

Evaluation of Relation between Progress Motivation, Active Memory and Happiness with Education Success in IRAN

Hellat, Ahmad¹, Dr Kambiz Kamkari², Dr Heidar Eslami³

¹Master Degree, Graduated from Islamic Azad University, Anar branch

²Tehran University, Exceptional Measurement Institute

³Tehran University, Andisheh Consultation Center

ABSTRACT

Today, education systems had been highly significant in all countries and idealistic proceedings would be accomplished along with progress of qualitative and quantitative general education level and ideal education as well. Based on this, successful and unsuccessful characteristic comparison at education success has accomplished and useful information has been obtained. Therefore, based on education psychology, useful data could be obtained via comparing research for future plans.

In this research, relation between progress motivation, active memory and happiness with successful education has been observed and the main question is codified in a way that whether a relationship exists between progress motivation, active memory and happiness with successful education of male and Female students or not? available research method had been descriptive and is from correlation type .statistical society is involved of all male and female students of Tehran's free Islamic university who were 4000 students .243 male and female students of Tehran free Islamic university of psychology major were considered. in this survey, three tools such as progress motivation quesstionarrie, Tehran mental scale and STANFORD have been used because of active memory evaluation, KAMKARI and SAATCHI happiness quesstionarrie and student's average were used as education success scale that all of them involving of accuracy and authenticity.

Statistical models are multi regression and multi variance analysis models. Finally, research result showed that progress motivation and active memory and success in happiness would be effective at $\alpha=0.01$ levels and this effectiveness would be same among male and female students.

KEYWORDS: Progress motivation , Active memory , Happiness , Education success

INTRODUCTION

Phrase of education success and education devaluation would be utilized in cases that successful and unsuccessful student's cognitive and personality abilities are done.

Education devaluation is unsuccessful student's factor and education success is successful student's factor at education gamut.

Today, education progress is considered continuously and accomplished for identifying effective factors in comparable researches among boys and girls, rich and poor ,athlete and typical in order to obtain effective factors at education success.(JAVADI,1386)

Progress motivation is a varier which is related to education success .by regarding the point that massive spectrum of varies exist at education psychology gamut, evaluation and motivation would be the most related varier to motivation system and education success. Progress motivation is a varier which has been mentioned at psychology literature and today, has allocated special position about education psychology and study plan. Progress motivation mentions the person effort at his maximum ability, personal skill increscent, overcoming with failure at job and education gamut, using more from internal forces and finally persistence and perseverance assiduity for progressing at different life gamut.

In cases which student's progress motivation decreases, unfavorable result would be developed for progressing knowledge level and finally, education devaluation would be observed? In most education bases, education non-motivation would be considered as the most important education devaluation whereas by increasing progress motivation, education phrase has been considered and person tries to increase education success and tries to use his maximum ability at learning education bases.

Active memory was titled as the most important factor of memory formation that was considered by SPEARMAN and KATEL for the first time and finally, active memory was considered as result of modern theory

from BADLI'S theory in comparing with Shyfryn and ETyksvn 's theory .memory role and especially active memory has been considered as one of memory formation at different functions and this action has been based by BINE and then other memory formation's sponsors.(AFROOZ and KAMKARI,1388)

ACTIVE MEMORY IS CONSIDERED AS THE MODERNEST CoGNITIO9N ABILITIES 'S DISCUSSION THAT HAS BEEN REPRESENTED TO MEMORY BY BADLI AGAINST Shyfryn and ETyksvn 'S PLAN FUNCTIONS.

BADLI knows the active memory in accordance with short term memory and believes that vazhy ring andvazhy source would be significant at education affairs and education success.(AFROOZ and KAMKARI,1388)

Memory processes saves various data at its long term memory and also scrutinizes or transfer them as well. Remember words recover ability and remember sentences and orders are all active memory factors. This viewpoint was considered by BADLI in 1986 and today and also was identified as main and formative element of memory at inistitual learning and education success as well.

