

A STUDY ON FACULTY HAPPINESS AT SENIOR SECONDARY SCHOOL BAREILLY, UTTAR PRADESH

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Abstract

In contemporary scenario many changes are visible. Among the fastest changing aspects are those relating to how people communicate and interact with each other, whether in their schools and workplaces, their neighbor hoods, or in far-flung parts of the world. Happiness is how you relate to a situation and take the positive aspects surrounding the situation. This paper is an attempt to study the significant factors affecting faculty happiness in an educational institution at senior secondary level at Bareilly, Uttar Pradesh. This paper presents a potential framework of happiness of faculty members at an educational institution that could give valuable contribution to future research in this area.

Key words: Happiness, Faculty, Educational Institution

Introduction

“Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful”- Albert Schweitzer

Happiness is the goal of all our efforts in life. Happiness is a state of well-being. It is the degree to which an individual judge the overall quality of his own life as a whole. Pranjali Buragohain and Mukut Hazarika (2015). In contemporary scenario many changes are visible. Among the fastest changing aspects are those relating to how people communicate and interact with each other, whether in their schools and workplaces, their neighbor hoods, or in far-flung parts of the world. Happiness is how you relate to a situation and take the positive aspects surrounding the situation.

Faculty are an exemplar, an inspiration and helps in doing holistic development of students. Quality life of faculty have great influence on the overall educational institution's effectiveness. Faculty happiness is considering the psychological wellbeing and enhancing quality life of faculties who play crucial role as they instill values and experiential knowledge. In recent years issues of educational institutions at senior secondary level also facing increasingly challenges -to improve accountability, quality education, institution's atmosphere, quality enhancement in teaching and learning place great pressure especially on faculties and increase their stress thus reducing happiness. There are some other factors which affect happiness of faculties so as to make them feel valued and recognized.

Review of literature:

1. Zita C. Villa Juan-Albacea (2010) Study highlighted the importance of faculty happiness at university PHILIPPINES LOS BAÑOS. Two factors harmonious relationship with family and keeping up with latest factor is an important factor which makes the faculty happy.
2. Maja Tadić, Arnold B., Wido G.M. Oerlemans (2013) In their study they investigated that the first exploration on the within-person and within-day interplay between motivation, perceived demands, and happiness among secondary school teachers. It shows substantial within-person variability in motivation, job demands, and happiness as well as that motivation for work activities can have a positive effect on work-related state happiness. Our findings indicate that, when confronted with highly demanding work activities, teachers appraise their meaning and significance, and self-concordant work motivation seems to be beneficial during this appraisal process. Specifically, teachers' engagement in highly demanding activities with self-concordant motivation seems to reduce the negative impact related to those high demands. Teachers perceive those high demands more as a challenge than as a threat.

3. Pranjali Buragohain and Mukut Hazarika (2015). In their research the construct of happiness includes the five elements of Seligman's Well-being model viz. positive emotions, engagement, meaning, positive relationship and accomplishment. Researched that happiness is the degree to which an individual judge the overall quality of his own life as a whole favorably. The research was on the happiness and job satisfaction level of the Secondary school teachers of Dibrugarh district as well as comparison of the happiness and job satisfaction level among the different categories of the Secondary school teachers of Dibrugarh district. It has been increasingly realized that the quality of the work of the workers, the climate of an organization highly depends on the happy mood of the workers.

Stairs, M., & Galpin, M. (2010). explored that most adults spend a significant amount of time on working, how they feel about their work can have a significant impact on their life and well-being. They have introduced a model of "positive engagement" that draws on the parallels between the constructs of engagement and happiness.

5. Julia K. Boehm, Sonja Lyubomirsky(2008) in their research have demonstrated a relationship between happiness and workplace success. compared with their less happy peers, happy people earn more money, display superior performance, and perform more helpful acts. Researchers consider evidence from three types of studies—cross-sectional, longitudinal, and experimental—that relate happiness to various work outcomes. Taken together, the evidence suggests that happiness is not only correlated with workplace success but that happiness often precedes measures of success and that induction of positive affect leads to improved workplace outcomes.
6. Phathara-on Wesarat, Mohmad Yazam Sharif & Abdul Halim Abdul Majid (2015). Has given conceptual framework of happiness at the workplace. Happiness at the workplace refers to how satisfied people are with their work and lives. The idea of happiness is related to individual's subjective well-being. Happiness at the workplace is crucial for improving productivity in any organization.

