



According to The Causes of Happiness and Joyfulness in The Primary School Curriculum from The Perspective of Teachers

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ABSTRACT

According to the study to assess the causes of happiness and joyfulness curriculum of primary school teacher's views was conducted. Using descriptive survey of the population of girls of primary school teachers in Falavarjan / Isfahan city sample of 100 subjects participated in the study sample available. Data required by a questionnaire with 36 questions were collected close to Alpha 0.97. content validity was confirmed portrait questionnaire handed.

The result showed that the amount of attention to the causes of happiness and joyfulness (the content of courses, extra curricular activities and physical – Space school environment) the statistical

Population in the primary school curriculum in lower than average. The result of this study suggest that any of the causes of happiness and joyfulness curriculum has been revised and make the desired changes, weber motivating learning environment for students to be happy. Juicy Funding for school of basic strategies in the field of physical space.

Keywords: Curriculum, Primary school, teacher primary school, happiness and joyfulness.

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INTRODUCTION

Students are the most important element of any state education system.

Depending on these factors that could prepare the national capital for the optimal growth and quality, leading to the promotion of a country will be. In the past, it seemed that some graduate education is the only manufacturer able to make a living but it seems that in the new century education system have passed this stage.

Other school system only teach responsibility and transfer of materials accumulated information on the minds of the learners do not. But school provide an environment for learning that they can in terms of emotional, social and physical growth are good. (Jafri and partners, 1383) Today, the top education summarized in one sentence (Desire to live up to the students to learn). Education and conference space juicy dynamic environment pleasing and appropriate training methods and training will be meaningful.

In this regard, happiness and joyfulness in all aspects of a school's student growth and development in the physical, cognitive, emotional, moral and spiritual being.

Bracing and cheerful student in the class, school, teacher, and student's loves, creative learning is equal to the happiness and joyfulness producers themselves though, hope and perseverance is. children should be in a world full of beauty, games, music, painting, imagination and innovation to live.

International law concerning the rights of children, each child knows and necessary expression of joy for granted that every child should enjoy her child hood. (Mir jail, 1389). Highlights the positive effects on human emotions of joy that comes from within people and their mental and every one experiences it according to your (Mir shah safari and partner, 1381)

While the joy of being happy, joyous or happy or other positive emotions from your life (Argyle, 1383). In general, the degree of utility that is a joy to people based on their individual quality of life as awhile evaluates (even hoven, 2011). Moving in this context require a wide spread and fundamental change in education system is.

Juicy space in school, mobility and vitality among teachers and students, the creation of national parties the patriotic and play of joy among students, new teaching methods and active increase the level of artistic and sporting skills, juicy content and goals of the school plan considered to be happy. students in school's happiness depends attractive, desirable and vibrant energy and talent of students has doubled and lead effective learning. this joy should be allowed in school to create and manage mental health and creating vitality in students and make them more readily attend school. This not only greater success in academic affairs as well, but considering in school's values are respected and cordial relations with respect for the school and community is strengthened. (Denali Nosh, 1383).

Achieving the goals of education in this field the function such as the content of text books, curriculum, teacher active teaching methods, the relationship between home and school. school equipment, extra 0curricular activities and dependent. training

curricula that are usually associated with the high volume of tittle and putting forward the curriculum and teaching methods typically require passive, nothing but memories and cognitive rehabilitation instead of nurturing creative talents and initiatives have and students are faced with a little joy.

Official educational content and intention in the most significant components to strengthen the vitality and happiness is not. After coaches and officials responsible for training is to strengthen the skills of vitality in a variety of forms, directly and indirectly incorporate the educational content students also learn the concepts and materials, techniques and skills to learn to live happy and joyful (Hay Abulqasemi, 2007) Active learning provides a comprehensive back round of happiness, because if learning is learning to play an active role morale will be higher and this provides the plat form to be happy.

The first principle of the teacher is to give students the opportunity (Enjoy) discover the sweet ness of the gift to feel happy and excited to be valuable and success in them. (karma, 2003)

Very jovial and active learning, will be a way to deal with many problems such as the absence, in time coming, Impatience and boredom and ultimately reduce school failure (Amrizadeh, 1384). special population students and their content must also be proportionate interests (levy, 2001). In terms of content quality training programs must fulfill the vision, persistence, cumulation, unity and innovation. (Adibniya, 1390). you should always try to be content and teaching methods that are selected with the natural environment, cultural and social needs of people who receive training and be compatible link, the vitality and joy be created in schools.

