

Research Paper

## Factors Influencing the Happiness of B.Ed. Trainees in Tripura: An Exploratory Study

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### ABSTRACT

This study aims to investigate and determine which factors influence the happiness level among Bachelor of Education (B.Ed.) trainees in Tripura, as well as to determine the difference, if any, between the happiness levels of male and female trainees. One more aim of this research was to determine the impact of happiness on the achievement level of B.Ed. trainee in Tripura. In this study, using simple random sampling technique 140 B.Ed. trainees were selected from IASE, CTE, Bhavans Tripura Teacher Training College, and Tripura University in Tripura, which included 68 male and 72 female trainees. To assess the happiness level, the researcher used the standardized tool "Happiness Scale" developed by Dr. H. Rastogi and Dr. J. Moorjani, which included five factors which are mentioned in tools used. The collected data were analyzed by using some descriptive and inferential statistics, such as mean, S.D., t-test, z-score, and chi-square test. The findings revealed that the happiness level of most B.Ed. trainees was average. This study revealed that no statistically significant difference was observed in the happiness levels with respect to the gender of B.Ed. trainees. It has been observed that the happiness level of B.Ed. trainees and their academic achievement are dependent on each other.

**Keywords:** *Factors Influencing the Happiness, Happiness Level, B.Ed. Trainees, Bachelor of Education, Trainee Teacher, Student- Teacher*

The happiness of B.Ed. trainees in Tripura is influenced by various psychological and social factors. While aspects like personal well-being and academic performance play a crucial role, the specific challenges faced by trainees in Tripura, such as academic pressures and career aspirations, can significantly impact their overall happiness (Diener, 2000). These factors can create a sense of stress and uncertainty, especially regarding their future professional careers (Huppert & Whittington, 2003). The role of academic pressure in the lives of students, especially those in professional courses such as B.Ed., has been well documented in literature, indicating a strong relationship between academic stress and emotional well-being (Salmela-Aro, Savolainen, & Holopainen, 2009).

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## **Factors Influencing the Happiness of B.Ed. Trainees in Tripura: An Exploratory Study**

Happiness is a complex psychological state, involving several dimensions, including emotional and social well-being (Ryff & Keyes, 1995). It is often described as a state of positive mental health that helps individuals cope with stress and navigate challenges (Fredrickson, 2001). In the context of educational settings, happiness is crucial as it affects both academic performance and personal development (Huebner, 2004). Many scholars believe that happiness is not merely a fleeting feeling of pleasure but a deeper mental state influenced by factors such as career satisfaction, social connections, emotional health, and spiritual well-being (Seligman, 2002). These factors are essential in understanding the holistic development of B.Ed. trainees, as their happiness levels can directly correlate with their motivation and academic success (Schmidt, McIntosh, & Kinnison, 2006).

This study aims to explore how these factors influence the happiness levels of B.Ed. trainees in Tripura and how these levels correlate with their academic achievement. Understanding the influence of happiness on academic performance is vital, as happier students tend to exhibit greater resilience, higher motivation, and better cognitive functioning, all of which contribute to improved academic outcomes (Suldo & Huebner, 2006).

### ***Rationale***

Happiness is a significant determinant of overall well-being. For future educators, the happiness of B.Ed. trainees is not only a personal state but also a professional asset that contributes to their ability to foster positive and productive learning environments.

The aim of this study was to identify the factors influencing the happiness of B.Ed. trainees in Tripura. This study seeks to determine whether happiness impacts academic performance. Additionally, the study explores the status of happiness among B.Ed. trainees and examines whether there are differences in happiness with respect to their gender.

This study is important for addressing the connection between happiness, gender, and academic performance of B.Ed. trainees while also providing a framework for enhancing the quality of teacher training and promoting holistic development in future educators.

