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RELATIONSHIP BETWEEN JOB
SATISFACTION, INCOME AND LEADERSHIP
WITH HAPPINESS AT WORK



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**RELATIONSHIP BETWEEN JOB SATISFACTION, INCOME AND
LEADERSHIP WITH HAPPINESS AT WORK.**

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ABSTRACT

The purpose of the study is to investigate the relationship between job satisfaction, income, leadership and happiness at work among teachers in Penang. Data were collected from 156 teachers from 3 vocational colleges in Penang and were analyzed using Statistical Package for Social Science (SPSS) version 22.0. To answer the objective of this study, Pearson correlation analysis and regression analysis were used. Pearson correlation analysis was performed to identify the correlation between job satisfaction, income and leadership with happiness at work. Besides that, multiple regression analysis was conducted to examine the relationships between independent variables and dependent variable. The findings revealed that job satisfaction, income and leadership have significant contribution to happiness at work among teachers. Implications and recommendation for future research were also discussed in the study.

Keyword: Job satisfaction, income, leadership and happiness at work

ABSTRAK

Kajian ini dijalankan untuk mengkaji hubungan di antara kepuasan bekerja, pendapatan, kepimpinan dan kegembiraan di tempat kerja dalam kalangan guru di Pulau Pinang. Data telah dikumpul daripada 156 guru di 3 buah kolej vokasional di Pulau Pinang dan dianalisis dengan menggunakan Pakej Statistik Sains Sosial (SPSS) versi 22.0. Untuk menjawab objektif kajian ini, analisis korelasi Pearson dan analisis regresi berganda telah digunakan. Analisis korelasi Pearson telah dijalankan untuk mengenal pasti korelasi di antara kepuasan bekerja, pendapatan dan kepimpinan dengan kegembiraan di tempat kerja. Selain itu, analisis regresi berganda dijalankan untuk menguji hubungan di antara pembolehubah bebas dan pembolehubah bersandar. Dapatan kajian menunjukkan bahawa kepuasan bekerja, pendapatan dan kepimpinan telah memberi sumbangan yang signifikan terhadap kegembiraan di tempat kerja. Implikasi dan cadangan kepada penyelidikan masa hadapan juga telah dibincangkan.

Kata kunci: Kepuasan bekerja, pendapatan, kepimpinan dan kegembiraan di tempat kerja

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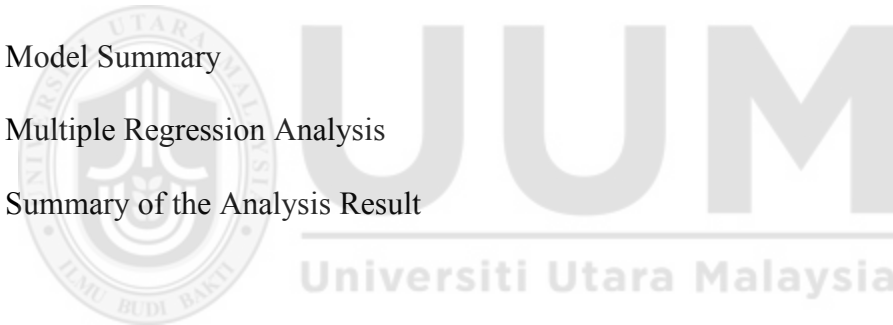
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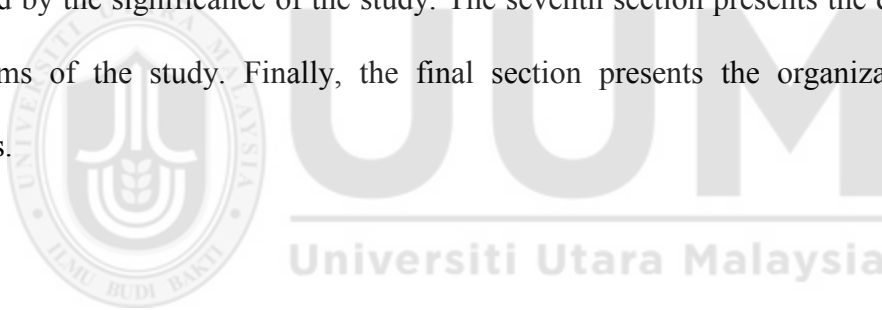
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CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter provides a general introduction of the study. The first section introduces the background of the study while the second section presents the problem statement. The third and fourth sections of this chapter present the research questions and the objectives of the study. The scope of the study is presented in the fifth section, followed by the significance of the study. The seventh section presents the definition of key terms of the study. Finally, the final section presents the organization of the chapters.



1.2 Background of the Study

There has been an explosion of research and proselytizing into happiness, optimism and positive character traits (Hosie & Sevastos, 2009). The term “happiness” had been studied and discussed by many scholars and by different areas such as art, philosophy, psychology and science. Fisher (2010) noted that happiness is showed through pleasant moods and positive emotions, subjective well-being and positive attitudes, and in recent years the interest in happiness has extended to workplace. Happiness appears in the form of joy and it is the basic human emotion, thus, feeling happy is crucial to the experience as human (Diener & Diener, 1996). However, not

only in the past decades that happiness has becoming more important due to the increase of researches of positive psychology that focused the attention to happiness, positive states and optimism of individuals (Seligman & Csikszentmihalyi, 2000).

In the past two decades, a number of new constructs have emerged which reflects some form of happiness of positive affective experience in the workplace. What these constructs have in common are that all refer to pleasant judgment (positive attitudes) or pleasant experiences (positive feelings, moods, emotions, flow states) at work (Fisher, 2010). There are many ways to define happiness at work and to put in practice of the well-being at work. However, numerous researches try to establish a consensus and understand better the subject (Juniper, 2011; Kesebir & Diener, 2008). The term “happiness at work” is wide and there is a wide dispersion about measures related with happiness at work (Hackman, 2009). For that reason, it is necessary to find a measure which is more accurate for happiness at work (Fisher, 2010).

Happiness at the workplace can also be defined as how satisfied people are with their lives and work (Wesarat, Yazam & Halim, 2014). Fisher, (2010) stated that happiness at work includes job satisfaction, however it is beyond that. She claimed that a comprehensive measure of individual level of happiness needs to include work engagement, job satisfaction and affective organizational commitment. There are different aspects of happiness that should be conceptualized and measured at multiple levels including stable personal-level attitudes and collective attitudes because there is evidence that happiness has important consequences for both employees and organizations.

Mason and Gavin (2004) verified that many organizations have ignored the idea of happiness at workplace. When a workplace is designed and managed to create meaning for its employees, they tend to be more healthy and happy. Healthy and happy employees tend to be more productive over the long run, generating better goods and more fulfilling services for their customers and the others with whom they interact and do business with. Happy workers tend to be more satisfied with their jobs and perform better, they also engaged more in their work, show less burnout, and are less likely to quit their jobs compared to their unhappy peers (Boehm & Lyubomirsky, 2008).

Being happy is a great importance to most people, and happiness has been found to be highly valued goal in societies (Diener, 2000). Bertini and Boonsongpaisan (2016) in their findings stated that organizations experienced positive changes when they were promoting a happy workplace. The turnover rate had rashly decreased when all employees were happy. Thus, happiness at workplace is essential to all organizations as the happiness does not only attract employees but also helps the organization to retain their best-talented persons in the workplace.

1.3 Problem Statement

Over the years, the topic of happiness at work is less explored, specifically among teachers (Abdullah & Ling, 2016). Many researches focused more on the unhappiness aspects, such as depression, anxiety, stress and emotional disorders (Tadic, Bakker & Oerlemans, 2013). However, the trend had greatly improved and now there

are many studies about subjective well-being (SWB), a term used as a synonym for happiness (Furnham & Cristoforous, 2007; Januwarsono, 2015).

A closer look at the organizational literature on the topic of happiness at work place, the majority of research studies were mainly conducted in the context of western culture and the measurement scales were also constructed by the western scholars (Abdullah, Ling & Peng, 2016). Due to the collective culture in Malaysia like any other part of Asia and South East Asian countries, the term of happiness at work place is perceived and interpreted by people in general, and within organizations in particular, is different from the western culture. European-American cultures are different from the East-Asian cultures in terms of the meaning of happiness, the motivations underlying happiness and the predictors of happiness (Uchida, Norasakkunkit, Kitayama, 2004). A basic conclusion is that people in countries with individualist culture have higher level of well-being and happiness than those in collectivist culture (Ng, 2000). Oishi, Diener and Lucas (1999) and Inglehart, Foa and Peterson (2008) point out that people in countries with individualist culture have more freedom of choice, which correlates positively with well-being and happiness. Furthermore, previous studies on happiness among teachers are dominated by quantitative studies, which seek to measure the factors that influence teachers' happiness at work and identify the link between happiness and particular organizational and individual characteristics. The study of Abdullah and Ling (2016) found that workplace happiness exerts as direct effect on teachers innovative behaviour and a statistically has merged as a partial mediator on the relationship between school culture and and innovative behavior. Tadic, Bakker and Oerlemans (2013) in their study conclude that self-concordant motivation for work has

an important role in reducing the negative effects of high demands during specific activities of teachers and making them happy in their everyday work life.

Additionally, numerous researches also have focused on the unhappiness aspects such as the intention to quit the profession, burnout and stress, emotional disorder and anxiety. For example, according to Chuan (2001), the problem pertaining to the intention of quitting has becoming a growing concern in the teaching profession. Burnout and emotional exhaustion are the factors that influence the decision of quitting the profession.

Nevertheless, many teachers still feel satisfied and happy while working (Bakker, Hakanen, Demeroui & Xanthopoulou, 2007; Grayson & Alvarez, 2008; Hakanen et al., 2006). In fact, teachers experience positive emotions when their pupils are responsive and making progress (Hargreaves, 2000), when they manage to finish their tasks, and when they can get support from their colleagues (Lasky, 2000).

Abdullah, Ling, Ping and Yusoff (2016) demonstrate that when teachers are in a state of peace or happy, they will work more creative and innovative, enhance the contribution and participation of teachers and teachers' confidence thereby increasing the affective commitment of teachers in terms of positive impact on the organization. On the other hand, those who do not feel safe in the workplace also causing their creativity declined while working. This explains the workplace happiness in terms of the contribution of teachers lead teachers tend to be positive about working as willing to listen to criticism, accept feedback positively, feel valued at work and respect of the employer (Pryce-Jones, 2010).

To date, one of the most significant causes of happiness at work is job satisfaction. Job satisfaction represents a combination of both positive and negative feelings that workers have towards their job (Tasnim, 2016). Job satisfaction gives workers a sense of achievement and success in the job. It is directly related to the productivity as well as to personal well-being (Tasnim, 2016). However, studies on the influence of job satisfaction on the happiness at work among teachers are few especially in the Malaysian context.

The role of income in work happiness cannot be denied. Many studies have suggested that greater income is associated with greater life satisfaction (Easterlin, 1995; Helliwell, 2003). The same positive relationship seems to exist between income and job satisfaction as well happiness at workplace (Grund & Sliwka, 2007; Sloane & Williams, 2000). Given those findings, it is reasonable to assume that income would give impact on life, job satisfaction and workplace happiness (Drakopoulos & Grimani, 2015).

In addition, previous studies stated that the main cause of happiness in organizations is related to the characteristics of the organizations, the job or the supervisor (Fisher, 2010). There are some evidences that leadership styles are important for positive attitudes (Breevaart, Bakker, Hetland, Demerouti, Olsen & Espevik, 2014). In fact, particular leadership style will affect positive attitudes at work (George and Jones, 1997) and will lead to work happiness among workers. A further study needs to be conducted to investigate the link between leadership and work happiness among teachers.

As noted above, happiness at workplace has not been as commonly studied among Malaysian teachers. Due to the lack of that, this research aims to study the factors that affect happiness at work among them, as the previous studies have shown positive associations between happiness and various indicators of workplace success. Specifically, this study will examine the influence of job satisfaction, income and leadership on happiness at work among teachers.

1.4 Research Questions

This study investigates the factors that influence happiness at work among teachers. Thus, three research questions arise for this study.

1. Does job satisfaction influence happiness at work among teachers?
2. Does income influence happiness at work among teachers?
3. Does leadership influence happiness at work among teachers?

1.5 Research Objectives

The research objectives are stated as follows:

1. To examine the relationship between job satisfaction and happiness at work among teachers.
2. To examine the relationship between income and happiness at work among teachers.
3. To examine the relationship between leadership and happiness at work among teachers.

1.6 Scope of the Study

The quantitative study will focus on the vocational colleges' teachers in Penang. Three vocational colleges have been selected which includes Seberang Perai Vocational College, Nibong Tebal Vocational College and Butterworth Vocational College. A survey was conducted among the teachers and a total of 170 questionnaires were handed out to the respondents and 156 questionnaires were returned to the researcher.

In the study, the factors such as job satisfaction, income and leadership were considered as independent variables and happiness at work as the dependent variable. The theoretical framework is applied to develop the integrated model for the study.

1.7 Significance of the Study

The main purpose of this study is to examine the different predictors of happiness at work among the school teachers. There are several factors that had been identified such as job satisfaction, income and leadership. The findings of this study will benefit both the teachers and the school. This study will provide evidences on the relationship between the variables which will influence the state of happiness of teachers in their workplace.

From practical perspective, the finding of this study will be useful to enhance the productivity in the whole structure of the institution in any sectors and industries. Managing the state of happiness among the teachers will help the school to accomplish their long term goal and objective, increasing the stability of the school performance and the ability to adapt effectively to the changing environment. The findings also useful in assisting the school management in finding ways to increase the level of happiness among the teachers so that they can perform better, enhancing teachers' performances and commitment.

Theoretically, the findings of this study will be used as a reference and guidance for students and future researchers who wish to conduct the same experimental study and also contribute to the body of knowledge.

1.8 Definition of Key Terms

This study includes several variables, which are job satisfaction, income and leadership and happiness at work.

1.8.1 Happiness at Work

The prevalence of positive emotions at work (including affects and moods) and perception by individuals that, in their work, they express and develop their potential, and progress in achieving their goals in life (self-actualization) (Paschoal & Tamayo, 2008).

1.8.2 Job Satisfaction

An employee's overall assessment of his or her work-related experiences, which is influenced by an individual's values, ideals and beliefs (Baron, 1976; Chan, Pan & Lee, 2004).

