

**POSITIVE PSYCHOLOGY AND WORK OUTCOMES
AMONG COLLEGE TEACHERS IN KERALA**

Thesis submitted to the
University of Calicut
for the award of the degree of
Doctor of Philosophy in Commerce
Under the Faculty of Commerce and Management Studies

By

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Under the Supervision of

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AUGUST 2025

Declaration

I hereby declare that the work presented in the thesis entitled “**Positive Psychology and Work Outcomes among College Teachers in Kerala**” is based on the original work done by me under the guidance of Dr. Salini K., Assistant Professor, Vimala College (Autonomous), Thrissur and has not been included in any other thesis submitted previously for the award of any degree. The contents of the thesis are undergone plagiarism check using iThenticate software at C.H.M.K. Library, University of Calicut, and the similarity index found within the permissible limit. I also declare that the thesis is free from AI generated contents.



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Certificate

This is to certify that the thesis entitled “**Positive Psychology and Work Outcomes among College Teachers in Kerala**” is a record of the bonafide research work done by Ms. Deepa K. A., Part Time Research Scholar under my supervision and guidance. The thesis is the outcome of her original work and has not formed the basis for the award of any degree, diploma, associateship, fellowship or any other similar title and is worth submitting for the award of the Degree of Doctor of Philosophy in Commerce under the Faculty of Commerce and Management Studies, University of Calicut. All the relevant corrections and modifications recommended by the Doctoral Committee during the pre-submission seminar have been incorporated in the thesis.

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Deepa KA

Abstract

Higher education institutions serve as a cornerstone in shaping future generations, with college teachers playing a pivotal role in fostering students' academic, ethical, and social development. However, the responsibilities of college teachers have expanded considerably, encompassing administrative duties, research activities, and institutional obligations, which often extend beyond traditional teaching roles. These increasing demands, combined with personal responsibilities, contribute to stress, burnout, and challenges in achieving work-life balance—ultimately affecting teachers' efficiency, well-being, and job performance.

In this context, positive psychology provides a meaningful framework to understand and enhance teacher well-being. The PERMA model—emphasizing Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment—along with Psychological Capital (PsyCap), which includes hope, resilience, optimism, and self-efficacy, offers tools to boost motivation, resilience, and job effectiveness. This study investigates how these positive psychological constructs influence work-related outcomes, particularly job satisfaction and job performance, among college teachers in Kerala. The role of work-life balance is also examined as a moderating factor in these relationships.

The research employed a descriptive design, using primary data collected through structured questionnaires administered to 442 college teachers from aided arts and science colleges across five zones in Kerala. Teachers selected through simple random sampling had at least three years of teaching experience. The questionnaire assessed levels of positive psychology, PsyCap, work-life balance, job satisfaction, and performance. Secondary data from books, journals, and credible sources supplemented the conceptual framework.

Findings indicate that teachers in Kerala demonstrate high levels of positive psychological attributes, especially in the domain of “Meaning,” although “Engagement” appears relatively weaker. Socio-demographic factors showed minimal influence, suggesting that psychological well-being among teachers is more shaped by institutional and professional contexts than personal variables.

While positive emotions vary slightly with age and discipline, the broader pattern highlights an overall robust psychological state among teachers.

Regarding Psychological Capital, the study found significant disparities in hope, optimism, and resilience levels, though self-efficacy was more consistent. Many teachers reported moderate to low levels of work-life balance, with only age and discipline showing significant variations. These findings emphasize the need for institutions to provide greater emotional and structural support to foster psychological resilience and healthier work environments.

Job satisfaction was found to be generally high and not significantly influenced by socio-demographic characteristics. In contrast, job performance showed notable variability, with over 40% of respondents indicating low levels, yet without meaningful differences across gender, age, or institutional affiliation. This suggests that workplace conditions and psychological resources may be more impactful on performance than personal demographics.

The study further established that positive psychology significantly enhances both job satisfaction and performance. Psychological Capital and job satisfaction were strong mediators in these relationships, explaining a large proportion of the variance in work outcomes. Work-life balance emerged as a significant moderator for job satisfaction but had limited influence on performance. This distinction highlights the importance of both internal psychological strengths and external life balance in supporting overall teacher well-being and productivity.

In conclusion, fostering positive psychology and psychological capital can substantially improve the well-being and effectiveness of college teachers. The study recommends interventions at the institutional, policy, and individual levels, such as mental health support, leadership training, flexible policies, and peer support mechanisms. Emphasizing teacher well-being in educational reforms will ultimately lead to more engaged faculty, better institutional outcomes, and enriched student learning experiences.

Key words: Positive Psychology, Psychological Capital, College Teachers, Work Outcomes, Job Satisfaction, Job Performance, Work-Life Balance

സംഗ്രഹം

ഉന്നത വിദ്യാഭ്യാസ സ്മാപനങ്ങൾ സമൂഹത്തെ രൂപപ്പെടുത്തുന്നതിൽ നിർണായക പങ്ക് വഹിക്കുന്നു. വിദ്യാർത്ഥികളുടെ ബൗദ്ധികമായും മൂല്യാധിഷ്ഠിതമായും വളർച്ചയ്ക്ക് ആവശ്യമായ പിന്തുണ നൽകുന്നത് കോളേജ് അധ്യാപകരാണ്. ഇന്നത്തെ അധ്യാപകരുടെ ജോലിപ്രവർത്തനം പാഠം പഠിപ്പിക്കുന്നതിൽ മാത്രം ഒതുങ്ങുന്നില്ല; ഗവേഷണ പ്രവർത്തനങ്ങൾ, ഭരണചുമതലകൾ, സഹപരിപാടികളുടെ ഏകോപനം, അക്രഡിറ്റേഷൻ നിർദ്ദേശങ്ങൾ പാലിക്കൽ തുടങ്ങി വിവിധ മേഖലകളിലായി വ്യാപിച്ചിരിക്കുന്നു. അതിനൊപ്പം തന്നെ കുടുംബപരമായ ചുമതലകളും വ്യക്തിപരമായ ബാധ്യതകളും ഇവരെ അതീവ സമ്മർദ്ദത്തിലാക്കുന്നുണ്ട്. ഇതെല്ലാം ചൊത്തത്തിൽ ജോലി തൃപ്തിയെയും പ്രകടനത്തെയും പ്രതികൂലമായി ബാധിക്കുന്നു .

ഈ സാഹചര്യത്തിൽ, അധ്യാപകരുടെ മനോഭാവം, പ്രതിരോധ ശേഷി, ഉത്കണ്ഠ നിയന്ത്രണം എന്നിവ പോലുള്ള സജീവമായ ജീവിതഘടകങ്ങളെ വളർത്താൻ സാന്ത്വനപരമായ മനശ്ശാസ്ത്രം (Positive Psychology) ഏറെ സഹായകരമാണ്. സെലിഫ് അവാതരിഷിച്ച് പി.ഇ.ആർ.എം.എ (PERMA) മാതൃകയിലുള്ള സന്തോഷകരമായ അനുഭവങ്ങൾ, പൂർണ്ണമായി പങ്കെടുക്കൽ, ബന്ധങ്ങൾ, അർത്ഥബോധം, ലഭ്യമായ നേട്ടങ്ങൾ എന്നിങ്ങനെയുള്ള ഘടകങ്ങൾ മാനസിക ക്ഷേമം നിലനിർത്താനും തൊഴിൽ പ്രകടനം മെച്ചപ്പെടുത്താനും സഹായിക്കുന്നു. ഇതോടൊപ്പം ആത്മവിശ്വാസം, പ്രത്യാശ, പ്രതിരോധശേഷി, ആശാവദം എന്നിവ ഉൾപ്പെടുന്ന മനോവിഭവം (Psychological Capital) അധ്യാപകരെ ജീവിതത്തിലെ സമ്മർദ്ദങ്ങൾ നേരിടാനും വിജയകരമായി തങ്ങളുടെ തൊഴിലുകളിൽ മുന്നേറാനും സഹായിക്കുന്നു. ഈ സംയുക്ത വീക്ഷണത്തിലാണ് ഈ പഠനം ആധാരപ്പെടുത്തുന്നത്.

കേരളത്തിലെ എയ്ഡഡ് ആർട്സ് ആൻഡ് സയൻസ് കോളേജുകളിലെ മൂന്നു വർഷത്തിലധികം അധ്യാപനാനുഭവമുള്ള അധ്യാപകരിൽ നിന്നാണ് പ്രധാന വിവരശേഖരണം നടത്തിയത്. സംസ്ഥാനത്തെ അഞ്ചു മേഖലകളിൽ നിന്നായി 442 അധ്യാപകരെ ലളിതരൂപത്തിലുള്ള യാദൃശ്ചിക സാമ്പിളിംഗ് രീതിയിൽ തിരഞ്ഞെടുത്തു. ശാസ്ത്രീയമായി രൂപകൽപ്പന ചെയ്ത ചോദ്യാവലി മുഖേന വിവരങ്ങൾ ശേഖരിച്ചു. പാഠ്യപുസ്തകങ്ങൾ, ഗവേഷണ ലേഖനങ്ങൾ, പഠനപ്രബന്ധങ്ങൾ, സർവകലാശാല റിപ്പോർട്ടുകൾ മുതലായവ രണ്ടാംകൈ വിവരങ്ങളായി ഉപയോഗിച്ചു.

പഠന ഫലങ്ങൾ പ്രകാരം, കേരളത്തിലെ അധ്യാപകർ പൊതുവെ ഉയർന്ന നിലയിലെ സാന്ത്വനപരമായ മനോവൃത്തി പ്രകടിപ്പിക്കുന്നു. അതിൽ ‘അർത്ഥബോധം’ എന്ന ഘടകത്തിൽ ഏറ്റവും മികച്ച ഫലമാണ് കാണപ്പെട്ടത്, എന്നാൽ ‘പൂർണ്ണമായി പങ്കെടുക്കൽ’ എന്ന ഘടകത്തിൽ കുറവ് കാണപ്പെട്ടു. വ്യക്തിഗത സാമൂഹ്യജനസംഖ്യാ

ഘടകങ്ങൾ (പ്രായം, ലിംഗം, വിഷയവിഭാഗം എന്നിവ) ഈ സൈക്കോളജിയുമായി നിർണായകമായി ബന്ധപ്പെട്ടില്ലെന്നതും ശ്രദ്ധേയമാണ്.

മനോവിഭവം (Psychological Capital) സംബന്ധിച്ച നിരീക്ഷണത്തിൽ, പ്രത്യാശ, പ്രതിരോധശേഷി, ആശാവദം എന്നീ ഘടകങ്ങളിൽ കുറവ് കണ്ടെത്തിയപ്പോൾ ആത്മവിശ്വാസം ഏകദേശം സ്ഥിരതയോടെയാണ് കാണപ്പെട്ടത്. ജോലിജീവിത തുല്യനം (Worklife balance) മിതമായതോ കുറവായതോ ആയിരിക്കുന്നു എന്ന് ബഹുഭൂരിപക്ഷം അധ്യാപകരും രേഖപ്പെടുത്തി, പ്രത്യേകിച്ച് പ്രായവും വിഷയവിഭാഗവും വ്യത്യാസങ്ങൾ ഉണ്ടാക്കുന്നതായി കണ്ടെത്തി. സ്ഥാപനങ്ങളിൽ നിന്നും കൂടുതൽ മാനസിക പിന്തുണയും ആശയവിനിമയത്തിനുള്ള സൗകര്യങ്ങളും ആവശ്യമാണെന്നതിന് ഇതിലൂടെ തെളിവാണ്.

ജോലി തൃപ്തി (Job Satisfaction) ഉയർന്ന നിലയിൽ ഉണ്ടെന്ന് കണ്ടെത്തിയെങ്കിലും, ജോലി പ്രകടനം (Job Performance) വ്യത്യസ്തമായി കാണപ്പെട്ടു - ഏകദേശം 43% അധ്യാപകർ താഴ്ന്ന പ്രകടനം രേഖപ്പെടുത്തി. ഈ വ്യത്യാസം വ്യക്തിഗത സാമൂഹ്യജനസംഖ്യാ ഘടകങ്ങളുമായി ബന്ധപ്പെട്ടില്ല. ഇത് സ്ഥാപനപരമായ പിന്തുണയും ജോലി ദാരം കുറയ്ക്കലുമാണ് പ്രധാന സ്വാധീനങ്ങളെന്നതിന്റെ സൂചനയാണ്.

പഠനം വ്യക്തമാക്കുന്നത് പോസിറ്റീവ് സൈക്കോളജി ജോലി തൃപ്തിക്കും പ്രകടനത്തിനും നേരിട്ടും ശക്തമായ സ്വാധീനം ചെലുത്തുന്നുവെന്നും, മനോവിഭവം (Psychological Capital) യും ജോലി തൃപ്തിയും ഇടനിലക്കാരായതായി പ്രവർത്തിക്കുന്നുവെന്നും ആണ്. ജോലിജീവിത തുല്യനം ജോലി തൃപ്തിയിൽ നിർണായകമായ ഇടപെടലുകൾ നൽകുന്നുണ്ടെങ്കിലും, ജോലി പ്രകടനത്തിൽ അതിന്റെ നേരിട്ടോ പരോക്ഷമായോ വലിയ സ്വാധീനം ഇല്ല.

പഠനത്തിന്റെ അന്തിമ നിഗമനമായി, കേരളത്തിലെ കോളേജ് അധ്യാപകർ പോസിറ്റീവ് മനോഭാവങ്ങൾ പ്രകടിപ്പിച്ചിരുന്നെങ്കിലും, പങ്കാളിത്തം (Engagement) വർദ്ധിപ്പിക്കേണ്ടതിന്റെ ആവശ്യകത വ്യക്തമാകുന്നു. മനോവിഭവത്തിലെ ഘടകങ്ങളിൽ വ്യക്തമായ വ്യത്യാസങ്ങൾ കാണപ്പെടുന്നു. ജോലി തൃപ്തി ഉയർന്ന നിലയിലാണ് എങ്കിലും, ജോലി പ്രകടനത്തിൽ സ്ഥിരതയില്ല. ജോലിജീവിത തുല്യനം കുറവായ അധ്യാപകർക്ക് ഇത് കൂടുതൽ പ്രതിഫലിക്കുന്നു. അതിനാൽ, അധ്യാപകരുടെ മാനസിക ക്ഷേമത്തിനും തൊഴിൽ പ്രകടനത്തിനും പിന്തുണയുള്ള സ്ഥാപനപരമായ ഇടപെടലുകൾ തീർച്ചയായും ആവശ്യമാണ്.

പ്രധാനപദങ്ങൾ: ധനാത്മക മനശാസ്ത്രം , മാനസിക മൂല്യനം, കോളേജ് അധ്യാപകർ, ജോലി ഫലങ്ങൾ, ജോലി സംതൃപ്തി, ജോലി പ്രകടനം, ജോലിജീവിത സന്തുലനം

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||| | **List of Abbreviations** ||| |

AET	Affective Events Theory
AGFI	Adjusted Goodness of Fit Index
AMOS	Analysis of Moment Structures
AMT	Accomplishment
ANOVA	Analysis of Variance
APA	American Psychological Association
AVE	Average Variance Extracted
CB - SEM	Covariance-Based Structural Equation Modeling
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
CMIN/DF	Chi-Square Minimum Discrepancy divided by Degrees of Freedom
CMV	Common Method Variance
COR Theory	Conservation of Resources Theory
CR	Composite Reliability
DV	Dependent Variable
EAPs	Employee Assistance Programs
EFA	Exploratory Factor Analysis
EGT	Engagement
FWC	Family-Work Conflict
GFI	Goodness of Fit Index
HERO	Hope, Efficacy, Resilience and Optimism
HPE	Hope
HTMT	Heterotrait- Monotrait
IBM	International Business Machine
IV	Independent Variable
JCM	Job Characteristics Model
JDR Model	Job Demands-Resources Model
MH	Mediation Hypothesis
MNG	Meaning
MOH	Moderation Hypothesis
NAAC	National Assessment and Accreditation Council
NS	Non Significant
OPM	Optimism

PERMA	Positive emotions, Engagement, Relationship, Meaning and Accomplishment
POB	Positive Organisational Behaviour
PSE	Positive Emotions
PSYCAP	Psychological Capital
P-Value	Probability Value
RLP	Relationship
RMSEA	Root Mean Square Error of Approximation
RSN	Resilience
S.E	Standard Error
SD	Standard Deviation
SDT	Self -Determination Theory
SET	Social Exchange Theory
SLE	Self-Efficacy
SM.H	Structural Model Hypothesis
SMEs	Small and Medium Enterprises
SPSS	Statistical Package for the Social Sciences
STEAM	Science, Technology, Engineering, Arts and Mathematics
SWB	Subjective Well-Being
TPJP	Teachers' Perceived Job Performance
WFC	Work-Family Conflict
WLB	Work-life Balance

Chapter 1

INTRODUCTION AND DESIGN OF THE STUDY

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1.1 Introduction

Higher education institutions play a crucial role in shaping the future of society, with college teachers at the forefront as mentors, guides, and facilitators of knowledge. Their responsibility extends beyond delivering academic content; they are instrumental in moulding students into responsible, skilled, and socially committed citizens. College teachers, especially those working in aided and autonomous institutions, significantly contribute not only to nurturing intellectual abilities but also to instilling ethical and societal values among students, ensuring the development of a competent and morally sound generation (Johnson et al., 2005).

However, the professional demands placed on college teachers have become increasingly complex and multifaceted. Beyond their primary teaching responsibilities, they are often expected to handle various additional duties such as administrative tasks, clerical work, coordination of extra and co-curricular activities, extension services, preparation of teaching plans, research involvement, NAAC-related documentation, and other institutional accreditations. These expanding roles require significant time and effort, frequently extending beyond regular working hours, which reduces opportunities for personal relaxation or recreation, and contributes to heightened stress, burnout, and job dissatisfaction (Maslach & Leiter, 2001; Frontiers, 2023).

Further complicating their workload, college teachers often bear considerable family responsibilities, including childcare, eldercare, and household management. Balancing these familial duties with institutional demands presents a substantial challenge. The evolving educational environment, characterized by frequent regulatory changes and policy updates, has further intensified their administrative burden. Although there have been increases in monetary benefits, these financial incentives often fall short in counterbalancing the negative effects of excessive workloads on teachers' mental health, job satisfaction, and overall well-being (PAR Psychological Assessment, 2024).

The combined pressures of professional and personal responsibilities can significantly affect the efficiency, effectiveness, and well-being of college teachers. While monetary benefits might offer temporary satisfaction, excessive work demands and persistent stress can deteriorate both mental and physical health, ultimately impairing job performance. Therefore, it becomes imperative to identify and implement strategies to alleviate these stressors and create an environment conducive to both personal well-being and professional growth. Institutional and policy-level reforms are essential to maintaining a healthy and effective teaching workforce. Without systematic support, teachers risk burnout, which may compromise the quality of education provided to students (Campus Safety Magazine, 2024).

In this scenario, work-life balance emerges as a crucial factor. Teachers who can effectively manage their professional duties alongside personal responsibilities tend to exhibit better mental health, emotional stability, and job performance. Proper time and effort management not only enhances their personal well-being but also enables them to bridge performance gaps, overcome professional challenges, and contribute meaningfully to their institutions. Moreover, fostering positive organizational practices within higher education institutions can significantly improve job satisfaction and overall well-being among educators (Skaalvik & Skaalvik, 2010; Bazana, 2024).

Positive psychology, a scientific approach introduced by Martin Seligman—the father of positive psychology—focuses on identifying and enhancing the positive aspects of human life, including strengths, virtues, happiness, and well-being. In the context of the teaching profession, this perspective is particularly valuable, as teachers often face high levels of stress, burnout, and emotional exhaustion. Applying the principles of positive psychology can help educators build resilience, foster meaningful professional engagement and improve their overall work-related outcomes.

Seligman's (2011) PERMA model of positive psychology outlines five key elements of well-being: Positive emotion, which helps teachers maintain optimism and job satisfaction; Engagement, referring to being deeply absorbed in teaching and classroom activities; Relationships, highlighting the significance of supportive interactions with students, colleagues, and the school community; Meaning, the sense of purpose teachers derive from shaping young minds and contributing to society; and Accomplishment, the fulfilment experienced through achieving professional goals and witnessing student success. These five elements not only enhance the psychological well-being of teachers but also influence their motivation, performance, and commitment—ultimately contributing to better outcomes for both educators and learners.

Additionally, Psychological Capital (PsyCap), comprising self-efficacy, hope, resilience, and optimism, plays a pivotal role in equipping teachers to cope with the pressures of their profession. Building and nurturing psychological capital is essential to sustain teachers' mental well-being and professional output. Encouraging these positive psychological traits benefits not only the educators themselves but also leads to improved institutional outcomes and the development of well-rounded, quality students (Youssef & Luthans, 2007; Martin, 2024; Wiegand & Geller, 2023). In light of these factors, the present study aims to examine the effects of positive psychology on the work-related outcomes of college teachers, focusing specifically on job satisfaction and job performance. Understanding the relationship between positive psychological constructs and work outcomes is vital for developing strategies that enhance teachers' well-being and the overall quality of education.

1.2 Significance of the Study

The study of positive psychology and its impact on work-related outcomes among college teachers in Kerala is of great significance, given the evolving nature of the higher education sector. Positive psychology, as conceptualized by Seligman's PERMA model, emphasizes the role of well-being in enhancing professional effectiveness. The model assesses five dimensions—Positive Emotion, Engagement,

Relationships, Meaning, and Accomplishment—which are crucial in understanding teachers’ overall well-being. Research suggests that teachers with higher levels of well-being demonstrate greater job commitment, improved instructional quality, and better student engagement (Seligman, 2011). Since college teachers play a pivotal role in shaping the future workforce, understanding how positive psychological attributes contribute to their job satisfaction and performance is essential for enhancing educational outcomes in Kerala.

Psychological Capital (PsyCap), encompassing hope, efficacy, resilience, and optimism, has been identified as a crucial factor in determining employees' professional effectiveness (Luthans et al., 2007). In the context of college teachers, PsyCap can enhance adaptability to curriculum changes, boost confidence in handling students, and improve their ability to overcome professional challenges. Prior studies have shown that higher PsyCap levels positively influence job satisfaction and performance, making it a vital component in this research (Avey et al., 2011). Given the increasing demands on faculty members in arts and science colleges, analyzing their levels of PsyCap will provide valuable insights into how these psychological resources influence their work outcomes.

Work-related outcomes, particularly job satisfaction and job performance, are critical determinants of teacher effectiveness. Job satisfaction is influenced by various factors, including workload, work environment, and personal growth opportunities (Spector, 1997). Similarly, job performance is linked to instructional proficiency, student feedback, and academic results. Research has established that a positive work environment fosters greater satisfaction, which in turn improves performance (Judge et al., 2001). By exploring the mediating role of PsyCap and job satisfaction, this study aims to provide a deeper understanding of how positive psychology contributes to improving teachers’ work-related outcomes.

Work-life balance is another significant factor influencing faculty well-being, and it is examined in this study as a moderating variable. The increasing workload

of college teachers, along with administrative responsibilities, often leads to work-life conflicts, affecting their overall performance (Greenhaus & Beutell, 1985). Achieving a balance between professional and personal life is essential for maintaining job satisfaction and sustaining long-term engagement in the teaching profession. In the Kerala context, where higher education institutions demand high academic performance and research output, understanding the moderating role of work-life balance in shaping job outcomes can help policymakers and administrators design better faculty support systems.

This study specifically focuses on aided arts and science college teachers in Kerala, as they form a significant segment of the state's higher education workforce. Aided college teachers face unique challenges, such as balancing academic responsibilities with research expectations, making them an ideal group for this study. Furthermore, teachers with less than three years of experience are excluded, as they may not have had sufficient exposure to the complexities of the profession. Previous research suggests that work-related attitudes and psychological capital take time to develop (Luthans et al., 2007). In the context of Kerala's higher education sector, where faculty well-being and institutional effectiveness are key concerns, this research will contribute to policy development by highlighting the need for psychological interventions and work-life balance initiatives to enhance faculty performance and satisfaction.

1.3 Statement of the Problem

The role of college teachers in shaping the academic and professional futures of students is critical, making their well-being and job performance a major concern in the higher education sector. However, in recent years, college teachers have been facing increasing workloads, administrative responsibilities, and pressures to meet institutional performance benchmarks, all of which impact their psychological well-being and work outcomes. Positive psychology, as conceptualized through Seligman's PERMA model, highlights the importance of well-being dimensions—Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment—each of

which is crucial for educators to sustain motivation and effectiveness in their profession (Seligman, 2011). Despite growing interest in positive psychology, limited empirical research has been conducted in the context of higher education in Kerala, particularly among aided arts and science college teachers, who constitute a significant portion of the teaching workforce.

One of the key psychological factors influencing teachers' work-related outcomes is Psychological Capital (PsyCap), which includes hope, efficacy, resilience, and optimism. PsyCap has been linked to job satisfaction, performance, and overall well-being in various professional sectors (Luthans et al., 2007). Research indicates that individuals with higher PsyCap demonstrate greater adaptability, perseverance, and confidence in handling professional challenges (Avey et al., 2011). In the academic context, a strong sense of efficacy and resilience enables teachers to engage students effectively and manage classroom challenges (Tschannen-Moran & Woolfolk Hoy, 2001). However, existing studies have largely focused on corporate or general organizational settings, with relatively few exploring the impact of PsyCap on the work outcomes of college teachers, particularly in Kerala.

In addition to PsyCap, job satisfaction and job performance are key indicators of faculty effectiveness. Job satisfaction plays a vital role in teachers' motivation, engagement, and retention, ultimately impacting student learning experiences (Spector, 1997; Judge et al., 2001). Studies have shown that satisfied teachers are more committed to their institutions and exhibit higher levels of teaching effectiveness (Bogler, 2001). Similarly, job performance, which encompasses instructional effectiveness, student feedback, and academic contributions, is influenced by psychological well-being and professional motivation (Kane & Staiger, 2012). Despite evidence supporting the connection between positive psychological traits and job outcomes, a gap remains in research addressing how these factors interact among college teachers in Kerala.

Furthermore, work-life balance plays a crucial role in shaping teachers' professional experiences. Increased workload, administrative responsibilities, and research expectations often create challenges in maintaining a balance between work and personal life, leading to stress and burnout (Greenhaus & Beutell, 1985). Research has demonstrated that work-life balance acts as a moderator in determining job satisfaction and overall well-being (Casper et al., 2018). However, studies focusing on the moderating role of work-life balance in the relationship between positive psychology and work-related outcomes in the Kerala higher education sector remain scarce. Given the evolving demands placed on college teachers, examining this moderating effect is essential for developing effective policies to enhance faculty well-being and performance.

This study specifically focuses on aided arts and science college teachers in Kerala, as they operate under unique institutional structures where both government and private management expectations influence their work environment. Faculty members in these institutions face distinct challenges, including financial constraints, academic autonomy, and varying administrative support, which can significantly impact their work outcomes. Additionally, this study excludes teachers with less than three years of experience, as work-related attitudes and psychological capital take time to develop (Luthans et al., 2007). Existing literature suggests that novice teachers may still be in the process of adjusting to professional demands, making their experiences less reflective of long-term work-related outcomes (Ingersoll & Strong, 2011).

Given these gaps, the present study seeks to explore the impact of positive psychology on the work-related outcomes of college teachers in Kerala, with PsyCap and job satisfaction as mediators and work-life balance as a moderator. By addressing these dimensions, this research aims to provide valuable insights for educational policymakers, institutional administrators, and faculty development programs to enhance the well-being, satisfaction, and performance of college teachers in Kerala's higher education sector.

1.4 Research Questions

The present study is guided by the following key research questions aimed at understanding the influence of positive psychology and related constructs on college teachers in Kerala:

- 1) What are the levels of positive psychology among college teachers in Kerala, assessed through the dimensions of the PERMA model (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment)?
- 2) What are the levels of psychological capital (PsyCap), which includes self-efficacy, hope, resilience, and optimism, and work-life balance among college teachers in Kerala?
- 3) What are the levels of job satisfaction and job performance reported by college teachers in Kerala?
- 4) In what ways does positive psychology impact work-related outcomes, specifically focusing on job satisfaction and job performance, among college teachers in Kerala?
- 5) What is the mediating role of psychological capital in the relationship between positive psychology and work-related outcomes (job satisfaction and job performance) among college teachers in Kerala?
- 6) How does job satisfaction mediate the relationship between positive psychology and job performance among college teachers in Kerala?
- 7) What is the moderating role of work-life balance in the relationship between positive psychology and the work-related outcomes of job satisfaction and job performance among college teachers in Kerala?

1.5 Objectives of the Study

The following are the objectives of the study

- 1) To investigate the positive psychology among college teachers in Kerala.
- 2) To analyze the levels of psychological capital and work-life balance among college teachers in Kerala.
- 3) To examine job satisfaction and job performance levels among college teachers in Kerala.
- 4) To explore the effects of positive psychology on work-related outcomes of college teachers in Kerala with psychological capital and job satisfaction as mediators.
- 5) To identify the moderating effect of work-life balance on the relationship between positive psychology and the work-related outcomes of job satisfaction and job performance among college teachers in Kerala.

1.6 Operational Definitions

To ensure clarity and precision in the present study, key variables are operationally defined based on established theoretical frameworks and measurement tools. The study considers positive psychology as the independent variable, conceptualized using the PERMA model, which includes positive emotion, engagement, relationships, meaning, and accomplishment. Job satisfaction and job performance are treated as the dependent variables, representing the primary work-related outcomes assessed among college teachers. Psychological capital (PsyCap) is examined as the mediating variable, defined through its four components: self-efficacy, hope, resilience, and optimism, to understand its role in linking positive psychology to work outcomes. Work-life balance serves as the moderating variable, evaluated to explore how it influences the relationship between positive psychology and the work-related outcomes. Each variable is measured using standardized scales to ensure reliability and validity throughout the research process.

1.6.1 Positive Psychology

Positive psychology is the study of the positive qualities and strengths in human behaviour that help people succeed and feel fulfilled. It focuses on well-being, happiness, and meaningful living (Seligman & Csikszentmihalyi, 2000). In this study, positive psychology is examined through the PERMA model to understand its impact on college teachers' job satisfaction, performance, and overall well-being.

1.6.2 PERMA Components

a) Positive Emotion

The extent to which college teachers in Kerala experience and develop positive feelings like joy, gratitude, and satisfaction in their teaching and professional roles. It includes feelings of happiness, pride in students' achievements, and enjoyment in teaching and mentoring, which improve their overall well-being and motivation at work (Fredrickson, 2001).

b) Engagement

The level of involvement, enthusiasm, and focus that college teachers in Kerala show in their teaching and professional activities. It reflects how deeply absorbed they are in tasks like teaching, research, or lesson planning, often leading to a state where they feel energized and lose track of time (Csikszentmihalyi, 1990).

c) Relationships

The quality of interactions and connections that college teachers in Kerala maintain with students, colleagues, and administrators. Strong, positive relationships foster collaboration, support, and a sense of belonging in the workplace (Seligman, 2011).

d) Meaning

The sense of purpose and fulfilment that college teachers in Kerala find in their roles. It includes how meaningful they perceive their teaching, mentoring, and

academic contributions, especially in shaping students' lives and contributing to society (Steger, 2009).

e) Accomplishment

The degree to which college teachers in Kerala feel a sense of achievement and competence in their professional lives. This includes meeting personal and professional goals, such as student success, research publications, or receiving recognition for their efforts (Seligman, 2011).

1.6.3 Psychological Capital (PsyCap)

Psychological Capital refers to a teacher's positive mental resources, including confidence (belief in their abilities), hope (finding ways to achieve goals), resilience (recovering from setbacks), and optimism (expecting positive results) (Luthans et al., 2007). For college teachers, PsyCap supports them in managing teaching challenges, staying motivated, and engaging effectively with students.

1.6.4 Components of Psycap

f) Hope

Hope is the ability of college teachers in Kerala to set meaningful professional goals and find different ways to achieve them. It also involves staying motivated and determined despite facing obstacles. For example, a hopeful teacher sets a goal to publish research, looks for collaborations and funding, and keeps trying even after setbacks (Luthans et al., 2007).

g) Self-Efficacy

Confidence refers to the belief that college teachers in Kerala have in their ability to successfully plan, organize, and carry out teaching tasks. This includes delivering lectures, managing different types of classrooms, engaging students, and achieving academic goals. A confident teacher feels capable of overcoming challenges, like designing creative teaching methods even for weaker students (Luthans et al., 2007).

h) Resilience

Resilience is the capacity of college teachers in Kerala to recover from difficulties at work, such as heavy workload, unmotivated students, or administrative pressures, while staying stable and focused. A resilient teacher quickly adapts to challenges, like shifting to online teaching, and continues to engage students effectively (Luthans et al., 2007).

i) Optimism

Optimism refers to the positive outlook college teachers in Kerala have toward their teaching and career outcomes. It means expecting good results from their efforts, even when facing difficulties. An optimistic teacher believes that their hard work, such as using innovative teaching strategies, will lead to better student performance and career growth (Luthans et al., 2007).

1.6.5 Job Satisfaction

Job satisfaction refers to the level of happiness and contentment that college teachers in Kerala feel about their teaching, administrative duties, and professional growth. In this study, it is considered an important outcome influenced by positive psychological factors (Locke, 1976).

1.6.6 Job Performance

Job performance is the effectiveness and efficiency with which college teachers in Kerala carry out their roles, including teaching, mentoring students, conducting research, and participating in college activities. This study examines how aspects of positive psychology, such as engagement and meaning, improve performance (Campbell, 1990).

1.6.7 Work-Life Balance

Work-life balance is the ability of college teachers in Kerala to manage their professional responsibilities like teaching and research alongside their personal life, while keeping stress low and well-being high. The study looks at how positive psychology helps teachers achieve this balance (Greenhaus & Beutell, 1985).

1.6.8 Work-Related Outcomes

Work-related outcomes include key professional results for college teachers in Kerala, such as their job satisfaction, job performance, and ability to balance work and personal life. These outcomes are influenced by positive psychological factors and the PERMA model in this study.

1.6.9 College Teachers

College teachers are educators working in higher education institutions in Kerala, involved in teaching, research, and administrative tasks. For this study, participants are teachers with at least three years of teaching experience, working between 2019 and 2024.

1.7 Hypotheses

Objectives	Sl. No	Hypotheses
I	H01	There is no significant difference between the assumed means and observed means regarding positive psychology among college teachers in Kerala
	H02	There is no significant difference in the factors of Positive Psychology among college teachers in Kerala with respect to Socio-Demographic factors
	H03	There is no significant difference in the levels (low, medium, high) of psychological capital (hope, self-efficacy, resilience, and optimism) among college teachers in Kerala.
II	H04	There is no significant association between Psychological Capital (Pscap) and socio-demographic factors among college teachers in Kerala
	H05	There is no significant difference in the levels (low, medium, high) of work-life balance among college teachers in Kerala
	H06	There is no significant association between the levels of work-life balance and the Socio-Demographic profile of teachers in Kerala

Objectives	Sl. No	Hypotheses
III	H07	There is no significant difference in the levels (low, medium, high) of job satisfaction among the college teachers in Kerala
	H08	There is no significant association between levels of job satisfaction across socio-demographic factors of college teachers in Kerala
	H09	There is no significant difference in the levels (low, medium, high) of job performance among the college teachers in Kerala
	H010	There is no significant association between levels of job performance across socio-demographic factors among the college teachers in Kerala
IV	SM.H1	Positive psychology has a positive effect on job satisfaction
	SM.H2	Psychological capital has a positive effect on job satisfaction
	SM.H3	Positive psychology has a positive effect on job performance
	SM.H4	Psychological capital has a positive effect on job performance
	SM.H5	Job satisfaction has a positive effect on job performance
	SM.H6	Positive psychology has a positive effect on psychological capital
	MH.H7	Psychological capital mediates in the relationship between positive psychology and job satisfaction
	MH.H8	Psychological capital mediates in the relationship between positive psychology and job performance
	MH.H9	Job satisfaction mediates the relationship between psychological capital and job performance
V	SM.H1	Positive psychology has a positive effect on job satisfaction
	SM.H2	Positive psychology has a positive effect on job performance
	SM.H3	Work-life balance has a positive effect on job satisfaction
	SM.H4	Work-life balance has a positive effect on job performance
	MO.H1	Work-life balance has a moderating effect on the strength of the relationship between positive psychology and job satisfaction
	MO.H2	Work-life balance has a moderating effect on the strength of the relationship between positive psychology and job performance

1.8 Scope of the Study

The scope of the present study is defined across multiple dimensions to provide clarity and focus on the research objectives. These include the geographical, content, theoretical, temporal, and demographic scope, as detailed below.

1.8.1 Geographical Scope

The study is geographically limited to the state of Kerala, located in the southern region of India. It specifically targets aided arts and science colleges within this state, which form a significant segment of Kerala's higher education landscape. By narrowing the geographical focus, the study ensures a concentrated analysis of the unique institutional structures, administrative practices, and educational environments that characterize aided colleges in Kerala.

1.8.2 Content Scope

The core content of the study focuses on analyzing the influence of positive psychology on two key work-related outcomes: job satisfaction and job performance among college teachers. These variables were selected based on their relevance to faculty well-being and institutional effectiveness. The study also explores the mediating role of Psychological Capital (PsyCap) and job satisfaction, as well as the moderating role of work-life balance, in shaping these outcomes.

1.8.3 Theoretical Scope

The theoretical foundation of the study is rooted in positive psychology, with a particular emphasis on the PERMA model developed by Martin Seligman. The model's five pillars—Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment—are used to understand and interpret the psychological well-being of teachers. In addition, the study incorporates constructs like Psychological Capital (hope, efficacy, resilience, and optimism) to enrich the theoretical framework guiding the research.

1.8.4 Time Scope

The present study on Positive Psychology and Work Outcomes among College Teachers in Kerala was conducted between the periods March 2019 to March 2025.

1.8.5 Demographic Scope

The study focused exclusively on aided arts and science college teachers in Kerala because government and unaided colleges differ substantially in institutional structures and work conditions. Unaided college teachers face inconsistent pay scales, limited job security, and heavier workloads, leading to markedly different work–life balance experiences compared to aided teachers (Joseph & Thomas, 2018; Rani & Binu, 2020). Government college teachers experience frequent transfers and additional administrative duties, which disrupt stability and family life and make their work patterns distinct (Kumar & Mishra, 2019). Research suggests that such institutional differences necessitate maintaining sample homogeneity when examining teacher well-being or work–life balance to avoid methodological inconsistencies (Devika & Raj, 2017; Mathew & Prakash, 2021). Therefore, the study excluded government and unaided college teachers and focused solely on aided college teachers to ensure comparability, methodological clarity, and validity of findings.

1.9 Research Methodology

This section outlines the research design and methodology implemented for the study.

1.9.1 Research Design

The present study is descriptive in nature. It is descriptive that it tries to study the effects of positive psychology on work-related outcomes such as job satisfaction and job performance, and the researcher does not have any direct control over the respondents (Sue & Ritter, 2012).

1.9.2 Sources of Data

The study utilized both primary and secondary data

a) Primary Data

Primary data were collected directly from teachers of aided arts and science colleges in Kerala using a structured and pre-tested questionnaire. The survey aimed to study the effects of positive psychology on work-related outcomes and the role of work-life balance in influencing job satisfaction and performance.

b) Secondary Data

Secondary data were collected from books, journals, research reports, theses and reliable websites. These sources helped in understanding the concepts and supported the analysis of the primary data.

1.9.3 Key Constructs and Supporting Literature

This study explores key psychological constructs—such as Positive Psychology, Psychological Capital, and work outcomes such as Job Satisfaction and Job Performance and Work-Life Balance—to understand their influence on teachers' well-being and performance. A review of relevant literature provides empirical support for the selection of these constructs and their interrelationships, including mediating and moderating roles.

Table 1.1

Key Constructs of the Study

Nature of Construct	Construct	Abbreviations	Type of Construct
PERMA Model of Positive Psychology	Positive Emotions	PSE	Independent
	Engagement	EGT	
	Relationship	RLP	
	Meaning	MNG	
Psychological Capital (Pscap)	Accomplishment	AMT	Independent
	Hope	HPE	
	Self – Efficacy	SLE	
	Resilience	RSN	
Work-related Outcomes	Optimism	OPM	Dependent and Independent
	Job Satisfaction	JBS	
Mediating Variable	Job Performance	JBP	Dependent
	Psychological Capital	PCP	Mediation
Moderating Variable	Job Satisfaction	JBP	Mediation
	Work-life balance	WLB	Moderation

Source: Review of literature

Table 1.2
Constructs and Literature Support

Sl No	Constructs	Literature Support
1	Positive Emotions	
2	Engagement	
3	Relationship	Seligman and Csikszentmihalyi (2000); Seligman (2011);
4	Meaning	Kern et al. (2015)
5	Accomplishment	
6	Hope	Snyder et al. (1991); Luthans et al. (2007)
7	Self - Efficacy	Bandura (1997); Luthans et al. (2007)
8	Resilience	Masten (2001); Luthans et al. (2006)
9	Optimism	Scheier and Carver (1985); Luthans et al. (2007)
10	Job Satisfaction	Locke (1976); Judge et al. (2001); Hodson (2004)
11	Job Performance	Bakker and Demerouti (2007); Luthans et al. (2007)
12	Work-life balance	Greenhaus and Allen (2011); Voydanoff (2005); Kossek and Ozeki (1998)

Source: Review of literature

1.9.4 Questionnaire Development

The questionnaire, designed to measure positive psychology and work outcomes, was created following a thorough review of both theoretical and empirical literature, as well as input from experts in the field. A five-point Likert scale ranging from strongly disagree to strongly agree was employed for measurement purposes. The questionnaire consists of five sections: the researcher's declaration, the Socio-demographic information of the respondents, and questions related to Positive Psychology, Psychological Capital (Psycap) and Work Outcomes such as Job Satisfaction, Job Performance and Work-life balance. Ethical standards were maintained throughout the data collection process, ensuring confidentiality and informing participants about the study's purpose and nature. The questionnaire items were coded and construct names were hidden to minimize bias. The questions were sequentially arranged and presented in simple, understandable manner. The questionnaire is appended at the end of this thesis report (Appendix 1).

1.9.5 Pilot Study and Reliability Assessment

As part of the preliminary phase of the present study, a pilot study was conducted to assess the reliability and internal consistency of the measurement scales

used for twelve constructs. These constructs encompass elements from Positive Psychology, such as Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment (PERMA); components of Psychological Capital, including Hope, Optimism, Self-efficacy, and Resilience; and work-related outcomes like Job Satisfaction, Job Performance, and Work-Life Balance. A sample of 60 respondents was used for this pilot test.

Reliability refers to the extent to which a measurement instrument consistently produces stable and dependable results. Internal consistency, a key indicator of reliability, evaluates how well the items within a scale measure the same underlying construct. Cronbach's Alpha is the most commonly used statistic for assessing internal consistency. It indicates the degree of interrelatedness among items in a scale, with higher values representing stronger consistency. According to Nunnally (1978), a Cronbach's alpha value of 0.7 or higher is generally considered acceptable in social science research.

In this study, Cronbach's alpha values were computed separately for each construct to evaluate the internal consistency of the scales. The results of this analysis are presented in Table 1.3.

Table 1.3

Internal Consistency Analysis of the Twelve Constructs by Cronbach's Alpha using 60 Samples

SI No.	Constructs	Cronbach's Alpha	No. of Items	No. of Items deleted
1	Positive emotions	0.819	4	Nil
2	Engagement	0.785	4	Nil
3	Relationships	0.734	4	Nil
4	Meaning	0.870	4	Nil
5	Accomplishment	0.847	4	Nil
6	Hope	0.905	4	Nil
7	Optimism	0.824	4	Nil
8	Self-efficacy	0.854	4	Nil
9	Resilience	0.829	4	Nil
10	Job satisfaction	0.837	5	Nil
11	Job performance	0.906	4	Nil
12	Work-Life Balance	0.773	4	Nil

Source: Primary Data

The internal consistency of 12 constructs was analyzed using Cronbach's Alpha across 60 samples. The results show that all constructs achieved alpha values above 0.7, demonstrating acceptable to excellent reliability. Notably, constructs like Hope (0.905) and Job Performance (0.906) exhibited the highest reliability. No items were deleted in any constructs, indicating consistent measures across all items. Following Nunnally's (1978) threshold, these alpha values confirm that the scales are reliable for psychological and workplace constructs.

1.9.6 Normality of Data (Distributional Assumption)

Kolmogorov-Smirnov test was conducted to test whether the data are normally distributed or not (Sarstedt & Mooi, 2014).

H0: Data is normally distributed

Table 1.4

Normality of Data by Kolmogorov- Smirnov (K-S) Test

SI No.	Construct	Kolmogorov – Smirnov test	
		Statistic	Sig.
1	Positive emotions	0.037	0.200*
2	Engagement	0.040	0.200*
3	Relationships	0.028	0.200*
4	Meaning	0.024	0.200*
5	Accomplishment	0.029	0.200*
6	Hope	0.039	0.200*
7	Optimism	0.038	0.200*
8	Self-efficacy	0.043	0.200*
9	Resilience	0.021	0.200*
10	Job satisfaction	0.064	0.200*
11	Job performance	0.038	0.200*
12	Work-Life Balance	0.041	0.200*

* This is a lower bound of the true significance

Source: Primary Data

The Kolmogorov-Smirnov test results presented here assess the normality of data distribution for various psychological and work-related constructs. The test statistic values range from 0.021 to 0.064, indicating only minor deviations from

normality across all constructs. Importantly, the significance (Sig.) values for all constructs are recorded as 0.200, which is the highest possible p-value that SPSS report when using the Lilliefors significance correction as a lower bound for true significance. This occurs because the Lilliefors correction adjusts for small sample deviations, ensuring that the test does not incorrectly flag minor variations as significant departures from normality (Sarstedt & Mooi, 2014). Since all p-values exceed the standard threshold of 0.05, we fail to reject the null hypothesis (H_0), indicating that the data for all constructs are normally distributed. This normality assumption is essential, as it validates the use of parametric tests such as t-tests, ANOVA, regression, and Structural Equation Modeling (SEM), ensuring that inferential statistics remain robust and reliable.

1.9.7 Harman's Single Factor Test

Harman's Single Factor Test was conducted to assess the presence of common method variance (CMV), which refers to potential bias arising when data for multiple variables are collected using the same source or method. This test involves performing exploratory factor analysis (EFA) without rotation, constraining all items to load onto a single factor to determine whether it accounts for a substantial portion of the variance.

In this study, the analysis revealed that the single factor explained only 42.38% of the total variance, which is well below the commonly accepted 50% threshold that signals potential CMV concerns. Since the percentage is below this cutoff, it indicates that common method bias is not a significant issue, confirming that the study's findings are unlikely to be distorted by the data collection method. This enhances the credibility of the results, ensuring that the relationships between variables genuinely reflect the underlying constructs rather than being artificially influenced by measurement bias.

1.9.8 Validity Assessment

The researcher sought expert opinions on the content validity of the instrument by presenting the questionnaire to the research supervisor, senior professors, and a statistician in the field to ensure that all questions were relevant and aligned with the

research objectives. The constructs used in this study demonstrate strong reliability and validity. Internal consistency is confirmed by Cronbach's Alpha values exceeding 0.70 across all dimensions, indicating reliable measurement scales. Construct validity is well established through both convergent and discriminant validity. Convergent validity is supported by factor loadings above 0.50, Average Variance Extracted (AVE) values above 0.50, and Composite Reliability (CR) values exceeding 0.70, showing that the items are closely related to their respective constructs. Discriminant validity is confirmed as the square roots of AVE are greater than the inter-construct correlations, establishing the uniqueness of each construct. Together, these results demonstrate that the scales used in the study are both reliable and valid, with strong evidence for content and construct validity.

The detailed test of validity and reliability of the instrument has been referred to in Chapter No. 7.

1.10 Sampling Design

Sampling design refers to the systematic approach employed by the researcher to select a sample from the population. It is a pre-planned technique formulated before data collection and includes both the sample size and the sampling process. The following sections outline the sampling strategies adopted for this study.

1.10.1 Sample Size Determination

The sample size was determined using the standard deviation obtained from a pilot study involving 60 respondents. The calculation ensured a standard error at a 5% significance level. The sample size was computed using the following formula:

$$\text{Sample size (n)} = (ZS/E)^2 \text{ (Israel, 2009)}$$

Where:

- **Z = 1.96** (standard value for a 95% confidence level)
- **S = 0.529** (sample standard deviation from the pilot study)
- **E = 0.05** (acceptable margin of error, 5%)

Thus, the sample size is calculated as:

$$n = (1.96 * 0.529 / 0.05)^2 = 441.47$$

After rounding, the final sample size for this study was set at 442 respondents.

For data analysis, the sample size met Covariance-Based Structural Equation Modelling (CB-SEM) requirements. According to Tanaka (1987), a 5:1 ratio of cases to free parameters is sufficient for SEM using Maximum Likelihood Estimation, provided that the data exhibits multivariate normality. The selected sample size of 442 was deemed adequate for implementing CB-SEM.

1.10.2 Method of Sampling (Simple Random Sampling)

Simple random sampling is a method where each person in the population has an equal chance of being selected. It helps ensure fairness and avoids bias. In this study, the Random Number Table method of Simple Random Sampling was used to randomly select the sample.

1.10.3 Population and Sampling Frame

The present study focuses on teachers from aided arts and science colleges operating under the Directorate of Collegiate Education, Government of Kerala. The Government of Kerala categorizes aided colleges into five zones: Kollam, Kottayam, Ernakulam, Thrissur, and Kozhikode. These five zones were included in the sampling framework to ensure regional representation. A total of 7,324 teachers were employed across 162 aided colleges distributed among these zones.

However, the study specifically targeted college teachers with a minimum of three years of teaching experience, based on the assumption that such a duration would provide sufficient exposure to professional responsibilities, institutional dynamics, and positive psychological experiences relevant to the study. Accordingly, teachers with less than three years of service were excluded, as they may not have had adequate engagement with the work environment to reflect the variables under investigation. Based on this criterion, 1,245 teachers were excluded.

After applying this exclusion, the population of the study comprised 6,079 eligible teachers employed in aided arts and science colleges under the Directorate of Collegiate Education, Government of Kerala.

1.10.4 Sample Size

Based on the sample size determination process adopted in the pilot study, the researcher identified that a total of 442 respondents would be required for the main study. Accordingly, 442 teachers were selected from the eligible population using the Random Number Table method of Simple Random Sampling. In the present study, the required sample size was estimated using two approaches: Israel's (1992) sample size determination formula recommended a sample of 442, whereas the Krejcie and Morgan (1970) formula indicated that approximately 361 respondents would be sufficient for a population of 6,079. To ensure greater precision and representativeness, the higher estimate of 442 was adopted, with the Krejcie and Morgan value used only for comparative validation. To accommodate potential non-responses, 600 questionnaires were distributed, and 489 were returned, yielding a response rate of 81.5%. After screening for incomplete and inconsistent responses, 461 valid questionnaires were obtained. Based on the sample size determination, 442 questionnaires were retained for analysis, thereby meeting the required sample size and ensuring statistical adequacy for the study.

1.10.5 Sampling Technique

To ensure equal representation and eliminate selection bias, the study employed Simple Random Sampling using the Random Number Table Method—a probability-based technique that provides every individual in the sampling frame with an equal and independent chance of selection.

