

Happiness Among College Students with Regards to Their Gender and Faculty

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ABSTRACT

The present study aimed to know the happiness among college students with regards to their gender and faculty. It also aimed to check happiness with reference to gender and faculty. Happiness Scale (HS–RHMJ) by Himanshi Rastogi and Janki Moorjani (2017) was used. The sample constituted total 120 college students out of which 60 were from boys students (30 arts faculty and 30 commerce faculty) and 60 from girls students (30 arts faculty and 30 commerce faculty). The data was collected from Banaskantha District. The data was scored, analyzed as per the manual. ‘F’ test was being calculated. The result showed that 1. The girls students group is having more happiness than boys students group, 2. The students of arts faculty group is having more happiness than students of commerce faculty group and 3. There is no significant difference in the interactive effect of the mean scores of happiness with regards to gender and faculty

Keywords: *Happiness, boys students and girls students, arts faculty and commerce faculty.*

Happiness is that state of consciousness which proceeds from the achievement of one’s values. It is a state, not a trait; in other words, it isn’t a long-lasting, permanent feature or personality trait, but a more fleeting, changeable state. (Courtney E. Ackerman).

The term happiness is used in the context of mental or emotional states, including positive or pleasant emotions ranging from contentment to intense joy. It is also used in the context of life satisfaction, subjective well-being, eudaimonia, flourishing and well-being. “Subjective well-being (SWB) is the scientific term for happiness and life satisfaction—thinking and feeling that your life is going well, not badly. Thus, happiness does not just feel good, but it is good for people and for those around them.” (Edward F. Diener).

Happiness is primarily a subjective phenomenon “for which the final judge is whoever lives inside a person’s skin” (Diener, 1984). The ancients believed happiness was not achieved, but either god-given or due to chance. If happiness was experienced, it was not a function of the individual but rather was generously bestowed upon them by the cosmos (Bruhin et al, 2009).

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What Is Happiness? Most of us probably don't believe we need a formal definition of happiness; we know it when we feel it, and we often use the term to describe a range of positive emotions, including joy, pride, contentment, and gratitude. But to understand the causes and effects of happiness, researchers first need to define it. Many of them use the term interchangeably with "subjective well-being," which they measure by simply asking people to report how satisfied they feel with their own lives and how much positive and negative emotion they're experiencing. In the 2007 book *The How of Happiness*, positive psychology researcher Sonja Lyubomirsky elaborates, describing happiness as "the experience of joy, contentment, or positive well-being, combined with a sense that one's life is good, meaningful, and worthwhile."

Definition: Happiness' is the subject of debate on usage and meaning, and on possible differences in understanding by culture. The word is mostly used in relation to two factors: (1) the current experience of the feeling of an emotion (affect) such as pleasure or joy, or of a more general sense of 'emotional condition as a whole'. For instance, Daniel Kahneman (2001) has defined happiness as "what I experience here and now". This usage is prevalent in dictionary definitions of happiness. (2) Appraisal of life satisfaction, such as of quality of life. For instance, Ruut Veenhoven has defined happiness as "overall appreciation of one's life as-a-whole." Kahneman (1936) has said that this is more important to people than current experience. Some usages can include both of these factors. Subjective well-being includes measures of current experience (emotions, moods, and feelings) and of life satisfaction.

Unlike happiness, meaning is generally not a fleeting state that can come and go throughout the day; it's a more comprehensive sense of purpose and feeling of contributing to something greater than yourself. As the quote from Baumeister and colleagues (2013) suggests, there are important distinctions between the methods of searching for and the benefits of experiencing happiness and meaning. Scott Barry Kaufman at *Scientific American* (2016) outlines these distinctions that Baumeister and his fellow researchers found:

1. Finding one's life easy or difficult was related to happiness, but not meaning.
2. Feeling healthy was related to happiness, but not meaning.
3. Feeling good was related to happiness, not meaning.
4. Scarcity of money reduced happiness more than meaning.
5. People with more meaningful lives agreed that "relationships are more important than achievements."
6. Helping people in need was linked to meaning but not happiness.
7. Expecting to do a lot of deep thinking was positively related to meaningfulness, but negatively with happiness.
8. Happiness was related more to being a taker rather than a giver, whereas meaning was related more to being a giver than a taker.
9. The more people felt their activities were consistent with core themes and values of their self, the greater meaning they reported in their activities.
10. Seeing oneself as wise, creative, and even anxious were all linked to meaning but had no relationship (and in some cases, even showed a negative relationship) to happiness (Kaufman, 2016).

The Happiness among students at various levels plays a very crucial role. In this modern times Happiness is the leading factor for progress in all the prospects of the student life. In

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this study we here are studying the happiness level among the students based on various discriminations like gender and faculty.

Shireen, N. T., Abi, A. V. & Thomas, S. (2021) had studied the personality and happiness among college students. Result shows that there is no relationship between personality traits and happiness. There is a significant difference in the level of psychoticism among college students across their gender. There is no significant difference in the level of neuroticism, extraversion and happiness among college students across their gender. Based on these results, personality does not provide any context in which happiness operates.

