

Research Article

Research and Analysis on the Teachers' Happiness

HU Zhongying

Wenzhou City University, Wenzhou, China

Abstract: In this study, we analyses and comments on happiness and the development of teachers' happiness and thus defines the concept of teacher's sense of happiness, which is the necessary premise to research on teachers' happiness based on western philosophy, psychology, pedagogy perspective. The ultimate goal of the construction of teachers is the realization of teachers' sense of happiness, which is the inevitable requirement to realize the true meaning of education.

Keywords: Happiness, sense of happiness, Teachers' well-being

INTRODUCTION

In recent years, national attention and investment to teacher education is unprecedentedly great, but the degree of people's satisfaction to the teachers does not increase. A very important reason is to enhance teachers' well-being is not enough. The teacher is happy or not? Only a happy teacher can teach happy students." National medium and long-term educational reform and development plan" (2010-2020) pointed out that it is important to strengthen the construction of teachers' team. The ultimate goal is to realize teachers' sense of happiness and the happiness of teachers is a necessary requirement to achieve the essence of education, so the research on teachers' sense of happiness will exert a far-reaching influence on education. Thus, it is necessary to go through the research results of teachers' sense of happiness from the perspective of philosophy, psychology and education digestion the research and define its concept, teachers' well-being, for the purpose of research on Teachers' well-being.

Happiness is the eternal pursuit of mankind, which is the eternal topic of human history so far. The view of happiness in Western Philosophy forms the history background and thought foundation of teachers' well-being. In the history of Chinese thought, the three most important life philosophies are Confucianism (Zheng and Fan, 2001; Shi, 2011; Liping and Lingling, 2011), Taoism, Buddhism. This study sums up the three kinds of view of happiness in life philosophies to view in happiness' influence on teachers. And the representatives and the core point of view are shown in Table 1.

LITERATURE REVIEW

In the history of western philosophy, rationalism, rationalism and Christian theology is the three main

trends of western life philosophy, which has a certain influence on Teachers' view of happiness (Barbara, 2003; Yusof *et al.*, 2012).

Happiness view in Rationalism is about the definition of happiness from the sensory experience and emotional happiness can be roughly divided into two kinds: emotional happiness and rational happiness, whose representative figures and the core view are in Table 2.

Rationalism happiness view emphasizes people's spiritual happiness and rational ability, that human happiness can be realized only under the guidance of the rationality. The representative figures and core view are in Table 3.

The Christian theological concept of happiness has the supreme status in western social life. Christianity is proposed to achieve happiness in the afterlife, god. The representative figures and core view are in Table 4.

Public opinions are divergent on the concept of happiness from the sages of the philosophy. Many points of view are put forward on the understanding of happiness, including the Confucianism, Taoism and Buddhism, or the western rationalism, rationalism and Christian theological understanding of happiness. Many valuable ideas have been put forward, such as Confucius' middle course, Laozi's inaction theory, happy and harmonious theory from Platon and Aristotle, rational egoism of Aierweixiu, Kant's happiness relativity etc.. Some philosophers of later generations have various definitions of happiness, who cannot express explicitly standard answers to "what is happiness" and everyone explains the theory of happiness based on their own views and personal understanding of it. But the question itself has the very high value, so we need to have further study.

It is about the realization of happiness. Happiness is the needs and the pursuit of all people. The Confucian view of happiness is actually equivalent to

Table 1: The representative personage and the core viewpoint of Chinese three schools of philosophy: Confucianism, Taoism, Buddhism

