Relation between Social, Cultural and Religious Attitude with Happiness among Students

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ABSTRACT*: This study tried to investigate the Relation between Social, Cultural and Religious Attitude with Happiness among Students of Azad University of Ahwaz City in Iran, and the students in 2013 to 2014 Academic year and there were 180 students have selected randomly. Research tools were questionnaires on social and cultural and religious attitude and the Oxford Happiness Questionnaire also were used. The research design was a Correlation Pearson. For data analysis, descriptive statistics such as the mean and standard deviation and Pearson's Correlation Coefficient were used. The results showed that there was a significant difference between cultural attitudes, social attitude of students, (p<0/453 and r = 212/26) (p < 0/453 and r =203/20) and there was a significant difference between cultural and social attitudes of boys and girls students in p < 0/0001. Also, there was a significant difference between boys and girls students based on religion attitude variable (p<0/765 and r=210/94) (p<0/765 and r=207/34) and Happiness (p<0/765 and r=214/63) (p<0/287 and r=201/79). Increasing happiness, social and cultural attitudes also increased and by increasing the religious attitudes of students, the happiness also will increase. The result also showed that there was no significant difference between religion attitude and Happiness of boys and girls students.*

KEYWORDS*: Social, Cultural and Religion Attitude, Happiness, Students*

I. INTRODUCTION

Study religion and religious phenomena using psychological theories, concepts, and methods. This discipline considers religion as influenced by psychological realities and as having an impact on these realities. Within the psychology of religion domain there has been increasing interest to furnish the theoretical perspective with empirical support. One such approach is empirical interest in examining the relationship between religion and happiness. With respect to the empirical examination of the relationship between religion and happiness, traditionally the results of these studies have been mixed, with some providing consistent support for a positive association (lnglehart, 1990; Moberg & Taves. 1965; Mookerjee & Beron, 2005; Veenhoven, 1994; Witter, Stock, Okun, & Haring, 1985; Zuckerman, Kas & Ostfeld, 1984), while others have not (e.g., Abdel- Khalek & Nacuer, 2006; Blazer & Palmore, 1970; Brinkerhoff & Mackie, 1993; Heisel & Faulkner, 1982; Janssen, Banziger, Dezutter, & Hutsebaut, 2006; McNamara & St George, 1978; Poloma & Pendleton, 1989, 1990, 1991; Shaver, Lenauer, & Sadd, 1980;Tellis- Nayak, 1982; Yates, Chalmer, St James, Follansbee, & McKegney, 1981). However, such findings are difficult to integrate, as previous research has employed a variety of different measures of both religiosity including measures of religious attitude, religious experience, religious conversion, and religious behavior, and happiness including both single-item and multi-item scales, among a variety of different samples. Subjective well-being (SWB) is the field in the behavioral sciences in which people's evaluations of their lives are studied. SWB includes diverse concepts ranging from momentary moods to global judgments of life satisfaction, and from depression to euphoria. The field has grown rapidly in the last decade, so that there are now thousands of studies on topics such as life satisfaction and happiness. Jahoda (1958) called for the inclusion of positive states in definitions of wellbeing, which sparked a paradigmatic shift in conceptions of mental health. No longer was the absence of mental illness sufficient for mental health; happiness became important as well. In 1984, Diener reviewed the field of SWB, including the various theories and known characteristics of happy individuals at the time. Large national studies of SWB concluded that most Americans were indeed happy, regardless of age, race, gender, income, or education level (Myers & Diener, 1995). In the present study an attempt is made to find put the relationship between religious attitudes and happiness. It is hypothesized that religious attitude does affect happiness positively.

II. OBJECTIVES OF RESEARCH

In this study, according to multiple variables, two categories of objectives were pursued:
(A) Fundamental and Theoretical objectives
(B) Applied objectives

A) The theoretical and Fundamental objectives: include as illustrations of the basic mood like happiness and its items, theoretical explanation, how to create fields and enhancing the impact of Happiness on various social activities, cultural and religious of people and the importance of its role as a natural and effective process.

B) Applied objectives:
The relationship between religious beliefs and happiness.

Research Question
Do the social and cultural attitudes and religious beliefs are related to students' happiness?

III. RESEARCH HYPOTHESES

The main hypotheses:
[1] There is a relationship between cultural and social attitudes with students' happiness.
[2] There are multiple relationships between cultural, social attitudes and religious beliefs with happiness of students.

[1] **Sub-hypotheses**:
   There is a significant difference between cultural and social attitudes of girls students and boys students.
[2] There is a significant difference between the religious beliefs of girls and boys students. There is a significant difference between happiness of girls and boys students.

