

## **A Study on the Perception of Student Teachers in Relation to Innovative Teaching Strategies that Nurtures their Happiness**

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### ***Abstract***

The discourse on education goes in multiple directions. Indian Education system is march towards marks thus, is often looked down upon for it's over emphasis on marks and no attention to the happiness of the students. Students in India are more stressed than happy. Happiness is a factor which fundamentally is the antithesis of stress and depression. But how much does happiness matter when it comes to learning? According to the study conducted in this research it was found that students learned more when associated with happiness promoting activities. And one of the happiness promoting activities is the innovativeteaching strategies applied by the facilitator during the teaching and learning process. The study is important in the context of Indian Educational system. In India, classrooms have become more about the weights of grades and marks than learning. This study certainly opens up possibilities about various innovative and flexible teaching strategies which can nurture student's happiness in the classrooms.

**Key Words:** Happiness, Innovative, teaching strategies.

### ***1 Introduction***

#### ***1.1 Background of the study:***

***“The art of teaching has little to do with the traffic of knowledge, its fundamental purpose must be to foster happiness in students.”***

When parents are asked what they want for their children, they usually answer that they want their children to be happy. Why, then, is happiness rarely mentioned as a goal of education? This research explores how we might teach if we were to take happiness seriously as a goal of education. It asks, first, what it means to be happy and, second, how we can help the students to be happy? Students in India are more stressed than happy. Happiness is a factor which fundamentally is the antithesis of stress and depression. But how much does happiness matter when it comes to Teaching?

The discourse on education goes in multiple directions. With the attention to RTE, the discourse seems to be in sway. Indian Education system is often looked down upon for it's over emphasis on marks and no attention to the happiness of the students. Students in India are more stressed than happy.

In India, classrooms have become more about the marks than innovative and interactive learning. This study certainly opens up possibilities about various innovative teaching techniques which can improve student's happiness in Indian classrooms and their overall performance.

Several factors provide ways to help learner's happiness to be nurtured. Few to name are high grades, family support, peer support, conducive classroom climate, motivated teachers and many more.

*But*

'Innovative Teaching Strategies' is one of the most vital aspects to enhance the happiness of the students.

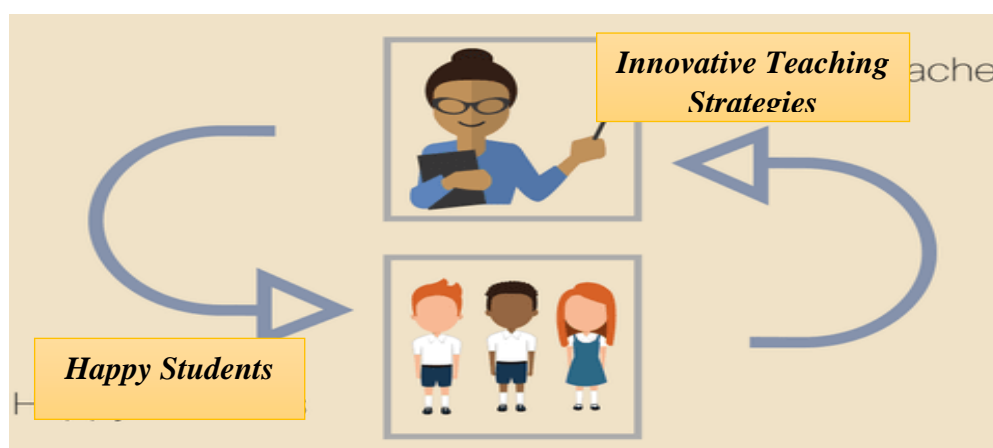
Education is a beacon for all mankind; it is the right direction to surge. We have to make education a learning process that generates happiness in the students and motivate them to stay back in the institutions than to run away from it. Education should be entertaining and fun to students not boredom or just a duty. Teaching is also changing classroom experience. In this study it is recommended that the teaching would be highly effective and will nurture the happiness in the students if the teacher starts to use innovative teaching techniques.

To restrain the traditional approach of teaching; teachers must use innovative strategies to enhance the happiness of students. The positive responses of the students also demonstrate that the new techniques are the effective means of reinforcing the happiness in the students.

