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HR EXCELLENCE IN GUJARAT: LINKING PSYCHOLOGICAL WELLBEING, DECISION STYLES AND LIFELONG LEARNING

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Abstract
This research study explores the correlation between psychological wellbeing, decision-making styles and lifelong learning tendency among the HR professionals in Gujarat. Established indicators were adopted to gather data from 107 respondents in a quantitative, cross-sectional strategy. The results of regression and correlation tests indicated that lifelong learning tendency and decision-making styles have a significant strong correlation with psychological wellbeing. Further, decision-making style functioned as a partial intermediary between psychological wellbeing and lifelong learning tendency and remained a significant indicator of lifelong learning tendency. The findings appear to indicate that psychological wellbeing facilitates adaptive decision-making which affirms dedication of the HR professionals towards lifelong learning. This study presents empirical data from a regional Indian setting, underscoring the necessity of promoting emotional wellbeing and decision-making skills to inspire and qualify HR professionals for lifelong learning.

Keywords: Psychological Wellbeing, Decision-making styles, Lifelong learning tendency, HR Professionals, Gujarat, Mediation, Reliability

Background and Introduction

Rapid dynamic changes have played significant parts in changing the HR professionals' Roles in labour market and organizational structures. In current recent year's knowledge – driven organizational economy, effective learning, adaptability and decision- making skills of an individual determines one's profession success, not the mere knowledge or degrees. Constant upgradation and update on the practical, technical and soft skills are in demand due to complex data, information and uncertainty on various platform. The real time challenges connect the continuous growth and sustenance of psychological with consistency and adaptability of the professionals. In context of the state of Gujarat, we foresee very fast-growing industrialization and innovation wherein the strategic contributions by the HR professionals are expected. Performing

the routine administrative functions are not limited to the HR professionals. Their responsibility is much beyond these routine platforms such as policy, norms, regulations, organizational goals, employee-employer bridge, compliance management and future strategies in line with vision, mission and roadmap of the organisation. In this direction, effective optimization of the resources enhances techno – admin efficiency, ability to adaptive but thoughtful decision making, psychological resilience and balanced work environment. Phycology well-being (PWB) is at pivotal attention to enable us to understand the effective and productive functioning of the human resources in the organization. 21st Century is an era of nor only focusing on mental health or stress management. However, Morden HR perspectives are cantered on the move effective perspective and evolving process known as PWB. Carol D. Ryff (1989) presents the realization of PWB in professional; life as the most influential latent potential. Indeed, positive emotions and healthy psychological bonding are supporting factors. This perspective opens various channels in multi dimension of PWB such as total growth, purposeful life, eco-friendly psycho-professional environment, autonomy, and sustainable acceptance and self- motivation. These mutually affect individual 's functions, lives and overall growth of the organization as well. Environmental mastery guides to manage the unprogrammed situations in our life, while personal and personal values are directly dependent on the quality of autonomy one enjoys. External pressure and factors do matter much in absence of effective PWB practices. New experiences and learnings are dependent on autonomy to personal growth; purpose of professional life is related to clearly defined directions and long-term goals; the trust and empathy are dependent function of positive relations and behavioural aspects; while a balanced mutual understanding of combination of strengths and/or weaknesses define the depth of self-acceptance. The research outcomes of Edward L. Deci, and Richard M. Ryan propose self-determination theory and principles as "when basic psychological needs—such as autonomy, competence, and relatedness—are fulfilled, individuals are more motivated and engaged in their work". Researches endorse, "individuals with higher psychological well-being tend to be more resilient, better at managing emotions, and more capable of handling challenges in a constructive manner". Hence, they transform the threats and challenges into opportunities of growth and productivity. In today's HR systems, such productive psychological professional strength influences not only the emotional sustenance and stability but also the thinking style of the professional that helps them make appropriate decisions. The individuals who feel confident and purposeful have been found to engage deeply with their job-work and more carefully and accurately reflect on their decisions and choices. Therefore, the PWB proves itself in a strong foundational role that may shape the quick and effective decision-making process and behaviour, and enhances a continuous and consistent learning mindset. The process of decision-making is not a peripheral aspect but a central cognitive process. It involves appropriate actions, quality and interpreting information, and selecting the appropriate tools. The two systems coined by Danniel Kahneman (2011) strengthen the modern HR theories which are influential to decision making processes. The one system that operates relatively quickly and intuitively; and the other one that is comparatively slower, more deliberate and more analytical. The balanced alignment between the situations, an individual mindset and the organization system

