Precursor To Happiness and Factors Influencing Higher Education Wellbeing

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Abstract

Being happy is of great importance to most people and happiness has been found to be a highly valued goal in most of the organisation. The interest in happiness has also extended to workplace experiences. Workplace happiness plays a pivotal role in deciding the future growth of the higher education Institutions. Institution Professors/Teachers are the key asset of the Institution and if they are found to be happy and satisfied with their job and their workplace than it indirectly effects the overall functioning of any school.

This research is a detailed study about the definition, cause and consequences of happiness at work. It has also drawn attention to a comprehensive measure of individual's level of happiness which primarily includes positive wellbeing, job satisfaction and organisational commitment and work engagement. The paper also shows the relationship of various determinants of workplace happiness and figuring out the happiness of the employees at the workplace. The study is exploratory in nature and a survey was conducted among the teachers /professors of higher education institutions in National Capital Region of India. Self-structured questionnaire was used to collect the primary data.

This research paper suggests workplace happiness and understanding its various antecedents and their impact on the workplace's happiness of higher education wellbeing.

Keywords: Happiness, wellbeing, Education, teacher's perception, factors

INTRODUCTION

Education play a pivotal role in individual's societal success. It is emphasised by the educationalists that higher education shapes the future of the citizens but economists undermine the influence of education on the earnings and prosperity (McMahon and Oketch, 2013; Nussbaum, 1997). Empirical study on the impact of education, measures economic productivity relatively than quality of life (Gouthro, 2010) and ignores intangible demand side factor (Seeberg, 2011). The study also argues that impact of education on wellbeing provides a way to measure the efficacy of educational system. Subjective well-being improves the human capital approaches to educational studies (Forgeard et al., 2011; Zepke, 2013). Research supports that there is direct relationship between subjective well being

LITERATURE REVIEW

Concept of Happiness

Happiness is commonly stated as how individuals experience and estimate their entire lives. Moreover, happiness can be defined as "the experience of frequent positive effect, infrequent negative affect and an overall sense of satisfaction with life as whole" **(Myers & Diener, 1995).** Happiness can be in the form of; pleasant moods/sentiments, welfare and optimistic attitude has been attracting continuous growing attention all the way through psychology. In various cultural and societal settings happiness is reflected to be the topmost priority, it is well thought-out as a lifetime goal for human beings in general. The state of

happiness is of great significance to most individuals. In the BHE- (Basic Human Emotions) typology 'joy' is reflected as a form of happiness. The fundamental of human experience comprises of the emotion of happiness and being able to feel happy; which is a rare set-up because human beings in general reflect slightly less happy emotion.

Many philosophers and social researcher have defined happiness in multiple ways they have derived the definition based on *Hedonic approach* of happiness which includes "pleasant feelings and favourable judgement" versus *Eudaimonic approach* of happiness involving "doing what is virtuous, morally right, true to one's self meaningful, and leading to growth and development of individual".

The Hedonic approach is demonstrated by various studies on independent well-being. Subjective well-being generally has two correlated modules which are: The judgement of life satisfaction and the affect balance, or having a majority of optimistic feelings and comparatively little negative feelings. In compare to the Hedonic approach of happiness which involve pleasant emotions/feelings and judgements of satisfaction in the Eudaimonic approach.

The Eudaimonic approach involves welfare, self-validation, self-actualisation, and interconnected concepts which suggest that a content or good life comprises; right actions and upright growing, following essential or self-concordant goals and using and evolving. The critical aspect is individual's expertise and talent, irrespective of one's distinctive feeling at a given point of time. Lately after measuring hedonic and eudaimonic features of well-being it was detected that they are correlated to each other.

Happiness at Workplace

The interest in happiness has stretched to the work experience. Individuals who are engaged in any kind of employment mostly spend a lot of time of their lives at their respective workplace. Thus it is essential to analyse how workplace and employment influences the happiness of individuals and societies as a whole all over the world. Dr Laurel Edmunds and Jessica Pryce-

Jones conducted various studies on this issue of happiness at workplace, through their research they defined workplace happiness as "Happiness at work is about mindfully making the best use of the resources you have, to overcome the challenges you face. Actively relishing the highs and managing the lows will help you maximise your performance and achieve your potential. And this not only builds your happiness but also that of others – who will be affected and energized by what you do"

This easy hypothesis states that in order to achieve happy/content, pleased and dedicated customers; firstly, the companies must have happy/content, pleased and dedicated employees. Southwest Airlines' Chairman Herb Kelleher has rightly said that *"I put employees first, because if you have happy employees, that will lead to happy customers"*. Individuals have the ability to make a remarkable change if they are happy and satisfied at their workplace, leading to a highly-committed workforce.

