



# **MEDIATING ROLE OF ORGANIZATIONAL COMMUNICATION BETWEEN BIG FIVE PERSONALITY TRAITS AND WORKPLACE HAPPINESS AMONG HIGHER EDUCATION TEACHERS: A STRUCTURAL EQUATION MODELLING (SEM) APPROACH**

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## **ABSTRACT**

Educational institutions are going through rapid transformations. On the one hand, curriculum requirements are changing dynamically and continuously to respond to the increasing industry demands; on the other hand, pressure of quality research on faculty members. However, this pressure may vary from person to person and may be intervened by certain organisational factors. This study investigates the role of teachers' big five personality traits at universities and institutions in workplace happiness mediated by organisational communication. The data were collected from 384 teachers who work at UGC-approved government, private universities, and deemed universities in Delhi and the NCR. The sampling method was quota sampling, and the statistical techniques used were Structural Equation Modeling (SEM) and Mediation Analysis. The study's findings indicate that extraversion, agreeableness, conscientiousness, and openness positively affect workplace happiness, and neuroticism negatively affects the same. Organisational communication significantly mediates the relationship between the first four personality types (except neuroticism and neuroticism). Considering the practical implications of the Big Five personality types at work can help academic institutions and universities develop strategies and interventions that boost workplace happiness to enhance job satisfaction, employee engagement, and total company performance. Institutions can also strengthen their communication effectiveness to improve overall happiness further.

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

## **1. INTRODUCTION**

Employee well-being and organisational success are both influenced by workplace happiness.

Understanding how individual differences influence workplace satisfaction, particularly the Big Five personality traits (Extraversion,

Neuroticism, Agreeableness, Conscientiousness, and Openness), can provide significant insights for organisations (Javaid et al., 2022). Several studies have found a link between receptivity to new experiences and occupational contentment. Individuals with a high level of openness seek 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. From the educational perspective, teachers' risk-taking ability and the power to deal with ambiguity depend on personality traits (Rezaei et al., 2019). Conscientious people are more likely to set and fulfil goals, have a strong work ethic, and feel a sense of success, all contributing to their total job satisfaction. People with the dominance of different traits deal differently in the workplace (Ritz et al., 2023). 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 lower levels of stress, anxiety, and negative emotions, leading to higher workplace happiness and overall job satisfaction (Attar-Hamedani, 2022).

According to studies, some people experience greater pleasure and contentment than others, regardless of their circumstances. It is now considered that a person's happiness may be predicted by their personality features up to 50% of the time (Kawalya et al., 2022; Bahiraei et al., 2012). In today's job market, workplace happiness has grown in importance when employee satisfaction and retention are major considerations for organisations. Undoubtedly, workplace happiness is pivotal in cultivating a positive work environment. Companies are progressively allocating resources towards implementing diverse tactics, such as employing

life coaches and trainers and arranging team-building activities, games, and practical training sessions. These programs foster a feeling of comfort, protection, and well-being among employees, ultimately enhancing their satisfaction and enthusiasm towards their responsibilities. This investment demonstrates an increasing recognition of the significance of employee well-being in attaining a productive and flourishing workplace. Happy workers can live successful lives, and employee retention, success, and job satisfaction can all be influenced by workplace happiness. Happiness at work promotes company success (Samad et al., 2022; Khalid & Nawab, 2018; Oswald et al., 2009; Amabile & Kramer, 2011). Organisations 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, and boosts the performance of employees, firm profitability, and staff harmony. As a result, organisations must prioritise achieving workplace happiness for their employees, as happy and enthusiastic individuals may better serve their clients and act as catalysts to achieve organisational goals (Samad et al., 2022).

Several potential research gaps could be explored to enhance depth and breadth through this study. Many studies on personality types and workplace happiness 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. Further, Organizational Communication (OC) has always been considered a lifeblood in organisations in resolving conflicts, enhancing commitment, amplifying the good vibes from top to bottom and vice-versa, as well as clarifying complex things and rectifying the confusion (Yamaguchi, 2025; Kumari & Khatri, 2023; Gupta et al., 2022; Langlinais et al., 2025). Hence, this study investigates the role of the big five traits in workplace happiness and how OC mediates this relationship. In light of the above discussion, the following research questions were presented:

1. How does each personality type affect teachers' happiness in the workplace?

2. How does Organizational Communication (OC) mediate the relationship between big-five personality traits and Workplace Happiness (WPH)?

