

Using a Structural Equation Modelling Approach to Figure out How Personality Types Affect Happiness at Work

Dr K Subramani

Senior Assistant Professor, Operations,
Vignana Jyothi Institute of Management,
Bachupally, Hyderabad, India
ksubramani12@gmail.com

Dr D David Winstler Praveenraj

Associate Professor,
School of Business and Management,
Christ University, Bangalore, India
david.winstler@christuniversity.in

Melvin Victor

Assistant Professor,
School of Business and Management,
Christ University, India
<https://orcid.org/0000-0002-1499-075X>

Dr. Vinaya Sachin Naik

Assistant Professor
Commerce and Management Educator,
KES Shroff College Kandivali West,
Mumbai, India

Sohaib Alam

College of Sciences and Humanities,
Prince Sattam Bin Abdulaziz University,
Kingdom of Saudi Arabia
s.alam@psau.edu.sa
<https://orcid.org/0000-0002-9972-9357>
Corresponding Author

Abstract:

The main goal of education change should be to make teachers happy at work, which should include the growth of psychological factors. A dynamic process or model of conflict happiness is sought for by the study, based on the big five psychological qualities. The technique uses a Structural Equation Modeling (SEM) approach to create the model. The results of the study demonstrated that employee happiness at work is influenced by each of the "big five" personality types: extraversion, agreeableness, conscientiousness, openness, and neuroticism. The existence of variables that act as factors that affect how happy teachers are at work is the dependent variable. The information came from 384 teachers who work at universities in Delhi and the NCR that are recognized by the UGC. Quota sampling was used for the study, and the sample was split between government universities, private universities, and others (deemed and to-be deemed universities). The study's results show that the five main personality types have a big impact on how happy university teachers are at work. Additionally, it's important to think about how these personality traits relate to things like personal ideals, job requirements, and organisational culture. Taking into account the practical effects of the Big Five personality types at work can help companies come up with strategies and interventions that boost job satisfaction, employee engagement, and total company performance.

Keywords: Extraversion, Neuroticism, Agreeableness, Conscientiousness, Openness, Happiness, Workplace, Structural Equation Modelling (SEM).

Introduction

The elements that affect teachers' satisfaction at work have been examined in a number of studies. Several recurring topics from these investigations include:

Teacher Autonomy: Teachers who have greater control and decision-making authority over their classrooms and instructional strategies generally report feeling more satisfied with their jobs (Jerrim, Morgan, & Sims, 2023). According to a study's findings, teachers have a high

level of opinion about the relationship between their autonomous behavior and job satisfaction; this relationship is positive-oriented and meaningful, and teachers' autonomous behavior is a significant predictor of job satisfaction (Dilekçi, 2022). Strong and encouraging leadership can have a favorable effect on teacher morale and work satisfaction.

Collaborative Environment: Teachers who work in environments where cooperation and teamwork are valued are more likely to be content with their positions. Businesses make investments in these settings to create a strong collaborative environment and a dependable structure that can support their operations. Such an investment will increase productivity and facilitate more efficient operations, enabling the organization to accomplish its goals and increase productivity (El Khatib, 2022).

Work-Life Balance: It's essential for teachers' wellbeing and happiness to maintain a healthy work-life balance. A University job is very demanding for younger faculty members like assistant professors and postgraduates (Chadda, 2022). In Karnataka, India, a study was carried out to identify gender variations in the work-life balance of college and university lecturers. The purpose of the study was to determine whether gender played a part in academicians' ability to maintain a healthy work-life balance in Karnataka. After accounting for the impact of other demographic factors, it was shown that male faculty members had a mean WLB score that was significantly higher than that of female faculty members. Therefore, it is crucial to know that, in terms of society, the teaching profession is viewed as being more suited to women (Mayya et al., 2021).

Professional Development: Possibilities for ongoing education and professional development might boost teachers' happiness. Literature has shown that the more control teachers have over employment professional development programs and the more these processes resemble the normative teaching culture in classrooms, the more satisfied teachers are with these processes (Nir, 2008). Studies also showed that the key factor affecting students' academic success is the teacher's ongoing capacity

improvement (Nyaaba et al., 2023).

Positive interactions with pupils: Teachers who have a good rapport with their students tend to be happier in their jobs. A few studies have shown that positive workplace relationships, including effective communication, teamwork, and support, have been demonstrated to increase job satisfaction levels (Matta & Chammas, 2022). This underlines how crucial it is to create a welcoming social setting within the company (Karsim et al., 2023).

Job security and fair pay: Teachers are more likely to be content with their employment if they feel that their jobs are secure and that they are paid fairly. According to a study, pay increase amount, pay increase opportunity, pay increase form, pay increase requirements, pay increase personal control, and pay increase rules are the six characteristics of pay increase satisfaction that have been presented. These parameters are essential for capturing aspects of pay satisfaction (Heneman, 2002). Also, the results of previous research show that the top three employment factors that affect teachers' job happiness are their income or salary, career possibilities, and job enrichment. The findings exhibit that salaries and job enrichment increase teachers' job happiness (Siddiqui, 2023).

It is important to understand that each study may concentrate on different facets of teachers' pleasure and that results may differ depending on the precise research methodology employed and the characteristics of the teachers under examination. Employee well-being and organizational success are both influenced by workplace happiness. Understanding how individual differences influence workplace satisfaction, particularly the Big Five personality traits (emotional stability, conscientiousness, extraversion, openness to experience, and extraversion), can provide significant insights for organizations. Several studies have found a link between receptivity to new experiences and occupational contentment. Individuals with a high level of openness seek out new challenges, appreciate creative jobs, and feel more engaged and satisfied at work. Similarly, conscientiousness was found to be consistently associated with greater levels of occupational contentment. Conscientious people are more

likely to set and fulfill goals, have a strong work ethic, and feel a sense of success, all of which contribute to their total job satisfaction. Extraversion was found to have a substantial positive connection with happiness at work. Extraverts thrive in social interactions, enjoy teamwork, and have higher levels of social support, all of which contribute to their total job satisfaction. Likewise, agreeableness was consistently linked to higher levels of occupational contentment. Agreeable people develop positive interpersonal interactions, collaborate with coworkers, and create a supportive work atmosphere, which leads to higher job satisfaction. Emotional stability was found to have a negative link to job satisfaction. Individuals with high levels of emotional stability have fewer levels of stress, anxiety, and negative emotions, which leads to higher levels of workplace happiness and overall job satisfaction (Attar-Hamedani, 2022).

