



AN EXPLORATORY ANALYSIS OF HAPPINESS AT WORKPLACE FROM MALAYSIAN TEACHERS PERSPECTIVE USING PERFORMANCE-WELFARE MODEL

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ABSTRACT

The purpose of this study is to investigate the characteristics of welfare at workplace using Wellness-Performance Model in the context of Malaysian teachers' perspective. This study was carried out by using a combination of qualitative and quantitative method in two different phases. In the first phase, the focus group discussions were conducted while the questionnaire used in a second phase to indicate the respondents' feelings about the workplace welfare. In this research, a total of 10 public school teachers involved throughout the first phase. Meanwhile, 180 trained teachers randomly selected to take part in this study for the second phase. All the discussions were recorded for the exploratory and descriptive qualitative study using the Performance - Welfare Medal. Next, the data obtained in second phase analyzed by using descriptive statistics. As a result, it is revealed that all five components, namely the teachers' contribution, teachers trust, school climate, teacher involvement, and teacher confidence, to achieve individual potential with the support of the trust, recognition, and pride.

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Contribution/ Originality

This study contributes to the existing literature to investigate the components (Teachers' contribution, teachers trust, school climate, teacher involvement, and teacher confidence) of happiness at work place in Malaysia schools' perspective using Performance-Welfare Model.

1. INTRODUCTION

The Malaysian education system is changing in a dynamic mode and it has experienced many changes and reformations in accordance with the globalization demands. This situation urgently

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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. The well-being in the workplace, which is a variable capable of bringing many benefits to the organization (Argyle, 1987; Seligman, 2002; Boonchong, 2007; Po-Keung, 2008; Erica, 2009; Achor, 2010; Pryce-Jones, 2010) as 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, higher revenues, reducing the failure rate to decrease absenteeism, reduce stress, reduce accidents and professional diseases. In the context of school welfare in the workplace is expected to improve the teachers' performance through innovative behavioral and affective commitment of teachers. This is because the well-being at work can influence and inspire colleagues in the neighborhood (Lu *et al.*, 2001; Dutton and Edmunds, 2007). A close look at the organizational literature on to the topic of happiness at work place, the majority of research studies are mainly done in the context of western culture and the measurement scales were also constructed by the western scholars. However, Malaysia has a collective culture like any other part of Asia and South East Asian countries that is different from western cultures in terms of how happiness at work place is perceived and interpreted by people in general and within organizations in particular. Yet an understanding of the Malaysian work context that facilitates happiness at work place has important theoretical and practical implications. Theoretically, such knowledge would extend our understanding of the antecedents of happiness at work place in particular are important. For the practitioner, it provides concrete suggestions about the work place that can be targeted to develop feelings of happiness at work. Thus, in response to this growing attention, the primary endeavor of this study is to investigate the characteristic of happiness at workplace using Performance-Welfare Model in the context of Malaysia's education system from the perspective of school teachers.

2. ORGANIZATIONS WELFARE

Metaphor welfare was first coined by Miles (1969) to study the properties of the school. According to Miles (1969) an organization that is considered to be prosperous is an organization that not only just survives in its environment, but continues to grow and prosper in the long run. In this case, the organization must be able to prevent the ineffectiveness of continuing.

Kesebir and Diener (2008) studied workplace welfare through two perspectives of the views and opinions in eudaimonism and hedonism. In the view of hedonism, welfare arising from the impact of an experience at work (Tomer, 2011). While also seeing the prosperity eudaemonist views that exist through the involvement of a person when doing a noble work, high moral values, means and generate progress (Ryan and Deci, 2001). Together, these two views, Tomer (2011) has established a Welfare Model that consists of three elements, namely set point (personality characteristics are inherited), hedonic (personal capital, consumption, health, economic status and social relations) and eudemonic (experience and the realization of human potential).

