

## **The effectiveness of happy education on self-injurious and aggressive behaviors of second-grade male students with emotional failure in Isfahan city**

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### **Abstract**

research is to investigate the effectiveness of happiness education on self-injurious and aggressive behaviors of second-grade male students with emotional failure in Isfahan city was semi- done The research method experimental with a pre-test-post-test design and a control group. The statistical population of the present study included all the male students of the second year of high school (10th, 11th and 12th grades) in District 2 of Isfahan city in the academic year of 1402-403. From this community, two schools were selected by purposeful sampling and randomly assigned to two groups of 15 people, control and experimental. A tool for gathering information from the Love Shock Questionnaire aggression ,Rousse (1999) questionnaire by Bass and Perry (1992), self-injury behaviors and functions questionnaire (Khanipour, 2013) and happiness training program (Fordyce, 1983; translated by Liaqtdar et al., 2014 ) . To analyze the data,

multivariate analysis of variance was used in theSPSS software environment. The research results showed that education happiness on Self-injurious and aggressive behaviors knowledge students It is effective..

**Key words:** happy education Self -injurious behaviors Aggressive , the failure of Atef Y

### **Introduction**

During adolescence, emotional needs become more specific and the possibility of engaging in emotional relationships with the opposite et al., <sup>1</sup> sex becomes more apparent (Schweizer On the one hand, the lack of awareness, .(2020 easy-going and high excitement of teenagers, and on the other hand, the emotional immaturity and complete lack of identity formation at this age, usually lead to the formation of unhealthy and traumatic emotional relationships. Therefore, one of the most challenging issues of adolescence is the experience of emotional failure , which is mainly accompanied by various negative the <sup>3</sup> lead to<sup>2</sup> consequences and can even experience of love shock syndrome in a person et al., 2019). Emotional failure is <sup>4</sup> Carter) defined as the separation and termination of an intimate and emotional relationship by any et al., <sup>5</sup> means other than death (Vadhavan Ras (1999) first introduced love shock .(2020 syndrome. Love failure is a set of symptoms that appear in people after the end of an emotional relationship and negatively affect a person's performance in various fields such as academic, social and occupational; Irrational reactions follow and these symptoms remain for a long time, the symptoms of love shock are experienced as an event with severe tension and to some extent traumatic, the event of love shock provokes psychological pressure and makes a person feel helpless. It creates ,<sup>6</sup> control and prevention of events (Bomba

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<sup>1</sup> .Schweizer

<sup>2</sup> Emotional failure

<sup>3</sup> . Carter

<sup>4</sup> love trauma syndrome

<sup>5</sup> . Wadhawan

<sup>6</sup> . Bomba

Although every human being naturally .(2023 experiences various emotions such as sadness, anger, fear or shame at the beginning, during and ending of interpersonal relationships such as emotional relationships; But what causes an emotion to continue depends on the person's interpretation of the emotion and the strategies ;2015 ,<sup>7</sup> he uses to deal with it (Leahy .(translated by Zirak and Azadi, 2017

Aggression is defined as any behavior that .(2011 ,<sup>8</sup> .causes harm to others (Burke et al Aggression is influenced by situational and psychological factors of people and has a very complex concept. But what is certain is that genetic and biological factors are involved in its occurrence. It can be said that aggression is one of the anti-social behaviors whose purpose is to harass others and harm them directly or In schools, .(2014 ,<sup>9</sup> .indirectly (Sater et al fights are observed among students most of the time , and the main reason for their fights is aggressive behavior. Aggressive students are often disciplined . Basically, they do not have the power to control their behavior and ignore the customs, social rules and the society in which they live . Their behavior will cause their parents to go to schools, and in many cases, conflicts will arise between the school principals and the parents of these children , and they will be expelled from school (Martin .(2011 ,<sup>10</sup> .Storey et al

Adolescence is one of the most important, sensitive and stressful periods in the life of every person (Yadalehi, Pourhosseini and Sadat, 2019). Considering that today's children and teenagers form the foundation of tomorrow's society, neglecting them will lead to irreparable results. Also, in societies where less attention is paid to this stratum, social problems are more (Aslani, 2013). One of the problems of adolescence that leaves a lot of psychological and social damage is self-harm which is ,<sup>12</sup> without the intention of suicide<sup>11</sup>

addressed in the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders due to its importance. This type of behavior is consciously and without suicide motive with the aim of damaging the body tissues and by methods such as cutting, burning, beating, scratching, beating, biting, grabbing, injuring or preventing the healing of wounds. The body is done. In many cases, self-injurious behaviors are associated with suicide and may lead to suicide in the long term. The rate of self-injury increases with age and from childhood to adolescence, so that it has been reported between 13 and 21% in adolescence in high school students (Izkian, Mirzaian and .(Hosseini; 2018

