

ORIENTATION TO HAPPINESS AMONG SENIOR SECONDARY SCHOOL STUDENTS OF HILLY AREAS

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ABSTRACT

There are many ways to live happy but positive psychology revolves around three possible pathways: Pleasurable life, meaningful life and engaged life. Fredrickson (1998, 2000) suggested that pleasure that is related to positive emotions is prerequisite for curiosity and learning and it is directly converted to physical, intellectual and social wellbeing. Meaning is another factor to improve happiness and wellbeing in different origin. Engaged life is based on activities in which individual is in a state of flow. People who pursue three orientations to happiness live full life and full life leads to life satisfaction, engagement and meaning and promote the development of wellbeing. Therefore, this study was conducted with an objective to explore the level of different types of orientation to happiness among senior secondary school students and find differences with respect to gender and type of school. Following findings have been drawn from the analysis of the study that Female senior secondary school and students from private senior secondary schools students reported higher orientation to happiness as compare to counterpart students.

Key Words: Orientation to happiness, life of pleasure, life of meaning, life of engagement, senior secondary school students

INTRODUCTION

A common goal and pursuit that unites people across the world is to live happy and good life. Happy people have to be found to be healthier, more successful, more socially engaged, to have better relationship and to live longer (Lyubomirsky, King & Diener, 2005). Orientation to happiness proposed by Peterson et al. (2005) refers that OTH is made up of three ways of happiness namely pleasant life, meaningful life and engaged life. Experiencing pleasure has been found to increase positive effects and life satisfaction (Diener, Sandvik & Pavot, 2009). Physical pleasure has been found to be associated to the short-term satisfaction with life but not in longer term. In many studies it has been found that hedonic tend to improve wellbeing, life satisfaction and positive affect in short term but eudaimonia is more beneficial for long lasting goal. Meaningful life is based on eudaimonia, where pursuing activities that contribute to and connect something larger than oneself and provide a sense of purpose and meaning. Engaged life describes how engaged are the person in their activities. It is characterized by flow, and flow occurs when there is optimal balance of challenges and skill wherein one successfully navigates a task in the face of challenges (Moneta & Csikszentmihalyi, 1996).

“According to the theoretical framework underlying the “Orientation To Happiness” (OTH; Peterson, Park, & Seligman, 2005), happiness can also be seen as a mix between pleasure, meaning and engagement. Pleasure refers to the hedonism that was formulated several thousand years ago by the Greek philosopher Aristotle (435-360 BC) and is the basis for a fulfilling life. According to Park, Peterson and Ruch (2009) hedonism remains relevant in contemporary

psychology, especially the development of the “psychology of hedonism” (e.g., Kahneman, Diener, & Schwarz, 1999). It is operationalized through the way we appreciate our pleasurable experiences (Bryant & Veroff, 2006). However, only referring to pleasure is insufficient to account for the complexity of happiness, given the fact that it fluctuates by nature, and that man has a tendency to adapt (Brickman & Campbell, 1971; Lyubomirsky, Martin-Krumm, & Nelson, 2012). This is why the hedonic approach of happiness was supplemented by two other factors: meaning and engagement, representing different facets of eudemonia. Meaning: A meaningful life is a life in which the person feels connected to something larger than him or herself. According to this point of view, happiness integrates the values of the person, the fact that it helps to develop and live in harmony with them (eudemonic vision – Aristotle, 2000). Corresponding studies seek to explore the relationships between happiness, character strengths and virtues and satisfaction (e.g., Peterson, Ruch, Beermann, Park, & Seligman, 2007). Engagement: The dimension “engagement” complements both the hedonic and eudemonic visions of happiness. This dimension concerns the feeling of a total involvement in one’s undertakings. When a person has a high score on this dimension, his/her time flies, his/her attention is focused on the activity itself, and he/she feels completely absorbed (Park et al 2009). This is what Csikszentmihalyi (1990) calls a “flow state”. This state provides 3 energy, and people describe it as being strongly and intrinsically enjoyable (see Bassi & Delle Fave, 2011, for a review). It appears, therefore, that the framework adopted by OTH scale is a synthesis of different conceptions of happiness, to be precise, hedonism and eudemonia. However, it is necessary to go a step further to define happiness.”

