

Relationship between Workplace Happiness and Innovativeness: Evidence from Academicians of Twin City

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ABSTRACT

Happiness is the state of mind which can motivate one person to become innovative. Accordingly, innovativeness pushes one organisation to bring changes. Innovativeness can be achieved from a happy mind and without happy mind innovativeness can't be obtained. This qualitative study on workplace happiness and its relation with innovativeness within the academicians focuses on the degree of positive work engagement and work environment. Innovative mind of the academicians is the key factor to success of any institution. Happy people are productive in such a way that they build the positive environment inside an organization. Some factors like income, pleasure, freedom to express their ideas and superior-subordinate relationship are the building block for workplace happiness which leads to innovativeness. This research paper aims at studying the relationship between workplace happiness and innovativeness among academicians working in higher education institutions of the twin city in Odisha by analysing the four mentioned factors.

Keywords: Workplace Happiness, Innovativeness, Twin City, Odisha, Academician

Introduction

In the 21st century the definition of education has changed. It is not exactly a degree required to get well-settled or for making money; it teaches the way of living to everyone. Education is the key to solving all problems. This is believed by all the academicians who are instrumental in the growth of quality of education. The building blocks for the educated society is a healthy mind. That healthy mind of a student is nurtured by a free-thinking teacher. From the study of Andujar et al. (2016), it is revealed that the positive mood of a leader can influence the followers to experience the same positive mood. This can be said to be true because a leader's mood can provide a better or conducive environment to influence or control the interaction of resources and innovative behaviour (Dimkpa, 2015; Jebson & Muraina, 2018). Literature revealed a positive connection of happiness at the workplace on innovative behaviour, emotional stability and intention to quit

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(Salas-Vallina et al., 2017; Fidan & Ozturk, 2015). But in order to get healthy mind one needs to be happy in their workplace. It was seen during COVID pandemic the definition of workplace changed as everyone was working from home. There were need of innovativeness daily to deliver their effort to succeed in their respective goals. Hence according to Pryce-Jones (2010) happiness at workplace can make up ones' mind control to maximize performance and achieve their potential. Happiness at workplace can lead to perform better and give their utmost effort to get success. This thirst of success will give hope to become innovative. According to Fisher (2010), happiness at work is "an umbrella concept that includes a large number of constructs ranging from transient moods and emotions to relatively stable attitudes and highly stable individual dispositions at the person level to aggregate attitudes at the unit level". Choi et al. (2016) explained that since happiness is an element of mood that encourages a person to feel, think or act towards achievement of goals, a positive mood of a teacher can affect co-workers and students. Fidan and Ozturk (2015) found that happiness is always displayed on the face of the teachers, which has a direct impact on the students during learning and general innovative behaviour.

According to the psychologists, happiness can be understood as a positive feeling or emotion. When positive emotion surpasses the negative one a person feels happy. Every single thing people do in their lives are driven by pleasure and pleasure denotes happiness. Therefore, the feeling of pleasure, comfort, gratitude, hope and inspiration are examples of happiness. Again, some intrinsic factors like self- actualization, self- esteem, satisfaction and euphoria also contributes to happiness.

Changing societal thought regarding the importance of a healthy mind to make oneself happy and generate innovativeness among academicians led to the development in the organisational structure. Teachers play strategic role in building a student as well as a nation by imbibing positive societal culture among them. They transfer positive values and thoughts to their pupils while transferring science, art, culture etc. In addition to teaching the teachers also guide them in choosing their career, enhancing their competencies and including innovativeness among the students. Including the thoughts of developing the students, the teachers also meet their organizational goals to become a better employee. To cope with all the negativity and work pressure the academicians seek a positive work environment. This helps to intact their mental peace to. Thereafter they shape and qualify their own performance and conduct at their workplace.

Innovativeness is the state at which one person takes risk to provide their best to bring some changes for betterment of the organisation. West and Farr (1990) suggest innovative behaviour as a result of deliberate action to introduce and apply the ideas, processes, products and procedures in the rules, group or organization. The degree of innovativeness depends on the personality traits and the characteristics of the teacher. If they go through some huge changes in the lives of their students as well in the organisation then it is the contribution of their happy mind. Many factors are there which decides the state of mind of a person such as the work environment they have, the people they are surrounded by, the quantity of work they get, their liking towards the given work, the amount of cooperation they get from their colleagues as well as from their superiors etc. According to West, M. A., & Altink, W.M.M, innovation can be categorized into four levels: individual innovation, group innovation, organizational innovation and socio-culture innovation. As explained by Tohidi and Jabbari (2012) innovation is a process that begins with introduction to plan of an idea and will become a new function and so it is different from creativity.

