

The Effect of Happiness and Vivacity on Achievement Motivation and Achievement Students Premiere School City Bilesuvar

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ABSTRACT

This paper aimed to evaluate the effectiveness of training programs Fordyce happiness on achievement motivation and academic achievement students premiere school city Bilesuvar .Methods: A research is quasi-experimental with design pretest-posttest control group. Among students in the academic year2015-2014 Bilesuvar city sample of 110 people, including 54 boys and 56 girls, with random sampling Cluster were replaced in two test group consisted of 54 experiment and 56 controls . both groups questionnaire "Hermen's achievement motivation," Before and after training, responded then offering the experimental intervention program Fordyce happiness, the experimental group were presented. students Average score in first round were used as an indicator of academic achievement. Data is analyzed descriptive statistics using and methods distribution were analyzed.

Results: The results showed that the training program Fordyce happiness on achievement motivation and academic achievement have significant impact ($p<0/01$) and their influence are the same on students school boys and girls.

KEY WORDS: vitality, happiness Fordyce programs, achievement motivation, achievement

1. INTRODUCTION

Today industrial world and complex relations, the rate faced of frustration and psychological stress growing up and life of the people has some bitter. Other people to are not satisfy basic needs and new needs are set the domain of the previous needs. The students are regulation not an exception to than previous generation of more complex tasks and who are required to follow new educational programming. Often defeats and frustration disincentive for them to solve problems and, in fact, learned helplessness is created. It seems, failures cause fewer negative emotions in people happy, and any failure optimism to experience for achieve victory .but joy, a trait that is influenced by characteristics of nature and personality, the in particular introspection and extroversion (BinBridge,2010). Education main goals One of any society upbringing in healthy individuals, strong and lively interplay for life. This goal to achieve, researchers, have done a lot of studies and research projects, the results of each of these studies could further the goals of education is efficient and effective. One category of the researchers, the study of ways to create vitality and happiness among the students. What happiness and what factors depends? This question on answer to for a long time interested in human studies and may be different views in response to them. Healthy society is needed, the educational system is dynamic, alive and progressive because all the reforms and activities done with thought and human effort and when a competent human is healthy and grew up, everything will be good. School students as a second home, where the most loved ones after their time spent at home, in the formation process of education plays an important role. In the field of education some experts, believe in the efficacy of students within educational issues, school, than house is over. What is the spread of education among students, features, programs, staffing and school atmosphere. vitality and happiness in the school, one of factors that can encourage students to education, and the expansion of health, them provide on the need for harm reduction and deviant social and individual (Al-Yassin, 2001) .

A lot of research has been done on happiness, quality of life is concerned. this study sought to define the good life on the one hand and on the other it considers that, in reality, to what extent the concept of the good life is reached therefore, the purpose real of these studies is reached good ways to find a better life (Vienna Hvon, 1997).

Kvzma (2005) the impact of the educational system in the academic achievement of students examined and to conclude that the education system is dynamic leads to lack a drop in morale students. It should in against be noted that to the dynamic morale vitality and happiness as well as students are on academic achievement and motivation affect student achievement?

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Volek (2008) in "Happiness in schools" to achieve these results which exponential systematic effects, such as student work, make time to play, appealing to the school environment, a good book to read, exercise and art classes happiness more adds to the students to go to school. (Jafari, 2008).

Ratrynk (2002), a study in connection with investigating the matter "why some students are successful?" Concluded that the main factor for success, happiness. Ratrynk (2002), a study in connection with investigating the matter "why some students are successful?" Concluded that the main factor for success, happiness. Paris and Parish (2000), a comparative study of educational "The are happiness in school and success in school. As a result of this study showed that different levels of students or teachers have acknowledged to being happy in the school environment, Those respectable behavior toward teachers and classmates have done their best tasks and morale cooperation.

