

# Faculty Wellness in Higher Education: A Systematic Review of the Concept

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## Abstract

**Purpose:** Faculty wellness is receiving global attention, especially in Higher Educational Institutions (HEIs). Employers in these institutions strive to ensure a sustained wellness culture to meet the faculty member's job expectations and ensure institutional productivity across the spectrum.

**Methodology:** A thorough literature analysis is carried out to understand the various research works for understanding the importance given to faculty wellness in higher education across the globe through qualitative research methods. This critical evaluation uses a descriptive technique that is based on a critical analysis of scholarly studies.

**Results:** Improving faculty members' overall wellness *inter alia* health is essential for many HEIs. Healthy faculty members experience more job satisfaction and exhibit higher productivity in their personal and professional aspects. Faculty members are often perceived as role models in academics. Hence, developing wellness programmes for faculty to facilitate satisfaction through healthy physical and mental well-being is also crucial in future.

**Originality/Value:** A literature review is conducted to examine the behavioural intentions of faculty members towards wellness programmes. The goal is to enlist the perception of faculty on wellness programmes to review the existing behavioural intentions and to classify and provide an exhaustive analysis of the determinants influencing the faculty's behavioural intentions. Exhaustive sources of academic references and data from websites are used in this study.

**Type of Paper:** Literature Review Paper.

**Keywords:** Faculty Wellness, Acceptance of Faculty Members, Faculty Intentions, Conceptual Framework

## 1. Introduction:

Faculty Wellness is a buzzword in the post-globalisation era after the recognition of faculty members' importance in the education sector. Employee welfare already exists in different versions in many of the sectors to promote the well-being of employees in their day-to-day work life and similarly in terms of faculty members in the educational sector. The workplace has changed due to globalisation and technological advancement which is making a significant impact on the lives of all kinds of employees, especially among the faculty members to cope with the continuous changes [1]. Faculties undergo stress, starting from managing students to making sure students are up to the mark and competitive in the changing world, and hence, in this regard faculty members are to be taken care of by the institutions [2].

Faculty wellness helps employees to manage and maintain good health. Mental and physical health problems have an impact on productivity and work-life balance. Wellness ensures employee engagement in several ways. When faculty wellness is communicated properly, it confirms to the employees that the institution cares about their well-being [3]. This will improve retention and reduce staff turnover as well as increase intellectual efforts from the faculty members. In addition, the health improvements will lower absenteeism, allowing for more time which can be invested for full productivity. Lastly, healthier employees are more likely to have high morale, which translates into a more enjoyable and more effective work environment [4].

Faculty wellness is critical for any country's social, political, environmental, economic, and overall sustainable development. Subjective well-being research seeks to understand how people evaluate their lives and is concerned with individuals' emotional responses and life domain (e.g., work, marriage) satisfactions, as well as their overall assessments of life satisfaction [5]. Measures of workplace wellness moderate the relationship between employee wellness and employee productivity. This moderated effect of employee wellness on organizational productivity was mediated by employee productivity. Employees have to heighten their motivation and improve the quality of their services [6]. Promoting healthy lifestyles through appropriate workplace wellness measures can improve faculty health and the potential for workplace engagement. Teachers who place a higher value on health promotion and engage in more health-promoting behaviours may be more likely to implement health curricula and serve as better student role models. [7].

These days, higher education institutions are facing unique challenges such as time, and financial constraints, and an overburdened curriculum has an impact on wellness programmes [8]. Higher education professionals from a variety of disciplines are collaborating with college counselling and health centres to address the widespread nature of mental health issues. This type of collaboration aims to promote mental health referral networks as well as mental health training for students, faculty, and staff [9]. Faculty development is a series of deliberate actions designed to advance the skills, abilities, behaviours, competencies, and knowledge of teachers, academicians, and researchers so that they can perform their jobs effectively and efficiently [10]. Many tenured professors are experiencing virtual teaching for the first time during coronavirus days; tenure-track faculty are in career limbo; and non-tenured and part-time professors bear the brunt of furloughs and layoffs [11]. According to a survey commissioned by The Chronicle of Higher Education, a significant percentage of all ranks of faculty are discouraged enough to consider retiring or leaving higher education for other jobs [12]. Academic pressures, campus climate and culture, working conditions, support services, collegial relationships, and promotion and tenure processes are the major aspects that decide the higher education faculty work-life. [13].

Faculty members' quality of life can be ensured by providing opportunities for professional development. Activities focus on enriching and deepening faculty performance and satisfaction through a variety of programmes [14]. The services provided for the betterment of the faculty members include organising workshops on teaching, learning, and academic career development; mini-grants to strengthen teaching and learning; funding for learning inter-disciplinary information or teaching skills; special interest groups and teaching circles on a variety of topics; and offering a library of resources on teaching, learning, and assessment [15].

The best wellness managers connect their expertise to the organization's culture and strategy about wellness culture and needs [16]. Employers have also become increasingly interested in other benefits of wellness programmes, including employee recruitment, retention, work engagement, productivity and business outcomes, such as stakeholders' satisfaction [17]. Over the next two decades, subsequent approaches focused on comprehending the complexities of the teaching/learning process, increasing faculty awareness of new emerging information about cognition and development, and incorporating technology into the classroom [18]. In recent years, faculty developers have expanded these traditional instructional development efforts, supplementing them with personal and organisational support to address faculty vitality and renewal issues [19].

## **2. Objectives Of Scholarly Review:**

Faculty wellness is growing as a crucial phenomenon, especially in the higher education field. Employers in higher institutions are striving hard to bring a sustained wellness culture to satisfy the faculty's job expectations. The primary objectives of the scholarly reviews are as follows:

1. To review the existing literature on faculty wellness in connection with their behavioural intentions.

2. To assess the intentions of faculty to adapt themselves to the newly developed wellness programmes.
3. To analyse the impact of wellness programmes on the faculty community in higher educational institutions.
4. To find appropriate research gaps and space for further research based on the literature review.

### **3. Research Methodology:**

The systematic review was conducted through a literature survey of online databases: Google Scholar and Research Gate to understand faculty wellness in higher education prevalent in various countries. This critical evaluation uses a descriptive technique that is based on observation and collected information related to keywords.

### **4. Scholarly Review Of Research Literature:**

Faculty job satisfaction relates to their feelings and perceptions about different aspects of their jobs, for example, satisfaction with supervisors. Faculty dissatisfaction with work has associations with psychological and physical well-being. Dissatisfied faculty members will often seek ways to avoid work and evade their responsibilities. Institutions that create efficacious wellness anticipate that for example, wellness can increase employee satisfaction and performance. Management goals are to design a work environment that cultivates a psychosocial climate in the organization characterized by the opportunity for career growth. Considering that employers adopt wellness to improve work relationships and encourage employees to live healthy lifestyles, more research on the topic of employee wellness is necessary [20]. Hence the face of the workplace has drastically changed over the past decade. An increasingly empowered and diverse workforce, technological advancements, increased competition and globalization have created a new workplace reality that is different from the past work in the field of academics. Helping faculty members to take care of their health has become a moral and business need for the organization and institution by following wellness in all dimensions [21]. Hence, this scholarly review on faculty wellness for their betterment in the institution and enhancement of their productivity is essential.

