




The Relationship between Positivity and Fear of Happiness in People Applying to Graduate Programs in Physical Education and Sports Department

Osman Tolga TOGO¹ 
Çağdaş CAZ² 



( Corresponding Author)

¹University of Harran, School of Physical Education and Sports, Şanlıurfa, Turkey

²University of Yozgat Bozok, School of Physical Education and Sports, Yozgat, Turkey

Email: cazcagdas@gmail.com

Abstract

Positivity is a positive concept for both students and teachers and academics. This people's perspectives are influencing many factors. For this reason, a positive point of view is also an important factor. This perspective affects many negative situations. One of these situations is fear of happiness. The aim of the study with this thought is to examine the relationship between positivity and fear of happiness in people applying to the graduate programs of Physical Education and Sports Department. Study sample consists of 38 women and 83 men who applied to the graduate programs of the Department of Physical Education and Sports of Marmara University in the spring semester of 2016-2017 academic year. Data were collected using the 'Positivity Scale' developed by Caprara *et al.* (2012) and adapted to the Turkish language by Çıkrıkçı *et al.* (2015). Data were descriptively analyzed using t-test, one-way analysis of variance (ANOVA) and Pearson Correlation test for independent groups. Participants' positivity and fear of happiness levels do not significantly differ by gender and age. However, there is a moderate negative correlation between their positivity and fear of happiness levels.

Keywords: Fear of happiness, Positivity, Physical education and Sports, Graduate program.

Citation | Osman Tolga TOGO; Çağdaş CAZ (2019). The Relationship between Positivity and Fear of Happiness in People Applying to Graduate Programs in Physical Education and Sports Department. Asian Journal of Education and Training, 5(1): 93-96.

History:


Received: 19 June 2018

Revised: 1 August 2018

Accepted: 5 September 2018

Published: 23 January 2019

Licensed: This work is licensed under a [Creative Commons](https://creativecommons.org/licenses/by/3.0/)

Attribution 3.0 License 

Publisher: Asian Online Journal Publishing Group

Contribution/Acknowledgement: Both authors contributed to the conception and design of the study.

Funding: This study received no specific financial support.

Competing Interests: The authors declare that they have no conflict of interests.

Transparency: The authors confirm that the manuscript is an honest, accurate, and transparent account of the study was reported; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained.

Ethical: This study follows all ethical practices during writing.

Contents

| | |
|---|----|
| 1. Introduction | 94 |
| 2. Method | 94 |
| 3. Findings | 94 |
| 4. Conclusion | 95 |
| 5. Discussion and Recommendations | 95 |
| References | 96 |

1. Introduction

Happiness is an important concept in human life and has attracted the attention of researchers for many years. Everyone is supposed to seek and achieve happiness (Eid and Diener, 2001). Everyone regardless of nationality and age wants to be happy and strives to achieve happiness (Braun, 2000). However, Joshanloo argues that the perception of happiness varies widely across cultures (Joshanloo, 2013). Having examined various theoretical findings, Joshanloo *et al.* (2014) suggest that some people may have a negative attitude towards happiness and develop a fear of happiness. Fear of happiness mainly refers to the belief that happiness is a harbinger of bad things to come. Some argue that fear of happiness is more prevalent especially in eastern cultures (Bryant and Veroff, 2007; Joshanloo, 2013). Since the 1980s, research has addressed happiness (Güllü, 2018; Myers and Diener, 1995; Lyubomirsky and Lepper, 1999; Abdel-Khalek, 2006; Uğurlu and Şakar, 2015) and related concepts such as job satisfaction (Çınar, 2008; Eğinli, 2009; Başer and Özel, 2013) quality of life (Yıldırım and Bayrak, 2017; Ekinci, 2006; Uğurlu and Şakar, 2015) positivity (Çıkrıkçı *et al.*, 2015) and burn-out Gümüldağ *et al.* (2018).

The concept of positivity, in general, focuses on the development of strengths and assumes the role of inhibition in people. Positive psychological interventions, including components such as gratitude, awareness and use of potentials, improve the mood of patients with depression (Grossman *et al.*, 2007). Positivity can be thought of as a tendency for people to evaluate their own lives in all aspects and in a good way. The current study is thought to be important for higher education and academics, teachers and students. Because it is the source for similar studies. In particular, it is important to determine the positivity of students and to determine the fear of happiness.

