

# Happiness Index of Grade Six Pupils Under the New Normal Condition

GLAYSA DELOS REYES-SALDIVAR<sup>1</sup>, LELIA V. MEIMBAN, EDD<sup>2</sup>

<sup>1,2</sup> *Institute of Graduate and Advanced Studies, Urdaneta City University*

**Abstract**— Fifty sixth-grade students from the School Districts of Malasiqui, Sual, and Aguilar in Pangasinan Division I, DepEd Region I, were randomly chosen for this endeavor. The students' overall weighted mean (GOWM) was 4.35, which is equivalent to a "high level of happiness index." 3 The variables that distinguish the students' level of happiness are "monthly family income" ( $F=2.931^*$  sig. at 0.023), "highest educational attainment of the fathers" ( $F=3.757^*$  sig. at 0.010), and "highest educational attainment of the mothers" (both in the area of "physical environment and atmosphere." In the domains of "social relationships," where the  $r$ -value is 0.330, and "teaching-learning experiences," where the  $r$ -value is 0.331, the students' happiness index and the variable "monthly family income" are associated. Additionally, the variable "highest educational attainment of the fathers," with a  $r$  value of 0.322\* sig, and the happiness index had a correlation. The respondents' happiness index is also connected with the variable "highest educational attainment of the mothers," with an  $R$ -value of 0.417\* sig, at 0.022 in the domain of "teaching-learning experiences." With an  $R$ -value of 0.406\* sig and a 0.003 in the "social relationship" sector. Based on the indicator statements in each area that obtained the lowest WMs, the Training Matrix for Enhancing the Happiness Index of the Grade Six learners is based at 0.003 in the field of "teaching-learning experiences."

**Indexed Terms**— Happiness, Happiness Index, Sixth-Grade, Social Relationship, Teaching Learning Experiences

## I. INTRODUCTION

The study revealed that the Philippines has the highest incidence of bullying among the countries that participated in PISA 2018. The Philippine Institute for Development Studies found that bullying about being

overaged affects access to education because when children are older than their peers, they may lose interest and motivation and are at risk of being bullied, causing attitude problems as they progress to higher grades. Bullying and school violence are pressing issues today, with a survey revealing that three out of every five children were bullied, 14% were physically assaulted, and 23% were psychologically abused (Mardhatillah and Rahman, 2020). Out of all the nations that took part in PISA 2018, the study of Yang (2019) found that bullying occurs most frequently in the Philippines. Bullying regarding being older than classmates has been proven to have an impact on access to education by the Philippine Institute for Development Studies. This is because older students are more likely to lose interest and enthusiasm in school and to be bullied, which can lead to attitude issues as they go through the grades. These days, bullying and school violence are major problems. According to Leung, et al (2021), 14% of children reported being physically abused, 23% reported being psychologically abused, and 3 out of 5 reported having been bullied. Creating a secure and socially connected learning environment requires strategies to address various forms of violence against children. "The quality of the learning environment has a crucial impact on students' learning outcomes." PISA 2018 data shows that students who report feeling happy in the classroom outperform their peers in reading by at least fifty-three points. Thus, by making the establishment of a secure and encouraging learning environment a top priority, educators may better assist learning for all kids. Three components make up the Right-Based Education (RBE) model: respect in the classroom, excellent education, and the right to access. Certain dimensions are essential and connected. The duty-bearer respects, upholds, fulfills, and actively promotes the rights of children in these three areas. The right to respect in the classroom is the third component of rights-based education (RBE). First of all, equality and nondiscrimination are guaranteed by the right to respect identity. The second right is the right to integrity, which forbids aggression and injury toward children. Lastly, the right to participation gives all students, regardless of age or maturity, the capacity to develop opinions and the requirement to be heard on any matters that affect them. These perspectives