Workplace of one individual should be the place where one can explore their talents, skills, innovative minds and can utilise them to achieve their organisational goals. Sometimes people tend to forerun to cast someone else's ideas for being successful in their own life and get failed due to attached insecurities with the imitated skills. Hence it is believed that it's the innovativeness which helps people sustain in their workplace. There must be some group of characteristics prerequisite for oneself to be a part of one organisation to accept it as their own workplace. If the employee feels satisfied while working, they will try to give their best performance; which results in an increase in the work results of the employee (Andora & Ermita, 2019). But many times, they are trained to be capable of accepting the works they are assigned to do. Thereafter they start enjoying their work as well just because their minds are trained. Where comes the talk about mind it is proved mind can be persuaded too. This belief helps oneself to be innovative and to keep exploring what new change they can bring to the workplace for its betterment. Eventually in the process they remain happy.

Mostly innovativeness is triggered by the activeness of the person in the workplace. The activeness comes from the problem they see or they sense which helps them think about the multiple solutions available to cope with the problem. Innovative behaviour is building up from the solution find process which leads to new idea generations, leading the team for implementing those ideas

and sometimes financing the adjustments for the implementation their ideas too. Feelings of satisfaction or dissatisfaction occur when employees experience a discrepancy between what they want from the job and what they experience in reality. It is felt after a person's needs are met, or when their expectations or desires are fulfilled (Ali, 2016)

Therefore, focus of this research will be on measuring the satisfaction level of an academician to determine whether they are happy in their workplace or not. Accordingly, the number of activities they are performing along with their students as well as with organisation for the betterment to measure the innovativeness within them.

Literature Review

According to Shyla and Sheriff (2021) positive work engagement, work environment, income, freedom and work-life balance plays a major role in workplace happiness. By remaining happier at work is connected with improved health, better creativity, more productive, and many more. Happy workers can help create a pleasant and encouraging work environment. Moreover, they found such people are more committed to work and are eager to put in their effort beyond their job description. They suggested employers to keep on conducting brainstorming sessions, wellness programmes, training and mentoring sessions among employees will increase interest, creativity and innovation. Recreation and refreshment facilities, team outing, providing flexible working hours definitely will help to create a sense of motivation and happiness at the workplace among the employees.

Roy and Konwar (2020) found from their literature review that job satisfaction is not only the key predictor of turnover rates. Employees may be satisfied with their job but not necessary be happy at work. It is very much important being happy at work and not just satisfied. They have also revealed that the unprecedented level of unhappiness at organizations and the direct link between the employees' happiness and business outcomes. Therefore, they concluded, to promote happiness at the workplace the contributions of human resource and organizations is significant. Moreover, they found that without challenging work, it is hard for an employee to become involved, engaged or optimistic about their work, making it difficult to uphold high performance over time. According to them successful are those employers who put their employees first or else this may result in the most talented employee who is unhappy leaving an organization.

Phuong et al. (2021) investigated the impact of Empowerment Leadership (EL), Workplace Happiness (WPH) and Work Satisfaction (WS) on employees' innovative behaviour in the Vietnam context. Where they found that enterprises throughout Vietnam showed that Empowerment Leadership and Work Satisfaction positively affect innovative behaviour but Workplace Happiness proved to have no relationship with the innovative behaviour. According to Rosdaniati and Muafi (2021), measuring job satisfaction is important to determine whether they are happy or unhappy with their job. They have taken factors that can affect job satisfaction include workplace happiness, innovative work behaviour and work engagement. They found that there is a positive influence of workplace happiness on job satisfaction and work engagement. In addition to this the innovative work behaviour has positive influence on job satisfaction which is mediated by work engagement. The study by Kosasih and Basit (2019) aims to explain the influence of job satisfaction and organizational support for happiness in workplace. According to their study job satisfaction and organizational support significantly influence employee performance, which in turn increases employee happiness in workplace. In this research, they found that the human resource factors are important in improving employee performance, especially in supporting optimal public services.

