Chapter - Two
Literature Review

In this chapter review of literature related to the subject matter of the present research is presented in eight sections. Each section reviews empirical studies carried out in India and overseas.

2.1. Studies Related to the Relationship between Demographic Variables, Work Attributes, and Happiness

Over the years researchers have investigated the factors accounted for the happiness of human beings and discovered that biological, situational and environmental were the three factors that influenced our happiness level. This section of review dealt with the relationship between happiness and demographic factors and work attributes that influenced workplace happiness of an employee, at the individual level.

Ian C. Barrett (1980) examined the interrelationships among happiness, life satisfaction, and job satisfaction, and the selected demographic, personal and work-related variables. Survey data were collected from 1,993 elementary, high schools, and community college teachers in the Southern Ontario area. The findings indicated that educational achievement and income was not significantly related to happiness, age was found to be unrelated and sex was found positively related with job satisfaction. Personal variables (satisfaction with home, marital status and health etc.) and work-related variables (job tenure, income, job title, and type of school etc.) were revealed to contribute frequently and considerably to happiness.

Suojanen Ilona (2012) in her thesis 'Work for Your Happiness; Theoretical and Empirical Study Defining and Measuring Happiness at Work', tried to find out whether there was any connection between happiness and work. To do so she examined the effects of the profession, age, sex, education, income and kind of values people had towards work on happiness. The study results indicated that sex was not related to happiness, level of happiness decreased with the age, the educated people were happier than the uneducated and the employed were happier than the unemployed. People working in "white collar" jobs were more likely happier than

those working in factories or outdoors. Money was a factor of happiness until a certain level of happiness was reached. Work was significant to people and the importance of work increased happiness. Work was also greatly valued, but the people who valued work much were not happier than those who did not appreciate work that much. Safety of work was an important factor of workplace happiness. The importance of work matter more than income for happiness. The quality of work and feeling of independence was highly related to happiness.

Research of **Sodikoff, Charles L (2010**) tried to indentify the factors responsible for happiness of health professionals.   It showed that investment in physician service helps the organization to increase job happiness. Appointment of nurse and accountant reduced doctors' workload and freed them from administrative work and helped them to concentrate their work and hence increased happiness. Promotions of an environment of interaction with other expert doctors also helped to increase happiness quotients of the workplace. In another study, **Malee Geounuppakul et al** investigated workplace happiness of nurses and found that they had a medium level of happiness. Factors that influenced happiness in personnel were age, work experience, income, family relation, administrative policy, work characteristics, work-life balance, the relationship at the workplace, belief, professional progress and recognition, morale, the environment at the workplace and welfare. Predictable factors that influence happiness were work characteristic, the relationship at the workplace, and the environment in the workplace, family relation and work-life balance. In this study, it had been found that older nursing staffs were happier than younger. Employees with higher education, income and experience were happier than any other group. **Syed Shakir Ali Ghazali (2007)** pointed that doctors working at Bahawal- Victoria Hospital / Quaid-e-Azam Medical College were not satisfied with their income level, with the present service structure and with the career prospects. Designation and working environment were the factors with which doctors' were satisfied. Due to the need of suitable service structure and low salaries, most of the doctors in all ranks and with different qualifications were dissatisfied with their job. **Sirinthorn Saisoonthorn et.al (2014)** while studying the workplace happiness of Thai employees, who worked at GlaxoSmithKline found that human resource

planning, training and development and compensation and benefits programme had a positive impact on happiness. On the other hand, occupational health and safety of employees did not matter for happiness.

Studies in Indian context by **Mr. Rajnish Ratna et.al (2011)** on the level of Job Happiness Quotient (JHQ) of private and public banks' officers in Delhi proved that the JHQ level in the private sector banks was higher than those in public sector and identified that sense of accomplishment, ambition, working hours, stressful work environment, age, and compensation had an impact on the job happiness. **Dr. Ritika Jain (2012)** surveyed the executive's job Happiness Quotient in the realm of Rajasthan State Mines & Minerals. The survey covered various issues that were relevant to the organization, some of which required management intervention and some of which related directly to the workgroup. The factors included company, leadership, job, reward & recognition, communication, teamwork, training and development, physical environment, social environment, job security and advancement, goal, improvement orientation, compensation, grievance redressal and conflict resolution. Her findings revealed that Executives of Mining, Mechanical, Research, Material, P&A were happy. Executives of Mining were happiest of all. Executives of Finance, Beneficiation & Electrical Department were overall unhappy. Based on her analysis she suggested that to increase the executive's happiness level, actions   should be taken for up gradation and renovation of flats and quarters allotment and construction of new flats.   More doctors & nurses should be appointed in the hospital and better provisions should be made to improve housekeeping, water coolers, air conditioner, urinals, and washrooms and also attention should be paid to provide improved quality of food items and fresh and hot meals in the canteen. There should be transparency in the reward system and revisit current reward and recognition system for improvement.

Darly S. Famacion-Quinco (2012) researched on workplace happiness of La Salle University administrators. The study involved the members of the President's operations council of La Salle University for Academic Year 2010-2011. Results showed that 50 percent of the administrators of La Salle University were happy at work. They were mostly of women in the age range of 30-39 years old who were

tenured and secured with their job status. The greatest factor that affected the level of happiness of the administrators was the belief that they were doing something worthwhile and the least that affected their happiness was competitive salary. **Martin (2008)** also found that people felt happy when they pursued meaningful activities. **Dimitrov (2012)** stated that employees might be happy to do their work when they perceived significance and meaning of work.

Studies indicated that social support from colleagues and supervisors (**Iverson, Olekalns**, **& Erwin, 1998),** favorable evaluations by a superior (**Cropanzano & Wright, 1999),** helping fellow workers (**George, 1991**) in the workplace causes a person to be happy. **Phathara-on Wesarat et.al**. **(2015)** in their review found that people value friendship at the workplace as essential to their work life Employees with positive friendship and happiness at the workplace were less likely to leave their jobs (**Mao, Hsieh, & Chen, 2012).** Many studies showed the linkage between interpersonal relationship and happiness (**Demir & Davidson, 2013; Søraker, 2012; Westaway, Olorunju, & Rai, 2007).** Positive friendship not only influenced the happiness of employees but also affected productivity (**Bader et al., 2013**) and friendship groups were more committed to their work and direct to higher productivity**. D. & Krueger, A.B. (in Kahneman 2006**) studied happiness of nine hundred working women in Texas, at the time of interaction with different people throughout the day. They were the very happy when interacting with their friends and the interaction with bosses made them unhappy. Even being, alone made them happier than intervening with the boss. The co-workers' companionship gave them modest happiness. Employees with meaningful friendship were happier than those who were unaccompanied. Though, **Mao and Hsieh (2012)** argued that employees with different work levels may differ in friendship anticipation. Higher-level employees had a lower expectation for friendship at work (**Mao & Hsieh, 2012).** Thus, employees working different work levels could differ in the happiness of friendship.

The research had found a significant impact of leadership behaviors on job satisfaction and workplace happiness and 95% of the variance in happiness at the workplace could be directly attributed to the characteristics of the leader. Hence the importance of leadership to an organization could not be ignored. Research showed

that people needed feedback and comments on their work especially from a leader and wanted to be valued and respected in the working environment. Appreciation by leader was translated into feelings, either positive or negative, that became the main part of an employee's happiness at the workplace (**Sharon S. Andrew, 2011**).

