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Abstract

Background of the Study: In higher education institutions (HEIs), teachers face numerous administrative and academic challenges, including increasing workloads, rapidly evolving technology, reforms in academic policies, focus on research and innovation. Resilience supplements the ability to adapt to adverse situations, revive in uncertain times and able to sustain. Hence, it acts as a crucial psychological asset. Organizational culture (OC) reflecting the shared values, beliefs, practices and behavioural norms of the organizations provides the framework of work environment that develops the culture of the organization within which resilience of teachers is nurtured or hindered. Previous studies have explored job satisfaction and mental well-being (MWB) independently and very few in combination of the other variables; limited research examines how resilience interacts with organizational culture to shape the Organizational outcomes in the Indian higher education context. This paper explores the relationships between these four variables and provide useful insights of the institutional strategies to enhance faculty performance, retention and quality of academic engagement.

Objectives of present work: This research work examines the relation between Job satisfaction (JoS) and resilience; JoS and mental well-being; JoS, organizational culture as well as relation between Resilience, OC, MWB, and JoS for educators working in the higher educational framework in Indian setting. It also explores the mediating role of Organizational Culture.

Research Methodology: A quantitative and cross-sectional survey approach is used for the proposed work. The data was collected involved sampling 250 respondents in the Indian higher education setting via mail, hard copies and WhatsApp using the standardised tools. Data has been analysed by using Jamovi software.

Research Findings: Outcomes of this research identify the strength of resilience to teacher's MWB and JoS, but its effects on job satisfaction are strengthened within a positive organizational culture. This supports existing positive organizational Psychology, suggesting that psychological strengths are maximized in supportive and positive work culture. Resilience enables teachers to face challenges; organizational culture transforms resilience into sustained JoS. The results showed that Resilience is strongly and positively correlated with mental well-being ($r = .64$ and $p < .001$) whereas moderate and positively correlated with job satisfaction ($r = .52$ and $p < .001$). Mental Well-Being (MWB) is correlated positively with Organizational culture ($r = 0.59$ and $p < .001$); Job Satisfaction ($r = 0.66$ and $p < .001$).

Conclusion: Qualitative findings of the study indicate that Resilience, supportive leadership, recognition, participative decision-making and organizational culture together determine mental well-being and job satisfaction among teachers in HEIs. Institutional efforts should focus on resilience-building initiatives such as mentoring and facilitating students, peer support networks and professional development programs to promote a collaborative and innovative work culture. Such integrated strategies aim to contribute positively to organizational behavior and higher education literature by integrating psychological and cultural perspectives on faculty well-being, retention, performance and overall organizational health. Practical implications emphasize the need for institutions to cultivate enabling organizational cultures that amplify individual resilience and promote sustainable mental well-being.

Keywords: Organizational culture, retention, mental well-being, Resilience, Job satisfaction, Higher Education Institutions (HEI's)

1. Introduction

HEI's are considered as the backbone of national development of the country and significantly contribute to areas of research, teaching and innovation in education sector. With increasing expectations of management and rapid changes in technology, HEI teachers are facing stressful work environment characterized by administrative work pressures and research expectations, achieving learning outcomes (Ghasemy et al., 2022). These workplace environment demands high resilience and a supportive organizational culture to maintain optimal levels of mental well-being (MWB) and job satisfaction (JoS). For any organization (higher education institutions), employees (teachers of HEI's) are an important asset and their contribution greatly affects the organizational goals which relies on numerous factors which may enrich or deteriorate their job satisfaction (JoS) level. Mental health is the potential indicator reflecting the psychological status of the teachers of HEIs and directly impact their level of JoS. Also, the quality of JoS affects the well-being of HEI educators, their motivation and performance levels as well. Previous studies in context to positive psychology highlight resilience and organizational culture (OC) as critical factors serving as enabling and protective determinants for mental well-being and job satisfaction. (Cao, et.al, 2022). Resilience leads to adaptive coping mechanisms that sustain a sense of emotional balance even under adverse circumstances.

