

# Well-being and Subjective Happiness of B-school Faculty during Covid-19 - A Special Reference to Indian B-Schools

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## Abstract

The traditional education industry has undergone rapid changes to keep learning alive and unaffected during the pandemic. There was a lot of uncertainty and fear among the teachers as they had to change the pedagogy to suit the current requirements. Many studies in the past revealed that the performance of teachers is dependent on their well-being. This is an empirical study wherein primary details were collected from B-school faculty working in various B-schools in India. To analyze the effect of well-being on subjective happiness two instruments were used. Employee well-being was measured using a scale consisting of 33 items and four core dimensions such as psychological, social, workplace, and subjective well-being items. A self-evaluation scale on The Subjective Happiness Scale (SHS) was used to measure the subjective happiness of B-school faculty. The questionnaire was administered to B-school faculty. The analysis revealed that psychological, social, and subjective well-being had an effect on the happiness of B-school faculty, but workplace well-being did not have any effect on subjective happiness as most of the B-school faculty were trying to sustain the pandemic and get adjusted to the rapid changes. They did not have many expectations from their employer as they were amidst fear and uncertainty.

**Keywords:** B-School Faculty, Covid-19, Employee Well-Being, India, Psychological, Social, Subjective, Subjective Happiness, Workplace

## 1. Introduction

The global pandemic has changed the mode of teaching and has brought an array of changes to the way traditional business was conducted. Most of the B-schools have started conducting online classes. The teaching fraternity had to adapt quickly to the new normal and learn several platforms to deliver the lectures. There was a lot of uncertainty among the teachers as many of them started using these platforms for the first time. Many institutes even started functioning with pay cuts and delayed salaries. Many teachers had to equip themselves and develop

their technical skills without much formal training. The new normal emphasized the shift from classroom teaching to the use of tools and platforms to cater to the current requirements. About 6 million teachers in India are striving to make learning simple and stress-free for learners (TOI, 2020).

Amidst the pandemic, teachers are making sure that the students are academically engaged and not deprived of pedagogy due to the online mode of teaching. Many colleges in India offer MBA degrees accredited by AICTE or UGC and many of them attempted at being the best in providing quality education despite

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the global pandemic. The institutes took the help of many platforms and tools available like Zoom, Google Meet, Microsoft Teams, Cisco WebEx, etc., to engage with faculty and students. There are several problems and challenges faced by teachers like work and family life conflict (Atteh *et al.*, 2020), conflict and ambiguity among colleagues and co-workers (Fatima & Rehman, 2012), elderly parent care, child-care at home, problematic students who distort the class learning environment (Sun & Shek, 2012; Mahvar & Aryankhesal, 2018), etc.

A teacher's well-being plays a major impact on the learning atmosphere in the class as well as the students' performance (Skaalvik & Skaalvik, 2007). The time spent alone, caring for children, and browsing social media is interrelated with negative emotional well-being (Lades, *et al.*, 2020). Well-being is psychological or social and continues to be in existence for a reasonably long duration of time whereas happiness is very subjective and it indicates one's frame of mind (Ferrer Sarah, 2017). The teacher's well-being is linked to the atmosphere of the class (Benevene & Fiorilli, 2015). Employers must help employees manage stress and pressure to perform during this pandemic (Koss Stephan, 2020).

Happiness has been a topic of interest ever since the dawn of civilization. It is a topic of interest to theorists and always remains an evergreen topic (McMahon, 2006). The pursuit of happiness is basic to the human experience. Most of the time, people are mildly happy (Diener *et al.*, 1996). Most human societies give great importance to happiness as a cherished goal (Diener, 2000). Happiness at work varies significantly with where someone works (Bryson, A., & MacKerron, G, 2016). In the recent past, happiness-related research has come into prominence in psychology research. Past literature is dominated by disproportionate negative experiences and outcomes such as depression, stress, and illness. Well-being is a psychological, social state at work that is mostly related to feelings, and emotions like happiness, fear, anxiety, and sadness (Levett Coral, 2010). Well-being and happiness are mostly considered to be subjective assessments of self (Meyer, 2002). The present research tries to establish

the correlation between the well-being and happiness of B-school faculty during the global pandemic as most of the emotions seen in the literature are prevalent during the crisis.

