



Effect of training Fordyce Happiness on Increase students' self-efficacy

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ABSTRACT

From the perspective of social-cognitive theorists, those who stress the efficient, Likelihood their impairment Against Stress and poor social functioning is less. Well as those in different situations Such as social interaction and academic performance have a strong sense of efficacy are less affected by anxiety and stress. This study examined the Effect of training Fordyce Happiness on Increase students' self-efficacy. This study used a quasi-experimental research. The population of all high school students in the first term is Harsin in iran were studying in the academic year 2008-2009. A sample of 40 of them were selected and divided into control and experimental groups. The experimental group received 12 sessions of two hours training happiness.

The tools used in this study include:

1-Cherer efficacy Questionnaire (GSE).

2-Program of Training Fordyce Happiness.

T test was used for data analysis. T test on the difference between pre-test and post-test scores Showed that Fordyce Happiness Training was increased the efficacy in significance level of 0.05.

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Introduction

Efficacy beliefs in human set functioning through cognitive processes, emotion, motivation, and decision making (Bandura and Benight, 2004). First Bandura (1977) proposed the concept (Rigotti, Schyns, Mohr, 2008). Efficacy is assessment of a person of her ability to perform a task (Bandura, Quotes of kadivar, 2001) And an understanding of the behavioral that The probability of an action plan and a commitment to increase health promotion behaviors (Pender and Murdaugh, 2002, Quotes mazloomi mahmoodabad, mehri and morovati sharifabad, 2006). And will facilitate adjustment as a personal source (Konell, Rieckmann, Schwarzer, 2010). According to the theory of self-efficacy, Individuals' perceptions of their ability in certain areas, Are select of action, to try and stability in the face of urgent problems (Woodgate, Brawley, 2008). Although efficacy varies from one position to another, but is relatively constant in people who feel the most effective functions and behaviors of others (Gist, 1997). Efficacy beliefs are today as one of the main factors in explaining human behavior. So, how human behavior can be better predicted by beliefs about his ability, so by what they are really capable of doing it (Pajares, 2002). 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 Tasyrmday on personality development and mental health (Veen hoven, 1984) and Has a significant impact on the self-efficacy. Happiness is a feeling that everyone wants but few of us get it. The characteristic symptoms of feeling appreciated, feeling of inner satisfaction and interest of oneself and others (Corlson, Translated by sharifee, 2001). 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

Several studies are indicating a correlation between happiness and self-education and therapeutic efficacy Frdays happiness.

Owen and Lev (1996) Showed that self-efficacy is positively associated with quality of life (Lev, 2008). The findings of Siu-Kaucheng and Stephen (2000) Indicate that mental health is associated with increased efficacy (Quoting najafi and fooladchang, 2007). According to Shwarzer & Fuchs (1995) Self-efficacy, are positively correlated with optimism, self-esteem, self-control and achievement motivation (Quoting najafi and fooladchang, 2007). Fordyce (1983) in the research with Happiness education showed Levels of happiness increased 81 percent, and increased happiness of their 36 percent, much higher and This program has helped to 89% of them to put an end to their problems, cope with problems and Eliminate depressed spirit. Josef (According to Hashemi, 2007) in study concluded that extraversion is positively correlated with happiness, Self-actualization and self-esteem. Abedi (2001) in a study entitled "The Effects of Training on the Cognitive Fordyce happiness, anxiety, depression and social relations of students" Implemented Fordyce Happiness program on 10, 20 and 70, each group of students, And came to the conclusion that this program students can increase happiness. Implemente of this program, in addition to increased happiness, also have been associated reduced anxiety and depression. According to what was said, in this study, we have investigated the efficacy of therapeutic efficacy in increasing education Fordyce happiness.

Methodology

This study used a quasi-experimental research. The population in this study included all male students in the first high school of Harsin in Iran that were studying in the academic year 2009-2008. A sample of 40 cases was randomly selected. In this case, select a school from the schools and the students responded to the sherer self-efficacy questionnaire. 40 cases who scored below the cut-off point (42) participated in the experiment.

Implementation process and interventions

For the experiment, subjects were initially presented on the basis of the independent variables were divided into a control group and a test group. The group has performed at every step in the brief description are listed below.

Research Tools

General Self-Efficacy a questionnaire (GSE): In this study, self-efficacy scale was used to assess efficacy. Efficacy scale that included 17 female participants on a Likert scale that ranges from 1 (strongly disagree) to 5 (strongly agree) to respond (Smith and Betz, 2000). The Likert questionnaire is a perfectly valid and reliable measure of efficacy (Maurer and Pierce, 1998).

