

DOI: 10.5281/zenodo.12426477

PROSOCIAL PSYCHOLOGICAL RESOURCES AND INCLUSIVITY BELIEFS IN ACADEMIA: A CONCEPTUAL SYSTEMATIC REVIEW OF FACULTY JOB SATISFACTION IN INDIAN ENGINEERING COLLEGES

Padma Ammu^{1*}, Jaya Rani², Samrat Kumar Mukherjee³, Ajeya Jha⁴

¹ Ph D Scholar, Department of Management Studies, Sikkim Manipal Institute of Technology.

^{2,3} Associate Professor, Department of Management Studies, Sikkim Manipal Institute of Technology, Majhitar, Sikkim Manipal University, Gangtok, Sikkim, India.

⁴ Vice chancellor, Arunachal Pradesh of studies Namsai. Arunachal Pradesh, India.

Received: 09/12/2025

Accepted: 28/02/2026

Corresponding author: Padma Ammu
(Email)

ABSTRACT

Faculty well-being and job satisfaction have become major issues in higher education especially with the increasing work demands, research pressure and higher expectations from institutions. Even though earlier studies have looked at psychological resources and organizational inclusion individually, there is very little research that combines these concepts in one framework. Our study is a conceptual systematic review of literature from 2020 to 2025, and it is about the role of prosocial psychological resources (empathy gratitude mindfulness, and altruism) in forming inclusivity beliefs and faculty job satisfaction in higher education, specifically in Indian engineering colleges. After a thorough PRISMA, guided review, we found suitable articles in several major academic databases such as Scopus, Web of Science, and Google Scholar. Literature review reveals that prosocial psychological resources improve interpersonal relationships, help regulate emotions, and create a more supportive workplace environment, which in turn increases faculty members' inclusivity beliefs. These beliefs then serve as a mediating factor connecting psychological resources to faculty job satisfaction and well, being. Based on the review, the present research put forward a conceptual model illustrating how prosocial characteristics lead to faculty results via inclusivity beliefs. This work adds to the higher education corpus by bringing together psychological and organizational viewpoints and by suggesting ways to create inclusive and psychologically healthy academic settings.

KEYWORDS: Prosocial behaviour, Empathy, Gratitude, Mindfulness, Inclusivity beliefs, Faculty job satisfaction, Higher education

1. INTRODUCTION

The question of faculty well-being is gaining momentum in the higher education context as a result of increased teaching workload, research expectations, administrative tasks, and constant student engagement, which in turn have led to stress, emotional exhaustion, and burnout among faculty members (Watts & Robertson, 2011; Pak et al., 2020; Sabagh et al., 2020).

New studies indicate that faculty well-being is not only a matter of the personal level but also a systemic problem that drives how an institution functions, the quality of teaching, and student achievement (Kinman & Wray, 2020; McCarthy et al., 2023).

Perceptions of diversity and inclusion heavily influence faculty experiences. Studies have shown that perceptions of diversity and inclusion heavily influence faculty experiences. Research has demonstrated that wonderful environments characterised by fairness, belonging, and respect promote higher job satisfaction, increased organisational commitment, and reduced intention to leave (Nishii, 2013; Sabharwal, 2014; Tran et al., 2024).

Despite the growing body of research in these fields, there is little work that integrates prosocial psychological resources, inclusivity beliefs, and job outcomes within a single framework, especially in the context of Indian engineering colleges. Such a void justifies the rationale for the present theoretical study.

Hence, the present study conducts an efficient conceptual review of the literature from 2020 to 2025 to develop an integrative framework explaining the relationships among prosocial psychological resources, inclusivity beliefs, and faculty job satisfaction. Combining findings from higher education, organisational psychology, and positive psychology, this paper proposes a theoretically grounded model to inform future empirical work and support institutional strategies to promote thriving and inclusive academic environments.

1.2. Problem of the Study

This research focuses on developing a conceptual framework of how prosocial psychological resources, like empathy, gratitude, mindfulness, and altruism, influence diversity and inclusiveness beliefs among faculty and how these attitudes, in turn, impact job satisfaction and well-being in Indian engineering colleges. Instead of an empirical study, the authors here use a systematic conceptual review method of the literature published between 2020 and 2025 in the fields of higher education research, organisational psychology, and positive psychology.

The research integrates disconnected pieces of the

literature into a coherent conceptual framework, aiming to demonstrate the psychological and organisational processes through which faculty well-being can be promoted. Moreover, the paper aims to develop a theoretically grounded model to guide future empirical research and support institutional practices in technical higher education institutions in India.

1.3. Significance of the Study

This research is extending the scope of earlier studies by bringing together three main components: prosocial psychological resources, inclusivity beliefs, and job satisfaction, which have been considered individually in most of the previous work. The papers suggest a more detailed and accurate view of faculty well-being by including the different points of view found in the literature and additionally outline four specific prosocial traits, including empathy, gratitude, mindfulness, and altruism, that play a crucial role in generating inclusive academic settings.

The results are particularly significant at the institutional level, especially for leaders and decision-makers in Indian engineering colleges, suggesting that the development of these psychological resources could serve as a guiding instrument in faculty training schemes, well-being programs, and inclusive organisational policies.

Moreover, the research aligns with the United Nations Sustainable Development Goals (SDGs), particularly by highlighting mental health, inclusiveness, and quality education as pivotal factors in establishing sustainable higher education systems.

2. LITERATURE REVIEW

2.1. Faculty Well-Being and Job Satisfaction in Higher Education

Faculty well-being and job satisfaction are increasingly discussed issues in higher education as workload, performance pressure, and emotional demands continue to rise. Research reveals that, among organisational factors, work overload, role conflict, and a lack of institutional support predominantly lead to academic burnout (Sabagh et al., 2020).

The studies further show that the faculty's well-being is more the result of social relationships, collegiality, and the institutional climate than of individual characteristics (Hascher & Waber, 2021). More so, empirical evidence shows that a decrease in well-being has a direct negative impact on job satisfaction, engagement, and faculty members' retention (Dyrbye et al., 2020).

Existing research, on the one hand, has focused primarily on stressors and burnout. On the other

hand, it has given only limited attention to positive psychological resources, which may help protect and strengthen faculty well-being. This discrepancy justifies the inclusion of prosocial factors such as empathy, gratitude, mindfulness, and altruism in the study at hand.