According to studies, some people experience greater pleasure and contentment than others, regardless of their living circumstances. It is now considered that a person's happiness may be predicted by their personality features up to 50% of the time (Bahiraei, Eftekhare, Zareimatin, Hfself & Soloukdar, 2012). In today's job market, when employee satisfaction and retention are major considerations for organizations, workplace happiness has grown in importance. Workplace happiness is defined as a state in which employees feel at ease, secure, and safe. Many firms are ready to invest money in hiring life coaches and trainers who can lead sessions on team-building exercises, games, practical training, and experience sharing to keep their employees happy and excited about their jobs. Happy workers can live successful lives, according to Lyubomirsky et al., 2005. According to Oswald et al., (2009), Boehm & Lyubomirsky (2008), and Amabile & Kramer, (2011), employee retention, success, and job satisfaction can all be influenced by workplace happiness. Happiness at work promotes company success. People who are content perform better and make more money; they adapt well to work place changes; they actively participate in team meetings; and they are more knowledgeable about their responsibilities (Judge & Hurst, 2008). Organizations that can keep their employees happy can improve their interpersonal relations by winning their employees' respect

and trust. A Happy workplace fosters social interaction, lowers attrition rates, boosts the performance of employees, firm profitability, and staff harmony. As a result, organizations must prioritize achieving workplace happiness for their employees, as happy and enthusiastic individuals may better serve their clients and act as catalysts to achieve organizational goals. Personality characteristics are often considered prior to well-being assessments in the field of positive psychology. Alternatively, the scientific group is primarily interested in determining how well-being differences between individuals are predicted by personality. However, in a few studies, neuroticism and extraversion were utilized as control factors rather than independent predictors of outcomes. (Rossetti, 2011).

While the topic "Understanding the Effect of Personality Types on Workplace Happiness Using Structural Equation Modeling Approach" is indeed interesting and valuable, there are several potential research gaps that could be explored to enhance the depth and breadth of this study. Many studies on personality types and workplace happiness tend to focus on broad personality traits (e.g., the Big Five personality traits). A research gap exists in examining the impact of specific personality facets or traits that might have a more nuanced effect on workplace happiness. For instance, exploring the influence of traits like emotional intelligence, optimism, or resilience on workplace happiness can provide more detailed insights. Research often assumes a universal relationship between personality types and workplace happiness. Investigating cross-cultural variations in this relationship could reveal important insights. For example, how does the relationship between introversion and extroversion and workplace happiness differ across cultures or regions?

Several theories were developed in the context of workplace happiness. Researchers Edward Deci and Richard Ryan created the self-determination hypothesis. They define happiness in terms of two different perspectives: hedonistic happiness, which is characterized by pleasurable feelings and desirable judgments, and eudemonic happiness, which refers to actions that are good, moral, and meaningful. Likewise, the situation-oriented

theory focuses on elements and events beyond the individual, such as what kinds of processes lead to happiness, how feedback and communication are set up, and how people engage in groups in a way that reflects happiness (Suojanen & Yliopisto, 2012). On the other hand, by analyzing a crucial and topical subject, the sufficiency of trait theory (and more specifically, Big Five trait theory) as a general theory of personality, Pervin has rendered a useful service. The Five-Factor Model (FFM), commonly referred to as the Big Five Personality Theory, is a well-known and in-depth researched psychological model of personality. It suggests that human personality may be effectively described and assessed using five fundamental characteristics, which are thought to be comparatively constant over time and across many contexts. In studies on personality, personality has been found to be a significant influence, particularly in predicting work performance. Additionally, a personality behavior model considers personality-related features to remain constant and consistent over the course of a person's working life (Gerber et al., 2011; Denissen et al., 2011). Therefore, it is important to create a happy and effective learning environment. It is also crucial to comprehend the relationship between teacher personality types and workplace happiness.

Research question: How each of the personality types effect the happiness of teachers at the workplace?

Background and Literature Review

This literature review aims to summarize the information that is currently available on the effect of the discussed personality types on happiness of employees at work.

Extraversion and Workplace Happiness

One of the most stable and frequently replicated findings in the literature on well-being is the link between extraversion and happiness. Extraversion and happiness at work have a strong and consistent association across situations. Individuals who are extraverted reported greater mean positive affect levels in both social and nonsocial settings (Pavot, Diener, & Fujita, 1990). Social interaction is the hallmark of the extravert, which can be a significant source of happiness at work (Argyle & Lu, 1990). According to

numerous studies (Lyubomirsky et al., 2005 & Diener, 2012), the greater social involvement of extraverts (such as attendance at club meetings, frequency of daily interactions, and feelings of warmth and attachment) has emerged as a key explanation for the relationship between extraversion and happiness. A repeated panel study of 600 Australians was conducted by Headey and Wearing in 1990 and again in 1983 and 1985 (Headey & Wearing, 1990). They found that extraversion increased people's likelihood of having positive life proficiencies, especially for young people and in the areas of individuals and employment, which in turn amplified extraversion.

The results of the past studies also exhibit that those people who scored as extrovert, tends to be happier at the workplace; therefore, extraversion and happiness have a strong positive relationship (Pishva et al., 2011). A very similar study was conducted by Dayan in 2023 on the student's happiness that states the positive relationship between the extraversion and happiness of students. It is anticipated that extraversion in the big five personality traits will improve student happiness in college, specifically by raising the extraversion score in the big five personality traits. Another study showed that extraverts favour open-plan offices more than introverts do, and that introverts seem to find these offices to be far more disruptive at work than extraverts do, who seem to find these offices stimulating (Middelthon, 2023).

H1: Extraversion is significantly affecting the workplace happiness

Agreeableness and Workplace Happiness

One of the most important and impactful personality traits is agreeableness. Five-factor approaches to the study of personality reveal a specific agreeableness component that emphasizes collaboration, compassion, and empathy (John & Srivastava, (1999). In recent studies, it was revealed that extraversion has a positive association with happiness at work (Jafari et al., 2018). People who are agreeable tend to be quite socialized. They are typically kind, generous, sociable, and laid-back. Previous studies also indicate that agreeableness has the potential to have a greater impact since reliability is attained by others around them by fostering environments of consideration and cooperation

for others (Steel & Ones, 2002). A previous study also shows that there exists a significant positive effect of personality types on the happiness of teachers working in UGC recognized universities in Delhi, NCR (Bhandari et al., 2022). Therefore, more agreeableness increases happiness, or, in other words, such people are happier. While being agreeable can make a teacher happier, it's important to recognize that a balanced mix of different personality traits and coping mechanisms also contributes to a teacher's overall well-being and job satisfaction.

