

# Role Of Positive Psychology At Workplace In Managing Occupational Stress In Professional Educational Institutions

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## Abstract

**Purpose:** Occupational stress is a significant challenge among professionals in higher education, affecting their psychological health, occupational performance, and largely quality of work life. This study investigates the role of positive psychology in managing occupational stress within professional educational institutions. By incorporating key principles such as resilience, mindfulness, strengths-based leadership, and workplace well-being programs, positive psychology offers an effective framework for stress mitigation.

**Design/Methodology/ Approach:** The study was conducted among 302 respondents and employs a mixed-method approach, integrating quantitative surveys and qualitative interviews to assess the impact of positive psychological interventions on stress reduction and job satisfaction among faculty members in both “public and private institutions”. Statistical analysis, including regression modeling and Pearson’s Correlation is conducted to examine the association between positive psychological construct such as “optimism”, emotional intelligence, and “self-efficacy” and occupational stress.

**Findings:** The findings reveal that institutions embracing positive psychology experience lower stress levels, enhanced mental well-being, and increased professional engagement among educators.

**Research Implications:** This study highlights the role of positive psychology in reducing occupational stress among higher education faculty.

**Practical Implications:** It guides policymakers in implementing well-being initiatives and mental health programs.

**Social Implications:** The findings enrich workplace stress research and support institutional leaders in development a healthier and extra productive work atmosphere.

**Originality/value:** It offers empirical evidence on the effectiveness of resilience, mindfulness, and well-being initiatives in academic workplaces. By comparing public and private institutions, the research fills a gap in understanding sectoral differences in stress management.

**Keywords:** Positive Psychology; Occupational Stress: Higher Education; Faculty Well-being; Mental Health; Work Engagement; Resilience; Odisha

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## INTRODUCTION

Intensifying expectations from professional educational institutions and the fast pace of modern academia give teachers high occupational stress. Chronic stress harms their health, impairs their ability to teach, makes them miserable at work, and delays their institution. New positive psychology strategies can assist educators overcome these challenges by enhancing optimism, resilience, emotional intelligence, and success. Positive psychology prioritises strengths and well-being over negative consequences. This research explores the revolutionary role of positive psychology in workplace stress management, focusing on mindfulness and wellness initiatives. This study investigates how positive psychological traits create healthier work environments to increase mental health and professional fulfillment in educational institutions.

## REVIEW OF LITERATURE

To study done by Saha et.al (2025) explained how resilience and gender moderate life satisfaction and self-efficacy. 211 HR specialists tested mediation and moderation hypotheses using PROCESS macro. Self-efficacy, resilience, and life happiness were strongly correlated. Strong mediating effects for positive acceptance, personal competency, and innate trust. Through positive acceptance and competence, gender affected life happiness and self-efficacy but not innate trust. Despite appealing and other theoretical frameworks, most literature evaluates life satisfaction. This study ties life satisfaction to “resilience and self-efficacy”.

Hasanvand, M. B. (2024) intends to raise awareness, behavioural changes, stress management skills, problem-solving techniques, support networks, and time management to help to lower stress. Accepting stress and its effects, from headaches and exhaustion to worry and despair, is vital. The chapter concludes that while occupational stress cannot be abolished, knowledge, behavioral changes, and good stress management can lessen its negative consequences.

Vahradyan et al. (2024) suggested positive psychology technique introduces character traits to grieving by giving bereavement practitioners a strengths-based mourning manual. This manual offers grievers strengths-based therapy, practitioner guidance, and evaluation methodologies. This intervention will help mental health professionals integrate positive psychology into mourning.

According to Diamond, S. (2024), workplace stress lowers employee happiness and performance, which increases absenteeism and turnover and finally causes major financial losses for companies. Stress may be, at a certain degree, helpful and a motivating factor for people. On the other hand, too much stress affects a person's mental as much as physical state. This work searched many electronic databases, including PubMed, Wiley, Springer, Google Scholar, Web of Science, WHO, Wikipedia, Research Gate, Forbes, Medline, and Health line.

According to Babamiri et al. (2024), satisfied workers are more motivated to do their jobs. Thus, healthcare organizations and management must understand how to make nurses happy. The goal is to examine the complex relationship between psychological capital, interactional justice, supervisor support, and workplace satisfaction, as well as how supervisor trust may moderate these associations.

According to Goel and Singh (2024), the major aim of this learning is to look into how workplace happiness (HAW) might affect corporate citizenship behavior (OCB). It also wants to find out if this effect can be increased by helping organizations learn, which is called studying the moderating role of organizational learning capabilities (OLC).

