

**ACHIEVEMENT MOTIVATION, ACADEMIC ACHIEVEMENT
AND HAPPINESS AMONG HIGHER SECONDARY SCHOOL
STUDENTS: EXPLORING THE RELATIONSHIP**

**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATION, JADAVPUR
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THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN ARTS
(EDUCATION)**

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2024**

Dedicated to my Beloved Parents

**Smt. Prativa Pakira
&
Sri Lakshmi Kanta Pakira**

CERTIFICATE

Certified that the thesis entitled, “**Achievement Motivation, Academic Achievement and Happiness among Higher Secondary School Students: Exploring the Relationship**”, submitted by me for the Degree of Doctor of Philosophy in Arts (Education) at Jadavpur University is based upon my work carried out under the supervision of Dr. Lalit Lalitav Mohakud, Associate Professor, Department of Education, Jadavpur University, and that neither this thesis nor any part of it has been submitted before for any degree or diploma anywhere/elsewhere.

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(JHILIK PAKIRA)

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Abbreviations Used

AA	: Academic Achievement
AAM	: Academic Achievement Motivation
AAMT	: Academic Achievement Motivation Test
AM	: Achievement Motivation
AMI	: Achievement Motivation Inventory
ANCOVA	: Analysis of Co-variance
ANOVA	: Analysis of Variance
CBSE	: Central Board of Secondary Education
CGPA	: Cumulative Grade Point Average
CISCE	: Council for the Indian School Certificate Examinations
Df	: Degrees of Freedom
DRC	: Doctoral Research Committee
FLH	: Family life Happiness
GPA	: Grade Point Average
H.S.	: Higher Secondary
IRB	: Institutional Review Board
Ku	: Kurtosis
KVS	: Kendriya Vidyalaya Sangathan
LSD	: Least Significant Difference
M	: Mean
MCA	: Minnesota Comprehensive Assessment Test
N	: Number
NS	: Not Significant
OH	: Overall Happiness
PG	: Post Graduate

PLH	: Personal Life Happiness
RAC	: Research Advisory Committee
S	: Significant
SC	: Scheduled Caste
SD	: Standard Deviation
SEM	: Standard error of Mean
SEM	: Structural Equation Model
SES	: Socioeconomic Status
SHI	: Study Habit Inventory
SK	: Skewness
SLH	: School Life Happiness
SPSS	: Statistical Package for Social Sciences
ST	: Scheduled Tribe
Std	: Standard
SWB	: Subjective Well-Being
t	: t- test
TA	: Tendency to Approach
TF	: Tendency to Approach Failure
TTCT	: Torrance Tests of Creative Thinking
UG	: Under Graduate
WB	: West Bengal
WBCHSE	: West Bengal Council of Higher Secondary Education

PREFACE

This thesis has been submitted to Jadavpur University for the degree of Doctor of Philosophy in Arts (Education). Submitting this thesis under the supervision of Dr. Lalit Lalitav Mohakud, Associate Professor in the Department of Education at Jadavpur University, gives me a great deal of pleasure. I have completed this study on schedule and with academic and moral support from my supervisor. He also gave me some advice on how to approach the subject of this work.

I've included everything relevant and essential to know about the concerned field. I have made this project appealing and simple to grasp. This study intends to measure the levels of achievement motivation (AM), academic achievement (AA), and happiness among H.S. students in West Bengal (WB), and the effects of various demographic factors on these variables. It also explored the association of AM, AA, and happiness, and the mediating effects of AM on AA and happiness. The entire thesis has six chapters (Chapters I to VI). Chapter I, entitled 'Introduction', presents the theoretical and conceptual background of the study. Chapter- II, entitled 'Review of Related Literature', analysed a wide range of relevant literature exploring the research trends. Chapter III, entitled 'Problem Statement', includes the rationale behind the study, knowledge gaps, problem statement, operational definition of the significant terms used, research questions, objectives, hypotheses, and study delimitations. Chapter IV, entitled 'Methodology of the Study', includes the research design, population, sample, sampling techniques, significant variables, data collection and analysis procedures, tools, techniques, etc., adopted for the study. Chapter V, entitled 'Analysis and Interpretation of Data', presents the results and their interpretations. Finally, Chapter VI, entitled 'Major Findings and Conclusion', presents the major findings and their discussions, educational implications, limitations, and suggestions for further studies. To properly visualise data and illustrate theories and concepts, I have included pertinent figures and diagrams and attempted to explore great length on each issue. I hope that the fascinating new information emerged from this study will benefit students, teachers, parents and policy-makers in the field of education and other related fields.

ABSTRACT

Examining achievement motivation (AM), academic achievement (AA), and happiness among high school students has immense value and significance in today's world. Therefore, this study aims to assess the levels of AM, AA and happiness among high school (H.S.) students in West Bengal (W.B.). It also examines the influence of the demographic factors (class, gender, residence, family structure, number of siblings, parental educational qualification, family monthly income, and leisure engagement activities) on AM, AA and happiness. This study also explores the relationships among AM, AA, and happiness, and the direct effects of AM on both AA and happiness, the direct effects of AA on happiness, and the mediating role of AM in the relationship between AA and happiness among participants, and accordingly, null hypotheses were formulated.

For this study, the researcher followed a quantitative descriptive research with a cross-sectional design. The study was conducted among 1,373 high school (H.S.) students from Hooghly, Kolkata, North 24 Parganas, and South 24 Parganas districts in West Bengal, India. Stratified random sampling was used to select participants from 16 H.S. schools across these districts. Data were collected using a demographic profile sheet, the 'AAMT' (Sharma, 2017), and the 'Happiness Scale' (Mohakud et al., 2021). The data were analysed using parametric statistical methods, including Pearson correlation, t-test, One-way ANOVA, and Hayes regression analysis in SPSS.

The results revealed that most higher secondary (H.S.) students exhibited low levels of achievement motivation (AM), with variations based on gender and residence. Factors like family structure, number of siblings, parental education, family income, and leisure activities had no significant impact on AM. In the context of AA, most students showed high levels of academic achievement (AA), which was significantly influenced by demographic factors such as class, gender, residence, number of siblings, parental educational qualification, family income, and leisure engagement, except family structure. Regarding happiness, most H.S. students reported a moderate level. Factors like class, family structure, parental education, family income, and leisure activities did not significantly affect overall happiness (OH), family life happiness (FLH), school life happiness (SLH), and personal life happiness (PLH) except gender, residence, number of siblings. However, gender and residence had significant effects on OH and FLH but not on SLH and PLH. There was a very low yet significant positive relationship between AM and AA, as well as between OH and AM and between OH and AA. AM had a direct impact

on overall happiness, while AA had no indirect effect on happiness. Although AM played a significant role in predicting happiness, AA did not significantly affect OH. Additionally, AM did not mediate the relationship between AA on OH. In the field of education, these findings have significant implications for students, teachers, parents and policy-makers.

CHAPTER- I
INTRODUCTION

CHAPTER-I

INTRODUCTION

1.1.0. Introduction

Education is a crucial component of advancement in any society on the levels of the individual, the community, the economy, and culture (Roy, 2019). Education is essential because it fosters innovation in many domains, facilitates global knowledge exchange, and improves students' global competency (Ogunmakin, Akomolafe & Fasooto, 2013). From the academic perspective, a nation's economic stability depends heavily on its capacity to prepare its future workforce, which depends on the higher secondary education level (Quist, 2003; Varma, 2016). High school students are at the forefront of scientific advancement and influence the political, social, and economic spheres through their quality education and potential ability in future (Sing & Sagar, 2023); however, in today's rapidly changing and competitive educational environment. As a result, they have to learn to combat challenges and focus on academic excellence for lifelong learning and competing in the quickly changing job market (AlZboon, 2013; Emmanuel et al., 2014; Schunk et al., 2008; Chetri, 2014). Moreover, achievement motivation (AM) helps to develop critical thinking, problem-solving skills and resilience, which are crucial for personal and professional success (Steinmayr et al., 2014; OECD, 2013; Schunk et al., 2008). Both achievement motivation (AM) and academic achievement (AA) together encourage high school students by enhancing their engagement, developing their skills, and equipping them for success in further education and the global labour market, hence fostering personal and professional development (Kaleem & Akhtar, 2021). Unfortunately, in such type of rat racing environment, many adolescents in the high school phase struggle academically, which may have detrimental effects, including stress, anxiety, and mental health discomforts (Perry et al., 2001, cited in Elias et al., 2010). Academic stress causes anxiety and lowers happiness because it is affected by the fear of failing and pressure to do well (Leppink et al., 2016; Zhou et al., 2020; Zhang et al., 2019; King et al., 2014). This stress arises from various concerns about academic performance, time management issues, competitiveness, and parental expectations (Tyrrell, 1992; Olpin, 1997, cited in Lal, 2014). Ultimately, the pressure of academic achievement greatly affects students' happiness and life satisfaction (Zhang et al., 2019; Fatimah et al., 2024; Suldo et al., 2014). Therefore, balancing between those factors is

crucial to their well-being and ability to lead meaningful and successful lives. Consequently, examining the issues of AM, AA, and happiness among high school students has immense value and significance in today's world.

This chapter discusses the significance, concept, elements, theoretical foundations of AA, AM, and happiness among high school students. It also highlights the interactions and effects of these elements, illuminating their multifaceted dynamics and educational implications for students' development.

1.2.0. Higher Secondary Level of Education: A Significant Stage for Students

The higher secondary stage of education lays the groundwork for further study and success, is the most important of all the educational phases, from elementary school to college (Chaudhari, 2016). Higher secondary (HS) education serves as a critical juncture in the educational journey, acting as a bridge between secondary schooling and tertiary education (Chaudhari, 2016; Etim, 2007). This level is crucial as it prepares students for practical life and facilitates access to advanced education (Chika, 2006). It is crucial for cultivating academic independence and preparing students for future challenges (Clarke, 2003; Mallik, 2023). At the HS level, students select their academic streams—humanities, sciences, or commerce—signifying a crucial phase in determining their professional trajectories (Kalyani, 2015). At the HS level, students make significant decisions regarding their lives and futures, with many pursuing professional courses post-completion, as this phase is essential for initiating their careers and securing employment. Nowadays, to participate in the global market, one must have a high-quality HS education (Parhi, 2022). It is essential in developing individuals' capabilities, formal reasoning, critical thinking, professional skills, character, and societal roles, and is fundamental to nation-building (Veerabhadram, 2011). Academic success in this stage is also an entry point for future endeavours, marking the passage from dependent childhood to independent adulthood (Jersild, 1963).

In India, secondary education encompasses classes IX to XII for students ages 15 to 18 years, and classes XI and XII are designated as the HS stage and the group ranging from 16-18 years. The final two years also called senior secondary education or +2 stage (MHRD, 1986). Recently the National Education Policy (NEP) 2020 implemented

significant reforms in India, substituting the conventional 10+2 system with a 5+3+3+4 framework (Mainul & Razzak, 2020). This stage is crucial as at this stage they undergo significant development in various areas like Physiological, cognitive, emotional, social, moral, which significantly impacts their overall psychological well-being (Raghu & Sultana, 2024; Goswami & Roy, 2019, Jersild, 1963). At the same time, their peer group, school environment, home environment, and society also significantly impact them (Santrock, 2007). Among these areas of development, cognitive, social and emotional are the most vital at this stage. Cognitive development is so much important because it enables abstract thinking and problem-solving, essential for academic success, while emotional regulation and social relationships foster self-esteem and well-being. From the emotional aspects, higher secondary level students exhibit a range of emotions and behaviours throughout this phase, such as elevated emotions, unrealistic expectations, and a need for autonomy (Kakkar, 2009). They want to present themselves as adults by accepting familial duties and receiving their approval (Kakkar, 2009). They also exhibit high achievement motivation consequently greater life satisfaction across various domains, including family and school (Mistry, 2024), which leads to subjective well-being or happiness. From the cognitive aspect, one of the most noticeable change take place in advanced cognitive abilities and cognitive transitions (Steinberg, 2001; Harold et al., 2007; Jersild, 1963). Academic achievement is an indicator of academic success, which ties into both cognitive development, due to its focus on intellectual abilities and learning, and psychosocial development, as success often enhances self-esteem and social standing. Higher secondary students attempt to improve their academic performance to shape their identity, confidence, interests, and career goals (Veerabhadram, 2011). Therefore, at this stage the cognitive and emotional attributes or abilities like achievement motivation, academic achievement and happiness play a crucial role. The develop of self-concept increases achievement motivation (Lawrence & Vimala, 2013), and self-concept also positively influences academic achievement (Emmanuel et al., 2014). Empirical evidence also supports that a higher level of achievement motivation leads to high academic achievement (Sarangi, 2015), it also inspires for self-achievement and promotes individual development (Liu & Zhu, 2009). AM is the key element that influences students' self-esteem and study efficiency (Liu & Guo, 1993). Further, self-esteem increases happiness among adolescents (Gray et al., 2013). Happiness often linked to positive learning environment and self-efficacy, enhances students' engagement and resilience, contributing to better academic outcomes.

Therefore, individually or collectively, these attributes or abilities increases higher secondary level students' academic success and overall life-satisfaction and happiness.

1.3.0. Significance of Achievement Motivation

In developing countries, every organisational sector prioritises Achievement Motivation (AM), which lies in its role as a driving force or fuel for individual and organisational success (Emmanuel et al., 2014). AM demonstrates people's interest in improving their productivity, setting up the workplace efficiently, resolving work-related issues, putting in more and higher quality work, and competing for better options (Mohamadi et al., 2014). It is seen to be essential for developing a competitive mindset, forming organisational strategies, and improving decision-making skills (Dipang, 2013). Since AM supports the ongoing growth of each employee's abilities, productivity, efficiency, excellence, and general organisational quality and effectiveness, it is essential to human resource development (Haque et al., 2016; Werdhiastutie et al., 2020). Similarly, in the education sector, the importance of AM has grown to the point that every parent nowadays sets goals for their child's education. AM affects students' educational journeys, personal development, and contributions to more considerable societal advancement (Roy, 2015). The importance of AM in learning and achievement has also been given significant attention in recent research (Latha, 2019). AM plays a pivotal role in student's academic success by shaping their attitudes and behaviours. AM is a necessary component of high-quality education and competition with a particular standard of performance excellence (Palmer, 2007). According to Herbart, Achievement motivation (AM) is crucial in learning, especially within formal classroom settings (Rao (2010), as it enhances cognitive processing, encourages active engagement with content, and is regarded as a fundamental element in effective teaching and learning (Gates, as cited in Lawrence, 2012) with research highlighting its significance in cultivating deeper comprehension (Slavin, 2006). Achievement motivation (AM) is rooted in encouraging students to realise their aspirations and desires, improving their cognitive capacity to establish and pursue long-term goals while promoting the drive and determination to achieve them (Lakhani & Chandel, 2017; Briones & Flores, 2010). AM is a vital psychological factor in shaping future academic success. AM is crucial for students' academic success, self-concepts, and beliefs about their abilities from an early age (Slavin, 2006). The early development of AM significantly affects later academic careers. (Skaalvik and Skaalvik, 2006, in Moula, 2010). Achievement motivation (AM)

is a learned drive for success that enhances enjoyment in life, fosters a sense of control, increases self-respect, and serves as a foundation for happiness and successful outcomes by nurturing autonomy and vitality (Zothanzami, 2019).

1.3.1. Concept and Dynamics of Achievement Motivation

The concept of AM is rooted in motivation, making it essential to understand the broader concept of motivation before delving into it. The word 'motive' comes from the Latin verb 'movere', which means 'to move' (Seiler et al., 2012). Motivation is the driving force behind an individual's actions or, at the very least, what makes them inclined toward particular behaviours (Kast & Rosenzweig, 1985). Motivation is an inner state uncovering individuals' behaviour and directing them to these behaviours (Ertem, 2006); however, it is a state where the individual displays various attitudes voluntarily to achieve a specific goal (Baumeister & Vohs, 2007). Thus, in its literal sense, motivation is the process of arousing movement in the organism and a combination of forces that initiate, direct, and sustain behaviour toward a goal. It inspires a person to behave in a certain way or at least creates a tendency for a specific behaviour (Yorks 1976, cited in Acquah et al., 2021). Motivation acts as the process of producing the energy required for academic work (Bozanoglu, 2004). Peklaj and Levpusek (2006) also highlighted that motivation is the driving force behind the start of the learning process, student mobilisation, and dedication to completing assignments on time throughout the academic career. Intrinsic and extrinsic motivations are key constructs in understanding motivation; intrinsic motivation involves engaging in activities for personal satisfaction and enjoyment, characterised by internal desires and meaningful engagement (Malone & Lepper, 1987, cited in Emmanuel et al., 2014; Sangwan, 2015; Deci & Ryan, 2000), while extrinsic motivation is driven by external incentives, such as rewards or the desire to avoid punishment (Ryan & Deci, 2000 in Sangwan, 2015; Rao, 2010).

Achievement Motivation is a specialised form of intrinsic motivation tied to feeling competent and autonomous in one's environment (Atkinson, 1957). In the classroom context, achievement motivation drives students to engage themselves in challenging tasks to learn (Awan et al., 2011). The revolutionary shift in understanding motivation highlighted the importance of achievement motivation (AM) in learning and achievement. Murray introduced the term "achievement motive" in the 1930s, which has since gained significant attention. Later, Professor David McClelland introduced the

innovative thought of 'achievement motivation' after doing various research at Howard University for almost 20 years and expressed it in a dynamic personality project jointly with Atkinson (1948) (Patel & Jansari, 2020). Furthermore, in 1953, McClelland and his colleagues J. W. Atkinson, R. A. Clark, and E. L. Lowel published the work: 'The Achievement Motive'. The first comprehensive definition of AM has been derived from the classic model of McClelland (1976). According to McClelland (1985), AM is an inner drive and strong motive with the readiness of an individual to achieve a unique goal and standard of excellence in different fields of endeavour like education, culture, money, etc. (Sarangi, 2015; Das, 2021). Murray's (1938) concept of the need for achievement emphasises the desire to excel, overcome challenges, and attain high standards. This involves accomplishing complex tasks independently and efficiently (Murray, 1938, cited in Das, 2021). It also defines AM as a multifaceted term that includes individuals' desire to create and achieve personal objectives and competition with high standards of excellence (Ward, 1997 in Clark, Varadarajan, and Pride, 1994). Atkinson and Feather (1966) defined achievement motivation (AM) as the drive to improve one's abilities in tasks where a standard of excellence applies, with success shaped by one's experiences of achieving and avoiding failure (Asagwara, 2000). AM is characterised by a pattern of planning actions and emotions connected to striving for internalised excellence (Vidler, 1977 in Payyanatt & Manichander, 2012). It is synonymous with the "need for achievement" and refers to the motive to strive for success (Das, 2021). AM is the innate desire to improve or sustain one's skills in tasks that are seen to be of high competence, even when the results may be favourable or unfavourable (Heckhausen, 1967, as quoted in Modiya, 2016). McClelland and Atkinson have extensively explored AM and stated that AM is influenced by three factors: a. The need for achievement (n-Ach), the probability of success c. The desire to excel in that task (Liu & Zhu, 2009), while motivation to avoid failure, depends on the need to avoid failure, the probability of failure, and the unpleasantness of failure (Liu & Zhu, 2009; Maehr & Sjogren, 2015). Success is more likely when the motivation to achieve outweighs the motivation to avoid failure (Khan, 2017).

According to Spence and Helmreich (1983), AM consists of four elements, i.e., mastery of needs, work orientation, competition, and personal unconcern, and it is highly related to individual achievements Singh (2011). These components create a powerful link between personal success and AM (Singh, 2011; Spence & Helmreich, 1983). Elliott and McGregor (2001) identified two key goal categories, which are the core idea of AM, i.e.

Mastery Goals and Performance Goals. Mastery goals focus on learning, self-improvement, and mastering tasks, while performance goals emphasise demonstrating ability relative to others and achieving high status or rewards (Maehr, 2008 in Awan et al., 2011; Noar et al., 2005). Bigge and Hunt (1980) also included three essential elements: the realisation of personal potential, persistent effort motivated by desire, and attainment of gratification (Sing, 2011).

According to E. A. Ward (1997), people with high AM: a) are potentially energetic employees with intense concentration on work; b) are competitive; c) center their thoughts on improving achievement; d) are focused on achievement goals; e) have immense managerial potential; f) are proactive. g) High-need achievers are often moderate risk-takers and prefer tasks with personal responsibility (Burger, 1997, cited in Das, 2021). Those students are influenced by a need to achieve to a certain degree, and the following attributes characterise this AM:

- They like to undertake risks for personal accomplishment. High-need achievers are often moderate risk-takers and prefer tasks with personal responsibility (Burger, 1997, cited in Das, 2021).
- They are firmly committed to their goals. Even when they fail, they keep trying—they keep trying until the desired goal is not achieved. They abide by the adage, "Fall seven times, stand up eight."
- In addition to being more imaginative and creative, they exhibit courage and persistence in continuing to strive for their objective (Pavelková, 1997; Sinha, 2017; Adjei et al., 2017).
- They tend to be more adaptable and future-focused.
- High achievers seek to outperform, meet or surpass standards, or accomplish something unique (Schmidt & Frieze, 1997, cited in Awan et al., 2011). Their high level of achievement is not satisfied anymore, but they always desire more and more.

1.4.0. Academic Achievement: Significance, Concept and Components

For a country to progress economically, scientifically, and technologically, academic achievement—the benchmark by which educational results are measured—is essential. Parents enrol their children in school to ensure the high quality of their children 's

performance, and teachers have one goal when instructing their students: their achievement (Ogunmakin & Akomolafe, 2013). Academic performance is one of the top priorities in schools. Academic achievement has recently drawn much attention (Bernal-Morales et al., 2017). Academic performance is crucial in today's environment for young people to flourish well in society (Kushwaha, 2023). It is essential that parents, educators, and society at large share concerns about how to make improvements (Dev, 2016). It assesses how well a teacher, student, school, or other organisation has met the declared learning objectives (Moore, 2019). Academic success and achievement are vital determinants of a child's future career prospects in today's highly competitive world and central objectives of the educational process, which are expected from adolescents across cultures. The connection between career aspirations and academic achievement is strong during adolescence. Educational institutions play a crucial role in prioritising academic achievement and promoting comprehensive development, as they foster intellectual stimulation and curiosity (Hema Latha, 2019; Csikszentmihalyi, 1990). Engaging in scholarly pursuits fosters a lifelong love for learning, with academic achievement evoking joy, personal fulfilment, and satisfaction (Ryan & Deci, 2000; Deci & Ryan, 2000). It is at the heart of the broader "Educational Growth" concept, representing knowledge gained across various subjects. This achievement drives students to strive harder and offers insights into their standing. Achieving educational goals can instil a sense of pride and self-worth (Diener et al., 2002). Simultaneously, it is a foundation for progressing through school levels, attaining degrees, and securing employment opportunities. In today's rapidly changing world, strong academic performance is essential for gaining admission to competitive courses (Kushwaha, 2023). Beyond influencing educational and career prospects, academic achievement also impacts personal contentment and social recognition. Academic achievement encompasses how students, educators, or institutions fulfil educational objectives (Lawrence, 2012). Finally, higher academic achievement often translates into greater economic mobility, enabling individuals to access better-paying jobs and improve their socioeconomic status (Lee & Bowen, 2016). Academic Achievement is pivotal in evaluating one's societal potential and capabilities and the attainment resulting from dedicated effort and accomplishment. Academic achievers often become contributors to society through innovation, research, and leadership roles, driving societal progress (Ehrenberg & Brewer, 1994).

1.4.1. Concept of Academic Achievement

Academic Achievement (AA) is a multidimensional activity influenced by the individual student's interaction with their educational environment, including teachers, peers, and the school (Arbabisarjou et al., 2016). AA refers to how the students act with their studies and how they deal with or complete multiple tasks set for them by their teachers (Annie et al., 1996, cited in Bukhari and Khanam, 2017). Singh (1976) also defined Academic achievement as a highly complex variable that is the product of several intellectual and non-intellectual elements functioning and interacting in various ways. According to Good (1959), academic achievement (AA) refers to the knowledge gained and skills students develop in school subjects (Sarif & Vandana, 2022). This achievement is typically assessed through test scores, teacher evaluations, or a combination. Christian (1980) expands on academic performance, explaining that it signifies students' learning outcomes from engaging with various subjects. These outcomes bring about changes in the behaviour patterns of students and impact three key areas: Cognitive, Affective, and Psychomotor domains. Students may exhibit varying degrees of proficiency in various domains. Typically, "academic achievement" refers only to students' accomplishments in the cognitive domains of different school disciplines, with little attention paid to the emotional and psychomotor domains. The cognitive domain is primarily concerned with the intellectual growth of the individual. Growth in the area includes acquiring basic intellectual skills, such as reading, adding and subtracting, and learning facts, concepts, and generalisation (Veerabhadram, 2011). According to Bloom (1958), the cognitive domain encompasses all goals related to knowledge recall or recognition and the growth of intellectual capacities. It is divided into six main classes: (1) Knowledge, (2) Comprehension, (3) Application, (4) Analysis, (5) Synthesis, and (6) Evaluation. Bhat & Bhardwaj (2014) defines academic achievement in four ways:

1. The child's current knowledge in a specific theoretical area.
2. Success in knowledge, skills, and appreciation taught in schools.
3. Attainment in examinations for academic subjects.
4. Percentage of marks obtained in academic subjects.

According to Denis Baron and Harold W. Bernard (1958), the concept of achievement involves the interaction of three factors: aptitude for learning, readiness for learning, and learning opportunity. In addition to these factors, the concept involves health and

physical fitness, motivation and special attitude, and emotional balances and imbalances (Arbabisarjou et al., 2016). They mentioned some features of academic achievement.

- I. Achievement is content-oriented.
- II. Achievement results from specific instruction/schooling, which means it is classroom-oriented.
- III. Achievement is not hidden but expressed (external/overt).
- IV. Achievement refers to the knowledge (cognitive domain) attained.
- V. Achievement refers to the result of specific instruction or training.
- VI. Achievement is essential in school evaluation programmes (Rao, 2010).

1.4.2. Components of Academic Achievement

Academic Achievement is influenced by a complex mix of cognitive, psychological, educational, and societal factors, including intelligence, motivation, mental health, family environment, parental involvement, socioeconomic status (SES), peer interactions, and positive teacher attitudes, all of which contribute to student performance (Kpolovie et al., 2014; Rajenran et al., 2017; Crosnoe et al., 2004; Pasricha, 2015).

A. Cognitive Component: Cognitive components such as intelligence, learning style, memory, and critical thinking significantly impact academic achievement (AA), with intelligence influenced by both genetic and environmental factors (Neisser et al., 1996, in Veenstra & Kuyper, 2004; Al-Zoubi & Younes, 2015). Motivation, attention, and effort toward studies also play a crucial role in enhancing learning and boosting AA (Silvia, 2006; Dev, 2016; Keith, 1982).

B. Psychological Component: Psychological attributes like self-esteem, self-concept, self-efficacy, social skills, resilience, and emotional stability significantly impact academic achievement (AA), enhancing motivation, engagement, cooperation, and coping skills. Effective stress management further supports academic success (Yahaya, 2009; Schunk, 2009; Feitosa et al., 2012; Lv et al., 2016; Kauchak, 1997; Yazici et al., 2011).

C. Environmental Component: Both family and school environments significantly impact academic achievement (AA), with socioeconomic status (SES), parental education, and support enhancing learning outcomes. A positive school climate, teacher contributions, and student-teacher relationships foster engagement and motivation, contributing to higher AA (Onocha, 1985; Grissmer, 2003; Loukas & Robinson, 2004; Afolabi, 2010).

1.5.0. Why Does Happiness Matter?

High school students nowadays encounter significant stress because of high expectations from parents and teachers and the challenge of balancing academics with personal life. This stress contributes to mental health issues, substance use, and detrimental behaviours that hinder learning (Rathakrishnan et al., 2022; Lal, 2014; Ghosh, 2016; Pascoe, Hetrick & Parker, 2020). Challenges in stress management frequently result in diminished academic performance, heightened psychological distress, and adverse attitudes towards learning, thereby impeding students' well-being and obstructing optimal educational outcomes (Dwyer & Cummings, 2001; Salami, 2006; Fraser, 2007; Fraser & Walberg, 1991; Brok, 2001, cited in Maurya et al., 2008). Given these trends, schools need to create a positive learning environment that enables students to excel academically while promoting fulfilment and happiness in their educational experiences, highlighting the importance of the "Happy School" concept in contemporary society.

Pursuing happiness is portrayed as an unending quest, an insatiable need, and a fundamental human aspiration (Meherunissa, 2016). Happiness is an important notion relevant to everyone, yet different cultures and people may have various ideas about what it means (Haybron, 2004). Almost everyone wonders why happiness is considered such an essential aspect of life. Although there is no definitive answer about the nature of happiness, it is of utmost importance. Happiness matters so much that many of us make personal fulfilment and well-being the main aim of our lives (Scoffham & Barnes, 2011). Happiness is undoubtedly the ultimate goal for everyone, but it is essential because of the many undeniably positive benefits and co-occurring factors (Leung et al., 2011).

Happiness strengthens the immune system and promotes improved health (Bahmani, 2000 in Tabbodi et al., 2015). Studies show that higher happiness levels are associated with reduced risks of disease and mortality rate and with healthy eating and sleeping habits (Kubzansky, 2007; Kye et al., 2016). A better and more prolonged life may be encouraged by persistent happiness, which defends against illnesses linked to stress. Happiness helps individuals to stay positive, even in challenging situations, and enables individuals to manage stress effectively (Naseem & Khalid, 2010, as cited in Robinson, 2018). Happy people tend to have greater self-control, optimistic outlook, and better coping ability in adverse situations and are more helpful, generous, empathetic, and have good social communication abilities (Lyubomirsky et al., 2005; Seligman, 2002; Silny, 2021 cited in Kaur; Salary & Shaieri, 2012). Other positive attributes are also associated

with positive affect and smelliness, including confidence, friendliness, liveliness, flexibility, and compassion for others (Mehl et al., 2010, as cited in Kaur, 2021). Happiness enables us to communicate effectively and cooperate with others; happy people experience joy both in solitude and in the presence of others and are more creative and productive (Montier, cited in Karami Nouri et al., 2002; Lyubomirsky, 2011). Similarly, happiness also has a beneficial impact in an academic setting (Waters, 2011). Happiness may be a helpful and influential factor that could mould students' academic performance (Lumontod & Robinson, 2018).

1.5.1. Concept and Nature of Happiness

Several social scientists from a variety of fields throughout the world have been interested in the pursuit of happiness as a significant personal objective (King et al., 2014). Even though happiness is a subjective concept, philosophers, sociologists, psychologists, and spiritual authorities have long debated it. The field has progressed since psychologists began to look into happiness scientifically over the past 20 years (Easterlin, 2003, cited in Ardi & Wahyu, 2012). According to Argyle (2001), research on happiness has been a developing field since the 1960s (Ardi & Wahyu, 2012). The words for happiness that date back to the 1500s, such as "good luck," "success," and "contentment," are still widely used today (Kaur, 2021). The concept of happiness is intricate and broad.

From the Western point of view, almost all schools of Western philosophy view happiness as an everyday concern. In the B.C. era, Aristotelian philosophy emphasised happiness by practising virtue and all goodness. Plato viewed happiness as living well. In Kant's opinion, it is an end for all men sought in life. Thus, the views are different in different sets of philosophies. (Kaur, 2021). Ryan and Deci (2001) explored two main areas: hedonic and eudaimonic (Waterman, 1997, cited in Adiyanti, 2018). The hedonic approach is the first school of thought, and it was developed by the Greek philosopher Aristippus, who defined happiness as the state of maximising enjoyable experiences while minimising unpleasant ones, equating happiness to the sum of all pleasures and emphasising instant gratification as life's purpose (Kendra, 2002 in Pahsyntiew, 2020). This hedonic pleasure is linked to the fulfilment and enjoyment of both the mind and body (Ryan & Deci, 2001 in Adiyanti, 2018). The second type is the Eudaimonic approach. Eudaimonia, derived from a Greek word meaning happiness, refers to self-realisation and the fulfilment of one's inner potential through activities (Chekola, 1974).

Aristotle, a key figure in this philosophy, described Eudaimonic happiness as rooted in self-actualisation and living a meaningful life, emphasising personal development, moral virtues, and a balanced "mean" between excess and deficiency (Norton, 1976, cited in Jaggi, 2008; White, 2006; cited in Hassanzadeh & Mahdinejad, 2011). Ultimately, this approach highlights the importance of meaningful actions and inner growth for achieving well-being and realising our rational capabilities (Begum et al., 2014).

Since ancient times, particularly in India, individuals searched for happiness through religious literature, poetry, and songs, such as the Bhagavad Gita, the Upanishads, and the Vedas (Lee, 2007). In India, spirituality and religion predominantly characterise happiness, with the achievement of liberation (moksha/Nirvana) being the ultimate goal of happiness (Kumar, 2003; Kaur, 2021). The Bhagavad Gita defines liberation (moksha) as the ultimate happiness and categorises happiness into three distinct types: Tamasic, Rajasic, and Sattvic. Tamasic happiness comes from ignorance and harmful actions, Rajasic happiness is rooted in ego and attachment, whereas Sattvic happiness, its highest form, is defined by detachment, discipline, and inner tranquilly, ultimately culminating in moksha (Misra & Tyagi, 2020; Subramanian, 2021; Ramachander, in Lee, 2007). Moreover, genuine happiness, consistent with the Indic notion of 'sukha', includes bliss, tranquillity, and contentment (Dambrun & Ricard, 2011). Vedanta views happiness as an innate aspect of our being, realised through mental awareness, and categorises it into three types: Vis:ayānanda (sensual/material happiness), Kāvyaānanda (aesthetic happiness), and Brahmānanda (existential/transcendental happiness) (Divyanandaprana, 2020). Buddhism views suffering (dukkha) as an inherent aspect of life caused by craving, desire, and ignorance (Avidya), with true happiness achieved by overcoming these cravings through an ethical life rather than materialism (Thipsungnoen et al., 2021; Wijeyawansa, 2009). The practice of the Buddha's Noble Eightfold Path, which encompasses right view, speech, action, and mindfulness, is essential for attaining nirvana, the ultimate goal of happiness and enlightenment (Sirswal, 2020; Quyet et al., 2022). Yogic philosophy posits that happiness arises from three essential stages toward achieving inner stability and peace: (1) achieving a calm mind through focused attention (ekagrata) by maintaining a steady flow of similar mental alterations (Vrittis); (2) practising contentment and mind-emptying, which revitalises both the mind and body; and (3) preserving positivity by cultivating kindness (Maitri), empathy (Karuna), happiness (Mudita), and ignoring negativity from others (Upeksha), thus emphasising the

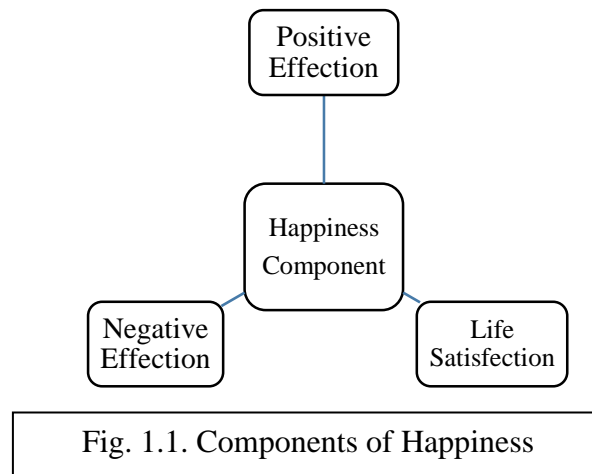
importance of self-control over one's reactions to external challenges (Divyanandaprana, 2020).

From a psychological perspective, happiness is directly related to positive emotions and their related aspects (Kaur, 2021). Psychologists describe happiness as a positive feeling beyond a fleeting good mood. It is considered one of the most significant notions in the field of mental health. Happiness in mental health incorporates positive emotions such as joy, contentment, a sense of involvement, and enthusiasm in life (Darrin & McMahon, 2004; Mehrdadi, 2016). Eysenck posits that the positive emotions associated with happiness are closely linked to smooth social interactions, resembling natural and gratifying relationships (Sadeghi, 2006). Schumaker (2009) highlights the diverse dimensions of happiness, including life satisfaction, positive mental and physical health, constructive well-being, high quality of life, personal significance, optimism, achievement, self-assurance, joy, truth-seeking, and more (Hassanzadeh & Mahdinejad, 2012). According to Fordyce (1972), happiness is a specific feeling. It is a comprehensive assessment of a person's recent positive and negative emotional experiences. Nehon also considered happiness as a sum of cognitive emotions and evaluations of life, as well as a degree of an individual's quality of life (Salary & Shaieri, 2012). It tells the person that his/her life is complete in the sense that his/her reasonable desires are fulfilled over his/her life (Duari & Sia, 2013). Lyubomirsky (2001) describes happiness as the state in which one feels good, meaningful, and worthwhile in addition to experiencing joy, contentment, or positive well-being ((Zhou, 2013). According to Kesebir and Diener (1995), happiness is characterised by the existence of pleasant feelings, frequent positive affect, increased life satisfaction, and decreased negative affect (Kaur, 2021). They distinguish three key aspects of subjective well-being: recurrent good feelings, high levels of life satisfaction, and seldom negative emotions. Veenhoven (1997) defined happiness as the degree to which a person has a favourable opinion or attitude toward the overall standard of their life. Depending on how people assess their current living situations, different people will perceive happiness differently. Veenhoven (1997) defined happiness as the degree to which a person has a favourable opinion or attitude towards the overall standard of their current life as a whole and identifies two primary factors influencing happiness: the importance of life experiences, where positive experiences increase enjoyment and negative ones lead to unpleasant feelings, and the subjective interpretation of those experiences, as individuals perceive events in distinct and diverse manners. Researchers define happiness as a multifaceted construct that

includes a cognitive component—subjective life satisfaction—and an affective component, which is characterised by predominantly positive emotions and minimal negative emotions (Emmons & Diener, 1985; Lyubomirsky et al., 2006; Myers & Diener, 1995). Thus, cognitive or affective responses to events can influence an individual's emotions, where positive interpretations promote happiness and negative interpretations result in unhappiness (Lumontod & Robinson, 2018). Happiness represents an individual's comprehensive outlook on life, signifying the degree to which they view their existence in a positive light as opposed to a negative one. For the sake of clarity, some aspects deserve to be mentioned, especially for describing the overall concept of happiness-

a. happiness is an overall judgment of life quality, incorporating various criteria for appreciation, including emotional, affective, and cognitive aspects. It is a thoughtful and intellectual assessment of one's quality of life and involves a personal evaluation of one's life, not life in general. It is more than just a delightful moment; it is a complex cognitive construct. b. It covers past, present, and anticipated experiences, but not all experiences are given equal weight in the evaluation. c. Happiness judgments can vary in stability, definiteness, time emphasis, consciousness, and appropriateness. Happiness is not necessarily stable: people may change their attitudes towards life anytime. Happiness evaluates life, considering the past, present, and future. Happiness is a conscious judgment that the person 'really' believes. Neither happiness judgments are always definite, nor do a person's appreciation of life necessarily match ethical standards (Veenhoven, 1997).

Many scholars have studied the idea of happiness and established several elements that can be used to define it fully. Andrews and Withey (1978) put forth three elements of happiness: positive feeling, life satisfaction, and the absence of unpleasant emotions or psychological suffering. Argil and his associates contend that emotional and cognitive components comprise happiness's two pillars. Argil (2001) states that happiness consists of three essential components: "positive affection, "life satisfaction" and" negative affection". (Tabbodi et al., 2015). Over time, more researchers have come around to this approach (Shin & Jhonson, 1978). Ryff (1989) developed a fourth aspect, focusing on self-fulfilment and broader ideas like life purpose and personal development.



In his book “Conditions of Happiness”, Vennoven (1997) explored the happiness component in two aspects: the Hedonic level component and contentment.

The hedonic level of happiness includes the degree of a person's emotional experiences, pleasantness, emotions, and mood. This quality, known as hedonic tone, is present in all human emotional states. It can be evaluated over various time frames, from short to long-term, and does not require subjective awareness. All emotional experiences unrelated to cognitive evaluations are included in the hedonic level. (Veenhoven, 1997)

Secondly, the degree to which a person feels that his or her goals are being achieved is known as contentment. Michalos explained that this idea is frequently called the "goal-achievement gap." Regardless of how realistic this idea may or may not be, it presumes that the person has consciously created wants and constructed a concept of reaching them. Ultimately, contentment is based on the individual's perception of the fulfilment of their wants, and this may be determined by considering both past experiences and future expectations. (Veenhoven, 1997). People use affective and cognitive approaches to assess their lives, leading to distinct components: hedonic level of affect and contentment. These components contribute to overall happiness.

Sheldon and Lyubomirsky (2006) identified three major components that impact an individual's degree of happiness:

Genetic Set Point: A person's base level of happiness, which is inherent and genetically driven, accounts for around half of their total happiness (50%) and is largely stable over time.

Current Circumstances: Amounts ranging from 8 to 15 per cent of total happiness are influenced momentarily by external factors like money and housing. They become less

significant over time due to adapting to changing circumstances. (McCabe et al., 2015 quoted Lyubomirsky et al., 2005)

Intentional Activities and Voluntary Control: The most influential component, consisting of thoughts and behaviours within one's control, may account for as much as 40% of an individual's pleasure. These behaviours include thinking and acting in relation to the past, present, and future (Lyubomirsky et al., 2005; McCabe et al., 2015).

Moreover, Argyle and Lu (1990) explored essential components of happiness such as fostering positive relationships, having a sense of purpose in life, personal growth, love for others, receiving favourable recognition, committing to a social cause, exhibiting positive moods, feeling in control of one's life, maintaining physical health, accepting oneself, and remaining mentally alert (Pordanjani et al., 2014). Later, Hills and Argyle (2001) stated that happiness comprises four fundamental components: life satisfaction, positive emotions, and a good mood, the absence of negative feelings and emotions, as well as additions like optimism, self-esteem, and a sense of prosperity. The Oxford Happiness Inventory (Argyle, Martin & Crossland, 1989) offers an exception, emphasising the triad of life satisfaction, positive affect, and the lack of negative affect. This inventory identified seven happiness components as having a structural combination of positive cognition, social commitment, positive affect, sense of control, physical fitness, self-satisfaction, and mental alertness. While most of these factors concern an individual's internal assessment and fulfilment, social commitment is the only factor that addresses the interpersonal component of Happiness (Luo et al., 2014).

Sociologists emphasise that subjective well-being, especially happiness, is influenced by social context and living conditions, distinguishing between subjective well-being (individual satisfaction and social connections) and objective well-being (fulfilment of specified needs based on resources) (Cieslik, 2017). Older sociologists like Elias and Marcuse emphasised assessing quality of life as a source of happiness (Elias, 1939/2000, 2001; Marcuse, 1964, 1969), while Durkheim and Marx highlighted the impact of social structures and interactions on overall well-being. Contemporary sociology examines factors such as age, culture, and economic status. Shin and Johnson (1978, cited in Zhou, 2013) proposed that happiness arises from a blend of self-assessment and social comparisons, identifying four determinants: control of resources, self-evaluation of life conditions (e.g., satisfaction with health and living standards), participation in social life (e.g., political engagement), and social comparison. Friendships enhance personal satisfaction by providing security, emotional closeness, trust, and mutual interaction

(Greco & Associates, 2015). Additionally, Bhutan's Gross National Happiness (GNH) Index, established in 1972, prioritises nine domains: Psychological Well-being, Health, Time Management, Education, Cultural Diversity and Resilience, Good Governance, Community Vitality, Ecological Diversity and Resilience, and Living Standards, which collectively form its foundation (Ura, 2009; Chen, 2015).

1.6.0. Relationship between Achievement Motivation, Academic Achievement and Happiness

Motivation is a necessary ingredient for learning (Biehler & Snowman, 1986), and Achievement Motivation is one of the main contributors to students' academic achievement (Suswanto et al., 2017). The sense of achievement of success is based on the level of AM (Singh, 2014). There is a significant connection between AM and AA. When the students possess high AM, they concentrate more in the class, they develop better study habits, are more persistent effort, and as a result, they perform better academically (Gupta & Mili, 2016). The study of Kumari and Qasim, 2016 confirms the importance of AM to academic achievement among Higher Secondary Students. AM is the most potent predictor of the academic achievement of adolescents. Kumar (2016) found a positive and significant correlation between AM and academic achievement, indicating that higher motivation contributes to better academic performance (Singh, 2014). Herges et al. (2017) also found that students with higher achievements had significantly higher motivation scores than those with lower achievements. Other researchers have reported that AM significantly contributes to academic achievement (Herrero, 2014; Khoshnam et al., 2013; Suswanto et al., 2017). This highlights the importance of motivation for students to succeed academically, and this is echoed by the works of Khoshnam et al. (2013), who found internal motivation to be the only significant predictor of academic achievement. Tabbodi et al. (2015) revealed a significant positive relationship between happiness and academic achievement (AA) in students, with internal motivation recognised as an important predictor of AA (Khoshnam, Ghamari & Gendavani, 2013). Nevertheless, investigations into the relationships among AM, AA, and happiness are still scarce.

1.7.0. Theoretical Perspectives of Achievement Motivation, Academic Achievement and Happiness

Theoretical frameworks that examine achievement motivation, academic achievement, and happiness provide essential insights into supporting and enriching children's educational experiences. These perspectives help us understand the various factors influencing students' motivation and performance, guiding us in creating more effective educational environments that foster growth and well-being.

1.7.1. Theoretical Perspectives of AM

Achievement motivation theories explore why individuals strive to achieve specific goals, particularly in educational settings.

1. Maslow's Hierarchy of Needs: Maslow's theory of motivation, first outlined in 1954, posits a hierarchy of needs, ranging from basic physiological needs to higher-level self-actualisation. In Maslow's view, this hierarchy can be shown as a pyramid, with self-actualisation at the peak and survival needs at the base (Gawel, 2019). The five categories of needs identified by Maslow's hierarchy are physiological, safety, belongingness, esteem, and self-actualisation (Mangal, 2012). Maslow proposed that people move forward, higher demands can only arise if basic physiological needs, like those for food and oxygen, are met (Lester, 2012). Safety demands arise after physiological needs are satisfied, including stability and security. Love and affiliation are essential elements of belongingness needs, followed by esteem needs for dignity and recognition (Mangal, 2012). Ultimately, when all lower-level wants are met, self-actualisation needs—which include reaching one's potential—appear (Simons et al., 1987). Maslow's Hierarchy of Needs is significant to education because it emphasises that their fundamental needs—such as safety, belonging, and self-esteem—must be met before students can participate completely in the learning process. By fulfilling these requirements, teachers create a nurturing atmosphere in which students become more inspired, involved, and capable of realising their full potential in their academic and personal lives (Boruchovith & Bzuneck, 2001, in Ferreira, 2011).

2. Weiner's Attribution Theory

The Attribution theory introduced by Weiner (1985) focuses on how learners assign internal or external causes to their educational successes and failures (Weiner–2010).

Attribution theory was the first well-articulated social cognitive theory of motivation. It concerns students' explanations (or attributions) for their successes and failures at specific tasks and how these domain-specific attributions influence subsequent motivation for engaging in those tasks (Graham, 2020; Weiner, 1985). Weiner (1985) identified the most frequently used attributions (i.e., ability, effort, task difficulty, and luck) and classified these and other attributions into the different causal dimensions of stability (i.e., stable or unstable), locus of control (i.e., internal or external), and controllability (i.e., under one's volition or not). For instance, the ability is classified as internal, stable, and uncontrollable. Each of these dimensions has essential psychological consequences that influence subsequent motivation and behaviour. For instance, attributing a failure to a lack of ability leads to lowered expectancies for success on similar tasks and adverse immediate effects such as shame (Weiner, 1985; cited in Graham, 2020).

Thus, Attribution theory provides insights into pupils's feelings, intentions, and relationships in learning environments by examining how they interpret their results. This helps to shape the pupil's overall adjustment and learning outcomes.

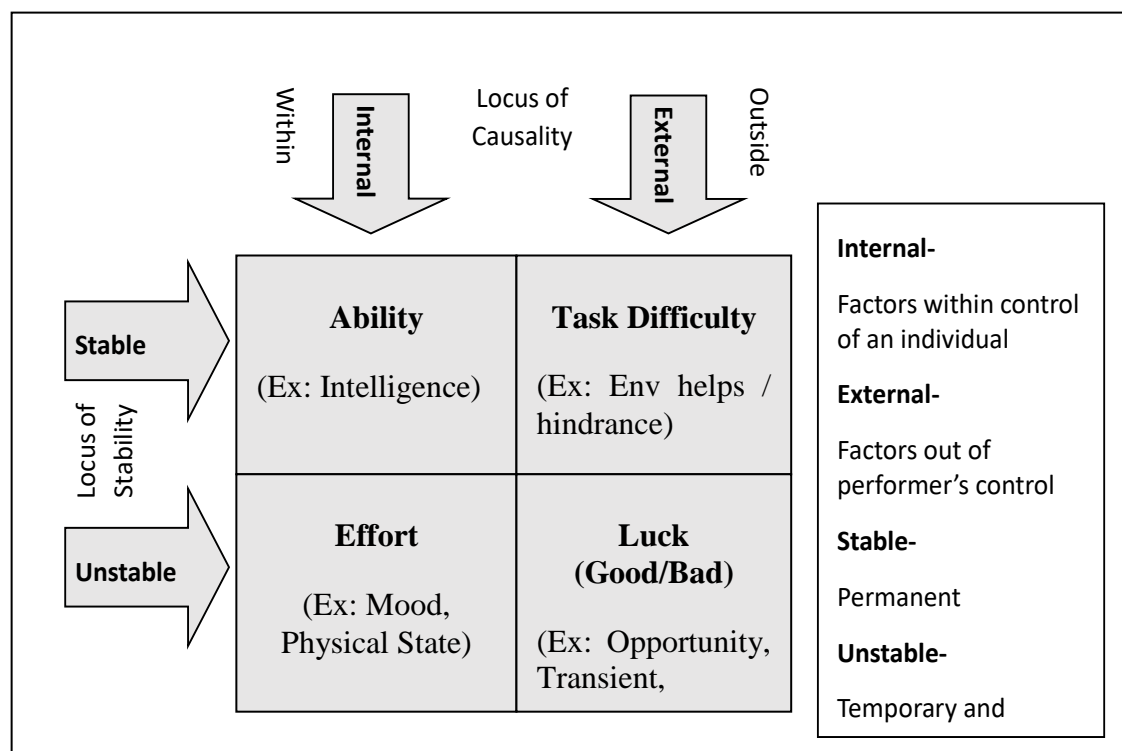


Fig. 1.2. Attribution Model

(Source: Woolfolk, 2016)

3. David McClelland's Achievement Motivation (AM) Theory

McClelland explained AM as the degree to which individuals differ in their drive to work toward rewards, such as physical satisfaction, praise from others and feelings of personal mastery (McClelland, 1985). McClelland described this achievement motivation theory mathematically as $NAch. = (Ts - Tf)$

Ts = Tendency to approach achievement goal.

Tf = Tendency to avoid failure (Sarkar & Chakraborty, 2010).

David McClelland is most prominently known for unfolding three types of motivational needs, which he identified in his 1961 book, "The Achieving Society." They are- • AM (n-ach) • authority/power motivation (n-pow) • affiliation motivation (n-aff) (Khan, 2016).

Need for achievement (n-Ach): McClelland (1958) explored the need for achievement as competitive success with a certain level of excellence and unconscious motivation to do better to meet a high standard of excellence (Lussier and Achua, 2007 in Moore et al., 2010). Students with a strong Need for Achievement exhibit high levels of need and have a solid inclination to take up personal accountability for completing challenging tasks and solving problems (Boyatzis, 2015). Students having a high need for growth seem to have a more proficient insight into reality, self, spontaneity, straightforwardness, autonomy, continual admiration, interpersonal relations, discrimination against means and ends, creativity, and personality integrity (Daft, 2008), cited in Moore et al., 2010).

Need for Power (n-pow): McClelland's theory includes the concept of the Need for Power, which represents an individual's unconscious drive to influence and motivate others' decisions to seek positions and recognitions of authority (Lussier and Achua 2007, cited in Jah, 2010). Therefore, this need can be channelled positively by providing leadership opportunities in group projects or extracurricular activities.

Need for affiliation (n-Affil): According to McClelland (1961), affiliation needs are the unconscious urge to establish and nurture a good and warm emotional relationship with another person (Lussier & Achua, 2007, as cited in Moore et al., 2010). Students with a high need for affiliation seek social interactions and value relationships with peers and teachers. This need not only enhances their academic motivation but also encourages classroom atmosphere and collaborative learning (Khan, 2016).

McClelland Motivation Theory		
The Need for Power	The Need for Affiliation	The Need for Achievement
1. Wants to control and influence others 2. Enjoys competition and winning 3. Enjoys status and recognition	1. Wants to belong to the group 2. Want to be liked and will go along with whatever the rest of the group wants to do 3. Prefers collaboration over competition 4. Doesn't like high risk or uncertainty	1. Sets and accomplishes challenges risk 2. Takes calculated risks 3. Likes to receive regular feedback on their progress and achievements 4. Likes to work alone

Fig 1.3. McClelland Motivation Theory

(Source: Woolfolk, 2016)

Beyond the separate motives, McClelland emphasised the pattern of one's relative motive strength. He claimed that everyone has some level of motives, but the relative dominance varied. The pattern of a person's motive strength indicates occupational performance. For example, high N-Ach, low N-Aff, and moderate N-Pow are characteristics of successful entrepreneurs worldwide. High N-Pow, moderate to low N-Aff, moderate N-Ach, and high Activity Inhibition (i.e., a measure of self-control) are characteristic of influential leaders, middle-level and executive managers. (Richard, 2015). McClelland's theory holds that people are motivated differently by their needs for power, affiliation, and achievement. This viewpoint contends that these demands are acquired or evolve throughout a person's lifetime (Daft, 2008; Lussier & Achua, 2007 in Moore et al., 2010). Put more, most people will eventually exhibit a combination of these three demands.

