

## **The Study of Relationship between Happiness Curriculum and Psychological Well-Being of Middle Level School Students**

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### **Abstract**

Happiness which has been widely discussed in the Happiness curriculum programme handbook. As far as mortal beings are concerned, it seeks accomplishments from multifaceted living which results in peace, satisfaction and happiness that fully constitute 'Mortal Happiness'. The Triad of Happiness is the main pillar on which the Happiness Curriculum is based on. Happiness curriculum mainly talks about the triads which consist of Sustainable Happiness, Deeper Happiness and Momentary Happiness. Whereas sustainable happiness talks about learning and awareness.

**Keywords:** Happiness, curriculum, Sustainable, academic, well-being.

### **Introduction**

Happiness curriculum was introduced by the Government of National capital Territory of Delhi with the aid of SCERT Delhi in July 2018. It was launched in the presence of prominent personality Dalai lama. This curriculum is connected with Madhyastha darshan (synchrony gospel) suggested by Nagraj. In the year 1999, Nagraj

put forward a model of happiness under which he discussed four types of mortal living in the shape of intermingled material, intellectual, conduct and observational aspects. Such things correlate to the senses, awareness, discovering and feeling. Combining all these jointly created a triad of Happiness which has been widely discussed in the Happiness curriculum programme handbook. As far as mortal beings are concerned, it seeks accomplishments from multifaceted living which results in peace, satisfaction and happiness that fully constitute 'Mortal Happiness'. The Triad of Happiness is the main pillar on which the Happiness Curriculum is based on. Happiness curriculum mainly talks about the triads which consist of Sustainable Happiness, Deeper Happiness and Momentary Happiness. Whereas sustainable happiness talks about learning and awareness. Deeper happiness talks about harmony in feeling and the third one is Momentary happiness which is to be achieved through the senses. Happiness curriculum liberates the student which is mentioned in the NCF 2005 that indicates Education must be viewed as an unfettering process for the students.

## **Literature Review**

**Smitha, P. S., (2015)**, the present study tried to find out specific academic correlation and psycho-social happiness among the educators of teachers at the secondary stage. Here in this study personalise resilience, scheduling, social capability, institutional climate, academic inspiration, and academic achievement are the psycho-social and academic correlates. These qualities are necessary for teacher educators for the better preparation of the future generation.

**Adler, A., (2016)**, found In around 18 schools, approx 8000 students were allotted either a happiness curriculum or a space for curriculum which focused life skills(non-academic) as well as self-awareness and empathy. Present Study winded up that on standardized test student's performance enhanced significantly on account of happiness curriculum.

**Panikkar, Jayashree., (2016)**, found that the multiple correlations showed that the Eysenckian model explained more variance in the PWB scale and subscales than the Five-Factor model. However, when all the nine personality variables (both the Eysenckian and the Five-Factor dimensions together) explained 47.1% of variance in the overall

PWB score. Thus, the Eysenckian and the Five-Factor models of personality appear to be implementing each other in explaining psychological well-being.

**Kadam, P.G., (2017)** Review on the importance of happiness education in a journal, the present study tried to find out the learning outcomes after introducing happiness curriculum that learner will become mindful and attentive, develop critical thinking and reflection, develop social and emotional skills, develop confident and pleasant personality.

**Quinlan et al., (2015)** examined the effectiveness of a positive psychology intervention in promoting resilience and well-being in middle school students. The intervention involved a 12-week program that focused on cultivating gratitude, positive emotions, and optimism. Results exposed that learners who got involved in the arbitration reported higher levels of resilience and well-being compared to a control group.

**Sin and Lyubomirsky (2009)** investigated the effectiveness of a happiness curriculum intervention on the well-being and academic performance of high school students. The intervention involved six weekly lessons on the positive psychology domain, such as acknowledgement, kindness, positive thinking. Results showed that the arbitration category reported greater well-being and academic achievement compared to a control group.

**Jayaweera and Wijesinghe (2020)** evaluated the impact of a happiness curriculum intervention on the well-being of Sri Lankan middle school students. The intervention involved 12 sessions that covered topics such as mindfulness, self-reflection, and gratitude. At the end found that learners who participated in the group of intervention reported greater well-being and life satisfaction compared to a control group.

