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Research Paper

Impact of Values on Happiness

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ABSTRACT

This study investigates the role of values in developing the Happiness emotion during the early adulthood. A group of 160 university students from Germany and India were selected for this purpose. The Happiness scale developed by Bharadwaj and Das, (2017) was used for determination of the eudemonic happiness. It is discerned that 41% students of India fall in the category of high Happiness (eudemonic), whereas only 12% of students of Germany falls in high happiness (eudemonic) category. $\chi^2 = 28.429$, df = 2, significant at 0.01 level of confidence. The results reveal that values like humanity, attachment, self- control, discipline, unselfishness, lovable behavior, faith in religious values, social work, doing work on the inner voice, and no place for ego are highly significant for eudemonic happiness.

Keywords: Happiness, Culture, Values, German values, Indian values

Happiness is the meaning, purpose, and whole aim of life. It is a pleasant emotion and related to subjective well-being. Subjective well-being (SWB) means as to how an individual identifies his or her present life satisfaction or happiness. The three major components of subjective well-being are: life satisfaction, positive emotional experience, and absence of negative emotions Suh & Oishi, (2002). The personality traits and other stable factors appear to play a major role on happiness, Richard & Lucas (2007).

In contrast to extrinsic values such as economic success and popularity, the intrinsic values such as personal growth and affiliation are positively associated with happiness, Kesser & Ryan, (1996) and Guillen & Kasser, (2015). Recent studies have shown that the people who spend more time with their family, relatives & social activities are happier than those who give more priority to making money and neglect social relationships. Cognitive patterns also affect Happiness. Diener, (2008), identifies three facets of this positive cognition: Attention (seeing the positive and beauty in things), interpretation (not putting a negative spin on things), and memory (savoring positive experiences rather than ruminating on negative experiences). Although people pursue life outcomes because they believe that these will make them happy, but the researches show that external life circumstances have a surprisingly small effect on the happiness and subjective well-being.

A culture is a set of values, rules, regulations, attitudes, mannerism and behavior which a person receives from his parents, grandparents or ancestors and passes to his younger

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generations. It is the collective programming of the mind that distinguish the members of one category of people from those of another", Hofstede and Bond, (1988). Researches on culture and happiness reveals that we could assessed happiness similarly across cultures, Diener, et., al.,(1995), Kwan, et., al., (1997), Suh et., al., (1998). But today the dominant concept of happiness varies from culture to culture. Our language, way of talking, behavior, thinking, even how to express our emotions are dominated by the culture in which we are living. The two types of cultural pattern: individualism and collectivism, which leads people to view their world through different lenses, attaching different meaning to life events, Triandis, (1994). The individualism stresses on individual goals and the rights of the individual person. Collectivism focus on the group goals. An individualistic is motivated by personal rewards and benefits whereas the collectivist is motivated by group achievement. The two most important theories of culture, which directly affect our values are: comparison theory and Maslow's Need theory, Schyns, (1998). According to comparison theory an individual's happiness depends on the comparison between standards of quality of life and perceived life circumstances, whereas Maslow's theory emphasizes on need satisfaction, the most important for happiness. Maslow divided the needs into two groups: Lower order needs include food, clothing & shelter and the other is higher order needs, which include desire for esteem, prestige, fame and glory. Asian countries are more influenced by Maslow's theory.

Human values are the virtues that guide us to understand, behave & act accordingly, when we interact with other individuals in any situation. The development of values starts during the formative years of an individual's life. Surrounding environment and child rearing practices play an important role in the development of values, Santrock, (2007). Positive human values essential for eudemonic happiness are: respect, empathy, love & affection, acceptance, appreciation, justice, and integrity towards other individuals. These are the enduring beliefs, a specific mode of conduct or end state of existence, which is personally or socially preferable Rokeach, (1973). Values motivate us to do the things that give us happiness.

Germany is at the center of Europe and second most populated cosmopolitan country, where 65 to 70 percent people belong to Christian religion. The core values of German people are to respect each other's privacy, to follow the laws and order, punctuality, truthfulness, and family. Perfectionism, precision and "keeping to the schedule" can be seen in all aspects of German lives. Germans are most satisfied when everything is arranged systematically in order. They believe that respect can be earned through outstanding performance and hard work. Social solidarity and respect for diversity are the deep-rooted values. At first, the attitude of Germans may seem unfriendly, but there is a keen sense of community and social concise. German people tend to be thrifty, be sensible and respect one another's privacy. They typically respect the structure and laws of society to an above-average degree (Zimmermann, 2018). They believe in comparison theory of culture and individualism type of cultural pattern.

