

# **How Happy Primary School Teachers are in West Bengal**

A Dissertation Submitted in Partial Fulfilment of the  
Requirements for the Degree of

**Master of Philosophy in Education**

Submitted by

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***This thesis is dedicated to my Grandfather -***

who practically set an example of a meaningful and happy life throughout his journey on this earth.

Approved to refect in next F.A. Meeting  
SP 12/4/19.

To all A.D.S  
SP 12/4/19

Certified that the thesis entitled, How Happy Primary School Teachers are in West Bengal, submitted by me towards the partial fulfilment of the degree of Master of Philosophy (Arts) in Education of Jadavpur University, is based upon my own original work and there is no plagiarism. This is also to certify that the work has not been submitted by me for the award of any other degree/diploma of the same Institution where the work is carried out, or to any other Institution. A paper out of this dissertation has also been presented by me at a seminar/conference at E.I.T.F.C.:I.C. - 2019 thereby fulfilling the criteria for submission, as per the M.Phil Regulation (2017) of Jadavpur University.

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## Certificate

Certified that the thesis entitled "***How Happy Primary School Teachers are in West Bengal***" submitted by me for award of the degree of Master of Philosophy in Education in Jadavpur University is based upon my work carried out under the supervision of Dr. Muktipada Sinha, Associate Professor, Department of Education, Jadavpur University.

And neither this thesis nor any part of it has been submitted before for any degree or diploma anywhere / elsewhere.

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**(Dr. Muktipada Sinha)**

**Supervisor**

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## Table & Figure Index

<b>Table 3.1</b>	:	Sample distribution by districts	<b>23</b>
<b>Table 3.2</b>	:	Sample distribution by Levels of Independent Variables	<b>26</b>
<b>Table 3.3</b>	:	Item type and scoring norm	<b>27</b>
<b>Table 4.1</b>	:	Mean happiness scores of Teachers from twelve districts	<b>32</b>
<b>Table 4.2</b>	:	Mean happiness scores by different variables	<b>34</b>
<b>Table 4.3</b>	:	District wise mean happiness score ANOVA table	<b>39</b>
<b>Table 4.4</b>	:	Comparison of mean happiness score	<b>40</b>
<b>Table 4.5</b>	:	Mean happiness score by Locality of School	<b>40</b>
<b>Table 4.6</b>	:	Mean happiness score by Age	<b>41</b>
<b>Table 4.7</b>	:	Mean Happiness Score by Gender	<b>41</b>
<b>Table 4.8</b>	:	Mean Happiness Score by Academic Qualification	<b>42</b>
<b>Table 4.9</b>	:	Mean Happiness Score by Professional Qualification	<b>42</b>
<b>Table 4.10</b>	:	Mean Happiness Score by Teaching Experience	<b>43</b>
<b>Table 4.11</b>	:	Mean Happiness Score by Locality of Residence	<b>43</b>
<b>Table 4.12</b>	:	Mean Happiness Score by Marital Status	<b>44</b>
<b>Table 4.13</b>	:	Mean Happiness Score by Belief about Teaching	<b>44</b>
<b>Table 4.14</b>	:	Mean Happiness Score by Satisfaction as a Teacher	<b>45</b>
<b>Table 4.15</b>	:	Present Happiness Rating & After 5 Years Happiness Rating	<b>45</b>
<b>Table 4.16</b>	:	Item analysis of responses	<b>50</b>
<b>Table 4.17</b>	:	Multiple regression analysis table	<b>51</b>
<b>Figure 1.1</b>	:	Relationship of Subjective Well-being and Psychological Well-being	<b>5</b>
<b>Figure 2.1</b>	:	Publications trend related to happiness in psychological journals	<b>13</b>
<b>Figure 3.1</b>	:	Pie chart showing sample distribution by districts	<b>23</b>
<b>Figure 3.2</b>	:	Thematic diagram of variables	<b>25</b>
<b>Figure 4.1</b>	:	Comparative diagram of twelve districts by happiness score	<b>33</b>
<b>Figure 4.2</b>	:	Bar diagram representing mean happiness score by variables	<b>35</b>
<b>Figure 4.3</b>	:	Frequency polygon of Happiness Rating (Present)	<b>38</b>
<b>Figure 4.4</b>	:	Frequency polygon of Happiness Rating (Future)	<b>38</b>

## Acronyms Index

<b>WHO</b>	:	World Health Organization
<b>US</b>	:	United States of America
<b>GNH</b>	:	Gross National Happiness
<b>Govt. of NCT</b>	:	Government of National Capital Territory
<b>OHI</b>	:	Oxford Happiness Inventory
<b>N/n</b>	:	Sample Size/Number of Units in the Sample
<b>U-DISE</b>	:	Unified District Information System for Education
<b>NIEPA</b>	:	National Institute of Educational Planning and Administration
<b>D. Ed</b>	:	Diploma in Education
<b>D. El. Ed</b>	:	Diploma in Elementary Education
<b>B. Ed</b>	:	Bachelor of Education
<b>J. B. T</b>	:	Junior Basic Training
<b>P. T. T</b>	:	Primary Teacher Training
<b>OHQ</b>	:	Oxford Happiness Questionnaire
<b>SPSS</b>	:	Statistical Package for the Social Sciences
<b>ANOVA</b>	:	Analysis of Variance
<b>m</b>	:	Mean Value
<b>sd</b>	:	Standard Deviation Value
<b>F</b>	:	ANOVA Test Value
<b>p-Value</b>	:	Probability Value
<b>t-Value</b>	:	t-Test Value
<b>r</b>	:	Coefficient of Correlation
<b>R</b>	:	Correlation Value in Regression Analysis
<b><math>\alpha</math></b>	:	Alpha
<b><math>\beta</math></b>	:	Beta

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## Appendix Index

<b>Appendix 1</b>	:	Oxford Happiness Questionnaire (English & Bengali version)	<b>69</b>
<b>Appendix 2</b>	:	Happiness Ladder (from Gallup World Poll)	<b>71</b>
<b>Appendix 3</b>	:	Teacher Information Schedule	<b>72</b>
<b>Appendix 4</b>	:	List of schools participated in the study	<b>73</b>



# Contents

Certificate	i
Acknowledgement	ii
Table & Figure Index	iii
Acronyms Index	iv
Appendix Index	v

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## **Chapter I**      **Context of the Study**      **1**

---

1.1	Introduction	1
1.2	Concept of Happiness	1
1.3	Happiness and Well-being	3
1.4	Education, Teacher and Happiness	5
1.5	Potential Measures of Happiness	7
1.6	Operational Definitions	8
	References	9

---

## **Chapter II**      **Problem of the Study**      **11**

---

2.1	Literature Review	11
2.2	Research Questions	14
2.3	Statement of the Problem	15
2.4	Delimitations	15
2.5	Objectives	16
2.6	Hypotheses	16
	References	18

---

## **Chapter III Methodology 21**

---

- 3.1 Methods 21
  - 3.1.1 Research Design 21
  - 3.1.2 Population 21
  - 3.1.3 Population Frame 22
  - 3.1.4 Sample 22
  - 3.1.5 Description of Variables 24
  - 3.1.6 Instrumentation 27
- 3.2 Procedures 29
  - 3.2.1 Data Collection 29
  - 3.2.2 Data Quality 30
  - 3.2.3 Data Analysis 30
- References 30

---

## **Chapter IV Result and Interpretation 31**

---

- 4.1 Descriptive Statistics 31
- 4.2 Inferential Statistics 39
- 4.3 Hypothesis Testing 46
- 4.4 Further Analysis 49
- References 52

---

## **Chapter V Conclusions and Discussion 53**

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- 5.1 Summary of Findings 53
- 5.2 Conclusions 56
- 5.3 Discussion 57
- 5.4 Limitations of the Study 61
- 5.5 Scopes for Further Research 62
- References 62

**Bibliography 64**

**Appendix 69**

# **Chapter I**

## **Context of the Study**

**1.1 Introduction**

**1.2 Concept of Happiness**

**1.3 Happiness and Well-being**

**1.4 Education, Teacher and Happiness**

**1.5 Potential Measures of Happiness**

**1.6 Operational Definitions**

**References**

# Chapter I      Context of the Study

## 1.1 Introduction

“Those who can, do. Those who understand, teach” (Shulman, 1986) do genuinely indicate the worth of teaching practices, as the word ‘understand’ not only refers to the comprehension of content, rather the ability to recognize and analyse learners’ competence, thirst for knowledge, emotion as well as well-being, and help them grow into a better human being. The practice of teaching does have the power to influence a greater number of lives than any other profession in the world do. Although, teaching cannot be viewed merely as a profession, as it reflects teacher’s personal belief, motives as well as philosophical views towards life. Apart from achievement, teacher cares about their students’ happiness, well-being and life beyond classroom (Teachers Care, 2019) through developing enduring relationship with the learners in course of time. Therefore, teacher’s well-being is not an isolated factor, rather it surrounds the adjustment to students, then adjustment of that relationship to environment and finally teachers’ development that greatly contributes to the welfare of mankind. The focus of the present study was therefore remained on the sense of well-being and happiness of the members of teaching fraternity that has emerged as a global concern these days.

## 1.2 Concept of Happiness

Since time immemorial, people have always wondered about the essence of good life. Twenty-three centuries ago Aristotle concluded that, more than anything else, men and women seek happiness (Csikszentmihalyi, 2013). It is an irresistible desire of human being to explore the possibilities for a good life, a happy one. ‘What is a good life’ then? Is it success? economic prosperity? social prestige? hedonistic fulfilment? Do these collectively make you happy

and long lived? If not, then what are the actual determinants of good life or a high-quality life? The answers are latent in the situation when a person feels and thinks his or her life is desirable regardless of how others see it (Diener, 2009). However, this perception is transient, and it leaves behind collective joy, satisfaction, gratification as well as pain, grief and sorrow. As it is the balance between the good and bad in life, people often get confused about its state of being, whether they are happy or not? So many definitions since the time of Confucius, Aristotle and other pioneer philosophers has made this never-ending pursuit of happiness a very difficult to define in concrete, precise way. But, from general to most specific ways, happiness is thought to be the eternal pursuit of mankind that has emerged since the very beginning of humanity. Sometimes it was thought in perspective of philosophy, sometimes spiritualism, sometimes psychology and so far which is like the 'Goldbach Conjecture' as mentioned by Zhongying (2013).

Happiness is thought to be a feeling – physical and psychological, by most of the people today as they perceive and phrases like 'I am happy that you came', 'I am happy with my job' etc. to express a sense of pleasure and satisfaction. Bodily pleasure like food, drink, sex can certainly be enjoyable, and some scholars still think of them as the keys to happiness (Tannsjo, 2007)). To some extent it is true as the earthly impulses received through sense organ is the vital source of knowledge and perception (only source of knowledge according to western schools of philosophy) that guides human life. In support of this view the definition of happiness by WHO is optimistic which claims it as a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity. Hence, the sense of pleasure cannot be thought as the single form of happiness, rather it is beyond of it where people balances subjectivity by coping the challenges of environment with their existing resources throughout the journey of life.

In the US Declaration of Independence (1776), Thomas Jefferson uttered the pursuit of happiness as a human right which refers to the process of

realizing one's full potential (O'Toole, 2005). The Kingdom of Bhutan have been focusing on Gross National Happiness since 1972, as it holds the view that happiness is the central purpose of development and human progress. The GNH concept also conceived the idea of maximizing happiness by attending to the shared needs of humanity (Zurick, 2006). Hence, happiness is better viewed as a way of living, not a temporary state that comes and goes (Franklin, 2010) with the passage of time.

### 1.3 Happiness and Well-Being

The formal idea of well-being is probably developed from the psychological perspective of self-actualisation given by Maslow in 1954. It is thought that the destiny of mankind is to remain unfulfilled (Csikszentmihalyi, 2013), therefore, from the sense of worthiness or self-actualisation towards fulfilment of life goals as far as possible, positive well-being was derived (Searle, 2008). In a nutshell, a person's well-being tells us how well his or her life is going with positivity and optimism in focus.

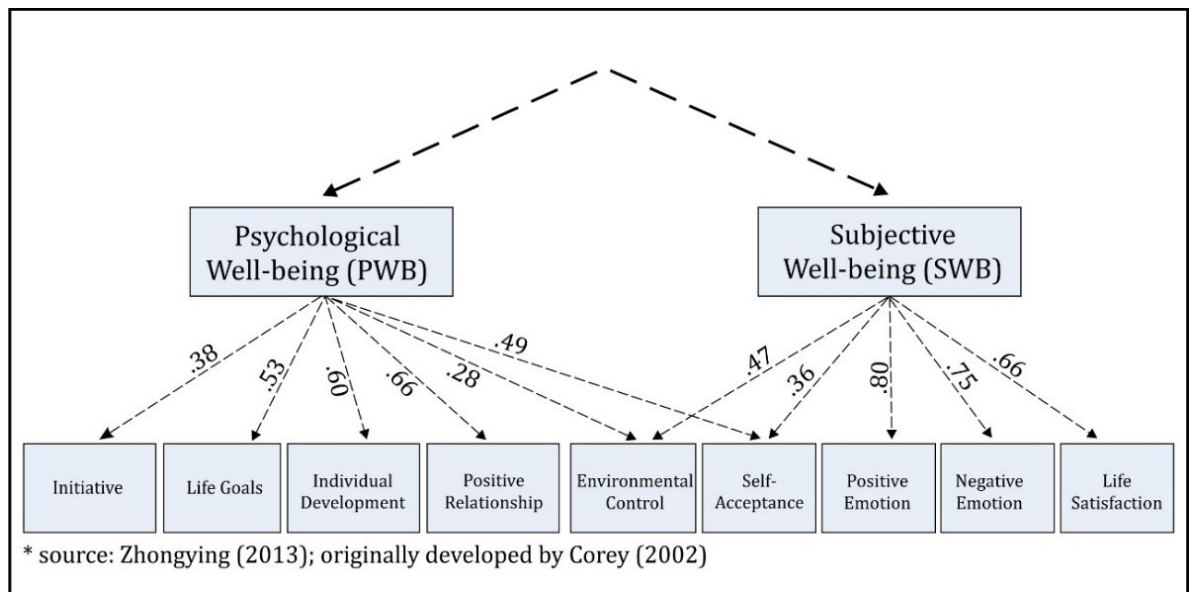
Happy life events come with two interrelated phenomenon called Objective Well-being and Subjective Well-being. While Objective well-being concerns observable factors such as richness, health, and tangible goods, Subjective well-being concerns psychological experiences (D'Acci, 2014). The latter is more important as the 'authentic happiness' (Seligman M. E., 2011) or the true essence of good life of a person is explained by perceptual harmony among life events, and when the person subjectively believes his or her life is desirable, pleasant, and good.

Regardless of what people have or what happens to them, subjective well-being is a sense concerned with how they think and feel about what they have or what happens to them (Maddux, 2018). It is an evaluation of life in terms of satisfaction and balance between positive and negative affect (Corey, Dov, & Carol, 2002). Csikszentmihalyi (2013) found that happiness is neither the

result of good fortune, or random chance nor something that just happens, also it does not depend on the external events, rather on how we interpret them. Cross-cultural research conducted in forty-seven countries indicated higher rating of happiness than other personal values like health, love or wealth (Kim-Prieto, Diener, Tamir, Scollon, & Diener, 2005) which points towards the fact that inner realization of happiness is much more desirable than other worldly possessions.

