



ERPA 2018

International Congresses on Education

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BOOK OF PROCEEDINGS

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Preface

Dear Colleagues,

Welcome to the ERPA International Congresses on Education 2018 which is held in Istanbul /Turkey. This privileged scientific event aims to contribute to the field of educational research. It has created the opportunity to bring scholars, the educational sciences, administrators, councilors, educational experts, teachers, graduate students and civil society organizations and representatives together to share and discuss theoretical and practical knowledge in the scientific environment.

In the ERPA International Congresses on Education 2014 which was held in İstanbul, 280 participants from 28 countries participated with 355 presentations under 6 branches. 225 of the presented proceedings have been published in the journal of Procedia - Social and Behavioral Sciences (Vol. 152- 2014). In the ERPA International Congresses on Education 2015 which was held in Athens, we added two new branches to the program and ERPA International Congresses on Education 2015 had become like a roof conference in which presentations from 8 different branches was carried out at the same time. 450 participants from 33 different countries participated in ERPA International Congresses on Education 2015 and a total of 506 presentations were made. There were 361 oral presentations in 84 sessions, 56 poster presentations in 4 sessions, and 89 virtual presentations in 18 sessions. Each paper has been peer reviewed by the reviewers and at the end of the review process, a total of 140 papers were accepted for publication in SHS Web of Conferences (Vol. 26-2016) and 58 papers were accepted for publication in e-book of proceedings (ISBN: 978-605-83418-0-7). In the ERPA International Congresses on Education 2016 which was held in Sarajevo, 402 proceedings and 326 of which were accepted for presentation in the congress. 267 proceedings were accepted as single oral presentation, 29 as interactive poster presentation and 30 as virtual presentation. Full texts have been peer reviewed by the reviewers and at the end of the review process, a total of 20 high quality papers were selected and accepted for publication in SHS Web of Conferences (Vol. 31-2016) and 141 papers were accepted for publication in E-Book of Proceedings (ISBN: 978-605-83418-0-7). In the ERPA International Congresses on Education 2016 which was held in Budapest/Hungary, 315 proceedings and 259 of which were accepted for presentation in the congress. 267 proceedings were accepted as single oral presentation, 12 as interactive poster presentation and 66 as virtual presentation. Full texts have been peer reviewed by the reviewers and at the end of the review process, a total of 81 high quality papers were selected and accepted for publication in SHS Web of Conferences (Vol. 31-2017) and 215 papers were accepted for publication in E-Book of Proceedings (ISBN: 978-605-83418-3-8).

In the ERPA International Congresses on Education 2018, we have received 557 proceedings and 418 of which were accepted for presentation in the congress. 341 proceedings were accepted as single oral presentation, 9 as interactive poster presentation and 68 as virtual presentation. Special thanks are given to all the reviewers, the members of the Scientific Committee and Organizing

committee. Ten branch congresses will be held concurrently in ERPA International Congresses on Education 2018;

- o ERPA International Educational Sciences Congress
- o ERPA International Science and Mathematics Education Congress
- o ERPA International Social Sciences Education Congress
- o ERPA International Health and Sports Science Education Congress
- o ERPA International Music and Fine Arts Education Congress
- o ERPA International Special Education Congress
- o ERPA International Computer Education and Instructional Technology Congress
- o ERPA International Language Education Congress
- o ERPA International Management of Education Congress
- o ERPA International Engineering and Architecture Education Congress

The main purpose in incorporating nine congresses within the scope of ERPA International Congresses on Education is to make the researchers aware of current trends in different fields, learn about the research conducted in different areas and help them discuss new trends and encourage interdisciplinary research. Therefore, the theme of the ERPA International Congresses on Education 2018 is "*Interdisciplinary Research in Education*". Highlighting this theme does not mean underestimating or neglecting other important aspects of educational research and practice. Scholars from all over the world contributed to this unique event.

We would like to express our sincere thanks to all who took part in the organization of this International event. We would like to thank all, who contributed to the organization and helped to realize the conference with their generous intellectual support.

