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Exploring The Relationship Between Rajyoga Meditation Practice And Job Satisfaction Among Faculty Members: A Conceptual And Quantitative Framework

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ABSTRACT

Faculty members in higher education institutions increasingly face complex professional demands which include heavy teaching workloads and research expectations together with administrative responsibilities and performance accountability requirements. The resulting challenges from these obstacles lead to negative effects which impact their psychological health and job satisfaction and subsequently affect their individual work performance and the overall institutional productivity. Meditation-based interventions have gained recognition as effective methods which enhance mental health and boost workplace productivity during the last few years. The Brahma Kumaris organization teaches Rajyoga meditation through its particular approach which teaches practitioners to develop soul awareness and positive thinking and self-control and inner peace, which makes it useful for academic professionals.

Research studies demonstrate that meditation offers psychological and behavioral benefits yet there exist few studies which investigate how Rajyoga meditation practice affects faculty job satisfaction. Researchers have not yet studied how Rajyoga meditation affects job satisfaction through its underlying psychological pathways. The present paper establishes a conceptual and quantitative framework which explains how Rajyoga meditation practice affects job satisfaction through psychological regulation as the proposed mediating factor between the two variables.

The framework is grounded in Self-Regulation Theory and the Job Demands–Resources (JD-R) Model, which provide a theoretical basis for understanding how meditation-related psychological resources may contribute to improved occupational outcomes. The proposed model conceptualizes Rajyoga meditation practice as the independent variable, psychological regulation as the mediating variable, and job satisfaction as the dependent variable. To facilitate future empirical investigation, the paper proposes a quantitative research design employing a cross-sectional survey of faculty members using structured measurement scales and appropriate statistical techniques, including correlation, regression, and mediation analyses.

The proposed framework contributes to the literature on Rajyoga meditation, occupational psychology, and higher education management by offering an integrative explanation of how meditation practice may enhance faculty job satisfaction. The paper also provides practical implications for faculty development, institutional well-being initiatives, and employee engagement strategies within higher education institutions.

KEYWORDS: Rajyoga Meditation, Psychological Regulation, Job Satisfaction, Faculty Members, Higher Education, Self-Regulation Theory, Occupational Well-Being, Conceptual Framework.

1. INTRODUCTION

1.1 Background of the Study

Higher education institutions create new knowledge while developing human resources and driving innovation which leads to progress in society. The higher education sector has changed because of multiple factors which include globalization, technological improvements, quality assurance requirements, accreditation standards, and the growing expectations from different stakeholders. The faculty members at educational institutions now have expanded responsibilities which extend beyond their regular teaching duties.

Modern faculty members must perform various tasks which include teaching, conducting research, writing academic papers, mentoring students, serving their institutions, developing curricula, and handling administrative duties. At the same time, they must learn how to deal with educational system changes which include new technologies, different performance assessment methods, and rising expectations for academic improvement. The academic profession has developed into a more complex field which requires higher levels of expertise from its practitioners.

The increased demands placed on faculty members together with their professional responsibilities have created problems that affect both their job satisfaction and their ability to work. Faculty well-being has emerged as an essential element that affects teaching efficiency and research output together with organizational dedication and institutional success. Faculty members who maintain positive mental health conditions possess better abilities to face workplace difficulties and sustain their work commitment while achieving organizational objectives.

The primary measurement of work-related happiness in employment situations throughout different industries. Job satisfaction reflects the complete assessment which people make about their work duties and their job functions. Employees who report higher job satisfaction levels demonstrate better work performance and stronger loyalty to their organizations and they show more dedication to their tasks while they are at work and they plan to stay with their current jobs. Employees who experience dissatisfaction at work will develop stress and burnout while their work performance will decrease because of their lost motivation.

The solution to these problems requires organizations to implement methods which build mental capabilities and support employee wellness. People who practice meditation can achieve better emotional control together with increased self-knowledge and improved mental strength and their capacity to manage their emotions. Rajyoga meditation has developed into a respected practice which teaches people to develop positive thoughts and manage their mental processes while achieving personal inner peace. The study of how Rajyoga meditation affects faculty well-being together with their job satisfaction is a key research area in higher education studies.

1.2 Rajyoga Meditation and Faculty Development

The present study adopts Rajyoga meditation as taught by the Brahma Kumaris World Spiritual University, where it serves as the organization's core method of meditation and spiritual learning. The organization uses Rajyoga meditation which the Brahma Kumaris World Spiritual University teaches as its primary method for meditation and spiritual education. The system operates according to four main principles which include soul-consciousness and positive thinking and self-awareness and conscious thought management. The technique of Rajyoga meditation enables practitioners to monitor their thinking

and emotional states and personal beliefs through their process of inner development and spiritual growth. The practice helps individuals achieve their goals of finding inner peace and developing their emotional stability and mental clarity and ability to control themselves. Meditation-based interventions have gained greater recognition in educational and organizational environments because of their ability to enhance psychological well-being and professional performance. Meditation practices help people reduce their stress levels while they develop skills for better emotional control and improved focus and stronger coping abilities and better overall health. Educational institutions are now more interested in wellness programs which help students grow both personally and professionally according to current educational trends.

The faculty development program uses Rajyoga meditation because it helps faculty members build psychological strengths which they need to succeed in their academic work. Faculty members face multiple difficulties because they need to teach students and conduct research and execute administrative tasks while their institutions measure their professional performance. People need to develop emotional equilibrium and mental comprehension and personal insight and flexible problem-solving abilities to handle their responsibilities.

Rajyoga meditation helps people build better positive thinking patterns and better emotional control and better self-management abilities. The regular practice of the faculty members enables them to develop psychological stability which helps them to build resilience while they grow their professional experience. The potential benefits demonstrate why it is essential to conduct thorough research on the subject matter.

1.3 Research Problem

Higher education institutions now face greater challenges because their teaching and research standards and their publication needs and their accreditation requirements and their need to show institutional accountability have become more demanding.

Faculty members must handle different professional responsibilities which they must complete in their work while they deal with restricted work hours and mounting demands for their performance. The factors which create these difficulties will result in both psychological distress and decreased job satisfaction and they will produce negative effects on work performance and organization effectiveness.

