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Research Article

Happiness Indicators and its linkage with Teachers Effectiveness in Higher Education

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ABSTRACT

Aim: This study aims to explore the influence of happiness on academic effectiveness in HEIs, specifically examining how happiness correlates with teacher effectiveness using the Teacher Effectiveness Scale.

Methodology: A conceptual model was developed to analyze the relationship between happiness and teacher effectiveness. The study utilized standardized measurement tools to assess teacher effectiveness within the framework of PERMA-based happiness interventions.

Results: The findings reveal a significant positive correlation between happiness and teacher effectiveness, indicating that higher levels of well-being contribute to improved academic performance and teaching outcomes.

Practical Implications: The findings of the study offer key insights for higher education institutions and policymakers. The associated positive link between happiness and teachers' productivity suggests enhanced employee wellbeing that leads to better teaching results and academic progress. The study is based on PERMA related happiness strategies that can be incorporated into a more positive and productive environment. The promotion of well-being workshops, emotional and mental health campaigns, can significantly improve teachers' efficiency and outcomes. Happiness should be seen as a priority element of employee development, leading to not only employee satisfaction but may also foster greater students' participation and success.

Novelty: In today's world, stress significantly impacts well-being. The PERMA framework has gained recognition for its role in fostering happiness. However, research on the relationship between happiness and teacher effectiveness in Higher Education Institutions (HEIs) remains limited. This study underscores the potential for HEIs to develop policies centered around PERMA-based happiness interventions to enhance academic effectiveness.

KEYWORDS: PERMA, Happiness, Teacher Effectiveness, Positive Psychology

INTRODUCTION

In the fast moving and dynamic world, the young generation suffer from depression, anxiety, health issues, stress, and various health concerns. To prevent the growing rate of mental illness, it is essential to give our children the tools to develop hope, resilience and strength. Developing higher order cognitive, social, and emotional skills is essential to make our youth engage implicitly with their communities. Educational institutions are becoming a more crucial part of helping students develop their above skills. As a result, there is a great need for the education institutions to create a framework for developing these skills of the students. However, a central tenet for the twenty-first century is the need for education to foster the social, emotional, moral, and intellectual growth to create a "whole student"(Waters, 2011). It provides a more comprehensive picture of a nation's progress by considering factors such as health, education, social support, and environmental sustainability. One of the fundamental requirements for achieving Gross National Happiness is education (Thinley,2016). Some researchers have shown that employees are more productive, have better job performance, and are less likely to experience burnout if they experience happiness at their workplace (Kumar, 2022). While some studies have explored the role of happiness in improving academic achievement, there is still a gap about how happiness can affect productivity among employees, and how it can be promoted in HEIs. Therefore, this study aims to address this gap and contribute to the growing body of literature on the relationship between happiness and effectiveness in higher education. Happiness has attracted attention of many philosophers, psychologists, economists, and educators for over a decade. It is a personal yet universal experience. However, over time, the meaning of happiness has altered from the classical notion of virtue and meaningful life to a more modern view that include emotional well-

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being, satisfaction, and purposeful life.

By examining the experiences and perceptions of individuals in the sector, this study will provide insights into how happiness can impact productivity, as well as practical recommendations for institutions to promote a happier and more productive workplace, as indicated in figure below.



Figure 1: The factors that influence workplace happiness

a) ***Positive Emotion****:* In a happy work environment, positive emotions are seen as an important factor and have a crucial role to play. Participants describe a contented workplace as a place where individuals feel happy, peaceful, contented, valued, and enjoy a sense of trust and respect (Sahin et al.,2019).

b) ***Engagement****:* Happiness means being fully involved in activities, such as work, relationships, and leisure, that makes one feel relaxed and content. It can be referred to as a state of flow, a state of complete absorption in an activity, where one experiences deep enjoyment and loses track of time (Mahamid ,2023).

c) ***Relationships*****:** Strong relationships among employees play an essential role in creating a happy workplace environment. If there is cooperation, respect, trust at a workplace, it will ensure and promote teamwork, and a supportive culture, leading to workplace happiness. Positive relationships with family, friends, and community are essential for well-being and meeting the basic need for belongingness, as stated by Maslow (1970). The same principle is held for a workplace too.

d) ***Meaning****:* According to Seligman (2002) a purposeful life is one that can be achieved using one's own character strengths to help others and build connections with others. When one feels more connected, he is likely to set clearer goals.

e) ***Accomplishment****:* In the work environment, happiness is often linked to success. It is emphasized that effectiveness, appreciation for their achievements, and professional competence are believed to be a powerful tool in creating a happy workplace setting (Sahin et al.,2019).