**Lin et al. (2021)** examined the impact of a happiness curriculum intervention on the well-being of Taiwanese middle school students during the COVID-19 pandemic. The intervention involved six weekly lessons that focused on developing positive emotions, coping skills, and social support. Outcomes exposed that the conciliated group reported greater well-being and lower levels of anxiety and depression compared to a control group.

**Marathe, V. (2021).** Researcher studied entitled “Constituent Dimensions of Happiness: An Exploratory Study” The present study has revealed that marital status and age are better predictors of happiness than gender. The study has highlighted the improvement in the position of unmarried women, especially of middle age in terms of happiness and life satisfaction. The reasons behind this can be explored, as also the potential of this group towards contribution to society.

**Kaur et al. (2019)** examined the impact of the Happiness Curriculum on the well-being of students in Delhi government schools. Results found that learners who got involved in the curriculum reported greater well-being, including greater levels of happiness, life satisfaction, and positive affect, compared to a control group of students who did not participate in the curriculum.

**Mohan and Singh (2020)** evaluated the impact of the Happiness Curriculum on the well-being of middle school students in a government school in Delhi. The intervention involved weekly sessions that focused on developing positive emotions, mindfulness, and values such as empathy and gratitude. Results indicated that learners who got involved in the intervention reported greater well-being and lower levels of negative affect compared to a control group.

**Khatoon and Verma (2021)** examined the impact of the Happiness Curriculum on the academic performance and well-being of middle school students in a government school in Delhi. The intervention involved weekly sessions on positive psychology topics such as emotional regulation and self-awareness. Final outcome indicated that students who partaken in the intervention reported greater academic performance and well-being compared to a control group.

**Khanna and Peterson (2023)** The researchers tried to review the enabling conditions of happiness curriculum through the case study, and they found that the Delhi government and the knowledge partners have clearly seen the need for the curriculum and the impact it has had on students.

Overall, the literature supports the effectiveness of happiness curriculum interventions in promoting the well-being of school students. The interventions typically involve cultivating positive emotions, such as gratitude and kindness, and developing skills for coping with stress and adversity. However, more research is required to determine the enduring effects of happiness curriculum mediation and to recognise the potent approaches for implementing them in school settings. The literature suggests that the Happiness Curriculum in India can have a positive impact on the psychological well-being of middle level school students. The curriculum typically involves activities aimed at promoting positive emotions, mindfulness, and values education. However, more research is needed to determine the continuing effects of the Happiness Curriculum and to identify the most effective approaches for implementing it in Indian schools including Delhi also. Hence, to determine the lasting effects of the similar one. One must first study the relationship between happiness curriculum and psychological well being.

### **Objectives of the study**

To conduct the present study, the researcher formulated the following objectives:

- To study the mindfulness of middle-level school students.
- To study the psychological wellbeing of middle level school students.
- To compare the psychological wellbeing in relation to gender of middle level school students.
- To compare the mindfulness in relation to gender of middle level school students.
- To study the relationship between mindfulness and psychological well being.

### **Hypotheses**

H1: Mindfulness of the middle-level school students will be significantly higher.

H2: Middle-level school students will exhibit significant levels of psychological well-being.

H3: There will be no significant difference in psychological well-being between male and female middle-level school students.

H4: There will be no significant difference in mindfulness levels between male and female middle-level school students.

H5: There will be a significant relationship between mindfulness and psychological well-being among middle-level school students.

## **Methodology**

### **Method Adopted for the Study**

The researcher had chosen to use the Descriptive and survey method for the current study after carefully understanding the various components of the study. It is an essential method in descriptive research, which focuses on the relationships or circumstances that currently exist. As well as beliefs, processes, and effects that are already visible or emerging trends. The act of obtaining information about the state of things at the time is referred to as a survey. The term normative is employed because surveys are routinely conducted to determine what is currently considered to be a normal or usual situation or practice. Researchers in education frequently use the normative survey method. It tries to explain and interpret the current circumstances, practices, procedures, trends, effects, attitudes, beliefs, etc.

