

## SMILE, I SMILE: THE INFLUENCE OF TEACHERS' HAPPINESS TO GRADE 10 STUDENTS' PERCEPTION OF THEIR PERFORMANCE

JUDE MATTHEW D. BERNAL, MARICAR D. DASMARIÑAS, APRIL ANN J. VITERBO

aa.viterbo@psu.palawan.edu.ph

<https://orcid.org/0009-0008-3619-14151>, [https://orcid.org/0009-0008-3128-572X<sup>2</sup>](https://orcid.org/0009-0008-3128-572X2),

[https://orcid.org/0009-0007-2294-0000<sup>3</sup>](https://orcid.org/0009-0007-2294-00003)

Palawan State University, Main Campus  
Puerto Princesa City, Palawan, Philippines

DOI: <https://doi.org/10.54476/ioer-imrj/521543>

### ABSTRACT

*The process of learning is emotional as well as intellectual. With this principle, it is assumed that both teachers and students need to have a positive mental and emotional state during the class. However, studies about the influence of teachers' happiness on the student's performance are scarce. Therefore, the researchers sought to know the students' perceptions on this topic. Through convenience sampling, thirty respondents were chosen from the population of Grade 10 students enrolled in Manuel G. Araullo High School. They answered a questionnaire composed of both closed and open-ended questions. Mode and mean were used to analyze the collected data. This study determined the top seven indicators of teacher's happiness. A teacher is seen as happy by the learners when the teacher smiles; he/she starts the class discussion with greetings; he/she seems to enjoy teaching; he/she is kind; he/she teaches in a nice way; he/she is full of energy; and, he/she is active. The majority of the students say that their teachers are happy 51-75% of the time. Students perceive that their teachers' happiness and lack of happiness both influence their learning. Specifically, they do not learn the lesson anymore if their teachers are not happy. Students also believe they learn the most if their teachers are happy. It is recommended that the teachers manifest the top seven indicators of teachers' happiness. Teachers are encouraged to study if there are significant relationships between the happiness of teachers and the happiness of students and their academic performance.*

*Keywords: academic performance, happiness, perception*

### INTRODUCTION

Happiness is defined as a mental or emotional state determined by positive and pleasant emotions, which may range from contentment to intense joy. If a person is happy, this may imply that the person has a positive overall well-being (Wolfram Alpha, 2017).

The process of learning is emotional as well as intellectual. With this principle, it is assumed that the two characters in the learning process need to

have a positive mental and emotional state during the class.

Motivation is an inner driving force that compels a person to do something. As used in teaching, it may also pertain to the purpose or rationale of the teacher and the learners to engage in a learning activity. Motivation invigorates, guides, and sustains behaviors that ultimately lead to higher academic achievement (Corpuz, 2006). Extrinsic motivation or external motivation originates from the student's learning environment or factors external to the students and unrelated to the task at hand (Lucas, 2011). Learners with positive mental and emotional states as set by the



psychological aspect of the learning environment are motivated students.

Recent studies have drawn attention to the importance of happiness (or the lack of it) by emphasizing concerns about learners' well-being. There is also an increase in evidence from psychology and neuroscience that suggests the relationship between those periods of happiness and personal growth, health, and development. A happy person is more likely to be receptive to external stimuli than a sad or distressed person. A person with positive emotions such as happiness is more disposed to engage in creative endeavors, which is a source of fulfillment itself (Scoffham, 2011).

Many studies have been conducted about the correlation between students' happiness in their academic performance. However, studies about the influence of teachers' happiness on the student's performance are scarce. In line with this, this study entitled "*You Smile, I Smile: The Influence of Teachers' Happiness to Grade 10 Students' Perception of their Performance*" focuses on the views of the students if their performance in school is being influenced by the teachers' happiness. Moreover, this study was conducted for teachers to improve the assimilation of ideas through a conducive and lively classroom.

## OBJECTIVES OF THE STUDY

This study looked into the views of the students on how their performance in school was influenced by their teachers' happiness. Additionally, this study was done to help teachers create a more conducive and active learning environment in the classroom.

## METHODOLOGY

This research is quantitative and descriptive. The research dealt with the collection, organization, presentation, analysis, and interpretation of data gathered. Different statistical methods were used in this study for the analysis of the data.

