Organizational Culture, Happiness and Teachers' Job Performance:"A Relational Study of Private School in Selected cities of Punjab"

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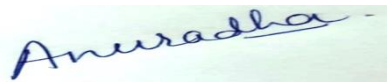**Professor, Mittal School of Business**

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DECLARATION

I hereby declared that the presented work in the thesis entitled "Organizational Culture, Happiness and Teachers' Job Performance: "A Relational Study of Private School in Selected cities of Punjab" in fulfilment of degree of **Doctor of Philosophy (Ph. D.)** is outcome of research work carried out by me under the supervision Dr. Pretty Bhalla, working as Professor, in the Department of Management Mittal School of Business, of Lovely Professional University, Punjab, India. In keeping with the general practice of reporting scientific observations, due acknowledgements have been made whenever work described here has been based on findings of other investigators. This work has not been submitted in part or full to any other University or Institute for the award of any degree.

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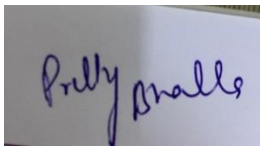
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CERTIFICATE

This is to certify that the work reported in the Ph. D. thesis entitled "Organizational Culture, Happiness and Teachers' Job Performance: "A Relational Study of Private School in Selected cities of Punjab" submitted in fulfillment of the requirement for the reward of degree of **Doctor of Philosophy (Ph.D.)** in the Department of Management Mittal School of Business, is a research work carried out by Anuradha Manhas (118145036), is bonafide record of his/her original work carried out under my supervision and that no part of thesis has been submitted for any other degree, diploma or equivalent course.

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ABSTRACT

For millennia, people have thought about and researched happiness and the meaning of life. Both ancient philosophers and contemporary scientists have contributed their ideas. Ancient thinkers from diverse cultures examined these ideas in a variety of ways, often attempting to comprehend the essence of human existence and the best methods to lead satisfying lives. Similar to this, modern researchers have focused on the study of happiness and the elements that contribute to people's well-being. Ancient Philosophers discussed happiness in Greek Philosophy, Eastern Philosophy and Stoicism and according to Modern Scientific Perspectives: Positive Psychology Neuroscience, Behavioral Economics. Happiness means different for everyone. The basic need for Happiness is contentment, and it comes from various factors like community, culture, priority, income, etc. Culture brings Happiness if we follow it the right way, or it will get worse when we ignore it (Deal et al., 1982). Every country has its own culture, which differs from other countries. For example, in Chinese culture, they believe that the funeral ceremony is a happy occasion, whereas in other cultures, it is a sad moment which shouldn't be happened; however, many studies reveal different results; for example, poor people are not happy in the eastern countries because they have their perception to measure Happiness. When we talk about India, people become less satisfied with the increment in their income as compared to that of people in advanced countries, which affects their attitude also; according to Mohanty, employees with a positive attitude always are self-motivated to do their job in a better way which raises the success of the organization and if we talk about the teaching profession, Happiness plays the vital role in inspiring the teacher to do the difficult task easily. A positive attitude keeps the teacher motivated and energetic as the teaching profession is essential for the student and society's growth. People with more satisfaction and Happy

people enjoy a healthier life and better professional achievement as well as personal life (Lyubomirsky, King & Diener, 2005; Lyubomirsky, 2007).

The Happiness Report (2022) given by **the United Nations** shows that Finland is the top position holder in the happiness context, followed by Denmark, Iceland, Switzerland and the Netherland as the top position holders. In contrast, India ranks 136th on the list of 146 nations. In contrast, in the 2021 ranking list, India's rank was 139[th,] and in 2020 it was 144th. The ranks in the report were based on six variables: trust, healthy life expectations, social support, generosity, and freedom. Studies revealed that only government employees are happy, whereas private-sector employees lack satisfaction because of their working culture.

Following the global trend, India adopts various measures to increase the rank of our country in the context of Happiness. Due to this, they started happiness classes in 1000 Delhi Government schools from classes nursery to 8th. They devote 45 minutes of lectures for this purpose. The main aim is to make students feel relaxed, healthy and more aware of their surroundings. It turns students to accept their responsibility towards society and take the initiative in solving their problems without being dependent on others. The subject has been introduced, but the faculty who will teach it must be happy. If it is led by faculty who themselves are not satisfied, the results would be negative because so many studies prove that the attitude of employees has a direct impact on their work and their surroundings. This study aims to find the relationship between Happiness, organizational culture and teacher job performance of private school teachers of Jalandhar, Patiala, and Ludhiana of Punjab. The study tried to find the relationship between the variable and the relationship with the variable under demographic characteristics like age, gender, and experience.

The study's first objective is to examine the relationship between organizational culture and teachers' job performance. The second objective is to find the

relationship between corporate culture and the teacher's job performance. The third is to find the relationship between Happiness and a teacher's job performance. In contrast, the fourth objective is to study the mediating role of Happiness in organizational culture and teachers' job performance and finally, the suggestion with conclusion was given.

To achieve the research objective of the study, the teachers at the private schools having more than two years of experience were taken into consideration. The study was conducted on a sample of 600 teachers. Each employee was personally contacted, and the questionnaire collected the data. Each employee was personally contacted, and data was collected through a questionnaire. The employees were asked to complete the questionnaire after carefully given instructions. To measure Happiness, data was collected through an oxford happiness questionnaire by hills and Argyle (2002) comprised of 29 items. Dension (2000) measured the organization's culture on a scale. The scale consists of 45 items, containing questions on Involvement, Consistency, and Adaptability. The teacher's job performance scale developed by Amin et al.,2013, consisted of 25 items containing Teaching skills, Management skills, Discipline and regularity, and Interpersonal relations. Based on the result of the statistical analysis, the study's outcome was discussed based on a literature review and another novel finding. The result shows that Happiness positively and significantly impacts the organization's culture.

Further, it was also investigated that positive organizational culture positively impacts the teacher's performance, whereas Happiness is equally essential for the teacher's job performance. The result of the study showed that there is a correlation between the three variables. Further, it was found that Happiness is the collection of emotions, harmonious relationships, satisfaction and fulfillment. Happiness was an essential element to living a happy and prosperous life.

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CHAPTER 1

1.1 INTRODUCTION

Happiness has been a central topic of academic discussion since the beginning of human civilizations. In 2000, Optimistic Psychology emerged as a branch of Psychology, focusing on constructive aspects of human functioning. This movement emerged as a reaction to traditional psychology, which primarily focuses on negative aspects like mental health and workplace behavior. Each and every one of us has been looking for happiness for a very long time. Looking for happiness in whatever we do is a common human tendency. Everyone wants to be happy regardless of religion, gender, social economic status and region. Particularly at present, after the COVID pandemic, it has been the most important consideration for human beings to stay safe, healthy and happy rather than being rich or famous. Since a long time, different research have been done by the philosophers, psychologists, sociologists and others to study the human behavior from almost every aspect. But after World War II, one and only theme in conducting research was to study the mental illness, traumas and psychological problems of individuals and to provide their treatment or prevention. The major consideration on such studies ignored the most prominent aspects such as strength, prosperity and positive behavior of an individual, society and community as a whole. Meanwhile it also overlooked and deprived of the potential and abilities that can be realized through basic fortes to make life worth living. Seligman (2002), the founder of positive psychology, proposed that strengthening positives is worthier than repairing negatives. Based on three pillars proposed by the positive psychology center at the University of Pennsylvania, positive psychology serves as a science of happiness and positivity. The first pillar consists of individuals' pleasant life experiences acquired through positive emotions. The second is a person's advantageous physical characteristics, which mostly draw upon advantageous character traits, ideals, virtues, abilities, and strengths. The third pillar is a constructive society that uses a democratic government, strong families, and education, which is a big part of fostering positive growth. Education, being the third major component of positive psychology, aims at developing individuals, thereby making them productive members of society. The positive development of individuals leads to prosperity among communities and nations, and it is possible through the teacher's deliberate efforts and effective contribution. Teachers significantly contribute to the cognitive, emotional, and behavior development of students. They are required to fulfill a variety of responsibilities, including mastering the material, attending to students' social and emotional needs, creating lesson plans, and controlling behavior. Positive psychology's third pillar promotes positive characteristics in teachers, influencing learners' development and well-being. Teaching is a difficult task, but the positive emotion of the

teachers inspires them to do the difficult tasks in an easy way. As teaching is a vital aspect in the progress and enlargement of the students, their happiness and positive attitude are the major factors which contribute to their teaching. Better physical health, stronger professional performance, better social connections, and larger economic contributions to society are all benefits of having a more fulfilling life (Lyubomirsky, King and Diener, 2005; Lyubomirsky, 2007). Seligman (2002) viewed that people who are happy are more able to give to others. Thus, happy teachers, being more confident, energized, enthusiastic and successful, may contribute better and teach effectively.

The happiness of teachers may get affected due to certain factors and the most prominent factor which may be their workplace environment. School Organization is responsible for offering teachers a safe and comfortable working environment. The sense of belongingness and togetherness provided by school organizations may have an impact on the well-being of its teachers. According to Kongkwan and Areewan (2011), positive supervisory behaviour (providing more individual control, communicating effectively, and organizing well) may significantly improve employee well-being. Support, cooperativeness, empathic attitude, inspiring leadership, growth orientation etc. are some of the factors which are present in a good school environment and may prove to be the predictors of teachers' happiness.

There are some more aspects which affect the functioning of the teachers and one of them could be self-efficacy. In the teaching profession, teachers have to face many difficult and challenging tasks and self-efficacy helps them in overcoming those challenges. Efficacious teachers are found to have a more positive attitude towards each and every aspect of their teaching and create a better teaching learning environment. Being a positive trait in itself, the research intends to study the contribution of efficacy in building the happiness of teachers. Teaching is a profession laden with a high level of responsibility that requires a great deal from those who choose to be in it. For being a professional in teaching, one has to abide certain code of ethics for carrying on different activities. The behavior of a teacher during his teaching and non-teaching activities reflects on the behavior of the learners. Hence, students' development gets adversely affected by the absence of professional ethics in teachers. Teachers' ethical behavior exhibit the best ethical example to the learners who are being educated morally. A teacher should serve as a leader, an inspiration to the students, and a motivator. It is a reality that students, whether directly or indirectly, imitate their lecturers. Aristotelian theory exhibits that key to ultimate happiness is to practice virtue (Lodhi, 2019). Similar cases can be taken to understand the happiness of teachers, as if they were more ethical, it might make them happier in life. Taking on note all the above-mentioned aspects, it is noted that teachers 'happiness is an essential component which contributes highly to the overall development of students. In order to make the contribution more effective and remarkable, the teachers themselves should possess good

conduct which might be the result of all the positive emotions they portray. As teachers play a significant role, it is necessary to study their different aspects (psychological, environmental, social and professional) which are related to their efficient,effective and satisfactory teaching.

1.2 EMERGENCE OF THE PROBLEM

The happiness of any individual, society, nation and world as a whole is the most prominent matter of consideration at present scenario. Unfortunately, in this COVID19 pandemic situation, anxiety level of people has risen and the level of their happiness and well-being has lowered (Worth, 2020). It has become a matter of concern to study the strengths and positives of life and its impact on behavior of any individual at home, work or society particularly teachers in educational institutions. A teacher plays the most prominent role in the whole teaching-learning process. The overall development of learners from scholastic to non-scholastic is highly influenced by the treatment given by teachers and the overall behavior of the teacher affects the development of the students from holistic perspective. It is evident from the report of World Health Organization (2018) that number of student suicides cases in India have risen from 8,068 to 9,474 in merely two years from 2014-2016showing an alarming increase of nearly 20% in just two years. Such an alarming situation is probing different questions on the entire education system, specifically on teachers. It is necessary to understand the behavior of teachers, as they are the role models for the students. A positive attitude towards life can be well taught by teachers who themselves implement the same in their life. Teachers' happy attitude is answerable for the superiority of teaching-learning portents. Particularly in such an alarming situation it is the urgency to study the happiness level of the teachers. The happiness of the teacher may be influenced from a number of factors like attitude, professional ethics, values, workload, teaching experience, self-efficacy and atmosphere of the Organization. It is becoming increasingly clear that employee happiness has a substantial impression on both the quality of the work performed by employees and the culture of an organization. Teachers who are mentally and emotionally well perform better and increase a country's intellectual, physical, and social resources. Teachers with better emotional and mental health frequently make better decisions and exhibit greater creativity. They exceed their colleagues in terms of production, innovation, persistence, and problem-solving. Therefore, it's equally important to research the extent to which teaching-learning phenomena's quality is influenced by happiness. Most importantly, it is found from the World Happiness Report, 2021 that Finland is on the first rank to be the happiest nation whereas India is at 139th rank among 149 countries of the world, which raises a question in itself to study the happiness level of the Indian people. The teaching profession consists a large portion of total population of India and as they undertake a prime role in the development of the students' overall behavior, it is necessary to study their different aspects (psychological, social and

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environment) which affect their happiness. The studies have been done on variables other than proposed variables of the study. Investigators could find a few studies on Happiness but not on the proposed variables (Organizational Climate, Teacher Efficacy and Professional Ethics). However, studies have been done with proposed variables in countries other than India. Research on happiness in school teachers during COVID-19 lacks definite conclusion, as higher levels of anxiety affect teaching and require urgent attention. The conclusions of this study could prove to be favorable to understand the behavior of the teacher which might be beneficial in setting up certain measures for building positive attitude among teachers (if needed), to strengthen the teaching learning process etc. Hence, happiness of teachers has become an utmost matter of study. This division provides a depiction of the following:

- Background of Study

- History of Happiness

- Happiness Initiatives in India

- Private schools in selected cities:

- Research Problem

- Scope of Research

- Significance of Research

- Organization of Thesis

1.3 BACKGROUND OF THE STUDY:

We all need to focus on happiness for good mental health. With lots of research on happiness has counter to the multidimensional inner experience, which helps us maintain our mental health, encourage the immune system, and create positive human nature (Cohen, 2002). The studies reviewed so far explain that the happiness can measures in various fields and still it is yet to explore the teacher happiness as they are an essential part of the society living in heavy stress due to their responsible job towards our nation builder student. It's a need of today to reduce stress and make them happy for the future. Teacher happiness is an important aspect for society because it is the director and motivator for the upcoming youth for a better future. Mental health and happiness are essential for human strength and should not be taken for granted. Happiness plays the role of power in human beings (Seligman, 1998). Some people make happiness their first desire, seeking it at any

cost. Many Americans consider happiness a priority in life and need to approach it at any (Lu & Gilmour, 2004; Oishi et al., 2013). The study showed that happiness could be increased by pursuing happiness for others, and it's better to understand the feeling of others instead of talking about happiness (Titova and Sheldona, 2021). All the previous studies showed that Happiness is the need of every individual. It is a valuable way to enhance the quality of lifespan. It's high time for the government to introduce happiness to every sector of society for a better future and nation.

In India, Happiness is taken as an initiative by the Delhi government for their governmentschool, and the result is shining in the whole country. Following the footsteps of the Delhi Government and the global happiness index trend, every state must add Happiness classes for every sector. It helps the employees to generate their inner strength to keep motivated and positive thoughts.

1.4 HAPPINESS:

Happiness is something which we all are looking for. It is the combination of positivity and pleasure. We can define happiness as a quick and natural reaction to the situation andthe satisfaction level of the individual (Myers and Diener, 1995). In this conceptualization, happiness is the outcome of life, not predefine and precondition structure of good life, andit is real emotion (veenhoven, 2000). Now a day, it's a vastly demanding objective of cultures (Diener, 2000). Many people feel happiness in different ways. Some find it in their hobbies, and some find it in their daily work life. Everyone wants happiness and tries to seek it in their life differently (Yew- Kwang Ng., 2022).

Researchers view it as independent or dependent variable. Happiness Relate with different life variables like Income, marriage, family, education, behaviors and success (Marathe and Vaishali, 2021) whereas Delle explore happiness as an emotion, experience, fulfillment, and development (Delle Fave and colleagues, 2011).Happiness in the outline of enjoyment and enjoyment is accomplished feeling for human being and if they want to be satisfied in every situation, they achieve happiness in their life because our emotions decide to behave in the conditions (Diener, 2000). With the increasing number of studies on happiness, many researchers give many thoughts for happiness like positive attitude, positive atmosphere, claim in the situation and sudden emotions (McMahon, 2006; Seligman and Csikszentmihalyi, 2000) Whereas Norrish examines that the individual strength and continuous development shows the happiness of the individual (Norrish & Vella-Brodrick, 2008). In the study, Aristotle explains that pleasure alone cannot give happiness to anyone but expressing virtue as a human being is a power of expressing their thoughts and value to other, which is real happiness, and it was supported by the previous study that happiness means the sudden reaction to the situations (Diener, 2000). People have a different opening for happiness.Some feel happy when they achieve the things they want, and some feel happy when they live peacefully

whether they have materialistic things or not. People have many reasons to stay satisfied according to their perception of life. It comes over you when the individual knows they achieve whatever they want. Happiness is the composition of various variables like the presence of positivity and lack of negativity in life (Argyle, Martin and Crossland., 1989). Many authors explain happiness in many ways, and everyone connect with this according to their choice (Oishi et al., 2013; Trinh and Khanh, 2019).Happiness is depicted as the stable conditions of feeling content and fulfilled prosperity. It is the level where the individual comprises positive happenings related to their social, financial, and physiological circles. The complicated combination of the individual life is "what we sense and how we sense around our survives" (Choudhury and Barman, 2014).

Aristotle believed that everyone would take happiness as the essential element for a healthy life (Aristotle 2012), because it is the reason of purposeful life and (Heeks, 2021). Looking for happiness is the only aim of human existence (Pishya et al., 2011).

There is so much literature on happiness across the globe. The quantifiable findings have shown various determinate of happiness, namely: Positive feedback, success and achievements of life goals, social and personal relationship, progress and status, good income, having a positive attitude, recreational activity, spirituality, religion, leisure and good mental and physical health (Howell and Passmore, 2013; Zhang et al., 2014; Bakklimek et al., 2015; Azizan and Mahmud, 2018; Muthuri et al., 2020). However, presently maximum number of qualitative information of happiness is given from Western countries Koffman et al., (2013). To search for happiness Lu (2001) researched 142 Chinese students. The result showed that happiness means positive emotion, experiencing positivity, contentment, fulfilment, satisfaction, a good environment, and hope to achieve the goal in life. In contrast, Trinh relates happiness with social relationships, self-esteem, and care for belongingness (Trinh and Khanh, 2019).

From the teacher's viewpoint, happiness is the positive learning and experiences which will increase the teacher and student relationship (Applasamy, 2014). Tatakiewic (1976) justifies satisfaction and completeness as happiness, whereas Kraut (1979) describes it as getting things according to the wants and pleasant. Generally, some authors say that it is a fundamental emotion and lacks negative emotions. In contrast, some explain that this is an intense positivity that one feels with few negative emotions in the individual. Happiness assumes the higher motivator of life and the experience of life for the human being (Argyle, 1987). (Argyle and hills, 2001) Happiness is a vast term that individuals describe by their ways. Happiness is an essential element of life which is necessary for good mental health, motivation, and inspiring good human character and to boost the people to follow the excellent life instant of stressful life (Cohen2002). Seligman gives the five terms to define happiness: the engagement of life, meaningful life, positive emotions, positive relationships and

accomplishment. All the Given terms can easily understand and taught (Seligman. 2012). According to (Diener, Scollon, & Lucas, 2003; Lyubomirsky, King, & Diener, 2005; Seligman & Csikszentmihalyi, 2000), Happiness is the combination of three elements: a higher degree of positivity, minimum negativity, and maximum satisfaction and all these are the perfect matches to complete the happiness requirement for the individual. In ancient times, people were not much more aware of happiness and had their thoughts, but with time and research, Happiness counts in various ways. Aristotle argues that the individual seeks happiness more than anything else (Csikszentmihalyi, 2013). Still, further studies show that if people are not happy after the satisfaction of economic status, money, and other needs that they want, then what is happiness or a good life? The answer to this question was clear by Diener that life is full of happiness and complete when they feel the same and ignore what others see it (Diener, 2009); however, this explanation is for the short term and leaves all this behind the satisfaction, joy and pain. Another researcher describes it as a balance between good and bad situations in life. Happiness is always a confusing topic for many people. Still, with time and research on happiness, happiness combines various elements and relates to many variables like income, marriage, education etc. (Zhongying, 2013). Many people expressed happiness by saying, "I am happy that you derived, and I am happy with my career, "etc., to rapid their feelings. Drinking, sex, emotions, and food can be happiness, but some scholars are still confused about taking them as critical factors of happiness (Tannsjo, 2007). In support of happiness, WHO has defined happiness as the complete mental, physical, and social well-being and lack of disease.

Hence, the pleasure of expressing the feeling to others is not only an element of happiness, but it is beyond this as one can fight the challenges throughout life. Hence, happiness is enhanced and beheld as a means of livelihood, (Franklin, 2010). Bhutan has been a country concentrating on gross nationwide Happiness later 1972. Bhutan believes that happiness is the only way to progress and develop any nation and its people. The concept of gross national happiness spreads humanity and freedom (Zurick, 2006). It gives motivation to the hard worker people. Happiness proves that happy people gives better results than others in their relationships, health, and work (Lyubomirsky et al., 2005).

Apart from all the happiness theories and definitions, there is more to know about happiness as this is the personality developer, character builder and humanity raiser. Many authors review that happy people involved in many social activities have greater self-esteem and have devoted character towards their surroundings. Happiness becomes people attracted and Humble. Happy people are problem solvers and have creative minds. Similarly, if we talk about our neighboring country, which is more optimistic than India, it contributes to relations and obligations. They are highly related to

happiness even if they have economically challenged societies (Camfield, Choudhury & Devine, 2007). Therefore, the idea of happiness doesn't rely on civilizations' socioeconomic and economic systems but instead emphasizes how each views their own life as opposed to how others view it. It is people's fulfillment and their freedom to express their emotions.

1.4.1 Theoretical Conception of Happiness

Everyone wants to be happy since the very beginning of human civilization. This is the most prominent of the different aspects of human life that each individual is in search of it. However, the meaning of happiness is found to be varied in different set of cultures or people from different places. Various philosophers, sociologists, psychologists, spiritual leaders, and others have discussed the definition for thousands of years and therefore noted down that happiness differs from person-to-person as if one situation makes one person happy it might be possible that same situation cannot make another person happy. Let us understand the concept of happiness in following different heads:

A. Etymological View of Happiness

Happiness comes from Ancient Norse "Happ," meaning blessing or coincidence, and Old English "Haepic," meaning equal. Early senses of happiness persist today.

B. Philosophical View of Happiness

Philosophers explore happiness as a crucial life goal through various frameworks. There is ample philosophical and theoretical literature on happiness. Particularly in India, since ancient times, the focus of human life has been on searching for happiness from all the religious texts and verses. The definitions of happiness in India are associated mainly to spirituality and religion. Different religious books, ancient scriptures and texts such as the Vedas, the Upanishads and the Bhagwat Gita have defined happiness as to attain liberation and salvation. At present also, the people of India have firm belief on their understanding about this concept based on these scriptures. According to Vedas happiness is something long lasting and eternal. It is the ultimate goal of human beings. Vedas do not support the momentary happiness (Kumar, 2003). In western point of view, almost all schools of western philosophy viewed happiness as everyday concerns. Way back from the BC era, Aristotelian philosophy emphasized happiness in practicing virtue and all the goodness. Plato viewed Happiness in living well. In opinion of Kant, it is end to all men sought in life. Thus, the views are different in different sets of philosophies.

C. Positive Psychology on Happiness

In psychological perspective, happiness is directly related to positive emotions and their related aspects. Different psychologists have propounded many theories of happiness. Seligman (1999) first coined the term positive psychology and viewed happiness as a combination of all positive aspects such as uplifting feelings, character traits, and organizations. Seligman propounded two basic theories of happiness namely, authentic happiness and PERMA. Authentic happiness theory is descried under head of theories of happiness In PERMA framework of successful Seligman defined inner comfort in rapportsof five provinces:

1.4.2 Theories Of Happiness

There are different theories of happiness. These are discussed as following:

A. Hedonism Theory

Happiness, according to this long-standing notion, is a subject of pure subjective emotion. In the fourth century BC, the Greek philosopher Aristippus asserted that happiness was the accumulation of all of life's "hedonistic" moments. Hedonic moments are times of delight when a person feels calm, has a sensation of remoteness from their troubles, and can be considered to feel "glad." This idea contends that the key to living a happy life is to maximize pleasure experiences while reducing misery. A person who is joyful often smiles, is vivacious and bright-eyed, and has numerous and intense joys. Utilitarianism serves as the modern intellectual foundation for this philosophy. According to utilitarian thinkers, a decent society is one in which people strive to maximize their own happiness and pursue their own interests. According to Kahneman, Diener, and Schwarz, hedonism is the research of "what renders experiences and life good and unpleasant" (1999).

Hedonism has drawn criticism for reducing enjoyment to solely exploratory, episodic moods. It is argued that using pleasure and pain as the only factors in determining someone's level of happiness is absurd because happiness and unhappiness shouldn't depend on how they feel about themselves. According to Haybron (2001), if intense pleasure or pain constitutes happiness or unhappiness, then someone who experiences chronic pain may fall under this category. He underlines that suffering does not equal an individual's level of happiness with this reasoning. Contrarily, Hayborn believed that eventhough a string of really enjoyable events could make a person happy, it is not necessary for them to do so, and that pleasure does not appear to be what makes us happy. It is argued that happiness does not consist just of experiencing pleasure and suffering.

B. Desire Theory

Another school of thought holds that "receiving what one wants" is the key to happiness (Griffin, 1986). According to the idea of desire, achieving one's goals increases happiness regardless of the level of pleasure (or displeasure). According to the desire-fulfillment theory, achieving one's goals, or the satisfaction of desires, is good in and of itself for individuals and other welfare-related subjects. According to many desire theorists, the stronger the need, the better it will be satisfied and the harder it will be frustrated. There are two approaches to considering the question of how wonderful an entire life would be for a person: adding up all the occasions of want fulfilment and frustration in that life; or considering a person's desires for that entire life and holding that the best life is the one they most desire to lead. According to Nozick (1974), the desire for pleasures and accomplishments must be the result of moral behaviour and character, rather than a misunderstanding of brain chemistry. Hedonism replaces subjective pleasure with desire theory of happiness, focusing on gratification of wishes.

The desire theory has faced a lot of criticism. It is asserted that wants are merely practical needs that are satisfied. For instance, if someone wanted snow in the mountains so that skiing would be good for a future trip there, he would likely cancel the trip if it didn't. He therefore had no gain from his wish for snow to come true. Additionally, wishes are misguided (those based on false beliefs about what means might bring about a desired end). The argument was raised by the observation that selfish and meaningless desires do not increase happiness (Rawls, 1971). When second-order desires are given special consideration, unwanted desires caused by the fact that addictions can occasionally cause cravings can be readily dealt with in the same manner (Kraut, 1994). According to Robert Adams, idealistic and self-sacrificing desires may cause someone to forego their own interests in favor of those of another. According to Brandt (1982), the primary problem with the desire-satisfaction hypothesis is that desires fluctuate over time and cannot be equated with happiness. The idea that one could merely want to amass the largest collection of tea cups in the world, however pleasurable it may be, does not seem to add up to a very happy existence. Limit desire theory application to objectively ranking meaningful desires in life, addressing criticism.

C. Objective List Theory

According to the objective list theory of happiness, happiness is found in compiling a list of the world's most valuable items (Sen, 1985; Nussbaum, 1992). It is held that completing certain goals from a list of endeavors deemed worthwhile will lead to happiness. Career success, companionship, health and pain-free living, creature luxuries, community pride, loveliness, teaching, love, realized dreams, wisdom, and decent morality might be on such a list. According to objective list theory, a

good person is not someone who acts cheerful, doesn'tfeel suffering, or has their needs met. Instead, one who is impoverished, ill, and even lonely but has a purpose greater than themselves may be considered happy. What must be listed when asked a question? It is advised to include everything that is beneficial.

There are some things that are good for people even if they do not like them or even want them. This is a typical criticism of objective list theories. This idea is criticizedbecause it requires consideration of wishes and feelings. It was suggested that one would want to add autonomy to the list, arguing that leading an informed, self-aware life is in and of itself a good. Contrary to popular belief, contentment cannot be achieved by merely enumerating all of life's blessings. In reality, it's likely that the enjoyment of the things on the list and the desire to obtain them can both contribute to happiness.

D. Authentic Happiness Theory

Recently, Seligman (2002) presented the Genuine Happiness Theory, fusing the three ideaspreviously discussed. According to him, there are three different types of happiness. The good life, according to the hedonistic philosophy, entails only happiness. The satisfaction of desire is the foundation of a good existence. Happiness is, in a strict sense, the goal of any meaningful life. Seligman's Authentic Happiness Theory combines three traditions for a "full life." According to the theory, happiness may be broken down into three components that we canchoose from: positive emotion, engagement, and significance. The first is experiencing pleasant feelings like joy, rapture, ecstasy, warmth, and comfort. The other is about flow, which is when someone is engaged in an activity they enjoy and allows them to lose any sense of self-consciousness while doing it. This theory suggests that meaning is the third component of happiness. Even while one may be experiencing some pleasant feelings andstarting to enjoy the things they want; these things are just fleeting. One desires a sense of sense or determination in life in order to be happy for the rest of one's life. Belonging to and serving something you think is greater than yourself and all of humanity is what it means to have a meaningful life.

