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Abstract

The mental well-being of educators in higher education, especially in Government Colleges, is becoming increasingly alarming due to rising academic, administrative, and institutional pressures. This research aims to investigate the effects of workload strain and job stability on mental well-being of teaching personnel in Government Colleges of India (Odisha), along by controlling effect of apparent organizational maintenance. This investigation utilizes a quantitative methodology. A total of 450 faculty members were surveyed using a standardized questionnaire. The questionnaire incorporated diverse dimensions employing a five-point Likert scale. The data will be analysed using SPSS alongside the AMOS module. The results demonstrate that workload negatively impacts mental well-being, suggesting that increased job demands are harmful to the psychological health of educators. Furthermore, job security has been demonstrated to enhance mental well-being, highlighting its significance in cultivating teachers' mental resilience. The results demonstrate that perceived organizational support positively influences mental well-being and greatly mitigates bad impact of increased effort on psychological well-being. This study enhances current literature by presenting actual findings from government colleges in India (Odisha), a context that has received limited scholarly focus. The results indicate that policy measures targeting workload, job security, and organizational support are crucial for enhancing the psychological well-being of educators.

Keywords: *Workload, Job Security, Mental Well-Being, Perceived Organizational Support, Government Colleges, Odisha*

Introduction

The higher education teaching community, particularly in governmental colleges of Odisha, faces significant challenges due to increasing academic, administrative, and institutional workload. This escalation in responsibilities can lead to considerable psychological pressure and negatively impacts mental health, which is crucial for effective teaching. Job security concerns related to employment, promotion, and administrative policies further exacerbate the instability and motivation of faculty members. Consequently, the risk of teacher burnout rises, particularly when appropriate support is lacking, jeopardizing their mental and physical health (Jomud et al., 2021).

Teaching workload factors

In the realm of teaching burden, the administration evaluates several aspects, including collaboration, class size, academic ratings, and the split % for team teaching. The term "contact hour" relates to the credit weight assigned to each course per student (Ujir et al., 2020). Furthermore, while evaluating courses outside the scope of 21st-century learning activities, there are typically overlooked aspects in teaching workload calculations. The individual's health and personal hygiene of self-contained superior learning instructors heavily influence their work-life balance and overall wellness. Key variables affecting this well-being include prayer, salary, sense of humour, parental relationships, training, health, support systems, stress management, and the establishment of boundaries between work and personal life (Ilagan, 2024).

Job security

Changes in the workforce, including mergers, downsizing, or restructuring, significantly contribute to job insecurity among employees. Job insecurity is shaped by external environmental changes and can exacerbate feelings of social uncertainty. This condition particularly affects individuals with an external locus of control, leading to increased mental stress and feelings of powerlessness. Consequently, job insecurity results in demotivation and disengagement from work, amplifying job dissatisfaction and the likelihood of employees quitting organizations perceived as insecure. Furthermore, these conditions strain organizations by diminishing employees' mental well-being, stemming from their ruminations on job loss and security concerns (Ghimire et al., 2023).

Mental Well-being

The mental health and wellness of educators profoundly influence the social-emotional wellness of students. Factors affecting teachers' mental health include the nature of their work and the context in which they operate. A work environment with high individual demands, combined with a lack of control or support, can harm the mental health of educators also workplace comfort. Teachers exist especially vulnerable to mental health issues in comparison to other occupations. Various stressors contribute to this, including heavy workloads, administrative responsibilities, insufficient planning time, and pressure regarding students' educational outcomes. Additionally, the interplay between teachers' workplace wellbeing, their relationships with pupils, and student outcomes complicates these dynamics. Poor mental health and workplace wellbeing among teachers can result in difficulties in fulfilling their educational roles effectively, undermining both their relationships with students and their ability to manage classroom behaviour (White, 2020).

Context of Government Colleges in Odisha

Higher education addresses critical social, economic, cultural, moral, and spiritual issues and is vital for national development through knowledge dissemination. The UN's Sustainable Development Goals (SDG-4) call for inclusive education by 2030. In India, systemic barriers like caste, class, and gender inequities hinder educational equality, causing various exclusions such as financial constraints and limitations on community knowledge contributions. Promoting inclusive education is essential for social cohesion and preventing societal alienation. Despite its benefits in career and life quality, India's higher education system struggles with low enrolment, inequitable access, substandard infrastructure, antiquated pedagogical approaches, and deficiencies in research quality. The Government of Odisha's Green Passage Scheme, initiated in 2016-2017, aims to help orphaned students access higher education (Rout, 2020).

