

Happiness Level of Secondary School Teachers in Relation to their Job Satisfaction

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Abstract

Happiness is a state of well-being. It is the degree to which an individual judges the overall quality of his own life as a whole favourably. In the present paper the construct of happiness includes the five elements of Seligman's Well-being model viz. positive emotions, engagement, meaning, positive relationship and accomplishment. The present paper is an attempt to focus on the happiness and job satisfaction level of the Secondary school teachers of Dibrugarh district as well as comparison of the happiness and job satisfaction level among the different categories of the Secondary school teachers of Dibrugarh district. It has been increasingly realized that the quality of the work of the workers, the climate of an organization highly depends on the happy mood of the workers Therefore, it is also necessary to study, the extent to which a happy mood is responsible for the quality of teaching-learning phenomena, the extent to which educational institution demands happiness among the teachers and workers and also the extent to which teachers' job satisfaction is influenced by happy mood. So, present paper is an effort to bridge such gaps in Indian context. The study showed that happiness is closely associated with job satisfaction. A happy teacher possesses high job satisfaction and a teacher having high job satisfaction is happier.

Keywords: Happiness, Job Satisfaction, Secondary school

I. INTRODUCTION

Happiness is a state of well-being and contentment. It is a pleasurable or satisfying experience of mind. It is the degree to which an individual judges the overall quality of his own life as a whole favorably, and it is generally considered to be an ultimate goal in life. Aristotle concluded that, more than anything else, men and women seek happiness. Every other goal—health, beauty, money or power—is valued only with the expectation that these will make us happy. (Csikszentmihalyi, 1990). The idea of conducting research on Happiness is relatively new.

A. What is Happiness

The term happiness seems very vague, unmanageable and non technical for scientific use. Seligman (2012) proposed that the term could be

decomposed in to five scientifically manageable realms. These are *positive emotion* (pleasant life), *engagement* (engaged life), *meaning* (meaningful life), *positive relationship* and *accomplishment*. These terms are measurable, manageable, and can be handled precisely. Most importantly the components are skill based and can be taught and learnt.

1) Positive Emotions (Pleasant life)

The pleasant life is consists of having a lot of positive emotion about the present, past and future and learning the skills to amplify the intensity and duration of these emotions (Seligman *et al.*, 2005). Satisfaction, contentment, pride, serenity and fulfillment are some of the emotions about the past. Positive emotions about the present include satisfaction derived from immediate pleasure and positive emotions about the future include hope, optimism, faith, trust and confidence. When people refer in casual conversation to being happy, they are often referring to this route. The “broaden and build” theory of Fredrickson suggests that in contrast to negative emotions positive emotions lead us to more expansive and creative thoughts and behavior which create additional personal resources over time (Fredrickson & Brangian, 2005). They enables individual to create additional resources in four main categories—intellectual (developing our problem solving skill), physical (developing our physical strength and cardiovascular health), social (facilitating the quality and quantity of our friendship and other relationships and connections) and psychological (developing our resilience and optimism) (Friedrickson & Branigan, 2005). They improve resilience in crisis (Fredrickson, Tugade, Waugh & Larkin, 2003). People having positive emotions like optimism are much less likely to die in heart attacks than pessimists (Giltay *et al.*, 2004).

2) Engagement (engaged life)

The second component of happy life in Seligman's theory is engagement (engaged life) a life that pursue involvement and absorption in work, intimate relations and leisure (Csikszentmihalyi, 1990). Csikszentmihalyi uses the term *flow* to refer highly engaging and absorbing works. During flow people experience deep enjoyment, creativity and total involvement with life. It is a state of complete absorption in a creative or playful activity. Time passes

quickly. Attention is completely focused on the activity. The sense of self is lost (Moneta & Csikszentmihalyi, 1996). We feel a sense of exhilaration, a deep sense of enjoyment that is long cherished. (Csikszentmihalyi, 1990). In the flow state people become so involved in what they are doing the activity becomes spontaneous, almost automatic; they stop being aware of themselves from the actions they are performing. (Csikszentmihalyi, 1990).

3) *Meaning (meaningful life)*

The third component of Seligman's model is meaning. "I go into flow playing bridge, but after a long tournament, when I look in the mirror, I worry that I am merely fidgeting until I die. The pursuit of engagement and the pursuit of pleasure are often solitary, solipsistic endeavors. Human beings, definitely, want meaning and purpose in life" (Seligman, 2012). And life gets meaning when it is extended from the self. According to Seligman (2012) "the meaningful life consists in belonging to and serving something that you believe is bigger than the self". Meaning is increased through our connections to others, future generations, or cause that transcend the self (Durkheim, 1951). Meaning increases when one uses his character strength for the betterment of others. These activities produce a subjective sense of meaning and are strongly correlated with happiness (Lyubomirsky, King & Diener, 2005). Thus meaning performs two central functions in our lives. Firstly it makes us more resilient to bounce back from adversity. Lack of meaning is not just a symptom, but a major cause of depression. Meaning works as a means to relieve depression. Secondly, it gives a sense of direction, enabling us to set goals and targets to aim for.

4) *Accomplishment*

Accomplishment is the fourth element of the well-being model of Seligman that the authentic happiness model did not consider. In his well being model his assertion is that people pursue success, accomplishment, achievement, mastery and success for their own sake. Though people work, play for the pursuit of fun, engagement and joy but at the same time they possess the pursuit of victory. Nurturing Accomplishment on its own or together with any of the other four facets, says Seligman, will lead to higher well being (Seligman, 2012).

