*IUB Journal of Social Sciences*
**ISSN 2790-6884 (E) & 2790-6876 (P)**
***DOI: 10.52461/ijoss.v5i2.2480***
***Vol. 5, No. 2, December 2023, Pages: 359-372***

# Psychological Capital and Hedonic Well-being: Mediating Role of Eudaimonic Well-being in School Teachers

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**Keywords:**
Well-Being, Correlational Research, Mediation Analysis, Educators

**Article History:**

Received:
September 26, 2023
Revised:
December 30, 2023
Available Online:
December 31, 2023

**a Gold**

**Open Access Journal**

## ABSTRACT

*The current study intended to explore the mediating role of eudaimonic well-being in relationship with psychological capital and hedonic well-being among school teachers. The correlational research design was implemented. The sample of school teachers (N = 250) from different government and private schools in Sargodha District, Pakistan, were approached through a purposive sampling approach. The age range of the sample of school teachers was between 25 to 45 years (Mage= 31, SD= 9.38). The measures used were the Psychological Capital Questionnaire,(Luthans et al., 2007), Ryff's Scales of Psychological Well-being (Ryff, 1989a), and the Subjective Happiness Scale (Lyubomirsky & Lepper, 1999). For data analyses, the Pearson Product Moment Correlation through Statistical Package for Social Sciences and Mediation analysis by using PROCESS Macro(Hayes, 2012) was computed. The results of correlation analysis revealed that psychological capital has a significant positive correlation with eudaimonic well-being ($r = .51^{**}$ $p< 0.01$) and hedonic well-being ($r = .45^{**}$ $p< 0.01$). The findings of mediation analysis show that eudaimonic well-being partially mediates the relationship between psychological capital and hedonic well-being among school teachers. The findings of the present study can be utilized to enhance the levels of educator's well-being (specifically eudaimonic well-being) which in turn will positively affect their hedonic well-being. In educational set-ups, various strategies of targeted interventions such as well-being therapy along with cognitive behavior therapy can be implemented with the help of school psychologists to boost the educator's levels of well-being.*



**How to cite this paper?**
Arfan, R., Habib, S. & Makhdoom, I. F. (2023). Psychological Capital and Hedonic Well-being: Mediating Role of Eudaimonic Well-being in School Teachers. *IUB Journal of Social Sciences*, *5*(2), 359-371.

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# 1 Introduction

The current study focused on exploring the relationship between psychological capital and well-being dimensions (eudaimonic and hedonic) and; furthermore, to see the mediating role of one of the well-being dimensions (eudaimonic) in the association between psychological capital and hedonic well-being. Teles et al. (2020) described the teaching profession as the most stressful profession. Darr and Johns (2008) reported that the stress faced by educators can gradually diminish their physical and mental health.

Enhancing the strengths and positive attributes of educators is a hallmark step that positively impacts their commitment, performance, and job satisfaction; vice versa it leads to an increase in inspirational strength and encourages students to evolve fully and spend a constructive and satisfying life (Day, 2000). Therefore, teachers' life satisfaction and motivation also raise intrinsic motivation in their students.

Researchers have focused on positive components that help individuals flourish in their capacities to spend prosperous, happy, and satisfying personal and professional lives for many years. In this regard, psychological capital is an individual's positive cognitive approach to life events (Dudasova et al., 2021). Individual differences were found regarding how people manage their psychological capacities and cognitive resources (Tang & Braver, 2020). These differences play a vital significance in the conceptualization of life experiences. Teachers are an essential part of any society. Therefore, it is essential to ascertain the relationship between psychological capital and well-being among school teachers.

Psychological capital acts as an imperative positive psychological construct because it strongly relates to optimal psychological functioning and experience, therefore providing positive cognitive capacities in employees that increase psychological functioning. Psychological capital comprises of four major components: hope, self-efficacy, resilience, and optimism. Psychological capital demonstrates (a) an individual has confidence (self-efficacy) in himself and pays his best potential to achieve a goal; (b) positively acknowledges (optimism) about achievement in the current and forthcoming; (c) determinist concerning objectives and considered any need make other ways (hope) to achieve a goal; (d) when fenced by hurdles and adversity, cope from a situation and rebound (resilience) to achieve the goal (Luthans et al., 2007).