Philosophical school	Representative figures	Core viewpoint
The confucian view of happiness	Confucius	"Benevolence" is put forward as the core in life philosophy, as the highest standards of life and happiness." there are many records in "The Analects of Confucius" "Confucius says: learning and reviewing at times."Is it not delightful to have friends coming from distant quarters?"“But you know you are not angry, not a gentleman ". "Pleasure" mentioned by Kong Yanzhi actually refers to a kind of Confucius’ feeling in their life ideal, and his evaluation of his most loved apprentice Yan Yuan. The master said, "with coarse rice to eat, with water to drink, and my bended arm for a pillow; - I have still joy in the midst of these things. Riches and honors acquired by unrighteousness, are to me as a floating cloud." XianZaiHui, a rice, a cup, in the streets, people unendurable, back to also look for release through the pain. Xian Zaihui., Later Confucian scholars summarized Confucius and Yanhui’s way of life and the realm of life as "Anpinledao".
	Mencius	Life is born with four kinds of good end "compassion, shame, humility, true or false", and these will become "benevolence, righteousness, propriety, wisdom". This theory points out the people's happiness is basis of congenital genetic, but learning and moral cultivation acquired. Mencius also proposed "there are three pleasures for gentlemen, first is with both parents and brothers; second is to loyal to everyone; third is to educate all the talents in the world". Mencius believed that education to students is a pleasant thing.
The taoist view of happiness	Taoist	Taoist advocates "no desire" and state of "ignorant and small territory and population", the happy life of "never in contact with the neighbors". Taoist told the people: "sin is greater than the desire, evil than discontent, more than to blame. Therefore, contentment, often enough". Happiness of life realm is to achieve and keep the weak, and the highest state is to achieve happiness in life.
The buddhist view of happiness	Shakya Mani	The life is without happiness, only with death and all kinds of pain, and the reason of human’s suffering is "love" and "crazy". Only with the elimination of lust and desire, the happiness that is "nirvana" can be achieved.

Table 2: Rationalism happiness representatives and core idea

Representative figures	Core idea
Arisbu	The earliest West preach happiness theory school, the happiness is attributed to pleasure, the pursuit of happiness is the greatest happiness.
Yibijilu Helvetius	The highest goal of life pursuit is happiness, "Happiness is our highest good.....Our ultimate goal is to be happy."
Holzer bach Feierbaha	The pursuit of happiness as human nature, that happiness is life goals and ideals all hope to achieve. He presented with secondary property is the promise of happiness view.
Bentham Mill	Happiness is a way of being, the purpose of life is to save yourself and make your life happy. He put forward "life itself is happiness" point of view in the sense of anthropology, put forward the "moral principle is happiness" and other views in ethics.
	Utilitarianism originator first proposed the "ethics" of greatest happiness of the greatest number of people. Thinks that happiness has the difference both in the quantity and quality, the difference between the high and low quality.

Table 3: The representative personage and the core viewpoint of rationalism happiness

Representative figures	Core views
Solon	Happiness is not equal to the wealth, wealth is the best guarantee beginning people’s research on happiness
Socrates	The famous proposition is put forward "virtue is knowledge". Emphasis: the nature of life is desire for happiness, its method is knowledge, moral good, and then to be a happy person. He was the first to make a thorough rational thinking philosopher of happiness.
Platon	If A person wants to obtain the true happiness, he must first overcome love and enjoying, and he must use wisdom and virtue in the pursuit of virtue and goodness.
Aristotle	"The virtue of people is functional quality that makes a person become outstanding and excellent".
Spinoza	Happiness belongs to the scope of rational; only with scientific and rational, people can have a real good, true happiness.
Kant	Put forward three famous hypotheses -- the immortality of the soul, the existence of God and the free will. From the positive side of this point, Kant assumed the afterlife and the other side of the world, which is actually his vision of the moral world, perfection.

Table 4: The representative personage and the core idea of Christian theology of the concept of happiness

Representative figures	Core ideas
Augustin	He expressed his view on happiness in the "Confessions". He believes that people should enjoy God, believe in God's happiness.
Thomas aquinas	Put forward the point of view of "paradise of happiness is the ultimate goal of life", he admitted the happiness of the world, but earthly happiness is not the ultimate goal of life, just a ladder to get to heaven of happiness and heaven, and happiness in heaven is the ultimate goal in life.

the moral life, the appreciation of natural life, which opened up a leading road dust to highest state of a happy life. Western philosophy regard happiness as a pursuit of innate and "Virtue", "rational", "speculation", "perfection" are very abstract vocabulary, which enables people to feel confused on how to pursue happiness, which also weakened people’s effort for this.

At the same time, they put forward many problems on the essence of happiness, happiness type, happiness producing conditions and the way to achieve happiness and so on. They hope involve the happiness view into everyday life, trying to construct an ideal state of life, but these explanations are grand and abstract, which can be summed up through a variety of life experience.