### **Selected Variables**

The Present study is entitled as “The study of Relationship between Happiness Curriculum and Psychological well-being of Middle level school Students”. The Variables of the study are Happiness Curriculum and Psychological well-being. Here, Happiness Curriculum is an Independent Variable and Psychological Wellbeing is a dependent Variable.

### **Tools used**

The success of a research study depends mostly on the nature of the tools and techniques used. Different types of tools are used for collecting various information for different purposes. The tool used determines the quality and quantity of the data. By

keeping in view different objectives of the present study, Researcher manifested to apply the following mentioned tools for the study.

There are Two tools used by the Researcher for the data collection which are as follows:-

- (I) (AS-4FM) Attitude Scale of Four Facets of Mindfulness (Self Developed tool).
- (II) Ryff's Scales of Psychological Well-Being (PWB), 1995 (Standardized Tool).

### **Construction of Attitude Scale of Four Facets of Mindfulness Scale (AS-4FM)**

For collecting data related to Mindfulness based on the Happiness Curriculum, the researcher decided to construct a new Attitude scale of four facets of Mindfulness scale with the help of the Happiness Teacher Coordinator (HTC). The development of the tool was carried out by visiting the school where this happiness curriculum was going on. It had Six progressive stages in developing self-made tools i.e., AS-4FM (Attitude Scale of 4 Facets of Mindfulness): -

**Stage 1:** After review of relevant literature, and in the light of the objectives of the study, an operational definition of happiness was conceptualized as “Happiness Curriculum is an endeavour to guide the attention of students towards exploring, experiencing, and expressing happiness in not just the momentary but deeper and sustainable forms as well.”

**Stage 2:** Based on the operational definition, a list of 45 items related to mindfulness was prepared for the purpose of developing an instrument to assess the relationship between mindfulness and psychological well-being of middle level students.

**Stage 3:** The list of items was examined in terms of relevance to happiness, as well as for duplication and redundancy. This process was being done by visiting the schools in which this Happiness curriculum has been implemented and going on.

**Stage 4:** The list of 45 items, along with the operational definition was presented to 3 subject experts for their opinion. The criteria for choosing an expert were that one had to be at least a post- graduate in education with work experience in a happiness curriculum project as a researcher or Happiness teacher coordinator (HTC).

**Stage 5:** A psychometric instrument was thus developed, using a five-point Likert Scale. Draft scale items were developed on the basis of four dimensions. While constructing the statements the investigator was careful to avoid the vague questions. The items were prepared and correspond to five alternative responses namely, Never, Rarely, Sometimes, Often and Always.

**Stage 6:** After this the draft scale was given to the experts in the field for their suggestions. Expert opinions were considered to find out the difficulties of the items. The difficulties in responding to the items and estimate of the limits for responding to the items were noted. This helped the investigator to modify certain statements which were vague. Fourth quartile acceptance was considered, i.e., those items were selected which were accepted by at least 75 percent experts. The final draft scale was prepared by making several corrections and rewrites to the claims and it includes 40 questions, representing different areas of Mindfulness in terms of Happiness Curriculum. At last the self-constructed scale was named the Attitude scale of 4 Facets of Mindfulness which was then administered in the field for the data collection.

### **The Try out**

The draft scale was randomly chosen to the 60 Students at Middle stage with appropriate representation for each and every gender participant. Crystal and Clear stipulations were provided to the participants. Students were instructed to select the choice from the five that best suited their response to each sentence.

