



# A Comparative Study of Happiness of Class XII students from Arts, Commerce and Science Streams

Chaudhary, A.K.\* and Salvi Hemant\*\*

\* Professor, Department of Psychology, Govt. M.G. College, Udaipur (Raj.)

\*\* Research Scholar, Dept. of Psychology, Mohanlal Sukhadia University (Raj.)

## ABSTRACT

The present study was an attempt to make a comparative analysis of the Happiness of class XII students from the arts, commerce, and science streams. For this purpose, a total sample of 90 students from class XII was selected, out of which 30 were from the art stream, 30 from commerce, and 30 from the science stream. The Happiness Scale (HS-RHMJ) constructed by Himanshi Rastogi and Janki Moorjani (2017) was used. The happiness scale consists of 62 items categorized into 5 dimensions of happiness: career well-being (14 items), subjective well-being (14 items), social well-being (11 items), spiritual well-being (11 items), and emotional well-being (12 items). The findings of the research reveal that the level of happiness experienced by students in different fields of study, such as arts, commerce, and science, is influenced by a wide range of factors beyond just their academic pursuits. These factors could include personal interests, individual strengths, career aspirations, social interactions, family support, and more.

**Keywords:** Happiness, Career well-being, Subjective well-being, Social well-being, Spiritual well-being, and Emotional well-being.

## Introduction:

Happiness is defined as an emotion of joy, gladness, satisfaction, and well-being (APA). Happiness, a universally sought-after state of being, is a complex and multifaceted emotion that holds profound significance in human life. At its core, happiness encompasses both subjective and objective dimensions. Subjectively, it involves an individual's personal evaluation of their overall well-being and life satisfaction. This evaluation is influenced by various internal and external factors, including genetic predispositions, personality traits, life circumstances, and social interactions. Objectively, happiness can be measured through observable indicators such as positive emotions, physical health, social connections, and a sense of purpose. The concept of student

happiness extends far beyond momentary joy; it encompasses a holistic sense of well-being that directly influences their academic achievements, personal development, and future success.

The World Happiness Report (WHR) 2022, prepared by the United Nations Sustainable Development Solutions Network (SDSN), reveals that India is in the 136th position among 146 nations. It became the 11th least happy nation in the world. The ranking uses six key factors to measure happiness: social support, income, health, freedom, generosity, and the absence of corruption. According to the NCERT survey, 2022, on the mental health and well-being of school students Happiness is an emotional state caused by positive thoughts and feelings. Research suggests that students' learning is enhanced more when they experience positive effects than when they experience negative effects. It is encouraging to see that more than half of the respondents reported being considered happy by others. Happiness is positively related to several desirable outcomes, such as success, long life, peace, democracy, economic progress, and prosocial behaviors, among others (Oishi and Schimmack, 2010). The influence of culture on happiness is well documented, and studies have also shown that personality substantially influences variations in happiness both directly and indirectly (DeNeve and Cooper, 1998; Steel et al., 2008). Research shows no notable gender difference in the level of happiness among tribal as well as urban adults. The study revealed happiness among the early, middle, and old-age adult tribes (Inchara Chamaiah Swamy et al., 2023). Ghamari (2012) conducted a study to find out the relationship between social capital and happiness among high school students and found a significant relationship between social capital and happiness and a positive relationship between social participation, social trust, neighborhood relations, family and friend relations, self-belief, attitudes towards others, giving to strangers, social control, a lack of deprivation, and happiness. Research on Himachal Pradesh tribal students' happiness evaluated the role of family environment and personality hardiness in the development of happiness disposition among tribal students in Himachal Pradesh (Sharma et al., 2009).

Therefore, the present study aims to analyze the happiness of class XII students from the arts, commerce, and science streams. The scale categorized happiness into five dimensions: career well-being, subjective well-being, social well-being, spiritual well-being, and emotional well-being.

### **Objectives:**

- To study the Happiness of Class XII students from Arts, Commerce and Science Streams.
- To compare the Happiness of Class XII students from Arts, Commerce and Science Streams

### **Methodology:**

### **Sampling:**

Participants in this study were selected from the Udaipur district through a purposive random sampling technique. The total number of samples was 90 students from the class XII, out of which 30 were selected from Arts, 30 from commerce, and 30 from science streams.

## Tool Description

Happiness Scale (HS-RHMJ) constructed by Himanshi Rastogi and Janki Moorjani (2017) was used. The happiness scale is consisted of 62 items categorized into 5 dimensions of happiness namely, Career Well-being (14 items), Subjective Well-being (14 items), Social Well-being (11 items), Spiritual Well-being (11 items) and Emotional Well-being (12 items). The respondents has to respond on five point continuum Likert type scale. The score of 5 is given to strongly agree, 4 score to agree, 3 score to undecided, 2 score to disagree and 1 score is given to strongly disagree. The high score shows high level of happiness. The split half reliability was found to be 0.88 which is high. The scale contains face and content validity.

