

## Presenting a Model for promoting happiness of a High School Students (first grade) in Tehran City

Khadije Khanzadi<sup>1</sup>, Dr. Parivash Jafari<sup>2\*</sup>, Dr. Nadergholi Ghourchiyan<sup>3</sup>

1. Ph.D. Student, Department of Educational Management, Science and Research Branch, Islamic Azad University, Tehran, Iran
2. Associate Professor, Department of Educational Management, Science and Research Branch, Islamic Azad University, Tehran, Iran
3. Professor, Department of Educational Management, Science and Research Branch, Islamic Azad University, Tehran, Iran

### Article history:

Received date: 14 May 2017

Review date: 19 July 2017

Accepted date: 21 October 2017

Printed on line: 26 December 2017

### Keywords:

Happiness, First Grade High School Students, Factors Affecting Happiness

### Abstract

**Purpose:** This study presents a model for promoting happiness in high school student. The research method was descriptive-survey in terms of collecting the information. **Methodology:** The research data are collected by Oxford Hills and Argyle (2002) standard questionnaire and a researcher-made questionnaire of the factors affecting happiness in different levels distributed among 384 faculty members and the students (first grade). The participants were selected based on Krejci and Morgan's table using cluster sampling method. **Findings:** The validity and reliability of the questionnaires were approved by experts. The results showed that three groups of factors (personal, family and school) affect the happiness of the students. The optimism, feeling meaning in life, having purpose, extraversion, positive attitude and communication with friends (personal factors), the mental health factor (family factor) and happy physical environment and feeling of belonging to the school (school factor) were the effective factors. **Discussion:** The results of further analysis showed that among these factors, the school factor has less impact on the students' happiness.

**Please cite this article as:** Khanzadi1, Kh. Jafari, P. Ghourchiyan, N. (2017). Presenting a Model for promoting the happiness of a High School Students (first grade) in Tehran City, *Iranian journal of educational Sociology*, 1(7), 14-26

\* Corresponding Author [glopcampus@gmail.com](mailto:glopcampus@gmail.com)

## 1. Introduction

Mankind has always been looking for the happiness and it gives his life the meaning (Goslar, R, Goran, U, & Tartan, N, 2015). The word "happy" in Amid Persian Dictionary is meant to be pleasing, having fun, have no sadness and in English, the word "happy" means lucky, pleasant, satisfaction and like this (Rabani, Abedi and Gangi, 2009). To Argyle M., the happiness and joy is a phenomenon and characteristic especial to human who has three main components of "positive affection", "life satisfaction" and "lack of negative emotions" (Taheriyani, Feyz and Heydarkhani, 2014). more precisely, a happy person is one who firstly enjoys almost all his activities, secondly, he seems satisfied most of the time and thirdly, he is satisfied with his life process (Farhadi, Javaheri, Gholami and Yazdanbakhsh, 2005). The joy can improve physical and mental health because happy people feel safer, make decisions more easily, have a more cooperative spirit and are more pleased with those who live with them (Abedi and Mirzaie, 2006). The joy leads to positive attitude toward life, positive self-concept, having mental health and emotional balance, hope for the future, favorable and satisfying attitude toward oneself and others, balanced social relations, away from hate, conscious choice of life goals, efforts to achieve goals, avoid wasting time and sloth, increasing the success of life, having high living standards, better functioning of the immune system against stress, better sleep, more willingness to help others, better job - education performance and decision making (Sharifi, Soki and Akbari, 2010).

The students' joy and happiness also make them more willing to attend in school not only for studying science and education, but for better school's value (Jafari & Talebzadeh, 2008; Abedi & Mirzaie, 2008). The joy is one of the basic concepts of every student's life that has a significant impact on his lifestyle and academic achievement. It provides the behaviors that help the personal's academic achievement (Mardanshahi, M. M, 2015). three elements of "Society", "family" and "school" are involved in a happy and creative student's education. Students' unhappiness not only affects the personal case, but also can create a boring school, family and society. The joy and happiness among high school students in Tehran City have not yet been thoroughly investigated and appropriate approaches have not been presented so that the schools can be transformed into the happy and creative environments. The researcher attempts to clarify the state of happiness in Tehran's schools and also provide mechanisms for improving happiness; the clarification of this issue not only leads to the improvement of quality of the education system, but also increases happiness in the society. Therefore, in this paper, it is going to answer the question of which model can be presented to promote the happiness of high school students in Tehran City.

The need for happy students is one of the important things that The Education Ministry should pay more attention to in its politics. The experts point to different factors in students' happiness including the personal factors such as personality, personal and religious beliefs, physical factors such as educational environment, proper arrangement, existence of green space, sports facilities, appropriate heating and cooling, educational factors such as active and participatory teaching methods, clear expression of behavioral goals, the use of multimedia education, linking the content of the courses with real life, including art programs and descriptive evaluation (Panahi & Dehghani, 2012; Samadi, Rajaiepour, Aghahossini & Ghalavandi 2008; Arefi, 2005), organizational factors such as participatory management style, division of labor, emotional environment, continuous improvement (Hashemi, 1999 and Nazemi, 2005), social and cultural factors such as the students' activity in informal groups and art competitions (Nazemi, 2005).

