A COMPARATIVE STUDY OF PSYCHOLOGICAL CAPITAL AND BURNOUT AMONG FACULTY MEMBERS ACROSS GENDER

A

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Her dissertation is fit for submission, in partial fulfillment of the requirements for the award of the Degree in **Bachelor of Arts (Honours with Research) in Psychology**

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DECLARATION BY THE CANDIDATE

I hereby declare that the work presented in the dissertation entitled:

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submitted in partial fulfillment of the requirements for the award of the Degree of [Bachelor of Psychology (Honours with Research)], to MIER College of Education (Autonomous), is an authentic record of my own research work carried out under the supervision of [Dr. Taniya Raina; Assistant Professor, Psychology].

I further declare that the work embodied in the present dissertation:

a) Is my original work and has not been copied from any research journal, dissertation, thesis, or book; and

b) Has not been submitted by me for the award of any other Degree/Diploma/Certificate of any University or Institution.

c) All sources of information used in this study have been duly acknowledged.

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LIST OF ABBREVIATIONS

PCQ-24	Psychological Capital Questionnaire (24-item)
PCQ-12	Psychological Capital Questionnaire (12-item)
MBI	Maslach Burnout Inventory
PsyCap	Psychological Capital
HERO	Hope, Efficacy (Self-Efficacy),Resilience, Optimism (the four components of PsyCap)
EE	Emotional Exhaustion
DP	Depersonalization
PA	Personal Accomplishment
JD-R	Job Demands-Resources (Model/Theory)
SD	Standard Deviation
SEM	Structural Equation Modeling
ANOVA	Analysis of Variance

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(PCQ-12)	Psychological Capital Questionnaire-12
MBI	Maslach Burnout Inventory

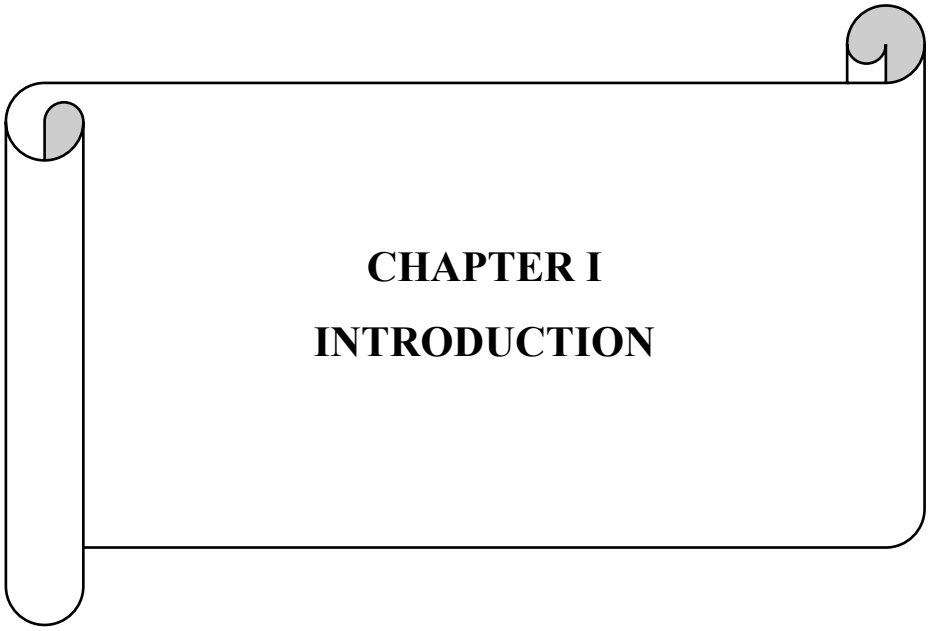
ABSTRACT

Faculty burnout has emerged as a critical concern in higher education globally, with significant consequences for individual well-being, teaching quality, and institutional effectiveness. The present study examined the relationship between Psychological Capital (PsyCap) and occupational burnout among higher education faculty members in Jammu, India, with particular attention to gender-based differences. A total of 120 faculty members (n = 80 female, n = 40 male), aged 26–60 years, drawn from public, private, and autonomous institutions, participated in this cross-sectional survey. Data were collected using the Psychological Capital Questionnaire (PCQ-24; Luthans et al., 2007), measuring self-efficacy, hope, resilience, and optimism, and the Maslach Burnout Inventory (MBI; Maslach & Jackson, 1981), assessing emotional exhaustion, depersonalization, and personal accomplishment. Descriptive statistics, independent samples t-tests, and Pearson correlations were employed for analysis.

Prevalence findings revealed that 75% of faculty reported high overall PsyCap, while depersonalization was the most prevalent burnout dimension, with over 57% exhibiting some degree of psychological detachment. Female faculty scored significantly higher on resilience than male faculty, $t(118) = 2.79$, $p = .006$, Cohen's $d = 0.54$, whereas no significant gender differences emerged across any burnout dimension (all $p > .05$). The most substantively important finding was a strong positive correlation between total PsyCap and personal accomplishment, $r(118) = .599$, $p < .001$, with PsyCap accounting for approximately 41% of variance in personal accomplishment scores. No significant associations were observed between PsyCap and emotional exhaustion or depersonalization.

These findings suggest that PsyCap functions as a meaningful psychological resource sustaining faculty members' sense of professional efficacy, particularly against diminished personal accomplishment. Results are discussed within Psychological Capital theory and the Job Demands–Resources model, with implications for gender-responsive faculty well-being interventions in Indian higher education.

Keywords: psychological capital, occupational burnout, higher education faculty, gender differences, Job Demands–Resources model, Jammu



CHAPTER I

INTRODUCTION

CHAPTER I

INTRODUCTION

The academic profession is going through a serious well-being crisis. Around the world, university teachers are showing high levels of stress, and burnout has become one of the biggest risks in higher education today. The situation became even worse after the COVID 19 pandemic, which increased the stress already present in the academic environment. This crisis does not only harm teachers personally, but also affects teaching quality, research output, student learning and the long-term growth of educational institutions.(Blix et al.,1994)

Cultural factors also play an important role. In many countries, including India, traditional gender expectations influence how male and female faculty experience their work. Women teachers may face additional challenges such as balancing work and family, experiencing gender discrimination, limited career growth and social expectations that may not match the demands of academic life. Male teachers may feel pressure related to traditional beliefs about success, competition and emotional control. Because of these differences, psychological strengths like hope, self-efficacy, resilience and optimism may protect men and women from burnout in different ways. However, this possibility has not been explored deeply in burnout research.

Recent evidence highlights the seriousness of the problem. About 74 percent of university teachers experience moderate stress, and 15 percent face severe stress (Abouserie, 1996). Newer research shows that over 82 percent of teachers report burnout symptoms (Minihan et al., 2022). This growing crisis affects teachers' health, student learning and the overall performance of institutions. Even though awareness about burnout has increased, we still do not clearly understand which personal strengths help teachers the most or how these strengths work differently for men and women.

A major question arises here. Which personal psychological strengths can protect teachers from burnout, and do these strengths help men and women in different ways? Although many studies have shown that burnout is common among faculty members, we still do not know enough about the gender specific role of psychological resources in preventing burnout. This is a serious gap because male and female teachers often face different kinds of stress at work and may use different inner strengths to cope with these pressures. Without this knowledge,

universities cannot design support programs that truly help all teachers (Abouserie, 1996; Minihan et al., 2022).

The present study aims to address this gap. It investigates whether gender changes the relationship between Psychological Capital and burnout among university faculty in India. Psychological Capital includes four important strengths: hope, self-efficacy, resilience and optimism (Luthans et al., 2007). Burnout has three major parts: emotional exhaustion, depersonalization and reduced personal accomplishment (Maslach & Jackson, 1981). This study examines whether these psychological strengths protect male and female faculty differently from burnout. The findings are expected to help universities create effective and gender sensitive interventions that support the well-being and career growth of all teachers.

1.1 BURNOUT

Burnout represents a major psychological syndrome among employees across various occupational sectors, characterized by a response to emotional and interpersonal stress associated with work-related demands .The construct encompasses three core dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment, reflecting the multifaceted nature of occupational burnout .Within organizational contexts, burnout significantly impacts work efficiency, organizational satisfaction, and employee turnover rates (Khalid et al., 2020).

Contemporary research has increasingly focused on understanding burnout through the lens of psychological capital, which comprises positive psychological resources including self-efficacy, optimism, hope, and resilience .Studies have demonstrated that psychological capital serves as a critical mediating mechanism between occupational stress and burnout, with individuals possessing higher levels of these resources experiencing reduced susceptibility to burnout symptoms (Jiang, 2021).

In the banking sector particularly, employees face elevated stress levels due to work overload, role ambiguity, interpersonal conflicts, and performance pressures from both management and clients .The effort-reward imbalance model has been extensively applied to assess occupational stress, revealing that high external efforts combined with over-commitment significantly predict emotional exhaustion and depersonalization while diminishing personal accomplishment (Khalid et al., 2020).

Research examining organizational factors has identified intragroup conflict, particularly relationship conflict involving interpersonal incompatibilities, as a significant predictor of burnout among employees working in team-based environments. The negative association between relationship conflict and employee well-being underscores the importance of addressing interpersonal dynamics within organizational settings (Leon-Perez et al., 2016).

Furthermore, investigations conducted during crisis periods, such as the COVID-19 pandemic, have highlighted how environmental stressors can amplify burnout risk, particularly when combined with problematic behavioral patterns such as excessive social media usage. These findings emphasize the complex interplay between individual psychological resources, occupational demands, and contextual factors in determining burnout outcomes (Jiang, 2021).

Understanding burnout through this multidimensional framework, encompassing occupational stress, psychological capital, interpersonal conflicts, and environmental stressors, provides crucial insights for developing comprehensive interventions aimed at promoting employee well-being and organizational effectiveness.

1.2 THE GROWING CRISIS OF FACULTY BURNOUT

In today's colleges and universities, teachers are facing new and serious challenges that affect both their health and work performance. They are expected to do many demanding tasks at the same time. These include teaching students from diverse backgrounds, conducting meaningful research, getting research grants, completing administrative duties and adjusting to constant changes within their institutions (Abouserie, 1996; Blix et al., 1994). These increasing responsibilities make academic jobs more stressful and complicated than ever before. When combined with limited resources, large amounts of paperwork and concerns about job security, these pressures have led to a major rise in job burnout among university faculty worldwide (Lackritz, 2004).

Burnout was first described by Herbert Freudenberger in 1974 and later developed into a detailed model by Christina Maslach and her colleagues (Hillert et al., 2020). Today, the World Health Organization officially defines burnout as an "occupational phenomenon," which means it happens when workplace stress continues for a long time and is not handled properly. This classification shows that burnout is a serious work related health concern that requires attention and action from institutions (Atroszko et al., 2020)

According to Maslach and Leiter (2016), burnout is a psychological condition with three main parts:

- Emotional exhaustion: feeling extremely tired and emotionally drained.

- Depersonalization or cynicism: developing a negative or disconnected attitude toward one's work and the people involved.

- Reduced personal accomplishment: feeling ineffective or unproductive in one's professional role.

This three part model has been proven valid in many job settings and continues to be the most widely accepted way of studying burnout, measured through the Maslach Burnout Inventory (MBI). (Maslach et al., 2001).

Burnout among university teachers has become a serious global concern. Early research by Abouserie, (1996) showed that about 74% of university staff experienced moderate stress, while around 15% faced severe stress. More recent findings show an even more worrying trend. Minihan et al., (2022) reported that more than 82% of teachers experienced symptoms of burnout, largely due to the increased workload and emotional pressure after the COVID-19 pandemic. A major survey highlighted a sharp rise in stress levels. (Chronicle of Higher Education & Fidelity Investments, 2020) In 2019, less than one third of over 1,000 professors said they felt very or extremely stressed, but by 2020 this number had more than doubled, with over two thirds reporting high stress. One of the major reasons for this rise is the complex nature of academic work, where teachers must balance teaching, research, administrative duties, and service responsibilities, multiple demands that often conflict and create heavy pressure (Barkhuizen et al., 2013).

The effects of burnout extend far beyond individual suffering. On a personal level, burnout is linked with serious physical and psychological problems such as anxiety, depression, insomnia, heart-related issues, and stress-related illnesses (Mark & Smith, 2012). Professionally, burnout reduces creativity, motivation, productivity, and teaching quality. Faculty experiencing burnout may miss deadlines, struggle with research progress, feel detached from students, and deliver less effective teaching, all of which weaken student engagement and academic outcomes (Lackritz, 2004; Ahl, 2024). At the institutional level, burnout leads to faculty

turnover, which increases recruitment and training costs and results in the loss of experienced teachers and institutional memory (Menon et al., 2024). Ultimately, burnout affects the core mission of universities by harming teaching quality, reducing research productivity, and weakening the overall strength and future of higher education.

1.3 THE SERIOUS CONSEQUENCES OF FACULTY BURNOUT

The consequences of faculty burnout go far beyond individual suffering and affect multiple levels of the university system. At the personal level, research by (Mark and Smith, 2012) found that burnout leads to chronic physical and mental health problems, including anxiety, depression, insomnia, heart problems, and various stress-related illnesses. Teachers experiencing burnout often require medical treatment and may develop long-term health conditions that lower their quality of life.

Professionally, burnout significantly reduces a teacher's effectiveness. (Lackritz, 2004) documented that burnout decreases creativity, productivity, and teaching effectiveness, leading to reduced student engagement and poorer educational outcomes. Faculty experiencing burnout may miss important deadlines, withdraw from group projects, struggle to maintain research progress, and deliver poor-quality teaching (Ahl, 2024). Students notice the difference—they receive less enthusiastic instruction, reduced feedback on their work, and less mentoring support.

For institutions, the costs are substantial. Research by **(**Menon et al., 2024) showed that burnout drives faculty members to leave their jobs, creating expensive challenges for universities. Institutions must invest in recruitment, hiring, and training new faculty members. Additionally, when experienced faculty leave, the university loses valuable institutional knowledge, established research programs, and continuity in teaching and service. The departure of burned-out faculty disrupts academic programs, affects student advising relationships, and weakens research teams.