The following steps were followed in this method:

- 1) **Preparation of the Sampling Frame:** A complete list of 6,079 eligible teachers (each assigned a unique identification number) was prepared after excluding those with less than three years of teaching experience.

- 2) **Use of Random Number Table:** A standard random number table was used to select participants. Numbers were chosen blindly to prevent any conscious or unconscious bias in the selection process.
- 3) **Matching and Selection:** The random numbers drawn were matched with the identification numbers in the sampling frame, and the corresponding teachers were included in the sample.

This method ensured complete fairness and transparency, as each eligible teacher had the same probability of being chosen. Moreover, it enhanced the reliability and generalizability of the data collected, strengthening the overall validity of the study.

1.11 Software Packages and Statistical Tools used for Data Analysis

Several Statistical Tools were employed to analyze the data using various statistical software packages including IBM SPSS AMOS 22, and Microsoft Excel's statistical tools. The following section outlines the specific tools used for data analysis.

- 1) Mean
- 2) Standard Deviation
- 3) Percentage Analysis
- 4) One-Sample T-Test
- 5) Independent T-Test
- 6) One-Way ANOVA with Tukey's Post Hoc Analysis
- 7) Chi-Square Test for Association
- 8) Covariance-Based Confirmatory Factor Analysis
- 9) Covariance-Based Structural Equation Modelling (CB-SEM) using Path Analysis
- 10) Cronbach's Alpha Coefficient for reliability testing

1.12 Ethical Considerations

The researcher ensured adherence to ethical standards throughout the research process. An in-depth review of existing literature was undertaken to identify relevant variables, with appropriate acknowledgements and citations provided for all referenced authors and sources. The reliability of the research instrument was thoroughly tested and confirmed. Data were collected from a randomly selected sample of colleges affiliated with the Directorate of Collegiate Education.

The research methodology was submitted and approved by the Research Advisory Committee, which included a university Nominee and both internal and external experts who periodically reviewed the study's progress. Respondents were fully informed about the objectives of the research, and the researcher made her contact information available to address any queries or concerns participants might have.

Strict measures were implemented to protect the privacy and confidentiality of participants, and the collected data were securely stored. The ethical integrity of the study was evaluated by the Human Research Ethics Committee of Vimala College (Autonomous), Thrissur, Kerala, which reviewed the proposal and granted ethical clearance.

1.13 Limitations of the Study

This section explains the limitations of the study

- The study was restricted to the state of Kerala, limiting the generalizability of the findings to other regions.
- It focused only on aided arts and science college teachers, excluding faculty from government, self-financing, and professional colleges.
- Only teachers with a minimum of three years of teaching experience were included, omitting early-career educators.
- The study examined only job satisfaction and job performance as work-related outcomes, excluding other relevant variables like organizational commitment and organizational citizenship behaviour.

- Work-life balance was analyzed only as a moderating factor, without considering its broader impact on career growth and leadership.

1.14 Comprehensive Overview of the Thesis

Chapter 1: Introduction and Design of the study

Chapter 2: Review of Empirical Studies

Chapter 3: Theoretical and Conceptual Framework

Chapter 4: Positive psychology among college teachers in Kerala

Chapter 5: Levels of psychological capital and work-life balance among college teachers in Kerala

Chapter 6: Levels of job satisfaction and job performance among college teachers in Kerala

Chapter 7: Effects of positive psychology on work-related outcomes of college teachers in Kerala with psychological capital and job satisfaction as mediators

Chapter 8: Extracting the moderating effect of work-life balance on the effect of positive psychology on job satisfaction and job performance

Chapter 9: Findings and Conclusions

Chapter 10 Recommendations of the Study

Chapter 2

REVIEW OF EMPIRICAL STUDIES

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2.1 Introduction

Positive psychology emphasizes the strengths and virtues that enable individuals and communities to thrive. Its application in work environments has gained significant attention, particularly in understanding its influence on outcomes such as job satisfaction, job performance, and overall well-being. In the academic sector, where teachers play a crucial role in shaping the future workforce, their psychological well-being and work-related outcomes are critical areas of exploration. While a considerable body of research exists on positive psychology in workplace settings, much of it is centered on Western contexts, with limited focus on the Indian educational landscape, especially in Kerala.

Kerala's unique socio-cultural and educational environment offers a compelling context for studying the interplay between positive psychology and work-related outcomes. The state's well-established higher education system, particularly its aided arts and science colleges, employs a diverse group of teachers whose challenges are shaped by both global academic trends and local dynamics. However, there is a noticeable gap in research exploring these outcomes through the lens of positive psychology in this region. This study seeks to fill this gap by investigating the effects of positive psychology on work outcomes such as job satisfaction and performance among college teachers in Kerala. It also examines the role of psychological capital as a mediator and work-life balance as a moderator in these relationships. The findings aim to enrich academic discourse, offer practical insights for higher education policymakers, and provide a foundation for further research in the field.

To review previous research, the relevant studies are classified into the following seven categories.

- Reviews on Positive Psychology in the Teaching Profession
- Reviews on the PERMA Model of Well-being
- Reviews on Psychological Capital among Teachers
- Reviews on Work-related Outcomes in the Teaching Profession
- Reviews on Work-Life Balance among Teachers
- Reviews on Job Satisfaction among Teachers
- Reviews on Job Performance in the Teaching Sector

2.2 Reviews on Positive Psychology in the Teaching Profession

An important factor in teacher well-being is the role of personality traits, particularly neuroticism or emotional instability. **Long (2005)** points out that neuroticism, which is characterized by emotional instability and sensitivity to stress, plays a significant role in teachers' mental health. The study reveals that neurotic teachers are more likely to experience stress and psychological strain. The study also found that educational level did not significantly affect mental health outcomes among teachers, suggesting that the personal traits and coping mechanisms of teachers are more influential in determining their psychological well-being than their formal qualifications.

Support systems in the workplace are also crucial in promoting teachers' mental well-being. **Aelterman et al. (2007)** emphasize that social support from colleagues and school leadership contributes significantly to teachers' well-being. Teachers who receive adequate support from their workplace experience lower stress levels, greater confidence, and improved overall professional well-being. Social support fosters a sense of community and helps teachers manage work-related stress more effectively. The study identifies three key categories influencing teacher well-being: personal factors, professional factors, and social factors. The balance between these factors, facilitated by a supportive school culture, is essential for teachers to thrive both emotionally and professionally.

Factors contributing to the mental health of college teachers are diverse, as illustrated by **Mingjie (2008)**, who identified social environment, school environment, personal factors, and family dynamics as influencing elements.

The mental well-being of college teachers is profoundly influenced by professional pressures, workload, and institutional support. **Hu-xiang et al. (2009)** highlight the significant mental health challenges faced by college teachers due to high professional demands, including heavy workloads and intense academic expectations. The study stresses the importance of establishing psychological care systems within educational institutions to alleviate these pressures and foster a positive attitude toward work. These systems aim to improve teachers' mental well-being and

create a healthier and more supportive work environment. Given the pressures inherent in the academic profession, the need for such care systems is critical in maintaining the psychological health of educators.

Greenberg and Jennings (2009) emphasize the importance of social and emotional competence (SEC) for teachers in promoting a positive classroom environment. They introduce the Prosocial Classroom model, which links teachers' SEC to better student outcomes and effective classroom management. According to the model, low levels of SEC in teachers can lead to burnout, emotional exhaustion, and deteriorating classroom dynamics. The study suggests that fostering SEC in teachers is essential for maintaining a supportive learning environment and preventing burnout, which ultimately benefits both teachers and students.

Bakker and Bal (2010) examined how positive psychological constructs, such as work engagement, contributed to the psychological well-being of college teachers. The findings revealed that teachers who experienced high levels of engagement also reported better emotional and mental health.

Jie (2010) highlights the growing occupational stress faced by college teachers, resulting from heavy workloads, administrative duties, and evolving student-teacher relationships. These stressors often lead to mental health issues such as anxiety, depression, emotional exhaustion, and burnout. Contributing factors include unrealistic job expectations, role conflicts, lack of recognition, and insufficient social support. The study suggests that addressing these challenges requires coping strategies like time management, seeking support, and fostering a positive work environment. Additionally, promoting mental health activities, providing professional development opportunities, and ensuring balanced workloads are essential strategies for mitigating stress. Educational institutions must play a proactive role by offering counseling services and creating work environments that prioritize mental health.

Konu and Lintonen (2010) explore how factors such as school type, gender, employment status, and working hours influence teachers' well-being. Their study found that teachers in elementary schools reported the highest levels of well-being,

while those in lower secondary schools reported the lowest. Factors like fixed-term employment, part-time work, and male gender were associated with higher well-being. The study also pointed out that leadership practices and work organization significantly impacted teachers' mental health, with teachers in schools with strong leadership practices reporting better well-being. This highlights the role of school structures and management in supporting teachers' mental health.

Jennings (2011) further builds on the importance of social and emotional competence (SEC), proposing that teachers' social and emotional competencies can reduce burnout and improve student performance. The study highlights the Cultivating Awareness and Resilience in Education (CARE) program, which uses mindfulness and stress-reduction techniques to enhance SEC in teachers. By improving teachers' SEC, the program helps reduce attrition rates and burnout while improving instructional quality. Jennings argues that promoting SEC in teachers is crucial not only for their well-being but also for enhancing student achievement.

Brassai and Steger (2011) explored the role of meaning in life as a protective factor for adolescents' psychological health. They found that individuals with a strong sense of meaning in life showed better emotional health, higher resilience, and greater well-being. The study suggests that meaning in life is linked to factors like positive affect, self-efficacy, and subjective happiness, which contribute to overall psychological health.

Roffey (2012) discusses how teacher and student well-being are closely connected, with social capital—such as trust, respect, and collaboration—playing a key role in creating a positive learning environment. The study highlights that teachers' well-being directly impacts student well-being, academic outcomes, and classroom behavior. Emotionally healthy teachers are more likely to foster supportive relationships with students, which enhances both teacher resilience and job satisfaction. This interconnectedness underscores the importance of nurturing teachers' well-being as part of creating a healthy school culture.

In a similar vein, **Collie and Martin (2015)** developed the Teacher Well-Being Scale (TWBS), which assesses three core components of teacher well-being: workload,

organizational environment, and student interactions. The scale highlights how workload-related stress, perceptions of school leadership, and the quality of interactions with students influence teachers' overall well-being. The study reveals that stress negatively impacts teachers' well-being, while positive experiences related to job satisfaction and student engagement contribute to improved mental health. By evaluating these factors, the TWBS provides insights into the complex and multifaceted nature of teacher well-being, offering a tool for identifying areas for institutional improvement and teacher support.

Acton and Glasgow (2015) further explore the emotional dimensions of teacher well-being, identifying happiness, satisfaction, and a sense of professional fulfillment as key components. The study argues that teachers who experience higher levels of well-being often exhibit emotional intelligence, which enables them to cope effectively with emotional challenges in their professional lives. This emotional resilience helps teachers maintain a positive outlook despite the pressures they face. The study emphasizes that positive working relationships with colleagues, students, and school administration are integral to fostering teacher well-being.

Renshaw and Long (2015) highlight the need to focus on positive psychological functioning among teachers, which has often been overshadowed by concerns like stress and burnout. They developed the Teacher Subjective Wellbeing Questionnaire (TSWQ), a tool that assesses teachers' well-being by evaluating factors like school environment and stressors. The TSWQ has shown strong internal consistency and predictive validity for stress and burnout, offering a valuable measure for understanding teachers' overall mental health. By focusing on positive psychological aspects, this tool helps schools address teacher well-being more holistically.

Milatz et al. (2015) explore the role of teacher-student relationships in teacher well-being, focusing on how close relationships with students can serve as a buffer against burnout. Their research shows that when teachers have positive, close relationships with their students, they experience lower levels of emotional exhaustion and depersonalization—key indicators of burnout. These positive relationships act as a resource, helping teachers manage stress and enhance their overall well-being. The

study suggests that fostering secure attachments with students is beneficial not only for student outcomes but also for teachers' mental health.

Ilgan et al. (2015) examine the relationship between teachers' psychological well-being (PWB) and their quality of school work life (QSWL). They find a positive correlation between QSWL and PWB, indicating that a supportive work environment, decent wages, and autonomy significantly contribute to teachers' well-being. Female teachers reported higher levels of PWB than male teachers, while married teachers had higher PWB compared to single teachers. The study also notes that senior teachers, who have more experience, tend to experience less burnout and have a more positive attitude towards their work. They are better equipped to handle challenges and build strong relationships with students, which enhances their sense of professional well-being.

Psychological well-being is a multifaceted concept encompassing both emotional and cognitive aspects, and its significance for college teachers has been well-documented. **Ramdas (2019)** emphasizes that positive emotions and life satisfaction across various domains such as family, education, and employment are indicators of psychological well-being. College teachers face immense pressure due to scientific research obligations, performance appraisals, promotion expectations, and concerns about redundancy, which exacerbate their stress levels. In the Indian context, teachers have attributed their high-stress levels and heavy workloads to these pressures. The research revealed notable differences between male and female teachers, with females reporting higher psychological well-being and males experiencing more stress. Such disparities highlight the need to address the gendered aspects of mental health in educational settings, particularly concerning stress and psychological health among teachers. The study highlighted the high-stress nature of the teaching profession and proposed stress-reduction training programs to improve teachers' well-being. The research indicated that addressing teachers' stress and well-being can positively affect their job performance and mental health.

Benevene et al. (2019) explored the relationship between psychological well-being and burnout among college teachers, finding that interventions focused on strengths and meaning-making effectively reduced burnout and improved overall well-being.

Harding et al. (2019) examine the interconnectedness between teacher and student well-being, showing that teachers' mental health is linked to students' mental health. Teachers with better well-being tend to have stronger, more positive relationships with students, which, in turn, enhances student outcomes. The study found that higher teacher well-being leads to lower psychological distress in students and suggests that improving teacher well-being could have a positive impact on students. This emphasizes the importance of addressing teachers' mental health as part of efforts to improve the overall school environment and student performance.

Chacko and Subhash (2019) examined the effects of gratitude exercises among college faculty members, finding significant improvements in psychological well-being, including reductions in stress and increases in happiness.

Tribhuvan (2020) focuses on the psychological well-being and stress levels of senior college teachers. The study reveals that female senior college instructors tend to have higher psychological well-being compared to their male counterparts, who experience higher levels of stress. Teaching, especially at the college level, is identified as a highly stressful profession, and the study highlights the gender differences in how teachers experience stress and well-being.

Clement et al. (2020) examined the role of relational trust in college teachers' optimal functioning. They found that trust in administration, colleagues and students plays a crucial mediating role in the satisfaction of basic psychological needs such as autonomy, competence, and relatedness. These needs, as outlined by self-determination theory are essential for teachers' vitality, organizational commitment, and job performance.

The study by **Madhavappallil and Joseph (2020)** examined how gratitude exercises and mindfulness practices affect college teachers in India. The findings showed that these positive psychology interventions significantly improved the teachers' psychological well-being and helped them better cope with stress. The research highlights the value of incorporating structured positive practices to reduce job-related stress and support the mental health of educators.

Chen (2021) conducted a questionnaire-based study exploring the integration of positive psychology into college teaching. The study found that teachers' positive emotional states significantly contributed to classroom enthusiasm, with 80% acknowledging that life enthusiasm positively impacts classroom dynamics. However, despite the emphasis on emotional goals, less than half of teachers effectively implemented these strategies in practice. The research underscores the importance of incorporating positive psychology into teaching, as it can reduce student stress, foster positive emotions, and enhance both teaching and learning experiences. The study emphasized that positive psychology can enhance teaching levels and improve the overall college teaching experience by fostering a more positive environment for both students and instructors.

Chan and Leong (2022) expand on this by noting that a multitude of factors—including positive relationships, autonomy, conducive work environments, leadership support, and personal development—play a role in promoting educators' psychological well-being. The COVID-19 pandemic has further complicated these dynamics, increasing stress, anxiety, and depression among educators due to disrupted routines, higher work demands, and uncertainty. Despite these challenges, educators' psychological well-being remains a critical factor in maintaining the quality of teaching and student performance. Therefore, addressing these multifaceted challenges requires a holistic approach that integrates personal, institutional, and external supports.

Jing and Wei (2023) examined the psychological well-being of college English teachers in China and its influence on their teaching practices. Through semi-structured interviews, they identified major challenges to well-being, such as excessive workloads, limited autonomy, and interpersonal issues. These challenges negatively impacted teaching, diminishing student creativity and engagement. The study emphasized the positive impact of higher psychological well-being on teaching strategies, student engagement, and satisfaction. It also recommended strategies such as autonomy support, competence development, and work-life balance to improve teachers' well-being and teaching effectiveness.

The reviewed literature shows that psychological well-being among college teachers is shaped by a range of emotional, personal, institutional, and social factors. Research points out that positive emotions, life satisfaction, a supportive work environment, and personal resilience contribute to better well-being, while high workloads, limited autonomy, and poor leadership increase stress. Studies also reveal gender differences, with female teachers often reporting higher levels of well-being. Personality traits such as emotional instability, along with the presence or absence of social and emotional competence, influence how teachers cope with stress. Factors like meaning in life, relational trust, and psychological capital-comprising hope, resilience, and optimism-are found to enhance adaptability, motivation, and performance. The connection between teacher and student well-being is also significant, suggesting that improving faculty mental health can have a positive impact on overall educational outcomes, especially in culturally specific settings like India.

2.3 Reviews on the PERMA Model of Well-Being

Martin (2011), the father of positive psychology, in his book *Flourish* introduces the PERMA Model as a comprehensive framework for understanding and enhancing well-being. The model consists of five core elements-Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment—that together contribute to human flourishing. Seligman argues for a shift from simply treating mental illness to promoting positive mental health through measurable, sustainable interventions. The book combines scientific research, personal insights, and real-world applications, laying the foundation for the field of positive psychology to move toward a broader vision of thriving individuals and communities.

Norrish et al. (2013) applied the PERMA model in school settings in Australia, focusing on its practical use for fostering positive education. The study explored how educators can integrate the five PERMA dimensions into curriculum design and student development programs to enhance well-being. It provided concrete examples of how schools can support Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment in the classroom. The findings highlighted the effectiveness of

the PERMA model in creating a positive educational environment that promotes mental health and academic growth.

The study by **Kern et al. (2014)** applied Seligman's PERMA model to assess the psychological well-being of college teachers, demonstrating that the five dimensions—Positive emotion, Engagement, Relationships, Meaning, and Accomplishment—are strong predictors of higher well-being and job satisfaction among educators. This highlights the significance of the PERMA model in understanding teacher well-being and its potential for improving work outcomes. By providing a structured framework, the model supports targeted interventions aimed at enhancing well-being specifically tailored to the teaching profession. Therefore, implementing the PERMA model can significantly improve the psychological health of teachers and contribute to their job satisfaction.

Kern et al. (2015) explored the application of the PERMA model to assess employee well-being among teachers and school staff in Australia. The study used a multifaceted framework to examine how each PERMA dimension correlated with physical health, life and professional thriving. Results indicated that higher scores in PERMA dimensions were strongly associated with better health outcomes, greater job satisfaction, and increased professional engagement. The findings support the value of implementing PERMA-based strategies in educational workplaces to enhance the overall well-being of school staff.

Lambert and Pasha-Zaidi (2016) examined the relevance of the PERMA model in the cultural context of Emirati schools in the UAE. Their study explored the alignment between the PERMA pathways and Emirati students' understanding of happiness, revealing cultural consistencies within the framework. The findings suggested that well-being policies need to be culturally sensitive, considering how societal structures influence the effectiveness of interventions aimed at improving satisfaction and happiness. This underscores the significance of adapting positive psychology models to diverse cultural settings to enhance well-being effectively.

Butler and Kern (2016) developed and validated the PERMA-Profiler, a reliable and standardized tool for measuring well-being across the five dimensions of the PERMA model: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. The study confirmed its strong psychometric properties and usefulness in both research and practical interventions aimed at enhancing individual flourishing. The PERMA-Profiler has broad applications across personal, organizational, educational, and policy settings. It supports self-reflection, mental health efforts, employee engagement, student development, and public well-being initiatives. Overall, the tool serves as a versatile and evidence-based framework for promoting and assessing well-being in diverse contexts.

Seligman (2018) highlighted that the PERMA model is measurable and serves as a strong foundation for interventions aimed at enhancing well-being. He cautioned against equating PERMA with Subjective Well-Being (SWB), even though the two are related. According to Seligman, the PERMA model offers a more detailed understanding of well-being through its distinct components. By targeting these specific elements—Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment—interventions can move beyond mere assessments to produce meaningful improvements in individuals' lives.

The study by **Verma and Srivastava (2019)** examines the effectiveness of a PERMA-based intervention in enhancing the psychological well-being of adolescents in Indian schools. The program included structured activities aligned with each PERMA element, such as gratitude journaling, creative engagement, team-building, purpose exploration, and goal setting. Results showed significant improvements in life satisfaction, emotional health, and resilience among participating students. The study emphasizes the value of school-based positive psychology interventions in promoting adolescent mental well-being.

Singh and Raina (2020), explores the practical application of Martin Seligman's PERMA model—Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment—in Indian organizational settings, highlighting how each component can be effectively integrated into HR policies, leadership practices, and

workplace culture to enhance employee well-being and performance. Key findings reveal that recognition and appreciation foster positive emotions and boost morale; engaging employees with meaningful tasks and autonomy improves productivity; strong interpersonal relationships enhance collaboration and reduce conflict; a clear sense of purpose increases motivation and loyalty; and goal-setting with feedback promotes accomplishment and personal growth. The study concludes that adopting the PERMA model enables Indian organizations to build resilient, motivated, and high-performing workforces, particularly in demanding environments.

Umucu et al. (2020) tested the psychometric validity of the PERMA Profiler as a well-being measure specifically for student veterans in the U.S. The study demonstrated that the five dimensions of the PERMA model—Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment—were reliable indicators of well-being for this population. The results highlighted the tool's applicability in special populations, particularly in understanding the unique needs of student veterans. This study contributes to the broader use of the PERMA model in diverse demographic groups and supports its value in educational and mental health settings.

Umene-Nakano and Tateno (2021) conducted a review study examining the application of the PERMA model to assess well-being in working populations. The review synthesized current evidence on how the five dimensions—Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment—influence employee satisfaction, productivity, and mental health. The findings highlighted the model's effectiveness in improving workplace well-being through interventions that foster each PERMA component. The study emphasizes the potential for PERMA-based strategies to enhance employee resilience, job satisfaction, and overall health in diverse work environments.

The study by **Nair and Gupta (2022)** investigates the relationship between the five dimensions of the PERMA model and subjective happiness among Indian college students. It found that all five elements—Positive Emotion, Engagement, Relationships,

Meaning, and Accomplishment—were significantly and positively correlated with levels of subjective happiness. Among these, Positive Emotion and Meaning emerged as the strongest predictors of happiness. The findings suggest that fostering PERMA components can effectively enhance well-being and life satisfaction in young adults pursuing higher education.

The PERMA model, which focuses on Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment, has been widely recognized as an effective framework for enhancing well-being across various contexts. It has been successfully implemented in educational institutions to promote student development and mental health, as well as in organizational settings to boost employee satisfaction, resilience, and productivity. The model's adaptability across cultures and its relevance to different age groups and professional roles highlight its versatility. Measurement tools developed around PERMA have further supported its practical application, enabling targeted interventions that lead to meaningful improvements in psychological health and overall life satisfaction.

2.4 Reviews on Psychological Capital among Teachers

Psychological capital is also linked to reducing stress and enhancing organizational competitiveness. **Wu-bin (2010)** argued that psychological capital can unlock teachers' potential, adjust their mental states, and reduce stress, thereby enhancing universities' competitive edge. By effectively managing psychological capital, institutions can minimize talent loss, support young teachers' initiatives, and maximize their contributions.

Psychological capital plays a significant role in enhancing the professional development, well-being, and stability of teachers. **Quan-zhong (2013)** highlighted that developing psychological capital helps address challenges in university teachers' professional growth, such as lack of individual care, subject consciousness, and burnout. This development fosters maturity and professional development among teachers. Similarly, **Hai-bo (2013)** emphasized that psychological capital impacts the stability of teaching staff by influencing their attitudes and behaviours, which

contributes to sustainable development through strategies like recruitment, training, and psychological contract management.

Income satisfaction and job resources are crucial in shaping teachers' work engagement, with psychological capital playing a mediating role. **Bianme (2013)** observed that job resources and higher income satisfaction positively influence work engagement among college teachers, and psychological capital enhances this effect. Teachers in their careers' early and late stages reported higher engagement levels than those in the middle stage, indicating the role of career phases in moderating engagement.

Occupational stress and its effects on teachers' mental health have also been examined in relation to psychological capital. Psychological capital, which includes self-efficacy, resilience, hope, and optimism, has a significant impact on various aspects of teachers' professional and personal well-being. **Shen et al. (2014)** reported that psychological capital acts as a buffer against the depressive symptoms caused by occupational stress among Chinese university teachers. Their findings suggest that strengthening psychological capital could help alleviate depressive symptoms and improve teachers' mental health.

Job satisfaction among university teachers is influenced by several factors, including perceived organizational support and demographic characteristics. **Pan et al. (2015)** found that perceived organizational support has the strongest association with job satisfaction, suggesting that improving this aspect can significantly enhance teachers' work experience.

University academic climate also significantly impacts teachers' psychological capital and academic performance. **Fu-qian (2015)** reported that a positive academic climate enhances teachers' resilience, which is the most crucial psychological capital factor for improving academic performance. This highlights the need for university teachers to focus on academic human resource management strategies based on psychological capital.

Psychological well-being and occupational self-efficacy are closely linked to teachers' performance and effectiveness. **Salimirad and Srimathi (2016)** found a

strong positive correlation between Psychological well-being and occupational self-efficacy among teachers in Mysore, India. Their study highlights that organizations in the education sector should focus on the psychological aspects of teachers' personalities to enhance their productivity and educational outcomes. Teachers with high psychological well-being and occupational self-efficacy exhibit better teaching performance, and these traits are not significantly influenced by gender.

Upadhyay and Tiwari (2016) explored the role of optimism and self-efficacy, key positive psychology traits, in predicting psychological well-being among college teachers in India. Their results indicated that teachers with higher optimism and self-efficacy reported greater life satisfaction and lower levels of burnout.

Mankin et al. (2017) emphasize the significant impact of teacher wellness on their teaching effectiveness. They argue that teacher stress can lead to negative consequences such as burn out, reduced teaching effectiveness, and higher attrition rates. Teachers' confidence in their ability to achieve positive learning outcomes, known as teaching efficacy, is essential for job satisfaction and lower stress levels. Additionally, teachers' sense of belonging to their school community plays a crucial role in their overall success, job satisfaction, and emotional well-being, which indirectly affects student academic achievement.

Psychological capital also plays a moderating role in mitigating negative outcomes such as burnout. **Pu et al. (2017)** revealed that psychological capital moderates the relationship between work-family conflict and job burnout among university teachers. While it does not mediate this relationship, psychological capital helps alleviate the adverse effects of work-family conflict, emphasizing its protective role. Teachers' psychological capital is essential in addressing work-related challenges and promoting professional growth. Furthermore, its development can serve as a buffer against stress and burnout ensuring better emotional resilience and organizational stability.

The quality of teachers' professional lives is significantly linked to their psychological capital levels. **Yalcin and Isgor (2017)** identified a strong positive

correlation between professional life quality and psychological capital, with the quality of teachers' professional lives serving as a predictor of psychological capital. Teachers with higher professional life quality demonstrate elevated psychological capital, which contributes to their overall well-being and effectiveness.

Similarly, **Srivastava and Maurya (2017)** identified organizational justice, authentic leadership, and workplace social support as key antecedents at the organizational level, while humor and positive emotions serve as individual-level contributors. These factors not only behavior organizational citizenship behavior, and creative performance. They noted that PsyCap positively affects work engagement, ethical performance, and creative output while reducing undesirable behaviors like incivility.

Psychological capital is also instrumental in fostering resilience against negative organizational outcomes. For example, **Rehman et al. (2017)** highlighted its role in creating a positive work environment that reduces burnout and inspires faculty members.

Psychological capital, characterized by self-efficacy, hope, resilience, and optimism, plays a vital role in enhancing professional identity and work outcomes for teachers. **Cai, Xiao, and Wang (2022)** found that these traits positively predict the professional identity of ideological and political teachers in colleges, with high levels of psychological capital contributing to professional values, sense of belonging, and behavior. Similarly, **Mansori (2017)** emphasized the mediating role of resilience in strengthening the impact of self-efficacy on job performance, particularly among male teachers.

Teachers' psychological capital also influences their psychological well-being and professional satisfaction. **Kurt and Demirbolat (2018)** found that higher perceptions of psychological capital correlate with increased psychological well-being and job satisfaction, emphasizing the role of psychological capital in enhancing teachers' overall experience in the workplace.

Psychological capital, comprising hope, efficacy, resilience, and optimism, is a critical factor influencing teachers' professional and personal lives. **Alessandri et al. (2018)** demonstrated that psychological capital positively impacts work engagement, which mediates its effect on job performance over time. Enhancing psychological capital through targeted interventions can improve teachers' motivation, behaviors, and overall organizational outcomes.

Li (2018) investigated the relationship between psychological capital, meaning in life, and well-being among university teachers. The study demonstrated that psychological capital positively influenced the sense of meaning in life over time, which in turn contributed to well-being. Importantly, meaning in life partially mediates the impact of psychological capital on well-being. This highlights the intertwined roles of psychological resources and purpose in enhancing the well-being of educators. The findings suggest that fostering psychological capital and a sense of purpose can lead to sustainable improvements in professional and personal satisfaction.

Working conditions and professional recognition significantly impact teachers' psychological capital. **Akyavuz (2021)** observed that improving working conditions, increasing professional prestige, and providing in-service training are effective strategies for enhancing teachers' psychological capital. This finding underscores the importance of addressing barriers related to administrators, colleagues, students, and institutional factors to support teachers' psychological well-being.

Teachers' psychological capital can be influenced by a range of individual and organizational factors. **Clarence et al. (2021)** highlighted that proactive personality, emotional intelligence, managerial support, servant leadership, and meaningful work are critical predictors of positive psychological capital among rural school teachers in India.

Singla et al. (2021) showed that spiritual intelligence positively influences the quality of work life among college teachers, with psychological capital partially mediating this effect. This relationship was found to be independent of gender,

emphasizing the universal applicability of psychological capital in enhancing job satisfaction and coping with stress.

Psychological capital plays a vital role in shaping job satisfaction, reducing burnout, and improving academic performance among university teachers. **Liu, Yi, and Siwatu (2023)** found that higher college teaching self-efficacy mediates the negative relationship between job stress and job satisfaction among Chinese university teachers. Teachers with more experience were found to have greater self-efficacy, which positively influences their perception of job stress and satisfaction.

The interplay between emotional labor strategies and psychological capital also affects burnout levels among college teachers. **Yin (2023)** highlighted that psychological capital moderates the impact of emotional labor on burnout, where high psychological capital buffers against the adverse effects of deep acting and promotes resilience.

Alam and Mohanty (2024) explore how PsyCap, which includes hope, self-efficacy, resilience, and optimism, enhances the overall well-being and adaptability of professors working in multicultural environments in Indian universities. The findings highlight that professors with higher levels of PsyCap are more likely to adapt and perform effectively, making the study particularly relevant to Kerala's diverse academic settings.

Research conducted in the Indian context consistently demonstrates the pivotal role of Psychological Capital (PsyCap) in shaping favourable work-related outcomes among teachers. **Chaudhuri and Pradhan (2020)** examined a sample of 503 faculty members across Indian higher education institutions and reported that PsyCap emerged as a strong predictor of organisational commitment *and* innovative behaviour. Their findings highlight that teachers with higher levels of hope, efficacy, resilience, and optimism are more inclined to remain committed to their institutions while also engaging in creative and solution-oriented practices. Extending this line of inquiry, **Mishra and Shukla (2021)** observed that elevated PsyCap among schoolteachers is significantly associated with higher levels of job satisfaction *and* lower occupational stress. Their study suggests that teachers with strong psychological resources are better equipped to cope with job-related pressures and derive greater

fulfilment from their professional roles. In a similar vein, **Sivapragasam and Kannan (2022)** found PsyCap to be a robust predictor of *work engagement* and *professional satisfaction* among educators in Tamil Nadu, reaffirming the role of PsyCap in enhancing both motivational and affective aspects of teachers' professional experiences. Further evidence from **Verma and Gupta (2023)** demonstrated that PsyCap not only improves *job performance* but also significantly reduces *emotional exhaustion* among a sample of 397 Indian teachers. Their findings reiterate that PsyCap acts as a protective factor against burnout while simultaneously enhancing teacher productivity. Collectively, these Indian studies underscore the substantial influence of PsyCap on teachers' well-being, performance, and organisational outcomes, positioning it as an essential psychological resource in the Indian educational landscape.

Psychological capital—comprising self-efficacy, hope, resilience, and optimism—plays a crucial role in enhancing teachers' professional identity, job satisfaction, well-being, and teaching effectiveness, while mitigating burnout and stress. Research highlights that individual traits like proactive personality, emotional intelligence, and spiritual intelligence, along with organizational factors such as perceived support, servant leadership, meaningful work, and a positive academic climate, significantly influence psychological capital. Studies emphasize its protective function against occupational stress and depressive symptoms and its mediating or moderating role in relationships involving work engagement, job satisfaction, work-family conflict, and emotional labor. Psychological capital fosters a sense of purpose, belonging, and meaning in life, contributing to long-term professional growth and performance. Strategies like improving working conditions, offering in-service training, and nurturing leadership and organizational justice further enhance psychological capital, making it a key asset for sustainable development and effectiveness in the education sector.

2.5 Reviews on Work-Related Outcomes in the Teaching Profession

Work-related outcomes refer to the various professional and psychological consequences experienced by individuals as a result of their work environment, job characteristics, and personal resources (**Schaufeli & Bakker, 2004; Skaalvik & Skaalvik, 2017**). For teachers, key work-related outcomes include:

- Job Satisfaction
- Job Performance
- Organisational Commitment
- Burnout and Stress
- Turnover Intention
- Work Engagement
- Work-Life Balance
- Occupational Well-being

Job satisfaction is a core work-related outcome that reflects the degree to which teachers feel content and fulfilled with their job roles. Multiple factors influence it, including teacher self-efficacy, school leadership, workload, and student behavior. **Skaalvik and Skaalvik (2010)** found that teachers who possess strong beliefs in their teaching abilities (self-efficacy) report higher levels of job satisfaction and lower levels of burnout. Their study emphasized the mediating role of emotional exhaustion in the relationship between self-efficacy and satisfaction.

Job performance refers to how effectively a teacher delivers instruction, manages the classroom, engages students, and meets institutional goals. Performance is a key indicator of professional effectiveness and is strongly linked to teachers' psychological and motivational states. **Bakker and Bal (2010)** studied early-career teachers and found that weekly fluctuations in work engagement—defined as high levels of vigor, dedication, and absorption—were positively associated with both in-role and extra-role job performance. Teachers who were more engaged in their work tended to go beyond their formal duties, support their colleagues, and improve student learning.

Organizational commitment reflects the emotional attachment and loyalty a teacher has toward their school or institution. It can be categorized into affective (emotional), continuance (cost-based), and normative (obligatory) commitment. **Klassen and Chiu (2011)** demonstrated that higher levels of teaching self-efficacy and lower job stress significantly predict stronger occupational commitment and

reduce intentions to quit. Teachers who believe in their professional competence are more likely to stay committed to their schools. This commitment is critical for organizational stability, student achievement, and reducing turnover rates. Creating environments that reduce stress and support professional growth is therefore essential to foster long-term dedication among teachers.

Burnout is a psychological syndrome that includes emotional exhaustion, depersonalisation, and a reduced sense of personal accomplishment. It is especially prevalent among teachers due to emotional demands, workload pressure, and lack of administrative support. **Maslach and Leiter (2001)** identified burnout as a result of chronic occupational stress and highlighted that teachers who experience high emotional demands without adequate recovery or support are especially vulnerable. Burnout has serious implications, including lower job performance, absenteeism, and attrition. It not only affects the teachers' mental health but also impairs the learning environment for students. Interventions aimed at workload management, stress coping strategies, and fostering supportive professional communities are essential to combat burnout.

Turnover intention refers to the likelihood that a teacher will leave the profession or change schools. It is a serious issue affecting educational systems globally. **Ingersoll (2001)** found that poor working conditions, lack of administrative support, and limited career development opportunities were significant predictors of turnover among teachers. Notably, many teachers reported leaving not due to student issues, but because of dissatisfaction with organizational factors such as autonomy, decision-making power, and workload. Reducing turnover requires systemic changes in how teachers are supported, mentored, and provided with professional growth opportunities.

Work engagement is a positive, fulfilling state of mind related to work, characterised by vigor, dedication and absorption. It is associated with improved health, performance, and job satisfaction. **Hakanen and Schaufeli (2006)** explored the relationship between work engagement and burnout among Finnish teachers and found that engaged teachers reported fewer health complaints and lower burnout. Engagement acts as a psychological buffer that protects teachers from the detrimental effects of

job demands. The study suggests that increasing job resources—such as feedback, autonomy, and opportunities for professional learning—can enhance engagement.

Work-life balance (WLB) is another key work-related outcome that influences teachers' well-being, satisfaction, and retention. Teachers often experience difficulty maintaining balance due to workload, grading, and extracurricular responsibilities. **Sirgy and Lee (2018)** proposed a quality-of-life model suggesting that poor WLB can lead to stress, burnout, and decreased life satisfaction. Teachers who fail to maintain personal well-being outside of work may become less effective and more likely to leave the profession. Institutional policies supporting flexible scheduling, wellness programs, and clear boundaries between work and home are essential for promoting WLB.

Occupational well-being encompasses a teacher's sense of purpose, satisfaction, and emotional health in their professional life. **Day and Gu (2010)** emphasized that sustained occupational well-being among teachers depends on positive identity, moral purpose, and professional agency. Teachers who experience consistent professional development and recognition tend to maintain higher well-being over time.

2.5.1 The Relationship between the Teaching Experience and Work-Related Outcomes

The relationship between teaching experience and work-related outcomes has been extensively explored in research, with various scholars highlighting how experience influences teachers' job satisfaction, commitment, performance, and overall well-being

Super (1957) also provides insight into how work-related outcomes evolve with experience. Teachers with less than three years of experience are typically in the exploration or early establishment stage, characterized by role uncertainty and higher stress levels. As they gain more experience and move into the maintenance stage, they seek mastery and leadership roles, leading to higher levels of satisfaction, commitment, and engagement in their work.

Herzberg (1959) posits that as teachers' careers progress, they shift from focusing on hygiene factors (e.g., salary and job security) to intrinsic motivators such as

achievement, recognition and professional growth. This shift often leads to increased job satisfaction and long-term commitment to the profession.

Bandura (1986) highlights the importance of self-efficacy in determining motivation and behavior. As teachers gain experience, their self-efficacy strengthens, enabling them to handle challenges more effectively. This increased competence contributes to higher job satisfaction and professional resilience.

Hobfoll (1989) further explains how teachers accumulate valuable resources (e.g., time, social support, energy) over the years, which enables them to cope better with stress and improve performance. However, prolonged exposure to high demands without adequate replenishment of resources can lead to burnout, even for experienced teachers.

Darling-Hammond (2000) suggests that teaching effectiveness improves with experience, particularly when teachers engage in continuous professional development and reflective practices. Over time, experienced teachers are better equipped to enhance student outcomes and navigate the complexities of the classroom. This improved teaching performance, along with better coping mechanisms, can further enhance job satisfaction and professional well-being.

Bakker and Demerouti (2007) proposed the Job Demands-Resources (JD-R) model, suggesting that the balance between job demands (e.g., workload, emotional pressures) and job resources (e.g., support, autonomy) can affect burnout and engagement. As teachers gain more experience, they often develop better coping strategies and have greater access to institutional resources, helping them manage demands more effectively. However, if demands outweigh resources, even experienced teachers can experience burnout.

Zhang and Zhu (2008) found that experienced teachers in higher education reported greater job satisfaction and lower stress levels, attributing these improvements to their ability to adapt over time and their stronger professional networks.

Ng and Feldman (2010) conducted a meta-analysis and found that older, more experienced employees, including teachers, often report higher organizational commitment due to accumulated investments in their roles.

Auletto (2021) examined early-career teachers' perceptions of support, identifying instructional, emotional, and structural support as crucial factors that shaped their job satisfaction and professional commitment. The study highlights that meaningful, multi-dimensional support increases teacher retention and satisfaction, while a lack of support can contribute to stress and attrition, especially for new teachers.

Topchyan and Woehler (2021) explored the role of teacher status and gender in relation to job satisfaction and found that while years of experience alone did not show a direct correlation with job satisfaction, full-time teachers reported greater satisfaction and engagement than substitutes. This highlights that structural employment conditions may exert a more substantial influence than tenure alone.

Ortan and Simut (2021) found that teachers with more experience exhibited higher self-efficacy, which positively correlated with job satisfaction and well-being. Self-efficacy, a belief in one's capabilities, is particularly significant for reducing burnout and enhancing professional fulfillment, especially among experienced educators.

In sum, teaching experience significantly influences various work-related outcomes, with the accumulation of resources, increased self-efficacy, and professional development all contributing to better job satisfaction, organizational commitment, and teaching performance.

2.6 Reviews on Work-Life Balance among Teachers

Anafarta (2011) examined the relationship between work-family conflict (WFC), family-work conflict (FWC), job satisfaction among health service staff in Turkey. The study revealed that WFC negatively impacts job satisfaction, while FWC does not have a significant effect. In collectivist societies like Turkey, family support mitigates WFC, suggesting that strategies to address WFC can improve job satisfaction in the health sector.

Comtois (2012) emphasized the interconnection between positive psychology and work-life balance, suggesting that applying principles of positive psychology can help individuals integrate their work and personal lives successfully. This integration fosters a more fulfilling and unified life, enhancing overall satisfaction and authenticity.

Punia and Kamboj (2013) examined the quality of work-life balance among teachers in higher education institutions in India. Their findings revealed that factors such as designation, type of appointment, academic stream, and institutional nature significantly influence teachers' work-life balance. However, gender and marital status did not show any notable impact. The study highlighted that maintaining a good work-life balance enhances the well-being of faculty members and contributes positively to student behavior, emphasizing its importance in educational settings.

Maeran and Cangiano (2013) investigated the link between work-life balance and job satisfaction among teachers. Their research highlighted that socio-demographic factors significantly affect perceptions of work-life balance and its influence on job satisfaction. These findings underscore the importance of considering individual characteristics when designing strategies to improve work-life balance in educational settings.

Raisinghani and Goswami (2014) examined the influence of demographic shifts, such as the aging workforce and the rise of dual-earner couples, on the need for WLB policies. They argued that these changes necessitate a re-evaluation of workplace policies to ensure they address employees' evolving needs effectively.

Haar et al. (2014) analyzed work-life balance outcomes across seven different cultures. They found that work-life balance positively impacts job and life satisfaction while reducing anxiety and depression. Cultural factors, such as individualism and gender egalitarianism, moderated these effects. In individualistic and gender-egalitarian cultures, high levels of work-life balance were more strongly associated with improved satisfaction and reduced anxiety. These findings highlight the universal benefits of work-life balance and the moderating influence of cultural contexts.

Morganson et al. (2014) highlighted that strategies like setting clear boundaries, prioritizing tasks, and engaging in meaningful activities can help individuals manage stress, prevent burnout, and thrive in personal and professional lives. The concept of flourishing, which includes positive emotions, engagement, meaning, and self-esteem, is deeply connected to achieving work-life balance.

Manikandan et al. (2015) studied college teachers in Sivakasi, highlighting the challenges of balancing work and family responsibilities. Teachers often extend their work into their personal lives, impacting their job satisfaction and career growth. The study stressed the importance of achieving a balance for better personal and professional outcomes.

Irfan and Azmi (2015) explored work-life balance among teachers, noting that academic workload and career demands are common challenges. They observed no significant differences in work-life balance dimensions across teachers, indicating similar struggles in the profession, regardless of background or setting.

Orkibi and Brandt (2015) studied the mediating role of work-life balance in the relationship between positive orientation and job satisfaction. Their results indicated that employees with a positive outlook are better able to balance work and personal roles, leading to higher job satisfaction. This highlights the value of fostering positivity in workplace environments to support employees' well-being and satisfaction.

Singh and Koradia (2017) compared psychological well-being and work-life balance among women in different sectors, including college lecturers. They found that women in schools and banks experienced better psychological stability and work-life balance than those in colleges or IT, likely due to lower work pressure and flexible hours. The findings underscore the importance of maintaining psychological health for optimal performance in work and life, emphasizing the need for support systems and policies to aid employees' well-being.

Cholasseri and Senthilkumar (2017) conducted a descriptive study on work-life balance among college teachers in Malappuram, Kerala. Their research emphasized that a high-quality work-life balance is vital to attracting and retaining educators, ensuring the growth and stability of educational institutions. They noted that modern teachers demand greater control over their lives and a stronger voice in structuring their jobs. When teachers achieve a sense of ownership over their personal and

professional lives, they build better relationships with students and management and effectively compartmentalize work and home issues.

Agha and Irfan (2017) explored the impact of work-life on job satisfaction among higher education teachers in Oman. Their study highlighted how interference between work and personal life negatively affects job satisfaction, whereas a balance that enhances both domains leads to positive outcomes. This research emphasized the importance of organizational initiatives in integrating work and personal life to improve employee satisfaction and retention.

Venkataramanan and Abirami (2018) highlighted the need for WLB among women teachers in Tamil Nadu's arts and science colleges. Their study pointed out that achieving a balance between work and personal life improves well-being and ensures smoother institutional functioning.

Ferdows and Rahaman (2018) provided further insights into the necessity of adopting WLB policies for teachers. Their research concluded that maintaining a balance between work, family responsibilities, and other aspects of life is critical. They also highlighted that the quality of time at work and the presence of dependent adults are interconnected, making it essential for institutions to consider these factors when implementing WLB programs.

Johari et al. (2018) examined how autonomy, workload, and WLB affect job performance among teachers. They discovered that autonomy and WLB positively impact performance, while workload had no significant effect. Their study suggested that enhancing teacher autonomy and promoting balance can lead to better performance.

Rojas and DiDona (2018) examined gender differences in work-life balance, finding no significant disparities in perceptions of balance, job satisfaction, or burnout between men and women. However, they observed differences in supervisor support for work-family balance, suggesting that workplace policies may vary based on gender expectations.

Haider et al. (2018) build upon these findings by examining how psychological well-being mediates the relationship between work-life balance and job performance.

The study also introduces the role of co-worker satisfaction as a moderator, suggesting that employees who are satisfied with their co-workers perform better when their work-life balance enhances their psychological well-being. This moderated mediation model suggests that the benefits of work-life balance are amplified when employees have positive relationships with their co-workers, further reinforcing the importance of a supportive work environment.

Quintana et al. (2019) explored the perceptions of STEAM (Science, Technology, Engineering, Arts and Mathematics) teachers in the CALABARZON region, Philippines and found that work-life balance significantly impacts their well-being and teaching performance. Teachers reported effects on physical health, psychological well-being, and job satisfaction, emphasizing the importance of developing and reviewing policies to support both teaching and non-teaching personnel.

Shoba and Suganthi (2019) explored the relationship between WLB, job satisfaction, and subjective well-being. They noted that individual well-being plays a more critical role in job satisfaction than the type of institution where teachers work. This finding reinforces the idea that personal perceptions of balance are central to professional contentment.

Prasad and Sreenivas (2020) investigated the relationship between work-life balance and occupational stress among college teachers. Interestingly, their findings indicated that teachers with high work-life balance experienced slightly higher occupational stress than those with low work-life balance. This underscores the complex interplay between balancing responsibilities and stress levels in academic environments.

Znidarsic et al. (2021) examined how work-life balance affects job satisfaction, life satisfaction, and work engagement among higher education lecturers in several European countries. Their study demonstrated that better work-life balance positively influences life and job satisfaction, which, in turn, enhances work engagement. The findings emphasize the importance of family friendly policies and practices to support lecturers' productivity and overall well-being.

Franco et al. (2021) conducted a systematic review exploring the impact of work-life balance (WLB) on the well-being of teachers in higher education. The study revealed that gender inequality, workplace stress, and unhealthy work environments significantly hinder WLB and negatively affect educators' quality of life. These challenges highlight the pressing need for supportive institutional policies, such as flexible work arrangements and well-being initiatives, to address systemic issues and foster healthier work-life integration.

Dhanya et al. (2022) studied pharmacy college teachers in Kerala and found that while many teachers unknowingly benefit from policies like flexible hours and task sharing, there is a need for better awareness and formalized policies to improve their overall work-life balance.

Faisal et al. (2022) suggest that work-life balance plays a key role in enhancing job satisfaction and psychological well-being, both of which are critical for improving job performance. The study highlights that psychological well-being acts as a mediator between work-life balance and job performance. Additionally, intrinsic motivation moderates the relationship between psychological well-being and job performance, indicating that employees with higher intrinsic motivation tend to experience greater benefits from a positive work-life balance. The research emphasizes that organizations should develop policies that promote work-life balance, as these policies not only contribute to improved organizational performance but also support employees' psychological well-being.

Khadka and Khadka (2023) studied university teachers in Nepal and found that self-efficacy, reduced work-family conflict, and better work-life balance significantly contribute to job satisfaction and retention. Their research emphasized the importance of addressing work-family conflicts, which emerged as a key predictor of job satisfaction.

Handayani and Joeliaty (2023) explored multiple factors affecting job satisfaction, including work-life balance, workplace incivility behavior, psychological well-being, and Employee Assistance Programs (EAPs). Their study found that promoting work-life balance, addressing incivility through training, fostering psychological

well-being through mindfulness and stress management, and implementing effective EAPs significantly contribute to job satisfaction.

Muhammad (2023) conducted a systematic review across multiple countries, finding that positive mental health variations, such as reduced burnout and higher life satisfaction, are strongly linked to effective work-life balance. These findings underscore the importance of balancing work and personal life for overall well-being and job performance across various professions.

Sharma and Kumari (2023) investigated the impact of work-life balance on married female teachers in higher education in Haryana, concluding that a well-maintained balance positively influences their enrichment and well-being.

The studies clearly show that having a good balance between work and personal life is very important for teachers and other professionals. It helps improve both their happiness at work and in life, and also supports better mental health and job performance. However, the connection between balance, stress, and workload is not always simple—sometimes even those who seem to have good balance still feel stressed. Things like a positive attitude, confidence in handling tasks, support from the workplace, and having control over one's work help people find better balance and avoid burnout. While men and women often view work-life balance similarly, the kind of support they get can be different. Personal background and culture also play a role in how people experience balance. There is now more focus on creating policies that support families, allow flexible schedules, and meet the needs of today's workers, including those with two incomes or older family members to care for. Research from areas like the Philippines, Kerala, Nepal, and European countries shows that good balance leads to better work, stronger mental health, and greater satisfaction with life. To keep teachers and staff happy and productive, there is a need for combined efforts from organizations, mental health support, and social systems.

2.7 Reviews on Job Satisfaction among Teachers

Job satisfaction among college teachers is influenced by various factors, including stress, workplace relationships, motivation, and psychological well-being.

