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Effect of Job Satisfaction and Teacher's Morale on Happiness of Secondary School Teachers of Dhemaji District, Assam

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Abstract---Happiness is the degree of the quality of an individual's life. In the present study, happiness consists of 5 ingredients according to Martin Seligman's PERMA model (i.e. Positive emotion, Engagement, Meaning, Accomplishment and Positive Relationship). Studies suggested that happy teachers will be able to perform their work more productively. Teacher's happiness is depended on many factors including job satisfaction and morale in their profession. In the present study the researcher used a correlational and prediction analysis design to predict the effects of the job satisfaction and morale on happiness of Secondary school teachers. The present study revealed that the job satisfaction and teacher's morale of secondary school teachers of Dhemaji district have a moderate but significant effect on their level of happiness.

Keywords---Job Satisfaction, Teacher's morale, Happiness.

Introduction

Happiness is considered as the ultimate goal of human life. It refers to the degree of the overall quality of an individual's life as judged by themselves. It is the state of well-being. Greek Philosopher Aristotle stated that "More than anything else human being seeks Happiness." Aristotle had initiated two traditions of understanding happiness. The first one is the Hedonic approach. In this tradition, Happiness is considered as personal happiness (Ryan & Deci, 2001). According to the second tradition, happiness is consists of life virtues and meaning (Waterman, 1993).

What is Happiness: The most recent and skill-based definition of Happiness was given by the pioneer Positive Psychologist Martin Seligman (2012). He defined happiness through a model (namely PERMA) constructed by himself that is

consisted of 5 measurable and manageable dimensions. The 5 dimensions of the 'PERMA' model are-Positive emotion (Pleasant life), Engagement (Engaged life), Meaning (meaningful life), Accomplishment and Positive Relationship.

a)Positive Emotion (Pleasant life): Pleasant life refers to have lots of positive emotions in the present, past and future life and acquire the required skills to improve these emotions (Seligman, Steen, Part & Peterson, 2005). This follows the definition of happiness according to the hedonic approaches. Positive emotion includes hope, optimism, trust, faith, confidence, etc. According to the 'broaden and build' theory of Fredrickson, positive emotions lead to more creative and expansive behavior and thoughts of an individual in contrast to the negative emotions (Fredrickson & Branigan, 2005). Positive emotions help the individuals to create additional resources mainly in four aspects- intellectual, physical, social, and psychological. The intellectual aspect includes developing problem-solving skills, the physical aspect includes developing cardiovascular health and physical strengths, the Social aspect includes facilitating the quality of our connections and the Psychological aspect includes the development of resilience and optimism. (Fredrickson & Branigan, 2005).

b)Engagement (Engaged life): Engaged life in Seligman's model refers to 'pursue involvement and absorption in work, intimate relations, and leisure' (Csikszentmihalyi, 1990). The term 'Flow' has been used by Csikszentmihalyi to refer to highly engaging and absorbing works. In the state of flow, an individual is involved fully with the works that they become unaware about themselves from the activity they are doing, in this state they experience a total involvement with a deep enjoyment. (Csikszentmihalyi, 1990).

c)Meaning (Meaningful life): Seligman (2002) stated that "A meaningful life consists in belonging to and serving something that you believe is bigger than the self." An individual can increase their meaning of life by using their character strengths in helping other peoples for the betterment. The meaning of life can also be increased by improving connections with others (Durkheim, 1951). Meaning in life performs two main functions in an individual's life- (i) It makes the individual capable to set goals or directions and (ii) It boosts the resiliency of the individuals that helps in bouncing back from chronic adversities of life.

d)Accomplishment: According to Seligman (2012), "An individual pursues achievement, mastery, and success for their shake". People possess the pursuit of victory while doing works or play for engagement or joy.

e)Positive Relationship: This refers to the proper connectedness of an individual with his family, friends, colleagues, or others. Seligman (2012) stated that this connectionless with people is one of the central detriments of well-being. People feel worthless while they lose their connection with their family members, loved ones, or with the people of their community. Maslow (1970) had also stated that without being meeting our basic needs of belongingness, an individual feel lonely and worthless.

