

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

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Preface

This study intends to measure the effects of various demographics on achievement motivation (AM), academic achievement (AA), and happiness among high school (H.S.) students in West Bengal (W.B), India. It also explored the relationships among AM, AA, and happiness and the mediating effect of AM through AA on happiness among H.S. students. This 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 relevant literature and explored research trends. Chapter III, entitled 'Problem Statement', includes the study's rationale, knowledge gaps, problem statement, operational definition of the significant terms used, research questions, objectives, hypotheses, study's delimitations and conceptual framework. Chapter IV, entitled 'Methodology of the Study,' includes the research design, participants, sampling techniques, significant variables, data collection tools and techniques, data analysis procedures, and ethical considerations 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 Conclusions', presents the significant findings and their discussion, educational implications, limitations, and suggestions for further studies. I have tried to explain each topic in detail and included the figures and diagrams for proper data visualisation and illustration of theories and concepts. In this present synopsis, the key points of the entire thesis are mentioned.

1.0 Chapter-I: 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 et al., 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 a 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; 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; Lal, 2014). Ultimately, academic achievement pressure 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, and 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.

2.0 Chapter-II: Review of Related Literature

This chapter serves as a solid theoretical foundation, equipping the researcher with the necessary knowledge about the findings and methodology of past investigations. Understanding the current investigation's theoretical framework, methods, and applicability (Norman et al., 2015) is crucial for producing reliable and trustworthy study outcomes. 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 justify the research questions and involvement of knowledge through a systematic investigation.

2.1 Methodology of 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. To search 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 literature from the mentioned databases, the researcher downloaded 207 research articles and 69 theses. From these 276 articles/theses, the researcher selected 131 relevant articles/theses for this chapter. After selecting these papers, the researcher thoroughly reviewed the literature. The review process is described in the table below for a clear understanding.

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

3.0 Chapter-III: Problem Statement

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.

3.1 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 at 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.

3.2 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 & 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 & Bharanbe, 2016; Kumar & Yadav, 2015; Passwet & Lawrence, 2012; Liu & 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; Costaños, 2020; Mnsur & 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 et al., 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 & Girija, 2014; Beri et al., 2021; Sharma & Gulati, 2014; Mishra, 2017; Kaur & Kaur, 2018; Vyas & Prajapati, 2020; Sharma & 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 & Mohakud, 2017). It was found that among high school students, achievement motivation, academic achievement and happiness had a positive and substantial association (Eslamy & 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?

3.3 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.**”

3.4 Operational Definition of the Major Terms Used

Achievement Motivation (AM): Achievement motivation is an intense 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 students have succeeded in their academic endeavours. Grades, examination results, and overall performance in educational activities often assess it. AA 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 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: 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.

3.5 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.

3.6 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 are 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.

3.7 Delimitations of the Study

Considering the particular research aims, time and resource constraints, and 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 the WBCHSC, CBSE, and CISCE boards.
7. The study is delimited to measure three dependent variables.
8. 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).
9. The study is restricted to gathering data using two questionnaires, consent letters, and socio-demographic profile sheets.

3.8 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 is 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 emphasises that achievement motivation is influenced by desires to meet higher-level needs, 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 allowing students to engage in academic or extracurricular activities that are within their 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:

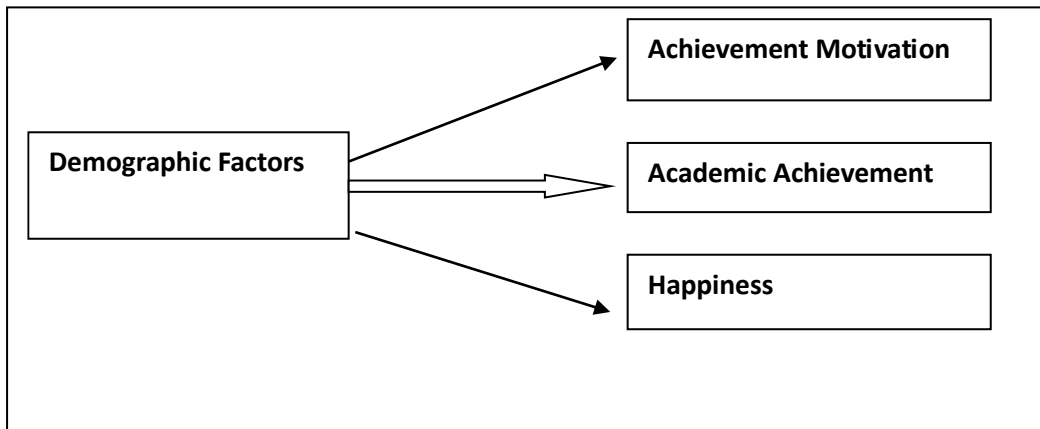


Fig.3.1. Visual Representation Hypothesized Relationship

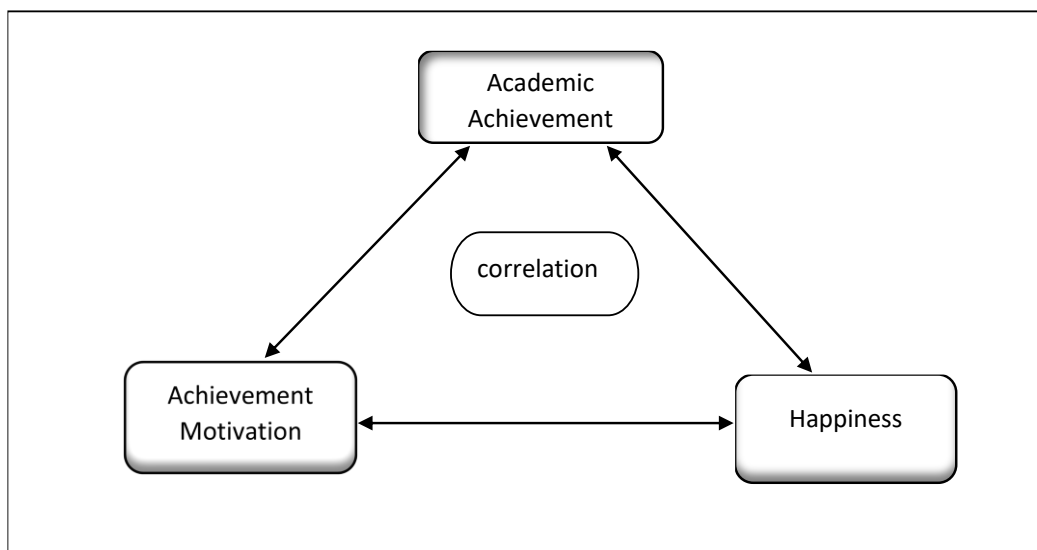


Fig. 3.2. Conceptual Framework of Correlation

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:

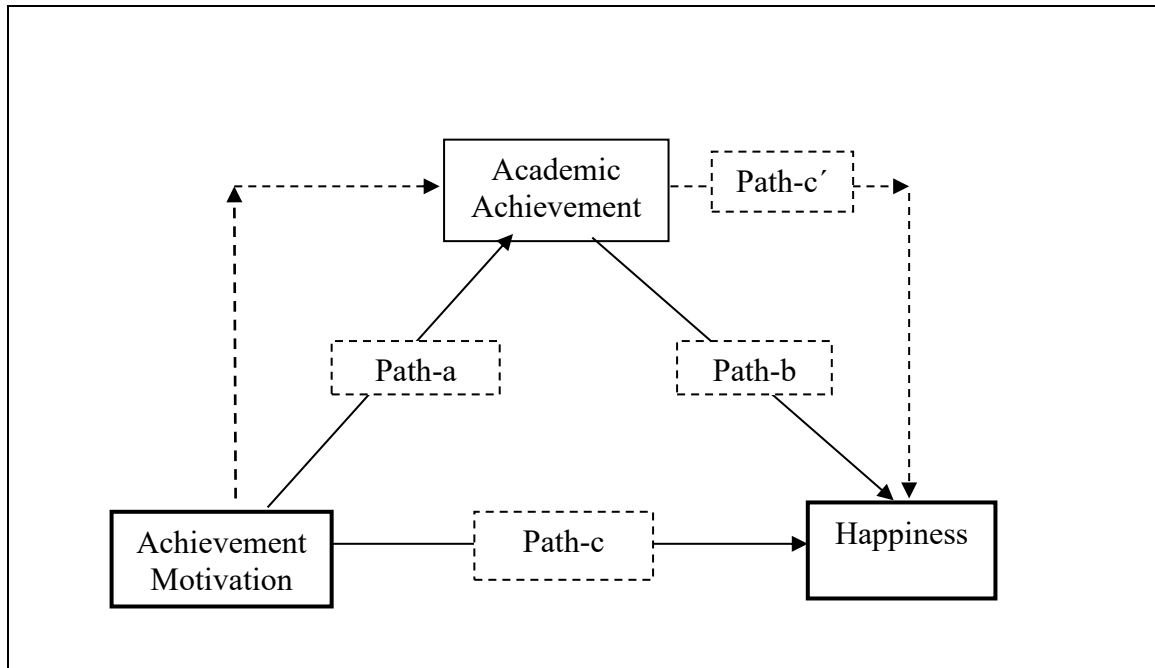


Fig. 3.1. Conceptual Frame Work of the Study (Path Analysis)

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.

