

**WORKPLACE INCIVILITY, JOB AUTONOMY AND
LEADERSHIP STYLES OF THE HEADS AS
PREDICTORS OF WORKPLACE HAPPINESS
AMONG UNIVERSITY TEACHERS**

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in

Education

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Transforming Education Transforming India

LOVELY PROFESSIONAL UNIVERSITY, PUNJAB

2023

DECLARATION

I, hereby declare that the presented work in the thesis entitled “**Workplace Incivility, Job Autonomy and Leadership styles of the Heads as predictors of Workplace Happiness among University Teachers**” in fulfilment of degree of **Doctor of Philosophy (Ph.D.)** is outcome of research work carried out by me under the supervision of Dr. Nimisha Beri, working as Professor and HOD, in the School of Education of Lovely Professional University, Punjab, India. In keeping with general practice of reporting scientific observations, due acknowledgements have been made whenever work described here has been based on findings of another investigator. 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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CERTIFICATE

This is to certify that the work reported in the Ph.D. thesis entitled “**Workplace Incivility, Job Autonomy and Leadership styles of the Heads as predictors of Workplace Happiness among University Teachers**” submitted in fulfillment of the requirement for the award of degree of **Doctor of Philosophy (Ph.D.)** in the School of Education is a research work carried out by Suneel L Keswani, Registration No. 41800151, is bonafide record of his 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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Suneel L. Keswani

ABSTRACT

Happiness is an ultimate solace which people on planet earth have been seeking since time immemorial but it has eluded many as a mirage in the desert. Happiness is one of the most searched words on the internet and yet there is a lot of ignorance on its concept clarity. Happiness or subjective well-being (Fisher 2010) has evolved over the centuries of human existence from euphoria to goodness, satisfaction and overall well-being of a person. Yet it is only within the past few centuries that human beings have begun to think of happiness as not just a possibility but also as an entitlement, even an obligation. (McMahon 2006). But over the past few centuries the world becoming more advanced, complex and economies moving from being agrarian to industrial, workplace has assumed a prominent role in the lives of the people. But so has the stress, work pressures, competition, long working hours, gender disparities and exploitations making an unhappy work culture. A lot has been written and reported on the same. But one of the most ignored areas has been the depleted state of workplace for teachers at the universities level who among being the custodians of the society in developing the intellectual wealth and prosperity of the nation suffer the most. In today's ever-changing scenario of the 21st century, teachers face lots of contemporary challenges. This study contemplating the research gap in understanding the prevailing neglected arena of the adverse workplace conditions and related variables affecting the university teacher's workplace happiness is a sincere research endeavour based on the Pilot project initiated by the researcher in the academic setting among select teachers and a few corporate workplace cases at one end and the prevailing situation of scarcity of good teachers in the university at the other end. Based on the major observations in the Pilot Project and the feedback of the respondents and simultaneously the review of available literature made, it was an interesting case to study among the most probable variables of Workplace Incivility, Job Autonomy and Leadership styles of the heads as predictors of Workplace Happiness among university teachers. In this study the main objectives were to 1. explore the levels and types of job autonomy and workplace incivility among university teachers. 2. discover the types of leadership styles of heads as perceived by university teachers. 3. explore the level of workplace

happiness 4. find the difference among university teachers in their level of workplace happiness, job autonomy, workplace incivility, leadership style based on type of university, gender and age group. 5. study workplace incivility, job autonomy and leadership styles of heads as predictors of workplace happiness among university teachers.

For the objective of this study a sample designate geographical location of Delhi NCT (National Capital Territory) + neighbouring satellite cities were chosen because Delhi as a capital of India being very popular metropolis city of India attracts teachers and students from all over the country making it a centre of diversity and micro impression of pan India. Seven universities were taken into consideration which were offering academic and specially all five conventional professional courses extremely popular with the students namely, *Engineering, Management, Pharmacy, Education and Law* at a single campus. Proportionate sampling technique has been used in terms of teachers employed in the respective domains of conventional professional courses and number of teachers available in the respective universities in the respective designations (Professors, Associate Professors and Assistant Professors with at least 3 years of experience in that designation). A total of 400 responses finally from these university teachers' respondents were considered for the purpose of analysis. The data was collected in the year 2020-21 through four standardized adopted scales administered through online mode. The validity and reliability of all the scales were confirmed by statistical packages of IBM SPSS 23 and AMOS. The four scales used were –Job Autonomy Scale by Frederick P. Morgeson, & Stephen E. Humphrey (2006), Workplace Incivility Scale by L M Cortina (2001), Leadership Scale by Joash A. Migos (2013) and Workplace Happiness Scale on PERMA model by Martin E. Seligman (2011). The data was analysed by descriptive and inferential statistical techniques by using mean, SD, percentage, T – test, ANOVA, Correlation and Regression analysis. Before testing hypotheses using the parametric tests like t-test, ANOVA, correlation, regression, the assumption of normality of data was met. To estimate the normality of data skewness (sk), kurtosis (ku), their standard errors, Z-scores of sk & ku and significant tests of normality of data like Kolmogorov Smirnov and Shapiro Wilk was also applied using SPSS to substantiate the results as the p-value of all the

variables tested came out to be $>.05$

The results highlighted in both state and private universities majority of teachers exhibited moderate level of job autonomy (65.50 %) followed by high job autonomy (21.75 %) and low job autonomy (12.75 %). Similarly, majority of teachers exhibited moderate level of workplace incivility (73.25 %) followed by low workplace incivility (14.50 %) and high workplace incivility (12.25 %). Therefore, it may be deduced that majority of teachers exhibited low to moderate level of workplace incivility. Factually because of Indian ethos, values and family traditions workplace incivility is still within the moderate and low levels among the university teachers. But not to underestimate, its presence in any form is detrimental in achieving overall workplace happiness. Similarly, the types of leadership styles of heads as perceived by university teachers was determined on the basis of the comparison of their scores on the three leadership styles i.e. autocratic, democratic, and laissez-faire leadership styles. Maximum heads were perceived as autocratic in their leadership style (59%) followed by being perceived democratic in their leadership style (35.3%) whereas only (5.7%) heads were considered as following laissez-faire leadership style. Similarly on exploring the levels of workplace happiness it was found that mostly university teachers experienced moderate level of workplace happiness (71 %), followed by high level of workplace happiness (15.75 %) and low level of workplace happiness (13.25 %). Therefore, it may be deduced that (86%) university teachers experienced moderate to very high level of workplace happiness. Three-way (2x2x4) ANOVA (analysis of variance) was employed by using three categorical variables viz. 2 types of universities (state and private), 2 types of gender (female and male) and 4 age group (25-34 yrs., 35-44 yrs., 45-54 yrs. & 55-64 yrs.) to test the significant differences in men scores of workplace happiness, job autonomy, workplace incivility, leadership styles among university teachers on the basis of type of university, age groups and gender. Gross in terms of PERMA domains it was found to be better among teachers working in public universities than in private universities. Similarly, it may be said that workplace happiness was at peak among university teachers at the age 55-64. Similarly (2x2x4) analysis of variance ANOVA for job autonomy shows significant effect of Age only is prevailing among university teachers. Significantly it increases

with age i.e., it is highest at the age 55-64 followed by the age with 45-54, then 35-44 and least among the university teachers aged between 25-34 years. Similarly (2x2x4) analysis of variance ANOVA for workplace incivility and leadership styles of the heads as perceived by the university teachers is more influenced by type of university and age but not by gender.

In Correlation Analysis of workplace incivility, job autonomy and leadership styles of heads as predictors of workplace happiness among university teachers it was found that the correlation (r) between workplace happiness and its PERMA domains with workplace incivility as negative and significant at .01 level which shows that there exists a noteworthy negative relationship between Workplace Happiness and its PERMA domains and workplace incivility. Increased workplace incivility leads to reduction in Workplace Happiness. On the Job Autonomy front the coefficient of correlation (r) between Workplace Happiness and its PERMA domains with Job Autonomy and its three dimensions of work scheduling, decision making and work method autonomy were positive and significant at .01 level implying there exist a notable positive association between Workplace Happiness and Job Autonomy. So increased job autonomy leads to enhanced workplace happiness. Referring to coefficient of correlation (r) between Workplace Happiness and its PERMA domains with Democratic Leadership Style and Laissez-faire Leadership Style is positive and significant at .01 level which indicates that there exists a significant productive relationship between Workplace Happiness and Democratic Leadership Style and Laissez-faire Leadership Style. However, the coefficient of correlation (r) between Workplace Happiness and its PERMA domains with Autocratic Leadership Style is negative and significant at .01 level. The Regression Analysis revealed while studying workplace incivility, job autonomy and leadership styles of heads as predictors of workplace happiness among university teachers that the R Square value of 0.571 or 57% shows all the three independent variables are impactful. It indicated through the co-efficient summary of regression model that job autonomy and leadership style (especially democratic and Laissez-faire) of the heads are positive and significant predictors of accomplishment domain of workplace happiness of university teachers whereas workplace incivility and autocratic leadership styles of heads as negative and

significant predictors of accomplishment domain of workplace happiness of university teachers.

Although to have more comprehensive results of the study there is a need to not only include those single campus-based universities running all five conventional professional courses but to make it all-inclusive can include those diverse education institutions of higher learning having other professional courses as well like media studies, architecture, psychology, and sociology. Even further studies can widen the horizon of operational definitions of the variables in the study for their better in-depth analysis and interpretation. Like workplace incivility variable includes acts of micro aggressions from seniors/ superiors to university teachers, but it can also include acts of micro aggressions within the peer group, from non – teaching staff to teachers, students to teachers. It can also not only include those who have faced but also those who have witnessed incivility at workplace or both. Additionally, technology -mediated workplace incivility also be considered. Similarly, leadership variable can include multiple leadership styles beyond the conventional three styles of democratic, autocratic, and laissez-faire.

Key Words : Job Autonomy, Workplace Incivility, Leadership Styles, Workplace Happiness, conventional professional courses.

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DESCRIPTION OF ACRONYMS

ACRONYM	DESCRIPTION
TOU	Type of University
WPH	Workplace Happiness
WPI	Workplace Incivility
JA	Job Autonomy
W.R.T	With respect to
CFA	Confirmatory Factor Analysis
EFA	Exploratory Factor Analysis
GFI	Goodness Fit Index
CFI	Comparative Fit Index
NFI	Normed Fit Index
RMSEA	Root Mean Square Error of Approximation
TFI	Relative Fit Index
TLI	Tucker – Lewis Index
CR	Composite Reliability
RMR	Root Mean Square Residual
AVE	Average Variance Extracted
KMO	Kaiser-Meyer- Olkin measure of sampling adequacy
K – S Test	Kolmogorov – Smirnov Test
SD	Standard Deviation
Df	Degree of freedom
MS	Mean Square

IV	Independent Variable
DV	Dependent Variable
R	Coefficient of Correlation
N	Number of respondents
ANOVA	Analysis of Variance
UGC	University Grants Commission
HOD	Head of Department
Z - Score	Standard Score
Sig	Statistical Significance
AGFI	Adjusted Goodness of Fit Index
NFI	Normed Fit Index
SS	Sum of Squares

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CHAPTER 1

INTRODUCTION

CHAPTER 1

INTRODUCTION

1.1 CONCEPTUAL FRAMEWORK OF THE PROBLEM

Humans like other species on planet earth have evolved over the centuries from the pre -historic times to the most modern times of the 21st century. In physical terms humans have not been giants like dinosaurs or dangerous and have even, accepted the limitation of their small height but what separates the humans from the other living beings and makes them stand tall in this world is their huge power of cognitive thinking and their ability to communicate with others to express their thoughts, ideas, emotions, experience, and information. This has really accelerated their progress. Work and workplace have never been at the centre stage as ever before now in the backdrop of growing industrialization, competition, and advancement of technology. Happiness is a measure of social progress and every human being's aspiration World Happiness Report (2013). Happiness and related constructs have been studied with keen interest in multi-disciplinary fields like philosophy, economics, psychology & sociology Aydin (2012). It has a universal appeal. But the desire to gain power, status and material wealth has become a serious threat to peaceful co -existence and happiness. Despite material progress, disparity and unhappiness among people has reached such high proportions never witnessed in the past centuries.

Humans are the most powerful species on planet earth but not necessarily the happiest. Happiness, a timeless and globally sought-after state of being, has fascinated scientists, philosophers, and individuals alike for centuries. While it may have a diverse meaning in different cultures, at its core, happiness encompasses a profound sense of overall well-being. The pursuit of happiness has also gained importance within societal frameworks. Governments and policymakers around the world are recognizing the importance of people's happiness and are combining measures of happiness and quality of life into their policy decisions. The concept of

Gross National Happiness (GNH), introduced by Bhutan, highlights the need to prioritize holistic well-being over merely economic growth or progress only measured in metrics. Even organizations in striving to maximise their operations and achieve their objectives, they are gradually realizing that a happy workforce is not just a desirable outcome but a big factor in overall success. Institutions of higher learning have also started recognizing the need to create a conducive environment where Teachers and all its stakeholders feel valued, supported, and empowered

It is better to be blind than to see things only from one point of view (Indian proverb). Accordingly looking at people's development through only the happiness or human development perspective can be inaccurate, applying both would offer a more realistic picture of the ground reality. According to ranking of World Happiness Report (2022) following have been the top 5 countries- Finland, Denmark, Norway, Iceland & Netherland, India stands 135th on the ranking list despite being a peace-loving country where around 33 million Gods and Goddesses are worshiped.

Happiness or subjective well-being Fisher (2010) has evolved over the centuries of human existence from euphoria to goodness, satisfaction and overall well-being of a person. Happiness has a long past but a short history. In other words, happiness studies as, we know today as a scientific discipline is relatively a new phenomenon which not only describes the study on a macro and micro level along with its contributory factors but also enables its scope of measurement to move from subjectivity to objectivity.

One's happiness is the result of a positive assessment of every life process Seligman et al. (2005). Happiness leads to triumph in nearly every realm of our culture, including marriage, friendship, health, community participation, jobs, businesses, and careers. (Lyubomirsky et al., 2005).

In 2003 Gregg Easterbrook wrote the book titled "The Progress Paradox" where he elucidates how life is getting better but people are feeling worse. People are more concerned with having, than being. Whatever we are designing is now designing us. In the process one of the biggest casualties happening is - workplace happiness. The toxic workplace which is devoid of any zeal, motivation, trust,

effective feedback mechanism, respect, oneness, and pride among other compulsions is taking its toll on the well-being and ultimately the output of its employees.

It is imperative for us to understand what kind of psychological capital we are developing within the organizations which forms the very basis of their existence and how they serve their stakeholders. What is required is an Organizational Citizenship Behaviour (Organ,1988) where employees not only work with dedication but contribute indirectly to the success of organization by being helpful, respectful, collaborative, and innovative.

Regarding workplace happiness in academics among teachers, especially in universities (central, state, deemed & private) in the Indian context, very less research exists. The contribution of teachers in developing the intellectual wealth and prosperity of the country and its citizens is simply un-parallel. Yet the respect and honour which the teachers should be given in the institutions is far from satisfactory levels. On a national scale, the growth of educational sector post-independence on a qualitative level has not kept the pace of expected growth rate. There exists huge deficit across all verticals in the educational sector to fill up the posts of teachers. A conducive workplace environment for teachers to join and contribute still eludes. Except for the recent government initiatives in treating education as a priority sector, over the past years special in the post-independence era very less importance given by political leadership as education is not a political constituency to generate votes. On the contrary in the conventional wisdom more the citizens being well educated is perceived as a threat to the political leadership.

There is vital need to nurture an ecosystem of happiness and wellbeing to attract and retain the best talented teachers. There is not scarcity of talented teachers but there exist mental health stigma and being subjugated at workplace which acts as a barrier for a conducive work environment. Despite 907 universities in India, as per UGC (2019), exceptionally few have their presence in world ranking for higher education. A lot has been written and reported on the same. But one of the most ignored areas has been the depleted state of workplace for teachers at the universities

level who among being the custodians of the society in developing the intellectual wealth and prosperity of the nation suffer the most.

The portfolio of a teacher is quite different from corporate employees. In higher education a teacher who is dealing with young adults must constantly disseminate and create new knowledge to motivate the students to learn to pursue and make their right career choices and face with confidence the challenges of life. Teachers become both, a Masterpiece, and a work in progress simultaneously. In this situation it is very imperative for teachers to be in the positive mind frame to attach a meaning to their role and contribution being felt in the society. It is said, a happy person is a creative force. Similarly, happy and engaged teachers can ensure maximum contribution. But the onus to create this ideal workplace situation lies both with the institution leadership and the teachers themselves.

Engaged teachers show a greater belief in the institution, can see their role context, have mutual respect, help their other colleagues, more likely to stay and perform better. It is a positive experience. Happiness at work is the most attractive perk a workplace can offer. Teachers need to be respected and have autonomy at work. When anyone is respected at all levels including by the leadership that only means they are valued for their precious contribution. Sustainable happiness results from what we do and not what we have. Sometimes the staff do not fail but the culture around the workplace fails them. Micro aggressions at workplace known as workplace incivility in academics is more common than seen as an exception.

The rationale or the need - based concern behind this research study has been the Pilot project initiated by the researcher in the academic setting among select teachers and a few corporate workplace cases at one end and the prevailing situation of scarcity of good teachers at the university at the other end. It has been a case of scarcity within abundance.

Close analyses of the responses of the respondents gave an indication to the deep-rooted malaise prevailing in the system and a general apathy among professionals and teachers at work at the corporate and university level. This is a matter of growing concern which needs to be addressed once the country must make its presence felt in the global world in the era of globalization. As Charles Darwin

in his theory of evolutions by natural selection puts it – it is the survival of the fittest. Evolution was never designed to make us happy. It never cares about our suffering. It only cares about survival. Seen in the present perspective of university rankings and global competition it's not only the survival of the fittest but also the quickest. In the long run for institutions to sustain and be profitable there is a critical need to quickly adapt to newer expectations and have respect for all its stakeholders including its lifeline of teachers. Knowing and accessing the factors that trigger teacher happiness is the key to advancement of higher education institutions or universities in terms of enhancement of research in various subjects, optimization of intellectual wealth, better students result, higher university ranking, great campus placements and packages for students and significantly developing a brand equity for the university.

The observations in the Pilot Project based on the feedback of the respondents had been reinforced with the extensive literature review done in this regard to understand the prevailing trends and challenging workplace environment for the employees or the academic service providers. The barriers and predictors of workplace happiness needs be addressed with a priority before the system takes an overturn and become self – defeating, putting all its stakeholders at the risk of dogma of mediocrity. Thus, the need for a workplace happiness roadmap. Even National Education Policy of India 2020 highlights empowered governance and leadership.

1.1.1 WORKPLACE HAPPINESS

“Happiness is generally defined by how people experience and appraise their lives as a whole (OECD Guidelines on Measuring Subjective Wellbeing 2013)”. At work where people find meaning, connection, collaboration, mutual respect, transparency, autonomy, and growth opportunities can be a happy workplace.

Workplace happiness refers to comprehensive sense of fulfilment, satisfaction, contentment, and positive emotions that people experience at their workplace having the probability to make them more engaged, motivated, and productive. Significant to observe is that the association between happiness and employment is a complex and strong interaction that is mutual. Past research has

shown that work and employment are not only drivers of happiness, but that happiness can also outline job market outcomes, performance, and productivity. Neve & Oswald (2012). According to Dr. Christine Carter- Stress and burnout can inhibit performance at work, while happiness can boost it. Zwillling (2014) states - a key element of workplace well-being is happiness: when employees are happy at their workplace there are a sequel of positive outcomes in the form of improved collaboration, higher levels of innovation and a desire to meet common targets. According to Gyeltshen (2018) “Happiness at workplace is defined as soul at work which refers to teachers positive feeling related to the work. Workplace happiness is considered very pivotal at various levels both for the institutions and teachers. It has a effect on the efficiency of an institution and person’s wellbeing”.

As the happiness agenda becomes dominating in public policies and in corporate arena, educational institutions the world over have begun to see the benefits of having not only highly performing teachers, but those who thrive and feel happy. Teachers are the enablers who contribute to student achievement and success. Teachers’ workplace happiness and well-being is a critical factor in positive education and building what is known as physiological capital of the institution implying the positive development state of teachers as outlined by hope, grit, optimism, belief, and resilience. Teachers are also referred to as “Knowledge - intensive staff” a term introduced by Peter Drucker (2007). Since then, the management of human resources has received prominent attention. Thus, workplace happiness for university teachers is not only significant for themselves in creating a congenial environment of excellence but being the custodians of the society in educating the learners also serve the larger purpose of a strong and a developed nation. Even Gyeltshen & Beri (2018) expressed through their review that workplace happiness is very vital, both for the educational institutions and the teachers. Happiness is important both for the efficiency of the organization and for teacher’s well-being covering physical, emotional, social, and mental aspects. Happiness at work place is associated with the attitude and emotions of teachers.

1.1.2 WORKPLACE INCIVILITY

Concept of “civility” evokes the ideas of civilization, citizenship, and order. The civilized people are fit to live in cities, while the uncivilized represent a violent society. As the workplace becomes faster-paced, technologically savvy, and culturally diverse, civility matters. Within institutions, civility is essential for positive interpersonal relationships and effective synergy between staff.

Today there are more reasons to find incivility in the society and at workplace. Great companies identify themselves as larger than commercial transactions and profits, to provide purpose and meaning. But it’s easier said and difficult to implement. Today in tech. enabled companies or hybrid work environment or educational institutions of higher learning work harassment cases, retaliations, bullying and mobbing have increased undermining the organization very own foundations. Over and above new channels of a disoriented work culture have emerged like – micro management, offending social media chats, overdose of online meetings, practice of being available 24 hours online. These have become the new weapons of psychological harassment and organizations are less equipped to support reporting or handling such cases. Andersson & Pearson (1999) marked the beginning of workplace incivility research and since then the awareness of the topic has enhanced. They described incivility as “micro – aggression or low intensity deviant behaviour with abstruse bent on to maltreatment to the victim, insolence of workplace customs for shared respect.” If this ever-increasing phenomenon is not handled well and in time, it can have a crucial adverse effect on the happiness of employees, teams, and organizations, eventually leading to the decline of a healthy work culture, productivity, profitability, and goodwill. The importance of creating a civility – free workplace whether as a deep rooted moral fabric within the organization or as a business case is irrefutable. At the individual level workplace incivility may lead to decline in overall performance, productivity, engagement and well -being its employees. At the organizational level it can lead to enhanced hiring cost and a damaged reputation. Valuing diversity highlights the awareness, understanding and appreciation of human variance and usually focus around creating an inclusive environment in which everyone feels proudful. This generally is

performed through a series of soft skills training programs that attempt to boost interpersonal relationships among employees. So, there is a strong proposition in creating a workplace devoid of any incivility. It is imperative to provide a workplace that is inclusive and conducive. The priority for any organization or educational institution should be to build psychological safety and capital for its employees for them to grow in a culture of trust and involvement that unifies top leadership and employees in a shared vision. There is a famous proverb which says wherever there is a shared vision, there is no need of supervision.

1.1.3 JOB AUTONOMY

The term autonomy is used in many academic contexts. The source of this word can be drawn to the Greek “Autos” meaning self and “nomos” meaning law or rule. In the arena of human resource management, it forms an integral part of organizational behaviour. “It can have a very positive impact on commitment and overall performance and ultimately foster empowerment among employees”. Brymer (1991) defined empowerment is the process of decentralizing decision-making in an organization.

Castillo & Cano (2004) observed that “job autonomy was the most rewarding facet for universities teacher’s job satisfaction”.

Robbins & Judge (2013) highlights, “job autonomy is a gateway for improved job satisfaction and fulfilment”.

National Policy of Education (1986) conveys, teacher autonomy is freedom to study, adopt lifelong learning & teach. The teacher is the prominent figure of educational process and plays an essential part in the power of social development.

This study broadly considers three most significant dimensions of job autonomy to include work methods, work scheduling and decision making, with respect to university teachers. Work scheduling autonomy refers to the level of control university teachers have over their office work and teaching schedule. It is the degree of freedom for teachers to choose their time table, duration of their classes and research work. The key elements would be flexibility to adjust their day schedules to meet their personal and professional needs. Trust between the

leadership and teachers of achieving academic goals and two-way communication of sharing expectations and meeting timelines. Decision making autonomy mentions the level of authority and independence teachers have in making independent decisions related to their assigned work and duties. The key elements would be decision making authority without seeking approval from senior leadership. Taking responsibility of outcomes of own decisions taken and effective communication with collaboration to ensure that decisions are aligned with university vision and mission. Work methods autonomy refers to the level of independence teachers have in choosing how they complete their given task and duties. The key elements would be the pliability to choose the pedagogy of teaching and most effective work style or approach. Effective communication and skill development are the pre – requisites.

1.1.4 LEADERSHIP STYLES OF THE HEADS

Any successful organization today is based on its leadership style and behaviour. Good leaders are made, not born has always fascinated thinkers, debaters, management gurus and academicians alike across the globe. The term “leadership” was introduced by Lewin et al. (1939). According to them, leadership is the capability of the individual to install conviction and cooperation among the followers who are required to achieve desired organizational objectives. A leader is a communicator, coordinator, and listener. Leadership is all about the power of influence.

As Forbes magazine puts it in their 2013 article - Institution can only serve the community if it grows and adds value. Leadership is a procedure of social impact, which helps in maximising the endeavour of all, in the direction of the road of achievement of common unified objectives. Many institutions have become passion extinguishers in absence of great leaders. Not everything past is outdated and not everything latest is good. Different situations and industry background demand different Leadership practices.

Since the 19th century two approaches have described leadership, these are attributes and process approaches. The attribute approach promotes the idea that leadership is inherent while the process approach conveys that leadership is a transactional event, which is recent and contemporary.

Leadership in higher education assumes a special prominence & importance in terms of its role to guide, motivate, empower, and sustain an intellectual capital of the society in the form of its students and teachers and manage support systems. Leadership styles has taken different forms as contributed and introduced by many prominent researchers, Lewin (1947), Greenleaf (1970), Burn (1978), Bass (1981), Stalker (1961), Brown (2005) but prominently three styles of leadership - Autocratic, Democratic and Laissez faire stand tall in institutions of higher learning.

Autocratic leadership: Traditional or often referred to as classical approach where decision - making is centralized or unilateral. Staff is not consulted nor any input seek from them. There is a clear distinction between the leadership and the followers. “It provides lucid expectations of what needs to be done, when it should be done and how it should be concluded.” Aruzie et al. (2018). Followers see their leaders, not as guide but just work delegators. This style is dictatorial in nature and earlier used by Generals in the war to command the armies.

Democratic leadership: Also known as shared leadership. “It moves on the ideology that two heads are better than one verdict, it is making staff included in the decision-making process, allocating decision making and problem-solving tasks”. But ultimate accountability lies with the leader. Inclusivity is at the core of this leadership model to be fair and just to all to contribute in the shared vision.

Laissez faire leadership: Based on the concept “let them do it on their own.” No interference and hands-off leadership style with no scope of micromanagement daily. Belief in the followers is supreme, the leaders let them solve their own problems by themselves. Specially in an educational set up where the intellectual capital is high in the form of teachers this can be a favourable model of working.

1.2 LITERATURE REVIEW

Literature offers a rich knowledge overview of a discipline under study to include its theory, practices, and research. In other words, it conveys the current level of knowledge prevailing. The purpose of any research is to determine various dimensions, aspects, processes, concerning the creation of new knowledge base to test the accuracy of prevailing knowledge, the direction of its development and

evaluate the scope of future studies. A literature review can be considered as an academic writing denoting knowledge and understanding of the substantial academic content available on the specified study being pursued. A literature review includes a critical evaluation of the content to offer a detailed view and identify gaps or areas needing further study. An author who has written multiple articles on a topic is more likely to be cited and considered more knowledgeable than others.

1.2.1 WORKPLACE INCIVILITY AND WORKPLACE HAPPINESS

It is impractical to build one's own happiness on the unhappiness of others. (Daisaku Ikeda). But globally at the macro and micro level its more conspicuous in people, the prevailing sense of jealousy, envy, dislike, bitterness, hatred, hostility, animosity, and even sometimes unprovoked violence. There are eclectic theories explaining this type of human behavior from extreme cruelty to deviant behaviors against the social norms. The drivers to such kind of behaviors originate from the feeling of vulnerability, threat to social status or display of power. This negative side of the personality in the form of deviant behaviors at workplace is referred to as workplace incivility. It can create emotions of fear, insecurity and stress among employees which can lead to a negative spiral of reduced motivation, low unity, increased absenteeism, reduced motivation, and work output and ultimately cumulating into decreased workplace happiness. It is a contemporary topic of organizational behavior studies and has a long past but a short history. But clearly there is no absolute knowledge available on this subject because it is confined within the limits of tolerance which are constantly evolving within the scope of society norms and traditions. It was only after the seminal work of Andersson and Pearson (1999) that the occurrence of workplace incivility has gained awareness and concern over its negative spiral effect. This subject matter has evoked awareness and now there is a growing concern to minimize workplace incivility and maximize workplace happiness. Weitz & Vardi (2007) stated organizational misbehaviour or deviance at individual & collective is vastly prevalent within the organizations and undermining its productivity. Thus, there is a happiness crisis at work which needs to be resolved. Ironically, happiness is more infectious than unhappiness and that too in a diversified environment. As Jacob Bronowski put it in his book "The Ascent

of Man” Diversity is the breath of life and we must not abandon that for any single form which form which happens to be our liking.

Tepper (2000) Based on study survey of 1,064 eligible individuals who were employed full-time and had senior reporting heads, it explored the impact of abusive supervision (where supervisors were involved in sustained display of hostile verbal & non-verbal behaviours, excluding physical touch) on subordinate’s well-being, job satisfaction and work commitment. The results confirmed to the consequences of subordinate’s distress, emotional exhaustion, lower job satisfaction and intent to quit.

Pearson & Porath (2005) indicated that public polls suggest that incivility is on the rise globally. Incivility has become a constant occurrence at work, whether people witness it, experience it first-hand or inflict it. Within the workplace, a considerable number of employees see themselves as victims of such rudeness. This form of workplace deviance taking the form of micro aggressions or workplace incivility may not be a criminal act but many companies even fail to recognize it. Even most managers are incapable to deal with such situations. There is a vital need to have zero- tolerance expectations policy to promote stress free collaboration of teams.

Caza & Cortina (2007) explained incivility, as a low-intensity deviant behaviour is more extensive and damaging to an individual’s well-being and is widespread in the workplace. The study conducted among university students drawn from North- Western United States concluded incivility may be elusive, its effects are not.

Cortina (2008) analysed the empirical studies on incivility. It is a camouflaged clear case of sexism and racism in organizations. Modern discrimination uses the tool of selective incivility specially being gender biased towards women and minority and this is being done with overt disrespect, the most widespread types of antisocial behaviour in the workplace. It is a case of breaking the glass ceiling and making all at the workplace inclusive and happy thereby promoting organizational justice where irrespective of the status or gender employees perceive of fairness in the workplace.

Yeung & Driffin (2008) study analysed the data from wide spectrum of respondents drawn from 412 participating organizations in the public and private sector in six Asian countries found that workplace incivility is prevalent in Asia though the incidence of incivility varies across countries. It was observed that there was a perceptible reduction in employee engagement once the level of incivility enhances, especially from low to moderate to high level. Secondly peers, in comparison with managers and senior leaders, are more likely to be a source of disrespectful behaviour.

Cortina & Magley (2009) Cross-sectional study on university teachers, attorneys and court employees focused on factors leading to incivility epidemic within organisations and understanding individual coping mechanisms ranging from seeking informal social support to avoiding aversive interaction with the instigator. Management pro -active approach required to deal with grievances of incivility before they do fatal damage to individual & organization. It also helps in better understanding of job dissatisfaction, performance decline, psychological illness, and employee turnover.

Bingham & Nix (2010) examined through a pilot study using qualitative research methods of interviews of women faculty members of a large university in US to access the perceptions of female faculty staff in higher institutions of learning to know their views regarding gender bias in the workplace. As an outcome, critical need for policy change was felt in academic institutions for fair and just treatment of men and women in the workplace because policies were skewed in favour of men.

Porath & Pearson (2010) with a large data base of participants nationwide tried to closely analyse the direct and indirect cost of workplace incivility. While managers endeavour to minimize costs and maximize productivity, chances are they are missing a big hidden in -house expense: the cost of incivility. If staff are misbehaving toward one another, it implies that individuals & teams are losing on time, money, effort, passion, loyalty, creativity, and commitment. Many surveyed claimed that this was the best way to get the work done. Another impact felt was that people who worked in uncivil workplace were less likely to be pro social and courteous to their peers.

Taylor (2010) analysed those respondents who were employed in commercial and social based organizations and occupations were from urban area of South-eastern US. The dissertation indicates the subtle link between workplace incivility & employee well -being and its deep ramifications. Response to incivility differs depending on the its source - supervisor or peer incivility. Employees work engagement, attitudes, feeling of burnout and being unhappy are at stakes because of workplace incivility.

Lewis (2011) based on survey of 2,160 staff nurses in an American health care organization concluded that in service/ health care industry workplace incivility not only comes with a baggage of high cost but also has the capacity of demeaning its service providers. Positive relationships with colleagues are as important as the relationships with unit heads. Healthy collaborative practices and interventions sets a positive pace of work environment where there is dignity of work and the individual feels happy at work to perform the best.

Porath & Erez (2011) conducted the study among employees at workplace where participants were asked to implement similar tasks across three experiments. Variation in each experiment was the source and the form of rudeness enacted. Rudeness is often unintentional, discourteous, or impolite or aggressive behaviour or reply. Participants who were subjected to rudeness, not only generated fewer ideas than those who did not experience rudeness, their ideas were also less diverse and less creative. When individuals do not feel respected, they show withdrawal symptoms. Ideas produced by participants who had not been treated rudely were new and imaginative. It concluded the cost of rudeness is difficult to fully measure but it does tarnish a culture and can take a toll on people.

Armstrong (2012) stated the conflicts and enmity that surface within the academia have become stressful because they decrease the worth of professional lives and happiness of faculty. Interpersonal antipathy has dire ramifications and the costs are high. Professional antipathy and envy within departments and colleges is commonly seen in academics. Academic institutions sometimes create an adverse atmosphere that increases hostilities, leading in the most extreme cases to social elimination and mobbing. Given the magnitude of the scale of the trouble and its

unfortunate consequences, there is a vital need to make efforts to utilize university resources to nurture fair educational practices and to better meet society and individual demands which promotes a congenial and a happy workplace.

Kending (2013) through study on administrators and faculty staff from three similar Public Institutions of higher education found significant correlation between institutional culture & incivility in higher education setting. Perception on uncivility differs in leadership & teachers. Incivility / conflicts have the capacity to escalate leading to a toxic workplace and an unhappy environment. Hence awareness and intervention are required before it undermines the very objective of the Institution. Leaders who understand the dynamics of uncivil behaviour can counter the dysfunctional internal culture.

Williams et al. (2013) conducted a qualitative survey where Department Heads at a large US University were interviewed. It was found High Performer Instigator / Leadership in academic institutions often indulge in direct/ indirect acts of Incivility severely affecting the moral of subordinates and spreading negativity. Despite its negative consequences, incivility is not a rare event in institutions. There is a vital need for academic freedom and tolerance to promote a civil environment.

Holm et al. (2015) through study on 2871 staff of the Swedish Hotel & Restaurant Workers Union outlined there exist first-hand relationships between workplace incivility & its end results. Specially employees subjected to incivility by a supervisor describe more job demands, low well- being and perceive more negative outcomes. Need to emphasize workplace incivility as a social evil requiring strong resolve to overcome both experienced & witnessed incivility from supervisors & peers in order to ensure happiness and harmony at workplace.

Leiter et al. (2015) investigated to identify the predictors and consequences of incivility a growing shadow pandemic at the workplace. Workplace incivility had been identified in the study as a distinct form of low intensity social mistreatment causing distress to people at work. The study identified three key elements of incivility: norm violation, ambiguous intent, and low intensity. Employees reaction to incivility can be detrimental to overall workplace happiness and a progressive work environment. Outcomes can be quite negative in the form of fear, lower work

engagement, stress, absenteeism, and turnover intent. Need for civility, respect, and engagement at work (CREW).

Bartlett (2016) investigated on workplace adult bullying in a university setup. Workplace bullying had been described as behaviour that intimidates, humiliates, threatens, or isolates people at work, or undermines their reputation or job performance. It can be referred to as escalated incivility. The study concluded workplace bullying ultimately hurts the well-being of the co-workers and their work performance and can cause distress. There is a vital need among staff to create awareness of such non-acceptable behaviours and sharing written code of conduct and rules of civility in the workplace.

Estes & Wang (2016) emphasized in their study, there is a general lack of awareness of workplace incivility among the human resource development (HRD) professionals. A pressure game of producing more and faster with lesser resources, has been found to be a causative factor for incivility. As a result, organization performance and working can be adversely affected.

Iosh Report (2018) was research on unacceptable behaviour and wellbeing at work in UK & Ireland. ill treatment comprising of unreasonable management, incivility and aggression takes a heavy toll on mental & physical well-being of the staff. Need to have a robust policy to communicate well on this issue and make senior leadership accountable for the delivery of the policy to reduce the risk of ill treatment. Healthy People = Healthy Profits.

Raaj & Anju (2019) explored how significantly perceptions of workplace incivility have effects on work related outcomes of emotional exhaustion and turnover intention. “Discourteous, rude or impatient behaviour, disrespect, inconsideration for others dignity is some of the actions described as incivility.” These act as spoilers in overall performance. The result showed that the more the respondents experience incivility, the more emotionally exhausted they become with reduced job satisfaction, intent to leave and overall making them unhappy.

Akella & Lewis (2019) reflected incivility is leading to stress, aggression, and violence with serious workplace outcomes. This need to be checked.

Kinderen et al. (2020) through the cross-sectional study done on 312 employees in a Dutch mental care organization showed positive leadership and removing the barriers of workplace incivility helps in shaping eudemonic psychological well-being at work which is exemplified by meaningful work, personal growth & positive relationships. This is felt in psychological goodness across individual, organizational, and societal domains.

Guo & Gan (2020) explored through a quantitative study comprising of 465 teacher respondents from 68 private universities in China found emotional stress & job insecurity was widely prevalent among University Faculty due to workplace incivility deep inroads into the system threatening its very existence. Integrating the faculty members into the institution system to enable inclusivity & equality can make possible rapid gains at the micro & macro levels otherwise pandemic of unhappiness becomes self-defeating for the institution.

Yirci & Daso (2021) concluded through a sample study of 355 teachers working in primary, middle, and high schools that indicated incivility has the tormentor cause of distress, low motivation among the teachers in schools causing negativity spiral. There is a vital need to establish Intuitional standards of courtesy to ensure all school staff adhere to such quality guidelines. There is a scope for more qualitative research in this arena to have a universal appeal.

Okudero et al.(2023) felt for strengthen in ethical systems, policies, effective communication model, good governance, direction, and feedback to minimise workplace incivility and enhance happy work environment.

Ahmed (2023) in its review paper to examine past studies of workplace incivility concerning faculty members in higher education institutions concluded that faculty incivility is rampant in higher education with faculty either being perpetrators or victims, especially concerning women faculty. Need felt for astute leadership to orient the new faculties in training and recruiting with consideration of civility as an important personality trait. Communication should be open, assertive, and respectful. This ensures a congenial work environment.

CONCLUSION

The literature review on workplace incivility opens the awareness on the toxic culture of workplace which acting as an undercurrent undermines the very existence of the institutions. Some believe violence (verbal, non-verbal or physical) is the answer, when it should not even be a question. Peace is not absence of conflict, its presence of justice, so is the workplace happiness. Truly it is unthinkable to build one's own happiness on the unhappiness of others. This negative side of the personality in the form of deviant behaviors at workplace has been referred to as workplace incivility in the reviews. One common thought emerges that the basic difference between humiliation and humility is civility. We all have the right to dignity of work irrespective of level, respect, and honor, but once that is challenged or overlooked it can have acute negative impact on internal relationships and individual well-being. Prominent observations from the relevant studies can be made as incivility may be elusive, its effects are not (Iosh Report, 2018). These micro – aggressions have also been seen as modern tools of discrimination and overt disrespect with a colonial mind set (Cortina, 2008). Few studies indicate a deep-rooted malaise of a shadow pandemic of workplace incivility prevalent among teachers in educational institutions of higher learning and schools (Leiter et al., 2015). The astounding aspect is that there is hardly any reporting or mechanism available for its recourse (Pearson & Porath, 2005). Barlett (2016). These act as spoilers in overall performance and happiness at workplace. Dignity of work and the individuals need to be maintained at all cost (Lewis, 2011).

But many studies have limitations in the sense they fall short of providing a clear conceptual definition of what items constitutes workplace incivility because the subject itself has been evolving with the use of technology tools over the past few years. Secondly some studies being confined to a small sample, quantitative approach of data collection or one geographical location lack internal and external validity of results.

1.2.2 JOB AUTONOMY AND WORKPLACE HAPPINESS

At workplace, autonomy essentially refers to freedom of making own decisions, Hackman & Oldham (1975). Autonomy has been observed as control,

workers have over decisions involving their job. Control refers to job control and schedule control. Managers or heads of department ensure that while granting autonomy to their staff they do not indulge in helicopter parenting or in other words they do not hover over every step of the process in goal achievement and neither they try to be overprotective to them. Excessive micro management by the seniors proves to be counterproductive, it is a case of a tamed team rather than a trained team where the team lacks initiative and operates more from a sense of fear and obligation devoid of any creativity. But when the team is trained and has a private space to operate in the form of autonomy and the job draws upon several skills it becomes innovative, happy, and productive. Autonomy refers to rights of freedom and dignity manifest in the workplace. Cabrera (2012) emphasized positivity is good for the bottom line and for employees. Empowerment is one of the key elements of positivity which is significantly contributed by support and autonomy. Meeting the basic psychological needs for autonomy increases the employee well-being (Yang S. et al., 2023)

An eco- system where Managers give people space to succeed on their own while being in proximity to provide support when needed is very conducive to happiness at workplace. People are happier at work when they can experience the process and final attainment. Empowerment enables employees to achieve goals because they gain control over the factors and decisions that shape their projects. It involves clarity, support, and autonomy. Trusting the employees to successfully complete their job with excellence is the pre-requisite. This ultimately builds a psychological unity within the organization where all its stakeholders stand to win and be happy. Autonomy can include having more control over how they plan and manage their work responsibility or schedule, their own developed student centric teaching pedagogy, making decisions on framing of curriculum, syllabus content and how they assess their students. This gives teachers a sense of ownership over their work, which can further motivate them and contribute to their overall happiness in the workplace. Teacher's job is not just about making a living but it is about making a difference in the society and enhancing values.

