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Pepperdine University  
Graduate School of Education and Psychology

ORGANIZATIONAL SUCCESS: HOW THE PRESENCE OF HAPPINESS IN THE  
WORKPLACE AFFECTS EMPLOYEE ENGAGEMENT THAT LEADS TO  
ORGANIZATIONAL SUCCESS

by

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April, 2017

June Schmieder-Ramirez, Ph.D., – Dissertation Chairperson

This dissertation, written by

Kevin K. Claypool

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

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## DEDICATION

I would like to dedicate this research project to my fellow classmates and professors for your support and challenging engagement during my time at Pepperdine University. A project like this is no easy task, but one that is worth traveling with such wonderful human beings and great scholars.

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I would now like to extend my gratitude to my close friends and classmates Joe Collazo, Tim Magner, and Brenda Wilson. Without these constant pillars of support, my research and success would be less than adequate. My friends at home Zach Marsh, Gary Marsh, Michelle Marsh, Steve Colwell, Joy Colwell, Marquita Moss, and many others have been a source of support and reprieve throughout this process and I am forever grateful.

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## ABSTRACT

The central focus of this quantitative, correlational study is to examine the relationship between happiness found in the work place and employees' engagement that leads to organizational success. Employee engagement has been touted as the next frontier that will help organizations to achieve success. This is because passionate employees will ensure that they are productive in the work place. Happiness has been argued to be one of the factors that enhance employee engagement. The collected data shows a positive correlation between happiness and engagement of the employee. This is an important finding as it can be used by organizations to fast track their development by ensuring that employees are happy. The establishment of a positive correlation between these two aspects ensures that an organization can benefit greatly when it enhances employee happiness. In addition, measures can be put in place to ensure that employee happiness is enhanced, a move that would lead to a more productive organization and faster growth.

Although the concept of employee engagement and its relationship to happiness has been around, this study goes further to confirm that happy employees are more engaged and this leads to organizational success. Organizational culture and environment affects the performance and approach of employees. Leadership in the organization is a vital aspect as it ensures that employees are provided with the right environment to carry out tasks and be content with the work. With this new knowledge, leaders can take measures to improve employee happiness, which will lead to employee engagement and, consequently, improve the prospects of organizational success.

## **Chapter 1: Introduction to the Study**

### **Introduction**

The central focus of this quantitative, correlational study is to examine the relationship between happiness found in the work place and employees' engagement that leads to organizational success. The data of the proposed study will be generated through the Oxford Happiness Inventory and Society of Human Resource Management (SHRM) Employee Engagement Inventory instruments.

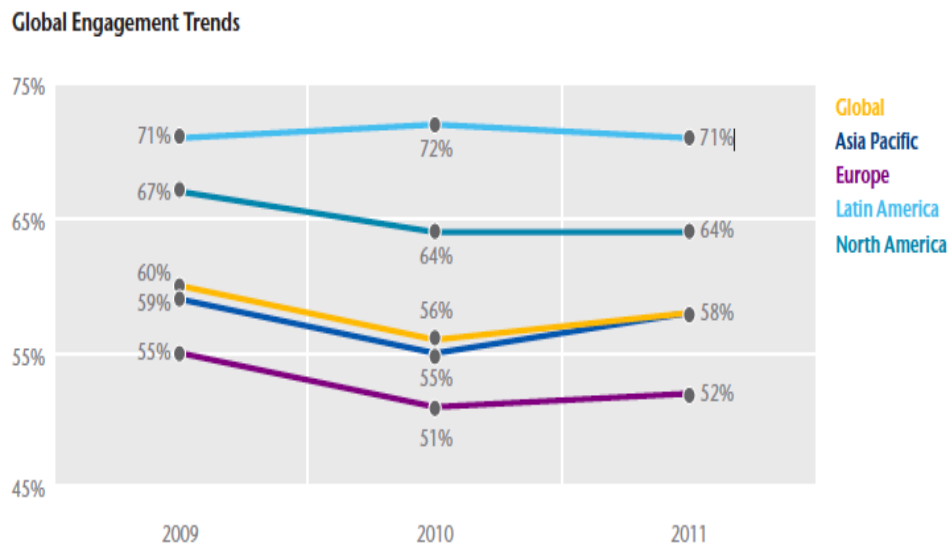
It seems to be widely accepted that if one becomes successful at work or within their occupation, then they will gain the elation of being happy. Anchor (2010) asserts it is not successful people creating happy lives, but rather it is happy people creating successful careers. As with most, if not all, organizations desire to be successful or put a ding in the universe (Jobs, 2005). Anchor (2010) also proclaims an engaged and positive workforce provides a tremendous competitive advantage.

The rubric that society currently holds pertaining to corporate and individual success is broken. The original school of thought centered on the tenets of job success, reward, and feelings of happiness, while the reality according to Anchor (2010), is that happiness fuels successful employees. Organizations have started concentrating their efforts on assessing the level of employee engagement in order to understand the underlying factors shaping their motivation and productivity. According to Wrzesniewski, Rozin, and Bennett (2002), employee engagement is important to understand because work is a pervasive and influential part of a person's welfare, shaping his or her quality of life, and health, both mentally and physically. In addition, according to Hulin (2002), while most people in general commonly work to earn a living, highlighting the lack of choice, individual experiences with work can be quite diverse. Therefore, individuals

may view work as a monotonous grind or an expression of their identity. As such, the level of employee engagement is a predictor of both individual and organizational performance, hopefully to be predicted by levels of employee happiness.

### Statement of the Problem

A recent study by the AON consulting firm reported the world average of employee engagement scores increased by two percent from the previous year, averaging 58% employee engagement. The distribution of employee engagement has shifted between the various regions of the world in the past five years.



*Figure 1.* Global engagement trends.

The gap between engaged and unengaged employees in North America, according to Figure 1, shows North America with a 64% engagement rating. Based on this statistic, it could be deduced that employee potential and business opportunities are being left on the table by the percentage of unengaged employees.

In many business organizations, the idea of assessing happiness levels might seem ludicrous and sound far too similar to the words of wisdom given from a personal psychologist.

Because a significant connection exists between employee engagement and the performance of organizations, it is of great importance to identify the various factors capable of contributing to employee engagement. Other studies identify that situational contexts (supervisory support) are a major cause of employee engagement. The studies also argued that extremely high-performance job practices and therefore positive work conditions are capable of fostering worker engagement (Bowen & Ostroff, 2004; Wright, Dunford & Snell, 2001; Wright, Gardner, Moynihan, & Allen, 2005). Until recent years, the practice of assessing happiness in the workplace has had a back row seat. Hsieh (2010), CEO of Zappos, has dedicated his leadership efforts at not only around the success of company sales, but to the happiness of his employees by developing the right company culture. Hsieh (2010) affirms that the presence of happiness in the workplace has the potential to create record business results, and improve the lives of its employees.

Organizational culture and/or climate can be defined from an objective or phenomenological point of view. In the first case, culture and/or climate is defined by characteristic behaviors and attitudes. Culture and/or climate can however be studied and analyzed in various ways. From an objective view, culture and/or climate are attributes of an organization regardless of how it is perceived by the employees. Considering a phenomenological approach, culture and/or climate is studied from the perceptual and cognitive structuring of the organizational situation as the employees experience routine actions and processes. Employees develop cognitive maps and interpret them in a way they are comprehended, in an attempt to understand the organization landscape. These cognitive maps are modified in their interaction with one another (Ekvall, 1987). Cognitive maps and social interactions have a significant impact on employee performance, thus forcing the conversation of happiness as a catalyst to success.

## **Statement of Purpose**

The objective of this quantitative, correlational study is to examine the relationship between happiness in the work place and employee engagement that leads to organizational success. The data of the proposed study will be generated through the Oxford Happiness Inventory and the SHRM Employee Engagement Inventory, both validated instruments. The proposed relationship between happiness and employee engagement may inform current and future organizational leaders on new methods of employee management, leadership development, and strategic planning.

## **Research Questions and Hypotheses**

To achieve the purpose of this study, the following research questions and hypotheses will be investigated.

Research Question 1: What is the relationship between the employee's engagement and their happiness within the workplace?

Hypothesis 1a: An employee's engagement does not have a relationship with the happiness of an employee in the workplace.

Hypothesis 1b: The employee's engagement has a relationship with the happiness of the employee's in the workplace.

The study will be based within a quantitative, correlational research design. The quantitative design was chosen because it will use numerical data to conduct a systematic investigation of the relationships between the selected variables. The ability to assign numerical values to the variables in the study will allow the quantification of the results by using different statistical procedures.

## **Significance of Topic**

Employees can make an organization fail or succeed (Halvorsen, 2005). It is no secret that organizations across the board desire to be successful at what they do and desire to achieve a high return on their investments. Congruently, most people seek to be happy, and happiness is considered a highly valued asset across societies (Diener, 2000). These two desired goals have traditionally operated separate and apart from one another. The goal of this research is to determine if there is a positive correlation between the happiness levels of employees and employee engagement that leads to organizational success.

Happiness, in the form of joy, is encompassed in essentially every basic human emotion. Feeling happy is innate to the human experience, and most people range from being mildly to very happy most of the time (Diener, 2000). An increasing number of philosophers have devoted their attention to the construct of happiness (McMahon, 2006), but the subject has only recently come to the forefront in psychological research. According to Seligman and Csikszentmihalyi (2000), the rise of positive psychology over the past few years has led to the legitimized attention for happiness. Halvorsen (2005) points out that good or happy workers can produce results that are extraordinary, while marginal employees tend to jam the process of creativity and progress by dragging out their activities.

Employee engagement has been connected to several positive effects within organizations. Employees who have a sense of teamwork, a sense of a common purpose, and a strong commitment to effective communications and managerial empowerment are able to produce results expected by customers and leaders alike.

## **Key Definitions**



1. **Happiness:** According to Lyubornisky, Dickerhoof, Boehm and Sheldon (2011), happiness is the experience of joy, commitment, or positive well-being, combined with a sense that ones life is good, meaningful and worthwhile.
2. **Employee Engagement:** Employee engagement is described as an employee that is fully aware and enthusiastic about their work and purpose within the organization. Scarlett (2010) defines employee engagement as a measurable degree of an employee's positive or negative emotional attachment to their job, colleagues, and organization, that profoundly influences their willingness to learn and perform at work.
3. **Climate:** Climate can be defined from an objective or phenomenological approach. In the first case, climate is defined by characteristic behaviors and attitudes. On the other hand, the phenomenological approach studies climate from the perceptual and cognitive structuring of the organization situation as the employees experience routine actions and processes they develop cognitive maps and interpret them in the way they understand them in an attempt to understand the organization climate.

### **Key Assumptions**

This research will explore a method of leadership, driven by the correlation between happiness and engagement. When conducting this research, there are several key assumptions to keep in mind.

1. **Sample Size:** This study assumes the sample size will be an accurate representation of the desired population and will provide accurate and reliable data.
2. **Self-Reported Data:** This study assumes all participants who partake in the online survey process will provide truthful and accurate data representing the provided survey questions.

3. **Personal Biases:** This study assumes that each of the survey participants will not employ personal bias in an unethical manner. Their answers will be taken at face value and applied to the study.

### **Limitations of the Study**

The study is limited by selected demographic and individual parameters.

1. **Sample Size:** A convenience sample will be used to recruit participants for this proposed study. Based on the type of statistical tests that will be conducted (correlation and regression), a desired medium effect size, with 0.05 error probability, 80% power and the number of predictors, the recommended sample size is 82 participants (Faul, Erdfelder, Buchner, & Lang, 2009).
2. **Self-Reported Data:** The statistical data being produced through the online surveys during this research will be generated from self-reported data. Self reported data can rarely be independently verified (Brutus, 2013), and must be taken at face value.
3. **Personal Bias:** Within the data produced by the online surveys, possible sources of bias may be selective memory, telescoping, attribution, and/or exaggeration (Brutus, 2013).

### **Summary**

Today's organizational leaders are being pushed and prodded to drive up revenue, make a significant impact in their field, establish new innovative products, while keeping their return on investment high. This quantitative, correlational research study will use data collected from the sample population to determine the extent of relationship between the happiness in the workplace and the employee's engagement that can lead to organizational success. The data for this study will be collected via online survey instruments placed on Survey Monkey (2008). The online format will allow the participants to complete the surveys at their own convenience. By

using Pearson's correlation analysis, the investigator will be able to determine whether a significant relationship exists between happiness in the workplace and employee engagement that can lead to organizational success.

## **Chapter 2: Literature Review**

### **Introduction**

The purpose of this quantitative, correlational study is to examine the relationship between the happiness in the work place and employee engagement that leads to organizational success. The data of the proposed study will be generated through the Oxford Happiness Inventory and the SHRM Work Engagement Inventory instruments. This section provides the review of related literature on the three main constructs of this study: happiness, employee engagement and motivation, and organizational success.

