

A study on the Happiness level of Kampur College Students**Rubi Dutta¹**DOI: <https://doi-ds.org/doi/10.2025-83167328/ADEJ/V2/I2/RD>**Review: 18/08/2025****Acceptance: 25/08/2025****Publication: 12/09/2025****Abstract**

Pleasurable moods, positive feelings, optimism, and an all-around optimistic outlook that includes one's subjective, social, emotional, professional, and spiritual well-being are characteristics of happiness. Happiness is something that everyone seeks throughout their lives. The purpose of the study was to gauge undergraduate college students' contentment levels. Dr. Himanshi Rastogi and Dr. Janki Moorjani created the Happiness Scale (HS-RHMJ), which measures five aspects of happiness: Subjective Well-Being, Social Well-Being, Emotional Well-Being, Career Well-Being, and Spiritual Well-Being. The scale has 62 statements. There were 50 male and 50 female college students in the study sample. Findings of the study were i. There is a significant difference between boys and girls Kampur college students with respect to their level of happiness. ii. There is no significant difference between rural and urban Kampur college students with respect to their level of happiness.

Key words: Happiness, Gender, Habitation, Kampur College.**Introduction**

The American Psychological Association (APA) defines happiness as an emotional state that is marked by emotions of joy, contentment, satisfaction, and general well-being. It is a complex idea that blends aspects of the subjective and objective. Happiness is a subjective measure of a person's level of life satisfaction that is impacted by a variety of factors, including social interactions, personality, genetics, and life circumstances. Indicators such as a sense of purpose, physical well-being, positive emotions, and solid social ties can be used to objectively observe it. "Happiness is measured through six key factors: social support, income, health, freedom, generosity, and absence of corruption." The World Happiness Report states that happiness is evaluated as a combination of life satisfaction and emotional well-being. Both subjective emotions and objective circumstances that support a happy existence are reflected in it. Three aspects make up happiness: living a pleasant life (feeling good), living an engaged life (engaging in worthwhile pursuits), and living a meaningful life (making a difference in something bigger than oneself). Both the eudaimonic (motivated by purpose) and hedonic (focused on pleasure) components of happiness are highlighted in this approach. Martin Seligman.

Objectives of the study

1. To study the Happiness level of Kampur college students.
2. To compare the level of Happiness among Boys and Girls students of Kampur college.
3. To compare the level of Happiness among Rural and Urban students of Kampur college.

Hypotheses

1. There is no significant difference between Boys and Girls students of Kampur College regarding their Happiness.
2. There is no significant difference between Urban and Rural students of Kampur College regarding their Happiness.

Significance of the study

It is crucial to measure college students' happiness in order to comprehend how it affects their general growth and academic achievement. Being happy is essential for preserving mental health and wellbeing because it acts as a buffer against stress, anxiety, despair, and fear. It helps pupils to build resilience, perseverance, and useful coping mechanisms for managing both academic and daily difficulties. Joy promotes healthy adjustment and gives pupils the emotional fortitude they need to thrive in both their personal and academic lives throughout this life transitional period. Therefore, it is crucial to gauge undergraduate students' happiness in order to foster holistic development and guarantee improved academic results.

Tool used in the study

Happiness Scale constructed by Dr. Rastogi and Dr. Moorjani was used to measure the happiness among Kampur college students. 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 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

¹ **Rubi Dutta, Assistant Professor, Dept. of Education, Kampur College, Nagaon, rubidutta90@gmail.com**

@ADEDUXIANPUBLICATION, DOI: 09.2025-83167328, E-MAIL: adeduxian@gmail.com, www.educarepublication.com

high score shows high level of happiness. The reliability of the scale was calculated on the basis of Split Half (Odd-even method). It was calculated to be $r = 0.88$. The validity correlation was calculated to be $r = 0.91$.

Methodology

Researcher adopted descriptive survey method for the study.

Sample and Sampling technique

The sample of the study constituted total 100 students out of which 50 were boy's and 50 girl's. Researcher used purposive sampling technique in this study.

Procedure

The principal of the college gave authorization for the data collecting. Every student received the Happiness Scale (HS-RHMJ), which was created by Himanshi Rastogi and Janki Moorjani in 2017, and completed it. They were given some brief directions. Respondents are required to use a five-point Likert-type continuum. The replies were gathered and graded in accordance with the guide. The Mean, S.D., and t-test were used to statistically assess the scores.

Analysis of Result and Discussion

Objective: 1 To study the Happiness level of Kampur college students.

The total score of Happiness of each student was taken to find out the level of Happiness possessed by the sample of the study. In order to analyse data Mean, Standard Deviation, were found out. The summary of analysis has been presented in the following table -1

Table-1

Overall Happiness level of Kampur College students

	Variable	No. of students	Mean	SD	Level of Happiness
Whole Scale	Happiness	100	117.50	9.83	Average

Table: 1 reveals that mean and standard deviation of the distribution are 117.50, 9.83 respectively. It shows that Kampur college students 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. Therefore it can be concluded that the happiness level of the Kampur college students is average.

Objective:2 To compare the level of Happiness among Boys and Girls students of Kampur college.

H₀ There is no significant difference between Boys and Girls students of Kampur College regarding their Happiness.