H2: Agreeableness is significantly affecting workplace happiness.

Conscientiousness and Workplace Happiness

Conscientiousness basically includes what used to be called will or character. People who score well on this feature are frequently regarded as organized, diligent, persistent, self-reliant, and driven by a strong sense of achievement (Steel & Ones, 2002). Trustworthiness and willfulness are highlighted by conscientiousness. Results from earlier studies revealed that conscientiousness positively predicted later levels of happiness at work and life satisfaction after adjusting for the effects of gender, age, body mass index, socioeconomic status, and the prior level of conscientiousness (Hu & Fan, 2022). Conversely, conscientiousness negatively predicted later levels of negative affect and physical symptoms. One of the "big five" personality traits, conscientiousness, has been shown to have a significant impact on how happy employees are at work. It has the strongest average link with performance across a range of circumstances because conscientious people are frequently accountable, persistent, and diligent (Choi & Lee, 2014). In fact, according to Cabrera (2018), a teacher's conscientiousness is very crucial for the learning of material.

H3: Conscientiousness is significantly affecting workplace happiness

Openness and Workplace Happiness

One of the Big Five personality traits, openness to experience, can have a big impact on a person's pleasure at work and overall well-being at work. It encompasses both creativity (being creative and enjoying beauty) and intellect

(being curious and reflective). Being open to new experiences encourages pleasure and happiness at work since it allows workers to partake in engaging activities (Choi & Lee, 2014). Various researchers have investigated the relationship between openness and happiness at work and found that openness has an instrumental effect on the happiness of employees. Individuals who are more intellectual and more open had higher well-being, yet intellectuals reported more personal growth and a larger sense of autonomy. Although openness can enhance a teacher's happiness, other elements, including helpful school administration, a manageable workload, recognition, and work-life balance, are equally important in determining a teacher's overall well-being and job satisfaction. While being agreeable can make a teacher happier, it's important to recognize that a balanced mix of different personality traits and coping mechanisms also contributes to a teacher's overall well-being and job satisfaction. Teachers can have a fruitful and satisfying career if they possess a variety of qualities and work in a supportive atmosphere. Even a study conducted by Baranski, et al., (2023) states that the openness to experience as a personality trait has a substantial effect on the job satisfaction and motivation of the teachers.

H4: Openness is significantly affecting workplace happiness

Neuroticism and Workplace Happiness

Neuroticism is an underlying personality trait with huge public health implications. According to Leary & Hoyle (2009), neuroticism is the tendency to experience negative emotions like anger, anxiety, self-consciousness, impatience, and melancholy. High levels of neuroticism will cause distraction, fatigue, and emotional preoccupation, which will all negatively impact work performance. While employees with high psychosis are less satisfied with their bosses, the nature of their jobs, and their coworkers than employees with low psychosis (tender-minded) scores, employees with high neuroticism are less happy about the amount of work, their coworkers, and their pay (Camgoz & Karapinar, 2011). It's crucial to understand that, despite the difficulties neuroticism might cause for teachers' happiness, not all neurotic teachers will

experience unpleasant lives. Teachers have a variety of personality traits and coping mechanisms, and a number of factors, including support from coworkers and school administration, a positive work environment, and access to resources for managing stress, can also significantly influence how happy and satisfied teachers are with their jobs. High neurotic individuals may experience increased job dissatisfaction because they are more likely to view professional demands and disappointments as deeply upsetting.

H5: Neuroticism is negatively affecting workplace happiness.

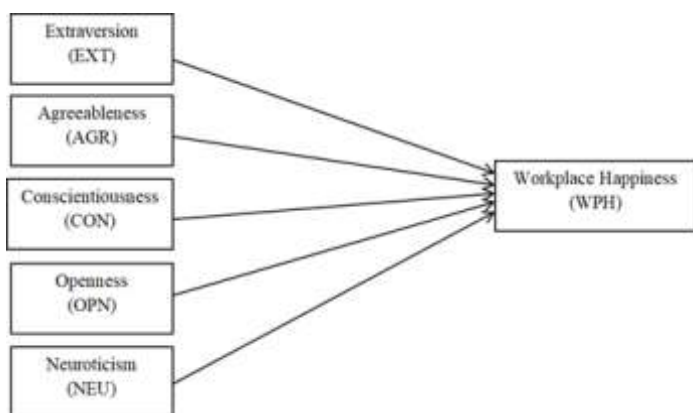
Some of the personality theories from the literature that have been regarded as the main theories include:

- Psychoanalytic theories;
- Traits theory;
- Humanistic theories;
- Behavioral, Social learning and Cognitive theories;
- Biological theories;

Research Objectives:

1. To study the effect of extraversion on the workplace happiness of teachers.
2. To study the effect of conscientiousness on the workplace happiness of teachers.
3. To study the effect of agreeableness on the workplace happiness of teachers.
4. To study the effect of openness on the workplace happiness of teachers.
5. To study the effect of neuroticism on the workplace happiness of teachers.

Figure1. Hypothesized Model



According to past research, none of the researches have investigated the effect of the major five personality types and happiness at workplace in the academic sector. This is a significant gap that has been observed in the academic sector and happiness at work.

Moreover, the research approach employed in the investigation of personality types' impact on job satisfaction. The technique, data collection, questionnaire design, and statistical methods utilized in the study are all included in the research methodology.

Research Method

Figure1 depicts the effect of the large-scale personality categories (big-five) on workplace happiness, which was considered for this study. Moreover, the figure shows the direction of the association involving the parameters. Five areas of personality traits were explored within the scope of this study namely, extraversion, agreeableness, conscientiousness, openness and neuroticism. The research was carried out with certain objectives in mind. The first goal is to look at how personality types affect happiness at work. Secondly, to investigate the relationship between each personality type determinant and the others.