#### **4.1 Faculty Wellness:**

Faculty wellness in higher education is a topic of increasing significance, as educators play a pivotal role in shaping the minds of future generations. Faculty wellness encompasses various dimensions, including physical, mental, and emotional well-being [22]. It goes beyond the traditional focus on academic achievements and emphasizes the holistic health of educators. This holistic perspective recognizes that a healthy faculty is essential for the effective functioning of an educational institution. One crucial facet of faculty wellness is mental health. The demands of teaching, research, and administrative responsibilities can lead to stress, burnout, and other mental health challenges. Institutions must address these issues by implementing support systems, and counselling services, and promoting a culture of openness regarding mental health. Investing in faculty development is a vital aspect of wellness [23]. Providing opportunities for continuous learning, skill enhancement, and career advancement not only contributes to the well-being of educators but also enhances the overall quality of education. The integration of technology and changing educational dynamics present both opportunities and challenges for faculty wellness. Institutions need to address issues related to online teaching, virtual collaboration, and the impact of technological advancements on the well-being of educators [24]. Faculty wellness is a critical component of a thriving higher education ecosystem. Institutions need to recognize the diverse needs of faculty members and implement comprehensive strategies to promote their well-being. By investing in faculty wellness, we not only ensure a healthier and more fulfilled academic community but also contribute to the long-term success and sustainability of higher education. As we nurture the seeds of knowledge, let us also cultivate an environment where educators can flourish and continue to inspire generations to come [25].

**Table 1: Scholarly Literature on Faculty Wellness**

<b>Sl. No</b>	<b>Areas</b>	<b>Outcomes</b>	<b>References</b>
1	Self –Awareness and Wellness Education and Learning Theory	Learner success is enhanced by providing authentic opportunities for learners to develop and practice self-regulation strategies that aid in making sense of life's experiences. These opportunities include options for self-determined outcomes that are scaffolder based on learner	Halima, B. Goss (2010) [20]

		needs. This paper focuses on the individual overcoming barriers to self-awareness. It advocates for an integrated theoretical framework for optimal Wellness Education and, as a result, supports a learner-centred approach to Wellness Education derived from the re-contextualization of established learning theory.	
2	Work-Life Balance, Employee Wellness and Emotional Exhaustion	The literature on pharmacy education discusses wellness issues among faculty and students, as well as approaches to improve grit, resilience, and well-being, as well as methods to reduce stress and burnout. Overlap between work and life among faculty members can result in role conflict and negative consequences that contribute to emotional exhaustion and burnout. Students must be supported by sticking to a routine, modifying work and coursework expectations, and seeking psychosocial assistance if necessary.	Gayle A. (2020) [21]
3	Quality Work- Life, Academics Stream	The nature of faculty appointments, their relation to the academic stream in which they teach, and the nature of their serving institution all have a direct and significant impact on their quality of work-life balance. However, no significant differences in teacher work-life balance have been found based on gender or marital status.	Meenakshi Kamboj (2013) [22]
4	Student- Faculty Relationship, Quality of Life, Mindfulness	According to the findings, dedicated time combined with student-faculty collaboration and the use of strategies was associated with significantly lower levels of burnout and perceived stress, as well as higher levels of mindfulness and quality of life in participants.	Joan S. Wharf Higginset. al. (2010) [23]
5	Faculty Wellness, Skepticism, and Marginalization	The paper emphasizes the significance of faculty wellness as a critical foundation for teaching and learning scholarship. As a result, faculty wellness is regarded as an institutional, departmental, and individual responsibility. Furthermore, focusing on faculty wellness is likely to reduce the level of isolation, workplace stress, scepticism, and marginalization that many faculty members experience on North American campuses.	Harry Hubball & Darren West, (2008) [24]
6	Higher Education Institutions, Remote Learning, Retirement Planning	This study reports heavy workloads and deterioration in work-life balance, particularly among women. Higher education institutions' focus is on shifting from remote learning to in-person education and assisting faculty members with immediate needs such as technology, child and elder care, and tenure bids. The hope is that universities will use what they have learned to make significant changes in areas such as the tenure process and academic evaluations to create a more equitable and diverse faculty, given that more than half of the faculty are planning career changes and retirement.	Brazeau, (2020) [25]
7	Faculty Reward System, Value-	The faculty reward system is becoming more uniform across all types of institutions. Contact with students outside of	Milem, et.al. (2000)

	Based System	class is not valued.	[26]
8	Academic Burnouts, Interventions, Demographical Impact	The purpose of the study was to evaluate the psychometric properties of an adapted version of the Maslach Burnout Inventory-General Survey (MBI-GS) for academic staff in South African higher education institutions, as well as to investigate differences in burnout levels across demographic groups. There were statistically significant differences in academic burnout levels based on age, marital status, and working hours. It is strongly advised that interventions be planned to manage and/or prevent academic burnout.	Emmerentia (2005) [27]
9	Guidance and Counselling	According to the study's findings, lecturers and administrative staff have different issues that affect their well-being because of the various tasks involved in lecturing and administration work. Employees' work-life balance is negatively related to their happiness, implying that when there are fewer issues with work-life balance, happiness can improve more. Workplace guidance and counselling should be mandated for university employees to assist them in balancing their work and personal lives.	Dramanu, et.al (2020) [28]
10	Autonomy, Health Factors, Freedom	The findings suggest that enjoying autonomy and freedom, ensuring quality and best practices, and enabling engagement with learners and colleagues improve the health of online lecturers. However, health is misallocated time and workload, long periods of sitting and working intensely through a computer, and a lack of recognition by colleagues, and management.	Whittet, (2019) [29]
11	Cognitive Flexibility, Novel Methodology	The concept and importance of cognitive flexibility as a wellness skill before employing the novel methodology of reverse role-play in medical education between teachers and learners. This resource has the potential to reduce conflict and stress while also improving the wellness of medical students, residents, and faculty.	Melissa Brown-Allnutt, (2020) [30]
12	Wellness Practices, Education Curriculum	The purpose of this paper is to describe two phases of a mixed-method study: phase I reports on the wellness practices of students at a Canadian university, and phase II assesses the impact of the course on students' wellness practices and learnings. The findings support the argument that a health education curriculum that is responsive to students' identified needs, combined with a healthy campus environment, has the potential to improve student wellness.	Wharf Higgins (2020) [31]
13	Cognitive Dissonance, Emotional Dissonance, and Burnout	Academic faculty have a variety of roles inherent in their work that affect their ability to achieve and maintain work-life balance, regardless of rank or tenure. This paper investigates work-life balance barriers such as cognitive dissonance, emotional dissonance, and burnout. Committing to self-care and workplace strategies can improve stress resilience, faculty satisfaction, and the ability to achieve work-life balance.	Joan Owens, et.al., (2018) [32]