can significantly enhance learning, and the learning environment is made to be more appropriate and relevant to their situation, which may address another reason why students leave their chosen schools early. The COVID-19 epidemic has had a devastating effect on the world, resulting in millions of deaths and financial catastrophes. People have become more reliant on remote communication to stay connected after the World Health Organization declared a global pandemic that has resulted in a virtual barrier between human relationships. Children have been severely harmed by the closing of schools and institutions because screen-based learning has become a major part of their education. Consequently, this has had an impact on their emotional, social, and cognitive development. The absence of a direct teacher-student relationship can unavoidably hinder children's ability to learn, even if educators, administrators, parents, and students have all made every effort to guarantee that learning can continue even when schools are closed. The discrepancies between what students should have learned at a certain grade level and what they have learned thus far are known as learning gaps (Aunampai, et al (2022)). These gaps can widen with time, but if they are filled right away, children can close them and continue to learn new things. Learning gaps occur when students advance to a later course without receiving remediation for a missed ability. Learners may be prevented from progressing in classes with easy-to-difficult competencies and unmastered basic abilities. By DO 024, s., the Department of Education (DepEd) introduced the Basic Education Development Plan (BEDP) 2030. 2022 will mark the start of learning recovery attempts. In the Basic Education Plan 2023 (BEDP 2023), promoting students' general well-being in a supportive atmosphere is one of the top priorities. Effective educational outcomes and the development of life skills in students, such as effective communication, long-term achievement, and self-fulfillment, depend on a happy learning environment. Thus, in order to institutionalize positive education and establish joyful schools that improve kids' wellbeing in the classroom, educational leaders are essential. Children, teachers, parents, and school administrators must collaborate to create a loving and happy learning environment. A pleasant school is conducive to learning and the development of abilities and skills. It might increase their appreciation for and interest in learning. Happiness has the potential to improve relationships in both the classroom and society, promote respect for all moral principles, and increase academic achievement. China carried out a cross-sectional study across the country in 2020 to determine the variables associated with student satisfaction (Lim and Lee, 2020). The Oxford Happiness Questionnaire was used in the study

to gather information on student satisfaction. According to the survey's findings, student happiness is influenced by a number of variables, including social aspects like academic success, sleep patterns, and love, as well as familial elements like contact with family and connections with parents. Three factors, including connections, teaching-learning experiences, and surroundings, influence learners' satisfaction indicators, according to a study on school happiness among elementary pupils. Studies have demonstrated that partnerships can offer connection, intimacy, solace, stress relief, and accountability—all of which can lead to improved health outcomes. It is imperative to take into account the influence of contextual elements on pupils' academic achievement, including gender, age, urban or rural upbringing, family size, and personal circumstances. As stated by Oberlehberg and Mayer (2024), students in rural locations might not have the same access to resources and coaching as their peers in urban areas. Academic achievement may be influenced by age, an independent variable. Another essential component of excellent academic performance is student maturity. Students' academic performance may be impacted, either directly or indirectly, by their cognitive growth and maturity. Academic achievement has been a significant area of study from the standpoints of psychology and education. Research has shown that motivational elements, including beliefs, attitudes, and values, have an impact on academic accomplishment in addition to knowledge and information processing structures. One of the factors connected to academic success is happiness. One of the most important metrics for tracking educational progress is academic achievement. It is the main goal of the whole educational process. The ability of a student to finish academic assignments is referred to as academic performance. Their performance in a variety of academic subjects is evaluated using objective metrics such as grade point averages and final course grades. Many studies have pinpointed the causes of subpar academic achievement in educational institutions worldwide (Alhuthil, et al., 2022; Buchanan, et al., (2022); and Sezer and Can, 2020). In the study of Buchanan, et al (2022), students' opinions of academic activities and life are influenced by their gender. Research has demonstrated a clear correlation between socioeconomic position and academic achievement. This implies that children from lower socioeconomic origins are more likely to experience difficulties with language and phonological awareness, which can negatively impact their academic performance. Academic achievement can be impacted by a number of demographic factors, such as marital status, gender, and family history claimed by Alhuthil, et al (2022). These elements can be recognized by educators, who

can then assess which ones will help and hinder students' achievement. According to Sezer and Can (2020), a student's personal life can have a big impact on their achievement. This includes their gender, age, social life, financial situation, sleeping patterns, and academic background. Furthermore, research has demonstrated that a student's years in school have a significant impact on their performance since they help them become more adept at time management, reduce their anxiety during exams, and perform better academically. Another fascinating study by Einhorn, et al (2024), a student's personality and, consequently, their success or failure in life can also be influenced by their birth order and position in their family. Families are essential to a child's upbringing and education, and the home environment matters a lot, particularly when the child is a teenager (Lambert, et al., 2022). Better learning conditions, the development of their children's abilities, attitudes, and behaviors toward education and school, and intellectual stimulation are all ways that parents can impact their children's academic achievement. Families can impact their children's academic progress and provide educational inspiration through the many surroundings they establish. To reduce the learning gap and supplement the school's support structure, parents must offer extra assistance at home. Research carried out in an elementary school demonstrates that improved communication between the family and school might have a favorable effect on students' academic achievement. The academic success of kids is significantly influenced by the performance of their teachers. Thorsteinsen, et al (2021) has indicated that the academic achievement of pupils can be directly impacted by the performance of their teachers. Different literature studies have shown that these factors—which might be social, economic, environmental, or psychological—have an overall impact on a student's academic ability. Happiness is influenced by the behaviors of several actors. While bad learning experiences and an overemphasis on test scores and results can generate an unhappy school atmosphere, violence, prejudice, and inequality can contribute to an unhappy community. Students' school experiences have a big influence on how their lives turn out and who they will become in the future. According to Petrulyte, et al (2022), children desire the same things we do, such as to laugh, be challenged, entertained, and delighted. A child's school experience has a significant impact on the quality of their life and their happiness in the future. Happiness is influenced by many things, but a child's school experience shapes who they become in the future. UNESCO Bangkok created the Happy Schools Framework based on a survey carried out as part of the Happy Schools Project, realizing the crucial connection between

