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Effectiveness of happiness teaching with Fordyce method on belonging to school of students

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ABSTRACT: The purpose of this study was to investigate the effect of teaching happiness with Fordyce method on the increase of belonging of second grade junior -high school students of area 6 of Tehran in 2012-2013.The methodology of this research was semi-experimental, pre-test, post-test with control group. First two schools were randomly selected, then after screening and selection of people who have happiness a low sense of belongingness, people of sample group were selected and replaced in experimental and control group. Experimental group was taught happiness in 8 session of one –hour long and control group didn't receive any training. All participants had taken school belongingness test before and after the implementation of independent variable. For data analysis t–test in independent groups was used in order to compare differential marks. Results showed that teaching happiness with Fordyce method leads to increase of school belongingness.

Keywords: happiness teaching, Fordyce, belonging, school.

INTRODUCTION

The school as a social and educational center, deals with many aspects of psychosocial - physical development, and personality in childhood and adolescence period. The school as a social phenomenon is an important area of education has long attracted the attention of scholars. Given that education is key that provides development and growth of countries, modify or improve methods of education can provide growth countries (Aghazadeh, 2003). Some of the most important factors in the last decade have focused on student outcomes include: perceptions of the school environment, classroom structure, the degree of belonging to the school and how students interact with the teacher and classmates (Sangari, 2006). Students feel that need to adults will respect them and care about them as much as academic achievement (Wilson, 2004). For this reason, the sense of belonging to the school have paid attention by educational psychology and educational researchers. Ranjbar (2011) sense of belonging to the school as the level of attachment, commitment to law school, participation in informal and informal activities (extracurricular) school and school values and the importance of introducing students. Sense of belonging to the school to increase intrinsic motivation, academic engagement, accountability and student achievement guarantees (Baba Khani, 2011). Sense of belonging to school factors is positively related to attitude and motivation (Furrer and Skinner, 2000; Moradi, 2011). Social cognitive theory of psychological needs is a sense of belonging to the school to fulfill its interaction with the environment is influenced by perception (Baba Khani, 2011; Mckey, 2007). In addition, social learning theory suggests that supportive relationships Promotes healthy development and learning (Ranjbar, 2011). The assumption of attachment theory is that attachment to the adults in the school's early attachment to parents, and suggests that when parents take care of their children with love and trust their security needs are satisfied and self-perceived health in children and it is shaped to serve as data on an internal model of decision making and social behavior are positive (Barber and Olsen, 1997). All-round

development of personality (physical - emotional - social, cognitive) in order to gain knowledge and understanding of human and flourish their talents is one of the most important goals of education (Seif, 2009). So one of the aspects of personality characteristics, emotions, emotional development, which is an important aspect. Happiness is one of the key aspects of emotion. Happiness is one of the factors that have been considered in recent years in the field of personality and health psychology and one of the most important human psychological needs that Tasyrmdhay on personality development and mental health (Veen hoven, 1984). Makgil (According to Eysenck, 1990) Believes Happiness is a stable position that one finds between desires and satisfies all their desires than the best, provided that desires are satisfied completely unexpected happened, that we are happy for companionship with someone who does not expect to see him come. Fordyce (1983) has developed a program to increase the happiness of the community consists of 14 elements. This program has eight cognitive element and six elements of behavioral. She believes that with educating these components, individuals are able to increase their happiness.

Fordyce's eight cognitive components are:
(Fordyce, 1983)
1- Reduce the demands and wishes
2- Develop positive thinking and optimism
3- Planning
4- Focusing on the present
5- Reducing negative emotions
6- Stop discomfort (aversion to worry)
7- Develop a healthy personality
8- Giving priority and value for Happiness
Fordyce's conduct six components are: (Fordyce, 1983):
1- Increased activity
2- Increased social contact
3- Foster close relationships (more intimacy)
4- Development of Social personality
5- Creativity and engagement in meaningful work
6- Be Own

However, Most of the previous studies, the role of emotional factors in shaping perceptions of learners who did not pay much attention, or students feel less well studied is the relationship with the teacher and more aspects of the environment have been studied. Based on above discussed, the purpose of this study was to investigate the effect of teaching happiness with Fordyce method on the increase of belongingness of second grade junior school girls students.

