

Effectiveness of the Training Package based on the Five-Factor Positive Thinking Skills Theory on the Components of Affective Capital in Adults

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Today, training and intervention of positive psychology are considered as part of the prevention and improvement of mental health programs to realize the prosperity and well-being. This study was conducted to investigate the effectiveness of the training package based on the five-factor positive thinking skills theory on the components of adult's affective capital. The research method was semi-experimental with two groups at three stages of pre-test, post-test and follow-up. The statistical population of the research included male and female adults aged 25-55 year old who referred to shadzi counseling center in Isfahan in 2022. forty adults (20 women and 20 men) were selected through randomly sampling assigned to two experimental (20 men and women) and control (20 men and women) groups. GolParvar Affective Capital Questionnaire (GACQ) was used for data collection. The experimental group was trained during 8 sessions of 100 minutes and the control group received no training.

Data were analyzed through repeated measures MANCOVA. The results showed that in the variable of the affective capital, components of positive affection, feeling of energy and happiness in the pre-test with the post-test and follow-up were significantly different from each other ($p < .01$). This means that the training of five-factor positive thinking skills has been effective on the post-test and stable and improved until the follow-up. Considering the effect of the five-factor positive thinking skills training on increasing the components of affective capital in adults, it is suggested to use this training in psychological associations (as workshop) and counseling centers.

Keywords: five-factor positive thinking skills training, affective capital, adults.

Psychology, which at the beginning addressed mental illness instead of studying mental health, ignored the study of human potential for perfection for a long time. But in recent years, an increasing number of psychologists have turned to the perfection and transformation in human personality (Schultz, 2022). One of the most interesting findings of psychology in the last twenty years is that people can select the way they think. For the first time in history, due to the growth of technology, mass production, etc., large groups of people were in a situation where they could make multiple choices and, as a result, exercise more authority over their life. One of the most important of these choices is habits of thought (Seligman, 2006). Psychological phenomena such as happiness, positive thinking, hope, and wisdom, which are caused by positive experiences of the mind, are in the center of attention and studies of positive psychology (Carr, 2004). The positivist perspective focuses on this goal, so that by focusing on positive human virtues, gradually, in a historical evolution, the pathological view of humans will turn into a virtue-oriented view (Golparvar, 2015). Positive thinking as one of the intellectual capacities of humans plays a fundamental role in the physical and

mental health of people. In the scope of life, we are bound to face many good and frustrating issues and events, the way we think and how we deal with these events can guarantee our physical and mental health (Chamzadeh Ghanavati, 2017). Seligman (2020) to define positive thinking said, positive thinking is not repeating happy thoughts in your mind, it does not mean denying or avoiding sadness or anger. The researchers after searching for twenty years have found the basis of optimism and positive thinking. The basis of positivity and optimism is not in hopeful expressions or visualization of success, but is rooted in the way people think about the causes. Optimism is a cognitive construct, which is related to the motivation to strive for optimistic people and to stop striving for pessimistic people (Carver & Schieier, 2014). Optimism arises from positivity and can be considered as a positive attitude or a happy mood that is related to what a person expects to appear in the near or distant future (Peterson, 2000). The five-factor positive thinking skills (FFPTS) theory was proposed for the first time by Chamzadeh Ghanavati (2014). By definition, it is "learning to think positively, change negative attitudes and analyze events, which by taking into consideration all aspects of a problem, a positive perspective is created and maintained with five factors, including 1) recognition of thoughts, feelings, and behavior, 2) positive self-talk, 3) role of me, 4) challenging, and 5) alternation. The conceptual-process model of five-factor positive thinking skills (Figure 1) shows the relationship between concepts, constructs and variables well. This model is a simultaneous mediation model, an effect that leads to capacity. In general, new skills in the cognitive-behavioral treasury of human. The factors 2, 3 and 4, positive self-talk, role of ego and challenging are considered as the capacity of middle

tools of the model. Theory constructs are in close connection with each other and in the process of achieving goals and positive outcomes and directly influencing behavior, they are necessary for each other (Chamzadeh Ghanavati, 2017).

