The Influence Of Workplace Happiness Towards Innovative Behavior And Affective Commitment Among The Teachers In Northern Peninsular Malaysia

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Abstract: This quantitative study aimed to identify the influence of workplace happiness on teachers' innovative behavior and affective commitment. A total of 835 teachers from 167 schools in Penang, Kedah and Perlis Indera Kayangan which have been stratified random sampling proportion participated in this study. The questionnaire used was adapted from questionnaires iopener People Performance Questionnaire (iPPQ) built by Pryce-Jones (2010), Teachers Innovative Behavior questionnaire built by Jansen (2000) and a questionnaire of affective commitment used by Tengku Ahmad (2010) to measure affective commitment of teachers. The findings showed a significant and positive influence on the behavior of innovative and affective commitment of teachers. These findings have implications for the behavior of teachers in the school organization.

Keywords: Workplace Happiness, teachers' innovative behaviour, affective commitment

INTRODUCTION

In order to face the challenges of teaching and learning in the 21st century, the school is not like other organizations. These features make school management extremely difficult. This is because the demands of the environment and the expected role of the school has made as a normative work. Accordingly, the management must incorporate all the leadership skills, technical skills and creative intellectual courage to face challenges, and capable of generating change and empower the various forms of activities in schools to achieve excellence in the prosperous business climate needs of human nature.

According to Pryce-Jones (2010), happiness at the workplace can make up one's mind control to maximize performance and achieve their potential. In the context of school, happiness at the workplace is hoped to improve the performance of teachers through innovative behavioral and affective commitment of teachers. In fact, the properties of brilliance of teachers also can affect the entire organization as a whole. This is because the happiness at the workplace can influence and inspire colleagues in the surroundings (Dutton & Edmunds 2007). However, happiness at workplace difficult created among teachers without transformational leadership behaviors of principals and a positive school culture. According to Jantzi and Leithwood (1996), transformational leadership behaviors have a positive relationship with happiness or satisfaction at the workplace. In fact, Lu, Gilmour, and Kao (2001) add that a balanced organizational culture can affect happiness positively.

Thus, it can be concluded happiness at the workplace can serve as a catalyst for the improvement of school

organizations in terms of innovative behavior and affective commitment of teachers.

LITERATURE REVIEWS

WORKPLACE HAPPINESS

According Kesebir and Diener (2008) studied the two happiness perspective view of hedonism and eudaimonis view. In the view of hedonism, happiness arising from the impact of experiences at the workplace someone (Tomer, 2011). Meanwhile as well seeing the happiness eudaimonis views that exist through the involvement of a person while doing something noble work, high moral values, means and generate progress (Ryan & Deci, 2001).

Happiness at the workplace has to do with mood or emotional state of for teachers. According to Diener, Larsen, Levine and Emmons (1985), happiness is one element for the mood. Mood encourages a person to think, feel and act towards increasing resource development and the achievement of goals (Seligman, Steen, Park, & Peterson, 2005). Accordingly, the ability of a leader's role is to affect mood followers named as emotional infection (Wei, Chen and Cheng, 2009), also known as the tendency to mimic the experience / emotional expressions of others (Hatfield, Cacioppo & Rapson, 1994).

The perspective of George and Brief (1992) emphasize the positive mood state leaders, followers are also experiencing the same positive the mood of. The followers susceptible to the mood of leaders. This is because; the mood of leaders can provide a better environment to control and influence the formation and interaction of resources (Sy, Côté & Saavedra, 2005). This means that positive the mood of for teachers expected to influence colleagues and pupils. This can create a healthy social relationship among the school community because each felt prosperous, fun and happy in the school environment which for teachers can get happiness at the workplace and students can learn with fun and joy. This positive situation is a prerequisite in the formation of

for teachers' confidence and belief of teachers to work in schools and school leaders toward forming a healthy school climate.

In the context of the delivery of learning and teaching in the classroom, a sense of happiness at the workplace are always displayed on the face of teachers will directly affect enjoyment of students during the learning. This is because the feeling of happiness can stimulate innovative behavior of teachers. There are new ideas to be applied in a creative pedagogy (Mcwillian & Dawson, 2008). Next, through the delivery of learning and teaching, creative and innovative of teachers is expected to attract and stimulate the minds of students so that they follow the lessons with fun and effective.

TEACHERS INNOVATIVE BEHAVIOR

West and Farr (1990) suggest innovative behavior 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 clarifies that the innovative behavior to that intentional efforts to gain amazing rewards. Creativity is often seen as the generation of ideas while innovation is the implementation of the idea (Mumford & Gustafson, 1988). Meanwhile Janssen (2000) argues behavior should emphasize innovative behavior and not limited additional role in the reward system only. The combination of the views they generate three forms of innovative behavior, namely (1) the generation of ideas, (2) promotion of ideas, and (3) the realization of the idea in teaching and learning.