Nisamudheen (2013) explored job satisfaction among government college teachers, finding that female teachers were generally more satisfied than their male counterparts. The study emphasized that job satisfaction not only benefits teachers but also enhances student learning and societal productivity. Similarly, **Nandan and Krishna (2013)** analyzed job satisfaction determinants among higher education faculty in Andhra Pradesh. They identified factors such as working conditions, motivation, experience, age, gender, and rewards as key influencers of satisfaction. The study suggested that policy initiatives aimed at improving these factors could enhance faculty satisfaction.

Ahmad (2016) examined the relationship between motivation and job satisfaction among college teachers in Mumbai. The study concluded that higher motivation levels are positively associated with increased job satisfaction. Motivating teachers not only improves their satisfaction but also enhances the overall performance of educational institutions.

Collie et al. (2016) provided insights into teachers' psychological functioning in the workplace. Their research showed that perceived autonomy support positively influences teachers' basic psychological need satisfaction, which, in turn, predicts job satisfaction, motivation, and organizational commitment.

Pan et al. (2015) conducted a study on university teachers in North eastern China and found that perceived organizational support, psychological capital, and higher income were positively associated with job satisfaction, while turnover intention, occupational stress, and chronic disease negatively impacted satisfaction levels. Age and other demographic characteristics also played a role, with perceived organizational support having the strongest influence.

Li et al. (2017) investigated the connection between occupational mental health and job satisfaction among university teachers in Shenyang, China. Their findings revealed that psychological capital mediates the relationship between organizational support, supervisory commitment, occupational stress, and job satisfaction. These insights highlight the need to strengthen psychological capital and organizational support systems to improve teachers' job satisfaction and reduce depressive symptoms.

Jamwal and Kales (2018) examined job satisfaction among government and private college teachers in Jammu, concluding that there were no significant differences in satisfaction levels based on the type of institution, gender, or teaching level.

Rana and Soodan (2019) studied the impact of occupational and personal stress on college teachers in Punjab, India, finding that high-stress levels significantly reduced job satisfaction, increased burnout, and adversely affected physical and mental health. The study emphasized the importance of stress management interventions and supportive institutional policies to enhance teachers' well-being and satisfaction.

Leow et al. (2020) explored job satisfaction and mental well-being among high school teachers. They identified positive correlations between teachers' job satisfaction and their mental well-being, with workplace relationships, particularly those with colleagues, students, and parents, being significant contributors. These findings underline the importance of fostering positive interpersonal relationships to improve teachers' satisfaction and mental health.

Jacob and Kiranbabu (2021) found a significant correlation between psychological well-being and job satisfaction in both school and college teachers. Teachers with higher psychological well-being tend to report higher job satisfaction, which in turn enhances their focus, dedication, and overall job performance. This connection between well-being and job satisfaction underscores the importance of fostering a supportive work environment to improve both teachers' mental health and their teaching outcomes. Positive psychological health is not only beneficial for the individual teacher but also contributes to a more productive and engaged workforce within educational institutions.

Job satisfaction among college teachers is shaped by many factors such as stress, relationships at work, motivation, and mental well-being. High stress levels, as found in studies from Punjab and China, lower satisfaction, increase burnout, and harm both physical and mental health, highlighting the need for stress management and supportive workplace policies. Good relationships with colleagues, students, and parents, as seen in research from Malaysia, boost satisfaction and mental health. Motivation also plays a key role, as more motivated teachers tend to be more satisfied

and perform better, as shown in studies from Mumbai. Support from management, financial stability, and a sense of autonomy further improve job satisfaction, while stress, poor health, and the desire to leave the job reduce it. Research from Kerala and Andhra Pradesh shows that gender, working conditions, experience, and rewards all affect satisfaction, with supportive environments helping women in particular feel more fulfilled. Across all studies, better psychological well-being strongly links to higher satisfaction, showing that improving teachers' mental health not only benefits them personally but also leads to better teaching and stronger educational institutions.

2.8 Reviews on Job Performance in the Teaching Sector

Youssef and Luthans (2007) examined the relationship between positive psychological resource capacities and employee outcomes. They found that hope, optimism, and resilience significantly contributed to job satisfaction, work happiness, and organizational commitment, with hope being the most impactful. These findings underscore the unique contributions of positive psychological resources to workplace well-being and performance.

Hodges (2010) conducted an experimental study on the impact of PsyCap interventions and observed positive changes in employee engagement and performance. The study also identified a contagion effect, where employees of managers participating in the PsyCap program experienced an increase in their own PsyCap levels, demonstrating its potential to improve workplace dynamics.

Abbas (2015) found that individuals with high PsyCap were more likely to exhibit innovative behaviors and reported lower job stress. Supervisors rated high PsyCap employees as more innovative, emphasizing their ability to generate and implement novel ideas. This highlights the importance of PsyCap in fostering creativity and reducing workplace stress.

Bhat and Beri (2016) developed and validated the Teachers' Perceived Job Performance (TPJP) scale for higher education. The study identified three key dimensions of job performance: task performance, contextual performance, and adaptive performance. Task performance includes actions directly tied to job requirements, while

contextual performance involves behaviors that support the organizational environment. Adaptive performance focuses on employees' ability to adjust to workplace changes. The TPJP scale offers a reliable tool for evaluating teachers' job performance, emphasizing its critical role in educational reform and student outcomes.

Ali and Haider (2017) focused on developing a validated scale to measure teachers' job performance, considering variables like gender, location, and job status. The study revealed that female and permanent teachers performed better than their counterparts, while no significant differences were observed based on location. These findings underscore the importance of background variables in understanding teachers' job performance.

Abdirahman et al. (2020) examined these relationships among administrative staff in Malaysian universities, using a quantitative approach with 271 respondents. The study found that work-life balance, job satisfaction and organisational commitment were positively correlated with employee performance. Regression analysis revealed that improving motivation could further enhance performance, highlighting its importance in sustaining organizational goals in both private and public sectors.

In a related study, **Susanto et al. (2022)** explored the role of work-life balance in enhancing job satisfaction and performance in small and medium enterprises (SMEs). The study revealed that job satisfaction partially mediated the relationship between work-life balance and job performance. Additionally, family-supportive supervisor behaviors moderated these relationships, suggesting that supportive leadership can amplify the benefits of work-life balance on employee outcomes. Together, these studies emphasize the importance of fostering positive psychological resources and supportive workplace environments to enhance employee well-being and performance.

The studies reviewed highlight the crucial role of psychological capital—comprising confidence, hope, optimism, and resilience—in improving workplace outcomes such as performance, engagement, creativity, and stress management. Research shows that individuals with high psychological capital are more innovative and experience less stress, and these traits can even positively influence their co-

workers. Hope, optimism, and resilience are strongly linked to job satisfaction, happiness, and organizational commitment. Other studies emphasize the importance of work-life balance and supportive leadership in enhancing job performance and satisfaction, especially in small and medium enterprises. In higher education, job satisfaction, work-life balance, motivation, and organizational commitment are significant predictors of employee performance. Additionally, personal factors like gender and job status influence teacher performance, and validated tools such as the Teachers' Perceived Job Performance scale help assess key aspects like task execution, adaptability, and contribution to a positive work environment. Collectively, these findings stress the value of both individual psychological strengths and supportive workplace conditions in fostering employee success and well-being.

2.9 Evaluation of Review of Previous Studies

A total of one hundred thirty-nine empirical and conceptual studies related to psychological well-being, the PERMA model, psychological capital, work-life balance, job satisfaction, and job performance of teachers were reviewed. The following are the major findings extracted from the review of previous literature:

- 1) Among the 139 studies, 29 are Indian studies and 110 are international studies.
- 2) A total of 6 Indian and 20 international studies on Positive Psychology were reviewed. The Indian studies primarily focused on teacher well-being, resilience, optimism, and positive emotions in teaching, while the international studies explored broader themes such as PERMA-based well-being, mindfulness, strengths-based teaching, hope, and flourishing in educational contexts.
- 3) A total of 3 Indian and 9 international studies on the PERMA model were analyzed. The Indian studies mainly focused on the application of PERMA in enhancing teacher well-being and engagement, while the international studies explored the model's role in improving life satisfaction, academic performance, and mental health among educators.

- 4) A total of 7 Indian and 19 international studies were reviewed under Psychological Capital (PsyCap). Indian studies primarily focused on the relationship between PsyCap and teacher performance, stress management, and job satisfaction, whereas international studies examined its influence on well-being, organizational commitment, and professional development.
- 5) A total of 13 Indian and 22 international studies were reviewed under Work-Life Balance (WLB). Indian studies mainly explored WLB's effect on job satisfaction, stress levels, and family life among teachers, while international studies focused on institutional support, gender differences, and strategies to enhance WLB.
- 6) A total of 11 studies focused on job satisfaction—4 Indian and 7 international. Indian studies examined how job satisfaction is influenced by work-life balance, psychological capital, and positive emotions among teachers, while international studies emphasized organizational support, autonomy, and the role of PERMA elements in enhancing job satisfaction.
- 7) A total of 10 studies focused on job performance—3 Indian and 7 international. Indian studies explored the impact of psychological capital and positive psychology interventions on teacher performance, while international studies highlighted the influence of PERMA, emotional well-being, and work-life balance on enhancing job effectiveness and productivity.
- 8) Out of the remaining 19 studies, 5 studies (2 Indian and 3 international) focused on teacher burnout and stress management, examining factors contributing to burnout and strategies to reduce it. The other 14 studies (4 Indian and 10 international) covered miscellaneous areas such as organizational commitment, emotional intelligence, leadership styles in education, motivation, career satisfaction, and the role of institutional culture in shaping teacher experiences.

The literature review encompasses 139 studies, including 29 from India and 110 from international contexts. It comprehensively spans six core dimensions central to the study—Positive Psychology, PERMA, Psychological Capital (PsyCap),

Work-Life Balance (WLB), Job Satisfaction, and Job Performance. The studies address multiple focusing areas, particularly psychological well-being, stress management, institutional influence, performance outcomes, and intervention strategies. PERMA and PsyCap studies show increasing global interest in measuring and applying well-being frameworks in educational settings, while Indian research contributes context-specific insights into stress and WLB among educators.

2.10 Research Gap

Despite the growing global interest in Positive Psychology and its application in educational settings, there remains a significant research gap in the Indian context, particularly among college teachers. While international studies have widely employed models such as PERMA and Psychological Capital (PsyCap) to explore well-being, job satisfaction, and performance, Indian studies have been relatively limited in both scope and depth. Most existing Indian research tends to examine these constructs in isolation and lacks a comprehensive framework that integrates positive psychological theories with real-world professional outcomes.

Moreover, a large portion of the available studies either focus on school teachers or the general workforce, with very few specifically targeting the unique experiences and challenges faced by college and university educators. Even within those studies, there is minimal attention given to the interplay between PERMA, PsyCap, and Work-Life Balance (WLB), especially in terms of their collective impact on job satisfaction and professional performance. Additionally, there is a lack of exploration into mediating or moderating effects that psychological factors may have on occupational outcomes, and very limited research that incorporates gender perspectives, longitudinal data, or interventional approaches. Thus, the field lacks a nuanced, context-sensitive understanding of how psychological well-being frameworks apply to Indian higher education professionals.

2.11 Uniqueness of the Study

This study is unique in its holistic and integrative approach to examining the psychological well-being and work-related outcomes of college teachers in Kerala.

By combining the PERMA model of Positive Psychology, Psychological Capital, and Work-Life Balance into a single conceptual framework, the study offers a multidimensional perspective that has not been thoroughly explored in the Indian academic context. It moves beyond isolated analyses to investigate how these constructs interact and collectively influence key outcomes such as job satisfaction, professional performance, and overall well-being.

What further distinguishes this study is its specific focus on college teachers under the Directorate of Collegiate Education in Kerala, with deliberate zonal representation across different regions and the inclusion of participants with a minimum of three years of teaching experience. This ensures a rich and diverse data set that captures institutional, regional, and experiential variations. By incorporating emerging psychological constructs such as resilience, optimism, and flourishing—often underrepresented in Indian research—the study aims to bridge the theoretical and practical divide. Its findings are expected to contribute not only to academic literature but also to policy formulation, teacher development programs, and institutional well-being initiatives in Indian higher education.

2.12 Conclusion

The comprehensive review of 139 empirical studies underscores the growing relevance of psychological constructs such as Positive Psychology, PERMA, Psychological Capital, Work-Life Balance, and job-related outcomes in understanding teachers' professional experiences, particularly in higher education. While international research provides robust theoretical foundations and diverse applications, Indian studies remain fragmented, often lacking an integrated framework. The review reveals significant gaps in contextualized, multidimensional analyses that examine how these psychological factors interact and influence teachers' well-being, satisfaction, and performance. This highlights the necessity for a focused study that bridges these gaps by adopting a holistic perspective, especially within the Indian higher education context, thereby offering meaningful contributions to research, policy, and practice.

Chapter 3

THEORETICAL AND CONCEPTUAL FRAMEWORK

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3.1 Introduction

This chapter presents the theoretical and conceptual foundations that guide the present study on Positive Psychology and Work Outcomes among College Teachers in Kerala. The purpose of this chapter is to provide a comprehensive understanding of the theories, models, and key constructs relevant to the study and to establish the logical connections among them. It explains how the research variables—such as Positive Psychology, Psychological Capital, Work-Life Balance, Job Satisfaction, and Job Performance - are defined, interpreted, and interrelated within the framework of existing literature.

The chapter is structured into two major sections: the theoretical framework and the conceptual framework. The theoretical framework discusses the core psychological and organizational theories that underpin the study, such as Positive Psychology Theory, PERMA model, Psychological Capital Theory, and relevant theories of Work-Life Balance, Job Satisfaction and Job Performance. The conceptual framework builds on these theories to propose a visual and explanatory model that connects the study's key variables and depicts the hypothesized relationships, including the mediating and moderating effects explored in this research.

Section A

3.2 Theoretical Framework

The theoretical framework serves as the backbone of this study by grounding it in established psychological and organizational theories. It provides a lens through which the research problem is examined, and it informs the choice of variables, research design, and interpretation of findings. In the context of this study—*Positive Psychology and Work Outcomes among College Teachers in Kerala*—the framework integrates theories related to positive psychology, psychological capital, work-life balance, job satisfaction, and job performance. Together, these theoretical underpinnings

help to explain the complex interplay between individual psychological strengths and workplace outcomes.

3.3 The Evolution of Positive Psychology

The development of positive psychology can be traced through four key phases, beginning with its early foundations in humanistic psychology before 1998. Humanistic psychologists like Abraham Maslow, Carl Rogers, and Rollo May emphasized personal growth, self-actualization, and a holistic understanding of individuals. They challenged the traditional focus of psychology on mental illness, instead promoting the belief that people are inherently capable of achieving well-being and fulfilment (Maslow, 1943; Rogers, 1961; May, 1969). Although not formally labelled positive psychology at the time, their work laid the conceptual groundwork for the field. In 1998, Martin Seligman's presidential address to the American Psychological Association marked the official launch of positive psychology. He advocated for a shift from focusing solely on pathology to studying human strengths and optimal functioning (Seligman & Csikszentmihalyi, 2000). Alongside scholars such as Mihaly Csikszentmihalyi and Christopher Peterson, Seligman helped define the field by introducing key concepts like flow and character strengths (Csikszentmihalyi, 1990; Peterson & Seligman, 2004), leading to the creation of research initiatives, funding programs, and academic curricula.

From 2000 to 2010, positive psychology experienced rapid growth driven by empirical research and practical applications. Researchers focused on measuring happiness and well-being and developing evidence-based interventions to enhance them. One significant contribution during this period was Seligman's PERMA model, which identified five essential elements of well-being: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment (Seligman, 2011). These efforts extended into education and organizational settings, leading to improved motivation, engagement, and performance (Sin & Lyubomirsky, 2009). Since 2010, the field has expanded through integration with neuroscience, health psychology, and cross-cultural studies, examining the biological and social

foundations of well-being (Kringelbach & Berridge, 2009). Positive psychology has also adapted its approaches for global contexts, emphasizing both individual and community well-being. As the field continues to evolve, it contributes meaningful insights into how people and societies can flourish through strengths, resilience, and purpose.

3.3.1 Positive Psychology

Positive psychology focuses on understanding and fostering positive human experiences, strengths and well-being, moving beyond the traditional focus on mental illness (Seligman & Csikszentmihalyi, 2000). It emphasizes qualities such as happiness, resilience, optimism, and character strengths that help individuals and communities thrive (Sheldon & King, 2001). Martin Seligman's 1998 APA presidential address formally initiated the field by advocating for a science that explores positive human functioning (Seligman, 1999). Although people are more sensitive to negative events, long-term happiness results from frequent positive experiences (Baumeister et al., 2001). The broaden-and-build theory suggests that positive emotions build personal resources and resilience over time (Fredrickson, 2001).

3.3.2 Theories of Positive Psychology

Positive psychology provides a framework for understanding how psychological well-being influences workplace outcomes like job satisfaction and performance. Below are key theories, and their relationships to job satisfaction and job performance.

1) PERMA Theory of Well-Being

Seligman's (2011) PERMA model explains well-being through five elements: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. These elements help individuals enjoy life, feel engaged in work, build strong relationships, find purpose, and achieve goals—all of which boost job satisfaction and performance (Seligman, 2011; Fredrickson, 2001).

2) **Flow Theory**

Flow is a state where a person is fully immersed in an activity, balancing challenge and skill (Csikszentmihalyi, 1990). It leads to greater focus, creativity, and enjoyment at work, improving job satisfaction and performance.

3) **Broaden-and-Build Theory**

Frederickson (2011) suggests that positive emotions help people become more open-minded and build long-term resources like resilience and strong relationships. This leads to better problem-solving, teamwork, and job satisfaction (Lyubomirsky, King, & Diener, 2005).

4) **Strengths-Based Approach**

Peterson and Seligman (2004) emphasized using individual strengths to improve performance and well-being. When employees use their strengths daily, they are more engaged and less likely to feel burned out (Harter et al., 2002).

5) **Self-Determination Theory (SDT)**

Deci and Ryan (1985) explained that people need autonomy, competence, and relatedness to stay motivated. Meeting these needs increases job satisfaction and improves performance.

6) **Hope Theory**

Snyder (2002) described hope as setting goals, finding ways to reach them, and staying motivated. Hopeful employees are more resilient and perform better at work.

7) **Resilience Theory**

Resilience is the ability to recover from stress or failure (Masten, 2001). Resilient workers handle challenges well, stay engaged, and perform consistently.

8) **Hedonic and Eudaimonic Well-Being**

Hedonic well-being focuses on pleasure and happiness (Kahneman et al., 1999), while eudaimonic well-being is about meaning and personal growth (Ryan & Deci, 2001). Teachers may enjoy both by finding joy in daily tasks and meaning in educating others.

9) **Job Characteristics Model (JCM)**

Hackman and Oldham (1976) said that job satisfaction increases when work is meaningful, varied, autonomous, and provides feedback. Positive psychology supports this by encouraging strength-based and meaningful job design.

10) **Two-Factor Theory**

Herzberg (1959) found that motivators like achievement and recognition increase satisfaction, while hygiene factors like pay and job security prevent dissatisfaction. Positive psychology focuses on motivators to boost long-term engagement.

11) **Psychological Capital (PsyCap)**

PsyCap includes hope, efficacy, resilience, and optimism (Luthans et al., 2007). Employees with high PsyCap are more confident, bounce back easily, and perform better.

12) **Equity Theory**

Adams (1963) said people feel satisfied when they believe they are treated fairly. Positive psychology supports this by promoting fairness, gratitude, and positive relationships.

13) **Job Demands-Resources (JD-R) Model**

The JD-R model says that having enough resources like support and growth opportunities helps manage job demands (Bakker & Demerouti, 2007). This balance leads to better well-being and satisfaction.

3.3.3 Positive Psychology in Teaching and Education

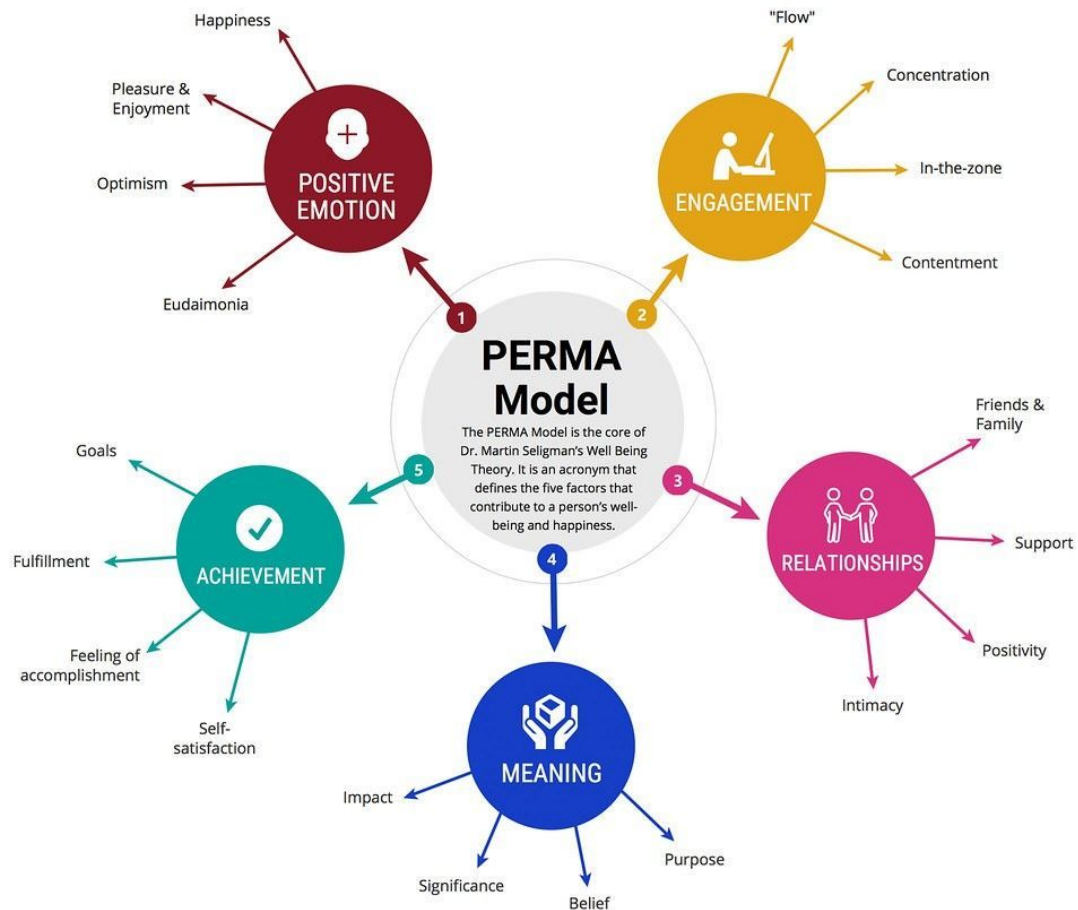
Positive psychology plays an important role in education by improving both student learning and teacher well-being. It has been integrated into various fields like education, health, and organizational psychology, showing its wide practical use (Geue, 2018).

In schools and colleges, positive psychology interventions—such as focusing on strengths, fostering positive relationships, and promoting meaning and engagement—help create a supportive and effective learning environment. These approaches benefit not only students but also educators, who are at the core of the educational system.

Teachers' well-being is especially supported by the PERMA model, which emphasizes Positive emotions, Engagement, Relationships, Meaning, and Accomplishment. When teachers are encouraged to care for their mental health and are supported by school leadership, they are more likely to feel satisfied and perform better in their roles (Crider, 2021). Self-care practices, along with a school culture that values emotional health, help educators manage stress, avoid burnout, and sustain their passion for teaching. Mindfulness, flow, and spirituality contribute to personal growth and well-being (Snyder & Lopez, 2002; Snyder & Lopez, 2007). Carr (2004) emphasizes that positive relationships are grounded in mutual respect, trust, and appreciation of differences, with open communication and empathy playing vital roles. Emotional support, shared goals, and clear boundaries help strengthen connections and promote overall well-being. Thus, positive psychology enhances education by promoting resilience, motivation, and well-being for both students and teachers.

3.4 The PERMA Model

The PERMA model, developed by Martin Seligman (2011), is a foundational framework in positive psychology that outlines five core elements of well-being: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. It provides a holistic understanding of what helps individuals flourish in both personal and professional life.

Figure 3.1*PERMA Model of Positive Psychology*

Source: Collins N, *PERMA Model of Well-Being*

1) **Positive Emotion**

Positive emotion refers to the experience of pleasant feelings such as joy, gratitude, hope, and contentment. These emotions help individuals feel more satisfied with life and develop resilience to challenges. While not the only component of well-being, regularly experiencing positive emotions is essential for a happy and fulfilling life.

2) **Engagement**

Engagement is the deep involvement in activities where individuals become fully absorbed, often losing track of time. This “flow” state helps people use

their strengths and feel more fulfilled in their daily tasks. Engaging activities lead to better performance and personal growth.

3) **Relationships**

Positive relationships with others are a critical part of well-being. Supportive connections with family, friends, and colleagues provide love, encouragement, and a sense of belonging. Strong relationships help people cope with stress and increase happiness.

4) **Meaning**

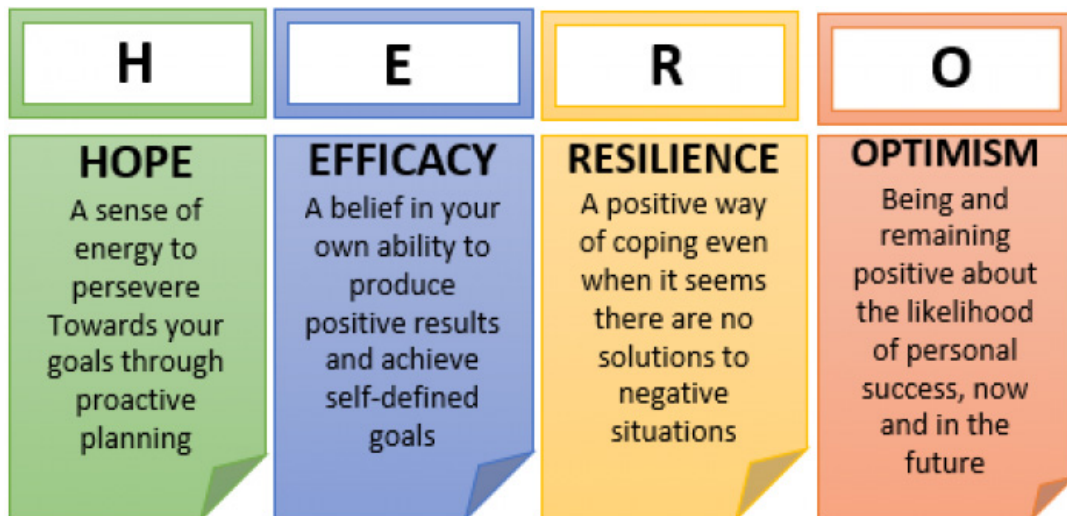
Meaning involves having a sense of purpose and feeling that one's life is valuable and connected to something greater than oneself. This could come from work, spirituality, helping others, or living by one's values. People with a strong sense of meaning often experience higher life satisfaction and motivation.

5) **Accomplishment**

Accomplishment is the pursuit and achievement of goals, which fosters a sense of success and competence. It builds confidence and encourages continued effort and personal development. Recognizing one's achievements, big or small, contributes significantly to overall well-being.

3.5 Psychological Capital (PsyCap) Theory

Psychological Capital (PsyCap), introduced by Luthans, Youssef, and Avolio (2007), is a core construct of positive psychology that highlights individuals' positive psychological capacities contributing to well-being and performance. It consists of four key components—Hope, Efficacy, Resilience, and Optimism—collectively known as the HERO framework, which are considered state-like and developable rather than fixed traits. It is regarded as a valuable psychological resource that is measurable, developable, and influential across various work domains, including education (Luthans et al., 2015). In organizational and educational settings, PsyCap has been linked to greater job satisfaction, improved performance, reduced stress, and stronger employee commitment.

Figure 3.2*Elements of Psychological Capital - HERO*

Source: Lewis, H., *HERO: Psychological Capital infographic*

The HERO Elements

- 1) **Hope:** The capacity to set goals, identify pathways, and maintain motivation to achieve them. For example, a teacher committed to improving student performance despite obstacles demonstrates hope.
- 2) **Efficacy:** Confidence in one's abilities to take on tasks and succeed. A self-assured teacher applying new teaching strategies is an illustration of high efficacy.
- 3) **Resilience:** The ability to bounce back from setbacks. A teacher recovering positively from critical feedback and improving their methods reflects resilience.
- 4) **Optimism:** A positive expectation for the future. Optimistic teachers expect favourable outcomes and maintain enthusiasm in their work.

3.5.1 Theoretical Foundations of Psychological Capital (PsyCap)

PsyCap is supported by several psychological theories that explain its impact on job satisfaction and performance:

1) **Social Cognitive Theory (Bandura, 1986)**

Social Cognitive Theory emphasizes the role of self-efficacy—a key component of PsyCap—in determining how people think, feel, and act. According to Bandura, individuals with high self-efficacy are more likely to set challenging goals, persevere through difficulties, and experience greater job satisfaction and performance.

2) **Conservation of Resources (COR) Theory (Hobfoll, 1989)**

COR Theory posits that individuals strive to obtain, retain, and protect resources, and stress occurs when these resources are threatened or lost. PsyCap—comprising hope, efficacy, resilience, and optimism—functions as a resource reservoir, helping individuals cope with stress and maintain high performance and satisfaction at work.

3) **Positive Organizational Behaviour (POB) (Luthans, 2002)**

Luthans introduced the concept of Positive Organizational Behaviour to focus on the development of measurable and manageable positive psychological strengths. PsyCap emerged from this framework as a strategic, trainable asset that can enhance employee well-being, engagement, and job satisfaction.

3.5.2 Psychological Capital (PsyCap) and Job Outcomes

Research highlights that teachers with high PsyCap demonstrate better stress management, increased motivation, and stronger interpersonal relations (Avey et al., 2011; Rehman et al., 2017). These qualities enhance both job satisfaction and performance:

- **Job Satisfaction:** PsyCap components foster emotional stability and fulfilment at work. Hope drives goal-setting, optimism fuels positive outlooks, resilience supports recovery, and efficacy instills confidence (Luthans et al., 2015).
- **Job Performance:** High PsyCap enhances persistence, creativity, and proactive behaviour. Teachers with elevated PsyCap exhibit better classroom engagement and student outcomes (Avey et al., 2010).

3.5.3 PsyCap in the Teaching Profession

Quan-zhong (2013) underscores the relevance of PsyCap in overcoming challenges in professional development for university teachers. Traits such as hope and resilience are vital in combating burnout and promoting career maturity.

Mansuri (2017) found that psychological well-being and self-efficacy were positively linked in student-teachers. The study also reported that collaboration reduced emotional exhaustion, indicating the importance of positive psychological resources in education.

Gilman, Huebner, and Furlong (2009) explain that optimism involves expecting positive outcomes and believing that difficulties are temporary, which enhances well-being and resilience. Alongside this, self-efficacy—confidence in one's ability to achieve goals—develops through success, support, and calmness, and when combined with optimism, it strengthens motivation and perseverance in challenging situations.

Bhullar, Schutte, and Wall (2020) linked the HERO elements to personality traits like extraversion and conscientiousness, further establishing PsyCap's influence on social interaction and emotional well-being.

A study by Fotiadis, Abdulrahman, and Spyridou (2019) in the hospitality industry emphasized how autonomy and competence influence well-being and work-life balance, findings that are applicable to teaching environments as well.

Rehman et al. (2017) found that PsyCap mediated the relationship between job satisfaction and performance by enhancing motivation and reducing burnout in banking employees, a finding that aligns with educational research.

3.6 Work-Life Balance

Work-Life Balance (WLB) refers to the equilibrium between professional responsibilities and personal life demands. Several theories help explain this dynamic, including the Spill-over Theory and Role Theory. Spill-over Theory posits that experiences in one domain (work or family) can spill over and influence the other, either positively or negatively. Role Theory, on the other hand, highlights the

conflicts or enrichments that arise from occupying multiple roles (e.g., as a teacher and as a parent). These models underscore the importance of balance in maintaining psychological well-being and job satisfaction. In the context of college teachers, who often face high workloads and emotional demands, work-life balance becomes a critical moderating factor in shaping work outcomes.

3.6.1 Theoretical Foundations of Work-Life Balance and Its Impact on Job Satisfaction and Performance

1) Role Theory

Role theory suggests that individuals occupy multiple roles in life (e.g., employee, parent, spouse), and when the expectations of these roles clash, it leads to role conflict and stress (Kahn et al., 1964). This conflict negatively impacts job satisfaction and performance, whereas effective role management can enhance both outcomes.

2) Spillover Theory

Spillover theory explains how emotions, behaviours, and experiences in one life domain (work or family) can carry over into another, affecting overall functioning (Staines, 1980). Positive spillover can enhance job satisfaction and performance, while negative spillover leads to stress, burnout, and reduced job outcomes.

3) Conservation of Resources (COR) Theory

COR theory proposes that individuals strive to acquire, maintain, and protect valuable resources such as time, energy, and psychological well-being (Hobfoll, 1989). Work-life imbalance leads to resource depletion, which results in job dissatisfaction and poor performance; balanced environments help conserve and build resources, enhancing productivity.

4) Work-Family Conflict Theory

This theory posits that work and family roles often interfere with each other when their demands are incompatible, leading to conflict (Greenhaus & Beutell, 1985). Such conflict is consistently associated with lower job satisfaction and diminished job performance due to stress and divided attention.

5) **Work-Family Enrichment Theory**

In contrast to conflict theory, the enrichment theory highlights that experiences in one domain can improve the quality of life in another (Greenhaus & Powell, 2006). When skills, support, or resources gained from family life benefit work, both job satisfaction and performance are likely to improve.

6) **Job Demands-Resources (JD-R) Model**

The JD-R model explains how job demands (e.g., work load, time pressure) and resources (e.g., autonomy, support) influence burnout, motivation, and outcomes (Demerouti et al., 2001). A strong work-life balance acts as a resource that enhances job satisfaction and performance by reducing burnout and increasing engagement.

7) **Self-Determination Theory (SDT)**

SDT emphasizes the role of intrinsic motivation driven by the fulfilment of autonomy, competence and relatedness needs (Deci & Ryan, 1985). Work-life balance supports these needs by allowing employees greater control over their time and energy, leading to higher satisfaction and better job performance.

3.6.2 Role of Work-Life Balance in Job Satisfaction and Performance

Empirical studies have consistently shown that Work-Life Balance (WLB) plays a crucial role in enhancing both job satisfaction and job performance. For example, Greenhaus, Collins, and Shaw (2003) found that individuals with better work-life balance reported higher quality of life and job satisfaction, while Frye and Breugh (2004) demonstrated that employees with lower work-family conflict performed better at work. In the education sector, Noor and Zainuddin (2011) observed that teachers with higher WLB showed increased job satisfaction and organizational commitment. In addition to its direct effects, WLB also functions as a moderating variable, strengthening the relationship between psychological resources and positive work outcomes. For instance, Khan, Shahid, and Nawab

(2013) noted that WLB enhances the effect of supportive work environments on job satisfaction and indirectly boosts job performance. Similarly, Sirgy and Lee (2018) found that WLB moderated the influence of job characteristics on employee well-being, suggesting that even demanding jobs can result in positive outcomes when WLB is effectively managed.

3.6.3 Teaching Experience and Work-Related Outcomes

Teaching experience plays a crucial role in shaping various work-related outcomes, such as job satisfaction and job performance, which are influenced by several theoretical perspectives and supported by empirical research.

1) Job Characteristics Model (Hackman & Oldham, 1976)

The Job Characteristics Model suggests that certain core job dimensions, such as skill variety, task identity, and autonomy, influence psychological states, which subsequently affect job satisfaction and performance (Hackman & Oldham, 1976). For teachers, these dimensions are particularly relevant as they impact how teachers experience their work. Experienced teachers often have greater autonomy in designing lessons and more mastery of their teaching methods, which leads to enhanced job satisfaction and effectiveness. The model highlights how teaching experience can positively influence both personal job satisfaction and overall performance.

2) Human Capital Theory (Becker, 1964)

Human Capital Theory posits that work experience is a form of human capital, which directly increases productivity (Becker, 1964). In the context of teaching, this theory suggests that as teachers accumulate experience, they develop valuable skills such as better classroom management, more effective instructional strategies, and improved student engagement. These enhanced competencies lead to greater job performance and satisfaction, making experience an important factor in the development of skilled and satisfied teachers.

3) Social Cognitive Theory (Bandura, 1986)

Social Cognitive Theory emphasizes the role of self-efficacy in shaping behaviour and outcomes (Bandura, 1986). Self-efficacy, or the belief in one's ability to perform tasks successfully, is a key predictor of job satisfaction and performance. Experienced teachers tend to have higher self-efficacy, as their past successes in the classroom build confidence. This enhanced self-efficacy positively influences their teaching performance and overall satisfaction, as they feel more capable in handling classroom challenges and student needs.

4) Herzberg's Two-Factor Theory (1959)

Herzberg's Two-Factor Theory distinguishes between motivators (e.g., recognition, achievement) and hygiene factors (e.g., salary, work conditions) in determining job satisfaction (Herzberg, 1959). For teachers, those with more experience often experience greater intrinsic satisfaction from motivators, such as personal achievement and student success. These intrinsic rewards contribute significantly to their job satisfaction, as experienced teachers are more likely to find fulfilment in their work, leading to better overall performance.

Several empirical studies support the idea that teaching experience positively impacts job satisfaction and performance. Klassen and Chiu (2010) found that teaching experience leads to higher self-efficacy and job satisfaction, particularly in areas such as classroom management and student engagement. Similarly, Toropova et al. (2021) observed that experienced teachers report greater professional competence and job satisfaction, although factors like workload and school environment can moderate these outcomes. Moreover, Perera et al. (2018) noted a positive correlation between teaching experience and work commitment and teaching effectiveness, further reinforcing the idea that experience enhances job satisfaction and performance.

3.7 Job Satisfaction as a Mediator of Job Performance

Job satisfaction is widely recognized as a key mediating variable that links various organizational and psychological factors to job performance. The Social

Exchange Theory (Blau, 1964) suggests that when employees perceive fairness, support, or favourable working conditions, they feel obligated to reciprocate through positive attitudes such as job satisfaction, which then enhances their performance. Similarly, the Job Characteristics Model (Hackman & Oldham, 1976) proposes that enriched job features (like autonomy and task significance) increase satisfaction, which in turn motivates higher performance. Rogelberg (2007) suggests that job satisfaction is shaped by a positive work environment characterized by respectful interactions and a supportive organizational culture. Motivation and engagement are further boosted by effective leadership, recognition, and opportunities for professional growth.

Empirical studies support this mediation pathway. For instance, Judge, Thoresen, Bono, and Patton (2001), in their meta-analysis, found a significant positive correlation between job satisfaction and job performance, suggesting that satisfied employees are more productive. Ziegler, Hagen, and Diehl (2012) demonstrated that job satisfaction mediates the relationship between work-related stressors and job performance, indicating its crucial role in translating work conditions into performance outcomes. Furthermore, Al-Ahmadi (2009) found that in the healthcare sector, job satisfaction significantly mediated the effect of organizational support on job performance, confirming its importance across diverse professions.

3.7.1 Theories of Job Satisfaction and Job Performance

In the context of college teachers' well-being and work-life balance, several psychological and organisational behaviour theories explain the dynamics of job satisfaction and job performance.

1) Herzberg's Two-Factor Theory

Herzberg's motivation-hygiene theory distinguishes between motivators (e.g., recognition, achievement) that enhance job satisfaction and hygiene factors (e.g., pay, work conditions) that prevent dissatisfaction (Herzberg et al., 1959). For teachers, intrinsic motivators such as meaningful work, autonomy in teaching, and student success are closely linked to job satisfaction and influence their willingness to perform effectively.

2) **Job Characteristics Model (JCM)**

This model by Hackman and Oldham (1976) suggests that five core job characteristics—skill variety, task identity, task significance, autonomy and feedback—influence critical psychological states that lead to higher job satisfaction and performance. In an academic setting, when teachers perceive their work as meaningful and autonomous, their motivation and teaching effectiveness are likely to improve.

3) **Locke’s Value Theory of Job Satisfaction**

Locke (1976) posits that job satisfaction results from the perceived alignment between what employees value and what they receive from their job. Teachers who value personal growth, work-life balance, and intellectual engagement are more satisfied when these values are fulfilled in their profession, which, in turn, enhances their performance.

4) **Social Exchange Theory (SET)**

According to SET, positive workplace relationships are built on reciprocal exchanges between employees and their institutions (Blau, 1964). When teachers perceive support, recognition, and fairness, they are more likely to reciprocate with greater commitment, satisfaction, and performance.

5) **Affective Events Theory (AET)**

AET focuses on the role of emotions in the workplace, arguing that workplace events trigger emotional reactions that influence job attitudes and behaviours (Weiss & Cropanzano, 1996). For teachers, daily interactions with students and colleagues, as well as institutional support, influence emotional states that directly affect satisfaction and performance.

6) **Self-Determination Theory (SDT)**

SDT emphasizes the importance of fulfilling psychological needs for autonomy, competence, and relatedness for intrinsic motivation and job satisfaction (Deci & Ryan, 1985). In educational settings, teachers who

experience autonomy in their teaching methods and supportive peer relationships are more intrinsically motivated and perform better.

3.7.2 Integration of Theories in the Context of the Present Study

Positive psychology focuses on building strengths and promoting well-being rather than merely addressing problems. In this context, the PERMA model—which includes positive emotion, engagement, relationships, meaning, and accomplishment—provides a comprehensive framework to understand teachers' well-being. When college teachers experience these five elements in their professional and personal lives, they are more likely to feel satisfied with their jobs and perform better. The principles of positive psychology suggest that nurturing these aspects can lead to a more resilient, motivated, and engaged teaching workforce.

In addition, psychological capital (PsyCap)—which includes hope, efficacy, resilience, and optimism—acts as a personal resource that strengthens teachers' ability to cope with challenges and maintain a positive outlook. This, combined with effective work-life balance, reduces stress and helps preserve energy for teaching responsibilities. Theories of job satisfaction and job performance further show that when teachers' psychological needs are met and they feel valued, supported, and balanced, they are more committed and productive. By integrating these concepts, the study highlights that positive psychological resources and supportive work environments are key to enhancing the well-being and work outcomes of college teachers in Kerala.

Section B

3.8 Conceptual Framework

3.8.1 Introduction

The present study is grounded in the discipline of Positive Psychology and aims to investigate its influence on college teachers' work-related outcomes such as job satisfaction and job performance, with a special focus on the mediating role of Psychological Capital and Job Satisfaction and the moderating influence of Work-Life Balance. Drawing upon the Broaden-and-Build Theory (Fredrickson, 2001),

Conservation of Resources (COR) Theory (Hobfoll, 1989), Self-Determination Theory (Deci & Ryan, 2000), and the Job Demands-Resources (JD-R) Model (Bakker & Demerouti, 2007), this conceptual framework integrates both theoretical and empirical insights to explain how positive psychological orientations can foster optimal functioning and outcomes among educators. The framework aims to contribute to the academic discourse by establishing the mechanisms and boundary conditions under which Positive Psychology impacts job satisfaction and performance.

3.8.2 Description of Variables

3.8.2.1 Independent Variable – Positive Psychology

Positive psychology is the scientific study of human strengths, virtues, and elements that contribute to individual and collective well-being (Seligman & Csikszentmihalyi, 2000). In the context of this study, it includes constructs like positive emotions, engagement, meaning, and purpose, primarily explained through the PERMA model (Seligman, 2011). The broaden-and-build theory (Fredrickson, 2001) explains how positive emotions expand individuals' thought-action repertoires and help build lasting personal resources such as resilience and job satisfaction.

Empirical studies confirm that positive psychological constructs are positively associated with well-being and job performance (Cohn & Fredrickson, 2009). In the field of positive organizational behaviour, it is suggested that fostering positive emotions and personal strengths leads to increased job satisfaction (Luthans et al., 2007). Specifically, teachers who possess higher levels of hope, optimism, and resilience tend to experience greater satisfaction and effectiveness in their roles (Fredrickson, 2001; Seligman et al., 2005).

Positive psychology interventions are shown to enhance well-being by cultivating optimism, resilience, and positive affect (Luthans et al., 2007; Seligman et al., 2005). Additionally, studies have found that teachers who maintain a strengths-based and optimistic outlook demonstrate better engagement, productivity, and classroom performance (Avey et al., 2010; Cohn & Fredrickson, 2009). The conservation of resources theory (Hobfoll, 1989) further supports this by suggesting

that individuals with stronger psychological resources, such as self-efficacy and hope, are more capable of meeting workplace demands effectively.

Moreover, positive psychology practices are known to strengthen Psychological Capital (PsyCap), contributing to improved emotional well-being, motivation, and performance (Youssef & Luthans, 2012; Luthans & Youssef-Morgan, 2017). Empirical evidence suggests that engagement in positive psychological practices strengthens an individual's PsyCap (Avey et al., 2010; Youssef & Luthans, 2012). Overall, Positive Psychology serves as a foundation for promoting resilience, engagement, and professional fulfilment among teachers.

3.8.2.2 Dependent Variables

a) Job Satisfaction

Job satisfaction refers to an individual's affective and cognitive evaluation of their job (Locke, 1976). It encompasses how content a person feels about their work role, responsibilities, and environment. Research indicates that high levels of job satisfaction are associated with increased job performance and decreased turnover intentions, suggesting its vital role in employee retention and organizational effectiveness (Judge et al., 2001).

b) Job Performance

Job performance is defined as the degree to which employees effectively execute activities that contribute to organizational goals (Campbell, 1990). It is influenced by various psychological and motivational factors. Studies show that positive emotions and psychological resources enhance job performance by improving cognitive functioning, resilience, and intrinsic motivation (Bakker & Demerouti, 2007).

The above discussed literature descriptions lead to the formulation of the following hypotheses:

SM.H1 : Positive psychology has a positive effect on job satisfaction.

SM.H3 : Positive psychology has a positive effect on job performance.

SM.H6 : Positive psychology has a positive effect on psychological capital.

3.8.2.3 Mediating Variables

a) Psychological Capital (PsyCap)

Psychological Capital (PsyCap) is a core construct in positive organizational behaviour, comprising four positive psychological resources: hope, efficacy, resilience, and optimism (Luthans et al., 2007). According to the Conservation of Resources (COR) theory (Hobfoll, 1989), such internal psychological resources are essential for coping with stress and enhancing performance. PsyCap has been empirically supported as a significant mediator between positive psychological inputs and desirable employee outcomes like job satisfaction and performance (Avey et al., 2011; Luthans & Youssef-Morgan, 2017).

PsyCap contributes to improved well-being, motivation, and engagement by enhancing problem-solving abilities, adaptability, and self-efficacy (Luthans et al., 2007; Avey et al., 2011). Educators with high levels of PsyCap are more likely to experience professional contentment and demonstrate greater instructional effectiveness and classroom engagement (Sweetman & Luthans, 2010; Xanthopoulou et al., 2009).

Further, empirical evidence confirms that PsyCap mediates the relationship between positive psychological practices and job satisfaction, reinforcing its role as a psychological mechanism through which workplace outcomes are enhanced (Luthans et al., 2015; Reb et al., 2014). When positive psychological principles are nurtured, they cultivate PsyCap, which in turn boosts both job satisfaction and performance among teachers.

b) Job Satisfaction

Job satisfaction, while a key outcome in itself, also serves as a mediating variable in the relationship between Psychological Capital (PsyCap) and Job Performance. Rooted in Self-Determination Theory, intrinsic motivation and satisfaction are essential drivers of effective performance (Deci & Ryan, 2000). Individuals with strong psychological resources tend to experience greater satisfaction at work, which in turn enhances their performance outcomes (Judge et al., 2001).

The Job Demands–Resources (JD-R) model further supports this by suggesting that job satisfaction boosts performance through increased motivation and decreased stress (Bakker & Demerouti, 2007). Satisfied employees are not only more engaged but also exhibit greater innovation, productivity, and commitment—particularly relevant in educational contexts (Judge et al., 2001; Boon et al., 2013).

Empirical studies validate that job satisfaction mediates the effect of PsyCap on performance, underscoring its role in transforming internal psychological strengths into observable work behaviours and achievements (Judge et al., 2001; Boon et al., 2013).

The above discussed literature descriptions lead to the formulation of the following hypotheses:

SM.H2 : Psychological capital has a positive effect on job satisfaction.

SM.H4 : Psychological capital has a positive effect on job performance.

SM.H5 : Job satisfaction has a positive effect on job performance.

MH.H7 : Psychological capital mediates the relationship between positive psychology and job satisfaction.

MH.H8 : Psychological capital mediates the relationship between positive psychology and Job performance.

MH.H9 : Job satisfaction mediates the relationship between psychological capital and job performance.

3.8.2.4 Moderating Variable - Work-Life Balance (WLB)

Work-Life Balance (WLB) refers to the effective management of professional and personal life responsibilities (Greenhaus & Powell, 2006). As a moderating variable, WLB plays a crucial role in influencing the strength and direction of the relationship between psychological resources and job-related outcomes. The Job Demand-Resources (JD-R) model highlights that personal resources like WLB can buffer the adverse effects of job demands and enhance the positive impact of

organizational and psychological factors (Demerouti et al., 2001; Allen et al., 2013).

According to Role Balance Theory, maintaining equilibrium between work and personal roles reduces stress and enhances satisfaction in both domains (Marks & MacDermid, 1996). Empirical studies affirm that individuals with greater WLB report higher job satisfaction due to reduced role conflict and better psychological well-being (Greenhaus & Powell, 2006; Haar et al., 2014).

The Effort-Recovery Model supports this by stating that WLB enables recovery from occupational strain, thereby replenishing cognitive and emotional resources vital for job performance (Meijman & Mulder, 1998). Research indicates that employees with effective WLB are more motivated, productive, and resilient to burnout (Beauregard & Henry, 2009; Allen et al., 2013).

The Conservation of Resources (COR) theory (Hobfoll, 1989) also views WLB as a context-enriching factor that preserves psychological energy, thereby amplifying the benefits of positive psychological traits on performance. Studies reveal that WLB moderates the link between psychological strengths and both job satisfaction and performance by supporting emotional stability and resource conservation (Michel et al., 2011; Wayne et al., 2017; Brough et al., 2014).

The above discussed literature descriptions lead to the formulation of the following hypotheses:

- SM.H10 : Work-Life Balance has a positive effect on Job Satisfaction.
- SM.H11 : Work-Life Balance has a positive effect on Job Performance.
- MO.H 12 : Work-life balance moderates the strength of the relationship between positive psychology and job satisfaction.
- MO.H 13 : Work-life balance moderates the strength of the relationship between positive psychology and job performance.

Table 3.1*Types of Variables used in the Study*

SI No	Nature of Variable	Name of Variables	Name of Sub Variables
1	Independent Variables	Positive Psychology	Positive Emotions Engagement Relationship Meaning Accomplishment
		Psychological capital	Hope Efficacy Resilience Optimism
2	Dependent Variables	Job Satisfaction Job Performance	
3	Mediating Variables	Psychological Capital Job Satisfaction	
4	Moderating Variable	Work-life Balance	

Source: Review of Literature

3.9 Hypotheses of the Study

Based on the theoretical and empirical foundations, the following hypotheses have been formulated:

a) Structural Model Hypotheses (Direct Effects)

SM.H1 : Positive Psychology has a positive effect on Job Satisfaction.