Another construct of happiness deals with psychological well-being of an individual which entails perception with empirical challenges of life (Corey, Dov, & Carol, 2002). This view of happiness has been so far identified as having six different constructs i.e. autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance (Ryff, 1989). Based on Corey's further analysis on psychological well-being Zhongying (2013) redefined the components of psychological well-being in a slightly different way where he showed initiative, life goals, individual development, positive relationship, environmental control and self-acceptance as correlates of it. Corey, Dov, & Carol, (2002) also identified the different correlates of subjective well-being which found to have two common factors i.e. environmental control and self-acceptance. The following diagram is a well representation of the two constructs of happiness and their interrelations –

Figure 1.1 Relationship of Subjective Well-being and Psychological Well-being



## 1.4 Education, Teacher and Happiness

Revisiting the aims of education for any society, anywhere in the world will surely indicate to the fact that happiness is one of most important aim of it which has been found pursuing since the time of Socrates, Plato and Aristotle and even before. A good education must contribute significantly to personal and collective happiness (Noddings, 2003) and create happy, confident and content human beings, who in-turn will play a meaningful role in society (Sisodia, 2018).

With the alarming concern of increased violence, maladjusted behaviours, depressive activities by children and adolescents in school, need arises for rethinking the pattern of education and schooling system across the countries, especially in India. Several countries like Bhutan (Gross National Happiness), United Arab Emirates (Ministry of happiness) pioneered in creating happy environment for living and for education in recent years. The World Happiness Report (2018) ranked countries based on its happiness and well-being measured in 14 core areas including 'education and families' where Finland



tops the list followed by Denmark, Norway, Iceland and The Netherlands. Therefore, the need of happiness in every aspect of life including education has been once again climbed to the top of priority list.

Since students' brains are involved in learning, behaviour and emotions, teachers should know as much as possible about the brain. Research shows that happy students can make use of their brain much more than the unhappy can. It has also been observed that happy students learn better than unhappy ones (Noddings, 2003). This is because human brain has certain cognitive functions like problem-solving, decision making, managing relationship etc. that are reinforced by the sense of joy, happiness and well-being. Seligman, Ernst, Gillham, Reivich, & Linkins (2009) affirmed the necessity of teaching of happiness skills in schools and specially emphasized positive emotions, resilience to be a part of formal school activities which genuinely increase life satisfaction as found by Cohn, Fredrickson, Brown, Mikels, & Conway (2009). Considering the rising concern for promoting happiness among the learners at all level of education, in India, The Directorate of Education, Govt. of NCT of Delhi, has introduced 'Happiness Curriculum' (2018) in Govt. schools from nursery to class VIII with components that will help learners to instil self-awareness and care, reduce stress and anxiety, help manage depression, build ability to focus on education and work as well as encourage creative and critical thinking which collectively will results in building healthy minds to enable them lead a happy life (Sisodia, 2018).

In schools, to make happiness curriculum happening, or to usher and cultivate happy feeling among the would-be citizens of society, teachers, in every possible way, are to play the most crucial role. It is very much true, that happy people make others happy (Seligman M. E., 2011). So is true for teachers; happy and joyful teachers can transmit their positive emotions to the students by their teaching through body language, communication style, humour, empathy and smile. They are much more motivated to share the sense

of happiness, as they enjoy the essence of it. Teacher happiness is also a big factor in shaping and maintaining healthy school climate. Some studies indicated students' growth as positively correlated to happy school culture and happy-joyful classroom which can only be possible by the facilitator i.e. the teachers who are motivated, satisfied and happy.

## 1.5 Potential Measures of Happiness

Happiness, in this context is defined as 'the degree to which an individual judge the overall quality of his life-as-a-whole positively', or in short: how well one likes the life one lives. In this way, happiness belongs to a wider class of subjective appraisals of life, which is usually referred to as 'subjective well-being' (SWB), 'psychological well-being' or 'life satisfaction'. On the other hand, 'objective well-being' or objective happiness measures income, health and alike social indicators (Argyle, 2002). In view of Jonathan Rauch, author of the famous book 'The Happiness Curve', subjective well-being and objective well-being are perception and reality which must go hand in hand (Rauch, 2018). But the major concern of researchers is with the subjective well-being of individuals as happiness is not a goal that can be pursued, it is the unintended side effect of one's personal dedication to a course greater than oneself (Frankl, 2006). Therefore, the pursuit of measuring constructs of happiness is a never-ending journey of scholars and researchers around the world, since ages, which, to a very significant extent, has been attempted using different instruments.

Andrews & Withey (1976) introduced a single-item instrument intended to measure human happiness through measuring 'affect' and 'satisfaction' expressed in "how do you feel about your life as a whole?" with a response from 'delighted' to 'terrible' with a seven-point scale. The renowned psychologist Campbell, Converse, & Rogers asked another version of the earlier discussed question to the American individuals "how satisfied are you with your life as a

whole these days?” in a famous study named ‘The Quality of American Life’ (1976). The central theme of those single-item studies was human happiness reflects how well things are going (Rauch, 2018). Another frequently used instrument was ‘Satisfaction with Life Scale’ by Ed. Diener which extensively measures happiness in terms of life satisfaction. Fordyce (1988) developed a two-question instrument to measure subjective well-being with an eleven point scale from extremely unhappy to extremely happy and a percentage of time in a day when a person feels happy. One common thing about all these single or two-item instruments are their likelihood to be affected by response bias and hence reduced validity of the responses (Argyle, 2002).

Oxford Happiness Inventory (OHI, 1989), developed by Michael Argyle and associates intends to measure personal happiness as a whole from a different perspective which followed the design and format of Beck Depression Inventory (1961) (Hills & Argyle, 2002). The revised and more potential version of OHI is Oxford Happiness Questionnaire developed by Peter Hills and Michael Argyle expected to measure happiness in terms of psychological well-being in a self-reporting style.

Hence, rigorous perception of happiness and well-being led the researchers to conduct numerous studies on measuring it and its nature, eventually concluded to the fact that it is a basic dimension of experience, something like a personality trait (Argyle, 2002), which has at least two partly independent component, namely, affect balance and satisfaction (Suh, Diener, Oishi, & Triandis, 1997).

## 1.6 Operational Definitions

- **Happiness** – In this study happiness refers to the state of well-being of individuals what they perceive from their day to day experiences. It is thought to be a psychological construct of mind that is best glimpsed through self-reporting by the individuals.

- **Subjective Well-being** – It refers to the situation when a person feels and thinks his or her life is desirable regardless of how others see it. When a person ignores most of the external negativities and intensely feel the joy of existence and peace in his own mind.
- **Psychological Well-being** – It refers to the joyful, positive mental state and behaviours that an individual exhibits in social situations as an indicator of his/her well-being.
- **Teacher happiness** – Here it refers to the state of mind, where the teacher internally realizes the sense of happiness with all the possessions both personal, professional and social.

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## **Chapter II**

# **Problem of the Study**

**2.1 Literature Review**

**2.2 Research Questions**

**2.3 Statement of the Problem**

**2.4 Delimitations**

**2.5 Objectives**

**2.6 Hypotheses**

**References**

## Chapter II Problem of the Study

### 2.1 Literature Review

Systematic and methodological studies on happiness started as soon as the field of positive psychology and subjective well-being emerged. Edward F. Diener is probably the first psychologist who sensed the necessity to systematically study human happiness more than the study of negative aspects of emotion and behaviour like depression, violence, deindividuation etc. (Eid & Larsen, 2008). This literature review recapitulates the research bases surrounding the construct of happiness among individuals -the teachers, as a social self and a part of the productive professions, and their interplay with academics, students and larger society.

There are many contemporary sources for information on the general study of happiness, including the work on happiness (**Barrow, 1980; Noddings, 2003; Seligman, 2002; Spring, 2007**), subjective well-being (**Diener, 2000; Diener & Diener, 1996; Diener, Suh, Lucas, & Smith, 1999**), the science of happiness and economics (**Layard, 2005; Nettle, 2005**), flow and the psychology of optimal experience (**Csikszentmihalyi, 1990; Csikszentmihalyi & Hunter, 2003**), life satisfaction (**Heubner, Drane, & Valois, 2000; Peterson, Park, & Seligman, 2005**) and the learned optimism of positive psychology (**Seligman, 1991; Seligman & Csikszentmihalyi, 2000**).

- **On Well-being, Happiness and Teacher**

**Salimirad & Srimathi (2016)** researched on 600 teachers of both government and private schools in Mysore city to find out any relationship between psychological well-being and occupational self-efficacy of which result indicated high self-efficacy is positively related with high psychological well-being. The study found no significant effect of gender on both occupational self-efficacy and psychological well-being. **Srimathi & Kumar (2010)** in their study of

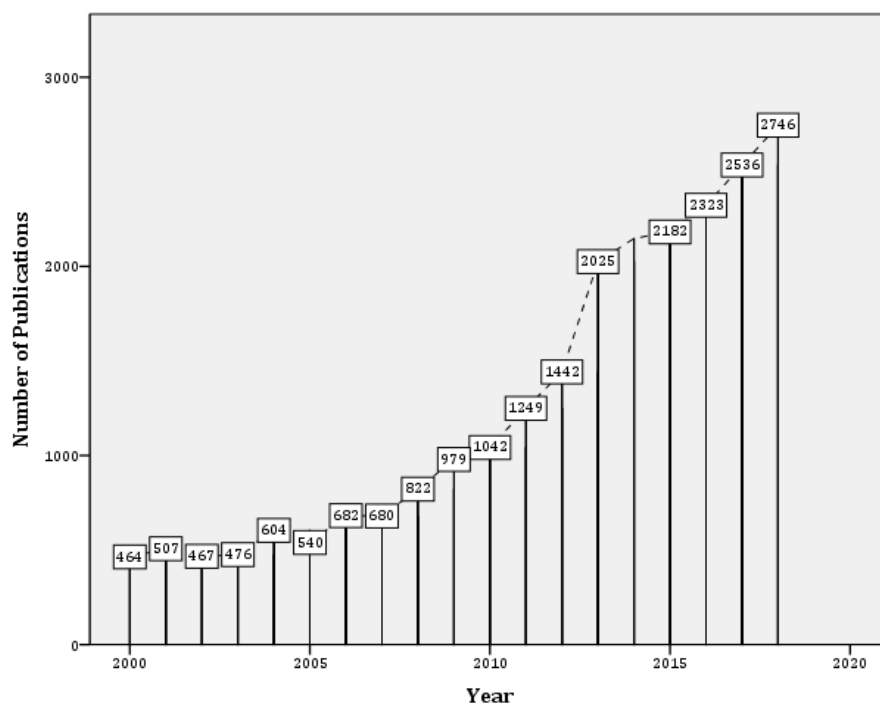
psychological well-being of employed women found that women engaged in teaching profession has highest level of psychological well-being among all other profession. Several social and personal indicators affect psychological well-being and happiness as found by **Chatterjee (2015)** where results revealed that conjugal relationship (marriage) makes women more sociable and happy as compared to unmarried women who in course of time manifests in themselves more narcissistic behaviour than normal. **Campbell, Converse, & Rodgers (1976)** in their study 'Quality of American Life' reveals correlates of happiness has weak relationships with demographic variables like ethnic status, education and age. On the contrary very strong positive correlation of happiness was found with self esteem (Ayyash-Abdo & Alamuddin, 2007), extraversion (Diener, Sandvik, Pavot, & Fujita, 1992), optimism (Aspinwall & Taylor, 1992), and personal control (Larson, 1989). **Chan (2013)** in his study of gratitude, forgiveness and orientation to happiness as part of subjective well-being on 143 Hong Kong Chinese teachers concluded each of the three earlier mentioned construct are substantially and significantly related to each other. Similar results were found in study conducted by **Park, Peterson, & Seligman (2004)**. Another study by **Oguz-Duran (2010)** found that diary-keeping behaviours of trainee teachers seems to increase emotionality among females while decreasing emotionality among males which significantly contributed to their perception of happiness. Findings of study conducted by **Lavy & Bocker (2018)** indicated positive links between teachers' sense of meaning with perceived teacher-student relationships, and between perceived teachers-student relationships with teachers' job satisfaction which lead to teacher happiness. Satisfaction as a teacher also found to be a vital factor of increased happiness in workplaces. In other hand, happiness, sense of coherence and resilience helps teacher in managing significant risks posed by school setting especially in rural areas as found by **Jong (2013)** in his study *Measuring resilience, happiness and sense of coherence of teachers in rural schools*. **Smitha (2015)** found teacher's educational qualification, locality of residence and reason behind opting teaching profession



has no significant effect on variation of their level of happiness. She also found that only 37.4% of all teachers (N=900) at secondary level described themselves as very happy. Another study by **Buragohain (2015)** on different predictors of secondary school teachers' happiness and job satisfaction found statistically significant effect of school locality, type of school, nature of employment on happiness. Negligible amount of studies were found that investigated effect of different personal indicators of teachers like professional training, years of teaching experience, belief about teaching, marital status, financial satisfaction on their happiness.

The literature sources on different research areas is now experiencing a tremendous growth due to the inventions of powerful research and analytic tools using the big data. It has been found that since 1990, there was 29,551 articles and research papers published containing the keywords 'teacher', 'happiness', 'work satisfaction', 'emotion', 'well-being', 'positive psychology', 'affect balance', 'mood' etc. in psychological journals of different languages across the world among which 27,070 has been published since the year 2000 (Solutions, 2019).

Figure 2.1 Publications trend related to happiness in psychological journals



\*source: www.dimensions.ai. © Digital Science and Research Solutions Inc., 2019

Another analytics giant 'Mendeley' found 3,567 documents including scholarly article and research papers particularly on 'teacher happiness' (Mendeley, 2019). A search result on 'Scopus' database found 288 empirical studies on teacher happiness since the year 2010 (Elsevier, 2019). Therefore, a fast-growing literature database none but indicates towards the rising concern for teacher happiness across the globe.

## **2.2 Research Questions**

Reviewing related studies on happiness especially on happiness of teacher and its effect on teacher-student relationship, students' achievement, workplace satisfaction and professional growth helped the researcher realize the trend that indicates necessity of culturing teacher happiness across levels of education. Also, it evoked the question on the present researcher's mind that how personal and social indicators of teacher contribute to their happiness? And, irrespective of growth of happiness studies throughout the world, why negligible studies have been conducted on the happiness of teachers at all level of education in India? The rarity of literatures available on teacher happiness seemed to be difficult for understanding the scenario in Indian states. Therefore, the researcher has identified the below research questions which he thought, should be on focus throughout the present study –

- How happy the teachers perceive they are at the present time when primary education in India is concerned?
- How happy the primary teachers are as per the standard measurement of individual's happiness construct?
- How different indicators, associated with personal and social life of the teacher, contribute in his/her happiness?