3. WORKPLACE HAPPINESS IN SCHOOL

According to Pryce-Jones (2010) welfare at work is a set of mind control (mindset) that allows one to maximize performance and achieve their potential. One can experience the welfare depends on a high or low in the mind set of control when working alone or within an organization and also the wisdom of someone using existing resources as well as possible to overcome all obstacles and barriers encountered during the work. The welfare does not mean the fun and excitement continuously or someone not having a bad day or feeling sad, but the most important is that prosperity can create identity (resilient) high to allow a person to recover faster from a negative experience. In addition, the welfare also influenced (affected) and give energy to others in the neighborhood (Dutton and Edmunds, 2007).

Pryce-Jones (2010) has produced a welfare model that focuses on workplace known as Wellness-Performance Model. Pryce-Jones (2010) is a comprehensive model for assessing welfare in the workplace. This model consists of five elements, which coincides with the situation of teachers working in schools of the contributions of teachers, school climate, teacher trust, involvement of teachers and teacher confidence. Every teacher wants welfare at work to enable them to be happy at work. The fact is that not all teachers are able to feel happiness (positive mood), especially in the implementation process of educational transformation requires changes and reforms in schools because teachers are the first to receive waves that transformation. Therefore, teachers need to have positive emotions so that they always feel peace in the workplace to address the challenge of transforming education. This is so because through welfare at work, teachers must be able to contribute and a full involvement of the school.

Thus, for this study, welfare in the workplace is defined as the wisdom of a teacher using all available resources, particularly for teaching and learning resources to overcome the obstacles of working in schools that ultimately have a positive impact on themselves and also encourage (energized) other teachers in the region.

4. RESEARCH OBJECTIVES

This research aims to analyze and explain the characteristics of welfare at workplace using Wellness-Performance Model in the context of Malaysian teachers' perspective.

5. RESEARCH METHODOLOGY

5.1. Method

The study used a combination of methods study design, lighting designs explanatory mixed methods known as two-phase model. In accordance with the idea, so in this study for the first phase of qualitative methods and quantitative methods for the second phase to obtain data.

5.2. Participants

In the first phase of this study, qualitative method was utilized with a total of 10 school teachers (5 females, 5 males) from public secondary schools, participated in this study. The Purposive sampling was used to identify 10 school teachers who currently teaching n Penang Island

secondary schools in Peninsular Malaysia. All selected participants were having more than 10 years of teaching experience.

Meanwhile, for second phase of the study, the data was collected from 180 trained teachers in randomly selected from 50 Secondary Schools across the three States of Northern Peninsular Malaysia, namely Penang, Kedah and Perlis. The pre-requisite for teacher participation as respondents in this study was that the teachers must have worked for at least 5 years. The sample consists of 58 percent female respondents, 42 percent male respondents, while an overall of 89 percent respondents with working experience of more than eight years.

5.3. Data Collection and Analysis

For the first stage of the study, data was collected through the focus group discussions with all the participants. Participants were first asked to discuss "What is the features workplace welfare in your opinion? All the discussions were recorded for this exploratory and descriptive qualitative study using element Performance-Welfare Model of Pryce-Jones (2010).

Meanwhile, all of its Performance-Welfare Model of Pryce-Jones (2010) obtained in the first stage were listed in the questionnaire for respondents to indicate their feelings about work place happiness by circling one of the five choices by using a 5-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. All data obtained from the questionnaire to be analyzed using descriptive statistics involving the mean and standard deviation.

6. RESEARCH FINDINGS

The features of workplace welfare according to teacher's opinion:

6.1. Qualitative Results

The results of the focus group discussions have concluded that the factors that generates happiness at school is like physical health, physical safety, fairness, being valued, meaning, utilization, autonomy, positive emotion, engagement at work, rewarding relationships, challenge of work, sense of purpose, work life balance, leader influence, and. holistic approach, while the discussion of the characteristics of workplace happiness was categorized in 5-element of Pryce-Jones (2010) Performance-Welfare Model:

- (a) Contributions - refers to the work that teachers do with the school organization. This aspect is divided into two main elements, namely (i) the contribution from the inside out (inside-out), which consists of four sub-element of achieving the goals of teachers, have clear objectives, raises issues of importance to themselves teachers and teachers feel safe in the workplace. Element (ii) is the contribution from outside to inside (outside-in) that also contains four sub elements ready to hear criticism, receiving positive feedback, feel valued at work and respect of the principal (the employer).
- (b) Faith - told the teacher that effort or work that teachers do that is on the right track and is working according to the teacher. Beliefs include four elements, namely (i) motivated in the work, (ii) trust teachers themselves are effective and efficient, (iii) has the identity

