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Human management

Healthy organizational practices and psychological capital of university professors: case study of a Colombian institution

Prácticas organizacionales saludables y capital psicológico de los profesores universitarios: caso de estudio de institución colombiana

Práticas organizacionais saudáveis e capital psicológico de professores universitários: estudo de caso de uma instituição colombiana

Carolina Tellez Bedoya; Monica Tatiana Barahona Varon; Carlos Arturo Tellez Bedoya

Master in Organization Management, Universidad Central. Professor at Servicio Nacional de Aprendizaje (SENA). ORCID: 0000-0002-6678-2370. E-mail: ctellezb@sena.edu.co. Bogotá - Colombia.

Master in Analytics for Business Intelligence, Pontificia Universidad Javeriana. Professor at Universidad Jorge Tadeo Lozano. ORCID: 0000-0001-8607-1931. E-mail: monicat.barahonav@utadeo.edu.co. Bogotá - Colombia.

PhD in Complex Thinking, Multiversidad Mundo Real. Professor at Universidad Militar Nueva Granada. ORCID: 0000-0002-4568-0690. E-mail: carlosa.tellezb@utadeo.edu.co. Bogotá - Colombia.

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Abstract

Introduction: This article is set within the context of healthy organizations, which are understood to contribute to the physical and emotional well-being of employees through practices that impact organizational climate, individual self-fulfillment, and social responsibility. **Objective:** The purpose was to study the relationship between healthy organizational practices and psychological capital within a Colombian university's School of Economic Sciences. **Methodology:** A quantitative, correlational approach was used, employing structural equation modeling to analyze data collected in March 2022. **Results:** The findings indicate that professors positively perceive organizational practices, with scores generally above average. In terms of psychological capital, hope is the highest-scoring factor, reflecting confidence in the future despite the impact of the COVID-19 pandemic. However, relatively low optimism was observed, pointing to challenges in facing day-to-day difficulties. **Conclusions:** The model reveals a positive correlation between the constructs, indicating that the implementation of strategies to improve the physical, mental, and social well-being of professors may be associated with an increase in self-efficacy, hope, resilience, and optimism.

Keywords: higher education; human resources; organization; psychology; welfare.

JEL: I31; J28; J53; M12; M14.

Resumen

Introducción: Este artículo se genera en el contexto de las organizaciones saludables, entendiendo que ellas contribuyen a la salud física y emocional de los colaboradores a través de prácticas que impactan en el clima organizacional, la autorrealización individual y la responsabilidad social. **Objetivo:** El propósito fue estudiar la relación entre las prácticas organizacionales saludables y el capital psicológico en la Facultad de Ciencias Económicas de una universidad colombiana. **Metodología:** Se empleó un enfoque cuantitativo y de alcance correlacional, utilizando el modelo de ecuaciones estructurales para analizar los datos recolectados en marzo de 2022. **Resultados:** Los hallazgos indican que los profesores perciben de manera positiva las prácticas organizacionales, con puntuaciones que tienden a ser superiores al promedio. En el capital psicológico, el factor esperanza es el más alto, lo que refleja confianza en el futuro, a pesar del impacto de la pandemia de COVID-19. No obstante, se observa un optimismo relativamente bajo, lo que indica dificultades para enfrentar los desafíos cotidianos. **Conclusiones:** El modelo revela una correlación positiva entre los constructos, indicando que la implementación de estrategias para mejorar el bienestar físico,

mental y social de los profesores puede estar asociada con un aumento en su autoeficacia, esperanza, resiliencia y optimismo.

Palabras clave: bienestar; enseñanza superior; organización; psicología; recursos humanos.

JEL: I31; J28; J53; M12; M14.

Resumo

Introdução: Este artigo é gerado no contexto de organizações saudáveis, entendendo que elas contribuem para a saúde física e emocional dos colaboradores por meio de práticas que impactam o clima organizacional, a autorrealização individual e a responsabilidade social.