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Is Happiness Priceless? Valuing Happiness can Lead to Unhappiness

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Abstract

The aim of this study was to investigate the link between valuing happiness, positive and negative affect, subjective happiness, and depression and anxiety. Data were collected via Valuing Happiness Scale, Scale of Positive and Negative Experience (SPANE), Subjective Happiness Scale, and Patient Health Questionnaire-4 (PHQ-4). Firstly, we examined the psychometric properties of the Turkish form of Valuing Happiness Scale. After that we tested whether valuing happiness decreased positive affect and happiness, and increased negative affect and depression and anxiety symptom. We also tested whether positive and negative affect mediates link between valuing happiness to subjective happiness, and depression and anxiety. Results showed that valuing happiness predicted positive and negative affect, and depression and anxiety symptom. We also find that positive and negative affect full mediates link between valuing happiness and subjective happiness; positive and negative affect partially mediates link between valuing happiness and depression and anxiety.

Keywords:

valuing happiness, positive and negative affect, subjective happiness, depression and anxiety

1. Introduction

It has been revealed by research that happiness has many positive outcomes. Happiness is associated with a healthier, successful, productive, and longer life (Lyubomirsky, King, & Diener, 2005). Well, how does it end up wanting too much happiness and over-valuing happiness? Research suggests that overvaluing happiness has some negative consequences. People who value happiness at an extreme level determine the standards of happiness that are difficult to reach. So they are disappointed about how they feel themselves and their happiness decreased (Mauss, Tamir, Anderson, & Savino, 2011). Happiness is one of the most valued emotions in life. But valuing an emotion does not mean that it will be experienced more (Ford, Mauss, & Gruber, 2015). Paradoxically, pursuing happiness may affect happiness negatively (Ford, & Mauss, 2014).

Studies have shown that overvaluing happiness correlated positively with depression. Also participants with major depression reported higher levels of overvaluing happiness than the nonclinical control group (Ford, Shallcross, Mauss, Floerke, & Gruber, 2014). Excessive value for happiness is negatively associated with hedonic balance, subjective and psychological well-being, and life satisfaction; positively associated with depressive symptoms (Mauss et al., 2011). Research also shows that overvaluation of happiness is correlated with and even predicts mood disorders. Overvaluation of happiness is a risk factor for bipolar disorder (Ford et al., 2015).

This research was to investigate the relationship between valuing happiness, positive and negative affect, subjective happiness, and depression and anxiety. The aim of this study is to examine the mediating role of positive and negative experiences between valuing happiness and depression and anxiety symptom / subjective happiness. The structural model is shown in Figure 1.

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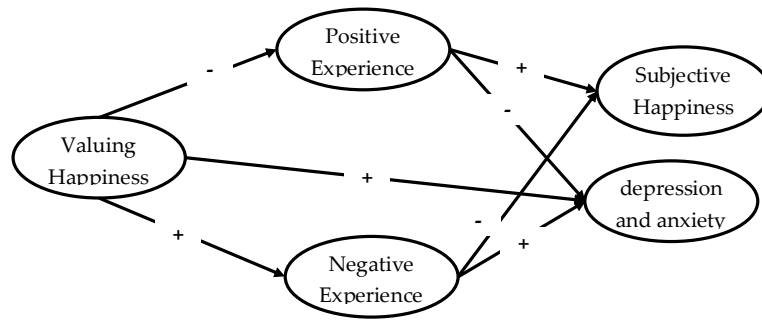


Figure 1. Structural Model

2. Method

Cross-sectional design was used to determine the relationships between valuing happiness, positive and negative affect, subjective happiness, and depression and anxiety.

2.1 Participants

The study group consisted of a total of 368 participants. The participants' ages ranged from 18 to 62. the average age was calculated as 25.36 (\pm 7.72). Of the participants, 257 were female (69.8%), 111 were male (30.2%).

2.2 Measures

Data were collected via Valuing Happiness Scale, Scale of Positive and Negative Experience (SPANE), Subjective Happiness Scale, and Patient Health Questionnaire-4 (PHQ-4).

2.2.1 Valuing happiness scale. The valuing happiness scale developed by Mauss, et al., (2011). The scale was measuring to extreme valuing happiness. The scale consists of seven items and items rated on a scale of 1 (strongly disagree) to 7 (strongly agree).