Many solutions have been proposed by researchers which each one refers to the factors effective on the joy in order to create happiness. Abbasi (2004) states that it should be coordinated with the changes of the new age and in addition to new teaching styles, schools should focus on satisfying

students' emotional needs in terms of life skills, problem-solving, critical thinking and dealing with obstacles; otherwise, the educational process will be a mechanical and soulless process. The joy of the educational environment is another solution. The vitality of the educational environment has a special place in quality and educational planning. The joy of the educational environment is another solution. The vitality of the educational environment has a special place in quality and educational planning so that the enthusiasm for studying, providing curiosity and increasing the creativity of students is closely related to the state of their educational environment. Indeed, providing a happy educational environment for students has been a concern for policy-makers and planners for many years as a serious concern. This is one of the basic needs of students at different educational levels. They enjoy the environment and spaces that bring joy and happy, and will have dramatic advances in the field of science due to increase the motivation. Therefore, it is necessary for policy makers, experts and educators to work with collaboration and interaction to turn educational centers into vibrant and attractive environments for students and improve their academic achievement. There should be serious changes in the managers and educational system officials' attitude and educational programs in accordance with the global standards in order to achieve the students' academic achievement (Niazari, 2002).

Researches and studies conducted inside the country indicate that the status of programs and activities related to creating happiness among students has not been considered much. For example, Niazari (2002), in his research, entitled as "investigate the happiness in students' academic achievement", states that the joy rate in Iran's schools is very low, and it has no place in educational planning. Also, Jafari and Talebzadeh (2010) presented a model for happiness in schools, and said that there is a significant difference between the present and the desired status of happiness in Iranian schools; that is, the present status is far from the desired status. The joy of students, which leads to creativity, satisfaction and positive thinking in them, should be among the basic priorities of education (Samadi et al. 2008). Paying attention to schools and recognizing the personal characteristics of the students and creating a relaxed and vibrant environment is essential to educate dynamic and healthy people. Refreshing the schools improves the quality of life level and improves the performance of the personal. Happiness, as a positive effect in life, facilitates interpersonal relationships, and has the countless positive consequences on personal's knowledge, social health and activities (Alipour, Hashemi and Babapour, 2003; quoted by Mardanshahi, 2015).

In this study, according to the Oxford Happiness concept, seven elements of happiness include self-concept, psychological readiness, life satisfaction, self-esteem, aesthetic sensation, self-efficacy, hope. Brigly Thompson (2017) defines the happiness as the balance between positive and negative emotional experiences over a period of time and also the personal's judgment about the level of utility and overall quality of his life. Considering the factors affecting the happiness, especially personal factors, it has been paid more attention to the researches done by Jafari & Talebzadeh (2010), Niazari (2012), Fazlelahi et al. (2010), Ayzang (qoted by Mirshah Jafari et al. 1999), Haller & Hadler (2006). According to the researches done by Chan, A, Miller, P. W, & Thaw, M (2005), and Haller & Hadler (2006), these issues include a respectful attitude towards the student, having a positive thought of the teacher towards the student, the student's positive thought about the educational environment and creating feeling of belonging to school. Mir Shah Ja'fari et al. (2002), Chan, Miller & Cha (2005), Nasouhi Dehnavi (2003), Haller & Hadler (2006), Mohammadiyan (2014), Jafari and Talebzadeh (2010), Niazari (2012) and Hayati (2008), pointed to the issues such as social trust, consciousness relationship, participation with friends, interaction with others etc. Jafari and Talebzadeh (2010), Mir Shah Jafari et al. (2002), Niazari (2012), Fazollahi et al. (2010), Chan, Miller and Cha (2005), Abbasi (2004), Mohammadiyan (2014),

about the important factors affecting the happiness have considered the researches done by Christopher (2015), Jee Hee Lee (2016), Ryan Tertwick (2016), Mass. Tesma (2012), Mark Talson (2015), Zheshawu (2014), Jalal Mohammadzadeh (2014), Michelle Lambretta and Frasa Fleming (2014), Nomami Fei and Lipa Anuma (2013), Ampun with Roanch and Permut Prazar (2011), Alistair Smith, Graham Jones and Joanna (2010). Also, Johnson-Randow, Backstus, and Haley Rokamo (2008) in a study entitled " Predicting the Happening Factors of German and Finnish Children from School " concluded that the school and the personal and social factors affect the students' happiness and the more social activity in school, the greater the happiness of the people.

