Original Research Article

Happiness and academic performance in students of the degree in pedagogy

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The objective of the research was to relate the level of happiness and academic achievement of graduate students at the National Pedagogical University in 2019, with the participation of students of both sexes between the ages of 18 and 35. It is a quantitative, non-experimental and cross-relational investigation. The Alarcon scale was used to describe Happiness, which consisted of 27 items, including four factors. To achieve academic achievement, the academic trajectory of each student has been worked on. The information was processed using the SPSS statistical package, version 23, to calculate the percentage of the level of happiness and the Pearson correlation. The results of three happiness factors show that the population is at a low level: a positive life-sense factor of 50 %, a life-satisfactory factor of 60 % and a joy-of-life factor of 55 %. At the medium level, the Personal Achievement factor is 45%. As far as the Pearson Correlation is concerned, a high correlation is detected between the happiness variable and the academic performance (r = 0.520 and p <0.001). It is concluded that contextualization, sphere of origin, socio-economic level, their perception of themselves and their emotional state must be considered.

Key words: Happiness, academic performance, students, relationship

INTRODUCTION

Psychological history focuses on pathologies. Whoever studies this field of action is trained and trained to develop skills focused on how to diagnose mental illnesses, depressions, anxieties. Its aim is to be attentive to the difficulties, weaknesses and negative aspects of people, such as desperation, depression, anxiety, frustration, which, from this traditional approach, ignore the positive aspects that a person can count on, such as: strengths, virtues and ability to achieve health, harmony to balance different social and cultural contexts, all of this in order to achieve a better quality of life.

Then a different position arises from Positive Psychology proposed by Martin Seligman who was president of the APA of the University of Pennsylvania together with the contribution of Mihaly Csikszentmihalyi of the University of Clarenot, in 2000, they contribute that this "is the science of subjective experience, its objective is to learn the knowledge that underlies the qualities and positive emotions of the human being ".

Positive psychology addresses topics such as optimism, resilience, optimal experiences, creativity, positive emotions, talent development, humor and laughter, values, gratitude and happiness.

The theme that will be addressed here is happiness. Well, this issue from the beginning of human history has been considered a goal that is pursued in life. There are

innumerable investigations that show data that has been related to different variables linked to happiness.

Positive psychology addresses happiness, conceiving that all individuals have a fixed range of positive and negative emotions, loaded with a genetic component of the personality. This can be seen with Seligman (2011), who shares the formula where: F (lasting happiness) = R (fixed range) plus C (life circumstances) plus will. Regarding the fixed range, fixed or habitual level of positive and negative emotions, Reeve (2010) states that the happiness fixed point arises largely from individual differences in extraversion, while unhappiness arises mainly from differences individuals in neuroticism.

It is important to consider that the decisions of daily life that are made when making an analysis of the happiness that will give the person and takes into account the people around them (Gilbert, 2006). It is not very common to use the word happiness in daily life, nor is it observed that it is something that is sought as if it were something visible or that other people identify its actions. It is a goal that humanity seeks, of how important it is to keep it present in the life project.

Happiness is therefore considered to be an authentic reality of relevant importance in life, because without that goal, life could not be projected by a person in whom happiness was not necessary would not be worth as human life. Hence the need to give it the importance it obtains in the theoretical and practical spirit (Lisón, 2005)

Touching the subject of happiness, a confusing subject, but at the same time it is registered as one of the basic tendencies of human nature, the argument that is outlined is to answer the question about the content of happiness to be considered as such way. Thus, there is a difficulty, which fragments contemporary philosophers, which is whether or not the issue of happiness should be discussed within Ethics, another difficulty is to investigate what happiness should lie in to be able to dialogue about authentic happiness.

Those who dispense with happiness from morality profess that it only approaches the concept descriptively, that is, the only thing that can be created is to list everything in which they reduce their happiness, but it is not understandable to inquire into what happiness should be because this is an approach moral. The other point of view, that of those who include happiness within the Ethics, follows two paths: first the descriptive and then the prescriptive.

Seligman (2003) emphasizes and pays special attention to positive individual characteristics; the positive approach to positive experiences is already considered a completely scientific study. It relies on the virtues and strengths that each human being has.

Vera (2006), mentions that psychology generally focuses its focus on the negative that people externalize, human fatigue, emotional health research, interventions have been proposed, an aspect that has resulted in psychology being observed as psychopathology, all the development of the theory of research in psychology has been focused on negative emotions, pathologies and disorders, all with a tendency towards mental illness, and the tendencies in training professionals in the area of psychology is towards illlness.

Seligman and Csikszentmihalyi (2000), mentioned that, since World War II, psychology has aimed to treat mental disorders and improve people's well-being and productivity, developing their talent and intelligence. If we talk about the clinical approach, one of the objectives within positive psychology is to turn it into intervention focused on the promotion of therapeutic skills that benefit the positive emotional experience. We want to strengthen the positive components that approve people, organizations and communities to raise the quality of life and to prevent pathologies that come from unfavorable life circumstances and the presence of negative emotions such as anxiety, depression, stress and the wrath. (p. 6).

