HAPPINESS AT WORK OF LECTURERS

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ABSTRACT

The purpose of this research is to study the happiness level of the lecturers of Ubon Ratchathani Rajabhat University, classified by faculty, Education, Academic positions, gender, age, work experience, status, salary creates the research gauge. It is a 5-level rating scale developed by Likert's scale, those are Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. The samples are 220 lecturers from Ubon Ratchathani Rajabhat University. Questionnaires were a research tool for data collection. The statistics analysis were frequency, percentage, mean, standard deviation. Happiness levels in this research are consisted of work satisfaction, satisfaction in life, and attitude towards being a lecturer. The research shows that the lecturers at Ubon Ratchathani Rajabhat University have high level of job satisfaction and satisfaction in life, and the highest level of satisfaction towards being lecturers.

Keywords: Happiness at Work, Lecturers, University

INTRODUCTION

Happiness at the workplace alludes to how fulfilled individuals are with their work and lives. The possibility of happiness is identified with person's subjective prosperity. Happiness at the workplace is vital for enhancing efficiency in any organization (Wesarat et al., 2015). Work is one of vital parts of individuals' lives (Dulk, et al., 2013). Individuals play out their work in return for either money related (e.g. pay and benefits) or non-money related prizes (e.g. mental satisfaction from work) (Stiglbauer and Batinic, 2012).

Duncan, Tilbrook, & Krivokapic-Skoko (2015) explained that happiness research is a rapidly-growing area in social psychology and has emphasized the link between happiness and workplace productivity and creativity for knowledge workers. Categories of academic activities recorded in the time diaries are Communicating with students (By email, phone/Skype, forums/announcements, face-to-face), subject administration (marking assignments, marking exams, entering grade-sheet, setting up subject websites, setting up subject outlines, moderation, subject coordination), subject preparation (developing lectures, tutorials, exams, online content, materials), subject delivery (delivering lectures/seminars, tutorials/labs), research (research administration, reviewing/refereeing, reading literature, writing, grant preparation, meetings for research, thinking/planning/general research, supervision of PhD/DBA students), service (committee attendance, course/discipline administration, community/professional engagement, professional development/training, general admin/internet/email), conversations with colleagues, travel for works and other.

Awang, et al. (2015) watched 130 academicians in five Malaysian public higher learning institutions in a cross-sectional information accumulation gathered through an online overview entry of surveymonkey.com. The outcomes indicated effect of academic improvement and organizational atmosphere incited stronger organizational

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commitment and consequently reduced turnover intention. On the other hand, academic advancement and academic undertakings and organizational happiness advanced higher organizational commitment and along these lines upgrade work execution.

Satisfaction in teaching is a factor affecting professional commitment of teachers in the Northeast (Srisombat, 2008). In the other sample, Chiang Mai University academic staff found that the recognition of organizational support was negatively correlated with the willingness to quit the university staff (Intrawong, 2009). The results of this study are as follows: the problem of human resource management in higher education institutions is classified into 3 types, namely, the diversity of human resource practices and operation of higher education institutions, the problem of diversity of agencies, and methods of measuring the performance of universities.

Saran (2014) considered the antecedents of employee retention in the Thai institutions of higher education. Results uncovered that job satisfaction had a job satisfaction on organizational commitment and both of them had direct effect on the retention of university academic staff. In addition, the structural equation model gave that staff with a high level perception of organizational support and human resource management practices had more positive job satisfaction, organizational commitment, and were likely to increase retention in their university.

The work of the lecturers of the university is based on the announcement of Board of the Office of the Civil Service Commission in Higher Education Institutes regarding the standard of Academic burden of the lectures, assistant professors, associate professors, and professors in the year of 2015, by determining the civil servant and staffs in higher education institution who maintains the academic positions in the university site has to have at least 25 hours. The 35 hours is divided into five parts, teaching, researches and other academic activities, academic services, nourishing arts and culture, and other works that are related to higher education institutes. (Board of the Office of the Civil Service Commission in Higher Education Institutes, 2015)

All the five workloads of the lecturers of Ubon Ratchathani Ratjabhat University, teaching, researches and other academic activities, academic services, nourishing arts and culture, and special works, is considered significant to the development of Ubon Ratchathani Ratjabhat University. The happiness of work of the lecturers lead to the development of the university in different ways, therefore; the pertinent study of happiness of work of the lecturers in this university would help the university achieve the goal. Researchers are interested in happiness levels at work of lecturers of Ubon Ratchathani Rajabhat University consists of work satisfaction, satisfaction in life, and attitude towards being a lecturer.

