

Workplace Happiness among the Teaching Staff



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ABSTRACT: Workplace happiness is a critical factor influencing employee satisfaction, productivity, and overall well-being. This research paper investigates workplace happiness among teaching staff in the educational sector, focusing on motivation, technological adaptability, interpersonal relationships, and their impact on performance outcomes. Using a descriptive research methodology, data was collected from teaching employees in Autonomous, Government, and Deemed-to-be Universities in Kerala. Results indicate significant correlations between workplace happiness, motivation, technological adaptability, and interpersonal relationships. The findings underscore the importance of fostering workplace happiness to enhance employee performance and create a conducive work environment in educational institutions.

KEY WORDS: Workplace happiness, technological adaptability, interpersonal relationships, motivation, work environment, job satisfaction, workplace, technological changes, performance outcomes, employee performance.

INTRODUCTION

Workplace happiness is a vital component of employee well-being and organizational success. In the context of teaching staff in educational institutions, understanding the factors that contribute to workplace happiness is crucial for improving job satisfaction, productivity, and overall effectiveness. This paper aims to explore the relationship between workplace happiness and various factors such as motivation, technological adaptability, and interpersonal relationships among teaching staff.

STATEMENT OF THE PROBLEM

The research problem revolves around the understudied area of workplace happiness among teaching faculty in colleges. Despite its significance, there is a lack of comprehensive research on this topic, hindering our understanding of the unique factors influencing workplace happiness in educational settings. Addressing this gap is essential for developing effective interventions and policies to enhance workplace happiness among teaching staff.

Objectives

1. Compare workplace happiness among teaching staff and analyze contributing variables.
2. Examine the relationship between motivation, technological changes, and interpersonal relationships with workplace happiness.
3. Investigate the impact of workplace happiness on employee performance outcomes.

Research Methodology

This study adopts a descriptive research methodology, focusing on teaching staff in Autonomous, Government, and Deemed-to-be Universities in Kerala. Data collection involved administering a questionnaire to a sample of 100 teaching employees using Google Forms. The Likert scale with a 5-point opinion survey was utilized, and statistical tools such as correlation analysis and percentage analysis were employed for data analysis.

RESULTS AND DISCUSSION

Preliminary analysis reveals significant correlations between workplace happiness, motivation, technological adaptability, and interpersonal relationships among teaching staff. Supportive and inclusive leadership, work-life balance, job autonomy, and

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recognition emerged as key contributors to workplace happiness. The findings underscore the importance of fostering a positive organizational culture and providing opportunities for professional development to enhance workplace happiness among teaching staff.

a) Motivation

Table 1: My colleagues back my work opinion

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	44	37	12	5	2

Source: Primary data

Figure 1 shows the response for the statement indicating co-workers support on opinion regarding the work matters. 44% of the population strongly agreed to the statement 37% agreed, 12% had a neutral opinion, and 5% of the population disagreed and 2% strongly disagreed to the same. This shows that there is a positive sign of workplace happiness among the employees.

Table 2: Supervisor praises my teaching

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	14.1	61.1	15.2	7.1	2.1

Source: Primary data

Figure 2 shows the response for the statement "My immediate supervisor praises teaching". 14.1% strongly agreed whereas 61.1% agreed. 15.2% are neutral with their opinion and 7.1% disagreed also 2.1% of the population strongly disagreed with the statement.

Table 3: When I teach well, my students support me.

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	12.1	29	48	10	1

Source: Primary data

Figure 3 shows the responses for the statement "Whenever I teach a good lesson, my students support me" where 12.1% strongly agreed and 29% agreed. 48% of the respondents are neutral with their opinion whereas 10% disagreed and 1% strongly disagreed with the same.

Table 4: My colleagues inspire me to excel

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	11.1	23.2	21.2	38.4	11.1

Source: Primary data

Figure 4 shows the response of the statement "My colleagues stimulates me to do better work". Where 11.1% strongly agreed, whereas 23.2% agreed with the same. 21.2% stays neutral in their opinion and 38.4% disagreed. 11.1% strongly disagreed with the statement.