Objetivo: O objetivo foi estudar a relação entre práticas organizacionais saudáveis e capital psicológico na Faculdade de Economia de uma universidade colombiana. **Metodologia:** foi empregada uma abordagem quantitativa e correlacional, usando modelagem de equação estrutural para analisar os dados coletados em março de 2022. **Resultados:** os resultados indicam que os professores têm uma percepção positiva das práticas organizacionais, com pontuações que tendem a ficar acima da média. No capital psicológico, o fator esperança é o mais alto, refletindo a confiança no futuro, apesar do impacto da pandemia da COVID-19. No entanto, observa-se um otimismo relativamente baixo, indicando dificuldades em lidar com os desafios cotidianos. **Conclusões:** O modelo revela uma correlação positiva entre os construtos, indicando que a implementação de estratégias para melhorar o bem-estar físico, mental e social dos professores pode estar associada a um aumento em sua autoeficácia, esperança, resiliência e otimismo.

Palavras-chave: bem-estar; ensino superior; organização; psicologia; recursos humanos

JEL: I31; J28; J53; M12; M14.

Introduction

Business administration has evolved through various theories and trends since its emergence as a scientific field following the agricultural and industrial revolutions. In this regard, it is evident that management practices in the period following these events were primarily shaped by the technocratic model, which aimed to achieve profitability through increased efficiency and task standardization. However, this model has overlooked the role of humans within organizations as conscious, analytical, proactive, and critical actors, leading to legitimate demands from workers through union organizations and the rise of the humanistic

perspective in management. Elton Mayo, through the Hawthorne experiment, was able to place people especially informal organizations at the center of organizational concerns. Later, authors such as Maslow, Herzberg, and McGregor contributed further insights from psychology to understanding human behavior and necessities in the workplace (Téllez, 2018).

Although this theoretical perspective has also faced criticism for assuming that happiness and effectiveness always go hand in hand, positive psychology (PP) has recently gained prominence, introducing the concept of healthy organizations. These are defined as those that build upon the strengths of employees and optimal organizational functioning, promoting their well-being through job design, enhancement of organizational climate, and the implementation of work-life balance strategies (Salanova, 2009), fostering the physical, social, and emotional well-being of employees while increasing company productivity (Hernández et al., 2022).

This approach is especially relevant during crises, such as the current post-pandemic period of COVID-19, where resilience is tested, and companies seek alternatives to maintain positive emotions among employees, addressing their needs and concerns.

In this context, one of the variables that influences the creation of positive organizations is Healthy Organizational Practices (HOP). These practices do not seek to standardize all companies but instead integrate factors such as a) organizational resources that encourage employee engagement, b) social resources that foster effective communication and interaction among colleagues, supervisors, and clients, and c) task resources that operate at the organizational level through job enrichment (Salanova, 2008; 2009). According to Jaimez & Bretones (2011), healthy organizational practices encompass five categories: "work-life balance, employee growth and development, health and safety, employee rewards, and employee participation and engagement" (p. 3). These categories correspond to the previously mentioned resources, highlighting the need for these factors to be implemented across the various hierarchical levels of the organization.

One key concept derived from studying healthy organizations and their components is psychological capital, or PsyCap, defined by Delgado (2021) as a psychological developmental state encompassing variables such as self-efficacy (self-confidence), optimism (state-trait), hope (achievement expectation), and resilience (recovery process in the face of adversity). PsyCap is considered a construct with a higher capacity than each of its components

individually and has been addressed through theories such as the conservation of resources, the cross-sectional model, the broaden-and-build theory, and the emotional contagion theory (Delgado, 2021). Regardless of the perspective from which this concept is approached, it is clear that as a construct, it influences people's behavior and, consequently, the work environment.

The conceptualization of healthy organizations and the variables outlined (HOP and PsyCap) are vital for transforming education, a sector that fosters societal development and progress. As Sen (1999) argues, education influences individual freedom, leading to better living and impacting economic and political participation. Transforming educational institutions into healthy organizations represents a significant challenge, requiring the empowerment of the senior leadership within these institutions to prioritize the well-being of individuals (professors, staff) and, from this perspective, their health. This approach will undoubtedly yield effects such as improved well-being, enhanced organizational climate, and reduced absenteeism and turnover (Jaimez & Bretones, 2011).