5) *Positive Relationship*

Positive relationship is the fifth element of the well-being theory of Seligman. This element recognizes the importance of connectedness and thriving relationship in well-being. There is no denying that the desire for connection is a fundamental human need. One's relationships with family, friends, loved ones,

colleagues and others are a central detriment of well-being. Being an element of well-being theory positive relationship fulfills at least two criteria of well-being theory. They contribute to well-being and they can be measured independently of the other elements (Seligman, 2012).

B. Job Satisfaction

The term Job Satisfaction is generally used in organizational endeavour in business management. Job Satisfaction is the favourableness or unfavourableness with which employees view their work. It signifies the amount of agreement between one's expectations from the job and the rewards the job provides. Job satisfaction is concerned with a person or a group in the organization. Job Satisfaction can be applicable more to parts of an individual's job. If each person is highly satisfied with his job then only it will be considered as group job satisfaction. Satisfaction is a psychological phenomenon and its concept is highly subjective. While working in an organization, people develop a set of attitudes about the work, supervision, co-workers and working conditions. This set of attitudes is referred to as job satisfaction. According to Locke (1976), job satisfaction is defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Job satisfaction expresses the degree of congruence between one's expectations of the reality that the job provides (Davis, 1981). Spector (1997) defined job satisfaction as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs". Therefore, job satisfaction is the extent to which a person derives pleasure from a job. Job satisfaction reflects an employee's overall assessment of their job particularly their emotions, behaviour and attitudes about their work experience. Ultimately it is a general attitude resulting from many attitudes in three areas: specific job factors, individual adjustment and group relationship. The happier the people are within their job the more satisfied they are said to be. One of the surest ways for deteriorating conditions in an organization is low job satisfaction whereas high job satisfaction is the hallmark of a well-managed organization.

1) *Job Satisfaction and the achievement of the institution and students*

Job satisfaction refers to the satisfaction of a worker in work. This satisfaction is positively related with success and quality of the work. Lavingia(1974) revealed that the efficient performance at a job is positively correlated with the degree of satisfaction in the job. Kulsum(1985) also found that female teachers as compared to male teachers and permanent teachers as compared to temporary teachers had higher level of job satisfaction. Aggarwal (1983) found that Principals' stress proneness, adjustment and job satisfaction

combined together were significant predictors of their administrative effectiveness. Amarsingh (1985) in his study on “Correlates of Job Satisfaction among Different Professionals” found that the job intrinsic variables correlated positively and significantly with job satisfaction of professionals, viz. teachers, engineers, advocates and doctors. Job satisfaction is significantly related with job motivation (Das, 1988). Economic and political values are correlated with job satisfaction (Agarwal, 1991). Clemence (1989) found that role conflict affected job satisfaction of women teachers. Ramakrishnaiah (1980) found that job involvement and job satisfaction are independent to each other. Rawat (1992) found that level of job satisfaction played a significant role in determining job realities of teachers as also the job satisfaction which had positive relationship with humanistic, creative, social and aesthetic values and negative correlation with political and economic values. Ray (1992) concluded that mental health of teachers was positively correlated with job satisfaction. Fresko, Kfir and Nasser (1997) found that job satisfaction could directly predict commitment. Feather and Rauter (2004) found that organizational commitment and job satisfaction have a positive relationship. He also found that working conditions which yield positive work experiences produce positive results such as maximum job satisfaction and higher organizational commitment. Kumar and Patnaik (2004) reported that job satisfaction and attitude towards work are highly correlated. Jain and Pratibha (2006) concluded that more committed employees with perceived conducive climate in the organization were found to be more satisfied with their jobs in comparison to less committed employees with perceived non-conducive climate. Ishwara and Laxmana (2008) found that the highest aspects of job satisfaction were the work itself, pay, recognition for good work, creativity, responsibility, professional growth, working condition and job security. Gopalkrishnan (2009) in his study revealed that teachers were satisfied with principal, parents and students, physical facilities, self-esteem and co-teachers and they were dissatisfied with salary and fringe benefits, opportunity for achievement, academic policies, management and job security. Khan and Kord (2009) revealed a significant correlation between job satisfaction and organizational commitment. Kaur and Sidana (2011) found that level of job satisfaction of male teachers was greater than their female counterparts. Sridevi (2011) indicated that there were no significant difference in job satisfaction among the teachers with respect to their gender, locale and type of institution. Nagar (2012) concluded that greater job satisfaction among teachers also leads to increased organizational commitment. Saha (2013) found

significant relation between professional interest and job satisfaction.

For the last half century Psychology was totally imbalanced by emphasizing mostly on negatives of life. Psychology has been consumed with a single topic, i.e. mental illness (Seligman, 2002). It is observed that giving attention and weight on negatives of human behavior compared to the positives of life has been a universal tendency. Baumgardner (2009) opined that the surest way to become famous in psychology was to publish a study showing that human nature is even worse than we had imagined. We have a general tendency to accept that bad is stronger than good. In case of Psychologists this was many times more. Psychologists know far less about mental health than mental illness. It has been evident that mental health is not just the absence of mental illness. Relieving illness does not ensure a healthy, thriving and competent individual. So the dominance of disease model on psychology should be recounted.

II. SIGNIFICANCE OF THE PRESENT STUDY

It is evident from the research that the happy people are more able to give to others (Seligman, 2002; Post, 2005). It follows then that happy teachers will be more able to give to students and teach them well. Teaching can be a physically and emotionally rigorous profession with many demands and stresses. On these grounds there is a strong urgency of working for the happiness of the teachers.

