

# HAPPINESS QUOTIENT AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR TEACHER EFFECTIVENESS

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## ABSTRACT

Several attempts have been made to measure happiness quotient and teacher effectiveness and the present study is also an attempt in this regard. The present study focused on happiness quotient and teacher effectiveness among Secondary School Teachers. Happiness quotient scale developed by Dr. Manmohan Gupta and teacher effectiveness inventory for school teachers designed by Dr. Umme Kulsum was used to test teacher effectiveness of school teachers. A sample of 200 teachers was selected by random sampling technique from district Uttarkashi of Uttarakhand. After analysing the data, the researcher found that there is significant relationship among the teachers on happiness quotient and as teacher effectiveness with reference of gender and locality.

**Keywords:** Happiness quotient, teacher effectiveness, Secondary school Teacher.

## INTRODUCTION

The role of teacher is very important in the academic performance and personality development of students in the educational process. Long back the education commission report (1964-66) emphasized the role of a teacher in the education process as 'the most important factor contemplated educational reconstruction is the teacher-his personal qualities, his educational qualification, his professional training and the place that he occupies in the school as well as in the community.'

The quality of education cannot progress without an improvement in the quality of teacher themselves. Teaching is not merely a profession; it is a passion that requires commitment, emotional depth and spiritual energy. A happy teacher will more able to teach them well if a teacher is happy than he provide their better to their students.

### Need of the study

The need to study the Happiness Quotient among Secondary School Teachers in Relation to their teacher effectiveness arises from the growing recognition that a teacher's emotional well-being and belief in their own abilities significantly influence their teaching effectiveness, job satisfaction, and the overall learning environment. In today's educational settings, secondary school teachers face multiple challenges such as heavy workloads, administrative pressures, classroom management issues, and high expectations from students, parents, and institutions. These factors can lead to stress, burnout, and a decline in overall happiness. At the same time, teacher effectiveness plays a crucial role in how teachers cope with these challenges, manage their classrooms, and maintain motivation. Teachers with high teacher effectiveness are more likely to stay optimistic, handle stress better, and feel more satisfied with their roles, which in turn may enhance their happiness quotient. Understanding the relationship between teacher effectiveness and happiness quotient can provide valuable insights for school administrators, policymakers, and mental health professionals to develop strategies that support teachers' psychological well-being and professional growth. Hence, this study is essential to explore how fostering teacher effectiveness in teachers can contribute to enhancing their happiness and overall performance in the educational system.

## REVIEW OF LITERATURE

**Anand, Sonia(2025)** conducted a study on 'A Study of the Happiness Quotient of School Teachers at Middle Stage Schools in Delhi.' A sample of 50 teachers has been taken for the investigation to find the happiness quotient which includes 50 teachers (25 male and 25 female). The sample collected through convenient sampling. The research took the happiness quotient scale made developed and standardized by Dr. Manmohan Gupta. The study shows that teachers guide the students through happiness curriculum, will also increase their happiness quotient. The happiness quotient of 83 percent teachers is high. Happiness curriculum also aims to increase happiness levels in teachers by fostering a positive classroom environment, promoting mindfulness and self-awareness. They can understand and manage their own emotions in a better way and live a happily and peaceful life.

**Singh, Anmol Preet Pal and Kumar, Aneet(2025)** conducted a study on 'Exploring the Relationship between Happiness and Spiritual Intelligence among School Teachers'. The present study aims to explore the relationship between happiness and spiritual intelligence among school teachers. It is a descriptive survey-based study

conducted on a randomly selected sample of 100 school teachers employed in government and private schools of Jalandhar district in Punjab. Standardized tools were used to collect the data. Before analysing the data, Kolmogorov-Smirnov goodness-of-fit test was conducted on both the variables to check for normal distribution of data. After the confirmation of normal distribution, parametric tests including t-test and Pearson correlation were used for data analysis. The results indicate that there does not exist any significant difference between the level of happiness of government school teachers and private school teachers however the happiness levels of government school teachers are slightly higher than the private school teachers. Furthermore, there does not exist any significant difference between the levels of spiritual intelligence of government school teachers and private school teachers. However, there is significant positive correlation between happiness and spiritual intelligence of school teachers.