On the other hand, discussions formation related with happiness in psychology science that can be mentioned as happiness psychology, wouldn't be irrelevant to psychology factors and education success. Regarding the 21th century's evaluations and human's severe problems would alienate him. Psychologists have felt the need for evolution of human's excitement and emotional cycle and believed that happiness had been as the most psychology factor and can be effective at job and education success.(SAATCHI,1388).on one hand, happiness psychologists regarded neutral humans movement at their productivity direction and on the other hand ,emphasizes on prevention and overcome of psychological problems.(happiness psychologists believe that by increasing happiness ,suitable bases would be provided for overcoming mental disorders ,because happiness would protect human against life difficulties and led him to productivity challenges. therefore, happiness psychology has formed as a complaint at clinical psychology usages basis ,because education psychologists never invite human toward productivity and social ,personal abilities and they aren't interested in human's internal forces development .they don't enjoy their life but just pay attention to reduction of depression, anxiety ,conflict and mental pressure in order not to increase their mental disorders and also decreasing these mental disorders among humans could lead them to life success.(PARSA,,1383).therefore, by regarding the fact that education psychologists 's purpose would be increasing education success and progress by emphasizing on cognitive, emotional, behavioral aspects. relation observation among progress motivation varies as an aspect of emotional gamut, active memory as an aspect of cognitive gamut and happiness as an aspect of emotional and behavioral gamut have considered in this research. hence, at available research, relation observation between progress motivation ,active memory and happiness has been accomplished by education success in order to estimate education progress via progress motivation ,active memory and happiness and identify three mentioned varies ' role on education success.

Main body

Nonetheless, relation acknowledgement between mentioned variables of education success is still encounters with abundance obscurities .hence, in upbringing psychology gamut ,so many researches acknowledged progress motivation effect and also mental abilities such as perused active memory that has presented already clear information because many variables interferes in education success .some researches has accomplished in this basis that could be referred to Diner (2000)which accomplished by emphasizing on important role of cognitive abilities about happiness and referring to researches which discusses people's happiness balance point would be modified based on desirability and long duration effect of environmental condition ,consequently it would not be stable point and have alteration capability based on environmental condition.

According to Robert research (2001) which is accomplished in basis of relation observation between education success via intellect, self thought and self esteem, specified that more intellectual students involved higher education success, also significant mutuality between intellects with self esteem exists in education success in crescent. It's important to say that mentioned relation has obtained by regression coefficient at 0.99 assurance level. Fis research (2002) by title of relation observation between intellect and education success has accomplished in intellectual and typical students ,he specified that there is significant relation between intellect and education success in typical and intellectual students by Rion intellectual test and Achive education success quesstionnarrie on 230 typical and intellectual students and by Pirson correlation coefficient and t test but in comparison basis between two groups ,specified that factor of intellect active memory is higher in intellectual students than typical students .Zakerman and elison (2003)has acknowledged relation observation between progress and education progress in his survey, progress motivation is a complex motivation and involves mental and emotional description and factors and appears in different people ,age and cultures as Mori and Mack Liland referred to it in 1930 and 1950 decades. Nonetheless, it's acknowledged that progress motivation is related with education progress .hence, information powerlessness in relation acknowledgement between progress, active memory and happiness with education success

would be identified as matter resource that these variables mutuality have provided available research presentation. Nonetheless, there are still many obscurities in motivation effect acknowledgement of progress, active memory and happiness in education success. Hence, education success as one of significant variables in education system has been specified that many researches has been implemented in empirical and theory basis .this significance is important that some theorists consider it as education result .essential data could be provided by identifying effective factors such as cognitive and motivated variables in order to accomplish long and short duration plans according to upbringing purposes .therefore, considering cognitive and motivated organizations in superior education environments involves much significance and could develop appropriate direction for education position in university environments while significant effect of these variables is considered on education result increscent .relation identification between variables of progress motivation ,active memory and happiness would be significant which is considered as variables involving cognitive and motivated structures ;because appropriate base could be provided for theory codify by new opinions , education success moreover as one of considered structures in upbringing psychology would be considered as one of psychometric structures which allocates different discussions and multisystem or multi major theories formation would be observed in upbringing psychology with the connection between mentioned structures .available research is codified along with research domain which observe the variables with each other coincidently and focus on coincidence observation of three effective variables (progress motivation, active memory and happiness)on education success and mentioned variables relation observation has accomplished and education success estimation strength would be specified via progress motivation ,active memory and happiness ,then their relation has considered with each other .according to zemermen and bendora research(2001),a student involves strong motivation for his purposes while starting job and choosing job as well .on the other hand ,many institutions or governmental organizations consider student's average as a factor of his ability and success . this research's Feasible necessity would be effective variables role observation on education success that finally leads to control and estimation of student's better function .also,it may be possible to find a response for this question whether advancement hypothesis of mentioned variables in students have effect in their education success by relation observation between three variable of progress motivation, active memory and happiness. Therefore, regarding the point that education psychology 's purpose would be education success increscent and education progress by emphasizing on cognitive, emotional and behavioral aspects ,relation observation between progress motivation, active memory and happiness respectively as an aspect of emotional gamut ,cognitive gamut and emotional and behavioral gamut has been considered in order to achieve education success structure via mentioned variables relation .hence ,observation of progress motivation, active memory and happiness with education success has been accomplished in this research in order to estimate education success via variables of progress motivation ,active memory and happiness and specify mentioned triple variables role and participation on education success ,by emphasizing to gleanings ,this research's main question would be :is there relation between progress motivation, active memory and happiness with male and female student's education success?

