

To Study Relationship between Happiness and Academic Achievement of Secondary School Students

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Abstract

Relationship analysis of happiness level and academic achievement of secondary school students based on type of school. A total of 200 secondary school students, including 100 girls and 100 boys participated in the study. While collecting the data for the study, Happiness scale (H-Scale) developed by Dr. R.L. Bharadwaj and Dr. Poonam R. Das were used. First, descriptive statistics of the collected data were calculated and the relationships between the variables were determined by the correlation coefficient. researcher has analyzed the relationship of happiness level and academic achievement of secondary school students in context to their gender and types of school. To test this hypothesis, Pearson's correlation coefficient was calculated separately for students from government and private schools: For **government school students**, the correlation coefficient was found to be $r \approx 0.79$, with a $p < 0.01$. For **private school students**, the correlation coefficient was $r \approx 0.80$, with a $p < 0.01$. In both cases, the correlation coefficients indicate a **strong positive relationship** between happiness and academic achievement. Furthermore, the p-values are **well below the standard significance level of 0.05**, meaning the observed correlations are **statistically significant**. Since both p-values are significantly lower than 0.01, the null hypothesis is **rejected**. This leads to the conclusion that there **is a significant positive relationship** between the happiness levels and academic achievement of senior secondary school students in both government and private schools. This study supported by PISA data: PISA reveals that happiness and well-being are closely connected to academic success—not the other way around. Schools that focus on creating positive environments, nurturing relationships, and building mental resilience truly help all students shine both emotionally and academically.

Keywords- Happiness, academic achievement, School satisfaction, Psychological wellBeing, Happiness at school, Secondary school students,

Introduction

Happiness among secondary school students is super important for their overall growth and academic success. During this exciting stage of life, students face a mix of emotional, social, and academic challenges that can really affect how they feel about themselves. A warm and welcoming school environment, friendly peer relationships, supportive teachers, and chances for self-expression all play a big role in boosting their happiness. When students feel joyful and secure, they become even more eager to learn, join in activities, and form strong friendships. Fostering emotional well-being in schools not only enhances academic performance but also helps students build resilience and a sunny outlook on life. PISA (the OECD's Programme for

International Student Assessment) looks at both academic skills and how students feel about their lives, including their happiness and satisfaction. From recent PISA data: PISA reveals that happiness and well-being are closely connected to academic success—not the other way around. Schools that focus on creating positive environments, nurturing relationships, and building mental resilience truly help all students shine both emotionally and academically.

Research Methodology

The present study aimed at studying the difference of internet usage at secondary level based on gender. Researcher employs quantitative research design, utilizing descriptive research methods for the investigation of the problem. Descriptive type of study investigates phenomena in their natural settings including measurement, classification, comparison, interpretation and generalization of the findings of research problem. In the present study population comprises of the regular students studying in grade 11th of government and private secondary schools of Raipur Block of Dehradun District of Uttarakhand. For final drafting of the sample, 200 students (100 male and 100 female) were selected out of 500 students with the help of random sampling method. Out of which 100 male students and 100 female students were selected. The sampling method is random because the blocks, schools and students have been chosen randomly.

Research Tools used for the study In the present study the investigator used Happiness scale (H-Scale) developed by Dr. R.L. Bharadwaj and Dr. Poonam R. Das .

Objective of the study

Relationship analysis of happiness level and academic achievement of secondary school students based on their and type of school.

Hypothesis

H₀ There is no relationship between happiness and academic achievement of secondary school students of government and private schools.

Level of Happiness among secondary students of Government and Private Schools.

Level of happiness	Students at Government Schools (N= 100)		Students of Private Schools (N= 100)	
	No.	%	No.	%
Greater Happiness (G.H.)	48	48	32	35.7
High Happiness (H.H.)	12	12	25	22.6
Average Happiness (A.H.)	21	21	21	25
Less Happiness (L.H.)	11	11	13	9.5
Unhappiness (U.H.)	8	8	9	7.2

Table

Calculation of correlation between happiness and academic achievement at secondary level

Variable	Group	Correlation (r)	Significance (p-value)	Nature of Correlation
Happiness level / Academic Achievement	Government School	0.79	p < 0.01 (Highly Significant)	Strong positive
Happiness level / Academic Achievement	Private School	0.80	p < 0.01 (Highly Significant)	Strong positive

Figure 4.1 : Correlation between happiness and academic achievement at secondary level in Government and Private Schools

