

## An Assessment Of Happiness Among College Students

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### Abstract

Happiness is the form of very pleasant moods, positive emotions, optimistic and positive attitude and the overall well-being i.e., subjective, social, emotional, career and spiritual, of an individual. Happiness is Universal where every individual and every living being seek for happiness throughout our lives. The aim of the present study is to assess the level of Happiness among undergraduate college students. The Happiness Scale HS-RHMJ developed by Dr. Himanshi Rastogi and Dr. Janki Moorjani is used to collect the data. The scale consists of 62 statements measuring 5 factors of Happiness, namely: Subjective Well-Being, Social Well-Being, Emotional Well-Being, Career Well-Being, Spiritual Well-Being. The study consist of 177 participants among which 102 undergraduate boys and 75 undergraduate girls. The results showed that level of Happiness is greater in undergraduate boys compared to undergraduate girls. The implication of the results is very important in educational settings. It helps in developing intervention programmes to enhance level of happiness among students.

**KEYWORDS:** Happiness, Happiness scale, Undergraduate boys and girls.

### Introduction

Happiness is the most important positive emotions in human life. It is the most researched concept in Positive Psychology. It is the determinant aspect of an individual's overall well-being. Happiness creates balance in life by providing positive energy to lead life. It is utmost important for successful life of an individual. Happiness is an emotional state characterized by feelings of joy, satisfaction, contentment and fulfilment. While happiness has many different definitions, it is often described as involving positive emotions and life satisfaction.

Happiness is a subjective index often used to measure quality of life and refers to individual and social well-being (Lozano, 2021).

The search for happiness is the most important goals of every individual's life. It is the foundation for a better life. However the level of happiness is low among college students.

Happiness depends on a wide range of factors like personality, genetics, education, socioeconomic status, social network, time use and activities, stress exposure and family status (Stephens, 2019).

Happiness is a subjective and internal emotion, and requires cognition. (Bostani 2020, Wen 2019).

Individuals who have a high level of subjective happiness have more positive thoughts about themselves (Lee & Im, 2007), more satisfying social relationships, and spend less time alone (Diener & Seligman, 2002). Studies on subjective happiness have shown a positive relationship with life satisfaction (Garcia & Siddiqui, 2009), subjective vitality (Akin, 2012), self-perceptions of well-being (Diener, 2002), satisfying relationships (Diener & Seligman, 2002), mental health (Liem, Lustig, & Dillon, 2010), and self-acceptance (Krause & Ellison, 2003; Maltby et al., 2004).

### Review of Literature

Mota et al., (2023) conducted a research to investigate the role of sociodemographic variables in explaining individual differences in subjective happiness in a sample of university students and to test the mediating role of psychological well-being in the association between perceived general health and subjective happiness. The study was conducted upon a total of 504 university students (62% female; Mage = 20.97; SD = 2.42). The data was collected in person using self-report scales for measuring general health, psychological well-being, and

subjective happiness. The results of the study indicated that students who study in the institution in which they want to study and students who were married or involved in a romantic relationship presented higher levels of subjective happiness. Additionally, the mediational proposed model showed that perceived general health was linked to subjective happiness through psychological well-being, specifically happiness and self-esteem. The results indicated that prioritizing happiness can help create a more positive and fulfilling university experience for students. This can be achieved by promoting student's general health and psychological well-being.

Jiang Y et al., (2020) explored the main factors influencing student happiness. A nationwide cross-sectional study was conducted in China in 2020. Data on student happiness was collected using the Oxford Happiness Questionnaire, and students' personal, familial, and social information were obtained using another questionnaire. The study consisted of 2186 participants. Regression analysis was employed for data analysis. Firstly, student happiness was found to be associated with personal factors. The results found that happiness was significantly associated with state of health, the adjusted OR (95% CI) = 3.41 (2.01–5.79) for healthy students compared to unhealthy students, and that happiness decreased with the student's age (OR = 0.79 and 95% CI = 0.63–0.98). Secondly, the research suggested that happiness was associated with familial factors. Both frequent contact with family and a harmonious relationship with parents significantly enhanced happiness with ORs (95% CIs) 1.42 (1.17–1.71) and 2.32 (1.83–2.95), respectively. Thirdly, student happiness was associated with several social factors. Students who performed well academically, who went to sleep early, and who were in a loving relationship were found to be happier than those with poor academic performance, went to sleep late, and who were single, for which the ORs (95% CIs) were, respectively, 1.87 (1.51–2.32), 1.50 (1.24–1.81), and 1.32 (1.09–1.60). The survey identified several key personal, familial, and social factors influencing university student happiness, which can provide an effective measure to improve their happiness.