1.8.3 Income

The maximum amount that can be consumed in that period while keeping real wealth unchanged (Haig, 1921; Simons, 1938; Hicks, 1939).



1.8.4 Leadership

A process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expended to achieve purpose (Jacobs & Jaques, 1990).

1.9 Organization of the Remaining Chapters

This thesis is divided into five chapters. Chapter 1 is the introduction which consists of the background of the study, the problem statement, research questions, and objective of the study, significance of the study and the definition of the key terms.

Chapter 2 focuses on the review of existing literature in relation to the research topic. The first part of this section reviews the concept of happiness. This chapter also discusses the existing literature of the variables involved in this study, which includes job satisfaction, income and leadership. This chapter also presents the theoretical framework and hypotheses developed based on the literature review provided. It is then followed by an explanation of the related theory for the study: Self-Determination Theory by Deci and Ryan (1985) and Human Needs Theory by Abraham Maslow (1943).

Chapter 4 focuses on the analyses and presentations of the result of the study. Finally, chapter 5 presents the discussion and conclusion of the study. This chapter includes discussion of the findings in line with the objectives of the study, implication of the study, limitation of study and suggestions for future research.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature on happiness at work, job satisfaction, income and leadership. Discussions on the relationship between variables, research framework, hypotheses and the underpinning theory are also included in this chapter.

2.2 Study on Happiness at Work

Happiness is an interdisciplinary subject. The term “happiness” had been studied and discussed by many scholars and by different areas such as art, philosophy, psychology and science. According to Steel, Schmidt and Shultz (2008), happiness can be defined as people’s evaluations of their lives, which includes “both cognitive judgments of one’s life satisfaction in addition to affective evaluations of mood and emotions”. In other words, it is an overall judgment of life that draws on two sources of information: cognitive comparison with standards of the good life (contentment) and affective information from how one feels most of the time (hedonic level of affect) (Veenhoven, 2008).

Some scholars make a distinction between happiness and life satisfaction – life satisfaction refers to cognition and happiness refers to affect. For instance, life satisfaction can be conceptualized as a cognitive aspect of happiness (Dorahy, Lewis,

Schumaker, Akuamoah-Boateng, Duze & Sibiya, 1998). In practice, however, it is usually difficult if not, impossible to separate the two concepts. Hence, the overall happiness definition by Veenhoven (2008), as mentioned above, seems most appropriate.

Furthermore, happiness in the form of pleasant moods and emotions, well-being and positive attitudes has been attracting and increasing attention throughout psychology research. The interest in happiness has also extended to workplace experiences (Fisher, 2010).

Today, numerous persons maybe ask themselves “How I can be happy at workplace?” This is a problem because many times a person tends to disassociated happiness with one’s work. However, this concept of “happiness” is not opposite with one’s work. Saari and Judge (2004), Rodriguez and Sanz (2011) have claimed that there may be a consistent relationship between job satisfaction and life satisfaction. For that close interrelation, Asiyabi and Mirabi (2012), suggest that happy employees can bring their happiness from the office to home and also transfer their happiness from their home to the office (Wesarat, Yazam & Halim, 2014). In other words, work contributes to well-being and happiness in different way (Warr, 2007; Fisher, 2010), such as, unemployment, decreases individual well-being and they recover when they find a job (Clark, Diener, Georgellis & Lucas, 2008). Hence, happiness at workplace depends on individual work and life satisfaction (Bhattacharjee & Bhattacharjee, 2010).

Kesebir and Diener (2008), who studied the two happiness perspectives, view of hedonism and eudaimonic view stated that in the view of hedonism, happiness arising from the impact of experiences at someone’s workplace (Tomer, 2011). Meanwhile,

happiness from the eudaimonic view exists through the involvement of a person while doing noble work, high moral values, and generate progress (Ryan & Deci, 2001).

There are many other ways to define happiness at work and to put in practice of well-being at work. However, numerous researches try to establish a consensus and understand better of the subject (Kesebir & Diener, 2008; Juniper, 2011). The term “happiness at work” is wide and there is a wide dispersion about measures related with happiness at work (Hackman, 2009). For that reason, it is necessary to find a measure which is more accurate for happiness at work (Fisher, 2010). Besides, Eysenk (1993) considers the importance of the work, the reason is because if one employee is enjoying his job, he will find a way to perform the task successfully even in the most demanding and challenging situations. The employees who are happy and enjoy their work, even the most difficult situations can be overcome with ease (Januwarsono, 2015).

According to Maenapothi (2007) and Januwarsono (2015), happiness at work is when someone enjoys his work and loves what he does at work. The term “happiness at work” is related with job satisfaction because happy employees are more satisfied with their jobs than the unhappy employees (Gupta, 2012).

In addition, Paschoal and Tamayo (2008) defined “happiness at work” as the prevalence of positive emotion at work (that include affects and moods) and it also includes the perception by individuals, if they can express and develop their potential skills, and progress and achieve their goals in life that mean self-actualization.

For that reason, organizations should give the opportunity to the employees to improve and develop their talents and skills through training programs to improve their

well-being (Grawitch, Gottschalk & Munz, 2006; Grawitch et al., 2009). But firstly, employees should discover their personal strengths, and then develop these strengths to use through an adequate job design or career (Seligman, Steen, Park & Peterson., 2005). As a result, this allows them to improve hedonic and eudaimonic happiness, it implies improve well-being, because employees enjoy greater competence and self-actualization (Fisher, 2010). Besides, if organization allows employees to express and develop their potential, then they can contribute to the achievement of the organizational goal.

A rich wealth of researches proved that if employees are happy, they tend to be more productive, generate new innovative ideas, try to do the job with different innovative methods to save time and enhance effectiveness (Gupta, 2012). There is well-established research tradition on the role of emotions in organizational research (Rafeali & Sutton, 1989; Xanthopoulou et al., 2010). Past researches have demonstrated a strong relationship between happiness and workplace success. It suggests that happy and satisfied individuals are relatively more successful in the workplace, compared to the unhappy peers (Gupta, 2012). Seligman and Csikszentmihalyi (2000), shared that happiness has also become the central focus of the emergent of positive psychology movement.

Moreover, researchers have found that the attainment of such factors as social support from colleagues and supervisors (Iverson, Olekalns & Erwin, 1988), favorable evaluations by a superior (Cropanzo & Wright, 1999), helping fellow workers (George, 1991) in the workplace causes a person to be happy (Boehm, Julia, Lyubomirsky & Sonja, 2008). A handsome salary package cannot always make the employee happy. Sometimes, rather most of the time, it is few words of appreciation, a pat on the back,

recognizing publicly the efforts put in by the employee or simple facial gestures of acknowledgment that plays potential role in boosting the morale of an employee to do his or her job effectively and efficiently. Examining employee happiness is crucial both for theoretical and practical reasons, because it contributed to a more integrated understanding of working life (Xanthopoulou, Despoina, Bakker, Arnold & Ilies, 2010).

The Malaysian education system is changing in a dynamic mode and it has experienced many changes and reformations in accordance to the globalization demands. This situation urgently needs continuous improvement of school organization so that the world class education quality can be achieved. Consequently, many studies and efforts on the improvement of school organization are ongoing to find the best formula and comprehensive in addressing issues in education (Abdullah, Ling & Peng, 2016).

The happiness at workplace, which is a variable capable of bringing many benefits to the organization (Januwarsono, 2015; Bertini & Boonsongpaisan, 2016) has been proven as a cause of the increase in productivity, job performance, employee motivation, quality of work, creativity and innovative employees, organizational excellence, a sense of job satisfaction, reduce stress, and reduce accidents and professional diseases. In the context of school, happiness at workplace is expected to improve the teachers' performances through affective commitment of teachers. This is because happiness at work can influence and inspire colleagues in the neighborhood (Abdullah, Ling & Peng, 2016).

Happiness at the workplace has to do with the mood or emotional state of teachers. According to Diener, Larsen, Levine and Emmons (1985), happiness is one

element for the mood. Mood encourages a person to think, feel and act towards increasing resource development and the achievement of goals (Seligman, Steen, Park & Peterson, 2005). Accordingly, the ability of a leader's role is to affect mood followers named as emotional infection (Wei, Chen & Cheng, 2009), also known as the tendency to mimic the experience and emotional expressions of others (Hatfield, Cacioppo & Rapson, 1994).

The perspective of George and Brief (1992), emphasizes the positive mood state of leaders, followers are also experiencing the same positive mood. The followers are susceptible to the mood of the leaders. This is because the mood of a leader can provide a better environment to control and influence the formation and interaction of resources (Sy, Cote & Savedra, 2005). This means that positive mood of teachers are expected to influence colleagues and pupils. This can create a healthy social relationship among the school community because each felt prosperous, fun and happy in the school environment, where teachers can get happiness at the workplace and students can learn with fun and joy. This positive situation is prerequisite in the formation of teachers' confidence and belief of teachers to work in school and school leaders toward forming a healthy school climate (Abdullah, Ling, Ping & Yusoff, 2016).

In the context of learning and teaching in the classroom, a sense of happiness at the workplace that are displayed on the face of teachers will directly affect enjoyment of students during learning process. This is because the feeling of happiness can stimulate innovative behavior of teachers. Next, through the delivery of learning and teaching, creativity and innovativeness of teachers are expected to attract and stimulate the minds

of students, so that they follow the lessons with fun and effectively (Abdullah, Ling, Ping & Yusoff, 2016).

Ling and Abdullah (2016) in their study proved that interest of management of school to emphasize the improvement of teachers to ensure positive psychological aspect such as happiness in the workplace will help the teachers to be more innovative and have a high affective commitment towards work. Taking together the evidence from the previous studies support that workplace happiness and school cultures can bring positive outcomes in the workplace. Positive school culture and happiness at the workplace help people with their jobs and assist them to produce greater productivity in the organization.

A study by Tasnim (2016) states that the most significant cause of happiness at work is job satisfaction as job satisfaction gives workers a sense of achievement and success on the job and, thus, it directly related to the productivity as well as to the personal well-being and happiness. Bowling and Wang (2010) conclude that job satisfaction and subjective well-being relationship are reciprocal and there is a significant effect of subjective well-being on job satisfaction.

Helliwell (2013) suggested that greater income is associated with greater life happiness. To support this, Carporale, Georgellis, Tsitsianis and Yin (2009) in their study of income and happiness confirm that there is a strong relationship between a person's income and life satisfaction.

Bertini and Boonsongpaisan (2016) highlight that good leadership in the business led to a happy workplace. Leadership plays a significant role in happiness at

work among the workers because most of the employee's expectation like career path, performance evaluation had to go through leader's decision. Moreover, Januwarsono (2015) also stated that leadership behavior with trustworthy that leaders can be trusted to be a major dimension in improving happiness at work.

2.3 Factors Affecting Happiness at Work

2.3.1 Job Satisfaction

The term job satisfaction is generally used in organizational endeavor in business management. Job satisfaction is the favorableness or unfavorableness with how the employees view their work. It signifies the amount of agreement between one's expectations from the job and the reward the job provides. Job satisfaction can be applicable more to parts of an individual's job. If each person is highly satisfied with his job, only then it will be considered as group job satisfaction. Satisfaction is a psychological phenomenon and its concept is highly subjective. While working in an organization, people develop a set of attitudes about the work, supervision, co-workers and working conditions. This set of attitudes is referred to as job satisfaction (Buragohain & Hazarika, 2015).

Job satisfaction is generally defined as an employee's attitude toward the job and the job situation. In particular, job satisfaction is being defined as the difference between the rewards employee receives and the reward they believe they should receive (Robbins, Odendal & Roodt, 2003). Thence, the higher this discrepancy, the lower the job satisfaction will be. This deterioration causes deceleration of the work, job success

and job productivity and increase occupational accidents and complaints (Kilic & Selvi, 2009).

According to Locke (1976), job satisfaction is defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Job satisfaction expresses the degree of congruence between one's expectations of the reality that the job provides (Davis, 1981). While Spector (1997) defined job satisfaction as the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. Therefore, job satisfaction is the extent to which a person derives pleasure from a job. Job satisfaction reflects an employee's overall assessment of their job particularly their emotions, behavior and attitudes about their work experience. Ultimately, it is a general attitude resulting from many attitudes in the three areas: specific job factors, individual adjustment and group relationship. The happier the people are within their jobs, the more satisfied they are said to be. One of the surest ways for deteriorating conditions in an organization is low job satisfaction whereas high job satisfaction is the hallmark of a well-managed organization (Buragohain & Hazarika, 2015).

Ellickson and Logsdon (2002) support this view by defining job satisfaction as the extent to which employees like their work. Job satisfaction also can be defined as an affective or emotional response towards various aspects of an employee's work (Schemerhorn, 1993). According to Reilly (1991), he defined job satisfaction as the feeling that a worker has about his job or a general towards work or a job and it is influenced by the perception of one's job. Wanous and Lawler (1972) refer to job satisfaction as the sum of job facet satisfaction across all facets of a job. Maslow

(1954) suggested human need from a five-level hierarchy ranging from physiological needs, safety, belongingness and love, esteem to self-actualization. Based on Maslow's theory, job satisfaction has been approached by some researchers from the perspective of need fulfillment.

Job satisfaction and dissatisfaction not only depends on the nature of the job, it also depends on the expectations what the job supply to an employee (Hussami, 2008). Lower convenience costs, higher organizational and social and intrinsic reward will increase job satisfaction (Mullinge & Mullier, 1998). Job satisfaction is complex phenomenon with multi facets and influenced by the factors like salary, working environment, autonomy, communication and organizational commitment (Vidal, Valle & Aragon, 2007).

A study of job satisfaction and productivity by Egan, Yang and Bartletti (2004) found that job satisfaction has a positive impact on employee productivity and negatively associated with employee's turnover. Raziq and Maulabaksh (2015) conclude that there is a positive relationship between working environment and job satisfaction as working environment plays a vital role in attaining job satisfaction. Buragohain and Hazarika (2015) in their study stated that there is a positive correlation between happiness and job satisfaction among the teachers. The study further showed that happiness is closely associated with job satisfaction. A happy teacher possesses high job satisfaction and a teacher having high job satisfaction is happier.