From the perspective of positive psychology , psychologists should not only work on fixing people's problems, but should help them to live happier, richer and more complete lives. It makes a person more valuable . Because of the benefits of having a happy life for people, many psychologists and researchers have tried to develop approaches to increase happiness in et al., 2017).<sup>13</sup> people's lives (Cordero is one of these<sup>14</sup> Fordyce's happiness program approaches. Fordyce, one of the theorists of the psychology of happiness , has presented a series entitled "happiness education" by examining several researches, which is both cognitive and behavioral. In the cognitive section, he has addressed the root issues about the causes of the involvement of certain thoughts and behaviors in creating happiness, and in the behavioral section, he has used a variety of techniques and solutions resulting - from cognitive and behavioral therapy . The role of happiness and vitality and positive emotions in students is very important and vital in reducing negative attitudes and improving the quality of life and academic hope, because students' enjoyment of happiness and satisfaction makes them deal - with many obstacles with tact. And problems and overcome them , which itself guarantees the quality of life and increase hope in them .

<sup>7</sup> Leyhi

<sup>8</sup> Burk et al.

<sup>9</sup> Suter et al.

<sup>10</sup> Martin-Storey et al.

<sup>11</sup> .self harm

<sup>12</sup> . suicide

<sup>13</sup> Cordero

<sup>14</sup> Fordyce

Happiness increases a person's awareness, creativity and activity and facilitates social relations and maintains health and increases .(2021 ,<sup>15</sup> hope (Sheldon and Rimbursi According to the stated contents, the aim of the present study was the effectiveness of happy education on self-injury and aggressive behaviors of second -grade male students with . emotional failure in Isfahan city

### **method**

The current study was applied in terms of its purpose, and in terms of its method, it was a semi-experimental study with a pre-test-post-test design and a control group

### **Statistical population, sample and sampling method**

The statistical population of the present study included all the male students of the second year of secondary school (10th, 11th and 12th grades) in district 2 of Isfahan city in the academic year of 1402-403. The entry criteria included male gender, student of the second year of secondary school (10th to 12th grades), experience of failure. It was emotional in the past year. The exclusion criteria included lack of consent to participate in the research, absence of more than two sessions in the process of happiness education. Two schools were selected from this community by purposeful sampling. In this way, students who experience emotional failure will be invited to the counseling center through a call, and after the interview, the love shock scale will be applied to them. Finally, 30 students who scored higher than the cut-off point (20) in this scale were selected purposefully and randomly assigned to two groups of 15 people, control .and experimental

### **Information gathering tool**

)<sup>16</sup> **Love Impact QuestionnaireLTI** It is a :( scale that Rouse (1999) prepared to measure the intensity of love shock and it consists of 10 items with 4 options. This questionnaire provides a general assessment of physical, emotional, cognitive and behavioral disturbances. Each question is scored from 0

to 3 respectively in scoring the options. Questions 1 and 2 are scored in reverse. The range of scores of this questionnaire is between 0 and 30, which is divided into three categories: less than 9, between 10 and 19, and and above. A score of 20 in this 20 questionnaire is considered as a (clinical) cut-off point. After scoring, the sum of the scores is considered as a condition of love shock syndrome. The correlation coefficient for the validity of this questionnaire with Beck's anxiety questionnaire (0.74), and its reliability was also reported by Cronbach's alpha method (Rose, 2007). In Iran, the validity of this (0.83) questionnaire has been obtained through the correlation coefficient with Beck's depression questionnaire (0.72) and the reliability of this questionnaire has been obtained through the internal consistency coefficient (0.81) and 0.83 with the retest method at an interval of one week (Dehghani, 1389). Also, in the research of Mesibi, Isazadegan and Soleimani (1401), the reliability of this questionnaire was .obtained by Cronbach's alpha method of 0.83

