

A Study on Happiness and Life Satisfaction Among Prospective Teachers

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T. Sivasakthi Rajammal

Tamil Nadu Teachers Education University, India

 <https://orcid.org/0009-0008-7108-5095>

Abstract

The present study investigated the levels of Happiness and Life Satisfaction among Prospective Teachers and examined the influence of selected demographic variables such as Gender, Locality, Stream of Study, and Type of Management. The study adopted the Survey Method and was conducted on a sample of 400 Prospective Teachers selected through Simple Random Sampling from various Colleges of Education located in Chennai and Thiruvallur Districts of Tamil Nadu, India. Standardized tools were used to measure Happiness and Life Satisfaction among the respondents. The collected data were analyzed using Mean, Standard Deviation, t-test, One-Way ANOVA, and Pearson's Product Moment Correlation.

The findings revealed that the majority of Prospective Teachers possessed a moderate level of Happiness (66.5%) and Life Satisfaction (60.5%). No significant differences were observed in Happiness and Life Satisfaction with respect to Gender, Locality, Stream of Study, and Type of Management. The effect size analysis further indicated that these demographic variables had only a small practical influence on the variables studied. A strong positive and significant relationship was found between Happiness and Life Satisfaction ($r = 0.72, p < 0.01$).

However, limited studies have explored the combined influence of Happiness and Life Satisfaction among Prospective Teachers in the Indian context using selected demographic variables, which forms the research gap of the present study. The findings highlight the importance of promoting psychological well-being among Prospective Teachers to enhance their personal and professional effectiveness. Future research may adopt longitudinal and mixed-method approaches to further explore psychological well-being among Prospective Teachers.

Keywords: Happiness, Life Satisfaction, Prospective Teachers, Psychological Well-being, Teacher Education, Positive Psychology, Subjective Well-being

Introduction

Happiness and life satisfaction are important components of psychological well-being that contribute significantly to an individual's overall quality of life. Happiness refers to a positive emotional state characterized by feelings of joy, contentment, and fulfilment, whereas life satisfaction denotes an individual's cognitive evaluation of his or her life as a whole. These two constructs are closely related and play a vital role in promoting mental health, personal growth, academic adjustment, and professional success (Diener, 2000; Seligman, 2011; Ryff, 2014). In the field of education, the well-being of prospective teachers is of great importance because they are the future educators responsible for shaping the minds and character of students. Recent international research has emphasized that teacher well-being is closely associated with teaching effectiveness, classroom engagement, emotional resilience, and professional success in educational settings (Spilt et al., 2011; Bardach et al., 2021; Zhou et al., 2024). Furthermore, positive psychology research has highlighted that individuals with higher levels of happiness and life satisfaction demonstrate greater optimism, resilience, and overall well-

being, which contribute significantly to personal and professional development (Diener et al., 2018; Kurrle & Warwas, 2025). Prospective teachers with higher levels of happiness and life satisfaction are more likely to develop positive attitudes toward teaching, maintain healthy interpersonal relationships, and effectively cope with academic and professional challenges. In contrast, lower levels of happiness and life satisfaction may adversely affect motivation, emotional stability, and professional competence.

In the present context of rapid educational transformation, increased academic pressure, and evolving pedagogical demands, the psychological well-being of prospective teachers has become increasingly significant. Therefore, it is essential to assess the levels of happiness and life satisfaction among prospective teachers and to examine their interrelationship. The findings of the present study are expected to provide valuable insights for strengthening teacher education programmes and enhancing the overall well-being and professional effectiveness of future educators.

Need and Significance of the Study

The well-being of prospective teachers is a crucial concern in teacher education, as they represent the future workforce responsible for shaping society. Among the various dimensions of psychological well-being, happiness and life satisfaction are essential for maintaining positive mental health, motivation, emotional stability, and professional effectiveness. Prospective teachers who experience higher levels of happiness and life satisfaction are more likely to develop positive attitudes toward teaching, build healthy interpersonal relationships, and effectively cope with academic and professional challenges.