All educational organizations, companies, health institutions should promote well-being and happiness within their members, as this would help everyone to achieve better productivity, in the educational area it would help to form human beings more satisfied with life and as a result a better society.

In 2012, the international day of happiness was proclaimed, it is celebrated on March 20, officially declared by the UN with the aim of recalling the importance of happiness as an integral part in the development and well-being of all human beings.

The intention of making this day official is to demand that the world's regimes make it present in their social and economic policies, so that there can be true equity and collective well-being, help to achieve the much coveted happiness that every human being aspires to achieve. When you lose sight of the fact that human life in which happiness has no meaning, it becomes a life that ceases to be human.

A constant point of interest in university students is academic performance, currently the subject is the object of study with great interest, and it has already been associated with different factors.

Vergara (2011), defines academic performance as the ability to respond, reflects the way of appreciating what a person has learned as a result of an instruction or training process.

For his part, Garbanzo (2013) mentions that it is the value of the academic grades achieved that symbolizes the indicator to assess academic performance and it is understood that they represent learning achievements.

Students, being in an academic institution, where they seek to achieve the goal of obtaining a university preparation, show a constant concern to obtain good academic grades, which reflect the effort that is made every day. It contributes that the presence of different moods grouped to academic performance, these can be internal, external to the person, agglomerates them into components of a social, cognitive, and emotional order, and classifies them into three conclusive: social, personal and institutional.

The causal attributions correspond to the perception that

the person has of the development of constructed or casual intelligence and, consequently, of academic results. Internal control perceptions occur when the student perceives that the result depends on their own effort, or that of other people, or is unknown, when they have no idea who the result depends on. The category Cognitive conditions is made up of the learning strategies that the student uses and includes study habits and hours assigned to study.

METHODOLOGY

In this quantitative, non-experimental, and correlational research, the general objective of this research was to relate Happiness and Academic Performance in students of the degree in Pedagogy of the municipality of Tejupilco dependent on the National Pedagogical University in the period 2019. The population was It was made up of 110 students of the degree in Pedagogy of both sexes with ages ranging between 18 and 35 years, who come from rural areas and communities with low to medium socioeconomic economic status.

The Lima Happiness Scale (Alarcón, 2006) was used, which is composed of 27 items with a Likert-type scale of five alternatives: totally agree, agree, neither agree nor disagree, disagree and totally disagree.

The positive extreme has a value of five points and the negative extreme one point taking the total score is divided into five levels of happiness: from 27-87: very low happiness; 88-95: low; 96-110: mean; 111-118: high; 119-135: very high. In the questionnaire the items are randomly distributed, it contemplates four factors: Positive sense of life, Satisfaction with life, Personal fulfillment and Joy of living.

In the factor Positive sense of life: the items indicate deep depression, failure, restlessness, pessimism and existential emptiness. Rejection responses indicate degrees of happiness, reflecting positive attitudes and experiences toward life. In this way, happiness represents being independent of deep depressive phases, having feelings positive towards himself and towards life. This factor is composed of 11 items, contemplates 32.82% of the total variance and its factor loadings are high; This subscale has high reliability (α = .88).

The Satisfaction with life factor: satisfaction with what has been achieved is stated, the individual believes that he is where he should be, or that he is very close to reaching the ideal of his life. Its content is six items, and it explains 11.22% of the total variance. It contains a reliability (α = .79).

The factor Personal realization, the questions formulate what is called full happiness, and not transitory states of being happy, they mark self-sufficiency, autarky, emotional tranquility, placidity; Considering that he contemplates the circumstances to reach the moment of complete happiness. The definition of personal fulfillment corresponds to the definition of happiness that presumes the disposition of the person with goals that they believe are valuable for their

life. It contains six items, explains 10.7% of the total variance (α = .76).

The last factor Joy of living, the designation notes that its items mark how extraordinary it is to live, refer to positive life experiences and generally feel good. It contains four items and explains 10.7% of the total variance (α = .72) (Alarcón, 2006).For the academic performance of the students of the degree in pedagogy, the support of the school control of the dependent institution of the National Pedagogical University was received, who facilitated the academic trajectories of each student who participated in the research, these data were provided to the researchers From this project. With the information, the Pearson correlation was calculated with the statistical package SPSS version 23.

RESULTS

Once the information was organized and processed, the following results were obtained: For the Positive sense of life factor, 6% of the students presented the very low level, 50% the low level, and 23% the medium level, 15% the high level and 6% the very high level (Table 1).

Regarding the factor Satisfaction with life, 4% of the students showed the very low level, 60% low level, 33% medium level, 3% high and very high level respectively (Table 1).

In relation to the factor Personal achievement, 4% expressed the very low level, 40% low level, 45% medium level, 10% high level and 1% very high (Table 1).