2.2.2 Scale of positive and negative experience (SPANE). SPANE developed by Diener et al., (2009). The scale was adapted into Turkish by Telef (2015). The scale consists of 12 items measuring to evaluate emotional experience. The scale consists of six positive and six negative emotion. The scale rated on a scale of 1 (Very Rarely or Never) to 5 (Very Often or Always).

2.2.3 Subjective happiness scale. Subjective Happiness Scale developed by Lyubomirsky and Lepper, (1999). The scale was adapted into Turkish by Doğan and Totan (2013). The scale consists of 4 items. The scale rated on a scale of 1 (very unhappy) to 7 (very happy).

2.2.4 Patient health questionnaire-4 (PHQ-4). Patient Health Questionnaire-4 developed by Kroenke, Spitzer, Williams and Löwe (2009). PHQ-4 is aim to briefly measure the symptoms of depression and anxiety. The scale consists of 4 items. The scale rated on a scale of 0 (Not at all) to 3 (Nearly every day).

2.3 Procedure and Data Analysis

Firstly, we examined the psychometric properties of the Turkish version of Valuing Happiness Scale. Confirmatory factor analysis was used in construct validity study for Turkish version of Valuing Happiness Scale. Internal consistency coefficients and corrected item-total correlation score were calculated for the reliability and item analyses. After that we tested whether valuing happiness decreased positive affect and happiness, and increased negative affect and depression and anxiety symptom. We also tested whether positive and negative affect mediates link between valuing happiness to subjective happiness, and depression and anxiety. We use structural equation modelling and bootstrapping procedure for this purpose. After the mediation analysis, 5,000 resampling bootstrapping analyses were applied to ensure that the coefficients have significance. It is shown that the coefficients of the lower and upper bounds of the confidence intervals are meaningful through non-coverage (Preacher and Hayes, 2008). A structural equation model was used to examine mediating role of positive and negative experiences between happiness valuing happiness and

depression and anxiety symptom / subjective happiness. SPSS and AMOS programs were used for data analyses.

3. Results

3.1 The Psychometric Properties of the Valuing Happiness Scale

3.1.1 Item analysis and reliability. The corrected item-total correlations above .32 except item 1 ($r_{it} = .20$). The corrected item-total correlations ranged from .20 to .61. The internal consistency reliability coefficient of the scale was .70. Descriptive statistics and item-total correlations and are shown in Table 1.

Table 1. Descriptive Statistics and The corrected item-total correlations of the Valuing Happiness Scale

N	Min	Max	\bar{X}	Sd	Skewness	Kurtosis	r_{it}
1	1.00	7.00	5.13	1.57	-0.56	-0.57	0.20
2	1.00	7.00	4.14	1.77	-0.19	-0.83	0.32
3	1.00	7.00	3.21	1.79	0.46	-0.80	0.32
4	1.00	7.00	4.69	1.81	-0.43	-0.81	0.49
5	1.00	7.00	5.12	1.55	-0.66	-0.19	0.59
6	1.00	7.00	3.09	2.00	0.56	-0.99	0.42
7	1.00	7.00	4.34	1.78	-0.35	-0.57	0.61

Note. N=368, r_{it} = Item-total correlations for Valuing Happiness Scale

3.1.2. Construct validity of the valuing happiness Scale. Confirmatory factor analysis showed that the fit index values of the Turkish form of the 7-item and one-dimensional measurement model in the original form were not sufficient ($\chi^2(14, N=368) = 105.4, p < .001$; CFI = .82; TLI = .73; SRMR = .069; RMSEA = .133.). Error covariance was drawn between items 5 and 6; 1 and 6. After these modifications it was seen that seven items model showed adequate fit with two modifications ($\chi^2 = 31.998, df = 12, p < .01$; CFI = .96; TLI = .93; SRMR = .042; RMSEA = .067). The factor loadings of the items of the scale vary between .30 and .85. The confirmatory factor analysis results of the scale are shown in Table 2.