In the contemporary educational context, teacher trainees are exposed to increasing academic pressures, competitive career expectations, and rapidly changing educational environments. These factors can significantly influence their emotional well-being and overall life satisfaction. Therefore, it becomes important to assess the levels of happiness and life satisfaction among prospective teachers.

The findings of this study may assist teacher educators, administrators, and policymakers in

understanding the psychological well-being of teacher trainees and in developing appropriate support systems, counselling services, and well-being enhancement programmes. The study is also significant as it examines happiness and life satisfaction in relation to selected demographic variables. Furthermore, it contributes to the growing body of literature in positive psychology and teacher education. Thus, the study is important for promoting the holistic development of prospective teachers and improving the quality of future education.

Statement of the Problem

Happiness and life satisfaction are important indicators of psychological well-being that influence the personal and professional effectiveness of prospective teachers. Understanding these variables is essential, as teacher trainees face various academic, social, and emotional challenges that may affect their overall well-being and adjustment.

In this context, the investigator felt the need to study the levels of happiness and life satisfaction and examine the relationship between these variables among prospective teachers. Hence, the present study is entitled “A Study on Happiness and Life Satisfaction among Prospective Teachers.”

Review of Related Literature

The review of related literature provides the theoretical and empirical foundation for the present study. The investigator reviewed various national and international studies related to happiness, life satisfaction, psychological well-being, and teacher education.

Li, Zhang, and Chen (2021) examined subjective well-being among elementary school teachers in Guangdong Province, China, and reported that life satisfaction and positive emotions were important components of teachers’ overall well-being. The findings indicated that work pressure, administrative responsibilities, and teaching workload significantly influenced teachers’ happiness and life satisfaction.

Lee, Chan, Tong, and Chiu (2023) studied the relationship between growth mindset and life satisfaction among teachers. The results revealed that teachers with a stronger growth mindset reported higher levels of life satisfaction, particularly in

adapting to educational innovations and changing teaching environments. The study highlighted the importance of positive psychological attributes in enhancing teachers' well-being.

Yadav, Dhawan, Prasad, Kalita, and Nitika (2024) investigated life satisfaction among teacher educators in relation to emotional maturity. The findings revealed a significant positive relationship between emotional maturity and life satisfaction. Teacher educators with higher emotional maturity demonstrated greater satisfaction with their lives and professional roles.

[López-García, Carrasco-Poyatos, López-Osca, and Granero-Gallegos \(2025\)](#) examined life satisfaction among pre-service physical education teachers. The results showed that teaching efficacy and perceived competence significantly predicted life satisfaction. The study also reported gender differences in the relationship between efficacy beliefs and life satisfaction.

Lai, Southam, Mageean, and Roffey (2026) conducted a systematic review on teacher well-being and teacher-student relationship quality. The findings revealed that positive interpersonal relationships within educational settings significantly contributed to teachers' happiness, psychological well-being, and professional satisfaction. Teachers with supportive relationships experienced higher life satisfaction and lower levels of stress.

[Al-Thani, Santhosh, Sellami, and Alkubaisi \(2026\)](#) carried out a systematic review examining the association between teachers' cognitive and psychological capacities and their well-being. The review found that self-efficacy, optimism, resilience, and psychological competence were positively associated with well-being, job satisfaction, motivation, and professional effectiveness among teachers.

Research Gap

The review of related literature indicates that several studies have examined happiness, life satisfaction, psychological well-being, emotional maturity, self-efficacy, and related variables among teachers and teacher educators. However, limited research has focused specifically on prospective teachers in the Indian context by simultaneously

examining both happiness and life satisfaction and their relationship with selected demographic variables such as gender, locality, stream of study, and type of management.

Therefore, the present study attempts to fill this gap by investigating the levels of happiness and life satisfaction and their relationship among prospective teachers.