promote these theories. The styles proposed by Scott and Bruce (1995) include rational and precise decision-makers, careful analysis of information whereas intuitive professional individual relies on instinct and experience of the person. Other than these cognitive systems, over the time people have developed these consistent decision-making styles wherein spontaneous and avoidance approaches have been placed on the first choice, and impulsive decisions are responsible for delays. Hence, these styles are considered to have long-term implications in complex and uncertain situations. Rational approaches, generally can give in-depth greater confidence, and better outcomes. The avoidant tendencies in researches have been observed leading agents for promoting the stress, instability, and delayed or indecision. Emotional psychological stability plays very important roles which can be observed in the individuals having calm plus self-controlled nature. They have better vigour to engage in productive and thoughtful decision-making. Those in the stress mind-set and psychologically poor well-being led to the hurried or the avoidant choices. Moreover, the paradigm of lifelong learning has emerged as more and more significant in both, educational and professional progression. Lifelong learning which transcends beyond the scope of formal education, refers to the constant acquisition of skills and understanding throughout the course of an individual's life. It is especially relevant in today's rapidly changing world, where professionals must constantly update their competencies. A deeper understanding model through experiential learning, proposed by David A. Kolb (1984) while individuals got place in research by Albert Bandura (1997) who take challenges and lean continuously. Hence, Life-Long-Learning is person oriented with curiosity, openness and adaptability to new situations, proactive approach and persistence. Although the psychological mind set, well-being, skill based decision-making, and lifelong learning are quite closely connected and related concepts. The research examines all these three together in limited environment, and hence, 'how do they influence and create impact on individual's tendency towards Life-Long-Learning, and decision-making styles which cannot be examined in the lack of researches that evaluate these aspects. In addition, we find that the West contexts have been researched much under the existing research community, but the realities of Indian settings cannot be reflected. HR new professionals must take the best amongst existing ones. Academic and career decisions are uniquely important in this era when Gujarat is witnessing huge growth in industrial and educational environment. In construction to these notable gaps, this study proposes a workable model which proposes the psychological health and well-being that influences the Life-Long-Learning tendency, both directly and indirectly, through appropriate decision-making styles. This study aims to contribute quite meaningful and context-specific goals and insights to the existing body of knowledge by focusing on regional Indian context.

Literature Review

Psychological Wellbeing and Adaptive Functioning:

Well-being means meaningful engagement and personal growth (Carol D. Ryff, 1989). A focus on moving aways from mental illness, and approach towards better positive understanding help identifying the human strengths, potential and weaknesses as well. The self-determination concept and theory strengthen the existing perspective by showing that well understood supportive

environments to create balance and encourage autonomy. This also helps the individuals to develop the self-motivation. People persist in their fruitful efforts, and try to actively engage themselves with challenges when they feel purposeful and capable. Research outcomes and findings suggest that the individuals having higher but in-depth levels of psychological and mental well-being, generally demonstrate quite greater flexibility in their thinking with stronger resilience, and better effective strategies to cope up with the situation. Such qualities are their particular characteristics that are very important in the fields and roles of HR. These professionals essentially evaluate the situations very carefully, then they plan for relatively long term, and thus they effectively manage the complex, unprogrammed interpersonal dynamics and situations. Psychological well-being, practically, influences the approach and methods for how the HR professionals in real time handle the workplace and professional relationships together. Also, how they resolve major to minor conflicts, and quickly respond to the organizational threats and challenges. It very well supports the emotional and psychological balance; and enhances the productive quality of thinking so that the decision-making becomes smooth going in the professional organizational settings. The HR sphere of roles, various aspects of psychological health and well-being play pivotal important role in re-shaping for how these HR professionals can handle such workplace relationships, effectively address the conflicts, and resolve or respond to the uncertain situations within the organizations. The psychologically balanced individuals are generally seen to be better equipped to handle and manage the interpersonal threats and challenges. Also, they are capable to make wide and thoughtful decisions keeping the future impacts even in the complex situations. Most of the times, the decision-making has been well explained and widely discussed through the dual-process models. These models (Daniel Kahneman, 2011; Evans & Stanovich, 2013) generally, describe the reliance of the individuals on both, the intuitive and the analytical thinking systems. These models help to explain the structure of organizational decision processes. The personal practices and tendencies influence the individual's reliance on each and every system. To add on this context, different decision-making styles were identified by Scott and Bruce (1995) that precisely reflects the consistent practical behavioural patterns for and in evaluating various choices. The Rational decision-maker individuals, for example tend to carefully study and analyse the available information before initiating and making any decisions. We observe that the avoidant individuals may delay or avoid making choices altogether. Research suggests that rational approaches are generally associated with better performance and stronger engagement in learning, while such avoidant tendencies are often linked to the lower confidence (Sadler-Smith, 2010) and indecision. Psychological well-being improves the effective decision-making process by enhancing the cognitive, practical and emotional functioning, altogether. The individuals with stable emotional intelligence maintain their focus, they think quite clearly, and that reflects on their choices (Baumeister & Vohs, 2016). While, the individuals who experience stress, and/or low well beings generally, struggle with narrow mindedness, narrow thinking that leads to avoidant and impulsive decisions (Langan-Fox & Roth, 1995). This set of insights clearly suggest that the psychological well-being for sure re-shapes "how the individuals do approach their long-lasting decisions".

Lifelong Learning Tendency and Motivational Foundations:

The Life-Long-Learning is a continuous personal and professional orientation that enables overall holistic development and productive growth. It's not as a one-time but continuously improving activity. Tough (1971) studied to understand the initiatives taken by adults for their learning while Field (2006) highlighted the modern importance of Life-Long-Learnings in connection with knowledge-based economy. However, close link was established between continuous learning with long-term employability by Van der Heijden (2002). The individuals with strong belief in their potential and capabilities persist strongly in the complex challenging situations (Alber Bandura, 1997). Learning and experience are deeply connected from both, theoretical and practical perspectives and a relatively better experiential learning model (David A Kolb, 1984) attempts to transform the experiences into quite meaningful knowledge. The reflections too been noted and justify the claims. These wonderful ideas and frameworks (Coşkun and Demirel, 2012) describe the Life-Long-Learning tendency to explore in-built curiosity, implementation-oriented persistence, and practical openness to new individuals' experiences. These perspectives all together indicate, 'Life-Long-Learning has core dependency on motivation, and ability to quality thinking, the proportionate reflectively, and that makes the informed but quick decisions.'

