

# Studying the Role of Happy and Effective Schools in Preventing of Addicted to drugs

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## Abstract

The aim of present study is to investigate the relationship between happy and effective schools in preventing students from addiction to drug in secondary education at Esfahan in 2012-2013. The investigation method is of correlation one. So the statistical society consists of 316 girls and boys in grade three of high school in the course of experimental sciences, Mathematics and humanity sciences who were chosen by a random clustering sampling. The study tool is researcher-made questionnaire for gathering information. The stability coefficient of questionnaire was calculated by Krunbakh Alpha methods 81% of course, the retesting was used for the questionnaire stability that it was confirmed at the limit of 9.81 for girls and boys. The test structure fluency was obtained on factor analysis whose components were studied in different dimensions and confirmed by experts and professors. The Fordyce's Happiness test was used; too. The data were analyzed by SPSS 16 software. The Pierson's correlation was used to analyze the data and multi-variables regression was used to determine the share of each effective element to preventing from addiction to drug. Also, the t-test was employed to compare the averages in independent groups. The yielded results by step-to-step regression showed that happiness and effective components in schools may play a role in preventing addiction among students. In other words, with the happiness and effective components of schools, the non-tendency to drug is predictable about 16% among the students.

**Keywords:** Effective schools, Happiness, prevention, Addiction to drugs.

## 1. Introduction

The crisis of addicted to drug is an intricate problem that many societies are suffering from it. Iran is involved in this crisis for a long times which has created many difficulties for different groups of people and this issue indicate the emergence of a serious problem in people's physical, psychological and social health (Moldlabashu, 1381, p.7).

The reason for prevalence of addiction are numerous and complex and there are considerable differences among different societies. The side effects of addiction to drug, creates many problems and many of its complications will appear decades later. But, the social, economic and psychological damages to people's health and their consequences are obvious (Raofi&Razavi, 1378, 1378, p.25).

The addiction phenomenon in present world has caused many severe problems and has disintegrated many families, has directed many young and adolescents individuals to the wrong path, has caused many diseases and economic losses and mortality (Asadi, 1381, p19).

The addiction to drug is the most important social damage which has roots in social and psychological factors which effect on individuals mutually (Asadi, 1391, p8). In other words, there is a close relationship between drug addiction, society and individuals mentality and the main problem emerge when we understand that the above calamity has an effective role on the society's active forces namely young adults. Catastrophe is arisen when we come to know that the above calamity plays an important role on active forces of the society namely young adults. In the other word addiction is a complicated problem and has political, social and even military objectives and also it is as a sign of war against human being. During two recent years, the word is confronted to terrible statistics related to abusing drags and addictions, especially among the young individuals and it creates the incidence of disease as HIV that has increased more worries. Furthermore, easy access, protective social nets and growing dangerous materials are those factors which increase the abuse.

Fundamental hypothesis is that Preventive strategies in the society seem to be effective to prevent young people from drug addiction. Moreover, this kind of prevention is easier and more cost effective and more influencing (sotoodeh, 1387 p180).The preventive specialists present three models to prevent young individuals from addiction. The first method is called favorite prevention in which some strategies are chosen for identified students who are beginning to use drugs or those who live with problematic parents.

The second method, is the mandatory prevention method which is used for those people are at the risk and those have the progressive symptoms. The third one is comprehensive prevention method which is used when there is a tendency for addiction in the society.

Expanding the information, emotional states, substituting method and social influence are considered in the third approach. In these styles the person is informing about the consequences of addiction and the attitude of not using the drugs are reinforced in him/her. Besides, individuals' self-esteem and their spiritual abilities are developed and replacing methods such as physical activity and etc. are increased. In preventive programs, educational spaces, organizational culture in school, happiness, effective schools, and many other factors can influence the student for better growth and make a positive mental view.

The school factors can provide searching state, creativity and usefulness in the students which play a preventive role so that students lose their tendency towards drugs. Bakhtiyar Nasrabadi (1383) believes that three conditions are necessary for development in future schools, .In the first condition, directing the student to social life is provided. In the second space, the investigation and education are integrated, the knowledge is extended and the student learns to search and learn. And in the third space, tool making and production resulting from science and for science is provided, so, in these schools, the love and wisdom are integrated together and there is a more tendency towards progress.

