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WORKPLACE HAPPINESS AMONG INDIAN TEACHERS: PSYCHOMETRIC ANALYSIS OF THE PERMA PROFILER

Dr. Nimisha Beri[1], Dr Suneel L Keswani[2], Dr. Narendra Kumar[3]

[1]Professor, School of Education, Lovely Professional University, Punjab, (Corresponding author)
[2]Sr. Skill Development Faculty, ICSI, New Delhi,
[3]Assistant Professor, Department of Education, Central University of Rajasthan, Bandarsindri, Kishangarh

nimisha.16084@lpu.co.in[1]
suneel.keswani@gmail.com[2]
drnarendra.edu@curaj.ac.in[3]

ABSTRACT

While it may have a diverse meaning in different cultures, at its core, happiness encompasses a profound sense of overall well-being. The pursuit of happiness has also gained importance within societal frameworks. Governments and policymakers around the world are recognizing the importance of people's happiness and are combining measures of happiness and quality of life into their policy decisions. The concept of Gross National Happiness (GNH), introduced by Bhutan, highlights the need to prioritize holistic well-being over merely economic growth or progress only measured in metrics. Even organizations in striving to maximize their operations and achieve their objectives, they are gradually realizing that a happy workforce is not just a desirable outcome but a big factor in overall success. Institutions of higher learning have also started recognizing the need to create a conducive environment where Teachers and all its stakeholders feel valued, supported, and empowered. Hence to measure Workplace Happiness levels of Teachers PERMA profiler by Seligman is adapted and validated for Indian University teachers.

Key Words: PERMA profiler, workplace happiness, confirmatory factor analysis, psychometric properties, teachers

INTRODUCTION

Humans like other species on planet earth have evolved over the centuries from the pre - historic times to the most modern times of the 21st century. In physical terms humans have not been giants like dinosaurs or dangerous and have even, accepted the limitation of their small height but what separates the humans from the other living beings and makes them stand tall in this world is their huge power of cognitive thinking and their ability to communicate with others to express their thoughts, ideas, emotions, experience, and information. This has really accelerated their progress. Work and workplace have never been at the centre stage as ever before now in the backdrop of growing industrialization, competition, and advancement of technology. Happiness is a measure of social progress and every human being's aspiration (World Happiness Report 2013). Happiness and related constructs have been studied with keen interest in multi-disciplinary fields like philosophy, economics, psychology & sociology Aydin (2012). It has a universal appeal. But the desire to gain power, status and material wealth has become a serious threat to peaceful co - existence and happiness. Despite material progress, disparity and unhappiness among people has reached such high proportions never witnessed in the past centuries.

One's happiness is the result of a positive assessment of every life process Seligman et al. (2005). Happiness leads to triumph in nearly every realm of our culture, including marriage, friendship, health, community participation, jobs, businesses, and careers. (Lyubomirsky, King, & Diener, 2005).

In 2003 Gregg Easterbrook wrote the book titled "The Progress Paradox" where he

elucidates how life is getting better but people are feeling worse. People are more concerned with having, than being. Whatever we are designing is now designing us. In the process one of the biggest casualties happening is - workplace happiness. The toxic workplace which is devoid of any zeal, motivation, trust, effective feedback mechanism, respect, oneness, and pride among other compulsions is taking its toll on the well-being and ultimately the output of its employees.

Regarding workplace happiness in academics among teachers, especially in universities (central, state, deemed & private) in the Indian context, very less research exists. The contribution of teachers in developing the intellectual wealth and prosperity of the country and its citizens is simply un-parallel. Yet the respect and honour which the teachers should be given in the institutions is far from satisfactory levels. On a national scale, the growth of educational sector post-independence on a qualitative level has not kept the pace of expected growth rate. There exists huge deficit across all verticals in the educational sector to fill up the posts of teachers. A conducive workplace environment for teachers to join and contribute still eludes. Except for the recent government initiatives in treating education as a priority sector, over the past years special in the post-independence era very less importance given by political leadership as education is not a political constituency to generate votes. On the contrary in the conventional wisdom more the citizens being well educated is perceived as a threat to the political leadership.

There is vital need to nurture an ecosystem of happiness and wellbeing to attract and retain the best talented teachers. There is not scarcity of talented teachers but there exist mental health stigma and being subjugated at workplace which acts as a barrier for a conducive work environment. Despite 907 universities in India, as per UGC (2019), exceptionally few have their presence in world ranking for higher education. A lot has been written and reported on the same. But one of the most ignored areas has been the depleted state of workplace for teachers at the universities level who among being the custodians of the society in developing the intellectual wealth and prosperity of the nation suffer the most.

“Happiness is generally defined by how people experience and appraise their lives as a whole (OECD Guidelines on Measuring Subjective Wellbeing 2013)”. At work where people find meaning, connection, collaboration, mutual respect, transparency, autonomy, and growth opportunities can be a happy workplace.

