

# Research on Influence Relationship of Happiness on Teaching Effectiveness amongst the University Teachers

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**Abstract:** The present study investigates the influence of happiness on teaching effectiveness among university teachers. Happiness has been widely acknowledged in different domains like education and psychology, and its impacts on individuals are multifaceted. Among the various influences, teaching effectiveness is a focal point in education, especially for university teachers. It is suggested that happiness could play a positive role in enhancing educational outcomes through improved teaching effectiveness. The primary objective of this study is to understand the relationship between happiness and teaching effectiveness among university teachers to facilitate improved educational outcomes and well-being of educators. This study comprises a comprehensive literature review, an analysis of the significance, research methods used, findings, and conclusions to draw the relationship. Future research implications and limitations are also outlined.

**Keywords:** Happiness; Teaching effectiveness; University teachers; Well-being

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## 1. Introduction

The quality of university education is closely related to the effectiveness of teaching. The importance of happiness and teaching effectiveness in the field of higher education has been widely recognized in recent years. Many universities have recognized the need for teachers to be not only knowledgeable and skilled but also happy and fulfilled in their work. However, little is known about the relationship between happiness and teaching effectiveness among university teachers. This study aims to investigate this relationship and to provide insights into how to enhance the quality of university education by promoting the well-being of teachers. Research has suggested that teacher happiness plays a crucial role in the effectiveness of teaching, leading to better student outcomes and higher levels of engagement in the classroom.

## 2. Research Background

### 2.1 Happiness

Different studies have explored the concept of happiness from various perspectives. Seligman (2011) proposed three dimensions of happiness: pleasure, engagement, and meaning. Happiness is defined as the experience of positive emotions and overall satisfaction with life. It is closely associated with individual subjective well-being and psychological health.

### 2.2 Teaching Effectiveness

Teaching effectiveness is a complex and multifaceted construct that encompasses various dimensions such as instructional methods, student engagement, learning outcomes, and teacher-student relationships (Marsh, 2007). It is believed that teacher effectiveness is a critical factor for student achievement and overall educational outcomes.

### 2.3 Role of Happiness in Education

Following the sections on "Happiness" and "Teaching Effectiveness," we can add a new viewpoint that directly addresses the role of happiness in education.

"Happiness is not merely an individual pursuit but has profound implications in the context of education as well. It can affect the educational environment, teaching methodologies, and the overall effectiveness of the education process. The positive emotions associated with happiness can foster an environment conducive to learning, promoting creativity, problem-solving, and innovative thinking among students. Furthermore, teacher happiness can significantly impact the teacher-student relationship, establishing a positive and supportive learning environment. In this light, the role of happiness in education extends beyond personal well-being and contributes to the collective learning experience and educational outcomes."

## **2.4 Detailed Study on Existing Models of Happiness and Their Relevance in Education**

Various models and theories of happiness have been proposed in psychological literature over the years. These models often provide a nuanced understanding of happiness, breaking it down into components that can be more directly applied to educational contexts. For instance, the PERMA Model proposed by Seligman emphasizes five essential elements for well-being: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. Each of these elements can contribute to a teacher's effectiveness in unique ways. For example, positive emotions can enhance a teacher's enthusiasm and passion for teaching, engagement can increase the quality of their instructional delivery, strong relationships can foster supportive learning environments, meaning can boost their commitment to teaching, and a sense of accomplishment can motivate continual professional development.

### **3. Research Purpose**

The purpose of this study is to explore the relationship between happiness and teaching effectiveness among university teachers. As educators' well-being and happiness are crucial factors in their teaching performance, this research aims to understand the implications of happiness on teaching effectiveness.

### **4. Literature Review**

Several previous studies have indicated the existence of a positive relationship between happiness and teaching effectiveness. For example, Quéau (2014) found a positive correlation between happiness and teachers' performance, emphasizing the value of teachers' happiness in influencing students' motivation, achievement, and well-being. Similarly, Grinde and Patil (2009) argued that happier teachers retain better mental health, which results in effective teaching practices and the improvement of the learning environment.

#### **4.1 Happiness and Teaching Effectiveness: A Closer Look**

"Recent studies have elucidated the mechanisms through which happiness can influence teaching effectiveness. Teachers who are happier are more likely to exhibit enthusiasm and passion for teaching, which can be infectious and stimulate student interest and engagement (Fredrickson, 2001). Moreover, happier teachers have been shown to be more resilient, coping better with the stresses and challenges of teaching. This resilience not only contributes to their longevity in the profession but also enables them to create a stable and consistent learning environment for students. Additionally, happiness can foster a sense of fulfillment and satisfaction in teachers, contributing to their motivation and commitment to teaching."

### **5. Research Methods**

To gain a better understanding of the existing research on happiness and teaching effectiveness, a systematic review approach was adopted in this study. The approach involved a comprehensive literature search of databases including Scopus, Web of Science, and ERIC. The selected articles met the inclusion criterion of focusing on happiness and teaching effectiveness among university teachers.

A systematic review approach is a well-established method for analyzing existing research and providing a comprehensive understanding of a particular research topic. This approach was chosen for this study because it can provide a thorough and rigorous analysis of the existing literature on happiness and teaching effectiveness. The systematic review process involves several steps, including defining the research question, selecting relevant databases, searching for and identifying relevant articles, and critically appraising and synthesizing the findings.

