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A RELATIONSHIP BETWEEN HAPPINESS AND SUCCESS OF STUDENTS ON MASTER STUDIES

Abstract: *There are a lot of information about happiness and success of students, generally and related for special case studies. Both constructs has own structure and key input and state variables. Problem is its relationship in special case at last years of study, i.e. master study. It was challenge for this research and overol subject. The goal is to find relationship nbetween happiness and success and overall equation among success, as dependent variable, and happiness, family state, economic state, value systems, life satisfaction, love, and life purpose of master students. The research is forth and fift year of study.*

Key Words: *happiness, success, students, quality of life*

1. INTRODUCTION

A subject of happiness is analyzed tausend years ago from theoretical and practical point of view. A research of happiness transcends both positive psychology and moral philosophy with social, political, ecological and organizational dimensions. In famous book „the Oxford Handbook of Happiness“ from David, Boniwell and Ayers [1] this subject is devided into sections: (1) psychological approach to happiness, (2) psychological definitions of happiness, (3) psychological approaches to happiness, (4) spiritual approaches to happiness, (5) happiness and society, (6) positive education, (7) happiness and organizations, (8) relationship and happiness , (9) development stability and change of happiness , and, (10) happiness interventions. In chapter 44 in this book authors Eades, Proctor, and Ashley [1] focused on aplying knowledge needed for learning environment, principles and techniques to enhance student wellbeing. Generally, in section six a certain number of nowel and practical recomendations of positive education in practice are given.

In first section Boa and Lubomorsky emphasized that happiness is more than a correlate or end-result, but happiness also

causes positive outcomes. For students' population it is success on studies.

Efklides and Moraiton [2] analyzed different tapics of Quality of Life. They used definition of Seligman [3] for positive psychology as: „the study of positive emotions, engogement and meaning the three aspects that make sence out of the scientically unwiedy notation of „happines“. Positive psychology attempts to measure, classity, and build these three aspects of life“. Their term „happy“ consist from positive emotions, engagement, and mearing.

For generally analysis of happives from theory system's view are very interesting works of Satsangi and Sinha [4] and Gottman, Swanson, and Swanson [5]. In both papers are used differential equation model for description: (1) dynamics of love and happiness, and (2) marital interactions.

For practical point of view is significant model of happiness by Scheldon and Lubomirsky [6] with three components:

1. set of goals,
2. activies oriented to environment, and
3. circumstances.

Linley, Maltou, Wood, Osborn and Hurling [7] proposed two basic factors influenced happiness (personal or individual pleasure and psychological pleasure.

Mogilner, Kamvar, and Aaker [8] used empirical approaches to research meaning the term of happiness.

In this article is used Oxford Happiness Questionnaire [9] which covers different human strengths, cognitive characteristics and physical readiness with in total 29 statements for describing personal happiness in different domains.

2. MODELS OF HAPPINESS AND SUCCESS OF STUDENTS

A model of happiness and success of students is based on Oxford Happiness Questionnaire [9]. All 29 questions are divided into variables, i. e.: (1) life purpose, (2) health, (3) love, (4) life satisfaction, (5) value system,

(6) index of economic state, (7) family, (8) index of happiness, and (9) success. Through analysis of literature and author’s empirical studies is defined hypotheses:

- H₀: All variables in model are inter-correlated.
- H₁: Between happiness and success of students is positive correlation.
- H₂: Impact of economic state of students on happiness in negative and not enough significant.
- H₃: Impact of family on happiness is significant.

For verification of proposed model (Figure 1) research on master studies on Faculty of Engineering is conducted (University of Kragujevac, Serbia).

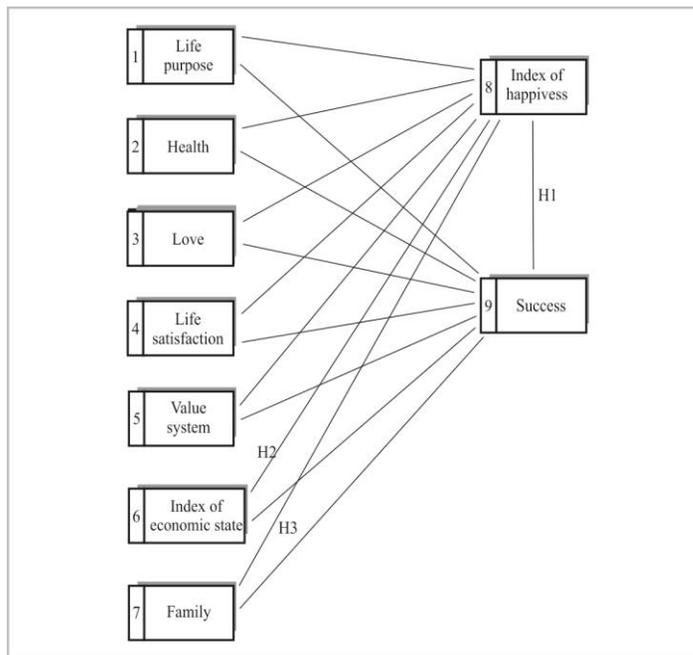


Figure 1 Base model of happiness and success of students

As control variables are used: (C₁) gender of students, and (C₂) year of study. Student’s ages have been different and varied from 22-38 years. In sample of 60 students dominant were male students (36) and females were 24. In four year were in total 30 students as in fifth study year (30).