Table 5: Payment in proportion of the ability

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	11	30	17	14	28

Source: Primary data

Figure 5 shows the response of the statement "I am well paid in proportion of my ability". 11% strongly agreed with the statement whereas 30% agreed. 17% of the population stays neutral with their opinion and 14% disagreed, 28% strongly disagreed.

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Table 6: Receiving good recognition for the work

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	38	28	13	11	10

Source: Primary data

Figure 6 shows the response of the statement "I receive good recognition for my work". 38% strongly agreed that they get good recognition whereas 28% agreed with the same. 13% of the respondents are neutral with their opinion and 11% disagreed. Also 10% strongly disagreed with the same.

Table 7: Professional advancement through teaching

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	19.2	53.5	15.2	9.1	2.1

Source: Primary data

Figure 7 shows the response on the statement "Teaching provides me with an opportunity to advance professionally" 19.2% of the population strongly agreed and 53.5% agreed. 15.2% are neutral with their opinion and 9.1% disagreed. 2.1% strongly disagreed to the statement.

Table 8: Freedom to make own decision

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	12	16	49	19	2

Source: Primary data

Figure 8 shows the response on the statement "I have enough freedom to make own decision". 12% of the population strongly agreed and 16% agreed. 49% are neutral with their opinion and 19% disagreed. 2% strongly disagreed to the statement.

Table 9: Teaching leads to promotion

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	6	34	17	35	8

Source: Primary data

Figure 9 shows "Teaching provides me an opportunity for promotion". 6% of the population strongly agreed and 34% agreed. 17% are neutral with their opinion and 35% disagreed. 8% strongly disagreed to the statement.

Table 10: Teaching encourages creativity

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	18.2	36.4	14.1	2	25.3

Source: Primary data

Figure 10 shows "Teaching encourages creativity". 18.2% of the population strongly agreed and 36.4% agreed. 14.1% are neutral with their opinion and 2% disagreed. 25.3% strongly disagreed to the statement.

b) Technological Adaptability

Table 11: Adapting towards online learning

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	48	28	12	10	2

Source: Primary data

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Figure 11 shows the response for the statement “I ask help while adapting towards online learning”. 48% of the population strongly agreed and 28% agreed.12% are neutral with their opinion and 10% disagreed. 2% strongly disagreed to the statement.

Table 12: Difficulties while preparing presentations

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	9	50	24	13	4

Source: Primary data

Figure 12 shows the response for the statement “I find it difficult to prepare presentation while teaching”. 9% of the population strongly agreed and 50% agreed.24% are neutral with their opinion and 13% disagreed. 4% strongly disagreed to the statement.

Table 13: Updated technologies at institute

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	13.1	26.3	48.5	10.1	3

Source: Primary data

Figure 13 shows the response for the statement “My institute has updated technologies”. 13.1% of the population strongly agreed and 26.3% agreed.48.5% are neutral with their opinion and 10.1% disagreed. 3% strongly disagreed to the statement.

Table 14 New Technologies VS Traditional Methods

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	10.1	29.3	14.1	38.4	8.1

Source: Primary data

Figure 14 shows the response for the statement “I find it more comfortable in teaching with new technologies than traditional methods”. 10.1% of the population strongly agreed and 29.3% agreed.14.1 % are neutral with their opinion and 38.4% disagreed. 8.1% strongly disagreed to the statement.

Table 15: Sourcing information from internet

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	21.2	28.3	15.2	27.3	8

Source: Primary data

Figure 15 shows the response for the statement “I am comfortable in sourcing relevant information from internet”. 21.2% of the population strongly agreed and 28.3% agreed.15.2 % are neutral with their opinion and 27.3% disagreed. 8.1% strongly disagreed to the statement.

