

# The Critical Organization Factor Contribute Lecturers' Happiness

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## Abstract

The employment as lecturers can cause them to be tied with the scope of duties related to teaching, learning, research, publication, consultation, and administration. All these scopes involve varying workloads. Therefore, lecturers need to divide time for happiness in carrying out their duties. This study was conducted to measure the happiness of lecturers in Malaysian Public universities and find the main reasons or factors to be happy at workplace. In addition, the relationship between lecturer happiness factors and organizational factors was also investigated in this study. A total of 30 lecturers who represented Malaysian public universities were randomly selected as respondents. The findings of the study showed that lecturers in Malaysian public universities were happy all the time at workplace. The five factors that had been identified related to lecturer happiness include workload, work environment, income, leadership, and job specifications. In addition, this study also examined the different organizational factors that contributed to lecturer happiness. The results of this study can be used to enhance the happiness of lecturers at Malaysian public universities.

## Keywords

Happiness, Lecturer, Public university, Cause

## 1. Introduction

The transformations and revolutions that have taken place in the current era of globalization have affected many sectors especially the education sector. This situation could affect the thinking of academicians to be competitive in line with the current scenario. Lecturers need to ensure that the goals set by the organization need to be achieved as planned by the organization. A lecturer or academician has a high responsibility in the teaching and learning system to produce students who are competitive and in line with the needs of the market in the future. Meanwhile, lecturers have high responsibilities because they have to ensure that students get jobs according to the job market. Lecturers in public universities are not only responsible for the teaching and learning process only but also have to face the seven (7) scopes of work which including teaching, learning, publication, supervision, research, consulting, as well as social services to the community (Zaini Ujang, 2012). The lecturers are bound by these seven scopes of task which may lead towards the inability to control the stress and being unhappy at workplace. All the tasks of the scopes need to be done at the national or international levels. If the lecturer succeeds in reaching the international level, the merit given is higher compared to the achievement at the national level (Isa et al., 2021).

According to Isa et al., (2021), apart from the scope of duties that can result in lecturers feeling burdened, they are also tied to administrative duties such as having positions in associations or organizations. They also added that the lecturers are also bound to hold rotational positions in the university's administrative structure. Each scope entrusted to the lecturers has a different weighting. Thus, these types of factors can cause the lecturers to be vulnerable to stress if the they are not able to manage the task systematically.

The responsibilities borne by these lecturers can lead to psychological disorders. If the psychology of the lecturer is disturbed, the lecturer will be overburdened and unhappy at workplace (Fanggidae et al., 2016). Therefore, lecturers need to control the stress faced wisely to ensure that the lecturers feel happy in doing the tasks. Thus, a study needs to be done to identify the organizational factors that can contribute to the happiness of lecturers so that lecturers can focus on happiness against stress (Angriani et al., 2017).

## 2. Literature Review

Happiness can be referred to as a person's assessment of the life they are going through. These assessments include cognitive (thought) life satisfaction, perceptions, and emotions which are positive or negative. Happiness is a subjective entity, especially related to having positive emotions and not emitting negative emotions (McBride, 2010) and overall, having satisfaction with oneself. The definition of happiness for a lecturer varies. There are several levels of happiness which include health status, age, gender and environment, occupation (Graham, 2008). Happiness at workplace is closely related to performance, productivity, energy, work efficiency, income, and health (Arora, 2020). According to Veenhoven (2008), happiness is a major cause of a person's quality of life. Four qualities of life that need to be taken into account are happiness felt in life, ability to live, employment, and life satisfaction (Wesarat et al., 2015). Among the factors of happiness of lecturers at workplace include a good work environment, organizational atmosphere, and relationships with colleagues (Arora, 2020). A good teaching environment and student joy bring happiness to the lecturer (Ramlee, 2015). Happiness at workplace is a positive atmosphere that lecturers have at all the time, because the individual knows, manages, and influences the world of work in order to achieve the goals set by the organization (Ma'arof, 2001).

Happiness at workplace is expressed as the control of positive emotions and positive activities. Academic staff or lecturers working at universities have many roles that need to be classified such as lecturers, researchers, supervisors, and administrative workers (Ismail et al., 2016). Due to the changes in the learning system taking place in higher education institutions, the level of stress faced by lecturers and university administrative staff have also increased. According to Isa & Palpanadan, (2020), one of the factors that can make lecturers happy at workplace is that they are able manage stress where they can complete the workload given. Happiness at workplace are also affected by various factors related to workload, unclear job, unsystematic organizational management, ineffective leadership, lack of communication between employees and personal life (Yozgat et al., 2013).