Monetary incentives could not always make the employee happy, rather appreciation/ admiration, a pat on the back; recognizing in public the labors put in by the employee or simple facial gestures of acknowledgement that performed   as an important role in boosting the morale of an employee and making employees happy, which, in turn, doubled the power of an employee to do his/or her job efficiently and competently (**Xanthopoulou et al in V. Gupta, 2012**). Dr. Noelle Nelson, a clinical psychologist in her book, ―Make More Money by Making Your Employees Happy, showed that effective   appreciation of employee value   return more than triple time on equity and assets than the firms that don't. Organizations globally, therefore, focusing on making their employees happy. **Dr. Nelson**, in her book also stated that when employees felt that the company took care of their interest; the employees would also care for company's interests. This might result in putting extra efforts for the betterment of the company. There was a direct relationship between happiness at work, and engagement, which meant how much people care about the success of the organization, and how much they felt that individual put into their organization's success. Fair treatment by management and good communication system in the organization would increase employee's happiness which in turn motivated them to provide extra effort. Unhappy or least happy employee cared less about the achievement of the organization (**Sharon S. Andrew, 2011**). The management should trust the employees and gave more autonomy. In a Danish factory, it had been found that within two years time, the employee's absence rate decreased by fifty percent and the production rate increased by sixty percent when the employees were given much more autonomy and authority than before (**Ojanen, 2009 in Suojanen Ilona, 2012**). According to **Romero and Cruthirds (2006),** humor had an enormous impact on workgroups and organizations. Teamwork and communication were significant for employees' happiness but at the same time, a comfortable working environment without superfluous barriers might help to back teamwork, to minimize

stress and to decrease any type tension (**Ilona Suojanen ,2012).** The research by **Gavin and Mason** (2004) showed that employee education training had an influence on happiness and employee commitment. Employee participation in decision-making had the possibility to add to greater happiness (**Chris Barker and Brian Martin**, **2011).**

The relationship between age and happiness was found to be U-shaped (**Clark & Oswald**, **1994; Gerdtham & Johannesson**, **2001).** Review of **Sharon S. Andrew (2011)** showed that 85% of employees at the age of fifty-five plus reached the highest level of happiness, this might be that at this age they reached the highest level of their career. The Employers' Forum on Age (EFA, 2005) found that people at sixties and the under 25's were the happiest at work. Those who were least happy were employees in their 40's. At this age, early years' happiness falls drastically (**Oswald, Andrew, and Blanchflower, David 2009**). Findings from the study of **David Sirota** revealed that an employee joined an organization with a high level of happiness but with the passage of time this happiness level gradually declined. Senior employees were least happy than junior employees.

Gender differences in happiness were due to gender inequality in the society and individual resources like education and income reduced the gender differences in happiness (**Clemens Tesch-Ro¨mer et.al**.**2008).** Though there were very few women in an executive position of the organizations, they were more satisfied than men at work. **Sharon S. Andrew**, **(2011)** reported that eighty-two percent of women and seventy- eight percent of men were happy at work. **Blanchflower and Oswald (2011)** in their review also found that women were happier than men, age was not affecting happiness. In addition, education was found to have a U-shaped relationship with the probability of being happy. Relative income played an important role as a predictor of happiness. Self-employed were significantly more satisfied with their work.

On studying happiness of employed and unemployed persons **Di Tella et. al**. **(2001)** discovered that the self-proclaimed happiness of unemployed persons was much lower than employed persons. Self-employed people were to a large extent happier with their work than the employed. The reasons for this were not the

differences in material resources, lower working hours and personality. Self-employed persons were happier because they enjoyed the greater autonomy of the work. So they were competent to choose tasks they found more motivating and were also capable to weight their diversity. Employed and self-employed people had different work processes that might have an impact on their happiness level. People were happier with lower pay and longer working hours but with higher autonomy (**Matthias Benz and Bruno S. Frey**, 2004). This analysis viewed work activities as one of the contents of the happiness.

To the people, work was very important and the value of work adds happiness. Work was highly respected, but the people who did not appreciate work were happier than those who highly appreciated (**IlonaSuojanen**, **2012**). People got the kinds of work tasks that were matched with their interests (**Porfeli & Mortimer**, **2010).** The individuals' interests could be apprehensive with the meaning of work (**Michaelso**n, **2011**). Some people were perhaps happy to follow the meaningful work (**Grady & McCarthy**, **2008**, **in Phathara-on Wesarat et.al. 2015).** People had a need to be appreciated. Therefore low-status job made employees unhappy (**Kahneman & Krueger**, **2006**).

Eileen Trzcinski & Elke Holst (**2013**) reported that unemployed men were dissatisfied and men in leadership positions had the highest level of subjective life satisfaction. They observed no statistically significant differences among women in high-level managerial positions, women who worked in low positions, and women who specialized in household production, with no employment. Merely women who were unemployed reported lower levels of life satisfaction, compared with women in other employment.

Part-time employees were happier than a full-time employee and there was little difference between the level of happiness of private and public sector employees (**Sharon S. Andrew, 2011).** Andrew pointed that people working in a small organization were the happiest than in bigger organization. People were happy when they had stable employment (**Scherer**, **2009).** Permanent employees seemed to be more satisfied with their jobs than temporary employees (**Ong & Shah, 2012; Scherer, 2009, in Phathara-on Wesarat et.al. 2015**).

At work, women were more satisfied and happy, although incomes of women were lower than average and they did get less other reimbursement compared to men (**Warr**, 2007).It indicated that salary was not all about happiness. **Helliwell and Huang (2011)** gave an explanation of these women valuing jobs with lower pay, but better flexibility with working arrangements (**Warr 2007,in Ilona Suojanen et.al. (2012).** A higher income had a significantly positive but only slight effect on happiness (**Frey and Stutzer**, **2000**). Happiness was more about moment-to-moment experiences than a steady state such as a high salary (**Killingsworth**, **2012).** The salary was not the best motivator; work itself should give meaning, and encourage us to try our best (Wikipedia.org).

Study on income and happiness showed that there was a strong relationship between this two variables. Income meant wages and salary earned by individuals. Salary was an important factor in the matter of career choice. It matters, to some more than to others. People value themselves and other according to salary. (**D. Kahneman, 2010).**People also compared own income with others (**Lembregts & Pandelaere**, 2014; **Oshio & Kobayashi**, **2011**).How much an individual earned that did not stimulate happiness, but how much earned compared to others. People were likely to be happy when they perceived income equality (**De Prycker**, **2010**) and less happy when experienced income inequality (**Oshio and Kobayashi**, **2011**). **Phathara-on Wesarat et.al**. , **2015**) in their review observed that income inequality could positively influence the happiness of some competitive people who gain more income than others **(Hopkins, 2008).** This was because competitive people tried to make the difference between their own and others' rewards. They might be happy with higher income even if it was unequal to those people (**Hopkins, 2008**). It seemed that people earning higher income were happier but their happiness level affected by longer working hours (**Binswanger**, **2006; Paul & Guilbert, 2013).** People in the job with long working hours were unsatisfied (**Georgellis, Lange, & Tabvuma**, **2012).**

2.2 Studies Related to the Relationship between Personality and Happiness

Happiness has been the subject of interest for many centuries, from most primitive Greek philosophy, post-enlightenment Western-European ethical philosophy to current quality-of-life and well-being research in social, political and economic sciences (worldhappiness.report). Today, happiness as a thought seems to be readily embraced by the mass of people and appears to be more esteemed than the chase of money, moral uprightness or going to heaven. In theory, the term happiness is normally used interchangeably with the word subjective well-being, life satisfaction and quality of life. It consists of two components—cognitive and affective. Ulrich **Schimmack et al (2002)** explained the two terms as- "the affective component is an individual's (real or apparent) hedonic balance (i.e., the balance between pleasant affect and unpleasant affect) and the cognitive component is an individual's life satisfaction (i.e., evaluations of one's life according to subjectively determined standards)". Both the components of happiness have been strongly influenced by personality factors. **(Diener and Lucas in Ulrich Schimmack et. al**, **2002).**

Eysenck (1983) noted that happiness was a thing called stable extraversion. If easy sociability and pleasant interaction with other people made a positive effect on happiness then it only made sense that happiness could be associated with extraversion. Similarly, if worries and anxieties made up negative effect in happiness, it could easily be seen that unsteadiness and neuroticism were also related to unhappiness

DeNeve, Kristina M., Cooper, Harris (1998) in their meta-analysis studied the influence of one hundred thirty -seven personality traits on subjective well-being. Personality was found to be a predictor of happiness, life satisfaction, and positive affect, but significantly less predictive of negative affect. The most closely associated traits were: repressive-defensiveness, trust emotional stability, the locus of control, hardiness, positive affectivity, self-esteem, and leisure .When personality traits were grouped according to the Big Five factors, neuroticism was found the strongest predictor of negative affect ,happiness and ,life satisfaction, They noticed that positive affect was predicted well equally by extraversion and agreeableness.

