

**Relationship of the happiness of education actors with health and education****Relación de la felicidad de los actores de la educación con la salud y la educación**

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**Abstract**

The problems observed from the contingency and consequences of the COVID-19 pandemic have made it necessary to consider new elements in the construction of learning environments in educational contexts. It is observed the need to classify happiness as an index of emotional well-being in academic groups to enhance the positive emotionality of educational actors to promote learning. This research aims to show the relationships between what the respondents consider brings them happiness with the intention of changing the conceptualization of the school as the place of rules or impositions for the place where they go for their own pleasure to nurture themselves as a person and learn things that will bring more happiness by being in a process of personal construction.

**Resumen**

Las problemáticas observadas a partir de la contingencia y las consecuencias de la pandemia del COVID-19 han obligado a considerar nuevos elementos en la construcción de los ambientes de aprendizaje de los contextos educativos. Se observa la necesidad de tipificar a la felicidad como un índice de bienestar emocional en los colectivos académicos para potencializar la emotividad positiva de los actores educativos para favorecer el aprendizaje. Esta investigación pretende mostrar las relaciones entre lo que los respondientes consideran les brinda felicidad con la intención de que cambie la conceptualización de la escuela como el lugar de las reglas o de las imposiciones por el lugar donde se va por gusto propio a nutrirse como persona y a aprender cosas que brindarán más felicidad por el hecho de estar en un proceso de construcción personal.

**Happiness, Health, Education****Felicidad, Salud, Educación**

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## Introduction

The world has witnessed an unprecedented situation regarding the COVID-19 pandemic, people have manifested emotional peaks and overflows in terms of controlling their feelings or the attitudes that are created from their feelings. It was not unusual that, since the appearance of this virus, there were frequent displays of discomfort, anguish, fear or lack of empathy on the part of the actors of the educational sectors, including teachers and students. And it is not that they did not exist before, what happens is that the need to develop mostly online or virtual education that was generated by the contingency, made it easier to have evidence of said events of emotional collapse, this coupled with the fact that the uncertainty potentiated the negative emotionality of those involved, it was palpable that what they were doing did not make them happy. And what happens is that the transmission of emotions is palpable, an unhappy person will surely make his environment unhappy, while a person who feels fulfilled, full or happy, will tend to create a friendly context.

Faced with such a situation, the importance of envisioning an area in which people are more human arises, because, although they seem analogous concepts, they are not, it is not a question of nomenclature, but of semantics. In the field of education, the need to create awareness about issues that previously were not supposed to correspond to the institutions, such as the fact that their actors are happy, is strongly positioning themselves. Because it is a fact that there are few educational curricular designs that consider happiness as an objective or purpose to be achieved through academic processes or obtaining degrees. It is easy to affirm that education does not care that there are happy people, but prepared ones, however, and this is where the emphasis of this study is placed, the emotionality attached to happiness with which it is related.

This research tries to elucidate the above through a quantitative study with a correlational scope between the axes of happiness, health and education as part of the elements that describe the well-being of the subjects in a general way.

## Conceptual framework

Within the theoretical perspective of development in emotional intelligence that directly affects the happiness of the subjects, Goleman (1995) indicates that:

People with well-developed emotional skills are also more likely to be satisfied and effective in life, and to master habits of mind that promote their own productivity; People who cannot bring order to their emotional lives have inner battles that sabotage their ability to focus on work and think clearly. (p. 57)

This work tries to know how the respondents would be happier, through what inputs. The theory helps reveal that satisfaction is an important topic when it comes to understanding happiness as a particular topic.

For the Royal Spanish Academy, happiness is:

1. f. State of pleasant spiritual and physical satisfaction.
2. f. Person, situation, object or group of them that contribute to make you happy.
3. f. Absence of inconveniences or obstacles. (par. 1)

The foregoing is a bit concise in terms of delimiting the term, since as can be seen through the results of this research, happiness is subjective and depends on the hierarchy that each subject gives to the elements that provide that emotional stage.

Another related concept is that of empathy, which is referred to as:

The word "attention" comes from the Latin *attendere*, which means "to reach out". It perfectly defines what it is to focus on others, an attitude that forms the basis of empathy and the ability to build social relationships, the second and third pillars of emotional intelligence (the first is self-awareness). (Goleman, McKee, Waytz, et al, 2019, p. 3).