Literature review

This study introduced faculty members at Indian colleges using the ripple impact model, which includes Quality of Work Life (QWL), Psychological Well-being (PWB), Organizational Role Stress (ORS), and Organizational Citizenship Behavior (OCB). The findings of this study among 303 faculty members showed that QWL has a beneficial influence on PWB and a detrimental impact on ORS. Also, it was found that PWB is associated with reduced ORS and increased OCB. The final model had high goodness of fit and accounted for 63% variance for OCB, and indices of sequential mediation effects among the variables were established, particularly the role of PWB between QWL and ORS and then to OCB (Dewangan, 2025).

This research focused on the developments of the knowledge-based sectors of education in a globalized world, with increased competitiveness within higher educational Institutions (HEIs). The study points out that there is a need for proper human resource management to cope with difficulties and increase competitiveness. The research design is descriptive, and the data collected from 470 faculty members of Indian HEIs was processed with the assistance of SPSS and AMOS software, verifying the relationships between the aspects of organizational citizenship behaviour (OCB). The results show a strong relationship between the dimensions, and the research recommendations are that university administrations should promote morals among teachers to increase OCB (Roy, 2024). This study aimed to assess the present engagement of university teachers by analysing the responses of 292 full-time teachers of four universities. The findings of this research revealed that demographic factors like age, educational qualifications, designation, and work experience affect engagement levels; however, factors like gender, marital status, and stream do not affect engagement levels to any major extent (Samantaray et al., 2023).

(Y. Wang, 2024) examined the complicated relationships between workload, perceptions of organizational support, work engagement, and psychological well-being, using a data set of 572 secondary school teachers. This research utilized a model of structural equations to investigate the validity of construction as well as complex interactions between the variables. Findings revealed an inverse correlation between workload and feelings of managerial support, workload as well as work involvement, also burden, psychological well-being. Furthermore, affirmative correlations were discovered among views of employee participation, mental health, and organisational support outcomes of the essential comparison model indicating an optimal alignment between the model and the suggested constructs. Work-Life Balance: A Catalyst for Lecturer Productivity Amidst Changing Workload Evaluation in Indonesia's Academic Environment

This study analysed connection among workload and supervisor assistance for professor output in an Indonesian academic context, with a special emphasis on work-life balance by way of a dominant influence within transition to workload assessment frameworks. An investigation using structural equation modelling of data from questionnaires administered to 736 lecturers at an Indonesian institution revealed that workload adversely affects work-life balance (C.R. = -5.095), while positively influencing LP (C.R. = 3.567). Conversely, supervisor support positively influences work-life balance (C.R. = 7.961), but unexpectedly

negatively disturbs lecturer productivity (C.R. = -3.213). An inverse association exists between work-life balance and lecturer productivity (C.R. = -4.069). The results indicate that conventional Western notion of work-life equilibrium may not be applicable in an academic setting of Indonesia, work-life balance seems to be more feasible. These findings for academicians call for balanced workload strategies that factor rewards, welfare provisions, career development, or recreational programs to remove lecturer stress or burnout (Effendi et al., 2025).

(Li et al., 2025) examined the relationship between working conditions and professional requirements and job satisfaction in the private higher education sector. This research investigates the correlation between working conditions and job pleasure, also among work duties also job satisfaction, through a structured questionnaire survey of 300 academic officials from nine institutions in Anhui Province, analysed using AMOS 23.0. The results show that a positive working environment is a major factor in promoting job satisfaction, and too many work responsibilities are a shortcoming in this regard.

(Gilar-corbi & Izquierdo, 2025) examined the mental health crisis among early-career teachers in Ghana. It concentrates on testing a study model where burnout and test stress influence mental health, with therapy provision by way of a facilitator also moderator variable. With a population of 790 teachers, using a validated instrument, it verifies that role conflict, depersonalization, and emotional exhaustion have a positive influence on psychological distress. It is demonstrated in this study therapist help somewhat buffered the relationship among burnout as well as mental health well-being. It also validated counselling support in buffering any negative influence of test stress in mental well-being, especially in teachers who identify themselves as female.

(Pathak et al., 2025) examined the influence of stress on CBSE teachers' psychological well-being in Hyderabad and explored the mediator effect of emotional intelligence. The findings suggest that self-perception of emotions, emotion use, and emotion regulation devise an optimistic effect on teachers' psychological well-being. Work-related stressors and emotion expression affect it negatively. Emotional intelligence acts as a full mediator between stress and psychological well-being. Stressors were identified to include working long hours, lack of assistance, and outcome pressure that worsened because of the COVID-19 spread and the rising influence of artificial intelligence. There is certainly a need to enhance emotional intelligence and lower stress levels among teachers through policy change and educational technology.