Kenneth O. Doyle and Seounmi Youn (2000) investigated self-reported happiness across a fourfold personality framework that synthesizes psychoanalytic and psychometric approaches to personality structure. Following survey approach data were collected from a representative sample of an adult population of the USA. Four personality types were acknowledged to embed in two basic dimensions-Extraversion/Introversion and Tendermindedness/Toughmindedness. They discovered that in general extraverts were happier than introverts, and tender-mindeds were happier than tough-minded. In particular similarities and differences across personality types in the implication of happiness with respect to good eating habits, financial insecurity, anxiety and tension, financial optimism and health concerns.

Lyubomirsky (2001) in her work established that variables mood and temperamental traits (extraversion and neuroticism), social relationships, purpose in life, and global life satisfaction were   strongly correlated with happiness.

Ulrich Schimmack et al (2002) examined the relationship between personality and cultural factors in the prediction of the cognitive /life satisfaction and the affective/hedonic balance components of subjective well-being (SWB). They predicted that the relation between hedonic balance and life satisfaction was moderated by culture. The influence of personality on life satisfaction was mediated by hedonic balance and also moderated by culture.   Extraversion and Neuroticism, in all cultures, influenced hedonic balance to the same degree. In individualistic cultures society hedonic balance acted as a stronger predictor of life satisfaction than in collectivistic cultures. The influence of Extraversion and Neuroticism on life satisfaction was largely mediated by hedonic balance. The results proposed that the influence of personality on the emotional component of Subjective Well-being (SWB) was pan- cultural, whereas the influence of personality on the cognitive component of SWB was moderated by culture.

Ulrich Schimmack et al (2003) in their article stated that extraversion and neuroticism of the Big Five were the strongest predictors of life satisfaction. By conducting four studies the authors assessed the contribution of the facet of extraversion and neuroticism to life satisfaction. The positive emotions/cheerfulness facet of extraversion and depression facet of neuroticism was the strongest and most

dependable predictors of life satisfaction. These two facets frequently accounted for more variance in life satisfaction than neuroticism and extraversion. The findings suggested that measures of positive emotions/c and depression were necessary and sufficient to predict life satisfaction from personality traits.

The work of **Jose´ Luis Gonza´lez Gutie´rrez (2005)** examined the association between the big five personality dimensions, demographic factors -sex, age and relationship status, and subjective well-being among nursing professionals. Regression analysis showed personality traits Extraversion and Neuroticism were the significant predictors of subjective well-being. There was a positive association between openness to experience and the positive and negative components of effect. The demographic variables -sex, age, and relationship status were found to be differentially associated with the different elements of subjective well-being. The explanation for associations was   found in the links between demographic variables and personality.

LUO LU and CHIA-HSIN HU (2005) explored the relationships between leisure involvement, leisure satisfaction, personality and happiness in Chinese university students. Findings of the study showed that extraversion significantly correlated with almost all kinds of leisure involvement, but neuroticism did not correlate with leisure activities at all. Extraversion significantly positively correlated with leisure satisfaction and neuroticism significantly negatively correlated with leisure satisfaction. Extraversion and neuroticism were significant predictors of happiness; leisure satisfaction had its incremental effects after those of personality traits and other area satisfaction were controlled

Eliseo Chico Librán (2006) conducted a study to determine the size of the relation between subjective well-being and its components and the personality traits. Subjective well-being was associated with extraversion and neuroticism, and neuroticism was generally considered the more important. With the help of, the Satisfaction with Life Scale and the Positive and Negative Affect Scale and revised Eysenck Personality Questionnaire data were collected from students of the University of Rovira i Virgili. The result of regression analysis revealed that personality traits neuroticism   correlated with subjective well-being and neuroticism

accounted the variance of subjective well-being. Extraversion explained the only nominal percentage of variance in subjective well being. He concluded by raising doubts that extraversion being the main trait that influences subjective well-being, and supports the viewpoint that neuroticism-emotional stability was the dimension that was consistently associated with the three components - subjective well-being, satisfaction with life, and affective balance.

Adrian Furnhamand and Irene Christoforou (2007) in their paper determined the dimensional structure of ratings of Morris' happiness types by using the Morris Multiple Happiness Inventory. The study also re-examined the predictable trait of happiness as measured by the Oxford Happiness Index (OHI) and EI (Emotional Intelligence) and personality. It also examined the degree to which the factors that emerged from Morris' happiness types predicted overall happiness as considered by the OHI and the effect of demographic variables in predicting happiness. The study hypothesized that Extraversion and Neuroticism would be, respectively, positively and negatively correlated with happiness and trait EI would be a positive predictor of happiness. Taking into account Morris' happiness types, it was hypothesized that precise individual difference variables (Extraversion, trait EI, religiousness, Neuroticism) would be predictive of different happiness situation or motivations (Sensation seeking, Interpersonal happiness, Spiritual happiness, and Negative happiness). It was confirmed that Neuroticism was not a significant predictor of Negative happiness. The results indicated that in predicting overall happiness influenced of another factor like religiousness could not be ignored. High trait EI and extraversion were the most happiness type proposed by Morris which predicts overall happiness.

Alexander Weiss et al (2008) examined whether personality and subjective well-being share a common genetic structure. To test the hypothesis they collected data from 973 twins by using subjective well- being questions and Midlife Development Inventory. The results revealed that subjective well-being was genetically indistinguishable from personality traits, particularly in traits like emotional stability (low Neuroticism), social and physical activity (high Extraversion), and constriction (high Conscientiousness).These findings indicated that

subjective well-being was linked to personality by common genes and that personality might form an ''affective reserve'' pertinent to set-point maintenance and changes in set point over time.

Piers Steel, Joseph et al (2008) found that Subjective well-being (SWB) / happiness was a fundamental human concern and its area spans from management to mental health. The authors evaluated personality and SWB (e.g., life satisfaction). Results of multivariate analysis showed that different personality and SWB scales could be substantively unrelated and the relationship was normally much larger than what previous meta-analyses had indicated. Total variance in SWB could vary from 39% to 63%   which was accounted for by personality traits.

U. Schimmack et al (2008) established that besides personality traits, two dimensions of subjective well-being - affective well-being (AWB) and cognitive well-being (CWB) were influenced by other factors. In Germany, they noticed that neuroticism was a stronger predictor of AWB than CWB. In the East and West of Germany unemployment and regional differences were stronger predictors of CWB than AWB. In addition, the study confirmed shared evaluative biases in personality and subjective well-being ratings inflated estimates of the effect size of personality. After controlling for this bias, the effects of unemployment and regional differences on CWB were stronger than the effects of personality trait neuroticism. The results exhibited that AWB and CWB were a discrete component of SWB and that research findings for one component might not take an extensive view of the other component. The results raised vital questions about valuing the two components in the conception of subjective social indicators.

Sharon Grant, Janice Langan-Fox, and Jeromy Anglim (2009) assessed the relationship between   subjective well-being, psychological well-being and big five traits of men and women. Results indicated that personality traits were strongly related to psychological well-being .The relationship between personality traits and subjective well-being was not as strong as the relationship between personality traits and psychological well-being. Extraversion, neuroticism, and conscientiousness correlated with subjective and psychological well-being. This finding expressed that these traits represent personality predispositions for general well-being.

Barry R. Schlenker et al (2011) cited that political conservatives were happier than liberals. They proposed that gap in happiness research was accounted for by particular attitude and personality differences related to positive change and mental health. The results of the study expressed that conservatives had greater personal control and responsibility, more positive outlook -optimism, self-worth; more transcendent moral beliefs - greater religiosity, greater moral clarity, less tolerance of transgressions, and a generalized belief in fairness. Liberals and conservatives differ in how they define fairness, the former believed in promoting equality and the latter equity.

The purpose of **Mansoor Momeni et al (2011)** research was to study the relationship between personality variables and happiness among the students of University of Tehran. In this analytical research happiness was dependent variable and personality traits were independent variables .To elucidate the associations among the research constructs, structural equation modeling was used to examine the model fit and research hypotheses. Results demonstrated that extraversion, agreeableness, and conscientiousness impacts positively on happiness, though neuroticism and openness impact negatively on happiness.

Research of **Leslie J Francis et al (2011)** was designed to assess, among adolescents in England whether concern for others happiness influenced individual's happiness. By using Eysenck's three- dimensional model of personality it also tested the theory that concern for the happiness of others occupies a different psychological space from the space occupied by personal happiness. The data showed a high level of concern for the happiness of others. Eighty- four percent adolescents reported that happiness of other people was important for them. High levels of personal happiness were generally associated with low neuroticism and high extraversion (stable extraversion). The data confirmed high levels of concern for the happiness of others tend to be related to high neuroticism, high extraversion, high social compliance, and low psychoticism.