- (resilient) when facing difficulties, and (iv) perception on teachers' work has a positive impact on the world.
- (c) School climate - related to norms, values and behaviors that are specific in any organization, no matter how large or small organization, including the organization of the school. School climate consists of five elements, namely (i) a work, (ii) like colleagues, (iii) respect the values set out in the organization, (iv) has been fair in its work, and (v) control activities daily.
 - (d) Engagement-Engaged teachers in the work of the school in a long time. The involvement of teachers consists of four elements, namely (i) make work worthwhile, (ii) are interested in the work, (iii) trust the vision of the organization, and (iv) feels a strong positive emotional boost.
 - (e) Confidence-up of three elements, namely (i) to complete the task properly, (ii) have a high level of confidence, and (iii) understand the role of the self in the past (backwards) and future (forwards).

6.2. Quantitative Results

Table 1 shows the descriptive results of characteristics of workplace welfare based on the score mean and standard deviation. In this case the degree of agreement that fall into the category of more than 4.00 reportedly because it shows a very high approval mark.

7. DISCUSSIONS

The results showed that teachers view that the welfare at the workplace is a combination views of eudaimonism and hedonism as well as strengthen the characteristics of Performance-Welfare Model (Pryce-Jones, 2010) which focuses on five key components that contribute, beliefs, climate, engagement, and the conviction to achieve individual potential (achieving Your potential) with the support of the trust, recognition and pride. In fact, this study also confirmed that many people mistakenly believe that if we perform well, we will feel peace. What actually happens in reverse during the course of their work that makes us prosperous? This is in line with both elements Eudemonic welfare and prosperity in the Model hedonic well-being Tomer (2011).

8. CONCLUSION

This study uses descriptive method to identify the characteristics of the work place happiness in the eyes of teachers corresponding to the Performance-Welfare Model (Pryce-Jones, 2010). There are further studies should be carried out by constructing a questionnaire and were tested among a larger sample size and across several states in Peninsular Malaysia to produce stronger statistical effect. In addition, further research should also be carried out on validity and reliability using factor analysis using SPSS and AMOS combination that can perform analysis SEM (Structural Equation Modeling) to strengthen the questionnaire. This is so because SEM can be used as a tool for the development of a more comprehensive research model and steady.

Table-1.The Results of Characteristics of Workplace Welfare

Element of Workplace Welfare	Mean Score	Std Deviation
<i>Teachers Contribution</i>		
Stakeholders had responded positively.	4.08	.50
Principal respects you.	4.04	.51
Can produce significant issues for yourself without barriers	4.06	.44
School culture fair to all teachers	4.19	.45
Colleagues respect you	4.24	.43
Believed to be the organization's vision of your leader	4.07	.45
<i>Teachers Trust</i>		
Feel the work is carried out effectively	4.17	.71
Feel able to complete the work properly	4.08	.66
Confident with strong personal identity when facing difficulties	4.45	.68
Feel able to control the daily work	4.06	.75
Always in positive emotions at work	4.02	.72
<i>School climate</i>		
Teachers are working to bring a positive impact	4.08	.65
Like the career of being teacher	4.39	.42
Appreciate the values of the school that has been designated	4.07	.42
Loved colleague	4.36	.47
Interested in a career	4.09	.42
<i>The involvement of teachers</i>		
Your views to be considered	4.16	.43
Feel safe with current career	4.05	.43
Has no desire to resign from teacher's career	4.17	.40
This career boost the potential of individuals	4.23	.41
<i>Teacher confidence</i>		
Introduce the teaching profession to friends	4.20	.42
Sense of well-being in the workplace when it can complete the task properly	4.52	.58
Feel motivated at work	4.10	.64
Feel worth it to do the work at school	4.28	.42
Sense of the teaching profession in line with expectations	4.23	.38

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