education and happiness. The Happy Schools Project was started by UNESCO Bangkok in June 2014 with the goal of determining what makes a school happy through feedback from parents, teachers, students, and other stakeholders. In honor of the International Day of Happiness, "Happy School: A Framework for Learner Well-being in the Asia-Pacific" was unveiled on March 20, 2016. This attempts to address the difficulties faced by students in a demanding, competitive, exam-focused educational environment. The importance of wellbeing in education, learning, and the general school atmosphere is emphasized by the Happy School Framework. It recognizes that contented educators are necessary for contented students who learn more effectively and persistently. The program encourages overall well-being in schools, improving K–12 instruction, learning, and student wellbeing. We're responding to a global call for more playtime, more happiness, and more peer-to-peer education. The Happy Schools initiative was created by UNESCO with the goal of integrating happiness into education. The project pushes educational systems to acknowledge contentment as a prerequisite for and an end in and of itself for high-quality learning. The United Nations Sustainable Development Goals serve as the foundation for the Happy School Framework, which was created by UNESCO. This concept defines a happy school as a place where kids feel safe and welcomed. Education programs in the Asia-Pacific area emphasize happiness as a crucial component of learning. Countries in the region have adopted a balanced approach across all learning domains to meet national concerns like high levels of academic stress, hefty workloads, and diminishing engagement in non-academic skills like nonverbal communication. A dissatisfied education system cannot support a happy school. The goal of UNESCO's Happy Schools program is to change educational institutions by emphasizing happiness as a means of enhancing learning. In order to realize the SDG Agenda and create the schools of the future, systemic adjustments through national policies are necessary. It is now a primary priority in every nation for education officials to reform their educational institutions, as advocated by UNESCO. *Sulong Edukalidad*, the Department of Education's rallying cry, has thus become the center of attention in the Philippine educational system. The core principles of *MakaDiyos*, *Makakalisan*, *Makatao*, and *Makabansa* are in line with the objectives of the Happy Schools Movement (HSM) and national goals. The HSM promotes more relevant and needs-based projects, programs, and activities for daily learning in schools, as well as a better, more enjoyable learning environment. Therefore, it is necessary to determine the elements or markers that influence students'

satisfaction. A program called Sulong Edukalidad brought about important changes in education to raise standards. The program centers on the four KITE pillars: updating the K-12 curriculum to make it more future-ready; enhancing the learning environment to give students a secure and supportive space to freely express their thoughts, opinions, and experiences; assisting teachers in reskilling and upskilling through appropriate incentives and in-service professional development; and enlisting the support of stakeholders to create a coalition for high-quality education that will endure through changes in administration. These changes seek to provide high-quality education across the nation, with KITE serving as one of the four primary result areas (Steynmayr, et al., 2022). In this connection, DepEd Region 1 coordinated its advocacy with the Happy School Movement and the national aim. The Happy School Index (HSI) is a tool used in the study. The Happiness Index gauges a person's level of happiness based on survey data, and the findings offer a solid foundation for creating a training program to improve Grade Six students' happiness index and create Happy School Programs in DepEd Region I. On a scale of 1 to 5, respondents rate their level of happiness; the Happiness Index is calculated by averaging the survey responses. Life satisfaction, happiness itself, and other happiness areas like mental health, physical health, social support, community, education, education in the arts and culture, environment, government, material well-being, and job are all measured by the Happiness Index.

