



HAPPINESS AND ITS RELATIONSHIP WITH ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY STUDENTS


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This research aims to study the level of happiness and its relationship with the academic achievement of senior secondary students studying in government and private schools of Jaipur province in Rajasthan. For this purpose, 157 students studying in class XI in government and private schools in both rural and urban areas of Jaipur province were randomly selected. The sample consists of 78 male and 79 female students. Results show that most of the students have an average level of happiness. Female students are happier than male students. Besides this, the happiness level of senior secondary students is positively correlated with their academic achievement, however, there is no significant correlation between the two.

KEYWORDS: Happiness, Academic Achievement, Senior Secondary Students

INTRODUCTION

Since human civilisation began, everyone has sought and needed happiness. Regardless of their gender, religion, socio-cultural background, or socioeconomic status, everyone deserves to be happy in life. Thus, leading a happy life requires experiencing a range of well-balanced, pleasant feelings, including joy, appreciation, and pride. A person's physical, emotional, and mental state combined with a variety of cheery and pleasant feelings, together with self-enlightenment, can be characterised as happiness. Happiness is a positive psychological state characterized by high degrees of life satisfaction, positive effects, and low degrees of negative affect (Carr, 2004). Running behind the

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truth and exercising self-control, believing in oneself, fully realising victory-defeat, gain-loss, pleasure-pain, etc., fighting for one's welfare and the welfare of others, seeking integrity and disciplined life, giving up ego, violence, and humility, etc. are common ingredients of happiness. Individuals with feelings of happiness can recognize and practice their basic strengths in their daily lives (Seligman & Csikszentmihalyi, 2000). The nation must develop its pillars to progress; for the pillars to progress, the student's psychological and emotional development must be balanced; to balance the emotions, the happiness element among them must develop. Pupils are compelled to keep up with the times, succeed in making a name for themselves and gain respect from everyone. They are taught to have strong achievement motivation to accomplish their goals; as a result, when they grasp these motivations and work towards them while experiencing anxiety, they become more competitive. Students need to be happy to do well academically because academic success and happiness are intimately associated. A cheerful person is better equipped to handle any situation, and the same is true for students. Students are more exposed to developing their cognitive and reasoning skills when they are required to tackle problems involving critical thinking. They are currently diversifying more when they attempt to incorporate innovation into their answer.

The fulfilment of every student's basic needs and happiness are more important to foster a wonderful personality and a happy and fruitful future. Every human being has a shared tendency to be happy and to pursue happiness by any means necessary. 2019 saw the global outbreak of the new coronavirus, which posed a serious threat. Individuals from all walks of life were more tense and nervous. Rather than focusing on fame or wealth, individuals were exhorted to be happy, safe, and healthy during the COVID-19 pandemic. Since closing schools for several months was thought to be one of the most effective preventive methods to stop the virus's spread, this pandemic compelled governments to take this action. Shifting from an offline mode of study to an online mode was hectic for them at that time. Research revealed the negative impact of the closure of schools on students' mental health (Chen & Lu, 2009; Tang et al., 2021). After an extensive 18-month break, pupils were permitted to return to class to complete their coursework. They had the opportunity to play, interact with their teachers and friends, and re-share their pleasures and worries with them. Thus, the researchers decided to investigate the happiness level of the students while keeping an eye on these facts, regardless of whether they are happy with this or not, if the situations affect them or not, and regardless of how they rebuild their relationships with others after such a lengthy holiday. Since the senior secondary curriculum serves as the foundation for students to pursue further education, the researchers chose to focus on senior secondary students and then establish a relationship between the student's academic success and their level of happiness. Thus, the

researchers decided to investigate the relationship between senior secondary school students' academic achievement and happiness

