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STUDY ON THE EXPERIENCES AND EMOTIONS ASSOCIATED WITH HAPPINESS AMONG HIGH SCHOOL STUDENTS

The study of happiness focuses on how people perceive their well-being, the ways they seek happiness, and the factors that affect their feelings of happiness, including self-esteem, depression, satisfaction, and living quality. Researchers also aim to explore the relationship between happiness, self-esteem, depression, satisfaction, and quality of life, to assess people's sense of achievement. Happiness is strongly linked to an individual's sense of achievement and overall life satisfaction. In this article, we will discuss the findings of a study that examines the feelings of happiness and the factors that influence them among 562 high school students.

The research discovered that students from both China and Mongolia shared a similar understanding of happiness. There are no differences in how Chinese and Mongolian students perceive happiness. It has been discovered that happiness plays a crucial role in making people better citizens. Studies have shown that it is a strong predictor of civic engagement when growing up and becoming an adult. Moreover, positive emotions that lead to career success help improve work results. As a result, it is advised to organize various activities that aim to develop students' sense of happiness in general education schools.

Key words: happiness, high school students, feelings of happiness, happiness level.

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Жоғары мектеп оқушылары арасындағы бақытқа байланысты тәжірибе мен эмоцияларды зерттеу

Бақытты зерттеу адамдардың өз әл-ауқатын қалай қабылдайтынына және бақытқа қалай ұмтылатынына, сондай-ақ олардың бақыт сезіміне әсер ететін факторларға, соның ішінде өзін-өзі бағалауға, депрессияға, қанағаттану мен өмір сапасына баса назар аударады. Зерттеушілер сонымен қатар адамдардың жетістік сезімін бағалау үшін бақыт, өзін-өзі бағалау, депрессия, қанағаттану және өмір сапасы арасындағы байланысты зерттеуге тырысады. Бақыт жетістікті бағалаумен және жалпы өмірге қанағаттанумен тығыз байланысты. Бұл мақалада 562 жоғары сынып оқушылары арасында бақыт пен оған әсер етуші факторлардың өзара байланысын зерттеу нәтижелері қарастырылған.

Салыстырмалы зерттеу Қытай мен Моңғолия студенттерінің бақыт туралы бірдей түсініктері бар екенін көрсетті. Олардың бақытты қалай қабылдайтынында ешқандай айырмашылық жоқ. Адамдарды жақсы азамат етуде бақыт маңызды рөл атқаратыны анықталды. Нәтижелер оның ересек өмірге көшу кезіндегі азаматтық белсенділіктің күшті болжамы екенін көрсетеді. Сонымен қатар, мансаптық жетістікке әкелетін жағымды эмоциялар өнімділіктің жоғарылауына әкеледі. Сондықтан жалпы білім беретін мектептерде оқушылардың бойында бақыт сезімін дамытуға бағытталған түрлі іс-шараларды ұйымдастыру ұсынылады.

Түйін сөздер: бақыт, жоғары сынып оқушылары, бақыт сезімі, бақыт деңгейі.

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Изучение опыта и эмоций у старшеклассников, связанных со счастьем

Изучение счастья фокусируется на том, как люди воспринимают свое благополучие и как они ищут счастье, а также на факторах, которые влияют на их ощущение счастья, включая самооценку, депрессию, удовлетворение и качество жизни. Исследователи также стремятся изучить взаимосвязь между счастьем, самооценкой, депрессией, удовлетворенностью и качеством жизни с целью оценить чувство достижения людей. Счастье тесно связано с оценкой достижения и общей удовлетворенностью жизнью. В этой статье рассматриваются результаты исследования взаимосвязи чувства счастья и факторов, влияющих на него среди 562 старшеклассников.

Сравнительное исследование показало, что студенты из Китая и Монголии разделяют схожее понимание счастья. Нет различий в том, как они воспринимают счастье. Было обнаружено, что счастье играет решающую роль в том, чтобы люди стали лучшими гражданами. Результаты демонстрируют, что это сильный предиктор гражданской активности в период перехода к взрослой жизни. Более того, положительные эмоции, ведущие к успеху в карьере, способствуют улучшению продуктивности. Поэтому в общеобразовательных школах рекомендуется организовывать различные мероприятия, направленные на развитие у учащихся ощущения счастья.