This cross-sectional research used data is obtained from 2021 National Health Interview Survey, concentrating on American people aged 18 and older. The analysis included job flexibility and job security as key exposures. Specifically, increased job flexibility led to lower odds of serious psychological distress (OR, 0.74) and lower anxiety (weekly OR, 0.89; daily OR, 0.87). Increased job security similarly reduced distress (OR, 0.75) and anxiety (weekly OR, 0.79; daily OR, 0.73). Additionally, both job characteristics were linked to a decrease in the number of days worked while touch unfriendly and absenteeism in past year. These findings underline the importance of fostering job flexibility and security to improve mental health outcomes among employees (M. L. Wang et al., 2024).

Research gap: However great deal of study has already been conducted on workload, job security, or the mental wellbeing of teaching staff, a large number of research endeavours together or separately focused on isolated constructs such as work engagement, work or organizational support, or emotional intelligence, or are region-specific, emanating from places such as Indonesia, China, or the US. There has been a dearth of research that takes a comprehensive look at the complex relationships between workload, job security, individual psychological wellbeing, and organizational constructs such as organizational citizenship behaviour in the context of India (Odisha) government colleges. The mediating effects of work life balance, counselling support, also expressive aptitude, for instance, in setting of India (Odisha) advanced education institutions, are yet to be examined properly.

Hypothesis development

- **H1:** Workload has a significant negative effect on mental well-being among teaching staff in Government Colleges of Odisha.

(International et al., 2022) investigated this research gap, we shall address the inconsistent findings of research studies in their non-linear processes of employee attitudes and mental well-being relative to workload. One of the hypotheses that we would like to address would be that existing scales of measuring workload do not encompass its full scope, hence making it very difficult to ascertain non-linear relations. Another hypothesis that we would like to present would be that existing research studies have outcomes that are simply too distant to ascertain their findings since mediators like boredom in low workload and frustration in high workload affect the result. Proceeding the basis of Preservation of Wealth system, the current cross-sectional exploration efforts to explore connection among workload of homeworkers also their mental well-being, and it has been found that work-family conflict, issues related to sleeping, and work engagement influence this relationship. The research, carried out on the data provided by 11,501 homeworkers in the sixth wave of the European Working Condition Survey, has provided interesting insights, and the findings are contrary to what was initially expected, as the relationship between the variables reveals that, despite increased mental well-being, a negative correlation is experienced on taking into consideration the indirect effects of the variables, and the total effect is negative (Mediating & Problems, 2022). This research remained conducted to examine apparent workloads of university professors and their associated psycho-social hazards of work addiction, psychological distress, and work-life struggles. The study involved a selected sample of 252 university professors aged 48.1 years (SD=5.1) and was equally represented for both sexes and conducted across 10 universities across Europe. Findings of this study showed that university workloads associated with the bureaucracies of universities represent an identifiable predisposing factor for work-related well-being among university professors (Pace et al., 2019). The research assesses the management of the amount of work teachers do and how it affects their performance and well-being in public schools, with a focus on 75 first-grade teachers in Ubay, Bohol, Philippines. Using a standardised questionnaire from Norma A. Sugden and John Highton and a descriptive-documentary survey, the findings revealed no meaningful connections between the instructors' workload management and their well-being and profiles (variables of age, education, and experience). Correlations between the management of workload and overall well-being and effectiveness in teaching showed no significance leading to conclusions on satisfactory effectiveness of teachers in their heavy tasks and responsibilities assigned to them (Magalong & Torreon, 2021).

Research explored the consequences of overburdened teaching roles on teacher well-being, specifically with regards to perceptions of professional demands and rewards. The survey study conducted with a sampling pool of 750 educators showed that despite a majority reporting a comfortable working environment, there is a strong relationship between university roles and health conditions ($\beta = 0.23$, $p < .001$). The real-profile group tended to experience a stronger negative impact than humanistic-profile group members due to university overload. In addition, university overload associated with strained relations and burnout symptoms ($\beta = 0.55$, $p < .001$). The variables with a mitigating influence were tenure and a reduced lecture load. Contrary to expectations, teacher management of the teaching load did not have a substantial impact on teachers' general well-being and work happiness. The results indicated that despite a heavy workload, teachers can still perform well in their roles and associate bureaucratic pressures with concerns for personal and social well-being (Magalong & Torreon, 2021).

By the above, **H1: Workload has a significant negative effect on mental well-being among teaching staff in Government Colleges of Odisha** is accepted.

- **H2:** Job security has a significant positive effect on mental well-being among teaching staff in Government Colleges of Odisha.