4.0 Chapter-IV: Methodology of the Study

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.

4.1 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 abovementioned method would be most appropriate for the present study.

4.2 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 primarily 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.

4.3 Participants of the Study

4.3.1. Population

The study's target population was H.S. school students (XI-XII) of Kolkata, North 24 Parganas, 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 Parganas, 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

4.3.2. 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)

4.3.3. Sampling Procedure

In 1954, Goodman coined the phrase, "A sample is a miniature population," emphasising 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

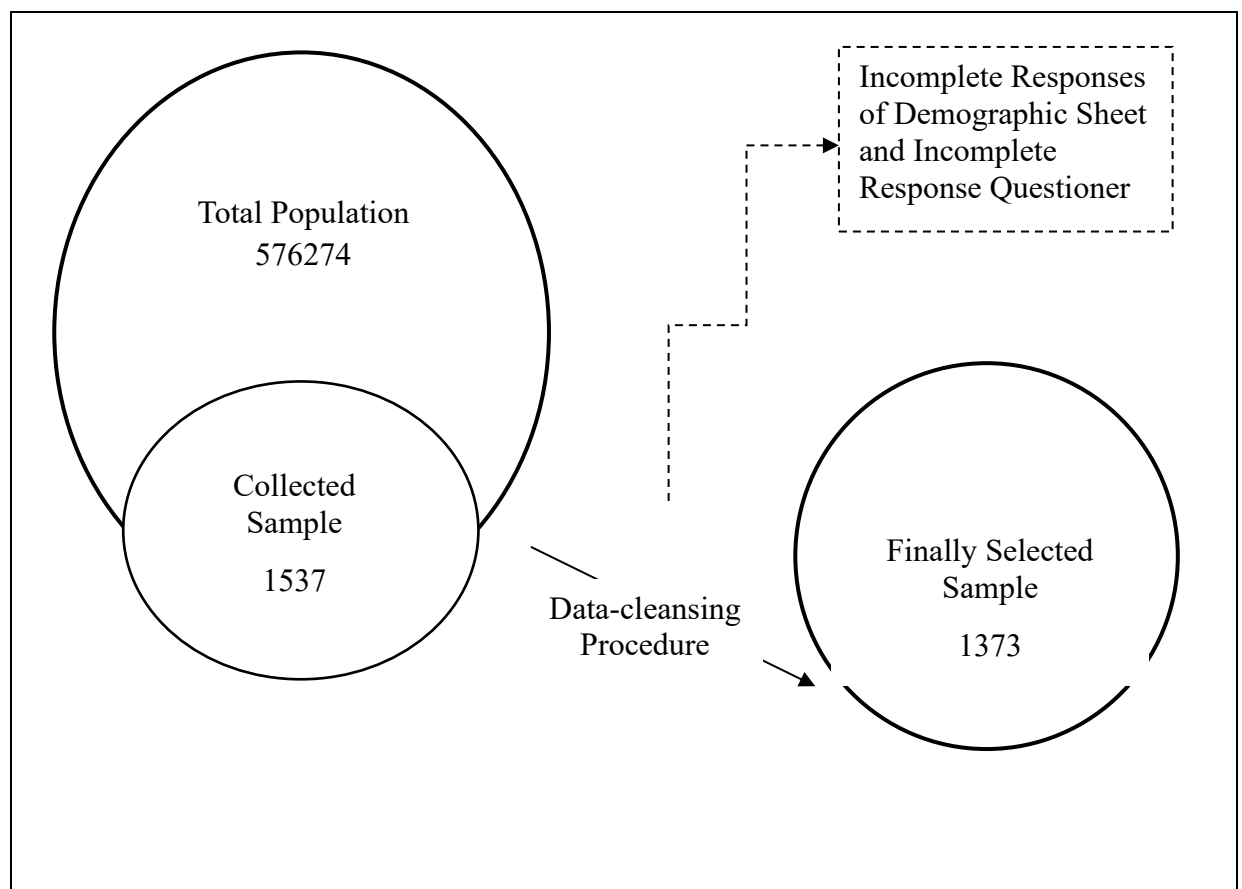
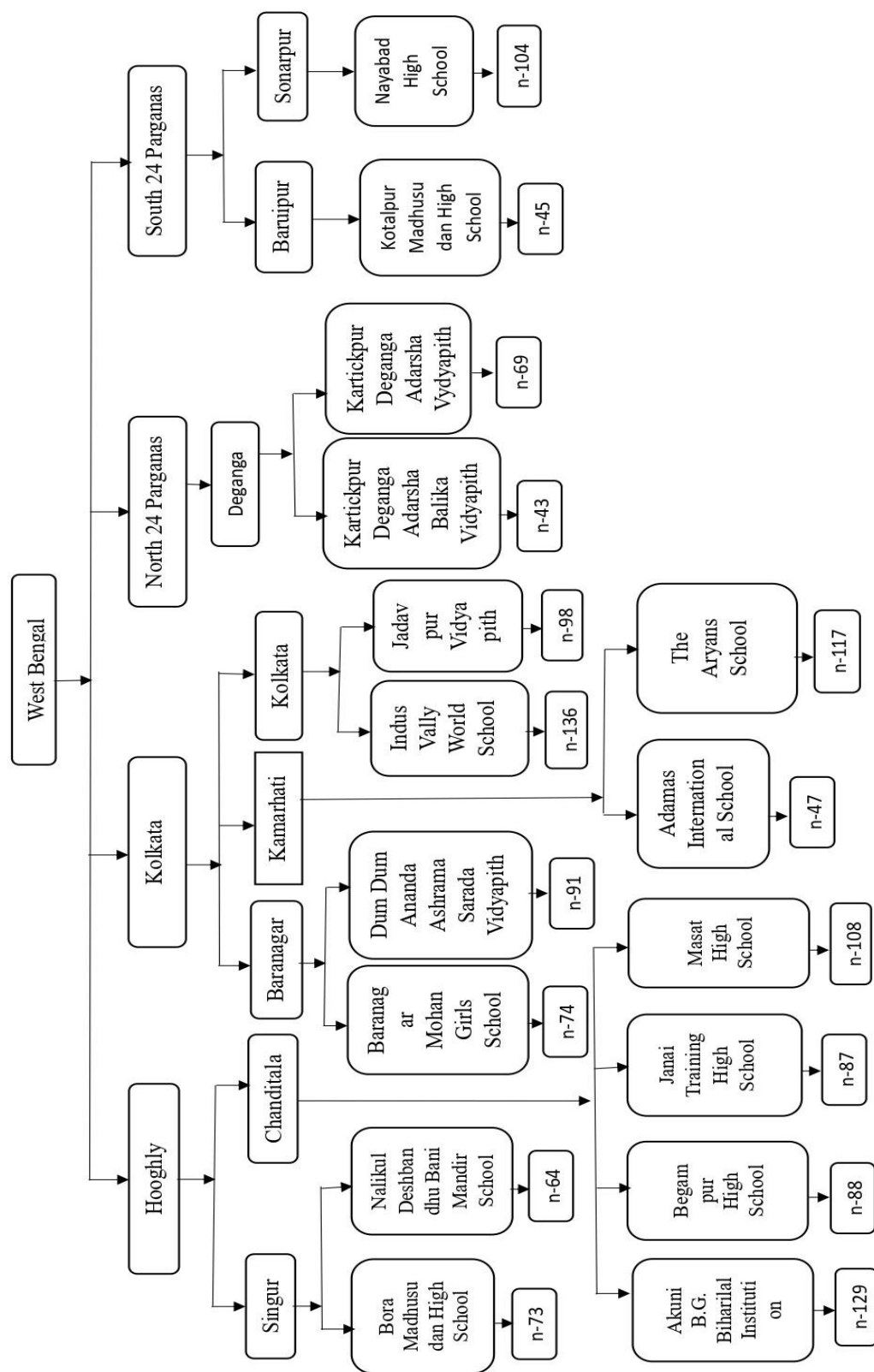