But not many studies are done on the effectiveness of teaching strategies in enhancing happiness of the students. This article is an attempt to throw light on the most important aspect that is the 'happiness' of the students in relation to the innovative teaching strategies.

The purpose of this study is to investigate the effectiveness of innovative teaching strategies on the happiness of the students.

Thus I, hypothesize that innovative and flexible teaching strategies likely to enhance the happiness of the students as depicted in figure A.



**Figure A:** Innovative teaching strategies by teacher and its influence on students' happiness.

Thus, the prime aim of this study to spread the awareness...that if the educational institutions make their learners 'Happy' then the institutions will be able to mould its students into complete individuals so that they can explore new horizons, fathom new depths & carve a niche for themselves in the world.

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## ***1.2 Need and Rationale of the study:***

Going by the 2019 World Happiness Report, India stands at an abysmally low at 140 out of 156 countries evaluated. The report calls for attention as one of the fastest growing economies in the world is slowly turning out to be a sad place to live in.

Looking at the statistics the author felt the need to study on the factor happiness of the students who are the future on the nation. In educational institutions too, the yardstick of measuring success and happiness is often in terms of the percentages scored by its students. There are many factors affecting happiness of the students, but as a child spends most of their time in schools the factors related to school has greater effect on their happiness. In this study teaching learning strategies is taken up because being a teacher educator for many years I have visited many schools and concluded that teaching learning process if it is engaging then students enjoy learning and in turn are happy. Thus, this study is the need of the hour as it emphasizes that effectiveness of innovative teaching strategies enhances happiness of the students.

## ***1.3 Scope of the study:***

This study seeks to know the perception of the students regarding innovative teaching strategies in relation to nurturing the happiness of the student teachers. While this study recognizes that innovative teaching strategies have impact on the happiness of the students. This study has focused on the students of interdisciplinary stream. Specifically, this study has involved those students studying in B.Ed. The study also focuses on the approach that happiness is just not the marks but march towards happy learning.

## ***1.4 Statement of the problem:***

“A study on the perception of student teachers in relation to Innovative teaching strategies which nurtures happiness of the Learners.”

## ***1.5 Operational Definition:***

1. Perception: “Perception is defined as the ability of the student teachers to become aware, that happiness is triggered through Interactive teaching strategy.”
2. Student Teacher: “Student teacher is defined as a student who is studying to be a teacher and who, as a part of the training, observes classroom instructions, or does closely supervised teaching in secondary school.”
3. Innovative teaching strategies: Innovative strategies of teaching are methods of teaching that involve new ways of interaction between “teacher-student”, “teacher-student”, a certain innovation in practical activity in the process of mastering educational material.”
4. Nurture: “Nurture is defined as to encourage and enhance the value of happiness.”
5. Happiness: “Happiness is defined as the satisfaction a learner receives in his classroom while learning through interactive teaching strategies.”

## ***1.6 Aim of the study:***

I would be conducting this research on the perceptions and views of student teachers (B.Ed students) regarding interactive teaching Strategies which triggers happiness of the students which is very vital aspect today. Researcher always had a keen interest in the way teachers think about happiness of the students in the classroom and that is why I would be doing an in-depth analysis on the vital aspect Happiness of the students nurtured by the innovative teaching strategies.

Thus, *the aim of the research is:*“A study on the perception of student teachers in relation to Innovative teaching strategies which nurtures happiness of the students.”

### ***1.7 Research Objectives:***

1. To unravel the notion that ‘happiness of learners is not just a march towards marks.
2. To study the perception of student teachers for interactive teaching strategies as a catalyst to foster the happiness of the students.

### ***1.8 Limitations***

Factors like interest, physical condition, motivation, honesty, mindset, etc. are beyond the control of the researcher.

### ***1.9 Delimitations***

1. Study is limited to English medium students.
2. Study is limited to the students of B.Ed. stream.
3. Study is limited to the students of college affiliated to University of Mumbai.

