

Educational Performance, Maximization and Happiness: A Study

Dr. Simanchal Bag¹,
Assistant Professor of Economics
Silicon Institute of Technology,
West Sason, Sambalpur.
e-mail- simanchal.bag@silicon.ac.in

&

Dr. Uma Charan Pati²,
Reader and Head in School of Economics
Gangadhar Meher University,
Amrita Vihar, Sambalpur
e-mail- umapati.eco@gmail.com

Abstract

Human beings have always tried to be happy with their lives but in this modern world most of the people are not happy in true sense. The youth of the country are facing problems of anxiety and depression and suicide cases are rising. There are series of factors which influence happiness of people. We divide the people of a country into two major groups, literate people and illiterate group. The literacy rate has a positive correlation with employment rate. But, the matter of discussion here is up to what extent people are satisfied with their lives after having good educational outcomes. As education is always considered as the pillar of success the present study was taken up to understand the impact of educational performance on happiness or life satisfaction. How does educational performance related with the maximization principle is another dimension which has been explored in this study. The study is based on primary data collected through the help of self-structured Google form questionnaire. To analyse data descriptive statistics such as Percentage, Regression and Correlation analysis have been used. The study found out that most of the respondents are satisfied with their lives and that educational performance of the students has positive impact on happiness or life satisfaction. There is a close correspondence between educational performance and the objective of maximization by people of the 21st century. This study also has clearly delineated the fact, with empirical justifications that after having educational attainment also some people are not satisfied with their lives. They are not satisfied because of having maximizing behaviour.

Keywords: Satisfaction with life, Happiness, Educational Performance, Maximization

Introduction:

The main objective behind obtaining educational degree is to make an entry into professional life. Education is always considered as a pillar of success. Now a days, in educational institutions more emphasis is given to the overall development of the students. The educational outcomes not only based on quantitative achievements but it also based on qualitative characteristics. Having higher educational degree means the person having more efficient skill and knowledge than those who are lesser educated or illiterate. This educational outcome with better knowledge and skill led people towards the journey of professional life. If a person having higher educational outcome then it is expected that his/her professional life will be in higher position in the job market. But, the question here is does the highly educated people are really happy or satisfied with their life or not. In this modern world a series of negative behaviour are marked

as a headline of discussion. The most of the young generation or youth of the country are attracted towards the consumption of nicotine products, getting mentally depressed, suicidal attempts etc. are some negative behaviour which indirectly depict the image of unhappy with life or less satisfied with life.

There are number of studies focuses on impact of educational performance on professional live and income level but very few studies have been seen exploring the impact of educational performance on behavioural dimension which is based on individual-centric issues. Therefore, the present study has been undertaken to understand the impact of educational performance on happiness or life satisfaction.

Review of Literature:

Rode et al. (2005) in their paper titled “Life Satisfaction and Student performance” tried to find out the relationship between life satisfactions of students and its impact on their educational performance. The study was based on primary survey and data are collected through self-structured questionnaire. The collected data were analysed through statistical tools like descriptive statistics, Chi-square test, Correlation and Regression analysis. The study found out that there are significant relationship exist between objective student performance and overall life satisfaction.

Xialo et al. (2009) in their paper titled “Acting for Happiness: Financial Behaviour and Life Satisfaction of College Students” tried to explain impact of financial behaviour towards life satisfaction of college students which was based upon students’ academic performance and academic satisfaction. The study was based on primary survey and data were analysed by using statistical tools like descriptive statistics and structural equation modelling. The study found out that the positive financial behaviours of respondents contribute to financial satisfaction and financial satisfaction contributes to life satisfaction.

Chen, S. and Lu, L. (2009) in their paper titled “Academic Correlates of Taiwanese Senior High School Student’s Happiness” tried to examine the relationship between academic attributes and Taiwanese senior high school student’s general happiness. The study was based on primary survey. To analyse data descriptive statistics such as percentage and correlation were used. The study found out that teacher perceived academic performance, teacher academic support, classmate academic support, organisational processes, and school satisfaction were positively related to student’s general happiness.