### **Happiness**

Most people seek to be happy, and happiness is considered a highly valued goal across societies (Diener, 2000). Happiness, in the form of joy, is also encompassed in every typology of ‘basic’ human emotions. Feeling happy is innate to the human experience, and most people can range from being mildly to very happy most of the time (Diener, 2000). An increasing number of philosophers devoted their attention to the construct of happiness (McMahon, 2006), but it has only recently come to the forefront in psychological research. According to Seligman and Csikszentmihalyi (2000), the rise of positive psychology has led to the legitimized attention for happiness.

### **Factors Shaping Happiness in General**

The three most important things that are considered as a source of happiness by many people are wealth, fame, and respect.

1. Wealth - Many people believe money can buy happiness. People spend money to buy things that will fulfill their desires, which in turn would give them happiness. However, sometimes happiness is more than money. This very statement in itself is objective

because if we consider the principle of relativity money can be happiness for most of the people. It is important to note here that for a person the happiness related to wealth will differ from time to time. This means that a person wanting a certain amount of wealth in one year will want more in the next. The hunger for money can never be fulfilled, which leads to incomplete happiness referring back to the concept of not wanting the pleasure so much that the inability to attain it becomes painful.

2. Fame – Fame is also an important source of happiness. You must have heard a common statement of the showbiz world, good attention or bad attention, just save me from no attention. Celebrities become so obsessed with fame that they literally crave for it. For instance charm of success in a competition and applause from the crowd or audience would provide them the happiness that they strived for. Hence fame becomes their source of happiness. Some people, who fail to attain fame due to their lack of talent or skills, buy fame by their wealth such as politicians etc.
3. Respect – Some people strive to be a respectful citizen of society. For them knowing that the people around them respect them and value them is a strong source of happiness.

Each person defines satisfaction in their own terms. We cannot associate happiness or pain with satisfaction. Again, the fact remains, it is relative, and it is different for every person.

Therefore, by considering only happiness as satisfaction would not be a right decision.

Satisfaction can come by attaining anything that motivates a person. In the comparison of rich versus poor we might believe that the rich person, having every kind of wealth as well as fame and respect in the society is more satisfied with his life as compared to the poor one. However the reality might be different, the poor person who has nothing but the basic necessities could be more satisfied than the rich person, maybe because he has nothing to lose.

It is the nature of every human being to find the purpose of his life, which usually comes in passion. This passion can differ from person to person. For one person the passion might be religion and for the other the passion might be his profession. For a religious person living a life based on the religious guidelines becomes a passion for him. This gives him utmost satisfaction and happiness regardless of the fact whether his religious practices are pleasurable or painful.

For example, in Hinduism during a sacred month the Hindus take bath in an ice-cold river, which they refer to as “Ganga”. They believe that this practice will clear all their sins and this very belief is pleasurable for a person who performs the practice. Similarly, Shia Muslims, during the holy Islamic month Muharram, beat themselves with knives and chains up to the level that even the spectators find it difficult to watch. This passionate practice is painful but gives them the satisfaction of sharing the pain of their holy leaders. Hence, religion becomes passion for such people and passion becomes a source of attaining happiness. It is important to note here that the factor passion consists of happiness as well as the factor of subjectivity. Many people have set a certain goal for their life and for achieving that goal they go through different experiences. The experiences can be painful as well as pleasurable, but the motivation to achieve that goal is so strong that they never stop working hard to achieve their goal.

### **Theories on Happiness**

Happiness is something that gives us pleasure but some people also take pleasure in pain, does that mean they are happy? This question leads to two different schools of thought, narrow hedonism and preference hedonism. Before moving on to the discussion of narrow and preference hedonism it is important to define happiness in different ways.

- Happiness in Pain: Some people find pleasure in pain and some define pain as pleasure.

Pain is relative; for some people, pain is a tingling feeling that sends tickles down their

spine and they enjoy it, which is where the concept of happiness in pain comes. However, some people are distressed by pain. There is a certain limit of pain that every person can undertake. Beyond that limit, pain becomes unpleasant. For some people, the limit is too little; while for others, it is just the opposite.

- **Happiness in Achievements and Success:** Many find happiness in achievements and personal and professional success. Personal success refers to when a person has successful relationships and is mentally satisfied while professional success refers to attaining success in one's career and professional life. The common notion is that people are the happiest when they attain a balance in their professional and personal life. There has to be a certain level of success in both those lives.

Hedonism itself is a school of thought. This school of thought actually believes that only pleasure is intrinsic. The fact that pleasure is the only feeling being referred to as intrinsic by the people belonging to this school of thought has given rise to many controversial views. If pleasure is intrinsic then it means that pleasure is the only actual feeling that one has. A school of thought that supports hedonism also believes that pleasure is the only feeling that can motivate a person intrinsically (i.e. to attain pleasure, people can do anything). Ever wonder why some people put their lives into danger just to experience the pleasure of skydiving and bungee jumping? Life is about attaining pleasure and that is what all hedonists believe in (Miller, Vandome, & McBrewster, 2009). But if all hedonists believe in the same thing then what's the difference between narrow hedonism and preference hedonism?

As mentioned above, hedonism itself is a school of thought. This school of thought parents two other schools of thought that are narrow hedonism and preference hedonism. Some hedonists believe in the concept of narrow hedonism while others believe in the concept of

preference hedonism. What type of hedonism is more plausible can only be decided when we know about them in detail.

The simple way to define this school of thought is by dividing the feelings into two categories that are pleasure and pain. Narrow hedonists believe that pleasure and pain are two distinct feelings. They perceive pleasure to be good and pain to be bad. Pleasure has to be acquired in order to be happy and pain has to be avoided in order to be happy (Gosling, 1990).

It wouldn't be wrong to refer the narrow hedonists as mathematically logical people. There is a solid and correct answer. There is a right or wrong and there is a single definition of happiness, but this concept has the tendency to become confusing. How happiness or pleasure be logically and objectively defined? Listening to rock music might be pleasurable for an eighteen year old and it might be pain for a seventy year old. Feelings are relative and that is understood; so how come there is a solid right or wrong answer where feelings are concerned? Also, how can pleasure be the only good? These questions question the validity of narrow hedonism in comparison to preference hedonism.

There is a strong connection between feelings and desires. We feel a certain way because our desires are fulfilled or unfulfilled. Therefore, the point that remains objective is not the feeling itself, but it is rather the connection of the feeling with our desire. This connection will generate a different feeling for every person.

The term narrow hedonism is derived from the fact that the narrow hedonists draw a very narrow line between the subjectivity and objectivity of hedonism. Preference Hedonism, however, drives the concept of hedonism in a different direction. While narrow hedonists believe that pleasure is good and makes us happy whereas pain is bad and does not make us happy, preference hedonists believe that feelings are not objective, but are rather subjective. The fact is



that that good or bad varies for every person. This school of thought believes that sometimes what's pleasurable is bad and what painful is good. It is all about the connection of our feelings with our desires and the effect that our desire fulfillment has on our lives. Unlike narrow hedonists, the preference hedonists draw a clear line between the subjectivity and objectivity of feelings. It all comes to how the human mind behaves. Every person perceives things differently, what's painful to one can be pleasurable to the other. Just like what's normal for a spider will be chaos to the fly.

The basic belief that the preference hedonists have is similar to the narrow hedonist. Both schools of thought strongly believe that happiness determines whether you are living a better life or not. The difference comes where happiness has to be defined. While the former school of thought believes that happiness is objective, preference hedonists believe that happiness is a functional state of mind. For example, a person might get pleasure by taking drugs and liquor in one situation, but in different situation he takes pleasure by doing healthy activities such as walking, jogging and other sporting activities. It is worth noting that both these situations are very different from each other because drinking liquor and taking drugs does not involve any physical exhaustion and doesn't have a healthy impact while health activities require a lot of physical exhaustion that leads to a healthy impact (Feldman, 2004).

Despite the difference between above-mentioned two situations, it is pertinent to mention here that the person is experiencing pleasure in both situations. This pleasure results in happiness; a feeling that all hedonists believe is needed for a better life. However, preference hedonists also believe not to rely on the feeling of pleasure too much because unattainable pleasure will cause pain, which is bad and will lead to an unhappy life.

## **Desire Theory**

Heathwood (2006) says that pleasure and welfare are influenced by a person's desires. Forming a desire-based theory on pleasure and welfare would entail a commitment to the notion that a person's desires drive his or her actions, and the subsequent levels of pleasure and welfare that can be derived from those actions (Heathwood, 2006). Wanting things is part of the human condition which motivates our actions, and desires give us urges when satisfied lead to joy, and when frustrated, lead to sorrow (Schroeder, 2006).

Desiring has a two-part structure, the content of the desire and the attitude towards desiring it. Content of the desire is what a person desires, whereas attitude is the mental state a person associates with that content (Schroeder, 2006). Schroeder (2006) also provides a distinction between the three varieties of desires: intrinsic, realizer, and instrumental. Instrumental desires are those that a person seeks as a means to achieving some other desire in the future. A realizer desire is something that one seeks as a means to simultaneously realize some other desire. Finally, intrinsic desires are desires that don't serve the purpose of realizing some other desire either now or in the future, rather, they are sought after for one's own personal sake or preference. These distinctions are important when attempting to understand desire in relation to motivation and subsequent pleasure.

The Desire Theory contends that happiness is a matter of getting what you want (Griffin, 1986), and the content of one's desires is entirely up to the person doing the wanting (Seligman & Royzman, 2003). The Desire Theory may take the form of hedonism if the desires are aligned to that of hedonism: lots of pleasure with little pain. However, the main difference between this theory and Hedonism is maximum pleasure and minimum pain might not be what a person desires, but it is what Hedonism prescribes. According to Seligman and Royzman (2003), the

Desire Theory holds that fulfilling a person's desire will contribute to their happiness regardless of whether or not the satisfaction of the desire yields pleasure. The Desire Theory moves towards a more objective measure of happiness of how well a desire is satisfied rather than focusing on a subjective measure used by Hedonism, which is how much pleasure is experienced.

Arneson (1999) says that a desire can always take the form of a proposition. He says that his desire to have strawberries for breakfast is equivalent to the desire of making the proposition "Arneson eats strawberry for breakfast" true (p. 123). The fulfillment of the desire is the same as making the proposition associated to it true. The position of the Desire Fulfillment theory is that a person's life gets better the more his or her basic desires are met. Skow (2009) provides a definition of actualist preferentism in its standard atomistic version which views atoms of welfare as several episodes of satisfying intrinsic desires.

The theory of Desire Satisfaction has contested the ideas of hedonism in the past, as a purportedly less paternalistic alternative, indicating that one does not need to achieve pleasure to achieve well-being; you should simply get what you want, whatever you want (Heathwood, 2006). Arneson (1999) discusses well-being in light of the rival theories of hedonism and desire satisfaction. Arneson (1999) says the Desire Fulfillment theory posits that desire fulfillment and that alone is valuable to a person's well-being whereas the Hedonistic theory says that happiness alone is valuable to a person's well-being. However, there is a contention that these two theories have the potential to be valuable at the same time (Arneson, 1999).

While studies have suggested that meeting desires would positively influence a person's well-being (Arneson, 1999; Heathwood, 2006), the main issue with Desire-based theories is that

the concept of desire satisfaction might not necessarily contribute to a happy life in all cases (Seligman & Royzman, 2003).

### **Objective List Theory**

The Objective List Theory embeds happiness beyond feelings and onto a list of things that can be considered as truly valuable in the real world (Seligman & Royzman, 2003). The Objective List Theory says that there are particular things that are good for us and there are certain things that are bad for us regardless of whether or not we desire the good things or try to avoid the bad things. Essentially, this theory says that a particular thing may have the ability to enhance one's well-being despite one's displeasure towards it (Arneson, 1999). According to Rice (2013), various things that are objectively considered as good, benefit people directly and these goods can take the form of career achievement, pleasure, social status, and knowledge acquirement, among others.

Happiness, according to this theory, consists of a human life achieving a variety of things from a list of worthwhile and meaningful pursuits (Seligman & Royzman, 2003). According to Keller (2009) the Objective List theory also captures aspects of desire theories because it could also entail the fulfillment of desires, but in this case, the desires are considered worthy. Arneson (1999), as previously mentioned, contends that it is not happiness alone or desire fulfillment alone that constitutes well-being; rather, both are prudentially valuable aspects to the maintenance of self. The theory has improved on moving towards a more objectively valuable position from that of Desire theories (Seligman & Royzman, 2003), and most philosophers have come to agree that some form of the Objective List theory can be correct; however, they are yet to settle on a consolidated and particular list (Keller, 2009).

