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Happiness level of college teachers in relation to their Self-esteem and Professional ethics

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Abstract: Happiness is a fundamental human aspiration and plays a vital role in professional effectiveness, especially in the teaching profession, which demands dedication, responsibility, and ethical commitment. The present study examines the happiness level of college teachers in relation to their self-esteem and professional ethics, with special reference to undergraduate colleges in Jorhat district. A descriptive survey method was adopted for the study. The sample consisted of 70 college teachers, selected using simple random sampling for institutions and incidental sampling for teachers. Data were collected using standardized tools, namely the Subjective Happiness Scale, the Rosenberg Self-Esteem Scale, and the Teachers' Professional Ethics Scale. Statistical techniques such as mean, standard deviation, skewness, kurtosis, critical ratio, and Pearson's correlation coefficient were used for analysis. The results reveal that college teachers possess high levels of happiness, self-esteem, and professional ethics. Gender- and stream-wise comparisons show variations in happiness levels, though overall scores remain above average. Correlation analysis indicates a high positive relationship between happiness and job satisfaction ($r = 0.62$) and a moderate positive relationship between happiness and self-esteem ($r = 0.48$). The findings emphasize that teachers' happiness is closely linked with their professional satisfaction and self-perception, highlighting the need to promote teacher well-being for effective teaching and institutional development.

1. INTRODUCTION

Everyone in this world longs to be happy. Happiness is a character that everyone wishes to have in their life. Therefore, it is a common human tendency in every person to seek happiness in everything one does. The pursuit of happiness is perhaps as old as the existence of mankind. The concept of happiness, can be found in texts and verses of ancient civilization, including India. Perhaps, there isn't a single human being in the world, who wouldn't like to be happy. Happiness can be regarded as a range of feelings that make us excited, that make us laugh and that put a smile on our face. It is a feeling of contentment with life, finding great satisfaction in many of its facets, and experiencing feelings of extreme pleasure. In the present world of 21st century, where every human being is on a rat race, performing their respective duties, to remain happy or to seek happiness is really a hard job. Human beings are so must engaged in pursuing material goals, that they unfortunately fail to remain happy. Particularly at present, in this COVID pandemic, it has been the most important consideration for human being to stay safe, healthy and happy rather than being rich or famous. Among various tedious and responsible duties performed by human beings, being a teacher is also one of them. Teaching can be regarded as a job, which is very much challenging, versatile, and extremely rewarding profession. Teachers are needed to support their students at all stages, starting from the primary level to the college level until the highest level of education. Thus, the job needs a lot of concentration and dedication. For a teacher to be happy and to spread happiness, is an essential part of their duty. But while performing their duties, are the teachers able to keep themselves happy, is something that needs to be studied.

Self- Esteem: This refers to a person's overall sense of their values or worth. How a person thinks and feel about their own qualities and characteristics. Self-esteem is based on a person's own opinion and belief about oneself, which is perhaps not easy to change. It is shaped by our thoughts, relationships and experiences. Self-esteem is related to our culture, religion and social status. Self- esteem includes: Identity, Appreciation, Acceptance, self-confidence, pride, humility, selfishness etc. The Cambridge dictionary defines self- esteem as a belief and confidence in individuals own ability and value. Rosenberg (1965) was of the view; Self-esteem is that individual overall positive evaluation of internal worth or value. It can be considered a sort of measure of

how much a person “values, approves of, appreciates, prizes, or likes him or herself” (Adler & Stewart, 2004). Self-esteem is based on evaluating the self, and rating one’s behaviours and qualities as positive or negative, which results in defining the self as worthy or non-worthy (Ellis, 1994). Self-esteem basically depends on comparisons to evaluate the self and decide its worth. Self-acceptance provides a secure and enduring positive relationship with the self (Kernis & Lakey, 2010). As per as psychology is concerned, Self-esteem is one of the most popular topics, that has been attracting the attention of all psychologist world over. What is Self-esteem, how does it influence a human being, etc are some topics that has kept, the psychologist busy.