### **Scoring**

The replies that were gathered were scored using a scoring key. Scoring was made by giving according to 1,2,3,4 and 5 scores to the responses Never, Rarely, Sometimes, Often and Always respectively for statements which are favourable. The Unfavourable statements scores were reversed, Pattern of the scoring items are mentioned below: -



### Scoring Pattern for Attitude Scale of Four Facets of Mindfulness Scale

Serial No.	Options	Favourable Score	Unfavourable Score
1.	Never	1	5
2.	Rarely	2	4
3.	Sometimes	3	3
4.	Often	4	2
5.	Always	5	1

### Reliability

Reliability is the extent to which a test is dependable, stable, and consistent when given to different people and or administered on different occasions (International Dictionary of Education, 1978). For ensuring the reliability of the tool the Cronbach's alpha reliability coefficient method was used. It assesses how uniform the test's components are. For this the sample selected for pilot study was split into two groups by selecting the odd and even statements. The correlation coefficient of the items was calculated using the Pearson product moment correlation also. Cronbach's alpha formula is the better way to measure the internal consistency reliability coefficient. It is to compare an individual's scores on all probable ways of splitting the test into two halves. The reliability coefficient of cronbach's alpha identity consists of following attributes:

Number of items -N

Mean covariance between items-  $\bar{c}$

Mean item variance-  $\bar{v}$

First all 40 items were selected for Cronbach's Alpha Reliability, it was found 0.557. Then researchers followed SPSS' suggestion and deleted item no.31 from the suggested item. Then it was shown that .724 Reliability which is Acceptable but not very good. Keeping in view of the suggested deleted item option, researcher got deleted item no. 4 from the items after doing the same. Reliability found was about 0. 747.which is quite good than earlier Reliability.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.747	38

The final AS-4FM scale achieved Cronbach's alpha value was 0.747 against 38 items. All the values of reliability for each item were above .720 which reveals that the Attitude scale of four Facets of Mindfulness scale shows good reliability.

#### Validity

The degree to which an empirical measurement accurately represents a certain content area determines the content validity. In the present scale the dimensions provided by the Happiness curriculum handbook created by SCERT Delhi were used to create the items. The items that cover the final scale include all four dimensions. The content validity was established through the review of related literature as well as by discussion with subject experts such as Happiness Teacher Coordinator, Professors who have already worked in this field. Whereas face validity is the subjective opinion on the operationalisation of a content. The current scale's items were developed using the Happiness Curriculum material as a guide and Teacher manual handbook of the Happiness curriculum. The above index's reliability and validity pointed out that the test will yield reliable and valid data for the purpose of present investigation.

#### Collection of Data

After the selection of the sample and preparation of tools, the next step is the collection of required data from the sample using the different tools. At first the investigator contacted the authority of the selected Government Schools where the Happiness Curriculum was going on. After obtaining permission from the authorities the investigator explained the aims and importance of the study to the students at concerned School, for ensuring their co-operation in the process, and guaranteeing to them the privacy of their answers. The investigator administered the tool among the middle level students in sampled school. The Ryff's Psychological Well Being scale and AS-4FM Scale were given to the students in the classroom. They were handed a pencil and an eraser, and instructed to correctly complete the response on the accompanying response

form. Following receipt of the final response, the respondents' response sheets were gathered.

## Data Consolidation

Scoring of the response sheet was done in accordance with the scoring key. The incomplete entries were eliminated during the scoring. For analytical reasons, the pertinent information gathered from the sample was combined. The scoring of different tools was tabulated in a consolidated data sheet. The total sample based on the Demographic details, Mindfulness and Psychological wellbeing were recorded. Subsequently, the individuals' ratings for each statement were recorded. SPSS was used for the majority of the computations and data processing.

## Statistical Techniques

The researcher chose a number of statistical approaches for the current investigation based on the nature of the investigation. The essential statistical technique applied in the research includes Karl Pearson product moment correlation, Analysis of variance, the two tailed test of significance of difference between means, independent t-test, Mean, Standard Deviation, Median, and Descriptive Frequency analysis.

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Psychological wellbeing	60	135	218	9602	160.03	16.245	263.897
Mindfulness	60	95	165	7899	131.65	14.642	214.401

### Interpretation of Values of Correlation

Values of r	Verbal Description
0	Zero relationship or absolutely no relationship
$\pm 0.0$ to $\pm 0.20$	Negligible relationship
$\pm 0.21$ to $\pm 0.40$	Low correlation
$\pm 0.41$ to $0.60$	Moderate or substantial relationship
$\pm 0.61$ to $\pm 0.80$	High correlation
$\pm 0.81$ to $\pm 0.99$	Very high or dependable relationship
$\pm 1$	Perfect correlation

### Delimitations of the Study

The study was subjected to the following limitations.