An ergonomic work environment and consistent workload can cause lecturers to be unhappy as most of the lecturers' time is spent on completing the assigned tasks (Mohd Makhbul & Mohamad Hasun, 2010 and Ahmad et al., 2020). Workplace environment with good ventilation system, poorly lit environment, narrow workplaces, noise pollution, and temperatures that are too high or too low will affect the emotions and productivity of lecturers (Ahmad et al., 2020). In this context, lecturers will feel disturbed with their work environment and therefore, they will be unhappy with their environment. In order to achieve happiness, the organizational environment also plays a role because lecturers will not feel happy if they have an autocratic leader (Iqbal et al., 2015).

Boo et al. (2016) stated that employees who have a lot of property are the ones who are happy. A steady income plays an important role in one's happiness. Some countries portray that richer individuals are happier in their lives. Apparently, jobs become resources for performing activities to achieve goals in the organization. Therefore, as an individual who is in an organization, it is necessary to do positive things and think positively to achieve happiness in the organization (Diener & Dean, 2007).

The autocratic leadership of a leader will cause lecturers to feel compelled in carrying out their tasks. In contrast, the leaders should be democratic to ensure that the lecturers can carry out their duties with an open heart. Leaders should always be prepared for any problem that will be faced in the organization (Isa et al., 2019). A good leader can plan the future of an excellent organization. Based on a study conducted by Isa et al., (2019) an excellent and innovative leader in the organization has a good character compared to bosses who often pressure and scold the employees where the organization will not last as expected. One of the characteristics of a good leader is to be able to accept the views and ideas given by the employees. Table 1 shows the summary of previous studies. The conceptual framework of the study is highlighted in Figure 1.

Table 1: Finding of Previous Studies

<b>Factors Affecting Happiness</b>	<b>Findings</b>	<b>Reference</b>
Workload and Work activities	Excessive workloads result in a high turnover of work.	Davis (2011)
	Improved work that uses high technology.	Zafir et al (2013)
	Too overburdened with work to have no time for yourself and psychologically disturbed.	Isa et al (2019)
	Unhappiness stems from too much workload.	Tharek (2011) Zafir & Fazilah (2010) Widyastuti (2004)
Work Environment and Workspace	A changing work environment will make lecturers unhappy.	Windle, (2011)
	A good relationship with colleagues.	Fouche dan Van Der Vyver (2017) Naff (2012)
		Bader, Hashim dan Zaharim (2013)
Income and Compensation	Employee income affects employee happiness.	Biswa-Diener, Vitterso and Diener (2010) Knabe and Ratzel (2010) Anger et al (2011) Campbell (2013) Demir et al. (2011)
Leadership	The leadership of a powerful leader in decision-making will cause stress.	Chiumento (2006)
	Every decision and instruction must be under the scope of the employee's duties	Isa et al. (2019)
	Every decision requires discussion.	Arnold et al. (2011)
	Autocratic leaders will make employees unhappy.	Iqbal et al. (2015)
	Leadership in organizations can influence happiness in the workplace.	Meriam and Chaiprasit (2017) Santidhirakul (2011)
Job specifications	The job specifications that have been set for employees make employees happy in doing the work.	Waryszak (2001) Tadic et al (2013)
	Employees will be happy if their work is significant.	Golparvar and Abedini (2014)

Critical Organizational Factors of Lecturers' Happiness at Malaysian Public University

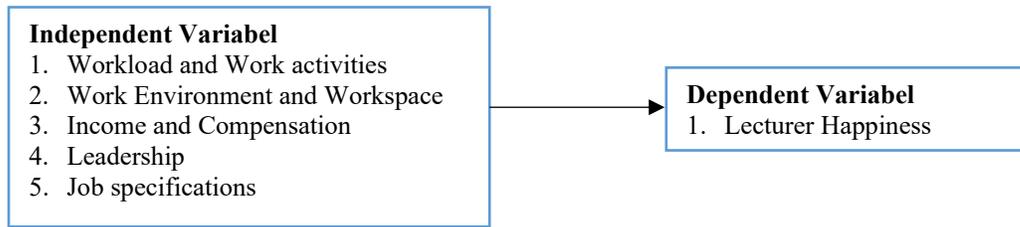


Figure 1: Framework of study

### 3. Methods

This study employed a quantitative method using a survey to examine the organizational factors influencing the happiness of lecturers at public universities in Malaysia. The questionnaire was distributed in one of the public universities in Malaysia. A total of 30 respondents were randomly selected. Based on Johansan and Brooks (2010), 30 respondents were enough to study the validity and reliability of a pilot study.

The questionnaire was divided into three parts. Part A comprised the demographics of the respondents. Part B measured the level of happiness of lecturers. Part C consisted of the organizational factors that influenced the happiness of lecturers at Malaysian public universities. Table 2 is a summary of the instruments used.