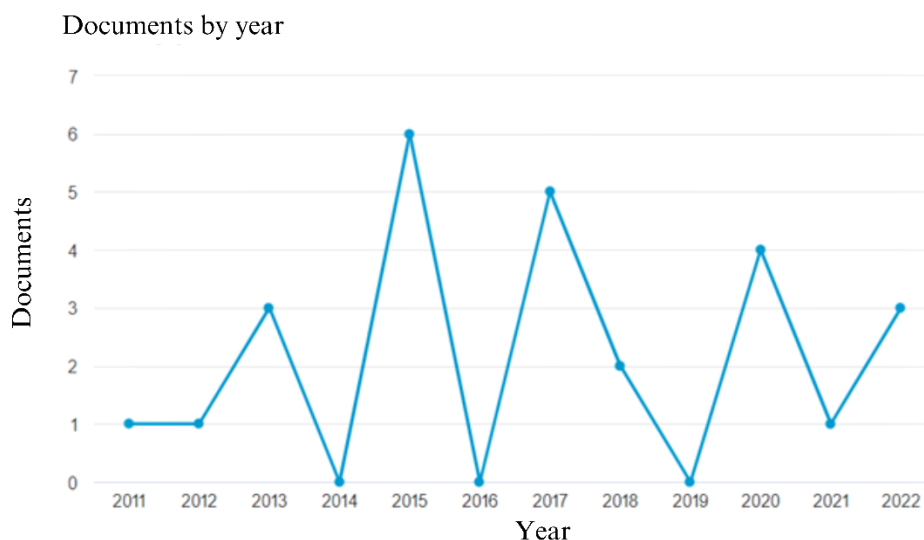
This study was conducted in the context of the COVID-19 pandemic, focusing on the relationship between healthy organizational practices and psychological capital among professors at the School of Economic Sciences at a Colombian university. This topic is of interest not only due to the impact of SARS-CoV-2 or COVID-19 but also because it provides insights into how positive emotions among employees, particularly faculty members as crucial actors in the learning process, are affected.

It should also be noted that previous studies have been conducted in Latin America, addressing the proposed topics within the university context, such as those by Arraigada (2015) and Chávez y Bethynia (2018), analyzing engagement from the perspective of positive organizations and demonstrating a positive correlation with health, although they did not directly analyze the two variables examined in this study. Similarly, during the pandemic, Salessi (2022) explored the relationship between psychological capital and job satisfaction among university professors in Argentina, revealing high psychological resources among professors and showing that increased PsyCap was associated with greater job satisfaction and commitment. This finding was corroborated by Vizoso (2020), who, through a systematic literature review, demonstrated that this variable serves as a protector of professors' physical and mental health, preventing burnout.

Using the search equation: (("Prácticas organizacionales saludables" OR pos OR "prácticas saludables" OR "Healthy Organizational Practices" OR "healthy practices") AND ("capital psicológico" OR cappsi OR "psychological capital")), Figure 1 was obtained.

Figure 1

Publications on HOP and PsyCap 2011-2022



Source: Prepared by the authors, using data from the Scopus database.

Taking this as a reference, and considering the limited number of studies that examine the relationship between healthy organizational practices and psychological capital in universities (Figure 1), the research aimed to understand the connection between these two variables for faculty members in the School of Economics at a Colombian university. This contribution is valuable not only for the institution under study but also allows for the hypothesis of an association between psychological capital and healthy organizational practices in the educational sector to be verified. In this context, the theoretical framework of this study is addressed by presenting the state of the art, followed by the methodological design, which details the data collection and analysis techniques that ultimately lead to a comprehensive presentation of the findings and conclusions.

Theoretical Framework

Healthy organizations strive to care for employees' physical and emotional well-being. According to Salanova (2009), such organizations should prioritize employee health, provide

a safe physical workspace, foster engagement and motivation among employees, and be socially responsible—not only by minimizing negative impacts but also by demonstrating a genuine concern for social stakeholders and the environment. Additionally, healthy organizations should produce healthy goods and services. Various models have been developed to conceptualize a healthy organization; some of the most prominent ones are outlined below.

