

**AN OVERVIEW OF REVIEWS ON SKILLS OF HAPPINESS**

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**ABSTRACT**

Education acts as a pillar in creating strong social foundation for the upcoming generation and skills of happiness can act as catalyst for building social trust and healthy living among students enriching happiness. Since happy people are more successful in all their domains of life, schools should help students to see happiness in their way of life contributing to the core mission of education. The aim of this paper is to identify the reviews focusing on the six sustainable skills of happiness and its inculcation techniques that would be helpful in day to day implementation to enrich happiness in students.

**Key words:** *Happiness, sustainable, happiness skills,*

## **Introduction**

Recent studies suggest that happiness is a skill that could be developed over time making it a lifestyle. It requires certain disciplines to develop it as a core value of life among students. Practicing the skills of happiness will certainly cultivate the disciplines required to be happy. This paper consists of reviews organized under 6 sub topics in alignment with the six sustainable skills of happiness – Mindfulness, Gratitude, Purpose, Human Connection, Positive Outlook and Generosity.

LG Experience Happiness project (2018) partnered with Dr. Emiliana Simon-Thomas, Science Director, Greater Good Science Centre at the University of California Berkeley advancing the science of happiness by identifying six Sustainable Happiness Skills, which form the foundation of the LG 'Experience Happiness' program.

### **Studies related to Mindfulness:**

Nelson, Joseph (2017) studied on Mindful Eating: The Art of Presence While You Eat based on Zen Buddhism and is being incorporated into behavior change programs describing and offering ideas to teach the basics of mindful eating practice. Piyawan Surinrut et.al (2016) investigated on Enhanced happiness and stress alleviation upon insight meditation retreat: mindfulness, a part of traditional Buddhist meditation aiming to investigate the impact of intervention of seven-day traditional insight meditation in Thailand on happiness and perceived stress guiding in interweaving mindfulness in daily practice. Hollis-Walker, L., & Colosimo, K. (2011) studied on Mindfulness, self-compassion, and happiness in non-meditators: A theoretical and empirical examination and was identified as key study as it examined the relation between mindfulness, psychological well-being, self-compassion, and five factor model. Huppert, F. A., & Johnson, D. M. (2010) investigated on A controlled trial of mindfulness training in schools: The importance of practice for an impact on well-being and reported the results of mindfulness

training and was identified as a key study as it examined the benefits of mindfulness in adolescents and its effect on their happiness. Patricia C. Broderick & Stacie Metz (2009) experimented on Learning to BREATHE: A Pilot Trial of a Mindfulness Curriculum for Adolescents created for a classroom setting to support the development of emotion regulation skills through the practice of mindfulness. Armody, J., & Baer, R. A. (2007) investigated on Relationships between mindfulness practice and levels of mindfulness, medical and psychological symptoms and well-being in a mindfulness-based stress reduction program and pointed out the overall beneficial effect of mindfulness on well-being.

### **Studies related to Gratitude**

Charlotte van Oyen Witvliet et al (2019) investigated on Gratitude predicts hope and happiness: A two-study assessment of traits and states and found that grateful remembering condition prompted significant increases in state hope and happiness commending it as a practice bolstering present happiness and future hope. John B. Nezlek (2017) investigated on A daily diary study of relationships between feelings of gratitude and well-being suggesting that increasing peoples feeling of gratitude can increase their well-being. Leah R. Dickens (2017) studied on Using Gratitude to Promote Positive Change: A Series of Meta-Analyses Investigating the Effectiveness of Gratitude Interventions leading to improvements for numerous outcomes, including happiness that does not influence others. Philip C. Watkins et al (2015) investigated on Grateful recounting enhances subjective well-being: The importance of grateful processing using a randomized controlled trial to test the effectiveness of a gratitude 3-blessings treatment for enhancing subjective well-being and suggested the gratitude 3-blessings treatment for training cognitive biases that are salubrious to subjective well-being. Jeffrey J. Froh et al (2009) studied on Who benefits the most from a gratitude intervention in children and

adolescents examining positive affect as a moderator, reported greater gratitude and PA at post-treatment and greater PA at the 2-month follow-up. Kelly Ann McCabe Fitch (2009) studied on Examination of the Impact of an Intervention in Positive Psychology on the Happiness and Life Satisfaction of Children to evaluate the use of exercises in positive psychology and reported that exercises specially focusing on gratitude, may be efficacious in promoting happiness and life satisfaction in middle school children. Jeffrey J. Froh et al (2008) investigated on Counting blessings in early adolescents: An experimental study of gratitude and subjective well-being and reported to be an effective intervention for well-being enhancement in early adolescents. Seligman, M. P et al (2005) investigated on the Positive Psychology Progress using a sample recruited through the Authentic Happiness website to compare the effectiveness of five different happiness techniques - gratitude visit, three good things in life, you at your best, using signature strengths in a new way, and identifying signature strengths, each delivered through internet. Robert Emmons and Michael McCullough (2003) investigated on Counting Blessings Versus Burdens: An Experimental Investigation of Gratitude and Subjective Well-Being in Daily Life and results suggest that a conscious focus on blessings may have emotional and interpersonal benefits.