Vynhovn believes happiness, individual activity raise the awareness his adds, his creativity and facilitates social relations will be boost. Happiness also increases political participation and partly to safeguard the health. On the other hand, happiness is the the opposite of depression. Some scientists, psychologists, happiness are satisfied to enjoy and desires and that some people believe the happiness will be achieved satisfaction. Studies and research that has been done on happiness and vitality, show different ways to cause students to be joy and happiness. Mosoconi and Omt (2003) in a study entitled "The impact of content appropriate success" that the appropriate content, in addition to a direct impact on students' attitudes about successful strategies is that they can find their way to success , self-confidence and self-esteem and achieve happiness.

Different studies show that education program happiness Fordyce cognitive - behavioral enhance the general health and emotional intelligence are students (Yosef Loya et al., 2011). The effect of program Fordyce there were significant effects on happiness teachers (Moradi, 2007). And study Kameab (2009) the effectiveness of program Fordyce happiness on increasing is effective in patients with diabetes. Nasr Abadi (2012) as well as the impact of education level and program happiness Fordyce effective on happiness family the veterans . the specified training program can increase the amount of happiness is program happiness Fordyce also stated that being happy can result from higher education is among .

Niazazari (2012) in their study showed that happiness, joy, gender and economic status of the family in education planning academic achievement of high school students have been particularly effective.

Motivation is defined as the individual willingness the achieve to goal, based on a set of defined standards. Gage and Brlaynr (1992 Saif, 2008) of achievement motivation as well as the desire or interest in the success or achievement in a field have defined particular. The motivation in academic situations can affect academic achievement. The academic achievement of predetermined students achieve their educational goals that are expected learning process, trying to reach it (S., 1387). Studies show that students with high achievement motivation, they are successful in school assignments. The students compared to students with low achievement motivation to persevere taking longer to do tasks for a successful attempt(Slavin, 2006). Considering the critical role of academic achievement and achievement motivation in achieving the goals of education, researchers are seeking access to its influential factors. This research is also consistent with the pattern of Happiness training, motivation and goal of this study was to evaluate the effectiveness of teaching happiness on student achievement is premiere school city Bilesuvar. According to the present era is the era of knowledge and awareness of parents on their children's educational achievement are important As well as academic achievement and attitudes of students of the factors affecting the development of society and the needs of the immediate community as long as human resources issues and on the other hand, if it can be scientifically but the mood is not good for your goals as well as it does not provide the necessary performance as for the creation of a healthy and successful society, a dynamic education system is needed, because all human behavior is done with thought and effort When a man's education system and students develop good healthy all made something good is also calling for an investigation of the program on community participation and vitality and happiness and depression are reduced. Social happiness or joy as well as an important outcome in the sense of job satisfaction and happiness is human not only personal lives, but also social aspects of our life, actions and relationships with others that we are influenced It is also required for the research needs in this area and the impact of programs to reduce this concerns is mental action.

1. training program Happiness of Fordyce has an impact on students' achievement motivation.
2. training program Happiness of Fordyce has an impact on student achievement.
3. Effect Program happiness of Fordyce on Motivation girls and boys are different.
4. training program happiness of Fordyce effect on the academic achievement of boys and girls are different.

Methods

This is a quasi-experimental pretest-posttest control group design. Since this study was to find the effect of happiness Fordyce program on achievement motivation and academic achievement of students, the subjects were randomly assigned to two experimental and control groups were replaced.

Then the manipulation of independent variables that provide life skills to the experimental group, the effect on the dependent variables, achievement motivation and academic achievement, observed and was investigated. For Sampling, the sample convenience sample 110 people, the total number of students in second grade was the state were selected the experimental group participated in a six-session workshop and the classes were trained fourteen principle of Happiness. The titles of the sessions are: Session I: definition of happiness - the necessity and the importance of it-reviewed results of studies on happiness, second session: education spending in communities and collaborative activities, generating significant benefits of doing things, Session III: Learning the principles of planning and organizing better off concerns, reduce the level of expectations and dreams, session IV: teaching positive thinking and optimistic, live in the present, developing a healthy personality, Session V: Training of foster social character and extroverted, the sixth session: the true self, discard problems and negative emotions . Session seventh teaching intimate relationship as the most important source of happiness, worthy of happiness.

