



CHETANA
INTERNATIONAL JOURNAL OF EDUCATION (CIJE)

Peer Reviewed/Refereed Journal

(ISSN: 2455-8729 (E) / 2231-3613 (P))

Impact Factor
SJIF 2023 - 7.286



Prof. A.P. Sharma
Founder Editor, CIJE
(25.12.1932 - 09.01.2019)

First draft received: 02.06.2023, Reviewed: 08.06.2023, Accepted: 10.06.2023, Final proof received: 30.06.2023

Perception of School Teachers' towards Happiness Curriculum

Priyanka Singh¹, Dr. Navita Malik²

M.Ed. Scholar¹, Assistant professor²,

School of Education, Galgotias University, Greater Noida

Email-Priyanka.psy23@gmail.com, Mobile- 0000000000

Abstract

Our new National Education Policy promotes young learners' emotional and social well-being. In today's world, when stress may quickly infiltrate one's life, it is critical to be prepared with all ways and tactics for dealing with stress and being joyful. Schools have frequently implemented life skill education to teach students in coping techniques throughout adversity. The Delhi government has implemented a happy curriculum at Delhi's directorate of education institutions. The emphasis is on play way methods combined with creative ways of expression. After extensively researching the curriculum, the author proposes the following ideas to enhance the happiness curriculum and provide stakeholders with the necessary skills and tactics in this area.

Keywords: *Happiness Curriculum, happiness, moral values, role of teachers in Happiness Curriculum etc.*

Introduction

In a resolution passed by the UN General Assembly in 2011, the right to happiness was declared to be a basic human right. Countries gauge their citizens' levels of contentment and well-being using indices like the World Happiness Report and the "Happy Planet Index," and educational institutions are putting these concepts into practise by introducing programmes in classrooms.

For instance, the Happy Schools Project was established by UNESCO Bangkok in 2014 with the goal of promoting "learner wellbeing and holistic development" (UNESCO, 2017). In order to improve "the personal and social development of students" and foster "happiness in students, teachers, and families alike," the Happy Classrooms programme was introduced in Spain in 2010 (Lombas et al., 2019).

The Delhi government has introduced the Happiness Curriculum (HC), a first step in extending the formal public school system there to include a dedication to the holistic development of all learners, as education systems within the world wrestle to figure out how to best prepare students for confronting the demands and challenges that life presents in a highly unpredictability environment. This strategy is in accordance with the goals of the global Sustainable Development Goal 4 for education as well as the goal for India's educational system as presented in the Indian National Education Policy 2019 (Government of India, 2019).

According to the assumption of the HC, assisting students in acquiring the critical capabilities linked to happiness would enhance their academic and personal achievements (State Council of Educational Research and Training, 2014).

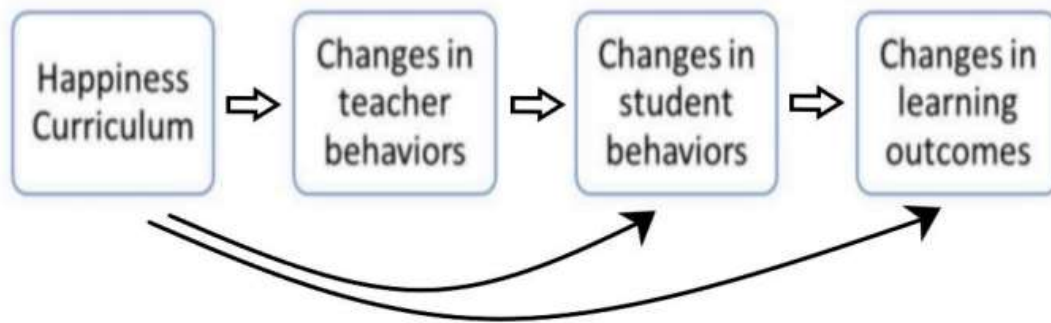
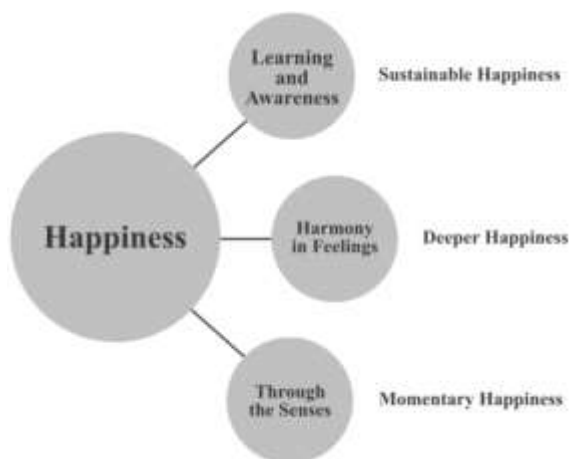