The schools play an important role to provide students with happiness and joy. Since one of the educational objectives is to train healthy individuals and students spend much time in schools, this education is effective when the individual is of good and necessary physical and mental health. Therefore happiness and joy in educational environment is one of the most important factors in physical and mental health. Since the society needs healthy and dynamic people, it is necessary to avoid using old and ordinary stereotypes to train happy, active, creative and hopeful young people and investigate the role of school's happy environment and it is important to revise in their plans so that the school environment is not boring. (Ashraf, 1390, p.2). So considering Islamic teaching, it is evident that happiness and pleasure is very important in Islam because it is the last religion for human development and it is a complete and comprehensive religion and thus Islam has considered all aspects of human different needs and has made all grounds for his perfection and development in different dimensions. Islam has specially considered joy and happiness phenomena and has offered gratifying strategies to revive human capacity and his attaining happiness and mental freshness and has made it as one of the properties of those who seek God. There are legitimate individual and social happiness in Islam which not only has been considered as permissible but also as something which has been recommended. Islam has considered happy presence in different life domains and using variety and joy as a great worship and a remarkable manner which inhibits many problems and deviations. Islam not only ordered Muslims to take fast in Ramezan but also asked them to be happy in Fetr feast. Also, happiness and pleasure is called "rejoicing" in religious culture and it is recommended for accessing to benevolence, health and internal pleasure. (Loghmany, 1380, p19).The philosophers and intellectuals have provided us with this answer for the question: what is the aim of creation?: that creation could not be made just for this reason that God wanted to get to an specified aim because God is perfect and there is no imperfection in him that he wish to complete it and reach to perfection. God has happiness in his nature and creates a wave of joy. So the origin and root of creation is happiness and joy granted by God.(Hojjatikermani,1378,p.27).

The history of taking happiness in to account whether in schools or society extend to the history of human creation because man tries to get rid of all his pains and sufferings and to modify his state from bad to good.(pahlevansadegh& Bakhtiyar Nasrabadi, 1388,p35-46). Today, all the societies try to have a safe and healthy society. Healthy societies are developed when there exist happiness and high morale in them because in societies in which there is no morale no happiness and joy are seen and they lack energy and freshness (Miller,2000, p.19).For a healthy society, we need an active and progressive educational system; because all activities and amendments are done by human thoughts and attempts, and when a healthy and genuine man was developed everything is made very well.(Hozzeh and university office,1372.p.19).so the school is a bed that students from its main frame and in which pervasiveness of students' interactions are seen more than any other places ,As a result of these interactions students acquire those qualities which are internalized in them and its effects arise in their attitudes, behaviors and thinking's. One of those qualities is happiness which is very effective in social and individual life of student. Considering the fact that happiness is an essential emotions of

human, so everybody senses and experiences the happiness depending on his or her state. But its definition is not as experiencing it. Plato in his Republic Book points to three elements in human which are rationalization or reason, feelings, and wishes. Plato considers happiness as a harmony among these three components (Dickey, 1999, p.3). Argyle and Venhoven (1989) define the happiness as an integration of positive affect, lack of negative affect and satisfaction with life. Lock and Bentham believe that happiness is based on the frequency of enjoyable events. The most operational and comprehensive definition for happiness is presented by Venhoven (1984). The happiness refers to desirability degree or rate of life quality that a person judge for him or her. In the other word happiness means that how much a person likes his life.