II. METHODOLOGY

Using both quantitative and qualitative data in a study is known as "mixing" or "combining" research approaches. Combining quantitative and qualitative data offers new perspectives on study issues. Based on research objectives or hypotheses, the process entails gathering both quantitative (closed-ended) and qualitative (open-ended) data. Next, a mixed-methods design with the goal of integrating the two databases is found. The study's respondent students, who were sixth graders, were enrolled in 2022–2023. Malasiqui Central School, a seaside school in Sual District, and a school in a hilly location in Aguilar District in Pangasinan Division I were the random selection sites for the participants. Separated communities are distinct from other communities in two aspects: they are geographically remote and socioeconomically isolated. The weighted mean (WM), overall weighted mean (OWM), and grand overall weighted mean (GOWM) were used to determine the respondent pupils' levels of happiness index. A one-way analysis of variance (ANOVA) was performed to find the

difference between two or more means or components using significance tests.

III. RESULTS AND DISCUSSION

Table I. Summary of Levels of the Happiness Index of the Respondent-Pupils according to the Different

Areas			
Areas	OWM	DR	TR
1. Social Relationship	4.44	A	H
2. Teaching Learning Experience	4.32	A	H
3. Physical Environment and Atmosphere	4.28	A	H
Grand Overall Weighted Mean (GOWM) Level of Happiness Index	4.35	A	H

Table 1 displays the respondents' grand happiness index as well as the levels of happiness indices in other categories for sixth-grade students. The students that responded had a GOWM of 4.35, which is a "high" degree of satisfaction. In the domain of social connections, OWM = 4.44 was also achieved, along with OWM = 4.32 for teaching-learning experiences and OWM = 4.28 for the physical environment and atmosphere. The "high" level happiness index is equivalent to each of these indicators. There is a great deal of space for development in order to bring the pupils' satisfaction score up to a "very high" level.

Table 2. T-Test Results on the Happiness Index across the Variable, Sex

Area	Variable Category	N	Mean	Mean Diff	df	T-value	Sig																												
Social Relationship	Male	23	4.4178	-.04914	48	-.528ns	.600																												
	Female	27	4.4669					Teaching Learning Experience	Male	23	4.3187	-.00945	48	-.077ns	.939	Female	27	4.3281	Physical Environment Atmosphere	Male	23	4.2435	-.06023	48	-.450ns	.655	Female	27	4.3037	Overall Level of Happiness Index	Male	23	4.3261	-.04021	48
Teaching Learning Experience	Male	23	4.3187	-.00945	48	-.077ns	.939																												
	Female	27	4.3281					Physical Environment Atmosphere	Male	23	4.2435	-.06023	48	-.450ns	.655	Female	27	4.3037	Overall Level of Happiness Index	Male	23	4.3261	-.04021	48	-.396ns	.694	Female	27	4.3663						
Physical Environment Atmosphere	Male	23	4.2435	-.06023	48	-.450ns	.655																												
	Female	27	4.3037					Overall Level of Happiness Index	Male	23	4.3261	-.04021	48	-.396ns	.694	Female	27	4.3663																	
Overall Level of Happiness Index	Male	23	4.3261	-.04021	48	-.396ns	.694																												
	Female	27	4.3663																																

T-values come out to 0.528 sig. In social connections, there are no significant variations in the respondent-pupils' levels of happiness index with respect to the variable sex, as indicated by t = 0.077 sig at 0.939 in the domain of teaching-learning experiences and t = 0.450 sig at 0.655. Additionally, at an alpha level of

0.05, the t-value of 0.396 sig at 0.694 in the overall happiness index is not significant. The study's findings show that respondents' happiness indices are not significantly different based on their sex. As a result, the null hypothesis is agreed upon. This indicates that the respondent students' happiness index scores are comparable for both male and female students.

Table 3. ANOVA Results on the Happiness Index across the variable, Academic Performance in GPA (Grade Point Average)

Area	Sources of Variation	Sum of Squares	df	Mean Square	F-value	Sig.
Social Relationship	Between Groups	.306	4	.077	.706ns	.592
	Within Groups	4.880	45	.108		
	Total	5.186	49			
Teaching Learning Experience	Between Groups	.984	4	.246	1.388ns	.253
	Within Groups	7.977	45	.177		
	Total	8.961	49			
Physical Environment Atmosphere	Between Groups	.709	4	.177	.795ns	.534
	Within Groups	10.023	45	.223		
	Total	10.731	49			
Overall Level of Happiness Index	Between Groups	.521	4	.130	1.040ns	.397
	Within Groups	5.636	45	.125		
	Total	6.157	49			

ns=Not significant at 0.05 alpha level of significance

There is a 0.706 sig F-value. F = 1.388 sig. for social interactions at 0.592. F = 0.795 sig. for teaching-learning experiences at 0.253. F = 1.040 sig, at 0.534 in the atmosphere and physical environment. The respondent's happiness index levels are not significantly influenced by the variable academic achievement in GPA, as indicated by the overall happiness index of 0.397. Consequently, it is accepted that the null hypothesis, which reads, "There are no significant mean differences in the levels of happiness index of the respondent-grade six pupils across the profile variable, academic performance in GPA," indicates that students' happiness index remains consistent despite variations in their GPA.

