

Presenting a Model of Happiness for Students of Primary Schools of Education and Training (Case Study of Tehran City)

Fatemeh Akhlaghi Rastehkenari¹, Baharak Shirzad Kebria^{2*}, Abbas Khorshidi³, Lotfollah Abbasi Sarvak⁴

1. PhD Student, Department of Educational Sciences, Central Tehran Branch, Islamic Azad University, Tehran, Iran.
2. Assistant Professor, Department of Educational Sciences, Central Tehran Branch, Islamic Azad University, Tehran, Iran.
3. Professor, Department of Educational Management, Faculty of Educational Sciences and Psychology, Islamshahr Branch, Islamic Azad University, Islamshahr, Iran.
4. Assistant Professor, Department of Educational Management and Higher Education, Central Tehran Branch, Islamic Azad University, Tehran, Iran.

Article history:

Received date: 2021/02/08

Review date: 2021/09/12

Accepted date: 2021/10/09

Keywords:

Model, Happiness, Elementary Students, Delphi Method, Central Index, Education

Purpose: The purpose of the present study was to provide a model of happiness for students of primary schools in Tehran.

Methodology: In terms of the basic purpose, the present study was exploratory mixed (qualitative-quantitative) in terms of the nature and type of study. The statistical population of the current study included all specialists in the field of happiness, such as psychologists and sociologists, educational sciences, and quantitatively, all managers, educational assistants, and sports teachers in Tehran, which included (220 men and 280 women). Therefore, in the qualitative dimension, the sample size of the research was 16 experts in this field, and in the quantitative dimension, 334 people (144 men, 190 women) were selected using the cluster random sampling method. The measurement tool of the current research is a semi-structured interview form in the qualitative dimension, which was developed using open coding and axial coding. The formation of the said form was finalized with the help of interviews and Delphi technique from experts through selective coding. The validity and validity of this matter was confirmed with the help of experts. The research tool in the quantitative dimension was a 121-question questionnaire, which was compiled by transforming the saturated interview form by experts and by giving weight to the indicators. The reliability of the questionnaire was calculated through Cronbach's alpha and was equal to 0.958. Its validity was obtained with the help of content and confirmatory validity, which was relatively high. The research data were analyzed through the coding process based on the systematic design of the theory derived from the data of Strauss, Corbin (1998).

Findings: The method of data analysis in the qualitative dimension including the open coding method, axial coding was done, and after the theoretical saturation of the experts, the model of happiness based on 3 dimensions, 11 components and 121 indicators was finalized. In the quantitative dimension, it was confirmed with the help of factor analysis test, which consisted of 3 dimensions, 11 components and the final model of the happiness pattern was confirmed.

Conclusion: Based on the findings, the final model of the dimensions of the happiness model includes, in order, family (parental relations, education, economy), school (teacher, principal, classmates, employees) and environment (culture governing the society, security, rules and regulations, media ha) is.

Please cite this article as: Akhlaghi Rastehkenari F, Shirzad Kebria B, Khorshidi A, Abbasi Sarvak L, (2022), presenting a Model of Happiness for Students of Primary Schools of Education and Training (Case Study of Tehran City), **Iranian Journal of Educational Sociology**. 4(4): 241- 258.

* Corresponding Author Email: bshirzad86@yahoo.com

1. Introduction

Since vitality, dynamism, dynamism, freshness are the characteristics of today's generation and it is in accordance with its natural nature and requirements, stooping, weakness, isolation, inactivity, sadness, wilting, are a great pest and a huge obstacle to the growth and prosperity, creativity and efficiency of the young generation. Preventing the vitality and cheerfulness of young people and preventing their emotional feelings and emotions from appearing, causes frustration and the appearance of inferiority complex and mental complexes, Islam is a religion of beauty and vitality and an easy and flexible religion. Spiritual expansion, cheerfulness and laughter are among the fields of growth and prosperity of young people and a field for the discharge of mental complexes and psychological pressures. Spiritual vitality and expansion is one of the effective variables in the formation of positive personality in children and teenagers, and on the contrary, anxiety and worry is an important factor in stopping talents. Psychologists consider the state of happiness as the result of the coordinated, coherent and organized action of all the emotions of a person and they believe that mental vitality and peace of mind creates fertile grounds for wisdom and thought (Heydari, Faqhipour and Shafiei, 2017).

In fact, the motivation and happiness of the teachers is the starting point of the flow that increases the quality of their teaching and ultimately the happiness and improvement of the positive performance of the learners. With happiness and cheerfulness, life becomes meaningful and in the light of that, students especially during adolescence and Young people can build themselves and move the peaks of conduct and steps of progress. A living and dynamic scientific society is a society in which there are a lot of happy elements and in the educational planning of its various systems, solutions are designed and adjusted for the vitality of students. In the past, it seemed that the task of education was to produce some graduates who could only make a living, but it seems that in the new century, the educational plans of the education systems have passed this stage and the title of education can be summed up in one sentence, has been "Teach the students to love life". So we must believe that in fact our sustainable growth depends on sustainable happiness. Teachers should acquire the ability to make educational environments pleasant, healthier and more fertile. Therefore, we should try to spread love, courage, faith, hope and trust, moderation in work and vitality and dynamism in work and behavior in ourselves, colleagues, families and children and teenagers, and bring happiness and health together and for prosperity. Humans should try (Seligman, 2010).

All in all, happiness is like wealth that can be lost or added to. By using happy methods in the course of education and educational planning of learners, in addition to creating a satisfactory environment for students, it is possible to deal with many other problems such as the rate of absenteeism, tardiness, boredom and boredom in the classroom, physical and mental diseases. And finally, the issue of academic failure should be tackled and an environment should be provided that allows students to learn effectively. Therefore, it seems necessary to pay attention to the effect of happy methods in the educational planning of different academic courses (Chavosh Bashi, Dehghan Afifi, 2013).

Teachers should acquire the ability to make educational environments pleasant, healthier and more fertile. Therefore, we should try to spread love, courage, faith, hope and trust, moderation in work and vitality and dynamism in work and behavior in ourselves, colleagues, families and children and teenagers, and bring happiness and health together and for prosperity. Humans should try (Seligman, 2010). Martin (2017) in a study showed that a friendly and supportive atmosphere among employees and also having positive interaction with students can be effective in students' happiness. It is important to know that it is important to understand the relationship of happiness in schools in all fields. The structural relationship proposed in this study shows that home and school variables both directly affect the happiness of school children. In addition, home has a direct effect on school children's happiness through school. The results of this study show how school-related variables interact with family-oriented variables to increase the happiness of Abu Dhabi school children. It gives us timely insights on how to increase the happiness of those children.