2. Literature Review

Many studies have been conducted on the variables related to the study. Some of the related studies are mentioned as:

- 2.1. Resilience (R) as a Psychological Resource:** In context to organizations, resilience has been associated with dynamic performance (Fletcher & Sarkar, 2013), JoS, and psychological well-being (Luthans et al., 2007). For HEI teachers, resilience enables effective delivery of roles and responsibilities, address the student demands, and performance evaluation pressures (Gu & Day, 2007). Resilience focuses on the individual's capacity to face the adverse situations and consistently indicates that individuals with higher resilience are able to handle stress better (Masten, 2001) and feel greater satisfaction with their work roles. Resilience leads to meaningful work engagement and strengthens intrinsic motivation. This further increases coping efficiency and enhances job satisfaction level (Waddimba et al. 2016).
- 2.2. Mental Well-Being (MWB) in HEI teachers:** As a potential contributor of JoS, MWB directly or indirectly in enhancing or deteriorating the quality of emotional health. Previous studies shows that individuals with positive emotional well-being (Heyn, et.al, 2023) are highly enthusiastic and show high engagement levels, thus indicating positive emotions (optimism, hope etc enhance satisfaction level) whereas negative emotions including stress, anxiety etc. Psychological capital and social capital mediate this relationship, emphasizing internal (self-efficacy, hope) and external (social support) dimensions. MWB, as a multifaceted construct (Danna & Griffin, 1999) caters emotional, social and psychological well-being (Keyes, 2002). Teacher well-being has been associated with reduced burnout, higher teacher engagement, and improved organizational outcomes (Danna & Griffin, 1999). Previous literature consistently indicates that higher stress levels among teachers are an outcome of due to increasing administrative demands, research and publication pressures, and work-life imbalance (Gillespie et al., 2001; Kinman & Wray, 2018). A supportive organizational culture promotes individual recognition and employee identity, develops a sense of belongingness and mutual respect thereby leading to job satisfaction. Empirical data shows a strong correlation between positive culture exhibiting teamwork, equal participation etc strengthening MWB and enhancing JoS. The results indicate the benefits of integrated and

inclusive organizational environment such as reduced burnout, better resilience and work-life balance, thus facilitating greater emotional well-being and employee morale.

2.3. Organizational culture (OC) in HEI teachers: Culture of the organizations (workplace) plays an influential role in developing teacher attitudes, behaviours, and well-being (Schein, 2010). In higher education, culture develops through leadership styles, decision-making processes, communication patterns, organizational practices and teamwork (Tierney, 2008). Supportive cultures (Hartnell, et al., 2011) characterized by trust, fairness, and participation have been linked to higher job satisfaction and psychological well-being. Conversely, bureaucratic or competitive cultures may enhance stress, reduce autonomy, and reduce employee morale (Marginson, 2008). Organizational culture thus functions as a contextual resource or constraint, directly or indirectly shaping their experience and the way they respond to workplace demands.

2.4 Organizational Culture as a Mediating Mechanism: According to Job Demands–Resources (JD-R) framework, the individual resources (resilience) interact with job along with other organizational resources (leadership style, institutional support, equity etc) to influence well-being and performance outcomes (Bakker & Demerouti, 2017). Within this framework, OC as a key indicator at the professional front mediates impact of personal resilience on the outcomes such as job satisfaction.

Though less studies are available with mediating role of OC using mixed-method designs, the empirical study indicates that supportive organizational environment (Hartnell, et al., 2011) enhances the positive effects of resilience by facilitating recognition, social support, and growth opportunities (Kuntz et al., 2017). In academic settings, OC may determine whether resilient teachers feel valued and satisfied or merely endure ongoing stressors.

3. Relationship Among Resilience, OC, MWB and JS

Resilience and OC significantly contribute in shaping the mental well-being and job satisfaction of the individuals. Empirical studies reflect that resilience enhances positive engagement of the individuals’ capacity with organizational culture and if supplemented by a supportive culture and healthy institutional practices further strengthens resilience and psychological safety of the employees. Figure 1 shows the pathway model used in the present work.