Ideation associated with the formulation of new ideas in any kind of teaching and learning ideas. Promotional ideas are related to situations in which for 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).

Meanwhile 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 are proven to constitute an additional role in the behavior of most of the work, especially in teaching and learning.

TEACHERS AFFECTIVE COMMITMENT

Meyer and Allen (1991) developed the concept of organizational commitment that was originally pioneered by Mowday, Steers and Porter (1979) by dividing the organization's commitment to the three forms, namely continuous commitment, normative commitment, and affective commitment. Between the three forms of conceptualization that commitment, Meyer and Allen (1991) found that affective commitment has the strongest overlap with the definition of attitude. Meyer, Stanley, Herscovich and Topolnytsky (2002) also stated that affective commitment is a component that has the strongest relationship with happiness at the workplace. From the aspect of bonding to school, affective commitment is referred to as an emotional affection, identification and involvement of employees in the organization.

In identification, the individual is willing to accept the consequences of other people based on self-expression and take the opportunity to maintain a relationship with others (Basaran, 2000). This explains the affective commitment as employees 'emotional ties with organizations such as the bonding of its responsibilities and duties for teachers in schools, identifying the responsibilities and duties for teachers and teachers' involvement in the work of the school with a feeling of pleasure. Accordingly, for the variable as well positive to the organization, Czajhe and Begley (1993) found that affective commitment to cushion the negative impact of work pressure and reduce the health problems with the employees and increase happiness or happiness at the workplace. In addition, Meyer and Allen (1991) also describe the emotional affective commitment as positive to the organization.

Mowday et al. (1979), describes the affective commitment as the willingness for teachers to maintain their membership in the organization of the school as the responsibility for achieving the goals of the school. This opinion is in line with Meyer and Allen (1991) that affective commitment related to the emotional relationship with a subordinate to his organization, identification with the organization and with the involvement of members of the organization. Subordinates that have a high affective commitment will remain as members of the organization because they are very confident about the values and goals of the organization (Mulki, Jaramilo & Locander, 2006).

WORKPLACE HAPPINESS, TEACHERS INNOVATIVE BEHAVIOR AND AFFECTIVE COMMITMENT TOWARDS ORGANIZATIONS

Happiness is a the construct of the multidimensional comprises several components, including the often positively impacted and rarely have a negative impact, dexterous, aspirations, autonomy, work integrative and satisfaction (Daniels, 2000; Diener, 2000; Lyubomirsky, King, & Diener (2005). The study of Rego, Riberiro, Chunha, and Jesuino (2010), Cynthia (2002), as well as Muse, Harris, Giles and Field (2008) found the leader of an organization that can improve happiness at the workplace will promote behavioral innovation among their employees. Meanwhile the study of Mohd Hassan (2010) found that

organizations should strive to create and maintain happiness in the workplace to increase affective commitment and encourage continuous and normative commitment to ensure that the desire to build innovative behavior among workers reached.

While the study of Tan and Majid (2011) entitled "Teachers 'perceptions of creativity and happiness: A perspective from Singapore' also found there was a strong influence on perceptions about the happiness of teachers conceptions about creativity in Singapore. In addition, happiness at the workplace is also found to have a positive effect on self-efficacy, self-creative personality (Gough, 1979), job satisfaction (Diener, Emmons, Larsen & Griffin, 1985), subjective of happiness (Lyubomirsky & Lepper, 1999), and emotional stability of workers (Fordyce, 1988). The study of Baptiste (2007), Amabile, Barsade, Muller and Staw (2005), Humborstad and Perry (2011), Rajabimoghaddam and Bidjari (2011) and Tarcan (2013) showed that there is a positive linear correlation between happiness and affective commitment of workers' organizations.

RESEARCH OBJECTIVES

This study aimed to identify the influence of workplace happiness on teachers' innovative behavior and affective commitment among secondary school teachers at northern Peninsular Malaysia. While the specific objectives of this study were to

(1) Identify the influence of happiness at the workplace on the behavior of innovative for teachers
(2) Identify the influence of happiness at the workplace on the teachers affective commitment

RESEARCH METHODOLOGY

This study uses a quantitative approach involves collecting data using questionnaires. Data for this study were obtained from 835 teachers from 167 schools in Penang, Kedah and Perlis Indera Kayangan. The sample was selected by proportionate stratified random sampling. All data were analyzed using analysis of school.

