

A STUDY OF HAPPINESS AND SELF-ESTEEM AMONG SENIOR COLLEGE TEACHERS

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ABSTRACT

Self-esteem has a crucial role to play in position as to determine a personality leading to the development of an individual's overall level of happiness and about how they feel regarding themselves. It is considered as a major component to a person's mental health and stability. The main objective of this study is to explore how self-esteem affects the level of happiness among senior college teachers. A total number samples is 200 senior college teachers were selected from various colleges from the Nandurbar district, affiliated by KBCNMU. Rosenberg's Self-esteem Scale (RSES, 1965) perhaps the most widely used instrument for the assessment of trait self-esteem, defined as relatively stable feelings of overall self-worth were used to assess the levels of self-esteem among adolescents. Oxford Happiness Questionnaire (OHQ), a widely used scale for assessment of personal happiness was used to assess the levels of happiness. 't' test and Pearson Correlation test was incorporated to reach the final findings. Female senior colleges teacher is happier than male senior college teachers. Female senior colleges teacher is more self-esteem than male senior college teachers. The study has found a significant correlation between self-esteem and happiness. The correlation emphasizes how improving self-esteem could improve the happiness level among male and female senior colleges teachers.

Keywords: Happiness, Self-esteem, Senior College Teachers.

INTRODUCTION:

You might have found from activity that many people want a happy and satisfying life. They want a life majorly dominated by the experience of positive emotions. Such a life Seligman calls as 'Pleasant life', which is characterized by deriving pleasures in life (signifies fulfilling various needs of the individual). However, one can also go beyond this and achieve a more stable happiness when one focuses on realizing one's strengths and potentials, e.g., pursuing music, or excelling in a sport, engaging in one's interest in gardening or swimming etc. This gives you a 'Good life' where you make use of your strengths and skills to feel capable and confident. This makes you feel good and happy about you.

Finally, when you go beyond this and use your unique strengths to contribute to others, devote yourself for a greater cause, it provides you a 'Meaningful life'. Here you look beyond the pleasures and the feel-good factor about yourself, and look for a larger meaning and purpose in life. Thus, Martin Seligman has talked about three types of life to indicate the various dimensions of happiness.

Hedonic and Eudaimonic Perspective The pleasant life of Seligman refers to the hedonic aspect of happiness. In this sense, happiness is described as satisfaction of needs, fulfilment of which provides pleasure to the individual. Hedonic happiness focuses on personal happiness involving pleasure, joy and satisfaction, for instance, you enjoyed a good meal at the restaurant, you had fun with your friends in the party, or you felt so satisfied with your life basking in the sun in the sea beach. This is the common sense of happiness where the good life involves enjoyment and satisfaction. In the scientific research

Self-esteem is a universally used notion both in language and in psychology. Self Esteem refers to an individual's sense of his or her value or worth, or the extent to which a person value, approves of, appreciates, prizes, or likes him or herself.

Self-esteem can also be defined as one's subjective evaluation of his or her own value, a measure of how confident a person is of what they can achieve with their own capabilities

The most comprehensive and often used cited definition of self-esteem within psychology is Rosenberg's (1965), who explains it as favourable or unfavourable and Marwell attempts to organize definitions of self-esteem based on two psychological processes: evaluation (which emphasizes the role of cognition) and affect (which prioritizes the role of feelings) as they pertain to self-esteem attitude towards the self. Self-esteem, as seen, is a positive or negative attitude toward a particular object, namely, the self. High self-esteem, as reflected in us, scale items, expresses the feeling that one is "good. enough." The individual simply feels that he is a person of worth; he respects himself for what he is, but he does not stand in awe of himself nor does he expect others to stand in awe of him.

REVIEW OF LITERATURE:

Bray, B.M (2001) Carried a study on the influence of academic achievements on a college student's self-esteem, his study concluded that self –esteem and academic achievements are correlated Rosenberg.et.al (1995) examined two types of self-esteem first was global self-esteem (overall psychological well-being) and the second was specific self-esteem (relevant to behaviour). Data from Youth in Transition Study J. C. Bachman, (1970, 1975). Behavioural outcomes; global self-esteem was found strongly related to psychological well-being; specific (academic) self-esteem was considered a predictor of school performance. schools. roles in determining life satisfaction and work satisfaction among university teachers.

Lyubomirsky, Chris Tkach, and M. Robin Dimatteo (2004). According to the study, happy individuals with low self-esteem experienced more positive than negative moods, felt relatively satisfied with their lives, tended to be extroverted and satisfied with their leisure time, felt they had a purpose in life, and experienced good health. According to Dr Lyubomirsky "It may be that the key to these individuals despite their extroverted nature, they are simply more social and outgoing, which bolster their happiness, but not their self-esteem. Despite past research that shows high correlations between happiness and self-esteem, this study gives further weight that happiness is not a trait that can completely define

a person's self-worth and that the two traits of happiness and self-esteem can exist independently.

Mohammad Aryana (2010) in his research concluded that a significant positive relationship existed between self-Esteem of students and their academic performance. similar findings were indicated by. Rubie et al., (2004) that high self- esteem is crucial to academic achievement, social and personal development.