## **2. LITERATURE REVIEW**

### **2.1 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. Dayan (2023) conducted a study on students' happiness, stating the positive relationship between extraversion and happiness. Extraversion will improve student happiness in college, specifically by raising the extraversion score. Another study showed that extroverts favour open-plan offices more than introverts do and that introverts seem to find these offices far more disruptive at work than extroverts, who seem to find these offices stimulating (Nag, 2021). Extraversion and happiness at work have a strong and consistent association across situations. Extraverted individuals reported greater positive affect levels in social and nonsocial settings (Pavot et al., 1990). Social interaction is the hallmark of the extrovert, and it can be a significant source of happiness at work (Argyle & Lu, 1990). According to numerous studies, 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 (Bakar et al., 2018; Lyubomirsky et al., 2005). 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 amplified extraversion. The results of past studies also exhibit that those who scored as extroverts tend to be happier at the workplace; therefore, extraversion and happiness have a strong positive relationship (Pishva et al., 2011). Considering this, we propose the following hypothesis:

**H 1:** Extraversion positively influences the workplace happiness

### **2.2 Agreeableness and Workplace Happiness**

Agreeableness is a highly significant and influential personality characteristic. Bhandari et al. (2022) found that various personality types substantially influence the well-being of instructors working in UGC-accredited universities in Delhi, NCR, which implies that teachers' distinct personalities significantly impact their degrees of satisfaction in this educational environment. Gaining insight into these associations between personality and happiness can be advantageous in developing tactics to improve the well-being and contentment of teachers in comparable educational settings. Recent studies revealed that extraversion has a positive association with happiness at work (Jafari et al., 2018). Agreeable people tend to be quite socialised. They are typically kind, generous, sociable, and laid-back. Previous studies also indicate that agreeableness has the potential to have a greater impact since others around them attain reliability by fostering environments of consideration and cooperation for others (Steel & Ones, 2002). Therefore, more agreeableness increases happiness; in other words, such people are happier. While being agreeable can make a teacher happier, it's important to recognise that a balanced mix of personality traits and coping mechanisms contributes to a teacher's overall well-being and job satisfaction. Based on the discussion, we proposed the following hypothesis:

**H 2:** Agreeableness positively influences the workplace happiness

### **2.3 Conscientiousness and Workplace Happiness**

Conscientiousness, one of the fundamental personality traits known as the "big five," has been proven to exert a substantial influence on happiness at workplace (Khalaf, 2024; Sears & Han, 2021; Choi & Lee, 2014). In fact, according to Cabrera (2018), a teacher's conscientiousness is very crucial for the learning of material. Conscientiousness basically includes what used to be called will or character. People who score well on this feature are frequently regarded as organised, diligent, persistent, self-reliant, and driven by a strong sense of achievement (Steel & Ones, 2002). Trustworthiness and willfulness are highlighted by conscientiousness. Previous

research findings indicate that conscientiousness has a positive correlation with future levels of workplace happiness and overall life satisfaction, even after accounting for socioeconomic and demographic factors as well as prior levels of conscientiousness (Hu et al., 2022). In contrast, conscientiousness was found to have a negative correlation with subsequent levels of negative effects and physical symptoms. Hence, we form the hypothesis as below:

**H3:** Conscientiousness is significantly affecting workplace happiness

#### **2.4 Openness and Workplace Happiness**

Openness to experience can greatly affect a person's pleasure at work and overall well-being at work. Baranski et al. (2023) state that openness to experience substantially affects the job satisfaction and motivation of teachers. Openness encompasses creativity (creative and enjoyable beauty) and intellect (curious and reflective). Being open to new experiences encourages pleasure and happiness at work since it allows workers to engage in activities (Ouakouak et al., 2021; Choi & Lee, 2014). Various researchers have investigated the relationship between openness and happiness at work and found that openness has an instrumental effect on employees' happiness. 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 recognise that a balanced mix of personality traits and coping mechanisms contributes to a teacher's overall well-being and job satisfaction. Teachers can have a fruitful and satisfying career if they possess various qualities and work in a supportive atmosphere.