Through convenience sampling, the 30 respondents of this research were chosen from the population of Grade 10 students who belonged to

special science and regular sections. The chosen respondents were enrolled in a school in Manila for the School Year 2016-2017.

The researchers constructed a questionnaire composed of both closed and open-ended questions. It was administered on January 19, 2017, to the respondents

The ethical considerations were properly followed during the conduct of this study. The following steps were taken to ensure that this study was carried out ethically through the use of the informed consent form that was affixed to the letter to the respondents:

1. The letter to the respondents included an informed consent form that was given to all participants. Minors asked their parents for permission. Minors who participated in the survey with their parents and their consent acknowledged that they granted the researcher permission to include them during the entire course of the study.
2. Participants were made aware that the researcher would maintain their confidentiality and anonymity.
3. Their participation or lack thereof had no impact on their academic standing.
4. The respondents had the option to not participate in the survey and would not be included if withdrew from participating.

## RESULTS AND DISCUSSION

### 1. The frequency of Grade 10 students observed indicators of teachers' happiness

Table 1 shows the number of students who were able to observe each of the indicators presented in the questionnaire. It reveals that the top seven indicators are the following: the teacher smiles; he/she starts the class discussion with greetings; he/she seems to enjoy teaching; he/she is kind; he/she teaches in a nice way; he/she is full of energy; and, he/she is active. Based on these results, the students perceived that their teachers were happy if they exhibited any of the indicators.



**Table 1**  
*Frequency of Grade 10 students observed indicators of teachers' happiness*

I can say that the teacher is happy when...	Frequency	Percentage (%)
My teacher is smiling.	30	100
My teacher is full of energy.	27	90
My teacher always cracks a joke.	20	66.67
My teacher is approachable.	26	86.67
He/she is appropriately groomed.	20	66.67
He/she is not shouting	22	73.33
He/she often laughs during class.	20	66.67
He/she is kind.	28	93.33
He/she talks a lot.	24	80
He/she starts the class discussion with greetings.	29	96.67
He/she seems to enjoy while teaching.	29	96.67
He/she is active.	27	90
He/she teaches in a nice way.	28	93.33
He/she allows us to freely express our thoughts and ideas.	25	83.33
He/she engages us to varied and fun activities.	25	83.33

## 2. Frequency of teachers' happiness during class meetings

**Table 2**  
*Frequency of teachers' happiness during class meetings*

How frequent do I see my teacher happy in our class meetings?	f	%
5- Always (at least 76% of the time)	12	40
4- Frequently (51%-75% of the time)	17	56.67
3- Sometimes (26%-50%)	1	3.33
2- Rarely (1%-25% of the time)	0	0
1- Never (none at all)	0	0
<b>Total</b>	<b>30</b>	<b>100</b>

Table 2 presents the frequency of teachers' happiness during class meetings. It shows that the majority of the students say that their teachers are happy frequently. Moreover, the mean of the students' perception of their teachers' frequency of

happiness is 4.37. This means that the students see their teachers happy 51%-75% of the time or in a five-day weekly contact time, the students noticed that their teachers are happy for three to four days.

## 3. Students' perception of the influence of teachers' happiness in helping them learn their lessons

**Table 3**  
*Influence of Teachers' Happiness in Helping students learn their lessons*

	f	%
Influential	30	100
Not influential	0	0
<b>Total</b>	<b>30</b>	<b>100</b>

Table 3 indicates the students' perception of the influence of teachers' happiness on learning their lessons. It explicitly tells that all of the students perceive that their teachers' happiness influences their learning positively. However, the extent of this influence was not explored in the study. In addition, the meaning of learning is limited to how the students define and/or understand what it is which may include acquiring, processing and organizing, retaining and recalling, and applying information in real-world situations. (Bennett, A.G., Rebello, N.S. 2012).

## 4. Students' perception of the influence of teachers' lack of happiness on learning their lessons

**Table 4**  
*Influence of teachers' lack of happiness on learning students' lessons*

	f	%
Influential	16	53.33
Not influential	14	46.67
<b>Total</b>	<b>30</b>	<b>100</b>

Table 4 shows the students' perception of the influence of teachers' lack of happiness on learning their lessons. It indicates that 5 out of 10



students perceive that their teachers' lack of happiness influences their learning. Specifically, they do not learn the lesson anymore if their teachers are not happy.