Freud (1920) observed that infant and children do not need to be taught the pleasure principle; they spontaneously and instinctively seek out experiences that feel good in moment and avoid those that feel bad. Such dispositions are necessary for survival and the experiences of positive affect prospectively predict physical health (Cohen & Pressman, 2006). Pleasant life is based on positive experiences and minimize pain. Pleasure in casual conversation is to be happiness. This orientation to happiness consists of positive emotions about past, present and future and learning skills that build up the intensity of positive emotions and lessen the negative emotion (Hasen, 2009). In past positive emotions include fulfillment, pride satisfaction and serenity (Diener, 2000) whereas in future positive emotions are hope, optimism, confidence that have been reported buffer against depression (Seligman, 2002). Pleasure related to future, resulted good life in which individual develop their strength and virtues in activities that the individual is passionate about and enjoy (Norris & Vell-Brodrick, 2008). Meaning is the second route to happiness and can be traced to the Aristotelian notion of eudaemonia. The definition of meaning in life range from coherence in one’s life to goal directness and purposefulness that the individual experiences. Steger & Frazier, (2006) suggested that meaning in life can be achieved when one is meeting needs for value, purpose efficacy and self-worth. Meaning associated to work engagement, life satisfaction, happiness and healthy psychological functioning. (Khaneman, diener & Schwarz, 1999; Steger & Frazier, 2006). Peterson et al. (2005) specify that meaningful life is lived with self-conscious sense of service to other people. A sense of meaning is positively associated with overall wellbeing (Adams, 2000; Peterson et al., 2005; Zika & Chamberlian, 1992) and negatively associated with anxiety and depression (Ho, Cheung & Cheung, 2010). Meaning full life is based on the activities that contribute to something larger than us, and relate to the greater good of family, community and justice. Peterson et al., (2005) created a motivational framework with the addition of other distinct pursuit, engagement. Khan (1990) employ that engagement refers to a state in which an individual expresses their entire self:

physically cognitively and emotionally. Bakker (2005) found that individual who perceive themselves positive, pursue their role that are directly to their values which promote intrinsic motivation and engagement. An engaged person is more energetic, dedicated and enjoy their role which promote their happiness. Peterson et al., took inspiration from contemporary research on flow (Csikszentmihalyi, 1991) the state of complete absorption and full mastery in highly challenging, and highly skilled activities. Flow is characterized by concentration so intense as to preclude self-awareness. The frequent experience of flow is associated with achievement, work satisfaction and creativity (Nakamura & Csikszentmihalyi, 2009). So that, engaged life deals to activities in which we are completely engaged that produce a state of flow.

An individual who pursues all of three orientations to happiness is said to live a full life while who do not have either of them live empty lives. Living a full life leads to the greatest life satisfaction, with engagement and meaning being better contribute to the subjective wellbeing than pleasure (Peterson et al. 2005; Vella- Brodrick, Park & Peterson 2009).

OBJECTIVES OF THE STUDY

1. To explore and analyze the type and level Orientation to Happiness.
2. To find the difference in level Orientation to Happiness with respect to gender and type of school.
3. To study the interaction effect of gender and type of school on Orientation to Happiness

METHODOLOGY

The sample of the study were the senior secondary school students from different districts of Himachal Pradesh. To tap the Orientation to Happiness of secondary school student’s investigator re-standardized Orientation to Happiness scale by Peterson, Park, and Seligman (2005) in Indian context. It is instrument that measure the Orientation to Happiness (pleasure, meaning and engagement) and it uses 5 point Likert- type scale (1=not at all like me to 5= very much like me); it includes 18 items.

DESCRIPTIVE ANALYSIS OF ORIENTATION TO HAPPINESS OF SENIOR SECONDARY SCHOOL STUDENTS ON THE BASIS OF DIFFERENT LEVELS AND MEAN SCORE

Table 1 showing percentage-wise distribution of total sample in different levels of orientation to happiness.

