

SUBJECTIVE HAPPINESS, HOPE, ACHIEVEMENT MOTIVATION, AND ACADEMIC PERFORMANCE OF REMEDIAL STUDENTS

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ABSTRACT--The reason for this scholarly paper is to study the differences between subjective happiness, hope, and achievement motivation of remedial students in terms of the cumulative grade point average (CGPA) and locations. A total number of five hundred remedial students participated in the study. The majority of the respondents were Malays followed by other ethnics. The study was conducted in Ipoh, Tanjung Malim, Shah Alam, and Kuala Lumpur, Malaysia. The researchers used three instruments, namely, the Children's Hope Scale, Subjective Happiness Scale, and Achievement Goal Questionnaire. The data was analyzed using Statistical Packages for Social Sciences (SPSS), version 23. More specifically, One-Way ANOVA was used to compare the remedial students' subjective happiness, hope, and achievement motivation in terms of their CGPA results and the locations. The results show that there was no statistically significant difference in subjective happiness, hope, achievement motivation, and CGPA of remedial students. Also, the results show a statistically significant difference in subjective happiness, hope, achievement motivation, and location of remedial students. Precisely, the result shows a statistically significant difference in remedial students studying in Shah Alam compared to those who were from Tanjung Malim and Ipoh. In conclusion, the finding of this study suggests no statistically significant differences in subjective happiness, hope, achievement motivation, and CGPA of remedial students while the research proposed that the remedial students in Shah Alam were significantly happier compared to Tanjung Malim and Ipoh.

Keywords—subjective happiness; hope; motivation; remedial classroom.

I. INTRODUCTION

Academic achievement has been linked with numerous psychological factors such as positive psychology (Camp, 2016; Dixon, Keltner, Worrell, & Mello, 2018; Feldman, Davidson, & Margalit, 2015; Harris, 2015), happiness (Tabbodi, Rahgozar, & Abadi, 2015) and motivation (Alvarado & Adriatico, 2019; Herges, Duffield, Martin, & Wageman, 2017; Herrero, 2014; Khoshnam, Ghamari, & Gendavani, 2013; Suswanto, Asfani, & Wibawa, 2017).

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Positive psychological variables such as optimism had a positive and significant relationship with academic achievement while hope was not significantly related (Camp, 2016). Meanwhile, Harris (2015) found that interventions which increased students' hope and positive well-being led to subsequent improvements in student's academic performance and a lasting effect was found on student's academic trajectory. A similar pattern of the result was found in a study conducted by Feldman et al. (2015). Other researchers have suggested that hope may partially mediate the effects of other variables on academic achievements (Dixson et al., 2018).

Motivation plays a major role in academic achievement, Herges et al. (2017) found that students with higher achievements had significantly higher motivation scores compared to those with lower achievement. Other researchers have reported motivation to be a significant contributor to academic achievement (Herrero, 2014; Khoshnam et al., 2013; Suswanto et al., 2017). Herrero (2014) further reported that motivation was the main contributor to students' academic achievement. This highlights the importance of motivation for students to succeed academically and this is echoed by the works of Khoshnam et al. (2013) who found internal motivation to be the only significant predictor of academic achievement.

Besides that, Happiness has also been linked with academic achievement. Tabbodi et al. (2015) conducted a correlational study to investigate the relationship between happiness and academic achievement. They found a significant and positive relationship between academic achievement and happiness in students.

II. RELATED LITERATURE REVIEW

Motivation and Academic Achievement

Herges, Duffield, Martin, & Wageman (2017) investigated the relationship between mathematics achievement and student motivation. The survey study involved 65 mathematics respondents to determine the students' beliefs and attitudes related to motivation and mathematics achievement. Significant correlations were found between self-reported grades with internal motivation, enjoyment, confidence and parental involvement. Additionally, t-tests comparing high and low achieving students found significant differences in motivation, mathematics value, mathematics enjoyment, mathematics confidence, parental involvement, and parental intrinsic motivation. No gender differences were found for the variables above. Alvarado and Adriatico (2019) investigated the relationship between reading motivation and academic achievement. A total of 82 grade three pupils completed the Motivation for Reading Questionnaire (MRQ). The correlation analysis indicated that reading motivation was not statistically correlated with academic achievement. According to M. Y. M. Mai, M. Yusuf, & M. Saleh, motivation and engagement predict Secondary school students' academic achievement in science.

