

Research Article

Happiness At Workplace Based on Demographic Factors of Teachers

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Abstract.

Happiness is a psychological condition that is quite important for everyone, including teachers, because it can affect work behavior – individuals who are happy at work will feel satisfied at work, have better performance, and be more involved in the organization. Happiness also has an impact on student welfare and performance, can maintain a positive classroom climate and good relationships among students. This research uses a quantitative approach. The study aims to provide an overview of happiness at work for teachers based on demographic factors. The research subjects were 119 elementary, middle, and high school teachers. Research subjects were selected through accidental sampling. The data collection instrument was the happiness at work scale. The statistical analysis technique used is descriptive analysis, *t*-test, and product–moment correlation. The results of the analysis show that happiness in the teacher’s workplace is high, and there are differences in happiness in the workplace in terms of the level of school. There is a positive relationship between age, years of service, and happiness at work.

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1. BACKGROUND

Happiness is often equated with the feelings of pleasure and satisfaction that a person experiences, everyone has the desire to feel happy. Happiness is a positive emotion as opposed to negative emotions in the form of sadness, depression, anxiety and fear. Happiness is sometimes also associated with well-being. Individuals who experience happiness will direct their behavior towards good things. Happiness that a person feels can cover life as a whole, in marriage and family life, in interacting with other people and at work. The happiness that the teacher feels when working at school will have a positive impact on his work behavior,

Many studies have found that overall well-being and happiness at work are very beneficial for organizations (Seligman, 2002), happy individuals tend to have better physical and mental health and live longer (Roysamb et al. 2003 ; Lyubomirsky et al. 2005), have better performance, can cope with stressful events (Wood and Joseph,

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2010), have more positive workplace relationships and are more satisfied with their jobs (Boehm and Lyubomirsky 2008) . Added by Butt, Saqib Altaf, Irfan Mir Chohan, Sheikh Farhan Ashra (2019) organizations need to realize the importance of happiness at work and quality of work life to maximize employee job satisfaction . In addition, happiness at work can also predict extra-role performance behavior, which can be defined as behavior that supports task performance by strengthening and maintaining social and psychological context (Borman & Motowidlo, 1997) . Different studies have found that there is a positive relationship between agent performance at PT.A Surabaya insurance and happiness at work. Based on these results, happiness is proven to make an effective contribution to the performance of insurance agents at PT. A, Surabaya 64.4%. (Karundeng, 2020). In the context of teaching, several studies have found that teacher happiness and well-being are related to the well-being and performance of their students, and transmit happiness to students (Bakker 2005) . , can maintain a positive classroom climate, and have a good relationship with students (Spilt et al. 2011)

Seligman (2012) offers a more comprehensive view of happiness which is defined as “individual quality of life, emotional health, work environment, physical health, beneficial habits and basic access. These five dimensional forms create the UK of happiness. Happiness or *happiness* can be defined as the experience of frequent positive effects, rarely negative influences and a sense of overall satisfaction with life.

More specifically, it is explained that happiness at work is a term that describes the experience of employees who are energized and enthusiastic at work, find meaning and purpose in their work, have good relationships at work and have commitment to work. Overall, happiness at work is better understood as how employees evaluate their working life in terms of variables that affect well-being and happiness, but happiness can also be interpreted through a subjective approach, which considers happiness from an individual point of view and measures directed at happiness globally (Lyubomirsky and Lepper, 1999) . Meanwhile, Jessica Pryce-Jones (2010) defines *workplace happiness* as happiness in the world of work that is able to provide the best benefits from the resources provided by the workplace with full attention, this is done to overcome the challenges faced. enjoying the highs and managing the lows will help one to maximize performance and reach one’s potential. Besides that, not only building your own happiness, but also the happiness of other people who are affected and get energy from what that person does.

From the explanation above it can be understood that happiness is an individual evaluation process related to experience at work that creates enthusiasm at work, finds meaning and purpose at work, establishes good relationships with co-workers and

raises well-being, so as to provide optimal benefits for oneself or others. workplace organization.

Happiness at work is determined by various factors, from research conducted by Wulandari and Widyastuti (2014) mentioning factors of work happiness include (1) positive relationships with others, achievement, physical work environment, compensation, health. Apart from that there are also related demographic factors, among others The age factor affects happiness at work, work life issues are important for workers who have not worked for a long time, while intrinsic factors are more important for older workers (Rao GV, Lakshmi V, Goswami R, 2017). From the aspect of gender Hong-ngama et al (2019) shows that female staff have a greater proportion of happiness than male staff. The level of job satisfaction between female and male staff tends to be similar.