Job Satisfaction

Job Satisfaction referred to an individual's satisfaction with his job or work. The concept of job satisfaction was usually used in business management. It was the agreement of an individual's expectation towards a job with the real experience while working. Locke (1976) defined job satisfaction as, "a pleasurable or positive

emotional state resulting from the appraisal of one's job or job experience." According to Spector (1997), "job satisfaction is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs". Therefore, job satisfaction was related to the satisfaction and dissatisfaction of an individual with his works. While in a particular work area, all the employee is highly satisfied with their job then that will be called as group job satisfaction. Job satisfaction is related to the happiness of an individual. It makes people less stressed regarding their works.

Teachers' Morale

According to the Oxford Advanced Learner Dictionary, a person's morale is "the amount of confidence and enthusiasm, etc. that a person or a group has at a particular time." According to Bentley and Rempel (1970), "Teacher morale is the degree to which the needs of a person are satisfied, and the person's perception of how the job situation brought the state of satisfaction of the worker to fruition." Teacher morale is one of the main factors that determine the quality of the education system. It determines whether the teacher views his work as a job or as his profession. A Good level of teacher morale helps the teachers to be motivated towards their profession, enthusiastic and happy with their profession. It also affects the student's satisfaction as well as the overall environment of a classroom. Enthusiastic teachers not only communicate with the people but also with the pupil's family and community that makes education more meaningful. Therefore, the morale of a teacher largely affects the quality of the education system. The quality of education also depends on different other factors such as - equipment, teaching method, curriculum, textbooks, etc. but these all can become qualitative if the teachers use the assets in a meaningful way.

Significance of the present study

Studies showed that people are more able to give others when they are happy (Seligman, 2002; Post, 2005). It was also found that mental and emotional well-being among the citizens improve the intellectual, social and physical resources of a country; it also improves the performance of the citizens. Literature revealed that there is a positive impact of happiness on the health, blood pressure, immune systems and endurance levels, etc. of an individual. Happiness also impacts the quality of the works of an individual. These indicate that happy teachers will be more competent in giving and teaching well in schools. Teacher's happiness is depended on many factors including job satisfaction and morale in their profession. Therefore, the researchers of the present study have felt the necessity to test the degree of the effects on teacher's happiness by their job satisfaction and morale.

Objectives

- i)** To find out the effect of Job satisfaction on Happiness of Secondary School teachers of Dibrugarh District, Assam.
- ii)** To find out the effect of Teacher's Morale on Happiness of Secondary School teachers of Dibrugarh District, Assam.
- iii)** To find out the combined effect of Job Satisfaction and Morale on Happiness of Secondary School teachers of Dibrugarh District, Assam.

Methodology and Procedures

- a) **Method:** This study used a Correlational and Predictive research design to find out to what extent teacher's morale and job satisfaction affect the Happiness level of Secondary school teachers.
- b) **Population:** The population of the study consisted of all the teachers (Regular and Contractual) of all the Secondary schools (Government, Non-Provincialized and Private) under the Board of Secondary Education, Assam (SEBA) of Dhemaji district, Assam of India.
- c) **Sample & Sampling Technique:** The sample for the study consisted of 240 teachers from the 30 Secondary schools of Dhemaji District, Assam. The sample was selected using the mixed sampling technique. First, the stratified random sampling technique was used to select 30 schools from the population then incidental sampling was used to select the required sample from the selected schools.
- d) **Tools used:**
 - i) **Happiness Scale:** The Happiness scale constructed and standardized by Buragohain & Hazarika (2015) was used in the present study. The scale consisted of 40 items, out of which 18 items were favourable and 22 items were unfavourable. The dimensions for the scale were emotional health, work environment, life evaluation, physical health and healthy behavior. The reliability of the scale was .77.
 - ii) **Job Satisfaction Scale:** The Job Satisfaction Scale developed and standardized by Anju Mehrotra (2005) was used for the study. The scale consisted of 60 items those covered 6 dimensions. The dimensions were- pay, work itself, promotion, workgroup, working conditions and supervision. The reliability coefficient of the scale was .97.
 - iii) **Teacher Morale Inventory:** Teacher Morale Inventory developed and standardized by Pramila Dekhtawala was. The inventory consisted of 100 items. There were 5 dimensions covered in the inventory, those are-(i) Individual characteristics (It included the mental state of the teachers like hope, confidence, cheerfulness, etc.), (ii) Behavioural characteristics (It included the behaviours of the teachers regarding discipline, adjustment, willingness, etc.), (iii) Group spirit (It included the attitude of a teacher's towards fellow teachers, relation with the others and desire to accomplish his pride and position in the group.), (iv) Attitude towards the job (it included teacher's attitude towards salary, job satisfaction, workload, environment, etc.), (v) Community involvement The coefficient of test-retest reliability of the inventory was 0.86.
- e) **Data Analysis:** In the study, the researchers analyzed the data using statistical software- SPSS-16. Linear and Multiple linear regression analyses were performed to find out the degree of effect on happiness by teacher morale and job satisfaction. Pearson Correlation technique was used to find out the correlation among the variables.