Happiness and joy is critical from several aspects, one is that happiness is contagious meaning that when a person is happy he can make other people happy and remove their sorrow. Children's happiness is followed by parents' happiness and parents' happiness is followed by children's happiness. And also, students' happiness is followed by teacher's happiness and teacher's happiness is followed by students' happiness. Happiness extends dependency of individual to the environment and makes life more favorable. In the other word when a human experiences joy and happiness and attains satisfaction and gladness, he or she is interested to the environment unconsciously and wish for it. If we treat environment as a whole country in which all citizens feel happiness, they will be interested in that environment and have friendly relationships to other people, so social capital is expanded. Happy schools result in progress and social, economic, political cultural development and families have more intimacy. Furthermore, happy school prevent many social problems such as drug addiction, crime Mental and psychological disorders may be decreased and the educational delight will be increased. As the happiness is an essential need for human being, if it is not satisfied by the society and schools, the individuals may turn to other cultures and societies and dissociate from their own cultures and gradually west values and cultures will be expanded in the society. The necessity to verify the issue of happiness and its creating factors result from this fact that both society and state's educational system suffer from its shortage and its lack of presence. According to experts there are explicit signs of lack of happiness and pleasure in the society (Taherian, 1381, p4). On other side, the old and boring educational patterns prevail on many schools (Salimy 1374) so, the learners are disappointed and are oriented towards social abnormal behaviors (Shoarinejad, 1379, 19). Many studies show that happy and effective schools help the students learn to respond better to others, develop their valuable relations, be interested to learn new factors about life continuously, their status and others and have positive acknowledgement for the world and nature around them. (Mortimore, et al, 1988). Happy students have positive views and high incentives and react negatively to whatever which may prevent them to progress. Effective school have a positive atmosphere in which students' participation is high, they have clear objectives and the subjects are completing each other, crimes and many other social problems are less seen in these schools or don't exist at all, the structure of such schools is facilitating the issues and desirable, and educational leadership is optimum and society, parents and teachers' ideas are in the same direction, motivation for learning is very high and automatic control and order prevail on school (Bakhtiyar Nasrabadi, Bahrami, Keyvanmara, Kalantari, 1388).

Therefore in present study, a view was conducted on other studies about the effect of happy schools on preventing student from drug addiction, and other deviations. The Studies and a brief of study results obtained in country and oversea are as follows:

Bakhtiyar Nasrabadi et al (1388), In a study under the title of studying happiness among the staffs of Medical university of Esfahan found that the necessity for paying attention to joy and happiness and the effective factors is due to the importance of happiness for successful schools and the fact that it Prevents from many difficulties. According to an investigation done by Rabinson (2003), teacher's friendly behaviors with students cause happier students while the amount of self-esteem and controlling undesirable behaviors are higher in them than other students.

Mayers (2002) shows in his studies that happiness apart from the way it is obtained, can result in mental and emotional health in the society and besides it has other important and effective functions including: physical health and improvement, enforcing security feeling, contribution spirit and high decision-making. Martin's studies (2004) under title of the learner's motivation for learning showed that creating a happy and joyful environment for the students is effective on successful conditions and good order or discipline in the educational environment with participating the students and providing a desirable space at schools which attract the students to school, to promote their self-confidence, reducing deviations and improving the learning power.

Talbot and Fleming (2005), in their investigation with the title of studying the role of social context and special trainings in solving the mental problems among young citizen concluded that happiness and good relationships in schools have direct correlation with mental and psychological health among students. There is an inverse

relation between the feeling of connectedness to school by the students and decreasing the crimes and violations and participating in violent clashes.

Lotfi and Ayar(2012)in an investigation under the title of studying the effects of joyful and effective educational programs for preventing addiction to drug among students and their awareness about abusing drugs have concluded that happy and instructive educational programs play a significant role to increase the students awareness and prevent them from addition. Soleimani and tebyanian(2011),in a search about the relation between happy school and the students' intelligence and creativeness in Semnan high school have pointed that there is a significant relation between joy and happy schools with intelligence, creativeness, and educational inventions which decrease social problems. In the other word happy and effective schools result in higher intelligence, creativity and reducing social problems.

Rajabimoghaddam and Bijary (2011), in a search they studied the happy schools and the styles for dealing with stress among the girl students in secondary education in Tehran. The study results indicate that there is a correlation between happiness and solving problem. In other words, there is a significant relation between joyful educational skills and self-control, solving problem and having a lucky life and far from any deviations.

Yahyaei, et al (2010), in an investigation under the title of effect of happy schools on psychological health, point to the effective factors for providing happy schools: Teacher, school and physical environment. The results show that joyful or happiness influence on creativeness, positive feelings in life, social participation , emotional stability ,emotional stability, promoting self –confidence ,and willingness to enhance the mind .Regarding to the role and importance of happiness in education system , the managers and supervisors must attempt to provide a happy environment to attract the students more.