**H 4:** Openness positively influences the workplace happiness

#### **2.5 Neuroticism and Workplace Happiness**

Anxiety and happiness mediate work performance and loneliness (Chung et al., 2022). Neuroticism is an underlying personality trait with huge public health implications. 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 (Leary & Hoyle, 2009). It has been ruled out in the studies that anxiety decreases happiness (Xue et al., 2023). 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 several 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. 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). High neurotic individuals may experience increased job dissatisfaction because they are more likely to view professional demands and disappointments as deeply upsetting. This discussion leads to the following hypothesis:

**H5:** Neuroticism negatively influences workplace happiness.

#### **2.6 Organisational Communication (OC) and Workplace Happiness:**

OC is strongly connected to WPH. Communication helps provide role clarity and supports easy work navigation, ultimately motivating the workforce and contributing to workplace happiness. Organisations have also identified various issues, such as employees feeling shy and hesitant when sharing their views. The organisations have implemented various corrective measures to improve the internal OC (Kumari & Khatri, 2023; Gupta et al., 2022). When internal OC is integrated with

the management of happiness in the organisation, it positively affects employees' well-being and the firms' effectiveness (Romero-Rodríguez & Castillo-Abdul, 2024). The integration of WPH with employee engagement, workplace happiness, and job satisfaction has been established in many studies. Eka and Anik (2020) found that OC leads to employee engagement and job satisfaction. Shelke and Shaikh (2023) found that WPH mediates the relationship between employee engagement and its drivers. Since we could not find the mediating role of OC between personality traits and WPH, it was found imperative to test this relationship, and we proposed the following hypothesis:

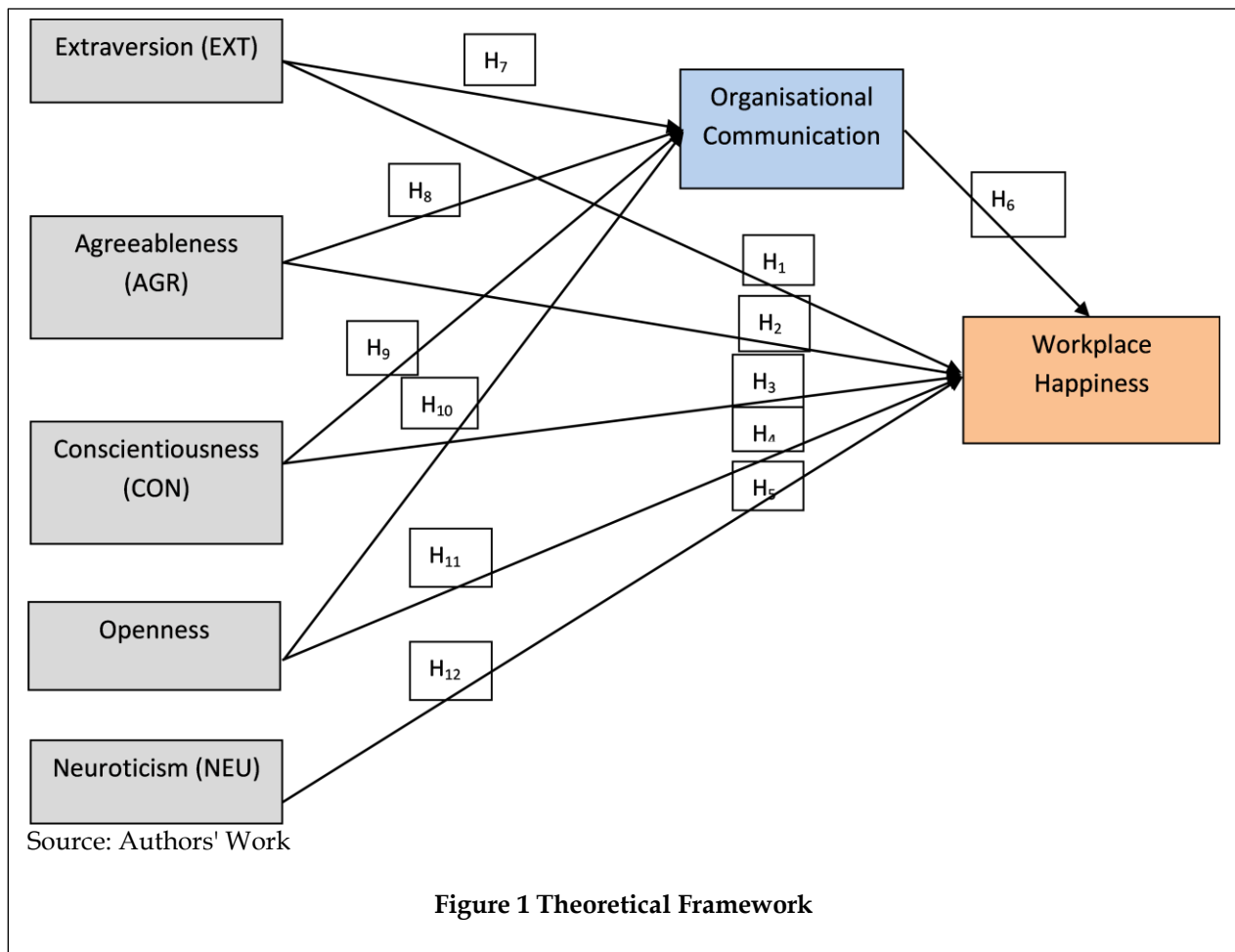
**H6** Organizational Communication mediates the relationship between Personality traits and Workplace Happiness

