

The Happiness and Its Relationship on the Anxiety of Senior High School Students During COVID-19 Pandemic

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Abstract

Individuals must communicate well with one another to be happy in their lives. However, nothing ever goes as planned. The Philippine government has instituted lockdowns, house quarantine, social isolation, and other procedures to prevent the spread of COVID-19. All Philippine schools and colleges made online study mandatory when the epidemic swept the country. Thus, this study investigates the relationship between happiness and anxiety among senior high school students. Based on the statistical analysis, happiness and anxiety have a significant relationship ($r=.043$).

Keywords: Anxiety, Happiness, Online Learning, COVID-19 Pandemic, Senior High School Students

Introduction

Some people have tried to understand what happiness is and how to pursue it throughout history. At both the family and broader social levels, interpersonal relationships were the most common contextual definitions of happiness across nations. At the same time, inner harmony, an overarching dimension that encompassed emotional stability, LAP feelings of serenity and contentment, inner peace, acceptance, balance, and equipoise, was the most common psychological definition. (Sawaumi, 2015). Thus, Delle and Fave (2016) uttered that happiness is not a one-dimensional thing that people conceive as differences within and across cultures. The more people crave happiness, the less probable it is that they will find it (Zerwas & Ford, 2021).

In this case, happiness is defined as psychological well-being, satisfaction, as well as realizing one's full potential, having some control over one's life, a feeling of purpose, and meaningful connections. (Ruggeri et al., 2020). Some of the factors that influence happiness have been identified such as emotional intelligence (Robbins, 2017), self-awareness (Yang, 2016; Zessin, Dickhauser, & Garbade, 2015), and hope (Cenkseven & Mukba, 2017). Different studies have been conducted to study the impact of the existence or absence of social relationship as a basic human need on the person.

As an essential aspect, disorders such as social anxiety disorder, which causes difficulty in social relationships, can induce dissatisfaction in persons (Kring, Johnson, Davison, & Neale, 2017). Participants with higher anxiety, happiness perception,

and self-esteem had more memory issues in class, difficulty answering math problems, difficulty paying attention, and tenser during testing, and complicated activities were more difficult to complete. (Zapata & Álvarez, 2021) But in other findings, happiness was negatively and statistically significantly associated with anxiety (Crego José & Martínez, 2021).

Moreover, this study investigates the relationship between happiness and anxiety among senior high school students. To assess how happiness is correlated and affects anxiety experiences on students performances and academic.

Research Question

This study investigates the relationship between happiness and anxiety among senior high school students. Thus, it sought to answer the following question:

1. Is there a significant relationship between happiness and anxiety among senior high school students?

Literature Review

Happiness

The COVID-19 pandemic has serious implications for all aspects of social, mental and physical health (Holmes & Sher, 2020). Lockdown appears to have had a major influence on university students' negative emotional symptoms, happiness, and work-life balance during the COVID-19 epidemic. Happiness was shown to be a protective factor, whereas work-life balance

was found to be a risk factor that might predict students' negative emotional symptoms (Muhktar et al., 2021)

The ability to fully receive inner happiness and joy is paramount for health, professional maturity, and ultimate service to humanity (Kamthan, 2019) Happiness is a positive mental and emotional state from satisfaction to intense joy (Veenhoven, 2013) An internationally widely studied measure of happiness is usually subjective. Happiness and satisfaction of life are included (Yiengprugsawan & Somboonsook, 2012)

Suppose happiness is defined as a subjective evaluation impacted by environmental circumstances. In that case, medical students' happiness will be influenced by their educational environment, which constitutes the majority of their physical, temporal, and relational lives. More importantly, just as different inputs and stressors have varying impacts on students' happiness, it's plausible that students' perceptions of the educational environment, rather than the environment itself, influence their happiness (Dyrbye & Shanafelt 2016)

According to Ziapour and Kianipour in (2018), pupils with greater levels of happiness had a better status in terms of health and academic accomplishment than others. Success and advancement in education can contribute to university students' contentment and happiness. On the other hand, A student with good levels of happiness and peace of mind, is better equipped to succeed in school.