Ultimately, faculty burnout undermines the core mission of universities: advancing knowledge through research and educating future generations of students and professionals. When teachers are exhausted, cynical, and feel ineffective, the entire educational enterprise suffers.

1.4 PSYCHOLOGICAL CAPITAL: A PROTECTIVE PERSONAL RESOURCE

As concern about faculty burnout continues to grow, researchers have increasingly focused on positive psychological resources that can serve as protective factors, helping individuals cope more effectively with work stressors. One of the most important and well-researched concepts in this area is Psychological Capital. (Luthans & Youssef Morgan, 2017).

Based on positive psychology principles and positive organizational behavior research, Psychological Capital represents a major shift from traditional approaches that only focus on treating illness. Instead, it emphasizes strength-based strategies that build human potential and help people thrive in their work environments (Luthans et al., 2015). This approach asks: "What resources and strengths can we develop in people to help them succeed?" rather than only focusing on "What problems need to be fixed?"

Luthans and Youssef-Morgan (2017) define Psychological Capital as "an individual's positive psychological state of development," characterized by four specific components that form the acronym HERO: Hope, Self-Efficacy, Resilience, and Optimism. Each component is grounded in psychological theory, supported by extensive empirical research, measurable with valid instruments, and importantly, more state-like than trait-like. This means Psychological Capital can be developed, improved, and strengthened through targeted training programs (Luthans & Youssef-Morgan, 2017). This malleable nature distinguishes Psychological Capital from fixed personality traits and positions it as a resource that individuals and institutions can actively cultivate.

Hope is defined as a positive motivational state involving both the willpower (goal-directed determination) and way power (the ability to generate multiple pathways toward goals) necessary to achieve desired outcomes (Snyder, 2002; Luthans et al., 2015). Hopeful individuals set meaningful goals, identify multiple routes to accomplish them, and maintain the motivation to pursue them despite obstacles. In academic settings, hope helps faculty sustain goal-directed energy despite setbacks such as manuscript rejections, grant failures, or classroom challenges. Research found that teachers with higher levels of hope experienced significantly lower burnout, showing that hope acts as an important psychological resource in educational environments. (Altınkurt et al., 2015) Research found that Australian mental health professionals who continued working in their demanding field reported significantly higher

levels of goal-directed hope compared to general workers, highlighting hope's importance in sustaining individuals in high-stress professions (Koller & Hicks, 2016).

Self-efficacy refers to an individual's confidence in their ability to use motivation, cognitive resources, and actions to successfully complete specific tasks, even demanding ones (Luthans & Youssef-Morgan, 2017). High self-efficacy predicts the setting of ambitious goals, greater effort, persistence under stress, and stronger performance. For faculty, this includes confidence in teaching effectively, conducting research rigorously, mentoring students, and managing academic responsibilities. Psychological Capital, particularly, self-efficacy, significantly reduced burnout among clinical nurses in high-pressure environments, suggesting its protective influence extends across professions (Ko et al., 2013)

Resilience is the capacity to recover from adversity, adapt positively to stress, persist through difficulties, and even grow from challenges (Masten, 2001; Luthans & Youssef-Morgan, 2017). Resilient individuals not only return to normal functioning but often emerge with greater strength and insight. In academia, resilience helps faculty withstand rejection, criticism, workload strain, and the failures inherent in research and teaching. Estiri et al. (2016) found that Psychological Capital, especially resilience, mediated the relationship between work demands and burnout among Iranian nurses, highlighting resilience as a powerful buffer against occupational stress.

Optimism involves maintaining a positive yet realistic expectation for future outcomes while acknowledging existing challenges (Seligman, 2006; Luthans & Youssef-Morgan, 2017). Psychological Capital optimism is not naïve; it reflects a constructive belief that challenges can be managed and outcomes can improve. Optimistic faculty tend to interpret setbacks as temporary and specific rather than permanent and pervasive, enabling them to stay motivated during difficult periods. Psychological Capital, including optimism, predicted increases in work-related happiness among school staff. (Williams et al.,2015).Mental health professionals who remained in demanding environments scored significantly higher on optimism than general workers, emphasizing optimism's protective role.(Koller and Hicks, 2016)

Importantly, these four components operate not as isolated traits but as a higher-order construct. Research shows that Psychological Capital as a combined resource predicts desirable outcomes more strongly than each component alone (Luthans & Youssef-Morgan, 2017). The HERO elements reinforce one another: hope strengthens efficacy, efficacy builds resilience, resilience

fuels optimism, and optimism enhances hope, creating a positive upward spiral. This synergy makes Psychological Capital a powerful protective factor against workplace stressors and burnout.

1.5 PSYCHOLOGICAL CAPITAL AS A BUFFER AGAINST BURNOUT

Extensive research conducted over the past two decades has consistently shown that Psychological Capital serves as a significant protective factor against burnout across diverse work contexts, including healthcare, education, social services, and business sectors (Orgambídez et al., 2025; Vîrgă et al., 2020). Meta-analytic research combining results from multiple studies confirms a strong negative relationship between Psychological Capital and all burnout dimensions, demonstrating that individuals with higher Psychological Capital are much less likely to experience emotional exhaustion, depersonalization, and diminished personal accomplishment (Orgambídez et al., 2025).

The protective mechanism of Psychological Capital is explained through the Job Demands–Resources (JD-R) Theory developed by Bakker and Demerouti (2017**)**. According to this influential framework, all jobs can be described by two key elements: job demands (physical, psychological, social, or organizational aspects requiring sustained effort and associated with costs) and job resources (aspects that help achieve work goals, reduce job demands and associated costs, or stimulate personal growth and development).

The JD-R model proposes that job resources, including personal resources like Psychological Capital, buffer the negative impact of job demands on strain outcomes such as burnout (Bakker & Demerouti, 2017). Individuals high in Psychological Capital have greater internal resources to cope effectively with demanding situations, reframe potential stressors as challenges instead of threats, remain engaged despite difficulties, and maintain psychological well-being under pressure. This buffering effect occurs because psychological resources help individuals view situations more positively, generate effective coping strategies, and sustain motivation even in demanding environments.

Multiple studies support these theoretical ideas. Psychological Capital significantly mediated the relationship between occupational stress and depressive symptoms among Chinese physicians (Liu et al., 2012).It partially mediated the relationship between work–family conflict and burnout among female nurses in China. (Wang et al., 2012). It also protected social

workers from burnout and secondary traumatic stress, with higher Psychological Capital associated with significantly lower emotional exhaustion and greater resilience. (Vîrgă et al., 2020).

A comprehensive meta-analysis by involving multiple nursing studies, confirmed that Psychological Capital negatively predicts all three burnout dimensions, showing especially strong protective effects against emotional exhaustion and reduced personal accomplishment. (Orgambídez et al., 2025). Psychological Capital, when combined with reasonable workloads, significantly reduced burnout levels and improved personal accomplishment. (López-Núñez et al., 2020**)**

Researchers have also examined how Psychological Capital interacts with negative workplace conditions. Studies show that workplace incivility and ostracism increase turnover intentions by elevating burnout and job stress, while higher Psychological Capital helps protect employees from these harmful effects (Mahfooz et al., 2017).

In higher education, Psychological Capital demonstrates similar benefits. Evidence shows that Psychological Capital and mindfulness practices significantly reduce burnout among university-level EFL educators (Liu & Du, 2024). Research further indicates that Psychological Capital lowers teacher burnout, with flourishing acting as a mediator (Freire et al., 2020). Additional findings show that teachers with higher Psychological Capital report greater job satisfaction and overall well-being (Kurt & Demirbolat, 2019). Psychological Capital also predicts work engagement and affective well-being in university teachers and helps buffer the impact of authentic leadership (Adil & Kamal, 2016).

Further research highlights Psychological Capital's influence in highly demanding professional environments. Findings show that Psychological Capital mediates the link between perceived organizational support and burnout among psychiatric nurses (Tang et al., 2023). Evidence also shows that Psychological Capital combined with social support predicts higher subjective well-being among college students during COVID-19 (Huang & Zhang, 2022). Additional studies indicate that Psychological Capital and professional identity mediate the effects of work-related stress on ICU nurses' well-being (Hao et al., 2020). Research demonstrates that Psychological Capital mediates the relationship between occupational stress and burnout among bank employees (Khalid et al., 2020). Psychological Capital also mediates the association between occupational stress and job satisfaction among township cadres (Shang Guan et al., 2017).

At the team level, findings show that Psychological Capital reduces burnout among employees across both individual and group contexts, while intragroup conflict increases burnout levels (Leon-Perez et al., 2016). In highly stressful professions, research also shows that mental health professionals who remain in demanding roles score significantly higher on Psychological Capital, particularly hope and optimism, than general workers, enabling better well-being and emotional coping (Koller & Hicks, 2016).

Collectively, these studies demonstrate that building Psychological Capital among faculty members is a powerful, evidence-based approach to preventing burnout and supporting healthier, more sustainable academic careers. Psychological Capital consistently functions as a personal resource that helps individuals handle job demands, maintain well-being under pressure, reduce burnout symptoms, and remain engaged even in challenging environments.

1.6 THEORETICAL FRAMEWORK

1.6.1 JOB DEMANDS-RESOURCES MODEL

Bakker and Demerouti's (2017) JD-R model suggests that all occupational outcomes are shaped by the balance between job demands and job resources, with personal resources like PsyCap acting as buffers against burnout. The present findings align well with this framework. The strong link between PsyCap and Personal Accomplishment reflects the model's motivational pathway, where psychological resources sustain a faculty member's sense of goal pursuit and professional efficacy. In this sample, where emotional exhaustion and depersonalization were largely at manageable levels, PsyCap's role in preserving Personal Accomplishment emerged as the primary process. Future research in Indian higher education should include direct measures of job demands, such as workload and role conflict, to enable a fuller test of the demand-resource interaction in faculty burnout.

1.6.2 PSYCHOLOGICAL CAPITAL THEORY

Luthans and Youssef-Morgan (2017) proposed that PsyCap functions as a higher-order construct whose four components, Hope, Efficacy, Resilience, and Optimism, work together to predict positive work outcomes more powerfully than any single component alone. The present study's finding that total PsyCap explained 41% of the variance in Personal Accomplishment offers strong empirical support for this in the context of Indian higher education. Additionally, the finding that female faculty scored significantly higher on

Resilience supports the view that while these four components form a coherent whole, they can be shaped differently by contextual and biographical experiences. This suggests that PsyCap theory, largely developed in Western and corporate settings, may need refinement when applied to South Asian educational environments where gendered occupational pressures can distinctly influence individual PsyCap profiles.

1.7 STATEMENT OF THE PROBLEM

A Comparative Study of Psychological Capital and Burnout among Faculty Members across Gender.

1.8 OPERATIONAL DEFINITION OF THE STUDY

1.8.1 PSYCHOLOGICAL CAPITAL (PSYCAP)

In the present study, Psychological Capital refers to an individual higher education faculty member's positive psychological state of development, characterized by four measurable dimensions, Self-Efficacy, Hope, Resilience, and Optimism, collectively forming the HERO construct (Luthans et al., 2007). It is operationally measured as the composite score obtained on the Psychological Capital Questionnaire (PCQ-24), a 24-item self-report scale rated on a 6-point Likert format.

Self-Efficacy: For the purpose of this study, Self-Efficacy refers to the degree of confidence a faculty member reports in their ability to mobilize motivation, cognitive resources, and necessary actions to successfully accomplish specific professional and academic tasks, even under challenging conditions. It is measured by the six self-efficacy items of the PCQ-24.

Hope: In the present study, Hope denotes the extent to which a faculty member perceives themselves as having both the willpower (goal-directed determination) and waypower (the capacity to generate multiple alternative pathways) to accomplish their professional goals, particularly in the face of obstacles. It is measured by the six hope items of the PCQ-24.

Resilience: For the purposes of the present study, Resilience refers to the faculty member's reported capacity to bounce back from and adapt positively to adversity, setbacks, failure, or sustained occupational pressure, and to sustain effective professional functioning during and after challenging situations. It is measured by the six resilience items of the PCQ-24.

Optimism: In the present study, Optimism denotes the degree to which a faculty member maintains a positive, realistic expectation regarding future outcomes in their professional role,

attributing successes to personal and enduring causes while viewing setbacks as temporary and situational. It is measured by the six optimism items of the PCQ-24.

1.8.2 BURNOUT

In the present study, Burnout refers to a psychological syndrome arising from chronic, unresolved emotional and interpersonal stress in the higher education workplace, manifested across three distinct dimensions: Emotional Exhaustion, Depersonalization, and Personal Accomplishment (Maslach & Jackson, 1981). It is operationally measured using the Maslach Burnout Inventory (MBI), a 22-item self-report scale rated on a 5-point Likert format (0 = Never to 4 = Always).

Emotional Exhaustion: For the purpose of this study, Emotional Exhaustion refers to the degree to which a faculty member reports feeling emotionally overextended, drained, and depleted as a direct consequence of sustained contact with students, administrative demands, and occupational responsibilities. It is the central and most frequently reported dimension of burnout and is measured by the nine Emotional Exhaustion items of the MBI.

Depersonalization: In the present study, Depersonalization refers to the extent to which a faculty member reports developing a negative, detached, cynical, or impersonal attitude toward students and professional responsibilities, reflecting a psychological distancing response to chronic occupational stress. It is measured by the five Depersonalization items of the MBI.

Personal Accomplishment: For the purposes of the present study, Personal Accomplishment denotes the degree to which a faculty member perceives their professional work as competent, effective, and meaningful. It is reverse-scored on the MBI such that low scores constitute a risk indicator for burnout, reflecting a diminished sense of professional efficacy. It is measured by the eight Personal Accomplishment items of the MBI.

1.9 OBJECTIVES OF THE STUDY

The objective of this research project summarizes what is to be achieved by the study. In view of the available literature and the importance of the topic, the following objectives were set:

1. To assess the prevalence of psychological capital and burnout among higher education faculty members.
2. To examine gender-based differences in psychological capital among faculty members.
3. To examine gender-based differences in burnout among faculty members.
4. To investigate the relationship between psychological capital and burnout among higher education faculty members.