Due to teaching being a highly stressful profession, the teachers usually neglect their demands, especially, since they should pay some attention to developing their strengths and potential (Hammett & Staeheli, 2009). Li et al. (2021) demonstrate psychological capital as a negative predictor of occupational stress, so it is evident that stress-free teachers produce high input for the organization.

A study conducted by Avey et al. (2010) on industry employees ($N$ = 280) revealed that employees' psychological capital was related to psychological well-being. In the longitudinal study, they used two scales, the General Health Questionnaire and the Index of psychological well-being, to measure psychological well-being. The finding of this study revealed that industry employees' psychological capital is positively related to well-being. In contrast, psychological capital explained an additional 3% of the variation in psychological well-being measures over time and, as reported by Clapp-Smith et al. (2009) more importantly it improved their work performance.

Well-being involves having beneficial objectives, motivations, and wellness in addition to the lack of stress or, conversely, having a sense of work satisfaction (Van Horn et al., 2004). Well-being is concerned with the most favorable psychological functioning and life experience. The way well-being is defined is meaningful because it influences factors such as parenting, preaching, and government practices (R. M. Ryan & E. L. Deci, 2001). While Barrett (1998) indicates well-being as a physiological and psychological strength. Cropanzano and Wright

(2001) study findings highlighted the significance of well-being, particularly for school employees, and proposed that organizations can enhance their effectiveness by improving their employee's well-being. So, conducting this study in Pakistan is an effort to enlighten the educational organizations can improve its effectiveness by improving teachers' well-being.

The two focal approaches to study well-being are hedonic and subjective well-being (Culbertson et al., 2010; R. M. Ryan & E. L. Deci, 2001). These approaches concentrate on bliss, positive impacts, life satisfaction, and minimal negative effects (Lyubomirsky & Lepper, 1999). On the other hand, the eudaimonic approach highlights positive mental processing and personal improvement (Ryff, 1989b; Waterman, 1993). In contrast with hedonic well-being, the eudaimonic facet is more cognitive-based and engrossed in the individual's motivation to accomplish their objectives and contribute to optimistic states (Culbertson et al., 2010). Ryff and Keyes (1995) thus concluded that psychological well-being as eudaimonic is different from hedonic well-being.

As a human being, accomplishing happiness and life satisfaction are imperative objectives in one's life. Much research evidence (e.g., (Aydin & Gumusboga, 2023; Kato & Snyder, 2005; Kun & Gadanecz, 2022; Liu et al., 2012; Samani et al., 2007) demonstrates that psychological capital exhibits a significant association with hedonic or subjective well-being. Various studies demonstrate the value of psychological capital in attaining hedonic well-being. While all the psychological capital components (i.e., resilience, efficacy, hope, and optimism) retain a positive correlation with hedonic or subjective well-being.

The second type of well-being is eudaimonic well-being. The construct of eudaimonic well-being includes motivational as well as behavioral components. Waterman (2008) characterized eudaimonic well-being from a motivational perspective. According to this perspective, eudaimonic well-being majorly focuses on determining self-realization. Behaviorally, it comprises of most favorable positive performance (Ryff, 1989a; Ryff & Singer, 1998). Eudaimonic well-being comprises six dimensions (i.e., sovereignty, own growth, environmental mastery, self-acceptance, reason in life, and positive relation with others).

In noteworthy findings, Avey et al. (2010) revealed that individuals' positive cognitive resources like psychological capital have a significant positive correlation with happiness; further suggesting that the association among these constructs can be described through optimistic operation. (Culbertson et al., 2010) described that psychological capital has positive correlates with hedonic well-being. The study sample comprised 102 extension agents, and data was collected over 2-week intervals. Results indicate that eudaimonic well-being partially mediates the relationship between psychological capital and hedonic well-being. So possibly a positive cognitive approach makes the individual much more capable of working with their best possible impending, striving toward their actualization, which further makes individuals happy and satisfied with their lives.

Seligman (2011) criticized psychologists and mental health practitioners for placing too much emphasis on mental illnesses and pathologies while ignoring important goals in psychological research, such as optimizing human potential and assisting individuals to be happier and more productive. However, there are insufficient theoretical and empirical studies supporting the idea regarding the influence of good psychological capital on the well-being of educators (Malureanu & Enachi-Vasluianu, 2019). Scholarly sources frequently present educators' well-being in a negative light, e.g., stress, frustrations, anxiety, mental health issues, and burnout are all increased when instructors have poor mental health (Kaur & Singh, 2019). Researchers in the fields of behavioral sciences, mental health, and positive psychology concentrated on the welfare of teachers as a whole (Zewude & Hercz, 2021). However, the process or contributing elements that lead to educators' well-being receive little attention. The

association between psychological capital and teachers' well-being has not been well-reviewed and requires further investigation (Zewude & Hercz, 2022).