Ключевые слова: счастье, старшеклассники, ощущение счастья, уровень счастья.

Introduction

The pursuit of happiness has been a central concern for humanity since ancient times. Aristotle believed that “happiness is the universal motive and end of human existence.” What do we need to know, learn, and do to achieve happiness? This question has been studied by philosophers, religious thinkers, psychologists, sociologists, and behaviorists.

In the latter part of the 20th century, researchers around the world paid more attention to the study of happiness, and psychologists, led by Martin Seligman, made a great impact on the science of psychology. This resulted in the appearance of positive psychology as a new field. Although individual variations exist in the manifestation of happiness, the concepts remain consistent on an empirical or theoretical level. Everybody strives for happiness, and high school, or early adolescence, is a crucial stage in life that marks the beginning of true individual independence. Studies have shown that negative emotions such as sadness, anxiety, and depression often plague students, and the concept of “fatigue” stems from the reality that most students struggle to understand, feel, and create happiness. The sense of happiness experienced by high school students is closely linked to their mental health. Therefore, it is vital to examine the emotional state of students and explore ways to heighten their feelings of happiness. According to Diener et al. (1999), having a sense

of purpose and striving for growth can significantly impact one’s level of happiness.

This article aims to present the findings of a study conducted on high school students or young adults and the factors that influence their happiness levels.

Background of the study. As per the 2021 “End of Year” survey report by Gallup International, 56.0% of the world’s population considered themselves either happy or very happy, while more than 10% claimed to be unhappy, and approximately one-third of the respondents reported feeling neither happy nor unhappy. According to an academic article written by psychologist Ch. Nyamsuren in 2017, titled “Study of Happiness and Perception of Chinese and Mongolian Students,” the feeling of happiness is closely tied to a country’s culture, traditions, and way of life. The research discovered that students from both China and Mongolia shared a similar understanding of happiness. The study found that there are no differences in how Chinese and Mongolian students perceive happiness.

In recent years, the field of positive psychology and other areas have seen significant growth in happiness research. Researcher A. Bayasgalan (2021) notes that happiness is increasingly becoming a new paradigm for a country’s development on a global scale. Furthermore, research on the meaning of life is also gaining momentum, with psychologists agreeing that it is about feeling the value and im-

portance of one's life. Martin Seligman, a renowned psychologist, has dedicated his research to studying positive psychology, depression, resilience, optimism, and pessimism. His book "Authentic Happiness" played a crucial role in establishing positive psychology as a field of study.

Research suggests that happiness has a significant impact on both physical and mental health. It can reduce the risk of depression and suicidal tendencies, promote a healthier lifestyle, and even prolong life (Baiden et al., 2016; Lucas et al., 2018; Tey et al., 2017; Furrer et al., 2017; Kaiser et al., 2019; Steptoe, 2019). People who report higher levels of happiness also tend to have better social relationships, higher work productivity, and a greater sense of vitality and personal growth (Lyubomirsky et al., 2005). However, the experience of happiness is subjective and varies from person to person. It is influenced by an individual's cognitive development and emotional processes (Lyubomirsky, 2005). For instance, happy people tend to have increased work motivation (Tang & Huang, 2013). The feeling of happiness is closely linked to emotional functioning and positive outcomes such as self-esteem, gratitude, and the desire to be happy (Joshnloo, 2014; Datu, 2013; Parker et al., 2014; Ammirati et al., 2015). In 2014, Chen Xiao studied 516 college students to investigate the connection between mental health and happiness. The two criteria showed a strong association, according to the study. A dearth of studies exist on the relationship between happiness and mental health among high school students, as well as the variables influencing it, despite the fact that several studies have been conducted on young people's perceptions of happiness.

Research methods and materials

To evaluate students' happiness, a standardized test and document review method developed by the Psychology and Behavior Research Center of Tianjin Normal University, China, were used. The research data was analyzed using the SPSS 22.0 program, and general parameters such as values for the mean, median, standard deviation, maximum, and minimum were defined. To ensure methodological consistency, we used Pearson's correlation coefficient and Cronbach's alpha coefficient for analysis.