**Ganai, Ashaq Ahmad (2023)** studied the 'Teacher Effectiveness and Factors Promoting teacher Effectiveness'. The usefulness and effectiveness of the education system largely depend upon active, resourceful, competent, and effective teachers. Teachers' competence, capability, and effectiveness make a school good or bad, flourishing or deteriorating. So, the quality of teaching depends upon the efficiency of the teacher. One can say that teacher effectiveness is the capability of teachers to teach in such a manner that he/she is successful in bringing the desirable change in the student's behaviour. It is assessed not only from the academic pursuits and classroom teaching of the teacher but from the sum total influences exerted by the teacher upon the students. It is well known that effective teaching results in positive outcomes. It has been recognized that the better personality of the teacher and a healthy attitude towards his work contributes to effective and efficient teaching. The effectiveness of a teacher lies not only in the presentation of his subject matter in an effective way but to make the whole environment of the classroom conducive for learning ensuring all round development of a child. Teachers shape the child which ultimately leads to the development of a nation for that purpose teachers should not only teach but their teaching should be effective. Teachers not only teach the students but they are the role models of their students so they should be effective teachers in all respects. This paper sheds light on teacher effectiveness and factors promoting teacher effectiveness. It further gives some suggestions through which teacher effectiveness could be increased.

**Hepsibha, J. Remi (2022)** studied the 'Teacher Effectiveness'. This study investigates the Teacher Effectiveness of school teachers in Chennai district. The sample consists of 100 school teachers of all levels in various schools. The main objective of the present study is to develop a research tool to measure teacher effectiveness in class. The investigator has used the Descriptive Survey method for the study. The researcher attempted to construct and standardize a scale to measure the school teacher teaching effectiveness in classrooms or schools. This research tool focuses on gathering information about the Teacher Effectiveness. The Teacher Effectiveness plays a vital role in effecting a change or otherwise it becomes an indicator for effecting a change. This research tool will be immense use for the Teacher Effectiveness of school teachers which will throw light upon the Teacher Effectiveness.

**Raju, Zakkula Dhana and Vardhini, S. Vijaya (2022)** studied the 'A Study on Teacher Effectiveness among Secondary School Teachers'. The purpose of the study is to find out the Teacher Effectiveness among secondary school teachers. The normative survey method has been used in the present study. The Teacher Effectiveness inventory developed by Dr. Umme Kulsum (2012) was adopted for the present study. A sample of secondary school teachers were selected from Kurnool district using purposive sampling technique. The collected data was analysed by using appropriate statistical techniques like Mean, Standard deviation, 't'-test and F-test were used in this study. The study revealed that (I). There is a significant difference between O.C, B.C, S.C and S.T Community teachers with respect to Teacher Effectiveness. (II). There is a significant difference between the secondary school teachers working in rural and urban area with respect to Teacher Effectiveness. (III). There is a significant difference between married and unmarried secondary school teachers with respect to Teacher Effectiveness. (IV). There is a no significant difference between the mean scores of Teacher Effectiveness among secondary school teachers based on type of school. (V). There is a significant difference between teaching experience of secondary school teachers with respect to Teacher Effectiveness.