The primary method used to assess faculty members' overall well-being and professional dedication assesses their job satisfaction. Faculty members who experience higher job satisfaction levels demonstrate increased motivation and productivity and commitment to their work and their ability to perform academic duties. The organization faces various challenges because employee dissatisfaction causes stress and burnout which leads to a decrease in work commitment.

Psychologists use meditation-based practices to improve their mental health and work performance in their jobs. Rajyoga meditation has gained popularity because it teaches practitioners to develop self-awareness and positive thinking and emotional balance and self-control according to its followers. People need to study the effects of Rajyoga meditation on faculty job satisfaction because previous studies showed meditation to have psychological benefits but did not examine this specific practice. The psychological mechanisms which create these results need further research to understand them better. Researchers must create a conceptual framework which demonstrates how Rajyoga meditation practice affects faculty members' job satisfaction at their educational institutions.

1.4 Research Gap

The existing research shows that meditation methods bring about beneficial effects which enhance psychological health and help people control their emotions and decrease stress and improve their cognitive abilities. The studies which examine higher education have shown that faculty members who experience job satisfaction tend to perform better and remain more loyal to their organizations while their institutions achieve greater success.

The research shows that multiple gaps still exist. The current research on meditation focuses primarily on mindfulness-based interventions because Rajyoga meditation has not received enough academic research attention. The existing research examines how meditation affects psychological functions but fails to study its effects on faculty job satisfaction within professional environments.

The research about meditation needs to explore the mental processes which affect how people handle their work-related attitudes. The research about Rajyoga meditation needs to investigate how psychological control functions as a bridge between its practice and job satisfaction. The research about Rajyoga meditation needs to establish a unified framework which connects its practice to psychological control and job satisfaction in higher educational institutions. The research gaps require examination because they establish the foundation for conducting the study and developing the proposed framework which includes both conceptual and quantitative elements.

1.5 Purpose of the Study

The primary purpose of this study is to develop a conceptual and quantitative framework that explains the relationship between Rajyoga meditation practice and job satisfaction among faculty members in higher education institutions. Previous studies have shown that meditation practices provide psychological advantages yet researchers have not examined how Rajyoga meditation affects academic work performance.

The study proposes psychological regulation as a key mechanism through which Rajyoga meditation practice may contribute to enhanced job satisfaction. The study combines meditation research with occupational psychology and higher education literature to create a framework based on Self-Regulation Theory and the Job Demands–Resources (JD-R) Model. The paper introduces research objectives and hypotheses together with a quantitative approach which will enable researchers to test the proposed relationships through future studies.

1.6 Significance of the Study

The present study holds important value for both theoretical research and practical applications. The study expands existing literature about Rajyoga meditation by showing its effects on professional results which extend beyond mental health benefits. The study establishes psychological regulation as a bridge that connects meditation practice with job satisfaction which benefits the field of occupational psychology. The combination of Self-Regulation Theory with the Job Demands–Resources Model establishes a complete system which shows how individual psychological abilities affect employee behavior and workplace experiences.

Educational institutions can use the proposed framework to develop faculty development programs which enhance psychological resilience and professional effectiveness and job satisfaction for their staff members. The framework will direct future research and institutional policies which aim to improve faculty well-being and engagement and organizational commitment. The study establishes a basis which shows how meditation-based programs lead to healthier academic environments that increase productivity among students and faculty members.

2. REVIEW OF LITERATURE

2.1 Faculty Job Satisfaction

The concept of job satisfaction describes how much people feel positive emotions and develop favourable attitudes toward their work and job tasks (Locke, 1976). The employee indicator shows worker happiness while describing how organizations function and has become an important research topic for organizational psychology and educational administration (Spector, 1997). Faculty members at higher education institutions need to achieve job satisfaction because their work satisfaction affects the quality of their teaching and research productivity and their commitment to their organization and student performance (Johnsrud & Rosser, 2002).

Faculty job satisfaction exists as a multidimensional concept which includes their contentment with teaching duties and professional development opportunities and institutional backing and freedom to work and their workplace conditions and their capacity to maintain personal and professional time (Herzberg et al., 1959; Spector, 1997). Faculty members achieve high satisfaction levels when organizations provide them with supportive leadership and employee recognition and career development paths and positive relationships with colleagues and safe work environments (Bogler, 2001; Oshagbemi, 2003).

The current research shows that people need psychological resources which include their ability to bounce back from setbacks and control their emotions and their belief in their abilities and their psychological health because these elements shape their work attitudes (Bakker & Demerouti, 2007; Judge et al., 2001). Faculty members experience workplace satisfaction based on two factors: organizational circumstances and psychological abilities which enable them to cope with work demands. The research into psychological resource development should investigate elements that help build these resources because this work will show how to improve faculty job satisfaction at modern higher education institutions.

2.2 Rajyoga Meditation and Psychological Well-Being

The Brahma Kumaris teach Rajyoga meditation as a spiritual practice which develops soul-consciousness and positive thinking and self-awareness and conscious thought management skills (Brahma Kumaris, 2020).

Rajyoga meditation functions as a method to change thought patterns which leads to inner peace through self-reflection and spiritual awareness (Nagesh 2023). The study found that Rajyoga meditation improves psychological well-being through its effects on emotional balance and cognitive performance and self-understanding and ability to handle stress (Telles et al. 2013 Manocha 2011). People who practice regularly experience better emotional control and less emotional responses and greater ability to handle difficult situations (Sharma & Rush 2014). People who practice Rajyoga meditation experience better concentration and ability to control their attention and mental clarity. The practice of introspection helps people develop self-awareness which allows them to manage their thoughts and emotions and their actions better (Nagesh 2023).

The enhancement of these skills leads to improved psychological management and better coping strategies. Through its methods of positive thought control and emotional control the practice helps people reduce their stress levels (Telles et al. 2013). The psychological advantages of Rajyoga meditation indicate that faculty members can use it as a vital personal resource which helps them achieve both better well-being and professional success.