Based on the tenets of Social Cognitive Career Theory, this study investigates the influence of well-being and job security on work performance from the employees' perspective during the COVID-19 outbreak. A two-wave time-lagged approach was used to conduct this research on 279 frontline employees in Saudi Arabia. The results indicate that work security significantly influences job performance, whereas well-being positively impacts job performance and somewhat mediates the relationship between job security and job performance. Moreover, Perceived Organisational Support and Psychological Capital strengthen the relationship among well-being and job performance. This research emphasizes that policymakers and researchers should give more emphasis to job security and well-being in governmental organizations to increase job performance and during the outbreak of pandemics (Tahnoon et al., 2025).

By above, **H2: Job security has a significant positive effect on mental well-being among teaching staff in Government Colleges of Odisha** is accepted.

- **H3:** Perceived organizational support moderates the workload-mental well-being relationship such that the negative effect of workload on mental well-being is weaker when perceived organizational support is higher.

One of those studies examined workload, burnout, and perceived organizational support in a group of 340 medical staff in Islamabad, Pakistan. Employing a set of standardized instruments, it was shown there to be burnout and workload were positively correlated, whereas burnout and POS were negatively correlated. Additionally, it was shown that organisational support mitigated the correlation between workload and burnout, suggesting a less negative experience of workload on burnout in individuals scoring high on organizational support. It appears there is a pressing need to address both workload and organizational factors in a manner aimed at preventing, treating, or reducing burnout (Khattak, 2025).

By above H3: Perceived organizational support moderates the workload-mental well-being relationship such that the negative effect of workload on mental well-being is weaker when perceived organizational support is higher is accepted.

Methodology

Aim : To investigate how job stability and workload affect mental health well-being among teaching staff in Government Colleges of Odisha.

Research design: The study examined the workload using a quantitative research method, Job Security and Mental Well-Being: Predictors among Teaching Staff in Government Colleges of Odisha. A systematic online questionnaire was used to gather information from 450 respondents. Likert-scale items made up the validated questionnaire that was used to gather the information. The data was analysed using "Statistical software in the social sciences," or SPSS.

Conceptual frame work

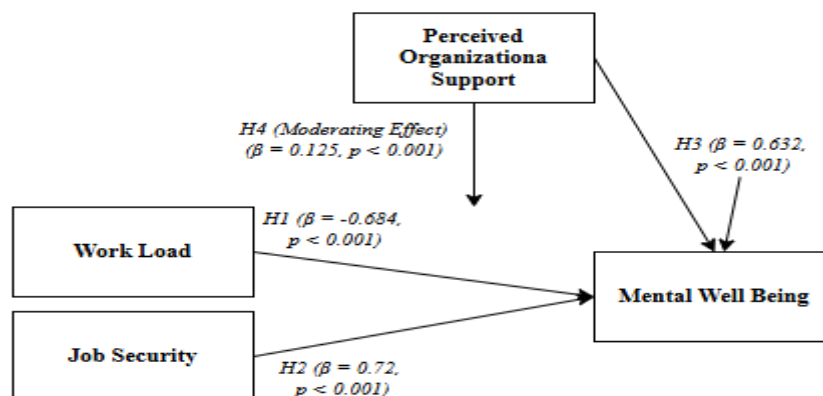


Figure 0.3 Conceptual frame work

Objectives

- To examine the effect of workload on mental well-being among teaching staff in Government Colleges of Odisha.
- To examine the effect of job security on mental well-being among teaching staff in Government Colleges of Odisha.
- To assess the moderating role of perceived organizational support in the relationship between workload and mental well-being.

Hypothesis

- H1: Workload has a significant negative effect on mental well-being among teaching staff in Government Colleges of Odisha.
- H2: Job security has a significant positive effect on mental well-being among teaching staff in Government Colleges of Odisha.
- H3: Perceived organizational support moderates the workload–mental well-being relationship such that the negative effect of workload on mental well-being is weaker when perceived organizational support is higher.

Sample selection

The study used a sample size of 384 people to establish a representative dataset for analysis. The stratified random sample method was used to investigate Workload, Job Security, and Mental Well-Being: Predictors among Teaching Staff in Government Colleges of Odisha.

Data collection

This study used a quantitative methodology, guaranteeing precision and dependability via methodical data gathering techniques. A standardised Likert-scale questionnaire was employed as the primary instrument for data collection to assess workload, Job Security and Mental Well-Being: Predictors among Teaching Staff in Government Colleges of Odisha. Important questionnaire elements are Workload, Job security, Perceived organizational, mental well-being. Google Forms was used to collect 384 legitimate replies. This study included the Government colleges of Odisha to collect the data for the survey. In this moderating effect is used for the greater impact. The poll was conducted online using email and Google Forms, with primary replies supplemented by secondary sources including government documents, previous research, and institutional records.