Research Gaps:

Notably important research gaps in the form of outcomes of literature reviews have been explored in this section as under;

Population Gap: Due to limited focus and attention on HR professionals, the career transition navigation and organisational role-wise gaps exist.

Lack of Integration: The three aspects namely decision-making styles, life – long- learning, and psychological well being have been studied separately. The disconnect attempts could present very little efforts to join and combine these three into a single model that can explain all these three together.

Contextual Limitations: Most of the researches in context and settings not directly related to Indian environment but the west (OECD,2019) that raises concerns for Indian context and relevance.

Measurement Gap: The standardized- making style connects the well-beingness and the learning. However, empirical evidence to testy the stablished relationships is very little.

It's very much essential to address these research gaps for 21st century emerging economies such as India that is rapidly dynamically evolving the HR role. The digital transformation when clubbed with the strategic restructuring of the organizational structure need understanding the psychological factors.These retrospectively affect the long – term decision- making, life- long-learning and thus provides quality and values addicts to its insights. This is true for the both, the theory and the practice as well.

Research Objectives

It includes various objectives to overall development and testing a comprehensive workable model. The close relationship between the Psychological Well-Being, Life-Long-Learning Tendency, and

better Decision-Making Style amongst the HR professionals in Gujarat are required to be established. Such objectives aim to focus on following subobjectives;

1. To examine evaluate the relevance and reliability of the research tools used to measure the Psychological Well-Being, Life-Long-Learning Tendency, and Decision-making Style.
2. To explore and understand the interdependency and relationship between the Psychological Well-Beingness and Decision-Making Style for the HR professionals.
3. To analyse 'how Psychological Well-Being is dependent and related to the Life-Long-Learning Tendency'.
4. To assess and decide whether the decision-making style predicts the lifelong learning behaviour.
5. To investigate and conclude whether the decision-making style acts as a mediator between psychological well-being and lifelong learning tendency.

Overall, this study clearly aims to understand how the psychological strengths transform and translate into continuous learning through the cognitive processes. The analytical tables below are prepared for the article titled "HR Excellence in Gujarat: Linking Psychological Wellbeing, Decision Styles and Lifelong Learning". The article details describe a quantitative, cross-sectional explanatory study of 107 HR professionals from Gujarat using standardized Likert-scale measures for Psychological Well-being, Decision-making Style and Lifelong Learning Tendency. The hypotheses cover reliability, direct relationships, prediction and mediation. Because actual AMOS outputs such as standardized factor loadings, CFI, RMSEA, regression weights and bootstrapped indirect effects were not provided, the following tables are written as AMOS-ready analytical reporting tables. Actual values should be inserted after running CFA and SEM in AMOS.

Research Hypotheses

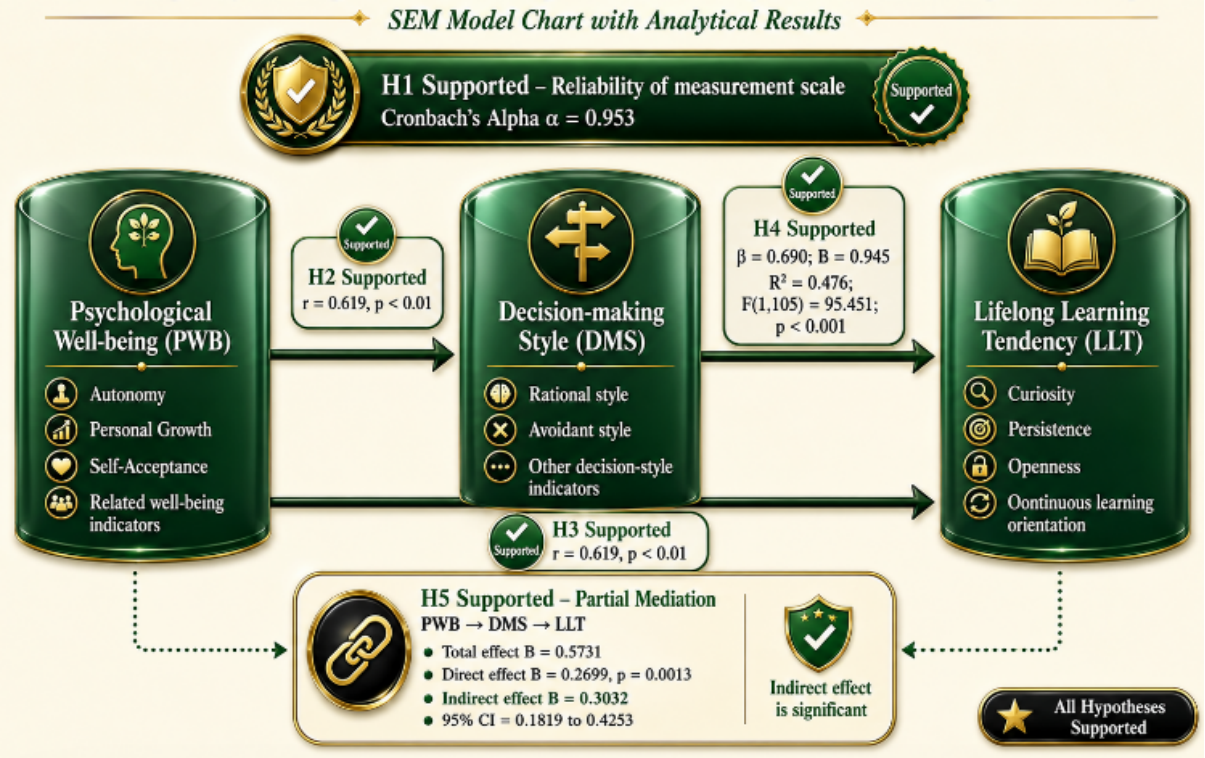
- H1: Measurement scale to demonstrate acceptable reliability.
- H2: Psychological well-being positively related to decision-making style.
- H3: Psychological well-being positively related to life-long learning tendency.
- H4: Decision-making style positively predicts life-long learning tendency.
- H5: Decision-making style mediates the relationship between psychological well-being and lifelong learning tendency.