Beri & Keswani (2023) believed modern corporate or educational settings were the peak of success. It's important to recognize that teachers and staff face emotional and physical challenges. Micro aggressions, insults, office politics, and jealousy among coworkers and supervisors are examples of workplace incivility. These habits significantly improve workplace happiness and productivity.

Garg, Kumari & Punia (2022) studies probe the complex interplay between workplace spirituality and the phenomenon of work stress within the context of university educators. Furthermore, this work explores the complex dynamics of constructive deviance as a mediating factor in the intricate relationship between workplace spirituality and stress among the university teachers.

Paul & Jena (2022) studied on the scholarly document is to scrutinize the impact of workplace spirituality on the overall welfare of employees and their inclination to remain affiliated with the organization, specifically within the context of teachers employed in technical higher education institutions. Moreover, the present study aims to examine the disparity in model estimations among two distinct cohorts of educators who exhibit disparities in their deliberate career selection.

Through a concise meta-analysis, the 2021 Das & Barman study aims to clarify the value of occupational competencies in the corporate world of today. The aim is to investigate how students from higher education and management institutions globally acquire these competencies. Ultimately, innovative suggestions are framed for discussion. Commencing the execution of the distinguished Education Policy-2020, as announced by the respected Government of India.

According to Jones et al., (2020) there exists a dearth of scholarly inquiry pertaining to the conceptualization of salubrious workplace well-being for educators, coupled with a conspicuous absence of theoretical deliberations aimed at framing, comprehending, and augmenting the workplace well-being of educators.

### **Optimism**

Optimism is the cognitive drive and expectation towards the best and most favorable result, promoting hope also improve cognitive and bodily health. This lets people simplify their lives and escape stress. Optimists avoid despair and hopelessness. Keles, (2011) defines optimism as a wide expectation of a better future. Seligman 1986 found that optimistic managers and salespeople perform better. Positive people expect good things. While optimists hope for wonderful things, pessimists see negative ones happening in (2003) Carver.

### **Resilience**

Resilience, the ability to overcome misfortune, helps people stay positive. According to “Luthans et al.” (2004) showed that resilient people can change despite obstacles. The changing element of resilience helps people negotiate life's many challenges. Özkalp defined this idea as a complex life trajectory that includes fortitude, resilience, responsiveness, adaptation, and psychological pressures. Psychological resilience is the ability to overcome obstacles, focus on goals, and succeed.

### **Emotional intelligence**

Emphasising its value in professional achievement, Goleman (1995) first presented EI as the ability to recognise, interpret, and control emotions. Employees with higher EI demonstrate better coping strategies and resilience in stressful work environments (Salovey & Mayer, 1990). Studies show that by improving self-awareness, emotional control, and interpersonal interactions, EI helps people to manage occupational stress (Zeidner, Matthews, & Roberts, 2004).

### **Accomplishment**

Seligman (2011) stressed the importance of accomplishment in reaching personal and professional objectives in the PERMA paradigm. Achievement promotes job satisfaction, stress reduction, and motivation. Locke and Latham's (2002) goal-setting theory suggests that those who reach important goals have less professional stress. Goal achievement boosts self-efficacy and confidence, which help manage job problems. Csikszentmihalyi (1990) proposed the flow theory, which states that meaningful tasks motivate and relieve stress. Professional success boosts engagement, productivity, and well-being.

