

UNIVERSITY OF CO-OPERATIVE AND MANAGEMENT, SAGAING
DEPARTMENT OF STATISTICS
HUMAN RESOURCE DEVELOPMENT PROGRAMME
MASTER OF APPLIED RESEARCH

**FACTORS AFFECTING ON HAPPINESS OF HIGH SCHOOL
STUDENTS IN SAGAING**

YE MIN TUN

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This thesis is submitted to the Board of Examiners in partial fulfillment of the requirements for the degree of Master of Applied Research.

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ACCEPTANCE

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ABSTRACT

The study is concerned with the factors affecting on high school student's happiness of No.(1) basic education high school in Sagaing. The objectives of the study are to study the demographic background of high school students and to analyze the factors affecting on high school student's happiness of No.(1) basic education high school in Sagaing. The first stage is randomly selecting one high school from three high schools in Sagaing township and the second stage is randomly collecting 193 high school students from No.(1) basic education high school in Sagaing, by using a two-stage stratified random sampling method. Descriptive analysis, reliability tests and multiple regression analysis are applied. In this study, secondary data are collected from international journals, articles and other research papers. The findings indicate that human factors (relationships), school activities and facilities, personal factors, and academic achievement exhibit a positive relationship with student happiness. School activities and facilities are the most affecting factors among human factors (relationship), personal factors and academic achievements on the happiness of students. Parents' financial status has no effect on happiness of students in high school. The study suggests that the school should focus on improving its activities and facilities, as this factor has the greatest influence on student happiness.

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LIST OF ABBREVIATIONS

AHS	Adolescent Happiness Scale
ANOVA	Analysis of Variance
ASEAN	Association of Southeast Asian Nations
ICT	Information and Communication Technology
KG+12	Kindergarten+12 th
MDGs	Millennium Development Goals
MIL	Meaning in Life
MOE	Ministry of Education
MSE	Mean Squares of Error
MSR	Mean Squares of Regression
PCR	Principal Components Regression
PISA	Programme for International Student Assessment
PLS	Partial Least Squares Regression
SEM	Structural Equation Modeling
SPSS	Statistical Package for the Social Sciences
SSE	Error Sum of Squares
SSR	Sum of Squares due to Regression
SST	Total Sum of Squares
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
VIF	Variance Inflation Factors
WHO	World Health Organization

CHAPTER 1

INTRODUCTION

Education is one of the fundamental factors of nation development. Education is a way of investing in human capital. Every nation needs to invest in human capital. No country can achieve sustainable economic development without investment in human capital. Education is the main sector to improve economic efficiency and social consistency. In addition, education improves not only the quality of individual but also promotes the social and economic development of the nation. It is one of the basic factors of improvement in people's productivity, creativity, skillfulness, technological advances, knowledge and promotes entrepreneurship. By progressing humans' capacity, skills and values, it helps to reduce the poverty of the nation.

Education is the most powerful weapon that it can use to change the world (Mandela, 2014). Education is necessary for the full development of the human personality and it is grounded in respect for human rights and fundamental freedom. Economic growth can be explained by increased investments in land, labour and capital. The rate of economic growth has far exceeded the returns from increased inputs in these conventional objects of investment. This difference is very likely due to the added investment in the education of people. Educated human resources invested in economic activity generate increased wealth. Therefore, education has a direct impact on the economy through the stock of knowledge.

Education is commonly seen as an indicator of national development. One of the basic purposes of education is to develop skilled human resources capable of overcoming challenges to a country's development. It is the greatest resource that society can provide to students, and the progress of the students in education affects the success that they may achieve in life significantly. There is a relationship between academic achievement and the happiness of students. The happiness among students at various levels plays a very crucial role.

Students' happiness has been an important topic of study recently due to its relation to achievement, relationships and overall performance. Talebzadeha and Samkanb (2011) confirm the importance of improving students' happiness in the educational system. Happy students are more motivated and tend to participate more in school activities. Happiness improves creativity and aids in developing positive social

relationships among students. Veenhoven (1993) said happiness creates social and personal relationships, expands knowledge and encourages innovation.

One of the goals of education is to develop students' natural talents and provide them with good conditions. School is an important place for the future generation of talented people and must be a healthy and supportive environment. In general, happiness is a feeling of satisfaction that increases when positive emotions are experienced, while negative emotions are reduced. School satisfaction is one of the most important areas of satisfaction to ensure that students are happy in their lives (Casas et al., 2013; Telef et al., 2015).

In addition to using fun methods in teaching, teachers must also create an environment that is enjoyable for students. Students' school happiness is related to physical factors, personal factors, social factors, and learning factors. Happiness plays a key role in the teaching process for teachers.

1.1 Rationale of the Study

Education is one of the most important aspects for development in Myanmar. Without significant investment in human capital, no country can achieve long-term economic progress. Education can enhance the quality of life and benefit individuals and society as a whole. It also improves people's productivity and innovation while also encouraging entrepreneurship and technical advancement. Furthermore, education helps considerably with nation building and interpersonal tolerance by boosting a child's early integration with diverse social or ethnic groups.

In Myanmar, there was the education system as the monastic education system since the kings' period. Most people especially boys, learned at monasteries in that period. In the British colonial period, three types of schools were established in Myanmar. In 1945, the Department of Education was formed under the British Government to implement the similar scheme of educational rehabilitation. Later, in 1950, the education was systematically organized by the government. The education system was implemented by the Ministry of Education (MOE) and 12 other ministries provide varied and diverse courses for learning in the higher education sector, but the MOE is also responsible for the basic education schools for all children.

Myanmar has been trying to reach the level of ASEAN countries. Therefore, the government places more emphasis on the education. Most of the countries including Myanmar observed the goals and targets of the Millennium Development Goals

(MDGs). Thus, countries that need to fulfill Millennium Development Goals have implemented them in line with the programs for national development. Among these MDGs goals, Millennium Development Goal 1 is to eradicate extreme poverty and hunger, and Millennium Development Goal 2 is to achieve universal primary education and its target is to ensure all boys and girls complete a full course of primary schooling. In implementing the objectives of those, it needs to observe the outcomes of the best practices of education systems in order to improve planning, organizational efficiency, information sharing and transparency in the education sector to help meet objectives associated with Millennium Development Goals (MDGs).

The KG + 12 education system has been introduced in Myanmar since 2016 in Basic Education System and by 2023 when the first batch of students who are nurtured under the programme of KG+12 Basic Education System. Primary, secondary, and tertiary education are the three stages of basic education. Primary education is a child's initial step into academic learning. Primary education can help children develop physically, emotionally, socially, and intellectually. Secondary education and broad-based secondary education are likely to provide the human capital increase needed to lift huge portions of the population out of poverty. Higher education for younger adults is also important for economic growth.

High school students are in a critical developmental stage where they face various challenges and stressors that can affect the happiness levels (Peterson. et al., 2007). Particularly among teenagers, there has been a rise in interest in the study of happiness and its factors recently. Adolescence is a critical developmental period that is characterized by numerous physical, cognitive, and emotional changes. High school students face various stressors and challenges that can affect their happiness, such as academic pressure, peer relationships, and identity formation. As a result, it is important to understand the factors that contribute to happiness among high school students.

Happiness is the main need of every human being for survival. Every living being on earth loves happiness and does not want sadness. According to human nature, happiness and sadness go hand in hand. In the short span of human life, we experience joy as well as sorrow and grief. The Myanmar people are gentle, delicate, and sensitive to emotions. The researcher believes that the current political climate is not only filled with joy but also with sadness and anger, and that children are suffering just like adults.

Happiness has been shown to predict positive outcomes in many different areas of life, including mental well-being, physical health, and overall longevity. Positive

emotions increase satisfaction with life. Happiness helps people build stronger coping skills and emotional resources. Teachers should encourage students to enjoy learning at school, provide time, create an attractive school environment, encourage the students to read good books, and engage in sports activities. Increasing happiness and satisfaction should begin as early as possible in school-age children. Using positive psychology techniques improves happiness and life satisfaction for students.

The support of parents is essential for children to increase their happiness and physical activity. Additionally, physically active youth tend to demonstrate higher academic performance in school (Donnelly et al., 2016). Watching TV, playing computer games, using the internet, and excessive studying all contribute to a decrease in physical activity. Therefore, parental support makes a difference in children's happiness and physical activity development. A positive relationship between positive experiences at school and student happiness was identified in the studies conducted by Furlong et al. (2013). Students will experience happiness when at school. Training and nurturing students to embody the five virtues, along with encouraging happiness, are essential.

Especially, factors affecting children's happiness in family and school need to be known. Research in this area will help to develop strategies needed to train happy individuals and help people who are responsible for child care and education such as parents, teachers and school managers. Therefore, this study has significant importance in terms of determining reasons affecting a child's happiness and proposes measures.

1.2 Objectives of the Study

The objectives of the study are:

- (1) to study the characteristics of high school students at No.(1) Basic education High School in Sagaing and
- (2) to analyze the factors affecting on high school student's happiness of No.(1) Basic Education High School in Sagaing.

1.3 Method of Study

To obtain the required information, a stratified two-stage sampling method is used to conduct surveys in 2025. This study is mainly based on primary data, from a structured questionnaire. In the first stage, schools are divided into three groups. These groups are No. (1) Basic Education High School, No.(2) Basic Education High School,

and No.(3) Basic Education High School. Among them, No. (1) Basic Education High School is randomly selected. In the second stage, 193 students are randomly selected from No. (1) Basic Education High School in Sagaing. High school students are divided into three groups based on the grade level. These groups are Grade 10, Grade 11 and Grade 12. In this study, Slovin's (1960) sample size formula was used. By using the proportional allocation method, the size of the sample in each stratum is taken in proportion to the size of the stratum. Descriptive statistics is used to describe the characteristics of students. Crobach's Alpha was used to calculate reliability analysis. Multiple regression analysis have been applied to analyse the factors affecting on high school students' happiness in this study.

1.4 Scope and Limitations of the Study

This study focuses on analyzing the factors affecting on high school student's happiness of No.(1) Basic Education High School in Sagaing. There are 370 high school students at No.(1) Basic Education High School in Sagaing. Among them, 193 students from No.(1) Basic Education High School in Sagaing are chosen by using the proportional allocation method from each stratum. High school students who are attending at No.(1) Basic Education High School in 2024-2025 academic year were asked by using the structural questionnaires. This paper only studied No.(1) Basic Education High School in Sagaing. It would be better if the school were compared with others.

1.5 Organization of the Study

The study is organized into five chapters. Chapter 1 is the introduction, which presents five subtitles such as rationale of the study, objectives of the study, method of study, scope and limitations of the study and organization of the study. Chapter 2 covers literature review which includes into theoretical review and empirical review. Chapter 3 presents the methodology used in this study. Chapter 4 constitutes analysis of factors affecting on happiness of high school students in Sagaing. Chapter 5 discusses the conclusion based on findings, recommendations and suggestions.

CHAPTER 2

LITERATURE REVIEW

This chapter discussed the definition of happiness and the factors affecting students' happiness in the study. The international perspectives on factors influencing students' happiness in the high-level education are discussed. Key factors include social relationships, school activities and facilities, personal achievements, self-confidence, academic success, and parents' financial status.

2.1 Children's Happiness

Children's happiness has been a popular point of research due to the importance of emotions and feelings in general and to its relationship to many important factors in life. According to Park (2003) we should start programs that increase happiness among children very early in life, because children gain most of their personal qualities that shape the lifestyle before adolescence. People aim to reduce negativity and become more positive; they would rather experience happiness to be satisfied in their life as per (Seligman, et al., 2005). As educators, we realize the importance of establishing a positive climate in the schools and we always work towards this goal.

Chafouleas & Bary (2003) stated that spreading positive feelings between students has a positive impact on the school's environment as a whole. Talebzadeh & Samkan (2011) see that one of the current challenges in the school system is creating a happy environment. The presence of happiness is missing in many schools and it is the main cause of students' lack of interest in attending school. They add that students skipping school is not an indication that they are not interested in attending classes; in many cases students are present but are not excited to be in school. This is evident in the lack of participation in school activities, interacting with other students and achievement results.

