

Providing a Model for Creating Happiness in High Schools

Maryam Mohammad Taheri¹, Gholamreza Veissi^{2*}, Seifollah Fazlollahi³

1. PhD student in Educational Management, Islamic Azad University, Qom, Iran.
2. PhD in Curriculum Planning, Assistant Professor, Imam Sadeq (AS) Institute of Humanities, Tehran, Iran.
3. PhD in Educational Management, Associate Professor, Islamic Azad University, Qom, Iran.

Article history:

Received date: 15 April 2019

Review date: 19 June 2019

Accepted date: 15 July 2019

Keywords:

Academic self-regulation,
Metacognition, Academic
achievement.

Abstract

Purpose: The aim of this study was to "provide a model for creating happiness and vitality in high schools."

Methodology: The present study was descriptive in terms of practical purpose in terms of implementation method, field and descriptive method in terms of data collection method. The statistical population of this study was 30 experts in the field of happiness, 30,000 high school students, 4800 high school teachers in Alborz, about 80 high school girls and finally high school experts in the general administration and The education department has about 55 members. Based on the Cochran's formula, 380 high school students, 355 high school teachers, 67 high school principals, and 48 school principals were appointed. In the quantitative and descriptive sections, the general characteristics of the respondents were studied using tables and graphs of abundant distribution. Then, with the mean and standard deviation of each of the questionnaire items and research variables were presented. In the inferential section, the analysis of each of the research questions was performed using related statistical tests. In the research questions according to the question, from t-sample, structural equation modeling (SEM) technique for second-order factor analysis models, exploratory factor analysis, correlated t-test (pair) and from SPSS software version 20 and LISREL software version 8/8 was used to analyze the data.

Findings: According to the results obtained from the perspective of the participants in the research, 5 factors of physical space (physical), educational activities (cultural-artistic), educational activities, comprehensive characteristics, and financial situation of the school in the form of 10 components, physical space, The component of exciting situations, holding extracurricular workshops, job skills and personal characteristics of school staff, quality of educational content, scientific-research, ethical-social activities, emotional-psychological characteristics, family and financial status of the school on creation Happiness and cheerfulness have been influential in high schools and educational settings.

Conclusion: Student happiness as an important part of teaching if students need education and emotional needs can lead to academic achievement and better student performance.

Please cite this article as: Mohammad Taheri M, Veissi Gh, Fazlollahi S. (2019). Providing a Model for Creating Happiness in High Schools, *Iranian journal of educational Sociology*, 2(4): 115- 126.

* Corresponding Author Email: rezavaisi@gmail.com

1. Introduction

The issue of happiness dates back to the history of human creation, because man has always sought to get rid of pain and suffering and change his situation from bad to good. Thinking about how to live happily is an idea that has long occupied the human mind, so that he has always been looking for ways to live better and gain more pleasure and benefit from life (Howard, 2003, Ghazipour and Fattahi, 2015). Happiness and happiness, as one of the most important psychological needs of human beings, have always occupied the human mind due to the major effects it has on the formation of human personality throughout life. With the growing importance of happiness in mental health and happiness, as well as its impact on strengthening the human psyche, to cope with the complexities and problems of today's world, the attention of researchers, thinkers and even people has been drawn to it. Research shows that happiness, regardless of how it is achieved, can improve physical health; people who are happy feel more secure, make decisions easier, have a more participatory spirit, and so on. They feel more satisfied with those who live with them (Taheri, 2014).

Creating a cheerful educational environment for students has been a serious concern for policymakers and education planners (NiazAzeri, 2014). If young people are not able to achieve their desired happiness, they will move towards false happiness caused by drug use and psychotropic substances. Young people are increasingly moving towards this kind of happiness. But one should try to make people feel happy that this is possible by filling and using leisure time and preventing them from going to these injuries (Ahmadi, 2016). On the other hand, the main reasons for addressing the issue of happiness and teaching happiness in school, the prevalence of depression among young people around the world, low life satisfaction in the last half century, low student satisfaction in many countries and synergy between Learning and emotions are positive (Rijavec, 2015).

The word "happiness" in Moin and Anvari culture also means happiness, joy, ecstasy, happiness, joy and happiness (Moin, 1997; Anvari, 2002; Akbarzadeh, 2011). Veenhoveen (1988) informs happiness to the extent that a person judges the desirability of the quality of his or her entire life. In other words, happiness means how much a person loves his life (Jafari, 2016). Happiness means having a lot of positive emotions, high life satisfaction, and having rare negative emotions. These three factors are three important factors in well-being (Lyubomirsky, Kind, Diener, 2005). Lazarus and Volkman consider happiness to be the result of a reasonable progress toward a goal. Therefore, from a cognitive point of view, happiness is derived from purpose (Hosseinian, Ghasemzadeh, Niknam, 2011).