Fig 1: Use of Happiness Curriculum for change in learning outcome

Fig 2: Happiness Triad
https://www.edudel.nic.in/welcome_folder/happines/HappinessCurriculumFramework_2019.pdf

Pleasure, according to A Nagraj, is "a state of no-conflict, synergy, or a state of being in acceptance" (SCERT Delhi & DoE, 2019, p. 12). He claims that there are four layers of human existence: material, behavioural in character, cognitive, and experiencing. These aspects are representations of our senses, emotions, learning, and awareness. These three elements combine to form the "happiness triad," which also includes physiological sensations (also known as Momentary Happiness), sentiments in interpersonal interactions (also recognised as Deeper Happiness), and knowledge and awareness (also known as Sustainable Happiness). We can experience happiness temporarily through our five senses of sight, hearing, touch, smell, and taste. The satisfaction we get from things like watching movies, listening to music, hugging a friend, and eating excellent food can last somewhere from just a few seconds to a few hours [1].

In the end, for long-term satisfaction, growing self-awareness, developing action-awareness, and allowing go of internal conflict are required. It is distinguished by increased self-awareness, mental clarity, focus, a quest for a purpose and significance in life, and a sense of oneness. This triangle serves as the conceptual foundation for the happiness curriculum, which aims to develop students' ability to move beyond ephemeral and intense enjoyment to achieve enduring happiness [2,3].



Goals of Happiness Curriculum

The curriculum for happiness aims to :

- Enable learners to communicate successfully, freely express themselves, and think critically.
- Assist learners in understanding what they're seeking in connections, cultivate compassion, and promote pleasant interactions with family, friends, and instructors.
- Assist learners in applying life skills to deal with difficult and demanding situations in their environment.
- Create an environment in which learners are self-conscious while being aware of their environment.
- Instil critical thinking and investigative abilities in the students.

The following are the basics of the National Curriculum Framework (NCERT, 2005), which serve as a framework for these objectives: Rather than sticking to a handbook-centric method, improve the curriculum to assist the whole development of children. Making tests more adaptable and integrating them into classroom life. Fostering an overall identity founded on caring concerns within the nation's democratic ideals. Linking information to realities outside of the classroom. ensuring that training has moved away from rote learning approaches [4,5].

Various Approaches At School-Level

- Schools may help youngsters learn about love and peace by showing films on peace advocates such as Gandhi, Martin Luther King, and others.
- Workshops and speeches on enhancing communication or everyday abilities may be offered at schools on occasion.
- Schools should offer anger management seminars, particularly for teens. Children who are aggressive may benefit from martial arts instruction or physical activity to help them regulate their out-of-control behaviours.
- It is critical to provide assignments to pupils and hold individuals responsible for their results. This will assist them in focusing their efforts, creating a sense of community, and inspiring creativity in them.
- Students should be firmly discouraged from using mobile phones at school. Mobile devices are routinely used for malicious reasons.

- Because it is common for children to take advantage of the internet by publishing photographs and videos of teachers and peers, it is critical to teach them how to use it productively from an early age.
- Tracking attendance carefully might help you identify students who are frequently absent from class. The same must be confirmed with parents. Students regularly miss class to attend films or go shopping. This is thought to be a member of the causes of students' aggressive and irresponsible behaviours [6].
- Teachers should be respected by students because it is normal for them to mock them in the presence of their classmates.