Nasoohi (2009) mentions that working towards creating a happy climate in schools will encourage students to attend school, which will reflect positively not only on the academic achievements of students but also on many other values related to relationships in school and society. The primary goal of parents is to raise a happy child (Diener & Lucas 2004). In the study conducted by Uusitalo-Malmivaara (2011) on students in Finland, the researcher raised many questions, such as are Finnish students

happy compared to the others in different parts of the world, what do children think will make them happy, and does the school play a role in providing happiness to the students. The sample group of grade 6 students in this study will enable me to compare the findings of my research.

Happiness can be defined as being in a positive emotional state or state of positive effect, whereas well-being refers to a value, or what can be considered as good for a person. In this article, happiness and well-being which contributes to happiness are used frequently together. Pestalozzi who explored how education could ultimately bring happiness and improvement of the human condition by focusing on the ‘whole child’ aspiring beyond academic outcomes to promote physical, mental and psychological development. Schools that can promote happiness, referred to as ‘happy schools’ (UNESCO, 2016), are key to ensuring better well-being, health, and achievement as well as success in learning, future life and work. The Happy Schools Project (UNESCO, 2016) focuses on “happiness in terms of the quality of education. It emphasizes the psychosocial and emotional dimensions of learning to promote happiness within the school context, focusing on the contribution of the schooling experience to learner well-being, growth and development”.

Promoting learner happiness and well-being in schools does not mean that learning should be made easier but rather, that such approaches could help fuel a genuine love of learning. According to the World Happiness Report 2015, “schools that prioritize learner well-being have the potential to be more effective, with better learning outcomes and greater achievements in learners' lives” (Layard & Hagel, 2015). To enhance happiness and well-being, school systems need to value learners’ unique strengths and talents, recognizing that there are ‘multiple intelligences’ and that each of these has equal importance (Gardner, 1993). Happiness is to promote psycho-social and emotional dimensions of learning, development of physical, mental and psychological aspects of a person, to value learners’ unique strengths and talents, to recognize ‘multiple intelligence’ and finally quality of education.

2.2 Measuring Children’s Happiness

Measuring children’s happiness can start very early. The self-rating measures of happiness and life satisfaction display considerable validity in children over 8 years of age. Children can actually feel their happiness and are able to decide if they feel happy or not. By the age of 12, they are more able to describe their feelings and identify

the reasons behind feeling happy because they are closer to the age of adolescence per (Denham 1998; Harter 1982). Per classical Piagetian theory of child development, 12-year-old children are very close to the stage of formal operations. However, their ability to think deeply, make hypotheses and realize the consequences of their decisions is still not well developed. This compensation makes this age group very interesting to study, says Uusitalo-Malmivaara (2012).

2.3 Factors Affecting Students' Happiness

Happiness is a feeling affected by many factors. These factors could have either a positive or negative influence on children's feelings.

2.3.1 Human Factor (Relationship)

Interacting with friends is a very important aspect of adolescence and is the primary activity of this age group. Especially during middle school age, which is the stage of adolescence, friends are one of the pillars that help shape personality and strengthen self-image, self-respect and self-esteem in children. Student-teacher relationships are an important relationship for students at school. Good relationships with teachers can help children feel protected and supported, which encourages students not only to perform well in their studies at school but also guides them to develop good values. This is essential because quality education instills students not only with necessary knowledge, but also with basic values.

Social relationships play a critical role in determining the happiness of high school students. Research highlights the importance of peer relationships, family support, and teacher-student interactions in shaping students' emotional well-being. Studies have found that positive interactions with friends and peers contribute significantly to feelings of happiness and belonging. Gariépy et al. (2016) noted that students who experience strong peer relationships tend to report higher levels of happiness and lower levels of loneliness. In contrast, social isolation or bullying can lead to negative emotional outcomes, affecting overall happiness. Additionally, supportive relationships with family members, especially parents, have been identified as crucial in fostering positive emotional development (Helliwell et al., 2020).

2.3.2 School Activities and Facilities

Students' happiness is related to school facilities. Facilities for the school include a teachers' room, the principal's office, a sports store, a bookstore, a library, a mini-hall, and a networked computer classroom for using software to learn in. Additionally, there are small, autonomous classrooms that are furnished with a blackboard and have natural light and air. The school library has a sufficient amount of English-language works on literature, religion, and technology. The school has a water tank with enough capacity for water supply. To promote greenery and make students aware of the environment, schools have a lot of greenery all around them for a healthy environment and fresh air. Libraries, science laboratories, and computer rooms should be made mandatory not only in urban schools but also in rural schools. Rural schools must also overcome the lack of essential amenities like running water, restrooms, power, and telephones.

Extracurricular activities, such as sports and music are key contributors to students' happiness. Research has consistently shown that involvement in these activities leads to higher levels of happiness and well-being among high school students. Larson et al. (2006) found that students who participate in extracurricular activities experience increased life satisfaction, as these activities provide opportunities for skill development, social bonding, and stress relief. Eisenberg et al. (2012) reported that students involved in school-based sports teams often form strong friendships, enhance their self-esteem, and experience a sense of achievement, all of which contribute to a positive emotional state.

Furthermore, extracurricular activities allow students to express their interests and talents outside of the academic curriculum. According to Fredricks & Eccles (2006), students who are engaged in extracurricular activities are more likely to feel connected to their school community, which positively influences their happiness. These activities also offer students a sense of autonomy and control, which has been linked to increased well-being and satisfaction (Reeve, 2002).

Physical activities, particularly sports, play a vital role in promoting students' happiness. Numerous studies suggest that engaging in physical exercise improves mood, reduces stress, and enhances overall mental health. Biddle & Asare (2011) found that physical activity helps reduce symptoms of depression and anxiety, contributing to better emotional well-being among high school students. Participation in school sports teams provides not only physical benefits but also opportunities for social interaction,

teamwork, and a sense of achievement. These factors are known to enhance students' happiness and life satisfaction.

Moreover, regular participation in physical education classes and sports activities has been linked to better academic performance, which in turn can positively affect students' self-esteem and happiness (Sallis et al., 2000). The positive emotional benefits of physical activity are particularly important during adolescence, as this period is often marked by emotional and psychological changes.

2.3.3 Personal Factor (Self-confidence, Personal Achievement)

Self-confidence, defined as the belief in one's abilities and judgment, plays a crucial role in shaping the emotional well-being and happiness of high school students. Numerous studies have shown that self-confidence is positively associated with greater happiness and life satisfaction in adolescents. According to Harter (1999), self-confidence directly influences how students approach challenges, cope with stress, and interact with peers. Students with higher self-confidence are more likely to engage in school activities, form meaningful social relationships, and feel capable of achieving academic and personal goals, all of which contribute to their happiness.

Schwarzer & Jerusalem (1995) found that self-confidence, particularly in the form of self-efficacy, enhances students' resilience, making them more likely to persist through academic difficulties and social challenges. As a result, students who believe in their ability to overcome obstacles tend to report higher levels of happiness. On the other hand, students with low self-confidence often experience negative emotions such as anxiety, self-doubt, and insecurity, which can undermine their overall happiness (Branden, 1994).

Personal achievement, both academic and non-academic, has a profound impact on the happiness of high school students. Achievement provides a sense of accomplishment, boosts self-esteem, and reinforces a positive self-image. Deci & Ryan (2000) emphasize the importance of personal achievement in their Self-Determination Theory, suggesting that students who feel competent and capable of achieving their goals experience higher levels of intrinsic motivation and happiness. For high school students, achieving personal goals-whether in academics, sports, or extracurricular activities-fosters a sense of mastery and satisfaction that is closely tied to emotional well-being. The personal factor includes self-confidence, personal achievement and the feeling of being safe in school.

2.3.4 Academic Achievements

Academic achievement is one of the most important indicators to assess progress in education and it is the only goal for the entire educational system to achieve. Happiness is one of the variables that are related to academic achievement. According to research, the people who have a high sense of happiness are more active in academic performance and progress of higher education (Fritz, 1984). The academic and personal achievements consist of scoring high marks, receiving awards and certificates, practical experiments and positive comments by teachers.

The relationship between academic achievement and happiness is often studied through the lens of self-esteem and life satisfaction. Several studies have found that academic success tends to be positively correlated with higher levels of self-esteem, which in turn influences overall happiness. According to Diener & Diener (1995), students who achieve higher grades or excel academically tend to report greater life satisfaction. This connection is often explained by the notion that academic success provides students with a sense of competence, fulfillment, and mastery, all of which contribute to positive emotions.

Conversely, the pressure to perform academically can also have detrimental effects on students' happiness, particularly when academic achievement becomes a source of stress or anxiety. Baker & Siryk (1984) suggest that students who experience pressure to achieve may face increased levels of stress, leading to burnout and lower overall happiness. In this context, while academic success can enhance happiness, the pressure associated with high academic expectations can be a source of distress.

Chen and Luo Lu (2009) affirm that there is a strong positive relationship between academic achievement and general happiness. The study also confirmed that the low academic achievement had a negative effect on the student's happiness.

2.3.5 Perception of Parents' of Financial Status

The financial status or the socioeconomic status is most commonly determined by combining parents' educational level, occupational status and the income level (Jeynes, 2002; McMillan & Western, 2000). In most of the studies done on academic performance of students, it is not surprising that financial status is one of the major factors studied while predicting academic performance. It is believed that low financial status negatively affects academic achievement because lesser financial status prevents access to vital resources and creates additional stress at home (Eamon 2005; Jeynes,

2002). Graetz (1995) carried out a study on economic status in education research and policy found that socioeconomic background remains one of the major sources of educational inequality and adds that one's educational success depends very strongly on the financial status of the parents.

The financial status of a student's family can significantly affect their psychological well-being. Students from families with limited financial resources often experience more stress and anxiety. Conger et al. (1992) identified that financial hardship in families leads to increased family conflict and tension, which negatively affects the emotional health of adolescents. Financial difficulties can result in feelings of insecurity, lower self-esteem, and a diminished sense of happiness. These students may feel excluded or different from their peers, leading to a decline in their emotional well-being.

In contrast, students from families with greater financial resources are typically more confident and secure, which can contribute to better psychological well-being and happiness. Financial stability reduces the stress of meeting basic needs, allowing students to focus on their studies, extracurricular activities, and personal growth. According to Mickelson et al. (2006), financial security at home provides students with the confidence to explore new opportunities, which can enhance their emotional satisfaction and overall happiness.

Research by Shoda et al. (1996) found that students from low-income families tend to have higher levels of social anxiety, particularly in settings where wealth or material status is visibly valued. These students may avoid social events or feel self-conscious about not being able to participate in certain activities, which can lead to social withdrawal and feelings of loneliness. This social exclusion and comparison often contribute to a lower level of happiness and emotional well-being.

On the other hand, students from families with higher financial status tend to experience fewer social anxieties, as they are less likely to feel different from their peers in terms of material wealth. This reduces the potential for negative comparisons and promotes greater social integration, which can contribute to overall happiness.

The financial stress experienced by parents has a direct impact on students' happiness. Conger et al. (2002) found that when parents face financial strain, it often leads to emotional distress, marital conflict, and a reduced ability to provide emotional support for their children. Adolescents in these households may internalize the stress

and develop feelings of anxiety, sadness, and helplessness. As a result, their happiness may be significantly affected by the financial stress of their parents.

Moreover, financial stress at home can affect students' sense of security. McLoyd (1998) pointed out that students who live in financially unstable households are more likely to experience increased levels of stress, which can undermine their academic performance and social relationships, further contributing to their unhappiness. Students are likely to worry about their family's financial future, which may reduce their overall life satisfaction.

Financial status directly influences students' academic achievement, which is closely tied to their happiness. Mickelson et al. (2006) highlighted that students from financially stable families often perform better academically because they have access to a range of resources, such as tutoring, books, and extracurricular activities. This enhanced academic performance can contribute to higher self-esteem and a greater sense of accomplishment, which positively affects happiness.

