



Happiness among High School Students

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ABSTRACT

This research delves into the intricate factors shaping the happiness of high school students and their implications for well-being and academic performance. Drawing from seminal works by Lyubomirsky (2007), Park, Peterson, and Seligman (2004), and Huebner et al. (2004), it examines how various stressors and challenges unique to adolescence influence happiness levels. Through self-reported surveys and behavioral observations, the subjective nature of happiness among high school students is quantified. This study highlights the critical importance of understanding and addressing these factors to foster environments conducive to the positive development and success of adolescents.

INTRODUCTION

Happiness is an important aspect of human well-being that has been linked to numerous positive outcomes, such as better physical health, higher academic achievement, and increased social engagement (Lyubomirsky, 2007). High school students are in a critical developmental stage where they face various challenges and stressors that can affect their happiness levels (Park, Peterson, & Seligman, 2004). Research has shown that factors such as academic performance, social support, family relationships, physical and mental health, and extracurricular activities can influence the happiness of high school students (Huebner, Suldo, Smith, & McKnight, 2004). Understanding the factors that contribute to happiness among high school students can have important implications for promoting their well-being and academic success.

A crucial component of human existence, happiness affects our general well-being, health, and general quality of life. Self-reported surveys, physiological indicators, and behavioural observations can all be used to quantify this subjective experience. Particularly among teenagers, there has been a rise in interest in the study of happiness and its factors in recent years. Adolescence is a critical developmental period that is characterized by numerous physical, cognitive, and emotional changes. High school students face various stressors and challenges that can affect their happiness, such as academic pressure, peer relationships, and identity formation. As a result, it is important to understand the factors that contribute to happiness among high school students and to develop interventions that can promote their well-being.

Scope of Study:

This conceptual research aims to delve into the theoretical foundations and conceptual frameworks pertinent to assessing happiness among high school students. By exploring existing theories and conceptual models, this study seeks to elucidate the underlying factors that influence the emotional well-being of high school students during this critical developmental stage.

Objectives of the Study

- To identify the factors that contribute to happiness among high school students, such as social support, academic achievement
- To explore the relationship between happiness and academic achievement among high school students.
- To investigate potential differences in happiness levels across gender among high school students

Literature review

According to Xu Huebner's (2017) research, students' life satisfaction levels. The World Health Organization (2014) has defined health as a condition of complete physical, mental, and social well-being. The goal of the current study was to use confirmatory component analysis to test the Students' Life Satisfaction Scale (SLSS) factor structure. The genderspecific means were comparable. The association between Item 3 and Item 7 was nonsignificant in males, which was the single exception. They discovered that the correlation between the residual components for Items 3 and 4 was gender-neutral in later multi-group analyses. These results validated the combination of early adolescent male and female responses.

In this study, male and female adolescents were used to assess the SLSS-English version's one-factor measurement model. Participants were sixth-through eighth-grade general education students from one middle school in a southeast American metropolis. Several of the findings appear to confirm what was previously understood about this topic: "Both gender groups supported the amended one-factor model. Huebner recommended using multi-group CFAs to assess configural, metric, and scalar invariance between the groups. Yet, "this study has drawbacks despite its merits in technique and sampling. According to the authors, researchers should look into the same research topics utilising samples that might reflect various developmental stages and ethnic groupings (Jiang & Huebner, 2017).

Submitted in partial fulfilment of the requirement for the Degree of Doctor of Philosophy in Education. Supervisor Dr. Rihunlang Rymbai. Research Scholar Ayophika Wallang Pahsyntiew. Department of Education School of Education. Male and Female Higher Secondary Students of Class XII studying in Arts, Science and Commerce streams. Higher Secondary students belonging to the Scheduled Tribe communities of Khasi, Jaintia and Garo. Three districts of Meghalaya that is East Khasi Hills, West Jaintian Hills and West Garo Hills Districts. Population of the qualitative study consists of both male and female Higher Secondary Students having high and low Self-concept, and high and low Happiness. It was found that majority of the Overall Academic Achievement of Higher Secondary Students in East Khasi Hills male have an average Academic Achievement, with having low Academic Achievement. High or low Self-concept has some influence on the A STUDY TO ASSESS HAPPINESS AMONG HIGH SCHOOL STUDENTS 12 Academic achievement. There is no significant difference in Happiness between male and female Higher Secondary students (Rihunlang & Ayophika, 2021).