The measuring instrument:

Hermen's achievement motivation questionnaire (Hermen,1970) Hermen's questionnaire contains 29 questions that has multiple. Features of nine investment questionnaire given that it has been developed based on the questions Some of the questions positively and some another negative is presented. Scoring questionnaire which features nine questions that have been developed on the basis Some of the questions positively and others negatively presented. the validity of the questionnaire was confirmed in several cases (Aswad, 1379) using two methods Cronbach alpha and test-retest The validity of the test were 0/84 and 0/82 calculated. In this study Cronbach alpha test method is equivalent to 0/74 respectively. first grade students were average For access to the academic achievement.

Results

As seen in Table 1, the scores of achievement motivation subjects in the experimental and control groups in the same test, but in the post-test scores, achievement motivation test group (94/23) compared with the control group (86 / 96) increased. The distribution of the test, the test group and the control group was lower than the pre-test. The results show a significant difference in academic achievement between the experimental and control groups was not found.

Table 1. The mean and standard deviations between achievement motivation and achievement in each experimental and control groups

control		experimental		groups	Variables
SD	M	SD	M		
6/2	86/06	6/18	86/44	Pre-test	achievement motivation
5/97	86/96	5/4	94/23	Posttest	
2/13	19/30	2/1	19/35	Pre-test	academic achievement
2/07	19/1	2/02	19/40	Posttest	

The results in Table 2 show that although compared to the pre-test and post-test scores on achievement motivation has increased, the increase in both genders were almost equally Also, the achievement Results showed that the average years before and not much difference between male and female students in the first round.

Table 2. The mean and standard deviation for each gender, educational achievement and achievement motivation

experimental		control		Gender-	Variables
SD	M	SD	M		
2/1	19/13	2	19/40	boy54-	achievement motivation
2/06	19/33	1/9	19/28		
2/08	19/37	2/3	19/20	first semesters	
2/01	19/40	2/26	18/96	average years ago	
6/3	85/27	6/4	85/67	girl56-	academic achievement
5/5	92/97	6/04	86/23	Pre-test	
5/9	87/81	5/99	86/4	Posttest	
5/05	96/74	5/9	87/75	Pre-test	

First hypothesis: training program Happiness of Fordyce has an impact on students' achievement motivation. According to figures obtained from Table 3, after adjustment for pre-test,, significant effect on the Subjects of the groups the operating there ($F(107,1) = 237/65$)The mean experimental scores have been substantially increased show exposed to education. Therefore, it can be concluded with 99% confidence that the program Fordyce happiness, significantly increases student motivation.

Table 3. analysis distribution of scores achievement motivation

η^2	F	MS	df	SS	Source
0/744	*487/62	3605/6	1	3605/6	distribution group
0/626	*237/65	1757/3		1757/3	error
		7/4	1	1049/98	total
			107	1225402	
			110		

*P<0/01.

The second hypothesis: training program Happiness of Fordyce has an impact on student achievement.

According to Table 4 after adjustment for GPA years ago, there were significant differences in the operating the Subjects of the groups (4/20 = (107,1) F) in a way that shows the mean scores of the experimental group were exposed to training have substantially increased. Therefore, it can be concluded that the academic achievement of students who are trained Fordyce Happiness program, significantly increases.

Table4. Analysis distribution of scores achievement

η^2	F	MS	df	SS	Source
0/961	*3474/1	576/6	1	576/6	distribution group
0/126	*20/4	3/4		3/4	error
		0/17	1	23/6	total
			107	39952/5	
			110		

*P<0/01

The hypothesis third: Effect Program happiness of Fordyce on Motivation girls and boys are different.

The results in Table 5 indicate that the interaction effect of gender on the 0/05 is not significant. Thus, sufficient evidence to reject the null hypothesis does not exist. Therefore it can be concluded that the effect of education program Happiness of Fordyce on achievement motivation in students, are the same girls and boys.

