

THE COMPARISON OF HAPPINESS AND ENTHUSIASM OF ACTIVE AND INACTIVE GIRL STUDENTS

Mandana Heidari

Payame Noor University, Department of Physical Education, Urmia, Iran

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Abstract

The main purpose of the present study was to evaluate and compare the happiness and enthusiasm of active and inactive girl students. The present study was carried out based on comparative-causative type of study as targeted-base and the number of the students was reached to 100 girl students ranging from 19-25 years old. The active girls from the physical training students had three sessions physical activity per week regularly and the inactive girls had been also taken up from the students never had any physical activities during the week. Two questionnaires of Oxford happiness questionnaire and Wall Round Enthusiasm questionnaire had been also applied in order to gather the related data in this study. Also, t-test was applied in order to testify the research hypotheses. The results showed that there was a significant difference between two groups of active and inactive students regarding to the variables of happiness and enthusiasm ($P \leq 0.05$). In variable "Enthusiasm", the results showed that the only difference was subjected to the degree of the enthusiasm between the active and inactive girl students ($P \leq 0.05$). The results represented that the participation of the sport environments and sport issues could increase the degree of the happiness among the related students considerably.

Key words: happiness, enthusiasm, active and inactive girls.

Introduction

The recent studies have shown that the mental diseases and disorders have been forced over individuals more than the various cancers (Ratnasingham et al, 2012). These mental disorders such as the depression can make some mental annoyances particularly in women (Noble, 2005). On the other hand, studies have shown that the public health of women is lower than men. There have been reported some various reasons for the reduction of the mental health of women in today's communities that one of these reasons is subjected to the role of women such as mother, wife, occupational responsibilities and educational affairs (Pearson, 2008). Among this, the positive factors influencing on the mental health have been also assessed that the physical health is one of the most effective and important factor influencing on the optimization of the mental issues reducing the same mental disorders in this regard. Indeed, the physical activity is considered as one of the most effective factor for optimizing the mental welfare through all researchers (Guerin-Fox et al, 1999-2013). The mental welfare is defined as the life satisfaction and happiness and the self-growth as the main approaches for the mental aspects. The recent studies have also shown that the happiness and feeling of the joy from the daily life can facilitate the mental health (Lyubonirsky et al, 2005). Researchers believe that having the happiness and enthusiasm for an activity can lead to the positive solidarity and sustainability of the man regarding to the mental health (Vallerand, 2012). There have been represented two viewpoints regarding to the mental health that the first is subjected to the negative viewpoint stating that "individuals with enthusiasm such as the

experience of a pain can control themselves". The second viewpoint pictures the positive enthusiasm among individuals (Vallerand, 2003). For example, Mageau and Vallerand defined the enthusiasm as the powerful feelings with the congenital behavioral tendencies that these can be rooted from the behavioral fields positively. Hence, the second viewpoint pictures the enthusiasm as the positive framework for individuals so that there would be experienced some favorable results when individuals control their enthusiasm (Vallerand, 2012). As Vallerand et al (2003) pointed in their studies, many studies and mental theories based on the enthusiasm can be subjected to the roots of the lovely relations (for example, the physical-sexual attractions) or the enthusiasm is separated into positive (such as motivation) or the negative effects such as the addiction and dependency. Hence, the happiness and enthusiasm are very effective factors for raising the mental welfare and there will be also seen some difference between the feelings of these happiness and enthusiasm issues among individuals. One of these activities can be subjected to the sport activity making the same difference in two variables level; thus, in one hand the mental health and happiness and on the other hand the physical activity and enthusiasm can potentially influence on the mental welfare (Bauger, 2011). For the reason, due to the low level of the women mental health, the present study is carried out to investigate the mental health of the same women. The background of the studies is a new case for this process. Vallerand et al (2003) carried out the role of enthusiasm and the experience effect regarding to the sport fields. In this study, the relationship between the enthusiasm in the