Olanrewaju and Musa (2019) in their study set objective to examine the effect of scamper creativity technique and workplace happiness on innovative behaviour of secondary school teachers in Oyo State, Nigeria. From the research they found that, workplace happiness had significant influence on innovative behaviour of secondary school teachers. The purpose of the study of Kun & Gadanez (2019) was to investigate the relationship between teachers' psychological resources through the concept of psychological capital, workplace well-being and perceived workplace happiness. Their qualitative research suggested that the main pillars of teachers' workplace happiness were realization of goals, feedback, finding meaning in work and social relationships. The findings of their quantitative research ended in concluding that workplace well-being and happiness are correlated with inner psychological resources especially with hope and optimism. According to the study of Rahmawati et al. (2020) regarding how teachers use innovative work behaviour to achieve performance, it was found that that innovative behavior which practiced by teachers in an organization are related to their responsibilities in the school environment and some potential characteristics have not been maximally carried out. The study by

Annida and Harsanti (2019) aimed to identify the factors influencing teachers' innovative work behaviour. According to their findings there is a significant and positive influence of happiness at work and self-efficacy on teachers' innovative work behaviour simultaneously.

The study of Izzati (2017) aimed at determining the relationship between organizational climate and innovative behaviour of vocational school teachers. The result of this study showed that the better the organizational climate in the vocational school teacher's workplace the stronger the teacher will be to demonstrate his innovative behaviour in work. This quantitative study by Abdullah (2016) aimed to identify the influence of workplace happiness on teachers' innovative behaviour and affective commitment. The findings showed a significant and positive influence on the behaviour of innovative and affective commitment of teachers. These findings have implications for the behaviour of teachers in the school organization. Chen et al. (2012) had their research study on Employee's satisfaction and happiness of companies with different cultural managements. This research infers the variation is caused by management cultural difference and the adaptability of the employees to western management style, even those basic employees of these two companies, European company from Netherland with top management being European, are with same cultures, same nationality, and within identical product industry.

Ripoll et al. (2017) had A theoretical review to improve outcomes of innovation in enterprises from the perspective of "Happiness Management". The purpose of the study was to reflect on how business productivity increases when corporate welfare is promoted. The final conclusions after the literature review support what some authors confirm mainly that a worker is more motivated, has less absenteeism, is more creative, has better relationships with their colleagues and with clients or other stakeholders, is more productive, etc. All of the above indicates that the companies that manage the happiness in their organization in the search for the subjective well-being of the worker obtain greater benefits and get some satisfied customers improving their productivity (Harter et al., 2010). The study by Csikszentmihalyi in *Gestão qualificada: a conexão entre felicidade e negócio*, Bookman, Porto Alegre, 2004, intends to show that it is possible to find a balance between happiness and work by diagnosing the level of happiness shown by people in their working environments, proposing solutions to enhance happiness and productive in certain enterprise's staff (Tidd and Bessant in *Innovation and entrepreneurship*, Wiley, London, 2007; *Gestão da Inovação*, Bookman, Porto Alegre, 2008). The previous studies have found many

variables that affect the innovative behaviour of the academicians such as job satisfaction, workplace happiness, work engagement, Recreation and refreshment facilities, Empowerment Leadership (EL), Workplace Happiness (WPH) and Work Satisfaction (WS). Innovativeness is related to motivation and relationship with colleagues. There is a significant and positive influence on the behaviour of innovative and affective commitment of teachers.

Hypothesis

H₀ - There is no significant influence of workplace innovativeness on workplace happiness of academicians.

Method of Study

The samples were selected by sending the Google forms through professional online platform to match the sample study requirements. The final sample consists of 108 academicians from twin city of Odisha, including 60 (55.6%) males and 48 (44.4%) females. Here the academicians below 30 years were 43 (39.8%), 31-60 years were 56 (51.9%) and 61 years and above aged academicians were the minimum i.e., 9 (8.3%). In the survey 43 (44.4%) were single whereas 65 (60.2%) were married. From the statistics of job category, guest faculty, associate professor, assistant professor, contractual and lecturers were 41 (38%), 22 (20.4%), 20 (18.5%), 13 (12%) and 12 (11.1%) respectively. It was also found the highest number of academicians were paid Rs 15k - Rs 35k as salary are 49 (45.4%) and the lowest number of academicians were paid Rs 65k & above as salary are 8 (7.4%). From the total number of samples, 42.6% were having experience of 5-10 years, 25% were having experience of 3-5 years and 32.4% had 1-3 years of work experience. IBM SPSS Statistics 28 version was used to test the hypothesis, Cronbach's Alpha for reliability, KMO and Bartlett's test to measure adequacy, regression and correlation coefficient.