On the other hand, students from low-income families may face challenges such as limited access to educational resources, fewer extracurricular opportunities, and the pressure of balancing work with school responsibilities. Hango (2013) found that students from low-income families are more likely to experience absenteeism, academic disengagement, and lower grades, which negatively impacts their sense of achievement and happiness.

The lack of access to necessary resources, such as technology and learning materials, further compounds the academic challenges these students face. Evans & Kim (2013) argued that the stress caused by financial insecurity can lead to cognitive overload, which interferes with students' ability to concentrate and perform well in school, resulting in diminished happiness.

2.4 Previous of the Study

The studies summarized here explore various factors influencing students' happiness. The previous of the study is shown in Table 2.1.

Table 2.1 Previous of the Study

Author	Title	Objectives	Method	Finding
Chen and Lu (2009).	Academic correlates of Taiwanese senior high school students' happiness.	The present study extends the previous literature and examines the relation between academic factors and high school students' general happiness more comprehensively using a nationally representative sample in Taiwan	By using Regression analysis	The study's findings are consistent with those in the literature and some extend established accounts, while others point to future research directions.
Khoshnam and Gendavani (2013)	The Relationship between Intrinsic Motivation and Happiness with Academic Achievement in High School Students	The aim of this study was to determine the relationship of internal motivation and happiness with academic achievement among high school students.	Collected data were analyzed using the Pearson correlation coefficient, stepwise regression analyses and Z test.	The results of regression analysis showed that only internal motivation is able to predict academic achievement.

Table 2.1 Previous of the Study (Cont.)

Author	Title	Objectives	Method	Finding
Lambert. et al., (2014)	Looking on the bright side: An assessment of factors associated with adolescents' happiness	To determine possible factors that may be associated with happiness among New Zealand adolescents.	Multiple regression analyses	Happiness was positively associated with good connections with family, friends and school, regular exercise and meals with family. Happiness was negatively associated with witnessing yelling and hitting of children and adults at home, discrimination, frequent marijuana use, sexual abuse, frequent alcohol use and having a long term health condition.
Keawchuer (2014)	Factors Affecting Happiness Learning of Students of Faculty of Management Science, Suan Sunandha Rajabhat University	The objectives of this research are to compare the satisfaction of students, , and to figure out the factors that affect the students' happiness learning.	Factors analysis and multiple regression analysis were applied in this study.	The findings revealed that the students are aware and satisfied that all the factors in three categories (knowledge, skill and attitude) influence the happiness learning at the highest levels.

Table 2.1 Previous of the Study (Cont.)

Author	Title	Objectives	Method	Finding
Tabbodi, et al., (2015)	The Relationship between Happiness and Academic Achievements	The paper is aimed to investigate the relationship between happiness and academic achievement among students.	Descriptive statistics and Pearson's correlation were used.	The result showed that there is a significant positive relationship between happiness and achievement of students.
Haraldsdóttir (2015)	Determinants of Happiness among Secondary School Students in Iceland	The aim of this paper is to investigate the determinants of happiness among secondary students in Iceland.	Descriptive statistics and multiple regression analysis were applied in this study.	The results show that perception of financial status at home, physical health, emotional support from parents, and emotional support from friends are strong predictors of Icelandic secondary school students' happiness.
Elayyan (2017)	Factors Associated with Student Happiness at Wesgreen International School,	The main objective of this research is to identify the factors that make Wesgreen.	Descriptive statistics, factor analysis and multiple regression analysis were	The results of the research showed that the top three factors for students that affected their happiness in

Table 2.1 Previous of the Study (Cont.)

Author	Title	Objectives	Method	Finding
	Sharjah, United Arab Emirates	International School students happy, and what factors are more important and have a bigger impact on overall happiness.	applied in this study.	order were the relationship with family members, friends and teachers, followed by academic achievement, and finally, participating in extracurricular activities.
Çelik (2018)	Happiness in High School Students: Autonomy, Relatedness, Competence and Meaning in Life	The objective of this paper is to examine the roles of the satisfaction of basic psychological needs and meaning in life (MIL) on high school students' happiness.	Multiple regression analysis was used in this study.	The results of this study show that, in high school students, both the basic psychological needs and having MIL is important for their well- being.
Isik and Üzbe Atalay (2019)	Developing the Adolescent Happiness Scale: Validity	The purpose of the current study is to develop the Adolescent Happiness	Exploratory factor analysis, item analysis, criterion- related	AHS can be recommended as a reliable and valid tool in measuring the

Table 2.1 Previous of the Study (Cont.)

Author	Title	Objectives	Method	Finding
	and reliability study	Scale (AHS).	validity and confirmatory factor analysis was performed with the data obtained from this group	happiness level of adolescents.
Mohammad. et al., (2019)	Providing a Model for Creating Happiness in High Schools	The aim of this study was to "provide a model for creating happiness and vitality in high schools.	Structural equation modeling (SEM) technique for second-order factor analysis models, exploratory factor analysis, correlated t-test (pair) and SPSS software version 20 and LISREL software version 8/8 was used to analyze the data.	Holding extracurricular workshops, job skills and personal characteristics of school staff, quality of educational content, scientific research, ethical-social activities, emotional-psychological characteristics, family and financial status of the school on creation Happiness and cheerfulness have been influential in high schools and educational settings.

Table 2.1 Previous of the Study (Cont.)

Author	Title	Objectives	Method	Finding
Mertoğlu (2020)	Factors Affecting Happiness of School Children	This study aims to offer suggestions to contribute to students’ happiness by determining variables which affect the level of happiness of students whose study levels vary from 3 rd grade to 12 th grade.	One Way ANOVA, t- test, Variations Homogeneity Test, Welch and Tamhane Test were used for the statistical analysis of data.	Findings have demonstrated that enjoying going to school, spending quality time with their peers and having fun with them as well as having higher self-esteem and feeling safe in the school environment contribute to the level of happiness of students in a positive way.
Ong, et al., (2022)	Factors Affecting Students’ Happiness on Online Learning during the COVID-19 Pandemic: A Self Determinatio n Theory Approach	This paper aimed to determine the factors that affect the students’ happiness during online learning brought by the COVID-19 pandemic.	Structural Equation Modeling (SEM) was utilized in this research to determine the causal relationships between latent variables construct.	SEM showed that autonomy was the most significant factor to students’ happiness because students can cope with the current COVID- 19 pandemic.

Table 2.1 Previous of the Study (Cont.)

Author	Title	Objectives	Method	Finding
Ramaswamy (2023)	Factors Affecting Children's Happiness in School: A Study of Select Schools in Telangana	This research study aims to identify the major factors which contribute towards children's happiness at school.	Descriptive method	The results of the study revealed that the factors which affected children's happiness in order of importance were: the relationship with family members, friends and teachers, followed by academic achievement, participating in extra-curricular activities, personal achievements and awards, the feeling of safety in school and using the school facilities.
Karapanagiot ou. et al., (2024)	Psychometric Properties of the Oxford Happiness Questionnaire in the Greek Secondary Educational	The purpose of this research was: a) to cross validate the Oxford Happiness Questionnaire (short-form) in	The statistical analyses carried out were descriptive statistics, exploratory	The results confirmed the suitability of the Oxford Happiness Questionnaire for the Greek school

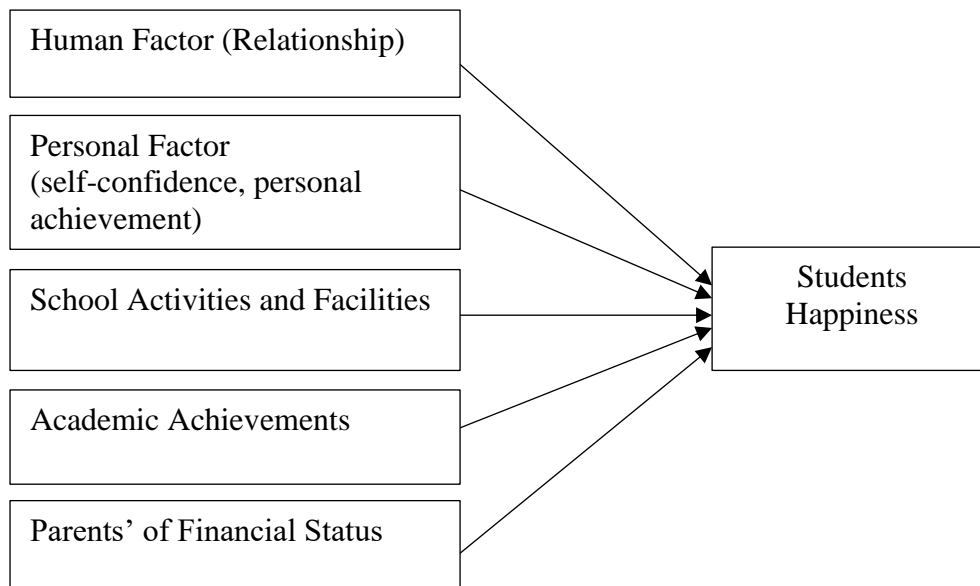
Table 2.1 Previous of the Study (Cont.)

Author	Title	Objectives	Method	Finding
		the Greek secondary educational context and and b) to investigation of gender as factor for differentiating the subjective happiness of secondary school students.	and confirmatory factor analysis, reliability analysis, correlation analysis, test-retest reliability and One-Way ANOVA analysis.	environment during physical education lessons.
Thongsri, et al., (2024)	Factors Affecting the Happiness of Learners in Higher Education: Attitude, Grade Point Average, and Time Management	This study aimed to identify key determinants of student happiness in higher education.	ANOVA was employed to assess whether these factors significantly differentiated the groups, and significant factors were analyzed using regression analysis to confirm their impact on student happiness.	The results revealed that attitude, GPA, and time management significantly affected student happiness.

Source: Various Studies

2.5 Conceptual Framework of the Study

The conceptual framework posits that student happiness is a dependent variable influenced by a combination of internal and external factors. These independent variables include the human factor of relationships, personal factors like self-confidence, school activities and facilities, academic achievements, and parents' financial status. This framework provides a structured approach to investigating how these distinct yet interconnected domains converge to shape the overall happiness experienced by students.



Source: Own Compilation (adopted Thongsri et al., 2024).

Figure 2.1 Conceptual Framework of the Study

Social relationships are a significant factor in determining student happiness. Positive relationships with peers, teachers, and family members create an emotional support system, contributing to a sense of belonging and security. Strong social bonds promote higher self-esteem, reduce feelings of loneliness, and encourage emotional well-being.

Self-confidence and personal achievements are internal factors that play a critical role in student happiness. When students believe in their abilities and succeed in personal or academic goals, they experience a sense of accomplishment and fulfillment. High self-confidence also promotes resilience, enabling students to overcome challenges and cope with stress, further enhancing their overall happiness.

The availability of extracurricular activities and quality school facilities significantly impacts students' happiness. Participation in sports, arts, and other extracurricular activities fosters social interaction, skill development, and a sense of

achievement. In addition, well-maintained school facilities—such as libraries, sports areas, and recreational spaces—create a positive environment for students to learn and grow, contributing to their well-being.

Academic success and personal accomplishments are strongly linked to student happiness. High academic achievement is often associated with increased self-esteem and satisfaction, as students feel competent and capable. Moreover, success in extracurricular or personal endeavors further boosts self-worth and promotes a positive outlook on life.

The financial situation of a student's family can also impact their happiness. Students from families with higher financial resources tend to experience fewer stressors and have better access to educational resources, extracurricular opportunities, and overall stability. In contrast, students from lower-income families may face additional stressors, such as financial insecurity or lack of access to educational materials, which can negatively influence their happiness.

CHAPTER 3

METHODOLOGY

This chapter describes the methods and procedures that were used to gather and analyze the necessary data to conduct the study. This chapter contains information on the general research design, study area, data collection and data analytical procedures.

3.1 Background of the Study

Sagaing Township is located in the Sagaing region of Myanmar, in the northwestern part of the country. Sagaing is a historically significant area, as it is home to both cultural and religious landmarks. Sagaing Township serves as the administrative and economic hub of the region, with the town of Sagaing being the central urban area.