SM.H2 : Psychological Capital has a positive effect on Job Satisfaction.

SM.H3 : Positive Psychology has a positive effect on Job Performance.

SM.H4 : Psychological Capital has a positive effect on Job Performance.

SM.H5 : Job Satisfaction has a positive effect on Job Performance.

SM.H6 : Positive Psychology has a positive effect on Psychological Capital.

b) Mediating Hypotheses

MH.H7 : Psychological Capital mediates the relationship between Positive Psychology and Job Satisfaction.

MH.H8 : Psychological Capital mediates the relationship between Positive Psychology and Job Performance.

MH.H9 : Job satisfaction mediates the relationship between Psychological Capital and Job Performance.

c) Moderating Hypotheses

SM.H10: Work-Life Balance has a positive effect on Job Satisfaction.

SM.H11: Work-Life Balance has a positive effect on Job Performance.

MO.H12: Work-Life Balance moderates the relationship between Positive Psychology and Job Satisfaction.

MO.H13: Work-Life Balance moderates the relationship between Positive Psychology and Job Performance.

Table 3.2

Summary of Hypotheses

Hypotheses No.	Hypotheses of model building
SM.H1	Positive psychology has a positive effect on job satisfaction
SM.H2	Psychological capital has a positive effect on job satisfaction
SM.H3	Positive psychology has a positive effect on job performance
SM.H4	Psychological capital has a positive effect on job performance
SM.H5	Job satisfaction has a positive effect on job performance
SM.H6	Positive psychology has a positive effect on psychological capital
MH.H7	psychological capital mediates in the relationship between positive psychology and job satisfaction
MH.H8	psychological capital mediates in the relationship between positive psychology and job performance
MH.H9	Job satisfaction mediates in the relationship between psychological capital and job performance
SM.H 10	Work life balance has a positive effect on job satisfaction
SM.H 11	Work life balance has a positive effect on job performance
MO.H 12	Work life balance has a moderating effect on the strength of the relationship between positive psychology and job satisfaction
MO.H 13	Work life balance has a moderating effect on the strength of the relationship between positive psychology and job performance

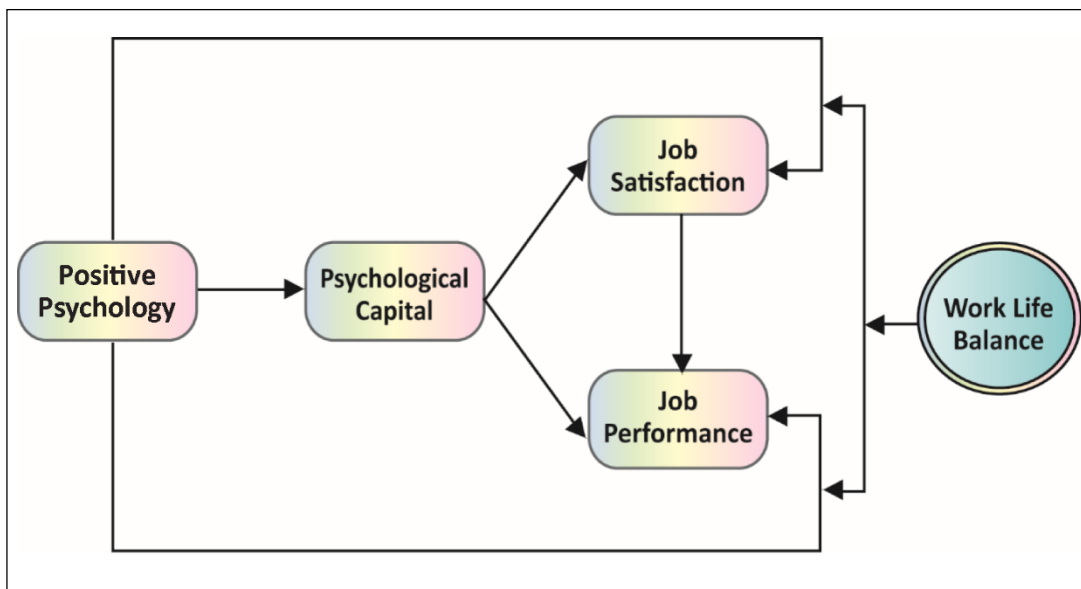
SM.H 1 to SM.H 11 denotes Structural Model Hypotheses; MH.H 7 to MH.H 9 denotes Mediation hypothesis; MO.H 12 to 13 denotes Moderation Hypotheses

3.10 Developing Hypothesized Conceptual Model

Based on the hypotheses developed by this study, the following positive psychology and work-related outcomes model was developed. The hypothesized conceptual model integrates Positive Psychology, the PERMA model, Psychological Capital (PsyCap), and Work-Life Balance (WLB) to examine their combined influence on the well-being and work-related outcomes of college teachers. Each component of the framework directly supports the study objectives: Positive Psychology forms the foundation; the PERMA model maps specific dimensions of well-being; PsyCap represents key personal resources; and WLB reflects the outcome of psychological balance between personal and professional life. This framework guides the analysis by structuring variables for empirical testing, helping to identify the strength and direction of relationships between constructs. It will serve as a basis for developing hypotheses and interpreting findings in the subsequent chapters.

Figure 3.3

Conceptual Model



Positive Psychology and Work Outcomes among College Teachers in Kerala

Table 3.3*Constructs path index*

Construct	Path	Construct
Positive Psychology	→	Job satisfaction
Psychological capital	→	Job satisfaction
Positive Psychology	→	Job performance
Psychological capital	→	Job performance
Job satisfaction	→	Job performance
Positive psychology	→	Psychological capital
Work Life Balance	→	Job Satisfaction
Work Life Balance	→	Job Performance

3.11 Conclusion

The conceptual framework presented integrates key psychological constructs with well-established organizational theories to examine the complex interplay between Positive Psychology and work-related outcomes in the teaching profession. It identifies Psychological Capital and Job Satisfaction as key mediating mechanisms and highlights the critical moderating role of Work-Life Balance. This comprehensive model offers a robust structure for empirical investigation and is expected to yield significant insights into improving teacher well-being and effectiveness in academic institutions.

Chapter 4

POSITIVE PSYCHOLOGY AMONG COLLEGE TEACHERS IN KERALA

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4.1 Introduction

This chapter presents the socio-demographic profile and an analysis of positive psychology among college teachers in Kerala, focusing on the PERMA model elements, including positive emotions, engagement, relationships, meaning and accomplishment. The analysis aims to explore the demographic profile of teachers and how positive psychology factors vary across different demographic and professional factors, such as gender, age, family type, annual income, designation, teaching discipline, and institution status. Using statistical methods such as percentage analysis, ANOVA, one sample t-Test and independent t-test, the study examines significant differences, if any, in the positive psychological well-being of teachers. The findings provide light into how these factors influence teachers' professional experiences and overall well-being, offering a comprehensive understanding of the role of positive psychology in the academic environment of Kerala's higher education institutions.

This chapter divided in to two sections. The first section contains the socio-demographic profile, and the second section contains the positive psychology among college teachers in Kerala.

Section A

Socio-Demographic Profile of the College Teachers in Kerala

Table 4.1

Socio-Demographic Profile of the College Teachers in Kerala

Gender of Respondents		
Gender	No. of responses	Percentage (%)
Male	181	41.0
Female	261	59.0
Total	442	100.0

Age of Respondents		
Age	No. of responses	Percentage (%)
27-40	195	44.1
41-50	204	46.2
51 & Above	43	9.7
Total	442	100.0

Marital Status of Respondents		
Marital Status	No. of responses	Percentage (%)
Unmarried	6	1.4
Married	436	98.6
Total	442	100.0

Type of Family of Respondents		
Type of Family	No. of responses	Percentage (%)
Nuclear family	201	45.5
Joint family	241	54.5
Total	442	100.0

Occupational Status of the Respondents' Spouses		
Occupational Status	No. of responses	Percentage (%)
Employed	281	63.6
Not employed	161	36.4
Total	442	100.0

Status of Childcare or Eldercare Responsibilities of the Respondents		
Responsibility status	No. of responses	Percentage (%)
Yes	406	91.9
No	36	8.1
Total	442	100.0

Annual Income of Respondents		
Annual Income (in Rs.)	No. of responses	Percentage (%)
Up to 10,00,000	93	21.0
10,00,001 – 15,00,000	288	65.2
15,00,001 – 20,00,000	40	9.0
20,00,001 and Above	21	4.8
Total	442	100.0

Educational Qualification of Respondents		
Educational Qualification	No. of responses	Percentage (%)
Post Graduate (PG)	95	21.5
M.Phil	71	16.1
Ph.D.	276	62.4
Total	442	100.0

Designation of Respondents		
Designation	No. of responses	Percentage (%)
Assistant Professor	378	85.5
Associate Professor	64	14.5
Total	442	100.0

Discipline of teaching of Respondents		
Discipline	No. of responses	Percentage (%)
Arts	159	36.0
Science	163	36.9
Commerce and Management	120	27.1
Total	442	100.0

Status of the Respondent's Institution		
Status of Institution	No. of responses	Percentage (%)
Aided Autonomous College	320	72.4
Aided College	122	27.6
Total	442	100.0

Teaching Experience of Respondents		
Experience (in years)	No. of responses	Percentage (%)
3-6	24	5.4
7-11	135	30.5
12-14	208	47.1
15 & Above	75	17.0
Total	442	100.0

Whether Respondents work Outside their home station or not		
Work Location	No. of responses	Percentage (%)
Yes (Outside home station)	334	75.6
No (Within home station)	108	24.4
Total	442	100.0

Affiliating University of the Respondents		
Name of University	No. of responses	Percentage (%)
Kerala University	144	32.6
Mahatma Gandhi University	113	25.6
Kannur University	17	3.8
Calicut University	168	38.0
Total	442	100.0

Completion of orientation or Refresher Course by Respondents on time		
Completed or not	No. of responses	Percentage (%)
Yes	380	86.0
No	62	14.0
Total	442	100.0

Guideship status of the Respondents		
Guideship status	No. of responses	Percentage (%)
Yes	117	26.5
No	325	73.5
Total	442	100.0

Source: Primary Data

Table 4.1 presents the socio-demographic profile of the aided arts and science college teachers included in the study. A total of 442 teachers took part in the study and the following are the interpretations of their major socio-demographic characteristics.

Gender: The sample shows a higher representation of females (59%) than males (41%).

Age: More participants are aged 41–50 years (46.2%), followed by 27–40 years (44.1%), with only a small percentage above 50 years (9.7%).

Marital Status: Nearly all respondents (98.6%) are married.

Family Type: There is a slight predominance of joint families (54.5%) compared to nuclear families (45.5%).

Spouse Employment Status: The majority of respondents' spouses (63.6%) are employed.

Caregiving Responsibilities: Most respondents (91.9%) have childcare or eldercare responsibilities.

Annual Income: A large proportion (65.2%) earn between ₹10,00,001 and ₹15,00,000 annually, placing most in the moderate earning bracket.

Educational Qualification: The sample is highly qualified, with 62.4% holding Ph.D. degrees.

Designation: Assistant Professors form the majority of the sample (85.5%), while Associate Professors constitute 14.5%.

Discipline: Science (36.9%) and Arts (36.0%) dominate the sample, followed by Commerce and Management (27.1%).

Status of College: Most respondents (72.4%) work in aided autonomous colleges.

Teaching Experience: The highest proportion of respondents (47.1%) have 12–14 years of teaching experience.

Work Location: A significant majority (75.6%) work outside their home station.

University Affiliation: The distribution of university affiliation shows that most respondents are from Calicut University (38.0%), followed by Kerala University (32.6%), Mahatma Gandhi University (25.6%), and a smaller proportion from Kannur University (3.8%).

Orientation/Refresher Course: Most respondents (86.0%) have completed an orientation or refresher course on time.

Guideship Status: Only a minority of respondents (26.5%) hold guideship responsibilities.

Section B

Positive Psychology among College Teachers in Kerala

4.2 Introduction

This section investigates the positive psychology among college teachers in Kerala. Positive Psychology is a field of psychology that focuses on improving well-being, happiness and personal growth instead of treating mental health problems. Martin Seligman's PERMA model explains five important factors for a fulfilling life: positive emotions (feeling joy, gratitude and optimism), engagement (being fully involved in activities we do), relationships (building strong and supportive connections with others), meaning (finding purpose in what we do) and accomplishment (achieving goals and feeling proud of our progress). When people, including teachers and professionals, develop these qualities, they can feel happier, more motivated, and more productive in both their personal and work life.

The following are the factors considered for investigating the positive psychology among college teachers in Kerala:

- 1) Positive emotions
- 2) Engagement
- 3) Meaning
- 4) Relationships
- 5) Accomplishment

4.3 The objective covered in this part

Objective 1: To investigate the positive psychology among college teachers in Kerala.

To achieve this objective, a one-sample t-test is used to measure the difference between the observed means and the assumed means regarding positive psychology among college teachers in Kerala. The five factors of positive psychology are measured and ranked based on their mean scores.

Hypothesis 1: There is no significant difference between the assumed means and observed means regarding positive psychology among college teachers in Kerala

Table 4.2

One-sample t-test for measuring the positive psychology among college teachers in Kerala

Factors of positive psychology	Mean	SD	Mean difference (Gap)	t-value	P value	Rank based on mean
Positive emotions	4.22	0.63	1.22	40.70	<0.001**	II
Engagement	4.09	0.71	1.09	32.30	<0.001**	V
Relationships	4.10	0.62	1.10	37.10	<0.001**	IV
Meaning	4.27	0.70	1.27	38.00	<0.001**	I
Accomplishment	4.15	0.67	1.15	36.08	<0.001**	III

Source: Primary data

*Note: 1. ** denotes significant at 1% level; test value-3*

*2. * denotes significant at 5% level*

3. ^{NS} denotes non – significant

The one-sample t-test results in Table 4.2 evaluate whether there is a significant difference between the assumed mean (test value = 3) and the observed means of positive psychology factors among college teachers in Kerala. The mean scores for all five factors Positive Emotions (4.22), Engagement (4.09), Relationships (4.10), Meaning (4.27), and Accomplishment (4.15) are significantly higher than the assumed test value, indicating strong positive psychological attributes among the

college teachers in Kerala. The t-values range from 32.30 to 40.70, and all p-values are less than 0.001, confirming statistical significance at the 1% level. Since all factors show significant differences from the assumed mean, the null hypothesis (H0.1) is rejected, meaning that there is a significant difference between the assumed and observed means regarding positive psychology among college teachers in Kerala.

In terms of ranking based on mean scores, the highest-ranked factor is "Meaning" (Mean = 4.27, Rank = I), suggesting that teachers derive the greatest fulfilment from the meaningful nature of their profession. This is followed by Positive Emotions (4.22, Rank = II), indicating that teachers experience a considerable level of optimism and emotional well-being. Accomplishment (4.15, Rank = III) reflects the sense of achievement felt by educators, while Relationships (4.10, Rank = IV) highlights the importance of social and professional connections in their work environment. The lowest-ranked factor, Engagement (4.09, Rank = V), suggests that while teachers experience positive emotions and fulfilment, they may feel less involved or challenged in their work compared to other psychological dimensions.

These findings suggest that college teachers in Kerala generally have a strong sense of psychological well-being, with meaning, emotions, and accomplishment playing a crucial role in their job satisfaction. The highest-ranking factor, "Meaning," indicates that educators value their profession, find purpose in their work, and feel that they make a significant impact on students' lives. Additionally, the high score for positive emotions suggests that most teachers approach their work with optimism, enthusiasm, and emotional stability. However, engagement, which ranked the lowest, highlights a potential concern that some educators may feel less involved, challenged, or intrinsically motivated in their roles.

For higher education institutions in Kerala, these insights emphasize the need to enhance faculty engagement through participatory decision-making, active learning strategies, and professional development programs. Colleges

should offer opportunities for skill enhancement, research collaborations, and leadership roles to increase faculty involvement and engagement. Furthermore, institutions can implement faculty well-being programs, mentorship networks, and job recognition initiatives to sustain teachers' psychological health. Addressing engagement challenges while reinforcing meaningful and rewarding aspects of teaching will contribute to higher faculty motivation, improved job performance, and better student learning outcomes in the academic sector in Kerala.

4.3.1 Positive Psychology among college teachers in Kerala across Socio-Demographic factors

The following socio-demographic factors are considered for the analysis

- 1) Age
- 2) Annual income
- 3) Discipline of teaching
- 4) Designation
- 5) Gender
- 6) Status of Institution
- 7) Type of family

Hypothesis 2: There is no significant difference in the factors of Positive Psychology among college teachers in Kerala with respect to Socio-Demographic factors

Positive psychology among college teachers in Kerala across socio-demographic factors is measured using ANOVA and independent t-test.

4.3.2 ANOVA across Age

H_{02A}: There is no significant difference among various age groups of teachers with regard to their positive psychology

Table 4.3

ANOVA test for measuring the significant difference among various age groups of teachers in Kerala with regard to their positive psychology

Factors of positive psychology	Age	Mean	SD	F value	P value
Positive emotions	27 to 40	4.13	0.71	4.00	0.019*
	41 to 50	4.29	0.56		
	51 & Above	4.34	0.48		
Engagement	27 to 40	4.09	0.72	0.03	0.967 ^{NS}
	41 to 50	4.08	0.71		
	51 & Above	4.11	0.64		
Relationships	27 to 40	4.05	0.64	0.99	0.369 ^{NS}
	41 to 50	4.13	0.61		
	51 & Above	4.13	0.59		
Meaning	27 to 40	4.24	0.77	0.44	0.643 ^{NS}
	41 to 50	4.30	0.67		
	51 & Above	4.31	0.47		
Accomplishment	27 to 40	4.07	0.72	2.45	0.087 ^{NS}
	41 to 50	4.21	0.65		
	51 & Above	4.21	0.47		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non - significant

An ANOVA test was conducted to examine differences in positive psychology factors among college teachers in three age groups: 27-40, 41-50, and 51 and above. The results show a significant difference only in the positive emotions factor, where the F-value is 4.00 with a p-value of 0.019, indicating significance at 5% level. Teachers 51 and above scored highest in positive emotions (mean = 4.34), followed by those aged between 41-50 (mean = 4.29),

and those aged between 27-40 (mean = 4.13). For other factors, engagement ($p = 0.967$), relationships ($p = 0.369$), meaning ($p = 0.643$), and accomplishment ($p = 0.087$), no significant differences were found among the age groups, as all p -values exceed the 5% threshold. The hypothesis posited that there is no significant difference among various age groups of teachers regarding their positive psychology. This hypothesis is largely accepted, as substantial differences were only found for the positive emotions factor. The hypothesis holds for other factors - engagement, relationships, meaning, and accomplishment indicating no significant differences among age groups. Thus, the hypothesis is mostly accepted, with only a minor exception for positive emotions. Hence no significant differences in positive psychology factors among age groups, except for positive emotions, where teachers 51 and above years scored highest, showing an age-related variation in this factor.

Post – hoc test of ANOVA

Although the test results reveal non-significant differences across various age groups of teachers in Kerala, except for positive emotions, it is important to recognize the significant variation in positive emotions. To identify this variation among the age group of teachers in positive emotions, a ‘Post-Hoc’ analysis was conducted using ‘Tukey’s HSD Test’.

Table 4.4

Tukey’s Post hoc test for measuring the exact significant difference among various age groups of teachers in positive emotions with regard to their positive psychology

Factors of positive psychology	Age (I)	Age (J)	Mean difference (I-J)	Std. error	P value
Positive emotions	27 to 40 (Mean = 4.13)	41 to 50 (Mean = 4.29)	-0.157	0.063	0.035*
		51 & Above (Mean = 4.34)	-0.215	0.106	0.106 ^{NS}
	41 to 50 (Mean = 4.29)	51 & Above (Mean = 4.34)	-0.058	0.105	0.845 ^{NS}

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non - significant

A post-hoc test was conducted to examine the exact differences in positive emotions with regard to positive psychology among three age groups of teachers (27-40, 41-50, and 51 and above). The results indicate a significant difference between the 27-40 and 41-50 age groups with a mean difference of -0.157 and a p-value of 0.035, which is important at the 5% level. This suggest that teachers in the 41-50 age group report higher positive emotions than those in the 27-40 age group. However, no significant differences were found between the 27-40 and 51 and above age groups (mean difference = -0.215, $p=0.106$) or between the 41-50 and 51 and above age groups (mean difference= -0.058, $p=0.845$). However, no significant differences were found between the 27-40 and 51 & above age groups (mean difference = -0.215, $p = 0.106$) or between the 41-50 and 51 & above age groups (mean difference = -0.058, $p = 0.845$), as both comparisons have p-values above the 5% threshold, indicating no statistically significant differences.

The analysis shows that teachers in the 41-50 age range tend to experience slightly higher positive emotions than younger teachers aged 27-40. However, this difference in positive emotions does not continue as teachers grow older, as those 51 & above have similar positive emotions as those in both younger age groups. This finding suggests that while middle-aged teachers may feel a bit more positive emotionally, these feelings do not change significantly between younger and older teachers outside this middle-age range.

4.3.3 ANOVA across Annual Income

H_{02B}: There is no significant difference in the positive psychology of teachers based on their annual income.

Table 4.5

ANOVA test for measuring significant differences in the positive psychology of teachers based on their annual income

Factors of positive psychology	Annual Income (in Rs.)	Mean	SD	F value	P value
Positive emotions	Below 10,00,000	4.20	0.70	1.26	0.286 ^{NS}
	10,00,001 – 15,00,000	4.20	0.62		
	15,00,001 – 20,00,000	4.38	0.56		
	20,00,001 & Above	4.35	0.51		
Engagement	Below 10,00,000	4.06	0.71	0.65	0.582 ^{NS}
	10,00,001 – 15,00,000	4.09	0.73		
	15,00,001 – 20,00,000	4.20	0.50		
	20,00,001 & Above	3.95	0.74		
Relationship	Below 10,00,000	4.06	0.60	0.49	0.689 ^{NS}
	10,00,001 – 15,00,000	4.09	0.63		
	15,00,001 – 20,00,000	4.14	0.55		
	20,00,001 & Above	4.23	0.66		
Meaning	Below 10,00,000	4.24	0.75	0.18	0.908 ^{NS}
	10,00,001 – 15,00,000	4.27	0.72		
	15,00,001 – 20,00,000	4.34	0.46		
	20,00,001 & Above	4.27	0.58		
Accomplishment	Below 10,00,000	4.10	0.77	0.87	0.453 ^{NS}
	10,00,001 – 15,00,000	4.14	0.66		
	15,00,001 – 20,00,000	4.28	0.51		
	20,00,001 & Above	4.27	0.49		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non - significant

An ANOVA test was conducted to examine differences in positive psychology factors based on the annual income of teachers. The results show there is no

significant difference in all aspects of positive psychology. For positive emotions ($p = 0.286$), engagement ($p = 0.582$), relationships ($p = 0.689$), meaning ($p = 0.908$), and accomplishment ($p = 0.453$), no significant differences were found among all factors as all p -values exceed the 5% threshold. The hypothesis posited that there is no significant difference in the positive psychology of teachers based on their annual income. This hypothesis is largely accepted, as no significant differences were found for all factors of positive psychology. Thus, the ANOVA results indicate that there are no significant differences in the positive psychology factors of teachers based on their annual income.

4.3.4 ANOVA across the Discipline of Teaching

H_{02C}: There are no significant differences in the positive psychology of teachers with regard to various disciplines of teaching.

Table 4.6

ANOVA test for measuring significant differences in the positive psychology of teachers with regard to various disciplines of teaching

Factors of positive psychology	Disciplines of teaching	Mean	SD	F value	P value
Positive emotions	Arts	4.19	0.63	3.53	0.030*
	Science	4.32	0.55		
	Commerce and Management	4.13	0.71		
Engagement	Arts	4.10	0.68	0.42	0.652 ^{NS}
	Science	4.12	0.68		
	Commerce and Management	4.04	0.77		
Relationships	Arts	4.07	0.65	1.19	0.304 ^{NS}
	Science	4.16	0.55		
	Commerce and Management	4.05	0.67		
Meaning	Arts	4.30	0.71	1.01	0.364 ^{NS}
	Science	4.30	0.62		
	Commerce and Management	4.19	0.80		
Accomplishment	Arts	4.15	0.70	0.16	0.850 ^{NS}
	Science	4.17	0.60		
	Commerce and Management	4.12	0.71		

Source: Primary data

*Note: 1. ** denotes significant at 1% level*

*2. * denotes significant at 5% level*

3. ^{NS} denotes non – significant

An ANOVA test was conducted to examine differences in positive psychology factors among teachers in three disciplines of teaching: Arts, Science, Commerce and Management. The results show a significant difference only in the positive emotions factor, where the F- value is 3.53 with a p-value of 0.030, indicating significant at the 5% level. Teachers in science scored highest in positive emotions (mean = 4.32), followed by those in the arts (mean = 4.19), and those in Commerce and Management (mean = 4.13). For other factors, engagement ($p = 0.652$), relationships ($p = 0.304$), meaning ($p = 0.364$), and accomplishment ($p=0.850$), no significant differences were found among the various disciplines of teaching, as all p-values exceed the 5% threshold. The hypothesis posited that there is no significant difference among various disciplines of teaching regarding their positive psychology. This hypothesis is largely accepted, as significant differences were only found for the positive emotions factor. The hypothesis holds for other factors - engagement, relationships, meaning, and accomplishment, indicating no significant differences among various disciplines of teaching. Thus, the hypothesis is mostly accepted, with only a minor exception for positive emotions. The ANOVA results reveal no significant differences in positive psychology factors among teachers from different teaching disciplines, except for positive emotions, where science teachers scored the highest.

Post-hoc test of ANOVA

Although the test results reveal non-significant differences across various disciplines of teaching except positive emotions, it is important to recognize the significant variation in positive emotions. To identify this variation in positive emotions among the teaching disciplines, a post -hoc analysis was conducted using Tukey's HSD test.

Table 4.7

Tukey's Post Hoc Test for measuring the exact significant difference in positive psychology among teachers about various disciplines of teaching

Factors of positive psychology	Discipline (I)	Discipline (J)	Mean difference (I-J)	Std. error	P value
Positive emotions	Arts (Mean = 4.19)	Science (Mean = 4.32)	-0.127	0.070	0.168 ^{NS}
		Commerce and Management (Mean = 4.13)	0.066	0.076	0.655 ^{NS}
	Science (Mean = 4.32)	Commerce and Management (Mean = 4.13)	0.193	0.075	0.029*

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non - significant

A post hoc test was conducted to examine the exact differences in positive emotions among three disciplines of teaching (arts, science, commerce and management). The results indicate a significant difference between the disciplines of science and commerce and management, with a mean difference of 0.193 and a p-value of 0.029, which is significant at the 5% level. This suggests that teachers in science report higher levels of positive emotions compared to those in commerce and management. However, no significant differences were found between arts and science teachers (mean difference = -0.127, $p = 0.168$), or between the arts and commerce and management teachers (mean difference = 0.066, $p = 0.655$), as both comparisons have p-values above the 5% threshold, indicating no statistically significant differences.

The analysis shows that teachers in science tend to experience slightly higher positive emotions than teachers in commerce and management. However, this difference in positive emotions does not continue in all disciplines, as those teachers in arts and commerce and management have similar levels of positive emotions. This finding suggests that while science teachers may feel a bit more positive emotionally, these feelings do not change significantly between arts and commerce and management teachers.

4.3.5 Independent T-test across Designation

H_{02D}: There is no significant difference between Assistant Professors and Associate Professors in their positive psychology

Table 4.8

Independent t-test for measuring the significant difference between Assistant Professors and Associate Professors in their positive psychology

Factors of positive psychology	Designation	Mean	SD	t-value	P value
Positive emotions	Assistant Professor	4.19	0.64	-2.247	0.025*
	Associate Professor	4.39	0.50		
Engagement	Assistant Professor	4.08	0.72	-0.337	0.736 ^{NS}
	Associate Professor	4.12	0.63		
Relationships	Assistant Professor	4.07	0.62	-1.997	0.046*
	Associate Professor	4.24	0.58		
Meaning	Assistant Professor	4.26	0.73	-1.022	0.307 ^{NS}
	Associate Professor	4.35	0.49		
Accomplishment	Assistant Professor	4.12	0.69	-1.846	0.066 ^{NS}
	Associate Professor	4.29	0.48		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non - significant

The independent t-test results show significant differences in two factors of positive psychology between assistant and associate professors. For positive emotions, associate professors have a slightly higher mean (4.39) compared to assistant professors (4.19), with a t-value of -2.247 and a p-value of 0.025, indicating a statistically significant difference at the 5% level. Similarly, in the relationships factor, associate professors also scored higher (mean = 4.24) than assistant professors (mean = 4.07), with a t-value of -1.997 and a p-value of 0.046, marking significance at the 5% level. However, for other factors like engagement (p = 0.736), meaning (p = 0.307), and accomplishment (p = 0.066), no significant differences were observed between the two groups.

The results partially support this hypothesis. For the factors of engagement, meaning, and accomplishment, the hypothesis holds, as no significant differences

were found between the two groups. However, for positive emotions and relationships, significant differences were observed, indicating that associate professors score higher on these two factors. Therefore, the hypothesis is only partially tenable; it is valid for some aspects of positive psychology but not for others, where significant differences exist.

The analysis reveals that associate professors generally experience slightly stronger positive emotions and better relationships in their professional lives than assistant professors. This suggests that associate professors may feel more positive about their emotions and are likely to have more supportive relationships. For other areas, such as feeling engaged, find meaning, and achieve accomplishments in their work, there isn't a noticeable difference between the two groups, indicating that both assistant and associate professors feel similarly fulfilled in these aspects of their work.

4.3.6 Independent T-test across Gender

H_{02E}: There is no significant difference between male and female teachers with regard to their positive psychology

Table 4.9

Independent t-test for measuring the significant difference between male and female teachers with regard to their positive psychology

Factors of positive psychology	Gender	Mean	SD	t-value	P value
Positive emotions	Male	4.23	0.69	0.33	0.738 ^{NS}
	Female	4.21	0.59		
Engagement	Male	4.08	0.76	-0.18	0.850 ^{NS}
	Female	4.09	0.66		
Relationships	Male	4.14	0.62	1.19	0.232 ^{NS}
	Female	4.07	0.62		
Meaning	Male	4.22	0.72	-1.36	0.173 ^{NS}
	Female	4.31	0.69		
Accomplishment	Male	4.15	0.73	0.02	0.982 ^{NS}
	Female	4.15	0.62		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non - significant

The independent t-test results do not show significant differences in all factors of positive psychology between male and female teachers. For positive emotions, male teachers have a slightly higher mean (4.23) compared to female teachers (4.21), with a t-value of 0.33 and a p-value of 0.738, followed by in relationship factor, male teachers have a slightly higher mean (4.14) compared to female teachers (4.07), with a t-value of 1.19 and a p-value of 0.232. In the engagement factor, female teachers have a slightly higher mean (4.09) compared to male teachers (4.08), with a t-value of -.18 and a p-value of 0.850, followed by in the meaning factor, female teachers have a slightly higher mean (4.31) compared to male teachers (4.22), with a t-value of -1.36 and a p-value of 0.173. Male and female teachers have the same mean score (4.15) in the accomplishment factor with a t-value of 0.02 and a p-value of 0.982.

The results fully support this hypothesis. For all the factors that are Positive emotions, engagement, meaning, relationship, and accomplishment of positive psychology, the hypothesis holds, as no significant differences were found between the two groups. Therefore, the hypothesis is valid for all aspects of positive psychology because no significant differences exist.

The analysis reveals that both male and female teachers generally experience slightly stronger positive emotions, feel engaged, have better relationships in their professional lives, find meaning, and achieve accomplishments in their work; there is no noticeable difference between male and female teachers. This suggests that both male and female teachers feel similarly in all aspects of their work.

4.3.7 Independent T-test across Status of Institution

H_{02F}: There is no significant difference between Aided Autonomous College teachers and Aided College teachers in their positive psychology

Table 4.10

Independent t-test for measuring the significant difference between Aided Autonomous College teachers and Aided College teachers with regard to their positive psychology

Factors of positive psychology	Status of Institution	Mean	SD	t-value	P value
Positive emotions	Aided Autonomous college	4.19	0.65	-1.823	0.069 ^{NS}
	Aided college	4.31	0.57		
Engagement	Aided Autonomous college	4.11	0.66	1.255	0.210 ^{NS}
	Aided college	4.02	0.81		
Relationships	Aided Autonomous college	4.08	0.61	-0.811	0.418 ^{NS}
	Aided college	4.14	0.65		
Meaning	Aided Autonomous college	4.28	0.68	0.629	0.530 ^{NS}
	Aided college	4.24	0.76		
Accomplishment	Aided Autonomous college	4.14	0.67	-0.353	0.724 ^{NS}
	Aided college	4.17	0.66		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non - significant

The independent t-test results show no significant differences in all factors of positive psychology between aided autonomous colleges and aided colleges. For positive emotions, aided colleges have a slightly higher mean (4.31) than aided autonomous colleges (4.19), with a t-value of -1.823 and a p-value of 0.069, indicating a statistically insignificant difference. Similarly, in the relationships factor, aided college also scored higher (mean = 4.14) than aided autonomous college (mean = 4.08), with a t-value of -0.811 and a p-value of 0.418, and in the accomplishment factor aided college also scored higher (mean = 4.17) than aided autonomous college (mean = 4.14), with a t-value of -0.353 and a p-value of 0.724.

The results fully support this hypothesis. The hypothesis holds for the factors of positive emotions, engagement, meaning, relationship and accomplishment as no significant differences were found between the two groups.

The analysis reveals that aided college teachers generally experience slightly stronger positive emotions, and better relationships in their professional lives and achieve accomplishments than aided autonomous college teachers. For other areas, such as feeling engaged and finding meaning in their work, aided autonomous college teachers are generally more experienced than aided college teachers.

4.3.8 Independent T-test across Types of Family

H_{02G}: There is no significant difference between the Nuclear family and the joint family of teachers with regard to their positive psychology

Table 4.11

Independent t-test for measuring the significant difference between a nuclear family and a joint family of teachers with regard to their positive psychology

Factors of positive psychology	Type of family	Mean	SD	t-value	P value
Positive emotions	Nuclear	4.24	0.62	0.401	0.689 ^{NS}
	Joint	4.21	0.63		
Engagement	Nuclear	4.10	0.68	0.301	0.764 ^{NS}
	Joint	4.08	0.73		
Relationships	Nuclear	4.11	0.59	0.294	0.769 ^{NS}
	Joint	4.09	0.65		
Meaning	Nuclear	4.28	0.66	0.273	0.785 ^{NS}
	Joint	4.26	0.73		
Accomplishment	Nuclear	4.15	0.66	-0.060	0.952 ^{NS}
	Joint	4.15	0.67		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non - significant

The independent t-test results indicate no significant differences in all factors of positive psychology between teachers from nuclear and joint families. For positive emotions, the nuclear family has a slightly higher mean (4.24) compared to the joint family (4.21), with a t-value of 0.401 and a p-value of 0.689. Similar trends are observed in the engagement factor (nuclear: 4.10, joint: 4.08, $t = 0.301$, $p = 0.764$), relationships factor (nuclear: 4.11, joint: 4.09, $t = 0.294$, $p = 0.769$), and meaning factor (nuclear: 4.28, joint: 4.26, $t = 0.273$, $p = 0.785$). In the accomplishment factor, both groups have the same mean score (4.15), with a t-value of -0.060 and a p-value of 0.952. Since all p-values exceed the 5% significance threshold, the results fully support the hypothesis that no significant differences exist between teachers from nuclear and joint families across all positive psychology factors.

The analysis reveals that teachers from both nuclear and joint families generally experience similar levels of positive emotions, engagement, relationships, meaning, and accomplishment in their professional lives. Although teachers from nuclear families show slightly higher mean scores in most factors, the differences are negligible and statistically insignificant. This suggests that family structure does not significantly influence the positive psychology of teachers, as both groups report comparable experiences in their work-related psychological well-being.

Chapter 5

LEVELS OF PSYCHOLOGICAL CAPITAL AND WORK-LIFE BALANCE AMONG COLLEGE TEACHERS IN KERALA

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5.1 Introduction

This chapter deals with the levels of Psychological Capital (PsyCap) and Work-Life Balance among college teachers in Kerala, with a specific emphasis on how these levels vary across different socio-demographic factors. Psychological Capital, comprising four key components - hope, self-efficacy, resilience and optimism (HERO) - plays a crucial role in influencing the well-being and performance of teachers. Work-life balance refers to an individual's ability to effectively manage personal and professional responsibilities, ensuring harmony between work demands and personal life. The analysis examines key socio-demographic variables such as gender, age, type of family, annual income designation, discipline of teaching, and the status of the institution. The Chi-square test has been employed as the primary statistical tool to determine the association between these factors and the dimensions of Psychological Capital and Work-Life Balance. This test helps to identify significant differences and associations, providing insights into how various personal and professional characteristics influence the hope, self-efficacy, resilience and optimism, and work-life balance of college teachers across the state.

5.2 The Objective Covered in This Chapter

Objective 2: To analyze the levels of psychological capital and work-life balance among college teachers in Kerala.

To obtain this objective, psychological capital (PsyCap) and Work-life balance among college teachers in Kerala are categorized into three levels: low, moderate, and high and a Chi-square test was used. This chapter is divided into two parts: the first part focuses on the analysis of levels of Psychological Capital and the second part examines the analysis of the levels of Work-Life Balance among college teachers in Kerala.

Section A

5.3 Levels of Psychological Capital among College Teachers in Kerala

Hypothesis 3: There is no significant difference between the levels of psychological capital (hope, self-efficacy, resilience and optimism) among college teachers in Kerala

The psychological attributes include hope, self-efficacy, resilience, and optimism. These four attributes were analyzed using Chi-square tests, and the analysis tables for each attribute are presented below.

Table 5.1

Chi-square test for measuring the levels of hope among college teachers in Kerala

Attribute	Low level	Moderate Level	High Level	Total	Chi-Square value	P value
Level of hope	246 (55.7%)	67 (15.2%)	129 (29.2%)	442 (100%)	112.158	0.000**

Source: Primary data

*Note: 1. ** denotes significant at 1% level*

*2. * denotes significant at 5% level*

3. ^{NS} denotes non – significant

5.3.1 Levels of Hope

The analysis reveals a significant variation in levels of hope among college teachers in Kerala, as evidenced by a chi-square value of 112.158 and a p-value less than 0.001. The null hypothesis, which posits no significant difference in hope levels, is rejected at the 1% significance level. Among the 442 respondents, a majority (55.7%) reported low levels of hope, 15.2% exhibited moderate levels of hope, and only 29.2% indicated high levels of hope. These results suggest that many educators face challenges in maintaining optimism and goal-directed energy, which may impact their professional growth. The findings underscore the need for targeted strategies, such as professional development programs and motivational initiatives, to enhance hope and foster a more positive outlook among college teachers.

Table 5.2

Chi-square test for measuring the levels of self-efficacy among college teachers in Kerala

Attribute	Low Level	Moderate Level	High Level	Total	Chi-Square value	P value
Level of self-efficacy	158 (35.7%)	155 (35.1%)	129 (29.2%)	442 (100%)	3.452	0.178 ^{NS}

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

5.3.2 Levels of Self-Efficacy

In contrast to hope, the chi-square test results for self-efficacy show no statistically significant differences among college teachers, with a chi-square value of 3.452 and a p-value of 0.178, which exceeds the 0.05 significance threshold. Hence, the null hypothesis, assuming no significant variation in self-efficacy levels, cannot be rejected. Despite this statistical uniformity, the distribution shows that 35.8% of respondents reported low self-efficacy, 35.1% moderate, and 29.2% high. While these variations are not statistically significant, they highlight the importance of continuous professional development, technical training, and confidence-building programs to support teachers in enhancing their self-efficacy, particularly in areas such as technology adoption and syllabus management.

Table 5.3

Chi-square test for measuring the levels of resilience among college teachers in Kerala

Attribute	Low Level	Moderate Level	High Level	Total	Chi-Square value	P value
Level of resilience	120 (27.1%)	182 (41.2%)	140 (31.7%)	442 (100%)	13.593	0.001**

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

5.3.3 Levels of Resilience

The chi-square analysis for resilience indicates a significant difference among college teachers in Kerala, with a chi-square value of 13.593 and a p-value less than 0.005, leading to the rejection of the null hypothesis. Among the respondents, 41.2% reported moderate resilience, 31.7% high resilience, and 27.1% low resilience. This variability suggests that while some educators possess strong coping mechanisms and stress management skills, others may struggle with workplace challenges. The findings highlight the necessity for resilience-building initiatives, such as stress management workshops, professional counselling, and training in problem-solving techniques, to support teachers in navigating professional demands effectively.

Table 5.4

Chi-square test for measuring the levels of optimism among college teachers in Kerala

Attribute	Low Level	Moderate Level	High Level	Total	Chi-Square value	P value
Level of optimism	198 (44.8%)	105 (23.8%)	139 (31.4%)	442 (100%)	30.059	0.000**

Source: Primary data

*Note: 1. ** denotes significant at 1% level*

*2. * denotes significant at 5% level*

3. ^{NS} denotes non – significant

5.3.4 Levels of Optimism

The study also identifies significant differences in optimism levels among college teachers, with a chi-square value of 30.059 and a p-value less than 0.001. Consequently, the null hypothesis is rejected at the 1% significance level. Among the respondents, 44.8% reported low optimism, 23.8% moderate optimism, and 31.4% high optimism. These results point to concerning levels of pessimism among a substantial portion of educators, which could affect their motivation and job satisfaction. Addressing these disparities requires institutional efforts to foster a positive work environment, mentorship programs, and professional growth opportunities to boost teachers' confidence and belief in their potential for success.

The analysis of psychological capital among college teachers in Kerala reveals significant disparities in hope, resilience, and optimism, while self-efficacy remains relatively uniform across the sample. The high prevalence of low hope and optimism levels is concerning, suggesting the need for targeted interventions to enhance teachers' psychological well-being. Resilience also shows variability, indicating the importance of institutional support to strengthen coping mechanisms. Although self-efficacy does not exhibit significant statistical differences, continuous professional development remains crucial to maintaining and improving confidence levels. Collectively, these findings emphasize the importance of fostering a supportive work environment and implementing strategies to enhance psychological capital, ultimately benefiting both educators and their institutions.

5.4 Analysis of Levels of Psychological Capital (PsyCap) Across Socio-Demographic Factors of College Teachers in Kerala

The following socio-demographic factors are considered for the analysis

- 1) Gender
- 2) Age
- 3) Type of family
- 4) Annual income
- 5) Designation
- 6) Discipline of teaching
- 7) Status of Institution

Hypothesis 4: There is no significant association between socio-demographic factors and Levels of Psychological Capital (PsyCap) among college teachers in Kerala

5.4.1 Gender of College Teachers and Levels of Psychological Capital (PsyCap)

The following section examines the association between the gender of college teachers and their levels of Psychological Capital (PsyCap), which includes the four key attributes: hope, self-efficacy, resilience and optimism. Using Chi-square tests,

the analysis explores whether there are significant differences in these psychological attributes based on gender. The results are presented in the four tables below.

H_{04.1}: There is no significant association between gender and levels of hope among college teachers in Kerala

Table 5.5

Chi-Square test for association between gender and levels of hope among college teachers in Kerala

Gender	Levels of Hope			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Male	97 (53.6%)	28 (15.5%)	56 (30.9%)	181 (100%)	0.577	0.749 ^{NS}
Female	149 (57.1%)	39 (14.9%)	73 (28.0%)	261 (100%)		
Total	246 (55.7%)	67 (15.2%)	129 (29.2%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level
2. * denotes significant at 5% level
3. ^{NS} denotes non – significant

The chi-square test results show no significant association between gender and the levels of hope among college teachers in Kerala, as indicated by a chi-square value of 0.577 and a p-value of 0.749. Since the p-value is greater than 0.05, the association between gender and hope levels is not statistically significant and the null hypothesis, which assumes no association between gender and hope levels, cannot be rejected. The absence of a significant association implies that factors influencing hope among college teachers may be more closely related to individual or contextual elements rather than demographic characteristics like gender.

The various dimensions of hope such as focused on willpower, career pathways, energy for achieving career dreams, and the belief in career success etc. indicate that hope is likely a universal psychological construct influenced by personal experiences, career challenges, and professional environments rather than gender-specific differences.

This result underscores the importance of addressing hope-related concerns at a broader institutional level rather than tailoring interventions solely based on gender. Programs aimed at enhancing hope levels should focus on building teachers' confidence, providing clear career pathways, and fostering a supportive professional environment. These efforts could ensure that both male and female teachers feel equally empowered to achieve their career aspirations and experience a higher sense of fulfilment in their professional journeys.

H_{04 2}: There is no significant association between gender and levels of self-efficacy among college teachers in Kerala

Table 5.6

Chi-Square test for association between gender and levels of self-efficacy among college teachers in Kerala

Gender	Levels of Self-efficacy			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Male	50 (27.6%)	72 (39.8%)	59 (32.6%)	181 (100%)	8.819	0.012*
Female	108 (41.4%)	83 (31.8 %)	70 (26.8 %)	261 (100%)		
Total	158 (35.7%)	155 (35.1 %)	129 (29.2%)	442 (100%)		

Source: Primary data

- Note: 1. ** denotes significant at 1% level
 2. * denotes significant at 5% level
 3. ^{NS} denotes non-significant

The chi-square test results indicate a statistically significant association between gender and the level of self-efficacy among college teachers in Kerala. With a chi-square value of 8.819 and a p-value of 0.012 (less than the 0.05 threshold), the null hypothesis, which assumes no association between gender and self-efficacy, can be rejected. This finding suggests that self-efficacy levels are significantly influenced by gender, pointing to possible differences in confidence, adaptability, or competence between male and female teachers in the context of Kerala.

This result highlights the need to explore the factors contributing to gender-based differences in self-efficacy. Variables such as societal norms, differing access to professional development opportunities, or workplace dynamics could be influencing these disparities. Educational institutions should prioritize initiatives aimed at addressing these gaps, such as tailored training programs, mentorship opportunities, and supportive workplace policies. By fostering equitable conditions and enhancing self-efficacy for all teachers, regardless of gender, institutions can empower educators to perform at their best and improve overall teaching outcomes.

H_{04 3}: There is no significant association between gender and levels of resilience among college teachers in Kerala

Table 5.7

Chi-square test for association between gender and levels of resilience among college teachers in Kerala

Gender	Levels of Resilience			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Male	43 (23.8%)	71 (39.2%)	67 (37.0%)	181 (100%)	4.344	0.114 ^{NS}
Female	77 (29.5%)	111 (42.5 %)	73 (28.0%)	261 (100%)		
Total	120 (27.1%)	182 (41.2%)	140 (31.7%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test reveals no statistically significant association between gender and the levels of resilience among college teachers in Kerala. With a chi-square value of 4.344 and a p-value of 0.114 (greater than the 0.05 significance threshold), the null hypothesis, which posits no relationship between gender and resilience, cannot be rejected. This indicates that gender does not have a significant impact on the resilience levels of college teachers in this context.

Resilience, as reflected in the ability to overcome workplace obstacles, manage stress effectively, control emotions, and solve problems, appears to be influenced by factors beyond demographic characteristics such as gender. Both male and female teachers likely develop resilience based on their personal experiences, professional environments, and support systems rather than gender-specific traits. This suggests that resilience is a universal quality shaped by situational and psychological factors.

These findings highlight the importance of focusing on external and contextual elements to enhance resilience among college teachers. Institutions can play a key role by providing resources such as stress management programs, emotional well-being initiatives, and training in problem-solving techniques to help all teachers, regardless of gender, strengthen their resilience. By addressing these broader influences, colleges can cultivate a more robust and supportive environment for educators, enabling them to navigate challenges and thrive in their professional roles.

H₀₄ 4: There is no significant association between gender and levels of optimism among college teachers in Kerala

Table 5.8

Chi-Square test for association between gender and levels of optimism among college teachers in Kerala

Gender	Levels of Optimism			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Male	75 (41.4%)	48 (26.5%)	58 (32.0%)	181 (100%)	1.793	0.408 ^{NS}
Female	123 (47.1%)	57 (21.8 %)	81 (31.0%)	261 (100%)		
Total	198 (44.8%)	105 (23.8%)	139 (31.4%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results indicate no statistically significant association between gender and the levels of optimism among college teachers in Kerala. With a chi-square value of 1.793 and a p-value of 0.408 (greater than the threshold of 0.05), the null hypothesis, which assumes no association between gender and optimism, cannot be rejected. This finding suggests that optimism is not significantly influenced by demographic characteristics such as gender in this context. Instead, other factors may play a more prominent role in shaping levels of optimism among teachers.

Optimism, as a psychological construct, encompasses various dimensions that are likely universal and transcend gender-specific boundaries. Teachers' professional lives often foster optimism through experiences such as witnessing student success, achieving personal career milestones, and overcoming challenges through effort and perseverance. The belief that good things will happen in professional life, and that success is attainable through dedication, reflects a shared outlook that may not differ significantly across genders. These elements of optimism are deeply tied to individual experiences and professional environments rather than inherent demographic traits.

The absence of a significant gender-based association in optimism underscores the importance of contextual and personal influences in shaping this attribute among educators. Career challenges, professional achievements, and interactions with students contribute to an individual's outlook and sense of hope. These findings highlight the need to focus on broader aspects such as workplace culture, support systems, and personal resilience, which may collectively foster optimism in teaching professionals, irrespective of gender.

5.4.2 Age of college teachers and Levels of Psychological Capital (PsyCap)

The following section examines the association between the age of college teachers and their levels of Psychological capital (PsyCap), which includes the four key attributes: hope, self-efficacy, resilience and optimism. Using Chi-square tests, the analysis explores whether there are significant differences in these psychological attributes based on age. The results are presented in the four tables below.

H₀₄ 5: There is no significant association between age and levels of hope among college teachers in Kerala

Table 5.9

Chi-Square test for association between age and levels of hope among college teachers in Kerala

Age	Levels of Hope			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
27-40	117 (60.0 %)	22 (11.3 %)	56 (28.7 %)	195 (100%)	10.046	0.040*
41-50	106 (52.0 %)	33 (16.2 %)	65 (31.9 %)	204 (100%)		
51 and Above	23 (53.5 %)	12 (27.9%)	8 (18.6%)	43 (100%)		
Total	246 (55.7%)	67 (15.2%)	129 (29.2%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results show a significant association between age and the levels of hope among college teachers in Kerala, as indicated by a chi-square value of 10.046 and a p-value of 0.040. Since the p-value is less than 0.05, the association between age and hope levels is statistically significant. The null hypothesis, which assumes no association between age and levels of hope, can be rejected.

The chi-square test results indicate a significant association between age and the level of hope among college teachers in Kerala. With a chi-square value of 10.046 and a p-value of 0.040, which is less than the significance threshold of 0.05, the null hypothesis, which assumes no association between age and hope levels, is rejected. This finding suggest that age plays a significant role in influencing the levels of hope among college teachers.

The rejection of the null hypothesis implies that the differences in hope levels among teachers are not due to random variation but are significantly associated with their age. This result highlights the potential influence of life stage, career experience, and changing professional aspirations on the perception of hope. For instance, younger teachers may exhibit different levels of optimism and pathways toward career success compared to their older counterparts, who might rely more on their accumulated experience and professional resilience.

