

Spirituality Attitude and Happiness among Undergraduate Students

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ABSTRACT

Spirituality is associated with one's mental and physical health, academic or work performance and social well-being. The present study was conducted to find out the differences in the spirituality attitude and level of happiness among undergraduate students with respect to their faculty and gender. The total sample consisted of 120 undergraduate students from Arts and Engineering faculty. Spirituality Attitude Scale by Husain, Jahan, Nishat, Siddiqui and Akram (2002) and The Oxford Happiness Scale by Hills and Argyle (2001) were used to collect data. The student t-test was employed to analyze the data. No significant difference was found in spirituality attitude and level of happiness of undergraduate students with respect to gender and faculty.

Keywords: *Spirituality attitude, Happiness.*

20th century applied psychology and psychiatry typically focused on human weaknesses. Positive psychology, on the other hand, offers a balance to this previous weakness by suggesting that we also must explore people's strengths along with their weaknesses. Martin Seligman (as cited by Snyder and Lopez, 2007) noted that there is a set of human strengths that are the most likely buffers against mental illness.

The VIA classification of strengths offered by Peterson and Seligman describes 6 values (Wisdom and knowledge, Courage, Humanity, Justice, Temperance and Transcendence) and 24 strengths. Transcendence includes those strengths that forge connections to the larger universe and provide meaning. One of the strengths which come under transcendence is spirituality. Peterson and Seligman define spirituality as having coherent beliefs about the higher purpose and meaning of the universe, knowing where one fits within the larger scheme and having beliefs about the meaning of life that shape one's conduct and provide comfort.

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Happiness is a positive emotional state that is subjectively defined by each person. Psychologists who support the hedonistic perspective view subjective well-being and happiness as synonymous. Diener defines subjective well-being as a combination of positive affect (in the absence of negative affect) and general life satisfaction (as cited in Snyder and Lopez, 2007). Argyle and Lu purported that happiness is made of three components: the amount of positive affect or joy, a satisfaction rating over a time period, and the lack of negative affect, or depression, anxiety. However the scholars whose ideas are more consistent with Aristotle's views on eudemonia believe that happiness and well-being are not synonymous and well-being is comprised of happiness and well-being.

Researchers are trying to understand why religiousness and spirituality might be related to happiness. Religiosity and prayer may stimulate higher hope (Laird, Snyder, Rapoff, and Green, 2004). Likewise, some of the satisfaction from religion probably stems from the social contacts it provides (Carr, 2004). Spirituality may give a sense that higher power is in control thereby reducing personal control and accountability (Pargament et al., 1987).

The relations between happiness, spirituality and religiousness have been studied. A meta-analysis of 56 studies on the relation between religiousness and happiness indicated that overall, religiousness and happiness were positively but only weakly correlated ($r = .16$; Argyle, 2001). However, studies have not always reported a relationship between happiness and spirituality or religiousness. Lewis and colleagues (2000) found no significant association between happiness and religiousness. Fariborsa and etal(2010) investigated the relationship between nurses' spiritual intelligence and happiness in Iran. Results showed that there is a significant relationship between the Spiritual intelligence and Happiness.

Malik and Sadia (2013) examined gender differences in the self-esteem and happiness of 120 university students in Pakistan. The results suggested insignificant differences in male and female students in level of happiness. However, significant positive relationship was found between happiness and self-esteem. Sharma and Sharma (2016) studied the correlation between spirituality and happiness among graduate students. The result showed that there was positive high correlation between spirituality and happiness.

Objectives :

1. To study spirituality attitude in undergraduate arts and engineering students.
2. To compare the level of happiness in undergraduate arts and engineering students.
3. To study the gender difference in spirituality attitude.
4. To examine the gender difference in the level of happiness.

Hypotheses :

1. There is significant difference in spirituality attitude between male and female undergraduate students.
2. There is significant difference in the level of happiness between male and female undergraduate students

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3. There is significant difference in spirituality attitude between Arts and Engineering undergraduate students.
4. There is significant difference in the level of happiness between Arts and Engineering undergraduate students.

