



Determine the Effect of Cognitive Learning on Fordes Happiness on Students' Happiness

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A B S T R A C T

Students are considered to be the largest human capital of any society, because they can move the wheels of advancement and development by combining their youth, science and skills. In all countries, a large share of national income is spent on education every year, but much of the cost is wasted. The statistical population included all female high school students in Hamadan in the academic year of 1995-96. The total number of 2365 students in the 1st and 2nd area included two groups of 37 people. Research variables included independent or predictive variables (cognitive-behavioral learning) and dependent variable (happiness). The Fordes Happiness Questionnaire (as a pre-test) and Ford's Happiness Cognitive Behavioral Learning Questionnaire are used to achieve the research objectives. Using multistage cluster sampling, this study was used. Then, using SPSS software, we analyzed the data using the covariance analysis test, the difference of mean, correlation coefficient, and so on. Based on the results, it was determined that Fordeys' cognitive-behavioral happiness program had an impact on the happiness of students. There was a significant difference between the scores of happiness in the pre-test phase and the post-test stage in the students studied. ($P < 0.01$). The result is that Fordeys' Cognitive-Behavioral Happiness Program has had a positive and meaningful effect on the happiness of students. Some students are disappointed with their maladaptive and illogical thoughts about their future. The risk of developing psychological problems such as depression threatens their health. In fact, these non-profit students have an overwhelming and turbulent look at their problems and they consider themselves to be individuals who have no control over their environment or destructive behaviors; Has suggested that positive-thinking education for children and adolescents be very useful in order to strengthen and improve effective communication with oneself, others, life, self-esteem and academic achievement.

Keywords: Happiness, Cognitive-Behavioral Program, Positive Thinking.

INTRODUCTION

Most psychologists consider happiness one of the six basic human emotions. The basic emotions are: anger, fear, hatred, surprise, joy and discomfort. Adopting Bradburne's definition, Eysenck defined happiness as maximum positive affection and at least negative affection, which is probably the most applicable definition of happiness (Eysenck, 1990). Man is created for living happiness and has all the glittering accessories. Most people agree that the joy of peace and satisfaction is inward. When happy people are socially active, they want to meet new people and they want to help others (Hajzadeh, Shabani, & Bakhtari, 2016; Peterson, Park, & Seligman, 2005; Sujarwoto, Tampubolon, & Pierewan, 2018). The blessing of happiness and happiness is one of the great divine blessings given to mankind. . The study of the history of

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human life suggests that one of the permanent concerns of mankind has been how it can provide a more suitable environment for its own life (Abad & Teimouri, 2018; Yildirim, Barmanpek, & Farag, 2018).

Studies have shown that increasing happiness has many benefits. For example, Lyubomirsky, King, and Diener (2005), Research shows that positive affection is associated with several positive outcomes, including ranking better at work, higher salaries, and improving health. Research on cancer survivors showed that happiness significantly affected the quality of life and the symptoms of depression in these young people, as well as the severity of their treatment (Bitsko, Stern, Dillon, Russell, & Laver, 2008; Wong, Gong, & Fung, 2019; Zhang & Chen, 2019).

It can be said that happiness and health constitute the reciprocal chain, and reinforcement of one of them increases the other. Based on the benefits of increasing happiness, an important objective in the field of positive psychology is the development of interventions that increase levels of happiness of individuals, and this Achievements can be maintained over time (Mauss, Tamir, Anderson, & Savino, 2011; Wong et al., 2019). Happiness training has also been effective in increasing self-efficacy, reducing anxiety, depression and hope (Asgari & Roshani, 2013; Baharestani, Amini, & Deyreh, 2015a; Hojati, Emadi Zyarati, Hadadian, & Rezaee, 2013).

Students are considered to be the largest human capital of any society, because they can move the wheels of advancement and development by combining their youth, science and skills. In all countries, a large share of national income is spent on education every year, but much of the cost is wasted. Since schools are responsible for making personality, manners and human behavior, they have a great mission and, in this regard, have a special place among all other organizations. Physiological scientific studies show that happiness plays a role in the process of learning and its strength (Baharestani, Amini, & Deyreh, 2015b). Developing a delicate environment, a pleasurable and mindful atmosphere, and a thriller spirit. Introduction Learning and striving for Progress is higher. Because the dynamism of the flow of education is related to the need, the question and the curiosity and the enthusiasm for progress, and if students are in these educational and educational spaces, much of the current pests of the education system are eliminated. Generally positive affection and passion is related to physical activity, social relation with friends, and effort and motivation for reaching valuable goals (Park & Peterson, 2006; Watson & Naragon, 2009).