The strength of this theory is that it captures the considered judgments of many people; and it considers the goals of most people like loving relationships, achievement, and meaningful knowledge because most people view these things as part of their personal well-being. The main objection to the theory, however, is the perceptible doubt towards the possibility of having objective goods that can benefit everybody regardless of their personal attitudes towards those goods (Rice, 2013).

### **Authentic Happiness**

Seligman and Royzman (2003) describe the theory of Authentic Happiness as holding three kinds of happiness that are distinct from each other: the pleasant life (pleasures), the good life (engagement), and the meaningful life. They say the pleasant life and the good life are subjective forms of happiness; and the meaningful life is an objective kind of happiness, at least in part. The meaningful life is the kind of happiness reflected from belonging to a larger cause than merely seeking personal desires and wants. The Authentic Happiness theory merges aspects of Hedonistic theories, Desire theories, and Objective List theories by means of the three kinds of happiness it holds. The pleasant life caters more to happiness in a hedonistic sense; the good life caters more to the desire-seeking aspect of happiness; and the meaningful life is inclined more towards the fulfillment of an objective list. In essence, Seligman and Royzman (2003) posit that achieving all three forms of happiness yields Authentic Happiness, which further produces a full life.

Huang (2008) puts Authentic Happiness into words as not merely experiencing a string of pleasurable moments; rather, it is when we use our strengths and values in a way that enhances our well-being. By doing this, people get to experience authenticity. Seligman (2011) says that the Authentic Happiness theory is one-dimensional, focused on feeling good and the decisions

we make about our life courses are means of maximizing how we feel. The theory posits that the purpose of individual choice is the maximization of happiness (which may include one of or all three forms). Recent research has indicated a relationship between authentic happiness and a person's mental, emotional, and physical health, which highlights the importance of positive psychology and the concept of Authentic Happiness. More than happiness, however, positive psychology is concerned with well-being as a construct (Seligman, 2011) and well-being can be best measured by means of the five pillars of PERMA.

### **Well-Being Theory**

Seligman (2011) describes the topic of positive psychology from the viewpoint of life satisfaction, which was his perceived golden standard for measuring happiness. He once thought that the goal of positive psychology as a whole was mainly to increase the levels of life satisfaction; but he has since then shifted the focus of positive psychology to the topic of well-being (Seligman, 2011). This gave rise to his formulation of the well-being theory which is measured by PERMA: positive emotion, engagement, meaning, positive relationships, and accomplishment (Seligman, 2011). Seligman (2011) suggested that by increasing these five measures, a person will also have increased well-being. It is not one of these five measures but a combination of each and every one that constitutes well-being.

According to Seligman (2013), a person who can be considered as flourishing has the presence of all the five elements of PERMA which are as follows: 1) Positive emotions which are more than just mere 'happiness'; it could be amusement, compassion, awe, gratitude, and interest, among others. Having positive emotions can help a person's ability to perform and think, undo the negative effects of negative emotions, and predict a longer life-span. 2) Engagement through which a person experiences flow. Flow experiences allow the person to be

focused on what he or she is doing; this most often occurs when a person's sensibilities are piqued by a task that caters to his or her personal strengths. 3) Positive relationships, which focus on, the social ties of a person with various types of people; both social and professional. Building good relationships is a skill; but it is a skill that can be taught. 4) Meaning which refers to a person finding a purpose in life, is achieved by belonging to and serving a cause much larger than one's self. 5) Accomplishment is an aspect of PERMA most often pursued for one's own sake. This is more easily measured than the other factors of PERMA; and has been linked to improvements in both group and personal settings. PERMA has the potential to quantify well-being at individual levels (Seligman, 2013) which can prove to be very important as it can help aid services and provisions for people with low levels of well-being.

### **Employee Engagement**

More and more organizations have begun focusing on the level of employee engagement in order to understand the underlying factors shaping their motivation and productivity.

According to Wrzesniewski et al. (2002), employee engagement is important to understand because work is a pervasive and influential part of a person's welfare, shaping not only his or her quality of life, but also his or her health, mentally and physically. In addition, Hulin (2002) declares while most people in general all commonly work to earn a living, highlighting the lack of choice, individual experiences with work can be quite diverse. As such, individuals may view work as a monotonous grind or an expression of one's identity (Hulin, 2002). Therefore, the level of employee engagement is a predictor of both individual and organizational performance.

### **Factors and Barriers Shaping Employee Engagement**

A significant connection exists between employee engagement and the performance of the organizations. It is of great importance to identify the various factors that are capable of

contributing to employee engagement. Majority of studies are pointing out that situational contexts (like supervisory support) are the main cause of employee engagement. The studies also argued that extremely high-performance job practices and therefore positive work conditions are capable of fostering worker engagement (Bowen, & Ostroff, 2004; Wright et al., 2001; Dunford, & Snell, 2001; Wright et al., 2005). Peterson and Luthans (2006) applied a group design, finding out that both kinds of incentives are having an important effect on organizational profit, client service, and worker turnover. At first, financial incentives had very great impacts. However, with time non-financial and financial incentives showed equally important effects on the outcomes. Motivation of workers is posing very big challenges to organizations. Herzberg's (2005) two-factor theory, widely referred to as the hygiene motivation theory, ensures that an organization rewards its employees depending on the behaviors that the management would like to encourage. As stated above, motivation of employees is a challenge. Nobody has brought evidence refuting the theories of Herzberg (2005). Therefore, the ideas that are put forward by him may still be looked at.

Job satisfaction is considered to be the extent to which employees exhibits a positive orientation towards his or her job in the organization (Smith, Kendall, & Hulin, 1969). Job satisfaction can also be viewed as the degree to which an individual is content with his or her job or employer. In prior literatures, job satisfaction has been defined as a pleasurable emotional state, which results from the appraisal of individuals' job or a positive attitude towards one's job and affective reaction to an employee's job (Brief, 1998). Although job satisfaction is an attitude, it is important to take into account the objects of cognitive evaluation that affects beliefs and behaviors of people in the organization (Weiss, 2002). The success of any organization depends on the active force the active force: people. That is to say employees are the most important



assets of the organization and all other resources are just but tools. Organizations can only learn through individuals who learn. Therefore organizations must rethink their corporate strategies to ensure that they fully utilize this vastly untapped resource (Senge, 1997).

To achieve outstanding success, an organization should have be able to define values good enough to cater for the inconvenience inflicted upon resources contributed (Stoner, Freeman, & Gilbert, 1995). Stoner et al. (1995) mainly focus on employees, librarians in particular, sacrificing time and efforts for individual, economic, and non-economic satisfaction. In this era of the Internet, individuals who employ librarians should ensure they come to terms with their needs. Otherwise, they are likely to lose these creative, talented and technology-savvy individuals to other institutions that are willing to meet their demands and satisfy their needs. The basic principle of Total Quality Management asserts that employers accomplish great success by comprehending and fulfilling workers' needs as specified by the Kano model of customer satisfaction

**Salaries.** For managers to use salaries efficiently as a worker motivator, they must put into consideration four main elements of salary structures. These include: the payment, which raises the spirits of workers or groups by means of rewards as per their performance in a specific field; special allowances, often relating to factors such as specialization in certain skills or specific categories of information personnel or librarians with a long duration in service; job rate, which is connected to the importance the institution assigns to each job; and special benefits such as pensions, holidays with pay, and so on. Herzberg (2005) believes there should be some direct relation between employer performance and reward, whether it involves recognition or it is naturally enjoyable work, to encourage employees to put more effort in their work and to improve their job satisfaction.

According to Akintoye (2000), money is the most important motivational strategy. Taylor (1911) asserted that money is the most significant factor and plays a major role in motivation of the laborers to attain higher level of productivity. Taylor (1911) campaigned for the formation of incentive wage systems as a way of encouraging workers to improved performance, responsibility, and finally satisfaction. Money has great motivation power and also secures other goals such as security, power, luxury, and an impression of achievement and success. Money has motivation power as demonstrated through the process of job choice by Sinclair, Tucker, Cullen, and Wright (2005). Sinclair et al. (2005) argue that money attraction power, the power to retain, and encourage workers to achieve greater performance. For instance, if a worker has a similar job offer with identical job specifications as his current job, but offers greater pay, they will definitely be attracted to the new job offer. A majority of managers use money to reward or punish employees. This is mainly reflected as well-performing workers are rewarded and when the managers instill fear of loss of job (e.g. premature retirement due to low productivity). It is the yearning of being promoted that comes hand in hand with enhanced pay that also encourages workers (Banjoko, 1996).

**Training of staff.** The high productivity associated with an organization greatly depends on the amount of motivation the workers receive and their efficiency regardless of how automated an institution is. Training is an essential strategy when it comes to worker motivation. A good training program will equip the personnel with skills for self-improvement and professional growth to meet the essentials of new apparatus.

**Availability of information and communication.** Another technique managers can employ to enhance worker motivation is to provide them with essential information on the results of their deeds on others (Olajide, 2000). According to Olajide (2000), advancement in the

manner departments in every organization communicate, cooperate, and relate with one another should exist. Availability of Information develops a powerful peer pressure, and by sharing of information, there is healthy competition among workers. In the Internet era, employees must add value by their knowledge and by the information they can give. Evaluating, managing, and exploiting every worker's knowledge have become crucial to the accomplishment of information age organizations (Kaplan & Norton, 1996).

Studies revolving around worker motivation show that it enhances workers' productivity and satisfaction. A number of motivational factors affect worker satisfaction. Colvin and Boswell (2007) pointed out that financial enticements would encourage individuals to boost their performance. Worker satisfaction normally depends on the social, economic and cultural conditions in a particular country (Ebru, 1995). A worker who earns insufficient salary will have difficulty in providing for his or her family's life. In such circumstances the worker cannot be contented. Meager wages and lack of social status and social security have implication on worker motivation.

Job satisfaction of the worker who has an important position in the information society will influence the quality of the service he offers. Heskett, Sasser and Schlesinger (1997) point out that employee loyalty results into better productivity, and employee engagement enhances integrity and internal quality improves employee engagement.

The absence of job satisfaction leads to lassitude and degraded organizational commitment (Hassan & Ahmed, 2011). This shows its importance in the organization. Due to some reasons, workers may move from public to the private sector and vice versa. Sometimes it could be movement from one profession to the other which offers better income and that perceived as greener pasture. Such is common in countries facing harsh economical situations

such as poor working conditions and late salary payment (Nwagwu, 1997). Workers tend to shift to better and well paying jobs (Fafunwa, 1971).

### **Employee Engagement and Job Satisfaction**

Job satisfaction is a frequently studied discipline in work and organizational set up. This has been attributed to the fact that it is believed to influence the labor market behavior and work productivity, work effort and employee absenteeism and staff turnover. It is also an indicator of the overall individual well being (Diaz-Serrano & Vieira, 2005) as well as a good indicator of intentions of employees to leave their current jobs (Gazioglu & Tansel, 2006).

Job satisfaction is important in everyday life. Organizations affects people who work for them and some of these are reflected in the manner in which people behave in the organization (Spector, 1997). In a seminal review of a literature concerning job satisfaction, it was noted that that scholarly articles exceeding 3300 have been published regarding job satisfaction. A study that was conducted by Harter, Schmidt, and Hayes (2002) also stated that about 7,855 articles concerning the topic have been published since the year 1976 to 2000. A number of researchers that examine the connection between satisfaction of the employees and the performance of the organizations have been carried. Many of them have indicated a positive connection between a person's work attitudes and their performance at the workplace (Iaffaldano & Muchinsky, 1985). Furthermore, current meta-analysis establishes a very substantive connection between personal job satisfaction and personal performance (Judge, Thoresen, Bono, & Patton, 2001).

Emery and Trist (1965) argue that the performance of organizations relies on the congruence that occurs between both the social and technical structures of an organization. Based on this idea, the perspective of Human Relations is positing that workers who are satisfied are very productive (Likert, 1961). Therefore, the productivity of organizations as well as

efficiency is attained via worker satisfaction and also when the management of the organizations pays great attention to the socio-emotional and physical needs of the workers. Researches of Human relations are further arguing that worker satisfaction can best be attained through the maintenance of positive organizational surroundings, like the provision of autonomy, making the employees to participate in the affair of the organization as well as mutual trust (Likert, 1961). From this logic, satisfaction of employees is capable of influencing the growth of regular interaction patterns in organizations.

The best means through which employers are capable of retaining their employees is to provide them by ensuring that they are satisfied with their jobs. The employers should also ensure that the employees are provided with the opportunity to advance in their professions. Eskildsen and Dahlgaard (2000) are suggesting that a number of workers fight so as to get employees who are talented so that they may be capable of maintaining successful businesses. Hammer and Thompson (2003) and other numerous authors and researchers are agreeing with this. Parrott (2000) tends to believe that a very straight line exists between customer satisfaction and employee engagement. He also tends to believe that the employees of today are posing new sets of challenges. It is usually very hard to get and also to retain workers. Job satisfaction has become a thing that the people who are working are seeking and besides, it is a very critical element that is capable of retaining employees in their organizations.