2.2. Prosocial Behaviour in Organisations and Academic Contexts

Prosocial behaviour in the workplace is considered an essential social and psychological factor for a positive atmosphere and a key organisational resource. Zettler et al.'s (2021) review of the literature reveals that prosocial tendencies are inseparably linked to cooperation, trust, and ethical behaviour; thus, they are positioned as the factors from which healthy organisational climates emerge.

Yaakobi and Weisberg (2020) argue that organisational citizenship behaviours, a type of prosocial behaviour, play an important mediating role in linking collective efficacy to higher work quality and creativity. Besides that, Moserle et al. (2024) rely on prosocial behaviour to explain emotional intelligence and the perception of organisational support, which in turn result in a safer workplace environment.

Although the importance of prosocial behaviour has been acknowledged in the organisational psychology literature, the level of inquiry in the higher education context remains very low, especially regarding how prosocial facets such as empathy and beliefs about inclusivity interact to shape faculty practices. This is another indication that more focused research on prosociality should be conducted in the area of faculty well-being.

2.3. Empathy as a Psychological Resource in Professional Contexts

Empathy has been widely recognised as one of the main psychological capacities that can lead to helping behaviour, teamwork, and harmonious relationships among colleagues at work. Emotional responsiveness, a cognitive perspective, taking, and compassionate concern are among the different dimensions of empathy, according to recent studies. Zaki (2020) maintains that empathic capacity is the cornerstone of establishing social bonding, moral behaviour, and communal life; hence, it is highly applicable in schools.

Furthermore, empathy has been strongly associated with prosocial behaviour. For example, Pang et al. (2022) reported that both the emotional and cognitive aspects of empathy play significant roles in the occurrence of prosocial behaviours, and that gratitude is a crucial mediator. In their conceptual paper, Decety and Cowell (2022) also

highlight that empathy goes along with moral motivation and communal bonding, especially when aided by cognitive mechanisms such as fairness and perspective-taking.

In brief, these journals suggest that empathy goes beyond being a mere behavioural trait but rather represents a vital psychological resource capable of profoundly influencing the social setting and employee relations at a corporate level. Empathy remains a somewhat overlooked aspect in many representations of faculty well-being, insofar as its meaning is at the same time argued for recognition as a fundamental concept of the present.

2.4. Gratitude and Work-Related Well-Being

A positive attitude has been observed to foster gratitude as an important psychological resource, enhancing not only people's well-being but also their adaptive functioning at work. It has been well documented through meta-analyses and systematic reviews, for example, that a person who is grateful by nature is likely to involvement enhanced psychological well-being, greater life satisfaction and more positive emotions, and to suffer less from psychological distress (Portocarrero et al., 2020; Diniz et al., 2023), as compared to a person with low gratitude. In addition to these findings, intervention studies demonstrate that gratitude exercises, such as keeping a gratitude journal or reflecting on things to be grateful for, can foster employees' mental health and emotional well-being, indicating that gratitude is a resource that can be developed in workplace environments (Komase, 2021).

Studies in education also confirm the importance of gratitude for educators. For instance, workplace happiness, psychological well-being and work engagement have been found to be positively correlated with gratitude, while exhaustion has been reported to be negatively associated with it; job demands and job resources, in particular, have been identified as the main working mechanisms (Garg et al., 2022; Nicu et al., 2022). Recent research, however, has gone a step further by showing that gratitude can lead to the development of qualities such as prosocial behaviour, resilience, proactive work behaviours, and even career advancement, through the mediating role of motivation (Alamri, 2024; Zhang et al., 2024). Besides, Nicu et al. (2025) argue that gratitude serves as a source of motivation and thus facilitates work performance over time.

Overall, literature from 2020 to 2025 indicates that gratitude supports psychological well-being, reduces burnout, strengthens prosocial and motivational processes, and enhances work-related outcomes. However, gratitude has infrequently been integrated with concepts such as inclusivity beliefs and diversity

climate in higher education research, which justifies its inclusion as a central construct in the present conceptual framework.

2.5. Mindfulness and Educator Well-Being

Teachers can turn to mindfulness, a psychological practice, to manage their emotions, reduce stress, and build a positive self-image. Several studies demonstrate that teachers with a strong dispositional mindfulness trait are less likely to experience burnout, anxiety, and depression, and more likely to have good mental health (Corthorn et al., 2024). Also, meta-analytic studies have shown that mindfulness-based interventions have not only been effective in alleviating stress and emotional exhaustion but also in enhancing resilience and job satisfaction (Zhang et al., 2020).

However, theoretical and empirical contributions over the past few years have also pointed out that mindfulness can be very helpful in maintaining

teachers' well-being. The studies are now quite revealing that mindfulness is an excellent aid to an individual in the acquisition of social and emotional skills as well as self, which, in turn, provides them with the joint benefits of improved psychological health and enhanced professional effectiveness (Mazurkiewicz, 2025). In addition, research conducted over time suggested that engaging in mindfulness could offer student teachers, on the one hand, an effective avenue for emotional regulation and, on the other hand, a way to achieve mental health (Matiz et al., 2025). In addition, mindfulness has been demonstrated to be, and organisational outcomes such as inclusivity beliefs and job satisfaction remain underexplored, supporting its inclusion as a key construct in the present conceptual framework.

2.6. Summary of Literature Review

Table 1:

| S. No. | Author(s), Year, Title, Journal | Objective | Methodology | Key Variables | Key Findings | Relevance to Present Study |
|--------|---|--|--------------------|--------------------------------------|--|--|
| 1 | Hascher, T., & Waber, J. (2021). Teacher well-being: A systematic review of the research literature from 2000–2019. <i>Review of Education</i> , 9(3), e3161. https://doi.org/10.1002/rev3.3161 | To systematically review literature on teacher well-being. | Systematic review | Well-being, job satisfaction, stress | Well-being influenced by individual & contextual factors | Highlights the importance of teacher well-being and supports the focus on faculty well-being in higher education. |
| 2 | Kinman & Wray (2020). <i>Stress and well-being among HE staff</i> . UCU Report | To examine stress and well-being among higher education staff. | Survey study | Stress, workload, well-being | High stress among faculty | Demonstrates high stress levels among higher education staff, justifying the need to study faculty well-being. |
| 3 | Sabagh, Z., Hall, N. C., & Saroyan, A. (2020). Antecedents, correlates, and consequences of faculty burnout. <i>Educational Research Review</i> , 31, 100347. https://doi.org/10.1016/j.edurev.2020.100347 | To examine the antecedents, correlates, and consequences of faculty burnout. | Systematic review | Burnout, job demands | Burnout linked to work climate | Shows that faculty burnout is influenced by work climate, supporting the need for supportive academic environments. |
| 4 | Pak, K., et al. (2020). The impact of organizational climate on teacher burnout: A systematic review. <i>Educational Research Review</i> , 31, 100350. https://doi.org/10.1016/j.edurev.2020.100350 | To examine the relationship between organizational climate and teacher burnout. | Systematic review | Climate, burnout | Positive climate reduces burnout | Shows that organizational climate influences teacher well-being, supporting the importance of inclusive academic environments. |
| 5 | Tran, J. N., Nishii, L. H., & Gonzalez, J. A. (2024). Workplace inclusion in academia: The relationship between diversity climate and engineering faculty turnover intentions. <i>AERA Open</i> , 10. https://doi.org/10.1177/23328584241290741 | To examine the relationship between diversity climate and turnover intentions among engineering faculty. | Quantitative study | Diversity climate, turnover | Inclusive climate reduces turnover | Directly supports inclusivity beliefs |
| 6 | Sabharwal, M. (2014). Is diversity management sufficient? Organizational inclusion to further performance. <i>Public Personnel Management</i> , 43(2), 197– | To examine the impact of organizational inclusion on | Quantitative study | Inclusion climate | Inclusion improves outcomes | Provides a theoretical basis for understanding the role of organizational inclusion in employee outcomes. |

| | | | | | | |
|----|---|---|--|--|---|--|
| | 217. https://doi.org/10.1177/0091026014522202 | employee performance. | | | | |
| 7 | Nicută, E. G., Diaconu-Gherasim, L. R., & Constantin, T. (2022). How trait gratitude relates to teachers' burnout and work engagement: Job demands and resources as mediators. <i>Current Psychology</i> . https://doi.org/10.1007/s12144-022-04086-8 | To examine how trait gratitude relates to teachers' burnout and work engagement. | Quantitative survey (cross-sectional) of 312 teachers; mediation analysis. | Traits, gratitude, burnout, work engagement, job demands, job resources. | Gratitude reduces burnout and increases work engagement; effects occur through job resources and job demands. | Supports gratitude as a prosocial resource influencing faculty well-being and work outcomes. |
| 8 | Zettler, I., Thielmann, I., Hilbig, B. E., & Moshagen, M. (2021). The nomological net of prosociality in the workplace. <i>Current Opinion in Psychology</i> , 44, 164–168. https://doi.org/10.1016/j.copsyc.2021.09.006 | To conceptualize the structure of prosocial traits in organizational contexts. | Conceptual review | Prosociality, empathy, altruism | Prosocial traits predict positive work outcomes | Supports pro social trait framework |
| 9 | Yaakobi, E., & Weisberg, J. (2020). Organizational citizenship behavior predicts quality, creativity, and efficiency performance: The roles of occupational and collective efficacies. <i>Frontiers in Psychology</i> , 11, 758. https://doi.org/10.3389/fpsyg.2020.00758 | To examine the relationship between organizational citizenship behaviour and work performance outcomes. | Quantitative study | OCB, efficacy, performance | OCB improves quality & creativity | Supports prosocial outcomes |
| 10 | Moserle, G., Foti, G., Finstad, G. L., Bazzoli, A., Curcuruto, M., & Morgan, J. (2024). Prosocial behavior and workplace safety: Emotional intelligence and perceived organizational support as antecedents. <i>Sustainability</i> , 16(21), 9190. https://doi.org/10.3390/su16219190 | To examine the antecedents of prosocial behaviour in workplace settings. | Quantitative study | Prosocial behaviour, EI, support | Pro sociality enhanced by supportive climate | Shows organizational role in pro sociality |
| 11 | Zaki, J. (2020). Integrating empathy and interpersonal emotion regulation. <i>Annual review of psychology</i> , 71(1), 517-540. https://doi.org/10.1146/annurev-psych-010419-050830 | To review theoretical perspectives on empathy and interpersonal emotion regulation. | Theoretical review | Empathy, emotion regulation | Empathy supports social functioning | Supports empathy construct |
| 12 | Pang, Y., Song, C., & Ma, C. (2022). Effect of different types of empathy on prosocial behavior: Gratitude as mediator. <i>Frontiers in psychology</i> , 13, 768827. https://doi.org/10.3389/fpsyg.2022.768827 | To examine the effect of empathy on prosocial behaviour with gratitude as a mediating variable. | Quantitative study | Empathy, gratitude, prosocial | Gratitude mediates empathy → prosocial | Supports empathy-gratitude pathway |
| 13 | Decety, J., & Cowell, J. M. (2022). Empathy, justice and moral behaviour, Current Opinion in Psychology, 44,1-6. https://doi.org/10.1016/j.copsyc.2021.08.020 | To explore the relationship between empathy, justice, and moral behaviour. | Conceptual study | Empathy, morality | Empathy linked to ethical behavior | Supports empathy as social resource |
| 14 | Portocarrero, F. F., Olaz, F. O., & Castro Solano, A. (2020). Meta-analytic review of the relationship between dispositional gratitude and well-being. <i>Personality and Individual Differences</i> , 164, 110106. https://doi.org/10.1016/j.paid.2020.110106 | To examine the relationship between dispositional gratitude and psychological well-being. | Meta-analysis of empirical studies. | Gratitude, well-being, life satisfaction, positive affect. | Gratitude shows a strong positive association with psychological well-being. | Supports the inclusion of gratitude as a key psychological resource. |
| 15 | Komase Y. (2021). Effects of gratitude intervention on mental health and well-being among workers: A Systematic review. <i>Journal of Occupational Health</i> , 63(1), e12290. | To examine the impact of gratitude-based interventions on employee mental | Systematic review of workplace intervention studies. | Gratitude interventions, mental health, | Gratitude practices improve psychological well-being | Highlights the practical value of gratitude in organizational settings. |

