

The Effectiveness of Five-Factor positive thinking skills on students' satisfaction of life environment, self satisfaction and personal self control

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Introduction:

Psychology firstly proceeded to study the mental diseases rather than mental health and ignored the study of potential talent of human in order for perfection and maturity. But in recent years, an increasing number of psychologists proceeded to capability of perfection and change in human's character. (Shultz 2009)

One of the most interesting findings of psychology in past twenty years is that individuals are able to choose the way they think.(Sligman 2010)

One's feeling about himself has a very profound influence on his thinking, his feeling concerning himself, his values and goals. And this is the most influential behavior making system of him.(ghasem zadeh ,2011)

Long term memory increases with increasing of age, from childhood to middle age years, and continue to grow up to adolescence. Children progress in self understanding, logical thinking, mental social and moral growth, with a significant speed.(Rais ,2009) an issue which is regarded as a very important challenges in world, is the question of children welfare, children who can take a great step in mental sanitation providing that they be trained through true and oriented education. (Chamzadeh, 2016)

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When a child gets acquainted with constructing skills and learns how to apply them, he would be able to think and decide better in different situations of teenage or adolescence period. This makes him know his role as influential and feels to control his thinking about that circumstance or situation. When individuals have got such a feeling, they can find peace and self esteem. This is because they know their role in those circumstances. Even if they encounter a failure, they act effectively and solve that problem. (Chamzadeh, 2013)

The goal is that children understand they are exceeded their cognition and they can challenge their thoughts and find a better alternative for them. They are so ready for learning and changing. Therefore, one can internalize true thinking in them. Also enhancement of their abilities which leads to their growth and development direct them to a health and self flourishing adult. (Chamzadeh, 2014) According to positive school of psychology, positive interventions are complementary to direct methods of preventing and treating psychological injuries or traumas. (Pak worth, Austin and Sligman.2005)

Optimism is a cognitive structure which concerns with motivation to try for optimists and stop trying in pessimists.(Carver &Scheier,2014)one of the mental sanitarian indicators is the life satisfaction rate. By life satisfaction we mean individual attitude, general evaluation about his lifer or some aspects of life such as living with family and educational experiences. (Diener , Sun, Lucas and Smith,1999) Delight experience and life satisfaction are taken into account as the better goal of life and feeling of sadness and dissatisfaction is often a barrier in fulfilling personal tasks. (Huebner 2001)

Self control is a personal ability which can stabilize treatment and enhance health and adaptation inn children. Continece contains problem diagnosis components, commitment and long term self adjustment and habit recognition. (Humphery,1992)

Returning different types of cognitive approaches to psychology has been begun for long times and continues yet. The impact of mind on behavior is an issue whose history goes back to ancient and old time. Schools, religions and mysticism are full of these instructions. Most human know how to separate good and bad things. They know moral and immoral values and understand positives and negative functions. But the important question is that: how much of these instruction shows the internalization value of these instructions for a stable change in behaviors

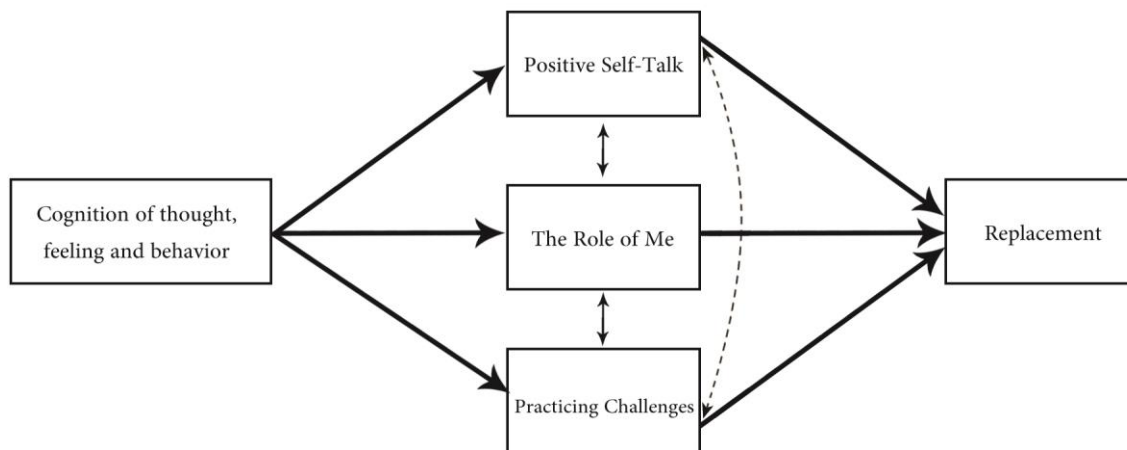
and the solution is nothing but instruction, an operating one and especially in the most shapeable groups (i.e. children and teenagers). Instruction of Five-Factor positive thinking skills was designed and performs with this thinking and approach. (Khanbani, 2016)

