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RELATIONSHIP OF HAPPINESS AND SUBJECTIVE VITALITY IN UNIVERSITY STUDENTS

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ABSTRACT

The purpose of this study was to determine the relationship between happiness and subjective vitality of preservice classroom teachers. Also it was aimed to search the effects of some variables on happiness and subjective vitality. The study was conducted on 135 Turkish preservice classroom teachers who were continued to the Physical Education and Sports Culture lectures in Faculty of Education, Department of Primary Teacher Education in Karadeniz Technical University. As a conclusion, it was determined that there was a correlation between vitality and happiness of preservice classroom teachers. Also there was a significant difference in having athletic license variable according to participants' happiness levels.

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INTRODUCTION

There is considerable agreement, at least in western culture, as to what happiness means and whether it has been achieved. By most accounts, it includes the experience of joy, contentment, or positive well-being, combined with a sense that one's life is good, meaningful, and worthwhile (Lyubomirsky, 2001). Otherwise in societies that are not fully westernized, students reported that happiness and life satisfaction were very important, and they thought about them often (Diener, 2000). Researchers especially looked at income, gender, age, employment, religiosity, intelligence, health, geography and education to determine the happy ones (Biswas-Diener *et al.* 2004). Happiness is a popular research subject for the discipline of psychology. Besides that, it's important to find out the relationships of happiness with the concepts like; wellness, fitness, vitality and well-being which related certainly with the scientific area of Physical Education and Sports. After Bradburn's (1969) discovery of the independence of positive and negative affect that psychologists have started to look at the correlates, definitions and predictors of happiness (Cheng and Furnham, 2002). If people are asked what they mean by "happiness" they give two kinds of answer. They either describe it as often being in a state of joy, or as a state of satisfaction.

The first is an emotion, the second a cognition, the result of reflection (Argyle and Martin, 1991). Subjective well-being, or happiness, is not necessarily a unitary construct. Diener (1984) has argued that subjective well-being has at least three components: positive affect, negative affect and cognitive variables such as satisfaction with life (Hills and Argyle, 2001a). Psychological well-being or happiness is a multidimensional construct comprising emotional and cognitive elements. The basic framework was established by Bradburn (1969) who operationalised well-being in terms of separate positive and negative "affects" which are an amalgam of the feelings, moods and emotional responses of individuals to the variety of pleasant and unpleasant events which make up normal life (Hills and Argyle, 2001b).

Happiness and positive moods influence health, and vice versa. A number of social and personality factors influence health directly, for example by affecting health behavior or the immune system. These factors also affect health indirectly by influencing happiness and moods. These factors include social relationships, exercise and other aspects of leisure, job status and other aspects of work, social class, and several aspects of personality. It is widely believed that happiness and health go together, to some extent (Argyle, 1997). Happiness also can be said to consist of other dimensions such as meaning and purpose in life (Tov and Diener, 2007).

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Positive moods can also be altered by physiological methods, for example alcohol produces positive moods, up to a point, as do endorphins produced by exercise; it seems very likely that being in good health is a source of positive moods and of happiness. The explanation for the effects of exercise on well-being is partly the release of endorphins, partly the social interaction found in most sport and exercise, and partly self-esteem through successful performance (Argyle, 1997). There is evidence that exercise increases endorphin levels. In order to support the prevention and treatment of depression through sport, it seems particularly useful, to encourage the practice of moderate, diversified physical activity (Amorosi, 2014). When we exercise, our bodies release a potent cocktail of adrenalin, oxygen and endorphins that give us a natural high. In addition, increased exercise releases the neurotransmitter serotonin, a key determinant in feeling happy (Wells, 2011). Exercise can increase the level of these neurotransmitters; this hypothesis is supported by antidepressant drugs such as tricyclic monoamine oxidase inhibitors and electroconvulsive therapy, all of which raise the level of amine transmission. Furthermore, according to the endorphin hypothesis, exercise influences depression with an increased discharge of β -endorphins. Endorphins have a positive effect on mood and improve sense of happiness (Yary, 2013). Brain levels of monoamines increase after acute physical activity in animals and in humans. Exercise also increases the levels of endorphins in animals (Rape, 1987).