Otaghi et al. (2020) in their paper titled “Correlation between Happiness and Academic Achievement in Iranian Student’s: A Meta –Analysis Letter” tried to examine the relationship between student’s happiness and academic achievement. The study was based on systematic review and meta-analysis approach. The study found out that happiness of students improves their academic achievements. Therefore, happiness works as positive indicators for improving students’ performance.

Tabbodi et al. (2015) in their paper titled “The Relationship between Happiness and Academic Achievements” tried to investigate the relationship between happiness of students and its impact on their academic achievements. The study was based on primary survey and data were collected on the basis of stratified random sampling method. To analysed data descriptive statistics such as percentage and correlation were used. The study found out that there is a significant positive relationship between happiness of students and their academic achievements.

Moussa, N.M. and Ali, W.F. (2021) in their paper titled “Exploring the Relationship between Student’s Academic Success and Happiness Levels in the Higher Education Settings during the Lockdown Period of Covid-19” tried to measure the happiness level of students and its relationship with their academic performance during the period of Covid-19. The study was based on primary survey and data were collected by using Oxford Happiness Questionnaire. To analyse data statistical tools such as regression, t-test for independent samples were used. The study found out that higher education students have high level of happiness and academic achievements.

Khan et al. (2020) in their article titled “Evaluation of Impact of Happiness on Academic Performance among Medical Students of Rawalpindi Medical University, Pakistan” tried to find out the impact of happiness on Medical students academic performance. The study was based on primary survey and data were collected by using Oxford Happiness Questionnaire. To analysed data statistical tools like independent sample t-test, chi-square test, correlation and regression were used. The study found out that there is significant positive relationship exist between happiness and academic achievements of students. The study results reflects that higher the level of happiness higher the academic performance and vice-versa.

Kasikci, F. and Ozhan, M.B. (2021) in their article titled “Prediction of Academic Achievements and Happiness in Middle school Students: The Role of Social Emotional Learning Skills” tried to investigate the relationship between social-emotional learning skill and student’s academic performance and their happiness. The study was based on primary data and data were collected by using The Social-Emotional Learning Skill scale and The Adolescent Happiness scale. To analysed data descriptive statistics, correlation analysis and regression analysis were used. The study found out that promoting the social-emotional learning skills of middle school students will increase their academic achievements and happiness.

Research Gap:

There are a number of studies focuses on educational achievements and its impact on professional life which represents a quantitative relationship between level of educational outcome and income associated with a professional job. But, the impact of educational achievements on happiness or well-being has not found an important place. Therefore, the present study has been undertaken to find out whether the higher educational achievers are happier with their life or the people having lower educational achievements are happier.

Statement of the Problem:

The following research problems have been formulated to explore the relationships:

1. Does any relation exist between educational performance and happiness with life?
2. Up-to what extent educated people are happy with their lives?
3. Is there any relationship between maximization behaviour, educational attainment and happiness in the study population?
4. Do Educational attainments of the respondents have any significant impact on Behavioural Characteristic rules of maximizing and satisficing?

Objectives of the Study:

The important objectives of the study are as follows:

1. To find out whether the respondents are satisfied with their lives.
2. To ascertain the relationship that exists between educational performance and happiness with life.
3. To ascertain how the educational attainment influences behavioural characteristic rules of maximizing & satisficing and how it plays a role in decision making.

Methodology:

The educational outcomes of a person may pull him to a better professional life but the question here is to what extent they are happier with their life. In this modern world living a peaceful life is not so easy. People thought that having a good professional job led them to the world of joy or happiness. But in this modern world there are lots of examples which stating that well settled people are getting depressed, mentally ill and committing suicides. Therefore, the present study has been undertaken to find out whether any relationship exist between educational performance of respondents and happiness with their life. The present study was based on data collected with a questionnaire administered through a Google form and 200 respondents recorded their opinion by using it. Chronbach Alfa value was determined to check the reliability of data by using SPSS. In order to analyse collected data descriptive statistics such as percentage, regression analysis and correlation analysis were used to understand the impact of educational performance on happiness with life.