MATERIALS AND METHODS

Psychology began happiness researches in the nineteen fifties, revealing two different paradigms of study: the Subjective Well-Being (SWB) and Psychological Well-Being (PWB) in modern psychological researches.

Domestic researches on teachers' happiness in the view of psychology: Our happiness research can be traced back to the 80's of the last century and the early research is mainly concentrated on the elderly population and most of the researches are related to mental health of senile spirit, more research in this aspect, but researches on the adult population and other populations are rare. From 90s to this century, other people's happiness researches were gradually carried out, such as domestic researchers Xiao Yongchun, who thinks happiness is a positive from three aspects: satisfaction, happiness, value. When the person's needs are met, satisfaction, pleasure, joy and happiness of the degree of emotional experience will come and happiness comes from a positive and optimistic mood. And the sense of value is higher expression of happiness, which is based at the same time with the sense of satisfaction and happiness in personal development, increasing factors such as target value, growth and progress, so that the individual potential can be exerted. Xing Zhanjun defined happiness as "a positive psychological experience and the development situation of the common objective conditions owned by the people and the people's demand for value factors and produce their own individual existence and it is the organic unity of satisfaction, happiness and sense of value." which is based on the relevant research results at home and abroad.

The concern for teachers' happiness is in recent years. At present it is still in an initial stage of research on psychological well-being, which still stays in the description level, reflected in the teachers' happiness theory construction and evaluation tool construction.

Teachers' happiness in the view of foreign psychology: The modern sense of happiness research began in the nineteen sixties when Wanner Wilson wrote the first review "Related factors of happiness" in 1967, claimed "as a symbol. It can be said, on the subjective well-being of the understanding, the current domestic and foreign scholars views are consistent, that is: subjective well-being is the evaluation according to the overall evaluation of their own standards on the quality of life.

Subjective well-being has three characteristics (Diener, 1984):

- **Subjectivity:** It's evaluation mainly depends on internal standards from the actors instead of others or external standards

- **The relative stability:** Namely although affected by situational and emotional state in the assessment of subjective well-being, but the study confirmed that it is a relatively stable value
- **The entirety:** Subjective well-being is a comprehensive evaluation, including evaluation and cognitive judgment on affective responses. It is said that subjective well-being refers to the individual's overall quality of life evaluation and emotional experience according to the standard set by the individuals. It includes two components: cognition and emotion, which is an important comprehensive psychological index to measure of the quality of individuals' life. More attention is paid to life satisfaction and positive emotion.

Psychological well-being paid attention to the importance of personality traits on the experience of happiness. Happiness should be defined as "to realize their true potential". Ryff and Singer (1998) proposed multidimensional model of psychological well-being according to the theory of human development and confirmed that 6 different factors of psychological well-being through empirical research: self-acceptance, personal growth, life goals, positive relationship, environmental control and autonomy. He thinks that interpersonal relationship with harmonious and pursuit of life goals is the most important two factors to affect people's physical and mental health (Ryff and Singer, 1998). Joan *et al.* (2004) built a model of teachers' occupation of happiness based on the integration of Ryff model, proposing the five-dimensional model of an occupation's well-being, respectively the emotional dimension, social dimension and dimension of occupation, cognitive and psychological well-being dimensions (Joan *et al.*, 2004).

Keyes *et al.* (2002) further carries on the research analysis on the relationship of SWB and PWB, obtaining an ideal model (Fig. 1). They then consider two aspects of SWB and PWB not only have the very big difference, but also contain certain contact.

Reviews on teacher's sense of happiness in the view of psychology: Domestic researches emphasize theory construction and evaluation tools, while the foreign teachers' happiness research includes two problems: one is a theory developed from happiness Subjective Well-Being (SWB) approach; the other theory evolved Psychological Well-Being by (PWB) approach. The main field of psychology researches on Teachers' sense of happiness covers more empirical researches, mainly focused on the aspects of measurement in the teachers' sense of well-being and questionnaire is used to measure theory. Teachers' happiness research is a comprehensive research field, relating to philosophy, ethics, psychology, pedagogy, economics, life sciences, psychopathology and other disciplines. Assessment tools method using only the quantization is not conducive to deeply, truly understanding the

connotation of teacher's sense of happiness, so the the question how to achieve the unity of body and mind of well-being, how to deal with the problem of self? How to realize the integration of affection problem? Happiness, as an ultimate pursuit of human of psychological activities, will naturally have their own unique psychological cultural attributes. Therefore, from the perspective of psychological research, psychological and cultural attributes should be delved into the teacher's sense of happiness, to construct localized teachers' well-being.