Vyas K. R. & Prajapati (2020) studied Happiness among students pursuing graduation and post-graduation studies. This study is aimed to check happiness with reference to types of level of education and gender. The happiness scale (RHMJ) prepared by Dr. Himanshi Rastogi and Dr. Janki Moorjani (2017) was used. The sample constituted total 120 students out of which 60 are from graduation (30 boys and 30 girls) and 60 are from post-graduation (30 boys and 30 girls). The data was collected from various colleges of Ahmedabad city of Gujarat state. The data was scored and analyzed as per the norms of manual. 'F'-test was being calculated for this study. The result of study showed that there is significant difference between the mean score of the happiness among boys and girls students showing that the boys group is having more happiness than girl group. It also revealed that there is significant difference between the mean score of the happiness among graduation and post-graduation students. It shows that the graduation students group is having more happiness than post-graduation students group. There is no significant difference between interactive effect of the mean score of the happiness among gender and level of education.

**Significance of the Study** According to Hetal, D. Kavadi & Ashwin Jansari (2020), their study focused on knowing the happiness among graduate and post graduate students. Their study showed that there is significant difference in the level of happiness among boys and girls. As per their study, girl students are more happier than boy students. They also found that there is no significant difference in the level of happiness among the graduate and post graduate students.

The assessment of Happiness among Undergraduate students is to determine the impact of happiness upon their academic activities. Happiness contributes to the overall mental health and well-being among students. It serves as a buffer against stress, fear, anxiety and depression which in turn helps the students to develop persistence, resilience and find ways to deal with the situations of everyday life and academic activities in a better manner. It helps to find coping skills needed to meet the challenges of academic as well as day to day in this transition period. Hence, it is of the utmost importance to assess the level of happiness among undergraduate students.

#### **Objective of the Study**

- To assess the level of Happiness among boys and girls college students.

#### **Hypothesis:**

- There is a significant difference on the level of happiness based on gender among college students.

#### **Tool for the Study**

**Demographic Data Collection Tool :** Demographic data consisting primary information of Undergraduate Students (Name, class, Gender, Urban/Rural)

**Happiness Scale(HS-RHMJ):**

Happiness scale(HS-RHMJ): by Dr. Himanshi Rastogi and Dr. Janki Moorjani (2017). The scale contains 62 items related to five factors namely Subjective well-being, Social well-being, Emotional well-being, Career well-being and Spiritual well-being. There are two types of reliability that were established for this test, Split-half reliability (0.78), and test-retest (0.76). These are said to be trustworthy, stable, and reliable. Different types of validity measures were taken to check the validity of the test, like Content Validity, Predictive Validity, Cross Validity, Intrinsic Validity, and Item Validity. All these showed that the scale is valid.

**Operational Definitions:**

Happiness: The humanists believed that happiness is fulfillment of human potentials. Happiness is better viewed as a way of living, not a temporary state that comes and goes. None ever fully realizes full potentials but is a matter of degree: it is about going as far as possible. Measured by scale (HS-RHMJ): by Dr. Himanshi Rastogi and Dr. Janki Moorjani (2017) through career well-being, subjective well-being, social well-being, spiritual well-being and emotional well-being.

Undergraduate Students:-

Undergraduate students in this study specifically denote individuals currently enrolled in undergraduate programs.

**Research Design:**

**A Descriptive casual comparative research design.**

**Variables:**

**Independent Variables:**

- Gender (Boys and Girls)

**Dependent Variable:**

- Level of Happiness

**Sample Design:**

**The purposive sample method is used to select and classify the participants.**

**Sample Description:**

**The sample of the present study constituted total 177 under graduate college students out of which 102 boys and 75 girls.**

**Analysis of Results and Discussions**

**Table-1 Shows the difference between boys and girls undergraduate students in relation to happiness.**

	Group	A total Scores on Happiness				
		N	Mean	SD	T	P
A total Scores on Happiness	Boys	102	258.65	18.76	3.96	.001
	Girls	75	247.72	17.21		
	Total	177				

**Table 1** shows the mean score, standard deviation and t ratio on gender difference in the level of happiness among college students. Boys have obtained greater mean score ( $M=258.65$ ,  $SD=18.76$ ) on the total score on happiness compared to girls ( $M=247.72$ ,  $SD=17.21$ ). In comparing significant mean differences between groups an independent t test is calculated and the obtained  $t(175) = 3.96$ ,  $p > .001$  which clearly indicates that there is a significant difference in the level of happiness based on gender among college students hence the results are according to the hypothesis which states that “There is a significant difference on the level of happiness based on gender among college students”. The results clearly indicated that the boys have revealed a greater level of happiness compared to girls. Supporting to the present finding a study conducted by Shekhar, Jamwal & Sharma (2016) found that there was a significant difference in Happiness and Forgiveness across gender and a weak correlation was found between Happiness and forgiveness. Mean of male students were greater than females students in both variables.

Wani & Dar (2017) revealed that male and 20-24 years old students have high level of optimism, happiness, and self esteem than female and 25-28 years old students. Significant difference was found between the mean

scores of male and female students in respect to their optimism, happiness, and self esteem. In contradictory to the present finding a study conducted by Mahon, Yarcheski, & Yarchesk (2005) indicated there were no gender differences in happiness between boys and girls. Statistically significant positive correlations were found between happiness and the health- related variables for the entire sample, with different patterns of relationships when boys and girls were analyzed separately.

### Conclusions

Male and female undergraduate students differ significantly in their level of Happiness.

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