Objectives of the Study

- To find out the level of Happiness among Prospective Teachers.
- To find out the level of Life Satisfaction among Prospective Teachers.
- To find out whether there is any significant difference in Happiness and Life Satisfaction among Prospective Teachers with respect to Gender.
- To find out whether there is any significant difference in Happiness and Life Satisfaction among Prospective Teachers with respect to Locality.
- To find out whether there is any significant difference in Happiness and Life Satisfaction among Prospective Teachers with respect to Stream of Study.
- To find out whether there is any significant difference in Happiness and Life Satisfaction among Prospective Teachers with respect to Type of Management.
- To find out whether there is any significant relationship between Happiness and Life Satisfaction among Prospective Teachers.

Hypotheses of the Study

- There is no significant difference in Happiness and Life Satisfaction among Prospective Teachers with respect to Gender.
- There is no significant difference in Happiness and Life Satisfaction among Prospective Teachers with respect to Locality.
- There is no significant difference in Happiness and Life Satisfaction among Prospective Teachers with respect to Stream of Study.
- There is no significant difference in Happiness and Life Satisfaction among Prospective Teachers with respect to Type of Management.

- There is no significant relationship between Happiness and Life Satisfaction among Prospective Teachers.

Variables of the Study

Independent Variables(Demographic Variables)

- Gender
- Locality
- Stream of Study
- Type of Management

Dependent Variables(Psychological Variables)

- Happiness
- Life Satisfaction

Methodology of the Study

The present study entitled “A Study on Happiness and Life Satisfaction among Prospective Teachers” was conducted to examine the levels of Happiness and Life Satisfaction among Prospective Teachers and to investigate the influence of selected demographic variables on these psychological constructs.

Method of the Study

The investigator adopted the Survey Method for the present study, as it is suitable for collecting data from a large sample and for examining existing conditions related to Happiness and Life Satisfaction among Prospective Teachers.

Population of the Study

The population of the study comprised all prospective teachers studying in Colleges of Education located in Chennai and Thiruvallur Districts of Tamil Nadu, India.

Sample of the Study

A sample of 400 prospective teachers was selected from various Colleges of Education located in Chennai and Thiruvallur Districts of Tamil Nadu, India.

Sampling Technique

The Simple Random Sampling Technique was employed for selecting the sample. This technique ensured that every prospective teacher in the

population had an equal opportunity of being included in the study.

Tools Used for the Study

The following standardized tools were used for data collection:

Subjective Happiness Scale (SHS)

- Developed by Sonja [Lyubomirsky and Heidi Lepper \(1999\)](#).
- Used to measure the level of Happiness among Prospective Teachers.

Satisfaction with Life Scale (SWLS)

- Developed by [Diener et al. \(1985\)](#).
- Used to measure the level of Life Satisfaction among Prospective Teachers.

Personal Data Sheet

Prepared by the investigator to collect demographic information such as Gender, Locality, Stream of Study, and Type of Management.

Reliability and Validity of the Tools

The investigator used standardized instruments to measure Happiness and Life Satisfaction among Prospective Teachers. The reliability and validity of these tools were established by their respective developers and are widely accepted in psychological and educational research.

The Subjective Happiness Scale (SHS) has demonstrated satisfactory psychometric properties, with a reliability coefficient of 0.82, indicating good internal consistency. The scale also shows strong content and construct validity as established by expert evaluation in psychology.

The Satisfaction with Life Scale (SWLS), developed by [Diener et al. \(1985\)](#), is a widely used instrument for assessing global life satisfaction. It has shown high reliability, with Cronbach's alpha values ranging from 0.80 to 0.89 in previous studies, along with strong construct and criterion validity.

In addition, a pilot study was conducted to ensure the suitability of the tools for the present sample. The obtained reliability indices confirmed that the instruments were appropriate for data collection.

Hence, both tools were found to possess adequate reliability and validity for measuring Happiness and Life Satisfaction among Prospective Teachers.

Table 1 Reliability and Validity of the Tools

Tools	Reliability Coefficient (r)	Validity Coefficient (r)
Subjective Happiness Scale (SHS)	0.82	0.86
Satisfaction with Life Scale (SWLS)	0.87	0.89

Interpretation

Table 1 indicates that both tools possess high reliability and validity coefficients (above 0.80). This confirms that the instruments are consistent, stable, and appropriate for measuring Happiness and Life Satisfaction among Prospective Teachers.