### ***Statement of the Problem***

The academic and personal well-being of B.Ed. trainees in Tripura can be influenced by various factors, such as academic pressures, career expectations, and social relationships. These factors can significantly impact their happiness and overall mental health. The key intention behind this study is to investigate the factors affecting the happiness levels of B.Ed. trainees in Tripura and examine how these factors impact their emotional and psychological well-being. The present study is titled "Factors Influencing Happiness of B.Ed. Trainees in Tripura: An Exploratory Study"

### ***Objectives***

- To explore the happiness level of B.Ed. trainees in Tripura.
- To evaluate the level of academic performance of B.Ed. trainees in Tripura.
- To identify the factors that most influence the happiness of B.Ed. trainees in Tripura.
- To examine and compare the happiness of B.Ed. in Tripura with respect to their gender.
- To examine the impact of happiness on the academic performance of B.Ed. trainees in Tripura.

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### Hypotheses

- **H<sub>0</sub>**: There is no considerable difference in the happiness of B.Ed. trainees in Tripura with respect to their gender.
- **H<sub>0</sub>**: Happiness levels have no significant impact on the academic performance of B.Ed. trainees in Tripura.

### METHODS

In this study descriptive survey design was used. All B.Ed. trainees of Tripura are population of this study. This research aims to explore the factors that affect levels of happiness of Bachelor of Education (B.Ed.) trainees in Tripura. Data were collected through Google Forms from various individuals pursuing B.Ed. programs. Inferential and descriptive statistical methods were applied to analyze the data.

### Sample and Sampling

The population consisted of all Bachelor of Education (B.Ed.) students of Tripura. Using a simple random sampling technique, 140 Bachelor of Education (B.Ed.) trainees (N=68 male and N= 72 female) were randomly selected as a sample from IASE, CTE, Bhavans Tripura Teacher Training College, and Tripura University.

### Tools Used

To fulfill the requirements, the 'Happiness Scale' developed by Dr. Himanshi Rastogi and Dr. Janki Moorjani, was adopted. The tool consisted of a total of 62 items, which were distributed into five factors: Subjective well-being (14 items), Social well-being (11 items), Career well-being (14 items), Spiritual well-being (11 items) and Emotional well-being (12 items) all of which related to affecting happiness.

### Procedure of analysis data

Data were analyzed using different statistical methods such as Mean, S.D., t- test, Z score etc. These methods were used to determine the difference between two mean (if any). Descriptive and inferential statistics were used to analyze the data.

### RESULTS

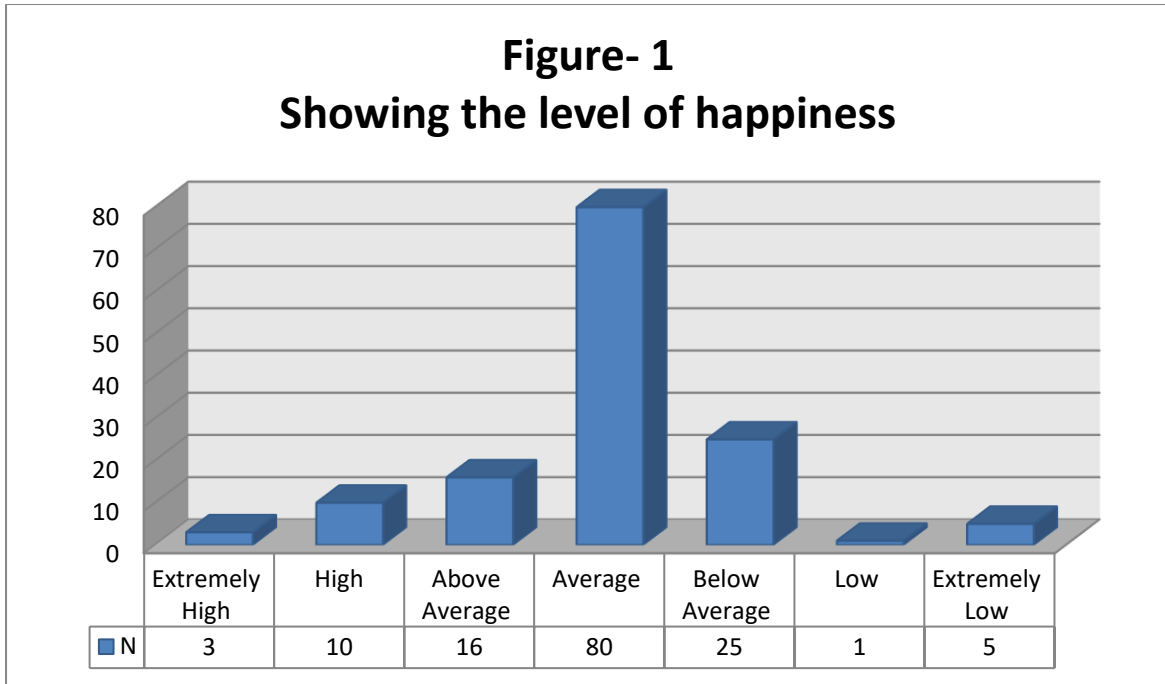
**Objective 1:** To interpret objective number one (To explore the happiness level of B.Ed. trainees in Tripura.) the data has been analyzed by totaling the frequencies through descriptive statistics. Thereafter, the responses were classified into different categories and level as per the established norms provided in the tool mentioned earlier. The results are highlighted in Table 1.

