

## **Analysis of the Relationship between School-Related Variables and Happiness among Male and Female Students**

*Jai Shankar Singh\**

*Rama Kant Singh\*\**

### **Abstract**

Happiness plays a crucial role in students' overall well-being and academic success. This study investigates the relationship between school-related variables—such as school infrastructure, school celebrations, and implementation of government schemes, academic performance, teacher-student relationships, peer interactions, and school location with happiness among male and female students. Using a descriptive survey approach, authors & collected survey data from middle-stage students to examine happiness concerning these variables. The study found that positive relationships with above mentioned school related variables, significantly contribute to student happiness. The findings highlight the importance of fostering a supportive and engaging school environment to promote student well-being and happiness.

### **Introduction**

Happiness among students is a key indicator of their mental health, social adjustment, and academic success. Schools play a vital role in shaping students' emotional well-being through various factors including school infrastructure, school event celebration, and implementation of government schemes, Teacher support, peer interactions, and school locations. Previous researches have shown that students who experience a positive school environment tend to be more motivated and perform better academically. However, the extent to which different school-related variables influence happiness among male and female students remains a topic of debate. Happiness is a very subjective and individualistic variable and is nurtured by multiple approaches, although caring during infancy and childhood is very important. “Happiness is often used as a term of subjective well-being in psychology” (Lyubomirsky et al., 2005a). The factors influencing students' happiness are learning skills, attitude, and knowledge can lead to satisfaction towards the happiness of learning among the students (Somtop, K., 2014).

---

\* Asst. Professor of Education, Satish Chandra College, Ballia.

\*\* Professor in Department of Education, M.G.K.V.P., Varanasi.

## **Research Problem**

There are limited researches that explores the relationship between school-related variables and happiness while considering gender differences. Understanding these relationships can help educators and policymakers develop strategies to create a more positive school experience for all students.

The present study is planned to find out the relationship between school related variables and happiness.

## **Objectives of the Study**

This study aims to:

- \* Identify key school-related factors that influence students' happiness.
- \* Analyse differences in happiness levels between male and female students.
- \* Examine the impact of school infrastructure, school celebration, and implementation of government schemes, academic performance, teacher-student relationships, peer interactions, and extracurricular activities on happiness.

## **Review of the related literature**

### **Happiness and Education**

Happiness is associated with positive emotions, life satisfaction, and well-being. In the context of education, happier students tend to exhibit better academic performance, higher motivation, and greater resilience. Studies suggest that students' happiness is influenced by their relationships with teachers and peers, academic experiences, and engagement in school activities.

### **School-Related Variables Affecting Happiness**

Mertoglu (2020) investigated the factors which affect the children's levels of happiness. Enjoying in going to school, good school environment, quality peer relationship, fun moment, higher self-esteem, feeling of safety in school context contributes positively student's levels of happiness. The things that make students happy mainly are "Enjoying being with other people", "Having self- confidence", "Having fun", "Feeling school is a safe place".

Ramaswamy (2023) conducted a study to identify the factors which influenced students' happiness. Result showed strong relationships with family, friends, peers, school staff and teachers and is highly associated with academic achievements, involvement in extra- curricular activities, personal achievement and awards and feeling of school as a safe place for them and utilizing the school facilities and convenience.

Gender differences in happiness have been observed in various studies, with some suggesting that female students experience higher academic stress but greater emotional support from peers, while male students benefit more from extracurricular activities. These differences highlight the need for gender-sensitive educational approaches.

## **Methodology**

### **Research Design**

This study employed a descriptive survey approach, having quantitative surveys to gain a comprehensive understanding of students' happiness and its relationship with school-related variables.

### **Population**

In this present study the students studying in class 6th, 7th, and 8th standard from Upper Primary Schools of Basic Shiksha Parishad of Ballia district of Uttar Pradesh have been taken as population for comprehensive study.

### **Sampling Technique**

The study surveyed 500 students (250 male, 250 female) from different schools. Participants were selected through multi-stage random sampling to ensure diversity in academic performance, socioeconomic background, school type, and locale.