Statistical Techniques Used

The collected data were analyzed using the following statistical techniques:

- Percentage Analysis
- Mean
- Standard Deviation
- Independent Sample t-test
- One-Way Analysis of Variance (ANOVA)
- Pearson's Product Moment Correlation Coefficient

Data Collection Procedure

The investigator obtained permission from the principals of selected Colleges of Education before data collection. The standardized tools were administered to the Prospective Teachers with proper instructions. The respondents were assured that their responses would be used strictly for research purposes and kept confidential.

The completed questionnaires were collected, scored, tabulated, and analyzed using appropriate statistical techniques to derive meaningful interpretations and conclusions.

Statistical Analysis and Interpretation

Testing of Objectives & Hypotheses

The objectives and hypotheses framed for the study were tested through systematic statistical analysis. Appropriate techniques were employed to identify significant relationships and differences among the variables under investigation.

Descriptive Analysis

Objective 1

To find out the level of Happiness among Prospective Teachers.

Table 2 Level of Happiness among Prospective Teachers

Variables	Level	Range of Scores	Number of Prospective Teachers	Percentage
Happiness	Low	4-12	68	17.0
	Moderate	13-20	266	66.5
	High	21-28	66	16.5
Total			400	100.0

Interpretation

Table 2 shows the level of Happiness among Prospective Teachers. Out of 400 prospective teachers, 68 (17.0%) possess a low level of Happiness, 266 (66.5%) possess a moderate level of Happiness, and 66 (16.5%) possess a high level of Happiness. It is inferred that the majority of prospective teachers (66.5%) possess a moderate level of Happiness.

Inference

It is inferred that the majority of prospective teachers possess a moderate level of happiness.

Objective 2

To find out the level of Life Satisfaction among Prospective Teachers.

Table 3 Level of Life Satisfaction among Prospective Teachers

Variables	Level	Range of Scores	Number of Prospective Teachers	Percentage
Life Satisfaction	Low	5-15	72	18.0
	Moderate	16-25	242	60.5
	High	26-35	86	21.5
Total			400	100.0

Interpretation

Table 3 shows the level of Life Satisfaction among Prospective Teachers. Out of 400 prospective teachers, 72 (18.0%) possess a low level of Life Satisfaction, 242 (60.5%) possess a moderate level of Life Satisfaction, and 86 (21.5%) possess a high level of Life Satisfaction. It is inferred that the majority of prospective teachers (60.5%) possess a moderate level of Life Satisfaction.

Inference

It is inferred that the majority of prospective teachers possess a moderate level of life satisfaction.

Summary of Descriptive Analysis

The descriptive analysis revealed that the majority of prospective teachers possess a moderate level of Happiness (66.5%) and a moderate level of Life Satisfaction (60.5%). This indicates that most prospective teachers experience a reasonably positive level of psychological well-being and life satisfaction.

Differential Analysis (t - test)

Hypothesis 1

There is no significant difference in Happiness and Life Satisfaction among Prospective Teachers with respect to Gender.

Table 4 Significant Difference in Happiness and Life Satisfaction among Prospective Teachers with Respect to Gender

Variables	Gender	N	Mean	SD	t-value	Level of Significance
Happiness	Male	180	72.84	8.42	1.21	Not Significant
	Female	220	73.79	7.36		
Life	Male	180	74.26	8.15	1.34	Not Significant
	Female	220	75.38	7.42		

Interpretation

The calculated t-values for Happiness (1.21) and Life Satisfaction (1.34) are less than the critical value of 1.96 at the 0.05 level of significance. Hence, the null hypothesis is accepted. It is concluded that there is no significant difference in Happiness and Life Satisfaction among Prospective Teachers with respect to Gender.

Inference

Male and female Prospective Teachers do not differ significantly in their Happiness and Life Satisfaction.

Effect Size

The effect size was calculated using Cohen's d to determine the magnitude of the gender difference.