REVIEW OF RELATED LITERATURE

Various research studies have been carried out to study the relationship between happiness and academic achievement of students. [Hills and Argyle \(2001\)](#) found a positive relationship of happiness with emotional stability, life satisfaction and self-esteem. [Natvig et al. \(2003\)](#) found no relationship between happiness and stress among adolescents. [Ansori \(2008\)](#) found no relationship between happiness and social function. The results did not find any significant gender differences. [Chen and Lu \(2009\)](#) declared that teachers' and peers' support, academic performances, students' appraisal, and organizational processes have a positive impact on students' happiness. [Khosla and Dokania \(2010\)](#) reported the significant and positive effect of happy participants on emotional intelligence as compared to unhappy participants. [Sharma and Malhotra \(2010\)](#) studied the correlation between happiness and psychological factors and found that psychological factors such as locus of control, social support, emotional stability, religion etc. showed positive and prominent effects on happiness among students. [Martin et al. \(2010\)](#) released the significant relationship between life satisfaction and happiness. [Gatab et al. \(1983\)](#) explored that there was a noteworthy relationship among happiness, life quality and psychological health. The students with healthy psychological factors appeared happier. [O'rourke et al. \(2012\)](#) revealed that the variance in the students' perceptions of their behaviour and academic capability was reflected in their happiness. [Demir and Ingrid \(2013\)](#) confirmed that the companionship feature of the close and best friendship opened the strongest predictor of happiness. [Kaur \(2015\)](#) proved a strong, positive and noteworthy relationship between happiness and academic achievement motivation along with self-regulation. [Bagherian et al. \(2016\)](#) found that extroverts were found to have a higher level of happiness and self-awareness than introverts. [Ramezani and Gholtash \(2018\)](#) found that there was a positive and noteworthy relation between happiness and self-control and locus of control. Numerous research revealed a strong and noteworthy correlation between students' academic success and their level of happiness. Researchers also discovered the key elements associated with an individual's well-being, such as their relationships with friends, family, and the community. It was discovered that happier students had better relationships with their families, friends, instructors, and community in addition to having better physical health and participating in extracurricular activities. Less happy students had unhealthy relationships with their parents, friends, and instructors, engaged in dangerous behaviours, had mental and physical health problems, and so on. Numerous research

studies have been found on students' level of happiness and its relationship with various psychological variables, but no research study was found on the relationship between students' happiness with their academic achievement specifically in Rajasthan. Therefore, the present study is an attempt to study the level of student's happiness and its relationship with their academic achievement.

OBJECTIVES OF THE STUDY

The study has the following objectives:

1. To study the level of happiness among senior secondary students.
2. To study the level of happiness among senior secondary students with respect to their gender, locality and type of schools.
3. To study the difference between the happiness of senior secondary students with respect to their gender, locality and type of schools.
4. To study the relationship of happiness with academic achievement of senior secondary students.

RESEARCH METHODOLOGY

The method of research is generally determined by the theory of the topic under study and, the objectives of the study. In the present study, the Happiness of senior secondary students was studied. To study the status of human behaviour, the Survey method of research is generally used. These considerations have led the investigator to use the survey method of research for the present study. All the required steps recommended for the survey type of research were followed by the researchers.

SAMPLE FOR THE STUDY

Senior secondary students of government and private schools in the Jaipur district of Rajasthan were treated as the population for this study. Using randomization, 157 students studying in class XI in government and private schools of both rural and urban areas of Jaipur district were selected. The sample comprised 78 male and 79 female senior secondary school students.

TOOL USED

To study happiness among senior secondary students, the Happiness Scale developed by [Bhardwaj and Das \(2017\)](#) was administered to the students

selected for this study. This scale is a standardized scale that consists of 28 items. The scoring of the happiness scale is based on the credit score given to each item based on a Likert scale. The scale has both positive and negative items. The reliability of the scale has been determined by test-retest and split-half methods and was found to be 0.71 and 0.79 respectively. Since the selection of items in the scale is based on research-proven criteria, the content validity of the scale is expected to be at a satisfactory level. The theoretical validity has been estimated between a range of 0.84 to 0.88. The overall result of the class X board examination was considered as the student’s academic achievement.

RESULTS OF THE STUDY

Analysis of results for the level of happiness among senior secondary students of government and private schools was done by separating them into various categories as per the norms given in Table 1.

Table 1
Norms for Categorization of Happiness Level.

S.No.	Categories	Total Score
1	Greater Happiness	116+
2	High Happiness	111-115
3	Average	101-110
4	Less Happiness	92-100
5	Unhappiness	61-91

Objective 1: Level of Happiness Among Senior Secondary Students

The level of happiness among senior secondary students is presented in Table 2 and Figure 1 in the form of numbers and percentages of students lying in each level of happiness prescribed in the norms given in Table 1.

