

Mental Health and Happiness of University Employees in West Bengal: An Inquiry

A thesis submitted to Jadavpur University
for the award of the Degree of
Doctor of Philosophy in Arts (Education)

Submitted by
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Under the supervision of
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The work is dedicated to my son.
You have made me stronger, better, and more fulfilled.
than I could have ever imagined.
I love you to the moon and back.

Certificate

Certified that the thesis entitled “**Mental Health and Happiness of University Employees in West Bengal: An Inquiry**” submitted by me for the award of the Degree of Doctor of Philosophy in Arts (Education) at Jadavpur University is based upon my work carried out under the supervision of Prof. Muktipada Sinha, Professor & Head, Department of Education, Jadavpur University.

And neither this thesis nor any part of it has been submitted before for any degree or diploma anywhere / elsewhere.

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Supervisor

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Dated Kolkata, the 19th Day of September 2023

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List of Acronyms

WHO	World Health Organization
EBSCOhost	EBSCO Information Services
MPWB	Multidimensional Psychological Well-Being
DSM - V	Diagnostic and Statistical Manual of Mental Disorders (5 th Edition)
ICD - 10	International Classification of Diseases (10 th Edition)
PERMA	Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment
KGVM 7.5	Krawieka, Goldberg and Vaughan Psychiatric Assessment 7.5 scale
CT	Centeredness Theory
CNN	The Cable News Network
CEO	Chief Executive Officer
DRM	Day Reconstruction Method
SWLS	Satisfaction with Life Scale
POS	Perceived Organizational Support
SWB	Subjective Wellbeing
OCQ	Organizational Commitment Questionnaire
SEM	Structural Equation Modelling
UAE	United Arab Emirates
IWPQ	Individual Work Performance Questionnaire
HPWP	High-Performance Work Practices
HRM	Human Resource Management
IRM	The Iterative-Reprocessing Model of Attitudes
PRM	Positive Relational Management
OCB	Organizational Citizenship Behaviour
df	Degree of Freedom
U	Urban
M	Metropolitan
OHQ	Oxford Happiness Questionnaire
MHC-SF	Mental Health Continuum – Short Form
OHI	Oxford Happiness Inventory
SPSS	Statistical Packages for the Social Sciences
ANOVA	Analysis of Variance
IBM	International Business Machines
APA	American Psychological Association

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Abstract

In recent few years, mental health and happiness in workplace is being highlighted as an integral part of any organization around the globe because mental health and happiness both are materially necessary for the development of an individual as well as being recognized as an important criteria for community and national development. The present study intended to assess mental health and happiness of employees at public state universities in West Bengal in the present-day context. How mental health and happiness are correlated and also how both and how their relationship varies with different attributes of the employees, i.e., gender, age, employment designation, level of employment designation, nature of employment, educational qualification and their years of work experience. For this purpose, 328 non-teaching employees working at public state universities in West Bengal were studied using the Mental Health Continuum (Short Form) and Oxford Happiness Questionnaire questionnaires on mental health and happiness. Results found a hefty of variation in mental health as well as its dimension among the university employees where they significantly differed from each other in some variables. The relationship between mental health and happiness of the university employees was found to be negatively correlated. That means the prior was adversely related to the latter as found in this study. Although the result is quite surprising as opposed to majority of the studies as well as theoretical foundation of both the constructs, it is in line with the results of some other studies conducted on specific employee groups across the globe. The study concluded that despite of the results indicating a very weak negative correlation between mental health and happiness of the employees, it is worthy to say that a mentally healthy individual is more likely to be happier than an individual having poor mental health. It also recommended a few suggestions for consideration of the policy makers and stakeholders of higher education institutions in developing or prioritizing employee wellbeing practices.

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CHAPTER 1

CONTEXT
OF THE STUDY

Chapter 1 Context of the Study

1.1 Introduction

In recent few years, mental health and happiness in workplace is being highlighted as an integral part of any organization around the globe because mental health and happiness both are materially necessary for the development of an individual as well as being recognized as an important criteria for community and national development. Research showed that the importance of mental health and happiness is immense in any workplace including higher education institutions across the globe including India as these are the key factors for productivity at workplace (Bubonya et al., 2017; Thompson & Bruk-Lee, 2021), and therefore many countries have identified gross domestic happiness among citizens as of primary importance rather than gross domestic product (Balasubramanian & Cashin, 2019). In workplace, employees' mental wellness, happiness and job satisfaction reduces the likelihood of quitting job (Pelly, 2023), increase cooperation among the employees (Kun & Gadanez, 2022) as well as contributes in the development of the organization (Kundi et al., 2020).

Mental health does not indicate only the absence of mental illness, rather it is a state of wellbeing and a feeling of completeness in its own. On the other hand, happiness has always been a valuable goal in life and an individual spends the entire life striving for it (Mauss et al., 2011). But its perception and recognition differs (Milovanska-Farrington & Farrington, 2022) from people to people. Most of the people would agree that mental health is a critical component in achieving happiness through a state of wellbeing & feeling good about self. From the World Health Organization's definition "state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to

make a contribution to his or her community” (World Health Organization, 2004) it is perceived that mental health is a necessary condition for building healthy social relationship which is instrumental in all domains of our life including workplace. Therefore, taking proactive steps into improving worker wellbeing and prevent mental health issues are crucial things to be considered with utmost importance. But, many other countries than India as a whole, and particularly in workplace, mental health is frequently ignored and neglected (Maulik, 2017) than the physical health although both are inextricably linked.

1.2 Concept of mental health

Mental health is defined as a person's emotional, psychological, and social well-being, as well as their total mental and emotional state as World Health Organization prefers mental health as a “state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community” (World Health Organization, 2004). It refers to an individual's ability to deal with stress, form and sustain relationships, work successfully, make wise judgments, and deal with life's obstacles and uncertainties. Mental health is a state of positive mental and emotional functioning, not only the absence of mental illness (Wren-Lewis & Alexandrova, 2021). Understanding, identifying, and effectively controlling one's emotions is part of emotional well-being. It encompasses the ability to feel and respond to a wide range of emotions in a healthy and balanced manner. Individuals' mental health is intimately related to their ability to recover from adversity, cope with stress, and adapt to change, also called ‘resilience’ which is an important aspect of mental health. Building and sustaining positive relationships with others is essential for mental health. Social

support and a sense of belonging both contribute to mental health and coping abilities, which engage effective mechanisms for dealing with life's challenges and stressors.

Maintaining a healthy balance between work, personal life, and recreational activities is critical for mental health. Overworking or ignoring one's personal well-being can have a bad impact on one's mental health. A positive attitude and the capacity to focus on strengths and opportunities rather than flaws or dangers can help with mental health (Conversano et al., 2010). The capacity to openly and honestly discuss thoughts and feelings is also critical for maintaining healthy relationships and regulating emotions. As a result, it is possible to say that mental health exists on a continuum. Mental health, like physical health, can range from great to bad (Aarons et al., 2008). People's mental health may fluctuate throughout their life, and it's common to endure moments of stress, grief, or anxiety. However, when these difficulties become persistent, overpowering, or interfere with daily functioning (Malla et al., 2015), they may be signs of a mental health issue. Mental health is an important facet of total well-being, and it is becoming more widely recognised as an essential component of living a good and full life. Seeking aid and support while dealing with mental health issues is critical, and a variety of resources, such as mental health experts, support groups, and community organisations, are available to help individuals maintain and improve their mental health.

1.3 Concept of happiness and wellbeing

Happiness has been one of the most fundamental topics of debate and discussion from the time of antiquity. Several theories and definitions have been provided to give a specific idea about what happiness really is. The early Greek philosophers have been in a tussle about what happiness really is (Sihvola, 2008). Heraclitus, who was a

hedonist associated happiness with pleasure, enjoyment and comfort, while Aristotle believed happiness to be Eudemon a pursuit of meaningfulness (Seligman, 2008) , a journey towards holistic enhancement. Eudemonia is a Greek term which literally means “Wellbeing”, The ancient philosophical debate amongst Hedonism and Eudemonism persists, yet there has been enormous emergence of new ideas regarding Well- being and Happiness.

To begin with it is essential to understand that well - being and happiness although seems to be of similar dimension and attributes are two different concepts, perhaps intertwined but not sustained by a relationship of complete affinity. As Pointed out by Martin E. P. Seligman (Seligman, 2002), Well- being is a construct and Happiness is a thing as a real thing can be directly measured, it’s a measurable entity. Happiness is hence mostly measured in terms of Life Satisfaction, but Well- being is a construct of several contributing elements which he elaborates through his PERMA model. The contributing elements of PERMA (Seligman, 2011) are Positive Emotion, Engagement, Relationships, Meaning and Accomplishments.

In a simplistic and contemporary statute happiness is regarded as something that we choose for its own sake (Seligman, 2002) which can assessed and analysed from three standardized elements like-

- positive emotion which engulfs what we feel i.e warmth, pleasure, comfort, ecstasy etc. A life satisfactory associated with such feelings can be utterly ascribed as a ‘meaningful life’.
- Engagement or Flow – Being absorbed or engrossed in the moment of experience. When we are rooted in the stringent experience of what we are doing at that particular moment. Leading a life of Flow is defined as an ‘Engaged life’.

- Meaning – we can claim to have sustained a meaningfully satisfied life only if we strive to do things for its own sake.

Wellbeing as a concept has been rigorously going through revivals and the emerging trends and parameters to understand it has hence been changing its dynamics. To understand the complex idea of happiness in this era an evolved criteria has been undertaken which is known MPWB (Multidimensional Psychological Well-Being) model (Vanhoutte, 2014) where wellbeing has been defined as the amalgamation of feeling good and functioning well. A combination of telling content, having certain aspirations to showcase personal potential, having control upon one's own life and the sense of purpose in life are detrimental to wellbeing (Kashdan, 2010) .

Happiness is sometimes interchangeably used as Subjective Well-being and that has been found to be synonymous with positive mental health, WHO defines mental health as “a state of wellbeing in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community”. It is critical of us to define Well-being either in the hedonic or Eudemonism light, this decide is hazardous hence an informative measure of well- bring must encompass both the brackets and can't be evaluated as an unitary component. Huppert and So claims that positive mental health or wellbeing can be viewed as the complete opposite to mental ill health (Iasiello et al., 2019), hence an attempt was made to define it in terms which are opposite of the symptoms of common mental disorders as mentioned by DSM-V and ICD-10. Many such symptoms were identified who contrary elements were recognized as the criteria of wellbeing - competence, emotional stability, engagement, meaning, optimism, positive emotion, positive relationships, resilience, self-esteem and vitality.

1.3.1 Theoretical framework of wellbeing

From a historical perspective wellbeing has been profoundly associated with two major forms either Hedonia or Eudemonia, but with the evolution of human endeavours it had become almost impossible to define such a fundamental idea to fit within the periphery of the solemnly acknowledged Hedonism or eudemonism. As human experiences diversified their exploration of the idea of wellbeing expanded with vivid questions like- what is it that we feel when we claim to be well? Or what components can be regarded to the factors to determine wellbeing? Or what and how can we define wellbeing inclusively? Many more such enquiries paved the path towards broader project where wellbeing was researched under the domain of Psychology, more specifically with the advent of the novel spectrum of Positive Psychology wellbeing research has flourished and expanded to an extent where numerous models, definition and concepts have been cultivated.

Some of the primarily addressed concepts which came forward were Subjective well-being, psychological well-being, and composite well-being. Subjective well-being (or Hedonia) defines and measures positive and negative affect, and satisfaction with life (Diener et al., 1985; 2010). It is based on the notion that increased pleasure and decreased pain leads to happiness (Carruthers & Hood, 2004). Psychological well-being (or Eudaimonia) defines and measures attributes such as autonomy, positive relations with others, life purpose, mastery, and personal growth (Ryff, 1989; Ryff & Keyes, 1995). It is based on the notion that well-being is the feeling that accompanies behaviour in the direction of, and consistent with, one true potential (Waterman, 1984). Lastly, composite well-being, as the name intimates, views subjective well-being and psychological well-being as conceptually related but distinct streams of positive psychological functioning, and accumulating evidence highlights the merits in

measuring both components using composite indices such as the Mental Health Continuum (MHC-LF) (Keyes, 2007) or the COMPAS-W Wellbeing Scale (Gatt et al., 2014). Moreover, evidence from twin studies suggests that common genetic factors contribute to composite well-being and its subjective and psychological subcomponents.

With gradual interventions several other such models concerning wellbeing was put forward, one of the most elementary was the one propounded by Carol Ryff's Psychological wellbeing model also known as the Seven Factor model where the Seven components are Self-acceptance, positive relationship with others, autonomy, environmental mastery, a feeling of purpose in life, personal growth and development. He vividly believed that psychological wellbeing is attained by achieving a state of balance between challenges and rewards. Moreover he had a very well determined idea about axiology where he claims Ethics is about how individuals should best live, hence his model is not based on feeling happy, but upon Aristotle's Nichomachean Ethics which asserts - 'goal of life is not feeling good, but living virtuously'.

Another astonishing model which crept up as a new light in the arena of psychology is the PERMA model established by Martin E.P. Seligman. he proposes that human flourishing determines their wellbeing hence he asserts that there are five building blocks that enable flourishing – Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment (PERMA™)

According to the KGVM 7.5 scale (Krawieka, Goldberg and Vaughan Psychiatric Assessment 7.5 scale) which has identified a '7 dimensions of wellbeing' model including Social, Intellectual, Spiritual, Environmental. Occupational. Physical and Emotional Wellbeing. Alongside these prominent models of wellbeing Keyes (1998) conceived of a five-component model of social well-being: social integration, social

contribution, social coherence, social actualization, and social acceptance. These five elements, taken together, indicate whether and to what degree individuals are overcoming social challenges and are functioning well in their social world (alongside neighbours, co-workers, and fellow world citizens). Keyes, (1998) model of social well-being therefore extends the eudaimonia tradition. A mention of a new paradigm is Centeredness Theory (CT) which considers well-being using a systems approach to “self-actualization” (the realization or fulfilment of one’s talents and potentialities across the five life domains of Self, Relationship, Family, Work, and Community (Bloch-Jorgensen et al., 2018). These five domains can be visualized as a geometric pattern of five spheres with a central middle sphere measuring Self (an endogenous internal measure), surrounded equidistantly by four other spheres measuring Relationship, Family, Work, and Community has made it mark in the recent discussions on wellbeing.

1.4 Workplace Mental Health

The importance of mental health in the workplace cannot be overstated, and it has profound implications for both employees and organizations. Employees dedicate a significant portion of their lives to their work, making a supportive and mentally healthy work environment crucial for their overall well-being. When organizations address employees' mental health needs, it enhances their sense of value and job satisfaction (Cao et al., 2022). Conversely, mental health issues like stress, anxiety, and depression can substantially hamper productivity. Employees grappling with mental health challenges may struggle with concentration (Rajgopal, 2010) , decision-making, and task completion (Dewa, 2014). Addressing these concerns can lead to enhanced performance and output. Additionally, mental health problems are a leading cause of

absenteeism in workplaces. Employees dealing with mental health issues may require more sick days or unpaid leaves. By proactively promoting mental health and offering support, organizations can mitigate absenteeism and the associated financial burdens. A mentally healthy workplace also nurtures a sense of belonging and engagement among employees (Lu et al., 2022). Engaged employees tend to be more motivated, loyal, and dedicated to their work, thus contributing positively to the organization's success. Retaining skilled employees is a significant advantage since high turnover can be both costly and disruptive.

Moreover, various countries have enacted laws and regulations mandating that employers address mental health in the workplace. Neglecting mental health issues can lead to legal and ethical consequences for organizations (NGUI et al., 2010). Companies known for prioritizing mental health and well-being generally enjoy a more favorable reputation among customers, partners, and potential employees. This positive reputation can attract and retain top talent and enhance the organization's brand and competitiveness. While initially, investing in mental health programs and support may appear costly, it often results in long-term cost savings. By preventing mental health issues and promoting early intervention, organizations can reduce healthcare costs (Søvold et al., 2021), disability claims, and turnover expenses (LaMontagne et al., 2014). Furthermore, a mentally healthy workplace fosters positive morale and healthy team dynamics, facilitating improved teamwork, communication, and a supportive atmosphere where employees can thrive together.

So far, prioritizing mental health in the workplace is not merely a moral imperative; it also provides organizations with a strategic advantage. It enhances employee well-being and productivity, reduces costs, and bolsters an organization's

reputation and competitive edge in the market. Therefore, creating and maintaining a mentally healthy work environment should be a top priority for employers.

1.4.1 Mental Health at Higher Education Level

The mental well-being of employees within higher education institutions can vary significantly and is shaped by various factors. The most prevalent and widely recognized factor is the impact of stress and workload. Employees in higher education often experience high levels of stress due to heavy workloads (Corpuz, 2023), long working hours, and tight deadlines. Faculty members, in particular, may find themselves under stress due to the demands of research, teaching, and administrative responsibilities. They face pressure to meet research and publication deadlines, secure research funding, and maintain high teaching standards, which can exacerbate their stress and anxiety. In contrast, administrators in higher education institutions often grapple with demanding administrative tasks, budget constraints, and the need to comply with regulations, which can lead to exhaustion and ultimately burnout.

The COVID-19 pandemic has also forced many higher education staff to adapt to remote work and online operations, which has brought about technological challenges and increased stress in their roles (Bashir et al., 2021). The availability of mental health support services for staff in higher education institutions can vary widely, particularly in a country like India, where some institutions have well-established programs and resources, while others offer minimal support.

The workplace culture within higher education institutions plays a significant role in influencing mental health. Positive mental health outcomes can be influenced by factors such as supportive colleagues, effective mentorship programs (Haft et al., 2019), and a culture that promotes a healthy work-life balance. It's important to

emphasize that, as in any other industry, the mental well-being of employees in higher education is shaped by individual circumstances, organizational policies, and broader cultural trends. Some organizations are proactively addressing mental health issues among their employees by providing access to counseling services, advocating for work-life balance, and nurturing a culture of well-being. However, challenges persist, and ongoing efforts are necessary to support the mental health and well-being of staff in higher education.

1.5 Workplace Wellbeing

Recently, there has been a significant increase in the visibility of accolades such as healthy workplace awards, employee choice awards, and recognition as 'top workplaces' in the media. Both small businesses and large corporations are acknowledged for their excellence in providing tangible perks and psychological support to employees, enhancing business productivity, and demonstrating a commitment to social responsibility. For instance, in 2013, Google maintained its position as the leader on Forbes' list of the 100 Best Companies to work for, securing this title for two consecutive years (*Google*, n.d.). Google's recognition was based on various factors, including the distribution of 100,000 hours of subsidized massages in 2012, the presence of three wellness centers, and the availability of a seven-acre sports complex featuring amenities like a roller hockey rink, basketball courts, bocce courts, shuffle ball courts, and horseshoe pits (*CNN Money*, 2012). Similarly, in Glassdoor's 2013 Employee Choice Awards, Facebook was named the Best Place to Work. Facebook's appeal was attributed to its benefits designed to help employees balance their professional and personal lives, such as paid vacation days, complimentary food and transportation, a \$4,000 cash allowance for new parents, dry cleaning services,

daycare reimbursement, and photo processing. Additionally, employees appreciated the opportunity to make a substantial impact on a billion people, the company's enduring commitment to its hacker culture, and the trust they placed in their CEO, Mark Zuckerberg (Mark & Smith, 2012).

1.5.1 Wellbeing at Higher Education Level

The comprehensive and total state of wellbeing and contentment of students and staff within universities and colleges is referred to as well-being at the higher education level. It includes a variety of elements such as physical, mental, emotional, social, and academic well-being. Promoting well-being in higher education is critical for fostering a supportive and favourable environment for learning, personal growth, and achievement. Physical health, which is a basic component of well-being, is always emphasized. University exercise facilities, health services, availability to nutritious food options, and healthy living awareness initiatives can all help to enhance physical well-being. Physical well-being can be improved by encouraging regular exercise and giving tools for eating a balanced diet. The mental health of students and staff is critical. Universities should provide mental health services, counselling, and resources to assist students in dealing with stress, anxiety, depression, and other mental health issues. It is critical to reduce the stigma associated with mental health concerns and to provide accessible support. Universities, on the other hand, can promote emotional well-being by giving workshops on emotional intelligence, stress management, and resilience. Promoting self-awareness and emotional management skills assists individuals in navigating academic hurdles. Building healthy social connections and relationships is also important for well-being. Higher education institutions can promote social well-

being through hosting social gatherings, clubs, and support groups. Promoting inclusiveness and diversity fosters a sense of belonging and social connectedness.

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CHAPTER 2

PROBLEM OF THE STUDY

Chapter 2 Problem of the Study

This chapter describes the literature review, knowledge gap, major research questions, objectives, delimitations and hypotheses which have led the researcher to select and move forward with the problem of this research.

2.1 Literature review

The researcher had chosen a total of 100 database entries combined from EBSCOhost, ERIC, ProQuest and Crossref in the last thirty years, mostly empirical, for selecting relevant research studies out of which he reviewed 30 relevant empirical studies on workplace wellbeing and mental health to identify the knowledge gap for the present study.

Kun & Gadanez (2019) investigated to examined the relationship between teachers' psychological resources, workplace well-being, and perceived workplace happiness of 297 participants from Budapest University of Technology and Economics' Educational Leadership training completed workplace well-being and happiness questionnaires. The participants were mostly female (201) and male (93), with having university or college degrees. The participants were also recorded as having various relationship statuses, with 65 having one child, 123 having two, 40 having three, 6 having four, 1 having five, and 60 having no children. The questionnaires were completed by teachers working at elementary, secondary, kindergartens, art schools, and special education schools. It used both qualitative and quantitative methods to analyse responses. Qualitative research found that teachers' workplace happiness was influenced by goal realization, feedback, finding meaning in work, and social relationships. Quantitative results showed that Workplace well-being and happiness are linked to inner psychological resources like hope and optimism. The study suggests that future focus on

employee well-being should consider positive contributing factors and adopt a positively-oriented approach to promote well-being.

Gadhavi et al., (2021) conducted a study to assess employee happiness at Ganpat University using a validated scale. The dimensions of employee happiness are used to explain their happiness in relation to their work nature. Factors contributing to employee happiness include life satisfaction, interpersonal relationships, self-affirmation, and physical and mental health. A survey approach was used, with 362 participants selected through convenient sampling techniques. Data was collected through personal interviews and online surveys. The results indicate that employees at the Indian university are happy, with a positive relationship between life satisfaction, physical and mental health, and employee happiness. However, there is a non-significant relationship between interpersonal relationships and self-affirmation. Factors affecting employees' well-being vary. Overall, the findings suggest that employees at the university are happy, with total life satisfaction and physical and mental health playing a significant role in determining overall happiness.

