

Happiness Level and Happiness Portrayal among Tertiary Education Institutions Educators

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ABSTRACT

This study was conducted to determine the level of the happiness of educators, the level of happiness portrayal of educators, and the significant relationship between the happiness and happiness portrayal of educators. This study employed a quantitative correlational research design. Furthermore, this study administered two types of standardized tests to gather the data needed. The results implied that the educators' level of happiness is high. On the other hand, the level of happiness portrayal of educators is also high. In addition, the reflected standard deviation for each of the variables, namely the happiness and happiness portrayal, was found to be quite varied. Further analysis revealed that there is a positive moderate significant relationship between the educators' happiness and happiness portrayal ($r = .55$, $p > .05$). Consequently, the institutions should be able to provide an avenue to increase the happiness of the educators in terms of their professional and personal lives.

INTRODUCTION

The pursuit of happiness, which is frequently regarded as an essential and widespread aspect of human nature, takes up a pivotal position in our lives. It is a complex emotional state that includes feelings of joy, happiness, and satisfaction, and people strive to achieve and maintain this elusive sense of well-being in their lives. Even though it is impossible to objectively measure, the topic of happiness has fascinated researchers for centuries. In this study, we investigate the many facets of happiness, concentrating on both the degree to which one might experience happy and the way in which it is portrayed by society.

Further, According to Benevene et al. (2019), although one's state of happiness is a matter of reflection and introspection, it is also susceptible to the effects of others and the standards set by society. The dynamic relationship between an individual's happiness and the way that it is portrayed in society has important repercussions for both the well-being of individuals and the larger social institutions as a whole. To Tham et al. (2022), the extent of one's happiness and the elements that contribute to achieving it. Numerous research has been conducted to study the characteristics that determine a person's level of happiness. These studies have looked at things like wealth, social interactions, physical health, and personal relationship (Munevver, 2019; Laitman, 2019 and Dalai Lama, 2012). The connection between these elements and happiness, on the other hand, is a complicated one, and its nature differs from person to person because it can help individuals and society as a whole make decision that are geared toward improving overall well-being, having a solid understanding of these dynamics is absolutely necessary.

As this study progresses, it will provide an in-depth examination of the level of happiness experienced by educators working in tertiary education institutions as well as how happiness is portrayed by these individuals. Our goal is to contribute to the improvement of the lives of educators, the enhancement of the educational experience, and the advancement of the larger educational landscape by dwelling into the complexities of educators' well-being and the institutional contexts that affect their experiences. In the end, the purpose of this research is to get a better knowledge of the factors that contribute to happiness in the lives of individuals who are committed to fostering the future leaders of society.

THEORETICAL REVIEW

In the education landscape, Ihtiyarogly (2018) stated that tertiary educators hold a unique place in society because of the level of education they provide to students. They are accountable for passing on information to pupils, encouraging analytical thinking, and tending to the students' overall development as individuals. Not only are they expected to perform well academically, but they also need to demonstrate emotional and social maturity in their role. The contentment and health of educators can have a significant bearing on the conditions of instruction, the academic achievements of their charges, and the general vibe permeating educational establishments (Toulabi et al. 2013).

One of the most important aspects of this research is to gain an understanding of the degrees of happiness experienced by educators. Even though teachers have a lot of passion for their work, they frequently have to deal with a lot of difficulties. According to Magtubo and Dela Cerna (2023), these difficulties might include high workloads, pressures from administration, and the emotional labor that comes with interacting with students. It may be possible to shed light on how these issues affect the general well-being and job satisfaction of the employees if we investigate their individual degrees of happiness. In addition, the elements work-life balance, job stability, and opportunity for professional development can all have an impact on the satisfaction of educators (Chang, 2019; Hong, 2020; Fiorilli et al., 2018).

METHODOLOGY

Research Design

This research employed a descriptive model of correlational research. It is a nonexperimental form of research in which researchers use the correlational statistic to describe and measure the degree of association between two or more variables (Creswell, 2012). It tests whether the increase or decrease of one variable correlates to the increment of another variable (Tan, 2014). In this study, this design is necessary to assess the existence or absence of a relationship between level of happiness and happiness portrayal.