Levels→ Dimensions↓		Very High	High	Average	Low	Very Low	Total
Life of Meaning	N	42	198	840	85	35	1200
	%	3.5	16.5	70	7.08	2.92	100
Life of Pleasure	N	67	131	838	148	16	1200
	%	5.58	10.92	69.84	12.33	1.33	100
Life of Engagement	N	54	195	792	144	15	1200
	%	4.5	16.25	66	12	1.25	100
Total OTH	N	63	123	869	125	20	1200
	%	5.25	10.25	72.41	10.42	1.67	100

The analysis of table 1 revealed that 3.5% of total sample endorsed very high level of orientation to happiness from life of meaning. 16.5% high level of orientation to happiness from life of meaning. The analysis also revealed that highest percentage of students reported average level of orientation to happiness from life of meaning. On analyzing low levels, the results revealed that 7.08% and 2.92% of students reported low and very low levels of orientation to happiness from life of meaning respectively.

The analysis on the orientation to happiness from life of pleasure domain reveals that 5.58% of students reported very high level of orientation to happiness from life of pleasure and 10.92% of total sample reported in high level of orientation to happiness from life of pleasure. The analysis further revealed that highest number of sample adapted average level of orientation to happiness from life of pleasure. The analysis of below average levels reveals that 12.33% and 1.33% of sample reported in low and very low level of orientation to happiness from life of pleasure.

Moving deeper with analysis the table 1 reveals that 4.5% of students adapted very high level of orientation to happiness from life of engagement and 16.25% of students showed high level of orientation to happiness from life of engagement. The perusal of table 1 also shows that 66% of total sample reported average level of orientation to happiness from life of engagement. In case of below average levels the analysis of the table reveals that 12% of sample adapted low level of orientation to happiness from life of engagement and only 1.25% of total sample reported very low level of orientation to happiness from life of engagement.

On exploring the percentage of overall score on orientation to happiness the analysis of table 1 reveals that highest percentage of students i.e. 72.41% reported average orientation to happiness. The analysis also reveals that high and low levels possesses almost similar percentage i.e. 10.25% and 10.42% of students respectively. While analyzing two extremely poles of orientation to happiness it is found that 5.25% of students showed very high level of orientation to happiness and only 1.67% of students reported very low level of orientation to happiness.

COMPARISON BETWEEN DIFFERENT DIMENSIONS AND OVERALL SCORE OF ORIENTATION TO HAPPINESS OF SENIOR SECODARY SCHOOL STUDENTS ON THE BASIS OF GENDER AND TYPE OF SCHOOL

Summary of 2x2 multivariate analysis of variance (MANOVA) on the scores of different dimensions and overall Orientation to Happiness with respect to gender and type of school.

In order to study main effects gender and type of school along with interaction effect, 2-way multivariate analysis of variance (2x2 factorial design comprising of 2 types of gender i.e. male and female and 2 types of schools i.e. private and government) was applied on mean scores of different dimensions and overall score of Orientation to Happiness. Results of descriptive analysis for Orientation to Happiness based on 1200 senior secondary school students (sample) is given in table 2 below.

Descriptive analysis of Orientation to Happiness with respect to different types of gender and schools.

	Gender	Type of School	Mean	Std. Deviation	N
OTHLM	Female	Govt.	21.178	3.8738	450
		Private	22.300	3.7502	150
		Total	21.458	3.8708	600

	Male	Govt.	20.551	3.4394	450
		Private	22.093	4.6909	150
		Total	20.937	3.8454	600
	Total	Govt.	20.864	3.6744	900
		Private	22.197	4.2408	300
		Total	21.198	3.8654	1200
OTHLP	Female	Govt.	20.760	3.9648	450
		Private	21.893	4.2254	150
		Total	21.043	4.0578	600
	Male	Govt.	19.760	3.4782	450
		Private	21.387	4.3222	150
		Total	20.167	3.7700	600
	Total	Govt.	20.260	3.7608	900
		Private	21.640	4.2745	300
		Total	20.605	3.9394	1200
OTHLE	Female	Govt.	19.711	3.6981	450
		Private	20.200	4.0234	150
		Total	19.833	3.7845	600
	Male	Govt.	18.733	3.4051	450
		Private	19.893	4.4438	150
		Total	19.023	3.7223	600
	Total	Govt.	19.222	3.5861	900
		Private	20.047	4.2345	300
		Total	19.428	3.7738	1200
OTH Total	Female	Govt.	61.649	9.4205	450
		Private	64.393	10.1406	150
		Total	62.335	9.6703	600
	Male	Govt.	59.044	7.9120	450
		Private	63.373	11.0268	150
		Total	60.127	8.9827	600
	Total	Govt.	60.347	8.7912	900
		Private	63.883	10.5876	300
		Total	61.231	9.3941	1200

Summary of 2 way MANOVA (2x2) for interaction between gender and type of school with regard to Orientation to Happiness.