A research was conducted by **Nooshin Pishva et al (2011)** to study the relationships between happiness and personality of medical science participant. With the help of Esenck personality Questionnaire (EPQ) and the Oxford Happiness

Questionnaire data were collected and regression method was used to analyze data. Results showed there was a positive direct relation between extraversion and happiness; and a negative direct relation between neuroticism and psychoticism with happiness. No firm casual inference was drawn by the researchers. Results indicated that the personality provides the context in which happiness operates.

Seddigheh Bahiraei et al (2012) described the relationship between personality aspect and happiness among students of Tehran University. In this research Big-five and MBTI were used to measure students' personality and Oxford's happiness questionnaire was administered to measure the happiness of Tehran University in five training groups namely Laws, Management, Theology, Arab literature/language and Philosophy. The results pointed out that there was a considerable relationship between all personality facet and happiness. Extraversion followed by neuroticism had the highest correlation with happiness. The results of regression analysis showed that about forty-five percent variance in happiness were predicted by personality dimensions. Neuroticism, extraversion, conscientiousness, feeling and judicative traits were good predictors of students' happiness. However, variables agreeableness, openness, and sensationalism did not show any substantial relationship with the dependent variable. The students who were considered more successful in their education were less happy than other students. There was no significant difference between male and female students' happiness level.

Stephen M. Schueller1 (2012) conducted two studies to investigate whether introverts and extraverts benefited differentially from specific positive psychology interventions. For study one participant completed Brief Big Five Inventory, Satisfaction with Life Scale, Positive and Negative Affect Schedule, Authentic Happiness Inventory and Center for Epidemiologic Studies Depression Scale and for study two filled Big Five Inventory for personality and other measures were the same as study one. It contained different interventions such as three good things, gratitude visit, savoring, signature strength, and active-constructive responding etc. Finding of study one revealed that extraverts benefited more from the gratitude visit and savoring exercises, whereas introverts benefited more from the active constructive responding, signature strength, and three good things exercises. No differential effectiveness was

found in study two for the interventions. Results from study one were replicated as the gratitude visit in person was more beneficial for extroverts than introverts. Pooling the participants who completed the gratitude visit in person across the two studies into a single statistical test showed that the gratitude visit was more beneficial for extroverts than introverts. These studies provided support for the notion that introverts and extroverts might benefit from pursuing different strategies to promote happiness.

Marzihe Malekiha et al (2012) was conducted a correlation study between personality, self-esteem, happiness, and depression among boys student of high school. Results of MBTI, Rosenberg Self-Esteem Scale, Beck Depression Inventory, and Oxford Happiness Inventory showed that there was no significant correlation between demographic variable and happiness and depression. It was found that parental status, mother employment, and economic status had no impact on happiness and depressions of students. The findings also revealed, there was the significant relationship between personality traits (extraversion and intuition), happiness and depression; and there was the significant relation between self-esteem, happiness, and depression. The study concluded that there was no theory to indicate that happiness leads to self-esteem and the mechanism by which self-esteem influences human mental health, as well as self-reported happiness, remains unclear.

The purpose of **Greg Huszczoa and Megan Endres (2013)** study was to investigate the individual and joint effects of gender and personality on the choice of happiness strategies. The results of MBTI test showed females with feeling preferences expressing significantly higher use of happiness strategies than males with thinking preferences. Females with thinking preferences and males with feeling preferences showed few important differences from other types.

Oscar N.E. Kjell et al (2013), addressed the need to further contextualize research on well-being in terms of cross-cultural aspects of personality traits among adolescents. They examined happiness/ subjective well-being (life satisfaction, positive and negative affect) and psychological well-being (positive relations with others, environmental mastery, self- acceptance, autonomy, personal growth, and life purpose) and personality traits of Iranian and Swedish adolescents. Findings revealed that Swedish reported higher subjective and psychological well-being, while Iranians

reported a higher degree of agreeableness, openness, and conscientiousness. Neuroticism and extraversion did not differ between cultures. Neuroticism was related to well-being within both cultures. Openness was related to well-being only among Iranians, and Extraversion only among Swedes. A mediation analysis within the Swedish sample demonstrated that psychological well-being mediated the relationship between neuroticism and subjective well-being as well as between extraversion and subjective well-being. The results gave an indication on how psychological well-being might mediate the relationship between certain personality traits and subjective well-being. In general, the intricacy of the results illustrated the need for more research on contextualizing of well-being research.

In his study **Christopher J. Soto, (2014)** examined longitudinal relations of the Big Five personality traits with subjective well-being(life satisfaction, positive affect, and negative affect) of Australian residents .Results indicated that the degree of subjective well-being was associated with higher levels of extraversion, agreeableness, and conscientiousness, and with lower levels of neuroticism. Furthermore, changes in well-being predicted by personality traits and well-being predicted change in personality traits. Due to traits effects, well-being level increased among the individuals who were at first extraverted, agreeable, conscientious, and emotionally stable. The effects of well-being showed that individuals with high initial levels of well-being subsequently became more agreeable, conscientious, emotionally stable, and introverted. These results did not support the common assumption that associations of personality traits with subjective well-being were completely due to trait influences on well-being. The present study viewed that personality traits and well-being aspects reciprocally influenced each other over time.

2.3 Studies Related to Multiple Intelligences

Many universities and companies tried to choose the most competent students or employees from thousands of applicants **(Furnham 2002; Van der Berg and Feij 1993 in Adrian Furnham et al, 2007). Goleman Daniel (2007, in Juvy G. Mojares, 2015)** stated that One's success in a preferred profession depends on his skills and abilities and the most important elements of success were intelligence, determination,

toughness, and vision.

Theory of multiple intelligences was a well-thought-out improvement in both teaching and learning because it helped students to develop all the multiple intelligence (MI) domains. The theory was a reflection to signify ways in which individuals comprehend and perceive the world, solve problems and learn. Likewise, by focusing on the problem-solving activities, teachers, by implementing the theory of multiple intelligences promoted students not only to build-up their accessible knowledge but also found out new content and skills **(Nataša Bakić-Mirić, 2010).**

A study was done by **Hironaka-Juteau, J.H. (2006)** to recognize the impact of a lesson designed on the basis of MI theory on therapeutic recreation undergraduate students. Respondent's responses suggested that learning from MI viewpoint showed a greater student awareness of themselves and others, helped in students' attentiveness and focus, and resulted in a greater enjoyment of hands-on activities. **Ellen C. Katzowitz (2002)** investigated the learning styles and multiple intelligences of students in postsecondary allied health fields of six different diploma programs. The report of the statistical analyses revealed that Medical Assisting students' scored highest in interpersonal, intrapersonal, and naturalistic. This student groups' lowest scores were in musical, kinesthetic, and spatial domains. Practical Nursing students' had highest scores in linguistic, interpersonal, and intrapersonal and lowest in musical, kinesthetic, and naturalistic. The differences between the highest scores and the lowest scores were useful in representing apparent differences in growth of specific intelligence. Linguistic, interpersonal, and intrapersonal were the intelligence domains where Radiology students' scored highest and their lowest scores area were kinesthetic, spatial, and naturalistic. Respiratory Therapy students' were highly intelligent in interpersonal, intrapersonal, and naturalistic and had weak intelligence in musical, kinesthetic, and spatial domains. Sonography students' three highest and lowest domains of intelligence were interpersonal, intrapersonal, naturalistic and musical, kinesthetic, and spatial respectively. On the other hand, Vascular Technology students' highest mean scores were in linguistic, interpersonal intelligence, and intrapersonal with interpersonal having the highest. The lowest mean scores were in musical, spatial and naturalistic intelligence. Interpersonal intelligence was reported

as the highest scores in all groups. People working in the allied health field had much in touch with the public, and these fields were measured people service-oriented fields. Five out of the six groups had low scores in musical, kinesthetic, and spatial intelligence. Linguistic intelligence was required in the six programs and the careers for which students were ready to be employed strain effectual verbal and written communication in training for dealing with patients.

Nataša Bakić-Mirić (2010) studied the implementation of multiple intelligences theory in teaching the English language to pharmacy students at the University of Niš Medical School and discovered that MI theory had a positive impact on learning English language and to increase students' attention in language learning. This theory offered a greater appreciation of student's strengths.