METHODOLOGY

In descriptive researches which is classified in survey(metrical)researches, (post incidence)comparative researches and correlation ,researcher just accomplishes variables relation status 's observation . observation of research's variables status would be considered in correlation researches which is involved in descriptive researches .in available research regarding that any variable hasn't been applied by researcher and just research's variables relation observation has been accomplished ,available research scheme has classified in descriptive research gamut and is the correlation type. Hence, relation between progress motivation, active memory and happiness has considered with education success .available research static society develops of all male and female psychology students of Tehran's Islamic Azad University which are 4000 students .it's essential to add that access to all society's members was possible and list provision of society members was possible, it could be considered that research's society involves in limited society.

In available research regarding that male and female psychology students of Tehran's Islamic Azad University has considered, therefore treated with male and female psychology students which involved in limited society gamut .therefore, it's essential firstly to consider random sample by emphasizing on research sample, then the research's questions be implemented .as there are different methods in order to estimate sample mass and sampling and sample involves high sensitivity ,therefore maximum accuracy and the most appropriate method has utilized .in available research ,Chochran 's sample mass formulas has been utilized to estimate student's sample mass and regarding variance ,society members ,t criterion for assurance level and d (possible accuracy criterion or accepted error

domain in sample selection) (Naderi and Seif Naraq, 2002) estimations of sample mass would be as following formulas :

$$n = \frac{Nt^2 S^2}{Nd^2 + t^2 S^2} = \frac{(4000)(1/96)^2 (0/17)}{(4000)(0/0025)^2 + (1/96)^2 (0/17)} = 245$$

$$N = 4000$$

$$t^2 = (1/96)^2$$

$$S^2 = 0/17$$

$$d^2 = 0/05$$

$$n = 245$$

Therefore, 245 male and female psychology students of Tehran's Islamic Azad were considered as sample mass. It's essential that as two questionnaires were destructive so eliminated of static society and sample mass reduced to 243 students .regarding that static society involves of all male and female psychology students of Tehran's Islamic Azad. Hence; static society was selected by Cochran's sample mass formulas and by cluster sampling as well.

Regarding that research's subject focuses on progress motivation, active memory and happiness with education success considered along with measure tool and three different tools by title of Edverdz 's progress motivation questionnaire ,intellect scale of binch- stanford- tehran for evaluating active memory, Kamkari and Saatchi happiness questionnaire(2010)and student's average as education success scale were utilized that all of them involves accuracy and authenticity and psychometric characteristics have been studied .

Edwards progress motivation: progress motivation questionnaire includes 15 two option questions. Edwards provided subjects that their content corresponds with considered requirements regarding 15 requirements of case requirement lists .these 15 requirements are as following: progress ,congruency, discipline ,imperilment, aggression, showoff, obedience ,assiduity ,kinkiness,

Edwards's personal superior questionnaire has been developed of 225 sentence that 15 questions are about evaluation of progress requirements. number 1 , 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56,61,66,71 questions in Edwards questionnaire has been repeated congruently in order to identify congruency degree .this test 's score system is as follow :options acclaiming progress motivation would be shown by 1 mark and by marks summation ,each student's total mark show test's progress motivation. As theory average is +8, so whatever test marks be higher than 8, progress motivation would ascend.