Data Analysis and data interpretation**1. Demographic profile of the sample in terms of Age Group:**

Table-1

Demographic study on the basis of age group

Sl. No.	Age Group	No. of Respondent	Percent
1	Below 20	37	18.5%
2	20 to 40	163	81.5%
Total		200	100%

(Source: Compiled from primary data, 2023)

Table no.1 represents demographic study on the basis of age group where higher percentages of respondents are in the age group of 20 to 40.

2. Demographic Study on the basis of Educational Qualification

Table-2

Demographic study on the basis of educational qualification

Sl. No.	Educational Qualification	No. of Respondent	Percent
1	Matriculation	09	4.5%
2	Intermediate	33	16.5%
3	Graduation	131	65.5%
4	Post-Graduation	27	13.5%
Total		200	100

(Source: Compiled from primary data, 2023)

From above table it is clear that majority of respondents are graduates which consists of 131 respondents which is 65.5% from the total.

3. Demographic Study on the Basis of Gender

Table-3

Demographic study on the basis of gender

Sl. No.	Gender	No. of Respondent	Percent
1	Male	37	18.5%
2	Female	163	81.5%
Total		200	100%

(Source: Compiled from primary data, 2023)

From above tabular data it is clear that majority of respondents are female which consists 81.5%.

4. Demographic Study on the basis of Caste Category

Table-4 Demographic study on the basis of caste category

Sl. No.	Caste Category	No. of Respondent	Percent
1	SC	50	25%
2	ST	34	17%
3	OBC	97	48.5%
4	General	19	9.5%
Total		200	100

(Source: Compiled from primary data, 2023)

Above table stated the demographic profile of the sample on the basis of caste category. From table it is clear that higher percentage of respondents belongs to OBC category which consists 48.5% and the least percentage of respondents are from General category which is 9.5%.

5. Happiness / Satisfaction with life of the Students

Table-5

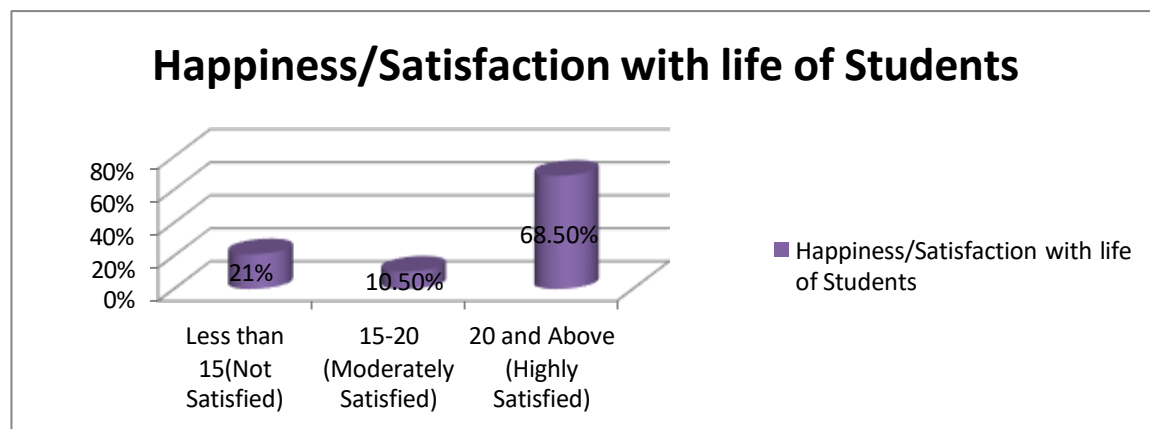
Happiness / Satisfaction with life of Students

Sl. No.	SWLS	No. of Respondent	Percent
1	Less than 15 (Not satisfied)	42	21%
2	15-20 (Moderately Satisfied)	21	10.5%
3	20 and Above (Highly Satisfied)	137	68.5%
Total		200	100%

(Source: Compiled from primary data, 2023)

From the table it is clear that more than 68% of respondents are highly satisfied with life and only 21% of respondents are not satisfied with life. Therefore, we can draw the inference that education brings happiness in the life.