## 2. Defining Well-being and Happiness

Well-being has been defined as the combination of feeling good and functioning well; the experience of positive emotions such as happiness and contentment as well as the development of one's potential, having a sense of purpose, having some control over one's life, and experiencing positive relationships (Huppert, 2009).

Happiness is the extent to which a person views the total quality of her/his life all things considered favourably. It is an assessment of how much one has regard for the life she/he leads (Veenhoven, 2012). Myers and Diener (1995) define happiness as an overall sense of fulfilment with a life wholly and experience of frequent positive affect, and infrequent negative affect. According to Ryff and Singer (2008), there are two major views of happiness, namely hedonic views and eudaimonic views. Ryan and Deci (2001) describe hedonic views of happiness as favourable judgments and pleasant feelings.

Definitions of happiness have concentrated on social, material, emotional, and physical aspects of happiness and the development, progress, and personal growth (Diener, 2000; Danna & Griffin, 1999; Felce & Perry, 1995). Work-related happiness can be defined as people enjoying their work and loving what they do at work (Januwarsono, 2015; Maenapothi, 2007).

## 3. Review of Literature

Research in the area of happiness and well-being has gained prominence in the last few decades due to the increase in the number of researchers in the field of positive psychology, which concentrated on happiness, positive situations, and optimism of individuals (Seligman & Csikszentmihalyi, 2000). Optimism is linked to well-being - with the effects mediated by

a sense of control, firm self-esteem, environmental mastery, and reason in life (Ferguson & Goodwin, 2010).

Well-being is an individual assessment of self that life is good (Meyer, 2002). Well-being is a relative notion that individuals interpret based on their physical situations, societal roles, emotional features, and style of communication with the environment (Gullo *et al.*, 2015). Well-being is associated with favourable results at personal, expert, and social levels. People having high levels of well-being display better productivity in the workplace, increased creativity, more functional learning, positive relationships, and more prosocial actions (Diener, 2012; Huppert & So, 2013; Oishi *et al.*, 2007).

### 3.1 Subjective Well-Being

Well-being described from the perspective of the self (of individuals) is most often alluded to as 'subjective well-being. In this perspective, well-being tends to be viewed as something that happens within an individual (Carruthers & Hood, 2004). Subjective well-being refers to the degree to which a person is of an opinion or believes that his or her life is going well. It refers to the appraisal of the kind of personal life from that person's perspective. Subjective well-being is highly positively correlated with extraversion and negatively correlated with neuroticism (DeNeve, 1998). Subjective well-being constitutes mainly two correlated components namely affect balance and judgments of life satisfaction. Affect balance is characterized by a major proportion of positive feelings and a minor proportion of negative feelings (Schimmack, 2008; Diener *et al.*, 1999). Relationship status and unemployment were related to subjective well-being (Kahneman & Thaler, 2006).

### 3.2 Social Well-Being

Social well-being can be depicted in terms of behaviours that reflect organizational and community involvement, group or community affiliation, or social cohesion and social capital (Putnam, 2000; Coleman, 1988; Andrews & Withey, 1976).

Complex family roles, family transformation, and unforeseen family events play a major role in social

well-being. According to Schwartz *et al.*, (2009) helping those in one's family has been associated with greater levels of purpose, self-acceptance, and positive relations in men and women.

According to Keyes (1998), followed by Keyes & Lopez (2002), well-being constitutes five social dimensions, namely: 1. Social integration, 2. Social actualization, 3. Social coherence, 4. Social contribution, 5. Social acceptance (Carruthers *et al.*, 2004).