4. Self-Determination Theory (SDT)

Deci and Ryan (1985, 1991) established the Self-Determination Theory (SDT), which examines the extent to which motives for tasks are internal and how different degrees of self-determination affect behaviours and results. The self-determination theory in education takes a multifaceted approach to motivation (SDT; Deci & Ryan, 2000). According to the STD theory, self-determined motivation affects learning, performance,

and well-being when met by three basic psychological needs—autonomy, competence, and relatedness (Deci & Ryan, 1985; Ryan & Deci, 2000; Wang et al., 2010).

Autonomy: As per SDT, the first and most crucial element is autonomy, which expresses an individual's belief in control and decision-making authority over their behaviour (Deci & Ryan, 1985, 1991). When pupils experience autonomy, they perceive their actions as self-approved for their learning rather than under external control, and they believe that they have a choice and can deeply engage themselves in education (Deci & Ryan, 2008, cited in Howard et al., 2021).

Competence: Competence, the second fundamental need, pertains to an individual's belief in their capability to interact effectively with their environment (Deci & Ryan, 1985, 1991). When students feel competent, they believe they are capable and effective at achieving their desired educational goals. This sense of efficacy and mastery encourages intrinsic motivation and makes it easier to pursue challenging goals and achieve success (Standage et al., 2003; cited in Taylor et al., 2014)

Relatedness: Relatedness is the third critical need to establish and maintain safe and harmonious interpersonal connections within one's social environment. In other words, the need for secure, fulfilling connections and a sense of belonging to others is known as relatedness. Students feel more appreciated and encouraged when they feel supported by teachers and peers. So, when relatedness is satisfied, pupils' motivation and involvement in learning activities increase (Deci & Ryan, 2000; Ntoumanis, 2001).

1.7.2. Theoretical Perspectives of AA

Bloom's Taxonomy is a foundational theory in education with its hierarchical framework for classifying learning objectives and outcomes that supports an organised approach to academic achievement. Dr. Benjamin Bloom and his colleagues developed Bloom's Taxonomy in 1956 to standardise and improve the educational process. They prioritise higher-order cognitive skills such as analysis, evaluation, and creation over mere memorisation and recall (Bloom et al., 1956). The taxonomy is signified into three domains: psychomotor, emotional, and cognitive. The six successive stages of the cognitive domain—knowledge, understanding, application, analysis, synthesis, and evaluation—are the most frequently mentioned. Since each step builds on the one before it, completing each one entirely is a must for moving on to the next. This pattern ensures a thorough development of cognitive abilities, progressing from basic recall of facts to complex, critical thinking and problem-solving abilities (Chandio et al., 2016).

Additionally, Bloom's Taxonomy includes the psychomotor domain, which deals with physical abilities, and the affective domain, which is concerned with the development of emotions and attitudes. These domains are crucial for the educational experience since they promote intellectual, emotional and physical development (Almasseri & AlHojailan, 2019). The taxonomy significantly influences educational practice by giving teachers a framework for designing curricula, learning activities, and evaluations that encourage in-depth comprehension and higher-order thinking. Teachers can more effectively help students reach outstanding academic achievements and personal development by matching instructional strategies and evaluation procedures with the stages of the taxonomy (Momen et al., 2022).

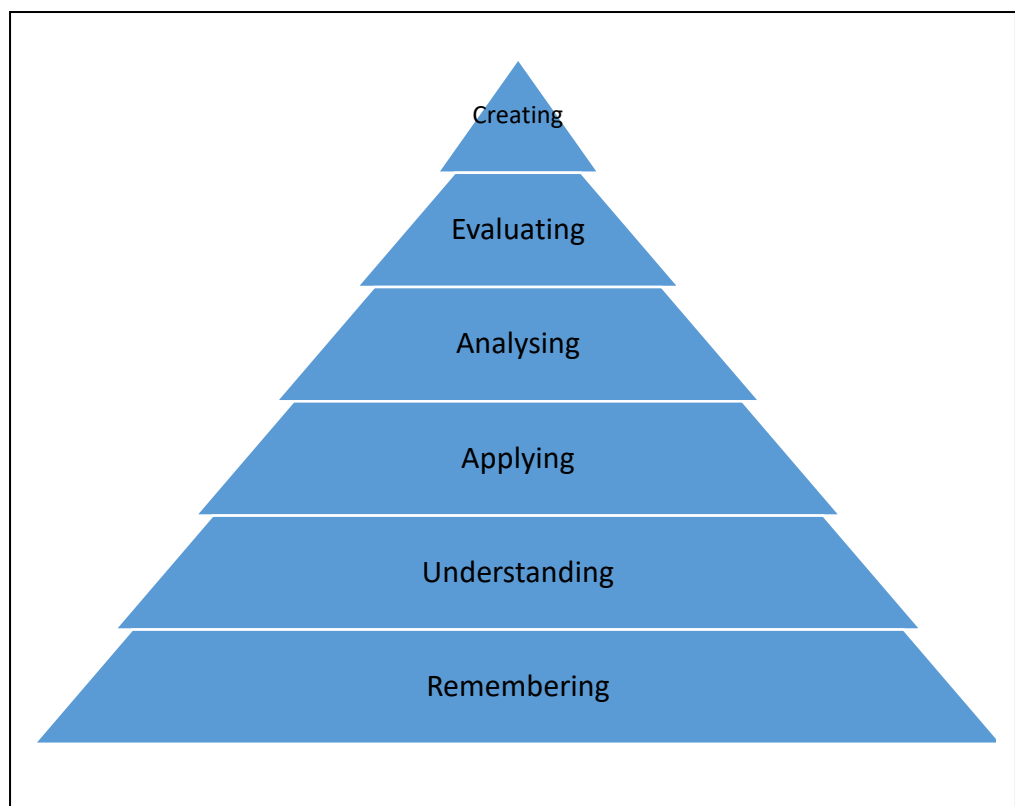


Fig1.4: Blooms Taxonomy Model

(Source: Momen, Ebrahimi, & Hassan, 2022)

1.7.3. Theoretical Perspectives of Happiness

1. Seligman's Happiness Theory

Martin Seligman, a pioneer of Positive Psychology, identified three orientations of happiness. These orientations are interconnected, progressing from pleasure to strengths and virtues, culminating in a meaningful life. According to Seligman (2002) and Seligman, Steen, Park, and Peterson (2005), happiness consists of three distinct elements, namely, the pleasant life, the good life, and the meaningful life (Kaur, 2021).

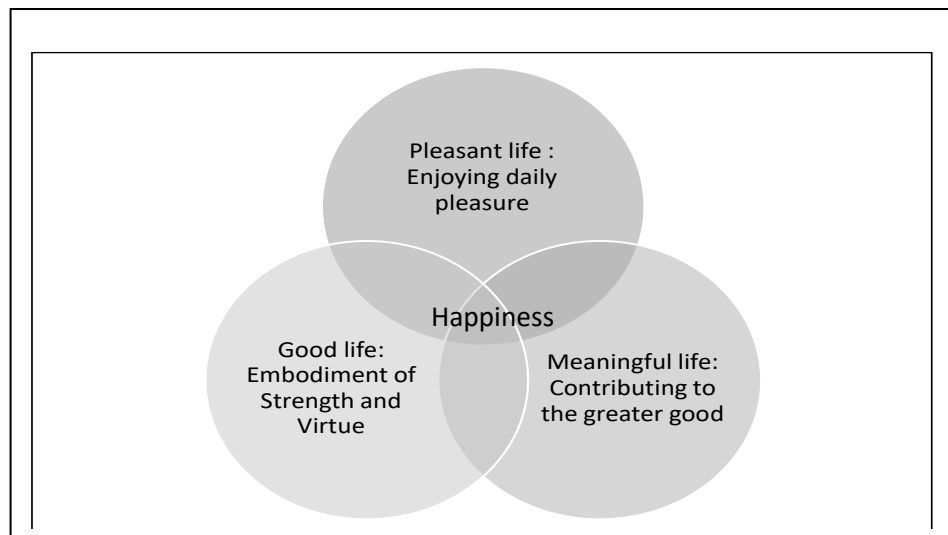


Fig. 1.5. Happiness Domain

Source: Seligman, Steen, Park, and Peterson (2005)

Pleasure and Gratification (The Pleasant Life): The first element, 'pleasant life,' is experienced by attaining day-to-day pleasures, which add fun, joy, and excitement to our lives (Pahsyntiew, 2021). This involves dealing positively with the past, being hopeful about the future, and finding happiness and hope in the present moment.

The Good Life: Seligman (2002) described the good life as feeling connected to others, having positive personal traits, having life-regulation abilities and significant gratification through virtuous life (Wisdom and knowledge, Courage, Love and humanity, Justice, Temperance, and Spirituality and transcendence) which are strongly linked to long-lasting happiness (cited in Kaur, 2021).

The Meaningful Life: According to Seligman, true happiness involves having a meaningful life. Engaging in creative work and investing oneself in meaningful activities leads to a greater sense of purpose and, consequently, greater happiness (Seligman, 2002). Generally, the happiest people pursue their whole life by pursuing all three elements (Seligman et al., 2005).

However, after nine years, in 2011, Martin Seligman published another book named Flourish. In this new book, he revealed his new ideas and thoughts about happiness, and he called the new theory the ‘PERMA’ Model of Happiness. In his latest book, five interrelated dimensions were added to the already three existing orientations of happiness. According to Seligman, five essential domains of PERMA that weave happiness are mentioned below:

- a. **Positive emotions** (feeling good about yourself): Positive emotions encompass a range of desirable responses like (contentment, love, and joy, pride) about the present, past, and future. Distinct from mere pleasurable sensations (Seligman, Steen, Park & Peterson, 2005). They contribute to well-being and happiness, promoting personal growth and success and fostering fulfilment (Cohn & Fredrickson, 2012).
- b. **Engagement or flow** (being wholly engaged in any activities that give us Joy): Engagement or a state of “flow” involves being fully absorbed and dedicated to tasks with passion. Undivided attention characterises happiness (Csikszentmihalyi, 1990).
- c. **Relationships** (Relationships as social ties and being authentically connected to others): Strong and stable relationships with family, friends, and other people enhance happiness and overall fulfilment in life, fostering positive emotions and overall life satisfaction (Seligman, 2002, in Lower, 2014).
- d. **Meaning** (finding the purposeful existence of our life): According to Seligman, true happiness stems from discovering a purpose in life instead of seeking only pleasure and material wealth. Loving and being loved and serving something greater than oneself, such as family, religion, community, or ideals, create a meaning of happiness (Seligman, 2012).
- e. **Accomplishments** (having a sense of accomplishment and success in our achievements): Happiness is fostered by the sense of accomplishment, pursuing success, achievement, mastery in both as a goal and a process and ongoing self-improvement. (Mulder, 2018).

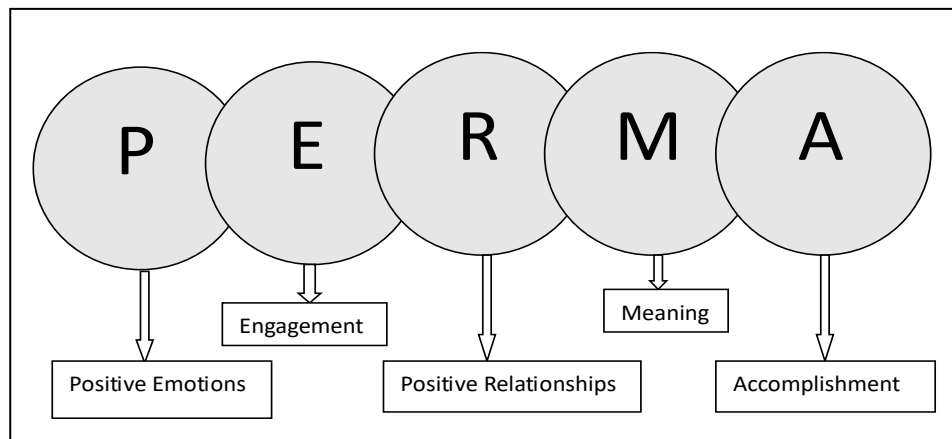


Fig.1.6. Perma Model

Source: Seligman, 2011, Waters, 2011 Şahin et al., 2019

The PERMA theory is crucial in the educational setting as it helps create a holistic environment that fosters student well-being. Teachers can enhance students' motivation, satisfaction, and overall academic success by integrating Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment into the curriculum and school environment (Seligman, 2011; Waters, 2011; Şahin et al., 2019).

2. Flow Theory

Flow theory, developed by Mihaly Csikszentmihalyi (1990), describes a state of deep engagement and optimal experience that occurs when individuals are fully absorbed in activities that balance their skills and challenges. An intensely concentrated mental state known as the "flow state" occurs when an individual's capacity to handle an activity's challenge is perfectly balanced with the task (Lefevre, 1988 in Martinez & Scott, 2014). When people are in flow, they are fully engaged in their tasks, less conscious of outside distractions, less anxious, and performing at a higher level (Gomes et al., 2012). This state enhances life satisfaction, performance, and overall life quality and is associated with higher happiness (Csikszentmihalyi, 1990; Gomes et al., 2012). Flow theory is essential in education as it provides an optimal learning experience for learning and cognitive immersion through deep involvement and concentration. This state of flow helps enhances students' skills, understand learning goals and academic performance, and enhance satisfaction (Kiili et al., 2012; Jackson & Marsh, 1996, cited in Liao, 2006).

3. Hamburger Happiness by Tal Ben-Shahar

Tal Ben-Shahar's (2007) hamburger model of happiness illustrates four distinct personality types using the metaphor of various hamburger types (junk food burgers, vegetarian burgers worst burgers, and ideal burgers) to represent different attitudes toward life and happiness. These four types of people are the Hedonist, the Rat Racer, the Nihilist, and the Happiness seeker. The Hedonist, likened to a "junk food burger," who seeks immediate pleasure without thinking for long-term consequences (Weijers, 2012, in Somwong, 2021). The Rat Racers are the "vegetarian burger," sacrifices present happiness for future success (Ng, 2002). The Nihilist, are considered as the "worst burger," has abandoned hope for happiness in both the present and future. Lastly, the Happiness Seekers maintain balance present enjoyment and future fulfillment, similar to the "perfect burger" (Ben-Shahar, 2009).

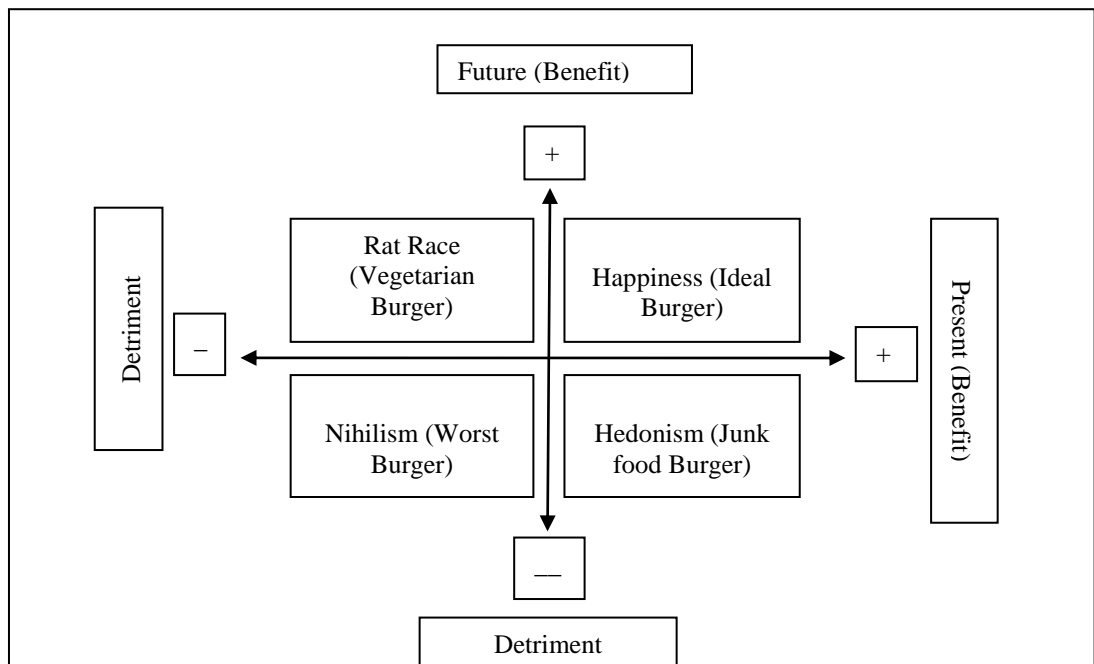


Fig. 1.7. Hamburger's Happiness Model

(Source: Somwong, 2021)

CHAPTER-II
REVIEW OF RELATED LITERATURE

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1.0. Introduction

Researchers, academics, and practitioners have produced a corpus of completed and recorded work that can be found, analysed and synthesized using a methodical, precise, and repeatable process known as a research literature review (Fink, 2009). An academic writing style known as a literature review outlines the body of knowledge on a particular area of research. A quality literature review summarises, dissects, assesses, and synthesizes pertinent research in a particular study area (Fannon, 2021). It emphasizes existing or prior studies, exception studies, newly developing disciplines, and the present level of thinking on particular topics to indicate how knowledge has advanced in the field. It assists the researcher in defining the research gap, creating research questions, and choosing research objectives.

The theoretical backdrop is presented in this chapter as a foundation and new information, which calls for the researcher to ascertain what has been established in earlier investigations and how those studies were conducted. Producing legitimate and trustworthy research outcomes also entails comprehending the current investigation's theoretical orientation, procedures, and importance (Fannon, 2021, cited in Alam, 2022). A thorough literature examination includes a theoretical and conceptual understanding of academic success, happiness, achievement motivation, and interrelationships. This study focused on a wide variety of literature searches to generate a thorough justification for the research questions and involvement of knowledge through a systematic investigation.

2.2.0. Objectives of the Literature Review

The objectives of the present literature are

1. To establish a coherent link between current research and the broader body of knowledge in the field, thereby identifying critical studies that closely align with the research problem under investigation.
2. To develop the research questions, define the study's problem, goals, and hypotheses, and guide the research process.

3. To pinpoint gaps in existing literature, facilitate the expansion of previous studies, and provide avenues for further exploration.
4. To uncover areas of deficiency or untapped potential within prior research endeavours, offering opportunities for innovation and novel approaches.
5. To support the researcher while they research and select the main variables or factors used in their study.
6. To assist the researcher in comprehending the study's relevance, applicability, correlation with other studies' results, and pedagogical implications.
7. To facilitate the creation of a comprehensive conceptual framework fitted to the particulars of the researcher's study, hence allowing standardized comparisons with the methodologies.

2.3.0. Methodology of the Literature Review

The researcher followed a narrative and integrative literature review approach in the present study. These methodologies are crucial and indispensable for integrating research outcomes across many fields. Each with unique strengths is crucial for enhancing our understanding of complex outcomes and providing a comprehensive overview of a specific topic (Mendes et al., 2008; Light & Pillemer, 1982; Mitchell & Egudo, 2003). The researcher started the literature search using popular and authentic databases such as Google Scholar, Jostor, ProQuest, Science Direct, and Shoodganga. In searching this literature, the researcher used keywords such as 'Achievement Motivation,' 'Happiness,' and 'Academic Achievement,'. However, recently published literature has been determined in this regard. After searching the mentioned databases [Google Scholar, ProQuest, Science Direct, Jostor, and Shoodganga], the researcher downloaded 207 research articles and 69 theses. From these 276 articles/theses, the researcher finally selected 131 relevant articles/theses for this chapter. After selecting these papers, the researcher thoroughly reviewed the literature. For a clear understanding, the review process is described in the table below.

Table No. 2.1. List of Selecting Literature

Databases	Page Search	Paper and theses downloaded	Finally included
Google Scholar	20	170	106
Science Direct	10	40	10
ProQuest	8	30	2
Jostor	8	30	3
Shoodganga	10	39	10
Total		309	131

2.4.0. Review of Related Literature

2.4.1. Studies on Achievement Motivation

Achievement motivation (AM) has been comprehensively studied across various influencing demographic factors, including gender, school type, academic streams, socioeconomic status (SES), family background, and other psychosocial variables.

Patel and Jansari (2020) conducted a comparative study through random sampling of 120 students (60 secondary, 60 higher secondary) to examine the influence of gender and school type on AM among secondary and H.S. students in Ahmedabad. Their findings indicated higher AM in H.S. students than secondary students, with no significant gender differences. However, H.S. boys showed the highest motivation when considering the interaction between school type and gender. Similarly, Mishra (2017) surveyed AM of 200 class X (aged 16-17 years) students through stratified random sampling from urban and rural government schools in Murshidabad district, West Bengal. Results showed that 16% of boys and 15% of girls were highly motivated, while 9% of boys and 8% of girls had low motivation. Urban students (18%) were more motivated than rural area students (13%). Significant differences were found based on locale but not gender. With a similar focus, Jadav (2023) surveyed to examine the AM of higher secondary school students based on gender and residence area. With the help of the Achievement Motivation Inventory (AMI) by Jansari (2012), data was collected from 120 students in Sabarkantha

District, selecting with equal representation from boys and girls in urban and rural areas. The researcher's analysis revealed that boys had higher AM than girls. However, there was no significant difference in AM between urban and rural students, nor in the interactive effect between gender and residence area on AM. Simultaneously, the findings of Barot and Rai (2020) align with the study of Mishra (2017). Barot and Rai (2020) used random sampling to compare AM among 120 school students (60 boys and 60 girls). Parametric analysis (t) revealed a significant difference in AM between boys and girls, with boys showing higher motivation levels. No significant difference was found between 10th and 12th-grade students. In contrast, Maheswari and Aruna (2015) conducted a descriptive study on one hundred twenty-eight 10th standard students (both genders) collected by census report who were studying in N.N. Ramanathan Iyyer High School, Nangavaram, Karur district to find out the sociodemographic characteristics the respondents along with their AM and gender difference on AM. The researcher used a self-prepared questionnaire for data collection, and the 'Z' analysis revealed that female respondents perceived AM better than male respondents. Similarly, Martin (2012) used comparative analysis to identify the impact of gender and age on academic achievement motivation (AAM) and engagement among H.S. students in Australia. The 'MANOVA' analysis revealed significant variations in AAM between male and female students. Female students had higher AAM and engagement than males. Moreover, 12–13-year-old students were more motivated and engaged than 14–15-year-old students and 16-18-year-olds. Interaction effects revealed that while both genders experienced a decline in motivation and engagement between ages 12-15 years, females' motivation and engagement increased during later adolescence (16-18 years), unlike males. Additionally, Dahiya and Saini (2014) also surveyed to explore the influence of AM on H.S. school students, considering gender and intelligence. The sample comprised two hundred H.S. students from various schools in Rohtak. Statistical analysis ('t', ANOVA and Pearson Correlation) revealed a positive correlation between AM and intelligence across genders and school types, with significant differences observed between male and female students' achievements in government and public schools.

Regarding the academic stream, Rani and Reddy (2019) conducted exploratory research of 80 adolescent students selected purposively to explore significant differences between gender and academic stream in AM in Hyderabad. Using a modified Norton scale (2006) and statistical 't' analysis, they found significant differences between female students and males, and science students had higher AM than arts students. A similar study was

conducted by Chandra Shekhar and Chowdhury (2017); they purposively selected 100 secondary students (50 males, 50 females) aged 16-18 years from R.S. Pura, Jammu region. It is descriptive research; they examined academic achievement differences based on gender, academic streams, and location. They were using the Deo-Mohan Achievement Motivation Scale (English version). Significant disparities in AM were discovered among secondary students, and females were more motivated than males; science students had higher AM than arts, and urban students were more motivated than rural students. With a similar focus, Singh and Sagar (2023) conducted descriptive research on 200 senior secondary school students from rural and urban areas in the Bareilly district, analysing their AM about locality and academic stream. Their results showed significant locality and academic stream effects on AM, with urban students demonstrating higher motivation. Science stream students exhibited higher motivation compared to commerce students. However, locality and academic stream had no significant interaction effect on AM. Contradicting previous findings, Ninama (2018) conducted a cross-sectional study on 600 higher-secondary students in Panchmahal District using randomised purposive sampling. To study the achievement motivation of school students in relation to gender and stream. The study found that boys exhibited higher AM than girls, and Commerce students showed higher motivation than Science and Arts students. Additionally, Liu (2009) found no significant variance in AM between students from common senior and critical senior high schools in a quantitative survey involving 278 grade 2 senior high school students in Wuhan, China, using the Achievement Motivation Scale. However, males showed higher motivation than females. While differences in motivation between science and arts students were nearly significant, a negative correlation emerged between the motivation to pursue success and the motivation to avoid failure.

Regarding school patterns, Kalpana and Bharanbe (2016) randomly surveyed 120 secondary school students in Jalgaon to investigate AM, focusing on gender differences between private and government school students. Using the V.P. Bhargava Achievement Motivation scale (1994), they found that private school students had significantly higher AM than government school students. Furthermore, female students exhibited higher AM within both school types than boys. The findings align with those of Kumar and Yadav (2015), who conducted descriptive research on 100 students selected randomly (50 from private schools and 50 from govt. schools). Their study compared AAM in boys and girls and government and private senior secondary school students. The findings revealed

that this could impact educational practices significantly. Using AAMT and t-analysis, the result showed that female students had more motivation for AA than boys and private school students had more motivation for academic achievement than government school students at the senior secondary level. The study of Passwet and Lawrence (2012) corroborated the previous findings. They used the Deo-Mohan accomplishment Motivation Scale; they performed descriptive research on accomplishment motivation among 600 class IX students (243 males and 357 girls) in the Jaintia Hills District. The most motivated students were those attending private schools, followed by those attending government and government-aided schools. The result showed a considerable difference in the AM among private, government, and government-aided school students. With a similar focus, Wani and Masih (2015) examined 200 H.S. students of government and private schools in Jammu and Kashmir, including 75 students from science, 75 from arts, and 50 from commerce stream. They found that 46.5% of students have an average level of AM. They concluded that girls and government school students had higher AM than boys and private school students. Students from different academic streams, i.e., science, arts, and commerce, significantly differed in their AM.

Regarding locality demographics, Venkataraman and Manivannan (2018) conducted a cross-sectional study to examine AM among 200 higher secondary students selected randomly in Nagappattinam District, Tamil Nadu, India. Utilizing a tool validated by Muthee J.M. and Immanuel Thomas (2009), they found a moderate level of AM among students. The researcher found significant differences between male and female pupils, with male students exhibiting higher motivation. Nevertheless, no noteworthy difference was seen in AM between pupils residing in rural and urban areas. Interestingly, arts students demonstrated higher motivation compared to science students. Similarly, focusing on the influence of locality and gender demographics on academic motivation, Mallick, De, and Mukhopadhyay (2017) surveyed 700 ninth-grade students in North 24 Parganas, Nadia, and Hooghly districts of West Bengal. Using cluster sampling, 2x2 ANOVA, and t-tests, the findings revealed significant differences in motivation between boys and girls but no significant disparities between urban and rural students or within these strata. Researchers observed significant variations between boys and girls, urban boys and girls, and rural boys and girls but found no differences between urban and rural students or their combinations.

Similar findings were found in another survey study by Pawar (2017). He examines the AAM differences among ninth standard 200 students (100 urban and 100 rural

students) randomly selected from the Hawalbagh Block government schools of the Almora district of Uttarakhand. The tools used were the Sharma-standardized Academic Achievement Motivation Test (2010) and a researcher-built Personal Information Schedule. The findings revealed significant disparities between rural and urban students and general and other caste students. However, male and female students exhibited no significant differences in the AM. Kishor and Rana (2010) also examined AM among 200 secondary students from rural and urban Mandi district, Himachal Pradesh, using purposive sampling from three government schools. The study found significant differences in AM between rural and urban students, including rural and urban boys, rural and urban girls, and rural girls and urban boys. However, rural boys and urban girls had the same levels of AM. In another study, Payyanatt and Manichander (2012) surveyed 200 secondary school students from Kerala, who were selected using a purposive sampling technique to examine their AM. They also found that students from rural and urban areas showed significant variances in their AM. Urban boys possessed higher AM than rural boys. However, interestingly, rural girls have higher n-ach than urban girls. They added that rural boys and urban girls had similar levels of AM. Further, the result indicates that there is no significant difference in the level of n-ach of rural boys and urban girls. Similarly, Vijayakumari and Rekha (2014) surveyed 525 ninth-grade secondary school students in Kerala to investigate AM using a scale developed by Pillai and Kumar (1994). Utilizing a stratified random sampling method across 13 schools in three revenue districts, they found that the overall level of AM was unsatisfactory. Additional Three-way ANOVA (2x2x3) analysis showed that the interaction between locale and type of school management significantly influenced motivation. Gender, locality, and school management did not individually affect motivation, but their combined effects were significant, particularly the interaction between locality and type of management.

Focusing on Caste regarding AM, Lal (2016) randomly surveyed 200 secondary school students in the Yamuna Nagar area of Haryana. Gender and social categorization discrepancies were highlighted by the significant differences observed: male non-SC students exhibited more AM than female SC students and female non-SC students were more than female SC students. Almost next to this study, Fayaz and Ganai (2022) carried out descriptive research to assess the AM levels of teenagers in secondary schools belonging to the Schedule Tribe (ST) and Other Backward Classes (OBC). According to the results, using simple random sampling and Deo-Mohan's Achievement Motivation

Scale, most socially disadvantaged students (68.75%) had average motivation levels. However, OBC students were more motivated to accomplish things than ST students. Neither gender nor caste significantly affected motivation levels, and gender did not significantly influence AM.

Many researchers have conducted several AM-related studies based on family-related factors. Kiedan (2015) conducted a survey study on randomly selected 242 high school students aged 15-18 and 110 parents in the Arab sector of the Triangle area in Israel to explore the connection between socioeconomic status (SES) and motivation to learn. Statistical analyses including t-tests, F-tests, Cramer v, and Pearson correlation indicated a positive relationship between SES and student motivation to learn, with academic achievement influenced by well-being, achievement, and SES reciprocally. Similarly, Gogoi (2014) conducted a cross-sectional study on randomly selected 100 high school students (50 boys and 50 girls) from government schools in Dibrugarh, Assam, to explore the relationship between AM and three relevant factors: gender, SES, and family relationship patterns. The study utilized the Academic Achievement Motivation Test by Dr. TR Sharma, the Socioeconomic Status Scale by Bharadwaj, and the Family Relationship Inventory by Dr. (Mrs.) GP Sherry and Dr. JC Sinha. Results revealed moderate differences in academic achievement motivation based on gender and SES. While a positive correlation was found between parental acceptance and academic achievement motivation, a negative correlation was observed between parental avoidance and AM. Additionally, a moderate correlation was noted between SES and AM. This is slightly different from another study, which was Ex-Post Facto research conducted by Kariuki (2017), to explore the relationship between personal, family, and school factors as correlates of AM in 600 secondary school students selected purposively. The study was conducted in Nairobi County and encompassed 20 public and 20 private secondary schools. The finding revealed a significant relationship between AM and school category, with private school students showing higher levels of AM. However, no significant relationships were found between achievement motivation and other factors such as career aspirations, socioeconomic status, family background, family type, parental education, parental occupation, and school type (day and boarding). Another correlation study was employed by Costaños (2020) to investigate the relationship between family status (Broken and Complete) and self-motivation among Jagobiao National High School-Senior High Department students selected through stratified random sampling. The chi-square test explored no significant correlation between family

status and self-motivation. Regardless of family status, students were consistently interested in studying and achieving better school performance. Furthermore, Soni (2013) conducted a correlational study to investigate the connection between students' home environments and AM. The researcher randomly selected 10th-standard students (age 13-17 years) from urban and rural primary schools from Banaskantha district. The AAMT by T.R. Sharma and the home environment questionnaire were used for data collection. The result showed that five aspects of the home environment—mother's occupation, father's occupation, mother's education, father's education, and family size- were significantly and positively correlated with academic achievement motivation. The only aspect not significantly correlated with academic achievement motivation was parental encouragement. Hamouda and Diwa (2020) surveyed achievement motivation among 500 secondary school students in Gaza using random stratified sampling. Descriptive analysis found high levels of AM, particularly among students from extended families. Female students experienced more AM than their male students. Additionally, significant differences were observed in motivation levels based on family type. Students from extended families and high academic achievers showed greater motivation levels. Another survey study was conducted by Tefera and Sitota (2016) to examine academic achievement motivation (AAM) among 201 adolescent students (94 males, 107 females) in a peri-urban school in East Hararge zone (Haramaya) using stratified sampling. Findings revealed a significant influence of family structure on AM, with adolescents from intact families exhibiting the highest motivation, followed by single-parent and step-parent families. Regression analysis confirmed the significant effect of family structure on the academic achievement motivation of adolescents, while sex showed no significant impact on the AM of adolescents.

On the other hand, Tamilselvi and Devi (2017) conducted descriptive research examining the AM of 100 government higher secondary school students in the Coimbatore district, Class XI, through simple random sampling. Results revealed no statistically significant disparity in AM across male and female students, among students from the Arts and Science groups, or between students from rural and urban schools. However, a significant difference was noted in AM between students from nuclear and joint families. No significant differences were found concerning parental educational status, employment status, and family income. However, Acharya and Joshi (2009) conducted a cross-sectional study to investigate the influence of parental education level on adolescents' achievement motivation. Two hundred intermediate students with parents at

four education levels (high school, intermediate, graduation, and post-graduation) were assessed with the help of Deo-Mohan's achievement motivation scale. ANOVA results revealed a significant influence of parental education on academic achievement motivation; higher parental education correlated with greater academic motivation. Mothers with more education correlate with greater AAM levels but not in other domains such as athletics, dramatics, or general interests. There is a significant difference in the fathers' educational attainment across the four groups. As stated differently, adolescents with highly educated fathers have higher AM Levels than less educated fathers. According to a comparison of mean scores in academic areas, adolescents of postgraduate and graduate fathers scored higher than those of intermediate and high school-educated fathers.

Many researchers have conducted fruitful studies regarding parental involvement and encouragement. Nofrizal et al. (2020) conducted a descriptive study to investigate the contribution of parental attention to student AM in SMK Muhammadiyah 1 Padang. Two hundred thirty-three students (grades X and XII) were sampled through purposive sampling. Instruments used included the Wira Solina Parents Attention Scale and the Achievement Motivation Scale. Using regression analysis, Results indicated high maternal attention, medium paternal attention, and medium student AM. Maternal attention contributed 14.4%, paternal attention 12.9%, and combined parental attention 15.6% to student AM. Similarly, Mansur and Martin (2009) surveyed 100 high school students in Australia to assess the AM. The researchers specifically focused on parental support and the home environment, including the availability of resources at home, the level of parental help, the parenting style, and the extent of parental participation in school. Multiple hierarchical linear regression analyses revealed the significant effect of these elements in forecasting students' achievement motivation. The findings showed that parental style and household resources strongly affected pupils' motivation and involvement, even above demographic variables. In particular, favourable correlations were discovered between parental actions, home resources, and elements of achievement motivation, such as task management, planning, and teacher-student interactions. These findings underscore the crucial role of home and parental factors in students' academic development. Paramita and Ansyah (2022) conducted a correlation study to explore the relationship between parental social support and AM among H.S. students at SMA Al-Islam Krian, Indonesia. The study included 269 students, and proportional sampling was used to ensure representation from each group in the population. Results revealed a

positive relationship between parental social support and AM. Another correlational study was conducted by Acharya and Joshi (2011) to examine the connection between AM and parental support. Five hundred adolescents (250 males and 250 female) aged 16 to 18 years from Varanasi city were selected as samples using stratified random sampling. They used the Deo-Mohan achievement motivation scale and the family support scale developed by Rajneesh (2004); the study found a positive correlation between AM and parental support. Furthermore, females exhibited a more sensitive attitude towards parental support than boys. The research explored the significant impact of parental support on teenagers' academic motivation and their achievement, and life satisfaction. Furthermore, Amante et al. (2022) found moderate levels of parental involvement and academic motivation during the examination of the relationship between parental engagement and academic motivation among H.S. students. Their descriptive-correlational study revealed a significant but low-to-negative relationship between parental involvement and academic motivation. The result indicated that high parental involvement may lead to lower academic motivation and vice versa. With a similar focus, Suvidha and Gera (2019) carried a cross-sectional cum correlational research with 200 secondary and H.S. students, including (100 girls and 100 boys) from 2 schools in Delhi, using systematic random sampling to assess the level of Parental Encouragement and AM. The Parental Encouragement Scale by Dr. R. R. Sharma (2014) and the Deo-Mohan achievement motivation scale developed by Prof. Pratibha Deo and Dr. Asha Mohan (2011) were used for data collection. Results showed that most adolescents had average parental encouragement and AM levels, followed by high and low levels. Gender differences gave insignificant result, indicating that perceived parental encouragement was unbiased. The type of schools (government and private) and family support had significant effect on AM among students. In addition, the study found a significant relationship between parental encouragement and AM, indicating that adolescents who get more parental encouragement are more motivated to achieve.

A few isolated studies on AM have been found that relate to different aspects. Rani (2013) conducted a correlational study to explore the relationship between creativity and AM among 640 senior secondary students randomly selected from various schools in Haryana State. The study utilized the Thinking Creatively by Words (TCW) test by Dr. Bager Mehndi and the Achievement Motivation Test by VP Bhargava for data collection. The research found no significant association between creativity and AM among H.S. students in government schools. Sutha and Shirlin (2017) took 420 students from higher

secondary schools for their study on AM. They employed the Achievement Motivation Scale (Raj & Muthu, 2011) and found that a positive classroom climate influenced students' AM. They concluded that students from urban and rural localities had similar achievement motivation, and students differed in their achievement motivation concerning gender and the medium of instruction. Further, they added that students were not found to have differences in their AM concerning their mother's occupation. Still, they differed in their AM regarding their religion and father's occupation. Another, San et al. (2014) conducted a descriptive study among 260 students of Mustafa Kemal University, who were selected as random participants to examine the association between leisure time motivation and academic motivation. The Leisure Motivation Scale and Academic Motivation Scale were used for data collection. Pearson's correlation test and regression analysis revealed a significant correlation between academic and intrinsic motivation toward knowledge and accomplishment, experience stimulation, and introjected and identified regulations. Furthermore, leisure activities engagement for knowledge and AA contributes significantly to AM. Therefore, engaging in leisure activities with intrinsic motives could yield more positive academic results. Further, Unal-Karagüven (2015) researched the factors influencing academic motivation and test anxiety levels among 366 Turkish high-school students, utilizing random sampling. The researcher found the significant demographic effect (such as gender, school type, parents' educational qualification) on academic motivation and test anxiety levels. They were found to be both positively and negatively related to academic motivation and test anxiety.

2.4.2. Studies on Academic Achievement

In an ex-post facto survey randomly selected 370 secondary school students in Kano State, Nigeria, Umar et al. (2018) examined gender influence, interest, and school type as predictors of AA among secondary students in trigonometry subjects. Using the Students' Trigonometry Interest Questionnaire (STIQ) and Trigonometry Students' Achievement Test (TSPT) for data collection. "t" and Pearson's correlation revealed that female students outperformed males slightly, and there was no significant difference in achievement between public and private school students. Similarly, Houseman (2010) conducted an experimental study on 300 male and female students in grades 5, 8, and 11 from a suburban New Jersey public school selected through stratified random sampling to investigate the AA gap between males and females. Through two-way ANOVA, the

study found that females significantly exhibited higher average AA than males overall and within each grade, thus confirming the hypothesis that females academically outperform males. Tajrishi (2009) polled 233 junior high school students in Tehran to determine how gender affects the relationship between attribution style and AA. They used multiphase cluster sampling, the Peterson attribution style questionnaire, and fall semester grades. They found that while attribution style does affect academic achievement, gender only affects positive attribution and not negative attribution. This suggests that attribution style better predicts academic success than gender, which could help us determine why so many people drop out of school. Additionally, Ewumi (2012) used stratified random sampling for a descriptive ex-post facto study on 108 senior secondary students in Odogbolu Local Government, Ogun State, Nigeria. The study aimed to examine the relationship between gender, socioeconomic status, and AA. They used Pearson-Moment Correlation Coefficient analysis to find a negative and significant effect on gender and AA. Still, there is no substantial correlation between socioeconomic position and AA. Conversely, a quasi-experimental study conducted by Dania (2014) conducted a study to verify the influence of gender on academic performance in 180 upper-secondary students studying social studies in the Delta and Edo States. Utilizing the multistage random sampling technique at four levels and the balloting technique, the ANCOVA analysis found no significant gender-based differences in AA.

Owoeye and Yara (2011) conducted a descriptive survey of 50 secondary schools selected through a random sampling technique in Ekiti State, Nigeria, based on other influencing factors like locality. They used the Student Location Questionnaire (SLQ) for data collection. The t-test analysis revealed the significant influence of geographical location (urban and rural schools) on AA. Similarly, Onoyase (2015) surveyed to investigate the variation in academic performance among students from urban, semi-urban, and rural secondary schools in Delta State, Nigeria. Using results from the Senior School Certificate Examination 2001, the study focused on the English language, mathematics, biology, chemistry, and geography. ANOVA test revealed significant differences in academic performance across all subjects among students from urban, semi-urban, and rural schools. Similarly, Boruah (2016) conducted a descriptive survey in Assam to assess higher secondary students' academic achievements and self-esteem using a scale by Dr. R.N. Singh and Ankita Srivastava. The researcher found that significant variations between urban female and rural male students. Additionally, AA was positively correlated with self-esteem. Another survey conducted by Matti et al.

(2022) on high school students in Dharwad examined socioeconomic status, AA, and demographic characteristics by utilizing a purposive sample of 240 high school students. The findings showed that adolescents in urban areas performed better academically than their peers in rural areas. In urban and rural settings, boys displayed poorer academic success than girls. In urban regions, first-born children showed more outstanding AA, but there was a negative association between AA and the number of siblings in rural areas. Furthermore, there was a significant impact of socioeconomic condition, family type and locality on AA among adolescents. Similarly, based on locality and board, Modiya (2016) conducted a quasi-experimental study to examine the socio-personal characteristics, achievement motivation, and academic achievement of 720 secondary school pupils chosen randomly from rural and urban areas near Nadiad, Anand, Petalad, Kapadvanj, and Malpur city. The t-test showed that achievement motivation and AA were higher in rural secondary schools than in urban schools. Students in urban Gujarati and English mediums are equally achievement-motivated and AA. Rural English and Gujarati students have similar AA degrees.

Focusing on family structure regarding AA, Nato (2016) conducted an ex-post facto study on 323 secondary students using cluster and simple random sampling in Bungoma East Sub-County to determine family structure's influence on academic performance. The data was collected through self-developed questionnaires and interviews. ANOVA, Multiple Linear Regression, and Pearson Correlation analyses revealed that students from nuclear families performed better academically due to economic support, family support, parental motivation, and a conducive home study environment, with nuclear family background accounting for 16.7% of the variance in performance. In contrast, single-parent families negatively influenced academic performance, explaining 1.6% of the variance. In another study, Azumah et al. (2018) conducted a case study examining the relationship between family structure and academic performance among junior high school pupils in Ayeduse Sub-Metro, Kumasi. Stratified sampling selected 80 students aged 12-18 for data collection. The study found no significant difference in academic performance between children from single-parent and two-parent families. However, chi-square analysis revealed a significant variance in children's academic performance regarding parental involvement (provision of academic materials and payment of fees by parents). Reversely, Jude et al. (2011) found the opposite finding. They conducted a descriptive study in Nigeria among H.S. school students, using random sampling techniques to explore family types' impact on AA. The study found significant impact of

monogamous families on AA among H.S. Students. However, no substantial differences were observed in the academic performance of students from polygamous households or those with single parents.

Many AA-related studies have explored significant findings regarding the influence of family structure, parental education, occupation, and SES. Kalapriya (2016) surveyed 100 junior and senior Intermediate students aged 16–18 in Tirupati town, utilising stratified random sampling to determine family variables' influence on AA among rural adolescents. The researcher revealed that there were significant differences in AA regarding family type. Students from joint families had higher AA than those from extended families. Additionally, fathers' and mothers' occupations also significantly influenced AA. Similarly, socio economic factors, often contributed to lower AA among rural adolescents. Another survey was conducted by Imam and Sing (2015) among 1127 secondary school students selected by stratified random sampling in Central Uttar Pradesh, India, to explore the influence of gender, parental education, and parental occupation on mathematics achievement. The Mathematics Achievement Test and a Personal and Familial Background Assessment Questionnaire were utilised for data collection, and t-tests were used for analysis. Their research showed no notable disparities between genders in terms of mathematical achievement. However, parental educational qualification was found to be a significant predictor, where highly educated parents revealed significant influence on the students' math achievement. Additionally, the father's occupation significantly influenced math achievement, with children of professionals scoring the highest. Children of professional group fathers (Engineers, doctors, business people, administrators, educationists) have the highest math scores of all the professional groups. Children of businessman groups' fathers have more math achievement than the other two groups but less than those of professional groups. The children of different groups (Peon, Cooli, daily wagers) have achieved more than those of the agriculturists. The result clearly shows that children of professional groups of fathers have the highest achievement, and on the other hand, children of agriculturists have the lowest achievement in math. Conversely, the mother's occupation did not significantly impact AA in math. In a similar study, Rajendran et al. (2017) conducted a descriptive survey of 100 ninth-grade students in the Virudhunagar district to investigate factors influencing pupil achievement at the secondary level in rural, remote schools, particularly in mathematics and science. The sampling was done randomly. The study's results demonstrated that parents' socioeconomic status (SES) and education level

considerably influence their children's overall AA and their AA in mathematics and science. When compared to male pupils, female students often do better. Both high and average socioeconomic levels impact performance more than lower levels. In another study, Abdu-Raheem (2015) purposively chose 960 junior secondary school pupils in Ekiti State to evaluate the impact of parents' socioeconomic position on their children's AA. The researcher employed a self-created questionnaire and inventory to collect data, and regression analysis was used as a statistical analysis. The research showed a relationship between secondary school pupils' AA and their parents' socioeconomic level. Khan et al. (2015) also conducted a descriptive survey, randomly selecting 200 students in the 10th grade from various public and private high schools in the District of Rajanpur, South Punjab, to evaluate the influence and impact of parents' educational levels on their children's academic achievement at the secondary level of education. The finding revealed, there was a positive correlation between students' AA and their parental education level.

Regarding SES, Alade et al. (2014) conducted descriptive research on 350 students from secondary schools in the Isheri area of Lagos State, using random sampling to examine the effect of SES and gender on students' academic achievement (AA) in economics. The study's findings, revealed significant impact of parental educational status, professions, SES on students' AA in Economics. With a similar focus, Ohanyelu (2022) conducted a descriptive research study on 220 senior high school science students in Southeast Nigeria to investigate the connection between family background and academic success in science. The study revealed more educated and supportive parents and their socioeconomic status helps to perform better for AA in science students. Another survey was conducted by Munir et al. (2023) on 300 secondary students to analyse the impact of socioeconomic status on AA. Correlational and regression analyses indicated that higher SES helps to increase higher AA. With a similar focus, Ahmar and Anwar (2013) conducted a descriptive research study of 200 higher secondary students, aged 15 to 19, from five higher secondary schools selected through a stratified random sampling technique in Lucknow, Uttar Pradesh, to examine the effect of gender and socioeconomic status on students' AA. They utilised the Socioeconomic Status Scale (R.L. Bharadwaj, 2005) for data collection. The 't' analysis indicated that gender did not impact students' science achievement at the upper secondary level. However, there was a noticeable difference between high and low SES groups. The study result revealed students from high SES exhibited better AA the lower SES. In another study, Farooq (2011), using a

random sampling technique, investigated 600 students in the 10th grade (300 males and 300 female) to examine the factors affecting secondary school students' academic performance in a significant Pakistani metropolis. The results of the descriptive study demonstrated that parents' educational level and socioeconomic position (SES) significant impact on students' AA in mathematics and English. Alien with the studies, Falaye and Ayoola (2007) employed ex-post facto research of 300 secondary school students through multistage and simple random sampling procedures to examine the influence of home variables on the AA in Economics in Nigeria. Researchers using three instruments, t-tests, ANOVA, and multiple regression, showed that home variables, attitudes, and gender collectively predicted students' achievement in Economics. However, only certain home variables, such as family type, family structure, and parents' socioeconomic status, significantly correlated with students' achievement. In contrast, Casas (2023) tried to examine the impact of family income on AA among H.S. students through a correlational study. Despite being from low-income families, students showed satisfactory AA. The study found no significant correlation between family income and AA. In a similar focus, Fang et al. (2023) surveyed 1251 middle school students to explore the impact of family economic situation and educational expectations on their academic achievement, utilizing the China Family Tracking Survey (CFPS). Results revealed no significant effect of family economic situation on junior high school students' achievement. However, gender emerged as a significant control variable, with male students positively impacting current achievement rankings. Moreover, family educational expectations were found to influence student achievement positively. This is slightly related to a descriptive survey study conducted by Gabriel et al. (2016) to investigate the influence of parental SES factors on AA in secondary schools within urban informal settlements in Westlands District, Nairobi County. Employing stratified and purposeful sampling techniques, 125 respondents, including students, teachers, and parents, participated in the study. Data collection tools included questionnaires, focus group discussions, and interview schedules. Findings revealed inadequate instructional resources, a non-significant negative correlation between parental occupation and ability to finance education, and a significant positive correlation between good parent-teacher relationships and students' AA.

Regarding family climate, Bora (2022) conducted a descriptive survey to examine the influence of family climate and academic motivation on AA in 384 adolescents selected through convenient random sampling from Punjab. The t-test, Chi-Square, correlation

coefficient, and two-way ANOVA showed that family atmosphere and academic motivation significantly influence adolescent AA. Moreover, the research discovered a significant and positive association between AA and familial environment and academic motivation. The finding indicated the combined effect of academic motivation and family climate on teenagers' AA. Similarly, Cui and Hu (2023) conducted a study to examine the influence of parental involvement, family relationships, and parental education on middle school students' academic performance. Correlation analysis explored that parental educational qualification positively influenced AA among H.S. students. Positive parental relationships (involvement, homework supervision) significantly lead to higher AA. In contrast, Mishra (2012) surveyed on adolescents, using a stratified sampling procedure to examine the family climate's relation to gender and academic achievement. The Family Climate Scale (FCS) by Dr. Beena Shah assessed family climate across ten dimensions, while academic scores were gathered from school records. One-way ANOVA revealed that gender significantly influenced family climate, though no significant correlation was found between family climate and AA.

Some different AA-related studies, like Marissa and Ishaq (2012) aimed to investigate the relationship between perceptions of the father's role and AA in senior high school students in Jakarta aged 15-16 years and still have a father. By using a purposive sampling technique, 70 people were selected. The result of the bivariate correlation coefficient revealed a significant positive association father's role and AA among them. Another study by Shukla et al. (2016) tried to find between the relation between number of siblings and AA among 150 students selecting randomly. Results revealed no significant relation between the number of siblings and AA, which indicated that those students who have more or fewer siblings did not affect their AA. Furthermore, Moon (2012) conducted a survey study to determine the factors influencing the AA of senior high school students in Korea, considering individual, family, and school environments. The sample comprised 1484 high school seniors from five schools in the sub-urban of Seoul. Results showed that female students outperformed males. AA correlated with male students' school satisfaction, academic motivation, and family strength. In contrast, for female students, it correlated with parents' education, family income, ego-resiliency, school satisfaction, academic motivation, and family strength.

Naderi et al. (2009) surveyed 153 participants (105 men and 48 women) following a random sampling technique and investigated creativity, age, and gender as predictors of academic achievement. With the help of the Khatena-Torrance Creative Perception

Inventory (KTCPI, 2005) and cumulative Grade Point Average (CGPA) multiple the regression analysis and descriptive statistics showed that as low predictors of academic achievement, creativity, age, and gender were found to interact in multiple regression analysis. Additionally, the findings revealed no discernible association between CGPA and gender and a lower correlation between the independent factors of this study and CGPA. Similarly, using a standard creativity tool (TTCT), Bart et al. (2020) and Anwar et al. (2012) surveyed to investigate the association between creativity and academic achievement. Bart et al. (2020) examined the correlation between high levels of creativity and AA in mathematics, reading, and science among secondary and higher secondary students in Minnesota, USA. Data from 941 eighth-grade and 605 eleventh-grade students were collected using the TTCT and MCA Tests. Correlations and chi-square analyses explored a positive but weak association between high creativity and high academic achievement in mathematics and reading for both grade levels, with slightly stronger correlations observed in science achievement among eleventh graders. Another survey study was conducted by Anwar et al. (2012) on 256 randomly selected students to investigate the relationship between secondary school students' creative thinking and AA. Data collection and analysis were carried out with the help of TTCT and Pearson Correlation, respectively. The significant results show that creative thinking and students' academic performance in different aspects are significantly correlated, and creative thinking and academic achievement are also correlated. In more detail, both flexibility and originality components significantly correlate with AA. Furthermore, a less significant relationship was found between elaboration and AA. In another study, Kumar and Sharma (2016) used multistage random sampling to conduct a normative survey of 400 eighth-grade students from several high schools in Haryana. The study examined the relationships between creativity, socioeconomic status (SES), classroom climate, and AA. The study's findings revealed a significant difference in AA with low and high-creative adolescents. Furthermore, higher family incomes influenced higher AA among students compared to lower SES families.