Numerous studies have been conducted in the field of happiness, including: Baluch Kareh (2018) found that in order to achieve the ideals of school rejuvenation, serious changes must be made in the attitude of principals and officials of the education system. In fact, the rejuvenation of schools should be sought in the apparent and spiritual dimensions. The results of Shafizadeh and Akbari's research (2014) showed that all the components of creating happiness and vitality in Garmsar primary schools, including physical, educational, individual and emotional components from the perspective of principals and teachers, all factors and components of creating happiness and vitality Schools are at the desired level. Izadi, Hashemi and Barzini (2011) showed that factors such as: physical factors, educational factors, organizational factors, social and cultural factors, are effective in school freshness. Jafari and Talebzadeh (2010) found that from the perspective of teachers and principals, physical, emotional-social, individual and educational factors were considered to be effective in the happiness and vitality of girls' primary schools in Tehran, respectively.

Fazlalahi, Isfahani and Jahangir (2010) found that six factors were effective as factors affecting students' happiness, which were prioritized as follows: 1. Interaction between student and professor; 2. University welfare facilities; 3. Organizational climate of the university; 4. Student participation in classroom activities; 5. Methods of teaching and evaluation of professors; 6. Membership in specific groups (sports, cultural, religious, etc...) (Fazlalahi, Isfahani, Jahangir, 2010). Joaquín (2018) showed that happy teachers

directly contribute to students' happiness, so teachers help to educate their students happily. Even teachers believe that students' happiness can be considered as an important part of teaching if students need education and emotional needs. If teachers want to increase their efforts, steps must be taken to ensure their happiness. This is another reason to focus on teacher happiness as well as student happiness. In the end, as mentioned, the happiness of the teacher is related to the happiness of the student.

UNESCO (2016) offers three dimensions for a happy school, learning to live together, learning to become. The field of positive psychology, each of the dimensions has the following indicators: Lifelong learning includes traits that are essentially relationship-based, including empathy, tolerance, and respect for diversity, communication, and teamwork, such as creativity, critical thinking, motivation, perseverance and optimism, and in the elements of positive psychology, which is the main theoretical concept of the happiness of positive emotions, interaction, relationships, meaning and success. Rijavec (2015) shows that in implementing positive psychology, six areas of happiness, including positive emotions, positive interaction, positive achievement, positive goal, positive relationships, and positive health, are focused on character strengths. Demir & Ozdemir (2010) show that one of the reasons why the quality of friendships is related to happiness is the friendly experiences that provides the basis for basic needs. Happiness and vitality can significantly help schools to reduce tensions and succeed in achieving goals. It should also be noted that happiness and vitality in all human societies of the school, ideology and philosophy of education and value system governing The society itself is branching out, considering that the Iranian society is a religious society, the main question of the present study is what is the pattern of creating happiness and vitality in the educational environments of secondary schools?

2. Methodology

In terms of practical purpose, the present study was a descriptive survey of the implementation method, which was performed in a mixed manner in both qualitative and quantitative forms. The qualitative part was conducted as a semi-structured interview. In the quantitative section, based on the identified factors, a researcher-made questionnaire was developed. The statistical population of this study in the qualitative section was 30 experts in the field of happiness and cheerfulness in educational settings and high schools, which continued the interviews to ensure theoretical saturation. In this study, we saturated with 21 experts. Criteria for selection of experts were considered and individuals were selected for the interview that had at least one of the following criteria. 1. Carrying out research in the field related to the research topic. 2. Translate or write a book on happiness. 3. Membership in the School Renewal Committee. 4. Having a history of secondary education in the province or region of education, management or teaching in secondary schools.

The statistical population of the quantitative section of high school students was about 30,000, Alborz secondary school teachers were about 4800 girls, about 80 high school girls and secondary school experts in education departments, which numbered 55 people. According to the Cochran's formula, the sample size was 380 for high school students, 355 for secondary school teachers, 67 for secondary school principals and education departments, and 48 for school principals. In order to gather the required information by studying the library to study the theoretical foundations and backgrounds of the research, in the qualitative part, the field method was used to conduct a semi-structured interview and in a small part a researcher-made questionnaire was used through Cronbach's alpha. 0.98 was obtained, Factor analysis has been used to determine the validity of the research questionnaire structure. The validity of the structure has been performed using exploratory factor analysis (main component analysis method) through statistical software of SPSS. The results of exploratory factor analysis using the main component analysis method on the remaining items show that the Kaiser Meyer test (sampling adequacy index) was 0.962, the Bartlett test was 91607.991 with a freedom of 2775 and a significance level of 0.000..

