



The Influence of Workplace Happiness Towards Teachers Innovative Behavior in Malaysia Education Organizations

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ABSTRACT

This study aims to identify (1) the correlation between workplace happiness with teachers innovative behavior, and (2) the influence of workplace happiness on the teachers innovative behavior. A total of 835 teachers from 167 secondary schools were randomly selected daily from the three states in northern Peninsular Malaysia (Penang, Kedah and Perlis) as a sample. A questionnaire consisting of four parts have been used to obtain data from respondents. Translated questionnaire of Pryce-Jones (2010) was used to measure workplace happiness. Meanwhile, a questionnaire from Nik Azida (2007) was used to measure the behavior of teachers innovative. Findings indicate there are four dimensions of workplace happiness has a correlation with the behavior of teachers innovative. Furthermore, the results show several dimensions of workplace happiness has a significant influence on the contribution of teachers innovation behavior namely teacher contribution and teacher confidence. In conclusion, this study describes how the principal use of the workplace happiness to further strengthen the leadership and school culture in order to enhance school improvement such as the behavior of teachers innovative.

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Introduction

Malaysian education system is changing in a dynamic and experienced many changes and reforms in accordance with the demands of globalization. This situation urgently needs improvement in school organization on an ongoing basis so that a world-class education quality (World Class Education) can be achieved. Accordingly, many studies and efforts on the improvement of school organization are ongoing to find the best and comprehensive formula for dealing with issues in education. The same trend was observed in western countries such as the program 'No Child Left Behind' (NCLB) (Bolton, 2010) which aims to ensure that no student is left behind in education.

At the school level, the effectiveness of the efforts to improve school organization is highly depends on leadership, school culture, teacher commitment, and innovative behavior of teachers (Muijs & Harris, 2006). The latest recommendations of researchers such as Mohammed, Fernando, Mario, Caputi, and Peter (2013), Rego, Sousa Marques, and Cunha (2012), Shin and Shu (2012), and Wei, Chen and Cheng (2009) for variable compensation in the workplace has the potential to affect the improvement of school organization will optimize the behavior of teachers innovative and affective commitment. Thus, based on the evidence of past studies and statements above, this study aims to (1) identify the correlation between workplace happiness and the behavior of teachers innovative, and (2) identify the effect of workplace happiness on the behavior of teachers innovative.

Literature Review

Workplace Happiness

Model Pryce-Jones (2010), a model Achievement Welfare is a model that is comprehensible to study welfare in the

workplace, as this model consists of five elements that coincide with the work situation of teachers in schools, the teacher's contribution, school climate, teachers trust, teachers' involvement and teacher beliefs. According to Pryce-Jones (2010), this is not welfare alone but this welfare that will drive the performance of work. Many people mistakenly believe that if we perform well, we will feel happy. When carrying out work, it makes us happy. This is in line with both elements Eudemonic and Hedonic in welfare model of Tomer (2011). His research has shown that the happiness comes first and happiness drive the performance of work.

The element of contributions has been found to be an important component in the form of welfare at work (Pryce-Jones, 2010). The contribution is the level of effort that we can do the job. Then craft work lead to workplace happiness. People who contribute more to the work appear more get pleasure while working. This can be proven through studies Pryce-Jones (2010), which shows that people feel good about work accounted for more than 25 percent of the work compared to their colleagues who work less fun. Next, the element of trust to tell the teacher that effort or work done is on track and working in accordance with their personal teacher. The trust element consists of four aspects which motivated the work, teachers themselves believe is effective and efficient, resilient in the face of difficulty, and perceived that teachers work have a positive impact in the world (Pryce-Jones, 2010).