2.3.2 Income

Income according to ordinary concepts clearly includes income from employment, from running a business and performing services. Receipts from a one-off prize, such as winning a lottery or a cash windfall from undertaking a hobby are ordinarily not considered as income (Clark, 2004). Hicks (1939) started out by noting what is the definition of income should be for practical purposes and then discussed how economists and businessmen approximate this definition.

The purpose of income calculations in practical affairs is to give people an indication of the amount which they can consume without impoverishing themselves. Following out this idea, it would seem that we ought to define a man's income as the maximum value which he can consume during a week, and still expect to be well off at the end of the week as he was at the beginning. Thus, when a person saves, he plans to be better off in the future; when he lives beyond his income, he plans to be worse off.

The meaning of the term ordinary income depends to some extent on the natural meaning of the words and also interpretation of such by the courts and academic writers. Hill J (1985) listed three attributes of income which:

1. That the amounts of some of them represent gains from a business (Proposition 14).
2. That the amounts or some of them represent reward for services rendered (Proposition 13).
3. That the amounts are a gain which is compensation for an item that would have had the character of income if it had been derived (Proposition 15).

The concept of personal income and national income used by government agencies and economists today have been often compared to the so-called Haig-Simons-Hicks (HSH) concept of income (Haig, 1921; Simons, 1938; Hicks, 1939). Implicitly or explicitly, this concept is usually considers the theoretical concept of income. According to HSH definition, income in a given period of time is the maximum amount that can be consumed in that period, while keeping real wealth unchanged. The 1993 System of National Accounts (1993 SNA), the landmark publication on national income accounting put together by prominent international organizations such as the United Nations, expressed the widely-held view that, “from a theoretical point of view, income is often defined as the maximum amount that a household can consume without reducing its real net worth.” (1993, SNA). The HSH concept is accepted as the theoretical concept of income even by some critics of official income statistics: “The theoretical Hicks-Haig-Simons concept of income is that which we can consume while keeping our real wealth intact. But this is a far cry from the usual measured of individual incomes, corporate profits or the aggregates of personal and national income” (Eisner, 1989).

To insights of Haig (1921), Simons (1938) and Hicks (1943): economic income is equal to consumption plus change in net worth as realized over the course of a year. Such a framework encompasses recent attempts to defining income both for microeconomic purposes (Australian Bureau of Statistics, 1995; McEwin & MacDonald, 1998) and for comparing and contrasting national income accounting definitions of annual income to those of micro economists (Harrison, 1999). Further, this concept

accords with the provisional Guidelines for Income Distribution developed by the United Nations (1977) and used by EUROSTAT (Franz, Ramprakash & Walton, 1998).

Besides that, a study from Grund and Sliwka (2007) found that a positive relationship seems to exist between income and job satisfaction. There is also recent evidence from psychology that high levels of income are associated with lower levels of psychopathology (Wood, Boyce, Moore & Brown, 2012). Miceli and Lane (1990) found that income satisfaction is associated with the amount of positive or negative feelings that individuals have toward their wages and it has been proven to significantly contribute to job enthusiasm (Lee & Lin, 2014). Stevenson and Wolfers (2008) state that income may increase overall life satisfaction and happiness.

2.3.3 Leadership

In the 19th century, Carlyle summarized the recurring ideas about leadership in his theory of the “great man” (Carlyle, 1841/2011). According to him, leaders were exceptional persons or heroes that were able to use their charisma, intelligence, wisdom and political skill to have power and influence over other people. Although Carlyle’s ideas remained predominant, Spencer pointed out that such great men were the products of their societies or the context, anticipating the modern debate about leadership (Spencer, 1873/2013). Despite the fact that leadership continued to be defined as a personal quality, after World War II a new trend started. Stogdill (1950) defined leadership as “the process (act) of influencing the activities of an organized group in its efforts toward goal setting and goal achievement”. This was perhaps the first effort to

point out that leadership was not a mere individual trait but a process of influence upon others. Stogdill also defined the purpose of that process: “goal setting and goal achievement”.

Tannenbaum, Weschler and Massarik (1961) continued in the line of Stogdill (1950) defined leadership as the “interpersonal influence, exercised in a situation, and directed, through the communication process, toward the attainment of a specific goal or goals”. Zaleznik (1977) also emphasized the aspect of influence in leadership: “Leadership requires using power to influence the thoughts and actions of other people”.

Kotter (1988) added a new viewpoint when he defined leadership as “the process of moving a group (or groups) in some direction through mostly non-coercive means”. According to this definition, the use of coercive means is not akin to leadership, since there should be a voluntary followership. Not all scholars agree with this distinction: for example, Kellerman insisted that the use of force is also leadership (Volckmann, 2012).

In the 1990s, leadership thinkers started to give importance to followers in the leadership process. Bass (1990) established a breakthrough in this field when noted that leadership was not only a process of influence of the leader upon others, but an interaction process that could be influenced by anyone involved. For Bass, leadership is an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of members. Leadership occurs when one group member modifies the motivation or competencies of others in the group. Any member of the group can exhibit some amount of leadership.

Rost (1993) also emphasized that leadership was a relationship process oriented to achieve some common goals. Leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes. Bennis and Townsend (1995) affirmed that leadership is the capacity to create a compelling vision and to translate vision into organizational realities.

Drucker (1996) summarized the ideas at the end of the 20th century when he proclaimed, the only definition of a leader is someone that has followers. Although, most contemporary thinkers have avoided giving definition of a leadership, Kellerman has expressed that she visualizes leadership as an equilateral triangle in which the three sides are the leader, the followers and the context (Volckmann, 2012). That is, she recognizes the importance of the leader, as has been done for centuries, but states that the followers are as important as the leader, as was suggested by Bass (1990) and most interestingly she adds the context as an equally important component of the leadership process.

A study of leadership effectiveness and organizational performance by Maria (2012) concludes that the style of leadership does affects performance, since performance cannot be achieved in the absence of a leadership that can adapt to changes and challenges of the environment. Iqbal, Anwar and Haider (2015) elaborate more on this statement where different leadership style does affects the employee's performance, in which participative style of leadership has greater positive effect than autocratic and democratic style as participative style makes employee feel empowered and confident in doing their jobs and making different decisions. Besides that, positive leadership behaviors have also been shown to positively relate to employee momentary emotions,

subjective well-being, organizational performance and organizational citizenship behavior (Wijewardena, Samaratunge & Hartel, 2014).

2.4 Underpinning Theory

2.4.1 Self-Determination Theory

One theory which is helpful in explaining happiness at the workplace is Self-Determination theory (SDT) developed by Deci and Ryan (1985). Self-Determination theory is a macro-theory of human motivation, personality development and well-being. The theory focuses especially on volitional or self-determined behavior and the social and cultural conditions that promote it. Self-Determination theory also postulates a set of basic and universal psychological needs, namely those for autonomy, competence and relatedness, the fulfillment of which is considered necessary and essential to vital, healthy human functioning regardless of culture or stage of development (Ryan, 2009).

For decades self-determination theory (SDT) has addressed the links between motivation and the dual concerns of performance and wellness in organizations. It has focused on what facilitates high-quality, sustainable motivation and what brings out volitional engagement in employees and customers. SDT suggests that fostering workplace conditions where employees feel supported in their autonomy is not only an appropriate end in itself but will lead to more employee satisfaction and thriving, as well as collateral benefits for organizational effectiveness. Because SDT details the multiple factors, including managerial styles and pay contingencies, that support

employees' autonomy and competence at work, it provides a framework for allowing them to be more engaged as they and their organizations develop and thrive.

SDT specifically suggests that both employees' performance and their well-being are affected by the type of motivation they have for their job activities. SDT therefore differentiates types of motivation and maintains that different types of motivation have functionally different catalyzers, concomitants, and consequences.

Autonomous motivation is characterized by people being engaged in an activity with a full sense of willingness, volition, and choice. Often, autonomously regulated activities are intrinsically motivated. Perhaps more important to the workplace, however, extrinsically motivated activities can, under the right circumstances, also be autonomously motivated—that is, engaged with authenticity and vitality. When individuals understand the worth and purpose of their jobs, feel ownership and autonomy in carrying them out, and receive clear feedback and supports, they are likely to become more autonomously motivated and reliably perform better, learn better, and be better adjusted. In contrast, when motivation is controlled, either through contingent rewards or power dynamics, the extrinsic focus that results can narrow the range of employees' efforts, produce short-term gains on targeted outcomes, and have negative spillover effects on subsequent performance and work engagement.

Intrinsic Motivation is a specific type of autonomous motivation. It refers to activities for which the motivation lies in the behavior itself. When intrinsically motivated, it is the spontaneous experiences of interest and enjoyment entailed in the activity that supply the "rewards." Intrinsic motivation is a ubiquitous human

phenomenon, but it is exemplified in the play of children, who enthusiastically engage in activities without external rewards or prompts. Employees can be intrinsically motivated for at least parts of their jobs, if not for all aspects of them, and when intrinsically motivated the individuals tend to display high-quality performance and wellness. Cognitive evaluation theory (CET) (Deci & Ryan 1980), which is one of SDT's six mini-theories, became well-known within the organizational psychology literature. It explained that intrinsic and extrinsic incentives are not necessarily additive and introduced experimental research on the undermining effects of rewards. These experiments were important in showing systematic effects of different reward contingencies on intrinsic motivation, but perhaps more important was that they suggested that rewards could shift people's perceived locus of causality or perceived competence, thus diminishing their sense of autonomy and/or their sense of competence.

Extrinsically motivated behavior involves doing an activity to attain a separable consequence, whether tangible or otherwise. That is, extrinsic motivation encompasses all instrumental behaviors. Rather than viewing all extrinsic motivation as "bad," which some authors (e.g., Gerhart & Fang 2015) have claimed we did, SDT has always maintained that extrinsic rewards can have different functional significances that lead to enhancements, diminishments, or no effects on intrinsic motivation (e.g., Deci 1972). Furthermore, and very importantly, SDT has long differentiated extrinsic motivation into various forms, each of which is recognizable in the workplace, and which range from being less to more autonomous (Deci & Ryan 1985a, Ryan & Connell 1989). External regulation is at the least-autonomous end of the extrinsic-motivation continuum of autonomy. When externally regulated, individuals perceive their behavior

as being directly controlled by others, often through contingent rewards and threats. As we shall see, external regulation can powerfully motivate specific behaviors, but it often comes with collateral damage in the form of long-term decrements in autonomous motivation and well-being, sometimes with organizational spillover effects. A somewhat more autonomous form of extrinsic motivation is introjected regulation, which involves people being focused on approval versus disapproval in their jobs and from their leaders. Introjected behavior is self-controlled by processes such as contingent self-esteem, ego-involvements, and guilt, as well as a concern with status and recognition. Still more autonomous is identified regulation, in which the individuals have personally identified with the importance or value of their work roles and behaviors. Because they have accepted as their own the rationale for acting, they are more autonomously self-regulated and are flexible in both selecting and sustaining their behavior and activities. Finally, when people assimilate and integrate their identifications, they can act through integrated regulation, which is the most mature and volitional form of extrinsic motivation. Integration is very important because there is potential for conflict among different identifications (e.g., an identification with one's job and an identification with one's family), so people need to bring them into coherence. When identifications have been integrated, people are wholeheartedly engaged and purposive with respect to the target activities, and without inner barriers or conflicts. According to SDT, these varied types of extrinsic motivation are salient to different degrees in workplaces, and each has predictable consequences. However modeled, the general expectation from SDT is that more autonomous forms of motivation will predict greater persistence, performance quality, and well-being over

time than will controlled forms, and that each of these forms of motivation will be systematically related to leadership styles, work conditions, and pay contingencies.

Fundamental to SDT is the idea that the impact of varied environmental factors (e.g., job design, pay contingencies, managerial styles) on workers' motivations and experiences is largely mediated by a small set of basic psychological needs. They are the needs for competence, relatedness, and autonomy or self-determination, which are essential for psychological health and well-being and facilitate effective functioning in social settings. Accordingly, SDT researchers have regularly hypothesized and consistently found that social settings such as workplaces that support satisfaction of the basic psychological needs facilitate autonomous motivation, psychological and physical wellness, and enhanced performance, especially on heuristic activities. As such, the concept of basic need support emerged as a crucial concept to describe the conditions within social contexts such as work groups that influence motivation, wellness, and performance.

SDT's mini-theories have broad implications for organizations (Gagne & Deci 2005), and numerous research reports on SDT constructs within work organizations have appeared in the recent empirical literature. Figure 2.1 shows these core elements of SDT as applied to the work domain, depicting the general SDT model of work motivation. This model begins with two primary sets of independent variables: social context variables and individual difference variables. The predominant social context variables are the organizational supports versus thwarts of employees' basic psychological needs for competence, relatedness, and autonomy, and they are viewed as being strongly influenced by managerial styles. Supports of the three needs are often

used as a composite, although many studies have examined just autonomy support. In fact, when there is organizational and managerial support for autonomy, supports for and satisfaction of all three of the employees' basic psychological needs at the general level are often quite highly correlated, first because authorities who support autonomy generally are attuned to and supportive of the other needs, and second because when employees have a sense of autonomy they themselves find ways to get the other needs satisfied. Thus, when employees experience support for autonomy they typically also feel more connected to the organization, and feel more effective. The most typical individual difference variables used in SDT studies have been the employees' general causality orientations. Underlying the measure are three motivational orientations that employees can generally experience—an autonomy orientation that is proactive and interested, a controlled orientation that is focused on external contingencies to guide behaviors, and an impersonal orientation that lacks intentionality and is concerned with avoiding assessments and failures. Each of these can be differentially salient to employees, and in some research such orientations have been primed in individuals. Another measure of individual differences in SDT is extrinsic versus intrinsic aspirations or goals (e.g., Kasser & Ryan 1996), as is discussed below in the section on Employee Aspirations, have also been used in some studies of workplace motivation and satisfaction (e.g., Sheldon & Krieger 2014).

