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Exploring happiness and resilience among female students in teacher education programmes in Chandigarh: A comparative analysis

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Abstract

This research investigates the levels of happiness and resilience among female students participating in three distinct teacher education programs: Bachelor of Physical Education (B.P.Ed.), Bachelor of Education (Yoga), and Bachelor of Education (General), all of which are currently offered at three different colleges in Chandigarh. A descriptive research design was employed, utilizing a survey method. The study aimed to compare the levels of happiness and resilience among female students across the three teacher education programs, as well as to explore the relationship between these two constructs. The sample comprised 120 female students aged between 20 and 25 years. Happiness was evaluated using the Oxford Happiness Questionnaire (Hills & Argyle, 2002), while resilience was assessed with the Connor-Davidson Resilience Scale (CD-RISC-25). Data analysis was performed using one-way ANOVA and Pearson's Product Moment Correlation. The results indicated no significant differences in happiness ($p = 0.099$) or resilience ($p = 0.527$) among the students from the three teacher education programs. Nevertheless, a significant positive correlation ($r = 0.288$, $p < 0.01$) was identified between happiness and resilience, suggesting that higher levels of happiness are linked to increased resilience. These findings imply that regardless of the program type, female students demonstrate similar levels of happiness and resilience, underscoring the necessity of incorporating well-being-enhancing strategies into teacher education curricula.

Keywords: Happiness, resilience, teacher education programs

Introduction

Happiness and resilience are fundamental psychological constructs that play a critical role in students' academic success, mental health, and overall well-being. Happiness is broadly defined as a state of well-being characterized by life satisfaction, positive emotions, and effective regulation of negative emotions (Bekhet *et al.*, 2008; Diener *et al.*, 2002) ^[4, 7]. Within the student population, happiness is not merely a transient emotion but is influenced by factors such as academic achievements, social relationships, and supportive learning environments (Thapa *et al.*, 2013) ^[23]. Lyubomirsky's (2008) ^[12] model emphasizes that while genetics and life circumstances partially determine happiness, intentional activities—such as practicing gratitude, kindness, and optimism—contribute significantly to sustained well-being.

Equally important, resilience refers to an individual's capacity to adapt, recover, and thrive in the face of adversity (Masten, 2001) ^[15]. Among students, resilience is linked to improved academic performance, effective stress management, emotional regulation, and social competence (Martin & Marsh, 2006) ^[14]. Positive psychology literature highlights the interconnectedness of happiness and resilience, wherein positive emotions foster adaptive coping strategies, broaden cognitive resources, and strengthen students' ability to manage challenges (Fredrickson, 2001; Tugade & Fredrickson, 2004) ^[9, 24].

Educational programs such as the Bachelor of Physical Education (B.P.Ed.) and Bachelor of Education (B.Ed.) provide structured environments that may influence both happiness and resilience. Physical activity and teamwork in B.P.Ed. programs contribute to improved mood, stress reduction, and social connectedness (Penedo & Dahn, 2005) ^[20], while B.Ed. programs promote psychological well-being through meaningful engagement, personal growth, and the development of self-efficacy (Ryan & Deci, 2000; Bandura, 1997) ^[21, 3]. Together, these programs can cultivate positive emotional states and adaptive coping skills, equipping students with the tools necessary for academic success and lifelong well-being.

This study aims to examine the relationship between happiness and resilience among students, with a particular focus on how professional education programs such as B.P.Ed. and B.Ed. influence these variables. Understanding this relationship is crucial for developing educational strategies and interventions that foster not only academic competence but also psychological strength and holistic well-being in future educators and professionals.

Methodology

The study was descriptive in nature. A survey on students enrolled in various teacher education programs in Chandigarh was conducted. The purpose of the study is to determine which teacher education program's students are the happiest and most resilient.

Participants

The sample taken for the present study were 120 female students (aged 20-25) from three teacher education programmes: B.P.Ed. (n = 43), B.Ed. (Yoga) (n = 27), and B.Ed. (General) (n = 50). from the colleges of Chandigarh. Three different colleges from Chandigarh are purposefully selected Post Graduate Government College for Girls, Sector -42, Chandigarh, Government College of Yoga Education and Health, Sector 23, Chandigarh, and Dev Samaj College of Education, Sector 36, Chandigarh, respectively.