RESEARCH OBJECTIVES

The purpose of this research is to Study the happiness levels of lecturers of Ubon Ratchathani Rajabhat University

METHODOLOGY

This research has 220 number of samples. This includes lecturers from faculty of education, faculty of traditional Thai medicine, faculty of nurse, faculty of computer science, faculty of law, faculty of agriculture, faculty of public health, faculty of industrial technology, faculty of humanities and social sciences, faculty of sciences, and faculty of business administration and management. The development of research tools has been created by the researchers, it is from the structure of the strategy in the literature, and created by the variable elements of happiness at work of the lecturers of Ubon Ratchathani Rajabhat University. Once all the questions are made, the researchers would bring the questionnaires to five experienced specialist and professionals for the test of content validity. Once the questionnaires is updated, the questionnaires will be sent for a try out with with 50 people who are similar to the samples for the reliability of the questionnaires.

RESULTS

From the 220 lecturers of Ubon Ratchathani Rajabhat University classified by personal information, most of them came from faculty of humanities and social sciences with the PhDs, have academic positions as lecturers, females, ages between 30 and 25, have worked for under 5 years, single, and have income between 25,001 and 30,000 THB.

The results of the study of happiness levels at work of lecturers of Ubon Ratchathani Rajabhat University consists of work satisfaction, satisfaction in life, attitude towards being a lecturer. Details mentioned on the table 1-4.

Table 1 Average, standard deviation, and happiness levels at work of lecturers of Ubon Ratchathani Rajabhat University of work satisfaction.

Work satisfaction		$\overline{X}$	S.D.	level
	Feels happy while working	4.17	.67	high
	Be willing to work on assigned work	4.21	.68	high
	Do not worry about the work	3.95	.84	high
	Feels that the work is run smoothly	4.12	.86	high
	Feels proud when the work assigned is done	4.14	.74	high
Overview		4.12	.58	high

From table 1, it is found that lecturers of Ubon Ratchathani Rajabhat University are satisfied at work. In the overview, it is in a very high level ($\overline{X}$ = 4.12). When each point is considered, each one is significant. When the first 3 sorted from low to high, the first one comes "be willing to work on assigned work" ($\overline{X}$ = 4.21), second comes "feels proud when the assigned work is done" ($\overline{X}$ = 4.17), and lastly "do not worry about the work" ($\overline{X}$ = 3.95).

Table 2 Average, standard deviation, and level of life satisfaction of lecturers of Ubon Ratchathani Rajabhat University.

Life satisfaction		$\overline{X}$	S.D.	Level
	Happy to learn new things from this department	4.21	.69	high
	Likes the activities held by the department	4.20	.84	high
	Satisfied with the workmate and the friendship	4.30	.73	high
	Likes this department because it makes you live proudly	4.00	.87	high
	Do not like the department when there is justice	4.06	.86	high
Overview		4.15	.62	high

From table 2 it is found that lecturers of Ubon Ratchathani Rajabhat University are happy with their works and highly satisfied with their lives. In the overview, it is in a very high level. ($\overline{X}$ = 4.15) When each point is considered, each one is significant. When the first 3 sorted from low to high, the first one comes "satisfied with workmate and friendship" ($\overline{X}$ = 4.30), the second one comes "happy to learn new things from the department" ($\overline{X}$ = 4.21), and " likes the activities held by the departments" ($\overline{X}$ = 4.20), and lastly, the one with the least average, "likes the department because it makes you live proudly" ($\overline{X}$ = 4.00)

Table 3   Average, standard deviation, and happiness levels at work of lecturers of Ubon Ratchathani Rajabhat University in perspective of attitudes towards being a lecturer.

Attitude towards being a lecturer		$\overline{X}$	S.D.	Level
	Will relay all the knowledge to the pupils without any obscuration	4.48	.65	high
	Encourage learning by activities for the students to achieve true learning	4.60	.65	highest
	Will bring modern teaching methods for the student to learn	4.50	.64	high
	Give opportunity for students to ask questions during classes and outside the classroom	4.55	.66	highest
	Prepare the content before the class for the pupils to learn to their best abilities	4.50	.63	high
Over view		4.53	.53	highest

From table 3 it is found that lecturers at Ubon Ratchathani Rajabhat University have positive attitudes towards being a lecturer. In overview, it is in high level($\overline{X}$ =4.53).

When each point is considered, each one is significant. When the first 3 sorted from low to high, the first one comes "encourage learning by activities for the students to achieve true learning" ($\overline{X}$ = 4.60), second comes "give opportunity for students to ask questions during classes and outside the classroom" ($\overline{X}$ = 4.55), and lastly " will bring modern teaching methods for students to learn" ($\overline{X}$ = 4.50) and "prepare the content before the class for the pupils to learn to their best abilities" ($\overline{X}$ = 4.50), and the highest average is "will relay the knowledge to the pupils without any obscuration" ($\overline{X}$ = 4.48), and it is the most important.

Table 4   Total average, standard deviation, and happiness at work level of lecturers at Ubon Ratchathani Rajabhat University.