5.1. Bar diagram representing Happiness/ Satisfaction with Life of the Students:



(Source: Compiled from primary data, 2023)

6. Correlation between education performance and SWLS.

Correlations

		SWLS	Educational Performance
SWLS	Pearson Correlation	1	.134
	Sig. (2-tailed)		.050
	N	200	200
Educational Performance	Pearson Correlation	.134	1
	Sig. (2-tailed)	.050	
	N	200	200

The above correlation result states that there is a significant positive relationship exists between educational performance of the students and their feeling of happiness (satisfaction with life of the students).

7. Regression analysis

Dependent-SWLS

Independent-Educational Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.134 ^a	.018	.013	7.22872

a. Predictors: (Constant), Educational Performance

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	189.794	1	189.794	3.632	.050 ^b
	Residual	10346.361	198	52.254		
	Total	10536.155	199			

a. Dependent Variable: SWLS

b. Predictors: (Constant), Educational Performance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.068	4.097		3.434	.001
	Educational Performance	.576	.302	.134	1.906	.050

a. Dependent Variable: SWLS

The regression analysis presented above is used to test if educational performances of the students has significant impact on their happiness or satisfaction with life. The fitted regression model is happiness or life satisfaction of the students = $14.068 + 0.576(\text{educational performance})$. The overall regression is statistically significant ($R^2 = 0.13$, $F(1, 198) = 3.632$, $p = 0.050$). it is found that educational performance of the student significantly impacted their happiness or their life satisfaction ($\beta = 0.576$, $p = 0.05$).

8. Multiple Correlations between Level of Education and SWLS

Correlations							
			Tenth	Twelfth	Graduation	PG	SWLS
Spearman's rho	Tenth	Correlation Coefficient	1.000	.299**	.157	-.094	-.073
		Sig. (2-tailed)	.	.003	.118	.354	.468
		N	100	100	100	100	100
	Twelfth	Correlation Coefficient	.299**	1.000	-.035	-.220*	.061
		Sig. (2-tailed)	.003	.	.728	.028	.545
		N	100	100	100	100	100
	Graduation	Correlation Coefficient	.157	-.035	1.000	.352**	.026
		Sig. (2-tailed)	.118	.728	.	.000	.798
		N	100	100	100	100	100
	PG	Correlation Coefficient	-.094	-.220*	.352**	1.000	-.034
		Sig. (2-tailed)	.354	.028	.000	.	.736
		N	100	100	100	100	100
	SWLS	Correlation Coefficient	-.073	.061	.026	-.034	1.000
		Sig. (2-tailed)	.468	.545	.798	.736	.
		N	200	200	200	200	200
**. Correlation is significant at the 0.01 level (2-tailed).							
*. Correlation is significant at the 0.05 level (2-tailed).							

The above result shows negative and weaker correlation between Level of educational attainment and SWLS of respondents when seen educational level-wise. It implies that educational level and happiness with life have varying patterns when expressed different level-wise educational attainment. Therefore, we can draw the inference that levels of educational attainments of respondents and their life satisfaction have varying degree and kinds of relationship when we apply the correlation analysis. This could be due to the small sample and highly subjective nature of the study. It needs further exploration with a larger sample involving people across categories.

9. Maximization Behaviour of Respondents

To understand the Maximization Behaviour of respondents we have adopted a standardized scale where MI scale is the combination of three scales namely, Alternative search scale (12 questions), Decision difficulty scale (12 questions) and Satisficing scale (10 questions) based on a 7 point Likert Scale (i.e., 1-strongly disagree, 2-disagree, 3-slightly disagree, 4-neutral, 5-slightly agree, 6-agree and 7-strongly agree).