The study examines the relationship between gender and happiness and life satisfaction through relationship style and self-concept using survey data from adolescents (N=1,428) in Hong Kong. Having more close friends is related to more happiness but not necessarily greater life satisfaction, whereas self-esteem and a sense of purpose in life are associated with greater happiness and life satisfaction. The converse is true for girls; on the other hand, boys with higher academic achievement are happier but not more pleased. Our findings offer a much-needed examination into the gender-specific impact on teenagers' subjective well-being. We show that happiness and life satisfaction are theoretically and empirically distinct in order to contribute to the theoretical discussion surrounding the ideas of subjective well-being. More substantial enjoyment and success in life may be indicative of life satisfaction rather than happiness (Chui & Wong, 2016).

The most fundamental condition of good mental health for humans is happiness. The health of medical students who work with the public's health is crucial. This study was conducted at Tehran, Iran's Shahid Beheshti University of Medical Sciences to compare the contentment of students in various areas. Methods: In 2019, 100 students from Shahid Beheshti University of Medical Sciences' faculties of medicine, dentistry, pharmacy, nursing, and health participated in this descriptive-analytic study. The Iranian euphoria questionnaire was used to get the information. Results: The majority of pupils scored happy. Dental work was associated with the highest level of satisfaction, whereas nursing and health were associated with the lowest level. The level of happiness among students in various academic fields did not differ significantly, and it was unrelated to gender, marital status, educational attainment, place of birth and residency, mother's education, the number of children in the household, and employment. Happiness significantly correlated with father's education ($P = 0.02$) and field of study satisfaction ($P = 0.003$). Conclusion: Given the modest level of happiness found in this study and the direct impact students' happiness has on society's future, actions must be taken to raise happiness and identify the elements influencing it in order to educate a more productive generation. These students' satisfaction can be increased by creating career options and appreciating various jobs, which calls for more in-depth research (Sadeghi et al., 2019).

A STUDY TO ASSESS HAPPINESS AMONG HIGH SCHOOL STUDENTS 13 Diener and Seligman's (2002) article "Very happy people" explores the characteristics of individuals who report very high levels of happiness. . The authors start out by pointing out that prior studies have demonstrated a connection between happiness and a number of advantageous outcomes, such as better physical health, greater levels of success in the workplace and in relationships, and higher levels of life satisfaction. Few research, however, have looked at what separates those who claim very high levels of happiness from those who report more average levels.

Diener and Seligman conducted a series of studies comparing those who reported being "extremely happy" (top 10% of a sample) to people who reported being "moderately happy" (middle 50% of the sample) on a variety of metrics in order to fill this vacuum in the research. They discovered that compared to moderately happy individuals, very happy individuals tended to report higher levels of social support, social activity, positive affect, and lower levels of negative affect. In addition, those who were extremely content with their lives tended to have higher levels of optimism and life satisfaction and lower levels of neuroticism and extraversion.

The authors draw the conclusion that their research suggests that persons who experience high levels of happiness have certain personality qualities, such as optimism and low neuroticism, as well as particular behaviours, such as socialising and expressing good feelings. They contend that these findings have major implications for academics and professionals working to advance happiness and well-being because they imply that specific personality traits and behaviours may be crucial for obtaining high levels of happiness (Diener & Seligman, 2002).

Barbara Fredrickson's article "The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions" offers a thorough analysis of the body of research on the subject. It discusses how positive emotions can help people achieve well-being and positive psychological outcomes.