Measures

Data has been collected using a standardised questionnaire. A questionnaire has been developed using a 5-point Likert scale (ranging from Strongly Disagree to Strongly Agree) to solicit respondents' thoughts on different research subjects being examined. The questionnaire has a collection of both open-ended and closed-ended questions. The questions have been meticulously designed to elicit significant information on the specified study variables. The survey has five respondent types, each accompanied by a distinct questionnaire tailored for that group. The table below presents the variables and the number of items examined for the investigation.

S. No	Variable Name	No. Items
1	Workload	5
2	Mental well-being	5
3	Job security	5
4	Perceived organizational support	5

- Workload:** Workload is influenced by working conditions and refers to the tasks and duties that must be completed within a specific timeframe. An excessive assignment of tasks in an office can lead to increased tension for individuals (Effect et al., 2025).
- Mental well-being:** The idea of mental well-being has progressed over time from a reactive perspective that concentrates on mental illness to a broader perspective that explores the idea of positive mental health. This transformation has taken place due to developments in related areas, such as psychology and public health. Mental well-being, though often a vague construct, has been accepted as a means of determining a nation's prosperity and correlates with enhanced physical and mental health. The salient features of mental well-being include having optimal physical and behavioral healthcare, a sense of life purpose, engagement with enjoyable activities, strong relationships, and a high degree of happiness and contentment (Gautam et al., 2024).
- Job security:** Job security is understood to be an employment agreement that includes assurances of future employment, whereas job insecurity is the lack of perceived control to sustain employment continuity in a threatened job environment. The concept of job insecurity is grounded in perceptions of the job environment and is informed by a theoretical model that suggests threats perceived subjectively influence threats that are objective through perception processes. Job security within public institutions like government and educational institutions provides job security to employees but has remained an issue of controversy (Hur, 2019).
- Perceived organizational support:** Perceived organisational support denotes workers' sense that the organisation is invested in their well-being. The idea of organizational support perception has been around for more than thirty years. It has been perceived as a valuable resource for reciprocal behavior, as employees feel obligated to reciprocate kindness in order to have a high self-image as well as maintain social norms (Behavior et al., 2020).

Results

Introduction

The actual findings from a study looking at the relationship between workload and, job security, perceived organisational support, and the mental well-being of teaching staff at Odisha state government institutions. The objective of this study is to analyse and determine the joint prediction of mental well-being by these critical organizational and psychological factors in the educational environment; particularly, the direct predicting roles of the workload and job security ideas

and how perceived organisational support acts as a moderator for these concepts will be explored. The research results and conclusions will be derived from data obtained from a representative sample of 450 teacher personnel from diverse demographic characteristics with respect to gender, age, work experience, and educational background. This chapter will initially introduce and describe the demographic representation of the research participants and then critically assess the reliability and validity of the structural model fit to guarantee that these organizational and psychological concepts and their measurements meet certain present thresholds of accepted psychometric properties and soundness. It will then report the structural model results to examine the direct effects of workload, job security, and perceived organizational support on mental well-being. This analysis will determine the extent to which each predictor significantly influences mental well-being within the proposed framework.

In addition, it will test the moderating impact of perceived organisational support on the relationship between mental health and workload well-being. By following a systematic, method-driven approach, the study establishes a rigorous quantitative foundation for the subsequent discussion of findings and the development of conclusions

Demographic Information

Table 1 Demographic Profile

Demographic Variables	Categories	Frequency	Percent
Gender	Male,	245	54.4
	Female	205	45.6
	Total	450	100.0
Age Group	25-35	126	28.0
	36-45	157	34.9
	46-55	96	21.3
	55+	71	15.8
	Total	450	100.0
	0-5 years	91	20.2
Experience	6-10 years	135	30.0
	11-15 years	95	21.1
	16+ years	129	28.7
	Total	450	100.0
	M.A/M.Sc.	136	30.2
Qualification	M.Phil.	144	32.0
	Ph.D.	170	37.8
	Total	450	100.0

The table-1 demographic reveals a fairly balanced and representative sample of 450 teaching staff from government colleges. In respect to gender representation, slightly more male teachers responded to the research (54.4%) to make up a substantial 45.6% alongside female teachers, denoting a representative composition of both genders. The greater age representation belongs to 36-45 years with 34.9%, followed by 25-35 years with 28.0%, denoting a representative composition of middle-age group teachers only, followed by 46-55 years with 21.3% and 55+ with 15.8%, respectively and denoting a representative composition of senior faculty only. In respect to work experience, the majority represents 6-10 years with 30.0% and 16+ years with 28.7% work experience only, followed by 0-5 years with a substantial 20.2% and 11-15 years with 21.1% work experience only, denoting a representative composition of both early and highly experienced teachers only. In respect to educational qualifications, a majority holds higher degrees only; with 37.8% holding a PhD, 32% holding an M.Phil., and 30.2% holding either M.A./M.Sc., denoting a highly representative composition of highly educated teachers only.