### 5. Students' perception of which circumstance the students learn the most

**Table 5**  
*Students' perception of which circumstance the students learn the most*

The students learn the most...	f	%
During class meetings the teacher is happy	29	96.67
During class meetings the teacher is not happy	1	3.33
<b>Total</b>	<b>30</b>	<b>100</b>

Table 5 illustrates students' perception of which circumstance they learn the most. It shows that 29 out of 30 students say that they learn the most if their teachers are happy. The result agrees with the discussion in Table 3 in which students believed that their teachers' happiness helped them understand their lessons.

### 6. Reasons why students learn the most during class meetings that the teacher is happy

Table 6 shows that the majority of the students say that the reason why they learn the most during class meetings and that the teacher is happy is that they feel more energetic, happy, and better in discussions and activities because the atmosphere does not feel heavy. Six out of 30 students say that it is fun and not boring when their teachers teach happily; when their teachers are happy, they can teach us well and we can express our thoughts freely and clearly; and, it is easy for them to learn because they also become engaged in the happiness of their teachers as happiness is contagious.

**Table 6**  
*Reasons why students learn the most during class meetings*

I learn the most during class meetings that the teacher is happy because...	f	%
We feel more energetic, happy, and better in discussions and activities because the atmosphere does not feel heavy.	13	44.83
It motivates me to learn the subject in easy and happy way.	1	3.45
The teacher's mood necessarily affects our focus for the lessons.	1	3.45
It is fun and not boring when he/she teaches happily.	2	6.90
He/she looks approachable.	1	3.45
He/she is more active which gets the entire class pumped out with excitement and willingness to learn.	1	3.45
No one can do their job excellently unless they are happy about it.	1	3.45
When he/she is happy, he/she can teach us well and we can express our thoughts freely and clearly.	2	6.90
I learn the most during class meetings that the teacher is happy because...	f	%
It helps me to understand the lesson more.	1	3.45
It is easy to learn because you are engaged also by the happiness of the teacher as happiness is contagious.	2	6.90
I am also happy to ride the ship of knowledge.	1	3.45
I am persuaded to listen.	1	3.45
I can relax my mind and can concentrate to the lesson.	1	3.45
I will have presence of mind to do all activities.	1	3.45
<b>Total</b>	<b>29</b>	<b>100.03</b>

### 7. Reason why students learn the most during class meetings that the teacher is not happy

**Table 7**  
*Reason why students learn the most during class meetings that the teacher is not happy*

I learn the most during class meetings that the teacher is not happy because...	f	%
The discussion continues without adlibs, jokes, and etc. Without losing time, it is more efficient.	1	100
<b>Total</b>	<b>1</b>	<b>100</b>

Table 7 presents the reason why students learn the most during class meetings when the teacher is not happy. The response points out that the discussion continues without adlibs, jokes, etc. which makes the lesson flow efficiently.

## CONCLUSIONS

Based on the analyzed data, the researchers arrived at the following conclusions.

1. A teacher is seen as happy by the learners when the teacher smiles; he/she starts the class discussion with greetings; he/she seems to enjoy teaching; he/she is kind; he/she teaches in a nice way; he/she is full of energy; and, he/she is active.
2. The majority of the students say that their teachers are happy frequently (51-75% of the time).
3. Students perceive that their teachers' happiness influences their learning.
4. Teachers' lack of happiness also influences student learning. Specifically, they do not learn the lesson anymore if their teachers are not happy.
5. Students learn the most if their teachers are happy. The students feel more energetic, happy, and better in discussions and activities when the atmosphere does not feel heavy. It is fun and not boring when their teachers teach happily. The teacher can teach well when he/she feels good. When the teacher is happy, students express their thoughts freely and clearly. Students feel it is easy for them to learn when they become engaged in the happiness of their teachers as happiness is contagious.
6. Students might still learn the most even when the teacher is not happy, because the discussion continues without adlibs, jokes, etc. which makes the lesson flow efficiently.
3. Teachers should engage themselves in support groups that have their interest and participate in activities for entertainment and leisure.
4. Teachers should increase their physical activities to promote their active lifestyles to increase endorphins in their bodies and consequently feel happier.
5. Students and school personnel should support the happiness of the teachers. They should be sensitive to the feelings of their teachers.
6. Pre-service and in-service teachers must enhance their knowledge and skills for emotional self-regulation and the nurturing of relationships in the classrooms. (Hoy, 2013)
7. Researchers are encouraged to study if there are significant relationships between the happiness of teachers and the happiness of students and their academic performance.