Table 2: Summary of the Instruments

Section	Variable	Number of Item	Founder
A	Demography	8	
B	Organization Factor	15	Isa et al (2020)
C	Happiness Level	15	Del Junco et al, 2013

A four-point Likert scale was used in this study: 1- Strongly Disagree, 2- Disagree, 3- Agree, and 4- Strongly Agree. The findings were analysed using Statistical Package for Social Science (SPSS) version 26.0.

The data of this study were analysed descriptively and inferentially. The descriptive analysis determined the level and contributing factors to lecturers' stress while inferential analysis determined the relationship between the lecturer happiness factors and the organizational factors. Based on the analysis, the reliability value was 0.891. A reliability test with a value obtained  $> 0.7$  indicates that the items are acceptable and reliable. The mean scores of the variables are divided into three, namely low, moderate, and high as shown in Table 3.

Table 3: Mean Value

Score	Mean Value
1.00 – 2.33	Low
2.34 – 3.66	Moderate
3.67 – 5.00	High

### 4. Results and Discussion

#### *Respondents' Demography*

The results of the analysis showed that there were 19 male respondents and the remaining 11 were female respondents. The majority of 14 respondents were within the age range of 31 to 40 years and followed by 13 respondents aged between 41 to 50 years. The data showed that the respondents who answered this questionnaire were young lecturers. Based on happiness at workplace in 2017, individuals who shared information about happiness at workplace were within the range of 35 to 55 years. The age factor was dependent on the happiness at organization. The data showed that the majority of the respondents (12) were Malays with 1 to 5 years of service followed by 9 respondents who had 11 to 20 years of service. Two (2) categories of universities were involved: 100% from focus universities and 100% from Universiti Tun Hussein Onn Malaysia (UTHM). The analysis of demographic data is presented in Table 4.

Table 4: Analysis of Demographic Data

Demography		Frequency	Percent %
<b>Gender</b>	Male	19	63.3
	Female	11	36.7
	Total	30	
<b>Age</b>	< 30 years	1	3.3
	31 < 40 years	14	46.7
	41 < 50 years	13	43.3
	51 < 60 years	2	6.7
	Total	30	
<b>Races</b>	Malay	30	100
	1 to 5 years	12	40
	6 to 10 years	5	16.7
<b>Years of Service</b>	11 to 20 years	9	30
	20 to 25 years	3	10
	Over 30 years	1	3.3
	Total	30	
	<b>Grades</b>	Grades 41 – 50	14
Grades 51 - 55		16	53.3
	Total	30	
<b>University Category</b>	Focused University	30	100
<b>Name of University</b>	UTHM	30	100

#### 4.1 Level of Lecturers' Happiness

The analysis showed that the mean level of happiness among the lecturers at workplace was at a moderate level with a mean value of 3.11. It could be said that they could feel happy if they had a conducive work environment (mean = 3.244). According to Zafir (2010), the workspace environment greatly influenced the emotions and motivation of employees to work. Comfortable work environment and space were found to reduce the level of work stress and indirectly increased the employees' happiness.

Next, the workload and work activities obtained a mean value of 3.133, and income and compensation also obtained the same average value of 3.133. The data showed that the mean value for the lecturers' job specification was 3.067. The variable that got the lowest mean value of 3.022 was for the leaders' leadership. This showed that the leadership of the leader did not affect the happiness of lecturers in Malaysian public universities to some extent.

Findings for the happiness of lecturers that affect the organization, the mean value is 3.144 indicating that the happiness of lecturers in the organization is at a moderate level. In the lecturer's happiness variable at work, the family factor got the highest mean score (mean = 3.60) compared to the lecturer's happiness in doing the task. Based on (Siska Wulandari & Ami Widyastuti, 2014) Isa et al., (2019); Ferdi and Frikkie (2014), say that lecturers will be happy if they have a supportive family and a family that can share problems. This shows, family is a major factor contributing to the happiness of lecturers. A summary of the findings of this analysis is shown in Table 5.

Table 5: Summary of the Analysis.

Variable	Mean	Standard Deviation	Level
<b>Organization Factor</b>			
Workload and Work activities	3.133	.375	Moderate
Work Environment and Workspace	3.244	.502	Moderate
Income and Compensation	3.133	.536	Moderate
Leadership	3.022	.532	Moderate
Job specifications	3.067	.395	Moderate
<b>Total</b>	<b>3.11</b>		Moderate
Happiness	3.144	.295	Moderate

#### 4.2 Position of the Main Common Causes of Lecturer Happiness Determined by Organizational Factors

Table 6 shows the position of the main prevalence causes of lecturer happiness determined by organizational factors. Based on the analysis, the common factors for lecturers to be in the state of happiness were: a quiet environment that allowed the lecturers to always focus on doing the task (mean = 3.54), lecturers could complete the given task well according to the set time (mean = 3.47), satisfied with the salary (mean = 3.25), the lighting system in the lecturers' workspace was in good condition (mean = 3.20), and reviewing students' assignments were something fun for the lecturers (mean 3.20).

