



## **Happiness at work and didactic praxis in university teachers**

## **Felicidad laboral y praxis didáctica en docentes universitarios**

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### **ABSTRACT**

The objective of this research is to determine the relationship between work happiness and didactic praxis in university teachers of a Peruvian public university. A quantitative approach was used in a population of 61 teachers. Obtaining a significance of 0.000 supports the affirmative hypothesis of a relationship between happiness at work and didactic praxis. It is important to point out that Spearman's Rho value reveals a moderate and positive relationship, at 0.403. Since there is a relationship between the variables under study, it appears that happiness at work and didactic praxis are intertwined in a synergic dance that raises the quality of education. By understanding and fostering this connection, not only the well-being of the teacher is promoted, but also the learning experience of students is enhanced, thus creating a virtuous cycle that enriches the very fabric of education.

Descriptors: work attitudes; occupational psychology; educational research. (Source: UNESCO Thesaurus).

### **RESUMEN**

La investigación tiene por objetivo determinar la relación entre la felicidad laboral y praxis didáctica en docentes universitarios de una universidad pública peruana. Se trabajó en enfoque cuantitativo en población de 61 docentes. La obtención de una significancia de 0.000 respalda la hipótesis afirmativa de una relación entre la felicidad laboral y la praxis didáctica. Es importante señalar que el valor de Rho de Spearman revela una relación moderada y positiva, cifrada en 0.403. Al existir relación entre las variables de estudio, se presenta que la felicidad laboral y la praxis didáctica se entrelazan en una danza sinérgica que eleva la calidad de la educación. Al comprender y fomentar esta conexión, no solo se promueve el bienestar del docente, sino que se potencia la experiencia de aprendizaje de los estudiantes, creando así un ciclo virtuoso que enriquece el tejido mismo de la educación.

Descriptores: actitud laboral; psicología ocupacional; investigación pedagógica. (Fuente: Tesoro UNESCO).

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## INTRODUCTION

In the dynamic and challenging environment of higher education, the convergence between job happiness and the didactic praxis of university teachers has emerged as a field of growing interest and importance (Valles-Montero, *et al.* 2021). Teachers' satisfaction and well-being not only impact their personal quality of life, but also directly impact students' learning experience and the overall effectiveness of higher education (Thakur, *et al.* 2022).

In this context, the present article aims to illuminate the integral relationship between work-related happiness experienced by university teachers and its influence on pedagogical practices. At a time when educational institutions face significant changes, including the transition to hybrid and online teaching modalities, understanding how job happiness influences the adaptation and effectiveness of teaching strategies becomes critical (Paetsch, *et al.* 2021), (Liu, *et al.* 2022).

This analysis not only addresses teachers' subjective satisfaction in their roles, but also examines how this perception directly impacts creativity, motivation, and innovation in the design and implementation of learning experiences. By putting the focus on the learning subject and transforming educational practices, it underscores the importance of a learning-centered approach to university faculty professional development (Rogowska & Meres, 2022).

The student evaluations highlight the general satisfaction with the strategies implemented, highlighting the effectiveness of approaches such as virtual educational tours, debates and case studies, as well as the importance of the active participation of the student body in the learning process. It is evident how initial responses to the COVID-19 pandemic led to "emergency remote teaching," with an initial focus on information transmission rather than meaningful pedagogical processes. As the situation evolved, the need for a deeper understanding of the social and flexible nature of learning processes was highlighted (Vallejo-Pilco, *et al.* 2022), (Wang, *et al.* 2023), (Barrientos-Oradini, *et al.* 2022).

The importance of university teacher training is emphasized as a key to overcome current and future challenges, and it is argued that the process of transition to virtual teaching goes beyond technocratic solutions, requiring consideration of the particularities, needs and emotions of both teachers and students (Chandran, *et al.* 2021). In addition, the relevance of work happiness in this context is recognized, understood as an emotional state that goes beyond mere satisfaction, significantly impacting the well-being and performance of university teachers. This article aims to enrich the existing literature through a detailed exploration of this connection, thus providing a critical and reflective view of teachers' well-being at work in this specific context.