E. **Evolutionary Theory**

Evolutionary happiness explanations must consider the connection between fitness experience and individual perception of feeling good. Emotions guide organisms towards beneficial situations, indicating progress towards ideal states. Therefore, contentment can be seen as an indication of cognitive control and biological fitness (near to the optimum state) and counteracting eventual deviations from that optimal state. In other words, despite any external interruptions, he isable to satisfy all of his desires. This control over one's circumstances is comprised of material competence,

cognitive competence, and subjective time competence. Therefore, increasing material competence (by providing resources and opportunities), cognitive competence (by broadly educating people and using tools like computers to aid in cognitiveprocesses), and subjective competence are the only three things that need to be done in order to improve happiness (by making people feel that they are competent or in control). Several academic ideas also suggest other elements that contribute to happiness (Diener, 1984). According to telic theories, a condition, goal, or need must be satisfied in order to feel happy. Activity theories suggest that social interaction, free time, and other specific activities can all lead to happiness. Social contrast philosophies contend that happiness consequences from a contrast between an ideal scenario and the real one. Normal is more realistically based on how healthy a person is. According to Maslow's (1970) theory of human motivation, one's level of fulfilment will determine how fulfilling one's life is. The people will be happier as more needs are addressed. Maslow's theory distinguishes between hierarchically organized requirements and other types of needs. The satisfaction of physiological requirements is followed by the emergence of transcendence, safety needs, love and belonging needs, self-esteem, and identity on the intellectual and aesthetic levels. According to Maslow, the satisfaction of higher desires is limitless, whereas the satisfaction of lower wants is more immediate, concrete, and finite (1970). When their more important wants are satisfied, people are deeply happy. However, stronger environmental conditions (family, economic, political, and educational) are needed to achieve higher levels of demand satisfaction. Peak experiences—also known as intense experiences of love, understanding, ecstasy, or rapture—are frequently described as amazing moments when a person feels fully whole, active, and independent while still remaining a part of society.

1.4.3 Components/Elements/Dimensions of Happiness:

The establishment of good interactions with others, an intellect of determination in life, personal growth, absolute adoration for others, appreciation, social commitment, a positive mood, a intellect of regulator over ace's life, physical health, the subconscious, and increased alertness are Argyle and Lu's (1990) key components of happiness. According to popular belief, having an upbeat outlook helps one succeed, whereas having a downbeat outlook makes one's thoughts dwell on problems and has a bad effect on other aspects of life. The three components that make up happiness, thus according Seligman (2002) and Seligman, Steen, Park, and Peterson (2005), are a gratifying life, a good life, and a momentous life.

The first component, "pleasant living," is felt when we achieve daily pleasures that make our lives more enjoyable, joyful, and exciting. Evening strolls along the beach and satisfying one's sex needs are two examples of daily joys that add to a meaningful life.

Another component of living a "happy life" is realizing our own special talents and abilities and developing them to enhance our quality of life. Those who realize their good fortune typically lose themselves in their own leisure activities.

The third main component of happiness is "meaningful living," which refers to a deep sense of fulfilment obtained by using our talents for the greater good, which in fact enhances the lives of other people or makes the world a better environment.

Generally, people who embrace all three aspects of their lives and strive for them are probably to be among the satisfied (Seligman et al., 2005).

Happiness is associated with different positive emotions which represents inclination of action tendencies such as outgoing and expansiveness (Lazarus, 1991). Happiness enhances success, broadens thought-action repertoires, and builds personal resources (Fredrickson, 2001). Positive emotions inherent in happiness promote broad- minded coping, rapid recovery from a negative state, and enhanced emotional well-being. Enhancement in creativity and goal attainment has been the observant results of such positive emotions and mood (Aspinwall, 1998; Baas, De Dreu, & Nijstad, 2008). These studies suggest that happiness is related to positive emotions. Seligman in his book *Authentic Happiness (2002)* classified positive emotions in three categories. According to Seligman (2002) and Seligman, Steen, Park, and Peterson (2005), happiness is stated to be made up of three distinct elements: a good life, a meaningful life, and a pleasant life.

Figure 1: Elements of Happiness
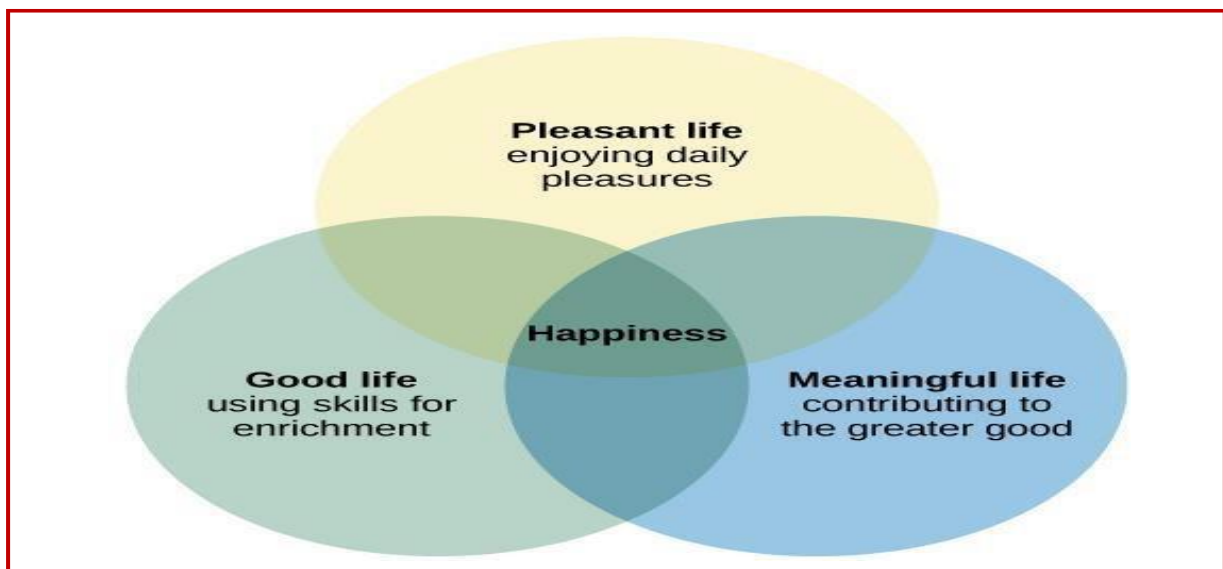
As a result, it is also possible to define happiness as a mental state comprised of a range of optimistic sentiments, such as enjoyment, love, appreciation, hope, gratification, empathy, and

contentment.

Achieving daily pleasures that enrich our lives with fun, joy, and excitement is how we experience the first element, "pleasant living." Daily joys like taking walks on the beach in the evenings and satisfying one's sex needs are examples of how to make life more enjoyable.

Another component of living a "happy life" is realizing our own special talents and abilities and developing them to enhance our quality of life. Those who realize their good fortune typically lose themselves in their own leisure activities.

The third important component of happiness is "meaningful living," which involves a deep sense of pleasure obtained through using our talents for the greater good, which in turn improves the lives of other people or helps to improve the world.

In general, individuals who strive for an entire life by pursuing all three parts are likely to be the happiest (Seligman et al., 2005).

1.4.4 Need And Importance of Happiness

Although there is a definitive answer about the nature of happiness yet is it of utmost importance. Almost everyone wonders about why happiness is considered such an important aspect of life. Happiness is not necessarily the ultimate goal for everyone in life, but it is of great importance because of some undeniably positive benefits and co-occurring factors. Silny (2021) at Happify outlines some benefits of being happy. These are discussed as following:

Happy people are more successful

Contrary to popular assumption, success in a number of areas of life, including marriage, friendship, money, productivity at work, and physical and mental health, has been connected to happiness. Happiness leads to success and, yes, even a longer lifespan (Lyubomirsky, King & Diener, 2005).

Happy people get sick less often

Carnegie Mellon University study shows joyful individuals are less ill, healthier.

Happy people have more friends

Happy people are more fun loving and joyous. They like to enjoy the moments. Those who are happy are always encouraging and inspiring. Studies reported that happy people have strong social relationships as they are more stable and supportive.

🔸 Happy people like to give/donate more

Generosity is one of the traits of happy people. Research shows that giving to others makes us happier. Harvard Business School researchers found that happy people give more, and then feel happier (Seligman, 2002).

🔸 Happy people are more helpful

Happy people are found to be volunteer more and have empathic attitude towards others. Happy people have a positive emotional state, whereby they are always ready to help others in need and make a difference in the world with their generous acts.

🔸 Having a positive attitude makes life easier

Having a positive attitude makes an individual overcome the bad situations or circumstances of life. Staying positive (even when things are really tough) is the secret of a happier life.

🔸 Positive influence on others

Happy people usually leave their impact on others. As is already discussed above, happy people inspire others and motivate their loved ones as well to lead a happy and prosperous life.

🔸 Happy people enjoy deeper conversations

It was found that happy people had twice as many meaningful conversations as unhappy people (Mehl, Vazire, Holleran and Clark, 2010).

🔸 Happy people smile more

Any person's health can benefit from smiling. As it is believed, smiling transmits signals to the brain and reduces blood pressure and stress hormones. According to studies, others view people who smile frequently as being more extroverted, generous, and trustworthy.

🔸 Happy people exercise more and eat more healthily

A happy person has better habits such as exercising and eating healthily, which results in greater health and well-being.

🔸 Happy people are happy with what they have

The happiest individuals are less anxious about wanting more or feeling envious of others. They focus on making the most of their lives and are content with what they have.

🔸 Happy people are more productive and creative

Fredrickson found that happy people are more creative and productive things positive attitude and positive emotions have more creative ideas to seek out the things in easy ways.

Thus, happiness is the state of mind of the individual where he feels fully satisfied with all aspects of life. It is a combination of all positive emotions, traits and behavior an individual possess that makes him feel content, joyous, happy, prosper, and mentally healthy.

1.4.5 Definition Of Happiness

Academics have found it difficult to comprehend the concept of "happiness" because it is so elusive. Many academics have attempted to substitute the word for the phrases "quality of life," "happiness," "quality of life," and "subjectively well-being" as a result (Khalil, 2019; Romero-Rodrguez and Castillo-Abdul, 2019). Numerous researchers have used this paradigm to investigate subjective well-being as the psychology of happiness (Helliwell and Aknin, 2018; Diener et al., 2005). According to a literature review, the roots of a happy and fulfilling life are not just found in wealth. As a result, this field was born with a number of trans disciplinary issues, including the fact that pleasurable things are potent stimuli for human social enjoyment (Haybron, 2007). This study shows that happiness is not primarily tied to consumption or economic incentives but rather, potentially, to the pursuit of the common good, among a wide range of other issues. As a result, it is necessary to create institutions and policies whose governance centers on the public good and is socially responsible (Tirole, 2017; Tafolli and Grabner- Kräuter, 2020). Various ways can understand happiness. It can be interpreted in many ways. From ancient times to nowadays, Happiness is described by using different words like wellbeing, satisfaction etc. Happiness can be defined as an umbrella which covers all the good things (Veenhoven, R. 2012). The Ancient philosopher Aristotle argued that the fulfilling and satisfying life was the happy life. They also connect happiness with rationality which means we can use our cognitive capacities and go closest to the God-given function. The other Author, like David Hume, also relates happiness with moral goodness. Also, they focused on what gave the people happiness. And sum up, happiness is like the pleasure of doing good work. Many other authors relate happiness with different dimensions, like political and social issues. Tolstoy and Gandhi take happiness for humanity. They said that we never feel good when we never reduce the other unhappiness; below are some definitions given by the ancient authors:

- **Hart, 1940**: Happiness is the level of responsiveness that the individual seeks to maintain.

- **Hartman, 1934**: Happiness is a permanent state of well-being under which one can feel emotionally intense and have positive emotions.

- **Gumpert, 1951**: Happiness is when an individual releases all tension and feels stress-free.

- **Goldings, 1954**: Happiness can be a zone where people feel contentment, satisfaction, and positive thoughts and can avoid depression, discontent and negative thinking.

- **Cassel, 1954**: Goal setting and goal achievement, along with dedication and the pleasant state of the individual, is called Happiness.

- **Fordyce, 1972**: When individuals evaluate their life based on pleasant and unpleasant experiences of life in the past and correct them to make life happy is known as happiness.

- **Beusekom, 1973**: Happiness combines good life experiences and the individual's satisfaction level in the given situation.

- **Chekola, 1974**: Happiness means realizing that life should have a goal and individuals should have the courage to achieve that rather than compare life with others and feel displeased with or hate them. Now come some new happiness definitions the author gave in recent years. According to Lyubornisky, Dickerhoof, Boehm and Sheldon (2011), when an individual feels joy, positive, and motivated, then they are living in happiness along with a meaningful life and worthwhile happiness is first used as the measuring component under which the author use age, income, gender, marital status, education, characteristics, regions, diet so that one can weight to each and measures the happiness.

Myers & Diener (1995) define happiness as a positive reaction to situations; that reduces negativity and whole gratification with life. Happiness is the combination of four elements: good luck, positive emotions, life satisfaction and lack of negativity; on the other hand, they describe the feelings of other factors like self-esteem, sense of prosperity, and optimism. This theory helps the individual to have a robust immune system, better life relations, ready to deal with difficult situations and a good attitude towards others.

According to Argyle and Hills (2002), happiness is the sum of both positive and negative effects as well as the degree of satisfaction, and it may be assessed using psychological well-being. Seligman (2002), the father of psychological science, defined happiness as having happy thoughts and engaging in enjoyable activities. They also list the following five components of life:

- **P -** Pleasure for having a good mood, having tasty meals and a warm bath to reduce stress.

- **E -** Engagement in a meaningful life, ready to tackle challenging situations and keep motivated during work.

- **R -** One of the main ways that people find happiness is through their relationships with family and friends.

- **M -** Meaning is the need to feel like a part of something bigger and

- **A -** Goal-related accomplishments give life purpose.

Further, Seligman defines happiness as positive emotions and activities; both elements help the

individual to level their happiness. Happiness is also known as well-being and should be an essential human endeavor; if happiness is not necessary, similarly (Carr.2004) define happiness as the positive and the minimum adverse effect. Happiness is not about what you have but depends on your situation and how you deal with it (Dyke. 2007). The Online Dictionary (2008) defines happiness as people's well-being, positive experiences, and satisfaction with life. Happiness is the decision, not the dependency. Wong & Chao (2019) Define happiness as meaningful life and the combination of both leads people towards mental health. Many Authors give many definitions, but the similarity is to stay positive and motivated so that it makes positive thoughts.

1.4.6 History Of Happiness:

The word "happiness," which originally meant "luck" or "chance," is derived from the Old Norse word "hap." Old English "Hæpic" means "equal" and is also taken as 'Happiness'.In ancient times people used to call happiness good luck, success, and contentment, but many still use this word to show their happiness. Since Buddha, Socrates, and Aristotle first discussed happiness almost 2500 years ago, it has been a philosophical and psychological concept that has its roots in China, India, and Greece. The thought of this thinker can be easily related to the modern "science of happiness", and also they devoted their lives to giving happiness to society. Different authors provide different definitions of happiness, but the meanings all are the same. They highlighted happiness as the main aim of every individual. There is a bundle of theoretical literature on happiness given by many philosophers and thinkers. From ancient times in India, people searched for happiness from all the religious verses and texts. Many holy books like Vedas, Upanishads and Bhagwat Gita have defined satisfaction as the happiness of life. Today, the people of India strongly believe in these scriptures and Vedas. They used to read these books for peace and calm. According to the Vedas, happiness is only the way to survive. Vedas never supported monetary terms to pursue happiness (Kumar, 2003). Apart from India, almost all the schools of Western philosophy looks for happiness in their daily day-to-day life. In the BC era, Aristotelian philosophy introduced joy as goodness. In contrast, Plato sees happiness as living happily; similarly, (Kant, 1996) opinion that happiness is the end of all men sought in life. So, all these views are different for different people, but everyone needs joy in their life.

1.4.7 Happiness Initiative at State Level:

On 20 March 2022, the Delhi government launched project happiness India on World happiness day. This project focuses on the way to make India a happier nation and bring its position of India in the world happiness index by 2023. Over the past few years, India has lacked knowledge regarding self-happiness and mental health. The effect of technology and lifestyle change leads

everyone towards pressure and stress. Standing at 136 on the Global Happiness Index reflects that we are not in an excellent position of happiness. Keeping the poor level and the low rank of India in the Global Happiness Index, the founder Shweta Shalini, and the co-founder of Atlantis Media Ventures Ltd, Roshan Rodrigues, have introduced the Happiness India Project, under which they try to work together with the stakeholder, so it will help to make the position of India better than the previous.   Engagement and empowerment among society help to generate creativity and enhance the emotions to be happiness. Shweta Shalini, the spokesperson of the BJP, said that as many citizens of the country work and engage in some activity as possible, it would increase happiness. To focus on increasing satisfaction in the country, the government holds the hand of various NGOs, Mental health department, therapist, and companies to represent the importance of happiness. Apart from the companies and NGOs, they also approached the different sectors of school children, rural populations, homemakers, retiredcitizens, and working professionals to adopt happiness for a joyful life. The famous personality Dr. Madan Kataria, the founder of laughter Yoga University, Sanjiv Gandhi numeroshakti, happiness initiative cards, and happiness clowns also involve in the happiness India projects. On the other hand, the 360- degree marketing launched for positive thoughts through various media like radio and television are used. The joy "KushiMahotsav" is lined up in rural and urban areas for happiness.

1.5 ORGANIZATION CULTURE:

The first Author "Dr. Elliton Jaques" introduced organizational culture in his book in 1951. The dictionary of Cambridge said that culture as beliefs, values, and behaviours of the person in the particular time. The word culture originates from cultivation, which means the structure of values, pattern of growth and which makes the people clear for theirwork and objectives (Schneider et al., 2013). Culture outlines employee rules and regulations for clear work arrangements. It makes the organizationdifferent from other organizations (Robbins 2009). When the organization's employees support the culture through their hard work and dedication, it shows in its profits and productivity. Hence, it's the responsibility of the higher authorities to maintain a flexible and robust culture that will also support the employees and organization. Risk, incentives, the organization's structure, autonomy, conflicts, identity, and management are the sevenelements that affect the organization's culture (Amir, 2014). The concept of culture is transferred from generation to generation through work experience, customs, memories, and beliefs (Wibowo: 2015); Ahmad: 2016; Fahmi: 2018), (Tobari. 2016). Many authors come with different definitions of the culture; organization acts as the glue that ties the whole organization together.

Culture is different in various organizations, and this culture makes them different from each

other. A positive and flexible culture creates a positive employee environment, bringing the organization towards success. In the long run, culture plays a vital role as it helps the employees to give their best performance (O'Donnell & Boyle, 2008, p. 28; Peterson, 2002, p. 1). Organization culture is the personality of the organization, which behaviours are like the leader of the organization who guides the employees for the task, discipline maintains, mission and the goals of the organization and create the structure so that every employee can fit into it for the unique purposes (R.S Weerarathna, I. A. P. H Geeganage, 2014).

Many authors define organizational culture as the glue that holds the organization together and expresses the value and beliefs to the outer world (Smircich, 1983). An organization is a collection of individuals who comes from different cultures, rules, and values. Moreover, culture helps the person live life under the rules and regulations of the following religion, which makes a difference in society and between the organizations (Katz & Kahn, 1977). The goals and activities of the organization, as well as its collection of values and standards, make up its organizational culture. A favorable and robust managerial culture leads the organization to achieve common beliefs and values (Cameron, 2012). According to Robbin, culture is the value we can learn and follow, enhance our knowledge, and understand the law and goodness. Most importantly, the attitude conveyed by the employees, organization, and community to behave and perform (Robbins, 2006). While Kreitner and Kinicki (2000) propose organizational culture as the individual values that affect employee and organization performance. Similarly, Kotter and Heskett (1992) found that corporate culture helps to up-growth the organization's performance in the long term. McShane and Von Gillnow (2017) give the three essential functions of the organization's culture. First control system. The organization's culture mostly depends on the employee's behaviours because culture can spread quickly, and it goes easily with the carelessness of the employees. The second is social sizzling, which helps build the organization's social relationship and enhances the togetherness between employees. Employees should be motivated to follow the culture because they allow them to encounter their requirements for community uniqueness. The tierce is the sense through which employees can understand the surroundings, why something's happened and how to continue with the task. The mind lets the employees know what is expected of them and how to deal with others.

Also speaking about the culture, Gotsch and Davis stated that organizational culture is the day-to-day expression of core traditions and beliefs. It focuses on how employees live up to the expectations of the company and one another, as well as the strategies that improve productivity. The author added that in order to build the desired culture within the organization, all staff and managers must uphold and adhere to a set of values known as organizational culture (Goetsch, D.

L., & Davis, S. B. 2014). Three levels of culture are present: artefacts, professed values, and underlying presumptions (Schein. 1992).

Accordingly, organizational culture is the established of social ethics that are prevalent inside an organization and form its conventions and presumptions (Wilkins & Ouchi, 1983; Schall, 1983). The organization's culture was introduced through experience for specific periods. It requires the employee's coordination, motivation, and dedication to the organization (Weber, Camerer, & Rock, 2006).

According to Colquitt, LePine, and Wesson (2009), Schein (2004), and others, an organization's culture is influenced by three factors: rules and values artefacts, basic assumptions, and cultural dimensions. There are 5 cultural dimensions: (1) Masculinity is concerned with society's propensity for material prosperity and the choice for simplicity, consideration for the underprivileged and high standards of living. The set of designated duties for gender differences is the problem with this dimension. (2) Collectiveness, related to the structure of the society in which individuals can expect relatives, groups, and tribes the exchange their thoughts and happiness. (3) Individualism deals with the individual's engagement and satisfaction with their family. The individual looks after their family and close one. (4) Power revealed that the organization's culture is not distributed evenly. Society accepts that every individual has a specific power. Power makes the person less of a robust and influential community member. (5) Uncertainty evasion is how much local area individuals feel awkward with vulnerability and vagueness. This feeling guides them to trust reasonable assurance and support foundations safeguarding change.

The above discussion clearly shows that organizational culture maintains the values, norms, rules and regulations, and the most important thing is overcoming environmental challenges by working together. Meanwhile, the Luthans explained the organizational culture as motivating the employees to perform a given task, which is an inseparable part of the organization. The existence is a must for the direction of the employees' behaviours (Luthans, 1998). When we talk about the school culture, teachers must implement their tasks with their potential so that students can execute the learning, and for this process, the school culture should be supportive of the teacher (Nurviza et al., 2019). The organization should be considered the vital element because the owner has the same values and thoughts, an Engagement the workforces are more vital than the rubrics of the association so to keep the strong culture always behaves like the mediator to provide the information to the employees for the achievement of the goals.

According to Schoen and Teddlie (2008), school culture is sometimes referred to as organisational culture and refers to the shared fundamental beliefs, values, and motivations of students and staff

members (Maslowski, 2001). Due to their obligations to both students and nations, the school has a complicated culture (Stoll, 1999). Additionally, it fosters teacher-student contact and strengthens the bond between the teacher and the teacher (Powers, 2009).

As this study is related to the school culture, many research studies show that the organizational culture should be supportive and flexible for the teacher so that they can give their best out their knowledge; however, the school is formed with not only teachers, but there are much more staff. The leader and the founder create the organization's culture and know the values, motives, strategy, and plans. The organization culture generally deals with four factors:

(1) The rights of the members of the organization.

(2) Personality of the employees.

(3) The professionalism of the employees.

(4) Ethics of the organization (Jones2009).

Organization culture influences cooperation and motivation among groups and teams, particularly in schools. Management must plan for the best culture to enhance the organization environment and motivate teachers (Schein, 2005).

The organization is structured and runs on the basic assumptions, norms, and values, and the most important is culture. The concept of school culture defines as the comprehensive character (Walker-Wied, 2005). The school culture shows the perception of the school and the attitude, especially among students and teachers. Therefore, school culture should be supportive to the teachers and students because it is affected by the relationship between them. The way of performing the task, assumptions, ideas, values, norms, and other factors that help to create the member's identity is considered essential elements of the school culture (Aslan et al., 2009). The study of Kotter and Heskett (2009) divides the organization's culture into strong and weak. A strong culture impacts the staff, teachers, and students more than a weak culture. At the same time, the impact of culture is also shown in the organization's core values. The organization's values are implemented intensively and widely accepted, which could help serve the education services better.

Further authors divide the organizational culture into two types: adaptive and non-adaptive culture. Adaptive culture is ready to take risks, trustworthy, active in solving problems and prepared to accept the changes in the environment. In contrast, the non-adaptive culture doesn't carry the changes quickly and does not appreciate them. The school's organizational culture should be strong to implement teachers and get better education services. A strong culture

produces the organization, leading it towards its goal. Every organization, sector and countries have their own set culture, which makes them different from each other (Rus and Rusu. 2015). Employees of the Public organization are highly followed by their leader and the organization's culture. Culture of the organization help in governing the employee's behaviours, and once the behaviours build in the employees, they attach to it, known as norms and practices. Organizational culture can clear the employees' "how work gets done" with innovation and productivity (Johnson, Haegeli, Hendrikx, and Savage, 2016). Organizational culture is the screen showing the functioning and the environment (Yesilkagit, 2004). Organizational culture is the format of the employee's efforts and contributions to achieving specific goals. It creates a holistic environment for the employees, giving them a clear picture of what to do and how to do it (Gordon and Cummins, 1979). Some research shows that organizational culture is the predefined Rules for the employees to walk in the described ways make them different from other organizations (Hosftede, 1980). Let's take the organization's culture as subjective. It is hard to define the specification of the organization's culture because no such definition describes or is accepted to explain the organization's culture. However, if we concentrate on the organizational aspect of the organization's culture, it is the framework that entails behaviours, beliefs, values, and morals that are connected with every level of the business (Pettigrew, 1990; Hofstede, Neuijen, Ohauv, and Sanders, 1990). According to Weber and Tarba's (2012) study, organizational culture is a way for higher-ups to set their company apart from competitors. The three profitable businesses (Apple Inc., International Business Machines Corporation (IBM), and Hewlett-Packard Corporation) are used as examples in the Schein study, and they share similar technologies. Still, they have different cultures and success (Schein, 2010). Organization culture is placed as a core element which helps to build the effectiveness of the employees and the quality of the product and services (Klein et al., 1995). There are many studies in which the author relates the organization with many other variables that directly lead the organization (Sheridan, 1992).

Initially introduced in the 1970s and 1980s, the idea of the organizational culture quickly rose to prominence in management research practice while simultaneously being one of the most contentious topics (Jaghargh, Ghorbanpanah, Nabavi, and Saboordavoodian & Farvardin 2012). The common consensus is that organizational culture is a comprehensive, multidimensional concept determined historically and socially (Jaghargh et al., 2012). There is minimal consensus over the definition of organizational culture, even though the term is widely used by policymakers, scholars, and practitioners and has an intuitive appeal. Over 250 dimensions are connected to organizational culture in literature. These range from immaterial ideas like

fulfilment and warmth to concrete things like traditions and architecture (Jung et al. 2009). Culture theorists have offered a variety of definitions of organizational culture, from the notions of accepted norms of conduct, customs, and traditions to the application of the principles, perspectives, objectives, and creation of outstanding systems (Linnenluecke & Griffiths 2010). It may be challenging to explain organizational culture since it is influenced by a variety of factors, including a firm's geographical region, the industry it operates in, historical records, the personal characteristics of its employees, and how they interact with one another (Sadri & Lees 2001). As per Lewis (2002), Organizational values, assumptions, and beliefs guide workers' behavior and coordination. Organization's culture emerges from founders' values, group members' training, and management's new assumptions and viewpoints (Schein 2010).Some official definitions of corporate culture, according to Sadri and Lees (2001), have included a conceptual basis of ideas, attitudes, expectations, and behavioral norms. For instance, organizational culture is described by Smit, Cronje, Brevis, and Vrba (2011) as the fundamental principles, beliefs, and values that form the basis of an administration's structure, as well as the managing procedures and actions that together illustrate and emphasize these core tenets. According to Schein (2010), organizational culture comprises various problem-solving techniques that have consistently produced positive consequences and are communicated to recruits as the proper ways to view, recognize, and feel about particular issues. Organizational culture is defined by Kotter and Heskett (1992) as common values that tend to endure over time, even when the composition of the organization changes. Since business founders and executives are accountable for the mission and vision of the company, their views and values serve as the foundation of organizational culture. Through their actions, they probably contribute to highlighting and reinforcing such values and beliefs (Jaghargh et al., 2012).

Along with organizational practices and leadership, member behavior and discourse are other ways the organization's culture is expressed (Jaghargh et al., 2012). According to Robbins (2009), organizational culture is a standard system that employees hold dear and sets the company apart from competitors. This organization meaning system truly stands for several important principles the company owns. Employees socially learn and transmit organizational culture, which provides them with guidelines on how to conduct themselves in the workplace. As long as a company has a history, organizational culture can be found regardless of size. Observables like behavior make it apparent.

Language and things with given meaning eventually result in a collection of assumptions and deeply embedded views that are challenging to alter (Stoyko 2009; Stok, Markic, Bertoncelj, & Mesko 2010). "Organizational culture is present," says Hartman (2007), whether it is strong,

fragile, or even acknowledged. In order to describe how things are done in the company, he uses the organizational culture notion from McKinsey. Denison (2004) asserts that organizational culture's tenets were proven to be respected. Organizational culture develops through workplace, traditions, rituals, leaders, and communication network. Organizational culture is the "adhesive" that ties managers together to successfully implement corporate strategy, claim Norburn, Birley, Dunn, and Payne (1990). The company would suffer significantly if this adhesive were missing. The contrast between organizational climate and culture is also a topic of debate among academics. Most researchers use the terms interchangeably, notwithstanding the distinction made between the two concepts by Bowditch and Buono (1990), Hutcheson (1996), and Clapper (1995). A grouping of common behavioral patterns is what is referred to as an organization's culture.

Temperature, as opposed to culture, is frequently used by authors focusing specifically on employment circumstances and social threats (Stoyko 2009). A company's most apparent structure and operations are its organizational culture. It is more accurate to think of organizational climate as the outcome of some underlying principles because it expresses organizational culture (Schein 2010). Two standard replies would show up if a sampling of managers were asked about the importance of organizational culture. "Organizational culture" initially refers to a consistent social and intellectual attitude. For instance, the management may remark that an organization has an enterprising or bureaucratic culture. A corporation, according to the manager, has an overall sentiment, disposition, or personality. The concept of organizational culture as a setting or a social milieu is the second accepted response. Any aspect of the social and architectural environment that influences how individuals feel and view their work location may fall under this category. Organizational culture could be viewed as the overall environment that affects people's behaviour or thinking (Stoyko 2009). Organizational culture refers to employees' shared values that differentiate a business (Robbins 2009). To fully grasp the concept, it is essential to look at the various facets of organizational culture; this is explored in much more detail in the section that follows.

1.5.1 Earlier Definitions of Organizational Culture:

- **Kroeber & Kluckhohn (1952)**: The set thoughts, values, ideas, structure and norms transferred from generation to generation for the long-term existence of the organization.