## ***2 Literature Review:***

2.1 A study titled, “A study on Happiness and related factors among Indian College students” was carried by Bidisha Chakraborty, Souparna Maji, Anamika Sen, Isha Mallik, Sayantan Baidya and Esha Dwivedi (2019). This study studies that abstract happiness is considered to be one of the ultimate goals of life. This paper studies the happiness of Indian college and university students aged between 18 and 24 years. It attempts to answer whether and to what extent happiness of a student is significantly related to aspects of social life such as time spent with family, friends, being in a relationship, logging into social networking sites; academic factors such as job prospects of the chosen field of study and academic environment; and other personal factors such as health condition, over thinking or dwelling on past bad memories, addiction to tobacco/drug/alcohol. Moreover, this paper also inquires about the relationship between student’s average happiness with her gender as well as the income class to which she belongs. It has been observed that among different aspects of social life, time spent with family and friends are significant while logging into social networking site is found out to be insignificant. Also being in a relationship is significantly but negatively related to happiness for male students. Job prospects of the current field of study is highly significant covariate of happiness irrespective of the gender of the student. Among different aspects of the personal situation, dwelling on past bad memories decreases happiness of both male and female students. Addiction to tobacco/alcohol is a negative covariate of female happiness. Furthermore, income and gender are seen to play an insignificant role in happiness of Indian college and university students.

2.2 A study titled, ‘Effects of the life curriculum integrating the happiness teaching and mind mapping teaching method on the imagination for second graders, was conducted by Yue- Shi Yang,

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Chun-Yi Lee, and Shi-Jer Lou (2018). In this study a single set of experimental method was implemented in a class of 23 second graders for 2 hours a week, and lasted for 12 weeks in total. The life curriculum integrates different teaching methods, including traditional teaching, the happiness teaching, the mind mapping teaching, and the happiness and mind mapping integration. Changes in imagination by observing the creative works done by the students were assessed. Qualitative analysis and students' responses and feedbacks in class were analysed. After conducting five tests on the changes in the students' Imagination, One-Way ANOVA was implemented to analyse the collected data. Through the integrating happiness and the mind mapping teaching into life curriculum, the findings of the study reveal that the imagination and creativity in the works of the students are greatly observed; the students' imagination has obviously improved; and the students have highly accepted this curriculum. Additionally, the happiness and the mind-mapping teaching method for imagination cultivation has been developed in this study.

### ***3 Research Methodology***

#### ***3.1 Methodology:***

It is necessary to test whether innovative teaching strategies nurtures happiness of the students. Thus, the study will be conducted based on survey method there by through qualitative analysis by constructing an open-ended questionnaire.

#### ***3.2 Sample and Population:***

Population of the study comprises of B.Ed. students from the Mumbai city and the sample size is 50 students. The study adopts purposive sampling design.

#### ***3.3 Tool for Data collection- Questionnaire:***

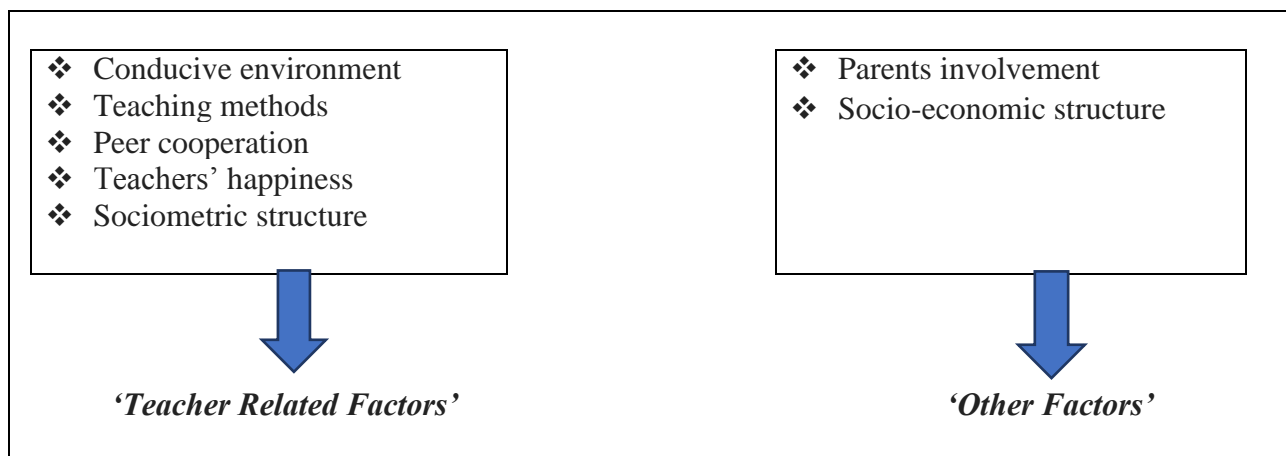
In total 6 questions were constructed. Open-ended questionnaire was constructed to find out whether the objectives of the research will be achieved or not.