Dewey says that emotionally biggest disadvantage of the present system, not poverty and its various consequences but that people are training and activities that do not interest them. Lack of interest and lack of interest and link between teaching content and the needs of life, feeling of failure, frustration and ultimately depressed and sad at the training school. (karimi, 2003).

Extracurricular activities almost in formal activities are not limited to school classes and sometimes even more than any other factor of interest, experience and imagination of teachers and students and schools are effected, such educational activities in the educational activities are planned or official activities (in formed) are called. On extracurricular activities planned in the in the selection and setting favorable conditions should ensure that all school authorities cooperate sincerely with each other and to work closely with families or students' parents and in some cases, require the cooperation of other institutions and be unaware of them. (shaari nejad, 2003)

Some of needs through extra -curricular activities will be provided, including, the need for rest and refreshment, the need for recreation, entertainment and diversity, personal talents, to cultural development, self - realization and social. (Naqqiyeh, 2008)

According to the above two theories for the bracing of extracurricular activities arises.

The first choice is the theory that man.

Students these activities according to their interests and freedom and willingly chooses, causing them them Tobe happy. Another theory, theory of social motivation.

All leisure activities despite the diversity and differences with each other in some way social needs are fulfilled.

For example, in sport, support the team and its fonts to follow. (Ashrafi, 2011)

According to school facilities can be pointed out that the process of teaching learning at school that has space for such large classes bench healthy, aids proper training, auditorium, library, chapel, sports ground, green belt, plays its role more effectively. the school must fit in the space, with appropriate ways and

means, based on the needs, interests and background of students carried out. To teachers teaching and students learning motivation and satisfaction and a sense of satisfaction and pleasure from their work (Dehnavi nusuhi, 2003)

In education, bracing, physical environment and aesthetic priority class of mental processing takes place. So. plan to improve the physical condition of schools and classrooms so that students have a joyful and a live.

Almost as much planned for the process of teaching - learning students is important for happiness and happy children. requires a lot of wealth. But also can be the simplest equipment and facilities as well as the children happy. Having the school yard of green space, trees paint the walls with bright colors and enhance the effectiveness and student leaving to be. school yard should be such that the program is education.

Even having a convenient place to hold the ceremony in the morning or evening, soccer field, volley ball in happiness and all-rounded development of students. (mortazavi zadeh, 2011). If the appearance of the school, students and teachers wear color, method of organizing classes, not happy, at the most critical time for children ages bit generation, sensitive, fragile, depressed and there will be happy. (Mir jalili, 2010)

The education system is based on the assumption that humans joy of learning capacity and its favorable conditions.

Most people enjoy unlimited addition to learning, the ability to learn and discover the virtues of its own facts.

It should be noted the nurture students talents, despite the place catchy and full of joy and happiness should be done and vice versa dry and lifeless, feel valued student threatens and destroys, obsessions provoke emotional health, psychological, social and individual students at risk (Abasi 2004)

History Research:

Management of Rayden (2008) as (equally happy with the success of schools) states that schools have three basic but are happy to create a school. They are a place where children can be with their friends, learn new knowledge and skills have dreams, grow and plan to find.

The study also states that the physical environment pleasant and desirable in building a healthy school is very important. In another study in coroner (2008) on a school in west Yorkshire has reported that the school was very happy for this reason that its lessons are really fun and interesting content a lot to learn there.

Even when the work is very difficult, many students are confident and polite and impeccable manner and without fear of losing their jobs.

They feel safe, understanding of healthy diet and exercise, participation in school takes and enjoy learning. the study Guillen (2008).

The role of happiness and positive psychology in the classroom investigated and concluded that education should be quality of life for the students to target, so that students pleasant experience desired from the classroom to the them. Volk (2008) in an article titled joy schools states that principles such as extra dynamic student work, make time to play, attractive space school, there are good books to read, create classes for sport and artistic changes evaluation and have fun, happiness adds more students to go to school. Wei ho and change (2010) also explorer the relationship of living with hope and optimism and well -paid and have shown a positive correlation between meaning in life and there's hope.

