

# A Study of Happiness Among College Teachers with Reference to Their Gender & Educational Qualification

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## Abstract

Happiness, as a core human emotion, is shaped by multiple psychological and demographic variables. The present investigation sought to examine variations in happiness levels among college teachers based on gender and educational qualification. A total of 270 college teachers participated in the study, including 133 males and 137 females, with 109 postgraduates, 74 M.Phil. degree holders, and 87 Ph.D. degree holders. The Happiness Scale developed by Dr. Himanshi Rastogi and Dr. Janki Moorjani (2017) was used for data collection. Statistical analysis was carried out using SPSS version 21, applying t-test and ANOVA techniques. The findings demonstrated that gender did not significantly influence happiness levels among college teachers. However, educational qualification showed a significant impact on the happiness scores of college teachers.

**Keywords:** Happiness, College teachers, Gender, Educational qualification

## INTRODUCTION

Etymologically, the term happiness originates from the Greek concept eudaimonia, which is composed of two words: eu, meaning “good” or “well,” and daimon, referring to spirit or inner guiding force. In classical philosophy, eudaimonia was understood not merely as pleasure but as a state of human flourishing achieved through virtuous living. Contemporary psychologists also view happiness as a multidimensional construct rather than a transient emotional experience. Lyubomirsky (2007), in *The How of Happiness*, defines happiness as the experience of joy, contentment, and positive well-being, combined with the perception that one’s life is meaningful, purposeful, and worthwhile. Similarly, Seligman (2011) conceptualizes happiness through three interrelated pathways: the pleasurable life, the engaged life, and the meaningful life, proposing that optimal well-being arises when individuals successfully integrate pleasure, engagement, and meaning in their lives.

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Happiness is generally regarded as a stable sense of life satisfaction that endures over time, rather than a fleeting emotional state. The pursuit of happiness is not a modern phenomenon; rather, it has been a central concern of human thought across cultures and historical periods. Philosophers and religious thinkers have long associated happiness with living a morally sound and meaningful life. Prominent figures such as Buddha, Socrates, and Aristotle offered distinct perspectives on the nature and attainment of happiness. In Buddhist philosophy, happiness is achieved through liberation from suffering, as articulated in the Four Noble Truths and the Eightfold Path. Buddha emphasized that attachment to sensual pleasures, material possessions, and desires inevitably leads to dissatisfaction, suffering, and emotional distress due to impermanence and loss. Aristotle, in contrast, viewed human beings as inherently social creatures and argued that individual happiness can be realized only within a well-structured political community (polis) that fosters moral virtue and ethical behaviour. Socrates considered happiness an objective condition grounded in moral goodness and famously asserted that “the most important thing is not life, but the good life,” highlighting the central role of ethical conduct in achieving true happiness.

In the contemporary world, characterized by intense competition, rapid technological advancement, and materialistic values, the pursuit of happiness has become increasingly complex. Many individuals equate happiness with financial success, social status, and luxury, often neglecting psychological well-being and emotional balance. Consequently, modern life has become more stressful, leading to rising levels of anxiety, burnout, and dissatisfaction. However, research in positive psychology consistently demonstrates that happiness plays a vital role in enhancing overall well-being. Empirical studies indicate that higher levels of happiness are associated with better physical health, increased longevity, improved work performance, stronger interpersonal relationships, greater creativity, effective problem-solving skills, and reduced stress levels (Argyle, 2001; Diener, Oishi, & Tay, 2018).

Recent research further suggests that sustainable happiness is fostered through positive emotions, meaningful social relationships, purposeful engagement, gratitude, and psychological resilience rather than external achievements alone (Lyubomirsky, Sheldon, & Schkade, 2005; Seligman, 2011). Thus, happiness remains a timeless yet evolving construct that is essential not only for individual fulfilment but also for social harmony and collective well-being.

