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Article:	Exploring Happiness and Well-Being: A Study of Life Satisfaction among College Teachers
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ABSTRACT

The study's goal was to examine the psychological well-being, life satisfaction, and happiness of college instructors. 150 college professors, ages ranging from 21 to 40, made up the study's sample; 65 were men and 85 were women. It was convenient for the government and private colleges in the Gujrat district to select their teachers. Measures of the participants included the Psychological Well-Being Scale, the General Happiness Scale, and the Satisfaction with Life Scale. The results of this study showed a significant positive relationship between the psychological well-being, life satisfaction, and happiness of college instructors. Among college instructors, happiness was revealed to be a highly significant predictor of life satisfaction and wellbeing. Furthermore, the findings demonstrated that although women were happier overall, there were notable differences across college instructors in terms of psychological health and life satisfaction. Intriguing findings were also revealed by other studies, which showed that older, single college instructors felt happier and more content with their lives than younger, married colleagues. The results of the survey were also analyzed from the perspective of Pakistani culture.

Keywords: Happiness, Life Satisfaction, well-being, Teachers.

Introduction

Different people associate happiness with different things. According to Yeşiltepe et al. (2022), happiness appears to be influenced by the belief system we choose to hold about who we are, where we fit into the world, and other aspects of ourselves. We are now moving through that universe, and that journey is what separates the happy from the miserable (Seligman, 2002). The classroom atmosphere and climate have an impact on students' general functioning, and psychological behaviors of instructors have an impact on students' academic accomplishment (Braun et al., 2020). Happiness of the teacher can also affect the classroom environment and climate. Andrews and Withey (1978) investigated three pathways leading to life satisfaction, positive feeling, psychological distress absence, and happiness (Dreer, 2020). Teachers around the world have a common concept of what happiness is and is not, but Chinese and Western perspectives on happiness differ in that they consider diverse paths to happiness, depending on their potential sources (Rahm, 2019, Seligman, 2002).

Three main conventional theories—that happiness is a substance of unprocessed subjective feeling—have been studied by Seligman & Royzman (2003). Fulfilled lifestyles maximize joy and minimize suffering. Happiness gives one intense, numerous pleasure, while distant, mild pains. A cheerful individual has sparkling eyes, smiles often, and is upbeat (Bilong et al., 2021). According to desire theories, achieving your goals and leaving the details of your desires up to the individual pursuing them are the keys to happiness (Griffin, 2022). Nozick's (1974) explanation of an experience machine states that your life is a tank and that your mind is programmed to give away whatever experiences you choose to lose because we want to experience their joys and successes (Christmas, 2022). According to Nussbaum (1992), happiness is defined as the attainment of goals from a list of worthwhile endeavors, such as freedom from disease and injury, obtaining an education, finding love, and so on. Happiness is also dependent on how humans accomplish these goals and is not dependent on feelings.

Effective teaching requires a teacher to have qualities that allow for the development of real human relationships with his students and the ability to create a calm, self-regulated classroom (Bilong et al., 2021). According to Muijs and Reynolds (2005), a key element in a fruitful relationship between students and teachers is happiness, which is favorably correlated with both emotional and moral sources of pleasure as well as cognitive sources of satisfaction (Rahm & Heise, 2019). Students' academic performance is impacted by happy instructors, and teachers' happiness is essential to the advancement of education (Dreer, 2024).

According to recent research and media, the concept of teachers' happiness is becoming more and more important, with new initiatives aimed at promoting it in colleges and schools for overall wellbeing (Song et al, 2020). Studies have also shown a strong correlation between teachers' experiences of happiness and their psychological and mental health. Psychological well-being was defined by Ryff (1989) as "autonomy, self-acceptance, environmental mastery, purpose in life, optimistic relation with others and individual growth" (Kun & Gadanez, 2022). Subjective well-being, state of mind, quality of life, affects, and mood are also used to explain psychological well-being. Since health involves more than just the absence of sickness, it can also refer to an optimistic state of psychological, physical, and social well-being (Song et al., 2020; Hood et al., 2024). For this reason, well-being is sometimes used interchangeably with healthy conditions. The assessment of one's current situation is crucial to psychological well-being, particularly for educators (Braun et al., 2020; Hood et al., 2024).