METHODOLOGY

In this research, a semi-experimental design with pre-test post-test design with control group has been used. The reason for choosing this method is the more efficient method and the more reliable conclusions of the issue compared to other methods (scrolling, field, etc.). . The statistical population includes all female high school students in Hamadan in the academic year 1995-96. The total number in the area 1 and 2 is 2365, which includes two groups of 37 people. The sampling method was chosen from the subjects using a multi-stage cluster sampling method, which led to the selection of several sample clusters.

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In this research, using library and information studies, the information and theories about the subject are investigated using the phishing vector method. But the research method is a questionnaire in this experimental study and data collection tool. In this research, a Happiness Questionnaire Fordeys (as a pre-test) and Ford's Happiness Cognitive Behavioral Learning is used to achieve research goals.

The Fordeys Happiness Inventory has 48 items, with scores ranging from zero to ten. Responsive can achieve a maximum score of 480. This questionnaire was created by Eisenck based on the Fordyce (1977). Dehghani, Seifi, Nateghi, and Faghihi (2018) In Iran. Eysenck (1990) developed a tool for evaluating these skills, based on the fourteen Fordes' skills. For each of the fourteen principles, three questions were asked, three questions were also used to measure overall happiness in the questionnaire, and then calculate the mean and standard deviation of each of the skills. Made.

Grading method: Fordeys Happiness Inventory has 48 items in 10 options, with a score of 0 to 10, respectively. Each of the three questions measures one of the skills of happiness and the last three questions are considered to measure overall happiness.

In this research, a multi-stage cluster sampling method will be used. A multistage cluster sampling method is used when access to all units studied is difficult or not. In this method, units the larger ones are then selected by smaller units. The sampling method is that first a list of all girls' schools will be provided at a high school level. Then one of the schools will be selected as a pilot. In the next step among high school students, a 37-member class as a control group and a 37-member class as a test group Then the Fordes Happiness Inventory will be completed as a pre-test by both groups. Subsequently, the test group will be subjected to a test (cognitive-behavioral program for Fordice Happiness) and finally, again, from both the post-test (pen name) Fordes Happiness will be conducted to measure the impact of this program on the happiness of students in the experimental group.

RESULTS

In Tables 1 and 2, the results of measuring the variable happiness with its dimensions, respectively, were in the experimental group in the pre-test, experimental and post-test groups, and the control group at the pre-test stage using frequency statistics , Lowest, highest, mod, average, mean, and standard deviation. As shown in Table 1, the mean happiness of the experimental group in the pre-test stage was 29.289 and the mean happiness of the group was 328.56 at the post-test stage. Thus, we can say that Fordeys' Cognitive-Behavioral Happiness Program has improved the happiness of the students studied. This also applies to the dimensions of the variable of happiness.

Table 1. Description of the research variables in the pre-test and post-test phases in the experimental group

Group	Variables / Dimensions	Descriptive statistics						
		F	Median	Mode	Min	Max	Mean	SD
Experiment / Pre-test	Happiness	37	284	321	211	402	288.29	57.21
	1. Overall happiness	37	17	16	1	30	17.1	6.29
	2. Increasing activity	37	19	15	3	30	19.21	8.02
	3- Increasing social relations	37	18	23	7	29	18.59	5.89
	4. Promoting healthy personality	37	14	20	0	28	14.56	6.25
	5. Increased positive thinking and goodness	37	19	30	9	30	19.97	6.71
	6. Understanding emotions	37	15	19	1	30	16.1	7.6
	7. Reduce expectations and expectations	37	15	14	0	30	14.64	7.28
	8- self-sufficiency	37	20	30	0	30	19.78	8.01
	9. Close and Sincerely Relationships	37	21	21	9	30	21.51	6.03
	10. Planning and organizing	37	17	15	5	30	18.27	6.78
	11. Life in the present	37	18	30	7	30	19.1	7.33
	12. Prioritizing happiness	37	19	30	0	30	20.35	7.34
	13. Increasing creativity	37	19	17	10	27	19.21	4.76
	14. Avoid worries	37	12	9	0	26	12.27	6.87
	15. Dealing with negative emotions	37	17	17	3	30	18.64	6.43
16. The development of a social character	37	19	15	7	30	18.91	6.18	
Experiment / Post test	Happiness	37	330	309	188	439	328.56	60.93
	1. Overall happiness	37	19	10	6	27	17.81	5.67
	2. Increasing activity	37	23	30	6	30	21.86	6.52
	3- Increasing social relations	37	21	20	1	30	20.83	5.76
	4. Promoting healthy personality	37	17	20	5	30	17.91	5.72
	5. Increased positive thinking and goodness	37	25	25	8	30	23.7	5.59
	6. Understanding emotions	37	20	24	5	30	20.10	6.74
	7. Reduce expectations and expectations	37	19	10	2	30	17.43	7.33
	8- self-sufficiency	37	22	20	6	30	21.24	6.25
	9. Close and Sincerely Relationships	37	25	20	5	30	22.59	6.56
	10. Planning and organizing	37	21	25	2	30	20.70	6.61
	11. Life in the present	37	24	30	11	30	22.97	5.99
	12. Prioritizing happiness	37	24	30	8	30	22.97	6.14
	13. Increasing creativity	37	24	15	5	30	21.94	6.61
	14. Avoid worries	37	17	0	0	30	15.29	9.43
	15. Dealing with negative emotions	37	20	24	1	30	19.97	7.53
16. The development of a social character	37	23	15	5	30	21.18	6.42	