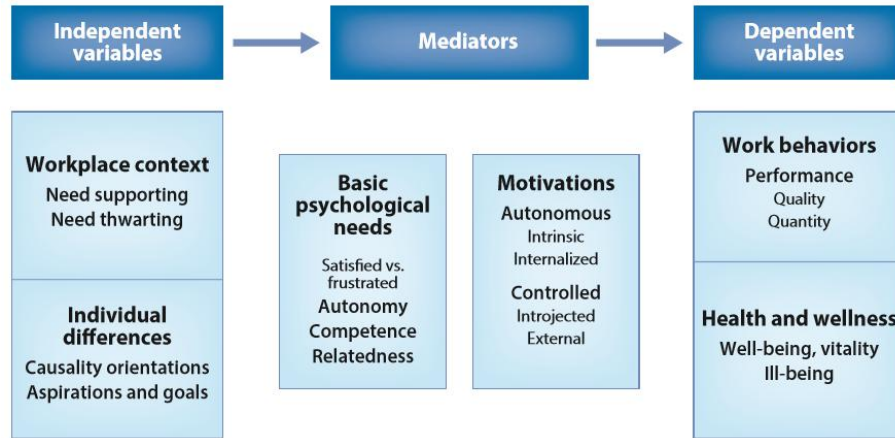


Figure 2.1 *The basic self-determination model in the workplace*

Research on this general model, shown schematically in Figure 2.1, has had two types of mediating variables: first, satisfaction of the three basic psychological needs, typically used as a composite, but sometimes analyzed with each need separately, and second, autonomous and/or controlled motivation, sometimes supplemented by perceived competence, especially in studies of health behavior change among adults. Typically, researchers have used either the set of need satisfaction variables or the motivation variables, and in this study researcher have used both, in which case have tended to predict the motivation variables and the need satisfaction variables, typically as mediating variables between independent variables and dependent variables. Finally, as noted in the introduction, there have tended to be two types of dependent variables: performance variables (e.g., quantity or quality of performance or profitability) and well-being/ill-being variables (e.g., job satisfaction, vitality, or somatic symptoms). For this study, well-being variables (happiness at work) were selected as the dependent variable. Other studies have examined the relations of some of the SDT variables to variables from other perspectives in the organizational literature. For example, this

study have examined job satisfaction, income and leadership, which bears some relation to happiness at work as that job satisfaction, income and leadership relates to basic need satisfaction, autonomous motivation, or both.

In reviewing organizational research guided by SDT, the studies begin with the types of motivation (e.g., autonomous and/or controlled) and their consequences, followed by ones that examine need satisfaction/frustration variables, and their consequences. We then move on to more complex sets of variables that include situational variables such as need supports. Autonomous motivation is a central SDT variable for predicting workplace outcomes. It is comprised of employees' reports of both intrinsic motivation and well-internalized extrinsic motivation. The theory assumes that when people can identify with the value and importance of their work they will show enhanced qualities of work motivation.

In this study, income has come off as independent variable that will predict the happiness at work among teachers. Accordingly, it is essential that income, pay, rewards or incentives be considered when thinking about motivation in the workplace. According to Self-Determination theory, rewards effects on intrinsic motivation for an activity revealed that tangible reward undermined intrinsic motivation for the activity, whereas positive feedback enhanced intrinsic motivation. Furthermore, if the tangible rewards were not contingent on actually doing the task they were not undermining of intrinsic motivation (Deci, 1972). When the interpretation of rewards is informational they convey positive competence information thus satisfying the recipient's basic psychological need for competence and enhancing intrinsic motivation. Positive feedback on average has this functional significance. In contrast, when the interpretation

of rewards is controlling, people feel pressured to think, feel, or behave in particular ways, so the rewards frustrate people's basic need for autonomy, thus undermining intrinsic motivation. As we have said, even though in general people "like" getting rewards, on average the rewards yield these negative effects on intrinsic motivation because, when rewards are made contingent, it becomes salient that the experimenter is controlling the rewardees' behavior. Also, because SDT research has consistently found the concepts of basic psychological need satisfaction and contextual (i.e., managerial) need supports to be important for positive work outcomes including performance and well-being. In addition, because equity or justice has long been shown to be an important consideration concerning pay the researchers included measure of distributive and procedural justice. The primary outcome variable in the study was intrinsic motivation, and satisfaction of the basic psychological needs was considered a potential mediator. Analyses of the data revealed that amount of pay was positively related to distributive justice, indicating that the more pay employees received, the more just they believed the payments to be. That is, greater pay does lead to employees feeling more fairly treated and valued. More important, however, is that the amount of pay employees received did not predict psychological need satisfaction and intrinsic motivation, nor did distributive justice. In contrast, managerial need support predicted procedural justice, need satisfaction, and intrinsic motivation, with need satisfaction being a mediator.

In this study, besides income, leadership is one of the predictor to happiness at work among the teachers. From SDT perspective, a charismatic leader leading through inspiring, encouraging, stimulating and empowering is likely to support the basic psychological needs for competence, autonomy, and relatedness. For a leader to support

these needs, he or she needs to acknowledge the employees' perspectives in their discussions, offering choice about how to enact the ideas, and refraining from pressuring behaviors and language, the leaders will be more successful in facilitating the employees' autonomous motivation thus resulting in being happy at work. Furthermore, the other types of leadership, for example, transactional leadership is a more conventional approach that includes using contingent rewards, emphasizing norms, and monitoring employees' behaviors. Recent research has shown that perceived transformational leadership does promote employees' basic need satisfaction and autonomous work motivation. Moreover, Bono & Judge (2003) found that when leaders were more transformational their employees were more committed to the organization, tended to adopt more autonomous work goals, and displayed higher job satisfaction. Transactional leadership, however, had negative relations to basic need satisfaction (e.g., Hetland et al. 2011) thus prompting less effective motivational processes and outcomes. Other research has shown that the transformational leaders themselves require basic need satisfaction, such that those leaders who are getting their own needs satisfied are more likely to be transformational in their approach (Trepanier et al. 2012).

2.4.2 Human Needs Theory

In order to explain the relationship between job satisfaction and happiness at work, the other alternative humanistic needs theory have been considered as a framework for the study is Human Needs Theory (Maslow, 1943). Maslow argued and were satisfied on a hierarchy extending from basic physiologic needs, to safety needs,

love and belonging, esteem and finally self-actualization. According to Maslow, he saw human needs in the form of hierarchy, ascending from lowest to the highest and he concluded that when one set of needs is satisfied, this kind of need ceases to be a motivator. A need hierarchy of five levels by Maslow includes physiological needs, security and safety needs, social needs, esteem needs and self-actualization needs. The important point about these need levels is that they usually have a definite sequence of domination. Second level needs do not dominate until first level needs are reasonably satisfied. Third level needs do not dominate until first and second level needs have been reasonably achieved and so on. As the more basic needs are satisfied, a person seeks to fulfill the higher level needs. If one's basic needs are not met yet, they claim priority and efforts to satisfy the higher level needs will be postponed. Jobs which are able to satisfy more of the Maslow needs would be jobs which would result in greater satisfaction on the part of the employee. Maslow proposed that while all were essential to happiness, the achievement of the higher order needs such as esteem needs and the need for self-actualization were essential to true happiness.

2.5 Research Framework and Hypothesis Development

The main objective of this study is to determine the relationship between job satisfaction, income, leadership and happiness at work. The research framework illustrated in figure 2.2 shows the relationship between independent variables (job satisfaction, income and leadership) and dependent variable (happiness at work)

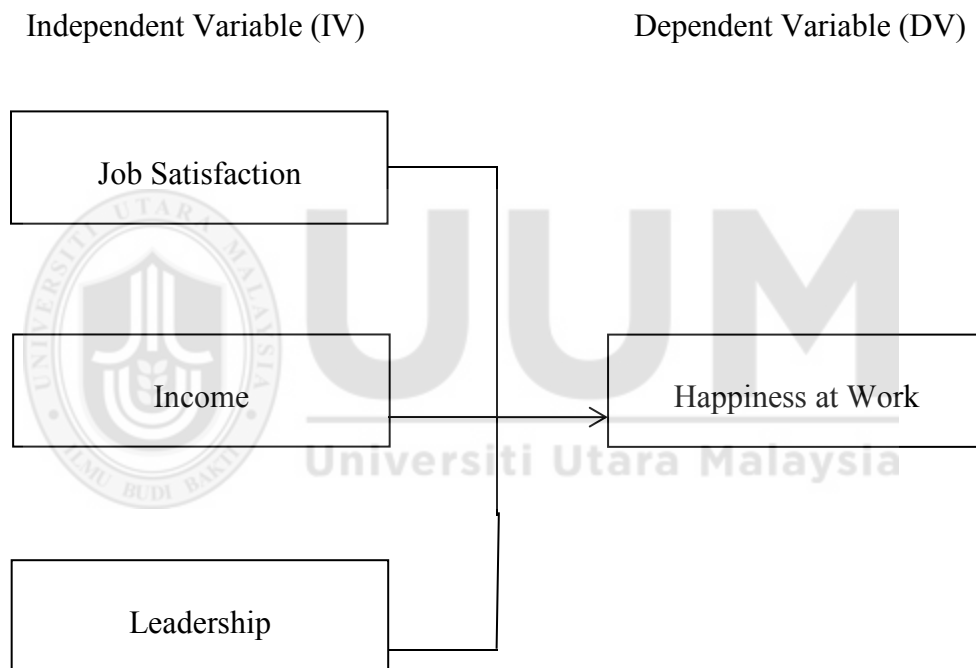


Figure 2.2 *Research Framework*

2.5.1 Relationship between Job Satisfaction and Happiness at Work

To date, the most significant cause of happiness at work is job satisfaction (Tasnim, 2012). Job satisfaction represents a combination of both positive and negative feelings that workers have towards their work. Job satisfaction gives workers a sense of achievement and success on the job. It is directly related to productivity as well as to personal well-being. Job satisfaction and subjective well-being relationship are reciprocal and there is a significant effect of subjective well-being on job satisfaction (Bowling & Wang, 2010).

Bender (1944) proposed that 60% of all employees' satisfaction at work was directly attributable to issues of their happiness at workplace. Opportunity for feedback, communication and being informed, commitment from leaders, fairness, recognition, career advancement, and respectful treatment were found to be not enough (Bertini & Boonsongpaisan, 2016). Paying attention and putting more effort in managing those factors could help increase job satisfaction among employees. As a result, employees would never want to leave their job as they feel happy about what they were doing. Within the organization sciences, job satisfaction is probably most common, as well as the oldest operationalization of workplace happiness (Wright, 2005). Of course, satisfaction with one's job is not isomorphic with the happiness of life as a whole, because job satisfaction, by definition is specific to one's job, it excludes those aspects of one's life external to the job.

Buragohain and Hazarika (2015) in their study stated that there is a positive correlation between happiness and job satisfaction among the teachers. The study

further showed that happiness is closely associated with job satisfaction. A happy teacher possesses high job satisfaction and a teacher having high job satisfaction is happier. Thus, it can be inferred that by ensuring good management, regularization of posts happiness and job satisfaction of the teachers can be increased. As high level of happiness and job satisfaction are significantly related with many positive variables of an organization. Therefore, organizational management can surely think to increase the level of happiness among the employees.

Hypothesis 1: Job satisfaction is positively related to happiness at work.

2.5.2 Relationship between Income and Happiness at Work

Income includes the wage and salary earned by an individual (Mathur, 2012). A study of pay and happiness by Caporale, Georgellis, Tsitsianis and Yin (2009) confirms that there is a strong relationship between a person's income and life satisfaction. This is because people who have higher income have more opportunities to buy desired goods and services (Frey & Stutzer, 2002; Schnittker, 2008). Even though people who gain higher income seem to be happier people, their happiness level is affected by working hours (Binswanger, 2006; Paul & Guilbert, 2013). People may be unsatisfied with their jobs if they have long working hours (Georgellis, Lange & Tabvuma, 2012).

Furthermore, people compare their own income with others (Lembregts & Pandelaere, 2014; Oshio & Kobayashi, 2011). They are likely to be happy when they perceive pay equality (De Prycker, 2010). Oshio and Kobayashi (2011) contend that individuals who experience income inequality are less happy. In contrast, Hopkins

(2008) argues that income inequality can positively affect happiness of some competitive people who gain more income than others. This is because competitive people try to make the difference between their own income and others' rewards (Brody, 2010). They may be happy with higher income if it is unequal to those people (Hopkins, 2008).

Many studies (Gabremariam, Gebremedhin & Schaeffer, 2010; Rotaru, 2014) show the link between employment and income growth. Employment can be considered as an important source of income (Zuvekas & Hill, 2000). People who have better employment status (stable employment) gain higher income (Shlay, Weinraub, Harmon & Tran, 2004). They may be happier than those who have lower employment status and gain lower income (Carporeale et al., 2009). Furthermore, it should be noted that self-employed people seem to be more satisfied with work than those who are employed in organizations (Benz & Frey, 2008). Employed and self-employed people have different work processes that might have an impact to their happiness level (Benz & Frey, 2008). Controlling for changes in income, individuals declare themselves to be happier when they obtain a job that is deemed more prestigious.

Studies by Easterlin (1995) and Helliwell (2003) suggested that greater income is associated with greater life satisfaction. The same positive relationship seems to exist between income and job satisfaction (Sloane & Williams, 2000; Grund & Dirks, 2007). There is also recent evidence from psychology that high income is associated with lower levels of psychopathology (Wood, Boyce, Moore & Brown, 2012). Given these findings, it is reasonable to assume that lower income would have the opposite effects on happiness at work and job satisfaction. On the few papers that have employed the

idea in subjective well-being found that experienced falls in income have larger impact on happiness than equivalent income gains (Boyce, Wood, Banks, Clark & Brown, 2014).

Hypothesis 2: Income is positively related to happiness at work.

2.5.3 Relationship between Leadership and Happiness at Work

Today's challenge for the management is to recognize that there are different expectations for work and happiness in it. Many generations are present in the work field and they need to be lead in various ways (Manka, 2011). The leadership is a field argued and studied a lot, and yet it is sometimes difficult to define the perfect leadership. Guidance, encouragement and participation by the management are detected to pursuit positive environment and happy feeling among employees (Varila & Viholainen, 2000).

Gilbert (2012) remarks that a reward works better than a punishment. In Kahnemans and Krueger (2012) study, nine hundred working women in Texas valued their happiness while interacting with different people during the day. They were the happiest when interacting with their friends and the unhappiest with their bosses. Even being alone makes them happier than intervening with the boss.