Bradburn's (1969) research primarily examined the distinction between positive and negative psychological effects (Rahm & Heise, 2019). His model states that when an individual has a greater amount of positive affect than negative affect, they are said to be highly psychologically well-off; conversely, when an individual has a greater amount of negative affect than positive affect, they are said to be less psychologically well-off (Blasco-Belled et al 2020, Rahm & Heise, 2019). Teachers are crucial to students' educational experiences, and research has shown that their well-being has a bigger impact on students' academic achievement (Deb et al., 2020). Stress and burnout have been the main topics of research on teachers' well-being. Organizational and societal pressures, including management workload, classroom management issues, and a lack of team and administrative support, have all been extensively researched (Tavakoly Sany et al., 2023). The interpersonal relationships between teachers and students are significantly influenced by the teachers' well-being (Kurt & Demirbolat, 2019). Research on teachers' professional attitudes is a relatively new trend (Deb et al., 2020). The importance of teaching and its role in society are depicted in the picture (Freire & Ferreira, 2020).

Teachers should aim to recruit the brightest minds and develop the best personalities since their classroom behaviors and attitudes have a significant impact on students' learning and the teaching profession (Marquez & Long, 2021). By examining teachers' professional attitudes in connection to their psychological health, all of these goals are met (An et al., 2020). Positive outcomes from interpersonal interactions, particularly those involving instructors, have led to happy and psychologically well people reporting that they are constantly content with their lives (Ortan, 2021). Happiness, psychological health, and life satisfaction are therefore correlated. Since happiness has a lot of positive effects, college instructors' lives depend much on it because it contributes to both a high standard of living and a successful career (Marquez & Long, 2021).

Life satisfaction is uttered as the touching response of the individual to life (Ortan et al, 2021, Freire & Ferreira, 2020.) Studies reported that Pakistani teachers faced different kinds of psychological difficulties such as low income, high expectations, family pressures and daily life stressors (Nawaz & Kundi, 2011). Literature also highlighted that good quality of occupation, good physical and psychological conditions, optimistic action of life, well and strong interpersonal associations, and high level of profit are showing a significant relationship to happiness and life satisfaction (Bhatia, & Mohsin, 2020). According to research findings, people with personality disorders, low self-esteem, trouble focusing and paying attention, and low levels of happiness also have extremely low levels of life satisfaction (Marquez & Long, 2021). Good physical and mental health are strongly correlated with life satisfaction (Alvi et al, 2022). When compared to those who are not psychologically healthy, a person with good psychological health will be happier with his life (Yeşiltepe et al 2022). According to Shin and Johnson (1978), life satisfaction is an overall assessment of an individual's quality of life based on their own criteria (Bilong et al., 2021). Numerous studies offer evidence that a high degree of happiness precedes life satisfaction (Andrews & Withey, S. B. 2012). Teachers have a crucial role in the academic setting, and their contentment and happiness have a major impact on how well pupils function overall (Tavakoly Sany, 2023). Additionally, there are two benefits to positive thinking: first, it increases the likelihood of favorable results and helps one manage

situations effectively (Marquez & Long, 2021). Positive people have more vitality, better mental health, and less psychiatric issues (Ortan et al., 2021, An et al., 2020).

According to Bhatia and Mohsin (2020), teaching is considered a difficult job in Pakistan due to various unfavorable factors, including the workload, working conditions, income and position, and circumstances. Numerous positive aspects of teaching, such as relationships with students and social networks, have been documented (Akram, 2019). Research on educational psychology conducted in Pakistan has also demonstrated a connection between happiness and psychological well-being, delight, pleasure, and life satisfaction among college instructors (Charan et al, 2020). Professionals, especially college lecturers, describe happiness as a subjective well-being sensation characterized by a high degree of life satisfaction, a large number of pleasant feelings, and a low amount of negative feelings (Tahir, 2024).