#### ***3.4 The questions asked:***

1. Which components do you consider while measuring the quality of the school?
2. Why do you feel that implementing of innovative teaching strategies is crucial to foster your happiness as compared to traditional approach of teaching?
3. Being an effective teacher is a challenge.
4. Innovative teaching-learning method or Infrastructure which of the two is closer to your happiness?
  - a. Infrastructure
  - b. Teaching-Learning Methods
5. Do you think it's possible to teach happiness?
6. Which aspect do you feel is real- 'March towards happiness' or 'March towards marks?' What can lead you for march towards happiness in the classroom?

#### ***3.5 The thematic analysis of the data:***

1. Which components do you consider while measuring the quality of the college?



**Figure 1: Aspects considered to measure quality of school**

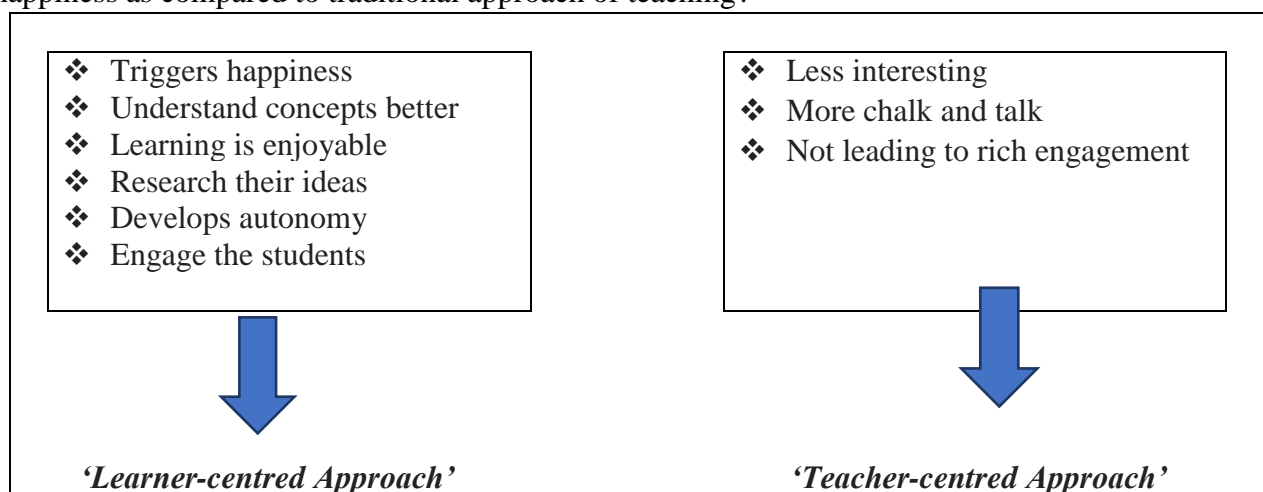
**Explanation:**

An educational institution is not just built with bricks and walls but it is hard work and relentless efforts taken to nurture talents among the students, build a socially acceptable approach in the society and maintain cordial relation with its stakeholders. In this pursuit we take into account the tangible resource such as infrastructure and other facilities and intangible resources such as love, affection, care and concern. We move beyond the regular approaches of teaching and testing to make a constructive approach of nurturing young minds to open the doors of knowledge creativity, spirituality, and above all happiness is nurtured to the greater extent. This overall builds the quality of school.