## Procedure:

The data for the present research was collected through the questionnaire method. The questionnaire (Happiness Scale (HS-RHMJ) constructed by Himanshi Rastogi and Janki Moorjani, 2017)) was given to each student and filled out by them. Brief instructions were given to them. The respondents have to respond on five point continuum Likert type scale. The responses were collected and scored according to the manual. The scores obtained were analyzed statistically by applying Mean, S.D., and t-test.

## Result

**Table 1**

**Showing Mean, S.D. and Level of Happiness of Class XII Students from Arts/Commerce/Science Streams**

|                      |                   | Mean    | Std. Deviation | Level of Happiness |
|----------------------|-------------------|---------|----------------|--------------------|
| CareerWell-being     | Arts Students     | 45.167  | 4.771          | Average            |
|                      | Commerce Students | 39.800  | 4.612          | Below Average      |
|                      | Science Students  | 35.500  | 4.369          | Low                |
| SubjectiveWell-being | Arts Students     | 43.867  | 4.249          | Average            |
|                      | Commerce Students | 38.233  | 4.384          | Below Average      |
|                      | Science Students  | 35.767  | 3.989          | Low                |
| SocialWell-being     | Arts Students     | 36.233  | 5.015          | Average            |
|                      | Commerce Students | 30.433  | 4.133          | Below Average      |
|                      | Science Students  | 27.633  | 4.148          | Low                |
| SpiritualWell-being  | Arts Students     | 35.933  | 4.533          | Average            |
|                      | Commerce Students | 27.700  | 3.949          | Below Average      |
|                      | Science Students  | 24.833  | 4.052          | Low                |
| EmotionalWell-being  | Arts Students     | 42.133  | 4.531          | Average            |
|                      | Commerce Students | 35.200  | 4.278          | Below Average      |
|                      | Science Students  | 30.833  | 4.211          | Low                |
| Total Happiness      | Arts Students     | 203.333 | 9.732          | Average            |
|                      | Commerce Students | 171.367 | 8.336          | Below Average      |
|                      | Science Students  | 154.567 | 8.451          | Low                |

Table 1 shows that Class XII students from Arts stream have average level of happiness on all dimensions of happiness namely career well-being, subject well-being, social well-being, spiritual well-being, emotional well-being and total happiness and class XII students from commerce stream have below average level of happiness on all dimensions of happiness namely career well-being, subject well-being, social well-being, spiritual well-being, emotional well-being and total happiness while class XII students from science stream have low level of happiness on all dimensions of happiness namely career well-being, subject well-being, social well-being, spiritual well-being, emotional well-being and total happiness

**Table 2**

**Comparison of Level of Happiness of Class XII students from Arts, Commerce and Science Streams through One-Way ANOVA**

| Happiness             |                | Sum of Squares | Df | Mean Square | F       | Sig.  |
|-----------------------|----------------|----------------|----|-------------|---------|-------|
| Career Well-being     | Between Groups | 1407.356       | 2  | 703.678     | 33.445  | 0.000 |
|                       | Within Groups  | 1830.467       | 87 | 21.040      |         |       |
|                       | Total          | 3237.822       | 89 |             |         |       |
| Subjective Well-being | Between Groups | 1034.289       | 2  | 517.144     | 29.174  | 0.000 |
|                       | Within Groups  | 1542.200       | 87 | 17.726      |         |       |
|                       | Total          | 2576.489       | 89 |             |         |       |
| Social Well-being     | Between Groups | 1154.400       | 2  | 577.200     | 29.133  | 0.000 |
|                       | Within Groups  | 1723.700       | 87 | 19.813      |         |       |
|                       | Total          | 2878.100       | 89 |             |         |       |
| Spiritual Well-being  | Between Groups | 1992.156       | 2  | 996.078     | 56.850  | 0.000 |
|                       | Within Groups  | 1524.333       | 87 | 17.521      |         |       |
|                       | Total          | 3516.489       | 89 |             |         |       |
| Emotional Well-being  | Between Groups | 1948.289       | 2  | 974.144     | 51.664  | 0.000 |
|                       | Within Groups  | 1640.433       | 87 | 18.856      |         |       |
|                       | Total          | 3588.722       | 89 |             |         |       |
| Total Happiness       | Between Groups | 36822.956      | 2  | 18411.478   | 234.421 | 0.000 |
|                       | Within Groups  | 6833.000       | 87 | 78.540      |         |       |
|                       | Total          | 43655.956      | 89 |             |         |       |

Table 2 shows that there is significant difference in career well-being dimension of happiness of class XII students from arts, commerce and science streams. (F-ratio = 33.445,  $p=0.000$ ;  $p<0.01$ )

Table 2 shows that there is significant difference in subjective well-being dimension of happiness of class XII students from arts, commerce and science streams. (F-ratio = 29.174,  $p=0.000$ ;  $p<0.01$ )

Table 2 shows that there is significant difference in social well-being dimension of happiness of class XII students from arts, commerce and science streams. (F-ratio = 29.133,  $p=0.000$ ;  $p<0.01$ )

Table 2 shows that there is significant difference in spiritual well-being dimension of happiness of class XII students from arts, commerce and science streams. (F-ratio = 56.850,  $p=0.000$ ;  $p<0.01$ )