The table is prepared from the numerical statistical findings provided for the study. It follows AMOS/SEM-style reporting by connecting each hypothesis with the relevant test, numerical result, decision, and analytical interpretation. Model-fit values such as CFI, TLI, RMSEA, GFI and AMOS standardized factor loadings should be added after running the model in AMOS.

Table 1 Analytical SEM Results with Numerical Values

Hypothesis	Relationship / Test	Statistical method	Numerical value	Significance	Decision
H1	Reliability of measurement scale	Cronbach's Alpha	alpha = 0.953	Acceptable above 0.70	Supported

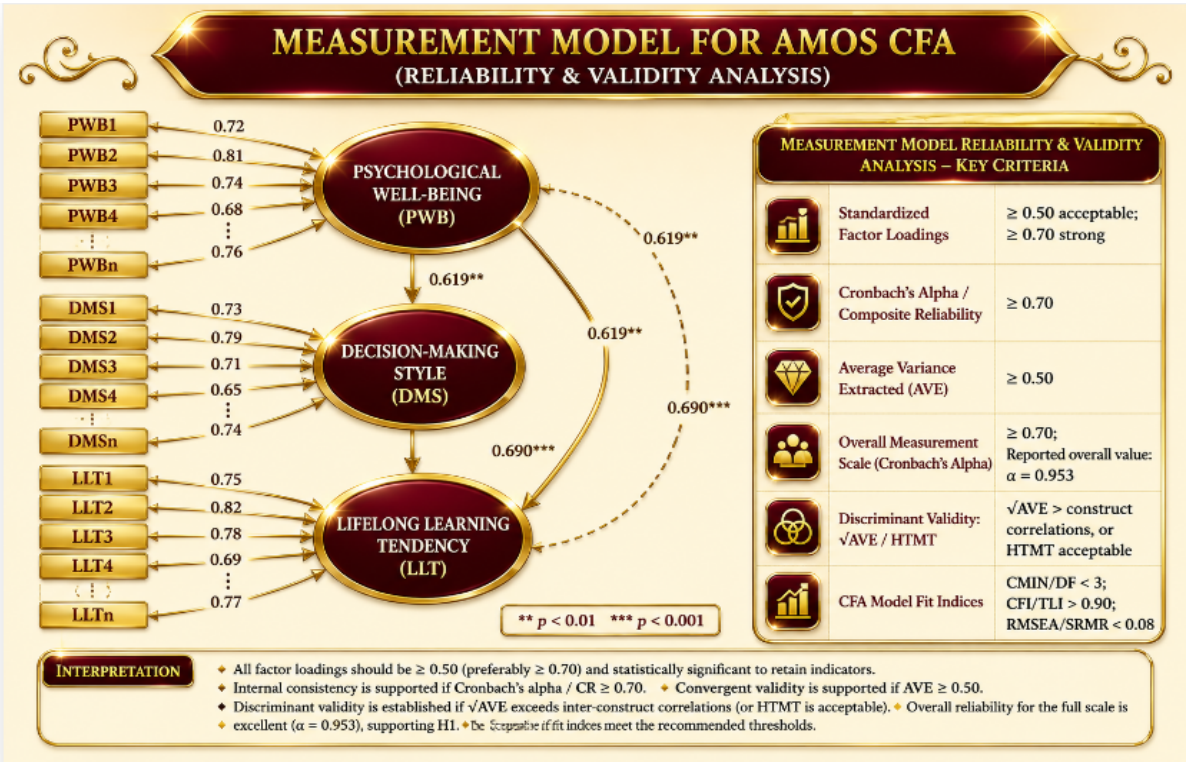
Hypothesis	Relationship / Test	Statistical method	Numerical value	Significance	Decision
H2	Psychological Well-being -> Decision-making Style	Pearson correlation	r = 0.619	p < 0.01	Supported
H3	Psychological Well-being -> Lifelong Learning Tendency	Pearson correlation	r = 0.619	p < 0.01	Supported
H4	Decision-making Style -> Lifelong Learning Tendency	Simple linear regression	R = 0.690; R2 = 0.476; beta = 0.690; B = 0.945; F(1,105) = 95.451	p < 0.001	Supported
H5	PWB -> DMS -> LLT	Mediation analysis / PROCESS Model 4	Total effect B = 0.5731; Direct effect B = 0.2699; Indirect effect B = 0.3032; 95% CI = 0.1819 to 0.4253	p < 0.001 for total effect; p = 0.0013 for direct effect	Supported



Interpretation: The analytical results show that all five hypotheses are supported. The reliability result confirms that the scale is highly dependable, with Cronbach's alpha of 0.953. Psychological well-being is significantly and positively associated with both decision-making style and lifelong learning tendency. Decision-making style also strongly predicts lifelong learning tendency, explaining 47.6% of its variance. The mediation result confirms that psychological well-being influences lifelong learning both directly and indirectly through decision-making style. Since the direct effect remains significant after adding the mediator, the mediation is partial rather than full. These findings indicate that HR excellence in Gujarat can be strengthened by improving psychological well-being, developing constructive decision-making styles, and encouraging lifelong learning among HR professionals.