### **2.3 Statement of the Problem**

The researcher has identified scarcity of resourceful studies on Indian education system especially on its foundation level i.e. the primary education with reference to happiness at workplace and happiness of teachers. West Bengal, one of the significant states in India, also the state of domicile of the researcher, where despite of complying better infrastructural facilities in primary education compared to the national average, the disparity of achievement parameters is very high. Therefore, towards ensuring quality primary education with the resources we already have, it requires proper resource mobilisation, among which motivating the teachers is a significant one. As work motivation is closely related to well-being and satisfaction at workplaces as well as with personal happiness, the present scenario of both workplace satisfaction and personal happiness of teachers needs to be carefully observed in present day context. So, on basis of the above identified research questions, the problem of present study was specified as

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**“How Happy Primary School Teachers are in West Bengal”**

### **2.4 Delimitations**

On finding answers to the above identified research questions through achieving the objectives, and keep in mind the limited time and resources of the researcher, the present study is delimited by the following

- Only 12 districts of West Bengal were studied.
- A few of personal and social indicator related to the teachers were considered.
- Personal indicators are delimited to age, sex, academic qualification, type of professional qualification, teaching experience, belief about teaching, satisfaction as a teacher.
- Social indicator was delimited to locality of school, locality of residence, marital status.

- Primary schools under the affiliation of West Bengal Board of Primary Education were chosen.
- Teachers having any one of the professional qualifications for teaching in primary schools i.e. D. Ed, D. El. Ed, B. Ed, J. B. T/P. T. T were considered as sample units.
- Happiness, broadly in terms of psychological well-being and partly subjective well-being is considered.
- Though happiness is a state of well-being, that is qualitative, quantification using self-reported standardized tool was used to measure the degree of it.

## 2.5 Objectives

- To know about how happy, the primary school teachers are in West Bengal.
- To compare their happiness level with the average individual's happiness level.
- To prepare a district profile indicating happiness of primary school teachers.
- To find out if the variation of happiness is caused by different personal and social indicators related to teacher.
- To see if personal beliefs about teaching and satisfaction of being a teacher at primary school influence their happiness.
- To discuss about its importance for improving teaching-learning as well as overall school climate.

## 2.6 Hypotheses

Based on the objectives and delimitation of the study the following null hypotheses were formulated

- H<sub>0</sub>1: The mean happiness score of primary school teachers do not vary significantly across districts.

- H<sub>0</sub>2: Mean Happiness Score of primary school teachers do not significantly vary from the average individual's mean happiness score (4.3).
- H<sub>0</sub>3: Locality of school is not significantly responsible for variation of mean happiness score of primary school teachers.
- H<sub>0</sub>4: The mean happiness score of primary school teachers are not significantly different across various age group.
- H<sub>0</sub>5: Female teachers are equally happy as their male counterparts at primary schools in West Bengal.
- H<sub>0</sub>6: Academic qualification is not significantly responsible for variation of mean happiness score among primary school teachers.
- H<sub>0</sub>7: Teacher training qualification has nothing to do with the variation of mean happiness scores among primary school teachers.
- H<sub>0</sub>8: There is no significant mean difference of happiness scores across groups based on year of teaching experience.
- H<sub>0</sub>9: Locality of residence is not significantly responsible for variation of mean happiness score among primary school teachers.
- H<sub>0</sub>10: Unmarried teachers are as happy as married teachers at primary schools in West Bengal.
- H<sub>0</sub>11: Belief about teaching has nothing to do with the variation of mean happiness scores among primary school teachers.
- H<sub>0</sub>12: Satisfaction as a teacher and their happiness are independent of each other.
- H<sub>0</sub>13: Self-described perception about present happiness do not necessarily influence the self-described expectation about the same after five years.

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# **Chapter III**

## **Methodology**

### **3.1 Methods**

#### **3.1.1 Research Design**

#### **3.1.2 Population**

#### **3.1.3 Population Frame**

#### **3.1.4 Sample**

#### **3.1.5 Description of Variables**

#### **3.1.6 Instrumentation**

### **3.2 Procedures**

#### **3.2.1 Data Collection**

#### **3.2.2 Data Quality**

#### **3.2.3 Data Analysis**

### **References**

## **Chapter III Methodology**

### **3.1 Methods**

Proper research design and methodology is of immense importance for conducting studies in happiness as the concept is multifaceted and widely defined across cultures. For the purpose of conducting this study in a limited time framework, the researcher needed a quantitative measure in order to grasp the overall happiness scenario among primary school teachers. With the help of standardized questionnaire measuring psychological well-being, the researcher focused on the self-described state of happiness as well as compared it with another rating scale indicating present state of happiness and anticipated state of happiness after five years.

#### **3.1.1 Research Design**

Research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis (Creswell, 2009). A Cross-sectional survey design provides a quantitative description of beliefs, trends, attitudes, opinion or values of a population by studying a sample pooled from that population. Happiness is a construct which is better be comprehended by self-reporting using valid and reliable instrument at a given time framework. This study follows the steps of a cross-sectional survey design to quantitatively measure teachers' happiness followed by quantitative analysis and interpretation.

#### **3.1.2 Population**

Regular teachers of primary schools (affiliated to the West Bengal Board of Primary Education) from twelve districts of West Bengal were considered as the population. The districts are namely 24 Parganas (South), Alipurduar, Bankura, East Midnapore, Hoogly, Howrah, Jalpaiguri, Kolkata, Murshidabad, Nadia, Purulia

and West Midnapore. The population is therefore consisted of around one lac primary school teachers in those districts.

### **3.1.3 Population Frame**

In India, the elementary level of education consists of primary (class 1-5) and upper primary (class 6-8) levels. But in West Bengal only, the primary school are dedicated to educating children from class 1 to class 4. There is a mismatch in the concept of primary education between this state and the country which has still not been revised. As per U-DISE data (NIEPA, 2019) of 2016-17, there are 5,64,953 teachers in primary and elementary school in West Bengal. The ratio of primary schools to upper primary schools is 4.09. Assuming equal probability of allocation of teachers in both primary and upper primary section, a total 5,64,953 teachers have been teaching in 96,418 schools. Among them 2,68,217 do not have professional qualification for teaching in elementary or primary schools. Therefore, the rest of 2,96,736 elementary teachers (including primary school teachers) with professional qualification i.e. teacher training qualification are teaching in 96,418 schools spread across 23 districts of west Bengal. Total number of primary school teachers, after adjusting the total number with ratio of primary to upper primary teachers, in 23 districts of West Bengal is 2,38,4,38. Therefore, total number of primary school teachers in those 12 districts, considered in this study, is around 1,24,400. Hence, the population frame of this study is 1,24,400 primary school teachers across 12 districts of West Bengal.

### **3.1.4 Sample**

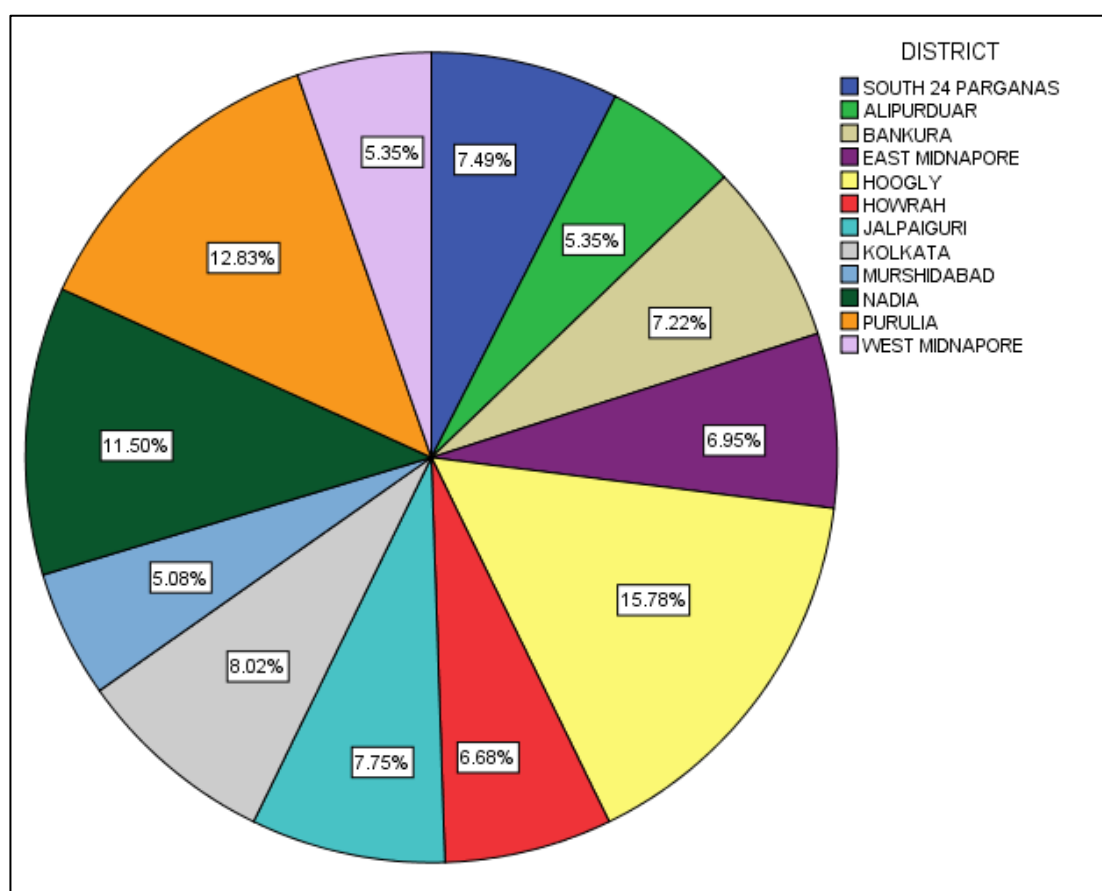
A representative sample size of the population is required for conducting such quantitative study on happiness. Using the sampling error formula, taking confidence level = 95% and confidence interval = 5, the required sample size for more than one lac teachers is 383. The sample of the present study was consisted of 374 (97.65% of the required sample size) teachers and therefore assumed to be

a good representation of the entire population of primary school teacher of the above-mentioned districts in West Bengal. Purposive method was opted to select teachers from districts. The sample distribution by districts is given below -

Table 3.1 Sample Distribution by districts:

District	No. of Sample	Percent of Total
South 24 Parganas	28	7.5
Alipurduar	20	5.3
Bankura	27	7.2
East Midnapore	26	7.0
Hoogly	59	15.8
Howrah	25	6.7
Jalpaiguri	29	7.8
Kolkata	30	8.0
Murshidabad	19	5.1
Nadia	43	11.5
Purulia	48	12.8
West Midnapore	20	5.3
Total	374	100.0

Figure 3.1 Pie Chart showing sample distribution by districts



### 3.1.5 Description of Variables

In this study following independent and dependent variables were taken –

- Independent Variables –
  - 1) Age
  - 2) Sex
  - 3) Academic qualification
  - 4) Professional qualification
  - 5) Teaching experience
  - 6) Belief about teaching
  - 7) Satisfaction as a teacher
  - 8) Locality of school
  - 9) Locality of residence
  - 10) Marital status
- Dependent Variable –
  - Happiness of Teachers

Apart from these, two more variables were selected from the 2<sup>nd</sup> instrument for data collection, which was a rating scale. These two variables were –

- Present State of Happiness (Perceived)
- Future State of Happiness (Anticipated)

Figure 3.2 Thematic diagram of variables

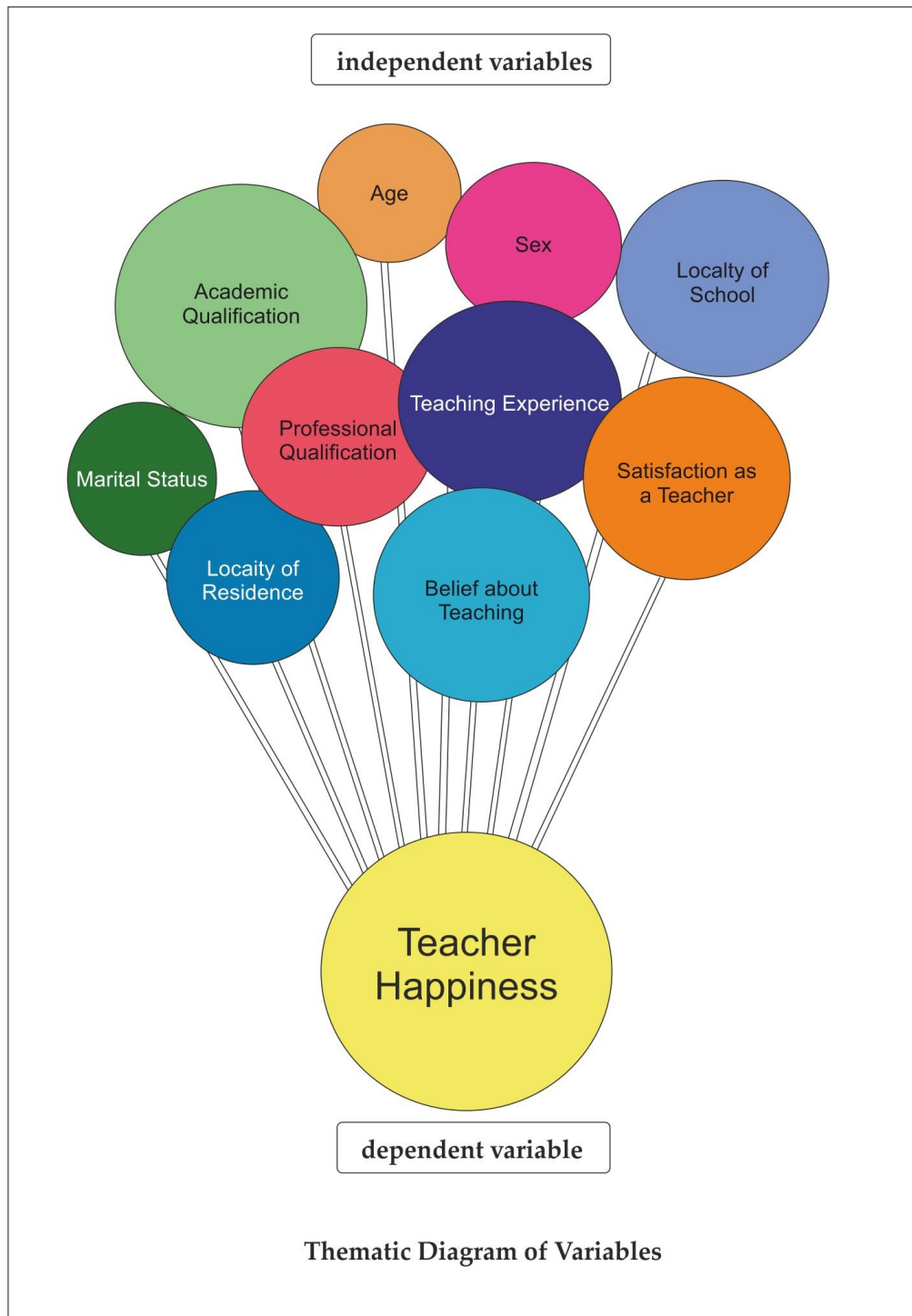


Table 3.2 Sample distribution by Levels of Independent Variables

<b><i>Variable</i></b>	<b><i>Levels</i></b>	<b><i>No. of Teachers</i></b>	<b><i>Percent of Total</i></b>
<b><i>Locality of School</i></b>	Rural	247	66.0
	Urban	72	19.3
	Semi-Urban	55	14.7
<b><i>Age</i></b>	21-30 Years	109	29.1
	31-40 Years	140	37.4
	41-50 Years	81	21.7
	51-60 Years	44	11.8
<b><i>Sex</i></b>	Female	178	47.6
	Male	196	52.4
<b><i>Educational Qualification</i></b>	Higher Secondary	77	20.6
	Undergraduate	184	49.2
	Postgraduate	113	30.2
<b><i>Teacher Training</i></b>	D. Ed	70	18.7
	D. El. Ed	200	53.5
	B. Ed	58	15.5
	J.B.T & P.T.T	46	12.3
<b><i>Teaching Experience</i></b>	1-5 Years	142	38.0
	6-10 Years	77	20.6
	11-15 Years	64	17.1
	16-20 Years	56	15.0
	21 Years & Above	35	9.4
<b><i>Locality of Residence</i></b>	Rural	215	57.5
	Urban	102	27.3
	Semi-Urban	57	15.2
<b><i>Marital Status</i></b>	Unmarried	103	27.5
	Married	271	72.5
<b><i>Belief about Teaching</i></b>	Ideal	302	80.7
	Profession	72	19.3
<b><i>Whether Satisfied as a Teacher or Not</i></b>	Satisfied	307	82.1
	Not Satisfied	67	17.9
<b><i>Total</i></b>		374	100

### 3.1.6 Instrumentation

The present study used two instruments for obtaining data on happiness from the primary school teachers.

