

## DIMENSIONS OF HAPPINESS AMONG PUBLIC SCHOOL TEACHERS: AN EXPLORATORY APPROACH

Gracielle Ann M. Magtubo<sup>1</sup> and Mark Gennesis B. Dela Cerna<sup>2</sup>

<sup>1</sup>Central Mindanao Colleges, Kidapawan City, Philippines.

Corresponding email: gmagtubo@cmc.edu.ph

### ABSTRACT

This study determined the dimensions of happiness among public-school teachers. Ten participants were invited for in-depth-interview (IDI) and 7 participants for focus group discussion (FGD). Two hundred (200) teachers as respondents used for exploratory factor analysis in the Municipality of M'lang, Cotabato. This study employed an exploratory sequential design. The data gathering tool contained formulated interview guide that asks questions about their thoughts on teacher happiness. The results revealed upon factor analysis that a teacher happiness has seven themes which include personal happiness, work and life balance, student achievement, self-control and self-resilience, commitment and enjoyment, provision and motivation and negative stimulus. Teacher Happiness Questionnaire with 93 items was developed. Reliability test revealed the results on teacher happiness the overall Cronbach's Alpha value of .825 which interpreted as very high. It means that the validity of the instrument was very high and suitable for using the instrument as a tool. Results from the Exploratory Factor Analysis (EFA) revealed that there are 77 items of set of questionnaires that are suitable for factor loading. This means that these items are appropriate and pass the face validity for measuring tools in the study.

**Keywords:** *Teacher Happiness, Public-School Teachers, Exploratory Sequential Design, Exploratory Factor Analysis, Municipality of M'lang*

### INTRODUCTION

Research has demonstrated that teacher happiness might predict student happiness and have an impact on students' learning performance. It was also shown that teacher happiness affects student performance and the success of the learning process in the classroom (Duckworth et al., 2019). Student learning motivation is affected by a teacher's cheerful expression (Sutton & Wheatley, 2018). According to some of these research, teachers' pleasure turns out to be a predictor of students' academic achievement.

Numerous academic studies have demonstrated that stress is one of the main reasons of teachers' discontent, sickness absence, ill-health retirement, and turnover, according to 88% of them (Fiorilli et al., 2018). Despite the fundamental cultural, organizational, and educational differences between the countries, both Western and non-Western countries have high rates of teacher attrition (Chang, 2019; Hong, 2020; Fiorilli et al., 2018).

In a different study by Macuka et al. (2018), it was discovered that out of 348 school teachers, 85% of them feel miserable at work. The primary causes of their unhappiness are heavy workloads at school, bad working relationships with peers and superiors, lack of appreciation for accomplishments, and unfair treatment. The results of these issues result in high rates of teacher turnover.

Since it has long been a problem, studies have been done to study the characteristics and elements that are related to teacher happiness. These studies have used a quantitative approach. To measure the dimensions of school teachers' happiness at the local level, more precisely in the North and South districts of M'lang, Cotabato, no corresponding study has been done. In order to bridge this knowledge vacuum, the researcher looks at teacher happiness using an exploratory sequential approach. The goal is to establish a model and framework that will describe the elements of happiness among public school teachers.

In the following respects, this study added to the existing literature. First, to our knowledge, this is the first study in the society to employ administrative panel data directly measure teacher quality. The study presents the first estimates of teacher happiness in M'lang, Cotabato, and other provinces in development. Second, school administrators used this study as a reference material in the future to increase school productivity and efficiency. This study may also aid scholars and other future researchers because it gives them with a valuable supply of ideas and information for their future research projects.

This study research also benefits all school staff or stakeholders since they were able to use the essential information for school development plans and enhancement program formulation.

## FRAMEWORK

This study was anchored on the Authentic Happiness Theory propounded by Seligman (1991). The idea of taught optimism was one of the first ideas Seligman (1991) examined, and it helped shape his ideas about happiness. In that article, the author describes his exploration of the research on learned helplessness and identifies various advantages of the optimistic mindset, including greater entrepreneurship and better health. Optimists look for solutions that do not make them feel guilty or like failures, internalize happy experiences, and consider that difficulties are transient and caused by outside factors. As we will see in the next sections, Seligman believed this capacity for optimism to be one of the pillars of his theoretical formulations.

In the early stages of its development, positive psychology was founded on the concept of authentic happiness. According to this hypothesis, happiness can be divided into three categories: positive feeling, engagement, and significance (Seligman, 1991). Positive emotions include, among other things, the feelings of joy, enthusiasm, ecstasy, and comfort. Engagement is associated with a posture of complete loss of self while engaging in an activity that is deemed enjoyable. Engagement describes a loss in which the person is constantly open, has little understanding of their genuine feelings, and solely reports experiencing great pleasure.

All people can develop engagement in regard to an activity, according to Seligman (2004). Individuals should identify these activities and any characteristics that might encourage the assumption of this viewpoint. The third component, meaning, has to do with the pursuit of a higher

purpose in life. Belonging to and serving something you think is greater than yourself is the key to living a meaningful life (Seligman, 2004). All the good institutions that give constancy for this search—like religion, political parties, families, and various social groups—are created by humanity.

Sonja Lyubomirsky, a significant contributor to the field of positive psychology, offers a scientific approach to achieving happiness in her 2008 book. Sonja Lyubomirsky's approach is supported by exercises and techniques to foster positive emotions, including expressing gratitude, cultivating optimism and positive social relationships, managing stress and adversity, developing focus on the present, and committing to their goals. A training program should be used to develop these traits in order to achieve genuine, long-lasting happiness. Similar research has been done in other areas, such as Daniel Kahneman's work on hedonistic models of happiness.