Positive thinking skill is to learn well thinking, changing negative attitudes and how to analyze events which an individual create and maintain a positive attitude in himself.(Chamzadeh,2013)

Positive psychology has introduced abilities and knowledge in human beings which are essential in order to reach real happiness in a good and meaningful life. An example of these abilities are optimism, hope and positive thinking which mean expectation of good events , feeling that they will be realized by our endeavors and future planning now makes a stable happiness and purposeful life.(Sligman,2002)

Method:

This study is a semi-experimental research conducted with 2 experimental and control groups in a pretest and posttest design. Statistical population were all students of Isfahan schools who were 10-13years old (whether girls or boys), in Iran. Sampling of this study were 48 students of English and computer classes in an international educational institute from the group age of 10-13 who were selected by their teachers. These students then were divided into experimental and control groups by a matching method, on the basis of their age and sex. The questionnaire were first given to both groups (experimental and control). The experimental group then received 12 sessions (twice a week, every session lasted 1.5 hour) of instruction of Five-Factor positive thinking skills extracted from the book "my thoughts and I". It was continued to 8 weeks. Afterwards the questionnaire was given to both groups for second time. And then the results were analyzed through co variance. Instruments used in this research are as following: the book "my thoughts and I" by Chamzadeh, 2013, which were instructed by researcher in 90 minute sessions, twice a week, up to 6 weeks. Five-Factor positive thinking skills were firstly put forward by Mana Chamzadeh Ghanvati in 2013. These skills include components as: Cognition of thought, feeling and behavior, positive self-talk , The Role of Me, Practicing Challenges , Replacement.



Processing-Conceptual Model Of Five-Factor Positive Thinking Skills (Chamzadeh,2016)

Theme of the 12 sessions:

1. *First and second sessions:* cognition of thought, feeling, behavior, their importance and difference were taught to children.
2. *Third and fourth sessions:* concentration on positive self-talk. Purpose of these sessions was making children aware of spontaneous thoughts, internal conversations and cognition and catching of autonomic negative thoughts and changes them to positive egotism.
3. *Fifth and sixth sessions:* emphasis and concentrating on The Role of me. In this step, children were instructed to control and learn self authority, the fact that children reach this insight that they can choose from among situations they face with.
4. *Seventh and eighth sessions:* Practicing Challenges training, An important part is appertained to this fact that children learn to remember positive events of past and contestability of thoughts.
5. *Ninth and tenth sessions:* Replacement, This is the last section of instruction during which children learn how to reach the concept of diagnosis. In fact, in these two sessions, children were instructed to learn that Replacement can help them to be capable. They learn to find a better Replacement for their thoughts when their instructor is not

there. This step is an educational conclusion. Without coming to this step, children's education will not be completed.

6. *Eleventh and twelfth sessions*: these two sessions are considered for all general group activities. That is, children are divided to two groups and played roles as heroes. They state thoughts and decisions the role makes in different situations. In fact, we have come to a coherent design of positives thinking in these two sessions.

In investigating all of the above mentioned skills, in order for active learning based on experience and self efficiency to take place, and for children to learn dependence of personal act by participating in activities, we used class activities, work sheets, brain storming, group activities and role playing.

Multidimensional students life satisfaction scale (MSLSS) by Huebner, 1994:

This test is a 40-item self reporting instrument which evaluate scalable satisfaction in different life environment. Sub scale of life environment satisfaction and self control were studied in this study.

Stability: stability coefficient (Cranbach Alpha) of multidimensional students life satisfaction scale (MSLSS) was 0.70 to 0.90. Also stability of retest of scale was 0.70 to 0.90 in time of 2-4weeks. This indicates the desirable stability of the test.