- **Instrument 1:** Oxford Happiness Questionnaire

The 29-item Oxford Happiness Questionnaire (OHQ) is a widely used scale for assessment of personal happiness. Its psychometric properties are acknowledged to be acceptable, which presents scores on an ordinal scale which can be converted to interval scale by summing up the scores of individual items. Developed by psychologists Michael Argyle and Peter Hills at Oxford University in 2002, This questionnaire is considered as one of the accurate techniques to measure psychological well-being. The original scale demonstrated a high scale reliability with value Cronbach's  $\alpha$  (168) = 0.91. Also, the inter-item correlation within the scale was  $r = 0.58$  that suggest no two items are so alike that they are measuring the same facet of happiness (Hills & Argyle, 2002). Concurrent validity  $r$  (163) = 0.80 { $p < .001$ } was established based on the correlation between Oxford Happiness Questionnaire (OHQ) and Oxford Happiness Inventory (OHI), which shows very similar results provided by both scales.

**Scoring:** It is a self-report questionnaire that employs a 6-point Likert scale response format from strongly disagree = 1 to strongly agree = 6, with the higher scores corresponding to higher levels of happiness. There are 12 items that are negatively phrased and therefore the scoring is reverse of the earlier mentioned.

Table 3.3 Item type and scoring norm

Item type	Item Number	Scoring norm
Positively phrased	2,3,4,7,8,9,11,12,15,16,17,18,20,21, 22,25,26. Total = 17	strongly disagree = 1 to strongly agree = 6
Negatively phrased	1,5,6,10,13,14,19,23,24,27,28,29. Total = 12	strongly disagree = 6 to strongly agree = 1



The maximum score possible would be 174 (29 x 6) and minimum possible score would be 29 (29 x 1). After dividing the total score by 29, individual happiness score would be found. Therefore, the happiness score of every individual will vary from 1 to 6. As per the original Oxford Happiness Questionnaire guideline, an individual with score 4.3 and above will be considered as happy (Hills & Argyle, 2002). Higher (>4.3) the happiness scores, happier the individuals are.

Bengali version of the OHQ was prepared by the researcher and the content validity of the same was approved by five academic experts working in the field of psychology and education. The Bengali version of OHQ demonstrated a high Cronbach's  $\alpha$  (220) = 0.89 and inter-item correlation  $r = 0.54$ . Concurrent validity  $r$  (211) = 0.74 { $p < .001$ } was established based on the correlation between Oxford Happiness Questionnaire (English) and OHQ Bengali version, both of which provided very similar results.

The detail of the instrument is given on appendix 1.

▪ **Instrument 2:** Happiness Ladder from Gallup World Poll

It was used as a rating scale for indicating perception of present happiness and anticipating future happiness after five years. There are eleven steps in the ladder where each step represents a score ranging from 0 to 10. The top of the ladder (10) indicates best possible life and the bottom (0) of the ladder indicates the worst possible life for an individual. Each individual need to mark any two steps of the ladder, one for rating the present state of happiness, and one for future state of happiness. Clear instructions for marking a step is given on the detail instrument (see appendix 2).

▪ **Instrument 3:** Teacher Information Schedule

A schedule of required information about the teacher was prepared and placed with the 2<sup>nd</sup> instrument. This schedule seeks information about Teacher's name, age, sex, academic qualification, teacher training qualification, teaching experience, name of the school, name of district where the school is located, locality of school, locality of residence, marital status, opinion about teaching and

satisfaction as a teacher. Although, as per ethics of research, the name of the teacher was kept confidential but a detailed list of the name of schools has been attached in appendix 3.

## **3.2 Procedures**

This section described the details of administration of the test instruments for obtaining data followed by filtering, tabulation and analysis.

### **3.2.1 Data Collection**

On the day of visit to schools, the headmaster / headmistress of respective schools was approached by the researcher explaining the purpose and process of the study. The researcher also clarified the confidentiality clauses of the shared information and data and submitted authorization letter for obtaining data issued by the supervisor on behalf of department of education, Jadavpur university. After receiving the consent from the school authority as well as from the respective teachers, the researcher proceeded for the actual data collection. A total of 145 schools were approached by the researcher across all the twelve districts, among which 137 schools (appendix 4) given consent for obtaining data from their teachers. After clearing the formal permission, all the three instruments were given to the participant teachers. There was no time limit ascribed to the participants for completing the questionnaires. Approximately 30 minutes was taken to complete the questionnaires by 95% of all the teachers. The whole data collection process was administered on school-working days between 28<sup>th</sup> January 2019 to 17<sup>th</sup> April 2019.

### 3.2.2 Data Quality

A total of 392 teachers responded to the questionnaires. But 18 of them either did not complete the questionnaires or provided incomplete information and therefore excluded from the dataset. Data from rest of the 374 participant teachers were therefore adopted and these 374 teachers were considered as units of the sample in this study.

### 3.2.3 Data Analysis

The researcher used SPSS version 20 for tabulation and analysis of data by different variables. Descriptive statistics indicating Mean and Standard deviation was used to comprehend the characteristics of the sample. Graphical representation using Bar diagram and Pie chart was given for easy understanding of the teacher happiness based on different variables. One sample T-test, Independent sample T-test, One-way ANOVA and Spearman's Rank Order Correlation was used for inferencing about the population from sample statistic.

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# **Chapter IV**

## **Result and Interpretation**

**4.1 Descriptive Statistics**

**4.2 Inferential Statistics**

**4.3 Hypotheses Testing**

**4.4 Further Analysis**

**References**

## Chapter IV Result and Interpretation

The first part of this chapter has represented *descriptive statistics* i.e. Mean and Standard deviation which was calculated to find out variations in happiness construct measured in terms of happiness score on basis of different variables as well as to rank the districts accordingly. Some form of graphical representation i.e. bar diagram, pie chart, box plot, scatter diagram was made in this part to give better understanding about the descriptive nature of current data.

The second part deals with *inferential statistics* which was computed in order to draw inferences about the population of primary school teacher from twelve districts of West Bengal. The analyses include – One sample t-test, Independent samples t-test, One-way ANOVA and Spearman's Rho correlation ( Gravetter & Wallnau, 2017). All the analyses and graphical representation has been made using IBM SPSS 20 software.

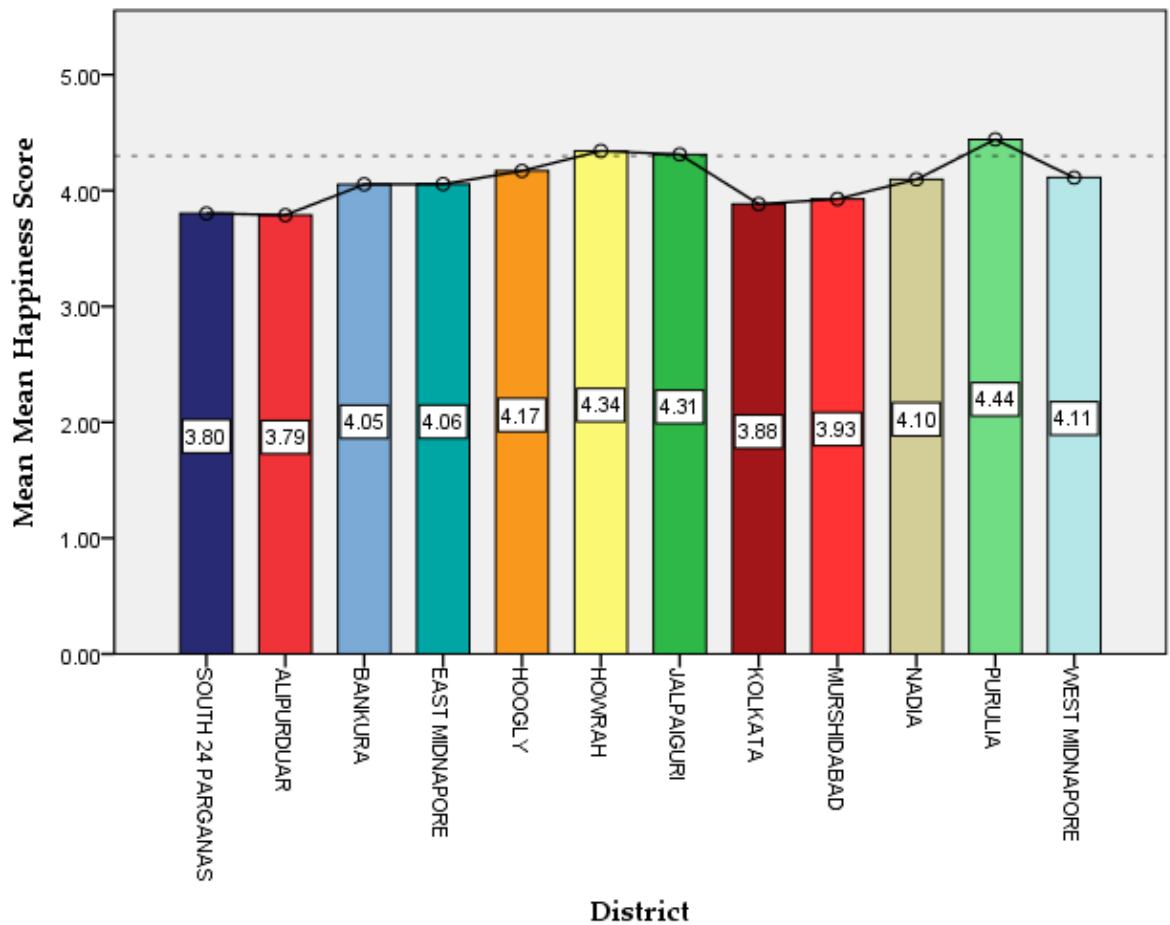
### 4.1 Descriptive Statistics

Only 38.24% of all the primary school teachers (143 out of 374), under this study, were found to have reported a great deal of happiness (mean score  $\geq 4.3$ ) irrespective of their personal and social indicators. The first category was labelled as 'Happy Teachers' and the second category was labelled as 'Not that Happy Teachers'.

Table 4.1: Mean happiness scores of teachers from twelve districts of West Bengal

<b><i>District</i></b>	<b>No. of Teachers</b>	<b>Mean</b>	<b>S.D</b>	<b>Rank</b>
<i>South 24 Parganas</i>	28	3.80	.558	11
<i>Alipurduar</i>	20	3.79	.284	12
<i>Bankura</i>	27	4.05	.569	8
<i>East Midnapore</i>	26	4.06	.583	7
<i>Hoogly</i>	59	4.17	.580	4
<i>Howrah</i>	25	4.34	.502	2
<i>Jalpaiguri</i>	29	4.31	.520	3
<i>Kolkata</i>	30	3.88	.593	10
<i>Murshidabad</i>	19	3.93	.462	9
<i>Nadia</i>	43	4.10	.440	6
<i>Purulia</i>	48	4.44	.520	1
<i>West Midnapore</i>	20	4.11	.635	5
<b><i>Total</i></b>	<b>374</b>	<b>4.12</b>	<b>.561</b>	

Figure 4.1: Comparative diagram of twelve districts by mean happiness score



The happiness of teacher measured in terms of mean happiness score varied across districts. The teachers of Purulia district was found to be the happiest ( $m=4.44$ ,  $sd=.520$ ) and teacher of Alipurduar district as least happy ( $m=3.79$ ,  $sd=.284$ ) among all the teachers. Only 3 districts were having teachers at primary schools whose happiness score is higher (4.44, 4.34 and 4.31) than the internationally accepted individual's happiness score (4.3).