football and the public effects on the football players has been studied and the results showed that in a season the cohesive enthusiasm influences on the life of players positively. Indeed, the investigation has not been carried out regarding to the sport and the results cannot be recoverable in relation to the sport. Bauger (2011) reported that the athlete women have got the highest mental welfare in compare to non-athlete women. This report has been also represented in relation to the happiness; for instance, Hamid and Bakhshi Sourashjani (2014) stated the physical activity as an imperative factor for optimizing the happiness level and socialization of all women. Khazaee Pool et al (2014) also stated that the physical activity has the most important effects on the optimization level of the happiness level among individuals. On the other hand, Lafreniere et al (2011) reported the effect of the enthusiasm of coach on the positive relationship of players and finally their happiness in this pavement. Finally, Guerin et al (2013) reported the effect of the enthusiasm in physical activity on the daily activities and then the happiness. Due to the restriction of the studies, there is a gap between all studies that the happiness and enthusiasm have been simultaneously investigated into two groups of physical activity and inactive one because this will specify the effect of the physical activity on the enthusiasm and happiness as the main factors of the mental welfare. For the reason, the present study is to compare the degree of the happiness and enthusiasm among girl students.

Materials and methods

The present study is a comparative-causative type study. The statistical population of the study includes all girl students of Payam-e-Nour University of Urmia that have been taken up as targeted-base and the number of the population is about 100 ones ranging from 19-25 years old (table 1). The active girls are from the physical training students that they used to exercise three sessions per week regularly and the inactive girls are from the students never used to exercise in the recent lesson year. Participation of the study is achieved as voluntarily; two questionnaires of the Oxford Happiness and Vallerand Enthusiasm questionnaires have been applied in order to gather the related data in this study that these have been represented comprehensively in the continue of the study separately.

Table 1. Mean and standard deviation of the age and sport background

Variable	Students	M	Std.Dev.
Age (year)	Active	22.67	2.24
	Inactive	23.02	1.89
Sport background (year)	Active	3.52	4.29
	Inactive	-	-

The descriptive information of the table 1 represents that the mean age of both groups did not show any tangible difference together but in

relation to the sport background, the active group showed prior difference than the next one because the inactive group did not have any sport background.

Oxford happiness questionnaire

Oxford happiness questionnaire includes 29 articles measuring the degree of personal happiness. This test has been constructed by Michael Argyle based on Beck Depression Questionnaire (BDI, 1976) in 1989 (Argyle et al, 1989). 21 statements of the related questionnaire have been come from the BDI and then reversed and 11 questions have been also added to this questionnaire in order to cover the other aspects of the mental health.

Like Beck Depression Test, every option of the happiness questionnaire has got four multiple choices that the subject has to select one of these choices based on his or her recent status. Argyle et al reported the validity of the Oxford questionnaire by the help of Cronbach alpha coefficient 0.90 and the re-evaluation validity of the questionnaire is obtained 0.78 during seven weeks. The simultaneous reliability of the questionnaire using the friends' evaluation is calculated 0.43 in this regard. Also, since the happiness includes three sections of the positive emotion, satisfaction and the lack of negative emotion, the correlation of this questionnaire with the positive emotion scale is obtained 0.32, satisfaction index 0.57 and this has been also obtained from Beck depression questionnaire -0.52 in this regard.

Enthusiasm in activity questionnaire

Vallerand Enthusiasm in Activity Questionnaire (2003) is applied in order to measure the sport activity that has been balanced for the sport activity (Seguien et al, 2003). This questionnaire includes 16 questions in two sections. The first section (4 questions) measures the degree of individuals' enthusiasm. These four questions have been applied for the criteria of enthusiasm.