Relating the other influencing variables, such as leisure activities, some studies explored the relationship between leisure time activities and AA. Based on passive leisure activities, Madhavi et al. (2019) conducted an analytical cross-sectional study to investigate the association between leisure time activities and school performance among 7-18-year-old Iranian students. Using a nationally representative sample selected through a multistage sampling approach, ANOVA and logistic regression showed that prolonged

screen time, including television and computer use, was associated with lower school performance. In contrast, other leisure time activities showed no significant association. Similarly, in another study, Akgul (2016) surveyed the relationship between smartphone use, recreational internet use, academic success, life satisfaction, and boredom among 439 high school students by randomly selecting them in Cankaya District, Ankara, Turkey. Using Pearson Correlations, multiple regression analysis, and One-Way ANOVA, they found no significant difference in perceived academic success levels based on smartphone use. Still, they observed a significant difference based on recreational internet use. Students with lower perceived academic success exhibited higher recreational internet use. There was a positive correlation between smartphone and recreational internet use, and both positively correlated with boredom. In another study on active leisure activities, Badura et al. (2016) performed a cross-sectional survey to examine the correlation between engagement in organized leisure-time activities (OLTA). Moreover, various education-related outcomes among 10,483 adolescents in the Czech Republic were selected by stratified random sampling. Using logistic regressions, they analyzed the relationship between OLTA participation and school engagement, school-related stress, academic achievement, and external support for schoolwork. Results indicated that those students participating in OLTA positively exhibited higher school engagement, lower school-related stress, and better AA, regardless of gender and age. Similarly, Erinjeri and Lobo (2023) conducted a study to determine how young students' leisure activities impact their academic achievement. The study involved 168 students aged 18 to 30 from various Indian universities, using a structured, close-ended questionnaire to gather data. The questionnaire covered six leisure components: physical activities, indoor activities, social activities, reading, dating/relationship activities, and recreational activities. Results showed that social networking and recreational activities are the most preferred while reading and dating are the least preferred. Reading and recreational activities positively impact academic performance, while physical activities, indoor activities, and dating have no significant effect. Gender does not influence academic outcomes. Additionally, concurrently, adolescents involved in multiple OLTA showed the strongest positive associations with academic achievement. Relatively, Won and Han (2010) also conducted a comparative study analyzing data from the Trends in International Mathematics and Science Study (TIMSS, 2003) to explore the relationship between out-of-school activities and academic achievement among middle school students in the United States and South Korea. Using a two-stage stratified cluster sample

design, a nationally representative sample of 8,912 American and 5,309 Korean students, they found significant differences in time-spending patterns for out-of-school activities between the two countries. While playing sports was positively associated with achievement in the U.S., it was negatively associated in Korea. Conversely, homework activity was negatively associated in the U.S. but positively associated in Korea. These associations differed based on gender and achievement levels.

2.4.3. Studies on Happiness of School Students

Several significant studies were administered regarding various sociodemographic variables, such as gender, caste, locality, family background, and leisure activities. Aziz et al. (2023) surveyed to assess academic happiness levels among 40 high school students from Salah al-Din high schools in Iraq, utilizing a tool comprising 40 paragraphs distributed across emotional, cognitive, and social domains. The 't' and Pearson correlation analysis revealed a generally average level of academic happiness. Gender and specialization differences did not significantly affect academic happiness levels. In line with the previous survey, Parmar and Vyas (2018) conducted a comparative analysis of happiness among adolescents (fifty girls and fifty boys) from Gujarat's Narmada district's higher secondary schools, using a purposeful sampling technique. With the help of the Oxford Happiness Questionnaire (OHQ), the research found significant variation between males and females in terms of happiness. Similarly, Umeaku et al. (2020) conducted a cross-sectional study to see the role of gender and complexion in determining happiness among 167 secondary school students in Awka, Anambra State, using cluster sampling. Data was collected using the Subjective Happiness Scale and analyzed through 2-way ANOVA. Results showed that neither gender nor complexion significantly determined happiness, and there was no significant difference between complexion and gender in determining happiness among the students. In contrast, Fatma (2022) surveyed happiness among 462 secondary (IX and X) school students in Varanasi, randomly selecting 11 schools affiliated with the C.B.S.E. Board. Based on a sequential mixed sampling design and a self-developed happiness questionnaire, a significant difference was observed in secondary students concerning their demographic factors like a board of education, gender, and locality. The findings showed that a significant difference was not observed in the happiness of secondary students regarding their SES, family type (Nuclear/Joint), birth order, or caste category (Gen/OBC/SC /ST). However, a significant variation was explored in the happiness of secondary students concerning

their participation in sports/physical activity, Peer relationships, and teacher-student relationships. Similarly, Toraman et al. (2022) also conducted a study on 1051 secondary school students to explore the relationships between various demographic factors and happiness. The result showed that female students are happier at school than male students. However, parents' income and grade did not affect their school happiness. Results indicated that happiness at school decreased with increasing levels of hopelessness versus expectations, workload, and work pressure (one of the subdimensions of educational stress). Conversely, parental support for AA leads to a rise in happiness at school. Another study conducted by Beri et al. (2021) examined the inclination towards happiness among senior secondary school students and identified variations in the levels of various kinds of happiness orientation depending on gender and school type. After using the Orientation to Happiness Scale developed by Peterson, Park, and Seligman (2005), analysis of orientation to the happiness of senior secondary school students concluded that male and female senior secondary school students differ significantly in the life of pleasure, the life of engagement, and overall orientation to happiness. In addition, the analysis also revealed that students studying in private senior secondary schools showed a higher life of meaning, life of pleasure, life of engagement, and overall orientation to happiness than their government counterparts.

Considering the significant demographic influences like family and parental involvement, Grey et al. (2013) intended to identify the family and non-family factors impacting student happiness. They surveyed 905 people (15–18 years old) who were chosen using stratified sample techniques. Face-to-face interviews and questions gathered data. The researcher utilized regression analysis to examine the data. Family effects are more critical than non-family factors in explaining the variation in teenagers' happiness. The study's results emphasize the significance of relationships, coherence, and family structures for teenagers. Those who reported spending enough time with family and having more affection and connection were happy regarding the family domain. Families with two parents were happy, followed by families with a married mother or father (in the case of a single-parent household). After adjusting for home economic conditions, the unhappiest people were those with single mothers. In a correlational study, Gautam (2019) involved 300 adolescents aged 16 to 18 from middle-class families attending public schools in Haryana to understand the role of family relationships and attributional style in self-efficacy, happiness, and health among adolescents' relationships. The results showed positive relationships between parental

acceptance, parental concentration, positive stability, self-efficacy, and happiness. Caring parents led to better mental health with low distress. However, parental avoidance negatively affected positive attribution, self-efficacy, happiness, and health. On the other hand, Parental Avoidance bears a negative relationship with positive attribution, self-efficacy, happiness, and health. Similarly, in another study, Tang et al. (2016) examined the relationship between love attitude, family support, and the well-being of junior high school students in Taiwan. Six hundred eighty-six junior high school students were chosen for this study's research subjects. The family support scale, loving attitude scale, and well-being scale were used to administer the study. Gender, family structure, and socioeconomic level are demographic factors that do not significantly affect students' well-being. The only factor that made a difference was grade, so the higher the grade, the less content they were. A loving attitude might add to the explanation of power for well-being. It was also discovered that family support and a loving attitude are also related to well-being. Similarly, concerning parental factors, Nashimi et al. (2022) also administered a descriptive-correlational study to examine the connection between parenting styles and happiness among junior high school students in Tehran, Iran. The study involved 384 students and their mothers, selected through a multistage clustering method. Path Analysis indicated that while the mediating role of parenting style in the relationship between self-compassion and children's happiness was insignificant, the direct effects of self-compassion, authoritarian parenting, and strict parenting were significant. The study found that authoritarian and dictatorial parenting styles had a negative effect. In contrast, self-compassion and a strict parenting style positively impacted children's happiness, predicting a 49% variance in happiness scores. Regarding Parental Education, Mahadevan and Fan (2021) conducted a comparative study to examine the causal effects of parental education on three outcomes of adolescents in China. Using empirical results from propensity score matching, they found that only mothers with a college degree significantly influenced the emotional well-being of adolescents. Mothers' education had a more significant impact on health and emotional well-being than fathers' education. In rural areas, only fathers' education affected the health and education of adolescents. Sons benefited more than daughters in health and educational well-being from parental education. Another study by Rezaie et al. (2019) investigated the demographic and SES effect on the happiness of 428 first and second-cycle secondary school students. It explored the connection between happiness and health behaviours among adolescents in Shahrekord. In this cross-sectional-analytical

study conducted in 2018-2019, using Oxford Happiness Questionnaire and Health Behavior Questionnaire, the levels of happiness among adolescent students were relatively high, and their levels of health behaviours were moderate; in addition, the mean happiness score was significantly associated with gender, education level, family income (high family income), living status with parents, and personal estimate of happiness status on the other hands' happiness score also had no significant relationship with education level, parents' education level, birth order, and medical history. Further, happiness and health behaviours were positively connected and negatively correlated with age.

Apart from these demographic effects, some other happiness factors are found in previous studies. Jaggi (2008) studied adolescent happiness, examining factors like personality traits, stress management, mental states, perceived social support, and family environment. They used the Oxford Happiness Questionnaire and Eysenck's Personality Questionnaire. The study included 400 randomly aged 16 to 18 students with an even gender split. Surprisingly, no significant gender differences were found in happiness, life satisfaction, emotional states, stress symptoms, coping strategies, social support, anger expression, or depression levels. Additionally, Haraldsdóttir (2015) surveyed happiness levels among secondary students in Iceland selecting randomly. The study revealed that most secondary school students in Iceland considered themselves happy. The regression analysis indicated that emotional support from friends, physical health, and financial stability at home were the most significant factors influencing happiness. Essentially, students who reported more excellent emotional support from friends and parents, better physical health, and economic situations at home tended to describe themselves as happier. Another survey study was conducted by Caroline et al. (2018) on 100 early adolescents (10-14 years) with the help of stratified random sampling to explore how peer relationships influence their happiness. They used the IPPA to gauge attachment to close friends and the Oxford Happiness Questionnaire to measure current happiness. According to the result peer relationships and adolescent' happiness found to be positively associated. Demographic differences also did not show significant effects. The study indicated that peer relationships predict 18% of adolescents' happiness. Differently, Bagwell et al. (2015) reviewed the literature on associations between friendship and three components of happiness in adolescence: life satisfaction, the presence of positive emotion, and the absence of negative emotions. The most direct correlation between having friends, the quality of those friendships, and the

characteristics of those friends is with the negative effect of happiness, specifically loneliness and depression. Nevertheless, there are positive associations between friendship experiences and positive affect and life satisfaction. A correlation study was conducted by Falki and Khatoon (2016) on 200 individuals (17 to 35 years old) to discover the role of friendship in psychological well-being. Measurements were made using the Friendship Scale (S. Chandna & N. K. Chadha, 1986) and the Psychological Well-being Scale (Bhogle & Jai Prakash, 1995). The findings showed a significant and positive interplaying relation between friendship and psychological well-being. Align with the study, Khanna and Singh (2015) conducted a cross-sectional survey to explore the factors influencing the well-being of urban Indian adolescents. With the help of convenient sampling, they conducted semi-structured interview schedules with 900 adolescents from private and public schools using Hindi or English, depending on the respondents' linguistic skills. According to the results, adolescents placed the most priority on having friends over for activities at school. Both promoting and obstructing well-being were significantly influenced by peer influence. Students wished for less academic pressure, more leisure time, better classroom management, and improved school amenities.

Regarding leisure time and happiness, Kaur and Chauhan (2021) conducted a study to identify the interplay of leisure engagement and adolescent' happiness in Punjab, India. They gathered data from both genders through purposive sampling. Themes like leisure time, relationships (both familial and social), fulfilment of desires, altruism, shared joyful experiences, and religiosity emerged prominently. Interestingly, the analysis revealed contrast between genders: Girls find happiness in leisure time engagement and relationships, particularly with friends and family, while boys prioritize leisure time, friendships, and material desires. Similarly, Wu (2014) surveyed 566 high school students randomly selected from the Guangdong province to investigate the elements that impact their happiness. The findings indicate that happiness is influenced by aspects such as family, health, character, life, ideals, learning, friends, education, and leisure. Differently, Abdullah et al. (2011) surveyed 1,000 upper secondary school students in Seremban, who were selected randomly to investigate the factors affecting the happiness quotient. Using research questionnaires and the OHQ, they found that most students had moderate happiness levels. Significant differences in happiness were observed based on ethnicity, religion, good friends, and hobbies, but not gender or academic stream.

2.4.4. Studies on the Relation between Achievement Motivation and Academic Achievement

Ndubuisi (2023) utilised an ex-post facto research design to explore gender disparities in AM and mathematics performance among 3,257 Imo State, Nigeria, secondary school students selected randomly. Descriptive statistics highlighted average motivation levels and significant gender variations in motivation dimensions. However, no positive correlation was found between gender-specific AM and mathematics achievement, indicating a complex relationship. In the same context, Saka (2022) conducted a descriptive survey to investigate the mediating effect of cognitive style on the relationship between AM and AA among randomly selected 180 Ogun State senior school students. Three instruments were used for data collection: The cognitive Style Questionnaire, the Academic Motivation Scale, and the Students' Achievement Test in Biology. The result found the significant link between AM and students' AA in biology which was considerably mediated by cognitive styles. Another descriptive survey was conducted by Hasan and Ruma Sarkar (2018) to explore the relationship between AM and AA among secondary-level students selected randomly in Uttar Dinajpur District. They found an insignificant correlation between these two variables. However, the researcher found a positive correlation among urban and rural female pupils. Contradictarily male students exhibited negative correlation regarding locality. In contrast, Biswas (2023) conducted a descriptive study on 180 H.S. students in Nadia district, West Bengal, revealing significant differences in AM and AA between genders. Females exhibited higher levels AM and AA. Urban students had higher AA than females. Moreover, the researcher observed a positive correlation between AM and AA among adolescents. Similarly, Mustafa Abu-Alkeshek (2021) used a correlational descriptive approach with stratified random sampling to investigate the AM of secondary students in Jordanian public schools and its impact on AA. The study found that overall, AM was average and positively correlated to academic performance. Differences in motivation were linked to residential location and internet availability, with the strongest correlation among students with excellent ratings. Another survey study by Bency (2019) assesses the AM levels among higher secondary students in the Kanyakumari district. It determines its association with achievement based on locality, type of management, type of family, and monthly income. Using the survey method and SPSS analysis, 300 students were randomly sampled from various senior secondary schools. The study found

that the AM level among higher secondary students was average. Significant associations were observed between AM and locality, as well as between academic performance and locality, type of management, and monthly income. However, no significant associations were found based on the family structure. Additionally, a low positive correlation was also observed between AM and AA among higher secondary students. Similarly, Kumari et al. (2016) surveyed to explore gender-related differences and relationships between AM and AA among class XII students in Rohtak City. Utilizing a purposive sample of 100 students, they employed the Achievement Motivation Test (AMT) by Dr. V.P. Bhargava to assess AM. Through 't' tests and correlation analysis, findings indicated that female students exhibited higher AM and better academic performance than their male counterparts, with a positive and significant link between AM and AA among senior secondary school students. One more survey was conducted by Modiya (2016) to examine secondary school pupils' socio-personal characteristics, AM and AA. Seven hundred twenty secondary school pupils were randomly chosen from rural and urban areas near Nadiad, Anand, Petalad, Kapadvanj, and Malpur city based on a quasi-experimental design. The metropolitan regions included Ahmadabad, Gandhinagar, and Baroda city. Students completed the V.M. Joshi's Achievement Motivation Inventory (AMI). The t-test showed that AM and AA in rural secondary schools were higher than in urban schools. Students in urban Gujarati and English mediums are equally AM and AA. Rural English and Gujarati students have a similar degree of AM; rural Gujarati medium students have higher AM than rural English medium students. Again, Veerabhadram (2011) conducted a descriptive survey on 720 IX-class students to investigate the link between academic motivation and achievement in the Andhra Pradesh West Godavari District. The Academic Achievement Motivation Questionnaire (AAMQ), created by Mohan in 1982, was utilized. According to the study, AM and AA are positively correlated. AA was positively influenced by age, gender, school type, and parental income, but it was not significantly impacted by social position, education level, school location, or parents' occupation. However, every factor aside from age had a favourable impact on students' AM.

In the same context, Dhall (2014) investigated correlational research on the relationship between academic achievement, achievement motivation, and home environment among 200 ninth-grade students from government and government-aided schools in Ludhiana City. The study found a positive and significant correlation between AA and AM and home environment. Additionally, the study revealed that gender did not influence

achievement motivation or the home environment. Another correlational study was conducted by Gupta and Mili (2016) to investigate the link between AM and AA among 995 class IX students (500 males, 495 females) in Kamrup Metropolitan District, Assam. They found a significant positive association between academic motivation and achievement using T.R. Sharma's AAMT and final examination grade. High achievers showed no significant gender difference in motivation, whereas, among low achievers, males exhibited lower motivation than females. The study highlights that academic motivation significantly influences AA and found the difference in gender for lower-achieving students. Similarly, Kumari and Qasim (2015) explored the correlation between AM and AA among secondary school students in Allahabad. Utilizing quota sampling, 200 students from both government and private schools participated. Employing the AAMT (T.R. Sharma, 2002), ANOVA assessed the significant interaction between gender and school type on AM. Results indicated a significant interaction effect, revealing lower achievement motivation scores among boys in government schools compared to private schools, with similar trends observed among girls. Moreover, the study highlighted the academic performance gap between government and private school students. One more correlational study was conducted by Ghamari (2015) to explore the link between internal motivation and AA among high school students in Iran. Employing multistage cluster sampling, the researcher selected 307 students, and their internal motivation was assessed using a questionnaire. AA was measured using their grade average. Through Pearson correlation and stepwise regression analysis, it was found that internal motivation positively correlated with academic achievement, with components like interest, competence, effort, lack of stress, selection, and value showing significant positive relationships. These components explained approximately 24% of the variance in AA. Furthermore, the study revealed no gender-based differences in the relationship between internal motivation and AA. Again, a correlation study conducted by Singh (2014) on 565 scheduled caste (SC) students in 11th grade from government and government-aided schools in Allahabad district, Uttar Pradesh, to examine the relationships between achievement motivation, academic achievement, and socioeconomic status. Using cluster sampling and a self-made Achievement Motivation Inventory and Socioeconomic Scale, the Pearson correlation study found a positive and significant correlation between achievement motivation and academic achievement, indicating that higher motivation contributes to better academic performance. However,

the correlation between achievement motivation and socioeconomic status was insignificant, suggesting no direct link between these variables.

Aligned with the study, Sangeeta and Kumar (2019) conducted a longitudinal study to explore the relationship between AM and AA in English among 300 high school students through stratified random sampling in Tiruppur and Sullur (Tamil Nadu). Their findings revealed a significant variation in AM and AA in English based on gender and parents' income. However, no significant differences were found based on the medium of study, type of school, parent's education, locality, and parents' employment. Separately, Gupta et al. (2012) aimed to explore how AM affects AA in adolescents, considering gender, locality, and school type. They employed a descriptive method, selecting 320 adolescents through random sampling. Academic achievement was assessed using 10th-grade Board Examination scores, while the Achievement Motive Test by Dr. Bhargava measured motivation levels. Analysis revealed significant differences in AA between high and low achievers across gender, locality, and school type. Both male and female adolescents with high AM exhibited superior academic performance. Additionally, high achievers from both rural and urban areas, as well as from private and government schools, demonstrated better academic outcomes.

2.4.5. Studies on the Relationship between Achievement Motivation and Happiness

Focusing on the relationship between AM and happiness, Gogoi and Sahoo (2022) conducted a descriptive survey to examine the relationship between happiness and achievement motivation among 100 selected Class X students (50 girls and 50 boys) through stratified random sampling from Gohpur Subdivision, Biswanth District of Assam. Using the Oxford Happiness Questionnaire (OHQ) and Academic Achievement Motivation Inventory (AAMI), along with Pearson correlation and independent t-tests, the study found a significant relationship between happiness and achievement motivation at a 95% reliability level for both genders. Additionally, no significant difference in happiness and achievement motivation was observed between girls and boys. This result was in line with the study of V and G.T. (2016) regarding the relationship between happiness and AM among late adolescents. V and G.T. (2016) purposively selected 50 boys and 50 girls across the age range of 16 to 18 years to explore the relationship between happiness and achievement motivation amongst late adolescents and to identify the gender difference in happiness and AM amongst late adolescents. The Oxford Happiness and AM scales were used as tools, and data analysis techniques included the

independent sample t-test and Pearson product-moment correlation. The result indicated a significant relationship between happiness and achievement motivation, and Boys and girls do not significantly differ in terms of happiness and achievement motivation.

2.4.6. Studies on Relation Between Academic Achievement and Happiness

Kumar and Sahoo (2023) surveyed senior secondary students in government and private schools in Jaipur province, Rajasthan, to assess happiness levels and their relation to AA. The sample of 157 students indicated that most had an average happiness level, with females reporting higher happiness than males. While happiness correlated positively with AA, the correlation was insignificant overall. Additionally, there were no significant differences in happiness between urban and rural students or between government and private school students. However, notable gender and urban/rural differences emerged, with female and rural students showing significant correlations between academic achievement and happiness. Another correlational study was conducted by Arockiam and Jayanthi (2015) to determine the relation between emotional happiness and student performance using the Oxford Happiness Inventory and Criterion reference model. The study applied supervised and unsupervised data mining techniques, including Multilayer Perceptron and EM multi-clustering, to classify students by emotional happiness and performance. Results showed a positive correlation between happiness and performance, suggesting that understanding student emotions can help educators enhance academic competence. In contrast, Chen and Lu (2009) conducted a multistage stratified sample survey to investigate the relationship between academic factors and general happiness among senior high school students in Taiwan. They examined information from 11,061 eleventh graders, a nationally representative sample. The research discovered that several academic conditions were positively correlated with students' overall well-being, including school satisfaction, organizational procedures, educational assistance, and teachers' perceptions of their performance. However, disturbance in class and objective AA were negatively associated with general happiness.

In a similar context, Pahsyntiew (2021) undertook a descriptive study on the self-concept, happiness, and academic success of 1,580 higher-secondary students from three districts in Meghalaya, utilizing stratified random sampling. They employed the PERMA Scale and a self-developed version of the Self-concept Scale to measure self-concept and happiness. The study found a fragile but significant association between AA and self-concept, suggesting that their self-concept influences students' academic performance.

Similar results indicated that AA and happiness had a very low but significant association, suggesting that happier students typically outperform their less happy peers. There were no appreciable differences in happiness between male and female students in the three academic fields of arts, science, and commerce. In a longitudinal study, Sin et al. (2022) try to observe the effect of learner-centred classes on academic achievement through school happiness among 1,833 general high school students. Using univariate and multivariate latent growth model analysis, they found statistically significant effects of learner-centred classes and school happiness on academic achievement. The mediation analysis indicated that school happiness partially mediated the relationship between learner-centred classes and AA, with a statistically significant negative effect of learner-centred classes on academic achievement initially but a positive impact when school happiness was used as a parameter.

2.4.7. Studies on the Relationship between Achievement Motivation, Academic Achievement and Happiness

Khoshnam et al. (2013) conducted correlational research to discover how high school students' intrinsic motivation and happiness correlated with their academic achievement. The investigator chose 341 students using a cluster random selection procedure. After applying the Z test, stepwise regression analysis, and Pearson correlation, the results showed that happiness and AA were positively and significantly correlated, as well as a positive and significant correlation between internal motivation and AA. Additionally, internal motivation, AA, and happiness are associated similarly with male and female students. With the same research focus, Eslamy and Ebady (2015) conducted a quasi-experimental study on 110 people (54 boys and 56 girls) selected by random sampling (cluster) to measure the effectiveness of training initiatives Fordyce's happiness with his students' academic achievement, achievement motivation in premier school city Bilesuvar. Researchers used Hermen's achievement motivation questionnaire for data collection and analysed data using descriptive statistics and distribution methods. The training program Fordyce's Happiness on AM and AA has a significant impact, according to the data, and both boys' and girls' students are affected by it.

2.5.0. Trend Analysis of the Reviewed Studies

As of right now, the literature review is involved. After thoroughly examining and assessing all the papers at her disposal, the researcher determined that 131 were mainly pertinent to the topic under investigation. Seven domains were used to group the studies: studies on the achievement motivation of students in W.B, studies on academic achievement and Happiness among H.S. students in W.B separately, studies on the relationship between AM and AA, and studies on AA and Happiness, AM and Happiness, finally, studies on relationship between AM and AA and Happiness among H.S. students in W. B. The researcher found that AM had 39 articles (29.78%), AA had 41 articles (31.3%), and happiness had 24 articles (18.32%), respectively. Further, the concern on relationship analyses between AM and AA have 17 articles (12.98%), AA and happiness have six (6) articles (4.59%), AM and happiness have three (3) articles (2.3%), AM and Academic Achievement and Happiness had single one (0.76%) respectively. Domain-wise distribution of the literature reviewed is shown in the following Fig.-2.1.

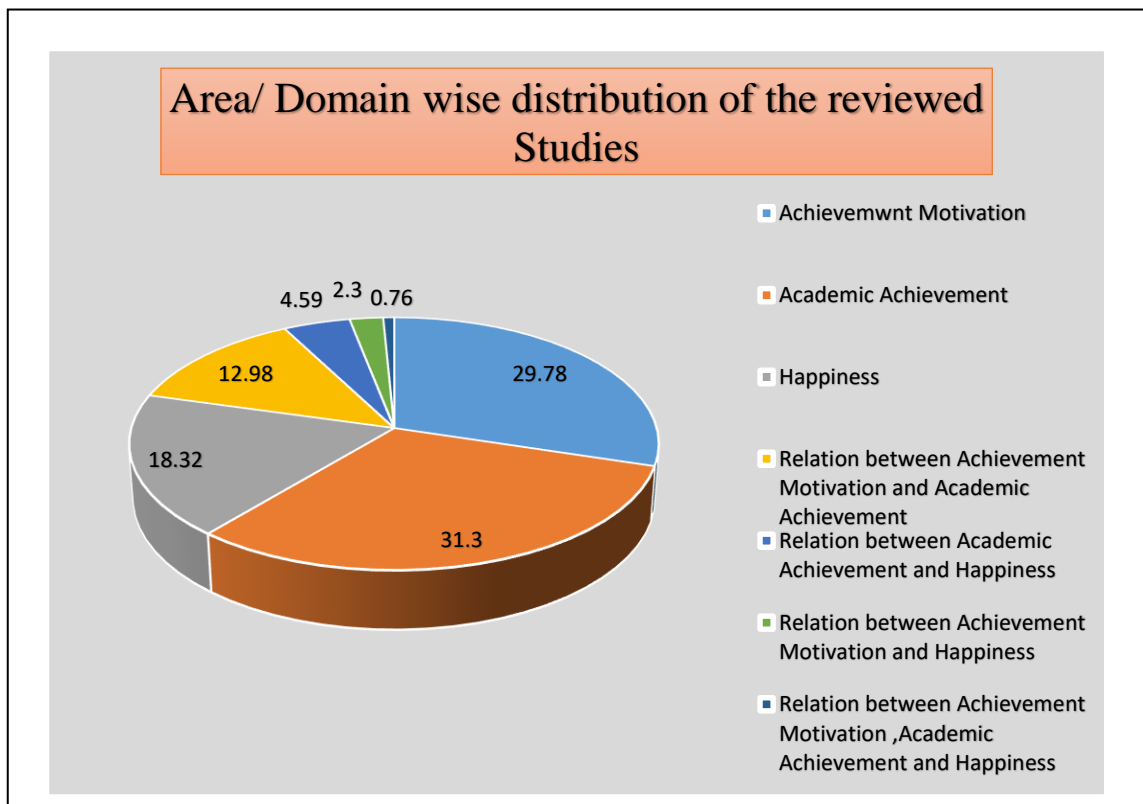


Fig. 2.1. Area/ Domain-wise Distribution of the Reviewed Studies

In terms of the studies' publication years, the analysis of these 131 works of literature, as shown in the accompanying chart (fig: 2.3), reveals that there were 5 (3.2%), 43 (27.4%), 71 (45.2%), and 38 (24.2%) studies published after 2002, or the years 2003–2007, 2008–2012, 2013–2017, and 2018–2022, respectively. This analysis implies that the trend indicates that relatively few studies (only five, or 3.2%) were conducted before 2007, but a steady improvement was shown in this area starting that year. Remarkably, the examination of this research revealed that, between 2013 and 2017, 71 (45.2%) studies were conducted globally, which is optimistic. Researchers are interested in examining many facets of this expansive field of study since it is now gaining popularity. As this study area gains popularity, more scholars are interested in delving into its many facets. This analysis indicates that it has a significant impact and is of value to prospective studies in the modern world. It seems to be among the most productive research fields.

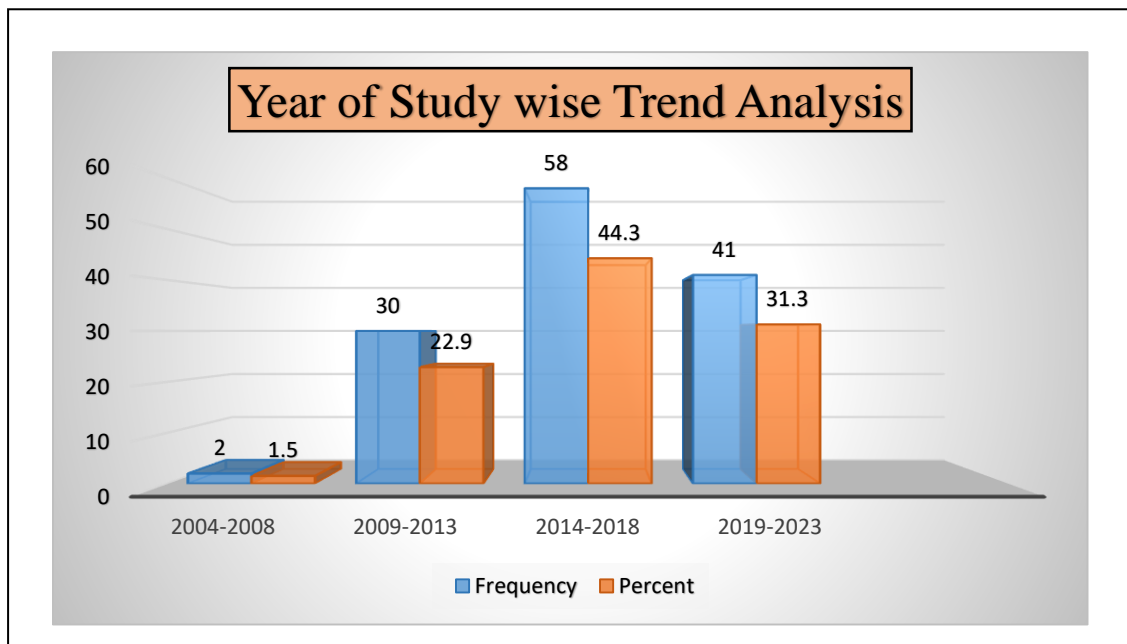


Fig. 2.2. Year-wise Distribution of Reviewed Studies

Further, from the following Fig. 2.3, while making country or place-wise trend analyses of the reviewed studies, it is observed that different studies were undertaken in India and abroad. Out of one hundred thirty-one (131) studies, 66 (50.4 %) were conducted in India, and 65 (49.6%) were performed abroad. In summary, the dataset has a notable proportion of respondents from India and abroad, with a slight majority located outside India. This information could be valuable for understanding the geographic diversity of

the sample or target population. This analysis also revealed that AM, AA, and Happiness research have increased in India.

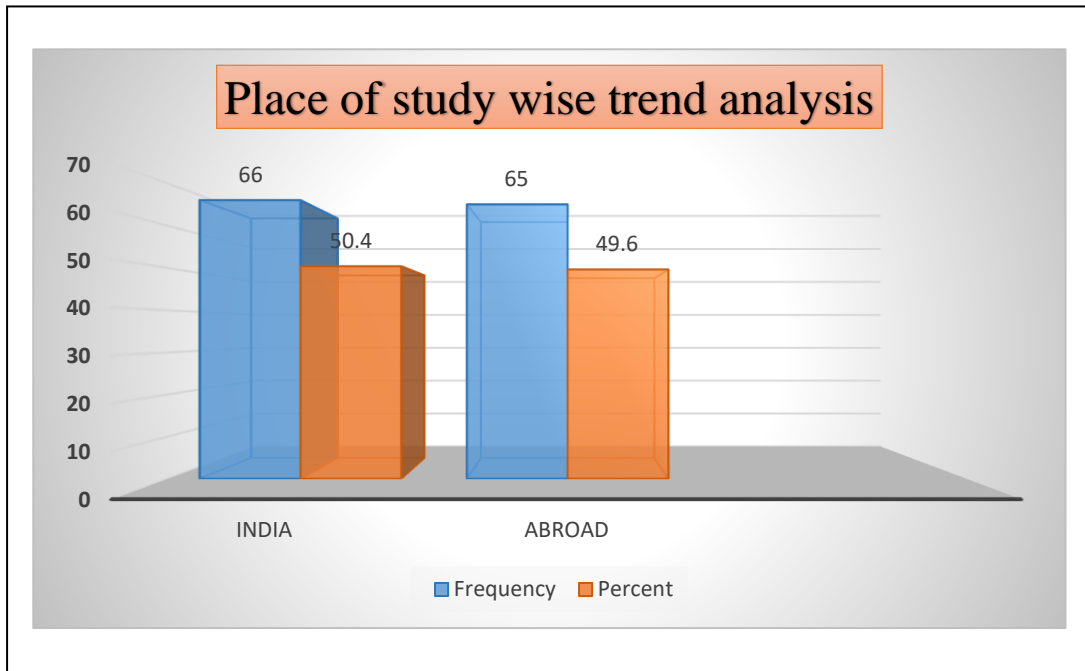


Fig. 2.3. Location Wise Distribution of Reviewed Studies

The distribution of research categories is shown in the accompanying figure No. 2.4 based on a category classification. Among the categories are survey research, descriptive research, cross-sectional, correlational research, comparative research, quantitative research, exploratory research, ex-post facto research, longitudinal research, true experimental research, quasi-experimental research, qualitative research, review-based research, and mixed research. The analysis provides every study's frequency, percentage, valid percentage, and cumulative percentage. The most excellent component comprises survey research, which accounts for 26.0 % (f: 34) of the total. Descriptive research also contributes significantly (f: 31, 23.7 %). Cross-sectional survey follows at 10.7% (f: 14). Correlational research, with a frequency of 17, represents 13.7% of all study kinds, whereas comparative studies, with a frequency of 6, account for 4.6% of all research types. 6.1% of the total distribution is contributed by quantitative research (frequency: 8). Exploratory studies (frequency: 2, a relatively low percentage) account for 1.5% of all research types, while ex-post facto research (frequency: 6) make up a modest portion, representing 4.6% of research types of studies devoted to investigating novel concepts and comprehending phenomena. Longitudinal studies follow at 2.3% (f: 3), whereas .8% of all study categories are contributed by true experimental investigations, which have a

comparatively lower representation in the dataset (frequency: 1, per cent: .8 %). Quasi-experimental research makes up 3.1% (frequency: 4) of all research kinds, a higher percentage than True Experimental research but still a tiny share of the total. With minimal sharing, the qualitative and review research categories comprise the exact contribution (1.5 %, f:2) among all kinds of research. The least common category, Mixed Research (0.8%), shows a low representation of studies using both qualitative and quantitative research approaches. Mixed study (Frequency: 1) accounts for 0.8% of all study kinds.

In conclusion, the analysis offers a thorough picture of the distribution of different kinds of research, emphasizing the popularity of survey and descriptive research and correlational among the categories given. Additionally, the distribution shows that cross-sectional studies, quantitative and comparative research, and ex-post facto receive a modest amount of attention. Experimental research (true and quasi-experimental), Longitudinal research, exploratory research, qualitative, reviewed-based studies, and mixed research types have lower representation, suggesting a lesser emphasis for further studies in the field.

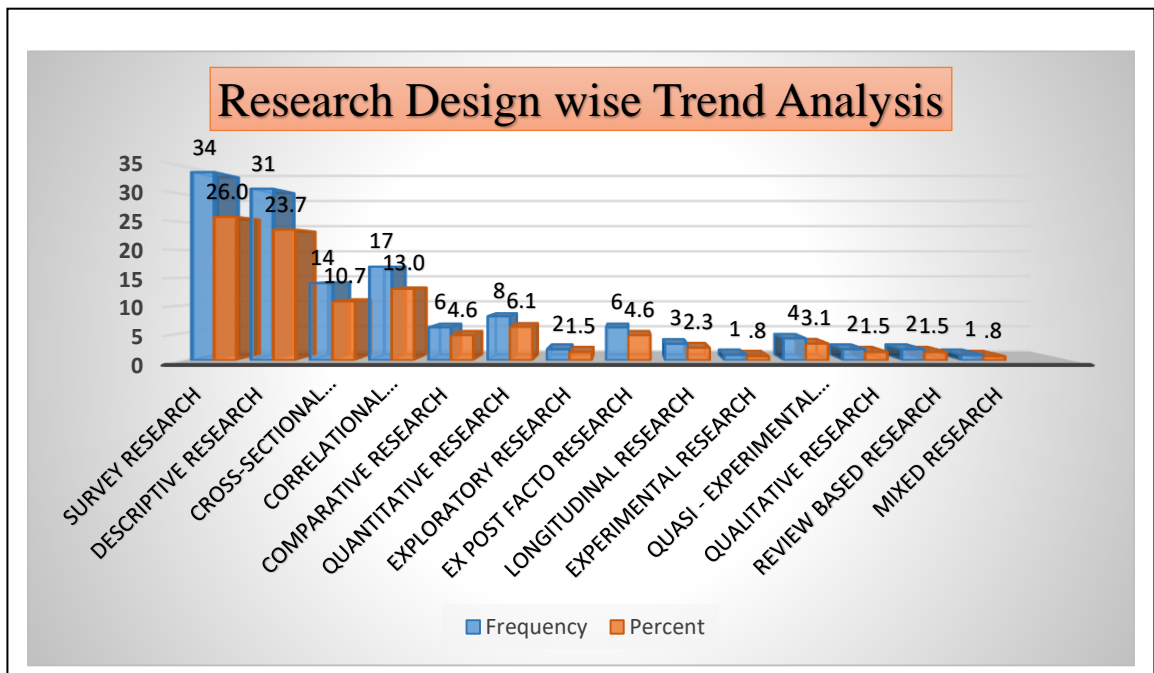


Fig. 2.4. Methods and Design-wise Distribution of the Reviewed

Finally, various distributions can be found in the dataset according to the methodology used in the sample analysis. Random sampling is the most commonly used method for 50.4% of all occurrences. With 21.1% of the total, stratified sampling (collectively

stratified sampling, stratified random sampling, stratified cluster sampling) is the second most popular approach. A substantial amount of the 71.5% dataset comprises these two approaches together. The purposive sampling technique includes a significant contribution (16.8%). Different strategies for sample selection are demonstrated by the contributions of Multistage Sampling, Convenient Sampling, and Quota Sampling, which account for 5.4%, 1.5%, and .8%, respectively. The distribution is completed by Mixed Sampling, with a minimal share, i.e., .80 %. In conclusion, the study emphasises various alternative sampling techniques and the popularity of random sampling, demonstrating a careful and nuanced approach to sample selection within the research context. The dataset allows for a more thorough knowledge of the sampled populations in the research under discussion by indicating various applications of sampling procedures.

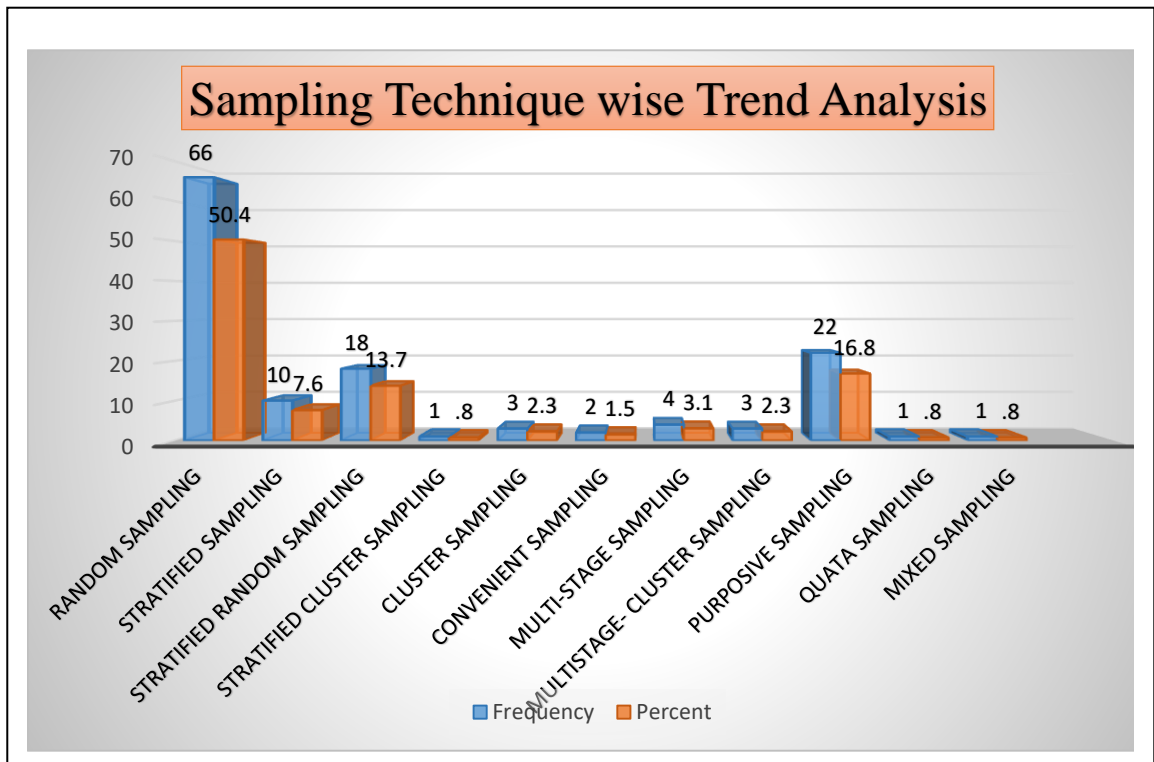


Fig. 2.5. Sampling Technique -wise Distribution of the Reviewed Studies

CHAPTER-III
PROBLEM STATEMENT

CHAPTER-III

PROBLEM STATEMENT

3.1.0. Introduction

The 'Problem Statement' chapter serves as the cornerstone for the research by laying out the groundwork for the study. It meticulously delineates the purpose and significance of the research, bridging existing knowledge gaps and establishing the rationale behind the investigation. This chapter systematically addresses various elements, including identifying the problem, clarifying key terms, articulating objectives, formulating hypotheses, and setting boundaries for the study. It contextualises the research within its relevant landscape and bridges the theoretical foundation and the specific methodology in the subsequent chapter. Finally, this chapter provides a comprehensive understanding of the research problem, its significance, and the roadmap for addressing it.

3.2.0. Assumptions, Background, and Positionality of the Researcher in the Study

The researcher has been teaching in school and college for the past six years, and she is currently employed with Prasanta Chandra Mahavidyalaya as an assistant professor in West Bengal. As the researcher has crossed this stage of her life, in terms of her perspective and through her direct experience, the higher secondary stage is a critical stage for fresh H.S. students who have just passed their secondary education. From here, they choose their stream (Arts, Science, and Commerce) for higher secondary education and prepare themselves for higher education or career paths. So, they try their best to get good results in higher secondary exams. So, it goes without saying that in this regard, their educational success and the motivation to achieve this success play a vital role. Besides, it is essential for them to be happy and study happily to cross this problematic journey stably. Throughout her academic career, she has gone through many ups and downs. She had both motivations for success and occasional tension related to accomplishments. She had a certain lack of happiness while working towards her goals. She had to deal with pressure from herself to perform well, fear of failure, financial stress (maintaining the expense of books, tuition, and living expenses), conflicts with friends,

Career-related stress, and worries about achieving her future ambitions, managing chronic illnesses, etc. It is essential to remember that each person has a unique experience and that these challenges may affect various students. Many students also deal with a mix of these problems. To encourage students' happiness and well-being, providing them with the resources and support they need to overcome these obstacles is essential. Today, the researcher strives to gauge her pupils' academic progress, achievement motivation, and happiness in their lives. She chose this project to learn more about the severity of this issue and support other students in coping with academic pressure and other challenges. Not only that, but the researcher also did her M.Phil dissertation on the correlation between achievement motivation and happiness among higher education students in West Bengal. However, it had some limitations and was not in-depth. Based on her earlier experiences, she is keen to do extensive work on this issue. Drawing from her prior experiences, she aims to conduct comprehensive research on this matter to fully comprehend its scope and, ultimately, serve students, parents, community members, and policymakers for educational and holistic welfare.

3.3.0. Rationale of the Study

Higher secondary school students play a vital role in building their future during school education, which is a crucial stage in the transition between school and higher education. They belong to the later adolescence period and have been characterised as a time of storm and stress (Hall, 1904). They are moving from immaturity into adulthood (Hashmi, 2013). They exhibit more negative behaviour, such as dangerous risk behaviour, mood disruptions, anxiety, sadness, conflict, cruelty, laziness, lying and thievery (Abrams, 2022; Buchanan et al., 2023; Hall, 1904). On the other hand, they are showing more desirable or positive behaviours, e.g., kindness, empathy, and responsibility (Baranova et al., 2024). In this stage, they are more motivated to do something new, career-building, and develop a sense of purpose and direction in life (Yukhymenko-Lescroart & Sharma, 2024), significantly influencing their career maturity and overall well-being. Their motivation significantly contributes to academic achievement (AA), where happiness and well-being play crucial roles in building their future (Goyal & Worrell, 2022). Their happiness and achievement motivation (AM) significantly contributed to academic

achievement at the higher secondary level, which enhances academic performance (Kate & Eboh, 2024; Goyal & Worrell, 2022).

In this rapidly changing world and growing advancements in science and technology, the place of higher secondary education has become even more vital. Higher secondary education plays a crucial role in a nation's development. It is linked with an individual's academic development opportunities for better living through well-being and happiness (Battle & Lewis, 2002; Muthaiyan, 2021). Therefore, students' AM determines their academic performance and learning engagement in today's competitive environment. AM is the drive or desire to excel and succeed in tasks where performance is evaluated against a standard of excellence. AM is crucial for students to develop confidence, face challenges, engage, and persist in learning and achieving academic success (Kumar & Sangeetha, 2019; Tamilselvi & Devi, 2017). AM and AA not only greatly influence the students to compete for global knowledge to fulfil career prospects but also prepare for broader life opportunities and personal fulfilment (De, 2017). However, numerous fostering elements may be identified as personal traits that develop AM, such as motivation, self-confidence, self-concept, interest, or family and school factors (Kumar & Yadav, 2015; Bakara et al., 2010; Ferreira et al., 2011). Numerous demographic factors and related elements have also been identified as influencing AM, such as gender (Barot & Rai, 2020; Venkataraman & Manivannan, 2018; Shekhar & Chowdhury, 2017; Mallick et al., 2017; Liu and Zhu, 2009). On the other hand, some studies have revealed that gender has no significant influence on AM among H.S. students (Tamilselvi & Devi, 2017). Few studies revealed the impact of school type on the AM of H.S. students (Dahiya & Saini, 2014; Suvidaha & Gera, 2019; Kalpana and Bharanbe, 2016; Kumar and Yadav, 2015; Passwet and Lawrence, 2012; Liu and Zhu, 2009; Latha, 2019) and observed that private school students had significantly higher AA than government and government-aided school students. Concerning the effect of residence on AM among H.S. students, few studies posited that urban students have higher AM than rural students (Sarangi, 2011; Pawar, 2016; Payyanatt & Manichander, 2012; Bency, 2019). On the other hand, Mallick et.al.,2017; Kishor and Rana, 2010) reported no significant difference between rural boys and urban girls in their levels of AM. Few studies have identified the effect of family income on AM (Kiedan, 2022; Otto & Shey, 2020; Latha, 2014; Gogoi, 2014), but few studies have not found (Tamilselvi & Devi, 2017; Costaños, 2020; Kariuki, 2017) significant influence of socio-economic status (SES) on student's

AM. The study found a significant relationship between parental encouragement and AM, indicating that adolescents who get more encouragement are more motivated to achieve. Teenagers whose fathers have higher levels of education are more driven to succeed academically than teenagers whose fathers have lower levels of education (Acharya & Joshi, 2019). Similarly, pupils of parents with higher levels of education had better study habits, a lower inferiority complex, and higher AM than pupils of parents with lower levels of education (Kaur & Kaur, 2013; Kariuki, 2017; Ünal-Karagüven, 2015). Conversely, Veerabhadram (2011) found no significant effect of parents' qualifications on AM of secondary students. Several studies showed that family structure significantly impacts adolescent AM, with those from intact families exhibiting higher AM compared to those from single-parent or step-parent families (Tamilselvi & Devi, 2017; Soni, 2013; Tefera & Sitota, 2016; Costañós, 2020; Msnsur & Martin, 2009). Conversely, Kariuki (2017) revealed no significant influence of family structure on AM of H.S. students. Furthermore, Moula's (2022) research findings demonstrated a strong positive association among household management: the parental occupations, educational backgrounds, family size, accessibility to learning materials at home, and parental drive to encourage young children's AM consistently. Several studies have shown that leisure activities are important and essential for academic productivity and AM (Bergin, 1992). Bergin's (1992) investigation suggested the reciprocal association between high school students' AM and their leisure engagement activities. Students will likely benefit from leisure involvement to relieve academic stress and push them toward AM. Additionally, a favourable correlation existed between students' achievement, intrinsic academic motivation and leisure time engagement (San et al., 2014).

Towards the end of the 20th century, researchers made some progress in their attempts to forecast variables that influence AA (De, 2017). Numerous demographic, psychological, social, personal, economic, and environmental variables influence academic achievement. Regarding the effect of gender determinants, Vijayalakshmi and Natesen (1992), Shekhar and Kumar (2016), Mukhopadhyay and Mani (2014), and Moon (2012) indicated significant influence on academic achievement among H.S. students. On the other hand, it was shown that gender variation had no impact on the achievement of H.S. students. (Ahmar & Anwar, 2013; Ewumi, 2012; Dania, 2014). Several studies highlighted a significant influence of gender on academic achievement in H.S. students (Vijayalakshmi & Natesen, 1992; Shekhar & Kumar, 2016; Mukhopadhyay & Mani,

2014; Moon, 2012), while others found no such effect (Ahmar & Anwar, 2013; Ewumi, 2012; Dania, 2014). However, Latha (2019) and Banupriya and Rajan (2019) indicated that class significantly affected the AA of junior and senior intermediate students. Several studies emphasised the impact of residence in AA across all subjects among students from urban, semi-urban, and rural schools (Onoyase, 2015; Owoeye and Yara (2011; Modiya, 2016). Concerning socioeconomic status (SES), several studies revealed a significant effect of family income on AA among H.S. students (Kashahu, 2018; Bency, 2019; Ahmar & Anwar, 2013; Alade et al., 2014; Kumar, 2016; Rajendran et al., 2017; Farooq, 2011). Conversely, Veerabhadram (2011) found no significant impact in AA among the H.S. students regarding their parental income. Studies showed that family structure impacts AA, with nuclear families generally fostering better AA (Matti et al., 2022; Nato, 2016; Jude et al., 2011), while single-parent and step-parent families often negatively affect AA (Pong, 1997). However, some studies found no significant difference in AA between single- and two-parent families (Bency, 2019; Azumah et al., 2018), where socioeconomic status also plays a crucial role in these effects.

Several studies have identified notable results regarding the influence of parental educational qualification. Cherian (1992) also found a significant effect of parental education on the AA of secondary students. Imam and Sing (2015) explored the influence of parental educational qualification and parental occupation on the AA of H.S. students. Khan et al. (2015) found a positive correlation between students' AA and their parents' education level. Moon (2012) showed that for female students, it correlated with parents' education and family income. Madhavi et al. (2019) found that prolonged screen time negatively impacted AA, while other leisure activities showed no significant effect. Akgul (2016) noted a positive link between smartphone use, recreational internet use, and boredom, with increased internet use correlating with lower academic success. Conversely, Badura et al. (2016) reported that participation in organised leisure-time activities (OLTA) improved school engagement, reduced stress, and enhanced AA across genders and ages. While many demographic variables affect AA in H.S. students, factors such as study habits, instructional strategies, family support, parental involvement, school climate, and teacher-student interactions also play crucial roles in shaping academic achievement (Konwar, 2014; Cheng et al., 2011; Chamorro-Premuzic & Furnham, 2006; Vaishnav, 2013).

For many years, negative emotions like depression, anxiety, and anger have been the dominant focus of psychological research. However, as the concept of happiness has grown in popularity, the focus has shifted to positive emotions and psychology. Happiness is one of the most studied in positive psychology (Mehta, 2022). In addition, several studies on happiness and mental well-being have flourished worldwide in educational research (Vinichuk, Maria, Dolgova, 2016). Many studies have been conducted on various factors that investigate the significance of happiness. Many demographic factors, including friends, family, education, leisure, gender, class, and health, impact this happiness (Wu, 2014). The orientation to happiness among H.S. school students was also investigated by Beri et al. (2021) in another research. Academic happiness levels were unaffected by gender or stream (Aziz et al., 2023). Regarding the influence of gender, various researchers found a noteworthy difference in happiness between boy and girl students (Parmar & Vyas, 2018; Geetha and Girija, 2014; Beri et al., 2021; Sharma and Gulati, 2014; Mishra, 2017; Kaur and Kaur, 2018; Vyas and Prajapati, 2020; and Sharma and Parveen, 2021; Lawrence, 2017). Toraman et al. (2022) also found that female students are often happier at school than male pupils. However, Umeaku et al. (2020) found no significant impact of gender on happiness among students. Similarly, when it came to other demographic variables like grade, it had no impact on students' happiness (Fatma, 2022; Mertoglu, 2019), while Tang et al. (2016) remarkably exhibited a link between grade level and happiness. Regarding the influence of residence, Pakira and Mohakud (2017) found significant differences in happiness between the higher education students who live in Rural Areas and those who live in Urban Areas. Other studies by Borah & Nisanth (2024), Prabodhan & Kalamb (2022), and Fatma (2022) found no significant difference between happiness in urban and rural students. Grey et al. (2013) also found that teenagers' happiness depends on their families. They revealed that the happiest families were those with two parents than those with a married mother or father (in the case of a single-parent household). The unhappiest pupils were those with single mothers, regardless of the financial standing of the home. They discovered that the happiest pupils in the family structure were those who reported having enough time spent with family members and feeling the most loved and connected. As a result, positive parent-teen interactions, consistent support, and open communication are crucial throughout adolescence. Mertoglu (2019) revealed that adolescents' happiness would likely decline if their parents divorced. Yee & Lee (2014)

also found noteworthy variance in individual happiness between students from nuclear and extended families; on the other hand, Fatma (2022), Pakira and Mohakud (2017), Tang et al. (2016) showed no significant effect of family structure among students' happiness. Scholars have found that adolescents' happiness significantly varies based on socioeconomic status (Fatma, 2022). Similarly, Rezaie et al. (2019) and Hashim and Zaharim (2020) also discovered a strong correlation between happiness and family income (high family income). A few studies did not find a significant influence of family income on happiness among H.S. students (Mertoglu, 2019; Tang et al., 2016). According to a few studies, parental educational qualification is also considered a significant source of happiness among H.S. students (Hashim & Zaharim, 2020). Mothers' education affected their happiness and overall health more than fathers' education (Mahadevan & Fan, 2021). Moreover, Positive family relationships, parental support, loving attitudes and happiness among H.S. students were correlated (Gautam, 2019). Rezaie et al. (2019) also found no significant correlation between happiness scores and parental educational levels. Apart from these demographic effects, happiness among H.S. students is positively influenced by leisure engagement activities (Lu & Hu, 2005; Kaya, 2006). Their happiness is experienced highly through leisure time and relationships, particularly with friends and family (Chauhan (2021). Nahar and Mohakud (2023) highlighted the complex interactions between socioeconomic conditions and Muslim females' leisure activities and happiness.