RESULTS AND DISCUSSION

Teachers' well-being in the domestic education researches: The concern on happiness in Chinese education circle is in recent years. Through the literature search, academic monographs on the teachers' occupation happiness can be rarely found in the field of education. When "happiness" theme is input in the Chinese academic journals network query words system, we found that the teacher happiness related papers published from 1992 to 2012 and a total number of 929 articles, the journal papers published 911 papers, 18 published by graduates (Fig. 1 and 2).

From the above table it can be analyzed that researches on teachers' happiness can be divided into three stages: the incubation period, embryonic period, development period (Table 5).

Thus, it is in nearly the recent 5 years that the domestic educational circles take "happiness" as a special problem. We found that public opinions of definition for teachers' happiness are divergent. Professor Tan Chuanbao believes that, in the *On Teachers Happiness*, teachers' happiness is a state of survival education in teachers' free realization of occupation ideal in their education process, state of survival in the meaning of their own experience of teachers' sense of happiness. The teacher happiness is spiritual, relationship, infinity. Happiness ability and training teachers are actually the condition for realization of teachers' happiness. Professor Liu Cilin says in *The Happiness of Teachers* that the teacher occupation well-being refers to the teacher satisfied in the educational needs in the study, free to realize their occupation ideal "play their potential and lasting happiness with the increasing strength of the obtained experience". Chen Yanhua from the University of Jinan, in *On the Teachers' Happiness*, thinks that the happiness of teachers is the teachers in their own education, based on the correct understanding of happiness, through unremitting efforts, the freedom to achieve their occupation ideal, realize their harmonious development as a self, self satisfaction pleasant living conditions. Cao Junjun from the Hunan Normal University thinks, happiness is teachers' individual needs and social needs, which is the organic combination of the individual value and social value. Specifically, the teacher happiness has the following

research also has insurmountable limitations, including four aspects: the connotation of teachers' personal happiness is the need to meet and get and potential experience: Teachers' happiness is fit individual subjective efforts and objective opportunities and conditions of the teachers: happiness is the individual survival value judgment and workplace environment for sure the teacher education: happiness is having the power source nature spirit. The professor Yang Qiliang thinks that, the states of teacher occupation are divided into four levels: one is the education of teachers' role as social norms and requirements; two is to education as occupation responsibility activities; three is the education activity as for occupation conscience activities; the four is take education activities as happy experience. He thought that the highest level of teachers is to regard education as a happy experience. Xiao Jie of the East China Normal University thinks, teacher occupation well-being is constant happy experience for teachers produced in work to its own standards. At the same time, the study on the factors of teachers' happiness characteristics, influencing teachers' well-being was also studied, which presents thoughts for the realization ways of teachers' happiness.

Teachers' sense of happiness in the foreign education: Foreign books on the questions of teacher's happiness can be seen in many thinkers, Comenius said in the opening statement of the teaching theory: "the ultimate goal is to share with God's eternal happiness" 'and teachers are the leader of happiness, which requires that teachers themselves at least are happy, but can the teacher's work really bring him happiness? What is the real state of Teachers' happiness? "In fact, this problem is comparatively complex, because of fatigue, distress, anxiety, nervousness from the parents and teachers." Japanese famous educator Kamite Kuxiong said in teacher's book *Spirit and Style*: "they (the teachers) all depressed hard pressure in the depths of the soul and superficially as obedient as sheep." Overseas representatives of the current foreign Teacher's well-being: take care of their health and occupation development", Holmes mentioned in this book: Teachers' well-being, physical well-being, mental and emotional well-being intellectual well-being, mental well-being. A number of interesting researches on Foreign education in the teachers well-being are also carried out, whose research results show that significant differences exists in teachers happiness for different gender, different levels, different age, see Table 6 for specific information.

