

## Exploratory Study of the relationship between Food Security and Eudemonic Happiness

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### ABSTRACT

The aim of the present study is to explore the correlation between food security and eudemonic happiness during early adulthood. A group of 160 University students from Germany and India were selected for the present research work. Only those statements were taken from the happiness scale developed by Bharadwaj and Das, which are relevant and significant for eudemonic happiness such as humanity, attachment, to bring anti-social people on right path and doing work based on the inner voice. It is discerned that 86% of students of India & only 55% students of Germany prefer to utilize their capacity for the service of Humanity.  $\chi^2 = 19.03$ , significant at 0.01 level of confidence. Second statement, “To finish bewilderment towards any loved things or a person, 66% students of India, & only 28.32% students of Germany agree, that it is very difficult for them to finish bewilderment, .  $\chi^2 = 25.27$ ,  $df = 2$ , significant at 0.01 level of confidence. Third statement, “To bring anti – social people on right path”, 84% of students of India feel happy to bring antisocial elements on right path, whereas only 50% students of Germany falls in this category.  $\chi^2 = 24.77$ ,  $df = 2$ , significant at 0.01 level of confidence. Similarly, 86% students of India are observed to be delighted, when they work according to their inner voice, whereas only 26.66% students of Germany falls in this category.  $\chi^2 = 32.93$ ,  $df = 2$ , significant at 0.01 level of confidence. The results revealed that there is no significant relationship between the food security & eudemonic happiness.

**Keywords:** Food Security, Happiness, Population, values

**F**ood security exists when all people have physical and economic access to sufficient, nutritive, and safe food that meets their dietary requirement for an active & healthy life. It is a multidimensional concept characterized by four pillars: availability, access, utilization and stability, (FAO, 1996). These pillars are interrelated with agricultural modernization, (Magrini & Vigani, 2016), social capital, (Nosratabadi, et.al, 2020), Kitchen equipment, (Oakley et al, 2019) and worldwide shocks, (Houessou et.al, 2021).

Happiness is a pleasant emotion related to subjective well-being. Many instruments are available for measuring happiness and well-being, (Cooke et. al., 2016; Frey, 2018). The two important dimensions of human happiness: Hedonic and Eudemonic. The Hedonic dimension which is based on Subjective well-being include: life satisfaction, positive

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## Exploratory Study of the relationship between Food Security and Eudemonic Happiness

emotional experience and absence of negative emotions, (Sus & Oish, 2002). People who adopted this dimension of happiness, usually have dominating “Id” (Sigmund Freud, Psychoanalytical theory of personality) in their personality, which works on the pleasure principal of self-centeredness or selfishness. Happiness based on “Hedonic principles” is related to egoism, egocentrism and exaggerated importance given to the self and ego-inflation (through material possessions) favors, Higgins 91997). The impossibility of attaining of the above valued objectives gives rise to frustrations, anger, hostility or jealousy, which damage well-being, Miller, et.al.,(1996). They prefer to make individual goals and work hard to achieve them. They are more conscious about their future and adopts competitive attitude. The Hedonic dimension of happiness includes extrinsic values such as economic success and popularity.

The Eudemonic dimension of happiness is defined as that psychological wellbeing that stems from an optimal and purposeful life, where a sense of vital fulfillment prevails and maintaining an ethical sphere of the human being, (Jose Antonio Muniz- Valazquez et al, 2021). This dimension of happiness is related to humanistic Psychology, which gives emphasis on the concept of self-actualization, (Maslow, 1968). People who prefer to spend more time with their family members, relatives & involved in social functions/activities are much happier than those who spend more time in making money. This dimension of happiness encourages group goals instead of individual goals & discourage the competitive nature of human beings.

India is the second most populated country of the world. Like the United States of America and other European countries, India too is willing to ensure food security to its citizens. But, there are several challenges which India is facing today regarding food security such as population, natural disasters, unemployment and poverty, inadequate food distribution system, corruption, improper storage facilities, ignorance or lack of knowledge of modern agricultural techniques and improper monitoring of nutrition programs launched by the Indian Government and because of this, almost one out of three Indian children under five years is still suffering from malnutrition. Dietary practices based on cereals are also responsible for micronutrient deficiencies but still it is observed that Indian people are happy because of their rich cultural values.