9.1. Multiple Correlations between Educational Attainment and MI (Maximization Inventory) Scale.

Correlations						
			ASS	DDS	SS	Educational Attainment
Spearman's rho	ASS	Correlation Coefficient	1.000	.257**	.390**	-.029
		Sig. (2-tailed)	.	.010	.000	.775
		N	100	100	100	100
	DDS	Correlation Coefficient	.257**	1.000	.326**	-.180
		Sig. (2-tailed)	.010	.	.001	.073
		N	100	100	100	100
	SS	Correlation Coefficient	.390**	.326**	1.000	.056
		Sig. (2-tailed)	.000	.001	.	.582
		N	100	100	100	100
	Educational Attainment	Correlation Coefficient	-.029	-.180	.056	1.000
		Sig. (2-tailed)	.775	.073	.582	.
		N	200	200	200	200

The negative correlation between Alternative search and Decision difficulty scale with educational attainment states that because of educational attainment the respondents are to some extent less engaged in alternative search resulting in less decision difficulty in decision making process which brings satisfaction in their life. But poor correlation result indicating that educational attainment does not put that significant impact on behavioural characteristics rules of maximizing and satisficing. The respondents are less satisfied because they are maximizers.

Findings of the Study

The major findings of the study could be outlined as follows:

- The study found that more than 68% of respondents are highly satisfied with life and only 21% of respondents are not satisfied with life. Therefore, we can draw the inference that education brings happiness in the life.
- The negative correlation between Alternative search and Decision difficulty scale with educational attainment stated that because of better educational attainment respondents are to some extent less engaged in alternative search resulting in less decision difficulty in decision making process which brings satisfaction in their life.
- But poor correlation results indicating that educational attainment does not put significant impact on behavioural characteristic rules of maximizing and satisficing. The respondents are less satisfied because they are maximizers.

Conclusion

The present study has been undertaken to understand the importance of educational performance of students on their life satisfaction or happiness. The study result depicts that the educational performance and happiness or satisfaction with life have a positive relationship. The study reveals that educational outcomes of the respondents have a positive impact on their happiness or life satisfaction. Therefore, higher educational performance led to more happiness with life and lower educational performance makes life not that good. This study also has clearly delineated the fact, with empirical justifications that after having educational attainment also some people are not satisfied with their lives. They are not satisfied because of having maximizing behaviour. Maximizers are always highly aspiring and try to compare large numbers of socio-economic options. They also face decision difficulties while taking decisions. Hence, behavioural characteristic rules do play an important role in the process of decision making and preference revelation.

References:

- Rode et al (2005). Life Satisfaction and Student Performance. *Academy of Management Learning and Education*, 4(4), 421-433.
- Xialo et al. (2009). Acting for Happiness: Financial Behaviour and Life Satisfaction of College Students. *SOC Indic Res*, 92, 53-68.
- Chen, S. and Lu, L. (2009). Academic Correlations of Taiwanese Senior High School Students Happiness. *Adolescence*, 44(176), 979-992.
- Tabbodi et al. (2015). The Relationship between Happiness and Academic Achievements. *European Online Journal of Natural & Social Science*, 4(1), 241-246.
- Moussa, N.M. and Ali, W.F. (2021). Exploring the Relationship between Students Academic Success and Happiness Levels in the Higher Education Settings during the Lockdown Period of Covid-19. *Applied Psychology*, 125(2), 986-1010.
- Khan et al. (2020). Evaluation of Impact of Happiness on Academic Performance among Medical Students of Rawalpindi Medical University, Pakistan. *European Journal of Medical and Health Science*, 12(6), 1-5.
- Kasikci, F. and Ozhan, M.B. (2021). Prediction of Academic Achievements and Happiness in Middle School Students: The Role of Social-Emotional Learning Skills. i.e.: *Inquiry in Education*, 13(2), 1-22.
- Kabasakal, Z., & Totan, T. (2013). The effect of social and emotional learning needs on decreasing the mental symptoms in elementary school students. *Cukurova University Faculty of Education Journal*, 42(1), 56-64.
- Baughman et al. (2020). The prevention of anxiety and depression in early childhood. *Frontiers in Psychology*, 11, 2333.
- Botor, N. J. (2019). Hope predicts happiness with life, personal well-being, and resilience among selected school-going Filipino adolescents. *International Journal of Sciences: Basic and Applied Research*, 47(2). 125-141.