Additionally, students' happiness is influenced by many different kinds of factors such as life satisfaction, school satisfaction, friendship, Physical health including anxiety, stress from school, resilience, and self-esteem (Dutta & Blangayil, 2016; Gilman & Huebner, 2006, Okwaraji et al., 2019; Khanna and Singh, 2015; Gogia & Som, 2018; Gatab et al., 2011; Meherunissa, 2016; Kye et al., 2016; Lamana et al., 2021; Dogan & Celik, 2014; Lower, 2014).

Several studies explored the relationship between AM and AA, indicating that higher motivation contributes to better academic performance (Sangeeta & Kumar, 2019; Kumari et al., 2016; Modiya, 2016; Veerabhadram, 2011; Ghamari, 2015). Several researchers have attempted to explore the relationship between AA and happiness and revealed a positive correlation between AA and happiness (Kumar & Sahoo, 2023; Jayanthi, 2015). Focusing on the relationship between AM and happiness, Gogoi and Sahoo (2022), Deepa and Ranjith (2016), and Arockiam and Jayanthi (2015) revealed a

strong relationship between happiness and achievement motivation among H.S. school students. According to Phuong and Yasri's (2023) prediction, children who report high levels of happiness from their schools are likely to have higher levels of positive AM. Higher education students also experienced a strong positive association with AM and happiness (Pakira and Mohakud, 2017). It was found that among high school students, achievement motivation, academic achievement and happiness had a positive and substantial association (Eslamy and Ebady, 2015; Khoshnam et al., 2013).

Based on the above discussion, along with an extensive integrative literature review and trend analysis, it is evident that there is an increasing interest in research on AM, AA, and happiness, particularly from 2004 to 2023. It becomes apparent that these domains persist as fertile ground for further scholarly investigation despite many studies focusing on AM, AA, and Happiness. Studies that specifically concentrate on AM were found in diverse fields like self-regulated learning, learning approach, classroom climate, learning motivation, family support, self-efficacy, self-concept, self-esteem, anxiety, intrinsic motivation, creativity, learning outcomes, test anxiety, academic stress, family involvement, student-teacher relationship, SES, learning style, adjustment, etc. Various studies on happiness are related to variables like life satisfaction, parental involvement, coping with stress, anxiety, self-efficacy, self-esteem, leisure satisfaction, personality, social adjustment, emotional intelligence, etc. However, very few studies have found where the impacts/influence of demographic factors were measured separately on AM, AA, and happiness among H.S. students. However, not a single study was found that comprehensively studied the same altogether. Moreover, concentrating on a few demographic variables like class, number of siblings, and leisure engagement activities, very few studies have been conducted on AM, AA, and happiness among H.S. students. Most of the studies were conducted abroad, and only some were found in India, but no such research was found in the West Bengal context. That is the main reason the present researcher wanted to comprehensively study AM, AA, and happiness among the H.S. school students of West Bengal concerning their socio-demographic characteristics. After reviewing the above works, the researcher also found that very few studies studied the level of AM, AA, and happiness among H.S. students in the context of West Bengal.

It is also observed that though several studies were conducted on AM, AA, and happiness separately or on the relationship between any two of them, rarely any comprehensive attempt had been taken to explore the relationship between AM, AA, and

happiness among H.S. level students. No studies investigated the impact of and also the direct, indirect, and total effect of AM and AA on the happiness of higher secondary school students. In fact, earlier studies have not attempted mediation analysis of AM through AA on happiness. To fill the knowledge gap in the area, the present study is designed to investigate the level of AM, AA and happiness among higher secondary students and explore the relationship between AM, AA, and happiness among H.S. school students in the Indian educational scenario. The following queries come to mind for the researcher based on their own experience and the observed knowledge gaps:

1. What is the extent of achievement motivation, academic achievement, and happiness among high school students in West Bengal?
2. How do demographic factors influence AM, AA, and happiness among H.S. School Students?
3. How do achievement motivation (AM), academic achievement (AA), and higher secondary school students' happiness interrelate?
4. How do achievement motivation (AM) and academic achievement (AA) separately affect the happiness of high school students?
5. What is the total effect of achievement motivation (AM) and (AA) on the happiness of higher secondary school students?
6. How does AA mediate the relationship between AM and happiness among H.S. School Students?

3.4.0. Statement of the Problem

By analysing the comprehensive literature review, developing research trends, the researcher's perspective, the discovered gaps, the above rationale, and the research questions, the problem for the current study, entitled **“Achievement Motivation, Academic Achievement, and Happiness among Higher Secondary School Students: Exploring the Relationship”**.

3.5.0. Operational Definition of the Major Terms Used

Achivement Motivation (AM): Achievement motivation refers to a strong desire for excellence in any challenging task. In the present study, Achievement Motivation (AM) is defined as an individual's intrinsic and extrinsic drive to attain academic success, characterised by a strong aspiration and dedication to high-performance standards, exhibiting perseverance through challenges. AM also encompasses a preference for challenging tasks, diligent study effort, active participation in learning activities, and the ability to balance social influences.

Academic Achievement (AA): Academic Achievement (AA) refers to the extent to which a student has succeeded in their academic endeavours, often assessed by grades, examination results and overall performance in educational activities. It indicates the student's ability to meet or exceed the educational goals established by their institutions, reflecting their mastery of school subjects.

In the present study, Academic Achievement (AA) refers to the percentage of academic marks obtained by higher secondary students in Class XI and XII in their final examination.

Happiness: Happiness is a mental state characterised by the presence of positive emotions (such as pleasure, pride, love, joy, and passion), the absence of negative emotions (such as sadness, anger, anxiety, depression, jealousy), and overall life satisfaction.

Here, the researcher has bounded the happiness concept with three hypothetical dimensions, i.e., Family Life Happiness (FLH), School Life Happiness (SLH), and Personal Life Happiness (PLH).

Family Life Happiness (FLH): FLH concentrates on the students' positive emotions (pleasure, joy, love, passion, pride, and gratitude) towards their family and neighbours, engagement (complete absorption of family tasks), meaningfulness (doing good for parents and siblings) and relationship (being loved, supported, praised, valued by parents, grandparents, etc.) with family members.

School Life Happiness (SLH): SLH consists of students' positive emotions (pleasure, joy, love, passion, pride, gratitude) towards their school environment, teachers, and peers, engagement with school tasks, and meaningfulness (doing good for school and school members) concerning curricular and co-curricular activities in school, relationship

(being loved, supported, praised, and valued by teachers and peers) with teachers, and school friends, the successive feeling of achievement, mastery or competency in any performance (accomplishment).

Personal Life Happiness (PLH): PLH means students' optimistic thoughts, positive emotions and social behaviour, life satisfaction (health, material living standard, income, consumption, wealth, etc.), coping ability with daily life, and negative emotions (sadness, anger, anxiety, jealousy, depression, etc.).

Higher Secondary Students: Higher Secondary Students are generally aged 16 to 18 years and enrolled in a formal educational institution's 11th and 12th classes. This educational stage follows secondary school and equips students for further education, emphasising specific academic courses according to their selected stream (Science, Commerce, and Humanities). The same concept has been considered for H.S. school students in the present study.

3.6.0. Objectives of the Study

The primary objectives of the present study were:

- 1.1 To assess the AM level among H.S. school students in West Bengal.
- 1.2 To evaluate the influence of the demographic factors (class, gender, residence, family structure, number of siblings, parental educational qualification, family monthly income, and leisure engagement activities) on AM among H.S. school students in West Bengal.
- 2.1 To assess the degree of AA among H.S. school students in West Bengal.
- 2.2 To examine the variation in AA among H.S. school students in W.B. across the demographics (class, gender, residence, family structure, number of siblings, parental educational qualification, family monthly income, and leisure engagement activities).
- 3.1 To measure the Happiness level among H.S. school students in West Bengal.
- 3.2 To access the demographic influence (class, gender, residence, family structure, number of siblings, parental educational qualification, family monthly income, leisure engagement activities) on happiness (overall happiness, FLH, SLH, and PLH) among H.S. school students in West Bengal.
- 4.1 To explore the relationship among AA, AM, and Happiness of H.S. school students in West Bengal.

4.2 To comprehend the direct effects of AM on AA among H.S. school students in West Bengal.

4.3 To measure the direct and total effects of AM on Happiness among H.S. school students in West Bengal.

4.4 To measure the direct effects of AA on Happiness among H.S. school students in West Bengal.

4.5 To measure the mediating effects of AM through AA on predicting Happiness among H.S. school students in West Bengal.

3.7.0. Hypotheses of the Study

In keeping with the problem formulated and objectives stated, the following hypotheses were proposed to be tested:

- H₀1: Demographics (class, gender, residence, family structure, number of siblings, parental educational qualification, family monthly income, and leisure engagement activities) do not significantly influence AM among H.S. school students in West Bengal.
- H₀2: There is no significant variation in AA among H.S. school students in West Bengal across the demographics (class, gender, residence, family structure, number of siblings, parental educational qualification, family monthly income, and leisure engagement activities).
- H₀3: The extent of happiness (overall happiness, FLH, SLH, and PLH) among H.S. school students in West Bengal is not significantly influenced by demographics (class, gender, residence, family structure, parental educational qualification, family monthly income, and leisure engagement activities).
- H₀4: There is no significant relationship between AM, AA, and happiness (overall happiness, FLH, SLH, and PLH) among H.S. school students in West Bengal.
- H₀5: AM does not directly affect happiness among H.S. school students in West Bengal.
- H₀6: AA does not directly affect Overall happiness among H.S. school students in West Bengal.

- H07: AM has no total effect on predicting overall happiness in H.S. school students in West Bengal.
- H08: There is no indirect effect of AM on overall happiness through explaining the variation in AA among H.S. school students in West Bengal.
- H09: AA of H.S. school students does not significantly mediate the relationship between their AM and overall happiness.

3.8.0. Delimitations of the Study

Considering the particular research aims, constraints in time and resources, as well as various other pertinent factors, this study has been confined to the subsequent areas

1. The present study is delimited to the state of West Bengal.
2. The study is confined to 1373 H.S. school students as the sample.
3. The study is restricted to Class XI and XII students.
4. The study is bounded by only four districts (Hooghly, North 24 Parganas, South 24 Parganas, Kolkata) in West Bengal.
5. The study is delimited to Bengali and English medium schools under WBCHSC, CBSE, and CISCE boards.
6. The study is delimited to measure three dependent variables.
7. The present study is delimited to nine background or demographic variables (class, gender, residence, family structure, number of siblings, parental education, family income, and leisure engagement activities).
8. the study is restricted to using two questionnaires, consent letters, and socio-demographic profile sheets to gather data.

3.9.0. Conceptual Framework of the Study

Based on the theoretical and conceptual perspectives discussed earlier (Chapter I), the researcher developed a conceptual framework visually representing the interplay between AM, AA, Happiness, and demographic factors among H.S. school students. Here's the conceptual framework for the study:

1. Independent Variables: Demographic Factors, AM, AA.

2. Dependent Variable: Happiness

3. Theoretical Links: David McClelland's Achievement Motivation Theory emphasizes that achievement motivation is influenced by desires to meet higher-level needs, the intrinsic fulfilment derived from achievements, confidence in one's abilities and efforts, positive explanations for success, and the satisfaction of psychological needs for independence and proficiency. Every theory offers a distinct perspective, but they all agree that people are driven to attain academic goals and personal development via internal and external influences that endorse their pursuits and achievements.

Bloom's Taxonomy offers a systematic framework that facilitates and improves academic achievement by fostering the development of advanced cognitive abilities. The theoretical relationship between AA and Bloom's Taxonomy is based on the taxonomy's hierarchical framework, which facilitates a systematic and comprehensive progression of cognitive skills. Bloom's Taxonomy provides a framework for designing examinations that evaluate various cognitive capacities. By including the cognitive, psychomotor, and emotional aspects and ensuring that teaching methods and evaluations are in line with the taxonomy, educators may improve students' learning experiences and results. This methodical and all-encompassing strategy assists students in attaining exceptional academic benchmarks and cultivating the essential critical and creative thinking abilities required for achievement in their academic and future pursuits.

Seligman's Happiness Theory (PERMA) evolved positive emotions and engagement, which boosts students' happiness by reducing stress, enhancing academic curiosity and motivation and helping them experience satisfaction and fulfilment. According to PERMA, supportive relationships with teachers, peers, and family members are crucial for a student's sense of belonging and security. They improve emotional well-being, promote profound contentment, and provide social support. Another element, meaning and accomplishments, contributes towards achieving educational goals and recognition from teachers and peers, possibly boosting self-esteem and self-efficacy. This sense of meaning and accomplishment contributes to long-term satisfaction and happiness by offering a feeling of purpose and fulfilment.

Flow State, as Flow Theory describes, enhances happiness and satisfaction by engaging in academic or extracurricular activities with students' abilities.

4. Hypothesized Relationships:

Demographic Factors → *AM, AA, Happiness*: Demographic factors may influence AM, AA, and Happiness.

AM → *AA*: AM is hypothesised to influence AA.

AM → *Happiness*: AM is hypothesised to influence happiness.

AA → *Happiness*: AA is expected to impact happiness.

5. Visual Representation:

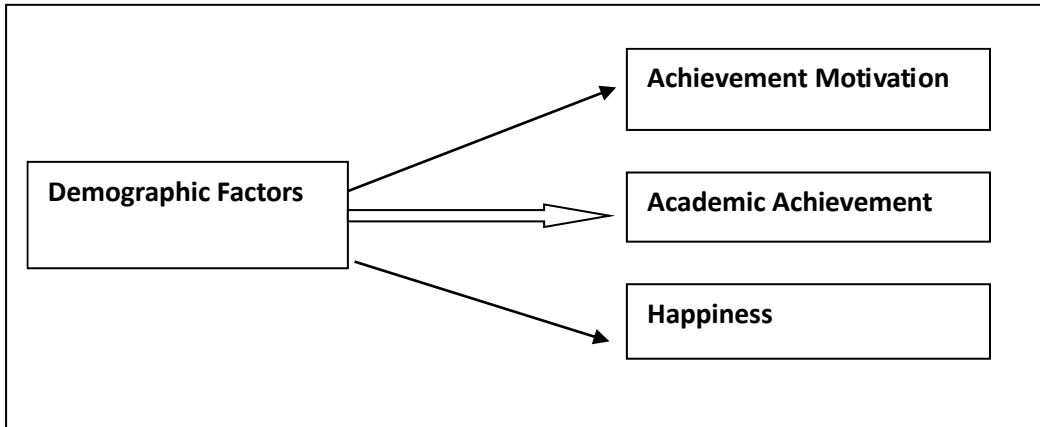


Fig.3.1. Visual Representation Hypothesized Relationship

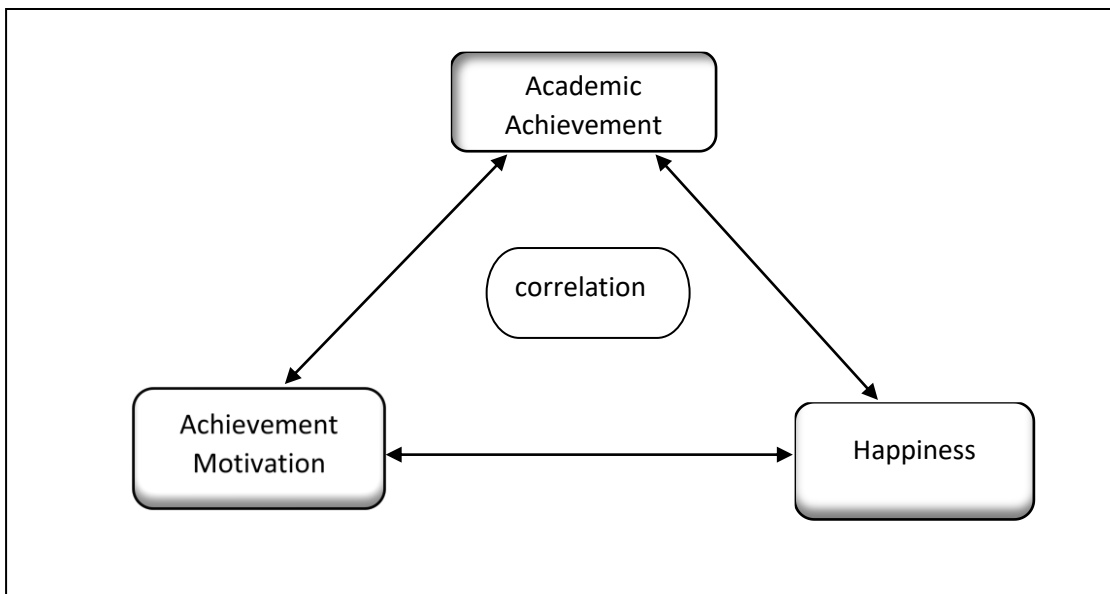


Fig. 3.2. Conceptual Framework of Correlation

It was conceptualised that AM directly and indirectly impacts overall happiness. Therefore, it was hypothesised that AM directly impacts AA [Path-a (model-1)], AA

directly impacts Happiness [Path-b (model-2)], AM directly impacts Happiness [Path-c (model-3)], and finally, AM indirectly impacts Happiness through AA [Path-c' (model-4)]. The conceptual framework has been demonstrated below:

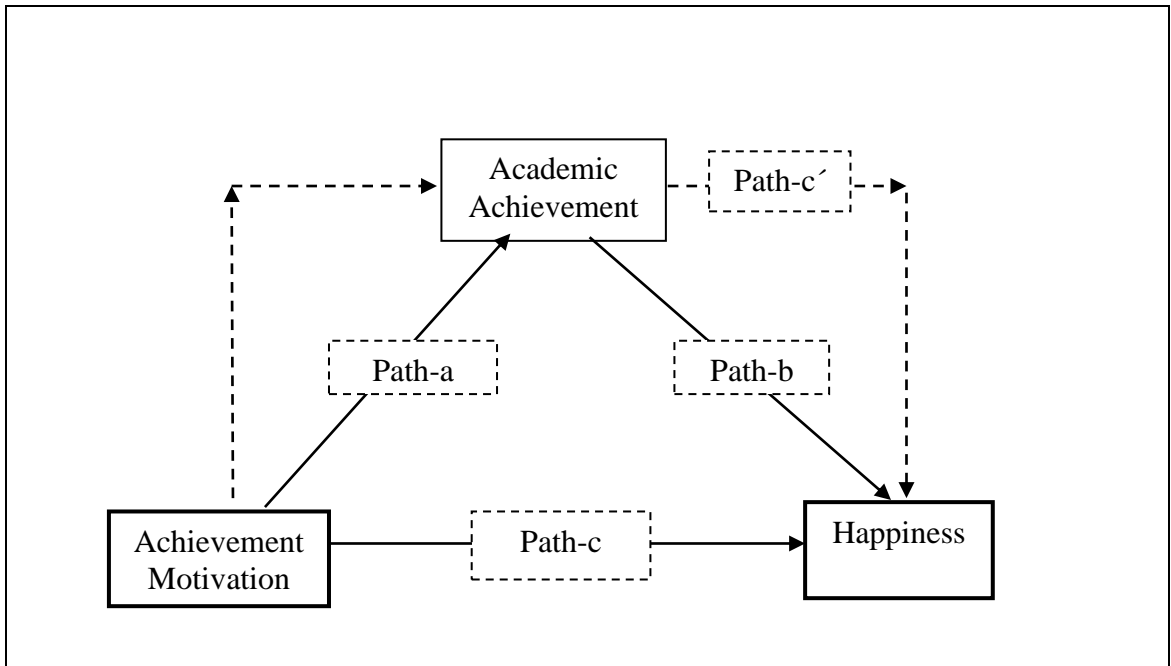


Fig. 3.1. Conceptual Frame Work of the Study (Path Analysis)

The researcher aimed to thoroughly explore the intricate relationships between important variables and theoretical constructs in this study by using this conceptual framework, which gave important insights into the elements impacting AM, AA and happiness among H.S. students. The framework guided data collection, analysis, and interpretation, enabling a thorough comprehension of the phenomenon studied.

CHAPTER-IV
METHODOLOGY OF THE STUDY

CHAPTER-IV

METHODOLOGY OF THE STUDY

4.1.0. Introduction

This chapter presents the methodology of the present study. The study's methodology is necessary for the research and follows systematic and scientific procedures. The destiny of any study is determined by the method and procedure adopted (Kaur, 2021). It answers the what and how to go about any research (Fatma, 2022). However, the present chapter explains the research design, study locale, participants, essential variables, data collection tools and techniques, data analysis and ethical considerations.

4.2.0. Research Design of the Study

In the present study, the researcher used quantitative descriptive research with a cross-sectional design. Quantitative research involves collecting and analysing numerical data to describe, predict, or control phenomena of interest. However, it entails more than just using numerical data (Gay et al., 2019). The current study followed the characteristics of quantitative research, where the researcher identified a research problem, collected quantitative data using questionnaires and analysed quantitatively (Cresswell, 2017). In the present study, the researcher used descriptive research to systematically describe existing phenomena without manipulating variables (Atmowardoyo, 2018). This study provides a precise and comprehensive description of the subjects and effectively captures contemporary trends, attitudes, and research procedures (Kumar, 2018). Moreover, the present study used a cross-sectional survey design to measure and test the relationships among variables and compare different groups within a population or the same group across various demographics, regions, or other variables of interest (Eltorai et al., 2023). Cross-sectional research allows researchers to collect data from diverse participants, providing insights into the entire population rather than just a specific subset (Zheng, 2015). Conducting cross-sectional research is often quick and affordable also (Wang & Cheng, 2020). Therefore, following all these relevant characteristics, the researcher thought the design mentioned above would be most appropriate for the present study.

4.3.0. Locale of the Study

The researcher selected four districts from West Bengal: Hooghly, Kolkata, South 24 Parganas, and North 24 Parganas. The Hooghly district has an area of 3,149 km² and is bounded by the River Hooghly on its eastern side. Hooghly is an economically advanced district recognised for its vast cultivation, jute farming, and manufacturing (Soumyabrata & Prasad, 2021). Kolkata, the capital of West Bengal, is situated on the eastern bank of the Hooghly River and covers an area of 1,886.67 km². It is a prominent financial, economic, and cultural centre in eastern India, characterised by its diversified demographics and historical importance (Paul et al., 2014). South 24 Parganas, the largest district in West Bengal by area, encompasses 9,960 km² and is surrounded by Kolkata to the north and the Sundarbans to the south. It is also recognised for its robust agricultural, industrial, and pisciculture sectors (Bandyopadhyay & Basu, 2017). North 24-Parganas, encompassing 4,094 km², is among the most densely inhabited districts in West Bengal, with a population of over 10 million. There is a diverse economy, with individuals largely involved in agriculture, fishing, and information technology, including various corporate offices (Saradar & Hazra, 2015). The researcher selected the H.S. schools from these four districts, which are rural, semi-urban, and urban localities with diverse socio-economic statuses. The researcher considered six H.S. schools from Singur and Chanditala Block in Hooghly district, six schools in the Kolkata district from Baranagar, Kamarhati, and Kolkata Municipality, two schools from Deganga block of North 24 Parganas and two schools from Baruipaur and Sonarpur Blocks in the South 24-Parganas district. The map showing the location of the population area is given in the figure below.

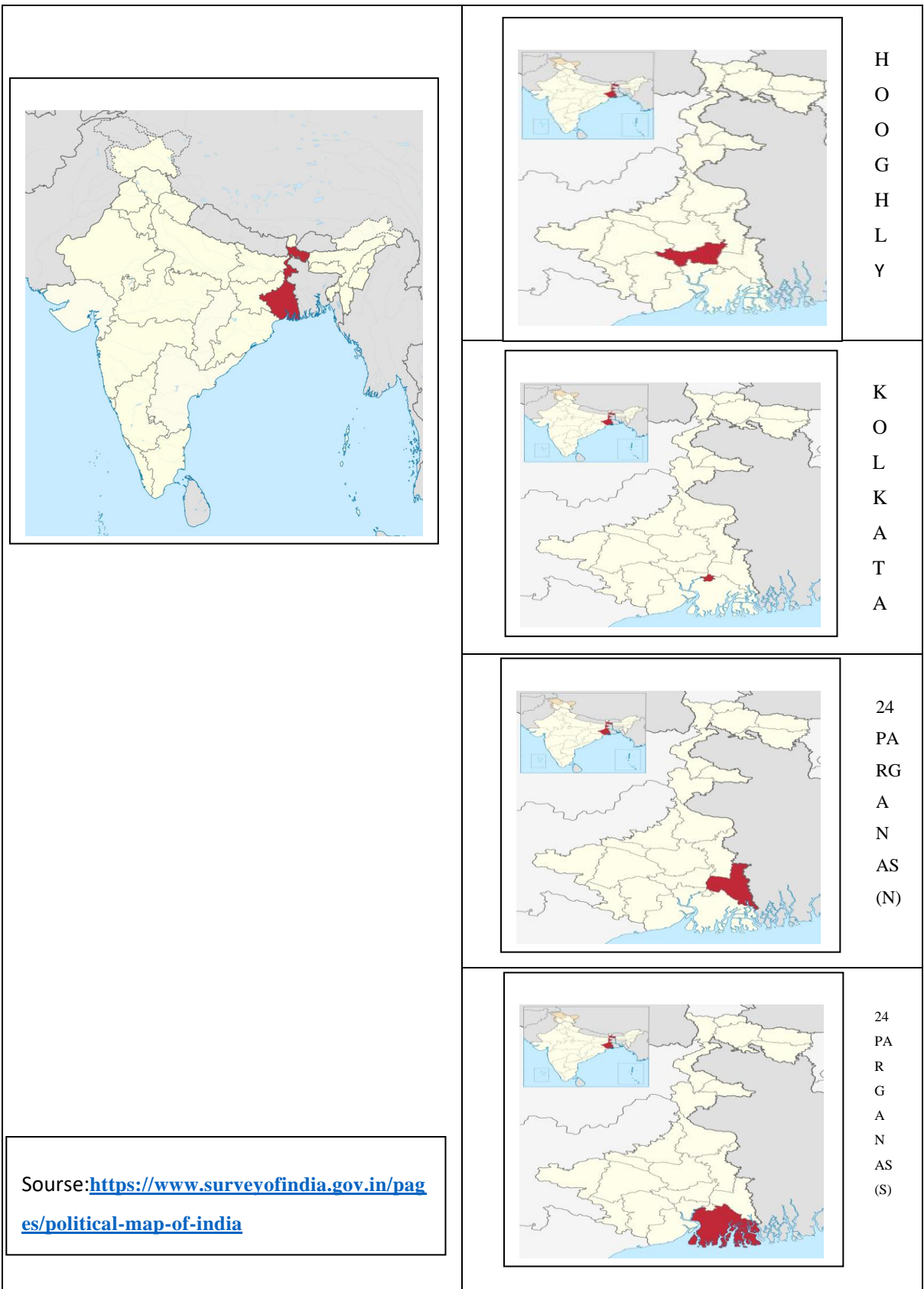


Fig. 4.1. Geographical Distribution of Locality

4.4.0. Participants of the Study

4.4.1. Population

The study's target population was H.S. school students (XI-XII) of Kolkata, North 24 Paraganas, South Parganas, and Hooghly District in West Bengal. Data has been collected from government and private schools in these four districts. Based on the UDISE source, during 2022–23, there were 576274 H.S. students enrolled in four districts. Out of the total number of students, 77176 H.S. students are enrolled in Kolkata District. Similarly, in North 24 Paraganas, South Parganas, and Hooghly District, the number of students enrolled was 200978, 189158, and 200978, respectively. The students were from the age group of 16 to 18 years.

Table No. 4.1 Distribution of the Total Population of Four Districts in West Bengal

Hooghly	Kolkata	North 24 Parganas	South 24 Parganas	Total
200978	77176	200978	189158	576274

Source: Unified District Information System for Education (UDISE), Ministry of Education, Govt. of India

4.4.2. Determination of Sample Size

The sample is essential to survey research because it represents a large population. In this study, the researcher first calculated the sample size and then carefully picked the sample because selecting an acceptable sample representative is crucial for the usefulness and reliability of any survey research, a task that presents significant challenges to researchers. Sample size determination is essential for surveying a known or unknown population. The researcher determined the appropriate sample size for the study using Krejcie and Morgan's (1970) formula, which aimed to guarantee that the sample size was representative and unbiased (Ezugu & Akimbo, 2014). According to the formula, the anticipated minimum number of samples for this study's limited population (i.e., 576274) should be 384. However, using the Raosoft sample size calculator, the researcher verified the Krejcie and Morgan formula's calculated sample size. The sample size required for a population of 576274, with a 5% margin of error and a 95% confidence interval, assuming a response rate of 50% (Aliyu et al., 2019; Ahmat et al., 2018), is 384. The Researcher uses 'Raosoft' because of its user-friendly interface and ability to provide accurate and correct

calculations. Krejcia and Morgan's (1970) formula for sample size determination is provided below.

$$S = \frac{X^2 \cdot N \cdot P \cdot (1-P)}{d^2 \cdot (N-1) + X^2 \cdot P \cdot (1-P)}$$

Where:

- S = Required sample size
- X^2 = The table value of chi-square for 1 degree of freedom at the desired confidence level (usually 3.841 for a 95% confidence level)
- N = The population size
- P = The population proportion (assumed to be 0.5 for maximum sample size)
- d = The degree of accuracy expressed as a proportion (0.05 for a 5% margin of error)

4.4.3. Sampling Procedure

In 1954, Goodman coined the phrase, "A sample is a miniature population," emphasizing the importance of a well-chosen sample in representing a larger population. The researcher gathered information from 1373 students currently enrolled in H.S. school (XI-XII) in this study. The researcher selected these students from 16 schools in the four districts in West Bengal. For the current study, The researcher conveniently selected Kolkata, North 24 Paraganas, South 24 Parganas, and Hooghly districts of West Bengal, and schools from Kolkata and nearby districts (South 24 Parganas, North 24 Parganas, and Hooghly) because these districts were effortlessly reachable to the researcher. Moreover, this technique was cost-effective for the researcher, and the participants were readily available and willing to participate. The researcher chose non-proportionate stratified random sampling, which involves dividing the population into homogeneous subgroups (strata) and selecting random samples from each stratum. This method helps reduce population heterogeneity, enhancing estimation accuracy. Stratified sampling provides better control over sample selection than simple random sampling, ensuring all groups are included (Hema Latha, 2019). In the stratified random sampling, the researcher followed three stages: class (Class XI and XII); stream (Arts, Science, and Commerce) and gender (Male and Females). This process ensures comprehensive coverage of H.S. students. Non-proportional stratified random sampling was chosen among various sampling methods due

to its extensive representation of significant groups, affording greater control over the sample selection process. The researcher went to each chosen school to collect information from H.S. students (XI and XII). Initially, the researcher acquired 1537 data from the 16 H.S. schools throughout this round of data gathering. Nevertheless, 164 incomplete data/responses were found and eliminated from the dataset after a comprehensive data-cleansing procedure. Consequently, the final sample for this research consists of 1373 students from H.S. schools in West Bengal. The following table and figure represent the sampling frame of this study.

Table No. 4.2. Final Sample of the Study

Sl.No	Population	Population Size	Sample Size
1	H.S. School Students	576274	1373

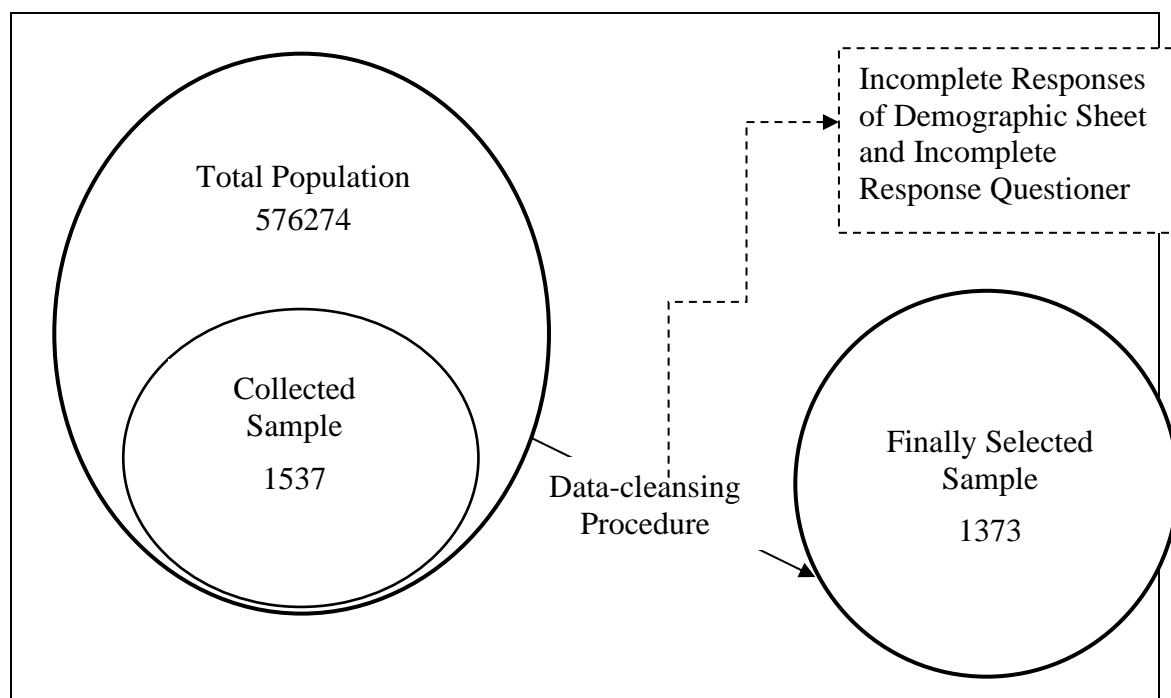


Fig. 4.2. Final Sample Selection Process

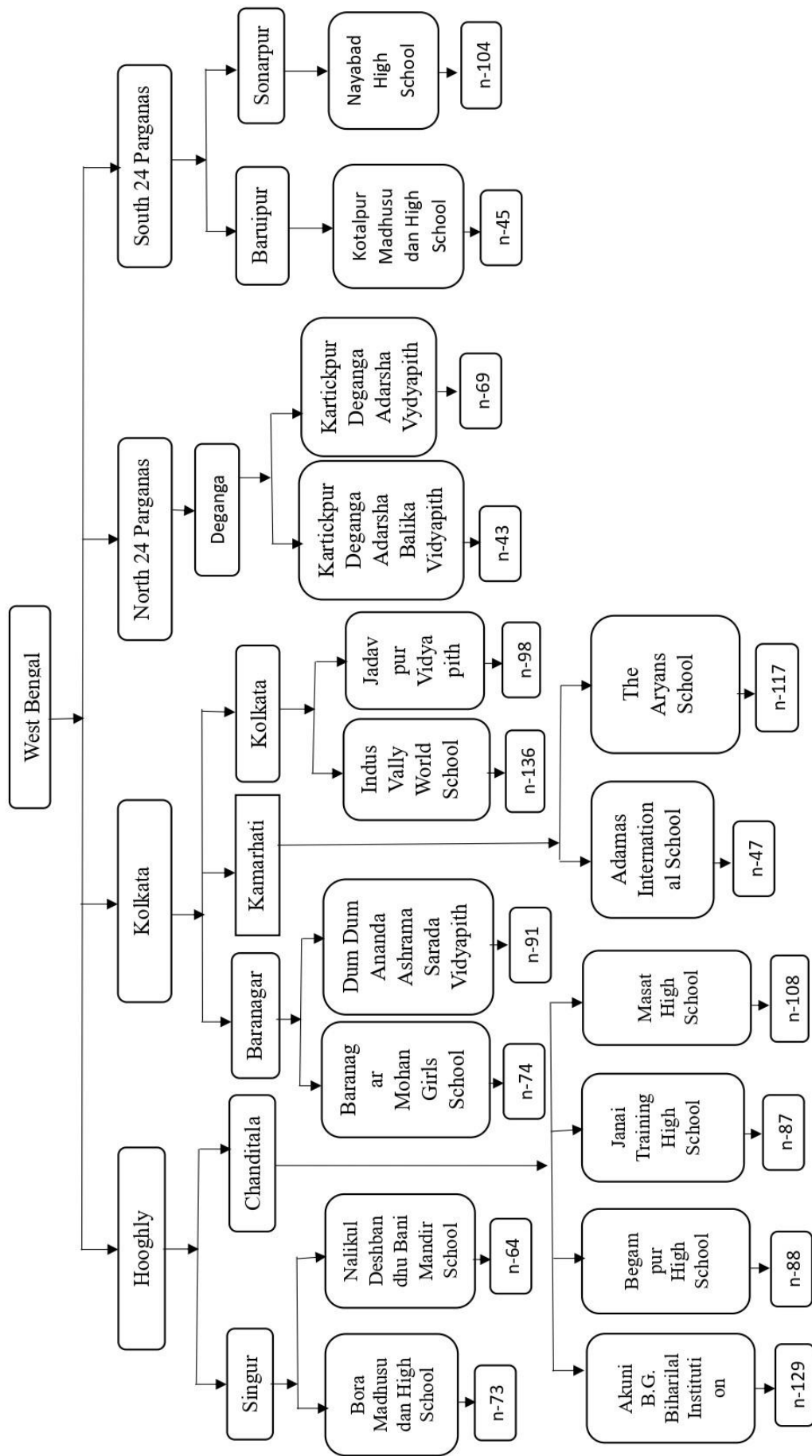


Fig. 4.3. District, Block and School wise Distribution

Note: n = Number of Participants

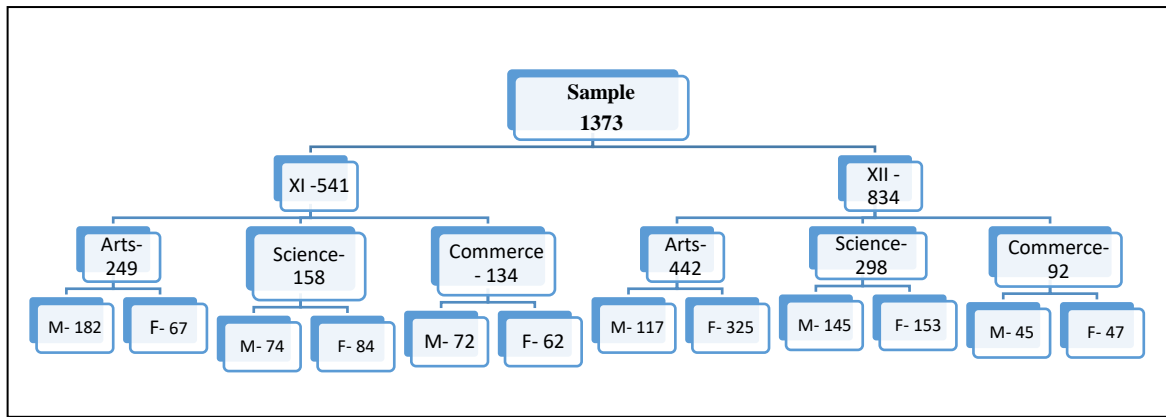


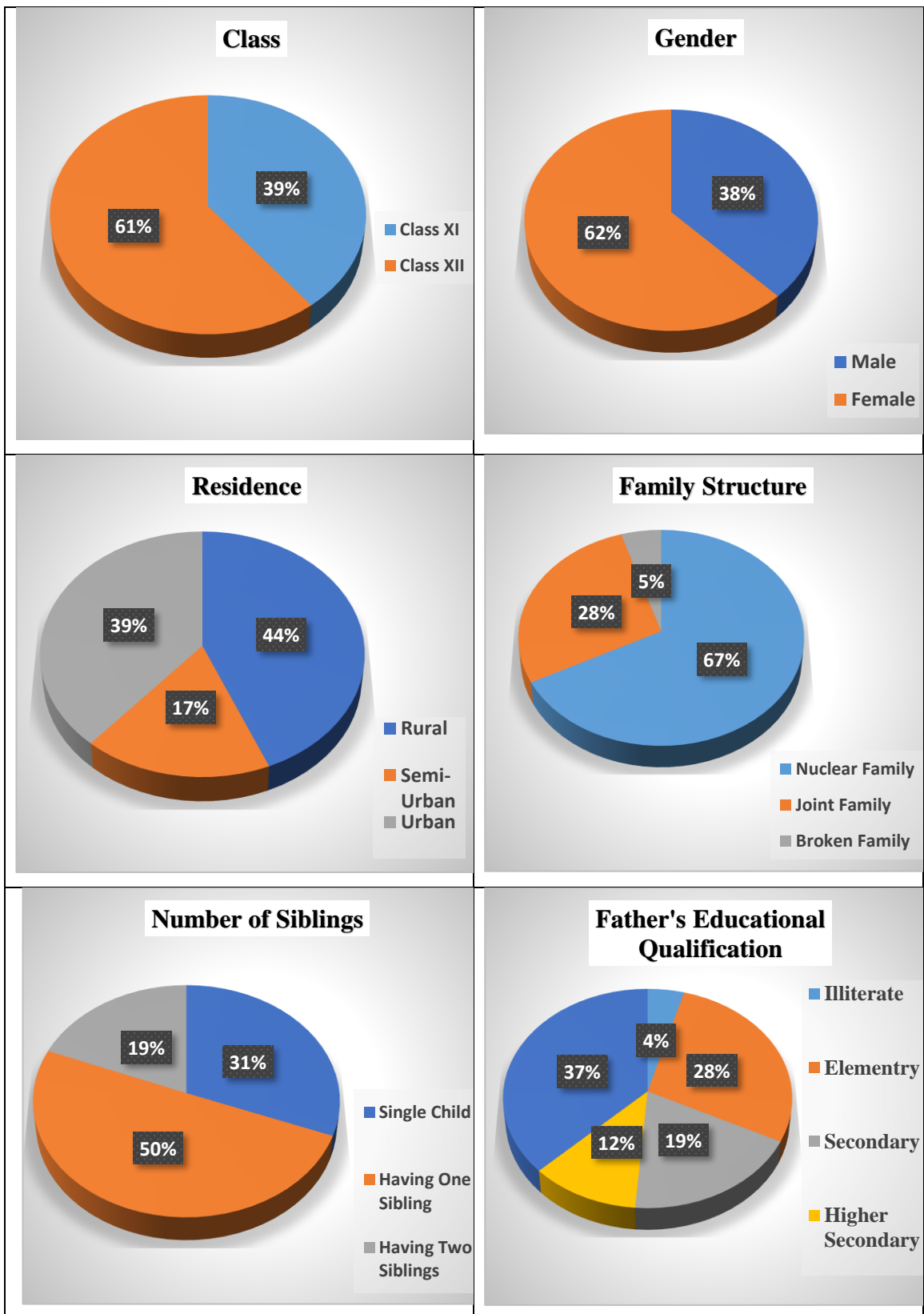
Fig. 4.4. Distribution of Sample

Table No. 4.3. Demographic Profile of the Participants

Sl. No.	Variables	Classification	Frequency (N)	Percentage	Total
1	Class	XI	541	39.40	1373
		XII	832	60.60	
2	Gender	Male	520	37.9	1373
		Female	853	62.1	
3	Residence	Rural	600	43.7	1373
		Semi-urban	242	17.6	
		Urban	531	38.7	
4	Family structure	Nuclear	925	67.4	1373
		Joint	382	27.8	
		Broken	66	4.8	
5	Number of siblings	Single child	420	30.9	1360
		Having one sibling	683	50.2	
		Having two siblings	257	18.9	
6	Parental educational qualification	Illiterate	59	4.3	1362
		Elementary (1-8)	381	28.0	
		Secondary (9 th Class/10 th Class)	257	18.9	
	Father's educational qualification	Higher Secondary (11 th Class/12 th Class)	156	11.5	
		Graduation or above	506	37.2	

7	Mother's educational qualification	Illiterate	60	4.4	1362
		Elementary (1-8)	314	23.1	
		Secondary (9 th Class/ 10 th Class)	322	23.6	
		Higher secondary (11 th Class/ 12 th Class)	227	16.7	
		Graduation or above	439	32.2	
8	Family monthly income	≤ 6174	450	33.4	1347
		6175- 18,496	360	26.7	
		18497-30830	131	9.7	
		30831-46128	82	6.1	
		46129-61662	71	5.3	
		61663- 123,321	119	8.8	
		≥123,321	134	9.9	
9	Leisure engagement activities	Active leisure activities	158	12.0	1318
		Passive leisure activities	164	12.4	
		Creative leisure activities	229	17.4	
		Social leisure activities	17	1.3	
		Cognitive leisure activities	198	15.0	
		Virtual leisure engagement	157	11.9	
		Multiple leisure engagement	365	27.7	
		None	30	2.3	

Note: The Total number of participants varies due to missing data or unwillingness to respond.



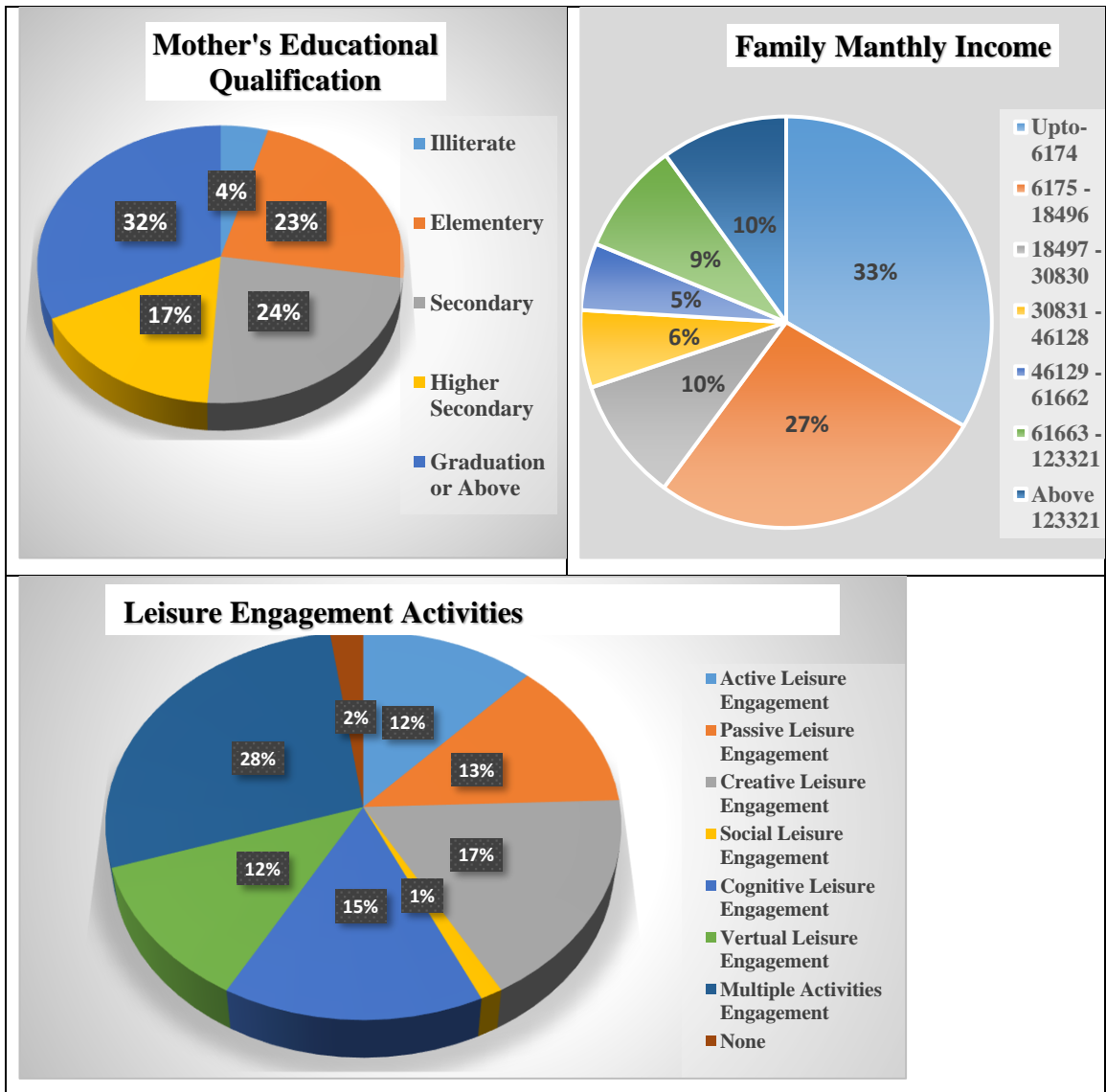


Fig. 4.5. Demographic Profile of the Participants

4.5.0. Description of the Variables

“The situations or traits that the researcher modifies regulates, or observes are known as variables” (Subramanian, 2022). In this study, variables can be grouped into two major categories, i.e., Demographic Variables (Independent Variables) and Measured Variables (Dependent Variables). A detailed description of the variables is given below. **4.5.1.**

Demographic Variables (Independent Variables)

In this study, the researcher used some demographic variables known as independent variables that can change the dependent variables. The researcher manipulates, measures,

or selects these variables to determine how they relate to an observed event (dependent variables) (Subramanian, 2022). These independent variables have been identified as part of the current study:

1. **Class:** In the present study, the researcher included 'Class' as an independent variable influencing the dependent variables. This independent variable is divided into two categories: XI and XII
2. **Gender:** In the present study, the researcher included 'Gender' as an independent variable influencing dependent variables. This variable is divided into two categories: Male and Female.
3. **Residence:** The participants' residence is an independent variable that influences the dependent variable. This variable is divided into three categories: Urban, Semi-Urban, and Rural.
4. **Family Structure:** The participants' family structure is an independent variable which is divided into three categories: Nuclear Family, Extended Family, and Broken Family (Separated, Divorced, Single Parent)
5. **Number of Siblings:** In the present study, the participants' number of siblings is an independent variable that influences the dependent variable. This variable is divided into three categories: Single child, Having one sibling, and Having two siblings.
6. **Parental Educational Qualification:** In the present study, parental educational qualification is an independent variable categorised as the father's and the mother's educational qualifications. These variables are divided into five categories: Illiterate, Elementary (1-8 class), Secondary (9th class/10th class), Higher Secondary (11th class/12th class), and Graduation or above.
7. **Family Monthly Income:** The participants' family income means their parents' monthly income is an independent variable, categorised into seven ranges according to the Kupaswamy Scale (2021): ≤ 6174 , 6175-18496, 18497-30830, 30831-46128, 46129-61662, 61663-123321, and ≥ 123322
8. **Leisure Engagement Activity:** In this study, participants engage in various activities in their leisure time as an independent variable. This variable is divided into eight categories. These leisure activities are given below:
 - i. Active Leisure Activities include playing outdoor games, going to the gym, doing yoga and exercise, helping with familial work, cooking, gardening, walking, and travelling.

- ii. Passive Leisure Activities include watching television, movies, web series, Netflix, animated movies, or motivational videos.
- iii. Creative Leisure Activities include singing, dancing, playing instruments, drawing and painting, digital art, photography, acting, art and craft work, and hand embroidery.
- iv. Social Leisure Activities include chatting and spending time with friends and family.
- v. Cognitive Leisure Activities include playing chess, learning a language, reading storybooks, articles, newspapers, and novels, and writing short stories and poems.
- vi. Virtual Leisure Activities include online gaming, mobile scrolling, social media, blogging, and video editing.
- vii. Multiple Leisure Activities denoted more than one activity.
- viii. None (not engaged in any leisure activities).

4.5.2. Measured Variables (Dependent Variables)

Measured variables are traits that may be quantified and evaluated by the researcher. They can also be referred to as dependent or outcome variables because they are affected by independent variables. This study considered achievement motivation, academic achievement, and happiness as the measured or dependent variables. In the present study, the researcher treated Happiness as a dependent variable and AM and AA as dependent and independent variables because these variables play a dual role.

Achievement Motivation: In the present study, achievement motivation was treated as the independent variable influencing academic achievement and happiness (dependent variable) during regression analysis. Moreover, this variable was treated as a dependent variable (at the time of mean difference) when the demographic variables influenced AM.

Academic Achievement: In the current study, academic achievement was treated as the independent variable (at the time of regression analysis) when it influences happiness and as the dependent variable when the demographic variables influence it (at the time of mean difference).

Happiness: In the present study, happiness is treated as the dependent variable (at the time of testing and mean difference).

4.5.3. Mediating Variable

A mediator variable is a middle variable that explains the relationship between independent and dependent variables. An independent variable does not directly affect a dependent variable; instead, it influences the dependent variable indirectly through a mediator variable. This may be expressed as an independent variable → mediator variable, → dependent variable (Ofem & Mchi, 2023). In the present study, academic achievement plays a mediating variable in influencing the relationship between achievement motivation (Independent Variable) and happiness (Dependent Variable).

AM → AA → HAPPINESS

4.6.0. Methods of Data Collection

4.6.1. Tools Used for data collection

The success of research findings relies on the quality of data collected, which is, in turn, influenced by the choice of research tools. The tools must be reliable, valid, available, and well-suited for the study's objectives. The selection of appropriate research tools is a fundamental aspect of educational research, which may involve using already-existing tools or developing new ones (Subramanian, 2022). The researcher collected data from H.S. schools in West Bengal in this study. The researcher used five instruments/tools: Informed Consent, a socio-demographic profile sheet, and two standardised questionnaires for achievement motivation and happiness.