Jaimez & Bretones (2011) propose a model where empowerment, commitment, and engagement are the core variables, each directly interrelated. Empowerment functions as a mediator between organizational practices related to employee power, control, and autonomy, and practices aimed at improving their health and well-being. Organizational commitment is understood as a psychological state encompassing emotional attachment, the perceived cost of leaving the organization, and gratitude for the well-being received. Engagement, in turn, is seen as a positive state related to dedication and involvement in the organization (Jaimez & Bretones, 2011). One criticism of this model is that essential variables like commitment and engagement are perceived by some authors as outcomes rather than mediating variables.

In another model aiming to reconcile different perspectives, Grueso y Rey (2013) identify models centered on employees, stakeholders, and models viewing healthy organizations as living systems. The Modelo Integral de Organización Saludable [Integral Model of a Healthy Organization] (MIOS) proposed by these authors is based on the World Health Organization's (WHO) health concept and incorporates relational and structural factors. The former examines the quality and quantity of interactions between the company and stakeholders, while the latter addresses the study of employees, the organization, and technology (Grueso y Rey, 2013). This model's analytical capacity for the environment and its inclusion as a critical variable is a notable strength, although there is concern over the high degree of subjectivity in perceptions about interactions between the company and other actors.

Similarly, the Modelo para el Desarrollo de Organizaciones Saludables [Model for the Development of Healthy Organizations] (MODOS) outlines the interaction between a) healthy organizations—healthy employees, healthy organizational outcomes, resources, and healthy organizational practices; b) human capital, relationships, and social capital; and c) individuals—positive beliefs and affects (Paranhos et al., 2021). This model is considered effective as it facilitates actions promoting employee well-being, thereby impacting performance, health, happiness, and resilience in the workplace (Vázquez y Sánchez, 2019).

However, unlike other models, it does not include external actors, such as suppliers, clients, or the community, as variables.

Lastly, the HERO (Healthy and Resilient Organization) model is heuristically based on positive organizational psychology, organizational behavior, and talent management. It draws on the studies by Wilson and DeJoy, the Job Demands-Resources Model by Demerouti, Bakker, Nachreiner, and Schaufeli, Bandura's social cognitive theory, Hobfoll's resource conservation model, and Fredrickson's broaden-and-build theory of positive emotions (Salanova et al., 2016). The essence of this model is the pursuit of well-being through synergy among healthy resources and practices, healthy employees, healthy teams, and positive organizational outcomes. One of its strengths is its validation through studies on 303 work teams and 43 companies and, unlike other models, it includes the application of interviews and surveys (Salanova et al., 2016). Although the model is mainly internal, its theoretical and conceptual robustness, as well as the validation of applied tools, are noteworthy. Thus, this research positions itself within this perspective, establishing a direct association between the central variables of this study: PsyCap and HOP.

It is important to highlight that, regardless of the model applied, interventions aimed at fostering a healthy organization can be carried out in similar ways. Llorens et al. (2013) emphasize initiatives such as: a) positive auditing, focused on employee retention through commitments established in the psychological contract, conducting follow-up visits for all organizational members, and participatory diagnostics that promote continuous improvement; b) changes in the workplace, social resources, and organizational practices that encourage transformational leadership, foster trust and teamwork, and support job restructuring; and c) executive and team coaching, which harnesses employee strengths to empower them in achieving their objectives and promoting collaboration within the company. Through these and other interventions, such as mindfulness, employees regain their value within the organization, thereby positively influencing their motivation, active participation, and integration into the company.

Healthy Organizations and Psychological Capital in Educational Institutions

Psychological Capital in Educational Institutions

Ramírez y Ortega (2021) identify psychological capital as a key element for the effective performance of educators within educational institutions. This conclusion was derived from a correlational and cross-sectional study conducted by the authors on a sample of one hundred teachers from the southern region of Ecuador. Specifically, the authors aimed to establish the relationship between psychological capital and social support, defining social support in the study as:

An interactive process through which one can receive some type of assistance from a group or informal social network, which has positive effects on an individual's well-being and health (Ramírez y Ortega, 2021, p.194).

To gather information, two tools were used: a survey with socioeconomic and work-related questions, and the Psychological Capital Questionnaire (PCQ), which measures psychological capital through four individual capacities: efficacy, hope, resilience, and optimism (Ramírez y Ortega, 2021).