Suswanto, Asfani, and Wibawa (2017) examined factors that influence students' achievements. The path analysis found the following factors to influence students' achievement which are "teachers' teaching performance, students' learning satisfaction, and achievement motivation". Achievement motivation was reported to be the main contributor to students' academic achievement. Herrero (2014) investigated the relationship between achievement motivation, hope, resilience with academic achievement among first-year college students. A total of 175 students took part in the study completing the Achievement Motivation Survey, Adult Trait Hope Scale, and the Brief Resilience Scale. The multiple regression analysis indicated that motivation, hope, and resilience were all

significant predictors of academic results with motivation being the most influential. Gender comparisons and ethnicity comparisons for motivation, hope and resilience showed no significant differences.

Knoshnam, Ghamari, and Gendavani (2013) conducted a study to determine the relationship between internal motivation and happiness with academic achievement. The sample for the study was 341 high school students who completed the Oxford Happiness Questionnaire and Intrinsic Motivation Questionnaire. The internal motivation was only found to be a significant predictor of academic achievement.

Happiness and Academic Achievement

Tabbodi, Rahgozar, and Abadi (2015) investigated the relationship between happiness and academic achievement among students. A total of 320 students participated in the correlational study and they were asked to answer the Oxford Happiness Questionnaire. Gender comparisons indicated that happiness scores were higher for girls. Meanwhile, a significant positive correlation was found between happiness and academic achievement of students. According to Salami M, O, Khan, R. & Yusuf, M. (2019), hope plays an important role in university students' academic performance and it keeps them away from depression and suicide attempts. For students to succeed academically, they were required to develop emotional competence to handle emotional issues in academic settings.

Positive Psychology and Academic Achievement

Camp (2016) conducted a study to determine if there was a relationship between optimism and academic success in nursing students. The respondents were 58 nursing students who completed the "Adult Dispositional Hope Scale and the Life Orientation Test-Revised". Academic achievement was evaluated using test results on the Human Pathophysiology. A significant relationship was found between optimism and respondents' scores in Human Pathophysiology. Meanwhile, Harris (2015) investigated the effectiveness of an educational intervention for hope, self-determination, and goal-orientation among at risk for failure students. Results of the pre and post-analysis suggest that the intervention successfully increased hope and positive well-being among the students. A follow-up analysis of the students' academic performance suggested that the intervention had a lasting effect on students' academic trajectories.

Feldman, Davidson, and Margalit (2015) examined the relationship between "students' grades, goal achievement, hope, self-efficacy and optimism" following a focused hope intervention. The results of the intervention showed that participants who had more elevated levels of expectation following the workshop acquired good marks the following academic section despite there being no statistically significant difference in grades before or after the intervention. Besides that, it was concluded that hope had a more consistent relationship with grades over time compared to optimism or self-efficacy. Additionally, Dixson, Keltner, Worrell, and Mello (2018) designed to examine whether hope mediated the relationship between socioeconomic status (SES) and academic achievement. Two similar studies were conducted with different samples which are a minority sample and a diverse sample of adolescents. Both studies had similar results where hope partially mediated the relationship between SES and academic achievement.

In a study conducted by Gallagher, Marques and Lopez (2017) which examined the role of hope in predicting academic achievement among college students. Several psychological factors, such as hope, self-efficacy, and

engagement, were found to correlate positively with Grade Point Averages (GPA). According to the researchers, hope was constantly and uniquely predict students' GPA across their four years of the study indicating that "hope" plays utmost important role in predicting the academic performance of the students.

Datu, King, and Valdez (2018) investigated the role of psychological capital (PsyCap) in academic settings. Psychological capitals examined in this case are self-efficacy, optimism, hope, and resilience. They examined how PsyCap is associated with academic motivation, engagement, and achievement in a cross-sectional and longitudinal study. The cross-sectional study showed that psychological capital is associated with higher motivation. Meanwhile, in the second study, it was found that psychological capital predicted motivation and academic achievement.

The methodology of the study

This study was conducted in Ipoh, Tanjung Malim, Shah Alam, and Kuala Lumpur -Malaysia using a random sampling technique to collect data from a total number of five hundred remedial students situated in locations of the study. Further, the researchers used validated three instruments, namely, the Children's Hope Scale, Subjective Happiness Scale, and Achievement Goal Questionnaire. The data was analyzed by applying Statistical Packages for Social Sciences (SPSS), version 23. More specifically, One-Way ANOVA was used to compare the remedial students' subjective happiness, hope, and achievement motivation in terms of their CGPA results and the locations of the study.