Research Participants

In determining the respondents for this study, a simple random sampling was used. In this type of sampling, the members of the sample are selected randomly and purely by chance. Hence, the quality of the sample is not affected as every member has an equal chance of being selected in the sample. This type of sampling is best for population which is highly homogenous (Bhardwaj, 2019). Specifically, the respondents of this study were the teachers and administrators of the tertiary education institutions in Region XI.

Research Instrument

In congruence with the quantitative research design, the researchers adapted questionnaires. To determine the level of happiness of educators, an adapted questionnaire from the study of Schwartz, B., Ward, A., Monterosso, J., Lyubomirsky S., White, K., & Lehman, D. R. (2002) was used. On the other hand, to determine the level happiness portrayal, an adapted questionnaire from Oxford Happiness Scale Argyle & Hills (2008) and QuestionPro (2019) were used. It focused on five indicators, namely, social relationships, positive thinking styles, wealth and power, doing good to others.

Data Gathering Procedure

This study followed phases in gathering data to obtain a harmonious collection before, during, and after the conduct of the study. The following are the steps in data gathering.

Informed Consent. The respondents signed an informed consent form before answering the survey questions. This signified approval in their involvement of the study.

Collection and encoding of data. Subsequent to the approval and response of the permission letter and informed consent form, the researchers distributed the questionnaires to the respondents through google forms. The researchers categorized the items into two parts, responses under the level of happiness and happiness portrayal. It was encoded and analyzed per variable and indicator.

Statistical Tools

The collected data were analyzed to determine the level of happiness and happiness portrayal of educators, as well as the significance of the two variables.

Mean. This was used to determine the level of happiness. This tool also used to determine the level of happiness portrayal of educators in terms of social relationships, positive thinking styles, wealth and power, and doing good to others.

Pearson's Correlation. This tool was used to measure the statistical relationship between happiness and happiness portrayal of educators.

RESULTS AND DISCUSSION

Level of Happiness of Educators

The level of happiness of educators as reflected in table 2 is high with an over-all mean of 3.81. It means that happiness is experienced frequently by the educators. This indicates that the respondents experienced happiness to a high level. In addition, the standard deviation that ranges from .51 to 1.10 showed that there are standard deviations, which are greater than 1 particularly in item number 3 (Compared to most of your peers, you consider yourself happier). The educators' consistency of responses about their happiness varies minimally.

Table 1
Level of Happiness of Educators

Items	Mean	Standard Deviation	Descriptive Level
1	2.93	0.85	Moderate
2	2.88	0.93	Moderate
3	3.56	1.10	High

4	4.03	0.69	High
5	4.29	0.51	High
6	4.05	0.80	High
7	3.80	0.68	High
8	3.88	0.95	High
9	3.68	0.91	High
10	3.63	0.99	High
11	3.98	0.82	High
12	4.07	0.69	High
13	4.68	0.52	Very High
14	4.32	0.57	High
15	4.41	0.55	High
Overall	3.89	0.31	High

In particular, the item that got the highest mean rating is the item number 13 which was on the aspect of being hopeful in the future with a mean of 4.68 described as very high which means that such particular notion about happiness of the educators was experienced to the highest level. On the other hand, the item that got the lowest mean is on the aspect of considering his or her self as less happy compared to his or her peers with a mean of 2.88 described as moderate which that this notion about happiness of the educators was experienced occasionally or in average level.

The result of this study supports the study Zhongying (2013) which stated that educators with high level of happiness value happiness in order to achieve not only the substance of education, but also to promote student happiness and support a country's medium and long-term educational reforms and development strategies. This implies that when one is working with high level of happiness, the achievement of the set goals is easy and effective.

Moreover, in the study of Bahtia and Mohsin (2020), it stated that workplace happiness is defined as the joy one experiences when engaged in work that is believed to be important and worthwhile. When compared to employee satisfaction, employee engagement is a considerably broader term. Thus, when one is happy with his or her workplace, he or she will be able to

accomplish his or her task efficiently and will be able to provide excellent services to his or her clients.

In the study of Chan (2019), it stated that in happiness, life satisfaction and positive emotions required for subjective well-being were found to be predicted by the meaningful life and active life aspects. The author went on to address the implications of their findings for the linkages between meaning, pleasure, and engagement and subjective well-being in order to assist teachers in living more satisfying lives and effectively managing burnout difficulties.