**Observation:**

The student teachers listed certain factors which helps to measure the quality of the institution and the happiness of the students. These were structured into two categories, ‘Teacher Related Factors’ and ‘Other Factors’. The figure 2 shows the theme (using axial coding) that majority of the students’ teachers feel that teacher related factors are directly related to the quality of the institution and thus results into the happiness of the students.

2. 2. Why do you feel that implementing of innovative teaching strategies is crucial to foster your happiness as compared to traditional approach of teaching?



**Figure 2: Responses of student teachers for their views on innovative and traditional methods.**

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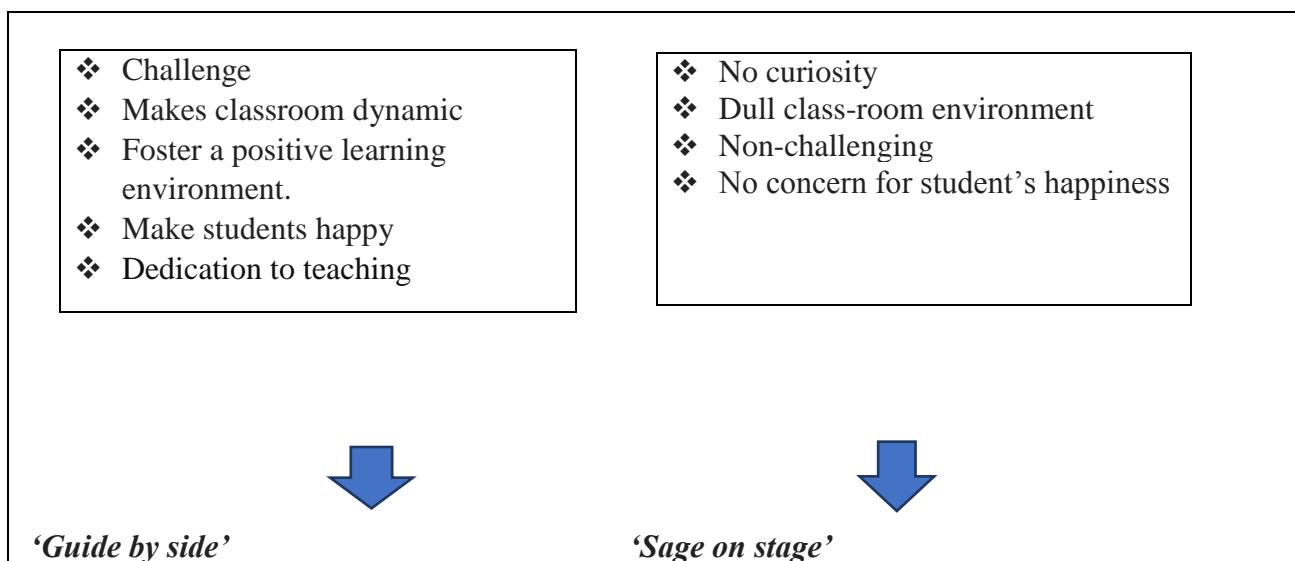
### **Explanation:**

Teachers play an essential role in their capacity to influence students' happiness. One of the aspects which academic educators do in the design of classes, and how they interact with students, has a strong impact on student engagement in learning, including the approaches they adopt and the learning goals they develop (intrinsic or instrumental). How educators teach and interact with students creates a 'learning climate' that can affect students happiness. Innovative teaching strategies are good tools to make the concept easy, make the learning interesting and enjoyable, fosters autonomy, nurtures the ideas of the learners as compared to traditional approach of teaching-learning. Innovative teaching unquestionably is the need of the hour because of its relevance in nurturing the happiness of the students. So, it vital to teach the students with innovative approach and not just traditional approach.

### **Observation:**

All the responses of student teachers were put into categories, 'Learner-cantered approach' and Teacher-cantered approach'. The figure 3 shows the codes and theme arrived using axial coding that the student teachers found interactive and flexible teaching strategies more learner- cantered leading to more happiness in the classroom.