4.6.1.1. Informed Consent

The researcher provided an informed consent sheet to the participants, including crucial information about the study. This informed consent letter is a formal document used in research to get permission from participants (or their guardians, if minor) to participate in the study. However, confirming the student's voluntary involvement is a fundamental ethical obligation. It assures that the research maintains ethical standards, securing the rights of the participants. This letter confirms that permission cannot be granted unless participants (or their guardians) have been fully informed of the significance of their engagement. Additionally, the permission letter the participant or legal guardian has signed is an official record of their consent. The researcher applied three orientations of informed

consent. Initially, the researcher has to receive permission from the school administration, usually the headmaster or principal, to study on the institution's campus. A separate permission letter is often declared detailing the study's specifics and confirming that it will not disrupt regular school educational activities. Second, students who are minors (those under the age of 18) sometimes lack the competence to give legal permission freely. Instead, consent from the students is obtained, signifying their acceptance to participate following an age-appropriate process description. Third, researchers must send a permission letter to parents or guardians, clarifying the study's objective, the student's participation, and the nature of the data-gathering process. Parents are required to sign and return the letter declaring their consent.

An adequately structured informed consent form often has the following components: i. Title of the Study, ii. Objective and its significance, iii. Brief descriptions of the research tools, iv. The target participant's role in the study, v. Duration, vi. Confidentiality of responses, anonymity, vii. Voluntary Participation, and viii. Contact information of the researcher.

4.6.1.2. Demographic Profile of the Participant

This instrument consists of 13 items. Each item consists of the personal information of every participant. The items are as follows- 1. Class, 2. Age, 3. Gender, 4. Family Residence (Urban, Semi-Urban, Rural), 5. School Type/ Medium of School, 6. Stream, 7. Family Structure, 8. No. of Siblings (including you), 9. Father's Educational Qualification, 15. Mother's Educational qualification, 10. Father's Occupation, 18. Mother's Occupation, 11. Family Monthly Income, 12. What is your leisure time activity? and 13. Last Academic Grade (%).

4.6.1.3. Academic Achievement Motivation Test (AAMT)

The researcher used the Academic Achievement Motivation Test (AAMT), constructed by T. R. Sharma (1984), and it was revised in 2005 and 2018 and distributed by the National Psychological Corporation, Agra, India, as a standardised scale. The researcher used this scale to assess H.S. pupils' motivation for achievement. There are 38 items on this scale. Each item provided two possible responses, which the participants could choose from A and B, depending on their thinking. The scoring pattern of the tools for the appropriate response is provided below.

Table No. 4.4. Scoring Pattern of AAMT

Scoring Key Pattern				
Sr.No.	Situation	Serialwise Item No.	Total	Award
I.	A	1,3,4,6,8,10,12,14,16,17, 18,21,25,27,31,35,36,37	19	Award 1 mark for each correct answer
II.	B	2,5,7,11,14,19,20,22,23,24,26, 28,29,30,32,33,34,38	19	Award 1 mark for each correct answer

The minimum and maximum range of scores is 00 – 38.

Norms: Based on the statistical analysis, Z-score norms (Common for both boys and girls) have been developed. The norms for interpreting the level of motivation are presented in the table below.

Table No. 4.5. Z- Score Norms of the Level of Achievement Motivation

Z- Score Norms for the Interpretation of the level of Achievement Motivation				
Sl. No.	Range of Raw Score	Range of z-Score	Grade	Level of Academic Achievement Motivation
1.	38 and above	+2.01& above	A	Extremely High
2.	34 to 37	+1.26 to 2.00	B	High
3.	31to 33	+0.51 to +1.25	C	Above Average
4	26 to 30	-0.50 to +.50	D	Average
5.	23 to 25	-1.25 to -0.51	E	Below Average
6.	19 to 22	-2.00 to -1.26	F	Low
7.	18 and below	-2.01 & below	G	Extremely Low

Technical Information of the Tool

Reliability: The original version of the tool's split-half (odd-even) reliability coefficient was 0.697, as ensured by T. R. Sharma (2018). Previous researchers also applied this AAMT tool. The researcher conducted a pilot study on 579 representatives to ensure the test's reliability and usability. The results of the pilot study are given in the table below.

Table No. 4.6. Reliability Coefficient of the Tool

Tool	Dimension of the Scale	Reliability coefficient
T. R. Sharma (2018).	Academic Achievement Motivation	Split-half (Odd-even method) .697
Pilot Study	Academic Achievement Motivation	Split-half (Odd-even method) .727

Validity: The validity of the test was established on the three criteria, viz., Content, Criterion, and Construct. The test items were selected based on the pooled judgment of 40 judges (experts) in the field of testing. This sufficed for the content validity. For criterion validity, the basis of the judgment of class teachers on high- and low-scoring students' achievement motivation was considered. For the construct validity, each item was corrected with the total test, and items showing no significant 'r' were rejected.

4.6.1.4. Academic Achievement

In the present study, AA refers to the marks obtained by students in the last academic end-term examination. The researcher did not conduct any academic achievement tests. He collected AA data as marks obtained and the total marks of participants in the last academic examination using the socio-demographic profile sheets of the participants. Their obtained marks are converted into the percentage for analysis. WBBSE and WBCHSE give the grading system for categories the AA score given below:

Table No. 4.7. Grading System of WBBSE and WBCHSE

Grading System for Secondary Education (Class-X)								
Grade Scale	90-100	80-90	60-79	45-59	35-44	25-34	Below 25	
Grade	AA	A+	A	B+	B	C	D	
Performance Indicator	Outstanding	Excellent	Very Good	Good	Satisfactory	Marginal	Disqualified	
Grading System for Secondary Education (Class-XI)								
Grade Scale	90-100	80-89	70-79	60-69	50-59	40-49	30-39	Below 30
Grade	O	A+	A	B+	B	C	P	F
Performance Indicator	Outstanding	Excellent	Very Good	Good	Satisfactory	Fair	Passed	Failed

Table No. 4.8. Grading System of CBSE and CISCE

Grading System for Secondary Education (Class-X)									
Grade Scale	91-100	81-90	71-80	61-70	51-60	41-50	33-40	21-32	00-20
Grade	A1	A2	B1	B2	C1	C2	D	E1	E2
Performance Indicator	Very Good		Credit			Pass		Fail	
Grading System for Secondary Education (Class-XI)									
Grade Scale	91-100	81-90	71-80	61-70	51-60	41-50	33-40	21-32	00-20
Grade	A1	A2	B1	B2	C1	C2	D	E1	E2
Performance Indicator	Very Good		Credit			Pass		Fail	

4.6.1.5 Happiness Scale

The investigator developed a tool for measuring happiness, namely the “Happiness Scale”. After a thorough and careful review of related literature about Happiness, the investigator and the supervisor comprehensively reflected the variable, i.e., Happiness, and identified the dimensions of the scale according to the PERMA model (Seligman, 2002). This scale intends to measure adolescents’ happiness concerning their family, school, and personal lives. It includes psychological constructs of positive emotion, engagement, relationship, meaningfulness, accomplishment, optimistic thought, positive social behaviour, life satisfaction, coping ability, and negative emotions.

It is a six-point Likert scale developed by Dr. Lalit Lalitav Mohakud, Jhulik Pakira, and Sharif Khan (2022). It comprises 24 items with three dimensions, including Family Life Happiness (FLH), School Life Happiness (SLH), and Personal Life Happiness (PLH). There are 14 positive and 10 negative items. The scoring of 14 positive items with six responses- 6 stands for strongly agree, 5 stands for moderately agree, 4 stands for slightly agree, 3 stands for slightly disagree, 2 stands for moderately disagree, and 1 stands for strongly disagree. On the other hand, the scoring of 10 negative items with six responses- 6 stands for strongly disagree, 5 stands for moderately disagree, 4 stands for slightly

disagree, 3 stands for slightly agree, 2 stands for moderately agree, 1 stands for strongly agree. It generally takes about 35 minutes to complete the scale.

Table No. 4.9. Dimensions of Happiness Scale

Dimension of the Scale	Serial Wise Item No.	No of Items
FLH	1,2,3,4,5,6,7,8,9,	9
SLH	10,11,12,13,14,15, 16,17	8
PLH	18, 19,20,21,22,23,24	7
	TOTAL	24

Table No. 4.10. Scoring Pattern

	Strongly Disagree	Moderately Disagree	Mildly Disagree	Slightly Disagree	Moderately Disagree	Strongly agree
Positive items	1	2	3	4	5	6
Negative items	6	5	4	3	2	1

Table No. 4.11. Technical Information About the Scale

Happiness Scale	Reliability Coefficient	
	Split-half (Odd-even method)	Cronbach's Alpha
Pilot Study	.826	.789
Oxford Happiness Questionnaire (OHQ), Martin and Crossland (1989),	X	.92
Authentic Happiness Scale, Wood et al. (2008)	.85 (Test- Retest)	.84

Reliability: Reliability means the degree to which a test assesses something correctly, as reflected in the consistency and stability of its scores (Bhatnagar & Bhatnagar, 2014). The researcher conducted a pilot study on representative samples of 579 secondary-level students to standardise the Happiness scale. The investigator calculated the tool's Split-half reliability (.826) and Chronbach's Alfa (.789) to measure its reliability.

Validity: A test's validity is determined by how well it assesses the characteristics or experiences for which it is designed. The correctness or truthfulness of an inference from the test result shows its validity. The 'Happiness Scale' content validity was measured in the present study. Thirty expert judgments from psychologists, sociologists, and educators validated the tool's content validity. According to their content analysis, their opinion of the content validity was significantly high.

Table No. 4.12. NPC Norms for Interpretation of the Level of Happiness

Dimension	Range	Level of Happiness
Overall Happiness	Upto 82.39	Very Low
	82.40 to 98.83	Low
	98.84 to 115.27	Moderate
	115.28 to 131.71	High
	Above 131.72	Very High
Family Life Happiness	Upto 31.27	Very Low
	31.28 to 39.27	Low
	31.28 to 39.508	Moderate
	39.509 to 55.99	High
	Above 55.99	Very High
School Life Happiness	Upto 19.219	Very Low
	19.22 to 25.007	Low
	25.008 to 30.793	Moderate
	30.794 to 36.581	High
	Above 36.581	Very High
Personal Life Happiness	Upto 22.778	Very Low
	22.779 to 31.273	Low
	31.274 to 39.79	Moderate
	39.80 to 48.262	High
	Above 48.262	Very High

4.7.0. Procedure of Data Collection

For the current research endeavour, using a questionnaire survey, the investigator opted for a traditional approach to data collection, employing offline methods. This involved

personally distributing hard copies of questionnaires to participants through physical interactions. The researcher meticulously compiled four essential instruments: the Informed Consent Form, the Socio-demographic Profile Sheet, the Academic Achievement Motivation Test, and the Happiness Scale.

Before initiating data collection, the researcher sought approval from the Research Advisory Committee (RAC), obtaining necessary permissions after discussions in committee meetings. Subsequently, with a bona fide letter secured from the research supervisor, the data collection phase commenced from September 16th, 2023, to October 17th, 2023.

Following approval from the Departmental Research Committee (DRC) and the Academic Research Committee (ARC), data collection procedures formally commenced on September 16th, 2023, and concluded on October 17th, 2023. The researcher conducted face-to-face interactions with participants and distributed printed copies of the instruments during the data collection process.

The researcher created a thorough set of documents, including informed consent, a Socio-demographic Profile Sheet, an AAMT, and a Happiness scale, as part of the data collection process. The researcher acquired an official letter from their supervisor to verify authenticity. The researcher received approval and cooperation from school administrators and instructors before starting the experiments. Teachers and school administrators were then explained the aim of the data collection. The researcher introduced themselves to the students and described the research's subject and goal with the class teacher's help. The pupils were asked to participate voluntarily, and those who did so were given a consent form to read and sign. Then, the questionnaires were distributed to the participants, who were told to carefully read each item, complete it as directed, and send it back to the researcher. Honesty was emphasised while clear directions were provided for completing the questionnaires. Participants had plenty of time to think before responding.

The basic guidelines for the participants are as follows:

1. The response sheets clearly explain the survey's purpose, addressing potential questions.
2. Participants are instructed to provide their initial responses on any specific item or statement in a short amount of time.
3. Respondents are informed that there are no right or wrong answers, encouraging them to respond based on their perceptions.
4. Confidentiality and anonymity of responses are assured to the participants.

5. Participants are directed to respond to all statements, leaving all answered.
6. Despite being a self-administered scale, the instructions printed on the response sheet are read aloud to the respondents.
7. To prevent biases, participants are told that the statements aim to gauge their general opinions about life. After completing the responses, they are informed that the scale measures individual happiness and is not intended to judge them as good or bad.

After the successful data collection, proper scoring was done, considering each tool's scoring system. After that, a proper scoring sheet was prepared for statistical analysis.

Table No. 4.13. Responses Collected from the Face-to-Face Method

Districts	Provide Instruments as the print copy	Received Responses (After data cleaning)
Hooghly	596	549
North 24 Parganas	377	322
South 24 Parganas	170	104
Kolkata	480	398
Total	1623	1373

4.8.0. Storage and Protection of Data

4.8.1. Data Screening

The researcher initially assessed participant responses to ensure full completion of the survey questionnaires after submitting their answers. The researcher established screening criteria to include only those responses that had completed consent forms and answered all survey questions. The Omission of demographic information was not grounds for excluding participant responses from the dataset. Subsequently, the researcher conducted thorough mining and cleaning procedures on the gathered data. The researcher consolidated all collected data into a unified MS Excel file, securely stored on the researcher's computer. Access to the stored data was restricted solely to the current researcher.

4.8.2. Tabulation of Data

The researcher tabulated data systematically and sequentially for further analysis and interpretation to draw inferences based on the current study's objectives. The researcher

initially gathered raw data from 1537 high school students, individually tabulating them in an Excel sheet.

4.9.0. Data Analysis Techniques

The researcher used his computer to view the safely saved Excel sheet while conducting the statistical analysis. The researcher utilised the SPSS-20 program to analyse the data. For this purpose, Excel data were initially imported into an SPSS data sheet. Then, with the assistance of the study supervisor, all types of statistical analyses were carried out using this program.

4.9.1. Data Normality

Initially, the researcher conducted Skewness and Kurtosis analyses to assess the normality of the data. Subsequently, SPSS is utilised to identify outliers by calculating interquartile ranges using Tukey's hinges output values. Boxplots are generated to visualise data points falling outside the +1.5 and -1.5 interquartile ranges (beyond the third and first quartiles, respectively) and extreme outliers exceeding the +3 and -3 interquartile ranges. Any identified outliers were removed and documented in the final analysis and findings report.

4.9.2. Descriptive Statistics

Specific descriptions for the personal demographic profile of H.S. school students include class, gender, residence, family structure, parental education, family income, and engagement with leisure activities through frequencies, percentages, mean, and standard deviations. Chapter V of the thesis presents descriptive information regarding the distribution of Achievement Motivation, Academic Achievement, and Happiness among H.S. school students.

4.9.3. Parametric Statistics

In this study, the researcher used parametric statistics to test hypotheses and derive meaningful findings. Parametric statistics, which amalgamate descriptive and inferential techniques, explored various relationships and differences among high school students. The researcher applied t-tests and one-way analysis of variance (ANOVA) to draw significant mean disparities in dependent variables across different demographic groups within the high school student population. The researcher applied Pearson correlation analysis to explore the interplay between AM, AA, and happiness among high school students, was conducted. Finally, leveraging the findings from correlation analysis, simple and multiple linear regression analyses are executed to delve deeper into the directional

and substantive impact of achievement motivation and academic achievement on happiness levels among H.S. school students. Applying these parametric techniques, the study rigorously tested research hypotheses and shed light on the intricate dynamics within the high school student community.

4.9.4 Analysis Design of The Study

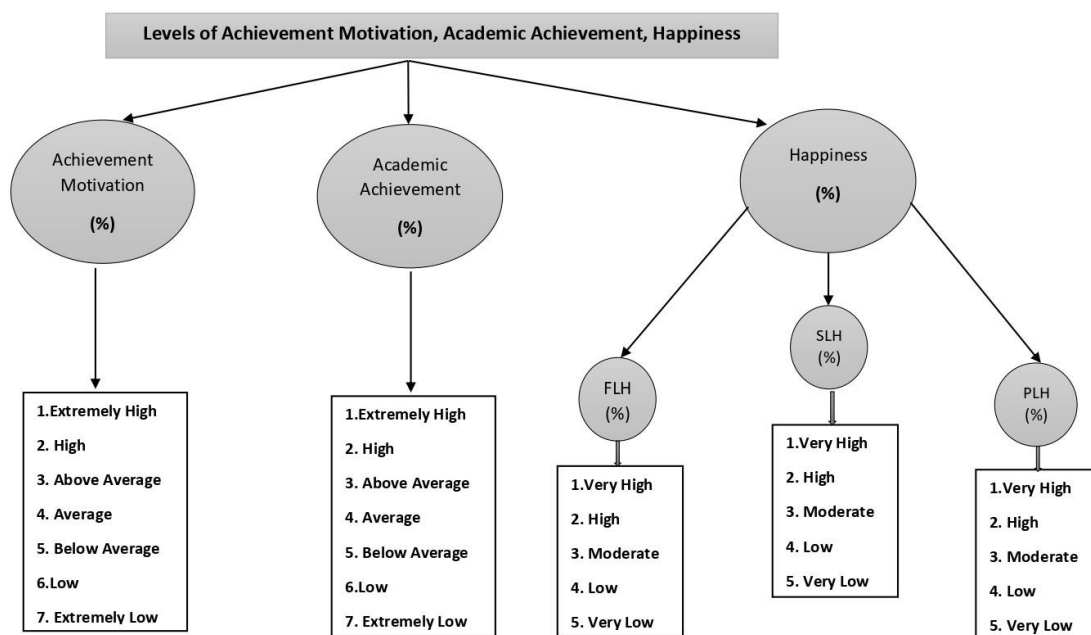
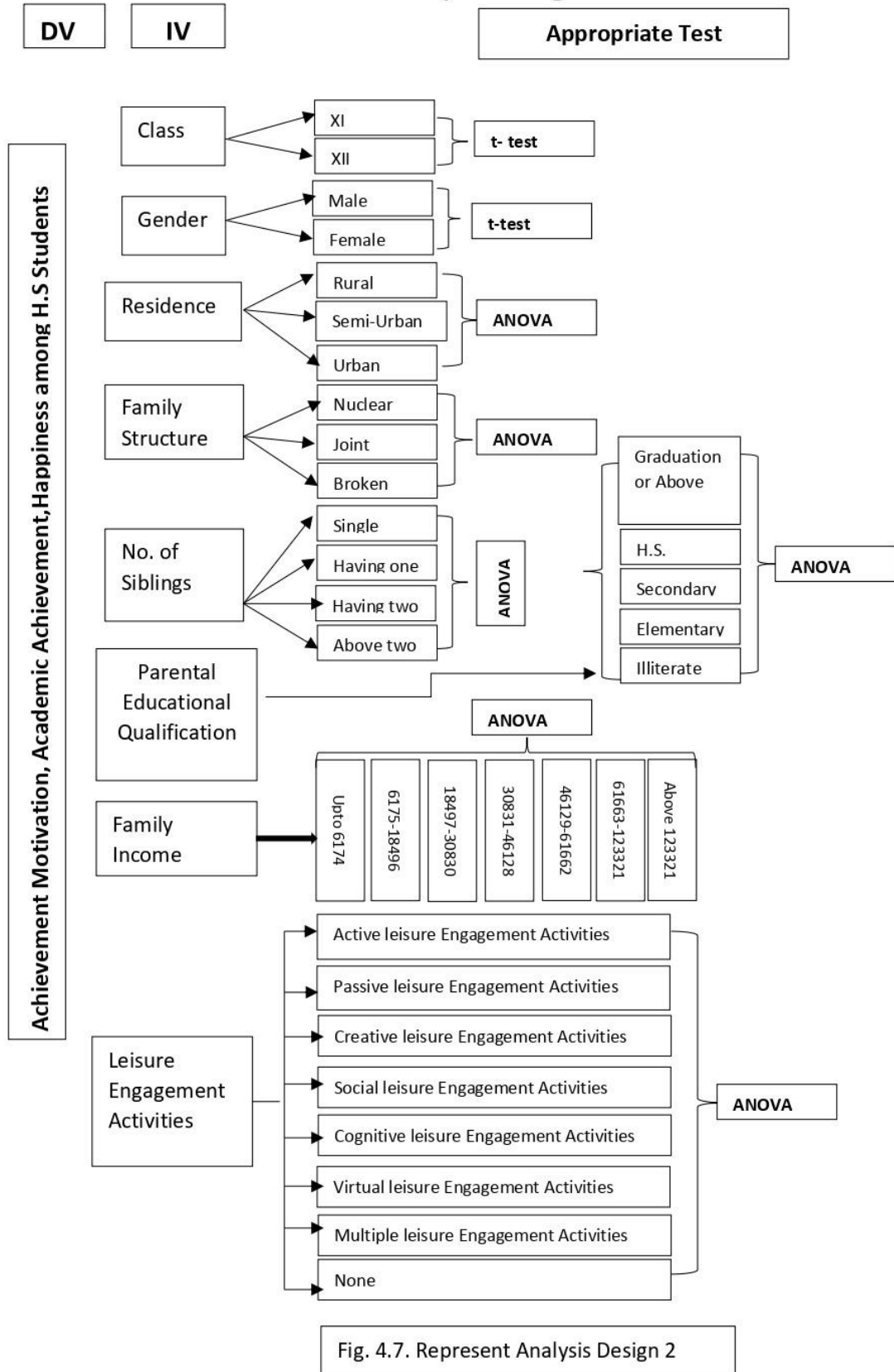


Fig. 4.6. Analysis Design 1

Analysis Design 2



Analysis Design. 3 & 4

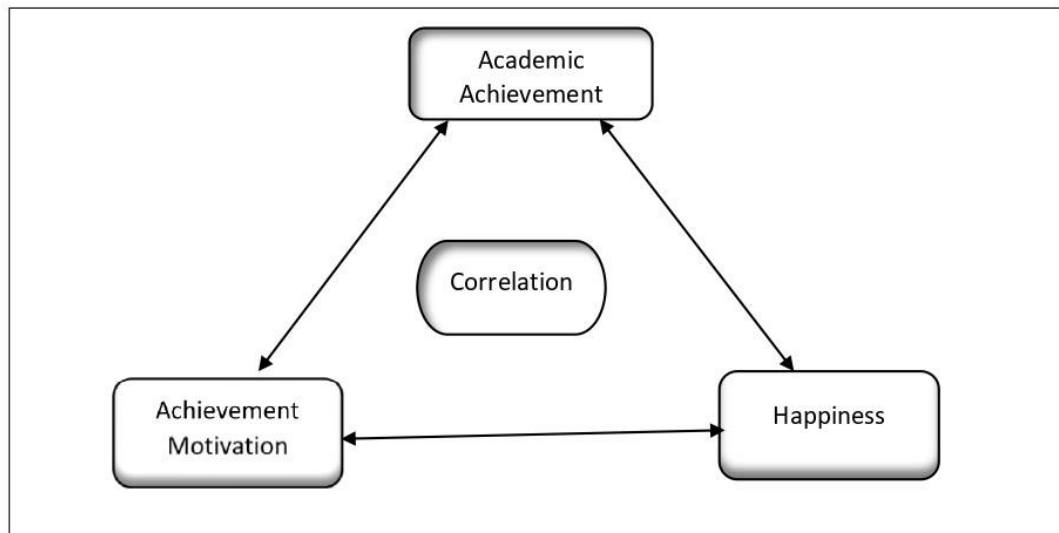


Fig. 4.8. Represents Correlation Analysis Design. 3

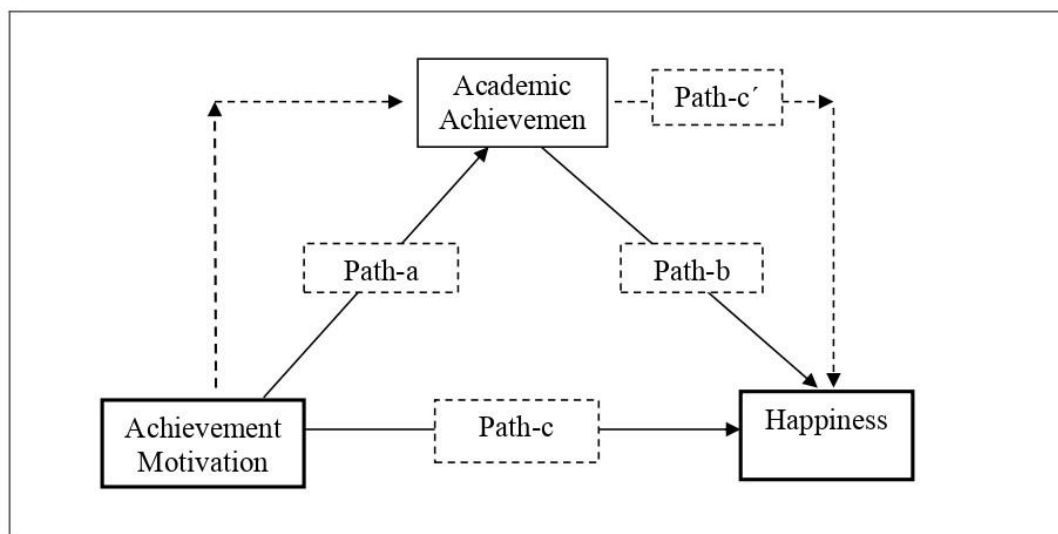


Fig. 4.9. represents Path Analysis Design 4

4.10.0. Assumptions, Limitations, and Ethical Considerations

The researcher has thoroughly deliberated on the assumptions, limitations, and ethical considerations to elucidate the study's validity. This encompasses factors such as input error, the accuracy of the information, and any pertinent obstacles that could impact future research endeavours. Additionally, statistical assumptions relevant to correlation analysis and normal distribution have been addressed elsewhere in this document, specifically in the correlation and statistical methodologies sections.

4.10.1. Assumptions

Participants are considered to have provided honest and genuine responses to the questionnaire, correctly identifying themselves as high school students and mentioning their class and stream. Additionally, it was assumed that honesty and accuracy maintained the integrity of participant information protection, encompassing population factors and survey responses.

4.10.2. Limitations

As for limitations, the study relied on self-reported data from participants. Although the researcher presumed the accuracy and impartiality of participants reporting, this reliance on self-reporting introduces potential biases. Moreover, participants are solely contacted regarding the study during its duration.

4.10.3. Ethical Considerations

Throughout this survey research, the researcher maintained ethical principles steadfastly. The study sought to enrich our understanding of variable relationships without positing causal claims. The correlational investigation was carried out after receiving permission from the Institutional Review Board (IRB) to confirm ethical compliance. Informed consent forms were distributed before the start of the study, and participants' signatures were obtained according to the standards established by Jadavpur University, the Research Advisory Committee (RAC). Adhering to the general principles of ethics in research with human participants, as outlined in the Declaration of Helsinki (7th Revision, 2013), the researcher furnished each participant with comprehensive information about the study's focus, nature, and scope. This included assurances of confidentiality and clarification that no social or financial benefits were associated with participation. Only individuals who provided voluntary consent were included in the study. Confidentiality and anonymity were strictly upheld, with no collection of identifiable information

requiring disclosure. Moreover, meticulous attention was given to ensuring accurate data input throughout the study, enhancing its validity and facilitating informed claims.

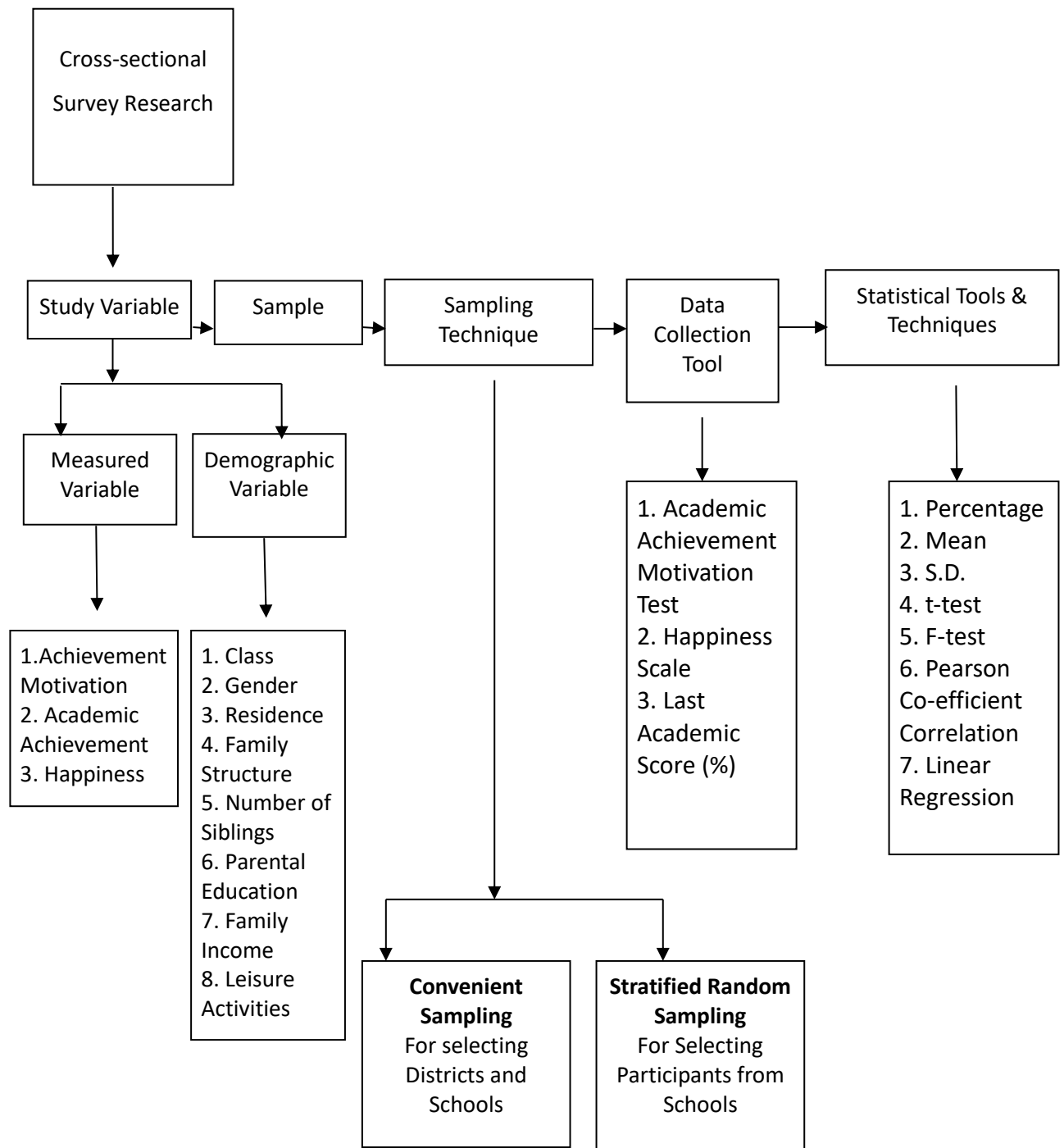


Fig. 4.10. Research Design

CHAPTER-V
ANALYSIS AND INTERPRETATION
OF DATA

CHAPTER-V

ANALYSIS AND INTERPRETATION OF DATA

5.1.0. Introduction

This chapter is dedicated to data analysis, interpretation, and presentation, which are essential components of any research study. The chapter analyses gathered data using various statistical methods, forming the basis for the entire study. Appropriate data analysis and interpretation are essential as the foundation for drawing conclusions from research. Therefore, the research work would never have been fully finished without this section.

5.2.0. Analysis and Interpretation

5.2.1. Data Normality

Before proceeding to descriptive statistics and hypothesis testing, the researcher employed the Kolmogorov-Smirnov and Shapiro-Wilk tests for data normality. The researcher also used Skewness (Sk) and Kurtosis (Ku) to verify the data among the representatives for achievement motivation (AM), academic achievement (AA), and happiness. The test results 5.1 (A) and 5.2 (B) are shown in the table below.

Table No. 5.1 (A): Kolmogorov-Smirnov and Shapiro-Wilk Test Statistics

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
AM	.080	1373	.000	.979	1373	.000
AA	.047	1373	.000	.980	1373	.000
Overall Happiness	.044	1373	.000	.988	1373	.000
Family Life Happiness	.066	1373	.000	.964	1373	.000
School Life Happiness	.139	1373	.000	.945	1373	.000
Personal Life Happiness	.061	1373	.000	.995	1373	.000

Table No. 5.1 (B): Skewness and Kurtosis Statistics Statistics

		Statistic	Std. Error
AM	Sk	-.400	.066
	Ku	-.353	.132
AA	Sk	-.207	.066
	Ku	-.748	.132
OH	Sk	-.359	.066
	Ku	-.167	.132
FLH	Sk	-.577	.066
	Ku	.060	.132
SLH	Sk	-.895	.066
	Ku	.870	.132
PLH	Sk	-.087	.066
	Ku	-.353	.132

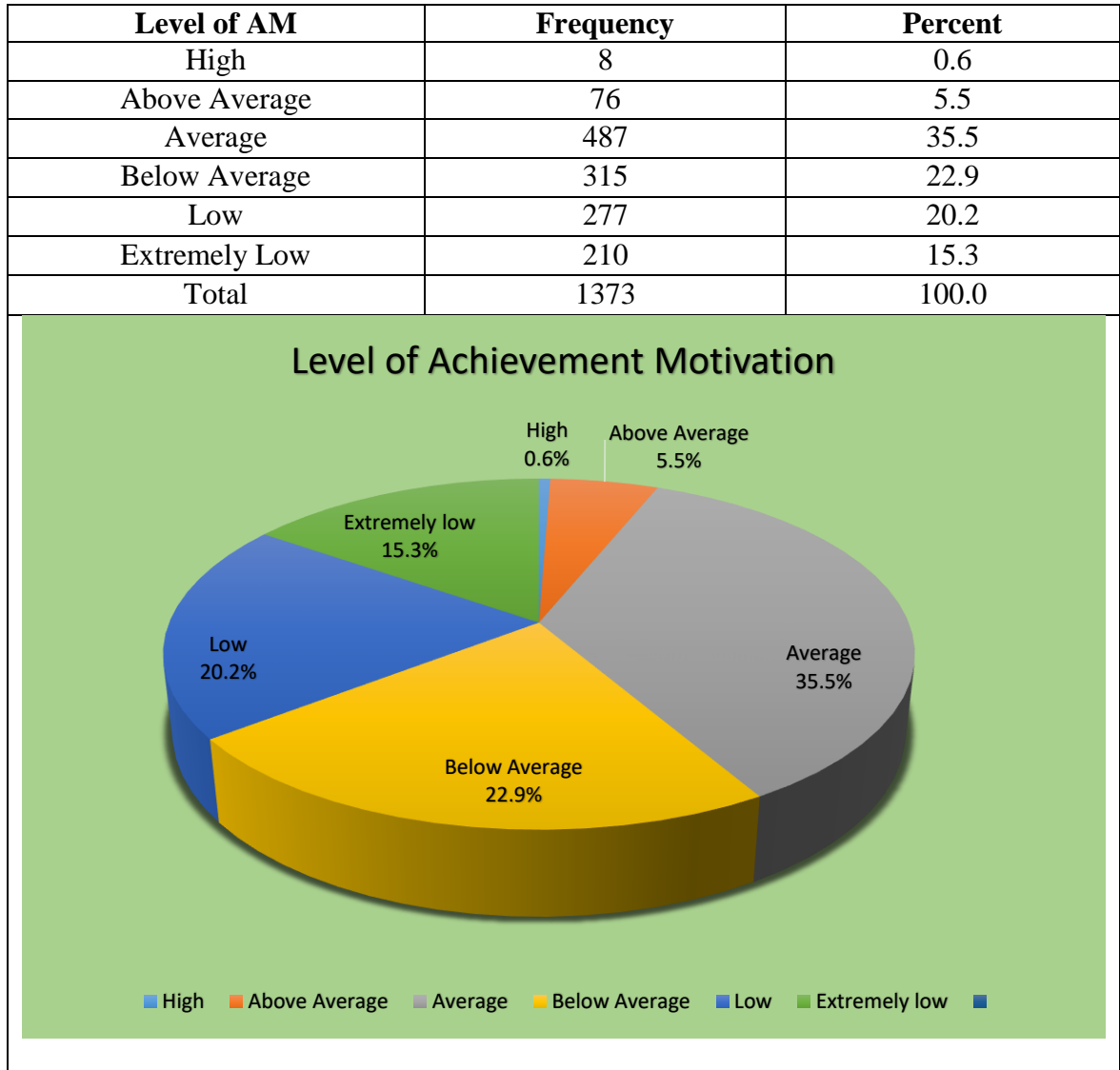
Interpretation

Two tests, namely the Kolmogorov-Smirnov and the Shapiro-Wilk tests, are considered for a normality test. The fundamental assumption of these tests is that data are distributed normally throughout the sample units. A significant result from either test indicates a rejection of the normality assumption, suggesting that the data is not normally distributed. In the present study, the test statistics revealed the non-normality of the present data as the *p*-value (Sig.) is less than 0.05 for AM, AA and happiness (overall and dimensions-wise). Therefore, the researcher computed the Sk and Ku statistics one more time. When the Ku statistic is .263, and the Sk statistic is zero (0), the data is considered normal in the Sk and Ku tests. The variation in these values signifies the non-normality of the data. In social sciences, empirical evidence indicates that a deviation of 1 to 7 in the statistic is considered normal or nearly normal. According to Curran et al. (1996), the deviation value is considered up to 2 for Sk and up to 7 for Ku. Kline (2005) also considered the variations up to 3 and 10 for Sk and Ku, respectively. In this present study, the researcher maintained the methodologies of Curran et al. (1996) and Kline (2005). Finally, the researcher determined that the distribution was normal among the representatives, as the Sk and Ku statistics for AM, AA and happiness (OH, FLH, SLH, PLH) came within the acceptable variation range.

5.2.2. Distribution of AM

5.2.2.1. Level of AM among H.S. School Students in W.B.

Table No. 5.2 and Fig. 5.1: Illustrating the Level of AM



Interpretation

Table No. 5.2 shows there were no highly motivated students. The above table reflects that out of 1373 H.S. school students, 41% collectively showed average to above average levels of AM. A very negligible percentage of highly motivated students, i.e. 0.6%. Most students showed motivation levels ranging from below average motivation level to extremely low AM level, i.e. 58.4%, where the percentage of below-average AM level, Low AM level, and extremely low AM level are 22.9%, 20.2%, and 15.3%, respectively.

5.2.3. Influence of Demographics (class, gender, residence, family structure, number of siblings, parental educational qualification, family income, and leisure engagement activities) on AM among H.S. School Students in W.B.

H₀1: demographic factors (class, gender, residence, family structure, number of siblings, parental educational qualification, family monthly income, and leisure engagement activities) do not significantly influence AM among H.S. school students in West Bengal.

5.2.3.1. Influence of Class on AM among H.S. School Students in W.B

Table No. 5.3: Class-Wise Mean Comparison of AM

	Class	N	Mean	SD	MD	df	t (p)
AM	XI	541	23.82	4.399	-.245	1371	-.925 (.355)
	XII	832	24.07	5.033			

Interpretation

Table No. 5.3 represents the independent samples t-test results for AM among H.S. school students concerning the class. It shows that the AM mean score of class 11th students (i.e., 23.82) is lower than class 12th students (i.e., 24.07), and the mean score difference between them is -.245, which is statistically not significant ($t=-.925$, $df=1371$ & $p=.355>0.05$). Hence, it indicates no significant difference in AM among H.S. students concerning their class.

5.2.3.2. Influence of Gender on AM among H.S. School Students in W.B

Table No. 5.4: Gender-Wise Mean Comparison

	Gender	N	Mean	SD	MD	df	t (p)
AM	Male	520	23.56	4.716	-.668	1371	-2.510 (.012)
	Female	853	24.22	4.824			

Interpretation

Table no. 5.4 represents the independent samples t-test results for AM among H.S. school students concerning gender in W.B. It shows that the mean score of AM for female students

(i.e., 24.22) is higher than for male students (i.e., 23.56). The mean score difference between them is -.668, which is statistically significant ($t=-2.510$, $df=1371$ & $p=.012<0.05$). Hence, it indicates a significant difference in AM among H.S. students concerning gender.

5.2.3.3. Influence of Residence on AM among H.S. Students

Table No. 5.5 (A): Residence-Wise Mean Comparison

	Residence	N	Mean	SD	df	F (p)
AM	Rural	600	23.33	4.98	2/1370	16.57 (.000)
	Semi-Urban	242	23.55	5.00		
	Urban	531	24.89	4.30		
	Total	1373	23.97	4.79	1372	

Table No. 5.5 (B): Residence-Wise Multiple Comparisons on AM

Dependent Variable	(I) Residence	(J) residence	MD (I-J)	St. Error	Sig.
AM	Rural	Semi-Urban	-.225	.361	.534
		urban	-1.56	.282	.000
	Semi-urban	Rural	.225	-1.343	.534
		Urban	-1.34	.368	.000
	Urban	Rural	1.568	.282	.000
		Semi-Urban	1.343	.368	.000

Interpretation

Table No. 5.5 (A) represents the one-way ANOVA results for AM among H.S. students concerning their residence in W.B. It shows that the AM mean score of students who belong to urban areas (i.e., 24.89) is higher than comparatively to semi-urban (i.e. 23.55) and rural (i.e., 23.33) area's students and the one-way ANOVA shows that ($F=16.57$, $df=2/1370$ & $p=.000<0.05$) the result is significant. Hence, it indicates a significant difference in AM among H.S. students concerning residence. Further, the multiple comparisons [see Table No. 5.5 (B)] on AM through LSD test showed that the actual differences lie between rural and urban area students ($p=.000<0.05$) and semi-urban and urban area ($p=.000<0.05$) students.

5.2.3.4. Influence of Family Structure on AM among H.S. Students

Table No. 5.6: Family Structure-Wise Mean Comparison

	Family Structure	N	Mean	SD	df	F (p)
AM	Nuclear family	925	23.83	4.74	2/1370	1.69 (.184)
	Joint family	382	24.35	4.81		
	Broken family	66	23.74	5.28		
	Total	1373	23.97	4.79	1372	

Interpretation

Table No. 5.6 represents the one-way ANOVA results for AM among H.S. students concerning their family structure. It shows that the mean score of AM for students from joint families (i.e., 24.35) is higher than for students from nuclear (i.e., 23.83) and broken (i.e., 23.74) families. This means students from joint families have higher AM than those from other family structures. The one-way ANOVA shows that the result ($F=1.69$, $df=2/1370$ & $p=.184 > 0.05$) is insignificant. Hence, it indicates no significant variation in AM among H.S. students concerning their family structure.

5.2.3.5. Influence of Number of Siblings on AM among H.S. Students

Table No. 5.7: Number of Siblings-Wise Mean Comparison

	Number of Siblings	N	Mean	SD	df	F (p)
AM	Single child	420	24.28	4.69	2/1357	1.85 (.157)
	Having one sibling	683	23.74	4.87		
	Having two Sibling	257	24.15	4.74		
	Total	1360	23.98	4.79	1359	

Interpretation

Table No. 5.7 represents the one-way ANOVA results for AM of H.S. students concerning their number of siblings. It shows that the mean score of AM for students who are single children (i.e., 24.28) is higher than comparatively to those having two siblings (i.e., 24.15) and those having one sibling (i.e., 23.74). The one-way ANOVA shows that the result ($F=1.85$, $df=2/1357$ & $p=.157 > 0.05$) is not significant. Hence, it indicates no significant difference in AM among H.S. students concerning their number of siblings.

5.2.3.6. Influence of Parental Educational Qualification on AM among H.S. Students

5.2.3.6.1. Influence of Father's Educational Qualification on AM among H.S. students

Table No. 5.8 (A): Father's Educational Qualification-Wise Mean Comparison

	Father's Education	N	Mean	SD	df	F(p)
AM	Illiterate	59	24.03	4.18	4/1354	1.54 (.187)
	Elementary	381	23.48	4.95		
	Secondary	257	24.08	4.78		
	Higher Secondary	156	23.81	4.88		
	Graduation or above	506	24.27	4.71		
	Total	1359	23.95	4.79	1358	

Interpretation

Table No. 5.8 (A) represents the one-way ANOVA results for AM among H.S. students concerning their father's educational qualification in W.B. It shows that H.S. students whose fathers have educational qualifications of graduation and above (mean AM score = 24.27) have higher AM than those whose fathers have secondary-level education (mean= 24.08), are illiterate (mean = 24.03), have higher secondary-level education (mean= 23.81), or have elementary-level education (mean = 23.48). This means that students whose fathers are graduates or above tend to have higher AM than those with fathers of lower educational qualifications. The one-way ANOVA shows that the result ($F=1.54$, $df=4/1354$ & $p=.187>0.05$) is not significant. Hence, there is no significant variation in AM among students concerning their father's educational qualifications.

5.2.3.6.2. Influence of Mother's Educational Qualification on AM among H.S. Students

Table No. 5.8 (B): Mother's Educational Qualification-Wise Mean Comparison

	Mother's Education	N	Mean	SD	df	F(p)
AM	Illiterate	60	24.07	4.35	4/1357	1.28 (.274)
	Elementary	314	23.58	4.96		
	Secondary	322	24.03	4.96		
	Higher Secondary	227	23.75	4.59		
	Graduation or above	439	24.33	4.68		
	Total	1362	23.98	4.79	1361	

Interpretation

Table 5.8 (B) represents the one-way ANOVA results for AM concerning their mother's educational status. It shows that the mean score of AM for students whose mother's educational qualifications are illiterate, secondary, higher secondary, graduation or above,

their mean scores are 24.07, 23.58, 24.03, 23.75, and 24.33, respectively. It means that students whose mother's educational qualification is graduation and above have higher AM than other categories. Moreover, the one-way ANOVA shows that the result is not significant ($F=1.28$, $df=4/1357$ & $p=.274>0.05$). Hence, it indicates no significant difference in AM among H.S. students concerning their mothers' educational qualifications.

5.2.3.7. Influence of Family Monthly Income on AM among H.S. Students

Table No. 5.9 (A): Family Monthly Income-Wise Mean Comparison

	Family Monthly Income	N	Mean	SD	df	F(p)
AM	≤ 6174	450	23.51	4.915	6/1340	2.334 (.030)
	6175 to 18496	360	23.97	4.741		
	18497 to 30830	131	23.56	4.566		
	30831 to 46128	82	24.52	4.284		
	46129 to 61662	71	24.94	4.866		
	61663 to 123321	119	24.19	4.791		
	≥ 123322	134	24.86	4.890		
	Total	1347	23.97	4.797	1346	

Table No. 5.9. (B): Family Monthly Income-Wise Multiple Comparisons of AM

Dependent Variable	(I) Family Income	(J) Family Income	Mean Difference (I-J)	Std. Error	Sig.
AM	≤ 6174	46129 to 61662	-1.430	.611	.019
		Above 123321	-1.345	.471	.004
	18,497 to 30,830	46129 to 61662	-1.386	.705	.049
		Above 123321	-1.301	.588	.027

Interpretation

Table No. 5.9 (A) represents the one-way ANOVA results for AM among H.S. students concerning their family monthly income status. It shows that the mean score of AM for students whose family monthly income is between Rs. 46129 to Rs. 61662 (i.e., 24.94) is higher, compared to students whose monthly income is fall into other categories: Above Rs.123321 (i.e., 24.86), Rs. 30831 to Rs. 46128 (i.e., 24.52), Rs. 61663 to Rs.123321 (i.e., 24.19), Rs. 6175 to Rs. 18496 (i.e., 23.97), Rs.18497 to Rs. 30830 (i.e., 23.56), and Rs. ≤ 6174 (i.e., 23.51). This means that students with a monthly family income of 46129 to 61662 have higher AM than those of other family incomes. And the one-way ANOVA shows that ($F=2.334$, $df=6/1340$ & $p=.030<0.05$) the result is significant. Hence, it

indicates a significant difference in AM among H.S. students concerning monthly family income status. Further, the multiple comparisons [see Table No. 5. 9 (B)] on AM through LSD test showed that the actual differences lie between those students from families with a monthly income of Rs. ≤ 6174 and Rs.46129 to Rs. 61662 ($p=.019<0.05$), and ≤ 6174 Rs and Above 123321 Rs. ($p=.004<0.05$), Rs.18497 to Rs. 30830 and Rs. 46129 to Rs. 61662 ($p=.049<0.05$), R.S. 18497 to 30830 and ≥ 123322 ($p=.027<0.05$) monthly family income groups.

5.2.3.8. Influence of Leisure Engagement Activities on AM among H.S. Students

Table No. 5.10: Leisure Engagement Activities-Wise Mean Comparison

	Leisure Engagement Activities	N	Mean	SD	df	F(p)
AM	Active Leisure Engagement	158	23.19	4.74	7/1310	1.55 (.14)
	Passive Leisure Engagement	164	23.91	4.58		
	Creative Leisure Engagement	229	23.69	4.87		
	Social Leisure Engagement	17	23.53	4.07		
	Cognitive Leisure Engagement	198	24.12	4.77		
	Virtual Leisure Engagement	157	24.00	4.94		
	Multiple Leisure Engagement	365	24.39	4.83		
	None	30	25.40	4.23		
	Total	1318	23.99	4.79		

Interpretation

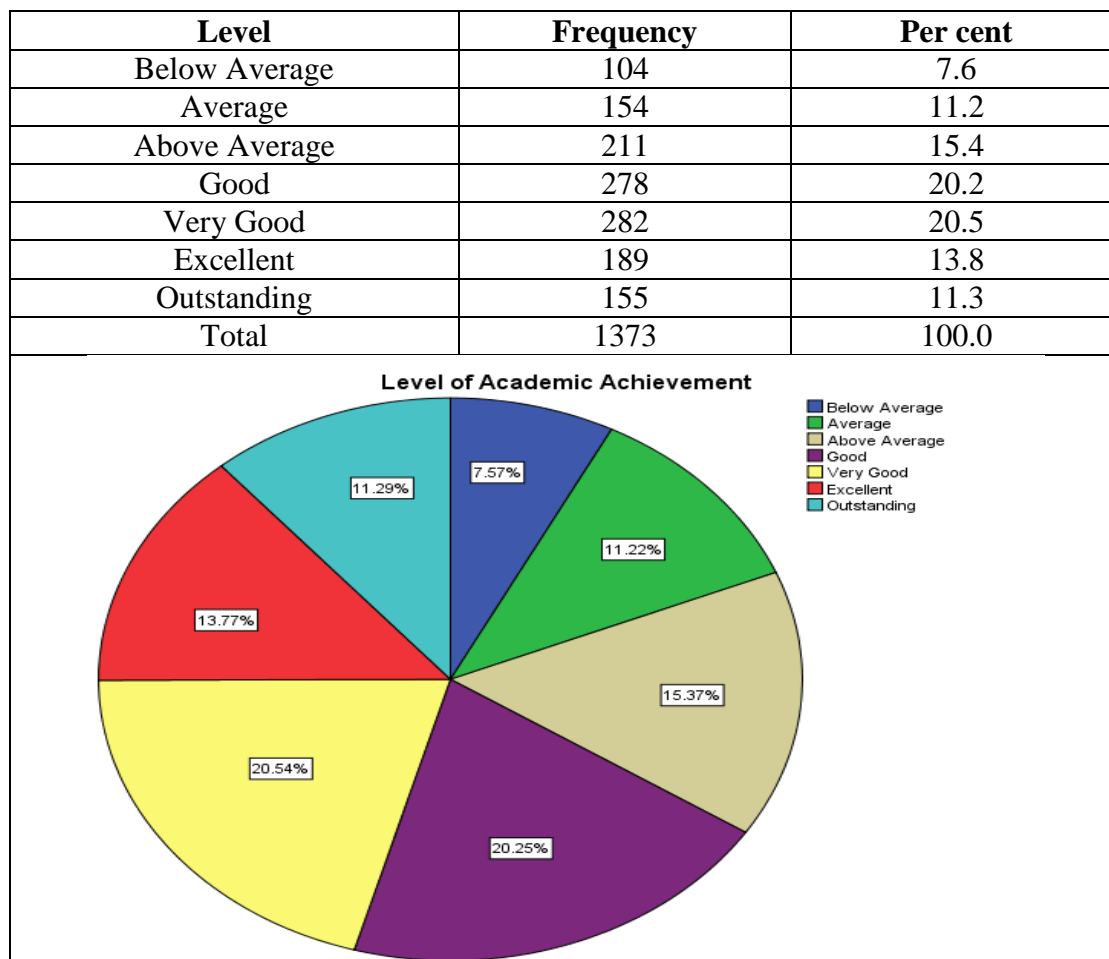
Table 5.10 represents the one-way ANOVA results for AM concerning their leisure engagement activities. It shows that the mean score of AM for students who are not engaged in any leisure activities (i.e., 25.40) is highest, comparatively to those students in Multiple Leisure Engagement (i.e., 24.39), Cognitive Leisure Engagement (i.e., 24.12), Virtual Leisure Engagement (i.e., 24.00), Passive Leisure Engagement (i.e., 23.91), Creative Leisure Engagement (i.e., 23.69), Social Leisure Engagement (i.e., 23.53) and Active Leisure Engagement (i.e., 23.19). This means that students who are not engaged in any leisure activities have higher AM than engagement in different types of leisure activity groups. The one-way ANOVA shows that the result ($F=1.55$, $df=7/1310$ & $p=.14>0.05$) is

not significant. Hence, it indicates no significant difference in AM among students concerning their leisure engagement activities.

5. 3.0. The Level of AA among H.S. School Students in W.B.

5.3.1. Level of AA among H.S. students in W.B.

Table No. 5.11. and Fig. 5.2. Depicting the Level of AA



Interpretation

Table 5.11 displays the distribution of academic achievement levels among H.S. students in West Bengal, categorised according to their performance. The data classifies adolescents into seven discrete degrees of AA. The levels are categorised as Below Average, Average, Above Average, Good, Very Good, Excellent, and Outstanding. Results show that only 7.6% of the students belong to this group, suggesting a comparatively low percentage of pupils who perform below the average scores. 11.2% of the total student population falls into the Average group. Further, 15.4% of the pupils have academic abilities that are above the average level. From the student population, 20.2% of students fall into the good category, and 20.5% demonstrate high academic success and are classified as Very Good.