These findings point to the importance of age-sensitive strategies for enhancing hope levels among college teachers. Institutions might consider tailored interventions that address the unique challenges and aspirations of teachers at different stages of their careers, such as mentoring for younger educators and opportunities for growth and recognition for senior faculty members. By doing so, institutions can create a more supportive environment that nurtures hope and motivation across all age groups.

H_{04.6}: There is no significant association between age and levels of self-efficacy among college teachers in Kerala

Table 5.10

Chi-Square test for association between age and levels of self-efficacy among college teachers in Kerala

Age	Levels of Self-efficacy			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
27-40	82 (42.1 %)	59 (30.3 %)	54 (27.7 %)	195 (100%)	6.703	0.152 ^{NS}
41-50	64 (31.4 %)	78 (38.2 %)	62 (30.4 %)	204 (100%)		
51 and Above	12 (27.9 %)	18 (41.9%)	13 (30.2 %)	43 (100%)		
Total	158 (35.7%)	155 (35.1%)	129 (29.2%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results indicate no statistically significant association between age and the level of self-efficacy among college teachers in Kerala. With a chi-square value of 6.703 and a p-value of 0.152 (greater than the 0.05 threshold), the null hypothesis, which assumes no association between age and self-efficacy, cannot be rejected. This finding suggests that age does not significantly influence self-efficacy levels in this professional group, implying that confidence and competency in teaching are not age-dependent.

The self-efficacy of college teachers, as measured by their ability to stay updated on job-related technology, quickly adapt to syllabus revisions, perform their jobs with confidence, and demonstrate subject expertise, appears to be shaped by other factors beyond age. Professional experience, access to resources, workplace culture, and continuous professional development likely play a more significant role in determining self-efficacy. Teachers of different age groups may face similar challenges and rely on comparable strategies to maintain confidence in their abilities.

These findings emphasize the importance of creating an inclusive environment that fosters self-efficacy across all age groups. Educational institutions should focus on providing equitable access to training programs, resources, and mentorship opportunities to support teachers in enhancing their competencies and confidence. By addressing the shared needs of educators, irrespective of age, institutions can ensure that all teachers feel empowered to meet the demands of their roles effectively.

H₀₄ 7: There is no significant association between age levels of resilience among college teachers in Kerala

Table 5.11

Chi-Square test for association between age and levels of resilience among college teachers in Kerala

Age	Levels of Resilience			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
27-40	62 (31.8 %)	76 (39.0 %)	57 (29.2 %)	195 (100%)	4.380	0.357 ^{NS}
41-50	46 (22.5 %)	89 (43.6 %)	69 (33.8 %)	204 (100%)		
51 and Above	12 (27.9 %)	17 (39.5%)	14 (32.6 %)	43 (100%)		
Total	120 (27.1%)	182 (41.2%)	140 (31.7%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results show no statistically significant association between age and the level of resilience among college teachers in Kerala. With a chi-square value of 4.380 and a p-value of 0.357 (greater than the 0.05 significance threshold), the null hypothesis, which assumes no relationship between age and resilience, cannot be rejected. This finding indicates that resilience levels among college teachers are not significantly influenced by their age.

Resilience, as reflected in the ability to manage stress, control emotions, overcome workplace challenges, and solve problems, appears to transcend age-related differences. Teachers across various age groups may develop resilience based on individual experiences, support systems, and professional environments rather than chronological factors. This underscores the idea that resilience is more likely shaped by situational and psychological factors rather than demographic attributes like age.

The results suggest that initiatives to foster resilience among college teachers should focus on addressing contextual and experiential aspects rather than tailoring programs based solely on age. Offering targeted resources such as stress management training, emotional well-being programs, and collaborative support networks can help teachers across all age groups enhance their resilience. These efforts will contribute to creating a more robust and supportive professional environment, benefiting both educators and the institutions they serve.

H₀₄ 8: There is no significant association between age and levels of optimism among college teachers in Kerala

Table 5.12

Chi-Square test for association between age and levels of optimism among college teachers in Kerala

Age	Levels of Optimism			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
27-40	95 (48.7 %)	41 (21.0 %)	59 (30.3 %)	195 (100%)	3.529	0.473 ^{NS}
41-50	82 (40.2 %)	54 (26.5 %)	68 (33.3 %)	204 (100%)		
51 and Above	21 (48.8 %)	10 (23.3%)	12 (27.9 %)	43 (100%)		
Total	198 (44.8%)	105 (23.8%)	139 (31.4%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results indicate no statistically significant association between age and the level of optimism among college teachers in Kerala. With a chi-square value of 3.529 and a p-value of 0.473 (greater than the threshold of 0.05), the null hypothesis, which assumes no association between age and optimism, cannot be rejected. This finding suggests that age does not play a significant role in determining

the levels of optimism among college teachers. Instead, other factors may have a more substantial influence on optimism in this professional group.

Optimism, as a multifaceted psychological construct, is shaped by dimensions such as the belief that professional life leads to achievement, the expectation of good outcomes in one's career, the conviction that success stems from effort, and the role of teachers in influencing students' academic success. These dimensions reflect universal experiences and aspirations that transcend age-related differences. Teachers of all age groups are likely to draw optimism from their professional environments, personal achievements, and the impact they have on their students, rather than from age-specific characteristics.

The absence of a significant age-based association highlights the broader and more complex influences on optimism among educators. Factors such as individual resilience, workplace dynamics, career challenges, and personal accomplishments are likely more relevant in shaping optimism than age. These findings suggest that fostering optimism among teachers requires a focus on creating supportive professional environments, promoting personal and professional growth, and addressing challenges collectively, irrespective of age.

5.4.3 Type of family of college teachers and Levels of Psychological Capital (PsyCap)

The following section examines the association between the type of family of college teachers and their levels of psychological capital (PsyCap), which includes the four key attributes: hope, self-efficacy, resilience, and optimism. Using Chi-square tests, the analysis explores whether there are significant differences in these psychological attributes based on the type of family. The results are presented in the four tables below.

H₀₄ 9: There is no significant association between the type of family and levels of hope among college teachers in Kerala

Table 5.13

Chi-Square test for association between the type of family and levels of hope among college teachers in Kerala

Type of family	Levels of Hope			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Nuclear family	118 (58.7 %)	29 (14.4 %)	54 (26.9 %)	201 (100%)	1.426	0.490 ^{NS}
Joint family	128 (53.1 %)	38 (15.8%)	75 (31.1 %)	241 (100%)		
Total	246 (55.7%)	67 (15.2%)	129 (29.2%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results show no statistically significant relationship between the type of family (nuclear or joint) and the levels of hope among college teachers in Kerala. With a chi-square value of 1.426 and a p-value of 0.490 (which is greater than the 0.05 threshold), the null hypothesis - stating no association between family type and hope levels - cannot be rejected.

This indicates that hope, characterized by factors such as willpower, career clarity, energy to achieve career goals, and belief in success, remains consistent across teachers from both nuclear and joint families. The family structure does not appear to influence the levels of hope of college teachers significantly.

In practical terms, this suggests that hope among teachers is likely influenced by factors other than family type, such as individual traits, professional circumstances, or broader societal and institutional influences. Teachers, regardless of their family structure, demonstrate similar levels of optimism and aspirations in their professional lives.

H_{04 10}: There is no significant association between the type of family and levels of self-efficacy among college teachers in Kerala

Table 5.14

Chi-Square test for association between the type of family and levels of self-efficacy among college teachers in Kerala

Type of family	Levels of Self-efficacy			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Nuclear family	81 (40.3 %)	70 (34.8 %)	50 (24.9 %)	201 (100%)	4.489	0.106 ^{NS}
Joint family	77 (32.0 %)	85 (35.3%)	79 (32.8 %)	241 (100%)		
Total	158 (35.7%)	155 (35.1%)	129 (29.2%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results indicate no statistically significant association between the type of family structure (nuclear or joint) and the levels of self-efficacy among college teachers in Kerala. With a chi-square value of 4.489 and a p-value of 0.106 (greater than the significance threshold of 0.05), the null hypothesis, which assumes no relationship between family type and self-efficacy levels, cannot be rejected. This suggests that whether a teacher belongs to a nuclear or joint family does not have a significant impact on their confidence and competence in performing their professional roles.

Self-efficacy, as assessed through measures such as staying updated on job-related technology, effectively managing syllabus revisions, demonstrating confidence in their work, and showcasing subject expertise, appears to be influenced more by individual capabilities, professional experiences, and institutional support than by family structure. Teachers, regardless of whether they live in nuclear or joint family settings, likely draw on their personal motivation and professional environments to maintain their sense of efficacy.

These findings highlight the universal nature of self-efficacy as a psychological construct that transcends family dynamics. Institutions can leverage this insight to focus on providing equal opportunities for all teachers to enhance their self-efficacy through targeted training programs, access to technological resources, and collaborative professional development activities.

H_{04 11}: There is no significant association between the type of family and levels of resilience among college teachers in Kerala

Table 5.15

Chi-Square test for association between the type of family and levels of resilience among college teachers in Kerala

Type of family	Levels of Resilience			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Nuclear family	52 (25.9 %)	94 (46.8 %)	55 (27.4 %)	201 (100%)	5.182	0.075 ^{NS}
Joint family	68 (28.2 %)	88 (36.5%)	85 (35.3 %)	241 (100%)		
Total	120 (27.1%)	182 (41.2%)	140 (31.7%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results indicate no statistically significant relationship between the type of family (nuclear or joint) and the levels of resilience among college teachers in Kerala. With a chi-square value of 5.182 and a p-value of 0.075 (greater than the 0.05 threshold), the null hypothesis, which assumes no association between family type and resilience levels, cannot be rejected. This suggests that the type of family structure, whether nuclear or joint, does not have a significant impact on the resilience levels of college teachers in Kerala.

This finding implies that resilience, which involves the ability to recover from challenges and adapt to difficult circumstances, is not heavily influenced by the

family setup in which a teacher resides. Both nuclear and joint family structures might provide similar or different types of support, but they do not seem to significantly affect how teachers manage stress, overcome obstacles, and remain focused on their professional goals.

The results point to the possibility that resilience among college teachers is more closely linked to individual characteristics, such as personality traits, coping strategies, or professional experiences, rather than family structure. Consequently, to enhance resilience in teachers, interventions might focus on personal development, stress management, and building professional support networks, irrespective of the family type they belong to.

H_{04 12}: There is no significant association between the type of family and levels of optimism among college teachers in Kerala

Table 5.16

Chi-Square test for association between the type of family and levels of optimism among college teachers in Kerala

Type of family	Levels of Optimism			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Nuclear family	94 (46.8 %)	52 (25.9 %)	55 (27.4 %)	201 (100%)	2.969	0.227 ^{NS}
Joint family	104 (43.2 %)	53 (22.0%)	84 (34.9 %)	241 (100%)		
Total	198 (44.8%)	105 (23.8%)	139 (31.4%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results indicate no statistically significant relationship between the type of family (nuclear or joint) and the levels of optimism among college teachers in Kerala. With a chi-square value of 2.969 and a p-value of 0.227 (greater than the significance threshold of 0.05), the null hypothesis, which assumes

no association between family type and optimism levels, cannot be rejected. This finding suggests that the type of family structure does not significantly influence the level of optimism among college teachers.

Optimism, as a psychological construct, is likely shaped by factors that go beyond family type. Dimensions such as professional achievements, the expectation of positive career outcomes, and the sense of fulfilment from influencing students' success are universal to educators, regardless of whether they belong to nuclear or joint family systems. These intrinsic motivators are more closely tied to individual personality traits, professional experiences, and workplace environments rather than familial arrangements.

The absence of a significant association underscores the importance of focusing on personal and professional factors that contribute to optimism among teachers. While family dynamics may provide emotional support, the findings suggest that optimism is largely independent of whether a teacher lives in a nuclear or joint family. Institutions aiming to foster optimism among educators should emphasize factors such as professional recognition, supportive workplace culture, and opportunities for personal growth, which are likely to have a more substantial impact on fostering a positive outlook.

5.4.4 Annual income of college teachers and Levels of Psychological Capital (PsyCap)

The following section examines the association between the annual income of college teachers and their levels of Psychological Capital (PsyCap), which includes the four key attributes: hope, self-efficacy, resilience and optimism. Using Chi-square tests, the analysis explores whether there are significant differences in these psychological attributes based on annual income. The results are presented in the four tables below.

H₀₄ 13: There is no significant association between the annual income and levels of hope among college teachers in Kerala

Table 5.17

Chi-Square test for association between the annual income and levels of hope among college teachers in Kerala

Annual Income (in Rs.)	Levels of hope			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Up to 10,00,000	55 (59.1%)	9 (9.7 %)	29 (31.2%)	93 (100%)	4.776	0.573 ^{NS}
10,00,001 to 15,00,000	161 (55.9 %)	45 (15.6%)	82 (28.5 %)	288 (100%)		
15,00,001 to 20,00,000	21 (52.5 %)	8 (20.0%)	11 (27.5%)	40 (100%)		
20,00,001 and Above	9 (42.9 %)	5 (23.8 %)	7 (33.3 %)	21 (100%)		
Total	246 (55.7%)	67 (15.2%)	129 (29.2%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results show no significant association between the annual income and the level of hope among college teachers in Kerala, as indicated by a chi-square value of 4.776 and a p-value of 0.573. Since the p-value is greater than 0.05, the association between annual income and levels of hope is not statistically significant. The null hypothesis, which assumes no association between annual income and hope levels, cannot be rejected.

The absence of a statistically significant relationship implies that hope, as characterized by factors such as willpower, clarity in career pathways, energy to achieve career dreams, and belief in career success, is not determined by income differences. Teachers across various income brackets seem to exhibit similar levels of hope, indicating that financial factors alone do not have a substantial impact on their professional optimism and aspirations.

This result highlights the importance of focusing on non-financial factors to enhance hope among educators. While income is a critical component of job

satisfaction and security, it may not directly influence psychological constructs like hope. Institutions should therefore prioritize initiatives that strengthen intrinsic motivation, professional growth opportunities, and a supportive work environment, which may be more effective in fostering higher hope levels across all income groups.

H₀₄ 14: There is no significant association between the annual income and levels of self-efficacy among college teachers in Kerala

Table 5.18

Chi-Square test for association between the annual income and levels of self-efficacy among college teachers in Kerala

Annual Income (in Rs.)	Levels of Self-efficacy			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Up to 10,00,000	35 (37.6%)	30 (32.3%)	28 (30.1 %)	93 (100%)		
10,00,001 to 15,00,000	109 (37.8 %)	97 (33.7%)	82 (28.5 %)	288 (100%)		
15,00,001 to 20,00,000	10 (25.0 %)	19 (47.5 %)	11 (27.5%)	40 (100%)	6.560	0.363 ^{NS}
20,00,001 and Above	4 (19.0 %)	9 (42.9 %)	8 (38.1 %)	21 (100%)		
Total	158 (35.7%)	155 (35.1%)	129 (29.2%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results indicate no statistically significant association between annual income and the levels of self-efficacy among college teachers in Kerala. With a chi-square value of 6.560 and a p-value of 0.363 (greater than the 0.05 threshold), the null hypothesis, which assumes no association between annual income and self-efficacy levels, cannot be rejected. This finding suggests that self-efficacy among college teachers is not significantly influenced by variations in annual income, indicating that confidence and competence in professional tasks are independent of financial earnings.

Self-efficacy, as measured by factors such as being up-to-date with job-related technology, managing syllabus revisions effectively, demonstrating confidence in job performance, and exhibiting subject expertise, appears to be shaped by intrinsic factors rather than external financial rewards. Teachers across all income levels may share similar levels of motivation and adaptability in their roles, pointing to the influence of non-monetary factors like institutional support, professional development opportunities, and individual dedication to teaching excellence.

These findings highlight the need for institutions to focus on creating a supportive environment that fosters self-efficacy among teachers, irrespective of their income levels. Providing equitable access to resources, training programs, and mentorship opportunities can help educators enhance their skills and confidence. By emphasizing professional growth and personal development over income disparities, colleges can empower teachers to perform their roles effectively, benefiting both educators and students.

H_{04 15}: There is no significant association between the annual income and levels of resilience among college teachers in Kerala

Table 5.19

Chi-Square test for association between the annual income and levels of resilience among college teachers in Kerala

Annual Income (in Rs.)	Levels of Resilience			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Up to 10,00,000	28 (30.1%)	35 (37.6 %)	30 (32.3 %)	93 (100%)	2.692	0.846 ^{NS}
10,00,001 to 15,00,000	73 (25.3 %)	122 (42.4%)	93 (32.3 %)	288 (100%)		
15,00,001 to 20,00,000	14 (35.0 %)	15 (37.5 %)	11 (27.5%)	40 (100%)		
20,00,001 and Above	5 (23.8 %)	10 (47.6 %)	6 (28.6 %)	21 (100%)		
Total	120 (27.1%)	182 (41.2%)	140 (31.7%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results indicate no statistically significant association between annual income and the level of resilience among college teachers in Kerala. With a chi-square value of 2.692 and a p-value of 0.846 (greater than the 0.05 significance threshold), the null hypothesis, which assumes no relationship between income and resilience levels, cannot be rejected. This finding highlights that variations in annual income do not play a significant role in shaping the resilience levels of college teachers in the region.

Resilience, characterized by the ability to overcome challenges, manage stress, regulate emotions, and find effective solutions, appears to be more influenced by individual personality traits, professional experiences, and institutional environments than by financial factors. Teachers across different income brackets may demonstrate similar levels of resilience due to shared occupational demands, common stressors, and comparable coping mechanisms inherent in the teaching profession.

These results suggest that strategies to enhance resilience among college teachers should not be income-dependent but rather focus on broader factors such as emotional well-being, professional development, and institutional support. By implementing initiatives like stress management training, counselling services, and collaborative support networks, colleges can help foster resilience among educators, ensuring they are better equipped to handle the demands of their roles, maintain their well-being, and deliver high-quality education effectively.

H_{04 16}: There is no significant association between the annual income and levels of optimism among college teachers in Kerala

Table 5.20

Chi-Square test for association between the annual income levels of optimism among college teachers in Kerala

Annual Income (in Rs.)	Levels of Optimism			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Up to 10,00,000	40 (43.0%)	18 (19.4 %)	35 (37.6 %)	93 (100%)		
10,00,001 to 15,00,000	134 (46.5 %)	67 (23.3%)	87 (30.2 %)	288 (100%)		
15,00,001 to 20,00,000	18 (45.0 %)	9 (22.5 %)	13 (32.5%)	40 (100%)	11.864	0.065 ^{NS}
20,00,001 and Above	6 (28.6 %)	11 (52.4 %)	4 (19.0 %)	21 (100%)		
Total	198 (44.8%)	105 (23.8%)	139 (31.4%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test result indicates no statistically significant association between annual income and the levels of optimism among college teachers in Kerala. With a chi-square value of 11.864 and a p-value of 0.065 (greater than the threshold of 0.05), the null hypothesis, which assumes no association between income and optimism levels, cannot be rejected. This finding suggests that variations in annual income among college teachers do not significantly influence their levels of optimism.

Optimism, as a universal psychological construct, encompasses dimensions such as the belief that professional life leads to achievement, the expectation of positive outcomes in one's career, and the conviction that success is achieved through effort. These dimensions are intrinsic to the teaching profession and are shaped more by personal experiences, career challenges, and the sense of fulfilment derived from influencing students' success rather than by financial differences. This shared sense of optimism likely transcends income levels, reflecting a deeper connection to the values and purpose inherent in the teaching profession.

The absence of a significant association highlights that income, while important for financial stability, is not a determining factor in shaping optimism among college teachers. Instead, factors such as workplace environment, career satisfaction, and personal resilience are more critical. These findings suggest that fostering optimism among educators requires addressing universal aspects of professional life, such as creating supportive environments, recognizing achievements, and promoting well-being, rather than focusing solely on financial incentives.

5.4.5 Designation of College teachers and Levels of Psychological Capital (PsyCap)

The following section examines the association between the designation of college teachers and their levels of Psychological Capital (PsyCap), which includes the four key attributes: hope, self-efficacy, resilience, and optimism. Using Chi-square tests, the analysis explores whether there are significant differences in these psychological attributes based on designation. The results are presented in the four tables below.

H_{04 17}: There is no significant association between designation and levels of hope among college teachers in Kerala

Table 5.21

Chi-Square test for association between designation and levels of hope among college teachers in Kerala

Designation	Levels of Hope			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Assistant Professor	213 (56.3 %)	56 (14.8 %)	109 (28.8%)	378 (100%)	0.538	0.764 ^{NS}
Associate Professor	33 (51.6 %)	11 (17.2 %)	20 (31.3 %)	64 (100%)		
Total	246 (55.7 %)	67 (15.2 %)	129 (29.2 %)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results show no significant association between the designation of college teachers and the level of hope among college teachers in Kerala, as indicated by a chi-square value of 0.538 and a p-value of 0.764. Since the p-value is greater than 0.05, the association between designation and hope levels is not statistically significant and the null hypothesis, which assumes no association between designation and job satisfaction levels, cannot be rejected.

These findings suggest that hope levels of college teachers are not influenced by their professional designation, whether they are lecturers, assistant professors, associate professors, or professors. The universal nature of the hope construct, as measured through willpower, career pathways, energy, and belief in career success, appears to be unaffected by hierarchical distinctions in job roles.

These results underscore the importance of addressing factors beyond professional titles to foster hope among educators. Institutional support, professional development opportunities, and recognition of individual achievements may play a more crucial role in influencing hope levels than formal designations. This highlights the need for inclusive strategies that benefit teachers across all roles, ensuring that each educator feels motivated and optimistic about their career trajectory.

H_{04 18}: There is no significant association between designation and levels of self-efficacy among college teachers in Kerala

Table 5.22

Chi-square test for association between designation and levels of self-efficacy among college teachers in Kerala

Designation	Levels of Self-efficacy			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Assistant Professor	141 (37.3 %)	129 (34.1%)	108 (28.6%)	378 (100%)	2.762	0.251 ^{NS}
Associate Professor	17 (26.6 %)	26 (40.6%)	21 (32.8 %)	64 (100%)		
Total	158 (35.7 %)	155 (35.1 %)	129 (29.2 %)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results indicate no statistically significant association between the designation of college teachers and their levels of self-efficacy. With a chi-square value of 2.762 and a p-value of 0.251 (greater than the 0.05 threshold), the null hypothesis, which assumes no association between designation and self-efficacy, cannot be rejected. This finding suggests that professional titles, such as assistant professor, associate professor, or professor, do not significantly influence the confidence and competence levels of college teachers in Kerala.

Self-efficacy, as measured by the ability to stay updated on job-related technology, adapt quickly to syllabus revisions, perform tasks with confidence, and demonstrate subject expertise, appears to be independent of professional rank. Teachers across all designations may share similar levels of competence and adaptability, driven by their commitment to teaching and professional development rather than their official titles. This reflects the possibility that self-efficacy is more closely tied to personal traits and professional experiences rather than hierarchical distinctions.

These findings highlight the need to create a supportive and resourceful environment for all educators, regardless of their designation. Institutions should focus on fostering opportunities for skill development, collaborative learning, and confidence-building across all levels of faculty. Such efforts can help ensure that teachers, whether at the beginning of their careers or well-established in their roles, feel equally empowered to meet the challenges of modern education. By addressing universal needs rather than rank-specific differences, institutions can promote a culture of shared growth and excellence among their teaching staff.

H₀₄ 19: There is no significant association between designation and levels of resilience among college teachers in Kerala

Table 5.23

Chi-Square test for association between designation and levels of resilience among college teachers in Kerala

Designation	Levels of Resilience			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Assistant Professor	103 (27.2 %)	155 (41.0 %)	120 (31.7%)	378 (100%)	0.032	0.984 ^{NS}
Associate Professor	17 (26.6 %)	27 (42.2 %)	20 (31.3 %)	64 (100%)		
Total	120 (27.1 %)	182 (41.2 %)	140 (31.7 %)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The Chi-square test results indicate no statistically significant association between the designation of college teachers and their levels of resilience. With a chi-square value of 0.032 and a p-value of 0.984 (well above the 0.05 significance threshold), the null hypothesis, which posits no relationship between designation and resilience, cannot be rejected. This finding highlights that professional titles, such as assistant professor, associate professor, or professor, do not have a significant influence on the resilience levels of college teachers in Kerala.

Resilience, characterized by the ability to overcome challenges, manage stress, regulate emotions, and find solutions to problems, seems to be a universal trait among teachers regardless of their rank or title. This suggests that resilience is shaped by factors such as personal experiences, institutional support, and individual coping mechanisms rather than hierarchical positions within the academic system.

These results emphasize the importance of fostering resilience across all designations in the teaching profession. Institutions should focus on providing resources and support that cater to the needs of educators at every level, such as

professional development workshops, stress management programs, and mentorship opportunities. By addressing the broader influences on resilience, colleges can help create a more supportive and adaptive environment for all teaching professionals, irrespective of their designation.

H_{04 20}: There is no significant association between designation and levels of optimism among college teachers in Kerala

Table 5.24

Chi-Square test for association between designation and levels of optimism among college teachers in Kerala

Designation	Levels of Optimism			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Assistant Professor	173 (45.8 %)	86 (22.8 %)	119 (31.5%)	378 (100%)	1.659	0.436 ^{NS}
Associate Professor	25 (39.1 %)	19 (29.7 %)	20 (31.3 %)	64 (100%)		
Total	198 (44.8 %)	105 (23.8 %)	139 (31.4 %)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results indicate no statistically significant association between the designation of college teachers and their levels of optimism. With a chi-square value of 1.659 and a p-value of 0.436 (greater than the threshold of 0.05), the null hypothesis, which assumes no association between designation and optimism, cannot be rejected. This suggests that professional titles, such as assistant professor, associate professor, or professor, do not play a significant role in determining optimism levels among Kerala college teachers.

Optimism is shaped by universal psychological factors that transcend professional hierarchies. Dimensions of optimism, such as the belief that professional life leads to achievement, the expectation that good outcomes will occur in one's career, and the conviction that success is achieved through effort, are shared experiences across designations. Additionally, the sense of fulfilment derived from influencing students' academic success is a common motivator for teachers, regardless of their designation. These shared dimensions reflect the intrinsic and profession-wide nature of optimism that is not contingent upon an individual's rank.

The absence of a significant association between designation and optimism highlights the importance of focusing on broader, non-hierarchical factors that influence optimism. Personal experiences, professional challenges, and supportive work environments play a more pivotal role in shaping a teacher's outlook. These findings emphasize the need for institutions to prioritize holistic strategies that nurture optimism across all levels of teaching staff, fostering a positive and inclusive culture that benefits educators irrespective of their professional title.

5.4.6 Discipline of teaching of college teachers and Levels of Psychological Capital (PsyCap)

The following section examines the association between the discipline of teaching of college teachers and their levels of psychological capital (PsyCap), which includes the four key attributes: hope, self-efficacy, resilience and optimism. Using Chi-square tests, the analysis explores whether there are significant differences in these psychological attributes based on the discipline of teaching. The results are presented in the four tables below.

H_{04 21}: There is no significant association between the discipline of teaching and levels of hope among college teachers in Kerala

Table 5.25

Chi-Square test for association between the discipline of teaching and levels of hope among college teachers in Kerala

Discipline of teaching	Levels of hope			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Arts	87 (54.7 %)	23 (14.5 %)	49 (30.8 %)	159 (100%)	1.056	0.901 ^{NS}
Science	92 (56.4 %)	23 (14.1 %)	48 (29.4%)	163 (100%)		
Commerce and Management	67 (55.8%)	21 (17.5%)	32 (26.7%)	120 (100%)		
Total	246 (55.7%)	67 (15.2%)	129 (29.2%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results show no significant association between the discipline of teaching of college teachers and the level of hope among college teachers in Kerala, as indicated by a chi-square value of 1.056 and a p-value of 0.901. Since the p-value is greater than 0.05, the association between discipline of teaching and hope levels is not statistically significant. The null hypothesis, which assumes no association between discipline of teaching and hope levels, cannot be rejected.

This implies that differences in hope levels among college teachers are not influenced by the subject or discipline they teach.

The lack of a statistically significant relationship suggests that hope, as measured by factors like willpower, career pathways, energy for achieving career dreams, and belief in career success, is not discipline-specific. Teachers from various academic fields appear to exhibit similar patterns in their hope levels, indicating that broader factors—rather than subject specialization—might play a more substantial role in shaping hope among educators.

This finding emphasizes the need for strategies aimed at enhancing hope levels that are inclusive of all disciplines. Rather than focusing on subject-specific interventions,

institutions should prioritize holistic measures that address universal concerns, such as career development support, access to resources, and fostering a collaborative and encouraging professional environment. This approach can help elevate hope levels across all disciplines, benefiting teachers regardless of their academic specialization.

H_{04 22}: There is no significant association between the discipline of teaching and levels of self-efficacy among college teachers in Kerala

Table 5.26

Chi-Square test for association between the discipline of teaching and levels of self-efficacy among college teachers in Kerala

Discipline of teaching	Levels of Self-efficacy			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Arts	57 (35.8 %)	51 (32.1 %)	51 (32.1 %)	159 (100%)	7.154	0.128 ^{NS}
Science	58 (35.6 %)	52 (31.9 %)	53 (32.5%)	163 (100%)		
Commerce and Management	43 (35.8%)	52 (43.3%)	25 (20.8%)	120 (100%)		
Total	158 (35.7%)	155 (35.1%)	129 (29.2%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results reveal no statistically significant association between the discipline of teaching and the level of self-efficacy among college teachers in Kerala. With a chi-square value of 7.154 and a p-value of 0.128 (greater than the 0.05 threshold), the null hypothesis, which assumes no association between teaching discipline and self-efficacy levels, cannot be rejected. This finding indicates that self-efficacy among college teachers is not significantly influenced by the subject they teach, whether it is arts, science, commerce, or other fields.

Self-efficacy, as assessed by the ability to stay updated on job-related technology, quickly adapt to syllabus revisions, perform tasks with confidence, and demonstrate subject expertise, appears to be a universal trait among educators, irrespective of their teaching discipline. Teachers from diverse fields may rely on similar skill sets and strategies to navigate challenges and maintain confidence in their roles. This suggests that the factors shaping self-efficacy are more likely tied to individual experiences, institutional support, and access to professional development opportunities rather than the content of their academic disciplines.

These results underline the importance of focusing on common strategies to enhance self-efficacy across all disciplines. Institutions should provide resources, training programs, and a supportive environment to help teachers from all fields achieve greater confidence and competence. By addressing the shared needs of educators across various disciplines, colleges can promote a culture of professional growth and ensure that all teachers feel equally equipped to excel in their responsibilities.

H_{04 23}: There is no significant association between the discipline of teaching and levels of resilience among college teachers in Kerala

Table 5.27

Chi-Square test for association between the discipline of teaching and levels of resilience among college teachers in Kerala

Discipline of teaching	Levels of Resilience			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Arts	41 (25.8 %)	63 (39.6 %)	55 (34.6 %)	159 (100%)	3.767	0.438 ^{NS}
Science	47 (28.8 %)	62 (38.0 %)	54 (33.1%)	163 (100%)		
Commerce and Management	32 (26.7%)	57 (47.57%)	31 (25.8%)	120 (100%)		
Total	120 (27.1%)	182 (41.2%)	140 (31.7%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results reveal no statistically significant association between the discipline of teaching and the level of resilience among college teachers in Kerala. With a chi-square value of 3.767 and a p-value of 0.438 (greater than the 0.05 significance threshold), the null hypothesis, which assumes no relationship between teaching discipline and resilience levels, cannot be rejected. This finding indicates that the subject or field taught by teachers—whether arts, science, commerce, or others—does not significantly impact their resilience levels.

Resilience, as reflected in the ability to manage stress, control emotions, address challenges, and find effective solutions, appears to be a universal trait that transcends disciplinary boundaries. Teachers from all academic fields may develop resilience based on their personal experiences, institutional contexts, and individual coping strategies rather than the specific content or nature of their discipline.

This result suggests that initiatives to enhance resilience among college teachers should be holistic and inclusive, addressing the broader factors that influence resilience rather than discipline-specific challenges. Programs such as stress management workshops, emotional well-being initiatives, and peer support networks can be equally beneficial for educators across different teaching domains. By focusing on these shared needs, institutions can foster a resilient and adaptive teaching workforce, irrespective of the disciplines they represent.

H_{04 24}: There is no significant association between the discipline of teaching and levels of optimism among college teachers in Kerala

Table 5.28

Chi-Square test for association between the discipline of teaching and levels of optimism among college teachers in Kerala

Discipline of teaching	Levels of Optimism			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Arts	73 (45.9 %)	36 (22.6 %)	50 (31.4 %)	159 (100%)	1.791	0.774 ^{NS}
Science	67 (41.1 %)	43 (26.4 %)	53 (32.5%)	163 (100%)		
Commerce and Management	58 (48.3%)	26 (21.7%)	36 (30.0%)	120 (100%)		
Total	198 (44.8%)	105 (23.8%)	139 (31.4%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results reveal no statistically significant association between the discipline of teaching and the level of optimism among college teachers in Kerala. With a chi-square value of 1.791 and a p-value of 0.774 (greater than the threshold of 0.05), the null hypothesis, which assumes no association between teaching discipline and optimism levels, cannot be rejected. This indicates that the subject or discipline taught by college teachers, whether arts, science, commerce, or other fields, does not significantly influence their level of optimism.

Optimism, as a psychological trait, appears to transcend the boundaries of academic disciplines. Dimensions such as the belief that professional life leads to achievement, the expectation of positive outcomes in one’s career, and the conviction that success is achieved through sustained effort are likely universal among teachers. Furthermore, the sense of fulfilment derived from influencing students’ academic success is a shared experience among educators, regardless of the subject they teach. These shared aspects of teaching highlight the intrinsic nature of optimism that is not dictated by discipline-specific factors.

The absence of a significant association underscores that optimism among college teachers is shaped by factors beyond their teaching discipline. Personal experiences,

professional challenges, institutional culture, and individual resilience likely play a more critical role in fostering optimism. This finding suggests that efforts to enhance optimism should focus on providing supportive work environments, promoting personal and professional growth, and addressing challenges universally across disciplines, ensuring a positive outlook for all educators irrespective of the subjects they teach.

5.4.7 Status of institution of college teachers and Levels of Psychological Capital (PsyCap)

The following section examines the association between the status of institution of college teachers and their levels of psychological capital (PsyCap), which includes the four key attributes: hope, self-efficacy, resilience and optimism. Using Chi-square tests, the analysis explores whether there are significant differences in these psychological attributes based on the status of the institution. The results are presented in the four tables below.

H_{04 25}: There is no significant association between the status of the institution and levels of hope among college teachers in Kerala

Table 5.29

Chi-Square test for association between the status of the institution and the levels of hope among college teachers in Kerala

Status of Institution	Levels of Hope			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Aided Autonomous College	177 (55.3 %)	56 (17.5 %)	87 (27.2%)	320 (100%)	5.804	0.055 ^{NS}
Aided college	69 (56.6 %)	11 (9.0%)	42 (34.4 %)	122 (100%)		
Total	246 (55.7%)	67 (15.2%)	129 (29.2%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The results of the chi-square test indicate that there is no statistically significant association between the status of the institution (aided autonomous college or aided

college) and the levels of hope among college teachers in Kerala. With a chi-square value of 5.804 and a p-value of 0.055, the data do not provide sufficient evidence to reject the null hypothesis. This suggests that institutional status does not play a significant role in shaping the hope levels of college teachers.

Hope, as defined by elements such as willpower, career clarity, energy to pursue career goals, and belief in achieving career success, appears to be uniform across teachers, regardless of whether they belong to an aided autonomous college or an aided college. This uniformity implies that factors influencing hope might be more intrinsic (such as personal motivation and resilience) or related to other external variables (such as work environment, support systems, or professional development opportunities) rather than the institutional status itself.

In essence, the type of institution alone does not significantly impact the professional optimism and aspirations of college teachers. This insight emphasizes the importance of exploring additional factors that contribute to hope among educators, potentially guiding efforts to enhance their overall well-being and professional satisfaction.

H_{04 26}: There is no significant association between the status of the institution and levels of self-efficacy among college teachers in Kerala

Table 5.30

Chi-Square test for association between the status of the institution and the levels of self-efficacy among college teachers in Kerala

Status of the Institution	Levels of Self-efficacy			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Aided Autonomous college	118 (36.9 %)	113 (35.3 %)	89 (27.8%)	320 (100%)	1.182	0.554 ^{NS}
Aided college	40 (32.8 %)	42 (34.4%)	40 (32.8 %)	122 (100%)		
Total	158 (35.7%)	155 (35.1%)	129 (29.2%)	442 (100%)		

Source: Primary data

- Note: 1. ** denotes significant at 1% level
 2. * denotes significant at 5% level
 3. ^{NS} denotes non – significant

The chi-square test results reveal no statistically significant association between the institutional status (aided autonomous college or aided college) and the levels of self-efficacy among college teachers in Kerala. With a chi-square value of 1.182 and a p-value of 0.554 (greater than the 0.05 threshold), the null hypothesis, which assumes no association between institutional status and self-efficacy levels, cannot be rejected. This finding indicates that the institutional framework, whether autonomous or not, does not have a substantial influence on the self-efficacy of college teachers.

Self-efficacy, as measured by factors such as being up-to-date with job-related technology, efficiently managing syllabus revisions, confidently performing teaching duties, and demonstrating subject expertise, appears to be shaped by personal and professional experiences rather than the autonomy or governance of the institution. Teachers in both autonomous and non-autonomous aided colleges face similar professional challenges and opportunities, which may lead to comparable levels of self-efficacy across institutional types.

These results suggest that institutions, regardless of their status, should prioritize providing universal support systems that cater to the needs of all teachers. Offering consistent access to professional development opportunities, technological training, and resources for skill enhancement can help educators strengthen their self-efficacy. By focusing on shared goals and challenges, institutions can create an environment where all teachers feel confident and equipped to excel in their roles, regardless of the governance structure of their workplace.

H_{04 27}: There is no significant association between the status of the institution and levels of resilience among college teachers in Kerala

Table 5.31

Chi-Square test for association between the status of the institution and the levels of resilience among college teachers in Kerala

Status of Institution	Levels of Resilience			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Aided Autonomous college	84 (26.3 %)	142 (44.4 %)	94 (29.4%)	320 (100%)	5.161	0.076 ^{NS}
Aided college	36 (29.5 %)	40 (32.8%)	46 (37.7 %)	122 (100%)		
Total	120 (27.1%)	182 (41.2%)	140 (31.7%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results indicate no statistically significant association between the status of the institution (aided autonomous college or aided college) and the levels of resilience among college teachers in Kerala. With a chi-square value of 5.161 and a p-value of 0.076 (greater than the 0.05 threshold), the null hypothesis, which assumes no relationship between institutional status and resilience levels, cannot be rejected. This suggests that the institutional framework—whether a college is aided autonomous or aided—does not significantly impact the resilience levels of college teachers in the region.

This finding implies that resilience, which involves the ability to cope with challenges, manage stress, and stay focused in the face of adversity, is not determined by the type of institution in which teachers work. Teachers at both aided autonomous and aided colleges may experience similar levels of resilience, perhaps due to shared teaching challenges, institutional support systems, or personal coping strategies that transcend institutional status.

The results also indicate that other factors, such as individual characteristics, professional support, and work culture, may play a more significant role in shaping

resilience levels among college teachers. Institutions could focus on fostering a supportive work environment, providing professional development opportunities, and enhancing peer networks to strengthen resilience, regardless of whether they are autonomous or aided institutions.

H_{04 28}: There is no significant association between the status of the institution and levels of optimism among college teachers in Kerala

Table 5.32

Chi-Square test for association between the status of the institution and the levels of optimism among college teachers in Kerala

Status of Institution	Levels of Optimism			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Aided Autonomous college	141 (44.1 %)	79 (24.7 %)	100 (31.3%)	320 (100%)	0.578	0.749 ^{NS}
Aided college	57 (46.7 %)	26 (21.3%)	39 (32.0 %)	122 (100%)		
Total	198 (44.8%)	105 (23.8%)	139 (31.4%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results show no statistically significant association between the status of the institution (aided autonomous college or aided college) and the levels of optimism among college teachers in Kerala. With a chi-square value of 0.578 and a p-value of 0.749 (greater than the threshold of 0.05), the null hypothesis, which assumes no association between institutional status and optimism levels, cannot be rejected. This indicates that the institutional framework, whether autonomous or not, does not significantly influence the levels of optimism among teachers.

Optimism among educators appears to be shaped by factors that transcend the structural differences between institutional types. Teachers' levels of optimism are

likely influenced by universal dimensions such as the belief in professional achievement, the expectation of positive outcomes in their careers, and the intrinsic satisfaction of contributing to student success. These elements of optimism are deeply tied to personal and professional experiences rather than the administrative status of the institution where they work.

The absence of a significant association suggests that efforts to foster optimism among college teachers should focus on enhancing individual and contextual factors rather than institutional classification. Workplace culture, opportunities for professional growth, supportive environments, and acknowledgment of teachers' contributions are likely more critical in shaping optimism levels than whether a college is autonomous or aided. This emphasizes the importance of prioritizing strategies that benefit all educators, regardless of their institutional status.

Section B

Levels of Work-Life Balance among College Teachers in Kerala

5.5 Introduction

This section is concerned with the examination of the level of work-life balance among college teachers in Kerala. The level of work-life balance has been examined by considering several key factors that influence an individual's ability to manage personal and professional responsibilities effectively. These factors include the ability to meet both family and professional needs, ensuring that neither aspect is neglected. Receiving adequate support from both family and the institution plays a crucial role in maintaining a balanced life is also considered. Effective time management at both the workplace and home is essential for fulfilling responsibilities without unnecessary stress. Furthermore, the ability to compromise, arrange, or adjust social obligations without feeling overwhelmed is also considered an important aspect of achieving work-life balance. Together, these factors provide a comprehensive understanding of how well college teachers in Kerala can balance their professional and personal lives.

5.6 Analysis of the Levels of Work-Life Balance among College Teachers in Kerala

The analysis of the level of work-life balance among college teachers in Kerala reveals that it is categorized into low, moderate, and high levels. A significant proportion of teachers maintain a balanced work-life dynamic, but there are still notable groups facing challenges in achieving an optimal balance. A Chi-square test was conducted to measure the levels of work-life balance among teachers.

Hypothesis 5: There is no significant difference in the levels of work-life balance among college teachers in Kerala

Table 5.33

Levels of work-life balance among college teachers in Kerala

Attribute	Low Level	Moderate Level	High Level	Total	Chi-Square value	P value
Levels of work-life balance	141 (31.9%)	177 (40.0%)	124 (28.1%)	442 (100%)	9.941	0.670 ^{NS}

Source: Primary data

*Note: 1. ** denotes significant at 1% level*

*2. * denotes significant at 5% level*

3. ^{NS} denotes non – significant

The Chi-square value calculated was 9.941, with a corresponding P-value of 0.670, which is statistically non-significant. This indicates that there is no significant difference in the work-life balance levels among Kerala college teachers. Out of the 442 respondents, only 28.1% (124) reported a high work-life balance. The majority of the respondents, 40.0% (177), reported a moderate level of work-life balance. 31.9% (141) of the respondents indicated a low level of work-life balance. The null hypothesis which states that there is no significant difference in the levels of work-life balance among college teachers is accepted based on the findings.

5.7 Analysis of the Levels of Work-Life Balance among College Teachers in Kerala across Socio-Demographic Factors

The following socio-demographic factors are considered for the analysis

- 1) Gender
- 2) Age
- 3) Type of family
- 4) Annual income
- 5) Designation
- 6) Discipline of teaching
- 7) Status of Institution

Hypothesis 6: There is no significant association between the socio-demographic profile of college teachers and their levels of work-life balance

5.7.1 Analysis across Gender of College Teachers

H_{06A}: There is no significant association between gender and levels of work-life balance among college teachers in Kerala

Table 5.34

Chi-Square test for association between gender and levels of work-life balance among college teachers in Kerala

Gender	Levels of Work-life balance			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Male	52 (28.7%)	71 (39.2%)	58 (32.0%)	181 (100%)	2.757	0.252 ^{NS}
Female	89 (34.1%)	106 (40.6%)	66 (25.3%)	261 (100%)		
Total	141 (31.9%)	177 (40.0%)	124 (28.1%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The Chi-square value calculated was 2.757, with a corresponding P-value of 0.252, which is greater than the threshold significance level of 0.05. This indicates that there is no statistically significant association between gender and the levels of work-life balance among college teachers in Kerala. The null hypothesis, which states that there is no significant association between gender and the levels of work-life balance, cannot be rejected. This means that the levels of work-life balance experienced by college teachers do not significantly differ based on gender.

Among male college teachers in Kerala, 28.7% experience a low work-life balance, 39.2% have a moderate level, and 32.0% report a high work-life balance. The highest percentage (39.2%) falls into the moderate category, indicating that a significant proportion of male teachers manage to maintain a balanced approach to work and personal life. Meanwhile, 32.0% of male teachers report a high level of work-life balance, which is higher than the proportion of females in this category. This suggests that male teachers may have relatively fewer challenges in balancing their professional and personal responsibilities. However, the presence of 28.7% in the low category shows that work-life conflicts still exist for a considerable number of male teachers

Among female college teachers, 34.1% report a low level of work-life balance, 40.6% fall into the moderate category, and only 25.3% experience a high level of work-life balance. Compared to male teachers, a higher proportion of females (34.1%) struggle with a low level of work-life balance, and a lower percentage (25.3%) report a high level of balance. The largest group (40.6%) belongs to the moderate category, similar to male teachers, indicating that most female teachers manage work and personal life to some extent.

5.7.2 Analysis across the Age of College Teachers

H_{06B}: There is no significant association between age and levels of work-life balance among college teachers in Kerala

Table 5.35

Chi-Square test for association between age and levels of work-life balance among college teachers in Kerala

Age	Levels of work-life balance			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
27-40	75 (38.5 %)	69 (35.4 %)	51 (26.2 %)	195 (100%)	9.522	0.049*
41-50	51 (25.0 %)	89 (43.6 %)	64 (31.4 %)	204 (100%)		
51 and Above	15 (34.9 %)	19 (44.2 %)	9 (20.9 %)	43 (100%)		
Total	141 (31.9%)	177 (40.0%)	124 (28.1%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The Chi-square value calculated was 9.522, with a P-value of 0.049, which is statistically significant at the 5% level. This indicates that there is a significant association between age and the levels of work-life balance among college teachers in Kerala. The null hypothesis, which states that there is no significant association between age and levels of work-life balance, is rejected.

The analysis of work-life balance among college teachers in Kerala reveals distinct patterns across different age groups. In the 27–40 age group, the majority of teachers (38.5%) report a Low Level of work-life balance, followed by 35.4% at a moderate level and 26.2% at a high level. This suggests that younger teachers may face challenges related to early career demands, balancing family responsibilities, and adapting to professional roles. In contrast, the 41–50 age group shows an improvement, with 43.6% of teachers experiencing a Moderate Level of work-life balance, followed by 31.4% at a High Level and 25.0% at a Low Level, indicating better coping mechanisms and professional stability.

For teachers 51 and above, the trend of a Moderate Level of work-life balance continues to dominate (44.2%), with 34.9% reporting a Low Level and only 20.9% achieving a High Level. The decline in high work-life balance in this group may be influenced by factors such as health concerns, nearing retirement, or increased administrative responsibilities. When looking at the overall distribution, the Moderate Level of work-life balance is the most common across all age groups (40.0%), followed by 31.9% at a Low Level and 28.1% at a High Level, highlighting that many teachers manage a moderate balance, though challenges persist in achieving a high level. The findings reveal that the levels of work-life balance vary significantly across different age groups.

5.7.3 Analysis of Type of family among college teachers

H_{06C}: There is no significant association between the type of family and levels of work-life balance among college teachers in Kerala

Table 5.36

Chi-Square test for association between the type of family and levels of work-life balance among college teachers in Kerala

Type of family	Levels of work-life balance			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Nuclear family	57 (28.4 %)	85 (42.3 %)	59 (29.4 %)	201 (100%)	2.135	0.344 ^{NS}
Joint family	84 (34.9%)	92 (38.2%)	65 (27.0 %)	241 (100%)		
Total	141 (31.9%)	177 (40.0%)	124 (28.1%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The Chi-square value calculated was 2.135, with a P-value of 0.344, which is greater than the threshold significance level of 0.05. This indicates that there is no statistically significant association between the type of family and levels of work-life balance among college teachers in Kerala. The null hypothesis, which states that

there is no significant association between the type of family and levels of work-life balance, is accepted. The findings suggest that the type of family (nuclear or joint) does not significantly influence the work-life balance of college teachers in Kerala.

The analysis of work-life balance among college teachers based on the type of family shows slight variations between those from nuclear and joint families. Among teachers from nuclear families, 28.4% report a low level of work-life balance, 42.3% experience a moderate level, and 29.4% achieve a high level. In comparison, teachers from joint families have a higher percentage (34.9%) reporting a low level of work-life balance, while 38.2% experience a moderate level, and 27.0% report a high level. This indicates that teachers from nuclear families tend to have a slightly higher proportion of experiencing moderate and high levels of work-life balance compared to their counterparts from joint families.

5.7.4 Analysis of Annual income of college teachers

H_{06D}: There is no significant association between the annual income and levels of work-life balance among college teachers in Kerala

Table 5.37

Chi-Square test for association between the annual income and levels of work-life balance among college teachers in Kerala

Annual Rs.)	Levels of work-life balance			Total	Chi-square value	P value
	Low Level	Moderate Level	High Level			
Up to 10,00,000	37 (39.8%)	36 (38.7 %)	20 (21.5%)	93 (100%)	8.208	0.223 ^{NS}
10,00,001 to 15,00,000	81 (28.1%)	122 (42.4%)	85 (29.5 %)	288 (100%)		
15,00,001 to 20,00,000	15 (37.5 %)	14 (35.0%)	11 (27.5%)	40 (100%)		
20,00,001 and Above	8 (38.1 %)	5 (23.8 %)	8 (38.1 %)	21 (100%)		
Total	141 (31.9%)	177 (40.0%)	124 (28.1%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test was conducted to examine whether there is a significant association between annual income and work-life balance levels among Kerala college teachers. The test produced a chi-square value of 8.208 and a p-value of 0.223, which is greater than the 0.05 significance level. Since the p-value is greater than 0.05, the association between annual income and levels of work-life balance is not statistically significant. So the null hypothesis is accepted.

The analysis of work-life balance among college teachers based on annual income reveals variations across different income groups. Among teachers earning less than 10,00,000 rupees annually, 39.8% report a low level of work-life balance, 38.7% experience a moderate level, and 21.5% report a high level. In the income group of 10,00,001 to 15,00,000 rupees, 28.1% report a low level, 42.4% experience a moderate level, and 29.5% achieve a high level of work-life balance. For those earning between 15,00,001 and 20,00,000 rupees, 37.5% report a low level, 35.0% a moderate level, and 27.5% a high level. In the highest income group, 20,00,001 and above, 38.1% report both low and high levels of work-life balance, while only 23.8% experience a moderate level.

Considering the overall distribution across all income categories, 31.9% of college teachers report a low level of work-life balance, 40.0% experience a moderate level, and 28.1% report a high level. The findings indicate that annual income does not significantly influence the levels of work-life balance among college teachers in Kerala.