According to Killingsworth (2012), people are less happy when their minds are wandering around more than when they are focused. Wandering affects sharply on happiness and lowers it. Sometimes the managers of people doing creative work think certain amount of daydreaming emphasizes productivity, but it is quite the opposite. The

managers should therefore, help the employees to stay focused, not only for the benefits of the company, but for the sake of an employee too (Killingsworth, 2012).

Research on leadership behaviors have shown a direct relationship with employee happiness in the workplace. Ethical relationship behaviors were noted to be positively related to job satisfaction, affective organizational commitment and work engagement (Tanner, Bragger, Van Schie & Leberz, 2010). Supportive leadership behaviors specifically considered a defined by Stodgill (1950), has been shown to impact positively on job satisfaction (Judge, Piccolo & Ilies, 2004) as has initiating structure (Rowold, Borgmann & Bormann, 2014). Furthermore, transformational leadership behaviors have been shown to have positive impact on employee moods including optimism, happiness and enthusiasm (Bono, Foldes, Vinson & Muros, 2007; Rowold, Borgmann & Bormann, 2014). Positive leadership behaviors have also been shown to positively relate to employee momentary emotions, subjective well-being, organizational performance and organizational citizenship behavior (Wijewardena, Samaratunge & Hartel, 2014).

Besides, there is a clear evidence that the leader behavior is related to the happiness of employees. Warr (2007) defines a positive leadership behavior as one that includes willingness to listen to employees, showing support, respect and concern for employees' welfare, and a tendency to show appreciation for employees and their well done work. In several studies, Warr (2007) shows a negative correlation between poor manager's behavior and overall job satisfaction. He claims a poor leader behavior as one that includes favoritism, belittling staffs, disregarding the employee initiative and unfair punishment. In addition, a study on abusive supervision by Tepper (2007) shows

the negative effects of inappropriate leader behavior on employee happiness and the impact of well-being can be reduced.

Thus, effective leaders take employees' feelings into account and should know how to inspire, stimulate and give meaning to the work of employee (Vasconcelos, 2008; Cleavenger & Munyon, 2013). If organizational staffs perceive significance and meaning of their task and work, they can be more motivated and satisfied with their work (Dimitrov, 2012; MacMillan, 2009). The reason has been found by Martin (2008) because he claimed that individuals feel happy when they perform meaningful activities (Wesarat, Yazam & Halim, 2014). Besides, autonomy support of the leaders is considered important for satisfaction, well-being and engagement of employees (Deci, Connell & Ryan, 1989; Baard, Deci & Ryan, 2004; Fisher, 2010)

Hypothesis 3: Leadership is positively related to happiness at work.

2.6 Summary

This chapter presents the reviewed literatures from previous studies and focus on the relationship between the relevant factors that might contribute to the happiness at work. In addition, review on the variables, both independent and dependent, has also been conducted and defined by gathering further information and reference sources. The chosen theory has been given close attention and explored in relation to the factors that contributing to the happiness at work.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter covers the research methodology and procedure undertaken in this study which includes the basic research design, measurement of variable, population of the study, sample size and sampling technique, sampling procedure and explains the method and procedures for data collection, analysis and interpretation of research findings. The methodology describes the total strategy or set of process used to conduct the study, starting with the identification of the problem and ending with the final stage of data collection (Uys & Bason, 1991).

3.2 Research design

A research design is a blue print for the collection, measurement, and analysis of data based on the research questions of the study (Sekaran & Bougie, 2013). The descriptive and quantitative analysis were used in this research to identify the correlation between job satisfaction, income and leadership on happiness at workplace among teachers. Descriptive statistics were used to describe and summarize the data obtained from teachers and provide an accurate representation of the entire population. Through quantitative research, concepts were described and relationships were identified. According to Sekaran (2003), descriptive study should be undertaken in

order to examine and determine certain variables and their relationships in the problem. In descriptive research method; correlational, developmental design, observational studies and survey research are used (William, 2007).

According to Sekaran and Bougie (2013), questionnaire is an efficient data collection mechanism when a study is descriptive or explanatory in nature. They are generally less expensive and time consuming than interviews and observation. Questionnaires are generally designed to collect large numbers of quantitative data as they can be administered personally, mailed to the respondents or electronically distributed. In this study, the researcher chose to personally distribute the questionnaires to the respondents as the researcher can collect all the completed responses within a short period of time. Besides, any doubts that the respondents might have on any question can be clarified on the spot.

3.3 Population of the Study

The population refers to the entire group of people, events, or things of interest that the researcher wishes to investigate and wants to make inferences (Sekaran & Bougie, 2013). The chosen population for this study is the school teachers located in Penang. As the study interest is to investigate the factors that influencing happiness at work among teachers. Therefore, three vocational colleges were selected for the population as the vocational colleges are easier to be approached. The total population size is 215 teachers as shown in table 3.1.

Table 3.1 *Population of study*

| Schools | No of teachers |
|------------------------------------|-----------------------|
| Kolej Vokasional Seberang Perai | 70 |
| Kolej Vokasional Nibong Tebal | 79 |
| Kolej Vokasional Butterworth | 66 |
| Total | 215 |



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3.4 Sampling Technique

Sampling is the process of selecting the sufficient number of elements from the population. According to Sekaran (2009), a sample is a subset or a part of large population. The purpose of sampling is to enable the researcher to estimate some unknown characteristics of the population. By studying the sampling, it will become more reliable, reduce fatigue and also the number of mistakes in certain cases, especially when the elements involved in large number.

Sampling technique used in this study is convenience sampling. Convenience sampling is a type of non-probability sampling technique. This technique is chosen due to the respondents' availability during the time of the study. Furthermore, it is more efficient to use the convenience sampling due to time and budget constraint. Thus, for the purpose of this study, a total of 170 questionnaires was distributed randomly to the school teachers that willing to participate.

3.5 Data Collection Procedure

This study follows the data collection procedure as stated below to ensure the study carried out in an effective and systematic procedure. First step, the researcher select three vocational colleges in Penang that are suitable with the study. After selecting the vocational college for the study, researcher make an appointment with the Director from the selected vocational colleges and explain to them the purpose of this study. Get approval from them to distribute the questionnaires among their staffs in order to get all the data and information. In order to distribute the questionnaire, researcher seek an assistant among the teachers to distribute the questionnaire among the other teachers. After two weeks, researcher collect all the questionnaires that had been distributed and record the number of questionnaires returned. The data that have been collected will be analyzed by using the SPSS system and generate the reports of finding from the system. From the result obtained, reseacher proposed recommendations and solutions in assisting the schools.

3.6 Pilot Study

Porta (2008) defined pilot study as a small scale test of the methods and procedures to be used in a large scale. A pilot study can be used to reveal some logistics issues before embarking on the main study. The results from the pilot study can inform feasibility and identify modifications needed in the main study and generally, 10%-20% of the main sample is a reasonable number for conducting the pilot study (Hazzi & Maldaon, 2005). In this study, the questionnaires were distributed to 30 respondents among teachers that were not contributing to the main sample of the research. Two weeks had been used to gather all the feedback. The result obtained from the pilot study will act as the marking point in helping the researcher to conduct the real experiment

Table 3.2 *Cronbach's Alpha of Pilot Test*

| Variable | No. of items | Cronbach's Alpha |
|-------------------|---------------------|-------------------------|
| Happiness at work | 17 | 0.949 |
| Job Satisfaction | 6 | 0.856 |
| Income | 4 | 0.854 |
| Leadership | 11 | 0.959 |

3.7 Measurement

This study applied the quantitative approach as it is the most suitable method for data collection. In order to obtain the data, a set of questionnaires were created pertaining to the happiness at work among teachers, the preference towards the job satisfaction, income and leadership. In general, the questionnaire was separated into a few sections. All the questions were measured by using Likert Formatted Scale. A copy of the questionnaire is attached in Appendix A which consists 44 items.

The questionnaire of this study is divided into five sections. The first section, section A, aims to measure the state of happiness at work. In section B, the job satisfaction among the teachers in school is measured and section C aims to measure the income. Whereas, section D is used to measure the leadership. In the final section, section E, respondents' background is taken into measurement.

3.7.1 Happiness at Work

The measurement instrument for happiness at work was adapted from Well-being at Work Scale (WBWS) by Paschoal and Tamayo (2008). The instrument comes with 29 items distributed across three factors which are positive effect, negative effect and factor fulfillment. For the purpose of this study, only two factors were included for the questionnaire; the positive effect and factor fulfillment with the total 17 items selected. The sample items are “My work made me feel happy” and “In my work, I achieve my potential.” Each item were operationalized using 5-point Likert formatted

scale (strongly disagree to strongly agree). The coefficient alpha estimate of internal consistency reliability for 17 items is 0.945.

3.7.2 Job Satisfaction

The measurement instrument for job satisfaction was adapted from the survey by Stephen Choo and Christine Bowley (2017). The items were derived from the previous study by (Kirkpatrick, 1994; Warr et al., 1999; Warr and Bunce, 1995; Sackett and Mullen, 1993; Pierce et al., 1986 and Birdi et al., 1997). Only 6 items dedicated for job satisfaction were selected from 16 items which were devoted for to an evaluation of organization's training and development program. The sample items are "I feel very comfortable in my work environment." and "I consider my co-workers friends." Each item were operationalized using 5-point Likert formatted scale (strongly disagree to strongly agree). The coefficient alpha estimate of internal consistency reliability for 6 items is 0.849.

3.7.3 Income

The measurement instrument for income was adapted from Pay Satisfaction Questionnaire (PSQ) by Timothy A. Judge (1993). Pay Satisfaction Questionnaire were divided into four different dimensions which are pay level, benefits, pay raise and structure or administration. In this study, only pay level dimension with 4 items were included in the questionnaire. A sample items from Pay Satisfaction Questionnaire are

“I am happy with my current salary.” and “I am satisfied with my overall level of pay.” Each item were operationalized using 5-point Likert formatted scale (strongly disagree to strongly agree). The coefficient alpha estimate of internal consistency reliability for 4 items is 0.748.

3.7.4 Leadership

The measurement instrument for leadership was adapted from Kemakorn Chaphraisit and Orapin Santidhirakul (2011). The survey made up with 43 items but only 11 items of leadership factor were chosen. The sample items are “My leader takes big role in creating and developing working team” and “My leader provides shared understanding among staff.”. Each item were personalized using 5-point Likert formatted scale (strongly disagree too strongly agree). The coefficient alpha estimate of internal consistency reliability for 4 items is 0.945.

3.7.5 Demographic Profile

These types of questions focused on the demographic factors such as gender, age, race, marital status, highest level of education and income. These items were personally constructed by researcher.

3.8 Reliability

Reliability test is one of the most important elements of test quality. The reliability of the questionnaires was tested to check the consistency of all related factors in the study based on Cronbach's Alpha. In other words, the reliability of a measurement is an indication of the stability and consistency with which the instrument measures the concept and help to assess the goodness of a measurement (Sekaran, 2013). Sekaran (2005) stated that the highest Cronbach's Alpha is 1. It measures the consistency of the reliability factor. For a research, any reliability coefficient (Alpha) less than 0.6 is regarded as poor and those in the range of 0.7 are acceptable, and those with coefficient value 0.8 and over are considered good. The internal consistency reliability coefficients (Cronbach's alpha) for the scales used in this study were computed in the pilot testing and are well above the level 0.7, acceptable for the analysis purpose.

3.9 Data Analysis Technique

The data obtained was processed and statistically analyzed by using Statistical Package for Social Science (SPSS) software version 22.0. The instruments that were decided and applied were frequency, Pearson Correlation and regression as to analyze the relationship between dependent and independent variables.

3.9.1 Descriptive Analysis

The frequency distribution is a mathematical distribution to identify the number of responses associated with the different values of one variable and expresses this count in a percentage. The purpose of this analysis is to attain the results of frequency distribution, measures of central tendency and measures of dispersion variability. In this research, descriptive statistic is used to describe and analyze the basic features of the data in a study; gender, age, race, marital status, highest level of education and income. The descriptive statistics was conducted and used for computing the mean score and standard deviation of each dimension of the variables. The mean is calculated to measure the importance of each of them respectively (Sekaran, 2010).

3.9.2 Pearson Correlation Analysis

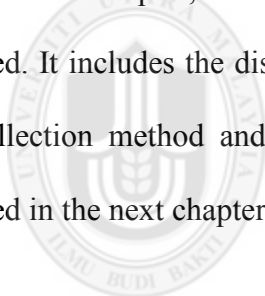
Pearson Correlation is a method used to test the hypothesis of the study. A Pearson Correlation will indicate the direction, strength, and significance of the bivariate relationships among all the variables that were measured at an interval or ratio level. According to Sekaran (2010), this is to examine the independent variables is in correlation with the dependent variables. If the probability value (P-Value) is smaller than 0.05 ($p < 0.05$), the result will be significant. Therefore, there is a relationship between dependent variables. If the probability value (P-Value) is equal to 0.05 ($p = 0.05$) or is greater than 0.05 ($p > 0.05$), there is no relationship between dependent variable and independent variables. Using this tool, an analysis of relationship can be made between job satisfaction, income and leadership with happiness at work.

3.9.3 Multiple Linear Regression Analysis

The purpose of multiple regression analysis is to examine the relationship between a dependent variable and one or more independent variables. Regression analysis helps researchers to understand how the value of the dependent variable changes when any of the independent variables are varied while the other independent variables are fixed.

3.10 Summary

In this chapter, the method and the analysis strategy for the study have been described. It includes the discussion of research design, sampling size, instrumentation, data collection method and the analysis techniques. Results of the findings will be discussed in the next chapter, Chapter 4.



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CHAPTER 4

FINDINGS

4.1 Introduction

This chapter reflects on the finding underlying the research and provides a detailed description of the analysis and interpretation of data. All data were analyzed using the Statistical Package for Science (SPSS) version 22.0. Demographic data analysis of the respondents include gender, age, race, marital status, highest level of education and income. The measure of this study is tested for its construct validity and internal consistency by using reliability analysis. Pearson's Correlation coefficient was used to identify the existence of any significant relationship between the independent variables and dependent variables. Additionally, regression analysis is conducted to examine the most significant of relationship between the independent variables and dependent variable.

4.2 Response Rate

A total 170 questionnaires were distributed to the respondents and only 156 questionnaires were collected back. The result is shown in the Table 4.1.