Table 2. The CFA results of the valuing happiness scale

N	λ	θ	t	R^2
1	0.35	0.88	14.59	0.12
2	0.34	0.88	14.35	0.12
3	0.30	0.91	14.38	0.09
4	0.57	0.67	13.60	0.33
5	0.85	0.28	12.65	0.72
6	0.65	0.58	11.50	0.42
7	0.69	0.52	13.27	0.48

λ = standardized factor loadings; θ = error variance

3.2 Mediation Analyses

Firstly, the correlation analysis was performed to examine the relationships between the variables. Bivariate correlations analysis results and descriptive statistics are shown in Table 3.

Table 3. Correlation analysis and descriptive statistics of variables

Scales	1	2	3	4	5
1. Valuing happiness	1				
2. Positive experience	-.14**	1			
3. Negative experience	-.25**	-.54**	1		
4. Subjective happiness	-.13*	-.60**	-.49**	1	
5. Depression and anxiety	.30	-.49**	.64**	-.44**	1
Mean	29.72	22.06	15.31	18.64	4.75
Std. Deviation	7.40	3.88	4.28	4.11	2.69
Skewness	-0.15	-0.61	0.73	-0.21	0.78
Kurtosis	-0.05	0.66	0.80	-0.04	0.32

** $p < 0.01$, * $p < 0.05$,

The fit index values of the structural equation model were found to be insufficient ($\chi^2_{(317, N=368)} = 900,7, p < .001$; CFI = .85; TLI = .84; SRMR = .136; RMSEA = .71). Then error covariance is drawn between the positive and negative experience; the 3rd and 4th items of the positive and negative experience, and between overvaluing happiness and between 5th and 6th item.

After these modifications the fit index values for the structural equation model were found to be sufficient. The structural equation model showed that positive and negative affect full mediates link between valuing happiness to subjective happiness; partially mediates link between valuing happiness to depression and anxiety was adequate fit ($\chi^2 = 687.034, df = 314, p < .001$; CFI = .91; TLI = .90; SRMR = .084; RMSEA = .057(.51, .63). Standardized path coefficients are shown in in Figure 2.

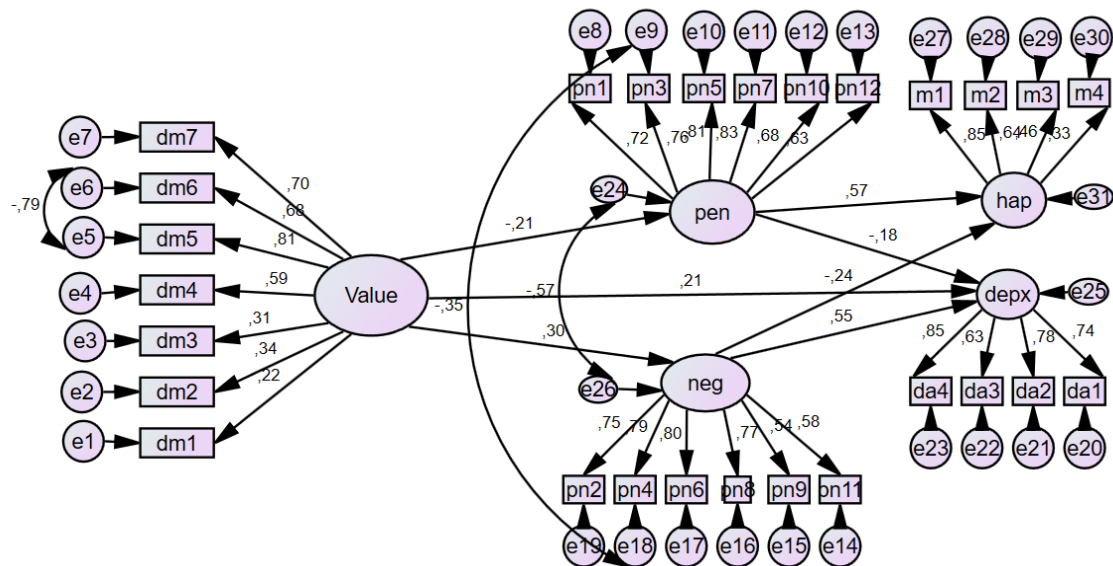


Figure 2. Standardized path coefficients.