According to the definition in Encyclopedia Britannica, happiness is defined as a state of emotional well-being that a person might feel in two ways: more broadly, as a positive assessment of one's life and accomplishments overall, or more narrowly, as

a condition of emotional well-being when pleasant things happen in a particular moment.

The positive emotional state experienced by an individual when good things happen at a particular moment. In a broader sense, it is a favorable assessment of one's life and achievements, also known as personal satisfaction. Happiness can range from contentment to intense joy and is generally considered a pleasant mental or emotional state.

The study of happiness is of great interest to psychologists because people across the world consistently list happiness as one of their most important things (Heibron 2010). Psychologists believe that studying factors related to happiness can help them achieve this goal. Additionally, the way a person evaluates the world is related to basic human characteristics. Both humans and animals go for joy and stay away from suffering; therefore, studying happiness can provide important information about human nature. According to Tiner and Lucas, the feeling of happiness has two components: a cognitive component and a thinking component. The degree of life satisfaction – a broad overview of an individual's existence that includes the quantity of acknowledgements and gratitude and their level of happiness – is indicated by the cognitive component. The cognitive component is a measure of the quality of affirmation and is divided into active and passive thinking. Active thinking refers to feelings of joy, contentment, enthusiasm, and pride, while passive thinking refers to feelings of worry, sadness, and shame.

The feeling of happiness is a complex emotion that is unique to each individual. It is based on personal standards and is not affected by others' opinions. Happiness can be experienced by all, but the standards for achieving it are different for each person.

When it comes to happiness, there are certain characteristics that define it. Thus:

1. The quality of one's inner feelings is closely tied to personal experiences. An individual's assessment of their own happiness is based on their own internal criteria and not on external factors or other people's opinions. While everyone has the potential to encounter the same level of happiness, their actual standards for happiness may differ.

2. Happiness is quite stable. It is influenced by emotions and the environment, but not by a person's short-term emotional responses. Life satisfaction, conversely, is a long-term emotional response and, hence, more stable. On the other hand, life satisfaction is a long-term emotional response, making the results relatively stable.

3. Comprehensiveness: the evaluation of happiness is comprehensive. It covers three main aspects: life satisfaction, positive emotions, and negative emotions. It is not just a narrow assessment of one area of life.

According to McCrae and Costa, these three aspects are relatively independent and contribute to the overall quality of a person’s inner feelings. (McCrae, 1985). The feeling of happiness consists of both a motivational and cognitive component.

Table 1 – Component and structure of the feelings of happiness

Motivational component		Cognitive component	
active thinking	passive thinking.	Overall life satisfaction	satisfaction in a specific context
Appreciation	embarrassment	life-changing events	Work
Enjoyment	suffering	satisfaction with present life	Family
Satisfaction	anxiety	satisfaction with past life	Recreation
Recognition	anger	satisfaction with future life	Health status
Love	nervous	view point of others life satisfaction	Household status
Real satisfaction	concerning	-	Individuality
cheerful	jealous	-	Not belonging

Results and Discussion

As part of a study to understand the happiness of high school students, 562 students from 9th to 12th grade in the city of Shiliin participated. Among them were 260 female students and 302 male students aged 16–18. The research used a test to assess the level of happiness of high school

students, which had a high reliability score of 0.931 according to Cronbach’s alpha coefficient. The KMO coefficient also met the requirements for both the sample KMO and Bartlett’s test for factor analysis. Cronbach’s alpha coefficient. The KMO coefficient also met the requirements for both the sample KMO and Bartlett’s test for factor analysis.