There are many construct which are taken into consideration and that reveal some form of happiness/optimistic feelings which considerably affective experience at the workplace/office. These construct mainly includes levels of issues in organisational happiness Research and Stability Issues in Happiness Constructs; the similarity which these constructs have between them is that they all discuss about the pleasant judgements (optimistic attitudes) or pleasant experience (optimistic feelings, frame of mind, sentiments, flow states) at the workplace/office.

There is limited literature in the area of workplace happiness available literature mainly concentrates in identifying the job-related factors influencing happiness and identifying the link between them, some of the relevant literatures have been presented in the following paragraph.

Erdogan et al. (2012) proposed a state perspective of workplace happiness in which satisfaction is governed by environmental fulfilled leadership, professional development, work engagement, and individuals environmental fit all improve the clarity of job satisfaction and wellbeing. He also stated a well-

defined theoretical model for analysing the association between various work connected antecedents.

Warr (2007) highly emphasized on the several characteristics of workplace centric happiness, combining an individual-focus as well as an environment intensive perspective.

According to Gloster et al, (2017): Mindfulness as well as the psychologically flexible response approach are some examples of cognitive repertoires which have been found to mitigate the severity of worry and improve overall wellbeing.

Huppert FA et al, (2013) stated that Well-being has already been related to professional, personal, and interpersonal accomplishment, with people who are well-adjusted demonstrating higher work efficiency, higher knowledge acquisition, improved concentration, stronger prosocial actions, and stronger social interactions.

Educators' skills are indeed a significant strategic asset for higher education institutions because they are difficult to duplicate (Kumar & Giri, 2015).

Educators' psychological wellbeing is really a key measurement for educational establishments, because teachers with high well-being are much more efficient, intellectual, and also have stronger interpersonal interactions. s (De Neve, Diener, Tay, & Xuereb., 2013).

Though some research suggests a link between psychological empowerment and employee satisfaction, there seems to be a lack of scientific data to back up the claim (Garg, 2017).

This highlights the need for more thorough research in this domain for better empirical based evidences and discussions.

Factors that affects workplace happiness

According to Sharon S. Andrew there are various driven forces which effect happiness at workplace. They all are directly or indirectly related to the employees' sense of happiness. These factors might vary from person to person but it forms a crucial part while determining happiness at workplace.
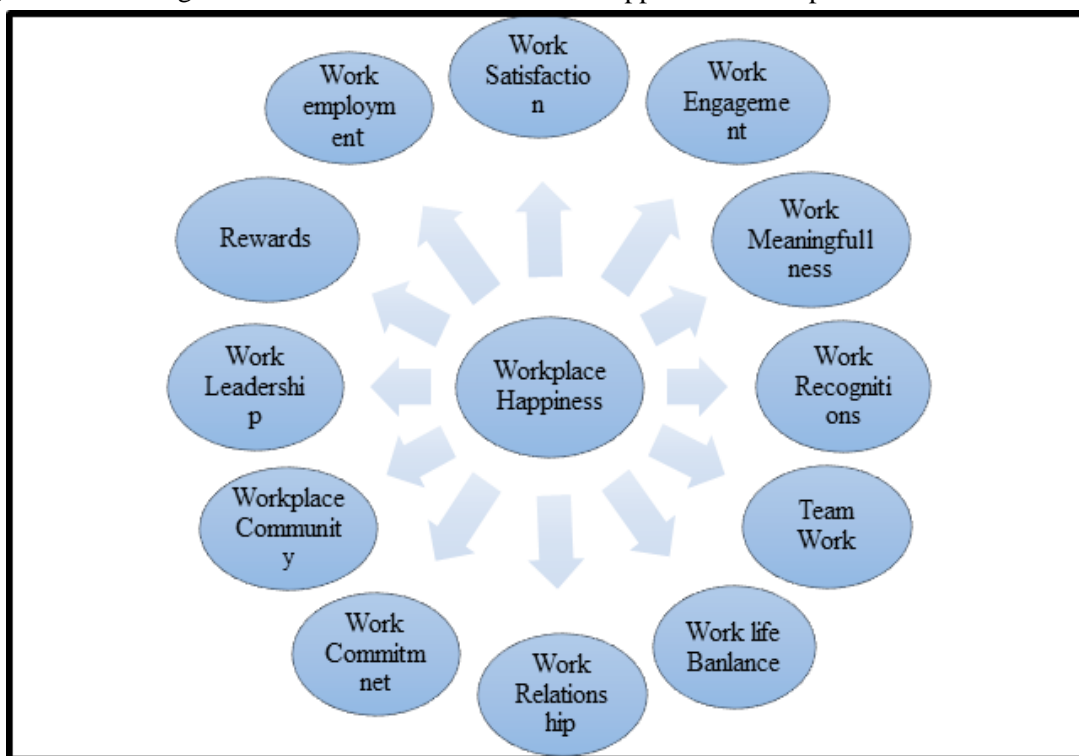

