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A Study Of The Happiness Quotient Of School Teachers At Middle Stage Schools In Delhi

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Abstract

In the world happiness report 2025, India is ranked 118th out of 147 countries, according to the World happiness report. While this is the improvement from the previous year, India's ranking still falls behind many countries. Despite of ranking deep-rooted spiritual beliefs which contribute to a sense of belonging and resilience. India's happiness is also linked with cultural values, strong family structures and spiritual values. Happiness curriculum is also introduced by govt of Delhi at middle stage level. The investigator wants to know the teachers who guide their students will increase in their happiness Quotient or not. The purpose of the study is to know about happiness quotient of school teachers at middle stage schools in Delhi.

Key Words: Happiness quotient, Happiness Curriculum, Happiness etc.

'Happiness is when what you think, what you say and what you do are in harmony.'

- Mahatma Gandhi

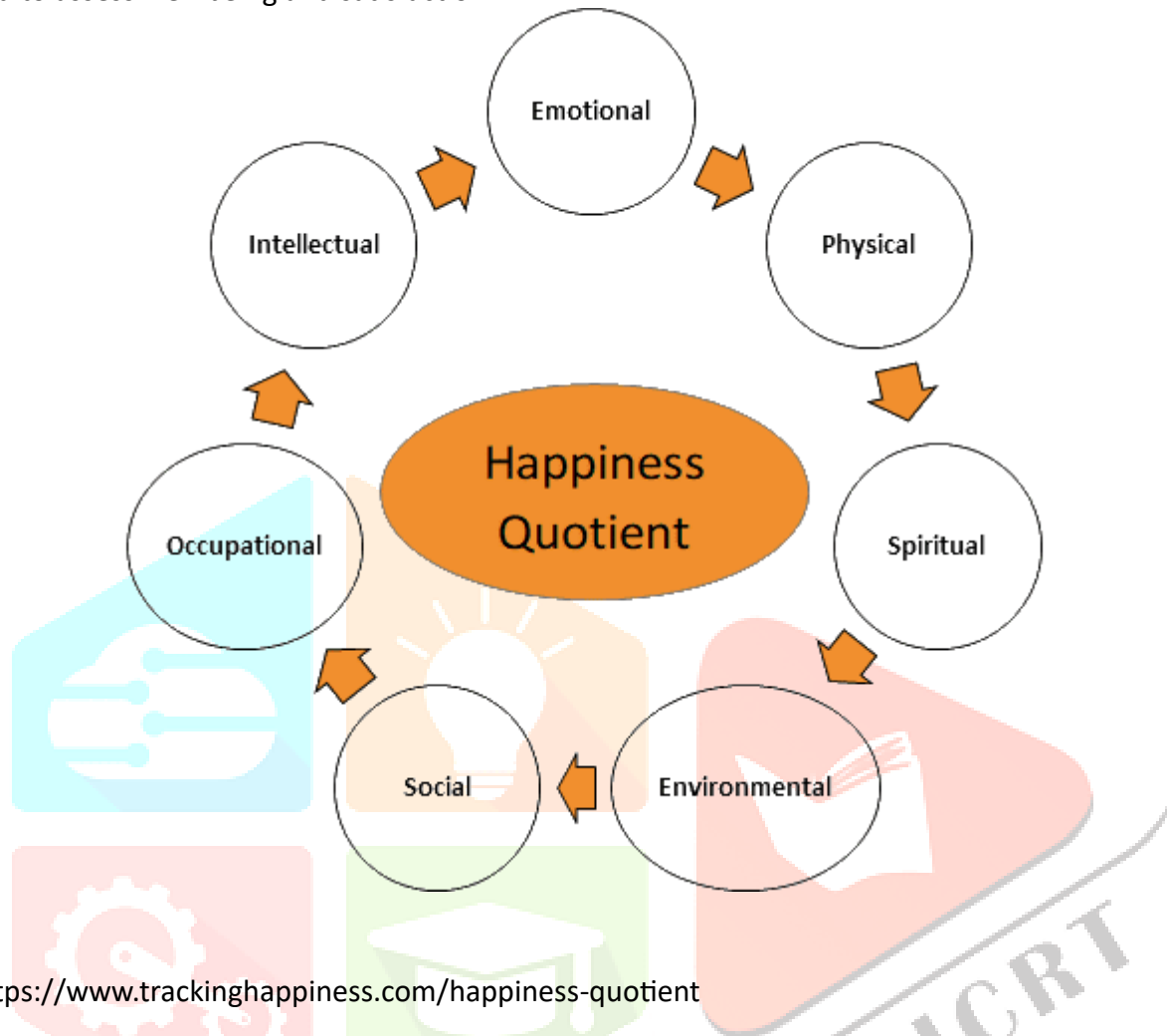
Happiness isn't just a single emotion, but a combination of hedonic (pleasure-based) and eudaimonic (meaning-based) components, making it challenging to capture with a single measure. In ancient times, happiness was often viewed not just as a fleeting emotion, but as a state of being achieved through virtuous living or fortunate circumstances. Philosophies like Greek eudaimonia emphasized living a life of purpose and virtue, while other perspectives focused on the role of luck or divine Favor in attaining happiness. The concept of happiness is living a life of virtue, reason, and purpose. It wasn't just about feeling good, but about actualizing one's potential and living in accordance with one's values.