- The research study was confined to the government middle level school of Delhi only.
- The research study was confined to the students studying from standard 6th to 8th i.e., Middle level of Delhi government school only.
- Sample size of the study will be 60 students only.

### Analysis and Interpretation of Data

Data analysis is seen as a crucial stage in the research process. The next stage after gathering data with the aid of the proper tools and methodologies is to analyse and interpret the data to come up with an empirical solution to the problem. Analysing data involves looking at the organised data to search underlying evidence. It comprises breaking down the previously complex elements into more manageable parts and reassembling the parts in a unique way so as to aid in interpretation. From the very beginning to the very end, analysis as a process enters in one way or another, which is in the selection of the problem, in the aim, and in the conclusion from the facts acquired.

Thus, analysis and interpretation aid in creating a meaningful image from the collected raw data. Both descriptive and inferential statistics were used in the quantitative data analysis for the current study. This chapter explains how to analyse and interpret the data that was gathered considering the study's various Objectives. The Objectives were reaffirmed as follows:

**Objective 1:** To study the mindfulness of middle-level school students.

**Objective2:** To study the psychological wellbeing of middle level school students.

**Objective 3:** To compare the psychological wellbeing in relation to gender of middle level School Students.

**Objective 4:** To compare the mindfulness in relation to gender of middle level school students.

**Objective 5:** To study the relationship between mindfulness and psychological well being.

## Data Analysis

**Problem 1:** To study the mindfulness-based happiness curriculum of middle-level school students.

H1: Mindfulness of the middle-level school students is significantly higher.

## Reporting of the Levels of Mindfulness

To analyse the levels of Mindfulness researcher has used following formula: -

Mean+ Standard Deviation =Value of High level of Mindfulness- (Formula)

For example:  $131.65 + 14.64 = 146.29$  (High Mindfulness level)

Mean-Standard Deviation = Value of Low Level of Mindfulness- (Formula)

For Example:  $131.65 - 14.64 = 117.00$  (Low Mindfulness level)

Values between High and Low Mindfulness= Value of Average Level of Mindfulness

For Example: 117 to 146 (Average Mindfulness level)

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Mindfulness	60	95	165	7899	131.65	14.642

The Whole sample is divided into two groups namely Average to high and below average to low- based on the scoring of the Mindfulness of the individual students; The percentage of middle level students for the mindfulness are as follows in the Table no. 4.1.

**Table 4.1: Levels of Mindfulness based on score**

Levels of Mindfulness	Frequency	Percentage
Average to High (Above 117)	53	88.33 %
Below Average to Low (Below 117)	7	11.66%
Total	60	100%

From Table No.4.1 Researcher has found that Levels of Mindfulness of the Middle Level School students is Average to High i.e., Above 117. In terms of percentage Researcher has found that 88.33% students have High level of Mindfulness.