Climate elements formed by the norms, values and behaviours that are certain in any organization, no matter big or small organizations (Pryce-Jones, 2010), including the organization of the school. There are many studies showing the culture is very important to match the workplace because the workplace has an impact on the welfare and productivity

of work. While the elements of teachers' involvement also explaining that teachers cannot work with the full involvement in the organization of schools unless teachers feel happy at work. Study of Pryce-Jones (2010) shows the level of workplace happiness leads to lower employment participation level was low. Involvement explains most of the attitudes, behaviours, and motivations that affect the overall contribution of teachers to work in the school organization. When teachers are committed to working, they will be clear why they have to do a job and whether their direction. It is encouraging them to continue working until the achievement of the goals of the organization.

The element of teachers' confidence which is the last element in the Model Pryce-Jones (2010) emphasizes the confidence to bring awareness of the very important work done. With their confidence, our hope today will become a reality in the future. Without confidence, our motivation cannot be converted into action. Study Pryce-Jones (2010) has report someone who has the happiness at work will have higher confidence level which is 40 percent higher compared with colleagues who are less happy in the workplace. Confidence influence what a person is doing and how they manage their workplaces. This is because, to tell them the confidence to make the right choices and do the work properly.

When teachers are less confident, they find it hard to make decisions or in carrying out any work. It is because of self-confidence, ability to work and their energy was also affected. Study of Pryce-Jones (2010) shows a man who has more self confidence that more than 25 percent, able to finish the job perfectly for more than 35 percent and 180 percent more energy in work compared with colleagues who have less confidences. So, confidence is a pulse to generate and sustain efforts of teachers to work in either the short term or long term.

Teachers Innovative Behavior

West and Farr (1990) suggest innovative behaviour as a result of deliberate action to introduce and apply the ideas, processes, products and procedures in the rules, group or organization. Janssen (2000) have extended this definition explains that the innovative behaviour to that intentional efforts to gain amazing rewards. The actual innovation is closely related to creativity. Both of these have similar purposes and are usually called with creativity and innovation. Creativity is often seen as the generation of ideas while innovation is the implementation of the idea (Mumford & Gustafson, 1988). In addition, the researchers also stressed the idea of innovation includes both of these elements, which generate and implement ideas (Axtell et al., 2000; Unsworth, Brown, & McGuire, 2000). Innovative behaviour in this study refers to the views of Scott and Bruce (1994) and Janssen (2000). Views Scott and Bruce (1994) look at the components of innovative behaviour is not sorted sequentially or separately. While Janssen (2000) argues behaviour should emphasize innovative behaviour and not limited additional role in the reward system only. The combination of the views they generate three forms of innovative behaviour, namely (1) the generation of ideas, (2) promotion of ideas, and (3) the realization of the idea in teaching and learning.

Ideas generated related to the formulation of new ideas in any kind of teaching and learning ideas. Promotional ideas are related to situations in which teachers are bound by the obligations under the teaching and learning of new ideas can be generated. Teachers need basic skills or the appropriate

way to promote the idea that it can be fully utilized in schools, namely by finding the organizers and allies so the idea gained influence and power enough to be implemented in all schools (Kanter, 1988). While the realization of the idea refers to the process of innovation in order to realize the initial idea. According to Kanter (1988) follow-up process suggests the creation of a prototype or model of education. The idea can exist in the form of teaching experience, the dissemination of ideas, productive use or institutionalized in education. All three forms of innovative behavior is proven to constitute an additional role in the behavior of most of the work, especially in teaching and learning.

Research Methodology

This study aims to identify the correlation between workplace happiness with the teachers innovative behavior. This study uses a quantitative approach involves collecting data using questionnaires. The questionnaire consisted of three parts, namely Part A - Teacher Demographic Information, Part B - Workplace Happiness, Part C - Teachers Innovative Behavior. Part A was used to obtain background information for teachers. A total of six items used include gender, race, class of service, age at 1st January, the experience served as a trained teacher, and his tenure at the school now. Next, Part B opener adapted from questionnaires People Performance Questionnaire (iPPQ) built by Pryce-Jones (2010) for the variables used to measure happiness in the workplace. This section consists of 25 items that have been translated "back to back" by the researchers. There are five dimensions covered in this variable, namely the contribution of teachers (6 items), trust of teachers (5 items), school climate (5 items), the involvement of teachers (4 items), and teacher confidence (5 items). Part C, the researchers used questionnaires Innovative treatments used by Nik Azida (2007) to measure the behavior of innovative teachers. This questionnaire was developed by Jansen (2000) consists of three dimensions, namely the generation of new ideas (3 items), the promotion of new ideas (3 items), and the realization of new ideas (3 items).