Figure. 1.1. Showing Factors leading to workplace Happiness
Source: (Mayer & Diner, 1995)

Contents of happiness constructs and methods differ extensively; still they depict related satisfaction and working happiness. Also these constructs emphasis mainly on the Hedonic approach of happiness, and positive beliefs about an object which are core driving factor that shows how happy an employee is in his organisation the factors include job satisfaction and happiness, affective assurance as well as the experience of optimistic well-being at workplace. Additional construct comprises of both Hedonic and Eudaimonic content, the latter containing learning, development, independence and self-actualization.

The three major elements which are proved to be an important measure for determining workplace happiness are job satisfaction, affective commitment and well-being or positive emotions while working.

Determinants of Happiness at Workplace
According to **Fisher and Cynthia. D, (2010)** opined that for measuring workplace happiness there are, three major determinants of all that help in concluding that how much an employee is happy working in an organisation as shown in **Figure. 1.2**

Figure.1.2. Showing Determinants of Happiness at Workplace
Source: (Fishers, Cynthia. D, 2010)

- **Job Satisfactions**

Job satisfaction talks about a person's emotional state of satisfaction on respective workplace, which performs as a motivational factor to work. This is the self-containment a person receives while in an organisation. This is a pleasing and optimistic attitude possess by the worker towards his work life. According to **Locke, (1976);** Job Satisfaction is described as "a *pleasurable or positive emotional state resulting from an appraisal of one's job or job experience"* Factors such as salary, job procedures, security, job status, quality of work also greatly influence the level of satisfaction of the employees.

Herzbergs, et al. (1957) studies highlighted a U-shaped relationship among job satisfaction and age of the personnel's in the organisations. According to his observation he concluded that when employees started their first employment their job-satisfaction was high. However, employees job satisfaction momentarily started to decline during their age of late twenties 20's early 30's, after this age gap period their job-satisfactions once again started to increase. This

displays that job satisfaction is also in tenure of retention of the employee in a particular organisation.

- **Organisational Commitment (Affective)**

Organizational commitment is the second most common measure in the set of construct which are interrelated to happiness at workplace. Commitment has been explained in multiple ways, but not all of which are openly related to happiness. Commitment which identifies the personality of the individuals with the organisations objectives, values and goals, and also those being affectively committed to the organisation would be considered part of happiness at workplace.

Organisational commitment Questionnaire (OCQ) is referred as a predominantly assessing instruments for the affective form of commitment designed by **Mowday. Et.al, (1979).** The scale was intended to tap the extent to which employees identify and consent with the organisation's goals, and are willing to exert effort toward those goals, and the Strong desire to stay a part of the organisation commitment

Meyer and Allen (1991), clearly separated the commitment concept into three mechanisms which are:

- Affective

- Continuance

- Normative

This component of Affective Commitment is mostly associated with happiness as it represents emotional attachment to the organisation. It is the most established approach to the organisational Commitment under which commitment is considered to be an effective, sentimental and emotional attachment to the organisation. In such a way that the highly committed employee classifies with, is involved in, and enjoys the association with the establishment.

Positive Wellbeing (Happiness)
Positive well-being leads to flow and intrinsic motivation on the employees, which results in the joyful experience when immersed in a task. Here, wellbeing and happiness are used interchangeably. Flow happens when person is totally engrossed in using distinctive skills to progress on a challenging duty, such that the employee is not aware of the passage of time and irrelevant external stimuli.

Flow refers to a highly enjoyable state, it is defined as an exciting, joyful which offers a deep wisdom of enjoyment, having a finest or ultimate experience and having characterised by high activation optimistic affect, but it also involves frame of mind for learning, development, growth and mastery as stated by **(Csikszenthihalyi,1990).**

States of positive well-being can take place when people are working on such responsibilities which are beyond their own average knowledge and skill requirement it brings out a challenge for them to perform well. When such circumstances arise, the individual is not only appreciating the moment, but is also extending his/her competences with the prospect of learning innovative skills and increasing confidence and individual complexity.