14	Faculty Development, Reflective Practice	Distance learning administrators' type of faculty development for online teaching has the potential to cultivate a reflective practice among higher education faculty members, which could lead to new possibilities for teaching and learning online and in person.	Carol A. (2007) [33]
15	Neurosurgery, Work-life imbalance, Financial Uncertainty	This study reported burnout rates for neurosurgery residents of 30%–67%. Work-life imbalance, imbalance of duties, inadequate operative exposure, and hostile faculty were contributors to burnout. The two included studies reported burnout rates for neurosurgery faculty members of 27% and 56.7%. Psychosocial stressors, relational stressors, and financial uncertainty were generally associated with increased feelings of burnout. Of the four studies reporting on outcomes of wellness initiatives included in this review, three reported a positive impact of the wellness interventions and one study reported no significant improvement after implementing a wellness initiative.	J. Shah (2020) [34]
16	Health Problems, Workplace Bullying, Anti-Bullying Policies,	This study examines RQ1: "What is the percentage of faculty who experience health problems because of workplace bullying?" Health problems for this study included insomnia, needing a counsellor, increased alcohol intake, and suicidal ideation. The second research question is RQ2: "Are faculty who work at colleges and universities with anti-bullying policies less likely to endure health problems related to workplace bullying?"	Hollis, Leah P. (2019) [35]
17	Nonmedical Stressors, Financial Problems	The connection requests have not been just for mental health issues: financial problems and other nonmedical stressors have also often been major concerns. A precise examination of the data on connections is not possible because the program is anonymous. In addition, some faculty members may have called more than once.	Simon (2000) [36]
18	Faculty Participants' Evaluations, Centres for Teaching and Learning	The individual workshops, report data from the faculty participants' evaluations of the programme and provide lessons learned for other institutions that might be interested in creating a similar program.	Thomas (2016) [37]

## 5. Theories Influencing Faculty Wellness:

Faculty wellness is influenced by a variety of theories and frameworks that address the physical, mental, and emotional well-being of educators. Here are some key theories that play a role in shaping discussions and initiatives related to faculty wellness:

### 1) Wellness Motivation Theory (WMT):

WMT provided direction for creating Motivational Intervention for Physical Activity, which was built on the advantages of community-based physical activity treatments with Hispanic women and formative research, community involvement, and cooperation. The resources that support social contextual and behavioural change



processes are also a major emphasis, as are the systems that connect motivational resources to physical exercise. The process of behavioural change involves self-awareness, motivation assessment, and self-regulation, and it shows the propensity to pursue new objectives and go beyond those already attained [51].

## **2) Job Demand-Resources Theory:**

The JD-R model is predicated on the idea that, although each occupation has its distinct working characteristics, these characteristics can be grouped into two general categories (job demands and job resources). As a result, the model serves as a general framework that can be used in a variety of occupational settings, regardless of the particular demands and resources involved. The main premise of the JD-R model is that, regardless of the nature of the work or activity, job strain arises when (certain) demands are high and (certain) resources are scarce. Contrarily, work engagement is more likely when job resources are abundant (as well as in the face of high job expectations). This suggests that managing human resources can be done using the JD-R paradigm [53].

## **3) The Ecological Model:**

A framework for comprehending how interactions within and across systems affect individual development is provided by Bronfenbrenner's ecological theory (Bronfenbrenner, 1977). According to Bronfenbrenner's theory, the microsystem, meso-system, ecosystem, and macro-system all interact to determine a person's social placement. According to Bronfenbrenner's idea, a person's contact with their environment affects how they grow. In Bronfenbrenner's ecological systems theory, the person is at its core. The individual is surrounded by four nested systems, each of which is contained within the others, and these systems interact with the individual and with one another to affect how the individual develops [54].

## **4) Work-home resources model (W-HR):**

It uses principles from the conservation of resources theory to explain how human resources (such as time, energy, and mood) connect demanding and resourceful features of one domain to outcomes in another area. The work-home resources (W-HR) model defines work-home conflict as a process where demands in one domain exhaust personal resources and obstruct successes in the other area. Enrichment is described as a process of resource accumulation in which resources at work and home augment personal resources. The results at home and work can then be improved by using personal resources. The W-HR model also illustrates how confounding variables like culture and personality can influence the incidence of enrichment and conflict between work and home [54].

## **5) Dunn's High-level Wellness:**

Dunn's health model underlines the close connection between achieving peak well-being and a supportive environment. It is founded on the idea of high-level well-being, which was described as an integrated way of living that aims to maximize each person's potential within the context of their whole lived environment. According to Dunn, global high-level well-being is a result of the resilience and sustainability of the Earth's natural systems, and it applies to organizations, communities, nations, and humankind as a whole. To maintain trans-generational vitality at the sizes of the individual, the community, and the planet, researchers and healthcare professionals who concentrate on lifestyle and environmental components of health and who comprehend obstacles like authoritarianism and social dominance orientation are essential [54].

## **6) The Process-Person-Context-Time (PPCT) model:**

The Process-Person-Context-Time (PPCT) model is a contemporary interpretation of Bronfenbrenner's Ecological Theory, which asserts that a person's well-being and development are significantly influenced by the quality and effectiveness of the relationships within the system [46]. According to the PPCT model, a person's ability to grow depends greatly on their ability to engage with other people, things, and symbols in their surroundings. Promoting students' academic achievement and emotional health on campus depends on the interaction between faculty members and students [54].

**Table 2: Scholarly Literature on Acceptance of Faculty Members on Wellness**

Sl. No	Contribution	Reference
1	This research found a significant positive relationship between Public Service Motivation (PSM) and Workplace spirituality (WPS) that was mediated by Employee Well-being (EWB). The quantitative findings of this study demonstrated that a spiritual culture in the workplace has a significant impact on employee PSM by creating a sense of well-being among employees.	Sobia Hassan, Nighat Ansari, Ali Rehman and Amani Moazzam, (2021) [55]
2	There was no evidence that intervention improved any student or teacher outcome due to low participation and ineffective interventions.	Ken Resnicow, Tom Baranowski, Janice Baranowski, (1998) [56]
3	A self-tracking spreadsheet was used to monitor the nursing process, the Population Health Promotion Model, and the Community as Partner Model, and the information gathered was used to create a holistic evidence-based challenge that aims to improve employees' physical activity, exercise, mental health, social health, financial health, and nutrition.	Tam Truong Donnelly, (2019) [57]
4	A wellness dashboard connects programme investments to short- and long-term results by capturing key metrics. Sophisticated businesses establish metrics-related goals and closely monitor trends, which are typically measured monthly, quarterly, or yearly, depending on the metric, and tracked over time.	Ann M Mirabito, Leonardo L Berry & William Baun, (2010) [58]
5	Major barriers to programme success identified were the cost of offering the programme, a lack of staff resources, and a participant's lack of time. Bringing people from all campus sectors together to share a common agenda and collaborate on wellness initiatives is critical to effective change at both the individual and institutional levels.	Megan Amaya, Teresa Donegan, Julie Edwards & Christy Gipson (2019) [59]
6	According to the study, well-established FDE programmes aid in the establishment of a strategic treadle for institutional superiority, quality education, and sustainability. The authors advocated for developing new policies regarding foundation training for teaching materials, organising seminars and workshops, training and symposiums, research funding, self-career development plans, and HR development strategies for long-term development.	Dr. Md. Al Mamun Sarker <sup>1</sup> , Md. Shohel Rana, Sayma Shatadi, Dr. Ashrafi Alim Roki, Nahidul Islam, (2021) [60]
7	According to research findings, wellness cultures are an important factor in improving the population's healthy lifestyle beliefs and behaviours in academic institutions. Higher education institutions can model and test approaches for the larger community and society by incorporating health promotion values and principles into their mission, vision, and strategic plans.	Megan Amaya & Bernadette Mazurek Melnyk, (2020) [61]
8	Most HEIs were more concerned with corporatization and student satisfaction, while unconsciously overlooking the impact on academic staff well-being. The establishment of routine mental health assessments, effective communication, and continuous promotion of existing and available support by HEI management is imminent to improve the mental well-being of academic staff.	Ogechi Ohadomere And Ikedinachi K. Ogamba, (2020) [62]
9	The wellness orientation educates new faculty members on the significance of wellness behaviours and provides them with appropriate tools and support	Garielle E. Brown, Aleem Bharwani,