Bakker (2005) showed in a study that the organizational happiness of teachers makes their learners happy and improves their academic performance. In fact, the motivation and happiness of the teachers is the starting

point of the process that increases the quality of their teaching and ultimately the happiness and improvement of the positive performance of the learners. Educational Resource Information Center (2017) in a study showed that happiness for students leads to things like attracting others, influencing others' pride, controlling emotions, solving problems, being realistic and reasonable, achieving goals, having intimate and logical relationships. With others, success in academic affairs and various matters, inner balance, sense of value, sense of purity and peace, logical thinking, creativity and innovation, adaptability and compliance with conditions and fulfillment of goals.

This study showed that students who are happy, their learning is more authentic and deeper, and they feel more relaxed and interested in the existence of school and staying in school. The Qur'an (Surah Al-Rahman, verses 2 and 1) says: "Al-Rahman, 'Allam al-Qur'an" means God, the Merciful, taught the Qur'an. This is while most of the commentators believe that the necessity of learning is peace, happiness and sovereignty of human relationships. In other words, if a teacher wants his lesson to be popular, he should base his teaching on human relations. In this way, the findings of the research show that education enters the brain through the heart (Khorshidi, 2017).

Presenting a model of happiness for the students of the first year of elementary school can have functional importance as follows:

-1 Strengthening social resources for students: This important means that creating happiness in schools leads to improved communication between students, teachers, staff, administrators, families, local and national society. 2- Strengthening the dimension of psychological resources: Creating happiness in elementary schools registers hope for student's dreams, which is very important for the continuation of students' education. 3- Strengthening authentic, deep, meaningful and self-controlled learning of students. 4 - Reducing stress and strengthening mental health in students. 5- Increasing creative thinking, metacognitive thinking, logical thinking and cognitive thinking in students. 6- Creating a positive attitude in students towards school, education and continuing education. 7- Increasing affection and Good confidence. 8- Improving group work. 9- In general, happiness can make students self-initiators, self-observers and self-controlling groups. This important thing leads to the growth of learners in their own hands, and in fact, this is the real education.

Although there are many researches in the field of happiness, most of these researches are about adults and people outside of educational environments or only a few about university students, and the research in the field of student happiness and the factors affecting it has received less attention. In addition, there is no clear scientific picture of the state of happiness of students. Therefore, the researcher intends to identify the effective factors in creating happy schools, and considering the issues raised in this research, as well as the explanation and design of this model, in the end, the direction of movement To transform schools, especially the hierarchy of education management, from a daily schedule to a planning one, and finally to answer this research question: "What is the appropriate model for the happiness of primary school students of the Ministry of Education?" The answer to this question can be found after explaining the dimensions, components and constructive indicators; To provide a suitable model for the happiness of the first grade students to the relevant authorities, and finally, this model will lead to better, desirable, gradual, continuous learning, etc. Regarding the model of happiness, many researches have been done, some of which are mentioned below:

In a research, Farstakhah (2008) looked at the effect of perceived organizational justice on job stress and happiness through social capital. The results show that the organization can improve the social capital by increasing the perceived organizational justice, and as a result, it can increase the happiness and reduce the job stress of the employees. The results of this research show that one of the basic components of happiness is the characteristic positive cognitive effects.

In a research, Bazargan (208) examined organizational justice as the axis of employee happiness. The results show that the organization can improve the social capital by increasing the perceived organizational justice and, accordingly, increase the happiness of the employees. The results of this research show that positive organizational strategies are one of the components of happiness.

Bakhtiar Nasrabadi, et al (2007) in a research investigated the structural equation model test in relation to psychological empowerment with happiness and the mediating role of self-confidence of employees of the General Directorate of Sports and Youth, Khorasan Razavi. The research results showed that it plays a mediating role between psychological empowerment and happiness.

Hassan Zarei, et al (2009) in a research investigated the quality of work life on inducing a sense of happiness and happiness among working women in the Social Security Organization of East Azarbaijan province. The resulting research showed that there is a significant relationship between the dimensions of the quality of work life and the feeling of happiness and productivity, and the dimensions of the quality of work life predict happiness and its components.

Heydaei, Enayati, Novinfar (2009) studied the effect of organizational happiness on improving employee activity and its role in the dynamics of a society. The results of this study show that the happiness and mental health of employees has a significant effect on improving their activities in an organization and causes happiness and joy in the family, which of course, this happiness and joy causes dynamism in the society. . The results of this research show that one of the components of happiness is managerial factors.

Khorshidi, Qureishi (2014) investigated the relationship between happiness and dynamism of managers and employees with creativity and innovation in non-profit educational institutions of Shiraz city; the results of this research showed that one of the factors affecting students' complaints is the creativity of their teachers and managers.

In his research, Pasandideh (2014) examined the relationship between organizational happiness and self-efficacy of Hamadan city school employees. The results showed that one of the components of happiness is the self-efficacy of school staff, including teachers and administrators.

Alesina, Di Tella, MacCullach (2004) in a research titled health, behavior and happiness of Irish students found that due to the high support of family, schools, society, students achieve a sense of self-fulfillment and individuality, and a sense of independence, competence and self Consciousness develops in them.

Danaei Fard, Emami (2006) in a research presented a model to raise the level of happiness of high school students (first grade) in Tehran. The findings of this research in the field of the first question have shown that three groups of school, family and personality factors are known as effective factors in this research.

BAL (2010), research titled "Why are female managers less happy than male managers?" they did. The data collected from the German panel series show that biological limitation and substitution mechanisms lead to the mental health of female managers. Terminated fertility of women has a negative effect on life satisfaction of women between 35 and 45 years old, when management positions usually arise for men and women, money and leisure time can compensate for biological differences. Also, in order to achieve better gender equality, in leadership positions, women should have more income or more free time should be considered for them to be a better incentive to do work.

Avey, Patera, West (2006) conducted a research on workplace happiness by examining factors such as job involvement, job satisfaction, career and mental well-being. The purpose of this research is to investigate the effect of perceived organizational support and psychological capital on employee happiness at work (i.e., job engagement). career (ie: job satisfaction) and life (ie: mental well-being). The results obtained from the research show that employees who have high job involvement are more satisfied with their profession and a good feeling in life is obtained when organizational support is perceived and psychological capital is felt higher. Organizational affiliation has a mediating relationship between psychological capital and job satisfaction. Perceived organizational support has a direct effect on subjective well-being. The results of the research showed that positive organizational strategies are essential components of happiness.