Sagaing Township is situated along the Irrawaddy River, providing a scenic and strategic location. The region is known for its fertile land, which is ideal for agriculture. The surrounding landscape is characterized by rolling hills, valleys, and forests, which are dotted with numerous pagodas and monasteries, making it an important center of Buddhist worship and study.

Sagaing is often regarded as one of the holiest places in Myanmar. The area is home to over 600 monasteries, meditation centers, and Buddhist pagodas. Many monks and nuns live and practice in Sagaing, drawing thousands of religious visitors each year. The Sagaing Hill, in particular, is famous for its numerous pagodas and monasteries that attract pilgrims from all over the country and the world. The religious significance of the area has played a crucial role in shaping the township's identity.

Sagaing Township's economy is predominantly based on agriculture, with rice, beans, and other crops being grown in the fertile plains of the region. In addition to agriculture, there is a growing tourism industry driven by the area's religious and natural attractions. Local handicrafts, including woodwork and textiles, also contribute to the economy.

Overall, Sagaing Township is a blend of historical, cultural, and natural beauty, playing an essential role in Myanmar's spiritual and agricultural life. Its rich heritage and serene landscape make it an important region both in the present day and throughout the country's history.

Sagaing Township has a more developed educational landscape, with a variety of schools offering both secular and religious education. There are primary and

secondary schools that provide education based on the national curriculum, alongside the continued prevalence of religious schools, especially those affiliated with Buddhism. These religious institutions often offer education on topics like Buddhist philosophy, Pali language, and meditation, as well as general subjects to younger students.

Higher education institutions, including some universities and colleges, are located within the Sagaing region, though students may need to travel to larger cities like Mandalay for more advanced academic programs in fields such as medicine, engineering, and technology.

In recent years, there has been a concerted effort to improve educational access and quality in Sagaing Township. This includes building more schools, improving teacher training, and expanding access to higher education. Additionally, technological advancements have begun to influence education in the region, with the introduction of digital learning resources in some schools and monasteries. Local governments and non-governmental organizations have also worked on improving educational outcomes, particularly in rural areas, to provide greater opportunities for the younger population.

Sagaing Township has a rich history that blends ancient religious traditions with modern educational developments. From its early role as a cultural and religious center to its emergence as a place of formal education, Sagaing continues to play a significant role in both religious and secular learning. While traditional monastic education remains a cornerstone of the community's educational system, modern schools and universities have increasingly shaped the academic landscape. The township's unique combination of historical and educational influences makes it an important area in Myanmar's broader educational and cultural history.

There are three government high schools in Sagaing. The No.1 basic education high school is a large school built in the south of Sagaing city market. It was established in 1900. It has an area of 6.82 acres. The length of the school (south- north) is 806 feet in the east and 821 feet in the west. The width (east-west) is 261 feet in the north 461 feet in the south. There are seven classrooms and 55 rooms. There is an assembly hall and the name of the hall is "A Thangya" Hall. The hall was built in 1994. Three science labs, there is one interior room. The volley, field, football court, basketball court and a private gym. Five toilet rooms for teachers, 23 rooms for male students and 18 rooms for female students, there is one VIP restroom. A library, a reading room, a theater and there are two computer rooms. An office room and a storeroom. There is a temple room.

There are a total of 86 teachers and more than 1800 students. To date, the school has been governed by 35 principals, and the current principal is teacher Daw Aye Aye Khaing.

3.2 Sampling Method and Sample Size Determination

There are 584 high school students at No.(1) basic education high school in Sagaing in Sagaing township, Sagaing region and it was used two stage random sampling method. In this study, Slovin’s (1960) sample size formula is used. Assume that the margin of error is 0.05.

$$n = \frac{N}{(1+Ne^2)}$$

$$= \frac{584}{(1+584(0.1)^2)} = 193$$

Where,

n = the sample size

N = population size

e = margin of error

Therefore, using stratified two-stage sampling, a population of the required sample size is at least 193.

3.3 Sample Size Allocation for Each Stratum

There are three different groups by high level in No.(1) basic education high school in Sagaing Township, Sagaing Region such as the Grade 10, the Grade 11, and the Grade 12. For the proportional allocation method, the size of the sample in each stratum is taken in proportion to the size of the stratum. (193) students from No.(1) basic education high school in Sagaing Township, Sagaing Region are chosen to cover the sampling error.

Table 3.1 Students in No. (1) Basic Education High School in Sagaing Township,

Grade	Population	Sample students
Grade 10	209	110
Grade 11	115	59
Grade 12	46	24
Total	370	193

Sources: Survey Data, 2025

3.4 Data Collection Method

There are a variety of data collection tools available to researchers depending on the type of data to be collected. The two types of data are primary data and secondary data. On the other hand, which are those that have already been collected by someone else and which have already been passed through the statistical process (Kothari, 2004). This research used primary data to answer the research question through the distribution of questionnaires to respondents. The questionnaires were structured with questions that required respondents to tick the right answer.

The rationale behind the structure of the study is to limit the answers to those relevant to the area of study. This form of data collection is chosen because it provides an efficient means by which statistical, quantifiable information could be collected. Primary data was collected through a questionnaire survey. The advantages of using questionnaires for this study are able to collect enough data from large numbers of respondents in a way that is cost- effective and requires a short time period.

The data have been collected in high school students of No.(1) basic education high school in Saging Township, Saging Region.

3.5 Questionnaire Design

A questionnaire is an instrument that aids the gathering of information from a large sample using a prepared set of questions designed by the researcher to obtain data needed to answer study questions (Kombo & Tromp, 2006). This method involves preparing a list of organized questions relevant enough to collect required data needed by the researcher when answers are being provided by selected individuals in a sample (Mouton & Marais, 1996). This study has used the questionnaire method to collect primary data. A questionnaire refers to all the techniques for data collection in which every respondent is asked to respond to a written series of questions, presented in a prearranged order (De Vas, 2002); (Saunders et al., 2012). It is an efficient method to collect data when the investigator can specify what data is required and how the specific variables are computed.

The questionnaire is a very useful and widely accepted method to collect precise data in a cost-effective way from a large population in business and management research (Cooper & Schindler, 2011); (Saunders et al., 2012). The questionnaire is structured into two sections. The first section sought to obtain demographic data about the students in order to help in testing the various hypotheses

developed for the study. Specific questions are asked on gender, age, grade level, occupation of parents, level of education of parents and number of siblings. Section two examines factors affecting the happiness of high school students. The questionnaires adopted the five-point Likert scale (1= strongly disagree, 2 = Disagree, 3 = Moderate, 4 = Agree, and 5 = strongly agree). And then, secondary data are collected from articles, journals, books and the internet, etc.

3.6 Data Analytical Procedure

Statistical analyses such as descriptive analysis, reliability test and regression analysis were used according to the respective objectives of the study.

3.6.1 Reliability Analysis

Reliability is the scale construction counterpart of precision and accuracy in physical measurement. Reliability can be thought of as consistency in measurement. To establish the reliability of the data, the reliability coefficient (Cronbach Alpha) was verified. There are a number of different reliability coefficients. One of the most commonly used is Cronbach's alpha. Cronbach's alpha can be interpreted as a correlation coefficient; it ranges in value from 0 to 1. Robinson and Shaver (1973) suggested that if Alpha is greater than 0.7, it means high reliability and if Alpha is smaller than 0.3, it means low reliability. Moreover, it is often said that Cronbach's Alpha is, more reliability scale.

Reliability Test

Before using the factor analysis, it is very important to test the reliability of the dimensions in the questionnaires. Cronbach's alpha, a statistical test was used to examine the internal consistency of attributes and was determined for each dimension. This statistical test shows that the attributes are related to each other and to the composite score. The composite score for each section of the questionnaires was obtained by summing the scores of individual statements. Cronbach's alpha is defined as

$$\alpha = \frac{K}{K-1} \left[1 - \frac{\sum_{i=1}^k S_i^2}{S_T^2} \right] \quad (3.1)$$

Where α = Cronbach's alpha,

K = Number of Statement

S_i^2 = variance of each statement

S_T^2 = variance for sum of all items

If alpha value is high, then this suggests that all of the items are reliable and the entire test is internally consistent. If alpha is low, then at least one of the items is unreliable and must be identified via an item analysis procedure. However, the Cronbach's alpha value should be above 0.7.

3.6.2 Multiple Regression Model

Multiple regression analysis is the study of how a dependent variable y is related to two or more independent variables. In the general case, using k refers to the number of explanatory variables.

The introduction of a model in multiple regression analysis is very similar to introduce this concept in simple regression analysis. The equation that describes how the dependent variable y is related to the independent variables x_1, x_2, \dots, x_k and an error term u is called the multiple regression model. Multiple regression models take the following form.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_k X_k + u_i \quad (3.2)$$

In the multiple regression model, $\beta_0, \beta_1, \dots, \beta_k$ are the parameters and u_i is a random variable. The error term accounts for the variability in y which is not captured by the linear relationship between y and the independent variables. The assumptions of the error term u_i are all still true under the multiple regression model.

One of this assumption is that $E(u) = 0$. This implies the following relationship.

$$\hat{Y} = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_k X_k \quad (3.3)$$

This is called the Multiple Regression Equation.

3.6.3 Estimated Multiple Regression Equation

If the values of $\beta_0, \beta_1, \dots, \beta_k$ are known, the previous equation is used to calculate the mean of value of y at the given values of X_1, X_2, \dots, X_k . In general, these parameter values will not know and will have to estimate them from sample data. Using this sample, an estimated multiple regression equation can develop which takes the following form:

$$\hat{Y} = b_0 + b_1 X_1 + b_2 X_2 + \dots + b_k X_k \quad (3.4)$$

Where, b_0, b_1, \dots, b_k are the estimated value of the parameters $\beta_0, \beta_1, \dots, \beta_k$ and \hat{y} is the estimated value of the dependent variable. The estimation procedure for multiple

regression is nearly identical to simple regression. The least squares method is used to come up with our "best" fit.

3.6.4 Least Squares Method

The least squares method is used to develop the estimated regression equation. This same approach is used to develop the estimated regression multiple regression equation. The least squares criterion is

$$\min \sum_{i=1}^n (y_i - \hat{y}_i)^2 \quad (3.5)$$

where;

y_i = the observed value of the dependent variable for the i^{th} observation

\hat{y}_i = the estimated value of the dependent variable for the i^{th} observation

n = the number of observations

The estimated values of the dependent variable are obtained from the estimated multiple regression equation.

$$\hat{Y} = b_0 + b_1X_1 + b_2X_2 + \dots + b_kX_k \quad (3.6)$$

The least squares method uses sample data to provide the values of which b_0, b_1, \dots, b_k which minimize the sum of squared residuals.

3.6.5 Inference of Testing for Significance

The significance tests for the simple regression model were the t test and the F test. In the simple regression model, these tests always generated the same conclusion. If the null was rejected, concluded that $\beta_1 \neq 0$. In multiple regression, the t test and the F test have different purposes.

1. The F test is used to determine whether there exists a significant relationship between the dependent variable and the entire set of independent variables in the model; thus the F test is a test of the overall significance of the regression.
2. If the F test shows that the regression has overall significance, the t test is then used to determine whether each of the individual independent variables is significant. A separate t test is used for each of the independent variables; thus the t test is a test for individual significance.

(i) F-test

To test the significance of overall regression coefficient, ‘F’ test is used. The multiple regression model is defined as

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_k X_k + u \quad (3.7)$$

The hypothesis for the F test takes the following form

$$\text{Null Hypothesis} \quad : \beta_0 = \beta_1 = \beta_2 = \dots = \beta_k = 0$$

Alternative Hypothesis: At least one $\beta_i \neq 0$

If the null is rejected, to conclude that one or more of the parameters in the model is not equal to zero. Thus, the overall relationship between the dependent variable y and the independent variables x_1, x_2, \dots, x_k is significant. However, if the null is not rejected, to conclude that there is an overall significant relationship and our regression does not significantly to explain the variation in the dependent variable.

