

# How happiness effects teachers: study of happiness with different variables

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DOI: [10.52984/ijomrc2204](https://doi.org/10.52984/ijomrc2204)

## Abstract:

Happiness is the main aim of life. Happiness is such an important issue and it becomes more important when it comes to the happiness of teachers. When it comes to Chhattisgarh it becomes more important because no studies have been done in this area. We are discussing so much about poor quality of education about dropout rate of students, about learning outcomes and teacher's role etc. But we hardly discuss the quality of teacher who is supposed to be responsible for this. We have never tried to find out how happy, satisfied or mentally fit they are. We have not tried to find out how happiness affects our teacher's interpersonal skills and how it affects their work accountability. No research as such has been done in this area in Chhattisgarh state. The happiness survey which was factors of happiness, interpersonal skills and work accountability done by MP government was also a general survey and not focused on teachers. Happiness makes man feel his worth. A happy man may be self centered or outspoken. A happy person when deals with self he deals with internal happiness and is not bothered about his interpersonal relationships, but an outspoken happy person spreads his happiness and has a strong interpersonal relationships and is also accountable towards his work. It is also seen that a person who is accountable may be accountable due to his duty and may not necessarily be happy. This paper tries to find out the relationship of happiness of teachers with various components.

**Key Words:** happiness of teachers

Happiness has a manifold meaning. We sometimes mix it with well-being or quality of life. Happiness tells us how satisfied an individual is, and how does he deal with his emotions. Philosophers consider happiness to the highest good and ultimate motivation for human action (Diener,1984)

Wellbeing (happiness) means individual ability to enjoy life and efforts to achieve psychological resilience. Mental Vilas is viewed as a positive attribute, emotional well being the capacity to live a full and creative life and the flexibility to deal with life's inevitable challenges."(Abha Singh,Ritu Modi 2011) Happiness exists in the consciousness of humans. The happiness lies within us on the we feel that we get it from external objects. Indian philosophy explores happiness in Vedas

Upanishads and Gita to guide the Indians lead a happy life. According to Ayurveda the life can be Sukha Swaroop (happy) Dookh Swaroop (sad) and swasth (health), combining together to gain happiness. According to Indian philosophy the basic nature of human is happiness. Happiness is a state of mind the desire to be calm and satisfied.

The Greek tradition explains that happiness lies in the way we respond to the life circumstances and adversities because they are not in our control(Kesebir and Diener,2008) . we take the term happiness for granted in modern age, but philosophers have tried their level best to find the meaning of "happiness". The Greek philosopher Democritus explain that happiness was" case of mind" introducing a subjective view of happiness (Kesebir

and Diener,2008) Socrates and Plato objectively explain happiness "as the secure enjoyment of what is good and beautiful."(Plato,1999,pg80)

### Conceptualizing happiness

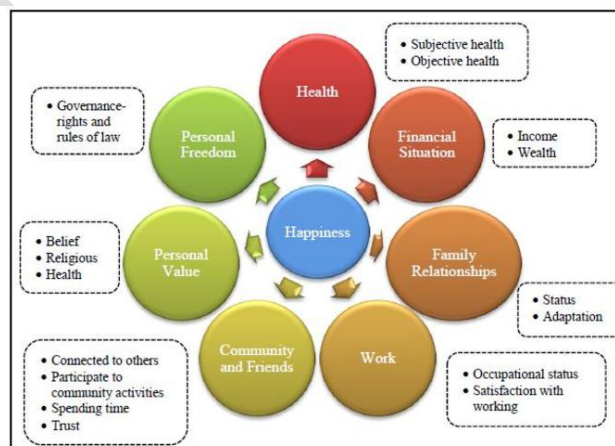
Modern psychology describes happiness as subjective well being. The key components of subjective well being are

- Life satisfaction
- Satisfaction with important aspects of one's life (work, relationships ,health)
- The presence of positive effect.
- Low level of negative effect.