In order to respond to the factors of the pattern of creating happiness and cheerfulness in the educational environment of high schools in Karaj, first, based on the extracted factors, a conceptual model was developed. Then, to test and confirm the conceptual research model, the structural equation modeling (SEM) modeling technique of the second-order factor analysis model was used. For this purpose, the conceptual research model was implemented in LISREL software package. Figure (1) shows the modified confirmatory factor analysis model for happiness and vitality in the educational environment in the estimation of standard coefficients. The model in the standard estimation mode shows the operating loads of each of the factors affecting happiness and vitality in the educational environment. As shown in the figure, the operating load of all factors is acceptable.

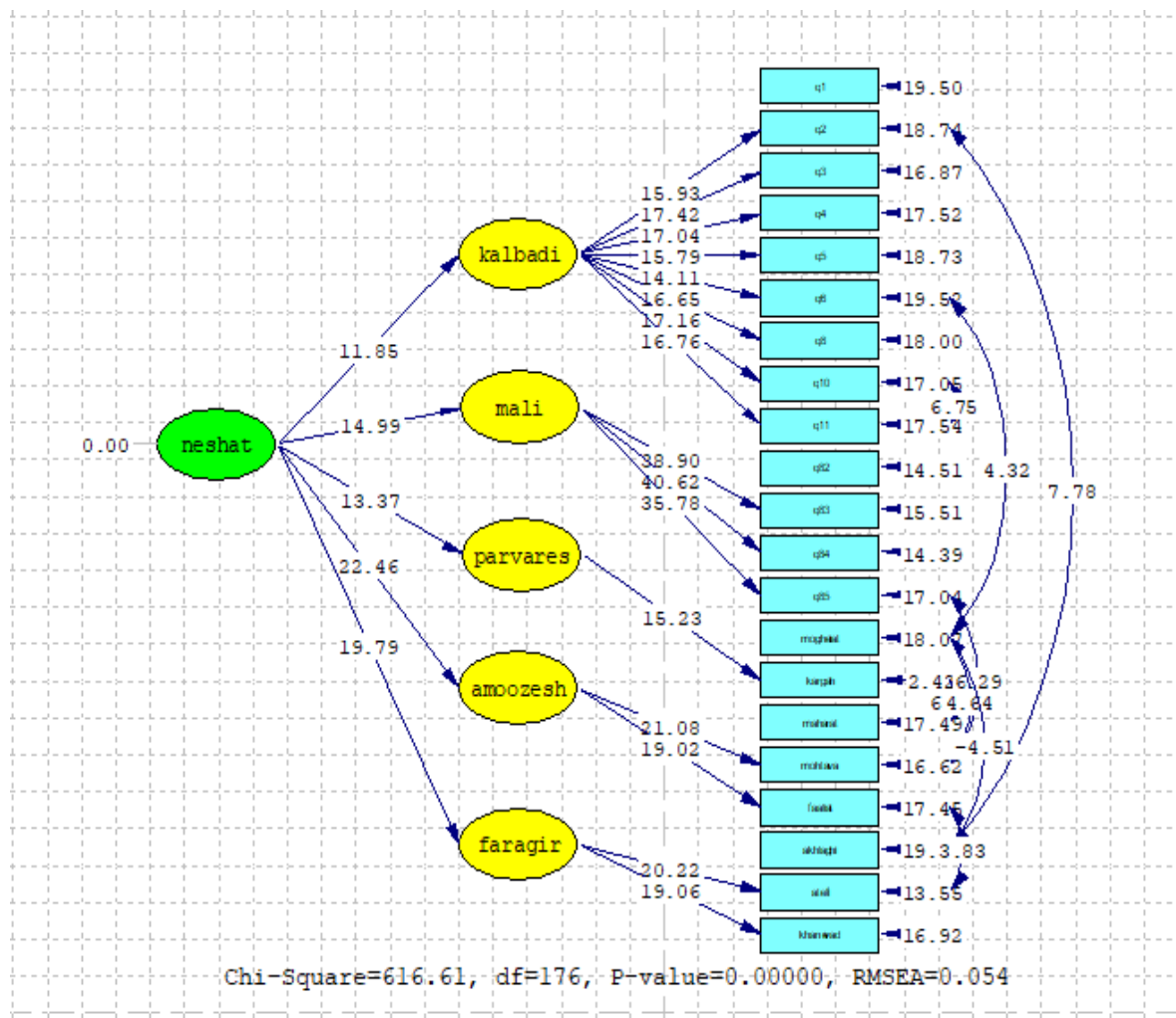


Figure2. Corrected model of happiness and vitality in the educational environment in significant coefficients

The model in the significant case (Figure 2) shows that the calculated values of t for each of the path coefficients are above 1.96. Therefore, all factor loads at the 95% confidence level are significant. In order to validate the model and to show to what extent these values are consistent with the realities of the model, the fitness indicators must be studied.

