

Effect of Fordias Behavior- Recognizable Education in Happiness and Family Guardian Women's Depressing in Kalale City

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ABSTRACT: This research investigate the effect of fordias behavior – recognizable education on happiness rate and family's guardian depressing women in kalale city. Three hypotheses are provided to support the study. To carry on this research which is of a practical and experimental type and with pre-test researching design or past – test with control group to perform the tests , all family's guardian women under cover of the aid of the committee that they were recognized during the interview and taking the test by depress specialist doctor. 30person selected randomly and they were included in two groups of 15participants (experiment and control). First the pre-test of Beck depressing and Oxford happiness of the two groups- control and experiment- was created. Then the experiment group of Fordais behavior – recognizable education was provided by a 6- session- of- 120 minute. Following that the two groups took the past-test. The necessary data was gathered and for the analyses of the gathered data descriptive statistical methods were put at work. Also for the analysis of some changeable co-variance spss statistical program and edition 16 were used. Finally, the results of the research proved that fordias behavior-recognizable education is effective on the happiness and the family's guardian women depressing. By running the Fordyce's Happiness Training Program in the present study, wage- earner women from some families were trained for improvement of spiritual moods and increasing satisfaction with life while life contentment is necessary for mental health and ability to acquire contentment may make human more resistant in order to cope with life problems. Also rather than health and effect of energy therapy, exercise and collective activities are useful to reduce depression and anxiety

Keywords: happiness, Depressing, Recognizable education, Fordias behavior, Family's guardian women.

ORIGINAL ARTICLE

INTRODUCTION

For a long time psychologist's and psychiatrist's tried so many methods in order to decrease the psychological diseases and psychic of human concentrating on disabilities , shortcomings and human disorders. The result of this effort is development and increasing grow in field of clinical psychology and psychiatry particular and field of human sciences and recognizable was complete. With ending two decade, psychology to enter to new stage. Specialists of disease and disability were attention to ability's role in human.

Happiness is one of changeable that in last year's is important in personality area and health psychology and is most important of human psychologist requirements' that have important role on personality evolution and psyche health. Before this study's in psychology more negative feelings like depressing, grief, anger, rage and anxiety was studied. But in last year's study about positive feeling and happiness to increase. Because happiness is a human basic excitement, and every person experience it. But description of happiness is not simple to that experience. Term of happiness in dictionary is synonym with happy, joy, rejoicing (moein,1992).

Happiness has three basic parts that are: positive excitement's, satisfy of life and shortage of negation feelings also positive relation's with other people are of happiness parts.

Arjil (2001), libomirsiki (2000) described that happiness is happy feeling, satisfy of life and feeling of good inner empathy feeling, satisfy of life and feeling of good inner empathy and positive excitement that are basic part of happiness that cause increase of behavior-recognizable reservoir and is personal attention. He is also believe that may be happy person to condition's and happening's to more positive way and more compatible to respond and lower stress level and more power immunity system and had fewer pain and are creative of depressing people. (Atashpour, 2006).

According to Marbi and Zaf (2002) researcher's that was doing in depressing relation indicated that think's and behaviors of happy people are more compatible and helpful.

This person's with clear view's to see problem's, have prayer and worship, for solve of problem must be effort and wanted helping of other people. On the other hand depressing people pessimistic are think and practice in fancies down.

And avoid of working for solve problems because mind health had been important low's that by feeling's effect on all human behavior facet's and his development including physical health and psychological, ability development and educational, social qualification and to create social positive relation's is recognizable. Ferish (2006) is more physical health and psychological and businesses view and social to create more successive. Factors and psychological differences sources, social, economic, religious, intellectual and cultural is related to happiness.

Factors and psychological differences sources , social, economic, religious, intellectual and cultural with happiness is related.

Of psychological factor and sources can to personality and that facet's such as self-confidence, recognizable style, optimistic and, duteously, stability and compatibly, psychological health to refer. (Dinrokler 1998, Hils and Arjil 2001, chen and farnham 2007, jamro- permusic, bent and farnham 2007).