It has been increasingly realized that the quality of the work of the workers, the climate of an organization highly depends on the happy mood of the workers. Mental and emotional well-being of citizens improves their performance and broadens the intellectual, physical and social resources of a nation. Research has found that happy people have better health habit, lower blood pressure, stronger immune system and higher endurance levels. Citizens with better emotional and mental health are easier to relate with work, tend to be better decision makers, are more creative and outperform peers in problem solving, innovation, persistence and productivity. Therefore, it is also necessary to study, the extent to which a happy mood is responsible for the quality of teaching-learning phenomena, the extent to which educational institution demands happiness among the teachers and workers and also the extent to which teachers' job satisfaction is influenced by happy mood.

Further, only a few research works on happiness has been done in India, whereas, most of the western countries have been concentrating on happiness

as a determinant of economic growth and organizational success. Again a few researches have been done in India to relate happiness with teaching learning phenomena, job satisfaction of the teachers. Therefore it is realized as relevant and urgent to conduct a research on happiness by relating it with some educational issues.

III. OBJECTIVES

- To find out the happiness level of the Secondary school teachers of Dibrugarh district.
- To compare the happiness level of the Rural and Urban Secondary school teachers of Dibrugarh District.
- To compare the happiness level of the Female and Male Secondary school teachers of Dibrugarh District.
- To compare the happiness level among Government, Non-Provincialised and Private Secondary school teachers of Dibrugarh district.
- To compare the happiness level between Government and Non-Provincialised Secondary school teachers of Dibrugarh district.
- To compare the happiness level between Government and Private Secondary school teachers of Dibrugarh district.
- To compare the happiness level between Non-Provincialised and Private Secondary school teachers of Dibrugarh district.
- To compare the happiness level of the Regular and Contractual Secondary school teachers of Dibrugarh District.
- To find out the job satisfaction level of the Secondary school teachers of Dibrugarh district.
- To compare the job satisfaction level of the Rural and Urban Secondary school teachers of Dibrugarh District.
- To compare the job satisfaction level of the Female and Male Secondary school teachers of Dibrugarh District.
- To compare the job satisfaction level among Government, Non-Provincialised and Private Secondary school teachers of Dibrugarh district.
- To compare the job satisfaction level between Government and Non-Provincialised Secondary school teachers of Dibrugarh district.
- To compare the job satisfaction level between Government and Private Secondary school teachers of Dibrugarh district.
- To compare the job satisfaction level between Non-Provincialised and Private Secondary school teachers of Dibrugarh district.
- To compare the job satisfaction level of the Regular and Contractual Secondary school teachers of Dibrugarh District.

- To study the relationship between level of happiness and job satisfaction of the Secondary school teachers of Dibrugarh district.

IV. HYPOTHESES

The hypotheses of the present study are

- There is no significant difference between Rural and Urban Secondary school teachers of Dibrugarh district as far as their happiness are concerned.
- There is no significant difference between Female and Male Secondary school teachers of Dibrugarh district as far as their happiness are concerned.
- There is no significant difference among Government, Non-Provincialised and Private Secondary school teachers of Dibrugarh district as far as their happiness are concerned.
- There is no significant difference between Government and Non-Provincialised Secondary school teachers of Dibrugarh district as far as their happiness level are concerned.
- There is no significant difference between Government and Private Secondary school teachers of Dibrugarh district as far as their happiness level are concerned.
- There is no significant difference between Non-provincialised and Private Secondary school teachers of Dibrugarh district as far as their happiness is concerned.
- There is no significant difference between Permanent and Contractual teachers of Dibrugarh district as far as their happiness level are concerned.
- There is no significant difference between Rural and Urban Secondary school teachers of Dibrugarh district as far as their job satisfaction are concerned.
- There is no significant difference between Female and Male Secondary school teachers of Dibrugarh district as far as their job satisfaction are concerned.
- There is no significant difference among Government, Non-Provincialised and Private Secondary school teachers of Dibrugarh district as far as their job satisfaction are concerned.
- There is no significant difference between Government and Non-Provincialised Secondary school teachers of Dibrugarh district as far as their job satisfaction level are concerned.
- There is no significant difference between Government and Private Secondary school teachers of Dibrugarh district as far as their job satisfaction level are concerned.

- There is no significant difference between Non-provincialised and Private Secondary school teachers of Dibrugarh district as far as their job satisfaction is concerned.
- There is no significant difference between Regular and Contractual teachers of Dibrugarh district as far as their job satisfaction level are concerned.
- There is a positive correlation between level of happiness and job satisfaction of the Secondary school teachers of Dibrugarh district.

V. DEFINITION OF THE KEY TERMS

A. *Happiness*

Happiness is the degree to which an individual judges the quality of his life, emotional health, work environment, physical health, behaviour and basic access favourably. Increasing well-being and happiness refer increasing positive emotions, engagement, meaning, positive relationship and accomplishment (Seligman, 2012). Scores will be calculated on the basis of these dimensions. Higher the score in the scale means higher the happiness level.

B. *Job Satisfaction*

Job Satisfaction is the favourableness or unfavourableness with which employees view their work. It signifies the amount of agreement between one's expectations of the job and the rewards to the job provides. The dimensions of job satisfaction are pay, the work itself, promotion, supervision, work group and working condition. Scores will be calculated on the basis of these dimensions. Higher the score in the scale means higher the job satisfaction level.

C. *Secondary School*

Secondary schools in the present study include those Government, Non-Provincialised and Private schools having the classes of IX and X and offer the curriculum prepared by Board of Secondary Education, Assam (SEBA).

D. *Government School*

Schools established by public and subsequently undertaken by Government of Assam are Government school. In the present study the term Government school also includes the provincialised school. For these schools Government of Assam appoints the teachers and bears salary for them. Government of Assam provides infrastructure and other facilities for these schools.