- **Hofstede (1980):** The predefined set of structure and program for the future goals which makes the employees ready to work and also makes the organization different from other

organizations in respect of values, norms, and practices.

- **Swartz & Jordon (1980):** The beliefs and satisfaction of the employees which helps to generate and shape behaviours of the organization.
- **Ouchi (1981):** Ceremonies, myths, functions, symbols and values that spread to the employees for underlying values and beliefs.
- **Martin & Siehl (1983):** Culture is the glue that holds and ties the whole organization in a set pattern.
- **Uttal (1983):** What is essential for the organization and how to work for the objectives that deal with the organization system to create behavioral norms?
- **Adler (1986):** Describe the organization as something that all or nearly all members of some social groups have in common. The older and more seasoned members of the organization aim to impart something to the newer members that will mold the organization's behavior.
- **Denison (1990)**: Core characteristics, beliefs, and principles form the foundation for an organization's executive framework and board procedures.
- **Trompenaars (1993)**: Individuals approach issues through a typical arrangement of implications, directing focus, actions, and esteem.
- **Goffee (1996):** The outcome of people's joining.
- **Schneider (1997):** Discussed examples of conduct and its significance.
- **Cameron and Quinn (1999)**: Organization's value lies in its initiative methods and linguistic proficiency.
- **Wiesner (2002):** A perspective on common qualities and conduct.
- **Sullivan (2001)**: "Culture" refers to a group's entire way of life, including all of their shared characteristics, ideas, knowledge, behaviours, and material possessions."
- **Wood (2001):** The shared belief and value systems that emerge within an organization or one of its divisions and govern how its members behave.
- **Wiesner (2002):** A view of something based on its typical traits and behaviour.
- **Thomas and Tung (2003):** Alludes to developing shared convictions, values, perspectives and intelligent cycles which gives mental guides to individuals inside a given cultural gathering to see, think, reason, act, respond and interface.
- **Anthon (2004):** One of an organization's most notable components is the organization of values, convictions, and beliefs shared by its representatives and views.
- **Taylor (2004):** This refers to the conclusions that are drawn from the messages received about how people are expected to behave in the company.
- **Wagner (2005):** a relaxed, shared perspective on life and membership in an organization

that places people in difficult situations together and affects how they view themselves and their work.

- **Randhawa and Kaur (2014):** The organizational culture strongly influences employee attitudes, workplace deviation, and the intention to leave.
- **Silow-Carooll et al (2007):** Organizational culture enhances factors like bringing in and keeping qualified candidates, which empowers workers.
- **Moyes & Newsome (2008):** They are more closely aligned with the organization's commitment.
- **Aydin & Ceylan (2009)**: It has been discovered that workplace relationships are influenced by culture.
- **Camaraderie Canizares et al. (2007):** It was discovered that the organization's internal structure is represented by its culture, which is an intrinsic component.
- **Bharadwaj, Chauhan, and Raman (2015):** A style of living that encourages employees to produce, share, and use information for the good of the business and long-term success.
- **Stojanovic Aleksic, Eric Nielsen, and Boskovic (2019):** The values, beliefs, and fundamental presumptions that serve as base perceptions about what is favorable and unfavorable, right and wrong, vital and unneeded, as well as any other aspects of a culture, have consequences for the way in which reality is practiced and understood, and are what are defined as organizational culture.

Source: The 2004 adaptation by House et al. The term "organization culture," according to Goffee and Jones (1996), can be thought of as "the magic that connects the organization." According to Chatman and Jehn (1994), culture could serve as a link between the change in the attitude toward innovation and the development of hierarchies. The success of the process is also influenced by culture (Bates et al., 1995). It is essential in determining whether the improvements made to the organization have been successful. (Kotter and Heskett, 1992) Study finds significant relationship between employee fit, culture, job responsibility, and turnover.

Organization culture refers to norms and expectations within an organization, influencing employee behavior and behavior. The definition above underlines the importance of using an organizational culture as the norm for the representatives to ensure that they act appropriately on time, which will help them achieve organizational goals. To ensure that an organization's goal is successfully attained, the appropriate type of culture must predominate in that organization to have the opportunity to choose the proper course. Society's culture influences behavior through dress, social ties, language, work perspectives, and political, social, and monetary methodologies. Similarly, the two people can't have the same character; nor can two

organizations have the same organization culture. Numerous factors have an impact on the culture of organization. The main characteristics that distinguish organizations, according to the study led by Nankervis et al. (1999), are history, present admin and jurisdiction styles, dimensions, structure, the idea of its products or services, the modern relations exercises, or more importantly, the priority with which the organization is working.

There have been many studies done in the past regarding lifestyle. These studies provided information regarding hierarchy, strong culture, and week culture, as well as whether or not their impacts on organization.

1.5.2 Foundation Of Cultural Theory:

Culture is like the "character" of the organization Desatnick (1986); Schneider (1990); Balkaran (1995); Shammari (1992); while Gutknecht and Miller (1990) characterized organization culture as the spirit, reason and underpinning of organization. The culture wasseen as "oil" by Gutknecht and Miller in 1990 that greases up organization cycles. The socialization process is drilled to invite the new workers with the goal that they can adjustto the organization's way of life.

Culture comprised of designed perspectives, feeling and responding, procured and conveyed to the employees to follow it togetherness and feeling of involvement make the strong bond in between the employees.

Organization culture can also be known as a method for settling behaviours. Organization culture makes individuals in an organization mindful of the customs, stories, legends and fantasies and to figure out the occasions, thoughts, and encounters, which usually are designed and influenced by the group in which they live.

One of the main things a worker learns on joining the new organization is a portion of the organization's legends. An organization's codes, by and large,

stay inside it, and they become a piece of the organization. Over the long haul, the organization creates its norms, for example, ways of behaving that are supposed to be laid out in an organization. Hence,a standard can be characterized as a way of behaving, which is essential for its culture.

There are apparent and imperceptible degrees of organizational culture, as expressed by Schein (1990). In the culture iceberg the detectable levels that appear on a superficial levelincorporate actual settings, stories, mottos, services, images, ways of behaving, and dress. At the same time, the undetectable levels are not perceptible, like the qualities, convictions, mentalities, and sentiments. It is seen that the organization's change methodology centers on visible groups. Rousseau (1990) proposed a multifaceted ring-organized model. The rings are coordinated in

size of promptly open (external layers) and too hard even to consider getting to (inward layers) the organization's way of life. This model catches everyone of the vital components of culture, i.e., a scale from oblivious to cognizant, interpretative to conduct and from blocked off to open.

1.5.3 Cultural Dimensions:

Another significant perspective that helps concentrate on the profundity of organization culture is Cultural Dimension. Akaa (1993) indicates a connection between culture dimensions and the workplace. There were three aspects under which the organization culture was explored by Wallach (1983). They were:

I.   The innovative

II.   The bureaucratic

III. The supportive

The above-expressed aspects are by and large consolidated in the vast majority of organizations. In any case, it is seen that there is just a single aspect that is prevailing in contrast with different elements (Silverthorne, 2004).

Innovative dimension: This aspect can be depicted by modifiers, for example, "risk- taking, and result situated, innovative, compressed, animating, testing, ambitious, and driving". As per Berson et al. (2008), this aspect brings about the growth of sales.

Bureaucratic dimension: This aspect can be described as "formal, specific, progressive, and unbendable". As Berson et al. (2008) indicate, organizations with regulatory aspects frequently face negative responses from their employees.

Supportive dimension: According to Koberg and Chusmir (1987), this aspect can be described as trusting, warm, well disposed of, relationship situated, and friendly. As indicated by Akaah (1993), workers of the organizations that show vital aspects are focused on the organization and thus share the organization qualities and conviction.

The different kinds of social aspects referenced above can be shown by the "Contending Values Framework of Quinn and partners". Organization exhibitions utilize this system.

Competing Values Framework: Several measures of effectiveness were analyzed by Quinn

and Rohrbaugh (1983) to understand the dimensions of organizational effectiveness. Following Quinn and Rohrbaugh (1983), every orientation presents a chief mold in organizational theory. It ensures that the point of organizations is influenced by culture.

1.5.4 The Four Organizational Culture Types

As a result of their research, Cameron and Freeman (1991) identified several types of cultures that were nearly identical and shared the same traits as those listed above. These cultures had different names and a framework of competing values, which included a fifth dimension called "balanced culture." The model presented by Cameron & Freeman (1991) represented only four Types of culture, i.e., clan, market, hierarchy, and adhocracy. Every culture shows a different dominant attribute, such as leadership style, calculated emphases, and bonding.

Figure 1.1: **Types of culture**

Culture type	Cameron & Freeman (1991)	Competing Values Framework
1	Clan Culture	Human relations model (Group Culture)
2	Hierarchy Culture	Internal Process Model (Hierarchical Culture)
3	Adhocracy Culture	Open system Model (Development Culture)
4	Market Culture	Rational Goal Model (Rational Culture)

From the table above, it is clear that the four organization culture types and the three aspects can measure up on the premise of like highlights. The faction culture and steady part can be portrayed as responsibility and a feeling of family. The adhocracy-type culture and inventive aspects have comparative qualities of growth, initiative, risk-taking and even innovativeness.

Both the market and the various level cultures address comparative qualities as of regulatory aspect. Furthermore, the character's spasms are standards, rules, commitments, firmness, and methodology. The market culture is a combination of both imaginative as well as regulatory aspects.

Brown (1998) expressed that "momentum intrigues in organization culture originate from Something like four unique sources: environment research, public societies, human asset the

executives and from conviction approaches which underscore the sane and underlying nature of the organization not to be able to offer a full clarification of organization way of behaving". Brown (1998) Organizational culture refers to beliefs, values, and learned adapting methods developed over an organization's history, influencing material plans and individual behavior. As such, organizational culture is outlined to characterize how individuals from the given organization behave and attempt to make organization progress.

The organization culture model can be underneath arranged into five aspects, recorded:

1. **Power-situated Culture** - Brown (1998) expressed that Power culture involves a single source of force influencing employees' work, while power-situated culture uses power and position to influence their performance.

2. **Role-oriented Culture**- Harrison and Stokes (1992) defined Job-based culture involves combining designs and techniques for the individual. The primary components of this culture are a set of working responsibilities and specialization. The administration typically sets these up for the legitimate working of everyday work. Like power arranged culture, job situated culture involves both awards as a punishment framework to propel and support its representatives.

3. **Achievement Culture (or Task Culture)** - According to Harrison and Stokes (1992), Task culture is an adjusted culture aligned with a common vision. Stander (2003) is of the assessment that more accentuation is placed in a group than on a person in this culture. According to the undertaking society, the organization member's center is set around understanding the organization's purpose and objectives.

4. **Support-oriented Culture** - According to this culture is an essential issue of any organization a person. Harrison and Stokes (1992) characterized help situated culture as "Organization environment depends on shared trust between the individual and the organization".

1.5.5 Functions of Organizational Culture:

As per Arnold (2005), one of the critical elements of organization culture is to "characterize the approach to getting things done to give significance to organization life". As expressed by Harrison (1993): Organization culture influences behavior, objectives, work techniques, cooperation, and connections within the organization.

Brown (1998): States the accompanying elements of organization culture:

- **Conflict reduction**: Culture promotes consistency in discernment, issue definition, assessment, and activity.

- **Coordination and control**. Culture enhances consistency, coordination, and control in organizational cycles.

- **Reduction of uncertainty**. Adopting a cultural mindset can help reduce anxiety by making the work world easier to understand, making it easier to make decisions, and making it seem like reasonable actions are possible.

- **Motivation**. A proper and robust culture can offer workers a focal point of recognizable proof and unwaveringness; cultivate convictions and values that urge representatives to perform.

- **Competitive advantage**. Solid culture improves the organization's chances of success in the commercial center."

1.5.6 Strong and Weak Organizational Cultures:

Martins & Martins (2003) A strong culture supports fundamental ideals unequivocally and widely. Under strong organization cultures, the organization culture undeniably impacts how individuals in the hierarchy generally behave. A weak culture, however, is the exact opposite of that. According to O'Reilly et al. (1991), "organization individuals do not even buy into the shared convictions, values, and standards" in a weak form of organization culture. Additionally, in contrast to solid organizational cultures where all divisions share common traits and embrace them, fragile organizational cultures see their culture shifting from one to the next and are typically to blame for its demise.

1.5.7   Octapace Culture:

In general, the enhancement of the lifestyle in the organization is accorded a more significant than adequate level of significance. This illustrates the organization's guiding philosophy of human reaction. OCTAPACE, a concept coined by IIM A professor T.V. Rao, describes organizational culture. OCTAPACE identifies eight qualities valued in companies: openness, conflict, trust, authenticity, proactivity, autonomy, collaboration, and experimentation.

Openness: It demonstrates that an employee in the company is free to express their opinions openly, and, unexpectedly, the company doesn't worry about accepting radical ideas or being willing to take risks to put them into practice. In one of India's largest assembling and designing

companies, BHEL, in 1977, Krishna and Rao investigated its organization structure and HRD environment. The results demonstrated that the organization's center and ranking directors behave well in transparent background. Rohmetra's (1998) study of J&K's financial department, on the other hand, showed that the work environment isn't amicable for its employees, whether they are entry-level, middle-level, senior-level, or administrative staff.

Trust: This indicates that both employees and managers can be relied upon to do as they promise to do or are assigned to do by maintaining the confidentiality of the project by not disclosing or exploiting the data. Along with understanding others' duties and responsibilities, everyone has a tremendous sense of respect and trust. Patel (1999) played out a close-to-report 20 elements of the DCCB using a sample size of 105 representatives from 10 high-achieving and ten close to the bottom branches. His investigation revealed that there was hardly any trust. However, Rohmetra (1998) examined 102 employees from J&K's finance departments, including members of the administrative staff from all administrations, senior level administrations, and discovered the presence of trust and some attitudinal discernment.

Authenticity: It defines similarity as "possessing one's activities and mistakes; open sharing of sentiments; one's feelings, sayings, and deeds." The value of credibility has significantly improved and become more significant. According to Mufeed's (2005) review, hospital employees showed trust and solidarity. Mishra and Dhar (1999) conducted a study of 200 center-level managers in administrative (banking) and assembly (drug) firms and found that trustworthiness was just the usual.

Proactivity states that officials are often advised to act and get ready by foreseeing demands and potential problems. The proactivity component was discovered by Mufeed and Gurkoo (2007) as being unfavorable. They relied on a sample of 521 employees from the Jammu and Kashmir Institutions to investigate how they felt about the HRD environment.

Autonomy: The representatives' ability to use power without fear and to assist others in doing so is ultimately determined by their ability to plan and act within their circle. Employees frequently have some form of opportunity that gives them the freedom to work independently, within the limitations set by their employment or job. Under the guidance of Krishna and Rao (1997), the authoritarian and HRD environments of BHEL were investigated, and it was found that autonomy wasn't initially practiced. Additionally, Rainayee's (2000) research discovered

that the banks lacked an independent variable.

Collaboration: implies that all representatives join together and work on a typical organization. Regardless of tackling one's issue, all come tighter to take care of the issue of others and accomplish congruity in climate coming about in proficient and successful result. Mishra (2002) viewed the HRD environment as better than expected among the administrators inside confidential areas in light of the upsides of cooperation in their given organization. In any case, Sarathi & Rao (1988) observed that the joint effort was great among the subordinate and prevalent workers of BHEL.

Experimentation: It alludes to giving representatives more power and utilizing their creative approaches for critical thinking, using critique and reaction for improvement, working in new and different ways, and considering people's inventions. Mufeed (2006) assumed that representatives in the various clinics in J & K were not encouraged to provide their insight, ideas, or thoughts in the review.

Denison's organizational culture

Denison's four organizational culture characteristics: involvement, consistency, adaptability, and mission.

Involvement Culture

Theory suggests involvement and participation boost ownership, responsibility, organizational success, and loyalty (Baker, 2002; Denison, Jonovics, Young and Cho, 2006).

The organization is impacted by the involvement culture in both positive and negative ways. It improves performance by raising employee involvement with the business, which reduces the need for formal control measures (Denison, 2000). The foregoing demonstrates it.

It is clear that boosting the fulfilment of corporate goals requires cultivating an engaged culture. Denison, Jonovics, Young, and Cho (2006) highlighted three facets of engagement culture: I build capability, put teams first, and give others power. When someone has the ability, initiative, and ability to make their own decisions, they are empowered.

This fosters a sense of duty and responsibility for the organization. Team orientation is the value placed on collaborating with others to achieve shared objectives that all employees feel committed to.

Organizations with mutual responsibility invest in workforce skill development for competitiveness and business needs, fostering capability development through involvement culture in decisions like budget, curriculum, and environment. Relationships From the conversation, it is clear that the involvement culture encourages collaboration, interdependence, respect for one another's contributions, and teamwork,

Continuity of culture

Consistency theory suggests successful organizations have strong cultures with high consistency, coordination, and integration (Davenport, 1993). This type of culture develops when the organization's CEO and staff keep things stable. Consistency culture consists of core principles, agreement, and coordination, according to Denison, Jonovics, Young, and Cho (2006).

Head teacher adheres to processes for managing school resources, promoting consistency culture and aligning with institutional frameworks, such as ensuring Capitation Grant allocation according to SPIP components.

Adaptability Culture

Organization's survival, development, and flourishing depend on norms and beliefs enabling better interpretation and translation of environmental signals (Denison, 2000; Denison, Jonovics, Young & Cho, 2006; Loisch, 2007).

Educational environments must foster a culture of adaptation to adapt to dynamic society's changing systems, enabling educated individuals to thrive and advance.

Mission

The business's purpose, or ultimate goal, can be summed up as its culture (Denison Consulting, 2007). According to Denison (2000), a company's vision embodies its core principles and creates an emotional bond between its people and the business. Job performance refers to employees' efficient use of resources for personal and organizational goals (Stannack, 1996; Daft, 2000). Effective resource management is crucial for job performance and maximizing production, including both human and inanimate resources. According to this viewpoint, a teacher's job effectiveness is determined by how well he or she uses material resources, such as text books, furniture, and computers, as well as his or her knowledge, skills, attitudes, and time.

1.5.8 The Importance of Organizational Culture:

The impact of organizational culture on people's behaviours and attitudes tells us that the concept of positive organization is needed in every sector of society. The organization's culture acts as the control system for the employees through shared values and norms, which further helps to build the employees' positive attitudes (Flynn & Chatman 2001). Company culture reflects employee dedication and happiness (MacIntosh & Alison 2010; Johnson & McIntyre 1998). It has been demonstrated that organizational culture positively impacts performance and efficiency by encouraging employees to provide their best efforts and feel dedicated. Organizational culture introduces the concept of unity (Jaghargh et al.,2012).

Organizational culture is regarded as one of the main components in accomplishing transformation and modifying supervisors to ensure and administer a method of transport(Kloot and Martin 2007; Morgan and Ogbonna 2008). Kloot and Martin (2007); Morgan and Ogbonna, (2008); Karsters (2011) assesses that organizational culture is essential for augmenting the value of human resources and the progress of organization change. Organizational culture addresses a necessary condition for an organization's success and culture. At the top, management should be an essential platform capability (Karsters 2011). An organization's culture shows representatives what is advantageous, what is pleasant, and what appears to be legal. These signals are purchased continually when an individual gains from more sophisticated representatives and a feeling of participation in a business (Stoyko, 2009). Schein (1999) claims that organizational culture is vital since it is a covered-up, powerful, and frequently oblivious arranging of powers that decide both employees' aggregation and individual approaches to noticing, ideas, examples, and values.Choices without consciousness of these gainfully employed power and authority may bring annoying and incredible outcomes. Organizational culture has been displayed to impact the way of behaving of workers. Representatives of a business can more readily adjust to their workplace if the elements of the business coordinate with their direction (Priem 2010). An incredibly massive number of researchers (Martins and Coetzee 2007; Mehr, Emadi, Cheraghian, Roshani, and Behzadi 2012; Priem 2010; Sempane, Rieger, and Roodt 2002) have investigated the link between organizational culture and occupational fulfillment. All these founders tracked down a substantial favorable connection between organizational culture and employment fulfillment. This implies that organizational culture can impact an employee's work fulfillment. Sempane et al. (2002) said that organizational culture can be utilized to accomplish occupational satisfaction and organizational objectives. Organizations that can keep a positive Organization culture will probably encounter many advantages. The workplace will, in general, be more charming when representatives relate to the organization culture, which makes

everyone feel encouraged.

This prompts further developed degrees of sharing data, collaboration, and receptiveness to novel thoughts (Sadri and Lees 2001). Greger (1999) contends that such an organization culture assists with drawing in and holding top representatives. In light of the past conversation, the accompanying rundown of significant elements of organization culture can be given:

- Organizational culture has been shown to affect employees" fulfillment and responsibility straightforwardly.

- Organizational culture keeps the business intact and spurs workers not exclusively to perform well but to feel focused on the company.

- Organizational culture decidedly affects execution and productivity.

- Organizational culture is the main component in achieving modernization and changing policy management and administration conveyance.

- Organization culture is essential for amplifying the worth of human resources and the progress of Organization change.

- Organizational culture shows workers what is advantageous, what is OK and what checks out.

- Organizational culture has been displayed to impact the way of behaving of workers.

- Organizational culture impacts work fulfillment.

- Organizations that can keep a positive organization culture will probably encounter many advantages.

- The workplace will generally be more agreeable when representatives relate to the Organization culture, which lifts everyone's spirits, and Positive organization culture assists with drawing in and holding top workers.

1.5.9 Factor Influencing Organization Culture:

Over time, various approaches to evaluating organizational culture have emerged, each of which suggests a method for focusing on organization culture by examining undertaken standards and beliefs (Karsters 2011; Denison, Janovics, Young and Cho 2006; Cameron and Quinn 1999, 2006). Various researchers (Bellot 2011; Jung et al. 2009, Mannion, Davies, Konteh

, Jung, Scott, Bower, Whalley, McNally and McMurray 2008) claim that a variety of methods, including both objective and quantitative ones, can be used to assess organizational culture. Scientists focus on organizational culture using critical methodologies: comprehensive member perception investigations, figurative or language studies, and quantitative analyses (Karsters

2011). Extensive Investigations treat the organization structure as a free variable. They concur that a company's directors may have an impact on the organizational culture (Karsters 2011). To strengthen their authority and manage organizational culture, scientists who use comprehensive methodologies (such as Singh, Darwish, Costa, and Anderson 2012; Brocke and Sinnl 2011) suggest that directors have control over their companies' missions, stories, services, and belief systems. However, symbolic analyses (Schein (2010) and Jaghargh et al. (2012) treat organizational culture as a dependent variable.

1.6 TEACHER'S JOB PERFORMANCE:

Employee Job performance is the behaviours of employees that they perform in the Workplace, and it involves quantity, quality, and effectiveness (Donoho, 2019). Performance is the task that is executed and accomplished by employees (Okunola, 1990). A teacher's job performance is the school's duty to serve the students (Obilade, 1999). Performance is the teacher's skill which they give as input to help the student and make the teaching-learning process exciting and enjoyable (Okeniyi, 1995). Job performance is the regular participation of the employees in an organization, and teachers' job performance should follow various factors like discipline, student motivation, and management, give proper instruction and satisfaction to the learner by their knowledge and give appropriate feedback to the students, parents, and other interested parties (Peretemode, 1996). The most common definition of performance is to perform predefined work with skill and knowledge (Shields & Brown, 2015). According to Nhundu (1999), the result a teacher does in the context of the school's culture is what makes up their performance as a teacher. The teacher's job is to monitor and evaluate the student and put them in the right ways for the betterment of the teacher. Achmad defines the teacher's job performance as the measuring chart of the teacher, which shows the teacher's skills, experience, and knowledge. Performance is the employee tool based on how they do their duties and work; with the help of performance, employees and the employer help to judge their ability to do a job and compare their performance with the expectations (Dharma, 2003). Performance is the task carried out by every individual to achieve the set goals. It is the result of the process done by the individual for specific objectives. This is an organization's operational effectiveness, an essential part of the organization and the set and predefines performance standards for the employees (Smith, cited in Mulyasa, 2005; Toban, C., & Sjahruddin, H., 2016).

More specifically, teacher work execution is defined as their dedication to achieving educational objectives and targets (Zdemir and Gören, 2017; Zdemir and Yirmibeş, 2016); However, some exams are limited to demonstrating behavior (Bashir, Alias, Saleh, and Halizah,

2017; Okeniyi, 1995, referred to in Amin et al., 2013). However, the effectiveness of teacher labour extends beyond the classroom and school to all environments where students are present (Shaikh, Saad, and Bhutto, 2012). Thus, the work that educators do might be seen as having multiple layers (Adeyemi, 2008; Ali and Haider, 2017; Amin et al., 2013; Demir, 2008; Hanif and Pervez, 2004; Mehmood, Qasim, and Azam, 2013; Yusoff, Ali, and Khan, 2014). These factors serve as the foundation for instruction, guidance, student evaluation, accountability, extracurricular activities, successful observing and examination, effective management, inspiration, and discipline (Adeyemi, 2008); informative, professional, and psychological motivations (Ali and Haider, 2017); analytical and task performance (Yusoff, Ali, and Khan, 2014); and homeroom leaders, taking into account individual differences among students, using persuasive development techniques (Mehmood, Qasim, and Azam, 2013). This investigation used the three-layered Bhat and Beri (2016) strategy to instruct work execution, task execution, logical implementation, and versatile execution. The framework for the building is a synthesis of symbolic performance of tasks, representative versatility and relevance. It refers to the individual's professional achievements after exerting the necessary effort, which is associated with obtaining meaningful employment and attracting high-profile and sympathetic partners (Hellriegel, Jackson, and Slocum, 1999; Mone and London, 2009).

Robbins and Judge (2006) Success is the result of doing the performance and job of the employees, and the organization's performance depends on its employees' performance. Performance is measured through the development of the task. Furthermore, Robbin explains that performance is known as an employee's duty. The view of Colquitt said that performance is the set value of employees who contribute positively or negatively to accomplish specific goals of the organization. He also gave the three factors that help that performance: 1) Task performance, 2) Productive behaviours, and 3) Social behaviours thus the performance is the employees' ability to meet certain uncertain situations and achieve the goal similarly, Performance is the defined set of objectives, processes to be followed for specific outcomes, conditions, and the explanation of the task. The most important is to describe why we should perform and for what (Cokquitt and Lepine, 2009). Performance is the work done effectively and efficiently to fulfill the goals Hatch (2007). Teacher's Job performance is observably related to outcomes necessary for education services (Cook, 2008,). A teacher's job performance is visibly associated with products needed for education services (Cook, 2008). A teacher's job performance has various specifications based on that one can measure the performance. The standard by which we measure the teacher's job performance is set according to the quality of teacher needed during their duties which are as follows:

a) Meet every student and deal individually with them.

b) Plan execution and learning.

c) Use of the techniques.

d) Enroll the student for the extra activities.

e) Supervision and leadership qualities of the teacher.

However, the factor which helps the performance of the teacher are namely: their capabilities and ability, their relationship with other members of the school, and continuity (Mathis & Jackson, 2001). The teacher's job performance is the tool to measure the teacher's activity, but many other factors affect the performance as motivation; the study of Inayatullah revealed that the positive and essential relationship enhances the performance of the teacher, builds a strong relationship between teacher and student (Inayatullah & Jehangir, 2002), For the healthy organization, motivation and performance are plays a significant role for the outcomes. It is the organizations need that if there is any change accurse in the technology, then it should be adopted by the organizations because it could be the motivation. Therefore, the teacher must motivate themself because they are more satisfied, leading them toward good performance. A teacher often faces a performance problem; there are two types of performance dealt with by the teacher, (a) Teaching performance and (b) managing performance. The teacher performs the teaching and learning process in the teaching performance, dealing with the students. In managing performance, the teacher needs to record performance, maintain student data, and plan to do (Wendy, 2006). Teacher job performance helps increase the teacher's performance, managing the task and productivity; thus, the principal needs to introduce various methods which help enhance the teacher's performance. Robbins and Judge(2006) showed the four- point through which teacher productivity can improve,(1) explain the teacher performance,(2) Make the teacher performance appraisal,(3) disclose the school goals,(4) reward the teacher who achieves performance targets. The above literature regarding teacher performance concludes that the teacher's job performance is the teacher's performance for the role, duties, and responsibilities in specific periods. The teacher's performance includes Pedagogical, skill development sessions, curriculum plans, student learning and many administrative works. How well a teacher teaches and shares knowledge with students in a learning environment is how well they do their job. The teacher can serve their best in their organization. This is the action used by the teacher to perform to fulfill the education institutions' defined objectives (Kahler, 2006). Uzoechina and Oguegbu (discipline that the teacher is not only to teach the student but also performs much other work like making the report, maintenance of the records, cooperating with

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the principal in their work, keeping them constantly on top to take responsibility, supervising the student, prepare the lessons, attend the meeting with the principle, follow all the guidelines to maintain the discipline, prepare records for the parent meeting to disclose all the fact to the parents.

Institutions is not easy to execute, and that principle should adopt various strategies to motivate them with the government's help; the education institutions should adopt the necessary step to start the training program for the teacher to increase their efficiency and knowledge of the teacher (Cohen and hill 2000; Garet et al. 2001).

1.7 PRIVATE SCHOOLS IN SELECTED CITIES OF PUNJAB:

The school was selected through the CBSE site so that the exact number of private schools in selected cities can be counted, and the number of private schools in these cities was:

- Jalandhar: 124
- Ludhiana: 134
- Patiala: 126

1.8 RESEARCH PROBLEM

The India happiness report 2020 and India cities happiness report 2020 by Rajesh K Pillania (2020) disclose the states' position in the happiness index. Mizoram, Andaman and Nicobar and Punjab are the top three cities in the ranking of happiness, whereas, amongst the great states, Gujarat, Telangana, and Punjab at the top three, whereas among the smaller states, Sikkim, Mizoram, and Arunachal Pradesh are at the top in the happiness index of India. Andaman and Nicobar Islands, Puducherry, and Lakshadweep are at the top of the happiness index among union territories. The reports also revealed that age, marital status, education, and income level are positively related to happiness; however, married people are happier than unmarried people. India's expansion will affect a significant percentage of the World's population because it is the second-most populous country. The report helps the higher authorities to introduce happiness in the various sector of India. It makes India strong in their position in the happiness index, which is presently not good (139th out of 149 countries). The study claims that to boost people's happiness, we need to understand better what happiness means to them and what it takes to achieve it (Selin and Davey, 2012). One in seven Indians experiences mental stress and sadness (Sagar et al., 2020).