Dalen and colleague in 2007 factor's such as disease, joblessness, divergence of wife and haven't social relation with happiness have power negative relation. Happiness is not contrasted with depressing but was not social relation with happiness having power negative relation. Happiness is not contrasted with depressing, but was not depressing is necessary proviso for reaching to happiness. If happiness only is contrast with depressing does not requirement to investigate and measurement because depressing to recognize Dainer and colleague 1999 about happiness relation and researcher's sexual to be live that happiness rate in women and men is equal. But when that depressing to considering this subject is partially complex.

With exist of equal happiness in women and men depressing rate in women is more. And women ratio to men to experience positive empathy and negative empathy and collection of this two empathy to created equal happiness in women and men.

Mastkama in 1999 to express that happiness with married condition have relation. Difference of single person happiness rate and married person's is different and in married people is more. First because marriage to created advantage's for person that in absence that person of that is deprived. Second divorce and diver divergence and loneliness is unpleasant and anxiousness. Fordais is of happy psychologist researcher's with investigating many researchers created collection that called (happiness education). This program had bolt basic. Of this number 8 cases is recognizable and 6 cases is behavior. Fordais believe this is that but difference

factors such as Genetic personality revenue rate, economic and social class and education's rate in happiness rate of person, other special properties to exist that exist of them to cause happiness. Fordais happiness program basic this is that if person wanted can be happy (Abedi, 2007). Fordais 1983 in research with happiness education performance on applicant's to show %81 happiness rate of them to increase and happiness %36 with very much rate to increase and %89 of them with this program in decrease of depressing , tolerance problem's and to annihilate depressing mood to help.

Today depressing outbreak in women's is more of men's. Violence economic problem's working environment presses and sexual using's is of most important social problems that created depressing.

Baby's education basic part in all human societies is by women's. so that health of them will have important effect on society person health by attention to this subject that family's guardian women's are of society assailable group's and factor's such as divorce and death , addiction and to be imprisoned husband to cause family guardian be by women's and life of this women's have been ambiguities and risk's. Child's guardian ship and economic problems of life is companion with depressing and hopeless. Society incorrect view ratio to divorcing women's and widow women's and family's guardian in absence of their husband's to cause depressing in social relation's and presence in society. And they have many problems although family guardian women's often are under supported of organizations and governmental offices and non-governmental offices such as aid committee. But because economic presses and also social presses and often hard life and damaging factor's such as cultural prejudice have not appropriate job condition's , haven't instant revenue that to cause depressing and hopeless. Place of family guardian women's is important. This women's to accepted because death of husband, divorce or each reason. When can be effective in social and life role that to consideration of psychological be in health and also be happy and active. Most of them in mother role for new person education of society also are effective, there for happy and happiness of them have effect on child's.

Depressing outbreak in family guardian women's to cause best and simplest of depressing cure way and to created happiness that one of effective way's for cure wit out drug that is happiness education by fordais behavior-recognizable way.

And in family guardian women's under supported of aid committee in kalale city that have depressing to investigate.

The researchers attempts to use of fordias behavior-recognizable education to decrease depressing rate of family guardian women's and to increase happiness rate of them. And positive changes to create in them. There for this research by attention to basic goal's and minor goal's to create following answers:

1) Does fordias behavior -recognizable education in depressing and happiness rate of family guardian women's is effective?

2) Dose fordais behavior-recognizable education is effective on family guardian women's happiness?

3) Dose fordais behavior recognizable education is effective on family guardian women's depressing?

MATERIALS AND METHODS

This research is an experimental type and also practical that was doing with design of pre-test research and past-test research. In this research to in vestigate effect of fordias behavior -recognizable education on depressing and happiness rate of family guardian women's under supported aid committee of kalale city. By result person's that in (89-90) to regress to consulting section and had been depressing provided and by using of coincidence sample's 30 persons of them selected and by accidental to replace in 2 grope of 15 people of control and experimental group.

