

# The Relationship between Happiness and Confidence with Student Achievement (Case Study Elementary Schools in Kangan)

Ali Mohammadi <sup>1</sup>

M.A: Lecturer Department of Psychology and Counseling, Payam Noor university, International Center of Assaluyeh

## Abstract

This study aimed to investigate the relationship between happiness and confidence and academic achievement of students of elementary schools in Kangan. Correlational method and voluntary use of sampling and the sample size was 144. Data collection two questionnaires Happiness and confidence Questionnaire scores and academic achievement scores was used as the final exam. Questionnaire data using regression analysis using SPSS software was used for statistical analysis. The results showed a significant relationship between happiness and confidence and academic achievement there. Between happiness and self-esteem scales (general, family, social, and academic), and there was a significant relationship with academic achievement.

**Keywords:** academic achievement, happiness, confidence

## 1.Introduction

The relationship between academic achievement and confidence and happiness is a two-way relationship, In addition to the confidence and happiness, improve schooling. Because of their belief and positive selfimage and a sense of joy in learning, motivation to study impact. Academic progress, and on the other hand, Academic success in reaching the peak of training work, increase the confidence and happiness. People can judge their lives in general (Such as life satisfaction and feeling of satisfaction) or in the evaluation of specific areas of their lives (such as marriage or work) or a recent emotional feelings about what happened to them (both positive emotions, the positive evaluation of the personal experiences), Assess and evaluate (Dayner, 2005). Also, self-esteem, confidence that person about it. What is this feeling stronger, children, adolescents and youth are more valuable for their own, and they will be healthier. In fact, one of the major factors that cause less and youth social and especially AIDS, drug abuse, violence and aggression, (paezi, 2007). Many psychologists believe that the relationship between these two variables (confidence and academic achievement) is intimately related. So that we can increase or decrease in one of them, the other variable will change. Self-esteem, a sense of joy and achievement for young adolescents, is critically important. The mental qualities which gradually formed the basis of mental health, fitness,

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<sup>1</sup> . Email: mohammadi9631@gmail.com (Corresponding Author)\*

and healthy relationships and social adjustment, academic achievement and career aspirations, The importance of the effect on the academic achievement of students' mental health, to the extent that many experts, it at least until the second half of adolescence, Criteria for diagnosis have healthy performance (Barkhori, 2009).

## **2.Statement of Problem**

In many researches the relationship between concepts such as confidence, depression, loneliness and anxiety as negative factors. Concepts such as feelings of efficiency, competence and academic achievement variables was positive sense of confidence have used as a predictor of academic success. Several studies have noted the factors affecting their confidence. Han and Kim findings on the 1155 Korean student was Showed that adolescent self-factors including depression, social support, body image, behavior problems, compliance with school and family balance. Most researchers are speculating on other personality variables such as academic achievement, confidence and affect individual activities. Due to the extent of the failure of the educational system is one of the criterion of efficiency, the discovery and study of factors affecting the academic performance, to better understand and predict variable itself. According to this study, the variables that are related to academic achievement in different subjects, one of the major research topics in the education system (Farahani, 1994, quoted by Shahraray). Therefore, given the above, this study investigated the relationship between happiness and confidence and Academic achievement of students.

## **3.Explaining the purpose**

All persons, regardless of age, gender, cultural background, and the type of work to do in life, Selfesteem needs are. confidence really touches on all areas of life. In fact, many psychological studies show that if you do not satisfy the need for selfesteem, more extensive requirements such as the need to create, develop and understand the potential, remains limited. Remember, when someone admires your work, or if you know the best way to plan done, what gives you the feeling of joy. People who feel good about themselves, they usually feel good in life. They can make a face and handle their problems and life outcomes (Harris Kolmz translation Alipoor, 2007). Therefore, with respect to the foregoing, Academic achievement of students and the factors which determine the priorities for research and educational managers of elementary schools?

## **4.The purpose of this study**

- Examine the relationship between happiness and overall confidence and academic achievement among *students of elementary schools in Kangan.*

*4.1. This component objective:*

- Examine the relationship between happiness and confidence and academic achievement among students of elementary schools in Kangan.
- Examine the relationship between happiness and self-esteem, family, and academic achievement among students of elementary schools in Kangan.
- Examine the relationship between happiness and social confidence and academic achievement among students of elementary schools in Kangan.
- Examine the relationship between happiness and confidence and academic achievement of students at elementary schools in Kangan.