Thus, as the society needs healthy and active people it is necessary to plan for training healthy and dynamic learners. Therefore, we must know the periods and courses of study well which accompany with variations in the context of schools, family relationships and progress. Considering the learners ' needs is difficult but it is not impossible .Then, the schools, society and families must provide a safe and happy environment for their children and students, thereby many deviations are controlled and it is a prevention for addiction to drug. The aim of this study, is to investigate the relation between happy and effective schools to prevent addiction to drug and for achieving such aim, it is tried to respond the following questions in this study:

## **2. Questions**

- 1) Is there a significant relation between happy schools and preventing students from addiction to drugs?
- 2) Is there a significant relation between the school effectiveness and preventing students from addiction to drugs?
- 3) Is there a significant relation between positive emotions in school and preventing students from addiction to drugs?
- 4) Is there a significant relation between student's satisfaction and preventing students from addiction to drugs?
- Is there a significant relation between the students' inventiveness and preventing students from addiction to drugs?
- 5) Is there a significant relation between male and female students' happiness and preventing students from addiction to drugs?

It is hoped that with answering above questions some suggestions and approaches may be presented to be affective for promoting the young's and adolescents' awareness against deviations and addiction among secondary school students.

## **3. Methodology**

The present study is done by descriptive-correlation method, the statistical society includes male and female students in grade three of high school in Esfahan in educational year 2012-2013. Among them, 376 people were selected randomly (158 girl, 158 boys) in three course of study, natural sciences, mathematics and humanities. After performing the questionnaire and omitting incomplete questions, finally 284 girls and boys (49.5% boys and 50.5% girls) were selected equally from different courses. The investigation tools are researcher –made questionnaire for assessing and role of effective happy school and willingness to abide drugs. The permanency coefficient in questionnaire was calculated by 0.81 krunbakh Alpha method. Of course the stability of questionnaire was done by test method, which was confirmed 0.84 for girls and boys. The test structure fluency was obtained on factorial analysis whose components were studied in different dimensions and confirmed by experts. For measuring the happiness or joy the Fordyce's standard test way used. In this way, after required explanations, it was asked the students to read the options exactly and describe their views about abusing drugs and addiction and the consequences. Moreover, the rate of effectiveness of schools in preventing addicted to drugs was identified by students. The data were analyze by SPSS 16 software and the descriptive and inferential statistics were used, in this regard descriptive statistics included average and standard deviation and in

inferential statistics ,Pierson’s correlation ,multivariable regression and independent t-test were used to determine the share of each effective factor on preventing addiction.

**4. .... The study findings**

Table (1), Distribution of scores on the base of questionnaire

Standard deviation	Average	Maximize	Minimum	Variable
21/91	87/45	155	20	schools Effectiveness
15/09	28/74	89	8	Positive emotions
10/12	5/29	68	12	Satisfaction
7/11	9/40	28	18	Inventiveness
21/14	59/52	95	14	Happiness
7/20	7/98	23	12	Willingness to addiction

The results in table (1) shows that the most of the scores distribution mean values of subjects based on questionnaire of preventing from drug abuse were devoted to effective schools as 87.45 and happy schools as 59.52. After effectiveness and happiness factors, positive affects in school by the teachers, inventiveness of students and satisfaction had mean values as 28. 74,9. 29 and 5.29 respectively.

Question (1): Is there a significant difference between boys’ and girls’ willingness to addiction and happiness?

Table (2) calculating the T values for girls and boys in happiness and willingness to addiction

Significance level	T. value	Freedom degree	Standard error	Deviation	Average	Variable	
0/35	1/01	277	0/40	4/89	8/79	Girl	Willing to addiction
			0/42	4/92	8/18	Boy	
0/04	2/10	282	1/72	20/25	6/09	Girl	happiness
			1/86	22/76	54/77	Boy	

The findings related to table (2)show that the value of t(1.01)is due to computing the averages in girls and boys that it is not significant in comparing with critical values (p=0.35)which shows there is not difference between girls and boys in willing to addiction or abusing drugs.