Fig. 4.1. Final Sample Selection Process



Note: n = Number of Participants

Fig. 4.2. District, Block and School wise Distribution

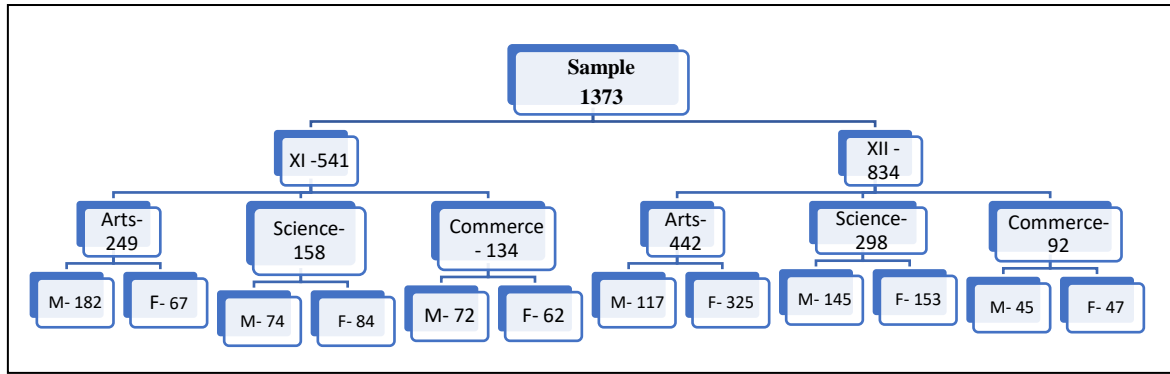


Fig. 4.3. Distribution of Sample

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.