| | | | | | | |
|----|--|--|-------------------------------------|---|--|---|
| | https://doi.org/10.1002/1348-9585.12290 | health and well-being. | | well-being. | among employees. | |
| 16 | Garg, N. (2022). Does gratitude ensure workplace happiness among university teachers? <i>Frontiers in Psychology</i> , 13, 824262. https://doi.org/10.3389/fpsyg.2022.849412 | To examine the relationship between gratitude and workplace happiness among university teachers. | Quantitative survey study | Gratitude, happiness | Gratitude predicts happiness | Supports the role of gratitude in enhancing teachers' workplace well-being. |
| 17 | Alamri, A.A.H. (2024). Gratitude predicts prosocial tendency through psychological resilience: Cross-sectional study in Arab cultures. <i>Frontiers in Psychology</i> , 15, 1382093. https://doi.org/10.3389/fpsyg.2024.1382093 | To examine whether psychological resilience mediates the relationship between gratitude and prosocial behaviour. | Cross-sectional quantitative study. | Gratitude, resilience, prosocial behaviour. | Psychological resilience mediates the relationship between gratitude and prosocial tendencies. | Explains the mechanism through which gratitude promotes prosocial behaviour. |
| 18 | Zhang, Q., Yu, H., Xiong, R., Ge, X., & Gao, L. (2024). Can gratitude help to craft your career? The role of prosocial motivation and intrinsic motivation. <i>Behavioural Sciences</i> , 14(10), 877. https://doi.org/10.3390/bs14100877 | To investigate how gratitude influences career development through motivational mechanisms. | Quantitative survey study. | Gratitude, prosocial motivation, intrinsic motivation, career crafting. | Gratitude promotes proactive career behaviours through motivational processes. | Shows how gratitude influences positive workplace behaviour. |
| 19 | Hidajat, T. J., Edwards, E. J., Wood, R., & Campbell, M. (2023). Mindfulness-based interventions for stress and burnout in teachers: A systematic review. <i>Teaching and Teacher Education</i> , 129, 104303. https://doi.org/10.1016/j.tate.2023.104303 | To review the effectiveness of mindfulness-based interventions in reducing teacher stress and burnout. | Systematic review | Mindfulness, stress | Consistent benefits | Shows that mindfulness helps reduce teacher stress and burnout. |
| 20 | Corthorn, C., Pedrero, V., Torres, N. et al. Mindfulness, teacher mental health, and well-being in early education: a correlational study. <i>BMC Psychol</i> 12, 428 (2024). https://doi.org/10.1186/s40359-024-01930-3 | To examine the relationship between mindfulness and teacher mental health outcomes. | Quantitative study | Mindfulness, burnout, mental health | Higher mindfulness - better mental health | Demonstrates the link between mindfulness and teacher mental well-being. |
| 21 | Matiz, A., Chiesa, A., D'Antoni, F., Barbieri, R., & Crescentini, C. (2025). Training for mindfulness teachers: Benefits for mindfulness, well-being, and emotion regulation. <i>Mindfulness</i> , 16, 465-476. https://doi.org/10.1007/s12671-025-02520-z | To examine the effects of mindfulness training on teachers' well-being and emotional regulation. | Experimental intervention study | Mindfulness, well-being | Training improves emotion regulation | Shows that mindfulness training improves teachers' emotional regulation and well-being. |
| 22 | Wu, Y., & Qin, L. (2025). Enhancing well-being among pre-service teachers through a mindfulness-based social and emotional learning curriculum: A quasi-experimental study. <i>Frontiers in Psychology</i> (2025). https://doi.org/10.3389/fpsyg.2025.1405676 | To examine the effectiveness of a mindfulness-based social-emotional learning curriculum on teacher well-being. | Quasi-experimental study | Mindfulness, well-being | SEL-based mindfulness improves wellbeing | Supports the role of mindfulness programs in improving teacher well-being. |
| 23 | McCarthy, C. J., Lambert, R. G., Lineback, S., Fitchett, P., & Baddouh, P. G. (2023). Assessing teacher appraisals and stress in higher education contexts. <i>Teaching and Teacher Education</i> , 121, 103939. https://doi.org/10.1016/j.tate.2022.103939 | To examine teachers' stress appraisals in higher education contexts. | Quantitative study | Stress appraisal | Institutional context influences stress | Highlights how institutional factors influence stress and well-being among educators. |

2.7. Research Gap

Among the most significant gaps identified through the systematic review and literature synthesis are:

- Prosocial psychological resources are mostly studied separately, not within an integrated framework.
- Faculty's inclusivity beliefs remain underexplored compared to institutional policies on diversity and inclusion.
- The link between prosocial traits and inclusivity beliefs is rarely examined.
- The mediating role of inclusivity beliefs in the relationship between psychological resources and job satisfaction is largely neglected.
- There is a lack of context-specific conceptual work on Indian engineering colleges.
- These deficiencies, taken together, fully warrant the current conceptual systematic review.

2.8. Research Questions

Based on the above gaps and the objectives of the present study, the following research questions are proposed:

RQ1: How do prosocial psychological resources (empathy, gratitude, mindfulness, and altruism) influence inclusivity beliefs among faculty in higher education?

RQ2: How do inclusivity beliefs shape faculty job satisfaction and well-being in academic contexts?

RQ3: How can existing literature be conceptually integrated to develop a comprehensive framework linking prosocial traits, inclusivity beliefs, and faculty outcomes?

2.9. Research Objectives

The present study seeks to achieve the following objectives:

- ✓ To provide a thorough analysis and synthesis of current research on prosocial psychological resources, inclusion beliefs, and faculty well-being in the higher education sector (2020, 2025).
- ✓ To conceptually examine the traits of prosocial behavioural elements in faculty members' development of inclusion beliefs.
- ✓ To explore how inclusion ideas, affect faculty job satisfaction and well-being, and how these factors affect grades.
- ✓ To develop a theoretically supported conceptual framework that, especially in the context of Indian engineering colleges, connects prosocial psychological resources, inclusion beliefs, and faculty results.
- ✓ To give academic leaders and policymakers who want to create more inclusive and psychologically supportive institutional environments both theoretical and practical

viewpoints.

3. RESEARCH METHODOLOGY

3.1. Research Design

One objective of this research is to conduct an extensive review and synthesis of the literature (2020, 2025) on prosocial psychological resources, inclusion beliefs, and faculty well-being in higher education. It also aims to theoretically explore how empathy, gratitude, mindfulness, and altruism influence faculty members' perceptions of inclusiveness.

Another aim is to appraise the effect of inclusive attitudes on the well-being and job satisfaction of faculty members. The conception of a hypothetically well-grounded conceptual framework that, in the context of Indian engineering institutions, integrates prosocial traits, inclusive attitudes, and teacher outcomes is one of its goals.