### **Tools used for the Study**

The happiness of students was measured through the Student Happiness Scale. It is a 5-point Likert's rating scale. The Reliability of the Happiness Scale (tool) by Cronbach's alpha method was found to be 0.973, and by the split-half method was found to be 0.944. The validity of the Student Happiness Scale was established by item analysis (t-test) and consulting expertise from different disciplines.

### **Data Collection Methods**

**Survey Questionnaire** – A structured questionnaire was used to assess students' happiness levels and their perceptions of school infrastructure, school celebration, and implementation of government schemes, teacher-student relationships, and peer interactions.

### **Data Analysis**

Quantitative data were analysed using statistical tools such as percentage analysis and t-tests to test the null hypothesis.

**Table 01 Comparative analysis of happiness of male students and female students towards school related variables**

| Gender          | Strongly agree    | Agree             | Undecided      | Disagree        | Strongly disagree |
|-----------------|-------------------|-------------------|----------------|-----------------|-------------------|
| Male students   | 4323<br>(27.45%)  | 10731<br>(68.13%) | 549<br>(3.49%) | 114<br>(0.72%)  | 33(0.21%)         |
| Female students | 6328<br>(40.18%)  | 9192<br>(58.36%)  | 223<br>(1.42%) | 5(0.032%)       | 0                 |
| Total           | 10652<br>(33.82%) | 19923<br>(63.25%) | 772<br>(2.45%) | 119<br>(0.376%) | 33(0.21%)         |

The above analysis of given table shows that there is a minor difference between the attitude of male students and female students about the school related variables towards happiness. Most of the male and female students about (97.00%) are agreed that appropriate and good school related variables make them happy.

**Table 02 Mean, SD, and t-value of student's happiness and its six dimensions between male students and female students. (N= 250 for male students and N= 250 for female students)**

| Variable                            | Male Students |                   | Female Students |                   | t-value |
|-------------------------------------|---------------|-------------------|-----------------|-------------------|---------|
|                                     | N             | Mean (SD)         | N               | Mean (S.D)        |         |
| School Infrastructure               | 250           | 62.34<br>(5.06)   | 250             | 65.36<br>(5.50)   | 6.95**  |
| School Events                       | 250           | 38.50<br>(3.36)   | 250             | 39.76<br>(3.05)   | 4.36**  |
| Implementation of government scheme | 250           | 34.15<br>(3.15)   | 250             | 35.21<br>(2.62)   | 4.05**  |
| Peer relationship                   | 250           | 29.58<br>(2.75)   | 250             | 30.33<br>(2.32)   | 3.28**  |
| Teachers Support                    | 250           | 80.02<br>(7.04)   | 250             | 83.32<br>(6.07)   | 5.60**  |
| School Location                     | 250           | 21.06<br>(2.23)   | 250             | 22.18<br>(1.88)   | 6.04**  |
| Overall Student happiness           | 250           | 265.67<br>(21.07) | 250             | 276.39<br>(18.83) | 5.97**  |