The values of an individual are the moral principles and beliefs that are considered very important for wellbeing. The basic values of Indian people are respect to their elders, cooperation, group harmony/ solidarity and to looking after their old parents. Owing to these values & priorities, the competitive nature of Indian people deteriorates, which establish a noncompetitive society, (Srivastava, 2018) but inculcate eudemonic happiness whereas the core values of the German are to respect each other’s privacy, to follow the laws, punctuality, truthfulness, perfectionism, dedication and “keeping to the schedule”, (Srivastava, 2021). They typically respect the structure and laws of the society to an above average degree, (Zimmermann, 2018).

### ***Objective***

To know the relationship between food security and eudemonic happiness among the students of Germany and India.

### ***Hypothesis***

There may be significant difference between the students of India and students of Germany with respect to the following statements which are relevant to the eudemonic happiness:

## Exploratory Study of the relationship between Food Security and Eudemonic Happiness

- To utilize their own capacity for the service of Humanity
- To finish bewilderment towards any loved things or person
- To bring antisocial person on the right path
- Doing work based on the inner voice

### METHODOLOGY

#### Sample

A sample of 160 students, age between 18 to 25 years, was selected for this research work. Out of 160 students, 100 students were selected from Indian institute of technology, Roorkee, India, and Methodist Girls Post Graduate College, Roorkee & 60 students were selected from Freiberg Technical University, Germany, in the year, 2019. For the selection of sample, stratified random sampling technique was used and the test administration was conducted in group settings, in their respective class rooms.

#### Measures

In the present study, to measure the level of eudemonic happiness of the students, the above statements are selected from the Happiness scale developed by Bharadwaj and Das, (2017). Chi – square test was used to test the Hypothesis. The level of confidence adopted in this study is 0.05.

### RESULTS

#### 1. To utilize their own capacity for the service of humanity.

##### Percentage Table No. 1.

Students	Like it much (Positive)	Like it normally	Do not like (Negative)	Total
Indian students	86%	13%	1%	100%
German Students	54.99%	40%	5%	100%

##### Contingency Table No. 1.

Name of the country	Like it much (Positive)	Like it normally	Do not like (Negative)	Total
Indian Students	86 (74.37)	13 (23.12)	01 (2.5)	100
German students	33 (44.62)	24 (13.87)	03 (1.5)	60
	119	37	04	160

$\chi^2 = 19.03, df = 2,$

Significant at 0.01 level of confidence.

Humanity is the quality of being kind, thoughtful and sympathetic towards others.

The result of Table No. 1, indicates that 86% of students of India and 54.99% students of Germany falls in the Positive dimension, “like it much”, whereas only 1% students of India & 5% Students of Germany found in negative dimension, “Do not like”.  $\chi^2 = 19.03$ , significant at 0.01 level of confidence. Our null Hypothesis is accepted.

Germany is a rich developed country where 100% food security exist. Each person of the Germany is working hard to achieve his/her goal but unfortunately they have no time to devote to the needy people, their neighbors, friends or even their own parents. Although there are all types of facilities available, but the feeling of inner attachment & belongingness

## Exploratory Study of the relationship between Food Security and Eudemonic Happiness

is missing. Punctuality, dedication towards their work, and egocentric attitude is the core part of their personality than humanity, which provide them Hedonic happiness but the ultimate aim of life “the inner happiness” or Eudemonic happiness has low place.

On the other hand, in India, humanity is a highly placed value and which is directly related to eudemonic happiness. This value is inculcated deeply during childhood. An Indian son, daughter, even daughter in law leave or resign their job just to look after their old parents / in-laws, as this is the basic duty of a child to look after their parents. Similarly, if there is some accident on the road, the student or a person takes the injured one to the hospital considering it to be his/her main priority, and later his personal work, (Srivastava, 2018). This kind of sympathetic / humanitarian act provide them a kind of inner satisfaction or eudemonic happiness such that they were able to do some noble work for the society.

### 2. To finish bewilderment towards any loved things or a person, I feel : difficult much or do not difficult:

*Percentage Table No. 2*

Name of the country	Not difficult	Difficult normally	Very Difficult	Total
Indian Students	10%	25%	66%	100%
German Students	6.66%	65%	28.32%	100%

*Contingency table No. 2*

Students	Not difficult	Difficult normally	Very Difficult	Total
Indian	10 (8.75)	25 (40)	65 (51.25)	100
German	04 (5.25)	39 (24)	17 (30.75)	60
	14	64	82	160