Therefore, the main issue of this research is what kind of model can be presented to promote the happiness of high school students in Tehran City. Therefore, according to the main issue of the research, the questions were considered as follows : What factors affect the happiness of high school students in Tehran City? (to the experts and faculty members of the university) and How much each factor affects the happiness of the first grade high school students in Tehran City? (to the experts, faculty members, principals and teachers) and also What is the current state of high school students' happiness in Tehran City? And How is the state of factors affecting the happiness of the first grade high school students in Tehran City? And finally What model can be used to improve the happiness of high school students in Tehran City?

## 1. Methodology

The method of this study is descriptive-survey type. Since this research aims to help students improve their happiness and its results can be used in this regard, this study is applied in terms of purpose. In this research, according to different stages of research, the statistical society consists of the following groups: a. Statistical community of experts (to identify and weighting the factors affecting happiness): The experts in the field of educational management and educational psychology who had a scientific and practical research experience in the field of happiness; sample size 20 people and sample selection by purposeful method and based on the criterion of scientific research experience in the field of happiness b. The statistical community of high school principals and teachers (determining the importance and valuing of the factors determined by the experts): 50 people as the available samples from high school principals and teachers in Tehran City with a Master's Degree in Educational Sciences, especially Educational Management c. Statistical population of the students: All students in the first grade of high school in Tehran City were studying in the academic year 2016-2017, 100 thousand people according to the official statistics of Education Ministry. (To evaluate the happiness of students) and assess the status of factors affecting happiness. The sample size was estimated to be 384 ones by Krejci and Morgan table and 400 questionnaires were distributed with the probability of falling 15%. A multistage cluster sampling method was used to select the sample.

For data collection, two main questionnaires were used. Researcher-made questionnaire (determining factors affecting the happiness and weighting them by the experts). This questionnaire includes a questionnaire of 21 items which determined factors and sub-factors affecting happiness. The first part of the questionnaire includes the demographic variables (gender, major of study, career resume and academic degree) and the second part is the main body of the questionnaire which consists of 21 close-ended questions in three groups of personal, family and school factors. The questionnaire is based on Likert scale (very low, low, mean, high and very high).

Another instrument used in this study was Oxford Standard Questionnaire (Hills and Argyll 2002) to measure the students' happiness. The questionnaire has 7 aspects and 29 items. The

aspects include self-concept, life satisfaction, psychological readiness, self-esteem (positive mood), aesthetic sensation, self-efficacy and hope (presented in Table 1). This questionnaire is based on 5-degree Likert scale, from “I completely agree” to “I completely disagree.”

Table 1. Aspects of Happiness and the related questions

Aspects	related questions
Self-concept	1,6,10,13,14,19,23,24
Life satisfaction	3,9,12
psychological readiness	18,20,21,25
Liveness	11,15
aesthetic sensation	2,4,7,16,27
self-efficacy	8,17,22,26
hope	28,29

Researcher-made questionnaire assessing the factors affecting the happiness of students (based on the factors involved in the previous stages): Including 21 items in three aspects of personal, family and school factors that are based on 5-degree Likert scale. The supervisor, consultant, experts and faculty members of the University of Educational Sciences and Psychology, and teachers of the schools were used in order to investigate the validity of the measurement tool; they approved that. Also, the reliability of the questionnaire through Cronbach's alpha coefficient and SPSS software show that the coefficients are acceptable. This coefficient was higher than 0.7 for all personal (0.886), school (0.903) and family (0.724) factors. In this research, analyzing the data was done in descriptive and inferential sections. First, at the descriptive level, it has been described the data on the demographic characteristics of the samples and the research variables using frequency distribution tables, percentages, mean and standard deviation and charts. Data analysis is done in three areas of interpretive structural modeling (ISM), analytic hierarchical process (AHP) technique, structural equation modeling (SEM) using MATLAB, EXPERT CHOICE, LISREL and SPSS software. Then, on the inferential level, the Cronbach's alpha coefficient was used to check the reliability of the single-group t test for comparing the mean of sample and society. Then, structural interpretation modeling has been used for structural analysis of sub-factors and analytic hierarchical analysis has been used to rank the identified factors.

## 2. Findings

In this part, according to the appropriate tests and software mentioned, the research questions are considered. It should be noted that Shapiro-Wilk test or Kolmogorov-Smirnov test was used to verify the normal distribution of the data for the research variables. In all cases, a meaningful value greater than 0.05 was obtained, so the distribution of the measurement data of each aspect is normal. Therefore, parametric tests and factor analysis can be used. Each of the above questions is answered in the following.

### 1. What factors affect the high school students' happiness in Tehran City?

Regarding to this question, in the first stage after the study of the literature of research and extraction of factors affecting the students' happiness (Personal, social, family, physical environment, learning environment, education, school factors) was presented to the experts in the

form of a researcher made questionnaire and after analyzing the data, it was determined that the factor of school, family factor and personal factor are the factors affecting the high school students' happiness in Tehran City.

