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### Relationship between Happiness and Self Esteem among University Teachers

<sup>1</sup> Payal Banerjee, <sup>2</sup>Dr.Jhilli Das (Tewary)

<sup>1</sup> Research Scholar, <sup>2</sup>Head of Department

<sup>1,2</sup> Adamas University, Kolkata, West Bengal, India

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#### ABSTRACT

Self-esteem and happiness are two sides of a coin. They have an important role to play in a persons' life. The purpose of the study is to find out the relationship between happiness and self-esteem of University Teachers. For this purpose, data was collected from 150 teachers working in various Universities of India. Oxford Happiness Questionnaire was used to measure Happiness and Coopersmith Self Esteem Inventory was used to measure the level of self-esteem. SPSS 23 was used for interpretation and analysis of data. The results showed positive correlation between the two variables.

#### 1. Introduction

Teaching is not just an occupation or profession; it shapes the personality of a person. Various ideas and principle are formulated in different stages of life. For example, in school age, the emotional and social development occurs. When this child grows up, and enters in to the college and universities, the person had to take serious decision regarding career. The character of the person is moulded in University. And in this process, teachers play an important role in shaping the personality of a person.

What is self-esteem? Is it a part of personality? Or a factor influencing other factors of personality? How can we define self-esteem Does happiness play a role in self-esteem? Can being male or female has any role in promoting self-esteem?

The definition of self-esteem is changing from time to time. According to Mruk, (2006) self-esteem is the lived status of one's competence at dealing with the challenges of living in a worthy way over time'. Self-esteem acts an indicator of psychological wellbeing (Ruderman et al., 2002). Self-esteem refers to an overall evaluation that includes one's worth or value in life (Rosenberg, 1989; Rosenberg et al., 1995).

Happiness is a concept which is very subjective in nature. The definition of happiness varies with person to person. Can we measure happiness? Or can we say that mere smiling will expressing happiness in a person. What are the factors that can bring happiness in a person's life? Achievements in his life or educational growth or family relations? The answers are many. And it will vary from person to person. Because some will say, my family is my happiness, some will answer, the growth that I am getting in my professional life, is giving me happiness. Positive feelings in a person brings happiness. But the feeling of positiveness depends upon personality.

Happiness is a term which is changing from time to time and person to person. The present definition of happiness is different from the traditional definition. New concept of happiness has emerged over time. The definition of happiness has based on the requirement of current age, and has become an essential need in modern societies. (Baysal& Aka, 2013).

## **2. Literature Review**

It is a fact that happiness is a crucial part of life which effects every sphere of life, right from the beginning. Researchers suggest that positive feelings may itself contribute to further positive outcomes (Cohn & Fredrickson, 2006; Fredrickson, 2001; Fredrickson & Joiner, 2002; Lyubomirsky, King, & Diener, 2005), such as satisfaction from relationship, a greater tendency to engage in prosocial behaviours, higher income, and better physical health. So, in this way, we can say that, positive emotions can facilitate our attention towards broadening our cognitive repertoire and personal resources by building positive relationships and by developing important skills (Cohn & Fredrickson, 2006; Nesse, 1990; 2004).

### *i) Self-Esteem*

People with low levels of self-esteem tend to do upward comparisons because they are not happy with themselves and continue to reinforce their low levels of self-esteem, just as the self-fulfilling prophecy explains (Vohs, 2004). They continue to reinforce their beliefs that 'I am no good' and 'other people can do things better than me'. From this it is possible to believe that low self-esteem levels increase unhappiness levels and dissatisfaction with life. If low self-esteem increases unhappiness levels it is very possible high self-esteem levels

increase happiness levels and satisfaction with life. One interesting study that looked at low self-esteem concluded that insecurity in adult attachment has been found to relate to lower self-esteem (Collins & Read, 1996)

According to Maslow's five stage model, self-esteem lies under self-actualisation. Once self-esteem has been satisfied and achieved only then can the individual move on to reach full self-actualisation, which very few people have been said to reach (Maslow, 1943). Carl Rogers was a humanist and psychotherapist. He believed if an individual attained self-actualization, they would be a fully functioning person living the 'good life'. By this he means the individual would have a positive healthy psychological outlook, meaning happiness and acceptance, trust their own feelings and have congruence in their lives between the self and experience (Rogers, 2004).

A series of studies by Yuki et al. (2013) found results consistent with this reasoning. First, the association between self-esteem and happiness was stronger among Americans than among Japanese, while the reversed pattern was true for the association between perceived relational quality and happiness, replicating previous research (Uchida et al., 2008).