Objective

The objectives are:

- To Study the happiness among boys and girls students.
- To Study the happiness among students of arts faculty and commerce faculty.
- To Study of the interactive effect of happiness with regards to gender and faculty.

METHODOLOGY

Hypothesis

- There will be no significant difference in the mean score of happiness among the boys and girls students.
- There will be no significant difference in the mean score of happiness among the students of arts faculty and commerce faculty.
- There will be no significant difference in the interactive effect of the mean scores of happiness with regards to gender and faculty.

Sample

The sample of the present study constituted total 120 students out of which 60 were from boys students (30 arts faculty and 30 commerce faculty) and 60 from girls students (30 arts faculty and 30 commerce faculty).

Research Design

A total sample of 120 students' equally distributed between gender and faculty from Banaskantha District selected for the research study.

Showing the table of Sample Distribution

Faculty	Gender		Total
	Boys	Girls	
Arts faculty	30	30	60
Commerce faculty	30	30	60
Total	60	60	120

Variable

Independent Variable

- **Gender:** Boys and Girls students.
- **Faculty:** Arts faculty and commerce faculty.

Dependent Variable: Happiness Score.

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Tools

The Happiness Scale (HS–RHMJ) by Himanshi Rastogi and Janki Moorjani (2017). This scale consists 62 items divided into five areas–I. Subjective Well-being, II. Social Wellbeing, III. Career Well-being, IV. Emotional Well-being, V. Spritual Well-being. The reliability of the scale was calculated on the basic of Split Half (Odd-even method). It was calculated to be $r = 0.88$. The validity correlation was calculated to be $r = 0.91$.

Procedure

The permission was granted from various colleges for data collection in Banaskantha District after the establishment of rapport, personal information and the Happiness Scale was administrated the data was collected, scored as per the manual and analyzed. The statistical method ‘F’ test was calculated and results were interpreted.

RESULT AND DISCUSSION

Table: 1 The Table showing sum of variance mean ‘F’ value and level of significance of gender and faculty.

Sum of Variance	Df	Mean	F-value	Sign. Level
SS _A	1	22358.70	3.98	0.05*
SS _B	1	22742.53	4.05	0.05*
SS _{A*B}	1	2033.63	0.36	N.S.
SS _{Error}	116	5619.09	—	—
SS _{Total}	119	698949.47	—	—

*0.05=3.92, **0.01=6.84, N.S.= Not Significant

A = Gender

B = Faculty

A₁ = Boys

B₁ = Arts faculty

A₂ = Girls

B₂ = Commerce faculty

Table: 2 The Table showing the Mean Score of happiness of gender.

	A (Gender)		‘F’ value	Sign.
	A ₁ (Boys)	A ₂ (Girls)		
M	165.58	192.88	3.98	0.05
N	60	60		

The above table no.2 shows the mean score of happiness among boys and girls students. The mean score of boys students group is 165.58 and girls students group is 192.88. The ‘F’ value is 3.98 is significant at 0.05 level. This means that the two group interaction effect under study differ significantly in relation to happiness and gender. It should be remembered here that, according to scoring pattern, higher score indicate more happiness. Thus from the result it could be said that, the girls students group is having more happiness than boys students group. Therefore the hypothesis no.1 that, “There will be no significant difference in the mean score of happiness among the boys and girls students” is rejected.

Table : 3 The Table showing the Mean Score of happiness of faculty.

	B (Faculty)		‘F’ value	Sign.
	B ₁ (Arts faculty)	B ₂ (Commerce faculty)		
M	193.00	165.47	4.05	0.05
N	60	60		

The above table no.3 shows the mean score of happiness among arts faculty and commerce faculty students. The mean score of students of arts faculty group is 193.00 and students of

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commerce faculty group is 165.47. The 'F' value is 4.05, is significant at 0.05 level. This means that the two group interaction effect under study differ significantly in relation to happiness and faculty. It should be remembered here that, according to scoring pattern, higher score indicate more happiness. Thus from the result it could be said that, the students of arts faculty group is having more happiness than students of commerce faculty group. Therefore the hypothesis no.2 that, "There will be no significant difference in the mean score of happiness among the arts faculty and post- arts faculty students" is accepted.

Table: 4 The Table showing the interactive effect of the Mean Score of happiness of gender and faculty.

			A		'F' value	Sign.
			A ₁	A ₂		
M	B	B ₁	175.23	210.77	0.36	N.S.
		B ₂	155.93	175.00		
N			60	60		

The above table no.4 shows the interactive effect of happiness among the gender and faculty. The mean score of boy students of arts faculty group is 175.23, boys students of commerce faculty group is 155.93, girls students of arts faculty group is 210.77, and girls students of commerce faculty group is 175.00. The 'F' value is 0.36 which was found to be not-significant level at 0.05. Therefore, the hypothesis no.3 that, "There will be no significant difference in the interactive effect of the mean scores of happiness with regards to the gender and faculty" is accepted.

CONCLUSION

- The girls students group is having more happiness than boys students group.
- The students of arts faculty group is having more happiness than students of commerce faculty group.
- There is no significant difference in the interactive effect of the mean scores of happiness with regards to gender and faculty.

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Conflict of Interest

The author declared no conflict of interests.

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