Table 2. Description of the research variables in the pre-test phase in the control group

Group	Variables / Dimensions	Descriptive statistics						
		F	Median	Mode	Min	Max	Mean	SD
Experiment / Pre-test	Happiness	37	321	242	80	416	292.4	84.9
	1. Overall happiness	37	14	20	3	29	14.13	6.87
	2. Increasing activity	37	18	18	2	30	18.05	7.26
	3- Increasing social relations	37	18	20	3	30	18.05	6.94
	4. Promoting healthy personality	37	15	10	1	29	15.35	7.22
	5. Increased positive thinking and goodness	37	23	29	5	30	21.56	7.38
	6. Understanding emotions	37	16	11	3	30	17.35	7.37
	7. Reduce expectations and expectations	37	17	19	1	30	16.37	7.14
	8- self-sufficiency	37	18	18	5	30	19.02	7.1
	9. Close and Sincerely Relationships	37	25	30	5	30	22.89	6.79
	10. Planning and organizing	37	21	12	6	30	20.08	7.12
	11. Life in the present	37	21	21	2	30	19.4	7.18
	12. Prioritizing happiness	37	22	30	3	30	20.43	7.8
	13. Increasing creativity	37	23	25	6	30	20.54	7.04
	14. Avoid worries	37	9	0	0	25	10.05	7.6
	15. Dealing with negative emotions	37	21	22	2	28	18.83	6.97
16. The development of a social character	37	21	18	6	30	20.24	6.25	

According to Table 5, the mean happiness of the control group in the pre-test stage was 292.49. According to Tables 4 and 5, the effect of the Fordeys Happiness Cognitive-Behavioral Program on improving the happiness of students in the experimental group is quite evident compared to the control group. In this paper, Figure 2-4 shows the mean happiness variable of the experimental group in the pre-test, test and post-test groups, and the control group in the pre-test phase.

According to Table 3, there is a significant difference between the scores of happiness in the pre-test phase with the post-test phase in the students studied ($P \leq 0.01$). The result is that Fordeys' Cognitive-Behavioral Happiness Program has had a positive and significant effect on the happiness of students.

Table 3. Results of the study on the effect of Fordes' Cognitive-Behavioral Happiness Program on the Happiness

Source	Sum Of Squares	Df	Mean Of Squares	F	Sig.
Modified model	231641.698	2	115820.849	44.27	0.001
intercept	38269.18	1	38269.18	14.627	0.001
Preliminary test	207449.212	1	207449.212	79.292	0.001
group	28415.901	1	28415.901	10.861	0.002
Error	185754.788	71	2616.265		
Total	7551134	74			
Total modified	417396.486	73			

CONCLUSION

Some students are disappointed with their maladaptive and illogical thoughts about their future, and the risk of developing psychological problems such as depression threatens them more than their health. In fact, these unpardonable students have an overwhelming and turbulent look at their problems and they regard themselves as individuals who have no control over their environment or their destructive behaviors; Has suggested that positive thinking for children and adolescents be used to enhance and improve effective communication with oneself, others, life, self-esteem and academic achievement. Of course, one of the ways of prevention of educational problems is to improve the psychological capacity (the person's ability to face the expectations and difficulties of everyday life) by training different skills, especially the optimism and positive thinking of the garment He takes action. This will increase the happiness of students. Students are encouraged to learn positive and positive attitudes to recognize their positive and good experiences and recognize their role in increasing and improving their respect and self-esteem. At the same time, they are also able to recognize the positive aspects of others. They also learn to take an active position in the world and shape their lives in person, rather than passively accept whatever happens to them. In addition, they are able to understand the relationship between thoughts, feelings and behaviors through training these skills.

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