Authentic happiness seeks to arbitrarily redefine what happiness is, as claimed by Seligman (2011), who listed this as one of the initial Positive Psychology movement's purported flaws. Engagement and purpose are concepts that relate to how people feel but are not considered to be components of happiness. Another criticism focuses on life satisfaction, which is the primary indicator of genuine happiness. According to research compiled by Seligman (2011), mood can account for 70% of this score, while life judgments of the respondents account for 30%. According to this viewpoint, mood is the best predictor of happiness, which would lead one to believe that happiness is situational and ephemeral. For instance, an introverted person is often perceived as being less cheerful than an extroverted one, which would just reflect his moods and not the respondent's perspective or evaluation of his feelings.

Furthermore, Seligman (2011) emphasized that life happiness does not take into account how much meaning is there, how dedicated people are to their jobs, or how much time they spend with the people they care about. Life satisfaction is a very changing indicator of mood and is therefore a situational indicator.

## **METHODS**

### **Research Design**

This study utilized exploratory-sequential methodology. It is an approach that is utilized when a researcher wishes to combine qualitative and quantitative analyses. This two-stage approach is very beneficial for researchers who want to develop a new instrument, taxonomy, or treatment process (Creswell & Plano Clark, 2011). The researcher applies the qualitative (exploratory) findings from the first phase to the construction of the instrument or intervention, which is then tested in the second stage (quantitative).

### **Respondents**

For the preliminary (qualitative) phase of the study, a total of 10 public elementary school teachers were invited for in-depth interview. The results of which were used to identify the emerging themes and as well as the items to generate the questionnaire.

For the succeeding quantitative phase, the constructed survey questionnaires from the qualitative interviews were disseminated to 200 teachers of elementary schools in M'lang, Cotabato.

## **Instruments**

In the qualitative phase, the researcher formulated an interview guide that asked questions about their happiness. The interview provided an insight into how a group of teacher thinks about happiness, about the range of opinion and ideas, and the similarities and variation that exists in their beliefs, their experiences, and practices at school and at home.

Meanwhile, the items of the questionnaire were constructed based from the frequency of occurrence as results of focus group discussions. The construction of the tool from qualitative phase revealed the happiness scale. This tool was subjected to dimension reduction to look for the factors that constitute the teacher happiness.

Further, five experts were invited to perform content validity of the interview questions and check the suitability of the items that captured the underlying dimensions on teacher happiness. The purpose was to ensure the readability and comprehensibility of the questionnaire.

## **Statistical Treatment**

In the qualitative data, thematic analysis was used to analyze the data. This approach places a premium on identifying, evaluating, and documenting patterns (or "themes") within the data. Themes are patterns found in data sets that are important for the explanation of a phenomena and are associated with certain study areas (Boyatzis, 1998).

In quantitative data, the Exploratory Factor Analysis is used in the study. It determines empirically how many constructs, or latent variables, or factors underlie a set of items. Factor analysis is a type of multivariate analysis that seeks to explain the relationship between a large number of variables (items) in terms of a set of independent underlying factors. This statistical method can serve as an important tool for validating the structure of instruments (Nunnally, 1978; Carpenter, 2007) pointed out that factor analysis is not a simply defined statistical method, but a broad category of methods for conceptualizing groupings of variables that includes mathematical procedures for assigning variables to certain groups.

Additionally, the questionnaire was tested to Cronbach's Alpha to determine its reliability. This intended to offer a measure of a test's or scale's internal consistency. Internal consistency refers to the amount to which all items in a test assess the same notion or construct and is therefore linked to the interrelatedness of the test items. Internal consistency should be established prior to using a test in study or examination to verify its validity (Cronbach, 1951).

## RESULTS AND DISCUSSION

### Emerging Themes of Teacher Happiness

There are seven themes that emerges from in-depth interview and focus group discussion with the selected elementary public-school teachers in South and North district, M'lang, Cotabato that put emphasis on personal happiness, work and life balance, student achievement, self-control and self-resilience, commitment and enjoyment, provision and motivation and negative stimulus.

**Personal Happiness.** Many participants believed that there's a lot of things to make themselves happy. One of the participants says that they he/she handle his/her own happiness by smiling and make everything positive. Other participant says having a stable and fulfilling career as a teacher and valuing things in their environment makes them happy in life. These are evident in the following quotes from the participants:

*I handle my own happiness with smile and positivity.*  
(IDI-Participant 2)

*I keep myself happy by having a stable and fulfilling career as a teacher.*  
(IDI-Participant 3)

*I don't follow the crowd when it comes to how I handle my happiness, but I do always value the things that make me happy.* (IDI-Participant 4)

Meanwhile, the participants revealed that for them to make themselves happy they do the things they like and give themselves positive attitude and thinking facing challenges and problems in life. These views are presented by the quotes of the participants as discussed below:

*I am doing what I like and it makes me happy.*  
(IDI-Participant 3)

*I have a positive attitude on life and think there is a solution for every problem.*  
(IDI-Participant 2)

The result on the relevance of personal happiness of teachers is supported by Feldman (Feldman, 2018) describes that happiness as a person's mental state and pleasant emotional experience as a result of the way they judge or feel life events that produce happy feelings. This is only one example of the definitions of happiness offered by specialists. While happiness happens when a person feels happy or upbeat in the face of circumstances that are typically perceived as desirable. Similar definitions claim that pleasure is the outcome of a positive evaluation of every aspect of one's life (Lyubomirsky, 2018).