### **<sup>17</sup>Aggression questionnaire**

The new version of the aggression questionnaire, whose previous version was revised by <sup>18</sup> ,called hostility questionnaire Bass and Perry (1992). This questionnaire is a self-report tool that includes 29 statements and four subscales, which are physical aggression, verbal aggression, anger and hostility. Subjects respond to each statement on a 5-point scale from completely like me ( 5), somewhat like me ( 4), neither like me nor not like me ( 3), somewhat not like me ( 2). , not very similar to me ( 1). Two statements 9 and 16 are scored inversely. The total score for aggression is obtained by summing the scores of the .subscales

#### **Scoring method**

Physical aggression ( 9 phrases): 2-5-8-11- .1  
29-25-22-16-13

Verbal aggression ( 5 phrases): 4-6-14-21- .2  
27

Anger ( 7 Expression): 1-9-12-18-19-23-28 .3

<sup>15</sup> Sheldon & Lyubomirsky

<sup>16</sup> Love Trauma Inventory Questionnaire

<sup>17</sup>Aggression Questionnaire

<sup>18</sup> bus & Perry

Hostility ( 8 phrases): 3-7-10-15-17-20-24- 4  
 26

If the scores obtained from the aggression questionnaire are between 116 and 145, it indicates a high level of aggression, scores between 87 and 115 indicate moderate aggression, and scores below 87 indicate a low level of aggression. The aggression questionnaire has acceptable reliability and validity. The results of the retest coefficient for four subscales (with an interval of 9 weeks) are 0.80 to 0.72 and the correlation between the four subscales is 0.38 to 0.49 . Cronbach's alpha coefficient was used to measure the reliability of the scale, and the results showed the internal consistency of the physical aggression subscale was 0.82, verbal aggression was 0.81, anger was 0.83, and hostility was 0.80 ( with and Perry , 1992). in study Mohammadi (1385 ) Hamsani Do not harvest buy it Scales to arrangement On A Exciter Physical 0.79 , Exciter Verbal 0.74 , Anger 0.71 , Hostility 0.82 and grade Total calculation 0.89 became

#### **Questionnaire of self-injury behaviors and functions ( Khanipour, 2013)**

This list was developed by Khanipour (2013) in order to measure self-harm behaviors. This list consists of two parts: the list of self- -injurious behaviors and the second list including 39 questions on a Likert scale that measures self-injurious motives. The second part has two factors of intrapersonal and interpersonal functions (motivations) and measures thirteen types of functions. The participant was asked to score the questions related to each subscale from 0 to 2 considering the question "When I hurt The subscales are: emotional . "...myself regulation (for example: I calm down), distinguishing myself from others (for example: I create boundaries between myself and others), self-punishment (for example: I express my anger on myself for feeling stupid or unworthy), Self-care (taking care of physical pain is easier than emotional pain), anti-dissociation (for example: by causing pain, I stop feeling numb and unreal), anti-

suicide (for example: I stop suicidal thoughts), sensation seeking (for example: I do something to make me feel ecstatic), belonging to peers (eg: I equate myself with others), interpersonal effectiveness (eg: I want others to understand how much pain I am in), demonstration of strength (eg: I want to see the ability to bear pain) I have), expressing confusion (for example: I want to show myself and others that my pain is real by creating a physical sign), revenge (for example: I take my right from someone) and autonomy (for example: I show that I don't need anyone's help). In Khanipour's research (2013), content validity was used to determine the validity of the questionnaire. In this way, the questionnaire was given to a number of experts in clinical psychology of children and adolescents, and as a result, some items were suggested for correction, and finally, after applying the corrections, the final In .questionnaire was used in some cases Khanipour's research (2013), the reliability of the questionnaire was obtained based on Cronbach's alpha method for the entire questionnaire using SPSS software , and finally it was implemented on the main statistical sample .group In order to determine the reliability of the questionnaire, before the final distribution of the questionnaire, the questionnaire was given to 30 subjects and the calculated Cronbach's alpha was 0.94, so this .questionnaire has a very high reliability

After selecting the subjects and randomly assigning them to the experimental and control groups and conducting the pre-test, the happiness training sessions were held based on the contents of the happiness training program Fordyce, 1983; translated by Liaqtdar et al., ) (Table 1-3). The duration of the training (2014 sessions of the happiness program for the experimental group was 12 sessions of 45 minutes, each training session was held by the researcher twice a week at a place designated by the Department of Education. After the intervention, the post- test was administered to both groups and again all three questionnaires .were given to the students