### **5. Research hypotheses**

The main hypothesis of this study:

- Happiness and overall confidence and academic achievement are related.
- Secondary research hypotheses:
  - Between happiness and confidence (public) school achievement there.
  - Happiness and confidence between academic achievement and family are there.
  - Between happiness and social confidence and academic achievement are related.
  - Between happiness and confidence and academic achievement of students there.

### **6. background**

Part (1993), a study entitled "Investigating the relationship between confidence and academic achievement of girls' conducted, showed that self-esteem and academic subjects was high school GPA of 0.2.trkhanThe students were then self-study position monitoring are important. Close and Tenis studies (2005), Sew Ji-min, et al (2007), Gamvn and Morgan (2005), and Kinray Kits Worth (2006), Alms and colleagues (2005) showed that the effects of the experimental intervention (social skills training and the effect of treatment group shadkamy) can have a powerful effect on people's self-esteem. Lane and Watson (2007), showed that the positive mood states, 20% of the variance to predict academic performance. Lang and colleagues (1995; translated Fathi, 1999), concluded that confidence (positive evaluation of itself) with happiness and function relationship of mutual benefit. Myers et al (1995) reported the results of research are one of the main characteristics of happy people confidence is.), the study found that confidence is one of the strongest predictors of happiness.

### **7. Research methodology**

The methodology used in this study is the correlation method. Based on the relationship between happiness and confidence variables as predictor variables and the criterion variable was examined academic achievement.

### **8. Research Tools:**

#### **Oxford Happiness Questionnaire**

The questionnaire was developed in 1990 by Lou Also, papules and 29 of its final form. Also, papules and colleagues alpha coefficient of 0.90 with 347

participants and we Affairs (1990)  $\alpha = 0.87$ . As a study with 101 participants found Noorbala Francis (1998), Cronbach's  $\alpha$  of 0.92 was obtained. Farmer (2000), using Cronbach's  $\alpha$  reliability coefficient of 0.82 was achieved. 0.80Hjm allowable error in a sample of 144 is considered. The sample population consisted of individuals who voluntarily choose Shvnd.bh quoted ALIPOUR and Noorbala (1998).

**Questionnaire confidence Cooper Smith**

To assess the subjects' self-esteem, confidence Inventory (1967) was used. The validity of the test is low, and the subject has tried his best to give them something that is magnificent. The coefficients obtained for boys and 0.69 for Dkhtran.71 that significant 0.0001 level. Also retest reliability coefficient test method for boys and girls were 90 and 92 is reported Pourfaraj study (2000), with a Cronbach's  $\alpha$  reliability coefficient scale Cooper Smith Brabr0.52 that are acceptable psychometric coefficient. (Shokrkon Venice, 1990).

**9.Research community**

Methods for direct calling by filling in the questionnaire. In this case, the first of elementary schools in Kangan students on a voluntary basis, those who were willing to participate in this study responded to the questionnaires.

**10.Findings**

The main hypothesis: there is a relationship between happiness and confidence and academic achievement. The following table shows regression y (academic achievement) on X1 (happiness) and X2 (coefficient) and the square of the multiple correlation coefficient.

R <sup>2</sup>	R	Sig	F	MS	d.f	SS	recourses
657.0	811.0	00.0	143.135	652.204	2	304.409	regression
				5141.	141	522213.	The remaining
					143	826.622	total

Analysis of variance and regression of y on X1 and X2 indicates the predictor variables. As can be seen, it can be said with respect to the F-value obtained from the regression of happiness and self-esteem, academic achievement is significant, the results of this study based on the hypothesis that there is happiness and confidence and academic achievement, Confirmed the significant level is 0.01.The value of R2 Of 0.657 indicates that the linear combination of happiness and confidence of both variables simultaneously 65 Percent of the variance in academic achievement explained.

**11.Conclusion**

The results showed that the happiness and self-esteem and academic achievement there, The R<sup>2</sup> value of 0.451 indicates that the variable is a linear combination of happiness and confidence of students simultaneously for about 45 percent of the variance in academic achievement can be explained. We can say that happiness and confidence and academic variables in the regression and prediction can contribute.

### **12.Limitations**

1. The only happiness and confidence variables were examined in relation to academic achievement, there may be other variables.
2. The samples, elementary schools in Kangan and the sampling is voluntary. The generalizability of the results should be made with caution.
3. The tests used were long and time consuming and may not accurately subjects.

### **13.Suggestions**

1. Rather than measure happiness and self-esteem, academic achievement and other related variables are measured and evaluated.
2. in this study, different samples and different sampling method used.
3. Another test used to evaluate variables.

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