4.4.0. 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.

4.4.1. 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).

4.4.2. 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).

4.4.3. 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).

$$\text{AM} \longrightarrow \text{AA} \longrightarrow \text{HAPPINESS}$$

4.5.0. Methods of Data Collection

4.5.1. 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.

4.5.1.1. 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.

4.5.1.2. 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, and Rural), 5. School Type/ Medium of School, 6. Stream, 7. Family Structure, 8. Number of Siblings (including you), 9. Father's Educational Qualification, 10. Mother's Educational qualification, 10. Father's Occupation, 11. Mother's Occupation, 11. Family Monthly Income, 12. What is your leisure time activity? and 13. Last Academic Grade (%).

4.5.1.3. 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.

4.5.1.4. 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

4.5.1.5 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, Jhilik 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). To standardise the Happiness scale, the researcher conducted a pilot study on representative samples of 579 secondary-level students. 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

4.6.0. 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. During the data collection, the researcher conducted face-to-face interactions with participants and distributed printed copies of the instruments.

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 researchers 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 and encouraged 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

4.7.0. Storage and Protection of Data

4.7.1. 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.

4.7.2. 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.

4.8.0. 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.

4.8.1. 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.

4.8.2. Descriptive Statistics

Specific descriptions of the personal demographic profile of high 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 high school students.

4.8.3. 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.