It is notable that educators have high hopes in the future when it comes to their happiness. Mertoglu (2018) emphasized that to have hope is to wish for a positive outcome that will improve your life in some way. It can not only make a difficult present situation more tolerable, but it can also enhance our lives in the long run since imagining a better future drives you to take the measures necessary to make it a reality.

Furthermore, Burton (2020) stated that in some ways, happiness and having hope connects your history, present, and future. You have an idea of what you want to happen. Even if it doesn't work, just thinking about it can make you feel better. Hope can encourage you to take whatever measures you need to do if it's something you can control - like the youngsters fighting to get out of poverty.

Relatively, it is also notable that educators feel happy when they are not compared to others. Mertuglo (2018) emphasized that not comparing the happiness from others, one no longer feel intimidated by the best version of everyone else, and one no longer feel compelled to compete with others; instead, one may become everyone's biggest fan. Because it does not jeopardize our own, one can urge others to achieve success. With this mindset, you surround yourself in a positive aura that spreads throughout your life and enriches your surroundings. Happiness is the outcome of not comparing yourself to others, and positive is the byproduct of that.

Zhao (2013) proposed that teachers' human dignity be fully respected, in addition to providing them with a fair, free, and autonomous academic and ecological environment, particularly a fair, reasonable, and modest reward system, to help them develop their intellectual capacity. This would help them to achieve high level of happiness in their personal life and work.

Therefore, Bahtia and Mohsin (2020) explained that teachers' happiness in educational institutions is extremely important, not only for improving faculty well-being, effectiveness, and efficiency, but also for its ripple and cascading effect on student outcomes, all-round development, university's cumulative impact on society, country's research and development initiatives, and overall societal upliftment.

Level of Happiness Portrayal of Educators

The level of happiness portrayal of educators as reflected in table 3 is high with an over-all mean of 4.00. It means that happiness portrayal is experienced frequently by the educators. This indicates that the respondents experienced happiness to a high level. In addition, the standard deviation that

ranges from .35 to .51 showed that the educators' consistency of responses about their happiness portrayal varies minimally.

Table 2
Level of Happiness Portrayal of Educators

Indicators	Mean	Standard Deviation	Descriptive Level
Social Relationships	4.01	0.35	High
Positive Thinking Style	4.06	0.44	High
Wealth and Power	3.60	0.38	High
Doing good to others	4.17	0.51	High
Meaning & Self - Realization	4.15	0.46	High
Overall	4.00	0.31	High

Notably, all of the indicators in the happiness portrayal of the educators got a mean score of high which all of these indicators are experienced by the educators frequently.

Categorically, the indicator that got the highest mean rating is about doing good about others with a mean of 4.17 described as high which means that this portrayal is done frequently by the educators. This implies that in portraying happiness, the educators enjoy giving and helping others unconditionally. They also believe that it is better to give than to receive. Therefore, the educators believe that this world will become a good place for everyone if everyone thinks of helping others and doing things for the welfare of others.

On the other hand, the item that got the lowest mean is on the category of wealth and power which has a mean of 3.60. This is described as high which means that this portrayal is done frequently by the educators. Since this is the lowest mean out of the indicators, this would imply that educators do not think much of portraying their happiness with material things such as clothes, possessions, and even money. In addition, wealth and power is in the least

priority of the educators in portraying their happiness and fulfilling their life and career.

The result of this study supports the study of Martin (2012) which he explained that high level of happiness portrayal means that happiness is the inner peace and joy that comes from being content with one's environment, connections with others, accomplishments, and oneself. In addition, happiness is having a pleasurable involvement with one's personal surroundings, such as having an interesting, meaningful, fulfilling, and exciting job and hobbies.

In a survey conducted in Gallup, Carrol (2007) clearly stated that 52% reported that they were "very happy." In addition, more than 8 in 10 indicated that they were "very satisfied" with their lives. This means that happiness is a long-term state—often referred to as subjective well-being—rather than a fleeting good mood that we all have from time to time. Psychologists and other social scientists have taken an interest in this persistent happiness.