Table 3. The experts' mean comments on the research factors

Aspects	Mean
Personal factors	83.2
School factor	57.4
Social factor	6.3
physical environment factor	6.8
teaching and learning environment factor	5.4
Educational factor	6.7
Family factor	7.5

2. What is the effect of each factor on increasing the happiness in the first grade high school students in Tehran City?

The findings of this question have been examined in two parts, using Interpretive Structural Modelling (ISM).

In the first step (experts' viewpoint), after identifying the factors influencing happiness, the sub-factors were extracted from the sources and literature review related to the research. 61 sub-factors for three main factors of the research in the form of a researcher-made questionnaire were released to the experts. After reviewing the data from a total of 61 sub-factors, 21 factors were selected as the most important sub-factors that were affecting the happiness. These sub-factors, are respectively: a) the personal sub-factors (extraversion, self-esteem, Positive attitude towards themselves and the environment, having goal, optimism, and sense of meaning in life, friendly and sincere relationship with peers).

B) Family factors (parents' educational style, intimate relationship among family members, family support, family tourism programs, family's mental health)

C) the school sub-factors (happy physical environment, friendly relationships among students and teachers, feelings of belonging to the school, teachers' support and classmates and school employees', happy morning programs, campus programs and academic tour, paying attention to the students' needs, school staff and teachers' humorous mood)

Then, 21 factors were presented to the experts in a matrix questionnaire form that showed the interaction of the factors. After reviewing the data, three personal, family and school factors and its sub-factors influenced the students' happiness and then the family factor and finally the school factor. In the table below, the effect of each sub-factor is identified on the happiness.

Measure the severity and direction of the effect of each factor and sub-factor on the happiness . The personal sub-factors that all affect the happiness high in weighting, including: Extroversion (0.994), optimism (0.774), friendship with peers (0.770), having the goal (0.686), feeling of meaning in life (0.612), self-esteem (0.580), Positive attitude toward themselves and environment (0.241).

B) Family sub-factors

Mental health of the family (0.159) has the most effect and the rest of sub-factors presented in order of the weighting, are influenced by other factors including: parents' educational style, intimate relationships among family members, family support, family tourism programs, relax and joyful family environment

C) School sub-factors

The feeling of belonging to the school (0.468) has the greatest impact. But the other school sub-factors are affected by other factors including: respectful and friendly relationship with teachers and school staff, teacher and peers' support, happy and diverse morning programs, campus and academic tours, paying attention to the needs of students in school, and humorous mood of teachers and school staff

It is identified the factors level after identifying the factors influencing the happiness in the seventh and eighth steps of interpretive structural modeling and in the last step, the final model shows the interaction of factors affecting students' happiness.

The main view of the model is presented here and, as it is clear, this model is in the form of a system; this means that none of these 21 sub-factors (personal-family-school) is excluded, but is entirely in the system and are somehow influenced by happiness or as an effective factor. As the following factors indicate, the personal factors are the most effective one here. Because the personal factors here include (positive attitude, sense of meaning in life, having the goal) and a family sub-factor is at the second level (Parents' educational style); at the last level in addition to the personal factors (friendly extroversion), there is the family sub-factors (sincere relationships among the family members of the and family mental health).

The interpretive structure model of the factors affecting the happiness (from the experts' point of view)

(first level: Extroversion, happy physical environment, friendly relationship, a quiet and joyful environment in the family, respectful and friendly relationships between teacher and student, sense of belonging to the school, campus programs, Humorous mood between teachers and school staff, sincere relationship among family members, family tourism programs, mental health of the family, teacher and classmates support, morning programs, paying attention to the students 'needs; second level: self-confidence, optimism, family educational style; third level: positive attitude, meaningfulness of life, family support, having the goal)

### 3. What is the current state of happiness in the first-grade high school students in Tehran City?

Table 2: T single sample test for comparing the mean sample and the mean theoretical happiness in the first-grade high school students

happiness of the first-grade high school students in Tehran City	Theoretical mean = 3					Confidence interval 95% of the mean	
	t	Freedom degree	Significance level (two domains)	Difference from mean	Minimum	Maximum	
Happiness	0.952	307	0.421	0.0827	-0.8109	1.0238	

Since the calculated t with the degree of freedom 307 for two domains tests in the happiness with the value 0.952, at a level of 0.05, is less than the critical value t (1.96). Therefore, the zero hypothesis in this test is confirmed based on less or equal difference, and with 95% confidence it can be said that the sample mean is less than the community mean. As a result, the happiness of students in Tehran's high school is lower than the mean and according to the above table, high school students in Tehran City have a lower level of happiness than the optimal level.

4. What are the status of factors affecting the happiness of the first-grade high school students in Tehran City? To answer this question, after analyzing the questionnaire and data, the following results are obtained.