*Table No. 1: Showing the happiness level of B.Ed. trainees in Tripura*

Z- Score Range	N	Percentage	Level of Happiness
+2.01 &Above	03	2.14%	Extremely High
+1.26 to +2.00	10	7.14%	High
+0.51 to +1.25	16	11.43%	Above Average
-0.50 to +0.50	80	57.14%	Average
-1.25 to -00.51	25	17.86%	Below Average
-2.00 to -1.26	1	0.72%	Low
-2.01 &Below	5	3.57%	Extremely Low

**Factors Influencing the Happiness of B.Ed. Trainees in Tripura: An Exploratory Study**

The findings reveal that the happiness level of B.Ed. trainees is mostly average. A majority of the trainees (57.14%) fall under the “average” level. Out of 140 trainees 11.43% fall under the “above-average” level, 7.14% fall under the “high” level, 2.14% fall under the “extremely high” level, 17.86% fall under the “below average” level, 0.72% fall under the “low” level, and 3.57% fall under the “extremely low” level.



Showing the happiness level of Bachelor of Education (B.Ed.) trainees in Tripura in column chart, Out of 140 trainees 80 trainees fall under the “average” level, 16 trainees fall under the “above-average” level, 10 trainees fall under the “high” level, 3 trainees fall under the “extremely high” level, 25 trainees fall under the “below average” level, 1 trainee fall under the “low” level, and 5 trainees fall under the “extremely low” level.

**Objective 2:** To interpret objective numbers two (To evaluate the level of academic performance of B.Ed. trainees in Tripura.) the data was analyzed by totaling the frequencies through descriptive statistics. Thereafter, the responses were classified into different categories and levels, and a 10 point grading scale was used as per UGC standardized norms.

**Table No. 2: Showing the level of academic performance of B.Ed. in Tripura.**

Percentage of Academic Performance	N	Level of Academic Performance
80-100	73	Outstanding
70-79.99	28	Excellent
60-69.99	17	Very Good
55-59.99	13	Good
50-54.99	01	Above Average
45-49.99	08	Average
40-44.99	00	Pass

## Factors Influencing the Happiness of B.Ed. Trainees in Tripura: An Exploratory Study

The results reveal that the level of academic performance of B.Ed. trainees out of 140 is predominantly outstanding. Most trainees (73) fall under the “outstanding” level, 28 trainees fall under the “excellent” level, 17 trainees fall under the “very good” level, 13 trainees fall under the “good” level, 1 student falls under the “above average” level, 8 trainees fall under the “average” level, and no trainees under the “pass” level. Therefore, it is concluded that the level of academic performance of Bachelor of Education (B.Ed.) trainees in Tripura was outstanding (The results are highlight in table 2).

**Objective 3:** To clarify the objective numbers three (To identify the factors that most influence the happiness of B.Ed. trainees in Tripura.) the data was analyzed by totaling the frequencies through descriptive statistics.