Table 16: Taking courses on workplace technology

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	33	37	14	13	2

Source: Primary data

Figure 16 shows the response for the statement “I have taken courses on workplace technology”. 33% of the population strongly agreed and 37% agreed.14% are neutral with their opinion and 13% disagreed. 2% strongly disagreed to the statement.

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Table 17: Training provided on updated technologies

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	11.1	49.5	22.2	12.1	5.1

Source: Primary data

Figure 17 shows the response for the statement “Some institutes provide sufficient training on updated technologies they adopted”. 11.1% of the population strongly agreed and 49.5% agreed. 22.2% are neutral with their opinion and 12.1% disagreed. 5.1% strongly disagreed to the statement.

Table 18: Changes in technological trends

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	13.1	33.3	36.4	11.1	6.2

Source: Primary data

Figure 18 shows the response for the statement “I keep up with the changes and technological trends related to my job”. 13.1% of the population strongly agreed and 33.3% agreed. 36.4% are neutral with their opinion and 11.1% disagreed. 6.2% strongly disagreed to the statement.

Table 19: Good proficiency in technology

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	11.1	33.3	23.2	24.2	8.1

Source: Primary data

Figure 19 shows the response for the statement “I have good proficiency in technology”. 11.1% of the population strongly agreed and 33.3% agreed. 23.2% are neutral with their opinion and 24.2% disagreed. 8.1% strongly disagreed to the statement.

Table 20: Difficulties in using online tools

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	18.2	17.2	26.3	26.3	12.1

Source: Primary data

Figure 20 shows the response for the statement “I find it difficult to use certain online tools”. 18.2% of the population strongly agreed and 17.2% agreed. 26.3% are neutral with their opinion and 26.3% disagreed. 12.1% strongly disagreed to the statement.

c) Interpersonal relationship

Table 21: Staffs treating with respect

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	19.2	62.6	10	7	1

Source: Primary data

Figure 21 shows the response for the statement “Staffs teach each other with respect”. 19.2% of the population strongly agreed and 62.6% agreed. 10% are neutral with their opinion and 7% disagreed. 1% strongly disagreed to the statement.

Table 22: Long lasting friendship with the colleagues

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	18.2	45.5	30.3	6.1	0

Source: Primary data

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Figure 22 shows the response for the statement “I have made long lasting friendship with my colleagues”. 18.2% of the population strongly agreed and 45.5% agreed.30.3% are neutral with their opinion and 6% disagreed.0% strongly disagreed to the statement.

Table 23: Student-Teacher relationship

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	17	46	26	9	2

Source: Primary data

Figure 23 shows the response for the statement “I have made good relationship with my students”. 17% of the population strongly agreed and 46% agreed.26% are neutral with their opinion and 9% disagreed.2% strongly disagreed to the statement.

Table 24: Listening to student’s problems

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	13	30	24	30	3

Source: Primary data

Figure 24 shows the response for the statement “I always listen to my student’s problems”. 13% of the population strongly agreed and 30% agreed.24% are neutral with their opinion and 30% disagreed.3% strongly disagreed to the statement.

Table 25: Similar interests with colleagues

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	11	19	27	20	23

Source: Primary data

Figure 25 shows the response for the statement “My interests are similar to that of my colleagues”. 11% of the population strongly agreed and 19% agreed.27% are neutral with their opinion and 27% disagreed.23% strongly disagreed to the statement.

Table 26: Student’s respect towards teachers

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	27	27	24	14	8

Source: Primary data

Figure 26 shows the response for the statement “My students respect all teachers equally”. 27% of the population strongly agreed and 27% agreed.24% are neutral with their opinion and 14% disagreed. 8% strongly disagreed to the statement.

Table 27: Proper communications from the senior management

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	19.238.4	26.3	9.1	7.1	

Source: Primary data

Figure 27 shows the response for the statement “Communications are done properly from the senior management”. 19.2% of the population strongly agreed and 38.4% agreed.26.3% are neutral with their opinion and 9.1% disagreed. 7.1% strongly disagreed to the statement.