### 3.3 Psychological Well-Being

Psychological well-being's focal point is personal development and realizing one's potential. Psychological Well-Being (PWB) is conventionally defined as the all-inclusive effectiveness of an individual's psychological functioning (Wright, 2005). Psychological well-being is constructed on personal growth positive relationships self-acceptance, environmental mastery, sense of purpose in life, and self-determination (Ryff & Keyes, 1995; Carruthers & Hood, 2004).

Six elements compose PWB: judgments of self-acceptance (positive evaluation of oneself and one's life), personal growth, positive relations with others, environmental mastery (capacity to manage one's life and the environment), purpose in life, and autonomy (Ryff, 1995; Ryff & Singer, 2008).

David *et al.*, (2013) found that individuals high on psychological well-being tend to stay on the job. Features such as autonomy in jobs, offering job security, and being selective in giving employment led to an increase in happiness (Ryan & Deci, 2000; Fisher, 2010). Bad psychological health, such as depressed mood, anxiety, and fatigue, are linked to decrements in cognitive resources, and increased focus on negative or irrelevant information (Ford *et al.*, 2011), which in turn is related to poorer performance (Taris, 2006).

Repeated differences in psychological well-being are due to life management strategies, deliberate activities, responsiveness, emotional intelligence, empathy, individuality, and interrelationship (Freund & Baltes, 2002).

Well-educated women in various roles exhibited a greater level of autonomy with perceived control moderating (Ahrens & Ryff, 2006). Women teachers were seen to have higher well-being compared to women working in banks who in turn had higher psychological well-being than women working in industry (Srimathi & Kumar, 2010).

### 3.4 Workplace Well-Being

Well-being at work refers to a personalised perception of general satisfaction with and positive feelings toward work. It has also been recommended that approval of well-being at work (and in general) should include an element of social relationships, as this is a key component of an individual's positive experiences at work (Fisher, 2014).

Employee well-being has been associated with several positive organizational attitudes, including team cohesion, job, and engagement (Bakker, 2015). Climate dimensions of role, job, leader, workgroup and organization are frequently related to job satisfaction and other job attitudes (Parker *et al.*, 2003). Supervisors tend to assess happy workers relatively higher on productivity, work quality, creativity, and dependability (Cropanzano & Wright, 1999).

### 3.5 Happiness

Past literature has underestimated the significance of happiness at work. At all levels, happiness is important for both individuals and organizations (Fisher Cynthia, 2010). Most activities either formal or informal are preferred by happy individuals (Okun *et al.*, 1984). As the result, happier individuals tend to have a solid network (Baldassare *et al.*, 1984; Mishra, 1992).

Happiness at the workplace could be attributed to organizational culture and HR practices. The Great Place to Work Institute (2019) states that trust is a very important component of happiness among employees. Confidence in the employer built on integrity, respect, and fairness is a precondition for happiness. Other factors which add to happiness are equity (fairness, life of dignity), achievement (pride in the company,

authorization, feedback, and job challenge), and a spirit of camaraderie with colleagues.

Happiness leads to an array of useful outcomes via a rise in behaviours that provide individuals with the chance to attain success in multiple domains. Happy individuals have a relatively greater propensity to look for relationships, show helping behaviour, be productive at work, and manage successfully with life changes. As such, happiness has been seen to benefit one's interpersonal relationships, work-life, and health (Lyubomirsky & Sheldon, 2005).

Happy employees are less likely to be on sick leave, enjoy more job security, are more open, and help fellow employees (Harrison *et al.*, 2006; Riketta, 2008; Scherer *et al.*, 2010; Warr, 2007; Silla *et al.*, 2010).

### 3.6 Happiness among Academicians

Past researchers have emphasized that an assortment of financial and non-financial facilities positively impact employees' attitudes (Buttner & Lowe, 2010; Simons *et al.*, 2007). According to Lacy and Sheehan (1997), among academicians - an organisation's atmosphere, work environment, and relationship with colleagues are the main predictors of happiness. The classroom environment has a considerable impact on the happiness of academicians (Mushtaq and Sajid, 2013). Major predictors of job happiness among academicians include Management policies, monetary sufficiency, and feedback (Leung *et al.*, 2000). Extrinsic factors like salary, fringe benefits, and administrative work have an impact on happiness among academicians along with intrinsic factors such as teaching and research (Hill, 1986).