**Table 1. The structure of Fordyce's happiness training sessions**

<b>The first meeting:</b> members getting to know each other and the importance of being happy, explaining the goals and rules of the group, conducting the pre-test		
<b>The second session :</b> reviewing the topics of the previous session, receiving ,feedback, teaching the technique of expressing emotions		
<b>The third session :</b> review of the topics of the previous session, receiving feedback, presenting the technique of developing optimism, performing tasks of optimism in everyday life		
<b>The fourth session :</b> review of the topics of the previous session, receiving feedback, teaching the technique of increasing intimacy, teaching how to be yourself, practice, homework		
<b>The fifth session :</b> Reviewing the topics of the previous session, receiving feedback, presenting cultivation techniques and increasing creativity. Creativity and description of its effects in the form of examples, exercises and assignments		
<b>Sixth session :</b> reviewing the topics of the previous session, receiving feedback, working on reducing expectations (identifying expectations, reducing expectations from oneself and others, and reducing expectations from oneself and others). Exercise and homework		
<b>Seventh session :</b> reviewing the topics of the previous session, receiving feedback, working on how to increase physical activity (increasing mobility, providing techniques for increasing physical activity), practice and homework		
<b>Eighth session :</b> reviewing the topics of the previous session, receiving feedback, working on increasing social relationships (introducing happiness and the general technique of happiness, presenting the technique of increasing social relationships). Practice, homework		
<b>Ninth session :</b> reviewing the topics of the previous session, receiving feedback, presenting planning techniques (working on being yourself, planning and organizing), practice and homework		
<b>10th session:</b> reviewing the topics of the previous session, receiving feedback, presenting the technique of focusing on the present (working on living in the present), practice and homework		
<b>The 11th session:</b> presenting the technique of avoiding worry and how to stay away from worrisome thoughts, presenting the technique of reducing expectations. Exercise and homework		
<b>The twelfth session:</b> reviewing the topics of the previous session, receiving feedback, presenting the technique of valuing happiness (introduction of happiness formula, general introduction of happiness techniques), practice, post-test		
<b>Information analysis method</b>	statistics	including:
For the statistical analysis of the information, descriptive statistics including: mean, standard deviation, and inferential	multivariate variance analysis were used in the SPSS .software environment	

Findings

Table 2 Comparison of the mean and standard deviation of the experimental and control groups of the main variables

Control		test		Statistical indicators	
standard deviation	average	standard deviation	average	Subscales	
5/06	68/58	4/65	69/36	pre-test	Self-injurious behaviors
5/01	68/05	4/05	58/63	After the test	
95/7	109/15	5/68	110/12	pre-test	aggression
90/7	108/50	8/40	95/53	After the test	

The results of Table 2 show that the average scores of self-injury and aggression behaviors in the pre-test stage in the experimental and control groups were almost equal, but the

average scores of self-injury and aggression behaviors in the post-test stage in the experimental group were lower than in the .control group

Table 3. Smirnov Klomogrove test scores of the main research variables

significant level	degree of freedom	statistics	group	Variables
0.200	15	0.120	test	Self-injurious behaviors
0.200	15	0.128	Control	
0.200	15	0.132	test	aggression
0.200	15	0.160	Control	

The results of Table 3 of the Klomogrov Smirnov test show the scores of students' self-injurious and aggressive behaviors. The results indicate

that the students' self-injurious and aggressive .behaviors are normal for all grades

Table 4. test on	significant level	Second degree of freedom	First degree of freedom	F ratio	Box's M	Box's
	0.057	1948/737	15	2/212	44/256	

covariance homogeneity of the main research variables

The results of Table 4 show the equality of covariances of self-injury and aggression behaviors of students . The results indicate that

there is equal covariance for the scores of self-injury and aggression of students

Table 5 Levine's test on the homogeneity of variance scores of the main research variables

significant level	Second degree of freedom	First degree of freedom	F ratio	Variables
0.353	22	1	0.900	Self-injurious behaviors
0.056	22	1	3/965	aggression

Table 5 shows the results of Levin's test of equality of variance in the scores of students' self-injurious and aggressive behaviors. The

results show that the scores of self-injury, aggression and student behavior have equal variances