Vivoll Straume & Vittersø (2012) has taken a study entitled by “Happiness, inspiration and the fully functioning person: Separating hedonic and eudaimonic well-being in the workplace”. Major goal of this study to explore the regulation of feeling good and functioning well-being through hedonic and eudaimonic mechanisms. Happiness is a hedonic feeling, while inspiration is an eudaimonic feeling. Personal growth is linked to eudaimonic mechanisms. Data from 465 (sample consisted of 310 females) employees of the Occupational Health Services in Norway confirmed these assumptions. Sample's mean age was 49.42 years, ranging from 27-69, where the DRM (Kahneman et al., 2004) was used to capture core work situations and difficult work situations, difficulty was measured using a bipolar adjective scale and the

Satisfaction with Life Scale (SWLS; Diener, Emmons, Larsen, & Griffin, Citation1985) was used to measure life satisfaction. The personal growth composite was also used, consisting of four subscales: Curiosity, Absorption, Complexity, and Competence. Multilevel analyses showed that complex work situations increased inspiration and decreased happiness, with personal growth having a stronger effect on inspiration than happiness. The results suggest that pleasant feelings (hedonia) and optimal functioning (eudaimonia) have different roles in behaviour.

Joo & Lee (2017) conducted a study entitled “Workplace happiness: work engagement, career satisfaction, and subjective well-being” to examine the impact of perceived organizational support (POS) and psychological capital on employee (PsyCap) happiness in work, careers, and subjective well-being (SWB). In this study found that 550 South Korean employees found that higher POS and PsyCap levels led to increased engagement, satisfaction, and well-being. Work engagement fully mediated the relationship between PsyCap and career satisfaction, while POS indirectly affected SWB through career satisfaction. Career satisfaction fully mediated the relationship between work engagement and SWB, and the direct effect of PsyCap on SWB was also significant.

Zohreh et al., (2016) to examine the relationship between happiness, subjective well-being, creativity, and job performance of primary school teachers in Ramhormoz City. A sample of 330 individuals was selected through random stratified sampling using tools like the Oxford Happiness Inventory, Subjective Well-being Scale, Creativity Inventory, and Patterson Job Performance Inventory. The results showed a significant relationship between happiness, subjective well-being, and creativity, with happiness and subjective well-being being the strongest predictors of job performance.

Van De Voorde et al., (2012) focused on a study entitled “Employee Well-being and the HRM–Organizational Performance Relationship: A Review of Quantitative Studies”. This review covers 36 quantitative studies published from 1995 to May 2010 to explore the role of employee well-being in organizational performance and its relationship with happiness, health, and relationship. It examines the competing perspectives of mutual gains and conflicting outcomes, and examines the impact of study attributes like key variable measurement, analysis level, and design on outcomes. The findings suggest that happiness and relationship are congruent with organizational performance, while health-related well-being appears to function as a conflicting outcome. The review suggests directions for future research and theoretical development.

Anderson (2008) focused on a study to investigate the well-being of self-employed individuals using data from the Swedish Level-of-Living Survey, conducted in 1968, 1974, 1981, 1991, and 2000, interviewed 5500 adults about their living and working conditions. A panel of approximately 1/1000 participants was formed from multiple waves of the survey. It considers six indicators of well-being: job satisfaction, life satisfaction, job stress, mental strain, mental health problems, and poor general health. Six logit models are estimated, and conditional fixed-effects logit models are used to select satisfied individuals and those more able to handle stress into self-employment. The results show a positive correlation between self-employment and job satisfaction, but some evidence suggests it leads to more mental health problems and self-employed individuals are less likely to perceive their job as mentally straining.

Garg et al., (2009) conducted a study entitled “Effect of Psychological Wellbeing on Organizational Commitment of Employees”. The major goal of this study to investigate the impact of psychological wellbeing on employee commitment. A sample of 100 respondents from various industries, including banking, manufacturing, and automobile, aged 35-55 years (Mean = 42.00, SD = 5.41), had varying levels of education, with 20 diploma holders, 38 graduates, and 60 postgraduates with 15-30 years (Mean = 22.43, SD = 4.74) of work experience and 15-item Organizational Commitment Questionnaire (OCQ) was used to measure this variable. Result shows that through regression analysis is psychological wellbeing significantly impacts organizational commitment, with happiness as a key factor, affecting various domains of life.

Al-Ali et al. (2019) studied the mediating relationship between job satisfaction, employee performance, turnover intentions, and satisfaction in the UAE oil and gas industry. In this study were used 722 questionnaires and adopted the structural equation modelling (SEM) approach to analyse the relationships. The study found that job satisfaction has a significant direct positive relationship with employee performance and job happiness, while it has a negative insignificant relationship with turnover intention. Job happiness has a positive direct effect on job performance but a significant negative effect on employee turnover intention. These findings may guide the implementation of policies in the UAE oil and gas industry, enhancing employee satisfaction and satisfaction.

According to "Employee Happiness: Why We Should Care," a study by **Thompson and Bruk-Lee (2021)**. The purpose of this research was to assess the influence of organisational psychosocial factors on employee happiness and to measure it in relation to organisational outcomes. There were 222 paired individuals in the study, with women making up 80.2% of

the workforce and the average age being 31.7%. The average workweek for those with a bachelor's degree was 43.9 hours. There was a wide range of racial and occupational diversity among the participants. T-tests were used to determine whether there were statistically significant differences between survey takers at Time 1 and those who took the survey at both Time 1 and Time 2. Between-group differences were not statistically significant. We measured joy in this study. In this study, happiness was gauged with a single question: "Are you generally happy?" Organizational commitment was measured using an 8-item affective commitment scale (Allen and Meyer 1990), job performance was gathered using the Individual Work Performance Questionnaire (IWPQ) developed by Koopmans et al. (2012), and turnover intentions were evaluated using a subscale of the Michigan Organizational Assessment Questionnaire (Abdel-Khalek, 2006). (Cammann et al. 1979). The study used a two-wave full panel design to measure job demands and organisational outcomes, and the researchers discovered that job satisfaction significantly mediates the relationship between the two. Employee commitment, task performance, and contextual performance were all hurt by the high demands of the jobs. The result was a rise in dissatisfaction with the workplace and the desire to leave.

Jambrino-Maldonado et al., (2022) conducted a study entitled "Bibliometric analysis of international scientific production on the management of happiness and well-being in organizations". This bibliometric analysis aims to determine the evolution of concepts in published scientific works using bibliometric methods and techniques. It analyzes themes, trends, paper numbers, citations, and main institutions to highlight areas of research. The analysis of 312 studies revealed notable results, including increased papers and citations during the COVID-19 pandemic, the importance of transversality in corporate well-being programs, and the increased research on improving work performance quality of life and its social impact.

Adnan Bataineh (2019) was undertaken a study on work-life balance, happiness at work, on employee performance impact to investigate the relationship between work-life balance, happiness, and employee performance in the Med Pharma pharmaceutical industry in Jordan. A questionnaire-based survey and multiple regression analysis revealed that work-life balance and happiness significantly affect employee performance, while job satisfaction has no impact. The findings have significant implications for the Jordanian pharmaceutical sector.

Pradhan et al., (2017) was undertaken a study to investigate the impact of employee wellbeing on psychological empowerment, specifically meaning, competence, self-determination, and impact. Data was collected from 96 executives in the Indian service sector using questionnaires on psychological empowerment, wellbeing, and happiness. Results showed a positive association between employee wellbeing and empowerment, with happiness being a significant mediator. The study's implications for organizational development interventions in the Indian service industry can enhance employee wellbeing and empowerment.

Guerci et al., (2022) conducted a study entitled “High performance work practices and their associations with health, happiness and relational well-being: are there any tradeoffs”? The major goal of this study to explore the relationship between employees' perception of high-performance work practices (HPWPs) and three well-being dimensions (health, happiness, and relational well-being) using a probabilistic sample of 1,364 employees from Germany. The findings show that some HPWPs present tradeoff effects on different dimensions of employee well-being. The paper suggests adopting an analytic view on the relationships between HPWPs

and employee well-being. The research lacks conclusive conclusions on the potential trade-off effects between HPWPs and employee well-being.

Aghili (2008) studied on religious attitude and professional employee happiness. This study investigates the relationship between religious attitude and subjective well-being among Iranian and Indian professional employees. The study involved 1491 employees, with 744 males and 747 females. The results showed that all subscales of religious attitude were highly correlated with happiness. Higher religious attitude led to higher happiness, with higher happiness correlated with future life, spirits, and spirit world. Happiness was less correlated with formal religion aspects of religious attitude.

Opatha et al., (2020) was undertaken a study on HRM's impact on employee happiness in Sri Lanka. This systematic empirical study aimed to determine the happiness levels of Sri Lankan employees, assess HRM practices in their organizations, and investigate the positive impact of HRM on employee happiness. The study used a cross-sectional, analytical approach, and developed two instruments to measure employee happiness and HRM practices. The study used a self-administered questionnaire to measure employee happiness and HRM. Data was collected from 110 respondents from various industries, with the majority representing nonexecutive categories. The majority of respondents were from the Colombo district, focusing on manufacturing, service, and other industries. The results showed high levels of happiness and HRM practices, with HRM having a significant positive impact on employee happiness.

Williams et al., (2017) conducted a study entitled “The role and reprocessing of attitudes in fostering employee work happiness: An intervention study”. This study investigates the iterative reprocessing of explicit and implicit attitudes as the process underlying associations

between positive employee attitudes (PsyCap), perception of positive organizational culture (organizational virtuousness), and work happiness. A quasi-experimental design was used, with 69 school staff participating in surveys at three time points. The results showed that employee PsyCap, OV, and work happiness are associated with each other through both implicit and explicit attitudes. The Iterative-Reprocessing Model of Attitudes (IRM) provides insights into the processes underlying these associations. This study applies IRM theory to explain associations between PsyCap, OV, and work happiness in a field-based setting. It emphasizes the need for understanding subconscious processes in wellbeing research and incorporating implicit measures in positive psychology interventions. The research emphasizes the importance of positive attitudes and organizational culture in fostering employee work happiness.

Haar et al., (2019) focused on a study to examine the impact of Positive Relational Management (PRM) on employee happiness in New Zealand (N = 302), focusing on the influence of positive relationships at work on greater meaningful work (MFW). The study includes two firm-level moderators and an individual-level mediator to better understand the potential complexity of effects. The study also considers Human Capital (the quality of people within the firm) and firm size as moderators. The results found that the dimensionality and reliability of the PRM scale, finding it positively related to MFW and happiness. The indirect effect of PRM differs depending on firm size and the strength of human capital. The implications of this study on understanding the importance of relationships in employee happiness are discussed.

Edwards & Marcus (2018) focused a pilot study in February 2017 evaluated employee well-being using the Happiness Mini-Survey and a one-sample pre-post study design. The study involved 435 employees who completed pre- and postclass questionnaires at the start and end

of a 1-hour wellness class. The researchers used Wellshift's modified self-report questionnaire to detect changes from pre- to post-program participation. A single-factor design was used to answer the hypothesis of a measurable difference in pre- and posttest scores, and dependent-samples t tests were used to assess change over time. Results showed significant improvements in emotional, physical, and mental well-being after participating in the classes, as well as a significant reduction in stress levels. These findings are relevant for organizations offering and evaluating wellness classes aimed at increasing employee well-being. Future studies should use more controlled conditions, a control or comparison group, and qualitative interviews to understand employees' narratives of workplace well-being programs' impact on work productivity and quality of life.

Wang et al., (2021) was undertaken a study to investigate the effects of organizational citizenship behaviour (OCB) on employees' positive emotions, perceived role overload, and quality of work-life (QWL). Data from 321 hotel employees in China shows that engaging in OCBO (organizational citizenship behavior toward the organization) generates positive emotions, affecting QWL. Similarly, performing OCB on individuals in the organization has a positive impact on the positive emotions of employees. However, the study also finds a negative relationship between OCBO and perceived role overload, implying that OCB can help employees acquire resources and alleviate role overload. These findings offer valuable theoretical contributions and empirical implications for hospitality organizations.

Sironi (2019) conducted a study where uses an instrumental variable approach to examine the impact of job satisfaction on optimal well-being variation, independent of individual characteristics. The sample for round 6 includes 46,257 individuals aged 15 and over (mean = 48.28 SE = 18.56), with a representative distribution by gender. The survey focuses

on working conditions and personal and social well-being, with 46.2% being male. Analysis uses ESS 2012 data from 24 countries monitoring social change in Europe and focused on employees aged 18-65, with a final sample of 28,283 individuals, 45.7% males, who answered questions on optimal well-being and job satisfaction. Findings confirm a strong and significantly positive influence of job satisfaction on optimal well-being after controlling for socio-economic profiles. The analysis employs an instrumental variable approach to correct for endogeneity and adopts an innovative measure of optimal well-being, measuring a multi-dimensional definition of well-being dealing with both hedonic and eudemonic streams.

Boehm & Lyubomirsky (2008) conducted a study entitled “Does happiness promote career success”? This study examines evidence supporting the alternative hypothesis that happiness is a factor in employee success. It examines studies from cross-sectional, longitudinal, and experimental settings. Results show that happiness is correlated with workplace success, often preceding success measures, and positive affect leads to improved workplace outcomes.

Aryan & Kathuria (2017) was undertaken a study entitled “Psychological wellbeing at workplace:-An analytical study on IT sector”. The major goal of this study to examines the psychological wellbeing of young employees in private sector IT companies in India. Enhancing psychological well-being benefits both employees and organizations, as it is linked to physical health, mental satisfaction, and greater happiness. In this study a structured questionnaire was used to collect primary data from 100 respondents. Descriptive statistics, correlation, regression analysis, and t-test were used for analysis. Results showed a 5% significance level difference in well-being scores for male and female employees, but age did not affect employee wellbeing. A high degree of correlation was found between fourteen facets and well-being in IT employees. This research offers a more precise understanding of young

employees' psychological wellbeing, which can accelerate performance and profitability by having employees who are psychologically healthy and happy. This benefits both employees and the organization's success.

Greenhouse et al., (1987) conducted a study to analysed the relationship between job performance and work experiences on three indicators of personal and family well-being: marital adjustment, work-family conflict, and quality of life. Results showed that perceptions of a nonsupportive work environment, role conflict, and extensive time commitment were related to well-being. The relationship varied by gender, time commitment, and role conflict experienced.

Mendoza-Ocasal et al., (2022) studied on Organizational vision on subjective well-being, its correlation with work happiness and quality of life. This study aims to analyze factors affecting subjective well-being in the workplace and their importance for business management. It highlights the most relevant variables related to subjective well-being and its influence on human talent management in organizations. A Likert-type questionnaire with five response options and 0.895 reliability was used, with principal component analysis as a statistical tool. The results showed that two factors, component 1 and component 2, correlated and explained the perception of quality of life and workplace happiness in a group of 302 workers. Component 1 represents motivational factors, while component 2 represents maintenance or organizational factors. The correlation revealed significant loadings in both components, indicating that 67.4% of the management of quality of life and workplace happiness is determined by this component. Employees assign greater value to component 2 when integrated with quality of work life, while employees give greater relevance to component 1 or motivators. In the context

of the company studied, well-being at work is determined by the quality of work life, which is provided by component 2.

Babamiri et al., (2023) was conducted a study entitled “Investigating the factors that influence Iranian nurses’ workplace happiness”. Purpose of this study to investigate the relationship between psychological capital, interactional justice, supervisor support, and workplace happiness in nurses in Hamedan, Iran. Data was collected through self-report questionnaires distributed to 250 nurses. A proposed model for promoting employees' workplace happiness was applied, and the results showed that trust in supervisors, psychological capital, and interactional justice led to improved workplace satisfaction. The study suggests that paying attention to employees' psychological capital, interactional justice, and supervisor support, along with maintaining trust in supervisors, can help healthcare organizations achieve organizational targets, such as increased job satisfaction.

Tella et al. (2003) conducted research showing that national happiness is significantly affected by macroeconomic fluctuations. It shows statistically significant macroeconomic trends in the average level of happiness experienced by a random sample of a quarter million Europeans and Americans from the 1970s to the 1990s. There is a linear relationship between income and happiness, and the structure of happiness equations is consistent across countries. There is a correlation between well-being and changes in macroeconomic variables like gross domestic product, even after accounting for individual characteristics, country fixed effects, year dummies, and time trends. Along with a drop in GDP and an increase in unemployment, recessions also cause significant psychological losses. It would appear that the welfare state is a mitigating factor, as higher unemployment benefits are linked to rising national prosperity.

Meena & Agarwal (2014) was undertaken a study aims to understand the relationship between organisational climate, job satisfaction, and happiness. Organisational climate is a set of measurable properties perceived by employees, influencing their motivation and behavior. Job satisfaction is the positive or negative attitude one has towards their job, while happiness is a state of well-being characterized by emotions ranging from contentment to intense joy. A sample of 90 employees from different educational institutions was analyzed using tools such as the organisational climate inventory, job satisfaction scale, and happiness measure scale. The study found a positive correlation between organisational climate and job satisfaction, but also found a negative correlation between job satisfaction and happiness. The study also found significant differences in organizational climate between males and females, with no significant difference in job satisfaction and happiness between the two groups.

Uresha (2021) conducted a study entitled “Influence of telecommuting on work-life balance and employee happiness: an empirical study of Sri Lankan employees”. This study aims to explore the relationship between telecommuting and work-life balance, employee happiness, and the impact of telecommuting on these aspects in the Sri Lankan context. The cross-sectional study used a survey method with a questionnaire developed by the author, and 110 employees were interviewed using convenient sampling techniques. The empirical findings showed a significant positive relationship between telecommuting and work-life balance, employee happiness, and the overall positive impact of telecommuting on these aspects in the Sri Lankan context.

Butt et al., (2020) Conducted a study on job satisfaction's mediated effect on employee happiness in the telecommunication sector, focusing on motivational factors. The major goal of this to examine the impact of employee job satisfaction on happiness at work among

telecommunication workers in Pakistan. Based on motivation theory, the study identified factors influencing job satisfaction, including job inspiration, job security, benefits/salary, work environment, and leadership. Factors impact job satisfaction, influencing employee happiness at work through a mediating variable. Data was collected from 515 telecom workers in Pakistan using a structured questionnaire and analyzed using Structural Equation Modeling. The findings showed that job inspiration, benefits, job security, and leadership are the factors determining employee job satisfaction. The study also found a positive and significant relationship between job inspiration and benefits and employee job satisfaction, indicating that employee job satisfaction has a positive and significant influence on happiness at work. This study contributes to the existing literature on employee job satisfaction and makes a valuable contribution to future research in this area.

2.2 Knowledge gap

If ‘how much do you like your job?’ is asked to an employee of any organization, the response we shall get will be based one or more than one of on the following grounds –

- Nature of work
 - Pay and other benefits
 - Working conditions
 - Work-life balance
 - Recognition
 - Challenges and responsibilities
- and others...

For the purpose of finding significant components behind the earlier identified job satisfaction factors, the researcher had chosen a total of 100 database entries combined from EBSCohost,

ERIC, ProQuest and Crossref in the last thirty years, mostly empirical, and reviewed 30 most relevant empirical studies on work-life balance and working conditions of the employees. It was found that work-life balance and work conditions contribute to a great extent in productivity and stability of the employees in any organization. Intervention studies, longitudinal studies in many countries, for several decades, have found that the two major components which are common in both the factors are –

- Mental health of the employees
- Happiness at workplace

Being inquisitive about these two components, the researcher found pertinence in conducting a study on mental health and happiness of employees at workplace in the domain of higher education institutions (HEI). Further, the researcher have chosen to study on West Bengal as it is the state of domicile of the researcher where he has observed several instances of employees burnout, strikes, and other agitations between the administration and employee's unions. Literature studies have also led to the fact that, though was a few studies on mental health and happiness of teachers and students at higher education institutions in West Bengal, but no studies were conducted on the non-teaching employees of higher education institutions who forms a major stakeholder of any HEI which reinstates a knowledge gap in the domain of the present area of research.

2.3 Research questions

In view of the above-identified knowledge gap, the present researcher has asked the following research questions which shall guide the academic exploration of this research –

- a. How much happy the employees are in public state universities of West Bengal?
- b. How healthy the employees are when their mental health is concerned?

- c. How do demographic and workplace related factors cause variation in employee's' happiness and mental health?
- d. Is happiness and mental health of employee's related to each other?

In addressing the research questions, the problem of the study is selected and specified as ***“Mental Health and Happiness of University Employees in West Bengal: An Inquiry”***

2.4 Delimitations

Due to time and resource constraints, the present study is delimited to the following –

- a) The study was conducted only with employees of six public state universities in West Bengal namely, Jadavpur University, Presidency University, Rabindra Bharati University, University of Calcutta, University of North Bengal and Vidyasagar University.
- b) Only non-teaching employees of these universities were studied.
- c) No personal details were collected from the employees except their gender and age.
- d) A few information regarding the employment and academic qualification were obtained from the participants.
- e) Happiness and mental health were only measured in terms of self-reported questionnaire.

2.5 Objectives

In view of the research questions and delimitations of the study, the objectives were formulated

- a) To quantitatively assess mental health of the non-teaching employees at public state universities in West Bengal.

- b) To quantitatively measure happiness of the non-teaching employees at public state universities in West Bengal.
- c) To check if mental health and happiness of the participating employees varies in terms of their demographic characteristics and employment profiles.
- d) To find out if there is any relationship between employee's mental health and happiness.
- e) To recommend ways for betterment of mental health and happiness of employees at public state universities in West Bengal.

2.6 Hypotheses

The following null hypotheses were formulated based on objectives of the study -

- H₀₁:** Mental health of the employees are significantly correlated with their age.
- H₀₂:** Mental health of the employees do not significantly vary by their gender.
- H₀₃:** Mental health of the employees do not significantly vary by their by their employment designation.
- H₀₄:** Mental health of the employees do not significantly vary by their by their level of employment designation.
- H₀₅:** Mental health of the employees do not significantly vary by their by their nature of employment.
- H₀₆:** Mental health of the employees do not significantly vary by their by their educational qualification.
- H₀₇:** Mental health of the employees do not significantly vary by their by their years of work experience.
- H₀₈:** Employee's happiness and mental health is not correlated to each other.

- H₀₉:** Happiness of the employees are not significantly different from the general adult population (Global Happiness Score = 4.3).
- H₀₁₀:** Happiness of the employees are significantly correlated with their age.
- H₀₁₁:** Happiness of the employees do not significantly vary by their gender.
- H₀₁₂:** Happiness of the employees do not significantly vary by their by their employment designation.
- H₀₁₃:** Happiness of the employees do not significantly vary by their by their level of employment designation.
- H₀₁₄:** Happiness of the employees do not significantly vary by their by their nature of employment.
- H₀₁₅:** Happiness of the employees do not significantly vary by their by their educational qualification.
- H₀₁₆:** Happiness of the employees do not significantly vary by their by their years of work experience.

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CHAPTER 3

METHOD AND
PROCEDURES

Chapter 3 Method and Procedures

This chapter describes the method and procedures followed in the study. The researcher has adopted various techniques to structure the work by complying with different theoretical assumptions in educational research. Following sections have presented the details of steps, decisions and activities performed in the study.