Objectives

The Objectives of study are to:

1. Investigate the relationship between happiness, well-being and life satisfaction among college teachers.
2. Explore gender differences among the variables of the study.

Significance of the Study

Encouraging teachers is important since their psychological health and life satisfaction are closely linked to both the institutional success and their own personal development. The moral growth of students and society is influenced by instructors' happiness in addition to their own well-being. The findings of this study will support college instructors in maintaining a healthy lifestyle, a positive self-image, a high degree of self-esteem, and motivation so they can contribute to society and the institution to the fullest. In order to address emerging issues within the college administration and faculty, the current study also played a significant role in providing institutions, particularly colleges, with ideas for workshops or intervention programs for teachers. By taking preventive measures for college teachers' psychological and physical health, each college will receive a high quality of output in terms of students' moral and academic development.

Methodology

Design and Sample

Considering the most suitable design for the current study to examine was the survey research design. Teachers in 150 private and government colleges in the Gujrat region of Pakistan, ranging in age from 22 to 40, were chosen through the use of a practical sample technique.

Instruments

Demographic Form

The researcher created a demographic information form with the intention of gathering data on the research participant's gender, age, education, employment status, institute (private and public), income, and work history.

Subjective Happiness Scale

The four items on the Subjective Happiness Scale (Lyubomirsky, S., & Lepper, 1999) are completed by selecting one of seven possibilities that complete a specified sentence fragment. Test-retest reliability varied from .55 to .90, while alphas ranged from .79 to .94. For

each of the four questions, these choices vary, as shown below. Subjective Happiness Scale has three items that are moving in the right direction and one that is moving in the wrong direction.

Satisfaction with Life Scale

The Satisfaction with Life scale (Diener, Larsen, Emmons & Griffin, 1985) was created to assess the respondent's overall level of contentment with their life. Strong internal reliability and modest temporal stability characterize life scale satisfaction. a 2-month test-retest stability value of 0.64 to 0.82 and an alpha of 0.79 to 0.89. The five items on the satisfaction with life scale each have seven possible answers.

Psychological Well-being Scale

The Diener (2009) Psychological Well-Being Scale exhibits strong internal and temporal reliability as well as excellent convergence with other comparable measures. The eight items on the Psychological Well-Being Scale use a 1-to 7-point rating system. PWB's alpha coefficient ranges from .86 to .69.

Procedure

The principals and heads of the colleges were consulted first. All principals were informed of the study's justification and given the guarantee that the data would only be used for research. Few teachers were approached in their classrooms, and others in staff areas. The goals of the study and the duration of the administration were explained to the participants. The average time for participants to administer was 25 minutes. Every step of the procedure was carried out by one person.

Ethical Consideration

The researcher met all ethical requirements. Participants' capacity and willingness to participate in the study were taken into account; no one was coerced into taking part. The data provides comprehensive details regarding the research topic, purpose, and objectives prior to collection. It was also believed that there was no bodily or psychological harm to any of the participants. Additionally, it was taken into consideration that all participant information would stay private and that all data collected would be used exclusively for research.

Results

Table 1

Correlation between happiness, life satisfaction and psychological well-being

Variables	Happiness	Life Satisfaction	Psychological Well-being
Happiness	-	.509**	.430**
Life Satisfaction		-	.579**
Psychological Well-being			-

The association between teachers' psychological well-being, life satisfaction, and happiness is displayed in Table 1. All of the variables had a substantial positive association, as the table showed.

Table 2

Liner Regression analysis for Life Satisfaction and Psychological well-being as dependent variable of happiness

		Happiness			
		B	SEB	β	t
Happiness		6.287	1.723		3.649
Life Satisfaction		.280	.061	.390	4.569
Psychological well-being		.115	.048	.208	2.390
R ²	.287				
ΔR	.535				

A linear regression study of psychological well-being, life satisfaction, and happiness among college professors is presented in Table 2. Happiness was found to be a significant predictor of life satisfaction and psychological well-being among college professors, with a p-value of less than .001 and a $t = 2.04$. R^2 indicates that there is a 28% variance in happiness. This indicates that other factors account for 34% of the variance in satisfaction.