Table 4.2: Mean happiness scores by different variables

<i>Variable</i>	<i>Levels</i>	<i>Mean</i>	<i>S.D</i>
<i>Locality of School</i>	Rural	4.10	.546
	Urban	4.14	.598
	Semi-Urban	4.15	.587
<i>Age</i>	21-30 Years	4.12	.548
	31-40 Years	4.09	.543
	41-50 Years	4.12	.618
	51-60 Years	4.19	.554
<i>Sex</i>	Female	4.05	.554
	Male	4.18	.562
<i>Academic Qualification</i>	Higher Secondary	4.09	.548
	Undergraduate	4.20	.542
	Postgraduate	3.99	.582
<i>Professional Qualification</i>	D. Ed	4.03	.471
	D. El. Ed	4.15	.579
	B. Ed	4.04	.572
	J.B.T & P.T.T	4.18	.588
<i>Teaching Experience</i>	1-5 Years	4.11	.556
	6-10 Years	4.11	.544
	11-15 Years	4.08	.567
	16-20 Years	4.19	.572
	21 Years & Above	4.08	.618
<i>Locality of Residence</i>	Rural	4.09	.548
	Urban	4.16	.564
	Semi-Urban	4.15	.608
<i>Marital Status</i>	Unmarried	4.14	.533
	Married	4.11	.573
<i>Belief about Teaching</i>	Ideal	4.15	.546
	Profession	3.99	.612
<i>Satisfaction as a Teacher</i>	Satisfied	4.12	.555
	Not Satisfied	4.08	.591
<i>Total</i>		4.12	.561



Figure 4.2: Bar Diagram representing Happiness score (mean) by different variables

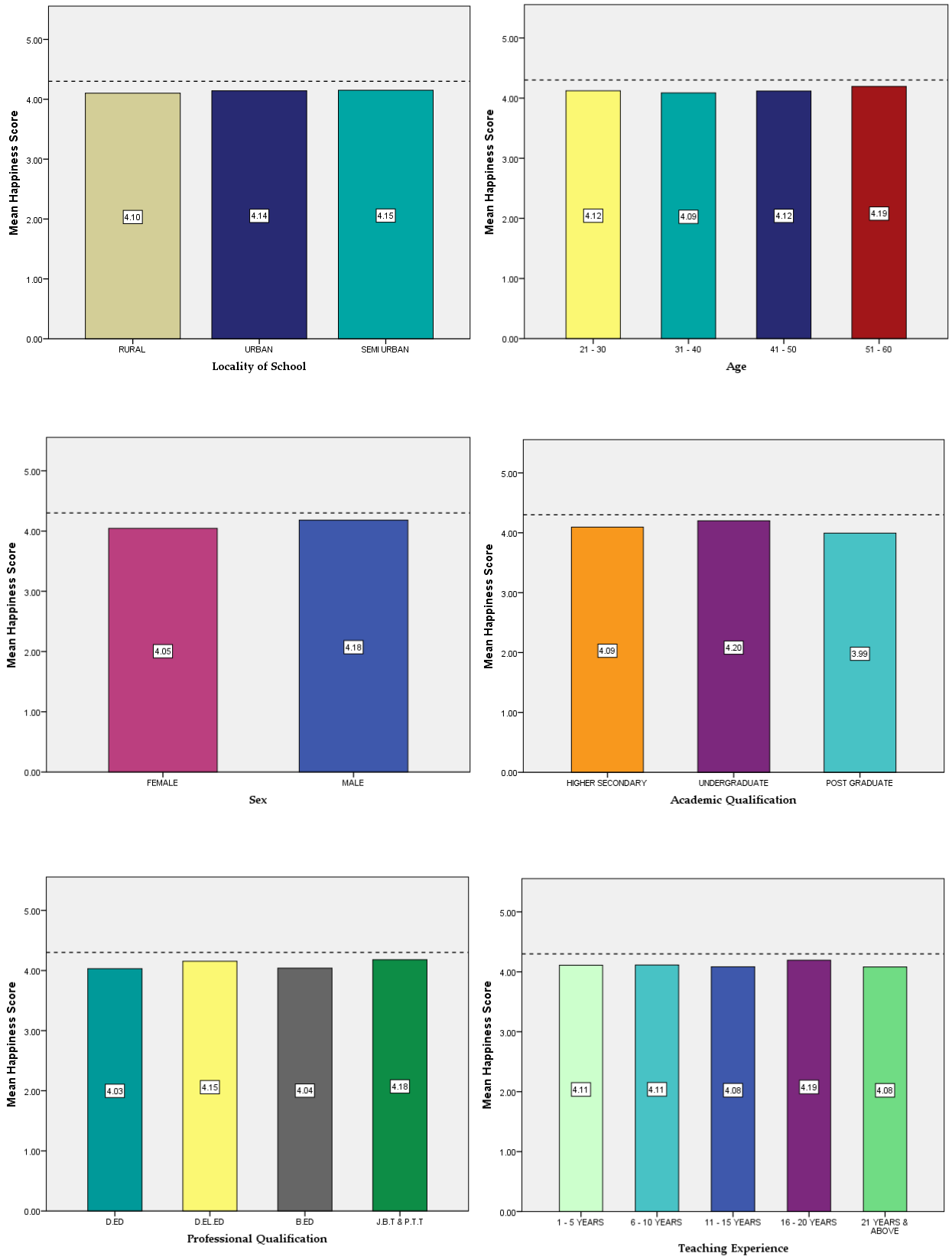
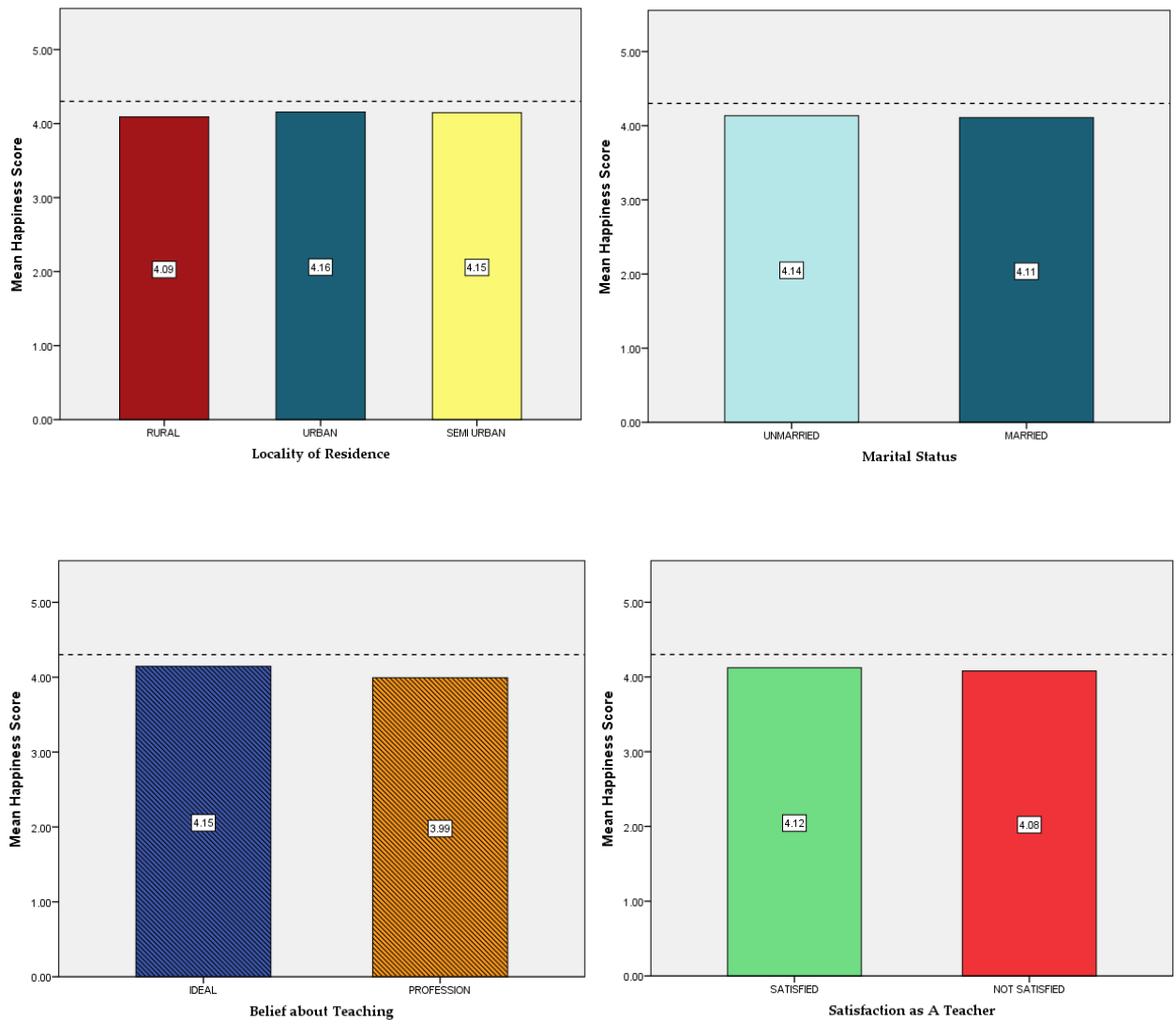


Figure 4.2 contd.



From Table 4.2 the following findings have been drawn –

- Teachers of schools located at semi-urban areas were found to be happiest ( $m=4.15$ ,  $sd=.587$ ) followed by that of urban areas ( $m=4.14$ ,  $sd=.598$ ) and rural areas ( $m=4.10$ ,  $sd=.546$ ).
- Teachers of age group 51-60 years found to be happiest ( $m=4.19$ ,  $sd=.554$ ) among all the teachers in terms of age group.
- Female teachers ( $m=4.05$ ,  $sd=.554$ ) at primary schools were not as happy as their male counterpart ( $m=4.18$ ,  $sd=.562$ ).
- Higher level of academic qualification tends to have reduced the happiness of primary school teachers as found in this study that teachers with

postgraduate level of education were lesser happy ( $m=3.99$ ,  $sd=.582$ ) compared to the teachers with an undergraduate degree ( $m=4.20$ ,  $sd=.542$ ) and a higher secondary qualification ( $m=4.09$ ,  $sd=.548$ ).

- Primary school teachers having J.B.T & P.T.T as teacher training qualification found to be happier ( $m=4.18$ ,  $sd=.588$ ) than other three categories.
- Teachers having 16-20 years of teaching experience were the happiest ( $m=4.19$ ,  $sd=.572$ ) among all the categories under the variable 'teaching experience'.
- Though the teachers from semi-urban schools were happiest, it was also found that teachers who live in urban areas reported more happiness ( $m=4.16$ ,  $sd=.564$ ) than that of rural and semi-urban areas. Further analysis revealed that, only one teacher whose habitat is rural and locality of school is semi-urban, was the happiest ( $m=4.59$ ) among all the categories of both the variable.
- Unmarried teachers were happier ( $m=4.14$ ,  $sd=.533$ ) than married primary school teachers ( $m=4.11$ ,  $sd=.573$ ).
- It was found that, teachers who believes teaching as an ideal, tends to be happier ( $m=4.15$ ,  $sd=.546$ ) than teachers who consider teaching as profession ( $m=3.99$ ,  $sd=.612$ ).
- Participant teachers who were satisfied with themselves as a teacher found to be happier ( $m=4.12$ ,  $sd=.555$ ) than teachers who were not.

Figure 4.3: Frequency polygon of Happiness Rating (Present) by Teachers

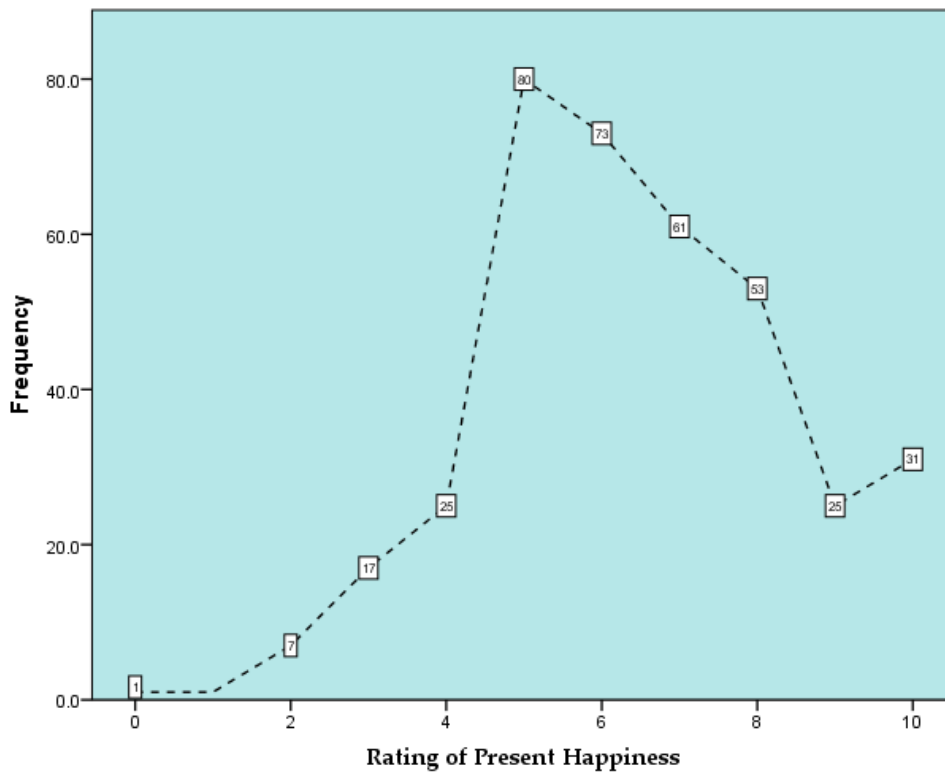
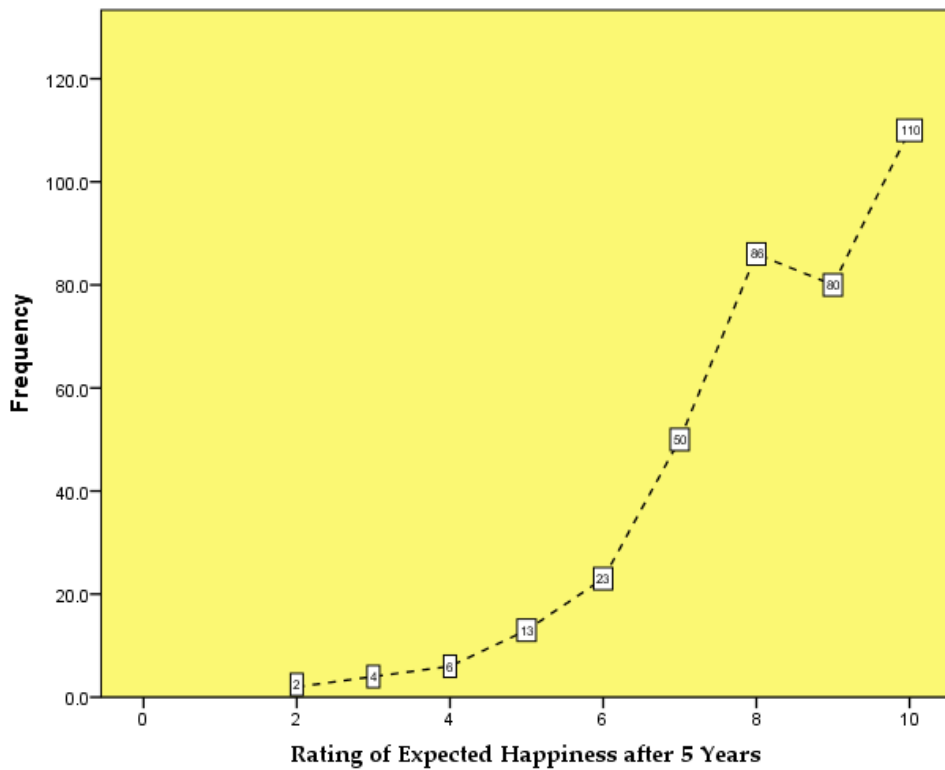


Figure 4.4: Frequency polygon of Happiness Rating (Future) by Teachers



From the Figure 4.3, it has been noticed that the present happiness rating was most frequent at 5(n=80) on 11-point scale ranging from 0-10, which indicated that majority of the teachers were in an ambivalent state of being happy and being unhappy with the way their present life was going on. There was only one teacher who perceived complete unhappiness, and also there were 31 teachers who described themselves as absolutely happy according to their perception of happiness.

From Figure 4.4, it can be seen that most of the teachers (n=110) wanted to see themselves in a most desirable state of happiness after five years from the time they had been asked to self-describe their happy being on that particular rating scale. A total 326 out of 374 rating within the range of 7 to 10 indicated a great deal of positivity and among the primary school teachers in West Bengal.

## 4.2 Inferential Statistics

Here presented a series of statistical significance test according to the order of variables presented in descriptive section.

Table 4.3: District wise Mean Happiness Score

<b>One-way ANOVA (2-tailed)</b>					
Mean Happiness Score					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.058	11	1.369	4.834	.000
Within Groups	102.504	362	.283		
Total	117.562	373			

A One-way ANOVA (2-tailed) was calculated among the mean happiness scores of 12 districts. The differences of mean happiness score were found to be significant {F (11,362) = 4.834, p=.000} at p<.01 level.