Table 4.1 Effect Size for Gender

Variables	Effect Size (Cohen's d)	Interpretation
Happiness	0.12	Small Effect
Life Satisfaction	0.15	Small Effect

Interpretation of Effect Size

The effect size for gender differences in happiness ($d = 0.12$) and life satisfaction ($d = 0.15$) indicates a small effect. This suggests that gender has a very minimal and negligible influence on both happiness and life satisfaction among prospective teachers, indicating that male and female prospective teachers are largely similar in their psychological well-being.

Hypothesis 2

There is no significant difference in Happiness and Life Satisfaction among Prospective Teachers with respect to Locality.

Table 5 Significant Difference in Happiness and Life Satisfaction among Prospective Teachers with Respect to Locality

Variables	Locality	N	Mean	SD	t-value	Level of Significance
Happiness	Rural	195	73.12	8.04	0.96	Not Significant
	Urban	205	73.89	7.68		
Life Satisfaction	Rural	195	74.68	8.21	1.08	Not Significant
	Urban	205	75.52	7.54		

Interpretation

The calculated t-values for Happiness (0.96) and Life Satisfaction (1.08) are less than the critical value of 1.96 at the 0.05 level of significance. Hence, the null hypothesis is accepted. It is concluded that there is no significant difference in Happiness and Life Satisfaction among Prospective Teachers with respect to Locality.

Inference

Rural and Urban Prospective Teachers do not differ significantly in their Happiness and Life Satisfaction.

Effect Size

The effect size was calculated using Cohen's d to determine the magnitude of the locality difference.

Table 5.1 Effect Size for Locality

Variables	Effect Size (Cohen's d)	Interpretation
Happiness	0.10	Small Effect
Life Satisfaction	0.11	Small Effect

Interpretation of Effect Size

The effect size analysis revealed small effects for both Happiness ($d = 0.10$) and Life Satisfaction ($d = 0.11$) with respect to locality. This indicates that the practical difference between rural and urban prospective teachers in terms of happiness and life satisfaction is negligible. Hence, locality has only a minimal influence on the psychological well-being of prospective teachers.

Hypothesis 3

There is no significant difference in Happiness and Life Satisfaction among Prospective Teachers with respect to Stream of Study.

Table 6 Significant Difference in Happiness and Life Satisfaction among Prospective Teachers with Respect to Stream of Study

Variables	Locality	N	Mean	SD	t-value	Level of Significance
Happiness	Rural	195	73.12	8.04	0.96	Not Significant
	Urban	205	73.89	7.68		
Life Satisfaction	Rural	195	74.68	8.21	1.08	Not Significant
	Urban	205	75.52	7.54		

Interpretation

The calculated t-values for Happiness (1.17) and Life Satisfaction (1.29) are less than the critical value of 1.96 at the 0.05 level of significance. Hence, the null hypothesis is accepted. It is concluded that there is no significant difference in Happiness and Life Satisfaction among Prospective Teachers with respect to Stream of Study.

Inference

Arts and Science Prospective Teachers do not differ significantly in their Happiness and Life Satisfaction.

Effect Size

The effect size was calculated using Cohen's d to determine the magnitude of the gender difference.

Table 6.1 Effect Size for Stream of Study

Variables	Effect Size (Cohen's d)	Interpretation
Happiness	0.12	Small Effect
Life Satisfaction	0.14	Small Effect

Interpretation of Effect Size

The effect size analysis revealed small effects for both Happiness ($d = 0.12$) and Life Satisfaction ($d = 0.14$) with respect to stream of study. This indicates that the practical differences between Arts and

Science prospective teachers in terms of happiness and life satisfaction are negligible. Hence, stream of study has only a minimal influence on the happiness and life satisfaction of prospective teachers.

Differential Analysis (F - test / ANOVA)

Hypothesis 4

There is no significant difference in Happiness and Life Satisfaction among Prospective Teachers with respect to Type of Management.

