

Determinants of Happiness at Workplace - An Analysis

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Abstract

Management of employee has become the most challenging elements of any organisation/ institution. Highly skilled employee are the asset of an organization who need to be perfectly aligned and motivated regularly and happiness becomes essential for these type of employees. Bishop Heber College has a strong Culture and intensely believe that the development of the institution lies on the job satisfaction of the employee which is influenced by Happiness. The aim of the study is to assess the happiness, wellbeing and aspects of resilience among the Teaching Community of Bishop Heber College, Tiruchirappalli. The universe of this study is 552 which include 99 staff from Aided stream and 453 from Self-finance stream. Simple Random Sampling method is used to collect the data. This study was conducted using Google forms. The form was sent to 264 respondents using Lottery method. The Survey approach was adapted using self-administered questionnaire and Determinants of Happiness at Workplace Scale. Nearly half (49.24%) of the respondents are aged between 31yrs to 40yrs, more than half (55.30%) of the respondents are from Science Departments and majority (85.22%) of the respondents belongs to Self-finance Stream. Less than half (43.18%) of the respondents monthly income are between Rs 25,100 to Rs 50,000. Less than half (46.21%) of the respondents are having less than five years of experience and a considerable few (7.95%) are having more than 21 years' of experience and few (7.19%) of the respondents are having more than 16 years of experience at Bishop Heber College. The Study reveals that as the years of experience increases, the level of happiness also increases among the teaching community of Bishop Heber College.

Keywords: Determinants of Happiness, Teaching Community, Workplace, Years of Experience.

Introduction

Management of employee has become the most challenging elements of any organisation/ institution. Highly skilled employee are the asset of an organization who need to be perfectly aligned and motivated regularly and happiness becomes essential for these type of employees..

To deal with highly energetic younger generation, academicians must be patient and also should know to spread happiness among students while teaching/mentoring. This is possible when an academician him/herself is a happy person. Bishop Heber College has a strong Culture and intensely believe that the development of the institution lies on the job satisfaction of the employee which is influenced by Happiness.

The College Management is much Concerned about the happiness of the teaching faculty because it is related to cultivating a positive teaching and learning environment.

It is a well-established practice of our renowned Institution to measure the happiness of the employee

Review of Literature

Nell Nodings (2005) in his study “What does it mean to educate the whole child?” stated that education and happiness are related with each other

Selignan (2002) in his research “Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfilment” studied that happy faculties can teach students well compared to unhappy faculties and also stated that happy faculties are highly motivated towards their goal and ready to accept the changes. Hence they can assist the students in better way.

Jain & Kaur (2014) in his study “Impact of work environment on Job satisfaction” revealed that happiness at workplace can help the employees to realize their career goals, increase level of job satisfaction and make the employee a team member and added that employee’s happiness can positively impact on organizational productivity and return.

Aim

To assess the happiness, wellbeing and aspects of resilience among the Teaching Community of Bishop Heber College, Tiruchirappalli.

Objective

- To assess various determinants contributing happiness at work place
- To illustrates the factors contributing in increasing happiness among teaching faculty.
- To organize programmes and frame policies that could help faculties to exhibit their full potentials and perform well to achieve their goal.

Methodology

The study has made an attempt to describe the various determinants that contribute to happiness in workplace. The universe of this study is 552 which include 99 staff from Aided stream and 453 from Self-finance stream. Simple Random Sampling method is used to collect the data. This study was conducted using Google forms. It is a well-designed for collecting and tallying information and also removes the need to interpret and record responses on sheets of paper. The form was sent to 264 respondents using Lottery method. The Survey approach was adapted using self-administered questionnaire and Determinants of Happiness at Workplace Scale (Jain, Sonam 2019). Therefore the survey was investigated based on the determinants which are contributing in employee’s happiness such as Positive Feeling Factor, Family Support, Organizational Culture, Superior-Subordinate Relationship and Financial assistance

Table 1 Distribution of Respondents by their Socio-Demographic Characteristics

S.No.	Socio-Demographic Characteristics	No of Respondents (n=264)	Percentage (100%)
1	Male	115	43.5
	Female	149	56.43

2	Marital Status		
	Single	33	12.5
	Married	224	84.84
	Divorce/Separated	5	1.89
	Widow/Widower	2	0.75
3	Spouse Status		
	Employed	170	64.39
	Unemployed	54	20.45
	Not applicable	40	15.15
4	Family Type		
	Nuclear	179	67.80
	Extended/Joint	85	32.19
5	Children		
	Yes	199	75.37
	No	32	12.12
	Not Applicable	33	12.5

The table analyses the various information about the Socio-demographic details of the respondents. It is evident that more than half (56.43%) of the respondents are female and majority (84.84%) are married, more than two-third (64.39%) of the respondent's spouse are employed.

Based on the family type more than half (67.80%) of the respondents belong to nuclear family and three-fourth (75.37%) of the respondents have children.

Table 2 Distribution of Respondents by the Factors Associated with their Work

S.No.	Socio-Demographic Characteristics	No of Respondents (n=186)	Percentage (100%)
1	Age		
	20-30yrs	30	11.36
	31-40yrs	130	49.24
	41-50yrs	81	30.68
	51-60yrs.	22	8.33
	Above 60 yrs	1	0.37
2	Department		
	Arts	118	44.69
	Science	146	55.30
3	Stream		
	Aided	39	14.77
	Self- Finance	225	85.22
4	Salary/Monthly Income		
	10,000-25,000	108	40.90
	25,001-50,000	114	43.18
	50,001-1,00,000	29	10.98
	1,00,001-1,50,000	2	0.75
	1,50,101 and above	11	4.16
5	Years of Experience @BHC		
	0-5yrs	120	45.45
	6-10yrs	55	20.83
	11-15yrs	47	17.80
	16-20 Yrs	19	7.19
	Above 21 Yrs	23	8.71

The table displays the factors associated with the work. Nearly half (49.24%) of the respondents are aged between 31yrs to 40yrs, more than half (55.30%) of the respondents are from Science Departments and majority (85.22%) of the respondents belongs to Self-finance Stream.