People having score higher than 4 from LIKERT 7 scales (this has been considered 5 and higher in some studies) are considered as the most enthusiastic individuals; the second section (12 questions) including two subscales of six questions measures the cohesive enthusiasm and obsession of the individuals. The response of the subjects has been scored from 1 (I completely disagree) to 7 (I completely agree) in LIKERT 7 Scales. The arranged or cohesive individuals and the obsession have been distinct through the comparison of the standard scores in two subscales of the enthusiasm and happiness. If the mean enthusiasm is higher than the mean obsession, the individuals will be categorized in the cohesion group. But if they are reversed, they will be categorized in obsessive individuals group. The studies have reported the highest reliability and validity for this scale. The Cronbach alpha 0.77 for the obsessive enthusiasm and 0.88 for the cohesive enthusiasm have been reported in this study. Also, the correlation 0.43 is obtained between two scale elements.

Statistical method

Smirnov-Kolmogorov test is firstly applied in order to investigate the normality of the data distribution that due to the significance level, the normality of the data distribution is confirmed; then, t-parametric test for the independent groups is applied in order to compare the variables between groups. These steps have been carried out in SPSS20 in significance level 0.05.

Results

Due to the purpose and research methodology, t-test is to compare the variables between two active and inactive groups in significance level 0.05.

Table 2. T-test to compare the enthusiasm of active and inactive girl students

Index	Inactive group (50 people)		Inactive group (50 people)		T	Sig
	Mean	Std deviation	Mean	Std deviation		
Life satisfaction	18.34	3.44	14.56	3.39	5.53	0.001
Self efficacy	14.5	2.84	11.3	2.88	5.59	0.001
Mental health	9.66	1.92	7.2	2.42	5.63	0.001
Self esteem	8.42	1.76	6.68	2.01	4.61	0.001
Mood	5.88	1.69	4.94	1.82	2.67	0.009
Happiness	62.06	8.39	48.28	9.55	7.67	0.001
Cohesive enthusiasm	15.38	4.81	13.12	5.29	2.233	0.028
Obsessive enthusiasm	15.9	5.56	15.06	6.06	0.722	0.472
Enthusiasm	7.96	2.6	6.96	3.06	1.761	0.081

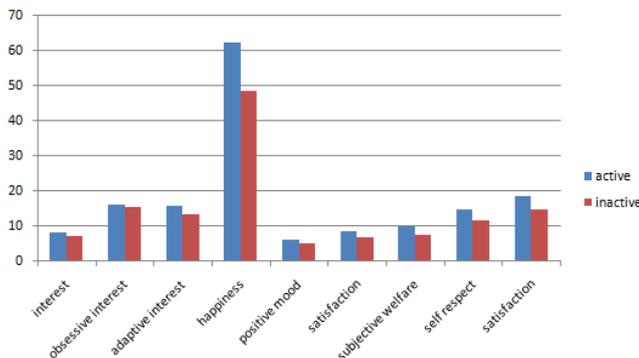


Figure 1. Pair comparison of the research variables between active and inactive groups

The obtained results of the analysis showed that there is a significant difference between both groups of girls regarding to the happiness variable and its all elements ($P \leq 0.05$). in the variable "enthusiasm", the results showed that the obsessive and cohesive enthusiasms only the difference between both groups of girls the degree of the cohesive enthusiasm is higher than the obsessive enthusiasm ($P \leq 0.05$); therefore, there is a significant difference between both groups of active and inactive girls regarding to the happiness and cohesive enthusiasm in active group in compare to the inactive ones.

Discussion and conclusion

The main purpose of the present study is to assess both variables of the happiness and enthusiasm of activity in community through girl students. In fact, the main focus of the present study is subjected to the enthusiasm in activity and its following issues of the joy, satisfaction and happiness that has been scarcely investigated in this pavement and this will provide the most important information regarding to the health and mental welfare. On the other hand, the sample of the girls' population is subjected to girl students that this has been little carried out in compare to the boy ones (Hopkins Fishel, 2008). In other words, the present study aimed at investigating the mental welfare regarding to both variables of the happiness and enthusiasm that these have been little investigated I this case. In the girl population the mental welfare has been reported in little level regarding to the mental welfare.