3.1 Method and study design

For obtaining a comprehensive data oriented findings, the present research has primarily followed quantitative approach along with qualitative explanations. The study was descriptive in nature and conducted based on the purpose and objective of the study i.e., to assess mental health and happiness of non-teaching employees at public state universities in West Bengal and find variations with different observed indicators. Cross-sectional survey design was used to collect data from various parts of the geographical location which the present study covered.

3.2 Population and sample

The population proposed for the present research consisted of all the non-teaching employees of the 35 state universities (state public university) which is little more or less 3,500 in number. The population estimation was adjusted based on AISHE 2020-21 data where there is mention of 34,892 non-teaching employees working at all higher education institutions comprised of colleges and universities. Also, the average number of non-teaching employees was mentioned to be 22.2 in West Bengal having 1411 colleges of all categories. Therefore, an estimated 31,324 non-teaching employees are working in colleges and the rest 3,568 employees are working in the universities including 29 public state universities as per AISHE 2020-21 statistics. Therefore, the population size of the present study roughly 3,568 to 4,000. A total

of 328 participants responded from six universities, out of which 4 are located in metropolitan areas (M) and 2 are located in urban areas (U) of West Bengal. All the six universities namely Jadavpur University (M), Presidency University (M), Rabindra Bharati University (M), University of Calcutta (M), University of North Bengal (U) and Vidyasagar University (U) which all are more than 40 (forty) years old and have been running in full academic strength. The campuses of the universities from where the non-teaching employee's data were collected, are located several districts i.e., Kolkata, South 24 Parganas, Darjeeling, Paschim Medinipur. Participation of the non-teaching employees in this study varied across universities with Jadavpur Universities being on top with 92 participants followed by the University of North Bengal (64), Rabindra Bharati University (59), Vidyasagar University (51), the University of Calcutta (44) and Presidency University (18).

The required sample size for 4,000 population size at 95% confidence level, 0.05 margin of error and 0.25 population variance is 351. Therefore, this study covered 93.4% of the required sample size from 6 out of 35 public state universities. The researcher followed the convenient sampling method to select samples from the population.

Figure 3.1a
The geographical location of the population and sample



Figure 3.1b
The coverage area of the study



3.3 Variables

The variables in this research was considered based on some theoretical assumptions of employees' mental health and happiness as well as influenced by recent researches conducted in these fields. Some classificatory indicators i.e., gender, age, highest educational qualification were considered as demographic variables and nature of employment, level of employment designation, years of work experience was considered as workplace related variables. All the demographic variables and workplace related variables mentioned earlier were considered as independent variables in this study as the researcher assumed these indicators may have effect in variation of the dependent variables i.e., mental health and happiness of the employees.

The variables mentioned earlier are operationalized as following –

- a. **Gender:** Although gender represents social concepts based on the biological sex, but in both the studies male and female sex were considered as levels of *gender* variable (categorical).
- b. **Age:** Chronological or biological age in years was considered as *age* variable (continuous)..
- c. **Educational qualification** i.e., highest educational qualification was considered having six levels arranged in hierarchical order i.e., Class eight pass, Madhyamik, Higher secondary, Graduation, Postgraduate diploma and Postgraduation. This variable is considered to be categorical variable in nature.
- d. **Nature of employment:** The nature of employment were categorized by Contractual and Substantive levels where all other type than permanent post i.e., temporary, ad-hoc, on-demand etc. were considered under contractual level. This variable is also considered to be categorical.

- e. **Level of employment designation:** Employees under Group B, Group C and Group D were considered in this level. Lack of participation by Group A employees, who are considered as officers in the public state universities, led to exclusion of this level from the variable (categorical).
- f. **Work experience** or years of work experience was categorized in four levels i.e., Less than 5 years, Between 5 & 10 years, Between 10 & 20 years and More than 20 years. This variable is considered to be categorical.
- g. **Mental health:** As it is a state of wellbeing and best assessed by self-reporting, this variable is measured by the overall score (in continuous scale) of each respondent in the mental health self-reporting scale.
- h. **Happiness:** Happiness or wellbeing is measured in terms of self-reported score (in continuous scale) of the perceived happiness by the respondents.

Figure 3.2
Thematic diagram of variables

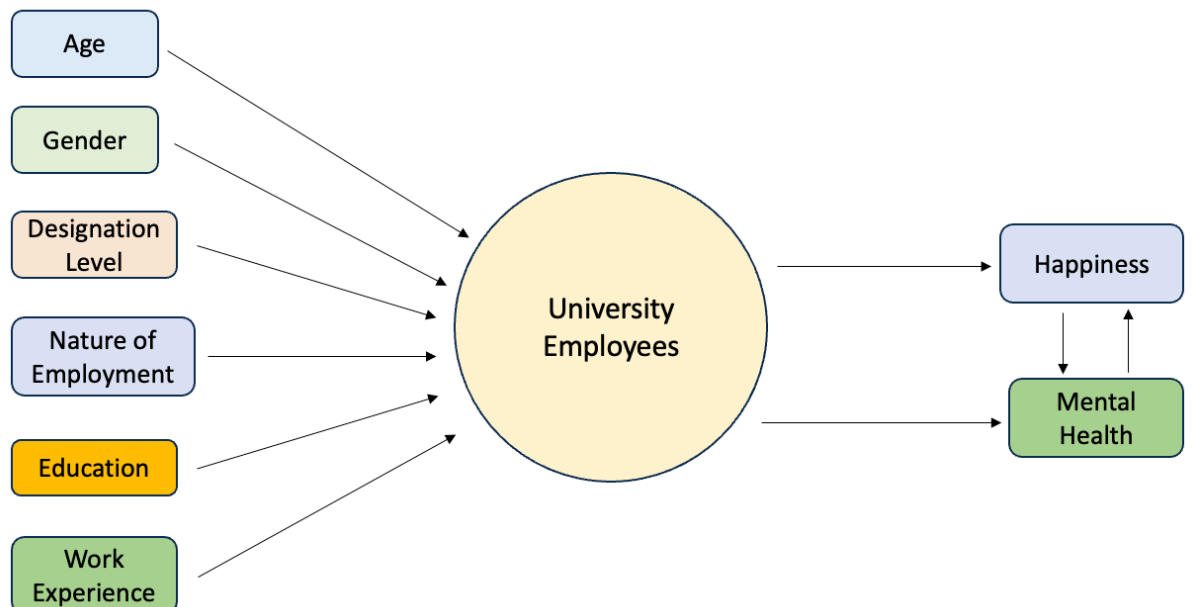


Table 3.1
Distribution of participants based on independent variables

Variable / Level	Employees	% of Total
Gender		
Female	146	44.50%
Male	182	55.50%
Age		
	43.12 Years	-
Educational Qualification		
Eight Pass	75	22.90%
Madhyamik	6	1.80%
Higher Secondary	177	54%
Graduation	49	14.90%
Postgraduation Diploma	7	2.10%
Postgraduation	14	4.30%
Nature of Employment		
Substantive	260	79.30%
Contractual	68	20.70%
Level of Employment Designation		
Group B	13	4%
Group C	224	68.30%
Group D	91	27.70%
Work Experience		
Less than 5 Years	75	22.90%
Between 5 & 10 Years	91	27.70%
Between 10 & 20 Years	126	38.40%
More than 20 Years	36	11%

Figure 3.3
Pie diagram showing gender distribution of the participants

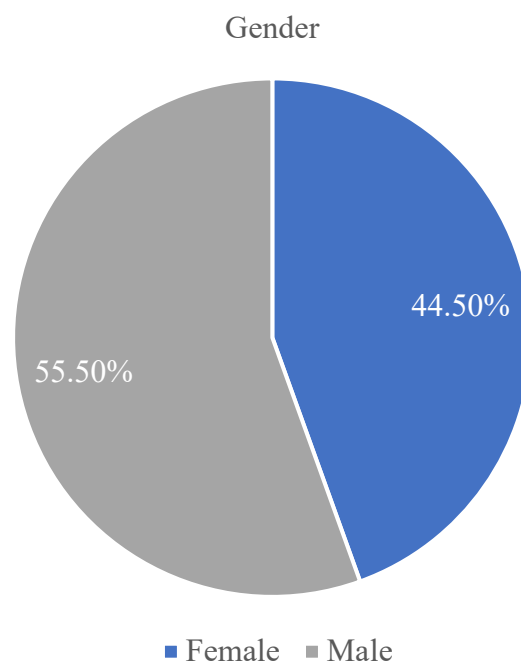


Table 3.2
Distribution of participants based on university

University	Employees	% of Total
Jadavpur University	92	28%
Presidency University	18	5.50%
Rabindra Bharati University	59	18%
University of Calcutta	44	13.40%
University of North Bengal	64	19.50%
Vidyasagar University	51	15.50%

Table 3.3
Distribution of participants based on district of the university

District	Employees	% of Total
Kolkata	121	36.89%
South 24 Parganas	92	28.04%
Darjeeling	64	19.50%
Paschim Medinipur	51	15.50%

Figure 3.4
Pie diagram showing educational qualification of the participants

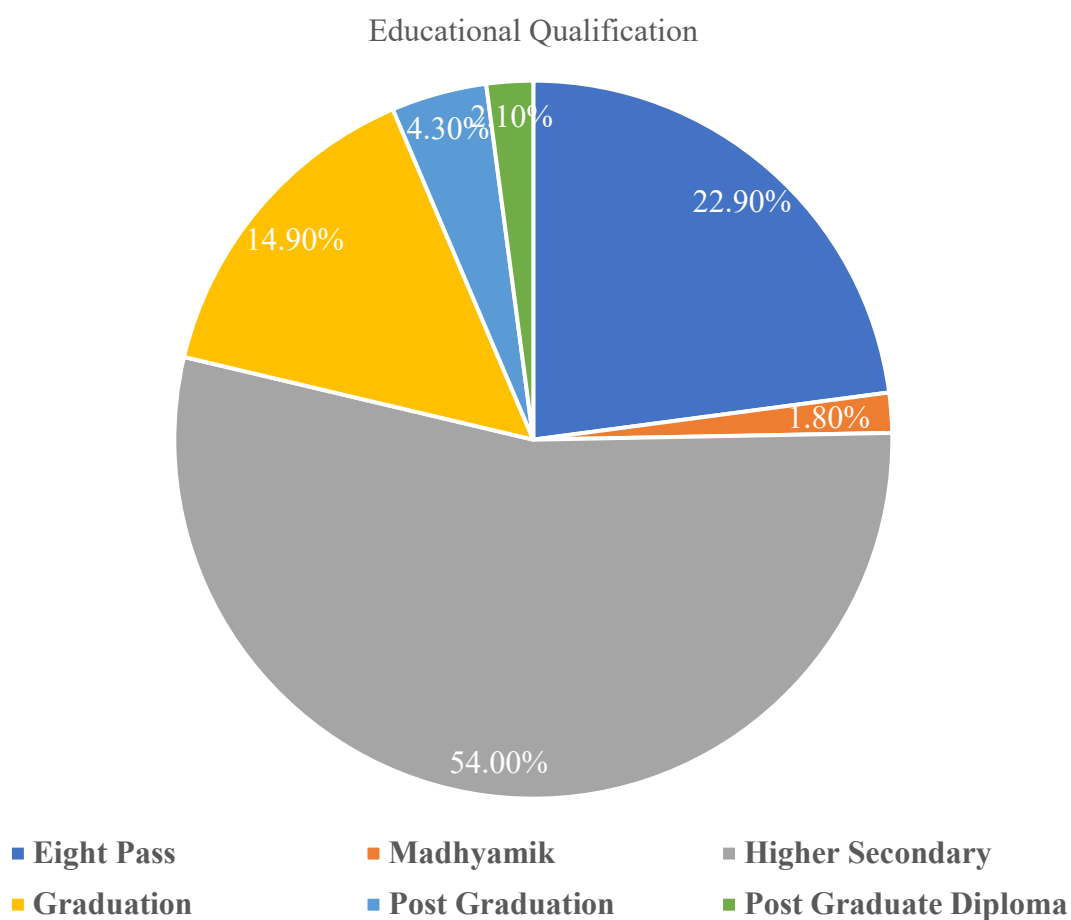


Figure 3.5
Pie diagram showing nature of employment of the participants

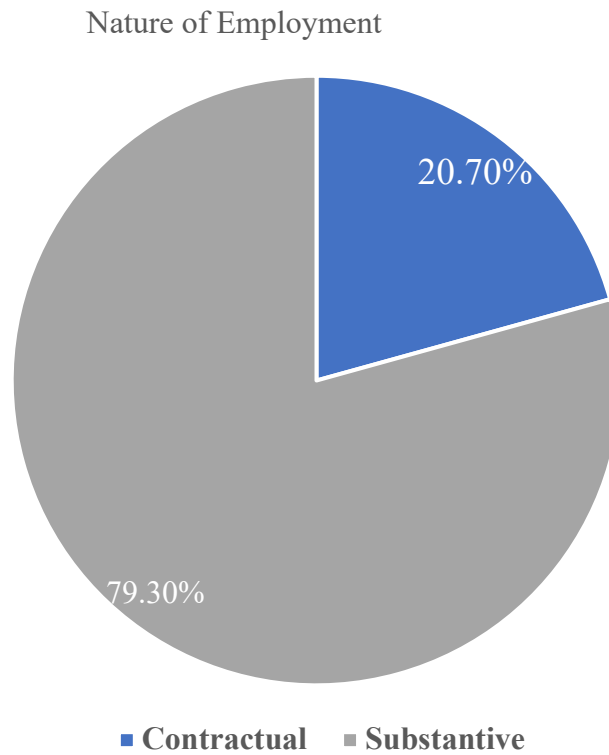


Figure 3.6
Pie diagram showing level of employment designation of the participants

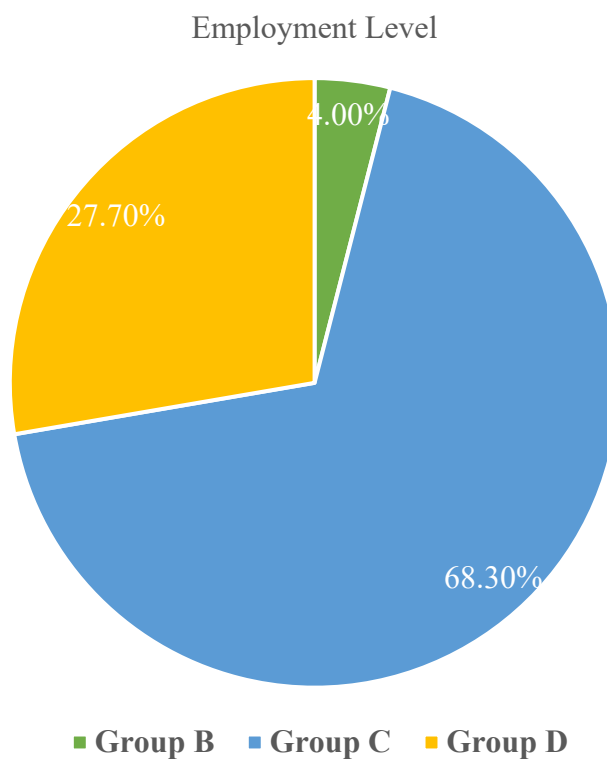


Figure 3.7
Pie diagram showing work experience of the participants

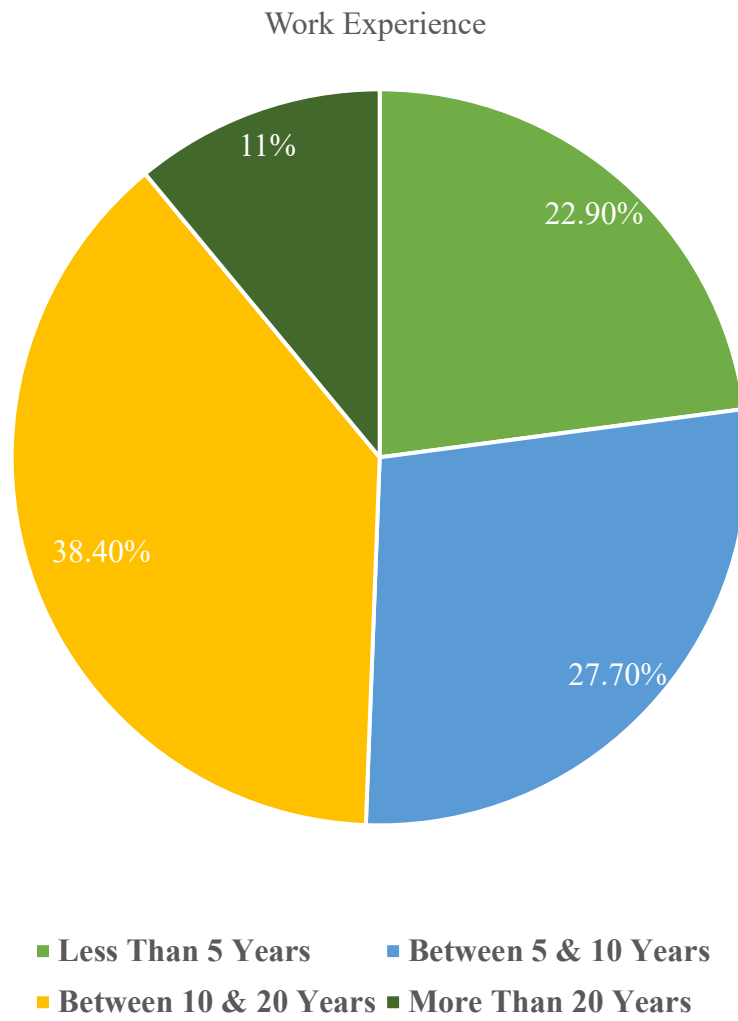


Figure 3.8
Pie diagram showing participants distribution by universities

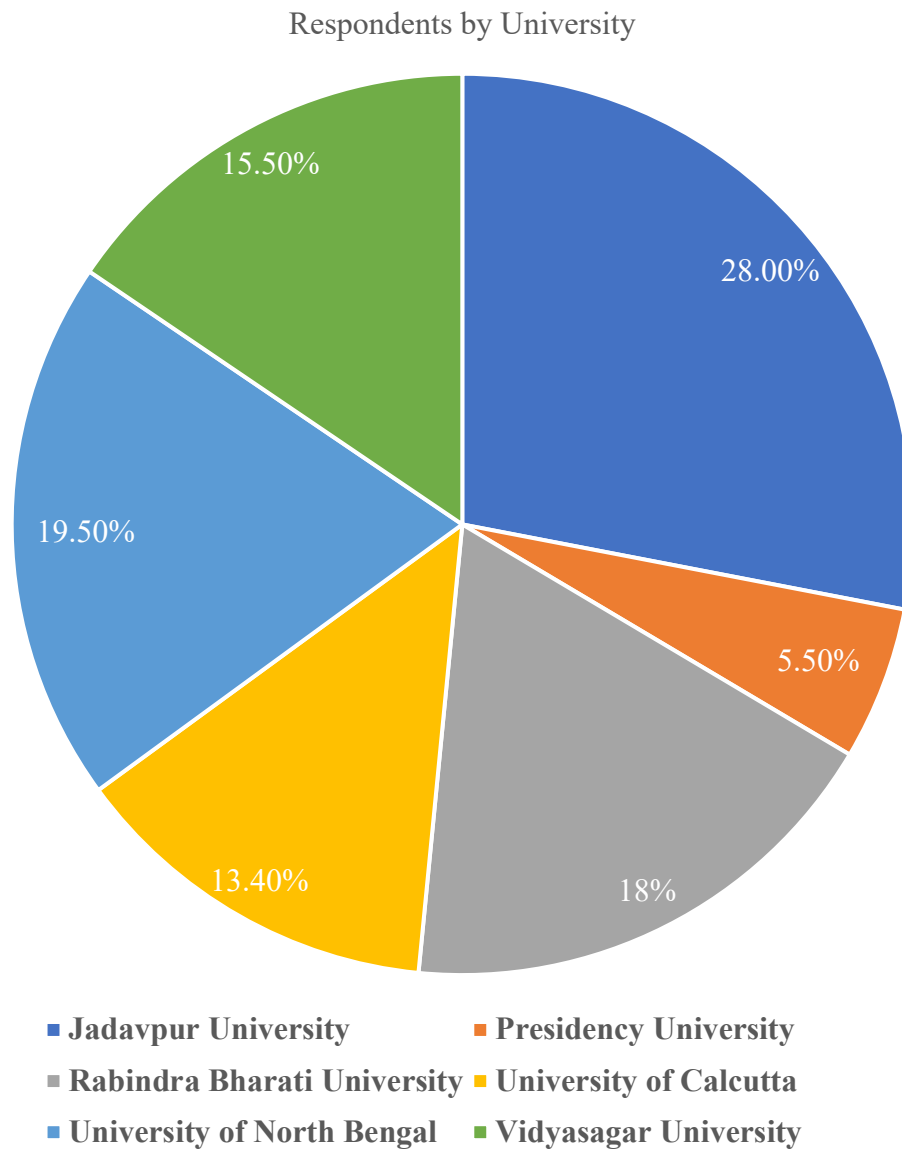
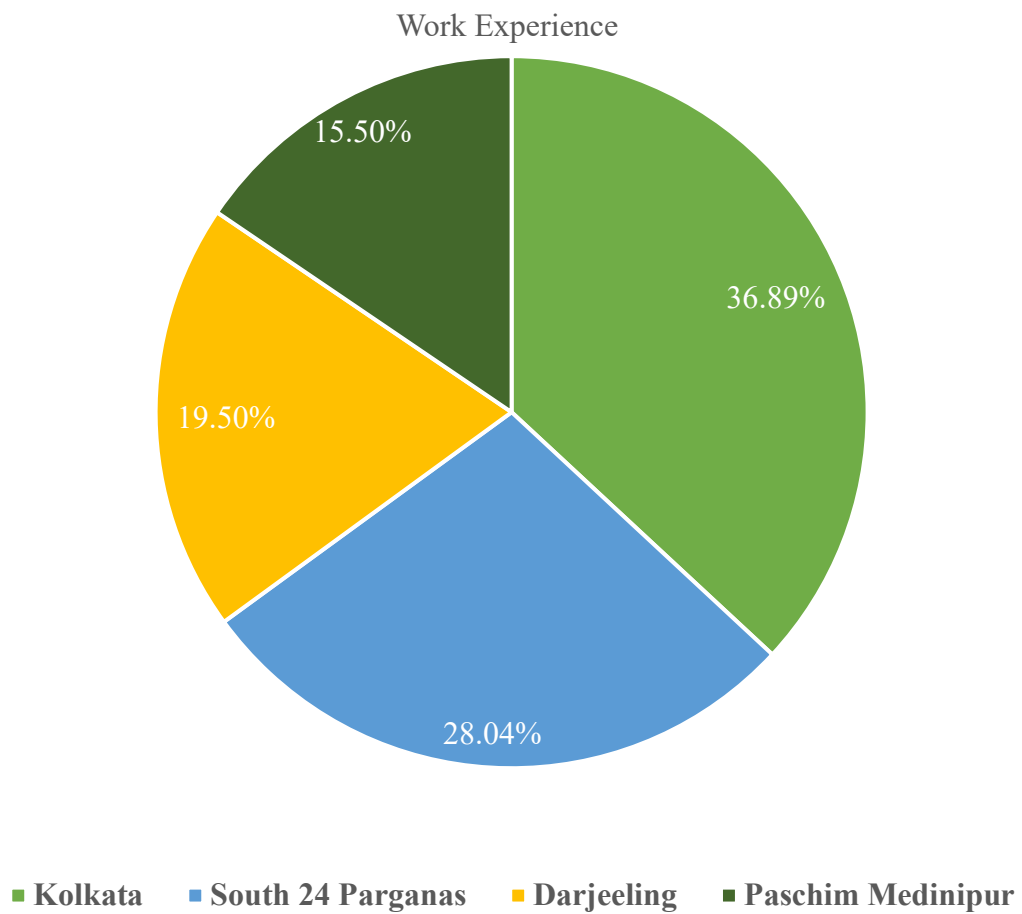


Figure 3.9
Pie diagram showing participants distribution by districts



3.4 Instruments for data collection

The researcher has primarily made use of two standardized scales for collection of relevant data. One is Oxford Happiness Questionnaire and the other is Mental Health Continuum (Short Form). Both the scales were administered with an information schedule seeking basic data on the participants which were later treated as independent variables. Following are the descriptions of instruments used in this research –

A. Oxford Happiness Questionnaire

The 29-item Oxford Happiness Questionnaire (OHQ) is a widely used scale for assessment of personal happiness. Its psychometric properties are acknowledged to be acceptable, which presents scores on an ordinal scale which can be converted to interval scale by summing up the scores of individual items. Developed by psychologists Michael Argyle and Peter Hills at Oxford University in 2002, This questionnaire is considered as one of the accurate techniques to measure psychological well-being. The original scale demonstrated a high scale reliability with value Cronbach’s α (168) = 0.91. Also, the inter-item correlation within the scale was $r = 0.58$ that suggest no two items are so alike that they are measuring the same facet of happiness (Hills & Argyle, 2002). Concurrent validity r (163) = 0.80 { $p < .001$ } was established based on the correlation between Oxford Happiness Questionnaire (OHQ) and Oxford Happiness Inventory (OHI), which shows very similar results provided by both scales.