Out of a total of 1373 pupils, 13.8% of pupils are classified as Excellent category. Finally, 11.3% of the pupils (155 out of 1373) possess extraordinary academic achievement, qualifying them for the Outstanding category.

5.3.2. Variations in AA across Demographics (class, stream, gender, residence, family structure, number of siblings, parental educational qualification, family monthly income, and leisure engagement activities) among H.S. School Students in W.B.

Ho2: There is no significant variation in AA among H.S. School students in West Bengal across the demographic determinants (class, gender, residence, family structure, number of siblings, parental educational qualification, family monthly income, and leisure engagement activities).

5.3.2.1. Variations in AA Concerning Class among H.S. School Students in W.B

Table No. 5.12: Class-Wise Mean Comparison of AA

AA	Class	N	Mean	SD	MD	df	t (p)
AA	XI	541	63.871	21.630	-3.590	1371	3.409 (.001)
	XII	832	67.462	14.266			

Interpretation

Table 5.12 represents the independent samples t-test results for AA among H.S. students concerning their class. It shows that the mean score of AA for class XII students (i.e., 67.46) is higher than class XI students (i.e., 63.87), and the mean score difference between them is -3.59, which is statistically significant ($t = 3.409, p = .001 < 0.05$). So, it indicates a significant difference in AA among the class XII and XI students of H.S. level concerning their class.

5.3.2.2. Variations in AA Concerning Gender among H.S. Students

Table No. 5.13: Gender-Wise Mean Comparison of AA

AA	Gender	N	Mean	SD	MD	df	t (p)
AA	Male	520	65.879	18.713	.269	1371	275 (.006)
	Female	853	66.149	16.931			

Interpretation

Table 5.13 represents the independent sample's t-test among H.S. school students for AA concerning gender. It shows that the mean score of AA for female students (i.e., 66.14) is

higher than for male students (i.e., 65.87), and the mean score difference between them is .269, which is statistically significant ($t=275$, $p=.006<0.05$). Hence, it can indicate a significant difference in AA among H.S. school students concerning their gender in W.B.

5.3.2.3. Variations in AA Concerning Residence

Table No. 5.14 (A): Residence-Wise Mean Comparison of AA

AA	Residence	N	Mean	SD	df	F(p)
	Rural	600	59.32	16.37	2/1370	97.838 (.000)
	Semi-Urban	242	67.45	14.54		
	Urban	531	72.99	17.43		
	Total	1373	66.04	17.62		

Table No. 5.14 (B): Residence-Wise Multiple Comparisons in LSD Test

Dependent Variable	(I) Residence	(J) Residence	M.D (I-J)	Std. Error	Sig
AA	Rural	Semi-Urban	-8.12	1.25	.000
		Urban	-13.67	.98	.000
	Semi-Urban	Urban	-5.54	1.27	.000

Interpretation

Table 5.14 (A) represents the one-way ANOVA results for AA among H.S. students concerning their Residence. It shows that the mean score of AA of students from urban areas (i.e., 72.99) is highest compared to semi-urban areas (67.45) and rural areas (59.32). The one-way ANOVA shows that ($F=97.838$, $p=.000<0.05$) the result is statistically significant. Hence, it indicates a significant difference in AA among H.S. students concerning their Residence. Further, the multiple comparisons [see Table No.14 (B)] on AA through LSD test showed that the actual differences lie between H.S. students of rural and semi-urban areas ($P=.000<.05$), rural and urban areas ($p=.000<0.05$), and semi-urban and urban ($p= .000 < .05$) area students, in West Bengal.

5.3.2.4. Variations in AA Concerning Family Structure

Table No. 5.15. Family Structure-Wise Mean Comparison of AA

AA	Family Structure	N	Mean	SD	df	F(p)
	Nuclear Family	925	65.57	17.84	2/1370	1.172 (.310)
	Joint Family	382	67.21	17.19		
	Broken Family	66	65.84	16.76		
	Total	1373	66.04	17.62		

Interpretation

Table 5.15 represents the one-way ANOVA results for AA among H.S. school students concerning their Family structure. It shows that the mean AA score of students from a Joint Family (i.e., 67.21) is higher than compared to a Broken Family (65.84) and Nuclear Family (65.57). The one-way ANOVA indicates that the result is statistically not significant ($F = 1.172, p=.310 > 0.05$). Hence, it indicates no significant variation in AA among H.S. level students concerning their family structure.

5.3.2.5. Variations in AA Concerning Number of Siblings

Table No. 5.16 (A): Number of Siblings-Wise Mean Comparison of AA

	Number of Siblings	N	Mean	SD	df	F(p)
AA	Single Child	420	70.70	17.20	2/1357	30.371 (.000)
	Having One Sibling	683	65.56	17.19		
	Having Two Sibling	257	60.22	17.22		
	Total	1360	66.14	17.57		

Table No. 5.16 (B): Number of Siblings-wise Multiple Comparison of AA

Dependent Variable	(I) Number of Siblings	(J) Number of Siblings	M.D (I-J)	Std. Error	Sig
AA	Single Child	Having One Sibling	5.14	1.06	.000
		Having Two Siblings	10.48	1.36	.000
	Having One Sibling	Having Two Siblings	5.33	1.25	.000

Interpretation

Table No. 5.16 (A) shows that in the case of AA, the mean scores of H.S. students who are single children, who have one sibling, and students having two siblings are 70.70, 65.56, and 60.22, respectively. This means that single-child students have more AA than students in the other category. Further, the one-way ANOVA result shows that ($F=30.371, df=2/1357$ & $p=.000 < 0.05$) is less than 0.05 level of significance which is statistically significant. Hence, it indicates a significant difference in AA among H.S. school students concerning their number of siblings.

Further LSD test [see Table No. 5.16 (B)] on AA showed that the actual differences lie between students of single child and having one sibling ($p=.000 < 0.05$), as well as a significant difference between single child and having two siblings ($p=.000 < 0.05$). Similarly, there is a significant difference between having one sibling and having two siblings ($p=.000 < 0.05$) regarding AA among H.S. students.

5.3.2.6. Variations in AA Concerning Parental Educational Qualification among H.S. Students

5.3.2.6.1. Variations in AA Regarding Father's Educational Qualification

Table No. 5.17 (A): Father's Educational Qualification-Wise Mean Comparison of AA

	Father's Educational Qualification	N	Mean	SD	df	F(p)
AA	Illiterate	59	51.08	13.98	4/1354	110.248 (.000)
	Elementary	381	57.34	15.99		
	Secondary	257	61.40	15.18		
	Higher Secondary	156	66.60	15.24		
	Graduation or above	506	76.54	15.00		
	Total	1359	66.04	17.60		

Table No. 5.17 (B): Father's Educational Qualification-Wise Multiple Comparisons of AA

Dependent Variable	(I) FEQ	(J) FEQ	M.D (I-J)	Std. Error	Sig
AA	Illiterate	Elementary	-6.25	2.14	.004
		Secondary	-10.31	2.21	.000
		Higher Secondary	-15.52	2.34	.000
		Graduation Or above	-25.45	2.10	.000
	Elementary	Secondary	-4.05	1.23	.001
		Higher Secondary	-9.26	1.45	.000
		Graduation Or above	-19.19	1.03	.000
	Secondary	Higher Secondary	-5.20	1.55	.001
		Graduation Or above	-15.13	1.17	.000
	Higher Secondary	Graduation Or above	-9.93	1.40	.000

Interpretation

Table 5.17 (A) represents the one-way ANOVA results for AA of H.S. students concerning their father's educational qualifications. It shows that students whose father's educational qualification is graduation or above scored higher in AA (i.e., 76.54) compared to students whose father's qualifications are higher secondary (66.60), secondary (61.40), elementary (57.34), and illiterate (51.08). And the one-way ANOVA shows that ($F=110.248$, $df=4/1354$, $p=.000<0.05$) the result is statistically significant. Hence, it indicates a significant variation in the AA among H.S. students concerning their father's educational qualifications.

Further, the LSD test [See Table No. 17 B)] showed that the actual differences lie between H.S. student's fathers of illiterate and elementary ($p=.004<0.05$), as well as there is a significant differences in AA of H.S. students with illiterate fathers and secondary level

educated fathers ($p=.000<0.05$), illiterate fathers and higher secondary level educated fathers ($p=.000<0.05$), and illiterate and graduation or above ($p=.000<0.05$). Similarly, there is a significant difference in AA among H.S. students whose fathers have elementary education with fathers having secondary education ($p=.001<0.05$), fathers having elementary education with fathers having higher secondary ($p=.000<0.05$), and fathers with elementary education with graduate fathers or above ($p=.000<0.05$) educational qualification. Further, there is a discernible contrast in H.S. students' AA regarding those fathers having secondary level education with fathers with higher secondary educational ($p=.001<0.05$) qualifications, secondary level educated fathers with graduate fathers or above. On the other hand, graduate or above educationally qualified fathers significantly exhibited higher AA among H.S. students than higher secondary-level educated fathers.

5.3.2.6.2. Variation in AA Regarding Mother's Educational Qualification

Table No. 5.18 (A): Mother's Educational Qualification-Wise Mean Comparison

	Mothers Educational Qualification	N	Mean	SD	df	F(p)
AA	Illiterate	60	51.39	15.29	4/1357	118.737 (.000)
	Elementary	314	57.05	16.04		
	Secondary	322	60.70	15.72		
	Higher Secondary	227	67.46	14.42		
	Graduation or above	439	77.88	14.47		
	Total	1362	66.12	17.61		

Table No. 5.18 (B): Mother's Educational Qualification-Wise Multiple Comparisons of AA

Dependent Variable	(I) MEQ	(J) MEQ	M.D (I-J)	Std. Error	Sig
AA	Illiterate	Elementary	-5.66	2.13	.008
		Secondary	-9.31	2.13	.000
		Higher Secondary	-16.07	2.20	.000
		Graduation or above	-26.49	2.08	.000
	Elementary	Secondary	-3.64	1.20	.002
		Higher Secondary	-10.40	1.32	.000
		Graduation or above	-20.82	1.12	.000
	Secondary	Higher Secondary	-6.75	1.31	.000
		Graduation or above	-17.17	1.11	.000
	Higher Secondary	Graduation or above	-10.42	1.24	.000

Interpretation

Table 5.18 (A) represents the one-way ANOVA results for AA among H.S. students concerning their mother's educational qualifications. It shows that H.S. students whose mother's educational qualification is graduation or above scored higher in AA (i.e., 77.88),

comparatively to higher secondary (i.e., 67.46), Secondary (i.e., 60.70), elementary (i.e., 57.05), and illiterate (i.e., 51.39) mothers. It means that students whose mother's educational qualifications graduate or above have higher AA than those from other categories. And the one-way ANOVA shows that ($F=118.737$, $df= 4/1357$, $p=.000<0.05$) the result is statistically significant. Hence, it indicates a significant variation in the AA of H.S. students concerning their mother's educational qualifications. Further, the multiple comparisons test on AA [see Table No. 5.18 (B)] showed that the actual differences lie between illiterate mothers and mothers having elementary education ($p=.008<0.05$), as well as there is a significant difference between illiterate mothers and secondary-level educated mothers ($P=.000<0.05$), illiterate and higher secondary ($P=.000<0.05$), and illiterate and graduate or above-educated mothers ($p=.000<0.05$). Similarly, there is an actual significant difference in AA of H.S. students concerning their mother's educational qualification whose mothers have elementary education compared to those mothers with secondary education ($p=.002<0.05$), higher secondary education ($p=.000<0.05$), and graduation or above ($p=.000<0.05$). Further, there is a significant contrast in AA of H.S. students whose mothers have secondary education compared to those students whose mothers have higher secondary level educational qualification ($p=.000<0.05$), graduation or above ($p=.000<0.05$). At the same time, the H.S. student's AA differs regarding their mothers having graduation or above educational qualification than mothers with higher secondary education.

5.3.2.7. Variation in AA Regarding Family Monthly Income

Table No. 5.19 (A): Family Monthly Income-Wise Mean Comparison of AA

	Family Monthly Income (Rs.)	N	Mean	SD	df	F(p)
AA	≤6174	450	59.57	15.97	6/1340	56.167 .000
	6175 -18496	360	62.16	15.55		
	18497 - 30830	131	64.36	15.00		
	30831 - 46128	82	70.09	16.11		
	46129 - 61662	71	72.30	16.38		
	61663 - 123321	119	79.79	15.13		
	≥123322	134	81.54	16.07		
	Total	1347	66.02	17.56		

Table No. 5.19 (B): Multiple Comparison of Family Monthly Income

Dependent Variable	(I) MEQ	(J) MEQ	M.D (I-J)	Std. Error	Sig
AA	≤6174	6175 - 18496	2.59	1.1	.020
		18497 - 30830	4.79	1.56	.002
		30831 - 46128	10.52	1.88	.000
		46129 - 61662	12.72	2.00	.000
		61663 - 123321	20.21	1.62	.000
		≥123322	21.97	1.54	.000
	6175 - 18496	30831 - 46128	7.94	1.92	.000
		46129 - 61662	10.14	2.04	.000
		61663 - 123321	17.63	1.66	.000
		≥123322	19.38	1.59	.000
	18497 -30830	30831 - 46128	5.73	2.21	.010
		46129 - 61662	7.93	2.31	.001
		61663 - 123321	15.42	1.99	.000
		≥123322	17.18	1.93	.000
	30831 -46128	61663 - 123321	9.69	2.25	.000
		≥123322	11.44	2.20	.000
	46129 -61662	61663 - 123321	7.48	2.35	.002
		≥123322	9.24	2.30	.000

Interpretation

Table 5.19 (A) represents the one-way ANOVA results for AA among H.S. students concerning their family monthly income. It shows that the highest mean score of AA of H.S. school students is those who belong to Rs. ≥123322 family income group (i.e., 81.54), comparatively Rs.61663- Rs.123321 (i.e., 79.79), Rs. 46129 – Rs. 61662 (i.e., 72.30), Rs.30831 – Rs. 46128 (i.e., 70.09), Rs.18497 – Rs. 30830 (i.e., 64.36), Rs. 6175 – Rs. 18496 (i.e., 62.16) and Rs. ≤6174 (i.e., 59.57) family income groups. Finally, the one-way ANOVA shows that (F=56.167, df=6/1340, p=.000<0.05) the result is statistically significant. Hence, it indicates a significant variation in the AA of students concerning their family monthly income.

Further, [Table No. 5.19 (B)] AA among H.S. students through LSD test showed that the actual differences lie between those students who belong to ≤6174 Rs. and Rs.6175 – Rs. 18496, as well as there is a significant difference between Rs. ≤6174 and Rs. 18497 – Rs. 30830, Rs.≤6174 and Rs.30831 – Rs. 46128, Rs. ≤ 6174 and Rs. 46129 – 61662, Rs. ≤6174 and 61663 – 123321, Rs. ≤6174 and ≥123322. Similarly, there is a significant difference in AA of Rs. 6175 – Rs. 18496 with Rs. 30831 – Rs. 46128, Rs. 6175 – Rs.18496 with Rs. 46129 – 61662, Rs.6175 – Rs. 18496 with Rs. 61663 – 123321, and Rs. 6175 – Rs. 18496 with ≥123321 Rs. Further, there is a significant variation in AA of Rs. 18497 -30830 with Rs. 30831 – 46128 family income group, 18497 -30830 with 46129 – 61662, 18497 -30830

with 61663 – 123321, 18497-30830 with ≥ 123322 . Also, there is a significant difference in H.S. students' AA of Rs. 30831 – Rs. 46128 with Rs. 61663 – 123321 and Rs. 30831 – 46128 with Rs. ≥ 123322 family monthly income. And finally, Rs. 46129 – 61662 with Rs. 61663 – 123321 and Rs. 46129 – 61662 with Rs. ≥ 123322 family monthly income influenced significantly AA among H.S. students.

5.3.2.8. Variation in AA Regarding Leisure Engagement Activities

Table No. 5.20 (A): Leisure Engagement Activities-Wise Mean Comparison of AA

	Leisure Activities	N	Mean	SD	df	F(p)
AA	Active Leisure Engagement	158	62.04	18.54	7/1310	12.873 (.000)
	Passive Leisure Engagement	164	65.55	17.91		
	Creative Leisure Engagement	229	65.49	15.69		
	Social Leisure Engagement	17	59.66	18.43		
	Cognitive Leisure Engagement	198	65.96	16.54		
	Virtual Leisure Engagement	157	59.18	18.58		
	Multiple Leisure Engagement	365	72.45	16.57		
	None	30	61.34	15.79		
	Total	1318	66.16	17.62		

Table No. 5.20 (B): Leisure Engagement Activities-Wise Multiple Comparisons of AA

Dependent Variable	(I) Leisure Activities	(J) Leisure Activities	M.D (I-J)	Std. Error	Sig
AA	Active Leisure Engagement	Cognitive Leisure Engagement	-3.92	1.82	.032
		Multiple Activities Engagement	-10.40	1.62	.000
	Passive Leisure Engagement	Virtual Leisure Engagement	6.37	1.90	.001
		Multiple Activities Engagement	-6.89	1.60	.000
	Creative Leisure Engagement	Virtual Leisure Engagement	6.31	1.77	.000
		Multiple Activities Engagement	-6.95	1.44	.000
	Social Leisure Engagement	Multiple Activities Engagement	-12.78	4.24	.003
	Cognitive Leisure Engagement	Virtual Leisure Engagement	6.78	1.82	.000
		Multiple Activities Engagement	-6.48	1.50	.000
	Virtual Leisure Engagement	Multiple Activities Engagement	-13.26	1.63	.000
	Multiple Leisure Engagement	None	11.11	3.24	.001

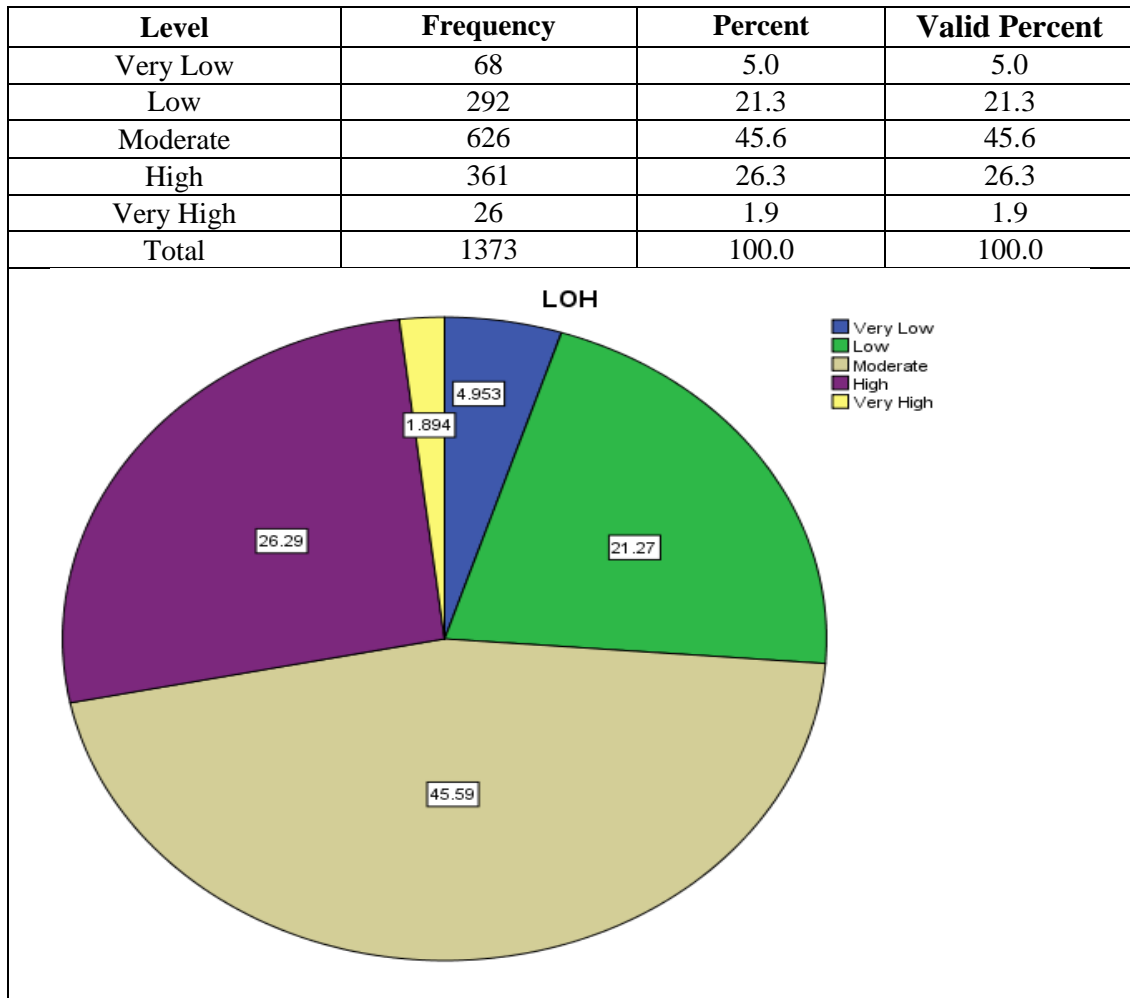
Interpretation

Table No. 5.20 (A) reveals the descriptive statistics of H.S. students engaging in seven categories of leisure activities: active leisure engagement, passive leisure engagement, creative leisure engagement, social leisure engagement, cognitive leisure engagement, virtual leisure engagement, multiple leisure activities engagement, and none showed the mean scores 62.04, 65.55, 65.49, 59.66, 65.96, 59.18, 72.45, 61.34 respectively. It shows that the mean score of AA for students engaging in multiple leisure activities (i.e., 72.45) is highest, comparatively to students engaging in cognitive leisure activities (i.e., 65.96), passive leisure activities (i.e., 65.55), creative leisure activities (i.e., 65.49), active leisure activities (i.e., 62.04), no activities (i.e., 61.34), social leisure activities (i.e., 59.66), virtual activities (i.e., 59.18). The ANOVA results ($F=12.873$, $p=.000$) confirm that the variation in AA across different leisure activities is statistically significant, implying that the type of leisure activity students engage in has a meaningful impact on their AA. Further, the multiple comparisons [see Table No. 5.20 (B)] on AA through LSD test showed that the actual differences lie between H.S. students engaging in multiple leisure activities and active leisure activities, as well as there is a significant difference between multiple leisure engagement and cognitive leisure engagement. Similarly, there is a significant difference between passive and multiple and passive leisure engagement with virtual leisure engagement regarding AA among H.S. students. Further, there is a significant difference in creative leisure engagement with virtual leisure engagement and creative leisure engagement with multiple leisure activities engagement concerning AA among H.S. students. Students who are involved in multiple leisure activities have higher AA than those who engage in social leisure activities. Students who are involved in multiple leisure activities have higher AA than cognitive leisure engagement, and cognitive leisure-engaged students have more AA than virtual leisure engagement. Meanwhile, nurturing multiple leisure-engaged students significantly exhibited higher AA than virtual leisure engagement. As well as Nurturing multiple leisure-engaged students significantly exhibited higher AA than non-category students (i.e., not engaging in any leisure activities)

5.4.0 Distribution of Happiness among H.S. School Students in W.B.

5.4.1. Level of Happiness

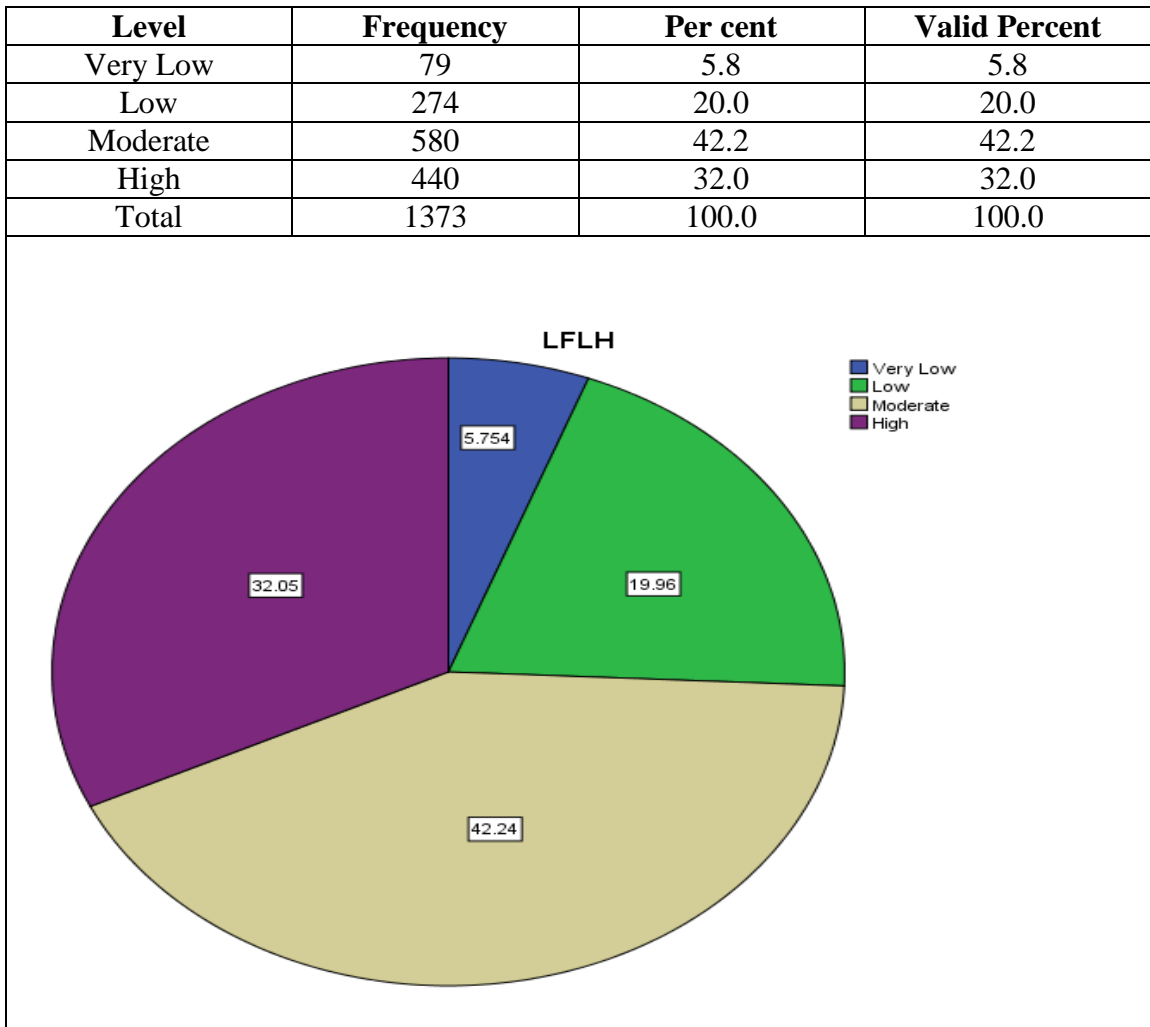
Table No. 5.21 (A), Fig. 5.3: Level of Overall Happiness among H.S. School Students in W.B.



Interpretation

Table 5.21 (A) and Figure 5.3 presented the distribution of overall happiness levels among H.S. students in W.B. The majority of students, 45.6%, indicated a moderate level of happiness. In comparison, 26.3% of students experienced high happiness. A smaller portion, 21.3%, reported low happiness and 5% of students fell into the very low happiness category. Only 1.9% of students reported a very high level of happiness.

Table No. 5.21 (B), Fig. 5.4. Level of FLH among H.S. School Students

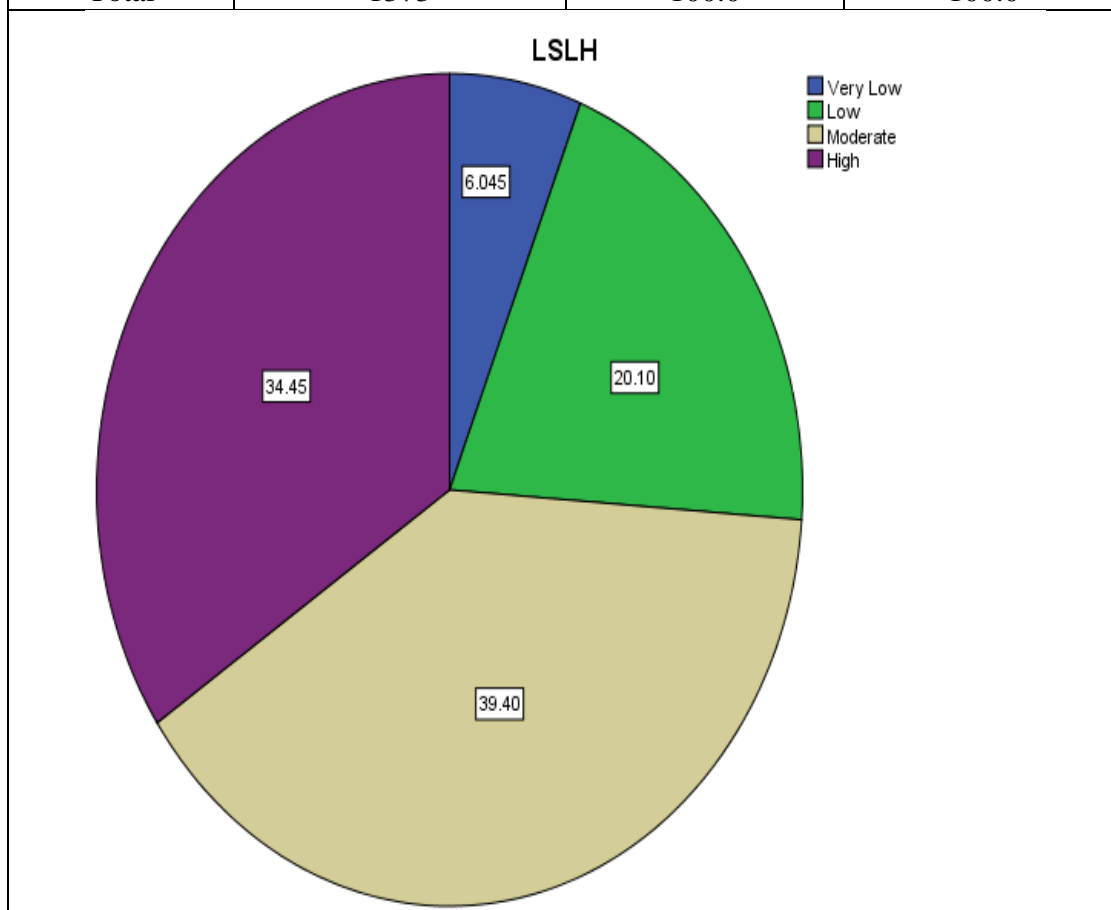


Interpretation

Concerning Family life happiness among H.S. students, Table 5.21 (B) and Figure 5.4 revealed that 42.2% of students reported a moderate level of FLH, while 32% experienced a high level. A smaller portion, 20%, fall into the low FLH category, and 5.8% have a very low level of functional happiness. Collectively, 25.8% of students possessed low-level happiness to very low happiness. No student reported very high level of happiness.

Table No. 5.21 (C), Fig. 5.5: Levels of SLH among H.S. School Students

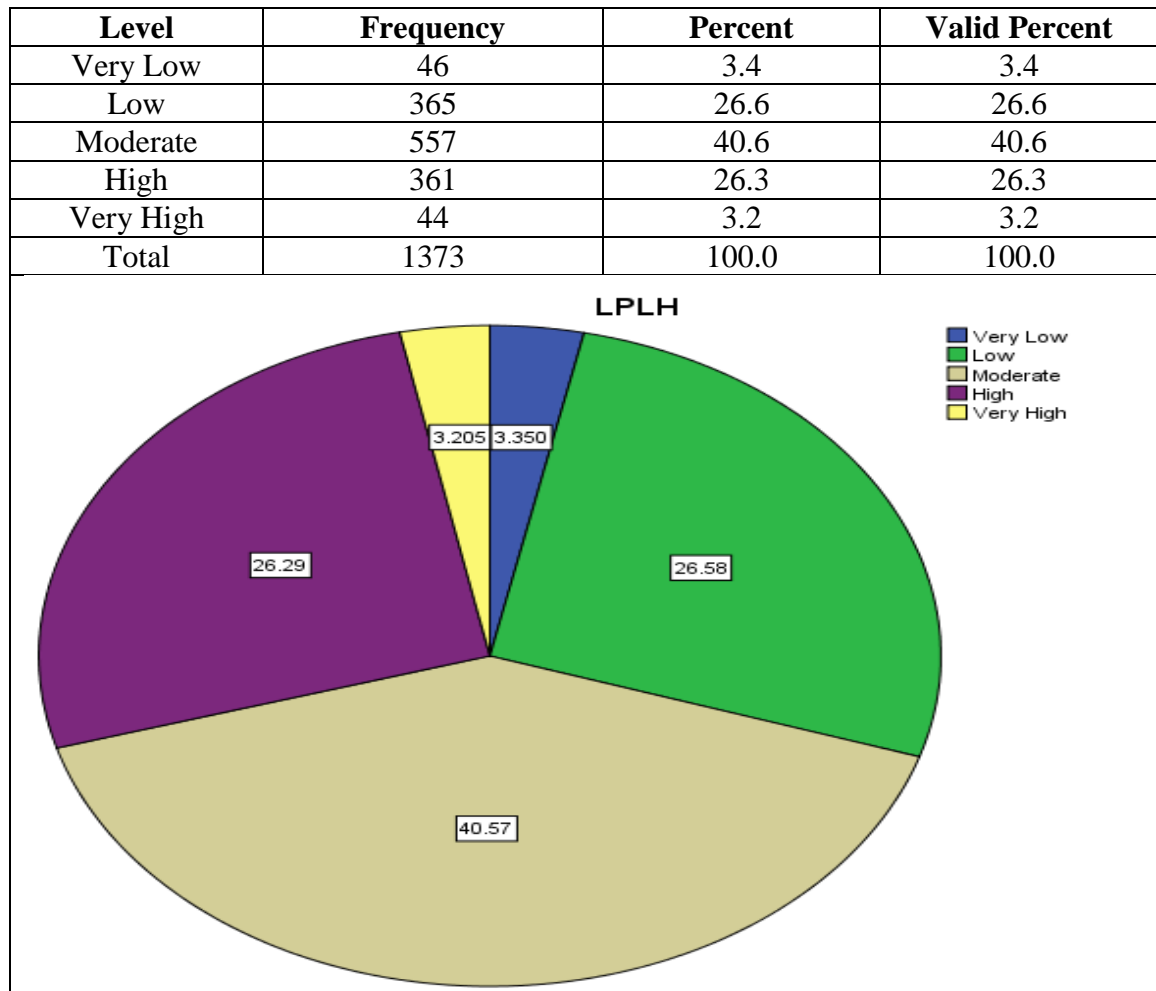
Level	Frequency	Percent	Valid Percent
Very Low	83	6.0	6.0
Low	276	20.1	20.1
Moderate	541	39.4	39.4
High	473	34.5	34.5
Total	1373	100.0	100.0



Interpretation

Regarding school life happiness among higher secondary students, Table 5.21 (C) and Figure 5.5 revealed that 39.4% of students experienced a moderate level of SLH, while 34.5% reported a high level of happiness. A smaller percentage, 20.1%, experienced low SLH, and 6% the very low category. Most students report moderate to high SLH, indicating a generally positive happiness among those surveyed. No student found a very high level of happiness.

Table No. 5.21 (D), Fig. 5.6. Level of PLH among H.S. School Students



Interpretation

Regarding personal life happiness, the above table shows that a smaller percentage of students were very highly happy and very lowly happy, 3.2% and 3.4%, respectively. Cumulatively, most of the students showed Happiness levels ranging from moderate to high, i.e. 66.9%. In addition to moderate happiness levels, high happiness levels and low happiness levels are 40.6%, 26.3%, and 26.6%, respectively.

5.4.2. Influence of Demographics Factors (class, gender, residence, family structure, number of siblings, parental educational qualification, family monthly income, and leisure engagement activities) on Happiness (Overall and Dimension-wise) among H.S. School Students in W.B.

H₀₃: The extent of Happiness (OH, FLH, SLH, PLH) among H.S. school students in West Bengal is not significantly influenced by demographic factors (class, gender, residence, family structure, number of siblings, parental educational qualification, family monthly income, and leisure engagement activities).

5.4.2.1. Influence of Class on Happiness among H.S. School Students in W.B

Table No. 5.22: Class-Wise Mean Comparison of Happiness

Happiness	Class	N	Mean	SD	SEM	t	df	p
OH	XI	541	107.22	13.096	.563	.385	1371	.701
	XII	832	106.94	14.086	.488			
FLH	XI	541	43.78	6.896	.296	.647	1371	.518
	XII	832	43.53	6.867	.238			
SLH	XI	541	28.05	4.662	.200	.923	1371	.356
	XII	832	27.80	4.925	.171			
PLH	XI	541	35.39	6.605	.284	-.536	1371	.592
	XII	832	35.60	7.374	.256			

Interpretation

Table 5.22 shows that in the case of OH, the mean score of class XI students (107.22) is greater than that of class XII (106.94) students. This means that XI class students have more OH than XII class students. Further, the t-test shows that the result ($t=.385$, $df=1371$ & $p=.701$) is not significant. Hence, it indicates no significant difference in OH among school students concerning their class.

In the dimension of FLH, the mean score of class XI students (i.e., 43.78) is greater than that of class XII students (i.e., 43.53). It means that class XI students have more FLH than XII students. Further, the t-test shows that ($t=.647$, $df=1371$ & $p=.518$) the result is not significant. Hence, it indicates no significant difference in FLH among school students concerning their class.

In SLH, the mean score of class XI students (28.05) is greater than that of class XII students (27.80). This means that XI class students have more SLH than class XII students. Further, the t-test shows that the result ($t=.923$, $df=1371$ & $p=.356$) is not

significant. Hence, it indicates no significant difference in SLH among school students concerning their class.

The result concerning PLH is that the mean score of H.S. class XI students (i.e., 35.39) is less than that of class XII students (i.e., 35.60). This means that XII class students have more SLH than class XI students. Further, the t-test shows that the result ($t=-.536$, $df=1371$ & $p=.592$) is not significant. Hence, it indicates no significant difference in PLH among school students concerning their class.

5.4.2.2. Influence of Gender on Happiness among H.S. School Students in W.B

Table No. 5.23: Gender-Wise Mean Comparison of Happiness

Happiness	Gender	N	Mean	S.D	S.E.M	t	df	p
OH	Male	520	105.96	13.535	.594	-2.307	1373	.02
	Female	853	107.71	13.766	.471			
FLH	Male	520	43.15	6.763	.297	-2.023	1373	.045
	Female	853	43.92	6.933	.237			
SLH	Male	520	27.76	4.815	.211	-.871	1373	.38
	Female	853	27.99	4.828	.165			
PLH	Male	520	35.05	7.260	.318	-1.898	1373	.058
	Female	853	35.80	6.956	.238			

Interpretation

Table 5.23 shows that, in the case of OH, the mean score of H.S. male students (i.e., 105.96) is less than female students (i.e., 107.71). This means that female students have higher OH than male students. Further, the t-test shows that the result is significant ($t=-2.307$, $df=1373$ & $p=.02$). Hence, it indicates a significant difference in OH among H.S. school students concerning their gender.

The above table also shows that in the dimension of FLH, the mean score of H.S. males (i.e., 43.15) is less than that of female students (i.e., 43.92). This means that female students have higher FLH than male students. Further, the t-test shows that the result is significant ($t=-2.023$, $df=1373$ & $p=.045$). Hence, it indicates a significant difference in FLH among students concerning gender.

Concerning SLH, the mean score of H.S. male students (i.e., 27.76) is less than that of H.S. female students (i.e., 27.99). This means that female students have higher SLH than male students. Further, the t-test shows that the result ($t=-.871$, $df=1373$ & $p=.38$) is not significant. Hence, it indicates no significant difference in SLH among school students concerning their gender.

The result concerning PLH is that the mean score of H.S. male students (i.e., 35.05) is less than that of females (i.e., 35.80). This means that the female students have more PLH than the male students. Further, the t-test shows that the result is not significant ($t=-1.898$, $df=1373$ & $p=.058$). Hence, it indicates no significant difference in PLH among school students concerning their gender.

5.4.2.3. Influence of Residence on Happiness among H.S. School Students

Table No. 5.24 (A): Residence-Wise Mean Comparison of Happiness

Happiness	Residence	N	Mean	S.D	df	F(p)
OH	Rural	600	106.01	13.823	2/1370	3.785 (.023)
	Semi-Urban	242	106.98	13.577		
	Urban	531	108.25	13.544		
	Total	1373	107.05	13.700	1372	
FLH	Rural	600	43.14	6.917	2/1370	3.192 (.041)
	Semi-Urban	242	43.67	6.690		
	Urban	531	44.17	6.887		
	Total	1373	43.63	6.877	1372	
SLH	Rural	600	27.60	5.017	2/1370	2.120 (.120)
	Semi-Urban	242	28.09	4.772		
	Urban	531	28.16	4.607		
	Total	1373	27.90	4.823		
PLH	Rural	600	35.28	6.973	2/1370	1.436 (.238)
	Semi-Urban	242	35.22	7.163		
	Urban	531	35.92	7.153		
	Total	1373	35.52	7.079		

Table No. 5.24 (B): Residence-wise Multiple Comparisons of Happiness

Dependent Variable	(I) Residence	(J) Residence	Mean Difference (I-J)	Std. Error	Sig.
OH	Rural	Semi-Urban	-.973	1.041	.350
		Urban	-2.240*	.815	.006
FLH	Rural	Semi-Urban	-.539	.523	.303
		Urban	-1.033*	.409	.012

Interpretation

Table No. 5.24 (A) shows that in the case of OH, the mean scores of H.S. students from rural, students from semi-urban, and students from urban areas are 106.01, 106.98, and 108.25, respectively. This means that students from the urban areas have more OH than students from other areas. Further, the one-way ANOVA shows that ($F=3.785$, $df=2/1370$

& $p=.023<0.05$) the result is statistically significant. Hence, it indicates a significant difference in OH among school students concerning their residence. Further, the multiple comparisons [see Table No. 5.24 (B)] on OH through the LSD test showed that the actual differences lie between rural and urban ($p=.006<0.05$).

Table No. 5.24 (A) also represents the one-way ANOVA results for FLH concerning their residence. It shows that the mean score of students from rural areas (i.e., 43.14) is higher FLH comparatively to semi-urban (i.e., 43.67) and urban (i.e., 44.17) areas. It means that students who belong to urban areas have higher FLH than those who belong to other categories. And the one-way ANOVA shows that ($F=3.192$, $df=2/1370$ & $p=.041<0.05$.) the result is statistically significant. Hence, it indicates a significant difference in FLH among school students concerning their residence. Further, the multiple comparisons [see Table No. 5.24 (B)] on FLH through the LSD test also showed that the actual differences lie between rural and urban ($P=.012<0.05$) school students.

The result revealed that in the dimension of SLH, the mean score of rural students is 27.60, semi-urban students are 28.09, and urban students are 28.16. This means that students from urban areas have higher SLH than students from other categories. Further, the one-way ANOVA shows that ($F=2.120$, $df=2/1370$ & $p=.120>0.05$) the result is not significant. Hence, it indicates no significant difference in SLH among school students concerning their residence.

In PLH, the mean scores of 600 school students from rural, 242 from semi-urban, and 531 from urban areas students are 35.28, 35.22, and 35.92, respectively. It means that the students from the urban students have more PLH than the other residence students. Further, the one-way ANOVA shows that ($F=1.436$, $df=2/1370$ & $p=.238>0.05$) the result is statistically not significant. Hence, it indicates no significant difference in PLH among school students concerning their residence.

5.4.2.4. Influence of Family Structure on Happiness among H.S. School Students

Table No. 5.25: Family Structure-Wise Mean Comparison of Happiness

Happiness (Dimension)	Family Structure	N	Mean	S.D	df	F(p)
OH	Nuclear Family	925	106.72	13.439	2/1370	1.423 (.241)
	Joint Family	382	107.43	14.478		
	Broken Family	66	109.44	12.554		
	Total	1373	107.05	13.700	1372	
FLH	Nuclear Family	925	43.46	6.866	2/1370	1.710 (.181)
	Joint Family	382	43.80	7.004		
	Broken Family	66	45.00	6.177		
	Total	1373	43.63	6.877	1372	
SLH	Nuclear Family	925	27.77	4.771	2/1370	1.259 (.284)
	Joint Family	382	28.12	4.953		
	Broken Family	66	28.50	4.763		
	Total	1373	27.90	4.823	1372	
PLH	Nuclear Family	925	35.49	6.995	2/1370	.124 (.884)
	Joint Family	382	35.51	7.294		
	Broken Family	66	35.94	7.090		
	Total	1373	35.52	7.079	1372	

Interpretation

Table 5.25 shows that in the case of OH, the mean scores of 925 H.S. students from nuclear families, 382 students from joint families, and 66 from broken families are 106.72, 107.43, and 109.44, respectively. This means that the students from broken families have more OH than the other categories of students. Further, the one-way ANOVA shows that ($F=1.423$, $df=2/1370$ & $p=.241 > 0.05$) the result is statistically not significant. Hence, it indicates no significant difference in OH among school students concerning their family structure.

Table 5.25 also represents the one-way ANOVA results for FLH among H.S. students concerning their family structure. It shows that the mean score of a broken family (i.e., 45.00) students is higher FLH comparatively to the nuclear family (i.e., 43.46) and joint family (i.e., 43.80) students. It means that students from broken families have higher FLH than those from other categories. And the one-way ANOVA shows ($F=1.710$, $df=2/1370$

& $p=.181 > 0.05$.) that the result is statistically not significant. Hence, it indicates no significant difference in the FLH among school students concerning their family structure. The result revealed that in the dimension of SLH, the mean score of nuclear family students is 27.77, joint family students are 28.12, and broken family students are 28.50. This means that students from broken families have higher SLH than students from other categories. Further, the one-way ANOVA shows that ($F=1.259$, $df=2/1370$ & $p=.284 > 0.05$) the result is not significant. Hence, it indicates no significant difference in SLH among school students concerning their family structure.

In PLH, the mean score of students from nuclear families is 35.49; joint family students are 35.51, and broken family students are 35.94. This means that students from broken families have higher PLH than students from other categories. Further, the one-way ANOVA shows that ($F=.124$, $df=2/1370$ & $p=.884 > 0.05$) the result is statistically not significant. Hence, there is no significant difference in PLH among school students concerning their family structure.

5.4.2.5. Influence of Number of Siblings on Happiness among H.S. School Students

Table No. 5.26 (A) Number of Siblings-Wise Mean Comparison of Happiness

Happiness	Number of Siblings	N	Mean	S.D	df	F(p)
OH	Single Child	420	107.43	13.187	2/1357	1.505 (.222)
	Having One Sibling	683	106.48	13.773		
	Having Two Siblings	257	108.09	14.241		
	Total	1360	107.08	13.691	1359	
FLH	Single Child	420	44.03	6.743	2/1357	.969 (.380)
	Having One Sibling	683	43.49	6.842		
	Having Two Siblings	257	43.42	7.183		
	Total	1360	43.64	6.877	1359	
SLH	Single Child	420	28.03	4.739	2/1357	.650 (.522)
	Having One Sibling	683	27.76	4.865		
	Having Two Siblings	257	28.10	4.904		
	Total	1360	27.91	4.833	1369	
PLH	Single Child	420	35.38	7.102	2/1357	3.511 (.030)
	Having One Sibling	683	35.23	7.157		
	Having Two Siblings	257	36.57	6.700		
	Total	1360	35.53	7.069	1359	

Table No. 5.26 (B) Number of Siblings-Wise Mean Comparison of Happiness

Dependent Variable	(I) Number of Siblings	(J) Number of Siblings	M.D (I-J)	Std. Error	Sig
PLH	Single Child	Having One Sibling	.149	.438	.733
		Having Two Siblings	1.192	.559	.033
	Having One Sibling	Having Two Siblings	1.341	.516	.009

Interpretation

Table No. 5.26 (A) above shows that in the case of OH, the mean scores of 420 students who are single children, 683 students having one sibling, and 257 students having two siblings are 107.43, 106.48 and 108.09, respectively. This means students with two siblings have more OH than students in the other category. Further, the one-way ANOVA shows that ($F=1.505$, $df=2/1357$ & $p=.222>0.05$) the result is statistically not significant. Hence, it indicates no significant difference in OH among school students concerning their number of siblings.

Regarding the FLH dimension, the mean score of single children is 44.03, having one sibling is 43.49, and having two siblings is 43.42. This means that single-child students have more OH than other categories of students. Further, the one-way ANOVA shows that ($F=.969$, $df= 2/1357$ & $p=.380>0.05$) the result is not significant. Hence, it indicates no significant difference in FLH among school students concerning their number of siblings. Table No. 5.26 (A) also represents the one-way ANOVA results for SLH concerning their number of siblings. It shows that the mean score of having two siblings (i.e., 28.10) students are higher SLH comparatively to the single child (i.e., 28.03) and having one sibling (i.e., 27.76) students. This means that students with two siblings have more SLH than students in other categories. And the one-way ANOVA shows that ($F=.650$, $df=2/1357$ & $p=.522>0.05$) the result is statistically not significant. Hence, there is no significant difference in the SLH among school students regarding their number of siblings.

In PLH, the mean score of students who are single children is 35.38; for those students having one sibling, it is 35.23; and for those having two siblings, it is 36.57. This means students with two siblings have higher PLH than students in the other categories. Further, the one-way ANOVA shows that ($F=3.511$, $df=2/1357$ & $p=.030<0.05$) the result is

statistically significant. Hence, it indicates a significant difference in PLH among H.S. students concerning their number of siblings.

Further, the multiple comparisons [Table No. 5.26 (B)] on PLH through LSD test showed that the actual differences lie between students belonging a single child and having two siblings ($p=.033<0.05$), having one sibling and having two siblings ($p=.009<0.05$) students.

5.4.2.6. Influence of Parental Educational Qualification on Happiness among H.S. Students in W.B

5.4.2.6.1. Influence of Father's Educational Qualification on AM among H.S. School Students

Table No. 5.27 (A): Father's Educational Qualification-Wise Mean Comparison

Happiness	Father's Educational Qualification	N	Mean	S.D	df	F(p)
OH	Illiterate	59	105.78	14.697	4/1354	1.411 (.228)
	Elementary	381	107.50	13.314		
	Secondary	257	105.75	14.374		
	Higher Secondary	156	108.73	12.765		
	Graduation or Above	506	107.06	13.632		
	Total	1359	107.07	13.647	1358	
FLH	Illiterate	59	43.66	6.758	4/1354	1.603 (.171)
	Elementary	381	43.68	7.003		
	Secondary	257	43.23	7.010		
	Higher Secondary	156	44.85	6.831		
	Graduation or Above	506	43.39	6.681		
	Total	1359	43.62	6.862	1358	
SLH	Illiterate	59	27.31	5.328	4/1354	1.767 (.133)
	Elementary	381	27.92	4.743		
	Secondary	257	27.33	5.120		
	Higher Secondary	156	28.25	4.626		
	Graduation or Above	506	28.18	4.723		
	Total	1359	27.92	4.828	1358	
PLH	Illiterate	59	34.81	7.385	4/1354	.577 (.679)
	Elementary	381	35.90	6.515		
	Secondary	257	35.19	6.916		
	Higher Secondary	156	35.63	7.050		
	Graduation or Above	506	35.49	7.502		
	Total	1359	35.53	7.065	1358	

Interpretation

Table 5.27 (A) represents the one-way ANOVA results for OH among H.S. students concerning their father's educational qualifications. It shows that students whose father's educational qualification is higher secondary scored higher in OH (i.e., 108.73), comparatively to students whose father's qualifications are graduation or above (i.e., 107.06), elementary (i.e., 107.50), illiterate (i.e., 105.78), and Secondary (i.e., 105.75). It means that students whose father's educational qualifications are higher secondary have higher OH than those from other categories. And the one-way ANOVA shows that ($F=1.411$, $df=4/1354$ & $p=.228>0.05$) the result is statistically not significant. Hence, it indicates no significant difference in OH among H.S. students concerning their father's educational qualifications.

The result also shows that the students whose father's educational qualification is higher secondary scored higher FLH (i.e., 44.85), comparatively to students whose father's educational qualifications are elementary (i.e., 43.68), illiterate (i.e., 43.66), graduation or above (i.e., 43.39), and Secondary (i.e., 43.23). It means that students whose father's educational qualifications are higher secondary have higher FLH than those students from another category. And the one-way ANOVA shows that ($F=1.603$, $df=4/1354$ & $p=.171>0.05$) the result is statistically not significant. Hence, it indicates no significant difference exists in the FLH among H.S. students concerning their father's educational qualifications.

Regarding the SLH dimension, the results revealed that students whose father's educational qualification is higher secondary scored higher SLH (i.e., 28.25), comparatively to graduation or above (i.e., 28.18), elementary (i.e., 27.92), secondary (i.e., 27.33) and illiterate (i.e., 27.31). It means that students whose father's educational qualifications are higher secondary have higher SLH than those from another category. And the one-way ANOVA shows that ($F=1.767$, $df=4/1354$ & $p=.133>0.05$) the result is statistically not significant. Hence, there is no significant difference in the SLH among H.S. students concerning their father's educational qualifications.

In PLH, the result shows that the students whose father's educational qualification is elementary scored higher PLH (i.e., 35.90), comparatively to higher secondary (i.e., 35.63), graduation or above (i.e., 35.49), secondary (i.e., 35.19) and illiterate (i.e., 34.81). And the one-way ANOVA shows that ($F=.577$, $df=4/1354$ & $p=.679>0.05$) the result is statistically not significant. Hence, there is no significant variation in the PLH among H.S. students concerning their father's educational qualifications.