Table 28: I like the people with whom I work

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	12.134.3	35.4	8.1	10.1	

Source: Primary data

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Figure 28 shows the response for the statement “I like the people with whom I work”. 12.1% of the population strongly agreed and 34.3% agreed. 35.4% are neutral with their opinion and 8.1% disagreed. 10.1% strongly disagreed to the statement

Table 29: Co-operation from students

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	8.1	32.3	22.2	23.2	14.1

Source: Primary data

Figure 29 shows the response for the statement “I get co-operation from my students”. 8.1% of the population strongly agreed and 32.3% agreed. 22.2% are neutral with their opinion and 23.2% disagreed. 14.1% strongly disagreed to the statement.

Table 30: Colleagues being reasonable to me

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	14	26	28	14	18

Source: Primary data

Figure 4.1.1.33 shows the response for the statement “My colleagues seems reasonable to me”. 14% of the population strongly agreed and 26% agreed. 28% are neutral with their opinion and 14% disagreed. 18% strongly disagreed to the statement.

d) Workplace Happiness

Table 31: Feeling driven to do the best

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	54	36	7	3	0

Source: Primary data

Figure 31 shows the response for the statement “I feel driven to do the best each day”. 54% of the population strongly agreed and 36% agreed. 7% are neutral with their opinion and 3% disagreed. 0% strongly disagreed to the statement.

Table 32: Satisfaction with the incentives provided

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	11	57	21	9	2

Source: Primary data

Figure 32 shows the response for the statement “I am satisfied with the incentives provided by my institute”. 11% of the population strongly agreed and 57% agreed. 21% are neutral with their opinion and 9% disagreed. 2% strongly disagreed to the statement.

Table 33: Increase in productivity

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	9	35	48	6	2

Source: Primary data

Figure 33 shows the response for the statement “I am able to work productively with the current physical environment of my institute”. 9% of the population strongly agreed and 35% agreed. 48% are neutral with their opinion and 6% disagreed. 2% strongly disagreed to the statement.

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Table 34: Adaptation towards the technology

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	11	23	24	42	0

Source: Primary data

Figure 34 shows the response for the statement “My immediate superior give time to adapt towards technology”. 11% of the population strongly agreed and 23% agreed. 24% are neutral with their opinion and 42% disagreed. 0% strongly disagreed to the statement.

Table 35: Satisfaction with the current working culture

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	9.2	21.4	20.4	13.3	35.7

Source: Primary data

Figure 35 shows the response for the statement “I am satisfied with the current working culture of my institute”. 9.2% of the population strongly agreed and 21.4% agreed. 20.4% are neutral with their opinion and 13.3% disagreed. 35.7% strongly disagreed to the statement.

Table 36: Working with full meaning and purpose

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	33.3	37.4	17.2	8	4

Source: Primary data

Figure 36 shows the response of the statement “I find the work I do with full meaning and purpose”. 33.3% of the population strongly agreed, 37.4% agreed. Whereas 17.2% of the population stays neutral with their statement. 8% disagreed and 4% strongly disagreed with the same.

Table 37: Up to date trainings

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	13.3	50	21.4	9.2	6

Source: Primary data

Figure 37 shows the response for the statement “The up to date trainings provided makes my work easier”. 13.2% of the population strongly agreed and 50% agreed. 21.4% are neutral with their opinion and 9.2% disagreed. 6% strongly disagreed to the statement.

Table 38: Revised policies of the institute

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	10.2	22.2	36.4	27.3	4

Source: Primary data

Table 39: Satisfaction with the current salary level

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	7	39	15	26	13

Source: Primary data

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Figure 39 shows the response for the statement “I am satisfied with the current salary level”. 7% of the population strongly agreed and 39% agreed. 15% are neutral with their opinion and 26% disagreed. 4% strongly disagreed to the statement.