Similarly, teachers’ self-esteem, is crucial for their success in teaching, and positively effects students’ self-esteem and learning processes. A teacher’s high self-esteem has a positive impact on their students learning and vice-versa. There may be several factors that may affect a teacher’s self-esteem. The satisfaction of a teacher and his/ her self-esteem is very much related to their happiness. Therefore, the relationship of self-esteem and happiness is an important topic of research.

Professional Ethics:

Professional ethics refers to the ethical principles and standards that govern the behaviour and decisions of professionals in their specific fields. It covers a wide range of professions, including medicine, law, engineering, accounting, teaching, and others. Basically, ethics are the standard or codes of conduct set by people in a specific profession. Professional values and ethics as evidenced in behaviour and compoment that reflect the value and ethics of psychology, integrity, and responsibility.”

– *Fouad et al., 2009*. Professional ethics is a shared process of critical reflection upon our obligation as professionals. Ethical codes communicate a profession’s distinctive responsibilities and relationships, both among practitioners and between practitioners and society.

– *Feeney and Kipins 1985*. Oxford’s advanced learners’ dictionary defines the term ethics as “moral principle that govern or influence a person’s behaviour.” It is the human behaviour, which generates ethics, as it is the result of coordination between emotions and actions of human being. Professional Ethics is a philosophical concept that deals with what is right and wrong. Therefore, it is a set of principles that govern the human behaviour. These can be regarded as those principles or rules that are followed by each person of a particular profession. As we know that teaching is not everybody’s cup of tea. It is a profession that needs a lot of effort and dedication in the part of the teacher. A teacher is one who possess certain specific qualities like: patience, tolerance, dedication, commitment towards students, society, institution as well as the nature. Above all these, a teacher must be one with good behaviour and good communication skills. Therefore, professional ethics are proved to be valuable tactics that are enforced by teachers in relation to the students, colleagues and community (Carr, 2006). In a teaching profession, teachers are engaged in different activities which demand an ethical behaviour, right code of conduct, and such activities reflect on the behaviour of the learners. Teachers’ ethical behaviour sets as the best ethical example to the learners who are educated morally. The ethical attitude of a teacher also has a relationship with the happiness of teachers. How the ethics of a teacher influence their happiness level is an important topic of research.

1.1: Statement of the Problem: The research study has been entitled as: “Happiness level of college teachers in relation to their Self-esteem and Professional ethics.”

1.2: Rationale of the Study: From various studies and research, it has been very clear that happiness is a universal human characteristic, and every individual wants to be happy. Irrespective of any profession, all human beings’ self-esteem and professional engaged in any work longs for happiness. Teachers who are involved in such a tedious and dedicated job, are often seem to forget about their happiness or to realize what makes them happy. Therefore, such kind of studies, that are related to happiness of teachers needs to be done. Similarly, self-esteem and professional ethics of a teacher also plays an important role in regarding their happiness. The above study is important as it shall throw light on the happiness level of college teachers as well as their relationship and effectiveness on self-esteem and professional ethics. While review of related studies, it is seen that there are not many studies related to happiness, self-esteem and professional ethics.

Therefore, the study shall help to find out the happiness level of the college teachers of the respective area undertaken for the study. It shall also study the relationship of teachers’ happiness with that of their self-esteem and professional ethics. The study shall also give emphasis on the variables that influences the happiness, self-esteem and professional ethics of teachers. The researcher intends to throw light on the nature of correlation between or among happiness, job satisfaction and self-esteem of college teachers. The study shall help teachers as well as administrators to know about their happiness level and also to work on it. Similarly, the analysis of

the relationship between happiness, self- esteem and professional ethics shall help the administrators, the policy makers and as well as the teachers to think about the need and importance of the happiness of college teachers and to find out ways and means to bring happiness and develop the self- esteem of teachers.

1.3: Definitions of important terms:

1. Happiness: It is a pleasant and positive emotion, which includes joyfulness, mindfulness and pleasure in doing everything. In this study, happiness indicates the blissfulness and satisfaction of a individual as a teacher. It studies the level of happiness of the college teachers.

