

COMPARATIVE ANALYSIS OF EMOTIONAL REGULATION: HAPPINESS AMONG STUDENTS IN MODERN EDUCATION VS. GURUKULAM EDUCATION SYSTEMS

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Abstract

Education shapes individuals and society, evolving through diverse philosophies and methods. From ancient Gurukulam teachings to modern digital pedagogies, education reflects tradition and innovation, philosophy, and technology. By comparing students from Modern Education System (MES) and Gurukul Education System (GES), we explore the impact of Gurukul-inspired education on emotional regulation and happiness, alongside examining the foundational principles and historical significance of the ancient Gurukul system in India. **Methodology:** Sixty students, aged between 16 and 25 years, participated in this study, with 30 students each from Gurukul Education System (GES) and Modern Education System (MES). Both GES and MES groups were evenly divided into sub-groups of 15 males and 15 females. **Discussion:** The 0.7 difference in average emotional intelligence scores between Gurukulam Education System (GES) and Modern Education System (MES) students suggests that GES students, rooted in philosophy, show higher emotional intelligence compared to MES students influenced by technology. This highlights the impact of educational paradigms on emotional development, indicating the potential benefits of philosophical grounding. Further investigation is needed to understand underlying factors and implications for student growth. **Conclusion:** In conclusion, Gurukul Education System (GES) students scored higher in emotional intelligence compared to Modern Education System (MES) students. This underscores the potential advantage of incorporating philosophical teachings, as seen in GES, into contemporary education for better emotional development.

Keywords: Happiness analysis, Modern Education System, Gurukul Education System, Emotional regulation and intelligence

INTRODUCTION

Education is a multidimensional term derived from the Latin word "Educatum," which represents internal growth and development (Devadanam, n.d.). It entails not just the acquisition of knowledge but also the whole growth of one's talents, character, and intelligence (Gautam et. al, 2016). Modern education systems have advanced greatly from traditional techniques such as the Gurukulam system, which emphasised a strong emotional relationship between instructor and student as well as a thorough curriculum that covered a wide range of life skills (Bhattacharya & Sachdev, 2024). Despite breakthroughs, today's education frequently prioritises quantity over quality, resulting in a gap between academic knowledge and applied abilities. The paper investigates the development of education, contrasting traditional and modern methods, and looks into the philosophical foundations of renowned educators such as Swami Vivekananda and Mahatma Gandhi (Bharadwaj et al. 2023). It also emphasises the relevance of emotional intelligence in education and how it affects student engagement and overall growth (Kurdi and Hamdy, 2020). Finally, the research explores the notion and methods of pleasure, relating them to educational practices and personal well-being.

MATERIALS AND METHODS

Subjects:

The research included 60 students, separated into two groups: 30 from the Gurukul Education System (GES) and 30 from the Modern Education System (MES). Each group was then separated into 15 males and 15 girls, all aged 16 to 25 years.

Inclusion Criteria:

1. Students aged 16 to 25 years.

2. Students must come from India.

Exclusion criteria:

1. There were no exclusion criteria established, and all pupils who met the inclusion requirements were picked.

Consent:

Participants were informed that the survey will use the Oxford Happiness Questionnaire to measure their happiness (Hills & Argyle, 2002). They were told that their scores would be kept confidential and transmitted confidentially. Physical verification of permission was not necessary because there were no treatments, and participants were uninformed of the research premise to minimise bias.

Venue:

Two residential Gurukulams in Karnataka were chosen: one for boys (Veda Vijnan Gurukulam, Bangalore) and another for females (Maitreyee Gurukulam, Mangalore). MES participants were from a variety of modern schools in Gujarat, all with identical schedules and learning results.

Mode of Survey:

Due to an absence of mobile devices in Gurukuls, GES students were given a paper questionnaire. MES students took the same questions online using Google Forms.

Data Extraction and Analysis:

Participants filled out the Oxford Happiness Questionnaire, which has 29 questions scored on a scale of 1 (strongly disagree) to 6 (strongly agree). Twelve questions needed reversal scoring. The data were analysed using descriptive and inferential statistics, such as the Shapiro-Wilk test for normality and the comparison of mean happiness scores between groups.