Teacher Participation in Schools' Happiness Curriculum

- Teachers should provide a good example for their students. Because values are caught rather than taught, they have to be displayed in front of their pupils. A teacher's engagement in the happiness curriculum. Teachers can contribute a big contribution to happiness projects in the following ways:
- Develop rules and guidelines that relate to the complete school and publicise them using eye-catching posters and slogans.
- Form friendship groups for children who are prone to emotional instability.
- Hold numerous class sessions to investigate strategies to make students happier.
- Develop school-wide reinforcement activities to encourage students who make improvement [7].

Role of Parents and Community

No curriculum can be productive without the assistance of parents and the community, where the student spends the majority of her time. Schools may have regular parent-teacher conferences to educate elders on the significance of preserving their happiness and health. Teachers with the necessary training and enthusiasm may create programs for parents as well as other community members to raise awareness and provide information about the issue. It is a significant step towards creating a culture that is adept at dealing with stress and enjoying happiness in its most basic state. It is critical to transmit the message because life is full of ups and downs [8].

- Parents should play an active role in reducing their children's and teens' access to violent and ineffective video games and mobile apps. The parents should investigate any violent or hostile behaviour by a family member. A calm and peaceful environment at home will be soothing to the child. Parents should not excuse their children's flaws or disregard behavioural changes in them. Corrective actions taken at the right time may be quite beneficial in dealing with a range of circumstances.
- Parents should urge their children to communicate with them about their school experiences. They should share information about

their child with the school and attend parent-teacher conferences on a regular basis. In this method, they may learn about the child's behaviours and academic success.

- Today, numerous television shows and movies contain profanity and severe violence. Parents must keep an eye on this. Parents have to regularly counsel their children on morality and attributes [11-16].

Objectives

- To compare the perceptions of male and female teachers towards Happiness Curriculum.
- To study the perceptions of private and government teachers towards Happiness Curriculum.
- To study the perceptions of rural and urban teachers towards Happiness Curriculum.

Hypothesis

All the hypotheses are formulated in null form for testing as elucidated below:

HQ1: There will be no significant difference between teacher' perception towards happiness curriculum in relation to male and female.

HQ2: There will be no significant difference between towards happiness curriculum in relation to urban and rural areas.

HQ3: There will be no significant difference between towards happiness curriculum in relation to government school and private school.

Delimitation

- a) The area of current research is extracted from the Delhi only.
- b) The sample of the study consists of only 100 teachers.
- c) The sample of the study consists of primary school teachers.

Methodology of the Study

Population:

The present study would be delimited to the 100 School teachers of government and private colleges of both urban and rural areas of New Delhi.

Design of the study

The study is based on descriptive survey research. The sample of the study is 100 School teachers of government and private colleges of both urban and rural areas in New Delhi. The investigator developed 42 questions set of 5 point Attitude towards Research Scale (ARS) as Strongly agree, Agree, Undecided, Disagree, and strongly disagree. The validity of the test has been reported on the basis of a factor-analysis of the inter element scores, which gave a pattern of five dimensions.

Analysis and Interpretation

Objective 1: To compare the perceptions of male and female teachers towards Happiness Curriculum

Table 1:

Sr No	Group	N	M	S.D
1	Male teachers	50	145	29.73
2	Female teachers	50	155.5	40.46

The results relating to this objective are presented in Table 1. In this table, the mean and S.D. scores in respect of perceptions of male and female teachers towards Happiness Curriculum. Mean and SD obtained in respect of 50 Male teachers towards Happiness Curriculum are 145 and 29.73. Mean and SD obtained in respect of 50 Female teachers towards Happiness Curriculum are 155.5 and 40.46.

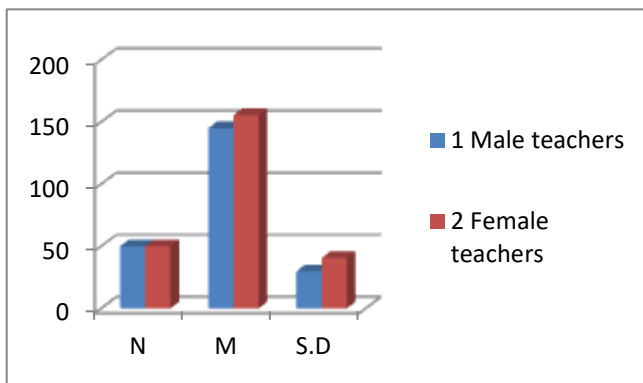


Fig 3: Comparison of perceptions of male and female teachers towards Happiness Curriculum

Objective 2: To study the perceptions of private and government teachers towards Happiness Curriculum.