3. Being an effective teacher is a challenge. If yes why?



**Figure 3: Responses of student teachers for their opinion on being an effective teacher is a challenge.**

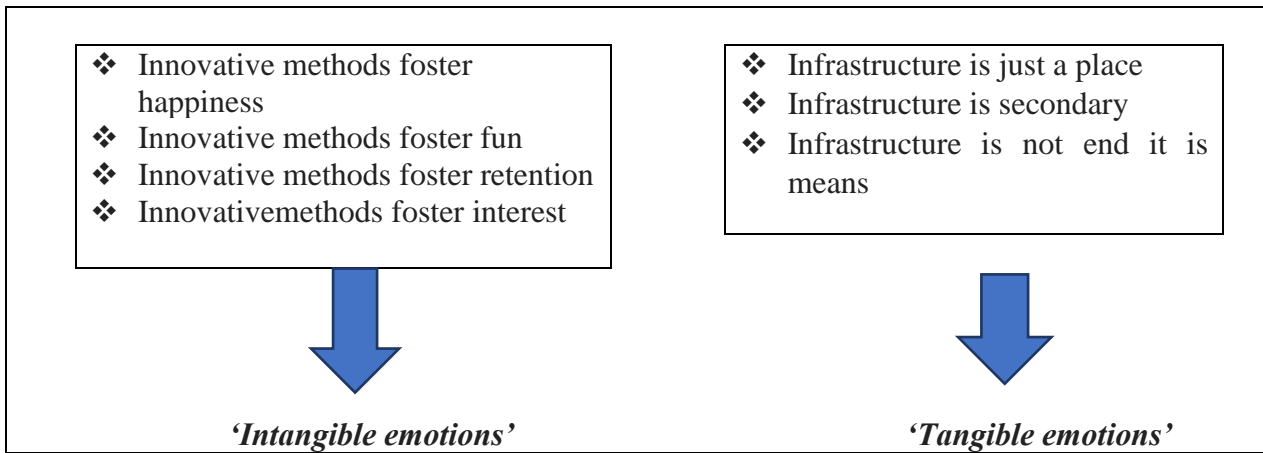
### **Explanation:**

Teaching is one of the most rewarding professions in that it gives you an opportunity to make an impact on a future generation. Being an effective teacher takes patience, dedication, passion, and the ability to do more with less. It is a treacherous journey often filled with just as many valleys as there are mountains. Those committed to the profession do so simply because they want to be 'difference' makers. Effective teacher makes a dull classroom environment in a positive learning environment, as a reflective practitioner teacher creates positive and challenging atmosphere in the classroom which in turn makes the students active. Thus, as whole effective teachers are one of the most influential and powerful forces for to foster sustainable development, interest and creativity in the classroom and are key to nurture happiness in the classroom.

**Observation:**

All the responses were put into two categories ‘Guide by side’ and ‘Sage by stage.’ Figure 3 shows the theme (using axial coding) that student teachers found that being an effective teacher is challenge as the shift is being witnessed from teacher being the sage on the stage’ to the ‘guide by the side.

4. Innovative teaching-learning method or infrastructure which of the two is closer to your happiness. Why?
  - a. Infrastructure
  - b. Innovative teaching-learning Methods



**Figure 4: Responses of student teachers for their views on infrastructure or interactive teaching methods.**

**Explanation:**

Students’ happiness has become a vital aspect in education today, especially with increased accountability for classroom teachers with respect to their teaching strategies. In this pursuit tangible emotions and intangible emotions were discussed where it was found that though infrastructure is an important aspect but yet it is secondary with respect to happiness of the students, but in their opinion intangible emotions like teaching strategy if used in the classroom while teaching they foster fun, retention, interest and above all act as a catalyst to nurture the happiness of the learners. This overall try to spell out that infrastructure is not an end but it is a means towards happiness of the students.

**Observations:**

All the responses of student teachers were put into two categories, ‘Intangible emotions’ and ‘Tangible emotions.’ Figure 4 shows the theme (using axial coding) that the student teachers are of the view that though infrastructure is a tangible emotion but yet the intangible emotion that is Interactive teaching strategies foster happiness amongst the students.