Workplace happiness refers to comprehensive sense of fulfilment, satisfaction, contentment, and positive emotions that people experience at their workplace having the probability to make them more engaged, motivated, and productive. Significant to observe is that the association between happiness and employment is a complex and strong interaction that is mutual. Past research has shown that work and employment are not only drivers of happiness, but that happiness can also outline job market outcomes, performance, and productivity. (Neve & Oswald 2012). According to Dr. Christine Carter- Stress and burnout can inhibit performance at work, while happiness can boost it. Zwilling (2014) states - a key element of workplace well-being is happiness: when employees are happy at their workplace there are a sequel of positive outcomes in the form of improved collaboration, higher levels of innovation and a desire to meet common targets. According to Gyeltshen (2018) “Happiness at workplace is defined as soul at work which refers to teachers positive feeling related to the work. Workplace happiness is considered very pivotal at various levels both for the institutions and teachers. It has a effect on the efficiency of an institution and person’s wellbeing”.

DESCRIPTION OF WORKPLACE HAPPINESS SCALE

Happiness at workplace specially in context of university teachers as a construct in this study had been taken which enables to maximize performance and achieve potential. For defining and measuring workplace happiness among university teachers the workplace PERMA Profiler as developed by Dr Martin Seligman, was used. PERMA referred to as positive emotions, engagement, relationships, meaning and accomplishment. This was referred to as 5 pillars of well-being as mentioned by Dr. Seligman in his 2011 book flourish. As the PERMA Model is a well - established model therefore only CFA has been applied.

Confirmatory Factor Analysis

"As the scale was developed with priori theory, CFA alone proves to be well sufficient to be carried out. Also, since the GFI's and values will be considered here, CFA will be apt analysis undertaken in this new scale used to measure teacher competence to measure the validity and reliability (Hurley, A.E, et al, 1997). 'Kline (2011) and Joseph et al.,(2012) explained that the purpose of CFA is to test the existing theory or model in this case. The alternative model of PERMA was tested by employing confirmatory factory analysis (CFA) in AMOS 22.0, for this purpose maximum likelihood techniques were engaged. The purpose of employing CFA is to test whether observed variables of an instrument loads on its primary factors based on theory or prior research (Byrne, 2010). In significant sense, CFA also analyses that measurement are errors, random or not. The assessment of model fit was based on various goodness of fit statistics like CMIN/DF (Chi-square/df) value less than 2, which is less sensitive to sample size (Ullman, 2001), RMR (standardized root mean square residual) tests how well model fits with data, CFI and RMSEA explains how well present model fits with respect to other previous models".

Table 2.27 KMO and Bartlett's test of sphericity

KMO AND BARTLETT'S TEST		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.94
Bartlett's Test of Sphericity	Approx. Chi-Square	2975.28
	Df	105
	Sig.	.000

"The results of the confirmatory factors revealed that the model fit indices of PERMA were found sufficiently acceptable on Indian sample as all the indices satisfies the threshold mark, the calculated model fit indices were CMIN/DF = 3.3, GFI = .853, AGFI = .793, CFI =

.931, RMSEA = .105 and RMR = .115". (Table 2.28)".

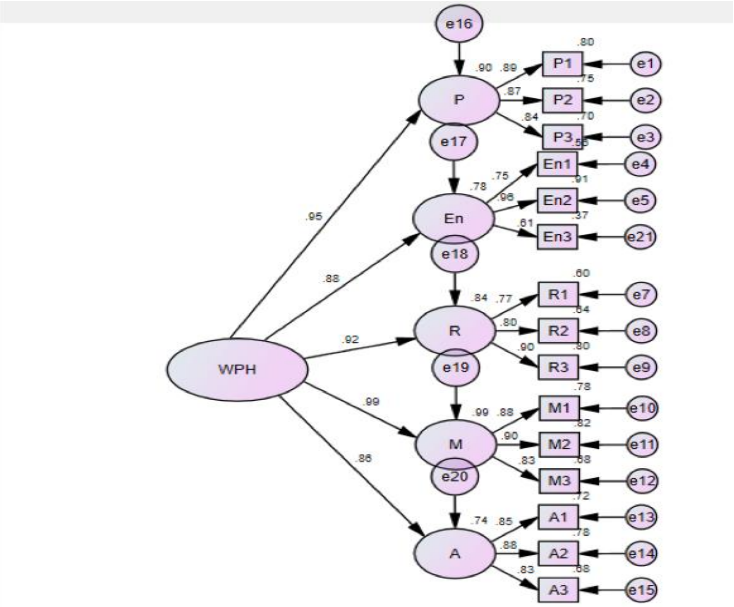

Fig. 2.4 CFA Model of Workplace Happiness Scale

Table 2.28 CFA Framework of Workplace Happiness

Model Estimate	Standard Value	Model Value of Workplace Happiness
CMIN DF	Less than 3 = Good Less than 5 = Moderate	3.3
GFI	0.75 – 0.99	0.853
AGFI	0.63 – 0.97	0.793
NFI	0.88 – 0.98	0.906
CFI	0.88 – 1.00	0.931
RMSEA	0.05 – 1.13	0.105
RMR	0.01 – 0.14	0.115