#### *ii) Happiness*

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Happiness is a feeling of well-being, which evokes positive thoughts and emotions in a person's life (Myers & Diener, 1995), in other words, we can say that it is the sum of the satisfaction or the fulfilment of desires and positive emotions of an individual from their life (Kangal, 2013). According to Montinz (2004) happiness is new discipline which is being studied in psychological studies. Montier says that happiness is one of the personality traits of those people who have high self-esteem and loves themselves very much. Sousesan Salary and Muhammad Reza Shaiari (2013), in their research on happiness, found the positive and significant relationship between happiness and eccentric personalities. In a study conducted by Tingaz and Hazar (2014) on university students, found that there were no statistically significant differences in males and females.

Sasanpour, M. and Khodabakhshi, M. and Nooryan K conducted a research in 2012. They took students as their sample. The results of the research showed that strong correlation between emotional intelligence, happiness and mental health. And not only relationship, but the results also revealed that the emotional intelligence of men is more than women. But there wasn't a difference between mental health and happiness in men and women.

There were many studies that have examined the definitions, correlates, and predictors of happiness (e.g., Argyle, 1992, 2001; Diener, 1984; Eysenck, 1990; Myers, 1992; Seligman & Csikszentmihalyi, 2000; Vitterso & Nilsen, 2004).

In a research done by Diener and Larsen in 1984, revealed that positive and negative affect in various work and leisure situations was more due to persons with a percentage of 52% than to situations which was 23%. There are some findings or researches from various researchers which reveals that young women report greater happiness with more positive effect as compared to young men (Diener et al., 1999). Whereas Diener and Larsen (1984) in their research suggested that there was no gender difference reported level of happiness.

There is a lot of conflicting views regarding happiness. These conflicting views may be due to the changing time. For example, we say that, in 1990 older persons were happier than younger persons, and the age group of these older person is 65 to 74, that means they were born near 1916-1925. Those people who are of age 25 to 35 in 1990, are born in the year 1965. So, we can say that both these two groups have different histories. As there is a difference in situation, level of happiness also varies. (George, 1992)

### **3. Objective of the Study**

To study the relationship between self-esteem and happiness.

### **4. Hypothesis**

There will be a positive relationship between self-esteem and happiness

### **5. Methodology**

This study was conducted to measure the level of happiness and self-esteem in the teachers working in various Universities of India. Data was collected from 150 teachers, out of which 75 teachers were males, and 75 were females. Only those teachers who are working as University Lecturer, were included in the sample. Oxford Happiness Scale was used to measure happiness and

Coopersmith Self Esteem Inventory was used to measure self-esteem of the teachers.

#### *Tools Used*

##### *i) Oxford Happiness Questionnaire*

The Oxford Happiness Questionnaire was developed by psychologists Michael Argyle and Peter Hills at Oxford University in 1989. Oxford happiness questionnaire (OHI) has 29 items which measures personal happiness of a person. The theoretical basis of the questionnaire is the definition of happiness by Argyle and Crossland (they provide an operational definition of happiness, that it is the structure that has three major parts which include the frequency and degree of positive affect, the average level of satisfaction during a period, and lack of negative emotion). The test has been widely used in researches related to happiness. Argyle et al. reported the reliability of the Oxford questionnaire with a Cronbach's alpha coefficient of 0.90 and test-retest reliability in seven weeks of 0.78. The concurrent validity of the questionnaire was reported to be 0.43.

##### *ii) Coopersmith Self-esteem Inventory*

The Coopersmith Self-Esteem Inventory (CSEI) was originally designed to measure children's self-esteem. However, it was modified by Ryden (1978) for use on adults. The CSEI (Coopersmith, 1981) contains two forms: (1) The Adult form (ages 15+); and (2) The School form (ages 8-15 years). The 58-item School form generates the following subscale scores: (1) General self (26 items) (2) Social self-peers (8 items) (3) Home-parents (8 items) (4) School-academic (8 items) (5) Total self (50 items) (6) Lie scale score (8 items). The Adult version is a 58-item checklist measure of attitudes toward oneself. For each item, participants answer whether the statement provided is "Like Me" or "Not Like Me". A version of S. Coopersmith's (1967) Self-Esteem Inventory, modified for use with adults, was found to have a test-retest reliability of approximately .80 for 32 adult women over periods of 6-58 weeks. Correlation of the scores with the Marlowe-Crowne Social Desirability Scale for 51 college students was .47. Use of the Lie scale on the Self-Esteem scale to identify subjects whose self-reports were markedly influenced by a social desirability factor reduced this correlation to .32.

#### *Data Analysis*

Once the data was collected, the data was analysed using SPSS 23.00 Mean, Standard Deviation, and t test.