Other experts argue that happiness at work is influenced by several factors which are categorized into three, namely intrinsic factors, extrinsic factors and work life factors. Intrinsic factors are content factors and are often referred to as motivators while context factors are hygienic and are classified as extrinsic factors. Intrinsic factors are achievement, recognition, rewards, rewards, responsibility, advancement, growth, the work itself etc., and extrinsic factors are material rewards, benefits, supervision, working conditions, colleagues, wages, policies and procedures. Intrinsic factor is a strong orientation to achievement. Individual positive emotional status towards work in the organization leads to job satisfaction (Wong, Hui, and Law, 1998; Jawahar and Hemmasi, 2006). While *work life factors* include flexibility, adjustment, and counseling between work and family which are revealed to be happiness at work (Rao & Lakshmi & Goswami, 2017)

Other findings say that happiness at work is influenced by employee status which is divided into 2, namely full employees and part time employees, income earned by employees, friendship and work activities (Wesarat & Sharif & Majid, 2015). Meanwhile, according to Stoia (2015) there are eight predictors of happiness, namely employee performance, job characteristics, use and development of strengths, positive relationships, positive leadership behavior, positive feedback, positive work experience and organizational culture.

In addition to the explanation above, there are demographic factors that are also thought to influence happiness at work. Bell (2008) defines demographic characteristics as personal statistics such as gender, age, sex, education level, income level, marital status, occupation, religion, birth rate, death rate, average family size, and the average age at marriage. In general, demographic factors are used in research that is descriptive in nature which aims to provide an overview of a symptom based on demographic groups.

In society, an opinion is formed that the teacher is a profession that is very suitable for women, in accordance with the role of a mother whose main task is to educate and raise children, so the teacher's task is to educate and teach knowledge to students who need patience and tenacity. By choosing the right profession, female teachers will feel happy at the school where they teach. However, at present, the teaching profession is no longer dominated by women, even though in terms of the percentage there are more female teachers than male teachers. In statistical data from various levels of education in 2017/2018 the percentage of female teachers is more than 50% (Ministry of Education and Culture, 2017).

Tenure is the length of time people work in a place (office, agency, etc.). Tenure is obtained from the start of a person working in a place until the last time he works. Tenure can reflect one's work experience, which means that the longer he works, the more he is expected to work. lots of experience gained. As also explained by Sumakmur (2009) that the working period is a rather long period of time where a worker enters one area of business until a certain time limit. With a varied working period, employees will experience different experiences, and this allows employees to experience different happiness at work.

Happiness at work for teachers of varying ages ranging from young adults to adults can be different because work requires an adjustment process that must be pursued by each individual. Young adulthood is a period of seeking stability and a reproductive period (Hurlock, 2012), at work they are still starting a career and will encounter many obstacles in completing work demands, and this will create tension. This unpleasant experience will affect happiness at work. While adults who are more mature in their careers have established themselves in a career and have less unpleasant feelings.

In this study, teachers were the subject of research, arguing that teachers play a very important role in shaping the nation's next generation, so that the happiness felt by teachers will impact on the quality of learning and the formation of student character which in the end is expected to produce qualified HR candidates in the future.

From the description above what is interesting is mapping happiness at work on teachers, so that it is known at this time how the true picture of teacher happiness is and how happiness at work is viewed from the perspective of teachers. demographic factors. Therefore, the aim of this study was to determine happiness at work for teachers based on demographic factors. Theoretically, it is hoped that the results of this research can enrich studies in the field of positive psychology in industrial and organizational psychology and are expected to provide an overview of the psychological condition of

teachers which is expected to be used as material for managing human resources in the education sector.

2. RESEARCH METHODS

This research uses a non-experimental quantitative approach, with a descriptive research type that aims to provide a systematic description of a situation or event (Azwar, 2001). In this study the variable studied was happiness at work.

2.1. Variable

This study uses one research variable, namely happiness at work, which can be interpreted as an accumulation of positive and negative life experiences and the achievement of personal goals achieved at work (Origo and Pagani, 2009) which has two aspects, namely aspects that involve the work environment (work itself, the contextual characteristics of the job, and the organization as a whole) and the intrinsic aspects of the worker as an individual.