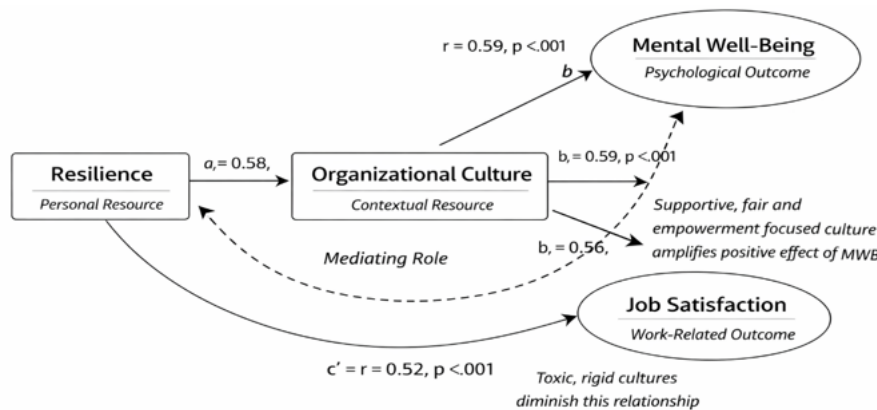


Figure 1: Pathway Model Framework showing Relationship among Resilience, OC, MWB and JS

Referring to Figure 1, resilience facilitates mental well-being leading to job satisfaction by increasing positive work appraisal and reducing emotional strain (path b). Organizational culture (OC) moderates the potential role of mental well-being leading to job satisfaction i.e supportive, fair, empowerment focussed culture enhance the effect of MWB on JoS, whereas the toxic or rigid cultures offering less autonomy to the employees deteriorates the quality of working capacity of employees. The possibility of a small direct influence of resilience on job satisfaction beyond the mediated route is also reflected as path c’.

4. Research Methodology: Using a convergent mixed-method approach (Creswell & Plano Clark, 2018), the data was analysed to provide a holistic understanding of MWB of HEI teachers and for triangulation of findings and enhances the depth and validity of interpretations. A quantitative correlational design has been adopted for the proposed research study and is aligned with the combined results of previous studies. The correlation coefficients among variables were integrated to illustrate the interrelationship network. Data was taken from a sample size of 250 respondents from Indian higher education institutions across Chandigarh, Punjab, Haryana, Himachal Pradesh via mail, hard copies and WhatsApp using the standardised tools. Data has been analysed by using Jamovi software. Though many studies have been conducted separately on the variables selected for the study but few integrated studies are available in context to Indian HEI’s. For the qualitative data, 20 faculty members were purposively selected based on gender, academic rank, and institutional affiliation.

5. Research Objectives: The study covers the following objectives:

- RO1: To examine the relationship between Resilience, OC, MWB, and JoS.
- RO2: To analyse how organizational culture influences mental well-being.
- RO3: To assess role of OC in mediating the association between resilience and JoS.
- RO4: To explore faculty perceptions of how organizational culture shapes their mental well-being and professional satisfaction.

Research Hypotheses

The hypotheses of the study include:

- H1: Resilience positively relates to MWB.
- H2: Resilience positively relates to JoS.
- H3: OC is positively related to MWB.
- H4: OC is positively related to JoS.
- H5: Supportive OC positively determines HEI teacher MWB.
- H6: OC mediates relation between resilience and JoS.

6. Theoretical Framework of proposed work

Theoretically, framework of the present work is based on the following theories:



Figure 2: Theoretical Framework

Conservation of Resources (COR) Theory (Hobfoll, 1989), reflects continuous struggle of an individual to achieve, retain, as well as secure available valuable resources (energy, emotional stability and time). But when these resources are exposed, lost or inadequately replenished causes unnecessary threat. When faculty members face excessive work pressures or emotional strain at the workplace, their personal and professional resources get exhausted. Thus, Resilience acts as a protective factor that supports the individuals manage resource loss, adapt positively to the challenging circumstances and maintain psychological well-being.