A quiet environment that allowed lecturers to always focus on doing the task was a key factor. The next factor was that the lecturers could complete the assigned task well according to the second set time. The third factor was being satisfied with the salary received by them. The fourth and fifth factors included the lighting system in the lecturers' workspace was in good condition and checking students' assignments were something fun for the lecturers, respectively. Work environment and workspace factors had the highest mean scores. Among the items of the environment factors that were found at workplace included the lighting system in the lecturer's workspace was very good, and each staff was given a private workspace. According to Zafir (2010), there are individuals defining happiness at the workplace as something that can be seen in physical form such as an ergonomic work environment.

Meanwhile, the results showed that the lecturers felt not burdened with all the assignments given (mean = 2.76), the lecturers would ensure to be able to publish a book every year (mean = 2.83) and the leader organized work development fairly and equitably that did not affect the level of happiness of the lecturers. Based on Tharek (2011), some lecturers are unhappy due to workload, conflict and relationships with colleagues.

Table 6: Position of The Main Prevalence Causes of Lecturer Happiness Determined by Organizational Factors

Item	Mean Score	Level
<b>Workload and Work Activity</b>		
I was able to complete the assigned task well according to the set time.	3.47	2
Every task performed is still within my task specifications.	3.17	6
I feel unencumbered by all the assignments given to me.	2.77	15
<b>Work Environment and Workspace</b>		
The lighting system in my workspace is in good condition.	3.20	4
Each staff member is given a separate private workspace with other staff.	3.03	11
The quiet environment allows me to be more focused on producing quality work.	3.54	1
<b>Income and Compensation</b>		
I am satisfied with the salary I receive every month.	3.25	3
I received a salary commensurate with my qualifications.	3.17	8

The compensation system provided in my workplace demonstrates the well-being of every defended staff.	3.00	12
<b>Leadership</b>		
My Leader gave clear instructions for each goal to be achieved.	3.10	10
My Leader has a clear view of the goals the organization wants to achieve.	3.10	9
My Leader organizes the career development of all employees fairly and equitably.	2.87	13
<b>Job Specifications</b>		
Reviewing student assignments is a lot of fun.	3.20	5
I am satisfied to be able to conduct research together with stakeholders.	3.17	7
I will make sure that I can publish a book every year.	2.83	14

### 4.3 Position Prevalence Factors of Happiness Affecting the Organization

Table 7 shows the analysis of happiness factors that influence the organization involving: ‘My family gives me happiness’ (mean = 3.60), ‘I am happy with my job’ (mean = 3.37), ‘I am a confident and friendly person’ (mean = 3.33), ‘I am clear with the objectives I need to achieve’ (mean = 3.3), ‘I have a stable professional career’ (mean = 3.30) which were the major contributors for lecturer happiness. The positions of the lecturers in their social environment were very close to the family members and colleagues. A study conducted by Yufi (2012), found that social interactions between lecturers and their social environment could contribute to happiness.

However, among the causes of lecturers’ ‘unhappiness at work’ were, ‘I get a fair reward (mean = 2.97)’, ‘the tasks given to me by the organization are well designed (mean = 2.93)’, and ‘in life, I like to hold important positions’ (mean = 2.47). These items did not contribute to the happiness of the lecturers. According to Isa et al., (2019), organizational factors are the most important factors which influence the happiness of lecturers in Malaysian public universities compared to social factors and individual factors.

Table 7: Analysis of Happiness Factors

Item	Mean	Level
Happiness at Work		
I feel happy with my job.	3.37	2
My family gives me happiness.	3.60	1
I have good health.	3.27	6
In my life, I love holding important positions.	2.47	15
I have good internal stability.	3.20	9
I am clear with the objectives I need to achieve.	3.30	4
I have a stable professional career.	3.30	5
At work, I get a well-deserved reward.	2.97	13
My workplace has a good organizational climate.	3.00	12
My workplace has good leadership management.	3.00	11
I am happy to do my job well.	3.27	7
In my unit, the work environment is very good.	3.13	10
I have high internal motivation.	3.23	8
The tasks given to me by the organization are well designed.	2.93	14
I am a confident and friendly person.	3.33	3

## 5. Conclusion

In conclusion, it can be said that the level of happiness of lecturers in Malaysian public universities is moderate. The factors that contribute in organizational happiness are workload, work environment, income, head leadership, and job specifications. These factors are also found to be the main prevalence contributing to the happiness of lecturers in public universities. However, leadership factors and job specifications have less impacts on lecturer happiness. It can be concluded that lecturers in Malaysian public universities have their methods in managing stress and ensuring that

they remain happy at workplace. The findings of this study can be used to conduct stress control programs as useful strategies to ensure that the organization is always happy in carrying out tasks.

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