2.2. Sampling Method

The research subjects were teachers at the elementary, middle and high school education levels and the sampling technique used was incidental sampling. The subjects of the study consisted of 49 male teachers and 70 female teachers, 1 person had a high school education level, 102 S1 students and 16 S2 students. Based on the school category, there were 29 elementary school teachers, 35 junior high school teachers and 55 high school/vocational school teachers. Age range 20 years to 60 years and working period 3 months to 446 months (37 years)

2.3. Research Instruments

The instrument used in this study is *the Happiness at work scale* from Gracia, CR (2019) which consists of two dimensions, namely the environmental dimension (alpha coefficient = .89) and the worker dimension (alpha coefficient = .873), This scale has 11 items, consisting of 6 items from the environmental aspect and 5 items from the internal worker aspect. As for examples of items such as 'My school climate is good'

and 'I enjoy my job'. The scale has five alternative answers consisting of very appropriate, appropriate, moderately appropriate, less appropriate, not appropriate

2.4. Research design

This research uses a non-experimental quantitative approach, with a descriptive research type that aims to provide a systematic description of a situation or event (Azwar, 2001). In this study the variable studied was happiness at work.

2.5. Data Collection Procedures

This research uses a questionnaire as a data collection instrument. The questionnaire is distributed to research subjects via a Google form which is distributed via social media. This was done because the research subjects were located in a fairly large area. In the questionnaire it was explained that the data obtained was confidential so that subjects did not need to worry about affecting performance conditions. The number of items is quite small (11 items) so the subject does not need a long time to fill it in. After the questionnaire is collected, the data is compiled and analyzed using the SPSS version 21.

2.6. Data analysis technique

The statistical analysis technique used is descriptive and inferential statistics to see differences in happiness at work for teachers, namely descriptive analysis techniques, t tests and correlation analysis

3. RESULT

After analyzing with descriptive analysis, t test and correlation analysis, the results are as follows

Table 1 illustrates the mean value of overall happiness in each group and there is no significant difference whether it is seen from differences in gender, level of education, or the type of school where the teacher works. If the mean value of the hypothetical happiness is compared with a value of 33, it can be concluded that the happiness of teachers in all groups is categorized as high because the mean value is higher than the hypothetical mean.

TABLE 1: Mean Value and Standard Deviation of Happiness at work.

	Means	SD
Happiness	44.43	5.64
Happiness on: Man Woman	43.33 45.20	6.55 4.80
Happiness Under graduate Graduate	44.50 44.00	5.71 5.48
Happiness Elemen- tary School Junior High School Senior High School	46.10 42.20 44.96	4.45 5.34 6.02

TABLE 2: Difference test results in terms of gender, education level, and type of school.

Variables	t – test	Significance (P)	Conclusion
HAW * Gender (M ; W)	-1,799	.075	No difference
HAW * Education (UG;G)	.327	.744	No difference
HAW* School level Elementary School ; Junior High School Elementary School ; Senior High School Junior High School ; Senior High School	3.133 .897 -2,214	003 .372 .029	There is a difference No difference There is a difference

After testing between the two groups, it can be seen that most did not show any difference. In table 2 it can be seen that there is a difference in happiness at work between teachers who teach in ES and JHS ($t = 3.133$; $p = 0.003$), and it is found that ES teachers ($M = 46.10$) are happier than JHS teachers ($M = 42.20$). In addition, what looks significantly different is the happiness of Junior High School teachers and high school teachers ($t = -2, 214$; $p = 0.29$) where High School teachers ($M = 44.96$) are happier than junior high school teachers ($M = 42.20$)

The table above shows that there is a significant positive correlation between years of service and happiness at work with a value of $r = .232$ ($p = .011$) which means that the increase in working period will be followed by an increase in teacher happiness at work. In addition, it was also found that age has a significant positive correlation with happiness at work and means that with increasing age, happiness at work will also increase.

The table shows that there is a significant relationship between age and years of service and happiness at work for teachers ($R = .307$, $p = .003$), with the coefficient of determination (R square) = .094 which means age and years of service contribute 9.4

TABLE 3: Product moment correlation results between years of service, age and happiness at work.

		Mswork	Age	Happiness
Mswork	Pearson Correlation	1	.916 **	.232 *
	Sig. (2-tailed)		.000	.011
	N	119	119	119
Age	Pearson Correlation	.916 **	1	.293 **
	Sig. (2-tailed)	.000		.001
	N	119	119	119
HAW	Pearson Correlation	.232 *	.293 **	1
	Sig. (2-tailed)	.011	.001	
	N	119	119	119

TABLE 4: Results of multiple correlation analysis and coefficient of determination.