Table 3

Means and standard deviation of the measure happiness, life satisfaction and psychological well-being as a function of gender t- test

Variables	Female		Male		t	p	95% CI		Cohen's d
	M	SD	M	SD			LL	UL	
SHS	27.61	4.79	17.37	4.47	3.14	.754	-1.26	1.74	0.05180493
SLS	24.98	6.91	22.67	6.05	-.646	.519	-2.78	1.41	0.10624781
PWS	45.35	9.48	42.85	7.12	.368	.714	-2.18	3.18	0.0596125

Note SHS=Subjective happiness scale. SLS=Satisfaction life scale. PWS=Psychological well-being scale. $p < .001$

Table 3 indicates that there was no statistically significant difference in respondents' levels of happiness between the male and female categories. However, Table 4.4 also reveals a modest variation in respondents' levels of life satisfaction and psychological well-being. While female instructors are more psychologically well-off than male teachers, male teachers are more satisfied with their lives than female teachers.

Table 4

Means and Standard deviation on the measure happiness, life satisfaction and psychological well-being as function of Age

Variables	21-31		32-40		t	p	95% CI		Cohn's d
	M	SD	M	SD			LL	UL	
SHS	17.32	4.56	18.14	4.77	-.844	.400	-2.72	1.09	0.17573255
SLS	22.22	6.19	23.03	7.43	-.603	.547	-3.48	1.85	0.17787563

PWS	42.57	7.122	45.21	11.70	-1.540	.126	-601	7.46	0.2729668
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Note SHS=Subjective happiness scale. SLS=Satisfaction life scale. PWS= Psychological well-being scale. $p < .001$

The age differences between the two groups were marginally significant, as Table 4 demonstrates. When comparing the second age group of instructors, who are between the ages of 32 and 40, to the first age group, which is between the ages of 21 and 31, the second group reports higher levels of psychological well-being, happiness, and life satisfaction.

Table 5

Means and standard deviation on the measure happiness, Life Satisfaction and Psychological well-being as function of institution

Variables	Private		Government		t	p	95%CI		Cohen's d
	M	SD	M	SD			LL	UL	
SHS	17.38	4.43	17.75	5.12	-.420	.675	-2.09	1.35	0.00626639
SLS	22.08	6.18	23.24	7.13	-.948	.345	-3.56	1.25	0.17686037
PWS	43.09	8.22	43.00	8.23	.063	.950	-2.98	3.18	0.01094225

Note SHS=Subjective happiness scale. SLS=Satisfaction life scale. PWS= Psychological well-being scale. $p < .001$

Happiness and psychological well-being did not significantly differ between the institutions, as Table demonstrates, but the results did suggest a marginally significant difference in life satisfaction. Higher life satisfaction is found in government institutions than in private ones.

Table 6

Means and Standard deviation on the measures happiness, Life Satisfaction and Psychological well-being as function of Marital Status

variables	Married		Unmarried		t	p	95%CI		Cohn's d
	M	SD	M	SD			LL	UL	
SHS	17.81	4.98	17.17	4.33	.991	.364	-.817	2.21	0.13715271
SLS	22.50	6.50	22.18	6.37	.296	.768	-1.79	2.42	0.05283336
PWS	42.54	10.43	43.36	6.23	-.602	.548	-3.54	1.88	0.09525085

Note SHS=Subjective happiness scale. SLS=Satisfaction life scale. PWS= Psychological wellbeing scale. $p < .001$

Table 6 indicates that there was no significant difference in life satisfaction or happiness between marital statuses; however, the results also showed a slightly significant difference in psychological well-being between marital statuses, with singles reporting higher psychological well-being than married people.

Discussion

The purpose of the study was to look into college instructors' psychological health, life satisfaction, and level of happiness. 150 teachers who worked in government and private colleges in the Gujarati district were selected for the study using the convenient sampling procedure. The results obtained through several statistical analyses on SPSS-21 were corroborated by literature research.