Tehran's mental scale-stanford-binneh

Tehran's mental scale-stanford-binneh has overall usages and in addition to cognitive ability would be also desirable for education success assessment ; because non verbal and verbal function is used easily, in addition; comparison of verbal and non verbal function would be so effective at learning disabilities evaluation and thorough data in basis of test cognitive aspects which would be presented by emphasizing on behavioral, verbal and non verbal evaluation and active memory at clinical identifications .based on test implementation ,it would be considered that Tehran's mental scale-stanford-binneh as one of mental individual tests could utilize the phrase of adaptive implementation.

Adaptive assessment phrase would be identified as the main factor of binch Stanford mental scale's implementation. Definite time is available for mental scale implementation and mean time would be 15 to 50 minutes for this time implementation .this alteration was related to different scales implementations and each scale has definite time schedule. Mean time had been 40 to 50 minutes for all test scales implementations that currently has allocated 15 to 20 minutes of test implementation.

In binch Stanford mental scale, authenticity by emphasizing on internal congruence in intellectual basis had been from 0.95 to 0.98 and had been 0.90 to 0.95 for each index and had been varied of 0.84 to 0.89 for each 10 fraction .in addition, authenticity data between test and tested ,retest would show congruence and stability of test ,because all percentages would be higher than 0.75.also,authenticity coefficient for all scores 's scales ,verbal scale ,non verbal scale and all summarized scales would be respectively 0.98,0.95,0.96 and 0.91 by using making half method and correction by spearman brawn formulas that higher than 0.90 factors based on authenticity would be characteristic of desirable psychology in internal congruence's test (karani,Barbara,gilman,2004).

Scale authenticity deals with internal congruence, test stability, retest and evaluation error and evaluation error must be considered. making half method has been utilized along with calculation of mental binneh- Stanford scale's coefficient authenticity for ten test fractions and four gamut of intellect and five main indexes as well and obtained coefficients have been reformed by spearman brawn formulas .all authenticity coefficients is in higher than 28 years old range that shows internal congruence of the scale. In basis of scale's authenticity, above scale would be categorized in three gamuts of content accuracy, criterion accuracy, and structured accuracy. In mentioned mental scale content accuracy basis, professional judgment, main factors's relevancy and empirical analysis of questions would be accomplished. Above rest has been designed based on karool, katel and horon 's theories and includes content accuracy. Also it's stated that active memory element is one of others an element that has helped the mental scale's content accuracy. it's considered that direction test includes two fraction tests that one fraction of it would be verbal and the other one would be non verbal .verbal fraction test is within verbal knowledge whereas nonverbal fraction test is related to mobile reason.

Happiness quesstionarrie: Happiness quesstionarrie includes 30 questions and 3 scale fractions such as positive excitements, avoiding negative excitement and life satisfaction that each fraction scale includes 10 questions. Quesstionarrie evaluation is like five optional likret 's spectrum. Content accuracy has been confirmed by emphasizing author's viewpoint and structural accuracy has been perused by conformational element analysis and announced common variance has been reported higher than 0.40 for 3 scale fractions.

Table 1-shows happiness quesstionarrie content reliability.

Fraction scale	Question numbers
Avoiding negative excitements	1-8-10-11-21-22-27-28-29-30
Positive excitement	2-3-4-5-12-13-15-16-18-19
Life satisfaction	6-7-9-14-17-20-23-24-25-26

Alfa cronbach method has used (0.95) in order to calculate authenticity coefficient and has been reported using making half method of spearman brawn (0.92).

Table2- shows happiness quesstionarrie's authenticity reliability.

Scale fraction	Authenticity coefficients
Avoiding negative excitement	0.94
Positive excitement	0.95
Life satisfaction	0.93
Total	0.95

Regarding the point that all variables had been quantitative and continuous in this research and are in spatial valuation level, correlation parametric static model has been utilized in order to peruse the relation between variables and then multi variables regression with coincidence entrance method has been utilized upon each other for perusing variables effect .hence, after calculating descriptive static's attributes such as central inclination(mean, median and diagram), diffuse (alteration domain, variance, scale deviation), distribution (measure error, tensor coefficient, inflection coefficient) and determining variable's distribution ,the mentioned static models was utilized for research hypothesis test. multi variables variance analysis static model was utilized along with comprehensive considerations.