Apart from the above knowledge regarding the happiness of India, teacher happiness is essential

for the nation. This study focus on the happiness of the teacher, organization culture and teacher's job performance. The teacher's happiness is the foremost issue for the country as they are the nation builder and the society motivator. The teacher's happiness depends on various factors, and the primary factor is the workplace environment, which we also call the organizational culture. The feeling of freedom of work within the rules and regulations, belongingness and the relaxed atmosphere provided by the school to their employees makes them happy, cheerful and motivated to do the job. The positive attitude of the employer leads the employees towards happiness. Inspiring leadership, growth orientations, togetherness, cooperativeness, and a positive mindset is the vital factors which should be present in the school culture so that they may help to increase the happiness of the teacher Kongkwan and Areewan (2011).

The proper planning and execution of the happiness section should be added up in the school culture with the support of good teacher mental health.

1.9 SCOPE OF THE STUDY:

The present study focuses on the teacher's happiness and the organization's culture regarding their performance. It is limited to the three big cities of Punjab as they have a maximum number of private schools. The total number of towns in Punjab is 237; there are 22 districts, 168 statutory towns, and 69 census towns, and the major cities include Ludhiana, Amritsar, Patiala, Jalandhar, and Mohali. Punjab also plays a significant part in the nation's dairy products and food grains supply. It also contributes to national food security by being the largest grower of wheat. After gaining independence, Punjab changed its economy and participated in the "green revolution."

The presented study is based on the three largest cities of Punjab, Ludhiana, Patiala, and Jalandhar, as they have the most significant number of private schools with the largest population.

Ludhiana:

Ludhiana is well known as a hosiery and knitting hub. It is also called the 'Manchester of India'. It contributes almost 60 per cent of the total exports from Punjab, which helps the state contribute to the country's GDP (Sharma, 2014). apart from the industrial background Ludhiana have the maximum number of private schools, according to the CBSE.

Jalandhar:

Apart from Ludhiana, Jalandhar is known for the sports industry and is the biggest supplier of sports material to the Olympics, Commonwealth Games, and Asian Games etc. The city is also known for its handmade tools for music. It is the second highest city with a maximum number of private schools.

Patiala:

Patiala state is well known for the city of palaces and polo. The town was founded by babaala as Qila Mubarak, around which the present city of Patiala is situated. The city is known for the peg, pagri, and parranda and jutty. Apart from all this, Patiala is the third city having a maximum number of private schools.

1.10 SIGNIFICANCE OF STUDY:

This study aimed to examine how organizational culture affects employee satisfaction at faith-based higher education institutions. This study is essential to raising awareness of the value of job satisfaction. Both employees and employers can gain much from a happy workplace. It favors a company's success; for instance, when a company has a good reputation as an attractive workplace, its market value rises by 1.8% (Tobias, 2000).

Additionally, a corporation's economic performance, employee retention, better customer service, and customer loyalty are all impacted by employee happiness (Harter et al., 2010).In this study, the operational definition of organizational culture is the workplace atmosphere, trust, and a sense of being valued. These are a few elements that had a Detrimental effect on schools' culture. Gratitude and appreciation help create high- performances dedicated to development and success, enhance company culture, and boost employee satisfaction and motivation (Riordan, 2013). Organizational culture has a significant impact on an organization's interactions with its surroundings and how well it functions (Yesilkagit, 2004).

The Happiness Report (2022) given by the United Nations shows that Finland is the top position holder in the happiness context, followed by Denmark, Iceland, Switzerland, and the Netherland, as the top position holders. In contrast, India ranks 136th on the list of 146nations. In contrast, in the 2021 ranking list, India's rank was 139[th,] and in 2020 it was 144th. The ranks in the report were based on six variables: trust, healthy life expectations, social support, generosity, and freedom. Studies revealed that only government employees are happy, whereas private-sector employees lack satisfaction because of their working culture.

1.11 STRUCTURE OF THESIS

The thesis is divided into five chapters which are as follows:

Chapter 1: Overview

Chapter 2: Review of Literature

Chapter 3: Research Methodology

Chapter 4: Results, Interpretations, and Discussion

Chapter 5: Conclusion, Suggestions, and Limitations

Chapter 1: Overview

The chapter explains the basic information of the topic, like the background of the study, the introduction to happiness, the scope of the survey, the Private school of the selected cities of Punjab, various initiatives regarding happiness by the state of India, the research problem and the scope of the study.

Chapter 2: Review of Literature

The chapter literature review is an essential part of the study as it makes the person understand the related topic and helps find the research gap. It enables the researcher to find out the framework for their work. It helps to find out the objective of the study. With the help of a literature review, the researcher was able to learn about the previous view and the work had done on this topic of the thesis. Various articles, books, ideas and journals help the researcher to find the research gap. This chapter offers a background of constructs that are outlined in the study.

Chapter 3: Research Methodology

The chapter has discussed the map of the research. The method, preparation and conducting of the study have been explained in this part. The research methodology of research has been described in this chapter. Apart from this, the chapter has demonstrated the following heading given below:

- Statistical Tools
- Reliability of the instrument
- Validity and Reliability
- Data Collection Tool and Method

- Sampling Technique and Sample Size
- Research Design
- Hypothesis
- The objective of the study
- Research gap
- Need of the Study
- Statistical Tools

Chapter 4: Results, Interpretations and Discussion

The mentioned tools and techniques in the third chapter have been evaluated for the result. Demographics and the graphical representation of the data are mentioned in this chapter. Data analysis is always the big and challenging part of any research. The Data is analyzed with the help of AMOS and SEM techniques after the analysis has founded the interpretation and discussion. The result of the hypotheses has been discussed in this chapter.

Chapter 5: Conclusions, Suggestions, and Limitations

Data analysis helps to find out the result of the study, and this chapter has discussed the conclusion, suggestions, managerial implications, theoretical implications, Policy implications, Future scope and limitations. Studies and reports have been given in all statements' last references.

CHAPTER 2

2.1 REVIEW OF LITERATURE

This chapter will outline the past reviews related to the study. The theory is built based on previous research and development in entrepreneurship. The literature review aims to achieve insight into the concept of entrepreneurial orientation, market orientation, and incubation support. This chapter presents the thematic literature review based on the study'sobjectives.

2.1.1 Literature Review:

Happiness at the workplace is always a fruitful situation. It reflects an organization's achievement as it is the motivating tool for the employees along with the controlling techniques so that authorities can maintain discipline and balance even when the employees are not happy with the culture. An organization culture has predefined roles and regulationsto set its employees' minds according to their demands (Cohen, 1993). Happiness is counted as the people's experience and absorption, which they grasp from their society andworkplace and to understand the relationship between employees and organizationalculture, researchers researched how both impact each other and what factors affect them the most to examine this, they found that work and employment both get happiness, and they shape the organization, increase its productivity and performance (Field *et al.,* 2011).Happier employees would help in increasing productivity compared to unhappy employees(Sharitzaden *et al.,* 2014). Organizational culture, motivation, and organizational performance have significantly positive relations.

2.2 RELATIONSHIP BETWEEN ORGANIZATION CULTURE AND TEACHER'S JOB PERFORMANCE:

Every organization has rules and regulations which differ from organization to organization. Every organization has its own culture, which they follow and expect the same from their employees because happy employees make the organization more comfortable. Culture binds the people of different communities who work in the same organization, leading to a cooperative society. Some researchers take the culture as a product as it affects the employees positively or negatively. With the past view, it is to examine that happiness gives the base of better management and environment (Salas- vallina *et al*., 2017). Devoted toward society and willing for good interaction with their colleague's leads the organization towards a happy and fewer conflicts environment, creating happiness (Carter *et al.,* 1999; Fabio, 2017). As organizational culture directly impacts motivation and indirectly affects an organization's performance, flexible culture increases employee motivation, which would help to improve

employee performance (Sakro, 2012). Positive Organization culture increases the employee's performance (Denison, 1990; Kotter *et al.,* 1992). Culture is an essential factor affecting happiness andstrongly relates to that happiness (Dezhu *et al.,* 2014). Better organizational culture alwayshelps in better performance of employees. An organization that follows its values in day-to-day activity and a good atmosphere has happier employees. The study also proves that the values are directly linked with the employee's performance, whereas ritual positively impacts the employee's performance (Ilies & Gavrea 2015). Happiness is the primary variable that increases quantitative improvement and qualitative product (Ander, 2018). Happiness comes with various positive results, one of which is productivity (Sgroi, 2015).The power of positive organizational culture is recognized by many businessmen (Unger et al., 2014). One of the wealthiest and most successful business people asserted that organizational culture plays a vital role in organizational performance (Childress, 2013). There is a correlation between organizational culture, productivity, decision making and employee performance (Sheridan, 1992, Kopelman, Brief and Guzzo, 1990; Gamble & Gibson, 1999). A strong culture provides good performance Kandula (2006), and also, thisis the motivator for the employees to perform best (Uha, 2010). Employees thinking and decision-making show how the organization's culture because it affects performance (Pettigrew, 1979).further research concludes that the organization's culture positively connects with the performance of the employees Ogbonna and Harris (2000). A strong culture is a key to excellent performance, excellence, and constant achievements Shahzadet al., (2013). A teacher's job performance is the outcome of the teacher's performance which is necessary for the education goals. In contrast, it mostly depends on the organization's culture, as it was found in the study that there is a significant relationship between performance and the organization's culture (Inayatullah & Jehangir, 2002).

The result of Zamin, S. A., & Hussin, F. (2021) revealed the positive effects of the work culture on job performance. The job performance is God or wrong due to the organization'senvironment; however, the author also relates the performance to leadership style. Job performance is strongly correlated with the culture of the organization. If the organization'sculture is positive, it makes the performance high; if a weak organizational culture then it slows down the performance of the employees. Therefore, Organizational culture isconsidered an essential element (Hanjun, Roberts, & Chang-Hoan, 2006). Organization culture has a significant effect on the teacher's performance and for the increment in the performance organization should increase the learning variables (Sos, S., & Erlangga, H. 2021). There are many factors involved in the organization's performance, including human and non-human being contributions, but they directly impact the performance of the organization's goals; apart from this, when we applied it to the school

culture, it concluded that the performance of the teacher is the ability of the teacher to perform the task in given periods. To take care of the teacher job performance, the Sultan Agung Education Foundation and the Education Authority of Pematangsiantar City gave many policies related to improving teacher performance (Indajang, K, Halim, F, & Sudirman, A. 2021). The powerful impact of the culture on the teacher and their performance decided the organization's plans and goals. The organizational culture in the school highly supports the vision and mission of the school in which they run. Still, at the same time, they can't ignore the other factors, like the teacher's performance is equally important to achieve targets. The flexible culture will have a boosting element for the employees, which improves the teacher's performance. The organization's culture always influences the teacher's performance because organizational culture is treated as a habit embedded in teachers (Abdullah & Syahri, 2019; Alam, 2018). For example, in the culture of discipline, the teacher should be on time. If the employees follow the culture, they automatically work under the domain and perform effectively under the rules and regulations (Warith, 2020). However, the organizational culture is carried out by the teacher at the school, and it is motivated by the higher authorities of the school. And so, it is essential to keep inspiring the teacher as it will enhance the teacher's job performance (Brandmiller et al., 2020). Organizational culture in the school depends on the vision and mission of the school, norms, and values. A flexible culture will motivate the teacher to perform better, and better performance is the key to achieving the goals (Rofifah, S., Sirojuddin, A., Maarif, M. A., & Zuana, M. M. M. (2021). The study's other findings also support the positive and significant relationship between organizational culture and teacher job performance. The result of the study suggested to the schools that they should pay attention to an excellent organizational culture because a healthy culture enhances the quality of performance of the teacher. (Anton Abdullah, 2020) the findings of the study showed that: (1) there was a direct positive effect of organizational culture on teacher performance; (2) there was a direct positive effect of trust on teacher performance. It is suggested to private junior high school teachers of Palembang that to improve their performance in teaching, they can pay attention to the variables of good organizational culture and trust because it is believed that good organizational culture and Trust is the factor that can encourage the creation of good teacher performance, whereas the study of Gani also revealed the same outcome that the organization's culture and motivation have a significant and positive impact on teacher's job performance (Rivai, R., Gani, M. U, & Murfat, M. Z., 2019).

Strong organizational culture and the teacher's job performance can hold the organization tightly in tough times; sometimes, these variables outweigh the other factors, such as financial analysis

tools, leadership, and future uncertainty plans. The adaptive culture prepares the organization to meet the crises and provides the certainty that teachers can grow and develop together and perform their best (Kottler & Heskett, 1997).In conclusion, the organizational culture needs to involve the teacher. Teachers, at the start, go through the various training processes, orientations, and adjustments, and there, after all, the employees absorb all these as unique cultures. The teacher will feel the closest member of the school and increase their day-to-day performance. The improvement of the status and performance of the organization will lead to success.

Organizational culture effect and covers everyone involved in the organization. The study of (Crawford, 2004) found a strong relationship between employee performance and culture; similarly, it relates to many more organized activities like decision making, planning, interpretation of future goals, and leadership. Organizational culture provides the structure for the employees to work in given freedom and limitations, which is sometimes essential to achieve the organization's goals. Corporate culture represents the employees' continuous and organizational development (Madu, 2012).

Whenever the discussion relates to the school culture and teachers' job performance, various researchers come forward to clarify the confusion regarding culture's impact on performance. The author (Nurhayati, Kristiawan and Puspita, 2021) found multiple analyses like a positive correlation between school culture and teachers' job performance; secondly, there is an influence of the principal's command on the teacher's performance. This paper introduces the concept of good organizational culture if they want good organizational culture. Literature proves that organizational culture relates to the employees' performance. It is, therefore, necessary for all the schools to focus on the culture they follow because a strong culture reflects the school's progress. A weak culture shows that they ignore culture in their activity (Aluko, 2003).

2.3 RELATIONSHIP BETWEEN HAPPINESS AND TEACHER'S JOB PERFORMANCE:

Many researchers found that job stress harms the job performance of employees. Still, adding happiness as a variable comes with a positive result, like it enhances the performance of employees and the organization's position (Chia *et al.,* 2017).

The study revealed that happiness and performance have a long-term relationship, reflected in the organization's results. It greatly benefits the organization by increasing profit and employee performance and spreading motivation (Demircioğlu and Emre, 2014). In contrast, employers

earn profit and make their organization more vital for the future by increasing happiness and productivity (Fisher, 2010). Happy people are more productive than others who are not, and for that purpose, organizations introduce happiness in their environment by providing various demanding things to the employees (Zelenski, 2008). The organization's culture and happiness are the excellent quality of customer service (Harter et al., 2010). Employees' happiness relates to superior products for the organization, which is the organization's main motive (Kerns, 2010; Boehm and Lyubomirsky, 2008) also agreed on the same concept. Happiness is the most vital element in increasing the performance of the employees (Jalali, Zohreh, Heidari, Alireza, 2016). The education sector also accepts the relationship between happiness and teacher job performance.

The teacher's happiness matters a lot for the better version of the student (Abedi et al., 2010; Field and Breitenbach, 2011; Jalali and Heidari, 2016). In addition, happiness is one element that boosts student performance and helps increase the teacher's efficiency (Gholami et al., 2013). If we ignore happiness, it will lower the teacher's version (Seligman, 2011). Satisfaction is vital for every profession because it increases the employees' job and productivity; moreover, it benefits the employee's mental status, which is required chiefly nowadays (Hales and Williamson, 2010). The study of Alipour et al. mentions that happiness help in achieving employee satisfaction which leads to positive step like lack of absentees, high efficiency, higher participation, increase in availability and work in groups to achieve the organization's goals (Alipour et al, 2012). A better way to increase the employee's productivity and performance is to focus on the happiness of the employees (Gupta, 2012). Happiness is needed by every department of the country, and the education institute highly demands happiness from the teacher. The lecturers play an essential role in the running of society. The job is not as easy to handle. They have much work to cooperate with their institute. Teaching is not their only task; they have many more to do, like research, academic work, participation in cultural and community activities etc. The author found in their study that if a teacher provides their services to the student. A supportive environment changes into the best knowledge, and when a student uses their given knowledge correctly, it provides happiness to the teacher, increasing their performance for the next (Ginting et al, 2020). The result suggested that happiness impacts the physical and psychological health of the individual. They are more committed to their work, which reflects in their performance. Myers and Patterson concluded that Happiness and job performance are related; if a person is happy, they give their best at work. If they are unhappy, their performance is not as good as a happy person; in addition to this, happiness is the source of motivation which increases the socialism and political relationship of the person and gives the confidence the person to involve

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in the activities and give their best Veenhoven (1994). The research (Dadgar et al., 2014) confirms the relationship between happiness and performance. Both variables are also related to organizational commitment, which provides the excellent job performance of the employees. According to Aristotle, happiness is the key to improving any activity. Various studies concluded that happiness is the main element for improving job performance and many other activities (Eysenck, 1990). One of the reports from the American psychological organization (2014), employer focus on employees' happiness as they know the importance of happiness for their organization and directly raise the employees' performance. Many time the performance of the employees go beyond expectation with an impact on happiness (Joo and Lee, 2017, Vincent-Hoper et al., 2012).

The happiness increases his job performance of the teacher. Therefore, the school authority should focus on the happiness of the teacher. Teacher happiness significantly impacts the teacher's job performance (Pian, Lim Hock Eam & Abdullah 2019). Jisun Ma (2021) also concluded that the teacher's happiness was positively related to the teacher's job performance (Jisun Ma, Rari and Sunai Lee, 2018). A common thought for joy is that a happy teacher is the source of a happy student (Bakker 2005, and Tdic, Bakker & Oerlemans 2013). Suppose teachers are delighted that they perform to their maximum efforts. With this statement, Fredrickson 1998 argued that happiness would increase the mental and physical strength of the employees. The study also revealed that happy teachers would think the best for their students. The teacher's contribution to their school mostly depends on the teacher's happiness, which highlights the importance of happiness for the better performance of the teacher (Abdul Rahman., 2001). It also points out that happiness should be considered an essential element of the organization, without which teachers can't perform their jobs effectively (Dang & Rogers, 2007). The study by Abdullah expressed that happiness directly influences the teacher's job performance and when the school teacher they are happy and work with full potential, commitment, creativity and innovative thoughts. The finding suggests that the school authorities should take corrective measures to create a happy environment to bring a positive attitude and the best teacher job performance (Abdullah, Ali, Ling & Ping (2016). Various researches examined the relationship between teachers' job performance and happiness. Happiness predicts a teacher's job performance (Jalali1 & Heidari 2016). Many authors support the connection between happiness and organizational culture. Vahedi (2016) indicated that happiness significantly impacts teachers' job performance. Also, he related happiness with other factors like job satisfaction Avery et al. (2011), Alma and Rive (2012), Wright et al. (2009), Ulundi et al. (2004), and Cropanzano (2009) came to the same conclusion in investigating the relationship

between subjective well-being and job performance. In the same conclusion, happiness and teacher job performance are interrelated. They are the motivator and the influencer for each other. Happiness gives the organization a healthy environment that will lead the employees to perform their best (Boskaliya, 2014; Dadgar et al., 2014). The study on the education sector revealed that the education sector depends on the teacher's job performance. The teacher is the student's leader, supervisor and motivator; the version matters greatly. The result of the study showed that there is a need for happiness in the teacher's job performance for effective and efficient performance (Gholami et al, 2013). Anaseri (2013), Neshat-Doust et al (2009), Adeli-Nasab (2013), Kerns et al. (2008), Field (2011), Boehm et al. (2011), Fisher (2010).

Shawnachor (2010) also came to the same conclusion that the teacher job performance needs happiness for the better version. Happiness matters in every field as it makes the person a responsible, decent and law-abiding citizen. In the case of employees, it makes them dedicated to their work, enhancing their daily job duties. Happiness positively impacts employees' thinking about their work (Jalali and Heidari. 2015).In the study of Seligman, people with low happiness levels are not much more active in taking the uncertainty; they lack the confidence to express themselves. They are not good at their jobperformance (Seligman (2011).

Happy employees are the root of a better environment as they perform with total efficiency. Happiness makes the employee's idea creator ready to fight uncertainty, handle big tasks, and cooperate in group activities (Saenghiran, 2014). Furthermore, the investigation held in 34 countries concluded that there is a significant relationship between happiness and performance (Schulte et al., 2014) and then (Avery, 2011 and rive, 2012) said the same that There is a solid and meaningful relationship between both variables and the organization must focus on that. All the above literature explains that happiness and the teachers 'job performance have a strong bond that benefits the organization. Employee satisfaction and positive organizational culture are crucial for success (Boehm and Lyubomirsky, 2009).

2.4   RELATIONSHIP BETWEEN ORGANIZATION CULTURES AND HAPPINESS:

Role of happiness in the organization plays an essential role as it increases the higher level of efficiency, increases the quality of the product, maintains a healthy atmosphere, and increases the togetherness among the employees, leading to the success organization (Salari-Nahant., 2010). In 2005 Steve Jobs gave the quote, "the only way to do the best work is to love your job", which means if you love your work, you earn happiness, and if you are happy, then automatically your life is happy. Supportive culture always impacts the employee's satisfaction (Money et al., 2009).

One of the studies removes the confusion about if there is a connection between being busy at work and being happy at home. The study shows that a relationship between organizational happiness makes the person happy at work and home. So, happiness is essential to make employees happy at work and home (Rodriguez-Munoz et al., 2013). Positive organizational culture always benefits the organization (Kwan, 1992). According to fisher, happiness modifies the people's thought, values, and interpretations and builds a helping nature in the employees and courage to do work in the group (Fisher, 2009). On the other hand, organizational culture and happiness is not limited to some benefit but also they both works together and help in employee's retention, higher salaries and packages also the reason for the happiness, but flexible and supportive organizational culture always benefit to the employee's performance (Lesabe & Nkosi, 2007). Happiness should increase in every organization so that it helps in increasing happiness, as many studies gave evidence of a relationship between both and the benefit of both. Some researchers believe that maintaining happiness in the organization raises productivity and makes many other necessary organizational changes (Wesarat et al., 2015). Much research examines the organization's culture and its effect on others. The result shows that the organizational culture, full of positivity and a happy environment, carries more productive employees and fewer turnovers, clearly an indicator of happiness at work (Thakur and Jagdeep Singh., 2016). Organization culture needs happiness for the better structure of the organization and Employees, no matter the culture of a school or any other field, have a happy culture everyone needs (Chang, Chiu & Liu, 2017). So many organizations started to follow happiness at their workplace to reduce stress and pressure. Happiness is the goal of all organizations, and they follow many ways to spread it into their culture (Fisher (2010). With the increase in stress and depression in individual life, many organizations are involved in various activities like yoga and meditation. The word happiness was taken as positive psychology in the past, and the term changed to happiness over time. In combination, the organization's culture and happiness reduce stress and depression along with the adverse outcomes (Seligman & Csikszentmihalyi, 2000). The term happiness is used as job satisfaction, well-being, positive attitudes or pleasant experiences, positive feelings, moods, emotions, and flow states to represent happiness, but nowadays, it is widely used as happiness and introduced in the organization to enhance the performance of the employees and for many other benefits (Brief, 1998). One of the research authors relates happiness with various factors like age, sex, and income education professions to find out which matters more to fulfilling happiness. The result revealed that the employees are happier in an open and supportive environment. The appreciation for excellent work also improving the happiness of the employees A feeling of freedom and positive culture helps

nourish the employee's mental and physical level. Syed Shakir Ali Ghazali (2007) pointed out that culture matters for all professions. The study on doctors working at Bahawal Victoria Hospital was not satisfied with the hospital's environment as they have no issues related to the salaries and the services provided by the authorities. Similarly, the study on workplace happiness of Thai employees found that planning regarding human resources greatly benefits because compensation, training and development increase the happy environment of the organization. If the organization is satisfied, then employees are delighted. Both studies reflect the relationship between the organization's culture and happiness, which positively impacts the employees (Saisoonthorn et al, 2014). The survey conducted at the University of La Sale showed that half of the administrators were happy at the workplace as the organization culture is supportive, motivational, and cooperative. The most important is to make the employees full of confidence that he is essential to the organization and their work is appreciable (Darly S. Famacion-Quinco, 2012). Marti (2008) also concludes the same in their study that people feel happy when they are appreciated for their work done. The research of Ruparel and Namita (2020) showed that happiness is essential for organizations, the whole country, and the globe. Happiness must be part of organizational culture as suggested by the research. Happiness and a supportive culture increase productivity, which is the main motive of every organization. Both the terms are highly correlated with each other and have a great result.

The study of Silva and Coelho (2022) surveyed the teleworking sector, and the result revealed a strong bond between organizational culture and happiness. There are many dimensions of organizational culture that suppose happiness and give the goal-oriented culture a positive impact. The mediating role of internal CSR (adhocracy, clan, Market, and hierarchy culture) in the relationship between organizational culture and happiness was also found. The result also focuses on the clan and adhocracy culture that highly fosters CSR activities that enhance the employees' happiness. In contrast, the result was also suggested that if managers play a proactive role in introducing happiness in the organization's culture, it will also increase the organization's performance (F Espasandn- Bustelo, J Ganaza-Vargas, 2022). The culture of joy in the organization culture predicts happiness; furthermore, positive organizational culture influences both the happiness and performance of the employees (Aboramadan, M., & Kundi, 2022). The study by Harter, Schmidt, & Hayes (2002); Helliwell & Putnam (2005) observed the reciprocal impact of happiness and organizational culture. Organizational culture and satisfaction share a close relationship as they both boost the employee's performance, whereas there are many positive and negative linked with the different organizational cultures. For example, clan and adhocracy cultures relate to happiness more than the hierarchy culture (Lund,

2003). The other finding showed that organizational culture has significantly associated with happiness as it comes with various positive results like enhancement in performance, mental health, and togetherness. Further, it suggests that more attention and lack of employee turnover is one of the essential positive outcomes of happiness (Rinki Dahiya. 2020).

CHAPTER- 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION:

This chapter (research methodology) is one of the essential parts which describe the whole research methodology applied in the study. Bell & Bryman (2007) explain the importance of the analysis, which uses various scientific tools and techniques as a nerve center that gives meaning to the research finding. This chapter helps to understand the research methodology used in the study to accomplish the set objective.

Section 3.2 explains the need for the study, followed by section 3.3, which explains the research gap identified in the literature review. Section 3.4 describes detail regarding research objectives, then section 3.5 hypotheses and section 3.6 presents the research design. Section 3.7 explains sampling design in detail, including sampling method, sample population, location, and sample size. Section 3.8 explains data collection tools and techniques, and section 3.9 explains validity and reliability. Lastly, statistical tools are described in section 3.10.

The present thesis is a combination of three variables: Happiness, organizational culture and teachers' job performance that explores the relationship between each other. The study was divided into various chapters, from the introduction to the annexure. The thesis was well described, and the structure of the theory was laid out.

3.2 NEED OF THE STUDY:

When the teacher moves forward, they will carry the whole society and country along with them toward literacy, which is the prime need of any country. The teaching profession is one of the highly pressurized and stressful jobs, and happiness plays an essential role in making them relax. Happiness is one of the most critical elements which increase an individual self-confidence and self-dependent beside all this; happiness is not much introduced in India, which still not holding a good position in the happiness index since last few years and also facing the problem of high stress, depression and lack of satisfaction with their professional and personnel life. The literature on teachers' happiness and organizational culture disclose that our work culture needs happiness. Previous studies have shown that happiness is vital to the organization's culture and employees. Various studies show that there is a strong relationship between happiness and organizational culture as well as with teacher job performance.

3.3 RESEARCH GAP:

Happiness is a skill that varies in different situations and depends on an employee's attitude and emotion, self-esteem, control of an individual and extraversion (Myers *et al.,* 1995). Various factors impact the organization's culture, like motivation, communication, and values. The behaviours are not always affected by organizational culture, but to some extent, it strongly relates to the culture (Tianya, 2015). Study shows that organizational culture mostly depends on its performance, or we can say that good performance shows that the organization carries a healthy culture. Still, all these factors depend on an employee's happiness (Kotter *et al.,* 1992). Studies also show that materialistic things cannot get us happiness in the long term because our happiness mainly depends on our work environment (Yana *et al.,* 2018). When we discuss workplace happiness and productivity priorities, happier employees lead the organization toward the quality and quantity of products (Joo *et al.,* 2017; Abualoush *et al.,* 2017). But despite all these facts, there is a lack of discussion on the relationship between happiness, organizational culture and teachers' job performance in schoolteacher who is the backbone of student education. Various factors affect the employee's happiness while working in the organization; it may be in the form of working climates like lighting and rest facilities, flexible working structure, facilities to manage the workload, supervisory support, training, and development. All ten factors help determine an employee's happiness level (Shahzad *et al.,* 2013). Good job roles and colleagues' behaviours motivate an organization's culture (Williams *et al.,* 2016b). But is it genuinely applicable to school because the culture in school is different? We deal with the students, and students depend on their teacher's behaviours, which further depends on the school's culture.

3.4 OBJECTIVE OF THE STUDY:

1. To study the relationship between Organization Culture and Teachers' Job Performance of Private schools in selected cities of Punjab.
2. To study the relationship between Organization Culture and Teachers' Happiness of Private Schools in selected cities of Punjabi.
3. To study the relationship between Happiness and Teachers' Job Performance in Private Schools in selected cities of Punjab.
4. To study the mediating role of Happiness in Organization Culture and Teachers 'Job Performance of Private schools in selected cities of Punjab.

3.5 Hypothesis:

H1: There is no significant relationship between organizational culture and Teachers' Job Performance in private schools in selected cities of Punjab.

H2: There is no relationship between Organizational Culture and Teachers' Happiness in Private schools in selected cities of Punjab.

H3: There is no relationship between Happiness and Teachers' Job Performance in Private schools in selected cities of Punjab.

H4: There is no mediating role of Happiness in Organizational Culture and Teachers' Job performance in Private schools in selected cities of Punjab.