III. RESULTS OF THE STUDY

Demographic information of the respondents

Most of the respondents in this study were between eight and nine years old indicating that most of them (80%) are in primary two and three. The majority of the respondents are Malaysian representing over 95% of the aggregate. Three out of 5 of the respondents inside the study are male while the rest are female. As far as ethnicity concern, the highest respondents are Malays (58.6%) while Indians and Chinese are accounting for 14.0% and 8.2% separately.

Comparison between CGPA, Subjective happiness, hope, and achievement motivation of the respondents

Table 1.1 shows the ANOVA comparison results on subjective happiness, hope, achievement motivation, and CGPA of the remedial students. Accordingly, the results indicate that there was no statistically significant difference in subjective happiness between those with different CGPA, $F(5, 363) = 1.24, p = 0.29$ suggesting that there was no influence of CGPA on subjective happiness among remedial students.

Table 1.1: ANOVA results for Comparison between CGPA CGPA, subjective happiness, hope, and achievement motivation

		Sum of Squares	df	Mean Square	F	p
Subjective Happiness	Between Groups	59.98	5	12.00		
	Within Groups	3523.08	363	9.71	1.24	0.29
	Total	3583.06	368	-		
Hope Pathways	Between Groups	21.22	5	4.24		
	Within Groups	2508.98	363	6.91	.61	0.69
	Total	2530.20	368	-		
Hope Agency	Between Groups	94.33	5	18.87		
	Within Groups	3915.42	363	10.79	1.75	0.12
	Total	4009.76	368	-		
Performance Achievement Motivation	Between Groups	140.00	5	28.00		
	Within Groups	8182.87	363	22.54	1.24	0.29
	Total	8322.87	368	-		
Mastery Achievement Motivation	Between Groups	180.20	5	36.04		
	Within Groups	9849.41	363	27.13	1.33	0.25
	Total	10029.61	368	-		
Avoidance Achievement Motivation	Between Groups	491.46	5	98.29		
	Within Groups	21866.74	363	60.24	1.63	0.15
	Total	22358.20	368	-		

Subsequently, the Hope-Pathways was compared between students with different levels of CGPA and no statistically significant difference was found in Hope-Pathways score for those with differing levels of CGPA, $F(5, 363) = 0.61, p = 0.69$. This would suggest that there is no difference in pathways score for hope among remedial students with different CGPA. The results of a one-way ANOVA comparing Hope-Agency scores for different levels of CGPA indicates no statistically significant difference in Hope-Agency scores for different levels of CGPA, $F(5, 363) = 1.75, p = 0.12$.

Besides that, a comparison of Achievement Motivation – Approach scores were made for the different CGPA results among remedial students. The results show no statistically significant differences between students with different CGPA for Performance Achievement Motivation, $F(5, 363) = 1.24, p = 0.29$. Therefore, there is no statistical influence of CGPA on achievement motivation scores.

In addition to that, another one-way ANOVA was conducted to compare the scores of Mastery Achievement Motivation among the different levels of CGPA. There was no a statistically significant difference between Mastery Achievement Motivation scores and levels of CGPA, $F(5, 363) = 1.33, p = 0.25$. As such, it can be concluded that students obtaining different levels of CGPA had no differences in mastery achievement motivation. Finally, one-way ANOVA analysis for CGPA was conducted for Avoidance Achievement Motivation. Indeed, no statistically significant differences were found, $F(5, 363) = 1.63, p = 0.15$. This would suggest that students obtaining different CGPA had similar scores of Avoidance Achievement Motivation.

Comparison between district, subjective happiness, hope, and achievement motivation of the respondents

A one-way ANOVA was conducted to compare the subjective happiness, hope, and achievement motivation among students from different districts. Also, Tukey’s post-hoc comparisons were carried out to investigate any existing significant differences within the stipulated variables. The results are presented in Table 1.2.

Table 1.2: One-Way ANOVA Comparison based on Different Districts

		Sum of Squares	df	Mean Square	F	Sig.
Subjective Happiness	Between Groups	200.28	3	66.76		
	Within Groups	3541.90	352	10.06	6.64	0.000
	Total	3742.18	355			
Hope Pathways	Between Groups	53.64	3	17.88		
	Within Groups	2526.35	352	7.18	2.49	0.06
	Total	2579.99	355			
Hope Agency	Between Groups	171.28	3	57.09		
	Within Groups	3645.97	352	10.36	5.51	0.001
	Total	3817.24	355			
Performance Achievement Motivation	Between Groups	236.82	3	78.94		
	Within Groups	7309.68	352	20.77	3.80	0.01
	Total	7546.50	355			
Mastery Achievement Motivation	Between Groups	270.17	3	90.06		
	Within Groups	9339.08	352	26.53	3.39	0.02
	Total	9609.25	355			
Avoidance Achievement Motivation	Between Groups	102.60	3	34.20		
	Within Groups	20032.36	352	56.91	0.60	0.62
	Total	20134.95	355			