## **6. Results**

t test was used for testing significance group difference in happiness and self-esteem. Table1 shows the mean score of Self Esteem and Happiness of

University teachers. Pearson Correlation method was used to compare the mean score of both the groups. Table 2 shows the degree of significance, which is 0.01 level. Positive correlation was found between the two scores, which is proving our hypothesis. Graph 1 shows the frequency distribution of self esteem and graph 2 shows the frequency distribution of happiness. After applying the descriptive statistics, Table 3 shows the skewness in case of self-esteem and Table 4 shows the skewness in case of happiness. Graph 3 shows the boxplot for self esteem and Graph 4 shows the boxplot for happiness.

### **Figures and Tables**

**Table 1**

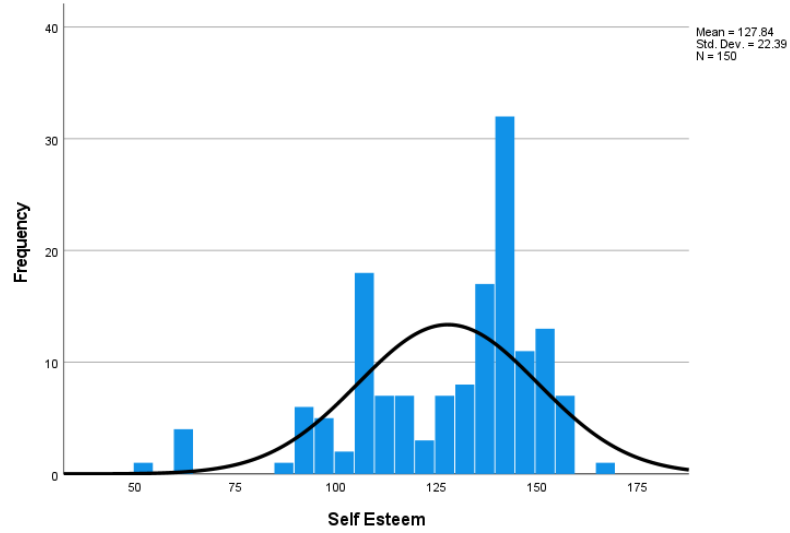
<b>Descriptive Statistics</b>			
	Mean	Std. Deviation	N
Self Esteem	127.84	22.390	150
Happiness	4.41	.772	150

**Table 2**

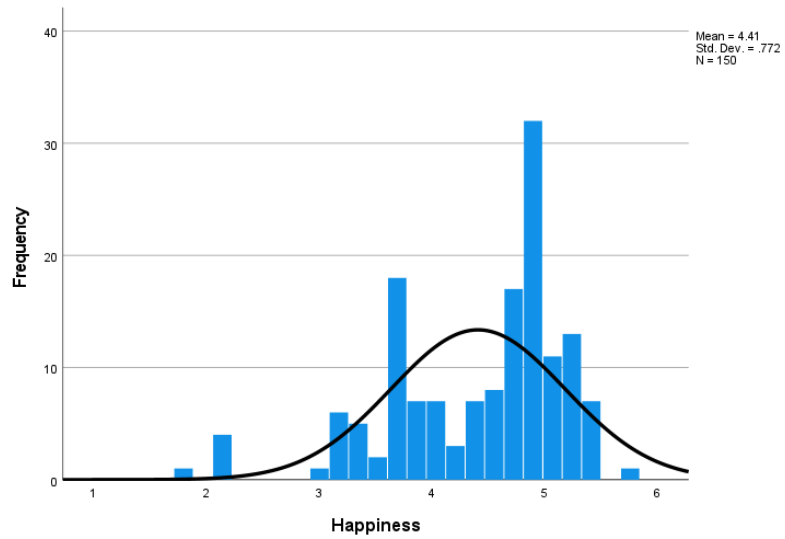
<b>Correlations</b>			
		Self Esteem	Happiness
Self Esteem	Pearson Correlation	1	1.000**
	Sig. (2-tailed)		.000
	N	150	150
Happiness	Pearson Correlation	1.000**	1
	Sig. (2-tailed)	.000	
	N	150	150

\*\* . Correlation is significant at the 0.01 level (2-tailed).

