

Examine the relationship between critical thinking and happiness and social adjustment

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Abstract

The objective of this study was to investigate the relationship between critical thinking and happiness, and social adjustment. The method of the study was descriptive-correlation. Research measurement included standard questionnaire of critical thinking, happiness and social adjustment. Reliability of Cronbach alpha test was, 81%, 74%, 94%.

Statistic society includes the teachers of Mashhad city who are working in educational system. Sample size was 120 and sampling was randomly. Data analysis Pearson correlation test and stepwise Regression was performed using SPSS software. Results showed that there was a significant positive relationship between the critical thinking and happiness, with social adjustment ($p < 0.01$), critical thinking and social adjustment ($p < 0.01$), happiness and social adjustment ($p < 0.01$), critical thinking and happiness ($p < 0.01$).

Keywords: critical thinking, happiness, social adjustment

Introduction:

Social adjustment is one of the life quality indicators of today's life. Social adjustment is based on creating a balance between one's demands and society's expectations. This can affect all the aspect of the life (Mkandawire, 2001) and also gain mutual satisfaction. (Walker, 2004)

Based on Bloom's theory (1995) critical thinking related to the high levels of thinking such as data analysis and evaluation. John Deoe describes the nature of critical thinking as suspended judgment or healthy suspicious. So, the critical thinkers, lay aside their prejudices and improve the quality of their thinking. Happiness and vitality is a new approach in contemporary psychology which White and Robinson (2001) has founded. United Nations (2003) believes that happiness is kind of evaluation that

people do themselves and on their life and it includes cases such as life satisfaction , thrill and positive creation , lack of depression and anxiety , and its different features are in the shape of recognitions and emotions.

Lioboomski , Sheldon and Shade (2005) believe that every person has a paradigm for happiness or unhappiness that interpret their events in a way that keep their happiness or unhappiness .also the happy people feel more secure,and decide easier . have more partnership spirit and feel more satisfaction in comparison to the people they live with(Sitzmann,2011). they have more physical and mental health , they live longer and gain more social and business success. (Bluehardt ,1999).

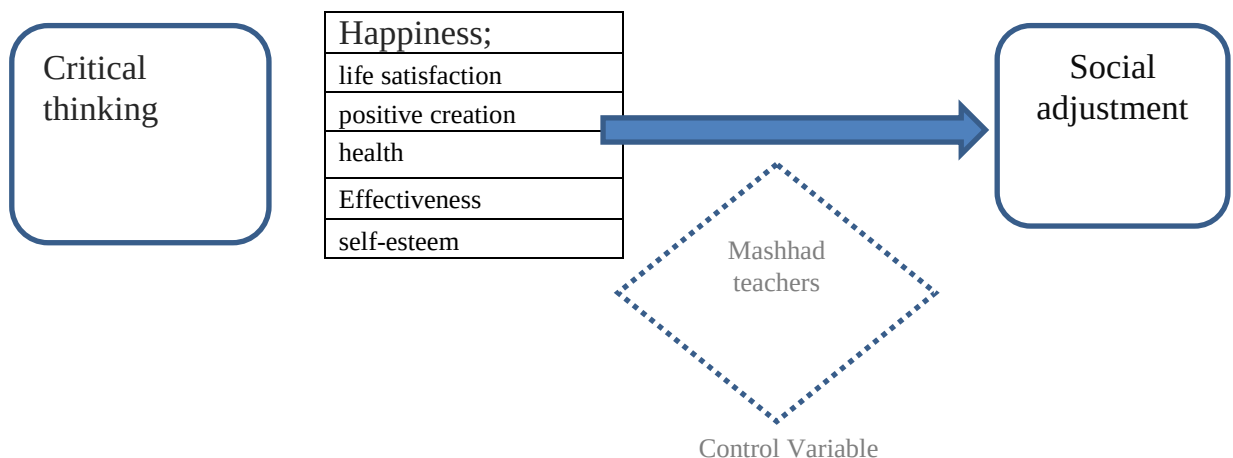
The statement of the problem:

In Today's world we can see extensive changes in traditional life styles, thinking variations, attitudes and information .life in such condition needs to be better understood by people, social adjustment and in a larger domination, better understanding of the world. Basis of social adjustment is creating a balance between person's demands and social expectations That can affect all aspects of human's life. In this regard, studies(Zhao et.all,2001). Singer(2003) have shown that students with low social adaptability have weak performance in education, clashes with law and positive attitude toward drug abuse. Thus, identifying the factors and barriers of compatibility and offering a useful and effective strategies, to provide a good working environment, necessary and inevitable.

Research Background

Based on researches students who have problems adjusting to the university, will cope with problems such as depression, anxiety, drug abuse and law conflicts(Burnett ,2001) and depressed people have lower social adjustment than others(Siegler,1981)because the depressed people evaluate others and themselves in a negative way and they are not satisfied enough with their social interactions.(Thompson ,2003) . According to Salpeter (2003) critical thinking effects on cultural adjustment and function. (Lyubomirsky et.all,2005)'s study shows that being grateful increases happiness and life satisfaction. Cohn(2009) indicated group popularity has a positive relationship with personal, social adjustment and self-esteem indicators . some situations makes people to be happy, others lead to experience the feeling of helplessness.(Rojas ,2001).