Table 4.1 *Survey Responses Result*

| | Total | Percentages (%) |
|----------------------------|--------------|------------------------|
| Distributed questionnaires | 170 | 100 |
| Collected questionnaires | 156 | 91.76 |
| Uncollected questionnaires | 14 | 8.24 |

4.3 Profiles of the Respondents

The results for the respondents' demographic profiles are illustrated in Table 4.2 as shown below. 63 respondents were male (40.4%) and 93 respondents (59.6%) were female. Therefore, the respondents were mostly female.

The results for the respondents' age shows that the highest frequency of respondents between the age of 31 to 40 is 41.0% (64 respondents). Whereas, 20 to 30 years old respondents were recorded with 17.9% (28 respondents), 41 to 50 years old respondents is 28.2% (44 respondents) and 51 years old and above is 12.8% (20 respondents).

From all the 156 respondents, Malay makes up the majority with a total of 142 respondents (91.0%) and Chinese comes into second place with 11 respondents (7.1%) while Indian being the least with 3 respondents (1.9%).

The majority of the respondents that are married with children is 69.9% (109 respondents). Single respondents, recorded with 16.0% (25 respondents), married respondents with no children is 13.5% (21 respondents) and divorced respondent recorded least with 0.6% (1 respondent).

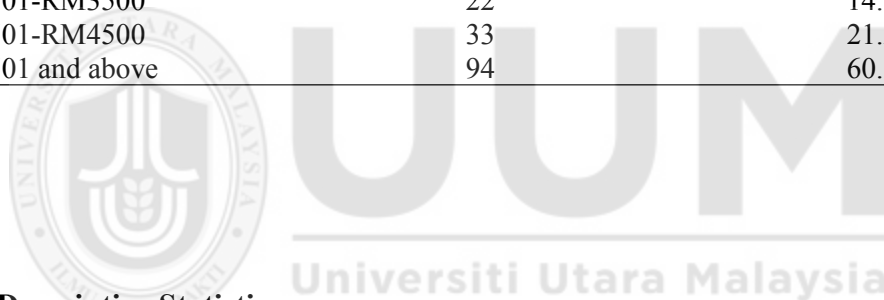
As for the highest level of education, Bachelor's degree makes up the majority of the percentage with 82.7%, a total of 129 respondents. Master's degree recorded at 10.9% (17 respondents) followed by Diploma's which is 6.4% (10 respondents). There are no record on SPM and Doctoral's degree holder among the respondents.

In the income section, the highest percentage of income recorded is RM 4501 and above with 60.3% (94 respondents), whereas the lowest with 4.5% (7 respondents) earning from RM 1500 to RM 2500. A total of 22 respondents (14.1%) earned in between RM 2501 to RM 3500 followed by 33 respondents (21.2%) earned in between RM 3501 to RM 4500.

Table 4.2 *Respondent Profile*

| Variables | Frequency (n=156) | Percent (%) |
|--------------------|--------------------------|--------------------|
| Gender | | |
| Male | 63 | 40.4 |
| Female | 93 | 59.6 |
| Age | | |
| 21-30 years | 28 | 17.9 |
| 31-40 years | 64 | 41.0 |
| 41-50 years | 44 | 28.2 |
| 51 years and above | 20 | 12.8 |
| Race | | |
| Malay | 142 | 91.0 |
| Chinese | 11 | 7.1 |
| Indian | 3 | 1.9 |

| | | |
|---------------------------------|-----|------|
| Others | 0 | 0 |
| Marital Status | | |
| Single | 25 | 16.0 |
| Married with no children | 21 | 13.5 |
| Married with children | 109 | 69.9 |
| Divorced | 1 | 0.6 |
| Educational Levels | | |
| SPM or equivalent | 0 | 0 |
| Diploma or equivalent | 10 | 6.4 |
| Bachelor's degree or equivalent | 129 | 82.7 |
| Master's degree or equivalent | 17 | 10.9 |
| Doctoral's degree or equivalent | 0 | 0 |
| Income | | |
| RM1500-RM2500 | 7 | 4.5 |
| RM2501-RM3500 | 22 | 14.1 |
| RM3501-RM4500 | 33 | 21.2 |
| RM4501 and above | 94 | 60.3 |



4.4 Descriptive Statistics

Descriptive statistics is important to summarize a collection of data. This would allow the measurement of central tendency (mean) and dispersion (standard deviation). From the results, the means and standard deviations for all variables used in this study were stated in Table 4.7 with all variables were measured on a 5-point scale.

Table 4.3 *Descriptive Statistics of the Variables*

| Variables | n | No of Item | Mean | Std. Deviation |
|-------------------|----------|-------------------|-------------|-----------------------|
| Happiness at Work | 156 | 17 | 4.019 | 0.452 |
| Job Satisfaction | 156 | 6 | 3.988 | 0.487 |
| Income | 156 | 4 | 3.588 | 0.566 |
| Leadership | 156 | 11 | 3.779 | 0.529 |

The above table shows the mean on income is rather low compared to the other variables with mean 3.588 and standard deviation 0.566. Job satisfaction shows the highest mean among the variables with mean 3.988 and standard deviation 0.487, while leadership shows mean with result 3.779 and standard deviation 0.529. Mean or the average is a measure that offers a general picture of the data without unnecessarily inundating one with each of the observations in the data set. While the standard deviation measures the dispersion for interval and ratio scale data, offers an index of the spread of a distribution or the variability in the data. From the result obtained, it shows that happiness among teachers contributed mostly by the factor of job satisfaction, followed by leadership and income.

4.5 Reliability Analysis

According Sekaran and Bougie (2013), reliability of a measurement indicates the extent to which it is without bias (error free), hence, ensures consistent measurement

across time and across the various items in the instrument. In other words, the reliability of a measurement is an indication of the stability and consistency with which the instrument measures the concept and help to access the goodness of a measurement. According to Table 4.4, the Cronbach's Alpha for happiness at work is 0.945. The Cronbach's Alpha for job satisfaction is 0.849. For income, the Cronbach's Alpha is 0.748. Lastly, the Cronbach's Alpha for leadership is 0.945. The four variables which are happiness at work, job satisfaction, income and leadership have relatively small gap and there is only minor change of Cronbach's Alpha.

Table 4.4 *Coefficient of Cronbach's Alpha*

| Variables | Cronbach's Alpha |
|-------------------|-------------------------|
| Happiness at Work | 0.945 |
| Job Satisfaction | 0.849 |
| Income | 0.748 |
| Leadership | 0.945 |

4.6 Hypothesis Testing

4.6.1 Pearson Correlation Analysis

In order to measure the degree of relationship between two variables in this study, Pearson Correlation was employed. Table 4.5 below shows the correlation analysis among variables used in the study.

The table shows that there is a positive and significant correlation between happiness at work and job satisfaction, ($r = .667$, $p < 0.01$). Since the value of correlation coefficient 0.667 falls under coefficient range 0.5 to 1.0, therefore the relationship between happiness at work and job satisfaction is strong.

For the relationship between happiness at work and income, there is positive and significant correlation, ($r = .402$, $p < 0.01$). Since the value of the correlation coefficient 0.402 falls under 0.3 to 0.49, hence the relationship between happiness at work and income is moderate.

Lastly, there is a positive and significant correlation between happiness at work and leadership ($r = 0.629$, $p < 0.01$). Since the value of the correlation coefficient 0.629 falls under 0.5 to 1.0, therefore the relationship between happiness at work and leadership is strong.

Table 4.5 *Pearson's Correlation Result*

| | HAW | JS | I | L |
|------------|------------|-----------|----------|----------|
| HAW | 1 | | | |
| JS | 0.667** | 1 | | |
| I | 0.402** | 0.376** | 1 | |
| L | 0.629** | 0.604** | 0.388** | 1 |

Note:HAW=Happiness at Work, JS=Job Satisfaction, I=Income, L=Leadership

4.6.2 Multiple Linear Regression Analysis

In this study, the researcher used multiple regression analysis to identify the significance of the predictors (job satisfaction, income and leadership) with the dependent variable (happiness at work). Table 4.10 shows model summary consisting R squared value.

Table 4.6 *Model Summary*

| R | R Square | Adjusted R Square | Std. Error of the Estimate | F |
|-------------------|-----------------|--------------------------|-----------------------------------|----------|
| .732 ^a | .536 | .527 | .31062 | 58.568 |

a. Predictors: (Constant), Job Satisfaction, Income, Leadership

As can be seen from Table 4.6, the value of R Square is 0.536. The R square will indicate the extend or percentage of the independent variables (job satisfaction, income and leadership) in explaining the variations in the dependent variable (happiness at work). In this study, independent variables (job satisfaction, income and leadership) can explain 53.6% of variations in the dependent variables (happiness at work). However, it still leaves 46.4% unexplained in this study. In other words, there are other additional variables that are important in explaining happiness at work that have not been considered in this research. The correlation coefficient (R value) is 0.732 and this means that there is a positive value and strong relationship between dependent variable (happiness at work) and independent variables (job satisfaction, income and leadership) and fall under the coefficient range 0.5 to 1.0.

Table 4.7 *Multiple Regression Analysis*

| | B | Std. Error | Beta | t | Sig. |
|------------------|----------|-------------------|-------------|----------|-------------|
| (Constant) | 1.060 | 0.229 | | 4.619 | 0.000 |
| Job Satisfaction | 0.395 | 0.066 | 0.426 | 6.025 | 0.000 |
| Income | 0.091 | 0.049 | 0.114 | 1.873 | 0.063 |
| Leadership | 0.280 | 0.061 | 0.328 | 4.615 | 0.000 |

a. Dependent Variable: Happiness at Work

The regression analysis on all three dimensions of happiness at work are significant at ($p < 0.05$, $F = 58.568$). However, according to table 4.7 above, it was found out that three dimensions are significant which have p-value < 0.05 , namely job

satisfaction, income and leadership with p-value of 0.000 and 0.063. This get concluded by saying that all three dimensions of happiness at work, namely job satisfaction, income and leadership impacted on the happiness at work among teachers in Penang.

Among the independent variables, job satisfaction ($\beta=0.426$, $t=6.025$) is found to have the greatest influence on the happiness at work among teachers. It is followed by leadership and income ($\beta=0.328$, $t=4.615$) and ($\beta= 0.114$, $t=1.873$) towards happiness at work among teachers. Therefore, H1, H2 and H3 were supported.

4.7 Summary

Overall, the chapter covers the analysis results of the study. To sum up, the results of the study showed that all independent variables (job satisfaction, income and leadership) have a positive and significant relationship with happiness at work among teachers. The results also stated that, all hypotheses proposed in this study are accepted. Additionally, the multiple regression result also showed that job satisfaction is the most influential factor of happiness at work.

Table 4.8 *Summary of Analyses Result*

| No | Hypothesis | Results |
|----|--------------------------------------------------------------|----------|
| 1 | Job satisfaction is positively related to happiness at work. | Accepted |
| 2 | Income is positively related to happiness at work. | Accepted |
| 3 | Leadership is positively related to happiness at work. | Accepted |



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CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter summarizes and discusses the research objectives, the finding of the study based on the analysis result and provides identification of factors that related to the happiness at work among teachers. The first section explains on the influence of job satisfaction, income and leadership on happiness at work. Then, implication and limitation are presented in the next section. The chapter ends with recommendation as well as directions for future research.

5.2 Recapitulation of Result

As mentioned in the previous chapter, 53.6% of the variance contributed to happiness at work was explained by all the independent variables, which are job satisfaction, income and leadership. Job satisfaction has the largest beta coefficient (0.426) which is the strongest contribution to explain the influence to the happiness at work among teachers.

5.3 Discussion

The relationship between independent variables (job satisfaction, income and leadership) with happiness at work were investigated using Pearson's Correlation Coefficients and Multiple Linear Regression.

5.3.1 The Relationship between Job Satisfaction and Happiness at Work

The first objective of this study is to examine the relationship between job satisfaction and happiness at work. The result of this study discovered that there is a significant relationship between job satisfaction and happiness at work and H1 is accepted.

The finding of this study is consistent with the previous study by Wright (2005). He found that, within the organization sciences, job satisfaction is probably the most common, as well as the oldest operationalization of workplace happiness. In addition, Buragohain and Hazarika (2015) in their study stated that there is a positive correlation between happiness and job satisfaction among the teachers.

Possibly, when a happy teacher possesses high job satisfaction, he or she tends to be happier. Thus, it can be inferred that by ensuring good management, regularization of posts happiness, job satisfaction of the teachers can be increased. Varila and Viholain (2000) also explain that job satisfaction is the manifestation of happiness at work. Work happiness creates job satisfaction, job motivation and other positive reactions link to

work. None of the less, job satisfaction is central to happiness at work and as such is one of the defining attributes of happiness at work (McGonagle, 2015).

On the other hand, Hesli and Lee (2013) identified factor that correlates with variations in level of job satisfaction which is gender. Higher job satisfaction is found among female workers compared to male workers (Okpara, Squillace & Erohdu, 2005; Oshagbemi, 1997; Sabharwal & Corley, 2009). This is one the possible explanation for the results of the study where that majority of the respondents were female with 59.6% (93 respondents).

With regard to the other demographic factor, marriage generally improves job satisfaction (Bender & Heywood, 2009, 2006; Cetin, 2006; Hagedorn, 2000; Leung, Siew & Spector, 2000; Sabharwal & Corley, 2009). 89.4% (130 respondents) from 156 respondents are married with or without children and this can possibly explained the result of high level of job satisfaction which lead to the increase of happiness at work among teachers in Penang.

5.3.2 The Relationship between Income and Happiness at Work

The second objective of this finding is to determine the relationship between income and happiness at work. The result of this study found that there is a significant relationship between income and happiness at work.

The finding is consistent with Carbonell (2005) who stated that the larger the individual's own income is in comparison with the income of reference group, the

happier the individual is. In fact, the finding is also consistent with Boyce, Wood, Banks, Clark and Brown (2014) who stated that experienced falls in income have larger impact on happiness at work. Zhou and Qiu (2013) in their study of the differences factors influencing employee happiness conclude that the main factors of employees' well-being and happiness are comprehensive compensation and self-realization as when employees feel no reward, their happiness will be greatly reduced. According to the study of Frey and Stutzer (2000), income has significantly positive but only have minor effect on happiness at work while Martin (2011) have stressed the importance of attitudes and activities to personal happiness rather than monetary reward. A large increase in income can generate a temporary increase in happiness at work. However, over longer periods of time, happiness generated in this way falls back to a natural state or set point for each person. Furthermore, Veenhoven (2012) claims that income does increase happiness but only in the western world. When comparing happiness across nations, income seems to have a negative effect on happiness.