Regarding the available research which has focused on educational success estimation via happiness, active memory and progress motivation .hence, regression has been utilized for educational success estimation.

Table 3: mono variable regression for education success estimation via happiness in girl and boy students

Alteration resource	Significant level	F	Squares mean	Freedom degree	squares Total
Regression	0.001	17.61	33.33	1	33.33
residuals			1.89	208	393.67

By emphasizing F measure, it's considered that there is significant relation between happiness and education success at 0.001 level and education success estimation exists via happiness in girl and boy students .hence, it's necessary the regression coefficient table be titled in order to identify and announce regression coefficient .

Related regression coefficient of table3

Estimator variables	Criterion variable	Significance level	T measure	Beta coefficient	B measure
happiness	Education success	0.001	4.19	0.27	0.03

It would be considered that positive significant relation between happiness and education success would be observed regarding mono variable regression coefficient via coincidence entrance method and also regression coefficients .hence, education success would be increased by happiness increscent in girl and boy students and it would decrease by happiness reduction as well.

Table 4-mono variable regression for education success estimation via active memory in girl and boy students

Alteration resource	Significance level	F measure	Squares mean	Freedom degree	Squares summation
Regression	0.054	3.75	7.33	1	7.33
Residuals			1.95	241	470.18

It would be considered by emphasizing on F measure that there is significant relation between active memory with education success at $\alpha = 0.01$ and education success estimation exists via active memory in girl and boy students. Hence, it's necessary the regression coefficients be titled for identification and regression coefficient announcement.

Related regression coefficients of Table 4

Estimator variables of active memory	Criterion variable Education success	Significance level	T measure	B measure	B MEASURE

It could be considered that positive significant relation exists between active memory and education success in girl and boy students regarding mono variable regression coefficients via coincidence entrance method and also regression coefficients .hence, education success would be increase by active memory increscent and also would be decreased by active memory reduction in girl and boy students.

Table 5-mono variable regression for education success estimation via progress motivation in girl and boy students

Alteration resource	Significant level	F 's measure	Squares mean	Freedom degree	squares Total
Regression	0.010	6.77	13.05	1	13.05
Residuals			1.92	241	464.46

Significant relation exists between progress motivation and education success emphasizing on F 's measure and education success estimation exists between girl and boy students via progress motivation table 5 result -it's necessary the regression coefficients table be titled for identification and regression coefficients announcement

Estimator variables	Criterion variable	Significance level	T criterion	B 's coefficient	B 's measure
Progress motivation	Education success	0.010	2.60	0.16	0.04

It could be considered that significant relation exists between progress motivation and education success in girl and boy students via coincidence entrance method and regression coefficients .hence, education success would be increased by progress motivation increscent and would decrease by progress motivation reduction.

DISCUSSION AND RESULT

Relation acknowledgement between progress motivation, active memory and happiness with education success was accomplished in this research .some factors corresponds with education success which involves personal characteristics, progress motivation, cognitive abilities like intellect and active memory, happiness ,self esteem .herein, different views are perused in this research and each factor's effect on education success has been studied in many researches ,while many questions remained without any response and response to these questions would be wide spreading .therefore ,research hypothesis test was studied by multi variable regression static model and relation between research's variables was considered. Also, comparison of two independent girl and boy groups were accomplished by static model of multi variance analysis static model and t test .finally, research's discoveries are as following:

Hypothesis test was accomplished by multi variable regression static model and research's discoveries showed that there is significant relation between happiness and education success. Hence, education success would decrease by increasing happiness and would increase by decreasing happiness.

Mentioned hypothesis test would be studied by multivariable regression static model and research discoveries showed that there is significant relation between progress motivation and education success in girl and boy students'

.hence, education success would decrease by decreasing progress motivation and would increase by increasing active memory.

Research's discoveries with Kajbaf, Molavi, Shirazi Tehrani (2002) is coordinated in basis of motivated beliefs relation and self adjusted learning guidelines with high school student's education functions; because it's considered that motivation and education guidelines could lead to better education function increment or education success.

Mentioned hypothesis test would be studied by multivariable regression static model and research discoveries showed that there is significant relation between active memory and education success in girl and boy students' .hence, education success would decrease by decreasing active memory and would increase by increasing active memory.

