



The Relationship between Hardiness and Happiness in Students of Payame Noor University

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ABSTRACT: Happiness is a positive concept which is vital for healthiness and as a perfect satisfaction, durable and satisfactory in life; it is defined as a universal. Hardiness is considered as an adjustable variable in reducing mental and physical diseases and it is considered as a protector shield in front of useless effects of anxiety on mental health of individuals. This study investigates the relationship between happiness and hardiness of students of Payame Noor University. Survey data were collected from 212 students from Payame Noor University of West Azarbayjan and happiness test and hardiness test was used. The results indicate that hardiness has effect on prediction of students' happiness and also there is no significant relationship between age and happiness. The results indicate that there is no significant difference between happiness and hardiness in male and female students. Hardiness causes that individuals have the sense control in facing with difficult conditions. Totally, hardiness can have positive role in controlling the difficult conditions of life. The better individuals control the conditions, the higher the sense of happiness.

Key words: Hardiness, Happiness, students, Payame Noor University, Iran

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INTRODUCTION

Happiness is the effective variable in humans' long life and it is the most necessary mental needs and natural desires (Rabani, 2007). Happiness is the meaning of life (King and Nadiya, 1998). Happiness is one of the human's desires and life requisite (Diener, 2002). Happiness is a positive concept which is vital for healthiness (Gavin & Mason, 2004) and as a perfect satisfaction, durable and satisfactory in life, it is defined as a universal (Bekhet, 2008). Happiness is synonymous with willingness and includes cognition, evaluation and positive feeling (Khosravi and Molaiy, 2012). Happiness includes several basic part such as emotional part, social part and cognitive part (Argyle, 1995; Valois, 2004). Happiness is the common goal of individuals and all people struggle to gain it (Buss, 2000).

Researches indicate that individuals who have high level of happiness, they experience high level of satisfaction and unhappy emotions like sadness, anger, stress and depression (Manzari et al., 2010). Factor analysis studies show that happiness has two aspects, cognitive and emotional. Emotional aspect states enjoyment and positive emotions and cognitive aspect covers life satisfaction from different dimensions (Andrew and Mckennell, 2001).

Salney (2000) believes that positive emotions especially happiness improves the cordial activities and immunity system of the body. Psychological hardiness is a variable that it was considered by Kobasa (1988). He defined the hardiness as a combination of beliefs about oneself and the world which is formed from commitment, control and challenges. The characteristics of psychological hardiness are curiosity,

being energetic, ability and resistance and life changing which can be useful in compatibility of individuals with hard situations (Kobasa and Puccetti, 2003). Hardiness is considered as an adjustable variable in reducing mental and physical diseases and it is considered as a protector shield in front of useless effects of anxiety on mental health of individuals (Veisi, 2000). Happiness and hardiness are two concepts that we can consider them as mental health (Azmoodeh, 2007).

The results indicate that the mean of happiness in male students is more than female students (Beirami, 2011; Ali poor and Novroozi, 2006) and also the results of other researches indicate that there is no significant difference among the mean of happiness in male and female students (Rafiei, 2012; Yaghoobi, 2009; Safari, 2000; Omidiyan, 2008; Ali poor and AgahHaris, 2007; Azmoodeh, 2007; Alavi, 2007; Diener, 2003).

The results of researches in hardiness indicate that there is a positive relationship between hardiness with mental and physical health (Rahimiyan and Asgharnejad, 2008). The higher sense of self control on stressful events and the more hardiness and resistance, the lower the stress (Nisi, 2004) and also the results of Azmoodeh's research (2007) indicates that there is a positive significant relationship between happiness and hardiness.

The results show that male students in compare with female students have high hardiness (Veisi, 2000). The results of Zare and Amin Poor (2011) show that there is no significant difference in hardiness mean in males and females students and there is a significant difference in commitment factor in male students (11.18) and in female students (12.60).

Female students have more hardiness in compare of male students (Azmoodeh, 2007).

Based on previous researches results, this study investigates the relationship between happiness and hardiness of students of Payame Noor University.

MATERIALS AND METHODS

In this phase of study, 212 students were selected from Payame Noor University of West Azarbayjan and 60% of our selection was female students. The average age of participants was 22.18. The Standard deviation was 2/64 and the lowest age was 19 and the highest age was 30.

Happiness and hardiness tests were used for measuring hardiness and happiness variables. Argail test (1995) was used for measuring happiness. This test includes 29 questions (each question with four phrases) and evaluates the amount of individuals' happiness. Zero to three score is given to each question. The minority and the majority score of this test will be 0 and 87 (Bahadori and Babapoor, 2012). High score shows high happiness in this test. In this research validity of happiness test was obtained 0.898 by using coronbach's alpha.