But regarding the T value (2001) due to comparing the averages of happiness among the girls and boys, it is not significant in comparing to critical value (p-0.04) in table .Therefore, there is a significant difference between boys and girls, it means that the happiness is effective in preventing both male and female students from addiction to drugs but the mean value for the male students (54.77) is much more than their female counterparts (6.09).

Question (2): Is there a correlation between effective and happy schools and willingness to abusing drugs?

Table(3).Correlation matrix for happiness and effectiveness variables in schools and willingness to drug abuse.

Positive emotions	Satisfaction	Inventiveness	Effectiveness	mirth	Willing to addiction	Variables
					1/00	Willing to addiction
					-0/33 0/30	Schools happiness
				0/12 0/03	-0/20 0/00	Effectiveness of schools
			0/45 0/00	0/07 0/21	0/10 0/07	Inventiveness
		0/06 0/29	0/24 0/00	0/21 0/00	0/24 0/00	satisfaction
	0/51 0/39	0/23 0/00	0/49 0/00	0/02 0/64	-0/32 0/00	Positive emotions

The results in Table (3) show that there is a negative correlation coefficient( $r=0.32$ ) between willingness to addiction and happy schools and the significant relation is ( $p=0.00$ ).It means by increasing happiness and joy of students, the willingness to addiction is reduced and vice versa. Also, there is a negative correlation coefficient ( $r=-0.20$ ) between willingness to drug addiction and effectiveness of schools and significant relation is ( $p=0.00$ ) and there is a no significant relation between other variables.

Question (3): Is there a significant relation between the effectiveness and happiness of schools and willing to addiction to drugs?

Table (4) Regression analysis of effective and happy schools on willing to addiction to drugs

Significant level	F	Squares average	Freedom degree	Squares	Variable
0/00*	37/06	812/68	1	812/65	Regression
		23/92	283	6226/93	Remained
			282	1004/26	Total
0/00 <sup>A</sup>	23/55	812/68	2	5925/31	Regression
		23/82	287	692/58	Remained
			283	6828/58	Total

The results of table (4) show that there is a significant relation between happiness and addiction to drugs among the students regarding f value (37.06) with the significant level of ( $p=0.00$ ).Also the effectiveness of school was added to happiness in the next step, and there is meaningful relation regarding f value (23.55) with the significant level of ( $p=0.00$ ).It implies that happy schools prevent students from addiction.

Question (4): How much, the effectiveness, happiness and inventiveness variables can predict students' willingness to addiction to drugs?

Table (5): The results related to regression coefficient analysis and determination coefficient and standard error (analysis 1)

Significant level	Standard error Of estimate	Coefficient Of determination	Multi-variable correlation coefficient	T ration	Coefficient Beta	Coefficient	Variable	Step
0/00	4/68	0/11	-0/34	-6/08	-0/34	-8/11	Mirth	First
0/00	4/52	0/14	-0/38	-5/82	-0/38	-7/65	Mirth and effectiveness of school	Second
							Inventiveness	
0/91	1/56	0/02	-0/05	-0/10	-0/07	-0/38		

The results show that there is a significant relation in the first step regarding to Beta value, correlation between happiness and willingness to addiction(-0.34)and significant level is ( $p=0.00$ ) .Also, regarding the determination coefficient, the happiness variable predicts the willingness to drug abuse among the students (0.11).In the second step, the effectiveness is added to happiness so that there is a significant correlation between effectiveness and happiness with students 'addiction to drugs (-0.38) and significant level of( $p=0.00$ ).Furthermore, with respect to determination coefficient, effectiveness ,happiness and willingness variables to drug abuse predict the amount of 0.14.Thus, among happy and effective schools and willingness to addiction variables , happy schools with correlation coefficient of(-0:34)has the most relation with the addition of students to drugs. Also, the third factor namely inventiveness is omitted for its lack of significant relation ( $p=0.91$ ).so, we have to do the regression gain.

Question (5): How much the variables of schools' happiness and effectiveness can predict willingness of students to addiction?

Table(6): Analyzing the data related to regression coefficient, determination coefficient and standard error (Analysis 2).