E. *Non-Provincialised School*

Schools established by public and recognized by the Government of Assam are Non-Provincialised school. For these schools Government of Assam yet to undertake the financial responsibility regarding the salary and other benefits of the teachers.

F. *Private School:*

Schools which are established and managed by some private organizations or bodies are Private school.

VI. METHODS AND PROCEDURES

A. *Methods Used*

Normative Survey method was used in the present study.

B. *Population*

The population of the study comprised of all the teachers (Regular and contractual) of all the Secondary schools (Government, Non-Provincialised and Private) under Board of Secondary Education, Assam (SEBA) of Dibrugarh district, Assam of India. There are total 349 such Secondary schools in Dibrugarh district.

C. *Sample*

The researcher selected 36 schools as sample school by using stratified random sampling technique. All the teachers present during the visit of 36 sample schools were included in the sample.

VII. TOOLS

Following tools were used in the present study

A. *Happiness Scale*

A Happiness scale was constructed and standardized by the researcher and used in the present study. The happiness scale consists of 40 items, out of which 18 items were favourable and 22 items were unfavourable. The dimensions considered for the scale were life evaluation, emotional health, work environment, physical health and healthy behavior. The dimensions covered the dimensions of well-being model of Seligman (2012). The coefficient of reliability of the scale was 0.77. The Experts opinion showed that the scale possessed satisfactory construct validity.

B. *Job Satisfaction Scale*

The investigators used the Job Satisfaction Scale developed and standardized by Anju Mehrotra (2005) for the present study. The scale contains 60 items covering 6 different dimensions viz pay, work itself, promotion, work group, working conditions and supervision. The coefficient of reliability of the test is .97 which was estimated by split half method of computing reliability. The opinion of 30 experts of the

field confirmed that the tool was logically valid or had content validity.

The investigator translated the job satisfaction scale in to Assamese language. To estimate reliability of the Assamese version investigator administered the test on a sample of 100 teachers. The investigator used split half technique to estimate the reliability of the Assamese version of the test. The reliability coefficient of the translated job satisfaction scale is 0.81.

VIII. ANALYSIS AND INTERPRETATION OF DATA

A. Happiness Level of the Secondary School Teachers of Dibrugarh District.

Table 1 shows that mean, standard deviation, skewness and kurtosis of the distribution are 149.50, 18.08, 0.14 and -0.60 respectively. Thus the distribution is positively skewed means more individuals of the group scored less than the average score. The value of kurtosis is 0.60 thus the distribution is platykurtic i.e. the curve is flatter than the normal curve.

Table 1: Happiness of the Secondary School Teachers of Dibrugarh District

No of teachers	Mean	SD	Skewness	Kurtosis
281	149.50	18.08	0.14	-0.60

Now, Fig. 1 shows the frequency curve indicating happiness scores obtained by the teachers of the Secondary schools of the Dibrugarh district.

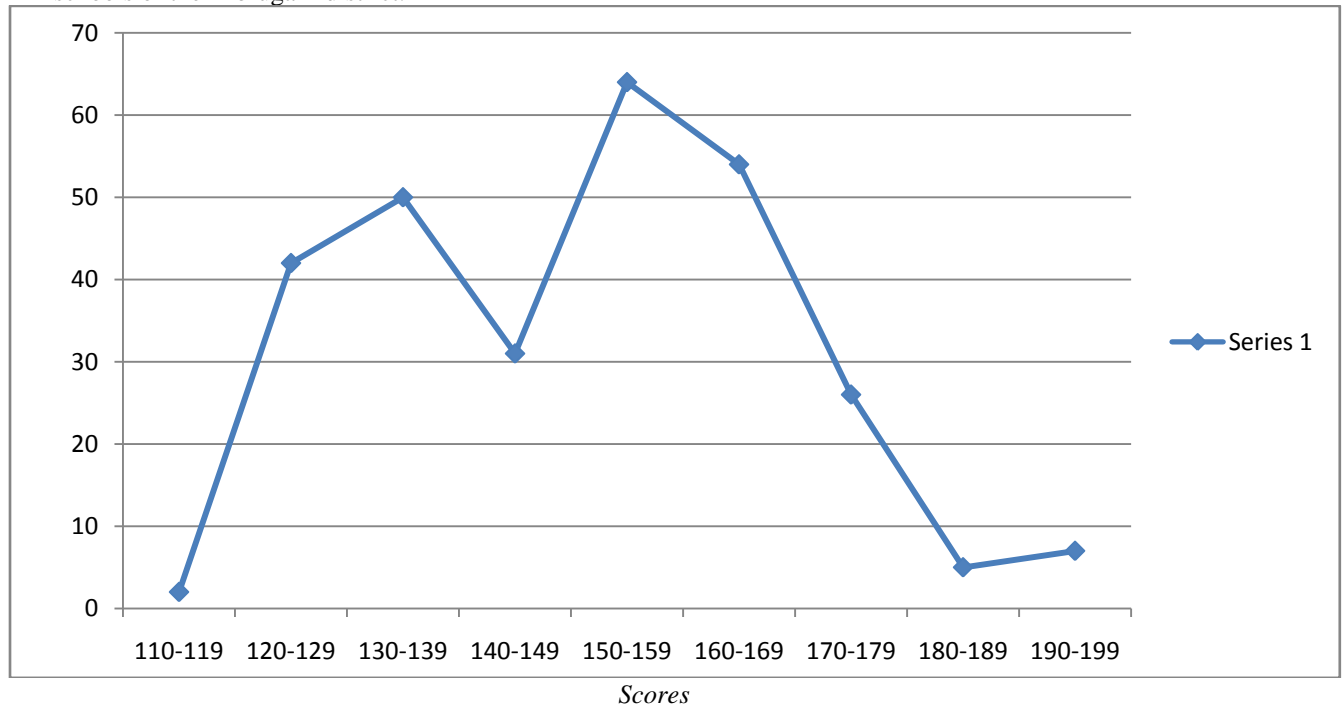


Figure 1: Frequency Distribution of the Happiness Scores of the Secondary School Teachers Of Dibrugarh District

Fig. 1 shows the frequency curve indicating the scores of the Secondary school teachers of Dibrugarh district in Happiness scale. From the figure it is clear that majority of the teachers (64) secured the scores ranges from 150-159. Only two (2) teachers secured scores in between 110-119 and 7 (seven) teachers secured scores in between 190-199 in Happiness scale.