Before doing (fordias-behavior recognizable education) of each two group to create pre-test of beck depressing and Oxford happiness and their score's to record and experimental group during 6 session of 2 hour to lay under foordias behavior-recognizable education and after ending of educational era each two experimental group and control group again to answer toBekdepressing questionnaire's and Oxford happiness.

Statistical population of this research were 63 women that was under supported of aid committee and during interview and doing test and verification by depressing specialist doctor had been recognized.

Oxford happiness questionnaire: this questionnaire provided by Arjil and low (1990) and had been 29 article of four choice's that according one range of four

Rank has oscillation. Arjil a low questionnaire's by Alfa method %9 and with test method to seven week %78 calculated

This questionnaire by Alipour and Norbala translated and identify that Alfal method %93 and test method %92 created. Farneham and Bronik (1990) to Alpha method %87 had been reported. Jafari and

colleague's (2004) creative questionnaire's by Alpha method 0.85 and test for six week calculated 0.73.

Beck depressing questionnaire:

This test is one of common scales for depressing measurement that Beck provided in 1961. Questionnaire is including 21 questions of four choices. Score value is of zero until 3. Zero indicate that psyche health and score of 3 indicate that depressing is critical. Total score with collection of score's in all stage's to earn. Marnat to express that this questionnaire is great analysis for evaluated inner scale of this test that the earned scale of 0.73 until 0.92 with average 0.86 had been (sharifi and Nikkoh (1994) Beck and aster and garbin (1988) investigated Beck questionnaires' in 10 research that in them BDI was doing by pre-test and past-test. They reported that unity index in psychological patient's is 0.48 until 0.86. While that usual people to reports this range of 0.60 until 0.90 (Beck and ester 1993).

Reporting of fordais behavior-recognizable education session's first session: testee's friendship with fordias method and pre-test performance.

Second session: education about to spend more time's in meetings and group activities, productivity and doing useful works. Third session: education of planning basic and better organization, elimination of anxieties, decrease of expectation level.

Fourth session: education of positive thinking basic and optimistic in present time, growing of healthy personality, increase of physical activities.

Fifth session: education of social personality development basic and elimination of problem's and negative feelings.

Six sessions: education of friendship relation basic, priority and given value to happy, past-test performance of each two controls and experimental group.

RESULTS

In this section to refer to test of research questionnaires'. For answering to basic question of this research that called dose fordais behavior-recognizable education on depressing and happiness of family guardian women's is effective of some changeable variance analysis. Because this statistical method to permit to researcher until investigated effect of independent changeable on dependent changeable and to be wiped out another changeable. Before doing some changeable co-variance analysis first that assumption's that are: converge, have line relation had been distance of data's distribute and accidental of data's and unity between changeable data's to investigate.

Table1. Average and standard deviation of past-test in behavior-recognizable education and control groups.

Items	behavior-recognizable education and control group		control group	
	Mean	Standard deviation	Mean	Standard deviation
Variables				
Before Happiness Test	36.73	1.459	37.87	1.937
The happiness test	60.93	3.469	41.00	1.668
Before the Depression Test	18.53	1.283	19.13	1.624
After the Depression Test	10.20	0.957	14.33	0.297

Also to show table1 , happiness pre-test average and control group is more and average of depressing

past-test in comparison with average of depressing pre-test score's and control group is fewer.

Table2. Analysis of co-variance results for depressing and happiness changeable.