Having been an integral part of life since the dawn of mankind, sports play an important role in developing positive attitudes and overcoming the fear of happiness. Sports have not only physical, spiritual and mental benefits but also communal and social benefits. People who are capable of instilling these benefits in society are those who are engaged in sports. In this context, the aim of the study is to examine the relationship between positivity and fear of happiness in people who apply to the graduate programs of Physical Education and Sports Department. The questions to which this study sought answers are as follows: 1) What is the level of positivity and fear of happiness among students? 2) Do positivity and fear of happiness differ by gender? 3) Do positivity and fear of happiness differ by graduate status? 4) Do positivity and fear of happiness differ by age? 5) Do positivity and fear of happiness differ by material and emotional support received after graduation? 6) Is there a correlation between positivity and fear of happiness?

2. Method

2.1. Participants

The study sample consisted of 38 women and 83 men who applied to graduate programs of the Department of Physical Education and Sports of Marmara University in the spring semester of 2016-2017 academic year.

2.2. Data Collection and Data Collection Tools

Data were collected using the 'Positivity Scale' developed by Caprara *et al.* (2012) and adapted to the Turkish language by Çıkrıkçı *et al.* (2015) the "Fear of Happiness Scale" developed by Joshanloo (2013) and adapted to the Turkish language by Demirci *et al.* (2016) and a personal information form developed by the researchers.

The Positivity Scale consists of 8 items (one of which is reverse scored) rated on a 5-point Likert-type scale (ranging from "strongly disagree = 1" to "strongly agree = 5").

The Fear of Happiness Scale (FHS) consists of 5 items rated on a 7-point Likert-type scale (ranging from "strongly disagree = 1" to "strongly agree = 7"). The higher the score the higher the fear of happiness. The personal information form consists of items pertaining to participants' demographic characteristics such as gender, age, graduate status, material and emotional support from family.

Study population consisted of those who applied to graduate programs of the Department of Physical Education and Sports of Marmara University, and visited the department on the day of professional orientation and interview for admission to the graduate programs. They were informed of the data collection procedure, and informed consent was obtained from them prior to participating in the study. Data were collected from those who agreed to participate in the study. The survey forms (130) were checked after data collection, and those that were not filled out properly (9) were excluded from the study.

2.3. Data Analysis

All parametric assumptions were met (Skewness, Kurtosis/ Table 1). T test and one-way analysis of variance (ANOVA) were used for independent groups. Tukey multiple comparison test and Pearson Correlation test were used to determine between which groups the statistical difference existed.

3. Findings

Table-1. Distribution of Scale Scores

| Scale | N | Mean | SD | Skewness | Kurtosis | Min. | Max. |
|-------------------|-----|------|-------|----------|----------|------|-------|
| Positivity | 121 | 2.38 | 0.929 | .758 | .109 | 8.00 | 40.00 |
| Fear of Happiness | 121 | 2.31 | 1.357 | 1.066 | .576 | 5.00 | 35.00 |

Skewness and Kurtosis +/- (3)(10) (Kline, 2005).

The data were normally distributed (positivity skewness = .758; positivity kurtosis = .109; fear of happiness skewness = 1.066; fear of happiness kurtosis = .576). Participants have a moderate level of positivity (mean: 2.38) and low level of fear of happiness (mean: 2.31).

Table-2. Distribution of Scale Scores by Gender

| Scale | Women (n=38) Mean ± SD | Men (n=83) Mean ± SD | t | p |
|-------------------|---------------------------|-------------------------|--------|------|
| Positivity | 2.26 ± 0.87 | 2.43 ± 0.95 | -0.939 | .350 |
| Fear of Happiness | 2.10 ± 1.28 | 2.42 ± 1.38 | -1.190 | .236 |

p<0.05

There was no statistically significant difference in positivity ($p = .350 > 0.05$) and fear of happiness ($p = .236 > 0.05$) scores between male and female participants.

Table-3. Distribution of Scale Scores by Graduate Status

| Scale | Within Area (n=75) Mean ± SD | Non-Area (n=46) Mean ± SD | t | p |
|-------------------|---------------------------------|------------------------------|--------|------|
| Positivity | 2.36 ± 0.96 | 2.40 ± 0.87 | -0.228 | .820 |
| Fear of Happiness | 2.22 ± 1.25 | 2.44 ± 1.51 | -0.858 | .392 |

p<0.05

There was no statistically significant difference in positivity ($p = .820 > 0.05$) and fear of happiness ($p = .392 > 0.05$) scores between participants who had a bachelor's degree in physical education and sports and those who had a bachelor's degree in other areas.

Table-4. Distribution of Scale Scores by Age

| Scale | 20 to 23 years of age (n=25) Mean ± SD | 24 to 27 years of age (n=59) Mean ± SD | ≥ 28 years of age (n=37) Mean ± SD | F | p |
|-------------------|--|--|---------------------------------------|------|------|
| Positivity | 2.29 ± 0.85 | 2.45 ± 0.99 | 2.31 ± 0.88 | .420 | .658 |
| Fear of Happiness | 2.20 ± 1.33 | 2.41 ± 1.37 | 2.21 ± 1.36 | .338 | .714 |

p<0.05

Participants' positivity ($p = .658 > 0.05$) and fear of happiness ($p = .714 > 0.05$) scores did not significantly differ by age.