Baker, Greenberg, Hemingway (2006) conducted a research titled increasing organizational attractiveness by examining the role of high performance and happy organizations in the work framework; The purpose of this article is to design a possible way to create an attractive organization by transforming the workplace into a high performance organization. In the studies carried out in line with the purpose of this article, there are three hypotheses: first: increasing happiness at work increases organizational attractiveness; second:

becoming a high-performance organization increases happiness at work; and third: becoming an organization it increases organizational attractiveness with high performance. A large-scale survey of Dutch managers and employees found that respondents' positive opinion of high performance levels and organizational attractiveness was related to organizational attractiveness and their satisfaction with their jobs and organizations. The findings and results of the study show that three hypotheses are confirmed.

Hakanen, Demerouti, Xanthopoulou (2007) conducted a study titled *Income Inequality, Beliefs of Distributive Justice and Happiness in China with Evidence from a Nationwide Survey*. The purpose of the research is to investigate income inequality, beliefs about justice distribution in China. The obtained results show that income inequality is highly related to individual happiness. After controlling for demographic variables and economic factors, greater happiness is reported in areas with lower income inequality. Also, based on the findings of this study, personal distributive justice beliefs play an important role in happiness. Specifically, as an effective social psychological mechanism, they can reduce the negative effects of income inequality on happiness. A vital result of the findings for social policies is that the economic development model should be based on equality and justice.

Oerlemans (2016) conducted a research titled *the mediating effect of employee communication in networking to make the work environment happier among married women in Malaysia*. This research has been conducted with the aim of investigating the effect of mediating employee communication in networking to make the environment happy. The results obtained from the research show that there is a positive and meaningful relationship between internal audiences and workplace happiness, while the relationship between foreign audiences has a positive effect.

Demerouti (2007) in a research entitled *Happiness for our children in schools: a conceptual model* concluded that the important topic of this article is the importance of happiness and factors that create happiness in schools and we understand the true meaning of happiness, its effects, its different elements, effective factors in happiness. And we considered happy schools and finally, we presented a conceptual model for students' happiness in schools under four factors, which are physical, emotional-social, individual and educational factors.

The questions of the current research are as follows: -What is the appropriate model of happiness for elementary school students? -What are the constructive dimensions of the model of happiness for elementary school students? -What are the components of each of the mentioned dimensions? -What are the constructive indicators of each of the mentioned components? -What is the prioritization of the dimensions, components and constructive indicators of the happiness model? -How is the validation of the happiness model for elementary school students? The theoretical framework of the current research is Jolly's (2017) model. This model of happiness includes the components: (environment, family conditions, cultural conditions, welfare conditions, moral conditions, people's attitude, and teaching). This model is as follows:

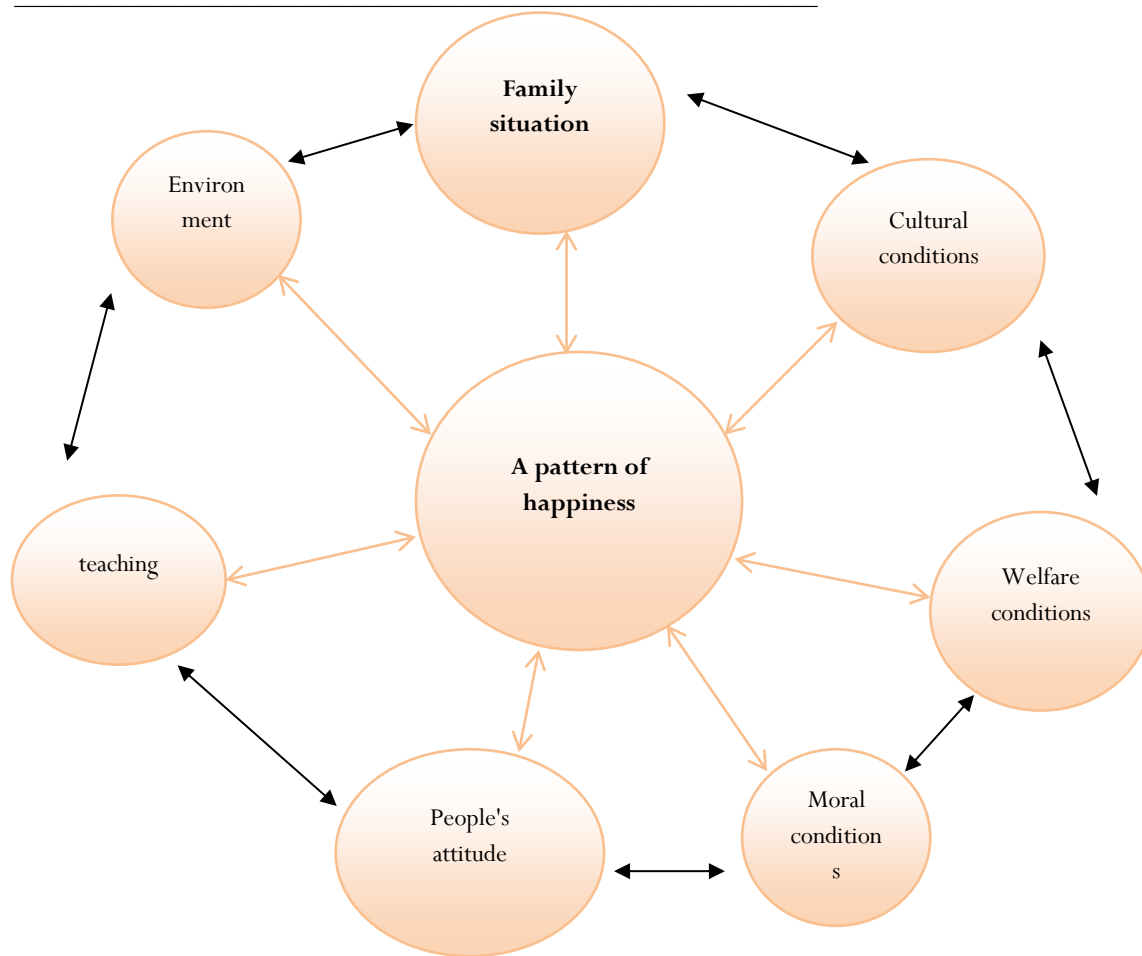


Figure1. Theoretical research framework

1. Methodology

The research methodology was one of the basic principles of the research. The method was largely influenced by the topic and nature of the research, goals, question or research hypothesis, as well as the specific context and conditions of the study. One of the characteristics of scientific study that aims to find the truth is the use of a suitable research method. Choosing the right research method depends on the goals, the nature and subject of the research and the implementation facilities, and the purpose of the research is accurate and easy access to the answers to the research questions. The importance of this section is that researchers can repeat a specific type of research and compare the results. Therefore, it is necessary for researchers to pay special attention to this part and discuss clearly and comprehensively how to do the work.