Job-Demand Resources Framework (JD-R) emphasizes on how personal resources (resilience) interact with organizational resources to influence psychological and emotional well-being of working professionals and job-related consequences. JD-R model caters two types of psychological processes (Schaufeli, 2007) as shown in Figure 3.



Figure 3: Types of psychological processes for JD-R model

The stress process is an outcome when job demands increase the availability of resources; less meaningful engagement or lack of organizational support leading to burnout causing symptoms (negative or adverse outcomes) such as sickness, absenteeism, poor performance, deteriorating the quality of life and mental well-being, absenteeism, high employee turnover, reduced productivity etc. Essentially, when high job demands are not supported by positive job resources, employee's energy is drained progressively with time, and leads to mental exhaustion ('burnout'), which may further lead to adverse outcomes for the employee (e.g., deteriorate health) in particular and at the organizational level (e.g., average performance) on the whole. Motivation process of HEI teachers depends upon multiple factors within the organizational setting. But the work environment and organizational practices greatly influence HEI teachers with high resilience and can either deteriorate the quality of deserving and competent employees and reduce their productivity or can lead to meaningful work engagement (Bakker & Demerouti, 2017), thus leading to positive outcomes (organizational commitment, creativity, innovation, employee retention, employee safety and job security, ability to take the initiatives, better work performance (Askaripoor et al., 2024).

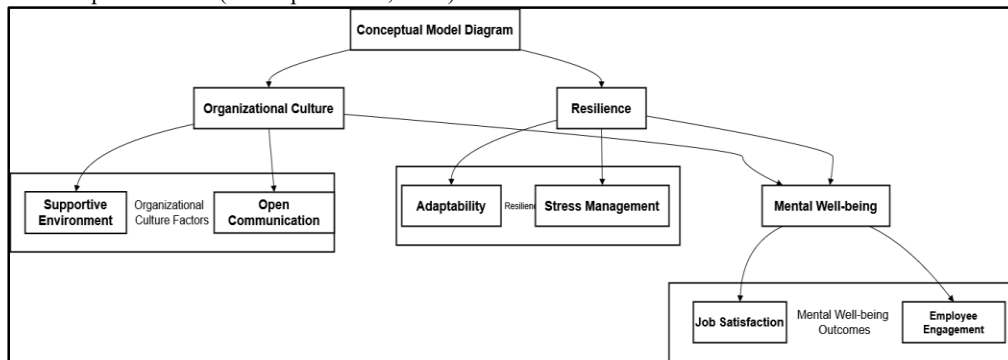


Figure 4: Conceptual Model

Referring to Figure 4, the conceptual framework proposes that resilience directly enhances mental well-being (MWB) and job satisfaction (JoS), its impact on sustained job satisfaction is significantly influenced by the quality of organizational culture (OC). HEI teachers supported by resilience and a healthy organizational culture are more likely to evaluate their work, colleagues and Organizational support positively. Conversely, prolonged or continuous exposure to stress, poor communication, or an unsupportive culture may lead to negative mood states that lead to distorted perceptions and reduce JoS. Table 1 summarises the factors associated with the constructs and its impact on dependent variables used in the study.

Table 1: Factors associated with the variables /constructs and its impact on dependent variables / constructs

7. Data Analysis

Constructs	Factors associated with the constructs	Impact on dependent variable
Resilience	Adaptability, optimism, stress management	Increased MWB, Increased JoS
Mental Well-being	Emotional stability, psychological capital	Increased JoS
Organizational Culture	Organizational support, cohesion, leadership style	Increased MWB, Increased JoS
Combined Influence	Interaction of Resilience & OC	Increased MWB, Increased JoS

The data was analysed quantitatively and qualitatively.

7.1. Quantitative Analysis

Pearson's correlation analysis (Table 2) exhibits statistically significant positive relationships among all variables of the study.