Table-5. Distribution of Scale Scores by Material and Emotional Support from Family

| Scale | Support (n=41) Mean ± SD | No Support (n=44) Mean ± SD | Partial Support (n=36) Mean ± SD | F | p |
|-------------------|-----------------------------|--------------------------------|-------------------------------------|------|------|
| Positivity | 2.24 ± 0.88 | 2.43 ± 0.92 | 2.46 ± 0.98 | .704 | .496 |
| Fear of Happiness | 2.29 ± 1.45 | 2.35 ± 1.39 | 2.27 ± 1.23 | .044 | .957 |

p<0.05

Participants were divided into three groups; 1) those receiving support from their families 2) those receiving no support from their families and 3) those receiving partial support from their families. However, there was no statistically significant difference in positivity ($p = .496 > 0.05$) and fear of happiness ($p = .957 > 0.05$) scores among the three groups.

Table-6. Result of Correlation Analysis between Positivity and Fear of Happiness

| Positivity | | | |
|-------------------|-----|-------|------|
| | N | r | p |
| Fear of Happiness | 121 | -.341 | .000 |

p<0.05

The results showed that there was a moderate negative correlation between participants' positivity and fear of happiness scores ($r = -.341, p < 0.05$) (Table 6).

4. Conclusion

The data were analyzed and found to be normally distributed. The results showed that participants had a moderate level of positivity and low level of fear of happiness. There was no statistically significant difference in positivity and fear of happiness levels between male and female participants, indicating that they have a similar tendency in terms of both positivity and fear of happiness.

There was no statistically significant difference in positivity and fear of happiness levels between participants who had a bachelor's degree in physical education and sports and those who had a bachelor's degree in other areas. Participants' positivity and fear of happiness levels did not significantly differ by age either, indicating that age has no effect on positivity and fear of happiness.

Participants' positivity and fear of happiness levels did not significantly differ by material and emotional support that they receive from their families. The correlation results showed that there was a moderate negative correlation between participants' positivity and fear of happiness levels, indicating that the higher the positivity the lower the fear of happiness, and vice versa.

5. Discussion and Recommendations

There was no statistically significant difference in positivity and fear of happiness levels between male and female participants. Telef (2016) reported a statistically significant difference in positivity and fear of happiness levels between male and female participants. Participants' positivity and fear of happiness levels did not

significantly differ by age either. Ünüvar *et al.* (2015) compared the positivity and fear of happiness levels of students from different universities.

The correlation results showed that there was a moderate negative correlation between participants' positivity and fear of happiness levels. Yellow and Cakir (2016) found a significant relationship between the subjectivity of fear of happiness and psychological well-being. According to Akyüz *et al.* (2017) fear of negative evaluation has an effect on neither impulse buying nor horizontal individuality, however, fear of negative evaluation has a positive effect on normative compatibility, which also has a positive effect on impulse buying. Demirci *et al.* (2016) found that fear of happiness is negatively correlated with life satisfaction and subjective happiness. Türk *et al.* (2017) reported a significant correlation between fear of happiness and life satisfaction.

The sample of this study consisted of only people who applied to graduate programs in physical education and sports department of Marmara University in Istanbul. Further studies should, therefore, include participants who apply to graduate programs of different departments of universities in other cities.