Table 3: The Status of Factors Affecting the Happiness

Happiness criteria	Minimu m	Maximu m	Mean	Standar d deviation
Extroversion	1	5	3.40	1.54
Self Confidence	1	5	3.49	1.50
Feeling meaning to life	1	5	3.43	1.55
Having the goal	1	5	3.41	1.55
Optimism	1	5	3.43	1.56
positive attitude	1	5	3.44	1.52
friendly relationship with peers and classmates	1	5	3.44	1.54
Parents' educational style	1	5	3.59	1.45
Intimate relationships among the family members	1	5	3.54	1.56
Family support	1	5	3.69	1.43
Family tourism and entertainment programs	1	5	3.71	1.46
Relaxed and joyful environment in the family	1	5	3.63	1.47
Mental health of the family	1	5	3.24	1.49
School happy physical environment	1	5	2.14	1.52
respectful and friendly relationship among you, teachers and staff	1	5	2.15	1.56
Feeling of belonging to school	1	5	2.15	1.51
The support of teachers, classmates and school staff	1	5	2.14	1.56
Happy and varied morning programs in school	1	5	2.06	1.47
Campus programs and scientific tours	1	5	2.11	1.51
Attention to the students' needs	1	5	2.37	1.50
Humorous mood of the teachers and the school staff	1	5	2.49	1.53

In total, the findings of this study showed that personal factor (24.7) as the effective factor on happiness and then family factor (21.4) and finally the school factor (17.61) as the third factor affecting happiness were considered.

In the personal factor, self-confidence, having confidence and the relationship with friends are the factors that have the highest impact on the students' happiness; sub-factor of extroversion and optimism have the least effect.

5. What model can you provide for improving the happiness of the first grade high school students in Tehran's City?

For this purpose, structural equation modeling and LISREL software were used. The standardized coefficients are given in the figure below.



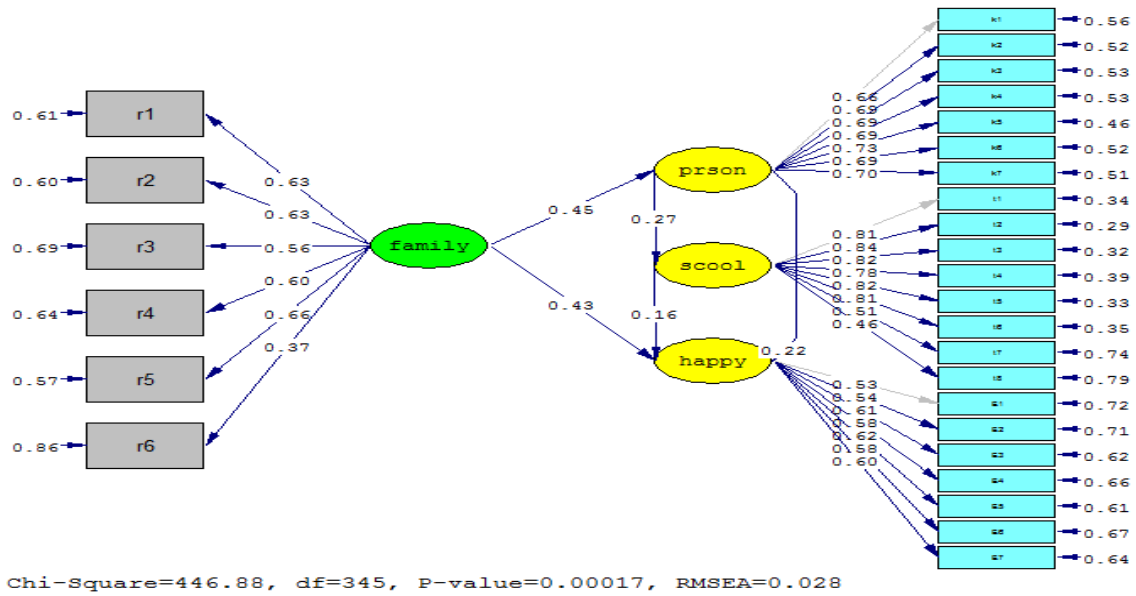


Figure 4. Standardized Coefficients Model

In the figure below, it is observed the significance coefficients model.