Scoring: It is a self-report questionnaire that employs a 6-point Likert scale response format from strongly disagree = 1 to strongly agree = 6, with the higher scores corresponding to higher levels of happiness. There are 12 items that are negatively phrased and therefore the scoring is reverse of the earlier mentioned.

Table 3.4
Item type and scoring norm

Item type	Item Number	Scoring norm
Positively phrased	2,3,4,7,8,9,11,12,15,16,17,18,20,21, 22,25,26. Total = 17	strongly disagree = 1 to strongly agree = 6
Negatively phrased	1,5,6,10,13,14,19,23,24,27,28,29. Total = 12	strongly disagree = 6 to strongly agree = 1

The maximum score possible would be 174 (29 x 6) and minimum possible score would be 29 (29 x 1). After dividing the total score by 29, individual happiness score would be found. Therefore, the happiness score of every individual will vary from 1 to 6. As per the original

Oxford Happiness Questionnaire guideline, an individual with score 4.3 and above will be considered as happy (Hills & Argyle, 2002). Higher (>4.3) the happiness scores, happier the individuals are. The detail of the instrument is given on appendix 1.

B. Mental Health Continuum (Short form)

The short version of the Mental Health Continuum (MHC-SF) is derived from the long form (MHC-LF), which includes 7 items evaluating emotional well-being, 18 questions measuring psychological well-being, and 15 items measuring social well-being (40 items total). The MHC-SF is made up of 14 items that were chosen to represent each aspect of well-being. The short form includes three items measuring emotional well-being (which reflects hedonic well-being), six items measuring psychological well-being, and five items measuring social well-being (when combined, reflects eudemonic well-being). These response options assess how frequently respondents encounter each positive mental health symptom. Based on these three subscales, this scale also provides a flourishing and languishing mental health indicator. There are 14 items total: three for emotional (hedonic) well-being, five for social well-being, and six for psychological well-being. The scoring is done on a 6-point Likert scale, with 0 being "never" and 5 being "daily." The items are added up to produce a total score ranging from 0 to 70. The emotional (hedonic) well-being subscale scores range from 0 to 15, the social well-being subscale scores range from 0 to 25, and the psychological well-being subscale scores range from 0 to 30. Higher scores indicate higher levels of happiness.

C. Employee's Information Summary Sheet

A separate information schedule was prepared for obtaining common information on – gender, age, designation level, nature of employment, educational qualification, work experience, name of the university and district where the university is situated.

3.5 Procedures of data collection

The researcher opted for collecting the data entirely through paper-n-pencil mode across four districts of West Bengal. No personal information including name, email id or phone number were collected in the data collection forms to maintain anonymity of the participants' data. A statement of purpose was mentioned at the beginning of the forms, followed by a section for obtaining consent from the participants.

The researcher has personally approached the non-teaching employees of different universities for obtaining data. A total of 385 university employees were approached for this purpose out of which 342 responded. It was found in the data cleaning stage that, 14 participants did not complete the questionnaires and therefore excluded from the main data. Hence, the rest of the 328 participants' data was considered as final and constituted the sample of this study.

3.6 Tabulation and statistical analyses

A tabulation sheet was prepared in Microsoft Excel from the datasheets collected through paper-n-pencil mode. Further, the data was cleaned and items renamed as per the criteria of variables. No addition or omission of data was made in both the tabulation sheets. The 'word-based' responses were coded into numbers and prepared for statistical data analysis software. IBM SPSS version 20 was used for statistical analyses of quantitative data and Microsoft Excel was used for data visualisations. The references of the research report were entirely managed by Zotero, following the APA 7th edition referencing style.

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CHAPTER 4

RESULT AND INTERPRETATION

Chapter 4 Result and Interpretation

This chapter is divided into three parts. The first part of this chapter is represented with *descriptive statistics* i.e. mean, standard deviation and correlation coefficient which was calculated to find out variations in mental health and happiness construct measured in terms of self-reported response to respective questionnaires. Some form of graphical representations i.e. bar diagram and scatter plot were made in this part to give better understanding about the descriptive nature of current data.

The second part deals with *inferential statistics* which was computed in order to draw inferences about the population of employees working at public state universities in West Bengal. The analyses include – Independent samples t-test and One-way ANOVA. All the analyses and graphical representation has been made using Microsoft Excel software. The third part deals with testing of the hypotheses in the lights of the results of inferential statistics pooled from the data of descriptive statistics.

4.1 Descriptive Statistics

4.1.1 *On Mental Health of Employees*

The study covered 328 non-teaching employees of six public state universities in West Bengal. It was found that state that the employees did not possess a good deal of mental health or mental wellbeing ($m=40.53$) and mean scored even below the 60% of the scope of the measuring instrument (max score=70). It reflects an absence of good mental health among the employees working in the universities under this study.

Figure 4.1
Comparing mental health & its dimensions between male and female employees

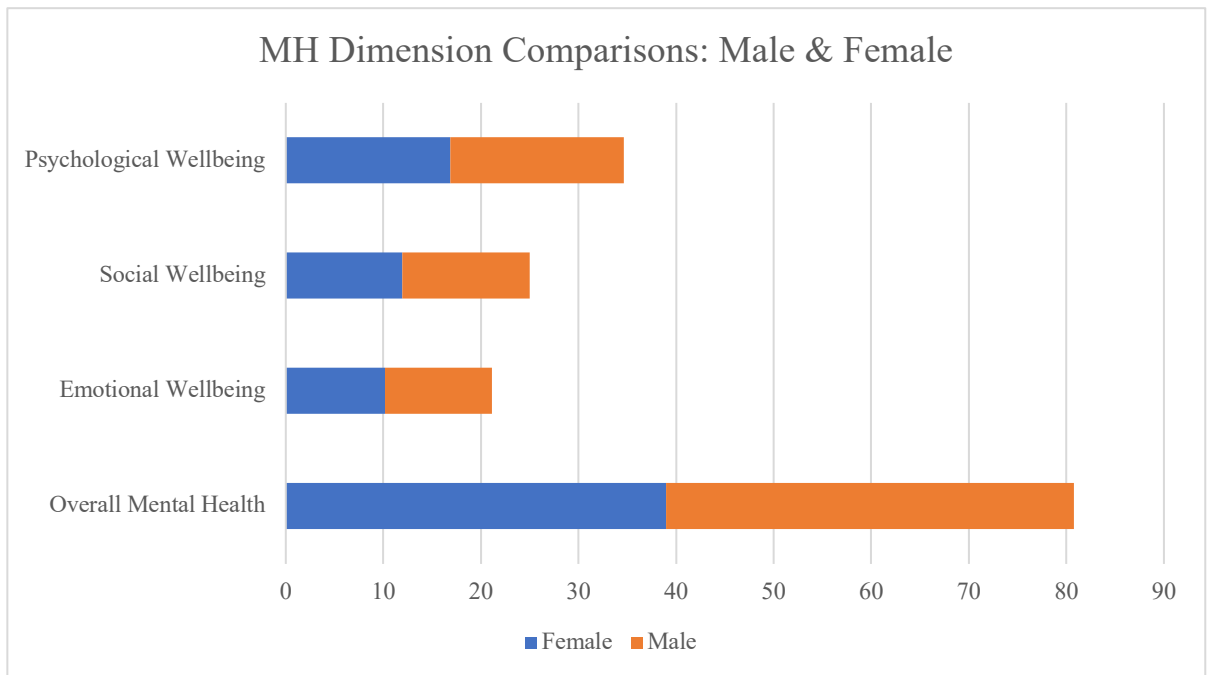


Table 4.1
Descriptive statistics showing mental health dimensions of employees by gender

<i>Variable</i>	<i>Mental Health Dimensions</i>	Female	Male
		Mean (sd)	Mean (sd)
Gender	Overall Mental Health	38.96 (14.39)	41.80 (14.57)
	Emotional Wellbeing	10.17 (3.54)	10.93 (3.28)
	Social Wellbeing	11.94 (6.14)	13.09 (6.47)
	Psychological Wellbeing	16.84 (6.59)	17.78 (8.85)

Further, mental health score of the male employees are in better when compared to female employees. For male employees, the overall mental health (m=41.80, sd=14.579) as well as all three dimensions i.e., emotional wellbeing (m=10.928, sd=3.28), social wellbeing (m=13.08, sd=6.47) and psychological wellbeing (m=17.78, sd=6.85).

The mental health of employees of both the males and females are compared in terms of mean score varied across gender variable and displayed as well as interpreted through the following

tables and figures. Standard deviation of mean scores are also presented to highlight the consistency of data within the levels of independent variables.

Figure 4.2

Comparing mental health & its dimensions between employment designation

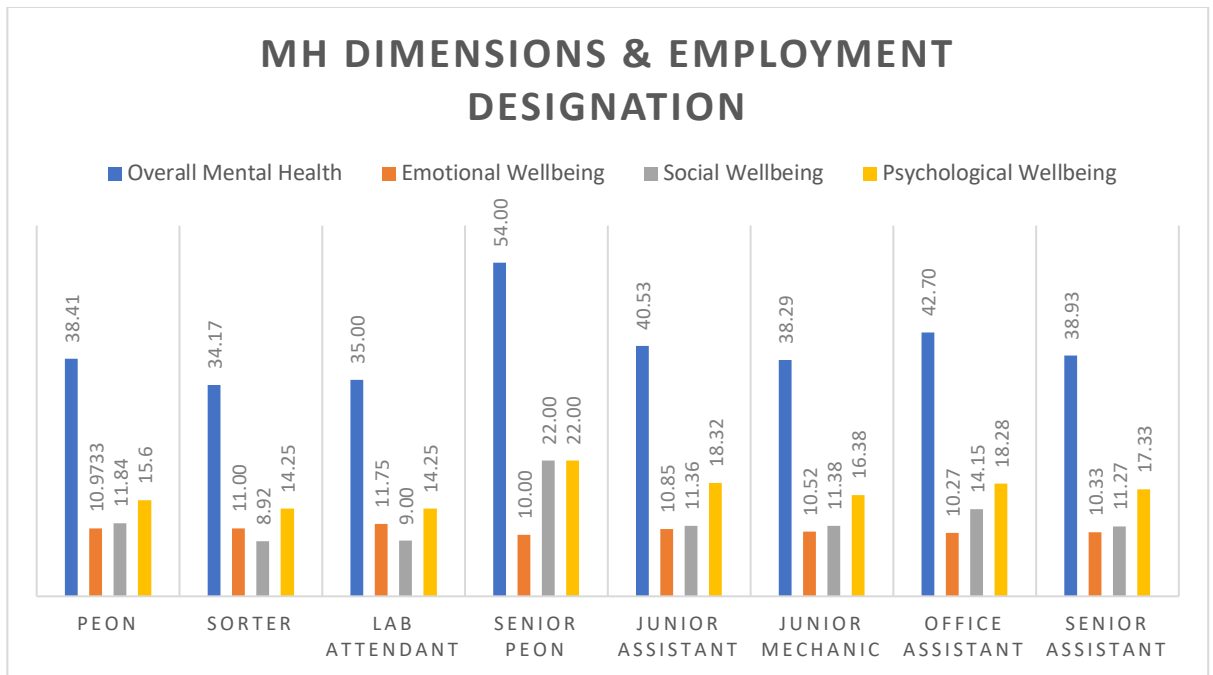


Table 4.2

Descriptive statistics showing mental health dimensions of employees by employment designation

Employment Designation	Overall Mental Health	Emotional Wellbeing	Social Wellbeing	Psychological Wellbeing
<i>Peon</i>	38.41 (13.34)	10.97 (10.97)	11.84 (5.86)	15.60 (6.16)
<i>Sorter</i>	34.17 (5.76)	11 (2.73)	8.91 (2.54)	14.25 (5.19)
<i>Lab Attendant</i>	35 (13.44)	11.75 (1.89)	9 (6.37)	14.25 (6.99)
<i>Senior Peon</i>	54 (1.41)	10 (0)	22 (1.41)	22 (2.83)
<i>Junior Assistant</i>	40.53 (17.22)	10.85 (3.87)	11.36 (7.65)	18.32 (7.78)
<i>Junior Mechanic</i>	38.29 (10.4)	10.52 (2.29)	11.38 (3.94)	16.38 (5.65)
<i>Office Assistant</i>	42.7 (14.88)	10.26 (3.57)	14.15 (5.97)	18.28 (6.74)
<i>Senior Assistant</i>	38.93 (11.14)	10.33 (3.11)	11.26 (4.98)	17.33 (5.99)
<i>Superintendent</i>	40.62 (20.11)	10.6923 (3.38)	10.92 (10.01)	19 (7.92)

The mental health of employees in this study (n=328) are compared in terms of mean score varied across by their employment designation variable i.e. peon, sorter, lab assistant, senior

peon, junior assistant, junior mechanic, office assistant, senior assistant and superintendent and displayed as well as interpreted through the following tables and figures. Standard deviation of mean scores is also presented in the terms of four dimensions of mental health to highlight the consistency of data within the levels of independent variables. Where it was found that those non-teaching employees those who hold the position as a senior peon possess a good deal of mental health or mental wellbeing (m=54.00, sd=1.41) in the terms of Overall Mental Health, (m=2.00, sd=1.41), Social Wellbeing and (m=22.00, sd=2.83), Psychological Wellbeing. But those who hold the position of a sorter they are found have poorest mental health (m=34.10, sd=5.77), low (m=8.92, sd=2.54) in terms of Social Wellbeing and moderate (m=14.25, sd=5.19) in terms of Psychological Wellbeing. While in terms of Emotional Wellbeing those non-teaching employees who are sorters are found to possess a better deal of mental health or mental wellbeing (m=11.75, sd=1.89) but the senior peons (m=10.00, sd=.00) under this dimension are found to poses worst condition of mental health and wellbeing.

Figure 4.3
Comparing mental health & its dimensions among level of employment designation

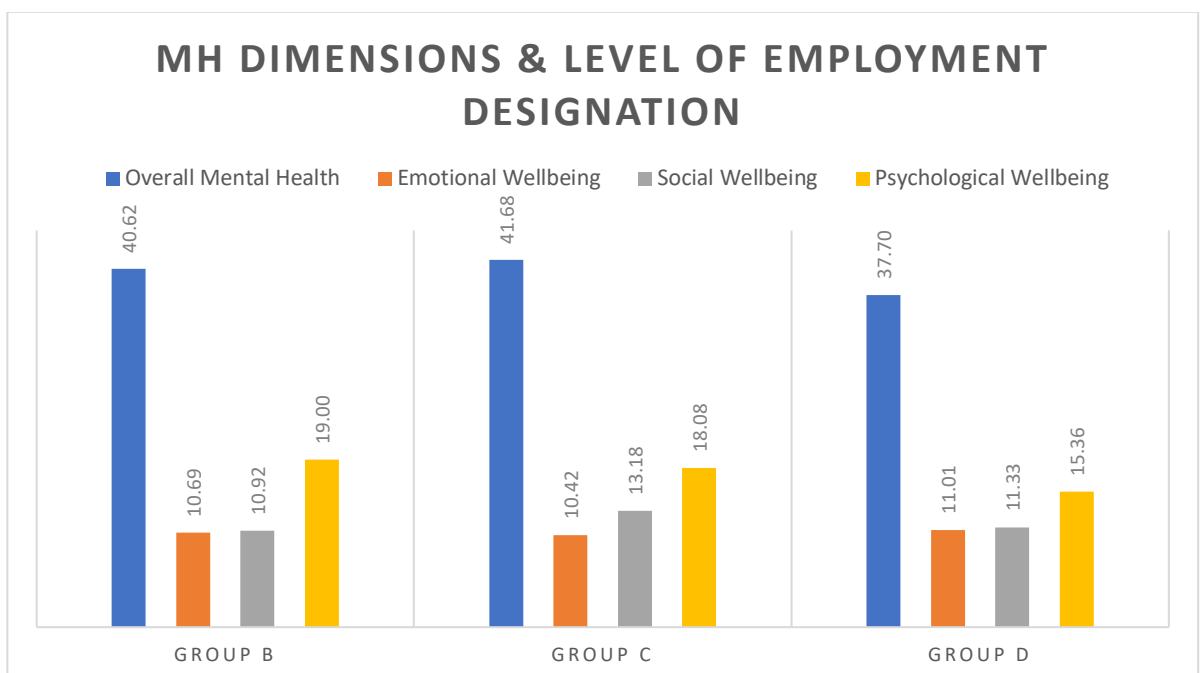


Table 4.3

Descriptive statistics showing mental health dimensions of employees by level of employment designation

<i>Employment Designation</i>	Overall Mental Health	Emotional Wellbeing	Social Wellbeing	Psychological Wellbeing
<i>Group B</i>	40.62 (20.12)	10.69 (3.37)	10.92 (10.01)	19 (7.92)
<i>Group C</i>	41.68 (14.82)	10.41 (3.48)	13.18 (6.29)	18.08 (6.8)
<i>Group D</i>	37.70 (12.6)	11.01 (3.24)	11.32 (5.62)	15.36 (6.03)

Here, the mental health of employees in this study (n=328) are compared in terms of mean score varied across by their level of employment designation variable i.e. Group B, Group C and Group D and displayed as well as interpreted through the following tables and figures. Standard deviation of mean scores is also presented in the terms of four dimensions of mental health to highlight the consistency of data within the levels of independent variables. It was found that the Group C employees (m=41.68, sd=14.82) possess better deal of mental health or mental wellbeing in comparison to the Group D (m=37.70, sd=12.61) and Group B (m=40.62, sd=20.12) in the terms of Overall Mental Health. For Emotional Wellbeing, Group D employees (m=11.01, sd=3.24) possess better mental health or mental wellbeing in comparison to employees belonging to Group C (m=10.42, sd=3.59) and Group B (m=10.69, sd=3.38). Also it was found that, in terms of Social Wellbeing Group C employees (m=13.18, sd=6.30) possess better deal of mental health or mental wellbeing than Group D (m=11.33, sd=5.63) and B non-teaching employees (m=10.92, sd=10.01). While in terms of psychological wellbeing Group B non-teaching employees (m=19.00, sd=7.93) are found to possess a better deal of mental health or mental wellbeing than Group D (m=15.36, sd=6.03) and C non-teaching employees (m=18.08, sd=6.80).

Figure 4.4
Comparing mental health & its dimensions between nature of employment

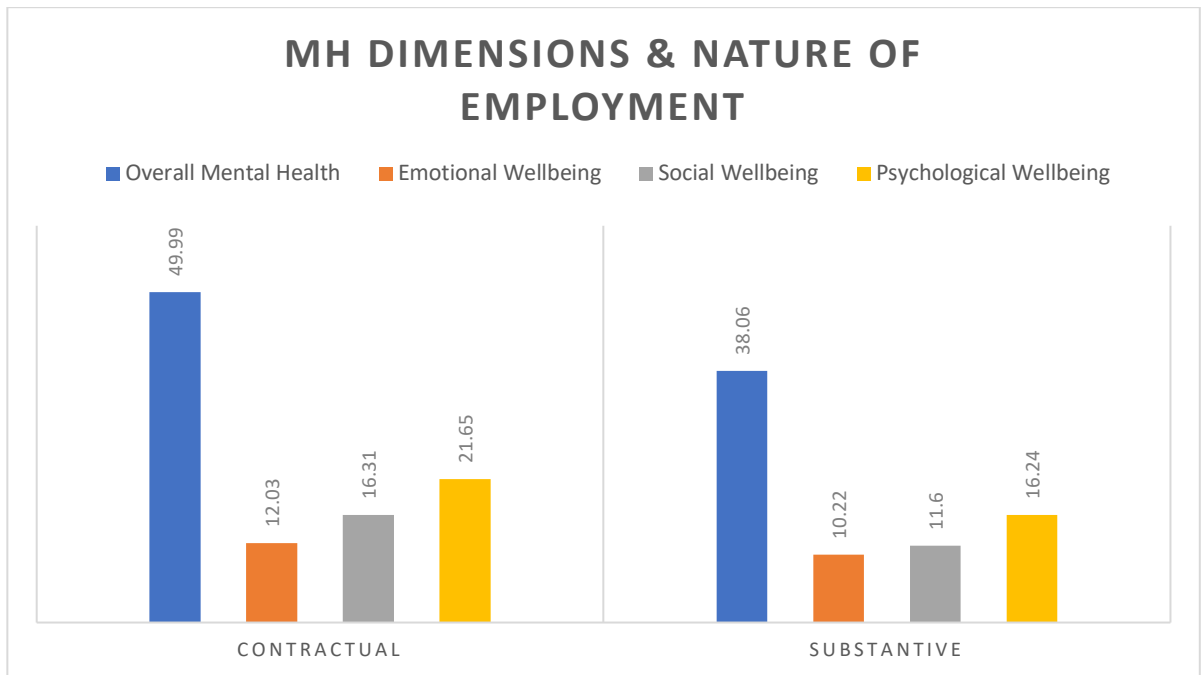


Table 4.4
Descriptive statistics showing mental health dimensions of employees by nature of employment

<i>Nature of Employment</i>	Overall Mental Health	Emotional Wellbeing	Social Wellbeing	Psychological Wellbeing
<i>Contractual</i>	49.99 (17.97)	12.03 (3.42)	16.31(7.84)	21.65 (7.78)
<i>Substantive</i>	38.06 (12.40)	10.22 (3.32)	11.60 (5.50)	16.24 (5.97)

The mental health of employees in this study (n=328) are compared in terms of mean score varied across by nature of employment variable i.e., Contractual and Substantive and displayed as well as interpreted through the following tables and figures. Standard deviation of mean scores are also presented in the terms of four dimensions of mental health to highlight the consistency of data within the levels of independent variables. Where it was found that the contractual non-teaching employees of six public state universities in West Bengal possess better mental health or mental wellbeing in terms of the following sub dimensions (m=49.99, sd=17.97; Overall Mental Health); (m=12.03, sd=3.42; Emotional Wellbeing); (m=16.31,

sd=7.84; Social Wellbeing); and (m=21.65, sd=7.78; Psychological Wellbeing) than the substantive non-teaching employees under the same dimensions i.e. (m=38.06, sd=12.40; Overall Mental Health); (m=10.22, sd=3.32; Emotional Wellbeing); (m=11.60, sd=5.50; Social Wellbeing); and (m=16.24, sd=5.97; Psychological Wellbeing).