The Happiness plays a very crucial role in development of overall organisation. The above determinants of Happiness at workplace can be set as an active index for comparison of effectiveness of any organisation, it is an evident that more weights age should be given for fostering employees' happiness, as well as protecting employees' turnover

Well-being and Education
It has been observed that researchers, policy makers and Educational Institutions assume that education enhances the better life and well-being explicitly or implicitly (Cockerill, 2014). Though it is generally assumed that education have a positive impact on wellbeing of individuals now it has become a topic of research (Gouthro, 2010), but the relationship between the education and wellbeing is not very clear. It is very evident from the 'World Happiness Report' that there is no direct impact of education on happiness (Helliwell, Layard and Sachs, 2012) rather it has been observed that education impacts wellbeing indirectly through job satisfaction, job security and income. According to Layard and Sachs (2012), the effect of positive direct is smaller as claimed by the educationalist. There is also evidence which is contradictory that education improves wellbeing like studies also suggests that in certain context higher education levels decreases job satisfaction (Mora and Ferrer-i-Carbonell, 2009). Research also shows that highly educated men are more likely to be unhappy (Chevalier and Feinstein, 2006). Regardless of inconsistent findings,

It has been seen that education has little but significant positive impact on the well-being (Blanchflower and Oswald, 2004; Salinas-Jiménez et al., 2013; Witter et al., 1984).

Rationale of the Study
It has been established through the above literature that there is very limited literature available, which focuses mainly on precursor of happiness at workplace and factors which affects wellbeing of teachers/educators in higher education with respect to Indian settings. No proper research analysis has been conducted in Delhi NCR region to find out various antecedents of workplace happiness and wellbeing. Delhi NCR is the Indian capital region which is considered to be the higher

education hub in India. Students and teachers from various parts of India and from outside India comes here to engage in educational realm directly or indirectly. Pressure to perform and stress among the teachers/educators in Delhi NCR is higher as compared to other regions, thus it becomes necessary identifying various precursor which intensely influences workplace happiness and well-being because the efficiency and effectiveness depends on this factors.

The purpose of this research is to make an in-depth study on workplace happiness and various components influencing happiness. Existing literature testify three major components of happiness well-being, affective Commitment and Job satisfaction thus, the primary objective of the study is to measure the extent of the various components in influencing happiness at work.

METHODOLOGY

The study is a combination of exploratory and descriptive analytical research. An online survey was conducted through the goggle doc. form and responses were collected from the different institution from Professors/teachers with a sample size of 100 respondents. Relevant data was collected with the help of well-designed questionnaire based on the standard question set by (Fishers, Cynthia. D)**,** primary data was collected for the study of Happiness at

Workplace for the wellbeing of higher education's teachers working in educational organization in Delhi NCR.

However, the canvas was further extended in order to develop a comprehensive model of dimension of work place happiness based on existing literature and survey. Through the review of literature theoretical issues of concern areas like job Involvement, organizational commitment, Job satisfaction and issues of wellbeing has been studied, the object is to construct a theoretical framework through which the outcomes of the collected data (Primary and Secondary) could be summed up and interpreted.

ANALYSIS & DISCUSSION

Data analysis has been separated under three categorise which are;

(i)   Demographic Information

(ii)   Interpreting Determinants of Happiness at Workplace

(iii) Job Satisfaction

(iv) Organizational Commitment (Affective)

(v)   Well-being

(i) Demographic Information:

