THE EFFECT OF EDUCATING HAPPINESS COMPONENTS (BASED ON POSITIVE PSYCHOLOGY) ON INCREASING RESILIENCY AND DECREASING PROCRASTINATION IN HIGH SCHOOL FEMALE STUDENTS IN THE CITY OF TEHRAN

*Maesoomeh Beiranvand¹-² and Ezatollah Kordmirza Nikoozadeh³

¹Department of Clinical Psychology, Hamedan Branch, Islamic Azad University, Hamedan, Iran
²Department of Psychology, Faculty of Humanities, Hamedan Branch, Islamic Azad University, Hamedan, Iran
³Department of Clinical Psychology, Payame Noor University, Alborz, Iran

*Author for Correspondence

ABSTRACT
This study aimed to investigate the efficacy of the happiness components (based on positive psychology) on the procrastination reduction and resiliency growth of high school female students in Tehran city. This semi-experimental research has been done with a control group and its population is all female students in Tehran city. The cluster sampling method was used. One school from all Tehran high schools was selected randomly. Takman's procrastination questionnaire, Connor-Davidson resiliency scale and Seligman's happiness inventory were distributed, then 40 students who have highest procrastination grades and lowest resiliency scores were randomly assigned into experimental and control groups. Experimental group received 8 sessions positive psychotherapy training based on Seligman's happiness protocol and the control group received no training. At the end, the posttest was implemented for both groups and collected data was analyzed by covariance analysis and SPSS software. Statistical analysis of experimental group at the posttest stage in the both resiliency variable (P≤0/001) and procrastination variable (P≤0/001) had significant differences. In other words, in the experimental group the measure of resiliency was increased and the measure of procrastination was decreased. The happiness components training based on positive psychotherapy has decreased procrastination and increased resiliency of female high school students.

Keywords: Happiness, Resiliency, Procrastination

INTRODUCTION
Adolescence is a transition period between childhood and adulthood, the inevitable period of flood and stress (Burke, 2007).
This phase includes biological, social, emotional, and cognitive development, in fact the period of changes and transformation (Newman & Newman, 2009).
The prevalence of emotional problems such as depression, anxiety and stress in this period is high (Nicholson and Ayres, 2004). Existences of emotional problems caused reduction of mental well-being, life satisfaction and life happiness.
In addition, lack of positive excitement and characteristics can cause to the psychological traumas and injuries (Joseph and Linely, 2004).
The effort to find appropriate solutions for increasing sense of life satisfaction and life meaning as a fundamental component of human happiness can improve life quality and increase individual's vitality and enhance their social and mental health in the society (Qazanfari, 2006).
Positivism is one of the features which attract special attention to itself in psychology and social sciences over the past two decades.
Positivism referred to the point where positive outcomes are expected and these consequences are considered as a result of constant, internal and external factors (Peterson, 2001). Positive psychology is a new movement in psychology that emphasize on positive emotions in order to create a shield against mental disorders and increase human well being (Forouqfar, 2011). This approach is the scientific study
of positive emotions and positive individual's traits and the structures causing this development (Seligman and Scikszentmihaly, 2000).

At the mental level, positive psychology is valuable experience of: happiness, satisfaction, and satisfaction (in the past), optimism and hope (for the future), the joy (in the present time) (Seligman and Scikszentmihaly, 2000).

Underlying theories of positive psychology is rooted from Seligman's works that stated "happiness consists of three components: enjoyable life, engaging life and meaningful life (Seligman et al., 2006).

Happiness is one of the variables that are oriented in the field of positive psychology and Seligman (2002) believes that it has been built of short-term states and positive long term structure which can be influence by variety of factors such as economic condition, physical health and personality traits (quoted by Bayat et al., 2013).

Happiness is one of the most important and the most frequent positive emotions that has been created by experiencing of pleasant emotions, lack of unpleasant feelings and general feeling of life satisfaction (Biswas and Dean, 2007).

Procrastination is one of the personality factors which has been center of attention in recent decades and somehow it can be associated with happiness feelings of people. Procrastination has been entered to the field of psychology nearly forty years ago, but only in the last twenty years has been precisely considered by academic studies (Milgram et al., 1998). Ferrari et al., (1995) define procrastination as continuous and purposeful delay at the beginning and completion of assignments till experiencing discomfort feeling.

Resiliency is the other component of personality that can be associated with levels of happiness. Resiliency helps individuals to cope with the hard situation and life stress and protect them against psychological disorders and life problems (Yazadian et al., 2010).

Resiliency can be identified by individual's responses to life stresses and facing continuous stresses (Perkins and Jones, 2004).

The measure of individual's happiness and the level of their resiliency and procrastination can be influenced and associated with each other. The goal of positive psychology is to seek the abilities which caused to the individuals and societies progress (Peterson and Seligman, 2004).