Table 4. ANOVA Results on the Happiness Index across the Variable, Monthly Family Income

Area	Sources of Variation	Sum of Squares	df	Mean Square	F-value	Sig.
Social Relationship	Between Groups	1.296	5	.259	2.931*	.023
	Within Groups	3.891	4	.088		
	Total	5.186	9			
Teaching Learning Experience	Between Groups	1.682	5	.336	2.033ns	.093
	Within Groups	7.280	4	.165		
	Total	8.961	9			
Physical Environment Atmosphere	Between Groups	1.731	5	.346	1.692ns	.157
	Within Groups	9.001	4	.205		
	Total	10.731	9			
Overall Level of Happiness Index	Between Groups	1.298	5	.260	2.349ns	.056
	Within Groups	4.860	4	.110		
	Total	6.157	9			

ns=Not significant at 0.05 alpha level of significance

\*=significant at 0.05 alpha level of significant

Based on factual observations, students whose families earn more than 20,000 PHP per month are more likely to host birthday celebrations and receive visits from family and friends than students whose families earn 5,000 PHP or less per month. F = 2.033 sig, however. F = 1.692 sig. for teaching-learning events at 0.093. At F = 2.349 sig and 0.157 in the atmosphere and physical environment. The overall happiness level, which is 0.056, indicates that there is no significant fluctuation in the respondent's (Grade Six students') happiness index due to the variable of monthly family income. The sig F-value is 2.931\*. Social relationships are significant at 0.023 at the 0.05 alpha level. In other words, the null hypothesis, which states that "there are no significant mean differences in the levels of happiness index of the respondent pupils in the area of social relationships across the variable monthly family income," is unsupported. The relationships between students and their peers are impacted by their family's monthly income. It is a significant cause of variance in the Grade Six kids' satisfaction index when it comes to "social relationships." This means that the happiness index of the pupils remains similar regardless of their families' monthly income, supporting the null hypothesis that there are no significant mean differences in the levels

of happiness index of the respondent-grade six pupils across the profile variable.

Table 5. ANOVA Results on the Happiness Index across the Variable, Number of Siblings in the Family

Area	Sources of Variation	Sum of Squares	df	Mean Square	F	Sig.
Relationship	Between Groups	.455	4	.114	1.081ns	.377
	Within Groups	4.732	45	.105		
	Total	5.186	49			
Teaching Learning Experience	Between Groups	.516	4	.129	.687ns	.605
	Within Groups	8.446	45	.188		
	Total	8.961	49			
Physical Environment Atmosphere	Between Groups	.466	4	.116	.510ns	.729
	Within Groups	10.266	45	.228		
	Total	10.731	49			
Level of Happiness	Between Groups	.388	4	.097	.756ns	.560
	Within Groups	5.770	45	.128		
	Total	6.157	49			

ns=Not significant at 0.05 alpha level of significance

There is a 1.081 sig F-value. F = 0.687 sig. in social interactions at 0.377. F = 0.510 sig in teaching-learning experiences and F = 0.756 sig in the physical environment and atmosphere, respectively, at 0.605 and 0.729. The happiness index, which stands at 0.560, shows that the number of siblings in the family is not a major factor in determining the respondent's grade six students' happiness index levels. The statement "there are no significant mean differences in the levels of happiness index of the respondent-grade six pupils across the profile variables, number of siblings in the family" is thus accepted as the null hypothesis. This indicates that students' happiness scores are consistent, irrespective of the number of siblings in their individual households.