### 3. THEORETICAL FRAMEWORK OF THE STUDY

Figure 1 depicts the effect of the large-scale personality categories (big-five) on workplace happiness: extraversion, agreeableness, conscientiousness, openness and neuroticism. After the exploration of the existing literature, it was identified that past research has not investigated the effect of the major five personality types and happiness on the workplace in the academic sector, along with any mediation variable that intervenes in the workplace happiness from the organisation's side. In this study, organisational communication has been introduced as a mediating variable. This is a significant gap that has been observed in the academic sector in terms of happiness at work.

### 4. METHODOLOGY

This study follows a quantitative methodology. It employs quantitative and multivariate statistical tools to derive the conclusions from the primary data. The study sample included



teachers from UGC-recognized institutions and universities in the Delhi and National Capital Region (NCR) region, as it is the hub of the universities from which desired data can be assured. The sampling approach 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 university teachers were approached to fill out the questionnaire. Overall, 436 responses were obtained; however, only 384 were deemed relevant and fit for the purposes of this study. The sample size is considered 384 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 (Babaeinesami, 2019; Singh & Masuku, 2014). The SEM diagram is represented using all the items. It was prepared using AMOS 22, and the same is represented in Figure 2.

#### 4.1 Questionnaire Designing

The questionnaire was designed based on input from previously used scales and items in similar studies. To measure the personality types of the teachers, a modified and extended version of the GSOEP Big Five inventory scale (Hahn et al., 2012) was used, comprising 23 items. The dependent variable, i.e. Workplace Happiness, was measured with a shortened workplace happiness scale adopted from Salas-Vallina (2021). Similarly, the mediating variable, i.e., the organisational communication scale comprised of 5 items, was adopted (Verčič et al., 2021). There are 31 items in the survey. From the extant literature, the items were obtained for Extraversion (5 items), agreeableness (3 items), conscientiousness (4 items), openness (4 items),

openness (4 items), openness (4 items), openness (4 items), neuroticism (items 5), and Workplace Happiness (3 items). These items underwent a reliability test, and it was found that the variables passed the dependability requirements (i.e.,  $\alpha = 0.920$ ). In this study, SPSS 20.0 and AMOS 24.0 versions were used to implement the EFA ("Exploratory Factor Analysis"), CFA (Confirmatory Factor Analysis) and covariance-based SEM ("Structural Equation Modeling)". SEM helps to present the causal relationship among the variables under a study. Hence, it is a useful way to present the regression results (Narang, R., 2023; Hair et al., 2019).

#### 4.2 Validity Analysis:

The validity analysis has been presented in Table 1. Validity analysis contains a twofold approach - Convergent Validity and Discriminant Validity. Convergent validity was checked with the help of Cronbach's Alpha, CR and AVE. All the relevant values have been shown in Table 3 and Table 4. **Extraversion** is measured with the help of five statements with a Cronbach alpha of 0.905, CR=0.914 and AVE=0.681. **Agreeableness** contains four items with a Cronbach alpha of 0.934, CR=0.930, and AVE=0.770, which were used to measure agreeableness, which shows that each measure is a good fit for the study's objectives. **Conscientiousness** has five statements that were used to assess conscientiousness, with a Cronbach's alpha of 0.882, a CR of 0.876, and an AVE of 0.589. **Openness** is also measured with four statements that were provided by holding a Cronbach alpha of 0.929, CR 0.932 and AVE=.774. **Neuroticism** is measured with the help of five statements holding a Cronbach alpha of 0.918, CR=0.910 and AVE=0.669. Three statements measure Workplace Happiness and hold a Cronbach alpha of 0.850, CR=0.854 and AVE=0.662. Finally, the mediating variable