Hyslop & Sears (2010) study in US undermines teacher's accountability to an external authority and over emphasis teacher's accountability to themselves, their colleagues, and professional associations. Teachers often resent external micro management. Policy redevelopment had been suggested to reinforce autonomous professional model related to educational institutions. It creates a constructive impact of ownership and personal responsibility among teachers. This ensures quality education.

Slemp et al. (2015) through their study administered to employees of multiple organizations in Australia investigated synergetic relationship between perceived work autonomy, job crafting, and workplace well-being. Need felt for leadership in the companies to be sensitized on adopting more autonomy supportive approaches.

Cooper (2016) refers to past studies which have conveyed that autonomy makes employees job satisfaction and this enhances their productivity. It may be one of the better ways to ensure employee's workplace happiness. Autonomy essentially means having a job where you can make at least some self -decisions. For most people, it's crucial to perceive that they have choices, that what they are doing is based on their own decision, and that they are the source of their own actions. For the employees enhanced autonomy at work meant more job satisfaction with reduced chances of employee turnover.

Tummers et al. (2016) explored synergized task communication by leadership ensures better role clarity and job autonomy ensures people rely upon their values, objectives, and interests. Seen in a holistic perspective, it helps increasing the vitality of all employees. Vitality is a strong enabler of job engagement and workplace happiness.

Neve & Ward (2017) critically evaluated in their study in a UK based company what matters most for workplace happiness. Research indicates that work and employment are not the exclusive drivers of happiness, on the contrary happiness can also contribute to frame job markets outcomes and productivity. Work life balance and job autonomy have been found to be a strong predictors of workplace happiness. Freedom of expression of ideas, feedback and collective

working significantly enhances happiness at work. Most notable inclusivity brings about esprit de corps among employees and is a great moral booster.

Wheatly (2017) study done among UK industry employees explored the relationship between different disposition of autonomy in the areas of job control and schedule control and its impact on job and life satisfaction. The study did reflect difference in gender impact of autonomy between industries and occupations. Autonomy over working hours found more satisfaction among women.

Presa (2018) study identified human capital in perception of work-life interface of employees is brought about by intensity of changes of job autonomy and emotional well-being. It is crucial to see in current scenario of work being increasingly integrated into individual lives. Increased job autonomy and emotional well-being as per the study made employees better meet their job and non-work demands, also kept their life satisfaction high.

Yang (2018) in the study explored based on online industry survey the relationship between job autonomy and psychological well-being and the potential intervening role of personal initiative. The study highlighted the importance of job autonomy and fostering personal initiative in the workplace to enhance their psychological well-being and organizational effectiveness.

Damson (2019) unique study conducted in the basic schools of Ghana among teachers, utilized both qualitative and quantitative mode of data collection to convey insights into teachers' autonomy in decision making, factors contributing to it and its outcome to have a conducive workplace to work and serve the well-being of the teachers. The study found to achieve the broader academic agenda of the school a moderate level of job autonomy was desirable, if not in excess

NFER (2020) report on teachers' autonomy in UK Schools stated autonomy as direction over one's own decisions & actions is significant in teacher's motivation & professionalism. Teachers were found to have lower autonomy levels compared to other professions. Autonomy is more associated with managing work profile rather than working hours. Ensuring conducive environment of growth by school leadership can lead to better teachers well-being, job satisfaction and retention.

Zhou (2020) study draws attention based on employees of various organizations in China that whether job autonomy is a sustainable approach under all circumstances in an organization and always yields positive results. Results indicate employees who had moderate degree of job autonomy reported elevated levels of job satisfaction, engagement and were happy at work. Excessive job autonomy may provoke counterproductive behaviour by employees in the form of incivility or unethical practices. Thus, a vital need to balance an optimal level of job autonomy to achieve the desired outcomes

Ahakwa (2021) indicated job autonomy has a significant role to play apart from few other variables to predict organizational commitment. When employees see themselves as enjoying discretionary power in the performance of their key responsibility areas, they not only are prompted to perform better but it also becomes a recipe of their happiness and success. Providing employees with job autonomy and a conducive work environment for sure brings positive results.

Sheng (2022) study based out of industries in China draws a parallel linking job autonomy and employee well-being. Job autonomy not only stimulates internal motivation, goes beyond to make employees evaluate their skills and abilities to contribute meaningfully to their work. This relationship was partially mediated by sense of attaching meaning to work and self-efficacy. From the point of view of people management meaningful work helps employees to achieve happiness and organizational success.

CONCLUSION

The literature review of job autonomy is a stark reminder of a profound metaphor that states everywhere there is space, everyone requires space (mental, physical and in workplace), but no one can see the space. Here space refers to job autonomy at workplace for employees having freedom to make own decisions related to work, its scheduling, and the way they complete the given task. Excessive micro- management by the seniors proves to be counterproductive (Zhou, 2020). Hyslop & Sears (2010) studies point out people are happier at work when they can experience the process and final achievement. It may be one of the better ways to ensure employee's workplace happiness. Most notable inclusivity brings about

esprit de corps among employees and is a great moral booster (Neve & Ward, 2017). Psychological well-being reflected employee's psychological fulfilment with their present job (Yang, 2018). Although few studies did reflect difference in gender impact of autonomy between industries and educational institutions. Teachers in general have been found to have lower autonomy levels compared to other professions, (NFER, 2020). Although many findings are consistent with previous research in this arena, but with a small sample size it is difficult to generalize. Notably correlation of many demographic features like type of institution, gender, age group and years of experience of respondents and its impact on job autonomy is missing. Even the mediation of other variables and ultimately how much autonomy should be delegated and its effect needs clarity (Demson, 2019). It may so happen that too much autonomy may lead to a lack of accountability or cohesion within an institution.

1.2.3 LEADERSHIP STYLES OF THE HEADS AND WORKPLACE HAPPINESS

We are living in a VUCA (Volatile, Uncertain, Complex and Ambiguous) world, a notion initially introduced by the U S Army War College in 1987. This requires individuals and institutions alike to rise to a higher level of excellence to be able to navigate the challenges and expectations of all its stakeholders. Leadership in its essence as a power of influence is an inspirational process to lead the internal stakeholders to clarity of goals, foster open two - way communication and creating a positive work environment that encourages collaboration and innovation instrumental in creating trust and workplace happiness among employees. From the prehistoric to modern history (beginning of the industrial revolution), leadership has contributed an intrinsic part in growing societies, companies, and nations. Any successful organization today is based on its leadership style and behaviour. Leadership in its essence has a crucial role in any successful organizations (Larsson & Vinberg, 2010).

Good leaders are known to create congenial environment in an organization based on culture of trust, recognition and appreciation which energises all to perform better, have job satisfaction and most significant generate an aura of positivity and

happiness at workplace conducive for growth. Leadership by many thought captains is seen as the alchemy to transform human resources into psychological capital through the process of nurturing, guiding, helping, inspiring, and leading the organization to meet its goals and achieve newer milestones. Great leadership has the potential to re define success and happiness among all the stake holders. Quality is not in the numbers; it is in the people. Certain organizations are regarded as one of the greatest management factories of the world because of the way they groom its cadre who in the process take pride of their contribution in the overall happiness and success model. To put in perspective whatever work they do is taken as signature to their personality. Sense of progress really helps people to be happier at work.

According to Oladipo et al. (2013), the work output consequently is centred on the effectiveness of the various styles of leadership that influence employees to perform better and deliver enhanced results. There is no one fit for all style of leadership applicable in any situation, it requires an extensive cognizance of the prevailing resources, urgency of achievement, stakes involved, magnitude of challenges to overcome, collective strength, weakness, workplace culture, experience, and vision. Although globally there have been multiple styles of leadership in practice but traditionally seen there have been three most prominent styles of leadership in vogue namely –Democratic Autocratic and Laissez Faire, especially in educational institutions. Teachers are the lifeline in an educational institution and particularly in a university setup. Teachers are unique in themselves as they are a masterpiece and work- in progress simultaneously. Sometimes they are also referred to as intellectual capital in an institution who need to be dealt with care and respect. Thus, the need to understand and to choose between these traditional styles of leadership is very important to arrive at an optimum mix.

Democratic Leadership also known as participatory leadership, is characterised by collaboration and cooperation. It is based on the principle of shared vision and inclusivity to invite and seek the viewpoint of the staff before deciding, consensus of the group is paramount in the development of strategies and policies. It includes empathetic listening, understanding and open communication among all internal stakeholders. Leaders encourage open – door policy where employees can

approach them for advice and voice their genuine concerns. But ultimate accountability lies with the leader for the completion of the task. As participation and synergy of ideas takes time, sometimes this can lead to slow decision-making process but more often the result is better because people like to work in a free positive environment where they can share and express their views or give feedback without any fear. Democratic leadership is related to enhanced team involvement, satisfaction, and commitment.

Autocratic Leadership - History is full of authoritarian leaders who hold all authority and responsibility and have absolute control over their subordinates, even decide what goals are to be achieved. This type of leadership usually involves a top-down approach, where the leader has full control over their team and their decisions are final. It is more based on the concept of centralization or unilateralism rather than being bilateral or multilateral. It provides lucid expectations of what needs to be done, when it should be done and how it should be implemented. (Aruzie et.al., 2018). This reduces confusion and ensures that all those involved know what is expected of them. Specially in educational institutions where academic calendar is short and expectations are high on multiple fronts autocratic leaders can make quick decisions, saving time and resources.

Laissez – Faire Leadership is unique in the sense that followers see their leaders, not as a guide but as work delegators. Leaders trust their team and have a supreme belief in their self -efficacy to solve their problems themselves. Laissez-faire leadership style is an abdication of responsibilities and refrains from involving in making decisions (Dessler & Starke, 2004). Leaders distinctively do not micromanage the work performance or issue too many instructions, they let their team use their resources, creativity, and collective maturity to achieve their goals. This approach of full freedom is usually associated with job autonomy to be the driving force. This model of leadership sometimes fits very well among university teachers where expectations are high. This gives the teachers the mental space to grow and develop an ideal student centric curriculum and pedagogy of teaching because ultimately, they have a moral pressure of quality performance and

accountability. Although not to underestimate, Laissez – faire leadership has its own set of drawbacks ranging from lack of role clarity to unengaged team.

Bhatti et al. (2012) based on study of 205 teachers in public and private schools of Lahore found in educational institutions Leadership styles can positively impact teachers. A cohesive and inclusive democratic leadership finds more acceptance ensuring a greater sense of well-being and support. Educational Institutions which have intellectual capital, to keep its providers happy needs leaders who frequently communicate, coordinate, and listen. This creates a sense of ownership and job satisfaction among teachers.

Sharma (2013) in the study conducted among leadership and employees of various organizations in the state of Manipur in India found that democratic leadership positively affects employee job satisfaction, productivity, and organizational performance. Employees feel more empowered and motivated when leaders involve them in decision-making processes. This fosters a sense of ownership among employees with a scope for better teamwork, open communication, shared vision, and a happy work environment. This shows in the enhanced organizational performance.

Minadzi & Nyame (2016) explored the realm of leadership and its various styles impacting the overall wellbeing of teachers and their class performance. Leadership is all about organizational improvement & collective achievement. Research tool developed conclusively lead to the perceived best styles of leadership by the teachers, namely- democratic, transformational, and inspirational styles. It is a case of behavioural connect of teachers with the school head based on shared vision which acts as a source of empowerment and trust among teachers.

Aunga & Masare (2017) revealed in their study of 140 primary school teachers that head of department teacher's leadership style with a mix of democratic & transformational leadership style is a significant predictor of teacher's performance & their well-being in a school set up. Use of laissez-faire and bureaucratic leadership styles have been discouraged. It has been observed that teachers invariably prefer a head of department who works with them rather than through them.

Aruzie et al. (2018) examined through case study on headmasters and teachers of select high schools revealed that multiple leadership styles enacted on teaching & learning in the schools. Blended leadership styles of the headmasters depending upon ground level situation and issues at stake are the best approaches in teaching and learning outcomes in the schools rather than only one standard way.

Beri & Shuaibu (2018) study expressed school administrators have to make use of multiple leadership styles for teacher effectiveness and happiness. There is no universal fit for all situations style of leadership. Transformational leadership style was found to be very effective but so was the democratic style of leadership which promotes participative and collaborative spirit among teachers conducive for their overall happiness quotient.

Mboya (2018) study with a sample of 249 respondents in leadership positions across public and private chartered universities in Kenya examined the effect of autocratic leadership style on quality assurance and overall productivity of these institutions. The study found in its essence autocratic leadership style is insensitive to the needs of the subordinates. Being a top-down approach with no collaborative approach, it tends to stifle creativity, initiative, teamwork and makes the staff to work under pressure. Given this backdrop, autocratic leadership should be implemented with care to be sensitive to the emotional needs of the staff and specially teachers to not hurt their self - pride.

Peker et al. (2018) study on 395 primary school teachers in Turkey was done to investigate autocratic and democratic leadership styles as predictors of mobbing levels teachers suffer. Mobbing, a variant of workplace incivility is an act of demeaning and destroying the self -confidence of a staff member inflicted by organizational administrators. This can lead to harassment & intimidation. Leadership styles followed within the organization can really mitigate negative effect of mobbing. Study found more than autocratic, democratic leadership style fosters congenial environment for growth.

Amini et al. (2019) sample study on 200 employees of a large organization had to state that employee motivation and commitment in the industry has a strong derivative of leadership. It generates a feel-good factor. No one leadership style is

fit for all situations but three most used styles do find a mention – democratic, autocratic & laissez- fair with its merits and demerits.

Isa et al. (2019) in its critical literature review revealed there exist a correlation between leadership factor & workplace happiness. Leader plays a significant role in shaping the employee happiness. Happy employees are a creative force. Democratic leadership has more acceptance & influence on the employees in the long run. Leadership style which puts more trust on its people and has an empathetic listening approach finds wider acceptance.

Karunaratne & Mayo (2019) case study evaluation of a leading bank in Bangladesh concluded leadership is different from management, has an orientation to influence and create unified action within a workplace environment which is free from bias & insecurity. But there is also a need to recognize the link between leadership and management. Different conventional leadership styles can be the enabler to well-being of all at work and create an organizational culture of inclusivity in decision making, strategic thinking & future planning

Pereira (2019) cross-sectional study with a sample of 851 teachers in private schools in Pune city concluded motivation & job satisfaction are paramount that retains a productive teaching environment. To do so the leadership or head of department must adopt an approach which fosters well-being of the teachers & gives them a self -pride and honour they deserve. Teaching seen more from a perspective of vocation than a profession requires a special and humane approach by the leadership. Democratic, Transformational & Laissez Faire are perceived to more acceptable styles of leadership by the teachers.

Ficarra et al. (2020) study based on sample of head of departments and staff of select higher education institutions in US had to share, generating psychological capital is an outcome of emotional well-being of the employees, organizational culture & leadership styles. In reversal a happy employee positive outlook also shapes the organizational culture. More than monetary incentives, employees value trust in management and feeling appreciated to recognize their talent and contributions within the organization.

Makambe (2020) study done in selected primary school teachers elucidated pertinent leadership style as the enabler for the change of an organization, boost of member's job satisfaction and consequent happiness. Autocratic style of leadership was found to be mostly prevailing in the schools but is should be dealt and handled with care. There is always a flip side of losing trust and a two-way communication with the stakeholders. Autocratic leadership is an approach which should be handled with care and a humane side to deal with the teachers the intellectual pillars of the education institutions.

Benson (2021) exploring through its literature review analysed that there is synergy between leadership and motivation. To the extent the employees can relate with the organization they feel happy, satisfied, and safe devoid of any insecurity. Democratic leaders tend to have a superior understanding of the needs and concerns of their employees, this helps to create a congenial work environment. Built on the pillars of inclusivity and delegation of decision making ensures employees rising to the occasion and willing to take responsibility of their conduct.

David & Lumaad (2021) study covered 22 elementary schools and 147 respondents and found that use of all-inclusive educational management styles is encouraged.

Raupu (2021) in a conclusive study done on junior high schools' teachers in a district in Indonesia found the democratic leadership style exhibited by the principal has a strong influence on the performance of teachers. Principal leadership can improve teacher professionalism and performance. Teachers who work under democratic leadership tend to feel more motivated, happy, and engaged, leading to improved classroom performance and student outcomes. This can within an institution create a more conducive environment that fosters synergy, innovation, and growth.

Augustin (2022) in an extensive systematic review of articles published between 2017 – 2022 on Principal's leadership style influence on Teacher's performance highlighted democratic style positive impact on teacher's motivation and performance. Teachers feel happy in a work environment which empowers them through delegation of work and decision making. Democratic leadership ensures the

same through its domain although different educational settings may demand different leadership styles.

CONCLUSION

Quality is not in the numbers; it is in the people. Certain organizations are regarded as one of the greatest management factories of the world because of the way they groom its cadre who in the process take pride of their contribution in the overall happiness and success model. Although globally there have been multiple styles of leadership in practice but traditionally seen there have been three most prominent styles of leadership in vogue namely –Democratic Autocratic and Laissez Faire, especially in educational institutions. Although the studies praise more democratic and laissez -faire style but in the Indian context more autocratic style of leadership seems to be prevailing which is a top-down approach based on centralization of power. But then it should be implemented with care to be sensitive to the emotional needs of the teachers (Mboya, 2018). No one leadership style is universal for all situations but a leadership style which puts more trust on its people and has an empathetic listening approach finds more takers. Studies highlighted democratic style most positive impact on teacher’s motivation and is conducive in enhancing their overall happiness experience (Beri & Shaibu, 2018). Teachers feel happy in a work environment which empowers them through delegation of work and decision making (Sharma, 2013 & Augustin, 2022) But the need to understand and to choose between these traditional styles of leadership is very important to arrive at an optimum mix. Blended leadership based on ground reality assumes a great significance (Aruzi et al., 2018). Teachers invariably prefer a Head of department who works with them rather than through them (Aunga & Masare , 2017) Although leadership style can be impactful but it cannot be seen in isolation as the only external variable affecting workplace happiness.

1.3 SIGNIFICANCE OF THE STUDY

Happiness is a huge dividend at workplace specially in the context of viewing humans as the most valuable resource cum capital of an organization. To keep its employees motivated, engaged, satisfied, contributory and prideful, extrinsic variables apart from intrinsic factors can be the game changer where all the

stakeholders stand to benefit. This study is quite significant to address and foster workplace happiness among university teachers, an area which has since long been neglected although the teachers are the custodians of a strong and a dynamic society.

University Administrators:

- It can provide vital inputs to the Institutional Leadership in adopting the best leadership style to lead at the university level.
- The study can really stimulate the management of academia to view Workplace Happiness of its teachers with a new perspective which otherwise due to lack of awareness or importance was ignored by most of the institutions.
- It can help to set up a mechanism (system) to handle the complaints of the staff who have been subjected to workplace incivility and to check any kind of negative spiral from spreading which may affect the workplace happiness. This can serve as an advance warning system before any issue or situation takes a bigger shape and becomes out of control.
- The study can be a good insight in framing focused training workshops for teachers comprising of behavioral training programs to offer better coping mechanism, skill development and build confidence.
- The study endeavors to validate the scales of variables of workplace incivility, job autonomy, leadership styles of the heads and workplace happiness. The researchers and academic institutions can rely on these scales to measure their impact on workplace happiness among university teachers.
- When a scale is validated, it increases the confidence in the results of the study. Also, the scales measurement can help the authorities to explore and identify the performance gaps in the system.
- The study offers a scope for positive institutional reputation – Universities that priorities teachers happiness can be viewed more constructively by all current and potential stakeholders. This can be a competitive edge in the academic circles and later university rankings.

Policy Makers:

- The results of this research can have a profound effect on Ministry of Education and organizations of National and State level for implementing a robust framework of workplace policies which are progressive and conducive giving due importance to the teachers and ensuring that there is zero tolerance of any form of exploitation at any level.
- Can be helpful in policy framework of human resource policies which enhance the work performance and productivity of the teachers by respecting diversity, inclusivity, and gender sensitivity
- The authorities can enforce universities to follow teacher's happiness model as one of the criteria in deciding their accreditation and ranking.

Teachers / Faculty:

- The study can lay a significant foundation of a better synergy and trust between the university teachers and leadership heads.
- This study can also give more insight into online and hybrid style of working to reduce the new kind of stress, anxiety and incivilities being experienced in remote work space and thereby strengthening the new normal of workplace happiness.
- With a progressive and positive work environment free from silent negative spirals there can be a possibility among university teachers of a significant enhancement of attaching meaning to work and pride to be associated with the institution.
- It can be a good source of awareness for the teachers working at different levels to understand the harmful effects of micro -aggressions, micro -assaults and harassments at workplace. Accordingly, there is a scope to take corrective steps.
- When teachers are feeling physically and mentally well, they are more likely to be stress, anxiety, and mental exhaustion free. This can enhance their teaching quality leading to improved student outcomes.
- Given the mental space to perform, schedule work / timetable and

accordingly take decisions in view of exercising job autonomy can give teachers a better time management and a greater work life balance.

- When workplace happiness is put on top priority, it has a potential to create a positive work environment which gives impetus to teamwork, creativity, and innovation within departments to raise the overall standard of the institution.
- The study can be significant from the point of view of better student outcomes. When teachers are motivated, empowered, engaged and happy at work, they are more likely to be enthusiastic, effective, and supportive in student outcome.

Researchers:

- Researchers can apply the results of this study to further build on the theoretical knowledge about teacher's happiness and effectiveness with respect to job autonomy, incivility, leadership styles of heads and other teachers' outcomes.
- Researchers can use the validated scales very effectively in the Indian Universities context for their own studies.

1.4 STATEMENT OF THE PROBLEM

The study has tried to identify the most notable external variables which directly impact workplace happiness among university teachers. This contemporary issue has been high in demand but under represented to mostly focus on the work culture. The present work culture full of individual differences create different types of incivility which impacts happiness. The bosses are different, autonomy provided to teachers is limited , hence creating impact on mental health and happiness of employees leading to a high attrition. Therefore this study has been entitled as **“Workplace incivility, job autonomy and leadership styles of the heads as predictors of workplace happiness among university teachers.”**

1.5 OPERATIONAL DEFINITIONS

University Teachers: The term Teachers refers to teaching professionals at Assistant Professor, Associate Professor and Professor level employed in a single

campus university involved in teaching students of higher learning pertaining to graduation, post-graduation, and research in conventional professional courses, namely Engineering, Management, Education, Law, and Pharmacy as per the identified sampling design. Additionally, they should have worked for minimum 3 years under the same designation.

Workplace Incivility: Low- intensity deviant behaviour with ambiguous intent to harm the target, in violation of workplace norms for mutual respect. Andersson & Pearson (1999). In this study it is a measure on Scale developed by Lilia Cortina (2001) measuring rudeness, condescending, and ostracizing experiences on the job. This represents acts of micro aggressions at workplace being faced in the current job from the seniors / superiors/ supervisors by the university teachers.

Job Autonomy: Essentially refers to degree of freedom at workplace to perform and take decisions with no micro – management. Operationally in this study it relates to university teachers’ freedom to work scheduling/ planning, decision making and work methods completion as measured on a scale of Frederick P. Morgeson (2006).

Leadership Styles of the heads: In a university it is the blend of different styles of leadership of the heads as perceived by teachers themselves. For this study three conventional popular leadership styles have been taken into consideration - Autocratic, Democratic and Laissez faire measured through Leadership Style Scale developed by Migosi (2013) .

Workplace Happiness: It is a comprehensive state of satisfaction, fulfilment, engagement, and positive emotions at workplace. Operationally for this study workplace happiness well -being model as developed by Martin E.P Seligman (2011) has been used whereby 5 dimensions of well -being referred as PERMA (Positive emotions, Engagement, Relationships, Meaning and Accomplishment) have been taken into consideration.

1.6 OBJECTIVES

1. To explore the levels and types of job autonomy and workplace incivility among university teachers.
2. To find the types of leadership styles of the heads as perceived by university teachers.
3. To explore the level of workplace happiness among university teachers.
4. To find the difference among university teachers in their level of workplace happiness, job autonomy, workplace incivility, perception of leadership styles of the heads on the basis of type of university, gender and age group.
5. To study workplace incivility, job autonomy and leadership styles of the heads as predictors of workplace happiness among university teachers.

1.7 HYPOTHESES

1. There exists no significant difference among university teachers in their level of workplace happiness and its domains on the basis of types of university, gender and age group.
2. There exists no significant difference among university teachers in their level of job autonomy on the basis of type of university, gender and age group.
3. There exists no significant difference among university teachers in their level of workplace incivility on the basis of type of university, gender and age group.
4. There exists no significant difference among university teachers in their perception of leadership styles of their heads on the basis of type of university, gender and age group.
5. There exists significant relationship between Workplace Incivility, Job Autonomy, Leadership styles of the heads and Workplace Happiness among University Teachers
6. Job autonomy, workplace incivility and leadership styles of the heads are not the significant predictors of workplace happiness among university teachers.

1.8 DELIMITATIONS

1. Due to resource and time constraint, study has been delimited to the universities located in Delhi (NCT) National Capital Territory + neighboring satellite cities of Noida, Greater Noida, Gurugram & Faridabad in India
2. The sample of the respondents in the study have been confined to those universities which were offering academic and all five conventional professional courses namely, Engineering, Management, Pharmacy, Education and Law at single campus.
3. The respondents of the university were teachers having minimum of 3 years work experience in the last designation held. Ad hoc or Guest teachers or non-teaching staff have not been included in this study.

CHAPTER 2

METHODOLOGY

CHAPTER 2

METHODOLOGY

Search is looking for something and research is looking deep into something. Research is a voyage of discovery. It is a systematic attempt by the researchers in gathering, analysis and interpretation of problems confronted by humans. The methods and procedures are the pillars of the research and it is based on research methodology which consist of the framework or design the study, description of population, sample frame, sample size, sampling technique applied and tools used to achieve research objectives. The method selected needs to be appropriate to the problem under exploration.

Generally, in the domain of Quantitative Study the Descriptive Survey method of research is used as done in this study which measures the relationships between independent and dependent variables. Utilizing this method almost entire area of education can be surveyed. The survey approach is a non- experimental method which is quite useful in a data collection on phenomena that cannot be directly observed. Descriptive survey research is characterized by the prior formulation of structured pre- planned research questions and hypothesis. There is more reliance on data, data collection procedures and tools used for analysis. It involves circumstances or occurrences which are already prevailing or have taken place in the past and have bearing to the present position. This method leads to proper description of characteristics of variables applicable in the population and offers a scope for analysis of their relationships useful in generalization. Although howsoever diligent the researcher is in making the scale for primary data collection, there is always a probability of distorted responses by few unengaged respondents, few biased responses to give a feel-good factor, state of mind of the respondent while filling the scale because it is a one-time response recorded and not a longitudinal spread over. But despite these limitations this method is still very popular and practical to implement. The present study was a cohort study where the sample group of respondents were with similar features. In this case they were all full-time university teachers working as Professors or Associate Professors or Assistant

Professors with minimum of three years in their last post held. Care was taken to not include any non- teaching staff or guest teachers or Heads of respective Departments (HOD's) or senior leadership of the university.

2.1 POPULATION / SAMPLE FRAME

This study has been conducted on full time university teachers (Professors, Associate Professors and Assistant Professors) employed in all types of single campus universities present in Delhi (NCT) (National Capital Territory) (India) + neighbouring satellite cities of Gurugram, Faridabad, Noida and Greater Noida running various academic and conventional professional courses.

Table 2.1 Total distribution of population (universities) in designate cities of Delhi NCT Region + neighboring satellite cities. Region 1: Delhi (NCT), Region 2: Gurugram, Region 3: Faridabad & Region 4: (Noida + Greater Noida)

Type of University	No. of Universities
Central	5
State	11
Deemed	15
Private	15
Total	46

2.2 SAMPLE OF THE STUDY

Finally, seven single campus universities comprising of five private universities, one deemed university and one state university running full time academic and all five conventional professional for the students namely- *Engineering, Management, Pharmacy, Education and Law* were selected to be the sample institutions. Although as per the delimitation of the sample geographical area of Delhi (NCT) + neighbouring satellite cities there were a total of 46 universities

including Central, State, Deemed and Private. But as per the sample design to include only those universities which met with criteria of running at a single campus all five conventional professional courses, finally seven universities were chosen for the sample. These primarily included five private universities followed by one deemed and one state university respectively. In the present study researcher used proportionate sampling technique to reach approximately 23% of the respondents out of the available finite population of teachers in these seven universities to reach the minimum threshold limit to arrive at an optimum sample size worthy of analysis and interpretations leading to conclusions which can be generalized. This included those university teachers as respondents who had been teaching any of the five conventional professional courses and had been in their current designation for minimum 3 years. Non- teaching staff or Heads of departments (HOD) and above have been excluded from the study

Table 2.2 Sample universities of the study

List of 7 single campus universities offering all five conventional professional courses with Engineering + Management + Education + Law + Pharmacy (final sample chosen) in Delhi NCT region + Neighboring satellite cities.
Amity University (Private University)
Galgotias University (Private University)
Guru Gobind Singh Indraprastha University (State University)
KR Mangalam University (Private University)
Lingaya's Vidyapeeth (Deemed University)
Sharda University (Private University)
Shree Guru Gobind Singh Tri centenary University (SGT University) (Private University)

2.3 SAMPLE SIZE

To fix the appropriate sample size the researcher searched the universities websites and UGC website to arrive at the approximately population size of 1,875 university teachers of the selected seven universities combined offering those five conventional professional courses. To attain a 95% confidence level with a 5% margin of error in the results, the researcher required to collect primary data at least from 385 respondents out of the total population of university teachers in the seven designate universities. Hence 425 respondents were approached by the researcher through the Questionnaire prepared in the online mode on Google form through the mails and on WhatsApp after procuring their mail ids and mobile numbers through personal contacts, networking, university websites, snowball approach (utilizing the contacts and references of the existing teachers approached to approach other relevant teachers in the respective domains) and partial physical visits to the university's campus. No physical Questionnaire has been filled up from any respondent because this entire exercise of collection of primary data had been in the peak of Covid 19 pandemic in 2020 and early 2021, a very challenging time when virtually all these institutions were closed physically and classes were being imparted in online mode. Where ever possible a formal approval of the data collection from the recognised authority of universities departments was sought with assurance of anonymity of the respondents and the study results only being used for academic or for further research purpose only. Their responses were further scored for data analysis and interpretation of this study.

Table 2.3 Distribution of the sample from seven universities

Name of the University	Sharda Univ Greater Noida										
Department/Designation	Law		Pharma		Education		Engineering		Managem ent		
Professor	3	1	0	0	0	0	18	5	11	3	32
Associate Prof.	2	1	1	1	1	1	15	4	9	3	28
Assistant Prof.	29	8	7	2	7	2	94	24	52	13	189
	34	10	8	3	8	3	127	33	72	19	249

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Name of the University	SGT Univ. - Gurgaon										
Department/Designation	Law		Pharma		Education		Engineering		Managem ent		
Professor	1	1	5	1	1	1	1	1	0	0	8
Associate Prof.	1	1	2	1	0	0	4	1	4	1	11
Assistant Prof.	9	3	19	5	4	1	43	11	17	5	92
	11	5	26	7	5	2	48	13	21	6	111

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Name of the University	Galgotias Univ - Greater Noida										
Department/Designation	Law		Pharma		Education		Engineering		Managem ent		
Professor	5	1	3	1	1	1	63	16	11	3	105
Associate Prof.	14	4	8	2	1	1	46	12	16	4	108
Assistant Prof.	39	10	27	7	6	2	277	70	107	27	572
	58	15	38	10	8	4	386	98	134	34	785

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Name of the University	K R Mangalam Univ Gurgaon										
Department/Designation	Law		Pharma		Education		Engineering		Managem ent		
Professor	0	0	3	1	1	1	1	1	0	0	8
Associate Prof.	1	1	4	1	1	1	2	1	7	2	21
Assistant Prof.	7	2	7	2	4	1	19	5	5	2	54
	8	3	14	4	6	3	22	7	12	4	83

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Name of the University	Linghaya Vidyapeeth - Faridabad										
Department/Designation	Law		Pharma		Education		Engineering		Managem ent		
Professor	1	1	0	0	0	0	5	2	2	1	12
Associate Prof.	1	1	0	0	1	1	3	1	0	0	8
Assistant Prof.	7	2	13	4	2	1	23	6	8	2	68
	9	4	13	4	3	2	31	9	10	3	88

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Name of the University	GGS IPU - Delhi										
Department/Designation	Law		Pharma		Education		Engineering		Managem ent		
Professor	8	2	0	0	3	1	39	10	11	3	77
Associate Prof.	4	1	0	0	0	0	13	4	1	1	24
Assistant Prof.	9	3	5	2	3	1	36	9	11	3	82
	21	6	5	2	6	2	88	23	23	7	183

40

Name of the University	Amity Univ - Noida										
Department/Designation	Law		Pharma		Education		Engineering		Managem ent		
Professor	2	1	1	1	2	1	12	3	6	2	31
Associate Prof.	3	1	5	2	2	1	18	5	7	2	46
Assistant Prof.	55	14	15	4	20	5	126	32	22	6	299
	60	16	21	7	24	7	156	40	35	10	376

80

Total 425

2.4 TOOLS USED FOR STUDY

Research is a systemic body of knowledge which attempts to uncover answers to questions through the deployment of scientific procedures. The instruments deployed as means for collecting primary or secondary data are referred to as tools. There is no single model fit tool for all kinds of research work. The researchers must identify an appropriate tool(s) or scales to be used in the study which meet the different criteria like size of the sample, nature and background of the respondents, time and resource constraints and competence of the researcher. The researcher used following research instruments for measuring the variables of the research.

- Workplace Incivility Scale
- Job Autonomy Scale
- Leadership Styles of the heads Scale
- Happiness at work Scale

2.4.1 DESCRIPTION OF WORKPLACE INCIVILITY SCALE

For the purpose of this study, the researcher has adapted in the Indian context workplace incivility scale as developed by Lilia Cortina. She probes the many ways in which people are subordinated, violated, and degraded at workplace. Her original 2001 article contained the full text of the original 7-item workplace incivility, and later 2013 article contains a revised, 12-item version of the scale with one scale is a self-report measure of rudeness, condescending, and ostracizing experiences on the job. Although this scale has been popularly used worldwide but finds no validation in the Indian context among educational institutions. Thus, for more authenticated results and interpretations the scale was subjected to validation process. This scale has 12 items to be responded by the university teachers on five-point rating i.e. once or twice, often, sometimes, many times and never pertaining to various facets of workplace incivility.

To test the validity of the workplace incivility scale, it was applied to 220 university teachers to include Professors, Associate Professors and Assistant

Professors who were approached online and to be fair teachers were approached across the levels in proportion to the number of faculties available respectively at all these three designations. The respondent teachers were in private and state universities in the age group ranging from 25 – 64 years male / female and they had been working in their last designation in the university for minimum 3 years.

EFA– Exploratory Factor Analysis

KMO (Kaiser-Meyer-Olkin) test and the Bartlett’s Sphericity test was applied for determining whether the twelve-item workplace incivility fits the factor analysis or not. The KMO value came to be an optimum of 0.898 (should be above or equal to 0.60’, (Tabachnick & Fidell, 1996). The Bartlett’s Sphericity test outcome came out to be significant (Sig =.000, $p < .01$) Both of these values suggest adequacy of data for EFA. From that point of view the obtained values fit in the basic hypothesis at a good optimum level therefore factor analysis can be conducted (Kothari & Garg, 2014).

Table 2.4 KMO and Bartlett's test of sphericity

KMO AND BARTLETT’S TEST		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.898
Bartlett's Test of Sphericity	Approx. Chi-Square	1541.04
	df	66
	sig	.000

Total Variance

The EFA puts forth a single-factor structure explaining 55.621% of the variance (‘Acceptable variance is 50%; Streiner, 1994’). All the items have loadings above the 0.40 threshold value (Hair et al., 2010). Eigen values greater than 1.0 will be retained as per thumb rule.

Table 2.5 Total variance explained

Component	Initial Eigenvalues			Extraction sums of Squared loadings		
	Total	% of Variance	Cumulative %	Total	%Variance	Cumulative %
1	6.675	55.621	55.621	6.675	55.621	55.621
2	0.981	8.177	63.798			
3	0.774	6.447	70.244			
4	0.714	5.949	76.193			
5	0.587	4.893	81.086			
6	0.508	4.237	85.323			
7	0.442	3.682	89.005			
8	0.377	3.146	92.151			
9	0.311	2.592	94.743			
10	0.29	2.418	97.161			
11	0.217	1.808	98.969			
12	0.124	1.031	100			
Extraction Method: Principal Component Analysis.						

The extraction followed Principal Component Analysis.

Table 2.6 Principal component analysis

Communalities		
	Initial	Extraction
Q1	1	0.479
Q2	1	0.292
Q3	1	0.621
Q4	1	0.583
Q5	1	0.610
Q6	1	0.547
Q7	1	0.613
Q8	1	0.591
Q9	1	0.541
Q10	1	0.534
Q11	1	0.632
Q12	1	0.631

Extraction method : Principal component Analysis

The rotated component matrix is shown in table. All the items have a high loading score and has been retained for CFA

Table 2.7 Factor loadings

Component Matrix^a	
	Component
	1
Q11	0.795
Q12	0.794
Q3	0.788
Q7	0.783
Q5	0.781
Q8	0.769
Q4	0.764
Q6	0.74
Q9	0.736
Q10	0.731
Q1	0.692
Q2	0.541

Extraction Method: Principal Component Analysis.

a.1 components extracted

CONFIRMATORY FATOR ANALYSIS (CFA)

CFA and EFA are interconnected statistical techniques. They assume a normal distribution of data and are linear statistical models. CFA allows the researcher to test the hypothesis about the possibility of relationship between the observed variables and their underlying latent construct(s) exists.

The indices of the model as arrived were as follows: chi-square = 276.584 (CMIN/DF = 4.286, GFI= 0.813, CFI = 0.839, AGFI =0.719, NFI= 0.816, RMSEA = 0.101 and Root mean square residual = 0.055

Table 2.8 CFA Framework - Workplace Incivility

Model Estimate	Standard Value	Model Value
CMIN DF	Less than 3 = good	4.286
	Less than 5 =Moderate	
GFI	0.75 – 0.99	0.813
AGFI	0.63 – 0.97	0.719
NFI	0.88 - 0.98	0.816
CFI	0.88 - 1.00	0.839
RMSEA	0.05 - 1.13	0.101
RMR	0.01 - 0.14	0.055

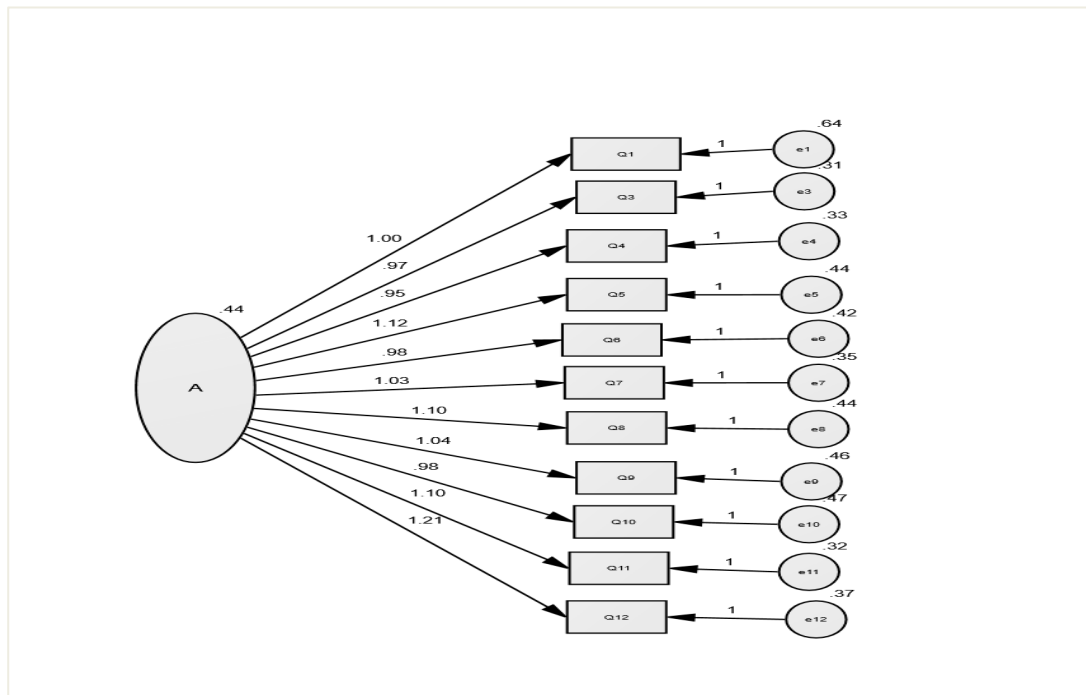


Figure 2.1 CFA Model of Workplace Incivility Scale

RELIABILITY ANALYSIS

Cronbach's alpha was 0.935 for construct's internal consistency reliability. A composite reliability of **0.70** is recommended (Hair, 1997). "The average variance extracted (AVE) was used to test the convergent validity. Fornell & Larcker (1981) recommended an ideal CR Value of **0.60** or more and have recommended an AVE greater than 0.5 which for this scale is 0.937 and 0.556 respectively".