Approach of the study

The investigation is being conducted using a quantitative methodology. It employs statistics and other quantitative methods as a management strategy. The study sample included of Collection Teachers from a UGC-recognized institution located in the Delhi and National Capital Region (NCR) region. The data is preferred to be collected from the Delhi NCR location, as it is the hub of the universities from which authentic data can be assured. There are 83 UGC recognized universities in Delhi, NCR. The sampling approach employed to find participants in this study was quota sampling, which often allows the author to exert only a limited amount of control over the survey's selectivity, allowing for the elimination of bias during the selection stage (Almawali et al., 2021). The quotas were divided into sub-groups based on government universities, private universities, and others (deemed to be). More than 1,230 teachers from various universities were given surveys (questionnaires) to fill out. Overall, there were 436

responses submitted; however only 385 were deemed relevant for the purposes of this study. The sample size is considered as 385 based on Cochran's formula, which states that in the case of an unknown population, the sample size can be calculated by the z value (Singh, 2014; Babaeinesami, 2019). The SEM diagram is represented using all the items. It was prepared using AMOS 22 and the same is represented in Figure 2.

Questionnaire Designing

To achieve the objectives of the study, a comprehensive questionnaire in its original form was adapted. There are 24 items in the survey. There are basically three statements in each determinant of personality types and nine items of workplace happiness. To measure Workplace Happiness, a shortened workplace happiness scale was adopted, which was used (Salas-Vallina, 2021). It comprises nine items.

Similarly, to measure the personality types of the teachers, a shorter version of the GSOEP big five inventory scale was used, comprising 15 items (Hahnet al., 2012). These items underwent a reliability test, and it was found that the variables passed the dependability requirements (i.e., $\alpha = 0.931$). A structural equation modeling approach is used to investigate the structural link between measured variables and latent constructs by combining component analysis and multiple regression analysis. CFA and SEM are used to quickly establish and accurately assess hypothetical links between theoretical constructs as well as those between the constructs and their empirical indicators (Narang, 2023). Using AMOS software version 22 and confirmatory factor analysis, it was discovered that the variables in question met the criteria for path analysis. The study's hypothesized model was also put to the test using the AMOS software (version 22).

Table.1 Respondent Demographic Details(N=385)

	GROUPS	FREQUENCY	PERCENTAGE
GENDER	Male	135	35.11
	Female	250	64.9
DESIGNATION	Assistant Professor	207	53.8
	Associate Professor	103	26.8
	Professor	75	19.8
EXPERIENCE	Less than 12 months	23	6
	1-3 years	28	7.3
	Over three years	334	86.8

Source: Research Output

Table2: Construct Item Statistics

Construct/Variable	Measurement (item)	Mean Score	SD	Factor loadings	SRW
OPENNESS	OPN1	4.04	.880	.804	0.823
	OPN2	3.96	1.0927	.803	0.715
	OPN3	3.71	1.078	.843	0.699
NEUROTICISM	NEU1	4.33	.730	.757	0.822
	NEU2	4.50	.729	.731	0.816
	NEU3	4.48	.742	.723	0.764
WORKPLACE HAPPINESS	WPH1	4.39	.699	.743	0.764
	WPH2	4.26	.635	.655	0.75
	WPH3	4.20	.609	.604	0.747
	WPH4	4.22	.599	.546	0.757
	WPH5	4.48	.700	.743	0.706
	WPH6	4.56	.676	.816	0.758
	WPH 7	4.50	.686	.802	0.665
	WPH 8	4.51	.679	.655	0.66
	WPH 9	4.28	.644	.621	0.7

Source: Research Output

SD is for Standard Deviation, and SRW stands for Standardized Regression Weight.

The demographic information for the respondents is shown in Table 1. The table makes it evident that the respondents are broken down into three primary groups: gender, designation, and experience. Male make up 35.11% of the population, while female make up 64.9%. 53.8% of teachers are Assistant Professor, 26.8% are Associate Professor and 19.8% are Professors. Apart from gender and designation, there are only 6% of teachers have less than 1 year of experience, 7.3% teachers have 1-3 years of experience, and 86.8% have more than three years of working experience as academicians.

Measures

The measure values are shown in Tables 2 and 3. The values of CR, AVE, MSV, and all other correlation values are displayed in Table 3, while Table 2 discusses the Cronbach alpha, mean, standard deviation, and factor loading for each item.

Extraversion: It is measured with the help of three statements that were provided by holding a Cronbach-alpha

of 0.85, CR=0.755 and AVE=0.598. Each measure has been shown to be suitable for the objectives of this study.

Agreeableness: Three assertions that were presented with a Cronbach alpha of 0.92, CR=0.872, and AVE=0.694 were used to measure agreeableness which shows that each measure is a good fit for the objectives of the study.

Conscientiousness: Three statements were used to assess conscientiousness, with a Cronbach's alpha of 0.73, a CR of 0.844, and an AVE of 0.643.

Openness: is also measured with three statements that were provided by holding a Cronbach alpha of 0.89, CR 0.820 and AVE=.603

Neuroticism: neuroticism is measured with the help of three statements holding a Cronbach alpha of 0.88, CR=0.824 and AVE=0.610.

Finally, Workplace Happiness: is measured by nine statements and holds a Cronbach alpha of 0.90, CR=0.908 and AVE=0.524.

The results show that each measure is appropriate for the objectives of this research study.

Table 3: Convergent and Discriminant Validity

	CR	AVE	MSV	ASV	EXT	AGR	CON	OPN	NEU	WPH
EXT	0.755	0.598	0.587	0.147	0.769					
AGR	0.872	0.694	0.162	0.078	0.031	0.817				
CON	0.844	0.643	0.162	0.060	0.008	0.403	0.804			
OPN	0.820	0.603	0.141	0.056	-0.011	0.375	0.277	0.725		
NEU	0.824	0.610	0.301	0.150	0.314	0.086	0.040	0.079	0.774	
WPH	0.908	0.524	0.287	0.106	0.206	0.071	0.020	0.039	0.173	0.739