	systems. Enhancing wellness instruction has the potential to improve the professional competency and overall functioning of faculty of medicine members.	Kamala D. Patel, Jane B. Lemaire, (2016) [63]
10	It suggests that after participating in a faculty development activity, teachers' knowledge, attitudes, and skills improve. The organization's impact has yet to be fully determined. However, reported changes included increased educational participation and the formation of collegiate networks.	Yvonne Steinert , Karen Mann , Angel Centeno , Diana Dolmans , John Spencer , Mark Gelula & David Prideaux, (2006) [64]
11	Practitioners can use the Indivisible Self-model, with or without the accompanying assessment instruments, to help clients understand the components of wellness, how those components interact, and how positive change can be created by focusing on strengths rather than weaknesses.	Myers, J. E., & Sweeney, T. J. (2004) [65]
12	The paper adds value to the specific components of a wellness champion programme that are described. Although the program's impact on specific health and wellness outcomes has yet to be determined, programme facilitators can articulate how the programme is having a positive impact on the culture of wellness at Ohio State University.	Megan Amaya, Brenda Buffington & Lauren Battista, (2017) [66]
13	The school has had the opportunity to implement a wide range of wellness programming and initiatives over the past four years of the expanded LeVine Wellness Program. An elective course was approved for students at all degree levels (BSN, ABSN, MSN, DNP, PhD) to promote personal wellness, become more aware of the evidence on self-care approaches, and develop strategies for sharing this information with colleagues and patients.	Cheryl L. Woods-Giscombe, (2020) [67]

## 6. Factors Influencing Faculty Intention towards Faculty Wellness in Higher Education:

The intention of faculty members toward wellness in higher education is influenced by various factors that encompass individual, organizational, and environmental dimensions. Here are some key factors that can influence faculty members' intentions towards wellness in higher education:

**1) Impairment:** In most situations, the "impaired physician" is accorded special treatment. The American Medical Association defines an impaired physician as one who is "unable to fulfil professional or personal responsibilities due to a psychiatric illness, alcoholism, or drug dependency." Dr Thomas proposes adding persistent, long-term stress to the list because it can also impair decision-making and performance.[37]

**2) Faculty Life Cycle:** Understanding and adapting to shifting pressures and requirements depends on a faculty member's career level. Thomas Viggiano and Henry W. Strobel provide the Career Management Life Cycle Model. Recruitment, orientation, exploration, engagement, development, vitality, transition, and retirement are the stages that are divided into categories [18]. Each stage enables the institution to offer the person individualized, focused support. However, before any attempts to support the person may be effective, there is frequently a need for a fundamental shift in the institution's culture.

**3) Psychological Health:** Academic centres' faculty members' psychological experiences vary depending on their temperament, abilities, and prior experiences. It is also mediated by the institutional culture, which is greatly impacted by the capacity of leaders to create trust, use emotional intelligence (EI), and explain a clear goal. Faculty must assess their interests and talents in light of the objectives and priorities of the organization [81].

**4) Gender and Generation:** The two most intricate aspects influencing academic medicine's experience and reaction to challenging situations are gender and generation. The effort that has to be made to assist women in reaching their full potential and the more recent problem of bridging generational disparities are both emphasized.

Encouraging recommendations for university medical centres' administrators who are forward-thinking enough to promote faculty vitality in light of the pressures this places on senior faculty [35].

**5) Organizational Culture:** Each academic medical facility has a unique organizational culture or a set of guiding principles that govern "how things are done here." Earlier studies have discussed a few organizational cultures [14]. The Situation with Faculty Health While some people respect nurturing and mentoring, others see it as competitive and conflict-ridden. Changes in organizational culture are also required to improve faculty well-being, in addition to a more explicit focus on faculty health and well-being.

**6) Coordination among Programmes:** Coordination of employee support and wellness programmes is advised by Whittet [29]. According to him, such integrated initiatives have the power to transform the workplace by redefining work and lowering healthcare expenses as well as employee attrition. He urges companies to combine work and wellness to change mindsets and produce healthy, effective employees.

**7) Professional Development:** Early faculty development initiatives in the 1970s made an effort to increase institutional performance by addressing the disciplinary or pedagogical expertise of faculty members. The following strategies during the following two decades concentrated on understanding the intricacies of the teaching/learning process, raising faculty awareness of recent developments in the field of cognition and development, and integrating technology into the classroom. To address concerns with faculty vitality and renewal, faculty developers have recently increased these conventional instructional development activities [23]. They have done this by adding personal and organisational support.

**8) Physical Health:** It is commonly known that physical health affects one's ability to do their profession [24]. Teachers who are worn out, under pressure, or ill are not likely to be motivating or creative. The health promotion programmes have been implemented on more than 200 campuses. Along with physical health, social, emotional, spiritual, intellectual, and occupational well-being are often given top priority.

**9) Five Second-Order Factors:** On the initial wellness scales, these were found using exploratory and confirmatory factor analyses. The five components were eventually dubbed the "Essential Self" (spirituality, self-care, gender identity, and cultural identity), Creative Self (thinking, emotions, control, positive humour, and work), Coping Self (realistic beliefs, stress management, self-worth, and leisure), Social Self (friendship and love), and Physical Self (physical health and fitness) (exercise and nutrition). The Adlerian theory was again used as a foundation for this analysis [29].

**10) Relationships:** Positive connections' significance for mental health and wellness has been thoroughly studied. The strength of our relationships is thought to be crucial to our degree of happiness [30]. Evidence suggests that having healthy connections might act as a protective shield against negative life events like sadness and loneliness. Since doing acts of kindness has been found to enhance levels of happy emotion, potentially improving the welfare of both the donor and the recipient, people frequently feel positive emotions in the presence of others.

**11) Ethical Tensions:** The online instructors who were overloaded with being "increasingly on call" encountered ethical difficulties. Lecturers may become overworked and worn out due to the significance of developing an ethos of care, communication, respect, security, and compassion [31]. Due to the asynchronous nature of online contact, the lecturer may be inclined to handle it poorly by seeming to be absent, escalating the conflict between learner-first and lecturer-first decisions and adding to the pressure of unmet expectations.

**12) Policies and Values:** When creating a course, it's crucial to take institutional, faculty, and individual teacher policies and values into account. Policies are the rules and regulations that the organization, faculty, department, and/or unit have developed [35]. Values are principles and opinions that may be conveyed via policies and relate to how important or valuable.

**13) Social Wellness:** Social well-being is the capacity to connect with others and the environment successfully. Social health is defined as the capacity to establish and sustain close relationships with others as well as to show tolerance and respect for those who have different values. Living in harmony with others and contributing to the common welfare of one's community have worth [12].

**14) Emotional & Environmental Wellness:** Emotional wellness is defined as the capacity to notice and accept feelings, manage stress, and avoid being discouraged by failures and setbacks [36]. As there is value in both making use of the advantages of nature and acting to safeguard the environment, environmental wellness indicates that one has started living in an ecologically mindful way.

**15) Intellectual & Spiritual Wellness:** The capacity to absorb and use information effectively for one's own, one's family, and one's professional development, as well as the desire for continual learning and development to successfully address new difficulties, are all components of intellectual well-being. Spiritual wellness is the state of being fulfilled and enriched in one's life as a result of realizing the significance and worth of one's existence.