**Table 2.9 Table showing AVE and CR for Workplace Incivility
(Indian adaptation)**

Item No.	Factor loading	SMC	1-SMC
1	0.795	0.632	0.368
2	0.794	0.630	0.370
3	0.788	0.621	0.379
4	0.783	0.613	0.387
5	0.781	0.610	0.390
6	0.769	0.591	0.409
7	0.764	0.584	0.416
8	0.74	0.548	0.452
9	0.736	0.542	0.458
10	0.731	0.534	0.466
11	0.692	0.479	0.521
12	0.541	0.293	0.707
Composite Reliability, CR			0.937
Average Variance Extracted, AVE			0.556
Cronbach Alpha			0.935

SCORING

Scoring of the responses in the L M Cortina (2001) WIS Scale used. Scoring refers to the mapping of the responses in quantitative or number terms by attaching weight age to the type of response given by the respondents in closed ended questions asked in a scale with multiple choices answers. Quantification of the primary data obtained enables shaping the norms, analysis and ultimately the interpretation of the quantitative study. In the present study the WIS Scale used had twelve questions pertaining to different types of micro aggressions faced at university workplace by the respondents in their current job from any of their seniors/supervisors/ superiors. There were five responses options to be chosen in all questions representing different situations of micro aggressions or workplace incivility. Scoring keys of responses being as following: Never – 0, Once or twice – 1, Sometimes – 2, Often – 3 & Many times – 4

NORMS

Norms which are fundamental in the social sciences are referred to as established baselines to compare the survey responses derived from the data so obtained from the tool used and the scoring criteria established for the purpose analysis and interpretation. In order to develop the norms of workplace incivility scale a sample of 220 university teachers' respondents were collected from single campus based universities in Delhi (NCT) (National Capital Territory) + neighbouring satellite cities of Gurugram, Faridabad, Noida and Greater Noida running various academic and conventional professional courses. The mean score of workplace incivility scale is 11.06 and standard deviation is 5.02

Table 2.10 Z – score Norms for Workplace Incivility

Raw Scores	Z- Scores	Raw Scores	Z - Scores	Raw Scores	Z - Scores
0	-2.2	15	0.78	30	3.77
1	-2	16	0.98	31	3.97
2	-1.8	17	1.18	32	4.17
3	-1.61	18	1.38	33	4.37

4	-1.41	19	1.58	34	4.57
5	-1.21	20	1.78	35	4.77
6	-1.01	21	1.98	36	4.97
7	-0.81	22	2.18	37	5.17
8	-0.61	23	2.38	38	5.37
9	-0.41	24	2.58	39	5.57
10	-0.21	25	2.78	40	5.76
11	-0.01	26	2.98	41	5.96
12	0.19	27	3.18	42	6.16
13	0.39	28	3.37	43	6.36
14	0.59	29	3.57	44	6.56

Table 2.11 Norms for interpretation of the levels of Workplace Incivility

Levels	Z - Scores
Low	-1.21 & below
Moderate	-1.01 to 0.98
High	1.18 & above

2.4.2 DESCRIPTION OF JOB AUTONOMY SCALE

Indian adaptation of Work design Job Autonomy Scale developed by Frederick P. Morgeson (2006) has been taken for the purpose of this study. This scale has included three interrelated dimensions centred around freedom in the form of work methods, work scheduling, and decision-making autonomy

As the scale was developed with priori theory, CFA alone proves to be well sufficient to be carried out. To test the validity of the job autonomy scale, it was applied to 220 university teachers to included Professors, Associate Professors and Assistant Professors were approached online and to be fair teachers were approached

across the levels in proportion to the number of faculties available respectively at all these three designations. The respondent teachers were in private and state universities in the age group ranging from 25 – 64 years male / female and they had been working in their last designation in the university for minimum 3 years. Also, since the GFI's and values will be considered here, CFA will be apt analysis undertaken in this new scale used to measure to measure the validity and reliability (Hurley et al., 1997). Kline (2011) and Joseph et al.(2012) explained that the purpose of CFA is to test the existing theory or model in this case.

The KMO value came to be an optimum of 0.877, and Barlett's Sphericity test came out to be significant (Sig =.000, $p < .01$) showing data to be normal.

Table 2.12 KMO and Bartlett's test of sphericity

KMO AND BARTLETT'S TEST		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.877
Bartlett's Test of Sphericity	Approx. Chi-Square	544.742
	df	36
	sig	.000

CONFIRMATORY FACTOR ANALYSIS (CFA)

CFA was performed using AMOS 22.0 to gauge the model of job autonomy proposed for adaption in Indian conditions. For model fit indices criteria for accepting a model given by Geuens & Pelsmaker (2002) was adopted and the results are reported as below:

Table 2.13 CFA Framework- Job Autonomy

Model Estimate	Standard Value	Model value
CMIN DF	Less than 3	2.338
GFI	0.75 – 0.99	0.909
AGFI	0.63 – 0.97	0.829
NFI	0.88 – 0.98	0.901
CFI	0.88 – 1.00	0.939
RMSEA	0.05 – 1.13	0.110
RMR	0.01 – 0.14	0.027

From the values of goodness of fit indices in Table 2.13, the proposed Indian model of Job Autonomy fits the data well. The indices of the model as arrived were as follows : chi-square = 276.584 (CMIN/DF = 2.338, GFI= 0.909, CFI= 0.939, AGFI =0.829, NFI= 0.901, RMSEA = 0.110 and Root mean square residual = 0.027

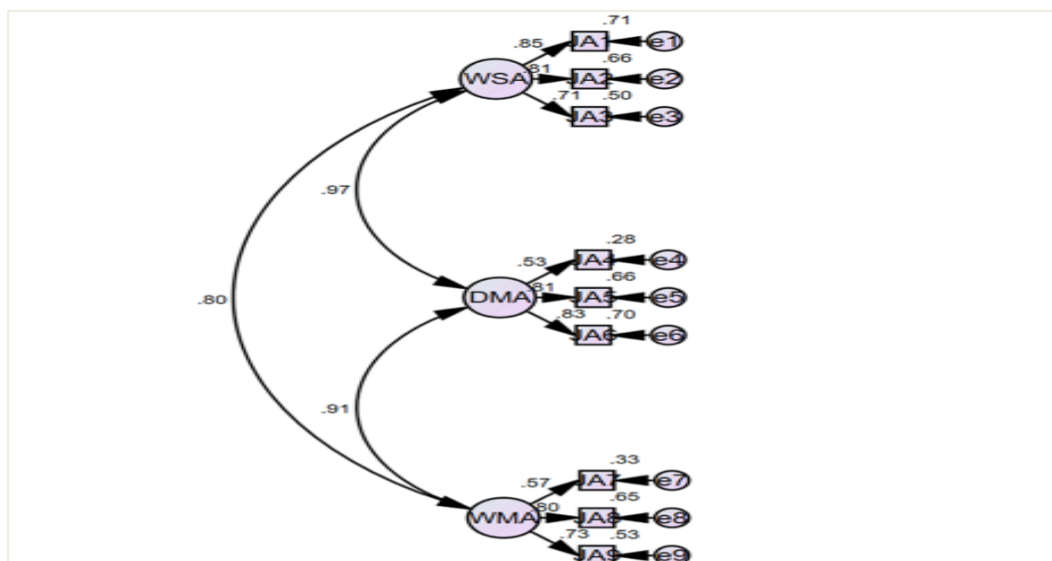


Fig. 2.2 CFA Model of Job Autonomy Scale

VALIDITY OF THE SCALE

AVE for Scale is greater than 0.5 and also the composite reliability is 0.920 (>0.7) so, the scale possessed good convergent validity.

**Table 2.14 Table showing AVE and CR for
Job Autonomy (Indian adaptation)**

Item No.	Factor loading	SMC	1-SMC
1	0.84	0.706	0.294
2	0.83	0.689	0.311
3	0.827	0.684	0.316
4	0.807	0.651	0.349
5	0.771	0.594	0.406
6	0.745	0.555	0.445
7	0.701	0.491	0.509
8	0.606	0.367	0.633
9	0.589	0.347	0.653
Composite Reliability, CR			0.92
Average Variance Extracted, AVE			0.565

RELIABILITY

The reliability of Job Autonomy in Indian conditions is mentioned

Table 2.15 Table showing internal consistency of Job Autonomy scale

Reliability coefficient				
Type of Reliability	Work Scheduling Autonomy	Decision Making Autonomy	Work Method Autonomy	Overall Job Autonomy
Cronbach Alpha (α)	0.75	0.83	0.75	0.9
Split Half	0.65	0.78	0.7	0.84

From the Table 2.15, it can be explained that Cronbach α ranges from 0.75 to 0.83 for different dimensions of Indian version of and for overall scale internal consistency is 0.90. Further viewing the table, it can be clearly seen that split half method of reliability also estimated internal consistency of the scale within acceptable limits for full scale (0.84) indicating thereby that the scale possesses excellent reliability as measured using different methods of calculating reliability.

SCORING

The scale has 09 items to be responded by the university teachers on three-point response options i.e. yes, no and maybe pertaining to its three dimensions. The scoring was as per the weightage given in the order of the intensity of job autonomy. The scoring was as follows: Yes – 3, Maybe – 2 and No – 1.

NORMS

Norms of Job Autonomy scale was on a sample of 220 university teachers' respondents' responses collected from single campus-based universities in Delhi (NCT) (National Capital Territory) + neighbouring satellite cities of Gurugram, Faridabad, Noida and Greater Noida running various academic and conventional professional courses. The mean score of total Job Autonomy scale is 20.34 and standard deviation is 4.52

Table 2.16 Z – Score Norms for Job Autonomy Dimensions

Raw Scores	WSA (Work Scheduling Autonomy) Z – Scores	DMA (Decision Making Autonomy) Z - Scores	WMA (Work Method Autonomy) Z - Scores
3	-1.98	-1.93	-2.41
4	-1.43	-1.41	-1.81
5	-0.89	-0.89	-1.2
6	-0.34	-0.37	-0.6
7	0.21	0.15	0
8	0.75	0.66	0.6
9	1.3	1.18	1.2

Table 2.16a Z – Score Norms for Job Autonomy

Raw Scores Total Job Autonomy	Z – Scores
9	-2.51
10	-2.29
11	-2.07
12	-1.85
13	-1.62
14	-1.4
15	-1.18
16	-0.96
17	-0.74
18	-0.52
19	-0.3
20	-0.08
21	0.15
22	0.37
23	0.59
24	0.81
25	1.03
26	1.25
27	1.47

Table 2.17 showing interpretation norms of Job Autonomy

	Z Score			
Levels	WSA-Work Scheduling Autonomy Z-Scores	DMA Decision Making Autonomy	WMA- Work Method Autonomy	Total Job Autonomy
Low	-1.43 & below	- 1.93&below	-1.81 & below	-1.40 & below
Moderate	-0.89 to 0.21	-0.89 to 0.15	-1.20 to 00	-1.18 to 0.59
High	0.75 & above	0.66 &above	0.60 & above	0.81 & above

2.4.3 DESCRIPTION OF LEADERSHIP STYLES OF THE HEADS SCALE

Indian adaptation of Leadership Style Scale developed by: Caroline Wanjiku Karori, Agnes K. Mulewa, Charles Ombuki & Joash A. Migosi of South Eastern Kenya University (2013) was done. Leadership styles of the heads effects directly or indirectly on teachers in attainment of educational goals and ultimately fosters workplace happiness. The scale in its essence focused primarily on three dimensions related to one of the most popular leadership styles namely autocratic, democratic, and laissez - faire prevalent in educational institutions and institutions of higher learning.

Exploratory Factor Analysis

KMO (Kaiser-Meyer-Olkin) test and the Bartlett's Sphericity test was applied for determining whether the eighteen items of the leadership styles of the heads fits the factor analysis or not. The KMO value came to be an optimum of 0.870, The Barlett's Sphericity test came out to be significant (Sig =.000, p<.01) Both of these values suggest adequacy of data for EFA to be conducted. From that

point of view the obtained values fit in the basic hypothesis at a good optimum level therefore factor analysis can be conducted (Kothari & Garg, 2014).

Table 2.18 KMO and Bartlett's test of sphericity

KMO and Bartlett's test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.870
Bartlett's Test of Sphericity	Approx. Chi-Square	2246.119
	df	153
	sig	.000

During the Initial run of Exploratory Factor Analysis, a three-dimensional factor was generated. A good internal consistency indicates the precision of the tool and that the results are consistent. The Eigen values and the variance explained by them are as follows:

Table 2.19 Total variance explained

Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.57	36.489	36.489	6.57	36.489	36.489	4.89	27.155	27.155
2	2.54	14.099	50.588	2.54	14.099	50.588	3.94	21.875	49.031
3	2.15	11.918	62.506	2.15	11.918	62.506	2.43	13.475	62.506
4	0.95	5.247	67.753						
5	0.91	5.026	72.779						
6	0.73	4.036	76.816						
7	0.59	3.298	80.114						
8	0.53	2.961	83.076						
9	0.46	2.555	85.631						

10	0.44	2.441	88.072						
11	0.41	2.26	90.332						
12	0.34	1.902	92.235						
13	0.32	1.777	94.012						
14	0.28	1.531	95.542						
15	0.25	1.394	96.937						
16	0.23	1.292	98.228						
17	0.18	1.022	99.25						
18	0.14	0.75	100						

The extraction followed Principal Component Analysis.

Eigen values greater than 1.0 will be retained as per thumb rule. The first three factor explains and arrives at the variance of 62.506. Thus, first three factors were extracted and analysis has retained it.

Table 2.20 Principal component analysis

Communalities		
	Initial	Extraction
LS1	1	0.452
LS2	1	0.616
LS3	1	0.577
LS4	1	0.561
LS5	1	0.593
LS6	1	0.627
LS7	1	0.694
LS8	1	0.805
LS9	1	0.755

LS10	1	0.473
LS11	1	0.687
LS12	1	
LS13	1	0.794
LS14	1	0.193
LS15	1	0.652
LS16	1	0.723
LS17	1	0.75
LS18	1	0.637

Extraction Method: Principal Component Analysis.

The EFA puts forth a three-factor structure with factor Autocratic style with three items, factor Democratic Style with six items and laissez faire style with 5 items, explaining 62.506% of the variance. All the items have loadings above the 0.40 threshold value (Hair et al., 2010)

Table 2.21 Factor loadings

Rotated Component Matrix^a			
	Component		
	1	2	3
LS8	0.864		
LS13	0.831	0.324	
LS9	0.826		
LS7	0.823		
LS17	0.784	0.339	
LS2	0.753		

LS12		0.815	
LS16		0.812	
LS11		0.799	
LS15		0.785	
LS18	0.374	0.723	
LS4			0.845
LS6	0.346		0.763
LS1			0.674

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser

Normalization.^a a. Rotation converged in 5 iterations

CONFIRMATORY FACTOR ANALYSIS (CFA)

CFA was performed using AMOS 22.0 to objectively decide the model of Leadership proposed for adaption in Indian conditions and the results are reported as below:

Table 2.22 CFA framework – Leadership styles of the heads

Model Estimate	Standard Value	Model Value
CMIN DF	Less than 3	3.02
	Less than 5 = Moderate	
GFI	0.75 – 0.99	0.841
AGFI	0.63 – 0.97	0.775
NFI	0.88 – 0.98	0.868
CFI	0.88 – 1.00	0.901
RMSEA	0.05 – 1.13	0.108
RMR	0.01 – 0.14	0.116

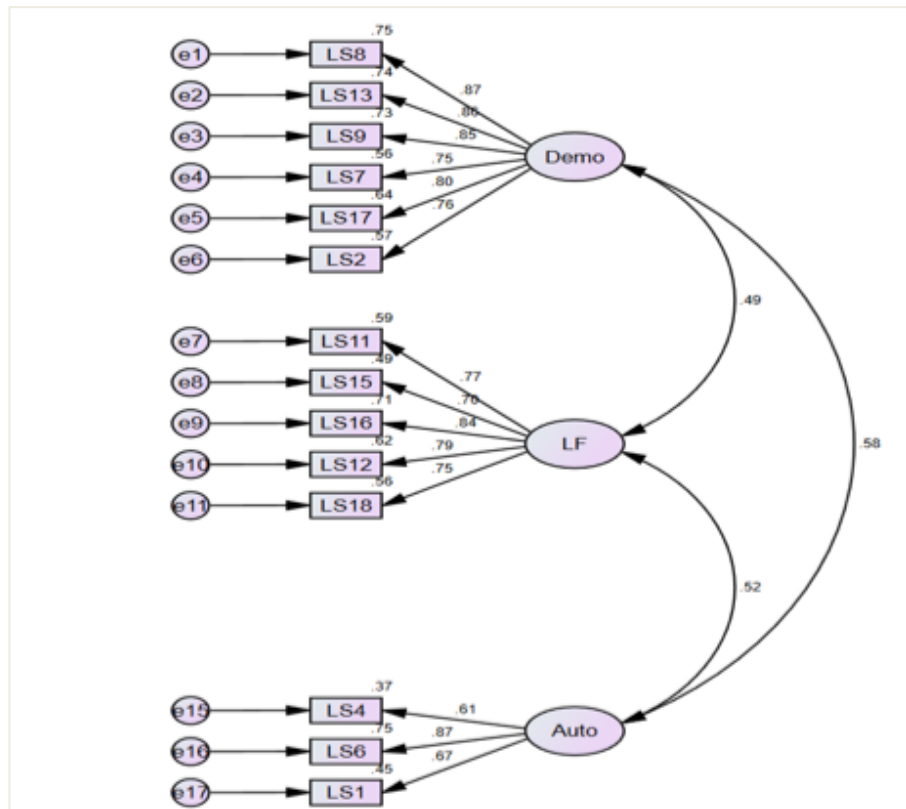


Fig. 2.3 CFA Model of Leadership styles of the heads Scale

From the values of goodness of fit indices in Table 2.22, the proposed Indian model of Leadership fits the data well. The indices of the model as arrived were as follows : chi-square = 262.372 , CMIN/DF = 3.546, GFI= 0.841, CFI= 0.901, AGFI =0.775, NFI= 0.868, RMSEA = 0.108 and Root mean square residual 0.11

Table 2.23 Reliability Coefficient

Type of reliability	Reliability Coefficient		
	Autocratic	Democratic	Laissez - faire
Cronbach Alpha (α)	0.76	0.92	0.88
Split Half	0.74	0.89	0.82

Cronbach's alpha reliability was 0.76, 0.92 and 0.88 for three constructs respectively. CR Value and AVE was above threshold limit for all three dimensions.

Table 2.24 Table showing AVE and CR for Leadership styles of the heads

Democratic				Laissez- faire			Autocratic		
	Factor loading	SMC	1-SMC	Factor loading	SMC	1-SMC	Factor loading	SMC	1-SMC
Item 1	0.864	0.746	0.254	0.815	0.664	0.336	0.845	0.714	0.286
Item 2	0.831	0.691	0.309	0.812	0.659	0.341	0.763	0.582	0.418
Item 3	0.826	0.682	0.318	0.799	0.638	0.362	0.674	0.454	0.546
Item 4	0.823	0.677	0.323	0.785	0.616	0.384			
Item 5	0.784	0.615	0.385	0.723	0.523	0.477			
Item 6	0.753	0.567	0.433						
Composite Reliability, CR			0.922	0.891			0.806		
Average Variance Extracted, AVE			0.663	0.62			0.583		

SCORING

In the present study the leadership Scale applied had six questions in Part A, six questions in Part B and six questions in Part C. There were six responses options to be chosen, in all eighteen questions representing three different leadership styles. The scoring was as follows : Always – 5, Often – 4, Occasionally – 3, Rarely –2 and Never – 1.

NORMS

Norms of Leadership styles of the heads scale was on a sample of 220 university teachers' respondents' responses collected from single campus-based universities in Delhi (NCT) (National Capital Territory) + neighbouring satellite cities of Gurugram, Faridabad, Noida and Greater Noida running various academic and conventional professional courses.

Table 2.25 Democratic Leadership styles of the heads

MEAN-22.63 STDEVA-4.58

Raw Scores	Z - Scores	Raw Scores	Z-Scores
6	-3.63	16	-1.45
7	-3.41	17	-1.23
8	-3.19	18	-1.01
9	-2.98	19	-0.79
10	-2.76	20	-0.57
11	-2.54	21	-0.36
12	-2.32	22	-0.14
13	-2.1	23	0.08
14	-1.88	24	0.3
15	-1.67	25	0.52
		26	0.74
		27	0.95
		28	1.17
		29	1.39
		30	1.61

Autocratic leadership styles of the heads

MEAN 11.95 STDEVA 2.7

Raw Scores	Z- Scores
1	-4.06
2	-3.69
3	-3.31
4	-2.94
5	-2.57
6	-2.2
7	-1.83
8	-1.46
9	-1.09
10	-0.72
11	-0.35
12	0.02

13	0.39
14	0.76
15	1.13

Laissez faire styles of the heads

MEAN 18.3 ETDEVA 5

RAW SCORE	Z SCORE	RAW SCORE	Z SCORE
5	-2.66	16	-0.46
6	-2.46	17	-0.26
7	-2.26	18	-0.06
8	-2.06	19	0.14
9	-1.86	20	0.34
10	-1.66	21	0.54
11	-1.46	22	0.74
12	-1.26	23	0.94
13	-1.06	24	1.14
14	-0.86	25	1.34
15	-0.66		

Table 2.26 Interpretation norms of Leadership styles of the heads

S.No.	Levels	Z Score		
		Democratic	Autocratic	Laissez Faire
1	Less	-1.23 and below	-1.46 and below	-1.26 and below
2	Moderate	-1.01 to 0.95	-1.09 to 0.76	-1.06 to 0.94
3	More	1.17 and above	1.13 and above	1.14 and above

2.4.4 DESCRIPTION OF WORKPLACE HAPPINESS SCALE

Happiness at workplace specially in context of university teachers as a construct in this study had been taken which enables to maximize performance and achieve potential. For defining and measuring workplace happiness among university teachers the workplace PERMA Profiler as developed by Dr Martin

Seligman, was used. PERMA referred to as positive emotions, engagement, relationships, meaning and accomplishment. This was referred to as 5 pillars of well-being as mentioned by Dr. Saligman in his 2011 book Flourish. As the PERMA Model is a well -established model therefore only CFA has been applied.

Confirmatory Factor Analysis

“As the scale was developed with priori theory, CFA alone proves to be well sufficient to be carried out. Also, since the GFI’s and values will be considered here, CFA will be apt analysis undertaken in this new scale used to measure teacher competence to measure the validity and reliability (Hurley, A.E, et al, 1997). Kline (2011) and Joseph et al.(2012) explained that the purpose of CFA is to test the existing theory or model in this case. The alternative model of PERMA was tested by employing confirmatory factory analysis (CFA) in AMOS 22.0, for this purpose maximum likelihood techniques were engaged. The purpose of employing CFA is to test whether observed variables of an instrument loads on its primary factors based on theory or prior research (Byrne, 2010). In significant sense, CFA also analyses that measurement are errors, random or not. The assessment of model fit was based on various goodness of fit statistics like CMIN/DF (Chi-square/df) value less than 2, which is less sensitive to sample size (Ullman, 2001), RMR (standardized root mean square residual) tests how well model fits with data, CFI and RMSEA explains how well present model fits with respect to other previous models”.

Table 2.27 KMO and Bartlett's test of sphericity

KMO AND BARTLETT'S TEST		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.94
Bartlett's Test of Sphericity	Approx. Chi-Square	2975.28
	df	105
	Sig	.000

“The results of the confirmatory factors revealed that the model fit indices of PERMA were found sufficiently acceptable on Indian sample as all the indices satisfies the threshold mark, the calculated model fit indices were CMIN/DF = 3.3, GFI = .853, AGFI = .793, CFI = .931, RMSEA = .105 and RMR = .115”. (Table 2.28)”.

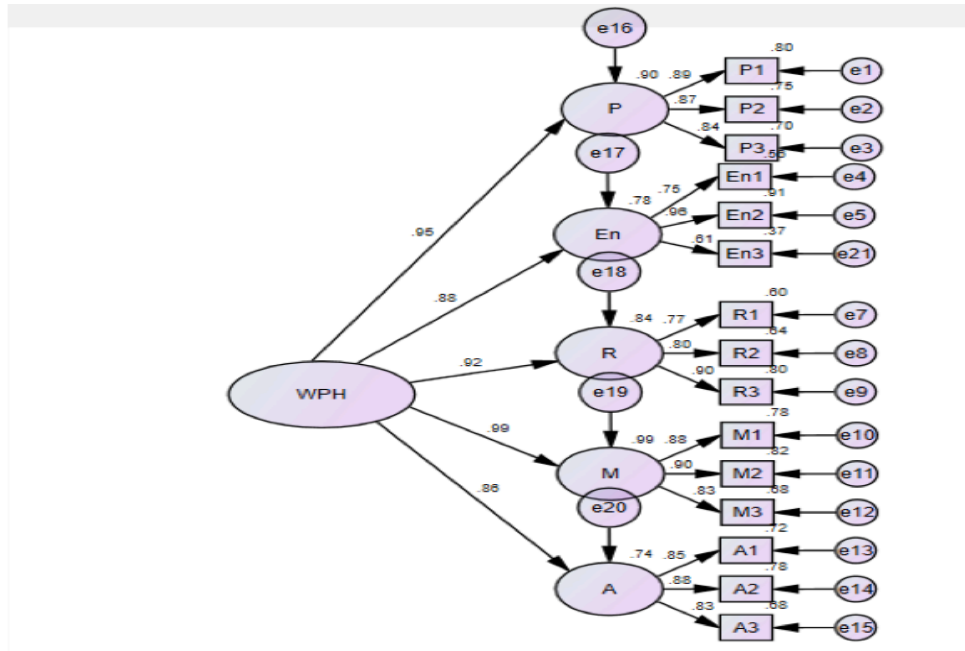


Fig. 2.4 CFA Model of Workplace Happiness Scale

Table 2.28 CFA Framework of Workplace Happiness

Model Estimate	Standard Value	Model Value of Workplace Happiness
CMIN DF	Less than 3 = Good	3.3
	Less than 5 = Moderate	
GFI	0.75 – 0.99	0.853
AGFI	0.63 – 0.97	0.793
NFI	0.88 – 0.98	0.906
CFI	0.88 – 1.00	0.931
RMSEA	0.05 – 1.13	0.105
RMR	0.01 – 0.14	0.115

2.4.4.1 Reliability

The results disclose that the PERMA scale possesses a good reliability as the calculated value of Cronbach's alpha for dimension Positive Emotions (P) : 0.896 Engagement (E) : 0.828, Relationships (R) : 0.866 Meaning (M) : 0.901 Accomplishment (A) : 0.887, shows a high internal consistency of the construct (Nunnally & Bernstein, 1994).

Construct Validity: Table 2.29 revealed that the factors measuring the construct of PERMA exhibits an AVE score of more than 0.50, which according to Fornell & Larcker (1981) provides sufficient evidences of construct.

Table 2.29 Table showing description of items, loading, composite reliability and Cronbach's alpha for Workplace Happiness

Factors PERMA	Items	Loading	Average Variance Extracted	Composite Reliability	Alpha Dimension wise	Cronbach's
P	P1	0.89	0.752	0.901	0.882	0.961
	P2	0.87				
	P3	0.84				
E	En1	0.75	0.619	0.825	0.896	
	En 2	0.96				
	En 3	0.61				
R	R1	0.77	0.681	0.864	0.828	
	R2	0.80				
	R3	0.90				
M	M1	0.88	0.758	0.904	0.866	

	M2	0.90				
	M3	0.83				
A	A1	0.85	0.729	0.889	0.901	
	A2	0.88				
	A3	0.83				

SCORING

The scale had 22 items, retained 15 (observed endogenous variables) to be responded by university teachers by selecting the point on the scale (0 to 10) that best describes their feelings and experiences at work whereby 0 was the lowest ranking being represented by feelings / experience such as – not at all, never, terrible and 10 was the highest ranking being represented by feelings / experience such as – completely, always, excellent. Scoring was based on the average of the items comprising each factor. The range of individual respondents score calculated from raw scores on present scale is from 0 to 150 keeping in view of 15 items retained out of total 22 items and retained all five dimensions in the scale after completing CFA.

NORMS

Norms of Workplace Happiness scale (PERMA Model) was on a sample of 220 university teachers' respondents responses collected from single campus based universities in Delhi (NCT) (National Capital Territory) + neighbouring satellite cities of Gurugram, Faridabad, Noida and Greater Noida running various academic and conventional professional courses.

Table No. 2.30 Z – score Norms for Workplace Happiness

P (Positive Emotions)

Raw scores	Z - Scores	Raw Scores	Z - Scores
0	-4.08	16	-1.22
1	-3.9	17	-1.04
2	-3.72	18	-0.86
3	-3.54	19	-0.68
4	-3.36	20	-0.51
5	-3.18	21	-0.33
6	-3.01	22	-0.15
7	-2.83	23	0.03
8	-2.65	24	0.21
9	-2.47	25	0.39
10	-2.29	26	0.57
11	-2.11	27	0.74
12	-1.93	28	0.92
13	-1.76	29	1.1
14	-1.58	30	1.28
15	-1.4	31	1.46

E (Engagement)

Raw Scores	Z - Scores	Raw scores	Z -Scores
0	-4.88	16	-1.32
1	-4.66	17	-1.10
2	-4.43	18	-0.88
3	-4.21	19	-0.66
4	-3.99	20	-0.43
5	-3.77	21	-0.21
6	-3.54	22	0.01
7	-3.32	23	0.23
8	-3.1	24	0.46
9	-2.88	25	0.68
10	-2.66	26	0.9
11	-2.43	27	1.12
12	-2.21	28	1.34
13	-1.99	29	1.57
14	-1.77	30	1.79
15	-1.54		

R (Relationships)

Raw Scores	Z -Scores	Raw Scores	Z - Scores
0	-4.05	16	-1.18
1	-3.87	17	-1.00
2	-3.69	18	-0.82

3	-3.51	19	-0.64
4	-3.33	20	-0.46
5	-3.15	21	-0.28
6	-2.97	22	-0.10
7	-2.8	23	0.08
8	-2.62	24	0.26
9	-2.44	25	0.44
10	-2.26	26	0.62
11	-2.08	27	0.80
12	-1.9	28	0.97
13	-1.72	29	1.15
14	-1.54	30	1.33
15	-1.36		

M (Meaning)

Raw Scores	Z - Scores	Raw Scores	Z - Scores
0	-4.54	16	-1.49
1	-4.35	17	-1.30
2	-4.16	18	-1.11
3	-3.97	19	-0.92
4	-3.78	20	-0.73
5	-3.59	21	-0.54
6	-3.4	22	-0.35
7	-3.21	23	-0.15

8	-3.02	24	0.04
9	-2.83	25	0.23
10	-2.64	26	0.42
11	-2.44	27	0.61
12	-2.25	28	0.80
13	-2.06	29	0.99
14	-1.87	30	1.18
15	-1.68		

A (Accomplishment)

Raw Scores	Z - Scores	Raw Scores	Z - Scores
0	-4.94	16	-1.57
1	-4.73	17	-1.35
2	-4.52	18	-1.14
3	-4.31	19	-0.93
4	-4.1	20	-0.72
5	-3.89	21	-0.51
6	-3.68	22	-0.3
7	-3.46	23	-0.09
8	-3.25	24	0.12
9	-3.04	25	0.33
10	-2.83	26	0.54
11	-2.62	27	0.76
12	-2.41	28	0.97
13	-2.2	29	1.18
14	-1.99	30	1.39
15	-1.78		

TOTAL – PERMA

Raw Scores	Z - Scores	Raw Scores	Z - Scores	Raw Scores	Z- Scores
0	-5.12	51	-2.84	102	-0.56
1	-5.08	52	-2.8	103	-0.52
2	-5.03	53	-2.75	104	-0.47
3	-4.99	54	-2.71	105	-0.43
4	-4.94	55	-2.66	106	-0.38
5	-4.9	56	-2.62	107	-0.34
6	-4.85	57	-2.57	108	-0.29
7	-4.81	58	-2.53	109	-0.25
8	-4.76	59	-2.48	110	-0.21
9	-4.72	60	-2.44	111	-0.16
10	-4.67	61	-2.39	112	-0.12
11	-4.63	62	-2.35	113	-0.07
12	-4.58	63	-2.31	114	-0.03
13	-4.54	64	-2.26	115	0.02
14	-4.5	65	-2.22	116	0.06
15	-4.45	66	-2.17	117	0.11
16	-4.41	67	-2.13	118	0.15
17	-4.36	68	-2.08	119	0.2
18	-4.32	69	-2.04	120	0.24
19	-4.27	70	-1.99	121	0.29
20	-4.23	71	-1.95	122	0.33
21	-4.18	72	-1.9	123	0.38

22	-4.14	73	-1.86	124	0.42
23	-4.09	74	-1.81	125	0.46
24	-4.05	75	-1.77	126	0.51
25	-4	76	-1.72	127	0.55
26	-3.96	77	-1.68	128	0.6
27	-3.91	78	-1.64	129	0.64
28	-3.87	79	-1.59	130	0.69
29	-3.82	80	-1.55	131	0.73
30	-3.78	81	-1.5	132	0.78
31	-3.74	82	-1.46	133	0.82
32	-3.69	83	-1.41	134	0.87
33	-3.65	84	-1.37	135	0.91
34	-3.6	85	-1.32	136	0.96
35	-3.56	86	-1.28	137	1
36	-3.51	87	-1.23	138	1.05
37	-3.47	88	-1.19	139	1.09
38	-3.42	89	-1.14	140	1.13
39	-3.38	90	-1.1	141	1.18
40	-3.33	91	-1.05	142	1.22
41	-3.29	92	-1.01	143	1.27
42	-3.24	93	-0.97	144	1.31
43	-3.2	94	-0.92	145	1.36
44	-3.15	95	-0.88	146	1.4
45	-3.11	96	-0.83	147	1.45
46	-3.07	97	-0.79	148	1.49

47	-3.02	98	-0.74	149	1.54
48	-2.98	99	-0.7	150	1.58
49	-2.93	100	-0.65		
50	-2.89	101	-0.61		

Table No. 2.31 Norms for Interpretation of the levels of Workplace Happiness

		Z Score					
S.No	Level	P - Positive Emotions	E - Engage ment	R - Relation ship	M - Meaning	A - Accompl ishments	Total
1	Low	-1.22 and below	-1.10 and below	-1.18 and below	-1.18 and below	-1.14 and below	-1.05 and below
2	Moderate	-01.04 to 0.74	-0.88 to 0.90	-1.00 to 0.97	-0.92 to 0.80	-0.93 to 0.76	-1.01 to 0.96
3	High	0.92 and above	1.12 and above	1.15 and above	0.99 and above	0.97 and above	1.00 and above

2.5 PROCEDURE FOR DATA COLLECTION

One comprehensive scale prepared based on four standardised adopted scales containing closed ended multiple choices questions pertaining to all four variables of the study along with demographic profile sheet constructed for general information about the respondents to include name, age group, gender, name of university etc. This scale was prepared on google forms and administered through online mode to the respondent teachers through their e mails &WhatsApp numbers procured through multiple sources like personal contacts, networking, UGC & University websites, follow ups and references. These responses were mostly procured in Covid 19 time of 2020-21 in which due to lockdowns virtually all the universities were closed and online approach was the only practical solution. The designate seven single campus sample universities chosen comprising of six private

universities and one state university running full time academic and all five conventional professional for the students namely- Engineering, Management, Pharmacy, Education and Law were chosen to be the sample institutions in Delhi (NCT) (National Capital Territory) (India) + neighbouring satellite cities of Gurugram, Faridabad, Noida and Greater Noida running various academic and conventional professional courses.

In the present study researcher used proportionate sampling technique to reach approximately 23% of the respondents out of the available finite population of teachers in these seven universities to reach the minimum threshold limit to arrive at an optimum sample size worthy of analysis and interpretations leading to conclusions which can be generalized. This included only those university teachers as respondents who had been teaching any of the five conventional professional courses and had been in their current designation for minimum 3 years. Non-teaching staff or Heads of departments (HOD) and above were excluded from the study. The study purpose, procedure, and assurance of privacy of the responses was explained to the teacher respondents as well as the senior leadership of the respective universities wherever possible. This was made possible based on sustained follow up to enhance the credibility of the study and generate maximum response.

2.6 STATISTICAL TECHNIQUES USED

To accomplish the multiple objectives in this study, data collected through primary source was analysed using Descriptive Statistics, Reliability analysis etc. Software packages of IBM SPSS-23 and AMOS-23 were deployed for computerised data analysis. For data analysis, following statistical techniques were used:

1. Descriptive statistics like Mean, Median, Standard deviation, KMO test, Shapiro-Wilk test used to arrive at normality of data and understanding the nature of data.
2. The results highlighted by percentage analysis to explore the four variables of the study to find out their levels i.e., High, Moderate and Low.
3. To explore the significant differences among university teachers on

workplace incivility, job autonomy, leadership styles of the heads and workplace happiness based on type of university, gender, and age groups, three -way ANOVA (analysis of variance) was employed.

4. To analyze the relationship of workplace happiness among university teachers with workplace incivility, job autonomy and leadership styles of the heads, correlation analyses was employed.
5. To study the predictive role of workplace incivility, job autonomy and leadership styles of the heads among university teacher's workplace happiness – regression analysis was used.

CHAPTER 3

ANALYSIS AND

INTERPRETATION

CHAPTER 3

ANALYSIS AND INTERPRETATION

Analysis and interpretation of the data is important in order to achieve the objectives of the study and testing of the hypotheses so formed.

Objectives

1. To explore the levels and types of job autonomy and workplace incivility among university teachers.
2. To find the types of leadership styles of the heads as perceived by university teachers.
3. To explore the level of workplace happiness among university teachers.
4. To find the difference among university teachers in their level of workplace happiness, job autonomy, workplace incivility, leadership styles of the heads on the basis of type of university, gender and age group.
5. To study workplace incivility, job autonomy and leadership styles of the heads as predictors of workplace happiness among university teachers.

Hypotheses

1. There exists no significant difference among university teachers in their level of workplace happiness and its domains on the basis of types of university, gender and age group.
2. There exists no significant difference among university teachers in their level of job autonomy on the basis of type of university, gender and age group.
3. There exists no significant difference among university teachers in their level of workplace incivility on the basis of type of university, gender and age group.

4. There exists no significant difference among university teachers in their perception of leadership style of the heads on the basis of type of university, gender and age group.
5. There exists significant relationship between Workplace Incivility, Job Autonomy, Leadership styles of the heads and Workplace Happiness among University Teachers.
6. Job autonomy, workplace incivility and leadership styles of the heads are not the significant predictors of workplace happiness among university teachers.

Data is the foundation for any research study whether primary or secondary or integration of both. But for data to be understood and applied in solving problems, dealing with business situations, knowing the trends, and arriving at a conclusion data analysis and interpretation is paramount. Raw data is meaningless information if not subject to systematic classification, analysis and rationally concluded. Johnson & Christensen (2004) stated analysis is a value generation process from raw data. Present chapter highlights the various statistical tools used which were primarily in the direction of quantitative analysis techniques applying both descriptive and inferential statistics. The findings manifest the tentative hypothesis and finally arrive at a conclusion.

3.1 DATA SCREENING

Before scheduled data analysis, data has been screened in order to identify unengaged data, missing values, and outliers so that the errors are removed and their effect be minimized. Data was collected from 425 university teachers through Google form due to Covid protocol. However, during data cleaning process, twenty-three forms were found incomplete and two forms showed unengaged responses and hence removed. Thus, total data of 400 was taken for analysis.

Table 3.1 Distribution of sample on the demographic variable

Gender		
	Frequency	Percent
Male	203	50.7
Female	197	49.3
Total	400	100
Age		
25-34	85	21.3
35-44	108	27
45-54	181	45.3
55-64	26	6.4
Total	400	100
Type of university		
Public	133	33.3
Private	267	66.7
Total	400	100
Designation		
Assistant Professor	279	69.7
Associate Professor	70	17.5
Professor	51	12.8
Total	400	100
Department		
Engineering	116	29

Management	157	39.3
Law	21	5.3
Pharmacy	27	6.8
Education	79	19.8
Total	400	100

Table 3.1 indicates that in the sample of 400 university teachers, 203 (50.7%) were male and 197 (49.3%) were females. As per the age of the respondents, 85 (21.3%) were between the age range of 25-34 years, 108 (27%) were between the age range of 35-44 years, 181 (45.3%) were between the age range of 45-54 years and 26 (6.4%) were between the age range of 55-64 years. Further 133 (33.3%) were from public university and 267 (66.7%) belongs to private university. Similarly, 279 (69.7%) were assistant professor, 70 (17.5%) were associate professor and 51 (12.8%) were professor. In domain wise distributions 116 (29%), 157 (39.3%), 21 (5.3%), 27 (6.8%), 79 (19.8%) were from Engineering, Management, Law, Pharmacy, Education respectively.