Model	R	R Square	Sig. FChange
1	.307 ^a	.094	.003
a. Predictors: (Constant), age, employment			
b. Dependent Variable: HAW			

on happiness at work for teachers and the remaining 90.6 is a contribution from other variables

4. DISCUSSION

This study illustrates that overall teacher happiness at work consists of two dimensions, namely the work environment dimension and the worker dimension which are high, the work environment dimension consists of awards, unit and school climate, superiors, task design, internal motivation at work, work enjoyed. And internal factors consisting of internal stability, health, professionalism, feeling enjoy work. This finding is quite interesting because teachers from all types of schools feel happiness at work, even though the levels differ slightly. These results are in line with research conducted by Huang (2016) which shows that workers in the education sector have the highest happiness compared to workers who work in the defense sector and workers from the health industry. The teaching profession is a noble profession, an assumption that is often made by many people, even among rural communities the teaching profession is considered the most respected so that many parents hope their children will become teachers when they grow up. The teaching profession has a fairly high status in Indonesia. Looking at the

data from the Varkey Foundation survey, the index score for the status of the teaching profession in Indonesia is 62.1, including the top 5 globally. This at the same time strengthens one of the results of research where respect for teachers and parents is a strong culture in Asia (Nandini, 2018).

The results of other studies provide an illustration that happiness at work for teachers does not differ when viewed from gender and level of education. These results are relevant to research conducted by Huang (2016), Gyeltshen C and Beri N (2019) which compared happiness based on gender and research from Hong-ngama et al (2019) which distinguished happiness in the workplace based on level of education. Happiness at work for teachers who are not different shows that this feeling is general and does not depend on gender, even though male and female teachers have different characteristics but in living the profession use the same standards, they will be happy if they work in a school environment that has conducive atmosphere and those who can enjoy their chosen profession. Likewise, the different levels of education between undergraduate and postgraduate education do not make teachers have different demands so that their happiness is not much different.

The results of the next study found that there was a difference in happiness at work between teachers who taught in elementary and high schools and teachers who taught in junior high schools. The happiness of teachers working in elementary, middle and high schools is actually still relatively high, but if we look in more detail it turns out that the happiness of junior high school teachers is lower when compared to elementary and high school teachers. This finding is possible because in junior high school teachers have to deal with students who are in a transition period from childhood to adolescence, a time when they are looking for identity so that many problems arise. The existence of problems experienced by junior high school students can make teachers use more efforts and thoughts to help students solve problems so that inevitably the burden is greater and affects the happiness of the teachers.

Other demographic factors, namely years of service and age, the results of the study show that there is a relationship between years of service and age and happiness at work for teachers. Happiness at work for teachers increases with age, the maturity experienced by teachers with age makes teachers more able to accept the realities of life including whatever is experienced and accepted in work situations at school, older age are more able to adjust and have lower demands than younger teachers. This is relevant to research from Keser, A. (2016) and Hong-ngama et al (2019) who examined happiness in generations X, generation Y and the Baby boomer generation. The results found that generation Y had lower happiness than generation X, it was

explained that Generation Y staff were not able to adapt themselves to work, this could be because people in this generation have a high level of self-confidence and like freedom. When they are in an organization where seniority still dominates, they will feel more frustrated than other generations, besides that because Y generation has a different self-management capacity than older people (generation Y). Although there is a relationship between length of service and age with happiness at work for teachers, the contribution to the variable is only 9.4% while the remaining 90.6 is influenced by other variables.

The limitations of this study have not been to carry out a more detailed analysis related to the dimensions of extrinsic happiness (work environment) and intrinsic dimensions (workers) and the imbalance in the number of teachers between categories. Therefore, it is recommended that further research carry out more detailed statistical analysis so that the research results can become a basis for agencies to increase teacher happiness.

5. CONCLUSION

The findings in this study indicate that overall happiness at work for teachers is relatively high, there is no difference in happiness at work in terms of gender and teacher education level. In addition, the results of the analysis show that there is a relationship between tenure and age with happiness at work for teachers, which means that increasing tenure and age is accompanied by increased happiness at work for teachers. In addition, it was found that happiness at work for teachers from elementary schools was higher when compared to senior high school teachers and happiness at work for teachers from senior high schools was higher than teachers from junior high schools.

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