5.1.1 (i): Demographic Information
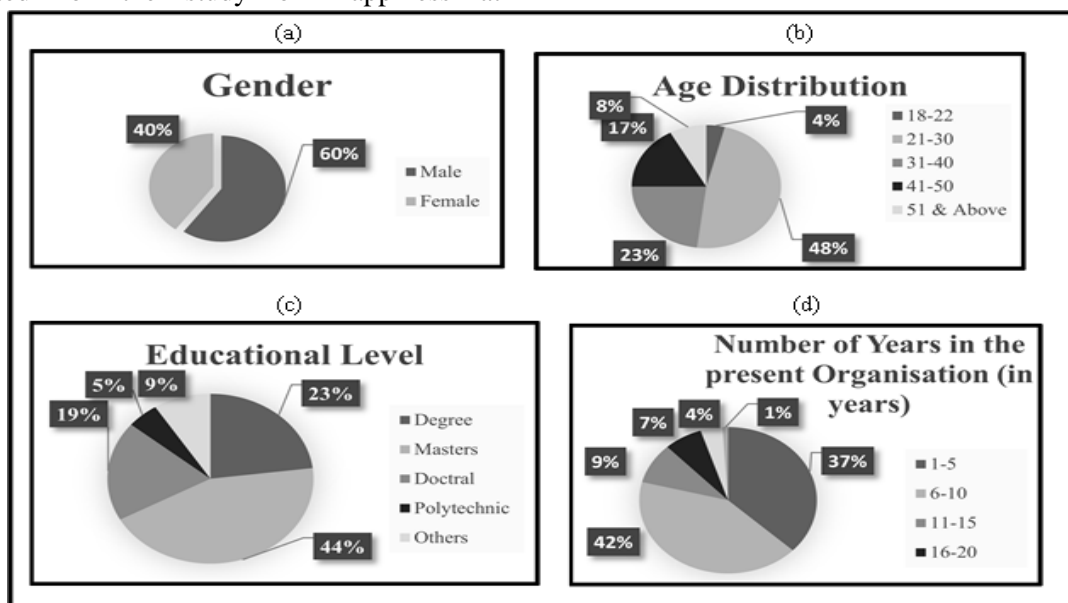
(i): Demographic Information

Figure: 1. showing the Demographic profile of the respondents (Gender, Educational Level, Age and Number of years in the Organization)

Demographic profile represents the personal details like gender, age, and educational qualification etc. of the respondents. Collecting demographic details is important as it plays a crucial role the time of analysing the study and help in extracting a valid relation between the personal details of the employees and relating it with happiness of the employees at workplace.

INTERPRETATION

The figure represents the demographic data of the respondents to analyse the discoveries.

Gender Distribution: Figure 1(a-d) Displays that from the whole arrangement of the respondents where from Figure 1(a) analysed the respondents under which 60% of the respondents are male and other 40% of the remaining respondents are female. Age of the respondents are evenly distributed as per Figure.1 (b) where the maximum of the respondents i.e.48% of the total respondents falls between the age group of 23-30 years, 23% of the respondents fall within the age group of 31-40 years and only 8% of the respondents are between the age limit of 41-50 years. It is a positive indication as the majorities of the professors/teachers is young in the different institution and is likely to contribute and perform towards the fulfilment of the organization and Institution.

Educational Level: Figure 1(c) shows that out of the total composition of the respondents are comparatively greater for the individual professors/teachers have passes the Doctoral (PhD, B.Ed. etc.) level of education i.e. 44% than the respondents who are have passed in degree level education i.e. 23% and only 5% of the respondents are qualified with polytechnic level of education.

Number of years in the present organization: Figure.1 (d) shows that majority of the professors/teachers i.e. 42% total respondents are found to have a working experience in the present organization between 6 to 10 years that also indicates that the most of the professors/teachers are the happy at their workplace and its shows the organization are working for their well-being too, 37% of the professors/teachers are seen to have a working experience in the presents organization 1-5 years

which also shows that they are committed and satisfied with organization and the organization are working for their well-being. Only 9% of the workers have a working experience of 11-15 in the present organization, 7% of the respondents are working present organization 16-20, 4% of the respondents have the working experience in the present organization and remaining 1% of the respondents are found to be working experience in the organization for more than 26 years. The years of working experience of the respondents shows that satisfactory, commitment (Affective) and well-being organization as the some of the institution having the shortage of experience personnel. It can be assumed that the reason for the shortage of experienced professors/teachers in the different Institution is because of frequent turnover or tendency to stay in the organization of the professors/teachers due to the lack of job satisfaction, happiness and commitment towards the organization in the long run.

Figure 1 (a-d): clearly represents both male and female professors and teachers working in the Institution, as their nature of the job is researchers and supervisory roles, the management prefer both male and female employees. The majority of the professors and teachers found to be in the age group of **21 to 30** years, that shows majority of the employees hired are young. The employees are of the opinion that Institution must hire senior professors with experience so that professors can give their contribution in the development of the Institutions and the Institutes should organise various types of major training programmes to Induct the experienced and talented professors and teachers to give the academic service to the Institution. It is observed that only 23% of the professors and teachers within the age group of 31-40 years are the respondents with more experienced and old employees of the different institution. It is great indication that most of the respondents have passes the Doctoral (PhD, B.Ed. etc.) level of education i.e. 44%. Work experience of the respondents is favouring 6 to 10 years (42%) which is good for the health of the institution and it can be assumed that happiness and job satisfaction can be a reasons for the most of the employees having the good

experienced in their present organization, further they are satisfied with the organization and the employees showing the upright commitment towards the organization.