As a result of the study, the authors found significant relationships between social support, hope, and resilience among teachers, as well as between supervisor support and teachers' hope (Ramírez y Ortega, 2021). This illustrated the importance of psychological capital, particularly hope and resilience and their relationship with social support in creating a positive organizational environment within educational institutions. Specifically, it was found that teachers value the support their colleagues provide through friendships, positive encouragement, and assistance in task completion; similarly, teachers who feel that their contributions are valued by superiors, who show concern for their well-being and professional growth, experience increased hope, which although not documented in the study also has a positive impact on organizational effectiveness (Trelles y Galindo, 2020).

On the other hand, Mesurado y Laudadío (2019) examined the relationship between professional experience, psychological capital, engagement, and burnout among university teachers, as well as the influence of experience on other factors. They applied a quantitative and correlational methodology using three instruments on a sample of 250 teachers: the PCQ, the Utrecht Work Engagement Scale (UWES), and the Oldenburg Burnout Inventory (OLBI).

The findings showed that teachers with more years of experience reflect higher psychological capital, particularly in individual capacities of efficacy, resilience, and hope, as well as in the absorption aspect of engagement. No significant relationships were found between the professional development stage and burnout syndrome. Additionally, it was concluded that psychological capital—in terms of optimism and hope—acts as an inhibitor of burnout (Mesurado y Laudadio, 2019). Similarly, this capacity was also associated with engagement, particularly in the dimensions of vigor and dedication.

Based on these two studies, the role of psychological capital in supporting the functions of teachers in educational institutions becomes evident, acting as a fundamental element in their performance and productivity. Currently, there is limited academic research applied to the educational context, highlighting the need for studies that strengthen conclusions on this subject and provide insights for human talent management decisions concerning teachers' well-being.

Healthy organizations in educational institutions

It is essential to recognize that any organization, within the framework of social responsibility, aims to enhance the quality of life of its collaborators. Consequently, it should promote the fulfillment of their needs, positively influence perceptions of job efficiency, foster job commitment, support professional development, improve work-life balance, and contribute to sustainable life planning.

The concept of healthy organizations, therefore, can be viewed as a model that integrates employee well-being with productivity, resulting in improved performance and professional growth (Wilson et al., 2004). However, alternative perspectives suggest that healthy organizations should be understood from a systemic viewpoint, as proposed by Tarride et al. (2008), who emphasize the interconnectedness of physical, emotional, and social well-being, depending on both the work environment and the individual employee. In line with this, Cetina et al. (2020) suggest that healthy organizations are built upon a foundation of organizational culture and structure through systematic and well-resourced wellness programs that effectively impact employee health and overall community well-being, thus establishing processes of shared responsibility and continuous learning within the workplace.

In this context, education emerges as an ideal environment for implementing various wellness-oriented actions. Educational management can be reoriented to view employees holistically, appreciating their interactions, processes, and knowledge (Morin, 2014). This approach considers individuals as whole beings (Ríos, 2014), as subjective beings (Fabio et al., 2016), and as individuals who develop healthy social relationships (Paranhos, 2021), thus reinforcing the foundation of healthy organizations.

Universities, as living entities, have the capacity to grasp global dynamics and promote the well-being of the educational community through an innovative socio-educational role (Castillo et al., 2015). This implies that educational management should encourage actions that foster coexistence, commitment, and well-being, establishing relationships rooted in respect, trust, equity, and solidarity, and thus positioning universities as holistic and learning-driven communities (Castillo et al., 2015).

It can therefore be asserted that healthy individuals are nurtured in healthy educational environments (Polatcan & Titrek, 2014); healthy educational institutions positively impact academic performance (Mirzajani & Morad, 2015) and faculty productivity (Inceler & Güneyli, 2021). Inceler & Güneyli (2021) highlight the pivotal role that school principals play in organizational health, as their leadership style and sense of humor influence commitment, motivation, performance, productivity, communication, conflict resolution skills, and overall work environment—factors that can be similarly applied in higher education. Universities strive to establish healthy practices through their autonomy in organizational structure, leadership, investment in health, emphasis on effective performance, personal development, staff retention, attraction of qualified personnel, and facilitation of adaptation processes within the work environment (Farooq et al., 2017).