2.3 Rajyoga Meditation and Workplace Outcomes

Current training data for your system extends until the month of October in the year 2023. Recent scientific studies demonstrate that meditation practices provide advantages for mental health which subsequently enhance work performance results. Research shows that meditation practices lead to better work performance than work engagement and professional effectiveness and organizational dedication and job satisfaction according to Good et al. 2016 and Hyland et al. 2015. Through its development of self-awareness and emotional control and positive thinking skills meditation enables workers to meet their job demands more efficiently.

Rajyoga meditation requires practitioners to consciously control their thinking process while they practice concentration and develop their emotional control abilities. The ability to sustain work engagement relies on these characteristics which enable individuals to stay focused while they complete their job tasks (Nagesh, 2023). Faculty members who regularly practise Rajyoga meditation may therefore demonstrate higher levels of enthusiasm and involvement in teaching research and institutional activities.

The practice may enhance professional effectiveness through its ability to boost attention skills and decision-making abilities and emotional regulation capabilities according to Telles et al. 2013. The practice of Rajyoga meditation develops values which include responsibility and cooperation and positive relationships that help employees become more dedicated to their work and create a better workplace culture. Through its impact on emotional stability and stress reduction and self-awareness development Rajyoga meditation assists faculty members in achieving better work outcomes and increased job satisfaction.

2.4 Psychological Regulation

Psychological regulation enables people to control their thoughts and emotions with their actions to achieve their goals and function effectively in their daily activities (Baumeister et al. 2007). The scientific community recognizes this psychological resource as essential for maintaining mental health and building resilience while performing work duties (Gross 2015).

Emotional regulation involves the management of emotional responses together with the maintenance of emotional stability throughout difficult situations. Cognitive regulation refers to the ability to control attention, thoughts, and mental processes, while behavioural regulation focuses on self-discipline, persistence, and adaptive behaviour (Zimmerman, 2000). The two aspects of these dimensions provide individuals with the ability to manage their work requirements while preserving their positive work performance.

The practice of psychological regulation becomes vital for academic settings since faculty members must handle various tasks while meeting academic and institutional expectations. The ability to control psychological processes leads to higher resilience and better performance results and improved workplace satisfaction (Bandura 1991).

2.5 Psychological Regulation and Job Satisfaction

Psychological regulation leads to positive job results which include job satisfaction according to Judge et al. (2001) and Bakker and Demerouti (2007). Employees who can control their emotional and cognitive and behavioral responses will perform better at work because they can manage stress and maintain their motivation while building positive work performance.

Emotional regulation helps to decrease burnout and emotional exhaustion while cognitive regulation enables people to solve problems and develop their thinking abilities according to Gross (2015). People use behavioural regulation to achieve their goals while developing their professional skills and workplace productivity according to Zimmerman (2000). The factors enhance how employees view their work experiences, which leads to increased job satisfaction.

Strong psychological regulation helps faculty members adapt to academic requirements while increasing their satisfaction with teaching, research, and institutional duties.

2.6 Psychological Regulation as a Mediating Mechanism

The present study proposes psychological regulation as a mediating mechanism between Rajyoga meditation practice and job satisfaction. Self-Regulation Theory explains that practices which enhance self-awareness and thought control abilities will help people learn how to manage their emotional and cognitive and behavioral responses (Bandura, 1991; Zimmerman, 2000). Rajyoga meditation emphasizes these processes and may therefore enhance psychological regulation capacities.

The Job Demands–Resources (JD-R) Model shows that personal psychological resources enable employees to handle workplace demands while achieving positive results (Bakker & Demerouti, 2007). Psychological regulation may function as such a resource, enabling faculty members to transform the benefits of meditation practice into greater job satisfaction.

Research has established two separate connections between meditation and psychological well-being and psychological regulation and job satisfaction yet only a few studies have examined these two relationships within one unified framework (Good et al., 2016). The researchers present psychological regulation as the main mechanism through which Rajyoga meditation practice improves faculty job satisfaction.

2.7 Critical Review of Existing Literature

The existing research evidence shows that meditation practices bring beneficial effects to people through their positive impact on psychological health and their ability to manage emotions and reduce stress and improve cognitive abilities (Good et al., 2016; Telles et al., 2013). Job satisfaction serves as a vital factor

that affects faculty performance and organizational commitment and institutional effectiveness in higher education research (Johnsrud & Rosser, 2002).

The research shows multiple existing limitations that need to be addressed. Most meditation studies have focused on mindfulness-based interventions, while Rajyoga meditation has received comparatively limited scholarly attention. Previous research investigated direct links between meditation practices and psychological outcomes while ignoring the relationship between these practices and workplace results like job satisfaction. The psychological processes that link meditation practices to workplace attitude changes remain under-researched in existing studies. The existing limitations require researchers to develop a unified structure that demonstrates how Rajyoga meditation practice enhances faculty job satisfaction through specific psychological mechanisms.

2.8 Research Gap and Need for the Study

The research studies which currently exist have shown that people who practice meditation will experience better mental health and better control over their emotions and reduced stress levels and higher cognitive abilities. Research studies in higher education have shown that job satisfaction serves as the essential factor which drives faculty members to perform their work and stay with the organization and engage in their profession and help their institution achieve its goals.

The available research material shows that important gaps continue to exist in multiple areas. Research studies about meditation have concentrated on mindfulness-based interventions because researchers have paid less attention to Rajyoga meditation especially in research studies which cover higher education institutions. Previous research studies have confirmed that meditation affects psychological results but only a few studies have investigated its impact on faculty members job satisfaction at work.

The existing research studies about meditation and work-related results have used separate methods which restrict their ability to identify the mental processes that meditation affects workplace behavior and work experiences. Researchers have not discovered any thorough framework that links Rajyoga meditation practice to psychological control and job satisfaction through a single theoretical structure. The field remains undeveloped because researchers have not studied how psychological control functions as a mediator which connects Rajyoga meditation to faculty members job satisfaction. The development of an integrative conceptual framework exists because researchers need to show how Rajyoga meditation practice enables faculty members to achieve better job satisfaction.

The researchers developed a conceptual framework and a quantitative framework which combines Self-Regulation Theory with the Job Demands–Resources (JD-R) Model to fill existing research gaps. The research establishes a psychological base which should guide future research about mental processes and their relationship with time through which people need to follow their work duties.