Interpreting Determinants of Happiness at Workplace:
The tables and figures shown below represents the various components and factors of the determinants of happiness at workplace (Positive

wellbeing, Organizational commitment and job satisfaction). These factors are used in the survey questionnaire to derive a practical relationship of these factors with the present happiness of the employees in their workplace.

Thus the percentage or number of people responding either positively or negatively to a particular factor is collected and discussed below.

Table 1: Showing Components of work and well being

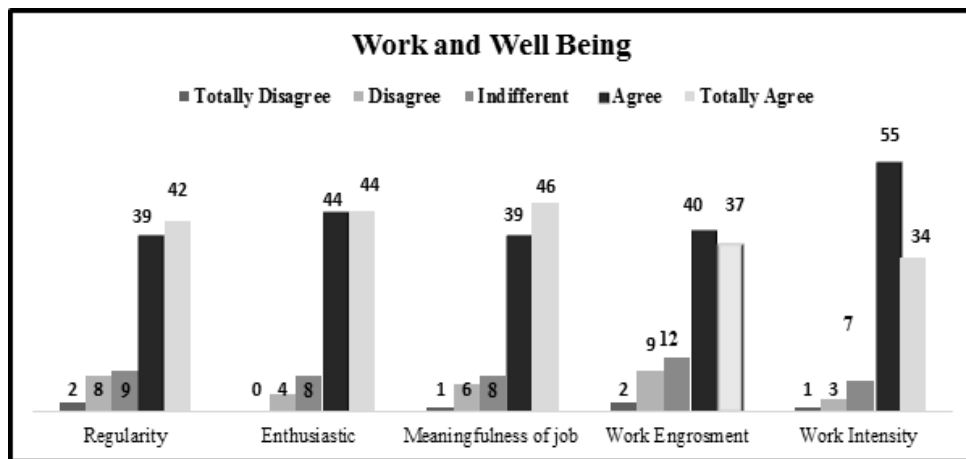| Components of Work and Wellbeing	Totally Disagree	Disagree	Indifferent	Agree	Totally Agree
Regularity	2	8	9	39	42
Enthusiastic	0	4	8	44	44
Meaningfulness of job	1	6	8	39	46
Work Engrossment	2	9	12	40	37
Work Intensity	1	3	7	55	34
Work Continuity	3	14	10	37	36
Job Engagement	2	7	6	49	36
Work Challenges	12	37	12	27	12
Perseverance	2	2	11	54	31
Pride of the Job	0	1	12	37	50
Inspired with the job	3	4	4	45	44

Figure 2. Showing Components of work and wellbeing

DISCUSSION

Table 1and Figure 2 shows the components of work and wellbeing determinants of work place happiness and it can be depicted from Figure.2 that half of the respondents are regular within the workplace and 44% of the respondents

reported that they feel enthusiastic at their workplace and 46% of the professor/teachers feels positive that job has certain meaning.40% of the respondents feels of being engrossed in their job. 55% of the respondents like to do their job intensity.
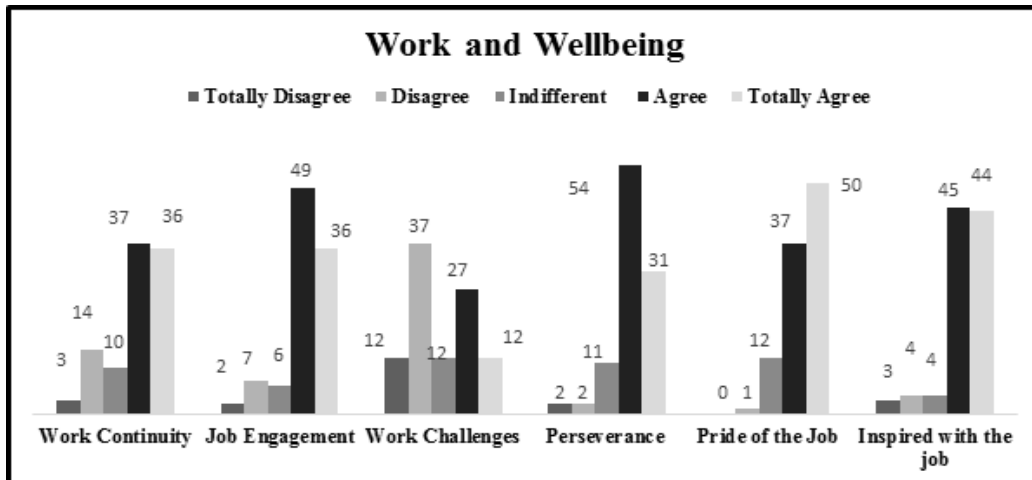
Figure 3: Showing Components of work and wellbeing

