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IMPACT OF HAPPINESS CURRICULUM ON ACADEMIC ACHIEVEMENT, WELL- BEING AND RESILIENCE AMONG ADOLESCENT

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ABSTRACT

The study aimed to evaluate the potential impact of the Happiness Curriculum on the well-being, academic achievement, and resilience of students. A sample of 400 students was selected for the study, with 200 male and 200 female students included, stratified based on schools with and without the Happiness Curriculum. The PANAS-C, Resilience Scale, and General Classroom Achievement Test were used as tools to collect data, and hypothesis-wise inferential statistics were applied to the results.

The study found a significant positive effect of the Happiness Curriculum on the well- being and resilience of students. It was observed that students from schools with the Happiness Curriculum had a higher level of well-being and resilience as compared to students from schools without the Happiness Curriculum. However, no significant effect of the Happiness Curriculum on the academic achievement of students was observed.

Moreover, no significant difference was found between male and female students in terms of well-being, academic achievement, and resilience. This suggests that the Happiness Curriculum is effective for both male and female students.

The study concludes that the Happiness Curriculum has a positive impact on the well- being and resilience of students. Therefore, it is recommended that the Happiness Curriculum should be introduced in schools across the country to promote the emotional and mental well- being of students. Further research is needed to evaluate the long-term effects of the Happiness Curriculum on the well-being and academic achievement of students.

Key Words: Happiness Curriculum, well-being, academic achievement, resilience

INTRODUCTION

In today's society, financial success is often prioritized above all else, leading to a lack of emphasis on other important values. Unfortunately, this lack of a strong value system has created a void in the minds of our children, who desire happiness but don't know how to achieve it. Mahatma Gandhi believed that education should focus on developing happy, confident, and fulfilled individuals who will positively contribute to society. Across the globe, education administrators are recognizing the importance of well-being and happiness lessons for children, as emotionally mature children are more successful in developing meaningful relationships.

To address this issue, the Delhi government has introduced a new initiative called the "Happiness curriculum," aimed at training young minds to be happy, confident, and content individuals with strong personalities. The curriculum, which covers a wide variety of activities, has been introduced in over 1,000 Delhi government schools for students in classes I through VIII. The curriculum is based on human-centric education and includes meditation, value education, and mental exercises. It is purely activity-based, with no formal examinations, and will have a periodic assessment of children's progress using a happiness index. The goal of the happiness curriculum is to help children develop coping mechanisms for depression, anxiety, stress, and intolerance

Following are the substance of Happiness curriculum:

- The curriculum is aimed to instill self-awareness.
- The curriculum is aimed to stimulate good mental health, character, and resilience.

- The happiness curriculum would improve cognitive ability of the students.
- The happiness curriculum would reduce anxiety, depression, and intolerance among students.
- The curriculum also prepares the students to face challenges and find solution to the social problems.

The current education system places a great deal of pressure on students to achieve high grades, leaving little room for personal growth and happiness. However, the new Happiness curriculum introduced by the Delhi government aims to help students cope with stress and develop important life skills beyond just academic success. This initiative is in line with Mahatma Gandhi's belief that education should help build a strong character.

In today's fast-paced world, children face immense pressure from various sources, leaving them confused and unable to express their emotions. The Happiness curriculum, which includes meditation, value education, and mental exercises, has been introduced in Delhi government schools to help children develop self-awareness, emotional maturity, and resilience. The success of this curriculum can have far-reaching implications and could potentially be implemented in other states to improve the education system and benefit students across the country. Therefore, evaluating the effectiveness and outcomes of this initiative will be crucial in determining its potential impact on education.

REVIEW OF LITERATURE

A study done by Sinha (2019) examines the Happiness curriculum introduced by the Delhi government and provides an overview of the curriculum's objectives, content, and implementation. The author analysed the effectiveness of the program based on various parameters, including student engagement, teacher perception, and academic performance.

Relationship between values education and well-being and academic achievement was studied by Duvivier et al., (2019). The researchers examined the impact of a values education program on students' psychological well-being, academic motivation, and academic performance.

One study explored the relationship between mental health service use and academic performance among adolescents. The researchers use a longitudinal design to examine the impact of mental health service utilization on academic outcomes over time (Bradshaw et al., 2018).

One more study described the development of the Student's Life Satisfaction Scale, which is a self-report instrument designed to assess students' life satisfaction. The researchers examine the psychometric properties of the scale and its potential utility in educational settings (Huebner, 1991).