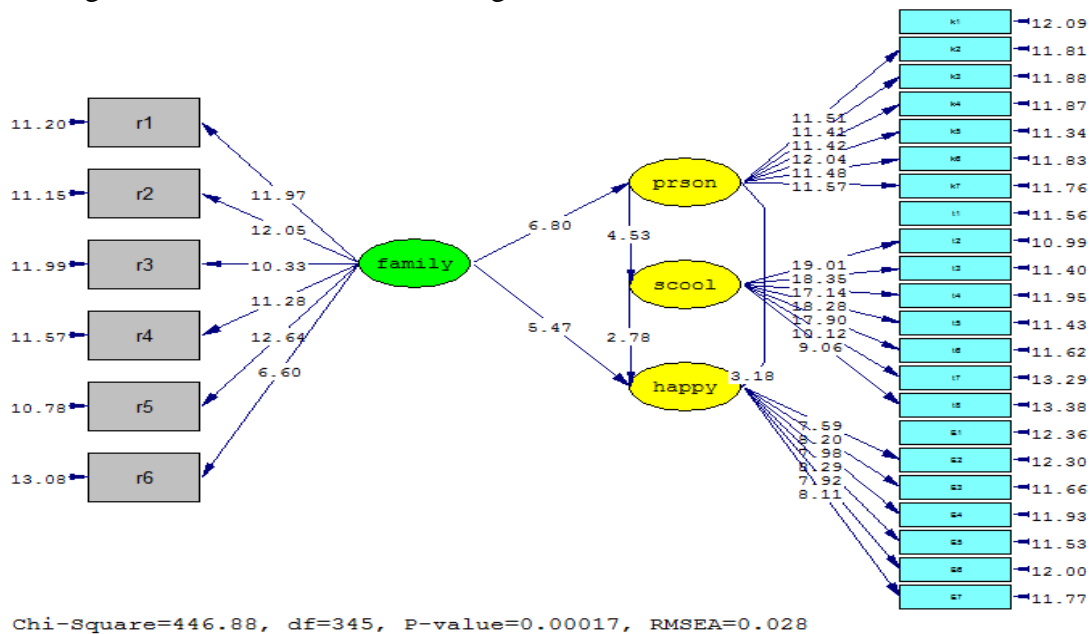


Figure 5. Significance coefficients model

Given the significance and standardized coefficients that can be observed in the above figure, we can say that each of the identified factors affects the students' happiness. For example, the family factor 0.43 affects the students' happiness. Also, the fitting indices of the model presented in the table below show that the proposed model has good fitting.

Table 6. Model fitting indices

Fitting indices	RMSEA	Chi-square/df	SRMR	GFI	NFI	CFI	IFI	RFI
Optimal value	≤0.08	≤3.00	≤0.08	≥0.9	≥0.9	≥0.9	≥0.9	≥0.9
Available value	0.028	1.295	0.052	0.92	0.95	0.99	0.99	0.95

### 3. Discussion and Conclusion

Considering the findings of the research and comparison with the researches that have been mentioned in the literature review, the findings of the research questions can be interpreted as follows.

The findings of the research on the first question indicated that three groups of personal, family and school factors were identified as the effective factors in the research. The findings of this study are consistent with the findings of the following studies: Ji Hilie (2016) states that the school's mental environment is a major factor affecting the students' happiness; research done by Mark Talson (2015) in Montana, which points to interpersonal and family interactions; the research done by Zhaeshou Wu (2015) which considered the family factor as an important factor in the students' happiness; Also, Michel Lumbert and Frasa Fleming in Iceland investigating the family and school factor; The research by Noamie Faylipa Annoma (2013) studying the family factor and the relationship with friends; Ampun Baton Roucicius (2011) investigating the family factor and happiness of students in Thailand and Jatsson Randow (2008) research studying the school and the personal factors. Also, the research findings are consistent with the findings of the internal researches: Talebzadeh (2010) studying four physical, personal, social and emotional components affecting happiness; Saber's research (2008) suggesting the criteria for a happy school are the appropriate school environment and student participation in school affairs as the criteria for a happy school to the students and Hayati research (2008) stating the school and its environment affect the happiness.

After review of the following factors (family, personal and school), 21 factors were identified as the main factors affecting the students' happiness. From which, in the individual factor, extraversion is identified as the most important factor and self-confidence is considered as the weakest individual sub-factor. Extroversion is recognized as the most important factor and self-confidence is considered as the weakest individual sub-factor. Extroversion is recognized as the most important personal sub-factor and self-confidence is considered as the weakest personal sub-factor. In the personal sub-factors, the extroversion, optimism, friendship with peers, sense of meaning in life, having goal, to have positive attitude to himself and the environment, and self-confidence had respectively the priority. In relation to extraversion, many psychologists believe that extraversion and the expression of positive emotions are one of the important factors influencing the happiness. In relation to friendly relationship with peers, conjugation theory (van den) introduces a structure that has many aspects including emotion, cognition, and the interpersonal relationship behavior also provides a formula in this regard which refers to the role of happiness and personal relationships.

Positive emotions + positive cognition + positive behavior + positive relationships = happiness, and this is perfectly equal to the impact of this individual sub-factor on happiness. In relation to the sub-factor of optimism, which is in line with the pleasurable life theory (Verte); Verte believes that life is pleasure when there are the positive emotions at the maximum level and negative emotions at the least level. He believes that the positive

excitement is divided into three categories past, present and future. Therefore, it can be said that this sub-factor and its effect on the happiness of high school students are consistent with this theory.