As stated above, a number of studies are indicating that the workers who are more satisfied with the jobs are also very productive, creative, productive, and besides, they are highly capable of being retained by companies for which they are working (Eskildsen & Dahlgaard 2000; Wagner, 2002). A number of studies have also illustrated that a number of environmental factors are capable of being developed and maintained in order to make sure that the workers are

satisfied with their jobs. Good pay, benefits, and effective and efficient communication (Wagner, 2002) are playing a very significant part in employee engagement.

Significant correlations exist between worker satisfaction and other categories of business like the productivity of the employees, satisfaction of the customers, as well as the market share of the concerned organization (Hoisington & Huang, 1999). Employees are playing an important work in the outcomes of the company's product In a study that was carried out by Harter et al. (2002), they carried out a meta-analysis of the research that previously done by Gallup Organization. The research critically looked at the responses from the customers regarding job satisfaction as well as employee engagement. There are very substantive and positive connections between worker satisfaction and profit, productivity, worker turnover and worker accidents.

The main way to establish job satisfaction is through the use of employee engagement survey. A job satisfaction survey is a method used to discover whether the employees feel their efforts are appreciated, whether they are considered as part and parcel of the organization. -Job satisfaction survey is helpful when conducted periodically to measure employee's level of satisfaction in certain critical matters of human recourse management. Many organizations today use job satisfaction survey to get ideas on how to develop a cordial work relationship between employers and employees. Some matters of key importance to employee engagement include: job security, job involvement, remuneration, freedom to use skills and abilities and supportive and safe work environment. These factors are mainly divided into two sections: the job content factors and the job context factors. Individuals are not just content with the satisfaction of low degree needs at work, for instance those associated with remuneration and safe working conditions but are more interested in the higher order psychological needs having to deal with

recognition, achievement, responsibility and the nature of work itself. The two-factor model theory is based on the assumption that the presence of a given set of factors increases job satisfaction while another different set leads to job dissatisfaction. Therefore satisfaction and dissatisfaction are not on a continuum, with one rising and the other falling, but are rather independent phenomenon. As such, administrators should consider both set of factors differently and not try to assume that an increase in satisfaction leads to a decrease in dissatisfaction (Herzberg, Mausner, & Snyderman, 1959).

This matter concerns both the employer and the employee and must be treated with the care and the seriousness it deserves. Satisfied employees don't leave the organizations they work for and on the other hand are more productive. Employees should be happy given the amount of time they devote to the work through their throughout their useful lives (Nguyen, Taylor & Bradley, 2003). Measures of job quality seem to be valuable predictors of future human resource market behavior. Employees decision on whether to work or not, the kind of job to accept or reject, whether to stay or leave, and the level of effort to put, is likely to depend upon the employee's subjective analysis of the work (Lum, Kervin, Clark, Reid, & Sirola, 1998).

### **Measuring Job Satisfaction and Employee Engagement**

In order for accompany to make their employee satisfaction survey to be beneficial, it is very important for the management to either seek advice of the experts on what type of survey to use. In general, employee engagement surveys and annual climate surveys are known to be the most popular types of employee survey activity (Liden, Wayne, & Sparrowe, 2000). But it is also important for the management to note that there are several types of survey programs currently being used in the field. These include a combination of customers and employee engagement studies; evaluation of organizations procedures and policies; regular evaluation of

internal communications; evaluation of customer services; alignment employees behind new products developed in the company; and regular evaluation of different employee benefits schemes.

Setting objectives and goals before undertaking an employee engagement survey is very important if the surveys are to be made constructive. Objectives are important in that it helps guide the process hence the process is not likely to go astray. A goal oriented employee engagement survey play an important role in that it raises enthusiasm for the process among the employees and the key decision makers in the company. It is important for the management to ensure that employee engagement survey should be perceived by all involved as an initiative which driven by managers and employees from entire company.

The process should not be seen to be an initiative of the human resource development. When setting up a survey goal and objectives, it important that the objectives be business related, this will help in portraying the customer service and giving a clear indication of the company's performance (Brief, 1998). Once clear objectives and goal have been set for employee satisfactory survey, the outline will then determines the methodology to be used in undertaking survey process. However, the management should consider the following factors before deciding on which method to use; first, should all the employees be involved in the survey process, second, if changes and improvements are proposed, will the changes affect the entire company or it will only affect specific departments, thirdly, how will the managers and employees be involved in the improvement process and how the progress of the improvements will be reviewed.

Based on the above facts, the management can decide to choose in either Quantitative or qualitative methods of research. Both of these methods are very effective in conducting



Employee engagement surveys. The choice of any method depends on the above factors; it is therefore very paramount that the correct methodology is used in order to make the survey more credible and applicable to the employees. Qualitative research can be described as a form of social inquiry that focuses on the people's interpretation and sense of their experience and the world where they live. There are different approaches with wider framework of this type of research, but the aim which is shared along is understanding the social reality of individuals, community and culture. This type of research is mainly used to explore the behaviors, experiences and perspectives of the people involved in the study. Qualitative research has its basis on the interpretive approach, to answer the "how" and "why" questions, and commonly use unstructured data collection practices (Holloway, 1997; Hawe, Degeling, & Hall, 1990). On the other hand, quantitative research is a method of data collection where the data collected is mainly concerned with the description of the meaning rather than the drawing statistical inferences (Hawe et al., 1990). Employee engagement surveys are therefore the most commonly used form of quantitative research (Hawe et al., 1990). In addition, quantitative research is most useful when: a greater multitude of people are involved, subjects to be covered are in large numbers, a correlation with other research data and when advanced statistical analysis is required (Holloway, 1997; Hawe et al., 1990).

Alternatively, focus groups are used hand in hand with other research methods such as surveys and individual interviews. Analysis of the content of Sociological Abstracts showed that most of the survey articles published using the focus groups combined them with other methods (Morgan & Smircich, 1980). From Morgan & Smircich's (1980) point of view, individual interviews or surveys method is more forthright since both are qualitative methods. A key point in the surveys is the connection between employee engagement and organizational learning. It is

a fact that, for survival in the worldwide competition, sufficient knowledge of intensive activities is necessary. Coming up with the methodologies to raise the knowledge in organizations will enhance the worker satisfaction (Sharma, Singh, & Upadhyay 2008).

Depending on the capacity of knowledge, self-confidence is enhanced, and this is connected to employee engagement. Knowledge is becoming a key aspect of organizations today and with knowledge comes organizational success. On the other hand, according to Alegre and Chiva's study (2008) on the employee engagement, dialogue results to better communications and motivation between workmates in the places of work. With that, we can make an assumption that employer satisfaction is an indication of the knowledge capacity in the organizations and organizational knowledge capacity is an indication of employee engagement and this strengthens the organization.

The purpose of engaging employee engagement survey not limited just to the discovery of the level of employee engagement but to find a way of determining the level of improvements through results obtained. The employee engagement surveys usually employ questionnaires as well as complaint analyses. The complain analysis is however regarded as a passive methods according to Chen, Yang, Shiau, & Wang (2006). This is because a complaint analysis can never be used to fully determine the satisfaction level of the employees. Most firms have however adopted the use of questionnaire surveys as indicated by Chen et al. (2006). Certain other businesses employ customer survey models in the process of making effective employee engagement surveys (Lam et al., 2001). The best-known model used for service quality measurement is the SERVQUAL model. The model is used for measuring the gap that exists between the perceptions of the customers and their expectations of the service quality in the determination of the perceived service quality. The work of Comm and Mathaiael (2000)

employed SERVQUAL in devising the employee engagement surveys. They also defined the concept of employee engagement as the gap that exists between the perceptions that are work-related and the employee expectations. Some of the studies employ the SERVQUAL method in the execution of employee engagement surveys. These replace the expectation values with the ones called importance values. The work of Comm and Mathaiael (2000) cited the theory advanced by McDougall and Levesque (2000). The works of certain authors indicate that in customer satisfaction surveys, the expectation values and the importance values are never equivalent. This suggests strongly that the expectation values must never be replaced with the importance values. The work of Yang, Lo, and Yang (2004) indicated that both the expectation values and the importance values are never synonymous. SERVQUAL is often used as an investigative tool. It is however not easy to apply it to business. In addition, research by Yang et al. (2004) discovered the design of the SERVQUAL questionnaire has serious flaws and limitations. The main ones are the difficulty of employees and customers to answer the SERVQUAL questionnaire and this is notable in the expectations section of the questionnaire. The other model of gauging employee engagement is the importance satisfaction survey (I-S) model.

### **The Importance-Satisfaction Model (I-S model)**

This is a model that Chen et al., (2006) pointed out as an alternative to the SERVQUAL as a result of its limitations. The improvement plan's design should never consider only the low-quality attributes of the plan. The employee should measure the quality of products on the basis of various attributed (Deming & Walton, 1986). The employee then evaluates the products as well as the services through a consideration of various quality attributes. The organization then

takes certain important actions aimed at improving the attributes that they deem are important to customers but having a low level of satisfaction.

### **Advantages of Employee Engagement Survey**

Employee engagement surveys help the employer to identify the problems of the employees. This in turn mitigates the effects of these problems on the firm. Surveys also help in the identification of problems in the working environment that can lead to injuries to personnel. Remuneration and benefits that are always close to the heart of many employees can be measured and monitored to gauge how satisfied the employees are with the rates through the satisfaction surveys. In many organizations the moral and the mood of the employees always have effect on the overall performance of the organization. These can be easily and effectively monitored through employee engagement surveys. The line managers always loyally hold the traditions, processes and procedures of many organizations in high esteem without consulting the personnel on the effects. As businesses evolve so do their traditions and processes which have direct bearing on their procedures and daily operations which are run by the personnel hence the need for employee engagement survey. The goals, objectives mission and vision of all organizations are always the guidelines the steer the organizations to achieve the desired output. Through surveys the firms can ascertain monitor and measure the extent to which the personnel are aligned with them. It is through training that employees can acquire skills to help the organization soar to greater heights. Through the surveys the organization can have skills inventory that will enable the management to facilitate training for the personnel. Communication is integral to an organization's success as it enhances free flow of ideas from top to bottom and vice versa. Through surveys the organizations can get to know the communication needs of the personnel and the preferred channels.

West and Dawson (2012) insist that all employee engagement surveys should have the backing of top management because will ensure that implementation process will be easy. He also believes that the right questions should be asked to avoid offending the employees and these surveys should be conducted at intervals and not randomly. West and Dawson (2012) postulate that the surveys should be used as incentives in themselves to encourage willing participation from all employees. Anonymity should be encouraged at all times to ensure candidness while at the same time discouraging wild accusations. West and Dawson (2012) insist that the employees are the backbone of any organization and anything that affects their morale will have direct impact on the success of the business or organization. To avoid this all organizations are to ensure that their employees understand their jobs well and if need arises are trained and equipped with new skills that will ensure optimum output with minimum supervision which will in turn result to high turnover for the organization. Heskett et al. (1997), tries to explain why many business are better in what they do than their peers year in year out. In their research thy found out that relationships are stronger between loyalty of customer and profits; loyalty of both the employee and the customer and finally the satisfaction of both the employee and the customer (Heskett et al., 1997). They also found out that these relationships are always mutually reinforcing in the sense that when customers are satisfied, employees are satisfied too and the reverse is true. They also show how service industry can measure the relationship between the operating units and the profit chains, share the information on the results of self appraisal, and develop a score card that measures performance. Develop a system that rewards and recognizes merit on acceptable standards. Share information on the performance of the company with all employees, encourage internal information exchange within the organization, and improve the overall performance of the profit service chain. Senge (1997) argues that all of us create our own

realities as such we need a fifth discipline, System Thinking, to guide us in all our endeavors. Senge (1997) postulates that within any given system there are leverage points that ensure that any small effort in any business should make big differences. Senge (1997) also emphasizes the importance of learning organizations where people continually increase their capacity to influence results towards the desired goal and consequently their individual futures. Senge (1997) argues that these kinds of organizations help to nurture maiden thinking patterns that are also explorative. The aspect of different perspective is always taken for granted but in many cases it is through this that we find what we have been looking for. Through this collaborative organization of learning, people explore and exchange ideas to achieve the desired goal while at the same time having new experiences. Senge (1997) posited that in the present and future, the organizations that will experience success, are only those that have or will have discovered how to get employees commitment and capacity to have explorative thinking patterns in an organization. Senge (1997) believes that for employees to have buy-ins of an organization, vision bullying should be replaced with enrollment and commitment, which will enhance and increase belief levels amongst employees within an organization. He proceeds to state that that often, systems in place are the major causes of problems and not forces from outside or mistakes made by individuals, as many believe. He gives the example of the Beer Game that shows how individuals who are rational are part of a system that acts in isolation and eventually get trapped in undesired situations of their own making. Structures according to Senge (1997) produce behavior and changing any of it will lead change of behavior.

