DETERMINE EFFECTIVENESS OF HAPPINESS EDUCATION IN INCREASING HOPE OF ELDERLY BASED ON FORDYCE MODEL; (CASE STUDY: CITY OF ISFAHAN)

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Abstract
Elderly is a sensitive period of life which drawing attention to the problems and needs at this stage is a social requirement. Regarding specific needs at this period, attention to hope of elderly is of importance which is often neglected. Hope is one of the fundamental bases of balance and mental power which specifies the life achievements. Fulfilling measures and actions to increase and improve hope level of elderly is required, and this study aims to define effectiveness of Happiness Education in increasing hope of elderly based on Fordyce model. In this study, pre-test and post-test were used for two control and experimental groups. The statistical population consists of the elderly residents in Isfahan, Sadeghieh elderly home. The sample group consists of 30 elderly people. The pre-test was applied on these elderly people via hope scale questionnaire in specific areas of adult, and the ones who obtained lower score were classified in two experimental and control groups using simple random sampling method. Intervention Trial (Fordyce happiness Education program) was performed on elderly people but the control group did not receive any intervention. To analyze data, analysis of covariance (ANCOVA) and F Levine using SPSS software were used. According to the obtained results, Fordyce happiness Education program can be effective in increasing level of hope in elderly people. As the significance level (0.000) is less than error level (1%) in both experimental and control groups, and based on eta coefficient, the extent of difference equals to 0.77, i.e. 77% of the total variance for level of hope has been obtained based on group membership and education. According to the results from this study, Fordyce happiness Education program as a behavioral-cognitive pattern affects level of hope of elderly and causes increasing level of hope in them.

Keywords: Fordyce happiness Education program, hope, elderly, life achievements

Introduction
Happiness is a point of view in life which causes the person spends his time in the state of hope and optimism. Happy and energetic individuals are satisfied with their abilities and skills and do not compare themselves with others. Abraham Maslow defines the climax of self-actualization in this way that the man moves forward from his preliminary needs and reaches to a sense of belonging and appreciation of beauty. At the edge of self-actualization, there is a strong sense of purposefulness, where the man experiences the spiritual happiness. The concept of time is faded and the man connects to his ego. Here, at the edge of pyramid, the man feels happiness forever (Dyer, Wayne 2007). Aristotle, a Greek philosopher and
scientist, says, what are the most excellent achievable good things? in response to this question, the public and private people will say “happiness”. It can see the same thing “happiness is the greatest blessing” in the speech of one of the most famous "Comedians from Liverpool". The greatest fact in the actual importance of happiness in the human relations can be seen in the second sentence of American Declaration of independence, in which the happiness has been regarded as one of the inseparable rights of the man, which says we know that the facts are obvious so that all the creatures are equal and their creator has given them certain inseparable rights of which life, freedom and happiness can be regarded. Based on one of comprehensive dictionaries, happiness implies a series of positive words including joy, the happiness, and optimism. Investigations by Gallup institute in some countries around the world over the years have indicated that at least two third of people are happy or overexcite, and this ratio has not changed from a decade to another decade (Eysenck, trans-Firoozbakht, 1999). New studies have shown that happiness enjoys a mechanism of inheritance “happiness Set-Point” which determines the extent of happiness creation in the person. Happiness Set-Point is a fixed and determined point via inheritance which specifies the creation of the person during longer periods around the axis of happiness (trans-sharifi, 2006). Fordyce, a scholar of psychology happiness, has represented a series entitled happiness program which consists of 14 principles, which is used in this study (Mohammadi, 2008). 14 principles of this happiness program include being more active, spending more time in collective activities, meaningful and proactive, organizing, ending concerns, having less desires and expectations, development of optimism, being present, attention to the health of personality, growth of extroversial and social personality, self-egoism, resolving problems and negative feelings, strong relations, respect others. On the other hand, hope is an inherent agent and the origin of life and dynamic of the man’s mind (Ferom, 2008).

From perspective of emotional intelligence, being hopeful implies that people are less stressed against the distressful anxiety, they will not capitulate in exposure to challenges or difficult barriers and will be generally less stressed so that emotional distress will be less in them(Schneider, 2005).