Dimensions of Positive Psychology

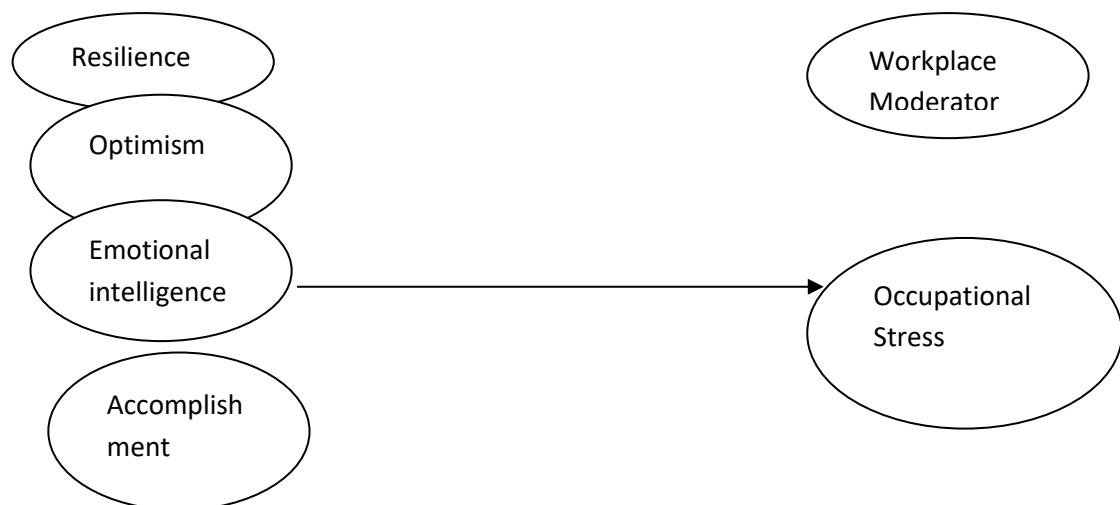


Figure 1.1 Positive Psychology Hypothetical Model

### Objective of the study

- To examine the relationship between positive psychology constructs (resilience, optimism, emotional intelligence, and accomplishment) and occupational stress among faculty members.
- To evaluate the effectiveness of mindfulness-based practices in reducing occupational stress among faculty members.
- To investigate the mediating role of workplace well-being programs in the relationship between positive psychology and occupational stress.
- To compare the levels of occupational stress and the adoption of positive psychology practices between faculty members in public and private professional educational institutions.

### Hypothesis :

- H1: Positive psychology constructs (resilience, optimism, emotional intelligence, accomplishment) are negatively correlated with occupational stress.
- H2: Mindfulness-based practices significantly reduce occupational stress levels among faculty members.
- H3: Workplace well-being programs mediate the relationship between positive psychology and occupational stress.
- H4: Differences exist in stress levels and positive psychology adoption between public and private institutions.

### METHODOLOGY :

The research design here used is A Mixed-Method Approach (Quantitative & Qualitative).An quantitative analysis is done to establish statistical relationships between positive psychology constructs and occupational stress.And the qualitative analysis is used to gain deeper insights into faculty experiences and institutional practices. The Data Collection Methods used here (Survey-Based Research) where a structured questionnaire is used as validated Likert scale survey (e.g., 5-point or 7-point scale) measuring. Positive Psychology Constructs such as Resilience, optimism, emotional intelligence and accomplishment.Occupational Stress Factors are Workload, role conflict, job insecurity, work-life balance, burnout.

#### Sampling:

Target population: Faculty members from public and private “higher education institutions in Odisha”. “Stratified random sampling” techniques were used to ensure representation from both private and public sectors).Sample Size is determined using Cochran’s formula (typically 300–500 respondents for robust statistical inference).Semi-structured interviews were conducted with faculty members to explore personal experiences with stress and positive psychology interventions.

#### Data Analysis Techniques:

Descriptive statistics that are (mean, standard deviation) to summarize responses. Reliability & validity tests “Cronbach’s alpha” for internal consistency, confirmatory factor analysis for construct validity”. Inferential statistics like “Pearson’s correlation” – to measure the strength of association between positive psychology and occupational stress. “Regression analysis Structural Equation Model” (multiple & hierarchical) – to determine the predictive impact of positive psychology on stress levels.

#### Data Analysis

The regression analysis, which approximates a simplified Structural Equation Model (SEM) assessing the influence of Positive Psychology Traits on Overall Occupational Stress, yields the following findings:

Table I

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
RESILIANCE	302	2.20	5.00	3.1437	1.08196
Optimism	302	3.20	5.00	3.7046	.72683
Emotional	302	2.80	5.00	3.5722	1.05176

Accomplishment	302	2.00	5.00	3.0530	1.43422
WorkplaceM	302	2.00	5.00	3.0530	1.43422
OccupationalStress	302	2.40	4.40	3.4795	.77402
Valid N (listwise)	302				

The study shows the moderate levels of positive psychological factors where optimism (Mean = 3.70) is the highest, indicating most participants feel optimistic and resilience, emotional intelligence and accomplishment are moderate (~3.0 to 3.5 range). Occupational Stress is at a moderate level (Mean = 3.48) and the stress is neither extremely high nor low. Variability is relatively low (SD = 0.77), meaning most respondents have similar stress levels. Accomplishment & workplace moderator show high variability. Both have high standard deviations (~1.43), indicating a wider spread in responses. Some participants feel highly accomplished, while others do not. In case of possible impact on regression analysis, if variables like accomplishment or workplace moderator show large variability, they might interact more significantly in the model. And if resilience & optimism are high but stress is still moderate, other workplace factors might be influencing stress beyond psychology alone.