Self-determination theory can be used to quantify happiness. It's critical to distinguish between 'ideal' and 'real' happiness. Ideal bliss is the state of being in ideal shape, which is complete and eternal, but which is out of grasp for us (Kesebir and Diener,2000)

In India, numerous intriguing case studies depict national and individual happiness. Being a unique and varied society with a rich history and cultural traditions that contribute to the country's distinctiveness in the globe, the concept of happiness has many different interpretations. Pleasure, according to the Indian Post Office, is a personal affair that is determined by one's attitude, and that external and material circumstances have no bearing on one's level of happiness. According to studies, income is one of the outside-in elements that affect happiness (Dianar and Bishwas2002). A nation's livability is determined by the amount to which the state provides services and infrastructure

that enable people to flourish. (Veenhoven and Ouwenweel, 1995) (2009, Camfield, Chaudhari, and Devine) More happiness in the setting of poverty important happiness correlations The studies also show that social relationships are important to happiness (Webb2009). He discovered that Tibetans were satisfied with various aspects of their lives despite cultural change and economic hardships. He also discovered that women were more satisfied than men, and that non-educated people were more satisfied than those with formal education. (Skaalvik and Skaalvik 2011) founder teachers' health has gotten greater attention during the last century, according to the study. School teachers and other professionals are very susceptible to a variety of psychological, mental, and physical issues. They deal with stress and attrition on a daily basis (Borreli, et al., 2014). Studies show that self-esteem plays a role in initiating health-related behaviors, hence boosting teachers' physical and mental health. The study also found that when instructors recognize that there are places when they feel pleased as contacts, the impact of dispositional happiness and self-esteem on health is greater (Paula Beneveneet.al.2019) (Shehdon et al., 1996) found that when people's basic demands for competence, autonomy, and relatedness are met in their key occupational activities, they can enjoy higher levels of happiness than ordinary days relative to their baselines. when they feel fulfilled in their basic needs for competence autonomy and relatedness in the major activities in the workplace.



### Factors affecting happiness Source: Adapted from Layard (2011)

#### Happiness of Teachers

Schools play a central role in the process of shaping childhood and framing futures. Teachers are surely the most important members of schools for achieving these aims. In the context of teaching, studies have shown significant association between the mental health status of teachers and the academic performance of schoolchildren. For example, the teacher's happiness and psychological wellbeing are predictive of the schoolchildren's happiness and well-being, which are, in turn, two main predictors of pupils' academic achievement. The teacher's positivity and expression of positive emotions may affect school performance. Teaching is a profession associated with high stress, and teaching responsibilities include balancing the demands of the pupils and concerns about their behaviour and speedy decision-making is often required. When the person stretches positivity contentment and joy to others it reflects in his relationship with others. This is very important for a teacher assess behaviour has an impact on his classroom environment. Researches try to find out how happiness of teacher affect the students (Lavy&Bocker2017) students performance is highly affected by the happiness of teachers (Takayanagi2016) the happiness of students depends on the happiness of teachers (Duck worth et al 2009) teachers happiness has a major role to play in making the school environment positive and in the achievement of students. A teacher should be knowledgeable understanding friendly and sexual act as a facilitator, friend, mentor, philosopher, psychologist and guide. The society demands a lot from a teacher but it never is heed to see II if this socially competent teacher is happy or not. The happiness of teacher is a question which is neither and nor answered. The demand of society from the teacher is very high but it is least bothered about the well-being of the teachers. Happiness increases the confidence and self esteem of a person who ultimately increases his/her productivity. It also helps them to face adverse conditions. Teachers are also human they too go through a range of