**Work and Life Balance.** For most participants, having a work and life balance is necessary. It helps them to enjoy life as well as enjoying their life while working that's why the participants believed that balancing their job as a teacher and their personal obligation in life is one of the factors why they remain happy and satisfied. They also added that having difficulties in life and

the problems they face along the way, they are still committed to pursue their career. The participants explained these ideas as follows:

*I remain happy by balancing my job and personal obligations.*  
(IDI-Participant 5)

*I am committed to pursuing my career despite the difficulties I have faced.* (IDI-Participant 6)

Furthermore, the participants added that they can determine and identify the difference between life as a teacher and their personal life this is because they can assess and evaluate their personal obligation in school and in home. These are presented in the narratives of the participants below:

*I could tell the difference between my life as a teacher and my personal life.*  
(IDI-Participant 5)

The finding imply that several factors may negatively affect the happiness of the teachers however, there are some reasons why teacher can maintain happiness in their own lives it's because they know how manage and balance their life from their work. A positive emotional state brought on by the acknowledgment of one's own work is called job satisfaction (Dou et al., 2019). It depicts the mindset of a person who takes pleasure in their profession (Fritzsche & Parrish, 2018). A favorable employee's impression of their work and their surroundings leads to job satisfaction, which fosters happiness (Mehta, 2019). In general, experts contend that one's attitude toward one's job, work-related activities, and environment is reflected in one's level of job satisfaction. It is a culmination of psychological and emotional workplace experiences.

**Student Achievement.** Many of the participants said that the reasons why they are still happy in spite of many problems they face in life it's because of their students. The participants believed that they are happy when they see their students succeed in their career. Other participants, contends that they love to see their students eager to their in their lesson in school or in the classroom. These are evident in the following quotes from the participants.

*I'll be overjoyed, if I see students succeed in their careers.*  
(IDI-Participant 1)

*I love seeing my students eager to learn in my lesson.*  
(IDI-Participant 2)

Moreover, some teachers also reported that when students did well and did something great in school or in the classroom, and happy in their learning, the participants are also overwhelmed for this because they become a part of their students' achievement as well. These are presented in the narratives of the participants below:

*I am happy knowing that my students did well in school.*  
(IDI-Participant 1)

*I am happy seeing my students happy to learn.*  
(IDI-Participant 2)

The participants implies that students' achievement is one of the sources of their happiness. They are happy to see their students learned from them and succeed in school and in life. Some research like Tadic et al., (2018), teacher happiness can predict student happiness and has an impact on students' learning performance. Other studies have also indicated that teacher happiness can be a predictor of student happiness (Duckworth et al., 2019). Student learning motivation is affected by a teacher's cheerful expression (Sutton & Wheatley, 2018). According to some of these research, teachers' pleasure turns out to be a predictor of students' academic achievement.

**Self-Control and Self-Resilience.** The participants believed that happiness depends on how they control their emotions and how they respond to the negative circumstances that may affect their inner peace and happiness. They believed that they can achieve happiness when they focus on then pleasant things coming from their life. They also added that by maintaining their adoration and dedication and having good time with their respective family and friends greatly contribute to their happiness. These views are presented in the phrases quoted by the participants below:

*I usually focus on the pleasant things that are affecting my happiness.* (IDI-Participant 4)

*I control my happiness by maintaining my ardor and dedication.* (IDI-Participant 7)

*I do some good times with my family and friends when I am happy.* (FGD-Participant 2)

Meanwhile, some of the participants express that giving themselves space to recover, learn and to relax or unwind can help them achieve happiness. In addition, they also reported that being joyful in everything and accepting what comes in their way may contribute to the transformation in their life. The participants explained these ideas as follows:

*I give myself space to recover, to learn, and to unwind.*  
(IDI-Participant 7)

*I may be joyful by embracing what has transpired in my life.*  
(IDI-Participant 9)

The result on the significance of self-control and self-resilience on teacher happiness is supported by Aelterman et al., (2019) that when people are happy and confident in themselves, they think positively and are more prepared to face challenges and make wise decisions, all of which strengthen teachers' autonomy. One of their primary personality traits, this is something that teachers should be able to spot because it effectively helps them face life's problems and difficulties. It also controls most of their conduct in a variety of various settings (Al-Bataineh, 2021).

**Commitment and Enjoyment.** It is both rewarding and overwhelming that the participants have a healthy relationship with God, family and other people and it only indicates that the participants maintain their happiness by having good relationship physically, spiritually and emotionally. In addition, the participants also express that by performing their responsibility as a teacher and put all the efforts for it makes them happy and overwhelmed. They also added that by treating

themselves and share their blessings to others are the sources of their joy and happiness. These are evident in the following quotes from the participants.