Figure 4.5

Comparing mental health & its dimensions between educational qualification

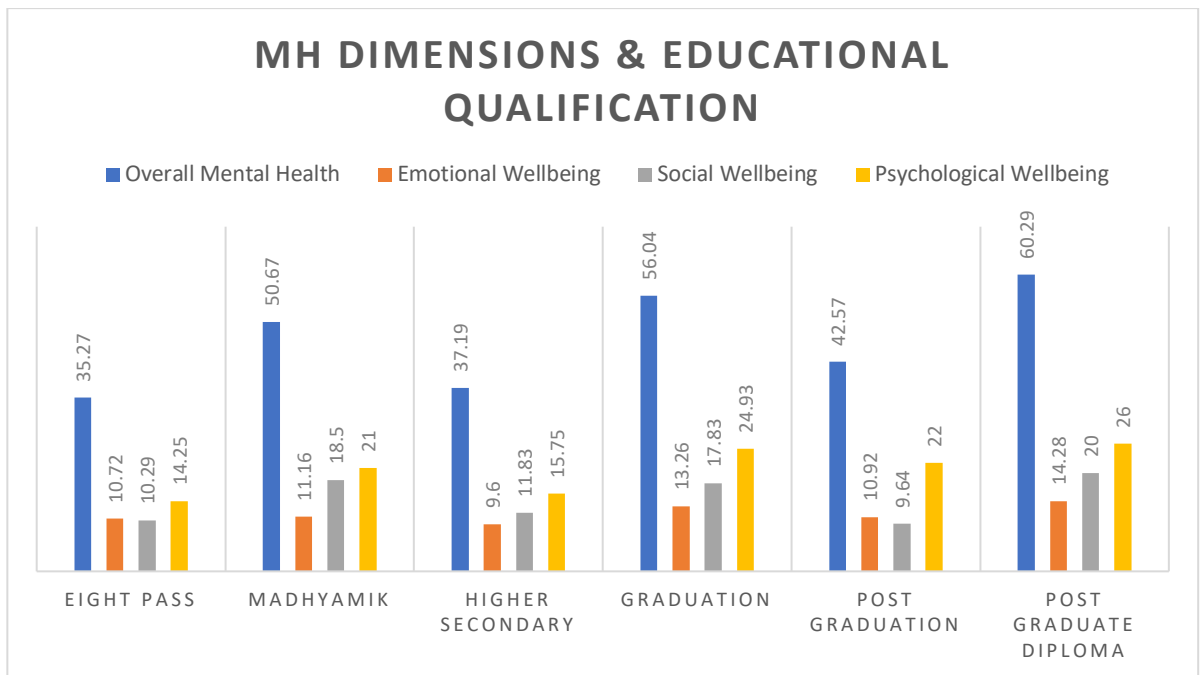


Table 4.5

Descriptive statistics showing mental health dimensions of employees by educational qualification

<i>Educational Qualification</i>	Overall Mental Health	Emotional Wellbeing	Social Wellbeing	Psychological Wellbeing
<i>Eight Pass</i>	35.27 (8.65)	10.72 (3.05)	10.29 (4.36)	14.25 (4.44)
<i>Madhyamik</i>	50.67 (17.59)	11.16 (2.99)	18.5 (6.80)	21 (8.29)
<i>Higher Secondary</i>	37.19 (11.99)	9.60 (3.39)	11.83 (4.92)	15.75 (5.47)
<i>Graduation</i>	56.04 (16.43)	13.26 (2.49)	17.83 (8.32)	24.93 (6.7)
<i>Post Graduation</i>	42.57 (15.77)	10.92 (3.12)	9.64 (8.97)	22 (5.4)
<i>Post Graduate Diploma</i>	60.29 (14.59)	14.28 (1.25)	20 (7.28)	26 (7.72)

The mental health of employees in this study (n=328) are compared in terms of mean score varied across by educational qualification of employment variable i.e., Eight Pass, Madhyamik, Higher Secondary, Graduation, Post Graduation and Post Graduate Diploma are displayed as well as interpreted through the following tables and figures. Standard deviation of mean scores is also presented in the terms of four dimensions of mental health to highlight the consistency of data within the levels of independent variables. It was found that those non-teaching employees whose educational qualification is Post Graduate Diploma, they possess better mental health or mental wellbeing (m=60.29, sd=14.59; Overall Mental Health); (m=14.29, sd=1.25; Emotional Wellbeing); and (m=26.00, sd=7.72; Psychological Wellbeing). The result also shows that those whose educational qualification is Eight Pass under the sub categories Overall Mental Health (m=35.27, sd=8.66) and Psychological Wellbeing (m=14.25, sd=4.44) possess worst deal of mental health or mental wellbeing. And those whose educational qualification is Higher Secondary possess worst deal of mental health or mental wellbeing (m=9.60, sd=3.39) in terms of Emotional Wellbeing.

But in terms of Social Wellbeing those non-teaching employees whose educational qualification is Post Graduate they possess best deal of mental health or mental wellbeing (m=20.00, sd=7.28) and whose educational qualification is Post Graduation they possess worst deal of mental health or mental wellbeing (m=9.64, sd=8.97) in comparison to all the sub categories as mentioned above.

Figure 4.6
Comparing mental health & its dimensions between years of work experience

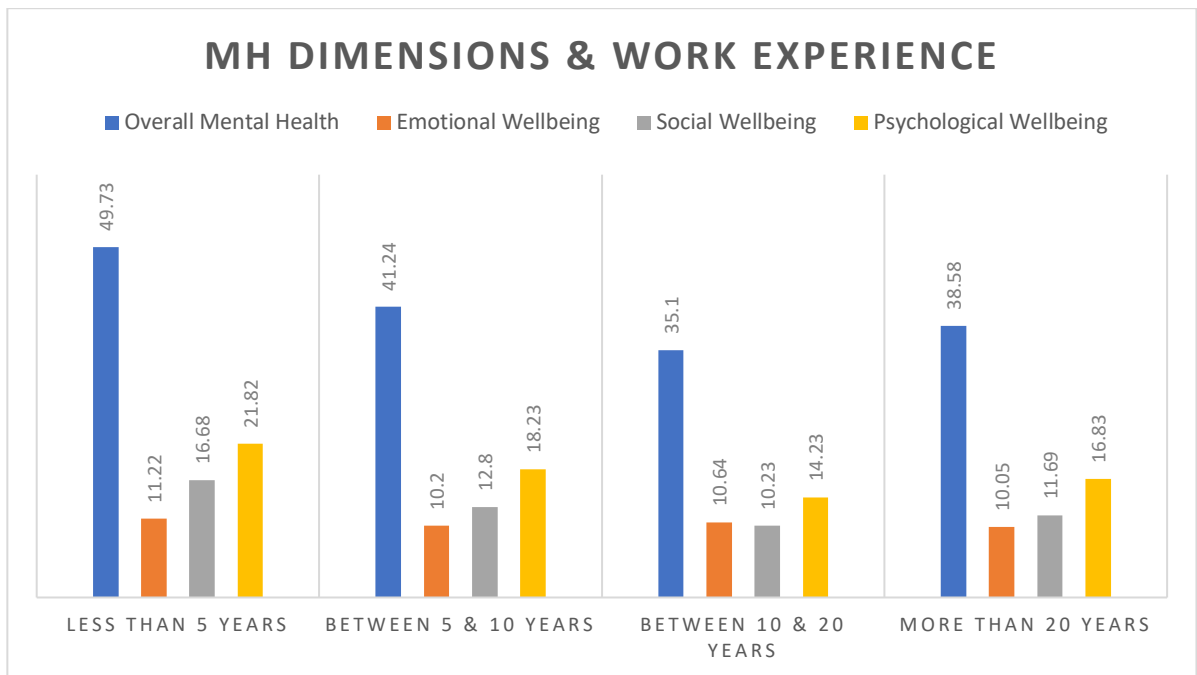


Table 4.6
Descriptive statistics showing mental health dimensions of employees by years of work experience

<i>Educational Qualification</i>	Overall Mental Health	Emotional Wellbeing	Social Wellbeing	Psychological Wellbeing
<i>Less than 5 Years</i>	49.73 (19.12)	11.22 (4.17)	16.68 (7.99)	21.82 (8.03)
<i>Between 5 & 10 Years</i>	41.24 (13.84)	10.20 (3.33)	12.80 (5.85)	18.23 (6.46)
<i>Between 10 & 20 Years</i>	35.10 (9.39)	10.64 (3.18)	10.23 (4.36)	14.23 (4.73)
<i>More than 20 Years</i>	38.58 (10.15)	10.05 (2.43)	11.69 (5.30)	16.83 (4.62)

The mental health of employees in this study (n=328) are compared in terms of their mean score varied across by years of work experience of employment variable i.e., Less than 5 Years, Between 5 & 10 Years, Between 10 & 20 Years and More than 20 Years are displayed as well as interpreted through the following tables and figures. Standard deviation of mean scores is also presented in the terms of four dimensions of mental health to highlight the consistency of

data within the levels of independent variables. The results found that those non-teaching employees whose work experience is less than 5 years possess a good deal of mental health or mental wellbeing in terms of four dimensions of mental health i.e., (m=49.73, sd=19.12; Overall Mental Health); (m=11.23, sd=4.17; Emotional Wellbeing); (m=16.68, sd=8.00; Social Wellbeing) and (m=21.83, sd=8.03; Psychological Wellbeing). It was also found that between 10 & 20 years experienced non-teaching employees from the mentioned categories (m=35.10, sd=4.17; Overall Mental Health); (m=10.23, sd=4.36; Social Wellbeing) and (m=14.23, sd=4.73; Psychological Wellbeing) are less happy in comparison to the employees having work experience of less than 5 years, between 5 & 10 years and more than 20 years. But in terms of Emotional Wellbeing more than 20 years experienced non-teaching employees show least deal of mental health or mental wellbeing.

4.1.2 On Happiness of Employees

The study covered 328 non-teaching employees of six public state universities in West Bengal. It was found that the happiness score of the female employees ($m=4.17$, $sd=0.35$) are better when compared to male employees ($m=4.07$, $sd=0.35$).

Figure 4.7
Comparing happiness of employees between male and female employees



Table 4.7
Descriptive statistics showing happiness of employees by gender

Variable	Employees Happiness	Female	Male
		Mean (sd)	Mean (sd)
Gender		4.17 (0.35)	4.07 (0,35)

The happiness of employees of both the males and females are compared in terms of mean score varied across gender variable and displayed as well as interpreted through the following tables and figures. Standard deviation of mean scores is also presented to highlight the consistency of data within the levels of independent variables.

Figure 4.8
Comparing happiness of employees between employment designation

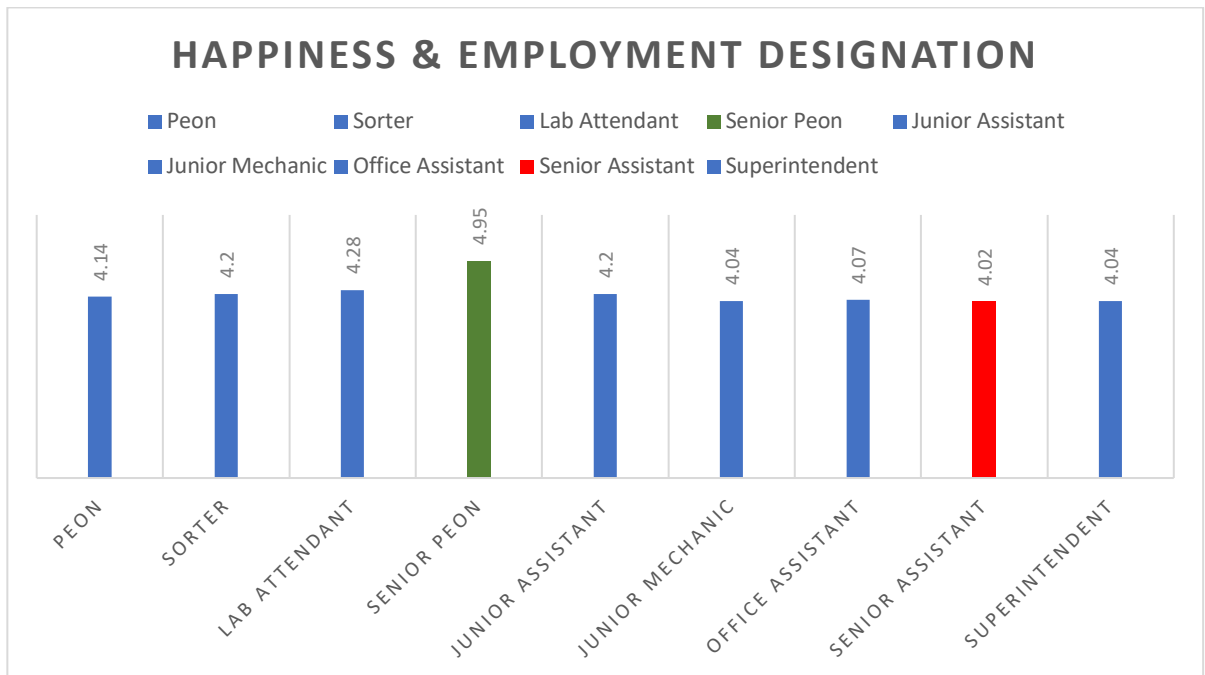


Table 4.8
Descriptive statistics showing happiness of employees by employment designation

<i>Employment Designation</i>	Happiness	
	N	Mean (sd)
<i>Peon</i>	75	4.14 (0.31)
<i>Sorter</i>	12	4.20 (0.36)
<i>Lab Attendant</i>	4	4.28 (0.46)
<i>Senior Peon</i>	2	4.95 (0.12)
<i>Junior Assistant</i>	47	4.20 (0.39)
<i>Junior Mechanic</i>	21	4.04 (0.30)
<i>Office Assistant</i>	139	4.07 (0.33)
<i>Senior Assistant</i>	15	4.02 (0.46)
<i>Superintendent</i>	13	4.04 (0.42)

The happiness of employees in this study (n=328) are compared in terms of mean score varied across by their employment designation variable i.e., peon, sorter, lab assistant, senior peon, junior assistant, junior mechanic, office assistant, senior assistant and superintendent and displayed as well as interpreted through the following tables and figures. Standard deviation of

mean scores are also presented to highlight the consistency of data within the levels of independent variables. The result comprehended that those non-teaching employees those who hold the position as a Senior Peon ($m=4.95$, $sd=0.12$) are happiest in comparison to all the other employees mentioned above. It was also deciphered that those non-teaching employees who hold the position as a Senior Assistant ($m=4.02$, $sd=0.46$) are least happy.

Figure 4.9
Comparing happiness of employees between level of employment designation

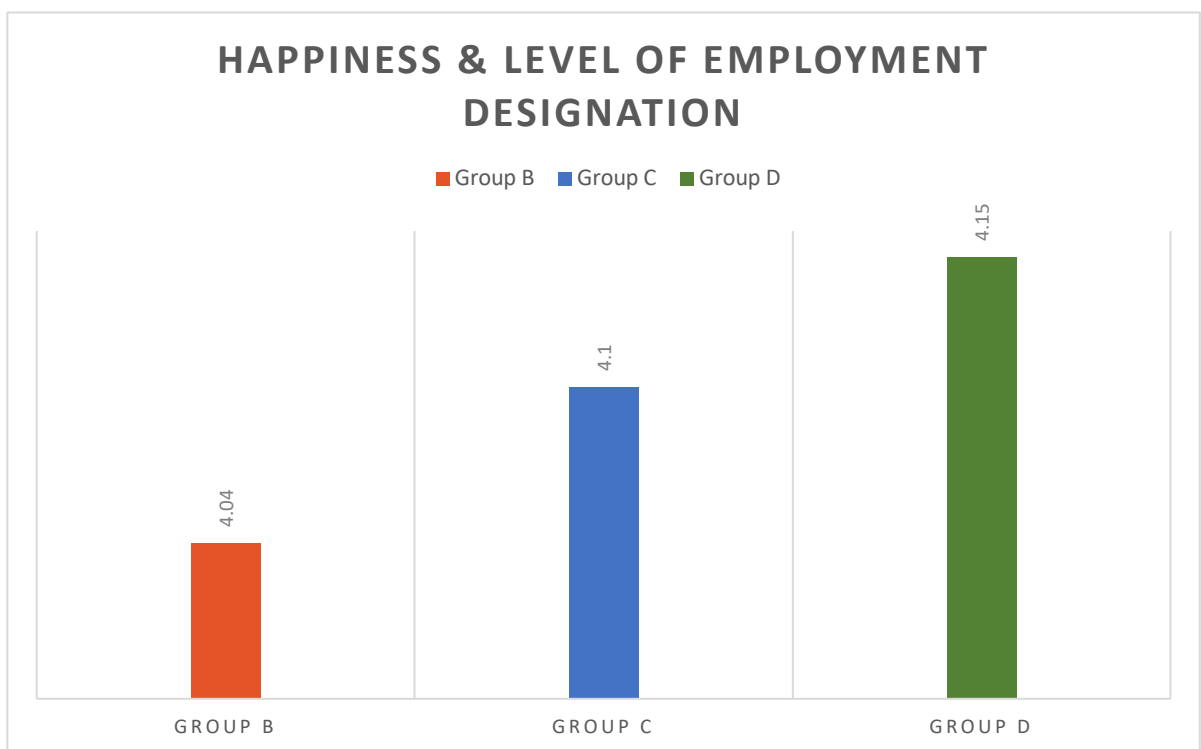


Table 4.9
Descriptive statistics showing happiness of employees by level of employment designation

<i>Level of Employment Designation</i>	Happiness	
	N	Mean (sd)
<i>Group B</i>	13	4.04 (0.42)
<i>Group C</i>	224	4.10 (0.36)
<i>Group D</i>	91	4.15 (0.32)

The happiness of employees in this study (n=328) are compared in terms of mean score varied across by their level of employment designation variable i.e. Group B, Group C and Group D and displayed as well as interpreted through the following tables and figures. Standard deviation of mean scores are also presented to highlight the consistency of data within the levels of independent variables. Result found that Group C (m=4.10, sd=0.36) non-teaching employees are the happiest amongst the three sub-categories mentioned.

Figure 4.10
Comparing happiness of employees between nature of employment

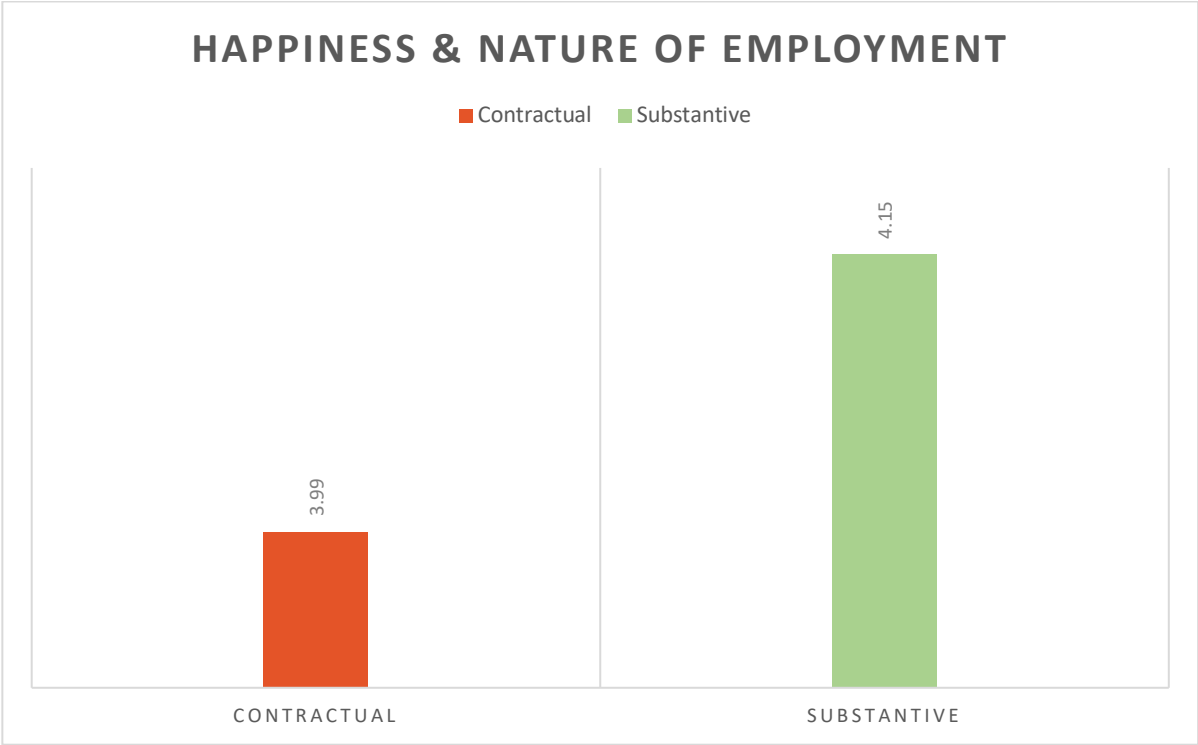


Table 4.10
Descriptive statistics showing happiness of employees by nature of employment

<i>Nature of Employment</i>	Happiness	
	N	Mean (sd)
<i>Contractual</i>	68	3.99 (0.32)
<i>Substantive</i>	260	4.15 (0.36)

The happiness of employees in this study (n=328) are compared in terms of mean score varied across by nature of employment variable i.e., Contractual and Substantive are displayed as well as interpreted through the following tables and figures. Standard deviation of mean scores is also presented to highlight the consistency of data within the levels of independent variables. The result shows that the contractual (m=3.99, sd=0.32) non-teaching employees of six public state universities in West Bengal are comparatively less happy than substantive (m=4.15, sd=0.36) non-teaching employees.