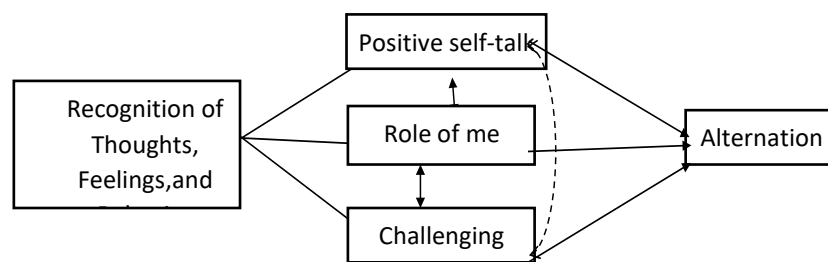


Figure 1. Conceptual-process model of five-factor positive thinking skills (Chamzadeh Ghanavati, 2014)

Barbara Fredricson believed that positive emotions have a great goal in evolution. They expand our stable intellectual, physical and social resources and create protection that we can use when threats or opportunities arise. When we are in a positive mood, people like us more and the strength of friendship, love and communication is facilitated and we are open to new ideas and experiences (Fredricson et al., 2005). Optimistic experiences affect psychological outcomes and predict changes in the immune system and body health. The existence of a positive relationship between the experiences of optimism and the immune system has been proven through cellular mediation. Also, changes in optimism are associated with changes in cell-mediated immunity (Segrestone & Estephen, 2010). In this regard, Kianpour Barjooi et al. (2022) showed that positive thinking training by positive thinking techniques had an effect on reducing perceived stress and metacognitive beliefs and death anxiety in women with breast cancer. Our mental state can change the response of the immune

system. A pessimistic documentary style creates learned helplessness, which itself is a precursor to depression. Similarly, sadness, bereavement, pessimism and depression all reduce the activity of the body's immune system (Seligman, 2020). Paterson (2006) introduced the first main pillar of positive psychology as positive mental experience, including happiness, well-being, flow, hope, optimism and positive emotions. Seligman and Csikszentmihalyi (2000) introduced positive psychology at the mental level, including valuable mental experiences of well-being and satisfaction (in the past), hope and optimism (for the future), and feeling of happiness and flow in the present. From such a point of view, affective capital based on quasi-state positive affect, feeling of energy and happiness covers one of the main pillars (first pillar) of positive psychology (Golparvar, 2016). Affective capital, as one of the positive human capacities, is a state of vitality and internal positive emotional energy that can be directed and transformed, which with a targeted focus can have a relatively stable effect on human behaviors and choices, and has three components of quasi-state positive affect, feeling of energy and happiness (Golparvar, 2015). The components of affective capital influence human and social ties (contextualization to meet the need for belonging), wider and more stable survival sources (contextualization for the need for survival) and capacity and problem solving and information processing processes (contextualization to meet the need for knowledge). A study by Lyubomirsky et al. (2005) showed that positive affect and happiness are associated with extensive and stable social ties, including the stability of marital relationships and relationships with friends in the social network (meet the need for belonging), with physical, economic and psychological sources such as

wealth, income, health, self-esteem, optimism and well-being (meet the need for survival) and positive cognitive inferences towards others and the surroundings, desired evaluations of life events, increasing concentration, attention and energy directed to information processing (the need for knowledge) (Golparvar, 2016). The most important function of affective capital at all ages and for all different demographic groups is to create a platform for the efficient interaction with the surroundings and, as a result, capacity and skill and behavioral empowerment (Abdoli et al., 2021, Karimi et al., 2022). Nickerson, Diener and Schwarz (2010) in a study showed that the components of affective capital (positive emotion and happiness) have a high capacity to lead people to success. Ledrich and Gana (2013) in a study showed that training positive thinking and learning an optimistic documentary style prevents the emergence of a depressing mood and can increase the level of mental health. Yaghoubi and Khalilpour (2022) in a study stated that a positive mood increased hope in a person and led to health and well-being. Donaldson, Dollwet and Rao, (2015) in a study entitled review of literature on positive psychology; optimum human performance and happiness showed that positive interventions by improving performance in the path of realizing optimal human capacities played a fundamental and key role in activating affective capital indicators. Keramati Moghadam et al. (2019) in a study pointed out that teaching positive thinking helped to avoid negative thoughts and use effective coping methods. In the twenties and thirties, achieving emotional independence is more important than physical independence. One of the major assignments to become a mature adult is to develop the ability to endure stress and failure. In middle age, there are physical changes that people

may not have the previous self-esteem about themselves, which require psychological adaptation and making changes in lifestyle and health habits so that a person can keep himself as strong and healthy as possible (Rice, 2022). The ability of the immune system to protect against disease reduces after the age of 20, and psychological stress can also weaken the immune response. Now, the strength of a factor consisting of three characteristics of control, commitment and challenge, has an effect on how much people evaluate stressful situations as controllable, interesting and enjoyable. These optimistic evaluations, in turn, predict health-promoting behaviors, a tendency to seek social help, and fewer physical and emotional symptoms (Berck, 2022). Now that the contribution of positive thinking and, accordingly, the role of affective capital in the psychological well-being of a person and the resulting performance were discussed, this fundamental question raises, how and using what models and strategies can positive and efficient thinking of people be empowered and helped to increase their well-being and prosperity in life. This research was administered with the aim of effectiveness of the training package based on five-factor positive thinking skills theory on the components of adult's affective capital.