In order to test the H₀ 't' value was calculated. Table-1 shows the significant difference between the Boys and Girls Higher Kampur College students of Nagaon district of Assam regarding their happiness. The comparison was done using t-test. The results are presented in the following table-2

Table-2

Comparison of Happiness of Boys and Girls Kampur College Students

Variable		N	Mean	SD	't'	Inference
Gender	Boys	50	138.66	26.08	2.30	Significant at 0.05 level
	Girls	50	136.64	20.84		

From the table-2, it can be seen that calculated 't' value is 2.30 which is greater than table value (1.96 at .05 level of significance). Thus, the null hypothesis, 'There is no significant difference between the Boys and Girls students of Kampur college regarding their happiness' is rejected at 0.05 level. Therefore, it can be summarized that there is a significant difference between boys and girls Kampur college students with respect to their level of happiness. The current finding is corroborated by a study by Shekhar, Jamwal, and Sharma (2017) that found a small association between happiness and forgiveness but a substantial variation between genders. In terms of pleasure and forgiving, male students scored better on average than female students. Likewise, Wani and Dar (2017) found that students who were male and between the ages of 20 and 24 had greater levels of optimism, happiness, and self-esteem than students who were female and between the ages of 25 and 28. The mean ratings for optimism, happiness, and self-esteem of male and female students differed significantly. In contrast to the present finding, Surma, Manjunatha, and Patel (2024) reported no gender differences in happiness between boys and girls. However, they found statistically significant positive correlations between happiness and health-related variables for the overall sample, with distinct patterns of relationships when boys and girls were analyzed separately.

Objective: 3 To compare the level of Happiness among Rural and Urban students of Kampur college.

H₀ There is no significant difference between Rural and Urban students of Kampur College regarding their Happiness.

Table-3

Happiness	Location	N	Mean	Standard Deviation	't' value	Inference
	Rural	62	5.10	.45	0.89	Not significant at 0.05 level
	Urban	38	3.18	.54		

From the table-3, it can be seen that calculated 't' value is .89 which is less than table value (1.96 at .05 level of significance). Thus, the null hypothesis, 'There is no significant difference between the Rural and Urban students of Kampur college regarding their happiness' is accepted at 0.05 level. Therefore, it can be said that there is no significant difference between rural and urban students of Kampur college with respect to their level of happiness.

Major findings of the study

1. The happiness level of the Kampur college students is average.
2. There is a significant difference between boys and girls Kampur college students with respect to their level of happiness.
3. There is no significant difference between rural and urban students of Kampur college with respect to their level of happiness.

Conclusion

The purpose of the study was to evaluate Kampur College undergraduate students' contentment levels with particular regard to their gender and residential background. The results showed that, when considering all five aspects of happiness—career, subjective, social, spiritual, and emotional well-being—Kampur College students' total happiness level is within the average range. There was a notable disparity between the two genders, with boys reporting greater levels of satisfaction than girls. Previous research (Shekhar, Jamwal, & Sharma, 2017; Wani & Dar, 2017) which also found that male students had higher levels of happiness and related psychological dimensions supports this finding. Surma, Manjunatha, and Patel's (2024) contradictory data, however, indicates that gender disparities in happiness are not always constant and can change according on the situation. However, there was no discernible variation in the degree of satisfaction between rural and urban students, suggesting that Kampur College students' residential background has no bearing on their level of contentment. Overall, the study emphasizes how critical it is to promote undergraduate students' happiness because it is strongly associated with their resilience, mental health, and academic engagement. The findings highlight the necessity of focused intervention programs, with an emphasis on raising female students' levels of satisfaction while simultaneously advancing the general wellbeing of all students, regardless of their backgrounds.

References

1. Chamuah, A. & Sankar, R.(2018). A study of happiness among students in university. *Research Guru (Online Journal of Multidisciplinary Subjects)*, 12(3), 39-43, <https://www.researchguru.net/volume/Volume%2012/Issue%203/RG5.pdf>
2. Chaudhary, A.K. & Salvi H. (2023). A comparative study of happiness of class xii students from arts, commerce and science streams. *Journal of Emerging Technologies and Innovative Research*, 10 (8), <https://www.jetir.org/papers/JETIR2308719.pdf>
3. Dar, A. A. & Wani, M. A., (2017).Optimism, happiness and self-esteem among university students. *Indian Journal of Positive Psychology*.8(3), 275-279, https://www.researchgate.net/publication/343282441_Optimism_happiness_and_Self-esteem_among_university_students
4. Kavadi, H. D. & Jansari, A.(2020). Happiness among graduate and post graduate students. *International Journal of Social Impact* 5(2), <https://ijsi.in/wp-content/uploads/2020/09/18.02.003.20200502.pdf>
5. Rastogi, H., & Moorjani, J. (2005). Manual for happiness scale. HS-RHMJ (English version). National Psychological Corporation.
6. Shekhar, C., Jamwal, A. & Sharma, S. (2017). Happiness and forgiveness among college students. *Indian Journal of Psychological Science*, 7(1), 088-093, <https://www.napsindia.org/wp-content/uploads/2017/05/11-Chandra-Shekhar-min.pdf>
7. Surma. S , Manjunatha.P,Vinitha. C. Patel (2024). An assessment of happiness among college students. *Library Progress International*, 44(5), 105-109, <https://bpasjournals.com/library-science/index.php/journal/article/view/3928/3650>
8. Zala, N. D. (2022). Happiness among college students with regards to their gender and faculty. *The International Journal of Indian Psychology*, 10(4), <https://ijip.in/articles/happiness-among-college-students-with-regards-to-their-gender-and-faculty/>