Table 4.4: Comparing Mean Happiness Score of 374 Primary School Teachers with Average Individual's Mean Happiness Score

<b>One-Sample T-test (2-tailed)</b>						
Test Value = 4.3	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Mean Happiness Score	-6.326	373	.000	-.18364	-.2407	-.1266

The average happiness score of 374 primary school teachers (4.12) found to be significantly lower { $t(373) = -6.326, p=.000$ } than the average individual's happiness score (4.3) as identified by numerous studies on happiness using Oxford Happiness Questionnaire across the world. That means, primary school teachers in West Bengal are not that happy in general as compared to the international average.

Table 4.5: Mean Happiness Score by Locality of School

<b>One-way ANOVA (2-tailed)</b>					
Mean Happiness Score					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.161	2	.080	.254	.776
Within Groups	117.401	371	.316		
Total	117.562	373			

One-way ANOVA (2-tailed) comparing different group of teachers based on locality of school found no significant difference { $F(2,371) = .254, p= .776$ } of mean happiness score at  $p<.05$  level.

Table 4.6: Mean Happiness Score by Age

One-way ANOVA (2-tailed)					
Mean Happiness Score					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.392	3	.131	.413	.744
Within Groups	117.170	370	.317		
Total	117.562	373			

A One-way ANOVA (2-tailed) was computed among mean happiness scores of different age group of teachers. Result showed that found differences in mean scores of different age groups was not significant  $\{F(3,370) = .413, p=.744\}$  at  $p<.05$  level.

Table 4.7: Mean Happiness Score by Gender

	Independent Samples t-test						
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Equal variances assumed	-2.333	372	.020	-.13479	.05778	-.24841	-.02116
Equal variances not assumed	-2.334	369.436	.020	-.13479	.05775	-.24834	-.02123

An Independent samples t-test was computed taking the mean happiness scores of female and male teachers. A significant mean difference was found which indicates male teachers' happiness score are significantly higher  $\{t(372) = -2.333, p=.02\}$  than female teachers' happiness score.

Table 4.8: Mean Happiness Score by Academic Qualification

<b>One-way ANOVA (2-tailed)</b>					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.033	2	1.517	4.913	.008
Within Groups	114.529	371	.309		
Total	117.562	373			

Academic qualification was found to have significant effect on happiness as the One-way ANOVA comparing different group of teachers found a significant { $F(2,371) = 4.913, p = .008$ } mean difference at  $p < .05$  level.

Table 4.9: Mean Happiness Score by Professional Qualification

<b>One-way ANOVA (2-tailed)</b>					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.305	3	.435	1.385	.247
Within Groups	116.257	370	.314		
Total	117.562	373			

A One-way ANOVA (2-tailed) was computed among mean happiness scores of different groups of teachers on basis of their teacher training qualification. Result showed that found differences in mean scores of different groups was not significant { $F(3,370) = 1.385, p = .247$ } at  $p < .05$  level.



Table 4.10: Mean Happiness Score by Teaching Experience

<b>One-way ANOVA (2-tailed)</b>					
Mean Happiness Score					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.446	4	.112	.352	.843
Within Groups	117.115	369	.317		
Total	117.562	373			

Although teachers with 16-20 years of teaching experience enjoys happiness more than any group of teachers basis of their teaching experience, a One-way ANOVA (2-tailed) indicated no significant mean difference  $\{F(4,369)=.352, p=.843\}$  among the group.

Table 4.11: Mean Happiness Score by Locality of Residence

<b>One-way ANOVA (2-tailed)</b>					
Mean Happiness Score					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.368	2	.184	.582	.559
Within Groups	117.194	371	.316		
Total	117.562	373			

The variation of mean happiness scores among the teachers on basis of their locality of residence found to be not significant after computing a One-way ANOVA at  $p<.05$  level  $\{F(2,371) = .582, p=.559\}$ .

Table 4.12: Mean Happiness Score by Marital Status

Independent Samples T-test							
	t-test for Equality of Means						
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Equal variances assumed	.401	372	.689	.02608	.06506	-.10185	.15401
Equal variances not assumed	.414	196.735	.679	.02608	.06301	-.09817	.15033

Though in descriptive statistics, unmarried teachers were found to be happier than their married counterpart, the difference was not significant as the result of an Independent Samples T-test indicated higher p-value and a lower t-value { $t(372) = .401, p = .689$ }.

Table 4.13: Mean Happiness Score by Belief about Teaching

Independent Samples T- test							
	t-test for Equality of Means						
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Equal variances assumed	2.087	372	.038	.15299	.07330	.00886	.29713
Equal variances not assumed	1.946	99.647	.055	.15299	.07864	-.00303	.30901

A mean difference of .16 was found between teachers considering teaching as an ideal and teachers considering teaching as a profession. An Independent Samples T-test was computed to find the significance level of the difference, and the result indicated the difference to be statistically significant { $t(372) = 2.087, p = .038$ } at  $p < .05$  level.

Table 4.14: Mean Happiness Score by Satisfaction as a Teacher

Independent Samples T-test							
	t-test for Equality of Means						
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Equal variances assumed	.572	372	.568	.04331	.07577	-.10568	.19230
Equal variances not assumed	.549	93.163	.584	.04331	.07884	-.11325	.19988

An independent Samples T-test computed taking mean happiness score of teachers who are satisfied as a teacher and who are not, found no significant difference  $\{t(372)=.572, p=.568\}$  in between groups.

Table 4.15: Present Happiness Rating &amp; After 5 Years Happiness Rating

Correlations: Spearman Rho		Ladder Present	Ladder Future
Ladder Present	Correlation Coefficient	1.000	.568
	Sig. (2-tailed)	.	.000
	N	374	374
Ladder Future	Correlation Coefficient	.568**	1.000
	Sig. (2-tailed)	.000	.
	N	374	374

A Spearman Rho correlation computed between ratings indicating self-described perception of present happiness and that of anticipated happiness after five years found a strong positive correlation ( $r=.568, p=.000$ ) which was also statistically significant at  $p<.01$  level.

### 4.3 Hypothesis Testing

Based on the result of significance tests, all the hypotheses are verified according to their order -

- **H<sub>01</sub>:** The mean happiness score of primary school teachers do not vary significantly across districts.

Findings: Significant mean difference of happiness score was found among the districts { $F(11,362) = 4.834, p=.000$ }.

Decision: Null hypothesis rejected.

Conclusion: Happiness among primary school teachers significantly vary across districts in West Bengal.

- **H<sub>02</sub>:** Mean Happiness Score of primary school teachers do not significantly vary from the average individual's mean happiness score (4.3).

Findings: The average happiness score of 374 primary school teachers (4.12) found to be significantly lower { $t(373) = -6.326, p=.000$ } than the average individual's happiness score (4.3).

Decision: Null hypothesis rejected.

Conclusion: Happiness among primary school teachers in West Bengal are significantly lower than the average individual's happiness across the world.

- **H<sub>03</sub>:** Locality of school is not significantly responsible for variation of mean happiness score of primary school teachers.

Findings: No significant difference { $F(2,371) = .254, p= .776$ } of mean happiness score was found at  $p<.05$  level.

Decision: Null hypothesis retained.

Conclusion: Locality of School neither increase nor decrease happiness among primary school teachers in West Bengal.

- **H<sub>04</sub>:** The mean happiness score of primary school teachers are not significantly different across various age group.

Findings: No significant difference  $\{F(3,370) = .413, p=.744\}$  was found at  $p<.05$  level.

Decision: Null hypothesis retained.

Conclusion: Primary school teachers' happiness in West Bengal do not vary with age.

- **H<sub>05</sub>**: Female teachers are equally happy as their male counterparts at primary schools in West Bengal.

Findings: A significant mean difference was found  $\{t(372) = -2.333, p=.02\}$  at  $p<.05$  level.

Decision: Null hypothesis rejected.

Conclusion: Male teachers found themselves happier than the female teachers at primary schools in West Bengal.

- **H<sub>06</sub>**: Academic qualification is not significantly responsible for variation of mean happiness score among primary school teachers.

Findings: A significant mean difference was found  $\{F(2,371) = 4.913, p = .008\}$  at  $p<.05$  level.

Decision: Null hypothesis rejected.

Conclusion: Primary school teachers with an optimum level of education (undergraduate) in West Bengal tends to be happier than teachers having lower or higher academic qualification.

- **H<sub>07</sub>**: Teacher training qualification has nothing to do with the variation of mean happiness scores among primary school teachers.

Findings: No significant mean difference was found among the groups.

Decision: Null hypothesis retained.

Conclusion: Teacher training degrees do not provide any new input for being happier as a teacher when primary education is concerned.

- **H<sub>08</sub>**: There is no significant mean difference of happiness scores across groups based on year of teaching experience.  
Findings: No significant mean difference was found among the groups.  
Decision: Null hypothesis retained.  
Conclusion: Experience in teaching do not have significant contribution to teacher happiness when primary education is concerned.
- **H<sub>09</sub>**: Locality of residence is not significantly responsible for variation of mean happiness score among primary school teachers.  
Findings: No significant mean difference was found among the groups.  
Decision: Null hypothesis retained.  
Conclusion: Locality of Residence neither increase nor decrease happiness among primary school teachers in West Bengal.
- **H<sub>010</sub>**: Unmarried teachers are as happy as married teachers at primary schools in West Bengal.  
Findings: No significant mean difference was found between the groups.  
Decision: Null hypothesis retained.  
Conclusion: The social phenomena called marriage has nothing significant to contribute to happiness when primary school teachers in West Bengal are concerned.
- **H<sub>011</sub>**: Belief about teaching has nothing to do with the variation of mean happiness scores among primary school teachers.  
Findings: Statistically significant  $\{t(372) = 2.087, p = .038\}$  difference was found at  $p < .05$  level.  
Decision: Null hypothesis rejected.  
Conclusion: Belief about teaching can influence the degree of happiness among the teachers. In West Bengal, when primary education is concerned, happy teachers still believe that teaching is more an ideal than merely a profession.

- **H<sub>0</sub>12:** Satisfaction as a teacher and their happiness are independent of each other.

Findings: No significant difference was found at both  $p < .05$ ,  $.01$  level.

Decision: Null hypothesis retained.

Conclusion: Being satisfied as a teacher neither boost nor hinder happiness significantly among the teachers of primary schools in West Bengal.

- **H<sub>0</sub>13:** Self-described perception about present happiness do not necessarily influence the self-described expectation about the same after five years.

Findings: A significant relationship was found at  $p < .01$  level.

Decision: Null hypothesis rejected.

Conclusion: Authentic sense of happiness on the present moment has significantly positive effect on anticipating upcoming years to be happier than ever.

#### 4.4 Further Analysis

As happiness is a construct of different dimensions of affect, life satisfaction and personality, it is very much difficult to accurately describe its degree by mere totalling the overall item scores. There may be some factors that results in poor happiness score most of the time, also there may be a few strong factor(s) that single-handedly boosts individual's happiness over time. Therefore, to understand those influential factors, a further analysis of Multiple Regression was done based on the selection of items identified for fluctuations in response.

Table 4.16: Item Analyses comparing responses of 'Happy' Teachers and 'Not that Happy' Teachers

Items	Statement	Most frequent response (Mode)	
		Happy Teachers Mean $\geq$ 4.3), N = 143	Not that Happy Teachers (Mean < 4.3), N = 231
Item 1	I don't feel particularly pleased with the way I am	Slightly Agree	Slightly Agree
Item 2	I am intensely interested in other people	Strongly Agree	Slightly Agree
Item 3	I feel that life is very rewarding	Strongly Agree	Moderately Agree
Item 4	I have very warm feelings towards almost everyone	Strongly Agree	Moderately Agree
Item 5	I rarely wake up feeling rested	Slightly Agree	Slightly Agree
Item 6	I am not particularly optimistic about the future	Strongly Disagree	Slightly Agree
Item 7	I find most things amusing	Slightly Agree	Slightly Agree
Item 8	I am always committed and involved	Strongly Agree	Moderately Agree
Item 9	Life is good	Strongly Agree	Moderately Agree
Item 10	I do not think that the world is a good place	Strongly Disagree	Slightly Agree
Item 11	I laugh a lot	Strongly Agree	Slightly Agree
Item 12	I am well satisfied about everything in my life	Strongly Agree	Moderately Agree
Item 13	I don't think I look attractive	Strongly Disagree	Slightly Agree
Item 14	There is a gap between what I would like to do and what I have done	Slightly Agree	Slightly Agree
Item 15	I am very happy	Strongly Agree	Slightly Agree
Item 16	I find beauty in some things	Strongly Agree	Moderately Agree
Item 17	I always have a cheerful effect on others	Moderately Agree	Slightly Agree
Item 18	I can fit in everything I want to	Strongly Agree	Moderately Agree
Item 19	I feel that I am not especially in control of my life	Strongly Disagree	Moderately Agree
Item 20	I feel able to take anything on	Moderately Agree	Slightly Agree
Item 21	I feel fully mentally alert	Strongly Agree	Moderately Agree
Item 22	I often experience joy and elation	Moderately Agree	Moderately Agree
Item 23	I do not find it easy to make decisions	Strongly Disagree	Slightly Agree
Item 24	I do not have a particular sense of meaning and purpose in my life	Strongly Disagree	Strongly Disagree
Item 25	I feel I have a great deal of energy	Strongly Agree	Moderately Agree
Item 26	I usually have a good influence on events	Strongly Agree	Moderately Agree
Item 27	I do not have fun with other people	Strongly Disagree	Strongly Disagree
Item 28	I don't feel particularly healthy	Strongly Disagree	Slightly Agree
Item 29	I do not have particularly happy memories of the past	Strongly Disagree	Moderately Disagree



The variation of agreement or disagreement was quite close between 'Happy' teachers and 'Not that Happy' teachers for most of the items except item 6,10,13,19,23,28. The statements of all six items were negatively phrased due to avoid response bias. For these given items the degree of responses varied about 3-4 point on a 6-point Likert scale. Responses given by 'Happy' teachers reflects more positive outlook towards self and the external world. Therefore, it is quite clear that variation of responses in these six items are, to some extent, responsible for variation in overall happiness score of an individual under this study.

A further Multiple Regression was calculated using Enter method in SPSS (Cronk, 2017), taking these six items as independent variable (predictors) and Mean Happiness Score as dependent variable.

Table 4.17: Multiple Regression Analysis

Model Summary <sup>b</sup>						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.755 <sup>a</sup>	.570	.563	.37103		
a. Predictors: (Constant), Item 28, Item 19, Item 10, Item 13, Item 6, Item 23						
b. Dependent Variable: Mean Happiness Score						
ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	67.039	6	11.173	81.161	.000 <sup>b</sup>
	Residual	50.523	367	.138		
	Total	117.562	373			
a. Dependent Variable: Mean Happiness Score						
b. Predictors: (Constant), Item 28, Item 19, Item 10, Item 13, Item 6, Item 23						
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.712	.071		38.314	.000
	Item 6	.135	.011	.451	11.882	.000
	Item 10	.052	.012	.164	4.381	.000
	Item 13	.035	.012	.106	2.912	.004
	Item 19	.035	.012	.103	2.822	.005
	Item 23	.048	.014	.136	3.546	.000
	Item 28	.074	.012	.216	5.964	.000
a. Dependent Variable: Mean Happiness Score						

The **multiple R** shows a substantial correlation between the six predictor variables and the dependent variable *Mean Happiness Score* ( $R = .755$ ). The R-square value indicates that about 57% of the variance in *Mean Happiness Score* is explained by the six predictor variables. The  $\beta$  values indicate the relative influence of the entered variables (George, 2016), that is, Item 6 has the greatest influence on happiness score ( $\beta = .451$ ), followed by Item 28 ( $\beta = .216$ ), Item 10 ( $\beta = .164$ ), Item 23 ( $\beta = .136$ ), then Item 13 ( $\beta = .106$ ) and lastly Item 19 ( $\beta = .103$ ). The direction of influence for all six is positive. Therefore, it can be said that the optimistic outlook towards self and others has most significant effect on happiness of an individual i.e. primary school teachers in this study.