Method

The present study was conducted as a semi-experimental study with a FFPTS theory experimental group and a control group at three stages of pre-test, post-test and follow-up. The sample group of the study was composed of 40 men and women aged 25-55 years who referred to the psychological counseling centers in Isfahan. The sample group, including n=20 in both research groups, was selected by random sampling based on inclusion and

exclusion criteria, and then placed in two groups by simple random method (lottery). Inclusion criteria included willingness and consent to participate in this study, not participating in positive thinking training courses in the past, not undergoing parallel psychological or psychiatric treatment, and not suffering from acute or chronic psychological or psychiatric disorder. Exclusion criteria also included non-cooperation and failure to complete the assignments presented in the sessions, absence of more than 1 session in training sessions and use of simultaneous counseling. Ethical considerations of confidentiality, using data only consistent with the research objectives, full freedom and authority of the participants to withdraw from further participation in this study and detailed information if the participants requested the results and training of the control group after completing the training of the experimental group were observed. The following tools have been used in this study.

Instruments

Affective capital questionnaire

To measure the affective capital, 20-question questionnaire of Golparvar was used, which covers three fields of positive emotion (10 questions), feeling of energy (5 questions) and happiness (5 questions). The five-point scale was used (never= 1 to always= 5), the score range of this questionnaire is 20-100, and increasing the scores means increasing the level of affective capital. The validity of this questionnaire was confirmed through exploratory factor analysis (EFA) with varimax rotation and its Cronbach's alpha was reported to be .80-.98. Golparvar and Zarei (2016) in addition to evidence of the validity of the convergence of this questionnaire based on the correlation of scores obtained from

this questionnaire with positive behavioral and functional constructs, reported Cronbach's alpha of this questionnaire above .80. Cronbach's alpha of this questionnaire in a study by Karimi et al. (2022) for positive emotion, feeling of energy and happiness was equal to .96, .93 and .86, respectively.

The data in the present study was collected using a questionnaire as a field study. In this way, after obtaining the necessary permits to be introduced to the psychological counseling centers of Isfahan and purposive sampling according to inclusion and exclusion criteria and the random assignment of the participants in the experimental group and the control group, by distributing the affective capital questionnaire pre-test was carried out. Next, the independent variable (FFPTS and control group without training) was implemented on the experimental group. Then, the post-test and the follow-up were carried out for both groups three months later. The training package of FFPTS for adults in this study was prepared by reviewing the literature on positive psychology and focusing on the fundamental concepts and principles to prevent disorders and promote health along with the practical concepts of well-being and prosperity to identify and using individual and potential abilities and capabilities based on the conceptual-process model of FFPTS for adults. The agreement coefficient of reviewers about this training package was .9. Table 1 shows titles of the training sessions and a brief description of each session.

Table 1
Summary of FFPTS Training Sessions for Adults

session	topic	description
1	familiarity with participants, introducing the five-factor positive thinking skills model and drawing the general process of training	Introducing and establishing an effective and sincere relationship with the participants, understanding the importance and familiarizing the participants with positive training intervention programs, defining skills, forming the process and FFPTS model in particular, a brief explanation of the future process of training, the effect of educational interventions on cognition and behavior and the importance of group cooperation with the instructor to do class worksheets and perform relevant tests
2	investigating the effect of stress on the body and physical health, training the first factor of five-factor positive thinking skills (part one)	Understanding the importance of the effect of emotional disturbance and stress on the immune reactions of the body and high and complex activities of the mind, learning the first factor (recognition of thought, feeling, and behavior) and getting familiar with the role of this factor in the process of training, explaining the concept of recognition and training the relationship between thought, feeling and behavior and forming feelings through thoughts, presenting class worksheets and homework
3	training the first factor of the five-factor positive thinking skills (second part) review of the previous session	review of what was learned in the previous session, the continuation of the topic of skill 1 (recognition of thought, feeling, and behavior), training how to recognize and identify thoughts, examining how feelings are formed, defining feeling and emotion and learning the types of feelings, training the process of behavior output, recognizing positive emotions and the relationship between positive mood and behavioral responses, understanding behavior and identifying effective behavior, doing class worksheets and homework