Table1. Fitness indicators related to the modified model of happiness and vitality in the educational environment

Index name	Estimates	Limit	Result
chi square X^2	$X^2=61.616$ $P=0/000$ $Df=176$	$P>0.05$ acceptable	unacceptable
chi square On the degree of freedom	50 .3	Less than 5	acceptable
Estimated square root error (RMSEA)	054 .0	Less than 0.88	acceptable
Good fit (GFI)	93 .0	Above 0.9	acceptable
Improved fitness goodness (AGFI)	91 .0	Above 0.9	acceptable
Softened fall (NFI)	98 .0	Above 0.9	acceptable
Non-softened fall (NNFI)	98 .0	Above 0.9	acceptable
The root of the mean of the remaining standard squares (SRMR)	044 .0	Smaller than 0.05	acceptable
Comparative Fall (CFI)	95 .0	Above 0.9	acceptable

The X^2 test is often referred to as the fitness index. This indicator simply shows whether the model describes the structure of the relationships between the observed variables. The two-dimensional test assumes zero that there is no difference between the sample contour matrix and the intrinsic covariance

matrix (community). According to the above table, the value of chi-square with a degree of freedom of 176 for this model is estimated to be 61.616 and its significance level is 0.000, which is significant at the level of 0.05. Therefore, the null hypothesis is rejected, and we conclude that the chi-square test allows the exact fit of the model with the observed data. Some researchers use the ratio of the square of the square to the degree of freedom ($df /$) as an alternative indicator. In the case of the ratio of the square of the square to the degree of freedom, the value below 3 is acceptable, and even up to the value of 5 is recommended as a reasonable fit (Bollen Kenneth, 1989). The ratio of the chi-square to the degree of freedom in the present model is calculated to be 3.50, which indicates a reasonable fit for the model. Also, the root error index of the average RMSEA approximation for good models is 0.05. If it is between 0.05 and 0.08, the acceptable fit, if it is between 0.88 and 0.1, is a moderate fit, and the model in which this index is greater than 0.1 has a weak fit. This index in the presented model is equal to 0.054, which shows that the model has acceptable fit.

The SRMR for this model is estimated to be 0.044, with values smaller than 0.05 indicating a relatively good explanation of covariance. Other indicators should be higher than 0.9, which is met in the research model. Overall, in general, the modified model is a good model, and the experimental data are so-called well-matched. In factor analysis and structural equation modeling, it is the correlation matrix or covariance that is analyzed. A covariance matrix is used for a preliminary study of the relationships between variables in a set of multivariate data. If there is a positive linear relationship between the variables, the positive covariance is positive, and if the relationship between the variables is the opposite, the negative covariance is negative, and if there is no linear relationship between the variables, the covariance is zero.

Table2. Variance matrix – covariance

	Physical	Breeding activities	Training activities	Inclusive features	School financial situation	joy and mirth
Physical	1. 04					
Breeding activities	0. 40	0. 99				
Training activities	0. 50	0. 73	0. 97			
Inclusive features	0. 54	0. 79	0. 99	1. 02		
School financial situation	0. 37	0. 53	0. 68	0. 73	1. 79	
joy and mirth	0. 52	0. 76	0. 96	1. 04	0. 70	1. 00

The table (2) shows the variance of the covariance variance of the variables in the model, where the elements on the main diameter indicate the variance of the corresponding variable, which in fact shows the changes within each variable. For example, the variance of "teaching activities" is equal to 0.97, which indicates the lowest changes within the variable and the highest variance is related to the "school financial situation" with a size of 1.79. Elements outside the main diameter of this matrix also represent the two-variable covariance, which due to the symmetry of the covariance function, only the lower or upper elements of the diameter are considered, the larger the covariance between the two variables, the greater the correlation between them. For example, in this table, the maximum covariance between "pervasive features" and "happiness" is 1.04. The lowest covariance is related to the covariance between "physical" and "school financial status" at 0.37. Using the results and output of structural equation modeling, the results of the model measurement section are presented as follows. The results of structural equation modeling based on standard coefficients, t-statistic, significance level and the result of confirmation or disapproval of coefficients are summarized in the table below. The higher the operating load component, the greater the contribution to the measurement of the corresponding structure. Using the results and outputs of structural equation modeling, the results of the model measurement section are presented as follows. The results of structural equation modeling based on standard coefficients, t-statistic, significance

level and the result of confirmation or disapproval of coefficients are summarized in the table below (3). An index that has a higher factor load plays a greater role in measuring the corresponding structure.