Senge (1997) has the feeling that learning organization must have a shared vision or one that everyone is included or committed to achieving and that vision should not be short-lived just to outsmart the opposition. He adds that the system thinking is about long term. It entails

examining actions of the new expanded consequences. Kaplan and Norton (1996) posit that top management can use the Balanced Scorecard to rally an organization's employees in meeting objectives and goals of the organization. He argues that the Balanced Scorecard is a system of management that help converge abilities, information and energies held by different people in the organization towards the achievement of the organization's goal. He continues to say that the Balanced Scorecard can be used by service industries like banking, oil and insurance to structure present performance while at the same time focusing on future performance. The four categories that can be measured include internal processes in the business, financial performance, knowledge of the customers, and an individual's learning and growth. These will help in the alignment of individual, departmental and organizational initiatives while at the same time pointing out new process that will aid in meeting the objectives of both the customers and the shareholders. Kaplan and Norton (1996) also argue that the Balanced Scorecard can also be used to as a learning system in testing, receiving feedback on and fine-tuning an organization's work plan. The Balanced Scorecard is also argued to provide systems of management for organizations to make long-term investments in customers, personnel and in the development of new products. Kaplan and Norton (1996) conclude:

As running a corporate or government or not-for-profit enterprise becomes increasingly complicated, more sophisticated approaches are needed to implement strategy and measure performance. Purely financial evaluations of performance, for example, no longer suffice in a world where intangible assets relationships and capabilities increasingly determine the prospects for success. (preface).

The success of an organization is not only measured through its profitability but also by the degree of employee's satisfaction. By considering employees as inside stakeholders, a

company inspires innovations and productivity. It is clear that a company, which invests in employees and recognizes their contribution to the success reduces employee turnover and increases profitability. This success, in any organization, depends on the active force: people. That is to say, employees are the most important assets of the organization and all other resources are just but tools. Organizations can only learn through individuals who learn. Therefore organizations must rethink their corporate strategies to ensure that they fully utilize this vastly untapped resource (Senge, 1997).

### **Factors Affecting Organizational Success**

Organizational climate can be defined from an objective or phenomenological approach. In the first case, climate is defined by characteristic behaviors and attitudes. Climate can however be studied and analyzed in various ways: it is an attribute of the organization regardless of how it is perceived by the employees. On the other hand, the phenomenological approach studies climate from the perceptual and cognitive structuring of the organization situation as the employees experience routine actions and processes they develop cognitive maps and interpret them in the way they understand them in an attempt to understand the organization climate. These cognitive maps are modified in their interaction with one another (Ekvall, 1987).

Climate can be defined as the recurring patterns of behavior attitudes and feelings that define life in the organization. The organization climate is developed in the meeting between the individual and organization situation. Rules procedures, strategies and the physical environment are all factors to which employees react. The people as well have to regard as the organization situation (Ekvall 1985). It is important to understand what makes up the organization climate in order to clearly understand the concept of employees satisfaction. There are two main facets in



the organizational climate: employeeship and leadership. Effective leadership in organizations occurs when leaders and followers develop mutually symbiotic relationships (Uhl-Bien, 2006).

Leadership has further been identified to be a key player in organizational climate and success (Ekvall, 1996). Therefore leadership has to be taken as an important organization function even though an expanded leader-follower perspective is cultivated in employeeship. Leadership scholars have attempted to establish whether successful leadership is as a result of certain attributes possessed by the leader or situational features or both or a combination of both (Haslam, 2001).

Leadership theories suggests that leaders are distinguished from follower by intellectual and certain specific social characteristic like, emotional stability, intelligence, interpersonal stability and cognitive skills (Bray, Campbell, & Grant ,1974). Charismatic leadership, which is strongly supported by this theory, is a situation in which the leader has the ability to lead by example and be able to develop congruent models and encourage followers to contribute to the common goal (Conger & Kanungo, 1998).

Another perspective of viewing leadership is the identification of leaders based on their behavior instead of their character. Based on this approach, leadership is defined in terms of task oriented behavior and relationship oriented behavior (Kahn & Katz, 1952). Task oriented behavior is exhibited when leaders concentrate on work tasks such as coordination and planning, where as relationship oriented leadership is shown when leaders are more concerned with supporting their followers, for instance being very tolerant, trust worthy and open.

In situational leadership, effective leadership is in most cases determined by personal and situational factors. This in away distinguishes situational leadership from approaches defining leadership based on traits, behavior or charisma. The leadership process is a function of the

leader, the followers and situational factors. Thus the attempt to define leadership from a single perspective is unfounded and misplaced (Hersey & Blanchard, 1993). They further developed a theory referred to as Situational Leadership Theory (SLT). SLT is based on task and relationship oriented behavior. The level of readiness among the followers sets the right combination of task and relationship for the leader. They have effectively come up with four levels of readiness applicable in leadership. Leaders should use task oriented behavior, called leadership style telling, when followers are unready; i.e. when they still lack the expected abilities and confidence as regards the task at hand. This they say is readiness level one. In readiness level two and three, which is a moderate improvement from the first level, a leader is more direct in defining roles, clarifying procedures and monitoring the progress of work objectives. at this level, they believe that the leader should act more relationship wise provide support where necessary, create more room for consultation and recognize contribution and superior performance. The highest echelon of readiness is the readiness level four, where the leader should delegate the duties as the followers have acquired the necessary confidence capabilities.

There is an emerging trend among researchers trying to look for new dimensions to study the follower, the leader and the fellow worker the situation and how they interact.

However, there seems to be a problem in finding a model that can handle such a multiple perspective. Employeeship and employer leader relationship provide a new approach to the study of mutual relationships in a working environment, thus integrating the variables to bridge the gap to this study that has since taken an isolated approach to the relevant variables (Avolio, Walumbwa, & Weber, 2009)

Employeeship is an area that has been deeply researched by a number of scholars because of its perceived importance to understanding the leader follower relationship. Relationship and

cooperation is key to understanding employeeship. Basically, employeeship is how employees manage their relationship with the employer and the job. It concerns parity of authority and responsibility, loyalty, commitment, trust, participation, social and technical competence, communication, self and shared leadership, autonomous employee and the separation of the job and the private life (Simonsson, 2002).

Leadership is important for organizational success. It has been considered as being part of employeeship and for this matter need to be studied in line with each other. Employeeship is based on two main pillars, psycho relational competence and technical competence. These are called social and task abilities. Therefore, employeeship has been defined as the behavior that constitutes the dynamic process of mutual work relationship between two or more employees based on task and social abilities (Argyris, 1999).

The employeeship leadership model identifies a leadership theory to help in understanding the special attention that leadership needs. The most important requirement for choosing a leadership theory is to a greater extent its ability to be compared with the expected behavior of followers and contextualization of behavior (Hersey & Blanchard, 1993). ELR model is much more developed from the situational leadership trait. Where as in SLT followers are provided with assumed readiness which views them as passive players and recipients of leadership support, ELR lays emphasis on measured tasks and social capabilities then consider them as active players and not just helpless onlookers. It is possible to study the peer follower behavior and determine whether it is in harmony or not. It is unfortunate that traditional leadership does not study the leader follower behavior, a factor that restricts the understanding of work relationship and leadership. It is believed that formal leaders may have a greater need to understand their subordinates strengths and weaknesses and make necessary adjustments, it is a

misconstrued idea that the work place is made up of dynamic leaders and passive subordinates (Hollander, 1992).

In employeeship, integrated behaviors' of leaders and followers is significant for the output of a given situation. The harmony between the leader and follower behavior and successful leadership and peer behavior improves with joint awareness. That is knowledge about each other's skills experiences and personal attributes. This is an experience-based learning that takes place in a participative process and is called situated learning (Schulz, 2005).

### **Organizational Change**

In much the same manner that organizations require a marketing strategy or information strategy faced with a rapidly changing environment, organizations are increasingly being faced with the need to develop approaches to manage people. In much the same way that the business require a marketing strategy or an information strategy it also require human resource or people strategy

Change is a predominant force. As a matter of fact, no one can prevent change we can only learn to deal with it. The five key discipline areas of interest here are systems thinking, achieving personal mastery, shifting mental models, building shared vision and team learning. These five-discipline convergences creates new wave of experimentation and advancement and at best learning organizations in which people continually expand their horizons to create the results they truly desire (Senge, 1997). There is need to challenge the mental model by cultivating an agency environment that engage systems thinking that fosters forward oriented and dynamic energy and encourages synergy and at the same time strengthening the human capital which is actually the engine that drives every organizations long term vision and success. This involves empowering more employees with decision-making power and responsibility,

encouraging a wider input and ownership and focusing on common goals and shared meaning. This in effect calls for a management that works round the clock to clear the barriers that stand in the way for the realization of the desired outcomes.

#### Employee Engagement and Organizational Success

Halvorsen (2005) pointed out that employees can make an organization to succeed or fail altogether. He pointed out that good workers can produce results that are extraordinary while marginal ones can keep a business down by dragging its activities. According to one Hundley and Drizin (2008) who is a renowned employee specialist, employees can be regarded as assets that have feet and are the only resource that corporations have that can allow them to make conscious decisions. A survey conducted by J.D. Power and Associates in 2003 indicated that companies should focus on their employees besides their customers (Kash, 2003).

Employee engagement has been indicated to have several effects on the organization. A review of literature indicates that those corporations that perform well in employee engagement have a 50% reduction in their turnover. Halvorsen (2005) pointed out that employee turnover, cost of labor, customer satisfaction and pretax margins are not the only factors that are improved by employee engagement. A well-addressed employee engagement has a positive impact on the customers, their products as well as the corporation itself. Employee engagement leads to profitability and a growth. These two are stimulated directly by the level of customer loyalty. The customer loyalty is a direct result of customer satisfaction. The level of customer satisfaction on the other side is heavily affected by the perceptions of the customers on the values of the services rendered to them by the company. Employees who are loyal, productive and satisfied with what they do create the value. Halvorsen (2005) pointed out that employees who have a sense of teamwork as well as a sense of a common purpose coupled with a strong commitment to

effective communications and managerial empowerment are able to produce results that are expected by customers.

Maloney and McFillen (1986) pointed out that there is a link between employee turnover and the level of customer satisfaction. They argued that a more satisfied employee has less employee turnover and the lower the level of absenteeism. Other literature seems to suggest that excessive level of employee turnover is mainly as a consequence of individuals who like what whatever they do but not the where they do their employment activities. The Business Roundtable (1982) indicated that absenteeism and employee turnover lead to a reduction in the overall productivity of a corporation. The main reasons for this grim statistic are; excessive frequencies of rework, poor supervision, poor organizational management and poor relationship with the organizational leaders.

Other literature proceeded to indicate that employees become absent consciously as result of poor work relationship with their leaders, managers as well as supervisors. Employee dissatisfaction is therefore indicated to influence absenteeism at a rate higher than the rate at which it affects turnover rates. The main job-satisfaction factors that affect absenteeism are the quality of worker supervision and an understanding of the corporation's goals. The study also indicated that more experienced workers are more conscious to quality than the ones with less experience. It is extremely expensive for an organization to lose a good worker. A loss of a bad employee is a blessing.

There exists strong relationship between human resource management and job satisfaction that cannot be ignored (Brown, 2008). The decline in the practices of human resource management is as a result of the evolving needs at the work place that are not in tandem with many with the old practices. Emphasis that has been put on the things like job security,

work environment and job place relations add to the already strained relationship between human resource management practices and job satisfaction. Another major factor that greatly influences this relationship is the availability of employment opportunities that help facilitate quality at the work place due to the rise in satisfaction levels.

Schmidt (2004) posits that developments and training opportunities are important in guiding the paths of career that many employees will take but this has been greatly ignore din many research works on this area. He continues to emphasize on the importance of the practice of investigating if there exists any relationship between training satisfaction of the staff and the overall satisfaction with the job. Aspects of training that should be considered include time spent, methods used during training, and most importantly, the curriculum content. According to his research most employees were satisfied when the methods used to train them were the ones they preferred or chose by themselves. The inferences made in this research were to aid those in the human resource development sub sector to approach their works and study from a multi-sectorial dimension. This is due to the fact that in many definitions of Human Resource Development (HRD) the aspects of results or outcome are emphasized. For example, the Academy of Human Resource Development (AHRD Standards on Ethics and Integrity, 1999) define HRD as a field that is multidisciplinary and includes training, development of career and the organization at large with the aim of upgrading processes while facilitating individual, community, organizational and societal performance and learning. This therefore calls upon HRD practitioners to understand in depth how the training and programs of development affect the employees for which they are intended for and take part in them.