3. THEORETICAL FOUNDATION AND CONCEPTUAL FRAMEWORK

3.1 Self-Regulation Theory

Self-Regulation Theory serves as a basic principle which demonstrates how people control their mental processes and emotional states and physical actions to reach their targeted objectives. Bandura (1991) defines self-regulation as the ability of people to control their actions through three processes which include self-monitoring and self-evaluation and self-reaction. Zimmerman (2000) demonstrates that people use self-regulation to manage their cognitive and emotional and behavioral functions when they encounter different environmental conditions.

Research on meditation shows that self-regulation serves as the primary mechanism which leads to positive psychological results. Meditation practices enable people to develop better awareness of their internal experiences while they learn to control their thoughts and emotional states (Tang et al., 2015). Self-Regulation Theory functions as a suitable theoretical framework which explains how Rajyoga meditation practices of thought control and self-awareness and emotional equilibrium affect psychological and job satisfaction outcomes.

3.2 Job Demands–Resources (JD-R) Model

The Job Demands–Resources (JD-R) Model developed by Bakker and Demerouti (2007) describes how job demands together with personal resources determine employee well-being and organizational performance. The model suggests that employees achieve positive work results when they have enough resources to manage their workplace responsibilities. The resources which people need to function properly at work include organizational resources and social resources and psychological resources.

People who work need resilience and emotional regulation and self-efficacy and optimism as psychological resources to achieve work engagement and well-being and job satisfaction according to Bakker and Demerouti (2017). Faculty members in higher education institutions meet multiple challenges because they must handle their educational duties while conducting their research work and fulfilling their administrative tasks. The personal resources which people possess to handle stress and adjust to changes will have a major impact on their job satisfaction.

Rajyoga meditation operates as a resource-generating practice which helps faculty members enhance their psychological abilities to handle their work responsibilities. The JD-R Model functions as an effective framework which shows how meditation-based psychological resources lead to beneficial results in workplace environments.

3.3 Integration of Theoretical Perspectives

The present study integrates Self-Regulation Theory and the Job Demands–Resources Model to explain the relationship between Rajyoga meditation practice and job satisfaction. Together, these theories provide a comprehensive explanation of how meditation-based psychological resources may influence occupational well-being among faculty members.

3.3.1 Self-Regulation and Rajyoga Meditation

Rajyoga meditation emphasizes awareness of thoughts, emotions, and behavioural responses through conscious self-observation and positive thought management. These characteristics closely align with the principles of Self-Regulation Theory (Bandura, 1991; Zimmerman, 2000). Through regular practice, individuals may develop greater emotional control, cognitive clarity, and behavioural discipline, thereby strengthening their capacity for psychological regulation.

3.3.2 Psychological Resources and Job Satisfaction

The JD-R Model suggests that personal psychological resources contribute significantly to positive workplace outcomes (Bakker & Demerouti, 2007). Faculty members who possess strong psychological resources are generally better able to cope with occupational challenges, maintain professional engagement, and experience higher levels of job satisfaction. Psychological regulation may therefore serve as an important resource linking individual well-being and occupational effectiveness.

3.3.3 The Mediating Role of Psychological Regulation

Drawing upon both theoretical perspectives, the present study proposes psychological regulation as a mediating mechanism between Rajyoga meditation practice and job satisfaction. Rajyoga meditation may strengthen emotional, cognitive, and behavioural regulation capacities, while these enhanced psychological resources may subsequently contribute to greater job satisfaction. The integration of the two theories therefore provides the conceptual foundation for the proposed framework.

3.4 Conceptualisation of Study Variables

3.4.1 Rajyoga Meditation Practice (Independent Variable)

Rajyoga meditation practice refers to the extent to which individuals engage in the regular practice and application of Rajyoga meditation principles in daily life (Nagesh, 2023). Based on the literature, the construct is conceptualized through three dimensions:

- Meditation Regularity
- Awareness and Concentration
- Spiritual Application
- Inner Peace & Stability

3.4.2 Psychological Regulation (Mediating Variable)

Psychological regulation enables people to control their mental processes and emotional states and their physical actions until they reach optimal performance and adaptability (Gross, 2015; Zimmerman, 2000). The construct is conceptualized through the following dimensions:

- ✓ Emotional Regulation
- ✓ Cognitive Regulation
- ✓ Behavioural Regulation
- ✓ Stress Management

3.4.3 Job Satisfaction (Dependent Variable)

Job satisfaction refers to an individual's overall positive evaluation of work experiences and professional roles (Locke, 1976; Spector, 1997). For the present study, the construct is conceptualized through the following dimensions:

- ❖ Work Satisfaction
- ❖ Professional Growth
- ❖ Recognition and Rewards
- ❖ Organizational Support

3.5 Proposed Conceptual Framework

The conceptual framework which we propose creates its foundations through Self-Regulation Theory and the Job Demands–Resources (JD-R) Model. The framework seeks to explain how Rajyoga meditation practice may contribute to job satisfaction among faculty members through the development of psychological regulation capacities.

The framework includes Rajyoga Meditation Practice as the independent variable while Psychological Regulation serves as the mediating variable and Job Satisfaction functions as the dependent variable. The framework assumes that regular engagement in Rajyoga meditation enhances individuals' ability to regulate their emotions and thoughts and behaviours through their improved self-awareness and conscious thought management and emotional balance. The psychological regulation improvements lead to more favourable work experiences and increased job satisfaction levels for employees.

The framework establishes that Rajyoga meditation practice leads directly to improved job satisfaction. Faculty members who practice meditation regularly develop better work perceptions because meditation promotes their inner stability and resilience and psychological well-being. The relationship between Rajyoga meditation and job satisfaction shows two connections which exist together because Rajyoga meditation improves psychological regulation which leads to increased job satisfaction. The psychological regulation process serves as the primary link which connects meditation practice to occupational well-being.

The proposed framework uses meditation research insights and occupational psychology knowledge and higher education literature to create a theoretical framework which enables future empirical research about the connections between study variables.