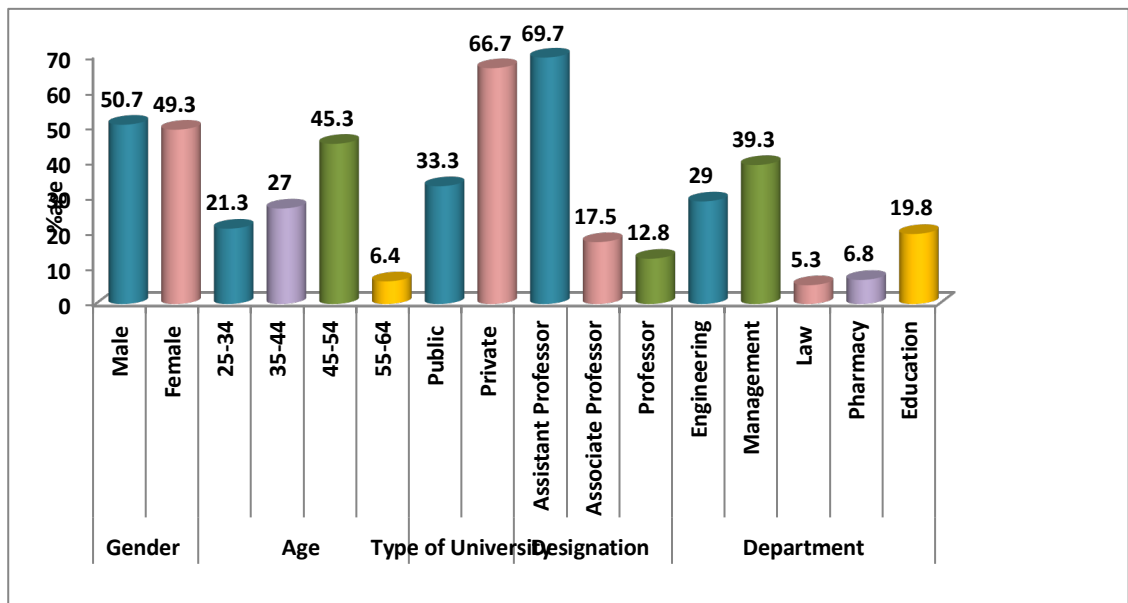


Fig. 3.1 Graphic presentation of demographic variables

3.1.1 NORMALITY OF DATA

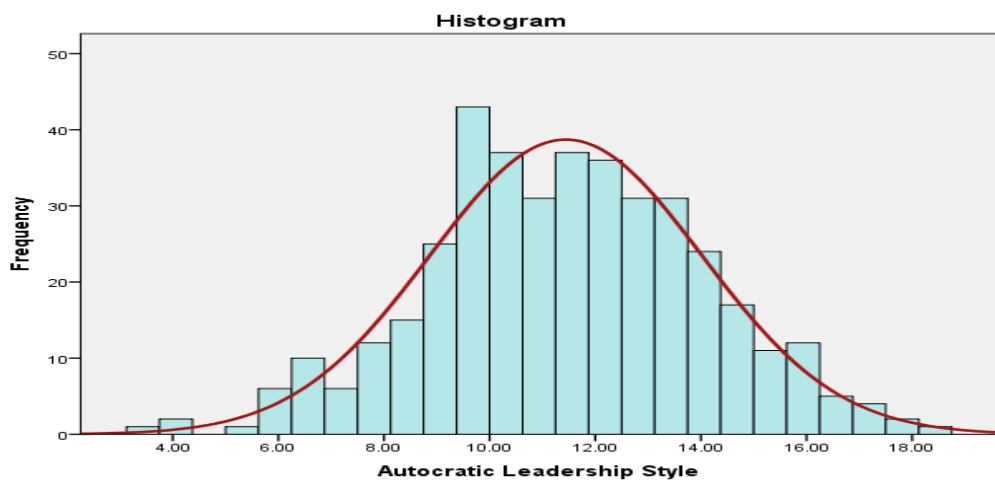
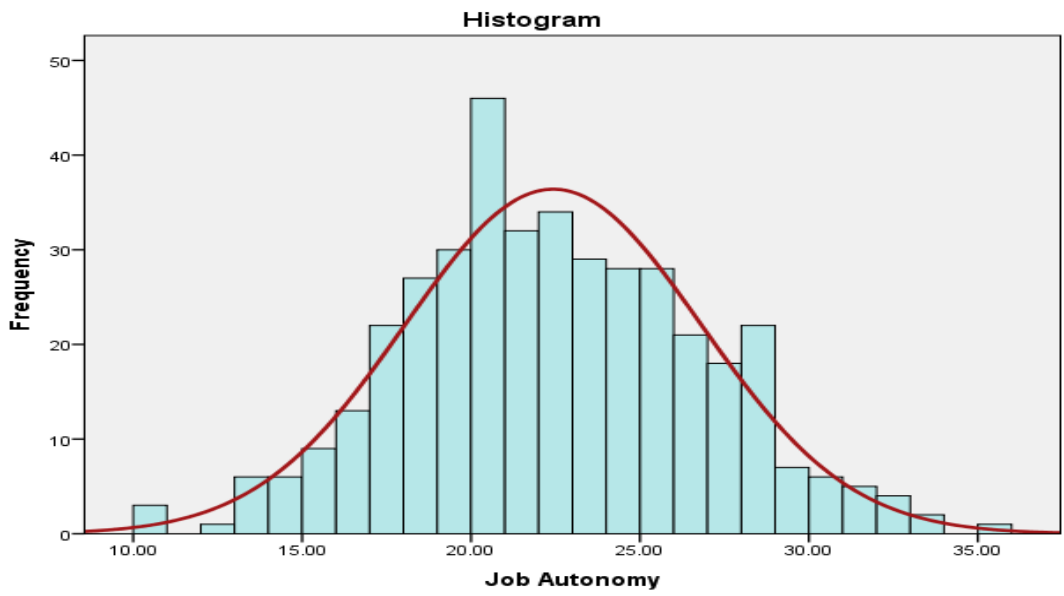
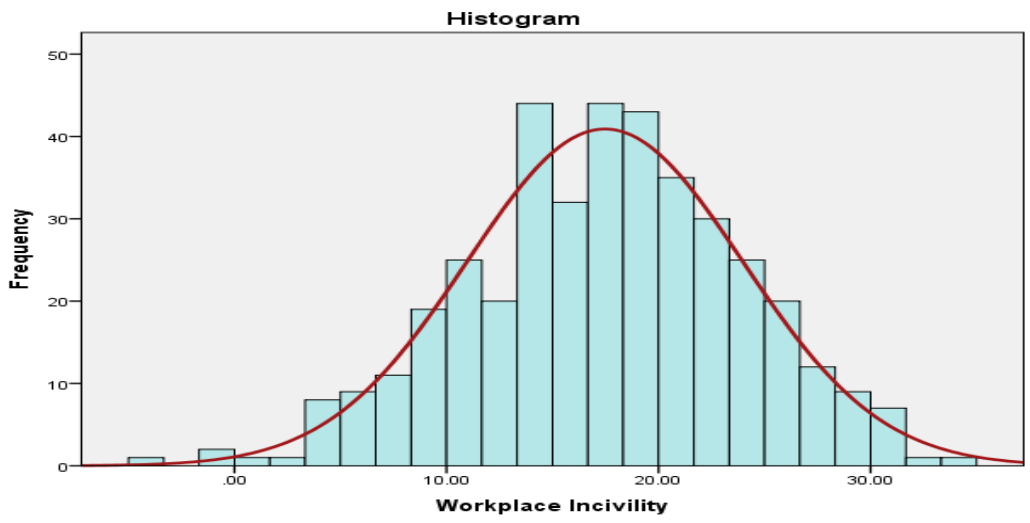
Before testing hypotheses using the parametric tests like t-test, ANOVA, correlation, regression, the assumption of normality of data must be met. Kolmogorov-Smirnov and Shapiro-Wilk tests were employed to measure the normality of data.

Table 3.2 Kolmogorov-Smirnov and Shapiro-Wilk tests of normality of Job Autonomy, Workplace Incivility, Leadership styles of the heads and Workplace Happiness among university teachers

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig	Statistic	df	Sig
Job Autonomy	.040	400	.136	.997	400	.633
Workplace Incivility	.025	400	.200	.997	400	.637
Democratic Leadership Style	.027	400	.200	.998	400	.923
Autocratic Leadership Style	.025	400	.200	.997	400	.680
Laissez-faire Leadership Style	.035	400	.200	.998	400	.829
Workplace Happiness	.028	400	.200	.996	400	.342

Table 3.2 shows that the p-value for both KS and Shapiro-Wilk tests for the variables of job autonomy, workplace incivility, autocratic, democratic, and laissez-faire leadership styles of the heads and workplace happiness came out to be $>.05$ and hence satisfy the assumption of normality of these variables.

The diagrammatic presentation of the respondents with regard the score of workplace incivility, job autonomy, workplace happiness, and autocratic, democratic, and laissez-faire leadership styles of heads of university teachers have been presented below in the histogram:



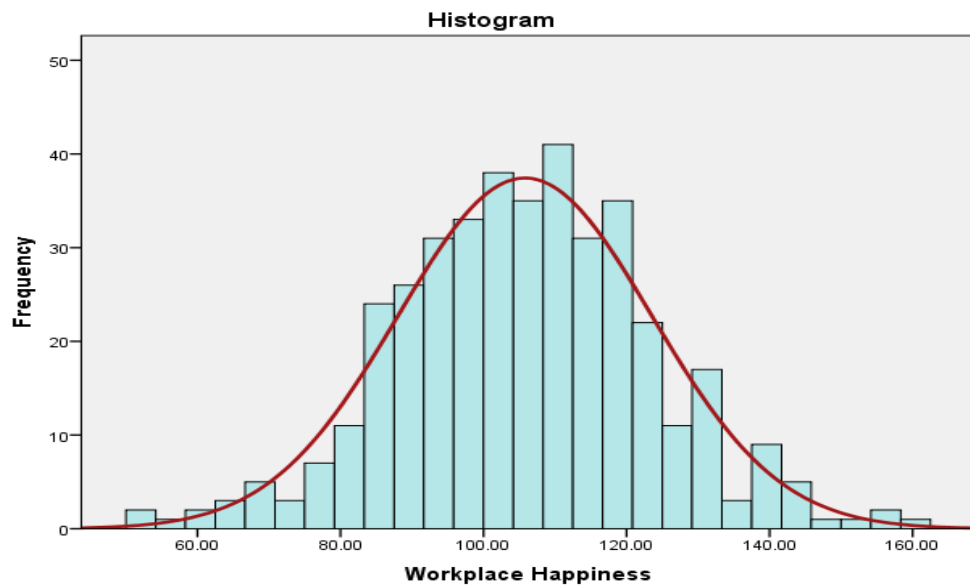
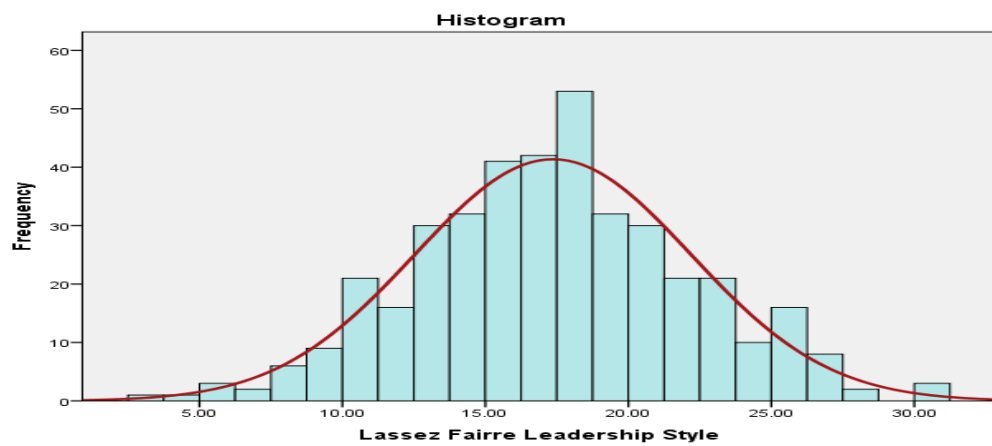
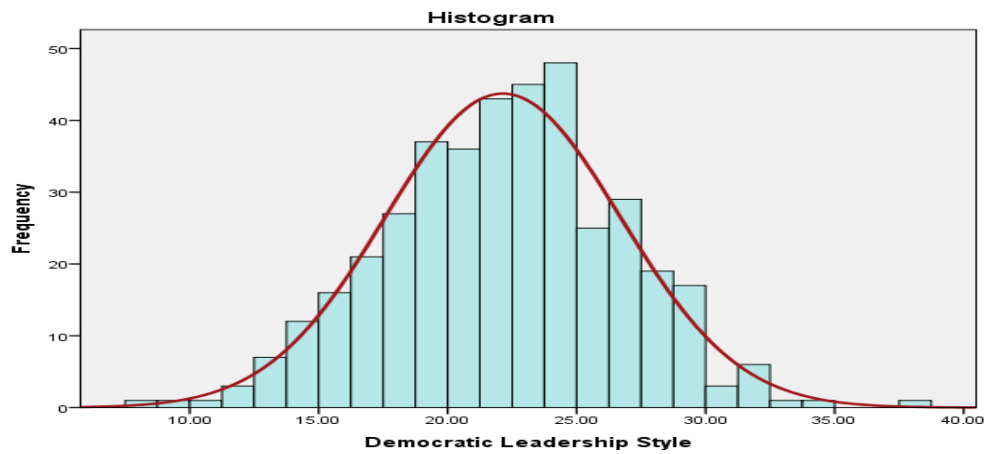


Figure 3.2 Normality curve and histogram of Workplace Incivility, Job Autonomy, Leadership styles of the heads and Workplace Happiness

The normality curves and histogram of scores of workplace incivility, job autonomy, workplace happiness, autocratic, democratic, and laissez-faire leadership styles of heads of university teachers indicates that the data on the variables of workplace incivility, job autonomy, workplace happiness, autocratic democratic, and laissez-faire leadership styles of heads of university teachers were near normal.

SECTION I

3.2 DESCRIPTIVE STATISTICS

Objective 1: To explore the levels and types of job autonomy and workplace incivility among university teachers.

Data pertaining to the variables of workplace happiness, job autonomy, workplace incivility and leadership styles of heads were found to be normally distributed. Norms have been prepared based on initial collection of primary data for the purpose of validating the four scales used respectively for workplace happiness, job autonomy, workplace incivility and leadership styles of heads. The three levels so prepared have been low, moderate, and high based on the raw and Z scores so obtained.

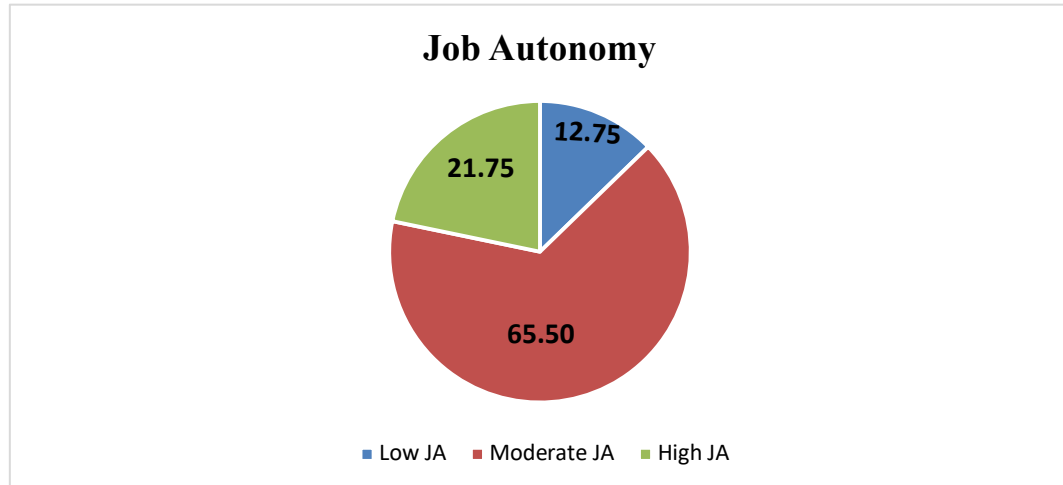
3.2.1 JOB AUTONOMY AND WORKPLACE INCIVILITY AMONG UNIVERSITY TEACHERS

The present section deals with exploring the levels of job autonomy and workplace incivility among university teachers. Table 3.3 presents the percentage-wise analysis of various levels of job autonomy and workplace incivility among university teachers.

**Table 3.3 Percentage-wise levels of Job Autonomy
among university teachers**

S. No.	Levels of job Autonomy	N	%age
1	Low Job Autonomy	51	12.75
2	Moderate Job Autonomy	262	65.5
3	High Job Autonomy	87	21.75
Total		400	100

Table 3.3 shows that 21.75 % (n=87) university teachers possessed high level of job autonomy; 65.50 % (n=262) of university teachers possessed moderate level of job autonomy; 12.75 % (n=51) university teachers possessed low level of job autonomy



**Figure 3.3 Graphic representation of levels of Job Autonomy
among university teachers**

Discussion and Results

Thus, it may be deduced that majority of teachers exhibited moderate level of job autonomy to high level of job autonomy in context of Indian universities scenario which acts as a source of empowerment for individuals and provides a basis

for increased job satisfaction as endorsed by Robbins et al. (2013). Present results are also in line with Castillo & Cano (2004) who stated that work autonomy was something which was most widespread among university faculty members. National Policy of Education (1986) explains the condition of the teacher reflects the socio-cultural ethos of a society. Teacher autonomy is freedom to study, learn & teach.

Table 3.4 Percentage-wise levels of Workplace Incivility among university teachers

S. No.	Levels of Workplace Incivility	N	%age
1	Low Workplace Incivility	58	14.5
2	Moderate Workplace Incivility	293	73.25
3	High Workplace Incivility	49	12.25
Total		400	100

Table 3.4 shows that 14.50 % (n=58) university teachers experienced low level of workplace incivility; 73.25 % (n=293) university teachers experienced moderate level of workplace incivility whereas 12.25% (n=49) university teachers experienced high level of workplace incivility. Therefore, it may be deduced that majority of teachers exhibited moderate level to low level of workplace incivility.

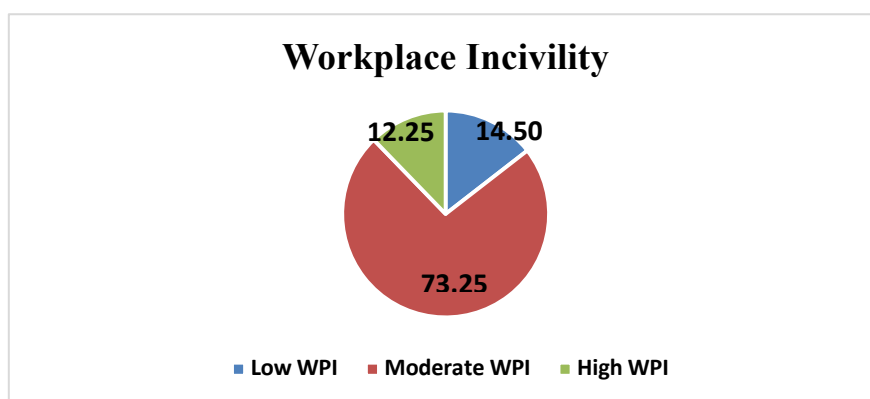


Figure 3.4 Graphic representation of levels of Workplace Incivility among university teachers

Discussion and Results

Although incivility present in any form is a deterrence to the overall growth of any organization because the viral of negativity spreads faster than positivity. But thanks to the Indian ethos, values and family traditions workplace incivility is still within the moderate and low levels among the university teachers. As outlined by Bergen (2011) valuing diversity and adopting inclusivity where everyone feels important pays rich dividend has been seen in successful organizations. In the 21st century today some institutions have even gone to the extent of promoting within their work environment a concept of “queer inclusivity” ensuring all in the community receive equal opportunities to succeed, regardless of their any disability, sexual orientation, or gender identity. This positively impacts the psychological well-being. Chan (2022). Although Armstrong (2012) has stated that conflicts and animosities that arise within the academia have been on the rise diminishing the quality of professional lives and this has become more common than an exception.

Objective 2: To find the types of Leadership Styles of the Heads as perceived by university teachers.

3.2.2 LEADERSHIP STYLES OF HEADS AS PERCEIVED BY UNIVERSITY TEACHERS

The present section deals with types of leadership styles of heads as perceived by university teachers. Table 3.5 presents the percentage-wise analysis of autocratic, democratic, and laissez-faire leadership styles of heads as perceived by university teachers.

Table 3.5 Leadership styles of the heads as perceived by university teachers

S. No.	Types of Leadership Styles of the heads	N	%age
1	Democratic Leadership Style	141	35.3
2	Autocratic Leadership Style	236	59
3	Laissez-faire Leadership Style	23	5.7
Total		400	100

The leadership styles of heads were determined based on the comparison of their scores on the three leadership styles i.e. autocratic, democratic, and laissez-faire leadership styles and the maximum score obtained in the leadership style. The perusal of Table 3.5 shows that 141 (35.3%) heads were perceived as following democratic leadership style, 236 (59%) heads were perceived as autocratic in their leadership style whereas only 23 (5.8%) heads were considered as following laissez-faire leadership style.

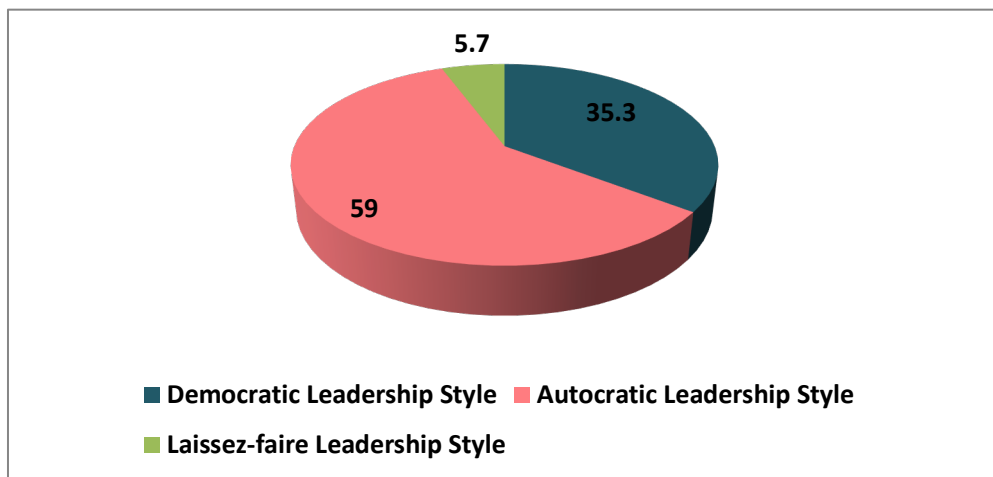


Figure 3.5 Graphic representation of Leadership styles of the heads as perceived by university teachers

Discussion and Results

Thus, it can be deduced from above that majority of teachers perceived their heads to following autocratic leadership style followed by democratic and least being laissez-fair leadership style. Although traditionally autocratic style has been continuing with a ruler’s mentality but then it comes with its own risk with unequal power dynamics and more focus on control and compliance. In intellectual community it should be handled with care and cautions least it can damage collaboration and relationships. Makambe (2020). Democratic and Laissez-faire leadership style show an important positive relationship between workplace happiness and its PERMA domains as per its coefficient of correlation and it shows the reverse for autocratic leadership style. Teachers invariably prefer a Head of department who works with them rather than through them. Teachers who work

under democratic leadership tend to feel more motivated, happy, and engaged Raupu (2021).

Objective 3. To explore the level of Workplace Happiness among universities teachers.

3.2.3 WORKPLACE HAPPINESS AMONG UNIVERSITY TEACHERS

Table 3.6 Percentage-wise levels of Workplace Happiness among university teachers

S. No.	Levels of Workplace Happiness	N	%age
1	Low Workplace happiness	53	13.25
2	Moderate Workplace happiness	284	71
3	High Workplace happiness	63	15.75
Total		400	100

Table 3.6 shows that 13.25 % (n=53) university teachers experienced low level of workplace happiness; 71% (n=284) of university teachers experienced moderate level of workplace happiness; 15.75 % (n=63) university teachers experienced high level of workplace happiness Therefore, it may be concluded that more than 86 % university teachers experienced moderate to high level of workplace happiness.

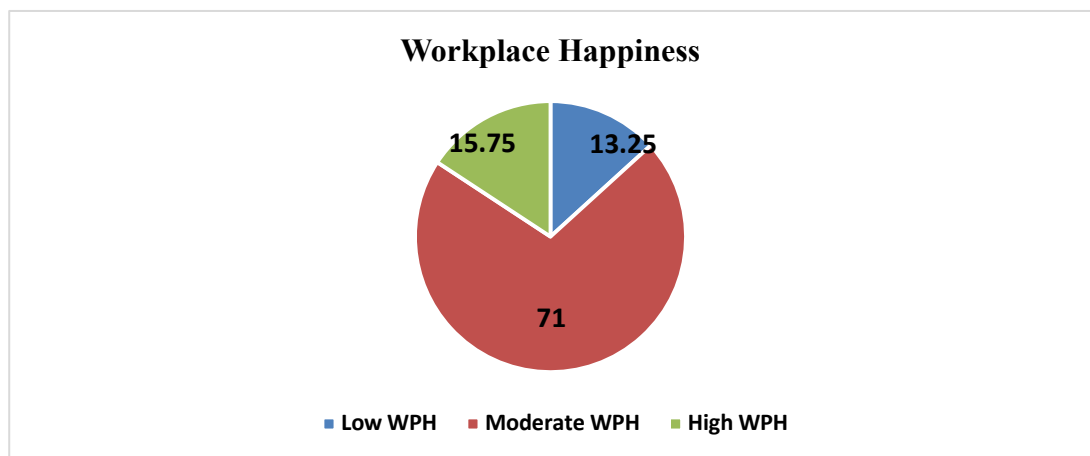


Figure 3.6 Graphic representation of levels of Workplace Happiness among university teachers

Discussion and Results:

Making the correct stashes in happiness, requires deep knowledge of institution's culture and reputation. But seen the awareness on this subject matter, positive trends growth opportunities can be immense for a happy workplace of the university teachers showing great stakeholders' centric outcomes. As endorsed by Zwilling (2014) and Gyeltshen (2018) where they also emphasise on its domino effect. As seen from the study majority university teachers experience moderate to high workplace happiness, employees in the 2020s are now relishing great work opportunities than ever before (Algarni, 2023). Agustien & Soeling (2020) revealed that when the happiness association was interceded by other variables like job motivation and autonomy, there was a favourable impact on staff performance.

SECTION II

3.3 COMPARATIVE ANALYSIS

Objective 4: To find the difference among university teachers in their level of workplace happiness, job autonomy, workplace incivility, leadership styles on the basis of type of university, gender and age groups.

The subsequent hypotheses are:

H₀₁: There exists no significant difference among university teachers in their level of workplace happiness on the basis of type of university, gender and age groups.

H₀₂: There exists no significant difference among university teachers in their level of job autonomy on the basis of type of university, gender and age groups.

H₀₃: There exists no significant difference among university teachers in their level of workplace incivility on the basis of type of university, gender and age groups.

H₀₄: There exists no significant difference among university teachers in their perception of leadership styles of the heads on the basis of type of university, gender and age groups.

COMPARISON OF WORKPLACE HAPPINESS, JOB AUTONOMY, WORKPLACE INCIVILITY, LEADERSHIP STYLES OF THE HEADS AMONG UNIVERSITY TEACHERS WITH RESPECT TO TYPE OF UNIVERSITY, GENDER, AND AGE GROUPS

To test the significant differences in mean scores of workplace happiness, job autonomy, workplace incivility, leadership styles among university teachers on the basis of type of university, gender and age groups, three-way i.e. 2x2x4 ANOVA (analysis of variance) was employed by using three categorical variables viz. type of university (private and public), gender (female and male) and age group (25-34 yrs., 35-44 yrs., 45-54 yrs. And 55-64 yrs.).

WORKPLACE HAPPINESS

The workplace happiness among university teachers was studied on PERMA domains along with overall workplace happiness. Before employing ANOVA, Levene’s test of homogeneity of variance was carried out to find the homoscedasticity of overall workplace happiness and PERMA domains. The Levene’s static of workplace happiness was found as 1.037 and for PERMA domains as 0.999, 1.732, 1.164, 1.131 and 1.436 and their p-values >.05 which indicates homogeneity of variance of data and hence liable for applying ANOVA on overall workplace happiness and its PERMA domains.

Table 3.7 Descriptive statistics of Workplace Happiness among university teachers with respect to type of university, gender and age groups

Type of University	Gender	Age	Mean & SD	P	E	R	M	A	WH
Public	Male	25-34	Mean	18.43	20.00	20.43	17.00	16.86	92.71
			SD	4.24	4.40	3.55	3.46	3.13	15.63
		35-44	Mean	21.50	26.25	25.44	23.75	20.69	117.63
			SD	2.83	2.91	2.58	4.25	3.72	11.36
		45-54	Mean	20.22	24.25	24.42	22.19	20.11	111.19
			SD	4.07	4.05	3.64	3.57	3.76	15.38
		55-64	Mean	22.33	26.78	26.78	24.00	21.00	120.89

			SD	4.42	2.95	3.46	3.97	2.50	13.20
		Total	Mean	20.62	24.62	24.56	22.26	20.03	112.09
			SD	3.94	4.10	3.69	4.18	3.66	15.89
	Female	25-34	Mean	18.00	16.60	17.00	16.00	14.00	81.60
			SD	6.04	7.47	6.16	5.87	4.85	29.00
		35-44	Mean	21.90	25.40	24.90	23.70	20.90	116.80
			SD	3.74	3.19	4.06	3.20	4.14	13.98
		45-54	Mean	21.86	25.16	25.35	22.78	20.95	116.11
			SD	4.22	3.33	3.63	3.91	4.38	13.69
		55-64	Mean	24.33	27.33	25.33	23.33	20.00	120.33
			SD	2.52	2.08	4.51	4.04	1.73	4.04
		Total	Mean	21.69	24.68	24.57	22.57	20.35	113.86
				SD	4.25	4.31	4.50	4.26	4.57
	Total	25-34	Mean	18.25	18.58	19.00	16.58	15.67	88.08
			SD	4.81	5.82	4.88	4.40	4.01	21.72
		35-44	Mean	21.72	25.78	25.14	23.72	20.81	117.17
			SD	3.33	3.05	3.45	3.65	3.90	12.71
		45-54	Mean	21.05	24.71	24.89	22.49	20.53	113.68
			SD	4.20	3.70	3.64	3.73	4.08	14.66
		55-64	Mean	22.83	26.92	26.42	23.83	20.75	120.75
			SD	4.02	2.68	3.58	3.81	2.30	11.39
		Total	Mean	21.14	24.65	24.56	22.41	20.19	112.95
				SD	4.12	4.19	4.09	4.21	4.12
Private	Male	25-34	Mean	17.18	18.28	20.38	18.10	16.72	90.67
			SD	3.76	4.08	3.94	3.19	3.28	14.02
		35-44	Mean	18.84	23.05	23.37	22.00	18.16	105.42
			SD	3.24	2.53	3.00	3.20	3.89	12.85
		45-54	Mean	19.20	23.02	24.25	22.06	18.19	106.72
			SD	3.76	3.61	2.58	3.34	4.16	14.44
		55-64	Mean	20.69	25.77	25.92	23.85	19.85	116.08
			SD	3.50	2.39	2.50	3.80	3.67	12.12

		Total	Mean	18.71	21.92	23.17	21.08	17.92	102.80
			SD	3.79	4.27	3.59	3.83	3.90	16.04
	Female	25-34	Mean	17.29	18.09	18.74	17.79	16.29	88.21
			SD	4.56	5.61	4.79	3.51	3.80	18.91
		35-44	Mean	19.19	23.13	23.72	22.11	18.87	107.02
			SD	3.85	2.93	2.80	3.48	3.95	14.45
		45-54	Mean	20.02	23.91	24.55	22.73	18.50	109.70
			SD	3.68	3.45	2.50	3.12	2.74	11.78
		55-64	Mean	20.00	26.00	27.00	23.00	20.00	116.00
			SD	0.00	0.00	0.00	0.00	0.00	0.00
		Total	Mean	18.98	22.11	22.73	21.21	18.09	103.14
			SD	4.08	4.59	4.09	3.91	3.67	17.27
	Total	25-34	Mean	17.23	18.19	19.62	17.96	16.52	89.52
			SD	4.12	4.82	4.40	3.33	3.51	16.41
		35-44	Mean	19.10	23.11	23.63	22.08	18.68	106.60
			SD	3.68	2.81	2.84	3.38	3.92	13.98
		45-54	Mean	19.54	23.38	24.37	22.33	18.31	107.94
			SD	3.73	3.55	2.54	3.25	3.63	13.44
		55-64	Mean	20.64	25.79	26.00	23.79	19.86	116.07
SD			3.37	2.29	2.42	3.66	3.53	11.65	
Total		Mean	18.85	22.01	22.96	21.15	18.00	102.97	
		SD	3.93	4.42	3.84	3.86	3.78	16.63	
Total	Male	25-34	Mean	17.37	18.54	20.39	17.93	16.74	90.98
			SD	3.81	4.13	3.84	3.22	3.22	14.11
		35-44	Mean	20.06	24.51	24.31	22.80	19.31	111.00
			SD	3.30	3.12	2.97	3.76	3.97	13.51
		45-54	Mean	19.57	23.46	24.31	22.11	18.88	108.33
			SD	3.88	3.80	2.99	3.40	4.11	14.87
		55-64	Mean	21.36	26.18	26.27	23.91	20.32	105.91
			SD	3.89	2.61	2.88	3.78	3.23	16.55
		Total	Mean	19.35	22.82	23.64	21.48	18.63	87.36

		SD	3.93	4.39	3.67	3.98	3.94	20.10
Female	25-34	Mean	17.38	17.90	18.51	17.56	16.00	118.05
		SD	4.69	5.78	4.93	3.84	3.95	12.50
	35-44	Mean	19.93	23.75	24.04	22.55	19.42	109.70
		SD	3.98	3.15	3.21	3.46	4.08	14.89
	45-54	Mean	20.86	24.48	24.91	22.75	19.62	112.63
		SD	4.02	3.43	3.07	3.48	3.77	13.01
	55-64	Mean	23.25	27.00	25.75	23.25	20.00	119.25
		SD	2.99	1.83	3.77	3.30	1.41	3.95
	Total	Mean	19.88	22.96	23.34	21.66	18.84	106.68
		SD	4.32	4.65	4.30	4.07	4.12	18.02
Total	25-34	Mean	17.38	18.25	19.53	17.76	16.40	89.32
		SD	4.21	4.94	4.45	3.50	3.57	17.11
	35-44	Mean	19.97	24.00	24.13	22.63	19.39	110.12
		SD	3.76	3.14	3.12	3.54	4.02	14.40
	45-54	Mean	20.15	23.92	24.58	22.40	19.21	110.25
		SD	3.99	3.66	3.03	3.44	3.96	14.19
	55-64	Mean	21.65	26.31	26.19	23.81	20.27	118.23
		SD	3.77	2.49	2.95	3.66	3.00	11.55
	Total	Mean	19.61	22.89	23.49	21.57	18.73	106.29
		SD	4.13	4.52	3.99	4.02	4.03	17.27

P-Positive Emotion; E-Engagement; R-Relationships; M-Meaning; and A-Accomplishment; OWH- Overall Workplace Happiness

Table 3.8 Summary of 2x2x4 analysis of variance (ANOVA) of Workplace Happiness among university teachers w.r.t type of university, gender and age groups

WH							
Source	TOU	Gender	Age	TOU * Gender	TOU * Age	Gender * Age	TOU * Gender * Age
SS	828.01	13.95	19342.28	42.20	1249.66	983.10	249.22
Df	1	1	3	1	3	3	3
MS	828.01	13.95	6447.43	42.20	416.55	327.70	83.07
F	3.93	0.07	30.60	0.20	1.98	1.56	0.39
Sig	.048	.797	.000	.655	.117	.200	.757
Error= 80903.19, df= 384; Total= 4637807, df= 400							
P							
Source	TOU	Gender	Age	TOU * Gender	TOU * Age	Gender * Age	TOU * Gender * Age
SS	118.89	8.04	272.48	4.17	33.34	21.19	8.10
df	1	1	3	1	3	3	3
MS	118.89	8.04	90.83	4.17	11.11	7.06	2.70
F	7.83	0.53	5.98	0.27	0.73	0.47	0.18
sig	.005	.467	.001	.601	.533	.707	.911
Error= 5830.28, df= 384; Total= 6817.16, df= 400							
E							
Source	TOU	Gender	Age	TOU * Gender	TOU * Age	Gender * Age	TOU * Gender * Age
SS	64.40	1.43	1342.70	6.55	55.41	68.78	22.27
df	1	1	3	1	3	3	3
MS	64.40	1.43	447.57	6.55	18.47	22.93	7.42
F	4.63	0.10	32.19	0.47	1.33	1.65	0.53
sig	.032	.749	.000	.493	.265	.178	.659
Error= 5339.58, df= 384; Total= 217716, df= 400							
R							
Source	TOU	Gender	Age	TOU * Gender	TOU * Age	Gender * Age	TOU * Gender * Age
SS	47.13	8.83	1083.00	9.41	47.11	81.29	19.93
df	1	1	3	1	3	3	3
MS	47.13	8.83	361.00	9.41	15.70	27.10	6.64

F	4.12	0.77	31.55	0.82	1.37	2.37	0.58
sig	.043	.380	.000	.365	.251	.070	.628
Error= 4393.71, df= 384; Total= 227072, df= 400							
M							
Source	TOU	Gender	Age	TOU * Gender	TOU * Age	Gender * Age	TOU * Gender * Age
SS	49.90	1.03	1043.17	0.26	73.13	18.02	0.86
df	1	1	3	1	3	3	3
MS	49.90	1.03	347.72	0.26	24.38	6.01	0.29
F	4.05	0.08	28.22	0.02	1.98	0.49	0.02
sig	.045	.773	.000	.885	.117	.691	.995
Error= 4732.41, df= 384; Total= 192511, df= 400							
A							
Source	TOU	Gender	Age	TOU * Gender	TOU * Age	Gender * Age	TOU * Gender * Age
SS	57.10	1.93	453.41	5.78	98.20	42.52	19.21
df	1	1	3	1	3	3	3
MS	57.10	1.93	151.14	5.78	32.73	14.17	6.40
F	4.01	0.14	10.61	0.41	2.30	1.00	0.45
sig	.046	.713	.000	.525	.077	.395	.718
Error= 5469.54, df= 384; Total= 146794, df= 400							

WH- Workplace Happiness; TOU-Type of University; P-Positive Emotion; E-Engagement; R-Relationships; M-Meaning; and A-Accomplishment; OWH- Overall Workplace Happiness

TYPE OF UNIVERSITY

The perusal of Table 3.8 conveys that the value of the F-ratio for workplace happiness and its PERMA domains i.e. P- Positive Emotion; E- Engagement; R- Relationships; M- Meaning; and A- Accomplishment domains of university teachers with respect to Type of university came out to be 3.93, 7.83, 4.63, 4.12, 4.05 and 4.01 respectively all of which were found to be significant at .05 level. Therefore, university teachers working in public and private universities differ significantly on their scores of workplace happiness and its PERMA domains i.e. P- Positive Emotion; E- Engagement; R- Relationships; M- Meaning; and A- Accomplishment domains.

The corresponding mean scores in Table 3.7 of descriptive statistics indicated the teachers working in public universities have higher mean score on workplace happiness and its PERMA domains i.e. P- Positive Emotion; E- Engagement; R- Relationships; M- Meaning; and A- Accomplishment domains (Means=112.95, 21.14, 24.65, 24.56, 22.41, 20.19 respectively) as compared to the teachers working in private universities (Mean=102.97, 18.85, 22.01, 22.96, 21.15, 18.00 respectively). Therefore it may be concluded that teachers working in public universities have higher workplace happiness, higher positive emotion, more engaged, better relationships, higher meaning; and higher accomplishments as compared to the teachers working in private universities.

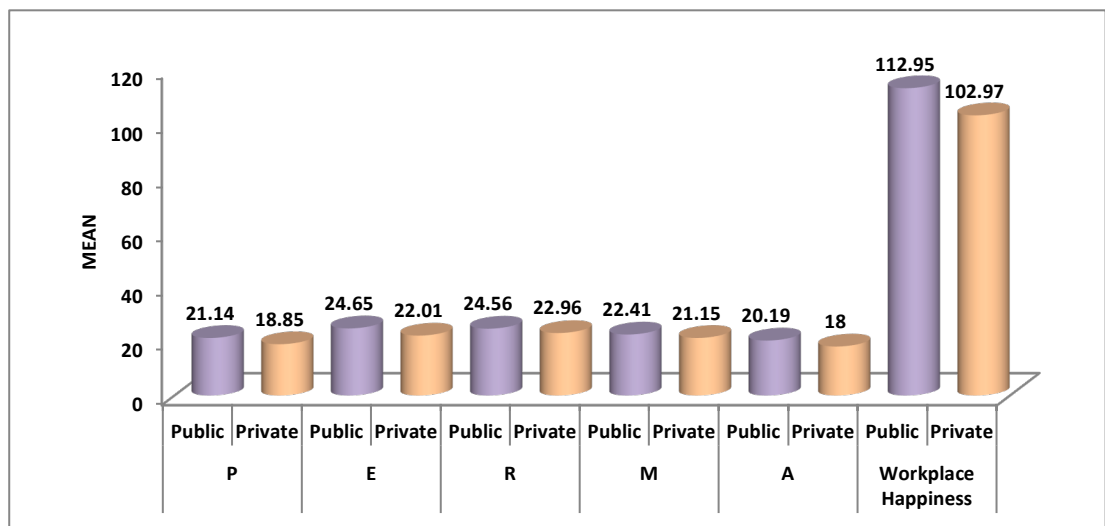


Figure 3.7 Graphic representation of comparative analysis of Workplace Happiness with respect to type of university

GENDER

Table 3.8 conveys that the value of the F-ratio for workplace happiness and its PERMA domains of university teachers with respect to ‘Gender’ came out to be 0.07, 0.53, 0.10, 0.77, 0.08 and 0.14 respectively all of which were found to be non-significant at .05 level ($p > .05$). Consequently it may be concluded that there is no difference in male and female in their scores of PERMA domains and overall workplace happiness.

AGE

The perusal of Table 3.8 conveys that the value of the F-ratio for workplace happiness and its PERMA domains of university teachers with respect to ‘Age’ came out to be 30.60, 5.98, 32.19, 31.55, 28.22 and 10.61 respectively all of which were found to be significant at .05 level. Therefore, university teachers of age groups of 25-34 years, 35-44 years, 45-54 years and 55-64 years differ significantly on their scores of workplace happiness and its PERMA domains.

To find out difference between mean scores of teachers in the age groups of 25-34 years, 35-44 years, 45-54 years and 55-64 years, Tukey’s Post-Hoc HSD was employed and the results of the same have been documented below.

Table 3.9 Summary of Tukey’s post-hoc HSD test

P				
Age (I)	Age (J)	Mean difference (I -J)	Std. Error	sig
25-34	35-44	2.60*	0.57	0.00
25-34	45-54	2.77*	0.52	0.00
25-34	55-64	4.28*	0.89	0.00
35-44	45-54	0.18	0.48	0.98
35-44	55-64	1.68	0.87	0.21
45-54	55-64	1.50	0.83	0.27
E				
Age (I)	Age (J)	Mean Difference (I-J)	Std. Error	sig
25-34	35-44	5.75*	0.55	0.00
25-34	45-54	5.67*	0.50	0.00
25-34	55-64	8.06*	0.85	0.00
35-44	45-54	0.08	0.46	1.00
35-44	55-64	2.31*	0.83	0.03
45-54	55-64	2.39*	0.79	0.01
R				
Age (I)	Age (J)	Mean Difference (I-J)	Std. Error	sig
25-34	35-44	4.60*	0.49	0.00
25-34	45-54	5.05*	0.45	0.00
25-34	55-64	6.66*	0.76	0.00
35-44	45-54	0.45	0.41	0.70

35-44	55-64	2.06*	0.74	0.03
45-54	55-64	1.61	0.71	0.11
M				
Age (I)	Age (J)	Mean Difference (I-J)	Std. Error	sig
25-34	35-44	4.86*	0.51	0.00
25-34	45-54	4.63*	0.46	0.00
25-34	55-64	6.04*	0.78	0.00
35-44	45-54	0.23	0.43	0.95
35-44	55-64	1.18	0.76	0.41
45-54	55-64	1.41	0.73	0.22
A				
Age (I)	Age (J)	Mean Difference (I-J)	Std. Error	sig
25-34	35-44	2.99*	0.56	0.00
25-34	45-54	2.81*	0.51	0.00
25-34	55-64	3.87*	0.86	0.00
35-44	45-54	0.18	0.47	0.98
35-44	55-64	0.88	0.84	0.72
45-54	55-64	1.06	0.81	0.55
Overall Workplace Happiness				
Age (I)	Age (J)	Mean Difference (I-J)	Std. Error	sig
25-34	35-44	20.80*	2.14	0.00
25-34	45-54	20.94*	1.94	0.00
25-34	55-64	28.91*	3.31	0.00
35-44	45-54	0.13	1.80	1.00
35-44	55-64	8.11	3.23	0.06
45-54	55-64	7.98*	3.10	0.05

*Significant at .05

Table 3.9 shows that university teachers of age groups 25-34 differ significantly from the university teachers of 35-44, 45-54 and 55-64 differ significantly on workplace happiness and its PERMA domains. University teachers of age groups 35-44 differ significantly on overall workplace happiness and engagement domain from university teachers of age group 55-64 and same was with university teachers of age group 45-54 and 55-64.

