

HAPPINESS OF COLLEGE TEACHERS

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ABSTRACT

Teachers at undergraduate level play an important role in shaping of students who stand to build the future of the nation. Happiness among college teachers is good not only for themselves but society as a whole. The performance and others factor of teachers depend upon their level of happiness with their job. Very few researches have been conducted regarding the level of happiness of teachers in India as well as West Bengal. The present study was designed to find out the happiness level of designation-wise college teachers and to find out the difference of happiness among designation-wise undergraduate college teachers. For this purpose, the sample constituted total 270 (Associate Professors=90, Assistant Professors=90 and Part-time & Guest teachers=90) college teachers. Descriptive survey design was used in this study. The data was collected through Random sampling technique and Happiness scale developed by Dr. Himanshi Rastogi and Dr. Janki Moorjani (2017) was applied. The data was analysed through SPSS version 21. The study observed that 1.1% of Assistant Professor, 1.1% part-time and Guest faculty have extremely high happiness. 63.33% Associate Prof., 33.33% Assistant Professor and 18.9% Part-time and Guest teachers have high happiness. While 34.44% Associate Professor, 50% Assistant Professor and 43.33% part-time and Guest teachers have above average happiness. The study also showed that 2.22% Associate Prof., 15.56% Assistant Professor and 34.44% Part-time and Guest teachers have average happiness. While 2.22% Part-time & Guest teachers have below average happiness. There were no teachers in low and extremely low happiness category. Our research shows that there is a significant difference with regard to happiness score among designation-wise college teachers. It is clear from the findings of the study that there is a significant difference with regard to happiness score of Associate Professors and Assistant Professors of College. Present study revealed that there is a significant difference with regard to happiness score between Associate Professors and Part-time & Guest teachers of college. The study also indicated that there is a significant difference with regard to happiness score between Assistant Professors and Part-time & Guest teachers of Undergraduate College.

Keywords: College teacher, Happiness, West Bengal.

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INTRODUCTION

The most fundamental aim of human beings is to live happily (Diener, 2000). Happiness is universal to all human beings in every societies and everyone searches for happiness (Fisher, 2010, Aydin, 2012). Etymologically, happiness is derived from the word *Eudaimonia* (translated as happiness) which consists of two Greek words “eu” meaning “well” and “daimon” meaning “spirit or divinity”. Sonja Lyubomirsky (2007) in her book, ‘*The How of Happiness*’, describes happiness as “the experience of joy, contentment or positive well-being combined with a sense that one’s life is good, meaningful and worthwhile.” According to Martin Seligman (2000) it is based on three lives - the pleasurable life, the engaged life and the meaningful life. The better each of these lives is lived, the happier the person will be. It is an overall feeling of satisfaction with life that pervades and abides over longer time period of time. The subjective well-being of an individual is related to happiness (Allison, Hullett, and Anger, 2011; Sato, Jiang, and Lu, 2012) or satisfaction of the life (Ferrer-i-Carbonell, and Van Praag, 2010).

In this modern world of cut-throat competition almost every individual is running after money to live a luxurious life. In the long run, life has become more complicated and stressful. Work is one of the essential aspects of people’s lives (Dulk, Groeneveld, Ollier-Malaterre & Valcour, 2013). Employee happiness is a relevant and indispensable deliberation in the modern work place (Roy & Konwar, 2020). It is happiness that can increase well-being, health, work performance, warmth, altruism, creative thinking, problem solving and reduce stress (Argyle, 2001). World Happiness Report (2017) define happiness as how people experience and evaluate their lives as a whole. Happiness and employment are a complex and dynamic interaction that runs in both directions. The majority of people spend much of their lives at work and it is critically important to gain a solid understanding of the role that employment and workplace play in shaping happiness for individuals and communities around the world. This report also described that employment status, job type and workplace characteristics impact on individual happiness. Work and employment are not only drivers of happiness but the happiness can also itself help to shape job market outcomes, productivity and performance.