**Table 3: Scholarly Literature on Intentions of Faculty on Wellness:**

Sl. No	Sample	Key Findings	References
1	A qualitative, three-phase multi-approach design was used in this study	A key finding in this study suggests that combining self-coaching, appreciative coaching, and self-management principles could help higher education students develop a successful individual wellness programme.	Karien Henrico, (2022) [38]
2	Quantitative research with mixed methods, phase 1 with Likert-Style Survey consisting of 25 self-reflective questions and 15 health and wellness awareness & phase 2 All staff on the proposed site will be invited to fill in a survey that will include questions	The research will aid in the understanding of perceptions of initiatives and/or supports aimed at improving school staff wellness, as well as whether and how they affect overall perceived wellness and school culture.	Melissa Brown-Allnutt, (2020) [39]
3	The data in this brief come from faculty respondents at 25 four-year colleges and universities that administered the Faculty Survey of Student Engagement (FSSE) in 2019	Faculty members' difficulties with work and non-work-related items, as well as their overall wellness, are more or less likely based on demographics, employment, and institutional characteristics, as well as their ranks. The findings reveal faculty expectations for student participation in educational practices.	Josclynn Brandon & Allison Brckalorenz, (2021) [40]
4	Data were collected from faculty members who were employed at a Mid-Atlantic public research-intensive institution, which has approximately 25,000 students and a student-to-faculty ratio of 18 to 1.	The findings suggest that faculty members may be a viable resource for the early detection and prevention of MHDs in college students, which could improve students' mental health, retention, and academic success.	Michael T. Kalkbrenner, Amber L. Jolley & Danica G. Hays, (2019) [41]
5	A detailed in-depth conversation with 25 staff working in Higher Education institutions.	This research study emphasises the critical need to gain the perspectives of Higher Education managers and administrators to gain a better understanding. People's well-being is enhanced when they feel valued, have good workplace collegiality, and have the ability to act autonomously.	Dr Tim O'Brien Dr Dennis Guiney, (2018) [42]
6	The study took place in 2019 in a large, Russell-Group university in England with a total of 13 focus groups constituted of a minimum of five participants and a maximum of 10.	This study advances student wellbeing research by recognising the interdependence of staff and student wellbeing. The findings highlight the critical role of the teacher-student relationship in influencing students' (and staff's) well-being and propose solutions for various areas of development.	Elena Riva, Rebecca Freeman, Lauren Schrock, Victoria Jellic1,

			Cameron-Tosh Özer & Ruth Caleb, (2020) [43]
7	Data was collected from 10 participants who are all millennials, currently working in Kuala Lumpur.	This research has uncovered some of the most common antecedents and barriers that millennial employees face. To ensure an effective EWB that leads to engagement and retention, the organization must prioritise transparency, health and wellness programmes, an outcome-oriented culture, and workplace relationships.	Teh Yong Zhao, Jugindar Singh Kartar Singh, Ibiwani Alisa Hussain (2022) [44]
8	In one of the universities in the United States, 438 employees participated in 15 different wellness programmes and the survey includes 33 questions.	According to the findings of this study, the health and wellness programming desired by university employees may differ from that of students. Employees' unique needs and interests must be effectively assessed by wellness programme coordinators.	Tyler Tapps1, Matthew Symonds1 and Timothy Baghurst, (2016)[45]
9	Faculty, employers, alumni and students of Plymouth State College for the study	The Wellness Management option, which replaced the former Community Health option, now includes first aid, wellness skills, workplace and community health promotion, business writing, legal issues, and a wellness management internship, among other things.	Burckes-Miller, Mardie E., (1995) [46]
10	Interviews with 4 engineering faculty and analyses the transcripts using inductive and deductive thematic analysis.	When comparing faculty's experiences as students to those of current undergraduates, they identify excessive technology, imposter syndrome, low extracurricular engagement, and low functionality as factors threatening the well-being of the younger generation.	Matilde Luz Sanchez-Pena, (2022) [47]
11	A cross-sectional survey design was used, with stratified random samples taken from academics in six South African universities.	According to the findings, job demands contributed to burnout, whereas job resources contributed to work wellness (low burnout and high work engagement). Additionally, interventions aimed at increasing job resources can improve academic wellness and lead to higher levels of work engagement, life satisfaction, and organizational commitment	N. Barkhuizen S. Rothmann, (2005) [48]
12	A total number of 13 participants working for four of the seven faculties at the studied university were selected via a snowball sampling method	Many faculty members expressed a lack of time for wellness programmes or other employer-sponsored health initiatives. As a result, academics should be exposed to time management training to help them schedule time for wellness and academics. Employees must be self-aware of their workplace wellness requirements.	Frances Lilian Jasson, (2020) [49]
13	In the Northeast State University in the US, 13 people participated	The Discover Wellness programme was put in place as a key to behavioural change. Pre- and	Elizabeth Keida, Jessica

	as volunteers. All participants were female and their ages ranged in all predetermined categories (26-65 years).	post-test results showed that participants improved significantly in stress reduction, sleep, physical activity, and nutrition at the end. Interventions were found to be beneficial.	Harris & Barry A. Friedman, (2021) [50]
14	Surveys were administered among college students enrolled in several Physical Education (PED 101) courses at a university in the southeast United States through the Health Behaviors Perception Questionnaire & and 17 Likert-style questions	Studies do provide insight into how students perceive health education professionals. This suggests that when instructors are seen engaging in healthy behaviours on and off campus, students may regard them as more credible, and vice versa.	Eastman, Wayne, (1996) [51]
15	The three different 2-hour workshops were held in the phase 2006-2007 with approximately 25 participants in each. Two workshops were held as part of the eight-month UBC Faculty Certificate Program on the Scholarship of Teaching and Learning, and one included the STLHE pre-conference workshop in the USA, Edmonton.	It provides a useful reflective tool as well as holistic strategies for assessing and improving wellness in a faculty development context, both individually and collectively. As a result, faculty wellness is regarded as an institutional, departmental, and individual responsibility.	Harry Hubball & Darren West, (2008) [52]
16	A study consisting of 433 faculty and staff responded to an electronic questionnaire over 4 weeks	The study was to assess a midwestern university's wellness culture and to identify the health needs and interests of the faculty and staff employed, as well as their current awareness and use of wellness benefits provided to them. The interest in wellness programmes was evident, but leadership and cultural support appear to be lacking on campus.	Tara Louise Roberts, (2014) [53]

## 7. Review Of Conceptual Framework:

The conceptual framework of faculty wellness encompasses a holistic model that integrates various factors influencing the well-being of educators in higher education. This framework serves as a guide for understanding the interconnected elements that contribute to or detract from faculty members' overall wellness. Here's a breakdown of key components within the conceptual framework.