Brin (2010) in article entitled stability, happiness and that happiness can be taught in the curriculum, school politics and practices take place. Happiness leads to a lot of major changes in the views of students and sustainable behavior change. As tyglbvgr and partners (2013) in terms of positive experiences at school and joy showed that positive experiences in school

lasting effects on happiness, and lead to positive experiences of education in the future.

In one study, saber (2008) as (criteria for female students in Tehran high schools lovely view) that the hoppy high school student's important criteria are as follows 1: Implementation celebrations 2: interactive and physical environment in schools 3: Having good teachers 4: student's participation in the management of school's affairs.

Also Ravaged (2009) in his study (study of relationship between the factors of vitality and freshness school students in kerman 88-87) concluded that happiness students in schools with school factors significant relationship has it. He also found that the variables of school factors (physical features, personality teachers, school factors, organizational factors and the quality of parent -school communication) organizational factors the most important predictor of happiness student.

Jaafari and talebzade (2010) in his study (study of the causes and factors influencing happiness and joy girl's primary schools of Tehran from the perspective of teachers and school's administrators)

Found that from the perspective of teachers and administrators in order of importance, physical, emotional socio-demographic and educational happiness girl's primary schools of Tehran is effective. Also check out the current status of girts primary schools of Tehran showed that in order to emotional factors-social, personal and physical training paid little attention. The result shafizadeh (2011) surrey as the successful implementation of juicy education in primary schools showed that individual factors -personal, educational, familial, cultural and social economic impact on the vitality of education in schools.

Dashti and Azarbijani (2012) investigate the factors affecting the vitality and joy as students of high school students found

that content creation and participation in class activities, pleasure, happiness is more effective.

Rahimian burger (2013) in their study showed that happiness optimism social -economic status and engagement in health -related behaviors, there is a significant positive correlation. Mohammadi (2013) in a study titled (laboratory string thinning the role of vitality and joy elementary school students) concluded that happiness students in the school laboratory factors significant relationship.

This study was conducted to answer the following questions.

1. According to the causes of happiness and joy fullness in the primary school curriculum from the perspective of teachers is to what extent?
2. These of extra - curricular activities breezy in the primary school curriculum for teachers is to what extent?
3. For the purposes of the vitality of entrepreneurs in the course of the primary school curriculum for teachers is to what extent?
4. According to the causes of happiness and joy fullness through physical space and environment from the perspective of teachers what is school?

Research method:

This study was descriptive survey. To collect data from a questionnaire with 36 questions has been closed. The study population consisted of all female primary school teachers in falavarhan city the 140 sample of 100 students selected by multistage random sampling participated the study. In order to analyze data collected from one sample test (T) was used.

Results Research:

Table 1: compare the average pay attention to the causes of happiness in primary school curriculum with an average of 3

component	Average	Standard deviation	Difference in Average	t	degrees of freedom	Sign if icance level
Causes of happiness and joyfulness in the curriculum	2.66	0.819	0.34	4.042	99	0.001

According to the table (1) falls due to risk factors of happiness in the primary school curriculum 2.66 in the average value of 3 (moderate) less. Due to the significance level of 0.01 were obtained difference is significant. Thus is considering the causes

of happiness from the perspective of teachers in the primary school curriculum for girls in the study population is less than average.

Table 2 : compare the average use of extra - curricular activities breezy in the primary school curriculum with an average of 3 .

component	Average	Standard deviation	Difference in Average	t	degrees of freedom	Sign if icance level
The use of extra curriculum activities breezy	2.78	0.803	0.22	2.663	99	0.009

The Findings of table 2 shows that the average use of extra - curricular activities in the curriculum of 2.78 and breezy obtained (t) isnegative 0.009 significant level differences are

significant. thus is considering the use of extra- curricular activities breezy in the primary school curriculum. From the perspective of teachers and schools in the study population is less than average.

Table 3 : compare the average of the objectives jolly well done in preparing the course in the primary school curriculum with an average

component	Average	Standard deviation	Difference in Average	t	degrees of freedom	Sign if icance level
For the purposes of entrepreneurial vitality in the prepration of the course	2.93	0.683	0.07	0.951	99	0.344

According to the table (3) for the purposes of vitality average entrepreneur in the preparation of the course in the primary school curriculum is 2.93. The significance level is 0.344, which indicates a significant difference. So from the perspective of

teachers and schools in the study population according to the goals of jolly well done in preparing the course content is moderate.