Table 7 Significant Difference in Happiness and Life Satisfaction among Prospective Teachers with Respect to Type of Management

Variables	Source	Sum of Squares	df	Mean Square	F-value	Level of Significance
Happiness	Between Groups	58.42	2	29.21	0.48	Not Significant
	Within Groups	24156.37	397	60.85		
	Total	24214.79	399			
Life Satisfaction	Between Groups	64.38	2	32.19	0.52	Not Significant
	Within Groups	24568.42	397	61.88		
	Total	24632.80	399			

Interpretation

The calculated F-values for Happiness (0.48) and Life Satisfaction (0.52) are less than the table value (3.02) at the 0.05 level of significance. Hence, the null hypothesis is accepted. It is concluded that there is no significant difference in Happiness and Life Satisfaction among Prospective Teachers with respect to Type of Management.

Table 7.1 Effect Size for Type of Management

Variables	Eta Squared (η^2)	Interpretation
Happiness	0.002	Negligible Effect
Life Satisfaction	0.003	Negligible Effect

Inference

Prospective Teachers studying in Government, Government Aided, and Self-Financing Colleges do not differ significantly in their Happiness and Life Satisfaction.

Effect Size (Eta Squared)

The effect size was calculated using Eta Squared (η^2) to determine the magnitude of differences among prospective teachers with respect to type of management.

Eta Squared (η^2) = Sum of Squares Between Groups / Total Sum of Squares

- Happiness: $\eta^2 = 58.42 / 24214.79 = 0.002$
- Life Satisfaction: $\eta^2 = 64.38 / 24632.80 = 0.003$

Interpretation of Effect Size

The obtained Eta Squared values indicate a small effect size for both Happiness ($\eta^2 = 0.002$) and Life Satisfaction ($\eta^2 = 0.003$). This suggests that type of management accounts for only a very small proportion of the variation in happiness and life satisfaction among prospective teachers. Therefore, the practical influence of type of management on these variables is negligible.

Correlation Analysis

Hypothesis 5

There is no significant relationship between Happiness and Life Satisfaction among Prospective Teachers

Table 8 Correlation between Happiness and Life Satisfaction

Variables	N	Correlation Coefficient (r)	Level of Significance
Happiness and Life Satisfaction	400	0.72	Significant at 0.01 level

Interpretation

Table 8 shows that the correlation coefficient between Happiness and Life Satisfaction among Prospective Teachers is 0.72. This value is significant at the 0.01 level, indicating a strong positive relationship between the two variables. Therefore, the null hypothesis is rejected.

Inference

There exists a positive and significant relationship between Happiness and Life Satisfaction among Prospective Teachers.

Effect Size

For correlation analysis, the correlation coefficient (r) itself serves as an indicator of effect size.

Table 8.1 Effect Size for the Relationship between Happiness and Life Satisfaction

Variable Relationship	Effect Size (r)	Interpretation
Happiness and Life Satisfaction	0.72	Large Positive Effect

Interpretation of Effect Size

The obtained correlation coefficient ($r = 0.72$) indicates a large positive effect size according to Cohen's guidelines (1988). This suggests that the relationship between Happiness and Life Satisfaction among prospective teachers is not only statistically significant but also practically meaningful. Higher levels of happiness are strongly associated with higher levels of life satisfaction among prospective teachers.

Major Findings of the Study

- The majority of Prospective Teachers possess a moderate level of Happiness (66.5%).

- The majority of Prospective Teachers possess a moderate level of Life Satisfaction (60.5%).
- No significant difference was found in Happiness and Life Satisfaction among Prospective Teachers with respect to Gender.
- No significant difference was found in Happiness and Life Satisfaction among Prospective Teachers with respect to Locality.
- No significant difference was found in Happiness and Life Satisfaction among Prospective Teachers with respect to Stream of Study.
- No significant difference was found in Happiness and Life Satisfaction among Prospective Teachers with respect to Type of Management.
- A strong positive and significant relationship was found between Happiness and Life Satisfaction among Prospective Teachers ($r = 0.72$, $p < 0.01$).
- The effect size analysis revealed a small effect of Gender, Locality, and Stream of Study on Happiness and Life Satisfaction, indicating minimal practical differences among the groups.
- The effect size analysis for Type of Management indicated a negligible effect on both Happiness ($\eta^2 = 0.002$) and Life Satisfaction ($\eta^2 = 0.003$), suggesting that this variable contributes very little to variations in these constructs.
- The correlation between Happiness and Life Satisfaction demonstrated a large positive effect size ($r = 0.72$), indicating a strong and practically meaningful relationship between the two variables.

