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RESEARCH ARTICLE

Challenge and Hindrance Stressors and Mental Health Influencing Psychological Well Being: Moderation of Psychological Capital

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ABSTRACT

This study aims to explore the associations between psychological capital, mental health, stressors related to challenges and obstacles, and psychological well-being among Jordanian university teachers and employees. Using convenience and snowball sampling technique 390 people made up the research sample, and SMARTPLS was used to collect data using a cross-sectional quantitative approach. The goal of the study was to investigate how these characteristics affected the psychological health of university academics and staff as well as how psychological capital influenced this relationship. The study's conclusions show that psychological capital, mental health, and stressors related to difficulties and challenges have a substantial impact on the psychological well-being of academics and staff at Jordanian universities. The findings emphasise the significance of addressing mental health issues and workplace pressures in order to increase the wellbeing of those who work in this academic environment. The study also shows that the association between challenge- and hindrance stressors and psychological well-being is mediated by mental health, indicating that treating mental health problems is essential for improving overall well-being, particularly in the context of stressors related to the workplace. In the unique context of Jordanian universities, these findings help to clarify the interactions between psychological capital, mental health, challenge-and-hindrance stresses, and psychological well-being. The study brings several key theoretical insights which are incremental to literature in the field. The findings have implications for improving faculty and staff wellbeing, including the design of treatments focusing on psychological capital, mental health support services, and methods to deal with pressures at work.

INTRODUCTION

In Jordanian universities, staff and lecturers' general health and satisfaction are highly correlated with their psychological well-being (Arslan and Coşkun, 2023). The term psychological well-being describes

a person's general level of mental health as well as their subjective perception of life satisfaction, joy, and fulfilment (Ho et al., 2022). It includes several aspects of psychological functioning and indicates a person's capacity to manage stress, uphold healthy relationships, and find meaning and purpose in life. Positive emotions, life satisfaction, self-acceptance, personal progress, autonomy, and positive connections are all components of psychological well-being, which covers many facets of a person's psychological functioning (Arslan and Coşkun, 2023). Higher levels of psychological well-being among professors and employees can be attributed to positive job experiences, efficient stress management techniques, and supportive organisational contexts. For psychological well-being, a healthy work-life balance is crucial. Lecturers and employees are more likely to have lower stress levels and higher levels of well-being when they are able to properly balance their professional commitments with time for personal interests, relationships, and self-care (Borland et al., 2022; Ho et al., 2022). Current study address a research gap that exists in literature regarding management of challenge and hindrance stressors for wellbeing of employees. Specially the studies in Jordanian context are scarce in literature related to psychological counselling management of stressors and their association with wellbeing.

Challenge stressors are stressors that are viewed as chances for development, education, and success (Sawhney and Michel, 2022). These stressors may actually improve motivation and job satisfaction. When lecturers and staff see these pressures as challenges, they may feel more motivated, improve personally, and be more satisfied with their work. They are more likely to feel inspired to deal with the stressors and create successful coping mechanisms (Xu et al., 2023). Stressors that are seen as impeding accomplishment or progress are called hindrance stressors. These pressures may have a detrimental effect on performance, wellbeing, and job satisfaction. To support the wellbeing and productivity of their lecturers and employees, Jordanian institutions must identify and manage both challenge and hindrance stressors. These pressures are seen as chances for development, education, and success (Caponnetto et al., 2022). Current study attempts to respond this call for investigations and fill the research gap. Challenge stressors for lecturers and employees may include taking on new tasks, working on research initiatives, or giving compelling lectures. People can feel a success and personal growth when they view challenge stressors positively, which can improve their psychological well-being (Blasco-Belled et al., 2022). These stressors are seen as roadblocks or impediments that prevent achievement or success. For professors and employees, pressures that can be an impediment include a heavy workload, clerical work, or interpersonal issues. The likelihood of negative feelings, decreased job satisfaction, and decreased psychological well-being is higher when hindrance stressors are present (Khliefat et al., 2021). Jordanian universities must place a high priority on the mental health of their faculty and staff by developing an atmosphere that is welcoming and inclusive, providing resources for mental health support, encouraging work-life balance, and fostering a culture that values well-being (Alat et al., 2023). A person's emotional, psychological, and social well-being are all referred to as their mental health. High levels of stress can cause mental health problems like anxiety and depression, especially if they are endured for a lengthy period of time (Borland et al., 2022). Lecturers and employees who experience persistent pressures or who are unable to manage stress may be more susceptible to mental health issues. University workers and lecturers frequently experience significant levels of stress as a result of their demanding workloads, tight deadlines, and obligation to uphold academic standards (Laranjeira et al., 2023). Burnout, which is characterised by emotional depletion, depersonalization, and decreased personal accomplishment, can be brought on by prolonged exposure to chronic stress (Oliveira et al., 2023). To support greater mental health, stress must be addressed and managed. For mental wellness, a supportive work environment is essential. Staff members and lecturers should feel free to ask for assistance when needed. Open communication, availability to counselling services or employee assistance programmes, and cultivating a supportive and understanding culture can all have a good effect on mental health (Post et al., 2022).

Some individuals and professionals are successful in

coping up the challenge and hinderance stressors better than their colleagues. The research on identification of these individual differences is at infancy stage and scarce in higher education literature specially in Jordanian setting. Thus current research focuses to bridge this theoretical gap by introducing a positive construct psychological capital and its associations with wellbeing outcomes. The term psychological capital refers to a person's positive psychological state of development, which is made up of four elements: self-efficacy (belief in one's own abilities), optimism (hope for the future), hope (goal-directed thinking), and resilience (the capacity to overcome obstacles) (Tang et al., 2023). Even in the midst of pressures, lecturers and employees who have higher levels of psychological capital are more likely to experience pleasant emotions, have higher job satisfaction, and have better psychological wellbeing. Higher level of self-efficacy makes lecturers and staff more likely to approach their work with assurance, overcome obstacles, and perform better on the job (Khliefat et al., 2021). They are confident in their abilities to manage a variety of academic responsibilities, effectively engage students, and contribute to the university's overall success. They keep a positive attitude and concentrate on opportunities rather than obstacles, which can improve their capacity for problem-solving, foster a healthy work environment, and improve their general wellbeing (Huang and Zhang, 2022). They establish specific objectives, create plans to achieve them, and remain upbeat even under trying circumstances (Grözinger et al., 2022).