Table 2: Pearson's Correlation Scores among the variables

Variable Relationship	Correlation Co-efficient (r)	Significance (p)
Resilience ↔ MWB	0.64	< .001
Resilience ↔ JoS	0.52	< .001
OC ↔ MWB	0.59	< .001
OC ↔ JoS	0.55	< .001
MWB ↔ JoS	0.66	< .001

Resilience was strongly associated with MWB, $r = 0.64, p < .001$, and moderately associated with JoS, $r = 0.52, p < .001$. OC (Organizational culture) demonstrated a strong and a positive relationship with MWB, $r = .59$ and $p < .001$, with moderate positive relation with JoS, $r = .55, p < .001$. Mental well-being showed the positive and strongest association with JoS, $r = .66, p < .001$. The findings of the study indicate that higher levels of resilience and a supportive organizational culture are associated with better mental well-being and greater job satisfaction among teachers of HEI's. The magnitude and significance of the correlations thus empirically support the proposed relationships of the study and justify moderation analyses.

Table 3: Mediation Analysis Scores with direct, indirect and total effects among the variables

Effect Type	B	Level of Significance
Direct Effect (Resilience → Job Satisfaction)	0.52	$p < .001$
Indirect Effect (via Org Culture)	0.32	$p < .001$
Total Effect	0.84	Significant

Referring to Table 3, Organizational culture partially mediates the relationship (Baron & Kenny, 1986) between resilience and JoS; Resilience retains a direct effect, but its impact is substantially enhanced through organizational culture. Thus, these values collectively focus on the mutual reinforcement cycle between psychological, cultural, and organizational dimensions in achieving job satisfaction.

7.2. A Qualitative Analysis

Qualitative information was gathered using semi-structured interview method and Braun and Clarke (2006) six step framework to analyse the view point of the respondents which led to three dominant themes:

1. *Resilience important for Survival and Growth*: HEI teachers regarded resilience as essential for managing work-life, cater student diversity, and institutional changes.
2. *Culture as a Facilitator*: Participants emphasized that supportive leadership, collegiality, and recognition allowed resilience to translate into positive outcomes.
3. *Culture as a Constraint*: In rigid or unsupportive work cultures, resilient teachers demonstrated emotional exhaustion and reduced satisfaction at the professional front.

8. Discussion of Results

The results of the study are discussed as:

Pathway 1: Resilience → Mental Well-being (MWB) → Job Satisfaction (JoS)

High resilience suppresses the perceived stress level leading to emotional stability, thereby increasing mental well-being. Enhanced mental well-being, in turn, correlates with increased job satisfaction through improved autonomy, engagement, and coping efficacy.

Pathway 2: Organizational Culture (OC) → Mental Well-being (MWB) and Job Satisfaction (JoS)

Organizational culture acts as an environmental determinant, influencing well-being through supportive leadership, fairness, and shared purpose. An empowering culture minimizes occupational stress and amplifies intrinsic motivation, promoting sustainable satisfaction.

Pathway 3: Correlation Effects: Resilience and organizational culture jointly interact to predict mental well-being and satisfaction outcomes. A resilient employee supported with a constructive organizational environment influences mental health positively, lower stress incidence, and stronger job attachment. Conversely, the organizations with reduced institutional support and weak or unhealthy practices may minimize the positive effects of resilience.

9. Practical Implications

The study contributes theoretically and practically. The proposed work contributes to the well-being of employees supplementing the existing literature of Organizational Behaviour in context to higher education and integrates psychological and organizational perspectives. Also, educational leaders should prioritize cultural interventions, including participative leadership, fair and transparent recognition systems, and collegial support structures, to enhance teacher well-being in higher education institutions.

Conclusion

The study identifies a systematic relationship between resilience, organizational culture, mental well-being, and job satisfaction. Resilience and supportive culture collectively enhance mental well-being, and enables the HEI teachers to overcome the professional challenges thus leading to job satisfaction.

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