Lyubomiresky et al., (2008) in their researches about training, practicing and improving happiness and resiliency components stated that, resiliency and happiness intervention increase the efficacy of positive emotion and positive thought.

Positive events can increase individual's resiliency and make negative experiences faded out while life disturbances occurred.

Ellis and Nall (1977) believed that most of procrastinations are results of immediate and transient gratification. They also believe that optimists have less procrastination because life and work seem easier for them when facing problem.

The main question of this study is that "whether the training of happiness components impact individual's procrastination and resiliency?"

MATERIALS AND METHODS

Method

Research, Society, Sample and Sampling Method

This study is semi- experimental design which has been done with the control group. Training of happiness components (based on positive psychology) is independent variable which has been done for 8 sessions for 2 months and the scores of procrastination and resiliency are considered as dependant variable.

The population consisted of all high school female students of Tehran city in the academic years 2014-2015.

Random cluster sampling was conducted. Initially one district was selected randomly from Tehran's 22 districts then Fateme Zahra high school was selected from all the female high schools of the district. Then
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mentioned questionnaires of present research were distributed between all the school's students (620 students) for filling.

In the next stage 40 students who have highest procrastination grades and lowest resiliency scores were randomly assigned into experimental and control groups. Pretest was conducted for both groups, then experimental group received 8 sessions happiness components training (one session per week, each session lasted 45 minutes) while control group received no training. At the end posttest was implemented for both groups.

Tools

The Standardized questionnaire of positive psychotherapy has been explained by Seligman (2002) for measuring happiness and it also used for measuring depression. The questionnaire at three levels: enjoyable life, engaging life and meaningful life consisted of 21 multiples questions. Four options of each question C D B A respectively has 3, 2, 1, 0 score.

Evidence suggests that positive psychotherapy questionnaire has high internal consistency and reliability and its overall Cronbach alpha is 0.90 and its subscales alpha is from 0.78 to 0.80 (Rashid, 2008).

Kordmirza (2011) reported following results: Life gratification (0.72), life commitment (0.71), life meaning (0.7), happiness and lack of depression (0.7).

2. Takman's procrastination questionnaire (1991) has been designed to evaluate rate of delay and procrastination. This questionnaire consisted of 16 multiple questions that its grading system is as following: completely sure = 1, nearly sure = 2, nearly not sure = 3 completely not sure = 4.

3. Conner-Davidson resiliency questionnaire (CD-RISC)

This scale measures the adaptability, stress and injury (Campbell-sills et al., 2006). This scale has 25 items that each one has five options which are graded respectively from 0 to 4 (Conor and Davidson, 2003).

Kordmirza Nikozadeh (2009) in his research reported that the alpha coefficient of testis equal to 0.90. Shafizadeh (2012) in his study reported the questionnaire's reliability coefficient 0.91 by Cronbach's alpha.

RESULTS AND DISCUSSION

Results

The results of covariance analysis in the experimental group showed significant differences in the happiness (P≤0.001), procrastination (P≤0.001) and resiliency (P≤0.001) variables. In other words, the rates of resiliency and happiness have increased and the rate of procrastination has decreased.

| Table 1: Descriptive Statistics Resiliency Scores in the Test and Control Groups |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| Variable        | Groups          | Control         | Experimental    |
|                 |                 | Mean            | The Standard Deviation | Mean            | The Standard Deviation |
| Resiliency      | Pretest         | 27/30           | 2/77             | 26/55           | 2/18              |
|                 | Posttest        | 35/75           | 2/26             | 42/30           | 1/83              |
| Procrastination | Pretest         | 35/35           | 2/08             | 36/50           | 2/01              |
|                 | Posttest        | 33/70           | 2/39             | 31/45           | 2/39              |
| Happiness       | Pretest         | 40/40           | 6/84             | 43/10           | 2/88              |
|                 | Posttest        | 40/20           | 6/54             | 45/75           | 3/10              |

Above table shows that the posttest scores of resiliency and happiness (have increased) and procrastination (has decreased) in the experimental group is more than control group. For explaining grades' changes of control group at posttest stage, the pretest's impact and the communication's effect that may occurred between students of both groups outside of training sessions, can be noticed.
The other hand, training of positive thoughts and positive events. According to the Lyubomiresky et al., theory (2008), happiness interventions can increase individual's resiliency when facing life difficulties, because of their effectiveness on positive emotions, positive thoughts and positive events. Also, according to Frankel (1985) having meaning and purpose in the life cause human willingly endure the life pains and injuries (quoted by Kordmirza, 2013). Frederickson et al., (2003) also believed that the experiencing of positive emotions whichis emphasized by positive psychotherapy often can create better ability for coping and dealing with the life problems and can increase life resiliency too. According to the findings of Seligman and Rashid (2006) the positive psychotherapy interventions can modify individual's vulnerability and increase their resiliency, through reducing negative symptoms, as well as creating positive emotions and increasing meaning and character strength. So, the training of happiness components can be helpful in increasing resiliency. On the other hand, procrastination usually accompanied with negative emotions such as anxiety and dependence, fearing to be evaluated by the others, low self-esteem, perfectionism, learned helplessness, inferiority, anger and lack of responsibility (Ferrari et al., 1995).