**Table No. 3: Showing the factors influencing happiness of B.Ed. trainees in Tripura.**

Happiness Factor	Percentage
Career Well-being	19.81%
Subjective Well-being	19.87%
Social Well-being	20.38%
Spiritual Well-being	20.14%
Emotional Well-being	19.80%

The results revealed that the percentage of social well-being was highest (i.e.20.38%). The percentage of spiritual well-being was second highest (i.e. 20.14%). Subjective well-being accounted for 19.87% and career well-being for 19.81% and emotional well- being had the lowest percentage at 19.80%. Therefore, it was finally concluded that the factor of social well-being had the most influence (20.38%) on the happiness level of B.Ed. trainees in Tripura.

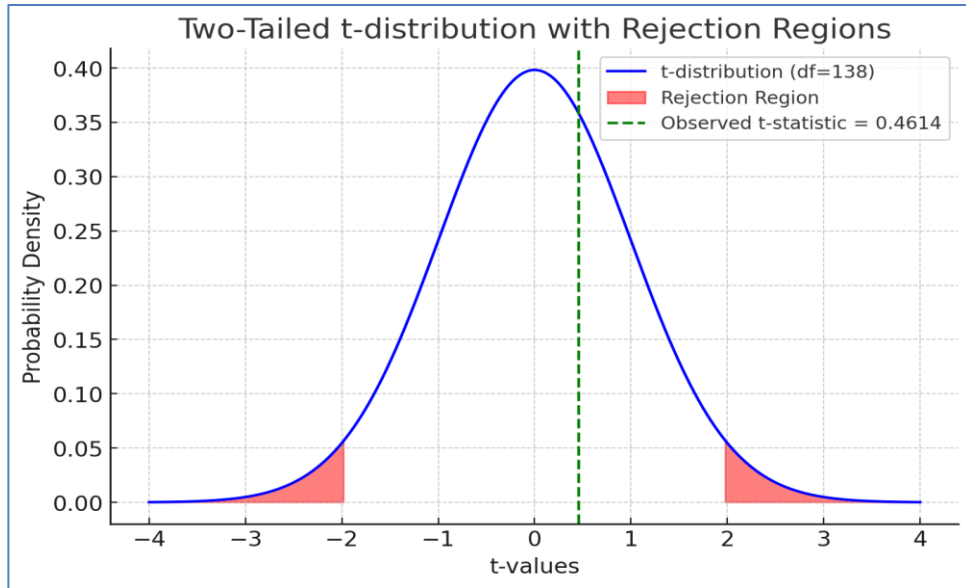
**Objective 4:** To analyze the objective number four (To examine and compare the happiness of B.Ed. in Tripura with respect to their gender.) and to test the hypothesis (There is no considerable difference in the happiness of B.Ed. trainees in Tripura with respect to their gender). Welch’s t-test was used to determine the difference between two means if any.

**Table No. 4: Showing the difference between two means of B.Ed. trainee in Tripura.**

Sl. No.	Category	N	Mean	SD	df	‘t’ value	Level of Significance
1	Male	68	98	15			<b>0.05</b>
2	Female	72	97	10	138	<b>0.4614</b>	<b>Not Significant</b>

The **t-test** results comparing happiness levels between male and female B.Ed. trainees in Tripura show that the difference in the average happiness scores is not statistically significant. As the p-value exceeds the threshold of **0.05.**, and the **t-value (0.4614)** falls within the acceptance range, confirming that the difference in means between male (Mean = 98, SD = 15) and female trainees (Mean = 97, SD = 10) is not large enough to reject the null hypothesis (There is no considerable difference in the happiness of B.Ed. trainees in Tripura with respect to their gender). Therefore, the happiness levels are statistically similar between the two groups, with the result being **not significant**.

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Here is the plot showing the two-tailed t-distribution with degrees of freedom (**df = 138**). The red shaded regions represent the rejection regions for a significance level of **0.05** and the green dashed line represents the observed t-statistic (**0.4614**).