B. Comparison of Happiness of the Rural and Urban Secondary school teachers of Dibrugarh district:

Hypothesis: “There is no significant difference between Rural and Urban Secondary school teachers of Dibrugarh district as far as their happiness are concerned.”

Table 2: Comparison Of Happiness Between Rural And Urban Secondary School Teachers Of Dibrugarh District

Category	N	Mean	SD	CR	df	Inference
Rural	152	154.41	16.19	5.11	279	Significant at 0.01 level
Urban	129	143.71	18.53			

Table 2 shows that the C.R. value is 5.11 which is more than table value (2.58 at 0.01 level) and therefore significant at 0.01 level. Thus the null hypothesis is rejected and it is concluded that there is significant difference in happiness between Rural and Urban Secondary school teachers of Dibrugarh district.

C. Comparison of Happiness of the Female and Male Secondary School Teachers of Dibrugarh District:

Hypothesis: “There is no significant difference between Female and Male Secondary school teachers of Dibrugarh district as far as their happiness are concerned.”

Table 3: Comparison of Happiness between Female and Male Secondary school teachers of Dibrugarh District

Category	N	Mean	SD	CR	df	Inference
Female	134	149.88	18.44	0.33	279	Not significant at 0.05 level
Male	147	149.16	17.80			

Regarding the happiness of Female and Male Secondary school teachers of Dibrugarh district the Table 3 shows that the C.R. value is 0.33 which is less than table value (1.96 at 0.05 level) and therefore not significant at 0.05 level. Thus the null hypothesis is accepted and it is concluded that there is no significant difference between Female and Male Secondary school teachers of Dibrugarh district as far as their happiness is concerned.

D. Comparison of Happiness of the Government, Non-Provincialised and Private Secondary School Teachers of Dibrugarh District:

Hypothesis: “There is no significant difference among Government, Non-Provincialised and Private Secondary school teachers of Dibrugarh district as far as their happiness are concerned.”

Table 4: Comparison of Happiness among Government, Non-Provincialised and Private Secondary school teachers of Dibrugarh District

Category	Sum of squares	df	Mean squares	F	Inference
Between Groups	14,685.24	2	7,342.50	39.47	Significant at 0.01 level
Within Groups	51,711.01	278	186.01		
Total	66,396.25	280			

Regarding the significance of difference among Government, Non-Provincialised and Private Secondary school teachers of Dibrugarh district Table 4 shows that the F value is 39.47 which is more than table value (6.72 at 0.01 level) at 0.01 level. Thus the null hypothesis is rejected and it is concluded that there is significant difference among the Government, Non Provincialised and Private Secondary school teachers of Dibrugarh district as far as their happiness is concerned.

E. Comparison Of Happiness Of The Government And Non Provincialised Secondary School Teachers of Dibrugarh District:

Hypothesis: “There is no significant difference between Government and Non-Provincialised Secondary school teachers of Dibrugarh district as far as their happiness level are concerned.”

Table 5: Comparison of Happiness of the Government and Non Provincialised Secondary school teachers of Dibrugarh district:

Category	N	Mean	SD	CR	df	Inference
Government	98	158.82	14.65	4.32	181	Significant at 0.01 level
Non Prov.	85	147.72	19.38			

Table 5 shows that the C.R. value is 4.32 which is more than table (2.58 at 0.01 level) value and therefore significant at 0.01 level. Thus the null hypothesis is rejected and it is concluded that there is significant difference between Government and Non-Provincialised Secondary school teachers of Dibrugarh district as far as their happiness is concerned.

F. Comparison of Happiness of the Government and Private Secondary School Teachers of Dibrugarh District:

Hypothesis: “There is no significant difference between Government and Private Secondary school teachers of Dibrugarh district as far as their happiness level are concerned.”

Table 6: Comparison of Happiness between Government and Private Secondary school teachers of Dibrugarh District

Category	N	Mean	SD	CR	df	Inference
Government	98	158.82	14.65	7.84	194	Significant at 0.01 level
Private	98	141.73	15.87			

Table 6 shows that the C.R. value is 7.84 which is more than table value (2.58 at 0.01 level) and therefore significant at 0.01 level. Thus the null hypothesis is rejected and it is concluded that there is significant difference between Government and Private Secondary school teachers of Dibrugarh district as far as their happiness is concerned.

G. Comparison of Happiness of the Non-Provincialised and Private Secondary school teachers of Dibrugarh district:

Hypothesis: “There is no significant difference between Non-provincialised and Private Secondary school teachers of Dibrugarh district as far as their happiness is concerned.”

Table 7: Comparison of Happiness between Non-Provincialised and Private Secondary school teachers of Dibrugarh District

Category	N	Mean	SD	CR	df	Inference
Non-Provincialised	85	147.72	19.38	2.26	181	Significant at 0.05 level
Private	98	141.73	15.87			

Table 7 shows that the C.R. value is 2.26 which is more than table value (1.96 at 0.05 level) at 0.05 level but less than table value at 0.01 level. Thus the null hypothesis is rejected at 0.05 level of significance and it is concluded that there is significant difference between Non-Provincialised and Private Secondary school teachers of Dibrugarh district as far as their happiness is concerned.