MATERIALS AND METHODS

Research Methodology this experimental study was a pre-test – post-test with control group. The study population consisted of all second grades junior -high school girls students of area 6 of Tehran in 2012-2013. Two schools selected with cluster method and in each school, 3 class selected and 30 student entered to study and divided to 2 groups (Control=15 and Experimental=15). After this, pre-test stage was conducted and participants fill the questionnaire. After 8 session of happiness education, all participants fill the questionnaire for post-test stage. Session was performed as below:

Sessions	Topic	Purpose
Session 1	Introduce participants	Introduce study goals
Session 2	Increased activity	Identify and emotion express Effects of physical and mental activity
Session 3	Increased social contact	Increase the social relationship and intimacy
Session 4	Avoidance to disturbing thoughts and preference to happiness	Reducing negative emotions and Develop positive thinking and optimism
Session 5	Be Own, management and organization	Develop a healthy personality, Planning
Session 6	Creativity and engagement in meaningful work	Creativity education and its methods, Focusing on the present
Session 7	Develop positive thinking and optimism	Giving priority and value for Happiness
Session 8	Focusing on the present	Present characteristics and live in present education

Instrument

The Psychological Sense of School Membership Scale (PSSM) has been widely used to measure students' school membership (Booker, 2007; Morrison, Cosden, O'Farrell and Campos, 2003; Pittman and Richmond, 2007) and the statistical reliability and validity have been supported by previous investigations (Goodenow, 1993; Hagborg, 1994; Hagborg, 1998; Mckay, 2007; Quinn, 2007). Coefficient alpha of the total score of the PSSM ranged from .77 (Goodenow, 1993) to .92 (Mckay, 2007). Construct validity of the PSSM has been established through a series of contrast-group comparisons and correlations involving recentness of student enrollment, school attendance, school location (urban versus suburban), and student social status, motivation, and grades (Goodenow, 1993). Goodenow (1993) reported that a student's subjective sense of belonging appeared to have a significant impact on several measures of motivation and on engaged and persistent effort in difficult academic work. PSSM was designed to measure three specific factors: belonging (e.g., "I am included in a lot of activities at this school."), rejection (e.g., "It is hard for people like me to be accepted here."), and acceptance (e.g., "I can really be myself at this school."). We used the belonging subset for this study.

Data analysis

Descriptive and inferential statistical analyses were conducted to address research questions of this study.

RESULTS AND DISCUSSION

Results

Descriptive analysis showed that means score of belonging is higher in experimental group after 8 session education; while in pre-test stage almost was similar (Table 1)

Stage		N	Mean	SD	Min	Max
	Experimental	15	18.13	3.58	11	23
Pre-test	Control	15	19.93	3.35	15	25
	Total	30	19.03	3.53	11	25
	Experimental	15	21.6	4.42	13	29
Post-test	Control	15	16.8	2.57	13	22
	Total	30	19.2	4.31	13	29

Statistical analysis showed that belonging mean score in girl students has significance difference between experimental and control group in post-test stage at 99% confidence level (Table 2)

	N	Mean	SD	df	t	sig
Experimental	15	21.6	4.42	28	-4.67	0.001
Control	15	16.8	2.57			

Discussion

Our results showed that happiness education leads to increased understanding the students from being liked or being of interest (belonging). These findings are similar to previous studies such as Mcneely et al (2002), Mcneely (2004), Loukas et al (2006) and Anderman (2002). Cognitive theory suggests that individual happiness based on self-evaluation and life does, and the cognitive component refers to the judgment that is about the pleasures of life take place. Studies show that learning in a happy relationship with cognitive outcomes such as self-efficacy, mental health, student perceptions, their knowledge, competence and motivation. Evaluation studies show that the impact of education on happiness is social interaction and cognition, cognitive, and emotional intelligence. It can therefore be concluded that teaching happiness as a function of social interaction, which acts positively with others and positive impact on student perceptions of being liked shows. According to cognitive theory, social relationships and activities, students will enjoy the relationships and social activities. And enjoy the relationships and interactions between the teacher - student gets a good mood and looking to do more social activities.

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