Table3. Results of the measurement section of the happiness and vitality model in the educational environment (operating loads of the first order)

Hidden variables	Obvious variables	Factor load	Error	Statistics t	R ²	sig	Result
Physical space	q1	0. 59	-	-	0. 34	<0/05	Meaningful
	q2	0. 68	0. 042	15. 93	0. 47	<0/05	Meaningful
	q3	0. 80	0. 46	17. 42	0. 64	<0/05	Meaningful
	q4	0. 77	0. 046	17. 04	0. 59	<0/05	Meaningful
	q5	0. 69	0. 044	15. 79	0. 47	<0/05	Meaningful
	q6	0. 58	0. 035	14. 11	0. 34	<0/05	Meaningful
	q8	0. 74	0. 045	16. 65	0. 55	<0/05	Meaningful
	q10	0. 78	0. 046	17. 16	0. 61	<0/05	Meaningful
	q11	0. 75	0. 047	16. 76	0. 57	<0/05	Meaningful
Breeding activities	Exciting situations	0. 60	-	-	0. 36	<0/05	Meaningful
(Cultural-Artistic)	Hold extracurricular workshops	0. 95	0. 069	15. 23	0. 90	<0/05	Meaningful
Training activities	Job skills and personal characteristics of school staff	0. 72	-	-	0. 52	<0/05	Meaningful
	The quality of educational content	0. 76	0. 039	21. 08	0. 57	<0/05	Meaningful
	Scientific-research activities	0. 70	0. 043	19. 02	0. 49	<0/05	Meaningful
Inclusive features	Moral-social	0. 62	-	-	0. 39	<0/05	Meaningful
	Emotional-psychological characteristics	0. 87	0. 041	20. 22	0. 75	<0/05	Meaningful
	Family	0. 79	0. 041	19. 06	0. 63	<0/05	Meaningful
Inclusive features	q82	0. 90	-	-	0. 82	<0/05	Meaningful
	q83	0. 89	0. 022	38. 90	0. 79	<0/05	Meaningful
	q84	0. 90	0. 022	40. 62	0. 82	<0/05	Meaningful
	q85	0. 85	0. 024	35. 78	0. 72	<0/05	Meaningful

Table (3) shows the factor of each of the components entered into the laser software in order to provide a model for happiness and vitality in educational environments on each of the corresponding factors. The findings of this table show that the value of t for all components is greater than 1.96 and therefore at the error level of 5% are significant. Using the results of the structural part of the model, the effect of each dimension on happiness and vitality in educational environments in secondary schools is determined. The results of modeling structural equations based on standard coefficients, t-statistic, significance level and the result of confirmation or disapproval of the coefficients of each dimension are summarized in the table below (4).

Table4. Results of the structural part of the model of happiness and cheerfulness in the educational environment (second time operating loads)

Variable	Dimensions	Factor load	Error	Statistics t	R ²	sig	Result
Happiness and cheerfulness in the educational environment	Physical space	0. 51	-	-	0. 26	<0/05	Meaningful
	Educational activities (cultural-artistic)	0. 76	0. 057	13. 37	0. 58	<0/05	Meaningful
	Training activities	0. 97	0. 043	22. 46	0. 95	<0/05	Meaningful
	Inclusive features	0. 99	0. 052	19. 79	0. 98	<0/05	Meaningful
	School financial situation	0. 53	0. 047	14. 99	0. 28	<0/05	Meaningful

Based on the information in Table (4), it is inferred that the factor load of "pervasive features" on happiness and vitality in the educational environment is significant at the level of 5% ($p < 0.05$ and $t = 19.79$). "Inclusive characteristics" have the highest standard coefficient (0.99), so that 98% of the variance of happiness and vitality in the educational environment is explained. Therefore, it has the largest share in happiness and vitality in the educational environment in high schools in Karaj. In order to answer what are the strategies for creating happiness and vitality in the educational environment of high schools in Karaj, the questionnaire for measuring strategies was prepared in a range of 5 degrees and provided to 30 experts in this field. The collected data were then evaluated using a single sample t-test:

Table5. T-test results of a single sample to determine the appropriateness of the proposed model solutions