OPERATIONAL DEFINITION

Happiness: Happiness is a state of well-being and contentment. It is a pleasurable or satisfying experience of mind. It is the degree to which an individual judges the overall quality of his/her own life as a whole (Rastogi, H. and Moorjani, J., 2011). The teachers having strong relationships among each other, sense of their security, health, well-being, pleasant moods, pride of their work and emotionally balanced conditions in the colleges.

College teachers: In this study, college teacher refers to Undergraduate (B.A/B.Sc/B.Com) Degree College teachers affiliated to University of Calcutta, West Bengal. Here researchers have included following three categories of college teachers :

- Associate Professor
- Assistant Professor
- Part-time & Guest lecturer

REVIEW OF LITERATURE

Previous study revealed that teacher's happiness at work partially mediates the relationship between dispositional happiness and teacher's health, and fully mediates the relationship between self-esteem and teacher's health and teachers acknowledge their workplace as a context in which they feel happy, the impact of dispositional happiness and self-esteem on health conditions as higher (Benevene, P. *et al.*, 2019). Another study by Toulabi, Z. *et al.* (2013) indicates that there is a relationship between teachers' happiness and quality of working life and the study also showed that there is a relationship between happiness and amount of payment, management support, security of teachers, opportunity of promotion, opportunity of professional development, involvement of decision making. Ihtiyaroglu, N. (2018) found that a positive relationship between happiness and satisfaction with life, and an appreciative classroom management profile whereas a negative relationship was detected in relation to an indifferent classroom management profile and also indicated that happiness and satisfaction with life are significant predictors of appreciative and indifferent classroom management profile. On the other hand, previous studies revealed that there is significant relationship between happiness, creativity and job performance of primary school teachers in Ramhormoz city (Jalali, Z. & Heidari, A., 2015). Mertogul, M. (2018) revealed that teacher's happiness scores did not differ significantly according to age, marital status, number of children, seniority and income levels and besides, the study also showed that there is a significant difference in happiness scores of teachers who are willing and unwilling to go to school and indicated that income levels are correlated with happiness scores.

OBJECTIVES OF THE STUDY

- To find out happiness level of designation-wise college teachers.
- To find out the difference of happiness among designation-wise college teachers.

HYPOTHESES

- H_0 : There is no significant difference with regard to happiness score among designation-wise (Associate Professor, Assistant Professor and Part-time & Guest) college teachers

METHODOLOGY

POPULATION

The target population for the study are the undergraduate college teachers, affiliated to the University of Calcutta, West Bengal, India.

SAMPLE & SAMPLING TECHNIQUE

Random sampling technique was used for the data collection for this study. Total sample to be taken for the study was 270 undergraduate college teachers from various colleges of affiliated to the University of Calcutta. The sample has been stratified in terms of designation-wise categories (Associate Professor, Assistant Professor and Part-time & Guest teachers). The description of the sample design is given below, in the Table 1

Table 1: Sample design of college teachers

Associate Professor	Assistant Professor	Part-time & Guest	Total
90	90	90	270

RESEARCH DESIGN

The descriptive survey research design was used in this research.

RESEARCH TOOLS

The following research tools were used for this study:

Personal Information Sheet: The personal data sheet developed by investigator was used to collect information about their name, gender, age, educational qualification, designation.

Happiness Scale (HS-RHMJ): It was developed by Dr. Himanshi Rastogi and Dr. Janki Moorjani in 2017. This scale has five factors. These are- Subjective well-being, Social well-being, Emotional well-being, Career well-being and Spiritual well-being. Scale has 62 items and it is a Likert type five-point scale and alternative response viz., Strongly Agree, Agree, Undecided, Disagree, and Strongly disagree. The reliability of this scale is 0.88, which was calculated on the basis of split half method, significant at 0.01 level of significance. The items validated with an external criterion. Test subjective Happiness scale, which is Likert scale as well, the correlation was calculated to be $r = 0.91$.