Credit Efficacy Scale

General Self-Efficacy Scale to measure reliability, rates obtained by the measurements are correlated many features. This diagnostic measure position include internal locus of control, interpersonal competence, ego strength, self-esteem, assertiveness, masculine personality characteristic, emotional adjustment (Hirschy and Morris, 2002). Correlation between general self-efficacy scale scores and other measures of personality in order to construct validity of a scale developed (barati, 1997). In one study, to obtain construct validity of a test has done the test with another test on a 100-strong self-esteem scale, and Correlations has reported %61, which is significant at 0/05. Because the researcher has used the self-esteem scale that Scherrer et al (1982) identified it as one of the variables are correlated with efficacy.

Table (1) a description of the pre-test and post-test sessions with Fordyce has been assigned

Sessions	Sessions Title	Summary
First	Pretest	The self-efficacy questionnaire.
Second	Introduction meeting	1 - Understanding the members meeting together 2 - Introduction to Work
Third	Happiness formula, happiness increases with	1-Introducing Happiness Formula 2-introducing techniques of Happiness 3- Techniques to increase physical activity
Fourth	Physical activity increases the happiness of social skills	1-Happiness Formula 2- Techniques to increase social
Fifth	Optimism and describe its effects	1- Development of techniques optimism
Sixth	Creativity and describe its effects as an example	1-presented Breeding techniques
Seventh	Escape from anxiety, low expectations and express feelings	1-centrifugal technique concens 2-reduction techniques expectations
Eight	ncrease their intimacy and being	1- Training techniques, increase intimacy
Ninth	Focusing on the present	1-Focus on the present technique
Tenth	Education Planning	1- Planning Techniques
Eleven	Reviewed nine previous meetings	1-Happiness technique giving priority to 2-Over 10 technical Sessions related to pleasures of the past
Twelfth	Post test	The self-efficacy questionnaire.

Reliability for Self Efficacy Scale

Scherrer et al (1982, According to Lyndly and borgen, 2002) reported a Cronbach's alpha reliability by 86% within the general Self Efficacy scale. Relationship between General Self-Efficacy Scale and the Rosenberg Self-Esteem Scale (1995) was %51 (Scherrer et quoted Betz and kelin, 1996). In scoring this test to each of the five points awarded And Articles 3, 8, 9, 13, and 15 from left to right, point increases.

Conclusion

In order to present the results of tests of samples, Descriptive statistics for explanations of the relationships between independent and dependent variables used in this study. The data obtained using spss software and inferential statistics were analyzed, are depicted in detail to confirm or not confirm the hypothesis.

Hypotheses: survey of Effect of Fordyce Happiness education on increased self-efficacy of male students

Table 1 - Mean and standard deviation of pre-test scores in self-efficacy questionnaire

	Number	Average	Standard deviation
experiment	20	37/6	5/59
Control	20	34/58	6/7

As shown in Table 1, the mean scores of both control and experimental groups at pre-test and self-efficacy with not much difference. This indicates that the two groups are almost equal at baseline in terms of efficacy.

Table 2 - Mean and standard deviation of post-test scores in self-efficacy

	Number	Average	Standard deviation
experiment	20	49/3	4/83
Control	20	36/41	5/57

Table 2 shows the results of these tests are used in the post-test scores than the control group mean and can be illustrated teaching efficacy increases happiness.

Table 3: Results of the independent t test for the difference between pre-test and post-test scores in self-efficacy

	Average	Standard deviation	t calculated	Degrees of freedom	Significantly	t Table
experiment	12/5	4/72	6/56	38	0/001	2/08
Control	1/8	2/82				

Based on the data of Table 3 it can be concluded that the level of significance obtained ($0/001 = p$) is much less than the significance level criterion ($0/025$) (Because the test has a range of $0/025$ will be considered) and The calculated t value ($6/56 = t$) greater than t table ($2/08$) So we can say with 95% confidence that self-efficacy scores between the two groups is significant and Fordyce happiness and self-efficacy training to the test group increased significantly. This result is consistent with the following research:

Abedi (1380) in a study entitled "The Effects of Training on the Cognitive Fordyce happiness, anxiety, depression and social relations of students" groups 10, 20 and 70 on each of the students in the program will run Fordyce Happiness And came to the conclusion that With this program you can increase the happiness of the students. Implementation of this program, in addition to increased happiness, reduced anxiety and depression also has been associated. Fordyce (1983) in the research with Happiness education showed Levels of happiness increased 81 percent, and increased happiness of their 36 percent, much higher and This program has helped to 89% of them to put an end to their problems, cope with problems and Eliminate depressed spirit.

Therefore, considering the above issues and the results of the study, our educational system should increase the efficacy and success of students in their particular attention to further their education and be happy.

Resources

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