Figure 4.11
Comparing happiness of employees between employment educational qualification

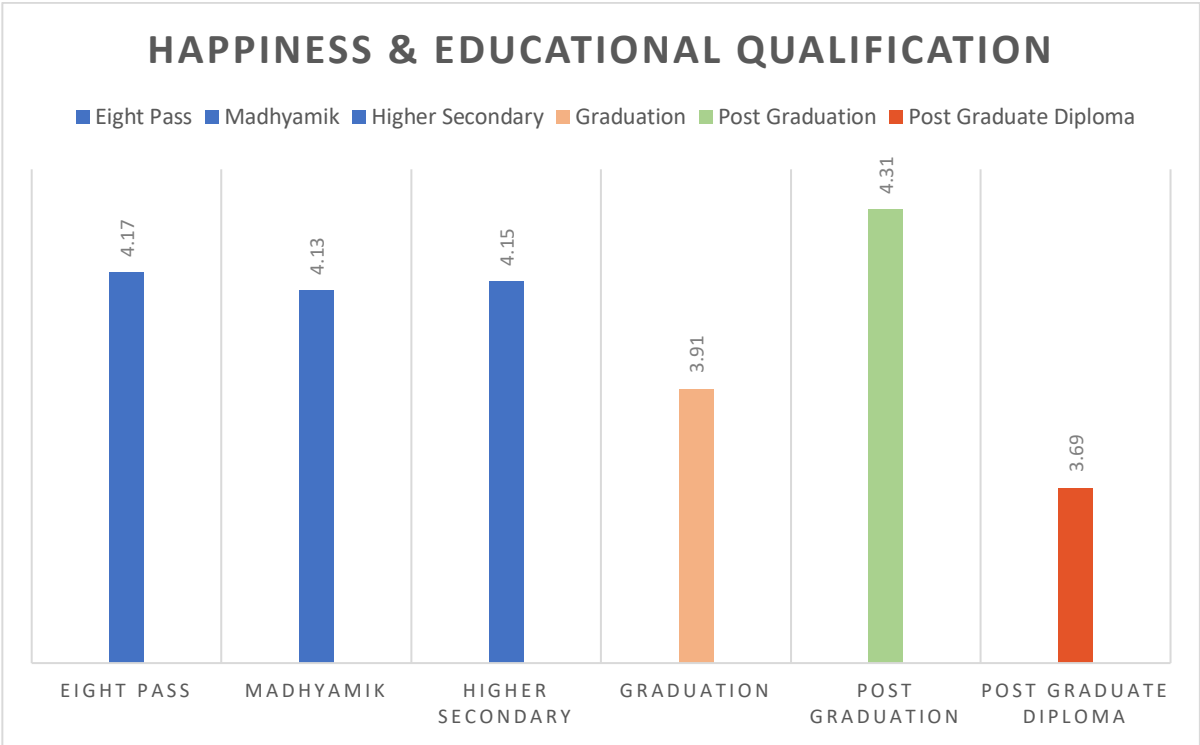


Table 4.11

Descriptive statistics showing happiness of employees by educational qualification

<i>Educational Qualification</i>	Happiness	
	N	Mean (sd)
<i>Eight Pass</i>	75	4.17 (0.33)
<i>Madhyamik</i>	6	4.13 (0.50)
<i>Higher Secondary</i>	177	4.15 (0.28)
<i>Graduation</i>	49	3.91 (0.40)
<i>Post Graduation</i>	14	4.31 (0.60)
<i>Post Graduate Diploma</i>	7	3.69 (0.27)

The happiness of employees in this study (n=328) are compared in terms of mean score varied across by educational qualification of employment variable i.e., Eight Pass, Madhyamik, Higher Secondary, Graduation, Post Graduation and Post Graduate Diploma are displayed as well as interpreted through the following tables and figures. Standard deviation of mean scores are also presented to highlight the consistency of data within the levels of independent variables. Where it was found that those non-teaching employees whose educational qualification in Post Graduation (m=4.31, sd=0.60) they are happier and whose educational qualification is Post Graduate Diploma (m=3.69, sd=0.27) they are least happy rather than other educational qualified non-teaching employees of six public universities of West Bengal.

Figure 4.12
Comparing happiness of employees between years of work experience

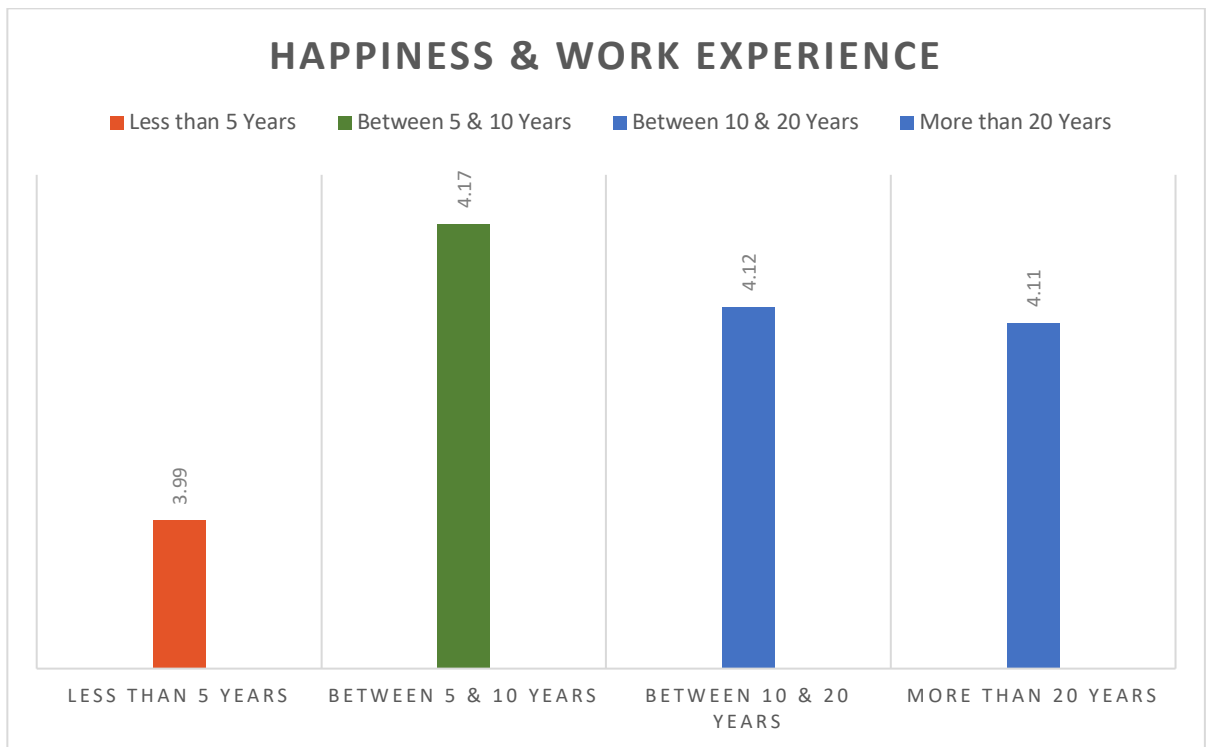


Table 4.12
Descriptive statistics showing happiness of employees by years of work experience

<i>Educational Qualification</i>	Happiness	
	N	Mean (sd)
<i>Less than 5 Years</i>	75	3.99 (0.37)
<i>Between 5 & 10 Years</i>	91	4.17 (0.38)
<i>Between 10 & 20 Years</i>	126	4.12 (0.30)
<i>More than 20 Years</i>	36	4.11 (0.38)

The happiness of employees in this study (n=328) are compared in terms of mean score varied across by years of work experience of employment variable i.e., Less than 5 Years, Between 5 & 10 Years, Between 10&20 Years and More than 20 Years. And displayed as well as interpreted through the following tables and figures. Standard deviation of mean scores is also presented to highlight the consistency of data within the levels of independent variables. Where result found that those non-teaching employees whose work experience is between 5 & 10

years ($m=4.17$, $sd=0.38$) are happiest in comparison to those whose work experience is less than 5 years ($m=3.09$, $sd=0.37$); between 10 & 20 years ($m=4.12$, $sd=0.30$) and more than 20 years ($m=4.11$, $sd=0.38$).

4.2 Inferential Statistics

Table 4.13

Pearson correlation result between age and mental health of employees

	<i>Combination</i>			
		r	n	p
<i>Mental Health Dimensions</i>	Age - Overall Mental Health	-0.31	328	.000, Significant
	Age - Emotional Wellbeing	-0.23	328	.000, Significant
	Age - Social Wellbeing	-0.20	328	.000, Significant
	Age - Psychological Wellbeing	-0.35	328	.000, Significant

The result of the correlation was examined between age and in the terms of four dimensions of mental health of non-teaching employees based on an alpha value of .05. Result found a weak negative correlation for the dimension Overall Mental Health ($r= -.31$), weak negative correlation for Emotional Wellbeing ($r= -.23$) & Social Wellbeing ($r= -.20$) and weak negative correlation for Psychological Wellbeing ($r= -.35$) which were statistically significant at $p<.05$. Age was found to have negatively associated with mental health of non-teaching employees and the associations were found to have statistically significant.

Figure 4.13

Scatter plot showing association between age and overall mental health of employees

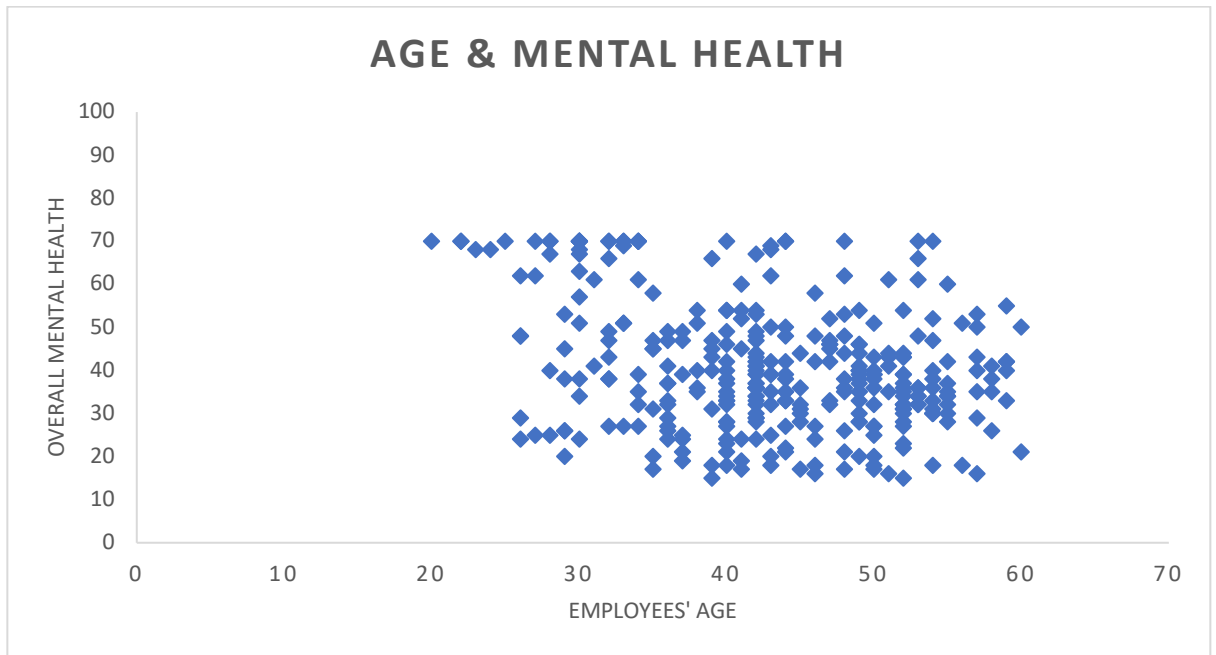


Figure 4.14

Scatter plot showing association between age and emotional wellbeing of employees

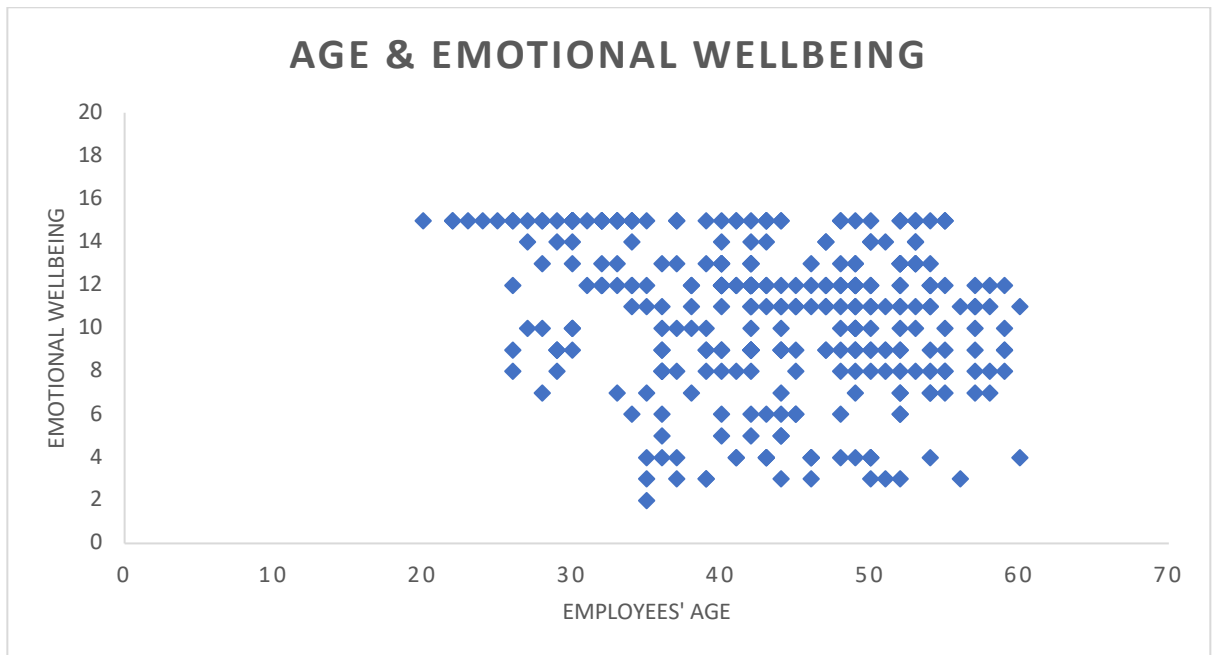


Figure 4.15
Scatter plot showing association between age and social wellbeing of employees

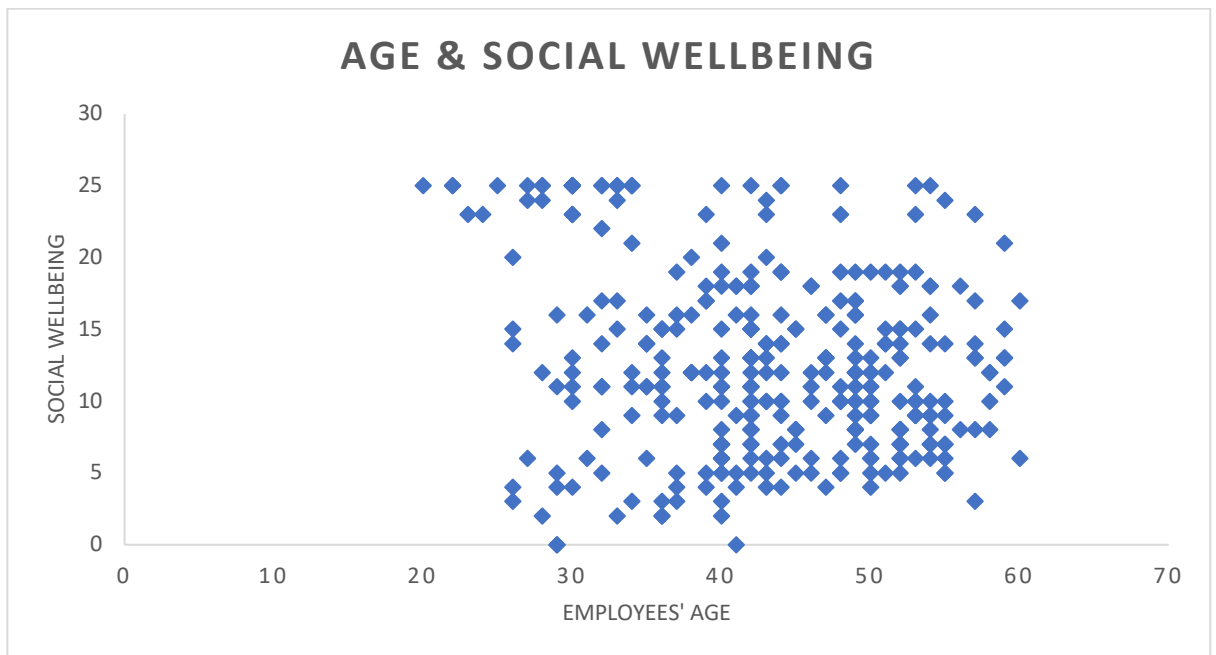


Figure 4.16
Scatter plot showing association between age and psychological wellbeing of employees

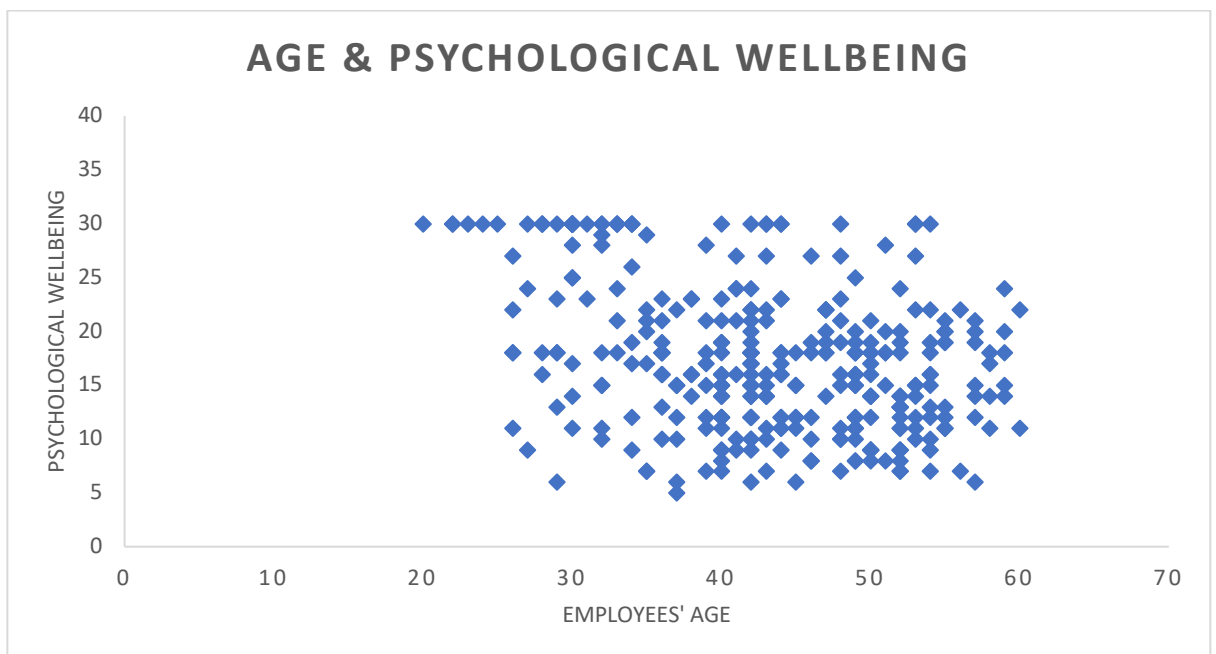


Table 4.14

Pearson correlation result between happiness and mental health of employees

	Combination			
		r	n	p
Mental Health Dimensions	Overall Mental Health - Happiness	-0.13	328	.023, Significant
	Emotional Wellbeing - Happiness	0.047	328	.392, Not Significant
	Social Wellbeing - Happiness	-0.16	328	.004, Significant
	Psychological Wellbeing - Happiness	-0.14	328	.009, Significant

The result of the correlation was examined between happiness and in the terms of four dimensions of mental health of non-teaching employees based on an alpha value of .05. Result found a very weak negative correlation for the dimension Overall Mental Health ($r = -.13$), Emotional Wellbeing ($r = -.047$), Social Wellbeing ($r = -.16$) and Psychological Wellbeing ($r = -.14$) which was statistically significant at $p < .05$ except for emotional wellbeing dimension. Happiness was found to have negatively associated with mental health of non-teaching employees in terms of four dimensions of mental health and the association was found to have statistically significant.