Table 1 and Figure 3 shows the various components of the work and well-being determinants at workplace happiness and it can be seen from the Figure.3 that only 37 respondents agrees that they can work continuously for longer period of time. 49 respondents totally agree to get fully engaged in their job and 37 respondents agrees that their work is challenging. 54% of the respondents shares a neutral feeling of being perceived at their job. 50% of the respondent's feels that they take complete pride at their work and 45 respondent's draws inspiration from their job.

Table. 2. Showing components of Organizational Commitment

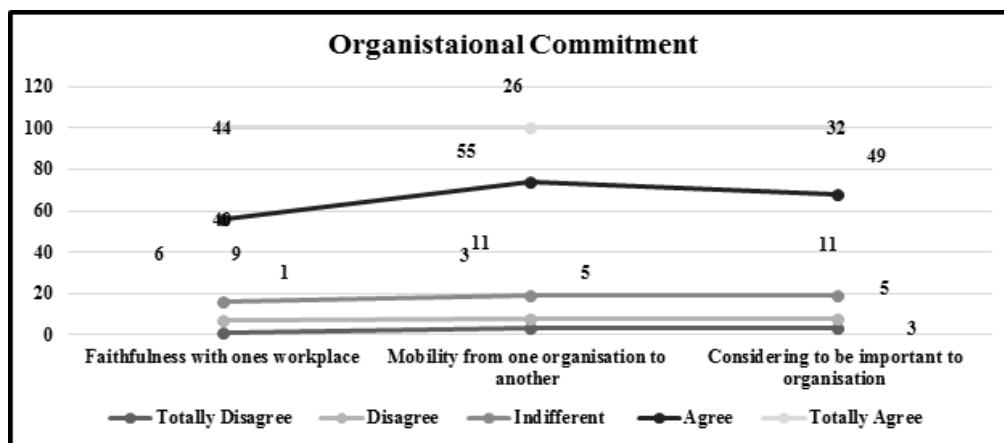| Components of Organisational Commitment	Totally Disagree	Disagree	Indifferent	Agree	Totally Agree
Faithfulness with one's workplace	1	6	9	40	44
Mobility from one organisation to another	3	5	11	55	26
Considering to be important to organisation	3	5	11	49	32
Sense of belongings towards organisation	3	4	8	49	36
Praising the Organisation	4	7	7	52	30
Responsible towards the workplace	2	9	7	54	28

Figure 4: Showing Components of Organizational Commitment

Table.2 and Figure 4 shows the various components of organizational commitment. The Figure 4 depicts that only 44 respondents agrees that they are faithful to their organization and can continue rest of their career in the same organization. 55 respondents agreed to manage and can shift easily shift from one organization to another and 49 respondents are of the opinion that they are important to the organisation. These issues are addressed by the management on immediate basis through counselling the employees and measures are taken to identify the root cause of such indifferent perception.

FACTOR ANALYSIS

In order to identify the factors that influence the workplace happiness of higher education wellbeing in the educational organisation exploratory factor analysis was used and to check data appropriateness for factor analysis "KMO and Bartlett's Test" was carried out. A high value of KMO (between 0.5 and 1.0) suggests that the data is adequate for factor analysis. In this case the value was 0.898 which is closer to 1.0 and hence the data is fit for factor analysis and it is a measures of Sample Adequacy. The result shows that Bartlett's test of Sphericity is acceptable and correlation between variables as p- value less than 5% (approx. chi-square is 1557.251, degree of freedom is 253, significance is 0.000)

Table: 3 Display of the KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.898
Bartlett's Test of Sphericity	Approx. Chi-Square	1557.251
	df	253
	Sig.	0.000

Table 4 depicts the Reliability Statistics. It has been observed that Cronbach's Alpha is more than 70% i.e. 94% that means the data is reliable.