### **Happiness and Gender**

The relationship between happiness and gender has been widely examined in psychological and educational research, yet the findings remain inconclusive. Several studies have reported no significant gender differences in overall happiness levels. For instance, Kamala and Reddy (2013) found no meaningful difference in happiness between male and female college teachers. Similar results were reported among student populations, where gender did not emerge as a significant determinant of happiness (Malik & Sadia, 2013; Vyas & Prajapati, 2020). These findings suggest that happiness may be influenced more by contextual, social, and psychological factors than by gender alone.

In contrast, other studies indicate that women tend to report higher levels of happiness than men, particularly during adolescence and early adulthood. Research conducted by Sharma and Gulati (2015) revealed that female adolescents perceived significantly greater happiness compared to their male counterparts. Likewise, Yue et al. (2017) reported notable gender differences in subjective well-being, with females demonstrating higher emotional expressiveness and life satisfaction. These differences have often been attributed to variations in emotional regulation, social support systems, and coping strategies between men and women.

Furthermore, gender differences have also been observed not only in the level of happiness but in the determinants and predictors of happiness. Hori (2014) found significant gender-based variations in both happiness levels and the factors influencing well-being, suggesting that men and women may derive happiness from different life domains. For example, men's happiness is often linked to occupational success and autonomy, whereas women's happiness is more strongly associated with interpersonal relationships and emotional connectedness.

Recent research in positive psychology supports the view that gender differences in happiness are context-dependent and influenced by cultural, social, and economic conditions. Diener, Oishi, and Tay (2018) emphasized that gender disparities in happiness vary across societies and are shaped by gender roles, equality, and access to resources. Similarly, Batz-Barbarich, Tay, Kuykendall, and Cheung (2018) suggested that while average happiness levels between men and women may not differ significantly, women often report greater emotional intensity—experiencing both positive and negative emotions more strongly than men. These findings indicate that happiness is a complex construct in which gender interacts with multiple personal and environmental variables rather than acting as an independent predictor.

Overall, the existing literature suggests that while some studies report gender-based differences in happiness, others find no significant variation. This inconsistency highlights the need for continued research focusing on specific populations, such as college teachers, to better understand how gender-related experiences, social expectations, and psychological factors collectively influence happiness.

### **Educational Qualification and Happiness**

The relationship between educational qualification and happiness has received considerable attention in psychological, sociological, and educational research; however, findings remain mixed and sometimes contradictory. Several studies suggest that happiness is not directly determined by the level of education. For instance, Cunado and Garcia (2012) reported that higher educational attainment does not necessarily lead to increased happiness, particularly when economic and social factors are controlled. Similarly, Striessnig (2015) argued that education alone is an insufficient predictor of happiness, as individuals often adapt to their educational and occupational circumstances over time.

In contrast, other empirical studies indicate a positive association between education and happiness, especially through indirect pathways. Research by Tabbodi et al. (2015) demonstrated a significant positive relationship between students' academic achievement and happiness, suggesting that educational success may enhance self-esteem, competence, and life satisfaction. Nikolaev (2016) further reported that individuals with higher levels of education tend to experience greater subjective well-being, largely due to increased employment opportunities, income stability, autonomy, and access to social resources.

Studies focusing specifically on teachers have produced differing results. Kamala and Reddy (2013) found no significant differences in happiness levels among college teachers based on educational qualification, indicating that professional role, work environment, and job satisfaction may play a more critical role in determining happiness than academic degree alone. Recent research also supports the notion that the relationship between education and happiness is context-dependent, influenced by factors such as occupational stress, work-life balance, and perceived career fulfilment (Diener, Oishi, & Tay, 2018; Helliwell, Layard, & Sachs, 2022).

Contemporary perspectives in positive psychology emphasize that while higher education may provide cognitive skills, economic advantages, and social mobility, happiness is more strongly shaped by psychological well-being, meaningful engagement, social relationships, and personal values. Thus,

educational qualification may contribute to happiness indirectly rather than functioning as a direct or universal determinant. These mixed findings highlight the need for further research to examine how educational level interacts with professional demands and individual expectations, particularly among populations such as college teachers.