Farren and Nelson (1999) emphasize that faculty development and enrichment programs have an impact on teaching faculty happiness. Their research found that faculty employed in organizations conducting staff development programs were more connected to the organization as compared to those that did not invest in staff development programs.

### 3.7 Happiness and Wellbeing

Kun and Gadanez (2019) state that task variety, skill variety, and task significance coupled with feedback and good interpersonal relationships were the main pillars of teacher workplace happiness. Their study indicated that workplace well-being and happiness are linked with inner psychological resources, hope, and optimism in particular.

Chan (2009) studied the relationship between happiness and subjective well-being. As a part of the study, a three-dimensional model was created with the following constructs: the life of pleasure, the life of engagement, and the life of meaning.

Happiness has been found to have a significant relationship with all the components of working life except promotion opportunities (Toulabi *et al.*, 2013)

### 3.8 Research Gap

Most of the past studies have concentrated on each dimension of well-being namely: Subjective well-being (DeNeve, 1998; Carruthers and Hood, 2004; Schimmack, 2008), Social well-being (Putnam, 2000; Keyes & Lopez, 2002; Schwartz *et al.*, 2009), Psychological well-being (Carruthers & Hood, 2004; Ryff & Singer, 2008; Fisher, 2010), and Workplace well-being (Pfeffer, 1998; Cropanzano & Wright, 1999; Parker *et al.*, 2003). The current study investigates the causal relationship between employee well-being and subjective happiness. Some studies have been conducted on well-being and happiness among school teachers (Kun & Gadanez, 2019; Benevene *et al.*, 2019; Ekşi *et al.*, 2020), but these studies were conducted in foreign countries. There has been no relevant research in the Indian context focusing on the effect of well-being on subjective happiness among B-School faculty. The current study fills this research gap. Another key research gap is the majority of the past studies on well-being and happiness were conducted in normal times. However, the data for the current study was collected during the initial stages of the Covid Pandemic between April 2020 to July 2020. There may be changes in the expectations and perceptions of employees including teachers during this ongoing

pandemic. Hence there is a need for the current study to address these research gaps.

## 4. Theoretical Background and Hypothesis of the Study

Individuals experience different types of feelings, emotions, and attitudes concerning different dimensions like active, inactive, pleasant, unpleasant, etc. (Veenhoven *et al.*, 2006). The whole worth of a person's life is judged by his/her happiness (Veenhoven 1984). Happiness is the subjective assessment of a person's life rather than life satisfaction (Veenhoven *et al.*, 2006). The realization of intrinsic goals has a higher impact on happiness than the achievement of extrinsic goals (Kasser & Ryan, 1993). The subjective happiness scale tries to assess an individual with self and relative to the others around them (Lyubomirsky, Sonja; Lepper, Heidi, 1999). Two of the most important human outlooks are happiness and well-being. We can identify people who are happy even while facing tough situations and people who are sad despite having everything (Myers & Diners, 1995). Numerous studies in the past have taken into consideration several life events, activities (Cummins, 1961; Lemon *et al.*, 1972), and dispositional factors (Costa, 1984) that are important determinants of happiness. Most of the studies have focused on how individual objective variable influences the well-being of individuals, but very few articles emphasize employee well-being and subjective happiness. Well-being is very subjective (Juniper *et al.*, 2011; Zheng *et al.*, 2015), and well-being can be assessed based on two perspectives i.e., work and non-work experience (Warr, 2002 & 2007; Zheng *et al.*, 2015). Social well-being, emotional well-being, and psychological well-being are the three major dimensions of well-being (Ryff & Keyes, 1995). Employee well-being is interlinked with finding meaning at work, and response to the work environment (Sirgy, 2012). Employee well-being leads to positive outcomes like job performance (Wright, 2010; Wright & Cropanzano, 2007); job satisfaction (Pradhan *et al.*, 2017), employee engagement; job commitment (Harter *et al.*, 2002; Wright, 2006); a greater degree of positivity (Wright, 2010). Job-specific well-being influences emotional exhaustion: anxiety and