5.7.5 Analysis of Designation of College Teachers

H_{06E}: There is no significant association between designation and levels of work-life balance among college teachers in Kerala

Table 5.38

Chi-Square test for association between designation and levels of work-life balance among college teachers in Kerala

Designation	Levels of work-life balance			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Assistant Professor	120 (31.7%)	156 (41.3 %)	102 (27.0%)	378 (100%)	2.063	0.357 ^{NS}
Associate Professor	21 (32.8 %)	21 (32.8 %)	22 (34.4 %)	64 (100%)		
Total	141 (31.9%)	177 (40.0%)	124 (28.1%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test was conducted to assess whether there is a significant association between designation and levels of work-life balance among college teachers in Kerala. The test produced a chi-square value of 2.063 and a p-value of 0.357, which is greater than the 0.05 significance level. Since the p-value is not significant, the null hypothesis is accepted, stating there is no significant association between designation and levels of work-life balance.

The analysis of work-life balance among college teachers based on their designation shows slight variations between assistant and associate professors. Among assistant professors, 31.7% report a low level of work-life balance, 41.3% experience a moderate level, and 27.0% report a high level. In contrast, associate professors show 32.8% at a low level, 32.8% at a moderate level, and 34.4% at a high level of work-life balance. This indicates that associate professors have a slightly higher proportion of teachers experiencing a high level of work-life balance

compared to assistant professors, while assistant professors report a higher percentage at the moderate level. Considering the overall distribution across both designations, 31.9% of teachers report a low level of work-life balance, 40.0% experience a moderate level, and 28.1% report a high level.

The results suggest that designation does not significantly impact the levels of work-life balance of college teachers in Kerala. Both Assistant Professors and Associate Professors report similar experiences with work-life balance, indicating that professional rank alone does not determine their ability to balance work and personal life.

5.7.6 Analysis of Discipline of teaching among college teachers

H_{06F}: There is no significant association between the discipline of teaching and levels of work-life balance among college teachers in Kerala

Table 5.39

Chi-Square test for association between the discipline of teaching and levels of work-life balance among college teachers in Kerala

Discipline of teaching	Levels of work-life balance			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Arts	45 (28.3 %)	65 (40.9 %)	49 (30.8%)	159 (100%)	10.627	0.031*
Science	44 (27.0 %)	69 (42.3%)	50 (30.7%)	163 (100%)		
Commerce and Management	52 (43.3%)	43 (35.8%)	25 (20.8%)	120 (100%)		
Total	154 (34.8%)	140 (31.7%)	148 (33.5%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test was conducted to examine whether there is a significant association between the discipline of teaching and levels of work-life balance among college teachers in Kerala. The test yielded a chi-square value of 10.627 and a p-value of 0.031, which is significant at the 5% level ($p < 0.05$). Since the p-value is statistically significant, the null hypothesis that there is no association between the discipline of teaching and work-life balance is rejected. This indicates that the discipline in which a teacher works has a significant influence on their level of work-life balance.

The analysis of work-life balance among college teachers based on their discipline of teaching reveals notable differences across arts, science, commerce and management. In the arts discipline, 28.3% of teachers report a low level of work-life balance, 40.9% experience a moderate level, and 30.8% report a high level. For science teachers, 27.0% fall into the low-level category, 42.3% report a moderate level, and 30.7% experience a high level of work-life balance. Both arts and science disciplines show a similar trend, with the majority of teachers experiencing moderate to high levels of work-life balance, and only a smaller proportion facing low levels.

In contrast, teachers in commerce and management report a different distribution. Here, 43.3% experience a low level of work-life balance, which is significantly higher compared to arts and science disciplines. Meanwhile, 35.8% of commerce and management teachers report a moderate level, and only 20.8% indicate a high level of work-life balance. Overall, across all disciplines, 34.8% of teachers experience a low level of work-life balance, 31.7% report a moderate level, and 33.5% have a high level. The findings suggest that levels of work-life balance vary significantly based on the discipline of teaching.

5.7.7 Analysis of the status of the institution of college teachers

H_{06G}: There is no significant association between the status of the institution and levels of work-life balance among college teachers in Kerala

Table 5.40

Chi-Square test for association between the status of the institution and the levels of work-life balance among college teachers in Kerala

Status of the Institution	Levels of work-life balance			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Aided Autonomous college	102 (31.9%)	132 (41.3%)	86 (26.9%)	320 (100%)	0.995	0.608 ^{NS}
Aided college	39 (32.0%)	45 (36.9%)	38 (31.1%)	122 (100%)		
Total	141 (31.9%)	177 (40.0%)	124 (28.1%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The Chi-Square test was conducted to examine the association between the status of the institution (Aided Autonomous College and Aided College) and levels of work-life balance among college teachers in Kerala. The test produced a chi-square value of 0.995 and a p-value of 0.608, which is not significant at the 5% level ($p > 0.05$). Since the p-value is not statistically significant, the null hypothesis is accepted, stating there is no significant association between the status of the institution and work-life balance. This means that whether a teacher works in an Aided Autonomous College or an Aided College does not have a significant impact on their level of work-life balance.

The analysis of work-life balance among college teachers based on the status of their institution shows similar patterns across both aided autonomous colleges and aided colleges. In aided autonomous colleges, 31.9% of teachers report a low work-

life balance, 41.3% experience a moderate level, and 26.9% have a high work-life balance. For teachers in aided colleges, 32.0% report a low level, 36.9% experience a moderate level, and 31.1% have a high level of work-life balance. The distribution is fairly consistent between the two types of institutions, with moderate levels of work-life balance being the most common, followed by low and high levels. Overall, considering both categories, 31.9% of college teachers experience a low level of work-life balance, 40.0% report a moderate level, and 28.1% have a high level.

Chapter 6

LEVELS OF JOB SATISFACTION AND JOB PERFORMANCE AMONG COLLEGE TEACHERS IN KERALA

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6.1 Introduction

This chapter examines the levels of job satisfaction and job performance among college teachers in Kerala. Job satisfaction means how happy people feel with their jobs and workplace. Job performance means how well people do their work and contribute to organizational goals. The analysis employs the chi-square test to identify significant associations between these levels and various socio-demographic factors, including gender, age, type of family, annual income, designation, discipline of teaching, and status of the institution. Additionally, comparisons are drawn to understand how different socio-demographic variables influence both job satisfaction and job performance, providing valuable insights into the factors that contribute to the professional well-being and effectiveness of college teachers in Kerala.

6.2 Objective Covered in This Chapter

Objective 3: To examine job satisfaction and job performance levels among college teachers in Kerala

To attain this objective, the levels of job satisfaction and levels of job performance among college teachers in Kerala are categorized into three levels: low, moderate, and high and a Chi-square test was used. This chapter is divided into two parts: the first part focuses on the analysis of levels of job satisfaction, and the second part examines the analysis of the levels of job performance among college teachers in Kerala.

Section A

Levels of Job Satisfaction among College Teachers in Kerala

6.3 Introduction

This section examines the levels of job satisfaction among college teachers in Kerala. In this study, job satisfaction is measured using five important factors: satisfaction with salary and job security, working relationships, workload and work environment, personal growth and career development, and the publication of examination results and student placements. Job satisfaction levels are categorized as low, moderate, and high. The analysis also explores key socio-demographic variables such as gender, age, type of family, annual income, designation, discipline of teaching, and the status of the institution. To assess the association between these socio-demographic factors and the levels of job satisfaction, the Chi-Square test has been employed as the primary statistical tool. This comprehensive analysis aims to provide valuable insights into the factors influencing job satisfaction among college teachers, offering a deeper understanding of their professional well-being.

Hypothesis 7: There is no significant difference in the levels of job satisfaction among the college teachers in Kerala

Table 6.1

Chi-square test for measuring the levels of job satisfaction among college teachers in Kerala

Attribute	Low Level	Moderate Level	High Level	Total	Chi-Square value	P value
Level of Job Satisfaction	9 (2.0%)	38 (8.6%)	395 (89.4%)	442 (100%)	627.34	0.000**

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results show a significant difference between levels of job satisfaction among college teachers in Kerala. Therefore, the null hypothesis stating that there is no significant difference among levels of job satisfaction is not tenable and is rejected at the 1% level of significance. Out of 442 respondents, 395 (89.4%) reported a high level of job satisfaction, 38 (8.6%) had a moderate level, and only 9 (2.0%) indicated a low level. The Chi-Square value of 627.34 with a p-value < 0.001 indicates that the observed distribution is statistically significant at the 1% level, implying that the levels of job satisfaction do not occur by chance but are influenced by specific factors.

Most college teachers in Kerala are highly satisfied with their jobs, which may reflect favourable working conditions, effective management, or supportive institutional policies. However, a small percentage of teachers have moderate to low job satisfaction. Institutions could investigate these cases to understand the underlying issues, such as workload, career advancement opportunities, or work-life balance. Addressing these concerns through workshops, mentoring, or periodic feedback mechanisms could further enhance job satisfaction across all levels.

6.4 Analysis of Levels of Job Satisfaction among College Teachers in Kerala across Socio-Demographic Factors

The following socio-demographic factors are considered for the analysis

- 1) Gender
- 2) Age
- 3) Type of family
- 4) Annual income
- 5) Designation
- 6) Discipline of teaching
- 7) Status of Institution

Hypothesis 8: There is no significant association between levels of job satisfaction across socio-demographic factors of college teachers in Kerala

H_{08 1}: There is no significant association between gender and levels of job satisfaction among college teachers in Kerala

Table 6.2

Chi-Square test for association between gender and levels of job satisfaction among college teachers in Kerala

Gender	Levels of Job Satisfaction			Total	Chi – Square value	P value
	Low Level	Moderate Level	High Level			
Male	6 (3.3%)	19 (10.5%)	156 (86.2%)	181 (100%)	4.09	0.129 ^{NS}
Female	3 (1.1%)	19 (7.3%)	239 (91.6%)	261 (100%)		
Total	9 (2.0%)	38 (8.6%)	395 (89.4%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non-significant

The chi-square test results show no significant association between gender and the levels of job satisfaction among college teachers in Kerala, as indicated by a chi-square value of 4.09 and a p-value of 0.129. Since the p-value is greater than 0.05, the association between gender and job satisfaction levels is not statistically significant and the null hypothesis, which assumes no association between gender and job satisfaction levels, cannot be rejected.

In simple terms, the findings suggest that gender does not play a significant role in determining the job satisfaction levels of college teachers in Kerala. This indicates that both male and female teachers likely experience similar work conditions and levels of contentment. Institutions can maintain this balance by implementing equitable policies and focusing on factors that improve job satisfaction

universally, such as providing professional growth opportunities and fostering a supportive work environment.

H_{08 2}: There is no significant association between age and levels of job satisfaction among the college teachers in Kerala

Table 6.3

Chi-Square test for association between age and levels of job satisfaction among college teachers in Kerala

Age	Levels of Job Satisfaction			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
27-40	6 (3.1%)	22 (11.3 %)	167 (85.6%)	195 (100%)	6.199	0.185 ^{NS}
41-50	3 (1.5%)	12 (5.9%)	189 (92.6%)	204 (100%)		
51 and Above	0 (0.0%)	4 (9.3%)	39 (90.7%)	43 (100%)		
Total	9 (2.0%)	38 (8.6%)	395 (89.4%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results show no significant association between age and the levels of job satisfaction among college teachers in Kerala, as indicated by a chi-square value of 6.199 and a p-value of 0.185. Since the p-value is greater than 0.05, the association between age and job satisfaction levels is not statistically significant. The null hypothesis, which assumes no association between age and job satisfaction levels, cannot be rejected.

These results emphasize that job satisfaction is consistent across age groups, highlighting the effectiveness of existing policies in creating equitable work conditions. To sustain and enhance this balance, institutions should focus on universal factors that improve job satisfaction, such as providing opportunities for

professional development and career growth, encouraging a collaborative and inclusive work culture and offering support systems that address the needs of teachers at all career stages. By prioritizing these aspects, institutions can ensure that teachers of all age groups remain motivated and satisfied in their roles.

H_{08 3}: There is no significant association between the type of family and levels of job satisfaction among college teachers in Kerala

Table 6.4

Chi-Square test for association between the type of family and levels of job satisfaction among college teachers in Kerala

Type of family	Levels of Job Satisfaction			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Nuclear family	3 (1.5 %)	17 (8.5 %)	181 (90.0 %)	201 (100%)	0.563	0.755 ^{NS}
Joint family	6 (2.5 %)	21 (8.7%)	214 (88.8 %)	241 (100%)		
Total	9 (2.0%)	38 (8.6%)	395 (89.4%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The Chi-square test results indicate no statistically significant association between the type of family (nuclear or joint) of college teachers and their levels of job satisfaction in Kerala. This is supported by a chi-square value of 0.563 and a p-value of 0.755, which exceeds the significance threshold of 0.05. Consequently, the null hypothesis, which assumes no association between the type of family and job satisfaction levels, cannot be rejected.

The findings suggest that the type of family does not significantly impact job satisfaction among college teachers in Kerala. Teachers from all family types appear to experience similar work conditions and levels of contentment. To sustain and enhance this balance, institutions should focus on universally applicable strategies

for improving job satisfaction, such as implementing policies that support a healthy work-life balance, accommodating the diverse family structures of teachers, providing professional growth opportunities and career development programs for all teachers, cultivating a supportive and inclusive work environment that encourages collaboration and recognition. By addressing these factors, institutions can ensure consistent levels of job satisfaction among teachers, irrespective of their family type.

H_{08 4}: There is no significant association between the annual income and levels of job satisfaction among college teachers in Kerala

Table 6.5

Chi-Square test for association between the annual income and levels of job satisfaction among college teachers in Kerala

Annual Income (in Rs.)	Levels of Job Satisfaction			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Up to 10,00,000	3 (3.2%)	7 (7.5 %)	83 (89.2%)	93 (100%)	8.187	0.225 ^{NS}
10,00,001 to 15,00,000	4 (1.4%)	26 (9.0%)	258 (89.6%)	288 (100%)		
15,00,001 to 20,00,000	2 (5.0 %)	1 (2.5%)	37 (92.5%)	40 (100%)		
20,00,001 and Above	0 (0.0 %)	4 (19.0 %)	17 (81.0 %)	21 (100%)		
Total	9 (2.0%)	38 (8.6%)	395 (89.4%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results show no significant association between the annual income and the levels of job satisfaction among college teachers in Kerala, as indicated by a chi-square value of 8.187 and a p-value of 0.225. Since the p-value is greater than 0.05, the association between annual income and job satisfaction levels

is not statistically significant. The null hypothesis, which assumes no association between annual income and job satisfaction levels, cannot be rejected.

These findings suggest that job satisfaction among college teachers in Kerala is not significantly influenced by their annual income. Teachers across various income brackets appear to experience similar work conditions and levels of contentment. To maintain and enhance this balance, institutions should focus on universally relevant factors to improve job satisfaction, such as providing professional development opportunities that cater to all income groups, ensuring a supportive and inclusive work environment, offering non-monetary incentives such as recognition, work-life balance initiatives, and opportunities for career advancement. By prioritizing these aspects, institutions can create a positive and equitable environment that fosters job satisfaction across all income levels.

H_{08 5}: There is no significant association between designation and levels of job satisfaction among college teachers in Kerala

Table 6.6

Chi-Square test for association between designation and levels of job satisfaction among college teachers in Kerala

Designation	Levels of Job Satisfaction			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Assistant Professor	8 (2.1%)	33 (8.7%)	337 (89.2%)	378 (100%)	0.149	0.928 ^{NS}
Associate Professor	1 (1.6%)	5 (7.8%)	58 (90.6%)	64 (100%)		
Total	9 (2.0%)	38 (8.6%)	395 (89.4%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results show no significant association between the designation of college teachers and the level of job satisfaction among college

teachers in Kerala, as indicated by a chi-square value of 0.149 and a p-value of 0.928. Since the p-value is greater than 0.05, the association between designation and job satisfaction levels is not statistically significant and the null hypothesis, which assumes no association between designation and job satisfaction levels, cannot be rejected.

In simple terms, the findings suggest that designation does not play a significant role in determining the job satisfaction levels of college teachers in Kerala. It implies that both Assistant Professors and Associate Professors experience comparable levels of job satisfaction, likely due to similar work environments, opportunities, or challenges. Institutions can capitalize on these findings by implementing equitable policies across all designations.

H_{08 6}: There is no significant association between the discipline of teaching and levels of job satisfaction among college teachers in Kerala

Table 6.7

Chi-Square test for association between the discipline of teaching and levels of job satisfaction among college teachers in Kerala

Discipline of teaching	Levels of Job Satisfaction			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Arts	3 (1.9%)	11 (6.9 %)	145 (91.2%)	159 (100%)	5.885	0.208 ^{NS}
Science	1 (0.6%)	14 (8.6%)	148 (90.8%)	163 (100%)		
Commerce and Management	5 (4.2%)	13 (10.8%)	102 (85.0%)	120 (100%)		
Total	9 (2.0%)	38 (8.6%)	395 (89.4%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non-significant

The chi-square test results show no significant association between the discipline of teaching and the levels of job satisfaction among college teachers in

Kerala, as indicated by a chi-square value of 5.885 and a p-value of 0.208. Since the p-value is greater than 0.05, the association between discipline of teaching and job satisfaction levels is not statistically significant. The null hypothesis, which assumes no association between age and job satisfaction levels, cannot be rejected.

These findings suggest that job satisfaction among college teachers in Kerala is not significantly influenced by their discipline of teaching. Teachers across all disciplines appear to experience similar work conditions and levels of contentment. To sustain and enhance this balance, institutions should focus on universally applicable strategies for improving job satisfaction, such as providing equitable opportunities for professional growth and career advancement across all disciplines, promoting a supportive and inclusive work environment, addressing common challenges faced by teachers, irrespective of their discipline, to ensure fair treatment and satisfaction. By implementing these strategies, institutions can continue to foster a positive and balanced work environment for college teachers across various disciplines.

H_{08 7}: There is no significant association between the status of the institution and levels of job satisfaction among college teachers in Kerala

Table 6.8

Chi-Square test for association between the status of the institution and levels of job satisfaction among college teachers in Kerala

Status of the Institution	Levels of Job Satisfaction			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Aided Autonomous college	8 (2.5 %)	27 (8.4 %)	285 (89.1%)	320 (100%)	1.271	0.530 ^{NS}
Aided college	1 (0.8 %)	11 (9.0%)	110 (90.2 %)	122 (100%)		
Total	9 (2.0%)	38 (8.6%)	395 (89.4%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results show no significant association between the status of the institution of college teachers and the levels of job satisfaction among college teachers in Kerala, as indicated by a chi-square value of 1.271 and a p-value of 0.530. Since the p-value is greater than 0.05, the association between the status of the institution and job satisfaction levels is not statistically significant. The null hypothesis, which assumes no association between the status of the institution and job satisfaction levels, cannot be rejected.

The findings suggest that the status of the institution (aided autonomous college and aided college) does not significantly impact the job satisfaction of college teachers. Teachers across institutions of different statuses appear to experience similar levels of contentment and work conditions.

To sustain and improve this balance, institutions should focus on universally effective strategies for enhancing job satisfaction, such as providing opportunities for professional development and career progression for all teachers and fostering a supportive and inclusive work environment that promotes collaboration and recognition. By implementing these measures, institutions can continue to cultivate a positive and equitable work atmosphere that supports teacher satisfaction regardless of institutional status.

Section B

Levels of Job Performance among College Teachers in Kerala

6.5 Introduction

This section examines the levels of job performance among college teachers in Kerala. In this study, job performance is measured using four important factors: proficiency in teaching skills during lectures, performance appraisal records, students' feedback about classes, and the exam results of students in the subjects taught. Job performance levels are categorized as low, moderate, and high. The analysis also explores key socio-demographic variables such as gender, age, type of

family, annual income, designation, discipline of teaching, and the status of the institution. To assess the association between these socio-demographic factors and the levels of job performance, the Chi-Square test has been employed as the primary statistical tool. This comprehensive analysis aims to provide valuable insights into the factors influencing job performance among college teachers, offering a deeper understanding of their professional effectiveness.

Hypothesis 9: There is no significant difference in the levels of job performance among the college teachers in Kerala

Table 6.9

Chi-Square test for measuring the levels of job performance among college teachers in Kerala

Attribute	Low Level	Moderate Level	High Level	Total	Chi-Square value	P value
Level of Job Performance	189 (42.8%)	123 (27.8%)	130 (29.4%)	442 (100%)	17.84	0.000**

Source: Primary data

*Note: 1. ** denotes significant at 1% level*

*2. * denotes significant at 5% level*

3. ^{NS} denotes non – significant

The chi-square test results show a significant difference between levels of job performance among college teachers in Kerala. Therefore, the null hypothesis stating that there is no significant difference among levels of job performance is not tenable and is rejected at the 1% level of significance. Out of 442 respondents, 130 (29.4%) reported a high level of job performance, 123 (27.8%) had a moderate level, and 189 (42.8%) indicated a low level. The chi-square value of 17.84 with a p-value < 0.001 indicates that the observed distribution is statistically significant at the 1% level, implying that the levels of job performance do not occur by chance but are influenced by specific factors.

The results indicate that while a significant proportion of teachers achieve high levels of job performance, a notable number exhibit moderate to low performance.

This underscores the importance of identifying and addressing factors that may influence job performance, such as teaching skills and methods, institutional policies and support, workload and professional development opportunities, teacher-student interaction and classroom environment.

Institutions can enhance job performance by implementing targeted interventions, such as offering professional development programs to improve teaching skills, establishing robust performance appraisal and feedback mechanisms, and providing resources and support for improving the teaching-learning process. By addressing these aspects, institutions can foster a positive environment that promotes higher levels of job performance among college teachers.

6.6 Analysis of Levels of Job Performance among College Teachers in Kerala across Socio-Demographic Factors

The following socio-demographic factors are considered for the analysis

- 1) Gender
- 2) Age
- 3) Type of family
- 4) Annual income
- 5) Designation
- 6) Discipline of teaching
- 7) Status of Institution

Hypothesis 10: There is no significant association between socio-demographic factors and levels of job performance among college teachers in Kerala

H_{010 1}: There is no significant association between gender and levels of job performance among the college teachers in Kerala

Table 6.10

Chi-Square test for association between gender and levels of job performance among college teachers in Kerala

Gender	Levels of Job Performance			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Male	75 (41.4 %)	54 (29.8 %)	52 (28.7%)	181 (100%)	0.617	0.734 ^{NS}
Female	114 (43.7 %)	69 (26.4 %)	78 (29.9 %)	261 (100%)		
Total	189 (42.8 %)	123 (27.8 %)	130 (29.4%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results show no significant association between gender and the levels of job performance among college teachers in Kerala, as indicated by a chi-square value of 0.617 and a p-value of 0.734. Since the p-value is greater than 0.05, the association between gender and job performance levels is not statistically significant and the null hypothesis, which assumes no association between gender and job performance levels, cannot be rejected.

The findings suggest that gender does not significantly influence the job performance levels of college teachers in Kerala. This implies that both male and female teachers likely perform their duties similarly, and their job performance is not contingent upon gender. However, job performance can still be influenced by factors such as professional development programs, establishing clear and constructive performance appraisal and feedback mechanisms, providing adequate teaching resources and a supportive work environment, institutional policies like supportive management and institutional culture, a balanced workload, and opportunities for continuous learning. Additionally, teacher-student interaction and the classroom environment play a role. By focusing on these factors, institutions can foster an environment that promotes higher levels of job performance across all gender groups, ultimately benefiting both teachers and students.

H_{010 2}: There is no significant association between age and levels of job performance among college teachers in Kerala

Table 6.11

Chi-Square test for association between age and levels of job performance among college teachers in Kerala

Age	Levels of Job Performance			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
27-40	84 (43.1%)	52 (26.7 %)	59 (30.3%)	195 (100%)	2.931	0.570 ^{NS}
41-50	84 (41.2 %)	63 (30.9%)	57 (27.9 %)	204 (100%)		
51 and Above	21 (48.8 %)	8 (18.6 %)	14 (32.6 %)	43 (100%)		
Total	189 (42.8 %)	123 (27.8 %)	130 (29.4%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results show no significant association between age and the levels of job performance among college teachers in Kerala. The chi-square value is 2.931, with a p-value of 0.570, which is greater than the 0.05 significance threshold. Therefore, the association between age and job performance levels is not statistically significant. Consequently, the null hypothesis, which assumes no association between age and job performance, cannot be rejected.

The findings suggest that age does not significantly impact the job performance levels of college teachers in Kerala. This indicates that teachers across different age groups are likely to exhibit similar job performance, implying that age-related factors do not play a major role in determining job performance. While age may not be a significant determinant, job performance is influenced by several other factors, including, such as professional development programs for teachers, clear, constructive performance appraisal and feedback mechanisms, adequate teaching

resources and a supportive work environment, supportive management, and strong institutional culture, manageable workload and access to learning opportunities, positive interactions and a conducive classroom environment, etc.

By focusing on these areas, institutions can foster an environment that promotes improved job performance among college teachers, ultimately benefiting both educators and students, irrespective of their age.

H_{010.3}: There is no significant association between the type of family and levels of job performance among college teachers in Kerala

Table 6.12

Chi-Square test for association between the type of family and levels of job performance among college teachers in Kerala

Type of family	Levels of Job Performance			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Nuclear family	91 (45.3 %)	54 (26.9 %)	56 (27.9 %)	201 (100%)	0.969	0.616 ^{NS}
Joint family	98 (40.7 %)	69 (28.6 %)	74 (30.7 %)	241 (100%)		
Total	189 (42.8 %)	123 (27.8 %)	130 (29.4%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results indicate no statistically significant association between the type of family (nuclear or joint) of college teachers and their levels of job performance in Kerala. The chi-square value is 0.969, with a p-value of 0.616, which exceeds the 0.05 significance level. Therefore, the null hypothesis, which assumes no association between the type of family and job performance levels, cannot be rejected. The findings suggest that the type of family—whether nuclear or joint—does not significantly influence the job performance of college teachers in Kerala. Teachers from all family types appear to perform similarly in their work environments.

While the type of family may not directly impact job performance, institutions can support teachers by addressing other influential factors, such as professional development programs for teachers, clear, constructive performance appraisal and feedback mechanisms, adequate teaching resources and a supportive work environment, supportive management and a strong institutional culture, manageable workload and access to learning opportunities, positive interactions and a conducive classroom environment, etc. By focusing on these areas, institutions can create a supportive atmosphere that encourages improved job performance among college teachers, regardless of their family type.

H₀₁₀ 4: There is no significant association between the annual income and levels of job performance among college teachers in Kerala

Table 6.13

Chi-Square test for association between the annual income and levels of job performance among college teachers in Kerala

Annual Income (in Rs.)	Levels of Job Performance			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Up to 10,00,000	38 (40.9 %)	27 (29.0 %)	28 (30.1%)	93 (100%)	8.976	0.175 ^{NS}
10,00,001 to 15,00,000	120 (41.7 %)	84 (29.2 %)	84 (29.2 %)	288 (100%)		
15,00,001 to 20,00,000	18 (45.0 %)	12 (30.0%)	10 (25.0%)	40 (100%)		
20,00,001 and Above	13 (61.9 %)	0 (0.0 %)	8 (38.1 %)	21 (100%)		
Total	189 (42.8%)	123 (27.8%)	130 (29.4%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results indicate no significant association between the annual income of college teachers and their levels of job performance in Kerala. With a chi-square value of 8.976 and a p-value of 0.175, which exceeds the 0.05

significance level, the association between annual income and job performance is not statistically significant. Therefore, the null hypothesis, which assumes no association between annual income and job performance levels, cannot be rejected.

These findings suggest that job performance among college teachers in Kerala is not significantly influenced by their annual income. This implies that teachers, regardless of their income levels, are likely to demonstrate similar levels of job performance. While income may not be a key determinant of job performance, several other factors contribute to the performance levels of teachers, including such as professional development programs for teachers, clear, constructive performance appraisal and feedback mechanisms, adequate teaching resources, and a supportive work environment, supportive management and a strong institutional culture, manageable workload and access to learning opportunities, positive interactions and a conducive classroom environment, etc. By focusing on these factors, institutions can foster an environment that promotes improved job performance among college teachers, ultimately benefiting both educators and students, irrespective of their annual income levels.

H_{010 5}: There is no significant association between designation and levels of job performance among college teachers in Kerala

Table 6.14

Chi-Square test for association between designation and levels of job performance among college teachers in Kerala

Designation	Levels of Job Performance			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Assistant Professor	157 (41.5 %)	112 (29.6 %)	109 (28.8 %)	378 (100%)	4.256	0.119 ^{NS}
Associate Professor	32 (50.0 %)	11 (17.2 %)	21 (32.8 %)	64 (100%)		
Total	189 (42.8 %)	123 (27.8 %)	130 (29.4%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results indicate no statistically significant association between the designation of college teachers (Assistant Professors and Associate Professors) and their levels of job performance in Kerala. With a chi-square value of 4.256 and a p-value of 0.119, which exceeds the significance threshold of 0.05, the association between designation and job performance is not statistically significant. Therefore, the null hypothesis, which assumes no association between designation and job performance levels, cannot be rejected.

While designation may not be a determining factor, job performance can still be influenced by various other factors, such as professional development programs for teachers, clear, constructive performance appraisal and feedback mechanisms, adequate teaching resources and a supportive work environment, supportive management and a strong institutional culture, manageable workload and access to learning opportunities, positive interactions and a conducive classroom environment, etc. By focusing on these factors, institutions can create an environment that fosters improved job performance, ultimately benefiting both teachers and students, regardless of their designation.

H₀₁₀ 6: There is no significant association between the discipline of teaching and levels of job performance among college teachers in Kerala

Table 6.15

Chi-Square test for association between the discipline of teaching and levels of job performance among college teachers in Kerala

Discipline of teaching	Levels of Job Performance			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Arts	70 (44.0 %)	35 (22.0 %)	54 (34.0 %)	159 (100%)	6.186	0.186 ^{NS}
Science	65 (39.9 %)	50 (30.7 %)	48 (29.4 %)	163 (100%)		
Commerce and Management	54 (45.0 %)	38 (31.7 %)	28 (23.3 %)	120 (100%)		
Total	189 (42.8 %)	123 (27.8 %)	130 (29.4%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results indicate no significant association between the discipline of teaching and the level of job performance among college teachers in Kerala. With a chi-square value of 6.186 and a p-value of 0.186, which exceeds the 0.05 significance level, the association between discipline of teaching and job performance is not statistically significant. Therefore, the null hypothesis, which assumes no association between discipline of teaching and job performance, cannot be rejected. These findings suggest that job performance among college teachers in Kerala is not significantly influenced by the discipline they teach. This implies that teachers across various disciplines, such as science, arts, commerce and management, are likely to exhibit similar levels of job performance, regardless of their subject area.

While discipline may not be a critical factor in job performance, several other elements contribute to performance levels, including such as professional development programs for teachers, clear and constructive performance appraisal and feedback mechanisms, adequate teaching resources and a supportive work environment, supportive management, and a strong institutional culture, manageable workload and access to learning opportunities, positive interactions and a conducive classroom environment, etc. By focusing on these factors, institutions can create an environment that promotes improved job performance among college teachers, ultimately benefiting both educators and students, irrespective of their discipline of teaching.

H₀₁₀ 7: There is no significant association between the status of the institution and levels of job performance among college teachers in Kerala

Table 6.16

Chi-Square test for association between the status of the institution and levels of job performance among college teachers in Kerala

Status of the Institution	Levels of Job Performance			Total	Chi-Square value	P value
	Low Level	Moderate Level	High Level			
Aided Autonomous College	138 (43.1 %)	89 (27.8 %)	93 (29.1%)	320 (100%)		
Aided college	51 (41.8 %)	34 (27.9 %)	37 (30.3 %)	122 (100%)	0.084	0.959 ^{NS}
Total	189 (42.8 %)	123 (27.8 %)	130 (29.4%)	442 (100%)		

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The chi-square test results show no significant association between the status of the institution and the levels of job performance among college teachers in Kerala. The chi-square value is 0.084, with a p-value of 0.959, which is greater than the 0.05 significance level. Therefore, the association between the status of the institution (aided autonomous college vs. aided college) and job performance levels is not statistically significant. As a result, the null hypothesis, which assumes no association between the status of the institution and job performance, cannot be rejected.

These findings suggest that the status of the institution—whether it is an aided autonomous college or an aided college—does not significantly affect the job performance of college teachers. Teachers from both types of institutions seem to experience similar levels of job performance. This implies that factors other than the institution's status may be more influential in determining job performance.

Job performance can still be influenced by factors such as professional development programs for teachers, clear and constructive performance appraisal

and feedback mechanisms, adequate teaching resources and a supportive work environment, supportive management and strong institutional culture, manageable workload and access to learning opportunities, positive interactions and a conducive classroom environment, etc. By focusing on these areas, institutions can create an environment that fosters improved job performance among college teachers, regardless of the status of the institution.

Chapter 7

EFFECTS OF POSITIVE PSYCHOLOGY ON WORK-RELATED OUTCOMES OF COLLEGE TEACHERS IN KERALA WITH PSYCHOLOGICAL CAPITAL AND JOB SATISFACTION AS MEDIATORS

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7.1 Introduction

In the evolving landscape of higher education, the well-being and productivity of college teachers play a critical role in shaping institutional success and student outcomes. As educational institutions in Kerala navigate increasing demands, exploring the psychological aspects that contribute to teachers' work-related outcomes becomes essential. Positive psychology, a field that emphasizes strengths, well-being, and optimal human functioning, has emerged as a vital framework for understanding how psychological resources influence job performance, engagement, and satisfaction.

Among the core constructs of positive psychology, psychological capital (PsyCap) comprising hope, self-efficacy, resilience and optimism, has gained prominence as a key determinant of professional success. Research indicates that teachers with higher psychological capital exhibit greater motivation, adaptability, and job satisfaction, ultimately leading to improved work-related outcomes. Job satisfaction, another crucial factor, reflects an educator's emotional and cognitive evaluation of their role, significantly impacting their commitment, effectiveness, and retention in the profession.

This chapter delves into the intricate relationship between positive psychology and work-related outcomes among college teachers in Kerala, with a particular focus on the mediating roles of psychological capital and job satisfaction. By exploring these mediators, the study aims to uncover how fostering a positive psychological environment can enhance teachers' overall job performance, well-being, and institutional contribution. The findings from this exploration are expected to offer valuable insights for educational policymakers, administrators, and faculty members in promoting a supportive and enriching academic environment.

7.2 Objective covered in the chapter

Objective 4: To explore the effects of positive psychology on work-related outcomes of college teachers in Kerala with psychological capital and job satisfaction as mediators.

To achieve this objective, Covariance-Based Confirmatory Factor Analysis (CB-CFA) and Covariance-Based Structural Equation Modeling (CB-SEM) were employed to examine the effects of positive psychology on work-related outcomes among college teachers in Kerala, with psychological capital and job satisfaction serving as mediators. The study utilized the advanced capabilities of IBM SPSS AMOS 22 to ensure precise estimations, reliable findings, and meaningful interpretations. This comprehensive analytical approach enhances the rigor and credibility of the research, providing deeper insights into how fostering a positive psychological environment can contribute to better occupational experiences and performance in the academic sector.

Section A

7.3 Hypotheses Development for the Model Building

a) Structural Model Hypotheses (SM)

SM.H1: Positive psychology has a positive effect on job satisfaction.

Theories in positive organizational behaviour (Luthans et al., 2007) suggest that cultivating positive emotions and strengths leads to enhanced job satisfaction. Empirical studies indicate that teachers with higher levels of optimism, hope, and resilience report greater job satisfaction (Seligman & Csikszentmihalyi, 2000; Fredrickson, 2001).

SM.H2: Psychological capital has a positive effect on job satisfaction.

Psychological capital (PsyCap) encompasses hope, self-efficacy, resilience, and optimism, which directly contribute to higher engagement, well-being, and job satisfaction (Avey et al., 2011; Luthans & Youssef-Morgan, 2017). Research suggests that educators with strong psychological resources experience greater contentment in their roles (Xanthopoulou et al., 2009).

SM.H3: Positive psychology has a positive effect on job performance.

Broaden-and-build theory (Fredrickson, 2001) proposes that positive emotions expand cognitive resources, leading to improved performance. Studies affirm that teachers who maintain an optimistic and strengths-based approach exhibit higher productivity, better classroom engagement, and overall improved work performance (Avey et al., 2010; Cohn & Fredrickson, 2009).

SM.H4: Psychological capital has a positive effect on job performance.

Psychological capital fosters self-efficacy, resilience, and optimism, which enhance problem-solving abilities, motivation, and work efficiency (Luthans et al., 2007; Avey et al., 2011). Empirical research highlights that teachers with high PsyCap demonstrate increased effectiveness in pedagogical activities and student engagement (Sweetman & Luthans, 2010).

SM.H5: Job satisfaction has a positive effect on job performance.

The job demands-resources model (JD-R) (Bakker & Demerouti, 2007) suggests that job satisfaction acts as a crucial driver of performance by improving motivation and reducing stress. Studies confirm that satisfied teachers are more committed, innovative, and productive in their teaching roles (Judge et al., 2001; Boon et al., 2013).

SM.H6: Positive psychology has a positive effect on psychological capital.

Positive psychology interventions are known to build psychological resources, fostering greater resilience, optimism and self-efficacy (Luthans & Youssef-Morgan, 2017). Empirical evidence suggests that engagement in positive psychological practices strengthens an individual's PsyCap (Avey et al., 2010; Youssef & Luthans, 2012).

b) Mediation Hypotheses (MH)

MH.H7: Psychological capital mediates the relationship between positive psychology and job satisfaction.

The conservation of resources theory (COR) (Hobfoll, 1989) posits that positive psychological states cultivate internal resources such as PsyCap, which in turn enhance job satisfaction. Empirical studies indicate that PsyCap plays a significant mediating role in how positive psychology influences workplace contentment (Avey et al., 2011; Luthans et al., 2015).

MH.H8: Psychological capital mediates the relationship between positive psychology and job performance.

Psychological capital serves as a key driver of performance by enhancing motivation, adaptability, and resilience (Luthans et al., 2007). Research affirms that teachers with a strong PsyCap demonstrate higher job effectiveness when positive psychological principles are actively cultivated (Reb et al., 2014; Luthans & Youssef-Morgan, 2017).

MH.H9: Job satisfaction mediates the relationship between psychological capital and job performance.

According to self-determination theory (Deci & Ryan, 2000), employees who develop strong psychological resources experience higher job satisfaction, which subsequently leads to improved job performance. Empirical research confirms that job satisfaction acts as a mediating factor in the PsyCap–performance relationship, reinforcing its importance as a work-related outcome (Judge et al., 2001; Boon et al., 2013).

Section B

7.4 Confirmatory Factor Analysis for Establishing Reliability and Validity of the Data

Confirmatory Factor Analysis (CFA) is a powerful statistical tool used to verify whether a group of observed variables accurately represents specific latent constructs. Unlike Exploratory Factor Analysis (EFA), which identifies factor patterns without prior expectations, CFA is hypothesis-driven and aims to confirm predefined relationships between observed and latent variables. This makes CFA essential for validating measurement models and understanding the link between indicators and underlying constructs.

1) Construct Validity

Construct validity assesses whether a test genuinely measures the intended concept. It is evaluated using two key dimensions:

a) Convergent Validity

- Ensures that indicators of the same construct share a meaningful portion of variance.
- **Key Criteria:**
 - **Item Factor Loadings:** Should exceed 0.5 to confirm validity (Hair et al., 2010).
 - **Average Variance Extracted (AVE):** Values above 0.5 establish convergent validity (Hair et al., 2010).

b) Discriminant Validity

- Ensures that constructs are unique and not excessively correlated.
- **Evaluation Approach:**
 - **Fornell-Larcker Criterion:** The square root of each construct's AVE should be higher than its correlations with other constructs.

2) Reliability

Reliability examines the consistency and stability of a measurement tool. It includes the following metrics:

a) Composite Reliability (CR)

- Indicates the overall reliability of a construct.
- **Threshold:** CR values greater than 0.70 are acceptable; values below 0.60 signal unreliability (Hair et al., 2010).

b) Cronbach's Alpha

- Measure internal consistency of items within a construct.
- **Threshold:** Values above 0.70 are deemed reliable (Nunnally & Bernstein, 1994).

Summary of Thresholds

- **Item Factor Loadings:** > 0.5
- **Average Variance Extracted (AVE):** > 0.5
- **Composite Reliability (CR):** > 0.7
- **Cronbach's Alpha:** > 0.7
- **Discriminant Validity:** The square root of AVE should exceed correlations among constructs.

Figure 7.1

Confirmatory Factor Analysis for Positive Psychology of College Teachers in Kerala

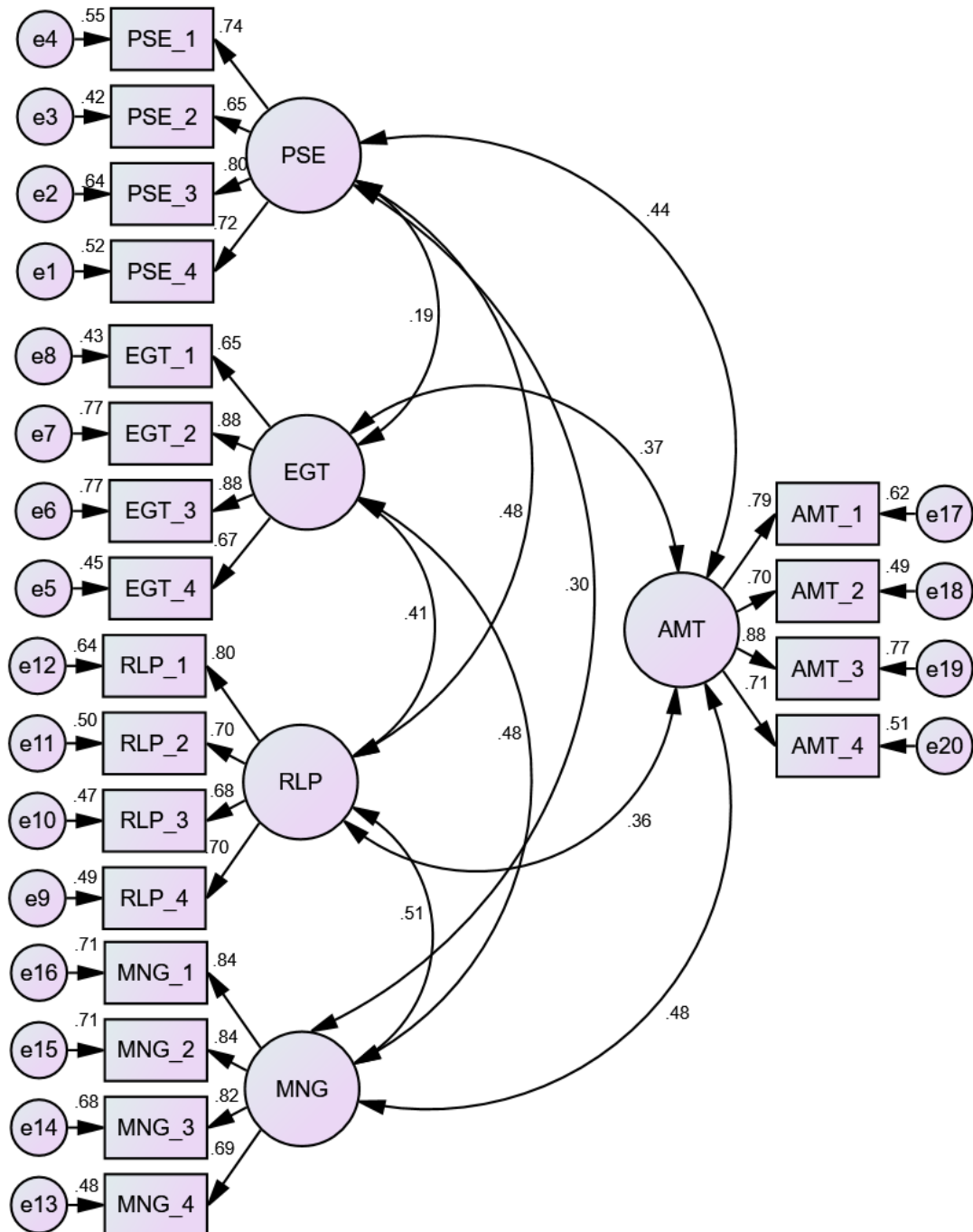


Table 7.1*Model Fit Indices for Positive Psychology of College Teachers in Kerala*

ATTRIBUTES	CMIN/DF	P-VALUE	GFI	AGFI	CFI	RMSEA
Study model	4.541	0.000	0.928	0.909	0.978	0.074
Recommended value	Acceptable fit [1-5]	Greater than 0.05	Greater than 0.9	Greater than 0.9	Greater than 0.9	Less than 0.08
Literature support	Hair et al., (1998)	Barrett (2007)	Hair et al. (2006)	Hair et al. (2006)	Hu and Bentler (1999)	Hair et al. (2006)

The model fit indices for the positive psychology of college teachers in Kerala indicate an overall acceptable fit. The CMIN/DF value of 4.541 falls within the acceptable range (1-5), suggesting a reasonable fit between the hypothesized model and the data. The GFI (0.928), AGFI (0.909), and CFI (0.978) all exceed the recommended threshold of 0.9, further supporting model adequacy. Additionally, the RMSEA value of 0.074 is below the acceptable cutoff of 0.08, indicating a moderate fit. However, the P-value of 0.000 does not meet the recommended criterion of being greater than 0.05. This could be attributed to the sample size effect, as large samples often lead to statistically significant chi-square values, making the P-value unreliable as an absolute indicator of fit. Thus, despite the low P-value, the combination of other fit indices suggests the model is reasonably well-fitting.

Table 7.2

Assessment of Confirmatory Factor Analysis for Positive Psychology of College Teachers in Kerala

Constructs of positive psychology	Item Code	Factor Loading	Cronbach's Alpha Final	AVE	Composite Reliability
Positive Emotions (PSE)	PSE1	0.74**	0.80	0.53	0.82
	PSE2	0.65**			
	PSE3	0.80**			
	PSE4	0.72**			
Engagement (EGT)	EGT1	0.65**	0.85	0.61	0.86
	EGT2	0.88**			
	EGT3	0.88**			
	EGT4	0.67**			
Relationship (RLP)	RLP1	0.80**	0.80	0.52	0.81
	RLP2	0.70**			
	RLP3	0.68**			
	RLP4	0.70**			
Meaning (MNG)	MNG1	0.84**	0.85	0.64	0.88
	MNG2	0.84**			
	MNG3	0.82**			
	MNG4	0.69**			
Accomplishment (AMT)	AMT1	0.79**	0.81	0.60	0.86
	AMT2	0.70**			
	AMT3	0.88**			
	AMT4	0.71**			

Source: Primary data

*Note: 1. ** denotes significant at 1% level*

*2. * denotes significant at 5% level*

3. ^{NS} denotes non – significant

The Confirmatory Factor Analysis (CFA) results in Table given validate the measurement model for positive psychology constructs among college teachers in Kerala. All constructs—Positive Emotion (PSE), Engagement (EGT), Relationship (RLP), Meaning (MNG), and Accomplishment (AMT)—exhibit

strong factor loadings (ranging from 0.65 to 0.88), confirming their significance at the 1% level. The Cronbach's Alpha values (ranging between 0.80 and 0.85) indicate good internal consistency, ensuring reliability of the constructs. The Average Variance Extracted (AVE) values (above 0.50) confirm sufficient convergent validity, while the Composite Reliability (CR) scores (above 0.80) further support construct reliability. Overall, the findings suggest that the CFA model adequately represents the positive psychology dimensions, establishing a robust foundation for further analysis.

Table 7.3

Discriminant Validity among the Constructs of Positive Psychology of College Teachers in Kerala

Constructs	PSE	EGT	RLP	MNG	AMT
PSE	(0.73)				
EGT	0.19	(0.78)			
RLP	0.48	0.41	(0.72)		
MNG	0.30	0.48	0.51	(0.80)	
AMT	0.44	0.37	0.36	0.48	(0.77)

The discriminant validity table for the constructs of positive psychology among college teachers in Kerala shows that the square root of the Average Variance Extracted (AVE) values (diagonal values in parentheses) for each construct PSE (0.73), EGT (0.78), RLP (0.72), MNG (0.80), and AMT (0.77) are higher than the corresponding inter-construct correlations. This indicates satisfactory discriminant validity, meaning that each construct is distinct from the others. Overall, these results confirm that the constructs maintain sufficient uniqueness, validating their distinctiveness within the proposed model.

Figure 7.2

Confirmatory Factor Analysis for Psychological Capital of College Teachers in Kerala

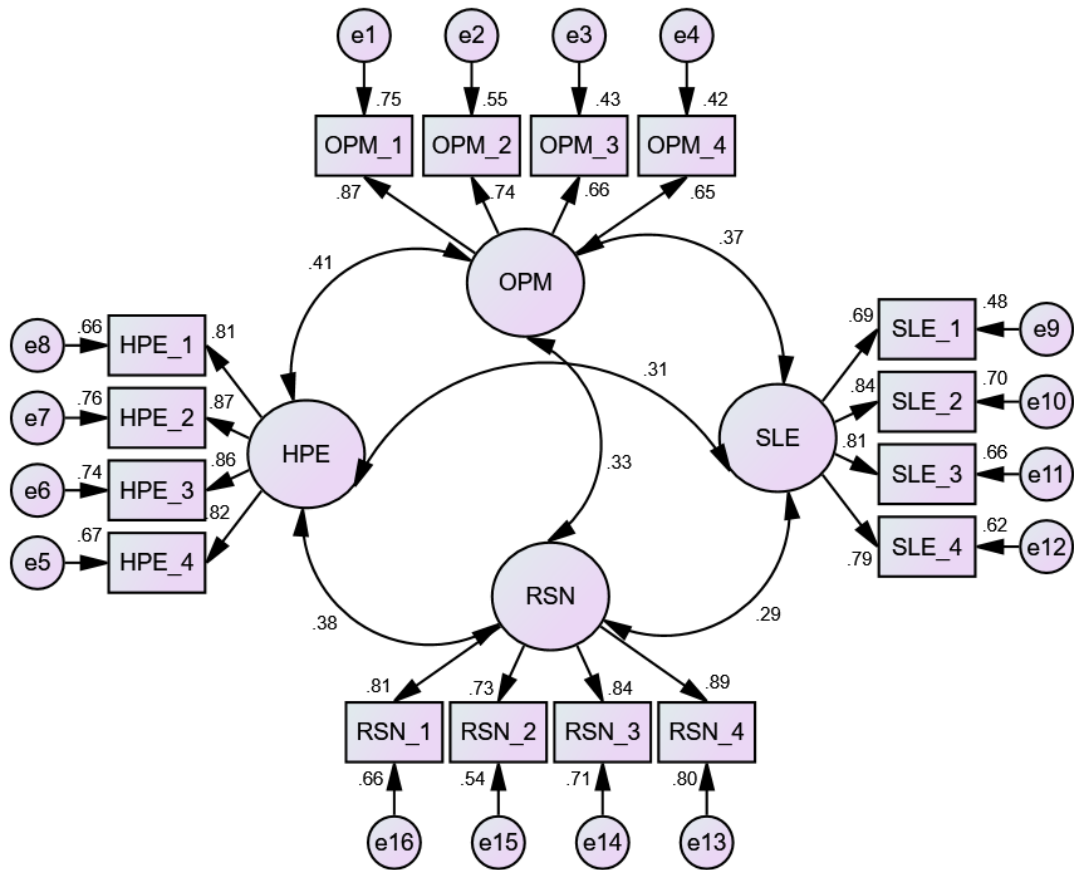


Table 7.4

Model Fit Indices for Confirmatory Factor Analysis for Psychological Capital of College Teachers in Kerala

ATTRIBUTES	CMIN/DF	P-VALUE	GFI	AGFI	CFI	RMSEA
Study model	4.941	0.000	0.907	0.898	0.918	0.079
Recommended value	Acceptable fit [1-5]	Greater than 0.05	Greater than 0.9	Greater than 0.9	Greater than 0.9	Less than 0.08
Literature support	Hair et al., (1998)	Barrett (2007)	Hair et al. (2006)	Hair et al. (2006)	Hu and Bentler (1999)	Hair et al. (2006)

The model fit indices for the Confirmatory Factor Analysis (CFA) of psychological capital among college teachers in Kerala indicate an overall acceptable fit. The CMIN/DF value of 4.941 is within the acceptable range (1-5), suggesting a

reasonable model fit. The GFI (0.907) is slightly above the recommended threshold of 0.9, while the AGFI (0.898) is marginally below, indicating an adequate but slightly weak fit. The CFI (0.918) meets the acceptable cutoff, supporting good model adequacy. The RMSEA value of 0.079 is below the threshold of 0.08, signifying a moderate fit. However, the P-value of 0.000 is below the recommended threshold (>0.05), likely due to a large sample size, as chi-square tests are sensitive to sample size variations. Despite this limitation, the overall fit indices suggest that the model is acceptable for further analysis.