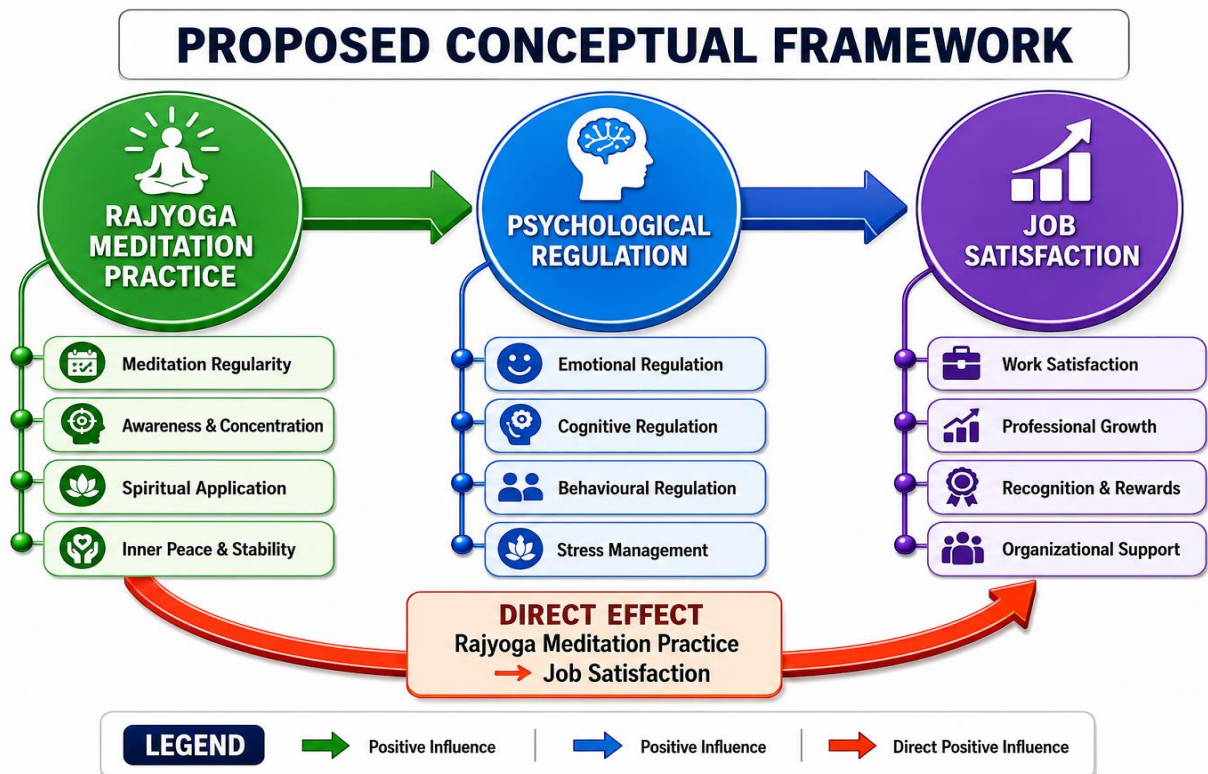


Figure 1. Proposed Conceptual Framework

3.6 Research Objectives

- RO1:** To examine the level of Rajyoga meditation practice among faculty members.
- RO2:** To examine the relationship between Rajyoga meditation practice and psychological regulation among faculty members.
- RO3:** To examine the relationship between psychological regulation and job satisfaction among faculty members.
- RO4:** To examine the relationship between Rajyoga meditation practice and job satisfaction among faculty members.
- RO5:** To develop a conceptual and quantitative framework explaining the role of psychological regulation in the relationship between Rajyoga meditation practice and job satisfaction among faculty members.

3.7 Research Hypotheses

- H1:** Rajyoga meditation practice is positively associated with psychological regulation among faculty members.
- H2:** Psychological regulation is positively associated with job satisfaction among faculty members.
- H3:** Rajyoga meditation practice is positively associated with job satisfaction among faculty members.
- H4:** Rajyoga meditation practice significantly predicts psychological regulation among faculty members.
- H5:** Psychological regulation mediates the relationship between Rajyoga meditation practice and job satisfaction among faculty members.

4. PROPOSED RESEARCH METHODOLOGY

4.1 Research Paradigm

The proposed study operates within the positivist research paradigm which maintains that researchers can measure and test the relationships between variables through quantitative research methods. The study needs this paradigm because it will use statistical analysis to study the connections between Rajyoga meditation practices and psychological regulation and job satisfaction.

4.2 Research Design

The study proposes a quantitative cross-sectional survey design. The quantitative approach is suitable for examining relationships among the study variables and evaluating the proposed conceptual framework. The cross-sectional design facilitates the collection of data from respondents at a single point in time and enables the assessment of the proposed associations among the variables.

4.3 Population and Sampling Design

a) Target Population

The study identifies faculty members of private higher education institutions located in Roorkee Uttarakhand as its main research group. The study selects faculty members as the appropriate research group because their teaching research and student mentoring activities along with their academic administration and institutional service work will impact their psychological control and work contentment.

b) Sampling Technique

The study will implement purposive sampling to choose faculty members from private higher education institutions located in Roorkee Uttarakhand. The study will select participants based on their teaching experience and their decision to take part in the research. The research needs this specific sampling method to collect essential data about Rajyoga meditation practice and psychological regulation and job satisfaction.

c) Proposed Sample Size

A proposed sample of 200 faculty members will be drawn from selected private Higher Education Institutions (HEIs) in Roorkee, Uttarakhand. The sample size is considered adequate for conducting descriptive statistics, correlation analysis, multiple regression analysis, and mediation analysis to examine the relationships among the study variables and evaluate the proposed conceptual framework.

4.4 Research Instrument

The research will gather information through a structured questionnaire which contains four sections that assess the variables investigated in the study.

Section A: Demographic Information

The study will gather background information about respondents which includes their gender details and their age information and their academic qualifications and their teaching experience and their job position and their work department and their educational institution type and their total work experience. The demographic data will be used to describe the sample characteristics and provide contextual information for the study.

Section B: Rajyoga Meditation Practice Scale

This section will measure the extent of Rajyoga meditation practice among faculty members. The scale will assess key dimensions such as meditation regularity, awareness and concentration, and the application of Rajyoga principles in daily life. The participants will provide their responses through a five-point Likert scale which extends from 1 (Strongly Disagree) to 5 (Strongly Agree) to demonstrate their level of involvement with Rajyoga meditation practice.