Review of teachers' sense of happiness in the field of education: Based on the above review on the researches of teachers' happiness, we found on the sense of vision in the education of teachers' happiness, comprehensive research methods are in the beginning to be multidisciplinary, comprehensive to quantitative research and qualitative research, concept and the

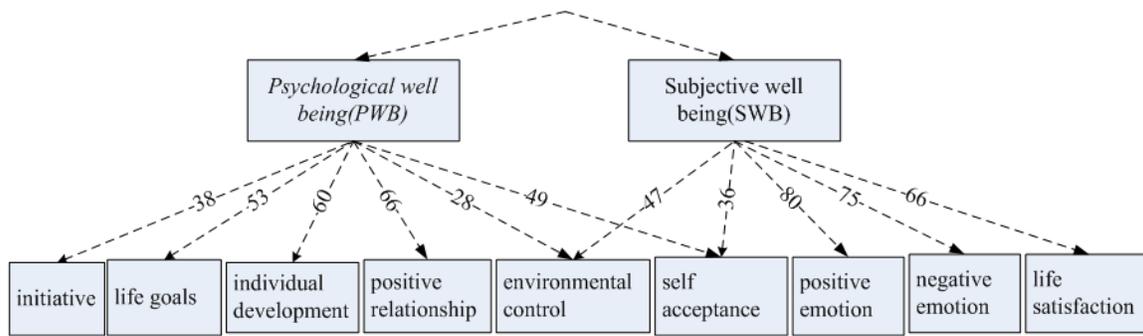


Fig. 1: Corey (2002) further carries on the research analysis on the relationship of SWB and PWB

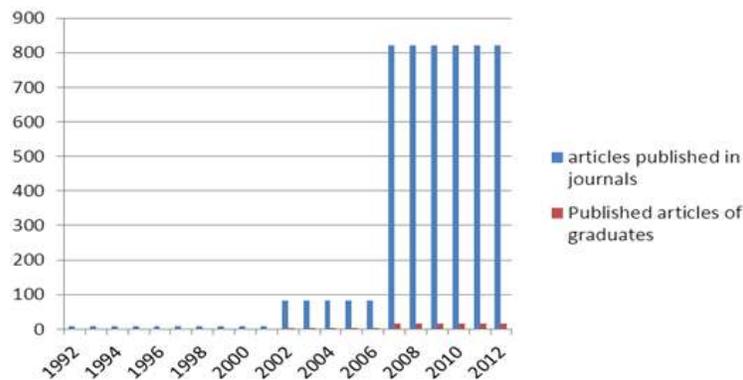


Fig. 2: The number of reference with the name of teachers' happiness

Table 5: Stage of development of the teachers' happiness research

Stage of development	Time	Articles published in journals	Published articles of graduates
Incubation period	1992-2001	8	0
Germination stage	2002-2006	83	1
Development period	2007-so far	820	17

Table 6: Study on the difference of well-being for different groups of teachers

Research personnel	Well-being for different groups of teachers
Kinnunen <i>et al.</i> (1994)	Teachers from vocational school have the lowest degree of happiness, while teachers of special course education in comprehensive high school have the highest happiness levels.
John <i>et al.</i> (2002)	Male teachers are happier than female teachers' psychological well-being, young teachers' psychological well-being less than elderly teachers.

Table 7: The concept of sense of happiness

Happiness	Sense of happiness
English word for Happiness is "happiness", derived from the adjective Happy, and another word is "Joy".	The psychological terminology is the word Well-Being, whose literal translation is "good", and refers to the health, happy state. Well-being refers to a state of survival, while Happy refers to a kind of mental state.
Explanation for "happiness" in CiHai is: people feel the condition of satisfied and experience in the struggle for the realization process of the target and the ideal.	In the new Oxford Dictionary of English, well-being (Well-being) refers to the "comfort, health and happy state".
Explanation of teachers' happiness in the Encyclopaedia: "happiness is people's attitude and evaluation towards life, a moral phenomenon closely connected with the ideal target people pursue."	Interpretation in the new English-Chinese dictionary is health, happiness, and welfare

influencing factors of the sense of happiness in the study of teachers on the theme of exploration, gradually from the theory of narrative grand to microscopic mechanism, which achieved some results. But there are still shortcomings: theoretical study lags behind,

inadequate research, whose reliability, validity is not high. Especially the teacher happiness research is often set in "happiness of human beings", a variety of research tools are actually conducted towards a survey of "happiness of human beings", rather than the

investigation of "the happiness of teachers", "happiness questionnaire" survey tool used for all groups of people, which obscures the particularity of happiness of teachers group and it is more difficult to explain the internal mechanism of Teacher Happiness generation and process of the formation of cultural background. This requires us to further study.