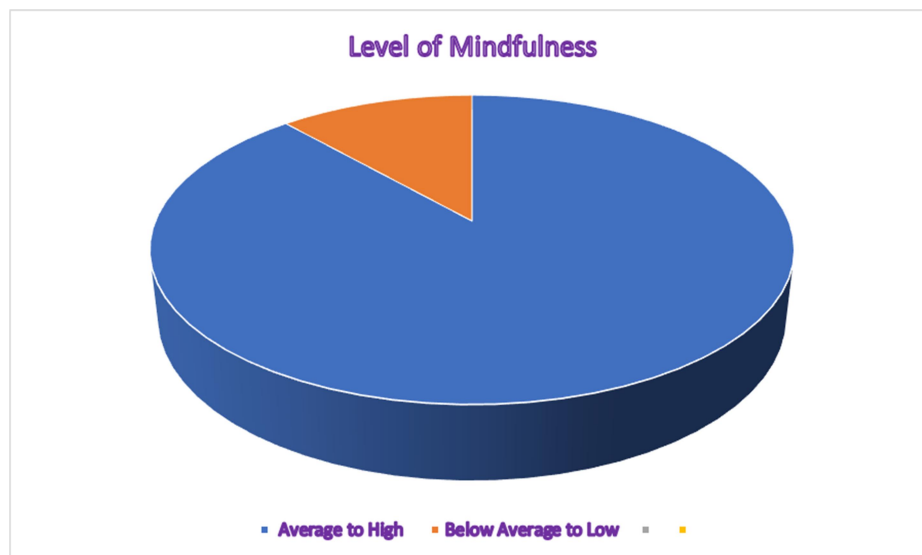


Figure 4.1: Percentage of the Level of Mindfulness shown by Pie Chart

**Problem 2:** To study the psychological wellbeing of middle level school students.

H2: Middle-level school students will exhibit significant levels of psychological well being.

The Researcher has used central tendency for the analysis of psychological well being. The following central tendencies values such as Standard Deviation, Mean, Variance etc. have been calculated through SPSS Software and its value are mentioned in the below: -

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Psychological wellbeing	60	83	135	218	9602	160.03	16.245	263.897

Formula for calculating High wellbeing and Low wellbeing are as follows:

High wellbeing =  $1.5 \text{ SD} + \text{Mean}$

Low wellbeing =  $1.5 \text{ SD} - \text{Mean}$

High wellbeing =  $1.5 \times 16.24 + 160.03 = 184.39$

Low wellbeing =  $1.5 \times 16.24 - 160.03 = 135.66$

Based on the wellbeing data there are three Levels of wellbeing score categorized in terms of Frequency as per obtained data are as follows: -

Table 4.2: Analysis of the Level of Wellbeing

S.no.	Levels of Wellbeing	Frequency	Percentage
1	High	7	11.66 %
2	Moderate	52	86.67 %
3	Low	1	1.67 %
Total		60	100 %

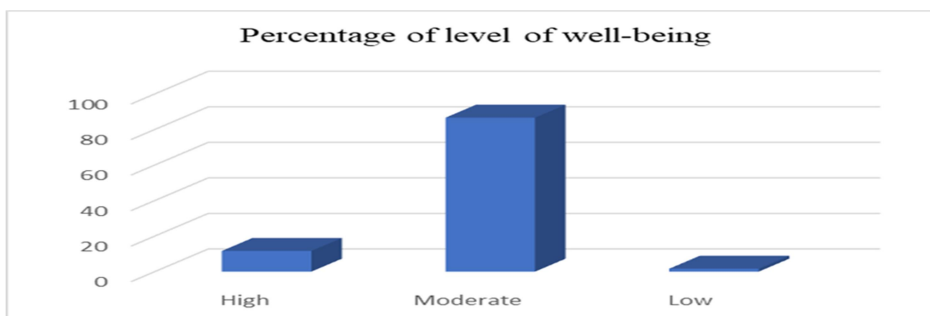


Figure: 4.2 Percentage of Level of Wellbeing

From the Above analysis researcher found that 52 participants have Moderate Level of Wellbeing with 86.67 %. 7 participants that have High Level of Wellbeing with 11.66% and only 1 participant that has Low Level of Wellbeing with 1.67%. Hence, Study found that Middle Level school Students have Moderate level of Wellbeing which shows a positive sign for the same.

**Problem 3:** To compare the psychological wellbeing in relation to gender of middle level school Students.

H3: There is no significant difference in psychological wellbeing levels in relation to gender of Middle level school students.

**Table 4.3: t-Test Analysis**

Gender	N	Mean	SD	df	t	p	Remarks
Male	35	160.69	15.94	58	.365	.432	Non-significant P>0.05
Female	25	159.12	16.94				

### Reporting t-Test Analysis

The result t-Test showed that the mean score of Mindfulness in relation to Male of middle level school (M=160.69, SD=15.94, n=35) and that of Female of middle level school (M=159.12, SD=16.94, n= 25) was statistically not significant at .05 level of significance [ $t(58) = .365, p>.05$ ].

Hence, H3 was supported. This shows there is similarity in the level of Wellbeing between male and Female. There is a very minor difference in its mean score and SD because here male and female participants are not equal. Overall, it shows an almost equal level of wellbeing in both genders.