Based on these insights, it is clear that Healthy Organizational Practices (HOP) and Psychological Capital (PsyCap) are crucial for the well-being of university professors and for building effective, profitable, and sustainable healthy educational institutions over time.

Methodology

Following the methodology outlined by Tellez et al. (2022), a quantitative approach was applied, with healthy organizational practices and psychological capital as the primary variables. To determine if these two constructs vary jointly, a correlational study was conducted

with the research hypothesis positing a direct relationship between healthy organizational practices and psychological capital. This non-experimental, cross-sectional study was carried out in the context of university professors' return to in-person teaching in March 2022, amid the ongoing *COVID-19* pandemic.

The data collection instruments used were previously designed and validated by Salanova et al. (2012) and Luthans & Youssef (2007). The first instrument, known as the Healthy Organizational Practices Scale, is part of the HERO model battery and consists of 10 items. The second instrument is the Psychological Capital Questionnaire (PCQ), which comprises 24 items grouped into four dimensions: self-efficacy, hope, resilience, and optimism. It should be noted that the scores for these instruments are derived from the average of the items grouped within each factor.

A sample of 101 university professors, out of the 149 faculty members employed by the School of Economic Sciences at the institution under study, was selected. This non-probabilistic sample has a 5% margin of error and a 90% confidence level. For ethical reasons, the name of the institution is not disclosed.

Finally, a descriptive analysis and a normality test for each factor were conducted, followed by an analysis of the correlation between the constructs, using a structural equation model based on the Unweighted Least Squares estimation method. The statistical software programs IBM SPSS Statistics 21 and IBM SPSS AMOS 26 were used to perform these analyses.

Results

Descriptive Analysis of the Constructs Healthy Organizational Practices and Psychological Capital in the Institution Under Study

Table 1 presents the basic descriptive statistics concerning the scores obtained in the Healthy Organizational Practices construct, with a mean value of 3.8 on a Likert scale ranging from 0 to 6. The skewness statistic indicates a tendency for the scores to be positioned above the average value, which is considered a positive aspect. This suggests that, while there may be areas for improvement within the institution, the professors' perception of their workplace and its impact on their health is overall positive.

Table 1

Descriptive Statistics for Healthy Organizational Practices

	Mean	Standard Deviation	Skewness
Healthy Organizational Practices	3.824	1.2895	-.531

Source: Prepared by the authors.

In Table 2, the basic descriptive statistics for the scores obtained in the Psychological Capital construct are presented. The highest mean score is observed in the hope factor (5.04), while the lowest average score (3.52) is found in the optimism factor. The skewness statistic indicates that the scores for all factors tend to cluster above the average value for each factor. Regarding the standard deviation, it is evident that the factor with the highest score dispersion around its mean is self-efficacy.

It is noteworthy that the hope factor is the highest in the PsyCap construct, as, despite the pandemic, professors remain confident about the future. However, this contrasts with the optimism factor, which shows that their perception of the experienced dynamics is generalized; they do not foresee an imminent solution, which reflects a negative impact on their ability to resolve everyday conflicts.

Table 2

Basic Descriptive Statistics for Psychological Capital Factors

	Mean	Standard Deviation	Skewness
Self-efficacy	4.73	1.03	-.85
Hope	5.04	.76	-.59
Resilience	4.58	.70	-.41
Optimism	3.52	.60	-.06

Source: Prepared by the authors.

Normality Analysis

Table 3 presents the results of the Kolmogorov-Smirnov normality test, which is recommended for samples with more than 50 observations. The *p-value* for all the analyzed factors is below the significance level ($\alpha = 0.05$); therefore, it is possible to determine that the data do not follow a normal distribution. In other words, most of the professors' responses to each of the 5 analyzed variables are not symmetrically distributed around their mean.