Even though positive psychology has demonstrated the connection between outcomes related to physical conditions and positivity (Bandura, 2008). The association of psychological capital and well-being is well explored (Beausaert et al., 2023) but there is little attention given to the mechanism through which psychological capital leads toward prosperity, true potential, or eudaimonic well-being that ultimately results in happiness, specifically among teachers. On the other hand, in previous literature, eudaimonic well-being is not been studied as a mediating role in the relationship of psychological capital and hedonic well-being specifically with the teachers population (Liang et al., 2022; Soni & Bakhru, 2023).

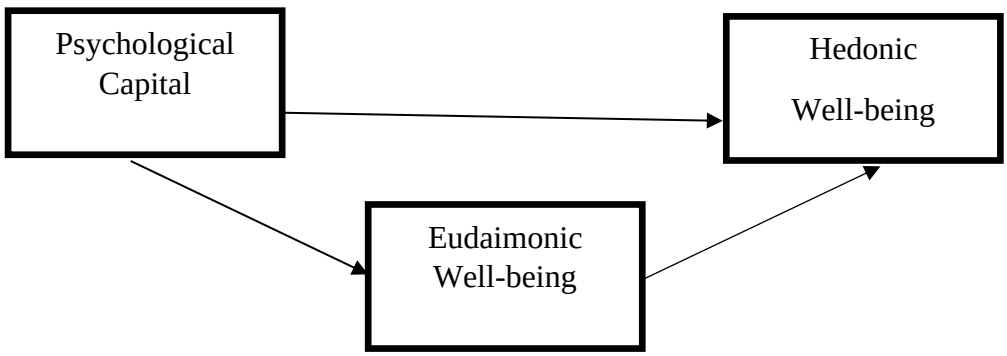
Therefore, the main objective of the current research is to fill up the gap in the reported sources concerning the mediating role of eudaimonic well-being in the association between psychological capital and hedonic well-being among educators. Eudaimonic well-being is a more motivational-based construct that emphasizes more on positive intellectual functioning. (Kohl, 1984) highlighted that to conquer happiness in life, one should strive and do hard work. As he mentioned, happiness is not a spontaneous occurrence to an individual effortlessly, similar to having ripened fruit drop in your mouth. Theoretically, it is assumed that positive cognitive recourses provided by psychological capital give motivation and lead toward positive mental functioning (eudaimonia). And that function is an excellent way toward happiness and satisfaction (hedonic well-being); the reason why eudaimonia is taken as a mediator.

The previous literature shows that these study variables are less documented in combination, specifically among Pakistani educators (Adil & Kamal, 2016; Anjum, 2021). This research is an effort to explain whether psychological capital plays a vital role in flourishing human potential and making one's professional life as an exultant teacher. Most researchers focus on finding out the adverse outcomes of the teaching profession, i.e., stress, burnout, and diminished mental health (Agyapong et al., 2023; Darr & Johns, 2008; Hakanen et al., 2006). Hence, more attention is needed to identify factors that enhance teachers' well-being and mental health alongside highlighting the mediating effect of eudemonic well-being in the relationship between psychological capital and hedonic well-being. This research is essential in integrating the variables mentioned above into a meaningful theoretical framework concerning the Pakistani cultural context and education setups. In this regard, the study's main objectives were to examine the association among psychological capital, eudaimonic well-being, and hedonic well-being. And to gauge the mediating role of eudaimonic well-being in relationship with psychological capital and hedonic well-being among school teachers.

Based on the study objectives, it is hypothesized that psychological capital would have a positive correlation with eudaimonic well-being and hedonic well-being while eudaimonic well-being would mediate the relationship between psychological capital and hedonic well-being among school teachers.

## 1.2 Conceptual Framework of the Study

**Figure 1**
***Conceptual Model***



# 2 Materials and Methods

## 2.1 Research Design

The correlational research design was implemented to assess the relationship between study variables.