**Das, Dipankar and Halder, Kutubuddin (2020)** studied the 'Happiness of college teachers'. The present study was designed to find out the happiness level of designation-wise college teachers and to find out the difference of happiness among designation-wise undergraduate college teachers. For this purpose, the sample constituted total 270 (Associate Professors=90, Assistant Professors=90 and Part-time & Guest teachers=90) college teachers. Descriptive survey design was used in this study. The data was collected through Random sampling technique and Happiness scale developed by Dr. Himanshi Rastogi and Dr. Janki Moorjani (2017) was applied. The data was analysed through SPSS version 21. The study observed that 1.1% of Assistant Professor, 1.1% part-time and Guest faculty have extremely high happiness. 63.33% Associate Prof., 33.33% Assistant Professor and 18.9% Part-time and Guest teachers have high happiness. While 34.44% Associate Professor, 50% Assistant Professor and 43.33% part-time and Guest teachers have above average happiness. The study also showed that 2.22% Associate Prof., 15.56% Assistant Professor and 34.44% Part-time and Guest teachers have average happiness. While 2.22% Parttime & Guest teachers have below average happiness. There were no teachers in low and extremely low happiness category. Our research shows that there is a significant difference with regard to happiness score among designation-wise college teachers. It is clear from the findings of the study that there is a significant difference with regard to happiness score of Associate Professors and Assistant Professors of College. Present study revealed that there is a significant difference with regard to happiness score between Associate

Professors and Part-time & Guest teachers of college. The study also indicated that there is a significant difference with regard to happiness score between Assistant Professors and Part-time & Guest teachers of Undergraduate College.

### **Operational definitions**

#### **Happiness Quotient**

Happiness Quotient refers to a measure of an individual's overall well-being, satisfaction, and contentment in life. Unlike traditional measures of intelligence or success, the Happiness Quotient focuses on emotional and psychological fulfillment rather than material or academic achievements. It is a holistic indicator that takes into account various dimensions of life, such as physical health, mental peace, emotional balance, social relationships, financial stability, spiritual well-being, and a sense of purpose. A high Happiness Quotient reflects a state where an individual feels joyful, optimistic, and fulfilled, while a low Happiness Quotient indicates stress, dissatisfaction, or emotional imbalance. The concept emphasizes that happiness is not solely dependent on external factors like wealth or status, but more on internal states such as gratitude, self-acceptance, and a positive outlook on life. Psychologists and researchers use tools such as self-report questionnaires, life satisfaction scales, and well-being indexes to assess an individual's Happiness Quotient. It is increasingly being recognized in education, workplaces, and policy-making as a key factor for productivity, mental health, and quality of life. Cultivating happiness through mindfulness, meaningful relationships, work-life balance, and personal growth can significantly enhance one's Happiness Quotient, leading to a more fulfilling and resilient life.

#### **Teacher effectiveness**

Teacher effectiveness refers to the harmonious interaction between a teacher's knowledge and teaching skills and the students' physical, intellectual, and psychological development, while also addressing the broader social needs of learners.

According to Thakkar (1997) certain essential qualities define an effective teacher. Effective teachers design and organize their lessons based on students' abilities, provide ample learning opportunities, and encourage the acquisition of new knowledge as well as independent thinking. They consistently monitor student progress, offer timely guidance, and extend necessary support to facilitate growth.

Moreover, effective teachers employ creative and innovative instructional strategies, using diverse teaching aids and materials to make learning more engaging and practical. They create an interactive classroom environment where students feel confident to ask questions and actively participate in discussions. In addition, an effective teacher demonstrates strong classroom management skills, ensuring that the learning atmosphere remains organized, focused, and conducive to overall student development.

#### **Secondary School Teachers**

All the teachers teaching at secondary level schools are secondary school teachers.

#### **Objectives of the study**

1. To find out the relationship between happiness quotient and teacher effectiveness of secondary school teachers.
2. To find out the relationship between happiness quotient and teacher effectiveness of secondary school male teachers.
3. To find out the relationship between happiness quotient and teacher effectiveness of secondary school female teachers.
4. To find out the relationship between happiness quotient and teacher effectiveness of secondary school rural teachers.
5. To find out the relationship between happiness quotient and teacher effectiveness of secondary school urban teachers.