Table 40: Good working conditions

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	20	24	27	13	16

Source: Primary data

Figure 40 shows the response for the statement “Working conditions in my college are good”. 20% of the population strongly agreed and 24% agreed. 27% are neutral with their opinion and 13% disagreed. 16% strongly disagreed to the statement.

e) Performance

Table 41: Freedom to try innovative methods

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	47	38	8	5	2

Source: Primary data

Figure 41 shows the response for the statement “I have the freedom to try innovative methods for better learning”. 47% of the population strongly agreed and 38% agreed. 8% are neutral with their opinion and 5% disagreed. 2% strongly disagreed to the statement.

Table 42: Difficulty in sharing study materials

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	6	54	22	14	4

Source: Primary data

Figure 42 shows the response for the statement “I find it difficult to share study materials online”. 6% of the population strongly agreed and 54% agreed. 22% are neutral with their opinion and 14% disagreed. 4% strongly disagreed to the statement.

Table 43: Opportunity to learn and grow

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	11	28	50	8	3

Source: Primary data

Figure 43 shows the response for the statement “My institute provides me with an opportunity to learn and grow”. 11% of the population strongly agreed and 28% agreed. 50% are neutral with their opinion and 8% disagreed. 3% strongly disagreed to the statement.

Table 44: Flexible working conditions

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	10	22	23	40	5

Source: Primary data

Figure 44 shows the response for the statement “I have flexible working condition that enhances my career development”. 10% of the population strongly agreed and 22% agreed. 23% are neutral with their opinion and 40% disagreed. 5% strongly disagreed to the statement.

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Table 44: Opportunity to do the best everyday

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	13	31	18	8	30

Source: Primary data

Figure 44 shows the response for the statement “I have the opportunity to do my best everyday”. 13% of the population strongly agreed and 31% agreed. 18% are neutral with their opinion and 8% disagreed. 30% strongly disagreed to the statement.

Table 45: Opinions are counted

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	5	14	23.2	27.3	30.3

Source: Primary data

Figure 45 shows the response for the statement “My opinions are counted which leads to the improvement in my performance”. 5% of the population strongly agreed and 4% agreed. 23.2% are neutral with their opinion and 27.3% disagreed. 30.3% strongly disagreed to the statement.

Table 46: Given space when required

RESPONSES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
FREQUENCY	11.1	49.5	16.2	16.2	7

Source: Primary data

Figure 46 shows the response for the statement “I am given my space when required”. 11.1% of the population strongly agreed and 49.5% agreed. 16.2% are neutral with their opinion and 16.2% disagreed. 7% strongly disagreed to the statement.

4.1.2 Correlation

Table 47: Results of correlation

MOTIVATION	0.632313917
TECH ADAPTABILITY	0.517078524
INTERPERSONAL RELATIONSHIP	0.654704353
PERFORMANCE	0.4918273

Source: Primary data

a) Motivation and Workplace Happiness

The correlation coefficient of 0.632313917 suggests a moderately strong positive correlation between motivation and workplace happiness. This implies that as motivation increases, so does workplace happiness. The magnitude of this correlation indicates that motivation accounts for a considerable proportion of the variance in workplace happiness.

b) Technical Adaptability and Workplace Happiness

With a correlation coefficient of 0.517078524, there exists a moderate positive correlation between technical adaptability and workplace happiness. This suggests that a higher level of technical adaptability is associated with increased workplace happiness, indicating a significant but less pronounced relationship compared to motivation.

c) Interpersonal Relationships and Workplace Happiness

An even stronger correlation is observed between interpersonal relationships and workplace happiness, with a coefficient of 0.654704353. This indicates a moderately strong positive relationship, suggesting that better interpersonal relationships at work lead to higher levels of workplace happiness.

d) Workplace Happiness and Performance

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The correlation coefficient of 0.4918273 reveals a moderate positive correlation between workplace happiness and performance. This implies that individuals reporting higher levels of workplace happiness tend to exhibit better performance.

In conclusion, the analysis demonstrates that these independent variables positively correlate with workplace happiness, contributing to overall performance and productivity. This underscores the importance of fostering a supportive work environment, promoting motivation, and facilitating technological adaptability to enhance employee well-being and performance.