## 2.2 Participant Characteristics and Sampling Strategy

The sample size of the current research was calculated through Tabachnick et al. (2013) formula of N > 50 + 8k (where K= number of predictors). Therefore, the study sample consisted of school teachers (*N* = 250), and it is double that of the calculated sample size of 130. The most significant sample is approached to increase the generalizability of the study findings. The study sample was further divided into women (*n* = 151, 60.4%) and men (*n* = 99, 39.6%) with 25 to 45 years ($M_{age}$= 31, *SD*= 9.38). The sample was approached from different private (*n*=137, 54.8%) and government (*n*=131, 45.2%) secondary schools in Sargodha District. Teachers from both primary (*n*=116, 46.4%) and high schools (*n*=134, 53.6%) were part of the current study. The minimum education of the teachers was B. A / B.Com or equivalent, having a minimum of one year of experience as a teacher. Teachers qualification were divided as B.A/ B.Com (*n* = 46, 18.4%), M.A (*n* = 112, 44.8%), and MPhil (*n*= 92, 36.8%). Both science subjects (*n*= 172, 68.8%) and arts subjects teachers (*n*=78, 31.2%) were assessed. The research participants were selected through a purposive sampling technique.

## 2.3 Research Measures

### *2.3.1 Demographic Information Sheet*

To collect the information on various demographics (such as gender, age, education, monthly income, and work experience) the demographic information sheet was used.

### *2.3.2 Psychological Capital Questionnaire (PsyCap; Luthans et al. 2007)*

The 24-item self-reported measure of psychological capital is comprised of four major dimensions (optimism, hope, resilience, and efficacy) with a 5-point Likert-type scale. Each domain contains 6 items. Which ranges from 1 (strongly disagree) to 5 (strongly agree). The scale items 13, 20, and 23 are reverse-coded items. Luthans et al. (2007) findings reveal that the original scale reliability is .89. The Cronbach alpha value of the scale for the current study is .89.

### *2.3.3 Ryff Scale of Psychological Well-Being (RSPWB; Ryff, 1989)*

This scale was used to figure out eudaimonic well-being. It consists of 42 items separated into six proportions (naming self-acceptance, purpose in work/life, personal growth, positive associations with others, environmental mastery, and autonomy). The response choice of every item ranges from 1 (strongly disagree) to 6 (strongly agree). Total items internal consistency for Psychological well-being in this study sample was α = .85 (For self-acceptance α=.73, purpose in work/life α=.65, personal growth α=.76, positive relations with others α=.74, environmental mastery α=.68, autonomy α=.70 respectively).

### *2.3.4 Subjective Happiness Scale (SHS; Lyubomirsky & Lepper, 1999).*

It is used to measure the levels of hedonic well-being. SHS responses are evaluated on a 7-point Likert-type scale from 1 (Not a very happy person) to 7 (A very happy person). Item no. 4 was reverse coded. Lyubomirsky and Lepper (1999) findings reveal that original scale reliability ranges from .79 to .94. The internal consistency of the scale in this study is .60. Reliability depends on the number of items on the scale, so low scale reliability may be due to fewer numbers of items (Field, 2009; Voss et al., 2000).

# 3 Procedure

After approval from the Departmental Board of Studies, the Faculty Board of the University of Sargodha, and formal permission of the scale authors, institutional authority, and school principals, the data collection was started. The study participants were approached from different private and government schools in the Sargodha District. Participants were briefed adequately about the study's main objectives, and their approval to take part in the research was taken. Before administering the questionnaires, personal information was obtained through a demographic information sheet. The participants were asked to fill out all the questionnaires by keeping in view their true feelings. Confidentiality regarding the provided information was ensured. The participants were acknowledged for their active contribution and support in the study.

# 4 Results

Statistical Package for Social Sciences (SPSS; version 26), was used to analyze the data. Descriptive statistics and correlation analysis were run through SPSS while mediation analysis was computed by using PROCESS Macro (Hayes, 2012). As the foremost objective of the research was to assess the association between study variables, the correlation analysis was run. Moreover, to check the specific mechanism through which teachers can attain their well-being, the mediation analysis was run to see the effect of the psychological capital on the hedonic well-being through eudaimonic well-being while selecting gender and school types as covariates in the mediation model.