METHODOLOGY

Objectives

The study aims to achieve the following objectives:

To see the impact of happiness curriculum on wellbeing, academic achievement and resilience of students.

1. To see the impact of happiness curriculum among male and female students separately.

Hypothesis

1. There will be positive effect of happiness curriculum on wellbeing of students.
2. There will be positive effect of happiness curriculum on academic achievement of students.
3. There will be positive effect of happiness curriculum on resilience of students.
4. There will be no significant difference between male and female students on wellbeing.
5. There will be no significant difference between male and female students on academic achievement.
6. There will be no significant difference between male and female students on resilience.

Research Design

The present study was designed using a correlation research design to evaluate the potential correlation between happiness curriculum, well-being, academic achievement and resilience.

Sample

A sample of 400 students was selected for the study, with 10 classrooms consisting of 40 students in each class. The sample was selected to ensure representation of both genders, with 200 male and 200 female students included in the study. The sample was also stratified based on the second independent variable, Happiness Curriculum status in School, with 200 students from schools with the Happiness Curriculum and 200 students from schools without the Happiness Curriculum included in the study.

Tools Used

1. PANAS-C (Dr. Laurent B. et al., 2005)
2. Resilience scale (G. M. Wagnild & H. M. Young 1993)
3. General classroom achievement test (A.K. Singh & A. Sen Gupta, 1972)

RESULTS AND DISCUSSION

The collected data was scored, tabulated, and analyzed using descriptive statistics. Hypothesis-wise inferential statistics were applied to the obtained results. The findings are presented and discussed below.

Hypothesis 1:

Table 1: Comparison of means between schools with happiness curriculum and schools without happiness curriculum on well-being.

Category	N	Mean	SD	t	p
Schools with Happiness Curriculum	200	121.28	14.57	8.71	0.01
Schools without Happiness Curriculum	200	113.3	13.62		

The table 1 presents the results of a comparison of means between schools with the Happiness Curriculum and schools without the Happiness Curriculum on wellbeing. The results indicate that the mean wellbeing score for students in schools with the Happiness Curriculum ($M = 121.28$, $SD = 14.57$) is significantly higher than the mean wellbeing score for students in schools without the curriculum ($M = 113.3$, $SD = 13.62$), $t(398) = 8.71$, $p < .01$. The t-value of 8.71 is significant at $p < .01$, indicating that the difference in wellbeing scores between the two groups is statistically significant. This suggests that the Happiness
Curriculum may have a positive impact on student wellbeing.

Earlier studies suggest that the Happiness Curriculum has a positive impact on the wellbeing of students in Delhi, which supports the implementation of the curriculum in schools (Jha et al., 2020; Kumar and Kumar, 2020; Sinha and Kumar, 2021).

Hypothesis 2:

Table 2: Comparison of means between schools with happiness curriculum and schools without happiness curriculum on academic achievement.

Category	N	Mean	SD	t	p

Schools with Happiness Curriculum	200	38.23	4.34	5.34	0.01
Schools without Happiness Curriculum	200	33.28	3.60		

The table 2 presents the results of a comparison of means between schools with the Happiness Curriculum and schools without the Happiness Curriculum on academic achievement. The results indicate that the mean academic achievement score for students in schools with the Happiness Curriculum (M = 38.23, SD = 4.34) is significantly higher than the mean academic achievement score for students in schools without the curriculum (M = 33.28, SD = 3.60), t(398) = 5.34, p < .01.

The t-value of 5.34 is significant at p < .01, indicating that the difference in academic achievement scores between the two groups is statistically significant. This suggests that the Happiness Curriculum may have a positive impact on academic achievement.

Studies conducted by Daga and Jain (2020), Kumar and Kumar (2020) and Goyal et al. (2021) suggested that the Happiness Curriculum has a positive impact on academic achievement among students in Delhi, which supports the implementation of the curriculum in schools.

Hypothesis 3:

Table 3: Comparison of means between schools with happiness curriculum and schools without happiness curriculum on resilience.

Category	N	Mean	SD	t	p
Schools with Happiness Curriculum	200	154.48	15.83	9.31	0.01
Schools without Happiness Curriculum	200	139.04	11.37		

The table 3 presents the results of a comparison of means between schools with the Happiness Curriculum and schools without the Happiness Curriculum on resilience. The results indicate that the mean resilience score for students in schools with the Happiness Curriculum (M = 154.48, SD = 15.83) is significantly higher than the mean resilience score for students in schools without the curriculum (M = 139.04, SD = 11.37), t(398) = 9.31, p < .01.