H. Comparison of Happiness of the Regular and Contractual Secondary school teachers of Dibrugarh district:

Hypothesis: “There is no significant difference between Regular and Contractual teachers of Dibrugarh district as far as their happiness level are concerned.”

Table 8: Comparison of happiness between Regular and Contractual Secondary school teachers of Dibrugarh District

Category	N	Mean	SD	CR	df	Inference
Regular	182	152.97	18.12	4.66	279	Significant at 0.01 level
Contractual	99	143.13	16.25			

Table 8 shows that the C.R. value is 4.66 which is more than table value (2.58 at 0.01 level) significant at 0.01 level. Thus the null hypothesis is rejected and it is concluded that there is significant difference between Regular and Contractual Secondary school teachers of Dibrugarh district as far as their happiness is concerned.

I. Job Satisfaction of the Secondary school teachers of Dibrugarh district

Table 9 shows that mean, standard deviation, skewness and kurtosis of the distribution are 230.56, 23.98, -0.46 and 0.97 respectively. Thus the distribution is negatively skewed means more individuals of the group scored more than the average score. The value of kurtosis is 0.97 thus the distribution is platykurtic i.e. the curve is flatter than the normal curve.

Table 9: Job satisfaction of the Secondary school teachers of Dibrugarh District

Category	No of teachers	Mean	SD	Skewness	Kurtosis
Total	281	230.56	23.98	-0.46	0.97

Fig. 2 shows the frequency curve indicating job satisfaction scores obtained by the teachers of the secondary schools of the Dibrugarh district.

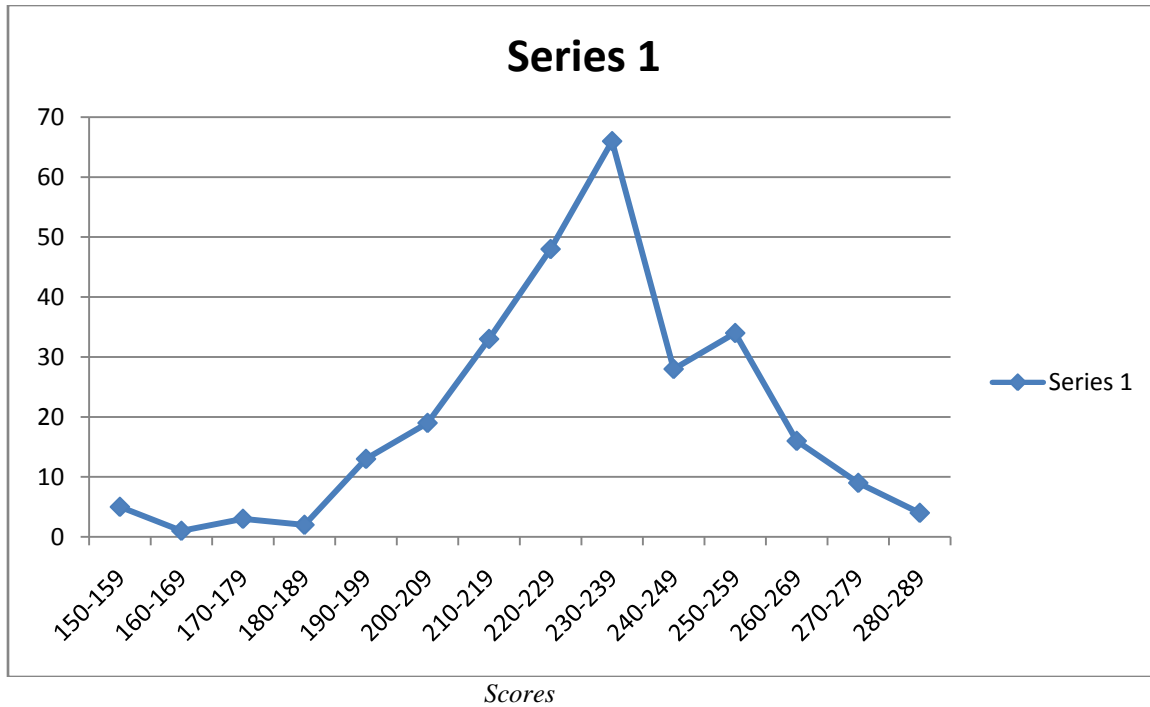


Figure 2: Frequency distribution of the Job satisfaction scores of the Secondary school teachers of Dibrugarh district

Fig. 2 shows the frequency curve indicating the scores of the Secondary school teachers of Dibrugarh district in Job Satisfaction scale. From the figure it is clear that majority of the teachers (66) secured the scores ranges from 230-239. Only 5 (five) teachers secured scores in between 150-159 and 4 (four) teachers secured scores in between 280-289 in Job Satisfaction scale.

Table 10: Comparison of job satisfaction between Rural and Urban Secondary School Teachers of Dibrugarh District

Category	N	Mean	SD	CR	df	Inference
Rural	152	228.67	25.76	1.45	279	Not significant at 0.05 level
Urban	129	232.78	21.59			

Table 10 shows that the C.R. value is 1.45 which is less than table value (1.96 at 0.05 level) and therefore not significant at 0.05 level. Thus the null hypothesis is accepted and it is concluded that there is no significant difference in job satisfaction between Rural and Urban Secondary school teachers of Dibrugarh district.