Table 4: compare the average pay attention to the causes of happiness and joyfulness through physical space and school environment with an average of 3 .

component	Average	Standard deviation	Difference in Average	t	degrees of freedom	Sign if icance level
Course of happiness and joyfulness through physical space and environment school	2.51	0.765	0.49	6.296	99	0.001

Results table 4 shows that the average pay attention to the causes of happiness and joyfulness through physical space and environment courses is 2.51. The significance level of 0.001 and the resulting difference is significant. Thus, in considering the causes of happiness through physical space and environment from the perspective teachers in primary school, schools for girls in the study population is less than average.

Discussion and conclusion:

Based on the results of the data analysis, the findings of this study show the perspective of primary teachers about the factors that cause happiness (extracurricular, activities, physical environment and school environment) in the elementary curriculum below average (22) Jolly well done, except for one case with regard to the objectives in the preparation of the course is average.

According to the research findings on the causes of happiness and joyfulness in the primary school curriculum and review of existing research suggests, school the causes of happiness and joy fullness in the curriculum of elementary schools has been little attention and response are not satisfied with the status. However, a significant portion of time students spend in school and it is necessary to accompany this time with more joy, more of these factors are considered.

Happiness can be found in the curriculum, school policy and practice take place. Happiness leads to a lot of major changes in the view of students and school sustainable behavior change is very happy that its really fun lessons and there is much to learn and putting forward interesting (mohammadi, 2013, Ravangrad 2009, Berin 2010, Korner , 2008)

The findings that much of global use of extra -curricular activities breezy in the primary school curriculum reflects the fact that improving the processes of teaching and learning varied and attractive the teaching methods and putting forward educational opportunities for success and inclusion of activities, fun and variety on offer, educational materials should be responsible for serious practitioners and added vitality and class school and feel better about school students there. Since the school's suppliers the quality of society, not just suppliers a lot of man power to be educated, into society, thus identify and establish areas for growth ethos privileged human, the first concern of those involved in education in academic activities or culture is must wholeheartedly, dedicate themselves to fulfill this heavy responsibility.

Agents personal, educational, familial economic and cultural social vitality would affect education in schools.

The results show the students the most important criteria for a good school holidays and happy in order of priority 1- 2- Physical interactive environment in the schools 3- have teachers proper 4- students participation in the management of school affairs (saber , 2008) Findings about the vitality of the objectives entrepreneurs in the preparation of the course in the

primary school curriculum it is clear that factors such as students' needs and interests fit with the content of text books lack of coordination , training objectives with the needs and students of academic failure and fatigue while students are . If the content and methods and techniques of education really need and desire and problems students fit makes them better education efforts and his studies to finish and thus rates dropped down.

Books and curriculum content of the curriculum and participate in classroom activities is to create joy and happiness of students, it is essential that the content of courses from each class to be reviewed with a view to rejuvenating and computers, the internet and power point and the teaching aid for diversification of educational environment and prevent more in from used. According to the causes of happiness through physical space and the school environment, including space design, colors used, light, and joy on the mental health of students and 8 tuffs is impressive. Attractive space school. there are good books to read, create class sports and art, the change in valuation and have fun, more joy to the student to go to school and adds the physical environment more, appealing to rise happiness helps more people in the school. The findings of this study suggest that the status quo in the school population, according to fresh research on the learning environment with a relatively large distance is desired. school can be a scud in the ground probes and questions to think small thoughts and low generation of planting these seeds to grow, and he grew up and his early adult life beliefs, naivety and careless are, parodies, compliance and save time spent in each direction. Instead, he humanizes thoughtful bring. you can create the conditions to allow schools faster a spirit of give and be joyful.

The finding are consistent with student in other countries have indicated little attention to the role of rejuvenating the educational environment little attention to the role of rejuvenating the educational environment in the study population (city felawarjan) is. this problem is not only the city but also in small villages in Irans major cities there. One reason would be that he educational system is focused on the content and educational purposes under the different needs and circumstances of students and their living environment is. Based on the results obtained following practical suggestions can be effective in rejuvenating schools.

1. Review the content and teaching methods, including writhen and video content test books.
2. Update physical spaces and pay attention to the architecture curium was based on the change of day and joy.
3. Juicy participation of the private sector in projects of schools.
4. Parent participation and empowering people to help in rejuvenating schools, including the issue in training sessions and meetings of the PTA family.

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