



Role of Happiness and Teaching Performances (Effectiveness) Among School Teachers

KEYWORDS

Happiness, Effectiveness, Instructional Strategies and Classroom Management.

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ABSTRACT

The purpose of the study was to explore relationship between happiness and teaching effectiveness among Primary, High School and Intermediate Teachers. The methodology of this research was descriptive and correlational. The Oxford Happiness Questionnaire and Teacher's Effectiveness Scale was administered on 300 (100 Primary, 100 High School, 100 Intermediate) teachers in Faizabad city (Uttar Pradesh). Result of the study showed that High School and Intermediate teachers scored over average on happiness and teaching effectiveness. Positive correlation was found between happiness and teacher's effectiveness.

INTRODUCTION

Happiness is primarily a subjective phenomenon for which the final judge is who ever lives inside a person's skin (Myers & Diener, 1995). The ancients believed happiness was not achieved, but either good-given or due to chance. If happiness was experienced, it was not a function of the individual but rather was generously bestowed upon them by the cosmos. At some point it time happiness did change from a divine gift to a self-evident truth. Enlightenment thinkers believed that happiness could be attained in this life. If one were not happy, the logic went, the prescription was to alter one's beliefs, customs, government or living conditions. Happiness as a self-evident truth is reflected in the Constitution and remains today. Pursue the self-help section of a local bookstore and books on happiness abound. But is being happy as easy as people are led to believe?

Happy originally meant good fortune. Interestingly, the English word happiness comes from the middle English hap or fortune. In keeping with the spirit of good luck, here are a lucky 7 happiness definitions for your consideration. They define happiness as : Good fortune – obsolete, prosperity, joy, a state of well-being or contentment, a pleasurable or happy experience, felicity, aptness. Good happiness is both positive feelings (such as ecstasy and comfort) and positive activities that have no feeling component at all (such as absorption and engagement). According to Mahatma Gandhi, "Happiness is that state of consciousness which proceeds from the achievement of one's values." According to George Sheehan, "Happiness is the meaning and the purpose of life, the whole aim and end of human existence." According to Denis Waitley, "All in all, I would say that happiness is a decision. Your happiness is your decision to make. All the quotes above require actions on our part and actions require decisions." Happiness is something that you are and it comes from the way you think. Happiness is essentially a stage of going somewhere, whole heartedly, one-directionally, without regret or reservation. Happiness is different from pleasure. Happiness has something to do with strugling and enduring and accomplishing. Happiness is the spiritual experience of living every minute with love, grace and gratitude. (Seligman, Martin, 2002; Shedler, Jonathan, Martine Maymanend Melvin Manis 1999).

Happiness is considered to be the ultimate goal in life. It is similar to good luck, good fortune, prosperity. Happiness is a state of well-being characterized by relative performance by dominantly agreeable emotion ranging in value from mere contentment to deep and intense joy in living and by a natural desire for its continuation in Indian tradition (Bhagvat geeta). Happiness is the very nature of the self. These too concepts are not different. It is a psychological state and is an over riding goal of human behavior from the early days it is associated with hard working responsible out comes inner

interest who performed creative activities. Diener, Argyle and Michael (1987) believe that happiness is composed of three related components : Positive affect, absence of negative affect and satisfaction with life as a old happy people holds positive thought, expectation and out comes.

Being happy is associated not only with better health, higher earning and a longer life, but also with a stable family unbringing, stable financial situation, employment, good health, freedom and personal values. Psychiatrists may increase their patients happiness by promoting effective, evidence-based mental healthcare. Individuals may enhance their own happiness by optimising physical and mental health; recognising the importance of personal values and happy communities; and optimising their financial situation. Government may boost citizens happiness by deepening democracy; providing effective healthcare; supporting evidence-based well-being initiatives in communities; and then leaving citizens to seekout personal happiness in their own way. (Brendan etc., 2011). We've all heard the saying that "Happiness breeds success" but how can you create happiness in order to successful? According to Dr. Martin Seligman in the US and Professor Tim Sharp there is a science to happiness. Happiness is something that means different things to different people. Overall it seems that happiness is influenced by the way we choose to think about ourselves, our place in the world and the world around us and now we act in that world, that differentiates the happy people from the less happy people. Happiness is something that you have control over and that you can work on in your daily life as well as the lives of teachers. (Stones & Kozma, 1980; Diener, E., 1984; Bruilde, 2007; Brickman, Philip, Dan Coates and Ronnie Janoff-Bulman, 1978)