**Objective 5:** To analyze the objective number five (To examine the impact of happiness on the academic performance of B.Ed. trainees in Tripura) and to test the null hypothesis (Happiness levels have no significant impact on the academic performance of B.Ed. trainees in Tripura) using the Chi-square test.

**Table No. 5: Showing the data summary of Chi- Square**

	<b>Very High</b>	<b>High</b>	<b>Good</b>	<b>poor</b>	<b>Very Poor</b>
<b>Very High</b>	9	1	1	1	1
<b>High</b>	10	1	1	8	1
<b>Moderate</b>	30	10	30	1	3
<b>Low</b>	6	4	4	1	2
<b>Very Low</b>	5	1	1	1	7

<b>Column and Row Totals</b>						
	<b>Very High</b>	<b>High</b>	<b>Good</b>	<b>Poor</b>	<b>Very Poor</b>	<b>Row Totals</b>
<b>Very High</b>	9	1	1	1	1	<b>13</b>
<b>High</b>	10	1	1	8	1	<b>21</b>
<b>Moderate</b>	30	10	30	1	3	<b>74</b>
<b>Low</b>	6	4	4	1	2	<b>17</b>
<b>Very Low</b>	5	1	1	1	7	<b>15</b>
<b>Column Totals</b>	<b>60</b>	<b>17</b>	<b>37</b>	<b>12</b>	<b>14</b>	<b>140(Grand Total)</b>

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Results						
	Very High	High	Good	Poor	Very Poor	Row Totals
Very High	9 (5.57) [2.11]	1 (1.58) [0.21]	1 (3.44) [1.73]	1 (1.11) [0.01]	1 (1.30) [0.07]	<b>13</b>
High	10 (9.00) [0.11]	1 (2.55) [0.94]	1 (5.55) [3.73]	8 (1.80) [21.36]	1 (2.10) [0.58]	<b>21</b>
Moderate	30 (31.71) [0.09]	10 (8.99) [0.11]	30 (19.56) [5.58]	1 (6.34) [4.50]	3 (7.40) [2.62]	<b>74</b>
Low	6 (7.29) [0.23]	4 (2.06) [1.82]	4 (4.49) [0.05]	1 (1.46) [0.14]	2 (1.70) [0.05]	<b>17</b>
Very Low	5 (6.43) [0.32]	1 (1.82) [0.37]	1 (3.96) [2.22]	1 (1.29) [0.06]	7 (1.50) [20.17]	<b>15</b>
Column Totals	<b>60</b>	<b>17</b>	<b>37</b>	<b>12</b>	<b>14</b>	<b>140 (Grand Total)</b>

Numbers without any brackets represent the actual observed frequencies ( $f_o$ )

Numbers in parentheses represent the expected frequencies ( $f_e$ )

Numbers in square brackets represent the chi square value for each cell

### Computation of the $\chi^2$ value:

$$\chi^2 = \sum \left| \frac{(f_o - f_e)^2}{f_e} \right|$$

$$\chi^2 = 2.11 + 0.21 + 1.73 + 0.01 + 0.07 + 0.11 + 0.94 + 3.73 + 21.36 + 0.58 + 0.09 + 0.11 + 5.58 + 4.50 + 2.62 + 0.23 + 1.82 + 0.05 + 0.14 + 0.05 + 0.32 + 0.37 + 2.22 + 0.06 + 20.17 = \mathbf{69.18}$$

$$\begin{aligned} \text{degrees of freedom} &= (\text{rows} - 1)(\text{columns} - 1) \\ &= (5 - 1)(5 - 1) = (4)(4) = 16 \end{aligned}$$

$\chi^2$  Critical values for 16 degrees of freedom is

<b>.01</b>	<b>.05</b>
<b>32.000</b>	<b>26.296</b>

The  $\chi^2$  value obtained is **69.18**, with a p-value of less than **0.00001**. This result is considered significant at the **0.01** level, as the calculated  $\chi^2$  value (**69.18**) substantially exceeds the critical value of **32.00** at this significance level. The analysis demonstrates a significant relationship between happiness levels of B.Ed. trainees and their academic performance. Hence, the null hypothesis, which indicates that happiness levels of B.Ed. trainees have no significant impact on academic performance in Tripura, is rejected.