Table 7.5

Assessment of Confirmatory Factor Analysis for Psychological Capital of College Teachers in Kerala

Constructs of psychological capital	Item Code	Factor Loading	Cronbach's Alpha Final	AVE	Composite Reliability
Hope (HPE)	HPE1	0.81**	0.90	0.71	0.91
	HPE2	0.87**			
	HPE3	0.86**			
	HPE4	0.82**			
Resilience (RSN)	RSN1	0.81**	0.86	0.67	0.89
	RSN2	0.73**			
	RSN3	0.84**			
	RSN4	0.89**			
Self-Efficacy (SLE)	SLE1	0.69**	0.83	0.62	0.86
	SLE2	0.84**			
	SLE3	0.81**			
	SLE4	0.79**			
Optimism (OPM)	OPM1	0.87**	0.79	0.54	0.82
	OPM2	0.74**			
	OPM3	0.66**			
	OPM4	0.65**			

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

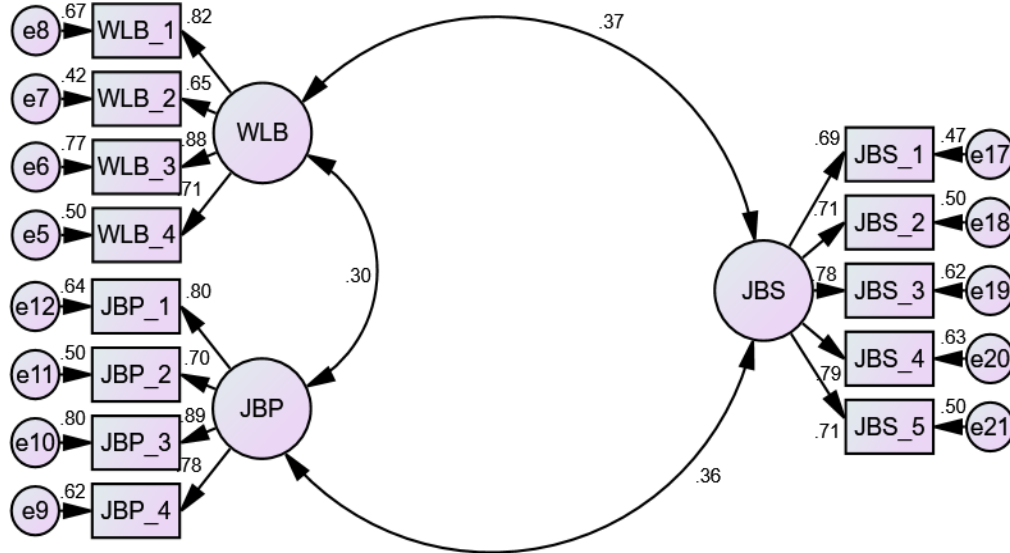
The Confirmatory Factor Analysis (CFA) results for psychological capital among college teachers in Kerala confirm the validity and reliability of the measurement model. The four key constructs Hope (HPE), Resilience (RSN), Self-efficacy (SLE), and Optimism (OPM) demonstrate strong factor loadings (ranging from 0.65 to 0.89), all of which are significant at the 1% level, indicating robust construct representation. The Average Variance Extracted (AVE) values for all constructs are above 0.50, confirming acceptable convergent validity, while the Composite Reliability (CR) scores (ranging from 0.82 to 0.91) indicate strong internal consistency. The highest AVE (0.71) and CR (0.91) for Hope (HPE) suggest that this dimension contributes most significantly to psychological capital. Overall, the CFA results confirm that the constructs effectively measure psychological capital, ensuring the suitability of the model for further structural analysis.

Table 7.6

Discriminant Validity among the Constructs for Psychological Capital

Constructs	HPE	RSN	SLE	OPM
HPE	(0.84)			
RSN	0.38	(0.82)		
SLE	0.31	0.29	(0.79)	
OPM	0.41	0.33	0.37	(0.73)

The discriminant validity assessment for psychological capital constructs Hope (HPE), Resilience (RSN), Self-efficacy (SLE), and Optimism (OPM) confirms that each construct is distinct from the others. The diagonal values (in parentheses) represent the square root of the Average Variance Extracted (AVE) for each construct, all of which are greater than the inter-construct correlations, demonstrating strong discriminant validity. The correlation values among the constructs range from 0.29 to 0.41, indicating moderate associations without redundancy. Overall, these results establish that the psychological capital dimensions are theoretically and empirically separate, ensuring the robustness of the measurement model for further structural analysis.

Figure 7.3*Confirmatory Factor Analysis for Employee-Related Outcomes***Table 7.7***Model Fit Indices for Confirmatory Factor Analysis for Employee-Related Outcomes*

ATTRIBUTES	CMIN/DF	P-VALUE	GFI	AGFI	CFI	RMSEA
Study model	4.941	0.000	0.907	0.898	0.918	0.079
Recommended value	Acceptable fit [1-5]	Greater than 0.05	Greater than 0.9	Greater than 0.9	Greater than 0.9	Less than 0.08
Literature support	Hair et al., (1998)	Barrett (2007)	Hair et al. (2006)	Hair et al. (2006)	Hu and Bentler (1999)	Hair et al. (2006)

The model fit indices for the Confirmatory Factor Analysis (CFA) of employee-related outcomes suggest an overall acceptable model fit. The CMIN/DF value of 4.941 falls within the recommended range (1-5), indicating a reasonable fit. The GFI (0.907) and CFI (0.918) exceed the acceptable threshold of 0.9, demonstrating good model adequacy. The AGFI (0.898) is slightly below the recommended level, but it remains close enough to be considered acceptable. The RMSEA value of 0.079 is just within the acceptable limit (<0.08), indicating moderate fit. However, the P-value of 0.000 is below the recommended threshold (>0.05), likely due to the influence of a large sample size, which can lead to

significant chi-square values even when the model fit is reasonable. Despite this, the collective fit indices indicate that the model is suitable for further analysis.

Table 7.8

Assessment of Confirmatory Factor Analysis for Employee Related Outcomes

Constructs for employee-related outcomes	Item Code	Factor Loading	Cronbach's Alpha Final	AVE	Composite Reliability
Work Life Balance (WLB)	WLB1	0.82**	0.84	0.59	0.85
	WLB2	0.65**			
	WLB3	0.88**			
	WLB4	0.71**			
Job Performance (JBP)	JBP1	0.80**	0.85	0.63	0.87
	JBP2	0.70**			
	JBP3	0.89**			
	JBP4	0.78**			
Job Satisfaction (JBS)	JBS1	0.69**	0.84	0.54	0.86
	JBS2	0.71**			
	JBS3	0.78**			
	JBS4	0.79**			
	JBS5	0.71**			

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The Confirmatory Factor Analysis (CFA) for employee-related outcomes confirms strong reliability and validity of the measurement model. The factor loadings for all items range from 0.65 to 0.89, indicating strong individual item reliability, as they exceed the acceptable threshold of 0.60. The Cronbach's Alpha values for all constructs (WLB = 0.84, JBP = 0.85, and JBS = 0.84) exceed the recommended 0.70 threshold, confirming high internal consistency. Additionally, the Composite Reliability (CR) values for all constructs (ranging from 0.85 to 0.87) are well above the 0.70 benchmark, further validating the constructs' consistency.

The Average Variance Extracted (AVE) values for all constructs are above 0.50, with JBP having the highest AVE (0.63), followed by WLB (0.59) and JBS (0.54), confirming adequate convergent validity. The significance of all factor loadings at 1% level further strengthens the robustness of the measurement model. These results indicate that the three constructs, Work-Life Balance, Job Performance, and Job Satisfaction, are well-measured and can be effectively used in further structural modelling and hypothesis testing related to employee-related outcomes.

Table 7.9

Discriminant Validity among the Constructs for Employee-Related Outcomes

Constructs	WLB	JBP	JBS
WLB	(0.77)		
JBP	0.30	(0.79)	
JBS	0.37	0.36	(0.73)

The discriminant validity analysis for employee-related outcomes confirms that the constructs are distinct and appropriately measured. The square root of the Average Variance Extracted (AVE) values (diagonal values in parentheses) for each construct WLB (0.77), JBP (0.79) and JBS (0.73) are higher than their corresponding inter-construct correlations. This meets the Fornell-Larcker criterion, ensuring that each construct is more strongly related to its own indicators than to other constructs.

These results confirm that the constructs are theoretically and empirically distinct, justifying their inclusion in the model and supporting their use for further analysis in understanding employee-related outcomes.

Figure 7.4

Confirmatory Factor Analysis for Positive Psychology and Psychological Capital

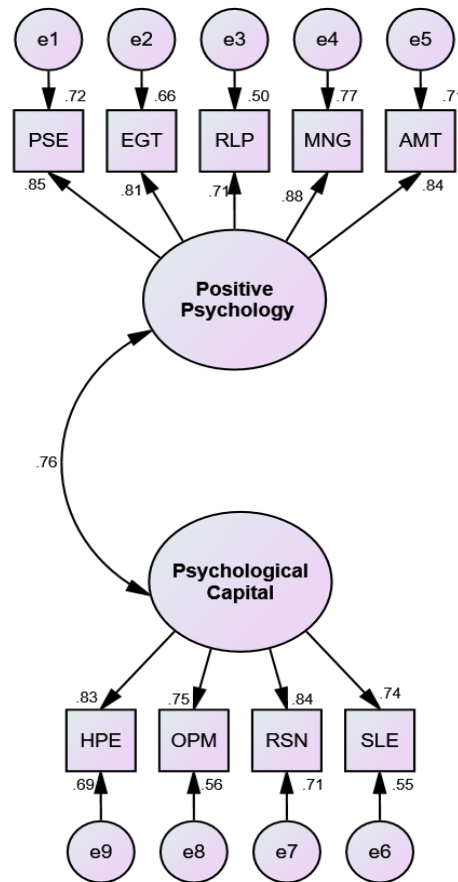


Table 7.10

Model Fit Indices for Confirmatory Factor Analysis of Positive Psychology and Psychological Capital

ATTRIBUTES	CMIN/DF	P-VALUE	GFI	AGFI	CFI	RMSEA
Study model	1.241	0.425	0.999	0.997	0.999	0.015
Recommended value	Acceptable fit [1-5]	Greater than 0.05	Greater than 0.9	Greater than 0.9	Greater than 0.9	Less than 0.08

The Confirmatory Factor Analysis (CFA) results for the constructs of positive psychology and psychological capital demonstrate an excellent overall model fit, as indicated by all major goodness-of-fit indices meeting or surpassing the recommended thresholds. The normed chi-square value (CMIN/DF = 1.241) falls well within the ideal range of 1 to 5, and the non-significant p-value (0.425 > 0.05) suggests that the model's covariance structure does not significantly differ from the observed data, indicating a well-specified model. Additionally, the absolute fit indices GFI (0.999)

and AGFI (0.997) far exceed the recommended minimum of 0.90, reflecting strong model replication. The incremental fit index CFI (0.999) is nearly perfect, confirming excellent comparative fit relative to the null model. Moreover, the RMSEA value of 0.015 is far below the maximum acceptable threshold of 0.08, indicating minimal approximation error and a highly stable model. Collectively, these results confirm that the CFA model provides a robust and theoretically consistent representation of the latent constructs, aligning with established SEM guidelines.

Table 7.11

Assessment of Confirmatory Factor Analysis for positive psychology and psychological capital

Constructs	Item Code	Factor Loading	Cronbach's Alpha Final	AVE	Composite Reliability
Positive Psychology	PSE	0.85**	0.89	0.67	0.91
	EGT	0.81**			
	RLP	0.71**			
	MNG	0.88**			
	AMT	0.84**			
Psychological Capital	HPE	0.83**	0.85	0.63	0.87
	OPM	0.75**			
	RSN	0.84**			
	SLE	0.74**			

** denotes significant at 1% level

The Confirmatory Factor Analysis (CFA) results for the constructs of positive psychology and psychological capital demonstrate strong reliability and validity, confirming that the measurement model is robust and theoretically well-grounded. All factor loadings for positive psychology (ranging from 0.71 to 0.88) and psychological capital (ranging from 0.74 to 0.84) are significant at the one percent level, reflecting strong indicator contributions to their respective latent constructs. The internal consistency reliability is well supported, with Cronbach's alpha values of 0.89 for positive psychology and 0.85 for psychological capital, exceeding the recommended benchmark of 0.70. Convergent validity is also established through Average Variance Extracted (AVE) values of 0.67 and 0.63 respectively, both surpassing the minimum criterion of 0.50, showing that each construct explains a substantial proportion of variance in its indicators. Furthermore, the composite reliability scores of 0.91 for

positive psychology and 0.87 for psychological capital exceed the suggested threshold of 0.70, confirming high construct stability and internal coherence. Collectively, these results indicate that the CFA model exhibits excellent psychometric properties, supporting its suitability for further structural analysis.

Table 7.12

Discriminant validity between positive psychology and psychological capital

Constructs	Positive psychology	Psychological capital
Positive psychology	(0.82)	
Psychological capital	0.76	(0.79)

The discriminant validity between positive psychology and psychological capital is supported by the Fornell–Larcker criterion, demonstrating that each construct is empirically distinct despite their theoretical relatedness. The square root of the Average Variance Extracted (AVE) for positive psychology (0.82) and psychological capital (0.79) is greater than their inter-construct correlation (0.76), indicating that each construct shares more variance with its own indicators than with one another. This satisfies the classical requirement proposed by Fornell and Larcker (1981), confirming that the two constructs are not redundant and maintain conceptual independence within the measurement model. The results therefore establish that positive psychology and psychological capital are sufficiently distinct to be examined as separate constructs in subsequent structural analyses.

Table 7.13

HTMT ratio for measuring overall discriminant validity among the constructs

Factors	PSE	EGT	RLP	MNG	AMT	HPE	OPM	RSN	SLE	WLB	JBP	JBS
PSE												
EGT	0.74											
RLP	0.65	0.79										
MNG	0.59	0.62	0.62									
AMT	0.61	0.61	0.59	0.49								
HPE	0.72	0.74	0.54	0.55	0.81							
OPM	0.68	0.80	0.71	0.74	0.61	0.65						
RSN	0.70	0.69	0.72	0.67	0.54	0.58	0.80					
SLE	0.68	0.59	0.65	0.64	0.75	0.72	0.64	0.74				
WLB	0.66	0.51	0.63	0.72	0.64	0.63	0.74	0.49	0.71			
JBP	0.62	0.64	0.81	0.62	0.62	0.58	0.70	0.58	0.52	0.52		
JBS	0.72	0.63	0.64	0.70	0.63	0.59	0.63	0.49	0.74	0.49	0.63	

The Heterotrait–Monotrait ratio (HTMT), recommended by Henseler, Ringle, and Sarstedt (2015) as a more stringent and reliable criterion for establishing discriminant validity in Structural Equation Modeling, shows that all construct pairs in the present model exhibit HTMT values ranging approximately from 0.49 to 0.81, remaining well below the conservative threshold of 0.85 and far below the liberal threshold of 0.90 suggested for conceptually distinct constructs. This indicates that each latent variable such as PSE, EGT, RLP, MNG, AMT, HPE, OPM, RSN, SLE, WLB, JBP, and JBS is empirically distinct and shares more variance with its own indicators than with the indicators of other constructs, thereby supporting overall discriminant validity across the model.

In line with the guidelines provided by Hair et al. (2021), none of the HTMT values approach levels that would signal multicollinearity or conceptual overlap, and the pattern of results suggests that while some constructs (e.g., OPM–EGT = 0.80; AMT–HPE = 0.81; RLP–JBP = 0.81) show theoretically expected conceptual closeness, they still fall within acceptable limits, reinforcing the robustness, separateness, and theoretical soundness of the measurement model. Thus, the HTMT assessment confirms strong discriminant validity and indicates that the constructs can be confidently used for further structural analysis.

Section C

7.5 A Structural Equation Modeling Framework for College Teachers in Higher Educational Institutions in Kerala

Structural Equation Modeling (SEM) and Its Role in the Study

Structural Equation Modeling (SEM) is a comprehensive statistical technique that combines factor analysis and multiple regression modeling to examine complex relationships among observed and latent variables. It is particularly useful for testing causal relationships between constructs and evaluating mediation effects, making it ideal for analyzing the impact of positive psychology on work-related outcomes. SEM consists of two key components: the measurement model, which assesses the validity and reliability of constructs, and the structural model,

which examines the direct and indirect relationship between variables. By employing Covariance-Based SEM (CB-SEM) using IBM SPSS AMOS 22, this study ensures a rigorous analytical framework that validates the theoretical model and identifies significant pathways influencing job satisfaction and psychological capital among college teachers in Kerala.

In the context of this study, SEM is applied to investigate how positive psychology influences work-related outcomes, with psychological capital and job satisfaction acting as mediating variables. The direct effects of positive psychology on job satisfaction, psychological capital, and work performance are tested first, followed by an examination of indirect effects through the mediators. The mediating role of psychological capital is analysed to determine whether it enhances the relationship between positive psychology and job satisfaction, while job satisfaction is assessed for its role in strengthening the link between psychological capital and job performance. This methodological approach allows for a nuanced understanding of how fostering positive psychological resources contributes to better occupational experiences and overall performance in the academic sector. The findings from SEM provide empirical support for developing interventions and policies aimed at enhancing the well-being and effectiveness of college teachers in Kerala.

Table 7.14

Summary of Hypotheses that need to be tested for Model Building

Hypotheses No.	Hypotheses of Model Building (Summary)
SM.H1	Positive psychology has a positive effect on job satisfaction
SM.H2	Psychological capital has a positive effect on job satisfaction
SM.H3	Positive psychology has a positive effect on job performance
SM.H4	Psychological capital has a positive effect on job performance
SM.H5	Job satisfaction has a positive effect on job performance
SM.H6	Positive psychology has a positive effect on psychological capital
MH.H7	psychological capital mediates in the relationship between positive psychology and job satisfaction
MH.H8	psychological capital mediates in the relationship between positive psychology and job performance
MH.H9	Job satisfaction mediates in the relationship between psychological capital and job performance

SM.H1 to SM.H6 indicates Structural Model Hypotheses; MH.H7 to MH.H9 denotes mediation hypothesis

Figure 7.5

Tested Structural Equation Model (SEM) for College Teachers in Kerala that Explores the Effect of Positive Psychology on Work-related Outcomes with Psychological Capital and Job Satisfaction as Mediators

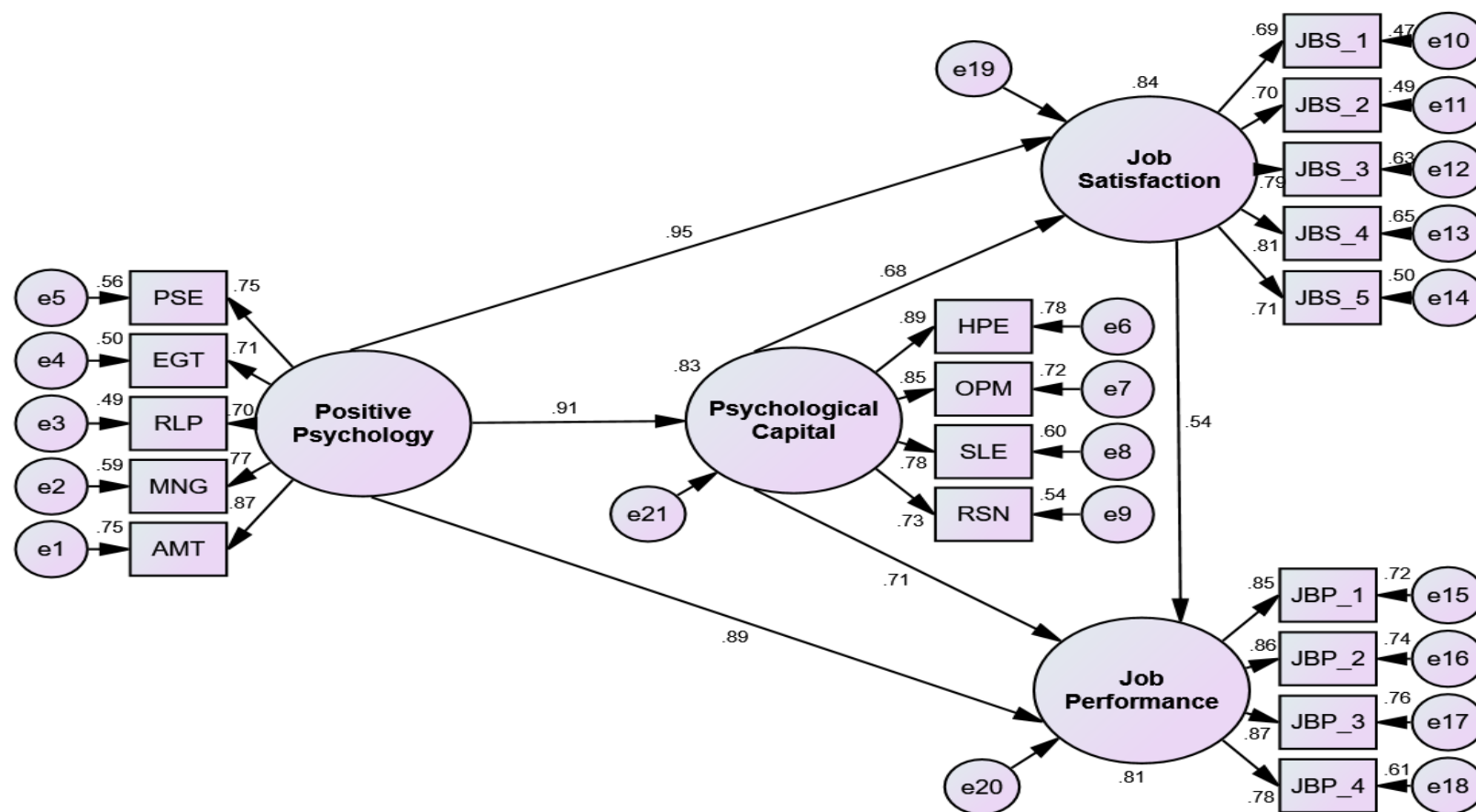


Table 7.15

Model Fit Indices for Structural Equation Model for College Teachers in Kerala that Explores the Effect of Positive Psychology on Work Related Outcomes with Psychological Capital and Job Satisfaction as Mediators

MODEL	CMIN/DF	P-VALUE	GFI	AGFI	CFI	RMSEA
Study model	4.82	0.000	0.918	0.906	0.951	0.071
Recommended value	Acceptable fit [1-5]	Greater than 0.05	Greater than 0.9	Greater than 0.9	Greater than 0.9	Less than 0.08

The model fit indices for the structural equation model examining the effect of positive psychology on work-related outcomes among college teachers in Kerala, with psychological capital and job satisfaction as mediators, indicate an acceptable fit. The chi-square divided by degrees of freedom (CMIN/DF) is 4.82, falling within the acceptable range of 1 to 5. The p-value is 0.000, suggesting statistical significance. Goodness-of-fit indices (GFI=0.918) and adjusted goodness-of-fit index (AGFI=0.906) exceed the recommended threshold of 0.9, indicating a satisfactory model fit. The comparative fit index (CFI=0.951) is also above the recommended value of 0.9, further supporting a good model fit. The root mean square error of approximation (RMSEA) is 0.071, which is within the acceptable limit of less than 0.08, suggesting a reasonable approximation of model fit to the data. Overall, the indices confirm that the model adequately represents the relationships among the studied variables.

Table 7.16

Values of Path Analysis and R² for the SEM for College Teachers in Kerala that Explores the Effect of Positive Psychology on Work-Related Outcomes with Psychological Capital and Job Satisfaction as Mediators

Constructs path index			Standardized co-efficient (Beta)	R ² Value	Critical Ratio	P value
Positive Psychology	→ (+)	Job satisfaction	0.95		19.54	<0.001**
Psychological capital	→ (+)	Job satisfaction	0.68	0.84	11.97	<0.001**
Positive Psychology	→ (+)	Job performance	0.89		17.52	<0.001**
Psychological capital	→ (+)	Job performance	0.71	0.81	13.17	<0.001**
Job satisfaction	→ (+)	Job performance	0.54		9.53	<0.001**
Positive psychology	→ (+)	Psychological capital	0.91	0.83	18.64	<0.001**

Source: Primary data

*Note: 1. ** denotes significant at 1% level*

*2. * denotes significant at 5% level*

3. ^{NS} denotes non – significant

7.6 Results of Hypotheses Testing

1. Positive Psychology → Job Satisfaction ($\beta = 0.95$, $p < 0.001$)

The strong positive relationship indicates that an increase in positive psychology leads to a substantial improvement in job satisfaction among college teachers. This suggests that when teachers cultivate optimism, resilience, and engagement, they experience greater fulfilment in their professional roles. Given the demanding nature of academic work in Kerala, focusing on positive psychological interventions can enhance job satisfaction.

2. Psychological Capital → Job Satisfaction ($\beta = 0.68$, $p < 0.001$)

Psychological capital, which includes self-efficacy, hope, optimism, and resilience, significantly boosts job satisfaction. Teachers with higher psychological capital

are more likely to be satisfied in their work. This is particularly relevant in Kerala, where college teachers often face institutional challenges, changing curriculum demands, and student engagement issues. Strengthening psychological capital can help teachers adapt better, remain committed, and sustain their enthusiasm for teaching.

3. Positive Psychology → Job Performance ($\beta = 0.89, p < 0.001$)

A strong direct relationship suggests that positive psychology enhances job performance, meaning teachers who possess higher levels of positive psychology likely to be more effective in their performance as teachers. In Kerala, where teachers deal with academic workloads, student expectations, and administrative responsibilities, positive psychology can play a crucial role in maintaining high levels of productivity and engagement.

4. Psychological Capital → Job Performance ($\beta = 0.71, p < 0.001$)

The significant positive impact of psychological capital on job performance implies that teachers with greater resilience, hope, and confidence perform better in their professional duties. In the context of the higher education system in Kerala, where teachers often handle diverse student populations and evolving academic challenges, enhancing psychological capital can lead to better overall job efficiency.

5. Job Satisfaction → Job Performance ($\beta = 0.54, p < 0.001$)

A positive association between job satisfaction and job performance among teachers means that those who feel more satisfaction and fulfilled in their roles tend to perform better in their teaching responsibilities. This relationship suggests that factors such as fair compensation, a supportive work environment, recognition, and professional growth opportunities contribute to both motivation and effectiveness in the classroom. Satisfied teachers are more engaged, innovative, and committed, leading to better student interactions, improved classroom management, and enhanced educational outcomes. This dynamic underscores the importance of fostering a positive work environment to enhance teacher performance and student learning experiences.

6. Positive Psychology → Psychological Capital ($\beta = 0.91, p < 0.001$)

This strong association suggests that positive psychological traits contribute significantly to the development of psychological capital. When teachers embrace positivity, they build greater self-confidence, adaptability, and emotional strength. In the academic environment, where teachers often deal with external pressures such as accreditation requirements, student evaluations, and administrative expectations, cultivating positive psychology can directly enhance their psychological capital, making them more capable of handling professional demands.

Mediation Analysis and Its Relevance

Mediating Testing in the Model – Path I, II & III

Table 7.17

Psychological Capital and Job Satisfaction Mediate in the Relationship between Positive Psychology and Factors of Work-Related Outcomes (Direct and Mediation Effect Paths) using Bootstrapping Procedure

Independent Construct	Mediation Construct	Dependent Construct	Direct effect	Indirect effect (mediation effect)	Result
Positive psychology	Psychological capital	Job Satisfaction	0.95**	0.62**	Partial mediation
Positive psychology	Psychological capital	Job Performance	0.89**	0.65**	Partial mediation
Psychological capital	Job satisfaction	Job Performance	0.71**	0.37**	Partial mediation

Source: Primary data

Note: 1. ** denotes significant at 1% level

2. * denotes significant at 5% level

3. ^{NS} denotes non – significant

The symbol "***" is used to indicate a significant level of 1%. The values of the indirect effect are calculated through the bootstrapping method using 5,000 bootstrap samples.

The mediation analysis using the bootstrapping procedure with 5,000 samples confirms that psychological capital and job satisfaction partially mediate the relationship between positive psychology and work-related outcomes among college teachers in Kerala.

Statistical Interpretation:

- **Path I: Positive Psychology → Psychological Capital → (Via) Job Satisfaction**
 - The direct effect of positive psychology on job satisfaction is 0.95 ($p < 0.001$).
 - The indirect effect (mediation effect) through psychological capital is 0.62 ($p < 0.001$).
 - Inference: Psychological capital partially mediates the relationship, indicating that positive psychology directly enhances job satisfaction, but a portion of this effect is transmitted through psychological capital.

- **Path II: Positive Psychology → Psychological Capital → (via) Job Performance**
 - The direct effect of positive psychology on job performance is 0.89 ($p < 0.001$).
 - The indirect effect via psychological capital is 0.65 ($p < 0.001$).
 - Inference: Positive psychology significantly improves job performance, and psychological capital partially mediates this effect, suggesting that teachers with higher positive psychological attributes tend to develop psychological capital (resilience, self-efficacy), which further enhance their job performance.

- **Path III: Psychological Capital → Job Satisfaction → (via) Job Performance**
 - The direct effect of psychological capital on job performance is 0.71 ($p < 0.001$).
 - The indirect effect via job satisfaction is 0.37 ($p < 0.001$).
 - Inference: Psychological capital plays a crucial role in improving job performance, but part of this impact is mediated through job satisfaction. This implies that teachers who develop strong psychological capital experience increase job satisfaction, which in turn enhances their work performance.

7. Psychological Capital Mediates the Relationship Between Positive Psychology and Job Satisfaction

Since both positive psychology and psychological capital significantly impact job satisfaction, the mediation effect suggests that psychological capital acts as a crucial bridge in this relationship. This means that positive psychology helps in developing hope, resilience, self-confidence, and optimism, which in turn lead to higher job satisfaction. For college teachers in Kerala, professional development programs focusing on psychological capital can indirectly enhance job satisfaction.

8. Psychological Capital Mediates the Relationship Between Positive Psychology and Job Performance

The finding that positive psychology enhances job performance indirectly through psychological capital. Psychological capital (PsyCap) consists of four key components: self-efficacy (confidence in one's abilities), optimism (expectation of positive outcomes), hope (goal-directed energy and pathways to achieve goals), and resilience (ability to bounce back from adversity). When teachers, develop strong psychological capital, they become more engaged, proactive, and adaptable, which positively influences their performance. This means that organizations and educational institutions can enhance job performance not just through skill development and resources but also by fostering a psychologically supportive environment that nurtures well-being, motivation, and resilience. Encouraging positive psychology practices such as gratitude, mindfulness, and strengths-based development can therefore serve as a strategic tool to boost both individual and organizational success.

9. Job Satisfaction Mediates the Relationship Between Psychological Capital and Job Performance

The mediation effect highlights that psychological capital enhances job performance not just directly but also through improved job satisfaction. This suggests that teachers who develop hope, resilience, optimism, and self-

efficacy tend to feel more satisfied, which further translates into better performance. In Kerala, higher education institutions can leverage this finding by fostering job satisfaction through recognition programs, professional development opportunities, and flexible work policies to maximize overall job performance.

7.7 Relevance of Mediation Effects among College Teachers in Kerala

The findings suggest that psychological capital and job satisfaction act as essential mediators in explaining how positive psychology influences job performance among college teachers. Given the high demands of the academic profession in Kerala, fostering positive psychological attributes can help teachers build resilience, confidence, and motivation, leading to higher job satisfaction and better performance.

- ***Psychological capital as a mediator:*** Strengthening hope, self-efficacy, resilience, and optimism can enhance teachers' motivation and ability to handle professional challenges, contributing to both higher job satisfaction and improved work performance.
- ***Job Satisfaction as a mediator:*** A satisfied teacher is more likely to be engaged, motivated, and effective in teaching, indicating that job satisfaction should be a key focus area for institutional policies and faculty development programs.

These findings reinforce the need for higher education institutions in Kerala to invest in psychological well-being programs, leadership training, and faculty engagement initiatives to enhance positive psychology, job satisfaction and psychological capital.

7.8 Commentary on Partial Mediation

Since all mediation paths exhibit partial mediation, this means that psychological capital and job satisfaction do not completely explain the relationship between positive psychology and job performance. There are still significant direct effects of positive psychology on both job satisfaction and performance.

- **Implication:** While positive psychology directly enhances work-related outcomes, strengthening psychological capital and improving job satisfaction further amplifies these effects.
- **Actionable Insight:** Institutions should implement policies that promote psychological well-being, self-efficacy training, and faculty engagement initiatives to maximize both direct and mediated effects, leading to sustainable improvements in faculty performance.

7.9 Relevance of these Findings among College Teachers in Kerala

The path analysis confirms that positive psychology, psychological capital, and job satisfaction are critical determinants of job performance among college teachers in Kerala. The direct and indirect relationships highlight the importance of fostering a psychologically supportive work environment. Given the academic pressures, policy changes, and institutional expectations in higher educational institutions in Kerala, implementing structured interventions that enhance positive psychology and psychological capital can significantly improve teacher well-being, job satisfaction, and performance.

Educational policymakers and institutional leaders in Kerala should consider integrating well-being programs, resilience training, and work-life balance initiatives to enhance positive psychological traits among faculty members. By doing so, they can create a more motivated, productive, and satisfied teaching workforce, ultimately improving student learning outcomes and institutional success.

7.10 Explanations of R Square Values

The R^2 values for the three dependent constructs- Job Satisfaction ($R^2 = 0.84$), Job Performance ($R^2 = 0.81$), and Psychological Capital ($R^2 = 0.83$) indicate the proportion of variance explained by their respective predictors, demonstrating a strong predictive capability of the structural model. Job Satisfaction (84%) is primarily influenced by Positive Psychology ($\beta = 0.95$) and Psychological Capital ($\beta = 0.68$), signifying that teachers with higher optimism, resilience, and self-efficacy experience greater work satisfaction. Job Performance (81%) is significantly shaped

by Positive Psychology ($\beta = 0.89$), Psychological Capital ($\beta = 0.71$), and Job Satisfaction ($\beta = 0.54$), indicating that a supportive psychological environment and personal strengths directly contribute to teachers' work performance. Psychological Capital (83%) is strongly driven by Positive Psychology ($\beta = 0.91$), confirming that educators with positive mindsets develop higher hope, resilience, confidence, and motivation. In the context of college teachers in Kerala, these findings highlight the critical role of psychological well-being and job satisfaction in enhancing teaching performance. Given the dynamic and demanding nature of academic roles in higher education sector in Kerala, institutions should focus on well-being programs, emotional intelligence training, and faculty engagement initiatives to maximize teacher satisfaction, performance, and psychological capital.

Table 7.18

Results Summary of Hypotheses Tested for Model Building

Hypotheses No.	Hypotheses of model building (summary)	Results
SM.H1	Positive psychology has a positive effect on job satisfaction	Supported
SM.H2	Psychological capital has a positive effect on job satisfaction	Supported
SM.H3	Positive psychology has a positive effect on job performance	Supported
SM.H4	Psychological capital has a positive effect on job performance	Supported
SM.H5	Job satisfaction has a positive effect on job performance	Supported
SM.H6	Positive psychology has a positive effect on psychological capital	Supported
MH.H7	psychological capital mediates in the relationship between positive psychology and job satisfaction	Partial mediation
MH.H8	psychological capital mediates in the relationship between positive psychology and job performance	Partial mediation
MH.H9	Job satisfaction mediates in the relationship between psychological capital and job performance	Partial mediation

7.11 Conclusion

The findings of this chapter provide strong empirical evidence that positive psychology, psychological capital, and job satisfaction significantly influence job performance among college teachers in Kerala. The results indicate that positive psychology directly enhances job satisfaction and psychological capital, which in turn contribute to higher job performance. The mediation effects confirm that psychological capital plays a crucial role in bridging the relationship between positive psychology and job satisfaction, while job satisfaction further strengthens the link between psychological capital and job performance. These insights highlight the importance of fostering an emotionally supportive work environment, implementing faculty well-being programs, and enhancing psychological resources to improve occupational outcomes in higher education. The model fit indices and confirmatory factor analysis (CFA) results validate the structural equation model (SEM), demonstrating strong reliability, construct validity, and discriminant validity in measuring the key constructs.

The implications of these findings are significant for policymakers, educational administrators, and faculty development programs in Kerala's higher education sector. Given the increasing academic demands, student diversity, and institutional expectations, integrating psychological capital-building initiatives, stress management interventions, and motivation-enhancing strategies can contribute to long-term job satisfaction and performance sustainability. Institutions should focus on faculty engagement, recognition systems, and work-life balance policies to enhance teachers' well-being, commitment, and overall teaching effectiveness. By adopting evidence-based interventions that promote positive psychology and psychological capital, colleges and universities in Kerala can create a thriving academic environment that supports both educators' professional growth and student learning outcomes.

Chapter 8

EXTRACTING THE MODERATING EFFECT OF WORK-LIFE BALANCE ON THE EFFECT OF POSITIVE PSYCHOLOGY ON JOB SATISFACTION AND JOB PERFORMANCE

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8.1 Introduction

Job satisfaction and job performance among college teachers are critical determinants of educational quality and institutional success. In the context of Kerala, where teaching demands high levels of commitment and adaptability, understanding the factors influencing these outcomes is essential. Positive psychology, which focuses on fostering individual strengths and well-being, has proven effective in enhancing workplace satisfaction and performance. However, its impact is not consistent across all individuals and is influenced by variables like work-life balance. This chapter examines the interaction effects of positive psychology and work-life balance on job satisfaction and job performance among college teachers in Kerala. By exploring the moderating role of work-life balance, the study offers valuable insights into how these factors jointly affect job satisfaction and performance, providing actionable recommendations to improve teacher outcomes and institutional effectiveness.

8.2 Objective Covered in The Chapter

Objective 5: To extract the moderating effect of work-life balance on the effect of positive psychology on job satisfaction and job performance

8.3 Moderation Analysis in the Model

Moderation analysis is a statistical technique used to examine whether the relationship between an independent variable (IV) and a dependent variable (DV) changes based on the levels of a third variable, called the moderator. In this context, positive psychology serves as the IV, job satisfaction and job performance are the DVs, and work-life balance is the moderator. The key idea is to investigate whether the influence of positive psychology on job outcomes (satisfaction and performance) is stronger, weaker, or remains unchanged depending on an individual's level of work-life balance. The interaction term, which is the product of the IV and the moderator, is included in the model to test whether the moderator significantly affects the strength or direction of the IV-DV relationship.

To analyze the moderating role of work-life balance, SEM approach can be used. The first step is to examine the direct effect of positive psychology on job satisfaction and performance. Next, the interaction term (Positive Psychology \times Work-Life Balance) is added to assess the moderation effect. A significant interaction term indicates that work-life balance influences how positive psychology impacts job outcomes. For instance, employees with better work-life balance may derive greater benefits from positive psychology, leading to higher job satisfaction and performance. This analysis will help in understanding how fostering work-life balance can amplify or mitigate the impact of positive psychology interventions in organizational settings.

8.4 Hypotheses Formulation

SM.H 6.1: Positive psychology has a positive effect on job satisfaction.

This hypothesis is grounded in the broaden-and-build theory of positive emotions (Frederickson, 2001), which posits that positive emotions widen an individual's momentary thought-action repertoire, enabling them to build enduring personal resources, such as job satisfaction. Empirical studies have demonstrated that positive psychological interventions enhance well-being and job satisfaction by fostering optimism, resilience, and positive affect (Seligman et al., 2005; Luthans et al., 2007).

SM.H 6.2: Positive psychology has a positive effect on job performance.

The conservation of resources (COR) theory (Hobfoll, 1989) suggests that individuals with greater positive psychological resources, such as hope, resilience, and self-efficacy, are better equipped to meet job demands, leading to improved performance. Empirical evidence supports the idea that positive psychology significantly boosts job performance through enhanced engagement, motivation, and emotional well-being (Avey et al., 2010; Lyubomirsky et al., 2005).

SM.H 6.3: Work-life balance has a positive effect on job satisfaction.

Based on role balance theory (Marks & MacDermid, 1996), achieving a balance between work and personal life roles reduces stress and enhances satisfaction across domains. Studies confirm that employees with better work-life balance report higher levels of job satisfaction due to reduced role conflict and greater psychological well-being (Greenhaus & Powell, 2006; Haar et al., 2014).

SM.H 6.4: Work-life balance has a positive effect on job performance.

The effort-recovery model (Meijman & Mulder, 1998) posits that work-life balance facilitates recovery from work demands, thereby improving cognitive and emotional resources for job performance. Research has shown that employees with work-life balance are more productive, motivated, and less prone to burnout, contributing positively to job performance (Allen et al., 2013; Beauregard & Henry, 2009).

MO.H 6.1 Work-life balance moderates the strength of the relationship between positive psychology and job satisfaction.

The job demands-resources (JD-R) model (Demerouti et al., 2001) suggests that work-life balance, as a personal resource, enhances the beneficial effects of positive psychology on job satisfaction by mitigating job demands and fostering resource gain. Empirical evidence indicates that work-life balance strengthens the relationship between psychological resources and well-being outcomes, such as job satisfaction (Brough et al., 2014; Haar et al., 2014).

MO.H 6.2: Work-life balance moderates the strength of the relationship between positive psychology and job performance.

Grounded in the COR theory (Hobfoll, 1989), work-life balance acts as a contextual factor that amplifies the impact of positive psychological traits on job performance by preserving energy and reducing stress. Studies show that employees with better work-life balance experience a

stronger link between positive emotions and enhanced performance outcomes (Michel et al., 2011; Wayne et al., 2017).

Table 8.1

Summary of Hypotheses

Hypotheses No.	Hypotheses statements for moderation analysis
SM.H 6.1	Positive psychology has a positive effect on job satisfaction
SM.H 6.2	Positive psychology has a positive effect on job performance
SM.H 6.3	Work life balance has a positive effect on job satisfaction
SM.H 6.4	Work life balance has a positive effect on job performance
MO.H 6.1	Work life balance has a moderating effect on the strength of the relationship between positive psychology and job satisfaction
MO.H 6.2	Work life balance has a moderating effect on the strength of the relationship between positive psychology and job performance

Moderation Analysis on College Teachers in Kerala

Figure 8.1

Unstandardized regression Coefficients-based interaction Moderation Model

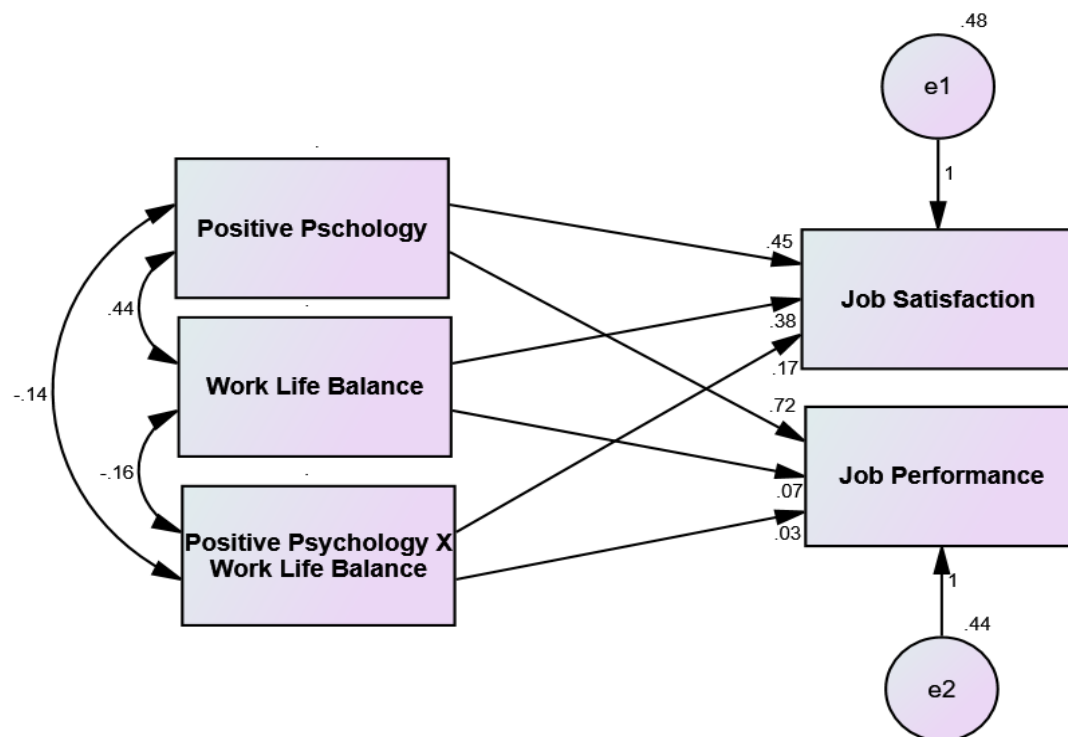


Table 8.2

Model Fit Indices for Analyzing the Impact of Independent Variable X on Dependent Variable Y With the Influence of Moderating Variable W.

ATTRIBUTES	CMIN/DF	P-VALUE	GFI	AGFI	CFI	RMSEA
Study model	3.278	0.000	0.983	0.971	0.992	0.031
Recommended value	Acceptable fit [1-5]	Greater than 0.05	Greater than 0.9	Greater than 0.9	Greater than 0.9	Less than 0.08

The model fit indices demonstrate that the study model achieves an acceptable fit. The CMIN/DF value of 3.278 falls within the acceptable range of 1-5, indicating a reasonable model fit. The p-value of 0.000 suggests statistical significance, although it should be interpreted cautiously in large samples. The goodness-of-fit indices (GFI = 0.983, AGFI = 0.971, and CFI = 0.992) are all above the recommended threshold of 0.9, reflecting strong

Model fit. Additionally, the RMSEA value of 0.031 is well below the acceptable limit of 0.08, signifying a very good fit. Overall, these indices collectively indicate that the model is well-specified and adequately captures the relationships among the variables, including the moderating effect of work-life balance.

Table 8.3

Summary of Estimates of the Direct Effect in the Moderation Model

Construct	Path	Construct	Estimate	S.E	C.R	P -value	Results of hypotheses testing
Positive Psychology	→	Job Satisfaction	0.45	0.038	11.84	<0.001**	Supported
Positive Psychology	→	Job Performance	0.72	0.039	18.46	<0.001**	Supported
Work Life Balance	→	Job Satisfaction	0.38	0.048	7.92	<0.001**	Supported
Work Life Balance	→	Job Performance	0.07	0.040	1.75	0.081 ^{NS}	Not Supported

** denotes 1% significance level; NS denotes Not Significant

8.5 Statistical Interpretations

The results indicate that positive psychology has a significant positive effect on both job satisfaction (Estimate = 0.45, C.R = 11.84, $p < 0.001$) and job performance (Estimate = 0.72, C.R = 18.46, $p < 0.001$), showing robust statistical significance at the 1% level. Similarly, work-life balance significantly influences job satisfaction (Estimate = 0.38, C.R = 7.92, $p < 0.001$), indicating that employees with balanced work and personal lives experience higher satisfaction. However, the direct effect of work-life balance on job performance (Estimate = 0.07, C.R = 1.75, $p > 0.05$) is not supported, suggesting no meaningful relationship. These results highlight the different pathways through which positive psychology and work-life balance contribute to job-related outcomes.

8.6 Inference of Interpretations

The findings suggest that positive psychology is a critical factor for enhancing both job satisfaction and performance, as it equips employees with the psychological resilience and optimism needed to excel in their roles. On the other hand, work-life balance plays a vital role in improving job satisfaction but does not directly impact job performance. This discrepancy may arise because while work-life balance reduces stress and fosters well-being, it may not directly translate into productivity or performance outcomes. Thus, while positive psychology influences both emotional and behavioural aspects of work, work-life balance predominantly affects emotional well-being.

Table 8.4

Summary of Moderation Effect

Construct names			Unstandardized Regression Coefficients		
Independent construct	Moderator	Dependent construct	Independent construct	Moderator	Interaction
Positive Psychology	Work Life Balance	Job Satisfaction	0.45**	0.38**	0.17**
Positive Psychology	Work Life Balance	Job Performance	0.72**	0.07 ^{NS}	0.03 ^{NS}

** denotes 1% significance level; NS denotes Not Significant

The results indicate that work-life balance significantly moderates the relationship between positive psychology and job satisfaction but does not moderate the relationship between positive psychology and job performance. Specifically, the interaction effect between positive psychology and work-life balance on job satisfaction is significant (0.17, $p < 0.01$), showing that employees with higher levels of positive psychology and a balanced work-life experience greater satisfaction. In contrast, the interaction term for job performance is non-significant (0.03, NS), indicating that work-life balance does not alter the strength of the relationship between positive psychology and job performance. This suggests that while emotional well-being derived from work-life harmony impacts satisfaction, it does not directly influence task-based outcomes like performance.

The findings suggest a nuanced dynamic where job satisfaction benefits from both direct and interactive effects of positive psychology and work-life balance, emphasizing the importance of emotional support and balance in fostering workplace satisfaction. However, job performance relies primarily on intrinsic factors linked to positive psychology, with work-life balance playing a limited role. This distinction highlights that while employees' emotional well-being and balanced personal lives can enhance their satisfaction levels, performance metrics are more likely driven by other factors, that's may be skills, motivation, and other job-specific factors which are not studied in this research work.

