

## 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.