In consideration of the above, the research aims to determine the relationship between occupational happiness and didactic praxis in university teachers at a Peruvian public university.

## METHOD

The present research is oriented towards expanding knowledge about specific variables through a basic approach that allows each variable to be addressed individually. The scope of this study is characterized as correlational, with the purpose of identifying and analyzing possible relationships between the variables of interest. In terms of design, a non-experimental and cross-sectional approach is adopted, which implies the absence of manipulation of variables and the collection of data at a single point in time.

The study population consisted of 61 university teachers belonging to a public institution in Peru. The inclusion criteria are based on hiring and teaching load during the 2023 - I semester, while those teachers who are on leave during the aforementioned period are excluded.

Data collection was carried out through surveys and documentary analysis, using questionnaires designed specifically for this purpose, as well as analysis sheets for the review of relevant documents. The validity of the instruments is ensured by means of expert judgment, while reliability is verified through a pilot test, which yields a value of over 0.70.



Data processing is carried out using SPSS 25 software. Frequency tables and the normality test are used as part of the statistical analysis to obtain a detailed understanding of the data distribution.

Ethical considerations are a priority in the development of this research, ensuring that informed consent is obtained from the participants, preserving the anonymity of the information collected and ensuring that the data are used exclusively for research purposes. These ethical protocols reinforce the integrity and validity of the study, respecting the rights and privacy of the participants involved.

## RESULTS

Research hypothesis:

H1: There is a relationship between happiness at work and didactic praxis in university teachers at a Peruvian public university.

H0: There is no relationship between happiness at work and didactic praxis in university teachers at a Peruvian public university.

**Table 1.** Correlation between happiness at work and didactic praxis.

		Felicidad laboral	Praxis didáctica
	Coeficiente de correlación	,403**	1,000
Rho de Spearman	Sig. (unilateral)	,000	.
N		61	61

\*\* . Correlation is significant at the 0.01 level (one-sided).

**Source:** Own elaboration.

Table 1 shows that a significance of 0.000 supports the affirmative hypothesis of a relationship between work happiness and didactic praxis. It is important to note that Spearman's Rho value reveals a moderate and positive relationship, at 0.403.

## DISCUSSION

In reference to the findings presented, (Loureiro, *et al.*, 2016), highlight that happiness is closely linked to the ability to establish meaningful connections with students. Educators who find satisfaction in their work and show interest in the well-being and success of their students tend to forge more authentic and solid relationships. This commitment manifests itself through mentoring and tutoring, and it is crucial to generate positive relationships that facilitate effective communication, provide emotional support, and establish a safe and motivating learning environment. Therefore, teachers' happiness at work can directly impact the learning process of students.

In addition to the aforementioned aspects, the attitude exhibited by teachers in their work environment, resulting from interpersonal relationships with students, translates into the happiness experienced in the learning environment. In turn, (Sutton, 2004) suggests that teachers who manage to connect emotionally with their students and become determining figures for their personal and academic development experience a sense of achievement and satisfaction. This sense of gratification and personal fulfillment, derived from the relationship with students, contributes to teachers' happiness at work.

The happiest workers are also the most productive. Happiness at work is associated with better teacher performance, understood as the improvement of their pedagogical practices (Resdasari, *et al.*, 2022). On the other hand, (Aloe, *et al.*, 2014), explain that teachers who manifest work happiness are those who have the freedom to choose pedagogical methods, plan their curriculum and make decisions related to their teaching, which translates into greater satisfaction and commitment to their work. This aspect is developed in didactic praxis, influencing the teacher's ability to promote meaningful learning and, therefore, explaining efficient performance.

When work happiness is analyzed from the affective perspective, an increase in teachers' work performance is observed. Likewise, (Marina, *et al.*, 2015), explain that educators who experience positive emotions, such as joy and satisfaction, tend to show a more positive attitude towards teaching, which can have an impact on the classroom climate and the relationship with students. In addition, emotionally healthy teachers have a greater capacity to manage stress and challenges in the school environment, contributing to greater resilience and job satisfaction, favorable dimensions to favor didactic praxis.