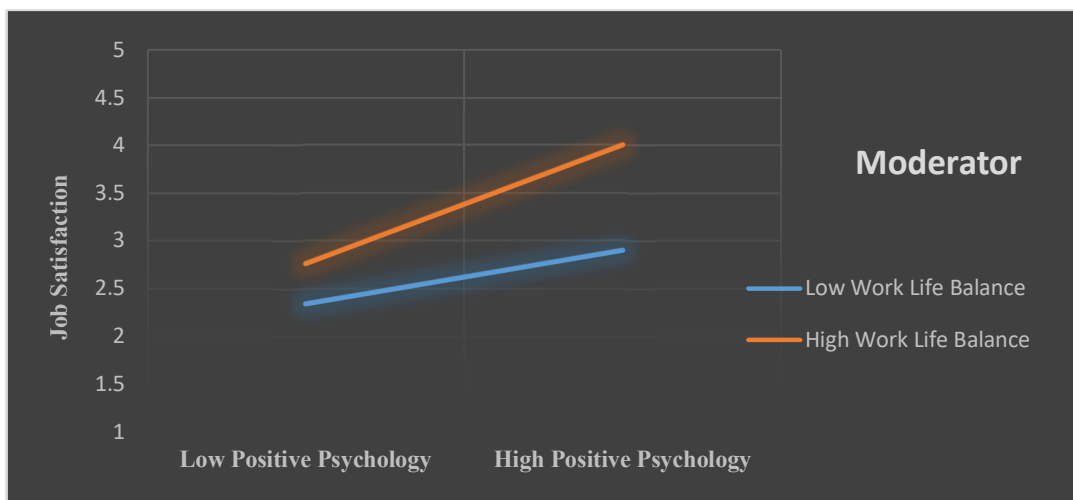
Organizations should emphasize work-life balance as a strategy to boost job satisfaction. Initiatives such as flexible working hours, employee wellness programs, and family-friendly policies can enhance the overall emotional well-being of employees. To improve job performance, however, organizations should focus on cultivating positive psychological traits such as resilience, optimism, and self-efficacy through training and development programs.

The significant moderation of work-life balance on job satisfaction may be attributed to its role in reducing stress and promoting emotional stability, which directly impacts employees' perception of satisfaction. However, the non-significant moderation effect on job performance suggests that performance is driven by a

different set of determinants, such as technical competencies, job design, and organizational expectations. Work-life balance, while crucial for emotional health, may not directly translate into higher productivity or efficiency in task execution. Future studies could explore mediating variables like motivation or engagement to better understand this disparity.

Figure 8.2

Simple Slope Test of Two-Way Interaction Effect for Unstandardized Variable for Moderation Effect



▪ **Interaction of Positive Psychology and Work Life Balance to Predict Job Satisfaction**

The figure depicts a moderation effect, as evidenced by the non-parallel lines representing the interaction between positive psychology and work-life balance in predicting job satisfaction among college teachers in Kerala. The non-parallel lines suggest that the strength and direction of the relationship between positive psychology and job satisfaction depend on the level of work-life balance. Specifically, the slope of the lines changes with variations in work-life balance, indicating that this variable plays a key moderating role.

When work-life balance is high, the positive relationship between positive psychology and job satisfaction appears stronger. College teachers in Kerala who experience a better balance between work and personal life seem to benefit more from positive psychology interventions, as their job satisfaction increases significantly.

Conversely, for those with a low work-life balance, the relationship may weaken, or the effect of positive psychology may diminish, highlighting that poor work-life balance can hinder the impact of positive psychology efforts.

These findings underline the importance of tailoring workplace initiatives to account for variations in work-life balance. Colleges in Kerala aiming to improve job satisfaction among teachers through positive psychology interventions should prioritize fostering a supportive environment that enhances work-life balance. This dual approach ensures that all teachers, particularly those with lower work-life balance, can experience the benefits of positive psychology, ultimately leading to a more satisfied and engaged faculty.

Table 8.5

Summary of Hypotheses Testing

Hypotheses No.	Hypotheses Statements for Moderation Analysis	Result
SM.H 6.1	Positive psychology has a positive effect on job satisfaction	<i>Supported</i>
SM.H 6.2	Positive psychology has a positive effect on job performance	<i>Supported</i>
SM.H 6.3	Work-life balance has a positive effect on job satisfaction	<i>Supported</i>
SM.H 6.4	Work-life balance has a positive effect on job performance	<i>Not Supported</i>
MO.H 6.1	Work-life balance has a moderating effect on the strength of the relationship between positive psychology and job satisfaction	<i>Supported</i>
MO.H.6.2	Work-life balance has a moderating effect on the strength of the relationship between positive psychology and job performance	<i>Not Supported</i>

8.7 Conclusion

The findings of this study highlight the critical role of work-life balance in moderating the relationship between positive psychology and job satisfaction but not job performance among college teachers in Kerala. Teachers with a healthier work-life balance benefit more from positive psychology in terms of job satisfaction.

However, the lack of moderation in the relationship between positive psychology and job performance indicates that performance is influenced by a broader range of factors, it may include organizational expectations, resource availability, and professional expertise. This distinction underscores the importance of addressing work-life balance to improve job satisfaction, while interventions aimed at enhancing performance may need to focus on other institutional and professional elements. By implementing these tailored strategies, colleges in Kerala can cultivate a teaching workforce that is both satisfied and high-performing, leading to better educational outcomes and institutional effectiveness.

Chapter 9

FINDINGS AND CONCLUSIONS

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9.1 Introduction

This Chapter constitutes the major findings of the study, implications based on the findings, and final concluding remarks of the study. Findings are presented based on the objectives of the study.

Objective 1

9.2 To Investigate the Positive Psychology among College Teachers in Kerala

The investigation of positive psychology among college teachers in Kerala shows the following findings-

The one-sample t-test results indicate that college teachers in Kerala exhibit significantly strong positive psychological attributes, as all five factors of positive psychology such as Positive Emotions (4.22), Engagement (4.09), Relationships (4.10), Meaning (4.27), and Accomplishment (4.15), shows significantly higher mean scores than the assumed test value (3). The null hypothesis is rejected, confirming a significant difference between the assumed and observed means, which means that college teachers in Kerala seem to have a high level of positivity and well-being in their professional lives. "Meaning" ranks the highest among the positive psychology factors, suggesting that teachers derive the greatest fulfilment from their profession, followed by Positive Emotions and Accomplishment. Relationships are also valued, but Engagement ranks the lowest, indicating that some teachers may feel less involved or challenged in their work. These findings highlight the strong psychological well-being of college teachers in Kerala while pointing to potential areas for improvement in faculty engagement.

9.2.1 Analysis of Positive Psychology of College Teachers across Socio-Demographic Factors

- **Age**

The ANOVA results indicate that among college teachers in three age groups (27-40, 41-50, 51 and above), a significant difference was found only in the

positive emotions factor, that is teachers above 50 years scored the highest, followed by those aged 41-50 and 27-40. The post hoc analysis further revealed that teachers in the 41-50 age group reported significantly higher positive emotions than those in the 27-40 age group, but no significant differences were found between the other age groups. No significant differences related to age were observed for the remaining positive psychology factors, such as engagement, relationships, meaning and accomplishment.

- **Annual Income**

The ANOVA results reveal no significant differences in any positive psychology factors such as positive emotions, engagement, relationships, meaning, and accomplishment among teachers based on their annual income, as all p-values exceed the 5% threshold. This explains that income level does not play a significant role in influencing the positive psychology of college teachers.

- **Discipline of teaching**

The ANOVA results indicate that among teachers in different disciplines such as Arts, Science, Commerce and Management, a significant difference was found only in the positive emotions factor, with science teachers scoring the highest, followed by arts, and then commerce and management. The post hoc analysis further revealed that science teachers reported significantly higher positive emotions than those in commerce and management, however, no significant differences were found between arts and science or between arts and commerce and management teachers. For the remaining positive psychology factors like engagement, relationships, meaning, and accomplishment, no significant differences were observed among the disciplines, confirming that the discipline of teaching has minimal influence on overall positive psychology, except in positive emotions.

▪ **Designation**

The independent t-test results indicate significant differences in positive emotions and relationships between assistant and associate professors, with associate professors scoring higher in both factors. Specifically, associate professors reported greater positive emotions and more supportive relationships in their professional lives, while no significant differences were found in engagement, meaning, and accomplishment. This suggests that while career progression to the associate professor level may enhance emotional well-being and social connections, it does not necessarily influence engagement, meaning, or a sense of accomplishment in work.

▪ **Gender**

The independent t-test results indicate no significant differences in any factors of positive psychology between male and female teachers, as all p-values exceed the 5% threshold. While minor variations exist in mean scores, with male teachers scoring slightly higher in positive emotions and relationships and female teachers scoring slightly higher in engagement and meaning, these differences are not statistically significant. This confirms that both male and female teachers experience similar levels of positive emotions, engagement, relationships, meaning, and accomplishment in their professional lives.

▪ **Status of institution**

The independent t-test results indicate no significant differences in any positive psychology factors between teachers in aided autonomous colleges and aided colleges, confirming that both groups experience similar levels of well-being. While aided college teachers reported slightly higher positive emotions, relationships, and accomplishment, and aided autonomous college teachers felt more engaged and found greater meaning in their work; these differences were not statistically significant. This suggests that the type of institution does not play a major role in influencing the positive psychology of teachers.

- **Type of family**

The independent t-test results indicate no significant differences in any positive psychology factors between teachers from nuclear and joint families, as all p-values exceed the 5% threshold. While teachers from nuclear families reported slightly higher mean scores in positive emotions, engagement, relationships, and meaning, and both groups had the same accomplishment score, these differences were statistically insignificant. This confirms that family structure does not play a significant role in influencing the positive psychology of teachers, as both groups experience similar levels of well-being in their professional lives.

Objective 2

9.3 To Analyze the Levels of Psychological Capital and Work-Life Balance among College Teachers in Kerala

The analysis of the levels of psychological capital and work-life balance among college teachers in Kerala revealed the following findings-

The study reveals significant disparities in the psychological capital of college teachers in Kerala, particularly in hope, resilience, and optimism, while self-efficacy remains relatively uniform. Most respondents (55.7%) reported low hope levels, with only 29.2% exhibiting high hope, indicating challenges in maintaining optimism and goal-directed motivation. Similarly, optimism levels varied significantly, with 44.8% of teachers displaying low optimism, which could impact their motivation and job satisfaction. Resilience also showed substantial differences, as 27.1% of respondents reported low resilience, suggesting difficulties in coping with workplace stress. In contrast, self-efficacy did not exhibit statistically significant differences across respondents, however, a considerable proportion (35.8%) reported low self-efficacy, highlighting the need for continuous professional development, technical training, and confidence-building programs.

9.3.1 Analysis of Levels of Psychological Capital of college teachers across socio-demographic Factors

- **Gender**

The findings reveal that gender has no statistically significant association with hope, resilience, or optimism levels among college teachers in Kerala, suggesting that these psychological constructs are shaped more by personal experiences and professional environments rather than demographic factors. However, gender significantly influences self-efficacy, as male and female teachers demonstrate distinct differences in confidence and adaptability. These disparities may stem from societal norms, access to professional development opportunities, or workplace dynamics, highlighting the need for targeted interventions to bridge the gap.

- **Age**

The findings indicate a significant association between age and hope levels among college teachers in Kerala, suggesting that life stage, career experience, and professional aspirations influence teachers' sense of hope. However, no statistically significant associations were found between age and self-efficacy, resilience, or optimism, implying that these psychological constructs are shaped by factors beyond age, such as workplace culture, personal experiences, and professional support systems.

- **Type of family**

The findings indicate that there is no statistically significant relationship between family type (nuclear or joint) and the levels of hope, self-efficacy, resilience, or optimism among college teachers in Kerala. This suggests that these psychological attributes are not significantly influenced by family structure but are more likely shaped by personal traits, professional experiences, and institutional support.

- **Annual Income**

The findings indicate that there is no statistically significant relationship between annual income and the levels of hope, self-efficacy, resilience, or optimism among college teachers in Kerala. This suggests that financial earnings do not play a

decisive role in shaping these psychological attributes, which are more likely influenced by intrinsic motivation, institutional support, and professional experiences. Teachers across different income brackets exhibit similar levels of hope, confidence, resilience, and optimism, emphasizing the importance of non-monetary factors such as workplace culture, career satisfaction, and emotional well-being in shaping their professional outlook.

- **Designation**

The findings indicate that there is no statistically significant relationship between the designation of college teachers and their levels of hope, self-efficacy, resilience, or optimism in Kerala. This suggests that professional titles, such as assistant professor or associate professor do not inherently shape these psychological attributes, which are instead influenced by personal traits, professional experiences, and institutional support.

- **Discipline of teaching**

The findings indicate that there is no statistically significant relationship between the discipline of teaching and the levels of hope, self-efficacy, resilience, or optimism among college teachers in Kerala. This suggests that these psychological traits are not influenced by the subject taught but are instead shaped by broader factors such as personal experiences, institutional support, and professional development opportunities.

- **Status of institution**

The findings indicate that there is no statistically significant association between the institutional status (aided autonomous college or aided college) and the levels of hope, self-efficacy, resilience, or optimism among college teachers in Kerala. This suggests that psychological attributes such as motivation, confidence, adaptability, and positive outlook are not influenced by whether a teacher works in an aided autonomous or aided college. Instead, these attributes appear to be shaped by individual experiences, work environment, professional support, and institutional culture rather than the governance structure of the institution.

9.4 Analysis of Levels of Work-Life Balance among College Teachers in Kerala

The findings of work-life balance indicate that there is no statistically significant difference in the levels of work-life balance among college teachers in Kerala, as evidenced by a chi-square value of 9.941 and a p-value of 0.670. Among the 442 respondents, only 28.1% of respondents reported a high work-life balance, while the majority (71.9%) experienced either moderate (40.0%) or low (31.9%) levels. This means that most college teachers struggle to maintain a balanced professional and personal life. The acceptance of the null hypothesis suggests that work-life balance challenges are prevalent across the teaching community, highlighting the need for institutional policies and interventions to support faculty in achieving a healthier balance between professional and personal responsibilities.

9.4.1 Analysis of levels of work-life balance of college teachers across socio-demographic factors

▪ Gender

The findings reveal no statistically significant association between gender and levels of work-life balance among college teachers in Kerala, as indicated by a chi-square value of 2.757 and a p-value of 0.252. Among male teachers, 32.0% report a high work-life balance, while 28.7% experience a low level, whereas among female teachers, only 25.3% report a high work-life balance, with a higher proportion (34.1%) struggling with a low level. Despite these variations, the largest group in both genders falls into the moderate category, suggesting that work-life balance challenges are common across genders.

▪ Age

The study reveals a significant association between age and levels of work-life balance among college teachers in Kerala, with younger teachers (27–40 years) experiencing the lowest balance due to career and family demands. Teachers in the 41–50 age group show improved work-life balance, likely due to better coping mechanisms and professional stability. However, teachers above 50 years face declining work-life balance, possibly due to health concerns, administrative burdens, and retirement-related factors.

- **Type of family**

The study finds no statistically significant association between the type of family and work-life balance levels among college teachers in Kerala, indicating that whether a teacher belongs to a nuclear or joint family does not significantly influence their work-life balance. However, teachers from nuclear families show a slightly higher proportion of moderate and high work-life balance levels compared to those from joint families.

- **Annual Income**

The chi-square test results ($\chi^2 = 8.208$, $p = 0.223$) indicate no statistically significant association between annual income and levels of work-life balance among college teachers in Kerala, leading to the acceptance of the null hypothesis. Although variations exist across income groups, higher income does not consistently correspond to better work-life balance, as teachers across all income categories report different experiences. Overall, 40.0% of teachers experience a moderate level of work-life balance, while 31.9% report a low level and 28.1% a high level, suggesting that factors beyond income may play a more critical role in determining work-life balance.

- **Designation**

The findings reveal that both assistant and associate professors report similar experiences, suggesting that professional rank or designation alone does not significantly impact work-life balance.

- **Discipline of teaching**

The chi-square test results ($\chi^2 = 10.627$, $p = 0.031$) indicate a statistically significant association between the discipline of teaching and work-life balance among Kerala college teachers. Teachers in commerce and management report lower work-life balance compared to those in arts and science, suggesting that discipline-specific factors influence their ability to balance work and personal life.

- **Status of institution**

The chi-square test results ($\chi^2 = 0.995$, $p = 0.608$) indicate no statistically significant association between the status of the institution (Aided Autonomous College vs. Aided College) and work-life balance among Kerala college teachers. The distribution of work-life balance levels is similar across both types of institutions, suggesting that institutional status does not play a major role in determining work-life balance.

Objective 3

9.5 To Examine Job Satisfaction and Job Performance Levels among College Teachers in Kerala.

9.5.1 Analysis of levels of job satisfaction among college teachers

The analysis of the levels of job satisfaction among college teachers in Kerala revealed the following findings-

The findings reveal that college teachers in Kerala feel differently about their jobs. This difference is not random — real reasons are behind it. Most (89.4%) teachers said they were very happy with their jobs. A few (8.6%) said they were just okay with it, and only a tiny percentage (2.0%) said they are not happy.

9.5.1.1 Analysis of Levels of Job Satisfaction of College Teachers Across socio-demographic Factors

- **Gender**

The chi-square test results ($\chi^2 = 4.09$, $p = 0.129$) indicate no statistically significant association between gender and job satisfaction among Kerala college teachers, suggesting that both male and female teachers experience similar levels of job satisfaction.

- **Age**

The chi-square test results ($\chi^2 = 6.199$, $p = 0.185$) indicate no statistically significant association between age and job satisfaction among Kerala college teachers, suggesting that satisfaction levels remain consistent across age

groups. This implies that institutional policies and work conditions are effective in providing a balanced and equitable work environment for teachers of all ages.

- **Type of family**

The chi-square test results ($\chi^2 = 0.563$, $p = 0.755$) indicate no statistically significant association between the type of family (nuclear or joint) and job satisfaction among college teachers in Kerala. This suggests that teachers from different family structures experience similar levels of job satisfaction, implying that family type does not play a determining role in their work-related satisfaction.

- **Annual Income**

The chi-square test results ($\chi^2 = 8.187$, $p = 0.225$) indicate no significant association between annual income and job satisfaction among college teachers in Kerala, suggesting that job satisfaction is not primarily driven by salary levels. Teachers across different income groups experience similar levels of job satisfaction, highlighting the role of non-monetary factors in shaping their work experience.

- **Designation**

The chi-square test results ($\chi^2 = 0.149$, $p = 0.928$) indicate no significant association between designation and job satisfaction among college teachers in Kerala, suggesting that both Assistant Professors and Associate Professors experience similar levels of job satisfaction. This implies that job satisfaction is likely influenced by common workplace factors rather than professional rank.

- **Discipline of teaching**

The chi-square test results ($\chi^2 = 5.885$, $p = 0.208$) indicate no significant association between the discipline of teaching and job satisfaction among college teachers in Kerala, suggesting that teachers across all disciplines experience similar levels of satisfaction. This implies that job satisfaction is

likely influenced by broader institutional factors rather than the specific subject area taught.

- **Status of institution**

The findings indicate that the status of the institution (aided autonomous college vs. aided college) does not significantly impact the job satisfaction of college teachers in Kerala, as both groups experience similar work conditions and levels of satisfaction.

9.5.2 Analysis of levels of job performance of college teachers

The analysis of the levels of job performance among college teachers in Kerala revealed the following findings-

The study found clear differences in how well college teachers in Kerala are performing in their jobs. These differences are not just by chance — they are influenced by real factors. The study found clear differences in how well college teachers in Kerala are performing in their jobs. These differences are not just by chance — they are influenced by real factors. Among the 442 teachers who participated, about 29% were doing very well in their jobs, around 28% showed an average level of performance, and a large group — nearly 43% — were facing challenges and showed low performance. This highlights the need to look into what's affecting their performance, such as teaching skills, the support they receive from their institutions, workload, and opportunities for professional development.

9.5.2.1 Analysis of Levels of Job Performance of College Teachers Across socio-demographic Factors

- **Gender**

The chi-square test results ($\chi^2 = 0.617$, $p = 0.734$) indicate no significant association between gender and the levels of job performance among college teachers in Kerala, suggesting that both male and female teachers perform their duties similarly.

- **Age**

The findings indicate that age does not significantly influence the job performance levels of college teachers in Kerala, as teachers across different age groups exhibit similar job performance.

- **Type of family**

The chi-square test results ($\chi^2 = 0.969$, $p = 0.616$) reveal no statistically significant association between the type of family and the levels of job performance among college teachers in Kerala, indicating that job performance does not differ based on whether teachers come from nuclear or joint families.

- **Annual Income**

The findings suggest that annual income does not significantly influence the job performance of college teachers in Kerala, as teachers across different income levels exhibit similar performance.

- **Designation**

The chi-square test results ($\chi^2 = 4.256$, $p = 0.119$) reveal no statistically significant association between the designation of college teachers and their levels of job performance in Kerala, indicating that job performance does not differ significantly based on designation, i.e. both Assistant Professors and Associate Professors exhibit similar performance levels.

- **Discipline of teaching**

The findings suggest that the discipline of teaching does not significantly influence the job performance of college teachers in Kerala, as teachers across various subject areas exhibit similar performance levels.

- **Status of institution**

The findings suggest that the status of the institution (aided autonomous college vs. aided college) does not significantly influence the job performance of college teachers as teachers from both types of institutions exhibit similar performance levels.

Objective 4**9.6 To Explore the Effects of Positive Psychology on Work-Related Outcomes of College Teachers in Kerala with Psychological Capital and Job Satisfaction as Mediators.**

Based on earlier empirical research studies, the researcher developed nine research hypotheses to test the Structural Equation Model, examining how psychological capital and job satisfaction mediate the relationship between positive psychology and factors of work-related outcomes. By testing these nine hypotheses, the researcher applied the Covariance-Based Structural Equation Modeling (CB-SEM) technique to analyse these relationships among college teachers in Kerala. Six proposed hypotheses were supported by the study, while three hypotheses were partially supported.

SM.H1 Positive psychology has a positive effect on job satisfaction

Positive psychology has a strong positive effect on job satisfaction among college teachers, with a standardized coefficient of 0.95, indicating that higher levels of positive psychology lead to significantly greater job satisfaction. The p-value of less than 0.001 confirms the statistical significance of this relationship, while the R² value of 0.84 suggests that 84% of the variation in job satisfaction is explained by positive psychology. This highlights that positive psychology is a major contributing factor to job satisfaction.

SM.H2 Psychological capital has a positive effect on job satisfaction

Psychological capital has a significant positive impact on job satisfaction among college teachers, with a standardized coefficient of 0.68, indicating a moderately strong relationship. The critical ratio of 11.97 and the p-value of less than 0.001 confirm the statistical significance of this relationship, while the R² value of 0.84 suggests that 84% of the variation in job satisfaction is explained by psychological capital and other influencing factors. Psychological capital, which includes hope, efficacy, resilience and optimism is important for improving job satisfaction. This is especially true

in Kerala, where teachers deal with challenges like changing curriculums, institutional issues, and student engagement difficulties. Teachers with higher psychological capital are more likely to enjoy their work because it helps them adjust, stay dedicated, and remain passionate about teaching.

SM.H3 Positive psychology has a positive effect on job performance

Positive psychology significantly improves job performance, with a standardized coefficient of 0.89, showing a strong positive relationship. The R^2 value of 0.81 indicates that 81% of the variation in job performance is influenced by positive psychology, while the remaining 19% may be due to other factors. In Kerala, where teachers face heavy workloads, student expectations, and administrative tasks, positive psychology helps them stay productive, engaged, and effective in their roles.

SM.H4 Psychological capital has a positive effect on job performance

Psychological capital has a strong positive impact on job performance, with a standardized coefficient of 0.71, indicating a significant relationship. The R^2 value of 0.81 suggests that 81% of the variation in job performance is influenced by psychological capital, while the remaining 19% may be due to other factors. In Kerala's higher education system, where teachers face diverse student needs and academic challenges, boosting psychological capital can enhance resilience, confidence, and overall job efficiency.

SM.H5 Job satisfaction has a positive effect on job performance

Job satisfaction has a significant positive impact on job performance, with a standardized coefficient of 0.54, indicating a moderate relationship. The R^2 value of 0.81 suggests that 81% of the variation in job performance is influenced by job satisfaction and other factors, while 19% is attributed to variables outside the model. Teachers who feel satisfied in their roles are more engaged, motivated, and effective, leading to better student interactions, improved classroom management, and enhanced educational outcomes, highlighting the need for a supportive work environment.

SM.H6 Positive psychology has a positive effect on psychological capital

Positive psychology has a strong positive impact on psychological capital, with a standardized coefficient of 0.91, indicating a highly significant relationship. The R^2 value of 0.83 suggests that 83% of the variation in psychological capital is influenced by positive psychology, while 17% is attributed to other factors. This highlights that when teachers cultivate positivity, they enhance their confidence, adaptability, and emotional strength, enabling them to handle professional challenges more effectively in the academic environment.

MH.H7 Psychological capital mediates the relationship between positive psychology and job satisfaction

Psychological capital plays a partial mediating role in the relationship between positive psychology and job satisfaction. The direct effect of positive psychology on job satisfaction is 0.95, while the indirect effect through psychological capital is 0.62. This indicates that positive psychology significantly influences job satisfaction both directly and indirectly by enhancing psychological capital. Teachers with higher levels of hope, resilience, optimism, and self-confidence experience greater job satisfaction. In Kerala, professional development programs aimed at strengthening psychological capital can indirectly improve teachers' job satisfaction, leading to better teaching outcomes.

MH.H8 Psychological capital mediates the relationship between positive psychology and job performance

Psychological capital also mediates the relationship between positive psychology and job performance. The direct effect of positive psychology on job performance is 0.89, while the indirect effect through psychological capital is 0.65, confirming partial mediation. This suggests that when teachers develop strong psychological capital, they become more engaged, proactive, and adaptable, which positively influences their performance.

Institutions can enhance job performance not just through skill-based training but also by fostering an environment that nurtures psychological well-being, motivation, and resilience. Encouraging practices like mindfulness, gratitude, and strengths-based development can serve as strategic tools to enhance overall job performance.

MH.H9 Job satisfaction mediates the relationship between psychological capital and job performance

Job satisfaction partially mediates the relationship between psychological capital and job performance. The direct effect of psychological capital on job performance is 0.71, while the indirect effect through job satisfaction is 0.37. This highlights that teachers who develop higher psychological capital tend to feel more satisfied in their roles, which further contributes to improved job performance. Institutions in Kerala can leverage this insight by implementing recognition programs, offering professional development opportunities, and introducing flexible work policies to enhance job satisfaction and, in turn, maximize overall job performance.

The study highlights the significant impact of positive psychology and psychological capital on job satisfaction and job performance among college teachers in Kerala. Positive psychology directly enhances both job satisfaction and job performance, while psychological capital serves as a crucial mediator in these relationships. Job satisfaction also plays a mediating role in the link between psychological capital and job performance, emphasizing the need for a supportive work environment. With 81–84% of variations in job satisfaction and performance explained by these factors, fostering psychological capital through professional development programs can lead to better teaching outcomes. Educational institutions can enhance teacher effectiveness by promoting positivity, resilience, and motivation, ultimately improving both individual and institutional success.

Objective 5

9.7 To Identify the Moderating Effect of Work-Life Balance on the Relationship between Positive Psychology and the Work-Related Outcomes of Job Satisfaction and Job Performance among College Teachers in Kerala.

Based on earlier empirical research studies, the researcher developed six research hypotheses to test the Structural Equation Model, examining how work-life balance moderates the relationship between positive psychology and work-related outcomes of job satisfaction and job performance among college teachers in Kerala. To analyze the moderating role of work-life balance, the researcher applied the Structural Equation Modeling (SEM). Initially, the direct effects of positive psychology on job satisfaction and job performance were examined, followed by the inclusion of the interaction term (Positive Psychology \times Work-Life Balance) to test the moderation effect. Four proposed hypotheses were supported by the study, while two hypotheses were not supported.

The findings of the study reveal significant insights into the relationships between positive psychology, work-life balance, job satisfaction, and job performance among college teachers in Kerala.

SM.H 6.1 Positive psychology has a positive effect on job satisfaction

The results indicate that positive psychology has a significant positive effect on job satisfaction (Estimate = 0.45, C.R = 9.64, $p < 0.001$). The p-value is less than 0.001, confirming that higher levels of positive psychology lead to increased job satisfaction among college teachers. This suggests that fostering positive psychological traits significantly influences job satisfaction. The strength and significance of this relationship indicate that fostering positive psychological capital is crucial for enhancing personal well-being and satisfaction in the academic setting. The study shows that teachers who maintain a positive outlook, feel confident, and can bounce back from difficulties tend to be happier with their jobs. Encouraging these qualities can create a more satisfying and supportive work environment.

SM.H 6.2 Positive psychology has a positive effect on job performance

The results indicate that positive psychology has a significant positive effect on job performance (Estimate = 0.72, C.R = 16.33, $p < 0.001$), showing robust statistical significance at the 1% level. This suggests that strengthening positive psychological attributes can play a pivotal role in improving teachers' motivation, ability to manage professional challenges, and overall work effectiveness. When teachers have a hopeful and confident mindset, they are more motivated and better equipped to handle their responsibilities, leading to higher performance and greater success in their roles. Promoting positivity in the workplace can make a meaningful difference in how well teachers perform their jobs.

SM.H 6.3 Work-life balance has a positive effect on job satisfaction

The results indicate that work-life balance significantly influences job satisfaction (Estimate = 0.38, C.R. = 6.48, $p < 0.001$). This suggests that college teachers who experience a harmonious balance between their work and personal lives report higher levels of satisfaction. Creating an environment that supports work-life balance can enhance emotional well-being and create a more positive and productive workplace.

SM.H 6.4 Work-life balance has a positive effect on job performance

The findings reveal that the direct effect of work-life balance on job performance is not supported by the data (Estimate = 0.07, C.R. = 0.864, $p > 0.05$). This indicates no meaningful relationship between these two variables. This implies that while work-life balance improves job satisfaction, it may not directly influence job performance, which could be affected by other factors such as motivation, institutional support, and workload management.

MO.H 6.1 Work-life balance moderates the relationship between positive psychology and job satisfaction

The results show that work-life balance strengthens the positive relationship between positive psychology and job satisfaction (Estimate = 0.17, $p < 0.01$). This means that teachers with higher levels of positive psychology and a balanced work-life experience greater satisfaction with their jobs. Encouraging both positivity and work-life balance can significantly enhance job satisfaction in the academic setting. The relationship between positive psychology and job satisfaction is significant, with an unstandardized regression coefficient of 0.45. This indicates that higher levels of positive psychology contribute to greater job satisfaction among college teachers. Additionally, work-life balance also has a significant positive effect on job satisfaction, with a coefficient of 0.38. The interaction effect between positive psychology and work-life balance on job satisfaction is 0.17, suggesting that work-life balance strengthens the positive impact of positive psychology on job satisfaction.

MO.H 6.2 Work-life balance moderates the relationship between positive psychology and job performance

The findings indicate that work-life balance does not significantly influence the relationship between positive psychology and job performance (Estimate = 0.03, NS). This suggests that while maintaining a balanced work-life helps with emotional well-being and satisfaction, it does not necessarily strengthen the connection between positive psychology and how well teachers perform their tasks. The direct effect of positive psychology on job performance is strong and statistically significant, with an unstandardized regression coefficient of 0.72. This suggests that teachers with higher levels of positive psychology tend to perform better in their roles. However, work-life balance does not have a significant direct effect on job performance, as indicated by a coefficient

of 0.07, which is not statistically significant. The interaction effect between positive psychology and work-life balance on job performance is also not significant, with a coefficient of 0.03. This suggests that work-life balance does not significantly moderate the relationship between positive psychology and job performance. These findings indicate that while work-life balance enhances job satisfaction, it does not play a significant role in improving job performance.

The findings suggest that positive psychology plays a key role in improving both job satisfaction and performance. It helps employees remain resilient and optimistic, which enhances their success at work. In addition to positive psychology, work-life balance emerges as another important factor influencing job satisfaction and performance. However, work-life balance primarily improves job satisfaction but does not directly affect job performance. While a balanced life reduces stress and supports well-being, it may not always lead to higher productivity. This indicates that positive psychology influences both emotions and behaviour at work, whereas work-life balance mainly affects emotional well-being. The results also reveal that work-life balance significantly moderates the relationship between positive psychology and job satisfaction, but does not moderate the relationship between positive psychology and job performance. This suggests that although emotional well-being derived from work-life harmony impacts satisfaction, it does not directly influence task-based outcomes like performance.

9.8 Discussion of Findings

The findings of the present study clearly indicate that Positive Psychology, conceptualised through the PERMA model, plays a significant role in shaping the work-related outcomes of aided college teachers in Kerala. This relationship can be effectively understood by drawing on well-established theoretical perspectives in positive psychology and organisational behaviour. Consistent with Fredrickson's Broaden-and-Build Theory (1998: 2001), the higher levels of positive emotion, engagement, meaning, positive relationships, and accomplishment observed among

teachers suggest an expansion of cognitive and behavioural repertoires, facilitating the development of lasting psychological resources. This theoretical grounding helps to explain why teachers with elevated PERMA scores tend to report greater job satisfaction, improved performance, and stronger resilience. Furthermore, the findings offer empirical support to Seligman's (2011) PERMA Model of Flourishing, which views well-being as a multidimensional construct that enhances optimal functioning. The strong associations between PERMA dimensions and favourable work outcomes underscore the importance of psychological well-being as a key determinant of teachers' professional effectiveness in the higher education sector.

In addition, the findings acquire further clarity when examined through organisational behaviour frameworks. The mediating role of job satisfaction and the buffering effect of work–life balance is consistent with the principles of the Job Demands–Resources (JD–R) Model (Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. 2001), which posits that personal resources foster motivation and help individuals cope with job demands. Although discriminant validity analyses confirmed that Positive Psychology and Psychological Capital (PsyCap) are conceptually distinct, their complementary effects align with the assumptions of the Conservation of Resources Theory (Hobfoll, S. E., 1989), which asserts that individuals with greater psychological resources are better positioned to manage occupational challenges. The emphasis on psychological strengths such as optimism, resilience, and adaptability further resonates with the foundations of Positive Organizational Behaviour, which stresses the value of developing measurable and improvable psychological capacities to enhance individual and institutional performance. Taken together, these theoretical perspectives provide a coherent explanation for the study's results, demonstrating that Positive Psychology functions as a crucial resource that strengthens teachers' work outcomes and contributes to sustained professional well-being.

9.9 Implications for College Teachers in Kerala

The findings underscore the critical role of positive psychology, psychological capital, and job satisfaction in enhancing the job performance of college teachers in Kerala. In light of the demanding academic workloads, shifting student expectations, and institutional pressures, it is essential for colleges to cultivate an emotionally supportive and motivational teaching environment. Introducing initiatives such as psychological capital-building programs, faculty engagement strategies, and performance recognition policies can significantly boost teacher well-being, job satisfaction, and overall teaching effectiveness. These strategies not only promote faculty development but also contribute to improved student learning outcomes and the pursuit of excellence in higher education.

Moreover, the findings highlight the importance of fostering a supportive work environment that prioritizes work-life balance. Policies like flexible working hours, workload management, and mental health support can enhance the effectiveness of positive psychology interventions. Integrating practices such as resilience training, mindfulness, and a culture of gratitude into teacher development programs can further strengthen job satisfaction. However, a one-size-fits-all approach may not suffice—colleges should tailor interventions to individual needs, especially for those facing work-life challenges. Personalized strategies will help build a more motivated and satisfied teaching workforce, ultimately benefiting the broader educational landscape in Kerala.

9.10 Conclusions

The study reveals that college teachers in Kerala generally exhibit strong positive psychological attributes, with "Meaning" being the most prominent, followed by Positive Emotions and Accomplishment, while Engagement is the lowest. Although socio-demographic factors have a limited impact, age influences positive emotions, with older teachers reporting higher levels, and science faculty showing greater emotional positivity. Designation also plays a role, as associate professors report stronger emotional well-being and relationships. However, gender,

income, institution type, and family structure do not significantly affect positive psychology. These findings suggest that while teachers experience overall well-being, there is a need for strategies to improve engagement and emotional support. Institutions should focus on targeted interventions to boost faculty engagement and psychological resilience, ensuring a more positive and motivated teaching community. Similarly, psychological capital—which includes hope, resilience, optimism, and self-efficacy—varies among teachers, with hope levels influenced by age and career stage. However, workplace culture, institutional support, and personal experiences appear to be more critical than demographic factors in shaping these attributes. Strengthening psychological capital through professional development programs, confidence-building initiatives, and institutional strategies can enhance teachers' motivation, resilience, and optimism, ultimately improving job satisfaction and teaching effectiveness.

The study also highlights challenges in work-life balance, with a significant number of teachers struggling to maintain equilibrium. Younger faculty members and those in commerce and management disciplines report greater difficulties, while mid-career teachers experience a temporary improvement before facing renewed struggles due to administrative burdens and health concerns. While demographic factors like gender, income, and institution type do not have a significant impact, teaching discipline and career stage influence work-life balance. Furthermore, job satisfaction is generally high among teachers, indicating that workplace conditions and institutional policies play a more significant role than external demographic factors. In contrast, job performance levels vary, with many teachers reporting low or moderate performance. Institutional support, workload management, and professional training are crucial for improving faculty effectiveness. The study confirms that positive psychology significantly enhances both job satisfaction and performance, with psychological capital playing a key mediating role. Teachers with greater psychological well-being tend to be more satisfied, which, in turn, leads to better job performance. While work-life balance improves job satisfaction, it does not directly impact performance, indicating that productivity is influenced by other factors such as teaching skills and institutional

support. To create a thriving and motivated workforce, institutions must integrate positive psychology practices, professional development opportunities, and supportive work environments.

Chapter 10

RECOMMENDATIONS OF THE STUDY

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10.1 Introduction

This chapter presents key recommendations based on the study's findings, aimed at enhancing faculty well-being, job satisfaction, and performance in higher education institutions in Kerala.

10.2 Recommendations

Based on the analysis of Positive Psychology and Work Outcomes among College Teachers in Kerala, the findings provide valuable recommendations to enhance the work outcomes of college teachers in Kerala. Based on the findings, the recommendations are categorised into three groups as follows

a) Higher Education Sector

- Integrate mental well-being initiatives as a mandatory component of higher education policies to support faculty.
- Include psychological well-being training in teacher education curricula to equip new faculty with resilience and positive psychology skills.
- Ensure accreditation bodies and higher education commissions incorporate faculty satisfaction and performance enhancement in quality assurance frameworks.
- Promote structured well-being programs across universities to enhance faculty optimism, resilience, and self-efficacy.
- Include mindfulness-based stress reduction and positive psychology interventions in faculty development programs to improve job satisfaction.

b) Institution/ College level

- Conduct workshops on emotional intelligence, self-efficacy, and mental resilience to strengthen teachers' psychological capital.
- Develop recognition and reward systems to acknowledge faculty contributions beyond teaching, such as research and mentorship.

- Foster a supportive work environment through academic freedom, work-life balance policies, and transparent promotion criteria.
- Encourage peer collaboration, participatory decision-making, and mentorship programs to create an engaging workplace.
- Integrate leadership development and motivational training to help faculty manage classroom challenges and academic pressures.
- Offer flexible work arrangements, faculty well-being policies, and professional growth opportunities to enhance job performance.
- Introduce regular feedback mechanisms and faculty development assessments to monitor job satisfaction and psychological capital growth.

c) Individual/Teacher level

- Participate in training on adaptability, crisis management, and resilience-building to handle academic uncertainties.
- Engage in mindfulness-based stress reduction and positive psychology interventions for improved well-being and job satisfaction.
- Develop psychological capital (optimism, resilience, and self-efficacy) to sustain motivation and enhance job performance. Seek peer support networks and counseling services when facing workplace challenges.
- Utilize institutional support systems for continuous professional growth and personal well-being.
- Participate in leadership and motivational training programs to enhance teaching effectiveness and classroom management.
- Provide feedback on institutional support structures to improve policies related to faculty well-being and job satisfaction.

10.3 Scope for Further Research

This section explains the ideas for future research to explore the topic further and fill any gaps left by this study. Following are the scope for further research

- The study is restricted to Kerala, limiting generalizability; future research can address this by including teachers from other states or regions to enable comparative analysis and broader applicability of the findings.
- The study focused only on aided arts and science college teachers in Kerala, excluding government, self-financing, and professional colleges; future research can include these groups to explore how differences in funding, governance, and institutional policies affect positive psychology and work outcomes.
- Only teachers with at least three years of teaching experience were considered, omitting early-career teachers; future studies can examine the development of psychological capital among new educators and how positive psychology interventions support their early careers.
- Faculty members from engineering and professional colleges were not included, which may limit insights on discipline-specific factors; future research can explore how workload, research expectations, and industry collaboration in these institutions influence psychological well-being and job outcomes.
- The study focused the work-related outcomes such as job satisfaction and job performance only, leaving out important factors like organisational commitment and organisational citizenship behaviour; future research can include these aspects along with faculty retention and academic leadership to provide a more complete understanding of work-related outcomes.
- The effect of work-life balance was studied only as a moderating factor without considering its impact on long-term career growth, retention, and leadership; future research can assess how work-life balance influences faculty aspirations, productivity, and leadership potential over time.

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APPENDICES

APPENDIX I

QUESTIONNAIRE

Positive Psychology and Work Outcomes Among College Teachers in Kerala

Section A

Researcher's Declaration

Dear sir/madam,

This survey is intended to examine the positive psychology and work outcomes among college teachers in Kerala. Your valuable insight and opinion on this matter are vital for the same. Any information collected will only be used for academic purposes. I promise that all of your responses will be kept strictly confidential. Please provide your honest and sincere opinion.

Send an email to deepanass@gmail.com to get in touch with the researcher if you require any more clarification.

Thanking you,

Deepa K A.,
Ph.D. Research Scholar of Dept. of Commerce,
Vimala College (Autonomous), Thrissur
University of Calicut, Kerala

Section A

Socio- Demographic and Economic profile of the respondent

(Give a tick mark, wherever it is applicable)

1. **Gender:** Male Female Others
2. **Age (in years):** 27-40 41-50 51 and Above
3. **Marital status:** Single Married Others

4. **Type of your family:** Nuclear Family Joint Family
5. **Occupational status of your spouse**
Employed Not employed Not applicable
6. **Do you have child care and eldercare responsibilities at home?**
Yes No
7. **Your average annual income (in Rs.)**
Up to 10,00,000 10,00,001 – 15,00,000
15,00,001 – 20,00,000 20,00,001 and above
8. **Educational Qualification:**
Post Graduate (PG) MPhil Ph.D.
Others (please specify)
9. **Designation**
Assistant Professor Associate Professor
10. **Your area of teaching or your discipline**
Arts Science Commerce and Management
11. **Status of your institution:**
Aided Autonomous College Aided College
12. **Year of teaching experience:**
3- 6 years 7-11 years 12-14 years 15 years and above
13. **Are you working outside home station?**
Yes (Outside home station) No (Within home station)
14. **University to which your college is affiliated with:**
Kerala University Mahatma Gandhi University
Kannur University Calicut University
15. **Could you complete the orientation programme or refresher course on time for your career advancement?**
Yes No
16. **Are you a research guide?**
Yes No

Section C

Positive Psychology of College Teachers

(Give tick mark, wherever it is applicable)

Item code	Statements (Items)	Strongly Agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly Disagree (1)
(1) Positive emotions (PSE)						
PSE 1	I am very joyful and cheerful in my job	5	4	3	2	1
PSE 2	I'm curious about my work.	5	4	3	2	1
PSE 3	I am very optimistic person in my job	5	4	3	2	1
PSE 4	I have deep affection towards colleagues and my students	5	4	3	2	1
(2) Engagement (EGT)						
EGT 1	I often concentrated in what I am doing in my work	5	4	3	2	1
EGT 2	I often feel very attached to the things I do related to teaching.	5	4	3	2	1
EGT 3	When I am reading and learning something new, preparing for teaching, valuing answer scripts, engaging in examination duties, administrative work etc., I often lose track of how much time has passed.	5	4	3	2	1
EGT 4	I am too much alert in my work	5	4	3	2	1
(3) Relationships (RLP)						
RLP 1	I often get help, support and reward from my colleagues when I need it and strong sense of intimacy with them	5	4	3	2	1
RLP 2	I have often been feeling loved by my students	5	4	3	2	1
RLP 3	I have a fair relationship with my superior authority	5	4	3	2	1
RLP 4	I have harmonious relationships with management representatives	5	4	3	2	1

(4) Meaning (MNG)						
MNG 1	As a teacher, I realize meaning in my life when I teach my students.	5	4	3	2	1
MNG 2	When I teach the students, I feel like I'm giving them something worthwhile or like a mentor of their life.	5	4	3	2	1
MNG 3	When I joined this profession, I felt that I found the purpose of my life	5	4	3	2	1
MNG 4	Purpose of my life is guided by my personal values	5	4	3	2	1
(5) Accomplishment (AMT)						
AMT 1	I often feel I am making progress towards accomplishing my career related goals and monetary benefits.	5	4	3	2	1
AMT 2	I have a comprehensive knowledge and skills in my subjects	5	4	3	2	1
AMT 3	I am highly motivated to achieve my career objectives	5	4	3	2	1
AMT 4	I am constantly working to become a better version of myself based on my experiences.	5	4	3	2	1

Section D

Psychological Capital of College Teachers

(Give tick mark, wherever it is applicable)

Item code	Statements (Items)	Strongly Agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly Disagree (1)
(1) Hope (HPE)						
HPE 1	I have enough willpower to achieve my professional objectives.	5	4	3	2	1
HPE 2	I have clear cut pathways to build up my career.	5	4	3	2	1
HPE 3	I think I am energetic for accomplishing my career dreams.	5	4	3	2	1
HPE 4	As an experienced person in my profession, I hope career success.	5	4	3	2	1

(2) Self-efficacy (SLE)						
SLE 1	I'm up-to-date on job-related technology.	5	4	3	2	1
SLE 2	At the time of syllabus revisions, I am able to quickly learn new teaching materials.	5	4	3	2	1
SLE 3	I believe that I have sufficient confidence to do my job in an excellent manner.	5	4	3	2	1
SLE 4	I believe that I am highly competent in my subjects.	5	4	3	2	1
(3) Resilience (RSN)						
RSN 1	I feel that I am more capable of overcoming obstacles and problems when they arise in the context of my working environment.	5	4	3	2	1
RSN 2	I am able to control my emotions effectively.	5	4	3	2	1
RSN 3	I can manage my stress level well.	5	4	3	2	1
RSN 4	I am good at finding solutions to problems.	5	4	3	2	1
(4) Optimism (OPM)						
OPM 1	I have strong hopes that my professional life will eventually lead to greater levels of achievement.	5	4	3	2	1
OPM 2	I expect that good things will happen in my career.	5	4	3	2	1
OPM 3	I believe the success of my life is through my effort and ability.	5	4	3	2	1
OPM 4	I believe that my role as a teacher will influence the academic achievements of my students.	5	4	3	2	1

Section E

Work Related Outcomes of College Teachers

(Give tick mark, wherever it is applicable)

Item code	Statements (Items)	Strongly Agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly Disagree (1)
(1) Job Satisfaction (JBS)						
JBS 1	I am satisfied with my salary and job security	5	4	3	2	1

JBS 2	I am satisfied with my working relationships such as superior, colleagues and students.	5	4	3	2	1
JBS 3	I am satisfied with my work load, working hours and working environment in the organization	5	4	3	2	1
JBS 4	I am satisfied with my personal growth and career development opportunities.	5	4	3	2	1
JBS 5	I am satisfied when the publication of examination results and the placement of students.	5	4	3	2	1
(2) Job Performance (JBP)						
JBP 1	I am proficient in my teaching skills while delivering lectures.	5	4	3	2	1
JBP 2	My performance appraisal record shows that my service is good	5	4	3	2	1
JBP 3	My Students' feedback shows that they are satisfied my class	5	4	3	2	1
JBP 4	The students perform well in exam in the subject I taught them.	5	4	3	2	1
(3) Work Life Balance (WLB)						
WLB 1	I have enough time to spend with my family after my professional life	5	4	3	2	1
WLB 2	I get support from my family and my organisation to make balance between my personal life and professional life	5	4	3	2	1
WLB 3	I can easily manage my time for my professional life and personal life and achieved both the goals satisfactorily	5	4	3	2	1
WLB 4	Because of my work obligations, I didn't compromise social engagements	5	4	3	2	1

Thank You

APPENDIX II



VIMALA COLLEGE

(Autonomous)

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Visit us : www.vimalacollege.edu.in E-mail: mail@vimalacollege.edu.in

(Affiliated to the University of Calicut & Nationally Re-accredited with A+Grade-4th Cycle)

23 July 2025


HUMAN RESEARCH ETHICS COMMITTEE

CERTIFICATE OF APPROVAL

This is to certify that the Human Research Ethics Committee of Vimala College (Autonomous) Thrissur, Kerala, reviewed and evaluated the ethical suitability of the research undertaken by DEEPA K A, PhD research scholar in Commerce titled 'Positive Psychology and Work Outcomes among College Teachers in Kerala' and the committee granted ethical approval of the research protocol which was presented before the committee with supporting documents.

The Researcher is required to notify the Coordinator of the Ethics Committee, any significant change to the protocol and the reason for that change, including an indication of ethical implications for further review if required.

The approval number for the same is VC/REC/24-25-3


Prof. (Dr) Honey Sebastian
Coordinator of the Committee




Dr Sr Beena Jose
Principal
PRINCIPAL IN-CHARGE
VIMALA COLLEGE
(AUTONOMOUS)
THRISSUR - 680 009

DIRECTORATE OF RESEARCH, UNIVERSITY OF CALICUT

General Format for Submitting Report on Peer–Reviewed Research Publication (Latest First)

Sl No	Authors in order and Title of Publication*	Journal Name, Volume, Number, Year & Digital Object Identifier (DOI) Number	International / National**	Publisher with ISSN	Web Address of the Journal	Indexed by***	Impact Factor if any
1	Bharathan Syam, Thahasin NP, Deepa KA, K. Salini Positive Emotions on Green Purchase Behaviour – An Analysis of College Students in Kerala	SSRG International Journal of Economics and Management Studies (IJEMS), Volume 11 Issue 9 – 2024.	International	ISSN: 2393–9125	https://doi.org/10.14445/23939125/IJEMS-V11I9P101		
2	Deepa K A, Salini K Perception of College Students Towards Part-Time Employment: Influence on Academic Performance and Personal Life	Multidisciplinary Scientific Reviewer Volume-09, Issue-02,2022	International	ISSN 2393-9893	http://oiirj.org/oiirj/msr/		5.651
3	Deepa K A, Shaharban P J, Dr. Salini K Perception and Satisfaction Towards Online Payment Apps: A Student-Centric Evaluation	Educational Administration: Theory and Practice 2022, 28(03)	International	ISSN 2148-2403	https://kuey.net/		

4	Deepa K A, Salini K Consumer Attitudes Towards Eco-Friendly Electronic Products: A Study in Edavilangu, Kodungallur Taluk	Lokavishkar International E-Journal, Vol-10, Issue- 02, 2021	International	ISSN 2277-727X	www.liirj.org	6.199
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*The applicant/candidate should be first author on the corresponding author, review papers may not be entertained.

**Preference may be given to International Journals.

***Agency which popularizes the publication, e.g., google scholar, scopes, etc..

Specific Remark/recommendation of the Chairperson, PGBS/Head of the Research Centre, based on the above criteria.

Signature with Date:

Dr. SALINI K.
Assistant Professor
Department of Commerce
Vimala College (Autonomous)
Thrissur - 9

Name & Designation: Dr. Salini K, Research Supervisor

Address : Assistant Professor

PG Department of Commerce and Research

Vimala College (Autonomous), Thrissur

Signature with Date:

Name & Designation: Dr.Sr. Beena Jose, Principal

Address: Vimala College (Autonomous), Thrissur

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