Despite these varying understandings of ‘happiness’ as the goal of education, the importance of ‘happiness’ per se was agreed upon by the majority of participants.

Although participants saw promoting student happiness as one of their roles, they did not see the present school system as an enabling environment for them to actualise their visions and roles. Their perceived capabilities and what they envision doing as school actors were bounded and compromised by the exigencies of their day-to-day work demands and sociocultural norms and atmosphere.

Factors of “disruption”

Participants explained how their perceived role in promoting student happiness is continuously challenged by largely three different obstacles: personal, institutional, and sociocultural factors.

Out of a total of 50 participants, only 4 responded that they haven’t encountered any barriers in their pursuit of their perceived role in promoting student happiness.