

## Chapter 3

# THE RELATIONSHIP BETWEEN HAPPINESS AND SUBJECTIVE VITALITY: A SCHOOL OF PHYSICAL EDUCATION AND SPORT STUDENTS EXAMPLE<sup>1</sup>

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### INTRODUCTION

Researches regarding psychology mainly focus on problems, distress, and unhappiness where happiness or subjective vitality are disregarded (Goleman, 2003). Positive concepts such as subjective happiness, hope or life satisfaction that refer to positive effects on individual development are less emphasised generally. These concepts have an important place for individuals to maintain mental health and psychological vitality (Seligman, 2002). Happiness has been an important research area for philosophers, scientists, and artists since ancient times (Tuzgöl, 2006). Due to negative effects caused by different conditions of today, happiness is needed more than ever (Baysal and Aka, 2013). Happiness is evaluating life in a cognitive and affective perspectives. Accordingly, frequently experiencing positive emotions such as happiness, pride, security, excitement and infrequently experiencing negative emotions such as anger, fear, anxiety, hate, and high satisfaction from life were evaluated as a happy individual (Diner, 1984). The Psychology Dictionary defines happiness as an emotion commonly expressed with smiling or laughing caused by short satisfaction from events or meetings (Masaroğulları and Koçakgöl, 2011). Subjective vitality is a necessary property that eases adaptation to life to support healthy mental development and adaptation of an individual to society and surrounding environment. Subjective vitality is a state that intrinsically exist in individual, perceived subconsciously, and had effects on mood. It is the expression of individuals towards life (Çelik, 2008).

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## RECOMMENDATIONS

Based on the result that vitality had positive effects on happiness level of students, education environment to support happiness in daily life of students and including physical education and sport activities should be supported. As the number of Happiness and Vitality studies in physical education and sport are limited, the number of research in this field could be increased. Another recommendation could be increasing number of dependent and independent variables in studies about happiness and vitality in physical education and sport. Current study only focused on students in School of Physical Education and Sports in Trabzon city. For comprehensive research, School of Physical Education and Sports in other cities could be included in the studies. This study was limited with School of Physical Education and Sports. Students in other departments could also be included in the study. Future studies could adopt mixed method or qualitative method to add different dimension to this field.

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