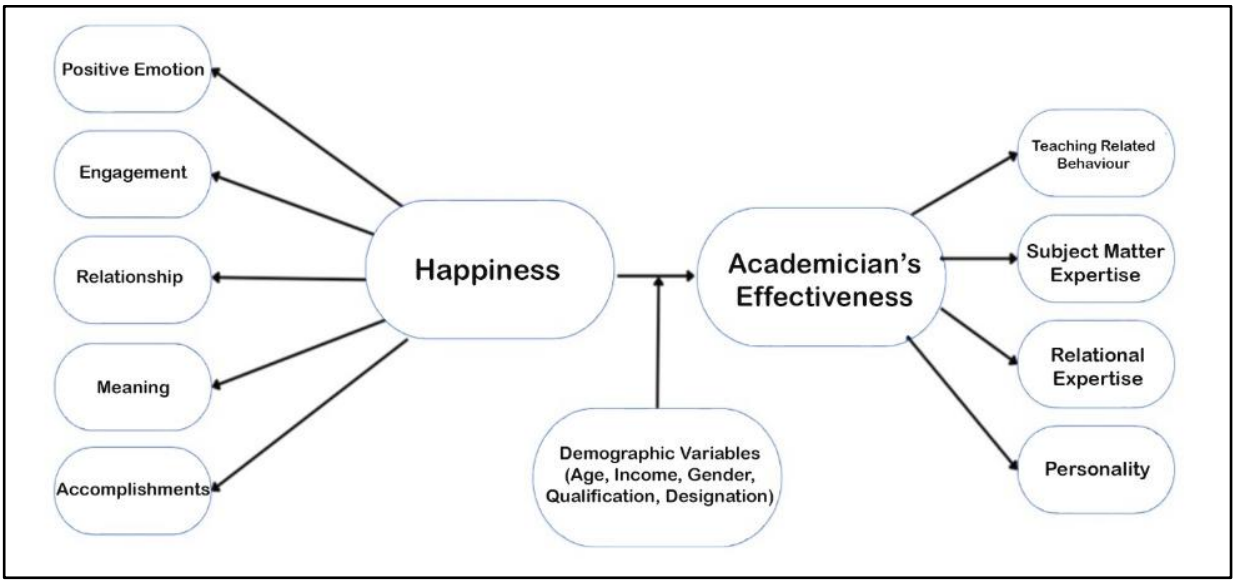


Figure 2: A conceptual model of happiness, highlighting the factors influencing happiness, the elements impacting academicians' effectiveness, and the connection between the two.

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Happiness and Teacher Effectiveness at Workplace

Teachers' effectiveness comprises a broad range of activities, qualities, skills demonstrated by employees at the workplace. As observed by Awofala (2012), teachers effectiveness reflects the teacher's performance, knowledge, attitude and actions in a professional environment. Happiness serves as a driving force behind the success of every HEI. Improving employee's happiness in the workplace can lead to increased productivity, reduced employee turnover and improved job performance (de Waal, 2018). Based on this, Zelenski et al. (2008) produced a happy-productive worker theory focusing on happiness being a crucial factor in boosting employee productivity. Further, Gupta et al. (2022) linked workplace happiness to employee commitment and job satisfaction. In a similar context, Yadav (2012) noted a connection between teacher's happiness and their work efficiency, suggesting that happier teachers tend to be more productive and efficient in their role. Increasing employee happiness in the workplace has been seen as a tool that not only enhances the value of the workplace but also results in reduced turnover and higher productivity.