Contribution of theoretical as well as practical insights to politicians and academic leaders on the ways of creating inclusive and psychologically sound institutional environments.

3.2. Data Sources and Search Strategy

A systematised literature search was conducted across major academic databases to identify relevant peer-reviewed studies published between 2020 and 2025. The databases consulted included:

- ✓ Scopus
- ✓ Web of Science
- ✓ Google Scholar
- ✓ Science Direct
- ✓ Springer Link
- ✓ Taylor & Francis Online
- ✓ Frontiers in Psychology
- ✓ Emerald Insight

To ensure comprehensive coverage, combinations of the following keywords were used:

"prosocial behaviour" OR "prosocial traits"
 "empathy"
 "gratitude"
 "mindfulness"
 "altruism"
 "inclusion" OR "inclusivity beliefs"
 "diversity climate"
 "faculty well-being"
 "job satisfaction"
 "higher education" OR "academia"
 "engineering colleges" OR "Indian higher education"

Boolean operators (AND, OR) were applied to refine the search results.

3.3. Inclusion and Exclusion Criteria

To certify the significance and excellence of selected studies, the following inclusion and exclusion criteria were applied:

Table 2:

| Inclusion Criteria | Exclusion Criteria |
|---|---|
| <ul style="list-style-type: none"> • Studies published between 2020 and 2025 • Peer-reviewed journal articles • Studies focusing on at least one key construct: prosocial traits, inclusivity, faculty well-being, or job satisfaction • Studies situated in educational, organisational, or higher education contexts • Articles written in English • Conceptual, empirical, or review studies | <ul style="list-style-type: none"> • Conference papers, book chapters, dissertations, and unpublished manuscripts • Articles published before 2020 • Studies not related to education or workplace contexts • Articles lacking clear methodological rigour • Opinion pieces or non-scholarly sources |

3.4. Study Selection Process

The study selection process followed the four stages recommended by PRISMA:

Identified: Records were approved through database searches using predefined keywords.

Screened: Duplicates were removed, and titles and extracts were separated based on relevance.

Assessed: Full-text articles were assessed against inclusion and exclusion criteria.

Included: A final set of studies was included in the qualitative synthesis and in the literature summary.

The study selection process is illustrated in Figure 1 using the PRISMA 2020 flow diagram.

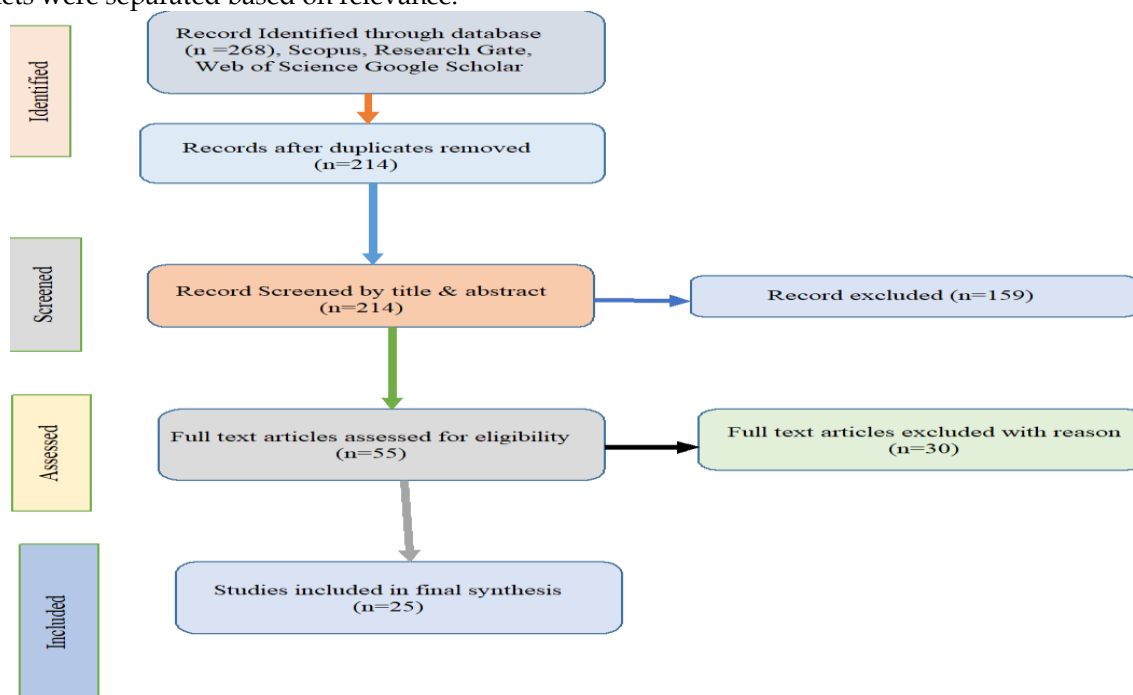


Figure 1: PRISMA flow diagram of the study selection process

3.5. Data Extraction and Literature Summary

Data were carefully extracted from each included study using a systematic extraction format. The extracted information included:

- Author(s) and year of publication
- Title and journal
- Study objectives
- Methodology
- Key constructs/variables
- Main findings
- Relevance to the present study

These details were produced and presented in a literature review summary to enhance transparency and systematic rigour.

3.6. Data Synthesis and Analysis

Instead of conducting statistical meta-analyses, the authors chose to do a thematic and conceptual synthesis.

Throughout the procedure, the authors separated the study findings into the four primary constructs: prosocial traits, inclusivity beliefs, and faculty outcomes.

They examined themes, connections, and conceptual relations among the studies, and their multiple levels of understanding led to the creation of a conceptual model showing how prosocial psychological resources contribute to the development of inclusivity beliefs, which, in turn, affect faculty job satisfaction and well-being.

3.7. Ethical Considerations

As this study is based entirely on secondary data from published sources, it did not involve human participants and therefore did not require institutional ethical approval. All sources have been appropriately approved and cited to maintain academic integrity.

4. THEMATIC FINDINGS

4.2.1. Faculty Well-Being and Job Satisfaction in Higher Education

Faculty well-being and job satisfaction were identified as chief outcomes impacted by individual and organisational factors in the majority of the studies reviewed. The researchers kept on reporting that academics are subjected to intense work pressure, get emotionally drained, and have to manage complex roles, all of which have an impact on their mental health and level of fulfilment in the profession. On the other hand, some papers note that a supportive institutional environment, strong relationships with colleagues, and access to psychological resources contribute significantly to faculty well-being and job satisfaction.