The one-way ANOVA was conducted to compare subjective happiness scores among Tanjung Malim, Ipoh, Kuala Lumpur, and Shah Alam. The results show a statistically significant difference in subjective happiness between those from different districts, $F(3, 352) = 6.64, p = 0.001$. Consequently, Post hoc comparisons, Tukey's Honestly Significant Difference (HSD) test was performed and indicated that the mean score for Shah Alam ($M = 18.34, S.D. = 2.44$) was significantly higher compared to Tanjung Malim ($M = 16.37, S.D. = 3.17$) and Ipoh ($M = 16.15, S.D. = 3.51$). A comparison between the other locations of the research is not significant and as reported in table 1.3. This would suggest that remedial students in Shah Alam were happier compared to Tanjung Malim and Ipoh.

Table 1.3: Subjective Happiness Post Hoc

Location	Mean Difference	S.E.	p	95% CI
Tanjung Malim – Ipoh	0.22	0.74	0.99	[-1.69, 2.13]
Tanjung Malim – Kuala Lumpur	-0.63	0.57	0.68	[-2.09, 0.83]
Tanjung Malim - Shah Alam	-1.97*	0.45	0.000	[-3.14, -0.80]
Ipoh – Kuala Lumpur	-0.85	0.89	0.77	[-3.13, 1.43]
Ipoh - Shah Alam	-2.19*	0.82	0.04	[-4.29, -0.08]
Kuala Lumpur - Shah Alam	-1.34	0.67	0.19	[-3.05, 0.38]

The next one-way ANOVA compared the Hope – Pathways score among the different districts. No statistically significant difference was found for the comparison of Hope Pathways score between different districts, $F(3,352) = 2.49, p = 0.06$. This would suggest that the Hope –Pathways score is similar for all districts.

Besides that, Hope-Agency scores were compared among students from Kuala Lumpur, Tanjung Malim, Shah Alam and Ipoh. A statistically significant difference was found, $F(3, 352) = 5.51, p = 0.001$, indicating that there were meaningful differences in pathways score between the districts. As such, Tukey's post hoc comparison was conducted and the results are summarised in Table 1.4. Accordingly, the mean scores for Shah Alam ($M = 18.21, S.D. = 2.38$) was significantly higher compared to Tanjung Malim ($M = 16.61, S.D. = 3.30$). The other comparisons were not significant.

Table 1.4: Post Hoc results on Hope - Agency

Location	Mean Difference	S.E.	p	95% CI
Tanjung Malim – Ipoh	-1.84	0.75	0.07	[-3.77, 0.10]
Tanjung Malim – Kuala Lumpur	-0.75	0.58	0.56	[-2.23, 0.74]
Tanjung Malim - Shah Alam	-1.60*	0.46	0.003	[-2.78, -0.41]
Ipoh – Kuala Lumpur	1.09	0.90	0.62	[-1.23, 3.41]

Ipoh - Shah Alam	0.24	0.83	0.99	[-1.90, 2.38]
Kuala Lumpur - Shah Alam	-0.85	0.67	0.59	[-2.59, 0.89]

Here, we aimed to compare the differences in Approach Achievement Motivation scores among remedial students from different districts. The results showed statistically significant differences in the mean scores of Approach Achievement Motivation for the different districts, $F(3, 352) = 3.80, p = 0.01$. Due to the significant results, a post-hoc Tukey's HSD was conducted and tabulated in Table 1.4. Once again, the mean score for Shah Alam ($M = 30.47, S.D. = 2.51$) was significantly higher compared to Tanjung Malim ($M = 28.77, S.D. = 4.87$). The other comparisons among the other districts did not yield statistically significant results.