In addition, It showed that there are significant correlations between happiness, age and marital status as well, while there's no relationship was found between happiness and each of education and gender (Khosravi, Ghomrani & Bardideh, 2010) Marital status and field of study might affect happiness, but age and gender cannot (Rafiei, Mosavipour & Aghanajafi, 2010)

Anxiety

Anxiety was shown to be the most common and major issue among college students, especially among female students, while depression was discovered to be on the rise among male students during their college years. It's vital to put in place college rules that take gender disparities into account. Anxiety was shown to have a significant positive relationship with introversion (Wenjuan, Siqing, Xinqiuo 2022). Female freshmen's anxiety levels were connected to their body image, drinking habits, and academic achievement. (Wang et al., 2022).

According to Alshammara, Alserayea, and Aleksandra (2022), between male and female there were almost four times more in range that female are the one who are at high risk of anxiety than male o man. Online classes and virtual learning-related are the common cause of anxiety of other people. Those people most probably experience a high risk of anxiety than those who are not stressed. In medical schools, they proposed that stress-coping strategies must need to me implied for their curriculum for help (James, 2017).

When it comes to gender women are about four times more likely to develop high risk of anxiety. Experiencing this pandemic while managing social isolation greatly impacted family members, especially females (Francesca, 2020). Undergraduate students are acknowledged to be at a low risk of experiencing stress and anxiety. (Batra, 2021). The risk of developing anxiety is said to be higher among younger persons. (Hawes, 2021).

In addition, those reports indicated previously that there are learning barriers to this pandemic education, including distractions and anxiety. These barriers had a greater impact on first-generation college students and females this school year. (Gillis and Krull, 2020).

Happiness and Anxiety:

They are trying to find out a lot of studies about relationship between anxiety and happiness, Karaşar and Baytemir in (2018) stated that social anxiety may act as a mediator in the link between the need for social approbation and happiness. Aside from that, it was mentioned that those who have a high need for social acceptance have higher social anxiety than people who have a low need for social approval. People who suffer from social anxiety disorder may experience one or more psychiatric problems throughout their life (Antony & Rowa. 2008).

Simultaneously, when people become more focused on what others are thinking, their anxiety levels in social situations may rise. Increased social anxiety might make a person feel depressed. Anxiety in social situations makes social relations more difficult, lowers a person's self-esteem, makes him or her lonely, and increases unpleasant sensations (Chiba et al., 2009).

On the other hand, Demirbatir and Rasim (2015) said that Depression, stress, and anxiety negatively impacted happiness. Anxiety was found to be adversely and statistically connected with happiness (Jose, Ramon ,Gomez. 2018). There's a negative relationship between students' social media addiction

levels and their happiness levels (Baltaci, 2019).

There were differences in the level of anxiety and learning happiness of students at each level of education. All of the parameters had significant relationships. Participants with higher levels of anxiety, poorer happiness perceptions, and worse self-esteem reported having more memory issues in class (Winarso & Haqq 2019)

Moderate levels of anxiety are tied to and generated by the university campus milieu, and such anxiety is detrimental to students' academic performance and happiness, despite the fact that this is known by students and educators (Barga & Silva 2018).

Methodology

Research Design

This study used a descriptive-correlational design to examine the existing relationship between happiness and anxiety among senior high school students.

Respondents

The respondents of this study were 159 senior high school students who are presently enrolled in private school during school year 2021-2022. Due to the pandemic, the study employed convenience sampling method.

Procedures

The participants were given a consent and sufficient time to informed and how to deal with those questions. The participation of this survey was voluntary without the requirement of writing their names and private profiles. Their responses will be kept and protected under the Data Privacy Act of 2012 (R.A. 10173). After the students completed the questionnaires, the data was sorted and factual references were included. The data acquired served as the foundation for formulating factual interpretation and analysis in order to create the findings presentation.