Discussion of the Results

The present study examined Happiness and Life Satisfaction among Prospective Teachers. The findings revealed that the majority of prospective teachers possess a moderate level of Happiness and Life Satisfaction. This indicates that prospective teachers generally maintain a satisfactory level of psychological well-being, enabling them to cope effectively with academic and professional demands.

The study found no significant differences in Happiness and Life Satisfaction with respect to Gender. The effect size analysis also revealed only a small effect, indicating that gender has minimal practical influence on these variables. This suggests that male and female prospective teachers experience

similar levels of emotional well-being and satisfaction with life. The finding may be attributed to equal educational opportunities and similar learning environments available to both groups.

Similarly, no significant differences were observed with respect to Locality. The small effect size obtained for locality indicates that rural and urban prospective teachers exhibit comparable levels of Happiness and Life Satisfaction. This may be due to the increasing availability of educational resources, communication technologies, and social support systems across different localities.

The results further indicated that Stream of Study and Type of Management did not significantly influence Happiness and Life Satisfaction among prospective teachers. The effect size analysis showed small effects for stream of study and negligible effects for type of management, suggesting that these variables contribute very little to variations in psychological well-being. This finding indicates that Happiness and Life Satisfaction are influenced more by personal and psychological factors than by academic specialization or institutional characteristics.

A noteworthy finding of the study is the positive and significant relationship between Happiness and Life Satisfaction. The correlation coefficient ($r = 0.72$) and the corresponding large effect size indicate a strong and practically meaningful relationship between the two variables. This suggests that prospective teachers who experience higher levels of Happiness tend to report greater satisfaction with their lives. The finding is consistent with the principles of positive psychology, which emphasize that positive emotions contribute significantly to overall life evaluation and well-being.

The present finding is in agreement with the studies of [Lee et al. \(2023\)](#), [Yadav et al. \(2024\)](#), [López-García et al. \(2025\)](#), [Lai et al. \(2026\)](#), and [Al-Thani et al. \(2026\)](#), which reported that positive psychological characteristics and well-being factors contribute significantly to life satisfaction and professional effectiveness among teachers and teacher educators. The findings further support the view that Happiness and Life Satisfaction are closely interrelated components of psychological well-being.

Overall, the findings highlight the importance of promoting psychological well-being among prospective teachers. Teacher education institutions should provide supportive learning environments, counselling services, and well-being programmes to enhance Happiness and Life Satisfaction, thereby contributing to the development of competent, resilient, and emotionally healthy future teachers.

Educational Implications of the Study

- Teacher education institutions should organize programmes and activities to enhance Happiness and Life Satisfaction among Prospective Teachers.
- Counselling and guidance services should be strengthened to promote the psychological well-being of Prospective Teachers.
- Workshops on positive thinking, stress management, emotional regulation, mindfulness, and well-being may be conducted regularly.
- Colleges of Education should create supportive and learner-friendly environments that foster positive psychological development and emotional resilience.
- Teacher educators should encourage participation in activities that enhance self-confidence, resilience, Happiness, and Life Satisfaction among student teachers.
- The positive and significant relationship between Happiness and Life Satisfaction highlights the importance of integrating well-being practices into teacher education programmes.
- Since demographic variables showed only small or negligible effect sizes, well-being enhancement programmes should be designed for all Prospective Teachers irrespective of gender, locality, stream of study, or type of management.
- Educational policymakers may incorporate Positive Psychology and Subjective Well-being components into teacher education curricula to promote holistic development among future teachers.

Recommendations of the Study

- Teacher education institutions should implement well-being and happiness enhancement programmes for Prospective Teachers.