Thus, it may be concluded that university teachers differ significantly in their workplace happiness and its PERMA domains viz. their age.

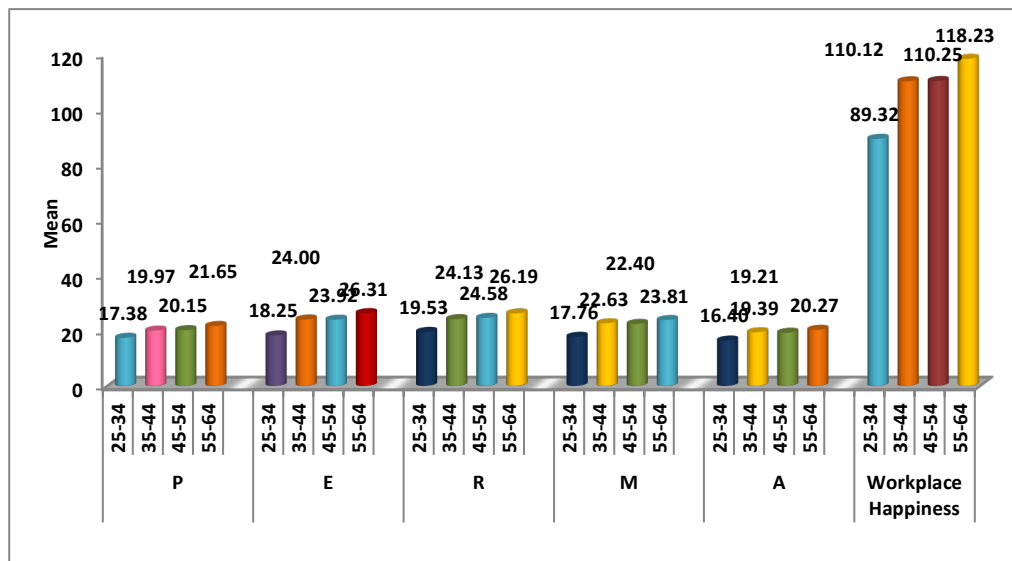


Figure 3.8 Graphic presentation of comparative analysis of Workplace Happiness among university teachers with respect to age

TYPE OF UNIVERSITY*GENDER

A perusal of Table 3.8 revealed the F-ratio for the interaction in between Type of university*Gender of university teachers on workplace happiness and its PERMA domains as 0.41, 0.20, 0.27, 0.47, 0.82 and 0.02 respectively and were found not significant ($p > .05$). Hence it may be concluded that workplace happiness and PERMA domains do not differ due to the interaction between type of university and gender.

TYPE OF UNIVERSITY*AGE

A perusal of Table 3.8 revealed the F-ratio for the interaction in between Type of university*Age of university teachers on workplace happiness and its PERMA domains as 1.98, 0.73, 1.33, 1.37, 1.98 and 2.30 respectively and were found not significant ($p > .05$). Hence it may be concluded that workplace happiness and PERMA domains do not differ due to the interaction between type of university and age.

GENDER*AGE

A perusal of Table 3.8 revealed the F-ratio for the interaction in between Gender*Age of university teachers on workplace happiness and its PERMA domains as 1.00, 1.56, 0.47, 1.65, 2.37 and 0.49 respectively and were found not significant ($p > .05$). Hence it may be concluded that workplace happiness and Positive Emotion; Engagement; Relationships; Meaning; and Accomplishment domains do not differ due to the interaction between gender and age.

TYPE OF UNIVERSITY*GENDER*AGE

A perusal of Table 3.8 revealed the F-ratio for the interaction in between Type of university*Gender*Age of university teachers on workplace happiness and its PERMA domains as 0.45, 0.39, 0.18, 0.53, 0.58 and 0.02 respectively and all the values were found not significant ($p > .05$). Hence it may be concluded that workplace happiness and Positive Emotion; Engagement; Relationships; Meaning; and Accomplishment domains do not differ due to the interplay between type of university, gender, and age.

Thus, it may be put forth through the above discussion that workplace happiness and Positive Emotion; Engagement; Relationships; Meaning; and Accomplishment among university teachers differ significantly viz. type of university and age. However, no difference could be reported among university teachers in workplace happiness and Positive Emotion; Engagement; Relationships; Meaning; and Accomplishment viz. gender and due to the interaction between type of university and gender, type of university type of university and age, gender and age, type of university, gender, and age. Moreover, workplace happiness and PERMA were found to better among teachers working in public universities. Similarly, it may be reported that workplace happiness and Positive Emotion; Engagement; Relationships; Meaning; and Accomplishment were at peak at the age 55-64.

Hence hypothesis H₀₁ stating there exists no significant difference among university teachers in their level of workplace happiness and its domains on the basis of type of university, gender and age group' is partially rejected.

Discussion and Results

Knowing and accessing the factors that trigger teacher happiness is the key to advancement of higher education institutions or universities. As per the comparative analysis in the study teachers working in public universities have been found to be happier in PERMA perspective of positive emotions, being engaged, relationships, meaning and accomplishments. On the other hand, gender, or type of university & gender or type of university and age or gender and age do not have a notable effect on the overall happiness of university teachers. But age difference seems to have a notable effect on the PERMA model of happiness. Among teachers' happiness tends to peak at age 55 -64. The older people were, the happier they felt in life and at work (Netburn, 2016). Even Blanchflower & Oswald (2004) indicated that subjective well-being shows a U-shaped curve over age, with maximum decrease around age of 40. At workplace older people tend to be more committed and happier than being stressful. But then to be fair and spread-out workplace happiness among all age groups there is a vital need to make all teachers inclusive across public and private universities in providing opportunities for awards, rewards, public appreciations, participations in faculty development programs, encouraging ideas / feedback, building job security, cultivating relationships, giving meaningful work and encouraging research work. Global Happiness & Wellbeing Report (2019)

JOB AUTONOMY

The job autonomy among university teachers was studied in uni-dimension and Levene's test of homogeneity of variance was carried out to find the homoscedasticity of job autonomy for employing ANOVA. The Levene's static of job autonomy was found as 3.666 ($p > .05$) which indicates homogeneity of variance of data and hence liable for applying ANOVA.

**Table 3.10 Descriptive statistics of Job Autonomy among university teachers
w.r.t type of university, gender and age groups**

Type of University	Gender	Age	Mean &SD	Job Autonomy
Public	Male	25-34	Mean	19.14
			SD	4.38
		35-44	Mean	23.94
			SD	3.42
		45-54	Mean	24.28
			SD	2.58
		55-64	Mean	26.00
			SD	1.12
		Total	Mean	23.90
		SD	3.32	
	Female	25-34	Mean	16.20
			SD	5.81
		35-44	Mean	23.85
			SD	3.00
		45-54	Mean	23.73
			SD	3.95
		55-64	Mean	23.67
			SD	5.77
		Total	Mean	23.18
		SD	4.33	
	Total	25-34	Mean	17.92
			SD	5.00
		35-44	Mean	23.89
			SD	3.14
45-54		Mean	24.00	
		SD	3.33	
55-64		Mean	25.42	
		SD	2.84	
Total		Mean	23.55	
	SD	3.84		
Private	Male	25-34	Mean	18.26
			SD	5.20
		35-44	Mean	22.95
			SD	3.85
		45-54	Mean	23.38
			SD	2.99
		55-64	Mean	24.92
			SD	3.68
	Total	Mean	21.99	
		SD	4.58	
Female	25-34	Mean	18.21	

			SD	5.38
		35-44	Mean	22.25
			SD	4.33
		45-54	Mean	23.84
			SD	3.15
		55-64	Mean	25.00
			SD	0.00
		Total	Mean	21.76
			SD	4.79
	Total	25-34	Mean	18.23
			SD	5.25
		35-44	Mean	22.43
			SD	4.20
		45-54	Mean	23.56
			SD	3.05
		55-64	Mean	24.93
			SD	3.54
		Total	Mean	21.87
	SD	4.68		
Total	Male	25-34	Mean	18.39
			SD	5.05
		35-44	Mean	23.40
			SD	3.64
		45-54	Mean	23.70
			SD	2.87
		55-64	Mean	25.36
			SD	2.92
		Total	Mean	22.63
		SD	4.29	
	Female	25-34	Mean	17.95
			SD	5.40
		35-44	Mean	22.68
			SD	4.05
		45-54	Mean	23.79
			SD	3.51
		55-64	Mean	24.00
			SD	4.76
Total		Mean	22.23	
	SD	4.68		
Total	25-34	Mean	18.19	
		SD	5.19	

		35-44	Mean	22.92
			SD	3.92
		45-54	Mean	23.74
			SD	3.16
		55-64	Mean	25.15
			SD	3.18
		Total	Mean	22.43
			SD	4.48

P-Positive Emotion; E-Engagement; R-Relationships; M-Meaning; and A-Accomplishment; OWH-Overall Job autonomy

Table 3.11 Summary of 2x2x4 analysis of variance (ANOVA) of Job Autonomy among university teachers w.r.t type of university, gender and age groups

Job Autonomy							
Source	TOU	Gender	Age	TOU * Gender	TOU * Age	Gender * Age	TOU * Gender * Age
SS	1.84	17.06	1177.80	14.80	26.61	18.93	24.03
df	1	1	3	1	3	3	3
MS	1.84	17.06	392.60	14.80	8.87	6.31	8.01
F	0.12	1.12	25.80	0.97	0.58	0.41	0.53
sig	.728	.290	.000	.325	.627	.743	.664
Error= 5843.89, df= 384; Total= 209262.00, df= 400							

TOU-Type of University

TYPE OF UNIVERSITY

The perusal of Table 3.11 specifies that the value of the F-ratio for job autonomy of university teachers with respect to 'Type of university' came out to be 0.12 which was found to be non-significant at .05 level ($p=.728>.05$). Therefore, university teachers working in public and private universities do not differ significantly on their scores of job autonomy.

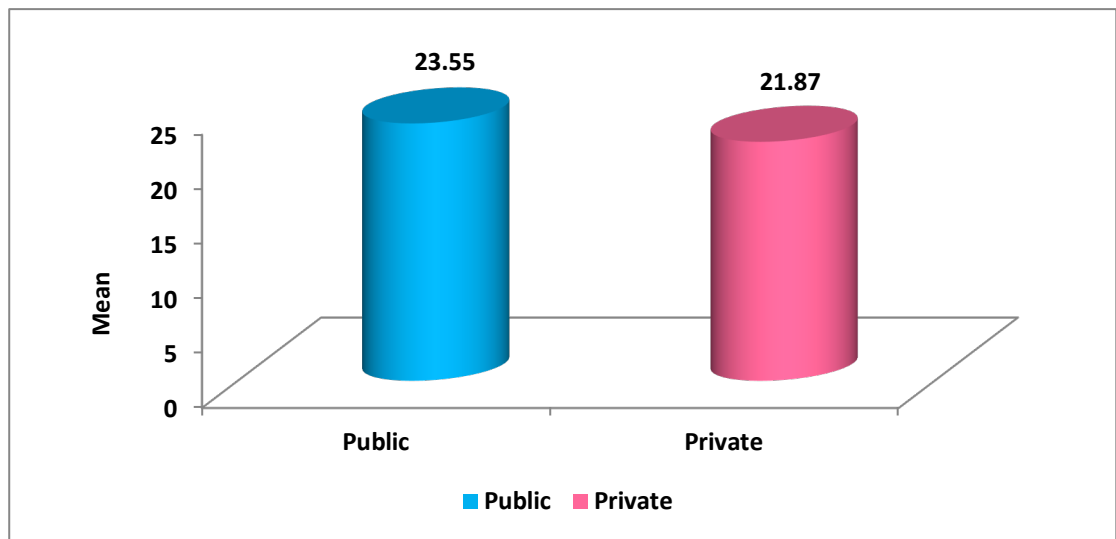


Figure 3.9 Graphic representation of comparative analysis of Job Autonomy with respect to type of university

GENDER

Table 3.11 specifies that the F-ratio for job autonomy of university teachers with respect to ‘Gender’ came out to be 1.12 which was found to be non-significant at .05 level ($p=.290>.05$). Therefore, it may be concluded that male and female university teachers do not differ significantly on their scores of job autonomy.

AGE

The perusal of Table 3.11 specifies that the value of the F-ratio for job autonomy of university teachers with respect to ‘Age’ came out to be 25.80 which was found to be significant at .05 level ($p=.000$). Therefore, university teachers of age groups of 25-34 years, 35-44 years, 45-54 years and 55-64 years differ significantly on their scores of job autonomy.

In order to find out significant difference between mean scores of various groups of university teachers i.e. of age groups of 25-34 years, 35-44 years, 45-54 years and 55-64 years, Tukey’s Post-Hoc HSD was employed and the results of the same have been shown in Table 3.12.

Table 3.12 Summary of Tukey's post-hoc HSD test

Age (I)	Age (J)	Mean Difference (I-J)	Std. Error	sig
25-34	35-44	4.73*	0.57	.000
25-34	45-54	5.55*	0.51	.000
25-34	55-64	6.96*	0.87	.000
35-44	45-54	0.82	0.47	.306
35-44	55-64	2.23*	0.85	.044
45-54	55-64	1.41	0.82	.311

*Significant at .05

Table 3.12 shows that university teachers of age groups 25-34 differed significantly from the university teachers of age groups 35-44, 45-54 and 55-64 on job autonomy. University teachers of age groups 35-44 differed significantly from the university teachers of aged 55-64 but did not differ significantly from the university teachers of aged 45-54 on job autonomy. Further university teachers of age group 45-54 and 55-64 did not differ significantly on job autonomy. Thus it may be concluded that university teachers differ significantly in their job autonomy viz. their age

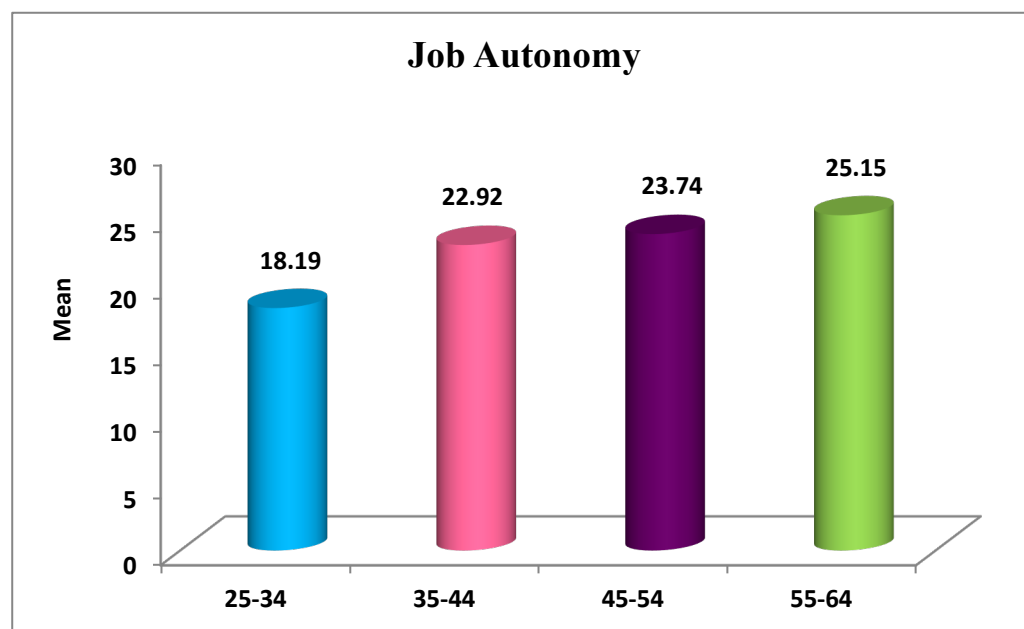


Figure 3.10 Graphic presentation of comparative analysis of Job Autonomy among university teachers with respect to age

TYPE OF UNIVERSITY*GENDER

A perusal of Table 3.11 revealed the F-ratio for the interaction in between Type of university*Gender of university teachers on job autonomy as 0.97 and was found not significant ($p=.325>.05$). Hence it may be concluded that job autonomy does not differ due to the interaction between type of university and gender.

TYPE OF UNIVERSITY*AGE

A perusal of Table 3.11 revealed the F-ratio for the interaction in between Type of university*Age of university teachers on job autonomy as 0.58 and was found not significant ($p=.627>.05$). Hence it may be concluded that job autonomy does not differ due to the interaction between type of university and age.

GENDER*AGE

A perusal of Table 3.11 revealed the F-ratio for the interplay in between Gender*Age of university teachers on job autonomy as 0.41 and was found not significant ($p=.743>.05$). Hence it may be concluded that job autonomy does not differ due to the interaction between gender and age.

TYPE OF UNIVERSITY*GENDER*AGE

A perusal of Table 3.11 revealed the F-ratio for the interaction in between Type of university*Gender*Age of university teachers on job autonomy as 0.53 and the values was found not significant ($p=.664>.05$). Hence it may be concluded that job autonomy does not differ due to the interaction between type of university, gender, and age.

Thus, it may be put forth through the above discussion that job autonomy among university teachers differ significantly viz. age only. However, no difference could be reported among university teachers in job autonomy viz. type of university and gender and due to the interplay between type of university and gender, type of university and age, gender and age, type of university, gender and age. Moreover, it may be reported that job autonomy increases with age i.e. it is highest at the age 55-

64 followed by the age with 45-54, then 35-44 and least among the university teachers aged between 25-34 years.

Hence hypothesis H₀₂ stating, 'There exists no significant difference among university teachers in their level of job autonomy on the basis of type of university, gender and age group' is partially rejected.

Discussion and Results

Empowerment is one of the key elements of positivity which is significantly contributed by support and autonomy. People are happier at work when they can experience the process and final achievement. The comparative analysis study showed that job autonomy may not be gender specific in terms of impact but it is quite significant in the age group. But Job autonomy does not differ due to interaction between type of university and gender or gender and age or type of university, gender, and age. Therefore hypothesis 2 stood partially rejected. The study of Presa (2018), Cooper (2016) endorse the view point. Teachers in the age group of 55 – 64 years tend to have and enjoy more the benefits of job autonomy. Need for the senior leadership to balance out the spread of autonomy (work scheduling, decision making & work methods) in the lower age groups and specially 25- 34 years, this would be a great opportunity for teachers to be more empowered, engaged, and motivated in their work. This can include pay and job security for all teachers, competence-based promotions, awards, and distribution of responsibilities, organizing focused training programs, having discretionary powers (Ahakwa, 2021) (Neve & Ward, 2017)

WORKPLACE INCIVILITY

The workplace incivility among university teachers was studied in unidimensional and Levene's test of homogeneity of variance was carried out to determine the homoscedasticity of workplace incivility for employing ANOVA. The Levine's static of workplace incivility was found as 31.215 ($p > .05$) which indicates homogeneity of variance of data and hence liable for applying ANOVA.

Table 3.13 Descriptive statistics of Workplace Incivility among university teachers w.r.t type of university, gender and age groups

Type of University	Gender	Age	Mean &SD	Workplace Incivility
Public	Male	25-34	Mean	23.71
			SD	5.25
		35-44	Mean	13.81
			SD	1.72
		45-54	Mean	15.25
			SD	3.37
		55-64	Mean	13.33
			SD	2.06
		Total	Mean	15.53
		SD	4.24	
	Female	25-34	Mean	32.60
			SD	5.94
		35-44	Mean	13.60
			SD	1.70
		45-54	Mean	13.57
			SD	1.95
		55-64	Mean	18.00
			SD	5.29
		Total	Mean	15.25
		SD	5.70	
	Total	25-34	Mean	27.42
			SD	6.99
		35-44	Mean	13.69
			SD	1.69
		45-54	Mean	14.40
			SD	2.85
		55-64	Mean	14.50
		SD	3.55	
Total		Mean	15.39	
	SD	4.99		
Private	Male	25-34	Mean	25.64
			SD	7.89
		35-44	Mean	15.47
			SD	4.87
		45-54	Mean	14.58

			SD	2.05
		55-64	Mean	14.69
			SD	2.95
		Total	Mean	17.91
	Female		SD	6.94
		25-34	Mean	27.00
			SD	8.06
		35-44	Mean	14.62
			SD	2.07
		45-54	Mean	14.66
			SD	2.05
		55-64	Mean	16.00
			SD	0.00
		Total	Mean	17.83
			SD	6.99
	Total	25-34	Mean	26.27
			SD	7.94
		35-44	Mean	14.85
			SD	3.05
45-54		Mean	14.61	
		SD	2.04	
55-64		Mean	14.79	
		SD	2.86	
Total		Mean	17.87	
	SD	6.95		
Total	Male	25-34	Mean	25.35
			SD	7.53
		35-44	Mean	14.71
			SD	3.82
		45-54	Mean	14.82
			SD	2.60
		55-64	Mean	14.14
			SD	2.66
	Total	Mean	17.11	
		SD	6.26	
	Female	25-34	Mean	27.72
			SD	7.98
		35-44	Mean	14.34
			SD	2.02
45-54		Mean	14.16	

			SD	2.06	
		55-64	Mean	17.50	
			SD	4.43	
		Total	Mean	16.98	
	Total	25-34		SD	6.69
			Mean	26.44	
		35-44		SD	7.78
			Mean	14.46	
		45-54		SD	2.72
			Mean	14.52	
		55-64		SD	2.39
			Mean	14.65	
		Total		SD	3.14
			Mean	17.05	
		SD	6.46		

Table 3.14 Summary of 2x2x4 analysis of variance (ANOVA) of Workplace Incivility among university teachers w.r.t type of university, gender and age groups

Workplace Incivility							
Source	TOU	Gender	Age	TOU * Gender	TOU * Age	Gender * Age	TOU * Gender * Age
SS	83.64	0.67	5681.78	43.38	70.61	318.58	183.73
df	1	1	3	1	3	3	3
MS	83.64	0.67	1893.93	43.38	23.54	106.19	61.24
F	4.77	0.04	108.00	2.47	1.34	6.06	3.49
sig	.030	.845	.000	.117	.260	.000	.016
Error= 6734.13, df= 384; Total= 132919.00, df= 400							

TOU-Type of University;

TYPE OF UNIVERSITY

The perusal of Table 3.14 indicates that the value of the F-ratio for workplace incivility of university teachers with respect to ‘Type of university’ came out to be 83.64 which was found to be significant at .05 level ($p=.030<.05$). Therefore, university teachers working in public and private universities differ significantly on their scores of workplace incivility.

The corresponding mean scores in Table 3.13 of descriptive statistics indicated the teachers working in public universities have higher mean score on workplace incivility (Mean=15.39) as compared to the teachers working in private universities (Mean=17.87). Therefore it may be concluded that teachers working in private universities experience more workplace incivility as compared to the teachers working in public universities.

GENDER

Table 3.14 shows that the value of the F-ratio for workplace incivility of university teachers with respect to ‘Gender’ came out to be 0.04 which was found to be non-significant at .05 level ($p=.845>.05$). Therefore it may be concluded that male and female university teachers do not differ significantly on their scores of workplace incivility.

AGE

The perusal of Table 3.14 indicates that the value of the F-ratio for workplace incivility of university teachers with respect to ‘Age’ came out to be 108.00 which was found to be significant at .05 level ($p=.000$). Therefore, university teachers of age groups of 25-34 years, 35-44 years, 45-54 years and 55-64 years differ significantly on their scores of workplace incivility.

In order to find out significant difference between mean scores of various groups of university teachers i.e. of age groups of 25-34 years, 35-44 years, 45-54 years and 55-64 years, Tukey’s Post-Hoc HSD was employed and the results of the same have been shown in Table 3.15.

Table 3.15 Summary of Tukey’s post-hoc HSD test

P				
Age (I)	Age (J)	Mean difference (I -J)	Std. Error	sig
25-34	35-44	5.29*	.744	.000
25-34	45-54	5.86*	.683	.000
25-34	55-64	6.95*	1.351	.000
35-44	45-54	0.56	.513	.275
35-44	55-64	1.65	1.274	.195
45-54	55-64	1.09	1.239	.379

*Significant at .05

Table 3.15 shows that university teachers of age groups 25-34 differed significantly from the university teachers of 35-44, 45-54 and 55-64 on workplace incivility. University teachers of age groups 35-44 did not differ significantly from the university teachers of 45-54 and 55-64 on workplace incivility and same was with university teachers of age group 45-54 and 55-64.

Thus, it may be concluded that university teachers differ significantly in their workplace incivility viz. their age.

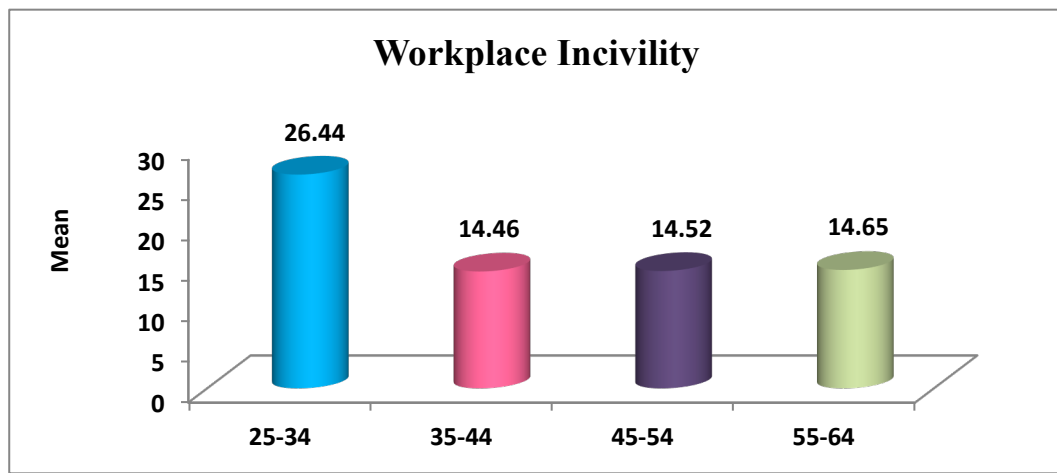


Figure 3.11 Graphic presentation of comparative analysis of Workplace Incivility among university teachers with respect to age

TYPE OF UNIVERSITY*GENDER

A perusal of Table 3.14 revealed the F-ratio for the interaction in between Type of university*Gender of university teachers on workplace incivility as 2.47 and was found not significant ($p=.117>.05$). Hence it may be concluded that workplace incivility does not differ due to the interplay between type of university and gender.

TYPE OF UNIVERSITY*AGE

A perusal of Table 3.14 revealed the F-ratio for the interaction in between Type of university*Age of university teachers on workplace incivility as 1.34 and was found not significant ($p=.260>.05$). Hence it may be concluded that workplace incivility does not differ due to the interplay between type of university and age.

GENDER*AGE

A perusal of Table 3.14 revealed the F-ratio for the interaction in between Gender*Age of university teachers on workplace incivility as 6.06 and was found significant ($p=.000$). Hence it may be concluded that workplace incivility differs due to the interaction between gender and age. The result indicates that gender and age have a joint interaction effect on workplace incivility of university teachers. To analyse the significant difference between different subgroups due to interaction among gender (male and female) and age group (25-34 yrs., 35-44 yrs., 45-54 yrs. And 55-64 yrs.) of university teachers on workplace incivility, the 't'-values for various subgroups have been reported in Table 3.16.

Table 3.16: T-ratio summary for subgroups of Workplace Incivility of university teachers w.r.t. gender x age

S. No.	Group 1	Group 2	T-ratio
1	Male teachers aged 25-34	Male teachers aged 35-44	7.64*
2	Male teachers aged 25-34	Male teachers aged 45-54	12.49*
3	Male teachers aged 25-34	Male teachers aged 55-64	6.76*
4	Male teachers aged 25-34	Female teachers aged 25-34	1.41
5	Male teachers aged 25-34	Female teachers aged 35-44	11.86*
6	Male teachers aged 25-34	Female teachers aged 45-54	12.60*
7	Male teachers aged 25-34	Female teachers aged 55-64	2.04*
8	Male teachers aged 35-44	Male teachers aged 45-54	0.18
9	Male teachers aged 35-44	Male teachers aged 55-64	0.62
10	Male teachers aged 35-44	Female teachers aged 25-34	8.77*
11	Male teachers aged 35-44	Female teachers aged 35-44	0.66
12	Male teachers aged 35-44	Female teachers aged 45-54	1.01
13	Male teachers aged 35-44	Female teachers aged 55-64	1.36
14	Male teachers aged 45-54	Male teachers aged 55-64	1.11
15	Male teachers aged 45-54	Female teachers aged 25-34	14.38*
16	Male teachers aged 45-54	Female teachers aged 35-44	1.31

17	Male teachers aged 45-54	Female teachers aged 45-54	1.86
18	Male teachers aged 45-54	Female teachers aged 55-64	1.96*
19	Male teachers aged 55-64	Female teachers aged 25-34	7.72*
20	Male teachers aged 55-64	Female teachers aged 35-44	0.39
21	Male teachers aged 55-64	Female teachers aged 45-54	0.05
22	Male teachers aged 55-64	Female teachers aged 55-64	2.10*
23	Female teachers aged 25-34	Female teachers aged 35-44	13.58*
24	Female teachers aged 25-34	Female teachers aged 45-54	14.38*
25	Female teachers aged 25-34	Female teachers aged 55-64	2.50*
26	Female teachers aged 35-44	Female teachers aged 45-54	0.55
27	Female teachers aged 35-44	Female teachers aged 55-64	2.84*
28	Female teachers aged 45-54	Female teachers aged 55-64	2.97*

*Significant at .05

Table 3.16 shows that 't'-ratio of subgroups viz. male teachers aged 25-34 and male teachers aged 35-44 is 7.64; male teachers aged 25-34 and male teachers aged 45-54 is 12.49; male teachers aged 25-34 and male teachers aged 55-64 is 6.76; male teachers aged 25-34 and female teachers aged 35-44 is 11.86; male teachers aged 25-34 and female teachers aged 45-54 is 12.60; male teachers aged 25-34 and female teachers aged 55-64 is 2.04; male teachers aged 45-54 and female teachers aged 25-34 is 8.77*; male teachers aged 45-54 and female teachers aged 25-34 is 14.38; male teachers aged 45-54 and female teachers aged 55-64 is 1.96; male teachers aged 55-64 and female teachers aged 25-34 is 7.72; male teachers aged 55-64 and female teachers aged 55-64 is 2.10; female teachers aged 25-34 and female teachers aged 35-44 is 13.58; female teachers aged 25-34 and female teachers aged 45-54 is 14.38; female teachers aged 25-34 and female teachers aged 55-64 is 2.50; female teachers aged 35-44 and female teachers aged 55-64 is 2.84; female teachers aged 45-54 and female teachers aged 55-64 is 2.97; all of which are significant

($p < .05$). This implies that these subgroups differ significantly on workplace incivility.

The descriptive statistics presented in Table 3.16 further reveals that the male teachers aged 25-34 experience higher workplace incivility as compared to male teachers aged 35-44, male teachers aged 45-54, male teachers aged 55-64, female teachers aged 35-44, female teachers aged 45-54 and female teachers aged 55-64. The female teachers aged 25-34 experience higher workplace incivility as compared to male teachers aged 35-44, male teachers aged 45-54 and male teachers aged 55-64. The female teachers aged 55-64 experience higher workplace incivility as compared to male teachers aged 45-54 and male teachers aged 55-64; female teachers aged 25-34 experience higher workplace incivility as compared to female teachers aged 35-44, female teachers aged 45-54 and female teachers aged 55-64; female teachers aged 55-64 experience higher workplace incivility as compared to female teachers aged 35-44 and female teachers aged 45-54.

However no notable difference was found between workplace incivility of male teachers aged 25-34 and female teachers aged 25-34; between male teachers aged 35-44 and male teachers aged 45-54; male teachers aged 35-44 and male teachers aged 55-64; between male teachers aged 35-44 and female teachers aged 35-44; male teachers aged 35-44 and female teachers aged 45-54; male teachers aged 35-44 and female teachers aged 55-64; between male teachers aged 45-54 and male teachers aged 55-64; between male teachers aged 45-54 and female teachers aged 35-44; between male teachers aged 45-54 and female teachers aged 45-54; between male teachers aged 55-64 and female teachers aged 35-44; between male teachers aged 55-64 and female teachers aged 45-54; between female teachers aged 35-44 and female teachers aged 45-54. Table 3.16 also reveals that male and female university teachers aged 25-34 are most prone to workplace incivility that also those who are working in private universities.

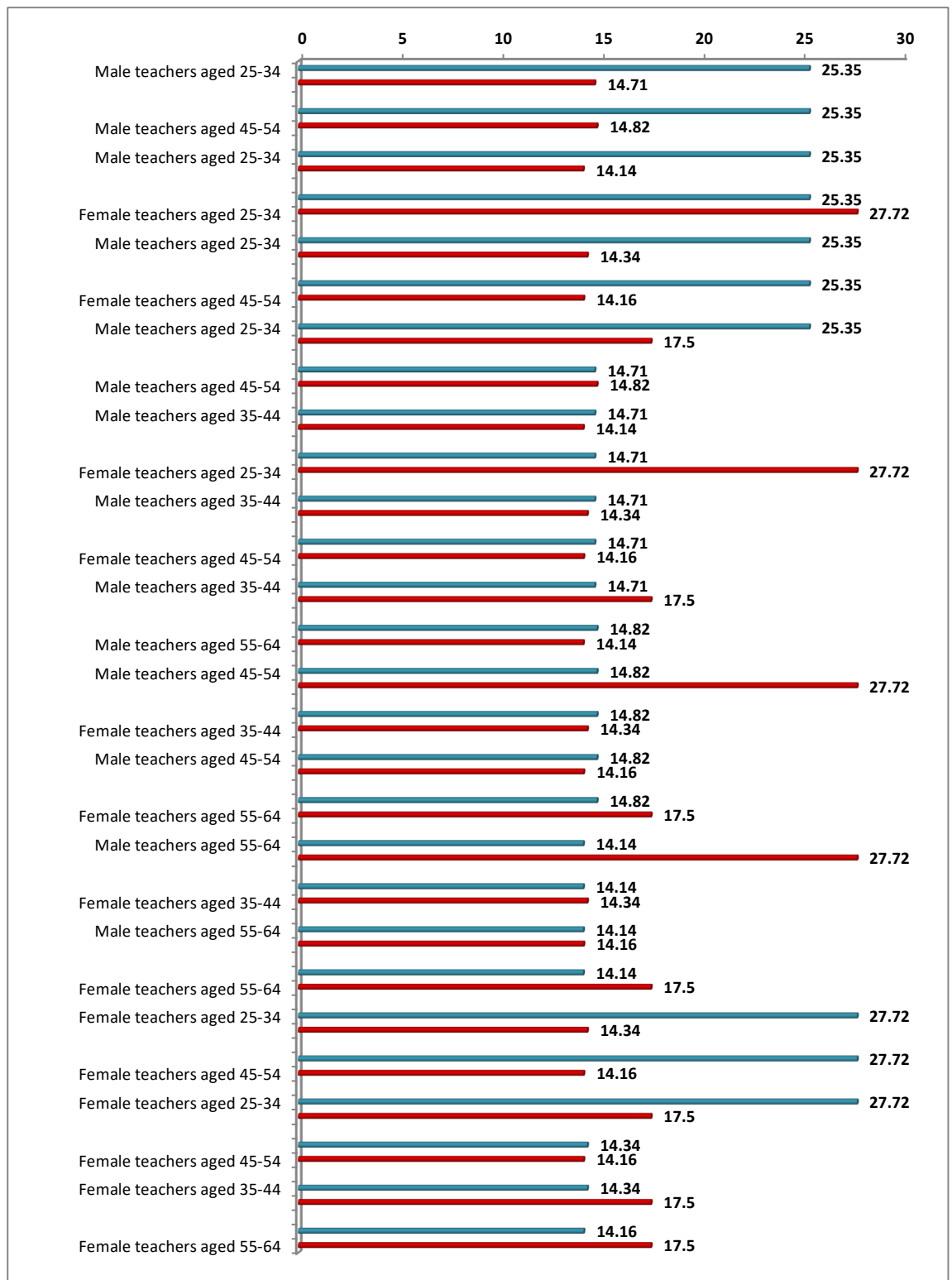


Figure 3.12: Graphical representation of comparative analysis of Workplace Incivility of university teachers due to interaction in-between gender x age

TYPE OF UNIVERSITY*GENDER*AGE

A perusal of Table 3.14 revealed the F-ratio for the interaction in between Type of university*Gender*Age of university teachers on workplace incivility as 3.49 and the values was found significant ($p=.016<.05$). Hence it may be concluded that type of university (public and private), gender (male and female) and age group (25-34 yrs., 35-44 yrs., 45-54 yrs. And 55-64 yrs.) have joint effect on scores of workplace incivility of university teachers.

To analyse significant difference in-between various subgroups by interaction of type of university (public and private), gender (male and female) and age group (25-34 yrs., 35-44 yrs., 45-54 yrs. And 55-64 yrs.) on workplace incivility of university teachers, 't'-values of different subgroups have been shown below.

Table 3.17: T-value summary for subgroups of Workplace Incivility of university teachers w.r.t. type of university x gender x age

S. No.	Group 1	Group 2	T-ratio
1	Male public university teachers aged 25-34	Male public university teachers aged 35-44	6.91*
2	Male public university teachers aged 25-34	Male public university teachers aged 45-54	5.53*
3	Male public university teachers aged 25-34	Male public university teachers aged 55-64	5.46*
4	Male public university teachers aged 25-34	Female public university teachers aged 35-44	7.76*
5	Male public university teachers aged 25-34	Female public university teachers aged 45-54	9.17*
6	Male public university teachers aged 25-34	Female public university teachers aged 55-64	1.67
7	Male public university teachers aged 25-34	Male private university teachers aged 35-44	3.75*
8	Male public university teachers aged 25-34	Male private university teachers aged 45-54	9.20*
9	Male public university teachers aged 25-34	Male private university teachers aged 55-64	5.30*
10	Male public university teachers aged 25-34	Female private university teachers aged 25-34	0.96
11	Male public university teachers aged 25-34	Female private university teachers aged 35-44	8.74*
12	Male public university teachers aged 25-34	Female private university teachers aged 45-54	8.38*

13	Male public university teachers aged 25-34	Female private university teachers aged 55-64	1.37
14	Male public university teachers aged 35-44	Male public university teachers 45-54	1.61
15	Male public university teachers aged 35-44	Male public university teachers aged 55-64	0.62
16	Male public university teachers aged 35-44	Female public university teachers aged 35-44	0.37
17	Male public university teachers aged 35-44	Female public university teachers aged 45-54	0.43
18	Male public university teachers aged 35-44	Female public university teachers aged 55-64	3.50*
19	Male public university teachers aged 35-44	Male private university teachers aged 35-44	1.30
20	Male public university teachers aged 35-44	Male private university teachers 45-54	1.38
21	Male public university teachers aged 35-44	Male private university teachers aged 55-64	0.54
22	Male public university teachers aged 35-44	Female private university teachers aged 25-34	6.42*
23	Male public university teachers aged 35-44	Female private university teachers aged 35-44	1.42
24	Male public university teachers aged 35-44	Female private university teachers aged 45-54	1.47
25	Male public university teachers aged 35-44	Female private university teachers aged 55-64	1.23
26	Male public university teachers 45-54	Male public university teachers aged 55-64	1.62
27	Male public university teachers 45-54	Female public university teachers aged 35-44	2.05*
28	Male public university teachers 45-54	Female public university teachers aged 45-54	2.62*
29	Male public university teachers 45-54	Female public university teachers aged 55-64	1.78
30	Male public university teachers 45-54	Male private university teachers aged 35-44	0.20
31	Male public university teachers 45-54	Male private university teachers 45-54	1.24
32	Male public university teachers 45-54	Male private university teachers aged 55-64	0.94
33	Male public university teachers 45-54	Female private university teachers aged 25-34	8.27*
34	Male public university teachers 45-54	Female private university teachers aged 35-44	1.09
35	Male public university teachers 45-54	Female private university teachers aged 45-54	0.97

36	Male public university teachers 45-54	Female private university teachers aged 55-64	0.22
37	Male public university teachers aged 55-64	Female public university teachers aged 35-44	0.37
38	Male public university teachers aged 55-64	Female public university teachers aged 45-54	0.32
39	Male public university teachers aged 55-64	Female public university teachers aged 55-64	2.96*
40	Male public university teachers aged 55-64	Male private university teachers aged 35-44	1.26
41	Male public university teachers aged 55-64	Male private university teachers 45-54	1.71
42	Male public university teachers aged 55-64	Male private university teachers aged 55-64	0.87
43	Male public university teachers aged 55-64	Female private university teachers aged 25-34	4.99*
44	Male public university teachers aged 55-64	Female private university teachers aged 35-44	1.73
45	Male public university teachers aged 55-64	Female private university teachers aged 45-54	1.77
46	Male public university teachers aged 55-64	Female private university teachers aged 55-64	1.23
47	Female public university teachers aged 35-44	Female public university teachers aged 45-54	0.06
48	Female public university teachers aged 35-44	Female public university teachers aged 55-64	3.93*
49	Female public university teachers aged 35-44	Male private university teachers aged 35-44	1.62
50	Female public university teachers aged 35-44	Male private university teachers 45-54	1.94
51	Female public university teachers aged 35-44	Male private university teachers aged 55-64	0.86
52	Female public university teachers aged 35-44	Female private university teachers aged 25-34	7.29*
53	Female public university teachers aged 35-44	Female private university teachers aged 35-44	1.97
54	Female public university teachers aged 35-44	Female private university teachers aged 45-54	2.02*
55	Female public university teachers aged 35-44	Female private university teachers aged 55-64	1.38
56	Female public university teachers aged 45-54	Female public university teachers aged 55-64	4.18*
57	Female public university teachers aged 45-54	Male private university teachers aged 35-44	2.09*
58	Female public university teachers aged 45-54	Male private university teachers 45-54	2.43*

59	Female public university teachers aged 45-54	Male private university teachers aged 55-64	0.97
60	Female public university teachers aged 45-54	Female private university teachers aged 25-34	9.87*
61	Female public university teachers aged 45-54	Female private university teachers aged 35-44	2.44*
62	Female public university teachers aged 45-54	Female private university teachers aged 45-54	2.44*
63	Female public university teachers aged 45-54	Female private university teachers aged 55-64	1.23
64	Female public university teachers aged 55-64	Male private university teachers aged 35-44	1.14
65	Female public university teachers aged 55-64	Male private university teachers 45-54	3.44*
66	Female public university teachers aged 55-64	Male private university teachers aged 55-64	2.39*
67	Female public university teachers aged 55-64	Female private university teachers aged 25-34	2.03*
68	Female public university teachers aged 55-64	Female private university teachers aged 35-44	3.31*
69	Female public university teachers aged 55-64	Female private university teachers aged 45-54	3.23*
70	Female public university teachers aged 55-64	Female private university teachers aged 55-64	0.50
71	Male private university teachers aged 35-44	Male private university teachers 45-54	1.17
72	Male private university teachers aged 35-44	Male private university teachers aged 55-64	0.80
73	Male private university teachers aged 35-44	Female private university teachers aged 25-34	5.87*
74	Male private university teachers aged 35-44	Female private university teachers aged 35-44	1.05
75	Male private university teachers aged 35-44	Female private university teachers aged 45-54	0.94
76	Male private university teachers aged 35-44	Female private university teachers aged 55-64	0.11
77	Male private university teachers 45-54	Male private university teachers aged 55-64	0.49
78	Male private university teachers 45-54	Female private university teachers aged 25-34	11.85*
79	Male private university teachers 45-54	Female private university teachers aged 35-44	0.12
80	Male private university teachers 45-54	Female private university teachers aged 45-54	0.20
81	Male private university teachers 45-54	Female private university teachers aged 55-64	0.69

82	Male private university teachers aged 55-64	Female private university teachers aged 25-34	5.35*
83	Male private university teachers aged 55-64	Female private university teachers aged 35-44	0.54
84	Male private university teachers aged 55-64	Female private university teachers aged 45-54	0.58
85	Male private university teachers aged 55-64	Female private university teachers aged 55-64	0.65
86	Female private university teachers aged 25-34	Female private university teachers aged 35-44	10.78*
87	Female private university teachers aged 25-34	Female private university teachers aged 45-54	9.83*
88	Female private university teachers aged 25-34	Female private university teachers aged 55-64	1.33
89	Female private university teachers aged 35-44	Female private university teachers aged 45-54	0.09
90	Female private university teachers aged 35-44	Female private university teachers aged 55-64	0.66
91	Female private university teachers aged 45-54	Female private university teachers aged 55-64	0.65

* *Significant level* = .05

Table 3.17 shows that 't'-ratio of subgroups viz. male public university teachers aged 25-34 and male public university teachers aged 35-44 is 6.91; male public university teachers aged 25-34 and male public university teachers 45-54 is 5.53; male public university teachers aged 25-34 and male public university teachers aged 55-64 is 5.46; male public university teachers aged 25-34 and female public university teachers aged 35-44 is 7.76; male public university teachers aged 25-34 and female public university teachers aged 45-54 is 9.17; male public university teachers aged 25-34 and male private university teachers aged 35-44 is 3.75; male public university teachers aged 25-34 and male private university teachers 45-54 is 9.20; male public university teachers aged 25-34 and male private university teachers aged 55-64 is 5.30; male public university teachers aged 25-34 and female private university teachers aged 35-44 is 8.74; male public university teachers aged 25-34 and female private university teachers aged 45-54 is 8.38; male public university teachers aged 35-44 and female public university teachers aged 55-64 is 3.50; male public university teachers aged 35-44 and female private university teachers aged 25-34 is 6.42; male public university teachers 45-54 and female public university teachers aged 35-44 is 2.05; male public university teachers 45-54 and female public

university teachers aged 45-54 is 2.62; male public university teachers 45-54 and female private university teachers aged 25-34 is 8.27; male public university teachers aged 55-64 and female public university teachers aged 55-64 is 2.96; male public university teachers aged 55-64 and female private university teachers aged 25-34 is 4.99; female public university teachers aged 35-44 and female public university teachers aged 55-64 is 3.93; female public university teachers aged 35-44 and female private university teachers aged 25-34 is 7.29; female public university teachers aged 35-44 and female private university teachers aged 45-54 is 2.02; female public university teachers aged 45-54 and female public university teachers aged 55-64 is 4.18; female public university teachers aged 45-54 and male private university teachers aged 35-44 is 2.09; female public university teachers aged 45-54 and male private university teachers 45-54 is 2.43; female public university teachers aged 45-54 and female private university teachers aged 25-34 is 9.87; female public university teachers aged 45-54 and female private university teachers aged 35-44 is 2.44; female public university teachers aged 45-54 and female private university teachers aged 45-54 is 2.44; female public university teachers aged 55-64 and male private university teachers 45-54 is 3.44; female public university teachers aged 55-64 and male private university teachers aged 55-64 is 2.39; female public university teachers aged 55-64 and female private university teachers aged 25-34 is 2.03; female public university teachers aged 55-64 and female private university teachers aged 35-44 is 3.31; female public university teachers aged 55-64 and female private university teachers aged 45-54 is 3.23; male private university teachers aged 35-44 and female private university teachers aged 25-34 is 5.87; male private university teachers 45-54 and female private university teachers aged 25-34 is 11.85; male private university teachers aged 55-64 and female private university teachers aged 25-34 is 5.35; female private university teachers aged 25-34 and female private university teachers aged 35-44 is 10.78; female private university teachers aged 25-34 and female private university teachers aged 45-54 is 9.83; all of which are significant ($p < .05$). This implies that these subgroups differ significantly on workplace incivility.