Research method experts have divided the research methodology into two groups, quantitative and qualitative. In the quantitative approach, the researcher collects and analyzes the required information by designing and implementing a questionnaire or experiment. But in the qualitative approach, the researcher obtains the necessary data by focusing on a reference group through discussions and interviews with it (Zali and Hosseini, 2015). This type of method was developed following the objectivist (affirmative and post-affirmative) paradigms, especially since the 1970s, and is philosophically and intellectually based on subjectivist, relativist, and semantic approaches.

The current research was practical in terms of goals. Because the researcher intends to develop the knowledge of communication in a special field called happiness. In terms of mixed exploratory data, and in terms of the

nature and type of the study, in the qualitative dimension, it is of the foundation data type, and in the quantitative dimension, it is of the cross-sectional survey type.

In this stage, the statistical population of the qualitative stage was formed by all the experts in the field of happiness, such as psychologists and sociologists, educational sciences with a specialized doctorate degree and the rank of assistant professor or higher in the universities of Tehran and members of the academic staff of the Research Institute of Education of the Ministry of Education, which were deliberately sampled in a purposeful way.

To formulate the data theory model of the foundation: a statistical community is formed in the qualitative section, including experts and experts (focal circles). The current research was conducted by 16 experts in the field of educational sciences. This has been sampled from them in a purposeful and conscious way. In the process of selecting a sample, qualitative researchers can use the snowball sampling method, in which one participant in the research leads us to other participants. Unlike sampling in quantitative surveys, purposive sampling cannot be planned before the beginning of the study and formulation of the theory arising from the data. Therefore, the sampling method in the current qualitative design was theoretical sampling, the purposeful selection of key informants based on the specific information they have about the research topic. Theoretical sampling requires collecting data based on categories to develop a model, the sampling of the scholars in this study, the sampling of the sampling, the sampling of the sampling and the exploitation of the sampling of the sampling and the exploitation of the researcher. Other categories will gain more clarity and meaning. This work continued until the researcher felt that the experts no longer provide new information. In this research, first, a group of two researchers who had done research on happiness were selected and interviewed. After the interview, they introduced new people who were interviewed and the interview process continued in the same way. By conducting 16 interviews, the researcher has concluded that the collected information has reached the point of saturation and there is no need to conduct more interviews.

Delphi method: The statistical population was the experts and experts in the field of happiness and experienced in the field of happiness in education, of which 30 people were selected as a sample to implement the Delphi technique.

Brainstorming: The statistical population of this department was experts and experts in the field of happiness who were present in the interview and Delphi techniques and a total of 16 of them were selected for this stage. The statistical population of the current research is managers, vice-presidents of education and sports teachers of the first and second periods of Tehran with bachelor's and master's degrees and above in the fields of humanities, in the number of 500 people, of whom 200 are managers (120 women and 80 men), 200 vice-presidents of education (120 women and 80 men) and also 100 sports teachers (40 women and 60 men) will form. Sampling in this step, in this dimension, random-cluster sampling method was done.

Table1. Sampling plan of the sample group

Sample type	manager	deputy	sports teacher
Female	80	80	30
Man	52	52	40
Total	132	132	70

The measuring tool of this study is in the qualitative section with an organized interview form in which the model, dimensions, components and indicators of the happiness model were set. First, all patterns, findings, studies, and theories were reviewed, then the index was calculated by open coding, and after categorization, axial coding was sent to experts in the field so that selective coding could be done, and through Delphi technique and interviews, Theoretical saturation was reached, in the quantitative part, a multi-item researcher-made questionnaire based on the findings of the qualitative part was used to measure the variables of the foundation's data model. The said questionnaire has 3 dimensions, 11 components and 121 indicators.

Reliability and validity in the qualitative part with Delphi technique and interviews with experts, in the quantitative part the validity of the said tool (questionnaire) was done through Cronbach's alpha with 0.958 and its validity through content and confirmatory validity.

The data collection method in this research was examined in the first qualitative part by studying all patterns, findings and studies and theories, both national and global, and then the indicators were calculated by open coding. Then, with the axial coding of the indicators, in the form of dimensions, the components were categorized. The categorized indicators were sent to the experts in the field to achieve theoretical saturation with the help of selective coding. In the quantitative part, with the structured interview form, with the help of the experts It was converted into a questionnaire through weighting and implemented on a randomly selected sample group, then the answers of the subjects were manually calculated and analyzed in the Lisrel software package with the help of the confirmatory factor analysis statistical test, and at the end to compare the quantitative and qualitative results. Quality was paid.

The method of data analysis in the qualitative part is theoretical coding based on the foundational data theory method. To analyze the obtained data, three types of coding were used, which are: open coding, axial coding, and selective coding. Based on this, the researcher first applied open coding, then axial coding, and finally selective coding.

Data analysis in the quantitative part first describes the data in order to better understand the nature of the group that was studied in the research and to get more familiar with the research variables, before the statistical data is analyzed, it is necessary to describe these data. For this purpose, drawing frequency distribution tables, drawing graphs, drawing tables of statistical characteristics will be discussed. Data analysis will be used in the quantitative part of the statistical test known as confirmatory factor analysis to compile the model of happiness. Also, to compare the opinions of different groups on demographic characteristics, one-way analysis of variance and independent t-test were used. It should be mentioned that the Kolmogorov-Smirnov test was used to ensure the normality of the data.

2. Findings

The research data were analyzed through the coding process based on the systematic design of the theory derived from the data of Strauss, Corbin (1998). Coding is the process of analysis in which data are conceptualized and combined to form theory. Data analysis in this process is not done separately from collection and sampling. In the research plan, data theory is the basis of data analysis steps through open, central and selective coding. In the open coding phase, a total of 100 indicators were obtained from the interviews. In the axial coding stage, 9 indicators in the economic component, 4 indicators in the education component and 13 indicators in the parent relations component, 21 indicators in the manager component, 20 indicators in the teacher component, 6 indicators in the colleague component and 13 indicators in the classmates component, 10 indicators in The culture component that governs the society, 6 indicators in the media component, 6 indicators in the security component, 108 indicators have been identified during the open and central coding process, in the selective coding stage, a number of indicators have changed and shifted, and also another component named Rules and regulations with 5 indicators have been added to the template, which were categorized into 11 main categories (components). Finally, 11 main categories were placed in the form of three dimensions and presented as a model of happiness, which is the output of the open and central coding process, selected in Table 2.