Kobasa and Kahn's Abridge Hardiness Scale (AHS) (2003) was used for measuring hardiness which has 20 questions. High score shows the hardiness in this test. Validity of this test is reported by Kobasa (2003) with Coronbach's alpha 0.81 and by Esmaeil Khani (2010) with test_retest for female testers 0.85 and for male testers 0.84 and also the validity of this test was obtained by Zare and Amin Poor (2011) in Payame Noor University by using Cronbach's alpha 0.91. It was concluded that hardiness test has high validity. In this research validity of hardiness test was obtained 0.85 by using Cronbach's alpha.

RESULTS

In table 1, descriptive indexes has been shown which includes mean, standard deviation, happiness and hardiness variables. Correlation coefficient (Pearson Product Moment) means that there is a significant relationship in hardiness factors with happiness. Also, regression test has been used for investigating the amount of hardiness effects on student's happiness and it has been shown in table 2 to 5.

Table1. Descriptive indexes

Descriptive indexes							
Factor	Mean	Median	Mode	SD	Range	The lowest	The highest
Happiness	44.19	44	44	13.45	82	5	87
Hardiness	32.20	32	28	9.83	56	4	60

Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error	Change Statistics				
					R ²	F	df1	df2	Sig.
1	.264 ^a	.070	.065	13.009	.070	15.703	1	210	.000

Table3. ANOVA results

Model	SS	DF	MS	F	Sig.
Regression	2657.585	1	2657.585	15.703	0.001
Residual	35540.868	210	169.242		
Total	38198.453	211			

Table 4. Model Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	55.812	3.066		18.202	.000
Hardiness	-.361	.091	-.264	-3.963	.000

Table5. Correlation coefficient

Variable	Commitment	Control	Challenge	Hardiness	age
Happiness	-.233 ^{**}	-.222 ^{**}	-.191 ^{**}	-.264 ^{**}	-.077

DISCUSSION

This result is similar to Azmoodeh's results (2007). We can say that there is a positive significant relationship between life hopefulness and students' hardiness. So, hopefulness in life causes to reduce the stress in life. A person who is hopeful believes that events can be predicted and controlled in life. So, by improving inflexibility, difficult events can be evaluated (Naderi and Hosseini, 2010).

Hardiness causes that students have more hope in life (Hosseini, 2009) and have optimistic view and feel happiness in life. The results show that happy people have better mental health (Rafiei, 2012).

Generally, hardiness can have positive role in controlling the hard situations. The better individuals control the situations, the higher happiness feeling. Also, there is no significant relationship between age and happiness. These findings are in contrast with the result of Yeilagh Beigh and Manshaei (2011) and it can be said that there is no significant difference in happiness of students in the age of 19 to 30. To investigate the difference between happiness and hardiness mean, *t*-test was used. The results show that there is no significant difference between none of the hardiness factors in male and female students. These results agree with the results of Zare and Amin Poor (2011) and in contrary to Veisi (2000) and Azmoodeh (2007).

Happiness is a variable that different societies have different ideas about it. Beranber (1988) concluded that people are different in happiness in different cultures and nations and in different environment and social situations and these differences are stable. Analysis variance test was used for investigating the differences between happiness and hardiness variables. The results indicate that there is no significant difference between hardiness and happiness in students of different majors (human sciences, basic sciences, technical_engineering).

Hardiness causes that individuals have sense of control in facing with dangerous events and activities and during doing dangerous activities and have commitment in doing these activities and follow their challenges to do these activities successfully. So, these individuals' emotions are more than those individuals who doesn't have emotion. On the other side, those individuals who have hardiness character, they understand the life changes positively and they try to have changes in different aspects of life, those individuals try to have new things and they are ready for accepting adventure (Khafoori, 2008).

Piterson (2000) believes that happy people like to see others and themselves positive and interpret events positively. Also, researches have indicated that happy people have had high individual, educational,

social and family output (Lyubomirsky, 2005). And even high happiness has direct relation with increasing the health condition such as sleep, memory, appetite, family relationship, family condition and mental health (Kawamoto, 1999).

Happiness feeling reduces the mental problems in students (Khosh Konesh and Keshavarz, 2008; Khosravi and Cheragh Molaiy, 2012). Finally, happiness leads to self-efficiency (Esmaeili far, 2011) and these individuals will have more control ability on life problems. Generally, individuals who have the characters of commitment, control and challenge, they do well in facing with stressful and problematic situations and cause to increase their happiness. So, it is necessary to pay attention to these variables. People usually look for happiness and happiness has special importance in people's life.

It is suggested that people can have more researches in this field by considering age, place, economic conditions and job in different areas of country. The results of this research can be generalized to the population which the sample is chosen and it is avoided to generalize it to other populations except by caution.

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