**The Problem 4:** To compare the mindfulness in relation to gender of middle level school students.

H4: There is no significant difference in mindfulness levels between male and female.



Middle-Level School Students.

**Table 4.4: t-Test Analysis**

Gender	N	Mean	SD	Df	T	P	Remarks
Male	35	127.91	14.531	58	2.434	.807	Non-significant $P>0.05$
Female	25	136.99	13.383				

### Reporting t-Test Analysis

The result t-Test showed that the mean score of Mindfulness in relation to Male of middle level school ( $M=127.91$ ,  $SD=14.531$ ,  $n=35$ ) and that of Female of middle level school ( $M=136.99$ ,  $SD=13.383$ ,  $n=25$ ) was statistically not significant at .05 level of significance [ $t(58)=2.434$ ,  $p>.05$ ]. Hence  $H_4$  was supported. This shows there is similarity in the level of mindfulness between male and Female. There is very minor difference in its mean score and SD because here male and female participants are not equal. Overall it shows almost equal level of mindfulness in both the gender.

**The Problem 5:** Study of the relationship between mindfulness and psychological Well Being.

$H_5$ : There is a significant relationship between mindfulness and psychological well-being among middle-level school students.

### Reporting Pearson Correlation

Pearson product Correlation of Psychological wellbeing and Mindfulness was availed to be moderately positive and statistically significant ( $r=.527$ ,  $p<.001$ ). Hence,  $H_5$  was supported. This indicates that an enhancement in one variable i.e., psychological well being, the other variable i.e., Mindfulness enhances as well. The value itself provides an indication of the strength of the relationship.

**Table 4.5: Correlations Analysis**

		Psychological well being	Mindfulness
Psychological well being	Pearson Correlation	1	.527**
	Sig. (2-tailed)		.000
	N	60	60

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

### Correlations

		Psychological well being	Mindfulness
Psychological well being	Pearson Correlation	1	.527**
	Sig. (2-tailed)		.000
	N	60	60
Mindfulness	Pearson Correlation	.527**	1
	Sig. (2-tailed)	.000	
	N	60	60

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

### Major Findings

The study of the relationship between mindfulness and psychological well-being has gained significant attention in recent years. Mindfulness, which is frequently taken from Buddhist meditation techniques, is focusing on the current moment without passing judgment, meditation etc. It has been found to have numerous benefits for psychological well-being of the students. The Buddhist Meditation practices has also been taken as an

example and tried to implement this into the Delhi government school in the forms of triad of happiness from class first to Eight for the betterment of the student's well being. The findings of the study were summarised according to the statement of the problem stated by the researcher. Here are some key findings from the analysis of the Study: Researchers found that the Level of Mindfulness among Middle level school students was in the Average to high category as 52 out of 60 participants i.e., 88.33 % laid in this level. Hence, this shows Mindfulness practice can play an important role in supporting the Happiness Curriculum programme by bringing concentration, contentment and positive mindset etc. From the study of Wellbeing researchers found that 88.67% students were having Moderate levels of wellbeing and only 1.67% students were having low levels of wellbeing. Overall, the Wellbeing score shows that the level of well-being is moderate to high which is relevant in terms of the Happiness Curriculum initiative.

- I. In Case of Psychological well-being, here again there is similarity between male and female wellbeing as t-Test found non-significant,  $[t(58) = .365, P > 0.05]$ . Hence Hypothesis was supported.

## Conclusion

To conclude, The Study has revealed promising findings with significant educational implications. Mindfulness practices have been associated with reduced stress, improved emotional regulation, enhanced cognitive abilities, and increased self-compassion. These benefits can positively impact students, teachers, and the overall educational environment. It is important to recognize that implementing mindfulness in education requires appropriate training, support from school administrators, and a comprehensive approach that involves teachers, students, and families. Continued research and evaluation are necessary to further understand the benefits, mechanisms, and optimal implementation of mindfulness-based interventions in educational settings. Overall, the study of mindfulness and psychological well-being provides valuable insights for educators and educational institutions, offering a pathway to enhance the overall educational experience, promote well-being, and support the development of resilient and successful learners.

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