Thus, this single point advocates emphasising faculty well-being and job satisfaction as key outcome variables in this study.

4.2.2. Prosocial Behaviour in Organisations and Academic Contexts

The exploration being discussed has verified that positive social relations, such as supporting fellow workers, teamwork, showing care for others, and fostering loyal interactions, play an important role in building a strong work environment. In schools, prosocial behaviours are connected with higher levels of collegiality, improved teamwork, and more positive formal climates. The combination of educations suggests that prosocial behaviours bring benefits not only to social relationships but also to overall organisational functioning, thereby maintaining their status as a key concept in the present framework.

4.2.3. Empathy as a Psychological Resource in Professional Contexts

Research on empathy arises out with positive evidence, indicating that it enables people to understand each other better, regulate their personal emotions, and establish a friendly professional relationship. For example, empathy enables a teacher to see students and colleagues more clearly, thus resolving struggles and maintaining good communication. The combination of these research results we have reviewed here leads us to conclude that empathy is an essential mental tool that not only

helps one be happy but also live in harmonious relationships with others at the university.

4.2.4. Gratitude and Work, Related Well-Being

The investigated extracts represent gratitude as a significant source of positive emotional functioning and professional well-being. Faculty members who are thankful and express gratitude to others generally experience higher levels of work pleasure, greater commitment, and less emotional exhaustion. The conclusions demonstrate that gratitude facilitates the development of positive relationships and is a source of psychological strength, thus confirming its role as a significant aspect of prosocial psychological functioning in academic environments.

4.2.5. Mindfulness and Educator Well-Being

The body of studies on mindfulness reveals a reliable association with lower stress, less burnout, and better emotional regulation among teachers. Mindfulness exercises and faculty members' brain sets allow educators to handle their cognitive and emotional challenges more efficiently, thus leading to more balance and mental firmness. This idea points to mindfulness as a precious inner asset helping academic professionals to maintain their well-being in the long run.

5. CONCEPTUAL FRAMEWORK AND MODEL DEVELOPMENT

5.1. Rationale for the Conceptual Framework

The literature suggests that faculty outcomes in higher education are impacted by a mixture of both psychological and organisational factors and not by any single isolated influence. Four prosocial psychological resources, empathy, gratitude, mindfulness, and altruism, have been identified as the key faculties by which the faculty members in the academic environment determine their interactions. Based on this study, the present research has developed a theoretical model that integrates prosocial psychological resources, inclusivity beliefs, and faculty job satisfaction in the context of Indian engineering colleges.

5.2. Prosocial Psychological Resources as Foundational Constructs

Empathy, gratitude, mindfulness, and altruism are among the aspects that most people agree make up the core of prosocial behaviour and good psychological functioning. These four personal characteristics can each serve as the basis for emotional regulation and positive interpersonal relationships among colleagues. For one, empathy is the faculty that allows one to see and understand

others' perspectives, whilst gratitude generates positive emotions and social bonds; similarly, mindfulness is the ability to maintain one's emotional balance and handle stress, and altruism is the display of concern for others beyond one's own interests. When combined, these prosocial psychological resources result in other-oriented, emotionally stable, and socially responsible behaviour. Hence, the study at hand considers these traits as basic psychological resources, which faculty members use to interpret diversity, inclusion, and interpersonal relations in academic institutions.

5.3. Inclusivity Beliefs as a Mediating Construct

Inclusivity beliefs are faculty members' internal acceptance of inclusive values, respect for diversity, and support for equitable treatment in academic environments. The literature analysis indicates that inclusivity beliefs are not only the result of institutional policies but also of individual psychological orientations.

Faculty members who have developed the levels of empathy, gratitude, mindfulness, and altruism tend to be more open, just, and caring towards others, which may lead to stronger inclusivity beliefs. These beliefs shape the faculty's perceptions of the organisational environment, their responses to diversity and related issues, and their interactions with colleagues from different backgrounds. Thus, in the current model, inclusivity beliefs are considered a psychological and social mechanism through which prosocial resources are used to impact professional outcomes.

5.4. Faculty Job Satisfaction as an Outcome Variable

Job satisfaction is measured a central indicator of faculty welfare and professional work. The assessment literature consistently indicates that faculty members experience greater satisfaction when they feel valued, psychologically stable, and supported within their institutional environments. Belief in inclusion contributes to perceptions of how faculty are interpreted, shaping teachers' organisational interactions and climate.

In the proposed model, set job satisfaction as the primary outcome variable, indirectly affected by prosocial psychological resources through the mediating role of inclusivity beliefs. This positioning is reflected in both the empirical patterns I identify in the literature and the conceptual logic derived from the synthesis.

5.5. Proposed Conceptual Model

Based on the integration of literature and findings, the present study proposes a conceptual framework in which:

- Empathy, gratitude, mindfulness, and altruism are considered prosocial psychological resources.
- These resources affect inclusivity beliefs
- Then, inclusivity beliefs affect faculty job satisfaction

This model portrays a process-oriented understanding of faculty functioning, in which internal psychological faculties shape one's perception of the social world, which in turn influences professional outcomes. Besides, this model represents a theoretical model.

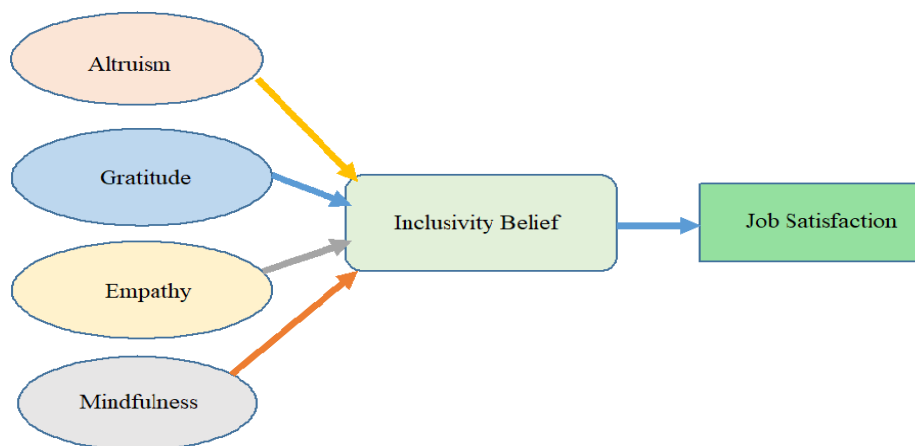


Figure 2: Proposed conceptual model of the study

5.6. Conceptual Propositions

Since this research is conceptual, it does not propose formal hypotheses but rather the following conceptual propositions, which could be tested and measured in simple research.