Analysis and interpretation of data

Effect of Job satisfaction on Happiness of Secondary School teachers of Dibrugarh District, Assam.

a) Test of Correlation and Scatter Plot: The coefficient of correlation between Happiness and Job satisfaction of secondary school teachers were found to be .617 (using Pearson Correlation technique). The value of the correlation is significant at the .001 level (2 tailed). Both Pearson’s correlation coefficient (r) of 0.617 and Scatter plot suggested a positive linear relationship between Job Satisfaction and Happiness.

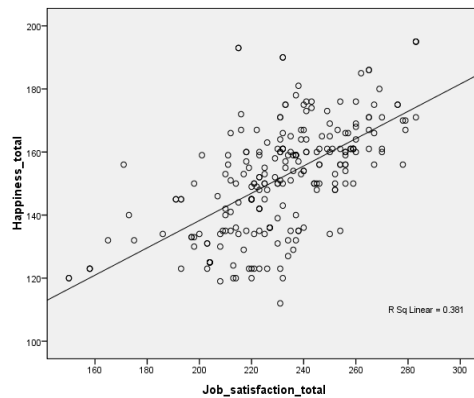


Fig 1.1: Scatter plot (Job Satisfaction & Happiness)

b) Test of Normality of residuals and Homoscedasticity: The residuals are approximately normally distributed. There was no pattern in the scatter. So the assumptions were met.

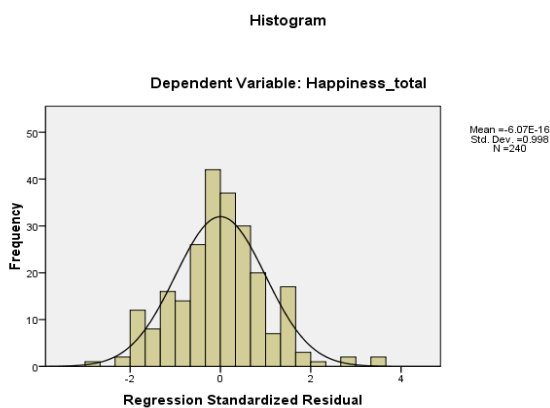


Fig 1.2: Histogram (Residuals)

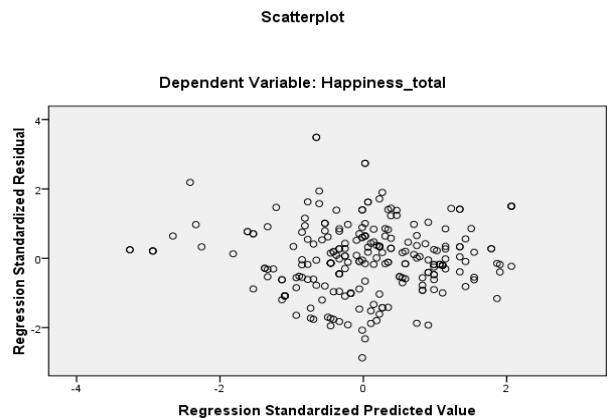


Fig 1.3: Scatter plot (Homoscedasticity)

Regression Analysis:

Regression Analysis:

H₀= The model is not significant to predict the outcome variable.