Layard (2005) stated that income is not the best motivator either. A good income might not keep the employees going for years if the work itself does not fulfill their needs. The salary and performance-related pay have, however, been the incentives to motivate employees during the last decades. This might have turned against the original idea of making people work harder and better.

5.3.3 The Relationship between Leadership and Happiness at Work

The third objective is to examine the relationship between leadership and happiness at work. The findings showed that there is a significant relationship between leadership and happiness at work. It was apparent that this study accept the hypothesis 3.

This finding is consistent with Tanner, Bragger, Van Schie and Lebherz (2010) which stated that leadership has shown a direct relationship with happiness at work among employees. It is a clear evidence that the leader's behavior is related to the happiness of employees. Warr (2007) defines a positive leadership behavior as one that includes willingness to listen to employees, showing support, respect and concern for employees' welfare, and a tendency to show appreciation for employees and their well done work.

A possible explanation for the result is when an effective leader takes employees' feelings into account and knows how to inspire, stimulate and gives meaning to the work of employee, the employees will perceive significance and meaning of their task and work, so then they can be more motivated and be satisfied with their work (Dimitrov, 2012; MacMillan, 2009). Autonomy support of the leaders is considered important for satisfaction, well-being and engagement of employees (Deci, Connell & Ryan, 1989; Baard, Deci & Ryan, 2004; Fisher, 2010).

5.4 Implication of the Study

In order to increase the happiness at work among the school teachers, it is vital for the teachers to reach their own potential, achievement and creativity which have been identified as important for their psychological well-being. The teachers should know how to improve themselves to meet the challenges of the work, to engage in the workforce and remain competitive. It is no longer efficient to focus solely on income. They should create an environment, where teachers feel connected to the management and have positive work experiences that can help to increase their job satisfaction, thus, influencing their overall happiness at work.

In order to meet the identified needs for achievement, meaningful work and autonomy, a formal system of performance review should be considered, whereby teachers could meet with the management annually, to look at individual goals, review of achievement and receive feedback and acknowledgment. Besides that, consideration should be given to ensuring that work spaces and work processes facilitate collaborative and supportive working into the future. This will build upon the already existing strengths of the school in relation to collegial working.

Teachers should be given the chance to participate in the allocation of annual workload to ensure that the interests, if possible, in the particular area of teaching or administration are accommodated and meeting the identified needs for a meaningful and fulfilling work. Management should also engage their employees or teachers by providing them the opportunity to make decisions on their own, or enable teachers to engage in their tasks with minimal supervision. This, eventually will help them to

improve the rate of happiness in the workplace by making them feeling valuable. Furthermore, a school management development program which includes Self-Determination theory should be expanded to educate the school management about its potential benefits in facilitating teachers' happiness at work.

In regards to other industries, this study will enable them to stimulate happiness at their workplace among the employees. In addition, it will also serve as a future reference for future researchers who are interested in discovering the relation between happiness and other variables. Most importantly, this study will contribute to the knowledge on the importance of happiness in the workplace, as happiness has positive impact on the quality and quantity of the work. Besides, when the school management put their staffs' happiness as their top priorities, it will benefit the school management and the school itself.

5.5 Limitation of the Study

Although, the study had fulfilled its designated aims, there are some unavoidable limitations of the study. First limitation is the size of the sample. In this study, the sample size is only limited to 156 respondents which consists of teachers from three different vocational colleges in Penang. Nevertheless, the size of the sample is too small, therefore, it might not be an accurate representation of all the teachers in Penang.

In this study, the scope was limited to only three vocational colleges. In order to obtain a wider scope of data and to better the generalization of the results, the scale of the population could be extended towards other schools in the state of Penang. On the

other hand, the collection of data for this study was solely quantitative. A complementary of qualitative method such as interview with the respondents would strengthen the analysis and captures the elements of subjectivity in the responses given. Especially, elements that involve emotion or perception in which the structured questionnaire fails to obtain it adequately.

Furthermore, this study is limited to the number of variable tested. In this study, three independent variables are taken into consideration, namely, job satisfaction, income and leadership. Although, there are other factors that could contribute directly or indirectly to the state of happiness in workplace such as, environmental factor, psychological factor, and sociological factor, personal factor, and et cetera, the aforementioned variables have made into the study.

Despite the limitations, the study had ran without any problems or difficulties. In fact, these limitations can provide a background knowledge for potential future researchers in order to comprehend the study of happiness at workplace.

5.6 Recommendations for Future Research

As for the future reference, researchers should do an in depth interview on the matter of discussion, in order to, understand better the relationship between job satisfaction, income and leadership. Besides that, the needs for further research of and its antecedent variables needs to be emphasized. Most of previous studies only looked at a thin part of what makes for the happiness at work. The research needs to develop, validate and test using other research methods, including case studies and surveys.

In addition, a mixed methodology approach that employs both quantitative and qualitative methods could contribute richer data and provide a more holistic picture of the happiness situation among teachers. A school wide survey of employee happiness should be conducted within one year to measure teachers' happiness. The result of the study could be used to instigate in and further discourse on happiness in the particular workplace.

Besides that, invitations following the study should be extended to encourage more widespread participation from the respondents. It is important to offer those who for whatever reason chose not to be involved in the study an opportunity to become engaged in the dialogue regarding those things which contribute to their happiness in the workplace.

5.7 Conclusions

The focal point of this study is to investigate the effect of the aforementioned variables (job satisfaction, income and leadership) on the state of happiness in the workplace among teachers. Three research questions had been answered through the use of questionnaire. Based on the findings, job satisfaction plays a vital role in being the biggest manifestation of happiness noted by the respondents, since income can only generate a temporary happiness at work for a short amount of time (Martin, 2011).

A great sense of leadership portrayed by the management is seen to have a positive and happy impact on the environment of the workplace. Even though, there are several other factors that affect the state of happiness at workplace, at the end of this

study, job satisfaction makes the largest contribution to the state of happiness among the teacher at their workplace in Penang. Hence, it is imperative for the top management to provide amenities and support that are conducive and reliable in ensuring teachers' job satisfaction.



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APPENDIX A



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CONFIDENTIAL

SURVEY QUESTIONNAIRE HAPPINESS AT WORK AMONG TEACHERS

Dear participants,

This study is conducted for a research that aims to examine the factors that influence the happiness at work among teachers. I highly appreciate if you could spare your time to complete this survey. All responses are strictly confidential and anonymous. Your responses will help me in completing this research. If you have any questions regarding this research, you may address them to me at the contact details below.

Thank you for your cooperation and the time taken in answering this questionnaire.

Saudara/saudari peserta yang dihormati,

Kajian ini dijalankan untuk mengkaji faktor-faktor yang mempengaruhi kegembiraan di tempat kerja dalam kalangan guru. Saya amat menghargai jika anda dapat meluangkan masa anda untuk melengkapkan soal selidik ini. Semua jawapan adalah sangat sulit dan tanpa nama. Jawapan anda sangat membantu dalam menyempurnakan kajian saya. Sekiranya anda mempunyai sebarang soalan mengenai kajian ini, anda boleh merujuk kepada saya di butiran nombor di bawah.

Terima kasih atas kerjasama dan masa yang anda gunakan untuk menjawab soal selidik ini.

Yours sincerely/ *Yang ikhlas,*

NUR 'AFIFAH BINTI ARIS (0195679794)
College Of Business
Universiti Utara Malaysia
Master in Human Resource Management

Section A: The following statement is your opinion regarding happiness at work.

Instruction: Please circle an appropriate answer to indicate to what degree you agree or disagree for each statement.

Arahan: Tolong bulatkan jawapan yang menandakan sejauh mana anda bersetuju atau tidak dengan pernyataan tersebut.

Key:

| | | | | |
|-----------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------------------------------|
| 1 Strongly Disagree (SD) <i>Sangat tidak setuju (SD)</i> | 2 Disagree (D) <i>Tidak setuju (D)</i> | 3 Neither Agree or Disagree (NA/D) <i>Tidak bersetuju mahupun bersetuju (NA/D)</i> | 4 Agree (A) <i>Setuju (A)</i> | 5 Strongly Agree (SA) <i>Sangat setuju (SA)</i> |
|-----------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------------------------------|

| No | Statement (Pernyataan) | SD | D | NA/D | A | SA |
|----|----------------------------------------------------------------------------------------|----|---|------|---|----|
| 1 | My work made me feel happy. <i>Kerjaya saya membuatkan saya gembira.</i> | 1 | 2 | 3 | 4 | 5 |
| 2 | My work made me feel excited. <i>Kerjaya saya membuatkan saya teruja.</i> | 1 | 2 | 3 | 4 | 5 |
| 3 | My work made me feel cheerful. <i>Kerjaya saya membuatkan saya ceria.</i> | 1 | 2 | 3 | 4 | 5 |
| 4 | My work made me feel enthusiastic. <i>Kerjaya saya membuatkan saya bersemangat.</i> | 1 | 2 | 3 | 4 | 5 |
| 5 | My work made me feel proud. <i>Kerjaya saya membuatkan saya merasa bangga.</i> | 1 | 2 | 3 | 4 | 5 |
| 6 | My work made me feel content. <i>Kerjaya saya membuatkan saya berpuas hati.</i> | 1 | 2 | 3 | 4 | 5 |
| 7 | My work made me feel willing. <i>Kerjaya saya membuatkan saya merasa rela.</i> | 1 | 2 | 3 | 4 | 5 |
| 8 | My work made me feel calm. <i>Kerjaya saya membuatkan saya merasa tenang.</i> | 1 | 2 | 3 | 4 | 5 |
| 9 | My work made me feel active. <i>Kerjaya saya membuatkan saya merasa aktif.</i> | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 10 | In my work, I achieve my potential. <i>Dalam kerja saya, saya mencapai potensi diri saya.</i> | 1 | 2 | 3 | 4 | 5 |
| 11 | In my work, I develop abilities I consider important. <i>Dalam kerja saya, saya membentuk kebolehan yang saya percaya ianya penting.</i> | 1 | 2 | 3 | 4 | 5 |
| 12 | In my work, I engage in activities that express my skills. <i>Dalam kerja saya, saya terlibat dengan aktiviti yang menunjukkan kemahiran saya.</i> | 1 | 2 | 3 | 4 | 5 |
| 13 | In my work, I overcome challenges. <i>Dalam kerja saya, saya berjaya mengatasi cabaran.</i> | 1 | 2 | 3 | 4 | 5 |
| 14 | In my work, I achieve results that I regard as valuable. <i>Dalam kerja saya, saya mencapai hasil yang saya anggap bermakna.</i> | 1 | 2 | 3 | 4 | 5 |
| 15 | In my work, I advance in the goals I set for my life. <i>Dalam kerja saya, saya bergerak dengan matlamat yang saya tetapkan dalam hidup.</i> | 1 | 2 | 3 | 4 | 5 |
| 16 | In my work, I do what I really like doing. <i>Dalam kerja saya, saya lakukan apa yang saya suka lakukan.</i> | 1 | 2 | 3 | 4 | 5 |
| 17 | In my work, I express what is best in me. <i>Dalam kerja saya, saya menunjukkan yang terbaik dari diri saya.</i> | 1 | 2 | 3 | 4 | 5 |

Section B: The following statement is your opinion regarding job satisfaction.

Instruction: Please circle an appropriate answer to indicate to what degree you agree or disagree for each statement.

Arahan: Tolong bulatkan jawapan yang menandakan sejauh mana anda bersetuju atau tidak dengan pernyataan tersebut.

Key:

| | | | | |
|-----------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------------------------------|
| 1 Strongly Disagree (SD) <i>Sangat tidak setuju (SD)</i> | 2 Disagree (D) <i>Tidak setuju (D)</i> | 3 Neither Agree or Disagree (NA/D) <i>Tidak bersetuju mahupun bersetuju (NA/D)</i> | 4 Agree (A) <i>Setuju (A)</i> | 5 Strongly Agree (SA) <i>Sangat setuju (SA)</i> |
|-----------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------------------------------|

| No | Statement (Pernyataan) | SD | D | NA/D | A | SA |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|------|---|----|
| 1 | I feel very comfortable in my work environment. <i>Saya sangat selesa berada dalam persekitaran kerja saya.</i> | 1 | 2 | 3 | 4 | 5 |
| 2 | I consider my co-workers friends. <i>Saya percaya dengan rakan sekerja saya.</i> | 1 | 2 | 3 | 4 | 5 |
| 3 | My management regularly acknowledges when I do a good job. <i>Pihak pengurusan selalu menghargai apabila saya melakukan kerja dengan baik.</i> | 1 | 2 | 3 | 4 | 5 |
| 4 | My values and those of the organization are very similar. <i>Nilai saya dan organisasi juga adalah sangat sama.</i> | 1 | 2 | 3 | 4 | 5 |
| 5 | I am willing to put in a great deal of effort beyond that normally expected in order to help the organization to be successful. <i>Saya sanggup untuk meletakkan usaha yang lebih dari biasa dalam membantu organisasi untuk lebih berjaya.</i> | 1 | 2 | 3 | 4 | 5 |
| 6 | I am very proud to tell others that I work for the organization. <i>Saya berbangga untuk memberitahu orang lain bahawa saya bekerja untuk organisasi tersebut.</i> | 1 | 2 | 3 | 4 | 5 |

Section C: The following statement is your opinion regarding income.

Instruction: Please circle an appropriate answer to indicate to what degree you agree or disagree for each statement.

Arahan: Tolong bulatkan jawapan yang menandakan sejauh mana anda bersetuju atau tidak dengan pernyataan tersebut.

