



# A Study Of Attitude Of Mcd School Teachers Towards Happiness Curriculum.

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## ARTICLE INFO

## ABSTRACT

Nelson Mandela rightly said that “our children are our country’s greatest asset and the cornerstone upon which our future will be constructed, so they should be raised in the right manner”. But, Children who are enrolled in government schools are confronted with a number of challenges, including material deprivation, parental ignorance, a lack of importance placed on education, early participation in the workforce by children, an unfavourable attitude about going to school, and an improper environment at home. All of this ultimately results in mental unrest and decreased satisfaction. If we want our children to grow up content, happy, and fulfilled, we must teach them how to be peaceful. Due to their parents' hectic schedules, these children often feel abandoned at home and rely heavily on their teachers to instil in them a sense of right and wrong. Thus, it is crucial to put into practice educational programs that address students' brains and help them form moral judgments and achieve mental peace. In 2018, the government of Delhi took one such step by introducing a "happiness curriculum" (grades KG–8) into the public school system. Together with the honourable chief minister of Delhi, Mr. Arvind Kejriwal, our education minister, Mr. Manish Sisodia, realized the importance of cultivating happy people. The purpose of the program is to help pupils develop self-awareness and cognitive skills, encourage healthy character and mental health, lower anxiety and stress, and get students ready for the next generation. The spark, the soul, and the individual brightness of a child are all lit by teachers. To put it another way, educators are the ones responsible for lighting the child's personal candle. We learn the true spirit of success from our teachers, and they lead us down that road. They encourage their students' imaginations. Simply calling oneself a teacher doesn't do justice to the enormous weight of responsibility that comes with the job, particularly when it comes to the happiness of one's students, and that can be done by providing them with peace of mind and satisfaction. Therefore, the program should be well received by the teachers. Only then would they be in a better position to comprehend the significance and properly convey the happiness curriculum. In this work, the researcher attempts to look into the attitude of teachers toward the happiness curriculum. The research paper is based upon the following three aspects of attitudes: Cognitive attitude, Behavioural attitude and Affective attitude. Using the convenience sample method, the researcher obtained data from 50 teachers (n = 50) in the Delhi government schools. With the aid of SPSS, the data will be analysed using the proper statistical methods, and the results will be inferred.

**Keywords:** Attitude, Happiness Curriculum, cognitive attitude, behavioural attitude, affective attitude

## INTRODUCTION:

In the words of renowned nationalist Nelson Mandela, children are the future of this country. They are our biggest asset. The cornerstones of our society and the entire nation are harmed by those who mistreat them.

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Furthermore, John F. Kennedy once said, "Children are the greatest source of belief in the future and the most important resource in the world." It is evident from the aforementioned statements that children must be protected and sheltered in every manner that is feasible. The primary goal of education has always been seen as that of transmitting information. It is known as information transfer from one generation to the next. Considerable work has gone into creating a variety of curriculum in the form of subjects to aid in the transfer process. Subjects such as Hindi, English, mathematics, science, and social studies are covered. But when teaching the aforementioned courses, no thought was given to the practical subjects of honesty, integrity, reasonability, peace of mind, etc. Furthermore, children nowadays are raised in a variety of surroundings from birth. Therefore, it is important to have a policy or a framework that will also answer such inescapable issues. In 2019, Delhi government schools for grades kindergarten through eight adopted a policy known as the Happiness Curriculum. Promoting serenity, mental stability, self-awareness, mindfulness, the development of empathy, etc. are the key objectives of this policy. This policy has now been in effect for five years. It is critical to comprehend how well this strategy is functioning and how teachers feel about it or teachers attitude towards the same. In this context, the word "attitude" means a combination of person's feelings, thoughts, and actions toward a given entity. One's upbringing and life experiences greatly shape one's outlook. They can significantly affect how individuals behave in a variety of situations and exert a strong influence over behaviour. Although attitudes are static, they are also subject to change. Attitude can be broken down into its primary aspects, which are cognitive, affective, and behavioural. This indicates that attitudes are made up of a person's thoughts, feelings, and behaviours. The objective of this research endeavour is to gain insight into the prevailing attitudes of educators at government schools with regard to the happiness curriculum. These three elements serve as the foundation for the rating scale, which the researcher constructed in order to gather data. The statements in the rating scale are then further separated into these three categories. Convenience sampling is used to gather data from the different West Delhi schools, and the data collection provides the foundation for the analysis of the findings.