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	OTHLM	39.063	1	39.063	2.681	.102
	OTHLP	127.690	1	127.690	8.516	.004**
	OTHLE	92.801	1	92.801	6.646	.010*
	OTH Total	738.934	1	738.934	8.716	.003**

Type of School	OTHLM	399.334	1	399.334	27.412	.000**
	OTHLP	428.490	1	428.490	28.576	.000**
	OTHLE	152.934	1	152.934	10.952	.001**
	OTH Total	2814.303	1	2814.303	33.197	.000**
Gender Type of School	OTHLM	9.923	1	9.923	.681	.409
	OTHLP	13.690	1	13.690	.913	.340
	OTHLE	25.334	1	25.334	1.814	.178
	OTH Total	141.214	1	141.214	1.666	.197
Error	OTHLM	17423.296	1196	14.568		
	OTHLP	17934.027	1196	14.995		
	OTHLE	16700.738	1196	13.964		
	OTH Total	101392.522	1196	84.776		
Total	OTHLM	557115.000	1200			
	OTHLP	528086.000	1200			
	OTHLE	470028.000	1200			
	OTH Total	4604869.000	1200			
Significant at *0.05 & **0.01 level of significance						

Main Effect Gender

The analysis of table 2 revealed that F-value for the difference between life of meaning of male and female senior secondary school students is $F(1,1196) = 2.681$, $p = .102$, which is found insignificant at 0.05 level of significance. The results indicate that male and female senior secondary school students doesn't differs significantly on the mean scores of life of meaning as a measure to orientation to happiness. The examination of table 2 revealed that senior secondary school students don't differ significantly in their life of meaning as a measure to orientation to happiness on the basis of their gender. Further the perusal of table 1 revealed that male senior secondary schools students reported higher levels of life of meaning as a measure to orientation to happiness as compare to their counterparts but this difference is not found statistically significant it might be due to the reasons that both the gender reported same feelings as both the genders feel their life serves a higher purpose. They are good at choosing what to do as they always take into account whether it will benefit other people or not. Both male and female students feel that they have responsibility to make the world a better place; they also reported that their life possesses a lasting meaning. Further both genders also show sense of responsibility as they feel what they do, matters to society, and they spent lot of time thinking about what life means and how they fit into its big picture Present findings are in line with the findings of Bano (2014) reported that Life of meaning is same for both male and female because this is the universal phenomenon and it is independent of gender.

Moving further with the analysis, results presented in table 2 revealed that F-value for the difference between life of pleasure as a measure to orientation to happiness of male and female senior secondary school students is $F(1,1196) = 8.516$, $p = .004$, which is found significant at 0.01 level of significance. The results indicate that male and female senior secondary school

students differs significantly on the mean scores of life of pleasure as a measure to orientation to happiness. While analyzing means table, table 1 revealed that female senior secondary school students possess higher mean values of life of pleasure as a measure to orientation to happiness. It is assumed that female senior secondary school students enjoy their life more as compare to male senior secondary school students as female students feel that life is too short to postpone the pleasure provided by it, they don't hesitate to go out of their way in-order to feel euphoric, while choosing what to do these students always take into account whether it will be pleasurable or not. Further, female senior secondary school students also agree with the statement "Life is short-eat dessert first", they prefer & love the things that excite their senses, and they also reported that the pleasurable life is only the good life.