Statistical analysis: involved using the Shapiro-Wilk test to ensure data normality. The survey results from both GES and MES were normally distributed (p -values > 0.05).

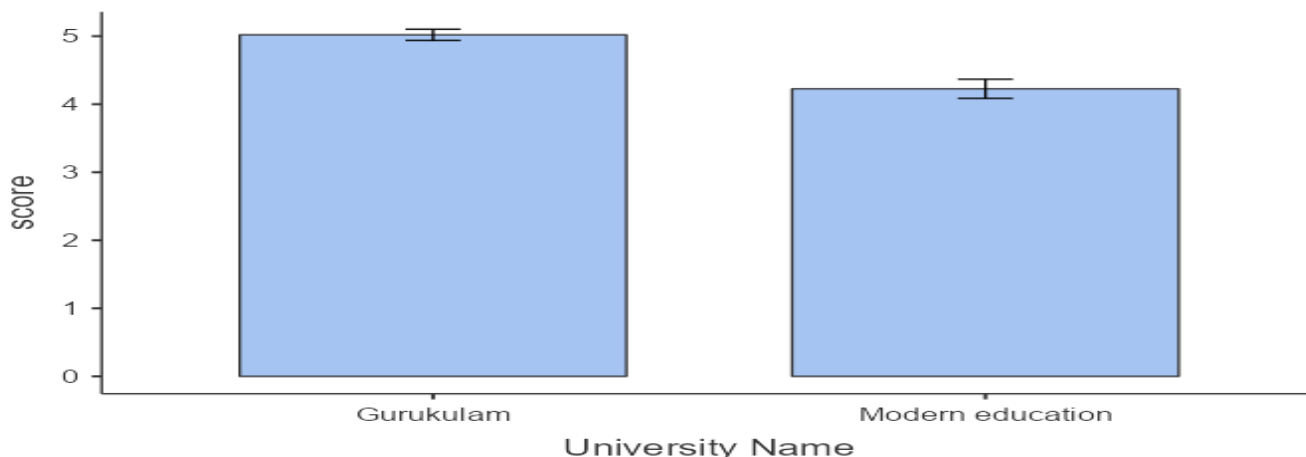
Comparison of Means: The mean satisfaction score for GES students was 5.02, compared to 4.23 for MES students, showing a significant difference ($p < 0.001$).

Demographics: GES students are all from Karnataka. MES students are all from Gujarat. This technique ensured a full comparison of pupils from traditional Gurukul and modern educational systems in terms of emotional regulation and satisfaction levels.

RESULTS AND DISCUSSION

The research included 60 students aged 16 to 25, evenly divided between the MES and GES groups, with each group further segmented into 15 males and 15 girls. Participants filled out the Oxford Happiness Questionnaire, and their results were analysed for comparison.

Overall Comparison: The average satisfaction score for GES students was 5.02, compared to 4.23 for MES students, suggesting a substantial difference of 0.79 points in favour of the former. This shows that Gurukul students are often happier than their counterparts in the modern educational system.



The considerable difference in happiness levels between GES and MES students indicates that the Gurukul system, which emphasises holistic education and spiritual development, benefits students' emotional well-being. Several things contribute to this disparity.

Curriculum & Teaching Approach: GES provides a more comprehensive curriculum with a variety of teaching approaches, including spiritual studies, which help students better accept their circumstances, resulting in more self-acceptance and pleasure.

Social engagement:

The GES environment increases possibilities for social engagement, which contributes to overall pleasure. **Academic Pressure:** Because of their specialised programmes, MES students are under more academic pressure, which may have a detrimental influence on their happiness.

Autonomy in Learning: GES students have more control over their learning experiences, which leads to more pleasure and contentment.

CONCLUSION

The study finds that incorporating features of the Gurukul education system, such as holistic learning, spiritual studies, and individualised mentoring, into the current educational system can considerably improve students' emotional well-being and happiness. This approach is consistent with the requirement for a balanced educational framework that encourages both academic performance and emotional intelligence.

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