The Need for PERMA Model Implementation

The five pillars of PERMA that are positive emotions, engagement, relationships, meaning and accomplishments, have become increasingly evident that these are not crucial for one's happiness but at the same time form the foundation of a good education system. In workplaces where educators or employees act as a catalyst in transformation process, integrating PERMA elements can highlight opportunities for enhancing the overall well-being of the individuals.

In an educational institution, employees are not mere just transmitters of knowledge but are motivators, role models and mentors. If the employees feel unsatisfied, emotionally drained, underappreciated, they easily disconnect from the core motives. This is where PERMA plays its role as a supportive tools to enable employees thrive in a positive environment, fostering strong relationships and promote active engagement (Sahin, 2019). PERMA offers a practical and powerful channel for cultivating a meaningful, purposeful and resilient work culture (Seligman, 2011; Water & Loton, 2019).

Objectives and Hypothesis

The study aims to highlight the levels of happiness among the academicians in higher education institutions (HEIs) using PERMA framework which undertakes five dimensions that are positive emotions, engagement, relationships, meaning and accomplishment to understand the wellbeing of the employees in a workplace environment. The study revolves around the hypothesis that happiness is a multidimensional construct. The study investigates the extent to which these PERMA elements can predict the overall happiness of the employees. By understanding and evaluating the wellbeing of individuals, the study aims to offer valuable insights into how different factors of happiness influence academic rigor and employee satisfaction

Happiness and Demographic Variables

a. Happiness and Age

Two significant factors influencing the happiness of elderly individuals are mental health disorders and the distance to healthcare facilities. Mahmoodi et al. (2022) highlight the impact of mental health issues and access to healthcare on the happiness of the elderly. Ratti et al. (2021) delve into the deepening sense of meaning in life as individuals age, emphasizing a consistent capacity for pleasure throughout different life stages.

b. Happiness and Gender

Gender disparities in happiness are a significant area of concern. Research indicates that women often report low level of happiness as compared to men. This gap is attributed to several factors such as limited access to education and higher chances of mental illness among women (Mahmoodi et al., 2022). On the same lines, Brakus et al. (2022) conducted a study highlighting that men and women differ in the ways of perceiving happiness. The differences in the way of deriving happiness underscores the contrast in emotional needs and experiences where men often seeks satisfaction through personal achievements while women perceive happiness through fulfillment of meaningful relationships and connections.

c. Happiness and Income

Research conducted by Toshkov (2022) offers valuable insights into the relationship between age, income and happiness

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levels. The study revealed that there exists a U-shaped curve between happiness and income levels. Among individuals having lower income, happiness tends to decline initially but rise after a threshold. On the contrary side, those with higher income experience a stable level of happiness.

World Happiness Report: A Global Mirror of Well-being

The World Happiness Report (WHR) is an initiative that reflects the global shift in understanding national progress. United Nations Sustainable Development Solution Networks, launched in 2012, a report inspired by Bhutan's philosophy of Gross National Happiness (Ura et al., 2012). Each year, countries are ranked by based on peoples' self-reported happiness in WHR. The rankings are determined by factors such as life expectancy, health, GDP per capita, freedom of choice, and corruption (Helliwell et al., 2012). The report particularly emphasized on individual well-being.

Over a decade, the World Happiness Report (WHR) has been more than just a mere ranking of nations. Countries such as Finland, Denmark and Switzerland have consistently been leading the ranking mainly due to economic prosperity and social equality, mental health, community engagement and rigorous public services (Helliwell et al., 2023). These nations are examples that happiness is deeply rooted in human relationships, belongings and justice. The World Happiness Report (WHR) continues to offer valuable insights into policies and governance that shapes the quality of life. It highlights that happiness is not an abstract or an emotion but a social indicator that can be measured with several factors to estimate nations income and employment level.

The importance of World Happiness Report (WHR) lies in the fact that it significantly contributes to interpersonal relationships and education as vital contributors to happiness (OECD, 2013; WHR, 2015). Though WHR does not measure happiness directly, it supports emotional well-being aiming at work life balance. This plays a key role in higher education sector experiencing stress, and emotional disconnection (Day & Gu, 2013). This study covers a broader aspect to investigate how teachers happiness influences their effectiveness and work efficiency.