Table2. Dimensions, indicators obtained during open, axial and selective coding

Dimensions	Components
Family	Parental relationships
	education
	Economy
	family environment
School	Teacher
	the manager
	classmates
	Staff
Environment	The culture that dominates society
	security
	Terms and Conditions
	media

-The validity of the mentioned tool (questionnaire) was done through Cronbach's alpha and its validity through content and confirmatory validity. In the quantitative phase of this research, confirmatory content validity (CVR) was used to check the happiness pattern questionnaire. The results of the CVR test, Cronbach's alpha are presented in the table below. The questions for which the calculated CVR value is lower than the desired value according to the number of experts evaluating the question, should be excluded from the test because they do not have acceptable content validity based on the content validity index. Seif (2009) states that the minimum CVR should be considered according to the number of specialists, in this research, after collecting data and analyzing them, the content validity of each index has been obtained.

Table3. Results of content analysis by CVR method of happiness pattern dimensions and indicators

Dimensions	CVR	Cronbach's alpha	Components	CVR	Cronbach's alpha
Family	0.93	0.871	Parental relationships	0.95	0.920
			education	0.91	0.916
			Economy	0.90	0.908
School	0.92	0.957	Teacher	0.90	0.908
			the manager	0.87	0.920
			classmates	0.86	0.924
			Staff	0.85	0.931
Environment	0.90	0.832	The culture that dominates society	0.93	0.922
			security	0.92	0.910
			Terms and Conditions	0.90	0.914
			Media	0.89	0.928

Finally, the pattern of happiness for students was confirmed through selective coding with 3 dimensions, 11 components and 121 items, and the said pattern was drawn.

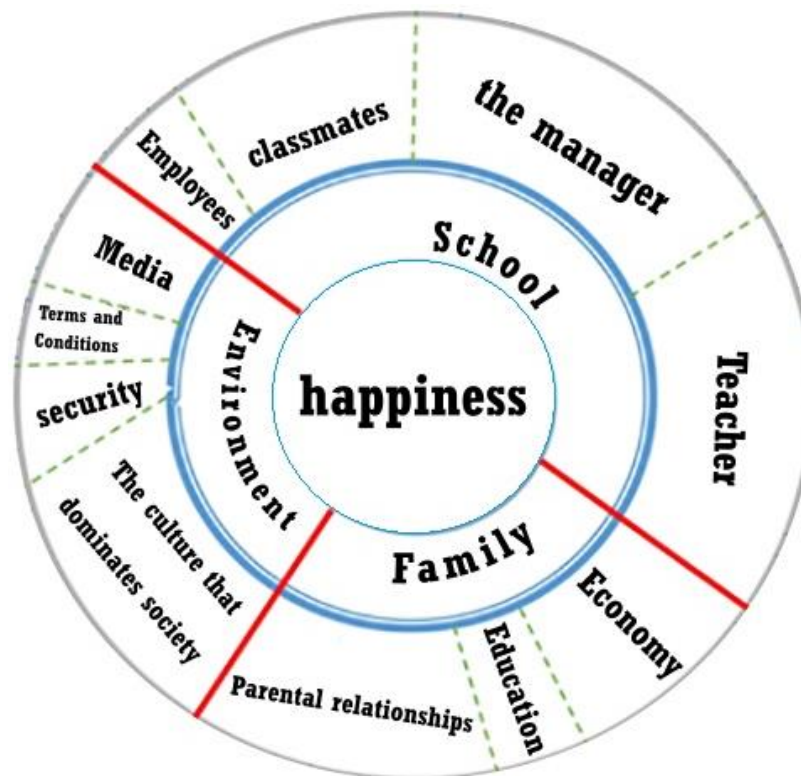


Figure2. Happiness model framework

In the current research, in order to identify and verify the measurement factors, the validity of this questionnaire was tested separately for each dimension by conducting confirmatory factor analysis, the results of which are presented.

In confirmatory factor analysis, the researcher seeks to prepare a model that is supposed to describe, explain or justify the experimental data based on a few relatively few parameters. This model is based on pre-empirical information about the data structure. The important difference between exploratory and confirmatory factor analysis methods is that the exploratory method determines the underlying common variance of a correlation matrix with the most economical method. While confirmatory methods (hypothesis testing) determine whether the data are consistent with a certain factor structure (which is in the hypothesis) or not; In this research, confirmatory factor analysis was used to determine whether the indicators identified in the qualitative section have a consistent factor structure or not.

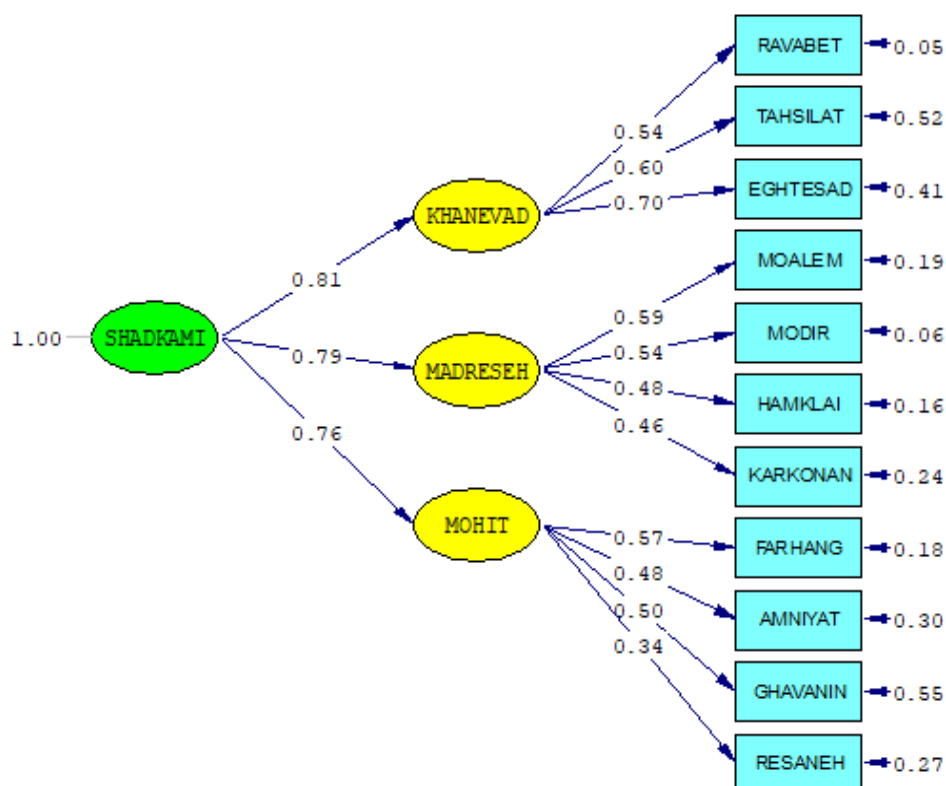
For confirmatory factor analysis, the help of 334 employees of primary schools in Tehran was taken.