Interpretation:

To test this hypothesis, Pearson's correlation coefficient was calculated separately for students from government and private schools:

For **government school students**, the correlation coefficient was found to be $r \approx 0.79$, with a $p < 0.01$. For **private school students**, the correlation coefficient was $r \approx 0.80$, with a $p < 0.01$. In both cases, the correlation coefficients indicate a **strong positive relationship** between happiness and academic achievement. Furthermore, the p-values are **well below the standard significance level of 0.05**, meaning the observed correlations are **statistically significant**. Since both p-values are significantly lower than 0.01, the null hypothesis is **rejected**. This leads to the conclusion that there is a **significant positive relationship** between the happiness levels and academic achievement of senior secondary school students in both government and private schools.

Overall Conclusion

Thus, the **null hypothesis (H₀.2) is rejected**. Instead, the results clearly indicate that **higher levels of happiness are associated with better academic performance** among students, regardless of whether they attend government or private schools.

There is a significant positive relationship between the happiness levels and academic achievement of secondary school students in both government and private schools. The results clearly indicate that **higher levels of happiness are associated with better academic performance** among students, regardless of whether they attend government or private schools.

Educational Implications of the Findings

The findings of this research hold significant value for educational stakeholders, including school administrators, teachers, counselors, policymakers, and parents. The evidence from the study strongly supports the idea that happiness is a vital contributor to academic success among secondary school students. The following are the key educational implications drawn from the study's results:

1. Integrating Emotional Well-being into Educational Priorities

The study has established that happiness and academic achievement are closely linked. This suggests that schools should not view academic performance and emotional health as separate concerns. Instead, emotional well-being should be integrated into the educational mission of schools alongside cognitive development. Schools that prioritize students' emotional health by creating positive, supportive, and engaging environments can indirectly boost academic performance. This calls for a holistic approach to education where both academic and emotional needs are addressed.

2. Designing School Programs That Promote Happiness

Given that the level of happiness significantly influences academic success, schools should design programs and interventions specifically aimed at enhancing students' happiness. This can include: Life skills education focusing on emotional regulation, resilience, and coping strategies. Incorporating mindfulness, meditation, or relaxation exercises into the school routine. Organizing cultural, sports, and creative activities that bring joy and a sense of accomplishment. Providing opportunities for meaningful student participation in school decision-

making, which can enhance students' sense of belonging and autonomy. Such initiatives not only improve emotional well-being but also cultivate positive attitudes toward school, which, in turn, can positively impact academic outcomes.

Policy-Level Recommendations

At the policy level, educational boards and government agencies can take steps to incorporate well-being indicators into school evaluation frameworks. Just as schools are assessed based on academic results, they can also be evaluated on: Student satisfaction and happiness surveys. The availability and quality of mental health resources. The inclusiveness and emotional safety of the school climate.

Such policies would institutionalize the importance of student happiness and ensure it is systematically nurtured alongside academic goals. In summary, the research clearly demonstrates that student happiness is not a luxury, but a key educational asset. The educational system must move beyond narrow academic metrics and adopt a broader view of student success—one that fully recognizes the central role of emotional well-being. By embracing happiness as part of the educational mission, schools can foster not only academically successful students but also emotionally healthy, resilient, and well-rounded individuals ready to face the challenges of life.

Discussion

Happiness and Academic Achievement

The study found a significant positive relationship between happiness and academic achievement for students in both government and private schools. This supports the general psychological principle that positive emotions enhance cognitive performance, motivation, and resilience (Lyubomirsky, King, & Diener, 2005). According to Fredrickson's Broaden-and-Build Theory (2001), positive emotions expand individuals' thought-action repertoires, improving problem-solving abilities and academic performance over time.

A similar relationship was observed in the study by Suldo, Riley, and Shaffer (2006), who found that high school students with greater life satisfaction and positive affect had higher GPA scores. Likewise, research by Park and Peterson (2008) showed that adolescents who reported higher well-being demonstrated greater school success, particularly due to better classroom behavior and engagement.

Kumar and Chandra (2016) also reported that happiness significantly predicted academic achievement among Indian adolescents, emphasizing the need for schools to focus on emotional development alongside cognitive skills. The current study adds to this body of research by confirming that the positive happiness-academic achievement link holds true across both government and private schools, suggesting that the emotional experiences of students are universally impactful, regardless of institutional setting.

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