A study was conducted by **Maryam Ansari1 et.al. (2014)** , to identify the MI profiles of medical and non-medical students. The results of descriptive-survey showed that medical, human sciences and basic sciences students could be differentiated in terms of Gardner's intelligences. According to the obtain data best predictors for medical students were naturalist and interpersonal intelligence factors and existentialist, intrapersonal intelligence factors for human science, and logical-mathematical intelligence for basic science. There was no significant difference observed between multiple intelligences of male and female students of the medical and non-medical group.

Today the physicians had to play a diversified role which needed increased knowledge about the relationship between conscious and unconscious learning and memory (psychologytoday.com). Study results of **Rani Kanthan, M.D. and Sheryl Mills, M.Ed** on medical students revealed that the strategies taken by the teacher were similar with the preferred intelligence of 1/3 students of the class. Linguistic intelligence, logical-mathematical intelligence, spatial intelligence and interpersonal intelligence were partially present among students and other forms of multiple intelligences such as bodily-kinesthetic intelligence, musical intelligence, and intrapersonal intelligence were not presented in these students. Examination of the data revealed that up to one-third of the students showed a preference for the former group of intelligence. It might be that this group of students was dissatisfied from the

technique of learning. In their academic performance, there was no overall difference observed, but the insight of this information was useful to the instructor in attempting to redesign instruction for the next group.

Discussion of **M. Pearson (2014)** highlighted the contribution of MI theory and practice to raise the curative association, to supporting a culture of client feedback, to enhancing counselor flexibility, and in general efficiency of therapy. The therapeutic alliance had been shown to put in considerably to positive outcomes from counseling. Latest research highlighted the positive impact from modifying treatment in response to client needs and interests. Understanding clients' special intelligence enhances counselors' capability to modify treatment. Pearson argued that by applying MI theory and practice counselors and their clients could experience increases in the therapeutic alliance, in feedback and the effectiveness of the therapeutic process, presented in the form of expressive therapies.

Multiple Intelligences (MI) at the Workplace

As society changes, so do the complication of a work environment. The workplace is an interactive atmosphere. Combining intelligence with each other, **H. Gardner (2006)** distinguished; the analytical challenge was to lessen the possible combinations to a manageable number. The key was not to measure a particular intelligence but to think about the overall configuration of, and relations among, all intelligence **(J.Karim 2011).** Almost in every occupation, one had several responsibilities that touch on different types of intelligence (Morris 2004).Evaluating Jobs from the MI point of view was truly stimulating because many conventional job-profiles did not differentiate the "real" job. The use of multiple intelligences theory in a workplace would increase creativity and productivity, by enabling workers to use their strengths **(Freund and Piotrowski 2003, in Robert J. Freund, 2004). Martin (2001 in Robert J. Freund, 2004)** twisted Howard Gardner´s multiple intelligence theory into user-friendly tools. Her work provided a total method for investigation of staff requirements, matching applicants to jobs, and supervising and training efficiently. The findings allowed the detection of individual skills and revealing the variety of skills wanted for multi-skilling, multi-tasking, and efficient teamwork.

Gardner's Multiple Intelligences theory could turn into one of the most complex troubles to resolve, that meant the question of the management of intellectual capital (Martin 2001, in **Robert J. Freund, 2004). Riggio, R. E. & Reichard, R.J. (2008)** found that application of multiple intelligences in the workplace might help leaders to use human capital more effectively. This was because job role variety and responsibilities were different across employment spectrums.

According to **H. Gardner (2006),** the workplace called for different intellectual strengths, intelligence profiles, and intellectual relations to coworkers. It was supposed that the theory of multiple intelligences was a feasible answer to attract and retain very talented and skilled individuals, be it leaders or non-leaders and offers concrete approaches to improve human intelligence, and individualized learning that would add to organizational success **(Stefanie D. Wilson and Bahaudin G. Mujtaba).**

Li-Yueh Lee (2010) investigated under what conditions multiple intelligences could magnify the effects of various intelligences to the success of expatriation. The study revealed that the exercise of multiple intelligences was dependent upon expatriates' obligation toward the organization, social support, functional interaction, and assignment term.

The majority of organizational theorists had the same view that having intelligent managers was one of the most significant contributors to overall organizational success and task or mission could not be accomplished by not paying attention to manager's intelligence **(Narges Sariolghalam and Mohammad Reza Noruzi ,2010).** A manager with high in MI was the "executive" of organizational intelligence. These managers must set up and support norms, roles, and system for well-organized application to identified tasks, but must also be responsive and open to adjusting by employing sensitivity, problem- solving and decision- making strategies that permit for adjustment **(Chemers 2001, Mohammad Reza Noruzi , 2011).** The top -performing managers and leaders had notably more "multiple intelligences competencies" than other managers and poor social. Multiple Iiintelligences were strong predictors of executive and management "derailment" and failure in a person's career **(Mohammad Reza Noruzi, 2010).** There was a dearth of study that had

examined the role of individual abilities or intelligence in influencing managerial competencies **(Abdul Kadir Othaman et.al, 2010).** Therefore he attempted to shed light and understanding on the influence of MI on an individual's managerial competencies. Results of regression analysis showed that kinesthetic, spatial, Linguistic and interpersonal intelligence domains were the important predictors of managerial competencies. This suggested that individuals with these intelligence domains likely to be a competent manager who might contribute to the success of the organization.

In his work Timothy A. Judge et. al. (2004) ,on the relationship between MI and the leadership found that affective measures of intelligence showed stronger correlations with leadership than as measured by paper and pencil test of intelligence. Intelligence correlated equally sound with objective and affective measures of leadership. Furthermore, the leader's stress level and the leader's defectiveness moderated the relationship between the intelligence and leadership. Study of Bullock, Jonathan (2008) revealed that transactional leadership behaviors being significantly influenced by linguistic intelligence. The management-by-exception: an active component of transactional leadership verified an important, negative correlation with linguistic intelligence representing that as a leader's linguistic intelligence increases, their use of management-by-exception: active likely decreases. On the whole, the study acknowledged a significant, positive relationship between transformational leadership behaviors and interpersonal intelligence and intrapersonal intelligence. Also, it found logical-mathematical, visual- spatial, linguistic, or bodily-kinesthetic intelligence domains would not influence transformational leadership behaviors .This study concluded that the stronger a leader's capacities in interpersonal intelligence and intrapersonal intelligence the more transformational their leadership behaviors, and so the more efficient their leadership. Ghamrawi, Norma (2013) also investigated the relationship between the leadership styles and multiple intelligences profiles of Lebanese public school principals. Results indicated that principal had a transformational leadership style. Existential intelligence was the strongest predictor of transformational leadership. Almost 50% variation of transformational leadership was predicted by Existential, verbal and Interpersonal intelligence domains. The

majority of school principals enjoyed Visual-spatial intelligence; followed equally by logical-mathematical and existential intelligence profiles; then also equally by interpersonal and verbal-linguistic intelligence; followed by musical, intrapersonal, kinesthetic, and naturalist intelligence. Significant positive correlations were found between leadership and existential, verbal and interpersonal intelligence.

While studying the relationship between multiple intelligences and changing leadership style among heads of Alborz medical university departments- Elyasi**, M. M. et al (2014)** found that there was a significant relationship between leadership style and multiple intelligences. Research results indicated that there was a significant relationship between multiple intelligences (body, musical, and interpersonal intelligence) with changing leadership style. There was a positive significant relationship between musical and interpersonal intelligence with ideal penetration. Furthermore, a relationship exists between visual, body, verbal, logical, musical, and interpersonal intelligence with inspirational motive. There was also a positive correlation between scholarly motivation with visual, body, verbal, logical, and musical intelligence, and between visual and logical intelligence with principals' individual considerations. The quantitative research **of Stefanie D. Wilson and Bahaudin G. Mujtaba** discovered and identified the degree of relationships between the multiple intelligence domains: linguistic intelligence, intrapersonal intelligence, interpersonal intelligence, and leadership. They also examined the relationship between biographical characteristics such as, gender, age, and ethnicity with leadership among higher education faculty in the United States. The study findings showed that linguistic, visual/spatial, interpersonal, and intrapersonal intelligence were dominant among more than fifty percent leader and for non-leaders top domains of intelligence was same as a leader except for linguistic intelligence.