*I have healthy relationship with God, family and other people.*  
(IDI-Participant 6)

*I am happy when I perform my responsibility as a teacher and put in all of my effort and hard work.* (IDI-Participant 7)

*I treat myself, and I enjoy sharing my blessings.* (IDI-Participant 8)

Moreover, some participants emphasized that their happiness are driven with their love and passion to continue their career and seeing their students learning from them. They also added that they find their happiness when they expand their knowledge in their work. These are presented in the narratives of the participants below:

*I have passion to continue my career and I love seeing my students learning every day.* (IDI-Participant 8)

*I find happiness in my work and in expanding my knowledge.*  
(IDI-Participant 6)

The participants imply that having a commitment and enjoyment in life is not a burden for them but it is their drivers to achieve the true meaning of happiness. This is supported by Milliman et al. (2018) that a sense of purpose at work has been related to a number of advantageous workplace effects. Meaning at work was linked to workers' organizational commitment, retention, and performance as one of the motivating factors that encourages people to invest and exert effort in their work. (Clausen & Borg, 2019). Thus, organizations are thought to benefit from their employees' sense of purpose at work. Previous research has connected having a feeling of purpose at work to a variety of positive life outcomes, including wellbeing (Arnold et al. 2019), a sense of fulfillment (Steger et al. 2018), and a decreased risk of chronic diseases (Clausen et al. 2020).

**Provision and Motivation.** Majority of the participants narrates that they give themselves “me time” as one of their best ways to achieve happiness. In addition, they expressed that they can achieve happiness when they provide the needs of their families morally and financially. These views are presented by the quotes of the participants as discussed below:

*I give myself “me time” as one of my best ways to achieve happiness.* (FGD-Participant 4)

*I felt happy when I took care of my family's needs.*  
(IDI-Participant 8)

*I am confident that I can support my family morally and financially.* (IDI-Participant 10)



Moreover, some participants expressed that their motivations to their students give them happiness and joy. They said that the motivation they received from their students, family and friends makes them happier. Furthermore, they added that they are responsible to fulfill all of their goals in life and they have the capacity to spread happiness among other people. These are evident in the following quotes from the participants:

*I am motivated by the love of my students, family and friends.*  
(FGD-Participant 5)

*I have the drive to fulfill all of my life's goals and the capacity to spread happiness to others.* (IDI-Participant 10)

The result on the relevance of provision and motivation of teacher happiness is supported by Sheldon and Elliot (2019) and Sheldon et al., (2018) in their studies that motivation can affect the amount of work and perseverance put into a task as well as the feelings experienced while doing it. In this sense, work motivation can be thought of as a protective factor that shields instructors from the negative consequences of high job expectations and enables them to stay content with their working environment. Considering that teachers' levels of motivation and contentment fluctuate depending on the type of work they do and the day of the week (Reis, Sheldon, Gable, Roscoe, & Ryan, 2020).

**Negative Stimulus.** The participants expressed that they encountered some problems and burdens that negatively affect their happiness. They contend that they encountered mischievous students that really try their patience. Also, they added that they are affected with emotional distress, negativity in the society, workloads and some issues which resulted of their suffering in both personal and professional life. The participants expressed these ideas as follows:

*I run into some mischievous students that can truly try my patience.*  
(IDI-Participant 1)

*I was affected by emotional distress and the society.*  
(IDI-Participant 9)

*I suffer in both my personal and professional lives, due to workloads and issues.*  
(IDI-Participant 7)

In addition, some participants emphasized that their happiness are affected by school environment, personal circumstances and their relationship with others. They also stated that their happiness is negatively impacted when their students show unwillingness to cooperate and being unmindful in their class discussion. These are presented in the narratives of the participants below:

*I was affected by school environment, my personal circumstances and my relationship with others.*  
(IDI-Participant 5)

*My enjoyment is negatively impacted when students are incredibly uncooperative and inattentive.*  
(IDI-Participant 1)

The participants imply that there are several factors to be considered in measuring their happiness and these factors negatively impacted not only their personal and professional lives but also their work and relationship to each other. This is supported by Yucel and Vogt-Yuan (2019) discovered that when school is a stressful experience, the impacts of bad grades, tense student-teacher relationships, loneliness, and anxiety may not only lead to low self-esteem but may also be a factor in depression and substance addiction. Because a pleasant school climate fosters good life skills and future optimism, its effects go beyond the classroom.

In addition, Chan (2018) added that teachers frequently deal with challenging work demands like significant workload overload, time constraints, disruptive students, and intense emotional exchanges with students.

### Construction of Teacher Happiness Scale

Based from the narratives of the participants, the Table 1 presents the teacher happiness scale items which are selected based on their frequency or occurrence from the responses in qualitative reviews. This 93-item questionnaire was subjected to data reduction technique using the exploratory factor analysis (EFA). Hence, the number of factors was fixed to seven based on the priori qualitative analysis dimensions.

**Table 1**  
**Teacher Happiness Scale**

| Items  |
|--|
| I run into some mischievous students that can truly try my patience.                                       |
| My enjoyment is negatively impacted When students are incredibly uncooperative and inattentive.            |
| I'll be overjoyed, if I see students succeed in their careers,   |
| I'm rewarding them with food or the best possible score that they can achieve.                             |
| I accurately create my own tools and provide them with further details on the subject I was interested in. |
| I keep my students' attention by giving them engaging lessons.   |
| I want to teach my students more so they can become better people.   |
| I wish to transmit more knowledge to help them become better people.                                       |
| I am happy because of my decision.   |

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I am happy knowing that my students did well in school.  
I was able to interact with my students, which made me content and pleased.  
I find happiness inside the classroom and knowing that my students are doing well.  
I am happy seeing my students happy to learn.  
I love seeing my students eager to learn in my lesson.  
I am inspired to teach despite of heavy workloads.  
I handle my own happiness with smile and positivity.  
I handle problems by seeing things in a positive way.  
I have a positive attitude on life and think there is a solution for every problem.  
I consider the fresh lesson I will teach my students.  
I make myself happy seeing my students continue their studies no matter what.  
I feel thrilled when my students offer me respect and knowing their enthusiasm to study.  
I have healthy relationship with my student and the community.  
I enjoy teaching although it's struggle.  
I'm adept at handling stress, and I enjoy my work and relationships.