1.10 HYPOTHESES OF THE STUDY

1. (Ho_1): There is no significant gender-based difference in psychological capital among higher education faculty members.
2. (Ho_2): There is no significant gender-based difference in burnout among higher education faculty members.
3. (Ho_3): There is no significant relationship between psychological capital and burnout among faculty members

1.11 DELIMITATIONS

- Only faculty members in higher education institutions.
- Focused only on two variables – Psychological Capital and Burnout.
- Small sample size (120).
- Data limited to colleges in Jammu

1.12 SIGNIFICANCE OF THE STUDY

Studying the impact of gender differences in psychological capital's protective effects against burnout is important as it helps understand how men and women use strengths like hope, optimism, resilience, and self-efficacy to handle stress and exhaustion. This knowledge can guide the development of gender sensitive programs and mental health interventions that enhance psychological capital, reduce stress, and improve overall well-being, leading to healthier, more motivated, and resilient individuals in both workplace and academic settings.

CHAPTER II
REVIEW OF LITERATURE

CHAPTER II

REVIEW OF LITERATURE

A literature review is a thorough summary of earlier studies on a subject. The literature review examines scholarly books, journals, and other sources that are pertinent to a particular field of study. This prior research should be listed described, summed up, impartially evaluated, and clarified in the review. Survey of related literature serves to show what is already available, solves the problem adequately without further investigation and also avoids the risk of duplication. It provides comparative data useful for the interpretation of results and contributes to the general scholarship of the investigator.

The review is organized thematically into five sections.



2.1 DIRECT RELATIONSHIP BETWEEN PSYCHOLOGICAL CAPITAL AND BURNOUT

Zhang et al., (2024) explored the relationship between psychological capital, burnout, and perceived stress in junior nurses, using latent profile analysis to identify different patterns among participants. The sample comprised junior nurses working in clinical settings. The research employed a cross-sectional survey design and utilized validated assessment tools for

the key variables. Data analysis involved latent profile analysis, regression, and path analysis to assess the interrelationships among psychological capital, burnout, and stress.

Freire et al., (2020) aimed to analyze the relationship between psychological capital and burnout in teachers, considering flourishing as a mediating factor. The sample comprised school teachers. The study adopted a cross-sectional design. Data analysis was conducted using structural equation modeling to test the mediating role of flourishing in the link between psychological capital and burnout.

Leon-Perez et al., (2016) examined the role of psychological capital and intragroup conflict on employees' burnout and quality of service using a multilevel approach. The sample consisted of employees working in teams across different organizational settings where service quality was a key performance indicator. The research employed a multilevel cross-sectional design. Data analysis utilized multilevel modeling (hierarchical linear modeling) to assess how psychological capital and intragroup conflict at different levels predicted burnout and service quality outcomes.

Altınkurt et al., (2015**)** investigated the relationship between psychological capital and burnout levels of teachers. The sample consisted of teachers working in educational institutions. The research employed a correlational survey design using validated instruments to measure psychological capital and burnout levels. Data analysis included descriptive statistics, correlation analysis, and regression analysis to examine the relationship between psychological capital and teachers' burnout levels.

Ko et al., (2013) investigated the factors affecting burnout among clinical nurses according to positive psychological capital levels. The sample comprised clinical nurses working in hospital settings in Korea. The research utilized a descriptive correlational survey design with standardized instruments to assess psychological capital and burnout. Data analysis included descriptive statistics, correlation analysis, t-tests, ANOVA, and multiple regression analysis to identify the factors influencing burnout based on different levels of psychological capital.

Herbert, M. (2011) aimed to explore the relationships between psychological capital (hope, optimism, self-efficacy, resilience), occupational stress, burnout, and employee engagement. The sample consisted of employees from various organizations. A quantitative, cross-sectional research design was utilized. Data analysis was conducted using multiple regression analyses

to examine the connections among psychological capital, occupational stress, burnout, and engagement.

2.2 PSYCHOLOGICAL CAPITAL AS MEDIATOR IN STRESS – BURNOUT PATHWAYS

Liu, D., & Du, R., (2024) aimed to examine the relationships among psychological capital, mindfulness, and teacher burnout in Chinese EFL educators. The sample included Chinese English as a Foreign Language teachers. Through a cross-sectional research design, structural equation modeling was employed for data analysis. The results indicated that psychological capital and mindfulness significantly reduced teacher burnout, suggesting that psychological resources play an essential role in addressing occupational stress.

Freire et al., (2020) explored the relationship between psychological capital and burnout in teachers, with flourishing as a mediating variable. The sample consisted of teachers working in educational institutions. The research employed a cross-sectional survey design using validated scales to measure psychological capital, burnout, and flourishing. Data analysis involved correlation analysis, mediation analysis, and structural equation modeling (SEM) to examine the mediating role of flourishing in the relationship between psychological capital and burnout.

Khalid et al., (2020) examined the impact of occupational stress on job burnout among bank employees in Pakistan, with psychological capital as a mediator. The sample consisted of bank employees in Pakistan. The research employed a cross-sectional survey design using validated scales. Data analysis utilized mediation analysis, regression analysis, and structural equation modeling to test the mediating role of psychological capital.

Tian et al., (2020) aimed to investigate the mediating role of psychological capital in the relationship between occupational stress and fatigue among Chinese physicians. The study included a sample of 1,104 Chinese physicians. The research used a cross-sectional survey design. Data analysis involved the use of structural equation modeling to test for mediation effects of psychological capital between occupational stress and fatigue.

Vîrgă et al., (2020) aimed to determine whether psychological capital protects social workers from burnout and secondary traumatic stress. The sample included social workers from various

professional settings. The study used a cross-sectional survey design. Data were analyzed using hierarchical regression analyses to evaluate the protective role of psychological capital against burnout and secondary traumatic stress.

Manzano-Garcia & Ayala, (2017) explored the relationship between psychological capital and psychological well-being of direct support staff in specialist autism services, examining burnout as a mediator. The sample consisted of direct support staff in specialist autism services. The research employed a cross-sectional survey design using validated questionnaires. Data analysis involved correlation analysis, mediation analysis, and structural equation modeling to assess the mediating role of burnout.

Shang Guan et al., (2017) explored the mediating role of psychological capital on the association between occupational stress and job satisfaction among township cadres in China. The sample consisted of township cadres in a Chinese province. The research employed a cross-sectional survey design using standardized questionnaires. Data analysis utilized mediation analysis and structural equation modeling to examine psychological capital's mediating role.

Estiri et al., (2016) investigated the impact of psychological capital on mental health among Iranian nurses, considering the mediating role of job burnout. The sample comprised nurses working in healthcare facilities in Iran. The research employed a cross-sectional survey design using validated questionnaires to measure psychological capital, job burnout, and mental health. Data analysis utilized correlation analysis, mediation analysis, and structural equation modeling (SEM) to test the mediating effect of job burnout on the relationship between psychological capital and mental health.

Liu et al., (2012) aimed to examine the mediating role of psychological capital in the relationship between occupational stress and depressive symptoms among Chinese physicians. The sample comprised physicians working in Chinese hospitals. A cross-sectional design was used. Data were analyzed using structural equation modeling to assess the mediating effects of psychological capital on the association between occupational stress and depressive symptoms.

Wang et al., (2012) aimed to examine the relationship between work-family conflict and burnout among Chinese female nurses, with psychological capital as a mediating factor. The study sample consisted of Chinese female nurses. A cross-sectional design was utilized. Data

analysis was carried out using structural equation modeling to test the mediating effects. The study concluded that psychological capital played a partial mediating role, indicating its buffering effect against work-family conflict and occupational burnout.

2.3 ORGANIZATIONAL AND SOCIAL FACTORS INTERACTING WITH PSYCHOLOGICAL CAPITAL

Tang et al., (2023) aimed to explore the relationship between psychiatric nurses' perceived organizational support and job burnout, with psychological capital as a mediator. The study sample comprised psychiatric nurses in China. A cross-sectional research design was implemented. Data analysis was conducted through structural equation modeling to test the mediating role. Findings revealed that psychological capital significantly mediated the link, highlighting the crucial role of supportive organizational structures in protecting mental health among psychiatric nurses.

Zhang et al., (2023) aimed to investigate the mediating role of job satisfaction between psychological capital and work engagement among Chinese nurses during the COVID-19 outbreak, comparing nurse specialists and general nurses. The study sample consisted of Chinese nurses working during the pandemic. A comparative research design was used. Data were analyzed using structural equation modeling to test the mediating effects. In conclusion, the study highlighted that job satisfaction partially mediated the relationship, underscoring the importance of enhancing psychological capital to improve nurses' work engagement.

Zhao et al., (2022) explored the relationship between teacher job stress and burnout, constructing a moderated mediation model to elucidate mechanisms underlying burnout in teachers. The sample comprised school teachers from various educational settings. A cross-sectional survey using standardized questionnaires was implemented. Regression modeling, mediation, and moderation analyses were employed to examine both direct and indirect effects of stress on burnout.

Mahfooz et al., (2017) explored whether workplace incivility and workplace ostracism influence employees' turnover intentions, with burnout and job stress as mediating variables and psychological capital as a moderating variable. The sample consisted of employees from various organizations experiencing workplace incivility and ostracism. The research employed a quantitative survey design Data analysis utilized structural equation modeling (SEM) and

mediation-moderation analysis to test the proposed relationships and the mediating role of burnout and job stress, as well as the moderating role of psychological capital.

Adil & Kamal, (2016) investigated the impact of psychological capital and authentic leadership on work engagement and job-related affective well-being among employees in organizational settings. The sample consisted of employees working in various organizations in Pakistan. The research employed a correlational survey design. Data analysis involved correlation analysis and regression analysis to examine the relationships and predictive effects of psychological capital and authentic leadership on the outcome variables.

Kan & Yu, (2016) investigated occupational stress, work-family conflict, and depressive symptoms among Chinese bank employees, examining the role of psychological capital. The sample comprised Chinese bank employees. The research utilized a cross-sectional survey design with validated measurement instruments. Data analysis involved correlation analysis, hierarchical regression analysis, and moderation analysis to assess psychological capital's protective role.

Williams et al., (2015) examined the longitudinal association between psychological capital, perception of organizational virtues, and work happiness among school staff over time. The sample consisted of school staff members including teachers and support personnel working in educational settings. The research employed a longitudinal survey design with data collected at multiple time points to assess changes and relationships over time. Data analysis involved longitudinal analysis techniques, correlation analysis, and regression modeling to examine the temporal relationships between psychological capital, organizational virtues, and work happiness.

Liu et al., (2013) aimed to analyze positive resources for combating depressive symptoms among Chinese male correctional officers, focusing on perceived organizational support and psychological capital. The study involved a sample of male correctional officers in China. A cross-sectional research design was adopted. Data were analyzed using hierarchical regression models. The findings showed that both perceived organizational support and psychological capital were negatively associated with depressive symptoms, suggesting they are key protective factors in stressful occupational settings.

2.4 PSYCHOLOGICAL CAPITAL IN EDUCATIONAL SETTINGS AND STUDENT POPULATIONS

Yu et al., (2023) investigated the influence of school climate on academic burnout in medical students, considering collective self-esteem and psychological capital as mediators and moderators. The sample included medical students from multiple institutions. The study was carried out using a cross-sectional moderated mediation model approach. Moderated mediation analysis using regression and mediation techniques was conducted to explore the variable relationships.

Huang & Zhang, (2022) explored the relationships between perceived social support, psychological capital, and subjective well-being among college students in the context of online learning during the COVID-19 pandemic. The sample consisted of college students experiencing online learning during the pandemic period. The research employed a cross-sectional survey design. Data analysis involved descriptive statistics, correlation analysis, and structural equation modeling (SEM) to examine the interrelationships among the three main variables in the online learning context.

Jiang, (2021) examined problematic social media usage and its association with anxiety among university students during the COVID-19 pandemic, focusing on the mediating role of psychological capital and the moderating role of academic burnout. Participants included university students recruited during the pandemic period. The study used a cross-sectional survey methodology. Structural equation modeling was conducted to test mediation and moderation effects within the proposed framework.

Kurt & Demirbolat, (2019) investigated the relationship between teachers' psychological capital perception, psychological well-being, and job satisfaction in educational settings. The sample comprised teachers working in various educational institutions. The research utilized a relational survey design. Data analysis involved correlation analysis, regression analysis, and potentially structural equation modeling to examine the interrelationships among the three main variables.

2.5 PSYCHOLOGICAL CAPITAL AND WELL-BEING OUTCOMES

Malak et al., (2025) examined entrepreneurs' psychological capital as a mediator between burnout and psychological well-being from a broaden-and-build perspective. The sample consisted of entrepreneurs from various business sectors. A cross-sectional mediation model design was utilized. Mediation analysis was performed to investigate how psychological capital mediates the relationship between burnout and psychological well-being.

Zhao et al., (2022**)** examined the relationship between teacher job stress and burnout through a moderated mediation model. The sample consisted of teachers from educational institutions. The study employed a cross-sectional survey design utilizing moderated mediation analysis. Structural equation modeling and regression techniques were used to analyze the relationships among job stress, burnout, and the mediating and moderating variables.

Wang et al., (2017) explored the associations between occupational stress, burnout, and well-being among manufacturing workers, with psychological capital and self-esteem as mediating variables. The sample comprised manufacturing workers from industrial settings. A cross-sectional survey design was implemented to collect data. Mediation analysis using structural equation modeling was conducted to examine the mediating roles of psychological capital and self-esteem in the relationships between occupational stress, burnout, and well-being.

Malekitabar et al., (2017) investigated the role of psychological capital in psychological well-being and job burnout among high school principals in Saveh, Iran. The sample included high school principals from the Saveh region. A correlational research design was employed to examine the relationships. Correlation and regression analyses were conducted to determine the associations between psychological capital, psychological well-being, and job burnout.

Koller & Hicks, (2016) examined the relationship between psychological capital qualities and psychological well-being among mental health professionals in Australia. The sample comprised Australian mental health professionals working in various clinical and community mental health settings. The research utilized a cross-sectional survey design. Data analysis included descriptive statistics, correlation analysis, and regression analysis to determine the associations between psychological capital components and well-being outcomes.