The test statistic for the F test is

$$F = \frac{MSR}{MSE}$$

Where, the MSR is the mean square due to the regression which is equal to

$$MSR = \frac{SSR}{K}$$

And, the MSE is the mean square error which is equal to

$$MSE = \frac{SSE}{n-k-1}$$

Where, $n-k-1$ is the degrees of freedom and K is the number of independent variables. The decision rule for the F -test takes the following form

Reject the null hypothesis if $F > F_{\alpha, k, n-k-1}$

Do not reject null hypothesis if: $F \leq F_{\alpha, k, n-k-1}$

Where, $F_{\alpha, k, n-k-1}$ is based on the F distribution with k degrees of freedom in the numerator, $n-k-1$ degrees of freedom in the denominator, and a probability of α in the upper-tail of the probability distribution.

(ii) t-test

To test the significance of each regression coefficient, ‘t’ test is used. The t test of significance works the as it did for simple regression models. For any parameter β_i the hypotheses take the form;

Null Hypothesis $\quad : \beta_i = 0$

Alternative Hypothesis $\quad : \beta_i \neq 0$

The t-test statistic for $\hat{\beta}_i$ is simple to compute given $\hat{\beta}_i$ and its standard error:

$$t = \frac{\hat{\beta}_i}{\text{se}(\hat{\beta}_i)}$$

The decision rule for this test takes the following form

Reject the Null Hypothesis if $t < -t_{\alpha/2, n-k-1}$ or $t > t_{\alpha/2, n-k-1}$

Do not reject the Null Hypothesis if $-t_{\alpha/2, n-k-1} \leq t \leq t_{\alpha/2, n-k-1}$

3.6.6 Coefficient of Determination

In the simple linear regression, the total sum of squares, the total variation in the dependent variable (SST), can be broken into two parts: the sum of squares due to regression (SSR) and the sum of squares due to error (SSE). This same partition works for multiple regression.

$$SST = SSR + SSE \quad (3.8)$$

The quality of the fit for the regression can be calculated by computing the coefficient of determination. The coefficient of determination is still computed as

$$R^2 = \frac{SSR}{SST} \quad (3.9)$$

3.6.7 Assumptions of Multiple Regression

Just as with the simple regression model, several assumptions are making about the multiple regression. These assumptions are the behavior of the error terms u . These are the following assumptions about the multiple regression model;

$$y = b_0 + b_1X_1 + b_2X_2 + \dots + b_kX_k \quad (3.10)$$

1. The error term u is a random variable with expected value of zero; $E(u) = 0$.

Implication: For the given values of the independent variables. The expected value of the dependent value is

$$E(y) = \beta_0 + \beta_1X_1 + \beta_2X_2 + \dots + \beta_kX_k \quad (3.11)$$

The linearity between the dependent and the independent variables is correct.

2. The variance of u is denoted by σ^2 and is the same for all values of the independent variables. Implication: The variance of y equals σ^2 and is the same for all values of the independent variables.

In regression analysis, heteroscedasticity refers to the unequal scatter of residuals or error terms. Heteroscedasticity is a problem because ordinary least squares (OLS) regression assumes that the residuals come from a population that has homoscedasticity, which means constant variance. Heteroscedasticity occurs naturally in datasets where there is a large range of observed data values. In regression analysis

the distribution of the residuals depends on the heteroscedasticity of the errors and the selection of predictors to model the data.

3. The error u is normally distributed random variable reflecting the deviation between the value of y and the expected value of y . Implication: The dependent variable is also a normally distributed random variable.

4. Multicollinearity problem arises when one of the independent variables is linearly related to one or more of the other independent variables. Such a situation violates one of the conditions for multiple regressions. Specifically, multicollinearity occurs if there is a high correlation between two independent variables, X_i and X_j . If the correlation coefficient r_{ij} between X_i and X_j in the multiple linear regression model is high, multicollinearity exist. Multicollinearity is a problem of degree. Any time two or more independent variables are linearly related, some degree of multicollinearity exists. If its presence becomes too pronounced, the model is adversely affected. The presence of multicollinearity creates many problems in the use of multiple linear regression model.

The most direct way of testing for multicollinearity is to produce a correlation matrix for all variables in the model. If a correlation is greater than 0.7 or less than -0.7, the independent variables are highly correlated. If a correlation is less than 0.5, it can be concluded that multicollinearity is not a problem.

Another way to detect multicollinearity is to use the value of Tolerance. If the value of Tolerance is not less than 0.1, it can be said that there is no multicollinearity problem in this study.

The third way to detect multicollinearity is to use the variance inflation factor (VIF). The VIF associated with any X-variable is found by regressing it on all the other X-variables. The resulting R^2 is then used to calculate that variable's VIF. The VIF for any X_i represents that variable's influence on multicollinearity.

The VIF for any independent variable is a measure of the degree of the multicollinearity contributed by that variable.

The VIF for any given independent variable X_i is

$$\text{VIF}(X_i) = \frac{1}{1 - R_i^2} \quad (3.12)$$

Where, R_i^2 is the coefficient of determination obtained by regression X_i on all other independent variables. Multicollinearity produces an increase in the variation, or

standard error, of the regression coefficient. VIF measures the increase in the variance of the regression coefficient over that which would occur if multicollinearity were not present. In general, multicollinearity is not considered a significant problem unless the VIF of a single X_i measure is at least 10 or the sum of the VIF's for all X_i is at least 10.

CHAPTER 4

ANALYSIS OF FACTORS AFFECTING ON HAPPINESS OF HIGH SCHOOL STUDENTS

This section is divided into three parts. The first section is about profiles of students and is presented with frequency and percentage based on the findings. The second part involves studying the demographic background of middle school students at Basic Education High School No.(1). The final part examines the factors influencing the happiness of middle school students at Basic Education High School No(1) in Sagaing.

4.1 Demographic Characteristics of the Students

At Basic Education High School No (1), 193 high school students participated in the survey. The high school students who participated in the survey were assessed based on factors such as gender, age, education level and the number of siblings.

Table 4.1 Demographic Characteristics of the Students

Description		Frequency	Percentage (%)
Gender	Male	87	45.1
	Female	106	54.9
Age	15	16	8.3
	16	54	28.0
	17	70	36.3
	18	39	20.2
	19	11	5.6
	20	3	1.6
Class	Grade 10	110	57.0
	Grade 11	59	30.6
	Grade 12	24	12.4
No. of Sibling	1	58	30.1
	2	67	34.7
	3	38	19.7
	4	21	10.9
	5	9	4.6
Total		193	100.0

Sources: Survey Data, 2025

According to the above table, there are 87 male and 106 female high school students in 193 respondents which is 45.1 percent and 54.9 percent respectively. So, the number of females is more than the number of males. Due to economic situation, boys are less interested in education because they have to work to make ends meet.

The largest age group among the respondents was 17 years, comprising 70 individuals (36.3%), followed by 16 years with 54 respondents (28%), 18 years with 39 respondents (20.2%), 15 years with 16 respondents (8.3%), 19 years with 11 respondents (5.6%), 20 years with 3 respondents (1.6%). This age range aligns with the typical age bracket for high school students. The peak at 17 years old suggests that this was the most prevalent grade level within the sample, or that the sample was drawn more heavily from this age group. The presence of 19 and 20-year-olds could indicate students who are repeating grades or are in alternative education programs. School attendance may be delayed due to the COVID-19 pandemic in 2019.

The table categorizes the educational levels of students into three grades; Grade10, Grade11 and Grade12. The survey results indicated that the largest group, comprising 110 students (57%), was from Grade10, followed by 59 students (30.6%) in Grade11 and 24 students (12.4%) in Grade12. This shows that Grade-10 students had the highest representation in the survey.

The table provides information about the number of siblings. It is found that 58 students have one sibling and that percentage is 30.1%, 67 students have 2 siblings and the percentage is 34.7%, 38 students have 3 siblings and the percentages is 19.7%, 21 students have 4 siblings and the percentages is 10.9%, 9 students have 5 siblings and the percentage is 4.6%. The most common number of siblings among students is 2, with 34.7% of students in this group. This suggests that families with 2 children are the most prevalent among this sample of students. A total of 64.8% of students have 1 or 2 siblings, suggesting that smaller family sizes are more common in the sample. It was found that the number of siblings is low due to economic conditions and family lifestyle.

4.2 Occupational and Educational Status of the Parents of Students

Table 4.2 presents detailed information about the occupational and educational status of the parents of students attending No.(1) Basic Education High School in Sagaing, based on survey data from 193 students in 2025. The table breaks down both fathers' and mothers' occupations and educational levels.

Table 4.2 Occupational and Educational Status of the Students' Parents

Description		Frequency	Percentage (%)
Father Occupation	Government employee	52	26.9
	Company employee	3	1.7
	Merchant	85	44.0
	Farmer	30	15.5
	Dependent	2	1.0
	Other(dead)	21	10.9
Mother Occupation	Government employee	31	16.1
	Company employee	0	0
	Merchant	57	29.5
	Farmer	13	6.7
	Dependent	89	46.1
	Other(dead)	3	1.6
Father Education	Primary	27	14.0
	Middle	56	29.0
	High	53	27.5
	Graduate	57	29.5
Mother Education	Primary	31	16.1
	Middle	50	25.9
	High	53	27.5
	Graduate	59	30.5
Total		193	100.0

Sources: Survey Data, 2025

According to Table 4.2, a significant portion of both fathers (44%) and mothers (29.5%) work as merchants, indicating a strong presence of small business or informal trading as a source of income in the region. Government employment is a relatively secure and common occupation, especially among fathers (26.9%). A high percentage of mothers (46.1%) are dependents, suggesting traditional gender roles may still be prevalent, with many women not actively participating in the workforce.

Most parents have received at least a middle school education, and a considerable proportion have graduated from university (29.5% fathers, 30.5% mothers). This is a positive indicator for educational background in this community.

The similar levels of education between fathers and mothers suggest a level of gender parity in access to education, which may positively influence their children's academic aspirations.

4.3 Students' Happiness

Table 4.3 summarizes students' levels of agreement with various statements related to happiness within the school environment. The items cover key dimensions of the student experience, including relationships with teachers and peers, participation in extracurricular activities, feelings of safety, and access to academic resources. The table highlights the percentage of students who agreed with each statement, reflecting how different factors contribute to the overall happiness at school.

Table 4.3 Students' Response Statements on Happiness

No.	Statements	Percentage Agreement Level
1	Being with teachers and friends at school is enjoyable.	77.2
2	Participating in the extracurricular activities available at the school is enjoyable.	78.7
3	Feeling safe and comfortable in the school environment contributes to a positive experience.	70.9
4	Being satisfied with the academic resources provided enhances the learning experience.	67.3
5	Feeling optimistic about the future is influenced by the school experience.	76.2
6	Believing that school creates happiness fosters a positive mindset.	64.7
7	Studying at school brings feelings of happiness.	75.6
8	Learning new things effectively contributes to success.	88.6
Overall mean		3.8

Source: Survey Data, 2025

The highest percentage of agreement (88.6%) was observed for the statement "Learning new things effectively contributes to success," indicating that students find fulfillment and motivation in acquiring knowledge and skills. Similarly, strong agreement levels were found in responses to "Participating in the extracurricular

activities available at the school is enjoyable” (78.7%) and “Being with teachers and friends at school is enjoyable”(77.2%), highlighting the importance of both structured and informal social interactions in contributing to students’ sense of happiness.

Statements related to emotional well-being and school environment, such as “Feeling safe and comfortable in the school environment contributes to a positive experience” (70.9%) and “Being satisfied with the academic resources provided enhances the learning experience” (67.3%), received moderately high levels of agreement. This suggests that while most students feel secure and well-resourced, there may be areas for further improvement to enhance the overall learning atmosphere. The lowest agreement (64.7%) was recorded for the statement “Believing that school creates happiness fosters a positive mindset,” which may indicate that some students view happiness as influenced more by personal or external factors rather than by the school itself.

The overall mean score of 3.8 suggests a generally positive but varied perception of happiness among students.

4.4 Human Factor (Relationship)

The human factor on happiness is measured with ten questions and each question is mentioned for the human factor on the happiness of students. Agreement level for each question are shown in Table 4.4, it is found that the overall perception mean score for this dimension is 3.7.