2.4.4.1 Reliability

The results disclose that the PERMA scale possesses a good reliability as the calculated value of Cronbach's alpha for dimension Positive Emotions (P) : 0.896 Engagement (E) : 0.828, Relationships (R) : 0.866 Meaning (M) : 0.901 Accomplishment (A) : 0.887, shows a high internal consistency of the construct (Nunnally and Bernstein 1994).

Construct Validity: Table 2.29 revealed that the factors measuring the construct of PERMA exhibits an AVE score of more than 0.50, which according to Fornell and Larcker (1981) provides sufficient evidences of construct.

Table 2.29 Table showing description of items, loading, composite reliability and Cronbach's alpha for Workplace Happiness

Factors PERMA	Items	Loading	Average Variance Extracted	Composite Reliability	Alpha Dimension wise	Cronbach's
P	P1 P2 P3	0.89 0.87 0.84	0.752	0.901	0.882	0.961
E	En1 En 2 En 3	0.75 0.96 0.61	0.619	0.825	0.896	
R	R1 R2 R3	0.77 0.80 0.90	0.681	0.864	0.828	
M	M1 M2 M3	0.88 0.90 0.83	0.758	0.904	0.866	
A	A1 A2 A3	0.85 0.88 0.83	0.729	0.889	0.901	

SCORING

The scale had 22 items, retained 15 (observed endogenous variables) to be responded by university teachers by selecting the point on the scale (0 to 10) that best describes their feelings and experiences at work whereby 0 was the lowest ranking being represented by feelings / experience such as – not at all, never, terrible and 10 was the highest ranking being represented by feelings / experience such as – completely, always, excellent. Scoring was based on the average of the items comprising each factor. The range of individual respondents score calculated from raw scores on present scale is from 0 to 150 keeping in view of 15 items retained out of total 22 items and retained all five dimensions in the scale after completing CFA.

NORMS

Norms of Workplace Happiness scale (PERMA Model) was on a sample of 220 university teachers' respondents responses collected from single campus based universities in Delhi (NCT)

(National Capital Territory) + neighbouring satellite cities of Gurugram, Faridabad, Noida and Greater Noida running various academic and conventional professional courses.

Table No. 2.30 Z – score Norms for Workplace Happiness

P (Positive Emotions)

Raw scores	Z - Scores	Raw Scores	Z - Scores
0	-4.08	16	-1.22
1	-3.9	17	-1.04
2	-3.72	18	-0.86
3	-3.54	19	-0.68
4	-3.36	20	-0.51
5	-3.18	21	-0.33
6	-3.01	22	-0.15
7	-2.83	23	0.03
8	-2.65	24	0.21
9	-2.47	25	0.39
10	-2.29	26	0.57
11	-2.11	27	0.74
12	-1.93	28	0.92
13	-1.76	29	1.1
14	-1.58	30	1.28
15	-1.4	31	1.46

E (Engagement)

Raw Scores	Z - Scores	Raw scores	Z -Scores
0	-4.88	16	-1.32
1	-4.66	17	-1.10
2	-4.43	18	-0.88
3	-4.21	19	-0.66
4	-3.99	20	-0.43
5	-3.77	21	-0.21
6	-3.54	22	0.01
7	-3.32	23	0.23
8	-3.1	24	0.46
9	-2.88	25	0.68
10	-2.66	26	0.9

11	-2.43	27	1.12
12	-2.21	28	1.34
13	-1.99	29	1.57
14	-1.77	30	1.79
15	-1.54		

R (Relationships)

Raw Scores	Z -Scores	Raw Scores	Z - Scores
0	-4.05	16	-1.18
1	-3.87	17	-1.00
2	-3.69	18	-0.82
3	-3.51	19	-0.64
4	-3.33	20	-0.46
5	-3.15	21	-0.28
6	-2.97	22	-0.10
7	-2.8	23	0.08
8	-2.62	24	0.26
9	-2.44	25	0.44
10	-2.26	26	0.62
11	-2.08	27	0.80
12	-1.9	28	0.97
13	-1.72	29	1.15
14	-1.54	30	1.33
15	-1.36		

M (Meaning)

Raw Scores	Z - Scores	Raw Scores	Z - Scores
0	-4.54	16	-1.49
1	-4.35	17	-1.30
2	-4.16	18	-1.11
3	-3.97	19	-0.92
4	-3.78	20	-0.73
5	-3.59	21	-0.54
6	-3.4	22	-0.35
7	-3.21	23	-0.15