**Table 1: Convergent and Discriminant Validity**

	CR	AVE	MSV	ASV	EXT	OC	NEU	WPH	CON	OPN	AGR
<b>EXT</b>	0.914	0.681	0.206	0.130	<b>0.825</b>						
<b>OC</b>	0.961	0.833	0.209	0.130	0.376	<b>0.913</b>					
<b>NEU</b>	0.910	0.669	0.020	0.008	0.101	0.022	0.818				
<b>WPH</b>	0.854	0.662	0.218	0.170	0.454	0.457	-0.001	0.814			
<b>CON</b>	0.876	0.589	0.203	0.117	0.333	0.331	0.143	0.450	0.767		
<b>OPN</b>	0.932	0.774	0.182	0.121	0.336	0.406	0.103	0.427	0.383	0.880	
<b>AGR</b>	0.930	0.770	0.218	0.133	0.447	0.391	0.094	0.467	0.334	0.328	0.877

**“Organizational Communication”** was measured with **Cronbach’s alpha of 0.961**, CR=0.961 and AVE=0.833. The results show that each measure is appropriate for the objectives of this research study. The convergent validity is determined since Cronbach's Alpha and CR in all cases are above 0.07, and AVE is above 0.5. AVE is greater than MSV in all cases (Table 4), determining the discriminant validity.

**Table 2: Respondent Details (N=384)**

	Groups	Frequency	Percentage
GENDER	Male	168	43.75
	Female	216	56.25
DESIGNATION	Assistant Professor	209	54.43
	Associate Professor	101	26.30
	Professor	74	19.27
EXPERIENCE	Less than 5 Years	155	40.36
	6-10 Years	117	30.47
	More than 6 Years	112	29.17
SPECIALISATION	Commerce / Management	113	29.43
	Arts / Humanities	190	49.48
	Science / Technology	81	21.09

Source: Research Output

#### 4.3 Respondents’ Profile:

The demographic information for the respondents is shown in Table 1. The Table shows that the respondents are divided into four groups: gender, designation, experience and specialisation. Males comprise 43.75% of the respondents, while females comprise 56.25%. 54.43% of teachers are Assistant Professors, 26.30% are Associate Professors and 19.27% are Professors. Regarding the specialisation of the faculty, it was found that 29.43% of the faculty members are from the Commerce or Management field, 49.48% were from Arts and Humanities, and 21.09% were from the Science and Technology areas (Table 2).

#### 5. DATA ANALYSIS

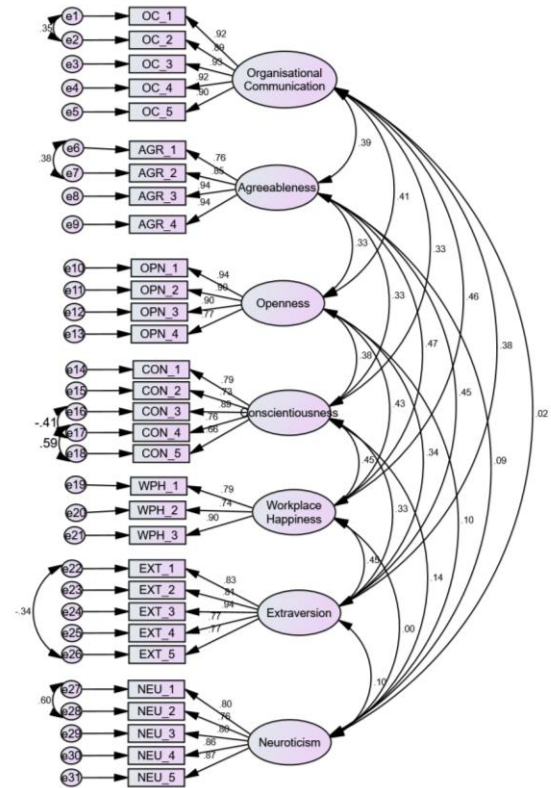
In this study, the data was analysed using multivariate statistical techniques. Table 3 presents the Construct and Item Statistics related to the Mean, Standard Deviation, and Cronbach's Alpha (a reliability indicator). It has been found that the mean value varies from 3.96 to 4.49, whereas the standard deviation varies from 0.617 to 0.815. The reliability statistics, i.e. Cronbach's Alpha value, is above the critical value of 0.7. Hence, the constructs meet the reliability criteria.