Robert J. Freund (2004) first time showed the social and economic dimensions of the individualization. The starting point for Mass Customization was the inclination for individualism and with the help of MI theory; an attempt had been made to answer whether the MI theory could help Mass Customization. In the education sector, the knowledge of Multiple Intelligences theory could contribute to a more successful accomplishment of Mass Customization. The entrepreneur could

attain a superior fit of the routine characteristics to the individual if it would be possible to identify the customers MI profile. This, in turn, helps a supplier of products or services to differentiation advantage towards the competition. At the companies, the organization, the co-workers and the technology, Mass Customization and Personalization was highly required. To master in technology was not enough to have success with Mass Customization. MI theory helps to built better company learning and transformation processes and to acquire better potential of the co-workers. In this way, a more substantial contribution to the economic success could be made.

Qader Vazifeh Damirchi et.al. (2011) carried out their work to examine the relationship between multiple intelligences and productivity of Cultural Institutions workers in Moghan. This descriptive and analytical study discovered that there was a relationship between multiple intelligences and productivity of Cultural Institutions workers in Moghan.

Based on Howard Gardner's theory of multiple intelligences the quantitative, non-experimental research study of Gale, La Tonya Y (2012) examined the degree of relationship between the domains of multiple intelligences and the job function of managers in sales, human resources (HR), and engineering. The results of the survey showed that sales, HR, and engineering managers scored high on interpersonal, intrapersonal, and logical-mathematical intelligence, which Gardner stated were crucial for leaders. The results were used to provide a deeper and broader understanding of multiple intelligences and the impact it could have on leadership selection, training, and development.

In another study, Chua Yan Piaw et al. (2014) examined the prediction ability of multiple intelligences of the Malaysian school leaders on their work motivation, communication skills, creativity, curriculum management skill and co-curriculum management skill. Results of multiple linear regression analysis revealed that verbal-linguistic, logical-mathematical, interpersonal and intrapersonal predicted work motivation, interpersonal and verbal-linguistic predicted communication skill and verbal-linguistic, visual-spatial, musical-rhythmic, intrapersonal and bodily-kinesthetic predicted creativity. In addition, the eight multiple intelligence domains

were significant predictors for co-curriculum management and logical-mathematical, interpersonal, verbal-linguistic, intrapersonal and naturalistic were the predictors for curriculum management skill.

In 2013, **Dr. R. Senathiraja and M.D. Fernando** carried out a study with the objective to determine the relationship between Howard Gardner`s Theory of Multiple Intelligences (1987) and Team Development of Sri Lankan IT industry' professional. Also, the study aimed to recognize to the IT employees multiply intelligent profiles. The results of correlation, regression analysis and one sample t- test revealed that respondents had a high level of intelligence in mathematical, spatial, interpersonal and naturalistic intelligence domains. The results revealed a positive and significant relation between MI and team development, which meant that intelligence levels of IT employees played a critical role in their day to day work.

The study of **Erkan T. Demirel1 et al. (2011)** examined the impact of MI on entrepreneurial ideas. This quantitative study collected data from small and medium-size enterprises owners of Turkey. One sample t- test, correlation test, and regression test results showed that MI ability of entrepreneurs had a significant decisive impact on their entrepreneurial ideas.

Section 2.4: Studies Related to Locus of Control and Happiness.

There was a direct relationship between internal locus of control and happiness **(Argyle and Myers).** Lu also reported the significant relationship between happiness and internal locus of control **(Lindiwe M. Sindane, 2011).**

Usha Kulshrestha and Chandrani Sen (2006) designed their study to investigate the subjective well-being in relation to emotional intelligence and locus of control among executives. Using Emotional Quotient test, Rotter's Social Reaction inventory, Bradburn's Positive and Negative affect scale, Andrews and withey's life satisfaction scale they established that emotional intelligence and locus of control had significantly related with subjective well-being. High emotional intelligence and internal locus of control scored significantly high on positive affect and scored significantly low on negative affect. Alexandra Stocks et.al. (2012) explored the differences in locus of control and subjective well-being in China and Southern Africa

and also tested how demographic variables related to subjective well-being and locus of control. Their work supported the view that individual of different regions had a different locus of control and subjective well-being profiles and different demographic variables affecting each region differently. China showed a significant negative correlation between subjective well-being and locus of control and Southern Africa showed no significant correlation. Results too point out that gender had a significant relationship with locus of control in Southern Africa but not in China. China had a strong association between subjective well-being and gender.

Paul E. Spector et.al. (2002) studied among twenty-four geopolitical entities' manager's relation with work locus of control, job satisfaction, psychological and physical strain, and individualism/collectivism. They found that effects of perceived control on well-being were universal and relations of work locus of control with well-being at work were similar in almost all the studied areas. In addition, the individualism/collectivism level did not moderate the magnitude of correlations of work locus of control with measures of well-being. The results revealed that control beliefs contribute to well-being universally but how control was manifested could still differ.

Kurt A. April et.al. (2012) in their search of the academic literature found that individual with internal locus of control had good leadership quality. In their investigation of the impact of locus of control on happiness, they discovered that individuals with a balanced locus of control expectancy i.e. a mix of internal and external locus of control could achieve maximum happiness.

Omoniyi, Mary Banke Iyabo and Dr. Adelowo, Abiola Iranade discovered the relationship between emotional intelligence, locus of control, and subjective happiness among widows. Their descriptive research revealed that majority of the respondents had external locus of control, low level of emotional intelligence and low subjective happiness. The study also found that there was a positive relationship between emotional intelligence, locus of control and subjective happiness

The research of **Lindiwe M. Sindane (2011)** presented a quantitative review of the relationship between happiness, creativity, and locus of control; and also personality, age, and emotional intelligence for both employed and unemployed.

Findings revealed that the relationship between happiness and locus of control was weak and the relationship between creativity and locus of control was not significant. Big five personality extraversion interrelated with happiness whereas neuroticism was not. No significant difference between groups on locus of control was observed. There was a positive significant relationship between trait emotional intelligence and happiness.

Hassan Fahim Devin et.al. (2012) examined the relationship between locus of control and happiness among pre-elementary teachers in the city of Mashhad. By applying Oxford's happiness inventory and Rotter's Loc scale to collect data they found a significant negative relationship between the study variables. Furthermore, regarding locus of control and happiness, a significant difference was observed among teachers with different educational background.

The objective of **Seyede Golafrouz Ramezani and Abbas Gholtash (2015)** research was to investigate the relationship between happiness, self-control, and locus of control. They used the Oxford Happiness Inventory, self-control scale of Nikmanesh] and Rotter's Locus of Control to collect data from students. The results of multiple regression showed that happiness was positively and significantly related to self-control. Furthermore, self-control was the strongest predictor of happiness.

Section 2.5: Studies Related to the Relationship between Emotional Intelligence and Happiness.

There was a direct relationship between emotional intelligence and happiness **(Sharon S. Andrew, 2011) .Adrian Furnham and Irene Christoforou (2007)** found that extraversion and emotional intelligence were positive predictors of happiness. Neuroticism was not a significant predictor of Negative happiness of Greek Cypriots who were the residences of South Cyprus.**Tomas Chamorro-Premuzic et al. (2007)** analyzed the relationship between big five personalities, trait emotional intelligence, and happiness of students and nonstudents. Stability, extraversion, conscientiousness, and agreeableness, four traits of big five were positively correlated with happiness and trait emotional intelligence. In addition, results of path analysis showed that the Big Five traits and happiness would be fully mediated by emotional intelligence trait.

Casey, Philip (2009) examined the link between emotional intelligence, happiness, and well-being. Emotional intelligence was related to happiness but not with well-being and well-being correlated with happiness .Components of emotional intelligence was not associated with well-being but except emotion management (others) and trait empathy all facets of emotional intelligence related with happiness. It was evident in the study that emotional intelligence was a good predictor of happiness and intrapersonal emotional intelligence was more significant to happiness than interpersonal emotional intelligence.

Mallika Dasgupta (2010) studied among female IT Professionals how emotional intelligence influenced in controlling role conflict and improving quality of work life and happiness. Her research findings indicated that emotional intelligence had a significant influence on all study variables. A positive correlation was found with a quality of work life and happiness which indicated that to achieve a quality of work life and perceived happiness emotional intelligence played a great role. Work-family conflict and family work conflict negatively related with emotional intelligence it meant that it controls the perception of role conflict and reduced the stress.