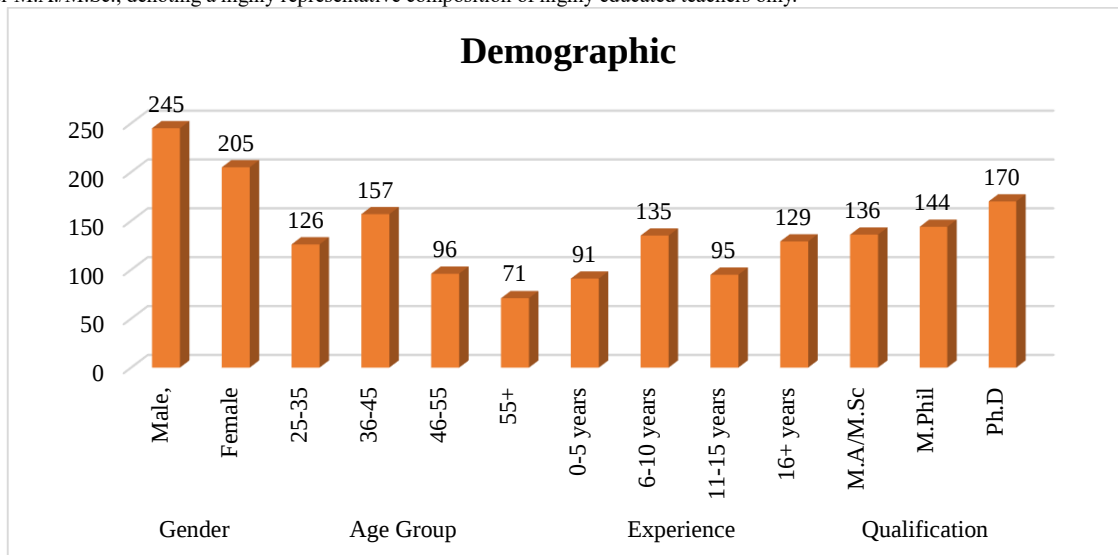


Figure 1 Demographic in frequency data

The demographic bar chart in figure-1 indicates that the sample consists of slightly more male teachers (245) than female teachers (205), with a strong representation of mid-career age groups, particularly 36-45 years (157) and 25-35 years (126). Experience levels are well distributed, with the largest group having 6-10 years of service (135), followed by those with 16+ years (129) and 11-15 years (95), showing a mix of early, mid, and highly experienced faculty. The chart also shows that most respondents are highly qualified, as 170 hold a Ph.D., 144 an M.Phil., and 136 an M.A/M.Sc., suggesting a professionally well-trained teaching workforce in the surveyed government colleges.

Reliability and Validity

Table 2 Reliability, Validity with discriminant validity

Constructs	Cronbach's Alpha	CR	AVE	Mental Well Being	Work Load	Job Security	Perceived organizational support
Mental Well Being	0.889	0.764	0.638	0.799			
Work Load	0.897	0.898	0.637	0.680	0.798		
Job Security	0.887	0.729	0.596	-0.720	-0.628	0.772	
Perceived organizational support	0.882	0.882	0.599	-0.631	-0.443	0.607	0.774

The table-2 results of the reliability and validity assessments indicate that all four constructs inside the proposed model have good measurement qualities. The Cronbach's alpha calculated for Mental Well-Being (.889), Work Load (.897), Job Security (.887), and Perceived Organizational Support (.882) all exceed the

recommended standards of 0.70. Furthermore, all four constructs have good composite reliability. The values range from 0.729 to 0.898. The result verifies the overall consistency and reliability of the constructs. According to the calculations conducted in this research, all the AVEs (0.638 for Mental Well-Being, 0.637 for Work Load, 0.596 for Job Security, and 0.599 for Perceived Organizational Support) exceed 0.50. Therefore, it can be verified that all four constructs have good levels of convergent validity. The off-diagonals (tables indicating correlations) clearly indicate that the square root of all AVEs (0.799, 0.798, 0.772, 0.774) exceed the correlations. This corresponds to the Fornell–Larcker Criterion test that verifies overall consistency and discriminant validity. Taking everything into consideration, it can be realized from the table below that the proposed measurement model could be considered quite reliable and valid. Such consistency provides a substantial foundation for determining the overall structural relationships between workload, job security, perceived organizational support, and mental well-being.