Table 1.1 showed that, the R-value is=.617 which indicated a very strong relation between happiness and teacher morale. The R Square value=.381, that referred that the 38.1% variance in the data of teacher's Happiness is explained by the predictor. i.e., job satisfaction.

The ANOVA table showed that the significant value was less than .05, therefore it was said the model is significant predictor or the outcome variable. Therefore, the null hypothesis for this model was rejected.

Table 1.1: Model Summary (Predictors: Job Satisfaction, Dependent Variable: Happiness)

R	R square	Adjusted R square	Std. Error of the Estimate
.617 ^a	.381	.378	13.828

Table 1.2: ANOVA (Predictor-Job Satisfaction, Depended Variable-Happiness)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27994.765	1	27994.765	146.397	.000 ^a
	Residual	45511.698	238	191.226		
	Total	73506.463	239			

The table 1.3 shows that, the significant value of coefficients is less than .05, therefore it was concluded that there was a significant impact of independent variable on dependent variable. By putting the data in the equation formula $Y = \alpha + \beta X + \epsilon$ we get the equation as below -

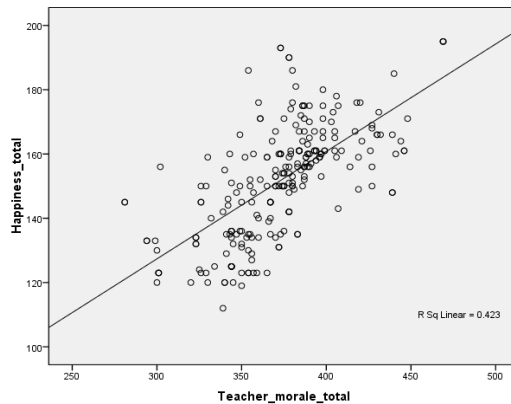
$$\text{Happiness} = 51.664 + .433 * (\text{job satisfaction})$$

Table 1.3: Coefficients (depended variable- Happiness)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	51.664	8.329		6.203	.000
	Job_satisfaction	.433	.036	.617	12.099	.000

Therefore, it was concluded that one level increase in teacher job satisfaction cause .433 level increases in happiness. Or .433 level increase happiness was explained by job satisfaction.

Effect of Teacher’s Morale on Happiness of Secondary School teachers of Dibrugarh District, Assam.



a) Test of Correlation and Scatter Plot: The coefficient of correlation between Happiness and Teacher’s Morale of Secondary school teachers were found to be .650 (using Pearson correlation technique). The value of the correlation was significant at the .01 level (2 tailed). Both the Pearson’s correlation co-efficient (r) of 0.650 and Scatter plot suggested a positive linear relationship between teacher morale and Happiness.

b) Test of Normality of residuals and Homoscedasticity: The residuals were approximately normally distributed and there was no pattern in the scatter. So the assumptions were met.

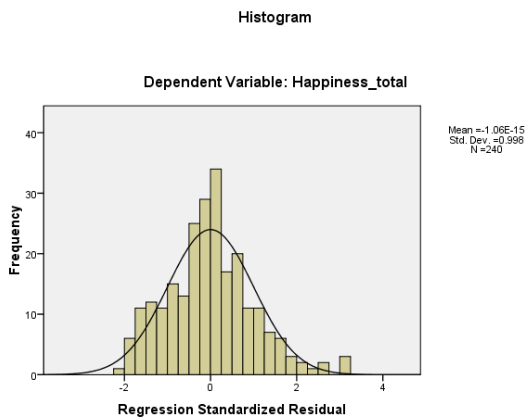


Fig 2.2: Histogram (Residuals)

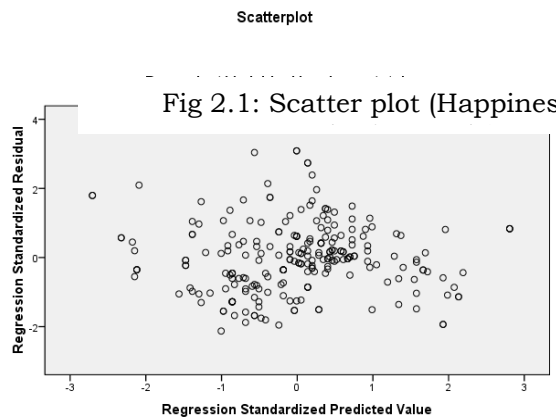


Fig 2.3: Scatter plot (Homoscedasticity)