The current study determines that challenge and hindrance stressor and mental health influencing psychological well-being and moderation of psychological capital in Jordan universities. The present study established own psychological capital theory. Psychological capital theory describes that "Positive corporate behaviour is a topic covered by psychological capital theory" (Wong et al., 2023). It is a concept from positive psychology that focuses on people's psychological resources and how they affect performance, wellbeing, and resilience at work. These resources are utilized by individuals to buffer the negative effects of challenge and hindrance stressors on wellbeing and mental health of individuals. Considering this buffering mechanism among these study variables is a theoretical advance made by current research. The following are the study's objectives such as

- Challenge and hindrance stressor has significant impact on psychological well-being.
- Mental health has significant impact on psychological well-being.
- Mental health has mediating impact between challenge and hindrance stressor psychological well-being.
- Psychological capital has moderating impact on mental health and psychological well-being.

LITERATURE REVIEW

The current study establishes the role of psychological capital theory, challenge and hindrance stressors, and mental health in impacting psychological well-being and moderation of psychological capital in Jordanian universities.

Psychological capital theory

According to the psychological capital theory, people who have more psychological capital are more likely to have favourable outcomes, such as better work satisfaction, engagement, performance, and general well-being (Wong et al., 2023). Additionally, psychological capital can be built and nourished through a variety of interventions, including coaching, training programmes, and creating a supportive work environment. According to the psychological capital theory, it is crucial to identify and develop people's positive psychological resources because these assets support resilience and overall performance in the workplace (Pu et al., 2017). According to the psychological capital theory, people who have higher amounts of psychological capital (hope, efficacy, resilience, and optimism) are more likely to view stressors associated with challenges as inspiring rather than negative. These pressures are probably seen by them as chances for personal growth and development, which will result in higher levels of psychological well-being. When these folks effectively navigate and get beyond problem pressures, they could feel a sense of satisfaction, personal mastery, and boosted confidence (Wong et al., 2023; Youssef-Morgan and Luthans, 2013).

Contrarily, hindrance stressors are obligations or

circumstances that people see as impediments to reaching their objectives. In the context of a university, hindrance stresses may take the form of bureaucratic procedures, competing deadlines, a lack of resources, or unsupportive faculty and staff (Xu et al., 2023). According to the psychological capital theory, those who have more psychological capital are better able to manage stressors that cause obstacles. They are more inclined to seek answers, engage in problem-solving, and keep a positive view despite the difficulties by drawing on their psychological resources (Tang et al., 2023). Consequently, as a result of their improved capacity to deal with and regulate external stressors, these people may feel reduced levels of discomfort and more psychological well-being. Development and enhancement of psychological capital among students and faculty members may have favourable effects on their psychological well-being, according to the application of psychological capital theory in the context of Jordanian universities (Sujarwoto et al., 2023). People can perceive and negotiate challenge and hindrance stresses in a way that supports their well-being and academic performance if resources, support networks, and treatments that foster hope, efficacy, resilience, and optimism are made available (Sadagheyani and Tatari, 2021). Higher levels of psychological capital are associated with improved mental health and psychological well-being, according to the Psychological Capital Theory as applied to Jordanian universities. They are able to deal with adversities efficiently, keep an optimistic viewpoint, and recover from setbacks because to their positive psychological resources (Post et al., 2022). These people might have lower levels of anxiety, depression, and other mental health problems while having higher levels of involvement, enjoyment, and fulfilment. It is crucial to concentrate on creating and fostering psychological capital among students and faculty members in order to promote mental health and psychological well-being in Jordanian universities (Le et al., 2022). This can be accomplished by implementing treatments that boost optimism, efficacy, resilience, and hopefulness, such as offering stress management programmes, providing mental health support services, and encouraging effective coping mechanisms. Universities can improve the mental health and general wellbeing of their academic community by investing in psychological capital (Wong et al., 2023; Youssef-Morgan and Luthans, 2013).

Challenge and hindrance stressor and psychological well-being

People experience two different forms of pressures in their personal or professional lives: challenges and hindrances. Given that each of these stresses affects people differently in terms of their performance and general well-being, it is crucial to comprehend their differences (Sawhney and Michel, 2022). Demands or circumstances that people regard as possibilities for advancement, learning, and success are known as challenge stressors. They provide people a chance to showcase their skills and abilities and frequently include high task demands (Blasco-Belled et al., 2022). When regarded as motivating and positive stressors, challenges can boost engagement, internal motivation, and a sense of success. They can support development of the self, the acquisition of skills, and general wellbeing. On the other hand, hindrance stressors are demands or circumstances that people regard as hurdles to their goals and wellbeing (Ho et al., 2022). These stressors impede development and can be thought of as obstacles to reaching desired results. When viewed negatively and as a burden, hindrance stressors can cause an increase in stress, a decline in job satisfaction, and a decline in wellbeing. They make it difficult for people to perform well, which can lead to frustration and unhappiness. It is significant to remember that people might interpret stressors differently, and what one person interprets as a challenge stressor may be interpreted as a hindrance stressor by another (Kraiss et al., 2022). Numerous human and environmental factors both influence and are influenced by the effects of stresses on well-being and performance (Nuankhieo, 2006). Companies can design workplaces that encourage the impression of challenge stressors while minimising hindrance stressors, eventually promoting the performance and well-being of their workforce (Sawhney and Michel, 2022).