Table 6. ANOVA Results on the Levels of Happiness Index of the Respondent- Pupils across the Variable, Highest Educational Attainment of Fathers

Area	Sources of Variation	Sum of Squares	df	Mean Square	F-value	Sig.
	Between Groups	341	4	.085	.792ns	.537
	Within Groups	4.845	45	.108		

Social Relationship	Total	5.186	49			
Teaching Learning Experience	Between Groups	1.307	4	.327	1.921ns	.123
	Within Groups	7.655	45	.170		
	Total	8.961	49			
Physical Environment Atmosphere	Between Groups	2.687	4	.672	3.757*	.010
	Within Groups	8.045	45	.179		
	Total	10.731	49			
Overall Level of Happiness Index	Between Groups	.708	4	.177	1.463ns	.229
	Within Groups	5.449	45	.121		
	Total	6.157	49			

ns=Not significant at 0.05 alpha level of significance  
 \*=significant at 0.05 alpha level of significance

There is a 0.792 sig F-value. It is F = 1.463 sig, 0.123 in teaching-learning experiences, 0.537 in social ties, and F = 1.921 sig. The null hypothesis, which reads that there are no significant mean differences in the levels of happiness index of the respondent pupils across the variable, is accepted in these particular areas and the overall happiness index, as evidenced by the Grade Six students' 0.229 overall happiness index. Nevertheless, F = 3.757 sig. It is significant at the 0.05 alpha level in the atmosphere and in the physical surroundings at 0.010. As it turns out, the null hypothesis in this regard, which states that "there are no significant mean differences in the levels of happiness index of the respondent-pupils in the areas of "physical surroundings and atmosphere" across the variable, highest educational attainment of fathers," is rejected. According to survey results, students' degree of satisfaction varies greatly depending on their level of education. Those who have completed their elementary or secondary education tend to earn more than their peers who have not completed schooling because they are professionals in their field. educational level attained by their fathers. Fathers who have completed their elementary or secondary education tend to earn more than their peers who have not completed schooling because they are professionals in their field.

Table 7. ANOVA Results on the Levels of Happiness Index of the Respondent-Pupils across the Variable, Highest Educational Attainment of Mothers

Area	Sources of Variation	Sum of Squares	df	Mean Square	F-value	Sig.
Social Relationship	Between Groups	1.234	4	.309	3.514*	.014
	Within Groups	3.952	45	.088		

	Total	5.186	4			
			9			
Teaching	Between Groups	1.626	4	.406	2.493	.056
Learning	Within Groups	7.336	4	.163		
Experience	Total	8.961	4			
			9			
Physical	Between Groups	1.305	4	.326	1.558	.202
Environment	Within Groups	9.426	4	.209		
Atmosphere	Total	10.731	4			
			9			
Level of Happiness	Between Groups	1.094	4	.274	2.432	.061
	Within Groups	5.063	4	.113		
	Total	6.157	4			
			9			

ns=Not significant at 0.05 alpha level of significance  
 \*=significant at 0.05 alpha level of significance

There is a 3.514\* sig F-value. At the 0.05 alpha level, the value of "social relationship," at 0.014, is significant. As a result, the null hypothesis—which states that there are no appreciable mean variations in the respondent-grade six students' level of pleasure index in the social relationship category across the variable, mothers' greatest educational attainment—is rejected. It demonstrates that students with moms who had completed graduate-level or college-level education had a greater opportunity to engage in social activities than students with mothers who had just completed elementary or secondary school. Mothers with post-secondary education degrees, such as those from graduate and college programs, frequently hold professional positions. As a result, compared to moms who had only completed elementary or high school, these mothers accompany their kids to social events like programs and parties. The areas of "teaching-learning experience" and "physical environment and atmosphere," where the levels of happiness index are similar to each other with regard to the variable, which is the mother's highest educational attainment, accept the hypothesis that there is no significant mean difference in the levels of happiness index of the respondent pupils.

Table 8. ANOVA Results on the Levels of Happiness Index of the Respondent-Pupils across the Variable, Occupation of Fathers

Area	Sources of Variation	Sum of Squares	df	Mean Square	F-value	Sig.
Social Relationship	Between Groups	.241	2	.121	1.146ns	.327

	Within Groups	4.945	47	.105		
	Total	5.186	49			
Teaching Learning Experience	Between Groups	.514	2	.257	1.429ns	.250
	Within Groups	8.448	47	.180		
	Total	8.961	49			
Physical Environment Atmosphere	Between Groups	.160	2	.080	.355ns	.703
	Within Groups	10.572	47	.225		
	Total	10.731	49			
Grand Total Level of Happiness	Between Groups	.284	2	.142	1.134ns	.330
	Within Groups	5.874	47	.125		
	Total	6.157	49			

ns=Not significant at 0.05 alpha level of significance

According to the statistical study, there is no significant impact of the variable "occupation of mothers" on the happiness index of sixth grade students. Social relationships, teaching-learning, physical surroundings, and atmosphere are the four domains that impact the happiness index. The areas with the highest F-values are social relationships (1.146 ns, significance = 0.327), teaching-learning (1.429 ns, significance = 0.250), physical environment and atmosphere (0.355 ns, significance = 0.703), and the total happiness index (1.334 ns, significance = 0.330). Therefore, "there are no significant mean differences in the happiness index in the different areas across the variable, occupation of fathers," according to the null hypothesis. This marks its acceptance. This indicates that the respondent—the sixth-grade students—has a happiness index that is not affected by the variable, the dad's occupation. Parents' jobs don't affect the happiness index of students.