4	<p>training skill 2: positive self-talk review of the previous session</p>	<p>review of what was learned in the previous session, familiarization with the concept of self-talk and how to be aware of one's inner conversations, orientation of self-talk based on a goal-oriented approach, explanation of the causal factors in starting the neural trace of past memories through self-talk based on neuropsychological research, positive cognition, the emergence of positive mental imagery and its importance in the process of forming the circle of positive self-talk, doing class worksheets and homework</p>
5	<p>training skill 3: role to ensure and check the learning of positive self-talk</p>	<p>review of what was learned in the previous session, defining role of ego, the importance of the effect of knowing of role of ego in response and feedback to events, relying on clear and practical concepts in the field of potential capacities and individual mastery (secretary abilities and capabilities) taken from the principles of positive psychology, identification and awareness of abilities and performing tests in this regard, training measures and examining different dimensions of techniques in developing role of ego, doing class worksheets and homework</p>
6	<p>training skill 4: challenge review of the previous session</p>	<p>review of the learnings of the previous session, defining challenging as a special concept in positive psychology, training constructive and efficient paths and debates and correct diagnosis for evaluating thoughts, beliefs and interpretations against reality, training and presenting critical and constructive thinking skills and emotional management of harmful thoughts and behaviors, focusing on the key findings of positive psychology, doing class worksheets and homework</p>
7	<p>training skill 5: alternation</p>	<p>review of what was learned in the previous session, explain and introduce the concept of alternation in the five-factor model, training targeted strategies and solutions, non-return techniques, constructive action, and internal positive source effect for problem-oriented, stable and long-term confrontation, reasoning and logical decision-making power without repetition of previous ineffective thoughts, provide class worksheets and homework</p>

8	concluding and proposing a framework of five-factor positive thinking skills	review of the FFPTS, solve problems and examine possible ambiguity, questions and answers, summarize class worksheets and homework, two-person and group discussions of the participants with each other to evaluate the learning process of the training course, implement the post-test and coordinate for the implementation of the follow-up 3 months later
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The data obtained from the research was analyzed through repeated measures manova and using SPSS.

Results

Table 2
Mean and Standard Deviation of Affective Capital Components of Research Groups at Three Intervals

Variable	Time	Control group		Teaching five-factor positive-thinking skills	
		M	SD	M	SD
Positive emotion	Pre-test	33.45	4.74	29.35	5.78
	Post-test	32.75	4.96	38.10	3.97
	Follow-up	33.25	3.70	42	3.87
Feeling of energy	Pre-test	16.5	1.76	14.60	3.20
	Post-test	16	2.22	20	2.65
	Follow-up	16.20	1.28	21.50	1.85
Happiness	Pre-test	17.65	2.68	15.55	2.37
	Post-test	17.20	2.46	22.70	2.23
	Follow-up	17.30	2.34	23.90	1.94

As shown in Table 2, in the components of affective capital, the FFPTS experimental group in the post-test and follow-up compared to the control group in the post-test and follow-up has

higher average. Table 3 shows the results of multivariate tests in multivariate analysis of covariance (MANCOVA) for the post-test in the dimensions of the variable of affective capital.

Table 3
Results of MONCOVA Test for Variable Dimensions of Affective Capital in the Post-Test

Variable & Source of Effect	Value	F	Sig	Hypothesis df	Error df	Partial Eta Squared	Observed Power
Pillai's Trace	.84	59.27	.001	3	33	.84	1
Wilk's Lambda	.16	59.27	.001	3	33	.84	1
Hotelling's Trace	5.39	59.27	.001	3	33	.84	1
Roy's Largest Root	5.39	59.27	.001	3	33	.84	1

Table 4 shows the results of the *single-variable ancova, via a Multicovariance*, for post-test group at diverse levels of Affective Capital.

