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Developing a Structural Model of Students' Happiness based on Resilience, Self-Esteem and School Satisfaction with the Mediation of Self-Efficacy

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Abstract

Purpose: The present research was conducted with the aim of developing a structural model of students' happiness based on resilience, self-esteem and school satisfaction with the mediation of self-efficacy.

Methodology: The method of the current research was descriptive-correlation type, which was carried out in the form of path analysis model. The statistical population of this research was made up of female students of the second level of high school in areas 2 and 5 of Tehran, who were studying in different fields of study in the academic year of 2022-2023. To determine the sample size, the principles of determining the sample size in structural equation modeling were used and 400 people were selected as a sample, which was selected using a multi-stage cluster random method. Data collection was based on Oxford happiness questionnaires, Connor and Davidson resilience scale, Cooper Smith self-esteem questionnaire, Morris adolescent self-efficacy questionnaire, and school satisfaction subscale related to the multidimensional scale of students' life satisfaction, which was Cronbach's alpha coefficient. The scores of the questionnaires were 0.93, 0.91, 0.89, 0.88, and 0.88, respectively, and their face and content validity was confirmed using experts' opinions. Data analysis was done with SPSS and AMOS software.

Findings: The results of the path analysis showed that the main research model fits the collected data and all the goodness of fit indices were excellent (CFI=1, RMSEA=0.000, X²=0).

Conclusion: Based on the results obtained, there is a direct and indirect relationship between all three exogenous variables in the model (resilience, self-esteem and school satisfaction) with the main endogenous variable (happiness). And self-efficacy variable mediates the relationship between these variables.



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Detailed abstract

Purpose: Happiness, as one of the most important psychological needs of human beings, has always been of interest and has occupied the human mind due to its major effects on people's lives. On the other hand, it is considered a dynamic and alive society that has a lot of happy elements in it. Therefore, it can be said that happiness is one of the basic concepts and components of people's lives, especially students, which is closely related to educational success. In recent years, the study of the experience of happiness has also increased by psychologists and sociologists, and psychologists interested in the field of positive psychology have focused their attention on the potential benefits of positive emotions, such as the feeling of happiness. In recent studies, the role of cheerfulness and happiness on academic progress has been considered. Vitality and cheerfulness in the school causes the growth and development of all dimensions of a student's existence, such as physical, cognitive, emotional, moral and spiritual dimensions. Human learning and organization of children's and teenagers' behavior and creativity and flourishing of talents are hostage to vitality and positive emotions. As one of the root positive emotions and one of the most essential natural desires and psychological needs of humans, happiness has a decisive role in ensuring the health of the individual and society, and since happiness is always associated with happiness, optimism, hope and trust It is accompanied, it can have an accelerating role in the development process of society. Happiness is related to the effort for academic success and plays an effective role in the life and academic success of students. Happiness and cheerfulness in school causes growth and prosperity in all aspects of a student's existence. In the happy environment, the human mind is dynamic, its language is expressive and its talent flourishes. By using happy methods in the course of education and educational planning of learners, in addition to creating a satisfactory environment for the student, it is possible to deal with many other problems such as absenteeism, tardiness, boredom and boredom in the classroom, physical diseases and Mentally and finally, the problem of academic decline should be tackled and an environment should be provided that allows students to learn effectively. According to the topics discussed, the effect of happiness on students' learning should not be neglected, so it is necessary and necessary to create and manage this happiness in schools. The present study was conducted with the aim of developing a structural model of students' happiness based on resilience, self-esteem and school satisfaction with the mediation of self-efficacy.

Methodology: The method of the current research was descriptive-correlation type, which was carried out in the form of path analysis model. The statistical population of this research was made up of female students of the second level of high school in areas 2 and 5 of Tehran, who were studying in different fields of study in the academic year of 2022-2023. To determine the sample size, the principles of determining the sample size in structural equation modeling were used and 400 people were selected as a sample, which was selected using a multi-stage cluster random method. Data collection was based on Oxford happiness questionnaires, Connor and Davidson resilience scale, Cooper Smith self-esteem questionnaire, Morris adolescent self-efficacy questionnaire, and school satisfaction subscale related to the multidimensional scale of students' life satisfaction, which was Cronbach's alpha coefficient. The scores of the questionnaires were 0.93, 0.91, 0.89, 0.88, and 0.88, respectively, and their face and content validity was confirmed using experts' opinions. Data analysis was done with SPSS and AMOS software.

Findings: The results of the path analysis showed that the main research model fits the collected data and all the goodness of fit indices were excellent ($CFI=1$, $RMSEA=0.000$, $X^2=0$). Based on the results obtained, there is a direct and indirect relationship between all three exogenous variables in the model (resilience, self-esteem and school satisfaction) with the main endogenous variable (happiness). And self-efficacy variable mediates the relationship between these variables.

Conclusion: Based on the results obtained, there is a relationship between all three exogenous variables in the model (resilience, self-esteem and school satisfaction) with the main endogenous variable (happiness) both directly and indirectly, and the self-efficacy variable It mediates the relationship between these variables. One of the variables

of the current research that was directly related to the happiness variable and through the mediation of the self-efficacy variable is the resilience variable. In explaining this finding, we can point to the role of resilience protective factors that are important for people's happiness. In explaining the relationship between the variables of resilience and happiness with the mediation of self-efficacy, we can point to the significant relationship between resilience and self-efficacy. People who have higher resilience skills have the ability to successfully adapt to threatening conditions and are better able to endure difficulties and overcome them, as a result, in spite of difficult and difficult conditions, to their abilities d) have confidence and flexibility to deal with problems They have the necessary skills to deal with all kinds of conditions. Resilient people have the necessary flexibility to face life's challenges and they believe that they can overcome problems well and that negative life events will not prevent them from reaching their goals Follow People Another variable that was related to happiness both directly and through the mediation of the self-efficacy variable in the present study is the self-esteem variable. In explaining this finding, it can be argued that people with high self-esteem focus on their positive qualities and act in such a way that they keep a positive sense of self-worth in interpreting events and reacting to them. Naturally, this feeling of self-worth and competence will lead to the experience of positive emotions and feelings in them. Therefore, people with high self-esteem use adaptive and effective self-regulation strategies in various situations, and this approach includes their happiness. In explaining the relationship between the variables of self-esteem and happiness with the mediation of self-efficacy, it can be said that the more positive a person's attitude towards himself is, the more likely that a person will use his maximum abilities to perform assigned tasks and responsibilities. Also, an increase in self-esteem, which is an increase in a person's positive attitude about his abilities, can also lead to a person's positive attitude about his abilities. Self-efficacy is related to people's judgment about their abilities to do a task or adapt to a specific situation, so it is obvious that people have a greater perception of their abilities to adapt to certain situations or face work situations and accept responsibility. They experience higher and feel more valuable (higher self-esteem). Finally, in the present study, the variable of satisfaction with school was also directly related to the variable of happiness through the mediation of the variable of self-efficacy.