Theoretical model



Research methodology

The population, sample and sampling

Descriptive-correlation method is used In this research according to the main theory of “examining the relationship between critical thinking and happiness , and social adjustment” . The population includes the teachers of Mashhad city who are working in educational system.to determine the sample size and sampling among the educational society of Mashhad city , firstly Tobadekan region1 and zone 1 of the educational society were chosen randomly .then among all the teachers who were working at the time,120 people were chosen from each zone in the same way as case studies.

Research tools

For data collection used three standardized questionnaires:1) Watson Glaser’s critical thinking test 2)

1) Watson Glaser’s critical thinking test(1994); this test includes 80 questions for assessing critical thinking skills (resulting, Deduction , hypothesis diagnosis ,interpretation and discussion evaluation) . The reliability by Cronbach alpha coefficient was 81% . 2)Oxford happiness questionnaire; to examine the factors validity,5 factors (life satisfaction, positive creation, health, effectiveness and self-esteem) were determined from the Varimax rotation.these 5 factors could explain 57% of the total variance . The reliability by Cronbach alpha coefficient for 5 factors is : 89%, 81.84% , 68% , 58% , 0% (Alipoor A, Noorbala A A,1999)

3) Bell’s adjustment questionnaire;the validity of this questionnaire is 91% in house adjustment, 81% health adjustment, 88% social adjustment, 91% emotional adjustment, 85% occupation adjustment and total points 0.94 .

The Analysis of Data

The stepwise Regression was used to analyze the main hypothesis ,and the Piersonn’s correlation coefficient method was used to determine the correlation coefficient among variables.

Research Findings

According to table 1, increasing R is so little while entering happiness variable, so we can omit it .the critical thinking variable itself predicts 56.1% of the social adjustment variance .this quantity increases 67.1% by adding the happiness variable.

Table 1: The stepwise Regression output; social adjustment in terms of Critical thinking and happiness

Criterion variable	Model	R	R ²	Adjusted R ²	SE
social adjustment	1	0.749	0.561	0.559	3.52779
social adjustment	2	0.819	0.671	0.668	3.06098

Predictor variable in the model1:critical thinking

Predictor variable in the model2:critical thinking and happiness

Criterion variable: social adjustment

According to Table 2, Due to low a significance level ($P < 0/001$)) and the high value of F at both of models, regression is significant.

Table 2: The stepwise Regression output for predicting social adjustment

Model	Source Changes	SS	DF	MS	F	P
1	Regression	3788/021	1	3788/021	304/374	0.000
	Surplus	12.445	238	2961.979		
2	Regression	4529.410	2	2264.705	241.708	0.000
	Surplus	2220.590	237	9.370		

Criterion variable in the model 1 and 2: social adjustment

Predictor variable in the model1:critical thinking

Predictor variable in the model 2:critical thinking and happiness

According to Table 3, low significance level ($P < 0/01$) and The low amount of T for both models, regression coefficients is significant.

Table 3: Omitted variable in the regression analysis

Model	Criterion variable	Predictor variable	B	SE	Beta	T	P
1	social adjustment	Fixed amount	-25.010	0.973		-25.695	0.000
		critical thinking	0.172	0.10	0.749	17.446	0.000
2	social adjustment	Fixed amount	-28.986	0.956		-30.335	0.000
		critical thinking	0.115	0.011	0.503	10.833	0.000
		Happiness	0.011	0.012	0.413	8.895	0.000

Omitted variable from model 1:happiness

Criterion variable: social adjustment

Predictor variable :critical thinking

In Table 4, the results of research hypotheses through correlation have been presented:

There is a significant positive relationship between the critical thinking and social adjustment. (Table ٤)

There is a significant positive relationship between the happiness and social adjustment. (Table ٤)

There is a significant positive relationship between the happiness and critical thinking. (Table ٤)

Table 4: The Results of the Pearson correlation test to examine the relationship between social adjustment ,critical thinking and happiness

		social adjustment	critical thinking	Happiness
social adjustment	Pearson correlation	1.000	**0.749	**0.713
	Significance level		0/000	0.000
critical thinking	Pearson correlation	**0.749	1.000	**0/596
	Significance level	0.000		0.000
Happiness	Pearson correlation	**0.713	**0/596	1.000
	Significance level	0.000	0.000	

Conclusion:

As teachers are the most effective model for learners, best practical critical thinking model for them can be found in these environments. Therefore they accepted it by Replication at first, and in the next levels as a behavioral method and they acted based on it (Salpeter, 2003). Cohn (2009) and Rojas (2001) also declare that external factors effect on happiness such as life style is a lot less than internal factors. So our thinking method can determine the level of happiness and so our adjustment.

Social adjustment is more to be seen in happy people. It seems as if the reason is their undemanding of others approval. This undemanding behavior leads to more adjustment to people ((Zhao et.al, 2001). Social adjustment problem is more likely in people with depression, rather than normal people with no depression (Burnett, 2001). This means that they evaluate others and themselves negatively and are less satisfied with their social interactions (Sitzmann, 2011). Well as, there is a meaningful relationship between happiness and critical thinking. Based on Lyubomirsky et.al (2005)'s researches happy and unhappy people are different from thinking structure, judgment and motivation view.

Practical suggestions:

The results have shown that critical thinking and happiness predicts the social adjustment. So we have some suggestions as below:

The teachers must develop and implement the critical thinking and happiness based on the educational system goals.

The educational managers have to make a democratic environment at the schools.

The educational managers should discuss about all decision making with teachers.

The educational managers have to encourage critical thinking and so organise some workshop for reinforcement it.

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