Key:

| | | | | |
|-----------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------------------------------|
| 1 Strongly Disagree (SD) <i>Sangat tidak setuju (SD)</i> | 2 Disagree (D) <i>Tidak setuju (D)</i> | 3 Neither Agree or Disagree (NA/D) <i>Tidak bersetuju mahupun bersetuju (NA/D)</i> | 4 Agree (A) <i>Setuju (A)</i> | 5 Strongly Agree (SA) <i>Sangat setuju (SA)</i> |
|-----------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------------------------------|

| No | Statement (Pernyataan) | SD | D | NA/D | A | SA |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|------|---|----|
| 1 | I am happy with my current salary. <i>Saya gembira dengan gaji terkini saya.</i> | 1 | 2 | 3 | 4 | 5 |
| 2 | I am satisfied with my overall level of pay. <i>Saya berpuas hati dengan keseluruhan tangga gaji saya.</i> | 1 | 2 | 3 | 4 | 5 |
| 3 | Size of my current salary is sufficient enough to live on. <i>Nilai gaji terkini saya sudah cukup untuk saya gunakan.</i> | 1 | 2 | 3 | 4 | 5 |
| 4 | The insufficient my take home pay keeps me from living the way I want to live. <i>Gaji bersih yang tidak mencukupi tidak membolehkan saya menjalani kehidupan seperti yang saya inginkan.</i> | 1 | 2 | 3 | 4 | 5 |

Section D: The following statement is your opinion regarding leadership.

Instruction: Please circle an appropriate answer to indicate to what degree you agree or disagree for each statement.

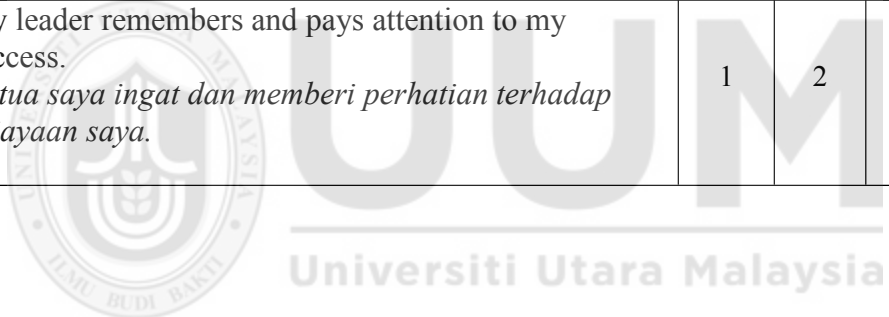
Arahan: Tolong bulatkan jawapan yang menandakan sejauh mana anda bersetuju atau tidak dengan pernyataan tersebut.

Key:

| | | | | |
|-----------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------------------------------|
| 1 Strongly Disagree (SD) <i>Sangat tidak setuju (SD)</i> | 2 Disagree (D) <i>Tidak setuju (D)</i> | 3 Neither Agree or Disagree (NA/D) <i>Tidak bersetuju mahupun bersetuju (NA/D)</i> | 4 Agree (A) <i>Setuju (A)</i> | 5 Strongly Agree (SA) <i>Sangat setuju (SA)</i> |
|-----------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------------------------------|

| No | Statement (Pernyataan) | SD | D | NA/D | A | SA |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|------|---|----|
| 1 | Fair administration. <i>Pentadbiran yang adil.</i> | 1 | 2 | 3 | 4 | 5 |
| 2 | My leader takes big role in creating and developing working team. <i>Ketua saya mengambil peranan yang besar dalam membina dan membentuk pasukan kerja.</i> | 1 | 2 | 3 | 4 | 5 |
| 3 | My leader provides shared understanding among staff. <i>Ketua saya menyediakan perkongsian pemahaman antara staf.</i> | 1 | 2 | 3 | 4 | 5 |
| 4 | My leader makes staff aware of school's vision and mission. <i>Ketua saya memastikan staf sedia maklum mengenai visi dan misi sekolah.</i> | 1 | 2 | 3 | 4 | 5 |
| 5 | My leader engages in 2-way transparent communication in the school. <i>Ketua saya menggunakan dalam komunikasi secara telus di sekolah.</i> | 1 | 2 | 3 | 4 | 5 |
| 6 | My leader creates motivation so that staffs work efficiently. <i>Ketua saya membina motivasi agar staf bekerja dengan cekap.</i> | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 7 | My leader promotes creative mind so that staffs are enthusiastic at work. <i>Ketua saya menggalakkan pemikiran yang kreatif supaya staf lebih bersemangat di tempat kerja.</i> | 1 | 2 | 3 | 4 | 5 |
| 8 | My leader can bring out staffs' potential so that they work efficiently. <i>Ketua saya berkebolehan mengeluarkan potensi staf agar mereka dapat bekerja dengan lebih efektif.</i> | 1 | 2 | 3 | 4 | 5 |
| 9 | My leader is dedicated to both staffs and school. <i>Ketua saya berdedikasi terhadap staf dan juga sekolah.</i> | 1 | 2 | 3 | 4 | 5 |
| 10 | My leader promoted decentralization of power among staffs. <i>Ketua saya menggalakkan desentralisasi kuasa dalam kalangan staf.</i> | 1 | 2 | 3 | 4 | 5 |
| 11 | My leader remembers and pays attention to my success. <i>Ketua saya ingat dan memberi perhatian terhadap kejayaan saya.</i> | 1 | 2 | 3 | 4 | 5 |



Section E: Demographic Questions

Please tick (✓) on the answers and fill in where necessary.

Sila tandakan (✓) pada jawapan dan isikan di mana yang perlu.

1. Gender : Male Female
Jantina Lelaki Perempuan

2. Age : years

Umur : tahun

3. Race : Malay Indian
Chinese Melayu India Cina
Bangsa Melayu India Cina
 Others please state _____
Lain-lain sila nyatakan

4. Marital status : Single
Status Perkahwinan Bujang

Married with no children
Berkahwin, tiada anak

Married with children
Berkahwin, mempunyai anak

Divorced
Bercerai

5. Highest level of education : SPM or equivalent
Pendidikan tertinggi Sijil Pelajaran Malaysia dan setara
- Diploma or equivalent
Diploma dan setara
- Bachelor's degree and equivalent
Ijazah Sarjana Muda dan setara
- Master's Degree or equivalent
Ijazah Sarjana dan setara
- Doctoral's degree and equivalent
Ijazah Kedoktoran dan setara

6. Income : RM 1500-2500
Pendapatan
- RM 2501-3500
- RM 3501-4500
- RM4501 and above

Thank you for the cooperation.

Terima kasih atas kerjasama anda.

APPENDIX B

Frequencies Table

Statistics

| | | Gender | Age | Race | Marital Status | Highest level of education | Income |
|---|---------|--------|-----|------|----------------|----------------------------|--------|
| N | Valid | 156 | 156 | 156 | 156 | 156 | 156 |
| | Missing | 0 | 0 | 0 | 0 | 0 | 0 |

Gender

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | Male | 63 | 40.4 | 40.4 | 40.4 |
| | Female | 93 | 59.6 | 59.6 | 100.0 |
| Total | | 156 | 100.0 | 100.0 | |

Age

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 26.00 | 9 | 5.8 | 5.8 | 5.8 |
| | 27.00 | 5 | 3.2 | 3.2 | 9.0 |
| | 28.00 | 5 | 3.2 | 3.2 | 12.2 |
| | 29.00 | 5 | 3.2 | 3.2 | 15.4 |
| | 30.00 | 4 | 2.6 | 2.6 | 17.9 |
| | 31.00 | 5 | 3.2 | 3.2 | 21.2 |
| | 32.00 | 5 | 3.2 | 3.2 | 24.4 |
| | 33.00 | 5 | 3.2 | 3.2 | 27.6 |
| | 34.00 | 8 | 5.1 | 5.1 | 32.7 |
| | 35.00 | 6 | 3.8 | 3.8 | 36.5 |
| | 36.00 | 3 | 1.9 | 1.9 | 38.5 |
| | 37.00 | 4 | 2.6 | 2.6 | 41.0 |
| | 38.00 | 14 | 9.0 | 9.0 | 50.0 |
| | 39.00 | 10 | 6.4 | 6.4 | 56.4 |
| | 40.00 | 4 | 2.6 | 2.6 | 59.0 |
| | 41.00 | 5 | 3.2 | 3.2 | 62.2 |
| | 42.00 | 2 | 1.3 | 1.3 | 63.5 |
| | 43.00 | 6 | 3.8 | 3.8 | 67.3 |
| | 44.00 | 2 | 1.3 | 1.3 | 68.6 |
| | 45.00 | 8 | 5.1 | 5.1 | 73.7 |

| | | | | |
|-------|-----|-------|-------|-------|
| 46.00 | 4 | 2.6 | 2.6 | 76.3 |
| 47.00 | 4 | 2.6 | 2.6 | 78.8 |
| 48.00 | 5 | 3.2 | 3.2 | 82.1 |
| 49.00 | 1 | .6 | .6 | 82.7 |
| 50.00 | 7 | 4.5 | 4.5 | 87.2 |
| 51.00 | 7 | 4.5 | 4.5 | 91.7 |
| 52.00 | 2 | 1.3 | 1.3 | 92.9 |
| 53.00 | 3 | 1.9 | 1.9 | 94.9 |
| 54.00 | 2 | 1.3 | 1.3 | 96.2 |
| 55.00 | 1 | .6 | .6 | 96.8 |
| 56.00 | 3 | 1.9 | 1.9 | 98.7 |
| 57.00 | 2 | 1.3 | 1.3 | 100.0 |
| Total | 156 | 100.0 | 100.0 | |

Race

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid Malay | 142 | 91.0 | 91.0 | 91.0 |
| Chinese | 11 | 7.1 | 7.1 | 98.1 |
| Indian | 3 | 1.9 | 1.9 | 100.0 |
| Total | 156 | 100.0 | 100.0 | |

Marital Status

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------------|-----------|---------|---------------|--------------------|
| Valid | Single | 25 | 16.0 | 16.0 | 16.0 |
| | Married with no children | 21 | 13.5 | 13.5 | 29.5 |
| | Married with children | 109 | 69.9 | 69.9 | 99.4 |
| | Divorced | 1 | .6 | .6 | 100.0 |
| | Total | 156 | 100.0 | 100.0 | |

Highest level of education

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------------------|-----------|---------|---------------|--------------------|
| Valid | Diploma or equivalent | 10 | 6.4 | 6.4 | 6.4 |
| | Bachelor's degree and equivalent | 129 | 82.7 | 82.7 | 89.1 |
| | Master's degree and equivalent | 17 | 10.9 | 10.9 | 100.0 |
| | Total | 156 | 100.0 | 100.0 | |

Income

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------------|-----------|---------|---------------|--------------------|
| Valid | RM1500-RM2500 | 7 | 4.5 | 4.5 | 4.5 |
| | RM2501-RM3500 | 22 | 14.1 | 14.1 | 18.6 |
| | RM3501-RM4500 | 33 | 21.2 | 21.2 | 39.7 |
| | RM4501 and above | 94 | 60.3 | 60.3 | 100.0 |
| | Total | 156 | 100.0 | 100.0 | |



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APPENDIX C

Descriptive Statistics

Descriptive Statistics

| | N | Range | Mean | Std. Deviation | Variance |
|--------------------|-----|-------|--------|----------------|----------|
| Happiness at Work | 156 | 2.59 | 4.0189 | .45166 | .204 |
| Job Satisfaction | 156 | 2.83 | 3.9882 | .48715 | .237 |
| Income | 156 | 3.00 | 3.5881 | .56569 | .320 |
| Leadership | 156 | 2.82 | 3.7791 | .52919 | .280 |
| Valid N (listwise) | 156 | | | | |



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APPENDIX D

Reliability Test (Pilot Test)

Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 30 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 30 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

i) Happiness at Work

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|----------------------------------------------|------------|
| .949 | .950 | 17 |

ii) Job Satisfaction

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|----------------------------------------------|------------|
| .856 | .859 | 6 |

iii) Income

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|----------------------------------------------|------------|
| .854 | .860 | 4 |

iv) Leadership

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|----------------------------------------------|------------|
| .959 | .962 | 11 |

APPENDIX E

Reliability Test (Actual Test)

Case Processing Summary

| | | N | % |
|-------|-----------------------|-----|-------|
| Cases | Valid | 156 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 156 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

i) Happiness at Work



Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|----------------------------------------------|------------|
| .945 | .945 | 17 |

ii) Job Satisfaction

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|----------------------------------------------|------------|
| .849 | .851 | 6 |

iii) Income

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|----------------------------------------------|------------|
| .748 | .800 | 4 |

iv) Leadership

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|----------------------------------------------|------------|
| .945 | .945 | 11 |

APPENDIX F

Pearson r-Correlation Test

Correlations

| | | Happiness at Work | Job Satisfaction | Income | Leadership |
|-------------------|---------------------|-------------------|------------------|--------|------------|
| Happiness at Work | Pearson Correlation | 1 | .667** | .402** | .629** |
| | Sig. (2-tailed) | | .000 | .000 | .000 |
| | N | 156 | 156 | 156 | 156 |
| Job Satisfaction | Pearson Correlation | .667** | 1 | .376** | .604** |
| | Sig. (2-tailed) | .000 | | .000 | .000 |
| | N | 156 | 156 | 156 | 156 |
| Income | Pearson Correlation | .402** | .376** | 1 | .388** |
| | Sig. (2-tailed) | .000 | .000 | | .000 |
| | N | 156 | 156 | 156 | 156 |
| Leadership | Pearson Correlation | .629** | .604** | .388** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | |
| | N | 156 | 156 | 156 | 156 |

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX G

Multiple Linear Regression

Variables Entered/Removed^a

| Model | Variables Entered | Variables Removed | Method |
|-------|---------------------------------------------------|-------------------|--------|
| 1 | Leadership, Income, Job Satisfaction ^b | | Enter |

a. Dependent Variable: Happiness at Work

b. All requested variables entered.

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .732 ^a | .536 | .527 | .31062 |

a. Predictors: (Constant), Leadership, Income, Job Satisfaction

ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 16.953 | 3 | 5.651 | 58.568 | .000 ^b |
| | Residual | 14.666 | 152 | .096 | | |
| | Total | 31.619 | 155 | | | |

a. Dependent Variable: Happiness at Work

b. Predictors: (Constant), Leadership, Income, Job Satisfaction

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 1.060 | .229 | | 4.619 | .000 |
| | Job Satisfaction | .395 | .066 | .426 | 6.025 | .000 |
| | Income | .091 | .049 | .114 | 1.873 | .063 |
| | Leadership | .280 | .061 | .328 | 4.615 | .000 |

a. Dependent Variable: Happiness at Work