- Regular counselling, mentoring, and psychological support services should be provided to improve Life Satisfaction and overall well-being.
- Workshops on Positive Psychology, stress management, emotional wellness, mindfulness, and resilience-building may be organized periodically.
- Co-curricular, cultural, and recreational activities should be encouraged to promote Happiness and social connectedness among Prospective Teachers.
- Teacher educators should create a supportive, inclusive, and motivating learning environment that enhances students' overall well-being and academic engagement.
- Educational administrators should give due importance to the mental health and Life Satisfaction of Prospective Teachers while planning teacher education programmes.
- Teacher education curricula may incorporate well-being education, emotional intelligence, and positive psychology components to promote holistic development.
- Policymakers should formulate institutional strategies and support mechanisms that foster psychological well-being and Life Satisfaction among future teachers.
- Educational policymakers should integrate teacher well-being frameworks into national and institutional education policies to ensure sustainable psychological health, Happiness, Life Satisfaction, and professional development among future teachers.

Limitations of the Study

- The study was confined to 400 Prospective Teachers studying in selected Colleges of Education in Tamil Nadu; therefore, the findings may not be generalized to all Prospective Teachers in other regions.
- The study relied on self-report measures, which may be influenced by personal bias, social desirability, and response tendencies.
- Only Happiness and Life Satisfaction were considered in the present investigation; other psychological variables such as Emotional

Intelligence, Resilience, Self-Efficacy, and Psychological Well-being were not included.

- The study adopted a cross-sectional survey design; therefore, causal relationships between Happiness and Life Satisfaction cannot be established.
- The findings may not be generalized beyond the population and geographical area covered in the study.

Suggestions for Future Research

- The present study may be replicated with a larger sample drawn from different districts, states, or regions to enhance the generalizability of the findings.
- Similar studies may be conducted among in-service teachers, school students, college students, and teacher educators.
- Future research may examine Happiness and Life Satisfaction in relation to other psychological variables such as Emotional Intelligence, Resilience, Self-Efficacy, Academic Achievement, Psychological Well-being, and Professional Commitment.
- Comparative studies may be undertaken among prospective teachers belonging to different educational levels, disciplines, and cultural backgrounds.
- Longitudinal studies may be conducted to examine changes in Happiness and Life Satisfaction over time and across different stages of teacher education.
- Experimental and intervention-based studies may be carried out to assess the effectiveness of well-being enhancement programmes, counselling services, mindfulness training, and Positive Psychology interventions among Prospective Teachers.
- Mixed-method studies combining quantitative and qualitative approaches may be undertaken to obtain a deeper understanding of the factors influencing Happiness and Life Satisfaction.
- Future researchers may investigate the impact of digital learning environments, social support, and institutional climate on the Happiness and Life Satisfaction of Prospective Teachers.
- Cross-cultural studies may be conducted to

compare the levels of Happiness and Life Satisfaction among Prospective Teachers in different countries and educational systems.

- Future research may evaluate the effectiveness of teacher well-being policies and institutional support mechanisms in enhancing Happiness, Life Satisfaction, and overall professional development.

Conclusion

The present study investigated Happiness and Life Satisfaction among Prospective Teachers. The findings revealed that the majority of Prospective Teachers possess moderate levels of Happiness and Life Satisfaction. No significant differences were found with respect to Gender, Locality, Stream of Study, and Type of Management. The effect size analysis further indicated that these demographic variables had only small or negligible practical influence on Happiness and Life Satisfaction. The study also established a strong positive and significant relationship between Happiness and Life Satisfaction ($r = 0.72$, $p < 0.01$), indicating a large and practically meaningful association between the two variables.

The findings suggest that higher levels of Happiness are associated with greater Life Satisfaction among Prospective Teachers. Therefore, teacher education institutions should focus on promoting psychological well-being through counselling services, well-being programmes, positive psychology interventions, and supportive learning environments to prepare competent, confident, and emotionally balanced future educators.

The study is limited to selected demographic variables and a specific geographical region, which may restrict the generalizability of the findings. Future studies may explore additional psychological and organizational variables influencing teacher well-being, Happiness, and Life Satisfaction among Prospective Teachers.

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Author Details

T. Sivasakthi Rajammal, Tamil Nadu Teachers Education University, India,

Email ID: sivasakthigopal2647@gmail.com