$\chi^2 = 25.27, df = 2$

significant at 0.01 level of confidence

Table No. 2 reveals  $\chi^2 = 25.27, df = 2$ , significant at 0.01 level of confidence. Only 10% students of India and 6.66% students of Germany falls in the negative dimension “Not difficult” whereas 66% students of India and only 28.32% students of Germany falls in the positive dimension “Very Difficult”. Our Hypothesis is accepted at 0.01 level of confidence. Attachment is one of the key for Eudemonic Happiness. In India, the bond of attachment is very strong from birth to death to such an extent, that most of the Indian working women leave their jobs when they enter maternity. Their main priority is to look after their child. Indian mothers prefer to breastfeed their child up to two years, which psychologically will develop a strong bond between the mother and her child. Similarly an Indian men or women will never like to throw a watch or any other valuable thing given to him/her three – four decades ago, by his/her parents or loved ones, whether it is in functional order or not. The reason may be that lower and middle class people in India work very hard to earn money & purchase things for their children, siblings, relatives & friends. A middle class Indian father will save his hard earned money for several months to purchase a wrist watch for his son who is in High School. So automatically a deep sense of love, affection & strong bond inculcate between son & father. Son will never want to throw that wrist watch even after 30 - 40 years as lot of emotions, sacrifices and love for his father are attached with that watch. On the other hand, Germany is a rich, developed country and provide 100% food security to

## Exploratory Study of the relationship between Food Security and Eudemonic Happiness

its people but there is a lack of sentiments. Economically, Germans are in a much better position, compared to Indians, such as if there is some problem in their watch or table lamp or any other thing, they will prefer to purchase a new one instead of making efforts to repair it, and later on they will prefer to throw it in the garbage as there is no place to keep that unused or useless item. It is not an exaggeration to say that there are lack of attachment and sentiments that prevail in the German society. Contrary to this, in almost all Indian homes, there is a corner or store room, where Indians keep all those belongings, which are not in use but given by their parents or loved ones or even the things which they purchased themselves 20 - 30 years back provide them a sense of satisfaction or priceless eudemonic happiness. This indicates that although 100% food security does not exist in India, but the level of eudemonic happiness is much higher than in Germany.

### 3. To bring antisocial elements on right path: Gives much happiness or gives no happiness.

*Percentage Table No. 3*

Students	Gives much Happiness	Gives Average Happiness	Gives No Happiness	Total
Indian	84%	15%	01%	100%
German	50%	41.66%	8.32%	100%

*Contingency Table No. 3*

Students	Gives much Happiness	Gives Average Happiness	Gives No Happiness	Total
Indian	84 (71.25)	15(25)	01 (3.75)	100
German	30 (42.75)	(15)	05 (2.25)	60
	114	40	06	160

$\chi^2 = 24.77$ ,  $df = 2$

Significant at 0.05 level of confidence.

Antisocials are nonsocial people who know what the group expects but because of antagonistic attitudes toward people, they violate the group mores. As a result they are neglected or rejected by the group, (Hurlock, 2014). Their behavior is annoying or upsetting to other people Table No. 3 reveals that  $\chi^2 = 24.77$ ,  $df = 2$ , significant at 0.01 level of confidence. 84% students of India feel happy in bringing anti-social people on the right track whereas only 50% of students of Germany fall in this dimension. Only 1% students of India & 8.32% students of Germany falls in the negative dimension "Gives no happiness".

In India, deep rooted value of belongingness is so strong that each elder person of the village or community is considered a relative to each other and is addressed as 'Uncle' or 'Aunty', 'brother' / 'sister' for the child. It is against the norms of the society to call any elder person with their first name. For a child, elder male men are referred to as 'Chacha', or Tahu (uncle) and similarly married or unmarried women of father are addressed as Bua (Aunt). Similarly, sisters of child's mother are referred as 'Mausi' and brothers are Mama. All elderly people are Grandparents for the child. Even in schools, children are treated as brothers and sisters. All the boys are brother and all girls are sisters for the child. In India, there is a festival named 'Raksha Bandhan', in which sisters tie Rakkhi, (a kind of beautiful colored thread) on the wrist of their brothers and wish & pray to the Almighty God for their brother's long and happy life. At the same time, the brothers are supposed to give some gift in return and take oath to help & protect his sister always in throughout their life, whenever

## Exploratory Study of the relationship between Food Security and Eudemonic Happiness

they need their help or when their sister is in trouble. These days, in some primary schools, it is mandatory for girls to bring Rakkhi for boys and all boys are requested to bring some small gift for the girls, on the occasion of Raksha Bandhan festival, to generate strong feeling of brotherhood and sisterhood in the society, no matter which religion or socio economic status, they belong to. Once a girl ties a Rakkhi knot on the wrist of a boy, they becomes, brother & sister forever. So this feeling or attitude of belongingness inculcated in the early years of child's life makes the Indian students more cohesive. The elder brother or sister always realize their primary duty to bring their younger siblings in the right path. This provides them satisfaction and a kind of inner pleasure or eudemonic happiness if they get any chance to help someone who has derailed from the tracks of the society norms.