The review of literature clearly highlights that Psychological Capital plays a significant protective role against occupational burnout across various professions including healthcare, education, banking, and social work. Studies consistently demonstrate that individuals with higher levels of PsyCap — comprising hope, self-efficacy, resilience, and optimism — are less likely to experience burnout and more likely to maintain professional well-being. PsyCap has also been found to mediate the relationship between occupational stress and burnout in multiple contexts (Khalid et al., 2020; Wang et al., 2012; Estiri et al., 2016). In educational settings specifically, research confirms that teachers with greater psychological resources report lower burnout, higher job satisfaction, and greater personal accomplishment (Freire et al., 2020; Altınkurt et al., 2015; Kurt & Demirbolat, 2019). The theoretical frameworks of the Job Demands-Resources model and Psychological Capital theory together provide a strong foundation for understanding how personal psychological resources buffer the negative effects of demanding work environments. However, despite this growing body of evidence, research examining PsyCap and burnout specifically among higher education faculty in India, with a focus on gender differences, remains largely absent from the existing literature.

RESEARCH GAP

- Most studies on PsyCap and burnout have been conducted in Western or East Asian countries, with very little research available in the Indian higher education context.
- Existing research in educational settings has largely focused on school teachers rather than college or university faculty, limiting the generalisability of findings to higher education.
- Gender has mostly been treated as a background variable in previous studies rather than as a primary focus, leaving the relationship between gender, PsyCap, and burnout underexplored.
- Studies examining all four PsyCap dimensions and all three burnout dimensions together in a single comparative study across gender are scarce in the educational literature.
- No study was found that specifically examined Psychological Capital and burnout among higher education faculty in Jammu, India, making the present study one of the first to address this regional and contextual gap.

CHAPTER III
RESEARCH METHODOLOGY

CHAPTER III

RESEARCH METHODOLOGY

Research methodology is basically the overall plan or blueprint of how a study is conducted. It describes the entire process a researcher follows to collect, analyse, and interpret data in order to answer the research questions. It includes everything from how the sample was selected, what tools were used to collect data, how data was analysed, and what statistical techniques were applied.

3.1 RESEARCH DESIGN

The present study adopts a cross-sectional, descriptive-comparative and correlational research design. It is cross-sectional in nature as data was collected from all participants at a single point in time. It is descriptive as it aims to assess the prevalence of Psychological Capital and burnout among higher education faculty members. It is comparative as it examines differences in PsyCap and burnout across gender, and correlational as it investigates the nature and strength of the relationship between Psychological Capital and the dimensions of occupational burnout. No variables were manipulated or controlled by the researcher, and the study relies entirely on self-report data collected through standardised psychological instruments.

3.2 POPULATION & SAMPLE

The foundation of each scientific study is sampling. An efficient sample saves money and effort and minimizes estimation errors. The study's goals, methodology, and the demographics of the population under investigation are some of the variables that affect the sample size. The researcher used small sample in the current study because of time restrictions. A total of 120 faculty members (N = 120), both male and female, aged between 26 and 60, were selected as participants.

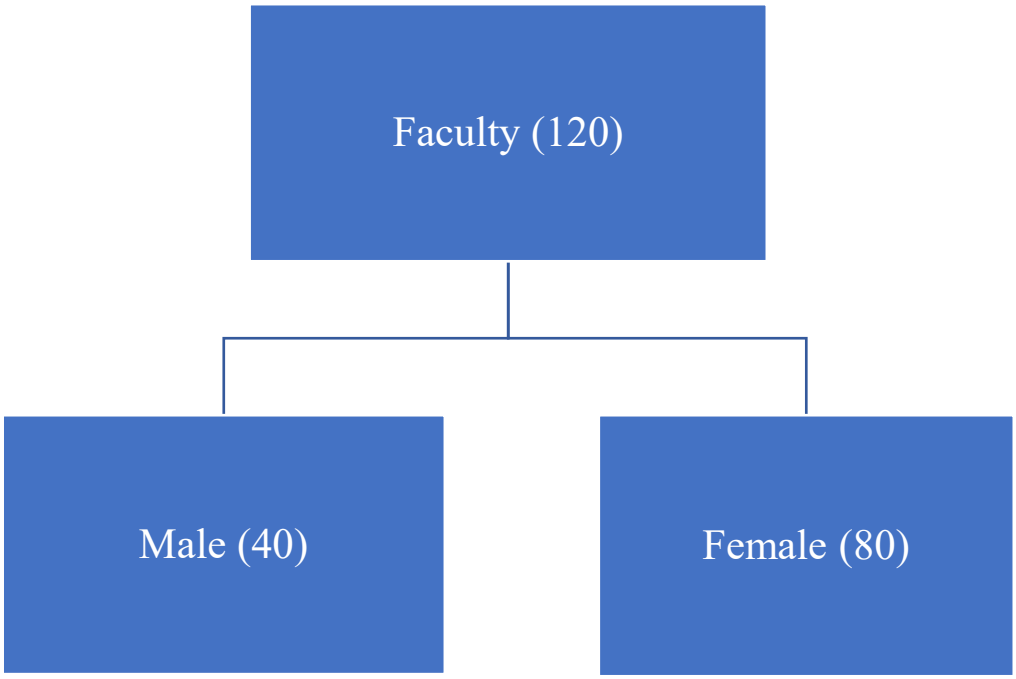


Table 3.1

Distribution of sample of faculty members

S.No.	Name of the College/University	No. of Faculty
1.	MIER College Of Education,B.C.Road,Jammu	60
2.	Government College for Women, Parade Ground, Jammu	30
3.	Government Maulana Azad Memorial Post Graduate College, Dr. B.R. Ambedkar Road, Jammu	30
Total	3	120

3.2.1 INCLUSION CRITERIA

- Faculty members actively employed in higher education institutions (colleges or universities) in Jammu, India.
- Age range of 26 to 60 years.
- Both male and female faculty members.
- Willing to participate voluntarily and capable of completing self-report questionnaires (offline via Questionnaires).

3.2.2 EXCLUSION CRITERIA

- Faculty members not currently employed in higher education (e.g., school teachers, retired faculty).
- Individuals outside the age range of 26–60 years.
- Faculty from institutions outside Jammu (data was geographically restricted to Jammu colleges/universities only).
- Non-teaching staff (administrative, support, or technical staff) — the study was limited to teaching faculty only.
- Participants who submitted incomplete responses to either the PCQ-24 or the MBI.

3.3 SAMPLING TECHNIQUE

In the present study, the investigator used 'Purposive Sampling Technique' for data collection.

3.4 RESEARCH TOOLS AND DESCRIPTION

Data was collected through offline paper-based questionnaires distributed directly to faculty members in college settings. The questionnaires were administered personally to ensure a higher response rate and to maintain consistency in data collection. Each tool was chosen for its relevance, reliability, validity, and appropriateness for the target population.

For the present investigation, the following research tools were used:

3.4.1 PSYCHOLOGICAL CAPITAL QUESTIONNAIRE (PCQ-24)

The Psychological Capital Questionnaire (PCQ-24) by Luthans et.al.,(2007) is a 24-item self-report instrument developed by Luthans, Avolio, and Avey to measure positive psychological state of development. Each item is rated on a 6-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree). The scale measures four key dimensions: self-efficacy (6 items), hope (6 items), resilience (6 items), and optimism (6 items). Items 13, 20, and 23 are reverse scored. The PCQ-24 demonstrates strong psychometric properties with robust validity and reliability across diverse work settings including service, manufacturing, education, high-tech, and military contexts, as well as different cultural backgrounds. The four components combine to form a core factor that predicts performance and satisfaction better than individual factors alone. Research shows significant correlations with positive workplace outcomes including

enhanced performance, reduced absenteeism, lower cynicism and turnover intention, and higher job satisfaction, commitment, and organizational citizenship behaviors. The scale is sensitive to change and has been successfully used to measure improvements through short training interventions. A shorter 12-item version (PCQ-12) is also available.

3.4.2 MASLACH BURNOUT INVENTORY (MBI)

The Maslach Burnout Inventory (MBI) is a 22-item self-report questionnaire developed by Maslach and Jackson (1981) to assess burnout risk. Each item is rated on a 5-point Likert scale ranging from 0 (never) to 4 (always). The inventory measures three dimensions: emotional exhaustion (9 items), personal accomplishment (8 items), and depersonalization (5 items). The MBI demonstrates strong psychometric properties and was validated for Turkish contexts by Ergin (1993). Burnout is indicated by high scores in emotional exhaustion and depersonalization combined with low scores in personal accomplishment. The scale is widely used in research and clinical settings to identify individuals at risk for burnout, particularly among healthcare professionals, educators, and human service workers. Its comprehensive approach to measuring the multidimensional nature of burnout makes it a reliable and valid instrument for both research purposes and practical screening in occupational health contexts.

3.5 STATISTICAL TECHNIQUE EMPLOYED

In order to analyze the data, the investigator used the following statistical technique

1. Mean

2. Standard Deviation

3. t-test

4. Pearson’s Product Moment Correlation

CHAPTER IV

ANALYSIS & INTERPRETATION OF DATA

CHAPTER IV

ANALYSIS & INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of the quantitative data collected to address the research questions and hypotheses of the study. The data, obtained through standardized psychological instruments, was systematically processed and analysed using appropriate statistical techniques. The results are organized in a structured manner, highlighting significant patterns, relationships, and trends identified through the analysis

4.1 DEMOGRAPHIC PROFILE OF THE SAMPLE

Table 4.1 presents the demographic characteristics of the faculty participants, including distribution by gender, age, marital status, type of institution and year of experience.

Table 4.1

Demographic profile of respondents

S.No.	Demographic Variables		Percentage	N
1.	Gender	Male	33.3%	40
		Female	66.7%	80
2.	Age	25-30	19.2%	23
		30-35	13.3%	16
		35-40	14.2%	17
		40 Above	53.3%	64
3.	Marital Status	Single	27.5%	33
		Married	71.7%	86
		Divorced	0.8%	1
4.	Type of Institution	Public	47.5%	57
		Private	30.0%	36
		Autonomous	22.5%	27
5.	Year of Experience	6 months - 1 y	10.8%	13
		1 y - 3 y	12.5%	15
		3 y - 5 y	12.5%	15
		Above 5 y	64.22%	77

Note*:* *N* = 120. The majority of participants belonged to the age group of 40 years and above.

As presented in Table 4.1, the sample comprised 120 faculty members, of whom 80 (66.7%) were female and 40 (33.3%) were male. With regard to age, the majority of participants (53.3%) were above 40 years of age, followed by those in the 25–30 age group (19.2%), 36–40 years (14.2%), and 31–35 years (13.3%). Concerning marital status, most participants were married (n = 86, 71.7%), followed by single (n = 33, 27.5%), and divorced (n = 1, 0.8%). In terms of institutional affiliation, approximately half the sample was drawn from public universities (47.5%), followed by private institutions (30.0%), and autonomous colleges (22.5%). Regarding teaching experience, a majority of the faculty members (64.2%, n = 77) had more than 5 years of experience, followed by 1–3 years (12.5%, n = 15), 3–5 years (12.5%, n = 15), and 6 months to 1 year (10.8%, n = 13). This distribution reflects a diverse cross-section of the faculty population in the target region, illustrated by Figure 4.1

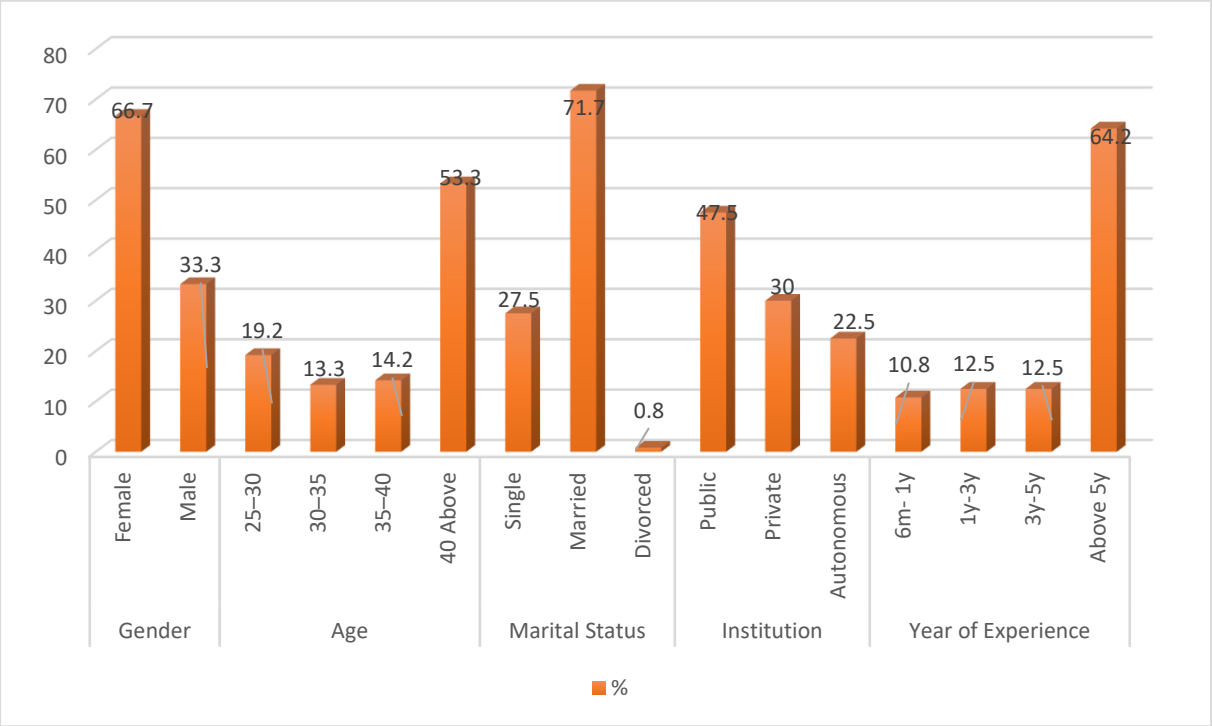


Figure 4.1 Demographic details of participants

4.2 PREVALENCE OF BURNOUT DIMENSIONS AND PSYCHOLOGICAL CAPITAL

To examine the prevalence of burnout and PsyCap among the faculty sample, frequency distributions were computed for each dimension using established categorical cutoffs. For the

Burnout, participants were classified into Low, Moderate, and High categories for each subscale. For PsyCap, participants were similarly classified based on score distributions. Results are presented in Table .