#### 5.1 Constructs-Items Statistics:

#### 5.2 Measurement Model:

The measurement model (CFA) presents the relationship between latent and manifest variables. It assures that the “constructs” are fit for further causal relationships (Figure 2). The model fit indices have been presented in Table 4.

Table 4. Indicators of fit for extraversion, agreeableness, conscientiousness, openness, neuroticism and workplace happiness



**Figure 1 Measurement Model (First Order CFA)**

**Table 3: Construct Item Statistics**

Construct/Variable	Measurement (item)	Mean Score	SD	Factor Loadings	Cronbach's Alpha
EXTRAVERSION	EXT 1	4.36	0.698	.797	.905
	EXT 2	4.35	0.718	.803	
	EXT 3	4.32	0.751	.911	
	EXT 4	4.29	0.781	.777	
	EXT 5	4.25	0.815	.744	
AGREEABLENESS	AGR 1	4.29	0.725	.827	.934
	AGR 2	4.32	0.699	.871	
	AGR 3	4.31	0.663	.857	
CONSCIENTIOUSNESS	CON 1	4.08	0.777	.818	.882
	CON 2	4.07	0.748	.721	
	CON 3	4.13	0.737	.813	
	CON 4	4.19	0.713	.772	
	CON 5	4.21	0.694	.812	
OPENNESS	OPN 1	4.23	0.710	.907	.929
	OPN 2	4.24	0.730	.862	
	OPN 3	4.27	0.710	.874	
	OPN 4	4.20	0.712	.766	
NEUROTICISM	NEU 1	4.05	0.746	.885	.918
	NEU 2	4.11	0.751	.852	
	NEU 3	4.02	0.749	.858	
	NEU 4	3.92	0.794	.853	
	NEU 5	3.93	0.753	.868	
ORGANISATIONAL COMMUNICATION	OC 1	4.49	0.622	.906	.963
	OC 2	4.49	0.609	.879	
	OC 3	4.51	0.609	.893	
	OC 4	4.47	0.617	.881	
	OC 5	4.48	0.634	.871	
WORKPLACE HAPPINESS	WPH 1	4.46	0.653	.793	.850
	WPH 2	4.39	0.673	.770	
	WPH 3	4.33	0.668	.805	

SD=Standard Deviation

Source: Primary Data (Calculated with SPSS & AMOS)

**Table 4 Model Fit Indices**

Sample Details (N=384)	CMIN/DF	CFI	TLI	GFI	NFI	RMSEA
Model	2.022	.959	.959	.882	.923	.052

Source: Primary Data (Calculated with AMOS)

CIMIN “Chi-square Statistics in AMOS”, DF = “Degree of Freedom”, CFI = “Confirmatory Fit Index”, NFI = “Normative Fit Index”, TLI = “Tucker-Lewis’s index (TLI)”, RMSEA= “Root Mean Square Error of Approximation”.

The ideal value of CIMIN/DF is below 3, whereas the minimum value for CFI and TLI is 0.95. Similarly, the minimum value for NFI is 0.9, and GFI is 0.85 (Hooper et al ., 2008; MacCallum et al., 1996; Kudeshia & Mittal, 2016). As per Table 3, all the criteria for model fitness are fulfilled.

**Table 5 Correlation Heatmap**

	WPH	OPN	EXT	CON	AGR	NEU	OC
WPH	1						
OPN	0.465	1					
EXT	0.494	0.354	1				
CON	0.495	0.408	0.356	1			
AGR	0.507	0.346	0.471	0.357	1		
NEU	0.001	0.111	0.108	0.155	0.102	1	
OC	0.494	0.425	0.395	0.352	0.409	0.023	1

Note: Color Range (Red to Green from -1 to 1)

Source: Primary Data (Excel Output)



### 5.3 Correlation:

The correlation scores between the variables are displayed in Table 5. It shows how closely the variables are correlated. The heatmap shows that except for the relationships of NEU with WPH, all other relationships are significant. Though the correlation of NEU is positive and significant with OPN, EXT, CON, AGR and OC at a 5% level, all other constructs are significantly correlated at a 1% significance level (Table 5).