The division of sample is presented in the figure below:
Sample distribution

Sr. No	Collage name	Course name	Subjects
1	Post Graduate Government College for Girls Sector -42, Chandigarh	B.P.Ed. Two-year Course	43
2	Government College of Yoga Education and Health, Sector 23, Chandigarh	B.Ed. (Yoga) - Two Year Course	27
3	Dev Samaj College of Education Sector 36, Chandigarh	B.Ed. (General) - Two Year Course	50
Total Sample Size (n)			120

Tools

Happiness: Happiness was measured by using Oxford Happiness Questionnaire developed by Hills and Argyle (2002).

Resilience: Resilience was measured Connor-Davidson Resilience Scale (CD-RISC-25) developed by Connor-Davidson (2003).

Statistical Techniques

Prior to the administration of the test researcher took the necessary permission from Principal of the concern

institution. After necessary permissions, a meeting with the subjects was organized in their respective institutes, prior to the collection of data. The details about administration of the test was made clear to the students so that they are aware of what they are expected to do. Finally, after getting the consent of the students the tests were applied and data was collected. The data was analysed with the help of one-way ANOVA. The correlation between the variables was seen by using Product Moment Correlation. The hypothesis of the study were test at 0.05 level of significance.

Analysis of Data

Table 1: Descriptive statistics of the student of three Teacher Education Programs on Happiness and Resilience

Teacher Education Programs	N	Happiness			Resilience		
		Mean	SD	SEM	Mean	SD	SEM
Bachelor of Physical Education	43	4.00	0.78	0.120	70.93	15.07	2.299
Bachelor of Education (Yoga)	27	4.42	0.77	0.149	70.92	13.97	2.689
Bachelor of Education (General)	50	4.23	0.82	0.117	67.72	16.07	2.273

From Table 1 it can be seen that the mean scores of students of Bachelor of Physical Education on happiness is 4.00 and standard deviation is 0.78. The mean score of students of Bachelor of Education (Yoga) on happiness is 4.42 and standard deviation is 0.77. The mean score of students of Bachelor of Education (General) on happiness is 4.23 and standard deviation is 0.82.

Further, it can also be seen that the mean scores of students of Bachelor of Physical Education on resilience is 70.93 and standard deviation is 15.07. The mean score of students of Bachelor of Education (Yoga) on resilience is 70.92 and standard deviation is 13.97. The mean score of students of Bachelor of Education (General) on resilience is 67.72 and standard deviation is 16.07.

Table 2: ANOVA Summary of the student of three Teacher Education Programs on Happiness and Resilience

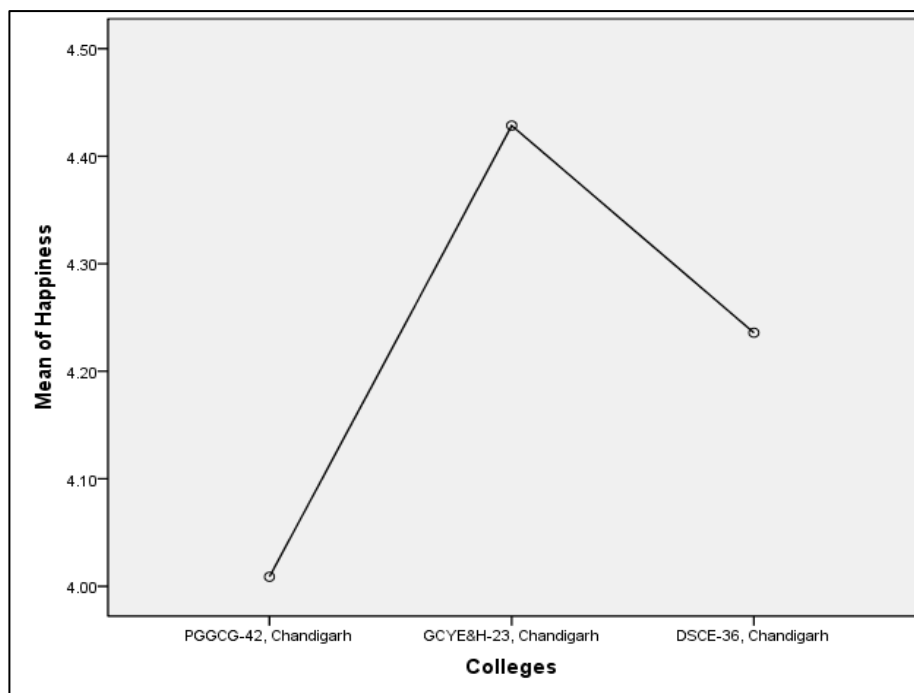
Variables	Source of variance	Sum of Squares	df	Mean Square	f-value	p-value
Happiness	Between Groups	3.04	2	1.52	2.36	0.099
	Within Groups	75.40	117	0.64		
	Total	78.45	119			
Resilience	Between Groups	300.26	2	150.13	0.64	0.527
	Within Groups	27296.72	117	233.30		
	Total	27596.99	119			

