



A STUDY OF HAPPINESS AMONG UNIVERSITY STUDENTS

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Abstract

Happiness is an essential aspect of human life and plays a significant role in determining the mental well-being and academic success of students. This study aims to compare the happiness levels of Undergraduate (UG) and Postgraduate (PG) students. A quantitative research design was used, and data were collected through a structured questionnaire based on a Likert scale. The data collected from BabasahebBhimraoAmbedkarUniversityLucknow. The findings indicate that PG students tend to have slightly higher happiness levels than UG students due to greater emotional maturity and clarity about career goals. However, academic pressure and stress affect both groups. The study suggests the need for mental health awareness programs and student support systems to enhance happiness levels.

Keywords: Happiness, Undergraduate Students, Postgraduate Students

Introduction

Happiness is generally understood as a state of well-being in which an individual feels satisfied, content, and mentally peaceful (Merriam-Webster, n.d.). It is considered one of the most important goals in human life, as individuals continuously strive to achieve a fulfilling and meaningful existence (Diener et al., 1998). In psychological literature, happiness is closely associated with concepts such as life satisfaction, subjective well-being, and overall quality of life (Veenhoven, 2005; Levett, 2010).

Happiness is a highly personal and subjective experience, meaning that it varies from one individual to another. What brings happiness to one person may not have the same effect on another. Early beliefs suggested that happiness was determined by fate or divine influence; however, modern perspectives emphasize that it is shaped by personal perceptions, choices, and life circumstances (Bruhin et al., 2009; Diener, 1984).

In the Indian philosophical tradition, happiness is often regarded as an inner state that can be attained through self-realization and spiritual awareness. This perspective suggests that true happiness arises from within rather than from external conditions. In contrast, Western theories explain happiness through different viewpoints, particularly hedonism and eudaimonia. Hedonism focuses on the pursuit of pleasure and avoidance of pain, while eudaimonia emphasizes meaningful living and self-development (Bentham, 1786/1996).

From a psychological perspective, happiness includes positive emotions, satisfaction with life, and the absence of negative states such as stress and anxiety (Diener, 1984; Shin & Johnson, 1978). However, happiness that depends solely on external conditions such as wealth or success tends to be temporary and unstable, as it changes with circumstances. Therefore, long-term happiness is more closely linked to internal factors such as mindset, emotional balance, and personal values (Abdel-Khalek, 2005).

Happiness plays a vital role in overall human development and well-being. It contributes to better physical health, stronger social relationships, higher productivity, and greater success in life. Individuals who are happier tend to be more creative, energetic, and socially engaged. Additionally, positive emotions can enhance physical health by improving immunity and supporting the body's natural healing processes (Bekhet et al., 2008; Dhammananda, 2011).

Thus, happiness is not only a personal experience but also an important factor influencing academic and social success. Understanding happiness among students, particularly at undergraduate and postgraduate levels, is essential because they face different challenges and responsibilities. Studying their happiness levels can help in promoting mental well-being and creating a more supportive educational environment.

Review of Related Literature

A Study conducted by Shikha, R. and Devi, P. (2025) in their study titled "Does Gender or Academic Discipline define Happiness? A Comparative Study of Undergraduate Students" found that gender and academic discipline are not significant in the happiness of students. The academic discipline whether rigorous or not does not affect the overall happiness of the students. The results suggest the adoption of wellness programs for student welfare.

A study conducted by Rashmi (2022) titled "Happiness among Under Graduate and Post Graduate Students" found that under graduate students happiness is higher than Post graduates. The study proposes to work on the various factors that influence the happiness of under graduate and post graduate students.

Akhtaruzzaman, M., Ahmad, W and Kurup S.K. (2021) in their study on the subjective well-being (happiness), found that happiness and academic performance are significantly related.

A study conducted by Vyas, K. R. and Prajapati, M. (2020) titled "Happiness among the Students with reference to their Education Level and Gender" found that the boys group is having more happiness than girls group and graduation students group are more happiness than post-graduation students.

A study conducted by Chamuah, A and Shankar, R (2019) titled "Happiness, Locus of Control and Learned Optimism among Post Graduate Students" findings inferred that locus of control and learned optimism were significantly correlated with happiness.

Hetal D. Kavadi and Jansari, A (2019) study explored to know the level of happiness among graduate and post graduate students and the gender differences among them in happiness. The findings revealed that male and female students happiness were significant and under graduate and post graduate students do not differ significantly in happiness.

Mohakud, L.L.V (2017) study on happiness among the higher education level rural and urban students found that rural and urban area students differ significantly in happiness.

Bahrami, S.; Rajaepour, S.; Rizi, H. A; Zahmatkesh, M. and Nematollahi, Z. (2011) in their study titled "The relationships between Students Study habits, Happiness and Depression" found that nearly 70 % of students study for less than 5 hours and very few i.e. 2.5% of students study for more than 10 hours. Happiness indicates that 65% had high amount of happiness and 35 % had medium amount of happiness. The study reveals that significant relationship does not exist between happiness and study habits. There was significant and negative relationship between study habits and depression and happiness and depression.

Objectives of the Study

1. To Study the Happiness levels of students.
2. To Study the Happiness levels of students with respect to their course of study

Hypothesis

There is no difference in the level of happiness among under graduate and post graduate students.

Research Design

Descriptive survey research is used in this study

Sample Size

A sample of 200 students were selected using simple random sampling technique from the students of Babasaheb Bhimrao Ambedkar University.

Research Tool

Happiness Scale prepared by the researcher himself is used in the present study.

Findings:

Happiness of Students

Table: 1 Mean score of university students' happiness

Happiness	Mean	SD	Skewness	Kurtosis
	171.05	19.04	-0.019	0.28

Interpretation

The mean value is 171.05 which indicates that more students are happier and Standard Deviation is 19.04 which indicates that there is much deviation in the scores. The skewness is -0.019 which means the distribution is slightly negatively skewed. The kurtosis value 0.28 is slightly greater 0.263 which means distribution is slightly platykurtic.

Table 1: Course wise mean scores of students Happiness

Course	N	Mean	SD	MD	T
Undergraduate	115	170	17.19	4.47	2.878
Postgraduate	85	174.47	21.31		

Significant at 0.05 level

The calculated 't' value 2.878 is greater than the table value 1.976 at the 0.05 level of significance, indicating that the difference is statistically significant. Therefore, it can be inferred that course does have a significant impact on the happiness levels of university students.

These findings indicate that postgraduate students demonstrate slightly higher mean happiness scores, the difference is statistically significant and may be attributed to sampling variability. Furthermore, the higher standard deviation among postgraduate students suggests greater heterogeneity in their responses, reflecting a wider range of experiences related to happiness within this group. The major finding of the study is that course level (undergraduate vs postgraduate) significantly influences the happiness levels of university students.

Conclusion

The findings reinforce the idea that happiness is a complex and multifaceted construct that cannot be explained solely by academic level. Both undergraduate and postgraduate students experience comparable levels of happiness, emphasizing the importance of broader psychosocial factors in shaping student well-being.

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