Justifiability: the results of this factor analysis also confirm multidimensionality of this scale. Also justifiability of converge and differential of the scale has been proved by the meaningfully relation of other mental welfare and social desirability.

Perceived self control scale of Children:

It was designed in order to evaluate self control in children. This scale evaluates self control from a cognitive-personal viewpoint. Personal self control (psc) sub scale was studied in this research.

Norms: in order for norm finding , the perceived self control scale (psc) , this test was performed on sampling of 375 boys and 391 girls in 4th and 5th classes of elementary school , from middle [social] class living in suburb. The mean score for personal self control scale was 2.12 and 2.32 for girls and mean of the total score of them and standard deviation were 5.82 and 2.17, respectively.

Findings:

In order to study research hypothesis results, these findings were obtained:

Hypothesis 1: instructing Five-Factor positive thinking skills influences students’ satisfaction of life environment.

Hypothesis 2: Five-Factor positive thinking skills influence students’ satisfaction of themselves.

Hypothesis3: Five-Factor positive thinking skills affect personal self control of students.

In table 1 & 2, they were analyzed and interpreted by multi-variable covariance, respectively.

Variables	Total of squares	Freedom degree	Mean of squares	F coefficient	Meaningfulness	Eta partial square	Test power
Satisfaction of life environment	5/58	1	5/58	90/59	0/001	0/69	1
Self satisfaction	2/94	1	2/94	50/31	0/001	0/58	1

Table1. Results of covariance analysis of life environment and self satisfaction in posttest (with control of pretest)

As seen in table (1) , concerning satisfaction of life environment , there exists a meaningful difference between control and experimental groups.($p < 0.01$) Eta partial squares is 0.69 and indicates 69% of difference existing between control and experimental groups concerning satisfaction of life environment was ascertained to 5-factor positive thinking skills. Power of the test was 1 which shows that covariance analysis with a 100 percent power was able to assess the difference between experimental and control groups concerning life environment satisfaction. There also exists a meaningful difference between these two groups regarding self satisfaction. ($p < 0.01$)

Eta partial squares was 0.58 which shows that 58 % of difference between experimental and control group in self satisfaction was related to instructing 5-factor positive thinking skills. Test power was also 1 and this indicates the covariance analysis with 100 % of power was able to discern the difference between experimental and control group in self satisfaction.

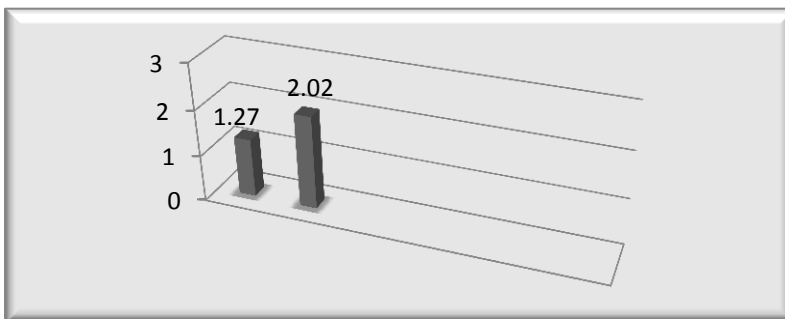


Fig 2. Adjusted mean of groups related to satisfaction of life environment. (Posttest)

Experimental group

Control group

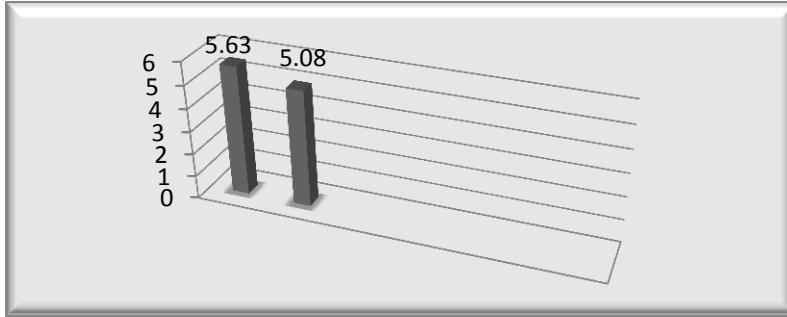


Fig 3. Adjusted mean of groups related to self satisfaction. (Posttest)

Table2. Results of covariance analysis of personal self control component in posttest (with control of pretest)

Variables	Total of squares	Freedom degree	Mean of squares	F coefficient	Meaningfulness	Eta partial square	Test power
Personal self control	3.22	1	3.22	7.53	0.009	0.15	0.76

As shown in table 2 , there exists a meaningful difference between experimental and control group ($p < 0.01$) and the eta partial squares was 0.15 which indicates that 15 % difference existing between experimental and control in self control was related to 5-factor positive thinking skill. Power of test was also equal to 0.76 which demonstrates that the covariance analysis of 76% was able to find the difference between experimental and control group to self control.