CONCLUSION

Happiness' definition depends on many factors. People have different opinions towards it. Scholars can express his happiness by becoming an author and migrant workers can also talk about their well-being at their leisure. If we put all the books about happiness together, then a small "happy library" comes into being, according to Fu Liye, only in Rome Nero era there are 278 kinds of conflicting definitions of happiness. Thus, happiness has become "Goldbach conjecture". So, happiness, what is happiness (Table 7)?

In summary, based on philosophy, psychology, pedagogy perspective, comparative analysis, focused on the happiness and well-being concept, the teachers' happiness is defined as the teacher in the education teaching, optimism and faith and ethics based on the external factors, a kind of pleasure produced by the work required to meet and the desired state of existence. From a philosophical perspective, it is necessary to train teachers' optimism and faith and good moral quality, enhance the spiritual teachers' sense of happiness. From a psychological point of view, teachers should learn psychological adjustment, to work with the mentality of the sun, to improve the teachers' emotional well-being; from the perspective of education, we should actively create conditions, to meet the professional growth of teachers and student's needs, improve teachers' work happiness. The definition of teachers' happiness concept should distinguish from other occupations, which is the essence of teacher's sense of happiness, which is conducive to explore teachers' well-being influential factors and formation mechanism, to improve and enhance the well-being of teachers.

AKNOWLEDGMENT

This study was supported by the project of Y201018334 and FX2012088 of Zhejiang Provincial Education Department research project.

REFERENCES

- Barbara, E.A., 2003. Personal, social and physical environmental correlates of physical activity in African-American women in South Carolina. *Am. J. Prev. Med.*, 25(3 Suppl 1): 23-29.
- Diener, E., 1984. Subjective well-being. *Psychol. Bull.*, 95(3): 542-575.
- Joan, E.V.H., W.T. Toon, B.S. Wilmar and J.G.S. Paul, 2004. The structure of occupational well-being: A study among Dutch teachers. *J. Occup. Organ. Psychol.*, 77(1): 365-375.
- John, W.F., J.F. Leslie and J. Peter, 2002. The personal and social correlates of spiritual well-being among primary school teachers. *Pastoral Psychol.*, 5(1): 3-11.
- Keyes, C.L., D. Shmotkin and C.D. Ryff, 2002. Optimizing well-being: the empirical encounter of two traditions. *J. Pers. Soc. Psychol.*, 82(6): 1007-1022.
- Kinnunen, U., T. Parkatti and A. Rasku, 1994. Occupational well-being among aging teachers in Finland. *Scand. J. Educ. Res.*, 38(3): 315-332.
- Liping, L. and L. Lingling, 2011. Research on enterprise happiness management based on Maslow's hierarchy theory. *Proceeding of the 2011 International Conference on E-Business and E-Government (ICEE)*, pp: 1-4.
- Ryff, C.D. and B. Singer, 1998. The contours of positive human health. *Psychol. Inquiry*, 28(1): 1-28.
- Shi, C.Y., 2011. Happiness and government decision-making choice. *Proceeding of the 2011 International Conference on Business Management and Electronic Information (BMEI)*, pp: 486-489.
- Yusof, N.S.M., R. Hashim and S.N.A. Rashim, 2012. Assessment of educational divide and computer literacy among primary school students in Selangor, Malaysia. *Proceeding of the 2012 IEEE Symposium on Business, Engineering and Industrial Applications (ISBEIA)*, pp: 437-442.
- Zheng, Q.Y. and X.C. Fan, 2001. The happiness of customer cocreation. *Proceeding of the 2011 International Conference on Management Science and Engineering (ICMSE)*, pp: 569-574.