emotions throughout the day. The emotional stress can affect their production in the classroom. The study showed that happiness has significant relationship with all the components of working life quality (Zainab Toulabi 2013) teachers happiness has direct effect on the students learning. Teachers have the responsibility of making a happy healthy and successful individuals which in turn make a happy society. Only happy and peaceful teachers can make happy individuals. A research conducted on the role of family, teachers and environment and its effect on children's happiness shows that utmost responsibility of teachers and parents on their happiness. (Uusitalo-Malvimaura and Lehlo2012) teachers should take necessary steps to remain happy because feeling good, being optimistic and being positive are the attributes which can make them the role model of students. (Rolls et.al, Kubzansky et.al, 2005) students happiness has significant relationship with their academic achievement (Hubner, 1991) the teacher should give a happy and violent of learning to the students which depends on their own happiness. Happy and successful students can be reached only by peaceful and calm teachers. Because happiness can be learnt teacher should be more responsible to be happy and create a happy environment. Research show that teachers who are unhappy affect the happiness of students (Munevver Mertoglu, 2018). Hubner.E.Scott & Gray.L Alderman(1993) study the children's life satisfaction and its relationship to self and teacher reported psychological problems with the help of students life satisfaction scales (SLSS, Huebner 1991a) shows that students happiness was related to their achievement which was affected by teachers happiness.

Interpersonal relations of teacher are yet another quality which makes him a popular or despised teacher. Robert Biswas (2012) in his survey study on Indian happiness pointed out that 62% of Indians were happy despite of poverty because of strong social relationships. Xuling Zang (2016) in his study highlighted the fact that interpersonal relationship is positively related to

happiness. He also found that social empathy of teachers had positive effect on their interpersonal relations.

Teacher's knowledge enthusiasm and responsibility for learning, classroom activities, assessment activities that encourage learning through experience, effective feedback that is used in learning process in the classroom, effective interaction between teacher and students encourages and stimulates learning through experience online. Wolk (2001) says that passionate teachers can create an effective classroom environment. Gurney (2007) concluded that teacher's enthusiasm and proper interaction turn learning into pleasure. A good teacher should have empathy. Empathy is the ability to understand the feelings and thoughts of others as one's own. An empathetic teacher uses teaching as a tool to explain how a student or a character may be feeling during certain situation. The empathetic teacher can change the outlook of his /her students towards looking at the things. Various studies show 48% decrease in empathetic behaviour of people which has resulted in bullying, rigid belief system and indifference in relations. Social empathy has relation with happiness and interpersonal relation of people. Tulay Bozkurt (2010) in his study on relationship between empathetic classroom climate and student's success found that teacher's empathetic behaviour had more effect on student's success rather than their academic knowledge. Alex Kajitani (2009) in his study found that students who learn social and emotional skills in school are more prepared for the workplace and life in general. Lack of social empathy is resulted in hatred and lack of interpersonal relations.

The relationship between interpersonal relationship and work accountability is very close those who are accountable necessarily have better interpersonal relationship. Sterling (1972) found significant positive correlation among accountability and teacher's performance through merit salary and other factors. Berdhal (1990) found that relationship between teacher's academic

freedom autonomy and accountability and mutually complementary. Jains (1982) concluded that teacher who were approached by an enthusiastic coworker had a much more positive model of behaviour and the one that was capable of providing them with social affiliation self-esteem recognition and self-actualization they really need. Cheng(1999) founder teachers experience has job satisfaction and increase productivity where shared participation organizational ideology intimacy and charismatic leadership were the key factors. Tripathi (2005) conducted a comparative study of assert turning the extent of professional responsibility prevalent among rural and urban teachers of primary secondary and higher stage the researcher constructed the main tool covering four main areas under the sense of responsibility for the teaching professionals these were named as responsibilities towards students, towards parents, towards institution and towards the society. Results however had been presented in the form of composite score obtained by 300 teachers of Varanasi district as the group primary teachers of rural areas had a deeper sense of professional responsibility than their urban counterparts. At secondary stage the urban group showed a significant has sense of responsibility than their counterparts at the higher level no significant difference was observed between the two groups. Accountability contributes to happiness since it leads to satisfaction.