Data in Table 2 and Figure 1 depict that out of 157 senior secondary students, 61 students i.e., around 39% of senior secondary students have a greater level of happiness, 24 students, i.e., 15% students have a high level of happiness, 45 students i.e., 29% have an average level of happiness, 13 students i.e., 8% have less level of happiness and 14 students i.e., 9% are unhappy students.

Table 2

Level of Happiness Among Senior Secondary Students.

Level of Happiness	Range	Number	%
Greater Happiness (G.H.)	116 and >116	61	38.9%
High Happiness (H.H)	111-115	24	15.3%
Average Happiness (A.H.)	101-110	45	28.6%
Less Happiness (L.H.)	92-100	13	8.3%
Unhappiness (U.H.)	61-91	14	8.9%

N=157 Range: Range of Score as per Norms Number: Number of students in each Level of Happiness

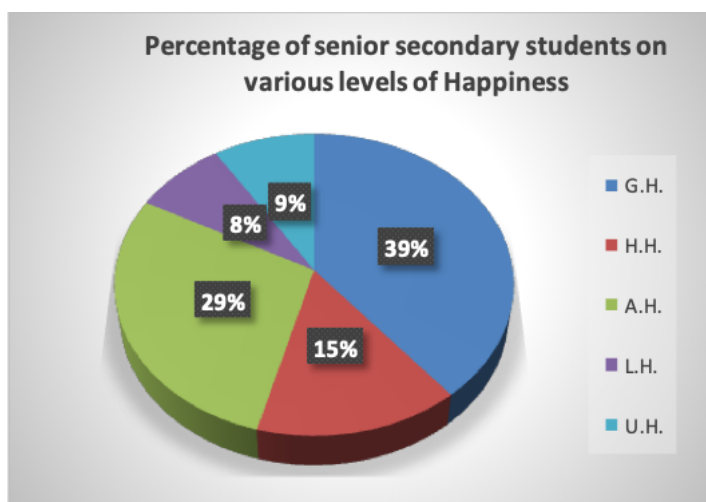


Figure 1. Level of Senior Secondary Students on Happiness

Objective 2: Level of Happiness among Senior Secondary Students with respect to their gender, locality and type of schools

The level of happiness among senior secondary students with respect to their gender, locality and type of schools are presented in Tables 3, 4 and 5 respectively in the forms of numbers and percentages of students lying in each level of happiness prescribed in the norms given in Table 1.

It is shown in Table 3 that out of 78 male students, around 27% of male senior secondary students have a greater level of happiness, about 18% of students have a high level of happiness, around 31% have an average level

Table 3

Level of Happiness Among Male and Female Senior Secondary Students.

Level of Happiness	Male Students (N =78)		Female Students (N=79)	
	No.	%	No.	%
Greater Happiness (G.H.)	21	26.9%	40	50.6%
High Happiness (H.H)	14	17.9%	10	12.7%
Average Happiness (A.H.)	24	30.8%	21	26.6%
Less Happiness (L.H.)	10	12.8%	3	3.8%
Unhappiness (U.H.)	9	11.6%	5	6.3%

of happiness, 13% have less level of happiness and 11% are unhappy students. Similarly, out of 79 female students, around 51% of senior secondary female students have a greater level of happiness, 13% of students have a high level of happiness, 27% have an average level of happiness, 4% have less level of happiness and 6% are unhappy students.

Table 4

Level of Happiness Among Urban and Rural Senior Secondary Students.

Level of Happiness	Urban Students (N = 95)		Rural Students (N = 62)	
	No.	%	No.	%
Greater Happiness (G.H.)	36	37.9%	25	40.3%
High Happiness (H.H)	12	12.7%	12	19.4%
Average Happiness (A.H.)	31	32.6%	14	22.6%
Less Happiness (L.H.)	8	8.4%	5	8.0%
Unhappiness (U.H.)	8	8.4%	6	9.7%

It is depicted in Table 4 that out of 95 urban students, around 38% of urban senior secondary students have a greater level of happiness, around 13% of students have a high level of happiness, 32% have an average level of happiness, 8% have less level of happiness and again 8% are unhappy students. Similarly, out of 62 rural senior secondary students, around 40% of rural senior secondary students have a greater level of happiness, 19% of students have a high level of happiness, around 23% have an average level of happiness, 8% have less level of happiness and around 9% are unhappy students.