Happiness in people, being an emotional representation of them, also has a social reminiscence, so the empathic perspective plays an important role.

A proposal made by Goleman & Senge (2020) is mentioned, to strengthen education in an emotional trend, they called it Social and Emotional Learning and that in a pragmatic way and by its acronym in English is referred to as SEL. Which is posed with:

The active ingredients were reduced to a handful of emotional and social skills, which included self-awareness, that is, knowing what you feel and why, self-management, what to do with those feelings; empathy, knowing what other people think and perceiving and understanding their point of view; and social skills, and ultimately putting it all together to have harmonious relationships and use all these emotional intelligence skills to make good decisions in life. (p. 15)

Finally, it can be observed through this laconic theoretical expression that happiness is a set of particular and subjective elements that are intrinsically linked to the emotional intelligence of the subjects.

### Methodology

The instrument has 59 simple variables, of which 40 are numerical ratios with a decimal scale. Same that are divided into 3 axes of research: health, education and happiness.

To classify the sample, the variables age, sex, maximum level of studies, career, economic situation, marital status, number of children and whether they work were used.

In the Health axis, five dichotomous variables and six decimal ratio measurement variables are included, for the present analysis only the numerical ones were used. Within the type of information that they seek to obtain is what refers to how individuals catalog some elements related to their physical well-being.

In the case of Education, 18 decimal ratio measurement variables were considered that account for aspects that the subjects consider to have achieved with the studies carried out.

The happiness of the subjects is measured through 16 decimal ratio measurement variables, in which elements are incorporated that characterize the possibilities of increasing this topic, either through material, social, personal or emotional issues.

The methodology developed for this study consists of a quantitative investigation with correlational scope, for which a Pearson Product Moment analysis was carried out with which it was intended to find the underlying relationships of the concept of happiness in this group in accordance with the health axes and education. The significant correlational coefficient is 0.19 / -0.19 and was determined by the sample n of 100 subjects and the probable level of error at 0.05.

### Results

#### Frequency and percentage of the respondents' data

The sample is comprised of 100 students; from the Faculty of Science (n = 65/65%), Education and Humanities and the Bachelor of Spanish Letters (n = 35/35%) from the UAdeC. The majority are women (n = 77/77%), while 23% are men (n = 23). Their ages range from 18 to 65 years, with the 20-year-old stratum being the most dominant (n = 23/23%), followed by 19-year-olds (n = 17/17%); 21 (n = 18/18%) and 22 years (n = 12/12%). With regard to Marital Status, the majority are single (n = 89/89%); no children (n = 91/91%).

#### Correlation of the axes Happiness and Health

In the first instance, the results referring to the underlying relationship between what the responding individuals indicate would give them greater happiness and the variables that represent health are presented.

Happiness	Keep it	Sick
Love	0.20	0.01
Peace	0.02	0.00
Friends	0.22	0.13
Sweetie	0.26	0.09
Knowledge	0.31	0.13
Economic Seg	0.29	0.05
Recognition	0.22	0.04
Health	0.21	0.15
Stable	0.18	0.23
Social group	0.14	0.04
Understood	0.23	0.07
Self esteem	0.18	0.06
Less Uncertainty.	0.10	0.17
Emotional Seg	0.18	0.09
Nice	0.08	0.13
Education level	-0.16	-0.12

**Table 1** Correlational analysis of the Happiness and Health Axes

It is observed that there is a relationship in the increase of aspects that make subjects happy, such as if there was more love in their life, they received more love, they had more friends, more knowledge, economic security, health, they received recognition for what they do and were understood with the concern to preserve health. This is explained by the fact that the happier they feel, the fear of losing their health arises and with it the possibility of continuing to enjoy positive emotional inputs. From this it follows that positive emotionality can cause people to tend to take care of themselves and their physical conditions in terms of health due to the fact that they feel loved.

When stability affects happiness, this is related to the extent to which they get sick, which indicates that diseases are conditioned by a lack of tranquility. Another aspect to infer is that there is no significant relationship with the other health indicators, as they consider that your physical health is good, you exercise, you eat properly and you are satisfied with your body. This is worrying because it is a fact that physical activity concatenates emotional and cognitive well-being and that the type of intake also intervenes in this.

### Correlation of the axes of Happiness and Education

The results of the significant relationships between what the subjects indicate would give them greater happiness and the variables that represent what their studies have allowed them are presented.