The descriptive statistics presented in Table 3.17 further reveals that the male public university teachers aged 25-34 experience higher workplace incivility

than male of public university teachers aged 35-44, male public university teachers 45-54, male public university teachers aged 55-64, female public university teachers aged 35-44, female public university teachers aged 45-54, male private university teachers aged 35-44, male private university teachers 45-54, male private university teachers aged 55-64, female private university teachers aged 35-44, and female private university teachers aged 45-54. On the other hand, the male public university teachers aged 35-44 experience lesser workplace incivility than female public university teachers aged 55-64 and female private university teachers aged 25-34. The male public university teachers 45-54 experience higher workplace incivility as compared to female public university teachers aged 35-44 and female public university teachers aged 45-54; but experience lesser workplace incivility than female private university teachers aged 25-34. The male public university teachers aged 55-64 experience lower workplace incivility than female public university teachers aged 55-64 and female private university teachers aged 25-34. The female public university teachers aged 35-44 reported lower workplace incivility as compared to female public university teachers aged 55-64, female private university teachers aged 25-34 and female private university teachers aged 45-54. The female public university teachers aged 45-54 reported lower workplace incivility as compared to female public university teachers aged 55-64, male private university teachers aged 35-44 and male private university teachers 45-54. The female public university teachers aged 45-54 reported lower workplace incivility as compared to female private university teachers aged 25-34, female private university teachers aged 35-44 and female private university teachers aged 45-54. The female public university teachers aged 55-64 experience higher workplace incivility than male private university teachers 45-54, male private university teachers aged 55-64, female private university teachers aged 25-34, female private university teachers aged 35-44 and female private university teachers aged 45-54. The male private university teachers aged 35-44 reported lower workplace incivility as compared to female private university teachers aged 25-34; male private university teachers 45-54 reported lower workplace incivility as compared to female private university teachers aged 25-34; male private university teachers aged 55-64 reported lower workplace incivility as compared to female private university teachers aged 25-34

whereas female private university teachers aged 25-34 experience higher workplace incivility than female private university teachers aged 35-44; female private university teachers aged 25-34 experience higher workplace incivility than female private university teachers aged 45-54.

Table 3.17 also reveals that male and female university teachers aged 25-34 are most prone to workplace incivility and university teachers who are working in private universities reported higher workplace incivility as compared to university teachers working in public universities.

Thus, it may be put forth through the above discussion that workplace incivility among university teachers differ significantly viz. type of institution and age and due to the interaction between gender and age and of type of university, gender and age. However, no difference could be reported among university teachers in workplace incivility viz. gender and due to the interplay between type of university and gender and of type of university and age. Moreover, it may be reported that workplace incivility increases with age i.e. it is highest at the age 25-34 years. The university teachers working in private universities are more prone to workplace incivility.

Hence hypothesis H₀₃ stating, there exists no significant difference among university teachers in their level of workplace incivility on the basis of type of university, gender and age group' is accepted.

Discussion and Results

Probably the only time most people think about injustice is when it happens to them. Weitz & Vardi (2007) stated organizational misbehaviour or deviance at individual & collective is vastly prevalent within the organizations and undermining its productivity. Well so does the comparative analysis point out towards workplace incivility which is more prevalent among teachers in the private universities than the public universities. Another important finding is teachers differ significantly on workplace incivility viz. their age and maximum teachers whether male / female in the age group of 25 – 34 are the ones who are most effected by incivility. But workplace incivility does not differ due to type of university and gender or type of

university and age. Studies of Cortina & Magley (2009) and Kending (2013) endorse the same by knowing this relevant information senior leadership or administrators need to have a better corrective plan by first well defining what constitutes workplace incivility and establishment of a “No Tolerance zone” as a coping mechanism to deal with its occurrence or with the possibility of the spread of a negative viral within the workplace. (Raj & Anju, 2019) Valuing diversity is very imperative (Bergen , 2011)

Table 3.18 Descriptive statistics of Leadership styles of the heads as perceived by university teachers w.r.t type of university, gender, and age groups

Type of University	Gender	Age	Mean & SD	Democratic	Autocratic	Laissez-faire
Public	Male	25-34	Mean	22.00	11.57	17.29
			SD	4.00	2.37	4.23
		35-44	Mean	24.13	11.44	19.89
			SD	2.31	2.48	2.71
		45-54	Mean	22.19	10.67	17.11
			SD	4.25	2.67	4.87
		55-64	Mean	21.78	10.22	19.89
			SD	4.06	2.11	2.71
		Total	Mean	22.57	10.88	17.90
		SD	3.85	2.52	4.24	
	Female	25-34	Mean	20.20	10.80	11.40
			SD	2.05	2.39	1.95
		35-44	Mean	24.60	11.90	19.90
			SD	3.95	2.75	3.74
		45-54	Mean	24.57	11.54	19.51
			SD	4.25	3.14	4.36
		55-64	Mean	25.33	13.33	19.00
			SD	1.15	1.15	2.65
Total		Mean	24.28	11.68	18.98	
	SD	4.06	2.90	4.49		

	Total	25-34	Mean	21.25	11.25	14.83
			SD	3.33	2.30	4.51
		35-44	Mean	24.39	11.69	19.42
			SD	3.29	2.61	3.42
		45-54	Mean	23.40	11.11	18.33
			SD	4.39	2.93	4.74
		55-64	Mean	22.67	11.00	19.67
			SD	3.85	2.34	2.61
		Total	Mean	23.41	11.27	18.43
			SD	4.03	2.73	4.38
Private	Male	25-34	Mean	20.44	11.31	14.79
			SD	4.81	2.42	4.16
		35-44	Mean	20.05	9.84	15.00
			SD	5.96	3.15	5.85
		45-54	Mean	21.08	11.09	15.81
			SD	4.41	2.28	4.89
		55-64	Mean	24.38	12.00	19.92
			SD	3.25	2.20	2.87
		Total	Mean	21.07	11.07	15.80
			SD	4.77	2.49	4.85
	Female	25-34	Mean	20.26	11.53	13.26
			SD	5.49	2.18	4.47
		35-44	Mean	20.26	10.94	17.15
			SD	5.49	2.32	4.80
		45-54	Mean	22.98	11.36	17.18
			SD	4.14	2.61	4.59
		55-64	Mean	22.00	12.00	17.00
			SD	0.00	0.00	0.00
		Total	Mean	21.48	11.24	16.16
			SD	4.85	2.37	4.90
	Total	25-34	Mean	20.36	11.41	14.08

			SD	5.10	2.30	4.35	
		35-44	Mean	20.76	10.65	16.58	
			SD	5.09	2.58	5.15	
		45-54	Mean	21.85	11.20	16.37	
			SD	4.38	2.41	4.79	
		55-64	Mean	24.21	12.00	19.71	
			SD	3.19	2.11	2.87	
		Total	Mean	21.27	11.15	15.98	
			SD	4.80	2.43	4.87	
Total	Male	25-34	Mean	20.67	11.35	15.17	
			SD	4.69	2.39	4.22	
		35-44	Mean	21.91	10.57	16.74	
			SD	5.04	2.93	5.07	
		45-54	Mean	21.48	10.94	16.28	
			SD	4.36	2.42	4.90	
		55-64	Mean	23.32	11.27	19.91	
			SD	3.75	2.29	2.74	
		Total	Mean	21.57	11.00	16.50	
		SD	4.53	2.49	4.75		
		Female	25-34	Mean	20.26	11.44	13.03
			SD	5.16	2.19	4.26	
	35-44		Mean	22.00	11.21	17.90	
			SD	4.82	2.46	4.68	
	45-54		Mean	23.70	11.44	18.25	
			SD	4.24	2.85	4.61	
	55-64		Mean	24.50	13.00	18.50	
			SD	1.91	1.15	2.38	
	Total		Mean	22.41	11.39	17.09	
		SD	4.78	2.56	4.94		
	Total	25-34	Mean	20.48	11.39	14.19	
		SD	4.88	2.28	4.35		

		35-44	Mean	21.97	11.00	17.53
			SD	4.87	2.63	4.82
		45-54	Mean	22.48	11.17	17.16
			SD	4.44	2.63	4.86
		55-64	Mean	23.50	11.54	19.69
			SD	3.52	2.23	2.69
		Total	Mean	21.98	11.19	16.79
			SD	4.67	2.53	4.85

LS-Leadership style

Table 3.19 Summary of 2x2x4 analysis of variance (ANOVA) of Leadership styles of the heads as perceived by university teachers w.r.t type of university, gender and age groups

Democratic							
Source	TOU	Gender	Age	TOU * Gender	TOU * Age	Gender * Age	TOU * Gender * Age
SS	72.12	10.99	138.89	8.40	112.95	91.14	33.33
df	1	1	3	1	3	3	3
MS	72.12	10.99	56.30	8.40	37.65	30.38	11.11
F	3.60	0.55	2.81	0.42	1.88	1.52	0.55
sig	.059	.459	.039	.518	.132	.210	.645
Error= 7691.09, df= 384; Total= 201977, df= 400							
Autocratic							
Source	TOU	Gender	Age	TOU * Gender	TOU * Age	Gender * Age	TOU * Gender * Age
SS	0.88	12.64	7.83	1.98	31.86	10.69	14.64
df	1	1	3	1	3	3	3
MS	0.88	12.64	2.61	1.98	10.62	3.56	4.88
F	0.14	1.98	0.41	0.31	1.66	0.56	0.76
sig	.710	.160	.747	.578	.174	.643	.514
Error= 2449.42, df= 384; Total= 52661, df= 400							
Laissez-faire							

Source	TOU	Gender	Age	TOU * Gender	TOU * Age	Gender * Age	TOU * Gender * Age
SS	74.41	8.10	426.19	2.52	68.45	286.89	67.04
df	1	1	3	1	3	3	3
MS	74.41	8.10	142.06	2.52	22.82	95.63	22.35
F	3.69	0.40	7.04	0.12	1.13	4.74	1.11
sig	.056	.527	.000	.724	.336	.003	.346
Error= 7747.54, df= 384; Total= 122169, df= 400							

LS-Leadership style; TOU-Type of University

TYPE OF UNIVERSITY

The perusal of Table 3.19 indicates that the value of the F-ratio for three leadership styles of heads i.e. democratic style, autocratic style and laissez-faire styles of heads as reported by university teachers with respect to Type of university came out to be 3.60, 0.14 and 3.69 respectively all of which were found to be non-significant at .05 level ($p > .05$). Therefore, university teachers working in public and private universities do not differ significantly in perception of leadership styles of the heads i.e. autocratic style, democratic style, and laissez-faire style.

GENDER

Table 3.19 indicates that the value of the F-ratio for all the three leadership styles of heads i.e. democratic style, autocratic style and laissez-faire style of heads as reported by university teachers with respect to 'Gender' came out to be 0.55, 1.98 and 0.40 respectively all of which were found to be non-significant at .05 level ($p > .05$). Therefore, it may be concluded that male and female university teachers do not differ significantly on their perception of leadership styles of the heads i.e. democratic style, autocratic style and laissez-faire style.

AGE

The perusal of Table 3.19 indicates that the value of the F-ratio for three leadership styles of the heads i.e. democratic style, autocratic style and laissez-faire styles of heads as reported by university teachers with respect to 'Age' came out to be 2.81, 0.41 and 7.04 respectively, out of which democratic leadership style of

heads as reported by university teachers was found to be non-significant at .05 level. Therefore, university teachers of age groups of 25-34 years, 35-44 years, 45-54 years, and 55-64 years do not differ significantly on their perception of autocratic style of leadership of heads. However, the F-ratio for democratic and laissez-faire leadership styles of heads as reported by university teachers with respect to 'Age' were found to be significant at .05 level ($p < .05$). This indicates that university teachers of age groups of 25-34 years, 35-44 years, 45-54 years and 55-64 years differ significantly on their perception of democratic and laissez-faire leadership styles of the heads.

In order to find out significant difference between mean scores of various groups of university teachers i.e. of age groups of 25-34 years, 35-44 years, 45-54 years and 55-64 years on democratic and laissez-faire leadership style, Tukey's post-hoc HSD was employed and the results of the same have been documented in Table 3.20.

Table 3.20 Summary of Tukey's post-hoc HSD test

Democratic				
Age (I)	Age (J)	Mean Difference (I-J)	Std. Error	sig
25-34	35-44	1.72*	0.85	.044
25-34	45-54	1.98*	0.78	.012
25-34	55-64	2.65*	1.55	.038
35-44	45-54	0.26	0.59	.665
35-44	55-64	0.92	1.46	.527
45-54	55-64	0.67	1.42	.638
Laissez-faire				
Age (I)	Age (J)	Mean Difference (I-J)	Std. Error	sig
25-34	35-44	3.53*	0.86	.000
25-34	45-54	3.22*	0.79	.000
25-34	55-64	4.77*	1.56	.002
35-44	45-54	0.31	0.59	.599
35-44	55-64	1.24	1.47	.399
45-54	55-64	1.55	1.43	.279

*Significant at .05

Table 3.20 shows that university teachers of age groups 25-34 differ significantly from the university teachers of 35-44, 45-54 and 55-64 differ significantly on both the democratic and laissez-faire leadership styles. However, university teachers of age groups 35-44 do not differ significantly from the university teachers of 45-54 and 55-64 on both the democratic and laissez-faire leadership styles and same is the case with university teachers of age groups 45-54 and university teachers of age group 55-64.

Thus it may be concluded that university teachers differ significantly in their perception of leadership styles of democratic and laissez-faire styles viz. their age.

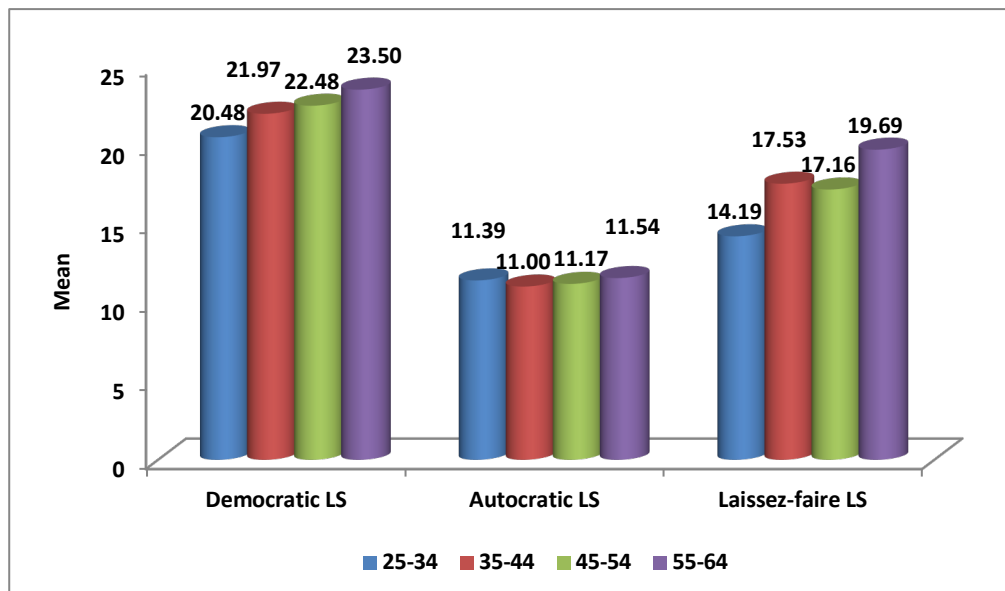


Figure 3.13 Graphic presentation of comparative analysis of Leadership styles of the heads among university teachers with respect to age

TYPE OF UNIVERSITY*GENDER

A perusal of Table 3.19 revealed the F-ratio for the interaction in between Type of university*Gender of all the three leadership styles of heads i.e. democratic style, autocratic style and laissez-faire styles of the heads as reported by university teachers came out to be as 0.42, 0.31 and 0.12 respectively and all were found not significant ($p > .05$). Hence it may be deduced that autocratic, democratic, and

laissez-faire leadership styles of the heads as reported by university teachers do not differ due to the interplay between type of university and gender.

TYPE OF UNIVERSITY*AGE

A perusal of Table 3.19 revealed the F-ratio for the interaction in between Type of university*Age of all the three leadership styles of heads i.e. democratic style, autocratic style and laissez-faire style of heads as reported by university teachers was found as 1.88, 1.66 and 1.13 respectively and were found not significant ($p > .05$). Hence it may be concluded that autocratic, democratic, and laissez-faire leadership styles of the heads as reported by university teachers do not differ due to the interaction between type of university and age.

GENDER*AGE

A perusal of Table 3.19 revealed the F-ratio for the interaction in between Gender*Age of university teachers on all the three leadership styles of the heads i.e. democratic style, autocratic style and laissez-faire styles of heads as reported by university teachers was calculated as 1.52, 0.56 and 4.74 respectively, out of which democratic and autocratic leadership styles of heads as reported by university teachers is found not significant ($p > .05$) whereas the laissez-faire leadership style of heads as reported by university teachers is significant ($p < .05$). Hence it may be deduced that university teachers do not differ in their perception of democratic and autocratic leadership styles of the heads due to the interaction between gender and age whereas they do differ in their perception of laissez-faire leadership style of heads due to the interaction between gender and age.

To analyse the significant difference between different subgroups due to interaction among gender (male and female) and age group (25-34 yrs., 35-44 yrs., 45-54 yrs. And 55-64 yrs.) of university teachers on laissez-faire leadership style of heads, the 't'-values for various subgroups have been reported in Table 3.21

Table 3.21: T-ratio summary for subgroups of perceived Laissez-faire Leadership style of the heads of university teachers w.r.t. gender x age

S. No.	Group 1	Group 2	T-ratio
1	Male teachers aged 25-34	Male teachers aged 35-44	1.52
2	Male teachers aged 25-34	Male teachers aged 45-54	1.32
3	Male teachers aged 25-34	Male teachers aged 55-64	4.79*
4	Male teachers aged 25-34	Female teachers aged 25-34	2.33*
5	Male teachers aged 25-34	Female teachers aged 35-44	3.22*
6	Male teachers aged 25-34	Female teachers aged 45-54	3.72*
7	Male teachers aged 25-34	Female teachers aged 55-64	1.55
8	Male teachers aged 35-44	Male teachers aged 45-54	0.48
9	Male teachers aged 35-44	Male teachers aged 55-64	2.69*
10	Male teachers aged 35-44	Female teachers aged 25-34	3.42*
11	Male teachers aged 35-44	Female teachers aged 35-44	1.18
12	Male teachers aged 35-44	Female teachers aged 45-54	1.57
13	Male teachers aged 35-44	Female teachers aged 55-64	0.68
14	Male teachers aged 45-54	Male teachers aged 55-64	3.35*
15	Male teachers aged 45-54	Female teachers aged 25-34	3.64*
16	Male teachers aged 45-54	Female teachers aged 35-44	2.20*
17	Male teachers aged 45-54	Female teachers aged 45-54	2.76*
18	Male teachers aged 45-54	Female teachers aged 55-64	0.90
19	Male teachers aged 55-64	Female teachers aged 25-34	6.81*
20	Male teachers aged 55-64	Female teachers aged 35-44	1.91
21	Male teachers aged 55-64	Female teachers aged 45-54	1.61
22	Male teachers aged 55-64	Female teachers aged 55-64	0.96
23	Female teachers aged 25-34	Female teachers aged 35-44	5.42*
24	Female teachers aged 25-34	Female teachers aged 45-54	5.95*
25	Female teachers aged 25-34	Female teachers aged 55-64	2.51*
26	Female teachers aged 35-44	Female teachers aged 45-54	0.46
27	Female teachers aged 35-44	Female teachers aged 55-64	0.25
28	Female teachers aged 45-54	Female teachers aged 55-64	0.11

*Significant at .05

Table 3.21 reveals that 't'-ratio of subgroups on perception of laissez-faire leadership style of heads viz. male teachers aged 25-34 and male teachers aged 55-64 is 4.79; male teachers aged 25-34 and female teachers aged 25-34 is 2.33; male teachers aged 25-34 and female teachers aged 35-44 is 3.22; male teachers aged 25-34 and female teachers aged 45-54 is 3.72; male teachers aged 25-34 and male teachers aged 55-64 is 2.69; male teachers aged 35-44 and female teachers aged 25-34 is 3.42; male teachers aged 45-54 and male teachers aged 55-64 is 3.35; male teachers aged 45-54 and female teachers aged 25-34 is 3.64; male teachers aged 45-54 and female teachers aged 35-44 is 2.20; male teachers aged 45-54 and female teachers aged 45-54 is 2.76; male teachers aged 55-64 and female teachers aged 25-34 is 6.81; female teachers aged 25-34 and female teachers aged 35-44 is 5.42; female teachers aged 25-34 and female teachers aged 45-54 is 5.95; female teachers aged 25-34 and female teachers aged 55-64 is 2.51; all of which are significant ($p < .05$). This implies that these subgroups differ significantly in perception of laissez-faire leadership style of heads.

The descriptive statistics presented in Table 3.21 further reveals that the male teachers aged 55-64 found their heads using more laissez-faire leadership style as compared to male teachers aged 25-34; male teachers aged 25-34 perceive their heads using more laissez-faire leadership style as compared to female teachers aged 25-34; female teachers aged 35-44 found their heads using more laissez-faire leadership style as compared to male teachers aged 25-34; female teachers aged 45-54 perceive their heads using more laissez-faire leadership style as compared to male teachers aged 25-34; male teachers aged 55-64 found their heads using more laissez-faire leadership style as compared to male teachers aged 35-44; male teachers aged 35-44 perceive their heads using more laissez-faire leadership style as compared to female teachers aged 25-34; male teachers aged 55-64 found their heads using more laissez-faire leadership style as compared to male teachers aged 45-54; male teachers aged 45-54 perceive their heads using more laissez-faire leadership style as compared to female teachers aged 25-34; female teachers aged 35-44 perceive their heads using more laissez-faire leadership style as compared to male teachers aged 45-54; female teachers aged 45-54 found their heads using more laissez-faire leadership style as compared to male teachers aged 45-54; male teachers aged 55-64

perceive their heads using more laissez-faire leadership style as compared to female teachers aged 25-34; female teachers aged 35-44, female teachers aged 45-54 and female teachers aged 55-64 perceive their heads using more laissez-faire leadership style as compared to female teachers aged 25-34.

On the other hand, no significant difference was found between perception of laissez-faire leadership style of heads of Male teachers aged 25-34 and Male teachers aged 35-44, Male teachers aged 45-54 and Female teachers aged 55-64; between Male teachers aged 35-44 and Male teachers aged 45-54, Female teachers aged 35-44, Female teachers aged 45-54 and Female teachers aged 55-64; Male teachers aged 45-54 and Female teachers aged 55-64; Male teachers aged 55-64 and Female teachers aged 35-44, Female teachers aged 45-54, Female teachers aged 55-64; Female teachers aged 35-44 and Female teachers aged 45-54, Female teachers aged 55-64; and Female teachers aged 45-54 and Female teachers aged 55-64. Table 3.21 also reveals that male and female university teachers aged 55-64 have perception of their heads as more in laissez-faire leadership style and male university teachers perceive higher on laissez-faire leadership style of their heads as compared to female university teachers.

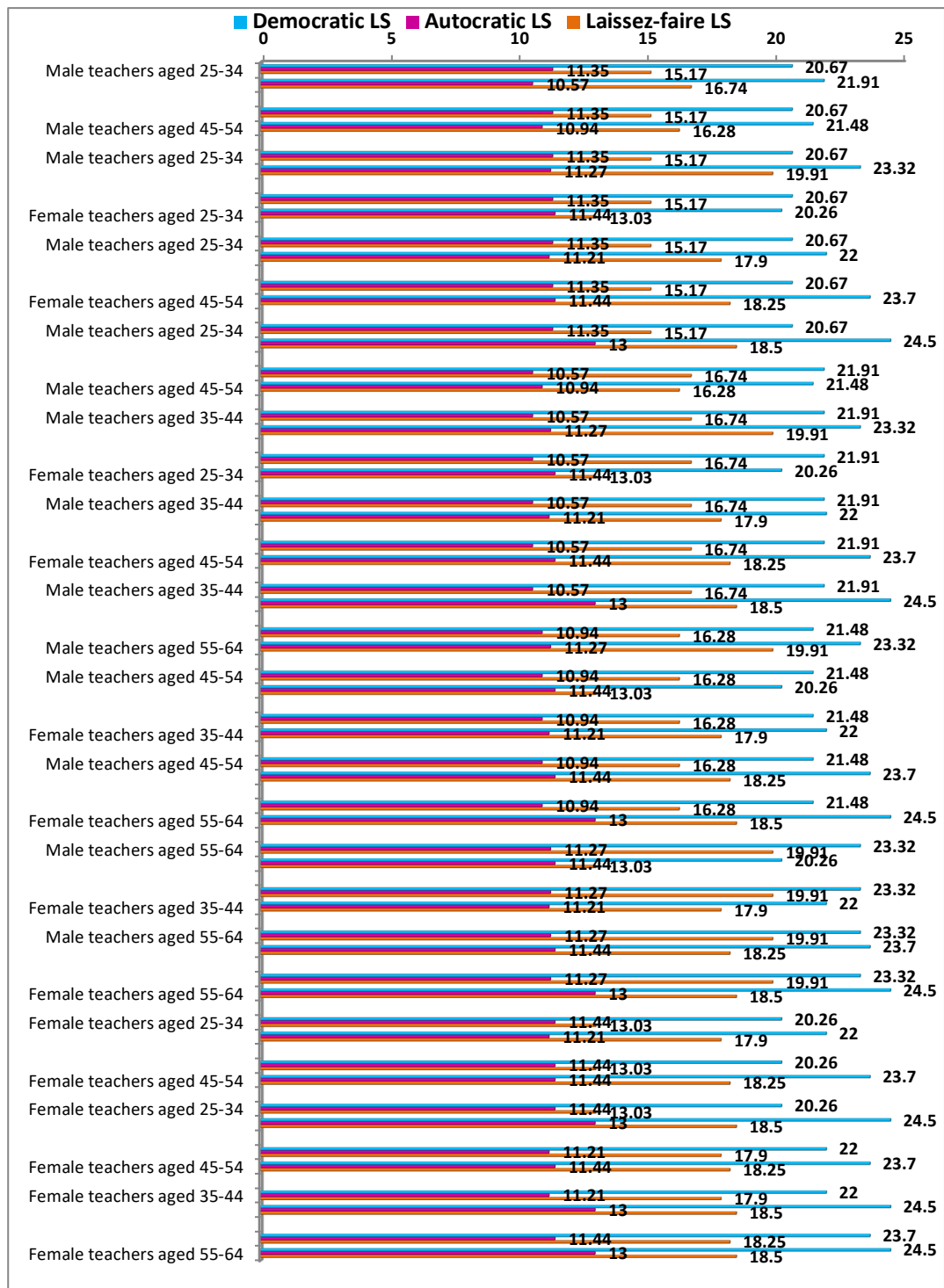


Figure 3.14: Graphic representation of comparative analysis of Leadership styles of the heads of university teachers due to interaction in-between gender x age

TYPE OF UNIVERSITY*GENDER*AGE

A perusal of Table 3.19 revealed the F-ratio for the interaction in between Type of university*Gender*Age of university teachers on all the three leadership styles of heads i.e. democratic style, autocratic style and laissez-faire style of heads as reported by university teachers as 0.55, 0.76 and 1.11 respectively and all the values were found not significant ($p > .05$). Hence it may be concluded that university teachers do not differ on their perception to all the three leadership styles of heads i.e. democratic style, autocratic style and laissez-faire styles of the heads due to the interaction between type of university, gender and age.

Hence hypothesis H₀₄ stating, 'There exists no significant difference among university teachers in their level of leadership styles on the basis of type of university, gender and age group' is partially rejected.

DISCUSSION AND RESULTS

Quality is not in the numbers; it is in the people. As per Oladipo et al.(2013), the success or downfall of any organizations, nations and other social units has been dependent on the nature of their leadership style. The comparative study indicates that gender does not differ significantly on their perception to all three leadership styles of the heads i.e democratic style, autocratic style and laissez- faire style but age does matter and differ significantly in terms of perception of democratic and laissez-faire style of leadership. Significantly that male and female university teacher aged 55-64 have perception of their heads as more in laissez-faire leadership style and male university teachers perceive higher on laissez-faire leadership style of their heads as compared to female university teachers. It's a conjecture of wisdom paradox where older people feel they are wise to know it all and can handle any situation by themselves, its more prevalent among men. They feel that they are very wise but it may be a case of being otherwise. The senior leadership need to ensure value neutrality among male and female teachers in the senior and junior age group of teachers by offering them parity and equal opportunities to lead on merit, inclusivity, and freedom to make work related decision. Augustin (2022). Benson (2021).

SECTION III

3.4 CORRELATIONAL AND REGRESSION ANALYSIS

Objective 5: To study workplace incivility, job autonomy and leadership styles of the heads as predictors of workplace happiness among university teachers

H₀ 5 : There exist significant relationship between Workplace Incivility, Job Autonomy, Leadership styles of the heads and Workplace Happiness among University Teachers

To find the correlation between Workplace Incivility, Job Autonomy, Leadership styles of the heads and Workplace Happiness among University Teachers, Pearson Product Moment Correlation was employed.

Table 3.22 Summary of correlation analysis of Workplace Happiness with Workplace Incivility, Job Autonomy and Leadership styles of the heads

IV	P	E	R	M	A	Workplace Happiness
Workplace Incivility	-.227**	-.526**	-.597**	-.501**	-.249**	-.505**
Work Scheduling Autonomy	.276**	.511**	.454**	.418**	.298**	.471**
Decision Making Autonomy	.265**	.567**	.518**	.493**	.293**	.514**
Work Method Autonomy	.312**	.608**	.527**	.479**	.296**	.536**
Job Autonomy	.321**	.637**	.566**	.526**	.335**	.575**
Democratic Leadership Style	.378**	.409**	.298**	.278**	.460**	.438**
Autocratic Leadership Style	-.138**	-.076	-.128*	-.187**	-.124*	-.155**
Laissez-faire Leadership Style	.375**	.404**	.360**	.341**	.468**	.467**

** p-value < .01

* p-value < .05

Correlation of Workplace Happiness with Workplace Incivility

Table 3.22 indicates that the coefficient of correlation (r) between Workplace Happiness and its PERMA domains with Workplace Incivility as negative and significant at .01 level which indicates that there exists a significant negative relationship between Workplace Happiness and its PERMA domains and

Workplace Incivility of University Teachers indicating increase in Workplace Incivility at work places lead to reduction in Workplace Happiness and Positive Emotion, Engagement, Relationships, Meaning and Accomplishment of University Teachers.

The coefficient of correlation (r) between Workplace Happiness and its PERMA domains with Job Autonomy of Work Scheduling Autonomy, Decision Making Autonomy and Work Method Autonomy as positive and significant at .01 level which shows that there exists a significant positive correlation between Workplace Happiness and its PERMA domains of Positive Emotion; Engagement; Relationships; Meaning; and Accomplishment domains and Job Autonomy including Work Scheduling Autonomy, Decision Making Autonomy and Work Method Autonomy of University Teachers indicating increase in giving more Job Autonomy of Work Scheduling Autonomy, Decision Making Autonomy and Work Method Autonomy lead to increase Workplace Happiness and Positive Emotion, Engagement, Relationships, Meaning and Accomplishment of University Teachers.

The coefficient of correlation (r) between Workplace Happiness and its PERMA domains with Democratic Leadership Style and Laissez-faire Leadership Style as positive and significant at .01 level which shows that there exists a significant positive relationship between Workplace Happiness and its PERMA domains and perception of Democratic Leadership Style and Laissez-faire Leadership Style of the heads among University Teachers indicating Democratic and Laissez-faire Leadership styles of the heads at work places lead to enhance in Workplace Happiness and Positive Emotion, Engagement, Relationships, Meaning and Accomplishment of University Teachers. However the coefficient of correlation (r) between Workplace Happiness and its PERMA domains with Autocratic Leadership Style as negative and significant at .01 level which indicates that there exists a significant negative association between Workplace Happiness and its PERMA domains and Autocratic Leadership Style of heads as perceived by University Teachers indicating Autocratic Leadership style of the heads at work places reduce in Workplace Happiness and Positive Emotion, Engagement, Relationships, Meaning and Accomplishment of University Teachers.

3.5 REGRESSION ANALYSIS

OBJECTIVE 5: To study workplace incivility, job autonomy and leadership styles of the heads as predictors of workplace happiness among university teachers.

H₀ 6: Job autonomy, workplace incivility and leadership styles of the heads are not the significant predictors of workplace happiness among university teachers.

ROLE OF WORKPLACE INCIVILITY, JOB AUTONOMY AND LEADERSHIP STYLES OF THE HEADS (INDEPENDENT VARIABLES) ON WORKPLACE HAPPINESS (DEPENDENT VARIABLE) OF UNIVERSITY TEACHERS

To find out the role of workplace incivility, job autonomy and leadership styles of heads as predictors of workplace happiness among university teachers, regression analysis was employed. However before carrying out regression analysis, the multi collinearity among the independent variables i.e. workplace incivility, job autonomy and leadership styles of heads was tested. The variance inflation factor (VIF) value of workplace incivility is 1.433, of job autonomy is 1. of autocratic, democratic, and laissez-faire leadership styles of heads is 2.037, 1.358 and 1.982 respectively whereas tolerance vale of workplace incivility is .698, of job autonomy is .656 and of autocratic, democratic, and laissez-faire leadership styles of heads is .491, .736 and .505 respectively. The VIF value below 4 and tolerance value above .250 indicates there is no correlation between a given predictor variable and any other predictor variables in the model (Ringle et. al., 2015). Thus, the resultant VIF and tolerance value of workplace incivility, job autonomy and autocratic, democratic, and laissez-faire leadership styles of heads are less than the threshold value. Henceforth, regression analysis may be carried forward. The comprehensive details of the regression model fit and its validity has been presented below:

Table 3.23 Summary of regression analysis of Workplace Incivility, Job Autonomy and Leadership styles of the heads (independent variables) on Workplace Happiness (dependent variable) among university teachers

Dependent Variable	Iv (predictors)	R	R square	%age variance	S.E.E
Workplace Happiness	(Constant)WI, JA, DLS, ALS, LFLS	.755	.571	57.1	11.39

IV=Independent variable; WI= Workplace incivility; JA= Job autonomy;DLS= Democratic leadership style; ALS= Autocratic leadership style; LFLS= Laissez -faire leadership style; S.E.E.= Standard error of estimation

Table 3.23 of regression analysis for workplace happiness as the dependent variable and together workplace incivility, job autonomy and leadership styles of the heads as predictors, R i.e. multiple correlation has a value of .755 and R² i.e. “coefficient to determination” has a value of 0.571. This indicates that workplace incivility, job autonomy and leadership styles of the heads accounted for 57.1% of the variation in the workplace happiness of university teachers.

Table 3.24 Summary of ANOVA for Regression analysis.

Dependent Variable	Model	SS	df	MS	F	sig
Workplace Happiness (WH)	Regression	67917.23	5	13583.45	104.78	.000
	Residual	51076.71	394	129.64		
	Total	118993.94	399			

WH: Workplace Happiness; SS=Sum of Squares, df= degree of freedom, MS= Mean Square

The F-value for analysis of variance for workplace happiness (dependent variable) and workplace incivility, job autonomy and leadership styles of heads as predictors was calculated as 104.78 which is significant at 0.01 level (p<.01). Hence, it could be deduced that result and regression model is a better predictor (significant) of workplace happiness. Consequently, the proposed regression model is a good fit. Hence, the analysis via regression is feasible and may be carried forward.

Table 3.25 Co-efficient summary for Regression analysis

IV=Independent variable; DV=Dependent variable; WI=Workplace incivility; JA=Job

DV	IV (Predictors)	Unstandardized Coefficients		Standardized Coefficients	t	Sig	Threshold <5	Threshold >.25
		B	Std. Error	Beta			Tolerance	VIF
WH	(Constant)	80.67	5.481		14.72	.000		
	WI	-0.145	0.027	-0.215	5.43	.000	.698	1.433
	JA	1.037	0.157	0.269	6.60	.000	.656	1.525
	DLS	1.170	0.174	0.316	6.71	.000	.491	2.037
	ALS	-2.508	0.263	-0.367	9.55	.000	.736	1.358
	LFLS	0.858	0.166	0.241	5.18	.000	.505	1.982

autonomy; DLS= Democratic leadership style; ALS= Autocratic leadership style; LFLS= Laissez faire leadership style

Regression analysis indicates that job autonomy and leadership styles of heads are positive and significant predictors of workplace happiness of university teachers whereas workplace incivility as negative and significant predictors of workplace happiness of university teachers. Table 3.25 reveals that for workplace incivility, the value of B is -0.215 and t-value is 5.43, $p < 0.05$; for job autonomy, the value of B is 0.269 and t-value is 6.60, $p < 0.05$ and for autocratic, democratic, and laissez-faire leadership styles of heads, the values of Beta are 0.316, -.367 and .241 respectively and t-value are 6.71, 9.55 and 5.18 respectively, and all were found were found statistically significant, i.e. workplace incivility, job autonomy and autocratic, democratic, and laissez-faire leadership styles of the heads have a role (significant) on workplace happiness.

The overall regression equation formulated from all variables is :

Workplace Happiness = 80.67 - 0.145 * Workplace Incivility + 1.037 * Job Autonomy + 1.170 * Democratic Leadership Style - 2.508 * Autocratic leadership Style + 0.858 * Laissez-faire leadership styles of heads.

These findings lead to conclude that high job autonomy and democratic and laissez-faire leadership styles of heads lead to high workplace happiness among

university teachers whereas high workplace incivility and autocratic leadership styles of heads lead to low workplace happiness among university teachers. Further democratic leadership styles of heads were found to be the strongest positive predictors of workplace happiness and autocratic leadership styles of heads was found to be the strongest negative predictors of workplace happiness.