METHOD:

Sample

The total sample consisted of 120 undergraduate students. Out of them 60 students are Arts (30 males and 30 females) and 60 are Engineering students (30 males and 30 females). All participants were from third year and studying in Jaysingpur. Simple random sampling method was used to collect the data by adopting structured questionnaire method.

Measures:

1 Spirituality Attitude Scale by Husain, Jahan, Nishat, Siddiqui and Akram (2002) :

SAS was designed to measure the attitude of individual towards spirituality on different dimensions. The SAS consisted of 31 items, each scored on a Likert scale ranging from 5 (Strongly Agree) to 1 (Strongly Disagree). There are two dimensions: whereas, Sense of Purpose contains 18 items and Maintenance of Discipline consisted of 13 items. Cronbach's alpha for both the factors were found to be 0.84 and 0.82 respectively. The validation techniques used were internal consistency and construct validity. The reliability coefficient reported exceeds the prescribed significance level. Thus, the preliminary form of the scale is a reliable and valid instrument for measuring attitude towards spirituality.

2. Oxford Happiness Questionnaire (Argyle and Hills,2001):

OHQ was used to measure happiness which is a 29-item scale. Responses to the items were scored on a 6-point Likert scale, from Strongly Disagree(1) to Strongly Agree(6). Total score was divided by 29. The higher score indicates higher happiness. The scale has sufficient reliability of alpha co-efficient of .74.

Procedure :

For data collection, prior permission was taken from the principals of the respective colleges of Jaysingpur city. At first, participants were informed about importance and objectives of the study then Spirituality attitude scale and Happiness Questionnaire were administered on the group of 20-25 students at a time. The participants were assured that their responses would be kept confidential so that they can reply honestly. Finally, they were thanked for their cooperation.

RESULTS AND DISCUSSION:

Table 1. Gender differences in Spirituality attitude and Happiness level of undergraduate students

Variable	Male		Female		t Value	P Value	Sig.
	(n=60)		(n=60)				
	M	SD	M	SD			
Spirituality Attitude	99.5	11.29	101.03	8.82	0.83	.204	NS
Happiness	2.73	0.75	2.74	0.62	0.08	.936	NS

t= 0.83, df= 118 , p > .05 ; t= 0.08 , df= 118, p> .05

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Table no.1 shows gender differences in spirituality attitude and happiness level of undergraduate students. Above table clearly indicates that there is no significant gender difference on spirituality attitude and happiness of the students. Hence, hypotheses no. 1 and 2 are rejected. In this research paper gender difference is not found with respect to spirituality attitude and level of happiness because of same treatment is given nowadays to both boys and girls from their parents from beginning.

Table 2. Faculty wise differences in Spirituality attitude and Happiness level of undergraduate students

Variable	Arts		Engineering		t Value	P Value	Sig.
	(n=60)		(n=60)				
	M	SD	M	SD			
Spirituality Attitude	100.1	8.07	100.43	11.88	0.178	.429	NS
Happiness	2.63	0.75	2.83	0.67	1.53	.128	NS

t = 0.178 ,df= 118 , p>.05 ; t= 1.58 , df= 118, p > .05

Table no. 2 depicts that there is no significant difference in spirituality attitude and happiness level of undergraduate students with respect to faculty. Hence, hypotheses no. 3& 4 are rejected. Because of Age factor there is no difference is found in Spirituality attitude with respect to faculty.

CONCLUSION:

No significant difference is found in spirituality attitude and level of happiness of undergraduate students with respect to gender and faculty.

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How to cite this article: Chougule V V (2018). Spirituality Attitude and Happiness among Undergraduate Students. *International Journal of Indian Psychology*, Vol. 6, (2), DIP: 18.01.223/20180602, DOI: 10.25215/0602.223