Table 2 : Measurement Model Reliability and Validity Analysis for AMOS CFA

Construct / model area	Statistic to report	Analytical criterion
Psychological Well-being (PWB)	Standardized factor loadings	>= 0.50 acceptable; >= 0.70 strong
Psychological Well-being (PWB)	Cronbach's alpha / Composite Reliability	>= 0.70
Psychological Well-being (PWB)	AVE	>= 0.50
Decision-making Style (DMS)	Standardized factor loadings	>= 0.50 and significant
Decision-making Style (DMS)	Cronbach's alpha / Composite Reliability	>= 0.70
Decision-making Style (DMS)	AVE	>= 0.50
Lifelong Learning Tendency (LLT)	Standardized factor loadings	>= 0.50 and significant
Lifelong Learning Tendency (LLT)	Cronbach's alpha / Composite Reliability	>= 0.70
Lifelong Learning Tendency (LLT)	AVE	>= 0.50
Overall measurement scale	Cronbach's alpha	>= 0.70; reported overall value: alpha = 0.953
All constructs	Discriminant validity: sqrt(AVE) / HTMT	sqrt(AVE) > construct correlations, or HTMT acceptable
CFA measurement model	CMIN/DF, CFI, TLI, RMSEA, SRMR	CMIN/DF < 3; CFI/TLI > 0.90; RMSEA/SRMR < 0.08



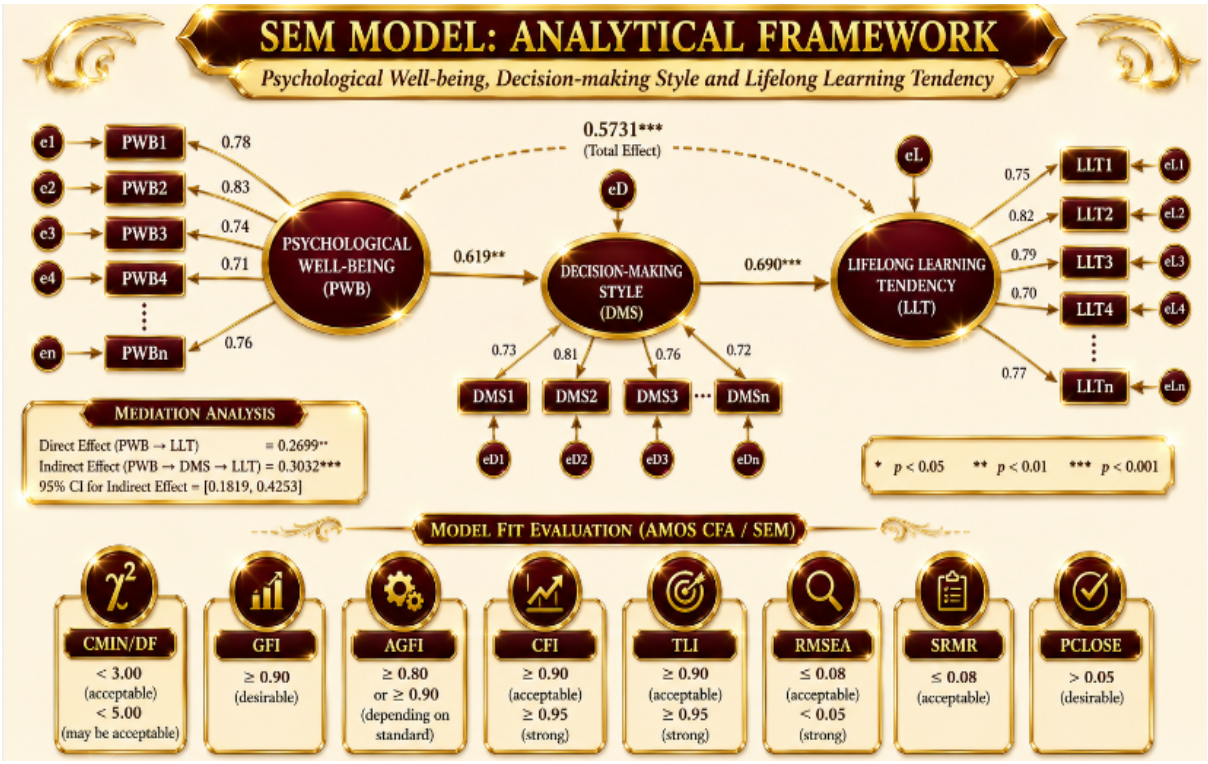
Interpretation

The measurement model should be tested through Confirmatory Factor Analysis before interpreting the structural model. PWB indicators should be retained when standardized loadings are significant and meet the required cut-off. PWB reliability is accepted when Cronbach's alpha or composite reliability is at least 0.70, and convergent validity is supported when AVE is adequate. DMS indicators should represent the construct consistently, with acceptable loadings, reliability and AVE. LLT indicators should show sufficient measurement strength and should reflect learning-oriented dimensions such as curiosity, persistence and openness. The overall reliability value of alpha = 0.953 indicates excellent internal consistency for the complete scale and supports H1. Discriminant validity should confirm that PWB, DMS and LLT are related but statistically distinct constructs. The CFA model can be accepted when model-fit indices meet standard limits.