The research of **Meetu Khosla and Vandana Dokania (2010)** investigated the impact of happiness on experienced affect, emotion regulation and emotional intelligence among graduate students of Delhi. Two-way ANOVA results revealed that compared to unhappy individual, happy individual showed significantly greater positive affect and emotional intelligence. Happy men and women were more emotionally intelligent than unhappy men and women. Emotional intelligence was a significant predictor of happiness.

Sasanpour M. et. al (2012) tried to find the relationship between emotional intelligence , happiness and mental health among medical science students of Isfahan University. They found that emotional intelligence positively related with happiness and mental health. Students with high emotional intelligence were happier and mentally healthy.

Anne De Kok (2013) in his/her thesis explored and described the relationship between emotional intelligence, job satisfaction and job self-efficacy among South

Africans. Findings indicated that relationship between job satisfaction and trait emotional intelligence was statistically insignificant. The relation between job self-efficacy and emotional intelligence was statistically significant. No possible interaction effect was observed between job satisfaction and job self-efficacy.

Dr. Malik Roshan Ara 's (2013) study intended to find out whether happiness would be forecasted by emotional intelligence of students. Findings exposed that emotional intelligence was significantly correlated to happiness as well as all the components emotional intelligence i.e., Self-awareness, Self-regulation, Motivation, Social-awareness and Social-skill and overall emotional intelligence. Happy individuals were able to control their emotions better and manage their impulses; also, happiness increased the degree of Self-awareness, Self-regulation, Motivation, Social-awareness, and Social- skills. Females were emotionally more intelligent and were inclined more intimate in a relationship than men.

The objective **D. Ruiz-Aranda et al. (2013)** study was to find the relationship between emotional intelligence and well-being indicators (life satisfaction and happiness) and the influence of perceived stress on the relationship between emotional intelligence and well-being of health science female students. Findings of the research revealed that happy individual had higher emotional intelligence score, less perceived stress and higher levels of life satisfaction. The results indicated that perceived stress mediated the relationship between emotional intelligence and well-being indicators, in particular, life satisfaction and happiness. These results suggested, nursing students by increasing emotional intelligence would able to reduce perceived stress and to increase happiness.

Jafar Bahadori Khosroshahi et.al. (2013) in their descriptive study examined the relationship between personality traits, emotional intelligence, and feeling of happiness among students of Tabriz University. A positive significant relation was reported between happiness and big five traits - extroversion, openness, agreeableness, and conscientiousness and the negative significant relation between happiness and neuroticism. Further, the findings showed a significant positive relationship between happiness and emotional intelligence and also it revealed that personality traits and emotional intelligence forecasted happiness, significantly in

students.

Maria Platsidou (2013) tested among high school students and university students that emotional intelligence and its facets were good predictors of happiness. Results of path analysis established that specific emotional intelligence dimensions predict happiness in a distinct way. Vigor and personal efficacy were predicted by Appraisal of emotions. Positive affect, enjoyment, fun and also life satisfaction were predicted by both Optimism/mood regulation and social ability. Social interest was predicted by social ability. In addition, happiness components were indirectly predicted by the lower-level emotional intelligence dimensions via the higher-level emotional intelligence dimensions they affect. Developing emotional intelligence training programme happiness level would be enhanced.

Farzaneh Khordzanganeh et al (2014) examined the relationship between emotional intelligence, happiness, and resiliency with the mental health of Ramhormoz city high school students. The findings revealed that there was a significant correlation between emotional intelligence, happiness, and resiliency with mental health and resiliency was the stronger predictor of mental health than happiness and emotional intelligence.

Iraj Mirkhan et.al. (2014) investigated among female teachers of Urmia city the forecast of life satisfaction based on emotional intelligence, happiness and religious attitudes. The study outcome exhibited that there was a positive association between emotional intelligence and life satisfaction and happiness also positively linked to life satisfaction; however, there was no relationship observed between religious attitude and life satisfaction. Happiness was the single predictor of life satisfaction.

The purpose of **Nasser Bai and Seyed Mohammad Niazi (2014)** research was to investigate the relationship between emotional intelligence and happiness of students of the athletic university. The results showed that emotional intelligence and its facets (Social skills, Self-awareness, Unanimity, Self-control, and Self-motivation) positively related to happiness. Analysis of stepwise regression showed that emotional intelligence subscales (self-regulation, empathy and social skills) played an important role in predicting happiness.

Section 2.6: Studies Related to the Link between Stress and Happiness

In India, **Arvind Kumar Shukla (2013)** explored the relationship between job stress and the employee happiness at work. The sources of job stress that had been investigated in this study include role ambiguity, role conflict, job complexity, task variety and management role. The study population included of all nursing staff working in different private sectors hospitals in Gorakhpur district. The findings revealed that job stress had a significant negative relationship with employ happiness at work. He stated role ambiguity, role conflict; job complexity, task variety and the management role had a significant negative impact on the happiness level of nurses. It was also noticed that 'role conflict' affects the nursing staff the most out of all the stressors that had been studied. In the context of job stress and happiness role ambiguity, Job complexity and management role played an important role. The research suggested that the management should clearly communicate to the employees its goals and strategies, employees should be appreciated for their individual role towards work and management should provide modern technologies for efficient and effective work. To check unnecessary job stress training, work orientation of newly recruited staff, stress management workshops and grievances handling should be implemented. Work brought self-respect and happiness to the individual; at the same time it also created stress and unhappiness **(Layard in Ricardo Blaug et.al.)**

Using Gallup World Poll data **Weiting Ng et.al. (2008)** tried to give the concept of perceived stress. They found that at the nation level stress positively related with well-being and wealth; and there was the inverse relation between negative affect and wealth and income. At individual level stress had weak negative relation with well-being than negative effect. The meaning of stress differs at the national level and individual level. Stress was a negative marker of affective well-being at the national level and for the letter, it showed a reflection of lifestyle differences which strongly associated with wealth and weakly related with affective and cognitive well-being. Both positive and negative conditions could create stress and could have a positive affect.

Masume Azizi (2012) in correlation study tried to establish a relationship

between happiness and stress coping strategies among students. Results of t-test and correlation statistics; which was calculated from the data collected from198 male and 168 female students revealed that positive significant relation exit between happiness and effective coping style. Life satisfaction, positive mood, health, efficiency and self-esteem and happiness significantly related with inefficient coping style.

Keith A. King et.al (2014) investigated that students with low perceived stress had a higher level of stress and low emotional closeness with others. Most of the students had a high-stress level and they applied less stress management strategies. School and lack of time were the factors of stress among them. Students' perceived stress differed significantly based on perceived emotional closeness to important others (social support). It meant that who reported low perceived stress also reported higher emotional closeness to others.

Asım Çivitci (2015), on the relationship between perceived social support and stress in college students, examined the moderator roles of positive and negative affect. Results of hierarchical multiple regression analysis revealed that negative affect had a moderator role in the relationship between perceived social support and stress, and positive affect did not show similar function. Consequently, as negative affect increased, the positive effect of social support on perceived stress decreased.

The aim of the cross-sectional study of **Moljord et.al.(2011)** was to investigate the associations between physical activity, stress, and happiness, as well as possible sex and age differences in these variables among students There was no significant difference on stress and happiness between those being physically less active and more active. Girls had higher stress level and degree of happiness was high among boys. According to age stress level differs. It was high among younger student than an older student, but when looking at happiness and physical activity there were no significant differences between the different age groups. A statistically significant two-way interaction of sex by age was found on both stress and happiness.

Carol Graham and Julia Ruiz Pozuelo (2016) described the relationship between age, happiness, and stress at a country level. In 44 countries, out of 46, they found U shape relationship between happiness and age. With stress, the relationship was reversed U shape in many countries. The most important result was that time of

turning varies depending on average country-level happiness and on individuals' position in the well-being distribution

The study of Abdollahi et.al. (2014) examined the role of hardiness as a mediator between perceived stress and happiness. The research reported that hardiness partially mediated between perceived stress and happiness among nurses. Nurses who had a low level of perceived stress normally experienced greater hardiness and happiness and, nurses with a high level of hardiness reported a higher level of happiness. They found hardiness as a protector against perceived stress and a happiness promoting factor in nurses.

