

**Comparative Study**

## **A Comparative Study on the Happiness Level Among Parents and Teachers**

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### **ABSTRACT**

Happiness is often used as a term of subjective well-being in psychology (Lyubomirsky et.al;2005a, Sagiv et al. 2004. Happiness is that someone likes to achieve something, it is a period the internal satisfaction This can differ from one person to another depending on their moods and contexts. It is characterized by the feeling of being joyful, increase in satisfaction level, and contentment of their achievements reflected in the forms of subjective well-being. Typically, happiness is considered as an emotional situation which is expressed by feelings of joy, satisfaction, contentment, and fulfilment. This study is conducted to find out the happiness level of parents and teachers. Happiness questionnaire by Oxford University was utilised. 40 participants are randomly selected out of which 20 are parents of regular children and disabled children respectively and 20 are teachers out of which 10 are regular teachers and 10 are regular teachers. The results revealed that there is no difference in the happiness level of parents and teachers. Hence it is concluded that happiness depends on individual, their attitudes and contexts.

**Keywords:** *Happiness, Parents, Teachers, Special Teachers, Children with Special Needs*

Happiness is often used as a term of subjective well-being in psychology (Lyubomirsky et.al; 2005a, Sagiv et al. 2004.) Happiness is that someone likes to achieve something, it is a period of the internal satisfaction. This can differ from one person to another depending on their moods and contexts. It is characterized by the feeling of being joyful, increase in satisfaction level, and contentment of their achievements reflected in the forms of subjective well-being. Typically, happiness is considered as an emotional situation which is expressed by feelings of joy, satisfaction, contentment, and fulfilment

Seligman 2012 has focused on the three dimensions of happiness is cultivated: the Pleasant Life, the Good Life, and the Meaningful Life, along with the five components of happiness i.e. Positive emotion, Engagement, Relationships, Meaning, Accomplishments (PERMA; Seligman, 2012), Krueger, J. I. (2012).

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People are very happy when they are in the state of Pleasure (doing things you enjoy), Engagement (feeling interested in activities and getting connected to others), and Meaning (feeling like what you do matters).

Happiness predicts positive emotions which increase satisfaction with life, build stronger coping skills which is to better health and longevity. Cartesan 2011, found that people who experienced more positive emotions than negative ones were more likely to have survived over a 13-year period.

Parents happiness is a measure of their children's happiness and related by the children's growth and development, achievements, success and appreciations. Parents do feel depressed and unhappy when their children's growth is delayed, their achievements are unreachable and successes becomes failures. Parents do try to find out means of making their children happy which in turn makes them feel happy. Parents only wish their children to be happy and healthy. Such a scenario is unpredictable when a child with disability become the family member and here the parents happiness is also dependent on the children's happiness.

Teachers are the second parents to the children at school and they too create environments to develop an emotional relationship between them and the children. Irrespective of whether the children are typical /regular children or children with special needs, the teachers focus, plan execute and intervene with the children so that they feel happy with the peers, the classroom environment and learn in a conducive environment. Teachers develop a strong bond with the children and affinity with them. Both parents and teachers tend to establish a balance of emotions with children as their happiness is correlated with the happiness of the children.

### **REVIEW OF LITERATURE**

Engberg et.al; (2022) studied 647 pairs of parents and children on the parental happiness in association with preschoolers healthy energy balance related behaviours EBRBs. Parental happiness scores did not associate with children's healthy EBRBs. However, parents with higher happiness scores were more likely to have a child with 2 or 3–4 healthy EBRBs than a child with 0–1 healthy EBRBs. Hence it is concluded that parental wellbeing should be considered when promoting children's healthy EBRBs.

Research study conducted on happiness level of teachers and analysing its relation with some variables by Mertoglu (2018) was studied on 448 teachers of Primary secondary and high school levels reveals that the happiness scores was found to be higher than average, but happiness scores did not differ significantly according to age, marital status, seniority and income levels. There was significant difference in the happiness scores of teachers who were willing to go to school than who were unwilling to go to school.

Badri et.al; (2018) analyzed the structural relationships between the important constructs of school, home and family, and the happiness of school children.

The results showed that there were significant differences existed with regard to student gender, grade level, school location, school type, and nationality.

The research study conducted by Findher and Ayelet (2016) on 191 mothers of children with disability using stress coping model to examine the impact of factors such as stress,

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attachment, social support revealed that attachment, stress and guilt were negatively associated with mother's happiness. The results focused that general stress and feelings of guilt act as mediators for negative association. Hence there is a dire need of promoting happiness by rendering social support to the parent mothers.

Glass, J. et al. (2016) a study on parenthood and happiness revealed that there is lower happiness level found among parents than non-parents in advanced industrialized societies. Conceptualizing parenting as a stressor buffered by institutional support, it is hypothesized that parental status differences in happiness are smaller in countries providing more resources and support to families. It is also found that more generous family policies, particularly paid time off and childcare subsidies, are associated with smaller disparities in happiness between parents and non-parents.

According to Burayohainand Hazarika (2015), in their research on happiness level of secondary school teachers in relation to the job satisfaction it was revealed that happiness is closely associated with job satisfaction. A total of 281 teachers from both Government and private schools and from urban and rural locations were included in the research sample. The study concluded that happy teachers possess job satisfaction and such teachers with high job satisfaction become more happier.

Aboulhosn, and Lo (2015) suggests that parents' happiness is defined by the quality of parent-child relationships, marital relationships and/or high socioeconomic status. The present study examined factors that contribute to the criteria and quality of happiness in parents who have children with special needs compared to parents who do not. Results indicated that there were no significant differences in the areas of socio-economic status, parent-child relationships, and marital relationships between the two groups of parents (parents of children with special needs vs. parents of children without special needs).