Table 2:

Sr No	Group	N	M	S.D
1	Private teachers	50	151.5	37.81
2	Government teachers	50	149	36.74

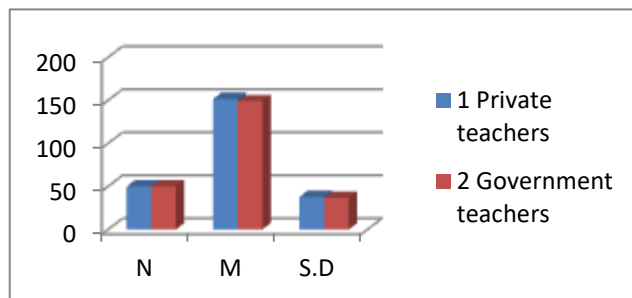


Fig 4: To study the perceptions of private and government teachers towards Happiness Curriculum

The results relating to this objective are presented in Table 2. In this table, the mean and S.D. scores in respect of perceptions of private and government

teachers towards Happiness Curriculum. Mean and SD obtained in respect of 50 private teachers towards Happiness Curriculum are 151.5 and 37.81. Mean and SD obtained in respect of 50 government teachers towards Happiness Curriculum are 149 and 36.74.

Objective 3: To study the perceptions of rural and urban teachers towards Happiness Curriculum.

Table 3:

1	Urban teachers	50	155.5	40.46
2	Rural teachers	50	147	37.89

The results relating to this objective are presented in Table 3. In this table, the mean and S.D. scores in respect of perceptions of Urban and Rural teachers towards Happiness Curriculum. Mean and SD obtained in respect of 50 Urban teachers towards Happiness Curriculum are 155.5 and 40.46. Mean and SD obtained in respect of 50 Rural teachers towards Happiness Curriculum are 147 and 37.89.

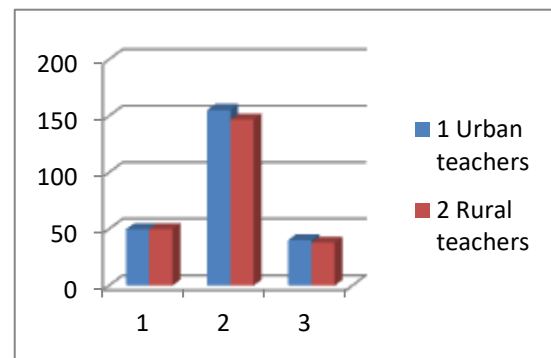


Fig 5: To study the perceptions of rural and urban teachers towards Happiness Curriculum

Major findings of the study

- Perception of teacher towards Happiness curriculum among primary school teacher is almost similar in case of rural and urban school teachers.
- Rural school teachers significantly score higher than urban school teachers with respect to the Perception of teacher towards Happiness curriculum.
- Perception of teacher towards Happiness curriculum among school teacher is almost similar in case of male and female school teachers.
- Male school teachers significantly score higher than female school teachers with respect to the total Perception of teacher towards Happiness curriculum.
- Perception of teacher towards Happiness curriculum teacher is almost similar in case of government and private school teachers.
- Private school teachers significantly score higher than Government school teachers with respect to the Perception of teacher towards Happiness curriculum.

Educational Implications

The results of this study suggest that administrators should focus on the construction of Perception of teacher towards Happiness curriculum. To encourage

teachers' integrate Happiness curriculum into teaching and learning, they should be provided with opportunities to acquire Happiness curriculum basic skills for educational purposes.

- Teachers should be invited to use Happiness curriculum to update their knowledge and skills of general awareness.
- Orientation courses for government teachers' must be organized to motivate to use the Happiness curriculum.
- Rural teachers need to be made aware about the benefits of Happiness curriculum.
- Training courses for using Happiness curriculum should be organized in the schools.
- School Principals should motivate the teachers to adapt Happiness curriculum in teaching
- Finally, the role of educational bodies like NCERT, SCERT, CBSE etc. need not be limited only to framing and restructuring Happiness curriculum, but to make changes in the teaching-learning methodologies.