Expected average = 3						
	Average	Standard deviation	t	df	sig	
solutions	Holding happiness-based positivism training courses for school principals and high school principals	4/97	0/18	59/00	29	0/000
	Modeling appropriate and correct patterns	4/90	0/31	36/10	29	0/000
	Institutionalizing happiness in educational settings and high schools	4/33	0/48	15/23	29	0/000
	Practical support for happiness and cheerful approaches in educational settings and high schools	4/93	0/25	41/73	29	0/000
	Introducing opportunities and threats from happiness and cheerful approaches in educational settings and high schools	4/77	0/43	22/49	29	0/000
	Attention to the approach of happiness and vitality in the document of fundamental change in education	4/27	0/74	9/37	29	0/000
	Putting happiness and cheerful approaches in educational environments in managers' performance indicators	4/37	0/49	15/27	29	0/000
	Review and change the current curriculum content based on indicators of happiness and vitality and with a practical and attractive approach	4/93	0/25	41/73	29	0/000
	Teaching students and families about happiness and vitality	4/93	0/25	41/73	29	0/000
	Assign a certain per capita for the rejuvenation of educational facilities and secondary schools	4/53	0/51	16/55	29	0/000
	Development of educational activities with various and new approaches	4/73	0/45	21/10	29	0/000
	Employee training on how to interact, participate, and how to relate to students	4/93	0/25	41/73	29	0/000
Solutions (Total)		4/71	0/46	20/16	29	0/000

As the results showed, it is significant in the calculated t-model model solutions (0.16) at the level of 0.01. Comparing the mean of 4.71 with the expected average (3) shows that the model's solutions are valid from the experts' point of view and have been approved with 99% confidence. Each of the strategies had the same conditions, and all were approved. To provide a model for creating happiness and vitality in secondary school educational environments, after reviewing the literature and research background, from the perspective of participants in the research, 5 physical space factors, educational activities (cultural-

artistic), activity Training, comprehensive features, and financial status of the school in the form of 10 components, physical space, component of exciting situations, holding extracurricular workshops, job skills and individual characteristics of school staff, quality Educational content, scientific-research, moral-social activities, emotional-psychological characteristics, family and financial situation of the school on creating happiness and vitality in secondary schools And the educational environments have been influential, based on which a model consisting of four main parts including the philosophy and goals of the model, theoretical foundations, conceptual framework and executive steps of the model were developed as follows.

Philosophy and Model Objectives: Balanced Inclusive Growth Instead of simply focusing on education and meeting all learners' needs. / Turning the school into a happy and pleasant place for students and staff. / Improving students' performance by making schools happy and cheerful. / Reflection and modernization in the teaching process. / Creating peace in the environment, improving relationships and rules. Theoretical foundations: Aristotle explains both the words happiness and success in achieving a level of growth.

Theoretical foundations: Aristotle explains both the words happiness and success in achieving a level of growth (Jafari and Talib Zadeh, 2010). Veenhoveen (1988) informs happiness to the extent that a person judges the desirability of the quality of his or her entire life. In other words, happiness means how much a person loves his life (Jafari, 2016).

Eyseneck (1990), quoting Barzegar (2017), believes that happiness is a stable state in which a person finds the most desirable relationship between satisfied desires and all his desires, provided that the satisfied desires have unexpectedly occurred, that is. We are happy to meet someone we did not expect to see. - Marshall Reeve (1994), author of Motivation and Excitement, also writes in the definition of happiness: "Happiness is a positive feeling that comes from a sense of satisfaction and victory" (NiazAzeri, 2014). Lyubomirsky, Kind, Diener (2005) considers happiness as three important factors in well-being: high positive emotions, high life satisfaction and rare negative emotions (Naqvi Ghezalakchi 2016)

Conceptual framework of the model: Physical space factor (physical) with 1 component of physical space (color quality, cleaning quality, wall beautification, ventilation system, lighting status of spaces, laboratory and workshop space, space design, proper space design, flexible space design , The relationship between indoor and outdoor space, furniture) in the factor of educational activities (cultural-artistic) with 2 components of exciting situations (celebrations, religious ceremonies, camps, holding competitions, playing educational games, film distribution and Music), holding extracurricular workshops (workshops, art workshops). In the factor of educational activities with 3 components of job skills and individual characteristics of school staff (student participation, social-communication skills, happiness, leadership style, expectations from students, having the necessary expertise, evaluation methods , Teachers' teaching method, presentation method, type of educational planning, age of employees), quality of educational content (type of content organization, attractiveness, need), scientific-research activities (participation in conferences, holding scientific workshops , Experimental and laboratory activities, access to textbooks and library aids). Emotional-psychological characteristics (being positive, gaining excellence and perfectionism) are characteristic of pervasive characteristics with 3 moral-social components (religious tendencies, citizenship responsibilities, group membership, school rules, school culture), Emotional intelligence, interest in education, responsibility, self-confidence) family (happiness and happiness, interaction and communication style, attitude towards happiness, family economy) and in the school financial factor 1 school financial component (per capita, Per capita allocation time, companies and institutions, public).