In a sample of 406 young people (aged 14-28), Ferriss, Ahbott (2002) found that self-steem was the most powerful and dominant predictor of happiness. Shakelfor (2001) examined the happiness of young to middle aged couples 17-41 and found that self-steem was significantly correlated with happiness. Lyubomirsky & Lepper (2002) found that happiness and self-steem were highly co-related. Denere & Copper (1998) also reported same result. Diener & Diener (1995) found that self-steem was strongest prediorts of life satisfactions of over all. They concluded that self-steem and happiness are substainly inter related. It seems quite possible that high self-steem contributes to making people happy. (Diener, Edward and Richard E. Lucas, 2002; Diener, Edward and Marissa Diener, 2000). Noddings (2003) has maintained that ultimate aim of human life is happiness. William James stated : "It seems obvious that a judgment of happiness is best made by the person who claims or disavous happiness". Layard (2005) says : " By happiness we mean feeling good-enjoying life and wanting the feeling to be maintained. By happiness we mean feeling bad and wishing things were different. There

are countless sources of happiness and countless sources of pain and misery. But all our experience has in it a dimension that corresponds to now good of bad we feel. In fact most people find it easy to say how good they are feeling and in social surveys such question get very high response rates. The scarcity of 'Don't know' shows that people so know now they feel and recognize the validity of the question. Most of us take a longish view. We accept the ups and down and care mainly about our average happiness over a longish period of time". He believed that it can be argued that happiness is an objective dimension of human experience and that it can be measured. Indeed it has been increasingly possible to marshal a range of scientific evidence to support this vies.

Happiness is not the same as capability, but the matters are related. Capability is obviously required for living a happy life and happiness feedback on capability in several ways. Capabilities affect happiness not only at the individual level, but also indirectly at the social level. About how influence the teacher's happiness on educational activities, explained that a teacher's happiness can affect the classroom climate and therefore affect students. Moreover, the teacher's psychological influence on students has been linked to student achievement in various effectiveness studies. Teacher's have to be capable of attuning their own needs and expectations to specific context factors and demands of the school. It is important that they 'fit' into the school system. The teacher's qualities that allow for the development of authentic human relationships with his students and his capacity to create a democratic and agreeable classroom are important attributes for effective teaching (Muijs & Reynolds ,2005; Entwistle, 1987) affirms that " there are emotional and moral, as well as cognitive, sources of satisfaction is schooling". So the affective domain [happiness or well-being] is an important factor in successful interactions between teachers and students.

Happiness seems to be a selfish goal. This definition brings to mind a image of happy people lying around all day. Therefore people sometimes think that they would cease to be productive members of society, that they would stop caring about others. In Psychology a definition of happiness covers three main elements : (i) Feeling good -pleasure or a feeling of peace or contentment. (ii) Thoughts-looking back over your life and being generally satisfied with what has passed and what has get to pass. (iii) No felling to bad-feeling bad obviously detracts from happiness. Aging is a little like the rusting of a car. It is a gradual wearing down that leads to cellular degeneration, which we observe as aging. Every year 99% of our cells are renewed. Every seven years we have a completed new body. Happiness is the emotional aspect of health. We become unhappy when we take on something that is alien to us. (Stones & Kozma, 1980; Diener, 1984; Bruilde, 2007; Diener, 1994).

One of the finding of happiness does not contradict altruism. On the contrary happy people are more able to give to others (Seligman, 2002; Post, 2005). It follows then that happy teachers will be more able to give to students and teach them well. Further, it is surely ethically untenable to accept a situation in which teachers become unhappy by teaching others to be happy. (Veenhoven, Ruut, 2009; Zimmermann, Ankec and Richard A. Easterlin, 2009). A variety of factors contribute to the effectiveness of a classroom teacher. One factor is the teacher's belief about his or her own abilities to teach effectively. Ashton (1984) commented that : "No other teacher characteristic has demonstrated such a consistent relationship to student achievement and that a potentially powerful paradigm for teacher education can be developed on the basis of the construct of teacher's effective belief".

James observed that ".....happiness is for most man at all times, the secret motive of all they do and all they are willing to endure." Watson (1930) stated, " No Quest claim a larger following than happiness." According to him, the essentials of happiness for most people among the stable elements of life (friends, work, nature), not among the stimulants (alcohol, clubs, churchs, dancing, cards, automobiles or arts). Happiness is associated with serious, deliberate, responsible,

earnest, hardworking living rather than with impulsive, light, amusing dilettantism. The studies investigating the effects of teacher's personal characteristics on teaching performance become few and far after the 1980's at which point no conclusions were arrived at because of the lack of coherence of the variables for personal characteristics. The finding suggest that personality types such as intrapersonal intelligence, critical thinking dispositions, a judicial thinking style and subject well-being result in a more reliable in reflective teaching and mastery performance moreover the study of Flores and Clark (2004) found that personality, interests, occupational activity, interpersonal style, happiness, spirituality and moral worth using multivariate regression analysis showed on effect on teacher's effectiveness.

Being happy is associated not only with better health, higher earning and a longer life, but also with a stable family upbringing, stable financial situation, employment, good health, freedom and personal values. Psychiatrists may increase their patients' happiness by promoting effective , evidence-based mental healthcare. Individuals may enhance their own happiness by optimising physical and mental health; recognising the importance of personal values and happy communities; and optimising their financial situation. Government may boost citizens' happiness by deepening democracy; providing effective healthcare; supporting evidence-based well-being initiatives in communities; and then leaving citizen to seek out personal happiness in their own way.