## RECOMMENDATIONS

After the examination of the conclusion of the study, the following are strongly recommended for the maximum utilization of this research.

1. Inside the classroom, the teachers should manifest the top seven indicators of teachers' happiness to improve the psychological learning environment.
2. Teachers must not share their problems and burdens with their students or pupils.

## REFERENCES

- Aydin, N. (2012). *A grand theory of human nature and happiness*, *Humanomics*, Vol. 28 Iss: 1, pp.42 - 63. [emeraldinsight.com: http://www.emeraldinsight.com/doi/full/10.1108/08288661211200988](http://www.emeraldinsight.com/doi/full/10.1108/08288661211200988)
- Bennett, A.G., Rebello, N.S. (2012). Retention and Learning. In: Seel, N.M. (eds) *Encyclopedia of the Sciences of Learning*. Springer, Boston, MA. [https://doi.org/10.1007/978-1-4419-1428-6\\_664](https://doi.org/10.1007/978-1-4419-1428-6_664)
- Buaraphan, K. . (2012). Multiple Perspectives on Desirable Characteristics of Science Teachers for Educational Reform. *The Asia-Pacific Education Researcher*, 21(2). <http://ejournals.ph/form/cite.php?id=4422>
- Bilbao, P. P., Corpuz, B. B., Llagas, A. T. & Salandana, G. G. (2006). *The teaching profession*. Metro Manila: Lorimar Publishing, Inc.
- Collins, M. (1995). *Making Others happy*. *Health Education*. Vol. 95 Iss: 3, pp.16-19. [emeraldinsight.com: www.emeraldinsight.com/doi/full/10.1108/0965428951008412](http://www.emeraldinsight.com/doi/full/10.1108/0965428951008412)

- Connon, G. A.. (1969). Teacher-Student Relations. *DLSU Dialogue: An Interdisciplinary Journal for Cultural Studies*, 5(11). <http://ejournals.ph/form/cite.php?id=4124>
- Dean, A., & Gibbs, P. (2015). *Student satisfaction or happiness?: A preliminary rethink of what is important in the student experience*, *Quality Assurance in Education*, Vol. 23 Iss: 1, pp.5 - 19. <http://www.emeraldinsight.com/doi/full/10.1108/QA-E-10-2013-0044>
- Happiness. (n.d.). Retrieved January 29, 2017, from [http://www.wolframalpha.com/input/?i=happiness&a=\\*C.happiness-\\*Word-](http://www.wolframalpha.com/input/?i=happiness&a=*C.happiness-*Word-)  
[http://www.http://www.wolframalpha.com/input/?i=happiness&a=\\*C.happiness-\\*Word-](http://www.http://www.wolframalpha.com/input/?i=happiness&a=*C.happiness-*Word-)
- Hoy, A.Q. (2013) A Reflection on the Place of Emotion in Teaching and Teacher Education. *Advances in Research on Teaching Volume 18*. Emerald Group Publishing Limited. pp. 255-270. <http://www.emeraldinsight.com/doi/full/10.1108/S1479-3687%282013%290000018017>
- Javier., R. E.. (2010). Mahirap ka na nga, Malulungkot ka pa, Mas mahirap 'yon! Pagiging Masayahin at Paraan ng Pag-agapay ng Karaniwang Pamilyang Filipino sa Harap ng Hirap. *MALAY*, 23(1). <http://ejournals.ph/form/cite.php?id=7981>
- Jones, V. (2015, March 26). *Because I'm Happy: An intriguing study notes a correlation between a student's level of happiness and GPA*. harvard.edu: <https://www.gse.harvard.edu/news/uk/15/03/because-i%E2%80%99m-happy>
- Lucas, S. E., & Suya, Y. (2011). Public speaking teacher's manual. Beijing: Foreign Language Teaching and Research Press. [https://www.scirp.org/\(S\(351jmbntvnsjt1aadkozje\)\)/reference/referencespapers.aspx?referenceid=2238841](https://www.scirp.org/(S(351jmbntvnsjt1aadkozje))/reference/referencespapers.aspx?referenceid=2238841)
- Magno, C. , Galang, M. A., Paterno , V. C. & Roldan , A. E.. (2011). Meaning in life, flow, and subjective well-being: A perspective on Filipino High School Students. *Philippine Journal of Counseling Psychology*, 13(1). <http://ejournals.ph/form/cite.php?id=6802>
- Magno, C. & Sembrano, J. . (2007). The role of teacher efficacy and characteristics on teaching effectiveness, performance, and use of learner-centered practices. *The Asia-Pacific Education Researcher*, 16(1). <http://ejournals.ph/form/cite.php?id=3844>
- Mistades, V. (1998). An effective science/math teacher: What Students and Faculty Say. *The Manila Journal of Science*, 1(2). <http://ejournals.ph/form/cite.php?id=41>
- Quintillan-Bugas, R. (2010). Manifest needs of adolescents and their level of happiness. *LEAPS: Miriam College Faculty Research Journal*, 33(1). <http://ejournals.ph/form/cite.php?id=3502>
- Scoffham, S., & Barnes, J. (2011, December 12). *Happiness matters: towards a pedagogy of happiness and well-being*. tandfonline.com: <http://www.tandfonline.com/doi/abs/10.1080/09585176.2011.627214>
- Talebzadeh, F. (2011). *An evaluation of the factors influencing happiness among female students of elementary schools in Tehran*. ipedr.com: <http://www.ipedr.com/vol5/no2/98-H10240.pdf>