Going deeper with the analysis, results presented in table 2 revealed that F-value for the difference between life of engagement as a measure to orientation to happiness of male and female senior secondary school students is $F(1,1196) = 6.646$, $p = .010$, which is found significant at 0.05 level of significance. The results indicate that male and female senior secondary school students differs significantly on the mean scores of life of engagement as a measure to orientation to happiness. The perusal of table 1 revealed that female senior secondary school students reported higher life of engagement as a measure to orientation to happiness as compared to male senior secondary school students. It might be due to the reason that female secondary school students reported that their while working time passes very quickly, regardless of whatever they do they seek-out situations that challenge their skills and abilities, they also reported that whether at work or play, they feel "in a zone" and are conscious of themselves. Further, these students also reported that they are always absorbed in their work, whenever they had to choose what to do, they always take into account whether they can lose themselves in it and they are rarely distracted by what is going on around them.

The analysis of table 2 also revealed that F-value for the difference between overall orientation to happiness of male and female senior secondary school students is $F(1,1196) = 8.716$, $p = .003$, which is found significant at 0.01 level of significance. The results indicate that male and female senior secondary school students differ significantly on the mean scores of overall orientation to happiness. Therefore, data provides sufficient evidence for rejection of null hypothesis "***There exists no significant difference among senior secondary school students in their level of Orientation to Happiness with respect to gender***". Further the analysis of mean table, table 1 revealed that female senior secondary school students reported higher orientation of happiness as compared to their male counterparts as they feel that their life serves a higher purpose. They are good choosing what to do as they always take into account whether it will benefit other people or not. Further, these students also agree with the statement "Life is short-eat dessert first", they prefer & love the things that excite their senses, and they also reported that, the pleasurable life is only the good life. These students also reported that their time passes very quickly regardless of whatever they do, they seek out situations that challenge their skills and abilities, they also reported that whether at work or play, they feel "in a zone" and are conscious of themselves. Further, these students also reported that they are always absorbed in their work, whenever they had to choose what to do, they always take into account whether they can lose themselves in it and they are rarely distracted by what is going on around them. Therefore, it appears that all three orientations to happiness are important but that engagement and meaning are most significant.

Main Effect Type of School

The analysis of table 2 revealed that F-value for the difference between life of meaning of students studying private and government senior secondary schools is $F(1,1196) = 27.412$, $p = .000$, which is found significant at 0.01 level of significance. The results indicate that students studying in private and government senior secondary schools differ significantly on their mean scores of meaning orientation to happiness. Further the analysis of table 1 revealed that students studying in private senior secondary schools showed higher levels of life of meaning it is assumed that private senior secondary school students believes that their life serves a higher purpose. They are good at choosing what to do as they always take into account whether it will benefit other people or not, they feel that they have responsibility to make the world a better place, they also reported that their life has a lasting meaning. Further they also show sense of responsibility as they feel what they do matters to society, and they spent lot of time thinking about what life means and how they fit into its big picture.

Moving further with the analysis of table 2 results revealed that F-value for the difference between pleasure orientation to happiness of students studying private and government senior secondary schools is $F(1,1196) = 28.576$, $p = .000$, which is found significant at 0.01 level of significance. The results indicate that students studying in private and government senior secondary schools differ significantly on their mean scores of life of pleasure. While analyzing table 1 the results revealed that students studying in private senior secondary schools possesses higher level of life of pleasure as orientation to happiness. It is assumed that these students enjoy their life more as compare to their counterparts studying in government senior secondary schools, because these students reported that they feel life is too short to postpone the pleasure provided by it, they don't hesitate to go out of their way in-order to feel euphoric, while choosing what to do, these students always take into account whether it will be pleasurable or not. Further, these students also agree with the statement "Life is short-eat dessert first", they prefer & love the things that excite their senses, and they also reported that, the pleasurable life is only the good life.

Similarly, the analysis of table 2 also revealed that F-value for the difference between life of engagement of students studying private and government senior secondary schools is $F(1,1196) = 10.952$, $p = .001$, which is found significant at 0.01 level of significance. The results indicate that students studying in private and government senior secondary schools differ significantly on their mean scores of life of engagement. The analysis of table 1 further revealed that private senior secondary school students reported higher levels of life of engagement this might be due to the reason that private senior secondary schools students reported higher scores on various elements of life of meaning like, passing of time, challenge, skills, abilities, absorption, dedication etc. further these students also reported that their time passes very quickly regardless of whatever they do, they seek out situations that challenge their skills and abilities, they also reported that whether at work or play, they feel "in a zone" and are conscious of themselves. Further, these students also reported that they are always absorbed in their work, whenever they had to choose what to do, they always take into account whether they can lose themselves in it and they are rarely distracted by what is going on around them.