References

- Abdel-Khalek, A.M., 2006. Measuring happiness with a single-item scale. *Social Behavior and Personality: An International Journal*, 34(2): 139-150. Available at: <https://doi.org/10.2224/sbp.2006.34.2.139>.
- Akyüz, A.M., H. Ayyıldız and F. Yetim, 2017. An investigation on the possible effects of horizontal individuality and/or normative compatibility in the relationship between fear of negative evaluation and impulsive-compulsive buying behavior. *Karadeniz Technical University Social Sciences Institute Social Sciences Journal*, 7(14): 261-274.
- Başer, M.U. and A. Özel, 2013. Job satisfaction levels of primary school teachers. *E- International Journal of Educational Research*, 4(1): 47-62.
- Braun, S., 2000. *The science of happiness: Unlocking the mysteries of mood*. New York: Wiley.
- Bryant, F.B. and J. Veroff, 2007. *Savoring: A new model of positive experience*. Mahwah, NJ: Lawrence Erlbaum.
- Caprara, G.V., G. Alessandri, N. Eisenberg, A. Kupfer, P. Steca, M.G. Caprara, S. Yamaguchi, A. Fukuzawa and J. Abela, 2012. The positivity scale. *Psychological Assessment*, 24(3): 701-712.
- Çıkrıkçı, Ö., M. Çiftçi and B. Gençdoğan, 2015. The psychometric properties of the Turkish form of the Positivity Scale. *The Journal of Happiness & Well-Being*, 3(1): 57-76.
- Çınar, L., 2008. *Marriage satisfaction: Gender roles and help search attitude*. Ankara: Master's Thesis, Gazi University.
- Demirci, İ., H. Ekşi, S. Kardaş and D. Dinçer, 2016. The validity and reliability of Turkish version of fear of happiness scale. *Kastamonu Education Journal*, 24(4): 2057-2072.
- Eğnili, A.T., 2009. Job satisfaction in employees: For job satisfaction of public and private sector employees on a research. *Ataturk University Journal of Economics and Administrative Sciences*, 23(3): 35-52.
- Eid, M. and E. Diener, 2001. Norms for experiencing emotions in different cultures: Inter- and intrainational differences. *Journal of Personality and Social Psychology*, 81(5): 869-885. Available at: <https://doi.org/10.1037//0022-3514.81.5.869>.
- Ekinci, Y., 2006. Teachers' jobs according to social skill levels of elementary school administrators comparison of satisfaction and work stress. *Gaziantep: Master's Thesis*, Gaziantep University.
- Grossman, P., U. Tiefenthaler-Gilmer, A. Raysz and U. Kesper, 2007. Mindfulness training as an intervention for fibromyalgia: Evidence of postintervention and 3-year follow-up benefits in well-being. *Psychotherapy and Psychosomatics*, 76(4): 226-233. Available at: <https://doi.org/10.1159/000101501>.
- Güllü, S., 2018. Employee happiness in sports businesses. *International Journal of Social Sciences and Education Research*, 4(3): 547-559.
- Gümüşdağ, H., B.B. Cihan and A. Kartal, 2018. Burnout in professional soccer. IV. *International Exercise and Sport Psychology Congress*. 13-15 April 2018, İstanbul.
- Joshanloo, M., 2013. The influence of fear of happiness beliefs on responses to the satisfaction with life scale. *Personality and Individual Differences*, 54(5): 647-651. Available at: <https://doi.org/10.1016/j.paid.2012.11.011>.
- Joshanloo, M., Z.K. Lepshokova, T. Panyusheva, A. Natalia, W.-C. Poon, V.W.-I. Yeung, S. Sundaram, M. Achoui, R. Asano and T. Igarashi, 2014. Cross-cultural validation of fear of happiness scale across 14 national groups. *Journal of Cross-Cultural Psychology*, 45(2): 246-264. Available at: <https://doi.org/10.1177/0022022113505357>.
- Kline, R.B., 2005. *Principles and practice of structural equation modeling: Methodology in the social sciences*. New York: Guilford Press.
- Lyubomirsky, S. and H.S. Lepper, 1999. A measure of subjective happiness: Preliminary reliability and construct validation. *Social Indicators Research*, 46(2): 137-155.
- Myers, D.G. and E. Diener, 1995. Who is happy? *Psychological Science*, 6(1): 10-19.
- Telef, B.B., 2016. Validity and reliability study of validity and reliability of positive experiences scale in school. *Journal of Human Sciences*, 13(2): 2475-2487. Available at: <https://doi.org/10.14687/jhs.v13i2.3562>.
- Türk, T., A. Malkoç and O.O. Kocabıyık, 2017. Psychometric properties of fear of happiness scale Turkish form. *Current Approaches in Psychiatry*, 9(1): 1-12.
- Uğurlu, F.M. and M. Şakar, 2015. Comparison of emotional intelligence and happiness levels of university students who are exercising and sedentary. *Akademik Sosyal Araştırmalar Dergisi*, 3(17): 461-469.
- Ünüvar, P., F. Çalışandemir, Ö. Tagay and F. Amini, 2015. Preschool children's perception of happiness (Turkey and Afghanistan Sample). *Mehmet Akif Ersoy University Faculty of Education Journal*, 1(34): 31-22.
- Yellow, T. and S.G. Cakir, 2016. The relationships being. *Journal of Education and Teaching Research*, 5(25): 222-229.
- Yıldırım, M. and Bayrak, C., 2017. The Participation of University Students in Physical Activities Based on Sport and The Effect of The Students'quality of Life on Academic Achievement and Socialisation (Sample of Eskisehir Osmangazi University). *Hacettepe University. Journal of Education*, doi: 10.16986/HUJE.2017032928.