Bootstrapping resampling process was repeated 5000 times. Results showed that zero is not included in the 95% bias-corrected confidence intervals (CIs). Findings regarding path coefficients for the model are given in Table 4.

Table 4. The results of structural equation model and bootstrapping analysis

Direct Link		B	β	% 95 CI		
				Lower	Upper	
Valuing happiness	⊙	Positive experience	-0.356	-0.211	-0.351 -0.068	
Valuing happiness	⊙	Negative experience	0.504	0.297	0.16 0.417	
Positive experience	⊙	Depression/anxiety	-0.169	-0.178	-0.307 -0.065	
Positive experience	⊙	Happiness	1.063	0.571	0.427 0.719	
Negative experience	⊙	Happiness	-0.439	-0.237	-0.364 -0.103	
Negative experience	⊙	Depression/anxiety	0.515	0.547	0.412 0.663	
Valuing happiness	⊙	Depression/anxiety	0.330	0.206	0.106 0.299	
Indirect Link		B	β	% 95 CI		
				Lower	Upper	
Valuing happiness	⊙	Positive/Negative experience	⊙	Happiness	-0.599	-0.191 -0.304 -0.088
Valuing happiness	⊙	Positive/Negative experience	⊙	Depression/anxiety	0.320	0.200 0.109 0.288

4. Discussion

The DFA was applied for construct validity to validate the one-factor structure of the Valuing Happiness Scale in its original form. In the confirmatory factor analysis, various fit indices are used to determine the fit of the tested model. According to confirmatory factor analysis results Valuing Happiness Scale showed acceptable fit (Schermerleher-Engel, & Moosbrugger 2003). Also the reliability of the scale and corrected item-total correlation score was adequate (Büyüköztürk, 2011; Özgüven, 1994). It can be said that the discrimination powers of the items are sufficient except item one. It can be said that this item is difficult to understand for Turkish participants (Herhangi bir anda ne kadar mutlu olduğum, hayatımın ne kadar değerli olduğunun göstergesidir).

Correlation analyses revealed that valuing happiness positively correlated with negative affect and depression and anxiety; negatively correlated with positive affect and subjective happiness. Then, a structural equation model was established to examine the mediating role of the positive and negative affect relationship between valuing happiness and subjective happiness, and depression, and anxiety. The structural equation model was showed adequate fit. Bootstrapping resampling process was repeated 5000 times to generate 95% bias-corrected confidence intervals (CIs). Results showed that zero is not included in the CIs (Preacher and Hayes, 2008). Indirect effect was found to be significant.

Results showed that Valuing happiness predicted positive and negative experience, depression and anxiety symptom, and subjective well-being. We also find that positive and negative experience full mediates link between valuing happiness to subjective happiness; partially mediates link between valuing happiness to depression and anxiety. Previous research results were found to be consistent with current results. Valuing happiness associated negatively with positive effect and subjective well-being. Also valuing happiness associated negatively with negative effect and depressive symptoms (Mauss, et al., 2011; Ford, et al., 2014; Ford, & Mauss, 2014).

Adverse effect of overvaluing happiness explained with expectations about emotions. Negative results of overvaluing happiness were found in a positive emotional context. Because when expectation of happiness is high, people are disappointed at their level of happiness, and eventually they are less happy. In negative situations, people associate feelings more often with external events. In positive situations, they can relate the feelings to their own characteristics. People may be disappointed when they do not feel happy when they have reasons to feel happy. If a person overestimates happiness and does not feel happy on their birthday, they may be disappointed. When people value happiness, it is less likely to reach happiness (Mauss et al., 2011). Another explanation in this regard is the emotion regulation process. If the value given to happiness is excessive they may contribute to disturbances in the emotional regulation (Ford, et al., 2014). Over-valued happiness may be a risk factor to disordered emotional regulation. However, if the emotional regulation processes are healthy, overvaluing happiness may not be negative or even beneficial (Ford, et al., 2015).

This research has several limitations. First of all, the research is cross-sectional. Data were also collected from self-report measures. Longitudinal and experimental studies in later studies may lead to more functional results. Perhaps extreme happiness may be associated with emotional stability. In subsequent research, the relationship between extreme happiness and personality traits and value orientations can be examined.

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