World Happiness Report (2012–2023): Measuring Global Happiness

The World Happiness Report, published by the United Nations Sustainable Development Solutions Network and authored by scholars such as Helliwell, Layard, and Sachs, presents a global view of happiness. It ranks countries based on indicators like GDP per capita, social support, life expectancy, freedom, generosity, and corruption perception (Helliwell, Layard, & Sachs, 2023).

According to the report, "Happiness is best measured by how people evaluate their lives as a whole" (Helliwell et al., 2012–2023). This comprehensive annual report has catalysed a global shift toward evaluating national success through the lens of well-being.

Focus on happiness and well-being will be linked to academic achievement, better health, and improved behaviour. The achievement of significant goals is correlated with happiness in life, according to Telfer, who interprets the idea of happiness in Aristotelian Eudaimonia. A life of enjoyment, in Telfer's opinion, is insufficient for happiness because one can have a good time without being content; instead, one must possess "What is worth pursuing and worth having in life" to be truly happy (Elwicks, & Cannizzaro, 2017). According to Barrow, Happiness is influenced by one's progress rather than their position on the social-economic scale (Elwicks, & Cannizzaro, 2017). It is conceivable to classify this approach of thinking about happiness as being directional as being consistent with the Aristotelian conception of eudaimonic happiness since it reveals a concern with appraising life as a whole. Even though education is primarily about understanding, he also contends that it is not necessarily about happiness: "Education in itself is preferable to unenjoyable education, and an education that incidentally adds to happiness is superior in itself to one that does not"(Elwicks, & Cannizzaro, 2017). Happiness is also given defined under Positive Psychology research i.e. a happy person has the majority of positive emotions in him during his day-to-day life such as interest, joy, contentment, etc, and less frequent negative emotions. Many famous economists and popular authors had given different definitions of Happiness.

Also, seven factors were given by Layard, which have a direct relationship with happiness i.e. values, relationships, financial stability, work life, community involvement, health, and freedom in life. (Layard, 2011). Thus, the researchers represented a new paradigm where happiness indicators play a major role in measuring life satisfaction and meaning. Happiness Indicators are being used throughout the world to collect data, and the government is starting its application policy. The primary goal of GNH is to increase happiness and to establish institutions that can support such a project.

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Amartya Sen along with Mahbub ul-Haq gave the concept of HDI to measure the status of wellbeing and growth.

World Happiness Report 2024: Digital Well-being, AI in Education, and Happiness in Schools

The World Happiness Report (WHR, 2024) placed an emphasis on the integration of technology, education and happiness. Against the backdrop of the mental health of the youth, the report has explored the education system on how the system can adopt practices to promote the well-being of the community. It highlighted the risk of excessive screen time, cyber-attacks, particularly among the school going children and youth. At the same time, there are positive impacts of the technology in the potential transformation when carefully integrated with learning (UNESCO, 2024).

"Psychological well-being in schools" is a lately introduced section in schools drawn from a researched conducted in developed as well as developing nations, emphasizing on how digital tools can accelerate education along with students' happiness. Digital tools may include engaging games, mindful applications, and AI driven system. Additionally, the World Happiness Report (WHR, 2024) focused on teacher training programs that could prepare employees to create safe and engaging learning environment in the light of evolving AI technology.

World Happiness Report: Climate Anxiety, Youth Voice, and Educational Transformation

The World Happiness Report, as highlighted in early academic commentary and pre- publication press releases, takes a bold stance on climate anxiety among youth and the role of education in shaping resilient, optimistic future citizens (Oxford University,). The report notes a sharp increase in eco-anxiety, particularly among adolescents and university students, and links it to existential fears about the future. It argues that education systems must go beyond traditional curricula to address students' emotional responses to global crises, offering platforms for hope, agency, and collective action.

A major highlight of the report is the promotion of "Education for Emotional Sustainability." This emerging concept encourages schools and universities to incorporate climate- related well-being into their programs, helping students move from fear to empowerment. The report showcases programs where young people are taught not just environmental science, but also coping strategies, emotional regulation, and community engagement. It also emphasizes the importance of youth voice and participation in school governance and local sustainability projects, which research has shown to significantly enhance students' sense of purpose and life satisfaction.