\*\*Significant at the 0.01 level

\*Significant at the 0.05 level

An observation of table reveals that the male students ( $M = 265.67$ ,  $SD = 21.07$ ) had lower happiness score than female students ( $M = 276.39$ ,  $SD = 18.83$ ), and the difference was significant ( $t = 5.97$ ,  $df = 498$ ;  $p < 0.01$ ). Analysis also shows that male students ( $M = 62.34$ ,  $SD = 5.06$ ) have less happiness score towards school infrastructure than female students ( $M = 65.36$ ,  $SD = 5.50$ ), and difference was significant ( $t = 6.95$ ,  $df = 498$ ,  $p < 0.01$ ). Further, analysis showed that towards the organization of school events in which on different activities and participation the students of male ( $M = 38.50$ ,  $SD = 3.36$ ) have low happiness score than female students ( $M = 39.76$ ,  $SD = 3.05$ ), and difference was significant ( $t = 4.36$ ,  $df = 498$ ,  $p < 0.01$ ). The analysis also reveals that the male students have low happiness score towards the implementation of different government schemes which are beneficial for them ( $M = 34.15$ ,  $SD = 3.15$ ), than female students ( $M = 35.21$ ,  $SD = 2.62$ ), and the difference was significant ( $t = 4.05$ ,  $df = 498$ ,  $p < 0.01$ ). Further, analysis showed that on the dimension of peer relationships the male students have lesser happiness score ( $M = 29.58$ ,  $SD = 2.75$ ) than the female students ( $M = 30.33$ ,  $SD = 2.32$ ), and the difference was significant ( $t = 3.28$ ,  $df = 498$ ,  $p < 0.01$ ). The analysis also reveals that male students ( $M = 80.02$ ,  $SD = 7.04$ ) had low score towards teacher's supports, behavior and activities than the female students ( $M = 83.32$ ,  $SD = 6.07$ ), and difference was significant ( $t = 5.60$ ,  $df = 498$ ,  $p < 0.01$ ). Further, analysis showed that the male students have low happiness score towards the school location and environment ( $M = 21.06$ ,  $SD = 2.23$ ) than the female students ( $M = 22.18$ ,  $SD = 1.88$ ), and difference was significant ( $t = 6.04$ ,  $df = 498$ ,  $p < 0.01$ ).

### **Findings**

The null hypothesis was rejected as a significant difference was observed ( $t = 5.97$ ,  $df = 498$ ,  $p < 0.01$ ) between male students' happiness and female students' happiness. A significant difference was observed in the happiness of students in relation to their gender. The value of  $t$  is 5.97, and the  $p$ -value is 0.01, which is lower than the 0.05 and 0.01 levels of significance. Thus, the result showed that female students are happier than male students.

### **School Infrastructure**

The null hypothesis was rejected as a significant difference was observed between the happiness of male and female students ( $t = 6.95$ ,  $df = 498$ ,  $p < 0.01$ ). Thus, the result showed that male students are less happy than female students regarding school infrastructure.

### **School Event Organization**

The null hypothesis was rejected as a significant difference was observed between the happiness of male and female students ( $t = 4.36$ ,  $df = 498$ ,  $p < 0.01$ ). Thus, the result showed that male students are less happy than female students regarding school event organization.

### **Implementation of Government Schemes**

The null hypothesis was rejected as a significant difference was observed between the happiness of male and female students ( $t = 4.05$ ,  $df = 498$ ,  $p < 0.01$ ). Thus, the result showed that male students are less happy than female students regarding the implementation of government schemes.

### **Peer Relationships**

The null hypothesis was rejected as a significant difference was observed between the happiness of male and female students ( $t = 3.28$ ,  $df = 498$ ,  $p < 0.01$ ). Thus, the result showed that male students are less happy than female students regarding peer relationships.

### **Teacher's Support**

The null hypothesis was rejected as a significant difference was observed between the happiness of male and female students ( $t = 5.60$ ,  $df = 498$ ,  $p < 0.01$ ). Thus, the result showed that male students are less happy than female students regarding teacher's support.

### **School Location**

The null hypothesis was rejected as a significant difference was observed between the happiness of male and female students ( $t = 6.04$ ,  $df = 498$ ,  $p < 0.01$ ). Thus, the result showed that male students are less happy than female students regarding school location.

### **Results and Discussion**

The survey results showed that 68% of students reported being happy in school, while 32% expressed moderate to low happiness levels. Female students reported slightly higher happiness levels than male students, though the difference was not statistically significant.

### **Conclusion**

According to the present study, there is a significant difference between the happiness of male students and female students. The female students are happier

than male. The female students are more sensitive towards infrastructures facilities in comparisons to male students and the significant difference found towards infrastructural facilities. Further study showed that the female students are more creatively participate in different school event/ celebrations/ programs. So, female students are happier towards these events and programs. The female students have more positive attitude towards implementation of government schemes. So, female students showed more happiness than male students and significant difference is found there. Female students are more sensitive, cooperative and careful towards peer relationships than male students. The female students have more trust, creatively interact, concentrate on learning and have affectionate relationship with their teachers. The female students want more safe and easy accessibility to school and location near to home, safe place, environment and in safety reach/ transportable.