5. Do you think it’s possible to teach happiness to students?



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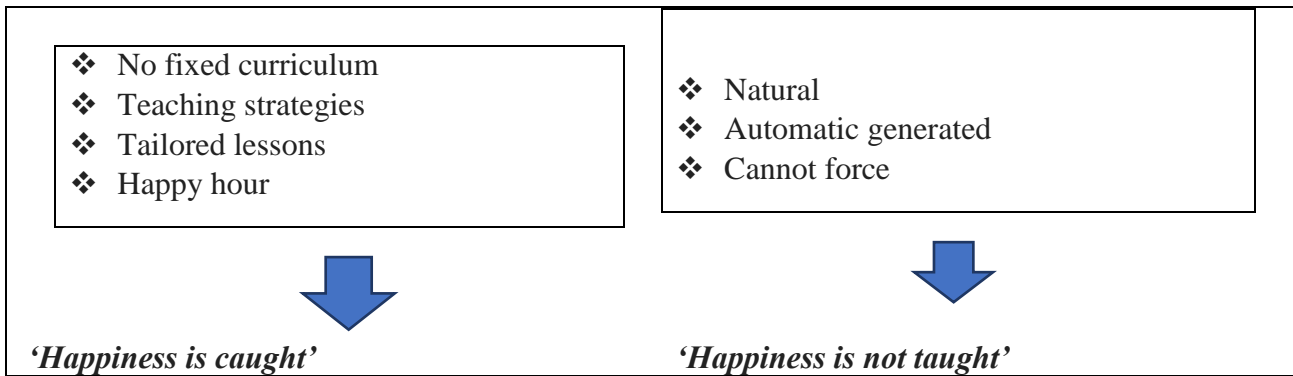


Figure 5: Responses of student teachers for their views whether happiness is caught or taught.

**Explanation:**

Here it is very clear that happiness is such an aspect which is caught but not taught. Happiness in the students cannot be forcefully injected, it is natural, and automatic generated due to few aspects. Happiness can be generated if the classroom atmosphere is positive and specially the content taught is learnt well. This is possible when teacher often uses those techniques of teaching which caters to students needs and goals. These techniques include tailor made lessons, happy hour, flexible teaching strategies, succinct strategies and much more. In this pursuit one can say that teacher is a catalyst to create happiness amongst the students.

**Observation:**

All the responses of student teachers were put into two categories, ‘Happiness is caught’ and ‘Happiness is not taught.’ Figure 5 shows the theme (using axial coding) that the student teachers are of the view that happiness in classroom cannot be taught but can be caught by implementing tailored lessons, happy hour and by teaching through interactive styles.

6. Which aspect do you feel is real- ‘March towards happiness’ or ‘March towards marks?’ What can lead you for march towards happiness in the classroom?

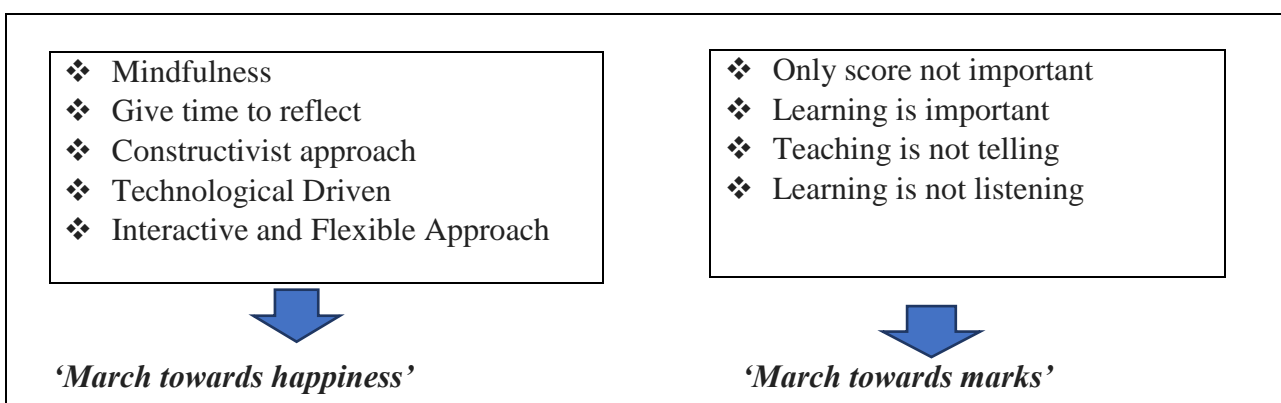


Figure 6: Responses of student teachers for which activities to implement to boost happiness or march for marks.