Executive steps of the model: 1) Forming a specialized committee in the general departments of education to create happy schools. 2) Forming working groups under the supervision of a specialized committee in the education departments of the regions. 3) Operation of executive programs based on the conceptual framework of the model. 4) Preliminary implementation of developed programs. 5)

Correction based on feedback. 6) Finalizing the program and final execution. 7) Continuous evaluation based on new findings.

4. Discussion

The research findings showed that physical (physical) space factor, educational activity factor (cultural-artistic) factor, educational activity factor, factor of all-inclusive features and factor of school financial status affect happiness and vitality in educational environments affecting secondary schools. These results are in line with the findings of other researchers Izadi, et al. (2011), such as Shafizadeh and akbari (2014), Jafari and Talebzadeh (2010), Fazlalahi, et al. (2010), Baluch Kareh (2018), UNESCO (2016), Joaquín (2018) is consistent and consistent. Due to the identification of "job skills and individual characteristics of school staff" as the first component of creating happiness and cheerfulness in school, it is recommended that principals in selecting teachers and school executives to the indicators set in this component, such as: participation methods Giving students, social-communication skills, employee and executive staff happiness, principal leadership style, deputies and teachers, reasonable expectations of students, having the necessary expertise, changing assessment methods, addressing new teaching methods, Change in the way of presenting the task, diversity in educational programs, attention to the age of employees in and Sharing responsibility and as a school, have the necessary attention. And to improve the indicators of this component in the staff during the academic year by holding courses or workshops related to their job skills.

Due to the identification of "emotional-psychological characteristics" as the second component of happiness and vitality in school, it is recommended that school principals, teachers and executive agents to create, strengthen or change in the direction of identified indicators of positivism, Achieve excellence and excellence, emotional intelligence, interest in education, responsibility, self-confidence in students. Due to the identification of the "family" component as the third component that creates happiness and cheerfulness in school, it is recommended that principals hold family education sessions. Family, and allocate a place for happiness in the expenses and economy of the family.

According to the identification of the "physical (physical)" component as the fourth component that creates happiness and vitality in school, it is recommended that experts of education departments, managers and parents and teachers to color quality indicators, cleaning quality, wall beautification, ventilation system, Lighting of spaces, laboratory and workshop space, space design, proper layout of spaces, design of flexible spaces, connection of indoor and outdoor space, furniture in schools should have the necessary attention. Due to the identification of the "moral-social" component as the fifth component that creates happiness and vitality in the school, it is suggested that school principals, deputies and foster educators refer to the indicators identified in this component in the form of workshop categories such as trends. Religion and happiness, citizenship and happiness responsibilities, group membership and its relationship to happiness in the individual, school rules and school happiness, school culture and school happiness.

Considering the identification of the component of "exciting situations" as the sixth component that creates happiness and vitality in school, it is recommended to pay more attention to this component and did not underestimate its role than formal school education, so pay attention to the indicators. It is recommended to hold celebrations, religious ceremonies, camps, competitions, play games, play movies and music. Considering the identification of the "school financial situation" component as the seventh component that creates happiness and vitality in the school, it is recommended that donors, financial officials of the ministry, general departments and education departments determine the appropriate amount, provide and pay per capita schools on time, and to determine a specific topic for refreshment in schools among financial topics with special care and attention. Due to the identification of the "scientific-research activities" component as the eighth component of happiness and vitality in the school, it is recommended that principals and educational assistants create indicators, participate in conferences, and hold scientific workshops, experimental and laboratory activities. Be diligent in accessing library resources

and textbooks. Due to the identification of the component "quality of educational content" as the ninth component of creating happiness and vitality in the school, it is recommended that educational policymakers and the textbook office consider the indicators of content organization, attractiveness, and need in educational content. Due to the identification of the component of "holding extracurricular workshops" as the tenth component of creating happiness and vitality in the school, it is suggested that the deputies and educators of the training more than before to hold workshops and workshops as indicators of this component. Finally, researchers interested in the field of happiness are encouraged to pursue happiness in schools in other provinces and in other educational settings such as universities, colleges, kindergartens, and so on. . . to explore and research. To develop and complete the model presented in this study, investigate this model in combination with other variables. In the end, a comprehensive, complete and indigenous model for happiness in our country should be developed. It is suggested that the issue of creating happiness in teachers, and other school staff or faculty members and university teachers, who are the main elements of the education system, be addressed in the form of various studies.