Section C: Psychological Regulation Scale

The Psychological Regulation Scale Tests Section C for its ability to measure how respondents manage their emotional and cognitive and behavioural reactions. The scale will evaluate three aspects which include emotional regulation and cognitive regulation and behavioural regulation. The scale includes five response options which range from 1 (Strongly Disagree) to 5 (Strongly Agree) to measure psychological regulation with higher scores indicating stronger psychological control.

Section D: Job Satisfaction Scale

The section will evaluate faculty members' complete job satisfaction. The scale will measure dimensions such as work satisfaction, professional growth, and organizational support. The study will use a five-point Likert scale which ranges from 1 (Strongly Disagree) to 5 (Strongly Agree) to collect responses with higher scores showing increased job satisfaction.

4.5 Reliability and Validity Procedures

To ensure the quality and credibility of the proposed research instrument, appropriate reliability and validity procedures will be followed.

- a) **Content Validity:** Content validity will be established through a comprehensive review of relevant literature and previously validated measurement instruments. The questionnaire items will be developed to ensure adequate representation of all dimensions of the study variables.
- b) **Expert Validation:** The draft questionnaire will be reviewed by experts in the fields of psychology, management, education, and Rajyoga meditation. Their suggestions and recommendations will be incorporated to improve the clarity, relevance, and adequacy of the instrument.
- c) **Pilot Testing:** The main survey requires a pilot study which will use a small group of faculty members to test its procedures. The pilot test will help assess data collection methods while evaluating item testing and identifying unclear parts of the study.
- d) **Internal Consistency Reliability:** The study will evaluate scale reliability through testing which uses Cronbach's alpha coefficient as the assessment method. A reliability coefficient of 0.70 or above will be considered acceptable for establishing internal consistency reliability of the study instruments (Nunnally & Bernstein, 1994).

4.6 Data Collection Procedure

The researchers will gather study data through measurements of faculty members who teach at private Higher Education Institutions (HEIs) in Roorkee Uttarakhand. The researchers will wait until they receive institutional approval from relevant authorities before they start administering the questionnaire. The questionnaire will be distributed either in printed form or through an online survey platform. The study will allow participants to choose whether to take part or not and researchers will explain the research purpose to participants before they complete the questionnaire.

4.7 Ethical Considerations

The study will adhere to established ethical principles of social science research. The study will require all participants to provide informed consent which they will do through voluntary participation. The university will protect all participant information which will be used exclusively for academic research purposes. The study will not reveal any information that can identify respondents and participants can exit the research process at any moment without facing any penalties.

4.8 Proposed Statistical Analysis Framework

The collected data will be analysed using appropriate statistical techniques to examine the relationships among Rajyoga meditation practice, psychological regulation, and job satisfaction and to evaluate the proposed conceptual framework.

Data screening: before performing statistical analysis, the team will evaluate the collected data to check its completeness and consistency while identifying any missing data and potential outlier values.

Descriptive statistics: the study will use descriptive statistics to present the demographic information of respondents and the research variables through frequency distribution and percentage data and average values with standard deviation measurements.

Reliability analysis: reliability analysis will be performed to assess the internal consistency of the measurement scales used in the study.

- i. **Correlation analysis:** correlation analysis will be conducted to examine the strength and direction of relationships among rajyoga meditation practice, psychological regulation, and job satisfaction.
- ii. **Multiple regression analysis:** multiple regression analysis will be employed to determine the predictive influence of rajyoga meditation practice and psychological regulation on job satisfaction.
- iii. **Mediation analysis:** mediation analysis will be conducted to examine whether psychological regulation acts as an intervening variable in the relationship between rajyoga meditation practice and job satisfaction.

5. EXPECTED CONTRIBUTIONS AND IMPLICATIONS

5.1 Theoretical Contributions

a) Contribution to Rajyoga Meditation Research

The present study contributes to the growing body of literature on Rajyoga meditation by extending its application beyond psychological well-being to the domain of occupational outcomes. The proposed framework provides a theoretical explanation of how Rajyoga meditation practice may influence job satisfaction among faculty members through the development of psychological regulation.

b) Contribution to Occupational Psychology

The study shows how meditation practice links job satisfaction through psychological regulation which functions as a psychological mechanism between the two. The framework shows how personal psychological resources affect the workplace behavior of employees together with their overall job satisfaction.

c) Contribution to Higher Education Literature

The proposed framework enriches higher education literature by addressing faculty well-being from a psychological and developmental perspective. It provides a conceptual basis for understanding how meditation-based practices may contribute to improved occupational experiences and professional effectiveness among faculty members.

d) Extension of Self-Regulation Theory

The study extends the application of Self-Regulation Theory by proposing that Rajyoga meditation practice may strengthen individuals' capacity to regulate thoughts, emotions, and behaviours, which subsequently contributes to positive workplace outcomes. The framework therefore broadens the relevance of self-regulation processes within higher education settings.

e) Extension of the Job Demands–Resources (JD-R) Model

The research expands the JD-R Model by introducing Rajyoga meditation as a source of personal psychological resources which it defines. The framework shows that faculty members who develop better psychological regulation skills will have improved capability to manage work-related stressors while reaching greater job contentment.

5.2 Practical Implications

a) Faculty Development Programmes

The proposed framework demonstrates how Rajyoga meditation and related well-being practices will increase value for faculty development programmes. Faculty members will achieve better psychological control and improved resilience skills and professional performance through these initiatives.

b) Institutional Well-Being Policies

The study provides a conceptual foundation for the development of institutional policies aimed at promoting faculty well-being. Higher education institutions should implement meditation-based wellness programs as part of their employee support and well-being initiatives.

c) Faculty Retention and Engagement Strategies

The framework provides a pathway to enhance faculty engagement and commitment and retention through its identification of elements that influence job satisfaction. Academic institutions that establish programs for psychological health will create an environment where faculty members stay energized and content.

d) Academic Leadership Applications

The proposed framework provides academic leaders and administrators with a tool to create work environments that support employee psychological health and professional development. The organization will benefit from these efforts through better work conditions and higher faculty productivity and long-term institutional growth.