4.8.4. Analysis Design of The Study

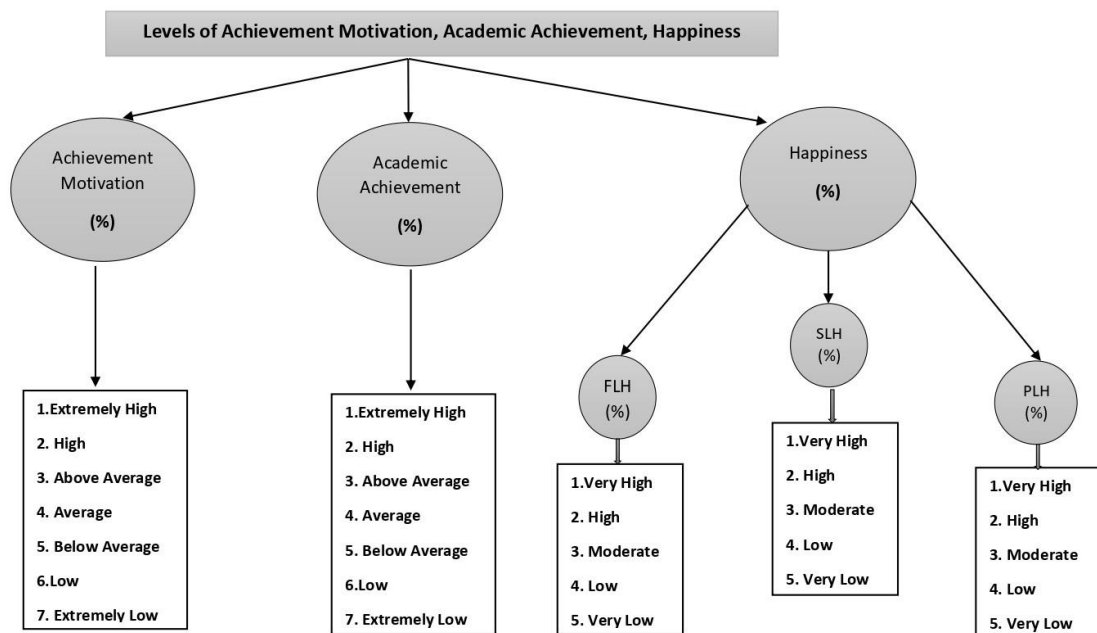
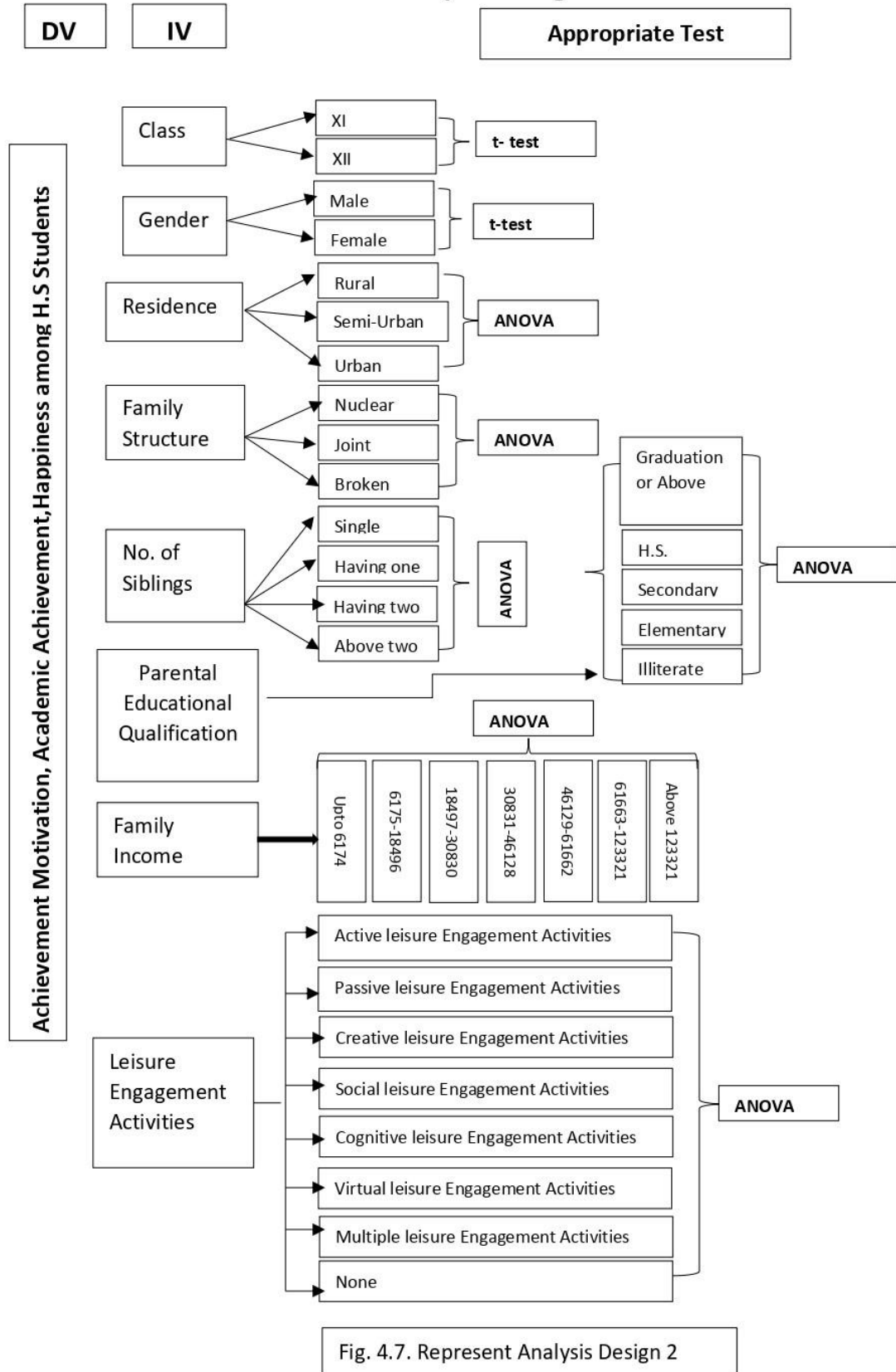