Suggestions for further research

- The present study focused on one area to seek teacher's perception about Happiness curriculum. As such Happiness curriculum is a very broad concept which encompasses other educational ways so more studies should be done in order to improve it.
- This study involved the perception about Happiness curriculum in one district only, i.e., New Delhi but its scope could be widened to other district and states like Mumbai, Chennai, and Bengaluru etc.
- The study can be done on primary teachers of government and private schools.
- Cross-state comparisons can also be made to assess teacher's perception about Happiness curriculum.
- The sample for the current investigation was limited to 100 school teachers', but, other research may also be planned on very large samples.
- This study focused on the school teachers. Further research can be conducted to study students and parents; attitude towards Happiness curriculum.
- This study used subjective, self-reported measures to assess teacher's perception about Happiness curriculum, but experimental method can also be used.

References

1. Scoffham, S., & Barnes, J. (2011). Happiness matters: Towards a pedagogy of happiness and well-being. *Curriculum Journal*, 22(4), 535-548.
2. Care, E., Talreja, V., Ravindranath, S., & Sahin, A. G. (2020). Development of student and teacher measures of Happiness Curriculum factors. *Development*.
3. Alam, A. (2022). Investigating sustainable education and positive psychology interventions in schools towards achievement of sustainable happiness and wellbeing for 21st century pedagogy and curriculum. *ECS Transactions*, 107(1), 19481.
4. Okur-Berberoglu, E. (2023). Evaluation of Humanistic Curriculum Within "Accepted" Movie. *International Journal of Educational Reform*, 10567879231159380.
5. Kim, M. J. (2022). Happiness, politics and education reform in South Korea: building 'happy human capital' for the future. *Comparative Education*, 1-17.
6. Alam, A. (2022). Positive psychology goes to school: conceptualizing students' happiness in 21st century schools while 'minding the mind' are we there yet? evidence-backed, school-based positive psychology interventions. *ECS Transactions*, 107(1), 11199.
7. Han, Z. (2022). Exploration of Happy Learning for College Students with the Integration of Thinking Visualization and Action Learning in the Internet+ Environment. *Journal of Environmental and Public Health*, 2022.
8. Debs, M., Kafka, J., Makris, M. V., & Roda, A. (2023). Happiness-Oriented Parents: An Alternative Perspective on Privilege and Choosing Schools. *American Journal of Education*, 129(2), 000-000.
9. Garwood, P., Gielgud, J., Graham, S., Grant, C., & Grant, H. Excellence through diversity: Internationalisation of curriculum and pedagogy.
10. Yeşiltepe, A., Sayar, S., & Çal, A. (2022). Investigation of the effect of the life satisfaction and psychological well-being of nursing students on their happiness levels.
11. Yoo, D. M., & Kim, D. H. (2019). The relationship between students' perception of the educational environment and their subjective happiness. *BMC medical education*, 19, 1-10.
12. Dsouza, J. M., Veigas, J., Dsouza, N. D., & Bhat, S. U. (2022). Effectiveness of Interaction with Children on Happiness among the Elderly: A Pilot Study. *Bangladesh Journal of Medical Science*, 21(2), 318-322.
13. Alizadeh, L., Ranjdoost, S., & Ghahremani, J. (2022). Representation a Model of Integrated Curriculum to Happiness (joysfulness) for Primary School. *Iranian journal of educational sociology*, 5(3), 0-0.
14. Gupta, K. (2020). A ray of happiness in the indian education system?. *Learning Curve*, (7), 58-61.
15. Carpenter, C. S. The Happiness Project: How an American Filmmaker Came to Understand Life Skills Education in New Delhi.
15. Ghani, S. A., Salam, M. A. U., Oyekwe, G. C., & Choudhury, S. R. (2020). How can educators improve the perception of happiness for pre-clinical medical students?. *BMC Medical Education*, 20, 1-3.
16. Roghani, P., & Nowrozi, R. A. Investigating the Relationship among Preschool Curriculum, Upbringing Styles, and Happiness of Students.