It can be seen from the table 2, that the f-value 2.36 is not significant at 0.05 level of significance with the degree of freedom (2, 117). Thus the mean scores of the students of three Teacher Education Programs on happiness differ significantly. Hence the Null hypothesis that there is no

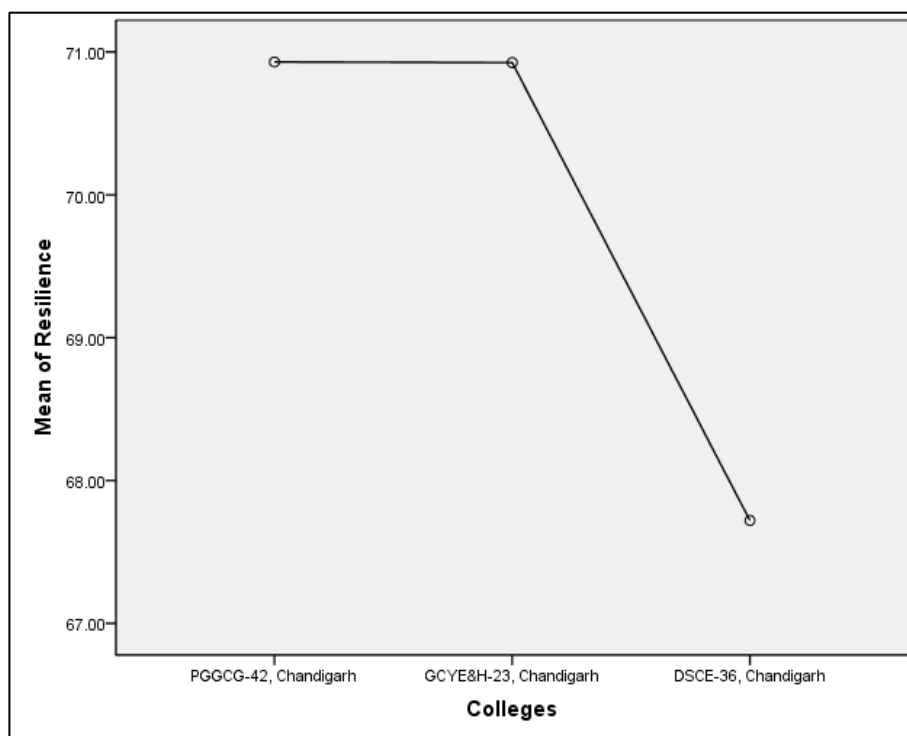
significant difference in the mean scores of the students of three teacher education programs on happiness is not rejected. It may therefore be said that the female students of three teacher education programs have similar level of resilience.

It can be seen from the table, that the f-value is 0.64, which is not significant at 0.05 level of significance with the degree of freedom (2, 117). Thus the mean scores of the students of three teacher education programs on resilience do not differ significantly. Hence the Null hypothesis that there is no

significant difference in the mean scores of the students of three teacher education programs on resilience is not rejected. It may therefore be said that the female students of three teacher education programs have similar level of resilience.



(a)



(b)

Fig 1: Showing the mean values of the student of three Teacher Education Programs on Happiness (a) and resilience (b)

Table 3: Descriptive Statistics of happiness and resilience among the student of three Teacher Education Programs

Variable	N	Mean	Std. Deviation	r-value	p-value
Happiness	120	4.19	0.81	0.288**	.001
Resilience	120	69.59	15.22		

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

Table 3 shows the descriptive statistics i.e., mean values SD of female students of three teacher education programs on happiness is 4.19, mean value of the female students of three teacher education program on resilience is 69.59. The variability of the groups can be seen with the help of standard deviation i.e., 0.81 for happiness and the 15.22 for resilience.