Figure 4.17

Scatter plot showing association between mental health and happiness of employees

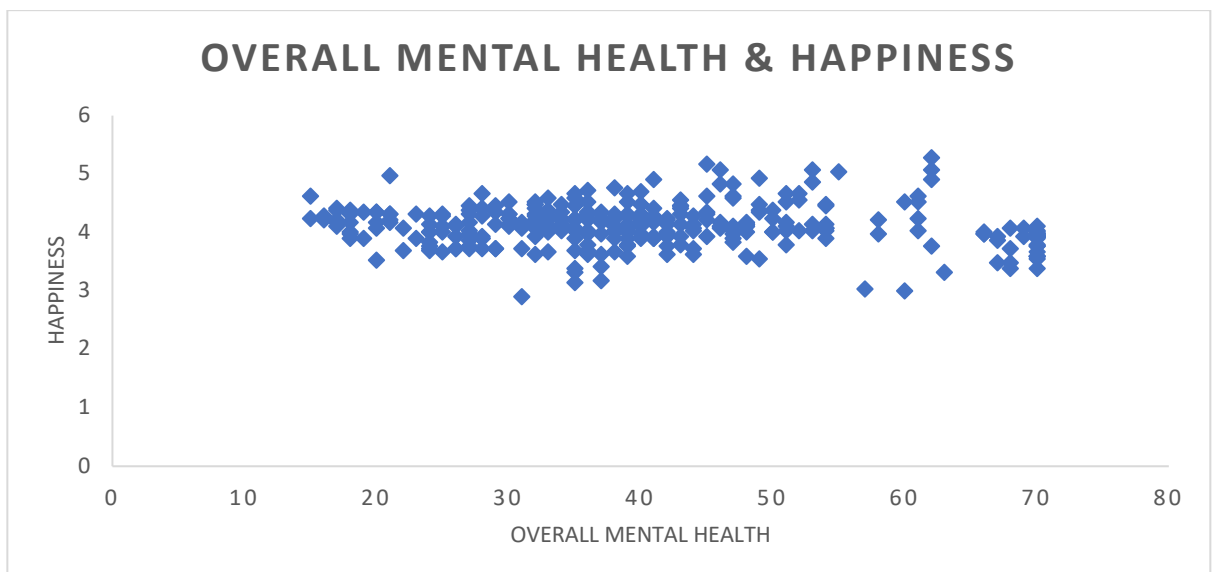


Figure 4.18

Scatter plot showing association between emotional wellbeing and happiness of employees

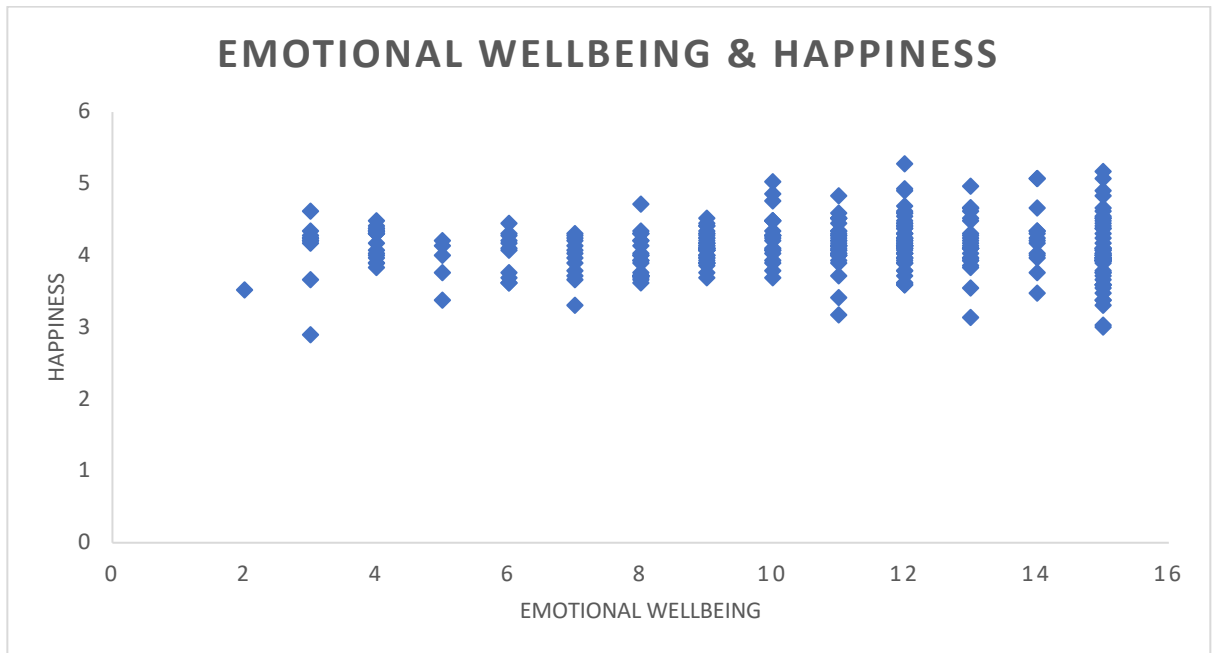


Figure 4.19

Scatter plot showing association between social wellbeing and happiness of employees



Figure 4.20

Scatter plot showing association between psychological wellbeing and happiness of employees

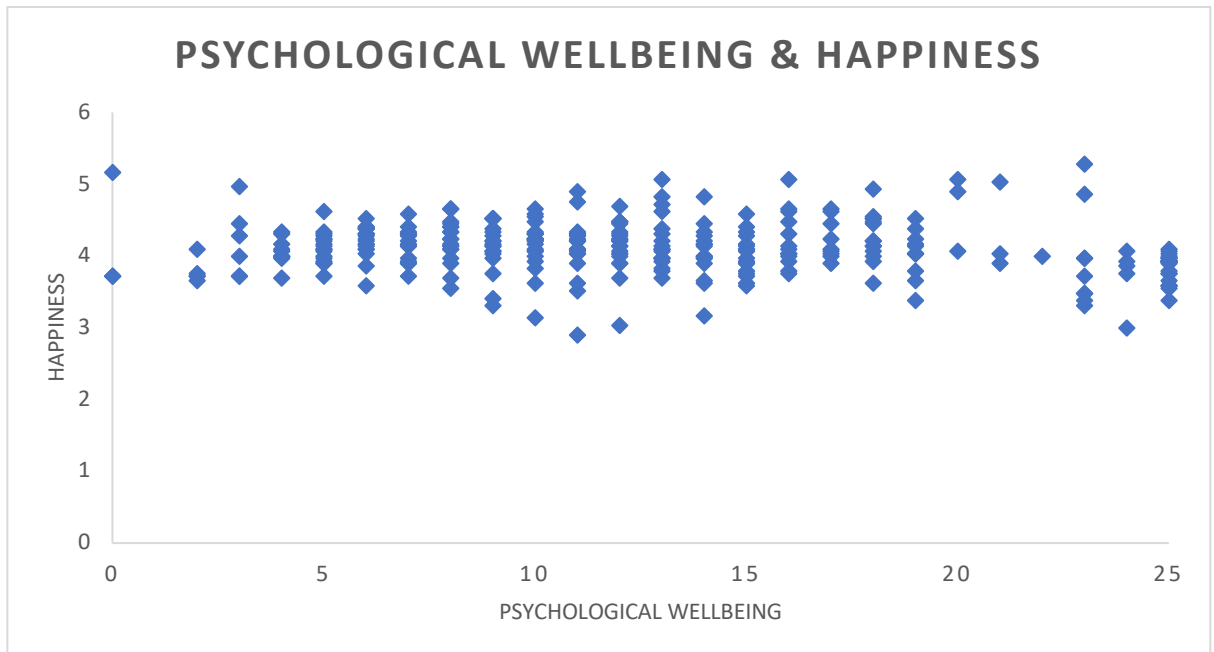


Table 4.15

Independent Samples t-test comparing mental health of employees by gender

Independent Samples t-test	Gender	Mean (sd)	t-value	df	p-value
Overall Mental Health	Female (n= 146)	38.96 (14.392)	-1.762	326	.079
	Male (n=182)	41.80 (14.579)			
Emotional Wellbeing	Female (n= 146)	10.17 (10.17)	-2.005	326	.046*
	Male (n=182)	10.92 (10.92)			
Social Wellbeing	Female (n= 146)	11.94 (6.14)	-1.626	326	.105
	Male (n=182)	13.09 (6.47)			
Psychological Wellbeing	Female (n= 146)	16.84 (6.59)	-1.253	326	.211
	Male (n=182)	17.78 (8.85)			

* significant at .05 level.

Levene's test was conducted and found that male and female employees had equal variances { $F = .372, p > .05$ } in terms of overall mental health as well as dimensions of mental health. No statistically significant mean difference was found { $t_{326} = -1.762, p > .05$ } between male and female employees in terms of their overall mental health but male employees have significantly

better { $t_{326} = -2.005, p < .05$ } emotional wellbeing than their female counterparts. The presence of other dimensions of mental health do not significantly differed between male and female employees working in public state universities in West Bengal.

Table 4.16

One-way ANOVA comparing mental health of employees by their employment designation

One-way ANOVA		N	Mean (sd)	F-value	df	p-value
Overall Mental Health	Peon	75	38.41 (13.34)	1.252	8, 319	.268
	Sorter	12	34.17 (5.76)			
	Lab Attendant	4	35 (13.44)			
	Senior Peon	2	54 (1.41)			
	Junior Assistant	47	40.53 (17.22)			
	Junior Mechanic	21	38.29 (10.4)			
	Office Assistant	139	42.7 (14.88)			
	Senior Assistant	15	38.93 (11.14)			
	Superintendent	13	40.62 (20.11)			
Emotional Wellbeing	Peon	75	10.97 (10.97)	.403	8, 319	.919
	Sorter	12	11 (2.73)			
	Lab Attendant	4	11.75 (1.89)			
	Senior Peon	2	10 (0)			
	Junior Assistant	47	10.85 (3.87)			
	Junior Mechanic	21	10.52 (2.29)			
	Office Assistant	139	10.26 (3.57)			
	Senior Assistant	15	10.33 (3.11)			
	Superintendent	13	10.69 (3.38)			
Social Wellbeing	Peon	75	11.84 (5.86)	3.052	8, 319	.003**
	Sorter	12	8.91 (2.54)			
	Lab Attendant	4	9 (6.37)			
	Senior Peon	2	22 (1.41)			
	Junior Assistant	47	11.36 (7.65)			
	Junior Mechanic	21	11.38 (3.94)			
	Office Assistant	139	14.15 (5.97)			
	Senior Assistant	15	11.26 (4.98)			
	Superintendent	13	10.92 (10.01)			
Psychological Wellbeing	Peon	75	15.60 (6.16)	1.812	8, 319	.074
	Sorter	12	14.25 (5.19)			
	Lab Attendant	4	14.25 (6.99)			
	Senior Peon	2	22 (2.83)			
	Junior Assistant	47	18.32 (7.78)			
	Junior Mechanic	21	16.38 (5.65)			
	Office Assistant	139	18.28 (6.74)			
	Senior Assistant	15	17.33 (5.99)			
	Superintendent	13	19 (7.92)			

** significant at .01 level.

Four One-way ANOVAs were calculated among the mental health scores of employees of different employment designations. A statistically significant mean difference was found only in social wellbeing dimension $\{F_{8, 319} = 3.052, p < .01\}$ of mental health where it was seen that social wellbeing of employees with *Office Assistant* designation are having highest degree and *Lab Attendants* are having lowest degree of this mental health component. Overall mental health, emotional wellbeing and psychological wellbeing do not significantly differs among the employees based on their employment designation.

Table 4.17
One-way ANOVA comparing mental health of employees by their level of employment designation

One-way ANOVA		N	Mean (sd)	F-value	df	p-value
Overall Mental Health	Group B	13	40.62 (20.12)	2.439	2, 325	.089
	Group C	224	41.68 (14.82)			
	Group D	91	37.70 (12.6)			
Emotional Wellbeing	Group B	13	10.69 (3.37)	.991	2, 325	.372
	Group C	224	10.41 (3.48)			
	Group D	91	11.01 (3.24)			
Social Wellbeing	Group B	13	10.92 (10.01)	3.269	2, 325	.039*
	Group C	224	13.18 (6.29)			
	Group D	91	11.32 (5.62)			
Psychological Wellbeing	Group B	13	19 (7.92)	5.821	2, 325	.003**
	Group C	224	18.08 (6.8)			
	Group D	91	15.36 (6.03)			

* significant at .05 level.

** significant at .01 level.

One-way ANOVA taking overall mental health of the employees as well as three dimensions of it separately revealed statistically significant mean difference only in social wellbeing $\{F_{2, 325} = 3.269, p < .05\}$ and psychological wellbeing dimension $\{F_{2, 325} = 5.821, p < .01\}$ among the employees based on their level of employment designation. *Group C* employees have highest level of social wellbeing and *Group B* employees have highest level of psychological wellbeing in the population of this study.

Table 4.18
Independent Samples t-test comparing mental health of employees by their nature of employment

Independent Samples t-test	Gender	Mean (sd)	t-value	df	p-value
Overall Mental Health	Contractual (n= 68)	49.99 (17.97)	5.159	84.397 [#]	.000**
	Substantive (n=260)	38.06 (12.40)			
Emotional Wellbeing	Contractual (n= 68)	12.03 (3.42)	3.988	326	.000**
	Substantive (n=260)	10.22 (3.32)			
Social Wellbeing	Contractual (n= 68)	16.31(7.84)	4.658	85.015 [#]	.000**
	Substantive (n=260)	11.60 (5.50)			
Psychological Wellbeing	Contractual (n= 68)	21.65 (7.78)	5.333	88.718 [#]	.000**
	Substantive (n=260)	16.24 (5.97)			

** significant at .01 level.

[#] Welch's t-test result due to inequality of variance of the means.

Levene's test was conducted prior to four separate Independent samples t-test between scores of contractual and substantive employees. Equality of variance of the means was not found in overall mental health score { $F = 48.071, p < .01$ }, social wellbeing score { $F = 39.230, p < .01$ } and psychological wellbeing { $F = 28.705, p < .01$ } score of the employees. A statistically significant mean difference was found between contractual and substantive employees in terms of their overall mental health { $t_{326} = 5.159, p < .01$ } as well as all the three dimensions of mental health. Mental health of the *contractual employees* are significantly higher than the employees working in substantive posts.

Table 4.19

One-way ANOVA comparing mental health of employees by their educational qualification

One-way ANOVA		N	Mean (sd)	F-value	df	p-value
Overall Mental Health	Eight Pass	75	35.27 (8.65)	24.845	5, 322	.000**
	Madhyamik	6	50.67 (17.59)			
	Higher Secondary	177	37.19 (11.99)			
	Graduation	49	56.04 (16.43)			
	Post-Graduation	14	42.57 (15.77)			
	Post Graduate Diploma	7	60.29 (14.59)			
Emotional Wellbeing	Eight Pass	75	10.72 (3.05)	12.578	5, 322	.000**
	Madhyamik	6	11.16 (2.99)			
	Higher Secondary	177	9.60 (3.39)			
	Graduation	49	13.26 (2.49)			
	Post-Graduation	14	10.92 (3.12)			
	Post Graduate Diploma	7	14.28 (1.25)			
Social Wellbeing	Eight Pass	75	10.29 (4.36)	15.575	5, 322	.000**
	Madhyamik	6	18.5 (6.80)			
	Higher Secondary	177	11.83 (4.92)			
	Graduation	49	17.83 (8.32)			
	Post-Graduation	14	9.64 (8.97)			
	Post Graduate Diploma	7	20 (7.28)			
Psychological Wellbeing	Eight Pass	75	14.25 (4.44)	31.649	5, 322	.000**
	Madhyamik	6	21 (8.29)			
	Higher Secondary	177	15.75 (5.47)			
	Graduation	49	24.93 (6.7)			
	Post-Graduation	14	22 (5.4)			
	Post Graduate Diploma	7	26 (7.72)			

** significant at .01 level.

One-way ANOVA taking overall mental health of the employees as well as three dimensions of it separately revealed statistically significant mean difference in overall mental health { $F_{5, 322} = 24.845, p < .01$ } as well as all the three dimensions of mental health. It was seen that employees with *post-graduate diploma* as their highest educational qualification possess significantly better mental health than the other categories.

Table 4.20

One-way ANOVA comparing mental health of employees by their work experience

One-way ANOVA		N	Mean (sd)	F-value	df	p-value
Overall Mental Health	Less than 5 Years	75	49.73 (19.12)	18.785	3, 324	.000**
	Between 5 & 10 Years	91	41.24 (13.84)			
	Between 10 & 20 Years	126	35.10 (9.39)			
	More than 20 Years	36	38.58 (10.15)			
Emotional Wellbeing	Less than 5 Years	75	11.22 (4.17)	1.559	3, 324	.199
	Between 5 & 10 Years	91	10.20 (3.33)			
	Between 10 & 20 Years	126	10.64 (3.18)			
	More than 20 Years	36	10.05 (2.43)			
Social Wellbeing	Less than 5 Years	75	16.68 (7.99)	19.239	3, 324	.000**
	Between 5 & 10 Years	91	12.80 (5.85)			
	Between 10 & 20 Years	126	10.23 (4.36)			
	More than 20 Years	36	11.69 (5.30)			
Psychological Wellbeing	Less than 5 Years	75	21.82 (8.03)	25.160	3, 324	.000**
	Between 5 & 10 Years	91	18.23 (6.46)			
	Between 10 & 20 Years	126	14.23 (4.73)			
	More than 20 Years	36	16.83 (4.62)			

** significant at .01 level.

One-way ANOVA revealed that the newly joined employees whose work experience is less than five years have significantly better mental health $\{F_{3, 324} = 18.785, p < .01\}$, social wellbeing $\{F_{3, 324} = 19.239, p < .01\}$, and psychological wellbeing $\{F_{3, 324} = 25.160, p < .01\}$, than the other employees who are working in the universities for longer period of time. It is also noticed that employees with more than 20 years of work experience at the universities have significantly lower emotional wellbeing.

Table 4.21

Comparing Mean Happiness Score of 328 university employees with Average Individual's Mean Happiness Score

One-Sample T-test (2-tailed)						
Test Value = 4.3	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Mean Happiness Score	-9.557	327	.000	-.18625	-.2246	-.1479

The average happiness score of 328 university employees (4.1138) was found to be considerably lower $t(327) = -9.557, p=.000$ than the average happiness score of an individual (4.3), as determined by multiple international research on happiness using the Oxford Happiness Questionnaire. This indicates that university staff in West Bengal are less satisfied than the global average.

Table 4.22
Pearson correlation result between age and happiness of employees

Variable	Combination	Pearson Correlation		
		r	n	p
	Age - Happiness	0.17	328	.002 Significant

The result of the correlation was examined between age and happiness of non-teaching employees based on an alpha value of .05. Result found a very weak positive correlation ($r = .17$) between age and happiness of non-teaching employees which means with increasing age, happiness of the employees also increased.

Figure 4.21
Scatter plot showing association between age and happiness of employees



Table 4.23
Independent Samples t-test comparing happiness of employees by gender

Independent Samples t-test	Gender	Mean (sd)	t-value	df	p-value
Happiness	Female (n= 146)	4.17 (0.35)	2.376	326	.018*
	Male (n=182)	4.07 (0,35)			

* significant at .05 level.

Levene's test was conducted and found that male and female employees had equal variances { $F = .169, p > .05$ } in terms of their happiness score. A statistically significant mean difference was found { $t_{326} = 2.376, p < .05$ } between male and female employees. It can be said that female employees in the public state universities in West Bengal are significantly happier than the male employees.

Table 4.24
One-way ANOVA comparing happiness of employees by their employment designation

One-way ANOVA		N	Mean (sd)	F-value	df	p-value
Happiness	Peon	75	4.14 (0.31)	2.637	8, 319	.008**
	Sorter	12	4.20 (0.36)			
	Lab Attendant	4	4.28 (0.46)			
	Senior Peon	2	4.95 (0.12)			
	Junior Assistant	47	4.20 (0.39)			
	Junior Mechanic	21	4.04 (0.30)			
	Office Assistant	139	4.07 (0.33)			
	Senior Assistant	15	4.02 (0.46)			
	Superintendent	13	4.04 (0.42)			
	Senior Assistant	15	4.14 (0.31)			
Superintendent	13	4.20 (0.36)				

** significant at .01 level.

A One-way ANOVA comparing mean happiness scores of employees based on their employment designation revealed a statistically significant difference { $F_{8, 319} = 2.637, p < .01$ }, across the levels. Although the *senior peons* ($n=2$) and *lab attendants* ($n=4$) have significantly higher happiness but the inadequacy of sample size may have led to the result. Apart from that,

sorters, junior assistants, and superintendents possessed higher level of happiness than employees of other work profiles.

Table 4.25
One-way ANOVA comparing happiness of employees by their level of employment designation

One-way ANOVA		N	Mean (sd)	F-value	df	p-value
Happiness	Group B	13	4.04 (0.42)	1.045	2, 325	.353
	Group C	224	4.10 (0.36)			
	Group D	91	4.15 (0.32)			

A One-way ANOVA comparing mean happiness scores of employees based on their level of employment designation revealed no statistically significant difference $\{F_{2, 325} = 1.045, p > .05\}$, across the levels.

Table 4.26
Independent samples t-test comparing happiness of employees by their nature of employment

Independent Samples t-test	Gender	Mean (sd)	t-value	df	p-value
Happiness	Contractual (n= 68)	3.99 (0.32)	-3.230	326	.001**
	Substantive (n=260)	4.15 (0.36)			

** significant at .01 level.

An Independent samples t-test was computed with mean happiness scores of contractual and substantive employees. Result indicated a statistically significant mean difference $\{t_{326} = -3.230, p < .01\}$ between the employee categories. It is seen that employees working in substantive posts are significantly happier than contractual employees.

Table 4.27

One-way ANOVA comparing happiness of employees by their educational qualification

One-way ANOVA		N	Mean (sd)	F-value	df	p-value
Happiness	Eight Pass	75	4.17 (0.33)	7.588	5, 322	.000**
	Madhyamik	6	4.13 (0.50)			
	Higher Secondary	177	4.15 (0.28)			
	Graduation	49	3.91 (0.40)			
	Post-Graduation	14	4.31 (0.60)			
	Post Graduate Diploma	7	3.69 (0.27)			

** significant at .01 level.

A One-way ANOVA comparing mean happiness scores of employees based on their educational qualification revealed a statistically significant difference $\{F_{5, 322} = 7.588, p < .01\}$, across the levels. Employees studied up to *post-graduation* level are the happiest among all the employees working at public state universities in West Bengal.

Table 4.28

One-way ANOVA comparing happiness of employees by their work experience

One-way ANOVA		N	Mean (sd)	F-value	df	p-value
Happiness	Less than 5 Years	75	3.99 (0.37)	5.004	3, 324	.002**
	Between 5 & 10 Years	91	4.17 (0.38)			
	Between 10 & 20 Years	126	4.12 (0.30)			
	More than 20 Years	36	4.11 (0.38)			

** significant at .01 level.

A One-way ANOVA comparing mean happiness scores of employees based on their work experience revealed a statistically significant difference $\{F_{3, 324} = 5.004, p < .01\}$, across the levels. Employees working at the public state universities in West Bengal for time period between 5 and 10 years are the happiest. It was also found that the recently joined employees are significantly less happy in the universities.

4.3 Hypothesis Testing

Based on the result of significance tests, all the hypotheses are verified according to their order -

- **H₀₁:** Mental health of the employees are significantly correlated with their age
Findings: Significant negative correlation was found among between age and mental health of employees { $r = -.31, p=.000$ }.
Decision: Null hypothesis rejected.
Conclusion: With increasing age, employees' mental health decrease.
- **H₀₂:** Mental health of the employees do not significantly vary by their gender.
Findings: Overall mental health score do not significantly vary with gender of the employees. But, the emotional wellbeing dimension of mental health was significantly higher in male employees.
Decision: As more than fifty percent levels of mental health do not show any statistically significant mean difference between male and female, the null hypothesis retained at $\alpha = .05$ level.
Conclusion: Mental health of university employees do not significantly vary with their gender.
- **H₀₃:** Mental health of the employees do not significantly vary by their by their employment designation.
Findings: Overall mental health score do not significantly vary with employment designation of the employees. But, the social wellbeing dimension of mental health was significantly higher in employees having designation '*office assistant*'.
Decision: As more than fifty percent levels of mental health do not show any statistically significant mean difference across levels of employment designation variable, the null hypothesis retained at $\alpha = .05$ level.
Conclusion: Mental health of university employees do not significantly vary with their employment designation.

- **H₀₄:** Mental health of the employees do not significantly vary by their by their level of employment designation.

Findings: A significant mean difference was found at $p < .05$ level in terms of social wellbeing and psychological wellbeing of the employees although the overall mental health and emotional wellbeing dimension of mental health did not show any statistically significant mean difference across the levels of this variable.

Decision: As more than fifty percent levels of mental health shows statistically significant mean difference across levels of '*level of employment designation*' variable, the null hypothesis was rejected at $\alpha = .05$ level.

Conclusion: University employees mental health does vary with their level of employment designation.

- **H₀₅:** Mental health of the employees do not significantly vary by their by their nature of employment.