It is evident from Table 5 that out of 96 Government senior secondary school students, around 42% of senior secondary students have a greater level of happiness, around 12% of students have a high level of happiness, 27% have an average level of happiness, 10% have less level of happiness and around 9% are unhappy students. Similarly, out of 61 Private senior secondary school students, around 35% of senior secondary students have a greater level of

Table 5**Level of Happiness Among Senior Secondary Students of Government and Private Schools.**

Level of Happiness	Students at Government Schools (N = 96)		Students at Private Schools (N = 61)	
	No.	%	No.	%
Greater Happiness (G.H.)	40	41.8%	21	34.4%
High Happiness (H.H.)	11	11.4%	13	21.6%
Average Happiness (A.H.)	26	27.0%	19	31.1%
Less Happiness (L.H.)	10	10.4%	3	4.8%
Unhappiness (U.H.)	9	9.4%	5	8.1%

unhappiness is low. The survey also compares the degree of happiness between senior secondary government and private students. Compared to private students, government pupils are happier overall. When comparing government and private students' levels of happiness, the average is found. Their level of sadness is, nevertheless, the same and very modest.

Objective 3: Significance of difference between the happiness of senior secondary students with respect to their gender, locality and type of schools

The significance of the difference between the happiness of senior secondary students with respect to their gender, locality and type of schools was determined by using a t-test and the results are presented in Table 6 and Figures 2, 3 and 4 respectively.

Table 6**Significance of Difference Between Senior Secondary Students of Various Groups on Happiness.**

Variable	Student Type	N	Mean	SD	t
Happiness	Male/Female	78/79	107.333	13.140	3.031*
			113.075	10.419	
	Urban/Rural	95/62	109.812	12.284	0.531
			110.868	12.027	

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Table 6 continued

Government	96/61	109.864	13.172	0.486
Schools/ Private Schools		110.786	10.442	

* Significant at 0.01 level

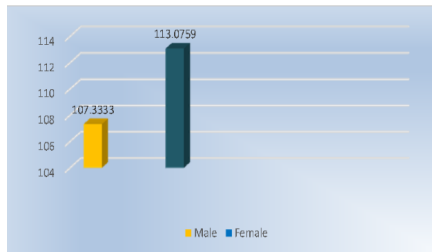


Figure 2. Means of Male and Female Senior Secondary Students on Happiness.

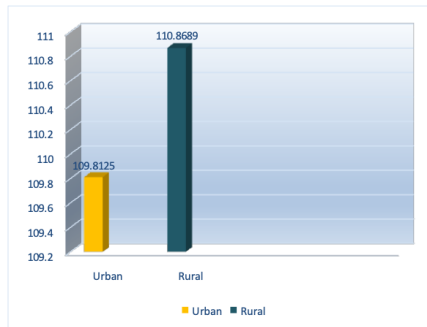


Figure 3. Means of Urban and Rural Senior Secondary Students on Happiness.

It is evident from Table 6 that the 't' value between the means of male and female senior secondary school students on their happiness was found to be 3.031 which is greater than the table value (2.6079) at 0.01 level of significance. It means the difference between the means of male and female students on their happiness is significant at 0.01 level. Further, it is also observed that the mean value of female students on happiness is greater than the mean value of male students. It means female senior secondary students are happier than male students. Considering the findings, it is possible to interpret the cause as increased attention to gender equality. Additionally, pupils who identify

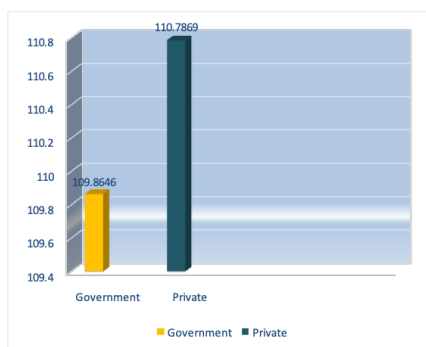


Figure 4. Means of Senior Secondary Students of Government and Private Schools on Happiness.