As positive emotions domain of workplace happiness has five domains i.e. Positive Emotion; Engagement; Relationships; Meaning; and Accomplishment domains, popularly known as PERMA domains, the role of workplace incivility, job autonomy and autocratic, democratic, and laissez-faire leadership styles of heads as predictors of PERMA domains of workplace happiness among university teachers was deemed to be studied and for this the regression analysis was employed on each of the domain separately as well.

ROLE OF WORKPLACE INCIVILITY, JOB AUTONOMY AND LEADERSHIP STYLES OF THE HEADS (INDEPENDENT VARIABLES) ON POSITIVE EMOTIONS DOMAIN OF WORKPLACE HAPPINESS (DEPENDENT VARIABLE) OF UNIVERSITY TEACHERS

To find out the role of workplace incivility, job autonomy and leadership styles of heads as predictors of positive emotions domain of workplace happiness among university teachers, regression analysis was employed. However before carrying out regression analysis, the multi collinearity among the independent variables i.e. workplace incivility, job autonomy and leadership styles of heads was tested. The variance inflation factor (VIF) value of workplace incivility is 1.433, of job autonomy is 1.525 and of autocratic, democratic, and laissez-faire leadership styles of the heads is 2.037, 1.358 and 1.982 respectively whereas tolerance value of workplace incivility is .698, job autonomy is .656 and of autocratic, democratic, and laissez-faire leadership styles of heads is .491, .736 and .505 respectively. The VIF value below 4 and tolerance value above .250 indicates there is no correlation between a given predictor variable and any other predictor variables in the model (Ringle et al., 2015). Thus, the resultant VIF and tolerance value of workplace incivility, job autonomy and autocratic, democratic, and laissez-faire leadership styles of heads are less than the threshold value. Henceforth, regression analysis may

be carried forward. The comprehensive details of the regression model fit and its validity has been presented below:

Table 3.26 Summary of Regression analysis of Workplace Incivility, Job Autonomy and Leadership styles of the heads (independent variables) on positive emotions domain of Workplace Happiness (dependent variable) among university teachers

Dependent variable	IV (Predictors)	R	R Square	%age variance	S.E.E.
Positive Emotions domain of Workplace Happiness	(Constant) WI,JA, DLS, ALS, LFLS	.560	.314	31.4	3.45

IV=Independent variable; WI=workplace incivility; JA=job autonomy; DLS= democratic leadership style; ALS= autocratic leadership style; LFLS= laissez faire leadership style; S.E.E.= Standard error of estimation

Table 3.26 of regression analysis for positive emotions domain of workplace happiness as the dependent variable and together workplace incivility, job autonomy and leadership styles of heads as predictors, R i.e. multiple correlation has a value of .560 and R^2 i.e. coefficient of determination has a value of .314. This indicates that workplace incivility, job autonomy and leadership styles of the heads accounted for 31.4% of the variation in the positive emotions domain of workplace happiness of university teachers.

Table 3.27 Summary of ANOVA for Regression analysis

Dependent Variable	Model	SS	df	MS	F	sig
Positive Emotions domain of Workplace Happiness (PWH)	Regression	2140.72	5	428.14	36.07	.000
	Residual	4676.44	394	11.87		
	Total	6817.16	399			

PWH: Positive emotions domain of workplace happiness; SS=Sum of Squares, df=degree of freedom, MS=Mean Square

The F-value for analysis of variance for positive emotions domain of workplace happiness (dependent variable) and workplace incivility, job autonomy and leadership styles of heads as predictors was calculated as 36.07 which is significant at 0.01 level ($p < .01$). Hence, it could be deduced that result ant regression model is a better predictor (significant) of positive emotions domain of workplace happiness. Accordingly, the proposed regression model is a good fit. Hence, the analysis via regression is feasible and may be carried forward.

Table 3.28 Co-efficient summary for Regression analysis

DV	IV (Predictors)	Unstandardized Coefficients		Standardized Coefficients	t	sig	Threshold <5	Threshold >.25
		B	Std. Error	Beta			Tolerance	VIF
WH	(Constant)	14.07	1.658		8.48	.000		
	WI	-0.002	0.008	-0.012	-0.24	.807	.698	1.433
	JA	0.103	0.048	0.111	2.16	.031	.656	1.525
	DLS	0.309	0.053	0.349	5.86	.000	.491	2.037
	ALS	-0.618	0.079	-0.378	7.78	.000	.736	1.358
	LFLS	0.208	0.050	0.244	4.15	.000	.505	1.982

IV=Independent variable; DV=Dependent variable; WI=Workplace incivility; JA=Job autonomy;DLS= Democratic leadership style; ALS= Autocratic leadership style; LFLS= laissez faire leadership style;

Regression analysis indicates that job autonomy and leadership styles of heads are positive and significant predictors of positive emotions domain of workplace happiness of university teachers whereas workplace incivility as negative and significant predictors of positive emotions domain of workplace happiness of university teachers. Table 3.28 reveals that for workplace incivility, the value of B is -0.012 and t-value is 0.24, $p > 0.05$; for job autonomy, the value of B is 0.111 and t-value is 2.16, $p < 0.05$ and for autocratic, democratic, and laissez-faire leadership styles of the heads, the values of Beta are 0.349, -.378 and .244 respectively and t-value are 5.86, 7.78 and 4.15 respectively. All the values were found were found statistically significant except of workplace incivility which indicates that job autonomy and autocratic, democratic, and laissez-faire leadership styles of the heads have a role (significant) on positive emotions domain of workplace happiness whereas workplace incivility does not play any significant role in positive emotions domain of workplace happiness.

The overall regression equation formulated from all variables is, Positive emotions domain of workplace happiness = $14.07 - 0.002 * \text{Workplace Incivility} + 0.103 * \text{Job Autonomy} + 0.309 * \text{Democratic Leadership Style} - 0.618 * \text{Autocratic Leadership Style} + 0.208 * \text{Laissez-faire leadership styles of the heads}$.

These findings lead to conclude that high job autonomy and democratic and laissez-faire leadership styles of the heads lead to high positive emotions domain of workplace happiness among university teachers whereas autocratic leadership styles of the heads lead to low positive emotions domain of workplace happiness among university teachers. Further democratic leadership styles of the heads were found to be the strongest positive predictors of positive emotions domain of workplace happiness and autocratic leadership styles of the heads was found to be the strongest negative predictors of positive emotions domain of workplace happiness.

ROLE OF WORKPLACE INCIVILITY, JOB AUTONOMY AND LEADERSHIP STYLES OF THE HEADS (INDEPENDENT VARIABLES) ON ENGAGEMENT DOMAIN OF WORKPLACE HAPPINESS (DEPENDENT VARIABLE) OF UNIVERSITY TEACHERS

To find out the role of workplace incivility, job autonomy and leadership styles of heads as predictors of engagement domain of workplace happiness among university teachers, regression analysis was employed. However before carrying out regression analysis, the multi collinearity among the independent variables i.e. workplace incivility, job autonomy and leadership styles of the heads was tested. The variance inflation factor (VIF) value of workplace incivility is 1.433, of job autonomy is 1.525 and of autocratic, democratic, and laissez-faire leadership styles of heads is 2.037, 1.358 and 1.982 respectively whereas tolerance value of workplace incivility is .698, of job autonomy is .656 and of autocratic, democratic, and laissez-faire leadership styles of the heads is .491, .736 and .505 respectively. The VIF value below 4 and tolerance value above .250 indicates there is no correlation between a given predictor variable and any other predictor variables in the model (Ringle et al., 2015). Thus, the resultant VIF and tolerance value of workplace incivility, job autonomy and autocratic, democratic, and laissez-faire leadership styles of heads are less than the threshold value. Hence forth, regression analysis may be carried forward. The comprehensive details of the regression model fit and its validity has been presented below:

Table 3.29 Summary of Regression analysis of workplace incivility, job autonomy and leadership styles of the heads (independent variables) on engagement domain of workplace happiness (dependent variable) among university teachers

Dependent Variable	IV (Predictors)	R	R Square	%age variance	S.E.E.
Engagement domain of Workplace Happiness	(Constant) WI, JA, DLS, ALS, LFLS	.733	.537	53.7	3.09

IV=Independent variable; WI=Workplace incivility; JA= Job autonomy; DLS= Democratic leadership style; ALS= Autocratic leadership style; LFLS= Laissez faire leadership style; S.E.E.= Standard error of estimation

Table 3.29 of regression analysis for engagement domain of workplace happiness as the dependent variable and together workplace incivility, job autonomy and leadership style of the heads as predictors, R i.e. multiple correlation has a value of .733 and R^2 i.e. coefficient of determination has a value of .537. This indicates that workplace incivility, job autonomy and leadership styles of the heads accounted for 53.7% of the variation in the engagement domain of workplace happiness of university teachers.

Table 3.30 Summary of ANOVA for Regression analysis

Dependent Variable	Model	SS	df	MS	F	sig
Engagement domain of Workplace Happiness (EWH)	Regression	4368.62	5	873.72	91.40	.000
	Residual	3766.54	394	9.56		
	Total	8135.16	399			

EWH: Engagement domain of workplace happiness;SS=Sum of Squares, df=degree of freedom, MS=Mean Square

The F-value for analysis of variance for engagement domain of workplace happiness (dependent variable) and workplace incivility, job autonomy and leadership styles of the heads as predictors was calculated as 91.40 which is significant at 0.01 level ($p < .01$). Hence, it could be deduced that result and regression model is a better predictor (significant) of engagement domain of workplace happiness. Therefore, the proposed regression model is a good fit. Hence, the analysis via regression is feasible and maybe carried forward.

Table 3.31 Co-efficient summary for Regression analysis

DV	IV (Predictors)	Unstandardized Coefficients		Standardized Coefficients	t	Sig	Threshold <5	Threshold >.25
		B	Std. Error	Beta			Tolerance	VIF
WH	(Constant)	13.40	1.488		9.00	.000		
	WI	-.040	.007	-.223	5.43	.000	.698	1.433
	JA	.397	.043	.394	9.32	.000	.656	1.525
	DLS	.258	.047	.267	5.45	.000	.491	2.037
	ALS	-.371	.071	-.208	5.20	.000	.736	1.358
	LFLS	.100	.045	.108	2.23	.026	.505	1.982

IV=Independent variable; DV=Dependent variable; WI = Workplace incivility; JA= Job autonomy;DLS=Democratic leadership style; ALS= Autocratic leadership style; LFLS= Laissez faire leadership style;

Regression analysis indicates that job autonomy and leadership styles of heads are positive and significant predictors of engagement domain of workplace happiness of university teachers whereas workplace incivility as negative and significant predictor of engagement domain of workplace happiness of university teachers. Table 3.31 reveals that for workplace incivility, the value of B is -0.223 and t-value is 5.43, $p < 0.05$; for job autonomy, the value of B is 0.394 and t-value is 9.32, $p < 0.05$ and for autocratic, democratic, and laissez-faire leadership styles of the heads, the values of Beta are 0.267, -.208 and .108 respectively and t-value are 5.45, 5.20 and 2.23 respectively and all were found were found statistically significant, i.e. workplace incivility, job autonomy and autocratic, democratic, and laissez-faire leadership styles of the heads have a role (significant) on engagement domain of workplace happiness.

The overall regression equation formulated from all variables is Engagement domain of workplace happiness = $13.40 - 0.040 * \text{Workplace Incivility} + 0.397 * \text{Job Autonomy} + 0.258 * \text{Democratic Leadership Style} - 0.371 * \text{Autocratic leadership Style} + 0.100 * \text{Laissez-faire leadership styles of the heads}$.

These findings lead to conclude that high job autonomy and democratic and laissez-faire leadership styles of heads lead to high engagement domain of workplace happiness among university teachers whereas high workplace incivility and autocratic leadership styles of the heads lead to low engagement domain of workplace happiness among university teachers. Further job autonomy was found to be the strongest positive predictor of engagement domain of workplace happiness and autocratic leadership styles of the heads was found to be the strongest negative predictor of engagement domain of workplace happiness.

ROLE OF WORKPLACE INCIVILITY, JOB AUTONOMY AND LEADERSHIP STYLES OF THE HEADS (INDEPENDENT VARIABLES) ON RELATIONSHIPS DOMAIN OF WORKPLACE HAPPINESS (DEPENDENT VARIABLE) OF UNIVERSITY TEACHERS

To find out the role of workplace incivility, job autonomy and leadership styles of heads as predictors of relationships domain of workplace happiness among university teachers, regression analysis was employed. However before carrying out regression analysis, the multi co linearity among the independent variables i.e. workplace incivility, job autonomy and leadership styles of the heads was tested. The variance inflation factor (VIF) value of workplace incivility is 1.433, of job autonomy is 1.525 and of autocratic, democratic, and laissez-faire leadership styles of heads is 2.037, 1.358 and 1.982 respectively whereas tolerance value of workplace incivility is .698, of job autonomy is .656 and of autocratic, democratic, and laissez-faire leadership styles of the heads is .491, .736 and .505 respectively. The VIF value below 4 and tolerance value above .250 indicates there is no correlation between a given predictor variable and any other predictor variables in the model (Ringle et al., 2015). Thus, the resultant VIF and tolerance value of workplace incivility, job autonomy and autocratic, democratic, and laissez-faire leadership styles of the heads are less than the threshold value. Hence forth, regression analysis may be carried forward. The comprehensive details of the regression model fit and its validity has been presented below:

Table 3.32 Summary of regression analysis of Workplace Incivility, Job Autonomy and Leadership styles of the heads (independent variables) on “relationships” domain of Workplace Happiness (dependent variable) among university teachers

Dependent Variable	IV (Predictors)	R	R Square	%age variance	S.E.E.
Relationships domain of Workplace Happiness	(Constant) WI, JA, DLS, ALS, LFLS	.707	.499	49.9	2.84

IV=Independent variable ; WI=Workplace Incivility ; JA=Job autonomy; DLS= Democratic leadership style; ALS= Autocratic leadership style; LFLS= Laissez faire leadership style; S.E.E.= Standard error of estimation

Table 3.32 of regression analysis for relationships domain of workplace happiness as the dependent variable and together workplace incivility, job autonomy and leadership style of the heads as predictors, R i.e. multiple correlation has a value of .707 and R^2 i.e. coefficient of determination has a value of .499. This indicates that workplace incivility, job autonomy and leadership styles of heads accounted for 49.9% of the variation in the relationships domain of workplace happiness of university teachers.

Table 3.33 Summary of ANOVA for Regression analysis

Dependent Variable	Model	SS	df	MS	F	sig
Relationships domain of workplace happiness (WH)	Regression	3174.61	5	634.92	78.53	.000
	Residual	3185.35	394	8.08		
	Total	6359.96	399			

WH: Relationships domain of workplace happiness; SS=Sum of Squares, df=degree of freedom, MS=Mean Square

The F-value for analysis of variance for relationships domain of workplace happiness (dependent variable) and workplace incivility, job autonomy

and leadership styles of the heads as predictors was calculated as 78.53 which is significant at 0.01 level ($p < .01$). Hence, it could be deduced that result and regression model is a better predictor (significant) of relationships domain of workplace happiness. Accordingly, the proposed regression model is a good fit. Hence, the analysis via regression is feasible and may be carried forward.

Table 3.34 Co-efficient summary for Regression analysis

IV=Independent variable; DV=Dependent variable; WI=Workplace incivility; JA=Job

DV	IV (Predictors)	Unstandardized Coefficients		Standardized Coefficients	t	sig	Threshold <5	Threshold >.25
		B	Std. Error	Beta			Tolerance	VIF
WH	(Constant)	21.50	1.369		15.71	.000		
	WI	-.059	.007	-.379	8.88	.000	.698	1.433
	JA	.234	.039	.263	5.97	.000	.656	1.525
	DLS	.118	.044	.138	2.71	.007	.491	2.037
	ALS	-.356	.066	-.226	5.43	.000	.736	1.358
	LFLS	.124	.041	.151	3.00	.003	.505	1.982

autonomy; DLS= Democratic leadership style; ALS= Autocratic leadership style; LFLS= Laissez -faire leadership style

Regression analysis indicates that job autonomy and leadership styles of heads are positive and significant predictors of relationships domain of workplace happiness of university teachers whereas workplace incivility as negative and significant predictors of relationships domain of workplace happiness of university teachers. Table 3.34 reveals that for workplace incivility, the value of Beta is -0.379 and t-value is 8.88, $p < 0.05$; for job autonomy, the value of Beta is 0.263 and t-value is 5.97, $p < 0.05$ and for autocratic, democratic, and laissez-faire leadership styles of the heads, the values of Beta are 0.138, -.226 and .151 respectively and t-value are 2.71, 5.43 and 3.00 respectively, and all were found were found statistically significant, i.e. workplace incivility, job autonomy and autocratic, democratic, and

laissez-faire leadership styles of the heads have a role (significant) on relationships domain of workplace happiness.

The overall regression equation formulated from all variables is :

Relationships domain of workplace happiness = 21.50 - 0.059 *Workplace Incivility + 0.234 *Job Autonomy + 0.118 *Democratic leadership Style - 0.356 *Autocratic leadership Style + 0.124 * Laissez-faire leadership style of the heads.

These findings lead to conclude that high job autonomy and democratic and laissez-faire leadership styles of heads lead to high relationships domain of workplace happiness among university teachers whereas high workplace incivility and autocratic leadership styles of the heads lead to low relationships domain of workplace happiness among university teachers. Further job autonomy was found to be the strongest positive predictors of relationships domain of workplace happiness and autocratic leadership styles of the heads was found to be the strongest negative predictors of relationships domain of workplace happiness.

ROLE OF WORKPLACE INCIVILITY, JOB AUTONOMY AND LEADERSHIP STYLES OF THE HEADS (INDEPENDENT VARIABLES) ON MEANING DOMAIN OF WORKPLACE HAPPINESS (DEPENDENT VARIABLE) OF UNIVERSITY TEACHERS

To find out the role of workplace incivility, job autonomy and leadership styles of heads as predictors of meaning domain of workplace happiness among university teachers, regression analysis was employed. However before carrying out regression analysis, the multi collinearity among the independent variables i.e. workplace incivility, job autonomy and leadership styles of the heads was tested. The variance inflation factor (VIF) value of workplace incivility is 1.433, of job autonomy is 1.525 and of autocratic, democratic, and laissez-faire leadership styles of the heads is 2.037, 1.358 and 1.982 respectively whereas tolerance value of workplace incivility is .698, of job autonomy is .656 and of autocratic, democratic, and laissez-faire leadership styles of the heads is .491, .736 and .505 respectively. The VIF value below 4 and tolerance value above .250 indicates there is no correlation between a given predictor variable and any other predictor variables in

the model (Ringle. et. al., 2015). Thus, the resultant VIF and tolerance value of workplace incivility, job autonomy and autocratic, democratic, and laissez-faire leadership styles of the heads are less than the threshold value. Henceforth, regression analysis may be carried forward. The comprehensive details of the regression model fit and its validity has been presented below

Table 3.35 Summary of regression analysis of Workplace Incivility, Job Autonomy and Leadership styles of the heads (independent variables) on “meaning” domain of Workplace Happiness (dependent variable) among university teachers

Dependent Variable	IV (Predictors)	R	R Square	%age variance	S.E.E.
Meaning domain of Workplace Happiness	(Constant) WI, JA, DLS, ALS, LFLS	.660	.435	43.5	3.04

IV=Independent variable ; WI=Workplace Incivility; JA=Job autonomy;DLS= Democratic leadership style; ALS= Autocratic leadership style; LFLS= Laissez faire leadership style; S.E.E.= Standard error of estimation

Table 3.35 of regression analysis for meaning domain of workplace happiness as the dependent variable and together workplace incivility, job autonomy and leadership style of the heads as predictors, R i.e. multiple correlation has a value of .660 and R^2 i.e. coefficient of determination has a value of 0.435. This indicates that workplace incivility, job autonomy and leadership styles of the heads accounted for 43.5% of the variation in the meaning domain of workplace happiness of university teachers.

Table 3.36 Summary of ANOVA for Regression

Dependent Variable	Model	SS	df	MS	F	sig
Meaning domain of Workplace Happiness (EWH)	Regression	2807.94	5	561.59	60.78	.000
	Residual	3640.24	394	9.24		
	Total	6448.18	399			

EWH: Meaning domain of workplace happiness; SS=Sum of Squares, DF=degree of freedom, MS=Mean Square

The F-value for analysis of variance for meaning domain of workplace happiness (dependent variable) and workplace incivility, job autonomy and leadership styles of the heads as predictors was calculated as 60.78 which is significant at 0.01 level ($p < .01$). Hence, it could be deduced that result ant regression model is a better predictor (significant) of meaning domain of workplace happiness. Accordingly, the proposed regression model is a good fit. Hence, the analysis via regression is feasible and may be carried forward.

Table 3.37 Co-efficient summary for Regression analysis

DV	IV (Predictors)	Unstandardized Coefficients		Standardized Coefficients	t	Sig	Threshold <5	Threshold >.25
		B	Std. Error	Beta			Tolerance	VIF
WH	(Constant)	19.15	1.463		13.09	.000		
	WI	-.043	.007	-.270	5.96	.000	.698	1.433
	JA	.231	.042	.258	5.51	.000	.656	1.525
	DLS	.135	.047	.157	2.90	.004	.491	2.037
	ALS	-.490	.070	-.308	6.99	.000	.736	1.358
	LFLS	.154	.044	.186	3.49	.001	.505	1.982

IV=Independent variable; DV=Dependent variable; WI=Workplace incivility; JA= Job autonomy; DLS= Democratic leadership style; ALS= Autocratic leadership style; LFLS= Laissez faire leadership style;

Regression analysis indicates that job autonomy and leadership styles of heads are positive and significant predictors of meaning domain of workplace happiness of university teachers whereas workplace incivility as negative and significant predictors of meaning domain of workplace happiness of university teachers. Table 3.37 reveals that for workplace incivility, the value of Beta is -0.270 and t-value is 5.96, $p < 0.05$; for job autonomy, the value of Beta is 0.258 and t-value is 5.51, $p < 0.05$ and for autocratic, democratic, and laissez-faire leadership styles of the heads, the values of Beta are 0.157, -.308 and .186 respectively and t-value are 2.90, 6.99 and 3.49 respectively, and all were found were found statistically significant, i.e. workplace incivility, job autonomy and autocratic, democratic, and laissez-faire leadership styles of the heads have a role (significant) on meaning domain of workplace happiness.

The overall regression equation formulated from all variables is, Meaning domain of workplace happiness = $19.15 - 0.043 * \text{Workplace Incivility} + 0.231 * \text{Job Autonomy} + 0.135 * \text{Democratic Leadership Style} - 0.490 * \text{Autocratic Leadership Style} + 0.154 * \text{Laissez-faire Leadership Style}$ of the heads.

These findings lead to conclude that high job autonomy and democratic and laissez-faire leadership styles of heads lead to high meaning domain of workplace happiness among university teachers whereas high workplace incivility and autocratic leadership styles of the heads lead to low meaning domain of workplace happiness among university teachers. Further job autonomy was found to be the strongest positive predictor of meaning domain of workplace happiness and autocratic leadership styles of heads was found to be the strongest negative predictor of meaning domain of workplace happiness.

ROLE OF WORKPLACE INCIVILITY, JOB AUTONOMY AND LEADERSHIP STYLES OF THE HEADS (INDEPENDENT VARIABLES) ON ACCOMPLISHMENT DOMAIN OF WORKPLACE HAPPINESS (DEPENDENT VARIABLE) OF UNIVERSITY TEACHERS

To find out the role of workplace incivility, job autonomy and leadership styles of the heads as predictors of accomplishment domain of workplace happiness among university teachers, regression analysis was employed. However before

carrying out regression analysis, the multi-collinearity among the independent variables i.e. workplace incivility, job autonomy and leadership styles of heads was tested. The variance inflation factor (VIF) value of workplace incivility is 1.433, of job autonomy is 1.525 and of autocratic, democratic, and laissez-faire leadership styles of the heads is 2.037, 1.358 and 1.982 respectively whereas tolerance value of workplace incivility is .698, of job autonomy is .656 and of autocratic, democratic, and laissez-faire leadership styles of the heads is .491, .736 and .505 respectively. The VIF value below 4 and tolerance value above .250 indicates there is no correlation between a given predictor variable and any other predictor variables in the model (Ringle et al., 2015). Thus, the resultant VIF and tolerance value of workplace incivility, job autonomy and autocratic, democratic, and laissez-faire leadership styles of the heads are less than the threshold value. Henceforth, regression analysis may be carried forward. The comprehensive details of the regression model fit and its validity has been presented below:

Table 3.38 Summary of regression analysis of Workplace Incivility, Job Autonomy and Leadership styles of the heads (independent variables) on “accomplishment” domain of Workplace Happiness (dependent variable) among university teachers

Dependent Variable	IV (Predictors)	R	R Square	%age variance	S.E.E.
Accomplishment domain of Workplace Happiness	(Constant)WI JA, DLS, ALS, LFLS	.649	.421	42.1	3.08

IV=Independent variable; WI=Workplace incivility; JA=Job autonomy; DLS= Democratic leadership style; ALS= Autocratic leadership style; LFLS= Laissez faire leadership style; S.E.E.= Standard error of estimation

Table 3.38 of regression analysis for accomplishment domain of workplace happiness as the dependent variable and together workplace incivility, job autonomy and leadership style of the heads as predictors, R i.e. multiple correlation has a value of .649 and R² i.e. “coefficient of determination” has a value of .421. This indicates that workplace incivility, job autonomy and leadership styles of the heads accounted

for 42.1% of the variation in the accomplishment domain of workplace happiness of university teachers.

Table 3.39 Summary of ANOVA for Regression analysis

Dependent Variable	Model	SS	df	MS	F	sig
Accomplishment domain of Workplace Happiness (AWH)	Regression	2720.98	5	544.20	57.21	.000
	Residual	3747.86	394	9.51		
	Total	6468.84	399			

AWH: Accomplishment domain of workplace happiness; SS=Sum of Squares, DF=degree of freedom, MS=Mean Square

The F-value for analysis of variance for accomplishment domain of workplace happiness (dependent variable) and workplace incivility, job autonomy and leadership styles of the heads as predictors was calculated as 57.21 which is significant at 0.01 level ($p < .01$). Hence, it could be deduced that resultant regression model is a better predictor (significant) of accomplishment domain of workplace happiness. Therefore, the proposed regression model is a good fit. Hence, the analysis via regression is feasible and may be carried forward.

Table 3.40 Co-efficient summary for Regression analysis

IV=Independent variable; DV=Dependent variable; AWH:

DV	IV (Predictors)	Unstandardized Coefficients		Standardized Coefficients	t	Sig	(Threshold <5)	(Threshold >.25)
		B	Std. Error	Beta			Tolerance	VIF
AWH	(Constant)	12.56	1.485		8.46	.000		
	WI	-.002	.007	-.012	0.27	.786	.698	1.433
	JA	.072	.043	.080	1.69	.093	.656	1.525
	DLS	.349	.047	.404	7.39	.000	.491	2.037
	ALS	-.672	.071	-.422	9.45	.000	.736	1.358
	LFLS	.271	.045	.326	6.04	.000	.505	1.982

Accomplishment domain of workplace happiness; WI=workplace incivility;JA.=Job autonomy;DLS= democratic leadership style; ALS= autocratic leadership style; LFLS= laissez faire leadership style;

Regression analysis indicates that job autonomy and leadership styles of heads are positive and significant predictors of accomplishment domain of workplace happiness of university teachers whereas workplace incivility as negative and significant predictors of accomplishment domain of workplace happiness of university teachers. Table 3.40 reveals that for workplace incivility, the value of B is -0.012 and t-value is 0.27, $p > 0.05$; for job autonomy, the value of B is 0.080 and t-value is 1.69, $p > 0.05$ and for autocratic, democratic, and laissez-faire leadership styles of heads, the values of B are 0.404, -.422 and .326 respectively and t-value are 7.39, 9.45 and 6.04 respectively, and out of which only autocratic, democratic, and laissez-faire leadership styles of heads were found were found statistically significant, i.e. autocratic, democratic, and laissez-faire leadership styles of heads have a role (significant) on accomplishment domain of workplace happiness whereas workplace incivility and job autonomy were found statistically significant i.e. workplace incivility and job autonomy do not have any significant role in

accomplishment domain of workplace happiness.

The overall regression equation formulated from all variables is,

‘Accomplishment domain of workplace happiness=12.56-0.002 *Workplace Incivility +0.072 *Job Autonomy +0.349 *Democratic Leadership Style-0.672 *Autocratic Leadership Style +0.271 * Laissez-faire Leadership Style of the heads’.

These findings lead to conclude that high democratic and laissez-faire leadership styles of heads lead to high accomplishment domain of workplace happiness among university teachers whereas high autocratic leadership styles of heads lead to low accomplishment domain of workplace happiness among university teachers. Further democratic leadership styles of heads were found to be the strongest positive predictor of accomplishment domain of workplace happiness and autocratic leadership styles of heads was found to be the strongest negative predictor of accomplishment domain of workplace happiness.

Hypothesis 6 (a) Workplace incivility is not the significant predictors of workplace happiness among universities. To test this hypothesis linear regression was applied by taking workplace incivility as independent variable and Workplace Happiness as dependent variable.

Table 3.41 Model Summary of regression analysis of Workplace Incivility on Workplace Happiness (dependent variable) among university teachers

Dependent Variable	R	R Square	Adjusted R Square	S.E.E.
Workplace Happiness	.044 ^a	.002	.001001	19.176

a. Predictors: (Constant), Workplace Incivility S.E.E. = Std. Error of the Estimate

Regression was applied to determine the total variance of the dependent variable and from Table 3.41 the independent variable of Workplace Incivility contributes only .1% to the Workplace Happiness of University Teachers (Adjusted R²= .001).

Table 3.42 Summary of ANOVA^a for Regression Analysis

Model	SS	df	MS	F	Sig
1 Regression	280.531	1	280.531	.763	.383 ^b
Residual	146356.659	398	367.730		
Total	146637.190	399			

a. Dependent Variable: Workplace Happiness. b. Predictors: (Constant), Workplace Incivility. SS=Sum of Squares, df =degree of freedom, MS=Mean Square

From the Table 3.42 The F-value for analysis of variance of workplace happiness (dependent variable) and workplace incivility as predictor was calculated as .763 which is insignificant at 0.05 level. Hence, it could be deduced that resultant regression model is not a good predictor (significant) of workplace happiness. So, the Hypothesis 6 (a) Workplace incivility is not the significant predictors of workplace happiness among universities is accepted

Table 3.43 Co-efficient summary for Workplace Incivility Regression analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	116.531	2.301		50.655	.000		
Workplace Incivility	-.170	.194	-.044	.873	.383	1.000	1.000

a. Dependent Variable: Workplace Happiness

Regression analysis indicates that workplace incivility is negative and is not a significant predictor of workplace happiness of university teachers. Table 3.43 reveals that for workplace incivility, the value of B is -1.70 t-value is 8.73, $p > 0.05$. Hence Workplace incivility is i.e. workplace incivility does not have too much role in workplace happiness among teachers.

Hypothesis 6 (b) : Job autonomy is not the significant predictors of workplace happiness among universities. To test this hypothesis linear regression was applied by taking Job Autonomy as independent variable and Workplace Happiness as dependent variable.

Table 3.44 Model Summary of regression analysis of Job Autonomy on Workplace Happiness (dependent variable) among university teachers

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.347 ^a	.121	.118	17.999

a. Predictors: (Constant), Job Autonomy

Regression was applied to determine the total variance of the dependent variable and from Table 3.44 it is clear that the independent variable of Job Autonomy contributes 12% to the Workplace Happiness of University Teachers (Adjusted $R^2 = .118$).

Table 3.45 Summary of ANOVA^a for Regression Analysis

Model	SS	df	MS	F	Sig
1 Regression	17698.503	1	17698.503	54.631	.000 ^b
Residual	128938.687	398	323.967		
Total	146637.190	399			

a. Dependent Variable: Workplace Happiness. b. Predictors: (Constant), Job Autonomy SS=Sum of Squares, df=degree of freedom, MS=Mean Square

From the Table 3.45 The F-value for analysis of variance of workplace happiness (dependent variable) and job autonomy as predictor was calculated as 54.631 which is significant at 0.05 level. Hence, it could be deduced that resultant regression model is a good predictor of workplace happiness. So, the Hypothesis 6 (b) Job autonomy is not the significant predictors of workplace happiness among universities is not accepted.

Table 3.46 Co-efficient summary for Job Autonomy Regression analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	80.192	4.755		16.864	.000		
Job Autonomy	1.518	.205	.347	7.391	.000	1.000	1.000

a. Dependent Variable: Workplace Happiness

Regression analysis indicates that job autonomy is positive and significant predictor of workplace happiness of university teachers. Table 3.46 reveals that for job autonomy, the value of B 80.192 and t-value is 16.864, $p > 0.05$; job autonomy was found statistically significant i.e. job autonomy does play an important role in workplace happiness among teachers. So, considering the value of B (the unstandardized regression coefficients) from the table the Workplace Happiness of university teachers can be predicted using the following regression equation:

$$\text{Workplace Happiness} = 80.192 + 1.518 * \text{Job Autonomy}$$

i.e. Hence, it can be interpreted that the Workplace Happiness of University teachers is predicted with 12% by Job autonomy, a 1 unit rise in the Job Autonomy will raise their Workplace Happiness by 1.518 units. The findings are in tune with the findings of Yang et al. (2023) who reported that job autonomy predicts happiness with B value of 0.093 with $p < .05$.

Hypothesis 6 (c) : Leadership styles of the heads are not the significant predictors of workplace happiness among universities. To test this hypothesis multiple linear regression was applied by taking Leadership Styles of the heads as independent variable and Workplace Happiness as dependent variable.

Table 3.47 Model Summary of regression analysis of Leadership styles of the heads on Workplace Happiness (dependent variable) among university teachers

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.444 ^a	.198	.191	17.238

a. Predictors: (Constant), Democratic, Laissez -faire & Autocratic

Regression was applied to determine the total variance of the dependent variable and from Table 3.47 it is clear that the independent variables of Leadership Styles contributes 19% to the Workplace Happiness of University Teachers (Adjusted R²= .191).

Table 3.48 Summary of ANOVA^a for Regression Analysis

Model	SS	df	MS	F	Sig
1 Regression	28964.179	3	9654.726	32.491	.000 ^b
Residual	117673.011	396	297.154		
Total	146637.190	399			

a. Dependent Variable: Workplace Happiness. b. Predictors: (Constant), Democratic, Laissez -faire & Autocratic. SS=Sum of Squares, df =degree of freedom, MS=Mean Square

From the Table 3.48 The F-value for analysis of variance of workplace happiness (dependent variable) and leadership styles of the heads as predictor was calculated as 32.491, which is significant at 0.05 level. Hence, it could be deduced that resultant regression model is a good predictor of workplace happiness. So, the Hypothesis 6 (c) Leadership styles of the heads are not the significant predictors of workplace happiness among universities is not accepted.

**Table 3.49 Co-efficient summary for Leadership styles of the heads
Regression analysis**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	86.177	4.652		18.524	.000		
Autocratic	-.489	.268	-.114	-1.827	.068	.518	1.932
Democratic	.550	.249	.135	2.205	.028	.538	1.859
Laissez faire	1.358	.222	.417	6.126	.000	.438	2.285

a. Dependent Variable: Workplace Happiness

Table 3.49 reveals the relative contribution made by each Leadership Style on the job performance of university teachers. Table 3.48 reveals that for Autocratic style, Democratic Style, Laissez Faire Style, the value of B -489, .550, 1.358 respectively and t-value is 1.827(p>.05), 2.205(p<.05), 6.126(p<.05) respectively. Hence it can be seen that in the case of Autocratic Style t-value is not significant. So, considering the value of B (the unstandardized regression coefficients) from the table the workplace happiness of university teachers can be predicted using the following regression equation:

$$\text{Workplace Happiness} = 86.177 + .550 * \text{Democratic Leadership Style} + 1.358 * \text{Laissez faire Leadership Style}$$

Hence, it can be interpreted that the Workplace Happiness of University teachers is predicted with 19% variance by Leadership Styles. Also as 1 unit rise in the Democratic Leadership style will raise Workplace Happiness of University teachers by .550 units and 1 unit rise in the Laissez faire style will raise Workplace Happiness of University teachers by 1.358 units. The findings are in tune with the findings of Tanwar and Priyanka (2018) who found relationship between Democratic leadership style and Happiness of both academic and corporate sectors.

Therefore, hypothesis H₀₆ stating, ‘Job autonomy, workplace incivility and leadership styles of the heads are not the significant predictors of workplace happiness among university teachers’ stands rejected.

Discussion and Results

Regression technique is a measure of level of influence of independent variable on dependent variable and is prediction based. It is done once a negative or positive significant correlation has been established. As done in this study once the multi co linearity among the independent variables was tested to access that independent variables in the study were independent, hence regression analysis was carried forward. Through R² i.e., “coefficient of determination” value of .571 it was inferred that work place incivility, job autonomy and leadership styles of the heads accounted for 57.1% of the variation in the workplace happiness of university teachers. Further the co-efficient summary for regression analysis revealed that high job autonomy and democratic and laissez-faire leadership styles of the heads lead to high workplace happiness among university teachers whereas high workplace incivility and autocratic leadership styles of the heads lead to low workplace happiness among university teachers. There is significant correlation between institutional culture & incivility in higher education setting. Kending (2013) stated that there is a vital need for academic freedom and tolerance to promote a civil environment. Williams et al. (2013) concluded actions of incivility act as spoilers in overall performance. Raaj & Anju (2019) found most notable inclusivity brings about esprit de corps among employees and is a great moral booster. Neve & Ward (2017) explained Autocratic leadership is an approach which should be handled with care and a humane side to deal with the teachers Makambe (2020).

CHAPTER 4

CONCLUSIONS,

RECOMMENDATIONS

AND LIMITATIONS

CHAPTER 4

CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

4.1 CONCLUSIONS

This section is an opportunity to reinstate the findings or outcomes and synergize them with the objectives of this research study undertaken. Following are the conclusions of the findings derived after analysis of data in accordance with framed objectives of the study.

4.1.1 Descriptive Analysis

Objective 1: To explore the levels and types of job autonomy and workplace incivility among university teachers

Predominantly 87% of the university teachers exhibited moderate to high levels of job autonomy in the context of Indian universities in the sphere of decision making, work scheduling, and work performance methods at their workplace. This can be seen as a positive source of energy and empowerment among university teachers.

Majority of teachers exhibited moderate to low level of workplace incivility. Not to underestimate the negative spiral of workplace incivility which if present in any form of micro- aggressions can spread faster than positivity and can imbalance the positive gains made affecting the quality of professional lives.

Objective 2: To find the types of Leadership Styles of Heads as perceived by university teachers.

The percentage- wise analysis shows that 35.2% heads were perceived as following democratic leadership style, 59% heads were perceived as autocratic in their leadership style whereas only 5.8% heads were considered as following laissez-

faire leadership style. Although autocratic style with centralized control still prevails in institutions with traditional background but then it comes with its own risk with unequal power dynamics and more focus on control and compliances.

Objective 3. To explore the level of Workplace Happiness among universities teachers.

In percentage -wise analysis of workplace happiness is an indicator then it shows 87% of university teachers experienced moderate to high level of workplace happiness. Making the right investments in happiness, like other management decisions can overall lead to a winning proposition for all the stake holders of the university and specially its teachers. As per Gyeltshen (2018) this has a potential of a widespread positive domino effect to benefit all.

4.1.2 Comparative Analysis

Objective 4: To find the difference among university teachers in their level of workplace happiness, job autonomy, workplace incivility, leadership styles of the heads on the basis of type of university, gender and age groups

1. The F-ratio for workplace happiness and its PERMA domains of university teachers with respect to *Type of university* all of which were found to be significant at .05 level showing university teachers working in public and private universities may differ significantly in their workplace happiness and its PERMA domains.
2. The corresponding mean scores of descriptive statistics indicated the teachers working in public universities have higher mean score on workplace happiness and its PERMA domains as compared to the teachers working in private universities which leads to the conclusion that teachers working in public universities have higher workplace happiness, higher positive emotion, more engaged, better relationships, higher meaning; and higher accomplishments as compared to the teachers working in private universities.

3. F-ratio for workplace happiness and its PERMA domains of university teachers with respect to *gender* were found to be non-significant indicating that male and female university teachers do not differ significantly on their scores of positive emotions, engagement; relationships; meaning; and accomplishment domains and overall workplace happiness.
4. The F-ratio for workplace happiness and its PERMA domains of university teachers with respect to *age* were found to be significant showing university teachers of age groups of 25-34 years, 35-44 years, 45-54 years and 55-64 years differ significantly on their scores of workplace happiness and its PERMA domains viz. their age.
5. The F-ratio for the interaction in between *type of university and gender* of university teachers on workplace happiness and its PERMA domains were found not significant showing that workplace happiness and its PERMA domains do not differ due to the interaction between type of university and gender
6. The F-ratio for the interaction in between *type of university and age* of university teachers on workplace happiness and its PERMA domains were also found not significant clearly suggesting that workplace happiness and its PERMA domains do not differ due to the interaction between type of university and age.
7. The F-ratio for the interaction in between *gender and age* of university teachers on workplace happiness and its PERMA domains were found not significant to conclude that workplace happiness and its PERMA domains do not differ due to the interaction between gender and age.
8. The F-ratio for the interaction in between *type of university and gender and age* of university teachers on workplace happiness and its PERMA were found not significant to show that workplace happiness and its PERMA domains do not differ due to the interaction between type of university, gender and age.

Altogether in terms of PERMA domains it was found to be better among teachers working in public universities than in private universities. Similarly, it

exhibited that workplace happiness was at its peak among university teachers at the age 55-64. There seems to be a linear relationship between age and mental health: The older people were, the happier they felt in life and at work (Netburn, 2016). At workplace older people tend to be more committed and happier than being stressful. But then to be fair and evenly spread-out workplace happiness among all age groups and gender there is a vital need to make all teachers inclusive across public and private universities in providing them multiple opportunities to grow and prosper.

(2x2x4) Analysis of variance (ANOVA) of Job Autonomy among university teachers with respect to type of University, Gender and Age group can be summarised as :

1. The F-ratio for job autonomy of university teachers with respect to *Type of university* was found to be non-significant indicating university teachers working in public and private universities do not differ significantly on their scores of job autonomy.
2. The F-ratio for job autonomy of university teachers with respect to *gender* was found to be non-significant indicating that male and female university teachers do not differ significantly on their scores of job autonomy.
3. The F-ratio for job autonomy of university teachers with respect to *age* was found to be significant concluding university teachers in the age groups of 25-34 years, 35-44 years, 45-54 years and 55-64 years differ significantly on their scores of job autonomy viz. their age.
4. The F-ratio for the interaction in between *type of university and gender* of university teachers on job autonomy was found not significant leading to conclude that job autonomy does not differ due to the interaction between type of university and gender.
5. The F-ratio for the interaction in between *type of university and age* of university teachers on job autonomy was found not significant leading to conclude that job autonomy does not differ due to the interaction between type of university and age.