P1: Prosocial psychological resources (empathy, gratitude, mindfulness, and altruism) are positively associated with inclusivity beliefs among faculty members.

P2: Inclusivity beliefs are positively associated with faculty job satisfaction.

P3: Inclusivity beliefs conceptually mediate the relationship between prosocial psychological resources and faculty job satisfaction.

These propositions serve as a basis for future empirical confirmation of the proposed conceptual framework in higher education institutions.

6. DISCUSSION

This study aims to synthesise various perspectives on prosocial psychological resources, inclusivity beliefs, and faculty job satisfaction in higher education, in general, and in Indian engineering colleges in particular, as derived from the literature. Research reveals that faculty members' experiences are shaped not only by external organisational factors but also by their inner psychological capacities, such as empathy, gratitude, mindfulness, and altruism, which help them manage their feelings and stay positively engaged.

One of the major points of this paper is to propose that inclusivity beliefs mediate the relationship between prosocial resources and job satisfaction. The authors' theoretical framework explains how psychological features open the way to fairness and openness, thereby enhancing beliefs in inclusiveness and, consequently, influencing faculty perceptions of the institutional climate and their work experience. This integrated and process-oriented model not only breaks away from the fragmented existing literature but also enables a thorough understanding of faculty well-being. The framework is especially relevant to explaining the stressful environment of Indian engineering colleges and serves as a launching pad for future empirical research.

7. IMPLICATIONS OF THE STUDY

Being a conceptual, methodical review, this piece of work has several profound implications at different levels. The proposed model not only deepens the theoretical knowledge but also offers valuable guidance for institutional practice and policy, especially in Indian engineering colleges.

7.1. Theoretical Implications

This study develops a unified conceptual model that associates prosocial psychological resources, inclusivity beliefs, and faculty job satisfaction/paraphrasing the paper/; The current research/pathway taken by the paper/ significantly differs from them, as it merges these three constructs on the one hand, which are usually analysed separately, on the other hand. This paper redefined empathy, gratitude, mindfulness, and altruism not as personality traits but as the primary psychological resources that contribute to the faculty's well-being.

The most significant contribution of the paper lies in relegating inclusivity beliefs to the status of a

psychological mediator, thereby shifting the perspective on inclusion from an issue of institutional policy to one influenced by individual cognitive and emotional factors. The paper makes a significant contribution to the field of higher education by presenting a process-oriented conceptual model that can serve as a guide for future empirical research, a basis for hypothesis formulation, and a source of ideas for measurement and research methods across academic environments.

7.2. Practical Implications

The research's results are significant for university leaders and faculty development staff.

The model proposed by the authors helps us understand that university administrations, in addition to attempting structural reform, should also direct their efforts toward improving faculty members' prosocial psychological resources through well-designed developmental programs. It also points out that fostering an inclusive institutional climate that embodies fairness, psychological safety, and shared leadership is of great significance.

Implementing staff well-being programs within a diversity and inclusion framework could be a good move that benefits both individual faculty development and the institution at large.

7.3. Policy Implications

More broadly, the study has implications for higher education policy. National and institutional faculty development, quality assurance, and organisational climate policies could benefit from recognising the role of psychological and social factors in students' academic performance.

Policies that foster inclusive practices, emotional health, and supportive professional environments will contribute to the development of more sustainable and productive higher education systems.

8. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

Despite its conceptual contributions, this paper has several limitations. Firstly, it is entirely based on secondary data and literature; the conceptual framework, therefore, has not been empirically verified. Researchers should, in the future, test the model quantitatively, qualitatively, or by using a mixed-method approach.

Secondly, the review considered only English-language studies published between 2020 and 2025, potentially overlooking older or non-English-language research. Thirdly, even if the model is geared towards Indian engineering colleges, most of the reviewed literature is from broader or

international contexts; thus, activities empirically tailored to the Indian context are essential.

Lastly, the model focuses on only a few prosocial psychological resources, and future research could expand on the construct by adding variables such as emotional intelligence, psychological capital, leadership styles, or organisational support.

9. CONCLUSION

This conceptual systematic review article digs into prosocial psychological resources such as empathy, gratitude, mindfulness, and altruism; inclusivity beliefs and faculty job satisfaction in the Indian engineering colleges' higher education context. It presents a synthesised review of the literature 2020-2025 and proposes a hypothesised integrated framework linking the emotional traits mentioned above to inclusivity beliefs and faculty outcomes.

REFERENCES

- Alamri, A.A.H. (2024). Gratitude predicts prosocial tendency through psychological resilience: Cross-sectional study in Arab cultures. *Frontiers in Psychology*, 15, 1382093. <https://doi.org/10.3389/fpsyg.2024.1382093>
- Corthorn, C & colleague. (2024). Mindfulness, teacher mental health and well-being in early education: Exploring the relationship with burnout, stress, anxiety, and quality of life. *BMC Psychology*, 12, 428. <https://doi.org/10.1186/s40359-024-01930-3>
- Decety, J., & Cowell, J. M. (2022). Empathy, justice and moral behaviour, *Current Opinion in Psychology*, 44, 1-6. <https://doi.org/10.1016/j.copsyc.2021.08.020>
- Diniz, G., Korkes, L., Tristão, L. S., Pelegrini, R., Bellodi, P. L., & Bernardo, W. M. (2023). The effects of gratitude interventions: A systematic review and meta-analysis. *Einstein, (São Paulo)*, 21, Erw0371. https://doi.org/10.31744/einstein_journal/2023RW0371
- Dyrbye, L. N., Shanafelt, T. D., Sinsky, C. A., Cipriano, P. F., Bhatt, J., Ommaya, A., West, C.P., & Meyers, D. (2020). Burnout among health care professionals: A call to explore and address this under recognized threat to safe, high-quality care. *JAMA Network Open*, 3(7), e2019972. <https://doi.org/10.1001/jamanetworkopen.2020.19972>
- Garg, N. (2022). Does gratitude ensure workplace happiness among university teachers? *Frontiers in Psychology*, 13, 824262. <https://doi.org/10.3389/fpsyg.2022.849412>
- Hascher, T., & Waber, J. (2021). Teacher well-being: A systematic review of the research literature from 2000-2019. *Review of Education*, 9(3), e3161. <https://doi.org/10.1002/rev3.3161>
- Hidajat, T. J., Edwards, E. J., Wood, R., & Campbell, M. (2023). Mindfulness-based interventions for stress and burnout in teachers: A systematic review. *Teaching and Teacher Education*, 129, 104303, <https://doi.org/10.1016/j.tate.2023.104303>.
- Kinman, G., & Wray, S. (2020). Higher stress: A survey of stress and well-being among staff in higher education. *University and College Union Report*.
- Komase Y. (2021). Effects of gratitude intervention on mental health and well-being among workers: A Systematic review. *Journal of Occupational Health*, 63(1), e12290. <https://doi.org/10.1002/1348-9585.12290>
- Matiz, A., Chiesa, A., D'Antoni, F., Barbieri, R., & Crescentini, C. (2025). Training for mindfulness teachers: Benefits for mindfulness, well-being, and emotion regulation. *Mindfulness*, 16, 465-476. <https://doi.org/10.1007/s12671-025-02520-z>
- Mazurkiewicz, C.S. (2025). Mindful qualities of teaching: Implications for teacher social-emotional competence and well-being. *Teaching and Teacher Education* (advance online publication). <https://doi.org/10.1016/j.sel.2025.100162>
- McCarthy, C. J., Lambert, R. G., Lineback, S., Fitchett, P., & Baddouh, P. G. (2023). Assessing teacher appraisals and stress in higher education contexts. *Teaching and Teacher Education*, 121, 103939.