Significant level	Standard error Of estimate	Coefficient Of determination	Multi-variable correlation coefficient	T ration	Coefficient Beta	Variable	Step
0/00	0/11	0/11	-0/32	-5/81	-0/34	Happy	First
0/00	0/15	0/16	-0/40	-6/17 -4/37	-0/33 -0/23	Mirth and effectiveness of school	Second

The results of table(6)show that in the first step regarding Beta value there is a significant correlation between happiness and willingness to drug abuse (-0.34)and significant level ( $p=0.00$ ) . Also regarding to determination coefficient, the happiness variable predicts the willingness to addiction among the students (0.11).In the second step, there is a significant relation between happiness and effectiveness of school with willingness to addiction to drugs and the significant level ( $p=0.00$ ) among the students(-0.40).

More over regarding to determination coefficient, it predicts the happiness variable and school effectiveness and willingness to drug abuse(0.16).Among the variables of happy schools and students' satisfaction, regarding the correlation coefficient ,the schools happiness (-0.32) has the most relation to willingness to addiction .

Question (6): Is there a significant relation between the structures of schools' effectiveness and willingness to addiction drugs?

Table (7): Analyzing the structures regression of effective school with willingness to addiction.

Significant level	F	Squares average	Freedom degree	Squares	Variable
0/00*	33/79	748/74	1	748/74	Regression
		23/15	282	6181/84	Remained
			280	6928/58	Total
0/00 <sup>^</sup>	27/51	574/58	3	1245/17	Regression
		20/81	279	5784/40	Remained
			280	6928/58	Total

The results of table (7) shows that there is a significant relation between the structure of school effectiveness namely positive emotions with willingness to addiction in students regarding f value (33.79) with significant level ( $p=0.00$ ). Also, in later step, we added the structure of school effectiveness namely the satisfaction as positive emotions. The obtained results show that with regard to f value (27.51) with the significant level of ( $p=0.00$ ), there is a significant relation between positive emotions and students' satisfaction and willingness to addiction. .It means that having positive emotions with students and their satisfaction with school are two factors which prevent student from addiction.

#### 5. .... Discussion and conclusion

With regard to the importance of drug abuse subject in our country and considering the fact that according to authorities reports and statistics, addiction to drug is increasing and drug abuse is extending to schools, especially high schools, it is necessary to pay attention to the happiness and its developing factors to prevent young individuals from addiction to have a healthy society, optimized performance and institutional efficiency. Happy and effective schools result in training happy, productive and efficient humans.

Happiness increases positive emotions while reduces negative emotions and in general, it increases life satisfaction. As the findings showed happy schools prevent the students (secondary school level) from crimes

and social anomalies specially addiction to drugs. There for according to findings of table 2, following question was raised: is there a significant relation between willingness to drug abuse and male and female happiness, the obtained results show that with regard to enhanced T value(1.01) resulting from comparing the mean values of girls and boys there is no significant relation with critical figures ( $p=0.35$ ), showing that there is no significant relation between girls and boy for addiction to drugs( $p=0.04$ ) indicating that there is a significant difference between happiness in girls and boys it means that happiness is more effective for male students in preventing them from addiction to drug with mean value of 54.77 than girls with mean value of 6.09. So, it is inferred from obtained results that if secondary schools provide desirable condition for male students, since they are in an effective and happy environment, they hardly will be attracted to violation, social crimes and abnormalities. Therefore educational managers and authorities must attend this important point that providing a happy and effective environment prevents male students from drug abuse remarkably comparing to female students that although, no investigations have been done directly to assess the difference between men's and women's happiness, the studies show each sex receive his or her happiness from different sources for example, the men acquire their happiness from the work and academic successes, while the women get it from social communications, and interpersonal relationships. In fact, the women are willing to have friendly relationships to others, being in the groups, help to other and sympathy, which is consistent with Meyers's investigations (2002). The results of table 3 regarding the question, is there any correlation between effectiveness and happiness in schools with willingness towards drug abuse? shows that willingness to addiction with happy schools has negative correlation coefficient( $r=-0.32$ )and it is significant( $p=0.00$ ). It means that increasing happiness in students is correlated with their reduced willingness to drug abuse and vice versa, Also, willingness to drug abuse has negative correlation coefficient with schools' effectiveness ( $r=-0.020$ ), and the relation is significant( $p=0.00$ ).