Table 4.4 Students’ Response Statements on Human Factors (Relationships)

No.	Statements	Percentage Agreement Level
1	Being understood by the people who are cared for strengthens emotional connection.	65.3
2	Expressing thoughts and feelings openly promotes effective communication.	61.6
3	Getting help and support when needed provides comfort in life.	69.5
4	Trusting all the friends who have close relationships.	72.0
5	Feeling valued by all the teachers and friends in the environment fosters a sense of belonging.	55.9

Table 4.4 Students' Response Statements on Human Factors (Relationships)
(Cont.)

No.	Statements	Percentage Agreement Level
6	Being cared for and loved by teachers creates a supportive learning environment.	70.0
7	Feeling loved at home by parents and siblings creates a sense of security.	81.8
8	Having parents engage with teachers fosters a collaborative relationship.	54.4
9	Living with parents or guardians feels comfortable.	84.5
10	Talking with friends is considered a source of happiness.	86.0
Overall Mean		3.7

Source: Survey Data, 2025

According to Table 4.4, among the responses, the highest agreement (86.0%) was seen in the statement "Talking with friends is considered a source of happiness," indicating that peer interaction plays a major role in students' emotional fulfillment. Closely following was "Living with parents or guardians feels comfortable" at 84.5%, and "Feeling loved at home by parents and siblings creates a sense of security" at 81.8%, showing the strong positive influence of the home environment on students' well-being.

In the school context, "Being cared for and loved by teachers creates a supportive learning environment" (70.0%) and "Getting help and support when needed provides comfort in life" (69.5%) received relatively high levels of agreement. These results emphasize the importance of emotional support from teachers and the overall school environment in fostering a sense of safety and care.

Statements such as "Being understood by the people who are cared for strengthens emotional connection" (65.3%) and "Expressing thoughts and feelings openly promote effective communication" (61.6%) reflect students' perspectives on the importance of emotional openness and mutual understanding in relationships. However, "Feeling valued by all the teachers and friends in the environment fosters a sense of belonging" (55.9%) and "Having parents engage with teachers fosters a collaborative relationship" (54.4%) received the lowest agreement levels. This suggests

potential areas for improvement in building stronger school-home connections and ensuring students feel recognized within their educational environment.

The overall mean agreement score of 3.7 with a standard deviation of 0.9 indicates a generally positive response from students, though with moderate variability. This variability suggests that while many students experience strong, supportive relationships, others may not fully share this perception. Strengthening school-home communication, improving student-teacher relationships, and fostering peer support could further enhance students' emotional and social well-being.

4.5 School Activities and Facilities Factor

Table 4.5 presents students' responses concerning the school activities and facilities factor. The table highlights the percentage of students who agree with various statements about extracurricular opportunities, sports facilities, learning environments, and available resources within the school. It also reflects students' feelings about their engagement in hobbies, physical activity, and the overall condition of the school environment.

Table 4.5 Students' Response Statements on School Activities and Facilities Factor

No.	Statements	Percentage Agreement Level
1	Offering a wide variety of extracurricular activities captures student interest.	45.1
2	Having access to adequate sports facilities supports meeting students' needs.	20.2
3	Being well-equipped and easily accessible, the school library supports effective learning.	75.1
4	Providing comfortable and conducive classrooms and learning environments promote effective learning.	80.3
5	Organizing events and activities enhances the overall school experience.	58.1
6	Having access to technology resources like computers and the internet supports effective learning.	10.4

**Table 4.5 Students' Response Statements on School Activities and Facilities
Factor (Cont.)**

No.	Statements	Percentage Agreement Level
7	Having the canteen offering healthy and affordable meals contributes to students' nutrition and satisfaction.	53.3
8	Feeling the school environment being clean and well-maintained.	88.6
9	Providing sufficient resources supports effective learning.	61.1
10	Engaging in hobbies and interests brings a sense of fulfillment.	87.6
11	Being physically active promotes feelings of happiness.	51.3
Overall Mean		3.4

Source: Survey Data, 2025

The responses reveal a high level of agreement regarding the school environment's cleanliness and maintenance, with 88.6% of students expressing positive feelings. Similarly, a strong majority (87.6%) agree that engaging in hobbies and interests brings a sense of fulfillment, and 80.3% acknowledge that comfortable and conducive classrooms promote effective learning. The well-equipped and accessible school library is also highly appreciated, with a 75.1% agreement level.

However, agreement levels are notably lower regarding access to sports facilities (20.2%) and technology resources like computers and internet access (10.4%), indicating potential areas for improvement. Statements about extracurricular activities (45.1%) and canteen services offering healthy and affordable meals (53.3%) show moderate agreement, suggesting some variability in student satisfaction.

The overall mean score of 3.4 reflects a moderately positive perception of the school's activities and facilities, highlighting strengths in learning environments and resource availability while identifying opportunities to enhance sports and technology infrastructure.

4.6 Personal Factor

The personal factor on happiness is measured with nine questions and each question is mentioned for the personal factor on happiness of students. Agreement level

of for each question are shown in Table 4.6. In Table 4.6, it is found that the overall perception mean score for this dimension is 4.1.

Table 4.6 Students' Response Statements on Personal Factor

No.	Statements	Percentage Agreement Level
1	Believing in one's ability to accomplish goals builds confidence.	87.1
2	Having confidence in making decisions promotes self-assurance.	87.6
3	Feeling proud of educational achievements up to now encourages continued success.	85.0
4	Being comfortable with new challenges builds confidence.	79.8
5	Overcoming obstacles in life builds a sense of capability.	85.5
6	Setting and achieving personal goals regularly promotes self-discipline and motivation.	87.5
7	Aiming to become a successful person in the future encourages motivation and focus.	90.1
8	Feeling empowered to achieve personal growth encourages self-confidence.	89.1
9	Learning new lessons and topics without fear encourages curiosity and confidence.	69.0
Overall Mean		4.1

Source: Survey Data, 2025

The responses suggest that students hold strong beliefs in personal abilities and potential. The highest level of agreement (90.1%) was recorded for the statement "Aiming to become a successful person in the future encourages motivation and focus," reflecting a forward-looking mindset and a strong desire for achievement. Similarly, "Feeling empowered to achieve personal growth encourages self-confidence" (89.1%) and "Setting and achieving personal goals regularly promotes self-discipline and motivation" (87.5%) indicate a high level of internal motivation and a commitment to improvement.

Confidence in decision-making and belief in goal achievement were also strongly supported. Statements like "Having confidence in making decisions promotes self-assurance" (87.6%) and "Believing in one's ability to accomplish goals builds confidence" (87.1%) show a positive view of personal judgment and autonomy in pursuing meaningful outcomes.

The importance of resilience and reflection on past achievements was also emphasized. With 85.5% agreeing that "Overcoming obstacles in life builds a sense of capability" and 85.0% supporting the idea that "Feeling proud of educational achievements up to now encourages continued success," students appear to draw strength from challenges and accomplishments alike.

The statement with the lowest level of agreement was "Learning new lessons and topics without fear encourages curiosity and confidence" (69.0%), suggesting that encountering unfamiliar academic material may still cause uncertainty for some students. This points to a potential area for increased support to foster confidence in exploring new knowledge.

4.7 Academic Achievements Factor

The academic achievements factor on happiness is measured with ten questions and each question is mentioned for the academic achievements factor on the happiness of students. Agreement levels for each question are shown in Table 4.7. In Table 4.7, it is found that the overall perception mean score for this dimension is 3.7.

Table 4.7 Students Response Statements on Academic Achievements

No.	Statements	Percentage Agreement Level
1	Feeling confident in succeeding academically supports motivation and achievement.	69.0
2	Being satisfied with both grades and overall academic performance supports a positive academic self-concept.	76.7
3	Meeting academic goals regularly supports ongoing motivation and success.	72.6
4	Managing time effectively supports balancing studies and other responsibilities.	66.3

Table 4.7 Students Response Statements on Academic Achievements (Cont.)

No.	Statements	Percentage Agreement Level
5	Feeling motivated to improve academic skills drives continuous learning.	82.9
6	Receiving feedback from teachers supports academic improvement.	85.5
7	Taking pride in academic accomplishments fosters self-confidence and motivation.	80.4
8	Facing difficulties in learning, seeking help immediately supports overcoming challenges.	60.1
9	Being awarded in front of other students encourages motivation and confidence.	43.5
10	Receiving praise from teachers and parents brings happiness and motivation.	69.9
Overall Mean		3.7

Source: Survey Data, 2025

Table 4.7 highlights key aspects of students' perceptions regarding academic achievements, with an overall mean of 3.7, indicating generally positive responses with some variability.

The highest agreement levels are seen in having motivation to improve academic skills (82.9%) and receiving feedback from teachers to support academic improvement (85.5%), demonstrating students' strong commitment to continuous learning and valuing constructive feedback.

Pride in academic accomplishments is also highly endorsed, with 80.4% of students acknowledging its role in fostering self-confidence and motivation. Similarly, 76.7% of students report satisfaction with both grades and overall academic performance, reflecting a positive academic self-concept.

A solid majority, 72.6%, agree that regularly meeting academic goals sustains motivation and success, while 69.9% feel motivated and happy when receiving praise from teachers and parents, highlighting the importance of encouragement from significant figures.

Confidence in academic success is supported by 69.0% of students, though somewhat fewer students, 66.3%, feel capable of managing their time effectively to balance studies and other responsibilities. This suggests time management remains a challenge for some.

Seeking help promptly when facing learning difficulties has a lower agreement rate of 60.1%, indicating possible reluctance or barriers to asking for support.

Public recognition, such as being awarded in front of peers, received the lowest agreement at 43.5%, suggesting that not all students find public awards motivating or comfortable.

In summary, while students generally express positive attitudes toward their academic achievements and personal growth, attention to improving time management, encouraging help-seeking behaviors, and reconsidering recognition methods could further enhance academic motivation and success.

4.8 Parents' Financial Status

The parents' financial status factor on happiness is measured with four questions and each question is mentioned for the parents' financial status factor on the happiness of students. Agreement level for each question is shown in Table 4.8. In Table 4.8, it is found that the overall perception mean score for this dimension is 4.1.

Table 4.8 Students' Response Statements on Parents of Financial Status

No.	Statements	Percentage Agreement Level
1	Feeling the family's financial situation as stable provides a sense of security.	75.5
2	Being able to provide basic necessities like food, clothing, and shelter ensures family stability.	91.2
3	Receiving enough money from parents to cover school expenses supports educational participation.	86.0
4	Affording the necessities of life without worrying brings a sense of financial security	82.9
Overall Mean		4.1

Source: Survey Data, 2025

According to Table 4.8, the highest agreement, at 91.2%, is observed for the statement about providing basic necessities such as food, clothing, and shelter,

indicating that most students recognize these as key factors ensuring family stability. Closely following this, 86.0% of students agree that receiving sufficient funds from parents to cover school expenses supports their educational involvement, highlighting the importance of financial support in academic participation.

Furthermore, 82.9% of students feel that being able to afford life's necessities without worry contributes to a sense of financial security, reinforcing the role of economic comfort in students' overall well-being. Additionally, 75.5% agree that perceiving the family's financial situation as stable provides emotional security.

Overall, the data suggest that financial stability within the family plays a crucial role in fostering both a secure home environment and active student engagement in education.

Therefore, the financial situation of the household also statistically affects the happiness of students.

4.9 Reliability Analysis

Cronbach's alpha measures are carried out to test the validity and reliability of questionnaire items. In this study, Cronbach's Alpha reliability test method is used to measure the internal consistency of variables and an accurate representation of the data. Cronbach's alpha test is most commonly used to assess the internal consistency of a survey questionnaire that is made up of multiple Likert-type scales and items. How well items in a set are positively correlated to one another is indicated by the reliability coefficient. Cronbach's alpha is used to establish consistency reliability for financial literacy, saving motive, social influence, self-control and saving behavior of households. The results of reliability test for the human factor (relationship), school activities and facilities, personal factor (self-confidence, personal achievement), personal and academic achievements, parents' financial status and happiness of students are summarized in Table 4.9.