Table 9. ANOVA Results on the Levels of Happiness Index of the Respondent-Pupils across the Variable, Occupation of Mothers

Area	Sources of Variation	Sum of Squares	df	Mean Square	F	Sig.
Social Relationships	Between Groups	.457	2	.228	2.269ns	.115
	Within Groups	4.730	47	.101		
	Total	5.186	49			
Teaching Learning Experience	Between Groups	1.057	2	.529	3.143ns	.052

Experience Within Groups	7.904	47	.168		
Total	8.961	49			
Physical Environment Atmosphere	.272	2	.136	.611ns	.547
Between Groups					
Within Groups	10.459	47	.223		
Total	10.731	49			
Level of Happiness	.487	2	.244	2.018ns	.144
Between Groups					
Within Groups	5.670	47	.121		
Total	6.157	49			

ns=Not significant at 0.05 alpha level of significance  
 The F-value of 2.269 ns sig. and 0.115 in the area of social relationships, F = 3.143 ns sig. 0.052 in the area of teaching-learning, F=0.611 ns sig. 0.547 in the area of the physical environment and atmosphere, and F = 2.018 sig. 0.144 expresses the total happiness index, which indicates that the variable occupation of mothers is not a source of variation in the happiness index of the respondent. Thus, the null hypothesis states that there are no significant mean differences in the happiness index in the different areas across the variable, such as the occupation of mothers, and the students' levels of happiness remain the same.

Table 10. Correlations of the Levels of Happiness Index of the Respondent-Pupils and the Profile Variables Overall

Variables	Coefficient of Correlation	Social Relationship	Teaching Learning Experience	Physical Environment Atmosphere	Overall Level of Happiness
Sex	Pearson r	.076	.011	.065	.057
	Sig. (2-tailed)	.600	.939	.655	.694
Academic Performance	Pearson r	.056	.204	.177	.174
	Sig. (2-tailed)	.701	.156	.219	.227
Monthly Family Income	Pearson r	.330*	.331*	.187	.317*
	Sig. (2-tailed)	.019	.019	.193	.025
Number of Siblings	Pearson r	-.108	-.072	-.123	-.116
	Sig. (2-tailed)	.455	.618	.396	.422
Highest Educational Attainment (Father)	Pearson Correlation	.216	.322*	.048	.216
	Sig. (2-tailed)	.132	.022	.739	.131

Highest Educational Attainment (Mother)	Pearson r	.417**	.406**	.232	.394**
	Sig. (2-tailed)	.003	.003	.105	.005
Occupation (Father)	Pearson r	.214	.239	.121	.215
	Sig. (2-tailed)	.137	.094	.403	.135
Occupation (Mother)	Pearson r	.288*	.343*	.109	.274
	Sig. (2-tailed)	.042	.015	.453	.054

\*=significant at 0.05 alpha level of significance

The variable, mother's greatest educational level, is connected with  $r = 0.394^{**}$  sig at 0.005 in the overall happiness index and 0.003 in the "teaching-learning experiences" category. It has been noted that Grade Six students' happiness index is positively correlated in more aspects of their lives with their moms' highest educational attainment. The happiness index of the respondent, Grade Six pupils, is therefore associated with the variable "highest educational attainment of the mothers," thereby rejecting the null hypothesis that there is no significant correlation between the index of happiness and the variable "highest educational attainment of the mothers" in the areas and the "overall level of happiness." The teaching-learning experience, monthly family income, and the pleasure index of students in social interactions are all significantly correlated, as shown by the Pearson R-values of 0.330 (significant at 0.019), 0.331 (significant at 0.019), and 0.317 (significant at 0.025). The hypothesis states that in the specified regions, there is no evidence to contradict the substantial correlation between the happiness index of sixth-grade kids and the monthly income of their families. This suggests a connection between the students' happiness index and the variable of monthly family income. There is a significant association ( $r$ -value=0.322\* sig, at 0,022) between the respondent pupils' satisfaction score and the variable "highest education of fathers" in relation to the teaching-learning experience. Furthermore,  $r = 0.417^*$  sig. For "social relationships,"  $r = 0.406^*$  sig is present at 0.003.