According to the Vedas, true happiness, known as Ananda, is not found in external possessions or transient pleasures but is an inherent state of being, an experience of the Self. It is the bliss that arises from self-realization and liberation from the cycle of birth and death (Moksha).

According to the Bhagavad Gita, one should perform their duties without attachment to the results and focus on self-realization. The Gita emphasizes the importance of selfless action, understanding the temporary nature of the material world, and recognizing the eternal nature of the soul. It also highlights the significance of dharma (duty), non-violence, truthfulness, and self-control.

Happiness can be measure through happiness quotient. The concept of the Happiness Quotient (HQ), which measures and aims to increase an individual's happiness, is primarily associated with Dr. Rekha Shetty. She introduced this concept in her book, "The Happiness Quotient," which outlines a program to achieve and enhance happiness.

The term "happiness quotient" (HQ) refers to a measure of happiness, either individual or collective, often used to assess well-being and satisfaction.



*<https://www.trackinghappiness.com/happiness-quotient>

Education has a larger purpose to serve and hence, it cannot be seen in isolation from the dire needs of today's society. Happiness Class is a program developed by the Government of NCT, Delhi for students from Nursery to Grade 8. The curriculum was introduced in 2018 by His Holiness Dalai Lama.

The Curriculum is a path-breaking initiative that questions and challenges the traditional pedagogy and practice. The curriculum believes that the purpose of education is to create confident, mindful, responsible, and happy individuals who collectively build a happy and harmonious society.

Understanding the Happiness Curriculum

The Indian government of Delhi unveiled the Happiness Curriculum in July 2018 as an educational effort aimed at redefining the conventional understanding of education. The curriculum's main objective is to support students' emotional health, happiness, and overall growth. It seeks to develop students into well-rounded persons who can successfully manage both the academic and non-academic facets of life by providing them with fundamental life skills and values. The Happiness Curriculum's central tenet is that children who are content and emotionally stable are more likely to succeed in school and other aspects of life. It recognizes that while academic knowledge is important, it is not adequate for a student's whole growth. The curriculum uses a range of cutting-edge pedagogical strategies and activities to close this gap by fostering values education, mindfulness, and social and emotional learning (SEL).

Extensive study and interaction with professionals in the fields of education, psychology, and child development served as the foundation for the creation of the Happiness Curriculum. It is predicated on the notion that happiness is an essential component of a child's development rather than just a success-related outcome. The curriculum, which spans kindergarten through eighth grade, was created with inclusivity in mind.