Of which 56.9% are women and 43.1% are men, equivalent to 190 people from the sample size of employees of elementary schools in Tehran. The highest frequency is in the age group of 35-45 years old with a frequency of 43.7%, the highest level of education is in the master's level with a frequency of 235 cases. In general, in this section, we have sought to answer the question whether the identified dimensions and indicators have a coordinated factor structure in the form of the proposed model?

Overall, the results obtained in the quantitative part also indicate an underlying factor, that is, a pattern of happiness for elementary school students in Tehran, who have presented a good fit of the model.

The output of the confirmatory factor analysis test for the happiness model for elementary school students is presented below in the form of two model estimation charts in standard and significance mode.

Figure3. Measurement model of happiness pattern for primary school students in standard estimation mode



Chi-Square=106.82, df=41, P-value=0.00000, RMSEA=0.026

The above diagram shows whether the main research variables are correctly measured by (indices)? The obtained results indicate that the observed variables can well explain the hidden variable. Since the factor load of the observed indicators is greater than 0.3, there is a favorable relationship between the indicators (observed variable) and happiness (hidden variable) and they play an important and significant role in measuring the pattern of happiness for students. The results of the goodness of fit test in Table 4, obtained from Laserl software, show that after removing the covariance errors, the model has a good fit.

Table4. The results of Laserl software, first order factor analysis

Fitness index	Acceptable domain	The amount obtained
Chi-square value	-	106.82
Degrees of freedom	-	41
The significance level	less than 0.05	0.000
The ratio of the chi-square to the degree of freedom	Less than 3	2.6
RMSEA	less than 0.08	0.026
GFI	Greater than 0.9	0.95

AGFI Greater than 0.9 0.92

The ratio of chi-square to degrees of freedom is 2.6. The root mean value (RMSEA=0.026) which shows the good fit. GFI and AGFI are measures of the relative value of variances and covariances. Which are justified by the common species by the model, the closer this value is to one, the better the fit of the data. It is also noteworthy that this index does not depend on the sample size. The ratio of chi-square to degrees of freedom is 2.6. The root mean value (RMSEA=0.026) which shows the good fit. GFI and AGFI are measures of the relative value of variances and covariances. Which are justified by the common species by the model, the closer this value is to one, the better the fit of the data. It is also noteworthy that this index does not depend on the sample size.

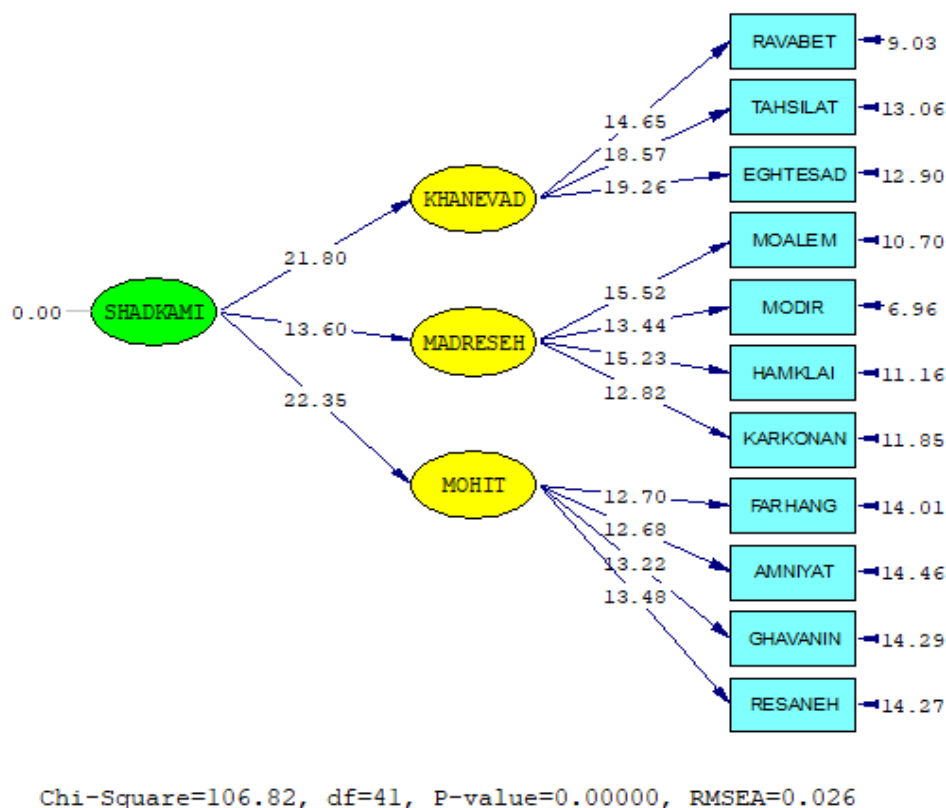


Figure4. The meaning of happiness model for students

The highly significant output chart shows the obtained coefficients and parameters of the happiness model measurement model for students in 3 dimensions and 11 components. If the significant number is greater than 2 or less than -2, the relationship in the research model will be significant. The results show that all relationships are significant.

3. Conclusion

A) In the qualitative dimension, it indicates that the most suitable model of happiness for the students of primary schools in Tehran is schematically drawn as follows with 3 dimensions, 11 indicators and 121 measures.

In order to answer the main question of the research based on what are the dimensions and indicators of students' happiness pattern? A mixed method (combination of qualitative and quantitative methods) and part of exploratory combined research designs were used. In the qualitative part, with the help of studying scientific and legal documents and interviews with experts, as well as summarizing the data, 100 open codes (items) were obtained, and after categorizing them by removing some conceptual codes, finally 108 items were obtained in the form of 10 components. And 3 dimensions (axial coding) were categorized. Then, by conducting Delphi and brainstorming during the selective coding stage, some items were removed and some were added. Also, the dimensions and components were changed and finally 121 items were obtained in the form of 11 components and 3 dimensions.

b) In the quantitative dimension, the said model was confirmed by analyzing the opinions of school employees with the help of confirmatory factor analysis with 3 dimensions, 11 components and 115 indicators. All dimensions and components identified in the qualitative section were confirmed in the quantitative section. In the quantitative dimension, confirmatory factor analysis was used to confirm the results obtained in the qualitative part of the research. As mentioned in confirmatory factor analysis, the researcher seeks to prepare a model that is supposed to describe, explain or justify the experimental data based on a few relatively few parameters.