An individual's entire state of optimal psychological health and functioning is referred to as their psychological well-being. It includes different aspects of well-being that influence a person's overall sense of fulfilment, joy, and happiness in life (Arslan and

Coşkun, 2023). Beyond the absence of mental disease, psychological well-being emphasises the presence of favourable psychological traits and experiences. The effects of challenge and hindrance stresses on numerous outcomes, including psychological well-being, were studied by Borland et al. (2022). According to Hansen et al. (2022), stresses that pose a challenge have a good correlation with psychological well-being whereas stressors that pose a barrier have a negative correlation. The study emphasised how crucial it is to distinguish between the two categories of stressors when assessing their effects on wellbeing. Ho et al. (2022) suggested that particularly address challenge and hindrance stressors, it did suggest a model of occupational demands and resources that can be used to examine stresses and wellbeing. It implies that whilst hindrance stressors can be considered as job resources, challenge stressors can be seen as job demands. In contrast to job demands, which include those related to hindrance stressors, the study revealed that job resources, including those connected to challenge stressors, were positively related to psychological well-being. The connection between pressures and managers' psychological well-being was examined by Kraiss et al. (2022). It was discovered that although hindrance stressors were negatively correlated with wellbeing, challenge stressors were positively correlated. The study also emphasised how crucial it is to take into account how various stresses interact with one another and how this affects overall wellbeing. Le et al. (2022) discovered that intrinsic motivation was positively correlated with challenge stressors, which are characterised by high job demands. However, occupational control and social support served as mediators in the connection, highlighting the significance of these elements in mitigating the possible adverse consequences of high expectations on wellbeing. These studies shed some light on the connection between stressors that pose challenges and obstacles and psychological wellbeing (Huang and Zhang, 2022; Schønning et al., 2020; Xu et al., 2023). Based on this literature support and theoretical grounding current study suggests following hypothesis:

Hypothesis 1: Challenge and Hindrance Stressors are significantly related to psychological wellbeing.

Mental health and psychological well-being

Psychological well-being and mental health are separate but connected ideas. Both contain distinct components of a person's emotional and psychological condition, but they have different foci and are impacted by different variables (Blasco-Belled et al., 2022). A person's complete psychological and emotional well-being is referred to as their mental health. It covers the existence or absence of mental illnesses or disorders. Feeling a variety of emotions, being in a happy emotional state, and being able to control and manage emotions well. The absence of problems like depression, anxiety disorders, schizophrenia, bipolar disorder, and other medically recognizable mental illnesses is a sign of mental wellness (Borland et al., 2022). An individual's subjective evaluation of their general psychological functioning and level of satisfaction with life is referred to as psychological well-being. The capacity to overcome obstacles, manage and adapt to one's surroundings, and feel competent and in charge (Cheah et al., 2020). Being self-determined, making decisions that are consistent with one's values and views, and feeling in charge of one's life. Seeking and accomplishing personal goals, having a sense of advancement and fulfilment, and ongoing development and self-improvement (Hansen et al., 2022). Psychological well-being places emphasis on the presence of positive psychological traits and experiences, whereas mental health emphasises the absence of mental illness. Both of them enhance a person's sense of general wellbeing and quality of life. It's important to remember that a variety of factors, including genetic predispositions, living circumstances, social support, coping mechanisms, and access to resources and services, have an impact on mental health and psychological well-being (Ho et al., 2022). Fostering resilience, offering support networks, developing good coping mechanisms, and addressing mental health issues with the proper interventions and therapies are all part of supporting both mental health and psychological well-being (Khliefat et al., 2021).

The idea of the mental health continuum, which includes varied degrees of wellbeing and mental health, was put forth by (Kraiss et al., 2022). It emphasises that mental health is a continuum that

ranges from thriving (high well-being) to languishing (low well-being), and is not only the absence of mental illness. The study emphasises the need of promoting psychological and good mental health as opposed to treating mental disorder. The impact of positive and negative well-being on overall quality of life was studied by (Laranjeira et al., 2022). It was discovered that positive and negative well-being, such as life satisfaction and positive affect, were separate categories with independent determinants. In order to comprehend a person's overall psychological well-being, the study emphasised the significance of taking into account both positive and negative components of well-being. Oliveira et al. (2023) looked into the connection between good mental health and the likelihood of developing mental disease in the future. The results revealed that higher levels of psychological well-being (positive mental health) served as a barrier against the emergence of mental disease over time. In order to prevent mental disease, the study emphasised the significance of fostering and sustaining good mental health (Peng et al., 2019). These research and many more have advanced our knowledge of the connection between psychological well-being and mental health. They emphasise the significance of taking both favourable and unfavourable aspects of well-being into account and the distinction between psychological well-being and mental disease. Additionally, they emphasise how important it is to support mental health and wellbeing in order to improve overall psychological functioning and quality of life (Sadagheyani and Tatari, 2021; Vilarino del Castillo and Lopez-Zafra, 2022). Thus, based on in-depth literary and theoretical support following hypothesis is suggested;

Hypothesis 2: Mental health is significantly related to psychological wellbeing.

Mediating role of mental health

A person's emotional, psychological, and social well-being are all referred to as their mental health. It includes facets of how someone thinks, feels, and behaves and affects how they manage stress, engage with others, and make decisions. Every period of life, from childhood and adolescence to maturity, is vital for mental health (Xu et al., 2023). People with good mental health are better able to manage life's everyday challenges, work efficiently, maintain wholesome relationships, and give back to their communities. However, mental health issues can also take the form of illnesses or disorders that have a substantial influence on a person's everyday functioning, thinking, mood, and behaviour (Schønning et al., 2020). Combinations of biological, psychological, and social factors have an impact on mental health. Genetics, brain chemistry, life experiences, a family history of mental health issues, and environmental elements like stress, trauma, or substance addiction are among these. Promoting mental health entails taking proactive measures to improve wellbeing, foster resilience, and assist people in keeping their mental health in tip-top shape (Sujarwoto et al., 2023). Self-care practises, seeking out social support, using stress-reduction methods, and using the proper mental health services and treatments when necessary are a few examples of what falls under this category.