Table 3. AMOS CFA / SEM Model Fit Evaluation

AMOS fit index	What it examines analytically	Generally acceptable criterion	Model-fit interpretation
CMIN/DF	Parsimony-adjusted chi-square fit of the model.	< 3.00 is commonly acceptable; < 5.00 may be acceptable in	Lower value indicates a better balance between model fit and complexity.

		some applied studies.	
GFI	Overall proportion of variance-covariance explained by the model.	≥ 0.90 desirable.	A higher GFI supports acceptable absolute model fit.
AGFI	GFI adjusted for model complexity.	≥ 0.80 or ≥ 0.90 depending on reporting standard.	Useful for judging whether fit remains acceptable after adjustment.
CFI	Improvement of the proposed model over the null model.	≥ 0.90 acceptable; ≥ 0.95 strong.	A high CFI indicates that the proposed SEM improves substantially over an independence model.
TLI	Incremental fit adjusted for model complexity.	≥ 0.90 acceptable; ≥ 0.95 strong.	A high TLI supports a well-specified model with appropriate parsimony.
RMSEA	Approximation error per degree of freedom.	≤ 0.08 acceptable; ≤ 0.05 strong.	Lower RMSEA suggests lower model misfit in the population.
SRMR	Average standardized residual difference between observed and predicted correlations.	≤ 0.08 acceptable.	Lower SRMR indicates smaller residual error.
PCLOSE	Tests whether RMSEA is close to or below .05.	> 0.05 desirable.	A non-significant PCLOSE supports close model fit.



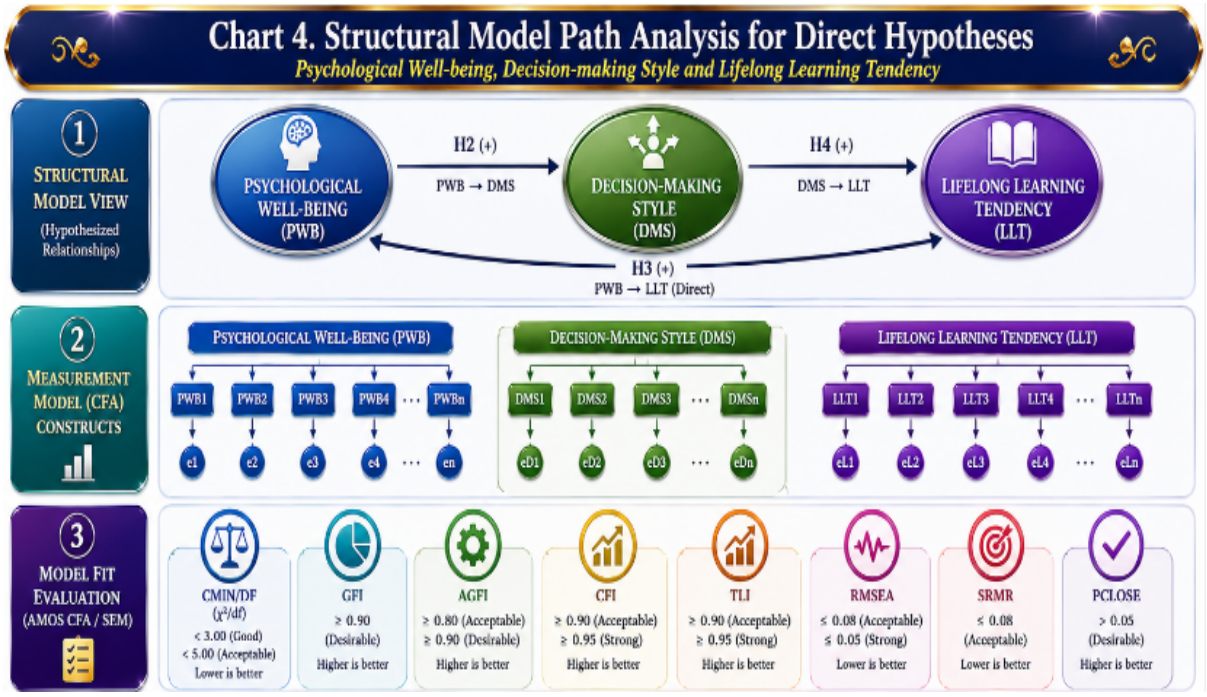
Interpretation: This table provides the fit-index framework for evaluating the CFA and final SEM model. The model should not be accepted or rejected based on a single index. Instead, the researcher should consider a combination of absolute fit, incremental fit and residual-based fit. If CFI and TLI are acceptable, RMSEA and SRMR are within limits, and CMIN/DF is reasonable, the SEM model can be considered suitable for hypothesis testing.

Table 4. Structural Model Path Analysis for Direct Hypotheses

Hypothesis	Structural path in AMOS	Expected direction	Standardized estimate (β)	S.E.	C.R.	p-value	Analytical decision	Interpretation to report
H2	PWB → DMS	Positive	[Insert β]	[Insert S.E.]	[Insert C.R.]	[Insert p]	Supported if β is positive and p < .05.	A significant positive coefficient indicates that higher psychological well-being is associated with a stronger

								constructive decision-making style among HR professionals.
H3	PWB → LLT	Positive	[Insert β]	[Insert S.E.]	[Insert C.R.]	[Insert p]	Supported if β is positive and $p < .05$.	A significant positive coefficient shows that psychological well-being directly enhances lifelong learning tendency.
H4	DMS → LLT	Positive	[Insert β]	[Insert S.E.]	[Insert C.R.]	[Insert p]	Supported if β is positive and $p < .05$.	A significant positive coefficient indicates that decision-making style predicts lifelong learning tendency after accounting for psychological well-being.