The effect of physical activity as an antidepressant can be further explained by the amine hypothesis. Individuals with depression have lower levels of monoamine neurotransmitters, including serotonin, dopamine, and norepinephrine (Yary, 2013). Serotonin is a key to our feeling of happiness and very important for our emotions because it helps defending against both anxiety and depression (Hassan and Amin, 2011). Happiness is a feeling (Isbell, 2009). Happiness and exhilaration as the most important psychological needs of human life have a major impact have always occupied the human mind (Askari *et al.*, 2014). Cooper and colleagues (1984) research results also have shown that aerobic exercise have a significant influence on increasing happiness and psychological health of participants in these exercises (Keikha and Siadat, 2013). As a result of all these process, individuals became happy and gain vitality after the exercises. So, in the light of psychological and physiologic patterns how is the relationship between happiness and vitality? From this question, the purpose of this study was to determine the relationship between happiness and vitality of preservice classroom teachers according to some variables.

MATERIALS AND METHODS

Participants

The study group was consisted from randomly selected 135 university students (31 males and 104 females) who were continued to the 2014-2015 academic year (fall semester) Physical Education and Sports Culture (PESC) classes in Karadeniz Technical University, Faculty of Education, Department of Primary Teacher Education. Their ages were ranged from 17 to 25 and the mean age was 1.1259 (sd 0.33).

Instruments

A survey consisted of Personal Data Form (including questions about gender, age, income, having athletic license, health condition, doing regular exercise), Oxford Happiness Questionnaire Short Form (OHQ-SF) and Subjective Vitality Scale (SVS) were used to determine the happiness and vitality of the participants. The details of the scales were given in below:

The Oxford Happiness Inventory (OHI): The scale was originally developed by Argyle, Martin and Crossland (1989) as 29 items with 4-Likert type. Hills and Argyle (2002) revised this inventory as a short version named "Oxford Happiness Questionnaire" with 8 items and 6-Likert type. The adaptation of the short form of Oxford Happiness Questionnaire (OHQ-SF) into Turkish was performed by Doğan and Akıncı-Çötök (2011) as 7-item and 5-Likert type. The OHQ-SF's internal consistency coefficient and test-retest reliability coefficient were determined to be 0.74 and 0.85, respectively.

Subjective Vitality Scale (SVS): The scale developed by Ryan & Frederick (1997) as 7-item survey assessing feelings of aliveness and energy on 7-point Likert-type. The adaptation into Turkish of the scale was made by Akın *et al.* (2012). The SVS has 7 items with 7-Likert type. Confirmatory factor analysis demonstrated that the model was well fit. Also, Chi-Square value ($\chi^2=12.17$, $N=332$, $sd=7$, $p=0.09517$) which calculated for the adaptation of the model was significant. The goodness of fit index values of the model were RMSEA=.047, NFI=.99, CFI=1.00, IFI=1.00, RFI=1.00, GFI=.99, and AGFI=.96. The Cronbach alpha value of the scale was .84. The corrected item-total correlations of the scale ranged from .48 to .74.

Procedures

The questionnaire was applied to the subjects at the end of their Physical Education and Sports Culture (PESC) lectures. There were three different classes of student who had the PESC lecture in fall semester. All permissions were obtained from the institutions and the data collection tool was applied to the individuals voluntarily by the researcher. All participants were encouraged to provide honest responses.

Data Analysis

As a statistical analysis; t test for independent samples, bivariate correlation: Pearson correlation coefficient and simple linear regression were used. In statistical analysis, significant level of analysis was taken $\alpha=0.01$ and $\alpha=0,05$.

RESULTS

According to the results of the analysis to determine the happiness and vitality of participants, it had found that there was a significant correlation between the happiness and vitality. A series of t-tests and one way ANOVAs were conducted to examine any possible differences. Results showed that there were no significant differences in gender, age, income, health condition, doing regular exercise variables. Only there was one significant difference in "having athletic license" variable. The statistical analysis of correlation analysis was given in the Table 1.