3.6 CONCEPTUAL MODEL:

Figure 3.1: Conceptual Model
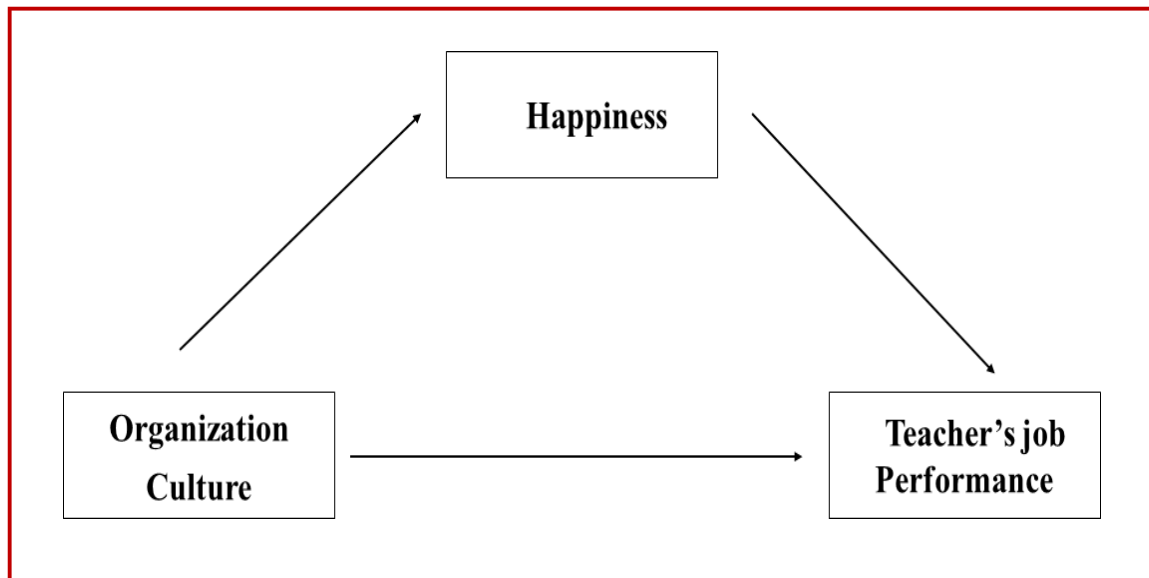
3.7 RESEARCH DESIGN:

A descriptive research method will be adopted for the research study. A descriptive study is Defined as "the research is concerned with finding out what, where, or how much" (Aborisade, 2013). The study examines how happiness, organizational culture, and teachers 'job performance are related. It further examines the mediating role of happiness of the teachers. It will be a descriptive study and cross-sectional. The data will be collected from the school

teachers.

3.8 POPULATION:

The units, objects, and people relevant to the study are collectively referred to as the population. It involves organization, paperwork, gatherings of people, incidents, etc. (Quinlan, 2011). The study sample is often called the universe (Quinlan, 2011). The teachers at private schools will represent the population in this study. One day, researchers will have the ability to conduct a census or data collection from the entire population.

Nevertheless, it is not feasible for various reasons, including time, knowledge, and financial constraints. Therefore, sampling strategies use multiple techniques to transform large amounts of data into the tiny quantities needed for the study (Saunders, Lewis & Thornhill, 2007). Therefore, the following part will cover sampling and sample methodologies.

3.9 SAMPLING TECHNIQUE AND SAMPLE SIZE:

A sample is a subset of a population that serves as a representative sample of that population. It is a technique for gathering data from the entire population to ensure each participant accurately represents the cohort from which they were selected (Landreneau 2012).Sampling lets the researcher work with the chosen group because it is an accurate and reliable alternative to a census when working with the whole population isn't possible for reasons like time and cost (Saunders et al., 2007). The sampling technique would be quota sampling. The teaching staff of a private school would be selected. The population for this study is all the teachers at private schools in Jalandhar, Patiala, and Ludhiana. Twenty schools and ten respondents from each school would be calculated by quota sampling. Therefore, the sample size for the proposed study would be 600 respondents out of 60 selected schools.

Table 3.1: Sampling Table

Selected cities	Pvt. School	Selected school	No. of respondent	Total no.of responded
Ludhiana	134	20	10	200
Jalandhar	124	20	10	200

Patiala	126	20	10	200
Total	384	60		600

3.10 DATA COLLECTION TOOL AND METHOD:

A structured questionnaire is used in this study, which includes different sections representing different variables to achieve the study's objectives. These are described in the below table.

Table 3.2: Source of Constructs and Questionnaire:

Variable	Sub variable	Author name	Scale Questionnaire Type
Happiness		Happiness: The Oxford Happiness Questionnaire by Hills and Argyle	5-point Likert Scale
Organization culture	**Involvement:** Empowerment (5) team orientation (5), Capability development (5). **Consistency:** Cores value (5) Agreement (5) Co-ordination and integration (5). **Adaptability:** Creating changes (5) Customer focus (5) Organizational Learning (5).	Organization culture: Denison (2000)	5-point Likert Scale
Teachers' Job Performance (25)	Teaching skill(7) Management skill(5) Discipline and regularity(6) Interpersonal relations(7)	Teachers 'Job Performance: Amin et al., 2013	5-point Likert Scale

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3.11 SCALE USED FOR THE STUDY:

Organization culture: (Denison 2000) (Education)

Happiness: Oxford happiness questionnaire (Argyle and Hills, 2002)

Teachers 'Job Performance: (Amin et al., 2013)

Argyle and Hills (2002) create 'The Oxford Happiness Questionnaire" a scale for measuring happiness. The scale includes 29 items which are based on a 5-point Likert scale. The oxford happiness scale is the alternative scale of the oxford happiness inventory. Oxford happiness questionnaire is a combination of many questions that helps evaluate employees' happiness. It can be answered on a six- or five-point Likert scale. It can easily be used in the lengthy questionnaire. The questionnaire can also be used in reverse form, abouthalf of the items. These changes minimize the complaint answering (Hills & Argyle, 1998a).

Organization culture (Denison 2000) (Education) is the questionnaire containing traits which are as follows:

- Adaptability

- Involvement

- consistency

To find out the organizational culture, Denison gave this scale. They suggest the four main headings, which help to find out the organization's capability and strength, which further supports the organization meeting with the internal and external thread. The involvement trait has three sub-variables: Empowerment, capability development, and team orientation, creating a sense of responsibility and ownership. Maximum, the person involved in the activity leads to a favorable employee's attitude. To achieve the organization's goal, the organization does focus on empowerment traits to enhance the capability; teams work and togetherness (Becker, 1964, Lawler, 1996, Likert, 1961). At the same time, the second trait under adaptability involves Creating changes, Customer Focus, and Organizational Learning. This trait Del with the internal and external requirement of the organization and make the organization meet the uncertainty. It enhances the organization's ability to settle with the volatile environment. It also predicts the organization's ability to create something innovative and solve threats (Kanter. 1983). The adaptive culture always serves the value to their customer (Stalk, 1990).

The third is consistency, which deals with the organization's stability. The influential source of integration comes from the standard frame of thought (Senge, 1990).it sets the same opinion, culture, and environment for the employees according to the need of the organization. The

questionnaire describes the whole organization's culture with meaningful traits. All these traits make the organization flexible and robust to decide in every situation (Denison, 1984, Denison and Mishra, 1995, Fisher, 1997). Denison designed the questionnaire, which analysis the organization's culture deeply. It is comprehensive but simple to understand for the respondents. The Denison gave a brief description of the instrument, which will help the organization overcome its drawbacks. Earlier, the questionnaire contained 60 items, but it has been updated and decreased to 48 questions.

The collection of numerous insightful questions that aid in evaluating the teacher's job performance is found in the third dimension of the questionnaire about job performance.

To examine the target group's outcomes, it uses the framework provided by Koopmans (Koopmans et al. (2013). The research components (LMON, 2020) are predicated on the notion that job performance is necessary. It first came into use in 1935, and since then, teachers and Sakkara teachers have been able to comprehend the questionnaire's questions. The dependability of the questionnaire is acceptable, making it appropriate for assessing the teacher's performance. Some authors, like Usop, Askandar, Langguyuan- Kadtong, and Usop (2013) and Yazcolu (2010), like the results of using the scale, while others, like Adeyemi (2011), Arthi and Sumathi (2016), Shaikh (2015), and Shaikh et al. (2012), don't. However, this study is based on the teacher job performance framework (Teaching Skill, Management skill, Discipline Regularity and interpersonal Relationship) developed by Bhat and Beri (2016). Thus, we will briefly explain these three performance dimensions respectively. A "skill" is defined by Harris and Hodges Afflerbach et al. 1995 as "an acquired ability to perform well; proficiency" while a "strategy" is "a methodical plan actively adapted".

Teaching skills:

According to Nursing Education, are a collection of different "teaching acts" that are intended to "support pupils learning." The segment of a lesson would be easier to implement or carry out in an effective or efficient way with the aid of skills. Both hard and soft talents which help a teacher retain student interested in class are called teaching skills. Additionally, by demonstrating their pedagogical abilities, teachers can gain their pupils' respect and attention. While some people have an inherent talent for teaching, others may need to enhance their abilities through practice. Being a good teacher requires more than just learning how to teach. Learning how to emphasize these abilities on your resume and in your teaching interview can also be beneficial.

Management skill:

Managing courses and learning is crucial in online learning environments, just as it is in traditional classroom settings. Being an effective online educator also requires having a solid understanding of institutional policies and norms. The following are some duties and skills related to these two factors:

• The capacity to make explicit the obligations and demands placed on the teacher and the students.

- Scheduling the course and using time-saving methods.

- Exhibiting abilities in mentoring, coaching, managing, and leading teams, as well as having a thorough understanding of administrative standards and practices.

- Establishing and announcing guidelines for participation, assignment submission, timeliness, giving and receiving feedback, and communication protocols.

- Conducting research on classroom instruction, then analyzing and integrating research findings and conclusions.

- Understanding institutional policies and demonstrating a commitment to them; keeping in touch with and networking with the online teaching and administrative teams; and adhering to legal, moral, and copyright standards. Bailie (2011); Bawane & Spector (2009); Craddock & Gunzelman (2013); Munoz Carril et al. (2013).

DISCIPLINE REGULARITY:

INTERPERSONAL RELATIONSHIPS INTERPERSONAL:

Relationships between people occur during relationships. Typically, this association exists to serve a specific function, such as companionship, social support, fear reduction, goal achievement, etc. As internal and external elements, personality traits, values, beliefs, culture, and environmental circumstances all affect interpersonal relationships (Juneja, 2016). According to Obozov (1979), interpersonal connections are defined as a common willingness among individuals to communicate in a particular manner, accompanied by emotions (either positive or negative), within the context of communication and other cooperative endeavors. However, according to Stoetzer (2010), interpersonal relationships at work refer to regular interactions between coworkers, managers, and employees. However, because there is a lack of research on the variables that influence interpersonal relationships at work, further research is required to add to our understanding of these variables (Stoetzer, 2010). These variables may be

internal or external variables that will probably change how people connect with one another at work. Depending on the nature of the interaction, knowledge sharing, and self-disclosure can strengthen interpersonal relationships for a variety of reasons (Christensen, 2007). These motivations in the workplace include employees' worries about finishing duties by the deadline, achieving particular goals, companionship, social support, seeking approval, gathering knowledge, reducing anxiety, etc. (Osafo, 2007).The interactions that precede the beginning of interpersonal relationships may have an impact on the relationship's level of intensity. When two people meet, they are more likely to form an open relationship where they share personal information and devote time and energy to fostering the relationship. This is not the case when the values, beliefs, and attributes of the two people meeting are quite divergent (Berger & Calabrese, 1975).

All the three-scales used in the study were taken after the discussion and literature and through validation and reliability.

3.12 Experts involved in the validation and reliability of the questionnaire:

Table 3.2: Experts involved in the validation and reliability of questionnaire

Name	Designation	college/university	place
Academician:			
Dr. Tarika Singh Sikarwar	Professor & Deputy Director@PIMG. Corporate Trainer	Jiwaji University	Gwalior, Madhya Pradesh, India
Dr Jaspreet Kaur	Associate professor	Pearl Academy, New Delhi.	Delhi
Dr Ruchi Sharma	Associate Professor	Institute of Marketing & Management	Mumbai, Maharashtra,
Dr Pooja lekhi	Professor	University Canada West, Vancouver, BC, Canada	Canada

Dr Hufrish Majra	Professor	Professor at Chetana's Institute of Management & Research,	Maharashtra.

Field Experts:			
Mrs. Mridu Dogra	Vise Principal	Army public school Nangal bhur	Pathankot
Mrs. Aastha Joshi	Teacher	Nosegay public school	Uttarakhand

3.13 VALIDITY AND RELIABILITY:

The next step is to examine the face validity of the questionnaire to ensure that the items are appropriate, relevant and sensible (Connell et al., 2018). Initially, the questionnaire was sent to five academics and two field experts. All the experts were related to research and management and had immense knowledge of constructs.

The expert was conveyed personally and requested to check the face validity and the language of the given questionnaire to distribute it to the targeted population. In the instrument, Organization culture was the independent variable, and teacher's job performances were the dependent variable and happiness mediating between organization culture and teacher's job performance.

After the evaluation, no significant mistakes were identified except for a few changes like deleted, added, modified, and sentence formation. All the given suggestions were incorporated and sent to the respondent for the pilot testing so that it makes me able to check the reliability as the pilot testing's result clear the responded development as well as the instrument validation by checking Cronbach alpha on 10 per cent data of the study respondent's performance (Bajpai, 2011; Connell et al., 2018). Pilot testing helps to remove various difficulties before the final data analysis.

3.14 RELIABILITY OF THE INSTRUMENT:

If the same results are obtained after several measurements on the same dataset, this is reliability. The reliability of the questionnaire was evaluated using Cronbach's alpha on the data gathered from 10% of the sample. It was discovered that all of the items, with the exception of one leadership item, had reliability scores above 0.7. The leadership construct no longer includes that component. The questionnaire was then given to the respondents after being determined to be valid and reliable.

Table 3.4: Reliability Statistic

S. No	Variable	Cronbach Alpha	Number of items	Mean	Standard Deviation	Variance
1	Happiness	0.979	29	3.1954	1.0123	1.024
2	Involvement	0.961	15	3.0111	1.05412	1.111
3	Consistency	0.959	15	2.9143	1.05087	1.104
4	Adaptability	0.955	15	2.9914	1.00891	1.018
5	Teaching Skill	0.919	7	3.2224	1.05035	1.103
6	Management Skill	0.877	5	3.1957	1.03232	1.066
7	Discipline and Regularity	0905	6	3.1764	1.04037	1.082
8	Interpersonal Relations	.916	7	3.1966	1.04042	1.082

3.15 MISSING DATA TREATMENT:

It is crucial to review every response following the data collection survey because missing data is a problem that frequently arises during the survey procedure. When the respondent does not provide responses to the questionnaire's many questions, then missing data raise issues throughout all types of research (Chhabra et al., 2019). In his research, Bajpai (2011) found that gather information might be time-consuming and that it isn't always easy to get complete data sets. A statistical issue will arise when analyzing data if some missing data is provided. In their study, Efron & Tibshirani (1994) recommended using bootstrap methods for incomplete information and described the best approaches to carry them out. All of the completed questionnaires in the current study were reviewed.

3.16 OUTLIERS EXAMINATION:

Outliers are the singular values that stand out significantly from the rest of the observations. It causes data to become non-normal, which results in inaccurate results (Hair et al., 2006; Jr & Black William, 2006). When a particular observation's value is disproportionately different from the other observations in the dataset, outliers become apparent. After being located, it can be removed from the data set and the measurement can then be run again using the freshly cleaned dataset. The multivariate normality might improve following the removal of a few extreme outliers, and the procedure could be repeated.

The four main causes of the outliers are as follows: (Tabachnick & Fidell, 2007). These factors include:

1) Inaccurate data entry.

2) Inadequate code definition for missing values.

3) Entry for observations in which the observer is not included.

4) Population variables with values that deviate significantly from the norm.

According to Kline (2015), there are two categories of outliers:

• **Univariate outliers:** A case is classified as a Univariate outlier if it has a high value for a single variable.

• **Multivariate outliers:** A case will be deemed a multivariate outlier if it has high values for two or more variables.

Leys et al. (2013) looked at a few metrics to identify the outliers. When the score is well above three for the larger number of participants and the relatively small sample size has a value of 2.5 or above, it is said to be an outlier. When SPSS was utilized, all data values for observations were transformed into z-scores, which are uniform scores (Tabachnick & Fidell, 2007).

In their research, Leys et al. (2013) and Fidell & Tabachnick (2003) noted that multivariate outliers were identified in this procedure using the Mahala Nobis D2 measure, a multidimensional variant of the z-score. According to Tabachnick & Fidell (2007), outliers may be present if the D2/df value is higher than 3. The following research works, all of values are (D 2 /df) more than 3 and are therefore all regarded as multivariate outliers. Outliers can be kept in the final analysis until or unless there are contradictory results, claim Jr & Black William (2006). If the outliers are not harmful, they can be kept around until they become a problem, according to Tabachnick and Fidell (2007).

3.17 NORMALITY TEST

A fundamental presumption of multivariate analysis is that the data are normal (Fidell & Tabachnick, 2003). Since the normal distribution of data is more closely aligned with the mean, it will be represented graphically as a bell shape. The mean and standard deviation of the data serve as a representation of the bell curve, and the extreme values in the data have little bearing on the mean. The assumption is that each item's data distribution would be regularly distributed (Sundaram et al., 2014).

Jr. and Black William (2006) noted that using F & T statistics requires that the normalcy be checked. According to Tabachnick & Fidell (2007), statistical or graphical methods can be used to determine the shape of the normal distribution. Applying the Kolmogorov-Smirnov test is recommended when determining if a sample is fit to distributions with different parameters. In comparison to the other tests stated, it was recommended since it works well for determining whether data have a normal distribution (Miot, 2017).

Table 3.5: Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
MHAP	.095	600	.000	.938	600	.000
MOCINV	.088	600	.000	.938	600	.000
MOCCON	.095	600	.000	.939	600	.000
MOCADP	.090	600	.000	.949	600	.000
MTJTEACH	.102	600	.000	.945	600	.000
MTJSKLMGT	.113	600	.000	.947	600	.000
MTJDISP	.105	600	.000	.946	600	.000
MTJREGIR	.097	600	.000	.945	600	.000

3.18 HOMOSCEDASTICITY

When a set of random variables appears to have a constant, finite variance, such situation is known as homoscedasticity. In this case, the relationship between the variables (dependent and independent) is constant for all values (Tabachnick & Fidell, 2007). According to Fidell & Tabachnick (2003), having data with the assumption of equal variance is a need in multiple regressions. It is known that data is heteroscedastic if it is not homoscedastic. Heteroscedastic data can lead to more difficult multivariate analysis challenges (Jr & Black William, 2006).

Higher inaccuracy at a certain level in the independent variable may result in heteroscedasticity (Fidell & Tabachnick, 2003). Levene's test is one of the best techniques for determining homoscedasticity (Jr & Black William, 2006; Fidell & Tabachnick, 2003). The sample size in the current study is 370, demonstrating that this test can be utilized for analysis because Leven's test may be applied to a big sample (Field, 2006). In order to determine the homoscedasticity of the current study, a Levene's test was run using SPSS software. After the study, the majority of the values were discovered to be higher than the value of 0.05, indicating that most of the variables' variances were identical. This suggests that the present investigation does not contradict the homogeneity of variance.

3.19 MULTICOLLINEARITY

In multiple regression models, multicollinearity is a real phenomenon where at least two indicators have a strong correlation with one another (Jensen & Ramirez, 2012).

According to Mansfield & Helms (2015), early multicollinearity assessment of the data set is necessary. The VIF gives the user a percentage of how frequently the Var (~) will be higher for multicollinear information than for symmetrical data (where each VIF is 1.0). Knowing the VIF for each factor helps users get a sense of how much multicollinearity affects the variations in measured coefficients.

Pallant (2007) discovered in his research that multicollinearity is evident when tolerance is lower and VIF values are higher. The variance inflation factor (VIF), according to Hair Jr, Hult, Ringle, and Sarstedt (2016), determines the degree of collinearity between the indices. VIF must not exceed the value of 5, which is acceptable. Regression analysis is used to determine VIF in the current study after taking into account all factors. The findings in Table 3.7 demonstrate that all variables' VIF values are less than 5. Therefore, multicollinearity is not a problem.

3.20 SUMMARY:

This chapter will explain the study's methodology with the help of the research hypothesis, research design and methodology, survey approach, sampling frame, and research questionnaire. The Properly adapted questionnaire was used with the help of a literature review and validation by expertise. The questionnaire was on the 5 points Likert scale. All the work has been done with proper planning and pre-testing, leading to healthy data collection.

Chapter- 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The analysis carried out using the data collected is explained in this chapter. The section is further divided into different headings, such as descriptive analysis, analysis of objectives, the relationship between organizational culture and job performance, the connection between organizational culture and teacher happiness, the connection between happiness and teacher job performance, and last, the mediating position of happiness in organizational culture. The data analysis has been used through various techniques like Regression Analysis, Partial Least Square Structural Equation Modeling etc., to achieve appropriate results. Descriptive statistics are illustrated before discussing data analysis conducted to achieve the objectives.

4.2 DEMOGRAPHIC PROFILE:

The demographic details of the respondents have been collected through the questionnaire. The demographic information of all respondents who have participated in the survey is explained in this section. The respondents' age, gender, qualification, marital status, and place details are below.

The personal details of the textile business owners are shown through different graphs as follows:

1. Age of Respondents:

Table 4.1: Demographic factor- Age of Respondents:

No. of Years	18-28 years	29-39 years	40-49 years	50 years and more	Total
Number of Respondents	121	150	196	133	600
Percentage	20.16%	25%	32.66%	22.16%	100%

Discussion:

Table 4.3 reveals that the most responded person was from 40-49 years, i.e., 32.66%.It hasbeen found that 25% of respondents fall between the ages of 29 and 39. Only 22.16%of respondents are from 50 years and more, whereas the minimum number of respondents is from 18-28 years, i.e., 20.16%. This result shows that the maximum number of respondents is 40-49.

2. **Marital status:**

Table 4.2: Demographic factor- Marital status:

Marital Status	Number	Percentage
Single	**87**	**14.5%**
Married	**513**	**85.5%**
Other	**0**	**0**
Total	**600**	**100%**

Table 4.4 shows the marital status of the respondents of 600 respondents, 513 (85.5%) are married, and 87(14.5%) are single. The result shows that the maximum number of respondents was married.

3. **Education level:**

Table 4.3: Demographic factor- Education level:

Education level	Number	Percentage
Diploma	18	3%
Graduation	225	37.5%
Post-Graduation	357	59.5%
Other (specify)	Five hundred eighty-seven having B.Ed. Degree	

Table 4.5 shows the education level of respondents. A total of 600, 357(59.5%) respondedwere post-graduate, whereas 225(37.5%) responded were graduated, and 18 (3%) held onlya diploma. Other than this, the additional qualification was B.Ed., a must for the teacher's job, with 587 respondents having this degree.

H0: There is no significant statistical difference between city and Teacher's job performance.

H1: There is statistical difference between city and Teacher's job performance.

Table 4.4 : ANOVA table for city

ANOVA						
		Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
CITY	Between Groups	8.897	2	4.448	2.795	.062
	Within Groups	950.301	597	1.592		
	Total	959.198	599			

H0: There is no significant statistical difference between age and Teacher's job performance.

H1: There is significant statistical difference between age and Teacher's job performance.

Table 4.5 : ANOVA table for Age

ANOVA						
		Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
AGE	Between Groups	2.994	3	.998	.622	.601
	Within Groups	956.204	596	1.604		
	Total	959.198	599			

H0: There is no significant statistical difference between Marital and Teacher's job performance.

H1: There is significant statistical difference between Marital and Teacher's job performance.

Table 4.6 : ANOVA table for Marital Status

		Sum of Squares	df	Mean Square	F	Sig.
	ANOVA					
Marital status	Between Groups	2.247	1	2.247	1.404	.236
	Within Groups	956.951	598	1.600		
	Total	959.198	599			

In the case of city, the null Hypothesis has been accepted as the calculated P value is higher than 0.05 which indicates the city has no impact on teacher's job performance. Organization culture matters the most to the employees rather than the city, they're happy if they are happy at their workplace according to the result. Similarly Marital status and the Age have same impact as the Null hypothesis has been accepted as the P value is .236 and .601 which indicates that both demographic has no impact on Teacher's Job Performance.

H0: There is no significant statistical difference between Experience and Teacher's job performance.

H1: There is no significant statistical difference between Experience and Teacher's job performance.

Table 4.7 : ANOVA table for Experience

		Sum of Squares	df	Mean Square	F	Sig.
	ANOVA					
Experience	Between Groups	34.150	4	8.538	5.111	.000
	Within Groups	993.823	595	1.670		
	Total	1027.973	599			

The table shows that F calculated (F=5.111; p<0.051) is higher than F-critical Therefore, the null hypothesis was refuted, and it was concluded that there is a very significant difference in the Experience of the teacher. The result shows that the experience have positively impact the teacher job performance.

H0: There is no significant statistical difference between Education and Teacher's job performance.

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H1: There is no significant statistical difference between Education and Teacher's job performance.

Table 4.8 : ANOVA table for Education

		Sum of Squares	df	Mean Square	F	Sig.
			ANOVA			
Education	Between Groups	22.714	4	5.678	3.608	.005
	Within Groups	936.485	595	1.574		
	Total	959.198	599			

The table shows that F calculated (F=3.608; p<0.051) is higher than F-critical Therefore, the null hypothesis was refuted, and it was concluded that there is a very significant difference in the education of the teacher. The result shows that the education have positively impact the teacher job performance.

4.3 Results and Findings:

4.3.1 Overview: According to the study's goals, this chapter summarizes the findings and results. Both inferential and descriptive statistics are presented in this chapter. The analysis of the study is organized into three sections. The first section of the chapter offers the Demographic characteristics of the sample, and the second section discusses the Common Method Bias and CFA results. The last section presents the hypothesis testing.

4.3.2 Common Method Bias (CMB): Using SPSS's principal components analysis as an extraction method, Harman's single- factor test was carried out on the institutional data set to examine CMB. The analysis's output identified six factors as having eigenvalues more significant than 1. Only 43% (50%) of the total variance explained could be attributed to the first component. This demonstrated that a CMB problem did not impact the statistical outcomes.

4.3.3 Exploratory factor Analysis (EFA): EFA was performed on the responses by checking the sample adequacy using KMO and Bartley's test of sphericity. For the goodness of fit, KMO should be greater than 0.7. It was found that both KMO (0.983) and Bartlett's test of sphericity (df= 4851, P=.000) are in the acceptable range and found to be significant.

Bartlett's Test of Sphericity showed that approximated Chi-Square value is 47812.077 with 4851 degrees of freedom. Bartlett's test was significant at 5% (p-value < 0.01) indicating the suitability of the data for factor analysis.

Table 4.9: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.963
Bartlett's Test of Sphericity	Approx. Chi-Square	47812.077
	Df	4851
	Sig.	.000

Source: Authors 'Own

Further, the rotated component matrix provides the factor loading of all the items used in the study. The matrix shows that the factor loadings were more than 0.7 for all the items (Table 4.2), therefore all the items were retained in the study and were subjected to higher-order analysis.

Table 4.10: Rotated Component Matrix

	Component							
	1	2	3	4	5	6	7	8
HAP3	.741							
HAP9	.739							
HAP21	.734							
HAP14	.728							
HAP12	.727							
HAP1	.722							
HAP11	.721							
HAP28	.717							
HAP2	.715							
HAP24	.714							
HAP17	.709							
HAP7	.708							
HAP15	.708							
HAP26	.707							
HAP22	.707							
HAP19	.700							
HAP13	.698							
HAP27	.698							

HAP8	.695						
HAP10	.695						
HAP16	.694						
HAP23	.692						
HAP25	.691						
HAP6	.686						
HAP5	.684						
HAP20	.682						
HAP18	.670						
HAP29	.670						
HAP4	.669						
OCADP3		.739					
OCADP8		.735					
OCADP14		.735					
OCADP9		.733					
OCADP13		.726					
OCADP15		.720					
OCADP2		.717					
OCADP1		.716					
OCADP5		.714					
OCADP6		.707					
OCADP10		.700					
OCADP11		.700					
OCADP12		.696					
OCADP4		.693					
OCADP7		.676					
OCCON9			.726				
OCCON15			.716				
OCCON7			.711				
OCCON14			.710				
OCCON5			.710				
OCCON4			.705				
OCCON2			.694				
OCCON12			.688				
OCCON3			.688				

OCCON13			.685					
OCCON11			.683					
OCCON8			.682					
OCCON1			.682					
OCCON6			.679					
OCCON10			.656					
OCINV4				.717				
OCINV8				.716				
OCINV1				.700				
OCINV12				.700				
OCINV9				.696				
OCINV10				.696				
OCINV14				.696				
OCINV11				.690				
OCINV6				.687				
OCINV2				.667				
OCINV13				.654				
OCINV7				.652				
OCINV3				.640				
OCINV15				.636				
OCINV5				.635				
TJREGIR4					.711			
TJREGIR2					.710			
TJREGIR6					.708			
TJREGIR3					.705			
TJREGIR7					.698			
TJREGIR5					.693			
TJREGIR1					.685			

TJTEACH3						.714		
TJTEACH1						.687		
TJTEACH2						.675		
TJTEACH7						.649		
TJTEACH5						.641		
TJTEACH4						.625		
TJTEACH6						.622		
TJDISP4							.681	
TJDISP3							.673	
TJDISP1							.658	
TJDISP5							.649	
TJDISP2							.644	
TJDISP6							.636	
TJSKLMGT2								.672
TJSKLMGT1								.670
TJSKLMGT5								.662
TJSKLMGT4								.660
TJSKLMGT3								.649

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

Table 4.11: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	40.936	41.349	41.349	40.936	41.349	41.349	18.651	18.840	18.840
2	5.944	6.004	47.353	5.944	6.004	47.353	10.146	10.249	29.088

3	4.866	4.915	52.269	4.866	4.915	52.269	10.111	10.213		39.301
4	3.469	3.505	55.773	3.469	3.505	55.773	9.558	9.655		48.956
5	2.922	2.951	58.724	2.922	2.951	58.724	4.600	4.647		53.602
6	2.558	2.584	61.308	2.558	2.584	61.308	4.304	4.347		57.949
7	1.748	1.766	63.074	1.748	1.766	63.074	3.614	3.650		61.599
8	1.549	1.565	64.638	1.549	1.565	64.638	3.009	3.039		64.638
9	.823	.831	65.470							

Table 4.3 provides the results for total variance explained. Eight factors were extracted and all the factors in total explained 64.638 variance in happiness as shown in the table below.