depression (Holman *et al.*, 2002). Well-being at the workplace leads to positive and negative emotions and has an impact on relationships at work (Warr, 1999). Students with higher happiness scores had better accomplishments and better psychological well-being; there is a near relationship between happiness and well-being (Heizomi *et al.*, 2015). Many pieces of evidence indicate that positive feeling which is one of the features of well-being plays a significant role in improving desirable characteristics, such as performance and success which are correlated with happiness (Blood worth *et al.*, 2007; Kawada *et al.*, 2009; Piqueras *et al.*, 2011; Chisholm *et al.*, 2013)

The dimensions of employee well-being and subjective happiness were taken from various research papers.

Ha1: Psychological well-being has an effect on the subjective happiness of B-school faculty during COVID 19

Ha2: Social well-being affects the subjective happiness of B-school faculty during COVID 19

Ha3: Workplace well-being has an effect on the subjective happiness of B-school faculty during COVID 19

Ha4: Subjective well-being affects the subjective happiness of B-school faculty during COVID 19

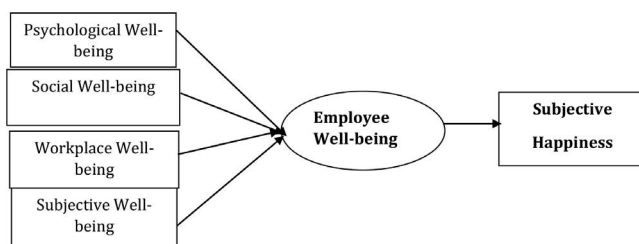


Figure 1. Theoretical model by authors.

## 5. Methods

Based on the literature review, the scales developed by past researchers have been used for this study. These scales were used to ensure content validity. The measurements for employee well-being were adopted from Pradhan, R. K., & Hati, L. (2019) consisting of

33 items which include four core dimensions such as psychological, social, workplace, and subjective well-being Items. 10 items are from psychological well-being, 10 items from social well-being, workplace well-being with 9 items, and subjective well-being with 4 items, whereas, the Subjective Happiness Scale (SHS) is a 4-item self-report measure developed to assess an individual's overall happiness as measured through self-evaluation (Lyubomirsky & Lepper, 1999). The employee well-being was measured using a 5-point Likert scale with 'strongly disagree' (1) to 'strongly agree' (5). The subjective happiness scale has seven choices from 'not a very happy person (1) to 'very happy person (7).

## 5.1 Data Collection Procedure and Data Analysis

Data collection is done using the online method. B-school faculty teachers in Karnataka were contacted using methods like personal contacts, professional networking sites like LinkedIn, and social media like Twitter and Facebook. The Snowball sampling method was used to collect data from B-school faculty (Etikan *et al.*, 2016; Saunders, 2011).

For the analysis of the data, IBM SPSS 25, the statistical software, has been used to perform different tests like descriptive statistics, exploratory factor analysis, and multiple linear regression. IBM AMOS 25 was used to prove the validity and reliability of the instruments.

## 6. Results and Discussion

From Table 1, we know that 51.5% of respondents were male and 48.5% of the respondents were females. Of the married respondents, 62.3% and 37.7% were single. 63.3% of the respondents were postgraduates and 36.7% of the respondents had a doctoral degree. 63% of the faculty were in the Assistant professor cadre, 26.8% were Associate professors, and 10.2% were in the professor cadre. 39.3% of faculty have 0-5 years of experience, 27.8% of the faculty have 6-10 years of experience, 14.8% of the faculty have 11-15 years of experience, 9.5% of the faculty have 16-20 years of experience and 8.8% of the faculty had above 20 years of experience.