Model Fit Summary

Table 3 Overview of Model fit values

Variable	Value
Chi-square value(χ^2)	167.458
Degrees of freedom (df)	164
CMIN/DF	1.021
P value	0.410
GFI	0.965
NFI	0.970
RFI	0.965
IFI	0.999
CFI	0.999
RMR	0.012
RMSEA	0.007

The results from the measurement/structural model is shown by the model fit indices fitted in this study fits the data perfectly. The non-significant chi-square value (χ^2) = 167.458, df = 164, p = 0.410, and the CMIN/DF of 1.021 are very close to 1, indicating a perfect model fit. Values above 0.90 and 0.95 are required in absolute and relative model fits, and these requirements are met since GFI = 0.965, NFI = 0.970, RFI = 0.965, IFI = 0.999, and CFI = 0.999. These pieces of evidence indicate a good model fit and a model which fits the observed covariance pattern perfectly. All residual-based model-fit estimates are also acceptable since the RMR is 0.012 and the RMSAE is 0.007; this value is far below 0.05. These pieces of evidence conclude that the proposed model fits well and can be used for the testing of inferential links between workload, job security, POS, and mental well-being.

Hypothesis Results

Direct Effect

Table 4 Direct effect Hypothesis outcomes

Hypothesis	Relationship Path	Estimate	P-Values
H1	Work Load -----> Mental Well Being	-0.684	P<0.001
H2	Job Security -----> Mental Well Being	0.72	P<0.001
H3	Perceived organizational support -----> Mental Well Being	0.632	P<0.001

The table-4 hypothesis results from the structural model strongly confirm all three proposed direct effects and are well aligned with the proposed objectives of the research. The link between workload and mental well-being is negative and significant ($\beta = -0.684$, $p < 0.001$), illustrating that the greater the workload among teachers, the worse their mental well-being. This verifies the first hypothesis (H1) because it supports the objective that seeks to evaluate the detrimental effect of workload on the mental well-being of teachers. Conversely, job security exerts a substantial positive and very significant influence on mental well-being ($\beta = 0.72$, $p < 0.001$), confirming H2. This suggests that teachers who perceive higher levels of job security experience greater levels of positive mental and psychological well-being. This result verifies the objective that seeks to evaluate the positive effect of job security on the positive results of mental health. On the other hand, perceived organizational support exerts positive and significant influence on mental well-being ($\beta = 0.632$, $p < 0.001$) that strongly supports H3. This suggests that if teachers experience greater levels of help and care from their organizations in terms of recognition, care, and assistance, then they experience enhanced levels of improved mental well-being. Therefore, all results from this research reinforce that the positive influence on the well-being of teaching personnel in government colleges is driven strongly by the intermix of intensive job pressure (workload) and key organizational elements include perceived organisational support and career stability. Such findings strongly emphasize that governments should focus on reducing workload while enhancing job security and positive organizational environments. Such strategies would ensure that teaching personnel experience strategies aimed at enhancing job satisfaction that leads to improved well-being.

Moderated Effect

Table 5 Moderating effect

Hypothesis	Relationship Path	Estimate	P-Value
H4	Workload -----> Mental Wellbeing	-.434	P<0.001
	Perceived Organizational Support -----> Mental Wellbeing	.345	P<0.001
	Interaction -----> Mental Wellbeing	.125	P<0.001

The table-5 results for the moderated model show that there are negative and significant direct effects of workload and perceived organizational support on mental well-being, and the joint effect of workload and perceived organizational support adds an additional, meaningful value, as expected in the case of moderation. The path from workload to mental well-being continues to remain negative and highly significant ($\beta = -0.434$, $p < 0.001$), thus supporting that increased workload adversely affects the teachers' mental well-being, including the moderator in the equation besides workload. Conversely, the direct impact of perceived organisational support on mental well-being is both positive and statistically significant ($\beta = 0.345$, $p < 0.001$), suggesting that increased perceptions of organizational support are associated with improved psychological health on the part of the teachers. More importantly, the joint effect of workload and perceived organizational support is positive and highly significant ($\beta = 0.125$, $p < 0.001$), thus empirically verifying the moderation hypothesis (H4) that there exists a positive effect of the joint variable formed by workload and perceived organizational support on mental well-being, because the negative effect of workload on mental well-being tends to decrease when the level of organizational support is high than when it is low or low or lowest. Proceeding with the implications of the results, as the focus of the present study is to explore the moderation effect of perceived organizational support, the findings are indicative that staff recognition, assistance, and care for overall staff welfare, representing supportive organizational practices, could act as a safety net against the psycho-traumatic consequences of high workload for the teachers in government colleges.