Findings: A significant mean difference was found in overall mental health as well as all three dimensions of it at $p < .01$ level.

Decision: Null hypothesis rejected at $\alpha = .01$ level.

Conclusion: Contractual employees have better mental health at the public state universities in West Bengal.

- **H₀₆:** Mental health of the employees do not significantly vary by their by their educational qualification.

Findings: A significant mean difference was found in overall mental health as well as all three dimensions of it at $p < .01$ level.

Decision: Null hypothesis rejected at $\alpha = .01$ level.

Conclusion: Mental health significantly varies with employee's educational qualification.

- **H₀₇:** Mental health of the employees do not significantly vary by their by their years of work experience.

Findings: A significant mean difference was found at $p < .01$ level in terms of overall mental health, social wellbeing and psychological wellbeing of the employees although emotional wellbeing dimension of mental health did not show any statistically significant mean difference across the levels of this variable.

Decision: As more than fifty percent levels of mental health shows statistically significant mean difference across levels of 'work experience' variable, the null hypothesis was rejected at $\alpha = .01$ level.

Conclusion: Newly joined employees have significantly higher mental health at the public state universities in West Bengal.

- **H₀₈:** Employee's happiness and mental health is not correlated to each other.

Findings: Although, a significant negative correlation was found in between happiness and overall mental health, happiness and social wellbeing as well as happiness and psychological wellbeing of the employees at $p < .05$ level but happiness did not show any significant relationship with emotional wellbeing of the employees.

Decision: As more than fifty percent levels of mental health shows statistically significant correlation with happiness, the null hypothesis was rejected at $\alpha = .05$ level.

Conclusion: Happiness decreased very little, but significantly with mental health of the employees at public state universities in West Bengal.

- **H₀₉:** Happiness of the employees are not significantly different from the general adult population (Global Happiness Score = 4.3).

Findings: A statistically significant mean difference was found between global happiness score of adults and mean happiness score of the employees in this study.

Decision: Null hypothesis was rejected at $\alpha = .01$ level.

Conclusion: University employees are significantly less happy than the average global population of adults.

- **H₀₁₀:** Happiness of the employees are significantly correlated with their age.

Findings: A statistically significant positive correlation was found between age and happiness of the employees $\{r = .17, p = .002\}$.

Decision: Null hypothesis was rejected at $\alpha = .01$ level.

Conclusion: With increasing age, happiness of the university employees also increases.

- **H₀₁₁:** Happiness of the employees do not significantly vary by their gender.

Findings: A statistically significant mean difference was found between happiness score of male and female employees.

Decision: Null hypothesis was rejected at $\alpha = .01$ level.

Conclusion: Female employees are significantly happier in the universities of West Bengal.

- **H₀12:** Happiness of the employees do not significantly vary by their by their employment designation.

Findings: A statistically significant difference was found at $p < .01$ level.

Decision: Null hypothesis was rejected at $\alpha = .01$ level.

Conclusion: Happiness does vary with employment designation of the employees.

- **H₀13:** Happiness of the employees do not significantly vary by their by their level of employment designation.

Findings: No statistically significant mean difference was found at $p < .05$ level.

Decision: Null hypothesis retained at $\alpha = .05$ level.

Conclusion: Happiness of employees do not vary with their seniority in employment level.

- **H₀14:** Happiness of the employees do not significantly vary by their by their nature of employment.

Findings: A significant mean difference was found between happiness score of contractual and substantive employees at $p < .01$ level.

Decision: Null hypothesis was rejected at $\alpha = .01$ level.

Conclusion: Employees working under substantive posts are happier than the contractual employees at public state universities in West Bengal.

- **H₀15:** Happiness of the employees do not significantly vary by their by their educational qualification.

Findings: A significant mean difference was found across happiness scores of employees based on their levels of educational qualification at $p < .01$ level.

Decision: Null hypothesis was rejected at $\alpha = .01$ level.

Conclusion: Employees with higher educational qualification are more happy at public state universities in West Bengal.

- **H₀16:** Happiness of the employees do not significantly vary by their by their years of work experience.

Findings: A significant mean difference was found across happiness scores of employees based on their years of work experience at $p < .01$ level.

Decision: Null hypothesis was rejected at $\alpha = .01$ level.

Conclusion: A moderately experienced (between 5 & 10 years) employee at the university is happier than newly joined employees and relatively more experienced employees.

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CHAPTER 5

DISCUSSION
AND CONCLUSION

Chapter 5 Discussion and Conclusion

In this present study, it was intended to assess mental health and happiness of employees at public state universities in West Bengal in the present-day context. How mental health and happiness are correlated and also how both and how their relationship varies with different attributes of the employees, i.e., gender, age, employment designation, level of employment designation, nature of employment, educational qualification and their years of work experience.

The following sections in this chapter summarize the major findings of this study and discuss the significant ones, followed by a conclusion based on the same in relation to the purpose of the study. It finally refers to the limitations of this current study and highlights the scope for further research in this context.

5.1 Summary of findings

- The study included 328 non-teaching employees from six West Bengal public state universities. It was determined that the employees did not have a great deal of mental health or mental wellbeing ($m=40.53$), and the average score on the measuring instrument was below 60 percent (max score=70). It indicates a lack of mental health among the personnel of the universities included in this study.
- The mental health status of male employees is superior to that of female employees. Overall mental health ($m=41.80$, $sd=14.579$); emotional wellbeing ($m=10.928$, $sd=3.28$); social wellbeing ($m=13.08$, $sd=6.47$); and psychological wellbeing ($m=17.78$, $sd=6.85$) among male employees. However, a test of statistical

significance found that the mental health of university personnel does not differ significantly by gender.

- It was found that those non-teaching employees those who hold the job as a senior peon possess a good quantity of mental health or mental wellbeing (m=54.00, sd=1.41) in the areas of Overall Mental Health, (m=2.00, sd=1.41), Social Wellbeing and (m=22.00, sd=2.83), Psychological Wellbeing. Sorters, however, have the worst mental health (mean = 34.10, standard deviation = 5.77), the lowest Social Wellbeing (mean = 8.92, standard deviation = 2.54), and moderate Psychological Wellbeing (mean = 14.25, standard deviation = 5.19). In terms of Emotional Wellbeing, non-teaching employees who are sorters are found to have a greater degree of mental health or mental wellbeing (mean = 11.75, standard deviation = 1.89), whereas senior peons (mean = 10.00, standard deviation = .00) are found to have the worst mental health and wellbeing. However, a test of statistical significance revealed that the mental health of university personnel does not differ significantly by job title.
- In terms of Overall Mental Health, Group C personnel (m=41.68, sd=14.82) possess a greater degree of mental health or mental wellness than Group D (m=37.70, sd=12.61) and Group B (m=40.62, sd=20.12) employees. In terms of Emotional Wellbeing, Group D personnel (m=11.01, sd=3.24) have greater mental health or mental wellbeing than Group C (m=10.42, sd=3.59) and Group B (m=10.69, sd=3.38) employees. Group C employees (m=13.18, sd=6.30) possess a greater amount of mental health or mental wellbeing than Group D employees (m=11.33, sd=5.63) and Group B non-teaching employees (m=10.92, sd=10.01). In addition, it was discovered that the mental health of university personnel varies greatly with their employment status.

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- Contractual non-teaching employees of six public state universities in West Bengal have better mental health or mental wellbeing based on the following sub dimensions: (m=49.99, sd=17.97; Overall Mental Health); (m=12.03, sd=3.42; Emotional Wellbeing); (m=16.31, sd=7.84; Social Wellbeing); and (m=21.65, sd=7.78; Psychological Wellbeing). In addition, the mental health of contractual staff at West Bengal's state universities as a whole is markedly more advantageous.
 - It was discovered that non-teaching workers with a Post Graduate Diploma have superior mental health and mental wellness (m=60.29, sd=14.59; Overall Mental Health); (m=14.29, sd=1.25; Emotional Wellbeing); and (m=26.00, sd=7.72; Psychological Wellbeing). In addition, an inferential statistical test revealed that mental health changes considerably with the educational level of employees.
 - Those non-teaching employees with less than five years of work experience have a high level of mental health or mental wellbeing, as measured by four dimensions of mental health: (m=49.73, sd=19.12; Overall Mental Health); (m=11.23, sd=4.17; Emotional Wellbeing); (m=16.68, sd=8.00; Social Wellbeing); and (m=21.83, sd=8.03; Psychological Wellbeing). Between 10 and 20 years experienced non-teaching employees from the aforementioned categories (m=35.10, sd=4.17; Overall Mental Health); (m=10.23, sd=4.36; Social Wellbeing) and (m=14.23, sd=4.73; Psychological Wellbeing) are less satisfied than employees with less than 5 years of experience, between 5 and 10 years of experience, and more than 20 years of experience. It was also discovered that newly hired personnel at public state universities in West Bengal have much better mental health.
 - As per the measures of the Oxford Happiness Questionnaire, employees at public state universities are considerably less happy than the typical adult population worldwide.

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- The happiness of university personnel likewise increases dramatically with age.
 - The survey included 328 non-teaching workers from six West Bengal public state universities. The happiness scores of female employees ($m=4.17$, $sd=0.35$) were found to be higher than those of male employees ($m=4.07$, $sd=0.35$). In addition, it was discovered that female university staff in West Bengal are substantially happier than their male counterparts.
 - Those non-teaching employees who hold the rank of Senior Peon ($m=4.95$, $sd=0.12$) are the happiest ($m=4.95$, $sd=0.12$) when compared to all the other employees listed above. It was also determined that the least satisfied non-teaching staff are those who occupy the post of Senior Assistant ($m=4.02$, $sd=0.46$). In addition, a statistical inference test revealed that employees' contentment varies with their job titles.
 - Group C ($m = 4.10$, $sd = 0.36$) non-teaching employees are the happiest of the three subcategories, but the happiness of employees does not vary considerably with their employment level seniority.
 - The results indicate that permanent non-teaching staffs at six public state institutions in West Bengal are significantly more happy than contractual non-teaching personnel ($m=4.15$, $sd=0.36$) in West Bengal's public state universities.
 - Those non-teaching employees of six public universities in West Bengal with a Post-Graduate degree ($m=4.31$, $sd=0.60$) were found to be the happiest, while those with a Post-Graduate diploma ($m=3.69$, $sd=0.27$) were found to be the least happy. In addition, a test of statistical significance found that employees with greater levels of education are happier in West Bengal's public state universities.
 - Those with job experience between 5 and 10 years are the happiest non-teaching employees ($m=4.17$, $sd=0.38$), followed by those with work experience between 10 and 20 years ($m=4.12$, $sd=0.30$) and more than 20 years ($m=4.11$, $sd=0.38$). It was also

discovered that a university employee with intermediate experience (between 5 and 10 years) is much happier than newly hired employees and those with relatively more experience.

5.2 Discussion

Due to variation in work environment, cultural as well as geographical differences, the perceptions of mental health and happiness varied among employees of the public state universities spread across a vast region of West Bengal. The major findings of this study have highlighted a glimpse of what was found as a result of numerous statistical analyses. The researcher has tried to explore possible reason behind the variations and significances in line with the major objectives of this study.

The difference in mental health between male and female employees at the workplace can be attributed to a combination of societal, biological, and workplace-related factors. It's important to note that these differences are not uniform and may vary from person to person. Although, a difference in mental health was seen between male and female employees in public state universities, it can be attributed to random chance factors as found in many other studies.

It's essential to recognize that while some contractual employees may experience better mental health due to these factors, others may face challenges such as job insecurity, lack of benefits, and financial instability, which can negatively impact their mental well-being. Additionally, the impact on mental health varies among individuals and depends on their personal circumstances, personality, and coping strategies. Ultimately, the mental health of both contractual and permanent employees depends on a complex interplay of factors, including the nature of the work, workplace culture, social support, and individual resilience.

Employers can support the mental health of all employees by promoting a healthy work environment, providing resources for stress management, and offering mental health support services.

While it's not universally true that highly educated employees always have fewer mental health issues, there are some factors associated with higher education that can contribute to better mental health outcomes for some individuals. Mental health is a complex issue, and many factors like access to resources, coping strategies, enhanced cognitive skills, income and financial stability, social support network, reduced social stigma and more awareness, healthier lifestyle choices etc. can influence it. It's important to note that while higher education can offer these potential benefits, it does not guarantee good mental health, and many highly educated individuals still struggle with mental health issues. Additionally, individuals without formal education can have excellent mental health.

It was found in this study that, newly joined employees have better mental health than senior employees. But it's not imperative and cannot be generalized at all. Mental health is a complex and individualized issue, and it can be influenced by a wide range of factors. That being said, there are situations in which newly joined employees may experience relatively better mental health compared to more senior employees i.e., fresh start and enthusiasm, lower accumulated stress, clear expectations and learning curve, lower organizational politics, fresh perspectives, less accumulated burnouts etc. It can be said that as new employees gain experience and tenure, they may also face challenges and stressors that can impact their mental health. Additionally, the mental health of employees is influenced by a wide range of individual, organizational, and external factors.

The perception that higher education employees are significantly less happy than the average adult population worldwide may be influenced by several factors, but it's essential to

note that this isn't a universal truth and can vary significantly based on individual circumstances and the specific higher education institution. Many factors like workload stress, administrative burden, limited resources, student related stressor, bureaucracy, lack of autonomy and many other factors become instrumental in reducing perceived happiness among the employees in workplace as well as in general.

Sense of fulfilment, financial security, social connections, accumulated expertise, career stability are the major reason behind increased happiness of the older employees at universities in West Bengal as well as around the world. However, individual experiences of happiness can vary widely, and not all university personnel will necessarily follow this pattern.

Female employees in the public state universities are found to be happier in this study. This may be attributed to job satisfaction, social support, alignment with values and inclusive work environment of the universities which is in line with most of the renowned universities around the world.

5.3 Conclusion

There are a handful of research work have already been done related to this research work but a scarcity was identified by the present researcher in the field of higher education especially among the employees of universities run by state government in West Bengal. As this state has seen in recent few years, an unprecedented challenges in job market, employment opportunities, employees agitation and strikes, the present research focused on only two of the many integral reasons behind employees dissatisfaction at workplaces. Considering the experience of the researcher while interacting with the employees of universities apart from collection of required data, it can be said that both are crucial in maintaining a healthy

organizational structure and productivity in any organization including higher education institutions. The relationship between mental health and happiness of the university employees was found to be negatively correlated. That means the prior was adversely related to the latter as found in this study. Although the result is quite surprising as opposed to majority of the studies as well as theoretical foundation of both the constructs (Bieda et al., 2019; Veenhoven, 2008; Lombardo et al., 2018) it is in line with some other studies which have found similar results (Almadani & Alwesmi, 2023; Hyun & Ku, 2020). The reason why employees having relatively better mental health reported lesser happiness may be attributed to the proactive coping strategies that individual uses to prevent mental health despite being in a relatively unhappy condition. Happiness is a very personal matter and individuals approach for it differently at different point of time in life while mental health is a scientific and objective way to prevent mental illness, maintain healthy self-concept as well as to build meaningful relationship in the society leading to a productive contribution. Therefore, these two constructs may not always point towards the same direction in an individual's life but theoretically one positively affects the other in most of the time. Therefore, despite of the result in this study indicating a very weak negative correlation between mental health and happiness of the employees, it is worthy to say that a mentally healthy individual is more likely to be happier than an individual having poor mental health.

5.4 Limitations of the Study

There were several factors to this study that limits from capturing a true picture of what its conclusions indicated.

- The study could only address the employees of universities in West Bengal, therefore a significant number of non-teaching employees under colleges were left unattended.

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- The study could not cover all the 35 public state universities in West Bengal. The newly established universities in West Bengal could not be studied due to unavailability of proper staffing pattern.
 - All the non-teaching employees of six public state universities could not be approached due to unavailability on the days data collection. Even, not all the employees agreed to give response to the research questionnaires and the researcher could not help it.
 - The study could not approach the officers of the universities except one or two at Jadavpur University.
 - Mental health and employees of the universities were measured in general terms, workplace mental health was not measured in this study.
 - More type of scales on mental health and happiness could have been used to triangulate the responses of the employees.
 - The instruments for measuring mental health and happiness was self-reported only, therefore, observation of the said phenomena could not be done.
 - Interviews with the employees could have fetched more accurate data and better understanding about their mental health and happiness which the researcher was unable to make it.

5.5 Recommendations

Addressing the lack of mental health among university personnel requires a multi-faceted approach. Universities should prioritize mental health awareness, provide access to counselling services, create supportive and inclusive environments, and work to reduce the stigma surrounding mental health. Additionally, individuals should be encouraged to seek

help when needed and to prioritize self-care and stress management strategies. For educational institutions, the researcher recommends the following for -

- Work environment must be conducive for the employees.
- Better promotion policy to be introduced
- Better transfer policy should be implemented
- Proper salary package at least at par with Central Government to be introduced
- Performance based recognition and rewards to be made effective for the employees
- Compulsory counselling cell in the university campus for employees to be established
- Assignment of job profile to the employees according to their domain of expertise
- Sensitization programme related to mental health for the employees to be organized
- Suggestions for university officers training in mental health to improve awareness dissemination as well as training for university staffs
- Allocation of sufficient funds for improving mental health at workplace
- Adoption of participatory approach in organizational decision making process
- Proper retirement plan and benefits for all type of employees in the universities to be introduced.

5.6 Scope of Further Studies

No study is complete in itself, leaving space for the future researchers to act upon the deficits. The present study also limited to so many sects on which further progress can be made by other scholars. Using multiple assessment techniques for mental health and happiness may be used to triangulate the results. Scenario-based interviews and situational studies may be conducted with real-time scope for promotion of mental health and happiness among employees of educational institutions across a wide geopolitical context. Sophisticated

Multivariate statistics can be used to explore more connections of mental health with other dimensions and factors of life so that better interventions can be planned.

In the present context, the study has tried, in simple terms, to explore possible variations in mental health and happiness of non-teaching employees at higher educational institutions who are mostly unattended in the plethora of studies on students and teachers. The researcher thinks that the present research is an effective beginning of an inquiry towards addressing a long-term problem among the significant stakeholder of any educational institution i.e., the employees or non-academic staffs.

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APPENDICES

Appendix A

Employee's Information Summary Sheet

Gender: Male / Female

Age (in years):

Current Designation:

Level of Current Designation: Group A / Group B / Group C / Group D

Nature of Employment: Permanent or Substantive / Contractual / Temporary or Ad-hoc basis

Highest Educational Qualification:

Up to Class 8
Madhyamik Examination Qualified
HS Examination Qualified
Graduate
PG Diploma
Postgraduate
M. Phil
PhD

Working Period (Service Experience)

Less than 1 year
Between 1 & 5 years
Between 5 & 10 years
Between 10 & 20 years
More than 20 years

Name of the University where you work

Baba Saheb Ambedkar Education University (WBUTTEPA)
Cooch Behar Panchanan Barma University
Diamond Harbour Women's University
Jadavpur University
Presidency University
Rabindra Bharati University
University of Calcutta
University of Gour Banga
University of North Bengal

Appendix B

Data collection consent form



Request for obtaining research data.

area of doctoral work:

Happiness and mental health in workplace

RESEARCHER

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SUPERVISOR

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Introduction & Background

When employees are happy and mentally healthy, they are more likely to do their best work. Both are fundamental to maintaining an efficient, enthusiastic, creative, collaborative, and trustworthy workplace. Employees' output increases when they are both content and mentally well. They have a greater capacity for concentration, initiative, and productivity as a result. As a result, things turn out better than they would have otherwise. They become more invested, more inclined to commit to, and more likely to help achieve, the organization's goals. It also facilitates productive teamwork among employees. As a result of their positive attitudes, productive workers are better able to work together and solve problems as a team.

The objective of my study is to recognize and measure the happiness and mental health of employees in public state universities in West Bengal and find out variations in terms of different factors associated with their work.

Therefore, I am hereby approaching for your kind cooperation and participation in my research work.



Requirements & Guidelines for Participation

For this purpose, I am using a composite questionnaire involving the measurement of happiness and mental health of employees of public state universities in West Bengal. The attached schedules **will not collect** any of your **Personal Identity Details** to maintain the anonymity of your response. The questionnaire will take a maximum 15-20 minutes to complete.

I sincerely thank you for your valuable time and attention in this matter.

Signature with date

Appendix C

Oxford Happiness Questionnaire

Below are a number of statements about happiness. Would you please indicate how much you agree or disagree with each by ticking the appropriate box? You will need to read the statements carefully because some are phrased positively and others negatively. Don't take too long over individual questions; there are no 'right' or 'wrong' answers and no trick questions. The first answer that comes into your head is probably the right one for you. If you find some of the questions difficult, please give the answer that is true for you in general or for most of the time.

Sl no.	Statements	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
1	I don't feel particularly pleased with the way I am						
2	I am intensely interested in other people						
3	I feel that life is very rewarding						
4	I have very warm feelings towards almost everyone						
5	I rarely wake up feeling rested						
6	I am not particularly optimistic about the future						
7	I find most things amusing						
8	I am always committed and involved						
9	Life is good						
10	I do not think that the world is a good place						
11	I laugh a lot						
12	I am well satisfied about everything in my life						
13	I don't think I look attractive						
14	There is a gap between what I would like to do and what I have done						
15	I am very happy						
16	I find beauty in some things						
17	I always have a cheerful effect on others						
18	I can fit in everything I want to						
19	I feel that I am not especially in control of my life						
20	I feel able to take anything on						
21	I feel fully mentally alert						
22	I often experience joy and elation						
23	I do not find it easy to make decisions						
24	I do not have a particular sense of meaning and purpose in my life						
25	I feel I have a great deal of energy						
26	I usually have a good influence on events						
27	I do not have fun with other people						
28	I don't feel particularly healthy						
29	I do not have particularly happy memories of the past						

*** We ensure you that your responses will be used for this particular research purpose by maintaining due confidentiality. We thank you very much for your kind co-operation.**

Appendix D

Mental Health Continuum Short Form (MHC-SF)

Sl. No.	Statement	Everyday	Almost Everyday	About 2 or 3 times a week	About once a week	Once or twice	Never
1	How often in the past month did you feel...						
1.1	happy?						
1.2	interested in life?						
1.3	satisfied with your life?						
2	How often during the past month did you feel...						
2.1	that you had something important to contribute to society						
2.2	that you belonged to a community (like a social group, your neighbourhood, your city, your school)?						
2.3	that our society is becoming a better place for people like you?						
2.4	that people are basically good?						
2.5	that the way our society works makes sense to you?						
2.6	that you liked most parts of your personality?						
2.7	good at managing the responsibilities of your daily life?						
2.8	that you had warm and trusting relationships with others?						
2.9	that you had experiences that challenged you to grow and become a better person?						
2.10	confident to think or express your own ideas and opinions?						
2.11	that your life has a sense of direction or meaning to it?						

Mental Health and Happiness of University Employees in West Bengal: an Inquiry

By Indrajit Banerjee

Mental Health and Happiness of University Employees in West Bengal: an Inquiry

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