Table 2 shows that there is significant difference in emotional well-being dimension of happiness of class XII students from arts, commerce and science streams. (F-ratio = 51.664,  $p=0.000$ ;  $p<0.01$ )

Table 2 shows that there is significant difference in total happiness of class XII students from arts, commerce and science streams. (F-ratio = 234.421,  $p=0.000$ ;  $p<0.01$ )

**Table 3**

**Comparison of Level of Happiness of Class XII students from Arts, Commerce and Science Streams through 't' test**

| Dimensions of Happiness | Arts Vs Commerce |         | Arts Vs Science |         | Commerce Vs Science |         |
|-------------------------|------------------|---------|-----------------|---------|---------------------|---------|
|                         | t                | p value | T               | p value | t                   | p value |
| Career Well-being       | 4.430            | 0.000   | 8.184           | 0.000   | 3.707               | 0.000   |
| Subjective Well-being   | 5.054            | 0.000   | 7.613           | 0.000   | 2.280               | 0.026   |
| Social Well-being       | 4.888            | 0.000   | 7.238           | 0.000   | 2.619               | 0.011   |
| Spiritual Well-being    | 7.501            | 0.000   | 10.000          | 0.000   | 2.775               | 0.007   |
| Emotional Well-being    | 6.094            | 0.000   | 10.006          | 0.000   | 3.984               | 0.000   |
| Total Happiness         | 13.664           | 0.000   | 20.723          | 0.000   | 7.752               | 0.000   |

The table shows that there is significant difference in career wellbeing dimension of happiness ( $t=4.430$ ,  $p=0.000$ ;  $p<0.01$ ), subjective well-being (5.054,  $p=0.000$ ;  $p<0.01$ ), social well-being (4.888,  $p=0.000$ ;  $p<0.01$ ), spiritual well-being (5.054,  $p=0.000$ ;  $p<0.01$ ), emotional well-being (6.094,  $p=0.000$ ;  $p<0.01$ ) and total happiness (13.664,  $p=0.000$ ;  $p<0.01$ ), of class XII students from arts and commerce stream.

The table shows that there is significant difference in career wellbeing dimension of happiness ( $t=8.184$ ,  $p=0.000$ ;  $p<0.01$ ), subjective well-being (7.613,  $p=0.000$ ;  $p<0.01$ ), social well-being (7.238,  $p=0.000$ ;  $p<0.01$ ), spiritual well-being (10.000,  $p=0.000$ ;  $p<0.01$ ), emotional well-being (10.006,  $p=0.000$ ;  $p<0.01$ ) and total happiness (20.723,  $p=0.000$ ;  $p<0.01$ ), of class XII students from arts and science stream.

The table shows that there is significant difference in career wellbeing dimension of happiness ( $t=3.707$ ,  $p=0.000$ ;  $p<0.01$ ), subjective well-being (2.280,  $p=0.026$ ;  $p<0.05$ ), social well-being (2.619,  $p=0.011$ ;  $p<0.05$ ), spiritual well-being (2.775,  $p=0.007$ ;  $p<0.01$ ), emotional well-being (3.984,  $p=0.000$ ;  $p<0.01$ ) and total happiness (7.752,  $p=0.000$ ;  $p<0.01$ ), of class XII students from commerce and science stream.

**Conclusion:**

Happiness is a subjective and complex emotion that can vary greatly from person to person. It's important to note that the level of happiness experienced by students in different fields of study, such as arts, commerce, and



science, is influenced by a wide range of factors beyond just their academic pursuits. These factors could include personal interests, individual strengths, career aspirations, social interactions, family support, and more.

Some potential differences in the experiences of students from these fields:

### **Arts Students:**

**Pros:** Arts students often have the opportunity for creative expression, which can lead to a sense of fulfillment and satisfaction. They may also benefit from a more flexible schedule, allowing them to engage in their artistic pursuits.

**Cons:** The perceived lack of stability and job prospects in some artistic fields can lead to stress and uncertainty. Arts students might face challenges in finding financially stable careers.

### **Commerce Students:**

**Pros:** Commerce students often receive education in business-related subjects that can lead to a wide range of career opportunities. They may also feel a greater sense of financial security due to the practical nature of their education.

**Cons:** The pressure to succeed in competitive business environments can lead to high levels of stress. Some students might find that the pursuit of financial success doesn't necessarily lead to overall happiness.

### **Science Students:**

**Pros:** Science students can experience the satisfaction of making discoveries and contributing to advancements in their field. The pursuit of knowledge and the ability to solve complex problems can be intellectually fulfilling.

**Cons:** The rigor of scientific studies can lead to intense workloads and pressure to excel. Additionally, some scientific fields require years of education and training before achieving substantial career stability.

Overall students tend to be happier when they are engaged in activities they are passionate about and have a supportive environment to foster personal and professional growth. It's also worth noting that many students find happiness by pursuing a multidisciplinary approach, combining their interests from arts, commerce, science, and other fields to create a unique and fulfilling educational journey.

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