6. LIMITATIONS AND FUTURE RESEARCH

6.1 Limitations of the Proposed Framework

The current research presents a conceptual and measurement framework that demonstrates how Rajyoga meditation practices affect faculty members' psychological control and their job contentment. However, there are multiple limitations which need to be recognized.

The research design uses cross-sectional research design to establish causality between study variables according to its proposed framework. The self-report system of the proposed methodology depends on respondents' actual social perceptions and social desirability and their response patterns. The framework was made to study faculty members at private Higher Education Institutions (HEIs) in Roorkee Uttarakhand which restricts its application to study results in other educational settings and different population groups.

The proposed framework shows its value as a base system which helps to study how Rajyoga meditation practice improves psychological control and job contentment for faculty members.

6.2 Future Research Directions

The proposed framework offers several opportunities for future research. The first research direction involves studying the long-term effects of Rajyoga meditation on psychological regulation and job satisfaction through longitudinal research. The second research direction involves conducting experimental and intervention studies to assess the effectiveness of structured Rajyoga meditation programs which higher education institutions implement. Future researchers will use Structural Equation Modelling (SEM) to test the proposed framework which allows them to study complex relationships between study variables. The framework will be assessed through comparative studies which different educational institutions and geographical regions and professional groups will conduct. The future investigations will help researchers understand how meditation-based interventions improve occupational well-being and professional effectiveness in higher education environments.

7. CONCLUSION

7.1 Summary of the Framework

The present study proposes a conceptual and quantitative framework to explain the relationship between Rajyoga meditation practice and job satisfaction among faculty members. Drawing upon Self-Regulation Theory and the Job Demands–Resources (JD-R) Model, the framework conceptualizes Rajyoga meditation practice as an important personal resource that may contribute to enhanced job satisfaction through the development of psychological regulation. The proposed model positions Rajyoga meditation practice as the independent variable, psychological regulation as the mediating variable, and job satisfaction as the dependent variable. By integrating these constructs within a single framework, the study provides a systematic explanation of the potential psychological processes linking meditation practice and occupational well-being.

7.2 Theoretical Significance

The proposed framework contributes to the literature on Rajyoga meditation, occupational psychology, and higher education by integrating concepts that have often been examined independently. The study extends the application of Self-Regulation Theory by emphasizing the role of meditation in strengthening emotional, cognitive, and behavioural regulation. The research identifies Rajyoga meditation practice as a personal psychological resource that organizations can use to create positive workplace outcomes according to the JD-R Model. The framework provides a theoretical basis which explains how meditation-related psychological capacities affect faculty job satisfaction.

7.3 Practical Relevance

The framework provides essential benefits to higher education institutions which aim to support faculty members and improve their work performance. The framework demonstrates how Rajyoga meditation can

improve psychological control and work contentment which serves as the foundation for creating faculty wellness programs and employee assistance programs and institutional health policies. The implementation of meditation-based techniques into faculty development programs will enhance academic staff members' ability to engage and develop resilience and find job fulfilment.

7.4 Directions for Empirical Validation

The proposed framework provides a foundation for future empirical investigation. Researchers may use quantitative methods to test the framework by studying how Rajyoga meditation practice connects to psychological regulation and faculty job satisfaction. Future studies may use larger and more diverse samples and longitudinal designs together with experimental interventions and advanced analytical techniques that include Structural Equation Modelling (SEM) to test and refine the proposed relationships. The empirical investigations will help researchers understand how Rajyoga meditation promotes occupational well-being for workers in higher education environments.

8. CONFLICT OF INTEREST: No conflict of interest.

9. SOURCES OF SUPPORT: NIL

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APPENDIX-A RESEARCH QUESTIONNAIRE

Title: Exploring the Relationship between Rajyoga Meditation Practice and Job Satisfaction among Faculty Members: A Conceptual and Quantitative Framework

Dear Respondent,

You are requested to participate in this research study. The information provided by you will be kept strictly confidential and will be used only for academic and research purposes. There are no right or wrong answers. Kindly respond honestly by ticking (✓) the option that best represents your opinion.

Response Categories:

5 = Strongly Agree (SA)

4 = Agree (A)

3 = Neutral (N)

2 = Disagree (DA)

1 = Strongly Disagree (SDA)

SECTION A: DEMOGRAPHIC INFORMATION

1. Age
 - ☐ Below 30 Years
 - ☐ 31–40 Years
 - ☐ 41–50 Years
 - ☐ Above 50 Years
2. Gender
 - ☐ Male
 - ☐ Female
 - ☐ Other
3. Marital Status
 - ☐ Married
 - ☐ Unmarried
 - ☐ Other
4. Academic Qualification
 - ☐ Master's Degree
 - ☐ M.Phil.
 - ☐ Ph.D.
 - ☐ Post-Doctoral
5. Designation
 - ☐ Assistant Professor
 - ☐ Associate Professor
 - ☐ Professor
 - ☐ Other
6. Teaching Experience
 - ☐ Less than 5 Years
 - ☐ 5–10 Years
 - ☐ 11–20 Years
 - ☐ More than 20 Years
7. Type of Institution
 - ☐ Government
 - ☐ Private
 - ☐ Autonomous

8. Faculty/Discipline
 - ☐ Arts

- ☐ Science
 - ☐ Commerce
 - ☐ Engineering
 - ☐ Management
 - ☐ Other
9. Monthly Income
- ☐ Below ₹50,000
 - ☐ ₹50,001–₹1,00,000
 - ☐ ₹1,00,001–₹1,50,000
 - ☐ Above ₹1,50,000
10. Residence
- ☐ Urban
 - ☐ Semi-Urban
 - ☐ Rural
11. Years of Rajyoga Meditation Practice
- ☐ Less than 1 Year
 - ☐ 1–3 Years
 - ☐ 4–6 Years
 - ☐ 7–10 Years
 - ☐ Above 10 Years
12. Frequency of Rajyoga Meditation Practice
- ☐ Daily
 - ☐ 4–6 Days per Week
 - ☐ 2–3 Days per Week
 - ☐ Occasionally