Only the factors having the Eigen value of more than 1 were extracted. The first factor's initial Eigen value was 40.936 and accounted for 41.349 per cent variation. The second factor with an eigenvalue of 5.944 explained 6.004 per cent variance. The third -factor explained variance was 4.915 05 per cent with an eigenvalue of 4.866. Similarly, the fourth, fifth and sixth factors explained 3.505 per cent, 2.951 per cent and 2.584 per cent variation towards the model with more than 1 Eigen values. The seventh factor explained 1.766 per cent variation with 1.748 Eigen value and eight factors explained 1.565 per cent variation with 1.49 Eigen value.

Scree plot is another method that is used by the researchers to determine the number of factors to be retained in the model (Ledesma, Valero-Mora & Macbeth, 2015). Hence, scree plot was used to determine the appropriate number of factors and results have been highlighted in figure 4.1. Scree plot shows that after eight factors the eigen value of the factors drops below one, indicating the validity of eight factors only towards the model.

Figure 4.1: Scree Plot
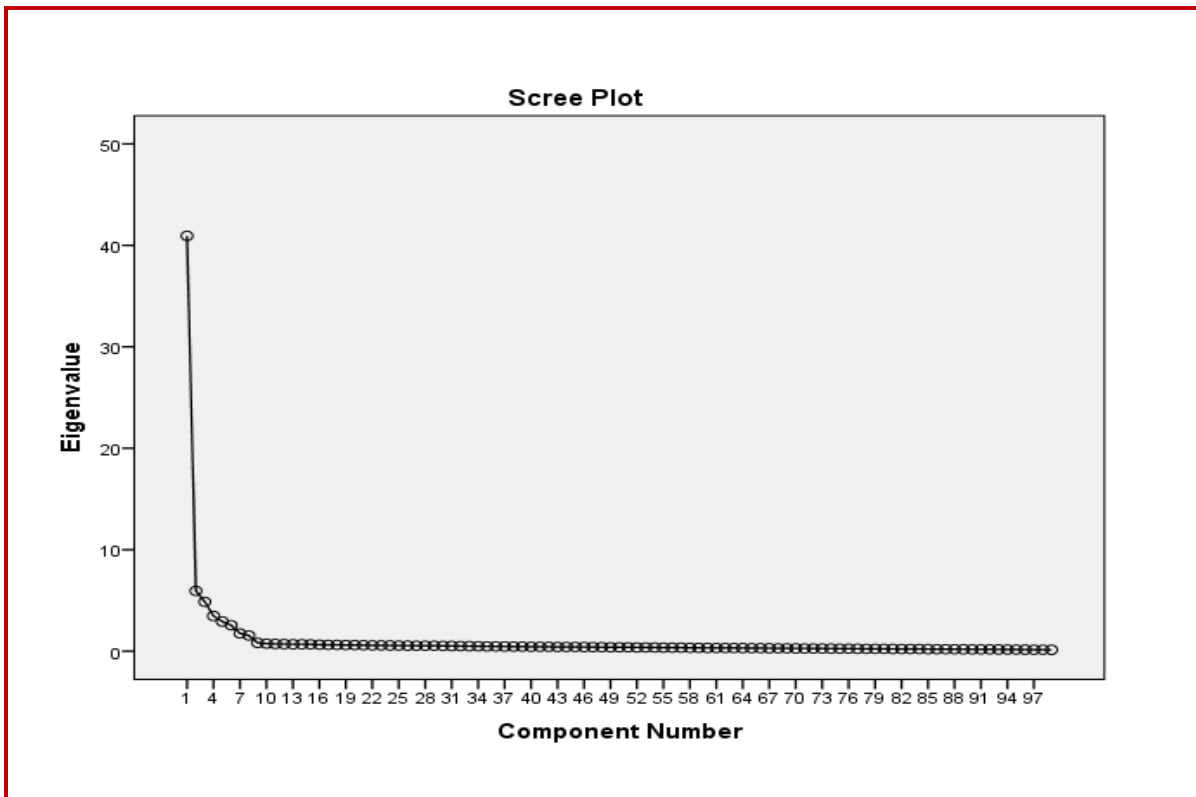
Application of EFA resulted in eight factors including both dependent and independent variables. Reliability of these factors was checked with the help of Cronbach's Alpha depicted in table 4.4. Content validity of the constructs was checked with the help of expert opinion and discussion with the people from academia. Confirmatory factor analysis was used to assess the factor structure of the observed variables.

Finally, the reliability of the various scales was checked using Cronbach alpha values as indicated in Table 3.4 below:

Table 4.12: Reliability and Descriptive Statistics

S. No	Variable	Cronbach Alpha	Number of items	Mean	Standard Deviation	Variance
1	Happiness	0.979	29	3.1954	1.0123	1.024
2	Involvement	0.961	15	3.0111	1.05412	1.111
3	Consistency	0.959	15	2.9143	1.05087	1.104
4	Adaptability	0.955	15	2.9914	1.00891	1,018
5	Teaching Skill	0.919	7	3.2224	1.05035	1.103
6	Management Skill	0.877	5	3.1957	1.03232	1.066
7	Discipline and Regularity	0905	6	3.1764	1.04037	1.082
8	Interpersonal Relations	.916	7	3.1966	1.04042	1.082

4.3.4 Confirmatory Factor Analysis: The measurement model goodness to fit was determined by calculating construct composite reliability, convergent and discriminant validity (Hsu and Lin, 2008; Lim, 2015). The reliability of construct is measured through composite reliability (Fornell and Larcker, 1981). According to (Liu & Wang, 2016) the threshold value for composite reliability is greater than 0.70. All constructs reliability was ranging from 0.877 to 0.979 greater than threshold value (see Table 4.5). Cronbach's Alpha of each construct was also greater than 0.70 (Hair et al., 2014). Furthermore, convergent validity of construct is measured through average variance extracted and factors loadings (Fornell and Larcker, 1981). Average variance extracted (AVE) must be greater than 0.50 while factors loading should have value more than 0.60 (Hair, Ringle, and Sarstedt, 2011). All constructs had AVEs ranging from 0.586 to 0.623 (> 0.50) and items loading were from 0751 to 0.821

(> 0.60). Thus, there was no issue in convergent validity of instrument. The mean shared values (MSV) and MaxR (H) were also meeting the threshold criteria's of <0.50 and >0.70 respectively.

Table 4.13: Factor Loadings and convergent validity

Predictor	Outcome	Std Beta	CR	AVE	MSV	MaxR(H)
	OCINV1	0.805				
	OCINV2	.798 ***				
	OCINV3	.783 ***				
	OCINV4	.790 ***				
	OCINV5	.780 ***				
	OCINV6	.778 ***				
	OCINV7	.774 ***				
OCINV	OCINV8	.798 ***	0.961	0.623	0.446	0.961
	OCINV9	.790 ***				
	OCINV10	.821 ***				
	OCINV11	.792 ***				
	OCINV12	.781 ***				
	OCINV13	.794 ***				
	OCINV14	.774 ***				
	OCINV15	.776 ***				
	OCCON1	0.789				
	OCCON2	.777 ***				
	OCCON3	.791 ***				
	OCCON4	.766 ***				
	OCCON5	.809 ***				
	OCCON6	.764 ***				
	OCCON7	.801 ***				
OCCON	OCCON8	.774 ***	0.959	0.610	0.446	0.959
	OCCON9	.791 ***				
	OCCON10	.754 ***				
	OCCON11	.775 ***				
	OCCON12	.773 ***				
	OCCON13	.780 ***				
	OCCON14	.788 ***				
	OCCON15	.784 ***				
	OCADP1	0.759				
	OCADP2	.795 ***				
	OCADP3	.794 ***				
	OCADP4	.748 ***				
OCADP	OCADP5	.764 ***	0.955	0.586	0.370	0.955
	OCADP6	.751 ***				
	OCADP7	.746 ***				
	OCADP8	.778 ***				
	OCADP9	.778 ***				
	OCADP10	.762 ***				

	OCADP11	.761 ***				
	OCADP12	.751 ***				
	OCADP13	.759 ***				
	OCADP14	.765 ***				
	OCADP15	.768 ***				
	HAP29	0.775				
	HAP28	.792 ***				
	HAP27	.775 ***				
	HAP1	.797 ***				
	HAP3	.778 ***				
	HAP4	.755 ***				
	HAP2	.790 ***				
	HAP26	.792 ***				
	HAP25	.778 ***				
	HAP24	.793 ***				
	HAP23	.776 ***				
	HAP22	.779 ***				
	HAP21	.772 ***				
	HAP20	.788 ***				
Happiness	HAP19	.773 ***	0.979	0.615	0.444	0.979
	HAP18	.769 ***				
	HAP17	.791 ***				
	HAP16	.793 ***				
	HAP15	.789 ***				
	HAP14	.805 ***				
	HAP13	.788 ***				
	HAP12	.779 ***				
	HAP11	.798 ***				
	HAP10	.778 ***				
	HAP9	.807 ***				
	HAP8	.792 ***				
	HAP7	.786 ***				
	HAP6	.780 ***				
	HAP5	.771 ***				
	TJTEACH1	0.797				
	TJTEACH2	.781 ***				
	TJTEACH3	.808 ***				
TJTEACH	TJTEACH4	.790 ***	0.920	0.620	0.468	0.920
	TJTEACH5	.787 ***				
	TJTEACH6	.775 ***				
	TJTEACH7	.774 ***				
	TJSKLMGT1	0.75				
	TJSKLMGT2	.774 ***				
TJSKLMGT	TJSKLMGT3	.778 ***	0.877	0.588	0.444	0.878
	TJSKLMGT4	.785 ***				
	TJSKLMGT5	.748 ***				
	TJDISP1	0.772				
TJDISP	TJDISP2	.786 ***	0.905	0.614	0.468	0.905
	TJDISP3	.791 ***				

	TJDISP4	.787 ***				
	TJDISP5	.783 ***				
	TJDISP6	.782 ***				
	TJREGIR1	0.782				
	TJREGIR2	.783 ***				
	TJREGIR3	.786 ***				
TJREGIR	TJREGIR4	.777 ***	0.916	0.608	0.381	0.916
	TJREGIR5	.773 ***				
	TJREGIR6	.790 ***				
	TJREGIR7	.769 ***				

Figure 4.2: Measurement Model
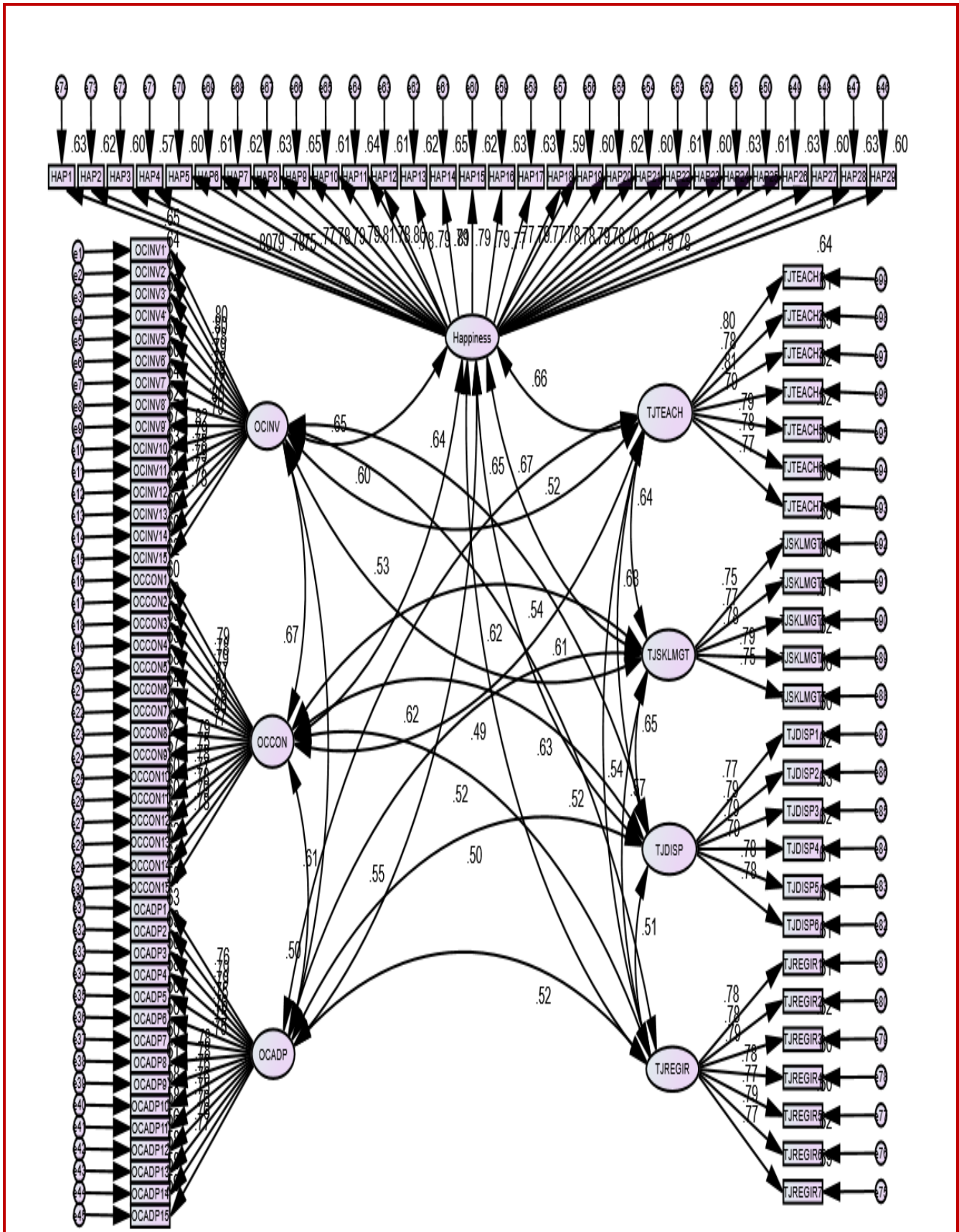
The discriminant validity of the instrument was generally measured by comparing the square root of average variance extracted (AVE) with the correlation of constructs (Fornell and Larcker's, 1981). But it was not considered as a suitable measure of discriminant validity and criticized by many researchers (Benitez, Henseler, Castillo, and Schuberth, 2019; Fornell and Larcker's, 1981). Henseler, Ringle, and Sarstedt (2015) recommended that Heterotrait-Monotrait (HTMT) ratio should be used to assess the construct discriminant validity. The HTMT ratio should be less than 0.85 (Henseler et al., 2015; Benitez et al., 2019; Ogbeibu, Senadjki, & Gaskin, 2018). The HTMT ratios of this study constructs were between 0.450 to 0.675 (< 0.85, See table 4.6). That also confirmed the presence of discriminant validity.

Table 4.14: Heterotrait-Monotrait (HTMT) ratio

	Happiness	OCINV	OCCON	OCADP	TJTEACH	TJSKLMGT	TJDISP	TJREGIR
Happiness								
OCINV	0.651							
OCCON	0.637	0.668						
OCADP	0.545	0.608	0.503					
TJTEACH	0.66	0.6	0.618	0.525				
TJSKLMGT	0.666	0.531	0.537	0.495	0.645			
TJDISP	0.649	0.613	0.624	0.504	0.686	0.651		
TJREGIR	0.617	0.518	0.523	0.52	0.546	0.567	0.504	

Further, structural model goodness of fit was assessed to confirm the hypothesized relationship were not spurious. The goodness of model fit can be measured through different model fit indices such as Chi-Square ($\chi2$), Relative Chi-Square ($\chi2/df$), Root Mean Square Residual (RMR), and Root Mean Square of Error Approximation (RMSEA), Comparative Fit Index (CFI), Adjusted Goodness of Fit Index (AGFI) and Normed Fit Index (NFI). The model goodness fit indices are presented in table 3.7. The values regarding model fit indices (See Table 4.7) were found within the accepted thresholds where CF1 = 0.972, NFI = 0.972 good model fit values. Similarly, RMSEA = 0.021 and SRMR = 0.026 indicated good model fitness

as per the recommended thresholds of previous studies (Hair et al., 2014; Vieira, 2011; Hu & Bentler, 1999; Tanaka, 1993). All the fit indices meet the threshold criteria. Therefore, structural models seem to have good fit and can further be used for inferential statistics.

Table 4.15: Model Fit Indices

Model Fit Measures			
Measure	**Estimate**	**Threshold**	**Interpretation**
CMIN	5988.887	--	--
DF	4724	--	--
CMIN/DF	1.268	Between 1 and 3	Excellent
CFI	0.972	>0.95	Excellent
NFI	O.972	>0.95	Excellent
SRMR	0.026	<0.08	Excellent
RMSEA	0.021	<0.06	Excellent
PClose	1	>0.05	Excellent

4.3.5 Descriptive Statistics and Correlation

The descriptive statistics and correlation analysis results are reported in table 4.8. The descriptive statistics described that average score of respondents for all variables is presented in table 3.8. The average response for happiness is 3.20 (Std Dev = 1.012).

Table 4.16: Correlation Analysis, and Kurtosis and Skewness

	MEAN	STD. DEVIATION	SKEWNESS	KURTOSIS	HAPPINESS	OCINV	OCCON	OCADP	TJTEACH	TJSK MGT	TJ DISP	TJ R EGIR
Happiness	3.20	1.012	-0.254	-1.168	0.784							
OCINV	3.01	1.054	0.033	-1.321	0.651***	0.789						
OCCON	2.91	1.051	0.146	-1.236	0.637***	0.667***	0.781					
OCADP	2.99	1.009	0.071	-1.210	0.545***	0.608***	0.502***	0.765				
TJTEACH	3.22	1.050	-0.280	-1.123	0.658***	0.600***	0.617***	0.523***	0.788			
TJSKLMGT	3.20	1.032	-0.241	-1.139	0.666***	0.531***	0.538***	0.495***	0.644***	0.767		
TJDISP	3.18	1.040	-0.257	-1.143	0.649***	0.612***	0.625***	0.504***	0.684***	0.652***	0.783	
TJREGIR	3.20	1.040	-0.237	-1.165	0.617***	0.517***	0.522***	0.519***	0.545***	0.568***	0.506***	0.78

Kurtosis and Skewness are used to examine whether or not indicators adhere to normalcy assumptions (Kline, 2005). In order to determine if a curve is normal or abnormally curved kurtosis measures must be taken into consideration. A normal curve that is leptokurtic has a greatly arched mean and short tails. In comparison, Platykurtic curves are flatter than normal curves, with a smaller apex and longer tails. Positively or negatively skewed curves are considered skewed. Positively skewed curves have a concentration of scores below the mean, whereas negatively skewed curves exhibit the inverse. Both of these curves produce an uneven normal curve. Descriptive statistics can be used to assess both skew and kurtosis. When using SEM, acceptable values of Skewness are between 3 and + 3, while acceptable values of kurtosis are between 10 and + 10 (Brown, 2006). SEM is a reasonably robust analytical method; therefore, small deviations may not imply serious breaches of assumptions if they lie outside of these limits. The results of Skewness and kurtosis are given in table 3.8. Skewness values were in the given acceptance ranges from minimum -0.241 to maximum 0.146. On the other side Kurtosis values were ranging from -1.321 to -1.143 meeting the acceptance criteria of normality. It confirmed that data was normally distributed.

Pearson correlation coefficients were calculated to analyses the correlation among the variables. The results are reported in table 4.8. The correlation of organization culture and happiness is positive and significant (r = 0.478, p < 0.001).   The correlation analysis showed that involvement, consistency and adaptability are positively associated with happiness. A teacher's task management, discipline and regularity, teaching skill and interpersonal relations are positively associated with Happiness.

All organization culture dimensions have positive and significant relationships with dimensions of teacher job performance (P<.001). Happiness association with teacher job performance (p < 0.001) is also positive and significant.

 The explanatory variables have moderate correlations among the variables especially in independent variables. Therefore, it confirmed that there was no issue of multi-collinearity among the independent variables. The diagonal values are the square root of AVE. Square root of AVE values are greater than the correlations among the variables this confirms no issue of discriminant validity of instruments also.

4.3.6 MULTIVARIATE ANALYSIS – HYPOTHESIS TESTING

The research model was further investigated through structural equation modeling. The hypothesis of the study was further tested through multiple regression analysis. Organization culture is explanatory variables while teacher job performance is dependent variable. Happiness has a mediating role in this study. The multiple regression and mediation results obtained through   AMOS   and   SPSS   Hayes   process   macros   are   discussed   hereafter.

4.4: Organization culture effect on teacher job performance (H1, H2 and H3)
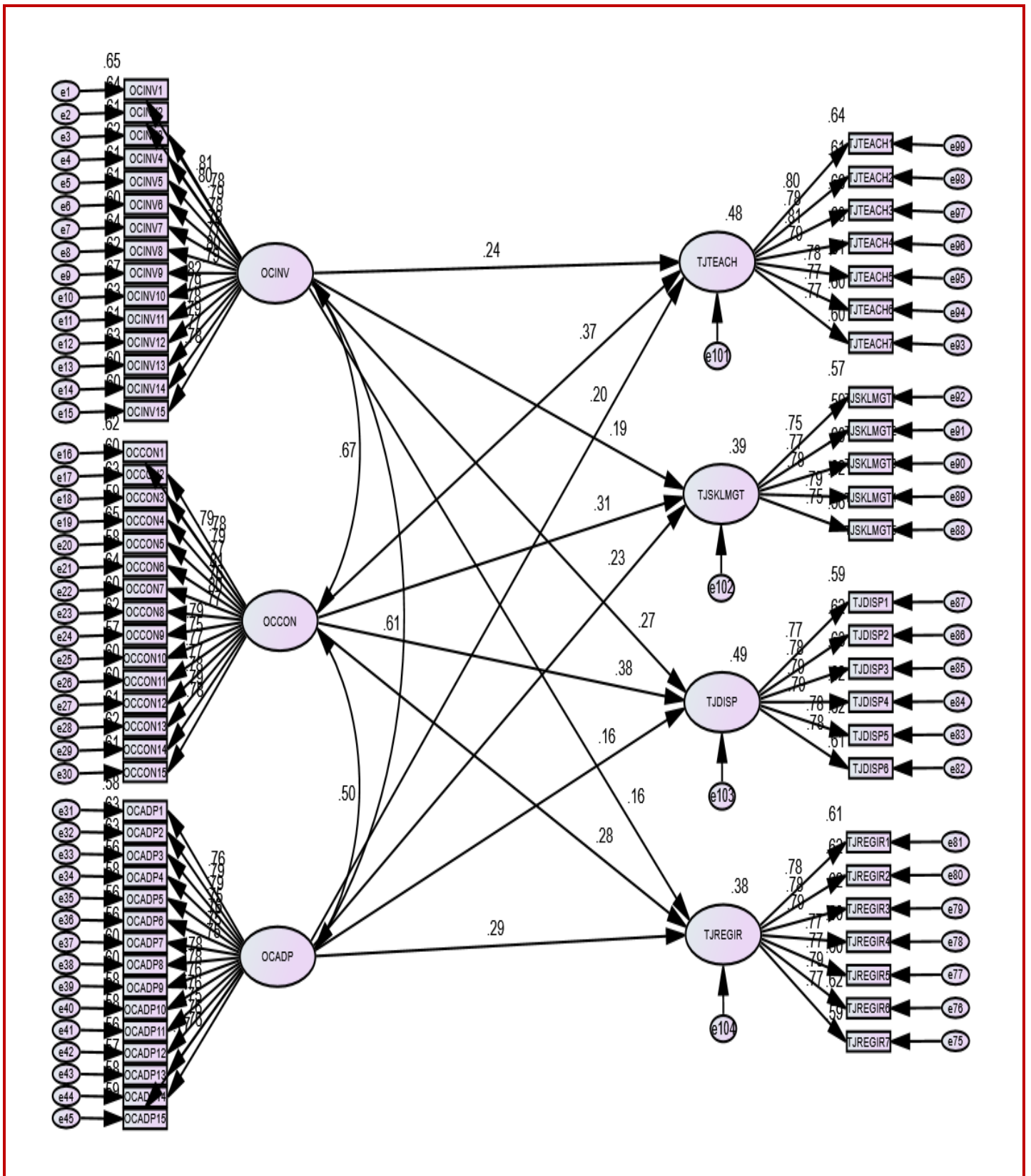
Figure 4.3: Direct Effect of organization culture on teacher job performance

In the first SEM model the direct effect of organization culture dimensions on teacher job performance is examined. The reported results in table 3.9 indicated that involvement has significant positive influence on teaching skill (H1a) ($\beta = 0.45$, $p < 0.01$), management skill (H1b) ($\beta = 0.194$, $p < 0.01$), discipline and regularity (H1 C) ($\beta = 0.163$, $p < 0.01$), and interpersonal relations (H1 d) (($\beta = 0.238$,, $p < 0.01$). <mark>This rejects the H1a, H1b, H1c, and H1d</mark>. The R-square of this model was 0.49 (Involvement), 0.38 for Discipline and regularity, 0.39 for management skill and 0.48 for interpersonal relations. Further, the other two dimensions of culture i.e., consistency (H2) and adaptability (H3) also has a significant positive impact on all four dimensions of teacher performance as shown in table 4.9. Thus, the study fails to accept hypotheses H1, H2 and H3.

Table 4.17: Effect of Organization culture on Teachers Job performance

Predictor	--->	Outcome	Estimate	S.E.	C.R.	P	R-Square
OCADP	--->	TJDISP	0.158	0.042	3.613	***	
OCINV	--->	TJDISP	0.272	0.047	5.199	***	**0.49**
OCCON	--->	TJDISP	0.375	0.046	7.606	***	
OCADP	--->	TJREGIR	0.286	0.047	5.951	***	
OCINV	--->	TJREGIR	0.163	0.05	2.965	0.003	**0.38**
OCCON	--->	TJREGIR	0.279	0.049	5.467	***	
OCADP	--->	TJSKLMGT	0.233	0.045	4.779	***	
OCINV	--->	TJSKLMGT	0.194	0.049	3.438	***	**0.39**
OCCON	--->	TJSKLMGT	0.306	0.047	5.795	***	
OCADP	--->	TJTEACH	0.202	0.045	4.618	***	
OCINV	--->	TJTEACH	0.238	0.049	4.641	***	**0.48**
OCCON	--->	TJTEACH	0.368	0.048	7.586	***	

4.5 Effect of Organization culture on happiness (H4)
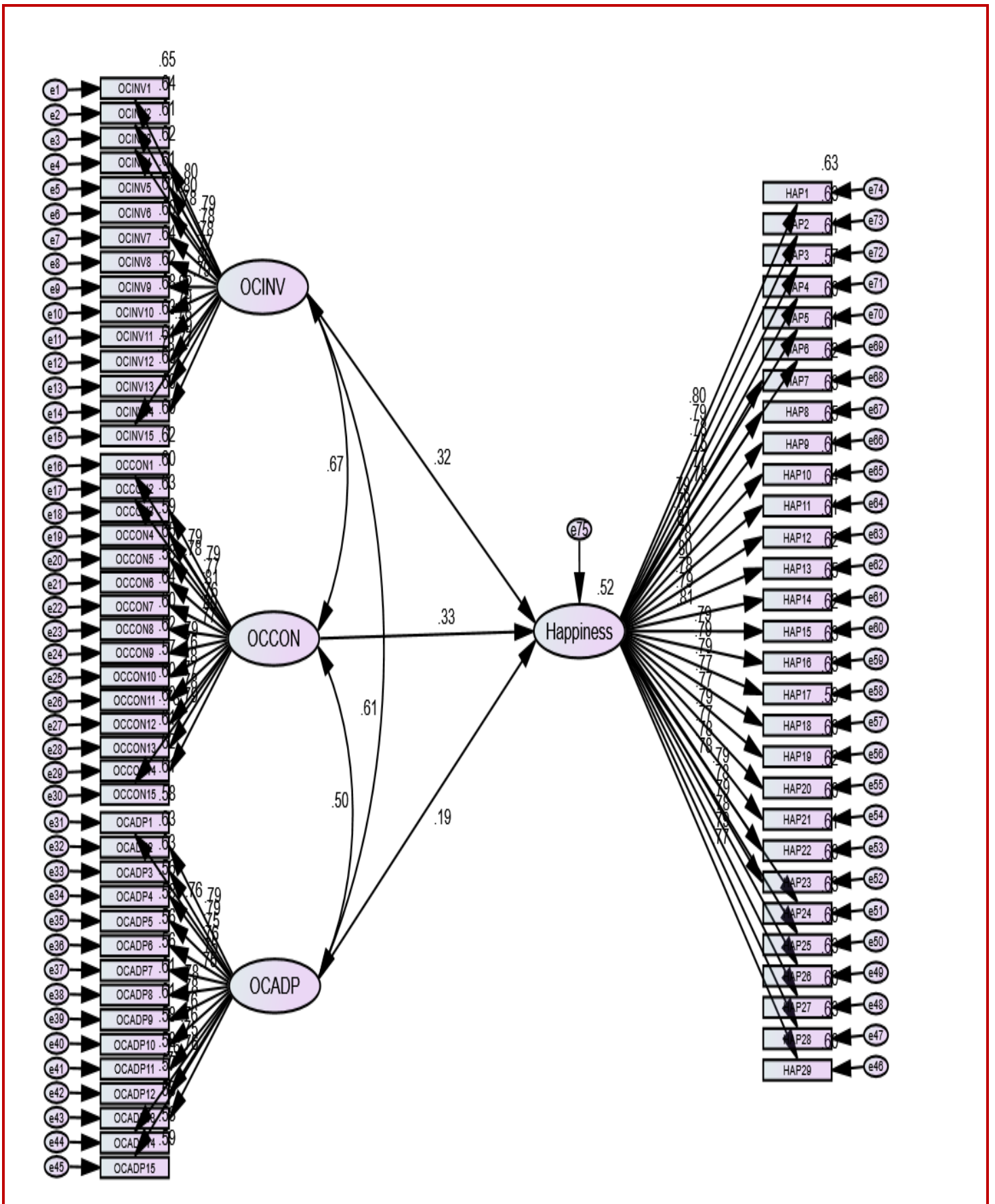
Figure4.4: Direct effect organization culture on happiness