Discussion

The findings clearly establish that workload has a strong, adverse association with mental wellness. This clearly confirms previous findings that over emergence in academic and administrative chores affects mentally when it comes to teacher wellness (Wang, 2024; Jomud et al., 2021). In respect of government colleges in the State of Odisha, it has been noticed that teachers generally cope up with an overload of students, additional administrative chores, examination duties, and institutional obligations without corresponding resource addition, increasing stress levels and impacting adversely upon mental wellness to justify that workload jeopardizing wellness forms an imperative threat factor.

The objective of the present study is to investigate how job stability and workload affect mental health of teaching personnel at Government Colleges in Odisha. This study primarily attempts to investigate how perceived organisational support functions as a moderating factor. In this context, the study results have been found to demonstrate strong empirical support for each hypothesis proposed and align well with the COR model and the Organizational Support Theory. On the other hand, job security came up as an important positive predictor of mental wellness. A teacher feeling insecure about his or her job security tends to be psychologically comfortable, emotionally balanced, and mentally sound. In line with this trend, various studies demonstrated that job security has remained an important key that reduces anxiety, insecurity, or stress (Hur, 2019; M. L. Wang et al., 2024). Even in government colleges, certain threats in terms of transfer, promotion, contract, or change of policies can create certain insecurities affecting job security. The current study has brought forth an important point that improving job security can be an extremely vital factor for teachers' improved mental wellness.

Both direct and moderating effects were shown to be considerably influenced by perceived organisational support roles for mental health outcomes. A higher perception of care, recognition, and organisational support was identified as positively correlated with favourable mental health outcomes among teachers. Additionally, it was found that the negative impact of workload was significantly-buffered by perceived organizational support on mental health outcomes. Institutions that provide organizational support to faculty in terms of organizational policies, recognition, counselling, and administrative aid can significantly minimize its adverse psychological impacts of a high workload. These findings confirm previous studies that contend organizational support acts as an ammunition resource that helps build resilience among organizational employees (Eisenberger et al., 2020; Wang, 2024).

The moderating effect discovered within the framework of this research has a particular relevance in the field of higher education institutions. It indicates that even if increasing the reduction of workload may not be possible in certain situations, improving supporting factors within the organization may prove to be a productive alternative approach in order to maintain mental health issues of teachers.

In summary, this research contributes to extant literature by providing empirical evidence related to this area in the context of government colleges in India, where no similar studies exist for teachers and their mental well-being. The issue discussed in this research draws attention to what impacts mental well-being for teachers, which not only includes work-related demands and Job Demands Resource Model, but also extends beyond that based on available data and findings.

Conclusion

The results obtained from this research earnestly reveal that workload, job security, and perceived organizational support are influential antecedents of mental wellness within the teachers of the government colleges of Odisha. In accordance with the first research aim, the results validly state that the workload significantly and negatively influences mental wellness, thereby showing teachers' mental and psychological wellness to significantly deteriorate due to high work demands and job pressure. In accordance with the second research aim, job security significantly and positively influenced mental wellness, thereby showing high mental and emotional wellness within those teachers perceiving their job as secure and stable and free from work-related pressure and stress. In addition to this, perceived organizational support significantly and directly influenced mental wellness and validly met the third research aim by playing the pivotal role of a protective factor between workload and mental wellness. This depicts that the mental wellness of those teachers significantly gets influenced to improve due to high organizational support and perceived organisational support effectively mitigated the adverse impact of excessive labour pressure on mental wellness. Aggregating the findings above underscores that mental well-being among teachers in government colleges in Odisha is influenced by a mix of high job demands and critical organizational resources. High job demands are a source of diminished mental well-being, whereas job security and organizational support represent fundamental psychological resources that increase and protect teachers' mental well-being. It appears that policymakers and college authorities should emphasize decreasing high job demands, developing and enhancing job security, and helping build a supportive organizational climate as major ace strategies that could help enhance and sustain teachers' mental well-being in government colleges. This current investigation thus resonates that teachers' mental well-being could be a major organizational and policy issue that policymakers and college authorities should focus on in order to establish a healthy and productive teaching force in government college settings.

It appears that a focus on approaches to decrease high workload, clarify role, and improve job security and organizational support could be beneficial to administrations of colleges and policymakers. Future research could build on this study to investigate, using a longitudinal approach, determining causality, introducing other psychological variables such as burnout, resilience, or work engagement, or contrasting government with private colleges, in an attempt to investigate possible variations in workload, well-being, and support in different contexts. It should be noted, however, that this study has some limitations. It is a cross-sectional study, contains self-report data, and concentrates on government colleges of a single state, which may make it fall short in determining causality, along with generalization to other contexts.

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