The relationship between psychological well-being, happiness, and life satisfaction will be the study's initial hypothesis. Co-relational analysis was used to look into the connection between these variables. The study's findings indicate a strong positive correlation between psychological well-being, happiness, and life satisfaction. Co-relational analysis results confirm the idea as well. Research backs up the findings, showing that instructors play a major role in schools and that their mental health contributes positively to students' happiness, psychological well-being, and contented lives (Song et al, 2020, Deb et al, 2020). In 2023, Tavakoly Sany and his colleagues also found a positive correlation between college instructors' psychological well-being and happiness. Research conducted in Pakistan has indicated that a happy and contented life can be attained by teachers, happiness, subjective well-being, and a good self-image (Alvi et al., 2022; Bhatia & Mohsin, 2020; Akram, 2019). The association between happiness, life satisfaction, and psychological well-being was also predicted using regression analysis. The study's findings demonstrated that psychological well-being and life satisfaction were strongly correlated with happiness. Numerous studies corroborated the findings that perfectionism and happiness were significant predictors of life satisfaction (Blasco-Belled et al., 2020, Conlon, 2020).

The current study also proposed the hypothesis that among college instructors, women report higher levels of psychological well-being, happiness, and life satisfaction than do men. The results of the t-test showed that while male instructors had more life satisfaction than female teachers, female teachers had greater psychological well-being. The results of the literature review corroborated the notion that, in educational environments, particularly in college psychology settings, gender plays a significant role. Women reported higher levels of happiness than life satisfaction when compared to men (Griffin, 2022, Braun et al, 2020, Rahm & Heise, 2019). The age group was also excluded from the current study, and it was found that college instructors in the 32–40 age range reported higher levels of psychological well-being, life satisfaction, and happiness than those in the 21–31 age range. Studies conducted globally, but mostly in Pakistan, have shown that as people age and mature, their life experiences, religious beliefs, and level of contentment with life alter the methods and styles of instruction they get (Tahir, 2024, Kun & Gadanez, 2022, Qudus et al, 2022).

The study's findings also investigated the possibility that, in comparison to private teachers, government teachers would have greater levels of psychological well-being, pleasure, and life satisfaction. Numerous studies corroborated the discovery that, in comparison to private educational settings, teachers in government institutions—particularly in college settings—reported being happier, more content, and mentally stronger due to employment stability and perks (Bilong et al, 2021, Braun et al, 2020). Because of the safety of their jobs, government teachers in Pakistan reported being in better psychological health and being happier with their lives than private instructors (Akhtar & Saleem, 2020, Hussain et al, 2020). The current study's results also revealed that there was a difference in psychological well-being between marital statuses, with singles reporting higher psychological well-being than married people, but no significant difference in life satisfaction or happiness between marital situations. Additionally, studies showed a strong correlation between married status and life satisfaction and happiness (Christmas, 2022, Griffin, 2022). Research on psychological well-being, life satisfaction, and happiness conducted in Pakistan and around the world revealed that signal

one reported being happier and more psychologically healthy than married individuals, particularly teachers (Dreer, 2024, Tavakoly Sany).

Conclusion

The current study's findings showed a strong and positive correlation between psychological health, life satisfaction, and happiness. The study's findings also showed that college instructors' psychological health and life satisfaction are significantly influenced by their level of happiness. Given the crucial role educators play in the advancement of any nation, great effort should be put into enhancing teachers' quality of life. Higher levels of psychological well-being and life satisfaction encourage teachers to work tirelessly to improve society and become valuable members of the citizenry.

Limitations and Recommendation

Since it was difficult to gather data from various population areas, the research sample was dispersed throughout District Gujrat. Obtaining permission from college authorities presented another difficulty because they did not provide teachers time off for data collecting, which led to a small sample size and results that could not be extrapolated. Since some of the teachers misplaced their questionnaires, which were sent to them twice or three times, it took a while to compile the data. To improve teachers' knowledge and help them adopt healthy, positive attitudes, educational institutions should provide in-service training sessions. In addition to encouraging students to achieve well, teachers must to motivate them. In order to relieve stress, it is important to provide instructors with a good work environment and organize extracurricular activities.

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