In addition, the report expands the discussion on teachers as catalysts for change, underlining how well-supported educators can model adaptive behavior and resilience for students navigating uncertain futures. It promotes institutional investments in teacher well-being, emotional training, and climate-related pedagogy as vital for fostering happier learning communities. Ultimately, the report makes a compelling case for education as both a buffer against despair and a builder of hope, positioning schools and universities as central to the mission of long-term human flourishing.

Motivation for Research

1. Previous research has indicated a clear link between happiness, income, and productivity (Khalil, 2022; Paul, 2022; Kollamparambhil, 2020; Woo, 2018). These findings highlight that when individuals experience higher levels of happiness, they are often more productive, creative, and engaged in their tasks. Happiness is not just a mere emotion it plays a fundamental role in improving performance at the individual as well as at the institutional level. The present study seeks to place happiness as a critical factor for personal growth and social advancement. Despite happiness being considered as a secondary objective, this research positions it as a core value that elevates quality of life and employee productivity.
2. The value of happiness has been realized by eminent thinkers like the Dalai Lama. He believed that happiness is the very and most essential purpose of life. According to Aristotle, happiness is the ultimate aim of human existence. Based on these teachings, people seek happiness as a lasting sense of joy, commitment and satisfaction. In the modern era, income serves as an important tool of human happiness and efforts, seen as a channel of increasing living standards and happiness. This study also revolves around whether income bring long term happiness and well being. The aim is to encourage the exploration of factors that lead to long term happiness in social and professional settings.
3. One of the key objectives of this study is to serve happiness as a measurable factor for improving income levels and

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workplace productivity. This point of view is different from the traditional one that thinks happiness as an abstract. However, it holds a crucial value in the modern world. In the educational institutions, happiness makes teachers more efficient and motivated and students more engaged. Elwick & Cannizzaro (2017) conducted a study based on this approach observing that organizations productivity lies in the emotional well being of employees leading to higher levels of employee retention and academic performance.

Problem Statement

Education is the core element contributing to economic growth and national development. To meet the rising demands of the contemporary world, there is growing need for integrating happiness within the educational framework, especially in higher education institutions. The COVID-19 pandemic has highlighted the importance of happiness and well-being in the society. Income or financial status is often as viewed as associated with happiness. However, factors like job satisfaction, job security, health and various psychological factors play an important role in determining happiness level. Furthermore, happy employees lead to strong employee satisfaction at the workplace.

In today's era, employees face hardships and increasing pressure to improve productivity and employee well-being. The study, therefore, explores the relationship between happiness, productivity and income in higher education sector and to develop an environment that can support emotional and psychological well being of the employees.

LITERATURE REVIEW

Aristotle (384–322 BC): "Happiness is the meaning and the purpose of life, the whole aim and end of human existence." In his *Nicomachean Ethics*, Aristotle introduced the concept of *eudaimonia*— a state of human flourishing through virtue, wisdom, and meaningful living (Aristotle, trans. 2009; Kenny, 2011). Aristotle didn't see happiness as just a good feeling or a lucky break. Instead, he believed true happiness, or *eudaimonia*, comes when we live a life of purpose, virtue, and wisdom. According to him, we become truly happy when we grow into our best selves and contribute meaningfully to the world around us. It's not about short-term pleasure, but about long-term fulfilment and inner richness.

Martin Seligman (2002, 2011): "Happiness is not just a mood; it's a life built on positive emotion, engagement, meaning, positive relationships, and accomplishment." In his *Authentic Happiness* and *Flourish*, Seligman redefined happiness into actionable components through the PERMA model (Seligman, 2002; 2011).

Seligman's idea of happiness goes far beyond feeling good for a few moments. He says happiness is something we can build — like a well-designed life. Through his PERMA model, he highlights five key pillars: feeling good (Positive Emotions), being fully involved in what we do (Engagement), finding purpose (Meaning), having supportive people (Relationships), and achieving goals (Accomplishment). For him, happiness isn't a stroke of luck, it's something we can work toward with intention.

