

## **Harnessing Happiness in Education: Fostering Youth Leadership**

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### **Abstract**

Happiness in learning and fostering youth leadership go hand in hand, as both are essential components of personal and societal growth. By considering happiness in learning that fosters the leadership of youth, some happy teaching factors have identified. Keeping this scenario in the mind of the objective of the present study was conducted to how much the happy teaching factors contribute in students' happy learning in Kendriya Vidyalaya, Jawahar Navodaya Vidyalaya, Government, Aided and Unaided secondary schools of Shivamogga district of Karnataka State. The sample of the study consisted of 400 students from 9<sup>th</sup> standard and research technique such as percentage analysis was adopted to find out the results of the study. The results of the present study showed that among 400 students about 57.5% (230) (High) about 40.4% (162) (Average), and about 2.1% (8) (Low), among 40 students of Kendriya Vidyalaya School about 52.5% (21) (High), about 40% (16) (Average) and about 7.5% (3) (Low), among 40 students of Jawahar Navodaya Vidyalaya School about 57.5% (23) (High), about 37.5% (15) (Average) and about 5.0% (2) (Low), among 120 students of Government Secondary Schools about 59.2% (71) (High), about 39.1% (47) (Average) and about 1.7% (2) (Low), among 80 students of Aided Secondary Schools about 60% (40) (High), about 37.5% (30) (Average) and about 2.6% (2) (Low), among 120 students of Unaided Secondary Schools about 55.9% (67) (High), about 37.5% (45) (Average) and about 6.6% (8) have opined that happy teaching factors contribute their happy learning. This paper also makes a few suggestions to the government, policymakers, schools, and teachers that happy teaching factors contribute to fostering youth leadership for the holistic development of young individuals.

**Keywords:** *Education, Happy Learning, Happy Teaching Factors and Youth Leadership.*

**Introduction:**

Education has long been regarded as a cornerstone of human progress and societal development. Its purpose goes beyond the mere transmission of knowledge; it extends to the holistic growth and empowerment of individuals. While academic achievement and skill development are critical components, fostering happiness within the educational ecosystem is equally vital. Education is an essential component in fostering happiness among people since it has the capacity to improve lives and empower minds. Mihaly Csikszentmihalyi (2002), who studied happiness and creativity, stated that invention necessitates 'deep work.' Exploring this relationship between teaching and happiness is important because it has the potential to make the world a happier, more peaceful place (Bhavya. R & Dange. J. K, 2020). Happiness in education is not about superficial moments of laughter or temporary excitement; instead, it refers to the cultivation of a positive, enriching, and fulfilling learning experience that shapes well-rounded, empathetic, and empowered individuals. Youth leadership refers to the active involvement and participation of young individuals in taking on leadership roles and responsibilities in various aspects of society. It is about empowering young people to lead, make decisions, and positively influence their communities, organizations, and the world at large. Youth leaders can emerge in various fields, including education, politics, social activism, entrepreneurship, environmentalism, and more. The National Education Policy (NEP 2020) has astutely recognized the significance of 21st-century skills in nurturing individuals as innovators. These essential skills encompass critical thinking and problem-solving, effective communication and collaboration, fostering creativity and innovation, adaptability and flexibility, self-motivation and initiative, adeptness in social and cross-cultural interactions, and fostering productivity and accountability. It is evident that solely relying on conventional literacy and numeracy would be insufficient and could potentially marginalize learners with diverse abilities.

As social beings, humans are innately designed to find happiness through various facets of life, with education being a prominent pathway that leads to this state of euphoria. Among the different elements within education, teaching holds a crucial position as it not only molds the minds of learners but also profoundly impacts their emotional health and overall well-being (Bhavya. R &

Dange. J.K, 2021). Fostering youth leadership is greatly enhanced by cultivating a culture of happiness among students. When students are happy, they are more likely to engage actively in their educational journey, explore new opportunities, and develop a sense of self-confidence. This positive mindset not only benefits their personal growth but also contributes to the overall environment of learning. Happy students tend to be more open to collaboration, empathy, and innovation, essential qualities for effective youth leadership. By nurturing their well-being and creating an atmosphere where their voices are heard and valued, educational institutions play a pivotal role in instilling the foundations of future leadership. When young individuals are empowered through happiness and encouraged to take on leadership roles, they are better equipped to address challenges, inspire their peers, and drive positive change in their communities and beyond.

#### **Need and importance of the study:**

This research aims to explore the significance of factors that contribute to happy teaching factors. These factors play a crucial role in the process of teaching and learning, ultimately nurturing youth leadership, which in turn contributes to the development of the nation. So, this study would bring happiness to learning among students and develop happier youths for the future.