8	-3.02	24	0.04
9	-2.83	25	0.23
10	-2.64	26	0.42
11	-2.44	27	0.61
12	-2.25	28	0.80
13	-2.06	29	0.99
14	-1.87	30	1.18
15	-1.68		

A (Accomplishment)

Raw Scores	Z - Scores	Raw Scores	Z - Scores
0	-4.94	16	-1.57
1	-4.73	17	-1.35
2	-4.52	18	-1.14
3	-4.31	19	-0.93
4	-4.1	20	-0.72
5	-3.89	21	-0.51
6	-3.68	22	-0.3
7	-3.46	23	-0.09
8	-3.25	24	0.12
9	-3.04	25	0.33
10	-2.83	26	0.54
11	-2.62	27	0.76
12	-2.41	28	0.97
13	-2.2	29	1.18
14	-1.99	30	1.39
15	-1.78		

TOTAL – PERMA

Raw Scores	Z - Scores	Raw Scores	Z - Scores	Raw Scores	Z- Scores
0	-5.12	51	-2.84	102	-0.56
1	-5.08	52	-2.8	103	-0.52
2	-5.03	53	-2.75	104	-0.47
3	-4.99	54	-2.71	105	-0.43
4	-4.94	55	-2.66	106	-0.38

5	-4.9	56	-2.62	107	-0.34
6	-4.85	57	-2.57	108	-0.29
7	-4.81	58	-2.53	109	-0.25
8	-4.76	59	-2.48	110	-0.21
9	-4.72	60	-2.44	111	-0.16
10	-4.67	61	-2.39	112	-0.12
11	-4.63	62	-2.35	113	-0.07
12	-4.58	63	-2.31	114	-0.03
13	-4.54	64	-2.26	115	0.02
14	-4.5	65	-2.22	116	0.06
15	-4.45	66	-2.17	117	0.11
16	-4.41	67	-2.13	118	0.15
17	-4.36	68	-2.08	119	0.2
18	-4.32	69	-2.04	120	0.24
19	-4.27	70	-1.99	121	0.29
20	-4.23	71	-1.95	122	0.33
21	-4.18	72	-1.9	123	0.38
22	-4.14	73	-1.86	124	0.42
23	-4.09	74	-1.81	125	0.46
24	-4.05	75	-1.77	126	0.51
25	-4	76	-1.72	127	0.55
26	-3.96	77	-1.68	128	0.6
27	-3.91	78	-1.64	129	0.64
28	-3.87	79	-1.59	130	0.69
29	-3.82	80	-1.55	131	0.73
30	-3.78	81	-1.5	132	0.78
31	-3.74	82	-1.46	133	0.82
32	-3.69	83	-1.41	134	0.87
33	-3.65	84	-1.37	135	0.91
34	-3.6	85	-1.32	136	0.96
35	-3.56	86	-1.28	137	1
36	-3.51	87	-1.23	138	1.05
37	-3.47	88	-1.19	139	1.09
38	-3.42	89	-1.14	140	1.13
39	-3.38	90	-1.1	141	1.18
40	-3.33	91	-1.05	142	1.22
41	-3.29	92	-1.01	143	1.27
42	-3.24	93	-0.97	144	1.31

43	-3.2	94	-0.92	145	1.36
44	-3.15	95	-0.88	146	1.4
45	-3.11	96	-0.83	147	1.45
46	-3.07	97	-0.79	148	1.49
47	-3.02	98	-0.74	149	1.54
48	-2.98	99	-0.7	150	1.58
49	-2.93	100	-0.65		
50	-2.89	101	-0.61		

Table No. 2.31 Norms for Interpretation of the levels of Workplace Happiness

		Z Score					
S.No.	**Level**	**P- Positive Emotions**	**E – Engagement**	**R – Relationship**	**M – Meaning**	**A- Accomplishments**	**Total**
1	Low	-1.22 and below	-1.10 and below	-1.18 and below	-1.18 and below	-1.14 and below	-1.05 and below
2	Moderate	-01.04 to 0.74	-0.88 to 0.90	-1.00 to 0.97	-0.92 to 0.80	-0.93 to 0.76	-1.01 to 0.96
3	High	0.92 and above	1.12 and above	1.15 and above	0.99 and above	0.97 and above	1.00 and above

CONCLUSION

The present study proposes PERMA profiler to be fit for use for university teachers under Indian Conditions based on psychometric and statistical investigations. The scale is expected to be useful for researchers, trainers, administrators, and teachers. It can be used in educational, home, and clinical settings helping the teachers and administrators to reflect on measures needed for the development of stronger well-being.

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CONFLICT OF INTEREST: None

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