## References

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# **Chapter V**

## **Conclusions and Discussion**

**5.1 Summary of Findings**

**5.2 Conclusions**

**5.3 Discussion**

**5.4 Limitations of the Study**

**5.5 Scope for Further Research**

**References**

## Chapter V Conclusions and Discussion

The main purpose of the study was to find out how happy primary school teachers are in West Bengal and justify their happiness in view of different personal and social indicators. This study also purported to compare overall happiness of primary school teachers with average individual's happiness, measured in terms of numerical index. The present cross-sectional study on happiness purposively selected primary teachers from twelve districts of West Bengal having different geographical and cultural anomalies which was reflected on their perception of happiness. Following sections in this chapter has summarized the major findings, provided conclusions from findings in relation to each research question, discussed about the significant findings and finally highlighted further scope of studies by describing limitations of the present one.

### 5.1 Summary of Findings

- Only 38.24% of all the primary school teachers, under this study, were found to have reported a great deal of happiness (mean score  $\geq 4.3$ ) irrespective of their personal and social indicators.
- The happiness of teacher measured in terms of mean happiness score varied across districts. The teachers of Purulia district was found to be the happiest ( $m=4.44$ ,  $sd=.520$ ) and teacher of Alipurduar district as least happy ( $m=3.79$ ,  $sd=.284$ ) among all the teachers. The differences of mean happiness score across districts is statistically significant at  $p<.01$ .
- Though the overall mean happiness score was found to be lower ( $m=4.12$ ), 3 districts were having teachers at primary schools whose happiness score is higher (4.44, 4.34 and 4.31) than the internationally concluded average individual's happiness score (4.3). Although, the difference of mean

happiness score between primary teachers of each district and average individual's happiness score is statistically significant.

- Teachers of schools located at semi-urban areas were found to be happiest ( $m=4.15$ ,  $sd=.587$ ) followed by that of urban areas ( $m=4.14$ ,  $sd=.598$ ) and rural areas ( $m=4.10$ ,  $sd=.546$ ). No statistical significance was found on differences of happiness score of teachers in respect to locality of schools.
- Teachers of age group 51-60 years found to be happiest ( $m=4.19$ ,  $sd=.554$ ) among all the teachers in terms of age group but the difference was not statistically significant.
- Female teachers ( $m=4.05$ ,  $sd=.554$ ) at primary schools were not as happy as their male counterpart ( $m=4.18$ ,  $sd=.562$ ), also the difference is statistically significant at  $p<.05$ .
- Higher level of academic qualification tends to have reduced the happiness of primary school teachers as found in this study that teachers with postgraduate level of education were lesser happy ( $m=3.99$ ,  $sd=.582$ ) compared to the teachers with an undergraduate degree ( $m=4.20$ ,  $sd=.542$ ) and a higher secondary qualification ( $m=4.09$ ,  $sd=.548$ ). A statistical significance at  $p<.05$ . was found among the differences.
- Primary school teachers having J.B.T & P.T.T as teacher training qualification found to be happier ( $m=4.18$ ,  $sd=.588$ ) than other three categories. But no statistical significance was found among the differences.
- Teachers having 16-20 years of teaching experience were the happiest ( $m=4.19$ ,  $sd=.572$ ) among all the categories under the variable 'teaching experience'. The found differences of mean happiness score was not statistically significant.

- Though the teachers from semi-urban schools were happiest, it was also found that teachers who live in urban areas reported more happiness ( $m=4.16, sd=.564$ ) than that of rural and semi-urban areas. Further analysis revealed that, only one teacher whose habitat is rural and locality of school is semi-urban, was the happiest ( $m=4.59$ ) among all the categories of both the variable, although the differences was not statistically significant.
- Unmarried teachers were happier ( $m=4.14, sd=.533$ ) than married primary school teachers ( $m=4.11, sd=.573$ ). No statistical significance was found, thereby the finding cannot be generalized to the whole population.
- It was found that, teachers who believes teaching as an ideal, tends to be happier ( $m=4.15, sd=.546$ ) than teachers who consider teaching as profession ( $m=3.99, sd=.612$ ). Also, the differences of mean happiness score between two groups were statistically significant.
- Participant teachers who were satisfied with themselves as a teacher found to be happier ( $m=4.12, sd=.555$ ) than teachers who were not. No statistical significance was found on this difference of mean scores.
- Self-described perception of present happiness and that of anticipated happiness after five years found a strong positive correlation ( $r=.568, p=.000$ ) which was also statistically significant at  $p<.01$  level.
- It has been found that the present happiness rating was most frequent at 5( $n=80$ ) on 11-point scale ranging from 0-10, which indicated that majority of the teachers were in an ambivalent state of being happy and being unhappy with the way their present life was going on. There was only one teacher who perceived complete unhappiness, and also there were 31 teachers who described themselves as absolutely happy according to their perception of happiness.

- It was also found that most of the teachers (n=110) wanted to see themselves in a most desirable state of happiness after five years from the time they had been asked to self-describe their happy being on that particular rating scale. A total 326 out of 374 rating within the range of 7 to 10 indicated a great deal of positivity and among the primary school teachers in West Bengal.
- Among the 29 statements of the main instrument (Instrument 2) representing different psychological construct of an individual, optimism, aesthetic outlook towards the external world, self-love, self-control over life, decision making ability and healthy feeling affects one's happiness to a greater extent than the other factors.

## 5.2 Conclusions

Findings of the study were verified in relation to each of the three research questions.

- **Research Question 1:** How happy the teachers perceive they are at the present time when primary education in India is concerned?

Analysis of the self-reported rating scale revealed that, 21.39% (N=80) of the teachers were neither so happy nor so unhappy with the way their present life was going on. 56.7% (N=212) of all teachers described themselves as happy ( $10 > \text{happy} \geq 6$  on a 11-point scale ranging 0 to 10). There was only one teacher who perceived complete unhappiness; and less than 9% (N=31) of the teachers described themselves as absolutely happy according to their perception of happiness.

- **Research Question 2:** How happy the primary teachers are as per the standard measurement of individual's happiness construct?

Only 38.24% of all the primary school teachers, under this study, were found to have reported a great deal of happiness (mean score  $\geq 4.3$ ) when compared with average individual's happiness score using the Oxford Happiness Questionnaire (Instrument 2).

- **Research Question 3:** How different indicators, associated with personal and social life of the teacher, contribute in his/her happiness?

Teachers from different districts reported different levels of happiness which was also statistically significant. Hence, variation in geographical location and cultural context seemed to have influenced individual's happiness construct. Among the different personal and social indicators of primary school teachers, Sex, Academic qualification and Belief about teaching have significantly caused for variation in their happiness level. Although differences were found in the sample scores, Locality of School, Age, Professional qualification, Teaching experience, Marital status, Locality of Residence and Satisfaction as a teacher did not significantly contribute to their happiness construct.

### 5.3 Discussion

The pursuit of happiness is the end goal of mankind (Aristotle), which is the eternal topic of human history so far as well as for teacher also (Zhongying, 2013). Due to the individualistic approach of teaching practice, it cannot be confined to certain professional norms, values or ethics. The diversified identity of this practice helped mankind to flourish beyond imagination. Though the primary work of teacher is to teach, reflections of teacher's personal belief, motives and philosophical views towards life from personal, social and cultural point of view equally affects the quality of it. Therefore, it is of immense importance to dive deep



into those factors that determine both the subjective as well as psychological well-being of the teachers.

With the purpose of finding how happy primary school teachers are in West Bengal and relate their happiness to different personal and social indicators, the present study covered an extensive geographical region and cultural diversities across the state. Considering the subjective well-being and psychological well-being as happiness, this study made use of the single item 'happiness ladder' from Gallup World Poll as well as the 29-item Oxford Happiness Questionnaire as main data accumulating instruments. After gathering data from 374 teachers teaching at 137 primary schools spread across twelve districts of West Bengal for nearly two and half months, analyses have been carried out to sketch a wholistic picture of teacher happiness in relation to different personal and social indicators which led to illuminating conclusions.

In this study, the variation of happiness score among teachers across districts of West Bengal was significant. This might be caused by difference in aspiration level to the teaching job and opportunities to other professions or vocations in those specific geographical regions. Social status of teacher and diversity in lifestyle from place to place might also have influenced this variation of happiness.

Overall happiness is significantly low among the teachers at primary level as compared to the individual's happiness score across the world. Although under different schemes of the central and state government schools have received ample support for development of infrastructural facilities but there might be discouragement factors like lack of proper teaching orientation programmes, high pupil-teacher ratio, deficiency of adequate teaching support, politico-social interferences that have disturbed the tranquillity of work and motivation which in turn affected happiness.

The findings that female teachers were less happy than the male teachers directly contradicts to the study of gender differences in happiness by Wood, Rhodes, & Whelan (1989) where they found in a meta-analysis of 93 related studies that on average women were little happier than men (nearly 7% of a standard deviation). This might be the case in this study because of increased workload due to their attachments to household activities, and result of stronger effect of frequent anxiety, neurosis and more negative emotions in everyday life (Argyle M. , 2002).

In India, optimum level of education i.e. graduation qualifies an individual to get satisfying work but with increase in the level of education increases the expectation for better occupation. As teaching in primary schools do not fetch social status as high as a college or university teacher enjoys in India, teachers with higher level of education teaching primary classes may have felt decreased satisfaction and motivation which resulted in lowering their happiness and it supports the findings of a British study (Clark & Oswald, 1996) which found education having a clear negative effect through raised expectation when income and occupation had been held constant. But these findings do not go at per the findings of recent studies on education and happiness which found level of education only as a mean for getting an occupation that is much weaker than the effect of income, mental health, physical health (Ross & Van Willigen, 1997) and inner realization of life (Campbel, 1981).

Belief about teaching is determined by the views of life philosophy and very much influenced by the teaching that individual had received in his/her preparing years. Idealistic outlook of teaching is still more practised in Indian states which has long history rooted in the ages of Gurus. Also, the philosophical foundation of the nation has more idealistic orientation than any other. Therefore, the higher perceived happiness among the idealistic teachers nothing but reflect the national outlook of teaching.

Semi-urban areas' schools have lesser advantages than urban schools but the healthy environment, lesser workload on teachers, lesser impact of hazardous pollution than urban areas, better inter-personal relationship within the children of conglomerate groups might have resulted in increased happiness among the teachers. In the other side, rural location schools often deprived from amenities and materialistic support from the higher administration due to remoteness and lack of regular communication which in turn affects the working condition in schools. This might have caused the observed underneath happiness among teachers.

As found in many studies, life satisfaction increases with age (Cantril , 1965) as results of increased income, social relationship, leisure, religious practices which positively affects subjective well-being and happiness. Therefore, the observed differences of happiness among age groups with 51-60 years aged teachers as happiest, is natural and exists within the entire population.

As years of teaching experience increases with age, it is natural that teachers get ample experiences both good and bad during teaching in schools. It gives them immense pleasure to deal with the children often finding their own childhood in them as fear of ageing increases. Therefore, they urges to find happiness in the last several years of teaching irrespective of declining health and attractiveness, increased inner loneliness (Argyle M. , 2002) and fear of missing out.

Teachers who live in urban areas enjoys more facilities, amenities and taste of modern life. They get the opportunity to interact with a variety of people in their day to day discourse which complements their relationship satisfaction through some clear factors like instrumental help, emotional support and companionship (Argyle & Furnham, 1983).

Studies have identified a decline over time in the strength of the benefits of marriage for subjective well-being (Haring-Hindore, Stock, Okun, & Witter , 1985). The unmarried teachers might have enjoyed the freedom of relationships that often dilutes after marriage. Also, the quality of marital life greatly affects

happiness and subjective well-being. So, the differences found between married and unmarried teachers in this study is factual in the present-day context and seemed to be existent in the general population too.

‘Satisfaction as a teacher’ is a single item indicator of perceived job satisfaction which largely depends on some factors like condition of work, pay, use of actual skills, social status etc. Again, job satisfaction is important to happiness but not the only factor of life satisfaction and well-being. Therefore, despite of observed differences of happiness between satisfied and unsatisfied teachers, it cannot be said that satisfaction as a teacher always results in more happiness.

Finally, the need for happiness is as important as the need for food, shelter, sex, social security and recognition. Therefore, the society must encourage the people to ensue happiness rather than finding it in objective realities like success. Happiness is a companion in the journey of life which we all must identify. Sooner we find out the nature of our own happiness, longer we would be able to pursue it.

#### **5.4 Limitations of the Study**

There were several factors to this study that limits from capturing a true picture of what its conclusions indicated.

- The work motivation of teachers may have significant effect on their psychological well-being.
- Teachers might have felt intimidated about giving wholly truthful responses, even though anonymity was assured.
- School climate might have notably contributed to overall happiness of primary school teachers which the present study overlooked.
- Work environment and interpersonal relationship among teachers in primary schools might have remarkable effect on individual’s satisfaction as a teacher.

- Teacher's belief about teaching might have influenced by social group interactions and belief of his/her colleagues in workplaces.
- Use of fewer school districts and relatively small sample (N=374) is a major delimitation to this study. The inclusion of all the school districts of West Bengal with a larger sample size would provide variety in the respondent base that would account for teacher happiness in more varied contexts.

## 5.5 Scopes for Further Research

Researchers in the field of education can extend on this topic in several significant ways. The same study, if administered to elementary, secondary and higher secondary school teachers, might demonstrate different conclusions on teacher happiness. Also, the list of indicators could be extended to distance of school from home, mode of communication, climate of region where school is located, health of teacher, home environment, financial requirement of teacher, allowance of leave when needed etc. that include some of the sources of happiness. The factors that were considered in this study can be further analysed using more sophisticated multivariate tools to get better predictability and dependency on happiness. The present researcher believes that this study is not an end in itself, rather an ongoing journey of discovering teachers' pursuit of great extent of quality happiness towards a better, sustainable and humane society.

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# **Appendix**

## Appendix 1

### Oxford Happiness Questionnaire

Below are a number of statements about happiness. Would you please indicate how much you agree or disagree with each by ticking the appropriate box?