Happiness at work	$\overline{\mathbf{X}}$	S.D.	Level
Satisfaction in work	4.12	.58	high
Satisfaction in life	4.15	.62	high
Attitude towards being lecturers	4.53	.53	highest
Overview	4.27	.49	high

From table 4 we found out that lecturers at Ubon Ratchathani Rajabhat University are highly satisfied with the work, in over all. ($\overline{\mathbf{X}}$ = 4.27)

When considering each aspect, the average level of happiness of lecturers at Ubon Ratchathani Rajabhat University are arranged in descending order.i.e. "Attitude towards being a lecturer" ($\overline{\mathbf{X}}$ = 4.53)," satisfaction in life" ($\overline{\mathbf{X}}$ = 4.15), and the highest is "satisfaction in work" ($\overline{\mathbf{X}}$ = 4.12)

DISCUSSION

The research shows that lecturers at Ubon Ratchathani Rajabhat University are highly happy and satisfied with work, and satisfied with life. They are extremely satisfied with the attitudes towards being lecturers.

This evidence is supported by the findings by Sawaengphol (2011) which studies the factors that affects the happiness levels at work of individuals from faculty of business administration of Rajamangala University of Technology Thanyaburi. The results shows that staffs have opinions on factors that affects on happiness, in over all. It is arranged from high to low levels. Starting with the joy of work, success at work, acceptance at work, and good relationship with workmate. The factors that affects the happiness levels are the love of work, success at work, acceptance at work and good relations with work mate.

The finding is supported by Pink (2009) which likewise related the happiness of professionals, not to monetary rewards, but rather to sentiments of autonomy, mastery and purpose. For Pink a moderately autonomous academic scholarly may not set the objectives for their work, for instance quality research and quality instructing, however the academic would have the capacity to decide in a vast part how those goals are accomplished. Mastery is the chance to apply an academic's specific skills to specific issues, which would make encounters of stream for the scholastic. At last, reason for existing is the arrangement of the academic's personal goals with the objectives of the organization at which the academic works.

This result is consistent with studies done by Martin (2011) clarified that the best chances to enter a stream experience would occur during research activities, while questioning that flow experiences would be found inside teaching or administrative tasks. Subsequently Martin's feeling was that research activities would increase the happiness of academics through flow, while teaching-related or service activities would not. However there are other positive values in academic work, for example, collegiality, social networking and helping others from which academics may draw happiness, so the connection amongst joy and scholastic work might be an unpredictable one.

This result is in line with the findings of Pusapanich, P. (2008) which discovered that in general, work engagement and organizational commitment of Chiang Mai University staff were in a high level, work engagement of Chiang Mai University staff was significantly positive affected by the accompanying components: positive orientation, job characteristics, relations with associates, and university's administration, and organizational

commitment of Chiang Mai University staff was significantly positive affected by positive orientation, job characteristics, relations with coworkers, supervisory practices, university's benefits, and university's management,

However, these results are contrary to the prior findings in other studies, Sungthip & Bowarnkitiwong (2011) Bowarnkitiwong have studied the factors that affects the happiness levels of the lecturers of the office of the basic education commission.the results shows that the level of happiness of the lecturers of the office of the basic education commission is moderate. When considering the average of level of happiness, physical pleasure is more important than the mental happiness. Noikhamyang & Noikhamyang (2012) have researched about the factors that affects the level of happiness at work of the staffs at the library of Srinakharinwirot University. The results show that the level of happiness of the staffs at Srinakharinwirot University is in moderate level. The factors that affects the levels of happiness are personality factor, believe in motivation, features of the job, positions, acceptance and respect, and the work environment.

CONCLUSION

Human resource development is considered to be the most important basic resource strategy in organizations. At present, the success of any organization or any work environment directly related to the efficiency of human resources based on behavioral science. Making the personnel in the organization happy is a factor that shows the good working conditions and performance that affect the success of the organization. The prior study found that happiness in work was statistically correlated with the success of work and organizational success. The happiness level of personnel working in the organization. The study withholds some empirical evidence of happiness at work of lecturers in Ubon Ratchathani Rajabhat University. The results showed that Ubon Ratchathani Rajabhat University lecturers enjoyed job satisfaction and life satisfaction at the high level, the joy of being a teacher of the highest level. Lecturers were happy to work in overall job satisfaction at the high level. It was found that the lecturers were pleased and willing to work assigned, feel happy when you work, and proud when finished work as assigned. They were happy to work in overall life satisfaction at the high level. It was found that the lecturers like and satisfied colleagues with good friendship, be willing to learn things from this university, like activities at this university held. They were happy to work in overall life satisfaction at the highest level. They encouraged teaching activities in the students to achieve true learning, gived the opportunity for students to ask questions during the class time and outside of class time, brought modern media to teach the students to learn, and prepared the teaching in advance so that the students got the full knowledge.

A limitation of this paper is that the data was gathered for a limited number of academics at a single institution and thus there is a concern over the generalizability of the results. The authors intend to conduct a wider survey in the future and teaching-research academics are requested to contact the authors if interested in participating in or assisting with a future trial.

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