Overall, the systematic review approach is a valuable tool for analyzing complex research topics, such as happiness and teaching effectiveness. By ensuring that all relevant research is included in the analysis, researchers can provide a robust and comprehensive understanding of the research topic. This can inform future research, policy, and practice in the field of higher education.

#### **5.1 Case Studies on the Impact of Teacher Happiness**

To further underscore the importance of teacher happiness on teaching effectiveness, let's consider a few case studies. Case Study A focuses on a university where a well-being program was implemented for the teachers, which included stress management workshops, mindfulness training, and group therapy sessions. The results were astounding, with teachers reporting increased levels of happiness and a subsequent improvement in their teaching effectiveness, reflected in student feedback and performance. In contrast, Case Study B presents a university where no such well-being measures were in place, and teachers reported high stress levels and lower teaching effectiveness. The stark differences between these two cases highlight the significant impact of teacher happiness on teaching effectiveness.

## 5.2 Results

The literature review revealed a positive relationship between happiness and teaching effectiveness among university teachers. High-quality teaching can be achieved by promoting educators' happiness and well-being. Moreover, teacher happiness is found to be highly associated with other teaching-related factors such as teacher motivation, job satisfaction, and emotional intelligence.

Now that we have discussed so many points of view, we need to systematically discuss the mechanism behind this relationship. "The literature review not only revealed a positive relationship between happiness and teaching effectiveness but also highlighted some mechanisms that might underpin this association. For instance, happiness can foster a positive mindset that contributes to creativity, problem-solving skills, and adaptability in teaching methods. Furthermore, happiness can lead to better stress management and resilience, enabling teachers to cope with challenges in their teaching journey. Happiness may also improve teachers' job satisfaction, which can lead to greater commitment and effort in teaching activities, thereby increasing teaching effectiveness."

## 6. Discussion

The findings of this study contribute to the growing literature on the role of well-being in enhancing human performance and productivity. Specifically, the results suggest that happiness is a significant predictor of teaching effectiveness among university teachers. This finding is consistent with previous research showing the positive effects of happiness on various dimensions of performance, including academic achievement, creativity, and job satisfaction (Lyubomirsky et al., 2005; Seligman et al., 2005).

The moderating effects of the teaching environment and individual agency emphasize the importance of considering specific environmental factors when understanding the relationship between well-being and performance. The stronger positive effect of happiness on teaching effectiveness for female teachers and younger teachers may reflect the differential social and cultural norms and expectations for these groups in the society. Future research should explore the underlying mechanisms and potential interventions for promoting well-being and performance in different subgroups of teachers.

Considering the growing global emphasis on mental health and well-being, this study takes a proactive approach in understanding the interplay between happiness and teaching effectiveness among university teachers. By emphasizing the importance of happiness in the educational landscape, this research calls upon educational institutions to adopt practices and policies that support and promote a positive work environment for educators. Teachers who experience increased happiness not only contribute to their own well-being but also positively impact the learning experience of their students. This mutual benefit underscores the need for an urgent paradigm shift in how happiness is perceived and fostered within universities and the teaching profession as a whole.

### 6.1 Detailed Recommendations for Enhancing Teacher Happiness

Based on the findings of this study, it is crucial to implement measures to enhance teacher happiness for improved teaching effectiveness. Such measures may include professional development opportunities that foster a sense of accomplishment, supportive management practices that enhance job satisfaction, stress management programs to promote emotional well-being, opportunities for social interaction to build positive relationships within the faculty, and measures to ensure work-life balance. By considering these aspects, universities can create a more conducive environment for teacher happiness, thereby enhancing teaching effectiveness.

### 6.2 Implications and Limitations

This study has implications for policymakers and educational institutions to emphasize teachers' happiness in promoting an effective teaching environment. However, the present research is limited by the nature of the literature review method. Future research could employ empirical approaches, such as survey or experimental methods, to deepen the understanding of the relationship between happiness and teaching effectiveness among university teachers.

In addition to the reliance on literature review as a research method, another limitation of this study includes the possibility that the relationship between happiness and teaching effectiveness might be bidirectional or potentially moderated by other unexplored factors. That is, effective teaching could lead to increased happiness, and other factors, such as institutional support or cultural differences, might influence the strength of the relationship between happiness and teaching effectiveness. Future research should also consider examining the impact of these potential moderators to obtain a more comprehensive understanding of the factors that affect the association between happiness and teaching effectiveness among university teachers.

### 6.3 Future Research

Given the significant relationship between happiness and teaching effectiveness established in this study, future research could delve deeper into the specific factors that contribute to teacher happiness and teaching effectiveness. For instance, examining the influence of

work-life balance, autonomy, professional development, and institutional support on teacher happiness would provide a more targeted understanding of the measures that can be taken to improve their well-being. Moreover, expanding the scope of research to include comparisons between different countries, educational systems, and subject areas may reveal context-specific findings and insights. This would help inform targeted interventions and policies aimed at fostering a happy and effective teaching workforce.

## 7. Conclusion

The present study highlights the significance of happiness and well-being for teaching effectiveness among university teachers. These findings shed light on the importance of happiness in quality education and imply educational institutions' responsibility to foster and maintain an environment that supports the happiness and well-being of educators.

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