Empirical Analysis & Results

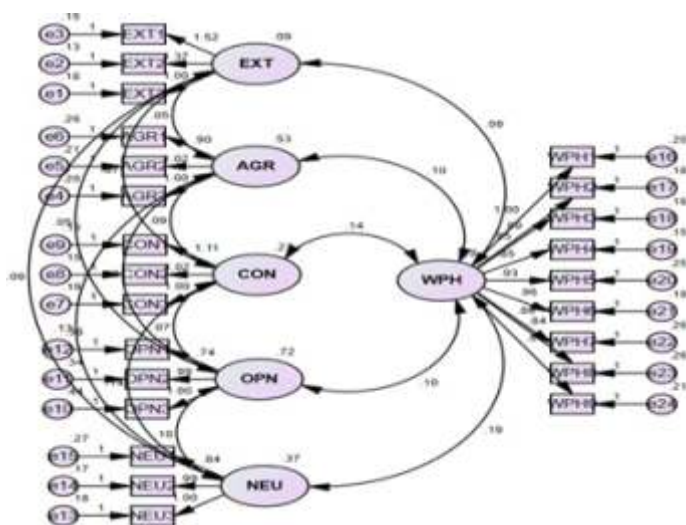
Table 4. Correlation Table

Factors	MSV	MaxR(H)	NEU	EXT	AGR	CON	OPN	WPH
NEU	0.343	0.834	0.781					
EXT	0.324	0.570	0.494	0.755				
AGR	0.089	0.875	0.299	0.401	0.723			
CON	0.267	0.847	0.434	0.321	0.235	0.625		
OPN	0.050	0.827	0.187	0.195	0.197	0.153	0.595	
WPH	0.343	0.910	0.586	0.569	0.256	0.517	0.224	0.503

Source: Research Result

The correlation scores between the variables are displayed in Table 4. Additionally, it offers the r value, which shows how closely the variables are correlated. The results show that each variable has a lower correlation compared to the other, so it justifies the six different factors using the 24 statements.

Figure 2. Casual relationships depicted using structural equation



Modeling.

(Notes: EXT: Extraversion, AGR: Agreeableness, CON: Conscientiousness, OPN: Openness, NEU: Neuroticism, WPH: Workplace Happiness)

Source: Research Result

Table 5. Indicators of fit for extraversion, agreeableness, conscientiousness, openness, neuroticism and workplace happiness

Sample Details (N=385)	CMIN/D F	CFI	TLI	GFI	AIC	RMSEA
Model	1.984	.965	.960	.739	596.113	.041

Source: Research Output

The essential finding of the CFA approach is how closely the model's various components reflect the data. This is something that model fit indices can be used to investigate. The model will be validated if it can be determined that the model's parameters fit well. The values are represented in the table 5. It was established that the structural model offered a reasonable fit with a CMIN/DF value of 1.984 (range from 5.0 to 0.0) [17], GFI=.739 (>0.90) (Kline,1998), TLI=.960 (>0.90) (Hooper, Coughlan, & Mullen, 2008), RMSEA=.041 (0.07, according to MacCallum, Browne, & Sugawara (1996) and between 0.08 and 0.10, according to MacCallum, Browne & Sugawara,(1996). All of the paths are statistically significant, and their p-values are all less than 0.05, according to the study's proposed structured model (Mishra & Singh,2023).

Table 6: Regression Analysis Results

Path Analysis	Beta	T	Sig.	Hypothesis
Extraversion-Workplace Happiness (R square=.658)	1.285	7.42	.000	Supported
Agreeableness-Workplace Happiness (R square=0.901)	0.936	63.051	.000	Supported
Conscientiousness-Workplace Happiness (R square=.576)	.613	17.250	.002	Supported
Openness-Workplace Happiness (R square=.255)	.168	6.437	.027	Not supported
Neuroticism-Workplace Happiness (R square=.654)	-.599	21.162	.000	Supported

Source: Research Output

Table 6 shows that, with the exception of openness, each of the four "big five" personality traits has a substantial impact on teachers' levels of happiness. Consequently, hypothesis 4 is not supported. Being perceptive, creative, and having a diverse range of interests are all characteristics of openness. Previous studies have claimed that openness has a significant effect on workplace happiness. For example, in a study conducted by Chung et al., (2019) on 130 students from Universiti Teknologi MARA in Malaysia enrolled in five academic programs, the results demonstrated the high and significant impact of openness on the happiness of the students. But this contradicts the results of the current research, wherein the openness has no effect on the happiness of teachers. Hence, it is required to study the relationship between openness and workplace happiness in detail, especially with regard to higher education institutes and universities.

It is also clear from the table that agreeableness has the highest positive effect on workplace happiness, with an R square of =0.901. On the other side, neuroticism shows a negative effect on the workplace happiness of teachers. This indicates that teachers who score high on neuroticism tend to be less happy at the workplace.

Discussions

The study assessed the links between each of the constructs in the conceptual model. Since earlier research concentrated on the interactions between characteristics and states, the relationships between states and traits were first examined (Francis et al., 1998; Hills & Argyle, 2001). Based on the samples used in the study, the results show that extraversion has a strong positive impact on university

professors' workplace satisfaction; the more extrovert a teacher is, the more likely it is that they would be satisfied at work. Past studies also revealed that extraversion has a positive relationship with workplace happiness. A similar study was conducted by Preissler, (2021), on the bachelor students of the University of Twente, wherein the results state that higher levels of happiness are related to feeling extraverted in a certain situation.

The study also revealed that there is a significant positive effect of agreeableness on the happiness of teachers at work. Employees with an agreeable personality trait show compassion towards others, aid those in need and enjoy making other people happy. This essentially qualifies them as excellent management candidates.

Next, the study investigated the effect of conscientiousness on the happiness of teachers at the workplace. The findings indicate that conscientiousness has a moderate but significant impact on job happiness. Employees that exhibit conscientiousness attributes are more likely to be responsible, organized, diligent, goal-directed, and to follow the law. In this manner, the foundation of new information is laid by earlier studies. Since this study found a moderate effect of conscientiousness on happiness, which contradicts the results of past studies. In a study conducted by Sharma, 2021, the researcher demonstrated the relationship between conscientiousness and happiness among graduate students, wherein the results exhibited the high positive significance of conscientiousness on happiness. This creates a gap to understand the reason why the current study is showing the moderate significance level of conscientiousness on the happiness of teachers at work.

The study highlighted the effect of openness on workplace happiness. The results do not support the hypothesis, as they show the insignificant effect of openness on the workplace happiness of teachers. It implies that openness is less likely to have a significant impact on how happy teachers are at work.

Neuroticism, on the other hand has a significant negative effect on the workplace happiness of university teachers. Neuroticism is one of the important personality types to be studied, as it predicts the negative side of the personality of an individual. Therefore, in order to remain competitive and rank among the best research institutions in the world, university top management should encourage and boost academicians' well-being.

Theoretical and Practical Implications of the Study

Conscientiousness, extraversion, agreeableness, and emotional stability (neuroticism), sometimes referred to as the Five-Factor Model, are the Big Five personality qualities. Here are some theoretical implications of these personality types' effects on job happiness. Individuals with a high openness to experience: tend to be curious, imaginative, and open-minded. They may seek out new challenges, love creative jobs, and embrace change at work. As people find fulfillment in learning and exploring new ideas, this might contribute to their overall job happiness.