In a pilot study conducted, a total of 130 teachers from a secondary school in the state of Perak has participated. A pilot study data were processed and analyzed for reliability coefficient Alpha Cronbach. The test results show that all the variables studied had good reliability values of 0.80 and above. All data were analyzed using analysis of school. To obtain the samples, the researchers used two measures of schools sampling followed teachers sampling. For the sampling of schools, 200 schools out of 324 schools in Penang, Kedah and Perlis have been guided by the formula Krejcie and Morgan (1970). Then, to select the number of schools from each country, proportionate stratified random sampling proportion was used. Next teachers sampling used to select teachers from the selected schools. 1000 teachers were selected randomly from each of 200 schools participated in the study. However, as many as 835 teachers from 167 secondary schools participated daily as respondents.

Research Findings

Respondent Profile

The respondents consisted of teachers who teach in secondary school at the state of Kedah, Penang and Perlis. Based on Table 1, the total number of respondents involved was 835 teachers. A total of 283 (33.9 percent) were male and 552 (66.1 per cent) female teachers. The respondents consisted of 621 (74.4 percent) of the Malays, 158 (18.9 percent) of China, 43 (5.1 per cent) Indians, and 13 (1.6 percent) other nations. Based on available services category of 809 (96.9

percent) of the respondents were graduates and 26 (3.1 percent) and non-graduates.

In terms of the distribution of respondents by age were found 322 persons (38.6 per cent) aged between 34 and 41 years, followed by 223 people (26.7 per cent) aged between 42 to 49 years. A total of 183 people (21.9 per cent) aged between 26 and 33 years, while some 107 people (12.8 per cent) aged between 50 to 57 years. In terms of experience working as a trained teacher Furthermore, Table 4.1 shows that 434 people (52.0 percent) experienced between 5 to 14 years, followed by 295 people (35.3 percent) experienced between 15 to 24 years. A total of 96 patients (11.5 percent) experienced between 25 and 34 years, and the remaining 10 people (1.2 percent) experienced between 35 and 44 years. In terms of working in schools, a majority teacher that is 681 people (81.6 per cent) aged between 5 to 12 years, followed by 124 people (14.9 percent) term between 13 to 20 years. A total of 26 patients (3.1 percent) term between 21 and 28 years, the rest is up to 4 people (.5 percent) term between 29 and 36 years.

Table 1. Respondent Demographic Information.

Particular	Frequency	Percentage
Gender		
Male	283	33.9
Female	552	66.1
Race		
Malay	621	74.4
Chinese	158	18.9
India	43	5.1
Others	13	1.6
Service Category		
Graduates	809	96.9
Non-Graduates	26	3.1
Age on 1 January 2013		
26 to 33	183	21.9
34 to 41	322	38.6
42 to 49	223	26.7
50 to 57	107	12.8
Working experience as trained teachers		
5 to 14	434	52.0
15 to 24	295	35.3
25 to 34	96	11.5
35 to 44	10	1.2
Working experience in current school		
5 to 12	681	81.6
13 to 20	124	14.9
21 to 28	26	3.1
29 to 36	4	.5