Source of change	Total square	Degrees of freedom	Mean square	F	Mean square p	Effect size Eta
Happiness Group	2980.033	1	2980.033	26.823	0.001	0.489
Depression	128.133	1	128.133	16.574	0.001	0.190

According to earned results of table 2 for analysis of depressing dependent changeable and also happiness in two group of experimental and control of Alfa (0.05) to use. According to earned results of table 2 for happiness changeable by F calculated. $F(df1, 26) = 26.823, p, 0.001, 12 = 0.1489$. Because meaning fal level of Alfal rate is fewer (0.05) there for, F calculated of statistical. Then can express that between past-test in two group of experimental and control group to exist meaningful different. For depressing changeable, by F calculated ($df1, 26$) $= 16.57, p=0.01, j=0.190$

because meaning level of Alpha rate is fewer. (0.05) therefore F calculated by statistical is meaningful. Then between score's in two experimental group and control group to exist meaningful different. By attention to meaningful of averages different with 0.99 to express that assumption is according to behavior-recognizable education and also depressing of family guardian women's is effective.

Second hypothesis: is fordais behavior-recognizable education on happiness of without family guardian women's is effective.

Table 3. Analysis of co-variance between behavior-recognizable education and control group on happiness rate.

Source of variation	Total square	Degrees of freedom	Mean square	F	Significance level
Variable Happiness	3155.656	1	3155.656	31.630	0.001
Error	296.702	26	99.767		

According to earned results of table 3 calculated $p=0.01, F(1026) 31.630$, because meaningful level of $p=0.05$ is smaller and by attention to meaningful F

calculated that fordais behavior-recognizable education on happiness is effective.

Table 4. Comparison between behavior-recognizable education and control group on happiness rate.

Groups	The mean difference in	P
Group and the control group	20.592	0.01

Table4 to identify difference between two group that between happiness average of behavior-recognizable education group and control group to exist difference 20.592 rate that this different by statistical in 0.01 level is meaningful.

Third hypothesis is fordias behavior-recognizable education on depressing of family guardian women's is effective.

According to earned results of table F5 calculated, $P=0.03, F(1026) = 10.753$ because meaning

full level $P=0.05$ is smaller and by attention F calculated that fordais behavior-recognizable education on depressing is effective.

Table 6 to identify difference of average's that between average of depressing in behavior-recognizable education group and control group - 3.802 to exist different. That this different in level 0.01 is meaning full.

DISCUSSION

Results of this research indicate that Fordias behavior-recognizable education on happiness and depressing of family guardian women's has meaningful effect. Findings of this research with doing research's result in case of Fordias behavior-recognizable method such as Fordia (1983, 1977) Abedi (2002, 2001), darvishi (2004) mansori (2005).

Mohamzade (2008), porshariari (2009), Nasr and Abadi (2009), Nategh (2010) Cheng and Farnham (2007) Jamerok and Conelue's (2007) is similar. In analysis of this hypothesis can be say that happiness by education of method's like increasing of positive think and optimistic more active productivity and doing useful work's planning an work's organization and decreasing of expectation level and wishes , life in present time development of health personality under affected and happiness in family guardian women's to increase. With Fordias behavior-recognizable education. Person condition was not change but believes and him knowing ratio to problem's and life problem's to change and are to pursuit of appropriate solves and to cause that with changes in thinker way and person view be positive and must be careful to problem's that created happiness. Also result's this research indicated that Fordias behavior-recognizable education one women depressing rate of family guardian have meaningful effect. And with Fordias research (1983, 1977).

Abedi (2002, 2001), Mansori (2005), Hosiniyah (2007), porshariari (2009), Sao (1990), Lowinson and got lip (1995), Hegl and colleague (2000), libomirski (2005), is similar. Fordias behavior-recognizable education one depressing was effective and education elimination of negative problem , friendship relation's priority to happy , development of social personality, elimination of anxiety, to spend more time in collection activities is effective on decrease of depressing. In present research with doing happy plane in family guardian women's to exist methods for elimination psychological and increasing satisfying of life and satisfy o psychological health is needed.

By running the Fordyce's Happiness Training Program in the present study, wage- earner women from some families were trained for improvement of spiritual moods and increasing satisfaction with life while life contentment is necessary for mental health and ability to acquire contentment may make human more resistant in order to cope with life problems. Also rather than health and effect of energy therapy, exercise and collective activities are useful to reduce depression and anxiety.

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