For the strength of the obtained results, 4 indicators have been used simultaneously to confirm the identified components and dimensions. Chi-square, the value of goodness of fit index (GFI), adjusted goodness of fit index (AGFI), root mean square error of approximation (RMSEA), standard parameter values for each of the factors indicate their factor load on the corresponding latent variable. The value of T statistic greater than 2 also shows the significance of their contribution in measuring the latent variable. Therefore, based on the T value obtained for each question, it can be said that all the items have an important and meaningful role in measuring the dimensions and components of the happiness pattern for elementary school students in Tehran. which have presented a total of 3 dimensions, 11 factors and 115 indicators as underlying factors in the form of a model of happiness for students.

The findings of this article show that the model presented for the teaching staff of primary schools in Tehran, composed of 3 dimensions, which includes family, school, and environment, can be an assistant to school administrators. Taking advantage of the prepared model makes it possible for the authorities to create a coherent framework to create happiness for students in the educational environment along with their growth and excellence.

Another finding showed that the components of the mentioned model are 11, which include 3 components (parental relations, education and economy) for the family dimension, 4 components for the school (teacher, principal, classmates and employees), and the environment with 4 components (ruling culture). on society, security, laws and regulations and media). The second finding of the current research indicates that the model presented for the teaching staff of primary schools in Tehran, composed of 3 dimensions, which includes family, school and environment, can be an assistant to school administrators. Taking advantage of the prepared model makes it possible for the authorities to create a coherent framework to create happiness for students in the educational environment along with their growth and excellence. Also, the model of happiness for students presented in this research is in line with the models presented by other studies such as Demerouti, Schaufeli (2003), Bacon, et al (2010), Derikvandi (2001), Rabbani Khorasgani, Rabbani, Abedi (2006).

Finally, the findings of this article indicate that the components of the mentioned model are composed of 115 indicators. Today, happiness for students is of undeniable importance for schools. Liveliness and joy in school causes growth and prosperity in all aspects of a student's existence. In a happy environment, a person's mind is dynamic, his language is eloquent and his talent flourishes. In the new century, the topic of education is

summed up in one sentence. "Teach the students to love life" so we must believe that in fact our sustainable growth depends on sustainable happiness and this happiness must be created and managed in schools. It is obvious that the design of this model can pave the way to move towards the desired state of students' happiness, and with the help of this model in any educational environment, human resources can be guided in the direction of the mission, vision, strategic strategies and macro goals of the group and ensure So that the right people will be at the service of the organization at the right time and for the right job. Finally, with the help of Friedman's test, the dimensions of the happiness model were prioritized, which has a statistically significant difference at a significant level ($SIG=0.000<0.05$) and is ranked according to the table below.

-According to the Friedman test and the average rating of the factors in the test, we ranked the factors. According to the table below, it can be said that among the 3 investigated factors, the school, environment and family factors have been ranked first to third.

Table5. Ranking of factors affecting happiness with the help of Friedman's test

next	Average	ranking
School	2.67	First rank
Environment	1.68	Second rank
Family	1.65	third rank

Carrying out research activities, like other executive activities, requires the correct definition of the subject and goals of the research, the research method and its timing, the definition of subjects, the prediction of human resources and the financial and physical facilities required. The existence of limitations and deficiencies in each of these steps and requirements can create problems for the research and the researcher, which sometimes affects the results of the research; Therefore, one of the tasks of the researcher is to predict the limitations and try to reduce the limitations and their results. According to the above explanations, the limitations that this research faced are in two parts: A) Limitations at the disposal of the researcher: despite the efforts that have been made in order to comply with the principles of sample selection (random and non-random). However, because the sample group of the research was exclusively selected in the qualitative part of 16 experts in this field and in the quantitative part, principals and assistants of education and physical education teachers of elementary schools in Tehran were selected; therefore, caution should be taken in order to use the model designed in other educational levels. By localizing it in the educational system, it should be implemented. -The experimental data of this research was obtained as a result of the implementation of a 115-item scale in 3 dimensions and 11 components for the sample group, therefore, if other scales with a different theme and longer length are used, the result will be more generalizable.

- In general, the result of the confirmatory factor analysis shows that all the identified dimensions, indicators and items explain an underlying factor in the form of a model of happiness for students. But definitely, other indicators can be identified according to the cultural and regional context of other parts of the country, which, despite a lot of effort, are still dormant and can be discovered. b) Limitations beyond the researcher's control: One of the factors that may is to introduce a kind of one-sided error in the results of the researcher; it is the inaccuracy of the test in answering (options in the range of 1 to 7). One of the factors that may cause a kind of one-sided error in the results of the researcher is the resistance of the employees regarding the implementation of the mentioned questionnaire. This research was conducted in the society of elementary school education workers, so it could have been on a wider level including all teachers and executive staff and at the country level, the little willingness of some administrators to cooperate in implementing the questionnaire and completing it, time limitation. In this section, teachers were tried to answer the questionnaire, according to the results of the literature review and the findings from the analysis of the interviews, the questionnaires, and the limitations of the research, suggestions were proposed and presented, so that on the one hand, the relevant authorities and decision makers would benefit. Taking these suggestions, along with necessary planning and policies, executive actions fulfill the requirement in such a way that, within

a certain period of time, the possibility of scientific and theoretical development regarding the category of students' happiness and the implementation of legal requirements regarding the establishment of a healthy educational system based on the happiness of students in all educational levels will be provided. On the other hand, researchers who intend to conduct research in this field should be guided and examine the issues that have not been addressed in this research. , conducting comparative studies focusing on successful countries in the field of educational management with the approach of models of happiness in order to modify and update the final model of this research, forecasting the units to create a cheerful atmosphere in schools, revising the compiled model every five years in order to update it) Practical suggestions: The school environment and educational factors are among the factors that play a role in creating happiness in schools from the point of view of the respondents. This means that improving teaching and learning processes and making teaching methods and educational materials diverse and attractive, creating opportunities for success and including happy and diverse activities in providing educational materials to students, etc., can increase the vitality of the school and class. increase and create a better feeling towards school in students.