**Explanation:**

From the childhood, most of the time students are focusing on *how to get good marks*. And these marks contain theoretical knowledge. Each student is engaged in a rat race which is named as

‘March towards marks’ But, today the scenario has changed to great extent, they say today happiness is the strongest march for students. Happiness has become vital predictor for a successful life of a student. And with respect to happiness in the classroom teacher and students have a symbiotic role to play where teaching is considered to be in the centre. This teaching is confined mainly towards student centric, for which teachers strive to teach through mindful activities, flexible approach, technological driven approach. Thus, in this pursuit the main march today is happiness and not just the marks.

**Observation:**

All the responses of student teachers were put into two categories, ‘March towards happiness’ and ‘March towards marks.’ Figure 6 shows the theme (using axial coding) that the student teachers are of the view that happiness in classroom can be boosted by using different teaching activities and strategies rather not just by a march towards marks.

**3.6 The Research Findings:**

Axial coding or themes were then converted into a theory using selective coding. Figure 7 shows the process and final theory reached by using grounded theory.

1. Student teachers feel that the quality of school is measured by how happy the students are as it depicts that teacher related factors are directly related to the happiness as compared to other factors.

2. Student teachers are of the opinion that learner-centered approach as compared to teacher-centered approach is crucial to trigger student’s happiness index.

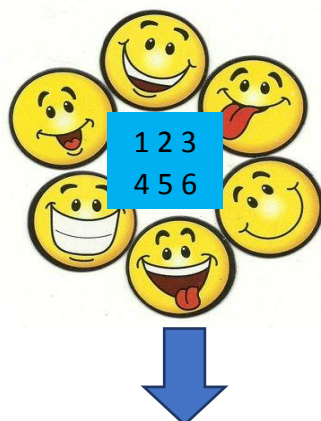
3. Student teachers found that a paradigm shift is occurring in education. The teacher is now guide by the side instead of being a sage on the stage, and such teachers face challenges to be effective.

4. Student teachers found, only investing in tangible emotions that is education institutional premises is not enough in fact interactive teaching strategies which is intangible emotion fosters happiness in classroom.

5. Student teachers are of the opinion that happiness in classroom is not taught rather it is caught through using effective teaching techniques.

6. Student teachers found happiness in classroom can be boosted by using different teaching activities and strategies rather not just by a march towards marks.

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Student teachers found innovative and flexible teaching strategies as a vital paradigm which nurtures happiness of the students as these strategies are intangible emotions, march towards happiness and cornerstone to any teacher's effectiveness.

**Figure 7: 'Axial Coding' and 'Selective Coding' of the qualitative data.**

After analysing the responses using 'axial coding' the data was put into 'themes'. Figure 7 shows 'themes' generated and the 'final theory' reached in the study using 'selective coding' phase in Grounded theory. The final theory indicated that the student teachers found the students happiness in school is directly associated with the intangible emotions like teacher-related factors, learner-centered approach, teacher being the guide by the side and use of innovative and flexible teaching strategies as the most vital aspect.

### **Conclusion:**

The importance of student happiness cannot be underestimated as a determining factor in academic performance, especially in today's context. However, teachers can be empowered in their roles as holistic educators teaching whole heartedly using creative techniques and become positive mentors for their learners. This is vital in an effort to "rehumanise" learning, reversing their earlier role of just being a sage on the stage and contributing to the happiness of the learners. Teachers must initiate a mutual sense of "sustainable happiness" between them and their learners. This state of being happy should be given emphasis in this day and age. Thus, teachers have an increasingly important role as contributors to student happiness. It can be said that a truly happy student is likely to excel in this academic pursuit.

***Effective teachers are those who strike the right tone in the classroom and make their students happy.***

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