While reviewing the related research it was found that some studies have been conducted in abroad, hardly few studies has been conducted in the area of undergraduate college teachers happiness according to their gender and educational qualification particularly in India as well as West Bengal. Present study is quite relevant and significant in the present day context.

### Objectives of the study

- To find out the differences of happiness level among college teachers with respect to gender & education level.
- To find out happiness level of college teachers with respect to gender & educational level.

### Hypotheses

According to objective of the study, the following hypotheses are framed by the researchers. These are-

- $H_01$ : There is no difference in regard to level of happiness score between male and female college teachers.
- $H_02$ : There is no difference in regard to level of happiness score of educational qualification (PG, M.Phil. & Ph.D.) of college teachers.

### Methodology of the study

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

**Sample & Sampling Technique:** Stratified Random sampling technique was used for selecting the sample comprising of 270 undergraduate college teachers from various colleges of affiliated to University of Calcutta. The sample has been stratified in terms of (i) Gender of teacher's (Male and Female), (ii) highest educational level (Post Graduate, M.Phil. and Ph.D.). Descriptive survey research design has been used. The description of the sample design is given below.

**Table-1: Sample design of college teachers**

Gender	Highest Educational level			Total
	Post Graduate	M.Phil.	Ph.D.	
Male	54	38	41	133
Female	55	36	46	137
Total	109	74	87	270

### Tools of the Study

The personal information sheet developed by investigator was used to collect information about their name, gender, age, educational qualification. Happiness scale (HS-RHMJ) was developed Dr. Himanshi Rastogi and Dr. Janki Moorjani in 2017. This scale has five factors there are Subjective well-being, Social well-being, Emotional well-being, Career well-being and Spiritual well-being. Scale have 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  $r = 0.91$ .

**Procedure**

The sample was collected from randomly selected various Undergraduate colleges affiliated to University of Calcutta at Kolkata, Howrah, 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 (t-test and ANOVA) to the data.

**Result & Discussion**

**Gender-wise happiness level**

**Table-2: Showing Gender-wise happiness level of college teachers**

Sl. No.	Happiness level	Gender of college teachers					
		Male		Female		Total	
		No	%	No	%	No	%
1	Extremely High (288 & more)	1	0.75	1	0.72	2	0.74
2	High (254-287)	44	33.08	60	43.8	104	38.52
3	Above average (220-253)	72	54.14	43	31.39	115	42.59
4	Average (174-219)	16	12.03	31	22.63	47	17.41
5	Below average (140-173)	0	0	2	1.46	2	0.74
6	Low (106-139)	0	0	0	0	0	0.00
7	Extremely low (105 & less)	0	0	0	0	0	0.00
	Total	133	100	137	100	270	100

Happiness level of gender-wise college teachers is shown in above table-2. It is observed that 0.75% of male, 0.72% female teachers are extremely high happiness. 33.08 % male, 43.8% female teachers are high happiness. While 54.14% male, 31.39% female teachers are above average happiness. Table also show that 12.03% male, 22.63% female teachers are average happiness. While only, 1.46% female teachers are below average happiness. There were no teachers in low and extremely low happiness category.

**H<sub>01</sub>:** There is no difference in regard to level of happiness score between male and female college teachers.

**Table-3: Showing t-test of gender-wise happiness of college teachers**

Gender	N	Df	Mean	SD	Std.error mean	t-value	p-value	Remarks
Male	133	268	244.38	20.599	1.786	0.440	0.660	Not significant
Female	137		243.10	27.716	2.282			

H<sub>01</sub>: There is no difference in regard to level of happiness score between male and female college teachers is accepted at 0.05 level of significance as t-value is lower than critical value ( $t_{obs} = 0.440 > t_{0.05, 268} = 1.97$ ).