#### **Hypotheses of the study**

1. There exists no significant relationship between happiness quotient and teacher effectiveness of secondary school teachers.
2. There exists no significant relationship between happiness quotient and teacher effectiveness of secondary school male teachers.
3. There exists no significant relationship between happiness quotient and teacher effectiveness of secondary school female teachers.
4. There exists no significant relationship between happiness quotient and teacher effectiveness of secondary school rural teachers.
5. There exists no significant relationship between happiness quotient and teacher effectiveness of secondary school urban teachers.

#### **Scope of the study**

1. The present study showed the relationship between happiness quotient and teacher's effectiveness, which helped the school administration in understanding the importance of happiness and the impact of the teachers' happiness quotient on the projected learning outcomes.
2. It also reflects on the need and the changes to be brought about in the teaching-learning process. It paved the ways for policy makers, stakeholders to create healthy and happy environment in the school.

#### **Delimitations of the study**

1. The present study was delimited to Uttarkashi District only.
2. The study was delimited to male and female teachers as well as rural and urban teachers teaching in secondary schools of district Uttarkashi.

3. The study was delimited to happiness quotient and teacher effectiveness of secondary school teachers.

### METHODOLOGY OF THE PRESENT STUDY

**Research Design:** For this research a Correlational Survey Method of research is employed to find the answers of present study.

#### Variables involved

The variable for the present research was identified as follow:

- Happiness Quotient
- Teacher effectiveness

#### Population of the present study

Secondary school teachers of Uttarkashi District were considered as population of the study.

#### Sample & sampling technique of the present study

The sample for the present study consisted of 200 secondary school teachers (100 Male & 100 Female) of district Uttarkashi.

The data for the present study was collected by using Random Sampling Technique.

#### Tools used

1. Happiness Quotient Scale by Dr. Manmohan Gupta (2022)
2. Teacher Effectiveness Scale by Dr. Umme Kulsum

#### Statistical technique

For hypothesis testing, Coefficient of correlation Technique, t-test, mean, S.D. were employed to find out the relationship between Happiness Quotient & Teacher Effectiveness.

### RESULTS AND DISCUSSION

Regarding the first null hypothesis, it was found after analysis of the data (Table-1) 'There is no significant relationship between the happiness quotient and teacher effectiveness of secondary school teachers.'

**Table-1** Relationship between the happiness quotient and teacher effectiveness of secondary school teachers

Group	Variables	N	Value of Coefficient of correlation (r)	Result
Secondary School Teachers	Happiness quotient	100	+0.083	Positive correlation
	Teacher effectiveness	100		

Table 1 Observing the findings displayed in the table, we are in state of asserting that Happiness quotient and Teacher effectiveness is significantly correlated. Hence, the formulated null hypothesis 1, 'There is no significant relationship between the happiness quotient and teacher effectiveness of secondary school teachers' is rejected.

**Table-2** Relationship between the happiness quotient and teacher effectiveness of secondary schools' male teachers

Group	Variables	N	Value of Coefficient of correlation (r)	Result
Secondary Schools Male Teachers	Happiness quotient	100	+0.095	Positive correlation
	Teacher effectiveness	100		

Table 2 Observing the findings displayed in the table, we are in state of asserting that Happiness quotient and Teacher effectiveness is significantly correlated. Hence, the formulated null hypothesis 2, 'There is no significant relationship between the happiness quotient and teacher effectiveness of secondary school male teachers' is rejected.

**Table-3** Relationship between the happiness quotient and teacher effectiveness of secondary schools' female teachers

Group	Variables	N	Value of Coefficient of correlation (r)	Result
Secondary Schools Female Teachers	Happiness quotient	100	+0.240	Positive correlation
	Teacher effectiveness	100		

Table 3 Observing the findings displayed in the table, we are in state of asserting that Happiness quotient and Teacher effectiveness is significantly correlated. Hence, the formulated null hypothesis 3, 'There is no significant

relationship between the happiness quotient and teacher effectiveness of secondary school male teachers' is rejected.