Answers on questions in questionnaire was on

scale 1 - (0 minimum value) and 10 (maximum value).

3. MODEL VERIFICATION

For the verification of the proposed model statistical software SPSS V.21 (IBM) is used. The verification process was divided into four

phases. In first phase is analysed total sample (60 students) from aspect of general view of model. Descriptive statistic report point out that sphere are relative high values of variables (5.8÷8.8) and also relative high variance (18÷40%). In this phase is conducted correlation analysis. The results of the analysis prove the state hypotheses H_0 , H_1 , and H_3 . Correlations between happiness and success of student was 0.192, between economic state and happiness was - 0.269 and between family and happiness 0.525. The last coefficient of

correlation is significant. In model summary dependent variable (success) can explain cca 47.5% with all other variables. Also, using Fisher and Durbin-Watson test the proposed model is verified (Table 1a, 1b and 1c).

Within the model success of students as function of all after variables is analyzed (table 2). The most influenced variables are: (1) purpose of life (0.334), (2) family (0.302) and (3) health (0.172), and negative impact (4) value system. Other variables, including year of study have the small impact (less than 0.024).

Table 1a Descriptive Statistic

	Mean	Std. Deviation	N
Purpose of life	.7820	.14595	60
Health	.8633	.19217	60
Love	.7260	.27666	60
Satisfaction with life	.7929	.11887	60
Value system	.5963	.16012	60
The index of economic situation	.5887	.46028	60
The family	.8830	.16234	60
Success	.6367	.16669	60
Happiness index	.7073	.12242	60

Table 1b Correlations

	Purpose of life	Health	Love	Satisfaction with life	Value system	The index of economic situation	The family	Success	Happiness index
Purpose of life	1	.715	.405	.686	.464	-.229	.542	.278	.832
Health		1	.516	.746	.357	-.251	.576	.307	.686
Love			1	.704	.228	-.193	.427	.081	.374
Satisfaction with life				1	.366	-.255	.642	.244	.631
Value system					1	-.162	.316	-.015	.577
The index of economic situation						1	.273	-.193	-.269
The family							1	.387	.526
Success								1	.192
Happiness index									1

Table 1c Correlations

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	Df1	Df2	Sig. F Change	
1	.475 ^a	.225	.104	.15781	.225	1.854	8	51	.088	2.102

- a. Predictors: (constant), Purpose of life, Health, Love, Satisfaction with life, Value system, The index of economic situation, The family, Happiness index
 b. Dependent Variable: Success

In model is analyzed success of students as function of all after variables (table 2). The most influenced variables are: (1) purpose of life (0.334), (2) family (0.302) and (3) health

(0.172), and negative impact (4) value system. Other variables, including year of study has the small impact (less then 0.024).

Table 2 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.365	.176		2.073	.043		
Purpose of life	.248	.281	.217	.883	.381	.252	3.973
Health	.173	.182	.200	.951	.346	.345	2.903
Love	-.097	.106	-.161	-.916	.364	.490	2.040
Satisfaction with life	-.031	.351	-.022	-.089	.930	.242	4.131
Value system	-.184	.158	-.177	-1.166	.249	.662	1.511
The index of economic situation	-.039	.047	-.108	-.834	.408	.898	1.113
The family	.349	.171	.340	2.037	.047	.547	1.830
Happiness index	-.214	.340	-.157	-.628	.533	.243	4.112

a. Dependent Variable: Success

In second phase fourth study year for female students.

In this case between happiness and success has not significant happiness correlations (10.063), but success is strong negative correlated with love and value system. The level of happiness (7.227) was higher than average level in sample (7.073).

In fifth year of study of female students not

expressed correlation among happiness and success and also index of economic state has negative correlation with success. The level of happiness also was higher than average. Interesting is that this proposed model for this sub-sample explored 100% of dependent variable (success). In this sub-model on success the highest impact has happiness, and after that love, economic state, etc.

In third year of study of male students, between happiness and success is negative correlations (-0.333), but with purpose of life, family health very positive (more than 0.4). Mean value of happiness was higher than in previous cases (0.74), but success was less (0.59). As in previous case model summary point out that model significantly explains success as function of model variables (93.8%).

In fourth study are analyzed answers of male students of fifth-study year. For them positive correlations between happiness and success was obtained (correlation 0.518). Also, strong correlations with success were for family (0.763), purpose of life (0.483), health (0.372), love (0.324), life satisfaction (0.338), and value system (0.395). Correlation with economic state was negative (-0.321). In this case levels of happiness (6.566) and success (6.333) were lower than average. Also, model explained more than 92% of success.

4. CONCLUSION

A happiness and success of students are analysed in this paper using statistical method. Based on literature approaches, especially

Oxford Happiness Questionnaire and questionnaire for success of students was conducted research on sample of 60 master students. The population of students in sample was different. It was reason for relative small R(0.475) for prediction of success with variables in proposed model, including happiness. With dividing this sample into four sub-samples, two for males and two for females on fourth and fifth study year, a model becomes strongly confirmed (R more than 0.9).

All hypotheses are proved in model, with different correlations and impacts (beta factors) and overall prediction of success (R).

That implies needs for repeating research with other students on the same and other faculties in Serbia. For understanding cultural factor (value system, family, etc.) is possible to make benchmarking with other countries.

Generally, this research gives only a first look on happiness and success of students of master studies. In next research is planned expanding the sample with more students next year and students from other students' programmes (economy, education, management, etc.).

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