CONCLUSION

The fathers may pursue higher-paying employment with their skill set, which would enhance their monthly income. The variables monthly family income, highest educational attainment of fathers, and highest educational attainment of mothers are sources of variation in the levels of happiness index of the respondent-Grade 6 pupils. However, there is still plenty of room to upgrade the happiness index of the



Grade 6 pupils from "high" to "very high level." The happiness index levels of the respondent, sixth-grade students, are correlated with two factors in the domains of "social relationships" and "teaching-learning experiences," specifically: "monthly family income" and the greatest educational attainment of parents.

#### REFERENCES

- [1] Alhuthil, R., Alshiban, S., Alqarni, A., Alshalawi, M., Alhaqbani, L., & Abusalih, H. (2022). Level and Associated Factors Predicting Happiness Among Princess Nourah University Students in Saudi Arabia During Covid-19 Pandemic. *Bahrain Medical Bulletin*, 44(2).
- [2] Aunampai, A., Widyastari, D. A., Chuanwan, S., & Katewongsa, P. (2022). Association of bullying on happiness at school: evidence from Thailand's national school-based survey. *International Journal of Adolescence and Youth*, 27(1), 72-84.
- [3] Belandres, E. B. (2018). Introduction to research statistics (with SPSS applications).
- [4] Buchanan, D., Hargreaves, E., & Quick, L. (2023). Schools closed during the pandemic: revelations about the well-being of 'lower-attaining' primary-school children. *Education* 3-13, 51(7), 1077-1090.
- [5] Einhorn, J., James, M., Kennedy, N., Marchant, E., & Brophy, S. (2024). Changes in self-reported health and wellbeing outcomes in 36,951 primary school children from 2014 to 2022 in Wales: an analysis using annual survey data. *Frontiers in Public Health*, 12, 1285687.
- [6] Lambert, L., Joshanloo, M., Marquez, J. M., Cody, B., Arora, T., Warren, M., ... & Teasel, S. (2022). Boosting student wellbeing despite a pandemic: positive psychology interventions and the impact of sleep in the United Arab Emirates. *International journal of applied positive psychology*, 7(3), 271-300.
- [7] Leung, C., Leung, J. T., Kwok, S. Y., Hui, A., Lo, H., Tam, H. L., & Lai, S. (2021). Predictors to happiness in primary students: Positive relationships or academic achievement. *Applied Research in Quality of Life*, 1-15.
- [8] Lim, S. J., & Lee, Y. Y. (2020). The Influence of Physical Health Activities on Self-Esteem and Subjective Happiness-Focused on Elementary, Middle, and High School Students. *한국사회체육학회지*, 79, 223-238.
- [9] Mardhatillah, A., & Rahman, S. A. (2020). Educator's Happiness Index Before And During Covid-19: Role Of Resilience And Spirituality. *Elementary Education Online*, 19(4), 3468-3472
- [10] Petrulytė, A., Guogienė, V., & Rimienė, V. (2022). Social emotional health, life satisfaction and school climate of junior school students in the context of Covid-19 pandemic crisis: Longitudinal research in Lithuania. *Psihološka Obzorja/Horizons of Psychology*.
- [11] Rahm, T., Oberlehberg, N., & Mayer, A. (2024). Teaching happiness to students—implementation and evaluation of a program aiming at promoting wellbeing in elementary schools. *Frontiers in psychology*, 15, 1289876.
- [12] Sezer, S., & Can, E. (2020). School Happiness: A Grounded Theory. *Educational Policy Analysis and Strategic Research*, 15(1), 44-62.
- [13] Steinmayr, R., Paschke, P., & Wirthwein, L. (2022). Elementary school students' subjective well-being before and during the COVID-19 pandemic: A longitudinal study. *Journal of Happiness Studies*, 23(6), 2985-3005.
- [14] Thorsteinsen, K., Parks-Stamm, E. J., Olsen, M., Kvalø, M., & Martiny, S. E. (2021). The impact of COVID-19-induced changes at schools on elementary students' school engagement. *Frontiers in psychology*, 12, 687611.
- [15] Yang, Q., Tian, L., Huebner, E. S., & Zhu, X. (2019). Relations among academic achievement, self-esteem, and subjective well-being in school among elementary school students: A longitudinal mediation model. *School Psychology*, 34(3), 328..