Variables of Research:
Definitions of terms:
        Theoretical definition of attitude: Attitude is defined as a state or a positive or negative opinion towards a topic that determines the behavior of people. Attitude organizes through experience and to have a dynamic impact on people's responses to all messages and opportunities that will be relevant. The attitude is different with emotional state that is ephemeral and temporary and it will be difficult to change. Attitude in this study consists of three types of attitudes (cultural, social and religious) (Hosseini, 2007).

Operational Definition: The variables in the form of a Likert items will be evaluated and eventually will presented in the form of negative attitude, intermediate attitude and positive attitude.

Theoretical Definition : Culture is a complex which includes Knowing, beliefs, arts, morals, laws, customs and any ability which gain by person as a member of the community (Vaezi, 2006). Social and Cultural attitudes, in this research was the mark that any person will achieve from the Raven's Advanced Inventory. Religious beliefs: collection of accepted ideas about the relation of human and God and his commitment to the beliefs. Happiness is one of the basic moods in life of any person and it plays the important role in his social and psychological life. The happiness is about how judge own life. This kind of judgment influenced by personal perceptions and experiences of positive emotions that will affected on explanatory style of his judgment and decision making. There are factors that contribute to happiness include feelings of life' satisfaction and lack of negative emotions such as depression and enjoy the events and it is one of the factors to establish mental health and prosperity and it influences on mental health growing and cognitive space. Happiness is one of the core dimensions of experience and usually seeks to create the optimal response to well-functioning (Seligman, 2002). In this study the happiness will be assessed and evaluated by Oxford Happiness Scale (Hills & Argyle, 2001)

IV. METHODOLOGY

        The research method in this study was randomly selection and it was type of correlation. This research was to analyze the relationship between the variables based on objectives of study. For data analysis, descriptive and inferential statistics were used. Descriptive statistics including mean. In inferential statistics, according to scales of measurement which were ordinal, for more detailed results the non-parametric tests were used. To examine the relationship between cultural social and religious attitudes and happiness attributions the Pearson's correlation coefficient was used**.**

The Sample
Sample included all Azad University students of Ahvaz in the 2013-2014 academic year. The sample consisted of 180 undergraduate students (90 boys students and 90 girls students) were selected by random sampling.

Research Tools
Social and cultural questionnaires:
The reliability questionnaire of Raven advanced was tested by re-test and Cronbach's alpha coefficient which obtained by using a parallel form Correlation method (0/5524 re-test 0/7117, split method 0/7113 as well as internal consistency of Cronbach's alpha test 0/7117 and level of significant was p<0/0001.

Religious Attitude Questionnaire
A religious attitude was measured by form B of the questionnaire with 113 materials (Khodayaryfard et al, 2007). Cronbach's alpha coefficient was obtained to assess reliability tools 0/88, which is an acceptable value.

Oxford Happiness Questionnaire
Argyle and Lu (1990) have provided the questionnaire. The test has been translated in Iran country by Alipour and Noorbala (1999). The questionnaire was consisted 29 items and it has four multiple-choice options and grading of the options was from 0 to 3. Aggregated score of 29 items constitutes the total scale score. The total score of participants are fluctuating from 0 to 87. Argyle et al, reported coefficient alpha 0/90 with 347 subjects. Alipour and Noorbala, in their study showed that all 290 options with total scores were have high correlation and Cronbach's alpha 0/93 and split-half reliability test, was 0/92.

The Research Findings
The average age of male students, female students between 18 to 23 and the average age is between 19 to 24 years. Approximately 86% single and 14% were married.

Table 1: Scoring the religious beliefs of the sample under investigation

Score	Interpretation	Frequency	Frequency percent	Cumulative frequency percent
1 – 1/8	Very poor	0	0	0
1/8 – 2/6	poor	0	0	0
2/6 – 3/4	Average	37	30/8	30/8
3/4 – 4/2	good	62	51/7	82/5
4/2 - 5	Very good	21	17/5	100
Max. score	4/4			
Max. score	2/65			

Table 2: Scoring the happiness in the sample under investigation

Score	Interpretation	Frequency	Frequency percent	Cumulative frequency percent
1 – 1/8	Very poor	0	0	0
1/8 – 2/6	poor	3	2/5	2/5
2/6 – 3/4	Average	28	23/3	25/8
3/4 – 4/2	good	83	69/2	95
4/2 - 5	Very good	6	5	100
Max. score	4/4			
Max. score	2/65			

Factors of the relationship between happiness and religious attitude positive and significant relationship between items of happiness, and there have been reported in the following table.