Many employees consider a training regime and the developmental practices of an organization while making career decisions (Violino, 2001). This is one of the major factors that

employees consider while looking for new available employment opportunities. This also explains the constant movement of employees from one organization to another. Another survey conducted showed one of the most vital factors that many employees consider a part of job satisfaction was the existence of opportunities to acquire new skills (Blum & Kaplan, 2000). Likewise, a survey conducted on IT professionals found that most employees were dissatisfied with the inability of employers to provide training opportunities (Melymuka, 2000).

According to Spector (1997), “job satisfaction is the degree to which one likes or hates his or her job” (pp. 2). Job satisfaction can be viewed from many perspectives or categorized differently. For example, one employee can be satisfied with some elements of the job he or she does while at the same time not be bothered by some other aspects and in the same breath be totally irritated with some aspects of the same job. These elements can be classified in a hierarchical way with each given weight according to its perceived significance.

Management and leadership have been shown to affect the level of employee engagement. Transformational leadership has been shown to have an impact on employee engagement. The relationship between transformational leadership and the concept of employee engagement has been extensively explored by Gill, Fitzgerald, Bhutani, Mand, & Sharma (2010). In their work, they define job satisfaction as the pleasurable emotional state that results from the appraisal of one’s job (Gill et al., 2010), which is in line with the one provided by Locke (1969). Transformational leadership has been seen as an important tool for the enhancement of subordinate satisfaction. Transformational leadership has been indicated to be effective in the clarification of organizational mission. The work of Berson and Linton (2005) indicates that transformational leadership leads to the enhancement of subordinate employee’s



satisfaction. This they argue occurs as a result of the positive attitude as well as a clarification of their roles as a result of transformational leadership.

## **Conclusion**

Organizations need to become more flexible and forget rigidity. Rigid structures are most likely to break under stress, but living systems just like living organisms, flow around obstacles.

The issue with models is that, more often than not, the very things that catapulted you to success in the past are the very things that blind you from the requirements of the future success. The structure in today's profitable and robust organizations are mostly horizontal and not vertical and organic and not mechanistic. Which makes them adaptable to change, fosters creativity and innovation and are leader full (Senge, Kleiner, Roberts, Ross, & Smith, 1994).

Such organizations have been described as electric, since they can select and use the best processes, practices, elements and resources from the existing sources. Like the Japanese kaizen, they favor continuous improvement. Everybody is accountable in the leader full visionary, functional learning organizations. Accountability as Peter puts it is to carry the welfare of the firm in your hands, no matter who you are and where you are in the organization. Secondly, every one owns the enterprise and change. We are here today because our forebears were receptive and mastered the art of change.

Every organization has the capacity to learn and move on. And it is desirable that we do on regular basis and strive as much as possible to learn as a group. It is important that it is the people in the organization who learn and not the organization. For an organization to remain viable and competitive in today's diverse and complex business environment, organizations must learn to prioritize their people.

Senge (1997) believes real learning gets to the heart of what it means to be human. Through the learning process we recreate and rediscover ourselves, that is to say we become able to do something we were never able to do. For effective learning to take place we must first overcome the inherent learning disabilities. It argues that we must look beyond individual mistakes in order to understand important problems. In other words we must look beyond personalities and events.

## **Chapter 3: Methodology**

### **Introduction**

The purpose of this quantitative, correlational study is to examine the relationship between the happiness in the work place and employees engagement that leads to organizational success. The data of the proposed study will be generated through the Oxford Happiness Inventory (see Appendix A) and the SHRM Work Engagement Inventory instruments.

This chapter describes the methodology of the research study to support or reject the hypotheses, the appropriateness of the design, and the instrumentation used. A discussion on why the specific design was chosen is also included in this chapter. The chapter discusses the sample population, sampling plan and procedures, data collection, statistical tests and data analyses. The chapter concludes with a summary highlighting the key points.

### **Research Questions and Hypotheses**

To achieve the purpose of this study, the following research questions and hypotheses were investigated.

RQ1: What is the relationship between the employee's engagement and the happiness within the workplace?

H1a: The employee's engagement does not have a relationship with the happiness of the employee's in the workplace.

H1b: The employee's engagement has a relationship with the happiness of the employee's in the workplace.

### **Research Design and Appropriateness**

The study was based in a quantitative, correlational research design. The quantitative design was chosen because it used numerical data to conduct a systematic investigation of the

relationships between variables. The ability to assign numerical values to the variables in the study allowed the quantification of the results by using different statistical procedures. The survey instruments for this study were constructed through two surveys that measured happiness within the workplace and employee's engagement. The basis for these surveys were the Oxford Happiness Inventory and the SHRM Work Engagement Inventory, respectively. The Oxford Happiness Inventory and the SHRM Work Engagement Inventory were constructed to measure the happiness of the employees in the school and their productivity by examining their engagement to work. According to Cozby (2001), the quantitative design is more appropriate because it can assess a direct relationship between two or more variables.

A qualitative research design was found inappropriate for this proposed study because a qualitative design is commonly used to answer the questions how and why related to the research. A qualitative research design is used to obtain information about the perception and experiences of the participants regarding a research interest. Thus, in relation to this study, a qualitative study is not applicable since the objective is not to describe the experiences and perception of an individual to relate to the organizational success. A correlational research design was the optimal choice for this study. Burns and Grove (2005) explained that this particular design was suitable because it allows a linear relationship between happiness, employee engagement, and organizational success.

### **Population and Sample**

The study used the data collected from both private elementary and secondary K-12 teachers. From this population, a convenience sample was used to recruit participants for the study. Based on the type of statistical tests that were conducted (correlation and regression), a

desired medium effect size, with 0.05 error probability, 80% power and the number of predictors, the recommended sample size is 84 participants (Faul et al., 2009).

### **Instrumentation**

The measurement instruments that were used to identify the happiness scores and employee engagement were the Oxford Happiness Inventory and the Employee Engagement Management Inventory, respectively.

**Happiness.** Happiness was used as a dependent variable of the study and was operationalized as a continuous variable. Happiness was measured through the overall score of the Oxford Happiness Inventory of the participants.

**Employee Engagement.** Employee engagement was used as an independent variable of study. Employee engagement was measured through the overall scores in the SHRM Work Engagement Inventory. The variables were operationalized as continuous variables.

### **Data Collection**

This study used data collected from a convenience sample of K-12 teachers from both elementary and secondary schools. The data collected was used to determine the extent of the relationship between happiness in the workplace and employee engagement. Before conducting the survey with in the selected private schools, the researcher informed the school administrators of the purpose, scope, limitations, and delimitations of the study. After which, the teachers were directed to respond to both questionnaires by selecting the most appropriate response that reflected their perceptions in terms of happiness in the workplace and employee engagement. The responses to the survey were collected by a third party, Survey Monkey (2008), an online tool used to save the collected data in an Excel Sheet to prepare the data for analysis.

The information provided by each of the participants was saved and stored online. Once the survey instruments were completed they were automatically saved to the online database. The online database is in the investigator's web account on SurveyMonkey.com. This information is stored in a password-protected account that only the investigator can access. The information and data provided by each of the participants will be kept in the online account until the sampling period has been completed. The sampling period lasted approximately one month to allowing the participants enough time to respond to the survey instrument.

The raw data from the responses to the survey instrument were downloaded and saved in a password-protected computer file. The responses provided to each of happiness and employee engagement were imported into a Microsoft Excel® spreadsheet. Survey Monkey used the email addresses to identify the participants and to ensure that each participant could only participate in the study once. Electronic data will be stored in the researcher's personal files for a period of three years after completion of the research study, after which, it will be destroyed and deleted from the hard drive.

### **Data Analysis**

In order to address the objective of this study, a Pearson's correlation  $r$  was conducted. The correlation coefficient was appropriate for this study since the purpose of the coefficient was to indicate how two variables are related with one another. The data analysis that was used in this study included summary statistics and Pearson's correlation coefficients. These analyses were conducted using Statistical Package for Social Sciences (SPSS) Version 17.0®. The descriptive statistics for the proposed study included frequency distributions as well as measures of central tendency. For the frequency distributions, the number and percentage of each occurrence were presented for the categorical or dichotomous variables in the study. These included the

demographic characteristics of the participants. The mean score values for the continuous variables in the study were calculated. These variables included the scores received on the happiness in the workplace and employee engagement survey instruments.

In determining whether hypothesis will be rejected or accepted, Pearson's correlation  $r$  was used. Pearson's correlation analysis is a statistical procedure used in order to determine whether there is a statistically significant relationship between two continuous variables (Moore & McCabe, 2006). The values of the correlation coefficient can range from a low of  $-1$  up to a high of  $+1$ . If a value of  $-1$  is observed between two variables, this denotes a strong negative relationship between the two variables (Moore & McCabe, 2006), an indication that as one variable increases the other variable decreases.

If a positive value of  $+1$  is observed, a strong positive association between the variables (Moore & McCabe, 2006), signifying as one variable increases the other variable will tend to increase as well. Either a positive or a negative association would provide evidence that there are significant relationships between the two variables. A value of  $0$  for the correlation coefficient would indicate there is no relationship between the two variables, or the increase or decrease in one variable does not have an impact the other variable. For the purpose of this study, the scores that will be correlated with one another will be happiness in the workplace and employee engagement.

### **Summary**

This chapter discussed the methodology that was implemented to achieve the purpose of the study. This quantitative, correlational research study used data collected from both elementary and secondary school teachers within the selected schools to determine the extent of relationship between the happiness in the workplace and the employee's engagement that can

lead to organizational success. Chapter 3 contains the information on the data collection process and the statistical analysis procedure conducted on the data, which was Pearson's correlation  $r$ . The data for this study was collected via online survey instruments placed on Survey Monkey (2008). The online format allowed the participants to complete the surveys at their own convenience. By using the Pearson's correlation analysis, the investigator was able to determine whether a significant relationship exists between happiness in the workplace and employee engagement that can lead to organizational success.



## Chapter 4: Results

### Introduction

Change is a prevalent force. As a matter of fact, no one can prevent change, we can only learn to deal with it and use it to make a lasting impact. The five key discipline areas of interest are systems thinking, achieving personal mastery, shifting mental models, building a shared vision, and team learning. These five discipline convergences create a new wave of experimentation and advancement in learning organizations where people continually expand their horizons to create and reach their desired results (Senge, 1997). There is a need to challenge the mental model by cultivating an agency environment that engages systems, and fosters forward oriented and dynamic energy. In addition, the mental model must encourage synergy and simultaneously strengthen human capital, the engine that drives the long-term vision and success of an organization.

Today, organizational leaders are being pushed and prodded to drive up revenue, make a significant impact in their field, establish new innovative products, and all the while keeping the return on investment high. This quantitative, correlation research study used data collected from the sample population to determine the extent of relationship between happiness in the workplace and the employee's engagement that can lead to organizational success.

Hsieh (2010), CEO of Zappos, has dedicated his leadership efforts at not only around the success of company sales, but to the happiness of his employees by developing the right company culture. Hsieh (2010) affirms that the presence of happiness in the workplace has the potential to create record business results, and improve the lives of its employees.

The objective of this quantitative, correlational study was to examine the relationship between happiness in the work place and employee engagement that leads to organizational

success. The data for happiness and employee engagement in the workplace were generated through the Oxford Happiness Inventory and the Employee Engagement Management Inventory survey instruments, respectively. The following research question and hypotheses were formulated to guide the analysis.

Research Question 1: What is the relationship between the employee's engagement and the happiness within the workplace?

Hypothesis 1a: The employee's engagement does not have a relationship with the happiness of the employee's in the workplace.

Hypothesis 1b: The employee's engagement has a relationship with the happiness of the employee's in the workplace.

This chapter begins with the descriptive statistics of the data for happiness and workplace engagement. Test of normality was conducted and the result was presented. Following that, result of the Pearson correlation test to address the research question was presented.

### **Descriptive Statistics of Study Variables**

The descriptive statistics of the study variables of happiness and employee engagement on the workplace are presented in this section. The descriptive statistics included the statistics of mean and standard deviation, and are summarized in Table 1. Happiness and employee engagement in the workplace are continuous variables.

Happiness in the workplace of private elementary and secondary K-12 teachers produced and/or showed a mean score of 4.39 with a minimum and maximum from the 84 respondents of 2.48 and 5.5 respectively. The mean value in the 4 to 5 score range indicated that the private elementary and secondary K-12 teachers were rather happy and pretty happy. There were no

outliers in the data set of happiness since the data sets were within the 1 to 6 range of possible scores.