In fact, the article states that external institutional factors, internal psychological resources, and perceptions of inclusion within the faculty community influence faculty well-being and job satisfaction. Through their prosocial characteristics, individuals are equipped to engage with others positively and to control their emotions, thereby reflecting higher levels of inclusiveness beliefs, which, in turn, lead to greater job satisfaction. The idea of inclusivity beliefs as a mediator, on the one hand, helps fill a gap in the literature by offering a more comprehensive view of faculty experiences.

However, the hypothesised model can be grounded in further empirical research and can also offer practical suggestions for creating an inclusive, psychologically healthy, and supportive academic environment.

- <https://doi.org/10.1016/j.tate.2022.103939>
- Moserle, G., Foti, G., Finstad, G. L., Bazzoli, A., Curcuruto, M., & Morgan, J. (2024). Prosocial behavior and workplace safety: Emotional intelligence and perceived organizational support as antecedents. *Sustainability*, 16(21), 9190. <https://doi.org/10.3390/su16219190>
- Nicuță, E. G., Diaconu-Gherasim, L. R., & Constantin, T. (2022). How trait gratitude relates to teachers' burnout and work engagement: Job demands and resources as mediators. *Current Psychology*. <https://doi.org/10.1007/s12144-022-04086-8>
- Nicuță, E.-G., Opariuc-Dan, C., Diaconu-Gherasim, L. R., & Constantin, T. (2025). Linking trait gratitude to employees' performance and work motivation: A two-wave longitudinal study. *Personality and Individual Differences*, 246, 113310. <https://doi.org/10.1016/j.paid.2025.113310>
- Nishii, L. H. (2013). The benefits of climate for inclusion for gender-diverse groups. *Academy of Management Journal*, 56(6), 1754-1774.
- Pak, K., et al. (2020). The impact of organizational climate on teacher burnout: A systematic review. *Educational Research Review*, 31, 100350. <https://doi.org/10.1016/j.edurev.2020.100350>
- Pang, Y., Song, C., & Ma, C. (2022). Effect of different types of empathy on prosocial behavior: Gratitude as mediator. *Frontiers in psychology*, 13, 768827. <https://doi.org/10.3389/fpsyg.2022.768827>
- Portocarrero, F. F., Olaz, F. O., & Castro Solano, A. (2020). Meta-analytic review of the relationship between dispositional gratitude and well-being. *Personality and Individual Differences*, 164, 110106. <https://doi.org/10.1016/j.paid.2020.110106>
- Sabagh, Z., Hall, N. C., & Saroyan, A. (2020). Antecedents, correlates, and consequences of faculty burnout. *Educational Research Review*, 31, 100347. <https://doi.org/10.1016/j.edurev.2020.100347>
- Sabharwal, M. (2014). Is diversity management sufficient? Organizational inclusion to further performance. *Public Personnel Management*, 43(2), 197-217. <https://doi.org/10.1177/0091026014522202>
- Tran, J. N., Nishii, L. H., & Gonzalez, J. A. (2024). Workplace inclusion in academia: The relationship between diversity climate and engineering faculty turnover intentions. *AERA Open*, 10. <https://doi.org/10.1177/23328584241290741>
- Watts, J & Robertson, N. (2011). Burnout in university teaching staff: A systematic literature review. *Educational Research*, 53(1), 33-50. <https://doi.org/10.1080/00131881.2011.552235>
- Wu, Y., & Qin, L. (2025). Enhancing well-being among pre-service teachers through a mindfulness-based social and emotional learning curriculum: A quasi-experimental study. *Frontiers in Psychology* (2025). <https://doi.org/10.3389/fpsyg.2025.1405676>
- Yaakobi, E., & Weisberg, J. (2020). Organizational citizenship behavior predicts quality, creativity, and efficiency performance: The roles of occupational and collective efficacies. *Frontiers in Psychology*, 11, 758. <https://doi.org/10.3389/fpsyg.2020.00758>
- Zaki, J. (2020). Integrating empathy and interpersonal emotion regulation. *Annual review of psychology*, 71(1), 517-540. <https://doi.org/10.1146/annurev-psych-010419-050830>
- Zettler, I., Thielmann, I., Hilbig, B. E., & Moshagen, M. (2021). The nomological net of prosociality in the workplace. *Current Opinion in Psychology*, 44, 164-168. <https://doi.org/10.1016/j.copsyc.2021.09.006>
- Zhang, J., Yin, Y., & Wang, Y. (2020). Mindfulness-based interventions for teachers: A meta-analysis. *Educational Psychology Review*, 32, 337-365. <https://doi.org/10.1186/s40359-024-01930-3>
- Zhang, Q., Yu, H., Xiong, R., Ge, X., & Gao, L. (2024). Can gratitude help to craft your career? The role of prosocial motivation and intrinsic motivation. *Behavioural Sciences*, 14(10), 877. <https://doi.org/10.3390/bs14100877>