Happiness is an emotional state in which a man recognizes his worth, recognizes his abilities, feels content, and has a positive outlook on life. Teachers' feelings of fulfillment and contentment are extremely significant since they mirror society as a whole. Teachers hold the country's future in their hands, so their happiness has a significant impact on their classroom behaviour. Finding happiness among instructors is crucial because happy teachers will contribute to a happy society by properly nurturing the next generation. The position of a teacher necessitates responsibility. It is expected that the accountable instructors are content (Zeanib Tulabi) However; this is not always the case. Teachers may be held accountable out of a sense of obligation, which may or

may not lead to happiness. Studies also show that teachers with better teaching skills are happier than teachers who do not have this skill (Vali Mehdinezha D, 2012)

### **Correlating Happiness with various variables**

**Walter G Stephan, (1999)** while analyzing the role of empathy in improving intergroup relations defined empathy into two groups, one as cognitive empathy and other as emotional empathy. The research indicated that empathy increases prosocially behavior it was also found that training can improve empathetic skills.

**Marilyn Hockley et.al (2000)**, studied the effect of tutors of vocational excess in developing the communication styles of teachers. This research also studied the pattern of classroom interaction of 16-18 years old students who had mild to moderate learning difficulties the results indicated that determinant previous of the tutors showed relatively high warmth and low control which created a cooperative environment in class and effective student teacher relationship.

**Ann Bainbridge Frymier,et.al(2000)**, this study was conducted find out teacher student relationship, the importance of communication skills, students perception of teachers communication skills. This study also wanted to test if the female students had the same perception as male students regarding communication skills of teachers. 93 students taken as a sample with 32 males and 61 females and with the help of communication function questionnaire of **Burelson and Samter(1990)** two studies were conducted the results found that communication skills are very important for good teaching was the perception of students. Result also show that communication between teacher and student is relational as well as content driven.

**Seligman, MEP et.al(2000)** in his book positive psychology an introduction explored that we can experience three kinds of happiness which are pleasure and gratification, embodiment of strengths and virtues, and meaning and purpose. Each kind of happiness is linked to a positive emotion.

**Ruut Veenhoven,et.al.(2005)**, Satisfaction and happiness is mainly caused by mental fitness this result was predicted by researches in this study of mental healthcare and average happiness. The result also show that the countries who invested more in mental healthcare had more happy citizens than the countries you did not invest in this area.

**Singh Neelam ( 2005)** working on comparative study of accountability of teachers found that the caste has nothing to do with the accountability of teachers and that there is a difference in work accountability of teachers of Government and private schools where teachers of Government schools are more accountable than the teachers of private schools.

**Jonathan David Haidt,(2006)** IN his book “The happiness hypothesis: finding modern truth in ancient wisdom”discussing the happiness Jonathan says that happiness is internal and it cannot be found in external things. External conditions don't matter if you are happy internally.

**Glenda Cain,Dr. Yvonne Carnellor,(2008)**, this study was conducted to document the effect of social emotional learning program on teachers, classroom environment. the study showed that the roots of empathy program had positive effect in developing emotional literacy. the program improved the teachers' attitude towards students.

**Sonja Lyubomirsky(2008)** In her book the how of happiness Sonja discusses that the happiness is birth striving for and that 50% of given human long-term happiness level is genetically determined 10% of is affected by life circumstances and situations and 40% of happiness is subject to self control which can make a difference.

**Gatab, et.al. (2009)** have researched on the relationship between psychological health, happiness and quality in students and found a significant relationship between psychological health and happiness and life quality.

**Anne,M Do,et.al(2010)** while conducting a study on social and psychological



correlates of happiness in 17 European countries found that there was significant variation in self related happiness, people in Denmark were happiest and in Bulgaria happiness level was lowest. Happiness was positively correlated to age, income, religion, community, employment. Happiness was also affected by individual attitude towards various aspects of their personal and social circumstances.

**Jason J Barr(2010)** in his research examined the relationship between teacher empathy and prescription of school culture. The study conducted on hundred participants 81 female 19 male was tested with the school culture test (Higgins-D Alessandro and Sadh1997) and interpersonal reactivity index Davis 1980. The result showed modest correlation between cultural and empathy variables. the result also showed that different aspects of teachers empathy was related to student peer relationship.