5.4.2.6.2. Influence of Mother’s Educational Qualification on Happiness among H.S. School Students

Table No. 5.28 (B): Mother’s Educational Qualification-Wise Mean Comparison

Happiness	Mother’s educational qualification	N	Mean	S. D	df	F (p)
OH	Illiterate	60	105.33	13.348	4/1357	1.099 (.356)
	Elementary	314	107.59	13.680		
	Secondary	322	107.35	14.258		
	Higher Secondary	227	105.62	13.408		
	Graduation or Above	439	107.43	13.454		
	Total	1362	107.05	13.690	1361	
FLH	Illiterate	60	42.67	6.846	4/1357	1.351 (.249)
	Elementary	314	43.95	6.718		
	Secondary	322	43.90	6.989		
	Higher Secondary	227	42.83	7.304		
	Graduation or Above	439	43.66	6.690		
	Total	1362	43.60	6.883	1361	
SLH	Illiterate	60	27.42	4.695	4/1357	2.267 (.060)
	Elementary	314	27.92	4.821		
	Secondary	322	27.78	4.921		
	Higher Secondary	227	27.31	5.070		
	Graduation or Above	439	28.41	4.541		
	Total	1362	27.92	4.803	1361	
PLH	Illiterate	60	35.25	5.936	4/1357	.176 (.951)
	Elementary	314	35.72	6.977		
	Secondary	322	35.67	7.110		
	Higher Secondary	227	35.48	6.962		
	Graduation or Above	439	35.36	7.318		
	Total	1362	35.53	7.068	1361	

Interpretation

Table 5.28 (B) represents the one-way ANOVA results for OH among H.S. students concerning their mother’s educational qualifications. It shows that students whose mother’s educational qualification is elementary scored higher OH (i.e., 107.59), comparatively to graduation or above (i.e., 107.43), Secondary (i.e., 107.35), higher secondary (i.e., 105.62), and illiterate (i.e., 105.33). This means that students whose mother’s educational qualifications are elementary have higher OH than those from other categories. And the one-way ANOVA shows that ($F=1.099$, $df=4/1357$ & $p=.356>0.05$) the result is statistically not significant. Hence, there is no significant difference in OH among students concerning their mother’s educational qualifications.

The result also shows that the students whose mother's educational qualifications are elementary scored higher FLH (i.e., 43.95) compared to students whose mother's educational qualifications are secondary (i.e., 43.90), graduation or above (i.e., 43.66), higher secondary (i.e., 42.83), and illiterate (i.e., 42.67). This means that students whose mother's educational qualifications are elementary have higher FLH than those from other categories. And the one-way ANOVA shows that ($F=1.351$, $df=4/1357$ & $p=.249>0.05$) the result is statistically not significant. Hence, there is no significant difference in FLH among students concerning their mother's educational qualification.

Regarding the SLH dimension, the results revealed that students whose mother's educational qualification is graduation or above (i.e., 28.41) scored higher, comparatively to elementary (i.e., 27.92), Secondary (i.e., 27.78), illiterate (i.e., 27.42), and higher secondary (i.e., 27.31). It means that students whose mother's educational qualifications are graduation or above have higher SLH than those from another category. And the one-way ANOVA shows that ($F=2.267$, $df=4/1357$ & $p=.060>0.05$) the result is statistically not significant. Hence, it indicates no significant difference in SLH among H.S. students concerning their mother's educational qualifications.

In PLH, the result shows that the students whose mother's educational qualification is elementary scored higher (i.e., 35.72) comparatively to mothers with secondary education (i.e., 35.67), higher secondary education (i.e., 35.48), graduation or above (i.e., 35.36), and illiterate (i.e., 35.25). This means that students whose mother's educational qualifications are elementary have higher PLH than those from other categories. And the one-way ANOVA shows that ($F=.176$, $df=4/1357$ & $p=.951>0.05$) the result is statistically not significant. Hence, there is no significant difference in PLH among H.S. students concerning their mother's educational qualifications.

5.4.2.7. Influence of Family Monthly Income on Happiness among H.S. School Students in W.B

Table No. 5.29: Family Monthly Income-wise Happiness among H.S. Students

Happiness	Family Monthly Income	N	Mean	SD	df	F(p)
OH	≤ 6174	450	106.96	13.469	6/1340	.863 (.522)
	6175 to 18496	360	107.00	13.849		
	18497 to 30830	131	106.67	13.107		
	30831 to 46128	82	104.51	15.794		
	46129 to 61662	71	108.90	14.453		
	61663 to 123321	119	107.66	12.425		
	≥123322	134	108.04	13.945		
	Total	1347	107.07	13.697	1346	
FLH	≤ 6174	450	43.59	6.759	6/1340	.943 (.463)
	6175 to 18496	360	43.76	7.033		
	18497 to 30830	131	43.61	6.815		
	30831 to 46128	82	42.39	7.803		
	46129 to 61662	71	44.86	6.337		
	61663 to 123321	119	43.97	6.275		
	≥123322	134	43.31	7.097		
	Total	1347	43.64	6.878	1346	1.215 (.296)
SLH	≤6174	450	27.70	4.790	6/1340	.478 (.825)
	6175 to 18496	360	27.96	4.796		
	18497 to 30830	131	27.92	5.235		
	30831 to 46128	82	27.23	5.167		
	46129 to 61662	71	27.80	4.807		
	61663 to 123322	119	28.01	4.869		
	≥123321	134	28.81	4.184		
	Total	1347	27.91	4.814	1346	
PLH	≤6174	450	35.67	6.882	6/1340	.478 (.825)
	6175 to 18496	360	35.28	7.061		
	18497 to 30830	131	35.14	7.090		
	30831 to 46128	82	34.89	7.404		
	46129 to 61662	71	36.24	7.868		
	61663 to 123321	119	35.68	6.864		
	≥123322	134	35.92	7.288		
	Total				1346	

Interpretation

Table 5.29 represents the one-way ANOVA results for OH among H.S. students concerning their family monthly income. It shows that the mean OH score of students who belong to a family's monthly income group Rs.46129 to Rs.61662 (i.e., 108.90) scored higher, comparatively to Rs. ≥123322 (i.e., 108.04), Rs. 61663 to 123321 (i.e., 107.66), Rs. 6175 to 18496 (i.e., 107.00), Rs. ≤6174 (i.e., 106.96), Rs. 18497 to 30830 (i.e., 106.67) and Rs. 30831 to 46128 (i.e., 104.51) family monthly income groups. This means students from their family's income group Rs. 46129 to Rs. 61662 have higher OH than other categories. And the one-way ANOVA shows that ($F=.863$, $df=6/1340$, $P=.522>0.05$) the

result is statistically not significant. Hence, it indicates no significant difference in OH among H.S. students concerning their family monthly income.

The result revealed that the mean FLH score of H.S. students who belong to the family's monthly income group is Rs. 46129 to 61662 (i.e., 44.86) scored higher, comparatively to Rs. 61663 to Rs.123321 (i.e., 43.97), Rs. 6175 to Rs.18496 (i.e., 43.76), Rs. \leq 6174 (i.e., 43.59), Rs.18497 to Rs.30830 (i.e., 43.61), Rs. \geq 123322 (i.e., 43.31) and Rs. 30831 to Rs.46128 (i.e., 42.39) family monthly income groups. This means the students from the family income group, Rs. 46129 to Rs.61662, have higher FLH than other categories. And the one-way ANOVA shows that ($F=0.943$, $df=6/1340$, $p=0.463>0.05$) the result is statistically not significant. Hence, it indicates no significant difference in FLH among H.S. students concerning their family monthly income.

Regarding the SLH dimension, the mean score of H.S. students who belong to the family's monthly income group is Rs. \geq 123321 (i.e., 28.81) scored higher, comparatively to Rs. 46129 to Rs. 61662 (i.e., 27.80), Rs. 61663 to 123321 (i.e., 28.01), Rs. 6175 to Rs. 18496 (i.e., 27.96), Rs. 18497 to 30830 (i.e., 27.92), Rs. \leq 6174 (i.e., 27.70) and Rs. 30831 to Rs. 46128 (i.e., 27.23) monthly family income groups. This means students from the family monthly income group of Rs. \geq 123322 have higher SLH than other categories. And the one-way ANOVA shows that ($F=1.215$, $df=6/1340$, $p=0.296>0.05$) the result is statistically not significant. Hence, there is no significant difference in SLH among students concerning their family monthly income.

The same table also shows that the mean PLH score of students who belong to the family's monthly income group is Rs. 46129 to Rs. 61662 (i.e., 36.24) scored higher, comparatively to Rs. \geq 123322 (i.e., 35.92), Rs. 61663 to 123321 (i.e., 35.68), Rs. \leq 6174 (i.e., 35.67), Rs. 6175 to 18496 (i.e., 35.28), Rs. 18497 to 30830 (i.e., 35.14), and 30831 to 46128 (i.e., 34.89) family monthly income groups. This means students from the family monthly income group of Rs. 46129 to Rs. 61662 have higher PLH than other categories. The one-way ANOVA shows that the result ($F=0.478$, $df=6/1340$, $p=0.825>0.05$) is statistically not significant. Hence, there is no significant difference in PLH among students concerning their family income.

5.4.2.8. Influence of Leisure Engagement Activities on Happiness among H.S. School Students in W.B

Table No. 5.30: Leisure Engagement Activities-Wise Mean Comparison

Happiness	Leisure Engagement Activities	N	Mean	S.D	df	F(p)
OH	Active Leisure Engagement	158	105.81	12.839	7/1310	.797 (.590)
	Passive Leisure Engagement	164	106.82	13.147		
	Creative Leisure Engagement	229	107.81	13.030		
	Social Leisure Engagement	17	103.82	14.749		
	Cognitive Leisure Engagement	198	106.43	14.630		
	Virtual Leisure Engagement	157	107.73	14.644		
	Multiple Activities Engagement	365	107.31	13.913		
	None	30	110.30	11.375		
	Total	1318	107.10	13.698	1317	
FLH	Active Leisure Engagement	158	43.61	7.040	7/1310	.704 (.669)
	Passive Leisure Engagement	164	43.44	6.977		
	Creative Leisure Engagement	229	43.97	6.804		
	Social Leisure Engagement	17	41.18	7.222		
	Cognitive Leisure Engagement	198	43.88	7.221		
	Virtual Leisure Engagement	157	43.52	6.510		
	Multiple Leisure Engagement	365	43.45	6.874		
	None	30	45.20	5.436		
	Total	1318	43.64	6.876	1317	
SLH	Active Leisure Engagement	158	27.23	5.011	7/1310	1.520 (.156)
	Passive Leisure Engagement	164	28.15	4.676		
	Creative Leisure Engagement	229	27.89	4.750		
	Social Leisure Engagement	17	27.65	5.061		
	Cognitive Leisure Engagement	198	27.37	5.233		
	Virtual Leisure Engagement	157	28.63	4.461		
	Multiple Leisure Engagement	365	28.15	4.658		
	None	30	28.13	4.592		
	Total	1318	27.93	4.797	1317	
PLH	Active Leisure Engagement	158	34.97	7.067	7/1310	.595 (.761)
	Passive Leisure Engagement	164	35.24	6.901		
	Creative Leisure Engagement	229	35.96	6.761		
	Social Leisure Engagement	17	35.00	7.508		
	Cognitive Leisure Engagement	198	35.18	7.216		
	Virtual Leisure Engagement	157	35.58	7.287		
	Multiple Leisure Engagement	365	35.71	7.233		
	None	30	36.97	6.435		
	Total	1318	35.53	7.075	1317	

Interpretation

Table 5.30 represents the One-Way ANOVA results for OH concerning leisure engagement activities. It shows that the mean score of OH of H.S students who are

involved in creative leisure engagement (i.e., 107.81) scored higher, comparatively to virtual leisure engagement (i.e., 107.73), multiple leisure engagement (i.e., 107.31), passive leisure engagement (i.e., 106.82), cognitive leisure engagement (i.e., 106.43), active leisure engagement (i.e., 105.81) and social leisure engagement (i.e., 103.82). It means students who are involved in creative leisure engagement have higher OH than other categories. Further, the one-way ANOVA showed that the result ($F=.797$, $df=7/1310$, $p=.590>0.05$) was not statistically significant. Hence, there is no significant variation in OH among students concerning their leisure engagement.

Results for FLH concerning their leisure engagement activities. It shows that the mean score of FLH of school students who were involved in creative leisure engagement (i.e., 43.97) scored higher, comparatively to cognitive leisure engagement (i.e., 43.88), active leisure engagement (i.e., 43.61), virtual leisure engagement (i.e., 43.52), multiple leisure engagement (i.e., 43.45), passive leisure engagement (i.e., 43.44) and social leisure engagement (i.e., 41.18). It means students who are involved in creative leisure engagement have higher FLH than other categories. Further, the one-way ANOVA showed that ($F=.704$, $df=7/1310$, $p=.669>0.05$) the result is not statistically significant. Hence, there is no significant variation in FLH among students concerning their leisure engagement.

The result shows that the mean score of SLH of school students who are involved with virtual leisure engagement (i.e., 28.63) scored higher, comparatively multiple leisure activities engagement (i.e., 28.15), passive leisure engagement (i.e., 28.15), creative leisure engagement (i.e., 27.89), social leisure engagement (i.e., 27.65), cognitive leisure engagement (i.e., 27.37), and active leisure engagement (i.e., 27.23). Students involved in virtual leisure engagement have higher SLH than other categories. Further, the one-way ANOVA showed that ($F=1.520$, $df=7/1310$, $p=.156>0.05$) the result is statistically not significant. Hence, there is no significant difference in SLH among students concerning their leisure engagement.

Table No. 5.30 also revealed that the mean score of PLH of H.S. students who are involved with creative leisure engagement (i.e., 35.96) scored higher, comparatively to multiple leisure engagement (i.e., 35.71), virtual leisure engagement (i.e., 35.58), passive leisure engagement (i.e., 35.24), cognitive leisure engagement (i.e., 35.18), social leisure engagement (i.e., 35.00), and active leisure engagement (i.e., 34.97). This means students involved in creative leisure engagement have higher PLH than other categories. Further, the one-way ANOVA showed that ($F=.595$, $df=7/1310$, $p=.761>0.05$) the result is not

statistically significant. Hence, there is no significant difference in PLH among students concerning their leisure engagement.

5.5.0. The association between AM, AA and happiness among H.S. School Students in W.B.

H₀4: There is no significant relationship between AM, AA and Happiness among H.S. School Students in W.B.

Table No. 5.31: Relationship between AM, AA and Happiness

		FLH	SLH	PLH	AM	AA
Overall Happiness	Pearson Correlation	.786**	.617**	.752**	.390**	.039
	Sig. (2-tailed)	.000	.000	.000	.000	.147
	N	1373	1373	1373	1373	1373
FLH	Pearson Correlation		.324**	.329**	.240**	.004
	Sig. (2-tailed)		.000	.000	.000	.873
	N		1373	1373	1373	1373
SLH	Pearson Correlation			.198**	.181**	.071**
	Sig. (2-tailed)			.000	.000	.009
	N			1373	1373	1373
PLH	Pearson Correlation				.399**	.024
	Sig. (2-tailed)				.000	.383
	N				1373	1373
AM	Pearson Correlation					.102**
	Sig. (2-tailed)					.000
	N				1373	1373
**. Correlation is significant at the 0.01 level (2-tailed).						

Interpretation

Table 5.31 shows the relationship between AM, AA, and Happiness among high school students. The result shows a high positive and significant relationship between OH and FLH among H.S. students (i.e., $r=.786$, $p=.000$). There is also a highly positive and

significant relationship between OH and SLH among H.S. students (i.e., $r=.617$, $p=.000$). Also, a highly positive and significant relationship was found between OH and PLH among H.S. students (i.e., $r=.752$, $p=.000$).

The above table shows low positive and significant relationships exist between OH and AM among higher secondary school students (i.e., $r=.390$, $p=.000$). The same table shows a low positive and significant relationship between FLH and AM among H.S. students (i.e., $r=.240$, $p=.000$). Whereas, a very low positive and significant relationship was found between SLH and AM among H.S. students (i.e., $r=.181$, $p=.000$). Moreover, the correlation table reveals a very low positive and significant relationship was found between PLH and AM among H.S. students (i.e., $r=.399$, $p=.000$).

The same table shows a very low positive and insignificant relationship between OH and AA among H.S. students (i.e., $r=.039$, $p=.147$). At the same time, a very low positive and insignificant relationship was also found between FLH and AA among H.S. students (i.e., $r=.004$, $p=.873$). Moreover, the correlation table reveals a very low positive and significant relationship was found between SLH and AA among H.S. students (i.e., $r=.071$, $p=.009$). The table shows a very low positive and insignificant relationship between PLH and AA among H.S. students (i.e., $r=.024$, $p=.383$).

The same table also shows a very low positive and significant relationship between AM and AA among H.S. students (i.e., $r=.102$, $p=.000$).

5.6.0. Effect of Potential Predictiveness

H₀₅: There is no significant effect (direct and indirect or mediating) of AM on Happiness among H.S. School Students

Mediation Analysis

The relationship between two constructs may occur indirectly via a third variable known as a mediator. In this scenario, the third variable will affect the relationship between the two conceptions (Hair et al., 2009). In testing mediation, it is essential to comprehend three critical concepts: Total impact, Direct effect, and Indirect effect, as well as the idea of Mediation or mediating effect.

Total effect: It denotes the correlation between an independent variable and a dependent variable. In the presence of a mediator, the overall impact is the sum of the direct effect between two constructs plus the indirect effect transmitted via the mediator ($c' = c + a*b$).

Direct effect: It refers to the immediate association between an independent variable and a dependent variable, considering the influence of any moderator.

The indirect effect refers to the influence of an independent variable on a dependent variable via a third mediating variable. The connection proceeds from an independent variable to a mediator and then to a dependent variable, resulting from the multiplication of path-a and path-b (i.e., $a*b$).

The regression analysis was conducted using the Hayes process macro in SPSS to ascertain the total, direct, and indirect effects of AM on OH. The mediating impact of AA on the relationship between AM and happiness was evaluated among high school students in W.B. The Hayes Model-4 was used due to the presence of a singular dependent variable (DV) (i.e., happiness), an independent variable (IV) (i.e., achievement motivation), and a mediator (M) (i.e., academic achievement). The current investigation used three continuous variables that were generally normally distributed and intercorrelated, fulfilling the regression assumptions. The outcomes of the regression analysis using the Hayes process macro are shown in the table and figure below.

5.6.1. Direct Effect of AM on AA

5.6.2. Direct Effect of AA on Happiness

5.6.3 Direct Effects of AM on Happiness

5.6.4 Mediating Effect of AA on Predicting Happiness

Table No. 5.32: Shows Mediation Analysis Model Summary

Model (Paths)	Outcome	Predictors	R	R-square	F (p)	Coeff	t (p)	LLCI	ULCI
Model-1 (Path-a)	AA	AM	.1021	.0104	14.455 (.000)	.3755	3.802 (.001)	.1818	.5693
Model-2 (Path-b)	OH	AA	.039	.002	2.109	.039	1.452 (.147)		
In the presence of AA (M)	OH	AM	.3902	.1522	123.0042 (.000)	1.1155	5.60 (.000)	0.9753	1.2557
	OH	AA				-.0005	-.0269 (.978)	-.0387	.0376
Model-3 (Path-C)	OH	AM	.3902	.1522	246.18 (.000)	1.1153	15.69 (.000)	.9759	1.2547

	Description	Coefficient	t	p	LLCI	ULCI
	Total effect of X on Y	1.1153	15.6904	.0000	.9759	1.2547
	Direct effect of X on Y	1.1155	15.6053	.000	.9753	1.2557
		effect	Boot SE	Boot LLCI	Boot ULCI	
Path-c'	Indirect effect	-.0002	.0027	-.0163	.0149	

Note: Level of confidence for all confidence intervals in the output: 95.0000
Number of bootstrap samples for percentile bootstrap confidence intervals: 5000

Model Breakdown Results

Model-1 (Path-a): Direct effect of AM on AA

Haye's regression analysis result revealed that the loading (i.e., $R=.1021$) between AM and AA is .1021, the path coefficient is .3755, and AM is a significant predictor of AA, as evidenced by the significant t-value (3.802) and the p -value (0.001). Also, the coefficient (Beta) of 0.3755 indicates a low positive effect of AM on AA. It also showed that the R-square value between the two is .0104, and the path is significant ($F=14.455$ and $p=.000$), which means that only 1.0% of the change in academic achievement is accounted for by achievement motivation.

Model-2 (Path-b): Direct effect of AA on OH

To determine AM's direct effect on overall happiness, Haye's regression analysis was run separately. The result showed that the R-value between AM and overall happiness was .039. The path coefficient is .039, indicating a low positive effect of AA on overall happiness. However, AA is not a significant predictor of overall happiness, as evidenced by the non-significant t-value (1.452) and the p -value (0.147). Therefore, the analysis shows that AM does not significantly affect overall happiness among H.S. Students in W.B.

Model-3 (Path-c): Direct effect of AM on OH

Haye's regression analysis showed that the R-value between AM and happiness is .3902, and the coefficient value is 1.1153. This means AM and the overall happiness of the H.S. students are positively and significantly associated. AM is a significant predictor of overall happiness, as evidenced by the highly significant t-value (15.69) and the P -value (0.000).

The model explains 15.2% of the variance in overall happiness ($R^2=0.1522$), which is statistically significant as indicated by the F-value (246.18, $p < 0.001$).

Further, in the presence of AA, the R-value between AM and overall happiness is 0.3902, and the path coefficient is 1.1155 (which is the direct effect in the present case). The path is significant ($F=123.0042$ and $p=.0000$). It also showed that the R-square value is 0.1522, which means 15.22% of the variation or change in overall happiness is accounted by AM in the presence of AA. Even though AA is included in the model, it does not have a statistically significant impact on OH. The main primary influencer is AM, which has a strong and positive effect. Therefore, the analysis shows that AM has a moderate and significant positive effect on overall happiness among H.S. students in W.B.

The total effect of AM on OH

The total effect of AM on overall happiness is the sum of the direct effect/influence and the indirect effect, and it is calculated by adding the path-c with the product of path-a and path-b {i.e., $c+(a*b)$ }. The coefficient of path-a is .3755, path-b is .039, and path-c is 1.1153. Therefore, the total effect of AM on overall happiness is 1.1299 ($c+a*b$ or $1.1153 + .3755*.039$). This total effect is significant ($t=15.6904$, $p=.000$), where the Lower-Level Confidence Interval (LLCI) is .9759 and the Upper-Level Confidence Interval (ULCI) is 1.2547.

Model-4 (Path-c'): Indirect effect of AM on OH through AA

Table No. 5.33: Represents the Mediating Effect of achievement motivation on happiness through academic achievement Relationship

Relationship	Total effect	Direct effect	Indirect effect	Confidence levels		Conclusion
				LLCI	ULCI	
AM=>AA=>OH	1.1299	1.1155	-.0002	-.0163	.0149	Insignificant

Interpretation

Haye's regression analysis revealed that AA does not mediate the association between AM and overall happiness, as shown by the confidence interval (LLCI=-.0163 and ULCI=.0149). The indirect effect of AA is close to zero and lacks statistical significance, indicating that it does not serve as a mediator in this model.

CHAPTER-VI
MEJOR FINDINGS AND
CONCLUSION

CHAPTER-VI

MAJOR FINDINGS AND CONCLUSION

6.1.0 Introduction

This chapter, titled "Major Findings and Conclusion", encapsulates the essence of the entire study, drawing upon the analysis and interpretation of the data presented in the preceding chapter. The final or concluding aspects of the study are described in this chapter in a very brief manner (Kumar, 2016). The present chapter has been categorised under five broad heads: Major Findings of the Study, Discussion of the Major Finding, Implications of the Study, Limitations of the Study, and Suggestions for Further Study. This framework helps make the content clearer and more cohesive so readers can easily understand the importance of the study.

6.2.0. Major Findings of the Study

Based on the analysis and interpretations, the following findings are drawn.

6.2.1. Distribution of Achievement Motivation among H.S. school students in W.B.

1. Most students have exhibited below-average to shallow Achievement Motivation.

6.2.2. Demographic Influence (class, gender, residence, family structure, number of siblings, parental educational qualification, family monthly income, and leisure engagement activities) on Achievement Motivation among H.S. school students in W.B.

1. The class of the H.S. school students does not significantly influence the AM of H.S. school students.
2. The gender of the H.S. school students significantly influences their AM.
3. Residence has a significant influence on AM among H.S. school students.
4. The family structure does not significantly influence AM among H.S. school students.
5. The number of Siblings does not significantly influence AM among H.S. school students.

6. The father's educational qualification does not significantly influence AM among H.S. school students.
7. The mother's educational qualification does not significantly influence AM among H.S. school students.
8. Family Monthly Income significantly influences AM among H.S. school students in W.B.
9. Leisure engagement activities do not significantly influence AM among H.S. school students.

6.2.3. Levels of Academic Achievement

1. Most high school students have good to outstanding levels of Academic Achievement, indicating generally high performance, while a smaller section of students demonstrated poor performance.

6.2.4. Variations in AA among H.S. students across demographics

1. There is a significant variation in AA among H.S. school students concerning their class.
2. There is a significant variation in AA among H.S. school students concerning gender.
3. There is a significant variation in AA among H.S. school students concerning residence.
4. There is no significant variation in AA among H.S. school students concerning their family structure.
5. There is a significant variation in AA among H.S. school students concerning the number of siblings.
6. There is a significant variation in AA among H.S. school students concerning the father's educational qualification.
7. There is a significant variation in AA among H.S. school students concerning their mother's educational qualifications.
8. There is a significant variation in AA among H.S. school students regarding their family monthly income.
9. There are significant variations in AA among H.S. school students concerning their leisure engagement activities.

6.2.5. Levels of Happiness

1. Most H.S. school students exhibited moderate OH, while very few had high-level OH.
2. Most of the H.S. school students exhibited moderate to high FLH
3. Most H.S. school students reported moderate to high SLH.
4. Most H.S. school students have a moderate to high-level PLH.

6.2.6. Variations in Happiness (Overall, FLH, SLH, PLH) among H.S. school students in West Bengal

1. Class does not significantly influence OH, FLH, SLH, and PLH among H.S. school students.
2. Gender significantly influences OH and FLH among H.S. school students.
3. Gender does not significantly influence SLH and PLH among H.S. school students.
4. Residence significantly influences OH and FLH among H.S. school students.
5. Residence does not significantly influence SLH and PLH among H.S. school students.
6. Family structure does not significantly influence OH, FLH, SLH, and PLH among H.S. students.
7. The number of siblings does not significantly influence OH, FLH, and SLH among H.S. school students.
8. The number of siblings significantly influences PLH among H.S. school students.
9. The father's educational qualification does not significantly influence OH, FLH, SLH, and PLH among H.S. school students.
10. The mother's educational qualification does not significantly influence OH, FLH, SLH, and PLH among H.S. school students.
11. Family monthly income does not significantly influence OH, FLH, SLH, and PLH among H.S. students.
12. Leisure engagement activities do not significantly influence OH, FLH, SLH, and PLH among high school students.

6.2.7. Relationship between AM, AA, and Happiness (Overall, FLH, SLH, PLH) among H.S. school students in West Bengal

1. The result shows a highly positive and significant relationship between OH and FLH among H.S. school students.

2. A highly positive and significant relationship exists between OH and SLH among H.S. school students.
3. A highly positive and significant relationship between OH and PLH among H.S. school students is found.
4. There are low positive and significant relationships between OH and AM among H.S. school students.
5. Similarly, a low positive and significant relationship exists between FLH and AM among H.S. school students.
6. A very low positive and significant relationship exists between SLH and AM among high school students.
7. A very low positive and significant relationship exists between PLH and AM among H.S. school students.
8. There is a very low positive but insignificant association between OH and AA among H.S. school students.
9. A very low positive and insignificant relationship exists between FLH and AA of H.S. school students.
10. A very low positive and significant relationship exists between SLH and AA among H.S. school students.
11. a very low positive but insignificant relationship exists between PLH and AA AA among H.S. school students.
12. There is a shallow positive and significant relationship between AM and AA among H.S. school students.

6.2.8. Effects of AM, AA on Happiness among the H.S. students in West Bengal

1. Achievement Motivation has a low but statistically significant positive effect on Academic Achievement, explaining only a small portion (1.0%) of the variance in Academic Achievement among H.S. school students.
2. Academic achievement has no significant impact on overall happiness and only accounts for a small proportion (0.2%) of the variation in happiness among H.S. school students.
3. Achievement Motivation has a moderate statistically significant positive effect on Overall Happiness, explaining a considerable proportion (15%) of the variation in happiness among H.S. school students.
4. The total effect of AM on overall happiness is 1.1299, which was significant.

5. AM directly affects OH, and the effect size is 1.1155, which is also significant.
6. AA does not indirectly affect happiness, and the effect size of- .0002 was insignificant.
7. Academic Achievement of H.S. school students does not significantly mediate the relationship between their AM and OH.

6.3.0. Discussion of the Major Findings

AM, AA and Happiness

A close look at the present findings shows that 41% of high school students showed above-average to average levels of achievement motivation. This finding is similar to the findings of Fayaz and Ganai (2022) and Venkataraman and Manivannan (2018), who revealed that most students possess average or moderate achievement motivation. On the other hand, Wani and Masih (2015) reported that most students (76%) have higher achievement motivation.

The present study found that the class has no significant influence on AM among H.S. students, which is consistent with Liu and Zhu's (2009) result. However, this finding contradicts the findings of Latha (2019) and Pany (2014), Patel and Jansari (2020), and Chen and Zhang (2003).

The present study finding revealed a significant difference in AM among H.S. students concerning gender, and the AM of female students is higher than that of male students. This finding was corroborated by Latha (2019), Pretty and Reddy (2019), Venkataraman and Manivannan (2018), Shekhar and Kumari (2016), Maheswari and Aruna (2015), Masih (2015), Ashwini and Barre (2014), Liu and Zhu (2009). However, the finding of the present study is in contradiction with the findings of Aziz et al. (2023), Gogoi and Sahoo (2022), Tamilselvi and Devi (2017), Pawar (2016), Latha (2014), who reported no significant difference in the achievement motivation level of male and female students.

The present study found a significant variation in AM among H.S. students concerning residence. This finding is supported by Pawar (2016), Kala and Shirlin (2017), and Rao (2010), who found that urban students have higher AM compared to rural students. The present finding was contradicted by the studies of Latha (2014), Venkataraman and Manivannan, Kaur and Meenu (2013), Pany (2014), and Rao (2010).

In the present study, family structure did not significantly influence AM among H.S. students. This finding was congruent with the studies of Costaños (2020), Kariuki (2017), Vijayakumari and Rekha (2014). On the other hand, Soni (2013), Tefera, and Sitota (2016) contradicted the current finding. Similarly, Soni (2013) revealed that a child from a nuclear family has higher AM than a joint family.

The current study found no significant variation in AM among H.S. students regarding the number of siblings. This finding aligned with Unal-Karagüven (2015) and Georgiou (1999). They confirmed that students who are single children and those who have siblings are affected similarly by AM.

Concerning the effect of parental educational qualification, the present study finding revealed no significant variation in AM among H.S. students in W.B. This finding was supported by Tamilselvi and Devi (2017) and Unal-Karagüven (2015). On the other hand, this finding was contradicted by Latha (2019), Latha (2014), Soni (2013), Acharya and Joshi (2009), Sharma and Tahira (2011). They explored that those students whose parents are more educated have a higher influence on their young children's AM. Very interestingly, Latha (2019), Acharya, and Joshi (2009) found a significant influence of highly educated mothers (graduate, postgraduate) on AM of H.S. students compared to intermediate and higher secondary educated mothers.

Regarding family monthly income, the present study revealed a significant influence on AM among H.S. students, which was consistent with the study of Kiedan (2022), Otto and Shey (2020), and Prema Lata (2014). They found that students differed in their AM based on parental monthly income. However, this finding is contradicted by Tamilselvi and Devi (2017), Kariuki (2017), Gogoi (2014), Singh (2014), Adsul and Vikas Kamble (2008).

The present study revealed that leisure engagement activities had no significant influence on AM of H.S. school students in W.B. This finding is contradicted by San et al. (2014), Calik et al. (2014), Badura et al. (2016), and Won and Han (2010). They revealed that students actively participating in leisure activities tend to exhibit higher achievement motivation. According to the study by Mannell and Kleiber (1997), leisure is a vital lifestyle component, and a lifestyle balance is needed to achieve success.

Academic Achievement

In the case of academic achievement, the present study findings revealed that most of the high school students' AA falls within the good to outstanding level, with only a few reaching the below-average level. This finding aligns with Pahsyntiew's (2021).

The present study revealed that the gender of H.S. students significantly influences their AA. Similar findings reported by Hemalatha (2019), Umar et al. (2018), Boruah (2016), Moon (2012), Imam and Sing (2015), Mohamedayupkhan and Mani (2014), Rajendran et al. (2017), Shekhar and Kumar (2016), Shazia (2014), and Alordiah et al. (2015). However, these findings are contradicted by the findings of Bhattacharya (2014), Chetri (2014), Falaye and Ayoola (2007), and Ahmar and Anwar (2013).

The present study revealed that residence significantly influenced AA among H.S. school students. This finding was supported by Matti et al. (2022), Gupta et al. (2016), Rao (2010), Boruah (2016), Shazia (2014), and Chetri (2014), who revealed that H.S. students in urban areas performed better academically than their peers in rural areas. Onoyase (2015) revealed significant differences in academic performance across all subjects among students from urban, semi-urban, and rural schools. In another study, Gupta et al. (2012), Veerabhadram (2011), Singh and Parveen (2010) contradicted the current study findings. That means urban H.S. students possess higher AA than semi-urban and rural students because they experience more excellent educational opportunities and advanced exposure from high-quality schools. In comparison, students from rural areas face more hurdles like socio-economic challenges and limited advanced educational resources.

The present study revealed no significant variation in AA among H.S. students regarding family structure. Azumah et al. (2018) and Volker (2013) supported the present finding. By contradicting this finding, Adeyeye (2023), Matti et al. (2021), Jude et al. (2011), and Nato (2016) reported that students from nuclear families performed better academically due to economic support, family support, and parental motivation.

The present study finding revealed a significant variation in AA among H.S. school students concerning the number of siblings. This finding was in line with the study of Matti et al. (2021), Bouchey et al. (2010), Watzlawik (2009), Whiteman et al. (2009), Widmer and Weiss (2000), and Eamon (2005) agreed with the present finding. However, this finding contradicts the findings of Shukla et al. (2016).

In the present study, the researcher found that parental educational qualifications significantly influenced AA among H.S. students. This finding is supported by Farooq (2011), Imam and Sing (2015), Khan et al. (2015), and Latha (2019), who reported a significant difference in AA among H.S. students regarding their mother's education qualification. On the other hand, Falaye and Ayoola (2007) contradictorily reported that there was no significant variance in AA concerning parental education.

The present study has revealed that family income significantly influences AA among H.S. students. This finding was supported by Munir et al. (2023), Kiedan (2022), Ahmar and Anwar (2013), Farooq (2011), Falaye and Ayoola (2007), Kumar and Sharma (2016), Kalapriya (2016), Schreier (2016), Abdu-Raheem (2015), Rajendran et al. (2017), Shahand et al. (2012), Islam and Chakrabarty (2020). They found that socioeconomic status influenced academic achievement, and students with high socioeconomic status performed better. Conversely, Rumbaoa et al. (2022), Ewumi (2012), and Veerabhadram (2011) contradicted the present study finding. Their results showed that socioeconomic status has no significant relationship with student academic performance. That means students from high-income families benefit from better schooling, parental support, extracurricular activities, and private coaching. Those students can afford additional educational resources such as private tuition, coaching centres, study materials, computers, and internet access. All of this contributes to higher academic achievement.

The present study revealed that AA among H.S. students varied significantly regarding leisure engagement activities. This finding is supported by Erinjeri and Lobo (2023), Madhavi et al. (2019), Akgul (2016), Bergin (1998), and Lin and Pao (2011). With a similar opinion, Erinjeri and Lobo (2023) and Madhavi et al. (2019) revealed that engagement with virtual activities was associated with lower school performance. Akgul (2016) observed a significant difference based on recreational internet use. Students with lower AA exhibited higher recreational internet use. In the present study, the researcher tried to explore the most decisive influence of multiple leisure engagement (combining various forms of leisure activities), cognitive leisure engagement, and creative leisure engagement, which play a crucial role in improving the academic performance of H.S. students. These various Leisure Engagement enhances cognitive growth, promote emotional well-being, and improve social skills. Conversely, virtual leisure engagement leads to distractions, poor time management, and negative impacts on academic performance.

Happiness

While the prevalence rate of overall happiness among H.S. students was the concern, the result revealed that most students experienced moderate happiness. This finding is in line with the findings of Abdullah et al. (2011), Yee and Lee (2014), Borah and Nisanth (2024), Das (2023), Anjum (2021), Pahsyntiew and Rymbai (2019), who reported that most students had moderate happiness levels. On the other hand, Geetha and Girija (2014), Lumontod (2018), Easow and Ghorpade (2017) and Raphael (2014) revealed that most of the students possessed high happiness, and a minor percentage of students had low happiness.

Regarding FLH, SLH, and PLH, most students experience moderate to high happiness levels, suggesting a relatively positive functional well-being. They possess both optimistic and pessimistic outlooks towards life. The present finding implies a revealed unique area of FLH, SLH, and PLH dimension, as the researcher did not find any previous studies regarding FLH, SLH, and PLH.

The present study found no significant class influence on OH and its dimensions (FLH, SLH, PLH). Regarding OH, Banupriya and Rajan (2019) and Mertoglu (2019) reported similar results. They found no significant difference in the happiness scores of 11th—and 12th-grade students. On the other hand, Badri et al. (2017) reported significant variations in SLH concerning class.

The present study revealed that gender had a significant influence on OH and FLH of H.S. students, which was corroborated by the results of Geetha and Girija (2014), Beri et al. (2021), Khalek (2006), Sharma and Gulati (2014), Mishra (2017), Dar and Wani (2017), Kaur and Kaur (2018), Vyas and Prajapati (2020) and Sharma and Parveen (2021), Tiefenbach and Kohlbacher (2013). They reported a discernible difference in happiness among male and female students. However, this present study finding was contrasted by Aziz et al. (2023), Umeaku et al. (2020), Pahsyntiew (2021), Kaur and Kaur (2021), V and G.T (2016), Sharon et al. (2018). Regarding FLH, Badri et al. (2017) confirmed that female students are happier than male students. Regarding SLH and PLH, the researcher found no previous related studies. From the present result, the researcher concludes that increasing focus on empowering women through government initiatives, such as scholarships for girls like Kanyashree Prakalpa, fosters female students' happiness. Families' support also boosted female students' confidence, helping them achieve their academic and life goals, ultimately leading to greater happiness.

The present study findings revealed that residence does not significantly influence SLH and PLH among H.S. students. Regarding OH, the present study is contradicted by Borah and Nisanth (2024), Prabodhan and Kalamb (2022), and Fatma (2022). Contradictorily, Pakira and Mohakud (2017) state that Students in rural areas tend to be happier than urban students. However, according to the present finding, the researcher concludes that urban students have more significant opportunities for personal development and academic achievement. They also have better access to top-notch educational institutions, extracurricular activities, and learning resources. Additionally, they benefit from economic stability and parental support, ultimately leading to higher overall happiness and family life satisfaction. However, rural students confront more socio-economic obstacles and have restricted access to contemporary conveniences, resulting in lower enjoyment levels than their urban peers.

Furthermore, the present study findings revealed that family structure does not significantly influence happiness (OH, FLH, SLH, PLH) among H.S. students. Similar findings were reported by Fatma (2022), Viyas (2022), and Caroline et al. (2018). They found no significant difference in students' happiness (OH) about their family type (Nuclear/Joint/Broken). However, This finding is contradicted by Grey et al. (2013) and Yee and Lee (2014). They found significant differences in overall happiness among H.S. students from nuclear and extended families. Grey et al. (2013) confirmed that students living in a two-parent family were happiest. Regarding FLH, Mertoglu (2019) and Volkar (2013) also indicated that H.S. students' FLH is not influenced by family patterns (especially broken families). Regarding OH, Wu (2014) and Furnham (2000) stated that especially family is the most influential (50%) factor for their happiness.

The present study indicated that the number of siblings does not significantly influence OH, FLH, and SLH except PLH. Consistent with these findings, Mertoglu (2019), Yee and Lee (2014), and Caroline et al. (2018) also revealed no significant difference in students' OH depending on the number of siblings.

The study revealed that the father's educational qualification did not significantly influence happiness (OH, FLH, SLH and PLH) among H.S. students. Regarding OH, this finding was corroborated by the findings of Yee and Lee (2014) and Rezaie et al. (2019).

The study also revealed that the mother's educational qualification did not significantly influence happiness (OH, FLH, SLH, and PLH) among H.S. students, which was corroborated by the findings of Yee and Lee (2014) and Rezaie et al. (2019). In contrast,

Mahadevan and Fan (2021) revealed that Mothers' education significantly influenced the students' happiness.

The present study revealed that family income does not significantly influence OH, FLH, SLH, and PLH among H.S. students. This finding is supported by Mertoglu (2019), Toraman et al. (2022), Islam and Chakrabarty (2020), Rezaie et al. (2019), Yee and Lee (2014), Easow and Ghorpade (2017). The current finding is contradicted by Casinillo and Casinillo (2020), Haraldsdottir (2015), Shelef, Zdaka, and Barak (2015), who reported that family income significantly influences students' overall happiness. Concerning FLH and SLH of students, Kiden (2022) asserted the influence of socio-economic conditions on happiness.

The present study also revealed that leisure engagement activities did not significantly influence OH among H.S. students. This finding is similar to Fatma's (2022) and Caroline et al.'s (2018). This finding is contradicted by Kaur and Chauhan (2021), Hall (2017), Kaya (2017), Wu (2014), Primasari, and Yuniarti (2012), who reported a positive relationship between happiness and leisure activities.

Relationship between AM, AA and Happiness

The present study revealed a low positive but significant relationship between AM and AA among H.S. students. This finding is supported by Bakara et al. (2010), Kate and Eboh (2024), Biswas (2023), Kiden (2022), Kurian (2021), Islam and Chakrabarty (2020), Shekhar and Kumar (2016), Bhattacharya (2014), Chetri (2014), Singh (2014), Veerabhadram (2011), Gupta et al. (2012), Singh (2014), and Abuameerh (2012), who reported that highly motivated students perform better academically.

The present study revealed a low positive but significant relationship between happiness and AM. This finding is supported by Gogoi and Sahoo (2022), V and G.T. (2016), and Khosman et al. (2013). This finding indicated that students with achievement motivation enhance happiness among school students.

The present study revealed a low positive and significant correlation between academic achievement and happiness, which corresponds with the results of Kumar and Sahoo (2023), Pahsyntiew (2021), Arockiam and Jayanthi (2015), and Tabbodi et al. (2015). Otaghi (2020) also revealed that happiness improves the student's academic achievement. Thus, happiness should be considered to improve the student's academic performance. However, this finding contrasts with Zulkifi's (2013) finding of a negative relationship

between happiness and academic achievement. The present study also revealed that AA, AM, and happiness of H.S. students in W.B are positively correlated. This finding is corroborated by Khoshnam et al. (2013) and Eslamy and Ebady (2015), who also reported that AM, AA, and happiness are significantly associated. The low correlation between academic achievement and happiness indicates that academic success alone is not enough to ensure happiness. Even academically successful students may still face challenges such as stress, anxiety, intense pressure from board exams, competitiveness, and high expectations from parents; these factors might hinder the positive effects of their academic achievements on their overall happiness. While students may feel pride in their achievements, factors such as familial relationships, personal satisfaction, social interactions, mental well-being, leisure activities, cultural involvement, and future security significantly impact happiness.

Mediation Effects

The findings of the study revealed that achievement motivation has a shallow positive and significant effect on academic achievement among the H.S. students in W.B., which corresponds with the results of Kumar and Tankha (2020), Shekhar and Kumar (2017), Gupta et al., (2012), Gherasim (2012), Devanesan (1999), Khoshnam et al. (2013). This indicates that H.S. students with high AM have more AA than those with low AM. However, contradictory evidence is also present (Berna, 2007; Bakara et al., 2010), which states that AM is not a contributing factor in AA. In contrast with the findings of Otaghi et al. (2020) and Kiamarsi and Momeni (2013), the present study also revealed that AA is not a significant predictor of happiness among H.S. students in W.B. The present study also found that AM has a significant positive effect on happiness among H.S. students. This finding aligns with the findings of Nezhad et al. (2022) and Hassanzadeh and Mahdinejad (2013). The present study revealed no mediating effect of AM on AA and overall happiness among H.S. students. The researchers did not find any study investigating the mediating relationship between achievement motivation, academic achievement and happiness in H.S. school students.

6.4.0 Educational Implications of the Study

The present study has significant implications for education and other related fields.

1. The present study can help identify the level or present status of AM, AA, and happiness among H.S. students.
2. The present study will help to provide academic support and interventions for high school students to improve their academic performance.
3. The present study will help to understand the reasons for the low rate of female AA, implement gender-specific support programs, and encourage equal opportunities for academic excellence among female students.
4. The present study will help address disparities in AM among rural, semi-urban, and urban students by improving infrastructure, resources, teaching quality, tutoring, motivational programs, and extracurricular activities. These interventions could help bridge the gap between academic performance in urban and semi-urban areas.
5. The study suggests teachers adopt innovative teaching methods to enhance AM, Particularly among rural students.
6. The differences in AA between urban, semi-urban, and rural students point to the need for equitable distribution of educational resources and support to foster higher AM across all regions.
7. The present study will guide schools in organising programs to increase parental involvement and awareness in children's education, especially in lower-income families and the undereducated.
8. The study will help the Government and policymakers provide more financial and educational support for low-income families to address the effect of family income on AA among high school students.
9. The present study will help schools promote a balanced approach to leisure activities and encourage students to participate in activities that complement their academic achievement.
10. The study emphasises the need for meaningful teacher-student relationships, significantly impacting students' happiness. Teachers should engage students in activities that boost their happiness.
11. In the present study, the majority of school students showed an average level of happiness. The teacher-student relationship significantly affects their happiness.

Teachers should encourage students to participate in meaningful and exciting activities and experiences to attain higher happiness.

12. Concerning the impact of residence on happiness among H.S. students, the government and policymakers need to consider the empowerment of rural students in fulfilling their basic and educational requirements.

6.5.0. Limitations of the Study

In this study, the researcher was committed to maintaining a high standard and ensuring no aspect was overlooked. However, the study had to continue with specific unavoidable challenges caused by restrictions in time, resources, and accessibility. Some of the challenges are listed:

The researcher could not collect equal participants from the selected four districts (Hooghly, Kolkata, North 24 Parganas, South 24 Parganas) in West Bengal.

1. A significant limitation of the present study is the initial plan to compare achievement motivation, academic achievement, and happiness among the H.S. school students in W.B. based on the affiliating board of studies. However, due to the unavailability of an equal proportion of participants from each board, the board-wise comparison was excluded from the present study.
2. This study focused on Government-Aided Bengali-medium and Private English-medium school students in West Bengal; however, there are some other medium schools, too, which is a major constraint for generalising the findings.
3. The researcher used standardised tools to measure AM and happiness; however, no such tool or test was developed or used to measure the participants' AA. Participants' secured percentage of marks in class X and XI final examination was considered their academic achievement for Class XI and XII students, respectively, as these are the two different levels of education, and there are some subject variations, too. Therefore, it is a significant limitation of the present study.

6.6.0. Suggestions for Further Study

Considering the present study's limitations, further studies are required for a better result. However, this study indicated the need for researching the following lines to estimate a concrete generalisation:

1. To get a comprehensive understanding of AM, AA, and happiness among H.S. students and to generalise the results, a further large-scale survey can be extended to different boards and states in India.
2. To gain a comprehensive understanding of the AA of the H.S. students, further researchers should construct an achievement test considering common content areas in the syllabus of Class XI and XII.
3. Previous studies supported and contradicted a few findings of the present study, and those findings are inconclusive. Therefore, further study is recommended to draw certain conclusions about the results.
4. Longitudinal series designs would be more appropriate to comprehensively understand class-wise changes in AM, AA, and happiness. Therefore, further longitudinal surveys are recommended to confirm class-wise changes.

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APPENDICES

Appendix-A

Consent Form

INFORMED CONSENT LETTER FOR HEADMASTER/HEADMISTRESS /PRINCIPAL

Investigator's Name: Jhulik Pakira

Department: Education

Institution: Jadavpur University

Phone Number: 9831507311

Supervisor's Name: Lalit Lalitav Mohakud, Ph.D

Assistant Professor, Dept. of Education, Jadavpur University

Dear Sir/Madam

I, Jhulik Pakira, am a Ph. D scholar at the Department of Education, Jadavpur University. The title of my research work is "Achievement Motivation, Academic Achievement, and Happiness among Higher Secondary School Students: Exploring the Relationships." The purpose of my study is to explore Achievement Motivation (AM), Academic Achievement (AA), and Happiness (H) among Higher Secondary School Students concerning selected demographic variables and analyze the relationship between AM, AA, and H among Higher Secondary School Students.

For the above purposes, I will survey HS-level students of West Bengal and collect data from them through the following four instruments:

1. Personal Information for Demographic Profile developed by L.L. Mohakud & J. Pakira
2. "Happiness Scale" of L.L. Mohakud, J. Pakira & S. Khan
3. "Achievement Motivation Scale" of T.R. Sharma (NPC, Agra)
4. Academic Achievement Score (%) collected from Students

It will generally take 40-45 minutes to complete all the questionnaires/scales from serial no.1-4. Therefore, I will ask your students to participate in this survey during any recess or any other period you assign without hampering your school activities, subject to individual students' consent.

I will create a number coding system for each participant to ensure the confidentiality of their data. Any information collected for this study that could be associated with the subjects will only be used by the researcher mentioned above with strict confidentiality.

You are free to ask any questions about the study at any time. If you want to take an interest in the study, you will get information anytime. Participation in this study is voluntary, and your students may refuse to participate at any time. This data shall be used only for the researcher's Ph. D work and will be available until the end of the study and related publications.

Signing below means that you have read and comprehended the matters of this Consent Form and given your consent regarding your and your student's participation in this study.

Name of the School and Signature of HM/Principal/Teacher in Charge

Investigator's Signature

INFORMED CONSENT LETTER FOR PARENT/GUARDIAN

Investigator's Name: Jhilik Pakira

Department: Education

Institution: Jadavpur University

Phone Number: 9831507311

Supervisor's Name: Lalit Lalitav Mohakud, Ph.D

Assistant Professor, Dept. of Education, Jadavpur University

Dear Parent/Guardian

I, Jhilik Pakira, am a Ph. D scholar at the Department of Education, Jadavpur University. The title of my research work is "Achievement Motivation, Academic Achievement, and Happiness among Higher Secondary School Students: Exploring the Relationships." The purpose of my study is to explore Achievement Motivation (AM), Academic Achievement (AA), and Happiness (H) among Higher Secondary School Students concerning selected demographic variables and analyze the relationship between AM, AA, and Happiness among Higher Secondary School Students.

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4. Academic Achievement Score (%) collected from Students

It will generally take 40-45 minutes to complete all the questionnaires/scales from serial no.1-4. Therefore, I will ask your students to participate in this survey during any recess or any other period you assign without hampering your school activities, subject to individual students' consent.

I will create a number coding system for each participant to ensure the confidentiality of their data. Any information collected for this study that could be associated with the subjects will only be used by the researcher mentioned above with strict confidentiality.

You are free to ask any questions about the study at any time. If you want to take an interest in the study, you will get information anytime. Participation in this study is voluntary, and your child may refuse to participate at any time. This data shall be used only for the researcher's Ph. D work and will be available until the end of the study and related publications.

Signing below means that you have read and comprehended the matters of this Consent Form and given your consent regarding your and your child's participation in this study.

Student's Name and Parent/Guardian Signature with Date

Investigator's Signature with date

INFORMED CONSENT FORM FOR STUDENT

Investigator's Name: Jhilik Pakira

Department: Education

Institution: Jadavpur University

Phone Number: 9831507311

Supervisor's Name: Lalit Lalitav Mohakud, Ph.D

Assistant Professor, Dept. of Education, Jadavpur University

Dear Students,

I, Jhilik Pakira, am a Ph.D scholar at the Department of Education, Jadavpur University. The title of my research work is "Achievement Motivation, Academic Achievement, and Happiness among Higher Secondary School Students: Exploring the Relationships." The purpose of my study is to explore Achievement Motivation (AM), Academic Achievement (AA), and Happiness (H) among Higher Secondary School Students concerning selected demographic variables and analyze the relationship between AM, AA, and Happiness in Higher Secondary School Students.

For the above purposes, I will survey HS-level students in West Bengal and collect data from the students through the following four instruments:

1. Personal Information for Demographic Profile developed by L.L. Mohakud & J. Pakira
2. "Happiness Scale" of L.L. Mohakud & J. Pakira & S. Khan
3. "Achievement Motivation Scale" of T.R. Sharma (NPC, Agra)
4. Last Academic Achievement Score (%) collected from the students

Please read thoroughly the instructions and each section of the Questionnaire and respond to each item of the respective section. Each item of the questionnaire will be scored for analysis. There is no time limit, but completing these scales generally takes about 40-45 minutes. Your responses will be very helpful in my research.

I must ensure you that your name and responses will be kept confidential. I will create a number coding system for each participant. Any information collected for this study related to the subjects will only be used for research purposes. I shall keep strictly secret all information regarding their data. I welcome questions about the study at any time. If you want to take an interest in the study, you will get information at any time.

You are requested to participate in this study voluntarily and may refuse to participate at any time. This data shall be used only for the researcher's Ph.D. work and will be available until the end of the study and related publications.

Permission to provide the Data

EDUCATION

This data may be shared with educational professionals outside of Jadavpur University. My name will not be used by any means.

RESEARCH

This data will be used as part of a Ph.D. work at Jadavpur University. I have already given written consent for my participation in this research project. My name will not be used by any means.

HOW LONG WILL DATA BE USED?

I permit these Data to be used till the end of the study and related publications.

WHAT IF I CHANGE MY MIND?

I understand that I can withdraw my permission at any time. Upon my request, the data will no longer be used. This will not affect my relationship with an investigator related to this study.

FOR FURTHER INFORMATION

If I want more information about the data or have questions or concerns at any time, I can contact Jhilik Pakira (Researcher).

I declare that I read and understand the contents of this Consent Form and agree to participate in this study.