### OBJECTIVES OF THE STUDY:

- ❖ To comprehend the meaning of Happiness, Happiness Curriculum.
- ❖ To understand the concept of Affective Attitude, Cognitive Attitude and Behavioural Attitude.
- ❖ To determine, the type of attitude teachers have towards the happiness curriculum.
- ❖ To identify the relationship between the components of attitude.
- ❖ To identify the factor, most responsible for the teacher's positive/negative attitude.

### RESEARCH QUESTIONS:

- What is the meaning of the term happiness and happiness curriculum?
- What is the meaning of attitude and its various components?
- What is the attitude of teachers towards the happiness curriculum, whether it is positive or negative?
- What is the relationship between the various components of attitude?
- Which factor is most responsible for the teacher's positive or negative attitude?

### REVIEW OF RELATED LITERATURE:

**HAPPINESS:** An enjoyable and satisfying experience, or a healthy state marked by feelings of satisfaction to ecstatic delight, is what we mean when we talk about happiness. Joy can give rise to positive emotions, a cheerful disposition, a sensation of overall health, and constructive self-perceptions and attitudes toward others. A sensation of well-being brought on by positive emotions or as a consequence of a particular pleasant occasion is called happiness. The concepts of inclusivity and cognition form the foundation of the idea of happiness. The wide definition of happiness is that happier people feel more good emotions than negative ones. As to the cognitive theory of pleasure, an individual experiencing joy would consistently recollect happy experiences that are linked to affirmations and pleasant emotions. Since happiness is a comprehensive concept and a basic goal of life, the World Health Organization is placing more emphasis on happiness as a part of health. It is important to discuss the PERMA model of happiness, which was put forth by an American psychologist and educator, in order to comprehend what it means to want to live a happy and healthy life. The five primary elements of the PERMA model—POSITIVE EMOTIONS, ENGAGEMENT, RELATIONSHIPS, MEANING, AND ACCOMPLISHMENTS—are further explained. (Happiness Curriculum Is a 'Massive Success': Sisodia | Education News, The Indian Express, n.d.)

**EMOTIONS:** Since they all revolve on making one feel good and are undoubtedly strongly linked to happiness, positive emotions are sometimes called as the "feel good factor." But it goes beyond simply putting

on a happy face—it also entails accepting the past and holding out hope for the future. Pleasure is important since it affects the other variables in this paradigm, even if it isn't necessarily characterized by happy feelings.

**ENGAGEMENT:** The act of immersing oneself in something that one finds enjoyable is called engagement. One is very delighted to be working on a project that he finds enjoyable, even if it doesn't yield results. For example, a man who loves to sing is probably quite happy right now since she is singing out songs on a Karaoke system in her hotel room.

**RELATIONSHIPS:** The third element in the PERMA model is relationships. Every person has the desire to belong to a variety of social groupings, including gangs, organizations, circles, and social groups. In our daily lives, we all need affection, attention, engagement, and adoration. People should establish bonds with their friends, colleagues, business partners, companions in order to receive emotional support during difficult times.

**MEANING:** A fundamental component of the PERMA model is the pursuit of meaning in life. This meaning varies from person to person. Giving to charitable causes or simply lending a helpful hand to those around you is a quick way to recapture some of that lost meaning. We cannot satisfy oneself if we simply look within. This can be achieved through increasing one's time spent volunteering, contributing a portion of one's income, or making a bigger difference in the world.

**ACCOMPLISHMENTS:** The last component of the PERMA model is the accomplishment aspect. It is a satisfying feeling that comes from doing a task. It helps us feel worthy and confident in ourselves. It also motivates us to step up and take on new responsibilities.