Regression Analysis:

H₀= The model is not significant to predict the outcome variable

Table 1.1 showed that, the R value is=.650 which indicated a very strong relation between happiness and male teacher's morale. The R Square value=.423, that referred that the 42.3% variance in the data of teacher's happiness was explained by the predictor. i.e. teachers morale

Table 2.1: Model Summary (Predictors: Teachers' Morale, Dependent Variable: Happiness)

R	R square	Adjusted R square	Std. Error of the Estimate
.650 ^a	.423	.420	13.355

The ANOVA table showed that, the significant value was less than .05, therefore it was said that the model was significant predictor or the outcome variable. Therefore the null hypothesis for this model was rejected.

Table 2.2: ANOVA (Predictor-Teachers' Morale, Depended Variable-Happiness)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31059.184	1	31059.184	174.147	.000 ^a
	Residual	42447.279	238	178.350		
	Total	73506.463	239			

The significant value was less than .05, therefore, concluded that there is a significant impact of independent variable on dependent variable. By putting the data in the equation formula ' $Y = \alpha + \beta X + \epsilon$ ' we got the equation as below -

Happiness = 27.099 + .334*(teachers morale)

Table 2.3: Coefficients (depedned variable- Happiness)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.099	9.493		2.855	.005
	Teachers' Morale	.334	.025	.650	13.196	.000

Therefore, it was concluded that one level increase in teacher morale cause .433 level increases in happiness. Or .433level increase happiness was explained by teacher's morale.

Combined effect of Job Satisfaction and Morale on Happiness of Secondary School teachers

a) Correlations and Mean of Residuals: The correlation between Job Satisfaction and Happiness was found to be .617 (using Pearson Correlation technique). The value of the correlation was significant at .001 level. Again the correlation between Teacher's Morale and Happiness was found .650 (using Pearson correlation technique). Scatter plot (Fig 1.1 and Fig 2.1) for the both correlations showed that both the independent variables were linearly correlated to dependent variable. The Mean of residuals was found to be 0.

Table 3.1: Residuals Statistics (depended variable Happiness)

	Minimum	Maximum	Mean	SD
Predicted Value	118.42	183.89	151.86	11.961
Residual	-32.250	44.691	.000	12.826
Std. Predicted Value	-2.796	2.678	.000	1.000
Std. Residual	-2.504	3.470	.000	.996

b) Multicollinearity and Auto correlation: The value of VIF for both the variables were less than 5 which meant that there was no problem in multicollinearity among the variables. The scatter plot showed that there was no autocorrelations in our data. It indicated the Independency of the data.

Table 3.2: Collinearity Statistics

Collinearity Statistics		
Variables	Tolerance	VIF
Job_satisfaction	.462	2.166
Teacher_morale	.462	2.166

c) Homoscedasticity : The scatterplot (figure 3.1) showed that the data are scattered therefore variance of residuals are constant. Therefore the data meet the assumptions to perform multiple regression analysis.

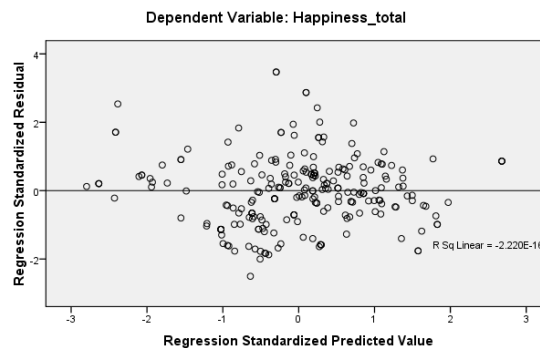


Fig 3.1: Scatter plot (Homoscedasticity)

Multiple Regression analysis:

Table 3.2: Model Summary (Predictors- Teachers' Morale & Job Satisfaction, Depended Variable- Happiness)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.682 ^a	.465	.461	12.880	1.443

Table 3.2 showed that the adjusted R square value in this model is .461, this indicated that 46.1 % variation in happiness was explained by the independent variables combinedly. i.e teachers job satisfaction and teachers morale.