6. The F-ratio for the interaction in between *gender and age* of university teachers on job autonomy was also found not significant suggesting that job autonomy does not differ due to the interaction between gender and age.
7. The F-ratio for the interaction in between *type of university and gender and age* of university teachers on job autonomy was found not significant concluding that job autonomy does not differ due to the interaction between type of university, gender and age.

It can be outlined from above outcomes that job autonomy among university teachers only differs significantly with age. Significantly it increases with age and being highest at the age 55-64 followed by the age with 45-54, then 35-44 and least among the university teachers aged between 25-34 years. It's a case for senior leadership to evaluate and search for means to empower teachers in all age groups by availing appropriate autonomy options.

(2x2x4) Analysis of variance (ANOVA) of Workplace Incivility among university teachers with respect to type of University, Gender and Age group can be summarised as :

1. Descriptive statistics indicated the teachers working in public universities have higher mean score on workplace incivility as compared to the teachers working in private universities implying that teachers working in private universities experience more workplace incivility as compared to the teachers working in public universities.
2. The F-ratio for workplace incivility of university teachers with respect to *gender* was found to be non-significant implying that male and female university teachers do not differ significantly on their scores of workplace incivility.
3. The F-ratio for workplace incivility of university teachers with respect to *age* was found to be significant to infer that university teachers differ significantly in their workplace incivility viz. their age. Further Tukey's Post- Hoc HSD Test which was done as a follow up, reinforced the age groups 25-34 differed significantly from the university teachers of 35-44, 45-

54 and 55-64 on workplace incivility. It can be said impact of incivility is the maximum in age group of 25-34.

4. The F-ratio for the interaction in between *type of university and gender* of university teachers on workplace incivility was found not significant clearly expressing that workplace incivility does not differ due to the interaction between type of university and gender
5. The F-ratio for the interaction in between *type of university and age* of university teachers on workplace incivility was found not significant again showing that workplace incivility does not differ due to the interaction between type of university and age.
6. The F-ratio for the interaction in between *gender and age* of university teachers on workplace incivility was found significant implying that workplace incivility differs due to the interaction between gender and age. The findings indicate that gender and age have a joint interaction effect on workplace incivility of university teachers. Further based on t values of various subgroups it is concluded that male and female university teachers aged 25-34 are most prone to workplace incivility and those who are working in private universities reported higher workplace incivility as compared to university teachers working in public universities.

(2x2x4) Analysis of variance (ANOVA) of Leadership styles of the heads among university teachers with respect to type of University, Gender and Age group can be summarised as :

1. The F Value of all the three workplace leadership styles with respect to *type of university* were found to be non-significant implying university teachers working in public and private universities do not differ significantly in perception of leadership styles of the heads i.e. democratic style, autocratic style and laissez-faire style.
2. The F-ratio for all the three leadership styles of the heads with respect to *gender* were found to be non-significant implying that male and female university teachers do not differ significantly on their perception of

leadership styles of heads i.e. democratic style, autocratic style and laissez-faire style.

3. The F-ratio for all the three leadership styles of the heads with respect to *age* revealed democratic and laissez-faire leadership styles of heads were found to be significant. Further when Tukey's Post- Hoc HSD was deployed, on the mean scores it showed that university teachers of age groups 25-34 differ significantly from the university teachers of 35-44, 45-54 and 55-64 on both the democratic and laissez-faire leadership styles.
4. The F Value of all the three workplace leadership styles with respect to *type of university and gender* were found to be not significant implying that autocratic, democratic, and laissez-faire leadership styles of the heads as reported by university teachers do not differ due to the interaction between type of university and gender.
5. The F Value of all the three workplace leadership styles with respect to *type of university and age* were found not significant implying that autocratic, democratic, and laissez-faire leadership styles of the heads as reported by university teachers do not differ due to the interaction between type of university and age.
6. The F Value of all the three workplace leadership styles with respect to *type of university and gender and age* were found to be not significant implying that autocratic, democratic, and laissez-faire leadership styles of the heads as reported by university teachers do not differ due to the interaction between type of university, gender and age.
7. The F Value of all the three workplace leadership styles with respect to *gender and age* came out with an interesting fact that democratic and autocratic leadership styles of the heads as reported by university teachers were found to be not significant. Whereas the laissez-faire leadership styles of the heads as reported by university teachers was significant. Further 't'-ratio of subgroups re affirmed that male and female university teachers aged 55-64 have perception of their heads as more in laissez-faire leadership style and male university teachers perceive higher on laissez-faire leadership style of their heads as compared to female university teachers.

4.1.3 CORRELATIONAL ANALYSIS

Objective 5: To study workplace incivility, job autonomy and leadership styles of heads as predictors of workplace happiness among university teachers

Correlation as a statistical technique has been used in this study to know whether and how strongly pairs of variables are related to each other. Also, to know measuring the direction and strength of association. It has been measured through Pearson Correlation Co-efficient model.

1. Coefficient of correlation (r) between Workplace Happiness and its five PERMA domains with Workplace Incivility show a negative and significant correlation at .01 implying that there exists a significant negative relationship between Workplace Happiness and its PERMA domains indicating any increase in Workplace Incivility at work places leads to reduction in Workplace Happiness of university teachers
2. The coefficient of correlation (r) between Workplace Happiness and its five PERMA domains with Job Autonomy including work scheduling, decision making and work method autonomy show a positive and significant correlation at .01 level which means that there exists a significant positive relationship between Workplace Happiness and its PERMA domains indicating any increase in Job Autonomy at work places leads to increase in Workplace Happiness of university teachers.
3. The coefficient of correlation (r) between Workplace Happiness and its five PERMA domains with Democratic Leadership Style and Laissez-faire Leadership Style show a positive and significant correlation at .01 level implying that there exists a significant positive relationship between Workplace Happiness and its PERMA domains. However, the coefficient of correlation (r) between Workplace Happiness and its five PERMA domains with Autocratic Leadership Style show a negative and significant level at .01 implying that there exists a significant negative relationship between Workplace Happiness and its PERMA domains, thus any increase in Autocratic Leadership Style of the heads at work places reduces Workplace Happiness of university teachers.

4.1.4 REGRESSION ANALYSIS

Objective 5: To study workplace incivility, job autonomy and leadership styles of heads as predictors of workplace happiness among university teachers.

1. Based on R square values so arrived at on the basis of regression analysis of workplace happiness as the dependent variable in terms of its five PERMA domains (Positive Emotions, Engagement, Relationships, meaning of work and Accomplishments) and together workplace incivility, job autonomy and leadership style of the heads as predictors, it accounted for 31.4% of the variation in the *positive emotions* domain. 53.7% of the variation in the *engagement* domain. 49.9% of the variation in the *relationship's* domain. 43.5% of the variation in the *meaning* domain. 42.1% of the variation in the accomplishment domain.
2. The F-value for analysis of variance for workplace happiness (dependent variable) and workplace incivility, job autonomy and leadership styles of the heads as predictors was found to be significant. Hence, it could be inferred that result in regressions model is a better predictor(significant)of work place happiness. Therefore, the proposed regression model was found to be good fit. Interestingly the regression analysis concluded that high job autonomy and democratic and laissez-faire leadership styles of the heads lead to high workplace happiness among university teachers whereas high workplace incivility and autocratic leadership styles of heads lead to low workplace happiness among university teachers.
3. Leadership styles of the heads was found to be the strongest predictor of workplace happiness among university teachers. Among the leadership styles Laissez -faire scored the most preference followed by democratic style. Autocratic style was found to be non -significant. The next most important predictor was job autonomy which in true sense empowers university teachers. Workplace incivility was found to be not significant conveying its least preference and any positive impact

4.2 IMPLICATIONS OF THE STUDY

1. Validation of Workplace Incivility, Job Autonomy, Leadership styles of the heads & Workplace Happiness scales used in the Indian context is a great contribution to the university senior leadership, administrators, policy makers and teachers to get a fair assessment and insights into contemporary variables affecting the teacher's workplace happiness. This can not only create an awareness on negative and positive impact of the variables but also offer a better scope to frame a system which fosters and promotes positivity at workplace leading ultimately to academic excellence where all stake holders stand to gain.
2. Researchers can very effectively use these validated scales across academic institutions and regions to conduct quantitative studies to get outcomes which are reliable and can be trusted.
3. Study outlined that teacher in the age group of 55 – 64 years tend to have and enjoy more the benefits of job autonomy. University authorities or the senior leadership if really can balance out the spread of autonomy (work scheduling, decision making & work methods) in the lower age groups and specially 25- 34 years, it would be a great opportunity for teachers to be more empowered, engaged and motivated in their work. This can be achieved through:
 - a) Competence based promotions and distribution of responsibilities
 - b) Pay and job security for junior university teachers and not only employ them on contractual basis.
 - c) No favoritism and neither benefit only reserved for senior age group teachers.
 - d) More pre – service teacher education and skill-based training interventions for the junior university teachers in the form of latest student centric teaching pedagogy and use of ICT in teaching should be encouraged.

4. Enhanced job autonomy at all levels and age groups is also a means for self - pride and a feeling of organizational justice among teachers where they can also contribute to newer ideas for better performance and without fear give honest feedback when required. Study indicates 87% moderate to high Job Autonomy prevailing among universities teachers, this can lead to the concept of inclusivity where all make efforts, contribute and benefit from the institutional progress.
5. Workplace incivility as per the study has been found to be among endogenous variable which has a negative correlation to workplace happiness. Specially the teachers in private universities are more effected by this malaise. By knowing this relevant information universities or senior leadership or administrators can come out with a better corrective plan by first well defining what constitutes workplace incivility and establishment of a “No Tolerance zone” as a coping mechanism to deal with its occurrence or with the possibility of the spread of a negative viral within the workplace.
6. The study outlines irrespective of gender the negative impact of workplace incivility on workplace happiness is maximum among university teachers in the age group of 24 – 34 years and those working in private or deemed universities reported higher workplace incivility. This age group forms the chunk of teachers in any university. Senior leadership in building a psychological capital of trust and equity can take immediate steps to introduce a system of open two-way communication, feedback mechanism, organizational justice, no exploitation, or overburdened work and establish protocols in interacting with people.
7. Based on the outcomes of the study, the administrators and policy makers in the education ministry can frame focused faculty development programs to sensitize the teachers on variables related to happiness at workplace and performance, promote feedback mechanism within an institution to immediately settle any issues / barriers and even develop a provision of customized counselling interventions specially for the younger age group teachers.

8. Realizing from the outcomes of the study in terms of Leadership style as one of the important predictors of workplace happiness, there is no single type of leadership style suitable for all situations or institutions. As 59% of universities were perceived to be using the traditional Autocratic leadership style, but it should be handled with care because many times its devoid of any employee's initiative or creativity and may sound more despotic in nature. In the long run on the contrary Democratic and Laissez-faire leadership style is more inclusive, motivating and rewarding.
9. Male and female university teachers aged 55-64 have perception of their heads as more in laissez-faire leadership style and male university teachers perceive higher on laissez-faire leadership style of their heads as compared to female university teachers irrespective of type of university. The senior leadership need to ensure value neutrality among male and female teachers in the senior age group of teachers by offering them parity and equal opportunities to lead on merit, inclusivity and freedom to make work related decisions.
10. Recruitment, appointment and even promotions of university teachers can be redirected towards giving preference for those teachers who possess positive leadership traits, believe in autonomy and have a high sense of respect for self and others. This emanates from a basic management concept that all the employees working in an institution may not be equal, but all are important.
11. The study findings impact teachers' retention and turnover strategies. Universities can minimize or delete a toxic workplace by replacing it with an environment that promotes empowered leadership, encourages job autonomy within the scope of work planning, scheduling, performance decision making and having employee centric policies that build equity and happiness at work.
12. The study outcomes can add new inputs and research findings to the literature regarding workplace incivility, job autonomy and leadership styles of the heads as these variables are significant antecedents of other

important variables as well related to teachers, like grit, job engagement, job satisfaction and mental wellness.

13. Mentoring program within the university can be initiated with the help of experienced faculty to help, support, and guide the junior teachers on life skills and behavioral inputs which maximizes teacher effectiveness, builds coping mechanism, and ensures a congenial workplace where everyone grows.

4.3 LIMITATIONS

Limitations reflects the researcher's ability to evaluate the research and acknowledge any potential constraints or areas of improvements. It provides a framework for understanding the scope and boundaries of the research. This helps the reviewers and readers interpret the findings in view of the acknowledged limitations and in the process identify areas of future research. The limitations of the present study are as follows:

1. This study as per the sample taken reflects the north India culture, not necessarily it represents the ethnicity of pan India or other countries.
2. The study used one-time descriptive quantitative means of data collection as a research methodology based on proportionate sampling design which may be subject to self-report bias or response bias of the respondents and using a cross – sectional design does not enable to capture changes in the variables over time. Longitudinal design has been missing.
3. The study may not have controlled all potential confounding variables seen or unseen that could impact the relationships between the independent and dependent variables of interest.
4. The study has not taken in its sample design teachers other than those teaching in the five conventional professional courses (Engineering, Management, Pharmacy, Law and Education). This may again limit the generalization of the findings to all kind of teachers at all places.

5. The study has been conducted within a specific time frame so the findings may not be applicable to other time periods. Changes can happen in institutional or societal context, events happening, people maturing or even some policy reforms.
6. The online data collection had happened in the peak covid period of the year 2020-21 when virtually all the educational institutions remained closed due to the national lockdown and in this atmosphere of fear, uncertainty, and different priorities there was least possibility for the researcher to establish personal contact / rapport with the respondents. Thus, even after repeated online follow-ups through messages, phone and emails few relevant respondents never responded.

4.4 SUGGESTIONS FOR FUTURE STUDIES

1. Present study is based on descriptive quantitative approach where one time response from the respondents has been obtained. But to have a rich insight into the relationships of the independent and dependent variables it is advisable to go for mixed method research design involving interviews or focus groups which can qualitatively supplement quantitative findings.
2. Cross – cultural studies to explore how workplace incivility, job autonomy and leadership styles may vary across different cultural contexts, ethnicity, religion and economic groups can provide valuable understanding into these dynamics. Further the study, subject to resources available can be conducted on national / international level and not limited to only one region.
3. To have wide ranging perspective of all kind of relevant teacher respondents, sample design parameters need to be altered to include all formats of universities. Like Universities in India are recognized and categorized as per University Grants Commission (UGC) under the UGC Act 1956. They are Central, State, Private and Deemed universities.

Under the present study as per the sample design criteria only private, deemed and state universities respondents were included.

4. To have more comprehensive understanding of the variables involved in the study and their correlation with workplace happiness, at one end in the sample design even adjunct faculties and those with less than 3 years' experience in the last designation held can be included in the survey. On the other end personal interviews of senior leadership of the university like director, dean and heads of departments (HOD's) can also be taken to have their version, views and perception about role of teachers and variables of the study. This can later lead to wide- ranging findings.
5. The dependent variable workplace happiness can also be studied in relation to other prominent internal and external variables to understand their correlation and degree of prediction. Some of these variables can be goal orientation, grit, personality traits, personal values and beliefs, motivation, work-life balance, job satisfaction, job engagement, physical work environment, awards and rewards, toxic work environment, micro management, work related stress and long duty timings.
6. For the future study purpose and better generalization of results even other prominent universities with off campus colleges their teachers can be included apart from faculties employed in institutions of excellence being managed and controlled by ministry of education, Government of India like IIT's and the IIM's.
7. Few large universities in the present study got excluded because they did not run all five conventional professional courses. To make the future study all-inclusive from the point of view of including diverse education institutions of higher learning and teachers in such institutions, different criteria can be adapted for wider sampling by including those universities running modern professional courses like media studies, architecture, psychology and sociology.
8. Further studies can widen the horizon of operational definitions of the variables in the study for their better in-depth analysis and interpretation. Like workplace incivility variable includes acts of micro aggressions

from seniors/ superiors to university teachers, but it can also include acts of micro aggressions within the peer group, from non - teaching staff to teachers, students to teachers. It can also not only include those who have faced but also those who have witnessed incivility at workplace or both. Even technology -mediated workplace incivility is an important new area to be considered. Similarly, leadership variable can include multiple leadership styles beyond the conventional three styles of democratic, autocratic, and laissez-faire.

9. The researchers in future applying these validated scales in a cross-culture study need to perhaps re-validate the scales for its dimensions in other/ different context.
10. Researchers can also contemplate longitudinal studies to examine the mundane relationships and long-term effects of workplace incivility, job autonomy leadership styles and workplace happiness among university teachers.
11. The researchers in further studies can also focus on exploring the moderating and mediating effect of workplace incivility, job autonomy and leadership styles of the heads. Other physiological and psychological variables can also be considered to study their relationship and impact on workplace happiness among teachers.
12. Researchers in future can examine in-depth the role of social support like from peers, seniors and mentors and role of pro-active in-house clubs and feedback mechanism. These help in mitigating the negative effects of workplace incivility, promoting freedom or job autonomy, identifying most appropriate leadership styles, and ultimately improving workplace happiness among university teachers.
13. A comparative study can also be done among select popular universities and their teachers across different countries to get better insights into the four variables used in this study and their correlation.

SUMMARY

SUMMARY OF THESIS

“There is an insatiable desire in each living being to manifest power. The world is the will to power – and nothing besides.” Quote of Philosopher Friedrich Nietzsche. Here power refers to the desire of personal growth, satisfaction, happiness, and recognition. Humans are the most powerful species on planet earth but not necessarily the happiest. Happiness, a timeless and globally sought-after state of being, has fascinated scientists, philosophers, and individuals alike for centuries. While it may have a diverse meaning in different cultures, at its core, happiness encompasses a profound sense of overall well-being. The pursuit of happiness has also gained importance within societal frameworks. Governments and policymakers around the world are recognizing the importance of people’s happiness and are combining measures of happiness and quality of life into their policy decisions. The concept of Gross National Happiness (GNH), introduced by Bhutan, highlights the need to prioritize holistic well-being over merely economic growth or progress only measured in metrics. Even organizations in striving to maximise their operations and achieve their objectives, they are gradually realizing that a happy workforce is not just a desirable outcome but a big factor in overall success. Institutions of higher learning have also started recognizing the need to create a conducive environment where Teachers and all its stakeholders feel valued, supported, and empowered. But over the past few centuries the globally integrated and interconnected world has become more advanced, complex and economies moving from being agrarian to industrial. Today workplace has a significant role in the lives of the people. But so has the stress, work pressures, competition, long working hours, gender disparities and exploitations making an unhappy work culture. Workplace performance is an expression of the power. The dynamics of employee happiness at work are pivotal for understanding the different components that affect their relationships, work behaviour and performance. A lot has been written and reported on the same. But one of the most ignored areas has been the depleted state of workplace for teachers at the universities level who among being the custodians of the society in developing the intellectual wealth and prosperity of the nation and are considered the lighthouse

of an educated society are the ones who suffer the most. Even Gyeltshen & Beri (2018) expressed through their review that workplace happiness is very vital both for both the employees and the organizations. Happiness impacts both the productivity of organization and well-being of employees and stakeholders. This study contemplating the research gap in understanding the prevailing neglected arena of the adverse workplace conditions and related variables affecting the university teachers workplace happiness is a research endeavour based on the Pilot project initiated and literature review made. It was an interesting case to study among the most probable variables and their revalidated scales to measure Workplace Incivility, Job Autonomy and Leadership styles of the heads as predictors of Workplace Happiness among university teachers.

Happiness at workplace specially in context of university teachers as a construct in this study had been taken which enables to maximize performance and achieve potential. For defining and measuring workplace happiness among university teachers the workplace PERMA Profiler as developed by Dr Martin Seligman, was used. PERMA referred to its five dimensions as positive emotion, engagement, relationships, meaning and accomplishment.

In a world which is primarily governed by self-interest and self-pride, very difficult to imagine a perfectly balanced society or in other words a utopian state with an ideal mode of governance as highlighted by Sir Thomas More in his book Utopia published in Latin in (1516). But we are living in a world of imperfection and global competition where fear, pleasure, thought, sorrow, and violence are all interrelated. (J Krishnamurthy). During such a scenario finding happiness is like searching for an endangered species. Many people take pleasure in violence, in disliking others due to their own vested interests and even hating or having animosity towards a particular race, gender or ethnicity. Some believe violence is the answer, when it should not even be a question. Violence is not merely a physical abuse. Seen in context of a workplace it is a subtle violence or an act of incivility when we use sharp words capable of mental distress, when we use gestures to ignore a person or deeply hurt their pride, when our loyalty is defined by our fear and our privacy is challenged. Even when one separates themselves by way of a prevailing dualism

thought in the mind as a senior -junior, superior- inferior, qualified -non- qualified, men- women, this also breeds incivility at workplace seen in the form of micro aggressions which if not checked can seriously undermine the overall happiness of the people at work. Its only in the recent past two decades that workplace incivility has gained awareness of its multiple dimensions and negative spread over. Some researchers even see it as a shadow pandemic without any geographical boundaries which is obvious than any exception today prevailing virtually in all organizations and educational institutions in some form.

Excessive micro management by the managers or heads proves to be counterproductive and can severely undermine the confidence, zeal and cooperation of the staff. Empowerment is one of the key elements of positivity which is significantly contributed by support and autonomy. An eco- system where managers give people sufficient space to prosper on their own while themselves providing support when needed is very conducive to happiness at workplace. People are happier at work when they can experience the process and final achievement giving them a sense of fulfilment. This is instrumental in building a psychological unity within the organizations or institutions where all its stakeholders stand to win and be happy. Seen in context of university teachers, job autonomy fosters the freedom to choose the pedagogy of teaching, class management style, designing the curriculum and optimum utilization of the available physical / intellectual resources.

There is a famous quote – wherever there is a shared vision, there is no need for supervision. Such is the power of influence of leadership to nurture and guide people to the achievement apotheosis. Even at workplace, leadership in its entirety can infuse significance and meaning, a sense of purpose into almost everything its employees do to convert even a mundane or a routine task into a masterpiece of excellence. This leads to an enriching experience of positive upward spiral of workplace happiness and goodness. Looking into the arena of university teachers at their workplace who have been a fountain of knowledge since long have been a neglected lot leading to teachers' discontentment and disengagement. The senior leadership rather than rejuvenating the workplace and the system towards excellence a pandemic of unhappiness prevails among university teachers seriously affecting

them and the future careers of their students. Therefore, leadership in higher education assumes a special prominence & importance in terms of its role to guide, motivate, empower and sustain an intellectual capital of the teachers and manage support systems. Leadership styles has taken different forms as contributed and introduced by many prominent researchers, Lewin (1936), Greenleaf (1970), Burn (1978), Bass (1981), Stalker (1969), Brown, et al., (2005) but prominently three styles of leadership namely, Autocratic, Democratic and Laissez faire that stand tall in institutions of higher learning have been taken in this study to understand their impact on workplace happiness. Autocratic leadership is often referred to as traditional or classical model where decision making is centralised. This style is considered as dictatorial in nature where staff is not consulted nor any input seek from them. Democratic leadership is participative and shared leadership which has the spirit of inclusivity. It encourages staff to be a part of the decision-making process and shares problem – solving responsibilities. But ultimate responsibility lies with the leader. Laissez faire leadership is based on the belief of the capability in the followers and lets them solve their own challenges by themselves. There is no micromanagement daily.

Literature review as its purpose in research is to make a critical evaluation of the academic content available in the field of study and identify research gaps needing further study was made by the researcher. Reviews indicated that workplace incivility is negatively correlated to workplace happiness. A toxic workplace culture can undermine the very existence of the institutions. Job autonomy and leadership styles of the heads is positively correlated to workplace happiness although with multitude of intensity and types. Mostly the studies pertain to outside India and that too in context of the industry. There were very few studies pertaining to teacher's unhappy job working conditions in educational institutions and specially concerning teachers in Indian universities. Keeping in view the strategic importance of the intellectual capital in the form of university teachers who are instrumental in enhancing the human capital index of the country and its economic development, it was felt to explore further this arena as a positive way forward. Even the tools used in the study were validated to make more sense and come out with better authentic

results. All the stake holders can be immensely benefitted from the findings of this study customised in the Indian context and similar regions.

Workplace Incivility, Job Autonomy and Leadership styles of the Heads as predictors of Workplace Happiness among University Teachers

SIGNIFICANCE OF STUDY

A good salary motivates once in a month, but a happy work culture motivates every day. Happiness is a huge dividend at workplace specially when employees are seen as the most valuable resource cum capital of an organization. To keep its employees motivated, engaged, satisfied, contributory and prideful, extrinsic and intrinsic factors can be the game changer impacting all the stakeholders. This study is quite significant to address and foster workplace happiness among university teachers, an area which has since long been neglected although the teachers are the embodiment of a strong and a dynamic society. For the university administrators the study can play a pivotal role in providing inputs to the institutional leadership in adopting the best leadership style of the heads to lead. It's a good insight in framing focused training interventions for teachers to include behavioural and skill development programs. It can help in setting up an effective system to deal with complaints of the teachers who have been subjected to workplace incivility and to check the negative spiral from spreading including there can be a provision for advance warning system. Validation of the tools used in the study offer increased accuracy of the data collected and accordingly its reliability to take decisions. This builds a positive institutional reputation among current and potential stakeholders. Even the study outcomes can have profound effect on Policy Makers in the Ministry of Education and other national level regulatory bodies for implementing a robust framework of workplace policies giving due importance to the teachers and ensuring that there is zero tolerance of any form of exploitation at any level and promoting human resource policies which respect diversity, inclusivity and gender sensitivity. Enforcing Teachers happiness model can also be included as one of the important criteria of university accreditation and ranking.

At the individual level through this study teachers will be able to better understand the harmful effects of micro-aggressions and micro-assaults at

workplace, this can help to take corrective steps and develop coping mechanism. Even the mental space to perform, schedule work / timetable and take decisions in view of exercising job autonomy gives teachers a better time management and a greater work life balance along with a sense of accomplishment and thereby attaching meaning to work. As per the study supported by an appropriate leadership style of the heads it creates a positive work environment which gives impetus to teamwork, creativity and innovation within departments to raise the overall standard of the university. Researchers on their part also can use the findings of this study to further build on the theoretical knowledge about teacher's happiness and effectiveness with respect to incivility, job autonomy, leadership styles of heads and other teachers' outcomes. The use of validated tools serves this purpose.

STATEMENT OF THE PROBLEM

The study has made an attempt to identify the most notable external variables which directly impact workplace happiness among university teachers. This contemporary issue has been high in demand but under represented to mostly focus on the corporate work culture. Therefore this study has been entitled as "Workplace incivility, job autonomy and leadership styles of the heads as predictors of workplace happiness among university teachers."

OPERATIONAL DEFINITIONS OF TERMS USED

University Teachers

The term Teachers refers to teaching professionals at Assistant Professor, Associate Professor and Professor level employed in a single campus university involved in teaching students of higher learning pertaining to graduation, post-graduation and research in any of the five conventional professional courses, namely Engineering, Management, Education, law and pharmacy as per the identified sampling design. Additionally, they should have worked for minimum 3 years under the present designation.

Workplace Incivility

Low- intensity deviant behaviour with ambiguous intent to harm the target, in violation of workplace norms for mutual respect. Andersson & Pearson

(1999). In this study it is a measure on Scale developed by Lilia Cortina (2001) measuring rudeness, condescending, and ostracizing experiences on the job. This represents acts of micro aggressions at workplace being faced in the current job from the seniors / superiors/ supervisors by the university teachers.

Job Autonomy

Essentially refers to degree of freedom at workplace to perform and take decisions with no micro – management. Operationally in this study it relates to university teachers freedom to work scheduling/ planning, decision making and work methods completion as measured on a scale of Frederick P. Morgeson (2006).

Leadership Style of the heads

In a university it is the blend of different styles of leadership of the heads as perceived by teachers themselves. For the purpose of this study three conventional popular leadership styles have been taken into consideration - Autocratic, Democratic and Laissez faire measured through Leadership Style Scale developed by Migosi (2013)

Workplace Happiness

It's a comprehensive state of satisfaction, fulfilment, engagement and positive emotions at workplace. Operationally for this study workplace happiness well -being model as developed by Martin E.P Seligman (2011) has been used whereby 5 dimensions of well -being referred as PERMA (Positive emotions, Engagement, Relationships, Meaning and Accomplishment) have been taken into consideration.

OBJECTIVES OF THE STUDY

1. To explore the levels and types of job autonomy and workplace incivility among university teachers.
2. To find the types of leadership styles of the heads as perceived by university teachers.
3. To explore the level of workplace happiness among university teachers.

4. To find the difference among university teachers in their level of workplace happiness, job autonomy, workplace incivility, leadership styles of the heads on the basis of type of university, gender and age group.
5. To study workplace incivility, job autonomy and leadership styles of the heads as predictors of workplace happiness among university teachers.

HYPOTHESES OF THE STUDY

1. There exists no significant difference among university teachers in their level of work place happiness and its domains on the basis of types of university, gender and age group.
2. There exists no significant difference among university teachers in their level of job autonomy on the basis of type of university, gender and age group
3. There exists no significant difference among university teachers in their level of workplace incivility on the basis of type of university, gender and age group.
4. There exists no significant difference among university teachers in their perception of leadership styles of their heads on the basis of type of university, gender and age group.
5. There exists significant relationship between Workplace Incivility, Job Autonomy, Workplace Leadership and Workplace Happiness among University Teachers
6. Job autonomy, workplace incivility and leadership styles of the heads are not the significant predictors of workplace happiness among university teachers.

DELIMITATIONS OF THE STUDY

1. Due to study resource and time constraint, it has been delimited to the universities located in Delhi (NCT) National Capital Territory +

neighbouring satellite cities of Noida, Greater Noida, Gurugram & Faridabad in India

2. The sample of the respondents in the study have been confined to those universities which were offering academic and all five conventional professional course namely, Engineering, Management, Pharmacy, Education and Law at single campus.
3. The primary data has been collected from the respondent's teachers in the category of Professors, Associate Professors and Assistant Professors having minimum of 3 years work experience in the last designation held. Ad hoc or Guest teachers or non -teaching staff have not been included in this study.
4. The study is delimited to the variables included in the study, namely workplace incivility, job autonomy and workplace leadership style. There may be other internal and external variables that could contribute to workplace happiness but have not been included in this study.

METHODS AND PROCEDURES

In the domain of Quantitative Study the Descriptive Survey method of research is used as done in this study which measured the relationships between independent and dependent variables. The present study was a cohort study where the sample group of respondents were with similar features. In this case they were all full-time university teachers working as Professors or Associate Professors or Assistant Professors minimum for three years in their last post held employed in seven single campus universities chosen as per the sample present in Delhi (NCT) (National Capital Territory) (India) + neighbouring satellite cities of Gurugram, Faridabad, Noida and Greater Noida running various academic and five conventional professional courses namely- Engineering, Management, Pharmacy, Education and Law. In the present study researcher used proportionate sampling technique to reach approximately 23% of the respondents out of the available finite population of teachers in these seven universities in order to reach the minimum threshold limit to arrive at an optimum sample size worthy of analysis and

interpretations leading to conclusions which can be generalized. As this study was done primarily during the period of Covid 19 in the year 2020 and early 2021 when virtually all campus were closed, finally 400 online responses were recorded after cleaning of data used for the purpose of analysis & interpretation. The researcher used different instruments for measuring the four constructs of research. For workplace incivility, scale developed by L M Cortina (2001) was used which was adapted and validated in the Indian context with single dimension. For accessing the Job Autonomy scale developed by Morgeson & Humphrey (2006) was used which was adapted and validated in the Indian context with its three dimensions, namely – work scheduling, decision making and work method autonomy. For accessing the Leadership styles, scale developed by Migosi et al. (2013) was used which was adapted and validated in the Indian context with three types of leadership styles in it, namely democratic, autocratic and laissez-faire. For accessing the Workplace Happiness, the PERMA Profiler as developed by Dr. Martin Seligman (2011) was used which was adapted and validated in the Indian context with its five dimensions, namely – positive emotions, engagement, relationships, meaning and accomplishment.

ANALYSIS AND INTERPRETATION

The adapted scales of the four variables used for the purpose of analysis and interpretation in the study are indicative of the findings on the percentage – wise, comparative, correlation, and regression analysis. All these scales were validated and the normality of the data ensured to bank upon more authentication of the primary data collected from the respondents. Scoring and norms were set accordingly. Wherever required graphic representation of demographic variables, levels (low, moderate, and high) of workplace incivility, job autonomy, workplace happiness and types of leadership styles of the heads has been shown along with comparative analysis bar diagrams with respect to type of university, gender and age and due to the interaction between them. Discussion and results followed at the end.

CONCLUSION

A good salary motivates once in a month but a happy workplace motivates every single day. Present study has been an endeavour to the cause of university teachers who over the years have been subjected to lot of work pressures, uncertainty, lack of freedom of work and a toxic work culture affecting their output and well-being. Academic services are an intellectual labour requiring at the university level high intent, content and a conducive work environment which fosters positive emotions, engagement, relationships, meaning and accomplishments. This is where PERMA Model of workplace happiness as developed by Dr. Martin Seligman was adapted as a tool to study the impact of important variables of workplace incivility, job autonomy and leadership styles of the heads as predictors of workplace happiness among university teachers.

Realizing the research gap of low awareness into what constitutes the challenges to workplace happiness being faced among university teachers and very less literature available in this arena, this study serves the purpose of multiple stakeholders by showing gateways and suggestions through its conclusions. Prominent conclusions being age or gender may not affect but certainly public universities teachers are happier than private university teachers. There is a linear relationship between age and mental health, workplace happiness was at peak among university teachers at the age 55-64. Universities teachers (male/female) at the age of 25-34 most vulnerable to workplace incivility and have less autonomy at work. Also, in general teachers working in private universities experience more workplace incivility as compared to those working in public universities. Democratic and laissez-faire has more acceptance among teachers because that encourages inclusivity and participation although more prevalent traditionally in universities is autocratic leadership styles of heads. But systems are evolving for a better and positive leadership. Lastly the study shows there exist a significant negative relationship between workplace incivility and workplace happiness. Vital need felt to create awareness and feedback mechanism to counter the negative spiral of workplace incivility and thereby help in creating a win – win situation.

IMPLICATIONS OF THE STUDY

The study has both practical and theoretical implications. Validation of Workplace Incivility, Job Autonomy, Workplace Leadership styles of the heads & Workplace Happiness Scales used in the Indian context is a great contribution to the university senior leadership, administrators, policy makers and teachers to get a fair assessment and insights into contemporary variables affecting the teacher's workplace happiness. This would help in removing the barriers which create disparities between the working and its environment within the scope of private and public universities, also there is no exploitation of teachers in terms of type of university, levels, age group and gender. Study as it outlined that teacher in the age group of 55 – 64 years tend to have and enjoy more the benefits of job autonomy. Senior leadership if really can balance out the spread of autonomy in the lower age groups and specially 25- 34 years, it would be a great opportunity for teachers to be more empowered, engaged and motivated in their work. The PERMA model of workplace happiness and its five domains (positive emotions, engagement, relationships, meaning and accomplishment) taken in the study offers a clarity of performance management and its parameters for the university authorities to implement. Realising from the outcomes of the study in terms of leadership style as one of the important predictors of workplace happiness there is no single type of leadership style fit for all situations or institution. As many institutions were found to be using the traditional Autocratic leadership style, but it should be handled with care because its devoid of any employee's initiative or creativity and may sound more despotic in nature. In the long run on the contrary Democratic and Laissez-faire leadership style is more inclusive, motivating and rewarding. There can be establishment of a "No Tolerance zone" as a coping mechanism to deal with its occurrence or with the possibility of the spread of a negative viral within the workplace. The study outcomes can add new inputs and research findings to the literature regarding Workplace Incivility, Job Autonomy and Leadership styles of the heads, as these variables are significant antecedents of other important variables as well related to teachers like job engagement, job satisfaction and mental-wellness.

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APPENDIX

APPENDIX

Research Study Survey introduction and common personal information of the respondents

This is to request your quick valuable time in filling up this Google Form Questionnaire which forms a part of my Ph.D research study being conducted on University Teachers. Your valuable expert inputs in the form of answering of objective type Questions would immensely contribute to final research findings.

Myself Suneel L Keswani, a Research Scholar in Education at Lovely Professional University, Jalandhar (Punjab) in pursuit of Ph.D thesis on the Topic “**Workplace Incivility, Job Autonomy and Leadership styles of the heads as predictors of Workplace Happiness among University Teachers.**”

I, hereby confirm that nowhere your identity would be revealed and all your responses will be kept confidential. They will only be used for statistical purposes and the outcome of this study to be Only used for academic purpose.

It will take 10-15 min. to complete this survey. Thank you for your time

Required *

Name	Email *
Mobile No.	Name of the University *
Department *	Designation *
Gender *	Female Male Other
Age *	(Check all that apply)
25-34	35-44 45-54 55-64

APPENDIX A

Section A : JOB AUTONOMY

Explanation: Degree of freedom at workplace to perform & take decisions

Responses: **YES** **NO** **MAYBE**

Statements:

1. My job allows me to make my own decisions about how to schedule my work
2. My job allows me to decide on the order in which things are done on the job
3. My job allows me to plan how I do my work
4. My job gives me a chance to use my personal initiative or judgment in carrying out the work
5. My job allows me to make a lot of decisions on my own
6. My job provides me with significant autonomy in making decisions
7. My job allows me to make decisions about what methods I use to complete my work
8. My job gives me considerable opportunity for independence and freedom in how I do the work
9. My job allows me to decide on my own how to go about doing my work

APPENDIX B

Section B : WORKPLACE INCIVILITY

Explanation: Micro aggressions at workplace in your current job, have you been in a situation where any of your Seniors / Superiors / Supervisors

Responses : **Once or twice** **Often** **Sometimes** **Many Times** **Never**

Statements :

1. Paid little attention to your statements or showed little interest in your opinions
2. Doubted your judgment on a matter over which you had responsibility
3. Gave you hostile looks, stares, or sneers
4. Addressed you in unprofessional terms, either publicly or privately
5. Interrupted or “spoke over” you
6. Rated you lower than you deserved on an evaluation
7. Yelled, shouted, or swore at you
8. Made insulting or disrespectful remarks about you
9. Ignored you or failed to speak to you (e.g., gave you “the silent treatment”)
10. Accused you of incompetence
11. Targeted you with anger outbursts or “temper tantrums”
12. Made jokes at your expense

APPENDIX C

Section C: LEADERSHIP STYLES OF THE HEADS

Explanation: There are three clusters of Leadership styles. Mark from 'Always' to 'Never' as per your designate leader (Head of Department) approach.

Responses: **Always** **Often** **Occasionally** **Rarely** **Never**

Part 1

1. He/ she tries new ideas with staff
2. He/ she asks that staff members follow standards rules and regulations
3. He/ she lets staff members know what is expected of them
4. He/ she lets staff members working to capacity
5. He/ she finds time to listen to members of staff
6. He/ she is approachable and friendly

Part 2

7. He/ she makes his / her attitudes (intentions) clear to the staff
8. He/ she is very strict
9. He/ she assigns staff members particular duties.
10. He/ she speaks in a manner not to be questioned
11. He/ she makes sure that his/ her part is understood by all members
12. He/ she keeps to himself/ herself

Part 3

13. He/ she does personal favours for the staff
14. He/ she does things to make it pleasant to be a member to staff
15. He/ she is very easy to understand
16. He/ she looks out for the personal welfare of individual staff members
17. He/ she gets staff approval on important matters before going ahead
18. He/ she is willing to make changes

APPENDIX D

Section D : WORKPLACE HAPPINESS

Explanation : Please read each of the following questions, and then select the point on the scale that best describes, your feelings and experiences at work.

Responses on a Scale : 0 (Never) to 10 (Always)

Statements :

1. How often do you feel you are making progress towards accomplishing your work -related goals?
2. At work, how often do you become absorbed in what you are doing?
3. At work, how often do you feel joyful?
4. At work, how often do you feel anxious
5. How often do you achieve the important work goals you have set for yourself?
6. In general, how would you say your health is?
7. To what extent is your work purposeful and meaningful?
8. To what extent do you receive help and support from co- workers when you need it?
9. In general, to what extent do you feel that what you do at work is valuable and worthwhile?
10. To what extent do you feel excited and interested in your work?
11. How satisfied are you with your current physical health?
12. At work, how often do you feel positive?
13. At work, how often do you feel angry?
14. How often are you able to handle your work -related responsibilities?
15. At work, how often do you feel sad?

16. At work, how often do you lose track of time while doing something you enjoy?
17. Compared to others of your same age and sex, how is your health?
18. To what extent do you feel appreciated by your co-workers?
19. To what extent do you generally feel that you have a sense of direction in your work?
20. How satisfied are you with your professional relationships?
21. At work, to what extent do you feel contented?
22. Taking all things together, how happy would you say you are with your work?

LIST OF PUBLICATIONS

1. **Article** : Psychological Diversities of Behavior : Validation of Workplace Incivility Scale (WIS) in context of Education among Indian University Teachers. *Journal of ReAttach Therapy and Development Diversities*, Vol 6, No.10s, pp. 791 – 797 (eISSN 2589-7799) (Scopus Indexed).
2. **Article** : Evolution of Workplace Incivility (WPI) among university teachers from campus to online teaching. *Shodh Sarita*, Vol. 7, Issue 28, pp. 185-188. (ISSN 2348-2397), UGC Care listing.

LIST OF CONFERENCES

1. **Virtual International Multidisciplinary Conference on Sustainable Practices (VIMCSP – 2020).**

24th & 25th July 2020

Organized by : Lovely Professional University, University of Kufa & SICC
Abstract published and Research Paper presented on: Re- visiting Workplace Happiness among university teachers in pandemic challenging times.

2. **7th International and 9th Indian Psychological Science Congress (Virtual Platform)**

28th & 29th November, 2020

Organized by: Jax Foundation, Delhi, BRICS – International Forum & Department of Psychology, Arba Minch University.

Research Paper presented on: Workplace Happiness (WPH) under Quarantine for university teachers.

3. **International Conference on Changing Paradigms of Individual and Society: Conflicts, Negotiations and Growth.**

31st March, 2021

Organized by: Department of Psychology & Department of English, DAV University, Jalandhar

Research Paper presented on: Impact of Leadership on Workplace Happiness of an Individual.

4. **International Conference on Equality, Diversity and Inclusivity: Issues and Concerns.**

25th November, 2021

Organized by: School of Education & School of Humanities, Lovely Professional University, Punjab.

Research Paper presented on: Workplace Incivility exclusion to Workplace inclusion in university Teachers.