**HAPPINESS CURRICULUM:** The educational program Happiness Curriculum, designed for kids in kindergarten through eighth grade, has been implemented by the Delhi government from July 2018. Mindfulness, social-emotional learning, problem solving, critical thinking, and connection building are all taught to pupils with the aim of enhancing their mental health. Students' emotional development is encouraged, decision-making is aided by this understanding, tools and surroundings are provided so that they can be driven by purpose, and many aspects of pleasure are explored. A major breakthrough for Indian education, so it has been stated, was the curriculum's introduction into Delhi's public schools. The notion to create a curriculum that tackles issues in contemporary culture came from Delhi's Deputy Chief Minister, Manish Sisodia, in 2017. This curriculum is hence known as the "happiness curriculum." forty professionals, including Delhi's government-run school teachers, psychologists, volunteers, education consultants, and representatives of the State Council of Educational Research and Training. There were several NGOs' representatives on this panel together with high ranking officials from the Delhi government's Directorate of Education. With the goal of preparing the next generation of intellectuals to develop their sense of self and become fulfilled, confident, and engaged adults, the Delhi government started this new program in schools. With a focus on education for the human condition, this curriculum also includes mental exercises, mindfulness training, and values education. The curriculum will be entirely activity-based, with no formal tests covering the whole course. But every so often, the kids' progress will be assessed using a happiness index.

Below are the primary elements of the curriculum:

1. The goal of this program is self-awareness.
2. The program seeks to foster mental health, resilience, and overall well-being in students.
3. The happy curriculum would improve the children's cognitive skills.
4. The joyful curriculum will lessen students' fear, hopelessness, and intolerance.
5. The curriculum also provides the tools necessary for students to overcome challenges and find solutions to social problems.

**ATTITUDE AND ITS COMPONENTS:** According to some definitions, an attitude is the culmination of our attitudes, ideas, and behaviours toward a specific thing, person, concept, circumstance, framework, or system. We determine the attitude, which can be positive, negative, favourable, or unfavourable, based on these beliefs and thoughts. To have a better understanding of attitude, let us consider a few instances:

1. A viewpoint on the rape incidents by minors.
2. How do you feel about elderly care facilities?
3. Should circle time be permitted in schools?
4. Whether the current government is keeping its promises?

To further examine attitude, we can break it down into its constituent parts, or tri-components. The three components of attitude that make up this approach are affective, behavioural, and cognitive attitudes.

**Affective attitude:** The affective component of attitude refers to how one feels about a specific individual, circumstance, or situation. These emotions could be either favourable or negative. For instance: I like that this government keeps its promises. I dislike Nitin because he lacks integrity. The circle time in school allows child to be more attentive so I feel circle time should be allowed in schools.

**Cognitive attitude:** This constituent of attitude comprises one's beliefs or thoughts regarding a specific individual, circumstance, or situation. For instance: I'm afraid of dogs or I think they're harmful, Old age homes are necessary, in my opinion.

**Behavioural attitude:** The behaviour or response to a certain thing, person, etc. is referred to as the behavioural component of attitude. It dictates one's response to an individual, concept, thing, or circumstance. For example: I avoid dogs because I believe they are hazardous. Because this government honours its commitments, I will vote for it. The aforementioned remarks make it clear that the affective and cognitive components of attitude influence the behavioural component. Our feelings, thoughts, and beliefs influence our behaviour.

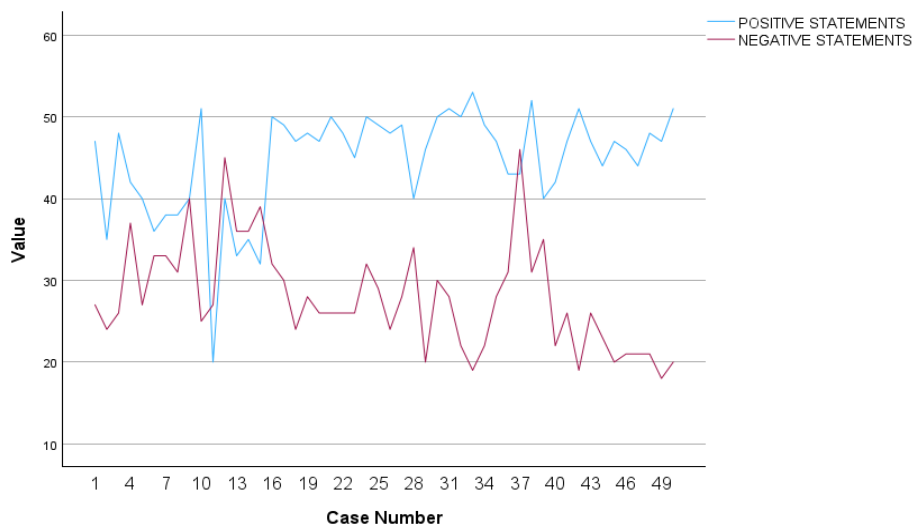
**THE PRESENT STUDY:** The goal of the current study is to ascertain how MCD school instructors behave, think, and feel about the happiness curriculum framework. In this study, the researcher examined the many components and variables that make up the happiness curriculum and then attempted to ascertain the attitudes of the teachers on the same.