References

- Ahmadi M. (2016). Youth dynamism and vitality reduce social harm. Youth of the Red Crescent Society. (RCS VIR IR site).
- Akbarzadeh F. (2011). A Study of Sociological Factors Affecting Youth Happiness (A Case Study of Babolsar). University of Mazandaran, Faculty of Humanities and Social Sciences.
- Anvari H. (2002). Great culture of speech. Tehran: Sokhan.
- Baluch Karez M. (2018). Strategies for refreshing and creating vitality in schools, 11th International Conference on Psychology and Social Sciences, Tehran, Mehr Ishraq Conference Partners.
- Barzegar H. (2017). The effect of teaching robotic and UC copper structures on the happiness of sixth grade elementary school boys in Karaj. Unpublished master's thesis, Islamic Azad University, Karaj Branch, Faculty of Psychology, Educational Sciences, Educational Planning.
- Bollen Kenneth A. (1989). Structural Equations with Latent Variables, New York: Wiley.
- Demir M, O'zdemir M. (2010). Friendship, Need Satisfaction and Happiness, Journal of Happiness Studies, 11: 243-259.
- Eysenck M W. (1990). Happiness: Facts and Myths, East Sustain, England: Erlbaum.
- Fazlalahi S A, Isfahani Jahangir N. (2010). Assessment of the amount and factors affecting the happiness of Qom campus students, University of Tehran, Imam Khomeini Educational and Research Institute, third year, fourth year, 10(2): 89-108.
- Ghazipour S, Fattahi A R. (2015). Problem solving and happiness. Tehran, Arena Publications.
- Hosseini S, Ghasemzadeh S, Niknam M. (2011). Predicting the quality of life of female teachers based on the variables of emotional intelligence and spiritual intelligence. Quarterly Journal of Occupational and Organizational Counseling, 3(9): 42 - 60.
- Howard T. (2003). Culturally Relevant Pedagogy: Ingredients for Critical Teacher Reflection. Theory into Practice - THEORY PRACT. 42: 195-202.
- Izadi S, Hashemi S, Barzini I. (2011). Investigating the factors influencing school rejuvenation from the perspective of students and parents of the school, with emphasis on cultural development. Quarterly Journal of Socio-Cultural Development Studies. 2(1): 91-118.
- Jafari M H. (2016). Identifying and prioritizing physical and organizational education factors affecting the happiness of high school students in Chaharbagh. Unpublished master's thesis, Islamic Azad University, Karaj Branch, Faculty of Psychology, Educational Sciences, Educational Planning.
- Jafari P, Talibzadeh F. (2010). Presenting a model for vitality and happiness in primary schools in Tehran. Quarterly Journal of Leadership and Educational Management, Islamic Azad University, Garmsar Branch, Fourth Year, 4(1): 1-10.
- Joaquín. (2018). Positive Education: Happy Students & Positive Psychology in the Classroom.
- Lyubomirsky S, Kind L, Diener E. (2005). "the benefits of frequent positive affect: dose happiness lead to success?", Journal of American psychological Bulletin, 131 (6): 803-855.
- Moin Persian culture. (six volumes). (1997). Tehran: Amirkabir Publishing House.
- Naqvi Ghezelakchi P. (2016). Relationship between family social capital on student happiness, master's thesis. Al-Zahra University, Faculty of Social Sciences and Economics.
- NiazAzeri K. (2014). Investigating the effect of vitality and vitality on the academic achievement of high school students in Sari city, two quarterly journals of educational planning studies, second year 3(1): 35-57.
- Reeve J M. (1994). Motivation and excitement (translated by Seyed Mohammadi, 2008. Editorial Publishing.
- Rijavec M. (2015). "Should Happiness Be Taught in School?" Croatian Journal of Education 17(1): 229-240.
- Shafizadeh H, Akbari M. (2014). Assessing the current situation of happiness and vitality in primary schools from the perspective of teachers and principals, Journal of Educational Psychology, Tonekabon Branch of Azad University, Fifth Year, 5(2): 51-39.
- Taheri Z. (2014). Investigating the factors related to the happiness of high school teenagers in Tehran (Case study: Talented Shahid Beheshti High School). Islamic Azad University, Central Tehran Branch, Faculty of Social Sciences.
- Unesco. (2016). " A Framework for Learner well-being in the asia pacific "Published in 2016 by the United Nations Educational, Scientific and Cultural Organization 7, place de Fontenoy, 75352 Paris 07 SP, France, and UNESCO Bangkok Office © UNESCO 2016.
- Veenhoveen R. (1988). Is Happiness Relative? Recent advance in social psychology an international perspective. Amsterdam, 235-247.