Important elements of the Happiness Curriculum

- 1) **Mindfulness practices:** An important component of the curriculum is mindfulness. Stress management, emotional control, and self-awareness are among the skills given to students. This includes practices like yoga, meditation, and deep breathing exercises.
- 2) **Value-Based Education:** The curriculum places a strong emphasis on instilling virtues like gratitude, empathy, and compassion. It encourages of students to consider these principles and put them into practice regularly.
- 3) **Activity-Based Learning:** To make learning fun and applicable, the curriculum includes a variety of interesting activities, such as games, storytelling, and arts and crafts.
- 4) **Group Activities:** Students learn how to work well with others and develop strong interpersonal skills by participating in group activities that promote cooperation and collaboration.
- 5) **Teacher Training:** To carry out the curriculum in an efficient manner, teachers receive training. They gain knowledge on how to foster a supportive learning environment in the classroom, assist students with their emotional needs, and integrate curriculum elements into their instruction.
- 6) **Assessment:** The Happiness Curriculum includes both qualitative and quantitative assessment methods to measure the impact on students' emotional well-being and holistic development.

Operational definitions

Happiness quotient

The concept of a "Happiness Quotient" (HQ), which measures an individual's overall well-being and contentment in life. The happiness curriculum is an educational initiative designed to nurture various aspects of a student's well-being, aiming to positively influence their Happiness Quotient. The "happiness quotient" (HQ) is a concept that refers to the level of happiness an individual experiences in their life, often assessed through subjective measures and potentially using a formula to quantify it.

HAPPINESS CURRICULUM

"Happiness Curriculum" refers to an educational initiative or program designed to promote the well-being, emotional intelligence, and mental health of students. These curricula aim to go beyond traditional academic subjects and focus on teaching students' skills and strategies for leading happier and more fulfilling lives. Happiness curricula typically include lessons and activities that help students develop emotional intelligence, resilience, self-awareness, empathy, and other personal and social skills.

Literature Review

Jian – Wei Lin and Li Jung Mai (2016) The majority of students reported enjoying the mindfulness meditation process and feeling that the intervention increased the effectiveness of in-class learning, according to their research. (JIAN-WEI LIN & LI JUNG MAI, 2016)

Erin Kathryn Herbert (2018) She discovered in her research that mindfulness techniques have a beneficial effect on the educational setting. Because a happy curriculum and a classroom climate that is supportive of teacher resilience are linked to positive student development, academic outcomes, and social-emotional learning, this shift in the academic climate is significant. (ERIN KATHRYN HERBERT, 2018)

Aprajita Narula and Mani Bhasin Kalra (2019) The study "Exploring in-service teachers' beliefs about happiness curriculum" received metaphorical responses. Happiness was linked to celebration, freedom, success, mindfulness, and bonds, but the curriculum for happiness provided examples of hope, empowerment, success, satisfaction, harmonisation, and compassion. Before and after these classes, teachers saw positive behavioural changes in the kids, like increased cheeriness. A questionnaire and a sample of fifty teachers who lead "happiness" classes in the schools were used. (Narula & Kalra, 2019)

Sunita Devi and Swati Patra (2020) revealed that both students and teachers were in agreement about how much they were enjoying the happy time. since there are no assignments or tests to worry about. This has significant ramifications for our educational system, where grades are the most important thing. Policymakers, educators, and parents will find it useful to learn how to teach happiness to pupils in order to improve their lives. (SUNITA DEVI & SWATI PATRA, 2020)

Indrajeet Dutta and Sonal Chabra (2021) According to their research, a happiness curriculum has a lasting effect on mindfulness meditation. The core competencies of positive education are those that help students develop happy emotions, improve their interpersonal connections, become more resilient individuals, practise mindfulness, and lead healthier lifestyles. (DUTTA & CHABRA, 2021)

Kajal Verma This study examines at how the happiness curriculum helps fulfil the fourth Sustainable Development Goal (SDG), which is high-quality education. The results demonstrate that happiness classes are a good idea that are associated with positive behavioural and psychological changes. Its approach and evaluation are different from those of modern extracurricular activities and classes like Sanskrit and Moral Education. It helps children become more mindful and alert. Regular review and updating improves the curriculum's effectiveness and durability. The results of the study confirm that students enrolled in happiness programmes receive training of the highest level. In summary, these programmes enable students to express their thoughts and overcome whatever barriers they may be facing in their academic careers. (Verma, n.d.)