Independent variables are human factors (relationship), school activities and facilities, personal factors (self-confidence, personal achievement), personal and academic achievements, parents' financial status and the dependent variable is the happiness of students. The Cronbach's alpha that is less than 0.6 is considered to be poor reliability whereas Cronbach's alpha value which is within the range of 0.60 to 0.70 is taken as fair reliability. The Cronbach's alpha that is in the range of 0.70 and 0.80 shows a good reliability for the variables. The Cronbach's alpha that is in the range

of 0.80 and 0.90 shows a better reliability for the variables. The Cronbach's alpha that is in the range of 0.90 to 1.00 shows an excellent reliability for the variables.

Table 4.9 Reliability Analysis

Sr.No.	Variables	Numbers of Items	Cronbach's Alpha
1.	Happiness of students	8	0.796
2.	Human factor	10	0.832
3.	School activities and facilities factor	11	0.816
4.	Personal factor	9	0.860
5.	Academic achievements factor	10	0.853
6.	Parents' financial status factor	4	0.791

Source: Survey Data, 2025

According to Table 4.3, the reliability range is between 0.90 and 0.80. So, the reliability is the excellent reliability. The reliability statistics for human factors (relationship), school activities and facilities, personal factors (self-confidence, personal achievement), personal and academic achievements are 0.832, 0.816, 0.860 and 0.853 respectively. The reliability ranges are between 0.8 and 0.9. So the reliabilities are better reliability. The reliability statistics for happiness of students and parents' financial status are 0.796 and 0.791 respectively. The reliability range is between 0.7 and 0.8. So, the reliabilities are good reliability. These statistics tell that all variables are having high reliability and consistency.

4.10 Analysis of Factors Affecting Happiness of High School Students in Sagaing Township

Multiple regression analysis was applied to investigate the analysis of factors affecting the happiness of No.(1) basic education high school in Sagaing township. The regression model utilized factors affecting happiness as the dependent variable, with human factors, school activities, personal factors, academic achievement and perception of parents' financial status as the independent variables. This method provides a comprehensive analysis of factor affecting the happiness of No.(1) basic education high school in Sagaing township.

The estimated multiple regression model is

$$y = f (x_1, x_2, x_3, x_4, x_5)$$

where,

y = Happiness

x_1 = Human factor (Relationship)

x_2 = School activities factor

x_3 = Personal factor (self-confidence, personal achievement)

x_4 = Academic achievement factor

x_5 = Parents' financial status factor

Table 4.10 Results of Multiple Regression Model

Independent Variables	Unstandardized Coefficients		Standardized Coefficients β	t	Sig.
	B	Std. Error			
(Constant)	0.242	0.241		1.004	0.317
School activities and facilities	0.388***	0.051	0.428	7.648	0.000 (1%)
Human factor	0.254***	0.053	0.278	4.758	0.000 (1%)
Personal factor	0.176***	0.063	0.164	2.790	0.006 (1%)
Academic achievements	0.121**	0.055	0.135	2.196	0.029 (5%)
Parents' financial status	0.029	0.045	0.033	0.638	0.524
F-value	60.097***				
R ²	0.616				
Adjusted R ²	0.606 (60.6%)				

Source: Own computation

*** significance at 1% level, ** significance at 5% level, *significance at 10% level

According to Table 4.4, the regression analysis was conducted with the happiness of students as the dependent variable and human factors, school activities and facilities, personal factors, personal and academic achievements and parents' financial status as the independent variables. Table 4.4 shows that the model's overall significance is demonstrated by the F-test value, which is highly significant at the 1% level. This indicates that the independent variables collectively contribute to explaining

the variation of students' happiness. The adjusted R^2 value is 0.606, suggesting that about 60.6% of the variability in students' happiness explained by the five factors.

Among these, school activities and facilities stand out as the most influential factor. With the highest standardized coefficient ($\beta = 0.428$) and a statistically significant result at the 1% level ($p < 0.001$), this suggests that participation in school activities and access to quality facilities strongly enhance students' happiness. Students who are actively involved in extracurricular programs or benefit from better school infrastructure tend to report higher levels of happiness, likely because such engagement fosters a sense of belonging and enjoyment in school life.

Human factors, which include relationships with teachers, peers, and possibly family members, also show a strong and positive association with happiness ($\beta = 0.278$, $p < 0.001$). This indicates that supportive and healthy interpersonal relationships play a crucial role in fostering students' emotional well-being. Students who feel connected and valued in their social circles are generally happier, emphasizing the role of emotional support in educational environments.

The personal factor, reflecting characteristics such as self-confidence and personal accomplishments, has a moderately positive effect on happiness ($\beta = 0.164$, $p = 0.006$). This means that students who believe in their own abilities and feel a sense of personal achievement are more likely to experience higher levels of happiness. This relationship highlights the importance of internal psychological strengths and self-perception in shaping emotional outcomes during adolescence.

Academic achievement also contributes positively to happiness, although its effect is smaller in magnitude ($\beta = 0.135$, $p = 0.029$). It suggests that while performing well academically is associated with increased happiness, it may not be as strong a determinant as social and activity-based factors. Students likely gain satisfaction and confidence from academic success, but it may not be the dominant source of happiness compared to interactive and emotional aspects of school life.

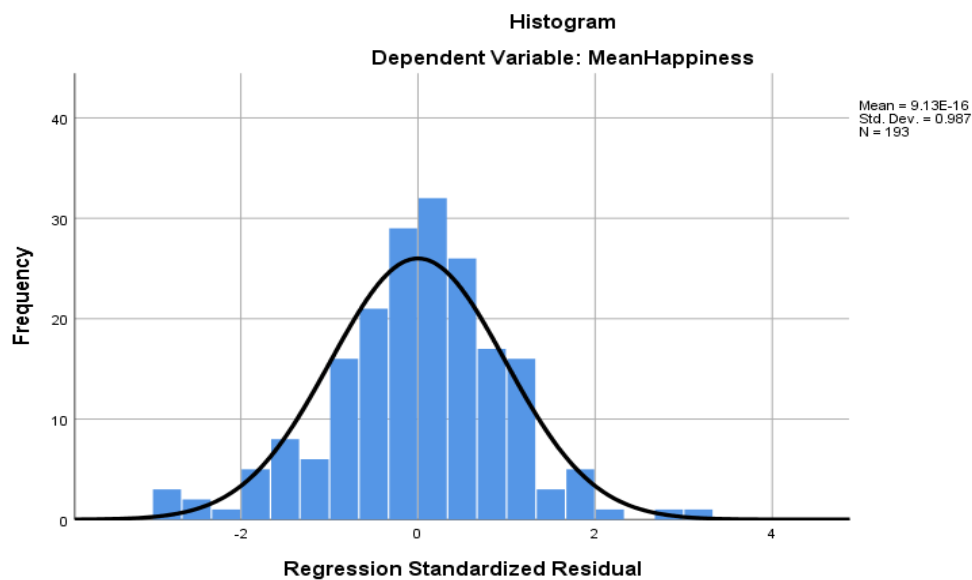
In contrast, parents' financial status does not have a statistically significant relationship with student happiness ($\beta = 0.033$, $p = 0.524$). It indicates that differences in economic background do not appear to substantially influence how happy students feel, at least within the context of this specific school. It may suggest that, in this setting, students' emotional happiness is shaped more by social experiences and the school environment than by the family's financial circumstances.

4.11 Testing for the Assumptions about Multiple Regression

To determine the violation of required assumptions from multiple linear regression model, the following procedures have been used.

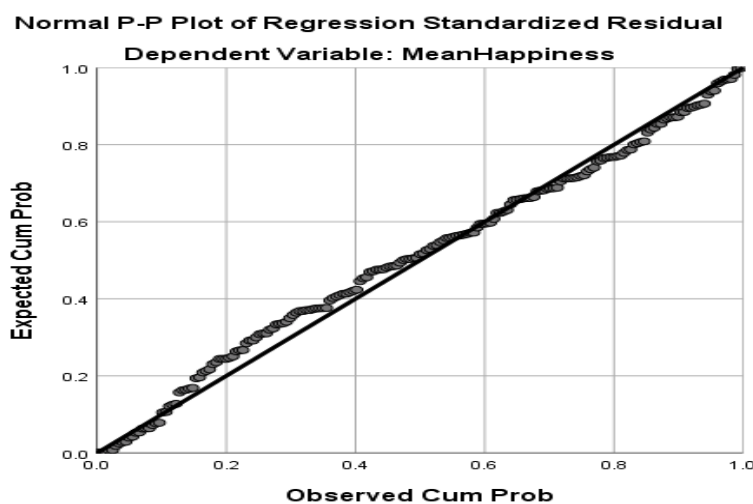
4.11.1 Testing for Normality of Disturbances

One of the basic assumptions is that disturbances are normally distributed with zero mean and constant variance. To check whether the disturbances are normally distributed, histogram and Normal P-P plot of the disturbances can be constructed. The histogram of the residual and Normal P-P plot for the happiness of students are shown in Figure 4.1 and 4.2.



Source: Survey Data, 2025

Figure 4.1 Histogram for Residuals



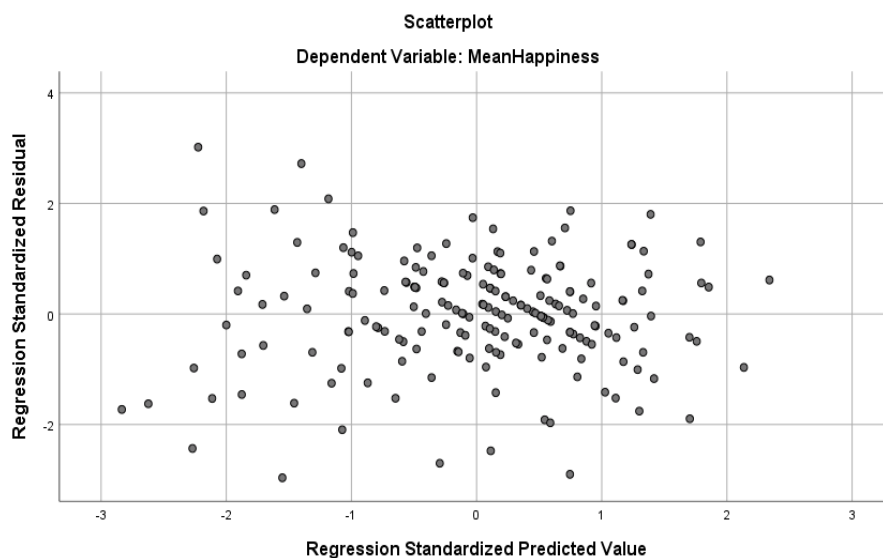
Source: Survey Data, 2025

Figure 4.2 Normal P-P Plot of Regression Residuals

The histogram in Figure 4.1 appears to be pile-fashioned. Similarly, the normal probability plot is virtually a straight line. Although the graphs do not provide a formal statistical test of normality, graphs do provide a descriptive display. According to histogram and Normal P-P plot, it can be concluded that the normality assumption appears to be generally reasonable.

4.11.2 Testing for Homoscedasticity of Disturbances

Another basic assumption of the multiple regression model is the assumption of homoscedasticity of residuals. Because of the presence of heteroscedasticity, the regression coefficients become less efficient. Heteroscedasticity can often be detected by plotting the estimated Y values against the disturbances. If any pattern is displayed, heteroscedasticity is likely present. Figure 4.3 represents the prediction of students' happiness on X-axis and the residual values on Y axis.



Source: Survey Data, 2025

Figure 4.3 Scatter Plot for Standardize Residuals and Standardize Predicted Value

The figure can be seen that there is no residual pattern. Therefore, it can be concluded that residuals in the happiness of students have on equal variance or homoscedasticity.

4.11.3 Detecting Multicollinearity

Multicollinearity arises when one of the independent variables is strongly and linearly related to one or more of the other independent variables. Specifically,

multicollinearity occurs if there is a high correlation between two independent variables. Multicollinearity can be detected by the variance inflation factor (VIF). It is measuring the degree of multicollinearity contributed by independent variables. Hence, variance inflation factor (VIF) values below 5 show safety from multicollinearity. Therefore, before running the model, multicollinearity was checked, and the result shows that there is not multicollinearity between variables.