Table 4: Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.949	23

To determine the minimum number of factors that will account for maximum variance in the data Principal component analysis was used to extract possible factors out of 23 statements. Varimax rotation was used and factors with more than 1 Eigen values were considered significant. On the basis of Eigen value, 3 factors were extracted. First factor named 'Positive Wellbeing' accounts for 48.079% of the variance, the second factor namely 'Organizational Commitment' 6.791% of cumulative variance and the third factor named 'Job Satisfaction' states 5.946% of the variance. (refer table 5a. and 5b).

Table 5(a): Total Variance explained

Total Variance									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	11.058	48.079	48.079	11.058	48.079	48.079	4.958	21.557	21.557
2	1.562	6.791	54.870	1.562	6.791	54.870	4.746	20.635	42.192
3	1.367	5.946	60.816	1.367	5.946	60.816	4.283	18.623	60.816
Extraction Method: Principal Component Analysis.									

Table 5(b): Showing the Rotated Component Matrix

Rotated Component Matrix[a]			
Components of Happiness at Workplace	**Component**		
	1	**2**	**3**
1.Work and Wellbeing			
Regularity	.634		
Enthusiastic	.581		
Meaningfulness of job	.503		
Work Engrossment	.753		
Work Intensity	.573		
Work Continuity	.511		
Job Engagement	.692		
Work Challenges	.708		
Perseverance	.836		
Pride of the Job	.811		
Inspired with the job	.625		
2. Organisational Commitment			
Faithfulness with one's workplace		.557	
Mobility from one organisation to another		.626	
Considering to be important to organisation		.612	
Sense of belongings towards organisation		.620	
Praising the Organisation		.724	
Responsible towards the workplace		.647	
3. Job Satisfaction			
Sharing effective relationship with the co-workers			.639
Job Security			.643
Confidence towards performance of the management			.661
Opportunities provided by the Organisation			.685
Effective Supervision			.504
Satisfaction wages			.541

From the above analysis it is visible that there are total 3 factors that influence the workplace happiness and wellbeing.

The first factor 'Positive Wellbeing' is the most prominent factor with 48.079% of the variance and consists of components like: Regularity, Enthusiastic, Meaningfulness of job, Work Engrossment, Work Intensity, Work Continuity, Job Engagement, Work Challenges, Perseverance, Pride of the Job and Inspired with the job .

The Second most important factor 'Organizational Commitment' with 6.791% of cumulative variance includes components like Faithfulness with one's workplace, Mobility from one organisation to another, considering to be important to organisation, Sense of belongings towards organisation, Praising the Organisation and Responsible towards the workplace.

Third factor named as 'Job Satisfaction' with 5.946% of the variance consists of Sharing effective relationship with the co-workers, Job Security, Confidence towards performance of the management, Opportunities provided by the

Organisation, Effective Supervision and satisfactory wages.

CONCLUSION AND FUTURE IMPLICATION

Workplace happiness is an umbrella term which includes various determinants and factors which are essential for determining individual's happiness at workplace. Generally, it is a very common belief that in order to have content, satisfied, dedicated and loyal professors and teachers, organisation should have happy and satisfied and loyal employees. It has been observed in the study that teachers who are happy in the educational organisation, are perceived as supportive and motivating by their co-workers. Teachers are motivated to perform when their work is meaningful. Employees in educational organisation are adaptable to change even if there is change in the shift of the task when there is a supportive environment.

This study consists three major factors which are Work and Wellbeing, Organisational Commitment and Job Satisfaction. Their interdependence and reliability and variability are the focal area in the study. Although many studies have been conducted in past which analysed happiness and wellbeing in higher education, but literature is very rare to find which is based on Indian setting. This study highlights the necessity of workplace happiness and well-being in higher education in Delhi NCR regions. Through this the efficiency and effectiveness of the educators can be accessed through determining their mental and emotional wellbeing. Delhi NCR being the one of the popular education hub directly shows the significance of positive and higher wellbeing of educators because if the environment for educators is not positive and thriving then the quality and skills of the learning force will also get hampered. This is not a constructive situation especially for a developing nation like India. Also finding of this study highly emphasise the importance of how organisations and employers plays a very critical part in influencing and initiating progressive steps to maintain workplace happiness and wellbeing of the educators who are constantly battling with great work stress, peer pressure, putting out outstanding outcomes, conquering great

feedbacks from students, excellence and stability in research and many more. Policymakers can get better picture of today's educator's wellbeing who are engaged in higher education and can formulate appropriate regulation and policies for improving these conditions more in coming future. Furthermore, studies are required in this area of research which included various different kind of factors which are connected with not only emotional and psychological wellbeing but also mental and physical wellbeing.

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