Paula Benevene, et al (2018) study on self-esteem and happiness as predictors of school teachers' health posited that: The mediating role of job satisfaction showed consistent positive relationships between teachers' happiness and self-esteem. Results show that job satisfaction fully mediates between their self-esteem and health.

Chin-choo, et al (2021) The Association between Self-esteem and Happiness among Adolescents in Malaysia: The Mediating role of motivation, a study aimed to examine the association between self-esteem and happiness and explore the mediating role of motivation among adolescents in Malaysia. Both self-esteem and motivation were found positively correlated to happiness; the individuals with higher self-esteem have higher motivation, resulting in greater happiness. Since the direct association between self-esteem and happiness remained significant, a partial mediation of motivation between self-esteem and happiness is indicated. The results showed that perceived self-esteem plays a role in predicting happiness and the presence of motivation enhances happiness, providing an insight as to how to nurture happier adolescents for parents and educators.

METHODOLOGY

Variables:

Independent variables

Gender- 1) Male Senior College Teachers 2) Female Senior College Teachers

Dependent variables

1) Happiness 2) Self-Esteem among

Objective:

1. To find out the difference in Happiness among senior College teachers.
2. To find out the difference in Self- Esteem among Senior College teachers.
3. To find out the correlation between Happiness and Self- Esteem among senior College teachers.

Hypotheses:

1. There is no significant difference in Happiness between male and female senior college teachers.
2. There is no significant difference in Self- Esteem male and female senior college teachers
3. There is no significant relationship in Happiness and Self- Esteem between male and female senior college teachers.

Sample:

The sample of the present study consisted of 200 senior college teachers (Males-100, Females-100). They belong to the age range of 35 to 55 years and belonged from various

college from the Nandurbar district affiliated by KBNMU. The sample selected by using the random sampling method.

Tools for the study:

1) Rosenberg Self-esteem Scale (RSES) by Morris Rosenberg (1965)

The 10 item RSE scale is to measure self-esteem. As the RSE is a Guttman scale, scoring can be a little complicated. Scoring involves a method of combined ratings. Low self-esteem responses are “disagree” or “strongly disagree” on items 1, 3, 4, 7, 10, and “strongly agree” or “agree” on items 2, 5, 6, 8, 9. Two or three out of three correct responses to items 3, 7, and 9 are scored as one item. One or two out of two correct responses for items 4 and 5 are considered as a single item; items 1, 8, and 10 are scored as individual items; and combined correct responses (one or two out of two) to items 2 and 6 are considered to be a single item. coefficient of reproducibility of .92, indicating excellent internal consistency. Test-retest reliability over a period of 2 weeks reveals correlations of .85 and .88, indicating excellent stability.

2) Oxford Happiness Questionnaire (OHQ)

The Oxford Happiness Questionnaire was developed by psychologists Michael Argyle and Peter Hills to measure the happiness. This inventory is based on six-point scale and there will contain 29 items. This happiness questionnaire consists of 29 statements. The items are a combination of positively and negatively phrased statements and pertain to different areas of well-being. The lowest happiness score is 1 and the happiest score is 6.

RESULT & DISCUSSION:

Table no.01 shown the mean, SD and t value of happiness

Happiness	N	M	SD	t
Male	100	13.36	4.76	3.36
Female	100	19.33	4.22	

The table no.01 shown that the mean value of male college teachers is 13.36, female college teachers is 19.33, the SD value of male college teacher is 4.76 and female college teacher is 4.22 and the t value is 3.56 the all-value show that there is significant difference between male college teachers and female college teachers among happiness. Female senior colleges teacher is happier than male senior college teachers. The null hypotheses are rejected at 0.01 level of significance.

Table no.02 shown the mean, SD and t value of self -esteem

Self - Esteem	N	M	SD	t
Male	100	19.56	2.46	3.99
Female	100	24.90	3.38	

The table no.01 shown that the mean value of male college teachers is 19.46, female college teachers is 24.90, the SD value of male college teacher is 2.46 and female college teacher is 3.38 and the t value is 3.99 the all-value show that there is significant difference between

male college teachers and female college teachers among self-esteem. Female senior colleges teacher is more self-esteem than male senior college teachers. The null hypotheses are rejected at 0.01 level of significance.

Table 3: Correlation between variables.

Variables	N	M	SD	r
Self-esteem	100	22.10	12.41	.84
Happiness	100	12.37	.75	

Table 3 presents the correlation between Happiness and Self-esteem. The mean scores for Self-esteem and Happiness were found to be 22.10 and 12.37, respectively. Correlation coefficient r of 0.84 was obtained. This indicates a significant positive relationship between Happiness and Self-esteem.

CONCLUSION

Since the main purpose of this study was to find the difference and relationship between self-esteem and happiness among senior college teachers, how the levels of self-esteem can affect the levels different in happiness senior college teachers among. The findings of the study have concluded some points which are:

1. Female senior college's teacher is happier than male senior college teachers.
2. Female senior college's teacher is more self-esteem than male senior college teachers.
3. The study has found a significant correlation between self-esteem and happiness. The correlation emphasizes how improving self-esteem could improve the happiness level among male and female senior colleges teachers.

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