The training of positive psychotherapy can reduce the negative emotions, increase positive emotions and optimism, increase enjoyment and life satisfaction and also create the sense of commitment and responsibility, engaging in social activities, bringing the work pleasure, empowering and raising the level of resiliency and tolerance in the students.

So, it can be said that happiness training nearly can impact the prior consequences and negative emotions that accompanied with procrastination.

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Table 2: The Results of One Variable Covariance Analysis about the Efficacy of Happiness Training on Resiliency

<table>
<thead>
<tr>
<th>The Source Changes</th>
<th>Total Squares</th>
<th>Degrees of Freedom</th>
<th>Mean Square</th>
<th>F</th>
<th>Significant Level</th>
<th>Eta Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Model</td>
<td>447/28</td>
<td>2</td>
<td>223/64</td>
<td>57/58</td>
<td>0.000</td>
<td>0.757</td>
</tr>
<tr>
<td>Inside the Group</td>
<td>701/454</td>
<td>1</td>
<td>701/454</td>
<td>180/62</td>
<td>0.000</td>
<td>0.830</td>
</tr>
<tr>
<td>Group</td>
<td>392/87</td>
<td>1</td>
<td>392/87</td>
<td>101/16</td>
<td>0.000</td>
<td>0.732</td>
</tr>
<tr>
<td>Error</td>
<td>143/69</td>
<td>37</td>
<td>3/88</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(P≤0/05*), (P≤0/01**), (P≤0/001***)

Table 2 shows the results of one variable covariance analysis for the efficacy of happiness training on students' resiliency. The significant level (P≤0/001) shows that there are differences between pretest and posttest scores of experimental group compare to control group, in other word happiness training caused differences between these groups.

Table 3: The Results of One Variable Covariance Analysis about the Efficacy of Happiness Training on Procrastination

<table>
<thead>
<tr>
<th>The Source Changes</th>
<th>Total Squares</th>
<th>Degrees of Freedom</th>
<th>Mean Square</th>
<th>F</th>
<th>Significant Level</th>
<th>Eta Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Model</td>
<td>75/697</td>
<td>2</td>
<td>37/849</td>
<td>6/278</td>
<td>0/004</td>
<td>0/253</td>
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<tr>
<td>Inside the Group</td>
<td>117/222</td>
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<td>171/222</td>
<td>19/44</td>
<td>0/000</td>
<td>0/344</td>
</tr>
<tr>
<td>Group</td>
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<td>1</td>
<td>71/08</td>
<td>11/79</td>
<td>0/001</td>
<td>0/242</td>
</tr>
<tr>
<td>Error</td>
<td>223/07</td>
<td>37</td>
<td>6/02</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(P≤0/05*), (P≤0/01**), (P≤0/008***)

Table 3 shows that the scores mean of procrastination variable in the experimental group at level (P≤0/001) have been changed because of happiness training sessions.

Discussion and Conclusion

According to the Lyubomiresky et al., theory (2008), happiness interventions can increase individual's resiliency when facing life difficulties, because of their effectiveness on positive emotions, positive thoughts and positive events.

Also, according to Frankel (1985) having meaning and purpose in the life cause human willingly endure the life pains and injuries (quoted by Kordmirza, 2013).

Frederickson et al., (2003) also believed that the experiencing of positive emotions whichis emphasized by positive psychotherapy often can create better ability for coping and dealing with the life problems and can increase life resiliency too.

According to the findings of Seligman and Rashid (2006) the positive psychotherapy interventions can modify individual's vulnerability and increase their resiliency, through reducing negative symptoms, as well as creating positive emotions and increasing meaning and character strength. So, the training of happiness components can be helpful in increasing resiliency.

On the other hand, procrastination usually accompanied with negative emotions such as anxiety and dependence, fearing to be evaluated by the others, low self-esteem, perfectionism, learned helplessness, inferiority, anger and lack of responsibility (Ferrari et al., 1995).

The training of positive psychotherapy can reduce the negative emotions, increase positive emotions and optimism, increase enjoyment and life satisfaction and also create the sense of commitment and responsibility, engaging in social activities, bringing the work pleasure, empowering and raising the level of resiliency and tolerance in the students.

So, it can be said that happiness training nearly can impact the prior consequences and negative emotions that accompanied with procrastination.
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