Table 4.11 Detecting Multicollinearity

Variables	VIF
Human factor	1.664
School activities factor	1.530
Personal factor	1.691
Academic achievement factor	1.842
Parents' financial status factor	1.336

Source: Survey Data, 2025

According to the estimated results, the VIF for human factors, school activities, personal factors, academic achievement, parents' financial status are 1.664, 1.530, 1.691, 1.842 and 1.336 respectively. The VIF for these independent variables is less than 5 then it was concluded that multicollinearity is not a problem in the multiple regression model of factors affecting happiness.

CHAPTER 5

CONCLUSION

This chapter presents the general findings of the research in the context of the central ideas underpinning the objectives of the research. The perspective of the chapter is not only to recommend solutions but also to presents the findings of affecting factors on the happiness of students. The key components of the chapter include the findings and discussion, suggestions and recommendations and the needs for further research.

5.1 Findings and Discussions

This study aimed to examine the factors influencing the happiness of high school students in No.(1) basic education high school in Sagaing. Primary data was collected through an empirical survey using structured questionnaires, which were distributed to 193 students from No.(1) Basic Education High School. The gathered data was analyzed using descriptive statistics and regression methods.

The main objective of the study is to analyze the relationship between independent variables which are human factors (relationship), school activities and facilities, personal factors and academic achievements and parents' financial status and the dependent variable which is happiness of students and to examine the affecting factors of the happiness of students in No.(1) basic education high school in Sagaing.

According to the objective one, the survey of 193 high school students revealed that there were more females than males. The most common age group was 17 years old, followed by students aged 16 and 18, indicating that most respondents were within the typical high school age range. Students aged 19 and 20 may be repeating grades or enrolled in alternative education programs. The majority of students were in Grade10, with fewer in Grade11 and the least in Grade12. In terms of family size, most students had either one or two siblings, suggesting that smaller families were more common in the sample.

It was observed that the occupation of most of the students' fathers was that of merchants, indicating a strong presence of small businesses or informal trade as a source of income in the region. Most of the mothers of students are dependents, suggesting that traditional gender roles may still be prevalent, with many women not actively participating in the workforce. Both fathers and mothers of the surveyed students have

relatively high educational attainment, with many having completed university and most achieving at least a high school education. University graduation is the most common education level for both parents, and the similar distribution of education levels between fathers and mothers suggests gender parity in access to education.

For objective two, the regression analysis indicates that the influencing factors are significant antecedents of student happiness. In this study, the adjusted R^2 shows that 0.606 (60.6%) of the variation in positive affect is explained by human factors (relationships), school activities and facilities, personal factors, academic achievement, and parents' financial status, which are the independent variables. Human factors (relationships), school activities and facilities, personal factors, and academic achievement exhibit a positive relationship with student happiness, as the significance levels for these variables fall within the 1% and 5%, confidence intervals.

School activities and facilities are the most affecting factors among human factors (relationship), personal factors and academic achievement factor on the happiness of students. Human factors (relationship) is the second affecting factors on happiness of students in high school. The third affecting factor on the happiness of students is personal factors. The academic achievements factor is the least affecting factor on happiness of students. Parents' financial status factor is not significantly. So, parents' financial status is the no affecting on the happiness of students in high school.

According to the above results, human factors (relationship), school activities and facilities, personal factors, and academic achievements are directly associated with the happiness of students. Therefore, students in high school can increase happiness through human factors(relationship), school activities and facilities, personal factors, academic achievements. The top four factors for students that affected happiness in order were the relationship with family members, friends and teachers, followed by the human factors (relationship), school activities and facilities, personal factors and, academic achievements.

5.2 Suggestions and Recommendations

Based on the study findings, it is recommended that the school prioritize enhancing its activities and facilities, as these have the strongest impact on student happiness. Therefore, the relevant authorities should focus on the students' happiness. If students are happy at school, students are more likely to succeed in exams. Only then can the country develop the necessary human resources.

Creating a more engaging and supportive environment through diverse extracurricular programs, improved infrastructure, and increased student involvement can significantly boost well-being. Strengthening relationships between students, teachers, peers, and families is also essential and can be achieved through better communication, mentoring programs, and family engagement.

Personal development should be supported through life skills education, access to counseling, and the promotion of a safe and inclusive atmosphere. While academic achievement had a smaller effect on happiness, it remains important and can be encouraged by recognizing the various forms of success, offering academic support, and fostering a growth mindset. Although financial status was not a significant factor, providing indirect support to economically disadvantaged students can help ensure equal opportunities. Overall, a holistic approach that addresses emotional, social, academic, and environmental aspects of student life is key to promoting greater happiness among high school students.

Moreover, improving transportation services to better meet the needs of students. Establish open forums between teachers and students to better understand how students feel. Provide education and training for staff, especially teachers, on the importance of students' emotional well-being and happiness. Conduct workshops for teachers on how to positively influence student happiness and make a meaningful impact in their lives. Ensure that school policies and activities are designed to meet the diverse needs of students.

Offer a variety of activities that encourage greater use of school facilities, especially those that are currently underutilized. Use the findings from this research to enhance student happiness by focusing on the factors shown to have the greatest impact in future school planning. Further investigate the factors that had a lower impact on student happiness and develop an action plan to improve them. Conduct additional studies in this area to explore students' feelings more deeply and identify other potential factors not covered in this research that may influence the happiness.

5.3 Needs for Further Study

While this study has identified several key factors influencing the happiness of high school students at No.(1) Basic Education High School in Sagaing, there remain areas that warrant further exploration. Future research should investigate additional variables not covered in this study that may affect student happiness, such as mental

health, peer pressure, digital and social media use, teacher behavior, and school policies. Moreover, as parents' financial status were not found to be a significant factor, further qualitative research could explore the nuances of economic influence on student well-being in greater depth.

Longitudinal studies are also recommended to examine how these factors evolve over time and influence long-term student outcomes. Expanding the study to include other schools and regions would help determine whether the findings are generalizable across different educational and socio-cultural contexts. Additionally, incorporating the perspectives of parents, teachers, and school administrators could provide a more comprehensive understanding of the environmental and relational dynamics that affect student happiness. Such studies will contribute valuable insights to the development of more effective, evidence-based strategies for improving student's well-being in Myanmar educational system.

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APPENDIX (A)
FACTORS AFFECTING HAPPINESS OF HIGH SCHOOL
STUDENTS IN SAGAING
THE STUDENTS' SURVEY QUESTIONNAIRE

It is very important to be happy in school; there are many things that affect student's happiness. In the following questionnaire I am trying to collect more information about these things in order to help school management to understand the student's needs and to provide conditions that will make them happier. The questions will take around 10 - 15 minutes. Please read each question carefully and make sure you select the best answer for you.

Date -----

Questionnaire No. -----

Section A: Demographic Condition

- (1) Gender -----
- (2) Age -----
- (3) Grade -----
- (4) Father's Occupation -----
- (5) Mother's Occupation -----
- (6) Father's Level of Education -----
- (7) Mother's Level of Education -----
- (8) Number of Siblings -----

Section B: Factors Affecting on High School Student's Happiness

As a student, please rate what effects the following factors have on your level of happiness. Please indicate your current condition for each factor. Please estimate where you think you are currently on a five-point scale.

KEY: 1 = Strongly disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree, 5 = Strongly Agree

a. Happiness

No.	Items	1	2	3	4	5
1	Being with teachers and friends at school is enjoyable.					
2	Participating in the extracurricular activities available at the school is enjoyable.					
3	Feeling safe and comfortable in the school environment contributes to a positive experience.					
4	Being satisfied with the academic resources provided enhances the learning experience.					
5	Feeling optimistic about the future is influenced by the school experience.					
6	Believing that school creates happiness fosters a positive mindset.					
7	Studying at school brings feelings of happiness.					
8	Learning new things effectively contributes to success.					

b. Human Factor (Relationship)

No.	Items	1	2	3	4	5
1	Being understood by the people who are cared for strengthens emotional connection.					
2	Expressing thoughts and feelings openly promotes effective communication.					
3	Getting help and support when needed provides comfort in life.					
4	Trusting all the friends who have close relationships.					
5	Feeling valued by all the teachers and friends in the environment fosters a sense of belonging.					
6	Being cared for and loved by teachers creates a supportive learning environment.					
7	Feeling loved at home by parents and siblings creates a sense of security.					
8	Having parents engage with teachers fosters a collaborative relationship.					
9	Living with parents or guardians feels comfortable.					
10	Talking with friends is considered a source of happiness.					

c. School activities / facilities

No.	Items	1	2	3	4	5
1	Offering a wide variety of extracurricular activities captures student interest.					
2	Having access to adequate sports facilities supports meeting students' needs.					
3	Being well-equipped and easily accessible, the school library supports effective learning.					
4	Providing comfortable and conducive classrooms and learning environments promote effective learning.					
5	Organizing events and activities enhances the overall school experience.					
6	Having access to technology resources like computers and the internet supports effective learning.					
7	Having the canteen offering healthy and affordable meals contributes to students' nutrition and satisfaction.					
8	Feeling the school environment being clean and well-maintained.					
9	Providing sufficient resources supports effective learning.					
10	Engaging in hobbies and interests brings a sense of fulfillment.					
11	Being physically active promotes feelings of happiness.					

d. Personal factor (self-confidence, personal achievement)

No.	Items	1	2	3	4	5
1	Believing in one's ability to accomplish goals builds confidence.					
2	Having confidence in making decisions promotes self-assurance.					
3	Feeling proud of educational achievements up to now encourages continued success.					
4	Being comfortable with new challenges builds confidence.					
5	Overcoming obstacles in life builds a sense of capability.					
6	Setting and achieving personal goals regularly promotes self-discipline and motivation.					
7	Aiming to become a successful person in the future encourages motivation and focus.					

8	Feeling empowered to achieve personal growth encourages self-confidence.					
9	Learning new lessons and topics without fear encourages curiosity and confidence.					

e. Academic achievements:

No.	Items	1	2	3	4	5
1	Feeling confident in succeeding academically supports motivation and achievement.					
2	Being satisfied with both grades and overall academic performance supports a positive academic self-concept.					
3	Meeting academic goals regularly supports ongoing motivation and success.					
4	Managing time effectively supports balancing studies and other responsibilities.					
5	Feeling motivated to improve academic skills drives continuous learning.					
6	Receiving feedback from teachers supports academic improvement.					
7	Taking pride in academic accomplishments fosters self-confidence and motivation.					
8	Facing difficulties in learning, seeking help immediately supports overcoming challenges.					
9	Being awarded in front of other students encourages motivation and confidence.					
10	Receiving praise from teachers and parents brings happiness and motivation.					

f. Perception of Parents' Financial Status

No.	Items	1	2	3	4	5
1	Feeling the family's financial situation as stable provides a sense of security.					
2	Being able to provide basic necessities like food, clothing, and shelter ensures family stability.					
3	Receiving enough money from parents to cover school expenses supports educational participation.					
4	Affording the necessities of life without worrying brings a sense of financial security					

**** Thank you for answering my questions ****

APPENDIX (B)

Model Summary^b

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.785 ^a	.616	.606		.340

a. Predictors: (Constant), MeanFinanceFactor, MeanActivity, MeanPersonal, MeanRelationship, MeanAcademic

b. Dependent Variable: MeanHappiness

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	34.810	5	6.962	60.097	.000 ^b
	Residual	21.664	187	.116		
	Total	56.474	192			

a. Dependent Variable: MeanHappiness

b. Predictors: (Constant), MeanFinanceFactor, MeanActivity, MeanPersonal, MeanRelationship, MeanAcademic

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.242	.241		1.004	.317		
	MeanRelationship	.254	.053	.278	4.758	.000	.601	1.664
	MeanActivity	.388	.051	.428	7.648	.000	.654	1.530
	MeanPersonal	.176	.063	.164	2.790	.006	.591	1.691
	MeanAcademic	.121	.055	.135	2.196	.029	.543	1.842
	MeanFinanceFactor	.029	.045	.033	.638	.524	.748	1.336

a. Dependent Variable: MeanHappiness