

Relationship between Happiness and Teaching effectiveness among School Teachers

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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 co relational. The Oxford Happiness Questionnaire and Teacher's Effectiveness Scale was administered on 300 (100 Primary, 100 High School and 100 Intermediate teachers) teachers in Faizabad city. Results 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.

Keywords: *Happiness, Effectiveness, Instructional Strategies and Classroom management.*

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 (Bhagvatgeeta). Happiness is the very nature of the self. These two 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. Argyle, Martine and Crossland (1984) 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 outcomes. Jha (2007) examined the notion of happiness in Indian context and concluded that Indian people are experiencing happiness in their life cycles he asserted that people who experiences happiness, performs better then people who experiences low happiness or unhappiness.

In a sample of 406 young people (aged 14-28), Furnham & Chang (2000) found that self-esteem 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-esteem was significantly correlated with happiness. Lyubomirsky & Lepper (2002) found that happiness and self-esteem were highly co-related. Denere & Copper (1998) also reported

same result. Diener & Diener (1995) found that self-esteem was strongest predictors of life satisfactions of over all. They concluded that self-esteem and happiness are substainisely inter related. It seems quite possible that high self-esteem contributes to making people happy.

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 disavows 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 views.

Some researchers believe that happiness is equivalent to “Pleasure” and “Well-being”. For example Mill (1993) wrote : By happiness is intended pleasure, and the absence of Pain.” Kahneman and Schwarz (1999) stated that, recognizing all the complications we’ve discussed so far, social scientists to day often use well-being as a definition of happiness.

Teacher’s Happiness About how influence the teacher’s happiness on educational activities, Noddings (2005) 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.

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.

Teacher's Performance – 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”.

In explaining teaching performance there are important common factors that need to be considered. Teacher's performance is influenced by the teachers' personality characteristics (Polk, 2006; Curtis & Liying, 2001; Mullins, 1992; Hughes et al, 1998; Mayheue, 1986; Bridgwater, 1982) and their effective beliefs in teaching (Yeh, 2006; Fisher & Firestone, 2006; Onafowora, 2005; Rogalla, 2004; Yoon, 2002). 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 an effect on teacher's effectiveness.

METHOD

Participants and Tools

The methodology of present research was descriptive and correlational. 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 .81 was obtained and for the total items of “Teachers Effective Performance Scale” an alpha of .94 and the separate reliability coefficient was obtained for sub variables resulting in coefficients of .82, .85 and .87 was obtained. Of the 300 teachers (female 50 and male 50) 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	Mean	S.D.	t/F value
Primary	28.45	4.65	8.82**
High school	45.67	8.86	
Intermediate	64.81	9.95	
Age group			18.39**
26-35	68.35	11.25	
41-45	38.35	5.26	

**p<.01

Table 2: Mean, S.D. and F- ratio of teaching effectiveness of teachers

Categories	Engagement with students		Skill in Instructional strategies		Effectiveness in classroom management		F-ratio
	Mean	S.D.	Mean	S.D.	Mean	S.D.	
Primary	4.35	1.25	6.35	2.25	4.19	1.12	1.13
High school	14.35	4.32	12.14	4.12	10.10	2.74	0.79
Intermediate	6.65	2.14	19.17	4.67	16.15	5.65	1.03
Age & Experience							2.85*
26-35	9.67	2.27	11.85	3.38	13.36	2.48	
41-45	12.18	3.65	14.19	3.68	16.18	5.42	

*p<.05

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

Teaching Effectiveness	Happiness
Engagement with students	+0.22
Skill in Instructional strategies	+0.28
Effectiveness in classroom management	+0.43

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 26 to 35 years old and between 06 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 41 to 45 years old and between 16 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 have 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; Polk, 2006; Curtis & Liying, 2001; Mullins, 1992; Hughes et al, 1988; Mayhew, 1986; Bridgwater, 1982; Yeh, 2006; Fisher & Firestone, 2006; Onafowora, 2005; Rogolla, 2004; Yoon, 2002)

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