Table 5. Analysis Distribution of scores as a function of gender and grop, with the score for the Motivation

η^2	F	MS	df	SS	Source
0/770	*5/469	3446/7	1	3446/7	distribution group
0/631	*239/4	1756/2		1756/2	
0/021	3	22/04	1	22/04	gender
0/000	0/025	0/18	1	0/18	group× gender
		7/3	1	1027/8	error
			105	1225402	total
			110		

*P<0/01

The hypothesis fourth: training program happiness of Fordyce effect on the academic achievement of boys and girls are different.

According to Table 6, the average scores of the previous year after adjustment for the effects of gender and group interaction at the level of 0/05 is not significant. Thus, sufficient evidence does not exist to reject the null hypothesis, therefore we can conclude that the effect of equally Happiness program education of Fordyce on achievement of girls and boys.

Table 6. Analysis Distribution the average score for the previous year as a function of gender and grop, with scores of achievement

η^2	F	MS	df	SS	Source
0/96	*3505/7	573/8	1	573/8	distribution group
0/13	*21/1	3/5		3/5	
0/015	2/09	0/3	1	0/3	gender
0/014	1/98	0/32	1	0/32	group× gender
		0/16	1	22/9	error
			105	39952/5	total
			110		

*P<0/01

Conclusion

The results of this study showed that after the training program happiness Fordyce, achievement motivation scores of students in comparison with the control group increased. Therefore it can be concluded program Fordyce happiness, achievement motivation of students increases significantly. The results indicate that this increase was in both genders equally. Thus, we can conclude that the impact of training programs Fordyce of joy of achievement motivation among students is not a function of gender. The results show that the academic achievement of students who were exposed to Happiness program education of Fordyce, significantly increased. Although the academic achievement of students boys and girls in first grade point average of years ago and did not differ from the effect of program Happiness Fordyce on achievement among students is not a function of gender. These findings suggest that if students the intellectual level of his analysis of cases increase and try to logically analyze problems on their own and achieve rational outcomes, on his life and compatibility issues will have a significant impact.

Myers believes that happiness and vivacity, such as cholesterol, a feature that is genetically affected and as the impact of dietary cholesterol is, happiness is partly under the control of the human person (Myers, 2004). According Fordyce (1997) examines the role of various factors in addition to the genetics, personality, income, socio-economic class and educational level of happiness and vivacity of people, there are other special features that make it happiness and vivacity. Findings is based program Fordyce's on increasing happiness and vivacity and the achievement consistent with.

The findings with numerous studies were consistent and congruency of; such results McMahon et al. (2010), Miller (2008), Gholami and Charlie (2011), Zarae Matin et al. (2008), Sarhange(2010), Jafari and Talebzade (2009), Smry (2004) and Sarhange (2009) demonstrated consistent and in line with the results of this study do not confirm this hypothesis Neazi azar (1392) showed that have been effective the happiness, vitality gender and status economic family planning education, especially achievement of high school students

. In general, the goal set program Happiness Fordyce to help the person to move of depression and lack skills Vivacity to happiness and vitality is strong and constructive. Each of these skills with happiness Vivacity are making a major impact in achievement and achievement motivation.

interpretation of the effect program happiness Fordyce the on achievement motivation and academic achievement The subjects of this study, it can be said that the training and skills of the students, helping them to recognize their strengths and weaknesses. In general, the goal set Fordyce Happiness program to help the person to move from euphoria to depression and lack of technical skills and strong vitality Stat manufacturer. Each of these skills with happiness and joy are making a major impact in achievement and achievement motivation.

Now the question arises why of Fordyce could affect the happiness students? To answer this question we should especially pay attention to the education of Fordyce. In this way, the principles taught each of which effective as a component of happiness. Rgayl (1990) has expressed happiness consists of three components (1) feeling happy (2) life satisfaction (3) having negative feelings of anxiety and depression.

Suggestions

With regard to the impact of this method can be consultants and educators and education specialists trained in to use this way implementation of the process of the teaching and learning. It is suggested that the implementation of workshops for parents by this level of general knowledge and professional skills and their families, especially children, to increase vitality and happiness.

RESOURCES

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