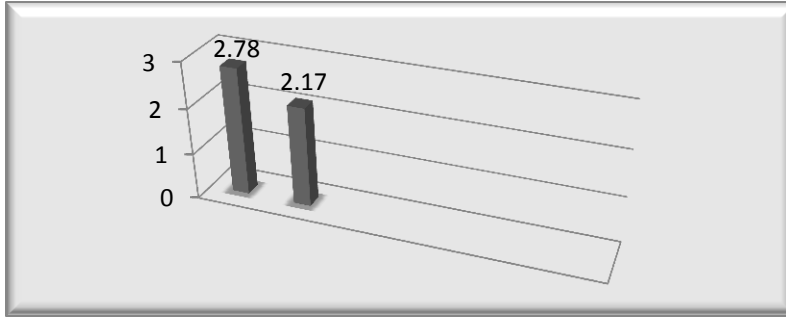


Fig4. Adjusted mean of groups related to personal self control. (Posttest)

Discussion and conclusion:

In any process, having skills causes to improve and develops levels of that process. Regarding children's innovation and teenager's idealistic; any kind of attitude which leads to creation of motivating and dynamic thoughts is of a great value. Powerful and influential attitudes creates encouraging feedbacks in inter personal and cross cultural interactions. And accordingly firm bases of self esteem will be built in most sensitive period of their life. As other studies show, positive thinking skills are undoubtedly one of the best processes to reach remarkable personal changes by highlighting thought, feeling, behavior cycle (which is the most important filter to justify all human functions) and instructing substitution process and changes in them. Along with all these, reaching to self satisfaction and personal self control is one of the least predictable achievements. (Khanbani, 2016) Positive interventions, as preventing methods especially in education, play a pivotal role in individual's mental sanitation. Chamzadeh(2016)

Optimism training to children before the age of puberty, leads to meta-cognition (ability to think about thought) analyses show that change from pessimism to optimism decreases the depression signs as well. (Sligman,2009)

Findings of the present study demonstrate that instructing Five-Factor positive thinking skills does influence satisfaction of life environment, self satisfaction and personal self control. It also increased them in experimental group. These results were also in agreement with previous studies.

In this study, Five-Factor positive thinking skills were also effective on an attributive method of 9-11 year old boy students. These skills have also a meaningful impact on optimism and pessimism ($p < 0.01$) and cause to increase in optimism and decrease pessimism attributive styles. (Chamzadeh, 2014)

Studies show signs between optimism and positive association and physical and psychological health more. (Carver & Scheier, 2014) this is because optimism creates a sense of hope and motivation in individuals and their future will in fact be better, for instance; increasing educational success, interpersonal relations improvement. (Reve, 2012)

Zhang et al (2013) demonstrates that positive thinking leads to increase in psychological welfare. Instructing positive thinking skills to people, especially children and teenagers, in order to fortify and improve positive relation with oneself, others and life (world) and increase in self esteem and educational success of them seem very useful and effective. (Barkhori, Refahi & Faraj bakhshi, 2009) studies show effectiveness of positive thinking skills in preventing internal disorders of children. (Roney, Marison, Hussen, Can, Rabert et al, 2013)

Regarding the importance of the above mentioned issue and obtained results of this study, instructing Five-Factor positive thinking skills causes formation of true thoughts and accordingly making true decisions in life and as a result personal mental sanitation. Today, programs of most schools are centralized on learning, writing, counting and creative thought. But without moral and nice traits, one cannot wish and expect the true affairs. (Park & Peterson, 2008) also we can use instruction Five-Factor positive thinking skills in extracurricular hours of school. These skills can be held in advising centers, educational workshops for psychologists, advisors and persons in charge of education.