### *Hypotheses*

The Hypotheses for the present research by the investigators are given below,

1. The happiness level of parents of special children will be less than the parents of regular children
2. There shall be a raise in the happiness level of teachers of regular children in comparison to teachers of special children.
3. There shall be significant difference in the happiness of parents and teachers.

## **METHODOLOGY**

*The Methodology of the Research Paper is as follows*

### *Sample*

A total of 40 participants were randomly selected for this study, out of which  
10 participants were parents of special children  
10 participants were parents of regular children  
10 participants were special teachers  
10 participants were regular teachers

### *Tools*

Happiness questionnaire by Oxford University was utilized to measure the happiness level of the participants.

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### *Design*

GROUP	PARENTS	TEACHERS
SSSPECIAL CHILDREN	10	10
REGULAR CHILDREN	10	10

### *Procedure*

The participants for this study were chosen randomly from a special school (10 parents of special children and 10 special teachers) and from a regular private school, (10 parents of regular children and 10 regular teachers of the same school.)

The participants were randomly selected and were instructed to answer the questions, by ticking the right answer as appropriate to them, (1, 2, 3, 4, and 5) given in the Happiness Questionnaire.

## RESULTS AND DISCUSSION

The Scored data was analyzed, Statistical analysis was done to find out mean, standard deviation, and t value was computed to ascertain the null hypothesis. The statistical results are depicted in the following tables.

*Table 1. Mean / SD/ t value of parents of special children and regular children.*

Parents	N	Mean	SD	T value	Level ofSignificance
SPECIAL CHILDREN	10	4.18	0.5770	0.70	NS
REGULAR CHILDREN	10	4.71	0.3911		

The first hypothesis of the research study is that the happiness level of parents of special children will be less than the parents of regular children. The perusal of table #1 reveals the mean, standard deviation and in relation to these the t value was computed which is not significant at any level of significance. The present research accepts the null hypothesis as there is no significant difference found in the happiness level of either parents. This result clearly states that that happiness is the core component of any emotions. The parents of either group are happy with their children irrespective of having a special child in their family has not disrupted the happiness level of the parents. The parents feel blessed to render their devoted and dedicated services to both special children and regular children respectively in their livelihood, their live style and family. The children are also blessed to have such loving caring and concerning parents who feel happy because their children are happy.

*Table 2. Mean / SD/ t value of Special teachers and Regular teachers.*

Teachers	N	Mean	SD	T value	Level ofSignificance
SPECIAL TEACHERS	10	4.46	0.8185	0.76	NS
REGULAR TEACHERS	10	4.72	0.4582		

The second hypothesis of the research study is that, there shall be a raise in the happiness level of teachers of regular children in comparison to teachers of special children. The perusal of table #2 reveals the mean, standard deviation and in relation to these the t value

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was computed which is not significant at any level of significance. The present research accepts the null hypothesis as there is no significant difference found in the happiness level of special teachers and regular teachers. This result reveals that the teachers, be it special teachers or regular teachers have a strong and loving relationship and bond established with the children. The special teachers do have an insight of empathetic understanding of special children and also have a soft corner for them and hence are very alert, considerate and apt about the needs and demands of special children. They find happiness when they are with special children and express their happiness in many ways which is reciprocated by the special children. On the other hand, the regular teachers are also very loving and affectionate with the regular children. They enjoy the company of regular children in all aspects such as, watching movies with them, chatting with them on various topics, having fun, excitement frolic to the fullest extent and also making the regular children realize their roles and responsibilities. In this way they find happiness in being with the regular children.

*Table 3: Mean / SD / t value of Parents and Teachers*

Group	N	Mean	SD	T value	Level of Significance
PARENTS	10	4.45	0.573	0.70	NS
TEACHERS	10	4.59	0.674		

The third hypothesis of the research study is that, there shall be significant difference in the happiness of parents and teachers. The perusal of table #3 reveals the mean, standard deviation and in relation to these the t value was computed which is not significant at any level of significance. The present research accepts the null hypothesis as there is no significant difference found in the happiness level of parents and teachers. This result reveals that for both parents and teachers, happiness level does not correspond to the nature of the children, whether they are atypical or special children. Happiness is a matter of being happy with the children, their company, socializing with them, engrossed with their activities and total satisfaction and feeling elated with their presence. Such kind of a result has its own merits because these teachers are also parents of their children and they interchange the ideas of making children happy with their small doings, or big successes. Parents and teachers of special children also feel happy as they have the opportunities to create environments of happiness with parents and teachers and is reciprocated by the children in their own distinct manners. Happiness is widely spread and becomes contagious when taken in a positive note and expressed voluntarily too. Both parents and teachers find ways and situations to depict happiness in a cumbersome and blithesome manner. Hence such a result conveys that happiness is cultivated, expressed and reciprocated in the right attitude to make the surroundings appealing, entertaining and learning too.

### CONCLUSION

The present comparative study on the happiness level among parents and teachers where 40 participants are randomly selected. The comparison is between the parents of special children and regular children and among special teachers and regular teachers. The results found indicated that there are no specific and significant differences found among parents and teachers and also among parents of special children and regular children, and special teachers and regular teachers. Both parents and teachers find ways and situations to depict happiness in a cumbersome and blithesome manner. Hence such a result conveys that happiness is cultivated, expressed and reciprocated in the right attitude to make the surroundings appealing, entertaining and learning too.

### **Limitations**

The sample size to be increased.

### **Recommendations**

More in-depth study on the Happiness level on fathers, mothers, siblings, Male teachers, and Female teachers to be conducted in future.

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### ***Conflict of Interest***

The author(s) declared no conflict of interest.

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