### RESEARCH METHODOLOGY, RESEARCH TOOLS AND RESEARCH ANALYSIS:

After investigating the various elements of a happiness curriculum, the researcher developed a rating scale based on the numerous components of attitude. The behavioural, affective, and cognitive attitudes that make up the further split of the scale are these components. The positive and negative remarks are another division of these three components. Additionally, with the aid of Google forms distributed to the sample size of 50 MCD school instructors, the researcher collected data using a convenience sample approach that was random. After using SPSS to analyse the data, the following results are produced.

Table 1

	POSITIVE STATEMENTS	NEGATIVE STATEMENTS
Valid	50	50
N Missing	0	0
Mean	44.66	28.00
Range	33	28
Minimum	20	18
Maximum	53	46



Graph 1

Table 2

Cognitive	Pearson Correlation	1	.501**	.173
	Sig. (2-tailed)		<.001	.231
	N		50	50
behavioural	Pearson Correlation	.501**	1	.213
	Sig. (2-tailed)	<.001		.138
	N	50	50	50
affective	Pearson Correlation	.173	.213	1

Sig. (2-tailed)	.231	.138	
N	50	50	50

\*\*. Correlation is significant at the 0.01 level (2-tailed).



Graph 2

The above statistics can be understood like this:

1. Table 1 and Graph 1 indicate the descriptive statistics of all the positive statements and negative statements. The summation of all the positive statements of three components (cognitive, affective and behavioural) and all the negative statements of three components were used. The table depicts that the average of positive statements is more than the average of negative statements. Also, the maximum and range value of positive statements are also greater than the maximum and range value of negative statements. Moreover, the graph (graph 1) of positive statements is above the graph of negative statements, which shows that the teachers have a positive attitude towards the happiness curriculum.
2. Table 2 shows the correlations between the three variables, (cognitive, affective and behavioural). It shows
  - a. The correlation between cognitive and affective is 0.231 at the significant level of .01, which means that the two variables are not significantly correlated.
  - b. The correlation between cognitive and behavioural is 0.213 at the significance level of .01 which is again not significantly correlated.
  - c. The correlation between the behavioural and affective is 0.173 at the significance level of .01, which further depicts insignificant correlation between these two variables.
3. Graph 2 shows the line graph of the summation values of the three variables. The values of both positive and negative statements were added to plot the graph. This graph indicates that the variable most responsible for the positive attitude of the mcd school teachers is Affective attitude. This means that the teachers feel positive towards the happiness curriculum.

### CONCLUSION:

Children must be protected and cared for in any manner that is feasible. They must be valued, guarded, and conserved for the good of society and the country at large. But nowadays, it's common knowledge to witness children participating in activities that aren't suitable for them. As a result, it is critical to enhance their mental well-being, foster resilience in them, and help them reach their ultimate happiness objective. It is imperative that certain policies be put into place at the school level. In 2019, Delhi's government schools introduced the HAPPINESS CURRICULUM, a policy that applies to students in kindergarten through class 8. This policy's primary objectives are to foster serenity, mental stability, self-awareness, mindfulness, the development of empathy, etc. At this point, the policy had been in effect for five years. It is critical to comprehend the effectiveness of this strategy and the attitudes of educators. The researcher attempts to understand government school instructors' ATTITUDE regarding the happiness curriculum in this study. Sampling of volunteer responses is done for convenience. As part of a public poll, a rating scale was created and distributed. The researcher employed spss for the analyses, and the following conclusions were reached:

1. Teachers view the happy curriculum with positivity
2. The factors do not significantly correlate with one another.
3. Teachers' favourable attitudes are mostly attributable to their affective attitudes.

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