Table 3.3: ANOVA table

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	34189.808	2	17094.904	103.048	.000
	Residual	39316.655	237	165.893		
	Total	73506.463	239			

The ANOVA table showed that the significant value was less than .05, therefore it was said that model was significant predictor or the outcome variable.

Table 3.4: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.555	9.279		2.215	.028
	Job_satisfaction	.213	.049	.304	4.344	.000
	Teacher_morale	.220	.036	.427	6.111	.000

Here, we found that, Both independent variables shown significant effect on dependent variable because for the both independent variable the significance value was less than .05 and the t value for both the independent variables were greater than +2 or -2.

By putting the data in the equation formula ' $Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \epsilon$ '. we got the equation as below -

$$\text{Happiness} = 20.555 + .213 * \text{Job satisfaction} + .220 * \text{Teachers morale}$$

Therefore, it was conclude that one level increase in job satisfaction caused .213 level increase in happiness and one level increase in teacher's morale cause .220 level increase in happiness.

Results and Discussion

The present study used Pearson Correlation technique, scatter plot and regression analysis to predict the effect of teacher's job satisfaction and morale on their level of happiness. The coefficient of correlation between Job satisfaction

and Happiness of Secondary school teachers were found to be .617. The value of the correlation was significant at .001 level (2 tailed) that suggest a positive linear relationship between Job satisfaction and Happiness. The model summary of regression analysis (*Table 1.1*) showed that the R Square value=.381, it referred that the 38.1% variance in the data of teacher's morale was explained by the predictor. i.e., job satisfactions. The Coefficient table (*Table 1.3*) showed that, β value (Unstandardized Coefficient) of the job satisfaction was .433 that indicated .433 level increase happiness is explained by job satisfaction or one level increase in teacher job satisfaction caused .433 level increases in happiness. Again, the Coefficient of correlation between teacher's morale and Happiness of Secondary school teachers were found to be .650 (using Pearson correlation technique). It indicated a positive linear relationship between teacher's morale and Happiness. The value of the correlation was significant at the .01 level (2 tailed). The model summary (*Table 2.1*) of linear regression (between teachers' Morale and Happiness) showed that the R Square value=.423, it referred that the 42.3% variance in the data of teacher's happiness was explained by the predictor. i.e. teacher's morale. The Coefficient table (*Table 2.3*) showed that the β value for teacher's morale was .334 it indicated that one level increase in teacher morale caused .433 level increase in happiness or .433 level increase happiness is explained by teacher morale. The model summary of multiple regression analysis (*Table 3.2*) showed that the adjusted R square value in the model was .461, this indicated that 46.1 % variation in happiness was explained by the independent variables combinedly. i.e. teachers job satisfaction and teacher's morale. The coefficient table (*Table 3.4*) showed that β value for job satisfaction and teachers morale were .231 and .220. These indicated that when both the independent variables were considered then one level increase in job satisfaction caused .213 level increase in happiness and one level increase in teacher morale caused .220 level increases in happiness.

Conclusion

There was a strong linear relationship between Job satisfaction and Happiness of Secondary school teachers as well as between Teacher's morale and Happiness. But all the model of regression analysis could not able to meet the general accepted rule to predict at least 60% variation in dependent variable by independent variable (Zygmunt & Smith, 2014) to be considered as a good fit model. The degree of effect of job satisfaction on happiness is not too high as the linear regression model showing only 38.1% variance in dependent variable (i.e. Happiness) caused by independent variable (i.e. job satisfaction). In the same way only 42.3% variance in dependent variable (i.e. Happiness) is caused by another independent variable (i.e. Teachers morale). Again only 46.1 % variation in happiness is explained by the independent variables combinedly (i.e. teachers job satisfaction and teacher's morale). Though the models are fit poorly all are significant according to the ANOVA analysis. Therefore, it was concluded that the job satisfaction and teacher's morale of Secondary school teachers of Dhemaji district have a moderate but significant effect on their level of Happiness.

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