2. Self- esteem: Self- esteem refers to a person's overall sense of his/her worth. It is based on evaluating the self, and rating one's behaviour and qualities as positive or negative. In this study, self- esteem of teachers refers to effectiveness, job- satisfaction and overall success in their work environment. In this study, the relationship between happiness of college teachers and their self- esteem is studied, where the influence of each other is analysed.

3. Professional ethics: Professional ethics can be referred to those ethical principles and standards that regulates the behaviour of a professional relating to a particular profession. In this study, professional ethics refers to those activities and criteria that govern the behaviour of an individual at his/ her work place. The study also throws light on the relationship between happiness and professional ethics of college going teachers of the respective area undertaken for study.

4. College teachers: College teachers is a term use for those teaches who are employed at the higher educational institutions for the job of teaching. These teachers are basically engaged in teaching students at the undergraduate level.

1.4: Objectives of the study:

For the above study, the following objectives have been framed:

- i) To study the level of happiness, self-esteem and professional ethics among the college teachers.
- ii) To compare the happiness level, self-esteem, and professional ethics among the college teacher with respect to gender and stream of teaching.
- iii) To find out the relationship among happiness and job satisfaction of college teachers.
- iv) To find out the relationship among happiness and self-esteem of college teachers.

1.5: Hypothesis of the study:

On the basis of the above objectives, the researcher has formulated the following null hypothesis:

- i) Ho₍₁₎ : There exist no significant difference on happiness level of college teachers with respect to gender.
- ii) Ho₍₂₎ : There exist no significant difference on happiness level of college teachers with respect to stream of study.
- iii) Ho₍₃₎ : There exist no significant difference on the self - esteem level of college teachers with respect to gender.
- iv)

1.6: Delimitations of the study:

Delimitations of a study indicates the specific boundaries that are set in a research study in order to narrow in scope and focus. In the present study the delimitations can be discuss as follow:

- i. The study includes only those higher education institutions that are located in the Jorhat district.
- ii. The study is delimited to teachers working in non-technical higher educational institutions only.
- iii. The study is delimited to teachers teaching at the under graduate level of higher educational institutions only.

2. REVIEW OF RELATED LITERATURE

A literature review is a critical analysis and synthesis of existing research on a particular topic. It provides an overview of the current state of knowledge, identifies gaps, and highlights key findings in the literature. The purpose of a literature review is to situate our own research within the context of existing research area, demonstrating our understanding of the topic and showing how our work contributes to the ongoing research area.

In the present study, the researcher has undertaken certain review of related literature within the study area of the present study. These are as follows:

1. Layard (2005) explored on what made people happy? The results indicated a list of identified factors that contributed towards happiness. These are family, close relationships, satisfying work, good health and personal freedom.
2. Jaggi (2008) studied the psychological aspects of happiness among adolescents. The sample of the study consists of 400 adolescents of Chandigarh. From the findings it was concluded that no significant gender difference was found on dimensions of Happiness.
3. Chan (2009) conducted a study on orientations to happiness and subjective wellbeing among Chinese prospective and in service teachers in Hong Kong. This study was examined the three orientations to happiness and their relationships with subjective wellbeing in a sample of 228 Chinese in service teachers in Hongkong. Conformity item factor analysis supported at three-dimensional mode that included constructs represented by a life of meaning, life of pleasure and life of engagement. These three orientations, especially the meaningful life and the engaged life were found to predict life satisfaction and positive emotions as the dimensions of subjective wellbeing.
4. Singh (2013) conducted a study on happiness and life satisfaction of men and women of AUR faculties. The study was done on a sample of 50 members of faculty of Amity University of Rajasthan (AUR). The results of the study showed that majority faculties of AUR were happy and average in satisfaction. Further, it was found that there was no significant difference while comparing the domains of happiness as well as satisfaction of life for both men and women teaching faculties of AUR.
5. Doherty and Kelly (2014) studied social and psychological correlates of happiness in 17 European countries. The survey consisted of 30,816 individuals across 17 European countries. The report of the research showed that self-rated happiness varies significantly between European countries, with individuals in Denmark, reporting the highest levels of happiness and individuals in Bulgaria reporting the lowest levels. On multi-variable analysis, happiness was positively correlated with younger age, satisfaction with household income, being employed, high community trust and religious belief. Further, the findings showed the relationship between happiness and the individual's attitudes towards various aspects 37 of their personal, household and societal circumstances.
6. James (2003) examined whether happiness affects the ethical decisions of individuals. To study the fact, the research developed, a recursive model of ethical decision making, in which an agent's utility is assumed to be a function of money, ethical decisions, and happiness, where happiness is defined as the agent's utility obtained at the end of the previous period. Later on, the researcher tested the model with the help of data collected from North American and European respondents in the 1995-1997 wave of the World Values Survey. The findings of the study reported that happiness affects ethical judgments as individual's sense of well-being and personal assessment of happiness play prominent roles in determining whether that individual makes ethical judgments.
7. Field and Buitendach (2011) studied happiness, work engagement and organisational commitment of support staff at a tertiary education institution in South Africa on a sample of 123 support staff members. The findings of the study revealed that there exists a significant positive relationship between affective organisational 49 Review of Related Literature commitment and work engagement, as well as between affective organisational commitment and happiness (as the SWLS and WBQ measure). They found a significant positive relationship between work engagement and happiness. Finally, the results showed that happiness and work engagement have predictive value for affective organisational commitment.
8. Maltin and Meyer (2011) studied workplace commitment and employee wellbeing: a meta-analysis and study of commitment profiles. The sample of the study consists of 326 teachers. The results of the study revealed that the nature of the commitment does indeed count, and those employees whose commitment is characterized by strong affective attachment, report higher levels of well-being.
9. Banisi (2019) studied the relationship between work ethics & mental health with organisational growth. The study was carried out on a sample of 327 staff members working in Tehran's education ministry. The findings of the study revealed a strong relationship between the ethics with mental health of staff members. It was 51 also reported that ethics make up 65.7% of the changes in mental health.

3. METHODS AND PROCEDURE

The methods and procedure applied for the respective study are discussed as follows:

3.1: Methodology of the Study:

In this study the researcher has followed the Descriptive Survey method for collection of data, considering the nature and objectives of the study.

3.2: Population:

The population of the study comprises of all the teachers who are employed at various higher education institutions of Jorhat district and who teaches at the under graduate level.

3.3: Sampling technique used:

- I. The researcher has used the simple random sampling technique in selection of the higher educational institutions through lottery method.
- II. The researcher shall use the incidental sampling technique for selection of the teachers.

3.4: Sample Distribution of the study:

The researcher has selected the sample keeping in mind the different variables, taken for the study. The present investigation has been confined to 70 teachers from various under graduate institutions of Jorhat district.

3.5: Statistical tools to be used:

The adapted version of the following tool was used in the study:

- (i) Subjective Happiness Scale: This scale is a widely used 4-item self- report tool designed to measure global subjective happiness. The scale was developed by Lyubomirsky and Lepper (1999). The scale assesses how individuals perceive their happiness through absolute self-ratings, peer- comparisons and alignment of descriptions of happy or unhappy people. The scale is a 7-point Likert scale.
- (ii) The Rosenberg Self-Esteem Scale (RSES): The RSES measures self- esteem using ten items answered on a four -point Likert type scale- from strongly agree to strongly disagree. The RSES is one of the most widely used measures of Self-esteem (Sinclair et.al.,2010).
- (iii) Teachers’ professional Ethics Scale (TPES): This scale is constructed and standardised by Barjees Jilani (2014).

The above-mentioned scales have been adapted to be applicable to the present sample of study.

4. ANALYSIS AND INTERPRETATION OF DATA

The investigator has analysed the data according to the objectives formulated.

- (i) For analysis of Objective No. (i) Mean, Median and Mode is calculated.
- (ii) For objective No.(ii) Critical Value ‘CR’ is calculated.
- (iii) For objective No. (iii) and (iv) the value of ‘r’ was calculated.

Objective no.1:

The first objective of the study was: To study the level of happiness, self-esteem and professional ethics among the college teachers. The Mean, Median, Mode, Standard Deviation (S.D.), Kurtosis and Skewness of the data shown in the following table:

TABLE 1.To study the level of Happiness.