Specifically focusing on challenge and hindrance stressors, Oliveira et al. (2023) investigated the role of affect (including mental health) in mediating the link between organisational stresses and work-related outcomes. It was discovered that stressors and negative workplace behaviours were mediated by negative affect (a sign of poorer mental health), while stressors and good workplace behaviours were mediated by positive affect (a sign of better mental health). Affect, which is a component of mental health, can function as a bridge between stressors and wellbeing (Laranjeira et al., 2022). The idea of psychological capital which comprises positive psychological resources like self-efficacy, optimism, hope, and resilience, was put forth by Kraiss et al. (2022). According to Hansen et al. (2022), psychological capital may be able to moderate the connection between stress (which includes both challenge and obstacle stressors) and wellbeing. Higher levels of psychological capital were discovered to specifically buffer the detrimental effects of stressors on mental health and hence improve psychological well-being. The job demands-resources paradigm and the mediation function of personal resources, such as self-efficacy and optimism, in the relationship between stressors and wellbeing were investigated by Chaudhuri et al. (2022). The results showed that the association between challenge and

hindrance stresses and psychological well-being was partially mediated by personal resources. Although it was not expressly looked at as a mediator in this study, mental health can be viewed as part of the larger construct of well-being. These research demonstrate that the relationship between challenge and hindrance stresses and psychological wellbeing can be mediated by mental health, including individual resources and affect Borland et al. (2022). Positive affect and personal resources are examples of higher levels of mental health that can reduce the negative effects of stressors and improve wellbeing. On the other hand, worse mental health, such as negative affect, might act as a buffer against the detrimental impacts of stresses on wellbeing. To further study and comprehend the mediating mechanisms in the specific context of challenge and hindrance stressors and their effects on psychological well-being, more research is necessary, it is vital to emphasise (Blasco-Belled et al., 2022). Thus, following hypothesis is suggested;

Hypothesis 3: Mental health mediate the relationship between challenge and hindrance stressors and psychological wellbeing.

Moderating role of psychological capital

Effective psychological assets are referred to as psychological capital, and they can be grown and improved over time. Psychological capital includes elements like self-efficacy, hope, resilience, and (Caponnetto et al., 2022). Self-efficacy is the conviction that one can carry out tasks and achieve objectives. High self-efficacy people are confident in their abilities and believe they are competent, which has a good effect on their performance. Hope is defined as having a hopeful view and the conviction that one's efforts can result in desired results. It entails establishing objectives, creating plans to reach them, and keeping up the drive to pursue them despite difficulties or failures (Hsu and Chang, 2022). The propensity to anticipate favourable results and see setbacks as transitory and specific is optimism. People who are optimistic view setbacks as opportunities rather than insurmountable hurdles and uphold a positive outlook, which supports resilience and overall wellbeing. Being resilient means having the capacity to adapt and recover from difficult circumstances. It entails keeping an optimistic outlook, handling difficulties skillfully, and bouncing back from disappointments or setbacks (Khliefat et al., 2021). A person's psychological capital is regarded as a personal asset that can influence their attitudes, behaviours, and wellbeing. Performance, job happiness, and general psychological health are all thought to be improved. People can improve their ability to effectively handle stress, overcome obstacles, and succeed in various facets of life by nurturing and strengthening these positive psychological resources (Vilarino del Castillo and Lopez-Zafra, 2022).

The moderating effect of psychological capital on the link between stress and employee turnover intentions was examined by Tang et al. (2023). Higher psychological capital concentrations were observed to mitigate the detrimental effects of stress on turnover intentions. Psychological capital high employees had increased psychological well-being and resilience, reducing the negative impacts of stress on their mental health and general wellbeing. The relevance of psychological capital in fostering positive results in different domains, including mental health and well-being, is highlighted by Vilarino del Castillo and Lopez-Zafra (2022). It implies that those who have higher levels of psychological capital a personality trait characterised by self-efficacy, hope, optimism, and resilience are more likely to have better psychological and mental health. As a personal tool, psychological capital assists users in managing stress, improving their wellbeing, and preserving good mental health. Hsu and Chang (2022) investigated psychological capital function in promoting constructive organisational change. It was discovered that workers with greater psychological capital levels reported feeling happier and more emotionally stable, which in turn affected their attitudes and behaviours towards supporting organisational change. Increased psychological capital levels improved general wellbeing and served as a safeguard against detrimental effects on mental health (Caponnetto et al., 2022). Collectively, these findings imply that psychological capital modifies the association between psychological well-being and mental health. Psychological capital levels that are higher can reduce the detrimental effects of stressors on mental health, improving psychological well-being (Alat et al., 2023). People with higher

psychological capital are more resilient, upbeat, and hopeful, all of which support their general wellbeing and good mental health. Therefore, building psychological capital can have a big impact on improving psychological well-being and increasing mental health (Caponnetto et al., 2022; Zhang et al., 2019). Hence, following hypothesis is suggested;

Hypothesis 4: Psychological Capital moderates the relationship between mental health and psychological wellbeing.

