The Psychological Happiness Level Among Students Of The University Of Islamic Sciences

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Abstract

The study aimed to identify the level of happiness between students of the University of Islamic Sciences, and its relationship to some variables. The sample of the study consisted of (237) students (male and female). The study found that the happiness-level of feelings was moderate. Also, it found a relationship between happiness and the academic level as well as an inverse relationship between the two dimensions of the psychological happiness feeling (self-exploitation and personal development). The study recommended to hold cultural seminars in order to promote normal social relationships between male and female university students.

Keywords**:** happiness, academic level, university students.

Introduction

Talking about happiness refers to the one's ability to think in a positive way. It is not only limited to the feeling that the individual has when pleasant things happen in his life, but also it means the ability to maintain that feeling of hope.

Happiness is an as inner feeling of contentment and well-being, so if the individual accepts his reality, he is happy even if it is difficult. Furthermore, it is a feeling that emanates from the individual and

does not come to him from outside (Al-Fiqi, 2009). It also reflects the control of skills, knowledge, and desires within the individual to reach the best level of effectiveness in life. (Malkoc & Multu, 2019), and Al-Waleedy (2017) defined it as the high level of individual satisfaction with his life. It is determined by several factors including independence, personal development, and acceptance The self, defined by Al-Zabin (2020) as an urgent desire that everyone seeks to achieve as well as an essential factor for the success of the individual in his life by enjoying different experiences and planning to achieve goals.

Argyle (1993) pointed out that the sources of happiness are social relationships, work, and leisure time. As leisure time represents an internal motivation for the individual through the use and development of skills, the achievement of social satisfaction and the sense of relaxation, it is more important than work for many people. It leads them to a greater sense of satisfaction. He added that those who have high self-esteem and the ability to organize time are happy individuals. Also, the surrounding factors such as weather, music, and rural nature may play an essential role in determining the individual's level of happiness.

(Al-Fiqi, 2009) explained that the most important causes of happiness are self-awareness and self-esteem. It meant trust yourself and believe in your competence and abilities without paying attention to the negative opinions of the others as well as staying away from self-criticism to reach positive thinking, a feeling of happiness and enjoyment of life.

(Seligman, 2006) believed that positive emotions such as self-confidence and hope serve us well when life is difficult. They also expand our mental, physical and social abilities that make us more creative and more receptive to the new experiences in life.

Psychological happiness is a concept that consists of emotional and cognitive aspects where the feeling of the individual's satisfaction is linked to the intellectual convictions that support this feeling. Also, the feeling of joy returns to the emotional aspect of the individual. As a result, the psychological happiness is not only a momentary feeling of joy, but it also includes the cognitive assessment of the quality of life as a whole (Qasim and Abdullah, 2018).

Study Problem

The University students are supposed to possess a high level of happiness, vitality and activity. Moreover, they are supposed to achieve a long list of goals, dreams and wishes. However, the reality is completely different. The researcher noticed that in her surrounding environment, the majority of students at the university suffer from anxiety, boredom, and low expectations as well as the constant quest to finish this stage of study in any way without much fun.

Study questions

1- What is of psychological happiness level among the students of The University of Islamic Sciences?

2- Are there significant differences (the level of significance ($\alpha = 0.05$) in the psychological level of happiness among the students of the University of Islamic Sciences attributed to the academic level?

3- Is there a relationship between the psychological happiness dimensions and the academic level among the students of The University of Islamic Sciences?

Importance of study

The study can provide a new addition to the research content of psychological happiness in a positive way. The attention to this aspect may improve the individual's quality of life and his mental health. It also helps university students to understand themselves better, and modify their habits and behaviors in order to achieve a higher level of psychological happiness at this age.

Previous studies

Al-Quraish (2020) followed a study that aimed at identifying the relationship between the happiness-feeling as well as the awareness of pleasant events in the Saudi Arabia university students. The sample of the study consisted of (400) students.

Hamadat, Al-Qudah (2015) followed a study that aimed at identifying the happiness-level between students of Al-Balqa Applied University, Jordan with reference to some variables. The sample of the study consisted of (193) students. It resulted that the happiness-level between university students was average.

Juda study (2007), aimed at revealing the levels of emotional intelligence, and its relationship to happiness and self-confidence

between students of Al-Aqsa University, Palestine attributed to the gender variable.

The study of (Cook, Bewick, Bradley & Audin, 2006) measured the level of psychological happiness among university students in the United Kingdom. The study sample consisted of (4699) students. It found that the first-year university students enjoyed a high level of psychological happiness.

Methodology and procedures

Sample of the study
The sample of the study consisted of (237) students (both genders) from the International University of Islamic Sciences.

Table (1) shows the distribution of the study sample with reference to the academic level.