At the initial step of data analyses, the data were screened out to check for outliers and normality assumptions. No outlier or violation of data was found. Missing data were handled through series means. The data spread was calculated through the values of skewness and kurtosis, and these values were in line with the respective criteria of ±2 (Cramer, 2002). Mediation analysis (Hayes, 2012) was carried out between psychological capital, eudaimonic well-being, and hedonic well-being (see Table 2). Before computing the mediation analysis, all assumptions were tested to assess the suitability of data for this particular analysis. Multicollinearity assumption demands that the tolerance value should be greater than .2. Independence of error demands that the Durbin-Watson value should be between 1 and 3. Psychological capital to eudaimonic well-being Durbin Watson value is 1.26, and the tolerance value is also within the range of 1.0. Psychological capital to hedonic well-being's Durbin Watson value is 1.44, and the tolerance value is 1.0. Path analysis is significant. Therefore, all the assumptions to run mediation analysis on this data set meet the standard criteria.

Table 1 shows the mean, standard deviation, alpha reliabilities, and inter-correlations among all study variables. Table 1 demonstrates that psychological capital has a substantial positive correlation with well-being dimensions (eudaimonic and hedonic) (r = .51 **p<.01) and (r =.45 **p<.01) respectively. Pearson's correlation coefficient Cohen's conversation greater than .50 depicts a large effect size which indicates that the research finding has practical significance. Reliability analysis indicates that reliability coefficients of psychological capital, eudaimonic well-being, and hedonic well-being are .89, .85, and .60, respectively, which indicates the satisfactory internal consistency of each measure (Field, 2009).

**Table 1**

***Scale Descriptive, Reliability Coefficients, and Correlation Matrix of Study Variables (N = 250)***

| | | | | | | | | Range | |
|---|---|---|---|---|---|---|---|---|---|
| | Variables | 1 | 2 | 3 | *M* | *SD* | **α** | Actual | Potential |
| 1 | Psychological Capital | - | .51** | .45** | 95.48 | 17.50 | .89 | 39-118 | 24-120 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2 | Eudaimonic Well-being | - | .63** | 143.82 | 20.97 | .85 | 107-202 | 42-252 |
| 3 | Hedonic Well-being | | - | 20.47 | 4.47 | .60 | 8-24 | 4-28 |

Note. **$p$<.01

**Table 2**

***Mediating Role of Eudaimonic Well-Being in Psychological Capital and Hedonic Well-Being among School Teachers (N=250)***

| Antecedent | Consequent | | | | | |
|---|---|---|---|---|---|---|
| | Eudaimonic well-being | | | Hedonic well-being | | |
| | *Coeff.* | *SE* | *P* | *Coeff.* | *SE* | *p* |
| Psychological Capital | .54 | .06 | .000 | .16 | .01 | .01 |
| Eudaimonic well-being | - | - | - | .55 | .01 | .000 |
| Controls | | | | | | |
| Age | -.10 | .140 | .111 | .04 | .27 | .483 |
| Gender | .12 | 2.72 | .051 | .01 | .53 | .760 |
| School type | -.69 | 2.98 | .338 | .01 | .58 | .782 |
| | $R^2$= .306 | | | $R^2$= .431 | | |
| | $F$ (3,236) = 34.669, *** $p$< .001 | | | $F$ (4,235) = 44.504, *$p$< .05 | | |

*Note: Coeff*= standardized regression coefficient

**Table 3**

***Indirect Effects of Eudaimonic Well-being, between Psychological Capital and Hedonic Well-being in School Teachers (N=250)***

| Mediator | Effect | Boot SE | 95% Boot CI | |
|---|---|---|---|---|
| | | | Boot LL | Boot UL |
| Eudaimonic well-being | .301 | .038 | .230 | .376 |

*Note.* Effect = standardized regression coefficient, Boot CI = bootstrapped confidence interval, Boot LL = bootstrapped lower limit, Boot UL = bootstrapped upper limit

Mediation outcome indicated that psychological capital was a considerable positive predictor of eudaimonic and hedonic well-being. Whereas eudaimonic well-being was a significant positive predictor of Hedonic well-being. Partial mediation was found to be significant as an indirect effect (effect= .30 bootstrap Interval =.03). However, the indirect effect of eudaimonic well-being was positively noteworthy in the connection between psychological capital and hedonic well-being.