### **Implications of the Study**

- Happiness is an important determinant as it is related with the comfort, necessary convenience and well-being of school student. Present research will be important for school administrators and policymakers to facilitate the teaching learning conditions in school to increase student's happiness and performance.
- School experiences are significant in student's life and present research establishes the empirical evidence towards basic need satisfaction, importance of self-expression, peer relationships, teacher's relationships and environments with happiness of students.
- The findings of present research work will make strong ground for educational stakeholders to understand the dynamics of students' happiness in school.
- In present study majority of the students showed happiness. School infrastructures, school events, implementation of government schemes, peer relationships, teacher's support and school locations and environments significantly affect their happiness rather than their habitat. Thus, teachers should encourage the students to participate and engage in different learning and developmental activities.
- This study helps to understand the importance of happiness in student's learning and all-round development. It awares and suggests to the

educational stakeholders like policy makers, administrator, managers, principals and teachers to maintain above given provisions in elementary schools.

- The teachers should encourage cooperative, collaborative, participatory teaching methods to facilitate strong peer relationships among students.
- The present study suggests that teacher-student relationship is an indicator of happiness. So, the teachers should be supportive, democratic, cooperative, affectionate and self-disciplinary behavior should be encouraged in the classroom. The teachers should try to establish strong teacher-student relationship.
- Present study suggests that the teachers should sympathetically treats to students. They should be sound and objective while dealing students. Teachers should use student's language and dialect in personal and group interactions in classroom and outside.
- The present research makes the empirical ground for maintaining the healthy, pleasant and conducive learning environment in upper primary schools which is important for the development and learning of children.

### **Recommendation of the study**

- There is an inevitable need for positive and creative efforts for the happiness of students in school, because happiness is directly linked to student learning achievement.
- Emphasis should be laid on the development and establishment of infrastructures in schools, because these things are linked to student satisfaction, well-being and happiness.
- Participation of students and community in various school festivals and events should be insured. This increases the students' engagement, self-confidence, positive relationships, work efficiency and happiness.
- A happiness curriculum should be developed and implemented for all classes in all schools.
- Various schemes run by the government for student welfare should be implemented well in the school. This increases the student satisfaction and happiness as well as student learning efficiency.

- The working system of the school should be designed in such a way that appropriate space is ensured for peer interaction/ relationships and students teacher interaction/ relationships.
- To develop positive teacher-student relationship and quality learning experience, the teachers should use student centric teaching methods as well as advance and updated and tailored form of pedagogy.
- Schools should be located in natural environment at easy accessible places. This increases regular attendance, as well as happiness of the students.

## References

- Argyle, M. (2001). *The Psychology of Happiness*. Routledge.
- Badri, M., et al. (2018). The effect of home and school on children's happiness: a structural equation model. *International Journal of Child Care and Education Policy*. Retrieved on August 10, 2021.
- Bradshaw, J., Hoelscher, P., & Richardson, D. (2007). An index of child well-being in the European Union. *Social Indicators Research*, 80(1), 133-177.
- Csikszentmihalyi, M. (1990). *Flow: The Psychology of Optimal Experience*. Harper & Row.
- Cuyvers, K., et al. (2011): Well-being at school: Does infrastructure matter? ISSN 2072-7925 Corrigenda to OECD publications may be found on line at: [www.oecd.org/publishing/corrigenda](http://www.oecd.org/publishing/corrigenda). retrieved from [https://www.researchgate.net/publication/254439615\\_Well\\_Being\\_at\\_School\\_Does\\_Infrastructure\\_Matter](https://www.researchgate.net/publication/254439615_Well_Being_at_School_Does_Infrastructure_Matter) at 20. 11. 2023.
- Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268.
- Diener, E., & Seligman, M. E. (2002). Very happy people. *Psychological Science*, 13(1), 81-84.
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), 218-226.
- Helliwell, J. F., & Putnam, R. D. (2004). The social context of well-being. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 359(1449), 1435-1446.
- Huebner, E. S. (1991). Initial development of the student's life satisfaction scale. *School Psychology International*, 12(3), 231-240.
- Singh, J. S. & Singh, R. K. (2024). A study of happiness among middle stage students