Conceptual framework

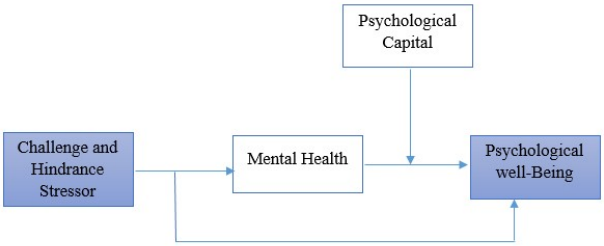

Figure 1: Conceptual framework

METHODOLOGY

This research was descriptive in nature and quantitative approach was used on the basis of primary data collection through the adapted questionnaire. For the primary data collection, cross sectional time horizon was used in this research where one time response was reordered from the Jordan universities. Unit of analysis were the university lecturer and staff from Jordan universities and total of 390 respondent filled the questionnaire and returned for this research as a sample from the population. As the population information was not accessible which is why non probability sampling technique was used and under this technique convenience and snow ball sampling methods were used, where the available university lecturer and staff from Jordan universities were approached to gather the data foe the research purpose. All the respondents briefly explained regarding the purpose of the study before responding so that they can give the right response. It was also taken into the consideration and ensured to all the respondent that their data will be used just for this research purpose and will not be shared with anyone. All the ethical elements were taken into the consideration like, not a single person was forced to respond, on given time from the responded they were approached and it was also ensured to them that their data will remain safe and kept secret. That was the reason that the response rate was quite appropriate and respondents were provided time for understating and giving the proper responses. After gathering the data, for measurement and testing the hypotheses, SMART PLS was used. All the statistical tests and analysis was performed in this mentioned software where direct effect, mediation effect and moderation effects were tested accordingly. Regression test was conducted to measure the overall impact.

Measurements of Study

A questionnaire based on 5 point Likert scale was adapted for this research and items were adapted from different sources for each variable according to the context of the study. Instrument was divided into three portions consist of a survey based document in the form of questionnaire where in first section it was all about the research topic and purpose, In second section it was regarding the personal information where close ended questions were asked related to gender, age, education, experience and academic ranking. The third and last section were regarding the variables in which questions were asked on the basis of the context of the study. The predictor variable of the study; challenge and hindrance stressor was measured by using the 7 items scale of LePine et al. (2004) with reliability statistics of (α= 0.93), mental health was the mediating variable and it was measured by using the 4 items based scale developed by (Lovibond & Lovibond, 1995) with reliability statistics of (α= 0.82). The moderating variable psychological capital was measured by adapting the scale of Khliefat et al. (2021) and total 5 items were adapted for this variable with reliability statistics

of (α= 0.78). The outcome variable psychological well-being was measured by adapting the 5 items scale of (Hills and Argyle, 2002) with reliability statistics of (α= 0.89). These items were tested to check the reliability of the instrument and all the items were reliable as the value of Cronbach alpha was more than 0.70, which indicated that the questionnaire is reliable for the measurement of challenge and hindrance stressor and mental health influencing psychological well-being: moderation of psychological capital (Nunnally, 1978).

RESULTS

The current study demonstrates how the challenge and hindrance stressors, mental health, and psychological capital theory all affect psychological well-being and psychological capital moderation in Jordanian universities. Faculty and staff from universities take part

Demographics

Table 1 lists the demographic details and descriptive statistics of the sample for the current study (N=390), based on a preliminary analysis of respondent data. SmartPLS3 was used to assess the structural and measurement models. In the present study, psychological capital theory, challenge and hindrance stressors, mental health, and psychological capital theory were investigated in relation to Jordanian universities. It was found that all of these factors affect psychological well-being and psychological capital moderation. According to the table 1, the age, gender, academic standing, and experience models for university faculty and staff are appropriate.

Table 1: Demographic profile

Demography	Description	No. of Responses	%
Gender	Male	210	54
	Female	180	46
Age	20-35	115	29
	35-50	180	46
	Above 50	95	25
Education	Diploma in relevant felid	80	20
	Graduate	170	44
	Postgraduate	140	36
Experience	1-3 Years	110	28
	3-5 Years	160	41
	More than 5 Years	120	31
Academic Ranking	Lecturer	130	33
	Assistant Professors	110	28
	Associate Professors	90	24
	Others	60	15

In University lecturer and staff from Jordan universities male were 54%, and female were 46%, according to the table 1. University lecturer and staff from Jordan universities aged 20 to 35 were 29%, while 35 to 50 were 46%, and above 50 were 25%. In University lecturer and staff from Jordan universities, diploma in relevant felid were 20% and graduate were 44% and University lecturer and staff from Jordan universities postgraduate were 36%. In University lecturer and staff from Jordan universities, the experience of 1-3 years were 28%, the experience of 3-5 years were 41%, and the experience of more than 5 years were 31%. Academic ranking of lecturer and staff from Jordan universities lecturer were 33%, assistant professors were 28%, associate professors were 24% and others were 15%.

Measurement model

PLS-SEM was first used to assess the factor loadings, validity, and reliability of the data gathered from 390 university academics and employees who spoke Jordanian. A measurement model, which is a statistical model, is used to quantify the link between a set of observable variables and a collection of latent variables, or variables that are not observed. Alternatively, it is a technique for assessing how well a set of observable variables represents the underlying construct or hidden variable that they are intended to measure.

Composite Reliability, Cronbach's Alpha: The evaluation of items for the PLS measurement model's factor loading, validity, and reliability are shown in Table 2. The Cronbach's alpha test value, which must be 0.70 or greater, is typically used to assess a test item's internal consistency (Fornell and Larcker, 1981). Cronbach's Alpha and CR values for the variables under investigation were higher than 0.70. Cronbach's alpha, a frequently used indicator of internal consistency dependability, determines how connected or linked the elements on a scale or test are to one another. Its values could range from 0 to 1, with values closer to 1 indicating higher internal consistency (Purwanto et al., 2020). The potential for unequal item weighting is accommodated by the composite dependability of Cronbach's alpha, which also takes into consideration the varied levels of relationship intensity between every element and the fundamental concept. Since the average variance extracted (AVE) values for discriminant validity were higher than 0.50, convergence validity and high reliability were demonstrated (Fornell and Larcker, 1981). The composite reliability values ranged from 0.855 to 0.950, exceeding the limit of 0.70.