**Table 6 covariance analysis (multivariate) of the effect of happiness training on self-harm and aggression behaviors**

Statistical power	The amount of eta	significant level	F	mean square	degree of freedom	sum of squares	source	Variable
0.148	0.051	0.352	0.917	37/058	1	37/058	pre-test	Self-injurious behaviors
0.000/1	0.892	0.001	1030/141	1097/5698	1	5698/097	group	
0.053	0.002	0.862	0.031	0.849	1	0.849	pre-test	aggression
0.000/1	0.847	0.001	93/830	1800/2554	1	2554/800	group	

variable showed that there is a significant difference between the groups at the  $P < 0.01$  level and considering that the average aggression scores in the experimental group are higher than the average of the control group in the post-test, this difference is in favor of the experimental group. That is, happiness education has been able to reduce students' aggression in the post-test phase. In explaining this finding, it can be said: Freud believes that neurotic people behave in strange ways that cause sadness and it seems that they cannot benefit from their experiences. unpleasant memories Ugly and catastrophic events of childhood in the unconscious mind, It remains hidden and is an obstacle to one's happiness. According to Freud, The best way to reduce the sadness of neurotic patients . Giving them an insight into the content of the pronoun They are unconscious. For the same purpose of hypnosis , dream analysis and association Words are used . Of course, according to his opinion, People themselves cannot do much about sadness because the conscious mind does not have access to a large part of the information about the causes of our

As the results of Table 6 for the variable of self-injurious behaviors show that there is a significant difference between the groups at the level of  $P >$  and considering that the ,0.05 average scores of self-injurious behaviors in the experimental group are higher than the average of the control group after The test is higher, this difference is in favor of the test group. That is, happiness education has been able to reduce the scores of students' self-injurious behaviors in the post-test phase. Also, the results for the aggression variable show that there is a significant difference between the groups at the level of  $P > 0.01$  , and considering that the average aggression scores in the experimental group are higher than the average of the control group in the post-test, this difference is in favor of the group. It is a test. That is, happiness education has been able to reduce students' aggression in the post-test phase

### Discussion and conclusion

The results showed that happiness training has been able to reduce the scores of students' self-injurious behaviors in the post-test phase. Also, the results for the aggression

five more recent studies, Fordyce, Comparing university classes where happiness was taught only in some , paid and achieved very important results about people who were trained in happiness . The research results of other researchers who have used similar methods of Fordyce confirm the increase of happiness through education (Fordyce, 1988; (1977 ;1983.A brief look at the information collected in the field of happiness shows that so far, happiness is associated with factors such as success , social class , physical health , job position , good economic and political conditions , sufficient income, and perhaps more important than genetic determinants. It is relevant that the dramatic change of these cases is rarely within the scope of a person's ability , however, there are certain characteristics that have been repeatedly shown over the years in research that these characteristics, They have obtained a reliable relationship with happiness , and according to Fordyce, it is the basis Researches for review Education happiness are

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.unhappiness From Fordyce's .(1985 ,<sup>19</sup> Freud) point of view , happiness Sarwar and Masrat, Nature's main contribution to human life is It is the driver of human behavior that seems - endless and is one of the most basic physical efforts for survival. It includes his highest scientific and artistic achievements . Happiness is the life-giving spark of life, the only phenomenon that makes the thought to nurture , the song to play, and even the food to eat valuable . According to Fordyce , happiness should be the only missing human in the world. Past of these, if success, fame, Happiness and love cause, did not serve What's the point of eating anymore ? happiness, It is a positive emotion that is expressed by words such as joy, feeling of well-being and satisfaction, is described happiness, It is the valuable end of human action and in the sense of overall satisfaction with one's life. Happiness is the most important reward of nature in life.If we believe that happiness with certain aspects of personality, The attitudes of people and the choices they make and the amount and type of activities they do are related , in this case, Happiness can be taught , from Fordyce's point of view for researchers who believe in the possibility of teaching happiness. There are three basic questions: first, is it a specific cognitive , behavioral characteristic of people Happiness that can be taught to others, Can it be separated? Second, A or other people, They really learn to develop these qualities in - themselves and them particle for direct object in itself raise Thirdly , if they learn this issue, Will they be happier as a result? Fordyce's research on the possibility of increasing happiness began several decades ago. In early published research, Three studies were conducted and several ways to increase happiness were examined under non-method conditions, all of which improved the level of happiness of the tested subjects.In the next article , Ferdais presented his report on four - other successful experiments, one of which, Follow-up examination was a problem and in

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<sup>19</sup>Freud



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