### 5.4 Path Analysis – Direct Relationships:

Path Analysis in Figure 3 and Table 6 presents the direct relationships of the big five personality traits, namely EXT, OPN, CON, AGR and NEU, as well as the mediating variable OC with WPH. The values on the one-sided arrows represent the path coefficients ("Unstandardised Beta"), and the values just above the rectangle box represent the "Squared Multiple Correlation". It was found from the Table that.

Table 6 shows that all the direct relationships between big-five personality traits and workplace happiness have been found significant. It may be observed that five out of 6

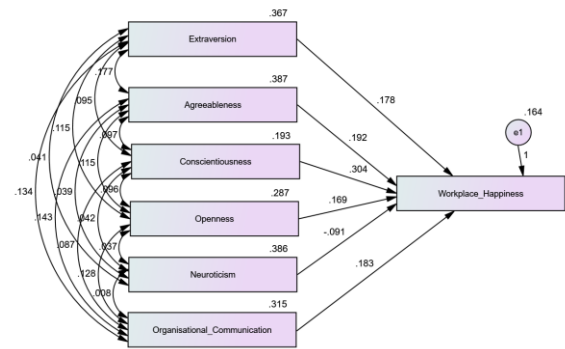


Figure 3 Path Analysis (Direct Relationships)

### 5.5 Indirect Relationships (Mediating Effect of Organizational Communication):

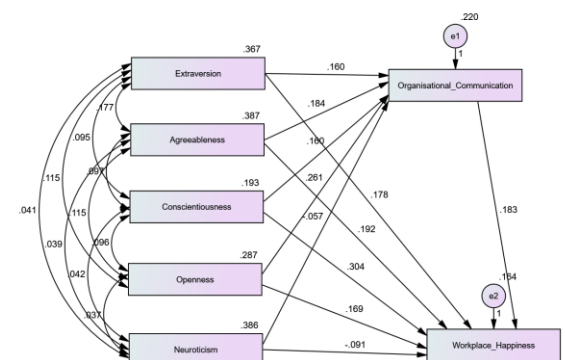
In this study, organisational communication was a mediating variable between the big five personality traits and workplace happiness. Figure 4 and Table 7 present the results. It was found that in all cases, except neuroticism, direct and indirect effects are significant. Hence, it was concluded that organisational communication partially mediates the relationship between the Big Five personality traits and workplace happiness. Regarding the mediation effect of neuroticism, no mediation effect was found as the p-value of the indirect effect is above 0.05 (Table 7).

Table 6: Regression Analysis Results

Path Analysis	Beta	T	Sig.	Result of Proposed Hypothesis
Extraversion -Workplace Happiness (R square=.367)	.178	4.346	.000	Supported
Agreeableness-Workplace Happiness (R square= .387)	.192	4.796	.000	Supported
Conscientiousness-Workplace Happiness (R square= .193)	.304	5.542	.000	Supported
Openness-Workplace Happiness (R square= .287)	.169	3.697	.000	Supported
Neuroticism-Workplace Happiness (R square=.386)	-.091	-2.689	.007	Supported
Organisational Communication - Workplace Happiness (R square=.386)	.183	4.158	.000	Supported

Source: Primary Data (AMOS Output)

variables positively affect the workplace happiness. Conscientiousness has the maximum coefficient of 0.384 followed by Agreeableness (.192), Organisational Communication (.183), Extraversion (.178) and Openness (.169). Neuroticism, with a coefficient of -.091 negatively affects the workplace happiness.