Sl no.	Statements	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
1	I don't feel particularly pleased with the way I am						
2	I am intensely interested in other people						
3	I feel that life is very rewarding						
4	I have very warm feelings towards almost everyone						
5	I rarely wake up feeling rested						
6	I am not particularly optimistic about the future						
7	I find most things amusing						
8	I am always committed and involved						
9	Life is good						
10	I do not think that the world is a good place						
11	I laugh a lot						
12	I am well satisfied about everything in my life						
13	I don't think I look attractive						
14	There is a gap between what I would like to do and what I have done						
15	I am very happy						
16	I find beauty in some things						
17	I always have a cheerful effect on others						
18	I can fit in everything I want to						
19	I feel that I am not especially in control of my life						
20	I feel able to take anything on						
21	I feel fully mentally alert						
22	I often experience joy and elation						
23	I do not find it easy to make decisions						
24	I do not have a particular sense of meaning and purpose in my life						
25	I feel I have a great deal of energy						
26	I usually have a good influence on events						
27	I do not have fun with other people						
28	I don't feel particularly healthy						
29	I do not have particularly happy memories of the past						

You will need to read the statements carefully because some are phrased positively and others negatively. Don't take too long over individual questions; there are no 'right' or 'wrong' answers and no trick questions. The first answer that comes into your head is probably the right one for you. If you find some of the questions difficult, please give the answer that is true for you in general or for most of the time.

**\* We ensure you that your responses will be used for this particular research purpose by maintaining due confidentiality. We thank you very much for your kind co-operation.**

## Oxford Happiness Questionnaire

(Adapted in Bengali by Bijoy Krishna Panda & Dr. Muktipada Sinha)

নিচে 'সুখী থাকা' সম্পর্কিত কয়েকটি বিবৃতি আছে। প্রত্যেকটি বিবৃতি সম্পর্কে আপনি কতটা সহমত বা অসহমত তা অনুগ্রহ করে উপযুক্ত বক্স এ টিকচিহ্ন দেওয়ার মাধ্যমে জানাতে পারেন কি? আমরা নিশ্চিত করছি যে আপনার মতামতগুলির গোপনীয়তা বজায় রেখে শুধুমাত্র এই গবেষণার কাজেই ব্যবহার করা হবে। এই আন্তরিক সহযোগিতার জন্য আপনাকে ধন্যবাদ জানাই।

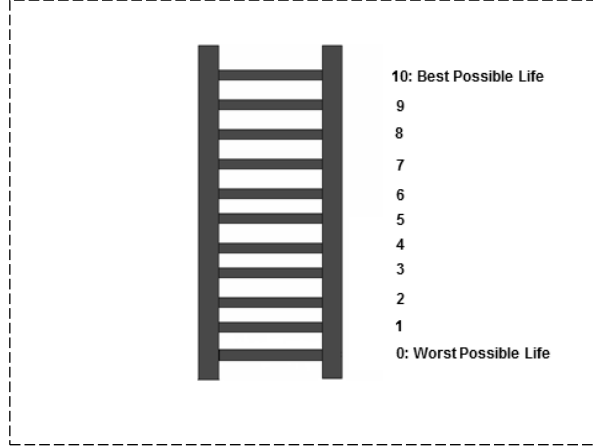
বিবৃতি গুলি ভালো করে পড়ে নিন, কারণ কয়েকটি বিবৃতি ইতিবাচক এবং কয়েকটি নেতিবাচক ভাবে বর্ণনা করা হয়েছে। এক্ষেত্রে আপনার কোন মতামতই 'ঠিক' বা 'ভুল' বলে বিবেচিত হবে না, তাই প্রতিটি বিবৃতিতে খুব বেশি সময় দেওয়ার প্রয়োজন নেই। বিবৃতিটি পড়ার পরে প্রথমেই আপনার মনে যে ভাবনা আসবে, সেটাই সম্ভবত আপনার প্রকৃত মতামত। যদি কোনও বিবৃতির বক্তব্য সম্পর্কে আপনার মনে জটিলতার সৃষ্টি হয়, তবে সেই বিবৃতি সম্পর্কে বেশিরভাগ সময়ে আপনি যা মনে করেন বা সাধারণভাবে যা সত্য তাই নির্দেশ করতে পারেন।

ক্রম	বিবৃতি	একেবারে অসহমত	যথেষ্ট অসহমত	কিছুটা অসহমত	কিছুটা সহমত	যথেষ্ট সহমত	সম্পূর্ণ সহমত
১	আমি এখন যেমন আছি তাতে খুব একটা ভালো বোধ করছি না						
২	আমি অন্যদের সম্পর্কে ভীষন আগ্রহী						
৩	আমি মনে করি জীবন আমাদের সবসময় উপযুক্ত পুরস্কার দেয়						
৪	প্রায় সকলের প্রতিই আমার আন্তরিক অনুভূতি রয়েছে						
৫	খুব কম সময়ই আমি বিশ্রাম করে উঠে স্বস্তিবোধ করি						
৬	আমি ভবিষ্যত সম্পর্কে খুব একটা আশাবাদী নই						
৭	প্রায় সবকিছুকেই আমার খুব মজাদার/আনন্দদায়ক মনে হয়						
৮	আমি সবসময়ই দায়িত্বশীল এবং মনোযোগী						
৯	জীবনটা সুন্দর						
১০	আমার মনে হয় না এই জগতটা খুব একটা ভালো						
১১	আমি প্রচুর হাসি						
১২	আমার জীবনের সবকিছু নিয়েই আমি যথেষ্ট সন্তুষ্ট						
১৩	আমি মনে করি না আমি দেখতে খুব একটা আকর্ষণীয়						
১৪	আমি যা করতে চাই এবং আমি যা করতে পেরেছি, তার মধ্যে যথেষ্ট ফারাক থাকে						
১৫	আমি খুব খুশিতে আছি						
১৬	আমি কিছু কিছু জিনিসের মধ্যে সৌন্দর্য্য/ভালো খুঁজে পাই						
১৭	আমি সবসময়ই অন্যদের আনন্দ দিতে পারি						
১৮	আমার প্রয়োজনে যে কোন কিছুতে আমি মানিয়ে নিতে পারি						
১৯	আমার মনে হয় জীবনটা সম্পূর্ণ আমার নিয়ন্ত্রনে নেই						
২০	আমি যে কোন দায়িত্ব নিতে সক্ষম বলে মনে করি						
২১	মানসিকভাবে সম্পূর্ণ সচেতন বলে আমি নিজেকে মনে করি						
২২	আমি প্রায়ই আনন্দ ও গর্ব অনুভব করি						
২৩	আমি সহজে সিদ্ধান্ত নিতে পারি না						
২৪	আমার জীবনের কোন একটি নির্দিষ্ট অর্থ এবং লক্ষ্য নেই						
২৫	আমার মনে হয় আমার মধ্যে প্রচুর জীবনী-শক্তি আছে						
২৬	যেসব ঘটনায় আমি যুক্ত থাকি সেগুলোতে আমার ভালোমতো প্রভাব থাকে						
২৭	আমি অন্যদের সাথে খুব একটা আনন্দ পাই না						
২৮	আমি খুব একটা সু-স্বাস্থ্যের অধিকারী বলে মনে করি না						
২৯	অতীত জীবনের খুব একটা সুখকর স্মৃতি আমার নেই						

## Appendix 2

### Happiness Ladder (from Gallup World Poll)

Please imagine a ladder with steps numbered from zero at the bottom to 10 at the top. The top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible life for you.



- On which step of the ladder would you say you personally feel you stand at this time?
- On which step do you think you will stand about five Years from now?

### Bengali Version

(Adapted in Bengali by Bijoy Krishna Panda & Dr. Muktipada Sinha)

পাশের চিত্রে সিঁড়িতে ১১টি ধাপ আছে। সর্বনিম্ন ধাপ হল যেখানে আপনি নিজেকে একদমই সুখী বলে মনে করেন না, অর্থাৎ '০'। সিঁড়ির সর্বোচ্চ ধাপ হল যেখানে আপনি নিজেকে সর্বোচ্চ সুখী মনে করেন অর্থাৎ '১০'।

- এই ভেবে আপনার জীবনে বর্তমান সময়ে আপনি সিঁড়ির কোন ধাপে আছেন বলে মনে করেন? ( নিচের ঘরে ০ থেকে ১০ এর মধ্যে উপযুক্ত সংখ্যা লিখে প্রকাশ করুন)
- আজ থেকে পাঁচ বছর পরে ওই সিঁড়ির কোন ধাপে আপনি নিজেকে দেখতে পাবেন বলে আপনার ধারণা? (০ থেকে ১০ এর মধ্যে যেকোন একটি সংখ্যা দ্বারা পাশের ঘরে লিখে প্রকাশ করুন)





**Appendix 3****Teacher Information Schedule**

Name of your School:

District:

Nature of locality of your school:

**Rural / Urban / Semi-urban**

Your Name:

Age (in years):

Gender:

**Male / Female**

Educational Qualifications:

**H.S / Graduate / Post-Graduate / M. Phil / Ph. D**

Teachers' Training:

**D. El. Ed / D. Ed / B. Ed / J.B.T – P.T.T**

Teaching Experience (in years):

Nature of locality in where you live:

**Rural / Urban / Semi-urban**

Marital Status:

**Single/Married/Unmarried**

What is 'teaching' according to you?

**Ideal / Profession** (Please tick on your opinion)

Are you satisfied as a teacher?

**Yes / No**

<b>Appendix 4</b>		
<u>List of schools participated in the study</u>		
<b>Sl.</b>	<b>Name of Schools</b>	<b>No. of Teachers Responded</b>
1	Tajpur Sautal Para Primary School	2
2	Pukhuriya Board Primary School	1
3	Tajpur Board Primary School	2
4	Memampur Primary School	3
5	Janaki Nagar S.S.K	4
6	Aramdanga Primary School	4
7	Palasi Adarsa Child Vidyapith	2
8	Janaki Nagar Primary School	3
9	Samsul Alam Smriti Primary School	3
10	Janaki Nagar Uttar Para Primary School	2
11	Charmuktarpur West Primary School	4
12	Gajipur Aboytonik Primary School	3
13	Dubda Deshapran Primary School	3
14	Dubda 1no Primary School	3
15	Takasol Primary School	2
16	Balighai Primary School	2
17	Shripur Durlav Smriti Primary School	3
18	Shola 2 Primary School	2
19	Inda Primary School	2
20	Shola 2 Primary School	2
21	Krishnapur Primary School	2
22	Baikanthapur D.N.B Primary School	3
23	Sastitala Primary School	1
24	Baikanthapur D.N.B Primary School	4
25	Polaba G.S.F.P School	3
26	Sastitala Primary School	3
27	Surendra Nath Banarjee Primary School	3
28	Sargoria Avaitanik Primary School	3
29	Pipulberia Board Primary School	4
30	Sahapur Avaitonik Prathomik Vidyalaya	3
31	Sargoria Avaitanik Primary School	2
32	Harindanga Avoitanik Primary School	2
33	Belsingha Avoitanik Primary School	2
34	Pipulberia Board Primary School	2
35	Brahmapara Primary School	2
36	Simurali Junior Basic Primary School	1
37	Harasundiri Primary School	3
38	Kshirerkote Junior Basic Primary School	2
39	Dalimpur Primary School	2
40	Kshirerkote Junior Basic Primary School	2
41	Bhutanir Ghat Primary School	2
42	Bhutanir Ghat Primary School	2
43	Kshirerkote Junior Basic Primary School	3

<b>Sl.</b>	<b>Name of Schools</b>	<b>No. of Teachers Responded</b>
44	Harasundiri Primary School	3
45	Janananjan Junior Basic School	2
46	Miyerber B.S.F Primary School	3
47	Karbala J.M Primary School	3
48	Dhulaguri Sadharan Vidyapith	3
49	Chirudi Primary School	2
50	Bishri Primary School	2
51	Manbazar Urdu Primary School	2
52	Patharmahara Primary School	4
53	Manbazar Board Primary School	2
54	Tokapur Primary School	2
55	Baira Kurchi Primary School	2
56	Kholotpur Primary School	3
57	Ghola Junior Basic School	2
58	Khalatpur Primary School	3
59	Gorfa F.P School	2
60	Laksmi Narayan Sau Avoitonik Primary School	2
61	Fatherpur Sisu Kalayan Primary School	3
62	Laksmi Narayan Sau Avoitonik Primary School	3
63	Bikramgar High School ( Primary School)	3
64	Chatra F.P School	3
65	Fatherpur Sisu Kalayan Primary School	3
66	Tallygang Girls High School ( Primary School)	4
67	Nadial U.P School	2
68	Swarup Mjumdar Institute	2
69	Vedua Primary School	3
70	Belbari Primary School	3
71	Mohonbat Primary School	4
72	Barshimulguri G.P School	3
73	Borijja Primary School	2
74	Bella Maharajpur Primary School	3
75	Durgapur Primary School	2
76	Simulia Primary School	4
77	Junior Basic Sisu Sikshaya Kendra	9
78	Netaji G.S.F.P School	4
79	Dulmi Primary School	2
80	Ketika Primary School	4
81	Dulmidih Bauripara G.S.F Primary School	4
82	Khudibandh Primary School	3
83	Hinjori Sampur Primary School	4
84	Alukosha Primary School	4
85	Garjoypur Horijon Primary School	4
86	Sahebnagar Special Kedar Primary School	2
87	Krishnachandrapur Primary School	3
88	Dolimoula Primary School	3
89	Anandanagar Primary Shool	3
90	Mayakul Pimary School	2
91	Bahadurpur Primary School	2

<b>Sl.</b>	<b>Name of Schools</b>	<b>No. of Teachers Responded</b>
92	Vagra Primary School	2
93	Barul Primary School	2
94	Bosipur Primary School	2
95	Kalubarui Primary School	4
96	Bhastara Primary School	4
97	Bolipur Primary School	4
98	Sakoajhora No2 B.F.P School	4
99	Moinatoli B.F.P School	2
100	Jholdakha Giribor Primary School	2
101	Maynatali B.F.P School	3
102	Jholdakha Giribor Primary School	2
103	Sajnapara S.C Primary School	3
104	Uttar Dangapara Primary School	2
105	Gairkata Guild Mission Primary School	3
106	Barogharia No-1 B.F.P School	2
107	Moharerban B.F.P School	3
108	Jholdakha Giribor Primary School	3
109	Mainatali B.F.P School	3
110	Sakoajhora No-2 B.F.P School	3
111	Barogharia No-1 B.F.P School	2
112	Sajnapara S.C Primary School	2
113	Nironjonpath New Primary School	2
114	Uttarbara Primary School	1
115	Jadavnagar Primary School	1
116	Boitol Ghoshpara Primary School	2
117	Betri Primary School	1
118	Uttarbara Primary School	3
119	Betri Primary School	3
120	Batanal High Atteched Primary School	4
121	Adra Bazar Al-Amin Sisu Sikshaya Kendra	2
122	Barasat Vivekananda Primary School	4
123	Brajasole Primary School	5
124	Raghunathpur Paschim Primary School	2
125	Pairachali J.B. Primary School	3
126	Batanol Primary School	3
127	Jashpara Primary School	2
128	Ketta Para Primary School	4
129	Bali 1No Primary School	4
130	Golahsnra Primary School	2
131	Jagatpur Primary School	2
132	Goplapur Primary School	4
133	Jagatpur Primary School	4
134	Sambati Primary School	1
135	Bali 1No Primary School	2
136	Urisai Primary School	2
137	Bellya Moharajpur Primary School	4
<b>Total</b>		<b>374</b>