This study examined the relationship between workplace happiness and three independent variables – motivation, technological adaptability, and interpersonal relationships among teaching staff at colleges in Ernakulam. The findings indicate a positive relationship between all three independent variables and workplace happiness. Notably, interpersonal relationships emerged as the most significant predictor of workplace happiness among teaching staff.

Strategies aimed at enhancing motivation, providing technological support, and fostering positive interpersonal relationships are crucial for creating a conducive work environment that maximizes workplace happiness. While this study has its limitations, such as geographical focus and self-reported data, future research could broaden the scope to gain a more comprehensive understanding of workplace happiness among teaching staff.

Improving workplace happiness among teachers is crucial for creating a positive and supportive learning environment. Suggestions for enhancing motivation include setting clear goals, providing regular feedback and recognition, and offering professional development opportunities.

To improve technological adaptability, comprehensive training, a supportive learning community, and access to reliable technology are recommended.

For fostering interpersonal relationships, encouraging open communication, promoting team-building activities, and establishing cross-functional collaboration can be effective strategies.

Overall, prioritizing workplace happiness through these measures can lead to increased productivity, better outcomes, and a more fulfilling work environment for teaching staff.

Findings Based on the Demographic Profile of Teaching Staff

This section presents insights gathered from the demographic profile of teaching staff in colleges within the Ernakulam district, segmented into age, gender, and types of colleges.

5.3 Types of Colleges Where Respondents Work

The study focused on three primary types of colleges: Autonomous, Government, and Deemed-to-be universities. Analysis revealed that the majority of respondents (37%) were employed in government colleges, known for providing high job security and long-term career prospects. Following closely, 35% were from Autonomous colleges, while 29% were from Deemed-to-be university colleges.

5.4 Age of Teaching Staff

Analysis indicates that almost all respondents belonged to the age group of 30-50. This age range aligns with the expectation of college professors possessing extensive expertise gained through years of study, research, and practical experience, making them well-suited for teaching and mentoring roles.

5.5 Gender of Teaching Staff

The study found that 53% of respondents were female, with 47% being male. This gender distribution reflects societal shifts and increased opportunities for women in academia, driven by efforts for gender equality and increased representation in various professions, including college teaching.

5.6 Findings Based on the Objectives of the Research

This section presents findings based on the study's objectives, focusing on workplace happiness and its relationship with motivation, technological adaptability, and interpersonal relationships.

Objective 1: Comparing Workplace Happiness Among Teaching Staff

Motivation and Workplace Happiness:

The study found a substantial number of respondents positively motivated towards their jobs, contributing to workplace happiness. However, there is room for improvement, as some participants expressed lower motivation levels, indicating a moderate positive sign.

Technological Adaptability and Workplace Happiness:

Analysis suggests a need for improvement in technological adaptability among teaching staff, with many expressing discomfort with new technologies compared to traditional teaching methods. This highlights the importance of awareness and training to address technological updates and challenges, reflecting a lesser positive sign.

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Interpersonal Relationship and Workplace Happiness:

Interpersonal relationships emerged as the most significant factor influencing workplace happiness, with respondents indicating positive relationships with coworkers and superiors. This underscores the importance of supportive work environments and positive interactions, leading to greater happiness among employees.

Objective 2: Analyzing the Relationship between Variables and Workplace Happiness

Correlation analyses revealed a moderate to strong positive relationship between motivation, technological adaptability, and interpersonal relationships with workplace happiness. Motivated employees, adaptable to technology, and with strong interpersonal connections tend to experience higher levels of workplace happiness.

Objective 3: Analyzing How Workplace Happiness Leads to Performance

Percentage analysis indicated that improvements in workplace happiness positively impact employee performance. Motivated employees reported increased productivity, while technological adaptability and positive interpersonal relationships also contributed to improved performance outcomes.