### **Graph 1: Frequency Distribution of Self Esteem**



**Graph 2: Frequency Distribution of Happiness**



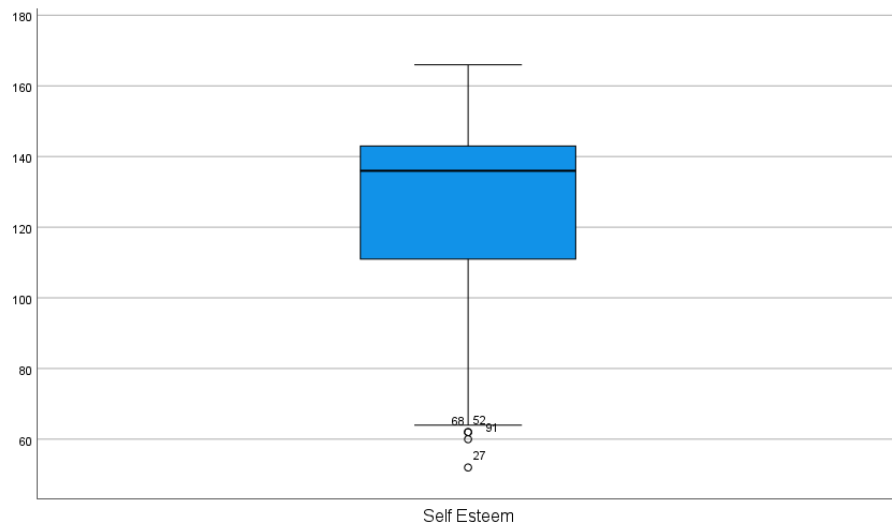
**Table 3:**

Descriptive Statistics							
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Std. Error
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Self Esteem	150	52	166	127.84	22.390	-1.056	.198
Valid N (listwise)	150						

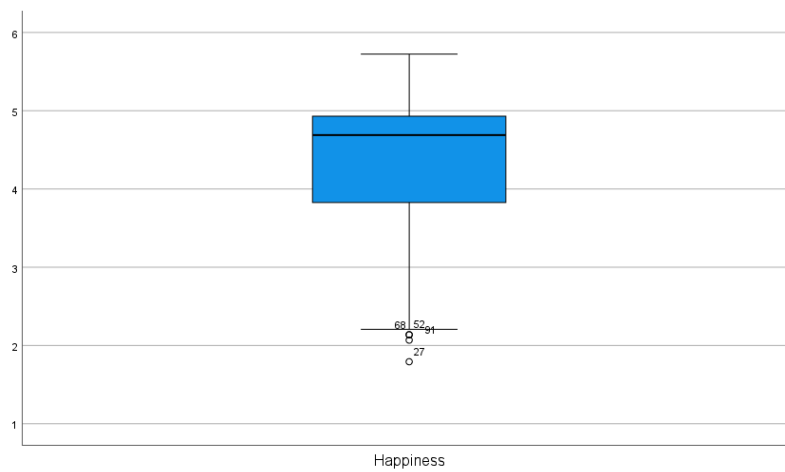
**Table 4:**  
**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Happiness	150	2	6	4.41	.772	-1.056	.198
Valid N (listwise)	150						

**Graph 3:**



**Graph 4:**





## 7. Discussion:

The present study was done to find out the relationship between self-esteem and happiness. For this purpose, 150 teachers who are working in various universities of India, were included in the sample. To test the level of happiness, Oxford happiness scale was used and for self-esteem Coopersmith self-esteem inventory was used. SPSS 23 was used for calculations. After applying Pearson correlation method. The mean score of self-esteem is 127.84 and the mean score of happiness is 4.41 and standard deviation of self-esteem is 22.390 where as the standard deviation for happiness is 0.772. The scores indicate a significant relationship between happiness and self-esteem as the scores are significant at 0.01 level. The significance of the current findings generates a stronger association between self-esteem and happiness among teachers working in different universities of India. We can accept the hypothesis and can suggest that happiness and self-esteem are highly correlated with each other. The findings suggest that, those people having high self-esteem would be happier in life as compared to the person having low self-esteem. The result revealed that self-esteem is a significant predictor towards happiness. The study done by Hill, E. (2015) on the relationship between self-esteem and happiness reveals positive relationships among them.

Histogram was used for depicting the frequency distribution of scores of both the variables that is happiness and self-esteem. The graph is negatively skewed in both the cases. After applying the descriptive statistics, the skewness of self-esteem and happiness is -1.056 which means that the scores are highly skewed. Since the skewness is very high, boxplot is being done to find out the outliers. The box plot shows both happiness and self-esteem have some common outliers, so this opens a path for future research where these outliers can be omitted to reduce the skewness.

Since the study was performed on teachers, the results indicated that the person who are working in Universities have higher correlation between happiness and self-esteem. The teachers who are happy in their professional as well as personal life, have high self esteem as compared to the teachers who are unhappy. This unhappiness can be because of various reasons such as dissatisfaction with job, or unstable personal life which in turn is affecting their self-esteem.

## 8. Conclusion

The sample is a heterogenous sample, this can be one of the reasons for high skewness in scores. Future research can be done with homogeneous sample,

that is including the teachers from common state or including only those teachers working in Government Universities or Private Universities.

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