Relationship between workplace happiness and teachers innovative behavior

Based on the results of Table 2 indicate that almost all dimensions of workplace happiness has a positive and significant relationship with dimensions of teachers innovative behaviour that is, the realization of new ideas (INO1), promotion of new ideas (INO2) and the generation of new ideas (INO3). From the strength of the relationship, the results of Table 2 shows a simple and positive relationship between the dimensions of teachers contributions (KSJ1) ($r=.61$, $p<.05$), school climate (KSJ2) ($r=.39$, $p<.05$) and trust (KSJ3) teacher ($r=.59$, $p<.05$) with dimensions realization of new ideas (INO1). Results also showed that there are weak and positive relationship between the dimensions of teacher involvement (KSJ4) ($r=.20$, $p<.05$) with dimensions realization of new ideas (INO1). In addition, the results showed no significant relationship between the dimensions of teacher confidence (KSJ5) with dimension realization of new ideas (INO1). However, the results showed a moderate and

positive correlation between teacher contributions (KSJ1) dimension ($r=.59$, $p<.05$), school climate (KSJ2) ($r=.44$, $p<.05$) and teacher confidence (KSJ3) ($r=.59$, $p<.05$) with dimension promotion of new ideas (INO2). Results also showed a weak positive correlation between teacher involvement (KSJ4) dimension ($r=.25$, $p<.05$) with dimensions promotion of new ideas (INO2). In addition, the results showed no significant relationship between the dimensions of teacher confidence (KSJ5) with dimension promotion of new ideas (INO2). Furthermore, the results show there is a positive relationship between the medium and the contribution of teachers (KSJ1) dimension ($r=.57$, $p<.05$), school climate (KSJ2) ($r=.43$, $p<.05$) and teacher confidence (KSJ3) ($r=.57$, $p<.05$) with dimensions of generating new ideas (INO3). However, the results showed only a weak and positive relationship between the dimensions of teacher commitment ($r=.23$, $p<.05$) with dimension of generating new ideas (INO3). Furthermore, the results show that there is a significant and positive relationship between the dimensions of teacher confidence KSJ5 with dimensions generating new ideas (INO3).

Results of this analysis show that the dimensions of workplace happiness, such as the contribution of teachers (KSJ1), school climate (KSJ2), trust of teachers (SSJ3) and the involvement of teachers (KSJ4) was found to have a significant relationship with the dimensions of the teachers innovative behaviour, namely the realization of new ideas (INO1), promotion of new ideas (INO2) and the generation of new ideas (INO3). In addition, it was found not to have a significant and positive relationship between the dimensions of teacher beliefs (KSJ5) with the three-dimensional teachers' innovative behaviour.

Table2.Relationship between workplace happiness and teachers innovative behavior.

Variable	Teachers Innovative Behavior		
Workplace Happiness	INO1	INO2	INO3
KSJ1	.61*	.59*	.57*
KSJ2	.39*	.44*	.43*
KSJ3	.59*	.59*	.57*
KSJ4	.20*	.25*	.23*
KSJ5	.08	.03	-.02

*Significant at the level $p<.05$.

Nota. Teachers contribution (KSJ1), School climate (KSJ2), Teachers trust (KSJ3), Teachers involvement (KSJ4), Teachers confidence (KSJ5), The realization of new ideas (INO1), Promotion of new ideas (INO2) and Generating new ideas (INO3).

The influence of workplace happiness towards teachers innovative behavior

Results in Table 3 show that all dimensions of workplace happiness have significantly contributed 44 percent of the variance change to the realization of new ideas. The assessment of the value of the coefficient beta (β) shows that there are two dimensions of well-being at work has a positive and significant effect on the realization of new ideas. The dimensions of the contribution of teachers ($\beta=.40$, $p<.05$) and teacher beliefs ($\beta=.34$, $p<.05$). The findings also show all dimensions of well-being at work has significantly contributed 43 percent of the variance changes to the promotion of new ideas. The assessment of the value of the coefficient beta (β) shows that there are two dimensions of workplace happiness has a positive and significant effect on the promotion of new ideas. The dimensions of the contribution of teachers ($\beta=.37$, $p<.05$) and teacher beliefs ($\beta=.36$, $p<.05$).