SECTION B: RAJYOGA MEDITATION PRACTICE SCALE

No.	Statement	SA	A	N	DA	SDA
1	I practise Rajyoga meditation regularly.	☐	☐	☐	☐	☐
2	I maintain a fixed meditation schedule.	☐	☐	☐	☐	☐
3	Meditation is an essential part of my daily routine.	☐	☐	☐	☐	☐
4	I rarely miss my meditation practice.	☐	☐	☐	☐	☐
5	Rajyoga meditation improves my concentration.	☐	☐	☐	☐	☐
6	I remain aware of my thoughts during meditation.	☐	☐	☐	☐	☐
7	I experience mental clarity during meditation.	☐	☐	☐	☐	☐
8	Meditation helps me focus on important tasks.	☐	☐	☐	☐	☐
9	Rajyoga meditation strengthens my spiritual awareness.	☐	☐	☐	☐	☐
10	Meditation helps me maintain inner peace.	☐	☐	☐	☐	☐
11	Rajyoga meditation improves my self-understanding.	☐	☐	☐	☐	☐
12	I apply Rajyoga principles in my professional life.	☐	☐	☐	☐	☐

SECTION C: PSYCHOLOGICAL REGULATION SCALE

No.	Statement	SA	A	N	DA	SDA
13	I remain calm during stressful situations.	☐	☐	☐	☐	☐
14	I can manage my emotions effectively.	☐	☐	☐	☐	☐
15	I recover quickly from emotional setbacks.	☐	☐	☐	☐	☐
16	I control negative emotional reactions.	☐	☐	☐	☐	☐
17	I can redirect my attention when distracted.	☐	☐	☐	☐	☐
18	I think clearly under pressure.	☐	☐	☐	☐	☐
19	I can manage negative thoughts effectively.	☐	☐	☐	☐	☐
20	I remain focused on my work responsibilities.	☐	☐	☐	☐	☐
21	I maintain self-discipline in my professional activities.	☐	☐	☐	☐	☐
22	I avoid impulsive decisions.	☐	☐	☐	☐	☐
23	I complete tasks according to schedule.	☐	☐	☐	☐	☐
24	I adapt my behaviour appropriately to situations.	☐	☐	☐	☐	☐

SECTION D: JOB SATISFACTION SCALE

No.	Statement	SA	A	N	DA	SDA
25	I am satisfied with my teaching responsibilities.	☐	☐	☐	☐	☐
26	My work provides me with a sense of accomplishment.	☐	☐	☐	☐	☐
27	I find my job meaningful and rewarding.	☐	☐	☐	☐	☐
28	I enjoy my professional duties.	☐	☐	☐	☐	☐
29	My institution provides opportunities for professional development.	☐	☐	☐	☐	☐
30	I am satisfied with career advancement opportunities.	☐	☐	☐	☐	☐
31	I receive support for academic growth.	☐	☐	☐	☐	☐
32	I am encouraged to improve my professional competencies.	☐	☐	☐	☐	☐
33	My contributions are recognized by my institution.	☐	☐	☐	☐	☐
34	I feel valued as a faculty member.	☐	☐	☐	☐	☐
35	Institutional policies support my well-being.	☐	☐	☐	☐	☐
36	Overall, I am satisfied with my present job.	☐	☐	☐	☐	☐

Thank You for Your Valuable Participation.

Name:

Contact No:

APPENDIX B

EXPERT VALIDATION FORM

Expert Validation of Research Instrument

Title of the Study: *Exploring the Relationship between Rajyoga Meditation Practice and Job Satisfaction among Faculty Members: The Mediating Role of Psychological Regulation*

Dear Expert,

The attached questionnaire has been developed to measure Rajyoga Meditation Practice, Psychological Regulation, and Job Satisfaction among faculty members. You are requested to evaluate each item in terms of its relevance, clarity, adequacy, and suitability for the intended construct.

Your valuable suggestions will contribute to improving the quality and validity of the research instrument.

Expert Details

Name: _____

Designation: _____

Institution: _____

Area of Expertise: _____

Years of Experience: _____

Date: _____

Signature: _____

Rating Scale

Rating	Interpretation
1	Not Relevant
2	Somewhat Relevant
3	Relevant
4	Highly Relevant

Evaluation Form

Item No.	Statement	1	2	3	4	Suggestions
1	I practise Rajyoga meditation regularly.	☐	☐	☐	☐	
2	I maintain a fixed meditation schedule.	☐	☐	☐	☐	
3	Meditation is an essential part of my daily routine.	☐	☐	☐	☐	
...	Continue for all questionnaire items					

Overall Assessment

Criterion	Poor	Fair	Good	Excellent
Clarity of Items	☐	☐	☐	☐
Relevance of Items	☐	☐	☐	☐
Coverage of Constructs	☐	☐	☐	☐
Language Adequacy	☐	☐	☐	☐
Overall Instrument Quality	☐	☐	☐	☐

Recommendations

Thank you for your expert review and valuable suggestions.

APPENDIX C

RELIABILITY ANALYSIS OUTPUT

Reliability Statistics: **Cronbach's Alpha** was employed to assess the internal consistency reliability of the study instrument.

Rajyoga Meditation Practice Scale

Reliability Measure	Value
Number of Items	12
Cronbach's Alpha	_____

Psychological Regulation Scale

Reliability Measure	Value
Number of Items	12
Cronbach's Alpha	_____

Job Satisfaction Scale

Reliability Measure	Value
Number of Items	12
Cronbach's Alpha	_____

Overall Instrument

Reliability Measure	Value
Number of Items	36
Cronbach's Alpha	_____

Interpretation of Cronbach's Alpha

Alpha Value	Interpretation
≥ 0.90	Excellent
0.80 – 0.89	Good
0.70 – 0.79	Acceptable
0.60 – 0.69	Questionable
< 0.60	Poor

Item-Total Statistics

Item No.	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1	_____	_____
2	_____	_____
3	_____	_____
...	...	...

Reliability Conclusion:

The reliability analysis indicated satisfactory internal consistency for the study instrument. The obtained Cronbach's alpha coefficients exceeded the recommended threshold value of 0.70, confirming that the scales were reliable for measuring Rajyoga Meditation Practice, Psychological Regulation, and Job Satisfaction among faculty members.