Conscientiousness: Conscientious people are trustworthy, organized, and self-disciplined. They have a strong work ethic and are dedicated to reaching their objectives. Because they are more likely to complete things swiftly and effectively, their conscientious disposition can lead to a sense of accomplishment. This can boost job happiness by instilling a sense of competence and accomplishment.

Extraversion: Extraverts are outgoing, gregarious, and enthusiastic. They thrive on social contacts and may seek collaboration and partnership chances. Extraverts may love networking, directing teams, and participating in interpersonal relationships at work. Through enhanced social support and a sense of belonging, their enjoyment of social interactions can favorably impact job satisfaction.

Individuals: that are agreeable are cooperative, empathic,

and respectful of others. They place a premium on harmonious relationships and are more inclined to be supportive and helpful to coworkers. In the workplace, agreeableness may promote positive interpersonal dynamics, productive cooperation, and a supportive atmosphere. A happy workplace might be enhanced by this nice social setting.

Emotional Stability (Neuroticism): the capacity to endure and remain composed under stressful conditions is reflected in emotional stability. Individuals with a lot of emotional stability are less likely to experience unpleasant feelings like anxiety, despair, or irritation. Their emotional resilience can contribute to workplace happiness by allowing individuals to deal with work-related challenges more successfully and keep a positive attitude.

It's worth noting that these personality qualities interact with a variety of environmental elements, including organizational culture, job needs, and individual values. Furthermore, certain vocations and industries may favor some personality qualities over others. Understanding the implications of the Big Five personality traits, on the other hand, might provide insights into how individuals' fundamental inclinations may influence their job satisfaction and happiness at work.

Practical Implications

The impact of the Big Five personality types and happiness at work has a number of practical implications for both individuals and organizations. Consider the following practical implications:

Hiring and Selection: When hiring and selecting people, organizations might take into account the Big Five personality qualities. Employers can identify individuals whose personality qualities correspond with work needs and organizational culture by analyzing personality traits throughout the recruitment process. This can enhance the likelihood of recruiting workers who are more likely to be happy at work and fit in well with the organization. Understanding employees' personality qualities might aid in establishing job roles and assigning assignments that match their abilities and preferences. Individuals with high conscientiousness, for example, may flourish in

professions requiring attention to detail and organization, whereas individuals with high extraversion may excel in positions requiring client engagement or team collaboration. Aligning job positions with individuals' personality attributes might improve their workplace engagement and satisfaction.

Organizations discover and develop strong leaders. Organizations can provide customized leadership development programs to boost leaders' leadership abilities and effectiveness by examining their personality attributes. Understanding how leaders' personalities connect with their teams' needs and can provide training and development opportunities that are tailored to employees' personality qualities. Employees who are receptive to new experiences, for example, may benefit from programs, that encourage creativity and innovation, while those who are agreeable may gain from dispute resolution and effective communication training. Individuals' skills, job satisfaction, and overall workplace happiness can all benefit from training programs, that are tailored to their personality qualities.

Team Composition: Creating varied teams with a variety of personality types can result in more balanced and successful teamwork. Organizations can build a mix of personalities that complement one another strengths and compensate for flaws by considering the Big Five attributes when forming teams. These can build positive team dynamics, improve problem-solving ability, and increase team members' workplace contentment.

Organizations can use the Big Five characteristics to ideals can contribute to a healthy work environment and enhanced employee satisfaction.

Employee Well-being Initiatives: Organizations can adopt employee well-being initiatives suited to individuals' needs by recognizing the influence of personality factors on workplace satisfaction. These can involve providing stress management resources, promoting work-life balance, creating social relationships, and providing chances for personal and professional development (Gosetti, 2020). Organizations can establish a supportive and rewarding work environment by addressing employees' well-being and taking into account their personality attributes.

Overall, taking into account the practical implications of the Big Five personality types in the work system can assist organizations in developing strategies and interventions that improve workplace happiness, employee engagement, and overall organizational performance.

Conclusion, Limitations and the Scope

These "Big Five" personality traits are associated with happier lives in individuals. The research question in the study attempted to find the effect of personality types on workplace happiness, and the results of the study show that survey respondents with high scores on, conscientiousness, extraversion, agreeableness, and neuroticism tended to report greater overall work, social, and happiness at work. Therefore, the results of the study exhibit that there is a significant effect of personality types on the workplace happiness of teachers.

Also, a few primary discoveries were observed during the research, First, despite the fact that it is essentially a changing condition that is repeatedly reproduced, happiness appears to be a stable feature among the teachers. Secondly, teachers scored a moderate effect of conscientiousness on workplace happiness, which actually appears to score higher among all the other personality traits as per the past literature.

This study's settings are considerably different from those of other research in several important ways. Its main focus has been on university professors. It's significant to highlight that work-life balance, encouraging leadership, recognition, and the general organizational culture all have an impact on employee happiness and job satisfaction. Although openness can enhance someone's job satisfaction, it is only one aspect of the whole. Organizations hoping to boost employee happiness should adopt a comprehensive approach that considers several aspects of the workplace and workers' well-being.

The existing literature has been significantly advanced by the contributions that this paper has made. Nevertheless, there are some restrictions that come with this study. The areas surrounding India's national capital and NCR were the only ones included in the sample of UGC recognized university teachers. This research can be easily expanded

to include findings from other regions of the country. The study can use the significant factors that can act as mediators or moderators in the connection between personality types and workplace happiness. The sample size can be increased in order to obtain more reliable results on a larger scale.

In conclusion, research of this kind can also be conducted in various other fields. The implications of this study are that it can encourage management to take initiatives to foster happiness at the workplace. One insightful observation drawn from the study is that determining the personality type of a teacher can help to understand the significant level of happiness at work. The results can be useful for policymaker to take personality type into consideration while ensuring the well-being of teachers at work. Organizations can use personality tests as a useful tool to better understand their workforce, customize well-being initiatives, and create a workplace that is both healthier and more productive. Also, organizations can assist employees in understanding themselves and one another by intelligently and ethically using personality evaluations in well-being programs. This will increase employee well-being, teamwork, and overall performance.