#### **Review of related literature:**

**Tushar Kant Mishra (2022) Happiness and Ethics in India's 2020 New Education Policy.** The study argued that happiness and ethics, as established in the NEP, are excellent foundations for tackling new issues. **Alaka Das & Ansumwi Basumatary (2022) An Exploration of Happiness Schooling in Transforming Education:** The study suggested that schools should have missionary zeal for transforming traditional schools into happy schools, as well as visionary goals for stressing students' pleasure and well-being. **Lusika Datta & Usanshi Kundu (2022) Use of humor in classroom teaching and its impact on students' mental well-being.** The emphasized 71.5% of students responded that using humour in the classroom encourages positive interactions between students and teachers, it has been concluded that humour is an effective teaching method. **Shemonti Biswas (2022) Relationship between Emotional Intelligence and Happiness among**

**Young Indian Adults.** The study results indicated that there was a positive significant correlation between emotional intelligence and happiness.

### **Objective of the study**

#### **3. To assess the level of happy teaching factors which contribute students' happy learning.**

*Based on the main objective the following sub-objectives are framed:*

- 3.1: To assess the level of happy teaching factors which contribute students' happy learning in Kendriya Vidyalaya School.
- 3.2: To assess the level of happy teaching factors which contribute students' happy learning in Jawahar Navodaya Vidyalaya School.
- 3.3: To assess the level of happy teaching factors which contribute students' happy learning in Government secondary schools.
- 3.4: To assess the level of happy teaching factors which contribute students' happy learning in Aided secondary schools.
- 3.5: To assess the level of happy teaching factors which contribute students' happy learning in Unaided secondary schools.

**Methodology:** Descriptive survey method was employed in the present study.

**Sample:** The representative sample of the study consisted of 400 students from 9<sup>th</sup> standard secondary schools in 7 taluks of Shivamogga district, Karnataka State, India.

**Tool:** The happy teaching factors self-prepared tool was used. Based on 54 happy teaching factors with 12 dimensions 68 items have framed and the tool reliability was found to be 0.99.

**Statistical Techniques:** The data was analyzed by adopting percentage analysis.

**Analysis and interpretation of data:** To examine the contributions of happy teaching factors which contribute students' happy learning in secondary schools.

**Objective:** To assess the level of happy teaching factors which contribute students’ happy learning.

**Table 1: Shows the levels of Happy Teaching Factors in Secondary Schools**

Types of schools	Levels of happy teaching factors			Total
	Low	Average	High	
All types of schools	8	162	<b>230</b>	400
	2.1%	40.4%	<b>57.5%</b>	100%
Kendriya Vidyalaya	3	16	<b>21</b>	40
	7.5%	40%	<b>52.5%</b>	100%
Jawahar Navodaya Vidyalaya	2	15	<b>23</b>	40
	5%	37.5%	<b>57.5%</b>	100%
Government Secondary Schools	2	47	<b>71</b>	120
	1.7%	39.1%	<b>59.2%</b>	100%
Aided Secondary Schools	2	30	<b>40</b>	80
	2.6%	37.5%	<b>60%</b>	100%
Unaided Secondary Schools	8	45	<b>67</b>	120
	6.6%	37.5%	<b>55.9%</b>	100%

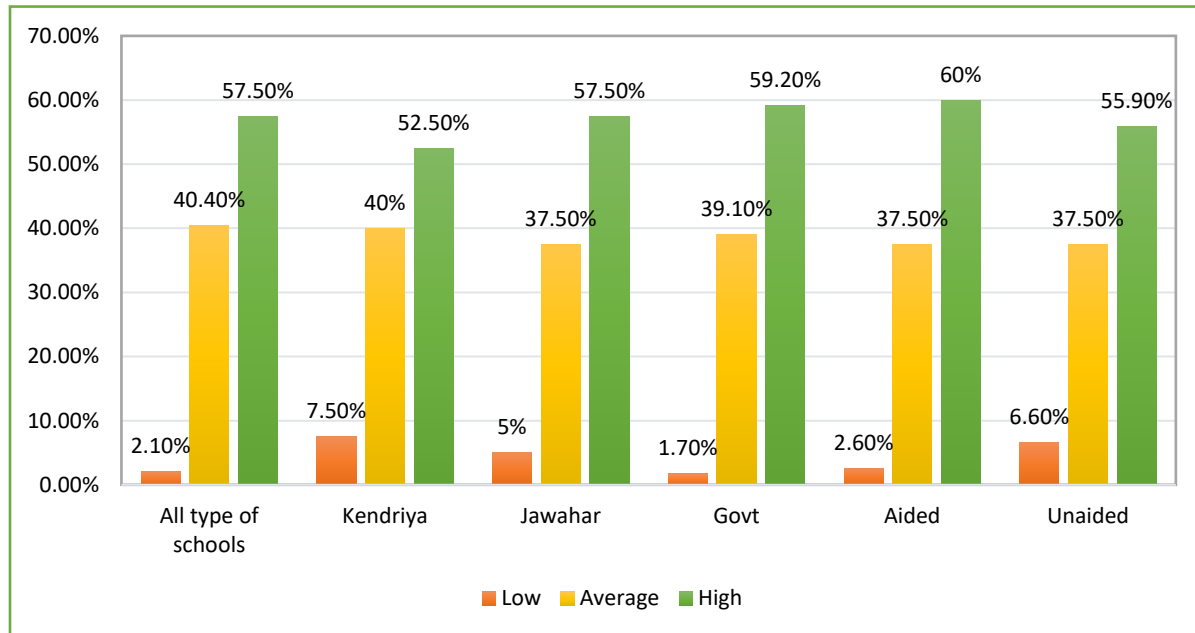
Above table (4.3) reveals about the different levels of percentages of happy teaching factors which contribute students’ happy learning in the schools. Among 400 students about 57.5% (230) opined that high level of happy teaching factors would contribute their happy learning, whereas about 40.4% (162) opined average level of happy teaching factors contribute and about 2.1% (8) opined that low level of happy teaching factors contributes their happy learning.