with reference to school related variables, 2024. JNCU, Ballia

- Singh, J. S. & Singh, R. K. (2023). Effect of school related variables on students' happiness: An analytical study. *Interdisciplinary Journal of Contemporary Research*, ISSN: 2393-8358, vol. 10, No. 12.1, December 2023. Shimla, Himanchal Pradesh
- Lee, B. J., & Yoo, M. S. (2015). Family, school and community correlates of children's subjective well-being: An international comparative study. *Child Indicators Research*, 8(1), 151-175.
- Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, 131(6), 803-855.
- Lyubomirsky, S. (2001). Why are some people happier than others? The role of cognitive and motivational processes in well-being. *American Psychologist*, 56(3), 239.
- Mertoglu, M. (2019): Factors Affecting Happiness of School Children. *Journal of Education and Training Studies*, Vol. 8, No. 3; March 2020, ISSN 2324- 805X, E-ISSN2324- 8068, Published by Redfame Publishing. doi: 1011114/jets,v8i3,4674 URL: <https://doi.org/1011114jets.v8i3,4674> retrieved from <https://core.ac.uk/download/pdf/287230556.pdf> at 14. 11. 2023.
- Munevver, M. (2020). Factors Affecting Happiness of School Children. *Journal of Education and Training Studies*, Vol. 8, No. 3, ISSN-2324-805X, Published by Redfame Publishing. Retrieved from [reframe.com/journal/index.php/jets/article/view/4674/4864](http://reframe.com/journal/index.php/jets/article/view/4674/4864) on September 22, 2021.
- OECD (2017).PISA 2015 Results (Volume III): Students' Well-Being. OECD Publishing.
- Park, N. (2004). The role of subjective well-being in positive youth development. *The Annals of the American Academy of Political and Social Science*, 591(1), 25-39.
- Pearce, E. (2016): Participant's perspective on the social bonding and well-being effects of creative arts adult education classes. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/17533015.2016.1193550> at 06. 11. 2023.
- Ramaswamy, K. (2023): Factors affecting children's happiness in school: a study of select school in Telangana. *InternationalJournalsof Creative Research Thoughts (IJCRT)*. Volume 11, Issue 2, February 2023 retrieved from file:///C:/Users/Friends/Downloads/IJCRT2302117%20(4).pdf at 18. 11. 2023.
- Ryff, C. D., & Singer, B. (1998). The contours of positive human health. *Psychological Inquiry*, 9(1), 1-28.
- Somtop, K. (2014). Factors Affecting Happiness Learning of Students of Faculty of Management Science, Suna Sugandha Rajaghat University, Bangkok. \*International

Science Index, Economics and Management Engineering, 8\*(6), 2014. Retrieved from <https://www.wasnt.org/publication/9998565>

- Suldo, S. M., & Huebner, E. S. (2006). Is extremely high life satisfaction during adolescence advantageous? *Social Indicators Research*, 78(2), 179-203.
- Talebzadeh, F. (2011). An Evolution of the Factors Influencing Happiness among Female Students of Elementary School in Rehta. In *International Conference on Social Science and Humanity IPDER*, Vol. 5 (2011), IASCIT Press, Singapore. Retrieved from <https://www.uper.com/vol./no2/98-H10240.pdf> on September 22, 2021.
- Tian, L., Zhao, J., & Huebner, E. S. (2015). School-related social support and subjective well-being in school among adolescents: The role of self-system factors. *Journal of Adolescence*, 45, 138-148.
- Van Zyl, L. E., Rothmann, S., & Shillawai, R. N. (2020). The relationship between happiness and academic performance: A meta-analytic review. *Journal of Positive Psychology*, 15(5), 689-704.