**Education qualification-wise happiness level**

**Table-4: Showing Education qualification-wise happiness level of college teachers**

Sl. No.	Happiness level	Highest educational qualification							
		Post graduate		M.Phil.		Ph.D.		Total	
		No	%	No	%	No	%	No	%
1	Extremely High (288 & more)	1	0.92	1	1.35	0	0.00	2	0.74
2	High (254-287)	36	33.03	15	20.27	53	60.92	104	38.52
3	Above average (220-253)	43	39.45	41	55.41	31	35.63	115	42.59
4	Average (174-219)	27	24.77	17	22.97	3	3.85	47	17.41
5	Below average (140-173)	2	1.83	0	0.00	0	0.00	2	0.74
6	Low (106-139)	0	0.00	0	0.00	0	0.00	0	0.00
7	Extremely low (105 & less)	0	0.00	0	0.00	0	0.00	0	0.00
	Total	109	100	74	100	87	100	270	100

Happiness level of education qualification-wise college teachers is shown in above table. It is observed that 0.92% of Post graduate, 1.35% M.Phil. holder teachers are extremely high happiness. 33.03 % Post graduate, 20.27% M.Phil. and 60.92% Ph.D. holder teachers are high happiness. While 39.45% Post graduate, 55.41% M.Phil. and 35.63% Ph.D. holder teachers are above average happiness. Table also show that 24.77% Post graduate, 22.97% M.Phil. and 3.85% Ph.D. holder teachers are average happiness. While only, 1.83% Post graduate teachers are below average happiness. There were no teachers in low and extremely low happiness category.

**H<sub>02</sub>:** There is no difference in regard to level of happiness score of educational qualification (Post Graduate, M.Phil. & Ph.D.) of college teachers.

**Table-5: Showing One-way ANOVA of educational qualification level of college teachers**

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Happiness	Between Groups	24202.607	2	12101.303	25.047	.000
	Within Groups	128998.193	267	483.139		
	Total	153200.800	269			

The above table has shown that F-value is calculated for the comparison of happiness score of educational qualification (Post Graduate, M.Phil. & Ph.D.) of college teachers. It is observed that the calculate value **25.047** are greater than the critical value (3.04). Therefore, the null hypothesis **H<sub>02</sub>**- is **rejected** at 0.05 level of significance and it can be concluded that there is a significant difference in regard to level of happiness score of educational qualification (Post Graduate, M.Phil. & Ph.D.) of college teachers ( $F_{obs} = 25.047 > F_{0.05, 2, 267} = 3.04$ ). So, it is further hypothesized below to find out which group differs from another group.

- **H<sub>0-a</sub>**: There is no significant difference in regard to happiness score between M.Phil. and Post Graduate qualification of teachers.
- **H<sub>0-b</sub>**: There is no significant difference in regard to happiness score between Ph.D. and M.Phil. qualification of teachers.
- **H<sub>0-c</sub>**: There is no significant difference in regard to happiness score between Ph.D. and Post Graduate qualification of teachers.

**H<sub>0-a</sub>**: There is no significant difference in regard to happiness score between M.Phil. and Post Graduate qualification of teachers. H<sub>0-a</sub> is tested by employing ‘t’ test. The result is presented in below table.

**Table-5: Showing t-test of happiness between M.Phil. and Post Graduate qualification of teachers.**

Happiness Score	Designation of teachers	N	Df	Mean	SD	Std. error mean	t-value	p-value	Remarks
	Post Graduate	109	181	238.14	25.21	2.415	0.629	0.530	Not Significant (p<0.05 level)
	M.Phil.	74		235.91	20.85	2.423			

There is no significant difference in regard to happiness score between M.Phil. and Post Graduate qualification of teachers is accepted at 0.05 level of significance as t-value is lower than critical value ( $t_{obs} = 0.629 > t_{0.05, 181} = 1.98$ ).