Table 3

Kolmogorov-Smirnov Normality Test for the Direct Scores of the Factors of Healthy Organizational Practices and Psychological Capital

	Kolmogorov-Smirnov ^a		
	Statistic	Degrees of Freedom	Significance
Healthy Organizational Practices	0.098	101	0.019
Autonomy	.112	101	.003
Hope	.140	101	.000
Resilience	.114	101	.002
Optimism	.094	101	.028

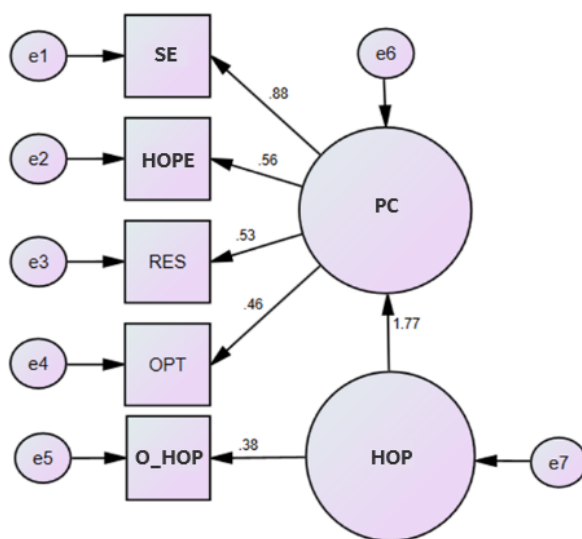
Source: Prepared by the authors.

Structural Equation Modeling: Healthy Organizational Practices and Psychological Capital

A structural equation model is proposed, defined in terms of two latent variables: Healthy Organizational Practices, as the independent variable, and Psychological Capital, as the dependent variable. The first is directly related to the average score of the 10 items that comprise it, referred to as Observed Healthy Organizational Practices. The second variable has four direct relationships, in terms of the dimensions that group it. Figure 2 presents the direct relationships between the latent factors and the observable factors, along with their corresponding errors.

Figure 2

SEM with Standardized Regression Weights for the Relationship between Healthy Organizational Practices and Psychological Capital



Note: PC = Latent Factor Psychological Capital; SE = Observable Factor Self-efficacy; HOPE = Observable Factor Hope; RES = Observable Factor Resilience; OPT = Observable Factor Optimism; HOP = Latent Factor Healthy Organizational Practices; O_HOP = Observable Factor Healthy Organizational Practices; e = error.

Source: Prepared by the authors.

As a result, regression parameter estimates for each of the direct relationships are obtained, which are presented in Table 4. The parameter estimator β_1 validates the research hypothesis, as it equals 1.766, confirming a positive, significant, and direct correlation between Healthy Organizational Practices and Psychological Capital. This finding is linked to POP and the HERO Model, which propose that positive experiences, both from the organization and its employees, promote individual and workplace well-being (Salanova, 2008; 2009; 2010; Salanova et al., 2016). This result is also consistent with the findings in the academic literature on this subject, and thus, it is assumed that the model represents a good fit with the sample covariance matrix (Mesurado y Laudadío, 2019; Téllez, 2019; Trelles y Galindo, 2020).

When analyzing the regression parameter estimator for the observable factor corresponding to the variable Healthy Organizational Practices, a direct relationship is observed, measured in terms of the total effect concerning the set of items that make up the

score in this test. This indicates a positive association between PsyCap and the Healthy Practices implemented within the institution. Therefore, particular attention must be paid to actions related to organizational resources, social resources, and task resources within organizations.

Regarding Psychological Capital, the estimator for the Optimism factor ($\beta_1=0.461$) represents the lowest value in the regression parameter estimate, while Self-efficacy shows the highest parameter estimate ($\beta_1=0.884$). This implies that perseverance in achieving goals, developing creativity, and continuous learning are key aspects of the psychological growth of professors.

Table 4

Standardized Estimation of the Regression Parameter β_1

Functional Relationship		Regression Parameter Estimation β_1
Psychological Capital	Healthy Organizational Practices	1.766
Optimism	Psychological Capital	.461
Resilience	Psychological Capital	.528
Hope	Psychological Capital	.557
Self-efficacy	Psychological Capital	.884
Healthy Organizational Practices _O	Healthy Organizational Practices	.382

Source: Prepared by the authors.