**Figure 2.**

***Statistical Mediating Model of Eudaimonic Well-being in Psychological Capital and Hedonic Well-being***

***Figure 2.1***

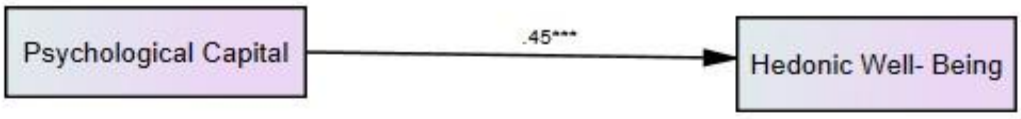



***Figure 2.2***

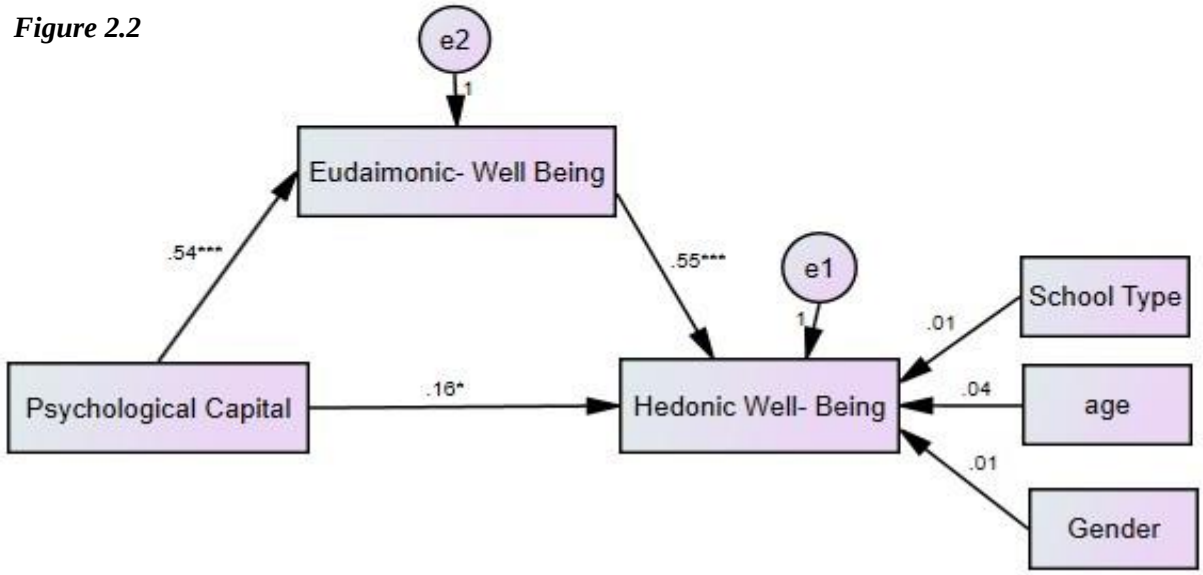



Figure 2.1 indicates a direct pathway while Figure 2.2 indicates an indirect effect. Literature supports that eudaimonic well-being is treated as a mediator variable in previous research (Chtioui et al., 2023; Zhang et al., 2023).

## 5 Discussion

Earlier researchers mainly focused on finding out the adverse outcomes of the teaching profession, i.e., stress, burnout, and diminished mental health (Darr & Johns, 2008; Hakanen et al., 2006). Educational researchers make impressive progress in examining the effectiveness of teaching methods that facilitate organizational climate to flourish in educational settings (Zeb et al., 2018). While well-being is an essential construct of positive psychology, explicitly concerning employees, i.e., teacher's level of functioning (Parker & Martin, 2009; Saks, 2006). The literature is still underreported to determine how teachers can attain higher levels of well-being. In this regard, the present research aimed to address how the effects of psychological capital on hedonic well-being could be mediated by eudaimonic well-being among school teachers.

The finding of the correlation analysis showed that psychological capital is moderately linked with both dimensions of WB the eudaimonic well-being and hedonic well-being (see Table 1). These findings are aligned with Culbertson et al. (2010) research and explained that psychological capital is an individual's positive cognitive approach to life events and further has a strong relation with optimal psychological functioning and experience. Therefore, it

provides positive cognitive capacities to employees that in turn increase their psychological functioning. The study results revealed the positive link between psychological capital and eudaimonic as well as hedonic well-being indicating that capable teachers usually utilized their positive cognitive resources to flourish their capacities and spend prosperous, happy, satisfying personal and professional lives.