## DISCUSSION

Happiness significantly influences various aspects of trainees' lives, including academic performance, mental health, and social relationships. Based on the findings of the present study, several factors, including career well-being (**19.81%**), subjective well-being (**19.87%**), social well-being (**20.38%**), spiritual well-being (**20.14%**), and emotional well-being (**19.80%**), contribute to the happiness levels of B.Ed. trainees in Tripura. Among these, social well-being was the most influential factor, highlighting the importance of interpersonal relationships and community in enhancing happiness.

The study reveals that the happiness levels of B.Ed. trainees are predominantly average, with **57.14%** of the trainees falling under this category. The distribution of happiness levels

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shows that: **2.14%** fall under the "Extremely High" category, **7.14%** are categorized as "High," **11.43%** fall under the "Above Average," **17.86%** fall under the "Below Average," **0.72%** are in the "Low" category, and **3.57%** fall under the "Extremely Low." This distribution indicates that while the majority of trainees experience moderate happiness, a significant proportion still fall under the "below-average" and low happiness levels, which may require attention.

The academic results (performance) of the trainees were also analyzed using a 10-point grading scale as per UGC norms. The results showed that: **73 trainees** were categorized as "Outstanding," **28 trainees** fell under the "Excellent" category, **17 trainees** fall under the "Very Good," **13 trainees** were fall under the "Good" category, **1 trainee** was classified as "Above Average," and **8 trainees** fell under the "Average" category. Notably, no trainees were classified under the "Pass" level, indicating a high overall level of the academic performance of B.Ed. trainee in Tripura.

The comparison of happiness levels between male and female trainees using Welch's t-test revealed no significant difference in their happiness scores, with a p-value of **0.6454**, which exceeds the **0.05** threshold for significance, and the t-value (**0.4614**) fell within the acceptance region, confirming the null hypothesis. This indicates that gender does not contribute significantly to determining the happiness levels of B.Ed. trainees in Tripura.

Additionally, the analysis using the  $\chi^2$  test demonstrated a significant relationship between happiness levels and academic performance. The  $\chi^2$  value (**69.18**) exceeded the critical value at the **0.01** significance level, with a p-value less than **0.00001**. This finding underscores the strong association between students' happiness levels and their academic achievements, suggesting that fostering happiness can positively impact academic success.

### *Limitations of the Study*

Although the study reveals factors influencing the happiness levels of Bachelor of Education (B.Ed.) trainees in Tripura, it has been conducted only on 140 B.Ed. trainees from the state. This study was limited to IASE, CTE, Bhavan's Tripura Teacher Training College, and Tripura University. However, many states or cities with similar characteristics to Tripura, such as geographical area, socio-economic conditions, and environment, may allow for broader application of this study.

### *Suggestions for Policy and Practice*

Everyone dreams of happiness in their life. This is a positive passion that provides a sense of peace and promotes a healthy personality. Teachers are the pillars of society and strive to enhance their trainees' happiness and well-being. Various factors influence the happiness levels of trainees. The government needs to take measures and formulate policies to promote happiness among trainees, enabling them to freely develop their inherent capacities.

## **CONCLUSION**

In conclusion, the results revealed that the majority of Bachelor of Education (B.Ed.) trainees (57.14%) fell under the average level of happiness in Tripura. Similarly, the majority of academic achievers (73 trainees) fell under the "outstanding" category. The findings also highlighted that the social well-being factor was the most influential during this period, emphasizing the crucial role of social well-being in shaping the happiness levels of B.Ed. trainees. Additionally, the comparison of happiness levels between the two means in Tripura revealed no statistically significant difference. Confidently, it can be concluded

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that happiness levels and academic achievements are interdependent, with happiness significantly influencing academic performance.

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### Conflict of Interest

The author(s) declared no conflict of interest.

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