The results showed that there is a significant difference between both groups of active and inactive groups regarding to the happiness variable and its elements. In relation to the life satisfaction, the active group reported better status in compare to the inactive group. Studies have shown that individuals participating regularly in sport activities feel more relaxation and life satisfaction (Fox (1999), Hamid, Bakhshi Sourashjani (2014). Indeed, the active individuals feel active in daily chores having the highest social interactions; in other words, they feel better life satisfaction and then the mental health positively (Guerin et al, 2013).

Since the girls have little welfare level, achieving physical activity can make some positive effects on the physical and mental issues and this will lead to increase the life satisfaction of the related individuals. Also the results showed that the increase of the self-efficacy level being appeared due to the physical activity in active group can optimize the happiness in this regard. The self-efficacy feeling being appeared due to the personal activities can boost the physical activity and this will also bring some positive changes over individuals. The results showed that the physical activity in different levels can boost and optimize the respect feeling among individuals (Allison and Keller, 2004). Of course this process has been increased in girls achieving the regular physical activities and this will also increase the happiness among the same population of the girls. Many various studies on the effect of the physical activity and mental health have specified that the physical activity can reduce the depression and anxiety of girls increasing the mental health (Molt et al, 2005, Antunes et al, 2005). The above-mentioned statements are the most essential cases for the welfare issues that the physical effects can make some positive effects on the mental and physical welfare directly and indirectly. Hence, the group of the active girls showed the highest welfare in compare to the inactive groups.

Indeed, the results showed that the active girls have little mental problems than the inactive group. They will also experience better life satisfaction than the inactive ones. As it shown before, the experience of the physical activity can lead to increase the happiness and relaxation optimizing the self-efficacy in this pavement. Having these feelings will be resulted in the self-esteem. Martin et al (2009) reported that the physical exercises can reduce the anger increasing the occupational satisfaction and this will finally increase the life quality of the individuals potentially. The active girls having regular physical activity will have also highest self esteem regarding to their life dimensions that this self esteem will increase the mental and welfare indexes because this comes from the physical activity. The last dimension of the happiness questionnaire is subjected to the morality and moods.

The investigation of the physical activity effect on the moods has the longest history and many various studies have also shown the effects of the positive physical activity on the moods (Ruuskanen and Ruoppila 1995, Williams and Lord 1997, Kritz-Silverstein et al, 2001). Indeed, these studies show that individuals having bad-temper are not established in suitable level regarding to the lowest physical activity and the related populations have the most negative tempers regarding to the social interactions. Hence, the inactive girls will indicate negative remarks having the lowest feeling of happiness and satisfaction; the exercise and practices of the sport issues can refresh individuals bringing a kind of relaxation for their lifetime.

This has been also confirmed by the scientific reasons. The studies have indicated the drain of the endorphin in the body during the physical activity leading to increase the happiness and joy (Ernest et al, 2006). Due to these effects, the physical activities can reduce the tensions, depression and mental tiredness increasing the happiness among the girls population. The increase of the physical activity level and the preservation of the lifestyle are the most sophisticated approaches for optimizing the happiness and life satisfaction. This result is the main importance for the groups having the mental disorders; the results of the present study specified that in the variable "enthusiasm" only the cohesive enthusiasm showed the significant difference between both girls groups and there is no observed any significant difference between the obsessive and total enthusiasms in this study.

The cohesive enthusiasm points to individuals tending to participate in their favorable activities freely. Hence, a person with cohesive enthusiasm without any forced feeling towards an activity can show his or her tendency to participate in exercise activities because this will make a kind of interaction between the favorable enthusiasm and other daily activities potentially. The physical activity and conscious sport issues may boost the cohesive enthusiasm (Guerin et al, 2013).