Therefore, if there is happiness and joy at schools the willingness to addiction will be reduced, significantly which is consistent with Nasrabad, et al, (1388), Talbot and Fleering (2005) and Suleiman & Tebyanian studies (2011).

According to the third question which asked whether there is a significant relation between happy and effective schools and willingness to addiction, the results of table 4 shows that there is a significant relation between joy and addiction to drugs variables among students regarding f value (37- 06) with significant level ( $p= 0.00$ ). Also, the effectiveness was added to joy in the next step and regarding f value (23.55) with the significant level ( $p.0.00$ ), a significant relation is seen.

This relation shows that these students are involved in addictions and other social deviations and problems if they cannot obtain necessary joy, energy and excitements in places such as school and home in which they spend most of their time. As a consequence, the students will be disillusioned and attracted to improper actions including addiction which just include incorrect excitements and energy.

The results of Loft, Ayer (2012) and Martin's (2004) investigations indicate these very well. Question (4) is about the effectiveness, happiness and inventiveness variables in school that can predict the rate of willingness to drug addiction. The results of table (5) indicated that the first step regarding Beta amount, there is a correlation between happiness and willingness to drug addiction (-0.34) and the significant level is ( $p=0.00$ ). Also, with regard to the determination coefficient, the happiness variable predicts willingness to drug addiction among the students (0.11). In the second step, there is a significant correlation between effectiveness and drug addiction(-0.38) and the significant level is ( $p=0.00$ ), moreover, according to determination coefficient, the effectiveness, happiness, and willingness to addiction variables are predicted (0.14) for students, so, Among variables of happiness, schools effectiveness and willingness to addiction, the happiness of schools with correlation coefficient (-0.34) has the most relation to the student's addiction, Also, the third factor, inventiveness was omitted from the equation because of its lack of significant relation ( $p=0.91$ ) to drug addiction among the students. Thus, in the new multivariable regression analysis which was presented in table (6), the determination coefficient of happiness and school effectiveness for preventing students from addiction has increased to (0.16).

Then, regarding prediction (0.16), we must point to the carelessness and lack of exact consideration by the relevant authorities, in particular, the educational system, teachers, managers and even the families which can play a role in presenting severe consequences in deteriorating students fate via entangling them with addiction, Talbot and Fleming (2005), Martin (2004) suggest these in their research.

The final table related to school effective structure (namely having positive emotions and student's satisfaction) in preventing them from addiction has presented this question that: whether there is a significant relation between positive emotions and addiction? The results show that there is a significant relation between effective structure with drug addiction with regard to f value (33.19) with the significant level ( $p= 0.00$ ). In the next step, the satisfaction was added to positive emotions. The result show that regarding to f value (27.51) and with



obtained significant level ( $p=0.00$ ), there is a significant relation between positive emotions and students satisfaction with willingness to drug addiction. So communicating with students emotionally and positively and making satisfaction feeling in them regarding teachers and the activities at school all can play a considerable role in preventing students from drug addiction. Robinson (2003) refers to above point correctly.

#### 6. .... Propositions

Thus, with regard to the importance of happiness and effectiveness of schools in preventing students from drug addiction, the researchers present the following suggestions considering obtained results in this study:

1. Creating a fundamental upheaval in educational spaces for developing and growing positive grounds in students: those Spaces which can provide learners with happiness and awareness and direct them towards satisfaction, consent and self-esteem.
2. Including the subject of addiction into curriculum in order to inform the student about the harmful consequences of drug abuse.
3. To more activate and expand the counseling offices in schools and employing expert and skilled staff in this regard to enhance awareness of students.
4. To prioritize the happiness and pleasure times in the school environment and incorporating happy programs in the class curriculums.
5. Teaching and performing happy programs at school and encouraging the members to start such programs at schools.
6. Establishing peace, intimacy and conformity among school members, establishing justice equity and encouraging friendly relationship along with confidence, trust, respect and politeness.

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