OBJECTIVES OF THE STUDY

- To see the happiness quotient of teachers in schools run by government of Delhi.
- To appraise the perception of happiness curriculum of teachers in school run by government of Delhi.

HYPOTHESES

The hypotheses of the study are: -

- There will be no significance between happiness quotient of male and female teachers in schools run by government of Delhi.

DESCRIPTIVE RESEARCH

Descriptive research method was used.

SAMPLE DESIGN

A sample of 50 teachers has been taken for the investigation to find the happiness quotient which include 50 teachers (25 male and 25 female). The sample will be collected through convenient sampling.

TOOLS USED IN THE STUDY

The following tools will be used collecting data:

HAPPINESS QUOTIENT SCALE MADE BY –Dr. Manmohan Gupta

The scale was prepared by Dr. Manmohan Gupta was used as a measure of Happiness quotient. The test was used to assess the Happiness quotient of students and teachers in the group age of 18 to 40 years. It is more appropriate in Indian conditions.

Analysis and interpretation

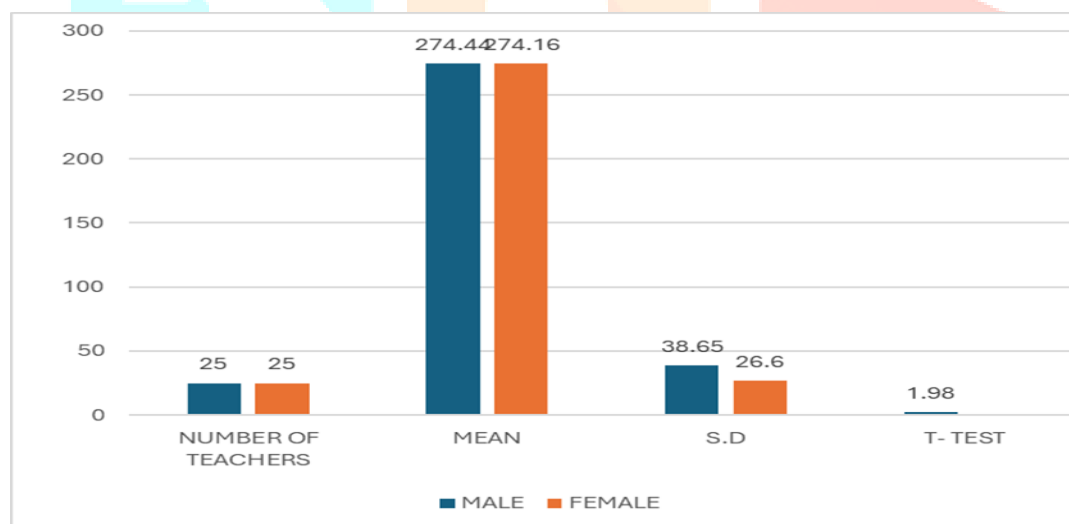
Hypothesis 1

There is no significant difference between happiness quotient of male and female teacher in schools run by government of Delhi.

Sample	No. of teachers	Mean	S.D.	t-test	Level of Significant
Male	25	274.44	38.65	1.98	NS
Female	25	274.16	26.60		

BAR DIAGRAM- 1

Table 4.1, indicates that mean of male teachers is 274.44 and standard deviation is 38.65. similarly, mean of female teachers is 274.16 and standard deviation is 26.6. "t" value is 1.98 which is less than table value, is not significant at 0.5 level. Hence, the null hypothesis is accepted. So, there is no significant difference between happiness quotient of male and female teachers in schools run by the government of Delhi.



Findings of the Study:

- There is no significant difference between happiness quotient of male and female teachers in schools run by the government of Delhi.
- The study shows that teachers guide the students through happiness curriculum, will also increase their happiness quotient. The happiness quotient of 83 percent teachers is high. Happiness curriculum also aims to increase happiness levels in teachers by fostering a positive classroom environment, promoting mindfulness and self-awareness. They can understand and manage their own emotions in a better way and live a happily and peaceful life.

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