VARIABLES OF THE STUDY

Independent Variables: Designation of college teachers (Associate Professor, Assistant Professor and Part-time & Guest Teacher)

Dependent Variable: Happiness score

PROCEDURE

The sample was collected from randomly selected various Undergraduate colleges affiliated to the University of Calcutta at Kolkata, Howrah and Hooghly in West Bengal. The permission was taken from the Principals or TIC of randomly selected colleges. A briefing about nature and purpose of the study was given to the participant to develop the rapport. The researcher was assured that all information taken from the participants will be kept confidential. After establishing rapport, Personal information sheet and Happiness scale (HS- RHMJ) was administered to all the participants to determine their happiness level.

STATISTICAL TECHNIQUES

The SPSS version 21 was used for statistical analysis like Descriptive statistics (mean, standard deviation, percentage) as well as inferential statistics (ANOVA) to the data.

RESULT AND DISCUSSION

Happiness Level of College Teachers:

Table 2: Showing Level of Happiness of Designation-wise College Teachers

Happiness Level	Designation of College teachers						Total	
	Associate Professor		Assistant Professor		Part-time & Guest Teacher			
	No.	%	No.	%	No.	%	No.	%
Extremely High (288 & more)	0	0.00	1	1.1	1	1.1	2	0.74
High (254-287)	57	63.33	30	33.33	17	18.9	104	38.52
Above average (220-253)	31	34.44	45	50	39	43.33	115	42.59
Average (174-219)	2	2.22	14	15.56	31	34.44	47	17.41
Below average (140-173)	0	0.00	0	0.00	2	2.22	2	0.74
Low (106-139)	0	0.00	0	0.00	0	0.00	0	0.00
Extremely low (105 & less)	0	0.00	0	0.00	0	0.00	0	0.00
Total	90	100	90	100	90	100	270	100

Happiness level of Associate Professor, Assistant Professor and Part-timer and guest faculty is shown in Table. It is observed that 1.1% of Assistant Professor, 1.1% Part-timer and Guest faculty have extremely high happiness. 63.33 % Associate Professor, 33.33% Assistant Professor and 18.9% Part-timer and Guest teacher have high happiness. While 34.44% Associate Professor, 50% Assistant Professor and 43.33% Part-timer and Guest teacher have above average happiness. Table also show that 2.22% Associate Professor, 15.56% Assistant Professor and 34.44% Part-timer and Guest teacher have average happiness. While 0.00 % Associate Professor, 0.00% Assistant Professor and 2.22% Part-timer & Guest teacher have below average happiness. There are no teachers in low and extremely low happiness category. The result is also shown in following line graph.

Figure 1: Line Graph on Happiness Level of College Teachers (Designation-wise)

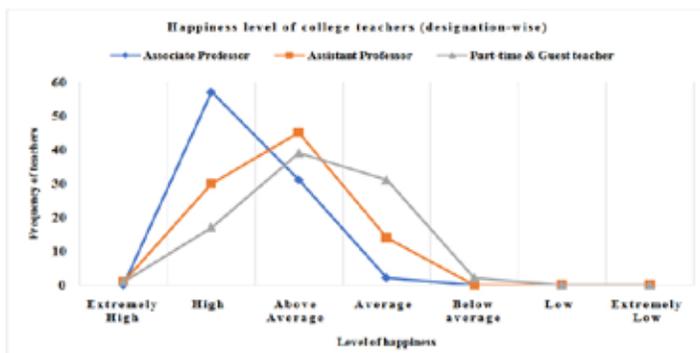


Figure 1: Line Graph on Happiness Level of College Teachers (Designation-wise)

H₀: There is no difference with regard to happiness score among designation-wise (Associate Professor, Assistant Professor and Part-time & Guest) college teachers

Table 3: Showing Descriptive Statistics of Happiness among College Teachers

Designation of College teachers	N	Mean	Std. Deviation	Std. Error
Associate Professor	90	258.53	17.518	1.847
Assistant Professor	90	243.20	21.760	2.294
Part-time & Guest teachers	90	229.47	22.658	2.388
Happiness Score	270	243.73	23.865	1.452