**Table-4** Relationship between the happiness quotient and teacher effectiveness of secondary school rural teachers

Group	Variables	N	Value of Coefficient of correlation (r)	Result
Secondary School Rural Teachers	Happiness quotient	100	+0.11	Positive correlation
	Teacher effectiveness	100		

Table 4 Observing the findings displayed in the table, we are in state of asserting that Happiness quotient and Teacher effectiveness is significantly correlated. Hence, the formulated null hypothesis 4, 'There is no significant relationship between the happiness quotient and teacher effectiveness of secondary school rural teachers' is rejected.

**Table-5** Relationship between the happiness quotient and teacher effectiveness of secondary school urban teachers

Group	Variables	N	Value of Coefficient of correlation (r)	Result
Secondary School Urban Teachers	Happiness quotient	100	-0.12	Negative correlation
	Teacher effectiveness	100		

Table 5 Observing the findings displayed in the table, we are in state of asserting that Happiness quotient and Teacher effectiveness is not significantly correlated. Hence, the formulated null hypothesis 5, 'There is no significant relationship between the happiness quotient and teacher effectiveness of secondary school urban teachers' is accepted.

Similarly, there exists negative relationship between Happiness quotient and Teacher effectiveness of teachers. It is concluded that teacher's effectiveness and Happiness quotient is also influenced by gender and locality.

## CONCLUSION

The present study on Happiness Quotient among Secondary School Teachers in Relation to their Teacher Effectiveness highlights that teachers' emotional well-being plays a significant role in shaping their professional performance. A higher level of happiness is closely linked with better classroom management, stronger communication skills, improved decision-making, and a more positive interaction with students. Teachers who experience greater personal satisfaction and emotional balance tend to be more effective, motivated, and committed to their teaching responsibilities.

The findings suggest that teacher effectiveness is not determined only by subject knowledge or pedagogical skills, but also by the teacher's mental and emotional state. When teachers feel valued, supported, and fulfilled, their teaching becomes more impactful and student learning outcomes improve. Therefore, enhancing the happiness quotient of teachers should be viewed as an essential component of improving the overall quality of education.

The study reinforces the need for supportive school environments, well-being initiatives, and policies that prioritize teachers' emotional health. Strengthening teacher happiness not only benefits the teachers themselves but also contributes to a healthier school climate and better academic achievement among students.

## Future Implications of the Study

The study highlights the importance of teacher happiness and suggests several future directions. Schools may introduce simple well-being activities such as mindfulness, stress-relief sessions, and emotional-care practices to support teachers' happiness and performance. Policymakers may frame supportive policies that reduce extra workload, provide mental-health assistance and promote a healthy work environment.

Teacher-training programmes could include topics from positive psychology, emotional intelligence, and self-care so that teachers can manage classroom situations more effectively. Schools may also work towards building a friendly and cooperative school climate through appreciation, teamwork, and shared decision-making.

The findings also point towards the need for initiatives that help teachers balance personal and professional life through flexible schedules and counselling support. Researchers may design and test intervention programmes to see how increasing happiness directly influences teacher effectiveness.

Future research may add variables like emotional intelligence, resilience, job autonomy, burnout, and socio-economic background to get a clearer picture of related factors. Comparative studies across different regions and school types may help understand how happiness varies in diverse contexts.

Technology-based tools such as well-being apps can also be explored for improving teachers' emotional health. Further studies may examine how teachers' happiness ultimately impacts student learning, engagement, and overall school achievement.

## Suggestions for further Research



The present study was carried out to find the relation between happiness quotient and teacher effectiveness of secondary school teachers. more such study could be carried out between:

1. Happiness quotient and other variables such as teacher's self- efficacy, emotional intelligence, students' academic achievement etc.
2. Happiness quotient of college teachers in relation to their teacher effectiveness.
3. The present study can be carried out using other methodology.
4. Happiness quotient of secondary school teachers on the basis of their teaching experience.

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