## AUTHORS' PROFILE

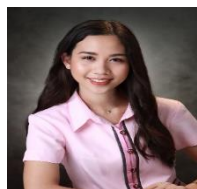


**Jude Matthew D. Bernal** completed his Associate of Arts in Pre-Dentistry at Centro Escolar University-Manila. He then graduated with a Bachelor of Secondary Education Major in Biological Science from Palawan State University, acquiring a solid background in the field of biology and pedagogy. Currently, he is pursuing his Doctor of Medicine degree at West Visayas State University College of Medicine. His past research projects have explored the antimicrobial potential of local flora against biofilm-forming microorganisms, as well as the effects of the COVID-19 pandemic on students' quality of life.



**Maricar D. Dasmariñas** finished Bachelor of Secondary Education Major in Mathematics (2013-2017), *magna cum laude*, at Palawan State University. She completed her degree in Master of Arts in Education Major in Mathematics

(2018-2021) at the same university with her thesis related to Vedic Mathematics (VM) Integration in mathematics classes. She is a certified VM teacher, a national speaker of VM seminar workshops, and a winning coach of national and international VM competitions. She is a life member of the Institute for the Advancement of Vedic Mathematics, an international non-profit organization based in the United Kingdom, that aims to promote, disseminate, research, and support the usage of VM. She works as a research and mathematics teacher in high school and college.



**April Ann J. Viterbo** is currently the Associate Dean of the College of Teacher Education at Palawan State University. She graduated Bachelor of Secondary Education major in

Physics, *Cum Laude*. She completed the degree Master of Arts in Teaching Physics at Palawan State University in 2021. She has been an enumerator of college researches and presenter of several academic papers in Science Education. She was one of the scholars of the Normalite Program at Philippine Normal University (PNU) from November 2016 to January 2017 and was deployed at Manuel G. Araullo High School, a cooperating school of PNU during her undergraduate program. She is the Grade Level Coordinator of Grade 9, Science Coordinator, Class Adviser, and Adviser of the Training Pool of Honor Students at PSU Laboratory Junior High School. She has participated actively in science contests and quiz bees as a coach and has served as a facilitator in numerous seminar workshops.

## COPYRIGHTS

*Copyright of this article is retained by the author/s, with first publication rights granted to IIMRJ. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution – Noncommercial 4.0 International License (<http://creativecommons.org/licenses/by/4>).*