Less than half (43.18%) of the respondents monthly income are between Rs. 25,100 to Rs. 50,000, two-fifth (40.90%) of the respondents monthly income are between Rs 10,000 to 25,000.

Less than half (46.21%) of the respondents are having less than five years of experience, a considerable few (7.95%) are having more than 21 years’ of experience and few (7.19%) of the respondents are having more than 16 years of experience at Bishop Heber College.

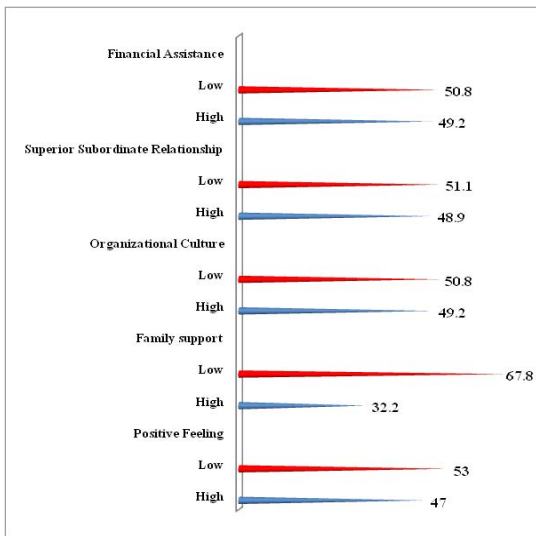


Figure 1 Distribution of Respondents by various Determinants of Happiness at Workplace

The above figure highlights the level of various determinants of Happiness at Work place. Positive feelings is low among more than half (53%) of the respondents. More than three-fifth (67.8%) of the respondents has low level of Family Support. Very little to more than half (50.8%) of the respondents have low level Happiness regarding Organisational culture and Financial Assistance. Superior subordinate determinant is low among more than half (51.1%) of the respondents.

Table 3 Association between Years of Experience at BHC of the Respondents and Overall Happiness

S. No	Overall Happiness	Years of Experience					Statistical Inference
		0-5	6-10	11-15	16-20	21 and above	
1	Low	67 (48.9%)	33 (24.1%)	20 (14.6%)	6 (4.4%)	11 (8.0%)	X ² =7.130 df=4 P>0.05 Not Significant
2	High	53 (41.7%)	22 (17.3%)	27 (21.3%)	13 (10.2%)	12 (9.4%)	

The above table illustrates the association between Overall Happiness and years of Experience at Bishop Heber College. There is no evidence to reject null hypothesis and it inferred that there is No Association between level of Happiness and Years of experience at Bishop Heber College of the respondent. The table also elucidates that more than half of the respondents who has more than eleven years of experience at Bishop Heber College has high level of Happiness when compared

to respondents having experience below eleven years at Bishop Heber College. More-experienced teachers support greater student learning for their colleagues and their institution, as well as for their own students. Teaching experience is positively associated with student achievement gains throughout a teacher's career. Gains in teacher effectiveness associated with experience are steepest in teachers' initial years, but continue to be significant as teachers reach the second, and often third, decades of their careers (Teaching Experience and Teacher Effectiveness, 2016). This clearly proves that job satisfaction results in achieving goal which contributes to a strong relationship bond between the superior and subordinate. This creates a positive impact on family support and results in employee's happiness.

Discussion

The factors that are said to be associated with their happiness includes, age, income, work experience, profession progress, morale, family relation, policy, work characteristics, administration relationship at the workplace, belief, recognition and welfare, environment at workplace. Workplace happiness is a measure for a healthy work environment and practices (Rao, Vijayalakshmi, & Goswami, 2018). This study identifies the five determinants responsible for employee's happiness.

The employee's positive feelings, organizational culture, financial assistance, and superior-subordinate relationship have very mild difference between low and high value and family support is considerably low while comparing to other determinants which contributes happiness to the employee at the workplace. A study conducted by Kraft, M. A., & Papay, J. P. (2014) showed that teachers who work in educational institutions with strong professional environments improve at faster rates than their peers working in educational institutions with weaker professional environments. A 10th-year teachers working in more supportive educational institution characterized by a trusting, respectful, safe, and orderly environment, with collaboration among teachers, school leaders who support teachers, time and resources for teachers to improve their instructional abilities, and teacher evaluation that provides meaningful feedback become substantially more effective than teachers working in educational institutions that have few of the above characteristics. Satisfaction in the job extracts the potential of the faculty which results in greater students learning. Organizational culture with positive feelings can contribute to complete family support.

Conclusion

Happiness is a precursor to success. Finding Determinants of Happiness at the Workplace is a study that needed focused and comprehensive responses. The study lays down the foundation to understand the relationship between earnings, positive feelings, superior-subordinate relationship and various age groups of employees and also how family support is important for an employee to be happy at the workplace. Though there is No Association between level of Happiness and Years of experience at Bishop Heber College of the respondent, the same table clearly defines that more than half of the respondents with more than eleven years of experience at Bishop Heber College has high level of happiness when compared to others respondents with experience below eleven years. As the respondents work for more than a decade in a supportive educational institution gains trust and respect. They create very effective learning environment and contributes to the prevalence of motivated students.

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