Table 4
The Results of the Univariate Ancova for the Diverse Levels of Affective Capital at Post-Test

Variable & Source of effect	Sum of Squares	Degree of freedom	Mean squares	F number	Statistical Significance	Eta parabola squared	Test Power
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Effectiveness of the Training Package based on Five-Factor Positive

Positive Emotion (Post-test)	Pre-test Effect	129.24	1	129.24	19.82	.001	.36	.99
	Group Effect	602.55	1	602.55	92.43	.001	.72	1
	Error	228.17	35	6.52	-	-	-	-
	Total	959.96	37	-	-	-	-	-
Feeling of Energy (Post-test)	Pre-test Effect	3.39	1	3.39	.99	.32	.028	.16
	Group Effect	234.69	1	234.69	69.09	.001	.66	1
	Error	118.89	35	3.40	-	-	-	-
	Total	356.97	37	-	-	-	-	-
Happiness (Post-test)	Pre-test Effect	12.87	1	12.87	4.51	.04	.114	.54
	Group Effect	399.65	1	399.65	139.98	.001	.80	1
	Error	99.92	35	2.85	-	-	-	-
	Total	512.44	37	-	-	-	-	-

As shown in Table 4:

1. For positive affect, the results of ANCOVA showed that after the controlling pretest, in the post-test ($F=92.43$, $df=1$ and $p<.01$) the group effect was significant, i.e. a significant difference was between the experimental group and the control group for positive affect in the post-test.

2. For the feeling of energy, the results of ANCOVA showed that after the controlling pretest in the post-test ($F=69.09$, $df=1$ and $p<.01$) the group effect was significant, i.e. a significant difference was between the experimental group and the control group for the feeling of energy in the post-test.

3. For happiness, the results of ANCOVA showed that after the controlling pretest, in the post-test ($F=139.98$, $df=2$ and $p<.01$) the group effect was significant, i.e., a significant difference was between the experimental group and the control

group for happiness in the post-test. Table 5 shows the results of multivariate tests in multivariate analysis of covariance (ANCOVA) for the follow-up in the dimensions of the variable of affective capital.

Table 5
Results of Multicovariance Test for Variable Dimensions of Affective Capital in the Follow-Up

Variable & Source of Effect		Value	F	Sig	Hypothesis df	Error df	Partial Eta Squared	Observed Power
Follow-up Group	Pillai's Trace	.88	82.01	.001	3	33	.88	1
	Wilk's Lambda	.12	82.01	.001	3	33	.88	1
	Hotelling's Trace	7.45	82.01	.001	3	33	.88	1
	Roy's Largest Root	7.45	82.01	.001	3	33	.88	1

Table 6 shows the results of the *single-variable ancova*, via a *Multicovariance*, for follow-up group at diverse levels of Affective Capital.

Table 6
The Results of the Univariate Ancova for the Diverse Levels of Affective Capital at Follow-Up Group

Variable & Source of effect		Sum of Squares	Degree of freedom	Mean squares	F number	Statistical Significance	Eta parabola squared	Test Power
Positive Emotion (Follow-up)	Pre-test Effect	85.56	1	85.56	12.49	.001	.26	.93
	Group Effect	1038.47	1	1037.47	151.62	.001	.81	1
	Error	239.72	35	6.85	-	-	-	-
	Total	1363.75	37	-	-	-	-	-

Effectiveness of the Training Package based on Five-Factor Positive

Feeling of energy (Follow-up)	Pre-test Effect	.24	1	.24	.14	.71	.004	.06
	Group Effect	302.67	1	302.67	171.78	.001	.83	1
	Error	61.67	35	1.76	-	-	-	-
	Total	363.58	37	-	-	-	-	-
Happiness (Follow-up)	Pre-test Effect	9.49	1	9.49	3.31	.08	.09	.42
	Group Effect	509.83	1	509.83	177.79	.001	.84	1
	Error	100.36	35	2.87	-	-	-	-
	Total	619.68	37	-	-	-	-	-

As shown in Table 6:

1. For positive affect, the results of ANCOVA showed that after the controlling pretest, in the follow-up ($F=151.62$, $df=2$ and $p<.01$) the group effect was significant, i.e. a significant difference was between the experimental group and the control group for positive affect in the follow-up.

2. For the feeling of energy, the results of ANCOVA showed that after the controlling pretest, in the follow-up ($F=171.78$, $df=2$ and $p<.01$) the group effect was significant, i.e. a significant difference was between the experimental group and the control group for the feeling of energy in the follow-up.

3. For happiness, the results of ANCOVA showed that after the controlling pretest in the follow-up ($F = 177.79$, $df = 2$ and $p<.01$) the group effect was significant, i.e., a significant difference was between the experimental group and the control group for happiness in the follow-up.