as male or female are given equal opportunity. Nonetheless, there are certain inherent attributes of women that the establishment and government are focusing on and attempting to improve. Among them are the involvement of female students in numerous extracurricular activities and cultural events, classroom hygiene, adequate lavatory sanitation, etc. Girls in the school participate in self-defence classes that teach them how to defend themselves against harassment of any kind. Being content and spreading happiness to others is a trait that women have always had. These reasons may describe the feelings of happiness among females. Data from Table 6 also depicts that the 't' value between the means of urban and rural senior secondary school students on their happiness was found to be 0.531 which is less than the table value (1.9754) at 0.05 level of significance. It means the difference between the means of urban and rural students on their happiness is not significant at 0.05 level. Those in rural areas tend to score slightly higher on happiness surveys on average than those in urban areas. The results could be explained by, among other things, the superior surroundings and greater fraternity of rural pupils compared to their metropolitan counterparts. Nonetheless, there are no appreciable differences between students in rural and urban locations. This is likely due to the rapidly evolving lifestyles in these areas, as well as the availability of necessities for a comfortable living, which keeps students' content.

Similarly, the 't' value between the means of senior secondary students of government and private schools on their happiness was found to be 0.486 which is again less than the table value (1.9754) at 0.05 level of significance. It means senior secondary students of government and private schools do not differ significantly in happiness. Since both government and private senior high school students receive the same facilities, there could be manipulation of the results. The well-designed building, large playground, drinking areas,

good sanitation, and provision of moral and ethical ideals, among other things, all work together to create harmony in the students' perceptions and make them happy.

Objective 4: Relationship of happiness with academic achievement of senior secondary students

The relationship between happiness with academic achievement of senior secondary students with respect to their gender, locality and type of schools was determined by using the Pearson product-moment correlation coefficient and the results are presented in Table 7.

Table 7

Correlation Coefficient (r) Between Happiness and Academic Achievement of Senior Secondary School Students.

Students	Variable	Pearson Coefficient (r)
All Students (N=157)	Happiness	0.1483
	Academic Achievement	
Male (N=78)	Happiness	0.0433
	Academic Achievement	
Female (N=79)	Happiness	0.3815
	Academic Achievement	
Urban (N=95)	Happiness	0.0292
	Academic Achievement	
Rural (N=62)	Happiness	0.3398
	Academic Achievement	
Government Schools (N=96)	Happiness	0.1601
	Academic Achievement	
Private School (N=61)	Happiness	0.1382
	Academic Achievement	

It can be seen from Table 7 that, the correlation between happiness and academic achievement among all 157 students was found to be 0.1483 which is a positive correlation but not significant at 0.05 level as the calculated value of the correlation coefficient is less than the Table value (0.1592) at 155 degrees of freedom. A positive association was found between students' academic achieve-

ment and happiness when the relationship was examined with respect to their demographic variables gender, urban/rural, and government school/private school independently.

The correlational research demonstrates the relationship between male senior secondary students' academic success with happiness is not significant, but the academic achievement of female students was found to be significantly related to their happiness as the calculated correlation coefficient value (0.3815) was greater than the table value (0.2829) at 0.01 level. Similarly, the relationship between urban senior secondary students' academic success with happiness is not significant but the academic achievement of rural students was found to be significantly related to their happiness as the calculated correlation coefficient value (0.3398) was greater than the table value (0.3248) at 0.01 level of significance. No significant relationship was observed between the academic achievement and happiness of the students of both government and private schools.

CONCLUSIONS

According to the report, many students are content with a mediocre degree. Happier are women than men. Considering the findings, it is possible to interpret the cause as increased attention to gender equality. Additionally, pupils who identify as male or female are given equal opportunity. The mean scores of happiness of the rural students are a little higher than the urban students. The hypothetical reasons for the results may be better environment, and the brotherhood of rural students as compared to urban students. However, there is no significant difference between rural and urban students, the expected reason behind this is the swiftly changing lifestyle and fulfilment of basic amenities for maintaining a good life in rural areas which leads the students to stay happy. The happiness level of senior secondary students is positively correlated with their academic achievement, however not much significant correlation has been shown in their results. The results show that there is a moderate level of happiness among senior secondary students. To develop their happiness level, there must be an arrangement of various constructive and productive psychological intervention strategies and programs. Additionally, both government and private senior secondary school students' academic achievement and happiness have a favourable and marginally significant link, according to the current study. This could be a result of both government and private senior secondary school pupils receiving the same facilities for instruction, learning environments, and curricula.

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