METHOD –

Participants and Tools

The methodology of present research was descriptive and correlated. The two questionnaires employed here were " The Oxford Happiness Questionnaire" of the Argyle & Hills (2002) and "Teacher's effective performance scale" of the Woolfolk Hoy et al (2001). Internal consistency reliability was estimated by Cronbach's alphas. For "The Oxford Happiness Questionnaire" an alpha of .85 was obtained and for the total items of "Teachers Effective Performance Scale" an alpha of .90 and the separate reliability coefficient was obtained for sub variables resulting in coefficient of .80, .84 and .88 was obtained of the 300 teachers (female 150 and male 150) Primary, High School and Intermediate Colleges were produced to each questionnaire by the targeted teachers from Faizabad City, Uttar Pradesh. SPSS 13 was used to produce mean; standard deviations; Pearson Product Moment Correlation(r); t-test; and ANOVA.

RESULTS –

The purpose of this study was to explore the current situation of Primary, High School and Intermediate teacher's happiness and teaching performance and also the relation between them. The first focus was on the current situation upon performances, teacher's happiness and their relationship. Next, the researcher further investigated how teacher's happiness and their performance differ in terms of their background, such as age, sex and job experiences.

Table 1 : Mean, S.D. and t/F values of Happiness in Teachers

Categories	M	SD	F/t
Primary	25.35	3.85	9.85**
High School	46.71	7.86	
Intermediate	66.79	8.95	
Age Group			19.35**
30-35	70.45	10.35	
36-40	40.45	6.36	

** P < .01

Table 2 : Mean, S.D. and F-ratio of Teaching Effectiveness of Teachers

Categories	Engagement with Student	Skill in Instructional Strategies	Effectiveness in Classroom Management	F-ratio

Primary	M	4.35	5.45	4.25	2.88*
	SD	1.15	2.15	1.12	
High School	M	13.25	11.24	10.10	
	SD	3.35	3.22	2.65	
Intermediate	M	7.45	18.15	16.25	
	SD	2.12	3.65	4.85	
Age & Experience 30-35	M	9.35	10.75	12.35	2.75*
	SD	2.15	3.35	2.45	
36-40	M	11.75	13.25	14.76	
	SD	3.35	3.45	5.45	

* $p < .05$

Table 3 : Correlation with Teacher's Happiness and Teaching Effectiveness

Teaching Effectiveness	Happiness
Engagement with Students	+ 0.20
Skills in Instructional Strategies	+ 0.25
Effectiveness in Classroom Management	+ 0.40

The results of the study showed that :

- The High School and Intermediate teachers scored over average on happiness and also marked relatively high scores on teaching performance and sub variables related to teaching effectiveness : With Students Engagement, Skills in Instructional Strategies, and Effectiveness in Classroom Management.
- There was relatively high positive correlation between teacher's happiness and teaching effectiveness (performance) and sub variables related to teaching effectiveness.
- The compute of T-test showed that there were no significance difference between sex and age, however, the teachers who got the higher scores on happiness were those who were female and single. And the compute of ANOVA age and job experience groups showed that there were significance differences between the groups. Indeed, it seems that teachers were 30 to 35 years old and between 05 to 10 years experiences, who got the higher scores on happiness in comparison with other groups.

- About the teaching performance the compute of T-test showed that there were significance differences between sex and age. The teachers were female and their age who got the higher scores on teaching effectiveness were those who were male. And the compute of ANOVA about age and job experiences groups showed that there were significance difference between the groups. Indeed, it seems that teachers were 36 to 40 years old and between 15 to 20 years experiences who got the higher scores on teaching effectiveness in comparison with other groups.

DISCUSSION –

The focal point of this study was the teacher's happiness influences his/her instructional activities in classroom. Furthermore, researchers has found the relationship between teacher's happiness and teaching Effectiveness (performance). In fact, there was relative high positive correlation between teacher's happiness and teaching effectiveness and sub variables related to teaching performances. In bias of results, the factor 'happiness' plays an important role in teacher's effectiveness and attitudes to Learner- Centered, selecting the best instructional strategies and the best style in Classroom Management. Researcher also found quite some differences between teachers. Part of those differences could be explained by differences between sex, age and experiences. Result of the analyses indicated that female teacher's appeared the higher scores on happiness and teaching effectiveness. A reason can be that female teachers are more happy and teach better than male related to rate of high interest female to the teacher job. It seems that the younger teachers are happier and the old teacher's performance is better. The findings, however, are consistent with the results of another research investigations (Muijs & Reynolds, 2005; Entwistle, 1987; Seligman, 2002; Post, 2005; Hughes et al, 1988; Bridgwater, 1982; Yeh, 2006; Fisher & Firestone, 2006; Rogolla, 2004; Yoon, 2002)

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