Fig. 4.5. Analysis Design 1

Analysis Design 2



Analysis Design. 3 & 4

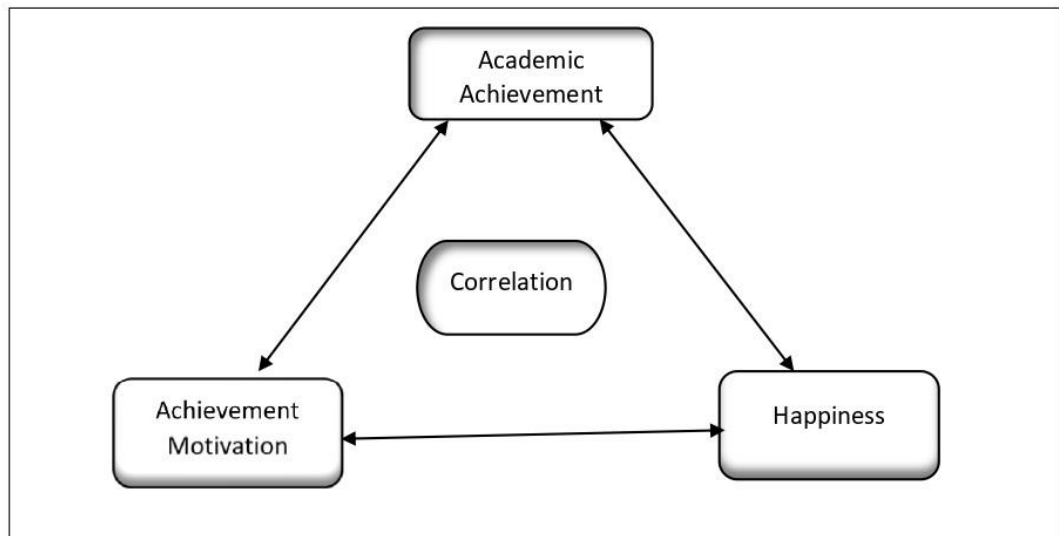


Fig. 4.8. Represents Correlation Analysis Design. 3

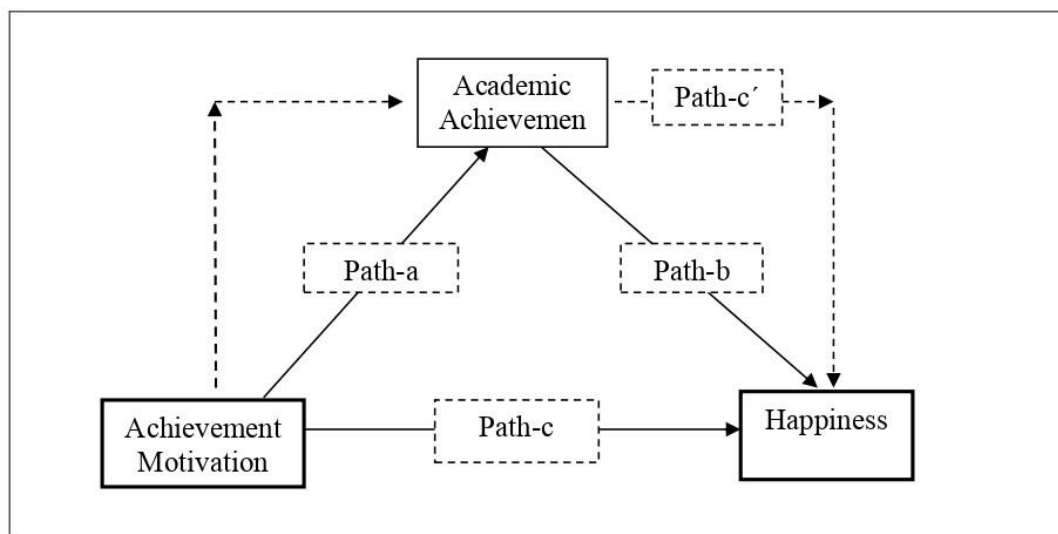


Fig. 4.9. represents Path Analysis Design 4

4.9.0. 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.

4.9.1. 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.

4.9.2. 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.

4.9.3. 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 validity and facilitating informed claims.