**Tulay Bozkurt,et.al,(2010)**, researched on the empathetic behavior and teachers attitude in classroom. Working on 497 students from class 6 to 11 with a self developed empathy scale found that empathy played a key role in student's motivation and success. The empathetic behavior was ranked higher then academic competencies of teachers in students result.

**Abha Singh et. al(2011)** "Indian culture has rich spiritual heritage. Wellbeing (happiness) means individual ability to enjoy life and efforts to achieve psychological resilience. Mental Vilas is viewed as a positive attribute ,emotional well being the capacity to live a full and creative life and the flexibility to deal with life's inevitable challenges.

**Christopher, et.al (2011)** in a study examining relationships between academic and social achievement goals and routes to happiness 132 college students participating in the research reached to a result that academics and social achievement was the way to happiness.

**Sallinaz Jimenez et.al. (2011)** were studying about "education as a positional good. A life satisfaction approach" to find out if education had anything to do with education. They divided education into investment and consumption component, they associated income gains, occupational states and health as investment and gain

from education as consumption good effects happiness during schooling period. They pointed out that education attainment was positively associated with happiness only in low income group classes. The happiness of people with high economic status was not affected by education.

**Snezana Stojiljkovic,et.al,(2012)**, The research conducted by the researchers for investigating the relationship between teachers assessment and their success in performing various teacher roles. Empathy was measured on two levels empathy quotient and emotional empathy. Working on 120 teachers of primary school in Serbia try to find out how MP3 effective teaching of teachers. By using empathy quotient questionnaire (EQ short Baron and Cohen and Wheelwright 2004) found that empathy contributes to your teaching performance. Social relations in the class room was estimated more important by social humanistic sciences and less by maths and technical science teachers.

**Lars.E Olsson, et.al.(2012)**working with713 work commuters of three largest areas of Sweden with mail questionnaire on work commute, overall happiness and socio demographics found that overall happiness was influenced by work commute. It also showed that high satisfaction contributed to happiness.

**Vali Mehdinezhad(2012)** The study tried to find out the relationship between high school teachers well being and their efficiency of Zahedan Iran. 315 teachers were tested with Oxford happiness scale and teachers sense of efficacy scale of Tschannen Moran and Woolflok Hoy (2001) and found that there was a positive relationship between teachers well being and their efficacy in instructional activities.

**Precilia Cynthia DSouza (2013)**observed the interactive effect of school culture and leadership behaviour on Teachers accountability and found that teachers accountability is greatly affected by the school culture and leadership behaviour.

**V.Mercy Jyoti,(2013)** research on 200 subject teachers of different secondary schools working in Rawalpindi with the help of interpersonal relations inventory of

Dr K Ganeswara Rao, found that there was no significant difference in between subject teachers and interpersonal relations.

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**Justin,J & Joseph, MI (2013)** had conducted a study on emotional competency **anever Mertogly, (2018)** While analysing the relation of level of teachers happiness with some variables worked on 448 different teachers elementary, middle and secondary levels and found that teachers happiness score was higher than average. The result also proved that age, marital status, seniority and income had effect on happiness. The result showed a difference in the happiness of the teachers who have chosen to go to school willingly and those who were forced to do so.

**Ihtiyaroglu,N.(2018)** This study proposed to find the role of happiness and the teachers level of satisfaction with the life on their classroom management. The study conducted on 384 teachers with the help of Oxford happiness short scale, satisfaction with life scale and classroom management profile inventory in Ankara city found significant difference between the satisfaction with life and the authoritarian classroom management profile with respect to gender. It also showed that there was a positive correlation between Happiness, satisfaction and appreciative Classroom management various multiple regression Analysis showed a significant relation between life satisfaction and appreciative and indifferent classroom management.

**Roy, Radha Rani, Haldar Ujjwal Kumar(2018)** In Order to find out the difference between teaching effectiveness of 400 teachers of West Bengal this study was taken up by using self rating scale namely Jayraman's teacher effectiveness scale found that effectiveness of teachers differed significantly due to their Gender and locality of schools.