### **Studies related to Positive Outlook**

Amber J. Halliday et al (2019) studied on The student voice in well-being: a case study of participatory action research in positive education and results suggested engagement and self-efficacy will be high on students. Hsin-Hui Wang et al (2017) investigated on The effects of college students' positive thinking, learning motivation and self-regulation through a self-reflection intervention in Taiwan reporting in betterment of student's positive thinking, learning motivation and self-regulation. Eagleson C. et al (2016) investigated on The power of positive

thinking: Pathological worry is reduced by thought replacement in Generalised Anxiety Disorder and suggested that any form of positive ideation can be used to effectively counter worry. Mozghan Panahia et.al (2016) investigated on Impacts of positive thinking skills upon happiness and academic performance of first level high school girls of Shirvan and reported that teaching positive thinking skills had a significant effect on happiness and academic performance in female high school students. Zandvakili, M et al (2014) studied on the Effect of Positive Thinking Training Program on Reduction of Depression, Stress and Anxiety of Juvenile Delinquents and the results have shown that the positive thinking training courses have effects on reduction of depression and anxiety. Omid Mirzaee Fandokht et al (2014) investigated on The study of the effectiveness of positive-thinking skills on reduction of students' academic burnout in first grade high school male students and suggested positive-thinking teaching reduces academic burnout. Cunningham E. G. et al (2002) investigated on Enhancing Coping Resources in Early Adolescence Through a School-based Program Teaching Optimistic Thinking skills, Anxiety, Stress & Coping and the results support the feasibility of implementing low-cost, non-intrusive programs in school settings addressing the emotional health of all young people.

### **Studies related to Human Connection**

Vander Horst M & Coffe H (2012) explores how friendship network characteristics influence subjective well-being (SWB) and suggested that the frequency of meeting friends face-to-face has a remaining positive direct influence on SWB. Cassie Mogilner (2010) investigated on The Pursuit of Happiness: Time, Money, and Social Connection about how effectively individuals pursue their personal happiness. Holder, M.D. and Coleman, B (2009) studied on The contribution of Social Relationships to Children's happiness and results revealed that social relationships are significant predictors of happiness. Demir, M et al (2007) investigated on

Looking to happy tomorrows with friends: Best and close friendships as they predict happiness, revealing that the first close friendship appeared as the strongest predictor of happiness. Diener, E., & Seligman, M. (2002) examined on Very Happy People and discovered that the highest happiness group had more satisfying social relations.

### **Studies related to Purpose**

Yuen, M et al (2017) studied on Purpose in life: A brief review of the literature and its implications for school guidance programmes that has emerged as an important factor that contributes to individual's wellbeing. Hyemin Han (2015) investigated on Purpose as a moral virtue for flourishing. Ballesteros, Rosalinda A. Dr (2015) examined on "An Intervention Model to Create a Strong Sense of Meaning and Life Purpose in High School Students." Sheldon, K. M. et al (2010) studied on Persistent pursuit of need-satisfying goals leads to increased happiness: A 6-month experimental longitudinal study and the results supported the sustainable happiness model.

### **Studies related to Generosity**

Soyoung Q. Park et al (2017) investigated on A neural link between generosity and happiness and the results demonstrated that striatal activity's top-down control plays a fundamental role in linking commitment-induced generosity with happiness. Haruto Takagishi et al (2015) studied on The development of the effect of peer monitoring on generosity differs among elementary school-age boys and girls and the results suggested that the motivation to draw peer's attention plays a stronger role for older boys than for girls or younger boys. Aknin, L. B. et al (2013) investigated on Prosocial spending and well-being: Cross-cultural evidence for a psychological universal and suggested that the reward experienced from helping others may be

deeply ingrained in human nature, emerging in diverse cultural and economic context. Dunn, Elizabeth W et al (2013) investigated on Prosocial Spending and Happiness: Using Money to Benefit Others Pays Off and reported that the rewards of prosocial spending are observable in both the brain and the body. Kristin L. Leimgruber (2012) investigated on Young Children Are More Generous When Others Are Aware of Their Actions and the results demonstrated that five-year-olds exhibit strategic prosociality and behave more generously when the details of their prosocial actions are available to others. Aknin Lara B. et al., (2012) investigated on Happiness Runs in a Circular Motion: Evidence for a Positive Feedback Loop between Prosocial Spending and Happiness and this study provides initial evidence for a positive feedback loop between prosocial spending and well-being offering a potential path to sustainable happiness. Joyce F. Benenson et al (2007) studied on Children's altruistic behavior in the dictator game and the results demonstrated that although the majority of children displayed altruistic behavior even at the youngest age level, older children and children from higher socio economic status environments behaved more altruistically.

### **Scope of the study**

The main focus of this review study is to limelight the studies and the techniques in fostering happiness skills that can be used as such in any type of schools and students of all standards in the existing classrooms.

### **Conclusion**

The literature survey had made it crystal clear that the intervention programmes carried out in the studies could be easily improvised as per the requirement and it had also limelighted the relationship of each skill to that of general happiness. It has also pointed the direction for further investigation.

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