Further, table 3 also shows that the r -value 0.288**, which is significant at 0.05. Thus the null hypothesis that there is no relation of happiness with resilience among the students of three teacher education programs is rejected. It may therefore

be said that there is positive relationship between happiness and resilience i.e., as the happiness of the students of the three teacher educational programs increases their resilience also increases.

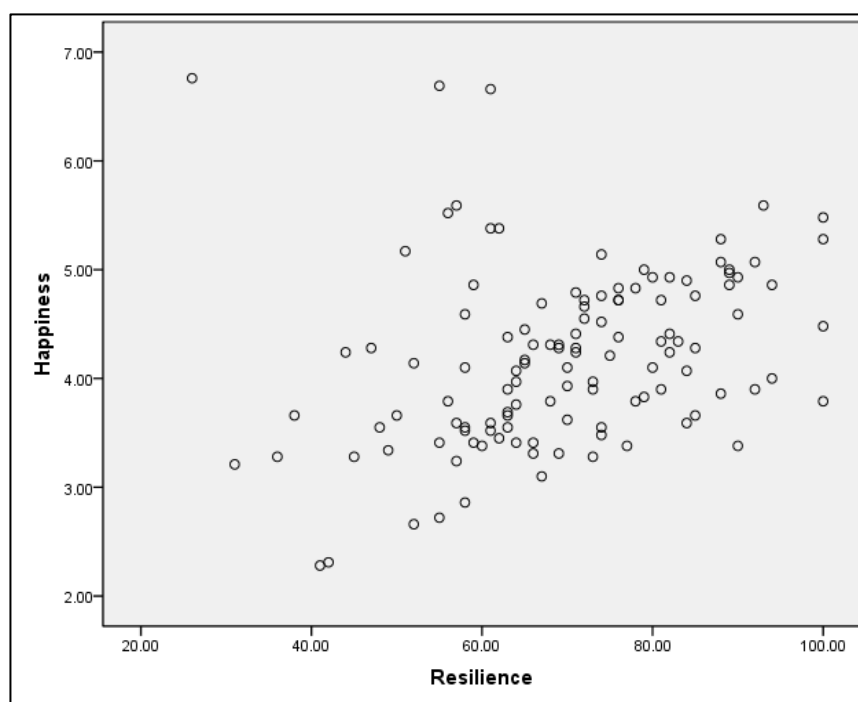


Fig 2: Scattered graph showing relationship between happiness and resilience among the three teacher education programs

Discussion

The present study examined the influence of different teacher education programmes—B.P.Ed., B.Ed. (Yoga), and B.Ed. (General)—on the levels of happiness and resilience among female students in Chandigarh, as well as the relationship between these two psychological constructs. The findings revealed no statistically significant differences in happiness or resilience between the three groups. However, a significant positive correlation between happiness and resilience was observed, suggesting that students who report higher levels of happiness also tend to demonstrate greater resilience.

These results provide a noteworthy contribution to the literature by showing that curricular differences in teacher education do not necessarily lead to variation in these aspects of psychological well-being. Although B.P.Ed. and B.Ed. (Yoga) programmes include structured physical activity, which has been shown to enhance resilience and emotional stability (Liao *et al.*, 2023; Murphy *et al.*, 2018) [11, 17], the overall similarity in happiness and resilience scores across all groups suggests that factors beyond programme content—such as institutional culture, peer relationships, and shared academic pressures—may play a greater role in shaping these traits. This aligns with assertion that happiness is a subjective judgment shaped by environmental perceptions, personal experiences, and interpersonal relationships, rather than being determined solely by external structures.

It is also important to note that resilience is a complex, multidimensional construct influenced by both personal and contextual factors. Omari *et al.* (2023) [18] highlighted that self-esteem, perceived stress levels, and healthy lifestyle habits significantly predict resilience among university students. Likewise, Ang *et al.* (2021) [2] identified meaningful interactions and institutional support as key contributors to resilience, suggesting that supportive academic environments

are just as important as individual coping mechanisms. In our sample, the similarity in resilience levels across programmes may indicate that students from different courses have access to comparable social support networks, faculty engagement, and extracurricular opportunities, all of which help them adapt to academic challenges.