J. Comparison of Job satisfaction of the Rural and Urban Secondary school teachers of Dibrugarh district:

Hypothesis: “There is no significant difference between Rural and Urban Secondary school teachers of Dibrugarh district as far as their job satisfaction are concerned.”

K. Comparison of Job satisfaction of the Female and Male Secondary school teachers of Dibrugarh district

Hypothesis: “There is no significant difference between Female and Male Secondary school teachers of Dibrugarh district as far as their job satisfaction are concerned.”

Table 11: Comparison of job satisfaction between Female and Male Secondary School Teachers of Dibrugarh District

Category	N	Mean	SD	CR	df	Inference
Female	134	226.95	24.39	2.43	279	Significant at 0.05 level
Male	147	233.84	23.20			

Regarding the job satisfaction of Female and Male Secondary school teachers of Dibrugarh district

the Table 11 shows that the C.R. value is 2.43 which is less than table value (2.58 at 0.01 level)

at 0.01 levels but more than table value at 0.05 level of significance. Thus the null hypothesis is rejected at 0.05 level of significance and it is concluded that there is significant difference between Female and Male Secondary school teachers of Dibrugarh district as far as their job satisfaction is concerned.

L. Comparison of Job satisfaction of the Government, Non-Provincialised and Private Secondary school teachers of Dibrugarh district

Hypothesis: “There is no significant difference among Government, Non-Provincialised and Private Secondary school teachers of Dibrugarh district as far as their job satisfaction are concerned.”

Table 12: Comparison of Job satisfaction among Government, Non-Provincialised and Private Secondary School Teachers of Dibrugarh District

Category	Sum of squares	Df	Mean squares	F	Inference
Between Groups	24,192.92	2	12,096	26.29	Significant at 0.01 level
Within Groups	1,27,923.08	278	460.15		
Total	66,396.25	280			

Regarding the significance of difference in job satisfaction among Government, Non-Provincialised and Private Secondary school teachers of Dibrugarh district Table12 shows that the F value is 26.29 which is more than table value (6.72 at 0.01 level) at 0.01 level. Thus the null hypothesis is rejected and it is concluded that there is significant difference among the Government, Non-Provincialised and Private Secondary school

teachers of Dibrugarh district as far as their job satisfaction is concerned.

M. Comparison of Job Satisfaction of the Government and Non- Provincialised Secondary school teachers of Dibrugarh district:

Hypothesis: “There is no significant difference between Government and Non-Provincialised Secondary school teachers of Dibrugarh district as far as their job satisfaction level are concerned.”

Table 13: Comparison of Job Satisfaction Between Government and Non-Provincialised Secondary School Teachers of Dibrugarh District

Category	N	Mean	SD	CR	df	Inference
Government	98	239.68	21.85	1.77	181	Not significant at 0.01 level
Non-Provincialised	85	234.24	19.77			

Table 13 shows that the C.R. value is 1.77 which is less than table value (1.96 at 0.05 level) and therefore not significant at 0.05 level. Thus the null hypothesis is rejected and it is concluded that there is no significant difference between Government and Non-Provincialised Secondary school teachers of Dibrugarh district as far as their Job Satisfaction is concerned.

N. Comparison of job Satisfaction Of The Government and Private Secondary School Teachers of Dibrugarh District

Hypothesis: “There is no significant difference between Government and Private Secondary school teachers of Dibrugarh district as far as their job satisfaction level are concerned.”

Table 14: Comparison of Job Satisfaction Between Government and Private Secondary School Teachers of Dibrugarh District

Category	N	Mean	SD	CR	df	Inference
Government	98	239.68	21.85	6.48	194	Significant at 0.01 level
Private	98	218.23	24.39			

Table 14 shows that the C.R. value is 6.48 which is more than table value (2.58 at 0.01 level) and therefore significant at 0.01 level of significance. Thus the null hypothesis is rejected and it is concluded that there is significant difference between Government and Private Secondary school teachers of Dibrugarh district as far as their job satisfaction is concerned.

O. Comparison of Job Satisfaction Of The Non-Provincialised and Private Secondary School Teachers of Dibrugarh District:

Hypothesis: “There is no significant difference between Non-provincialised and Private Secondary school teachers of Dibrugarh district as far as their job satisfaction is concerned.”

Table 15: Comparison of Job Satisfaction Between Non-Provincialised and Private Secondary School Teachers of Dibrugarh District

Category	N	Mean	SD	CR	df	Inference
Non Prov.	85	234.24	19.77	4.90	181	Significant at 0.01 level
Private	98	218.23	24.39			

Table 15 shows that the C.R. value is 4.90 which is more than table value (2.58 at 0.01 level) at 0.01 level. Thus the null hypothesis is rejected and it is concluded that there is significant difference between Non-Provincialised and Private Secondary school teachers of Dibrugarh district as far as their job satisfaction is concerned.

P. Comparison of Job Satisfaction of the Regular and Contractual Secondary School Teachers of Dibrugarh District:

Hypothesis: “There is no significant difference between Regular and Contractual teachers of Dibrugarh district as far as their job satisfaction level are concerned.”

Table 16: Comparison of Job Satisfaction Between Regular and Contractual Secondary School Teachers of Dibrugarh District

Category	N	Mean	SD	CR	df	Inference
Regular	182	236.03	22.67	5.41	279	Significant at 0.01 level
Contractual	99	220.49	23.16			

Table 16 shows that the C.R. value is 5.41 which is more than table value (2.58 at 0.01 level) at 0.01 level of significance. Thus the null hypothesis is rejected and it is concluded that there is significant difference between Regular and Contractual Secondary school teachers of Dibrugarh district as far as their job satisfaction is concerned.