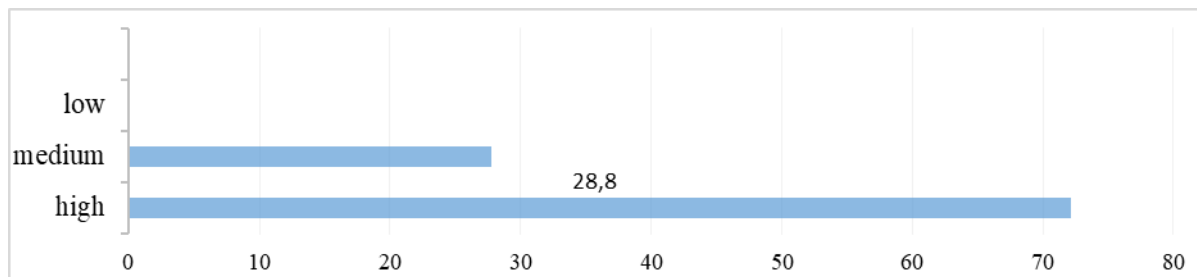


Figure 1 – The level of happiness among high school students

The study found (Fig. 1) that 72.2 percent of the researchers reported a high level of happiness, while 28.8 percent reported a medium level of happiness. However, lower levels of happiness were not detected in the study. This suggests that the students involved in the research generally feel happy. In terms of adaptability, the researchers’ average score was 15.142, with a standard deviation of 3.464. The

average percentage was over 15 percent, indicating a strong ability to adapt to different environments. The results suggest that the students possess a strong spirit and are able to adapt to any environment and situation.

Descriptive analysis. The researchers’ average score for family satisfaction was 27.086, with a difference of 5.614. Since the total score was

more than 25, it indicates that the high school students who took part in the research have high family satisfaction. This suggests that the family environment is harmonious and content.

The average friendship satisfaction score is 25.648 with a variance of 5.940, indicating that interpersonal relationships are extensive and friends' trust is high. Furthermore, the score is higher than 25, which underscores the importance of friendship. The average life satisfaction level among high school students is 18.605, with a difference of 4.117 and a percentage higher than 18%. This suggests that students can independently engage in various life activities, are enthusiastic, and can appreciate the beauty of life. The personal growth score is 16.0 on average, with a difference of 3.2 and a total score higher than 15. This indicates that students are

satisfied with their personal growth experience. The mean self-confidence score is 20.2, with a standard deviation of 4.0 and a percentage higher than 18%. These results demonstrate that students are confident and have their own opinions. The average love satisfaction score is 15.8, with a standard deviation of 3.3 and a percentage higher than 15%. The study shows that high school students are content with their intimate relationships. The average goal awareness score is 10.8, with a standard deviation of 3.0. A score below 15 indicates a moderate level of goal awareness, which may result in underachieving tasks. On average, all students scored 149.5, with a difference of 21.6. The total score is more than 141, which indicates high school students have a strong sense of general happiness and are satisfied with their lives.

Table 2 – Descriptive analysis on study result

Name	Min	Max	Mean	Std	Median
Environmental compatibility	4.000	20.000	15.142	3.464	16
Family satisfaction	9.000	35.000	27.086	5.614	28
Community satisfaction	10.000	34.000	25.648	5.940	27
Life satisfaction	5.000	25.000	18.605	4.117	19
Personal growth	4.000	20.000	16.093	3.226	17
Self-confidence	6.000	25.000	20.278	4.031	21
Love satisfaction	5.000	20.000	15.833	3.312	17
Ability to realize goals	3.000	15.000	10.877	3.064	12
Total score	70.000	178.000	149.562	21.646	156

Based on a sample size of 16, environmental compatibility received a score of 4.000 out of 20.000, with an average of 15.142 and a standard deviation of 3.464. Based on a sample size of 28, family satisfaction received a score of 9.000 out of 35.000, with an average of 27.086 and a standard deviation of 5.614. Based on a sample size of 27, community satisfaction was rated at 10.000 out of 34.000, with an average of 25.648 and a standard deviation of 5.940. Based on a sample size of 19, life satisfaction received a score of 5.000 out of 25.000, with an average of 18.605 and a standard deviation of 4.117. Based on a sample size of 17, personal growth received a score of 4.000 out of 20.000, with an average of 16.093 and a standard deviation of 3.226. Based on a sample size of 21, self-confidence received a score of 6.000 out of 25.000, with an average of 20.278 and a standard deviation of 4.031. Based on a sample size of 17,

love satisfaction received a score of 5.000 out of 20.000, with an average of 15.833 and a standard deviation of 3.312. Capacity to achieve objectives received a score of 3.000 out of 15.000, based on a sample size of 12, with an average of 10.877 and a standard deviation of 3.064. The final two numbers of the overall score were 156.