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I keep myself happy by having a stable and fulfilling career as a teacher.  
I'm happy because I'm doing what I enjoy.  
I am satisfied and fulfilled of my objectives as a teacher.  
I have excellent and terrible experiences in handling students.  
I was affected by my working environment.  
I don't follow the crowd when it comes to how I handle my happiness, but I do always value the things that make me happy.  
I usually focus on the pleasant things that are affecting my happiness.  
I need to provide more value in order for my students to learn more.  
I am motivated with my dreams, coworkers and students.  
I am optimistic towards my goal as a teacher.  
I am happy when my students and co teachers are being supportive to me.  
I develop techniques to assist students in comprehending their primary objective.  
I adapt my teaching methods to the different learning styles of my students.  
I was affected by school environment, my personal circumstances and my relationship with others.  
I am able to express what I want to say and how I view particular issues.  
I make an effort to look for the good in every circumstance.  
I remain happy by balancing my job and personal obligations,  
I could tell the difference between my life as a teacher and my personal life.  
I do think that a depressed or ill teacher cannot instruct a student effectively.  
I strive to make my lessons interesting in order to make myself happy.  
I still have the joy of serving people.  
I am committed to pursuing my career despite the difficulties I have faced,  
I am able to balance my personal and professional lives.  
I have healthy relationship with God, family and other people.  
I find happiness in my work and in expanding my knowledge.  
I have a strong devotion to my family, job, and connection with God.  
I complete my work with satisfaction and contentment.  
I have difficulties in my working environment and work demand.  
I take pride in providing my students with high-quality education.  
I suffer in both my personal and professional lives, due to workloads and issues,  
I am happy when I perform my responsibility as a teacher and put in all of my effort and hard work.

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I control my happiness by maintaining my ardor and dedication.  
I viewed all of life's positive aspects as contributing to my happiness.  
I give myself space to recover, to learn, and to unwind.  
I am content because of my students and the benefits I get from my workplace.  
I have a lot of love for my work and numerous aspirations in life.  
I am grateful for what I have at the moment and trying to be content.  
I gain knowledge on how to interact with students and reprimand them in a fair manner.  
I usually make progress, yet I am still susceptible to setbacks.  
I felt happy when I took care of my family's needs.

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I adore what I'm doing and have fun doing it.  
I treat myself, and I enjoy sharing my blessings.  
I have passion to continue my career and I love seeing my students learning every day.  
I am driven to retain my happiness because I have goals and aspirations of my own.  
I make the decision to be joyful and to smile my warmest smile at others.  
I see every day as a blessing, new chances and opportunity.  
I have resilience in spite of everything bad in life.  
I was affected by emotional distress and the society.  
I experienced disillusionment and misery.  
I'm just having fun doing what I'm doing.  
I have goodness and gratitude all around me.  
I naturally gravitate toward those who are upbeat and healthy for my soul.  
I may be joyful by embracing what has transpired in my life.  
I am content with the pay I am receiving for my efforts.  
I constantly remind myself of my life's mission and the importance of adopting a positive outlook.  
I have the fortitude to handle all of life's problems.  
I am confident that I can support my family morally and financially.  
I have the drive to fulfill all of my life's goals and the capacity to spread happiness to others.  
I struggle to find happiness, especially when life is filled with so much negativity.  
I take pride in providing my students with high-quality instruction.  
I enjoy myself with my family and friends.  
I am motivated to instruct my students and provide the best learning opportunities.  
I have a good outlook on life and am grateful for everything.  
I don't mind all the stress and negativity in life.  
I give myself "me time" as one of my best ways to achieve happiness.  
I am motivated by the love of my students, family and friends.  
I enjoy motivating pupils to work hard in their studies.  
I give myself space to grow and improve, and it really helps me to keep my happiness.  
I embrace happiness as well as accepting faults as part of life.

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## Dimensions of Teacher Happiness

### Testing of the Proposed Questionnaire consisting of 93-Item Scale on Teacher Happiness.

To ensure that the construct can be tested for factor analysis, the Kaiser Meyer-Olkin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity were performed. It can be gleaned in Table 2 that KMO value is .859 which is above recommended value of .5, which indicates that the sample is meritorious and adequate factor analysis. Kaiser (1974) recommends accepting

values greater than .5 are acceptable. Furthermore, values .5 to .7 are mediocre, values between .7 to .8 are good, and the values between .8 to .9 are superb (Kaiser, 1974).

Meanwhile, the Bartlett's test was performed to check if there is a certain redundancy between the variables that we can summarize with a few numbers of factors. The results revealed that the p-value is significant ( $p < .05$ ) which indicates that the data has patterned relationships, and factorability is assumed. It is emphasized by Tabachnick and Fidell (2007) that the Bartlett's Test of Sphericity should be significant for factor analysis is suitable.