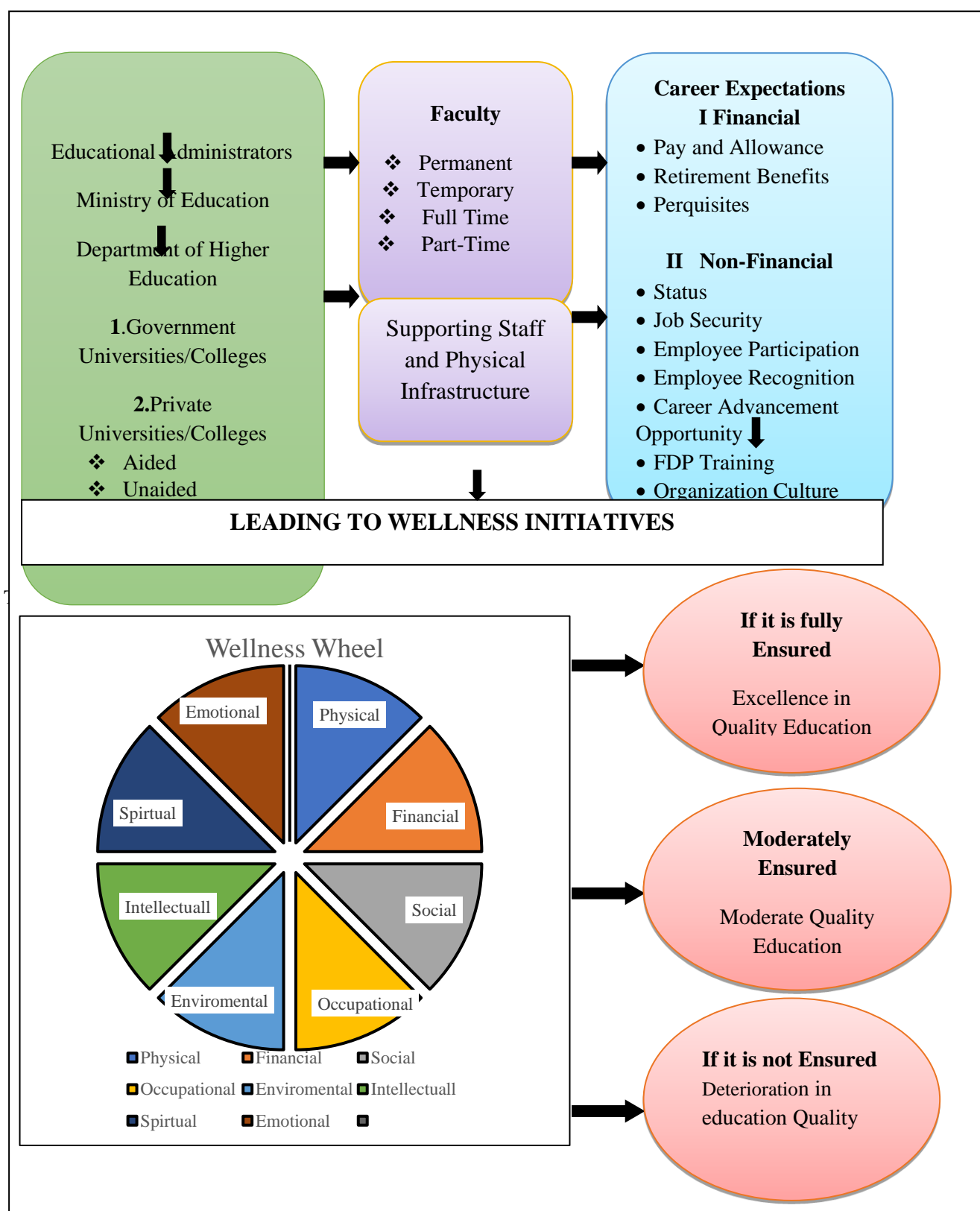


Fig.1: Proposed Model

Source: Compiled by the researcher



The proposed model posits that wellness initiatives in higher education institutions, whether private or government colleges have a profound impact on the career expectations of academicians and faculty members. Financially, these initiatives play a critical role in reducing healthcare costs by promoting preventive healthcare measures, leading to healthier faculty members who incur fewer medical expenses. Furthermore, the increased productivity resulting from wellness programmes focused on stress management and mental health contributes to professional growth, potentially leading to salary increments and performance-based incentives. The model emphasizes that such initiatives also contribute to employee retention and recruitment, as institutions with comprehensive wellness programmes are more appealing to potential faculty members, reducing turnover costs and fostering a positive work environment.

Non-financially, the model highlights the importance of wellness initiatives in shaping job satisfaction and work-life balance for academicians. Programmes addressing these aspects contribute to a positive work environment, reducing burnout and enhancing overall quality of life. Additionally, by incorporating opportunities for professional development, social wellness activities, and team-building, these initiatives promote collaboration and a sense of community among faculty members. The model underscores that the resulting positive workplace culture enhances an institution's reputation, attracting high-calibre faculty members, students, and potential funding opportunities, ultimately contributing to a holistic and fulfilling academic career experience.

### **1) Physical Wellness:**

This dimension addresses the physical health of faculty members. It includes considerations such as regular exercise, proper nutrition, and access to healthcare. An emphasis on ergonomic workspaces and strategies to mitigate the physical strains associated with teaching and research is essential.

### **2) Mental and Emotional Wellness:**

Mental health is a cornerstone of faculty wellness. Factors such as job satisfaction, stress levels, work-life balance, and access to mental health resources contribute to the mental and emotional well-being of educators. Strategies to reduce burnout and promote resilience are integral components.

### **3) Workload and Job Demands:**

Examining the workload and job demands on faculty is crucial. This involves evaluating teaching loads, research expectations, administrative responsibilities, and the overall expectations placed on educators. Balancing these demands is essential for preventing burnout and supporting sustainable careers.

### **4) Professional Development and Recognition:**

Faculty wellness is linked to opportunities for professional development, career advancement, and recognition of achievements. A supportive environment that values continuous learning, provides mentorship and acknowledges the contributions of faculty members positively influences their overall well-being.

### **5) Institutional Policies and Support:**

The institutional context plays a significant role in faculty wellness. Supportive policies related to tenure, promotion, sabbaticals, and family-friendly initiatives contribute to a positive work environment. Clear communication, transparent decision-making, and leadership that prioritizes well-being are vital aspects.

### **6) Social and Community Connections:**

Building a sense of community among faculty members is essential for wellness. Social connections, collaborative opportunities, and mentorship programmes foster a supportive network that contributes to job satisfaction and a positive work environment.

### **7) Technology Integration:**

Given the evolving landscape of higher education, the impact of technology on faculty wellness is crucial. The framework considers the role of technology in teaching, research, and administrative tasks, ensuring that educators receive adequate support and training to navigate digital environments.

### **8) Crisis and Emergency Preparedness:**

Considering the unforeseen challenges that may arise, faculty wellness is influenced by the institution's preparedness for crises or emergencies. Policies, resources, and support systems in place during unexpected events contribute to the resilience of faculty members.

**9) Diversity and Inclusion:**

Recognizing the importance of diversity and inclusion in faculty wellness, the framework addresses the impact of factors such as age, gender, race, ethnicity, and cultural background on the well-being of educators. Inclusive practices contribute to a positive and supportive workplace.

**10) Student-Faculty Relationships:**

The quality of interactions with students is a significant factor in faculty wellness. Positive relationships, effective communication, and a supportive student community contribute to job satisfaction and a sense of purpose among faculty members.

**11) Longitudinal Perspectives:**

The framework considers the dynamic nature of faculty wellness by incorporating longitudinal perspectives. This involves examining changes and trends over time, allowing for continuous improvement in supporting the well-being of faculty members.

By integrating these components, the conceptual framework of faculty wellness provides a comprehensive understanding of the factors influencing the holistic well-being of educators in higher education. This framework serves as a foundation for research, policy development, and institutional practices aimed at enhancing the overall wellness of faculty members.