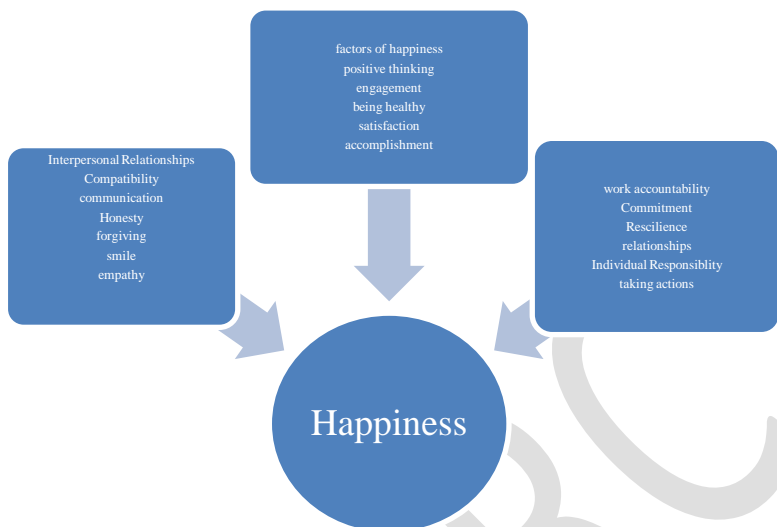
**Dr Jam Mohammed Zafar (2019)** the study conducted on 250 participants including 40 teachers, 10 head teachers and 200 students with the help of a self made question app showed that the head which is interpersonal relations and management affected the job satisfaction of teachers.

**Paula Benevene,et al(2019)** This study was taken up to find out the effect of dispositional happiness and self-esteem on the health of teachers. The research conducted on 282 for full time service

teachers from Rome with RSES and SHS scale found at the teachers acknowledge the

work place as a context in which they feel happy the impact of this positional happiness on health is higher.

### Factors with which the happiness was correlated



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#### Conclusion:-

The researches reviewed studied the various aspects of happiness and their relation to various variables. The researches showed that happiness is the basic aim of life and it is related to life satisfaction, positivity and health. Happiness is the part of mental well being. Researches have shown the relationship between teachers, happiness and their job satisfaction and positivity towards work. Happiness also affects the mental health of teachers. Most study showed that teachers suffer mental fatigue which effects their happiness.

Happiness is also closely correlated to self esteem which leads to satisfaction and makes them responsible. Very interestingly it is noted that happiness is not affected by money but is greatly affected by poor relationships. Happiness increases work efficiency and social expressivity which leads inter personal relations.

The study also shows that better inter personal relations of teachers lead to better student teacher relationship and a positive atmosphere in the class.

The literature reviewed so far shows that happiness is very important factor and has been studied with different variables like subjective well being inter personal skills, self esteem job satisfaction etc.

The basic concept of happiness is the aim of every life. we do name it in ways 'life satisfaction' "Being healthy", positivity all lead to happiness. Harju & Bolen (1998) Diner et.al (2003), Fryilmaz (2012)

Happiness is effected by scarcity of emotional closeness, emotional competency and happiness are correlated, family bonding increased happiness. Keith et.al (2014), Justin J Joseph M (2013), Uusitalo M et.al (2013), Biswas R et.al (2012), Andrew Clark et.al (2018)

Job satisfaction also affected the happiness and work efficiency of teachers. financial security improves happiness Gupta Madhu et.al (2013), Ghorsi Chandrakant et.al (2013), subjective well being also affected the happiness and work efficiency of teachers. Mental stress reduce happiness mental stress. A Pour Mahmood et.al (2017), Ruut Veenhoven, et.al (2005), Kumar Sujeet (2003)

The researches on social empathy found that empathy improves teaching quality. Snezana Stojiljkovic, et.al (2012), Bobbett Bouton (2016), Meiravhen, et.al (2016)

social empathy also leads to interpersonal relationships. Studies show the teacher's interpersonal communication skills are very important for good teaching. Ann



**Bainbridge.Frymier,et.al(2000)Ridwan Maulana (2011)**

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