Employee engagement in the workplace of private elementary and secondary K-12 teachers produced and/or showed a mean score of 3.72 with a minimum and maximum from the 84 respondents of 1.33 and 5, respectively. The mean value was near the 4 score for ‘agree’ which indicated the private elementary and secondary K-12 teachers were positively engaged in their workplace. There were no outliers in the data set of employee engagement since the data sets were within the 1 to 5 range of possible scores.

Table 1

*Descriptive Statistics of Study Variables*

	<i>n</i>	Minimum	Maximum	Mean	Std. Deviation
Happiness	82	2.48	5.55	4.39	0.61
Employee Engagement	82	1.33	5	3.72	0.67

**Test for Normality**

Prior to conducting the statistical analysis of Pearson’s correlation test to address the research question of the study, preliminary screening of the data was conducted to ensure the integrity of the findings from the analysis. The data set for each study variable should exhibit the assumption of normality distribution.

The test of normality was conducted on the study variables of happiness and employee engagement in the workplace. First, the skewness, and kurtosis statistics of the data for each study variables were obtained. The skewness and kurtosis statistics of each study variable are summarized in Table 2. To determine whether the data follows normal distribution, skewness

statistics greater than three indicate strong non-normality while kurtosis statistic between 10 and 20 also indicate non-normality (Kline, 2005). Looking at Table 2, the skewness statistic values of the study variables enumerated ranged between -0.93 and -0.75, while the kurtosis values ranged between -0.65 and 1.60. The skewness and kurtosis statistics of all study variables fell within the criteria enumerated by Kline (2005), indicating all the data of the study variables were normally distributed. The Pearson correlation test was conducted since the data of the study variables exhibited normal distribution.

Table 2

*Skewness and Kurtosis Statistics of Study Variables*

	<i>n</i>	Skewness		Kurtosis	
		Statistic	Std. Error	Statistic	Std. Error
Happiness	82	-0.75	0.27	0.65	0.53
Employee Engagement	82	-0.93	0.27	1.60	0.53

Second, the histograms of study variables are presented in Figure 2, showing the spread of the study variables of happiness and employee engagement in the workplace exhibited a bell-shaped curve pattern of a normal distribution. This indicated that the data sets of happiness and employee engagement in the workplace did not violate the required assumption of normality. It was also observed for all study variables that the values were high relative to the maximum value.



Figure 2. Histogram of happiness variable.

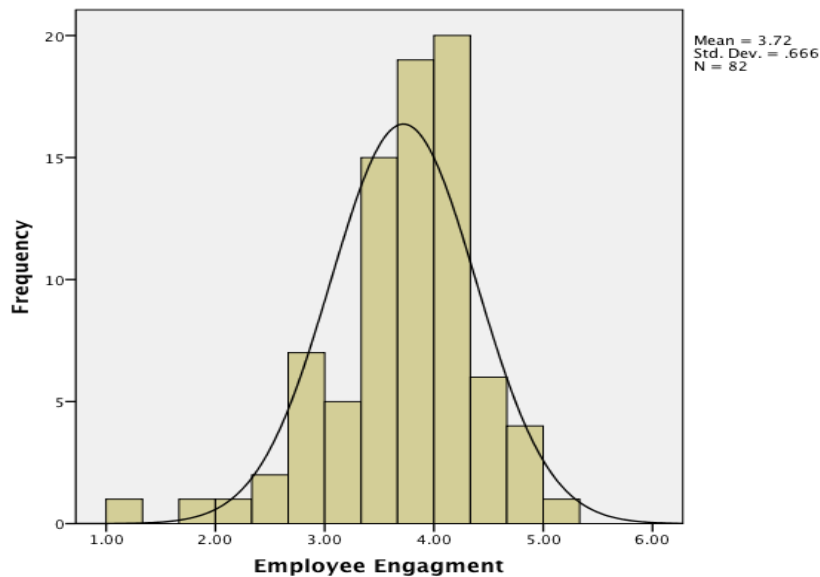


Figure 3. Histogram of employee engagement variable.

### Pearson's Correlation Test Result

Pearson's correlation test was conducted to determine the relationship between the between happiness in the workplace and employee engagement that leads to organizational success. A level of significance of 0.05 was used in the correlation test. The Pearson's

correlation test also investigated the degree of the correlation (positive or negative) and the strength of the relationship (weak, moderate, or strong). The results of the Pearson's correlation test are presented in Table 3.

The results of the test showed happiness in the work place and employee engagement that leads to organizational success in both private elementary and secondary K-12 teacher was significantly positively correlated to ( $p = 0.01$ ,  $r = 0.36$ ). This was because the p-value was less than the level of significance of 0.05. The positive correlation suggested that the employee engagement in the workplace would increase if happiness in the workplace also increased. The strength of correlation is moderate.

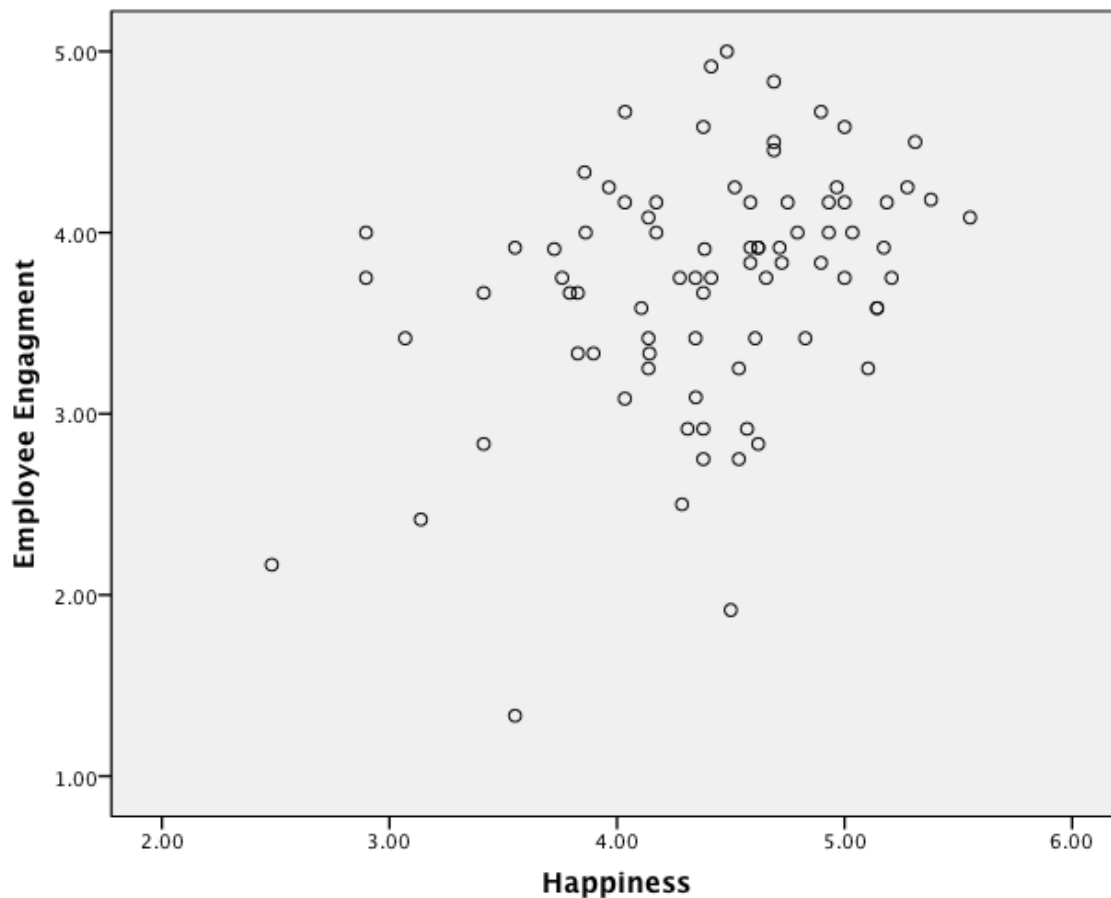
Table 3

*Correlation Results: Relationship between Happiness and Employee Engagement*

		Employee Engagement
	Pearson Correlation	0.36*
Happiness	Sig. (2-tailed)	0.001
	<i>n</i>	82

*Note.* \*Correlation is significant at the 0.01 level (2-tailed).

A scatterplot, Figure 4, was created to show the relationship and linearity between happiness and employee engagement in the workplace. Figure 4 shows an association between happiness and employee engagement in the workplace of private elementary and secondary K-12 teachers, and an increasing straight-line pattern indicating that there is a positive correlation between happiness and employee engagement in the workplace.



*Figure 4.* Scatterplot for the relationship between happiness and employee engagement.

### Summary

Chapter 4 presented the results of the study to determine the relationship between the happiness in the work place and employee engagement that leads to organizational success. The results of the descriptive statistics showed that the 82 private elementary and secondary K-12 teachers were ‘rather’ happy and ‘pretty’ happy in their workplace and were positively engaged. The Pearson correlation test results showed a positive correlation between happiness in the work place and employee engagement. The actions that propelled business to success in the past are the very things that blind us from the requirements of future success. This positive correlation found between happiness and employee engagement is a component of future business strategy..

The structures in today's profitable and robust organizations are predominantly horizontal, as opposed to vertical, and organic, not mechanistic. These characteristics make them adaptable to change, and to foster creativity and innovation (Senge et al., 1994).

Profitable and robust organizations have been described as electric, since they can select and use the best processes, practices, elements, and resources from the existing sources. Similar to the Japanese kaizen, organizations favor continuous improvement. Everybody is accountable in leader full visionary, functional learning organizations. Accountability, described by Senge (1997), is to carry the welfare of the firm in your hands, no matter who you are and where you are in the organization. Secondly, every one owns the enterprise and change. We are here today because our forbearers were receptive and mastered the art of change.

Every organization has the capacity to learn and move forward, and they aspire to do so on a regular basis and strive to learn as much as possible as a group. It is significant to note that people in the organization learn, not the organization. In order to remain viable and competitive in the diverse and complex 21<sup>st</sup> century business environment, organizations must learn to make their people a priority.

According to Senge (1997) real learning gets to the heart of what it means to be human. Through the learning process we recreate and rediscover ourselves-become able to do something we were never able to do. Effective learning can take place when inherent learning disabilities are overcome. Senge (1997) contends that we must look beyond individual mistakes in order to understand important problems. In other words, we must look beyond personalities and events.



## **Chapter 5: Conclusions, Implications, Recommendations**

### **Introduction and Brief Summary of Key Findings**

This study sought to determine whether employee happiness determines their engagement level, and consequently, leads to organizational success. Data collected from the quantitative, correlational study seems to be in line with hypothesis 1b, indicating employee happiness is linked with employee engagement. The collected data shows a positive correlation between happiness and engagement of the employee. This is a significant finding as it can be used by organizations to fast track their development by ensuring that employees are happy. Engagement, as defined by Linley, Harrington, and Garcea (2010), indicates the employee is passionate about his or her work. To achieve this passion, various factors have to be in place. The positive correlation between happiness and engagement shows that happy employees are more likely to be engaged, a state that would improve productivity and hence ensure the organization would continue to develop.

Albrecht (2010) argues that although happiness has been recognized as an important factor in the life of a person, few have considered workplace happiness as a factor in employee engagement. This assertion validates the significance of this study as it shows that employee happiness in the workplace has been neglected for a long time in favor of happiness outside the workplace. The results of the study indicate happiness within the workplace is also paramount in ensuring an employee is productive. Productivity is a major issue in organization development; consequently there is a need to ensure that employees are efficient in their work schedules. Passion for work is perceived as an incentive to working hard, meaning that employees will take extra caution at the workplace to produce meaningful work (Albrecht, 2010).

## Literature Review

Employee engagement is a vital aspect in any organization as it leads to better performance (Karsan, 2011; Macey & Schneider, 2008). Fisher (2010) argues that happiness is a feeling not synonymous with satisfaction, but one defined by satisfaction and other attributes such as engagement. In essence, Fisher's (2010) discussion indicates that happiness precedes engagement and entails various other aspects of the workplace, including productivity. This discussion is in line with the arguments brought forth by Lewis, Thomas, and Bradley (2012) who argue that a certain level of happiness must be achieved before the employee can become engaged. These arguments are in line with the results of the study and confirm that happiness is indeed linked with engagement.

Rampersad (2006) is also in agreement with the effect of happiness on employee engagement. The author outlines some of the measures that can be put in place to ensure the desired level of happiness is reached, allowing an employee to be engaged at the workplace. Rampersad (2006) contends by helping employees develop, the organization stands a chance to improve the welfare of the employee, which in turn leads to employee happiness. A happy employee is more likely to be engaged compared to an unhappy employee. Gavin and Mason (2004) argue that happiness in the workplace is a vital aspect in employee productivity. Gavin and Mason (2004) conclude that unhappy employees are less likely to be productive, an indication they are disengaged from their work. In this regard, Gavin and Mason (2004) show happiness is a significant aspect of the employee, one that must be nurtured for the organization to reap the benefits of having good employees (Gavin & Mason, 2004).