In relation to the sub-factor of having the goal which was identified as an effective factor in the personal factor, it can be pointed to the traditional theory of the goal list (Nussbaum). It says that a person has the goals that make him happy when it comes true (job, friendship, education, comfort, well-being, health). As it is specified, communication with friends and a relaxed environment as factors that affect the students' happiness were emphasized in this theory. Also, the sub-factor of the sense of meaning in life is consistent with Seligman's meaningful life theory; that is, a person can use all his own talents to serve a higher purpose, then he will feel the happiness.

To the experts, the mental health sub-factor has been identified as an effective factor in the family factor. Therefore, considering the importance of mental health, it can be said that having a healthy body requires a healthy spirit; this is not possible unless the family and parents have benefited from it because, according to the formula of happiness, fifty percent of happiness is transmitted through the gene and so the parent's attitude and behavior are very important in this regard. Also, according to talent and genetic theory, the happiness is influenced by the individual characteristics inherited from them, and that positive mood is one of the important factors of the happiness.

Also, the sub-factor of happy physical space was determined by the experts as an effective factor in the school factor. According to Smith's theory, a happy and positive environment affects one's feelings and makes a person think positively. Regarding this, color and happy environment have a direct effect on happiness and mental health, and a happy person with a stronger immune system will have a longer life expectancy and better social relationships. Also, a happy physical environment, a happy and colorful school creates creativity in the students and increases their self-esteem, extroversion, optimism, and liveliness.

It was based on the fact that the school factor had the lowest impact and the family and personal factors had the greatest impact on the students' happiness. Researches have shown that personal factor is more important than the school factor (class) and others. The present research has been consistent with the research done by Varquette and Tigers (2002) in terms of this factor. the research has been consistent with Taylor (2014), Lisger (2010) and Karin (2003) in terms of the school factor. For example, Taylor (2014), with a study on the role of friends in New Zealand students' happiness, has shown that the friends have an important role in the happiness and the role of school as an unmatched factor should always be taken into consideration.

### **Findings of the research related to the happiness status in the first-grade high school students in Tehran City**

It was argued that to the students, the current state of happiness and its components were not appropriate. The findings of the research are not consistent with the findings of the research done by Nasrabadi (2001, quoted by Abbasi 2014) stating appropriate status of the students' happiness. Also, the findings of the research are consistent with the findings of the researches done by Talebzadeh (2010), Saber (2008) and Abbasi (2004) stating the difference between the happiness status in the schools and the appropriate status.

Regarding the theoretical foundations, the happiness is a relative issue and depends on the views of each person. Falconer E. (2017) defines the happiness as a set of cognitive emotions

and life assessments and considers it as the quality of life of a person and often evaluates it positively (Toms et al. (2011). Bigley Thompson, Z. (2017), considers the happiness as the balance between positive and negative emotional experiences over a period of time. Also, he believes that the happiness is an individual's judgment about the level of utility and overall quality of his life. In this sense, judgment refers to a rational activity that assesses past experiences and future estimates to organize the facts into a good number of cognitive structures. It also requires the assessment, prioritization, and relative values that individuals come to it by their experiences. One conclusion of this concept is that the word "happiness" does not apply to people who are not capable of reasoning. Someone who cannot judge about his life, does not seem whether he is happy or not. A happy event is along with the experiences such as a feeling of a good luck feeling, a harmony with oneself, an inner feeling of relaxation, a pleasing experience, and the lack of problems.

Finally, this study aimed to provide a model for improving happiness in the first grade high school students in Tehran City. The main issue of this study was which model could be used to improve the happiness of high school students in Tehran City. Findings showed that personal factor has the most impact on students' performance. It can be concluded that with the improvement of personal skills, the happiness of students also increases. These findings help us improve the students' happiness in school by focusing on personal factors and internal school conditions. Because promoting these factors will greatly increase the happiness in the schools.

The findings also showed that students' happiness is predictable by personal factors and characteristics. The happiness increases 0.43 by increasing one unit in personal factor and it increases 0.22 by increasing one unit in school factor. Therefore, investing in personal factors and skills will have more impact on the happiness. As a result, it must be looked for personal and in-school factors in order to promote the happiness. What the student faces every day and has the most exchanges are the mental and psychological security, school environment and teacher-friendly behavior in school and classroom.