Q. Relationship Between Happiness and Job Satisfaction of the Secondary School Teachers Of Dibrugarh District:

To test the relationship between happiness and job satisfaction of the Secondary school teachers of Dibrugarh district following null hypothesis was tested.

Hypothesis: “There is no correlation between level of happiness and job satisfaction of the Secondary school teachers of Dibrugarh district.”

Table 17: Relationship Between Happiness and Job Satisfaction of the Secondary School Teachers of Dibrugarh District

Variable	N	Df	Coefficient of Correlation	Inference
Happiness	282	280	.58	Significant at 0.01 level
Job satisfaction				

Table 17 shows that computed value of product-moment coefficient of correlation (r) between happiness and job satisfaction of the Secondary school teachers of Dibrugarh district is .58 which greater than table value (.148 at 0.01 level) at 0.01 level of significance. Thus the null hypothesis is rejected and concluded that there is a positive correlation between happiness and job satisfaction of the Secondary school teachers of Dibrugarh district.

IX. RESULTS

- There is significant difference in happiness between Rural and Urban Secondary school teachers of Dibrugarh district.
- There is no significant difference between Female and Male Secondary school teachers of Dibrugarh district as far as their happiness are concerned.
- There is significant difference among the Government; Non-Provincialised and

Private Secondary school teachers of Dibrugarh district as far as their happiness are concerned.

- There is significant difference between Government and Non-Provincialised Secondary school teachers of Dibrugarh district as far as their happiness are concerned.
- There is significant difference between Government and Private Secondary school teachers of Dibrugarh district as far as their happiness are concerned.
- There is significant difference between Non-Provincialised and Private Secondary school teachers of Dibrugarh district as far as their happiness is concerned.
- There is significant difference between Regular and Contractual Secondary school teachers of Dibrugarh district as far as their happiness are concerned.

- There is no significant difference in job satisfaction between Rural and Urban Secondary school teachers of Dibrugarh district.
- There is significant difference between Female and Male Secondary school teachers of Dibrugarh district as far as their job satisfaction are concerned.
- There is significant difference among the Government; Non-Provincialised and Private Secondary school teachers of Dibrugarh district as far as their job satisfaction are concerned
- There is no significant difference between Government and Non-Provincialised Secondary school teachers of Dibrugarh district as far as their job satisfaction are concerned.
- There is significant difference between Government and Private Secondary school teachers of Dibrugarh district as far as their job satisfaction are concerned.
- There is significant difference between Non-Provincialised and Private Secondary school teachers of Dibrugarh district as far as their job satisfaction is concerned.
- There is significant difference between Regular and Contractual Secondary school teachers of Dibrugarh district as far as their job satisfaction are concerned.
- There is a positive correlation between happiness and job satisfaction of the Secondary school teachers of Dibrugarh district.

X. DISCUSSION

The present study showed significant difference between Rural and Urban, Government and Non-Provincialised, Government and Private, Non-Provincialised and Private and Regular and Contractual Secondary school teachers of Dibrugarh district as far as their level of happiness is concerned. Significant difference was also found among the Government; Non-Provincialised and Private Secondary school teachers of Dibrugarh district. Whereas no significant difference was found between Female and Male Secondary school teachers of Dibrugarh district as far as their happiness is concerned. Significant difference was found between Female and Male Secondary school teacher of Dibrugarh district as far as their job satisfaction is concerned. Kulsum (1985), Gupta, Pasrija and Bansal (2012) also found that female teachers as compared to male had higher level of job satisfaction. Whereas Kaur and Sidana (2011) found that level of job satisfaction of male teachers was greater than their female counterparts. Sridevi (2011) indicated that there is no significant difference in job satisfaction among the

teachers with respect to their gender. No significant difference was found between Rural and Urban Secondary school teachers of Dibrugarh district. Contrarily Gupta, Pasrija and Bansal (2012) reported that teachers belonging to rural areas had better job satisfaction than their counterparts. Significant difference was found among the Government; Non-Provincialised and Private Secondary school teachers of Dibrugarh district. The study also showed significant difference between Government and Private, Non-Provincialised and Private, Regular and Contractual Secondary school teachers of Dibrugarh district as far as their job satisfaction are concerned. Kulsum(1985) also found that permanent teachers as compared to temporary teachers had higher level of job satisfaction. It was evident from the study that there is a positive correlation between happiness and job satisfaction of the Secondary school teachers of Dibrugarh district. Job satisfaction is also related with some positive variables of an institution. Efficient performance at a job (Lavingia, 1974), job motivation (Das, 1988), Economic and political values (Agarwal, 1991), job involvement (Ramakrishnaiah, 1980), mental health (Ray, 1992), commitment (Fresko, Kfir and Nasser, 1997), promotion and recognition (Gupta and Jain, 2003), organizational commitment (Rauter, 2004; Jamal, Hasan and Raheem, 2007; Khan and Kord, 2009; Nagar, 2012), professional interest (Saha, 2013) are positively correlated with the degree of satisfaction in the job.

XI. CONCLUSION

The study showed that territory of the schools, type of management of the schools, and nature of appointment of the teachers has significant role on the level of happiness of the Secondary school teachers. However gender did not play any significant role in the level of happiness of the Secondary school teachers. Whereas gender, type of management of the schools, and nature of appointment of the teachers has significant role on the level of job satisfaction of the Secondary school teachers. The study further showed that happiness is closely associated with job satisfaction. A happy teacher possesses high job satisfaction and a teacher having high job satisfaction is happier. Thus, it can be inferred that by ensuring good management, regularization of posts happiness and job satisfaction of the teachers can be increased. As high level of happiness and job satisfaction are significantly related with many positive variables of an organization therefore organizational management can surely think to increase the level of happiness among the employees.

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