Mahamid et al. (2023) used the PERMA-Profiler for measuring the wellbeing indicators of Palestinian population. Different interventions were used to check the mental distress level. With the help of the PERMA Profiler, mental health professionals can design a range of clinical interventions for people who are experiencing mental distress and low levels of wellbeing. Qingfang Tan (2023) discovered that Positive psychological group therapy can increase students' feeling of positive emotions, happiness, and sense of satisfaction in life. It suggests a theory of happiness, which is a crucial step in cultivating happiness in college students in the modern era. Based on the PERMA model, a program of positive psychological group counseling activities is being developed.

Chaves et al. (2022) reported that the PERMA score was found to be strongly related to general well-being, positive affect, and life satisfaction, as well as slightly related to a growth mindset and physical well-being. Different scales related to PERMA, positive-negative affect, satisfaction, happiness, growth mindset have been used in this paper. According to this study, there were no statistically significant gender differences in well-being. The analysis of variance, on the other hand, showed significant differences in well-being by age category. There are significant differences among all groups, indicating that older age groups have higher levels of well-being.

Gupta et al. (2022) observed that Job Satisfaction and Organizational Commitment play a crucial role in Workplace Happiness. The openness to share information leads to workplace happiness. Communication through open channels can be regarded as a significant or effective driver.

Chen et al. (2022) examined that teachers' identity as professionals, competence, prospects, perceived equality,

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achievements, and motivation all had a significant impact on their job satisfaction. Private universities' management of their faculty should shift from straightforward and conventional to value-based to promote staff development.

Choon (2022) proposed an integrated happiness framework to achieve sustainable development by analyzing existing literature on sustainable development and happiness. The study identifies six key dimensions for achieving sustainable development and promoting happiness: economic development, environmental sustainability, social justice, cultural diversity, psychological well-being, and ethical values. The authors argue that promoting happiness can contribute to sustainable development and that policies and programs aimed at increasing happiness can lead to more sustainable outcomes. Happiness training is advisable for individuals looking for a more satisfying life.

RESULTS AND METHODOLOGY

After a comprehensive review of the relevant literature, several scale items pertaining to each construct of the study were taken from prior studies whose reliability and validity had already been demonstrated. The questionnaire was divided into three sections. The first section covered demographic details, the second section covered these items related to Positive Emotions, Engagement, Relationship, Meaning and Accomplishments, the third section covered the items related to teacher effectiveness.

Descriptive Research Descriptive research aims to systematically describe and allows the study to observe and record information about the variables related to happiness among teaching professionals, shedding light on both the observable characteristics and underlying factors. Moreover, the data generated from this design will lay a solid foundation for analyzing trends, drawing connections between variables, and potentially informing future research. Reliability values indicated that the instrument is reliable. The scale is reliable for testing the happiness and effectiveness of academicians in higher education. Cronbach's Alpha Values are given in table 1.

Table 1: Cronbach's Alpha Values of Pilot Study

S.No.	Construct	Number of items	Cronbach's Alpha Value
1	PERMA Happiness Scale	23	0.849
2	Teaching Related Behavior	45	0.962
3	Subject Matter Expertise	10	0.900
4	Relational Expertise	7	0.942
5	Personality	5	0.892

The findings of this study reveal a positive correlation between the examined constructs and their respective scale items. The results in Table 2 provide a comprehensive overview of the relationships established between the constructs and their corresponding scale items, shedding light on the robustness of the measurement instrument employed in this research. These outcomes contribute valuable insights into the interplay of variables, further enhancing the credibility and validity of the study's conclusions.

Table 2: Regression Analysis

Model	R	R-sq	Adjusted R-sq	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	Df1	Df2	Sig. F Change	
1	.580	.336	.263	.35495	.336	4.564	4	36	.004	1.744

The regression results indicate that there is a positive correlation between the independent and dependent variables (R = 0.580), with the model explaining 33.6% of the variance indicated by Rsquare = 0.336). The adjusted Rsquare (0.263) shows that some of the factors may not have any significant effect. The model is however found to be statistically

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significant, with the implication that at least one of the independent variables can explain a substantial amount of the variance in the dependent variable. This is clear from the F-statistic showing the joint significance of the model (4.564, p = 0.004). On the other hand, the Durbin-Watson value (1.744) shows the reliability of the model since there is no evidence of autocorrelation in the error terms.