## References

- Abbasi, N. (2014). Studying the Factors Affecting the Excitement and Happiness of Students from the Viewpoints of Teachers and High School Students in Isfahan City, Master's Degree, Isfahan University.
- Abedi, A. Mirzaie, P. (2006). Comparison of Fordeys Methodological and Behavioral Effectiveness and Social Aid Skills Training in Increasing the Happiness of Students in Isfahan High Schools. *Educational New Ideas*, 2(3), 59-71
- Arefi, M. (2005). Strategic curriculum in higher education. Tehran: Shahid Beheshti University Press
- Brigley Thompson, Z. (2017). Happiness (Or Not) after rape: Hysterics and harpies in the media versus killjoys in black women's fiction. *Journal of Gender Studies*, 26, 66-77.
- Chan, A, Miller, P. W, & Tcha, M. (2005). Happiness in university education. *International review of economics education*, 4(1), 20-45
- Cieslik, M. (2015). Not smiling but frowning': Sociology and the 'problem of happiness. *Sociology*, 49, 422-437. doi:10.1177/0038038514543297
- Falconer, E. (2017). 'Learning to be Zen': women travellers and the imperative to happy. *Journal of Gender Studies*, 26(1), 56-65.
- Farhadi, A. Javaheri, F. Gholami, Y. Farhadi, P. (2005). Happiness Rate and Its Relation with Self Confidence in Students of Lorestan University of Medical Sciences. *Journal of Mental Health*, 7(25 , 26), 57-62
- Fazollahi, S. Jahangir, Esfahani, N. & Haghguyan, Z. (2010). Studying the happiness of students in Qom Branch of Tehran University. *Journal of Psychology and Religion*, 3 (4), 89-108
- Gokler, R, Gurgan, U, & Tastan, N. (2015). The effect of quality of school life on sense of happiness: A study of university students. *Educational research and reviews*, 10(7), 967-974

- Haller, M & Hadler, M. (2006). How social relations and structures can produce happiness and unhappiness. *An International Comparative Analysis*, 75, 169–216.
- Hashemi, M. (1999). Study of teachers' attitudes about the performance of managers of pre-university centers in Tehran. Master's Degree in Educational Management, Tehran, Faculty of Educational Sciences and Psychology, Shahid Beheshti University
- Jafari P. Talebzadeh F. (2010), Providing a model for happiness in elementary schools of Tehran City. *Journal of Leadership and Educational Management of Islamic Azad University*, 4 (4), 32-39
- Lister, R. J. (2010). Rejoinder to commentaries on 'A role for the compulsory study of literature in accounting education'.
- Mardanshahi, M. M. (2015). The role of life skills training on happiness and entrepreneurship characteristics of incoming students in Sari Agricultural Sciences and Natural Resources University students. *International Journal of Agriculture and Crop Sciences*, 8 (3), 406-411.
- Mirshah, J. Ebrahim Abedi, M.R. Darikondi, M.R. (2002). Investigation of happiness and its effective factors. *Journal of Cognitive Behavior*, 4(3), 8-50
- Mohammadiyan, S. (2014). Factors Affecting School Happiness and Its Relationship with Students' Mental Health. The first ever sustainable development conference in education and psychology, social and cultural studies
- Nazemi, S. (2005). Strategies for fostering creative thinking in learners. Education Organization of Khorasan Razavi, District 6, Holy City of Mashhad
- Niyazazari, K. (2012). The effect of happiness on the academic achievement of high school students in Sari City. *Studies in Educational Planning Journal*, 2 (3), 35-57
- Nosuhi, M. (2003). Investigating the Relationship Between Happiness and School Fellowship among High School Students in Mobarakeh City, MSc, PhD, Psychology
- Panahi M.H. & Dehghan H. (2012), Investigating the Factors Affecting Students' Happiness with Emphasis on Social Participation. *Applied Sociology Journal*, 23 (3), 1-18
- Rabani Khorasgani, R. Rabani, A. Abedi, M.R. Gangi, M. (2009). Culture and Happiness: A Theoretical and Empirical Approach in the Daily Life of Household Supervisors in Isfahan City, *Iranian Cultural and Communication Studies Association Journal*, 41-78
- Samadi P. Rajaiepour S. Aghahosseini T. Ghalavandi H. (2008). Establishing an effective learning environment based on the classroom management components in junior high schools of Urmia, *New Educational Thoughts*, Faculty of Educational Sciences and Psychology at Al Zahra University, 4 (1 and 2)
- Sharifi, K. Soki, Z. Akbari, Z. Akbari, H. (2010). Happiness status and its related factors among students of University Medical Sciences Kashan, academic year 2006-2007. *Feyz Journal*, 4(1), 62-69
- Taheriyani, H. Feyz, D. Heydarreza, Z. (2014). Management and Organizational Factors Affecting the Happiness in Universities and Their Impact on the Production of Science. *Journal of Research and Planning in Higher Education*, 72, 99-116
- Timpe, Kevin ed. and Boyd, Craig A. ed. (2014) *Virtues and Their Vices*. Oxford: Oxford Tomer, John F. (2011) 'Enduring happiness: Integrating the hedonic and eudemonic approaches'. *The Journal of Socio-Economics*. 40, 537-530