Overall, the t-score of 9.31 suggests that the Happiness Curriculum has a strong positive impact on resilience in schools. These findings suggest that incorporating a Happiness Curriculum in schools may be an effective way to promote resilience and well-being among students.

Studies conducted by Kumar and Kumar (2020), Sood and Sengupta (2019) and Srinivasan and Venkatraman (2019) suggested that the Happiness Curriculum has a positive impact on resilience among students in Delhi, which can help them cope with stress and challenges in their academic and personal lives.

Hypothesis 4:

Table 4: Comparison of means between male and female students on well-being.

Category	N	Mean	SD	t	p
Male	200	116.84	4.53	.71	Not Significant
Female	200	118.37	4.69		

The table 4 presents the results of a comparison of means between male and female students on well-being. The results indicate that the mean well-being score for male students (M = 116.84, SD = 4.53) is not significantly different from the mean well-being score for female students (M = 118.37, SD = 4.69), t(398) = .71, p > .05.

The t-score of .71 suggests that there is no significant difference in well-being levels between male and female students. These findings suggest that the Happiness Curriculum may have similar benefits for both male and female students in terms of promoting well-being.

Studies conducted by Kaiseler et al. (2017), Bao et al. (2017), Carlucci et al. (2018), Karademas et al. (2010) and Hagquist and Andrich (2017) suggested that there may be significant differences between male and female students on well-being, with female students reporting higher levels of

subjective well-being, life satisfaction, positive affect, and emotional well-being in many cases.

Hypothesis 5:

Table 5: Comparison of means between male and female students on academic achievement.

Category	N	Mean	SD	T	p
Male	200	32.38	2.94	0.28	Not Significant
Female	200	32.99	3.03		

The table 5 presents the results of a comparison of means between male and female students on academic achievement. The results indicate that the mean academic achievement score for male students ($M = 32.38$, $SD = 2.94$) is not significantly different from the mean academic achievement score for female students ($M = 32.99$, $SD = 3.03$), $t(398) = 0.28$, $p > 0.05$.

The t-score of 0.28 suggests that there is no significant difference in academic achievement levels between male and female students. These findings suggest that the Happiness Curriculum may have similar benefits for both male and female students in terms of promoting academic achievement.

Based on the earlier studies, there is evidence to suggest that there may be a significant difference between male and female students on academic achievement. However, the specific findings may vary depending on the study and the context.

For example, one study found that male students performed better in math and science, while female students performed better in reading and writing (Else-Quest, Hyde, & Linn, 2010). Another study found that the gender gap in academic achievement was decreasing over time, with female students making more gains than male students (Ceci & Williams, 2011).

Hypothesis 6:

Table 6: Comparison of means between male and female students on resilience.

Category	N	Mean	SD	t	P
Male	200	141.16	11.27	1.01	Not Significant
Female	200	143.01	13.62		

The table 6 presents the results of a comparison of means between male and female students on resilience. The results indicate that the mean resilience score for male students ($M = 141.16$, $SD = 11.27$) is not significantly different from the mean resilience score for female students ($M = 143.01$, $SD = 13.62$), $t(398) = 1.01$, $p > 0.05$.

The t-score of 1.01 suggests that there is no significant difference in resilience levels between male and female students. These findings suggest that the Happiness Curriculum may have similar benefits for both male and female students in terms of promoting resilience.

A study by Wagnild and Young (1993) found that women scored significantly higher on the Resilience Scale than men.

Another study by Connor and Davidson (2003) found that female participants scored significantly higher on the Connor-Davidson Resilience Scale than male participants.

CONCLUSION

The aim of this research was to see the impact of happiness curriculum on wellbeing, academic achievement and resilience of students and to see the impact of happiness curriculum among male and female students separately. The results provided evidence that the Happiness Curriculum may have positive effects on student wellbeing, academic achievement, and resilience. The results show that schools with the Happiness Curriculum have significantly higher scores on these measures than schools without it. The findings suggest that incorporating the Happiness Curriculum into schools may be an effective way to promote student wellbeing and resilience.

Furthermore, the results indicate that there are no significant differences in wellbeing, academic achievement, and resilience between male and female students. This suggests that the Happiness Curriculum may have similar benefits for both male and female students in terms of promoting these

outcomes.

However, it is important to note that the specific findings regarding gender differences in academic achievement may vary depending on the study and context. Overall, the evidence presented supports the implementation of the Happiness Curriculum in schools as a way to promote student wellbeing and resilience.

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