The capacity to adjust to one's surroundings and personal development in terms of internal consistency did not differ significantly based on gender ($p > 0.05$). There are no qualitative differences in internal cohesion between high school students' ability to adapt to their environment, family and friendship satisfaction, life satisfaction, personal growth, self-confidence, love satisfaction, goal awareness, or overall score when comparing students in different classes. This is indicated by the lack of a significant difference in the total score ($p > 0.05$).

Table 3 – Results of t-test analysis for different genders

	SEX (mean ± standard deviation)		t	P
	Male (n=302)	Female (n=260)		
Environmental compatibility	15.56±2.92	14.65±3.97	1.640	0.103
Family satisfaction	28.69±4.83	25.23±5.91	4.042	0.000**
Community satisfaction	27.70±4.65	23.27±6.40	4.976	0.000**
Life satisfaction	19.33±3.61	17.76±4.51	2.424	0.017*
Personal growth	16.46±2.95	15.67±3.49	1.567	0.119
Self-confidence	20.98±3.38	19.47±4.57	2.361	0.020*
Love satisfaction	17.24±2.27	14.20±3.58	6.335	0.000**
Ability to realize goals	11.99±2.35	9.59±3.30	5.260	0.000**
Total score	157.95±16.07	139.83±23.25	5.683	0.000**
* p<0.05 ** p<0.01				

Nonetheless, there are variations ($p<0.05$) in the capacity to adjust to a changing environment, the happiness of one's family and friends, self-assurance, and goal achievement across the various age groups. Compared to other age groups, 16-year-olds had a higher degree of environmental adaptability, self-confidence, and goal realization – all of which decline with age. The study analyzed eight subscales of happiness, namely environmental adjustment, family satisfaction, friendship satisfaction, life satisfaction, personal growth, self-confidence, love satisfaction, and the ability to realize one's goals. The correlation results showed that there is a positive correlation between all eight subscales. Self-confidence shows the highest correlation with family satisfaction (0.512**), life satisfaction (0.513**), and personal growth (0.518**), among other factors.

Conclusion

Based on our study of high school students' feelings of happiness, we have reached the following conclusions: The study of happiness is an emerging field within positive psychology and other areas. Globally, happiness indicators are becoming a new paradigm for national development. The concept of happiness is complex and cannot be measured solely by satisfaction with a single aspect of life, such as family. Rather, it is a measure of overall satisfaction with life. For some, happiness is synonymous with joy and excitement, while for others, it is peace and contentment. Researchers have found that the definition of happiness varies from person to person. Experiencing happiness has a positive impact on health, longevity, social relationships, civic

engagement, and work performance. The way that people perceive their level of happiness varies greatly and is strongly related to their level of emotional and cognitive development (Lyubomirsky, 2005).

According to a recent survey, 72.2 percent of high school students reported feeling highly happy, while 28.8 percent reported feeling moderately happy. The survey also found that male students generally reported higher levels of happiness compared to female students. Additionally, as students' age or grade level increased, their level of happiness tended to decrease by 2.4 percent. This may arise from the fact that, with age, students become more aware of life's challenges and responsibilities. No significant differences were observed in terms of gender among the high school students surveyed.

High school students' sense of happiness is generally high and satisfied, according to recent data. The average score for students' ability to adapt to their environment is 15.1%, while family satisfaction is 27.08%. Friendship satisfaction is 25.6%, and life satisfaction is 18.6%. Personal growth is at 16.0%, self-confidence at 20.2%, love satisfaction at 15.8%, and the ability to realize one's goals at 10.8%. The total score averages 149.5, which is greater than the average score of 141.0.

It has been discovered that enjoyment is essential to improving our civic virtues. Research has indicated that it is a highly significant predictor of civic participation as one enters adulthood. Furthermore, happier feelings that result in professional accomplishment can improve job output. As a result, it is advised that general education institutions plan a variety of events aimed at fostering students' sense of satisfaction.

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