According to the Table 1, there's a positive and medium level of relationship between subjective vitality and happiness ($r=0.446$, $p<0.01$). So, it could be said that when the subjective vitality will be increased, happiness will be increase. Determination coefficient is $r^2=0.198$. So, it could be said that %20 ratios of total variance of happiness causes from vitality. The regression analysis between happiness and vitality was presented in Table 2.

Table 1. Results of Correlation Analysis between Happiness and Vitality

		SVS	OHQ-SF
SVS	Pearson Correlation	1	,446**
	Sig. (2-tailed)	-	,000
OHQ-SF	Pearson Correlation	,446**	1
	Sig. (2-tailed)	,000	-

** Correlation is significant at the 0.01 level (2-tailed).

Table 2. Results of Regression Analysis between Happiness and Vitality

Variables	B	Sd	B	T	P
Constant	16.992	2.593	-	6.526	.000
OHQ-SF	.579	.101	.446	5.748	.000

[$R=0.446^*$, $R^2=0.199$, $F=33.042$, $p<0.01$]

According to the analysis of simple linear regression, subjective vitality was a significant effect to happiness of participants who continued to Physical Education and Sport course (table 2). Participants %20 of total variance of happiness could be explain by their vitality. The result of independent samples t test for having athletic license and happiness was given in Table 3.

Table 3. OHQ Scores According to Having Athletic License or Not

Athletic License	N	\bar{X}	s.d.	T	P
Have got	15	28.40	11.903	2.460	0.015
Haven't got	120	24.70	4.110		

According to the table, participants OHQ scores who have athletic license ($\bar{X}=28.40$) were significant differed ($p=0.015$) from participants who haven't got athletic license ($=24.70$), ($p<0.05$). The result was shown that having an athletic license in sports make individuals happy persons.

DISCUSSION

The purpose of this study was to determine the relationship between happiness and vitality of preservice classroom teachers according to some variables. The participants' genders, age, income, health condition, doing regular exercise variables were not significantly difference according to happiness and subjective vitality. Like current study, Lu and Shih (1997) were not found any differences in gender and in age groups with happiness of Chinese sample. Lyubomirsky and Lepper (1999) also were not found any significant gender

or age differences while developing and validating "Subjective Happiness Scale". Rasmussen and Laumann (2014) were found no gender or age group differences in terms of happiness. Tingaz and Hazar (2014) were found no significant difference in gender, age and income variables of students in school of physical education and sports too. In some researches like Ryff (1989) and Richards *et al.* (2015), they were found significant differences in gender and age variables in terms of happiness. Wood *et al.* (1989) were stated that women were found to report greater happiness and life satisfaction than men in reviews of all published studies. Also Keyes *et al.* (2002) found that subjective and psychological well-being increased as age in their sample.

In current study, one variable "having athletic license" was found as a significant variable on happiness. Participants who have athletic licenses mean that they have athletic backgrounds. So, it could be said that they have healthy bodies. Healthy bodies could be classified as vitality individuals. The result of a positive and medium level of relationship between subjective vitality and happiness was an important issue for the main purpose of the study. Öztürk and Mutlu (2010) were also found that there was a significant positive correlation between subjective well-being and happiness among university students. According to the analysis of simple linear regression, subjective vitality was a significant effect to happiness of participants who continued to Physical Education and Sport classes. Physical Education and Sport classes give a chance to having regular exercises for the students. Regular exercises could gain subjective vitality and happiness to the individuals in their daily lives. In some studies the same results were found like current study. For example; Farahani *et al.* (2011) were found that there was a significant difference between exercise and happiness in general. AhmadiGatab and Pirhayti (2012) were found that regular exercise can increase happiness and improve general health in students. Dolan *et al.* (2014) were found that physical activity and subjective well-being are positively correlated and it was consistently stronger for males than for females. Rasmussen and Laumann (2014) were found that exercise was significant predictor of happiness. And Talebiyannia *et al.* (2014) found that the level of happiness in athletes is higher than non-athletes. As a conclusion the positive link assessed in this study between vitality and happiness and having an athletic license or in fact being an athlete makes individuals happy persons. In the future focusing on athletic groups profoundly could be suggested to the researchers in happiness and vitality studies.

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