**Table 7 Mediation Effect**

Hypotheses	Total effect	P Value	Direct effect	P Value	Indirect Effect	P Value	Result
WPH <--- OC <--- EXT	0.223	0.001*	0.292	0.001*	0.032	0.001**	Partial Mediation
WPH <--- OC <--- AGR	0.249	0.001*	0.212	0.001*	0.037	0.001*	Partial Mediation
WPH <--- OC <--- CON	0.260	0.001*	0.237	0.001*	0.023	0.005*	Partial Mediation
WPH <--- OC <--- OPN	0.206	0.001*	0.161	0.003*	0.047	0.001*	Partial Mediation
WPH <--- OC <--- NEU	-0.0112	0.009*	-0.100	0.013**	-0.012	0.104*	No Mediation

\* Significant at 1%, \*\* Significant at 5%

Source: Author's Work

## 6. FINDINGS AND DISCUSSION

The study assessed the links between each construct in the conceptual model. The findings are consistent with the earlier studies (Hills & Argyle, 2001; Francis et al., 1998), but such studies were not related to teachers of higher education, hence the findings of this study contribute significantly to the existing body of knowledge. Further, addition of 'organizational communication' is also a novel contribution in this study (Kumari & Khatri, 2023; Gupta et al., 2022). The results show that extraversion positively influences workplace happiness, hence the higher extroverted a teacher is, the more likely they would be happy at work. Similarly, as per this study, higher levels of agreeableness will result in a higher level of teachers' happiness at work because agreeable personality traits show compassion towards others, aid those in need, and enjoy making others happy (Pastore et al., 2023). The results are also positively significant and in the similar lines for conscientiousness, openness, and organisational communication (Kawalya et al., 2022; Bakar et al., 2018). Conscientious employees are more likely to be responsible, organised, diligent, goal-directed, and follow the law. Such traits have also been found positive related to job performance (Hu & Fan, 2022; Chughtai, & Buckley, 2011; Sharma, 2021). Neuroticism, on the other hand, has a significantly negative effect on the workplace happiness of university teachers. The only variable of big-five personality traits is Neuroticism. It reflects the negative side of an individual's personality. It was found that Neuroticism has a negatively significant association with

workplace happiness. Organizational Communication, which is an important mediating variable in this study, also tested for direct relationships. It was found that OC has a direct and positive relationship with workplace happiness. This reiterates the importance of strong and effective communication in business organizations (Kumari & Khatri, 2023). As a mediating variable it was observed that OC partially mediates between personality traits and workplace happiness, except for Neuroticism. It reflects that if utilized effectively, OC can play an important role in strengthening workplace happiness.

## 7. IMPLICATIONS OF THE STUDY

Different personalities respond differently to the work environment. Workplace happiness is one of the most important factors that contribute to job performance, job satisfaction, employee engagement and retention (Tiwari et al., 2024; Kaur & Kaur, 2024). The findings of this study indicate the importance of personality traits and their importance in workplace happiness. The organisations must give importance to personality traits in their recruitment process as well as maintain effective organizational communication so that workplace happiness can be strengthened.

Academic institutions need a more diverse workforce. Universities must be focusing on hiring faculty members with diverse personality traits. Openness leads to curiosity and imaginative capability. They may seek new challenges, love creative jobs, and embrace change at work. As people find fulfilment in learning and exploring new ideas, this might contribute to their

overall job happiness. Similarly, Conscientious people are trustworthy, organised, and self-disciplined. They have a strong work ethic and are dedicated to reaching their objectives. Their conscientious disposition can lead to a sense of accomplishment because they are more likely to complete things swiftly and effectively. This can boost job happiness by instilling a sense of competence and accomplishment. 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 favourably impact job satisfaction (Ritz et al., 2023). Agreeable individuals 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. This nice social setting might enhance a happy workplace. 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 successfully deal with work-related challenges and keep a positive attitude. It's worth noting that these personality qualities interact with a variety of environmental elements, including organisational culture, job needs, and individual values (Jawahar & Liu, 2016; Walsh et al., 2020). On the other hand, understanding the implications of the Big Five personality traits and organisational communication might also provide insights into how individuals' fundamental inclinations may influence their job satisfaction and happiness at work

## 8. Scope for Future Research:

A future study could examine the mediation or moderation effects of the relationship between personality types and workplace happiness among university teachers while taking their demographic variables into consideration. The theoretical framework may also include the variables such as implementation and adoption of artificial intelligence (Mittal et al., 2023; 2024), knowledge management and blockchain technology as moderating variables between the personality traits and other relevant dependent variables. Further researchers can examine mediation effects of job satisfaction, employee engagement, work life balance etc. Also, workplace happiness may be tested as an antecedent to employee retention (Kayani et al., 2023). Present study has been conducted with cross sectional data; a longitudinal study in future may contribute extensively to this area. The future research may compare the model used in this study in two or more industries, geographical locations inside and outside India.

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