Table 3: Reliability and Validity metrics for the constructs

Construct	Average Variance Extracted	Composite Reliability
Accomplishments	0.555	0.789
Engagement	0.58	0.804
Positive Emotion	0.514	0.758
Meaning	0.619	0.829
Relationships	0.584	0.801
Health	0.772	0.886
Teacher Related Behaviour	0.567	0.878
Personality	0.653	0.904
Relational Expertise	0.778	0.961
Subject Matter Expertise	0.696	0.958

The table above presents the reliability and validity tests for the variables under study, including AVE and CR. The results suggest convergent validity as the AVE ≥ 0.5 for all constructs, implying that they effectively capture some variance from the indicators. CR values of more than 0.7 for all constructs indicate internal consistency of the results. For Health, the values (AVE = 0.772, CR = 0.886), Relational Expertise values (AVE = 0.778, CR = 0.961), and Subject Matter Expertise values (AVE = 0.696, CR = 0.958), the highest reliability and validity were observed. As noted in the results, the value of CR is above 0.95 for Relational Expertise and Subject Matter Expertise showcase reliability and suggest lay-offs among the measures. In conclusion, all constructs have good reliability and validity for the purpose of further analysis.

Objective 1: To measure the Happiness of Academicians of HEIs using the PERMA framework.

In this study, a two-step analysis was performed to meet the study's objectives. In the first step, Confirmatory Factor Analysis (CFA) was conducted to assess the measurement model, ensuring that the factors aligned with the theoretical constructs. Following the CFA, reliability and validity checks were conducted. To further analyze the data, a path analysis was carried out to examine the structural relationships and interconnections between the dependent and independent variables associated with happiness. The results presented in the table below indicate all the five components of PERMA and show that all these are statistically significant measures of happiness. Among all, meaning has the highest level of significance in maintaining the overall wellbeing.

Table 4: Regression weights

Construct			Standardized Estimate	Std. Error	Critical Ratio
ACC3	<	F1	0.753		
ACC2	<	F1	0.765	0.053	17.871
ACC1	<	F1	0.716	0.056	16.573
ENG3	<	F2	0.684		
ENG2	<	F2	0.828	0.145	10.897
ENG1	<	F2	0.765	0.129	10.576
POS3	<	F3	0.611		
POS2	<	F3	0.797	0.096	14.6
POS1	<	F3	0.73	0.094	13.713

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MEA3	<	F5	0.688		
MEA2	<	F5	0.831	0.075	17.195
MEA1	<	F5	0.832	0.073	17.212
REL3	<	F6	0.858		
REL2	<	F6	0.861	0.048	22.08
REL1	<	F6	0.523	0.56	11.934

Table 5: Regression Weights

			Ustd. Estimate	Std. Estimate	S.E.	C.R.	P
MeanACC	<	F1	1	0.877			
MeanENG	<	F1	0.909	0.768	0.043	21.378	0.001
MeanPOS	<	F1	0.948	0.871	0.036	26.667	0.001
MeanNEG	<	F1	0.18	0.16	0.052	3.484	0.001
MeanMEA	<	F1	1.071	0.914	0.037	29.184	0.001
MeanREL	<	F1	0.848	0.741	0.042	19.997	0.001