Table3: Correlation between happiness factors and religious attitude

	Factors of happiness	M	SD	1	2	3	4	5
	1-Satisfaction with Life	23/58	5/36					
	2-Self-Esteem	23/07	5/60	0/363**				
	3-Welfare subjective	15/51	4/15	0/363**	0/486**			
	4-satisfaction	13/183	3/12	0/323**	0/272**	0/401**		
	5-Positive Behavior	11/04	2/46	0/220**	0/272**	0/244**	0/471**	
Religious attitude		334/074	40/06	0/405**	0/298**	0/342**	0/475**	0/323**

** Correlation is significant at the 0.01 level (2-tailed)

Table 4: Descriptive and inferential statistics between boys and girls students on cultural and social attitude

	Mean of score		Mann Whitney score	Significance level
	girls	boys		
Social - cultural	203/20	212/26	17965	0/453

Table 4 shows that there is a significant difference between cultural attitudes, social students, (p<0/453 and r = 212/26) (p < 0/453 and r =203/20), so there is a significant difference between cultural and social attitudes of boys and girls students.

Table 5: Descriptive and inferential statistics of boys and girls students on religious attitude

	Mean of score		Mann Whitney score	Significance level
	girls	boys		
Religious attitude	207/34	210/94	20597	0/765

Table5 shows that there is a significant difference between boys and girls students based on religious attitude (p<0/765 and r=210/94) (p<0/765 and r=207/34). Comparing the mean scores of boys and girls in religious attitude and happiness shows that there was no significant difference between boys and girls students based on religious attitude.

Table 6: Descriptive and inferential statistics of boys and girls students based on Happiness

	Mean of score		Mann Whitney score	Significance level
	girls	boys		
Happiness	201/79	214/63	19671	0/287

Table 6 shows that There is a significant difference between boys and girls students on Happiness, (p<0/765 and r=214/63) (p<0/287 and r=201/79). Comparing the mean scores of boys and girls in religious attitudes and happiness variables showed that there was no significant difference between boys and girls students based on Happiness.

Table 7: Description of all subjects

Variable	Mean	SD	N
Social and Cultural	34/17	16/87	180
Religious Attitude	175/87	14/96	180
Happiness	67/18	12/13	180

As seen in Table 7, the mean and standard deviation of the total social and cultural subjects are 34/17 and 16/87. Similarly, the mean and standard deviation of religious attitudes in all subjects are 175/87 and 14/96. The mean and standard deviation of all subjects of happiness are 67/18 and 12/13.

Table 8: The descriptions of the boys and girls

Indicator of Statistical Variables	Sex	Mean	SD	N
Social and Cultural	boys	32/19	16/12	90
	girls	30/15	15/62	90
Religious Attitude	boys	174/76	14/23	90
	girls	179/02	15/14	90
Happiness	boys	63/15	11/27	90
	girls	38/64	11/52	90

As seen in Table 8, the mean and standard deviation of the social, cultural, boys subjects are 32/19 and 16/12 girls subjects, respectively 30/15 and 15/62. The mean and standard deviation Religious attitudes of boys subjects, 174/76 and 14/23 girls subjects and girls subjects are 179/02 and 15/14, the mean and standard deviation of happiness 63/15 and 11/27 of girls subjects respectively, the boys subjects are 64/38 and 11/52.

Table 8 -1 'r' Correlation between Social, Cultural and Happiness of Azad University Students

Basic Variable	Predictive Variable	Subjects	Statistical Indicators		
			Correlation Coefficient	Significance Level	N
Happiness	Social and Cultural	boys	0/60	0/00001	90
		girls	0/57	0/0001	90
		total	0/63	0/0001	180

The first research hypothesis: there is a significant relationship between Social and cultural attitudes and Happiness. Table 8-1 shows that there is a significant relationship between social and cultural attitudes (0/63) and all students (p<0/0001 and r=0/63). Therefore, the first research hypothesis is accepted.

In other words, by increasing happiness, social and cultural attitudes also increased. Similarly, between the social and cultural attitudes and happiness of girls students (p<0/0001 and r=0/60) and social and cultural attitudes and happiness of boys students (p<0/0001 and r=0/57) observed a significant relationship with 99% confidence, it can be concluded that between social and cultural attitudes and happiness has positive relationship.