Discussion

The present study was conducted to investigate the effectiveness of the training package based on the FFPTS theory on the components of affective capital in adults. The results showed that

the FFPTS training package with five factors, including 1) recognition of thoughts, feelings, and behaviors, 2) positive self-talk, 3) role of ego, 4) challenging, and 5) alternation in adults affected the component of affective capital, including positive emotion, feeling of energy and happiness. For explaining the results, it can be said that, in general, training new skills based on positive scientific principles and foundations has led to the formation of a new type of knowledge in people and challenge their previous knowledge that may have been ineffective and inconsistent. In turn, it puts a person on the path of identification and knowledge of his strengths and weaknesses and improves his belief in his thoughts and feelings. In this regard, the components of affective capital, positive emotion, feeling of energy and happiness have been improved in this regard. In fact, when people are subjected to targeted and directed training and get to know the way and process of training and how it affects their physical and mental health, more effective learning takes place and makes the person ready for experience. Positive thinking from this perspective emphasizes a person's attitude towards how to face problems and difficulties. Learning problem-oriented coping strategies and a sense of personal mastery in self-coherence and responding to events, experiencing positive emotions with regard to understanding the positive attitude resulting from accepting shortcomings and weaknesses by focusing on possibilities and capabilities, recognizing emotions and feelings understanding the mechanism in the emergence of behavior, cause a kind of mental preparation in people, which creates the basis for the emergence and improvement of skills to face problems, and opportunities to create a platform for prosperity and good life. According to Barbara Fredricson (2002), positive emotions expand the range of

momentary thought-action, resulting in a wide range of thoughts and actions that a person is likely to pursue. In other words, when a person feels positive emotions, he can consider more possibilities. The experience of positive emotions has a great effect, which in fact is the opposite of the experience of negative emotions. When positive emotions expand a person's momentary thought-action treasury, over time, various personal and reinforcing sources are created. These sources include physical (such as coordination, cardiovascular health and muscle strength); social (such as social friendship, skill and support); intellectual and mental (such as knowledge and ability to solve problems); and psychological (such as creativity, optimism and resilience) sources. Although positive emotions that lead to the creation of these reinforcing sources are transitory and temporary, the resulting personal sources are stable and can be used later, whenever a person is in a potentially threatening situation, or when dealing with difficulties and hardships. According to the theory of Frijda (1986), Lazarous (1991) and Levinson (1994), negative emotions limit and close the range of momentary thought-action. In other words, when a person experiences negative emotions, he gets a tunnel vision and the scope of his possibilities is limited (Magiar-mouei, 2022). Along with all the factors in the adult age group, due to the greater growth of the cerebral cortex, especially the prefrontal cortex, planning, reasoning and decision-making become better (Berk, 2022). Positive training and acquisition of skills is very effective on individual and interpersonal growth and plays a fundamental role in people's mental health, leading to higher resilience and more effective coping strategies at the individual, family, marriage and workplace levels. Feeling more in control of events will lead to

less stress. As a result, by increasing mental health against the pressures of life, it is possible to maintain the optimal level of performance throughout life (Chamzadeh Ghanavati, 2013). The results are consistent with studies by Keramati Moghadam et al. (2019), Ledrich and Gana (2013), Yaghoubi and Khalilpour (2022), Kianpour Barjooi et al. (2022), and Seligman et al. who have reported the positive effect of training positive thinking skills on cognitive and behavioral changes; and Donaldson, Dollwet and Rao (2015), Nickerson, Diener and Schwarz (2010) on the effect on increasing the components of affective capital. The approach based on human strengths is a philosophical perspective in which people are considered powerful. i.e., every human, within himself and in his support systems, has facilities that, when stimulated by new experiences, schemas and skills are mixed together and lead to a feeling of better mental health and a higher quality of life (Banninak, 2020). The FFPTS for adults is a skill-based model that incorporates existing elements of learning and change to provide a new perspective. It is also the practical use of principles and strategies that lead to providing a direct and goal-oriented way for people.

Limitations

Finally, it is necessary to address the limitations of the present study to explain and generalize the results. Since this study was conducted in the age group of adults, to resolve this limitation, it is suggested to conduct further studies in the age group of teenagers and the elderly as well. Also, one limitation of this research is that all the samples were collected from the same center. For future studies, it is recommended that samples be collected from multiple centers in different locations. Practically,

it is also suggested that counselors in counseling centers, welfare centers and psychology educational institutions use the FFPTS protocol for adults to flourish and live well.

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