The article starts out by talking about the shortcomings of traditional psychology, which has a tendency to emphasise unfavourable emotions and their connection to psychopathology. The author contends that an emphasis on positive emotions, such as joy, thankfulness, and interest, is necessary for a more thorough knowledge of human psychology. The "broaden-and-build" hypothesis of positive emotions, which contends that good emotions expand a person's thought-action repertoires and enable them to engage with a larger variety A STUDY TO ASSESS HAPPINESS AMONG HIGH SCHOOL

STUDENTS 14 of stimuli and ideas, is presented in the article. A boost in social connection, creativity, and resilience follow from this expanding effect. The broaden-and-build idea is thoroughly examined by the author, who draws on research from a range of disciplines, including social psychology, cognitive neuroscience, and positive psychology. In a variety of areas, including physical health, cognitive performance, and interpersonal interactions, the article emphasises the advantages of pleasant emotions. The broaden-and-build theory's practical applications for fostering wellbeing and favourable psychological outcomes are covered in the article's conclusion. According to the author, both people and society as a whole can gain greatly from therapies that attempt to increase pleasant emotions, such as mindfulness meditation or positive psychology programmes. The paper makes a strong case overall for the value of happy emotions in fostering wellbeing and favourable psychological outcomes. Future study in this field will benefit from the author's review of the empirical literature and the theoretical framework she proposes. (Fredrickson, 2001).

The sociologist Albert Bandura made the crucial discovery and development of the concept of self-efficacy. A person who has high levels of self-efficacy may perform with assurance and accomplish his goals. Several situations have investigated the self-efficacy-positive moderating influence. Many variables, including performance success, vicarious experience, verbal persuasion, and physiological conditions, have an impact on a person's self-efficacy levels. In this study, we looked at how self-efficacy, perceived stress, and pleasure correlated among students at the prestigious Amrita School of Engineering in Coimbatore, known for its rigorous academic standards. Students are stressed out as a result of this rigidity. We were interested in determining whether a higher level of self-efficacy contributed to the students' subjective satisfaction through lowering their stress levels. A survey tool was used to gather the data, and it included items from the literature to measure self-efficacy, perceived stress, and happiness. 152 people made up the sample. The conceived hypotheses received moderate to high support from the findings. Both felt stress and happiness, as well as self-efficacy and perceived stress, were found to have a moderate but inverse association. Happiness and self-efficacy were shown to be significantly and rather strongly correlated (Shilpa & Prasad, 2017).

Findings

The first objective of the study was to identify the factors that contribute to happiness among high school students, such as social support and academic achievement. The results of the study suggest that there is no significant difference in happiness levels between genders. This finding is consistent with previous research that indicates that gender does not significantly influence the overall level of happiness (Diener et al., 2003). However, this finding does not imply that there is no gender-specific factors that contribute to happiness, and future research should investigate this further. The second objective of the study was to explore the relationship between happiness and academic achievement among high school students. While some previous research has found a positive relationship between academic achievement and happiness (Suldo et al., 2006), the current study did not find a significant relationship between the two variables. One possible explanation for this finding is that academic achievement may not be the only factor contributing to happiness, and other variables, such as social support and personal interests, may play a more significant role. A STUDY TO ASSESS HAPPINESS AMONG HIGH SCHOOL STUDENTS 37 The third objective of the study was to investigate potential differences in happiness levels across classes. The study found no significant differences in happiness levels between different classes. This finding suggests that class is not a significant predictor of happiness levels among high school students. However, further research could investigate whether differences in teaching styles, academic pressure, or social dynamics within different classes could influence happiness levels. The final objective of the study was to investigate potential differences in happiness levels across percentage of marks. The study found no significant differences in happiness levels between different percentage marks. This finding is consistent with previous research that has found no significant correlation between academic achievement and happiness (Datu, 2018). However, it is essential to note that this finding does not imply that academic achievement is not important for personal growth and academic success.

Conclusion

In conclusion, the pursuit of happiness is essential for personal growth, academic success, and mental well-being. The current study contributes to the growing body of literature on happiness by exploring potential differences in happiness levels among high school students. The study found that gender, class, and percentage of marks are not significant predictors of happiness levels among high school students. Further research is necessary to explore the factors that contribute to happiness levels among high school students and to develop effective strategies to support their mental well-being and academic success.

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