Moreover, Punia and Kamboj (2013) investigated the quality of happiness among Indian university professors in several academic fields. They emphasized the importance of happiness in increasing self-esteem, psychological well-being, job satisfaction, and a general sense of congruence in life. This means that the with high level of happiness portrayal, this would create a meaningful life for the educators not just in work but also in their personal lives.

Notably, in this study, educators find happiness in doing good for others. According to Oyson (2019), doing things for others is a significant tool for personal development and long-term satisfaction. Helping others may hold the key to a better, healthier, wealthier, more productive, and meaningful life. Helping others is not only beneficial to them and a noble act, but it also makes ourselves happier and healthier. Giving also brings us closer to others, strengthening communities and assisting in the creation of a happy society for everybody.

Hopper (2016) further emphasized that happiness and helping others go hand in hand. It's not only that those who have found their life's calling like giving back. Instead, assisting others might provide us with the sense of purpose we need. We can discover the answer outside of ourselves, in human interaction, rather than dwelling about what makes our lives valuable while we move toward burnout.

Furthermore, among the indicators of happiness portrayal in this study, wealth and power comes last as the least prioritize portrayal of happiness. Becker (2018) explained that the search and acquisition of material goods will never completely satisfy our yearning for happiness. For some, it may provide them temporary joy, but the excitement that comes with purchasing a new object rarely lasts more than a few days. In his research, love, justice, faith, compassion, contribution, and redemption are just a few of the worthwhile endeavors of people. These are things that should be followed with zeal.

Brain (2018) also stated in his research that all of these non-financial forms of wealth are distinct from money wealth, but they can all be equally satisfying in their own right. Healthy friends, a loving spouse, well-raised

children, a home built on love, a good relationship with God, a clear conscience, a worthwhile purpose, and a profession you actually enjoy gives you lasting and meaningful happiness.

With this, Diener (2005) explained that that the impacts of social relationships, helping others, wealth and powers, self-realization, and positive thinking style and the attributes that it fosters may have a role in happy people's success. Happiness, which appears to be anchored in one's personality and past triumphs, appears to lead to approach behaviors that frequently lead to more success. At the same time, happy people might react with unpleasant feelings when the situation calls for it.

Significant Relationship of Happiness Level and Happiness Portrayal of Educators

To determine the relationship of happiness level to happiness portrayal of the educators, the researchers examined first the relationship between the independent variable, which is the happiness level, and the dependent variable, which is the happiness portrayal.

Table 3 presents that there is a significant positive moderate relationship between happiness level and happiness portrayal of the educators ($r = .55, p < .05$). This means that if the level of happiness increases, the happiness portrayal of the educators also increases.

Table 4
Significant Relationship between Happiness Level and Happiness Portrayal of Educators

Variables	r - value	p - value	Interpretation
Happiness level			
Happiness Portrayal	.55	.000	Significant

** . Correlation is significant at the 0.05 level (2-tailed).

Aristotelian (2019) defined happiness as the highest ultimate good involves pleasant emotion and moods. It is a feeling of satisfaction and contentment that may differ through generations and across cultures. In the result of this study, happiness is achieved by the educators in social relationships, helping others, wealth and powers, positive thinking style, and self-realization.

According to Stanford (2019), happiness is found in social relationships and suggests that the impacts of positive affect and the attributes that it fosters may have a role in happy people's success. Happiness, which appears to be anchored in one's personality and past triumphs, appears to lead to approach

behaviors that frequently lead to more success. At the same time, happy people might react with unpleasant feelings when the situation calls for it.

Moreover, people are happy when they have social relationships. Relationships that are satisfying not only make people happy, but they are also linked to better health and even a longer lifespan. Relationships are linked to some of our most intense feelings. We experience happiness, satisfaction, and peace when they are positive. We feel nervous, unhappy, and lonely when our relationships bring out the worst in us or when they are non-existent (Stanford, 2019).

Furthermore, in happiness and helping others, according to Oyson (2019), doing things for others is a powerful instrument for personal growth and long-term fulfillment. Helping others could be the way to a happier, healthier, wealthier, more productive, and fulfilling existence. Helping others benefits not just them and is a wonderful gesture, but it also makes ourselves happier and healthier. Giving draws us closer to others, strengthens communities, and contributes to the development of a good society for all.