**Table 4: Scholarly Literature on Conceptual Framework of Faculty Wellness**

Authors	Year	Contribution/Outcome	Type of Study
Marco De Angelis, Greta Mazzetti, Rita Chiesa & Josefina Pelaez Zuberbuhler [66]	2022	The theoretical foundations, conceptual model, study design, and methodological approaches of the EU H2020 H-WORK project for promoting mental health in public workplaces and small and medium-sized enterprises are described in this paper (SMEs).	Conceptual
Ganesh Bhat S. [67]	2014	The primary goal of this conceptual review is to highlight the concept of Faculty Wellness and its importance in higher education. A modification of the Hubbell and West model (system based on rote learning), a pyramid of three cones as a framework for institutions of higher learning.	Conceptual
Kenneth Mcleroy & Daniel L Bibeau [68]	1998	The article proposes an ecological model for health promotion that focuses on both individual and social environmental factors as targets for health promotion interventions with individual support at changing interpersonal, organizational, community, and public policy levels.	Conceptual
Remus Iliesa, Sherry S. Y. Awa, and Helen Pluutb [69]	2015	Adopting intra-individual perspectives in the study of employee well-being, in particular, can not only add value to our understanding of well-being but also complement and offer suggestions for the development of a comprehensive theoretical model that integrates the two perspectives.	Conceptual
N Koen, L Philips, S Potgieter, Y Smit, E van Niekerk, DG Nel & J Visser [70]	2017	Because wellness is a multifaceted concept, including means of adopting healthier lifestyle habits and workplace health-promotion strategies should take into account all factors to provide a holistic approach and	Conceptual

		potentially identify those who are at risk of a sub-optimal wellness status.	
Jacklyn J. Thompson & Stella C. S. Porto [71]	2014	The issue of adult online learner wellness must be addressed to improve the quality of online distance education, with student retention and course completion being the primary concerns among distance education providers, and described areas for improvement as well as recommendations and strategies to support wellness in adult online learning.	Conceptual
Karin Jensen [72]	2021	A cultural shift in engineering will necessitate the collaboration of all members of our community, administrators, faculty, staff, and students, to redefine and reimagine our values and structures that enable all members to thrive by enhancing physical and mental wellness.	Conceptual
Damon Jones David Molitor Julian Reif [73]	2018	According to the first set of findings from the Illinois Workplace Wellness Study, workplace wellness programmes are designed to reduce medical spending, increase productivity, and improve well-being. According to the findings, these programmes may serve as a screening mechanism and result in net savings for employers.	Conceptual
Stephanie M. Mazerolle & Jessica L. Barrett [74]	2018	Delegation—that is, sharing the load with their spouses and support networks—was critical for our faculty members to find balance (especially mothers). Also, during the workday, recognizing what is important versus what is not was used to gain balance and control over the day's activities.	Conceptual
Donel J. Richemond <sup>1</sup> , Charles Needham [79]	2020	Gender and job satisfaction were found to be related in interaction analyses. According to behavioural economics findings, rewarding employees for changing their behaviour or participating in beneficial activities is more effective than tying rewards to outcomes and reduced absenteeism.	Conceptual

## 8. Ideal Solution, Desired Status & Improvements Required:

### 8.1 The Ideal Solution:

Faculty wellness involves the establishment of a supportive and nurturing environment that prioritizes the holistic well-being of educators. This encompasses physical, mental, and emotional aspects, fostering a culture that values and promotes the health of faculty members.

#### 1) Holistic Wellness Programmes:

Implement comprehensive wellness programmes that address physical health, mental well-being, and emotional resilience. Include initiatives such as fitness programmes, mental health resources, stress management workshops, and counselling services.

#### 2) Positive Work Culture:

Foster a positive and supportive work culture where faculty members feel respected, appreciated, and connected. Promote open communication, collaboration, and a sense of community within the academic institution.

**3) Work-Life Balance:**

Actively support a healthy work-life balance through policies that encourage reasonable work hours, flexibility in work arrangements, and a recognition of the importance of personal time for faculty members.

**4) Continuous Professional Development:**

Provide ongoing professional development opportunities aligned with individual career goals, contributing to faculty members' growth, job satisfaction, and a sense of professional fulfilment.

**5) Recognition and Rewards:**

Establish systems for recognizing and rewarding faculty achievements in teaching, research, and service. Recognition enhances a positive sense of accomplishment and reinforces the value of faculty contributions.

**6) Access to Resources:**

Ensure that faculty members have access to necessary resources for teaching and research, minimizing stressors and enabling effective performance in their roles.

**7) Mental Health Support:**

Prioritize mental health support services, including counselling and access to mental health professionals, addressing the unique challenges and stressors faculty members may encounter in their academic roles.

**8) Leadership Commitment:**

Demonstrate a commitment to faculty wellness at all levels of leadership. Set an example by prioritizing well-being and integrating wellness considerations into institutional policies and decision-making processes.

**9) Flexibility and Autonomy:**

Provide faculty members with flexibility and autonomy in their work, allowing control over teaching methods, research pursuits, and other professional responsibilities.

**10) Clear Communication:**

Establish transparent communication channels to keep faculty members informed about institutional policies, expectations, and available wellness resources.

**11) Community and Social Support:**

Encourage the development of a strong sense of community among faculty members, fostering positive relationships and promoting a supportive social environment.

**8.2 Desired Status for Faculty Wellness:**

The desired status reflects the successful implementation of the ideal solution, where faculty members experience a positive and conducive environment that enhances their overall well-being. This includes a culture where wellness is integral to the academic experience, and faculty members feel supported, motivated, and fulfilled in their roles.

**8.3 Improvements Required for Faculty Wellness:**

To achieve the ideal and desired status for faculty wellness, institutions may need to address specific areas for improvement:

**1) Review and Enhance Policies:**

Regularly review existing policies related to workload, work-life balance, and wellness. Make necessary adjustments to align with the evolving needs and expectations of faculty members.

**2) Increase Awareness:**

Enhance awareness among faculty members about available wellness programmes and resources. Ensure that faculty are informed about the support systems in place.

**3) Training for Leadership:**

Provide training for institutional leaders to effectively promote and prioritize faculty wellness. Equip them with the skills to create a positive work culture and implement supportive policies.

**4) Evaluate and Expand Wellness Programmes:**

Continuously evaluate the effectiveness of wellness programmes and make improvements based on feedback. Consider expanding initiatives based on emerging needs and trends in faculty well-being.

**5) Incorporate Feedback Mechanisms:**

Establish mechanisms for regular feedback from faculty members regarding wellness initiatives. Use this feedback to make informed adjustments and enhancements.

**6) Promote a Culture of Openness:**

Encourage open communication about mental health and well-being. Reduce stigma and create an environment where faculty feel comfortable seeking support.

**7) Flexibility in Work Arrangements:**

Explore opportunities to enhance flexibility in work arrangements, acknowledging the diverse needs and responsibilities of faculty members.

**8) Invest in Resources:**

Allocate resources for mental health services, professional development, and other wellness initiatives. Ensure that there is sufficient support to meet the demands of a diverse faculty population.

By addressing these areas for improvement, institutions can work towards creating an environment that truly prioritizes and supports the wellness of faculty members. Regular assessment, feedback, and a commitment to continuous improvement are essential in fostering a culture of well-being within higher education institutions.