Moreover, the role of physical activity in fostering resilience cannot be overlooked. Liao *et al.* (2023) [11] demonstrated that regular physical activity, combined with mindful self-awareness, strengthens resilience, which in turn contributes to a state of peace of mind. Although the B.P.Ed. and B.Ed. (Yoga) curricula inherently provide such opportunities, it is possible that students in the B.Ed. (General) programme engage in informal physical or recreational activities outside their academic framework, thus narrowing the gap in resilience scores between groups.

Happiness, on the other hand, has been consistently linked to multiple positive life outcomes, including better physical health, stronger interpersonal relationships, and improved professional performance (Lyubomirsky *et al.*, 2005; Smith *et al.*, 2023) [13, 22]. Fatimah *et al.* (2024) [8] emphasized that while resilience can help individuals cope with academic stress, it does not always directly increase happiness, which may explain why even resilient students in some contexts report only moderate happiness levels.

These findings have practical implications for teacher education programmes. Research by Oztemel and Yıldız (2021) [19] shows that individuals with high happiness and optimism are more adaptable in their careers, a critical trait for teachers navigating evolving educational demands. Embedding well-being-promoting interventions—such as mindfulness workshops, peer mentoring systems, and gratitude-based activities—into teacher training could thus yield long-term professional benefits. Smith *et al.* (2023) [22]

found that even short-term positive psychology interventions significantly improved happiness, resilience, and general well-being among students, indicating that structured curricular components aimed at psychological skill-building can be effective.

It is also worth noting that the current findings align with studies conducted in broader cultural contexts. For example, Moussa and Ali (2022) ^[16] observed no significant gender differences in happiness levels among UAE students, similar to how programme type in our study did not significantly affect happiness or resilience. This consistency across contexts suggests that certain dimensions of well-being in higher education may be universally stable, provided that students have access to supportive environments and opportunities for personal growth.

The significant positive relationship between happiness and resilience aligns with Fredrickson's (2001) ^[9, 24] broaden-and-build theory, which proposes that positive emotions broaden individuals' cognitive and behavioral repertoires, enabling them to build lasting personal resources. This theory is supported by empirical evidence from Aboalshamat *et al.* (2018) ^[1], who reported that students with higher resilience scores also reported higher happiness and life satisfaction, and from Datu *et al.* (2017) ^[6], who found that subjective happiness significantly predicted school resilience, academic engagement, and flourishing. The present study's results reinforce the conclusion that cultivating happiness can be an effective pathway to strengthening resilience in the academic context.

In the present study, however, the significant positive correlation suggests that in this particular population, resilience may indeed serve as a facilitator of happiness, potentially by reducing stress and enhancing a sense of personal efficacy.

Finally, the strong association between happiness and resilience in this study suggests a mutually reinforcing relationship: happier students are better equipped to handle adversity, and resilient students are more likely to experience sustained happiness. This reciprocal dynamic highlights the importance of fostering both constructs simultaneously. Programmes that address only one dimension may overlook the synergistic benefits of an integrated approach. As Fredrickson's broaden-and-build framework and subsequent empirical studies (e.g., Aboalshamat *et al.*, 2018; Datu *et al.*, 2017) ^[1, 6] demonstrate, building psychological resources in one area often strengthens related competencies, creating a positive upward spiral of well-being and performance.

The present findings, when viewed in light of existing literature, reaffirm the notion that happiness and resilience are foundational competencies for both personal well-being and professional success in education. By confirming that these qualities are not significantly influenced by programme type, the study underscores the importance of universal well-being strategies that can be integrated across all teacher education curricula. The strong positive relationship between happiness and resilience supports the idea that interventions—whether through structured physical activity, mindfulness-based training, peer support networks, or positive psychology practices—can have a dual impact, reinforcing both constructs simultaneously. As teacher education programmes are uniquely positioned to shape not only the professional skills but also the psychological resources of future educators, it becomes essential to embed well-being-focused initiatives within training structures.

Such integration would not only prepare teacher candidates to cope with occupational challenges and changing educational landscapes but would also enhance their ability to foster positive, resilient, and engaging learning environments for their future students. Thus, this research contributes both to theoretical understanding and to actionable educational policy, offering a compelling case for institutional commitment to the cultivation of happiness and resilience in the teaching profession.

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