Table II  
Reliability Statistics

Cronbach's Alpha	N of Items
.709	5

Cronbach's Alpha ( $\alpha$ ) measures internal consistency, which tells us how well the items in a scale are related to each other. In this case,  $\alpha = 0.709$  for 5 items, meaning that the scale is moderately reliable.

Table III  
Correlations

		RESILIAN CE	Optimism	Emotional	Accomplish ment	Occupatio nal Stress
RESILIAN CE	Pearson Correlation	1	.992**	.956**	.956**	-.874**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	302	302	302	302	302
Optimism	Pearson Correlation	.992**	1	.946**	.946**	-.848**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	302	302	302	302	302
Emotional	Pearson Correlation	.956**	.946**	1	1.000**	-.923**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	302	302	302	302	302
Accomplishment	Pearson Correlation	.956**	.946**	1.000**	1	-.923**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	302	302	302	302	302
Occupational Stress	Pearson Correlation	-.874**	-.848**	-.923**	-.923**	1

Sig. (2-tailed)	.000	.000	.000	.000	
N	302	302	302	302	302

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

The high correlations suggest that these variables are closely related and may represent overlapping constructs of Positive Psychology. If the correlations are too high (above 0.90), there could be multicollinearity issues in regression analysis, affecting the model's reliability. All positive psychology constructs have a significant negative correlation with occupational stress. Higher resilience, optimism, emotional intelligence, and accomplishment are associated with lower occupational stress levels (supports H1).

**Table III**

**ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	156.934	3	52.311	666.223	.000 <sup>b</sup>
Residual	23.399	298	.079		
Total	180.333	301			

a. Dependent Variable: Occupational Stress

b. Predictors: (Constant), Accomplishment, Optimism, RESILIANCE

The study shows that the model is highly significant where the p-value (Sig.) is 0.000, meaning the regression model is statistically significant. This confirms that at least one of the independent variables (Resilience, Optimism, and Accomplishment) significantly predicts Occupational Stress. High F-Statistic (666.223) → Strong Model Fit. A high F-value suggests that the predictors collectively explain a significant proportion of the variance in Occupational Stress. Variance Explained ( $R^2$  Calculation)  $R^2 = \text{Regression Sum of Squares} / \text{Total sum of Square} = 156.934 / 180.333 = 0.87$ . This means 87% of the variance in Occupational Stress is explained by Resilience, Optimism, and Accomplishment. Very strong model fit because independent variables have a major impact on Occupational Stress.

**Table IV Model Significance:**

All predictors (Resilience, Optimism, and Accomplishment) are statistically significant since their p-values are all < 0.05. The t-values are large, confirming strong effects. Resilience & Accomplishment Reduce Stress: Resilience (B = -0.707): Higher resilience reduces occupational stress significantly. Accomplishment (B = -0.532): Feeling a sense of accomplishment lowers stress. Surprising Finding: Optimism Increases Stress. Optimism (B = 1.134, p = 0.000) has a positive and significant effect on stress. This is unexpected because optimism is usually thought to reduce stress. Possible Explanation: Over-optimism might lead to unrealistic expectations, workplace frustration, or pressure to perform.

**Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.125	.294		10.617	.000
RESILIANCE	-.707	.134	-.989	-5.291	.000
Optimism	1.134	.181	1.065	6.282	.000
Accomplishment	-.532	.038	-.986	-13.898	.000

a. Dependent Variable: Occupational Stress

## DISCUSSION

The results indicate that Resilience ( $\beta = -0.989$ ,  $p < 0.001$ ) and Accomplishment ( $\beta = -0.986$ ,  $p < 0.001$ ) are significantly and negatively related to Occupational Stress. Here Resilience in case of employees with higher resilience are better equipped to handle workplace challenges, adapt to adversity, and maintain emotional stability, thereby experiencing lower stress levels. Accomplishment is a sense of achievement and fulfillment in work reduces stress, likely because employees feel more in control of their professional growth and contributions. These findings align with Positive Psychology theories, which suggest that resilient individuals experience better stress management and that a sense of accomplishment enhances workplace well-being. Organizations should therefore prioritize resilience-building programs and recognition-based work environments to reduce occupational stress.

## CONCLUSION

This study highlights the complex role of Positive Psychology in Occupational Stress management. While Resilience and Accomplishment significantly reduce stress, Optimism unexpectedly increases stress, suggesting that overly optimistic expectations in professional settings may lead to pressure and frustration. These findings have important implications for workplace management, emphasizing the need for strategic psychological interventions to foster employee well-being.

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