In this way the entire Indian society fabric is woven with strong threads of relationship. So if any of their relative is involve in some antisocial act, they prefer to bring them back on the right path by giving them right advice & all kind of support. Contrary to this, it's my life' concept is more applicable for students of Germany. They don't like any kind of interference in their lives, even by their parents. After the age of 16 – 17, they prefer to live in a separate house & live their own life, whereas in India, still the culture of joint families exist, although the definition of joint families has changed a little, from the past. Today in most of the joint families, only parents, grandparents and children are living together. A son prefer to live with his parents, even after marriage. Our results indicate that only 50 % students of Germany and 84% students of India falls in the category of positive dimension, to bring anti - social elements on right path as most of the Indian society is related to each other in some extent.

### 4. Doing work on the inner voice: Delighted much or not delighted.

*Percentage Table No. 4*

Students	Delighted much	Neutral	Not Delighted	Total
Indian	86%	12%	02%	100%
German	26.66%	43.33%	13.33%	100%

*Contingency Table No.4*

Students	Delighted much	Neutral	Not Delighted	Total
Indian	86 (70)	12(23.75)	2 (6.25)	100
German	26 (42)	26 (14.25)	8 (3.75)	60
	112	38	10	160

$\chi^2 = 32.93, df = 2$

significant at 0.01 level of confidence

Inner voice is a kind of internal guide/self-talk, the result of certain brain & heart mechanism that helps us to make the right choices. Self-talk can be defined as “self- directed or self-referent speech that serves variety of self-regulatory and other functions’ (Brinthaup, 2019). The functions served by self-talk are self-criticism, self- reinforcement, self-management and social assessment (Brinthaup et al., 2009), and self-regulation (Mischel et. al., 1996; Carver and Scheier, 1998; self-distancing, Kross et. al., 2014), providing instruction and motivation (Hatzigeorgiadis et. al., 2011) and self-awareness, self- evaluation, self-knowledge and self-reflection (White, et.al, 2015; Morin, 2018). Sometimes our inner voice/self-talk works against us and blocks our happiness by affecting our self-concept and sometimes may generate positive feelings & provide us joy. It gives us continual feedback whether our behavior is congruent with our values and deeply rooted beliefs. The percentage Table No. 4 revealed that 86% students of India fall in the positive dimension of ‘delighted

## Exploratory Study of the relationship between Food Security and Eudemonic Happiness

much' when they work according to their inner voice, whereas only 26.66% students of Germany falls in this dimension.

In India, the foundation of the inner voice or self-talk have started to develop during the early five years. The teaching of Ethics, as taught to us by the Ramayana, the Bhagawat Geeta, the Guruvani, the Vedas & the Upanishad, the Quran and the Bible plays a strong role in the development of our inner voice. The early life experiences during the formative years work as a foundation for positive or negative inner voice of a person as described in Erickson's theory, 'Trust vs. mistrust'. If the foundation of inner voice is full of positive moral values & happy emotions, they always direct us to do right work, which is beneficial for the society. If the people appreciate us for our work, automatically it provide with us priceless eudemonic happiness, no matter whether milk & milk products are missing in our diet or not. To get eudemonic happiness, food security is not necessary. In India, old parents still prefer to live with their children. Grandparents still used to teach the morals of Lord Rama, Lord Krishna and other moral stories of other religion and other ethics and incidences of their vast experience to their grandchildren. These moral stories impact a lot in building the foundation of one's inner voice. The contingency Table No. 4 clearly indicates,  $\chi^2 = 32.93$ ,  $df = 2$  significant at 0.01 level of confidence reveals that there is no significant relationship between the food security and eudemonic happiness. Our hypothesis is accepted at 0.01 level of confidence.