In the second SEM model (figure 4.3), organizational culture influence on happiness is examined. The results from table 6 indicated that organization culture positively happiness. Further, table 3.10 shows that involvement ($\beta = 0.315$, $p < 0.01$), Consistency ($\beta = 0.333$, $p < 0.01$), adaptability ($\beta = 0.187$, $p < 0.01$) significantly influences happiness. The R-square for this model is 52% (Table 4.10). It indicates that organization culture explains 52% of variation in happiness. Thus, the study fails to reject Hypotheses 4. (H4)

Table 4.18: SEM Model 2 Effect of organization culture on happiness

Predictor	--->	Outcome	Estimate	S.E.	C.R.	P	R-Square
OCINV	--->	Happiness (H4a)	0.315	0.045	6.556	***	
OCCON	--->	Happiness(H4b)	0.333	0.043	7.471	***	**0.52**
OCADP	--->	Happiness (H4c)	0.187	0.04	4.652	***	

4.6 Effect of Happiness on teacher job performance (H5)
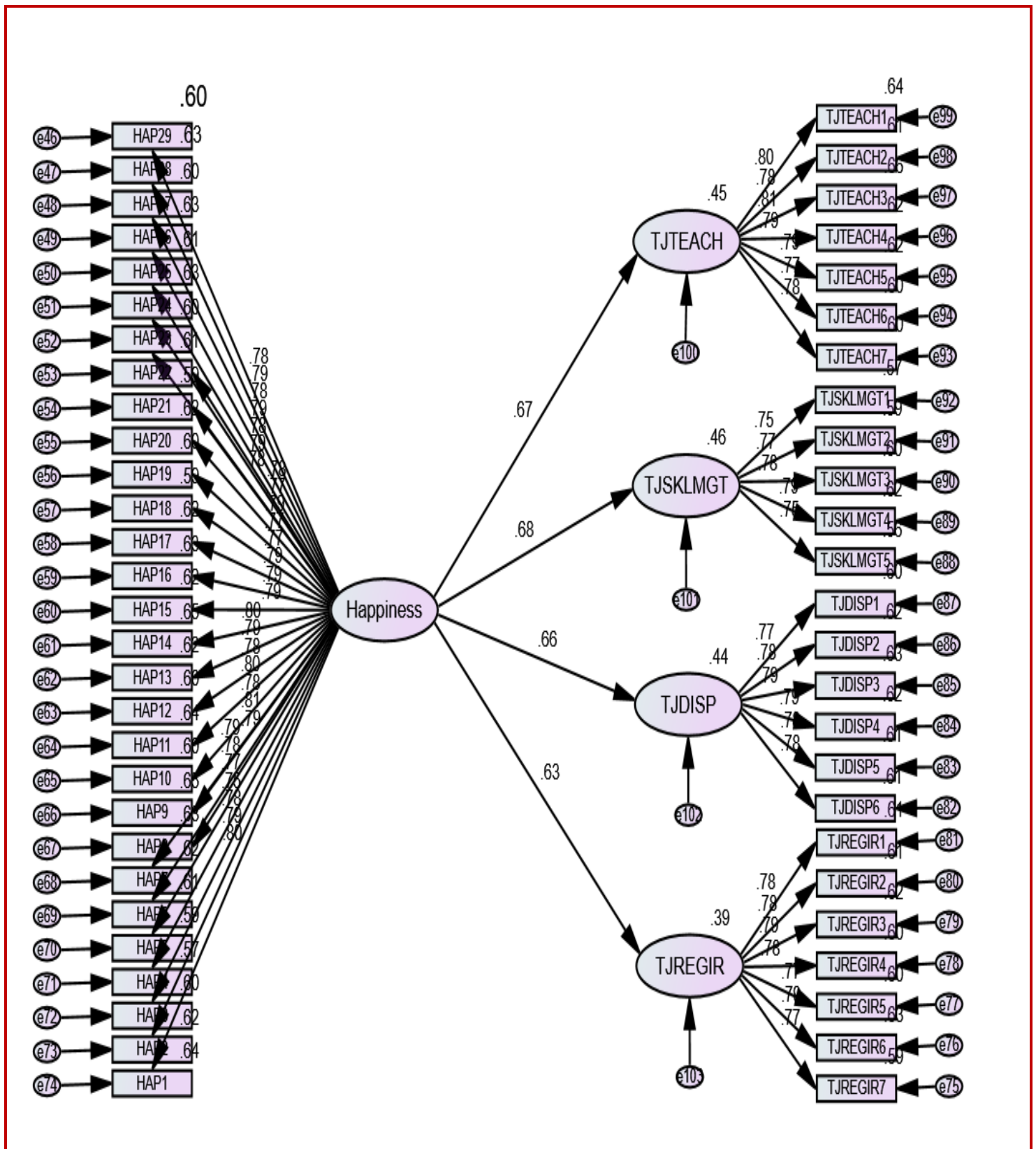
Figure 1.5: Direct effect of Happiness on teacher job performance

In the third SEM model (figure 4.4), happiness influence different dimensions of a teacher's job performance. The results from table 3.11 indicated that happiness has positive and significant effect) on teacher discipline (β = 0.661, p < 0.01), regularity ((β = 0.626, p < 0.01), managing skills (β = 0.678, p < 0.01, and teaching (β = 0.67, p < 0.01). The R-square for this model is also shown in table 4.11. It indicates that happiness explains 44% of variations in teachers' discipline, 39% variation in regularity, 46% in managing tasks and 45% variation in teaching. Thus, the study fails to reject hypotheses H5.

Table 4.19: SEM Model 3 Effect of happiness on teacher job performance

Predictor	--->	Outcome	Estimate	S.E.	C.R.	P	R-Square
Happiness	--->	TJDISP(H5a)	0.661	0.044	14.399	***	0.44
Happiness	--->	TJREGIR(H5b)	0.626	0.044	13.868	***	0.39
Happiness	--->	TJSKLMGT(H5c)	0.678	0.044	14.325	***	0.46
Happiness	--->	TJTEACH (H5d)	0.67	0.046	14.986	***	0.45

4.7 Mediating effect of happiness between organization culture and teacher job performance dimensions (H6)
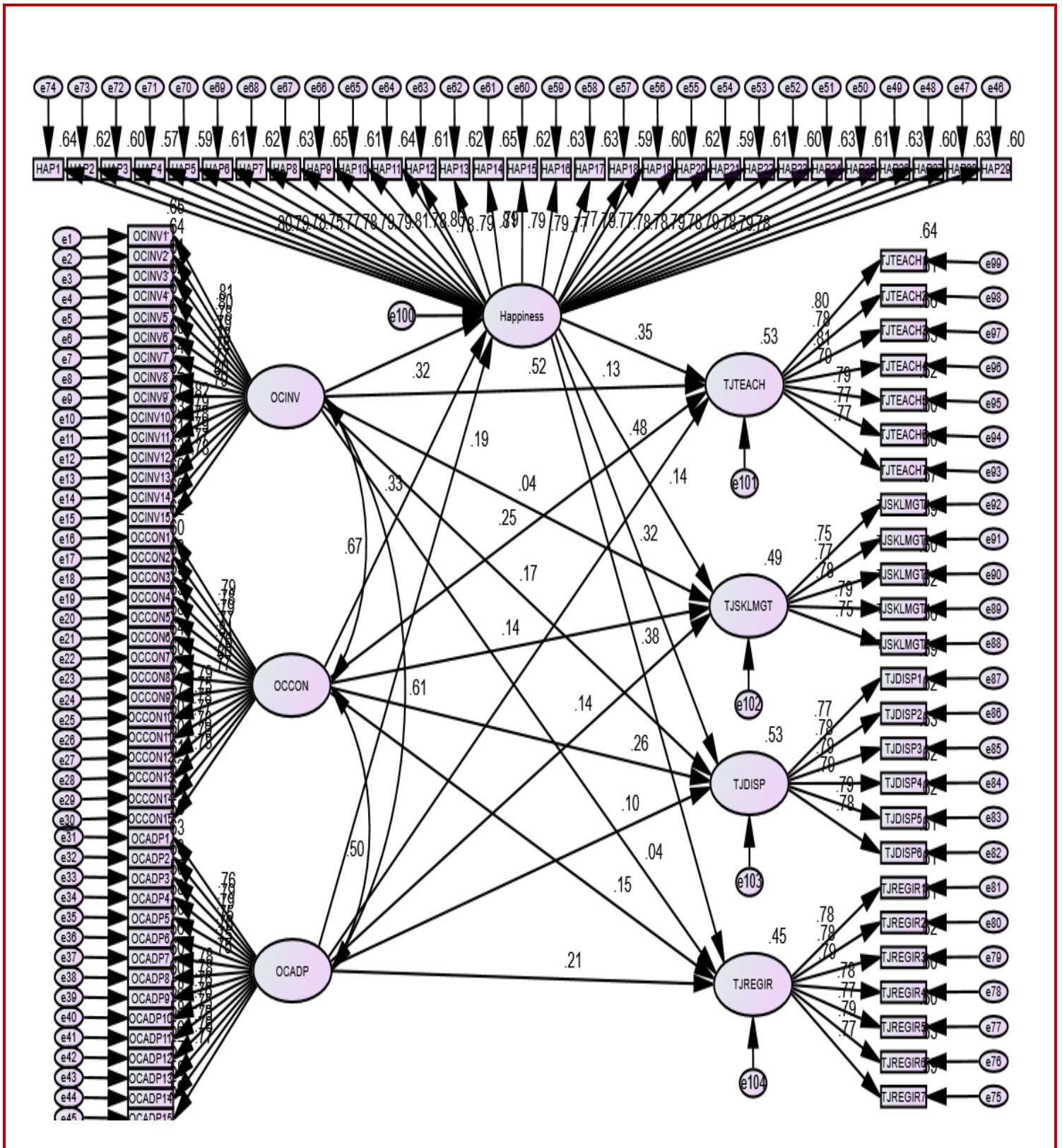
Figure 4.6: Mediating effect of happiness between organization culture and Teacher's job performance

In the final SEM model (figure 4.5), mediation analysis was performed. Happiness mediating role between organization culture dimensions and teacher job performance dimensions is examined using Hayes process indirect effect in AMOS. The results are reported in table 4.12. The direct effect of Organization involvement ($\beta = 0.17$, $p < 0.05$), consistency (($\beta = 0.263$, $p < 0.05$), adaptability ($\beta = 0.096$, $p < 0.05$) on teacher discipline is significant.. The mediator happiness and teacher job performance dimensions have significant positive association: Discipline ($\beta = 0.323$, $p < 0.05$), regularity ($\beta = 0.384$, $p < 0.05$), Skill management ($\beta = 0.475$, $p < 0.05$), teaching ($\beta = 0.350$, $p < 0.05$). The R-square for this model is shown in table 4.12.

Table 4.20: Mediating effect of Happiness between Organization culture and teacher job performance

Predictor	--->	Outcome	Estimate	S.E.	C.R.	P	R-Square
OCINV	--->	Happiness	0.315	0.045	6.56	***	
OCCON	--->	Happiness	0.333	0.043	7.472	***	0.52
OCADP	--->	Happiness	0.186	0.04	4.648	***	
OCADP	--->	TJDISP	0.096	0.041	2.257	0.024	
OCINV	--->	TJDISP	0.17	0.047	3.283	0.001	0.53
OCCON	--->	TJDISP	0.263	0.046	5.38	***	
Happiness	--->	TJDISP	0.323	0.047	6.629	***	
OCADP	--->	TJREGIR	0.214	0.045	4.644	***	
OCINV	--->	TJREGIR	0.042	0.05	0.767	0.443	0.45
OCCON	--->	TJREGIR	0.146	0.048	2.89	0.004	
Happiness	--->	TJREGIR	0.384	0.051	7.359	***	
OCADP	--->	TJSKLMGT	0.143	0.042	3.134	0.002	
OCINV	--->	TJSKLMGT	0.045	0.047	0.821	0.412	0.49
OCCON	--->	TJSKLMGT	0.141	0.045	2.783	0.005	
Happiness	--->	TJSKLMGT	0.475	0.05	8.751	***	
OCADP	--->	TJTEACH	0.135	0.043	3.207	0.001	
OCINV	--->	TJTEACH	0.128	0.048	2.527	0.012	0.53
OCCON	--->	TJTEACH	0.246	0.047	5.161	***	
Happiness	--->	TJTEACH	0.35	0.049	7.267	***	

Furthermore, to analyses the indirect effect from organization culture dimensions to happiness and happiness to teacher job performance bootstrapping procedures is applied. The indirect effect results and upper and lower limit values are shown in table 4.13. It indicates that all indirect effects are positive and significant. Which confirms that happiness mediates partially between various organization culture dimensions (involvement, adaptability and consistency) and teacher job performance dimensions (regularity, discipline, skill management and teaching). Thus, the study fails to reject hypotheses 6.

Table 4.21: Indirect effect for Mediation

Parameter	Estimate	Lower	Upper	P
OCADP→HAP→TJDISP	0.058	0.031	0.093	0.001
OCADP→HAP→TJREGIR	0.07	0.038	0.107	0.001
OCADP→HAP→TJSKLMGT	0.082	0.045	0.123	0.001
OCADP→HAP→TJTEACH	0.067	0.036	0.102	0.001
OCCON→HAP→TJDISP	0.1	0.064	0.142	0.001
OCCON→HAP→TJREGIR	0.122	0.08	0.17	0.001
OCCON→HAP→TJSKLMGT	0.141	0.097	0.192	0.001
OCCON→HAP→TJTEACH	0.116	0.077	0.161	0.001
OCINV→HAP→TJDISP	0.092	0.056	0.134	0.001
OCINV→HAP→TJREGIR	0.111	0.069	0.157	0.001
OCINV→HAP→TJSKLMGT	0.129	0.085	0.176	0.001
OCINV→HAP→TJTEACH	0.106	0.066	0.151	0.001

CHAPTER 5

DISCUSSION

A poll called the Happiness Index gauges happiness in ten different spheres of life. The Happiness Index is indeed a thorough survey tool that evaluates characteristics of resilience, sustainability, and happiness. The 2012 World Happiness Report introduced the happiness index, a measure of happiness based on survey data. The survey's data is used to gauge people's levels of happiness. The definition of a happiness index comes from the GNH Index of Bhutan. Bhutan started prioritizing pleasure over other factors in 1972, including wealth, comfort, and economic expansion. Within particular demographics of a population, the Happiness Index can be employed to describe wealth disparity, trust in government, a sense of community, and other characteristics of welfare. It can also be used to assess the happiness of existence and the condition of life. The Global Happiness Commission, a team of academic happiness researchers, was the organization that first developed the Happiness Index. The Bhutanese GNH Index is where the Happiness Index definition comes from. In response to demands to use gross national product as the main objective and metric for governance, the Kingdom of Bhutan created the idea of gross national happiness (GNH). Bhutan began putting pleasure above other considerations like wealth, comfort, and economic success in 1972. Based on numerous quantifiable parameters, they developed an annual increase for happiness and have tracked it ever since. Members of the nations were asked to assess the level of happiness in their populations and use the results to inform public policy. On April 1, 2012, the very first "WHR" was released, outlining the current condition of global happiness as well as the causes of both happiness and unhappiness and their political ramifications. In order to correspond with the UN's International Day of Happiness, the report has been released around March 20th since 2016. The UN Sustainable Development Initiatives Center compiles the World Happiness Report, with the majority of the data coming from Gallup World Poll. The data used to create the World Happiness Report was gathered from the Gallup World Poll. More than 160 countries throughout the world, or more than 98 percent of the total adult population, have participated in Gallup's interviews with these people. The Happiness Index supports social transformation. Researchers and policymakers can plan for the wellbeing and happiness of both populations with the help of the Happiness Index, which provides the essential data. Finland (which has been first for four years running), Denmark, Switzerland, Iceland, the Netherlands, and so forth.

India is still at the bottom of the newly issued World Happiness Report 2022 by the Sustainable Development Solution Network of the United Nations. Research of 146 nations places us at position 136. The poor ranking reflects the (on average) inferior quality of life for Indians, which can have significant effects on overall health, happiness in those other contexts, and various other variables. As a metric, life evaluations are thought to be more reliable and comprehensive assessments of subjective well-being. A low ranking suggests that Indians have an extremely negative opinion of their current situation, excluding the pandemic. Everyone's personal and professional life, regardless of size in society, is affected by happiness.

Our country, India, took the initiative to spread happiness throughout its entire society. The happiness curriculum, which the Delhi government has implemented, is based on an idea created by Delhi's deputy commissioner minister Manish Sisodia and is intended to improve the mental health of pupils in classes 1 through 8 at Delhi government schools. Following Delhi's lead, Andhra Pradesh and Uttarakhand developed comparable curricula. The United Arab Emirates, Afghanistan, and Nepal are all putting together programmes similar to these. A team of 40 experts, including teachers, psychiatrists, educational experts, activists, senior officials from the Department of Education of the Government of Delhi, NGO workers, and the Council of Educational Studies and Training, contributed to the development of the curriculum.

In addition to this, if we look at the outcomes of introducing pleasure into the workplace, they are favorable and astounding. Supporting the positive organizational culture found in this study will result in higher performance, as discussed below: The teaching faculties were chosen as the respondents for this study's examination of the relationship between happiness and workplace cultures and teacher work performance in order to learn more about their school's culture and the effects of happiness on both.

5.1 OBJECTIVE 1: The first objective of the study is to examine the relationship in between organization culture and teacher's job performance:

HYPOTHESIS: There is no significant relationship between organization culture and teacher's job performance and the related hypothesis are:

H1, H2, and H3: There is no significant relationship between organizational culture dimensions

(Involvement, Consistency, and Adaptability) and Teachers' Job Performance (Teaching skill Management skill Discipline and regularity Interpersonal relations) in private schools in selected cities of Punjab.

✦ H1a: Involvement (H1)

- There is no significant relationship between Involvement and Teaching skill (H1 a)
- There is no significant relationship between Involvement and Management skill (H1b)
- There is no significant relationship between Involvement and Discipline and regularity (H1c)
- There is no significant relationship between Involvement and Interpersonal relations (H1d)

✦ H2 b: Consistency

- There is no significant relationship between **Consistency** and Teaching skill
- There is no significant relationship between **Consistency** and Management skill
- There is no significant relationship between **Consistency** and Discipline and regularity
- There is no significant relationship between **Consistency** and Interpersonal relations

✦ H3 c: Adaptability

- There is no significant relationship between Adaptability and Teaching skill
- There is no significant relationship between Adaptability and Management skill
- There is no significant relationship between Adaptability and Discipline and regularity
- There is no significant relationship between Adaptability and Interpersonal relations.

It investigated how organizational culture variables directly affect teacher job performance. According to the findings, engagement significantly improves teaching ability.

Roles and responsibilities vary greatly among organizations. Teachers desire to enjoy their work and see their pupils grow in their passion-related interests and abilities. Since it is the instructor's obligation to execute the curriculum to fulfil the needs of the students, the teachers may need to develop teaching materials and courses within the parameters of the provided curriculum (Carl, 2009). Numerous studies back up the idea that giving teachers more control by involving them in curriculum development for instance, Fullan (1991) discovered that effective implementation of educational reform is correlated with the degree of teacher collaboration as a focal point of

curriculum creation. As a result, the teacher plays a crucial role in the success of curricular creation, including the implementation and evaluation phases. Handler (2010) discovered the necessity of teacher participation in the creation of school services. In order to plan and create lessons, textbooks, and content, teachers can participate productively and collaboratively working with educational curriculum development studios and specialists.

Participating in school reform initiatives requires teachers to assume accountability for group decision-making and collective sense-making (Coburn, 2005). (Somech, 2010). Participating actively in a learning community for professionals entails creating a school's mission, considering its educational practices, and working together to develop teaching initiatives (Louis et al., 1996). As a result, we describe a teacher's commitment to educational reform as their level of involvement in the collective development of educational practices.

It is crucial for teachers to be involved in the delivery of educational services because it improves their performance and helps them match curriculum content to students' needs in the classroom.

The teaching environment is one where the instructor should be the greatest spokesperson, and they have a high degree of knowledge so they can address different difficulties. As a result, involvement has a big positive impact on managerial competence. A teacher may be an expert in their subject, but it isn't a guarantee of success, according to Ozola, Purvis, and Inga (2014). Teachers today need a set of talents that are especially well suited to the times of change and contest:

1) Organizational skills – establish priorities, provide tasks, inspire, and help pupils grow.

2) Communication skills – convey your message, motivate others to work harder, and exhibit emotional intelligence.

3) Collaboration skills – Therefore, it is feasible to build rapport, create allies, value diversity, and bargain successfully.

4) Critical thinking skills – Draw the appropriate conclusions, even under pressure, by approaching issue solving logically, investigating your choices, avoiding biases, and concentrating on significant evidence.

5) Emotional intelligence – Develop your social awareness, relationship management skills, self-awareness, and self-management. Be a source of inspiration, empathy, and earned optimism.

For those who have become entrenched in traditional understandings and practices of teaching and learning processes, the shifting role of a teacher may generate anxiety. Effective educators are aware of the complexity of the modern teaching profession. Teachers need solid and effective professional abilities, according to Thach and Murphy (1995), who believe that they are accountable for running the educational system. According to Shaikh (2009, 2011) and Selvi (2010), it's indeed essential to redefine teachers' competencies since they bring about changes in the educational system. As a result, teachers must acquire new competencies in order to deal with all of these new developments successfully.

On the one hand, the traits listed by teachers as being of the utmost importance emphasize the fact that teachers comprehend and are conscious of the requirement and capacity for cooperation, the need for creative thought, the need for effective communication, etc. because a successful leadership of any procedure cannot function without them. However, the ranking of less critical managerial attributes demonstrates that teachers are not prepared to serve as managers in the education sector because they lack the necessary readiness for ongoing self-improvement, empathy, self-reflection, etc.

Teachers can't impart managerial abilities and traits to their students if they don't possess them themselves.

⬥ Involvement and Discipline and Regularity (H1c)

According to research findings, involvement culture has a substantial impact on discipline and regularity, which can be explained by the fact that involvement is one component that can enhance the organization's discipline. Higher levels of involvement in culture improve performance. According to Umam (2010), job participation is the extent to which an individual emotionally identifies himself or herself and views performance as crucial to self-esteem. Employee engagement raises their level of motivation and gives them a sense of being deeply immersed in the organization's work. They will also feel more valued by their management and peers, which will inspire them to compete.

Employee accountability is increased by employee involvement, which also benefits the company. From the perspective of the teacher, if there is an involvement culture at work, instructors feel more engaged, which increases their enthusiasm for their work and makes them more committed to

maintaining order and discipline in the school. Due to their duty to mentor and guide their students, teachers are a representation of discipline and regularity. Any school's main asset is its teachers. In order to extract the resources, their dedication is essential. The school's culture has the best and most positive association with the employees' pertinent outcomes.

The program's teacher will suggest democratic behaviour that remains within the bounds of the organization's rules and principles. The school administration might choose a teacher with leadership traits who will promote discipline and regularity thanks to his or her active participation. Teachers can submit recommendations that will help students and the school as a whole flourish thanks to the engagement culture that encourages teachers to act democratically. As a result, directing and managing the culture of involvement can give teachers discipline and consistency. The only way to get the best work from employees is to involve them in decision-making, foster a flexible environment, and support an involvement culture. Getting the best work from teachers is not an easy task because we must keep in mind a few things like dignity, feelings, ideas, desire, and expectation. The outcome also showed a strong and favorable relationship between the engagement culture and the regulation and regularity of teachers' job performance.

✦ There is no significant relationship between Involvement and Interpersonal relations (H1d)

People get into relationships when they are in relationships. In most cases, the groups exist to fulfil a specific purpose, such as providing companionship, social support, reducing fear, achieving goals, etc. Personal characteristics, ethics, opinions, culture, and environmental factors all have an impact on interpersonal relationships as internal and external factors (Juneja, 2016).

On the other hand, interpersonal workplace relationships are interactions that occur often between coworkers, managers, and staff members. However, more research is needed to deepen our comprehension of the variables that affect interpersonal interactions at work due to the dearth of research in this area (Stoetzer, 2010). These factors, which could be internal or external, will undoubtedly alter how coworkers interact with one another. Knowledge sharing and self-disclosure, depending on the nature of the contact, can improve social interactions for an assortment of reasons (Christensen, 2007). Employees' concerns about completing tasks by the deadline, accomplishing concrete objectives, camaraderie, support networks, seeking approval, learning new things, lowering anxiety, etc. are only a few examples of these motivations at work (Osafo, 2007). The growth of education, enhancing the abilities and reputation of teaching staff in society, and boosting the

motivation of the youth of today were the topics of a video conference on August 23, 2019, presided over by Shavkat Mirziyoyev, the head of state of Uzbekistan. Several initiatives to enhance the quality and efficacy of schooling were put forward, and one of the points was that future teachers must acquire an engagement ethic and communication skills in order to complete these jobs successfully in various ways. Because the response strategy of the teacher trainee has a communicative aspect in the framework of the Inform ionization of society, which reflects the elements of engagement culture, Being the advocate and spokesperson for the pupils, the teacher's interpersonal relationships should be stronger.

Because the teacher's first and most crucial responsibility is to forge relationships with students, management, and other interesting parties, the engagement culture fosters interpersonal relationships. A person might compare sentiments and thoughts by participating in this process, according to the organizational or educational culture. His ability to control, express, and be self-aware is sufficiently supported by this. The topics of the study, "interpersonal connection" notions, are connected to one another in substance and are crucial for presenting the culture of personal communication. Depending on the subject matter, the relationship might change. Data transmission; partner interactions; partner interactions.

Involvement culture is influenced by the interactions that take place before interpersonal relationships are established. The involvement culture at the school should be emphasized because when two people first meet, those who are more likely to develop an open relationship in which they share personal details and invest time and effort in fostering the relationship are advantageous for the student, the school, and the administration.

The opportunity to participate in school activities is provided by the culture of involvement. Decision-making will also enable the teacher to develop interpersonal relationships with students and other adults to help children solve problems and build their self-confidence. Additionally, developing students' interpersonal and intrapersonal skills is a priority. By delegating duties that are beneficial for student progress, the engagement culture helps the teacher adapt to new teaching methods. A workplace culture that offers employees a chance is always successful. The engagement culture increases a teacher's accountability for their tasks at school and with the students.

In contrast, the organization's consistent culture is a crucial element for the success of the business

and the enhancement of employee productivity. Strong cultures that are extremely consistent, well-coordinated, and well-integrated tend to make organizations more successful (Davenport, 1993; Saffold, 1988). Employee behaviour is based on a set of core beliefs, and even when followers and leaders hold opposing viewpoints, they are competent at coming to an understanding (Block, 1991). This kind of consistency culture, which is the product of a shared mindset and a high level of conformance, is a potent source of peace and internal integration (Senge, 1990). The constancy culture is linked to interpersonal relationships, managerial expertise, discipline and regularity, and teaching ability with the help of the study's findings. The consistency culture is made up of fundamental beliefs, agreements, coordination, and integration, which allows teachers the possibility to develop their interpersonal, management, and teaching skills. Under the consistency culture, teachers are clear about the rules and regulations and have a culture of consciousness and a set of values that influence how people behave in terms of the care and development of their organizations, which causes them to be consistently on time and disciplined for their work.

Consistency in culture helps teachers get involved in a variety of activities and prepare students to take part in numerous activities to hone their skills. In many ways, this culture enhances a teacher's abilities. A high level of cooperation and coordination known as consistency enables the instructor to learn through a variety of opportunities. The culture of consistency gives teachers a great opportunity to develop their professional and personal talents.

5.2 Objective 2 & 3:

To study the relationship between Organization Culture and Teachers' Happiness of Private Schools in selected cities of Punjab.

Being a teacher is seen as a psychologically demanding profession because of the varied cultural, economic, and community demands that must be managed, leading to a significant amount of daily emotional contact. The teaching field is also thought to suffer from a high percentage of stress and burnout. Teachers in educational institutions experience significant amounts of stress, which is believed to be linked to anxiety and depression, hypertension, headaches, psychosomatic diseases, and even heart disease. Svalastog (2017) defines a state of optimal health as one in which all physical functions are functioning normally, there is no discomfort, and a sense of ease develops as a result of synchronized organ processes. This term emphasizes how issues that affect both physical

and mental health have a holistic impact. Happiness while at work, which is a component in the form of fleeting sentiments and emotions surrounding one's work experiences, is a factor affecting a teacher's health and performance. Positive workplace experiences can lead to happiness. Benevene, found in 2019 the general health of teachers is positively impacted by workplace happiness. When employees are content, they are more likely to be healthy and better equipped to handle stress. The culture of the instructors' schools is another aspect that influences them. A good culture produces healthy employees; thus, schools should pay close attention to the culture they have given the instructor. Since instructors are the ones who connect with students and prepare them for the future, the school's first priority is their happiness and health. Students grow up happy and optimistic in a joyful environment with happy faces. It is clear from the aforementioned conclusion that organizational culture has a favorable effect on employee happiness. It is clear from the aforementioned points of view that organizational culture and worker performance are positively correlated. Therefore, it is expected that a powerful and positive school culture can encourage average staff to work well and accomplish goals, but a poor and negative culture may demotivate exceptional employees to perform poorly and achieve nothing. Aluko (2003) discovered that there is a strong correlation between employee performance and weak cultures, which result in underwhelming performance and poor employee collaboration. This viewpoint implies that schools that don't incorporate culture into their operations won't be successful. In order for school instructors to function to the fullest extent of their abilities, a joyful culture needs to exist, according to the findings of this investigation and earlier studies. The learner would benefit in a positive way from it. Additionally, happier workers are more inclined to stick with a business (Harter et al., 2010; Jacob et al., 2008; Lok & Crawford, 2003). A happy teacher helps to create a more enjoyable working environment, which in turn shapes the culture of the school. In short, both the school's success and the future of the kid can be impacted by the teacher's satisfaction. This is sufficient justification for the need for additional study on how to create an organizational culture that fosters employee pleasure. Teachers who are content with their jobs at their schools are reported to be more resilient than their counterparts who are not, making them better able to handle workplace stress. In a similar vein, the results of the study's third goal, which examined the relationship between teacher job performance and happiness, revealed a strong and favorable connection between the two. According to a study, in the classroom, instructors' happiness predicts students' happiness, and students' happiness predicts performance in school (Bakker, 2005). When students are engaged and making

progress, when teachers are successful in completing their jobs, and when they can rely on help from their peers, good emotions are experienced by teachers (Hargreaves, 1998, 2000). Hatch, 1993; Lasky, 2000). The fine-grained relationships between high job demands, accessible resources, and work-related well-being outcomes like happiness must therefore be better understood. Since the students, who are the country's future, would be shaped by these happy instructors, regular work on improving their well-being and happiness would contribute to the developmental process of the educational system as a whole and the community as a whole. When workers are content, they are more motivated to work because they feel a connection to the company's objectives. Since greater engagement results in happier workers who are more present, happiness boosts productivity.