Table 2: Reliability and validity

Construct	Item	Loadings	CA	CR	AVE
Challenge and Hindrance Stressor	CHS1	0.893	0.938	0.950	0.731
	CHS2	0.850			
	CHS3	0.867			
	CHS4	0.898			
	CHS5	0.893			
	CHS6	0.733			
	CHS7	0.837			
Mental Health	MH1	0.869	0.815	0.878	0.644
	MH2	0.758			
	MH3	0.754			
	MH4	0.823			
Psychological Capital	PC1	0.703	0.781	0.855	0.546
	PC2	0.781			
	PC3	0.760			
	PC4	0.786			
	PC5	0.820			
Psychological Well-Being	PWB1	0.861	0.899	0.926	0.714
	PWB2	0.845			
	PWB3	0.869			
	PWB4	0.883			
	PWB5	0.763			

Note: CR=composite reliability; AVE=average variance extracted; CA= Cronbach's Alpha

Discriminant Validity (HTMT): Additionally, each data analysis must show that it has discriminant validity. Discriminant validity was defined by Cheah et al. (2020) as "the degree to which a given latent variable differs from other latent variables". It is of the respectable and reliable variety. To put it another way, it shows how well a test captures the concept that it was designed to.

Table 3: Discriminant validity

	CHS	MH	PC	PWB
Challenge and Hindrance Stressor	0.855			
Mental Health	0.435	0.802		
Psychological Capital	0.711	0.405	0.739	
Psychological well-Being	0.743	0.614	0.483	0.845

Discriminant validity, in particular, evaluates if links exist between variables that, on paper, shouldn't be associated (Purwanto et al., 2021). Discriminant validity makes ensuring that the measurements of distinct constructs or variables do not overlap in order to avoid problems with construct validity and

the confounding of results. Identifying the concept responsible for any observed effects can be difficult if assessments of different factors are too highly associated (Hair Jr et al., 2020). Researchers did additional research for structural route analysis after concluding that all criteria for the variables' reliability and validity had been satisfied. Table 3 showed how useful HTMT is.

R square: The value of R square will lie between 0 and 1.The table displays the determination coefficients for the internal variables. In a basic regression, the fit value refers to how well the independent variable(s) account for a predictor variable's variation. R-squared (R^2) is a statistical measure of how much variance in the dependent variable in a regression model is explained by the independent variable(s). R^2 values range from 0 to 1, and higher values indicate that a greater proportion of the variation in the dependent variable (s) is explained by the independent variable (Sobaih and Elshaer, 2022). According to table 4, mental health value of r square were 0.189 and adjusted r-square value were 0.187 and psychological well-being value of r-square were 0.670 and adjusted r-square value were 0.667, respectively.

Table 4: Assessment of R square

	R-Square	Adjusted R-Square
Mental Health	0.189	0.187
Psychological well-Being	0.670	0.667

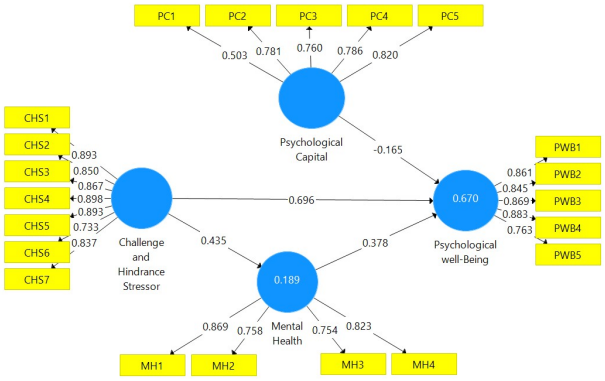

Figure 2: Assessment of algorithm

*Structural Equation Model*The structural model route coefficients supporting the hypothesised relationships were statistically determined using the PLS-SEM bootstrapping approach. A structural equation model (SEM), a type of statistical model, shows how a set of latent variables and their observable indicators or variables are related. SEM is a flexible and powerful statistical method that can be used to evaluate complex theoretical models and hypotheses. SEM combines factor analysis, regression analysis, and path analysis to create a comprehensive model that can explain both the direct and indirect interactions between variables. Both types of variables in the model are observable variables, which are the variables that are actually measured, and latent variables, which are unseen factors considered to underlie the observed variables (Purwanto et al., 2021).

Direct relation: The PLS-SEM assessment for correlations between challenge and hindrance stresses, mental health, and psychological well-being was also used, along with lecturers and staff from Jordanian universities. It shows the connection between stressors associated with challenge and impediment, mental health, psychological well-being, and psychological capital. When there is a direct relationship between two variables, a change in one variable results in a predictable change in the other variable in the same direction. The results show that the relationship between challenge and hindrance

stressor and mental health is significant (β = 0.435, t = 11.563, p = 0.000). Hence H1 is accepted. The results show that the relationship between challenge and hindrance stressor and psychological well-being is significant (β = 0.696, t = 14.477, p = 0.000). Hence H2 is accepted.

Table 5: Direct relation

	Original Sample	*t* Statistics	*p* Values	Decision
Challenge and Hindrance Stressor -> Mental Health	0.435	11.563	0.000	Supported
Challenge and Hindrance Stressor -> Psychological well-Being	0.696	14.477	0.000	Supported

Mediating Effect: According to the definition of mediation, "the parties participate in a meeting with a mutually agreed-upon neutral third party who assists them in the discussion of their differences" (Purwanto et al., 2020). A mediating effect is a statistical connection between an independent and a dependent variable that may be explained by the existence of a third variable, referred to as a mediating variable, which intervenes in the relationship. In simple terms, the mediating variable helps to explain how the independent variable affects the dependent variable. According to table 6 mental health as a mediating variable, the link between challenge and hindrance stressor and psychological well-being remained significant (β = 0. 164, t = 7. 196, p = 0.000, respectively). Hence, H3 is accepted.