### DISCUSSION

Values are specific choices and actions that are inculcated during the childhood by parents, teachers and other significant family members, (Srivastava, & Bharadwaj, 2018). We cannot attain the eudemonic happiness by money, power, intellectual knowledge and egocentric attitude. We should inculcate the rich ethos in our students which guide them, not to lead a self-centered life, but to work as a responsible member of the society. The values of Indian students are still so strong that apart from the significant people, they are even thankful to the tree, under which they used to sit and planned for their future. The culture is also responsible in generating eudemonic happiness. The two types of cultural pattern: Individualism and the collectivism, lead their people to see the world through different lenses and attaching different meaning to life events, (Triandis, 1994). In Germany, individualism cultural pattern prevails, which encourages individual goals, personal rewards and benefits and where individual happiness depends on the comparison between standards of quality of life. Indian people adopts collectivism cultural pattern, which is based on Maslow's theory of need satisfaction & self-actualization, the most important for eudemonic happiness which focuses on the group goals instead of individual goals and happiness and focuses on group goals, (Srivastava, 2021). In this present study, it is discerned that students of India have more Eudemonic happiness than the students of Germany. Eudemonic happiness is the only thing which provide us inner satisfaction. Although the students of India may not have 100% food security, but they have enough food to survive and lead a healthy life. They may not get a glass of milk, eggs or fruits etc. regularly in their breakfast but almost all Indians, even those of the lower middle socio economic group, can afford enough wheat bread, vegetables and tea regularly in their breakfast, lunch and dinner. Especially during the past two decades, several schemes were launched by the Government of India to ensure food security to its citizens such as Public Distribution System (PDS) and Targeted Public Distribution System (TPDS), (Srilakshmi, 2018). The National Food Security Act (2013), too aims to provide subsidized food grains to approximately two thirds of Indian population to enhance happiness in their life. The positive values inculcated in them during their childhood, provide a kind of satisfaction, an inner fulfillment or

## Exploratory Study of the relationship between Food Security and Eudemonic Happiness

eudemonic happiness. Apart from the deep rooted positive values, most of the students of India have tremendous faith in their God & Goddesses. Almost each day of the week is worshiped with symbolic religious rituals for a particular God or Goddess. The Banyan Tree, Peepal Tree, & Ocimum tenuiflorum (holy basil or Tulsi) are also worshiped for their significant religious values. Festivals are even based on The River Ganges and harvesting of wheat & Rice. In this way almost each day Indian people are engaged throughout the year, with religious prayers & preparing particular food items to celebrate the festivals, which provide them inner satisfaction and happiness. Contrary to this, time schedule, management, punctuality and success are much more important for the students of Germany. These things too provide them happiness but the Hedonic happiness, which is based on money, success and egocentric behavior.

### *Directions for Future Research*

Hedonic and Eudemonic need each other, (Huta, 2015). Both types of happiness is important for life. According to Kesebir and Diener, (2013), “happiness and virtue nourish each other in a virtuous cycle. But if we give more emphasis to the Hedonic happiness then basic human values will slowly vanish from society and it is not an exaggeration to say that our society will soon called a disposable society with no emotional bounds, no attachments and no sacrifices will exist in the people, except selfish attitude or self-priority. It is the first responsibility of the parents, teachers and close relatives to inculcate basic moral values which are essential for eudemonic happiness during childhood. Harmony, a superior principle of human existence, is intimately linked to happiness (Kjell. et al., 2015), PO-Keung, IP.(2014), Uchida & Kitayama, (2009). Yoga, meditation, value-loaded education, spiritual lectures should be the part of curriculum in schools, colleges and all other organizations for developing harmony with oneself and with the society (Srivastava, 2021). Government Department of Education should give emphasis to inculcate collective culture & eudemonic happiness through introducing compulsory moral education course during pre – school, primary school and even up to High school or Intermediate, (12<sup>th</sup> standard). There is need to add the basic principles of Indian ethos in the syllabus, such as holistic approach, (unity between the perfection in knowledge, wisdom, power, individual self and the universe), self – purification and co-operation are the powerful instruments to get eudemonic happiness. The philosophy of Indian ethos are: “welfare to all”, is the demand of modern time.

Future research is needed to identify the effectiveness of the value loaded education and Indian ethos in primary, elementary, High school and 12<sup>th</sup> standard in developing collective culture & eudemonic happiness in the citizens with large sample size.

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## Exploratory Study of the relationship between Food Security and Eudemonic Happiness

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## Exploratory Study of the relationship between Food Security and Eudemonic Happiness

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### **Conflict of Interest**

The author(s) declared no conflict of interest.

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