**Table 2**

| <b>KMO and Bartlett's Test</b>                   |                    |           |
|--|--------------------|-----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. |                    | .859      |
|  | Approx. Chi-Square | 17793.946 |
| Bartlett's Test of Sphericity                    | Df                 | 7428      |
|  | Sig.               | .000      |

As shown in the preliminary analysis, it can be generalized that the 93-item teacher happiness scale is suitable and adequate for extraction of factors, and thus ready for factor analysis.

**Derivation of Factors Structure for Teacher Happiness.** The derivation of factor structure was determined through a priori results of qualitative data analysis wherein there are seven dimensions of teacher happiness. Hence, the seven-factor model exhibits clean patterns as shown in Table 3.

The factor loading below .4 are reduce from the model and from 93 items, only 77 items passed the criteria then subject for rotation and analysis.

After which, the 93-item construct is then subjective for rotation. The promax rotation was used since the factors seem to be correlated with a coefficient above .50 which reflects that the data is not assumed as orthogonal.

The table 3 shows the pattern matrix using Principal Axis Factoring with a Promax rotation method of Promax with Kaiser Normalization. The results show that the loadings of the three factors' items are greater than .4. Field (2005) provides evidence that .4 is both advised and required in order to achieve the desired characteristics. Additionally, it is clear that there is no item cross-loading at all, indicating that the items accurately reflect their components. Hair et al. (1998) emphasize that loadings show how closely a variable and a factor correspond, with higher loadings making the variable more indicative of the factor.

**Table 3**  
**Pattern Matrix Seven-Factor Model**

| ITEMS | FACTOR |   |   |   |   |   |   |
|-------|--------|---|---|---|---|---|---|
|       | 1      | 2 | 3 | 4 | 5 | 6 | 7 |

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|   |      |
|---|------|
| I am inspired to teach despite of heavy workloads.  | .652 |
| I handle my own happiness with smile and positivity.  | .478 |
| I handle problems by seeing things in a positive way.   | .655 |
| I have a positive attitude on life and think there is a solution for every problem.                                       | .617 |
| I consider the fresh lesson I will teach my students.   | .491 |
| I make myself happy seeing my students continue their studies no matter what.   | .523 |
| I feel thrilled when my students offer me respect and knowing their enthusiasm to study.                                  | .594 |
| I have healthy relationship with my student and the community.  | .443 |
| I enjoy teaching although it's struggle.  | .715 |
| I'm adept at handling stress, and I enjoy my work and relationships.  | .707 |
| I keep myself happy by having a stable and fulfilling career as a teacher.  | .749 |
| I'm happy because I'm doing what I enjoy.   | .822 |
| I am satisfied and fulfilled of my objectives as a teacher.   | .829 |
| I have excellent and terrible experiences in handling students.   | .678 |
| I don't follow the crowd when it comes to how I handle my happiness, but I do always value the things that make me happy. | .512 |
| I am motivated with my dreams, coworkers and students.  | .554 |
| I am optimistic towards my goal as a teacher.   | .572 |

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|   |      |
|---|------|
| I am happy when my students and co teachers are being supportive to me.           | .458 |
| I develop techniques to assist students in comprehending their primary objective. | .594 |
| I adapt my teaching methods to the different learning styles of my students.      | .662 |

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| I am able to express what I want to say and how I view particular issues.      | .760 |
| I make an effort to look for the good in every circumstance.                   | .778 |
| I remain happy by balancing my job and personal obligations,                   | .713 |
| I could tell the difference between my life as a teacher and my personal life. | .653 |
| I strive to make my lessons interesting in order to make myself happy.         | .673 |
| I still have the joy of serving people.  | .588 |
| I am committed to pursuing my career despite the difficulties I have faced,    | .698 |
| I'll be overjoyed, if I see students succeed in their careers,                 | .624 |
| I keep my students' attention by giving them engaging lessons.                 | .441 |
| I want to teach my students more so they can become better people.             | .875 |
| I wish to transmit more knowledge to help them become better people.           | .805 |
| I am happy knowing that my students did well in school.                        | .784 |
| I am happy seeing my students happy to learn.                                  | .546 |
| I love seeing my students eager to learn in my lesson.                         | .478 |
| I usually focus on the pleasant things that are affecting my happiness.        | .407 |
| I take pride in providing my students with high-quality education.             | .556 |
| <hr/>  |      |
| I control my happiness by maintaining my ardor and dedication.                 | .786 |
| I viewed all of life's positive aspects as contributing to my happiness.       | .865 |
| I give myself space to recover, to learn, and to unwind.                       | .619 |
| I am content because of my students and the benefits I get from my workplace.  | .524 |

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|   |      |
|---|------|
| I'm just having fun doing what I'm doing.   | .616 |
| I may be joyful by embracing what has transpired in my life.  | .434 |
| I struggle to find happiness, especially when life is filled with so much negativity.               | .412 |
| I take pride in providing my students with high-quality instruction.                                | .461 |
| I enjoy myself with my family and friends.  | .462 |
| I am motivated to instruct my students and provide the best learning opportunities.                 | .449 |
| I have healthy relationship with God, family and other people.                                      | .571 |
| I find happiness in my work and in expanding my knowledge.  | .559 |
| I have a strong devotion to my family, job, and connection with God.                                | .566 |
| I complete my work with satisfaction and contentment.   | .667 |
| I am happy when I perform my responsibility as a teacher and put in all of my effort and hard work. | .532 |
| I have a lot of love for my work and numerous aspirations in life.                                  | .515 |
| I am grateful for what I have at the moment and trying to be content.                               | .412 |
| I gain knowledge on how to interact with students and reprimand them in a fair manner.              | .448 |
| I adore what I'm doing and have fun doing it.   | .419 |
| <hr/>   |      |
| I treat myself, and I enjoy sharing my blessings.   | .490 |
| I have passion to continue my career and I love seeing my students learning every day.              | .484 |
| I see every day as a blessing, new chances and opportunity.   | .538 |
| I usually make progress, yet I am still susceptible to setbacks.                                    | .490 |
| I felt happy when I took care of my family's needs.   | .624 |