**Table 1.** Demographic data of B-school Faculty

Demographics	Count	%
<b>Gender</b>		
Male	206	51.5
Female	194	48.5
<b>Marital Status</b>		
Married	249	62.3
Single	151	37.7
<b>Education</b>		
Post-graduation	253	63.3
Doctoral degree	147	36.7
<b>Level</b>		
Assistant Professor	252	63
Associate Professor	107	26.8
Professor	41	10.2
<b>Experience</b>		
0-5 years	157	39.3
6-10 years	111	27.8
11-15 years	59	14.8
16-20 years	38	9.5
20 years & above	35	8.8

**Table 2.** Employee well-being and happiness reliability and validity measures

Dimension	CR	AVE	MSV	MaxR (H)	1	2	3	4	5
<b>Psychological</b>	0.790	0.557	0.073	0.790	<b>0.746</b>				
<b>Social</b>	0.837	0.564	0.073	0.847	0.269***	<b>0.751</b>			
<b>Workplace</b>	0.770	0.531	0.021	0.796	0.109†	0.146*	<b>0.728</b>		
<b>Subjective</b>	0.797	0.570	0.071	0.835	0.269 ***	0.266 ***	0.010	<b>0.755</b>	
<b>Happiness</b>	0.774	0.539	0.161	0.815	0.353	0.402	0.085	0.345	<b>0.735</b>

**Source:** The authors

Note: \*\*p<0.01, \*p<0.050

The composite reliability measured by the Average Variance Extracted (AVE) provides validation for the reliability and convergent validity of the latent constructs. The composite reliability for all four types of well-being is >0.7. The average variance between the constructs and the measures was >0.5.

The bias-corrected confidence interval was set at the 95% confidence level.

The standardized factor loading ( $\beta$ ) of the individual items in independent research variables are all above 0.50 and significant at 1 percentage level and 5 percentage level (Figure 2), which shows the convergent validity, and all the items were used in the current research (Anderson & Gerbing, 1988; Hair *et al.*, 2013).

The method used to define the variance from the measurement procedure rather than the construct of interest is the Common Method Variance (CMV) (Bagozzi & Yi, 1991).

The specific bias test results as illustrated in Table 3 conclude that the chi-square test for the zero-constrained model was significant. A bias distribution test was conducted (of equal constraints). The chi-square test is significant on this test as well (i.e., unevenly distributed bias). This equal specific bias demonstrated unevenly distributed bias. The conceptual model was tested after verification of the reliability and validity of the instrument. The specific bias construct has to be retained for subsequent causal analyses.

The model predicts 0.21 of subjective happiness of B-school faculty during COVID-19 with the