In summary, the study highlights the importance of motivation, technological adaptability, and interpersonal relationships in fostering workplace happiness among teaching staff. These factors not only contribute to employee well-being but also enhance performance outcomes, ultimately benefiting both individuals and educational institutions.

CONCLUSION

In conclusion, this dissertation delved into the relationship between workplace happiness and three key independent variables—motivation, technological adaptability, and interpersonal relationships—among teaching staff in colleges within the Ernakulam district. The findings underscore a positive correlation between all three independent variables and workplace happiness among teaching staff. Specifically, higher levels of motivation, technological adaptability, and interpersonal relationships contribute to increased workplace happiness in college settings. Notably, interpersonal relationships emerged as the most significant predictor of workplace happiness among teaching staff, surpassing motivation and technological adaptability.

The analysis highlights the critical role of fostering positive interpersonal relationships in enhancing workplace happiness. Creating a supportive work environment, promoting effective communication, and nurturing strong interpersonal connections are pivotal in boosting the overall well-being and satisfaction of teaching staff in colleges. Optimal interpersonal relationships not only benefit individual employees but also contribute to organizational cohesion and productivity through improved communication, morale, creativity, and conflict resolution.

The study underscores the importance of considering motivation, technological adaptability, and interpersonal relationships in promoting workplace happiness among teaching staff. Strategies aimed at enhancing motivation, providing adequate technological support and training, and fostering positive interpersonal relationships should be prioritized to create a conducive work environment conducive to maximizing workplace happiness. While acknowledging the limitations of the study, such as its focus on a specific geographical area and the use of self-reported data, future research could broaden the scope to encompass a wider range of colleges and incorporate additional variables for a more comprehensive understanding of workplace happiness among teaching staff.

Overall, this dissertation contributes valuable insights for college administrators and policymakers, providing guidance on implementing effective strategies to promote workplace happiness among teaching staff. By prioritizing workplace happiness, educational institutions can ultimately improve educational outcomes and cultivate a more fulfilling work environment for teaching staff.

Suggestions:

Enhancing workplace happiness among teachers is paramount for fostering a positive and supportive learning environment. When employees are happy at work, they experience higher levels of job satisfaction, leading to increased motivation, engagement, and commitment. To improve workplace happiness, the following suggestions are recommended:

Improving Motivation:

- Set clear and meaningful goals aligned with the organization's mission and values.
- Provide regular feedback and recognition for employees' performance and achievements.
- Offer professional development opportunities tailored to employees' career goals and interests.

Enhancing Technological Adaptability:

- Provide comprehensive training programs covering both basic and advanced technological tools relevant to education.

Workplace Happiness among the Teaching Staff

Foster a supportive learning community where teachers can share experiences and seek guidance from peers.

Ensure access to reliable and up-to-date technology resources, including hardware, software, and internet connectivity.

Promoting Interpersonal Relationships:

Foster a culture of open communication, encouraging employees to express thoughts and concerns openly and respectfully.

Organize team-building activities to encourage interaction and collaboration among colleagues.

Establish cross-functional collaboration opportunities to promote understanding and relationship-building across departments or teams.

In summary, prioritizing workplace happiness through measures to enhance motivation, technological adaptability, and interpersonal relationships can lead to improved productivity and job performance among teaching staff. By investing in employee well-being, educational institutions can create a more conducive and fulfilling work environment, ultimately benefiting both individuals and the organization as a whole.

Implications and Recommendations:

The findings of this study have several implications for educational institutions and policymakers. Strategies aimed at promoting workplace happiness, such as leadership training, fostering a supportive work environment, and leveraging technology for employee engagement, can contribute to improved job satisfaction and performance outcomes among teaching staff. Additionally, investing in employee well-being programs and initiatives can yield long-term benefits for both individuals and organizations.

In conclusion, workplace happiness plays a crucial role in enhancing employee satisfaction, productivity, and overall organizational performance. By understanding the factors that contribute to workplace happiness among teaching staff and implementing effective interventions, educational institutions can create a positive work environment conducive to employee well-being and success.

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