Next, the study showed that all dimensions of workplace happiness has significantly contributed 40 percent of the variance changes to the generation of new ideas. The assessment of the value of the coefficient beta (β) shows that there are two dimensions of workplace happiness has a positive and significant effect on the generation of new ideas. The dimensions of the contribution of teachers ($\beta=.35$, $p<.05$) and teacher beliefs ($\beta=.35$, $p<.05$). Therefore, the hypothesis that there is no effect on the workplace happiness towards teachers innovative behavior significantly is rejected. This is so because there are two dimensions of well-being at work has a positive influence on the behavior of teachers innovative likely teacher contributions and teacher trusts.

Table 3. Coefficient value β for the influence of workplace happiness towards teachers innovative behavior.

Variable	Dependent variable: Teachers Innovative Behavior		
	The realization of new ideas (β)	The promotion of new ideas (β)	Generating new ideas (β)
Independent variables			
Teachers contribution	.40*	.37*	.35*
School climate	.00	.07	.08
Teachers trust	.34*	.36*	.35*
Teachers' improvement	-.03	.04	.02
Teachers confidence	-.00	-.05	-.11
R	.67	.66	.63
R ²	.44	.43	.40
Adjusted R ²	.44	.43	.39
F Value	65.51*	62.59*	53.58*
Durbin Watson	1.82	1.73	1.79

*Significant at level of $p<.05$.

Discussion

The findings showed that two dimensions of workplace happiness, namely the teachers contribution and teachers' confidence has a positive and significant effect of the three-dimensional behavior of teachers innovative (realization of new ideas, the promotion of new ideas and generating new ideas). These findings support the findings of Dolanb and Metcalfea (2012), Soleimani and Tebyanian (2011), Tan and Majid (2011) and Amabile et al. (2005). Tan and Majid study (2011) in Singapore showed a significant and positive relationship between subjective workplace happiness and self-creativity (innovative behavior). While the study Amabile, Barsade, Muller, and Staw (2005) found that there was a positive linear relationship between workplace happiness and creativity. Results of this study also support the opinion Amabile (1997) that when a teacher in a state of peace or pleasure, they will work more creative and innovative. If they do not feel safe in the workplace also causing their creativity declined while working. This explains the happiness in the workplace 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), typically this situation can stimulating innovative behavior of teachers in terms of the realization of new ideas. This situation supports the theory that positive emotions can facilitate cognitive activity, creative thinking, innovative and imaginative (Fredrickson, 2001). Meanwhile, happiness in the workplace

in terms of confidence of teachers to create awareness among teachers about the work that teachers do is on track and in line with the teachers personality. This occurs because teachers are motivated to work, believing themselves to be effective and efficient, resilient when faced with difficulties and considers teachers' work has a positive impact in the world (Pryce-Jones, 2010). All the confidence of teachers and teachers contribution are very important to shaping the behavior of iteachers innovative.

Conclusion

The study found out that based on Pearson correlation analysis conducted, the variables workplace happiness, the analysis showed that all dimensions namely the teachers contribution, school climate, teacher beliefs, and the involvement of teachers have a high correlation with the behavior of teachers innovative. However, the dimensions of teacher beliefs were found not to have any contact with the behavior of teachers innovative. The findings of multiple regression analysis showed two dimensions of workplace happiness, namely the teachers contribution and teachers' beliefs have a significant effect ($p<.05$) of the variance in the behavior of innovative teachers. The independent variables each have the potential to contribute 44 percent, 43 percent, and 40 percent of the variance in the realization, promotion, and the generation of new ideas in teaching and learning in schools. Finally, this study can help stakeholders to identify how variables welfare at work can help improve the behavior of teachers innovative and improve the quality of school organization in Malaysia.

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