For the Joy of Living factor, 19% of the population is at a very low level, 55% at a low level, 22% at a medium level, 4% at a high level.

Regarding the Pearson Correlation, a high correlation is detected between the variable's happiness and academic performance ($r = 0.520$ and $p < 0.001$). This interpretation does not imply causality; The relationship only means that the variables covariate between them, so if there is a mutual relationship (Table 2).

DISCUSSION

Happiness is a practice, teaching and way of seeing life that arises from processes that accumulate throughout life, becoming a judgment that allows each person to analyze the methods and achievements obtained in the different spheres of life. It is finding in the desires and goals that he proposed to see culminate them or to see realized what he proposed to obtain and achieve throughout the process of his life,

The results of this research are similar to those reported by Ramírez and Carranza (2013) in their research entitled Happiness and Academic Performance: Moderating Effect of Happiness on Selection Indicators and Academic Performance of Commercial Engineering Students.

Table 1. Happiness Factors in students of the degree in pedagogy

Factors	Happiness level				
	Very low%	Low%	Medium %	High%	Very high%
Positive sense o flife	6	50	23	15	6
Satisfaction with life	4	60	33	3	3
Personal fulfillment	4	40	45	10	1
Joy of living	19	55	22	4	--

Source: self made

Tabla 2. Correlation coefficients between happiness and academic performance factors

	Happiness	Academic Performance
Happiness Pearson's correlation	1	.520*
Sig (bilateral)	.000	
N	110	109
Academic performance Pearson's correlation		1
Sig. (bilateral)	.000	
N	109	109

The correlation is significant at the 0.01 level (bilateral)
Source: self made

Similarly, in a program by Sánchez et al (2018) in their work: Effects of a happiness program based on positive psychology on the academic performance of university students.

The cited authors report a statistically significant Pearson correlation between happiness and academic performance.

With the knowledge obtained from the research, it is confirmed that, if students present high levels of happiness, they obtain an effective impact on their academic performance. It is confirmed that there is a select attribution in the assessment of the happiness perceived by each student applied to their life, as this stimulates a fruitful environment to develop and carry out their academic tasks, resulting in obtaining academic performance.

From a practical perspective, the results obtained represent an important challenge for higher education institutions: it should be considered to promote happiness in students and seek the best ways to do so.

Ramírez et al. (2013) mention that the results present a significant challenge for higher education institutions, considering increasing happiness in students and investigating the excellent ways to execute it. They propose in the future to investigate the social networks that students have when corresponding with the intention of carrying out academic work, since confirming the findings of the literature it will be possible to intervene in the distribution of these networks.

In another study by Albarracín et al. (2019) called: Happiness as a predictor of academic performance of university students. A comparative analysis between Mexico and Spain found that the existence of a notable relationship between the happiness variable is detected as a factor that impacts academic performance, these results

found confirm the need to broaden the spectrum of variables to attend to in order to understand the educational phenomenon of increasing academic performance. As can be confirmed, happiness is important to one of the groups

The relationship between happiness factors and academic performance can be contextualized with the sphere of origin, socioeconomic level, their perception of themselves, in addition to the emotional state that accompanies them.

In the contribution of the research carried out by Albarracín et al. (2019) they propose that in the following investigations that are carried out in the future, approaches with holistic characteristics should be considered, taking into account the differences in educational systems, happiness as a predictor of the academic performance of university students, economic, social and cultural issues, the influence of modern guidelines in everything related to gender equality and transformation of individual and social values.

The students of the National Pedagogical University in Tejupilco of the degree in pedagogy in the positive sense factor for life 50% of the students are at a low level, that is, 55 of them do not find the positive side of life.

In the second factor Satisfaction with life, 60% of the students of the pedagogy degree are at a low level. That is, 66 students are at a low level.

The third Personal Accomplishment 45% is in an average level, 50 students are in this situation.

The fourth Joy of Living Factor 55% of students are at a low level, 61 students out of 110 are in this circumstance.

It is important that the University carry out workshops and courses so that students give meaning to the activities they carry out at the university. In addition, it is important

to highlight that teachers should know the results to carry out strategies that improve the academic performance of students. Well, academic performance indicates that in the Qualification range of 7.0 to 8.9. It is found that 73 students are at the very low level.

CONCLUSIONS

With the information obtained in the field and with the automated program in SPSS, the following is concluded:

The students of the Bachelor's degree in Pedagogy revealed a low degree of happiness in three factors: 55 students are in the factor Positive sense of life, 66 students in the factor Satisfaction with life and 61 in the factor Joy of living.

In the middle level 50 students find the factor Personal achievement.

It is proposed that in the students who showed this behavior, they need to be motivated to improve through workshops-courses to work on the happiness factors, it is expected that the students of the degree in pedagogy will benefit significantly, also if their teachers implement academic strategies that best support your academic performance in the classroom.

Conflict of interests

The authors declare that they have no conflict of interest.

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