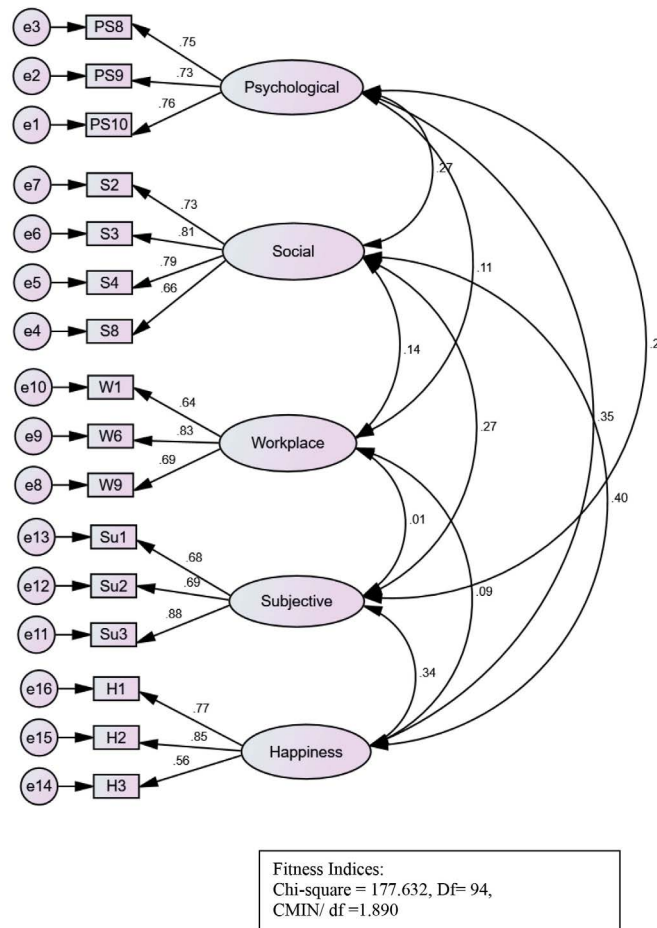


Figure 2. Employee well-being measurement model.

Table 3. Specific bias tests

Measure	Zero Constraints Test					Equal Constraints Test			
	Unconstrained Model	X <sup>2</sup>	DF	Delta	p-value	X <sup>2</sup>	DF	Delta	p-value
Employee Well-being	Unconstrained Model	77.900	46	X <sup>2</sup> =45.400	0.000	77.900	46	X <sup>2</sup> =39.700	0.000
	Zero Constrained Model	123.300	59	DF=13		117.600	58	DF=12	

Source: The authors

psychological, social, workplace, and subjective well-being. The direct effect concludes that the psychological well-being level ( $\beta = 0.237$ ;  $p < 0.000$ , 95% CI), Social well-being ( $\beta = 0.311$ ;  $p < 0.000$ , 95% CI), Workplace well-being ( $\beta = 0.029$ ;  $p > 0.05$ [0.622], 95% CI), Subjective well-being ( $\beta = 0.239$ ;  $p < 0.000$ , 95% CI).

If one unit of psychological well-being is improved, the subjective happiness will increase by 0.237, likewise, if social well-being improves by 1 unit the subjective

happiness will increase by 0.311, and when 1 unit of subjective well-being is enhanced, it will increase the subjective happiness by 0.239. Since,  $p < 0.05$  for psychological well-being, social well-being, and subjective well-being the null hypothesis is rejected, so there is an effect of these variables on the subjective happiness of B-school faculty. For workplace well-being  $p = 0.622$  (which is greater than 0.05); hence there is no effect of workplace well-being on the subjective happiness of employees during COVID-19.