Table 4: Showing One-way ANOVA of Happiness among Designation-wise College Teachers

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Happiness Score	Between Groups	38057.600	2	19028.800	44.125	.000 (*)
	Within Groups	115143.200	267	431.248		
	Total	153200.800	269			

There is no significant difference with regard to happiness score among designation-wise (Assistant Professor, Associate Professor, Part-time & Guest lecturer) college teachers. H₀ is rejected at 0.05 level of significance as F- value is greater than critical value ($F_{obs} = 44.125 > F_{0.05, 2, 267} = 3.04$). Therefore, it can be said that there is a significant difference with regard to happiness score among designation-wise (Associate Professor, Assistant Professor and Part-time and guest faculty) college teachers.

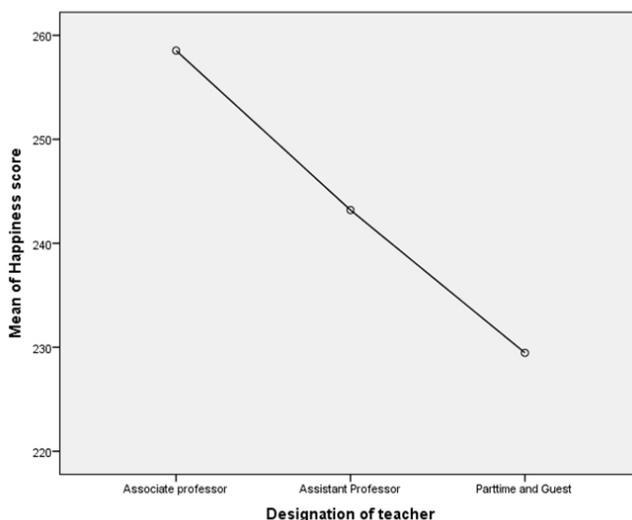


Figure 2: Showing Means Plots of designation-wise College teachers

The Mean plot (above) of designation-wise college teachers shows happiness of Associate Professor, Assistant Professor and Part-time & Guest teachers of college.

So, it is further hypothesized below to find out which group differs from another group.

- H_0 -a: There is no significant difference with regard to happiness score between Associate and Assistant Professor.
- H_0 -b: There is no significant difference with regard to happiness score between Associate Professor and Part-time & Guest teacher.
- H_0 -c: There is no significant difference with regard to happiness score between Assistant Professor and Part-time & guest teacher.

H_0 -a: There is no significant difference with regard to happiness score between Associate and Assistant Professor.

H_0 -a is tested by employing ‘t’ test. The result is presented in below:

Table 5: Showing t-test of happiness between Associate Professors and Assistant Professor of college

Happiness Score	Designation of teachers	N	Df	Mean	SD	Std.error mean	t-value	p-value	Remarks
	Associate Professor	90	178	258.53	17.52	1.85	5.207	.000	Significant (p>0.05 level)
	Assistant Professor	90		243.20	21.76	2.29			

There is no significant difference with regard to happiness score between Associate and Assistant Professor of college. H_0 -a is rejected at 0.05 level of significance as t-value (5.207) is greater than critical value (1.98). Therefore, it can be concluded that there is a significant difference with regard to happiness score between Associate and Assistant Professors of college ($t_{obs} = 5.207 > t_{0.05, 178} = 1.98$).

H_0 -b: There is no significant difference with regard to happiness score between Associate Professor and Part-time & Guest teacher. H_0 -b is tested by employing ‘t’ test. The result is presented in below:

Table 6: Showing t-test of Happiness between Associate Professors and Part-time & Guest Teachers of College

Happiness Score	Designation of teachers	N	Df	Mean	SD	Std. error mean	t-value	p-value	Remarks
	Associate Professor	90	178	258.53	17.52	1.85	9.628	.000	Significant (p>0.05 level)
	Part-time & Guest	90		229.47	22.66	2.39			

There is no significant difference with regard to happiness score between Associate and Part-time & Guest teacher of college. H_0 -b is rejected at 0.05 level of significance as t-value

(9.628) is greater than critical value (1.98). Therefore, it can be concluded that there is a significant difference with regard to happiness score between Associate and Part-time & Guest teacher of college ($t_{obs} = 9.628 > t_{0.05}, 178 = 1.98$).