India is the second most populated country of the world with more than 20 languages, various religion, cultures, values & festivals. It is the origin of Hinduism, Jainism, Buddhism and Sikhism. Faith in superstitions is very common & strong in Indian people that they worship various Trees, Sun, and Moon, as a God and even they worship each day of the week as they believe that each day belongs to some particular God or Goddess. Majority of Indian people have faith in Hinduism. The core philosophy of Indian people's life is based on two aspects: Dharma (truth or reality) and Karma (good or bad luck viewed as resulting

from one's action). Indian scriptures describe three modes of happiness: (i) tamas (ignorance) mode of happiness dominate anti-social acts such as involvement in violence provides happiness, (ii) rajas (Passion) mode means that the happiness will come from materialistic things such as wealth, power, pride etc. and (iii) Satva, (Goodness), mode provide an individual true happiness. The "satva" mode is based on Maslow's concept of self-actualization. Respect, cooperation, helpfulness, group harmony, patience, generosity and looking after the old parent are the basic values, which are inculcated during childhood years. These values that often discourage the competitive sprite and generate a noncompetitive culture, but provide eudemonic happiness. People work not just for themselves. They work for the group, Srivastava, (2018). Families are valued highly and form a part of an individual's life until death. The collectivism cultural pattern and faith in Maslow's need theory can be seen in each action of Indian people.

Objective
- To compare the level of eudemonic happiness in German and Indian students.
- To decipher the impact of values on happiness of the students.

Hypothesis
There may be a significant difference in the level of eudemonic happiness between the students of Germany and India.

METHODOLOGY

Participants and Procedures
A sample consisting of 160 students, boys & Girls, ranging between ages from 18 to 25 years, was selected for the study. Out of 160 students, 60 students were selected from Freiberg Technical University, Germany, during the year 2019, and 100 students were selected from Indian Institute of Technology, Roorkee, and Methodist Girls Post Graduate College, Roorkee, Uttarakhand, India.

Stratified random sampling technique was used for the selection of the samples. Test administration was conducted in group settings in the respective Institute or College classrooms. The test was administered to students with proper instructions. Students took about 30 minutes to complete the scale. Doubts were clarified by the researcher.

Measures
The Happiness scale developed by Bharadwaj, and Das, (2017) was used for measuring the level of happiness in the students of Germany, and India. The scale has 28 items. The data obtained were statistically analyzed as per our hypothesis. Scoring was done with the help of scoring key. Chi-square test was used to test the hypothesis. Percentage tables and contingency tables were prepared to show the results accurately. The level of confidence adopted in this study was 0.05.

RESULTS

Percentage Table No. 1: Showing the result of the students of India & Germany, falls in the category of High Happiness (eudemonic), and Unhappiness (Hedonic)

Students	High Happiness (Eudemonic)	Average (Middle of the road attitude regarding Eudemonic or Hedonic happiness)	Unhappiness (Hedonic)	Total
Indian	41%	35%	24%	100
German	12%	23%	65%	60
				160

Contingency Table No. 1,

Student	High Happiness (Eudemonic)	Average (Middle of the road attitude regarding Eudemonic or Hedonic happiness)	Unhappiness (Hedonic)	Total
Indian	41(30)	35(30.625)	24(39.375)	100
German	07(18)	14(18.375)	39(23.625)	60
	48	49	63	160

$\chi 2 = 28.429$, df = 2,   *Significant at 0.01 level of confidence.*

The null hypothesis is accepted at 0.01 level of confidence. Contingency table No. 1, reveals, $\chi 2 = 28.429$, df = 2, P is less than .01. The percentage table clearly indicates that the students of India are happier than the students of Germany. Only 12% of students of Germany fall in the category of High Happiness (Eudemonic happiness). Our results support the previous studies that intrinsic values are necessary for eudemonic happiness, Guillen & Kasser, (2015)). In the above table the term unhappiness indicates that the student falls in this category have hedonic happiness based on self- centered psychological functioning, not the happiness derived from selfless psychological functioning.

Germany is a rich and prosperous country. Students from all over the world, including India, go to Germany for higher studies. All kinds of modern facilities are available to a common student in Germany and not a single student is deprived of the basic needs. In spite of these factors, our results show that students of Germany are not as happy (eudemonic happiness) as the students of India.

DISCUSSION

With the rise of positive psychology, the study of subjective well-being and happiness has emerged as a basic research topic in psychology, Lyubomirsky, et. al., (2005). The primary interest of positive Psychology is the analysis of happiness. Happiness is an intrinsic value, a subjective emotion and derived from satisfaction of life. We cannot purchase eudemonic happiness with money, power, punctuality, or time schedule etc. Happiness refers to a range of the balance positive and pleasant emotions, such as joy, pride, contentment, gratitude and living with ethics, Bharadwaj, (2017). Values like humanity, attachment, affection, self-control, faith in religion, feeling of belongingness, sacrifice, doing work based on inner voice and no place for egoism are the basic values which are necessary for Eudemonic happiness. We can get true happiness only adopting the "satva" mode, (described by Indian scripture) and not by possessions of outward things but by the fulfillment of the higher mind and spirit in the development of, what is most inward in us, Prabhupad, (1972); Radhakrishanan, (2010).

Impact of Values on Happiness

The two contrasting philosophies of happiness are hedonism and eudemonism. Pleasure, comfort, and enjoyment are the essence of happiness for the follower of hedonic philosophy. On the other side eudemonic view focuses on meaning and self-realization. Under the influence of two philosophies of happiness, two types of psychological functioning are prevailing: self-centered psychological functioning (Self-centered) and, the selfless psychological (selflessness) Dambrun & Ricard, (2011).