Instrument of the study

This research employed two standardized questionnaires to identify the relationship between Happiness and Anxiety. The Oxford Happiness Questionnaire (OHQ) is a 10 item questionnaire used to measure students' happiness. Meanwhile, the Oxford Happiness Inventory is a 26 item questionnaire

with which only three were interpretable: satisfaction with personal achievements, enjoyment and fun in life, and vigor and good health, that was used to measure the anxiety of students.

The Depression Anxiety Stress Scale (DASS-21) was also employed in the study, which was created by Lovibond and Lovibond (1995). It was intended to determine a person's emotional condition. It is a series of 21 questions separated into three subscales: depression (7), anxiety (7), and stress (7). Hence, only the anxiety scale was employed in this study to evaluate the anxiety level of the respondents.

Ethical consideration

Due of the researchers' circumstances during the COVID-19 pandemic, the ethical norms were severely imposed in the various internet platforms. As a result, the survey questionnaire was distributed using Google Form. The consent was included in the first section of the survey form and to confirm that the respondents gave their complete consent before answering the questionnaires and that the respondents met the study's requirements. The research professor also gave his approval to the devices and methods used for data collection. In addition, the researchers and this study ensured that the respondents' data input was kept anonymous. The language utilized in the survey form was suitable for both Filipino and English speakers, based on the parameters mentioned above. As a result, ethical considerations were made clear.

Result

The study's findings were accurately determined through the usage of SPSS, which aids in the discovery of relationships between variables.

Relationship between Happiness and Anxiety

This study investigates the relationship between happiness and anxiety. The statistical analysis results in Table 1 reveal that happiness and anxiety have a significant relationship ($r=.043$). Therefore, the null hypothesis is rejected.

Table 1

Relationship between Happiness and Anxiety

| CORRELATION | | |
|------------------|------------------|----------------|
| | <i>Happiness</i> | <i>Anxiety</i> |
| <i>Happiness</i> | - | .043* |
| <i>Anxiety</i> | .043* | - |

Discussion

In this time of the pandemic, mental health has become a priority. Many people are suffering from psychological problems. There is a huge count of people who is experiencing discomfort and heavy feeling that affects their form of living. It evolves and happens around the world, therefore there are a lot of studies pertaining to it and one of those studies is this one. With that, this study about happiness and anxiety emerge.

There are some studies purposely finding the relationship between happiness and anxiety. Some studies show that there is no connection between the two, but there are more who stand through their studies that there is indeed a connection between both.

It is undeniable that searching for happiness has a huge and great impact on our lives and has an important role. It is one factor that drives a person to perform well. The studies/research above is some of the proofs of the relationship between happiness and anxiety. It is stated that people experiencing or has an increase of anxiousness are the one who is most likely unhappy. Having anxiety affects a person as well-being which refrains himself/herself from having pleasant emotions.

Conclusion

This pandemic has a huge effect on the students' happiness, leading them to perceived anxiety throughout this online learning. Those who have a high need for social acceptance have higher social anxiety than those with low social approval. Happiness was found to be a protective factor while anxiety is a risk factor that can predict students' negative emotional symptoms.

Based on the table given above, the result showed a statistical average of 0.45. It was calculated and evaluated for happiness and anxiety. Therefore, happiness is correlated with anxiety which influences their school's academic achievement.

As a result, several options for Students should participate in a variety of extracurricular activities. It appears that activities and establishing surroundings in which they may engage in social relationships are key. It is also proposed that students get group psychological therapy, psycho-educational activities, and group activities. Furthermore, the urge for social acceptance can be addressed through individual psychological therapy activities as a cause of unpleasant sentiments and low life satisfaction. We propose that psychological counseling services provide psychological assistance to students in order to help them overcome their social anxiety issues.

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