According to the estimation method used for model generation, the goodness of fit is evaluated by referencing the following statistics: Normal Fit Index (NFI), Goodness of Fit Index (GFI), Adjusted Goodness of Fit Index (AGFI), and Root Mean Square Residual (RMR). Table 5 presents the results obtained for each of the mentioned statistics, indicating that the sample of data used may be representative of the population.

Additionally, it is observed that the highest estimation occurs between HOP and PsyCap, indicating a strong association. This suggests that the Healthy Organizational Practices implemented in the institution are linked to higher psychological capital among professors, which in turn contributes to their productivity, job satisfaction, and well-being (Mesurado y Laudadío, 2019; Téllez, 2019; Trelles y Galindo, 2020).

Table 5

Goodness of Fit Measures

Fit Index	Expected Value	Obtained Value
Normal Fit Index (NFI)	>0.9	.950
Goodness of Fit Index (GFI)	>0.9	.981
Adjusted Goodness of Fit Index (AGFI)	>0.9	.944
Root Mean Square Residual (RMR)	<0.1	.067

Source: Prepared by the authors.

Conclusions

The article demonstrates that there is a direct relationship between Healthy Organizational Practices and Psychological Capital for professors in the Faculty of Economic Sciences of the university under study. In other words, the psychological capital of professors largely depends on the organizational practices carried out by the institution. From this perspective, it is noteworthy that the university develops diverse motivational strategies and takes care of the physical and mental health of these stakeholders, as this will undoubtedly lead to greater effectiveness, synergy in work, well-being, and resources for university professors. In this regard, it is important to highlight the efforts that this university makes to offer a portfolio of extra-legal initiatives that promote job satisfaction among professors, while also supporting their mental health.

It is pertinent to mention that if educational institutions wish to maximize their productivity, a strategic ally is the people who work within them. Thus, these organizations need to understand their collaborators from a humanistic perspective, identifying their

capacities, skills, limitations, and needs; this should permeate organizational management to achieve personal and professional development, aspects that in turn will drive the positioning of the organization in the market. In other words, universities, particularly the human resources management area, have the commitment to ensure the physical and mental well-being of their collaborators (especially professors) through the implementation of policies and organizational guidelines that positively impact their job performance, quality of life, commitment, sense of belonging, retention, work-life balance, and physical and mental health, thereby promoting the construction of healthy organizations and mitigating psychosocial factors in the work environment.

Thus, the university under study faces an important challenge in achieving a healthy learning process by understanding the different realms and individuals that interact in environments that invite reflection on these organizational dynamics. This will only be enhanced if agile communication channels are established within the institution, fostering empathetic listening and participatory decision-making. Particularly in the studied Faculty of Economic Sciences, efforts should be directed toward improving the optimism variable among professors, as possibly due to the transition back to normalcy, these individuals may not foresee a prompt solution, which could diminish work effectiveness and reduce skills such as conflict resolution.

This study is significant, as previously stated, there is not a substantial amount of research in the national and international context in this field of knowledge applied to university professors. This paves the way for future studies to compare the behavior of PsyCap and HOP among professors from different faculties within the same institution. Comparative research can also be developed between universities with similar characteristics but in different geographical locations, and even incorporate other social actors apart from professors, such as administrative staff, management, students, and the local community. Similarly, it is recommended that structural equation modeling be employed for this type of study, as it allows for greater rigor in data presentation and anticipates possible replications of these studies.

Regarding the limitations of the study, using a convenience sample from a single institution makes it difficult to generalize the results obtained at a national or international level; however, similar results may be found in organizations with similar characteristics to this study.

Finally, it would be feasible for future research to conduct longitudinal studies, favoring a clearer understanding of the relationship between HOP and PsyCap in the organizational dynamics of higher education institutions.

Ethical Considerations

The data collected is anonymous, although permission has been obtained from each surveyed individual for the use of information.

Conflict of Interest

All authors made significant contributions to the document and declare that there is no conflict of interest related to this article.

Author Contribution Statement

Carolina Tellez Bedoya: Conceptualization, Research, Original Draft Writing, Supervision.

Monica Tatiana Barahona Varon: Methodology, Validation, Formal Analysis, Data Curation.

Carlos Arturo Tellez Bedoya: Research, Resources, Writing, Visualization, Project Administration.

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