**9. Research Gaps:**

A thorough review of the literature helped to identify the following research gaps:

1. In the Indian scenario, in-depth studies about understanding the driving factors, Behavioural Intentions and impact of faculty wellness programmes are limited.
2. Currently, no study comprehensively integrates a holistic approach, offering a wellness model aligned with the specific context and requirements of teaching within a university educational environment.
3. Limited research has been conducted on the initiatives undertaken by the government about faculty wellness.
4. Investigate how the effectiveness of wellness initiatives varies across private and government colleges, considering differences in organizational culture, financial structures, and incentive systems.
5. Explore how wellness initiatives can be tailored to address the specific challenges and preferences within different types of higher education institutions, ensuring that interventions are contextually relevant.
6. Examine the long-term impact of wellness initiatives on the career expectations of academicians, assessing whether the positive effects are sustained over time and identifying factors contributing to or hindering long-term success.
7. Compare the effectiveness of financial incentives linked to wellness goals in private and government colleges, considering variations in budget constraints and compensation structures.

8. Investigate how wellness initiatives cater to the diverse needs of faculty members, including gender, age, and cultural differences, to ensure inclusivity and effectiveness across diverse demographic groups.
9. Conduct qualitative research to deeply explore how wellness initiatives impact the subjective experience of job satisfaction among academicians, providing rich insights into the nuances of their well-being.
10. Examine the role of institutional leadership in the successful implementation and sustainability of wellness initiatives, exploring the impact of leadership styles, support, and commitment on program outcomes.
11. Identify and analyse the barriers that faculty members may face in participating and engaging in wellness programmes, addressing potential obstacles to widespread adoption and utilization.
12. Investigate the effectiveness of technology-based solutions in promoting wellness among academicians, considering the potential of digital platforms, apps, or online resources in delivering scalable and accessible wellness programmes.
13. Compare different models of wellness programmes implemented in higher education institutions, examining variations in program design, delivery, and outcomes to identify best practices and areas for improvement.

#### **10. Research Agendas:**

##### **1) Faculty Acceptance:**

The improvement of employees' working circumstances is becoming more dependent on job satisfaction. Research has demonstrated that work happiness raises organizational productivity and reduces absenteeism. Programmes for employee wellness may affect productivity and other behaviours as well as raise employee happiness. Organizational leaders are becoming more interested in wellness initiatives [61]. The interventions were highly accepted, and professors who took part in the programmes said they felt less stressed.

##### **2) Behavioural Intention:**

Understanding how teachers feel about programmes and/or services intended to improve staff well-being in schools as well as the overall effects of perceived wellness is expected to graduate in 2020 [63]. The requirements and expectations of the instructors, the students, and the other institutional employees must be taken into consideration while creating wellness initiatives.

##### **3) Key Determinants of Faculty Wellness:**

Faculty wellness behavioural intentions in higher education are influenced by impairment, faculty life cycle, gender and generation, organizational culture, professional development, relationships, ethical tensions, policies and values, physical, mental, social and spiritual wellness, intellectual and environmental wellness, and other factors.

##### **4) Choosing a Suitable Theory to Build a Conceptual Framework for Further Study:**

In the philosophy of employee wellbeing, motivation level and the process of behavioural change are the two key components. The resources that support social contextual and behavioural change processes are also a major emphasis, as are the systems that connect motivational resources to physical exercise. The process of behavioural transformation includes self-awareness, motivation evaluation, and self-regulation.

#### **11. Abcd Analysis Of Faculty Wellness:**

An ABCD analysis, also known as an ABCD matrix, is a strategic management tool used to categorize items or factors based on their significance. In the context of faculty wellness, an ABCD analysis can help prioritize and address various aspects of well-being [73]. The ABCD analysis serves as a systematic tool for assessing specific characteristics, system attributes, concepts, and the efficacy of strategies, choices, and business models [74]-[75]. In this context, ABCD stands for Advantages, Benefits, Constraints, and Disadvantages [76].

Application of ABCD analysis to faculty wellness:



### **Advantages of Faculty Wellness in Higher Education**

1. The presence of a healthy and motivated workforce in an organization is ensured by ensuring the well-being of the employees [77].
2. Indeed, high levels of psychological well-being are linked to better work performance, lower turnover rates, qualitatively improved interpersonal relationships, increased creativity and innovation, and a better organizational reputation [78].

### **Benefits of Faculty Wellness in Higher Education**

1. The Higher Education Commission's (HEC) plans to improve teacher motivation toward service delivery include improved reward packages, higher education scholarships, improved facilities, training, and faculty development plans.
2. Employers are also becoming more interested in the other benefits of wellness programmes, such as employee recruitment, retention, work engagement, productivity, and business outcomes like customer satisfaction.
3. Faculty and Academic Development (FAD) improves faculty quality of life by providing opportunities for professional development. Activities are aimed at enriching and deepening faculty performance and satisfaction.

### **Constraints of Faculty Wellness in Higher Education**

1. Because health and social services on campus are primarily aimed at students, there is a need to promote long-term health and social support for faculty and staff.
2. Management wellness programmes frequently fail because they do not reflect the personal preferences of the employees.

### **Disadvantages of Faculty Wellness in Higher Education**

1. Troubled faculty are frequently so preoccupied with personal and organizational issues that they are unable to pay attention to suggested teaching strategies.
2. Mental illness is a significant cause of absence from work; it is also associated with high levels of presentism, in which an employee continues to work despite symptoms, resulting in lower productivity.

## **12. Suggestions To Carry Out Further Research:**

### **This is used to consider for further research study**

- 1) The different needs, expectations, behaviours and outcomes in connection with non-tenured faculty can be further studied
- 2) Create wellness awareness for cross-departmental faculties to assess the impact it has on student behaviours
- 3) Research to a better understanding of how faculty health behaviours affect students' personal beliefs and behaviours surrounding their health.
- 4) Study to understand the expectations of faculty regarding their wellness needs which can help to develop effective programmes. Research is very much needed about the willingness and contribution of faculty in assisting the students to improve their mental and physical well-being.
- 5) Research to explore the barriers to collegiality in higher education compared to other sectors.
- 6) Understanding the applicability of theories in connection to faculty wellness and its near benefits to institutions.
- 7) Study the health and wellness of adjunct faculty who have less power than assistant professors.
- 8) Future research should examine the various classifications of higher education (private versus public classifications) and how that may influence success and experiences with role balancing.
- 9) Further research is required to understand what well-being activities and interventions exist in Higher Education and what would be most helpful to staff.

10) A strong need to gain the perspective of managers and administrators in Higher Education to better understand the world they operate within, as these were not represented in many of the studies.

### **13. Limitations Of This Research Review:**

1. Using behavioural theories, the investigation is limited to reviews on faculty behavioural intentions.
2. The gap between research studies made on faculty wellness and its implication level from institutions

### **14. Conclusion:**

Many organizations place a high priority on enhancing the general health and wellness of their workforce. Employees who are in good health are more productive and satisfied at work. Academic administrators view faculty members as role models. Therefore, creating wellness programmes for faculty is essential to ensuring their job happiness through good physical and mental health. Employee participation in the decision-making process at the incubation stage of faculty wellness programmes might help frame the wellness programmes in context with the needs and preferences of the faculty.

The study helped to understand, a happy faculty will benefit the students, the institutions, and society at large. Numerous factors influence the motivation of faculty in higher education. This study is important because it provides a complete analysis of the literature on faculty members' behavioural goals and the consequences of wellness programmes in higher education. To identify the factors that affect workers' behavioural intentions towards the implementation of faculty wellness programmes in institutions, the study performed a systematic examination of several scientific literature. Although many important factors related to the academic community's behavioural intentions have been studied, further study is required. The review of the literature showed that this work has a theoretical basis and contributes to the body of knowledge and ongoing research.

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