Table 8 -2 'r' Correlation between Religious beliefs and Happiness of Azad University Students

Basic Variable	Predictive Variable	Subjects	Statistical Indicators		
			Correlation Coefficient	Significance Level	N
Happiness	Religious attitude	boys	0/74	0/00001	90
		girls	0/69	0/0001	90
		total	0/65	0/0001	180

The second research hypothesis: there is a significant relationship between religious attitude and happiness. Table 8-2 shows there is a significant relationship between religious attitude and happiness all of students, (p<0/0001 and r= 0/65). So the second research hypothesis is accepted.

In other words, by increasing the religious attitudes of students, the happiness also increased. On the other hand, between religious attitude and happiness of girls students (p<0/0001 and r=0/74) and religious attitude and happiness boys students (p<0/0001 and r=0/69) observed a significant relationship. Therefore, the second hypothesis is accepted with 95% confidence, it can be concluded that the relationship between religious and happiness levels in boys and girls students differently, this relationship is stronger in girls.

Table 8 -3 Correlation Coefficient between Religious attitude and social and cultural attitude of Azad University Students

Basic Variable	Predictive Variable	Subjects	Statistical Indicators		
			Correlation Coefficient	Significance Level	N
Happiness	Social and Cultural	boys	0/72	0/0001	90
		girls	0/70	0/0001	90
		total	0/74	0/0001	180
	Religious beliefs	boys	0/62	0/0001	90
		girls	0/64	0/0001	90
		total	0/68	0/0001	180

The third Hypothesis: there are multiple relationships between cultural, social and religious attitude and Happiness. As seen in Table 8-3, there is a significant relationship social attitudes, cultural and Happiness all of

students, (p<0/0001 and r=0/74). Thus, the hypothesis is accepted. Also, there is a significant relationship between religious attitude and happiness of all students (p<0/0001and r=0/68). This hypothesis also is accepted.

Table 8 -4 'r' Correlation between Religious attitude and social and cultural attitude with Happiness of Azad University Students

Constant Score (a)	Ratio F Probability p	The coefficient of determination RS	Multiple Correlation MR	predictive variable	A Variable
63/64	F= 333/76 P<0/0001	0/49	0/70	Social cultural of girls	
56/43	F=189/65 P<0/0001	0/52	0/72	Social cultural of boys	Happiness
45/45	F=137/57 P<0/0001	0/54	0/74	Social cultural of total	
Constant Score (a)	Ratio F Probability p	coefficient of determination RS	Multiple Correlation MR	Statistical Indicators Predictive variable	B Basic variable
61/32	F= 130/63 P<0/0001	0/38	0/62	Religious attitude of girls	
53/43	F=61/15 P<0/0001	0/41	0/64	Religious attitude of boys	Happiness
39/16	F=61/15 P<0/0001	0/47	0/68	Religious attitude of total	

As can be seen in Table 8-4 socio-cultural attitude have more predictive power for the happiness of girls' students. The aim of this study was to investigate the relationship between social, cultural attitude and religious attitude with happiness among Azad university students of Ahvaz City. The results of study showed a significant relationship between factors of happiness and religious attitude. This results with research results of Ali Mohammadi and Jonbozorgy, 2008; spiritual, 2008, Abdul Khaliq, 2007, 2006 are aligned and the results of their research have confirmed. But with some research results like (Maltby et al, 1999 and Francis et al 2000) was not aligned, this can be due to various social, cultural and economic status dominant on communities which have studied.

V. CONCLUSION

The results showed that there was no significant difference between the sexes. This result is aligned by research of Ali Mohammadi and Janbozorgy, 2008 and it confirmed their result. The explanation for this can be stated that religion is need for the prosperity of mankind. The religious messages addressed to all human beings, both men and women. So can be said there is a positive and significant relationship between religious attitude and happiness. Moreover, it can be suggested that those who have more experiences with respect to religion and spirituality can earn more happiness.This result has collected from research on relationship between social-cultural and happiness attitudes of Azad university students. The results showed that there was a significant positive relationship between them. This means that whatever religious attitude is higher, the happiness scores will be higher. The results of research in this area are coordinated with the results of (Yazdani et al, 2003) research and confirmed the findings of their research. These researchers emphasize that, when there is a high religious attitude, happiness will also increase.

Thus, the relationship between religious attitude and health will be adjusted by interpersonal psychosocial resources such as social support, psycho-social and interpersonal resources such as hope and optimism. Studies (for example Koeing, H. et al, 2001) have shown that those who have high experience in religion have higher perceiving of social support. In addition, social benefits, being Religious came along with sense of optimism. The significant positive relationship between religion and happiness levels in the current study is an affirmation of the existing literature, which can be useful in providing mental health and happiness for improving student morality. The findings of this study have indicated that religion attitude has particularly role in happiness and it is highlights. Hence, mental health providers should consider this factor in their case.

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