Table 4.2

Prevalence of Burnout Dimensions and Psychological Capital Among Faculty

Variable	Category	F	%
Emotional Exhaustion (EE)	Low	69	57.5
	Moderate	36	30.0
	High	15	12.5
Depersonalization (DP)	Low	51	42.5
	Moderate	43	35.8
	High	26	21.7
Personal Accomplishment (PA)	Low	9	7.5
	Moderate	37	30.8
	High	74	61.7
Psychological Capital (PsyCap)	Low	13	10.8
	Moderate	17	14.2
	High	90	75.0

Note. EE = Emotional Exhaustion; DP = Depersonalization; PA = Personal Accomplishment; PsyCap = Psychological Capital. PA is reverse-scored — a low score on PA indicates burnout risk. f = frequency.

As shown in Table 4.2, with respect to Emotional Exhaustion, the majority of faculty (57.5%) fell in the Low EE category, indicating that most participants did not experience significant emotional depletion. However, 30.0% reported Moderate EE and 12.5% reported

High EE, suggesting that approximately one in eight faculty members experienced clinically meaningful emotional exhaustion.

Regarding Depersonalization, 42.5% of faculty scored in the Low DP category, while 35.8% reported Moderate DP and 21.7% reported High DP. Notably, over 57% of the sample exhibited some degree of depersonalization or cynicism toward their work, making DP the most prevalent burnout dimension in this sample.

For Personal Accomplishment, which is reverse-scored on the MBI such that low scores indicate burnout risk, 61.7% of faculty scored in the High PA (Protective) category, indicating a strong sense of professional accomplishment. However, 7.5% fell in the Low PA (Burnout Risk) category and 30.8% showed Moderate PA, suggesting that a meaningful subgroup of faculty may be experiencing diminished professional efficacy.

With respect to Psychological Capital, results indicated that the large majority of faculty (75.0%) reported High PsyCap, reflecting strong psychological resources. Only 10.8% each reported Low and Moderate PsyCap levels. These findings suggest that the faculty sample, as a whole, possesses substantial psychological resources that may serve as a buffer against occupational burnout. Figure 4.2 represents it visually.

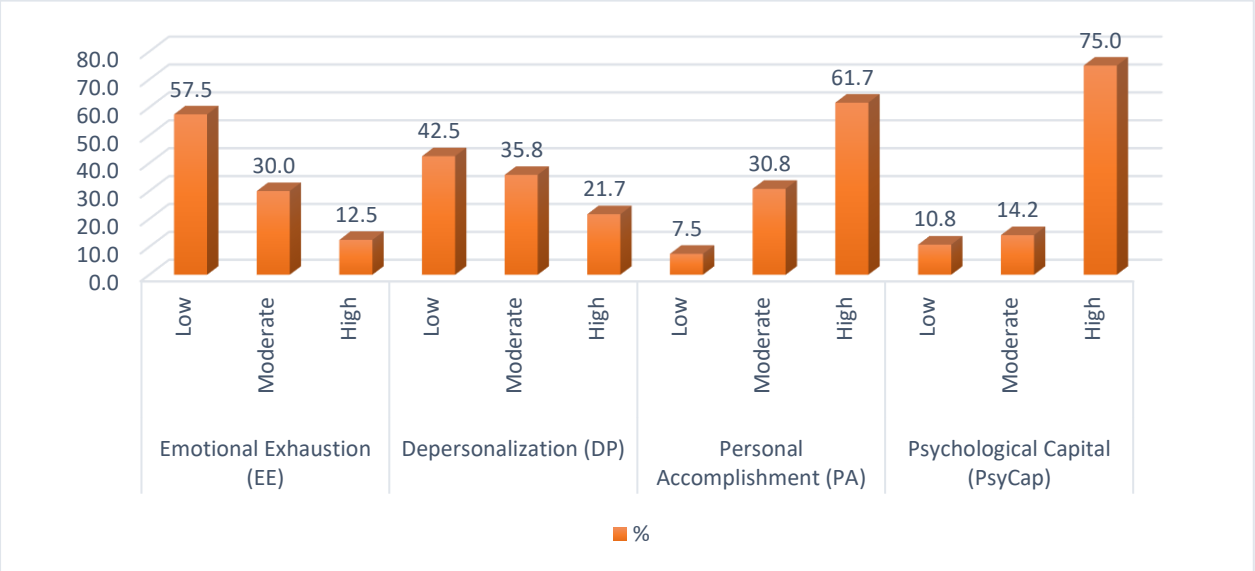


Figure 4.2 Prevalence of Burnout Dimensions and Psychological Capital Among Faculty

4.3 GENDER DIFFERENCES IN PSYCHOLOGICAL CAPITAL

An independent samples *t*-test was conducted to examine whether statistically significant gender differences existed on overall PsyCap and its four dimensions: Efficacy, Hope, Resilience, and Optimism. Levene's test for equality of variances was examined prior to interpretation. Results confirmed equal variances across all five dimensions (all Levene's $p > .05$); therefore, equal variances were assumed and the standard independent samples *t*-test values are reported. Results are presented in Table .

Table 4.3

Independent Samples t-Test: Gender Differences in Psychological Capital

Variable	Male M (SD) n = 40	Female F (SD) n = 80	*t*	*df*	*p*	*Cohen's d*
PsyCap (Total)	4.52 (1.33)	4.92 (.96)	.84	114	.40	.35
Efficacy	11.27 (3.68)	11.88 (2.83)	1.00	118	.32	.19
Hope	14.81 (4.91)	16.00 (3.49)	1.53	118	.12	.29
Resilience	9.13 (3.47)	10.74 (2.69)	2.79	118	.00	**.54***
Optimism	7.23 (2.12)	7.65 (1.82)	1.12	118	.26	.21

Note. M = Mean; SD = Standard Deviation. Levene's test confirmed equal variances for all PsyCap dimensions. Cohen's d interpretation: negligible < .20, small = .20–.49, medium = .50–.79, large ≥ .80 (Cohen, 1988). * p < .05. Bold values indicate the only statistically significant gender difference.

As presented in Table 4.3, female faculty reported marginally higher mean scores than male faculty across all five PsyCap dimensions. A statistically significant gender difference was observed only for Resilience, $t(118) = 2.79$, $p = .006$, Cohen's $d = .54$, reflecting a medium effect size. Female faculty ($M = 10.74$, $SD = 2.69$) scored significantly higher on Resilience

than male faculty (M = 9.13, SD = 3.47), indicating that female faculty in this sample possess a meaningfully stronger capacity for psychological resilience.

No statistically significant gender differences were found for PsyCap Total, $t(114)$ = 0.84, p = .40, Cohen's d = .35 (small); Efficacy, $t(118)$ = 1.00, p = .32, d = .19 (negligible); Hope, $t(118)$ = 1.53, p = .12, d = .29 (small); or Optimism, $t(118)$ = 1.12, p = .26, d = .21 (small). Although female faculty consistently reported higher mean scores, effect sizes were negligible to small (d range = .19–.35), confirming the absence of practically meaningful gender-based differences on these dimensions. These findings indicate that gender does not broadly differentiate PsyCap levels among faculty, with the sole and notable exception of resilience.

Given that Resilience was the only PsyCap dimension to yield a statistically significant gender difference, an error bar chart displaying mean scores (±1 SD) for male and female faculty was constructed to visually illustrate this finding. The figure is presented as Figure 4.3.

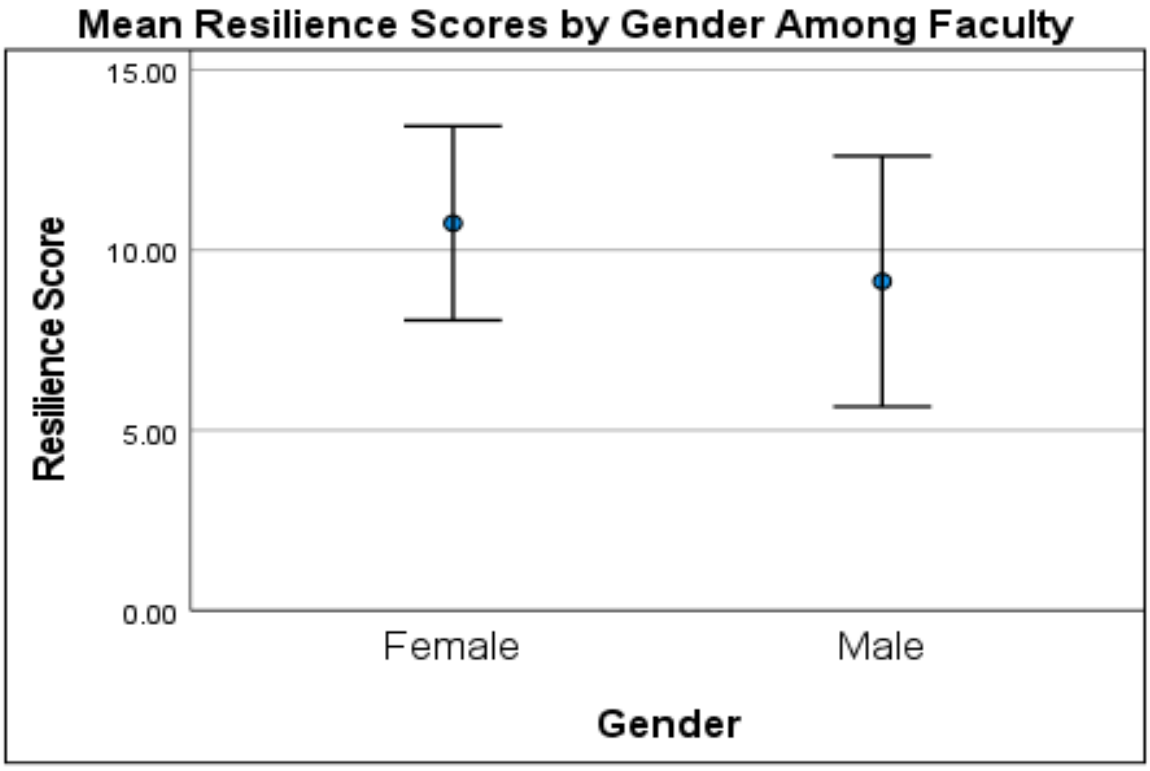


Figure 4.3 Mean resilience scores by gender among faculty

Note. Error bars represent ±1 standard deviation. Female n = 80 (M = 10.74, SD = 2.69); Male n = 40 (M = 9.13, SD = 3.47). Female faculty demonstrated significantly higher mean resilience scores, t(118) = 2.79, p = .006, Cohen's d = 0.54 (medium effect).

As illustrated in Figure 4.3, the mean Resilience score for female faculty (M = 10.74) is visibly higher than that for male faculty (M = 9.13). The female error bar is narrower, indicating less variability (SD = 2.69) compared to male faculty (SD = 3.47). The visual separation between the two group means, combined with a medium effect size (Cohen's d = .54), confirms that this difference is not only statistically significant but also practically meaningful.

4.4 GENDER DIFFERENCES IN BURNOUT

A second series of independent samples t-tests was conducted to examine gender differences across the three MBI burnout subscales: EE, PA, and DP. Levene's test indicated a violation of the homogeneity of variance assumption for Personal Accomplishment ($p < .05$); therefore, Welch's correction was applied and the corrected degrees of freedom (df = 61.76) are reported for that variable. Equal variances were assumed for EE and DP. Results are presented in Table .4

Table 4.4

Independent Samples t-Test: Gender Differences in Burnout

Variable	**Male M (SD) n = 40**	**Female F (SD) n = 80**	***t***	***df***	***p***	***Cohen's d***
Emotional Exhaustion(EE)	13.05 (9.76)	11.64 (9.77)	-.74	118	.45	-.14
Personal Accomplishment(PA)	22.35 (7.82)	23.49 (5.88)	.81	61.76	.42	.17
Depersonalization(D)	8.63 (6.60)	8.14 (5.60)	-.42	118	.67	-.08

Note. M = Mean; SD = Standard Deviation. PA is reverse-scored — higher scores indicate greater accomplishment and lower burnout risk. Welch's correction applied for Personal Accomplishment due to unequal variances (df = 61.76). Negative Cohen's d indicates male faculty scored higher than female faculty on that dimension. Cohen's d interpretation: negligible < .20, small = .20–.49, medium = .50–.79, large ≥ .80. No statistically significant gender differences were found across any burnout dimension (all p > .05).

As shown in Table 4.4, no statistically significant gender differences were found on any of the three MBI burnout dimensions. Male faculty reported marginally higher mean Emotional

Exhaustion (M = 13.05, SD = 9.76) compared to female faculty (M = 11.64, SD = 9.77); however, this difference was not statistically significant, $t(118) = -.74$, $p = .45$, Cohen's $d = -.14$ (negligible effect). The negative sign of Cohen's d reflects that male faculty scored higher on EE; however, the negligible magnitude ($|d| = .14$) confirms this difference is not practically meaningful.

For Personal Accomplishment, female faculty (M = 23.49, SD = 5.88) scored marginally higher than male faculty (M = 22.35, SD = 7.82), t (61.76) = .81, p = .42, Cohen's d = .17 (negligible). As PA is reverse-scored, higher scores reflect a stronger sense of professional accomplishment and lower burnout risk. No significant gender difference was found for Depersonalization either, t (118) = −.42, p = .67, Cohen's d = −.08 (negligible). Effect sizes across all three burnout dimensions were uniformly negligible ($|d|$ range = .08–.17), confirming that burnout is not a gender-differentiated phenomenon in this faculty sample.

4.5 RELATIONSHIP BETWEEN BURNOUT DIMENSIONS AND PSYCHOLOGICAL CAPITAL

Pearson product-moment correlation coefficients were computed to examine the inter-relationships among the three MBI burnout subscales (EE, DP, PA) and total PsyCap scores. The correlation matrix is presented in Table .