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|  |      |
|--|------|
| I am driven to retain my happiness because I have goals and aspirations of my own.                 | .523 |
| I make the decision to be joyful and to smile my warmest smile at others.                          | .589 |
| I am confident that I can support my family morally and financially.                               | .515 |
| I have the drive to fulfill all of my life's goals and the capacity to spread happiness to others. | .656 |
| I have a good outlook on life and am grateful for everything.                                      | .486 |
| I don't mind all the stress and negativity in life.  | .537 |
| I give myself "me time" as one of my best ways to achieve happiness.                               | .715 |
| I am motivated by the love of my students, family and friends.                                     | .595 |
| I run into some mischievous students that can truly try my patience.                               | .466 |
| My enjoyment is negatively impacted when students are incredibly uncooperative and inattentive.    | .706 |
| I was affected by my working environment.  | .659 |
| I was affected by school environment, my personal circumstances and my relationship with others.   | .665 |
| I do think that a depressed or ill teacher cannot instruct a student effectively.                  | .610 |
| I have difficulties in my working environment and work demand.                                     | .691 |
| I suffer in both my personal and professional lives, due to workloads and issues,                  | .631 |
| I was affected by emotional distress and the society.  | .673 |
| I experienced disillusionment and misery.  | .642 |

The item loading of each item to their factor indicates sufficient correlation between factors and variables, and thus can be considered as component of the factor. By using the EFA, the seven-

factor model of teacher happiness with 93 items was developed as shown in table 4, namely, personal happiness, work and life balance, student achievement, self-control and self-resilience, commitment and enjoyment, provision and motivation and negative stimulus.

The items that do not fit with the factor were removed in the final questionnaire. More specifically, the item in factor 4, 5, 9, 11, 12, 32, 47, 71, 75, 76, 78, 79, 80, 91, 92 and 93 does not fit the factor talking about personal happiness, work and life balance, student achievement, self-control and self-resilience, commitment and enjoyment, provision and motivation and negative stimulus.

### Reliability Test of the Scale

The instrument was validated for reliability to determine the internal consistency of items. It can be observed in the table 4 that the overall reliability is high with a Cronbach's alpha value of .825. The subscale or dimensions also is above the criteria of reliability above .70 alpha, namely personal happiness ( $\alpha=.734$ ), work and life balance ( $\alpha=.761$ ), student achievement ( $\alpha=.713$ ), self-control and self-resilience ( $\alpha=.825$ ), commitment and enjoyment ( $\alpha=.782$ ), provision and motivation ( $\alpha=.758$ ) and negative stimulus ( $\alpha=.841$ ). This indicates that the tool has good internal consistency. This is supported by Nunnally (1978) that instruments used in basic research should have reliability of .70 or better.

**Table 4**  
**Reliability Analysis Teacher Happiness Scale**

| <b>Scale</b>                     | <b>Cronbach's alpha</b> |
|----------------------------------|-------------------------|
| Personal Happiness               | .734                    |
| Work and Life Balance            | .761                    |
| Student Achievement              | .713                    |
| Self-Control and Self-Resilience | .825                    |
| Commitment and Enjoyment         | .782                    |
| Provision and Motivation         | .758                    |
| Negative Stimulus                | .841                    |
| <b>Overall Reliability</b>       | <b>.825</b>             |

### Final Version of Teachers Happiness Model

The final version of the instrument, which is the output of this study, is presented in the form provided in Table 4. From 70 items, the analysis suggests several issues on face validity based on the factor loadings on the items. Items that have small coefficient less than .40 are removed. This is supported by Hair et al., (2010) that those items having no sense and not effective with the factor can be removed in the model. Also, Hair et al., (2010) loading coefficient can be set by the researcher to select only those items that best represents the factor, and those low coefficients may not be included in the factor structure.

By using the EFA, Teacher Happiness Questionnaire was developed. This tool is consisting of 77 items which consist of seven themes. Seven themes were obtained after the qualitative results. Seven themes were developed which are personal happiness with a total of fifteen (15) items, work and life balance with twelve (12) items, student achievement with seven (7) items, self-control and self-resilience with twelve (12) items, commitment and enjoyment with thirteen (13) items, provision and motivation with nine (9) items and negative stimulus with nine (9) items. The 5-point Likert scale from 5-Always to 1-Never is shown below.