Yes

Signature of the Student

Appendix - B

Questionnaire for Personal Information

Sl No	Personal Information (ব্যক্তিগত তথ্য)		
	শিক্ষার্থীর নাম (Name of the Student)	:	
	রোল নম্বর (Roll Number)	:	
	বিদ্যালয়ের নাম ও ঠিকানা (Name of the School and Address)	:	
1.	বোর্ড বা কাউন্সিল এর নাম (Name of Board/ Council)	:	
2.	শ্রেণি (Class)	:	
3.	বিভাগ (Stream)		বিজ্ঞান (Science) <input type="checkbox"/> কলা (Arts) <input type="checkbox"/> বাণিজ্য (Commerce) <input type="checkbox"/>
4.	বয়স (Age)	:	
5.	লিঙ্গ (Gender)		পুরুষ (Male) <input type="checkbox"/> মহিলা (Female) <input type="checkbox"/> অন্যান্য (Other) <input type="checkbox"/>
6.	বাসস্থান (Residence)	:	শহর (Urban) <input type="checkbox"/> মফঃস্বল (Semi-Urban) <input type="checkbox"/> গ্রাম (Rural) <input type="checkbox"/>
8.	পরিবারের গঠন (Family Structure)		ক্ষুদ্র পরিবার (Nuclear Family) <input type="checkbox"/> যৌথ পরিবার (Joint Family) <input type="checkbox"/> ভগ্ন পরিবার (Broken Family) : <input type="checkbox"/> বিচ্ছিন্ন পিতা – মাতা --- (Separated) <input type="checkbox"/> বিবাহ- বিচ্ছিন্ন পিতা – মাতা (Divorced) <input type="checkbox"/> একক অভিভাবক – (Single Parent) <input type="checkbox"/>

Sl No	Personal Information (ব্যক্তিগত তথ্য)					
9.	তুমি কাদের সাথে থাকো? (Who do you live with?)	কেবলমাত্র পিতা-মাতা [Two parents (father and mother)] <input type="checkbox"/> কেবলমাত্র একজন অভিভাবক (Single Parent) <input type="checkbox"/> বৃহৎ পরিবার বা যৌথ পরিবার (Joint Family) <input type="checkbox"/> কিছু সময় একজন অভিভাবক অন্য সময় আরেক জন অভিভাবক <input type="checkbox"/> (One Parent part of the time, and another parent other time) অন্যান্য (Other) <input type="checkbox"/>				
11.	ভাই-বোন এর সংখ্যা (তোমাকে নিয়ে) Number of Siblings (including you)	একমাত্র সন্তান (Single child) <input type="checkbox"/>	২ (Two) <input type="checkbox"/>	৩ (Three) <input type="checkbox"/>	৩ এর অধিক (More than three) <input type="checkbox"/>	
13.	পিতার শিক্ষাগত যোগ্যতা (Father's Educational Qualification)	নিরক্ষর (Illiterate) <input type="checkbox"/>	প্রাথমিক (১-৮) (Elementary) (1-8) <input type="checkbox"/>	মাধ্যমিক (Secondary) <input type="checkbox"/> নবম (9 th) <input type="checkbox"/> দশম (10 th) <input type="checkbox"/>	উচ্চ মাধ্যমিক (Higher Secondary) <input type="checkbox"/> একাদশ (11 th) <input type="checkbox"/> দ্বাদশ (12 th) <input type="checkbox"/>	স্নাতক স্তর বা তার উপরে (Graduation or Above) <input type="checkbox"/>
14.	মাতার শিক্ষাগত যোগ্যতা (Mother's Educational Qualification)	নিরক্ষর (Illiterate) <input type="checkbox"/>	প্রাথমিক (১-৮) (Elementary) (1-8) <input type="checkbox"/>	মাধ্যমিক (Secondary) <input type="checkbox"/> নবম (9 th) <input type="checkbox"/> দশম (10 th) <input type="checkbox"/>	উচ্চ মাধ্যমিক (Higher Secondary) <input type="checkbox"/> একাদশ (11 th) <input type="checkbox"/> দ্বাদশ (12 th) <input type="checkbox"/>	স্নাতক স্তর বা তার উপরে (Graduation or Above) <input type="checkbox"/>

SI No	ব্যক্তিগত তথ্য				
19	পারিবারিক আয় (মাসিক) Family Income Rs. (Monthly)	≤ 6174 <input type="checkbox"/> (≤ 6174) <input type="checkbox"/>	6175- 18,496 <input type="checkbox"/>	18,497- 30,830 <input type="checkbox"/>	30,831- 46,128 <input type="checkbox"/>
		$86,129-61,662$ <input type="checkbox"/>	$61,663 - 1,23,321$ <input type="checkbox"/>	$\geq 1,23,321$ <input type="checkbox"/>	
21	অবসর সময়ে তুমি কি কর? (What do you do in your leisure time?)				
22.	অন্তিম পরীক্ষার মোট নম্বর এবং শতকরা হার (%) Last Academic Total Marks & Percentage: (%)				

Appendix- C

Academic Achievement Motivation Test

শিক্ষাগত সাফল্য লাভের প্রেষণা অভীক্ষা

Academic Achievement Motivation Test (AAMT)

Dr. T.R.Sharma (Patiala)

নির্দেশাবলীঃ এটি একটি শিক্ষাগত সাফল্য লাভের প্রেষণা পরিমাপক অভীক্ষা। শিক্ষাগত সাফল্য লাভের প্রেষণা পরিমাপের জন্য এখানে মোট ৩৮ টি বিবৃতি দেওয়া আছে এবং প্রত্যেকটি বিবৃতির জন্য সম্ভাব্য ২ টি বিকল্প (alternative) দেওয়া হল।---(ক) এবং (খ)। বিবৃতিগুলি মনযোগ সহকারে পড়ো এবং উক্ত দুটি বিকল্পের মধ্যে থেকে **যে কোন একটি** বিকল্প মতামত লিখি চিহ্নিত করো। এখানে কোনো উত্তরই ঠিক বা ভুল নয়। বিবৃতি পড়ার পর তোমার মনে যে উত্তরটি আসবে বা যেটি তোমার কাছে সত্য সেটিতেই টিক চিহ্ন দেবে। তোমার মতামতের সম্পূর্ণ গোপনীয়তা বজায় রাখা হবে এবং প্রাপ্ত তথ্য শুধুমাত্র গবেষণার কাজে ব্যবহৃত হবে।

Instructions (English version): It is an Academic Achievement Motivation Test. On this page, 38 statements, each with two alternative situations, have been given to measure Academic Achievement Motivation. Read each statement carefully and corresponding situations viz., **a and b**, and decide your response (**anyone**) by marking a mark for either alternative **a** or **b** in the appropriate box that describes your thought the best. Don't take too long over individual statements; there are no "right" or "wrong" answers (and no trick questions). After reading each statement, mark the answer that comes to your mind or is true for you. Please answer all 38 statements. Rest assured, your answer will kept confidential.

SL NO.	বিবৃতি (Bengali)	Statement (English)
1.	ক্লাসের মধ্যে আমি সেই সকল শিক্ষার্থীদের সাথে বসতে পছন্দ করি (ক) যারা পড়াশোনায় ভালো। <input type="checkbox"/> (খ) যারা আমার বন্ধু। <input type="checkbox"/>	In the class, I like to sit with students who are (a) good in studies. <input type="checkbox"/> (b) my friends. <input type="checkbox"/>
2.	আমার ছুটি চলাকালীন আমি পছন্দ করি (ক) আমার বন্ধুদের সাথে বিভিন্ন জায়গায় ঘুরতে যেতে। <input type="checkbox"/> (খ) আমার বন্ধুদের সাথে আমার পড়াশোনার দুর্বল জায়গাগুলিতে কাজ করতে। <input type="checkbox"/>	During vacations, I would like to (a) visit different places with my friends. <input type="checkbox"/> (b) work on my weak areas of studies with my friends. <input type="checkbox"/>
3	আমি খুব খুশি হব, যদি (ক) আমি পরীক্ষায় আগের চেয়ে বেশি নম্বর পাই। <input type="checkbox"/> (খ) আমি লটারিতে দশ হাজার টাকা জিতি। <input type="checkbox"/>	I will be very happy if (a) I score more marks in an examination than before. <input type="checkbox"/> (b) I win 10000 rupees in lottery. <input type="checkbox"/>

SL NO.	বিবৃতি (Bengali)	Statement (English)
4.	আমি যদি পরীক্ষায় অকৃতকার্য হই, আমি স্কুলে যাব কারণ (ক) আমি কঠোর পরিশ্রম করবো এবং পরবর্তী পরীক্ষায় পাশ নম্বর পাব। <input type="checkbox"/> (খ) আমার বাবা-মা আমাকে যেতে বাধ্য করবেন। <input type="checkbox"/>	If I fail in an examination, I will go to school because (a) I will work hard and get pass marks in the next examinations. <input type="checkbox"/> (b) my parents will force me to go. <input type="checkbox"/>
5.	আমি চাই (ক) সহজ প্রশ্নের পরিবর্তে কঠিন প্রশ্নের সমাধান করতে। <input type="checkbox"/> (খ) কঠিন প্রশ্নের পরিবর্তে সহজ প্রশ্নের সমাধান করতে। <input type="checkbox"/>	I would like to (a) solve difficult questions instead of easy questions. <input type="checkbox"/> (b) solve easy questions instead of difficult questions. <input type="checkbox"/>
6.	আমি সেই রকম প্রকৃতির যে, (ক) আমি নিয়মিত পড়াশোনা করি। <input type="checkbox"/> (খ) যে কোনোভাবে হোক আমি ভাল নম্বর পেয়ে যাই। <input type="checkbox"/>	I am of the nature that (a) I do my studies regularly. <input type="checkbox"/> (b) somehow I manage to get good marks. <input type="checkbox"/>
7.	আমি পছন্দ করি (ক) আমার বন্ধুদের সাথে বিভিন্ন জায়গায় ঘুরতে। <input type="checkbox"/> (খ) আমার বন্ধুদের পড়াশোনায় সাহায্য করতে। <input type="checkbox"/>	I like to (a) visit different places with my friends. <input type="checkbox"/> (b) helps my friends in their studies. <input type="checkbox"/>
8.	পরীক্ষার সময় আমি চেষ্টা করি (ক) সর্বশেষ পরীক্ষার তুলনায় আরও ভালো উত্তর লিখতে। <input type="checkbox"/> (খ) সমস্ত উত্তর সম্পূর্ণ করি যাতে আমার বাবা-মা আমাকে বকাবকি না করে। <input type="checkbox"/>	In an examination, I try to (a) write answers are better compared to last examination. <input type="checkbox"/> (b) complete all the answers so that my parents may not scold me. <input type="checkbox"/>
9.	আমি সেই ধরনের শিক্ষার্থী হতে চাই (ক) যে মজাদার গল্প বলতে পারে। <input type="checkbox"/> (খ) যে শিক্ষকের করা সকল প্রশ্নের উত্তর দিতে পারে। <input type="checkbox"/>	I want to become a type of the students (a) who can tell interesting stories. <input type="checkbox"/> (b) who can answer all the questions asked by the teacher. <input type="checkbox"/>
10.	যে কোনো পরীক্ষায় আমি চাই যেন, (ক) আমি সব বিষয়ে উচ্চ নম্বর পাই। <input type="checkbox"/> (খ) আমার ভাগ্য আমার সহায় হোক। <input type="checkbox"/>	I want that in any examination (a) I score high mars in all subjects. <input type="checkbox"/> (b) my luck should favour me. <input type="checkbox"/>
11.	আমি সর্বদা চেষ্টা করি (ক) আমার সহপাঠীদের অসন্তুষ্ট না করতে। <input type="checkbox"/> (খ) আমার ভুল পুনরাবৃত্তি না করতে। <input type="checkbox"/>	I always try (a) not to makes my classmates unhappy. <input type="checkbox"/> (b) not to repeat my mistakes. <input type="checkbox"/>

SL NO.	বিবৃতি (Bengali)	Statement (English)
12.	আমি সেই সকল প্রশ্নের উত্তর দিতে পছন্দ করি (ক) যেগুলি অন্যান্য শিক্ষার্থীরা দিতে পারে না। <input type="checkbox"/> (খ) যেগুলির উত্তর আমি জানি। <input type="checkbox"/>	I like to answer those questions (a) which other students cannot. <input type="checkbox"/> (b) whose answers I know. <input type="checkbox"/>
13.	আমি চাই (ক) আমার দুর্বলতাগুলো খুঁজে বের করতে যাতে আমি নিজেকে উন্নত করতে পারি। <input type="checkbox"/> (খ) আমার বন্ধু মহলে আকর্ষণের কেন্দ্রবিন্দু হয়ে উঠতে। <input type="checkbox"/>	I wish to (a) find out my weaknesses so that I can improve myself. <input type="checkbox"/> (b) become center of attraction in my friend circle. <input type="checkbox"/>
14.	যে কোনো কঠিন কাজ শুরু করার আগে (ক) আমি সর্বদা অন্যদের থেকে সাহায্য নিয়ে থাকি। <input type="checkbox"/> (খ) আমি সর্বদা নিজেই কাজটার পরিকল্পনা করে নিই। <input type="checkbox"/>	Before starting any difficult job (a) I always take help from other people. <input type="checkbox"/> (b) I always plan the work myself. <input type="checkbox"/>
15.	আমি বেশিরভাগ সময় সেইরকম শিক্ষার্থী হতে চাই (ক) যার সাফল্য খুবই বেশি। <input type="checkbox"/> (খ) যে সকল শিক্ষক/শিক্ষিকাদের কাছে খুবই প্রিয়। <input type="checkbox"/>	I often want to become a student (a) whose achievements are high. <input type="checkbox"/> (b) who is favorites among all teachers. <input type="checkbox"/>
16.	আমি চাই আমার সেইরকম ক্ষমতা থাকুক যাতে (ক) আমি সর্বদা পড়াশোনায় সব থেকে ভালো / সর্বোত্তম হতে পারি। <input type="checkbox"/> (খ) আমার বাবা-মা কে খুশি করতে পারি। <input type="checkbox"/>	I want have such potential that (a) I am always the best in studies. <input type="checkbox"/> (b) I can make my parents happy. <input type="checkbox"/>
17.	আমি সেইরকম প্রকৃতির মানুষ (ক) যে নিয়মিত তার পড়াশোনা করে। <input type="checkbox"/> (খ) যে কোনো প্রকারে ভালো নম্বর পেয়ে যায়। <input type="checkbox"/>	I am of that nature who (a) does his studies regularly. <input type="checkbox"/> (b) somehow manage to get good marks. <input type="checkbox"/>
18.	আমার প্রতিবেশী খুব ভালো কারণ (ক) সে আমাকে কঠোর পরিশ্রম করতে প্রেরণা দেয়। <input type="checkbox"/> (খ) সে আমাকে পড়ার জন্য মজাদার বই দেয়। <input type="checkbox"/>	My neighbor is very good because (a) he/ she inspires me to do hard work. <input type="checkbox"/> (b) he/ she gives me interesting books to read. <input type="checkbox"/>
19.	আমি আমার স্কুল পছন্দ করি কারণ (ক) আমার বিদ্যালয়ে ভালো বিল্ডিং আর খেলার মাঠ আছে। <input type="checkbox"/> (খ) আমার বিদ্যালয়ে ভালো লাইব্রেরি আছে। <input type="checkbox"/>	I like my school because (a) it has a good building and playground. <input type="checkbox"/> (b) it has a good library. <input type="checkbox"/>

SL NO.	বিবৃতি (Bengali)	Statement (English)
20	আমার বিছানায় যখন শুয়ে থাকি (ক) আমি আমার বন্ধুদের কথা ভাবি এবং তাদের সাথে কাটানো সময়ের কথা ভাবি। (খ) আমি শ্রেণীকক্ষে যে সকল প্রশ্নগুলি জিজ্ঞাসা করা হয়েছিল তা মনে করার চেষ্টা করি।	While lying on my bed (a) I think about my friends and time spent with them. <input type="checkbox"/> (b) I try to recall the questions which were asked in the classroom. <input type="checkbox"/>
21	আমি রেডিওতে শুনতে পছন্দ করি (ক) মহান বা বিখ্যাত ব্যক্তিদের ভাষণ। (খ) সঙ্গীত।	On Radio, I like to listen to (a) the lecture given by great/ eminent persons. <input type="checkbox"/> (b) music. <input type="checkbox"/>
22	আমি নিয়মিত বিদ্যালয়ে যাই (ক) যাতে শিক্ষক মহাশয় আমার উপর রাগান্বিত না হন। (খ) যাতে আমার পড়াশোনার ক্ষতি না হয়।	I go to school regularly (a) so that my teacher is not angry with me. <input type="checkbox"/> (b) so that my studies are not affected. <input type="checkbox"/>
23	আমি মনে করি আমাদের প্রাতঃভ্রমণ করা উচিত কারণ (ক) সকালের আবহাওয়া খুব সুন্দর থাকে। (খ) প্রাতঃভ্রমণ আমাদের মনকে সতেজ করে তোলে।	I think we should go for a morning walk because (a) the weather is very nice in the morning. <input type="checkbox"/> (b) morning walk refreshes our mind. <input type="checkbox"/>
24	আমি খুব সকালে ঘুম থেকে উঠি কারণ (ক) আমার বাবা-মা আমাকে খুব সকালে উঠতে বাধ্য করে। (খ) সকালের সময়ই হল পড়ার জন্য সবচেয়ে ভালো সময়।	I wake-up early in the morning because (a) my parents force me to get up early in the morning. <input type="checkbox"/> (b) morning time is the best time to study. <input type="checkbox"/>
25	বই পড়ার সময় যদি আমি কঠিন শব্দের সম্মুখীন হই (ক) অভিধান থেকে শব্দটির অর্থ খুঁজি। (খ) আর কোনোমতেই বইটি পড়ি না।	While reading a book, if I come across a difficult word then (a) I find out the meaning of the word from the dictionary. <input type="checkbox"/> (b) I do not read the book any more. <input type="checkbox"/>
26	আমি বিদ্যালয়ে যাই কারণ (ক) আমি স্কুলে না গেলে আমার বাবা-মা আমার উপর রাগ করবেন। (খ) আমরা যখন স্কুলে যাই, তখন আমরা জ্ঞান অর্জন করি।	I go to school because (a) if I do not go to school, my parents will be angry with <input type="checkbox"/> (b) when we go to school, we gain knowledge. <input type="checkbox"/>

SL NO.	বিবৃতি (Bengali)	Statement (English)
27	যখন আমি বড় হব (ক) আমি কঠিন কাজগুলো করতে চাইব। <input type="checkbox"/> (খ) আমি সুখী এবং শান্তিপূর্ণ জীবন কাটাতে চাইব। <input type="checkbox"/>	When I grow up (a) I would like to do difficult jobs. <input type="checkbox"/> (b) I would like to live a happy and peaceful life. <input type="checkbox"/>
28	আমি যদি ধনী হতাম (ক) আমার পড়াশোনার কোনো দরকার হতো না। <input type="checkbox"/> (খ) আমি অনেক ভালো বই কিনতে পারতাম। <input type="checkbox"/>	If I were rich (a) there was no need for me to study. <input type="checkbox"/> (b) I could have bought good books. <input type="checkbox"/>
29	আমি বিশ্বাস করি যে সাফল্য (ক) ভাগ্যের উপর নির্ভর করে। <input type="checkbox"/> (খ) কঠিন পরিশ্রমের উপর নির্ভর করে। <input type="checkbox"/>	I believe that success (a) depends on luck. <input type="checkbox"/> (b) depends on hard work. <input type="checkbox"/>
30	আমি সেইসব শিক্ষক/শিক্ষিকাদের পছন্দ করি (ক) যারা আমাদের সকল প্রশ্নের সমাধান করে দেন। <input type="checkbox"/> (খ) যারা আমাদের শেখান যে কিভাবে প্রশ্নের সমাধান করতে হবে এবং বাড়ির কাজ (home work) দেন। <input type="checkbox"/>	I like those teachers (a) who solve all the questions for us. <input type="checkbox"/> (b) who teaches us how to solve the questions and gives home work. <input type="checkbox"/>
31	আমি বিচলিত হই যখন (ক) কোনো প্রশ্নের উত্তর দিতে সক্ষম হই না। <input type="checkbox"/> (খ) দুষ্টমি করার জন্য শাস্তি পাই। <input type="checkbox"/>	I get nervous when (a) I am not able to give answer to a particular question. <input type="checkbox"/> (b) I get punishment for being naughty. <input type="checkbox"/>
32	আমি হতে চাই (ক) একজন বাধ্য শিক্ষার্থী। <input type="checkbox"/> (খ) একজন পরিশ্রমী শিক্ষার্থী। <input type="checkbox"/>	I want to become (a) an obedient student. <input type="checkbox"/> (b) a hard-working student. <input type="checkbox"/>
33	আমি তাদের প্রশংসা করি (ক) যারা তাদের পড়াশোনার জন্য পুরস্কার পায়। <input type="checkbox"/> (খ) যারা তাদের আচরণের জন্য পুরস্কার পায়। <input type="checkbox"/>	I appreciate those (a) who get rewards for their studies. <input type="checkbox"/> (b) who gets rewards for their behaviour. <input type="checkbox"/>
34	আমি বেশি নম্বর নিশ্চিত করতে চাই (ক) যেনতেন প্রকারে। <input type="checkbox"/> (খ) কঠিন পরিশ্রমের মাধ্যমে। <input type="checkbox"/>	I want to secure high marks (a) by hook or crook. <input type="checkbox"/> (a) through hardwork. <input type="checkbox"/>
35	আমি সেই জায়গাগুলো পছন্দ করি যেখানে (ক) বিশ্ববিদ্যালয় আছে। <input type="checkbox"/> (খ) অনেক সিনেমা হল আছে। <input type="checkbox"/>	I like those places where (a) there is university. <input type="checkbox"/> (b) there are many cinema halls. <input type="checkbox"/>

SL NO.	বিবৃতি (Bengali)	Statement (English)
36	আমি খুব বিষন্ন বোধ করি যখন (ক) আমি আমার পড়াশোনায়/পরীক্ষায় উচ্চ গ্রেড অর্জন করতে অক্ষম হই। <input type="checkbox"/> (খ) কেউ আমার চেয়ে উচ্চতর গ্রেড পায়। <input type="checkbox"/>	I feel depressed when (a) I am unable to achieve high grades in my studies/examination. <input type="checkbox"/> (b) someone gets higher grade than me. <input type="checkbox"/>
37	আমি সেই সমস্ত কাজগুলো করতে চাই (ক) যেগুলি অন্যরা করতে অক্ষম। <input type="checkbox"/> (খ) যেগুলি আমার বন্ধুদের জিততে সাহায্য করবে। <input type="checkbox"/>	I want to do all those things which (a) other students are unable to do. <input type="checkbox"/> (b) will make my friends win. <input type="checkbox"/>
38	যখন আমার রেজাল্ট প্রকাশিত হয় (ক) আমি বাবা-মাকে বলার জন্য দৌড়ে যাই। <input type="checkbox"/> (খ) অন্যরা পরীক্ষায় কেমন ফল করেছে তা জানার জন্য আমি অপেক্ষা করি। <input type="checkbox"/>	When my results come out (a) I run to my parents to tell them. <input type="checkbox"/> (b) I wait to know how others have done in the examination. <input type="checkbox"/>

Appendix- D

Happiness Scale

HAPPINESS SCALE

সুখ পরিমাপক স্কেল

Lalit Lalitav Mohakud¹, Jhilik Pakira², Sharif Khan³

নির্দেশাবলী: এটি একটি সুখ পরিমাপক সূচক বা স্কেল। এই সূচকে (পারিবারিক-জীবন সংক্রান্ত সুখ), (বিদ্যালয়-জীবন সংক্রান্ত সুখ) এবং (ব্যক্তিগত সুখ) সম্পর্কিত ৪৮ টি বিবৃতি বা বক্তব্য দেওয়া আছে। এবং নীচে প্রত্যেকটি বিবৃতির জন্য সম্ভাব্য ৬টি বিকল্প দেওয়া আছে। সেগুলি হল –

১ = দৃঢ়ভাবে অসহমত

২ = মাঝারিভাবে অসহমত

৩ = সামান্যভাবে অসহমত

৪ = সামান্যভাবে সহমত

৫ = মাঝারিভাবে সহমত

৬ = দৃঢ়ভাবে সহমত।

বিবৃতিগুলি মনযোগ সহকারে পড়ো এবং প্রতিটি বিবৃতির সাথে তুমি কতটা সহমত বা অসহমত সেই মতামতটি উক্ত ছয়টি বিকল্পের মধ্যে থেকে বেছে নিয়ে ডানদিকে চিহ্নিত করো। মনে রাখবে এখানে কোনো উত্তরই ঠিক বা ভুল নয়। প্রত্যেক টি বিবৃতি পড়ার পর তোমার মনে যে উত্তরটি আসবে বা যেটি তোমার কাছে সত্য সেটিতেই ✓ চিহ্ন দেবে। তোমার মতামতের সম্পূর্ণ গোপনীয়তা বজায় রাখা হবে এবং প্রাপ্ত তথ্য শুধুমাত্র গবেষণার কাজে ব্যবহৃত হবে। উদাহরণ সারণি:

বিবৃতি (Statement)	মতামত (response)					
	দৃঢ়ভাবে অসহমত (strongly disagree)	মাঝারিভাবে অসহমত (moderately disagree)	সামান্যভাবে অসহমত (slightly disagree)	সামান্যভাবে সহমত (slightly agree)	মাঝারিভাবে সহমত (moderately agree)	দৃঢ়ভাবে সহমত (strongly agree)
আমি খুশি, কারণ আমি আমার পরিবারের থেকে যথেষ্ট মনো ও ভালোবাসা পাই।						✓

(উপরোক্ত বিবৃতির ক্ষেত্রে ষষ্ঠ বিকল্পটি বেছে নেওয়া হয়েছে)

Instructions (English Version):

INSTRUCTIONS. Below are a number of statements about happiness. Would you please indicate how much you agree or disagree with each by entering a number alongside it according to the following code:

1=strongly disagree; 2=moderately disagree; 3=slightly disagree;

4=slightly agree; 5=moderately agree; 6=strongly agree.

You will need to read the statements carefully because some are phrased positively and others negatively. Don't take too long over individual questions; there are no 'right' or 'wrong' answers and no trick questions. The first answer that comes into your head is probably the right one for you. If you find some of the questions difficult, please give the answer that is true for you in general or for most of the time. Your responses will be kept entirely confidential, and the information obtained will be used only for research purposes. For example:

(Statement)	(Response)					
	(strongly disagree)	(moderately disagree)	(slightly disagree)	(slightly agree)	(moderately agree)	(strongly agree)
I am happy that I get enough love and affection from my family.						✓

(Sixth option is chosen in case of above statement)

HAPPINESS SCALE							
SL. NO	বিবৃতি (Statement) (Bengali and English)	মতামত (Response)					
		দৃঢ়ভাবে অসহমত (strongly disagree)	মাঝারিভাবে অসহমত (moderately disagree)	সামান্যভাবে অসহমত (slightly disagree)	সামান্য ভাবে সহমত (slightly agree)	মাঝারিভাবে সহমত (moderately agree)	দৃঢ়ভাবে সহমত (strongly agree)
1	আমি খুশি, কারণ আমি আমার পরিবারের থেকে যথেষ্ট মৈত্রী ও ভালোবাসা পাই। (I am happy that I get enough love and affection from my family.)						

HAPPINESS SCALE							
SL. NO	বিবৃতি (Statement) (Bengali and English)	মতামত (Response)					
		দৃঢ়ভাবে অসহমত (strongly disagree)	মাঝারিভাবে অসহমত (moderately disagree)	সামান্যভাবে অসহমত (slightly disagree)	সামান্য ভাবে সহমত (slightly agree)	মাঝারিভাবে সহমত (moderately agree)	দৃঢ়ভাবে সহমত (strongly agree)
2	আমার বাবা-মা-এর বন্ধুসুলভ আচরণে আমি খুশি। (I am happy with the friendly behaviour of my parents.)						
3	আমার পরিবার আমার মতামতকে যথেষ্ট গুরুত্ব দেয় তাই আমি খুশি। (I am happy because my family gives enough importance to my opinion .)						
4	আমার সাফল্যে পরিবারের উৎসাহ আমায় আরও এগিয়ে যেতে অনুপ্রাণিত করে। (My family's encouragement for my success inspires me to achieve more.)						
5	আমি পরিবারে একসাথে মিলে খেতে ভালবাসি। (I enjoy eating together with my family.)						
6	বাবা-মায়ের কথা অনুযায়ী নির্দেশ পালন করতে ভালো লাগে। (I feel good to follow the instructions of my parents.)						




HAPPINESS SCALE							
SL. NO	বিবৃতি (Statement) (Bengali and English)	মতামত (Response)					
		দৃঢ়ভাবে অসহমত (strongly disagree)	মাঝারিভাবে অসহমত (moderately disagree)	সামান্যভাবে অসহমত (slightly disagree)	সামান্য ভাবে সহমত (slightly agree)	মাঝারিভাবে সহমত (moderately agree)	দৃঢ়ভাবে সহমত (strongly agree)
7	আমার সমস্ত চাহিদা আমার বাবা-মা র কাছে প্রকাশ করতে পারিনা বলে আমার কষ্ট হয়। (I feel sad that I cannot ask my parents for all my requirements.)						
8	বাবা-মা আমাকে বেশি সময় দিতে পারেন না বলে আমার কষ্ট হয়। (I feel sad that my parents cannot spend enough time with me.)						
9	আমার ক্ষেত্র এই যে আমি সহজে পরিবারের সাথে নিজের সমস্ত অনুভূতি ভাগ করতে পারিনা। (I regret that I cannot easily share my feelings with my family.)						
10	বিদ্যালয়ে যে কোন অনুষ্ঠানে খুব উৎসাহ নিয়ে অংশগ্রহন করি। (I participate in any school events with great enthusiasm.)						
11	আমাদের বিদ্যালয়ের বার্ষিক ক্রীড়া প্রতিযোগিতাকে আমি উপভোগ করি। (I enjoy my school's annual sports competition.)						

HAPPINESS SCALE							
SL. NO	বিবৃতি (Statement) (Bengali and English)	মতামত (Response)					
		দৃঢ়ভাবে অসহমত (strongly disagree)	মাঝারিভাবে অসহমত (moderately disagree)	সামান্যভাবে অসহমত (slightly disagree)	সামান্য ভাবে সহমত (slightly agree)	মাঝারিভাবে সহমত (moderately agree)	দৃঢ়ভাবে সহমত (strongly agree)
12	বিদ্যালয়ের কোনো কাজে নেতৃত্ব দিতে পারলে আমি গর্ববোধ করি। (I feel proud when I lead any school event.)						
13	বন্ধুদের মতো উন্নতি করতে না পারলে আমি হতাশ বোধ করি। (I feel disappointed if I cannot improve like my friends.)						
14	ক্লাসে শিক্ষক/শিক্ষিকারা আমার সম্পর্কে ভালো কথা বললে আমার গর্ব হয়। (I feel proud when my teachers appreciate me in the class.)						
15	ক্লাসে শিক্ষক/ শিক্ষিকাদের প্রশ্নের উত্তর দিতে পারলে আমার খুব আনন্দ হয়। (I feel glad to answer the questions of my teachers in class.)						
16	কারো সাথে রঙ্গ রসিকতা করতে আমার ভাল লাগেনা। (I don't enjoy sharing jokes with anybody.)						
17	বিদ্যালয়ে আমার মনের মতো কোনো বন্ধু নেই। (I don't have any friend of my likings in the school.)						

HAPPINESS SCALE							
SL. NO	বিবৃতি (Statement) (Bengali and English)	মতামত (Response)					
		দৃঢ়ভাবে অসহমত (strongly disagree)	মাঝারিভাবে অসহমত (moderately disagree)	সামান্যভাবে অসহমত (slightly disagree)	সামান্য ভাবে সহমত (slightly agree)	মাঝারিভাবে সহমত (moderately agree)	দৃঢ়ভাবে সহমত (strongly agree)
18	আমার চেহারা বা রূপ নিয়ে ঠাট্টা করলে কিছু যায় আসেনা। (It doesn't matter if anyone mocks my figure or my looks.)						
19	আমি দুঃখ-কষ্টের অবস্থা দ্রুত ভুলে আবার কাজে মনযোগ দিতে পারি। (I can focus on my work quickly even after facing hardship.)						
20	আমি আমার শিক্ষার অগ্রগতিতে খুশি। (I am happy with the progress of my study.)						
21	ছোট ছোট বিষয়ে আমি দ্রুত মেজাজ হারিয়ে ফেলি। (I quickly lose my temper over trivial matters.)						
22	আমি মাঝে মাঝে একাকীত্ব অনুভব করি। (Sometimes, I feel lonely.)						
23	আমার ঘুম ভালো হয় না। (I don't sleep well.)						
24	আমি মাঝে মাঝে ভাবি আমার আর কিছু হবে না। (Sometimes, I feel that I will not be able to do anything.)						


Appendix- E


Photo Copy of Paper Presentation Certificate-1

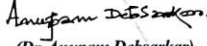



2 - Days International Seminar on
Peace, Well-being & Education: A Pedagogical Discourse
Organised by
Department of Education, Jadavpur University
in collaboration with
Department of Education, Bhatker College, Dantan & National Service Scheme, Jadavpur University
(Partially sponsored by UGC & Ministry of Youth Affairs & Sports, Govt. of India)
Date: 28th & 29th December, 2018 Venue: Jadavpur University


This is to certify that Sri/Smt./Dr. Jhilik Pakira,
of Sanchra High School,
participated / presented the paper / delivered the lecture/ chaired the session entitled as Empowering Student Happiness: Strategies for Holistic Well-Being,
in the 2-Days International Seminar on 'Peace, Well-being & Education: A Pedagogical Discourse',
organised by the Department of Education, Jadavpur University, in collaboration with Bhatker College,
Dantan, Pachim Medinipur and National Service Scheme, Jadavpur University, on 28th and 29th December,
2018, at Jadavpur University Main Campus.


(Prof. Bishnupada Nanda)
Head, Department of Education
Jadavpur University


(Dr. Pabitra Kumar Mishra)
Principal
Bhatker College



(Dr. Anupam Debsarkar)
Secretary, N.S.S.
Jadavpur University


(Dr. Lalit Lalit Mohakud)
Jt. Coordinator
ISPWEPD, 2018

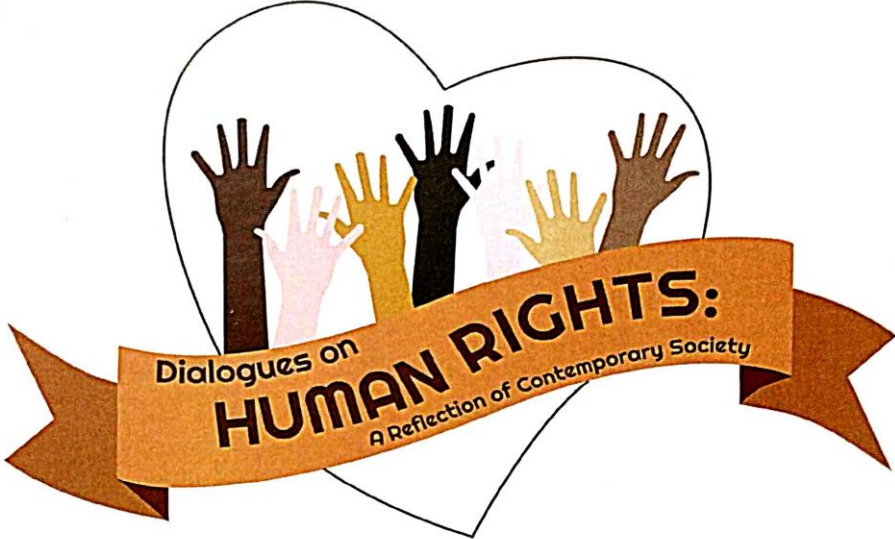

(Smt. Ananya Mukhopadhyay)
Jt. Coordinator
ISPWEPD, 2018

Appendix- E

Photo Copy of Paper Presentation Certificate-2



International Seminar on



Dialogues on
HUMAN RIGHTS:
A Reflection of Contemporary Society

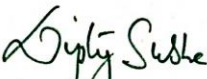


organised by
The Department of Education, Jadavpur University
March 21-22, 2023
Dr. H.L. Roy Auditorium, Jadavpur University

This is to certify that JHILIK PAKIRA

of PRASANTA CHANDRA MAHALANOBIS MAHAVIDYALAYA

participated / presented a paper titled THE PURSUIT OF HAPPINESS:
HUMAN RIGHTS PERSPECTIVES AND PRACTICES

in the Seminar, on 22.03.2023 .

<p> (Dr. Dipty Subba) Jt. Coordinator & Asst. Professor Dept. of Education Jadavpur University</p>	<p> (Prof. Muktipada Sinha) Professor & Head Dept. of Education Jadavpur University</p>	<p> (Dr. Mita Howladar) Jt. Coordinator & Asst. Professor Dept. of Education Jadavpur University</p>
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Appendix- F

Photo Copy of Paper Publication

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HAPPINESS AND ACHIEVEMENT MOTIVATION AMONG HIGHER EDUCATION LEVEL STUDENTS WITH SOME DETERMINANTS IN WEST BENGAL

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ABSTRACT:

Well-being is vital for all pupils, no matter where they live. Higher education students' well-being, happiness, and achievement motivation have been deemed essential for their bright futures and the development of the educational system. As a result, it holds a firm position in the field of research. The study sought to determine the happiness and achievement motivation among 348 higher education level students in West Bengal and to find the relationship between happiness and achievement motivation. The current research was a cross-sectional-cum correlational survey. The researcher used Oxford Happiness Questionnaire (OHQ) and Achievement Motivation Questionnaire (AMQ) as research instruments. The researcher followed convenient sampling for collecting data. Data were analyzed using the one-way ANOVA, independent t-test, and Pearson correlation coefficient test. The findings indicated that higher-education students' happiness and achievement motivation were significantly positively correlated.

Keywords: Well-being, Happiness, Achievement Motivation, Higher Education Student

INTRODUCTION:

Well-being is vital for all people, no matter where they live. The term well-being encompasses how people experience and evaluate their lives positively (cited in Tov, W. 2018). What it means the experience of life can be understood in different ways. In other

words, well-being not only includes the lack of suffering but is more than this (Diener, 1984; Seligman & Csikszentmihalyi, 2000., citing Tov, W., 2018). It is a broad-ranging and complex concept that affects a person's physical health, psychological state, personal beliefs, and social relationships (cited in Dodge et al., 2012). Some equate well-being with happiness. From the total view of well-being, happiness is enriched as a dimension of well-being. Today, happiness is considered a new discipline in psychological studies (Montinz, 2004, cited in Salary & Shaieri, 2012). The most fundamental aim of human beings is to live happily (Diener, 2000). Happiness is universally desirable to all human beings in every society, and everyone searches for happiness (Fisher, 2010; Aydin, 2012, cited in Das and Halder, 2020). According to Talebzadeh and Samkan (2011), Sonja Lyubomirsky (2007) defines happiness as the total of a joyful experience or a mood of gladness, profound satisfaction with life, positive well-being, and the belief in a meaningful life. According to Argil (2001) and quoted in Hassanzadeh and Galin Mahdinejad (2012), "Positive affection, life satisfaction, and Negative affection" are the three fundamental elements of happiness. Nehon defined happiness as a set of cognitive emotions and evaluations of life and considers it as the degree of one's quality of life and generally evaluates it positively (Rojas 2007:2 cited in Salary & Shaieri, 2012). The two best-known views of happiness have been very effective from the early days. Firstly, hedonistic happiness counts all pleasure, physical and emotional gratification. Secondly, Aristotelian or eudemonic happiness is a virtuous exercise (Haybron, 2000), and it lies in realizing human potential or true nature (Ryan & Deci, 2001). Martin Seligman explored an equation on the nature of happiness which was the sum of Pleasure (P), Engagement (E), and Meaning (M) (Seligman, 2011). Later He created a fabulous new version of PERMA theory and identified five factors that actually bring positive mental experience and happiness to the human mind. (Seligman, 2011). These are Positive emotion (P), Engagement (E), Relationships (R), Meaning (M), and Achievement (A).

However, Sonja Lyubomirsky also explained the determinants of happiness. According to her, everyone is born with a particular happiness set point that comes from our genetic

identities, and 50% happiness in the human mind is the baseline of this innate set point. Then the circumstances (10%) of our daily life situations that we face are the second determinants of our happiness level. Thirdly, our daily intentional activities determine the remaining 40% of potential happiness. In this respect, Happiness (H) = G (Genetically inherited) 50% + C (Circumstances) 10% + A (Intentional Activity) 40% (Lyubomirsky, 2007).

Happiness is essential to the educational system and achievement motivation because it inspires students to engage in personal activities, increase awareness, foster creativity, and enable social interactions (Talebzadeh & Samkan, 2011). Happiness as an emotion significantly influences our motivation and drives and guides a person's behavior. Students in each society are human resources that make the future of our country. They can only make our country progressive. So, happiness should be an indispensable part of their life and academic life.

ACHIEVEMENT MOTIVATION:

According to Amrai et al. (2011), the academic success of students is extremely important. Through this kind of inspiration, students are encouraged to successfully finish a task, reach a goal, or earn a certain level of qualification in their professions (Mohamadi, 2006). Achievement Motivation has a significant role in a student's academic success and later bright academic career. Early Achievement Motivation greatly impacts the students' belief system, self-concept, self-respect, life values, etc. It makes them dynamic. Thus, it helps to create a vibrant indication of good and controlled life (Singh, 2011).

According to Mohammedi (2006), referenced in Amrai et al. (2011), motivation in education has a multi-dimensional structure that is related to learning and academic motivation. There are so many motivation theories in psychology. "Achievement motivation" is one of the theories of motivation proposed by Macleland. Atkinson's expectancy-value theory had a great influence on Achievement motivation theory. This concept focuses on how an individual always tries to satisfy the need for achievement and avoids the fear of failure (Brophy, 1998, cited in Hassanzadeh & Mahdinejad, 2008). Similarly, Sunita Sharma (1998) explained achievement motivation as a continuous involvement in achieving success or

accomplishing one's goals. (Kamble & Adsul, 2008). Hence, according to Atkinson (1958), achievement motivation is an activated condition or disposition of a personality system that motivates one to strive for success and leads toward excellence (Jacob, 1971). According to Barkhori (2008), this type of motivation is linked to specific goals and methods for accomplishing them, planning, effort, and feelings of self-worth (cited in Hassanzadeh & Mahdinejad, 2008). Spence and Helmreich (1983) elaborated on four components, i.e., mastery of needs, work orientation, competition, and personal unconcern regarding personal achievement motivation (Kulwinder Singh, 2011).

JUSTIFICATION OF THE STUDY:

Following previous studies Pordanjani and Moharer (2014) concluded that self-efficacy could predict happiness in both male and female students. In contrast, happiness was a predictor of academic achievement only in male students.

Parmar and Vyas (2018) made a comparative analysis to examine happiness among fifty girls and fifty boys (higher secondary) in Gujrat to measure. They revealed that girls and boys have a difference in happiness.

Pany (2014) explored a study of achievement motivation among college students in Himachal Pradesh based on gender, locale, and stream. The result revealed that the achievement motivation of male students was significantly different from Female students. Simultaneously the result reported a significant difference in the achievement motivation of arts versus science students and rural vs. urban students.

Khoshnam et al. (2013) revealed that Internal motivation and academic success have a favorable and significant association.

Sarangi (2015) suggested that boys' and girls' students had similar achievement motivation. Tribal and Non-Tribal students also were not significantly different. However, urban students had more achievement motivation than rural students.

Yusuf et al. (2020) revealed that significant difference in subjective happiness, hope, achievement motivation, and location of remedial students.

The study of Sitota (2014) exposed a significant difference in academic achievement motivation among adolescents based on family structures. Adolescents who stayed with extended family members had more academic achievement motivation than single and stepparent family holders.

Chamuah and Sankar (2018) suggested that achievement motivation and learned optimism could predict happiness significantly. The correlation results indicated that achievement motivation and optimism were positively correlated with happiness.

Happiness and achievement motivation were significantly correlated in both girl and boy pupils, according to Hassanzadeh and Mahdinejad (2009).

Eslamy and Ebady (2015) showed that the training program Fordyce's happiness on achievement motivation and academic achievement has a significant impact, and their influence is the same on school boys and girls.

By examining several related studies, the researcher discovered that despite fruitful research on happiness and achievement motivation among young pupils, it had been conducted singly abroad or across the countries in many fields, including education. Even the researcher has observed a limited number of studies in India till now. Above all, studies have yet to be covered in West Bengal. As well as, no studies have been found on the correlation between these two variables (i.e., Happiness and Achievement Motivation), along with analysis of each variable separately with their background variables among college and university students in West Bengal. Thus, the research gaps evoked the researcher to undertake a comprehensive study on college and university students' happiness and achievement motivation concerning family type and Caste and their relationship. The study is essential and required to fill the information gap of the relationship between these two variables (Happiness and Achievement Motivation).

OBJECTIVES OF THE STUDY:

In this present study, to achieve the aim, the researcher has constructed the following objectives:

1. To assess the happiness among higher education level students regarding their Family Type
2. To compare the happiness among higher education level students regarding their Caste.
3. To demonstrate the achievement motivation among higher education level students concerning their Family Type
4. To compare the achievement motivation among higher education level students concerning their Caste.
5. To investigate the relationship between achievement motivation and happiness among higher education level students.

HYPOTHESES OF THE STUDY:

Based on the objectives following hypotheses have been demonstrated to be tested:

Ho1: Happiness of higher education level students is free from their Family Type.

Ho2: Happiness of higher education level students is free from their Caste.

Ho3: Achievement Motivation of higher education level students is free from their Family Type.

Ho4: Achievement Motivation of higher education level students is free from their caste type.

Ho5: There is no significant correlation between achievement motivation and happiness of higher education level students.

METHODOLOGY:

Design:

A cross-sectional survey research design was employed.

Sample and Sampling Technique:

In the present study, 348 undergraduate (UG) and postgraduate (PG) level students (girls=173; boys=175) were selected by using a convenient sampling technique. Those educational Institutions which were very convenient to the researcher would be selected for

data collection. The sample distribution exhibit features of an asymmetrical kind. Data were gathered from students who were available to the researcher on the day of data collection. Those educational Institutions which were very convenient to the researcher would be selected for data collection. The sample distribution exhibits feature of an asymmetrical kind.

Table No. 1: Demographic Characteristics of the Sample (N= 348)

Demographic Variables		Frequency	Percentage
Family type	Joint	97	27.8
	Single	251	72.12
Caste	General	234	67.24
	SC	69	19.83
	ST	7	2.01
	OBC	38	21.84

Setting:

The researcher collected data from Undergraduate students from various colleges affiliated with Calcutta University, and Burdwan University. The researcher chose Five colleges from Calcutta University and two colleges from Burdwan University in West Bengal since they were close to the researcher. In addition, undergraduate students from Jadavpur University. The researcher selected Post-graduate students from Jadavpur University, Rabindra Bharati University, Netaji Subhas Open University, and IGONU Study Center.

Instruments:

To conduct the survey, the researcher used three following instruments:

1. Socio-demographic profile: Information about the independent variables like family type and castewere included.
2. Oxford Happiness Questionnaire: Michael Argyle and Peter Hills created the 29-item Oxford Happiness Questionnaire. It was a 6-point Likert scale.

Scoring Procedure of the Happiness Tool						
Statement	Strongly Agree	Moderately Agree	Slightly Agree	Strongly Disagree	Moderately Disagree	Slightly Disagree
Positive	6	5	4	3	2	1
Negative	1	2	3	4	5	6

3. Achievement Motivation Scale: Asha Mohan and Pratibha Deo developed the achievement Motivation Scale with fifty items. The tool contained both Positive (+) and Negative (-) 50 items. Thirteen were negative, and 37 were positive. A 5-point Likert scale was used. A represents always, B represents frequently, C represents occasionally, D represents rarely, and E represents never.

Scoring Procedure of the Tool					
Statement	Always	Frequently	Sometimes	Rarely	Never
Positive	4	3	2	1	0
Negative	0	1	2	3	4

Techniques Used for Data Analysis:

For analyzing the data, the researcher used descriptive statistics like- percentage analysis, frequency, standard deviation, and mean, and some inferential statistics like t-test and one-way ANOVA using SPSS.

RESULTS AND INTERPRETATION:

Table No. 2: Comparison of Happiness among Higher Education Students regarding their Family Type

Family Type	N	Mean	SD	t	df	M.D	Std. Error Difference	Sig.(p)
Joint	96	4.10	.59	-.51	346	-2.4	-.38	.607

Single	252	3.98	.68					
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It was hypothesized that the happiness of higher education level students is free from their family type. Results (table no. 2) showed that students (UG and PG) from joint family backgrounds scored higher happiness (M= 4.10, SD=.59) than students (UG and PG) from single family backgrounds (M= 3.98, SD=.68). Further, the t-test also revealed that the difference between two means is statistically not significant as the $p=.607 > 0.05$. Hence, it concluded that no significant difference existed between joint and single-family students concerning their happiness scores.

Table No. 3: Comparison of Happiness among Higher Education Students regarding their Caste

Caste	N	Mean	SD	Variance	Sum of Squares	df	Mean Square	F	Sig. (p)
General	234	4.00197	.645948	.431	.431	3	.144	.323	.809
SC	69	4.04652	.702093						
ST	7	4.23000	.588331						
OBC	38	4.01395	.739933						
Total	348	4.01670	.665112						
				153.073	344	.445			
				Total	153.504	347			

It was hypothesized that the happiness of higher education level students is free from their caste. The mean values revealed that happiness among UG and PG students with caste has a general mean of 4.00, SC mean of 4.04, ST mean of 4.24, and OBC mean of 4.01, respectively. ST students scored higher than others. Further One-way ANOVA result in (table no. 3) demonstrated that the result is statistically insignificant as the $p=.809 > 0.05$. In other words, it is clear from the results that students in higher education from all castes—general, SC, ST, and OBC—do not significantly differ in their happiness levels.

Table No. 4: Comparison of Achievement Motivation among Higher Education Students with respect to their Family Type

Family Type	N	Mean	SD	t	df	MD	SED	Sig.(p)
Joint	96	131.79	18.09	-.51	346	-2.40	4.66	.60
Single	252	134.19	44.32					

It was hypothesized that the achievement motivation of higher education level students is free from their family type. Results (table no. 4) showed that students (UG and PG) from single-family backgrounds scored higher happiness (M=134.19, SD=44.32) than students from joint families (M=131.79, SD=18.09). Further, the t- result also revealed that the difference between the two means is statistically insignificant as the $p=.60 > 0.05$. Hence, it can be concluded that no significant difference existed between joint family backgrounds students and single-family backgrounds students in their achievement motivation scores.

Table No. 5: Comparison of Achievement Motivation among Higher Education Students with respect to their Caste

Caste	N	Mean	SD	Variance	Sum of Squares	df	Mean Square	F	Sig. (p)
General	234	133.99573	45.370908	Between Groups	2090.871	3	696.957	.459	.711
SC	69	135.37681	19.289666						
ST	7	136.57143	14.717984						
OBC	38	126.76316	20.952242	Within Groups	522479.781	344	1518.837		
Total	348	133.53161	38.880985	Total	524570.652	347			

It was hypothesized that the achievement motivation of higher education level students is free from their caste type. The mean values and results revealed that achievement motivation among UG and PG students with caste has a general mean of 133.99, SC mean of 135.37, ST

mean of 136.57, and OBC mean of 126.76, respectively. ST students scored higher than other groups. But the one-way ANOVA result (table no. 5) revealed that the result is statistically insignificant as the $p\text{-value}=.71 > 0.05$. Therefore, it may be concluded that students in West Bengal's colleges and universities of all castes—general, OBC, SC, and ST—do not demonstrate significantly different levels of success motivation. According to Adsul and Kamble, students from forward castes and scheduled castes have high achievement motivation, whereas students from backward castes and nomadic tribes have average achievement motivation level. On the other hand, Mohakud and Bera (2016) found that Caste has no significant influence on the achievement motivation of college students.

Table No. 6: Relationship between Achievement Motivation and Happiness

		Achievement Motivation	Happiness
Achievement motivation	Pearson Correlation	1	.193**
	Sig. (2-tailed) (p)		.00
	N	348	348
Happiness	Pearson Correlation	.193**	1
	Sig. (2-tailed) (p)	.00	
	N	348	348
** Correlation is significant at 0.01 level (2-tailed)			

It was hypothesized to determine the relationship between achievement motivation and happiness among students of higher education level. It is clear from the preceding table that a low positive and significant correlation is found between achievement motivation and happiness of the higher education students, as the coefficient of correlation was 0.193 and $p < .01$. Hassanzadeh & Mahdinejad also found a positive correlation between happiness and achievement motivation.

MAJOR FINDINGS:

From the above result, the major findings are given below:

1. Higher education level students from Joint families significantly possess higher happiness than single-family background students.
2. Happiness among UG and PG students significantly does not vary regarding their caste. Hence the happiness of General, OBC, SC, and ST students is free from their cast.
3. No significant difference existed between joint and single-family backgrounds students regarding their achievement motivation score.
4. Achievement Motivation among higher education students is free from their caste, like General, OBC, SC, and ST.
5. A low positive and significant correlation between achievement motivation and happiness among higher education level students has been exposed from the correlational analysis.

CONCLUSION:

Although happiness and achievement motivation are influenced by so many factors, in this research, family type and caste try to explore the influence on happiness and achievement motivation. Happiness and achievement motivation are good not only for the students themselves but society as a whole. It is essential to think sincerely about higher education students' happiness and achievement motivation depending on the family, teachers, and society. It increases their productivity and classroom performance in college. Therefore, families and teachers should take the initiative to enhance their well-being and motivation. A warm bond between family members and teachers with the students can strengthen them mentally. They should always give positive support to the younger generation. However, it was not an extensive and "in-depth" study. This study indicates the need for conducting research with many college and university students in many districts of West Bengal. Studies may be conducted on students of other disciplines like Management, Accountancy, Law,

Medical courses, Journalism, Art, Music, and Film Studies, etc. This study highlights the necessity of researching in numerous West Bengal districts with many college and university students. The researcher may conduct Studies on students in different academic fields, such as Business Management, Accounting, Law, Medical and nursing students, Paramedical Students, journalism Students, and Art and Culture students can be research areas for further study. Other researchers can conduct this topic on other age group people like adult people belonging to their occupation. For a comparative study, the researcher may include older people.

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