Table 6: Mediating effect

	Original Sample (O)	*t* Statistics	*p* Values
Challenge and Hindrance Stressor -> Mental Health -> Psychological well-Being	0.164	7.196	0.000

Moderating effect: According to Purwanto et al. (2021), a moderator variable is typically used "where there is an inconsistent or weak relationship between the independent and dependent variables". There are more methods for measuring moderating effects, such as the three-phase hegemonic regression approach, which suffers from the need to manually generate interaction terms utilising features, converts, and calculates. The information in the table below offers support for the notion. A moderating effect is a statistical relationship between an independent variable and a dependent variable that is influenced by the presence of a third variable, also known as a moderator. A moderator variable affects the strength or direction of the connection between the independent and dependent variables. According to table 7 the moderating role of psychological capital between mental health and psychological well-being is significant (β = -0.165, t = 3.154, p = 0.002). Hence H4 is accepted.

Table 7: Moderator hypothesis testing

	B-value	(STDEV)	t-value	p value
Mental Health* Psychological Capital -> Psychological well-Being	-0.165	0.052	3.154	0.002

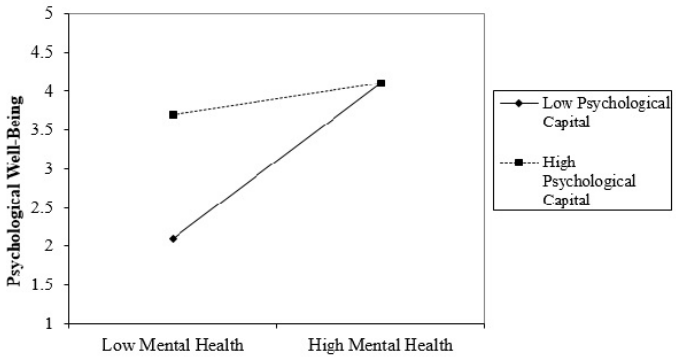

Figure 3: Moderation of psychological capital

Although the slopes of the correlations influenced by moderation differ, the slopes in graph 1 are significant for low, moderate, and high levels of findings. In other words, psychological capital grew when mental health and psychological well-being were negatively appraised. Due to psychological capital, the employees who displayed a more muted improvement in the link between mental health and psychological well-being.

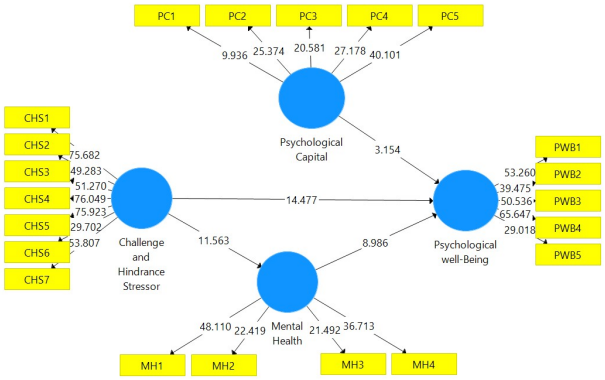

Figure 4: Assessment of bootstrapping

DISCUSSION

According to the current study, psychological capital theory, mental health, and challenge-and-hindrance stresses all have an impact on students' psychological well-being and psychological capital moderation in Jordanian universities. University lecturers and staff participate in data collection. Each hypothesis was accepted.

The analysis results shows that challenge and hindrance stressor has significant impact on psychological well-being. High expectations, academic burden, and other challenge stressors can all have both beneficial and negative consequences on a person's mental health. On the one hand, these pressures can present chances for self-improvement, skill improvement, and a sense of accomplishment. When faced with challenges that are compatible with their strengths and aspirations, students and faculty members may feel inspired and engaged (Oliveira et al., 2023). However, too many or too many challenge stressors can cause stress, burnout, and other problems with psychological health. Universities must find a balance between providing rigorous academic settings and the essential support services to ensure students' wellbeing. It's also essential to take into account the unique cultural and contextual aspects of Jordanian universities. Students' and faculty members' perceptions and experiences of stressors may be influenced by cultural expectations, societal conventions, and conventional academic frameworks (Caponnetto et al., 2022; Hassan and

Afzal). For instance, societal pressures to succeed in the workplace and cultural norms that place a premium on academic achievement may amplify the negative effects of stressors on psychological well-being. To build tailored interventions and support systems that take into account the particular requirements and difficulties faced by people in Jordanian universities, it is crucial to comprehend these cultural dynamics.

The analysis results shows that mental health has significant impact on psychological well-being. The results underline how vital it is to address mental health issues in order to promote psychological well-being. Understanding the importance of mental health enables early detection and intervention to stop the emergence or worsening of mental health issues. People can get the aid they need to improve their mental health and boost their general well-being by being given resources, support networks, and access to mental health services (Saher et al.; Vilarino del Castillo and Lopez-Zafra, 2022). Furthermore, there is a reciprocal association between psychological well-being and mental health (Laranjeira et al., 2023). Reduced psychological well-being can cause poor mental health, and poorer psychological well-being can have a negative impact on mental health. For instance, those who struggle with low self-esteem, diminished motivation, or impaired functioning may be showing signs of depression, anxiety, or other mental health conditions, which can further harm their psychological wellbeing (Caponnetto et al., 2022).

The analysis results shows that mental health has mediating impact between challenge and hindrance stressor psychological well-being. This implies that the effect of stressors such as challenge and hindrance on psychological well-being is partly explained by the impact these factors have on mental health. Challenge stresses in particular may encourage good mental health, which in turn adds to increased psychological well-being (Caponnetto et al., 2022). On the other hand, the presence of obstacle stresses may have a detrimental effect on mental health, lowering psychological well-being. Knowing how mental health affects psychological well-being in the face of stressors might help one develop potential intervention options (Ho et al., 2022). It implies that safeguarding against the damaging effects of stressors and encouraging psychological wellbeing depend on promoting and sustaining good mental health. Individuals can better manage stressors and sustain their psychological well-being by putting into place interventions and support systems that focus on mental health, such as stress management programmes, counselling services, and resilience-building activities (Vilarino del Castillo and Lopez-Zafra, 2022).