Future Research

The future study could examine the mediation or moderation effects of the relationship between personality types and workplace happiness among university teachers. For example, the researchers can examine mediation effects by adding the mediator variables between your personality types and workplace happiness to the SEM model. You can also use bootstrapping or another approach to test the significance of indirect effects. The researchers can also explore moderation effects by introducing interaction terms (product terms) between variables in the SEM model (Kayani et al., 2023). This will allow us to assess whether the relationship between variables varies depending on the level of a moderator variable. For example, a study was recently conducted by Sim, in 2019, showing the moderating effect of emotional intelligence in the relationship between personality types and happiness among adolescents in Malaysia. The results of the study showed that extraversion and conscientiousness are only

partially mediators of happiness, while agreeableness and neuroticism are entirely mediators. But openness and happiness do not depend on emotional intelligence.

Ethical Considerations

This study states that the purpose of the research is to examine the effect of personality types on the workplace happiness of teachers working in UGC recognized universities in Delhi, NCR. The teachers have received an oral and written explanation from the researchers regarding the goals of the study, their right to decline participation, their awareness of the confidentiality restrictions associated with this study, and their right to obtain a copy of it if they so choose.

Acknowledgements

Funding

This study is supported via funding from Prince Sattam Bin Abdulaziz University project number (PSAU/2025/R/1446)

Authors' contributions

All authors contributed toward data analysis, drafting and revising the paper and agreed to be responsible for all the aspects of this work.

Declaration of Conflicts of Interests

Authors declare that they have no conflict of interest.

Data Availability Statement

The database generated and/or analysed during the current study are not publicly available due to privacy, but are available from the corresponding author on reasonable request.

Declarations

Author(s) declare that all works are original and this manuscript has not been published in any other journal.

References

- Almawali, H., Adha Hafit, N. I., & Hassan, N. (2021). Motivational Factors and Job Performance: The Mediating Roles of Employee Engagement. *International Journal of Human Resource Studies*, 11(3), 67.

- Amabile, T., & Kramer, S. (2011). Do happier people work harder. *New York Times*, 4(7), 32-45.
- Argyle, M., & Lu, L. (1990). Happiness and social skills. *Personality and Individual Differences*, 11(12), 1255-1261.
- Attar-Hamedani, A. (2022). Entrepreneurs' stress and mental health: new guidelines for future research. *EuroMed Journal of Management*, 4(4), 345-359.
- Babaeinesami, A. (2019). The investigation of effective factors on employee motivation: a case study. *EuroMed Journal of Management*, 3(2), 155-169.
- Bahiraei, S., Eftekhare, S., Zareimatin, H., & Soloukdar, A. (2012). Studying the relationship and impact of personality on happiness among successful students and other students. *Journal of Basic and Applied Scientific Research*, 2(4), 3636-3641.
- Baranski, E., Lindberg, C., Gilligan, B., Fisher, J. M., Canada, K., Heerwagen, J., ... & Mehl, M. R. (2023). Personality, workstation type, task focus, and happiness in the workplace. *Journal of Research in Personality*, 103, 104337.
- Bhandari, S., Heintz, K. E., Aggarwal, K., Marnoch, L., Day, C. K., Sydnor, J., ... & Zhang, B. (2022). Characterizing the fast radio burst host galaxy population and its connection to transients in the local and extragalactic universe. *The Astronomical Journal*, 163(2), 69.
- Boehm, J. & Lyubomirsky, S. (2008). *Does Happiness Promote Career Success*, 101-116.
- Cabrera, G. A. (2018). Personality Traits and State of Happiness as Correlates to Performance: Implications for Effective Teaching Career Enhancement. *Tilamsik*, 10(1), 1-1.
- Camgoz, S. M., & Karapinar, P. B. (2011). Managing job satisfaction: The mediating effect of procedural fairness. *International Journal of Business and Social Science*, 2(8), 234-243.
- Chadda, S. (2022). Workplace Stress and Gender Roles: Quality of Life of Women in India. In *Handbook of Research on the Complexities and Strategies of Occupational Stress* (pp. 244-255). IGI Global.
- Choi, Y., & Lee, D. (2014). Psychological capital, big five traits, and employee outcomes. *Journal of Managerial Psychology*, 29(2), 122-140.
- Chung, E., Mathew, V. N., & Subramaniam, G. (2019). In the pursuit of happiness: The role of personality. *International Journal of Academic in Research Business and Social Sciences*, 9(11), 10-19.
- Dayan, P. (2023). Metacognitive information theory. *Open Mind*, 7, 392-411.
- Denissen, J. J., Van Aken, M. A., & Roberts, B. W. (2011). Personality development across the life span. *The Wiley-Blackwell handbook of individual differences*, 75-100.
- Diener, E. (2012). New findings and future directions for subjective well-being research. *American psychologist*, 67(8), 590.
- Dilekçi, Ü. (2022). Teacher autonomy as a predictor of job satisfaction. *Bartın University Journal of Faculty of Education*, 11(2), 328-337.
- El Khatib, M., Kherbash, A., Al Qassimi, A., & Al Mheiri, K. (2022). How Can Collaborative Work and Collaborative Systems Drive Operational Excellence in Project Management? *Journal of Service Science and Management*, 15(3), 297-307.
- Francis, L. J., Brown, L. B., Lester, D., & Philipchalk, R. (1998). Happiness as stable extraversion: A cross-cultural examination of the reliability and validity of the Oxford Happiness Inventory among students in the UK, USA, Australia, and Canada. *Personality and individual differences*, 24(2), 167-171.
- Gerber, A. S., Huber, G. A., Doherty, D., Dowling, C. M., Raso, C., & Ha, S. E. (2011). Personality traits and participation in political processes. *The Journal of Politics*, 73(3), 692-706.
- Gosetti, G. (2020). Innovation and quality of working life: perspectives and dimensions for analysis. *International Journal of Work Innovation*, 2(4), 284-307.
- Hahn, E., Gottschling, J., & Spinath, F. M. (2012). Short