Control / optional	Covariates → LLT or DMS	As theoretically justified	[Insert β]	[Insert S.E.]	[Insert C.R.]	[Insert p]	Retain only if theoretically justified and statistically meaningful.	Demographic controls such as age, experience, education or organizational level may be included if the final AMOS model requires adjustment.



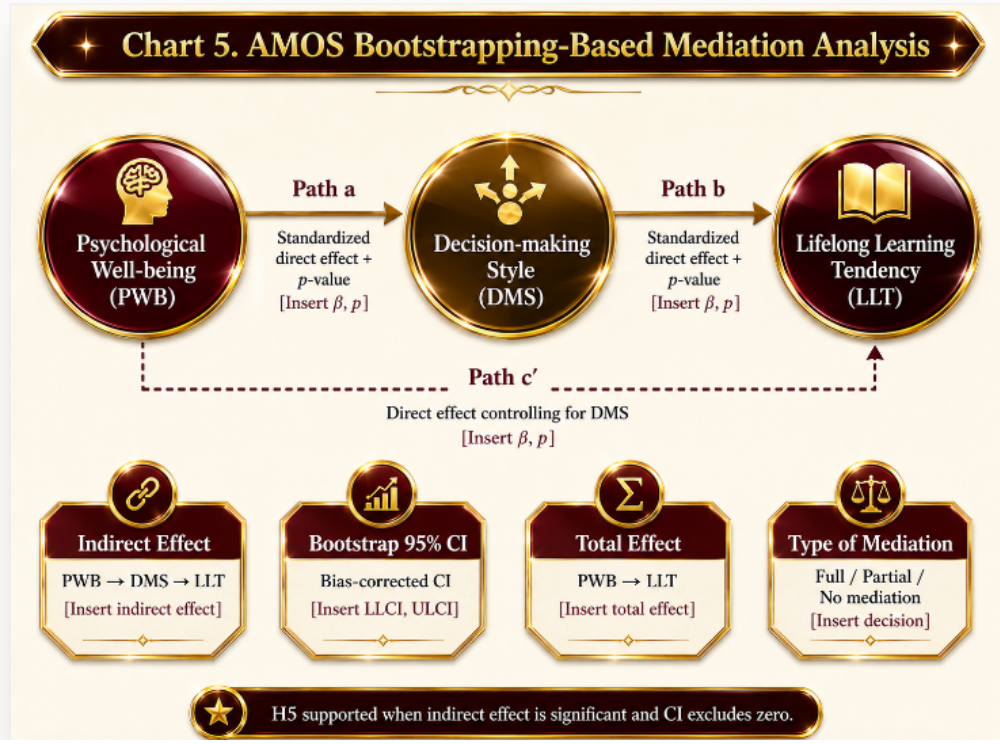
Interpretation: This table is used to report the direct-effect portion of the SEM model. H2 evaluates whether PWB influences DMS; H3 evaluates whether PWB influences LLT; and H4 evaluates whether DMS predicts LLT. The strongest analytical conclusion can be drawn when path coefficients are positive, statistically significant and theoretically consistent with the article's framework.

Table 5. AMOS Bootstrapping-Based Mediation Analysis

Mediation element	AMOS effect being tested	Statistic to report	Value to insert	Decision criterion	Analytical interpretation

Path a	PWB → DMS	Standardized direct effect and p-value	[Insert β and p]	Significant positive path required for mediation chain.	Shows whether psychological well-being significantly influences the mediator.
Path b	DMS → LLT	Standardized direct effect and p-value	[Insert β and p]	Significant positive path required for mediation chain.	Shows whether decision-making style significantly predicts lifelong learning tendency.
Path c′	PWB → LLT controlling for DMS	Standardized direct effect and p-value	[Insert β and p]	Used to judge partial or full mediation.	If this remains significant along with the indirect effect, partial mediation is indicated. If it becomes non-significant while indirect effect is significant, full mediation may be indicated.
Indirect effect	PWB → DMS → LLT	Bootstrapped indirect estimate	[Insert indirect effect]	Indirect effect should be significant.	This is the central test of H5.
Bootstrap confidence interval	Lower and upper confidence limits for indirect effect	95% bias-corrected CI	[Insert LLCI, ULCI]	CI should not include zero.	If zero is outside the interval, the mediation effect is statistically supported.
Total effect	PWB → LLT before	Total standardized effect	[Insert total effect]	Should be interpreted with direct	Shows the overall influence of

	separating the mediator			and indirect effects.	psychological well-being on lifelong learning tendency.
Type of mediation	Comparison of direct and indirect effects	Full, partial or no mediation	[Insert decision]	Based on significance of c′ and indirect effect.	Reports whether DMS fully or partially carries the effect of PWB to LLT.



Interpretation: This table is designed to test H5. The mediation hypothesis is supported only when the bootstrapped indirect effect is statistically significant and the confidence interval does not include zero. If the PWB → LLT direct path remains significant after adding DMS, the interpretation should be partial mediation. If the direct path becomes non-significant while the indirect effect remains significant, the interpretation may be full mediation.