Table 4.5

Pearson Correlation Matrix for Burnout Dimensions and Psychological Capital (N = 120)

Variable	1	2	3	4
1. EE (Emotional Exhaustion)	—			
2. DP (Depersonalization)	**.592****	—		
3. PA (Personal Accomplishment)	-.108	.026	—	
4. PsyCap (Total)	-.059	-.032	**.599****	—

Note. EE = Emotional Exhaustion; DP = Depersonalization; PA = Personal Accomplishment; PsyCap = Psychological Capital. ** p < .01 (2-tailed).

As presented in Table 4.5, a significant positive correlation was found between Emotional Exhaustion and Depersonalization (r = .592, p < .001), indicating that faculty reporting higher emotional depletion also tended to exhibit greater psychological detachment and cynicism toward

their work. This pattern is consistent with the theoretical structure of the MBI, in which EE and DP are conceptualised as mutually reinforcing core components of burnout.

A significant positive correlation was also found between Personal Accomplishment and PsyCap Total (r = .599, p < .001). Since low PA indicates burnout risk on the MBI, this finding suggests that faculty with higher psychological capital are significantly more likely to maintain a strong sense of professional accomplishment and are consequently at lower risk of burnout on this dimension. This is the most substantively significant finding of the study.

All remaining correlations were non-significant. PsyCap Total was not significantly related to EE (r = −.059, p = .521) or DP (r = −.032, p = .732), and PA did not significantly correlate with EE (r = −.108, p = .242) or DP (r = .026, p = .775). These findings suggest that PsyCap's protective influence in this sample operates specifically through the PA dimension, rather than through a broad attenuation of emotional exhaustion or depersonalization.

To visually illustrate the significant positive correlation between PsyCap and Personal Accomplishment, a scatterplot with an ordinary least squares linear regression fit line was constructed. This is presented as Figure 4.5

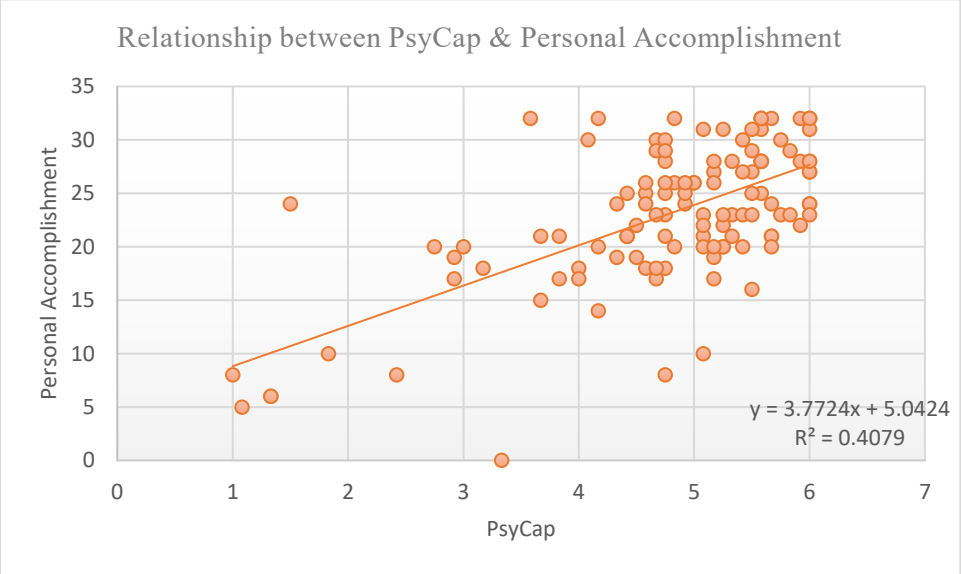


Figure 4.5 Scatterplot Depicting the Relationship Between Psychological Capital and Personal Accomplishment Among Faculty

Note. PCQ Total = Psychological Capital Questionnaire total score (PCQ-24); MBIPA = Personal Accomplishment subscale of the Maslach Burnout Inventory. PA is reverse-scored — higher scores indicate greater sense of professional accomplishment and lower burnout risk. The solid line represents the OLS linear regression fit (y = 3.77x + 5.04). r = .599, p < .001, R^2 = .41.

As depicted in Figure 4.5, the scatterplot reveals a clear upward diagonal trend consistent with the significant positive correlation reported in Table 4.5. The regression equation ($y = 3.77x + 5.04$) indicates that for each one-unit increase in PsyCap score, Personal Accomplishment increases by approximately 3.77 points. The coefficient of determination ($R^2 = .41$) demonstrates that PsyCap accounts for approximately 41% of the variance in PA scores, representing a substantial and practically meaningful proportion of explained variance. These findings confirm PsyCap as a significant psychological resource that buffers against the erosion of professional efficacy among faculty.

4.6 SUMMARY OF FINDINGS

Taken together, the results indicate that burnout and gender do not intersect significantly in this faculty sample, neither burnout dimensions nor PsyCap (with the exception of resilience) differed meaningfully by gender. The most substantively important finding emerging from this chapter is the strong positive relationship between PsyCap and Personal Accomplishment ($r = .599$, $p < .001$, $R^2 = .41$), which suggests that faculty with greater psychological resources are more likely to retain a sense of professional efficacy and are at lower risk for the burnout dimension associated with diminished accomplishment. These findings are discussed in detail in Chapter 5 in relation to existing literature on PsyCap, occupational burnout, and faculty well-being in higher education

CHAPTER V

FINDINGS, CONCLUSIONS, FUTURE IMPLICATIONS & SUGGESTIONS

CHAPTER V

FINDINGS, CONCLUSION, FUTURE IMPLICATIONS & SUGGESTIONS

The purpose of the present chapter is to interpret and contextualise those findings within the existing body of empirical and theoretical literature on Psychological Capital (PsyCap) and occupational burnout in higher education. The chapter is organised around the four objectives of the study: (a) assessing the prevalence of PsyCap and burnout among higher education faculty members, (b) examining gender-based differences in PsyCap, (c) examining gender-based differences in burnout, and (d) investigating the relationship between PsyCap and burnout. Each objective and its corresponding null hypothesis are addressed in turn. The chapter proceeds with a discussion of theoretical and practical implications, followed by an acknowledgement of the study's limitations and recommendations for future research. The chapter concludes with a summary of the key findings and their significance for the field of positive organisational psychology and higher education administration.

Three null hypotheses guided the investigation. The first ($H0_1$) stated that there is no significant relationship between psychological capital and burnout among faculty members. The second ($H0_2$) stated that there is no significant gender-based difference in psychological capital among higher education faculty members. The third ($H0_3$) stated that there is no significant gender-based difference in burnout among higher education faculty members. The results provided grounds for the partial rejection of $H0_1$ and $H0_2$, while $H0_3$ was fully retained. These outcomes are elaborated in the sections that follow.

5.1 INTERPRETATION OF THE FINDINGS

The findings of the present study are interpreted in the context of the literature reviewed in Chapter II. While the sample was drawn from a specific regional context, namely higher education institutions in Jammu, India, the patterns that emerged are broadly consistent with international research on PsyCap, burnout, and faculty well-being. Each finding is discussed below in relation to the four study objectives.

Research Objective 1: Prevalence of Psychological Capital and Burnout Among Faculty

The first objective of the study was to assess the prevalence of PsyCap and burnout among the faculty sample. The results indicated that the majority of participants (75%) reported

high levels of overall PsyCap, with only 10.8% and 14.2% falling in the low and moderate categories respectively. This finding suggests that faculty in the present sample, the majority of whom had more than five years of teaching experience, have developed substantial positive psychological resources over the course of their careers. This is consistent with the position advanced by Luthans & Morgan, (2017) that PsyCap, while state-like and developable, tends to consolidate and strengthen as individuals accrue professional experience, receive performance feedback, and successfully navigate occupational challenges.

The burnout prevalence data presented a more nuanced picture across the three MBI subscales. With respect to Emotional Exhaustion (EE), 57.5% of faculty fell in the low category, suggesting that the majority had not experienced significant emotional depletion at the time of data collection. However, 30% reported moderate EE and 12.5% reported high EE, which collectively indicate that a meaningful minority of faculty were experiencing clinically significant levels of emotional fatigue. These figures are lower than those reported in broader national and international surveys. For instance, Minihan et al., (2022) reported that over 82% of teachers experienced burnout symptoms following the COVID-19 pandemic. The comparatively lower EE rates observed here may reflect the resilience of an experienced, long-tenured sample, or may indicate that the particular institutions sampled had maintained relatively conducive working environments during data collection.

The pattern for Depersonalization (DP) was notably more concerning. Over 57% of faculty exhibited some degree of depersonalization toward their work, with 21.7% falling in the high category. Depersonalization, characterised by psychological detachment, cynicism, and a reduced sense of connection to one's professional role and to the students or colleagues one serves is widely regarded as the interpersonal core of the burnout syndrome and is particularly consequential for teaching quality and student engagement Maslach & Leiter, (2016). The elevated prevalence of depersonalization in an otherwise high-PsyCap sample is a theoretically interesting finding. It suggests that even individuals with strong positive psychological resources may develop attitudinal detachment as a self-protective coping mechanism in response to cumulative interpersonal demands, institutional pressures, and role ambiguity, conditions that are characteristic of contemporary Indian higher education (Blix et al., (1994).

Personal Accomplishment (PA) showed the most protective pattern: 61.7% of faculty scored in the high PA category, indicating a strong and sustained sense of professional efficacy. Since PA is reverse-scored on the MBI such that high scores reflect lower burnout risk, this finding confirms that the majority of faculty in this sample continue to derive meaningful satisfaction and a sense of competence from their work. Only 7.5% fell in the low PA category, which represents a burnout risk on this dimension. Taken together, the prevalence data indicate that the faculty in this sample are a psychologically resourced group whose burnout vulnerability is most concentrated in the domain of depersonalization, a finding that has targeted implications for institutional intervention strategies.

Research Objective 2: Gender-Based Differences in Psychological Capital

The second objective was to examine whether gender-based differences existed in PsyCap among the faculty sample. The null hypothesis ($H0_2$) stated that no significant gender-based difference in PsyCap would be found. The results led to the partial rejection of this hypothesis. Across five PsyCap variables (total PsyCap, Efficacy, Hope, Resilience, and Optimism), female faculty consistently reported higher mean scores than male faculty; however, a statistically significant difference with a practically meaningful effect size was observed only for Resilience, $t(118) = 2.79$, $p = .006$, Cohen's $d = 0.54$. Female faculty ($M = 10.74$, $SD = 2.69$) scored significantly higher on Resilience than male faculty ($M = 9.13$, $SD = 3.47$), with the medium effect size confirming that this difference is practically as well as statistically meaningful. Gender differences on all remaining PsyCap dimensions were non-significant, with negligible-to-small effect sizes (Cohen's d range = .19–.35).

The finding that female faculty demonstrated significantly higher resilience is consistent with theoretical accounts of resilience as a state-like resource that is cultivated in response to adversity and repeated experiences of recovery Masten et.al., (2001); Luthans & Youssef-Morgan,(2017). Female faculty members in India frequently navigate a distinctive constellation of professional and sociocultural pressures, including balancing domestic responsibilities with academic work, managing gender-related stereotypes in male-dominated institutional hierarchies, and confronting limited representation in leadership positions (Abouserie, 1996). The sustained navigation of these challenges over the course of a career may necessitate and thereby cultivate greater psychological resilience. In other words, the higher resilience observed among female faculty in the present study may be understood not

merely as an intrinsic advantage, but as a resource forged through the repeated experience of adversity and recovery that characterises the lived reality of many women in Indian academia.

This interpretation is broadly consistent with the literature on psychological capital and gender in occupational settings. Adil and Kamal, (2016), in a study of employees in Pakistan, found no overall gender difference in total PsyCap, which aligns with the present study's finding that total PsyCap did not differ significantly by gender. Similarly, Kan and Yu, (2016) found that PsyCap functioned as an equally relevant protective resource for both male and female bank employees in China, further suggesting that gender does not broadly differentiate PsyCap levels, even if specific dimensions such as resilience may emerge as gender-differentiated in particular occupational or cultural contexts. The pattern observed here—female faculty scoring higher only on resilience while the remaining PsyCap dimensions were equivalent—adds important nuance to the existing literature by identifying resilience as a dimension that may be particularly responsive to gendered occupational experiences.

The comparatively greater variability in resilience scores among male faculty (SD = 3.47 versus SD = 2.69 for females) also warrants attention. This suggests greater heterogeneity in resilience capacity among male faculty, which may reflect differential exposure to adversity, variation in socialisational norms around seeking support, or simply a wider range of career experiences in the male subsample. Future research with larger and more diverse samples would be better positioned to explore the sources of this variability.

Research Objective 3: Gender-Based Differences in Burnout

The third objective was to examine gender-based differences in burnout across the three MBI subscales. The null hypothesis ($H0_3$) stated that no significant gender-based differences in burnout would be found. This hypothesis was fully retained. No statistically significant gender differences were observed for Emotional Exhaustion [$t(118) = -0.74$, $p = .45$, $d = -0.14$], Personal Accomplishment [$t(61.76) = 0.81$, $p = .42$, $d = 0.17$], or Depersonalization [$t(118) = -0.42$, $p = .67$, $d = -0.08$]. Effect sizes across all three dimensions were uniformly negligible ($|d|$ range = .08–.17), confirming the absence of practically meaningful gender differences in burnout in this sample.

The retention of $H0_3$ is consistent with contemporary empirical literature that challenges the assumption that burnout is inherently a gendered phenomenon. Liu and Du, (2024), in a structural equation modelling study of Chinese EFL educators, found that gender did not significantly moderate the direct or indirect effects of PsyCap on teacher burnout, with the mediation model remaining equally robust for male and female teachers. Freire et al., (2020) similarly found that while gender was entered as a covariate in their analysis, it did not emerge as a significant predictor of any burnout dimension after controlling for PsyCap and flourishing. These findings collectively suggest that when relevant occupational and psychological variables are taken into account, gender per se does not independently drive burnout outcomes among teaching professionals.