Table: 1: Demographic Variables

Demographics	Items	Count
Age	Below 30 years	43 (39.8%)
	31-60 years	56 (51.9%)
	61 years and above	9 (8.3%)
Gender	Male	60 (55.6%)
	Female	48 (44.4%)
Marital Status	Single	43 (39.8%)
	Married	65 (60.2%)
Job Category	Guest Faculty	41 (38%)
	Associate Professor	22 (20.4%)
	Assistant Professor	20 (18.5%)
	Contractual	13 (12%)
	Lecturer	12 (11.1%)
Salary	□ 15k- □ 35k	49 (45.4%)
	□ 35k- □ 55k	37 (34.3%)
	□ 55k- □ 65k	14 (13%)
	□ 65k- above	8 (7.4%)
Work Experience	1-3 years	35 (32.4%)
	3-5 years	27 (25%)
	5-10 year	46 (42.6%)

Innovative Work Behaviour

A 5-point scale (23 items) was used to rate academicians' innovative behaviour. It is a five-point Likert scales ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Sample items include:

WI1	In our workplace performance measurement is related to one's initiative to solve problem
WI2	In my workplace measurement of an individual is related to his or her own creativity
WI3	My boss is our role model in creative thinking
WI4	I discuss with my boss regularly, on how to get ahead
WI5	I am always given opportunities to try new ideas and approaches to problems

WI6	My boss gives me useful feedback regarding my creative ideas
WI7	My boss gives me an opportunity to learn from my mistakes
WI8	I express myself frankly in staff meetings

The Cronbach's alpha for this self-rating scale was 0.908 which indicates a high degree of internal consistency. The KMO for Workplace Innovativeness is 0.863, thus Table- 1 shows two tests that indicate the suitability of your data for structure detection.

Happiness at Workplace

Here Singh & Agarwal (2017) Happiness at Work Scale (Construction and psychometric validation of a measure using mixed method approach) was used to measure the happiness level of the academicians. It was followed by 5point Likert scale ranging from 1(Strongly Disagree) to 5 (Strongly Agree). Sample items include:

WPH1	I am happy about being a part of this organization
WPH2	I have a clear understanding of my career goals in this organization
WPH3	My manager is helpful and guides me
WPH4	Management is unbiased
WPH5	I feel valued at work
WPH6	I believe I can reach my full potential in this organization
WPH7	I enjoy the organization's culture
WPH8	I feel work is equally distributed within the team
WPH9	I feel connected with my co-workers
WPH10	My manager values my feedback
WPH11	I have a perfect work-life balance
WPH12	Team building activities are conducted regularly
WPH13	Recreational activities are available in the office premises
WPH14	I love the coffee at work
WPH15	I don't get sufficient credit for my contribution

The Cronbach's alpha for this self-rating scale was 0.938 which indicates a high degree of internal consistency. The KMO for Workplace Innovativeness is 0.911, thus Table-2 shows two tests that indicate the suitability of your data for structure detection.

Result and Analysis

The result from the simple regression analysis on Table 2 shows that Innovative behaviour of academicians have significant impact on the Work Place Happiness. Innovativeness explains the workplace happiness in the model which can be known from the R Square value (0.574).

Table: 2 Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.76	0.574	0.570	0.49029

Dependent: Work Place Happiness

From the Table-3 it can be known the model the value of F is 142.682 which reaches significance p-value 0.000, this means Work Place Innovativeness is significantly related to Work Place Happiness in this model.

Table: 3 ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	34.298	1	34.298	142.682	.000
Residual	25.480	106	0.240		
Total	59.778	107			

Table-4 shows that workplace innovativeness has a significant positive impact on workplace happiness. This implies that when an academician feels innovative, does innovative work, it positively affects his/her level of happiness at the workplace.

Table:4 Coefficients

	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.220	0.241		5.057	.000
WI	0.686	0.057	0.757	11.945	.000

Conclusion

There are several factor affecting the workplace happiness, but in this study, we found workplace innovativeness has significant impact on the happiness of the academicians in the workplace. Hence it is concluded that the innovative behaviour is highly affecting the workplace happiness of the academician in the twin city of Odisha. For increasing the innovative behaviour, they need to remain happy which can be done by the organisation by organising some recreational facilities and assessing their work life balance which needs to be studied in future. Several limitations are also present in the study such as it couldn't be studied how other factor like age, marital status, gender, job category and salary affect the innovative behaviour of the academicians which we found worth to study in future.

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