The second hypothesis of this research is based on the mediating role of eudaimonic well-being in the association between psychological capital and hedonic well-being. Therefore, the linear regression analyses were run as a pre-requisite for mediation analysis. It is found that psychological capital positively predicts both domains of well-being measured in this study. Gender and the nature of organization/ school type (government/ private) as covariates were also considered in the analysis. These demographic variables were treated as covariates in the mediation analysis as Wright et al. (2007) noted that these demographics may impact the levels of psychological well-being. Thus, they were added to the analysis and were controlled to separate their effects on well-being.

The findings revealed that eudaimonic well-being behaves as a partial mediator in the link between PsyCap and hedonic well-being among school teachers (see Table 2, 3 & Figure 1). The current research findings are aligned with the research by Luthans et al. (2013). The findings revealed that psychological capital was found to be a significant predictor of satisfaction with core life span areas (such as work, relations, and health). Other studies have shown that high levels of PsyCap relate positively to improved work performance outcomes (Luthans et al., 2007). high commitment and better well-being (Avey et al., 2010; Luthans et al., 2008). Furthermore, Gautam et al. (2019) found a significant positive impact of PsyCap (viz., hope, optimism, resilience, self-efficacy) on the levels of well-being (positive health and distress) in postgraduate management students.

The effect of demographic variables was also assessed in this study (like gender, age, and school type). These socio-demographic variables were added as covariates in mediation analysis but their effect as covariates was found to be non-significant (see Table 2 & Figure 2.2) which indicates that gender characteristics, age, or school type (government and private) do not affect teacher's hedonic well-being but there might be other socio-demographic variables (such as education, marital status and salary, etc.) which might contribute in school teacher's hedonic well- being in Pakistan.

Furthermore, an individual's work is reflective of one's capabilities and strengths, ensuring eudaimonic well-being. And making them more prone to exhibit positive experiences and high life satisfaction. This study findings proposes positive functioning of an individual is a better predictor of life satisfaction in contrast to feeling pleasure alone (Peterson et al., 2005). The current study results meet the call for a better contemplation of the positive history of teachers' well-being. A trait-like quality of psychological capital is open to development with intervention. So, it provides an excellent opportunity for teachers to enhance their level of well-being.

Researcher finds that humans use their positive resources in the general assessment of well-being (Hobfoll, 2002). The current study findings reveal that in Pakistani culture, the positive belief of teachers serves as a reservoir that influences their level of well-being. All the PsyCap components provide motivational prosperity in accomplishing success and personal growth. Researchers have much importance to well-being in the past as it enhances job performance (Cropanzano & Wright, 2001). Still, little attention is given to how to attain it, specifically in school or educational settings. These research findings gave a significant direction to attain personal growth by improving psychological capital.

Another noteworthy finding reveals that PsyCap is associated with happiness and suggests that the correlation between these variables is better explained by positive functioning

(Avey et al., 2010). Culbertson et al. (2010) further identified that psychological capital has a positive correlation with hedonic well-being. And eudaimonic well-being acts as a partial mediator in an association between psychological capital and hedonic well-being. These study results are in support of the above-stated research findings. The positive cognitive approach makes individuals much more capable of working with their optimal potential, striving toward their actualization, which in the long run would make teachers happy and satisfied with their lives.

# 5 Conclusion, Limitations, Recommendations

It is concluded based on the current study findings that eudaimonic well-being acts as a partial mediator in an association between psychological capital and hedonic well-being among schoolteachers. Therefore, high levels of psychological capital, along with eudaimonic well-being, can be helpful in device-appropriate adaptive strategies in diverse academic setups to support and endorse a higher level of hedonic well-being, which is considered a global concept of well-being across an individual's social and working contexts. A few limitations of the current research were that the study sample is restricted to the Sargodha District only. Therefore, the findings of this study cannot be generalized. The school teachers from just secondary school grades were part of this study, to expand the generalizability of the research findings the teachers of higher secondary level or university teachers could be included in future studies. In future the intervention-based studies can be designed in which the effectiveness of various therapeutic strategies can be assessed to improve school educator's well-being.

The result findings of the current research can be utilized in various educational settings to promote the practice of positive behaviors and strengths in teachers' professional and personal lives. The research result can further help to improve the performance of school teachers via enhancing their level of eudemonic well-being, which in turn will positively affect the other dimension of well-being the hedonic well-being. It is suggested that founded on the result of this research, various awareness and training workshops can be arranged for school teachers to teach them various social and professional skills that directly have a positive impact on the levels of their well-being. Moreover, the strategies based on well-being and cognitive behavior therapy can be applied by the school psychologists to enhance the optimal level of educator's well-being.

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