**H<sub>0-b</sub>**: There is no significant difference in regard to happiness score between Ph.D. and M.Phil. Qualification of teachers. H<sub>0-b</sub> is tested by employing ‘t’ test. The result is presented in below table.

Happiness Score	Designation of teachers	N	Df	Mean	SD	Std. error mean	t-value	p-value	Remarks
	Ph.D.	87	159	257.40	18.25	1.956	6.978	.000	Significant (p>0.05 level)
	M.Phil.	74		235.91	20.85	2.423			

There is no significant difference in regard to happiness score between Ph.D. and M.Phil. is rejected at 0.05 level of significance as t-value is lower than critical value ( $t_{obs}= 6.978 > t_{0.05, 159}=1.98$ ). It can be concluded that there is a significant difference in regard to happiness score between Ph.D. and M.Phil.

**H<sub>0-c</sub>:** There is no significant difference in regard to happiness score between Ph.D. and Post Graduate qualification of teachers. H<sub>0-c</sub> is tested by employing ‘t’ test. The result is presented in below table.

Happiness Score	Designation of teachers	N	Df	Mean	SD	Std. error mean	t-value	p-value	Remarks
	Post Graduate	109	194	238.14	25.21	2.415	5.984	.000	Significant (p>0.05 level)
	Ph.D.	87		257.40	18.25	1.956			

There is no significant difference in regard to happiness score between Ph.D. and Post Graduate qualification of teachers is rejected at 0.05 level of significance as t-value is lower than critical value ( $t_{obs}= 5.984 > t_{0.05, 194}=1.98$ ). It can be said that there is a significant difference in regard to happiness score between Ph.D. and Post Graduate qualification of teachers.

**Research Findings**

- Happiness level (gender-wise) - It is observed that 0.75% of male, 0.72% female teachers are extremely high happiness. 33.08 % male, 43.8% female teachers are high happiness. While 54.14% male, 31.39% female teachers are above average happiness. Table also show that 12.03% male, 22.63% female teachers are average happiness. While only, 1.46% female teachers are below average happiness. There were no teachers in low and extremely low happiness category.
- There is no difference in regard to level of happiness score between male and female college teachers is accepted. Result suggests that the level of gender does not play a significant role in the level of happiness of college teachers.
- Happiness level (education qualification-wise) - It is observed that 0.92% of Post graduate, 1.35% M.Phil. holder teachers are extremely high happiness. 33.03 % Post graduate, 20.27% M.Phil. and 60.92% Ph.D. holder teachers are high happiness. While 39.45% Post graduate, 55.41% M.Phil. and 35.63% Ph.D. holder teachers are above average happiness. Table also show that 24.77% Post graduate, 22.97% M.Phil. and 3.85% Ph.D. holder teachers are average happiness. While only, 1.83% Post graduate teachers are below average happiness. There were no teachers in low and extremely low happiness category.
- There is no significant difference in regard to level of happiness score of educational qualification is rejected. It can be said that there is a significant difference in regard to level of happiness score of

educational qualification. Result shows that the educational qualification does play a significant role in the level of happiness of college teachers.

- There was no difference in regard to happiness score between M.Phil. and Post Graduate qualification of teachers. On the other hand result showed that there was a significant difference in regard to happiness score between Ph.D. and M.Phil. Similarly the result concluded that there was difference of happiness score between Ph.D. and Post Graduate qualification of teachers.

### Conclusion

Happiness makes the work easier also more enjoyable. On the other hand, unhappiness makes the teaching work harder, more tedious and unpleased. Thus, happiness of the college teachers is necessary for teaching success and overall advancement of education.

### Limitations of the study

The study was limited to college teachers refers (except principal or teacher-in-charge) to under graduate (B. A/B. Sc/B. Com) Degree College teachers affiliated to University of Calcutta, West Bengal.

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