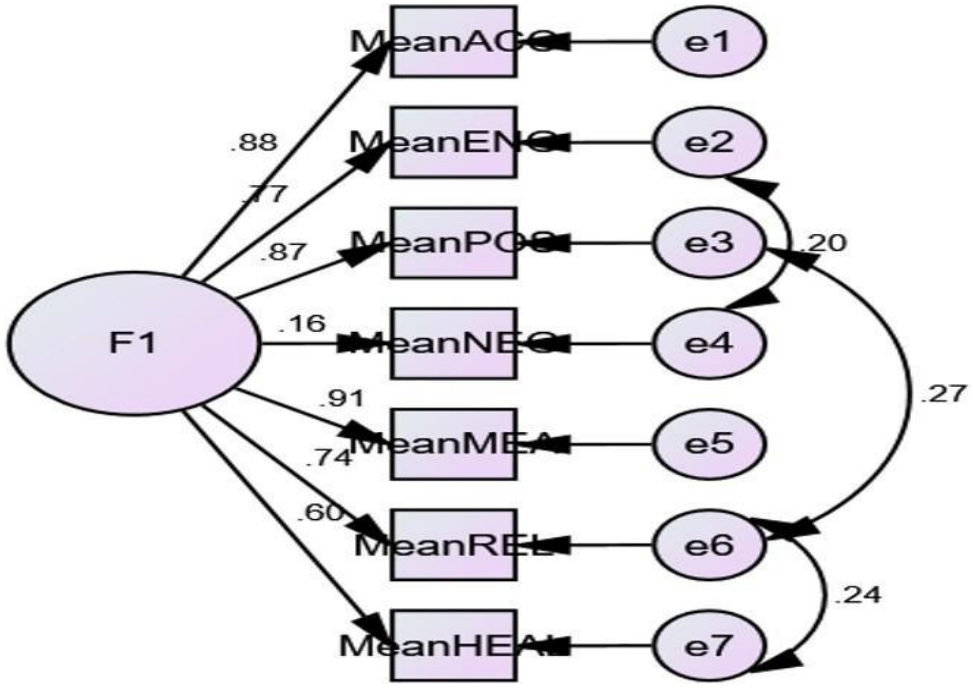


Figure 3: The Structural Equation Model (SEM) analysis highlights the impact of PERMA model components on happiness, with Meaning emerging as the strongest predictor. The findings emphasize that fostering purpose, achievement, and positive emotions significantly enhances well-being.

The Structural Equation Model (SEM) captures the influence of PERMA model on the overall happiness indicator (F1) and meaning (M) as the most significant predictor (factor loading = 0.91). This indicates a strong sense of purpose in enhancing individual well-being. Other components of PERMA model such as accomplishment (A) and positive emotion (P) also show a strong influence (0.877 and 0.871), indicating a recognition of achievement and cultivation of positive emotional outlook as drivers of happiness. Factors including engagement (E), health (H) and relationship (R) show moderate association to happiness (0.768, 0.600, 0.740) confirming their role in promoting well-being. On the other hand, negative emotions (NE) show an impact of 0.16 indicating the presence of positive experiences play a major role as compared to that of negative emotions. Such findings and observations indicate a valid applicability of PERMA in

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enhancing employee well-being in the workplace.

Table: 4 Standardized Regression Weights`

No.	ruct			Std. Estimate	Std. Error	Critical ratio
1.	Teaching Related Behaviour	<	Happiness	0.569	0.04	12.318
2.	Relational Expertise	<	Happiness	0.522	0.038	12.024
3.	Personality	<	Happiness	0.49	0.044	10.52
4.	Subject Matter Expertise	<	Happiness	0.537	0.044	11.697

Table 4 presents the Standardized Regression Weights, highlighting the impact of various constructs on Happiness. The results indicate that Teaching Related Behaviour has the strongest influence (β = 0.569, C.R. = 12.318), followed by Subject Matter Expertise (β = 0.537, C.R. = 11.697) and Relational Expertise (β = 0.522, C.R. = 12.024), emphasizing the role of effective teaching, knowledge, and interpersonal skills in enhancing happiness. Personality also contributes significantly (β = 0.49, C.R. = 10.52), reinforcing the impact of individual traits. The high critical ratios confirm the statistical significance of these relationships, underscoring the multifaceted nature of happiness, where both professional expertise and personal attributes play a crucial role.

CONCLUSION

The well-being of the academician is closely linked to five critical dimensions of the PERMA model- Positive Emotions, Engagement, Relationship, Meaning and Accomplishment. The study shows that happiness based on PERMA has meaningful factors that enhance happiness level, thereby improving employee productivity and well-being in Higher Education Institutions (HEI). Among all the components of PERMA, Meaning has been observed as the most vital and influential factor in shaping teachers' well-being. The result confirms that there exists a strong positive relationship between happiness level and teacher effectiveness, implying that the well-being of the employees at the workplace leads to the success of the institution. When PERMA strategies are implemented in a workplace, it leads to better engagement and quality among employees.

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