The absence of gender differences in burnout in the present study may also be partly attributable to the demographic characteristics of the sample. The majority of participants (64.2%) had more than five years of teaching experience, and most were above 40 years of age (53.3%). Research has suggested that experienced faculty members, irrespective of gender, tend to develop stable professional identities, adaptive coping strategies, and institutional support networks that buffer against burnout over time Lackritz,(2004); Koller & Hicks,(2016). The high levels of PsyCap reported across the sample may have further homogenised burnout risk, reducing the likelihood of gender-differentiated patterns emerging. As Bakker and Demerouti, (2017) proposed within the Job Demands-Resources (JD-R) framework, when personal resources are sufficiently high, they buffer the relationship between job demands and strain outcomes, potentially equalising burnout risk across demographic groups.

It is also important to note that earlier studies linking gender to burnout particularly those positioning female professionals as more vulnerable to emotional exhaustion due to work-family conflict—were often conducted in contexts marked by greater structural inequalities and less institutional awareness of faculty well-being Wang et al., (2012). The evolving landscape of Indian higher education, with increasing policy emphasis on staff welfare, flexible working arrangements, and institutional diversity, may be gradually attenuating some of the structural conditions that historically produced gender differences in burnout. The findings of the present study may reflect this shift and underscore the importance of examining gender and burnout within specific socio-institutional contexts rather than treating gender as a universal risk factor.

Research Objective 4: Relationship Between Psychological Capital and Burnout

The fourth and most theoretically central objective of the study was to investigate the relationship between PsyCap and burnout dimensions. The null hypothesis ($H0_1$) stated that no significant relationship exists between PsyCap and burnout. This hypothesis was partially rejected on the basis of a strong and significant positive correlation between total PsyCap and Personal Accomplishment, $r(118) = .599$, $p < .001$. The regression analysis further established that PsyCap accounted for approximately 41% of the variance in PA scores ($R^2 = .41$), representing a large and practically meaningful proportion of explained variance. The hypothesis was retained, however, with respect to the absence of significant associations between PsyCap and Emotional Exhaustion ($r = -.059$, $p = .521$) and Depersonalization ($r = -.032$, $p = .732$).

The strong positive association between PsyCap and Personal Accomplishment is the most substantively important finding of the present study. Personal Accomplishment on the MBI reflects the faculty member's subjective sense of professional competence, meaningful contribution, and continued effectiveness in their role Maslach & Jackson, (1981). Psychological Capital, comprising self-efficacy (confidence in one's ability to execute demanding tasks), hope (goal-directed motivation and pathway generation), resilience (capacity to recover and grow from adversity), and optimism (positive future orientation)—provides a psychological infrastructure that directly sustains these beliefs about professional competence and effectiveness. High self-efficacy, in particular, is conceptually proximate to Personal Accomplishment, as both constructs tap into the individual's appraisal of their own capability within their professional domain. The finding that PsyCap collectively explains 41% of the variance in PA scores underscores the strength of this conceptual overlap and confirms that building positive psychological resources among faculty has a substantive bearing on their sustained sense of professional accomplishment.

These results are congruent with the extant literature on PsyCap and burnout in educational settings. Altınkurt et al., (2015) found that higher PsyCap levels in teachers were significantly associated with lower burnout, with the relationship between PsyCap and personal accomplishment being particularly robust. López-Núñez et al., (2020) similarly demonstrated that PsyCap predicted significant reductions in burnout and improvements in personal accomplishment in a sample of 517 workers from diverse professional sectors, leading these authors to suggest that personal accomplishment may function more as a personal

psychological resource than as a passive burnout symptom. This reconceptualization is theoretically important and is reinforced by the findings of the present study, in which PsyCap explained nearly half the variance in PA scores, a magnitude that would be expected if PA and PsyCap were drawing upon overlapping positive psychological resources rather than one simply predicting the other from outside. Freire et al., (2020) extended this understanding by demonstrating that PsyCap predicted all three burnout dimensions among teachers, with the effect on personal accomplishment being strongest, mediated by faculty flourishing.

The absence of significant correlations between PsyCap and Emotional Exhaustion or Depersonalization in the present study requires careful consideration. This finding appears to diverge from some studies that have reported significant negative associations between PsyCap and all three burnout dimensions, particularly among nursing and healthcare populations Orgambídez et al.,(2025); Estiri et al.,(2016). However, several contextual and methodological factors may explain this divergence. First, the prevalence data established that most faculty in this sample reported low-to-moderate EE and DP scores, creating a restricted range of scores on these dimensions. Restricted range attenuates correlation coefficients, making it statistically more difficult to detect associations even where they may exist in principle. Second, the JD-R framework proposes that personal resources like PsyCap most directly buffer the relationship between job demands and burnout, particularly for the health-impairment pathway that leads to EE and DP Bakker & Demerouti, (2017). In the absence of direct measures of job demands in the present study, it is not possible to establish whether PsyCap would have shown significant negative associations with EE and DP under conditions of higher occupational stress. Third, prior research has demonstrated that PsyCap's protective effects on EE and DP often operate through mediating variables such as perceived organizational support, job satisfaction, and flourishing, rather than through direct relationships Tang et al.,(2023); Freire et al.,(2020). A study design that incorporates these mediating variables would be better positioned to capture the indirect pathways through which PsyCap protects against all dimensions of burnout.

The significant positive correlation between Emotional Exhaustion and Depersonalization ($r = .592$, $p < .001$) observed in the present study is consistent with the theoretical structure of the MBI and the empirically well-established finding that EE and DP are the core, mutually reinforcing components of the burnout syndrome Maslach et al.,(2001). Faculty who experience sustained emotional depletion progressively develop psychological detachment and cynicism as a self-protective mechanism, a process described in the clinical

literature as the burnout cascade. The replication of this well-documented pattern in the present Indian faculty sample confirms the construct validity of the MBI in this context and affirms that the theoretical structure of burnout, as articulated by Maslach and Jackson, (1981), applies to higher education faculty across cultural settings.

5.2 IMPLICATIONS FOR THEORY AND RESEARCH

The findings of the present study have implications for two theoretical frameworks that have been central to research on burnout and positive psychological resources: the Job Demands-Resources (JD-R) model and Psychological Capital theory.

5.3 JOB DEMANDS-RESOURCES MODEL

Bakker and Demerouti's, (2017) JD-R model proposes that occupational outcomes are determined by the interplay between job demands and job resources, with personal resources such as PsyCap serving as significant buffers against the negative consequences of demanding work environments. The present findings are theoretically consistent with this framework. The strong association between PsyCap and Personal Accomplishment, one of the three MBI burnout dimensions, aligns with the JD-R model's motivational pathway, which posits that job and personal resources foster engagement, goal pursuit, and a sense of efficacy by sustaining the psychological energy and confidence required for effective performance. In a sample where job demands were largely experienced at manageable levels (as suggested by the relatively low EE and DP scores), the motivational function of PsyCap in sustaining Personal Accomplishment emerged as the dominant process.

Conversely, the absence of significant associations between PsyCap and EE or DP is consistent with the JD-R model's health-impairment pathway, which is driven primarily by chronic and overwhelming job demands rather than by deficits in personal resources alone. Under relatively low demand conditions, the buffering function of PsyCap against exhaustion and depersonalization may not be statistically detectable, as there is little objective strain for it to buffer. Future applications of the JD-R model in Indian higher education should incorporate explicit measures of job demands such as teaching workload, administrative burden, role conflict, and interpersonal demands to enable a more complete examination of the demand-resource interaction as it pertains to faculty burnout.

5.4 PSYCHOLOGICAL CAPITAL THEORY

Luthans and Youssef-Morgan (2017) proposed that PsyCap functions as a higher-order construct whose four HERO components, Hope, Efficacy, Resilience, and Optimism—

synergistically reinforce one another and collectively predict positive work outcomes more strongly than any individual component in isolation. The present study's finding that total PsyCap explained 41% of the variance in Personal Accomplishment provides strong empirical support for this proposition in the context of Indian higher education faculty. The large explained variance suggests that the synergistic combination of hope, self-efficacy, resilience, and optimism creates a cumulative protective force that is substantially greater than the sum of its individual parts.

The specific finding that female faculty demonstrated significantly higher resilience—one of the four PsyCap components, further supports Luthans and Youssef-Morgan's, (2017) contention that PsyCap components, while forming a coherent higher-order construct, retain their individual theoretical distinctiveness and may be differentially influenced by contextual and biographical factors. Resilience, defined as the capacity to bounce back from adversity and to sustain adaptive functioning under conditions of significant stress Masten,(2001), appears to be a PsyCap dimension that is particularly responsive to the gendered occupational and social demands experienced by female faculty in Indian higher education. This finding suggests that PsyCap theory, developed primarily in Western and corporate contexts, requires contextual refinement when applied to educational settings in South Asian societies, where gender-specific stressors may differentially shape individual PsyCap profiles.

5.5 IMPLICATIONS FOR PRACTICE

Beyond their theoretical significance, the findings of the present study carry several concrete implications for higher education administrators, faculty development professionals, and institutional policy-makers.

First, the strong positive relationship between PsyCap and Personal Accomplishment establishes psychological capital as a modifiable and institution-relevant determinant of a critical burnout dimension among faculty. Since PsyCap is explicitly characterised as a state-like rather than a fixed trait resource, it is amenable to targeted development through structured intervention Luthans & Youssef-Morgan,(2017); Luthans et al., (2015). Higher education institutions should consider embedding PsyCap development initiatives within their faculty welfare programmes, including structured workshops designed to enhance self-efficacy (through mastery experiences and vicarious learning), hope (through goal-setting and pathway planning activities), resilience (through adversity reframing and support network development), and optimism (through cognitive restructuring and strength-based feedback).

Research has demonstrated that even brief PsyCap interventions of two to three hours produce measurable and sustained improvements in psychological resources and associated work outcomes Luthans et al., (2015).

Second, the elevated prevalence of depersonalization—the most prevalent burnout dimension in this sample, signals a specific and urgent target for institutional intervention. Even among faculty who maintain high PsyCap and a strong sense of personal accomplishment, the gradual erosion of emotional connection to one's work and to students can undermine teaching quality and collegial relationships in ways that are not immediately visible but cumulatively consequential Lackritz, (2004); Maslach & Leiter,(2016). Institutions should invest in creating structured opportunities for faculty to reconnect with the intrinsic meaning of their work, through peer reflection communities, mentoring networks, public recognition of teaching and research excellence, and regular collegial engagement activities. These mechanisms serve not only to sustain engagement but also to signal institutional recognition and care, factors known to counteract the social withdrawal that characterises depersonalization.

Third, the finding that female faculty demonstrated significantly higher resilience than their male counterparts has implications for gender-responsive faculty support. While higher resilience in female faculty may reflect an adaptive strength, it may equally reflect the necessity of psychological adaptation in the face of additional structural and sociocultural pressures. Institutions should not interpret the higher resilience of female faculty as evidence that they require less support; rather, they should ensure that the structural conditions that necessitate heightened resilience are themselves addressed through equitable workload policies, transparent promotion criteria, mentoring opportunities for women in senior academic roles, and family-supportive institutional arrangements. For male faculty, who demonstrated greater variability in resilience and marginally lower mean resilience scores, targeted resilience-building support may be beneficial, alongside institutional cultures that normalise the seeking of professional and psychological support.

Fourth, the absence of significant gender differences in burnout supports the design of universal, inclusive faculty wellness programmes rather than strictly gender-targeted interventions. Burnout in this sample appears to be an organisational and occupational phenomenon experienced similarly across gender lines, suggesting that institution-wide strategies—such as workload rationalisation, administrative burden reduction, enhanced collegial support structures, and transparent performance management are likely to yield the

most broadly equitable and cost-effective outcomes. This is consistent with the position advanced by Freire et al., (2020) that building shared positive psychological resources and flourishing within the entire teaching workforce provides more sustainable protection against burnout than differential programming by demographic group.

5.6 LIMITATIONS OF THE STUDY

The present study makes a meaningful contribution to the understanding of PsyCap and burnout among Indian higher education faculty; however, several limitations must be acknowledged.

First, since data was collected only from institutions in Jammu using purposive sampling, the findings may not apply to faculty across other regions of India.

Second, this study used a cross-sectional design, meaning data was collected at one point in time. Because of this, we cannot say whether PsyCap causes changes in burnout or the other way around (Williams et al., 2015)

Third, the study did not measure job demands like workload or role conflict, which makes it difficult to fully test the JD-R model. Also, since faculty filled out the questionnaire themselves, some may have given socially desirable answers, affecting the accuracy of responses (Bakker & Demerouti, 2017).

Fourth, the adapted MBI scoring range (0–4) departs from the original (0–6) scale (Maslach & Jackson, 1981), limiting direct cross-study comparisons with international literature.

5.7 RECOMMENDATIONS FOR FUTURE RESEARCH

Building on the findings and limitations described above, several directions for future research are recommended. First, future studies should employ longitudinal or quasi-experimental designs to track changes in PsyCap and burnout dimensions across academic terms, allowing examination of the developmental and causal dynamics of the PsyCap–burnout relationship. Intervention studies that experimentally manipulate PsyCap through structured training programmes and assess subsequent burnout outcomes would provide the strongest evidence of causality and practical utility.

Second, future research should examine individual PsyCap components, self-efficacy, hope, resilience, and optimism, as separate predictors of specific burnout dimensions, rather than relying exclusively on total PsyCap as a composite predictor. This disaggregated approach

would clarify which positive psychological resources are most specifically protective against emotional exhaustion, depersonalization, and diminished personal accomplishment respectively, enabling more targeted and efficient institutional interventions.

Third, given that the present study found that PsyCap's protective effects were most evident for Personal Accomplishment, future research should examine potential mediating variables, such as flourishing Freire et al.,(2020), job satisfaction, and perceived organizational support Tang et al., (2023)in the relationship between PsyCap and the remaining burnout dimensions. Mediation analysis using structural equation modelling, with adequate sample sizes to ensure statistical power, would be particularly informative.