Among 40 students of Kendriya Vidyalaya School about 52.5% (21) opined that high level of happy teaching factors would contribute their happy learning, whereas about 40% (16) opined average level of happy teaching factors contribute and about 7.5% (3) opined that low level of happy teaching factors contributes their happy learning. Among 40 students of Jawahar Navodaya Vidyalaya School about 57.5% (23) opined that happy teaching factors would contribute their happy learning, about 37.5% (15) opined average level of happy teaching factors would contribute happy learning and about 5.0% (2) opined that low level of happy teaching factors contribute their happy leaning of the students.

Among 120 students of Government Secondary Schools about 59.2% (71) opined that high level of happy teaching factors would contribute their happy leaning, whereas about 39.1% (47) opined average level of happy teaching factors contribute and about 1.7% (2) opined that low level of happy teaching factors contributes their happy learning. Among 80 students of Aided Secondary Schools about 60% (40) opined that high level of happy teaching factors would contribute their happy learning, whereas about 37.5% (30) opined average level of happy teaching factors contribute and about 2.6% (2) opined that low level of happy teaching factors contributes their happy learning. Among 120 students of Unaided Secondary Schools about 55.9% (67) opined that high level of happy teaching factors would contribute their happy learning, whereas 37.5% (45) opined average level of happy teaching factors contribute and about 6.6% (8) opined that low level of happy teaching factors contributes their happy learning. Therefore, it is concluded that high level of happy teaching factors would contribute students' happy learning.

### **Graph: 1 Levels of Happy Teaching Factors in Secondary Schools**

The graph (4.1) reveals that, the percentages of happy teaching factors which contribute students' happy learning in the schools. All type of school students opined about 57.5% high, 40.4% average and 2.1% have low level of happy teaching factors contribute their happy learning. Kendriya Vidyalaya students opined about 52.5% high, 40% average and 7.5% have low level of happy teaching factors contribute their happy learning. Jawahar Navodaya Vidyalaya students opined about 57.5% high, 37.5% average and 5.0% have low level of happy teaching factors contribute their happy learning. Government school students opined about 59.2% high, 39.1% average and



1.7% have low level of happy teaching factors contribute their happy learning. Aided school students opined about 60% high, 37.5% average and 2.6% have low level of happy teaching factors contribute their happy learning. Unaided school students opined about 55.9% high, 37.5% average and 6.6% have low level of happy teaching factors contribute their happy learning.

**Suggestions:**

- It promotes the holistic education which enables the students to explore their interests and talents, fostering a sense of purpose and fulfillment.
- It creates safe and inclusive spaces that celebrate different cultures, backgrounds, and perspectives, helping students develop empathy and understanding.
- It emphasizes soft skills development soft skills such as communication, critical thinking, problem-solving, teamwork, and emotional regulation. These skills are essential for building effective leaders.
- It gives teacher training and well-being on fostering positive classroom environments, teaching emotional intelligence, and recognizing signs of mental health issues and ensure they can effectively guide and inspire students.

**Conclusion:**

This empirical analysis presents a compelling perspective on the intersection of education, happiness, and youth leadership. Throughout this exploration, it becomes evident that a holistic approach to education, one that considers the well-being of students alongside their academic growth, is crucial in nurturing effective and empathetic youth leaders.

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