- measurements of personality–Validity and reliability of the GSOEP Big Five Inventory (BFI-S). *Journal of Research in Personality*, 46(3), 355-359.
- Headey, B. & Wearing, A. (1990). A stocks and flow model of subjective well-being. In Strack, F., Argyle, M. & Schwarz, N. (Eds.), *Subjective well-being*. Oxford: Pergamon Press.
 - Heneman, R. L., Greenberger, D. B., & Fox, J. A. (2002). Pay increase satisfaction: A reconceptualization of pay raise satisfaction based on changes in work and pay practices. *Human Resource Management Review*, 12(1), 63-74.
 - Hills, P., & Argyle, M. (2001). Happiness, introversion–extraversion and happy introverts. *Personality and individual Differences*, 30(4), 595-608.
 - Hooper, D., Coughlan, J., & Mullen, M. (2008, September). Evaluating model fit: a synthesis of the structural equation modelling literature. In *7th European Conference on research methodology for business and management studies* (Vol. 2008, pp. 195-200).
 - Hu, Y., Wang, Z., & Fan, Q. (2022). The Relationship between Conscientiousness and Well-Being among Chinese Undergraduate Students: A Cross-Lagged Study. *International Journal of Environmental Research and Public Health*, 19(20), 13565.
 - Jafari, H., Ebrahimi, A., Aghaei, A., & Khatony, A. (2018). The relationship between care burden and quality of life in caregivers of hemodialysis patients. *BMC nephrology*, 19, 1-8.
 - Jerrim, J., Morgan, A., & Sims, S. (2023). Teacher autonomy: Good for pupils? Good for teachers? *British Educational Research Journal*.
 - John, O. P., & Srivastava, S. (1999). The Big-Five trait taxonomy: History, measurement, and theoretical perspectives.
 - Judge, T. A., & Hurst, C. (2008). How the rich (and happy) get richer (and happier): relationship of core self-evaluations to trajectories in attaining work success. *Journal of applied psychology*, 93(4), 849.
 - Karsim, K., Susilowati, E., Setiawan, W. B., Syafii, M., & Rijal, S. (2023). Nurturing Job Satisfaction: Social Interactions and Work Environment via Empowering Motivation. *Journal Informatika Ekonomi Bisnis*, 772-778.
 - Kayani, M. B., Shafique, K., & Ali, M. (2023). How does leadership bring individual creativity? A mediation and moderation analysis. *International Journal of Work Innovation*, 3(4), 382-402.
 - Kline, R. B. (1998). Software review: Software programs for structural equation modeling: Amos, EQS, and LISREL. *Journal of psychoeducational assessment*, 16(4), 343-364.
 - Leary, M. R., & Hoyle, R. H. (Eds.). (2009). *Handbook of individual differences in social behavior*. Guilford Press.
 - Lyubomirsky, S., King, L., & Diener, E. (2005). The benefit of frequent positive affect: Does happiness lead to success? *Psychol Bull.* 131(6), 803–855.
 - Lyubomirsky, S., Sheldon, K. M., & Schkade, D. (2005). Pursuing happiness: The architecture of sustainable change. *Review of general psychology*, 9(2), 111-131.
 - MacCallum, R. C., Browne, M. W., & Sugawara, H. M. (1996). Power analysis and determination of sample size for covariance structure modeling. *Psychological methods*, 1(2), 130.
 - Matta, R., & Chammas, N. (2022). The impact of leadership behaviours on job satisfaction in healthcare organisations. *International Journal of Work Innovation*, 3(3), 203-224.
 - Mayya, S. S., Martis, M., Ashok, L., Monteiro, A. D., & Mayya, S. (2021). Work-life balance and gender differences: a study of college and university teachers from Karnataka. *Sage Open*, 11(4), 21582440211054479.
 - Middelthon, H. W. (2023). *Does personality matter? Extraversion as a predictor for well-being in the open-plan office* (Bachelor's thesis, uis).
 - Mishra, M. K., & Singh, L. (2023). Customer

- Empowerment, Customer Retention, and Performance of Firms: Role of Innovation and Customer Delight as Mediators Through Satisfaction. In *Handbook of Research on the Interplay Between Service Quality and Customer Delight* (pp. 112-132). IGI Global.
- Narang, R. (2023). Mediating role of spirituality and religiosity in relationship between ethnocentrism and purchase intention towards foreign goods. *International Journal of Business and Emerging Markets*, 15(2), 113-134.
 - Nir, A. E., & Bogler, R. (2008). The antecedents of teacher satisfaction with professional development programs. *Teaching and teacher education*, 24(2), 377-386.
 - Nyaaba, R. A., Abdul-Gafaar, S., Akulga, C. A., & Kwakye, D. O. (2023). Assessing the Impact of Continuous Professional Development of Teachers and its Effects on Satisfaction, Achievement, and Engagement: Colleges of Education, Northern Ghana. *Journal of Education and Teaching Methods*, 2(2), 41-57.
 - Oswald, A. J., Proto, E., & Sgroi, D. (2009). Happiness and productivity: IZA Discussion Papers, no. 4645. *Forschungsinstitut zur Zukunft der Arbeit (Institute for the Study of Labor)*.
 - Pavot, W., Diener, E. D., & Fujita, F. (1990). Extraversion and happiness. *Personality and individual differences*, 11(12), 1299-1306.
 - Pishva, N., Ghalehban, M., Moradi, A., & Hoseini, L. (2011). Personality and happiness. *Procedia-Social and Behavioral Sciences*, 30, 429-432.
 - Preissler, R. H. (2021). *Investigating the association between extraversion and happiness: an experience sampling study* (Master's thesis, University of Twente).
 - Rossetti, S. J. (2011). *Why priests are happy: A study of the psychological and spiritual health of priests*. Ave Maria Press.
 - Salas-Vallina, A., & Alegre, J. (2021). Happiness at work: Developing a shorter measure. *Journal of Management & Organization*, 27(3), 460-480.
 - Sharma, U., & Venkatesan, M. (2021). A Study of Personality, Self-Esteem and Happiness Among Graduates. *IUP Journal of Management Research*, 20(1).
 - Siddiqui, O. (2023). The role of a satisfied teacher in uplifting the education standards: an analytical study to improve the quality standards of management education in India.
 - Sim, M. S., & Mohtaram, R. (2019). Emotional Intelligence as A Mediator Between Personality and Happiness Among Adolescents In Malaysia. *Indian Journal of Public Health Research & Development*, 10(4).
 - Singh, A. S., & Masuku, M. B. (2014). Sampling techniques & determination of sample size in applied statistics research: An overview. *International Journal of economics, commerce and management*, 2(11), 1-22.
 - Steel, P., & Ones, D. S. (2002). Personality and happiness: a national-level analysis. *Journal of personality and social psychology*, 83(3), 767.
 - Suojanen, I., & Yliopisto, T. (2012). Work for your happiness. *Theoretical and empirical study defining and measuring happiness at work*.