The analysis results shows that psychological capital has moderating impact on mental health and psychological well-being. Interventions can be created to increase people's positive psychological resources by acknowledging the moderating effect of psychological capital. This can be achieved by encouraging self-efficacy, encouraging optimism and hope, and offering chances for resilience-building activities. Increasing psychological capital can give people the tools they need to deal with their mental health issues, safeguard their general wellbeing, and speed up the healing process (Arslan and Coşkun, 2023). The results further emphasise how crucial organisational and societal support are for fostering psychological capital. Businesses can help employees grow their positive psychological resources by fostering a supportive work environment (Vilarino del Castillo and Lopez-Zafra, 2022). This can be accomplished by implementing mentoring programmes, rewarding success, and creating a happy work environment. Organisations can boost employees' psychological capital and improve their overall performance by improving their mental health and psychological well-being (Vilarino del Castillo and Lopez-Zafra, 2022) .

Theoretical and practical Implications

The study has a number of theoretical and practical ramifications for Jordanian university teachers and personnel. There are several theoretical and practical implications to the study's conclusions about the relationships between challenge-and-hindrance stressors, mental health, psychological capital, and psychological well-being. The results support the psychological capital theory's central tenet that positive psychological resources, such as self-efficacy, hope, optimism, and resilience, are essential for people's wellbeing. The study emphasises the value of psychological capital in the context of Jordanian

universities and shows how it might help students' psychological wellbeing by reducing the negative effects of stress and mental illness. The study offers empirical data in support of the link between psychological well-being and mental health among students in Jordanian universities. It highlights the reciprocal nature of this relationship and emphasises how important it is to address mental health issues in order to foster psychological well-being. The results emphasise how crucial it is to distinguish between challenge and hindrance stressors in order to comprehend their impacts on students' psychological wellbeing. By investigating these stresses explicitly in the context of Jordanian institutions and showcasing their varied effects on students' wellbeing. The findings highlight the necessity for Jordanian universities to give students' access to mental health support services a priority. Students can better manage their mental health, improve their psychological well-being, and cope with academic and personal challenges by utilising counselling programmes, mental health awareness initiatives, and easily accessible resources. Universities should develop and execute stress management programmes that target both types of stressors given the differing effects of challenge and hindrance stressors on students' wellbeing. These programmes can give pupils the abilities and techniques they need to deal with obstacles, manage stress, and preserve their psychological health. Universities in Jordan should incorporate programmes that help students build their psychological capital. Workshops, training courses, and mentoring programmes that promote the growth of positive psychological assets like self-efficacy, hope, optimism, and resilience can fall under this category. Universities can better prepare students by developing their psychological capital, giving them the skills needed to deal with pressures and advance their wellbeing. For the wellbeing of students, a supportive academic environment must be established. Universities can promote productive interactions between faculty and students, offer sufficient funding, and put in place work-life regulations. Such actions can reduce stressors and improve the mental health of pupils.

Limitations and future research

While the study provides valuable insights into the relationship between psychological capital, mental health, challenge-and-hindrance stressors, and students' psychological well-being in Jordanian universities, there are several limitations that should be considered. 390 academic and staff personnel from Jordanian universities were the study's sample size. Even while this offers insightful information, the sample size might prevent the results from being broadly applicable to all students. To improve the generalizability of the findings, future studies might use bigger and more diverse samples of students. A cross-sectional research design was used in the study to collect data at a certain time. The ability to determine causes or track changes in the variables across time is thus constrained. To further understand the temporal links between psychological capital, mental health, stresses, and psychological well-being, future research could use longitudinal designs. Although the study used a quantitative research methodology, this approach may not have adequately captured the students' varied experiences and perceptions. Future studies might use qualitative techniques like focus groups or interviews to further understand the students' subjective perceptions of psychological capital, mental health, and stressors. The study looked at the mediating effect of psychological capital and the moderating effect of mental health. Future studies might examine the underlying processes that underlie these connections. Investigating, for instance, the precise coping mechanisms used by students when faced with stressors like challenge and hindrance, and how psychological capital and mental health affect these mechanisms. Cultural influences may have an impact on how students, teachers, and staff perceive their experiences because the study concentrated on institutions in Jordan. Future studies may go more deeply into cultural concerns and investigate the relationship between cultural values, norms, and expectations and psychological capital, mental health, stresses, and psychological well-being in Jordanian colleges. The study emphasised the value of support networks and interventions in fostering psychological well-being. In the context of Jordanian universities, future study can concentrate on assessing the efficacy

of particular interventions or programmes aimed at psychological capital, mental health, and stressors. Comparative research across various educational frameworks and cultural contexts may also shed light on the efficacy of various strategies.

CONCLUSION

This study examined the effects of psychological capital, mental health, and stressors related to challenges and obstacles on the psychological wellbeing of academics and staff in Jordanian universities. The results of this study demonstrated that each of these characteristics has a considerable impact on psychological well-being, underscoring the need of taking these aspects into account when enhancing the wellbeing of university teachers and staff. The study also discovered that the relationship between challenge- and hindrance stressors and psychological well-being can be mediated by mental health. This suggests that addressing mental health issues among teachers and staff can benefit their wellbeing, particularly when faced with challenges associated to their jobs. Additionally, it was discovered that psychological capital moderated the association between psychological well-being and mental health. This implies that people with greater psychological capital may be more resilient and better able to handle stressors, which might mitigate the detrimental effects of poor mental health on their wellbeing. This study's theoretical ramifications include evidence for the significance of psychological capital, mental health, and pressures associated with challenges and obstacles in the context of university faculty and staff wellbeing. The need for universities to establish measures to increase psychological capital, treat mental health issues, and manage work-related pressures is one of the practical implications. In order to validate these results and investigate the possible effects of treatments focusing on psychological capital, mental health, and work-related stressors on faculty and staff well-being in Jordanian institutions, future research should take into account employing longitudinal designs and bigger sample sizes with other GCC countries and similar developing country settings.

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