Hassan and Ahmed (2011) also look at the importance of engagement and how employers can improve the psychological wellbeing of individuals. Hassan and Ahmed's (2011)

study supports the idea that happy employees are engaged, while those that are unhappy find it hard to commit to their work. Ali (2013) learned that organizations have the main duty of supporting employee engagement through various methods. Employees who are treated well will commit to their work and improve their productivity. Employees are always on the lookout for an opportunity to improve the fortune of their employer. Unhappy employees can affect the performance of a company not only through lower productivity, but also through an increased show of discontent (Ali, 2013). If they find support, such employees can provide significantly benefit the organization. These studies show that support for employees and improving their welfare will most likely lead to improved employee performance but more importantly, an organization will have engaged employees.

However, Bowles and Cooper (2012) argue that employee happiness does not necessarily lead to engagement. They argue that productivity is not always a function of engagement. From their argument, employee happiness does not relate to engagement although there are some cases when happy employees become engaged. There are times when engagement can lead to increased productivity despite having unhappy employees (Robertson & Cooper, 2011). This argument is supported by Hiltop and Despres (1994) who believe happiness is not entirely responsible for improved productivity. These two arguments lead to the conclusion that although employee engagement is vital for the success of the organization, happiness is not always responsible for employee engagement.

### **Synthesis of the Literature**

As most of the literature seems to suggest, there is a positive correlation between engagement and work productivity, indicating increased employee engagement improves productivity in the workplace. The percentage of engaged employees is, however, quite low and

there has been a need to increase this number. Many organizations are now taking measures to improve employee engagement. Workplace productivity is a sure measure of the growth of any organization and companies are taking all possible measures to improve employee productivity. Previous steps utilized to improve productivity were based on job satisfaction. Although satisfaction was seen as a major milestone, the sustainability of the processes was not guaranteed. In addition, the employees only worked on their duties and left the remaining duties to management. As a result, there was need for better management of employees to ensure that they continued to perform and were aware of the goals of the company. The next step was to ensure that employees participated in developing the organization more proactively.

The next step in the process of improving organizational outcomes was to create engaged employees. These are employees who are committed to the company and will take all measures to ensure the organization succeeds. Employee engagement, which is associated with a deep belief and commitment to the company, brings the intended outcomes of having optimal performance from employees (Shimazu, Schaufeli, Miyanaka, & Iwata, 2010). As such, employee engagement is perceived as the next frontier for ensuring that organizations continue to meet their goals and improve their growth prospects. To achieve engagement, an organization must put the welfare of the employee first. In some cases, organizations choose a constricted definition to employee engagement, a process that might not bring the intended outcomes (Robertson & Cooper, 2011). However, by ensuring that employees are happy, there is an increased likelihood of having engaged employees. Happiness of employees in the workplace is perceived as a viable means of engaging employees in the workplace (Lewis et al., 2012) and has been the focus of this study. Utilizing a quantitative correlational study, this study examined the

relationship between happiness and employee engagement. A positive correlation has been established thus indicating a relationship that shows happiness leads to employee engagement.

### **New Contributions to Literature**

This study contributes significantly to the literature available on the link between happiness and employee engagement. The establishment of a positive correlation between these two aspects ensure that an organization can benefit greatly when it enhances employee happiness. In addition, measures can be put in place to ensure that employee happiness is enhanced, a move that would lead to a more productive organization and faster growth. Although the concept of employee engagement and its relationship to happiness has been researched before, this study goes further to confirm that happy employees are more productive, leading to organizational success. Organizational culture and environment affects the performance and approach of employees. Leadership in an organization is a vital aspect as it ensures employees have the right environment to carry out tasks and be content with their work. With this new knowledge, leaders can take measures to improve employee happiness, which will lead to employee engagement and, consequently, improve the prospects of organizational success.

### **Summary of the Literature**

The literature shows that employee engagement is a vital aspect in the success of the organization. Based on this study, improving employee engagement will be much easier as leaders have a clearer picture on the issues pertaining to employee performance. Since employee engagement is linked to productivity, it is important to understand factors that enhance the engagement process. Literature shows that employee engagement is preceded by happiness of the employee at the workplace. As such, it is imperative that organizational leaders take into consideration the value of the employees and find mechanisms of enticing them (Happiness and

productivity in the workplace: The role of transformational leadership, 2013). Taking care of the wellbeing of the employees, and making them happy, will have a positive outcome for the organization in the long run.

### **Conclusions and Implications**

Happiness can be defined as the status of enjoying life. Its importance in the modern organization has largely been ignored as most people focused on productivity in the organization. This focus ignored one of the vital characteristics of man that can lead to increased productivity. For a long time, organizations have focussed on job satisfaction and its ability to foster productivity in the organization. Although this focus was right, and it worked for some time, research has shown job satisfaction is only a small factor that leads to increased employee productivity. This study has added to the literature showing that employee engagement is vital to the organization, but happiness in the workplace determines whether an employee becomes engaged. This new development will play a significant role in the improvement of employee engagement procedures.

Some of the implications of this study include change in methods of employee appraisals, new methods of enhancing employee-employer relationships, and employee selection criteria. This is because organizational leaders have to find new ways of making sure their employees are happy in order for them to be engaged. Organizational success will be determined on the ability of the organization to adapt and be able to offer employees happiness. Some of the methods that can be used include better appraisals, and incentives to provide employees with job satisfaction. Job satisfaction is one of the prerequisites to employee happiness, and making work processes better is likely to improve employee job satisfaction.

When the work is rewarding and employees feel engaged, they will experience happiness, which should lead to increased productivity. Employee engagement and happiness are perceived as cyclical, such that an increase in one will lead to an increase in the other (Shimada, Shimazu, Bakker, Demerouti, & Kawakami, 2014). This implies that employers should always ensure the employees are happy and this will, in turn, lead to employee engagement.

### **Recommendations for Future Research**

The question of work place productivity will continue to raise many issues. Quantifying the gains made from work place happiness and employee engagement will give a clearer picture of the tangible benefits of employee engagement. One of the many questions this study did not answer is whether there are any other employee aspects that can help in improving prospects of organizational success. In addition, understanding how happiness combines with other factors to increase organizational growth should also be examined. This will ensure that all factors are taken into consideration and the management of an organization will be able to make sound decisions to improve organizational and employee outcomes without incurring extra costs.

Employees have social lives. There is a distinct difference between life outside the company and life working in the organization. As such, employees who might be engaged at the work place and are proving to be efficient and productive may have social lives that are in turmoil. Based on this, it would be important to understand whether an employee can be fully engaged and still be unhappy outside the workplace, or whether happiness outside the workplace can be translated to happiness in the organization. Understanding whether one aspect of the employees' life affects another will provide crucial information on how to deal with an engaged employee whose productivity is threatened by the turmoil of his or her social life. This is an

important question because a positive outcome would require organizations to be more proactive to ensure they help employees overcome personal problems.

### **Best Current Practices to Improve the Outcomes**

Organizational culture determines the approach employees take when working in it. One of the best practices used to engage employees is to create a culture that supports employee engagement. This is achieved through a number of ways but the most important method is to communicate to employees and inform them about the importance of engagement. The organization should undertake various steps to ensure employees have a clear picture of the value of being an engaged employee. The organization should also develop a clear plan to ensure that all employees and departments of the organization are working towards proper engagement.

Employee engagement is all about the employee and organization. As such, investing in the employee is an important avenue for ensuring employees get value from the organization and create value for the company. Most organizations carry out training to ensure employees are aware of the issues they face and how they can overcome them. In addition, appraisal programs help by instilling value to their work, and to be proud of their accomplishments. This, in essence, means that organizations try to compliment employees for the good work they do. In addition, most companies reward achievements as well as any voluntary actions from the employees. This has been one the best ways to make employees feel part of the company and create employee engagement.

### **Practitioner Recommendations**

Organizational measures to boost employee confidence and engagement have proved to be partially successful. Job satisfaction, reward programs and other measures have not provided the engagement required. As a result, organizations are yet to achieve the full potential from



engaged employees. The results of this study indicate that there are other issues that help in employee engagement. Happiness, for example, is a serious issue that organizations must address when dealing with employees. This means that organizations must be more proactive in the interest of the employee. Although investing in employees through training and recognition programs has been vital in promoting employee engagement, there are better ways to achieve this goal. Employees face various challenges in their day-to-day life at the office. The management should ensure that employee goals and organizational goals are meet expected standards. Helping the employee to achieve his or her personal goals will help in making the work at the office easy. Engagement is process that requires all participants to actively take part in it. As such, retreats, training, rewards and other measures should be commensurate with the work done by the employee. However, the management must provide leadership for employees, helping them to be part of the organization. Empowering employees will be a significant step in engaging them, as they will own organizational decisions, assuring them the company is looking out for their best interests.

### **Final Summary**

Employee engagement has been touted as the next frontier that will help organizations to achieve success. This is because passionate employees will ensure that they are productive in the work place. Happiness has been argued to be one of the factors that enhance employee engagement. As the results of this study show, happiness in the work place is directly related to employee engagement. This means that the happier employees are at work, the higher the likelihood they will be engaged with the company. The process is, however, not as straightforward as it sounds. The hypothesis being tested in this study was whether there was any relationship between happiness and employee engagement in order to boost organizational

success. A positive correlation was found, showing that happy employees tend to be more engaged compared to disengaged employees. In light of this, more research should be done to ascertain whether happiness outside the work place affects the happiness of the employee when he or she is at the work place.

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## APPENDIX A

## Oxford Happiness Inventory

## Instructions

Below are a number of statements about happiness. Please indicate how much you agree or disagree with each by entering a number in the blank after each statement, according to the following scale:

1 = strongly disagree 2 = moderately disagree 3 = slightly disagree 4 = slightly agree 5 = moderately agree 6 = strongly agree

Please read the statements carefully, because some are phrased positively and others negatively. Don't take too long over individual questions; there are no "right" or "wrong" answers (and no trick questions). The first answer that comes into your head is probably the right one for you. If you find some of the questions difficult, please give the answer that is true for you in general or for most of the time.

## The Questionnaire

1. I don't feel particularly pleased with the way I am. (R) \_\_\_\_\_
2. I am intensely interested in other people. \_\_\_\_\_
3. I feel that life is very rewarding. \_\_\_\_\_
4. I have very warm feelings towards almost everyone. \_\_\_\_\_
5. I rarely wake up feeling rested. (R) \_\_\_\_\_
6. I am not particularly optimistic about the future. (R) \_\_\_\_\_
7. I find most things amusing. \_\_\_\_\_
8. I am always committed and involved. \_\_\_\_\_
9. Life is good. \_\_\_\_\_



10. I do not think that the world is a good place. (R) \_\_\_\_\_
11. I laugh a lot. \_\_\_\_\_
12. I am well satisfied about everything in my life. \_\_\_\_\_
13. I don't think I look attractive. (R) \_\_\_\_\_
14. There is a gap between what I would like to do and what I have done. (R) \_\_\_\_\_
15. I am very happy. \_\_\_\_\_
16. I find beauty in some things. \_\_\_\_\_
17. I always have a cheerful effect on others. \_\_\_\_\_
18. I can fit in (find time for) everything I want to. \_\_\_\_\_
19. I feel that I am not especially in control of my life. (R) \_\_\_\_\_
20. I feel able to take anything on. \_\_\_\_\_
21. I feel fully mentally alert. \_\_\_\_\_
22. I often experience joy and elation. \_\_\_\_\_
23. I don't find it easy to make decisions. (R) \_\_\_\_\_
24. I don't have a particular sense of meaning and purpose in my life. (R) \_\_\_\_\_
25. I feel I have a great deal of energy. \_\_\_\_\_
26. I usually have a good influence on events. \_\_\_\_\_
27. I don't have fun with other people. (R) \_\_\_\_\_
28. I don't feel particularly healthy. (R) \_\_\_\_\_
29. I don't have particularly happy memories of the past. (R) \_\_\_\_\_

Calculate your score

Step 1. Items marked (R) should be scored in reverse:

If you gave yourself a "1," cross it out and change it to a "6." Change "2" to a "5" Change "3"

to a "4" Change "4" to a "3" Change "5" to a "2" Change "6" to a "1"

Step 2. Add the numbers for all 29 questions. (Use the converted numbers for the 12 items that are reverse scored.)

Step 3. Divide by 29. So your happiness score = the total (from step 2) divided by 29.

## APPENDIX B

## IRB Approval Letter