This can be also useful for both productions of the cohesive enthusiasm raising the sport function (Vallerand et al, 2007) because this will bond the sport positive experiences together (Vallerand, 2006). A person with obsessive enthusiasm tending to participate in activity without any control; therefore, it is expected that the same person may have little abilities for making his interaction between favorable activities; the obsessive enthusiasm coming from an internal pressure can be hard for an athlete regarding to the self-esteem or the emotional sensation (Vallerand et al, 2008).

The controlled internalization of an activity does not result in the personal case; hence, people with obsessive enthusiasm can hardly control themselves in tending towards the activities even the negative consequences (Vallerand et al, 2010); thus, due to the fact that the girl students consciously participate in sport issues, the enthusiasm of these girls can be subjected to the cohesive enthusiasm due to the daily regular exercise practices and this will increase the cohesive enthusiasm for achieving the regular sport activity. The important aspect of the practice and physical activity as consciously can recover the ability and skill for learning issues actively (Charens and Erikson, 1994). The conscious performance can provide some opportunities for recovering the process of learning and this will report the feedback from the urgent result of the same person that it will also increase the self-efficacy.

Vallerand et al (2007) suggested that the enthusiasm is an important motivational force in conscious practice because this will help individuals to participate in long-term educational sessions. Although the enthusiasm does not influence on the performance directly but the collection of factors are required for the conscious practice. Vallerand et al (2007) showed that the obsessive and cohesive enthusiasms can help on the accessibility of the performance indirectly. Finally, the cohesive enthusiasm has a positive relationship with the welfare and this also is tangible with the increase of the welfare coming from the physical activity. The present study showed that the active girls reported the highest happiness and enthusiasm in compare to the inactive ones.

The happiness and enthusiasm are those elements that they can represent the positive dimension of the welfare and mental health. The happiness can be taken place from the beginning time to the end of an activity continually. On the other hand, the cohesive enthusiasm can boost the solidarity and stability of individuals. The interaction of the happiness with cohesive enthusiasm can make the solidarity and sustainability of the happiness. Hence, it is suggested that the degree of the activity and enthusiasm towards an activity should be increased in order to increase the happiness and welfare levels simultaneously and all inactive groups should be also oriented towards participating in regular physical activities potentially.

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USPOREDBA SREĆE I ENTUZIJAZMA AKTIVNIH I NEAKTIVNIH STUDENTICA

Sažetak

Glavna svrha ovog istraživanja bila je procijeniti i usporediti sreću i entuzijazam aktivnih i neaktivnih studentica. Ovo istraživanje je provedeno na temelju komparativno-uzročne vrste istraživanja i broj studenata komparativno-uzročne vrste je postignut na 100 djevojčica dobi 19-25 godina. Aktivne djevojke iz studentskih fizičkih treninga imale su tri sesije tjelesne aktivnosti tjedno redovito, dok kod neaktivnih djevojaka nije bilo fizičke aktivnosti tijekom tjedna. Dva upitnika, Oxford upitnik sreće i Wall Round upitnik entuzijazma je također bio primijenjen kako bi se okupili povezani podatci u ovom istraživanju. Također, t-test primijenjen je radi iskazivanja istraživačke hipoteze. Rezultati su pokazali da postoji značajna razlika između dvije skupine aktivnih i neaktivnih studenata u vezi s varijablama sreće i entuzijazmom ($P \leq 0,05$). U varijabli „Entuzijazam“, rezultati su pokazali da je jedina razlika bila u stupnju entuzijazma između aktivnih i neaktivnih studentica ($P \leq 0,05$). Rezultati predstavljaju da sudjelovanje u sportskim sredinama i sportskim pitanjima može znatno povećati stupanj sreće među srodnim studenata.

Ključne riječi: sreća, entuzijazam, aktivne i neaktivne djevojke.

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Correspondence to:
Mandana Heydari
Payame Noor University,
Department of Physical Education,
Urmia, Iran
E-mail: Heydari.M@ymail.com