



## Happiness and Academic Achievement of D.El.Ed. Trainees

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### Abstract:

*India has been the birthplace of Student-Teacher Training over the years. Since the Vedic Period, junior students have been taught by the senior students studying in the Gurukuls. The practice which has been started in the decades back has been adopted by the Education System in the form of Student-Teacher Training and to furnish it various institutes has been developed including District Institutes of Education and Training (DIETs). The research paper emphasizes on the relationship between Happiness and Academic Achievement of D.El.Ed. trainees. The present study surround in Bihar region. For the purpose of this study the sample of 100 trainees was chosen from 1150 Population and a self-constructed Happiness Scale was applied for collection of data. The results indicate a positive relationship between Happiness and Academic Achievement of D.El.Ed. trainees.*

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**Keywords:** *Happiness & Academic Achievement*

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### 1. Introduction

India has been the birthplace of Student-Teacher Training over the years. Since the Vedic Period, junior students have been taught by the senior students studying in the Gurukuls. In the same queue this practice was adopted in the Buddhist period also and in the Medieval Period it was popularly known as 'Monitorial System'. The practice which has been started in the decades back has been adopted by the Education System in the form of Student-Teacher Training and to furnish it various institutes has been developed. Student-Teacher Training is a form of practice in which a student has been trained for efficient and skillful teaching.

If we look at its development, the first training institute for teachers was established in 1716 by Dane Christian missionaries in Triamcore. 'Normal School', the first formal Teacher's Training School, was set up in 1793 at Serampur, Bengal. Recognizing the importance of Training Schools, Wood's Despatch, the Magnacarta of Indian Education, emphasized on establishing more Training Institution therefore, around 106 Normal Schools (15 exclusively for women) had set up by 1882. A new revolution took place in this field when the 'Government of India Resolution on Education Policy 1913' stated that 'no teacher should be allowed to teach without a Teacher's Training Certificate'. This resolution further increased the demand for this programme. The boom in the field of 'Teacher Training Programme' came when by following the suggestions of Calcutta University Commission most of the Indian Universities had launched 'Department of Education' and introduced 'Education' as a Subject at Graduation and P.G. Level to catch the attention of the mass towards this Programme. In the field of Teacher's Training Programme, Andra University and Bombay University first launched the very famous professional degrees of Teacher's Training i.e. B.Ed. and M.Ed. in 1932 and 1936 respectively. In the same scenario in 1937 Gandhi ji introduced 'Basic Education' and for the training of Basic Education Teachers (Primary/Elementary Teachers), the foundation of 'Basic Training College' and 'Vidya-Mandir Training School' has been done at Allahabad and Wardha respectively in 1938.

After independence, University Education Commission, the first independent education commission of

India, Teacher Training Programme was given a new nomenclature and it became 'Teacher Education'. Secondary Education Commission and National Education Commission also emphasized on quality Teacher Education. The well-known National Policy of Education (NPE) 1986 visualized the establishment of District Institutes of Education and Training (DIETs) in each district. The main focuses of DIETs are Training (both of induction level as well as continuing varieties), Resource Support (extension/guidance, development of materials, aids, evaluation tools, etc.) and Action Research (Noopur, 2015). At this time, the DIETs focus is elementary education and "currently there are a total of five hundred and fifty-five functional DIETs" (Noopur, 2015) across India.

Many of the students get enrolled in DIETs for Pre-Service Training as it is in very high demand in India. But many of the trainees, after completing the admission procedure, get involved in some coaching, another parallel courses etc. It seems like their primary aim is something else. They are happy in doing some other courses and professions. Keeping the training as secondary shows their dissatisfaction, lack of interest and unhappiness. Now few questions arise here - Are all the trainees doing the same? Are all the trainees unhappy? Is this unhappiness or happiness reflecting in their achievement? In this research paper the researchers' main focus is to study the relationship between the happiness and achievement of the trainees.

Now, what this happiness is? A brief highlight is here- everything we do in life small or big is to make our life happy. From drinking water and taking bath to entering in academic life and deciding career to start a new generation, each and everything is just to lead a happy life. We enjoy almost all the aspects of our life but sometimes we are not able to enjoy our academic life that much. Now the question is why we sometime feel bored, dissatisfied, and unhappy in the academic life? The answer is very simple and can easily be understood by a simple example- we happily eat our favorite food. If we have to eat something that we do not like, we look for alternatives. In the same way, we study happily what we like to study; we happily do the work we like to do. If we do not feel like studying and doing a particular work, we look for the ways to escape. It means that the study we are carrying out is not of our interest, we do not want to do it, or we are not happy in it.

Therefore, the attitude of trainees to search for alternatives, take interest in some other professional courses or coaching clearly indicates that they are not happy. At this point the researchers' find it liable to study the happiness and academic achievement of the D.El.Ed. trainees.

## 2. Objectives

- 1.To study the happiness and academic achievement of male D.El.Ed. Trainees.
- 2.To study the happiness and academic achievement of female D.El.Ed. Trainees.
- 3.To compare the happiness and academic achievement among male and female D.El.Ed. Trainees.