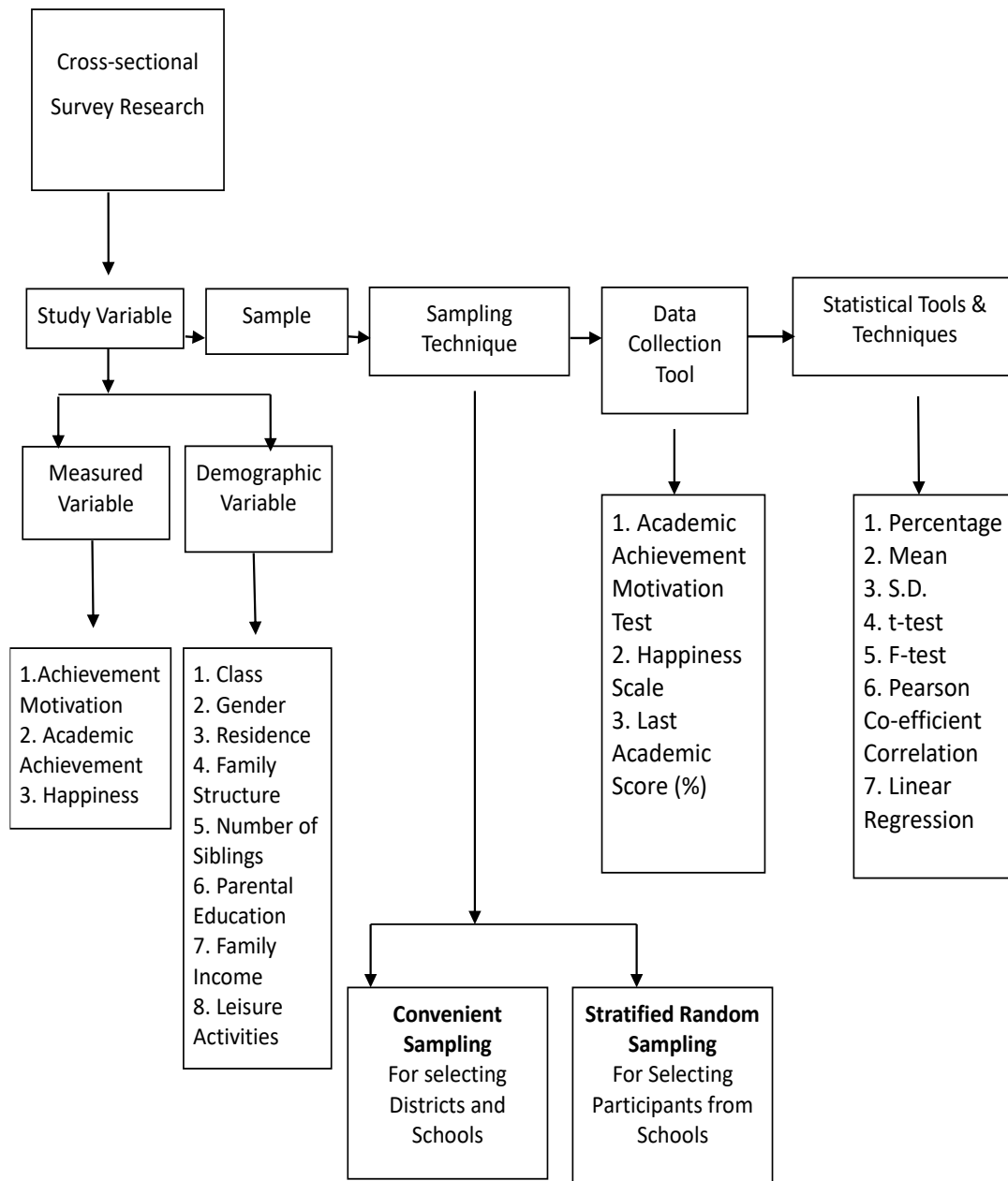


Fig. 4.10. Research Design

5.0 Chapter-V: Analysis and Interpretation of Data

This chapter covers data analysis, interpretation, and presentation. It involves employing statistical techniques to analyse the available data. The chapter serves as the foundation for the entire study. Any study must include data analysis and interpretation since they are the basis for the research findings. As a result, without this portion, the research work is always incomplete.

5.1 Analysis and Interpretations

5.1.1. 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.

6.0 Chapter-VI: Major Findings and Conclusion

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 more transparent and cohesive so readers can easily understand the importance of the study.

6.1.0. Major Findings of the Study

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

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

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

6.1.2. 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 has no significant influence on 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.

6.1.3. 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.

6.1.4. 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.

6.1.5. 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.

6.1.6. Variations in Happiness (Overall, FLH, SLH, and 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 H.S. students.

6.1.7. 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 is 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 H.S. school students.
7. A very low positive and significant relationship exists between PLH and AM among 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.

6.1.8. 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 was-.0002, which was also insignificant.

7. Academic Achievement of H.S. school students does not significantly mediate the relationship between their AM and OH.

6.2.0. Discussion of the Major Findings

AM, AA and Happiness

A close look into the present findings shows that 41% of H.S. 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 an 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 one from 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 socio-economic 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 in terms of 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 strongest 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 the lowest percentage of students had low happiness.

Regarding FLH, SLH, and PLH, most of the students experience moderate to high levels of happiness, suggesting a relatively positive functional well-being among them. 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 FLH, 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 family is the most influential factor in their happiness (50%).

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, other factors such as familial relationships, personal satisfaction, social interactions, mental well-being, leisure activities, cultural involvement, and future security significantly impact overall 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 finding of the present study revealed no mediating effect of AM in between 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.

6.3.0 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.

6.4.0. 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:

1. The researcher could not collect equal participants from the selected four districts (Hooghly, Kolkata, North 24 Parganas, South 24 Parganas) in West Bengal.
2. 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.
3. 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 generalizing the findings.
4. The researcher used standardised tools to measure AM and happiness. However, no such tool or test was developed or used to measure the AA of the participants. 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.

6.5.0. 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 comprehensively understand AM, AA, and happiness among H.S. students and 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. To get a comprehensive understanding of class-wise changes in AM, AA, and happiness, longitudinal series designs would be more appropriate. Therefore, to confirm class-wise changes, further longitudinal surveys are recommended.

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