Overall SEM Reporting Interpretation

First, the measurement model should be validated through CFA by reporting factor loadings, reliability, convergent validity, discriminant validity and model-fit indices. Second, the structural model should be tested by reporting standardized regression weights for the direct paths and bootstrapped confidence intervals for the mediation effect. This two-stage reporting pattern will allow the study to demonstrate whether HR professionals' psychological well-being contributes to

lifelong learning directly and indirectly through decision-making style. The findings should be interpreted cautiously until actual AMOS output values are inserted.

Findings

The study findings indicate that the measurement tools used for psychological well-being, decision-making style, and lifelong learning tendency were highly reliable. The overall Cronbach's alpha value of 0.953 confirms excellent internal consistency, supporting the suitability of the 52-item scale. Therefore, H1 is accepted. The correlation analysis showed a significant positive relationship between psychological well-being and decision-making style, with $r = 0.619$ and $p < 0.01$. This suggests that HR professionals with stronger psychological well-being are more likely to show systematic and adaptive decision-making behaviour, supporting H2. Similarly, psychological well-being was positively related to lifelong learning tendency, again showing $r = 0.619$ and $p < 0.01$. This confirms that individuals with greater purpose, self-acceptance, and personal growth are more inclined toward continuous learning, supporting H3. Regression analysis further revealed that decision-making style significantly predicts lifelong learning tendency, with $R^2 = 0.476$ and $\beta = 0.690$, supporting H4. Finally, mediation analysis confirmed that decision-making style partially mediates the relationship between psychological well-being and lifelong learning tendency. The indirect effect was significant, confirming H5. Overall, the findings show that psychological well-being strengthens decision-making and lifelong learning among HR professionals.

Discussion and Conclusion

This research study observed the associations amongst psychological wellbeing, decision-making styles and lifelong learning tendency of sample population of the professionals. The conclusions add to a deep comprehensive understanding of psychological strengths transform into sustained growth-oriented participation through intellectual pathways and present persuasive empirical evidence for the recommended conceptual structure. The present study establishes considerable associations within psychological wellbeing, decision-making styles and lifelong learning tendencies among the experienced professional individuals at the mid-level or senior-level job roles. Respondents demonstrated strong psychological wellbeing, lifelong learning tendency and fairly moderate flexible decision-making styles. These outcomes of the study signify that the contexts which demand strategic thinking and adaptive abilities tend to be in favour of the individuals who are resilient emotionally and disciplined intellectually. The most significant finding pertains to the strong positive association between psychological wellbeing and decision-making styles which emphasizes the interdependence of cognitive and emotional aspects. Psychological wellbeing strengthens intrinsic consistency and stability which leads to clarity in decision-making as well as encouraging rational reasoning. On the basis of the results, individuals with strong wellbeing involve themselves more intensively in decision-making which ultimately empowers them in better dealing with uncertainty and coordinating the decisions with long-term future objectives. This present research also further observes a strong association between psychological wellbeing and lifelong learning tendency which signifies that psychological wellbeing contributes to consistent growth as an individual. Lifelong learning is referred to as not

only a formal education but instead as a continuous commitment to self-development and growth. Individuals who feel balanced and accept oneself are more prone to explore novel and fresh experiences as well as sharpen their competencies which reflects psychological wellbeing as an integral determinant of lifelong learning tendency. Regression analysis indicates that decision-making styles profoundly affect lifelong learning tendencies which suggests that flexible decision-makers who interpret obstacles in an analytical manner are more predisposed to explore knowledge and data as a strategic competitive edge. This correlation accentuates that decision-making as an active driver of lifelong learning which shows that cognitive processes possess a direct influence on behavioural responses. As per the mediation analysis, decision-making styles contribute in mediating the association amongst lifelong learning and psychological wellbeing. This signifies that psychological resources do not just influence participation in learning activities, but also reinforce cognitive methods for future-oriented decision-making which illustrates the reciprocal correlation amongst intellectual adaptability, motivation to learn and wellbeing. The interconnection amongst the psychological wellbeing and lifelong learning tendency is marginally mediated by decision-making styles which is reflected by the mediation analysis. This clarifies the reciprocal association between intellectual flexibility, learning motivation and wellbeing through illustrating that psychological resources not merely directly influence willingness to engage in the activities pertaining to learning but also strengthen cognitive skills for the future, long-term decision-making. The outcomes of this current research study possess profound significance for organizational practices. Strengthening wellbeing of the employees might lead to numerous benefits, such as stronger commitment and dedication towards learning as well as more effective decision-making. With the aim to develop versatile and adaptive professionals, educational institutes and business organizations ought to consider blended and holistic approaches that foreground the interaction of learning, cognitive and emotional dimensions, specifically with regards to the development programs for leadership. However, the cross-sectional structure of this research study constrains the potential to make reasonable references concerning causality. In the future, the research studies should reproduce these results in numerous varieties of occupational settings, adopt longitudinal approaches and leverage diverse data sources to prevent reporting biases to analyse the dynamics of related to these association progressively. Exploring various alternate mediators or the mediating parameters such as resilience and intellectual adaptive coping may assist in clarifying the complicated specifics of these associations. Having considered each and every aspect, the current study draws it conclusion by addressing strategically significant role of psychological wellbeing as an essential resource which affects decision-making and facilitates adaptive behaviours and lifelong learning in the settings of workplaces. By proposing that investing in psychological wellbeing is a prerequisite in order to preserve professional advancement and resilience in extremely evolving and dynamic occupations, this leads to a major contribution to the literature that primarily emphasize HR and organizational psychology.

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