## 3. Hypothesis

- 1.There is no significant difference between happiness and academic achievement of male D.El.Ed. Trainees.
- 2.There is no significant difference between happiness and academic achievement of female D.El.Ed. trainees.
- 3.There is no significant difference between happiness of male and female D.El.Ed. trainees.
- 4.There is no significant difference between academic achievement of male and female D.El.Ed. trainees.

## 4. Population of the Study

The population of the study is the number of D.El.Ed. trainees of Siwan district. Total population is 1150.

### 5. Sample of the Study

The Simple Random sampling method was used to collect the sample in this study. The sample comprised of 100 trainees (50 male & 50 female) from District Institute of Education and Training (DIET) of Siwan district.

### 6. Methodology

Researcher has adopted the Descriptive Survey method of research for investigation.

### 7. Tool Used in the Study

Happiness questionnaire (self-constructed) by researcher has been used in the present study and their academic Achievement of trainees.

### 10. Statistical Technique

The following statistical techniques were used in the development of tools of research and in the analysis of data:

- Measures of central tendency – Mean
- Measure of variability – Standard Deviation
- T-test

### 11. Analysis and Interpretation

**Hypothesis:** There is no significant difference between happiness and academic achievement of male trainees.

To achieve this hypothesis, the independent t test was executed and the results are presented in the following table.

**Table No. 1 Results of t test between Happiness and Academic achievement of male teacher trainees of D.El.Ed.**

Sample (Male)	N	M	S	D	SD	t	Significance level
Happiness	50	109.6	11.29	33.48	1.64	20.41	.01 S*
Academic Achievement	50	76.12	3.00				

S\*- Significant

The result of the above table clearly shows that, a significant difference was observed between happiness and academic achievement male teacher trainees of D.El.Ed. Whose score ( $t = 20.41$ ) at 1% level of significance. Hence, the null hypothesis is not accepted and alternative hypothesis is accepted. It means that, there is significant difference between happiness and academic achievement of male trainees.

**Hypothesis:** There is no significant difference between happiness and academic achievement of female D.El.Ed. trainees.

To achieve this hypothesis, the independent t test was performed and the results are presented in the following table.

**Table No. 2 Results of t test between Happiness and Academic achievement of female teacher trainees of D.El.Ed.**

Sample (Male)	N	M	S	D	SD	t	Significance level
Happiness	50	109.66	6.42	32.09	1.35	23.77	.01 S*
Achievement	50	77.57	7.15				

S\*- Significant

The result of the above table clearly shows that, a significant difference was observed between

happiness and academic achievement of female teacher trainees of D.El.Ed. Whose score ( $t = 23.77$ ) at 1% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, there is significant difference between happiness and academic achievement of female teacher trainees.

**Hypothesis:** There is no significant difference between happiness of male and female D.El.Ed. trainees.

To achieve this hypothesis, the independent t test was performed and the results are presented in the following table.

**Table No. 3 Results of t test between Happiness of male and female teacher trainees of D.El.Ed.**

Sample	N	M	S	D	SD	t	Significance level
Happiness (Male)	50	109.60	11.29	.06	1.83	.32	.05 NS**
Happiness (Female)	50	109.66	6.42				

NS\*\*- Not Significant

The result of the above table clearly shows that, a no significant difference was observed between happiness of male and female teacher trainees of D.El.Ed. Whose score ( $t = .32$ ) at 5% level of not significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, there is significant difference between happiness of male and female D.El.Ed. trainees.

**Hypothesis:** There is no significant difference between academic achievement of male and female D.El.Ed. trainees.

To achieve this hypothesis, the independent t test was performed and the results are presented in the following table.

**Table No. 4 Results of t test between academic achievement of male and female teacher trainees of D.El.Ed.**

Sample	N	M	S	D	SD	t	Significance level
Achievement (Male)	50	76.12	3.00	1.45	1.09	1.33	.05 NS**
Achievement (Female)	50	77.57	7.15				

NS\*\*- Not Significant

The results of the above table clearly show that a no significant difference was observed between academic achievement of male and female teacher trainees of D.El.Ed. Whose score ( $t = 1.33$ ) at 5% level of not significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, there is significant difference between academic achievement of male and female D.El.Ed. trainees.

## 12. Findings

The findings of the study are:

1. Male trainees with higher happiness levels were found to have higher academic achievement and those with lower happiness levels had lower academic achievement.
2. Female trainees with higher happiness levels were found to have higher academic achievement and those with lower happiness levels had lower academic achievement.
3. The happiness level of female trainees was found to be higher than that of male trainees.
4. The academic achievement of female trainees was found to be higher than that of male trainees.

### 13. Conclusion

In this study, a positive relationship was found between the happiness and academic achievement. The trainees with high happiness level were found to have high academic achievement and the trainees with low happiness level were found to have low academic achievement. But happiness level and academic achievement of female trainees were found to be higher as compared to male trainees.

The result agrees with the findings of Meimanat Tabbodi, Hassan Rahgozar, Mohammad Mozaffari Makki Abadi (2015) which showed the mean academic achievement of girls was higher than that of the boys and the mean happiness score in female students was more than that of male students. The result resembles the findings of Gunasekara, N.S.W. and Jayasekara, A.J. as well which reflects a positive impact of happiness on the academic performance of students.

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