**Table 5**  
**Teacher Happiness Questionnaire**

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| <b>ITEMS</b>  |
|---|
| <b>PERSONAL HAPPINESS</b>   |
| I am inspired to teach despite of heavy workloads.  |
| I handle my own happiness with smile and positivity.  |
| I handle problems by seeing things in a positive way.   |
| I have a positive attitude on life and think there is a solution for every problem.                                       |
| I consider the fresh lesson I will teach my students.   |
| I make myself happy seeing my students continue their studies no matter what.   |
| I feel thrilled when my students offer me respect and knowing their enthusiasm to study.                                  |
| I have healthy relationship with my student and the community.  |
| I enjoy teaching although it's struggle.  |
| I'm adept at handling stress, and I enjoy my work and relationships.  |
| I keep myself happy by having a stable and fulfilling career as a teacher.  |
| I'm happy because I'm doing what I enjoy.   |
| I am satisfied and fulfilled of my objectives as a teacher.   |
| I have excellent and terrible experiences in handling students.   |
| I don't follow the crowd when it comes to how I handle my happiness, but I do always value the things that make me happy. |
| <b>WORK AND LIFE BALANCE</b>  |
| I am motivated with my dreams, coworkers and students.  |
| I am optimistic towards my goal as a teacher.   |
| <hr/>   |
| I am happy when my students and co teachers are being supportive to me.   |
| I develop techniques to assist students in comprehending their primary objective.   |
| I adapt my teaching methods to the different learning styles of my students.  |
| I am able to express what I want to say and how I view particular issues.   |
| I make an effort to look for the good in every circumstance.  |
| I remain happy by balancing my job and personal obligations,  |
| I could tell the difference between my life as a teacher and my personal life.  |
| I strive to make my lessons interesting in order to make myself happy.  |
| I still have the joy of serving people.   |
| I am committed to pursuing my career despite the difficulties I have faced.   |
| <b>STUDENT ACHIEVEMENT</b>  |
| I'll be overjoyed, if I see students succeed in their careers,  |
| I keep my students' attention by giving them engaging lessons.  |
| I want to teach my students more so they can become better people.  |
| I wish to transmit more knowledge to help them become better people.  |
| I am happy knowing that my students did well in school.   |
| I am happy seeing my students happy to learn.   |
| I love seeing my students eager to learn in my lesson.  |
| <b>SELF-CONTROL AND SELF-RESILIENCE</b>   |
| I usually focus on the pleasant things that are affecting my happiness.   |
| I take pride in providing my students with high-quality education.  |
| I control my happiness by maintaining my ardor and dedication.  |
| I viewed all of life's positive aspects as contributing to my happiness.  |
| I give myself space to recover, to learn, and to unwind.  |
| I am content because of my students and the benefits I get from my workplace.   |

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I'm just having fun doing what I'm doing.  
I may be joyful by embracing what has transpired in my life.  
I struggle to find happiness, especially when life is filled with so much negativity.  
I take pride in providing my students with high-quality instruction.  
I enjoy myself with my family and friends.  
I am motivated to instruct my students and provide the best learning opportunities.

**COMMITMENT AND ENJOYMENT**

I have healthy relationship with God, family and other people.  
I find happiness in my work and in expanding my knowledge.  
I have a strong devotion to my family, job, and connection with God.  
I complete my work with satisfaction and contentment.  
I am happy when I perform my responsibility as a teacher and put in all of my effort and hard work.  
I have a lot of love for my work and numerous aspirations in life.

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I am grateful for what I have at the moment and trying to be content.  
I gain knowledge on how to interact with students and reprimand them in a fair manner.  
I adore what I'm doing and have fun doing it.  
I treat myself, and I enjoy sharing my blessings.  
I have passion to continue my career and I love seeing my students learning every day.  
I see every day as a blessing, new chances and opportunity.  
I usually make progress, yet I am still susceptible to setbacks.

**PROVISION AND MOTIVATION**

I felt happy when I took care of my family's needs.  
I am driven to retain my happiness because I have goals and aspirations of my own.  
I make the decision to be joyful and to smile my warmest smile at others.  
I am confident that I can support my family morally and financially.  
I have the drive to fulfill all of my life's goals and the capacity to spread happiness to others.  
I have a good outlook on life and am grateful for everything.  
I don't mind all the stress and negativity in life.  
I give myself "me time" as one of my best ways to achieve happiness.  
I am motivated by the love of my students, family and friends.

**NEGATIVE STIMULUS**

I run into some mischievous students that can truly try my patience.  
My enjoyment is negatively impacted when students are incredibly uncooperative and inattentive.  
I was affected by my working environment.  
I was affected by school environment, my personal circumstances and my relationship with others.  
I do think that a depressed or ill teacher cannot instruct a student effectively.  
I have difficulties in my working environment and work demand.  
I suffer in both my personal and professional lives, due to workloads and issues,  
I was affected by emotional distress and the society.  
I experienced disillusionment and misery.

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Legend:

5-Always

4-Frequently

3-Sometimes

2-Seldom

1-Never

## CONCLUSIONS

Results on the study of teacher happiness pertains several conclusions. As the study revealed that teachers were challenge on how to maintain their happiness in spite of all the problems and challenges, they have face in both personal and professional life. However, despite of those struggles and difficulties, there are things that keeps them motivated and happy and made them to continue to enjoy life and profession. Teachers find true happiness to their work, family and friends and strengthen their determination and commitment towards their job in order to provide quality education for their students. Students and personal goals in life as their motivations, helps them to continue and maintain their high level of happiness.

Findings on this study clearly signifies that in spite of everything, teacher were doing their best to make themselves happy and motivated and continue in providing quality education for their students. Their strong sense of happiness may create a significant contribution for student achievement and personal life and can open more opportunity for improvement that will lead them to become more efficient and effective in the future. By the support of their school heads, co-workers, community and students, teachers will become motivated, empowered and continue being happy and grateful.

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