The questionnaire consisted of four parts, namely Part A - Teacher Demographic Information, Part B - Workplace Happiness, Part C - Teacher Innovative Behavior, and Section D- Teachers Affective Commitment. 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 adapted from questionnaires of iOpener People Performance Questionnaire (iPPQ) built by Pryce-Jones (2010) used to measure workplace happiness. There are five dimensions covered in this variable, namely the teachers' contribution (6 items), teachers' belief (5 items), school climate (5 items),

the involvement of teachers (4 items), and teachers' confidence (5 items). For Section C, the researchers used questionnaires Innovative behaviors used by Nik Azida (2007) to measure the behavior of teachers innovative. 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). Next, Part D using affective commitment questionnaire used by Tengku Ahmad (2010) to measure affective commitment of teachers. This questionnaire contains 8 items consist of 4-dimensional items for bonding to school and four items for a positive to the organization.

RESEARCH FINDINGS

A. *The Influence of Workplace Happiness towards Teachers' Innovative Behavior*

Table 1 shows the results of hierarchical regression analysis was conducted separately on the workplace happiness with all three dimensions of teachers innovative behavior (the realization of new ideas, the promotion of new ideas and generating new ideas).

Table 1

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			
1 Teachers' contribution	.40*	.37*	.35*
2 School climate	.00	.07	.08
3 Teachers' belief	.34*	.36*	.35*
4 Teachers' Involvement	-.03	.04	.02
5 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.

The results of Table 1 shows all the dimensions of workplace happiness have significantly contributed 44 percent of the variance change to the realization of new ideas. While the beta coefficient (β) shows that there are two dimensions of workplace happiness has a positive and significant effect on the realization of new ideas. The dimensions are teachers' contribution (β=.40, $p<.05$) and teachers' belief (β=.34, $p<.05$).

Further findings also show all dimensions of workplace happiness have significantly contributed 43 percent of the variance changes to the promotion of new ideas. While the beta coefficient (β) shows only two dimensions of workplace happiness has a positive and significant effect on the promotion of new ideas. The dimensions are teachers' contribution (β= .37, $p<.05$) and teachers' belief ($β=.36$, $p<.05$).

In addition, the results in Table 1 also show all the dimensions of workplace happiness have 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 mentioned are teachers' contribution ($β=.35$, $p<.05$) and teachers' belief ($β=.35$, $p<.05$).

Based on the findings above can be summarized the two dimensions of workplace happiness, namely the teachers' contribution and teachers' belief has a positive influence on the behavior of teachers innovative.

B. The Influence of Workplace Happiness towards Teachers Affective Commitment

Table 2 shows the results of hierarchical regression analysis which was conducted separately on workplace happiness with the two dimensions of affective commitment of teachers (attachment to the school and positive to the organization).

Table 2

Coefficient value $β$ for the influence of workplace happiness towards teachers' affective commitment

Variable	Dependent variable: Affective commitment	
	Attachment to the school ($β$)	Positive to the organization ($β$)
Independent variables		
1 Teachers' contribution	-.01	.58*
2 School climate	.09	.37*
3 Teachers' belief	.07	.25*
4 Teachers' Involvement	.63*	.10
5 Teachers' Confidence	-.11	-.06
R	.63	.58
R^2	.40	.34
Adjusted R^2	.39	.34
F Value	108.08*	85.23*
Durbin Watson	1.82	2.02

*Significant at level of p<.05.

The results of Table 2 shows all the dimensions of workplace happiness has significantly contributed 40 percent and 34 percent of the variance of each of dimensions namely attachment to school and positive on the organization. While the results of the examination of the beta coefficient (β) indicate there is only one dimension of workplace happiness has a positive and significant effect on the attachment towards the school. The dimension is teachers' involvement ($β=.63$, $p<.05$). Instead there are three dimensions of workplace happiness has a positive and significant effect on the positive to the organization. The dimensions are teachers' contribution ($β=.58$, $p<.05$), school climate ($β=.37$, $p<.05$) and teachers' belief ($β=.25$, $p<.05$).

Therefore it can be concluded there are four dimensions of workplace happiness have a positive impact on affective commitment of teachers. The dimensions are teachers' contribution, school climate, teachers' belief and teachers' involvement.

CONCLUSION

Results of this study demonstrate that when teachers are in a state of peace or happy, they will work more creative and innovative, enhance the contribution and participation of teachers and teachers' confidence thereby increasing the affective commitment of teachers in terms of positive impact on the organization. On the other hand those who do not feel safe in the workplace also declined causing their creativity while working. This explains the workplace happiness 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 and commitment of teachers.

From the practical aspect of the study proved that the school board can play a role to improve the workplace happiness among teachers as to provide opportunities for teachers to participate and to make decisions about school issues provide individual support, support teaching, intellectual challenge and advice teachers individually and concern for personal matters of teachers. This can lead to teachers accept feedback positively and feel valued in the workplace. In addition, teachers need to be aware of the sense of happiness in school is very important for improving student achievement. Pleasant conditions can also increase affective commitment of teachers and help teachers to generate new ideas, promote new ideas and realize new ideas in learning and teaching. As a result, effective teaching happens because students tend to mimic the behavior of teachers such like creative, innovative and academic excellence.

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