Enhancing the appearance of the school: creating space and beautifying the school yard, beautifying the school building, beautifying and cleaning the prayer hall, library and educational workshops, the appearance of teachers, principal and staff, students, maintaining hygiene, a happy and cheerful teacher, Suggestion to managers and teachers: Managers should, by cooperative monitoring and creating respectful and friendly relationships with students and teachers, exchange successful experiences in relation to refreshing schools together, study about happiness and its place in education, and increase self-esteem in employees. And create a suitable environment by encouraging students with correct methods. It is recommended to teachers to use the spirit of humor and new methods of education and not to use corporal punishment, to use educational media, to establish good relations with students, to encourage them to Group activities, using scientific letters, using jokes in the classroom, raising information on psychology and individual differences, reading lovely stories for students in the classroom...in improving the happiness of students and the environment. schools should try, teachers are suggested to include life skills training (self-awareness, empathy, effective communication, decision making, problem solving, creative thinking, critical thinking, problem solving ability, ability to deal with stress) as a part of their education It is recommended to the administrators in the management of various school affairs from opinions and advice Use the names of individual students, and assign them the leadership of some school work. and avoid authoritarian styles in education, study about happiness and its place in education, it is recommended to administrators to create a safe environment by controlling every disturbing factor so that the student feels safe and calm, forming a committee Refreshment made up of the manager, educational coach, secretary of sports, art, representative of teachers, students and parents and teachers association, holding tourist and entertainment camps under the supervision of parents, rewarding curious and inquiring, active and lively students, creating a green space and the use of happy and attractive colors in the school, providing parents' participation program in refreshment programs, encouraging the best design in the field of refreshment.

Suggestion to counselors, educational assistants: introducing appropriate scientific, sports, and cultural models to students, paying attention to the mental and physical health of students, organizing laughter fights in morning ceremonies or holidays, which by saying appropriate and moral jokes will create excitement and Evacuation becomes emotional, teaching life skills (self-awareness, empathy, effective communication, decision-making, problem solving, creative thinking, critical thinking, problem-solving ability, ability to deal with stress), turning to traditional and educational methods in the school environment. And implementing a new program every day or week at a specific time of around 10 minutes when the rest bell is suggested, exchanging the successful experiences of managers in relation to making schools happy, creating motivation and persuading managers to study about happiness and its place in education, and education, the active presence of cheerful teachers with a proper and well-groomed appearance

c) Suggestions for future researches: In order to obtain a standard and more comprehensive scale that is widely used, it is better to carry out the research on a wider level, so that the generalizability of the results can also

increase. It is suggested to complete the factors affecting happiness. The next researches will examine the factors outside the school (social, cultural, and political) that may be effective on the happiness of students, conducting research in order to investigate the current state of school students' happiness and to determine the distance between the current and desired conditions. Managers, policies and macro programs of the country should be examined to strengthen the identified dimensions and components.

References

- Alesina A, Di Tella R, MacCullach R. (2004). Inequality and happiness: Are Europeans and happiness: are Europeans and Americans different? *Journal of Public Economics*, 88(9): 2009-2042.
- Avey J B, Patera J L, West B J. (2006). Positive psychological capital: a new approach for understanding absenteeism. *Journal of Leadership and Organisational studies*, 13: 42-60.
- Bacon N, Brophy M, Mguni N, et al. (2010), The State of Happiness Can public policy shape peoples well-being and resilience? Bagozzi, R.p:2003 positive and Negative Emotions in Organization, in K.S. Cameron, J.E. Dutton. R.E. Quinn (eds.), positive Organizational Scholarship (Barrett - Koehler,) San Francisco), pp. 176-193.
- Baker D, Greenberg C, Hemingway C. (2006), what happy companies know: How the new science of happiness can change your company for the better. Upper saddle River, NJ: Pearson Prentice Hall.
- Bakhtiar Nasrabadi H A, et al. (2007); Investigating happiness factors in iron smelting factory and their relationship with improving productivity, the first national health humanities conference.
- Bakker A B. (2005). Flow among music teachers and their students: The crossover of peak experiences. *Journal of vocational Behavior*, 66: 26-44.
- Bal P M. (2010). Weekly work engagement and performance: A study among starting teachers. *Journal of Occupational and Organizational Psychology*, 83: 189- 206.
- Bazargan A. (2018). An introduction to qualitative and mixed research methods: common approaches in behavioral sciences, Tehran: Didar.
- Chavosh Bashi F, Dehghan Afifi N. (2013); Identifying and measuring the influencing factors on the organizational vitality of employees in the Islamic Azad University, Tehran West Branch, *Behavioral Sciences Quarterly*, Volume 5, Number 16.
- Danaei Fard H, Emami S M. (2006). Qualitative research strategies: a reflection on foundational data theorizing, *Andisheh Management Publications*, 1 (2): 69-97.
- Demerouti E, schaufeli W. (2003). dual processes at work in a call center: an application of the job demands-resources model. *European Journal of work and organizational Psychology*, 12: 393-417.
- Demerouti E. (2007). The job demands- resources model: State of the art. *Journal of Managerial Psychology*, 22: 309-328.
- Derikvandi H. (2001). Examining motivational factors in middle school students of Isfahan city from the point of view of administrators and educators, master's thesis in the field of educational management, University of Isfahan, unpublished.
- Educational Re Source information center (2017) happy nece in school. Retrive from octobr 20, 2019.
- Farstakhah M. (2008). Future thinking about Iran's excellent educational quality; Modli.GT (resulting from the base theory) research and planning quarterly in higher education. 14(4): 67-95. Understanding the formation process of vitality using foundation data theory, *Organizational Behavior Studies Quarterly*, 4th year, number 2, (serial number 13).
- Hakanen J J, Demerouti E, Xanthopoulou D, (2007). job resources boost work engagement particularly when job demands are high. *journalof Educational Psychology*, 9: 3-16.
- Hassan Zarei M, et al. (2009); The role of the university in creating factors affecting happiness, *Farhang Quarterly in Islamic University*, No. 2.
- Heydari N and Faqhipour J and Shafiei A. (2017); Implementation of organizational vitality in the social security organization, Tehran, Dar al-Funun publishing house, first edition.
- Heydari R, Enayati A, Novinfar A. (2010); The relationship between religious attitude and happiness among students of Tarbiat Modares University, *Journal of Psychology and Religion*, 3rd year, 4th issue.
- Khorshidi A, Qureishi S H. (2014). Guide for Compilation of Academic Dissertation and Dissertation (From Theory to Practice), Tehran: Yastroun Publications, 3rd Edition.
- Khorshidi A. (2017) Educational management and leadership. Tehran: Yestron Publishing House.

- Oerlemans WGM. (2016), Momentary work happiness as a function of enduring burnout and work engagement, *journal of Psychology*, 150(6): 755-778.
- Pasandideh A. (2014); Satisfaction with life, 15th edition, Dar al-Hadith publishing house.
- Rabbani Khorasgani R, Rabbani A, Abedi M R. (2006); culture and happiness; A theoretical and experimental approach in the daily life of household heads in Isfahan city, *Quarterly of the Iranian Association for Cultural Studies and Communication*, (1)1.
- Strauss A, Corbin J. (1998); *Fundamentals of qualitative research: techniques and stages of generating grounded theory*. Translated by Ebrahim Afshar, Tehran: Ney Publishing.