Available research discoveries is congruence with Akiba researches (2008) which studied "observation of cognitive styles and active memory capacity effectiveness in 3 grade of secondary school students of Khaf", Alami, Yadegari, Rahgozar studied the basis of "comparison of relation between active memory and understand sentences among Alzheimer patients and health old", Arjmandnia and Seif Naraq studied the basis of "mental review guideline effect on inaudible student's active memory function" Badli studied the basis of "observation of active memory relation on education learning" and Royd (2005) studied basis of "observation of active memory effect on education progress"; because active memory effect on education and learning success has been mentioned in all mentioned researches. Mentioned hypothesis test would be studied by multivariable regression static model and research discoveries showed that there is significant relation between avoiding negative excitements and education success and significant relation observes between avoiding positive excitements and life satisfaction with education success in boy and girl students. Hence, education success would decrease by decreasing avoiding negative excitement and would increase by increasing it. Whereas, education success would decrease by decreasing avoiding positive excitement and life satisfaction and would increase by increasing them. Research's discoveries has accomplished with Okan et al (2005) in basis of effective factors of education success and considered that happiness is variable that it's effectiveness has been reported 0.23 on education success. Fost et al (2000) in basis of "observation of happiness and self esteem effect on education success"; Yartemis (2004) in basis of "observation of relation between personal characteristics with education success"; Beriner (2005) in basis of "estimation of education success via variables of intellect, excitement, happiness and personal characteristics"; Qahramani (2006) in basis of "effectiveness of intellect learning of excitement, happiness and innovation on young Tehran student's happiness" and Sadeqi (1387) in basis of "happiness and excitement intellect learning effectiveness on education success" are all congruent factors; because all mentioned researches mentioned relation between happiness and education success. Mentioned hypothesis test would be studied by t static model and multi variance analysis and research discoveries showed that there is not significant comparison at $\alpha=0.05$ level between girl and boy students in variables such as "avoiding positive excitement, avoiding negative excitement, life satisfaction, happiness, active memory, progress motivation and education success.

It is essential to say that some researches has accomplished in basis of education success that some compared girls and boys with each other such as Hoseini Nasab research (1379) in basis of "observation of self arranged learning factors relation with education success"; Shokri, Kadivar, Farzad and Sangari (1385) in basis of "personality characteristics and learning functions role in girl and boy student's education success"; Alborzi and Seif (1381) in basis of "observation of motivated beliefs, learning guidelines and some population factors relation with some human science students' education success in static lesson"; Shirdel (1381) in basis of "observation of girl and boys students education success of Mashhad's Ferdosi university"; Karami, Delavar, Bahrami, Karimi (1384) in basis of "codifying study and learning guideline evaluation tools and specify its relation with education success"; Qamari, Mohammad Beigi, Mohammad Salehi (1387) in basis of "relation of mental health and other personal characteristics with education success in Arak university's students" that significant comparison hasn't been observed in girl and boy students. Hence, research discoveries in incongruence with mentioned research history.

Regarding comparison of research discovery of Robert research specified that progress motivation and also cognitive abilities would ascend education success. Also, furthermore regarding gender factor Loken research could be emphasized that men and women involves equal progress success and are always seeking progress in crescent and education success at universities that research discoveries is congruence with available research discoveries in basis of gender effectiveness in education success, because it's considered that there is not significant relation between girl and boy's education success. Hence, it could be concluded that the most important action would be progress motivation for education success increment. In cases that progress motivation increases, education success would increase and would improve qualitative and quantitative level of education system. Finally, it could be concluded that progress motivation, cognitive abilities and psychological factors could be effective in education success and this effectiveness is equal between male and female students.

Consequently, following recommendations could be acclaimed for this research:

- motivating and happiness methods have utilized in order to increase student's education success and education success increment would be achieved by organizing education classes in basis of active memory advancement and also organizing education workshop and entertainment – athletic facilities along with educating at university .
- presenting education workshops and providing entertainment – athletic facilities be equal for girl and boy students
- observation of happiness ,active memory and progress motivation variables effect would be accomplished by structure equations sample usage in upcoming researches
- obstacles variables such as personality characteristics, innovation and intellect would be as balanced variable and it's effect would be evaluated as well in upcoming research.

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