In addition, didactic praxis in the university setting, as a cornerstone, stands as an active and reflective amalgam between educational theory and practice. When addressing a doctoral scientific audience, the imperative need to inquire into how university teachers implement their pedagogical knowledge in teaching and how this implementation affects the students' learning process becomes undeniable. In this presentation, it is subjected to closer scrutiny: In the university context, didactic praxis implies the effective implementation of pedagogical theories in practical teaching situations. It is not limited to the mere transmission of information; rather, it focuses on the design and implementation of learning strategies that go beyond the conventional, fostering the active participation of students.

University didactic praxis transcends the mechanical application of teaching methods. It represents a conscious adaptation to the specific characteristics of the students, the contents and the academic environment. The diversity of learning styles, levels of prior knowledge and cultural contexts present in the classroom demands meticulous consideration on the part of university teachers. At present, university didactic praxis is enriched by the thoughtful integration of educational technology. Teachers must employ digital tools strategically, not only to enhance the learning experience, but also to foster collaboration and equip students for today's work environment.

Assessment, as an integral component of didactic praxis, demands formative strategies that provide continuous feedback to improve the learning process. In addition, summative assessment must be not only fair and valid, but also perfectly aligned with the learning objectives. Therefore, didactic praxis implies a perpetual reflective process. University teachers must critically evaluate themselves, identify areas for improvement, and adjust their approach in line with changing student needs and advances in educational research.

Emphasizing the importance of research from didactic praxis is essential. The generation of pedagogical knowledge through research contributes not only to the development of better educational practices, but also to the training of more effective teachers. In this sense, didactic praxis implies a constant commitment to professional development. The active pursuit of training opportunities, vigorous participation in communities of practice, and maintaining a constant update on trends and developments in higher education are imperative. In this comprehensive consideration, a deeper understanding of how university faculty can effectively amalgamate theory and practice, ultimately elevating the quality of higher education, is offered.

From the foregoing; the intrinsic relationship between occupational happiness and didactic praxis in the university educational setting is exposed; it is a fascinating field of study that reveals profound connections between teacher well-being and teaching quality. In this complex web of variables, a web unfolds in which happiness at work emerges as an essential catalyst that directly influences the effectiveness of didactic praxis.

Happiness at work, understood as the satisfaction and sense of fulfillment that a teacher experiences in his or her daily work, becomes the sap that nourishes didactic praxis. When an educator finds joy in his or her work, this positive emotional state translates into a deeper commitment to the teaching process. The satisfaction derived from authentic relationships with



students, as suggested by (Sutton, 2004), becomes a propulsive engine that drives the creation of solid and meaningful bonds.

Didactic praxis, on the other hand, acts as the fertile ground in which the seed of happiness at work germinates. The effective execution of pedagogical theories, the conscious adaptation to the specific needs of students and the reflective integration of educational technology are enhanced when teachers find joy in their work (Cascante-Flores, Nora, & Villanueva-Salazar, *et al.* 2020). The freedom to choose pedagogical methods and make decisions related to teaching, as highlighted by (Aloe, *et al.*, 2014), becomes a catalyst that feeds the teacher's work happiness, creating a virtuous cycle.

In this dynamic interweaving, the bidirectional relationship between occupational happiness and didactic praxis is revealed as an essential component in the educational equation (Rodríguez-Leudo, *et al.* 2021). Emotionally healthy teachers, who experience positive emotions such as joy and satisfaction, not only influence the classroom climate and the relationship with students, but, also become more resilient to the challenges of the school environment (Marina, *et al.* 2015).

## CONCLUSION

As there is a relationship between the study variables, it is presented that work happiness and didactic praxis are intertwined in a synergistic dance that elevates the quality of education. By understanding and fostering this connection, not only the well-being of the teacher is promoted, but also the learning experience of students is enhanced, thus creating a virtuous cycle that enriches the very fabric of education. Happiness at work, understood as a beacon that guides the teacher's attitude and commitment, is reflected in the way didactic praxis is approached. Enriching interactions with students, the ability to adapt to diversity in the classroom and the willingness to innovate teaching methods are fruits that flourish in the soil fertilized by happiness at work.

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## CONFLICT OF INTEREST

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