On similar lines, the analysis of table 2 revealed that F-value for the difference between overall orientation to happiness of students studying private and government senior secondary schools is $F(1,1196) = 33.197$, $p = .000$, which is found significant at 0.01 level of significance. The results indicate that students studying in private and government senior secondary schools

differ significantly on their mean scores of overall orientation to happiness. Therefore data provides sufficient evidence for rejection of null hypothesis, "***There exists no significant difference among senior school students in their level of overall Orientation to Happiness with respect to type of school***". The analysis of table 1 revealed that private senior secondary school students reported higher orientation to happiness as compared to their counterparts studying in government senior secondary schools. It might be due to the reason that private senior secondary school students reported higher scores on different elements of orientation to happiness like purpose of life, making choices, taking responsibilities, having euphoric nature, excitement of senses, being pleasurable, seeking of challenging situations, skills, abilities, consciousness etc. further these students feel life is too short to postpone the pleasure provided by it, while choosing what to do, these students always take into account whether it will be pleasurable or not. Further, these students also agree with the statement "Life is short-eat dessert first", they prefer & love the things that excite their senses, and they also reported that, the pleasurable life is only the good life. They feel their life serves a higher purpose. They are good at choosing what to do as they always take into account whether it will benefit other people or not, they feel that they have responsibility to make the world a better place, they also reported that their life has a lasting meaning and they spent lot of time thinking about what life means and how they fit into its big picture. Also these students reported that their time passes very quickly, regardless of whatever they do, they reported that whether at work or play they feel "in a zone" and are conscious of themselves. Further, these students also reported that they are always absorbed in their work, whenever they had to choose what to do, they always take into account whether they can lose themselves in it and they are rarely distracted by what is going on around them.

Interaction Effect (Gender x Type of School)

The perusal of table 2 revealed that F-ratio for interaction between gender and type of school of senior secondary school students on life of meaning is found $F(1,1196) = .681, p = .409$, which is found insignificant at 0.05 level of significance. Therefore, the results revealed that main effects i.e. gender and type of school functions independently. The results revealed that perception of senior secondary school students on scores of life of meaning as a result of interaction of gender and type of school for various sub-groups does not differ significantly. It is assumed that sub-groups of gender and type of school possess similar type of feelings regarding various elements of life of meaning, like sub-groups of both demographic variables feel that their life serves a higher purpose. They are good choosing what to do as they always take into account whether it will benefit other people or not, both sub-groups feel that they have responsibility to make the world a better place, they also reported that their life has a lasting meaning. Further they also shows sense of responsibility as they feel what they do matters to society, and they spent lot of time thinking about what life means and how they fit into its big picture.

Similarly, the perusal of table 2 revealed that F-ratio for interaction between gender and type of school of senior secondary school students on life of pleasure is found $F(1,1196) = .913, p = .340$, which is found insignificant at 0.05 level of significance. Therefore the results revealed that main effects i.e. gender and type of school functions independently. The results revealed that perception of senior secondary school students on scores of life of pleasure as a result of interaction of gender and type of university for various sub-groups does not differ significantly. It is assumed that both sub-groups possess similar type of opinions on various elements of life of pleasure like they feel life is too short to postpone the pleasure provided by it, they don't hesitate to go out of their way in-order to feel euphoric, while choosing what to do, these students always

take into account whether it will be pleasurable or not. Further, these students also agree with the statement “Life is short-eat dessert first”, they prefer & love the things that excite their senses, and they also reported that, the pleasurable life is only the good life