Fourth, future studies should compare PsyCap and burnout profiles across different types of higher education institutions in Jammu and Kashmir, to determine whether institutional type moderates the PsyCap–burnout relationship. This would have direct implications for region-specific higher education policy and welfare planning. Additionally, comparative studies examining how PsyCap and burnout profiles differ between faculty in urban and rural Indian academic settings would contribute to a more contextually grounded understanding of occupational well-being in Indian higher education.

Finally, qualitative research methods, such as in-depth interviews or focus groups with faculty would add important depth to the quantitative findings by capturing the subjective meanings that faculty attach to their psychological resources, their experiences of burnout, and the institutional and interpersonal factors they regard as most influential in shaping their professional well-being. Mixed-methods designs that integrate quantitative PsyCap and burnout data with qualitative narratives would offer the most comprehensive understanding of the phenomenon.

5.8 CONCLUSION

The present study examined Psychological Capital and burnout among 120 higher education faculty members in Jammu, India, with the aim of assessing the prevalence of these constructs, exploring gender-based differences, and investigating the nature of the PsyCap–burnout relationship. The findings make a meaningful contribution to the growing literature on positive psychological resources and occupational well-being in Indian higher education.

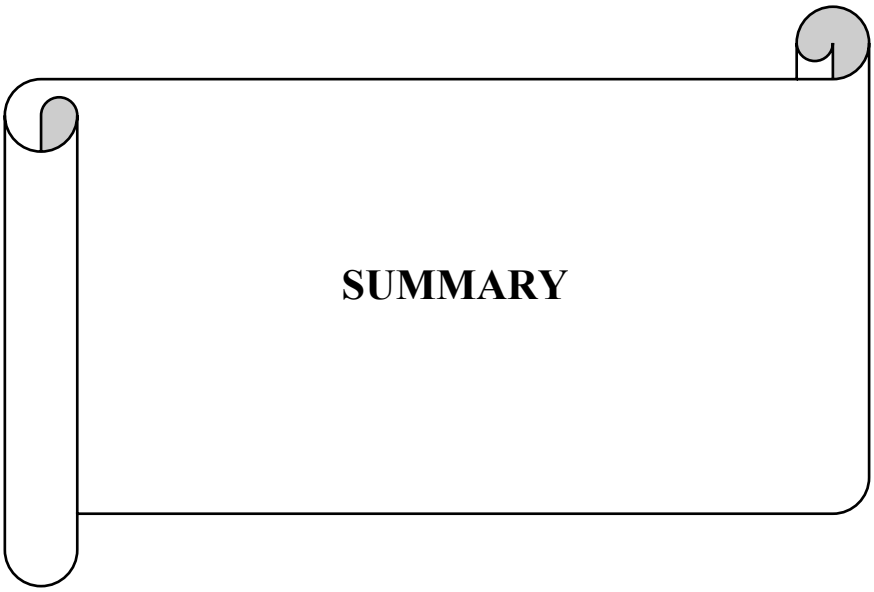
The study revealed that the large majority of faculty possessed high levels of PsyCap, while burnout patterns were heterogeneous across the three MBI dimensions. Depersonalization emerged as the most prevalent burnout concern, affecting over 57% of faculty to some degree, even within a sample characterised by strong psychological resources and a largely intact sense of professional accomplishment. This finding highlights the importance of distinguishing between burnout dimensions in research and intervention design, rather than treating burnout as a unidimensional construct.

With respect to gender, the study found that female faculty demonstrated significantly higher resilience, a medium effect size (Cohen's $d = 0.54$), while no significant gender differences were observed on any burnout dimension. The former finding may reflect the adaptive psychological demands placed upon female faculty navigating gendered occupational structures in Indian academia, while the latter finding affirms that burnout risk is a shared occupational concern that transcends gender. These findings together suggest that gender-responsive faculty welfare policies should address the structural conditions that necessitate heightened resilience among women without assuming that male faculty are immune to burnout vulnerability.

The most consequential finding of the study is the strong positive correlation between total PsyCap and Personal Accomplishment ($r = .599$, $p < .001$, $R^2 = .41$). This finding establishes PsyCap as a significant psychological determinant of the burnout dimension most centrally concerned with a faculty member's sense of professional efficacy and meaningful contribution. Since PsyCap is a developable resource, this finding carries a hopeful practical implication: investing in the psychological capital of faculty is not merely a matter of individual welfare, but a strategic institutional investment in the quality and sustainability of higher education. Faculty who experience themselves as hopeful, confident, resilient, and optimistic are substantially more likely to sustain the sense of professional accomplishment that underpins effective teaching, productive research, and meaningful mentorship of students.

In conclusion, the present study affirms that positive psychological resources and the prevention of burnout are not peripheral concerns in academic governance but are central to the fulfilment of the university's core mission. Higher education institutions in Jammu and across India would be well served by developing systemic, evidence-based strategies to assess, nurture, and protect the psychological capital of their faculty, recognising that the well-being

of educators is inseparable from the quality of education they provide and from the intellectual, personal, and professional development of the students in their care.



SUMMARY

SUMMARY

TOPIC: A COMPARATIVE STUDY OF PSYCHOLOGICAL CAPITAL AND BURNOUT AMONG FACULTY MEMBERS ACROSS GENDER

The present study was undertaken to examine the relationship between Psychological Capital (PsyCap) and occupational burnout among higher education faculty members in Jammu, India, with a specific focus on gender-based differences. Faculty burnout has emerged as a critical concern in higher education globally, intensified significantly by the COVID-19 pandemic, which pushed burnout rates among teachers beyond 82% (Minihan et al., 2022). In the Indian context, cultural and gendered role expectations further complicate this picture, as female faculty often navigate the dual burden of professional responsibilities and domestic demands, while male faculty contend with societal pressures around performance and emotional restraint. Despite this, very little research has explored how positive psychological resources, particularly PsyCap, interact with gender to buffer burnout among Indian faculty. The present study was designed to address this gap.

The problem was formally stated as a comparative study of Psychological Capital and burnout among faculty members across gender.

Four objectives guided the investigation, namely:

- To assess the prevalence of PsyCap and burnout among higher education faculty.
- To examine gender-based differences in PsyCap.
- To examine gender-based differences in burnout.
- To investigate the relationship between PsyCap and the three dimensions of burnout.

Three corresponding null hypotheses were formulated, stating that:

- No significant gender difference exists in PsyCap (H01).
- No significant gender difference exists in burnout among the faculty sample (H02).
- No significant relationship exists between PsyCap and burnout (H03)

A cross-sectional survey design was employed. A total of 120 faculty members, comprising 80 female and 40 male participants aged between 26 and 60 years, were selected through

purposive sampling from three higher education institutions in Jammu. Data were collected using two standardised instruments: the Psychological Capital Questionnaire (PCQ-24), which measures self-efficacy, hope, resilience, and optimism, and the Maslach Burnout Inventory (MBI), which assesses emotional exhaustion, depersonalization, and personal accomplishment. Data were analysed using descriptive statistics, independent samples t-tests, and Pearson product-moment correlation.

The findings revealed that the majority of faculty (75%) reported high overall PsyCap, indicating a psychologically resourced sample. With respect to burnout, depersonalization emerged as the most prevalent dimension, with over 57% of faculty exhibiting some degree of psychological detachment, while emotional exhaustion was reported at high levels by only 12.5% of participants and personal accomplishment was rated high by 61.7%. Regarding gender differences in PsyCap, H02 was partially rejected as female faculty scored significantly higher on resilience than their male counterparts, $t(118) = 2.79$, $p = .006$, Cohen's $d = 0.54$, a medium effect, while no significant differences were found on total PsyCap, self-efficacy, hope, or optimism. H03 was fully retained, as no statistically significant gender differences were observed on any burnout dimension, with uniformly negligible effect sizes ($|d| = .08$ to .17), confirming that burnout is not a gender-differentiated phenomenon in this sample. H01 was partially rejected on the basis of a strong positive correlation between total PsyCap and personal accomplishment, $r(118) = .599$, $p < .001$, with PsyCap accounting for approximately 41% of the variance in personal accomplishment scores ($R^2 = .41$). No significant associations were found between PsyCap and emotional exhaustion or depersonalization.

The study concludes that Psychological Capital, encompassing the synergistic combination of hope, self-efficacy, resilience, and optimism, functions as a significant psychological resource that sustains faculty members' sense of professional efficacy and protects against the dimension of burnout most centrally linked to professional identity. The higher resilience observed among female faculty is interpreted as a resource cultivated through sustained navigation of gendered occupational challenges in Indian academia, rather than an intrinsic advantage. The elevated prevalence of depersonalization across the sample, irrespective of gender, signals an urgent target for institutional intervention. Since PsyCap is a state-like and developable resource, the findings carry meaningful practical implications, affirming that institutional investment in faculty psychological capital represents not merely a welfare concern but a strategic commitment to the quality, sustainability, and effectiveness of higher education..

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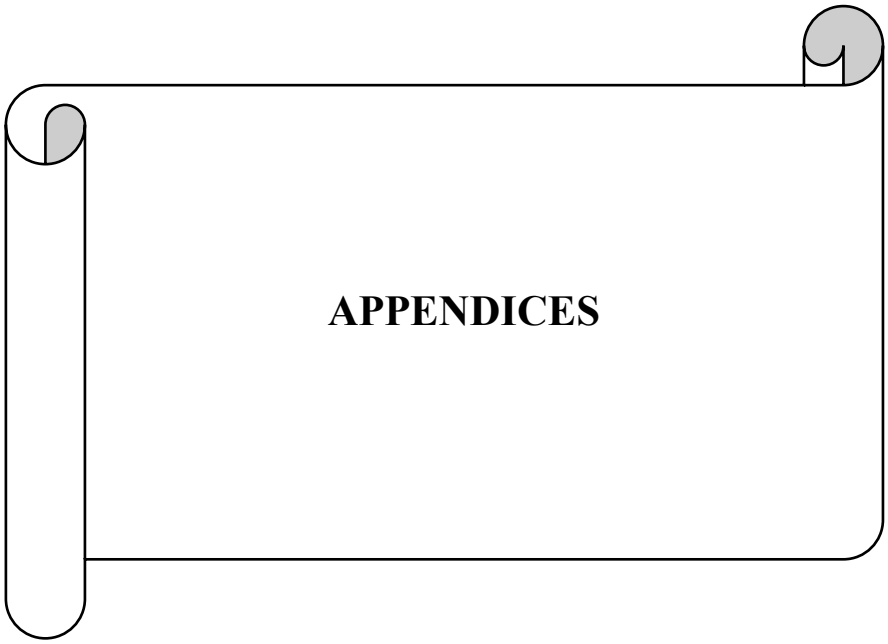
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APPENDICES

APPENDICES

APPENDIX-A

Psychological Capital Questionnaire (PCQ-12) Self-Rater Short Form

Name: _____

Date: _____

Instructions: Below are statements that describe how you may think about yourself right now. Use the following scale to indicate your level of agreement or disagreement with each statement.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Somewhat Agree	Strongly Agree
1	2	3	4	5	6

1. I feel confident in representing my work area in meetings with management. 1 2 3 4 5 6

2. I feel confident contributing to discussions about the organization's strategy. 1 2 3 4 5 6

3. I feel confident presenting information to a group of colleagues. 1 2 3 4 5 6

4. If I should find myself in a jam at work, I could think of many ways to get out of it. 1 2 3 4 5 6

5. Right now I see myself as being pretty successful at work. 1 2 3 4 5 6

6. I can think of many ways to reach my current work goals. 1 2 3 4 5 6

7. At this time, I am meeting the work goals that I have set for myself. 1 2 3 4 5 6

8. I can be “on my own,” so to speak, at work if I have to. 1 2 3 4 5 6

9. I usually take stressful things at work in stride. 1 2 3 4 5 6

10. I can get through difficult times at work because I’ve experienced difficulty before. 1 2 3 4 5 6

11. I always look on the bright side of things regarding my job. 1 2 3 4 5 6

12. I’m optimistic about what will happen to me in the future as it pertains to work. 1 2 3 4 5 6

Psychological Capital (PsyCap) Questionnaire (PCQ) Scales:

Each of the four PCQ subscale scores is calculated by taking the mean (average) of all items in the scale. The overall PsyCap score is calculated by taking the mean of all items in the PCQ.

Efficacy: items 1-3

Hope: items 4-7

Resilience: items 8-10

Optimism: items 11-12

APPENDIX-B

Maslach Burnout Inventory (MBI)

The inventory consists of 22 questions which have five graded Likert-type answers. To determine the risk of burnout, the MBI explores three sub-scales: emotional exhaustion, depersonalization and personal accomplishment. A high score in the first and third sections and a low score in the second section may indicate burnout.

Questions	**Never**	**Rarely**	**Sometimes**	**Frequently**	**Always**
I. Emotional Exhaustion					
I feel emotionally drained from my work.	0	1	2	3	4
I feel used up at the end of the workday.	0	1	2	3	4
I feel fatigued when I get up in the morning and have to face another day on the job.	0	1	2	3	4
Working with people all day is really a strain for me.	0	1	2	3	4
I feel burned out from my work.	0	1	2	3	4
I feel frustrated by my job.	0	1	2	3	4
I feel I'm working too hard on my job.	0	1	2	3	4
Working with people directly puts too much stress on me.	0	1	2	3	4
I feel like I'm at the end of my rope.	0	1	2	3	4
II. Personal Accomplishment					
I can easily understand how my recipients feel about things.	0	1	2	3	4
I deal very effectively with the problems of my recipients.	0	1	2	3	4
I feel I'm positively influencing other people's lives through my work.	0	1	2	3	4
I feel very energetic.	0	1	2	3	4

I can easily create a relaxed atmosphere with my recipients.	0	1	2	3	4
I feel exhilarated after working closely with my recipients.	0	1	2	3	4
I have accomplished many worthwhile things in this job.	0	1	2	3	4
In my work, I deal with emotional problems very calmly.	0	1	2	3	4
III. Depersonalization					
I feel I treat some recipients as if they were impersonal 'objects'.	0	1	2	3	4
I've become more callous toward people since I took this job.	0	1	2	3	4
I worry that this job is hardening me emotionally.	0	1	2	3	4
I don't really care what happens to some recipients.	0	1	2	3	4
I feel recipients blame me for some of their problems.	0	1	2	3	4