Abdollah Omidi et.al (2011) investigated the connection between happiness, perceived stress and academic achievement of medical sciences students. They reported that female and younger students were happier and the students who felt stress in a normal situation and test time were not very happy. Happiness was positively related to academic achievement and there was a negative relationship between stress and academic achievement.

Enthem Duygulu et.al (2013) explored the effect of role stress on the occupational well-being among pharmaceutical employees and obtained that each occupational well-being dimension had a significant correlation with role stress dimensions. Intra sender conflict negatively correlated with professional self-acceptance and there was also a negative significant relation between managerial ambiguity and occupational growth.

The study of **Holly H. Schiffrin and S. Katherine Nelson (2010)** reported an insignificant inverse linear correlation between happiness and perceived stress.

Section 2.7: Studies Related to the Relationship between Stress and Emotional Intelligence

Nina Oginska-Bulik (2005) explored effects of emotional intelligence on occupational stress in human service workers. Results showed that employees with higher emotional intelligence perceived a lower level of stress and suffered less from negative health consequences. Ability to manage emotion assisted employees in coping with occupational stress in the workplace and training of stress management

would help in this direction.

Hassan Darvish and Ali Akbar Nasrollahi (2011) explored and described the relationship between emotional intelligence and occupational stress and examined the influence of these variables on the job performance of employees who worked in the center of Payame Noor University organization. A significant relationship was reported between components of emotional intelligence and emotional stress, demonstrating that others' emotions and feelings were related positively with emotional intelligence and role overload component of stress was also significantly related to stress. Effective management of emotional intelligence could play a vital role in reducing occupational stress.

According to Hassan Jorfi et.al. (2011) communication effectiveness was a crucial factor for organization's performance and growth, and plays an important role in stress management, and job satisfaction of today's competitive organizations. They investigated that communication effectiveness could moderate the link between stress management with job satisfaction. The study sample consists of educational administration and Agriculture Bank of Iran. Findings revealed that stress management of emotional intelligence had a positive relationship with communication effectiveness and also communication effectiveness played a key role in job satisfaction.

The purpose of **Zeynep Kalyoncu et. al. (2012)** study was to investigate the relationship between the emotional intelligence and work stress of private and Government hospital nurses' of Ankara province. They observed that relation between emotional intelligence and job stress was statistically significant. An individual with a higher emotional intelligence level had a lower level of job stress. In addition, no significant differences reported between the emotional intelligence and the stress levels of the nurses according to their genders. Marriage, age, education, and experience had a positive relationship with emotional intelligence and stress was negatively related to education and wage.

Mohammadbagher Gorji and Narges Moghim (2012) fond out the relationship between factors of job stressors and emotional intelligence of nurses and compared them in emergency and hospitalize sections in our country The results of

the statistic analysis showed that there was a meaningful relationship between stressors and emotional intelligence of nurses in emergency departments and no such, a relationship was observed in the inpatient center.

Logendran Mayuran (2013) examined the impact of emotional intelligence on the stress of school teacher and bank staff. The study revealed that components of emotional intelligence were a significant determinant of stress management of school teachers. The weak positive relation was found between emotional intelligence and stress of bank staff. The ability of stress management of school teachers and bank staff was moderate.

In their cross-sectional study **Maryam Khaniyan et.al. (2013)** established the relationship between emotional intelligence and occupational stress of Tehran training hospital rehabilitation staffs. They reported that the relationship between emotional intelligence, components of emotional intelligence and occupational stress were negative and significant. Two-components of emotional intelligence understanding others' emotions and social skills could be the predictors of occupational stress.

Deepa Mohan and Sudarsan N (2014) reported very weak relationship between emotional intelligence and organizational role stress among employees of IT sector. Finding of **Semih Soran et.al (2014)** exhibited that job stress and emotional intelligence meaningfully correlated with performance. Further, emotional intelligence had a mediating effect on the relationship between job stress and performance of banking employees of small-medium enterprises in Turkey.

DR. R. Krishnakumar and S. Lalitha (2014) stated that there was a link between emotional intelligence and occupational stress. Emotional intelligence helped to understand work environment in a better way which in turn help to reduce occupational stress. They tried to find this link with the respondent who worked in publishing and digital solutions located in Pondicherry, South India. Their study exposed that there was a positive relationship between emotional intelligence and occupational stress.

Reshu Agarwal and Pradeep Sharma (2015) reported that workplace environment of colleges had become highly stressed. To cope with stress personnel worked there need certain special competencies to manage their effectiveness. In this

direction, they examined the relation between faculty effectiveness, occupational stress, and emotional intelligence and found that by increasing emotional intelligence one was able to reduce his/her stress level and to increase their work efficiency.

Section 2.8 Studies Related to the Relationship between Stress and Locus of Control

Jessica Goyzman found that locus of control and stress had no significant effect on students' academic performance. Among undergraduate students, the buffering support of stress was observed in internal and not in external **(Irwin N Sandler and Brain Lakey; 1982)**

Angela C. Roddenberry (2007) assessed among college students the mediating effects of self-efficacy and locus of control in the relationship between stress, psychological and physical symptoms, and to see the utilization of health services. Findings revealed that stress was positively correlated with symptoms. There was a significant positive relationship between stress and external locus of control and the negative relation was noticed between self-efficacy and stress. School principals who had internal locus of control had the highest score of stress management and this score was low in case of external principals. There was a statistically significant difference in stress management scores on the basis of locus of control type **(Peter Onyango Ogolla et. al., 2016).** Stress, emotional intelligence, and locus of control were predictors of work satisfaction of academician **(Steliana Rizeanu, 2016).** Vasiliki Brouskeli and **Angelos Markos (2013**) reported unemployed with external Loc in Greek in the age group 20 to 64 experienced more stress.

The research observed a weak, positive insignificant correlation between locus of control and professional life stress in people (www.123HelpMe.com). Kobasa 1979 reported that managers who experienced high stressful events and remain healthy were internals. Internals experienced less stress **(Kenneth R Brousseau andMark A Mallinger' 1981).Pilisuk and Montgomery (1993)** reported that external locus of control was related to a greater number of stress-related somatic symptoms than internal locus of control. An external was significantly related to higher stress scores and lower achievement orientation. Higher achievement orientation was positively

associated with the use of active coping styles. Male was more internally oriented in terms of locus of control than female **(Douglas S. Mulbury, 1995)**

The study of **Rajiv Kumar Jha and Bushara Ra Bano (2012)** showed that the Indian employees had a high level of job stress. Employees with internal Loc were less stressed in their jobs and more satisfied with the organization at the same time external employees were high on stress and not satisfied with their jobs. The findings of **Jui-Chen Chen and Colin Silverthorne (2008)** stated that to predict job satisfaction, stress and performance in Taiwan account firm Loc play a vital role. Individuals who had a high level of internal Loc also had higher levels of job performance, satisfaction and low level of stress. **A.P. Singh and Nitu Singh (2014)** discovered that Loc moderated the relationship between general health and negative life even, the stress of managerial personnel of different private sector organizations in India.

Roohangiz Karimi and Farhad Alipour (2011) suggested locus of control can be used as an important tool to decrease job stress and to increase job satisfaction. For this, it was important to develop promotion system and sense of self-esteem, and increasing high salary and quality of life.

2.9 Conclusion

In the last several decades a good number of research works have been done on subjective –well- being /happiness and its determinants and, on its relation to personality, intelligence and stress. In integrating research findings of these studies very little effort has been made.

In public sector organization, it is claimed that humanity and motivation encourage employees to serve society and it is significantly related to employee's workplace happiness **(Jamshed Adil Halepota, 2011).**Though, workplace happiness of public sector employees and its relation to personality, intelligence and stress are inconclusive and demand more investigation that forecast workplace happiness in public sector. There is a dearth of study in public sector and expect an exploration of work attributes of happiness and relation between personality, intelligence, stress and happiness.

After the review of the available relevant literatures, this research work intends to analyze the relationship between personality types, intelligence and workplace happiness of medical professionals in West Bengal. This study will employ two instruments at a time to find the happiness level of an individual, in previous studies, such type of work have not been found. In India in public sector work setting, especially on health sector's employees' very little literature is available. In the view of this fact, an attempt has been made in this study to provide some knowledge on workplace happiness of medical doctors and its relation with personality, intelligence, and stress.