On similar lines the perusal of table 2 revealed that F-ratio for interaction between gender and type of school of senior secondary school students on life of engagement is found $F(1,1196) = 1.814, p = .178$, which is found insignificant at 0.05 level of significance. Therefore, the results revealed that main effects i.e. gender and type of school functions independently. The results revealed that perception of senior secondary school students on scores of life of engagement as a result of interaction of gender and type of school for various sub-groups does not differ significantly. It might be due to reasons that these sub-groups possess similar feelings on various components of life of engagement like, these students reported that their time passes very quickly, regardless of whatever they do, they seek out situations that challenge their skills and abilities, they also reported that whether at work or play, they feel “in a zone” and are conscious of themselves. Further, these students also reported that they are always absorbed in their work, whenever they had to choose what to do; they always take into account whether they can lose themselves in it and they are rarely distracted by what is going on around them

The perusal of table 2 revealed that F-ratio for interaction between gender and type of school of senior secondary school students on overall orientation to happiness is found $F(1,1196) = 1.666, p = .197$, which is found insignificant at 0.05 level of significance. Therefore, the results revealed that main effects i.e. gender and type of school functions independently, hence the data do not provides sufficient evidence to reject null hypothesis, ***“There is no significant interaction effect of gender and type of school on the overall Orientation to Happiness of senior secondary schools students”***. The results revealed that perception of senior secondary school students on scores of overall orientation to happiness as a result of interaction of gender and type of school for various sub-groups does not differ significantly. It might be due to the reason that individuals of both the subgroups possesses similar feeling on various dimensions of orientation of happiness like purpose of life, responsibility, meaning of life, dedication, absorption, skills, abilities, challenges etc. these students have similar opinions like, they feel their life serves a higher purpose. They are good choosing what to do as they always take into account whether it will benefit other people or not, they feel that they have responsibility to make the world a better place, they also reported that their life has a lasting meaning, they spent lot of time thinking about what life means and how they fit into its big picture. These students feel life is too short to postpone the pleasure provided by it, they don't hesitate to go out of their way in-order to feel euphoric, while choosing what to do, these students always take into account whether it will be pleasurable or not. Further, these students also agree with the statement “Life is short-eat dessert first”, they prefer & love the things that excite their senses, and they also reported that, the pleasurable life is only the good life. They also reported that their time passes very quickly, regardless of whatever they do, they seek out situations that challenge their skills and abilities, they also reported that whether at work or play, they feel “in a zone” and are conscious of themselves. Further, these students also reported that they are always absorbed in their work, whenever they had to choose what to do, they always take into account whether they can lose themselves in it and they are rarely distracted by what is going on around them. It appears that all three orientations to happiness are important.

CONCLUSION

After observing analysis on orientation to happiness of senior secondary school students, it has been concluded that male and female senior secondary school students differs significantly on life of pleasure, life of engagement, and overall orientation to happiness. It has been observed that female senior female senior secondary school students show higher life of pleasure, life of engagement, and overall orientation to happiness as compared to their male counterparts. However, in case of life of meaning male and female senior secondary school students don't differ significantly. On the other hand, students studying in private and government senior secondary schools also differs significantly in life of meaning, life of pleasure, life of engagement, and overall orientation to happiness. In addition, the analysis also revealed that students studying in private senior secondary schools shows higher life of meaning, life of pleasure, life of engagement, and overall orientation to happiness as compared to government counterparts. Apart from that it is also found that gender and type of school don't interact in life of meaning, life of pleasure, life of engagement, and overall orientation to happiness of senior secondary school students.

IMPLICATIONS

One of the important implication of present study is that authorities of school education need to monitor the orientation to happiness of students in line with their career choices. Present study may be helpful to recognize the factors which can boost the orientation to happiness among student community. The study indicates that male students from government schools possesses low orientation to happiness as compare to students of private schools. Happiness is considered main source of motivation and worthy goals. It encourages virtue and strength rather than short cuts and is associated with positive outcomes of both individual and society (Seligman 2002, 2004, 2005). School authorities should take measures to reduce the false and illusionary belief among students and enhance positive emotions (about past, present and future). Measures should be taken to improve the learning skills that build up the intensity of positive emotions and lessen the negative emotion. As past positive emotions include fulfilment, pride satisfaction and serenity, whereas in future positive emotions are hope, optimism, confidence that have been reported buffer against depression pleasurable, engaged and meaningful activities for an individual overall life satisfaction.

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