Based on review of literature and online interaction with faculty members at senior secondary school some other important factors which affect happiness of faculties were found.

These are due respect for work, when reciprocated make them feel valued and recognized. It means accepting the faculty and their work and giving them constructive criticism. Timely resolution of grievances reduces conflicts, stress and develops trust which leads to happiness. Encourage and support faculty to apply innovation in curriculum and teaching pedagogy increase confidence and contentment which leads to happiness. Providing opportunities for personal and professional development is also important factor affecting happiness. These factors impact faculty happiness thus overall productivity and school environment. Researcher studied these factors affecting faculty happiness of senior secondary school.

Objectives:

1. To identify factors affecting faculty happiness
2. To study significant factors affecting faculty happiness at senior secondary school, Bareilly

Hypothesis:

H0: There exist no significant factors which affect faculty happiness

H1: There exist significant factors which affect faculty happiness

Methodology:

Information was gathered from 84 respondents which include Academicians (Practitioners) of Indian Private Senior School of Bareilly. The survey method was used and responses were collected through what's app, email and face to face interaction and subsequently analyzed using Chi-Square Test. The analysis was presented in the following tables and subsequently interpreted

Table.1- Chi Square values of the factors affecting Faculty Happiness at Senior Secondary School, Bareilly

S.no.	Factors affecting Faculty happiness	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	tabled value at 0.05 significance level
		5	4	3	2	1	
1	Respect for Work	73	5	0	0	6	
	Chi Square value	185	8	0	0	7	9.488
2	Able to resolve queries	68	10	6	0	0	
	Chi Square value	153	3	7	0	0	9.488
3	Reasonable Teaching Load	50	27	7	0	0	
	Chi Square value	64	6	6	0	0	9.488
4	Opportunity for Personal & Professional development	50	29	5	0	0	
	Chi Square value	64	8	8	0	0	9.488
5	Transparency in Promotion and Increment	62	17	5	0	0	
	Chi Square value	119	0	8	0	0	9.488
6	Appropriate & Satisfactory Compensation Benefits	50	29	5	0	0	
	Chi Square value	64	8	8	0	0	9.488
7	Curriculum Innovation is encouraged	54	24	6	0	0	
	Chi Square value	81	3	7	0	0	9.488
8	Teaching Learning Practices are supported	58	20	0	6	0	
	Chi Square value	99	1	0	7	0	9.488
9	Job Security	49	24	8	0	0	
	Chi Square value	60	3	5	0	0	9.488

Results:

Higher Significant Chi Square Value (185, 153, 119, 99, 81) reveals that faculties working at senior secondary school at Bareilly strongly agrees that due Respect for work, able to resolve queries, transparency in promotion and increment, support for teaching learning practices and encouragement for innovation are the prime factors for their happiness at workplace which boost their motivation and maintains positive feeling and faith towards stakeholders of school which in turn impacts growth of the educational institution.

Significant Chi square value (64,64,64,60) reveal that reasonable teaching load, opportunity for personal and professional development, appropriate and satisfactory compensation benefits, job security are the secondary but important factors for their happiness at workplace as these factors create sense of belongingness which motivates them to work dedicatedly for the welfare of the educational institution.