Mean	Median	Mode	S.D.	Kurtosis	Skewness
71.45	70.25	69.85	2.42	0.25	0.23

The above table indicates that the level of happiness among the college teachers is high and the positive skewness indicates that the scores have been massed at the higher end of scale.

TABLE 2. To study the level of Self- esteem:

Mean	Median	Mode	S.D.	Kurtosis	Skewness
70.42	70.13	69.52	2.16	0.23	0.25

The above table indicates that the level of self-esteem among the college teachers is high and the positive skewness indicates that the scores have been massed at the higher end of scale.

TABLE 2.To study the level of professional ethics:

Mean	Median	Mode	S.D.	Kurtosis	Skewness
69.42	69.13	69.52	2.43	0.21	0.19

The above table indicates that the level of professional ethics among the college teachers is high and the positive skewness indicates that the scores have been massed at the higher end of scale.

Objective no.2 : To compare the happiness level, self-esteem, and professional ethics among the college teacher with respect to gender and stream of teaching.

The calculation of the happiness level of the college teachers with respect to gender is shown in the following table:

TABLE 4.

Gender	Mean	Median	Mode	S.D.	Kurtosis	Skewness
Male	69.9	69.05	67.35	2.20	0.329	1.15
Female	72.1	72.6	73.6	2.72	0.154	-0.55

The above table indicates a higher score than the average scale value. The skewness in case of male distribution is positive. In case of female teachers, the scores are negatively skewed and the value of Kurtosis indicates that the distribution is Leptokurtic.

The calculation of the happiness level of the college teachers with respect to stream is shown in the following table:

TABLE 5. Happiness level of the college teachers with respect to stream

Stream	Mean	Median	Mode	S.D.	Kurtosis	Skewness
Arts	71.1	71.6	71	2.15	0.27	0.14
Science	70.2	69.7	68.7	2.50	0.25	0.6

The above table indicates positive skewness and platykurtic distribution in case of college teachers belonging to Arts stream. On the other hand, in case of college teachers belonging to science stream, the scores are positively skewed and the distribution is Leptokurtic.

Objective no.3: To find out the relationship between happiness level and job satisfaction of college teachers.

Objective no.4: To find out the relationship between happiness and self-esteem of college teachers.

➤ For the analysis of the above objectives the co-relation value i.e. the ‘r’ value was calculated. The calculation is shown in the following table:

TABLE 6. ‘r’ value was calculated

Objective No.	Variable 1	Variable 2	N	‘r’ value	Interpretation
3	Happiness level	Job satisfaction	70	0.62	High positive correlation
4	Happiness level	self- esteem	70	0.48	Moderate positive correlation.

From the above table, it is clear that in case of the relationship between happiness level and job satisfaction of college teachers, there exist a high positive correlation whereas a moderate positive correlation is being found between happiness and self-esteem of college teachers.

5. FINDINGS OF THE STUDY

After analysis and interpretation of the data, the major findings of the study are as follows:

1. The level of happiness among the college teachers is high and the scores of the data are positively skewed.
2. The level of self-esteem among the college teachers is high and the scores of the data are positively skewed.
3. The level of professional ethics among the college teachers is high and scores of the data are positively skewed.
4. The happiness level of male teachers was found to be very high as compared to that of the female teachers.
5. It was also found that the happiness level of arts and the science stream teachers were also high.
6. The relationship between happiness level and job satisfaction of college teacher is found to be high whereas a moderate positive correlation is being found between happiness and self-esteem of college teachers.

7. CONCLUSION

The above study focuses on studying the happiness index of the college going teachers with respect to their self-esteem and job satisfaction. The researcher first takes a literature review on the topic and gets to know that this kind of study has not been conducted on the proposed area and therefore the researcher decided to undertake the study. The researcher used several statistical methods in studying the objectives of the study and it was found that the college teachers are mostly happy and satisfied with their job and their self-esteem also seemed

to be high. It must also be noted that the study is conducted upon a very selected sample, and therefore this kind of study can also be carried out in a larger population to find out the results. The study hence helped the researcher to get an idea about the happiness of college teachers with respect to their job and self-esteem. This kind of study helps to understand the mental health and mindfulness of teachers in the work environment.

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