Table (1) distribution of the study sample

Academic level	Number	percentage
First	33	13.9
Second	73	30.8
Third	48	20.3
Fourth	83	35.0
Total	237	**100.0**

Study tools
The Psychological Happiness Scale (Harasses, 2020) used, consisting of 20 items.

Validity

Face Validity

The scale was handed out to (10) specialists of measurement, evaluation and psychological counseling in order to know to what extent are the items belong to the dimensions, and the clarity of the items wording. The specialists' opinions were put into reformulation of some items, and the percentage of agreement (80%) was adopted as a criterion that determines paragraph-acceptance.

Reliance

The reliance of coefficients was calculated by using the Cronbach alpha equation, and the test-retest by applying the scale to a sample of (20) students from outside the study sample. After two weeks, the measures were re-applied to the sample itself. The proportions respectively reached (0.85), (0.92).

Results and discussion

To answer the first question: What is the level of psychological happiness among the students of The University of Islamic Sciences? The means and the deviations standards were used for the responses of the study sample on the levels of psychological happiness.

Table (2)

Table (2) means of deviations for the responses of the study sample

variable	dimensions	means	standard deviations	level
psychological happiness	self-exploitation	3.69	0.558	High
	personal development	3.53	0.540	Average
	Social relations	3.43	0.671	Average
	Total	3.51	0.460	Average

Table (2) shows that the level of feelings of psychological happiness among students of The University of Islamic Sciences was average. The arithmetic mean reached (3.51), and the arithmetic averages of the dimensions of psychological happiness feeling ranged between (3.43-3.69). The first dimension (self-exploitation) ranked first with an arithmetic average (3.96), followed by the second dimension (personal development) with an arithmetic mean (3.53). Finally, the third dimension (social relations) with an arithmetic mean (3.43). This could be explained by that university students have the ability to feel happiness through social integration with others and to exploit themselves in study, entertainment, and to participate in the various university activities that increase their feeling of happiness and joy. This agrees with Hamadat and Al-Qudah (2015) study.

To answer the second question: Are there statistically significant differences (the level of significance ($\alpha = 0.05$) in the psychological happiness level among students of The University of Islamic Sciences attributed to the academic level? The question's answer is that the arithmetic averages and the standard deviations of psychological

happiness feeling among the students of The University of Islamic Sciences were extracted depending on the academic level.

Table (3)

Table (3) means of deviations for the responses of the study sample

academic level	N	means	standard deviations
First	33	3.60	0.380
Second	73	3.58	0.396
Third	48	3.58	0.405
Fourth	83	3.36	0.535

It can be seen from table (3) that there are apparent differences in the averages of psychological happiness feeling according to the academic level. To determine whether the apparent differences are statistically significant at the level of significance (α = 0.05), ANOVA was used.

Table (4) The results of the ANOVA analysis-differences in the feeling of psychological happiness depending on the academic level

variable	square	df	Mean square	f	sig
academic level	2.861	3	.954	4.720	.003
error	47.080	233	.202		
total	49.941	236			

Table (4) shows that there are statistically significant differences in the level of psychological happiness-feeling between students of the University of Islamic Sciences attributed to the academic year, whereas the value of P is (4.720), which is a statistically significant value at the level of significance (0.05).

The univariate analysis results of the differences of psychological happiness feeling according to the school year, and by looking at the arithmetic averages showed that the differences are in favor of the first year of study, and this can be explained that students in the first year are new to the university environment, as it is a transitional stage from school to university eager for the university environment, a sense of independence, and attention with new activities, different systems from the school environment, so they feel happy. While we find that other students from different years are adapted to the university environment, this agrees with (Cook, Bewick, Bradley & Audin, 2006 study).

To answer the second question: Is there any relationship between the dimensions of psychological happiness, and the academic level between students of the International Islamic Sciences University? Spearman's correlation coefficient was extracted between the level of psychological happiness and its dimensions with the school year. Table (5) shows the results.

Table (5) Spearman's correlation coefficient

variable	dimensions	Spearman's correlation	sig
psychological happiness	self-exploitation	0.213-	0.001
	personal development	0.224-	0.001
	Social relations	0.087-	0.183
	Total	0.204-	0.000

Table (5) shows that there is an inverse relationship between the psychological happiness feeling and the school year, which amounted to (-0.204), and the appearance of an inverse relationship between the two dimensions of psychological happiness feeling (self-exploitation and personal development) and the school year amounted to (-0.213 and -0.224). Respectively, there is a relationship between the dimension of social relations and the school year. The result is that the students who feel happy when they use all their abilities and develop their personalities can achieve their social and academic goals and desires.

Recommendations

1- Hold cultural seminars to promote normal social relations between male and female university students.
2- Take interest in teaching a course of positive psychology to students in order to achieve the best existence for them, to raise their efficiency in facing the pressures of life and its daily problems.
3- Direct curriculum developers at the 'Ministry of Education and Higher Education'. The importance of feeling happy for students depending on their ability to be more happier and more confident.

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