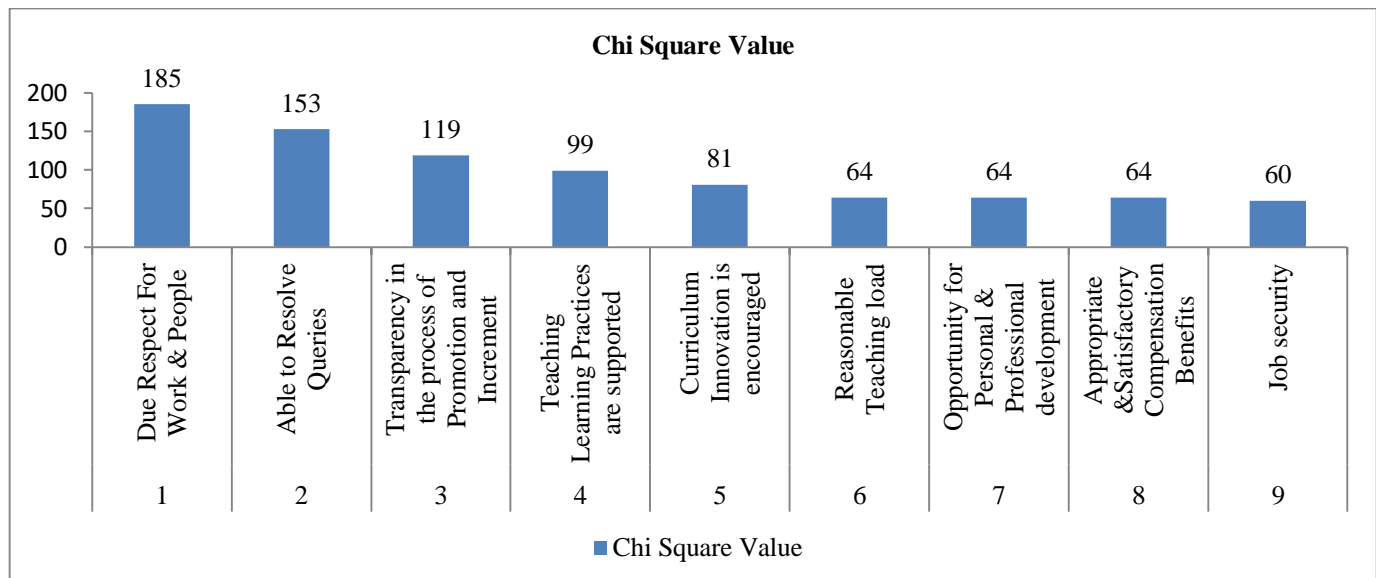
Therefore, it concludes that H_1 : "There exist significant factors which affect faculty happiness" is accepted

Table no. 2 reveals significant factors which affect faculty happiness at senior secondary school are as follows:

Table No. 2

S. No	Major factors	Chi Square Value
1	Due Respect for Work & People	185
2	Able to Resolve Queries	153
3	Transparency in the process of Promotion and Increment	119
4	Teaching Learning Practices are supported	99
5	Curriculum Innovation is encouraged	81
6	Reasonable Teaching load	64
7	Opportunity for Personal & Professional development	64
8	Appropriate & Satisfactory Compensation Benefits	64
9	Job security	60

Graph 1. Major Factors affecting Faculty Happiness at Senior Secondary School



Discussion:

The study highlighted that due respect to work have major impact on faculty happiness as respect is a two way street and work done by faculty should be given due respect and appreciation in spite of criticism and also faculty should also give due importance to work. In both situations this will make the faculty feel valued & it leads to feeling of contentment which makes the faculty happy. It's very important that organizations should ensure a respectful workplace culture as it promotes happiness among faculties, reduces the risks of grievances, turnover, and absenteeism's the grievance and queries if resolved in respected manner will leads to reduction of stress which in turn creates sense of belongingness, trust and improves the teaching learning process with the use of innovation. Thus, faculty gets encouraged to use innovative teaching learning process happily and will also be able to interact better with colleagues, boss and students. They feel more energized in performing various academic work of which they are capable of being and in turn receives superior review which satisfy their esteem and give recognition. Various initiatives taken by the management for the personal and professional development of faculty such as conducting FDP's and workshop, willingly sending them to participate in the knowledge and skill enhancing events by considering they're on duty is another factor for happiness and other factors are secondary but significant as compensation and benefits, Job security, promotion and increment to improve the faculty happiness. The study reveals an important relationship of affective domain that is emotional aspect of faculty with their work quality and development, dedication. The factors due respect, innovation leads to /affects motivation, mental and physical health of an individual faculty reflects happiness which in turn make faculty to perform with full potential.

Conclusion:

In this paper the factors of faculty happiness have been analyzed and the results are interpreted and concluded that there exist significant factors which affect faculty happiness.

It is suggested that the organizations should consider the importance of faculty happiness and consistently take initiatives to improve faculty happiness. As happy person is like a fragrance of the flower which always keeps the environment fresh and who so ever feels this fragrance of happiness gets energetic and productive. Faculty happiness should be studied in other areas of education like technical, medical education taking new aspects for different hierarchies of the different organizations.

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