Happiness	Decent job
Friends	0.19
Sweetie	0.20

**Table 2** Correlation of the axis Happiness and the simple variable Decent Work

The increase in happiness if they had more friends and received more affection is linked to the fact that education has allowed them a decent job. Which is significant in the sense that social interaction often allows job positioning, it is necessary to promote emotionally warm environments in the prospect of work.

Happiness	Critical
Love	0.22
Peace	0.20
Economic security	0.26
Recognition	0.21
Understood	0.22
Less uncertainty	0.29

**Table 3** Correlation of the axis Happiness and the simple variable Critical

By typifying happiness through whether there is more love and peace in their environment, having financial security, recognition for what they do, less uncertainty and being more understood establishes a positive correlation with the fact that studies have allowed the respondent to be critical. This is justified by the fact that critical people analyze their environment objectively, suspending value judgments as much as possible, so that the context in which such a person operates is permeated with positive emotional inputs and materials.

Happiness	Memorize	Understand
Peace	0.28	
Economic security	0.20	0.26

**Table 4** Correlation of the axis Happiness and the simple variable Store

Happiness anchored to having more peace in the environment and having economic security is linked to the fact that studies allow the memorization of information. This position is very interesting, since memory as a cognitive process is stigmatized as low level, however, demystifying memory and understanding that it is a process sine quan non learning would not be possible, it turns out to be related to the subjects being feel safe, either calm or with economic inputs, perhaps because it is inherent that in some fields the retention and evocation of computer elements is necessary; What is striking is that in the case of understanding it is only linked to economic security; being that this cognitive process has been idealized in a superlative way.

Happiness	Use Experiences
Peace	0.20
Understood	0.19

**Table 5** Correlation of the Happiness axis and the simple variable Use experiences

The fact that schooling allows the use of experiences implies that learning has been significant and at the same time pragmatic, which leads the respondents to feel happiness when they have peace in their environment and are understood. This is to highlight the fact that it is not necessary to be anchored in the acquisition of programmatic content, but rather that it is necessary to build from them, that they are pretexts for the development of skills, that is, the observable.

Happiness	Cond	Infe	Prac	Remun	Probl
Friends	0.21	0.08	0.12	0.18	0.18
Affection	0.02	0.05	0.21	0.23	0.08
Acknowledgment	0.23	0.22	0.20	0.13	0.19

**Table 6** Correlation of the Happiness axis and the simple variables Conduct, Inferences, Practice, Remuneration

The elements that in this reading are part of happiness are identified with a social need, basically that of recognition of what he does, which is linked to the fact that education provides to modify behaviors, make inferences, put knowledge into practice and solve problems. However, this is only personal, since it is not related to having a well-paid job, which in turn is associated with receiving more affection. Having friends helps to change behaviors.

Happiness	Target	Self-knowledge	Correct
Friends	0.14	0.25	0.24
Sweetie	0.22	0.22	0.06
Knowledge	0.05	0.21	0.15
Recognition	0.15	0.29	0.16

**Table 7** Correlation of the axis Happiness and the simple variables Objective, Self-awareness and Correct errors

Finally, some metacognitive processes are presented that the respondents indicate they developed from their studies, such as being objective, self-aware and correcting mistakes, which is associated with the fact that happiness increases if they had more friends, affection, knowledge and recognition, than like the Previous correlations show that it is subject to the social aspect and external stimuli; However, it should be noted that self-awareness shows great significance in the correlation, which indicates that when it is present, so do several elements that represent happiness for the subjects.

## Conclusion

It is concluded that the subjects are in diversified contexts, so it is necessary to speak of integration and complexity in their construction and academic training. Not only are you a student or a teacher, but you play multiple roles that do not inhibit one another, but rather complement each other.

It is necessary, as observed in the results, to promote what makes the study group happy, since when this positive emotionality occurs, so do many cognitive and material inputs that make it predict that they will be successful at work.

The fullness of human beings has a profound impact on what they feel and on the way in which they increase their happiness, having implications in the way in which they develop in the educational field and in that of their own health. It is not surprising that situations such as those mentioned in the preamble to this document and regarding COVID-19 have made a dent in the way in which students approached distance education, as well as the role that educational figures played in his own lecture to society that had the opportunity to observe situations that were not entirely positive. This is how it is concluded that it is necessary that education and health as areas of human development care that people feel good. That what you learn makes you be a better person, earn more money, but above all be happier.

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