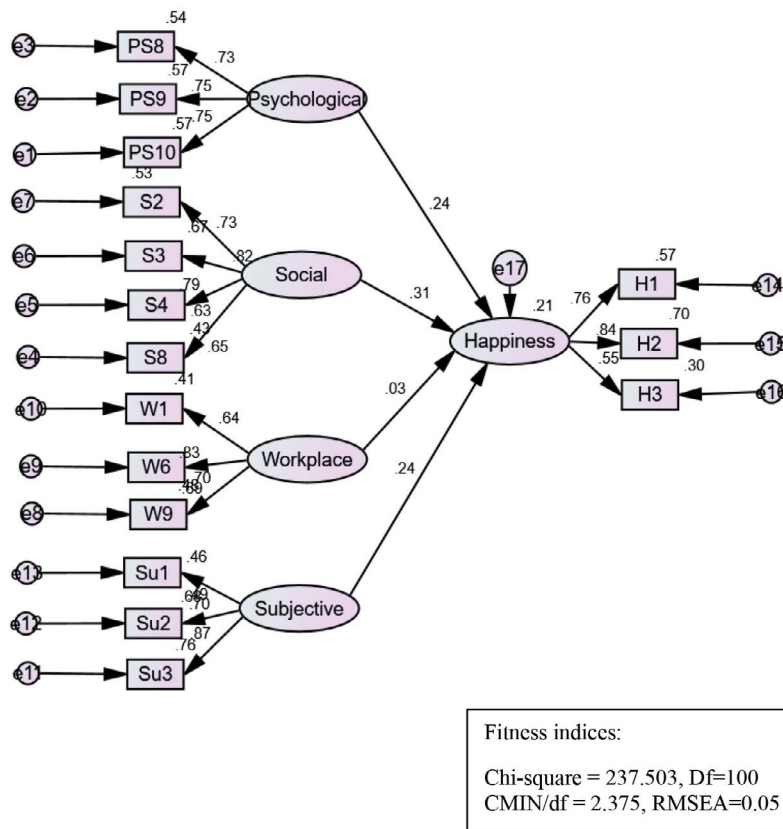


Figure 3. Effect of employee well-being dimensions on subjective happiness.

Table 4. Employee well-being dimensions predicting subjective happiness of B-school faculty

Regression Weights							
			Estimate	S.E.	C.R.	P	Hypothesis Supported
Happiness	<---	Psychological	.373	.096	3.882	***	yes
Happiness	<---	Social	.512	.102	5.029	***	yes
Happiness	<---	Workplace	.048	.097	.493	.622	No
Happiness	<---	Subjective	.396	.099	4.020	***	yes

Standardized Regression Weights			
			Estimate
Happiness	<---	Psychological	.237
Happiness	<---	Social	.311
Happiness	<---	Workplace	.029
Happiness	<---	Subjective	.239

## 7. Implications and Conclusion

The employees are adapting to the new normal and many organisations have changed the workplace dynamics. Many educational institutions are struggling

to get full admissions and to conduct regular classes for the existing students due to the student demographic profiles. Some institutions have initiated pay-cut or delays in payment of salaries to sustain themselves through the pandemic (Mint, April 2020). The radical

changes in the tools and techniques used in teaching confirm that the skillsets of employees become obsolete at a quicker pace; to remain abreast with the technology and new methods, faculty have to work very hard, without time constraints to upgrade themselves and be abreast with the nuances and stay competitive to sustain in the market (Currie, 2001). Most of employees today are dual-income couples, hence continuing a good work-life balance during this pandemic has become a major issue for many.

From the analysis it is very evident that workplace well-being has no effect on the subjective happiness of the employees during the pandemic, this could be because the employees are trying to have a steady job and regular pay rather than aiming at career growth, achievements, and challenging assignments. Social, subjective, and psychological well-being affected the subjective happiness of B-school faculty. From the analysis and resulting model, it is clear that social well-being has the highest impact on employee well-being followed by subjective well-being and psychological well-being in the respective order. During the pandemic and even after, the institutions must support the employees and provide opportunities for socialisation since social well-being and subjective well-being contribute significantly to the happiness of the employees. When the employees feel confident and have a feel-good factor about themselves, they are going to be happy at work and in their personal and professional life. Past studies have shown that overall well-being and happiness at the workplace can be extremely favourable for establishments (Seligman, 2002). The employees felt that they were highly flexible during the pandemic, as they had to keep up with changing pace. The management has to provide the faculty with adequate training on hybrid and broadcast methods involved in teaching so that faculty can adapt themselves and perform better at work, this will boost the psychological well-being of the teachers. The management has to communicate with the employees and should build trust and confidence. The feeling of belongingness and concern from the employer can lead to positive emotions and reduce negative emotions which can have a positive impact on relationships at work (Warr, 1999).

## 8. Scope for Future Research

The researchers have taken only the education industry and the teaching faculty from B-schools for the present study. This study can be extended to working professionals in the various domains of the service sector like hospitality, health care, etc, to identify the effect of well-being and happiness during this pandemic. Similar studies can be conducted for employees of large government-owned service organizations like Indian railways which is the largest service organization in India. The study can be also extended to servicemen working in the defence sector. Furthermore, this study can be extended to employees working in the manufacturing sector, construction, etc.

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