The self-centered psychological functioning is based on the "Hedonic principle". This type of functioning is related to egoism, egocentrism, and exaggerated importance given to the self and ego-inflation (through material possession) favors, Higgins, (1997). This principle encourages and motivates an individual to obtain pleasure and avoid displeasure. In addition, the impossibility of attaining of the above valued objectives gives rise to frustrations, anger, hostility or jealously, which damage well-being, Miller, et,. al., (1996). Contrary to self-centered psychological functioning, selfless psychological functioning is based on a weak distinction between self and others & between self and environment, which takes the form of a sense of connectedness (Leary, et. al, 2008). Selflessness is closely related self-transcendence, Cloninger et,. al., (1993); Levenson, et,. al., (2005). The core principle of selflessness functioning is, "Harmony", which is related with the prosocial behavior like empathy, belongings and respect etc. People who adopt such kind of psychology are very kind, generous and prefer to give their services for the betterment of the society (eudemonia). It is clear that values are directly related with the two contrast philosophies of happiness. It is very difficult to adopt the two types of psychological functioning simultaneously because there is lot of conflict between self-centered psychological functioning and self-less psychological functioning.

Indian people prefer to adopt collectivism cultural pattern, which put relatively more emphasis on human relationship and Maslow's need theory, emphasizes that higher order needs are important for eudemonic happiness. Contrary to this in Germany, individualism culture prevails, based on comparison theory, which emphasizes individual freedom, individual achievement, and individual positive thinking. Our results indicates that significant difference in eudemonic happiness between the students of India and Germany. The reason may be the most of the people adopt eudemonism philosophy of happiness in India. This does not mean that students of Germany have lack of humanity or empathy value. In fact, they are very helpful & generous, but they don't have time to look after their sick old parents, neighbors, and friends, as punctuality and law & order plays an important role in their life, (individualism culture). Contrary to this, time schedule and law & order are not strictly practiced by students of India. Their main priority is to help the people, who are needy, sick, hungry, or in any kind of problematic situation. In India, humanity, co-operation, respect, attachment and relationship are more important than the time schedule and rules & regulations, (collectivist culture). An Indian student would prefer to skip his classes or take leave from his job and devote his full time to look after his/her sick old parents, relative, or injured person. He feels happy, an inner peace or a kind of satisfaction, for doing something good to the society (selfless psychological functioning, Eudaimonia). Especially, the Indian women would prefer to leave the job, after her marriage, because she has the responsibility to look after her old in-laws / her old parents, or her own small children. Indian people believe that the mother and grandparents is the only person who can inculcate the values in children as father's basic responsibility is to earn money for the family. Previous researches have also found that adults of high socio -economic status (Germany) have grater evasion value than the adults of low socio - economic status in India (Bharadwaj & Mithas, 2001).

CONCLUSION

German students are bound and depend on the boundaries of time schedule, punctuality, laws, rules & regulations to an extent that values important for self- actualization gradually diminish out. They are more self-centered and believe in success and getting happiness by adopting hedonic principle. Contrary to this Indian students adopted selfless psychological functioning, which is based on eudemonic principles. In India, apart from laws, rules and regulations made by the Government, each religion, culture has its own rules and regulations. Indian students prefer to follow their religion or cultural rules in solving day to day small problems, not the rules set by the government. Most people work on the bases of their inner voice and moral values & the values set by their religion and culture. The cross country differences in subjective wellbeing are an important issue for eudemonic happiness. Higher order need gratification produces more desirable subjective wellbeing; more profound happiness, serenity and richness of inner life, Maslow, (1970).

Direction for future research

Previous studies show that pro-social behaviors, which are influenced by benevolent affects, are not only beneficial to others but also for the individual themselves (Dovido & Penner, 2001). Dambran & Richard, (2012), Weinstein & Ryan, (2010), Fredrickson, et., al,. (2005), finds that pro-social behavior are associated with better subjective well-being & positive emotions. Similarly, Howell et.al, (2011), emphasizes that nature connectedness is positively associated with subjective wellbeing.

Eudemonic happiness is based on the feeling of harmony and emotional stability. Both are directly related to authentic-durable happiness. Harmony, a superior principle of human existence, is intimately linked to happiness, Kjell, et al., (2015), Po-Keung, Ip, (2014), Uchida & Kitayama, (2009). The three level of harmony that should be the part of the curriculum in schools, colleges and universities are: harmony with oneself, harmony with the society, and harmony with the natural surrounding environment. Yoga, meditation, value-loaded education, spiritual lectures & excursion trips should be the part of curriculum in schools, colleges and all other organizations for developing harmony with oneself and with the society.

Values are the roots or foundation on which our type of happiness is dependent, Hedonic or Eudemonic. So, the core curriculum of primary & secondary school teachers training program as well as students syllabus should be based on value-loaded education and harmony principle. Furthermore, taking bigger samples is also likely to yield more definitive results.

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Conflict of Interest
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