H₀-c: There is no significant difference with regard to happiness score between Assistant Professor and Part-time & Guest teacher. H₀-c is tested by employing 't' test. The result is presented in Table below:

Table 7: Showing t-test of Happiness between Assistant Professors and Part-time & Guest Teachers of College

Happiness Score	Designation of teachers	N	Df	Mean	SD	Std. error mean	t-value	p-value	Remarks
	Assistant Professor	90	178	243.20	21.76	2.29	4.147	.000	Significant (p>0.05 level)
	Part-time & Guest	90		229.47	22.66	2.39			

There is no significant difference with regard to happiness score between Assistant Professor and Part-time & Guest teacher of college. H₀-c is rejected at 0.05 level of significance as t-value (4.147) is greater than critical value (1.98). Therefore, it can be concluded that there is a significant difference with regard to happiness score between Assistant Professor and Part-time & Guest teacher of college ($t_{obs} = 4.147 > t_{0.05}, 178 = 1.98$).

RESEARCH FINDINGS

- Happiness Level: The study observed that 1.1% of Assistant Professor, 1.1% part-time and Guest faculty have extremely high happiness. 63.33 % Associate Professor, 33.33 % Assistant Professor and 18.9% Part-time and Guest teachers have high happiness. While 34.44% of the Associate Professor, 50% Assistant Professor and 43.33% part-time and Guest teachers have above average happiness. Table also show that 2.22% Associate Professor, 15.56% Assistant Professor and 34.44% Part-time and Guest teachers have average happiness. While 2.22% Part-time & Guest teachers have below average happiness. There were no teachers in low and extremely low happiness category.
- The study found that there is a significant difference with regard to happiness score among designation-wise (Associate Professor, Assistant Professor and Part-time and Guest faculty) college teachers.
- The present study found that there is a significant difference with regard to level of happiness score between Associate and Assistant Professors of college. Therefore, it can be safely concluded based on this sample that Associate Professors are happier on their job compared with the Assistant Professors of college.
- The study found that there is a significant difference with regard to happiness score between Associate Professors and Part-time & Guest teachers of college. Therefore, it can be said that Associate Professors are happier on their job than Part-time & Guest teachers of college.

- The study found that there is a significant difference with regard to happiness score between Assistant Professors and Part-time & Guest teachers of college. Therefore, it can be said that the Assistant Professors are happier on their job than Part-time & Guest teachers of college.

CONCLUSION

The study found that there is a significant difference with respect to happiness of designation-wise college teachers. Therefore, from the findings of the present research, it can be concluded that the Associate Professors are happier on their job than Assistant Professors and Part-time & Guest teachers of college. On the other hand, it can be said that the Assistant Professors are happier on their job than Part-time & Guest teachers of Undergraduate College. But the Government as well as college heads need to take care of factors affecting teachers' salary, job security, workload, working condition, promotional avenues, respect in work place, job satisfaction, organizational justice and support to fulfil their happiness gap.

Happiness among college teachers is good not only for themselves but society as a whole. It increases productivity and classroom performance in the college. Well-being of any society depends upon the role played by the teacher (Dutta, A. *et al.*, 2014). Teachers at undergraduate level play an important role in shaping students who stand to build their future. When college teachers are happy or satisfied with their job, they can perform their responsibilities with better concentration and devotion (Katoch, R. J., 2012). Hence, it is very important to think sincerely over the matter of happiness of college teachers to improve the quality of higher education in West Bengal as well as in India.

LIMITATIONS OF THE STUDY

The study was limited to the college teachers (except Principal or Teacher-in-charge), Undergraduate (B. A/B. Sc/B. Com) Degree College teachers affiliated to the University of Calcutta, West Bengal.

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