

**The effect of Wells Metacognitive Therapy on increasing  
happiness and reducing anxiety of male students of secondary  
high schools of Khoramabad city**

**Mohammad Mehdi Sohrabi Fard \***  
**Moslem Siahpoush Monfared\*\***  
**Shahla Koraei\*\*\***  
**Kolsoom Kariminejad\*\*\*\***

**Introduction**

During adolescence, adolescents experience, along with physical and cognitive changes, many affectional and emotional changes; considering this issue, adolescents are at risk of harms, such as stress, anxiety, and depression. In today's societies, living with a lot of stress can have an adverse effect on people's moods and bring them closer to depression, sadness and anxiety. Anxiety disorders are common mental health problems that are very common in the world. This common mental health problem leads to severe distress and low life quality and carries a significant economic burden at the individual and social level. Also, happiness, as the ultimate goal of human actions, is a claim that has been raised since ancient times and has been admired by prominent sociologists, philosophers, economists, and psychologists, especially "social", "self" and "positive" psychologists. Being happy means being happy and content of having a good standard in the life that person has considered it critical and sensitive. Happiness is a state of happiness or contentment (positive emotions), satisfying with life, and lack of depression and anxiety (negative emotions). The aim of the present study was to study the effectiveness of Wells metacognitive therapy on the increasing of happiness and reducing of the anxiety of the male students of secondary course of high Schools of Khoramabad city.

**Method**

This research was an experimental one and the research design consisted

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\* PhD students of Psychology, University of Shahid Chamran Ahvaz

\*\* M.A. of General Psychology, Allameh Tabatabaei University

\*\*\* M.A. of Family Counseling, University of Shahid Chamran Ahvaz,  
*Corresponding Author: sh-koraei@scu.ac.ir*

\*\*\*\* PhD students of Family Counseling, University of Shahid Chamran Ahvaz

of two groups (experimental group and control group) and included three stages of pre-test, post-test and follow-up (40 days). The independent variable was Wells' metacognitive therapy that was applied only to the experimental group and its effectiveness on happiness and anxiety scores on post-test and follow-up of experimental group was compared to the control group. The statistical population of this study consisted of all the male students of high schools in Khoramabad in the academic year of 2018-2019 that 30 students were selected as a sample group by multi-stage cluster sampling and were assigned into two 15-student groups of control and experimental. The experimental group received Wells metacognitive therapy during 7 sessions. It is worth noting that there was no drop of subjects in the two groups.

The study instruments were Oxford Happiness Questionnaire developed by Argyles in 1990, which has 29 items and is scored on a likert tpe scale (none: zero and always: one) and the Beck Anxiety Questionnaire, developed by Beck et al, in 1988, which is a 21-item self-report questionnaire that measures the overall severity of anxiety. Both groups were evaluated in three stages: pre-test, post-test and follow-up. At first meeting (before treatment) and after seventh sessions (after treatment), the students were asked to complete Oxford Happiness Questionnaire and the Beck Anxiety Questionnaire (pre-test and post-test). After 40 days, the follow-up session was held and after being informed of the overall situation, the students were asked to complete the questionnaires again (follow-up). The control group students were on the waiting list and necessary coordination was made to complete the mentioned questionnaires. The collected data were analyzed using analysis variance of with repeated measures.

### Results

The results of statistical analysis indicated that Wells Metacognitive Therapy is effective in increasing happiness and reducing anxiety and there was a significant difference between the two groups in all of the scales in the post-tests and follow-ups ( $P < 0/05$ ).

### Conclusion

It seems that regarding the trainability of the Wells Metacognitive Therapy, students can learn the skills and techniques presented in the therapeutic sessions and use them in their daily lives. This can lead to change of cognitive-attentional syndrome, metacognitive beliefs change, and creation of alternative ways of experiencing and coping with internal events and ultimately reducing students' anxiety.

**Keywords:** Wells metacognitive therapy, happiness, anxiety, male students.