Relatively, happiness is truly experienced when one has enough wealth and power. According to a 2010 study from Princeton University, there is a link between happiness and income, up to a point of around \$75,000 per year. People who earn more than \$75,000 a year are happier, but the lesser their income, the worse they feel, according to the study. In addition, in this study, it is crucial to remember the things in life that provide you joy yet don't cost anything. These include your family, friends, health, lifelong learning, and new experiences.

Consequently, happiness is fully achieved if one has a positive thinking style. Stibich (2020) thought that it is crucial to learn to emphasize the good in order to live a better, happy, and healthier life. According to her research, life throws us curveballs, and we all want to be as happy and calm as possible. Life throws a new challenge our way just when we think we're happy and in a good spot. This is why it is critical to maintain a positive attitude. No matter what challenges you face, keeping a positive perspective can help you stay happy and at ease.

Stibich (2020) added that the ratio of good to negative thoughts is a significant element in total happiness. Our brain is always monitoring the emotional tone of your thoughts – if you have too many negative thoughts, our brain responds by causing stress and melancholy in your body. When we think more positive thoughts, our brain relaxes and becomes happier.

Accordingly, when one realizes his or self-worth, he or she becomes truly happy. In the pursuit of happiness, according to De Sena (2015), life is evaluating what is important. In his study, the more abilities we get as we go closer to self-actualization, the higher our ceiling rises, and the further away we are from being self-actualized. To put it another way, the better we are, the more potential we have, making the thought of realizing our full potential a pipe dream. With this, people become truly happy.

The relationship of happiness and the portrayal of happiness is within our self. Cherry (2020) explained that it is vital to think about how you define

happiness. Happiness is a wide concept that has diverse connotations for different people. Rather than viewing happiness as a goal, it may be more beneficial to consider what happiness means to you and then work on tiny steps that will help you achieve that goal. This makes reaching these objectives more manageable and less stressful.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions are formulated:

1. Because educators are generally happy, their happiness in educational institutions is critical, not only for improving faculty well-being, effectiveness, and efficiency, but also for its ripple and cascading effect on student outcomes, overall development, university's cumulative impact on society, country's research and development initiatives, and overall societal upliftment.
2. According to the findings, a high level of happiness portrayal suggests that happiness is the inner peace and joy that comes from being content with one's surroundings, relationships with others, accomplishments, and self. Social relationships, helping others, wealth and powers, positive thinking style, and self-realization also takes part in the portrayal of happiness of the educators. Having a pleasurable interaction with one's personal environment, such as having an intriguing, important, satisfying, and exciting career and hobbies, is also a part of happiness.
3. Since the happiness and happiness portrayal of the educators has a significant positive moderate relationship, this means that if the level of happiness increases; the happiness portrayal of the educators also increases.

The following recommendations are given after a thorough review of the findings and conclusions of the study:

1. Based on the result, the institution should consider in providing programs that would uplift the professional development of the educators. Uplifting the professional careers of these educators would probably help in attaining happiness in their professional life.
2. Happiness is defined as an enduring state of mind that includes the ability to find joy in everyday life as well as the ability to use one's abilities and talents to better one's own and others' lives. Despite the fact that people all across the world claim to be happy, there are variances in average happiness levels between countries. Therefore, it is important for the institution to provide an avenue for educators to build their social relationships, helping others, wealth and powers, positive thinking style, and self-realization.
3. The majority of worldwide studies have been cross-sectional, whether based on primary or secondary data. Happiness, on the other hand, is a

subjective state of well-being that varies not only from person to person, but also through time. As a result, it is critical to assess University professors' job happiness through a longitudinal study, which is more likely to yield more thorough data. This will aid in the validation of the cross-sectional research' findings and determining factors.

FURTHER STUDY

In this follow-up stud, we will engage in a more holistic approach to understanding happiness levels and images of happiness among educators of higher education institutions. We will explore additional factors that may influence happiness, such as the impact of technology on educators' lifestyles, the practice of mindfulness in academic settings, and the influence of the work environment on life satisfaction. The research will also involve a cross-cultural survey to understand differences in patterns of happiness among educators in different countries. With a focus on professional development, this research aims to provide more in-depth and applicable insights to improve the well-being of educators in higher education institutions.

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