In the end, though, the wellspring of production is the individual employees who get stuff accomplished every day. Positive emotions make people more creative and productive. And there is no doubt about it: Happier people do better.

Happiness performs best in environments where school culture is adaptable. By acquiring new knowledge and abilities, teachers advance their personal and professional development, which serves as a strong motivational factor that boosts productivity.

Teachers are essential in developing contented people. Regardless of vocation, the educational system aspires to produce healthy, content, and successful people (Basic Law of National Education No. 1739). However, creating happy people depends greatly on having happy and calm teachers. The ability to be happy increases a teacher's motivation and positive attitude, and a broad good attitude improves positive behaviours by assisting teachers in dealing with difficult and complex situations. The teacher's inner effectiveness will increase with happiness, and this will show in the classroom. When a teacher is joyful, they are proactive and enthusiastic, which spreads optimism across the class and improves performance and skill. However, the essential to success at work and in performance is that happy employees perform better, and happy workers are successful. Additionally, workplace satisfaction is valued highly in many areas, including for instructors and the school. Happiness attracts teachers who demonstrate positive moods, emotions, values, and attitudes, which has a domino effect on the teacher's performance. As a result, certain aspects that affect happiness are influenced by a person's needs, interests, hopes, personality, and expectations. Today, even academics and professionals like using occupational happiness as their primary research topic. The current study examines the relationship between happiness and its effects on teaching

effectiveness and organizational culture.

This research study examines the definition, root causes, and ultimate outcomes of teachers' job satisfaction based on prior literature viewpoints. In order to achieve effective learning and to support students' skills, it is obvious how important a positive school climate is (Talebzadeh & Samkan, 2011). Brird and Markle (2012) assert that a positive school climate contributes to teachers' success in the classroom as well as their continued success and sense of fulfilment in their personal lives. In contrast, Aydin (2016) emphasizes the need for child education to place a strong emphasis on compassion and respect for all living things.

To study the mediating role of happiness in Organization Culture and Teachers 'Job Performance of Private schools in selected cities of Punjab.

Organizational culture, teacher job performance, and happiness all greatly influence one another, with happiness serving as a significant mediator between the two. Additionally, bootstrapping techniques are used to analyze the indirect relationship between organizational culture aspects and happiness as well as happiness and teacher job performance. Table 4.13 displays the indirect impact results as well as the higher and lower limit values. It suggests that every indirect effect is advantageous and meaningful. This supports the finding that engagement, adaptability, and consistency, three characteristics of organization culture, influence some of the relationships between teacher job performance factors and satisfaction (regularity, discipline, skill management, and teaching).

Since staff members are the foundation of every organization, school administration should foster a culture that encourages involvement and participation. Consider the A rise in teacher satisfaction at the school may boost motivation and regular attendance, which will be advantageous to both the school and the students. Given that teachers are one of the school's most valuable resources and are in charge of both the institutions and students' progress, fostering a happy environment in the classroom will enhance teachers' motivation, which will result in better work performance. Excellent employee satisfaction and pleasure levels suggest high organizational returns (Adel Haddad, Ali Ameen, and Muaadh Mukred, 2018). Consequently, the school values its culture and the contentment of its teachers. Researchers discovered that the most productive and high-performing workers are those who demonstrate traits of happiness (Daniels & Harris, 2000). The happiest workers take fewer vacation days and behave loyally for a longer period of time, which subsequently enhances their performance at work (Abd-Elazniz, Aziz, Khalifa, & Abdel-Aleem, 2015). In order to improve teacher quality in the

most efficient way and achieve student achievement with school growth, schools should concentrate on developing and enhancing the positive characteristics of teachers. Happiness in the place of work is a strong sense associated with employees who are proud of themself, resulting in enhanced performance of an organisation.

This study discovered that the offered hypotheses had significant positive findings and were positively related to one another.

The results of the study's analysis suggest that, since it can enhance teachers' performance, introducing happiness is helpful in creating a better school culture. Knowledgeable, disciplined, and responsible students will be produced by a teacher who performs well. Our research shows that a culture of commitment, constancy, adaptability, and mission can inspire a contemporary culture and improve organizational performance, which will increase teachers' efficiency and effectiveness. Happiness, however, plays a crucial role in energizing the school culture and students' performances.

CHAPTER 6

6.1 CONCLUSION, IMPLICATIONS, AND LIMITATIONS

This chapter will explain the significant result of the study, its implication and limitation and the future scope of the research. This research focuses on three variables: happiness, organizational culture and teacher's job performance. The respondents for the study were the teachers at the private school from Jalandhar, Ludhiana and Patiala, and the sample size was 600.

Before coming to the discussion of the final result, it is essential to know what happiness is. Why is it so important? The development of the study shows that happiness is necessary for any organization for better results and benefits for the employee's performance. This means that the organization is the combination of various variables, and happiness is the main which leads the whole organization towards success. Happiness is essential for the school culture and other organizations where employees spend their maximum time achieving their objectives. This discussion is significant for all organizations to maintain the happiness of the workplace and the employee's health. The following section will discuss essential findings.

6.2 KEY FINDINGS

On the basis of previous chapters including data analysis and interpretation, the present study presents the following significant findings.

1. This study focus on the relationship in between organization culture and teacher's job performance which are positive and significant, and the dimensions of both variables have also related with each other which are describe below:

- The result indicated that the direct effect of organization culture dimensions on teacher job performance is examined. The reported results indicated that involvement has significant positive influence on teaching skill, management skill, discipline and regularity, and interpersonal relations. Further, the other two dimensions of culture i.e., consistency and adaptability also has a significant positive impact on all four dimensions of teacher performance.

2. The second goal is to investigate the relationship between organizational culture and teacher job performance. The results indicated that organizational culture positively relates to happiness. Further, it shows that the dimensions of the organization's culture, involvement, consistency, and adaptability significantly influence happiness.

3. In the third objective to study the relationship between Happiness and Teachers' job performance, revealed that happiness influence the different dimensions of the teacher's job performance. The result from table 3.11 has indicated that happiness has a positive and significant effect teachers' discipline , regularity, Managing skills, and teaching skill.

The result of mediating effect of happiness between organization culture and teacher job performance are positive and their dimension are also related with each other as shown in the table 4.12.The direct effect of Organization involvement, consistency, adaptability on teacher discipline is significant. Mediator happiness and teacher job performance's Discipline: regularity, Skill management, teaching skill has significant positive association.

Furthermore, to analyses the indirect effect from organization culture dimensions to happiness and happiness to teacher job performance bootstrapping procedures is applied. The indirect effect results and upper and lower limit values are shown in table 4.13. It indicates that all indirect effects are positive and significant. Which confirms that happiness mediate partially between various organization culture dimensions (involvement, adaptability and consistency) and teacher job performance dimensions (regularity, discipline, skill management and teaching).

6.3 IMPLICATION:

The study result has various implications for management practitioners, policymakers, and theoretical, which are discussed below.

6.3.1   Theoretical Implications:

This study increases the concept of happiness in the organizational culture, whereas it develops earlier by many authors and will work in the future. This study made an essential addition to the

theoretical and empirical literature on happiness, organizational culture and teacher's job performance by analyzing and examining the relationship between all three variables. Many previous studies proved that there is a positive relationship between happiness and organization culture and similarly with the teacher's job performance.

This study also established the model and tests for better clarity of the impact of the variable on each other. The result of the tested model concluded that there is a strong relationship, and it added knowledge, gave help in the management decision and planning, and provided better literature for future research.

Assessment of the relationship between Organizational Culture, Happiness and teachers' job performance is a significant contribution to the existing body of knowledge. The topic of organizational culture and teachers' job performance in private and government schools have been done. Still, the subject of happiness, organizational culture and teacher's job performance has not been investigated. Researching the Relationship between organizational culture, happiness, and teachers' job performance in private sector school remain unstudied so far in the Indian context. This study is not limited to the relationship between the three variables. Still, it also examines the mediating role of happiness in Organization Culture and Teachers 'Job Performance of Private schools in selected cities of Punjab. Therefore, the study will allow future researchers to work in this area for better clarity. The scale used for measuring the organization's culture, happiness and teacher's job performance was adapted in the study after the support of literature and discussion of expertise along with validation can be further used in future research. The contribution of the scale used in this study provides help to the researcher and academician who will be interested in surveying the same variable. This study showed a new aspect of happiness in the relationship between organizational culture and teachers' job performance, which is a significant addition to the existing literature. The lack of studies that explain the entire variable, such as happiness, organization culture and teacher's job performance, makes this study a new addition to the existing literature.

6.3.2 Policy implications:

It is suitable for the government to add happiness in every sector and organization for a better atmosphere for the employees and employers. This study reflects the school culture and the teacher job performance clearly show workplace happiness and the need for happiness in

today's world. The government should introduce happiness and healthy culture in educational institutions and other institutions to motivate the employees to work better with their efficiency and capability. Happy and healthy organizational culture awareness must be spread throughout the workplace.

The government should take the step of introducing happiness and its implication of this in every education and non-education sector. The government should conduct regular inspections the checking whether it works or not. There must be the role of both the (authorities of the school and the government) to ensure the ethical implication of the happiness and healthy environment for the employees. Happiness is one of the healing factors that can help the government improve the employees' performance, which leads to profits.

On the other hand, the relationship pattern between organizational culture, happiness and teacher's job performance identified in this study will help the organization understand the current level of organizational culture. It will help to understand the contemporary culture of the organization, which type of culture should be provided to the organization and which kind of culture should stop. This study also helps understand the organization's happiness level and teachers' job performance. This deep understanding enables the organizations to provide specific guidance regarding the organization's culture and happiness so that all these efforts help the organization to enhance the teacher's job performance. University grants commission (UGC) and the Ministry of human resource and development (MHRD) of India should also introduce happiness and healthy organizational culture in the school culture because they directly connect with schools and education institutes. This will help the UGC to give directions to the school and other educational institutes to perform various related activities to generate happiness and a positive environment which will lead them towards the best performance. Based on the guidelines given by the UGC and MHRD, the authorities can check who is not adhering to the procedure. Thus, it will help the school to follow various guidelines regarding culture and happiness in the light for UGC to be noticed. Overall, the result will enable the authorities to make the policy regarding the organization's culture, which includes happiness, to enhance the employee's happiness and performance, leading the organization towards success.

6.3.3 Managerial Implications:

This study provides direction and guidance to the organization regarding the culture of the organization and how to run that effectively by considering its existing culture. This study helps the organization to enhance its happiness level of the organization. This study provides help to examine the organization's current culture that will help them recognize the area of improvements required for the organization's success. The present research has focused on the employees' happiness and suggested that the organization implement a happiness program to help create a happy environment for the employees. Many studies support that the organization's culture is enormously responsible for the employee's performance and employees' happiness. Organizational culture needs happiness for the organization's and employees' better structure no matter the school's culture or any other field; happy culture is the need of everyone (Chang, Chiu & Liu, 2017). This study is on school culture and teacher performance with mediating effect on happiness. Still, apart from the school culture, this study is also beneficial for other institutions as happiness is one of the variables that can boost employees' performance. If happiness is added to the employee's daily life, it would directly lead the whole organization towards positive achievement and also increase the performance of the employees. This study can define happiness as a must for the individual and the success of any organization. Various studies and literature prove that happy employees play better than non-happy employees as there is a strong relationship between organizational culture, happiness, and teachers' job performance. Every organization should adopt the happiness method to boost their employees to make a happy workplace with a happy society. The one positive and significant step of authority can teach the whole economy and help move the country towards success.

6.3.4 Organizational Implications:

This study provides direction and guidance to the organization regarding the culture of the organization and how to run that effectively by considering its existing culture. This study helps the organization to enhance its happiness level of the organization. This study provides help to examine the organization's current culture that will help them recognize the area of improvements required for the organization's success. The present research has focused on the employees' happiness and suggested that the organization implement a happiness program to help create a happy environment for the employees. Many studies support that the organization's culture is

enormously responsible for the employee's performance and employees' happiness. Organizational culture needs happiness for the organizations and employees' better structure; no matter the school's culture or any other field, happy culture is the need of everyone (Chang, Chiu & Liu, 2017).

6.3.5   National-level Implications:

This study is based on the school culture, happiness and the teacher job performance of a private school in three selected cities of Punjab; hence, it has national implications. As per the government of Delhi's initiative step taken for happiness, the rest of the state should focus on happiness and positive organizational culture. It will increase the quality of the education system and reduce the teachers' stress. It will ultimately lead to improving the work culture, and the employees' happiness level directly helps to enhance the performance of the employees as well as increase the profit and other goals.

6.3.6   Educational implications:

Student happiness is integral to teaching, leading students towards achievement and better performance (Taheri, Veissi, Fazlollahi, 2021). The main problem of the education system is the lack of happiness in school and student life. Although it's not an old problem, it has not been taken seriously. Many students live in a low excitement zone, are not interested in coming to school, and have many hidden feelings that they cannot express, as shown in their academic results. The school's low-happiness environment directly impacts the student's life. Happiness is the only way to increase student motivation, power and interest in school, as happiness is the collection of the positive and affective state of mind, positive thinking, and wellbeing (Diener et al., 1999b; McCrae & Costa, 1991). Therefore, any step that will power the student's mental health and enhance the student's happiness should be introduced in the school. A happy environment creates the (Nasoohi, 2009). A happy environment is effective for learning and motivation for the student and teacher (Ale Yasin,2001). The cheerful education system provides innovation and ideology to the world. Training and changes will make a positive mind and reduce hate and crime. Happiness is the internal feeling that a person feels and is motivated by positive thought (Okun et al. (1984).Counseling sessions should focus on helping clients deal with these life events; challenges brought on by school life and its extensions; and ways to become more aware of their potential and motivated to work on positive tasks. Furthermore, the professors must offer students the chance

to take part in forums, seminars, conferences, symposiums, yoga, and meditation sessions. The findings of the present study report show that 41.20% of private school teachers have moderate job satisfaction and 19.40% of private school teachers have dissatisfaction with their jobs. It is encouraging to note that there has not been a significant difference reported with respect to education qualification, teaching experience, age group, and subject stream. 18.90% of private school teachers report above-average job satisfaction; 7.80% report high levels of job satisfaction; 2.30 have extremely high levels of job satisfaction; and 1.50% of secondary school teachers report extremely low levels of job satisfaction. It is really upsetting to learn that just 7.80% of private school instructors report feeling satisfied with their jobs. 19.4% of private school teachers fall into the group of unsatisfied workers. The component that needs the most attention in order to improve the standard of education as a whole is the job satisfaction of instructors. Improvement in satisfaction with their jobs among private school instructors by giving them more freedom in their work and allowing them to apply creative ideas. It is important to make provisions for specialists, such as adequate opportunity availability, equal workload distribution, avoiding teacher discrimination, and acceptable rules. A cooperative effort between the officials and the teachers will assure beneficial outcomes in the teachers' jobs. Rigid restrictions may undermine teachers' ability to execute their jobs.

Less experienced teachers should be encouraged to improve their academic abilities. Their job satisfaction would undoubtedly increase with an orientation session on the use of new technologies and teaching techniques, as well as rules for teaching. Care should be taken to establish a favorable environment and harmonious relationships among colleagues, authorities, students, and the other staff members of the school in order to overcome the differences between teachers of a variety of ages. Rural teachers would form groups to work on projects that would help urban teachers have better job satisfaction and healthy competition, inspiring them to be more satisfied with their jobs. According to the study, moderate organizational commitment is demonstrated by 71.50% of private school teachers; low organizational commitment is demonstrated by 17.40% of private school teachers; and high organizational commitment is demonstrated by 11.10% of private school teachers. The findings reveal that secondary school teachers only have a moderate degree of organizational commitment, which needs to be increased to a high level (Shiva kumara, 2019). Only dedicated teachers would try to do their jobs better in this way. A supportive workplace, healthy social ties, and official recognition would encourage a

teacher to stay dedicated. This encourages instructors to work hard to attain the short-and long-term educational and institutional goals established to be achieved and to be employed by an organization for a longer period of time. The head of the school and the organization should act in this regard so that teachers can strengthen their dedication in a constructive manner. Universal plans and policies aid improvement in this way.

The following result was disclosed by additional study findings in relation to the major factors and background variables of gender, location, kind of school, educational background, experience, various age groups, and teaching subject. The study demonstrates that there are notable differences between secondary school teachers in rural and urban areas in terms of organizational commitment. Teachers in urban areas are more organizationally committed than those in rural areas. These results demonstrate that location is a significant variable and should not be disregarded. This may be due to the dual roles that rural instructors must play at home and at school; this needs to be considered in all academic programs, strategies, policies, and facilities. This strengthens their dedication to their school. The results of the current study showed that there are significant differences between teachers who work in various types of schools in terms of their organizational commitment. These differences are primarily caused by the disparity between their pay and the facilities that are made available to them. Both aided and unaided school instructors have job security. Government and management laws and regulations must be followed by both aided and unassisted school instructors; this inherently leads to stress and tension, which affects their organizational commitment. To some extent, universal policies and plans for all instructors in all categories of private schools, as well as the extension of short-term financial incentives and facelifts to all teachers, could help to some extent in resolving these issues. Awarded teachers should be considered when announcing promotions and awards. Furthermore, there shouldn't be any exceptions to the norms of accountability or transparency for different kinds of institutions. To do this, plans, rules, policies, and laws should be changed to meet the needs of all teachers.

Building a healthy and positive work environment is important for school administration and the education department since it helps to sustain and increase the quality of instruction and teachers. Teachers should be given the freedom to freely share their unique and worthwhile ideas since doing so makes them feel like members of the school community and lessens inequality among them. Opportunities for teachers to advance their professional development and competencies should be made available. Teachers' accomplishments should be recognized and appropriately

rewarded in order to motivate them to do better on the job. The amenities that teachers are entitled to, such as monitoring benefits, health and future funds, life insurance, promotions, and raises, should be made available to them. They must have the guts to make bold choices that advance leadership skills, health and safety for their employees, equity, and justice. The administration of the school should have the guts to establish moral standards for their staff, encouraging all teachers to treat one another with respect and honor their obligations. All of these things help teachers develop high levels of happiness, self-esteem, job satisfaction, and commitment, which encourage them to do their jobs well and makes them great teachers.

The lack of happiness in school will make the students absent, and they lack interest in their studies, and school is boring for them. To provide the school we need, authorities should provide guidelines for the schools. Implementing the approach is tricky, but it is not impossible. This study's result helps us understand the importance of happiness and what the corrective measures would be.

6.4 LIMITATIONS AND FUTURE SCOPE:

1. The study was done on the teacher of three cities of Punjab, i.e., Jalandhar, Ludhiana, and Patiala. In future, the researcher can work on more than three cities or the teacher of all India clear pictures.

2. This study was focused on the teachers, but happiness is a must for the entire individual, so the researcher can further research another field to find out the impact of happiness.

3. It was very tough to interview the teachers since, most of the time, a teacher was either busy with teaching and administrative work or unavailable.

4. Some teachers were not cooperative and refused to be interviewed.

5. A similar study can be done on teacher training institutes as they train the teachers, preparing and developing them for the future.

6. The study can also be done as an experimental study to gauge the effectiveness of certain programs on teachers' happiness.

7. The present study was conducted to study the happiness among private school teachers in their organizational culture and teacher job performance. The same research can be replicated with

other psychological, positive, and social variables.

8. The future study can be on the district, state and countries level.

9. A similar study can be further done on teacher happiness under different educational boards like CBSC and ICSE. They can also compare the happiness of the private school teacher and government schoolteacher.

10. This study concludes the positive impact of happiness on organizational culture and the teacher's job performance, along with some limitations described below.

11. The study was done on the teacher of three cities of Punjab, i.e., Jalandhar, Ludhiana, and Patiala. In future, the researcher can work on more than three cities or the teacher of all India clear pictures.

12. This study was focused on the teachers, but happiness is a must for the entire individual, so the researcher can further research another field to find out the impact of happiness.

13. Future research can be done on multiple variables, as this study worked on only three.

14. Regression analysis and the structural equation model using AMOS were used for the testing and analysis of data. The future study should be done by other techniques of data analysis as well as validation of the model and confirm the consistency of the present study's findings.

6.5 CONCLUSION:

The study produced enough evidence to conclude that organizational culture, Happiness, and teacher job performance are significantly and positively related. The study demonstrated numerous reasons to introduce happiness so that it will help to improve the culture of the organization along with the performance of the employees.

The teaching profession is challenging as they are responsible for building the nation. The positive emotion of the teacher makes them capable of handling challenging tasks efficiently. In shaping the student's future, the teacher and the school are equally responsible; hence the teacher's happiness is a significant factor which should be the focus; if a teacher is happy, they perform better. Seligman (2002) also viewed that happy people are more able to give to others. Thus, happy teachers, more confident, energized, enthusiastic and successful, may contribute better and teach effectively further, the happiness differs from individual to individual, yet it was observed

that the most dominating nature of happiness is found in having positive emotions which generates the feeling of being contented, prosperous and joyous. It is further concluded that happiness isthe feeling of being joyous and enjoying the present moment of life.

Based on significant findings of the study, it is concluded that happiness is significantly and positively related to the organization's culture and teachers' job performance. Happiness and organizational culture have been shown to be mutually beneficial (Harter, Schmidt, & Hayes, 2002; Helliwell & Putnam, 2005). Organizational culture and employee satisfaction are intimately tied to one another. Different company cultures have been linked to both successful and unsuccessful outcomes.

The analysis reported that the most prominent factor that affects happiness is the expectation level of an individual and the mind set of people. The negative thoughts affectthe happiness of people. However only 20% whose happiness is not affected by any factorare truly those who does not let anything effect on their positive mind set as they might bethose who believe Summary, Findings, Educational Implications and Suggestions for Further Research in creating their own happiness. Moreover, it is a fact that no individualcan control the situations around him so his own thoughts can make him counter the situation by creating positive thoughts and remaining calm which may make him stress free and happy. Situations and people may not be responsible for happiness, but the state of mind could be. Being happy and content is self-responsibility. It is also well said by BK Shivani (2015) that a person with positive thinking is always happy and stress-free. She also added that happiness is not dependency, it is a decision.

The responses given by teachers revealed that it is of utmost importance to achieve happiness because it is the reason for a quality life. To have a peaceful life, happiness is necessary, because it gives positive energy when being happy. Life can be made perfect ifthe feeling of happiness is there.

The survey of 600 teachers at the private school of Jalandhar, Ludhiana, and Patiala of Punjab showed the need for happiness in the education sector. The organization's culture and satisfaction can serve the student and society better.

CHAPTER 7

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CHAPTER 8

Questionnaire

Dear Sir,

I am Anuradha Manhas Research Scholar of Mittal School of Business, Lovely Professional University. I am conducting research on Organizational Culture, Happiness and Teachers' Job performance: "A Relational Study in Selected Private School of Punjab". Kindly spare your valuable time to give your valuable response to the various questions mentioned in the questionnaire. Your responses will be of great help in contributing the research towards Organization culture, Teachers 'job performance and the Happiness of the teacher along with their relationship. The responses given by you will be strictly kept confidential and your participation will be highly appreciated.

ANURADHA MANHAS   **Supervised by:**

Research Scholar, 11814503   Dr. Pretty Bhalla

Lovely Professional University   Lovely Professional University

University

Punjab.   Punjab.

Section 1: Demographics

S. No	Question	Response
1.	Name of the School	
2.	Position of the teacher	
3.	Name of the respondent	
4.	Mobile / Email	
5.	Date of visit	
6.	Landmark for future identification	

Section 2: Basic Information

S. No	Question	Response	Coding
1.	City	Jalandhar=1 Ludhiana=2 Patiala=3	
3.	Gender	Male = 1 Female = 2 Others = 3	
4.	Age	18-28 years = 1 29-39 years = 2 40-49 years = 3 50 years and more = 4	
5.	Marital Status	Single = 1 Married = 2 Other =3	
6.	Education Level	Diploma=1 Graduation = 2 Post-Graduation = 3 Other (specify) = 4…………………	
7.	Present Work Status	Designation………………	
8.	Experience	No. of years………………..	

Section 3: HAPPINESS QUESTIONNAIRE

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 agree
2 = Agree
3 = Neutral
4 = Disagree
5 = strongly disagree

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.

Kindly write R: to Retain the statement in the questionnaire; M: to Modify the statement in the questionnaire; D: to Delete the statement from the questionnaire

S. No.	Statements	Strongly Agree(1)	Agree(2)	Neutral (3)	Disagree(4)	Strongly Disagree(5)	R/ D/ M
1.	I don't feel particularly pleased with the way I am.						
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.						
6.	I am not particularly optimistic about the future.						
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.						
11.	I laugh a lot.						
12.	I am well satisfied about everything In my life.						
13.	I don't think I look attractive.						
14.	There is a gap between what I would Like to do and what I have done.						
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.					
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.					
24.	I don't have a particular sense of meaning and purpose in my life					
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.					
28.	I don't feel particularly healthy.					
29.	I don't have particularly happy memories of the past.					

The Oxford Happiness Questionnaire was developed by psychologists Michael Argyle and Peter Hills at Oxford University.

Section 4: Organization Culture

S. No.	Statements	Strongly Agree(1)	Agree(2)	Neutral (3)	Disagree(4)	Strongly Disagree (5)	R/ D/ M
1.	**Involvement**						
•	**Empowerment**						
1.	Most teachers are highly involved in their work						
2.	Decisions are usually made at the level where the best information is available						
3.	Information is widely shared so that everyone can get the information he or she needs when it is needed						
4.	Everyone believes that he or she can have a positive impact						
5.	school is ongoing and involves in the process to some degree						
•	**Team orientation**						
6.	Cooperation across different parts of the organization is actively encouraged						
7.	People work like they are part of a team						
8.	Teamwork is used to get work done						
9.	Teams are our primary building blocks						

10.	Work is organized so that each person can see the relationship between his or her job and the goals of the organization						
•	**Capability development**						
11.	Authority is delegated so that people can act on their own						
12.	The capability of people) is constantly improving						
13.	There is continuous investment in the skills of employees						
14.	The capabilities of people are viewed as an important source of competitive advantage						
15.	Problems often arise because we do not have the skills necessary to do the job						
	Consistency						
•	**Core values**						
16.	The leaders and managers ''practice what they preach.						
17.	There is a characteristic management style and a distinct set of management practices						
18.	There is a clear and consistent set of values that governs the way we do business						
19.	Ignoring core values will get you in trouble						
20.	There is an ethical code that guides our behavior and tells us right from wrong						
•	**Agreement**						
21.	When disagreements occur, I work hard to achieve ''win-win'' solutions						
22.	There is a ''strong'' culture						
23.	It is easy to reach consensus, even on difficult issues						
24.	I often have trouble reaching agreement on key issues (R)						
25.	There is a clear agreement about the right way and the wrong way to do things						
•	**Coordination and integration**						
26.	Our approach in doing business is very consistent and predictable						
27.	People from different parts of the organization share a common perspective						

No.	Statement					
28.	It is easy to coordinate projects across different parts of the company.					
29.	Working with someone from another part of this organization is like working with someone from a different organization					
30.	There is a good alignment of goals across levels.					
	Adaptability					
•	**Creating change**					
31.	The way things are done is very flexible and easy to change					
32.	I respond well to competitors and other changes in the business environment.					
33.	New and improved ways to do work are continually adopted.					
34.	Attempts to create change usually meet with resistance (R)					
35.	Different parts of the organization often cooperate to create change					
•	**Customer focus**					
36.	Customer comments and recommendations often lead to changes.					
37.	Customer input directly influences our decisions.					
38.	All members have a deep understanding of customer wants and needs.					
39.	The interests of the customer often get ignored in our decisions.					
40.	I encourage direct contact with customers by our people.					
•	**Organizational learning**					
41.	I view failure as an opportunity for learning and improvement.					
42.	Innovation and risk taking are encouraged and rewarded.					
43.	Lots of things ''fall between the cracks''.					
44.	Learning is an important objective in our day-to-day work.					
45.	I make certain that the ''right hand knows what the left hand is doing''.					

***Statements of organization culture are taken from the previous scales of dension model 2000.

Section 5: Teacher's Job Performance

S. No.	Statements	Strongly Agree(1)	Agree(2)	Neutral(3)	Disagree (4)	Strongly Disagree (5)	R/D/M
1	**TEACHING SKILL**						
1.	I use different methods of teaching.						
2.	Most of students of my class get good marks.						
3.	I teach every student according to his abilities.						
4.	I come well prepared for teaching in class.						
5.	I can also teach difficult lessons easily.						
6.	If any student ask question I try to satisfy him at every level.						
7.	I make no injustice in marking the papers.						
2.	**MANAGEMENT SKILL**						
1.	Apart from teaching I fulfill other responsibilities very nicely.						
2.	I don't let co- curricular activities to affect my class teaching.						
3.	I don't let my domestic affairs to interfere in my duty.						
4.	If someone changes my Responsibilities then I adjust myself.						
5.	I try my level best to improve my Performance.						
3.	**DISCIPLINE AND REGULARITY**						
1.	I come to school regularly.						
2.	When present at school I attain my class on time.						
3.	I don't do irrelevant activity in my period.						
4.	I fulfill my assigned activities on time.						
5.	I complete my syllabus on time.						
6.	I maintain discipline in my class						
4.	**INTERPERSONAL RELATIONS**						
1.	Apart from teaching I try to solve any problem of the student.						
2.	I enjoy good relations with my colleagues						
3.	I co-operate with my colleagues in any work.						

4.	I consult my colleagues in solving of my class problems.						
5.	I motivate my students to take part in co-curricular activities						
6.	For the betterment of my students I contact their parents.						
7.	I help the head in solving the problems of the school.						

***Statements of Teacher's Job Performance are taken from the previous scales: Teachers 'Job Performance :(MACLEAN 2018)