Table 1.5: Post Hoc results on Performance Achievement Motivation

Location	Mean Difference	S.E.	p	95% CI
Tanjung Malim – Ipoh	-1.98	1.06	.246	[-4.72, 0.76]
Tanjung Malim – Kuala Lumpur	-1.64	0.82	.184	[-3.75, 0.46]
Tanjung Malim - Shah Alam	-1.70*	0.65	.047	[-3.37, -0.02]
Ipoh – Kuala Lumpur	0.33	1.27	.994	[-2.95, 3.61]
Ipoh - Shah Alam	0.28	1.17	.995	[-2.74, 3.31]
Kuala Lumpur - Shah Alam	-0.05	0.96	1.000	[-2.52, 2.41]

In addition to that, a one-way ANOVA conducted to compare mean scores on Mastery Achievement Motivation among remedial students from different districts. The results of the analysis indicated a statistically significant difference, $F(3, 352) = 3.39, p = 0.02$. A Tukey's post-hoc analysis was conducted and the results showed that mean score of Mastery Achievement Motivation for Kuala Lumpur ($M = 37.50, S.D. = 4.88$) was significantly higher compared to Shah Alam ($M = 35.73, S.D. = 3.83$). A comparison between the other districts was not statistically significant as tabulated in Table 1.6.

Table 1.6: Post Hoc results on Mastery Achievement Motivation

Location	Mean Difference	S.E.	p	95% CI
Tanjung Malim – Ipoh	-1.22	1.20	0.74	[-4.31, 1.88]
Tanjung Malim – Kuala Lumpur	-2.77*	0.92	0.02	[-5.15, -0.39]
Tanjung Malim - Shah Alam	-1.00	0.73	0.53	[-2.89, 0.90]
Ipoh – Kuala Lumpur	-1.55	1.44	0.70	[-5.26, 2.16]
Ipoh - Shah Alam	0.22	1.33	1.00	[-3.19, 3.64]
Kuala Lumpur - Shah Alam	1.77	1.08	0.36	[-1.01, 4.56]

The last comparison between districts was conducted to compare the difference in Avoidance Achievement Motivation scores. No statistically significant differences were found for Avoidance Achievement Motivation among Kuala Lumpur, Shah Alam, Tanjung Malim and Ipoh, $F(3, 352) = 0.60, p = 0.62$. Therefore, there is no influence of the district on the scores of Avoidance Achievement Motivation.

IV. DISCUSSION OF THE STUDY

The results of ANOVA indicate that there was no statistically significant difference between subjective happiness and CGPA of remedial class students showing that there was no statistically significant difference between students with different CGPA for Achievement Motivation. On another side, the ANOVA results for comparison between district, subjective happiness, hope, and achievement motivation. The results show a statistically significant difference in subjective happiness between those from different districts of Tanjung Malim, Ipoh, Kuala Lumpur, and Shah Alam. Indeed, the results suggest that remedial students in Shah Alam were significantly happier compared to Tanjung Malim and Ipoh.

In terms of performance achievement motivation among remedial students from different districts, the results showed statistically significant differences in the mean scores of Achievement Motivation. The mean score for Shah Alam was significantly higher compared to Tanjung Malim. The other comparisons among the other districts did not yield any statistically significant results. The mastery approach motivation for Kuala Lumpur was significantly higher compared to Shah Alam. A comparison between the other districts was not significant.

In line with these results, a research done by Feldman, Davidson, and Margalit (2015) to examine the relationship between students' grades, goal achievement, hope, self-efficacy, and optimism applying a focused hope intervention. The mediation results indicated that students who had more elevated levels of hope to follow up the workshop to the end acquired better grades in the subsequent semesters. The hope had a progressively steady correlation with grades over time contrasted with optimism or self-efficacy. In two studies carried out by Dixson, Keltner, Worrell, and Mello (2018), students' hope partially mediated the relationship between socioeconomic status and scholarly accomplishment among adolescents. Similarly, Harris (2015) indicated that hope and positive well-being interventions led to student's academic performance. Feldman et al. (2015) reported similar findings in their studies on personal resources, hope, and achievement among College students. Dixson et al., 2018 argue that partially hope may mediate the impacts of other different variables on the academic achievements of students.

In conclusion, several psychological factors, such as self-efficacy, hope, subjective happiness and hope played an important role in the academic achievement of students. Indeed, achievement motivation plays a major role in students' academic performance, students with higher achievement motivation had significantly higher motivation compared to those with lower achievement motivation. Consequently, this study encourages academics to focus more attention on how to improve the subjective happiness, hope, and achievement motivation of remedial students to increase their better performance. In specific, further studies are needed to find out more scientific information on remedial students in Ipoh, Tanjung Malim, Shah Alam, and Kuala Lumpur districts to substantiate the findings of the present study. This is necessary since scientific investigation on remedial students' subjective happiness, hope, and achievement motivation is missing in the research locations.

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