Scholars have recently perceived that the role of hope goes beyond tranquilizing the person at the deepest sorrow. Hope plays a surprising role in human’s life, and has advantages in various areas from education statues to tolerance of difficult jobs, and if we consider this concept for hope, it will observe that people differ from each other in terms of being hopeful. Some people believe that they can rescue from difficulty or find a solution to resolve their problems, while others do not see necessary tools and abilities in themselves to achieve their aims. People with great hope have a lot in common of which it can refer to the cases as follows:

-Ability for self-stimulation
-Feeling sufficient self-efficiency to find the ways to achieve aims
-Reassuring yourself in exposure to difficulties
-Having essential flexibility to find various ways to achieve aims or replace them in case of lacking success

-Having this logic that any difficult duty must be divided into smaller pieces that can be fulfilled (Schneider, 2006)
Happiness is one of the fundamental aims in life. A majority of people believe that achieving the happiness plays a major role in human’s life especially at a stage of life at which the person has lost his hope to live (Islami nasab, 1996). This comes true especially in elderly which the elderly people might feel disappointed and hopelessness more and their satisfaction level might decrease, thus providing opportunities for happiness education can be useful. A variety of internal and domestic studies in the context of happiness education as well as hope have been conducted; these studies have shown that happiness regardless of how it can be achieved can improve the physical health. The people who are happy feel more secure and decide more convenient and have more the spirit of partnership, and feel more satisfied with the people who are around them (Mayers, 2002).

Schneider et al. (2005) conducted a study entitled “a survey on the effect of hopefulness on pressure factors”, which the results of their study indicated that a positive relationship exists between Inhibited coping style and self-regulation, and there will be an inverse relationship between hope and anxiety in case there exist coping activities, coping protections and coping entertainments.

Schneider et al. (2005) in a study examined the relationship between hope and meaning of life, and concluded that hope is the common component at all the theories relating to meaning of life, so that lower risk in patients with mental problems can be seen when the life is meaningful. They have reported a significant relationship between hope and meaning of life and a negative relationship between hope and two variables of anxiety and depression.

In an article by Taehan et al. (2006), the effect of meaning-therapy on meaning of life and integration at elderly was examined. The results indicated that a significant difference was in experimental group on the meaning of life and integration as compared to control group, and the result of this study can be recommended as an effective measure for elderly (Taehan, 2006).

Ghobari et al. (2007) indicated that a significant correlation exists between hope and meaning of life, and also a significant relationship exists between disease symptoms and hope and meaning of life (Ghobari et al. 2007).

Fekri et al. (2007) in a study aiming at investigating effectiveness of guided imagery techniques on the extent of hope and anxiety in women affected to breast cancer, concluded that guided imagery techniques affect reducing situational anxiety and stress and increasing hope to life in women affected to cancer (Fekri et al. 2008).

According to what mentioned above, this study aims to determine effectiveness of Fordyce happiness Education program on increasing hope in the elderly.

**Research methodology**

In this study, pre-test and post-test were used for two control and experimental groups. The statistical population consists of the elderly residents in Isfahan, Sadeghieh elderly home. The sample group consists of 30 elderly people. In this study, firstly hope questionnaire was given to the elderly people in the age group 60-75 years old who had the knowledge for writing and reading and had no disease record, of which the ones who obtained the lowest score were selected and categorized in two experimental and control groups. After selection of the participants, a pre-test was taken from the participants, and then the participants were categorized in two control and experimental groups. Applying the independent variable on experimental group was fulfilled in the next stage, so that the control group was not received any independent variable. The experimental group was tested using Fordyce happiness Education program. This is in a way that the first session was an introduction to Fordyce happiness Education program, the second session was for removing depression and reducing the expectations level, the third session was on how to avoid negative problems and feelings,
and the fourth session was for the relationship between family and society and being happy, and the fifth session was for the effect of individual and group activities on happiness, and the sixth session was for planning, and the seventh session was on how to develop our personality and the eighth session was for optimism and life at the present time, and the ninth session was a summary on the education sessions and the post-test implementation. By ending the education sessions, post-test was applied on all the participants in control and experimental groups. Data from pre-test and post-test were analyzed in both control and experimental groups, and the groups were compared with each other. To collect data, hope scale questionnaire in specific areas of adult was used, so that the hope scale at specific areas of adults was built by Sympon in 1999 for evaluation of hope in adults. This test measures the extent of hope in participants in six areas including social, education, love, job, entertainment activities, and family. The hope scale at specific areas of adults has been developed from three sections. In two first sections, the participant specifies the extent of his satisfaction with each of life areas using a numerical scale (1-100). In the third section, eight terms have been mentioned for each of sub-scales in order that the participant must specify the extent to which he agrees or disagrees with each of these sub-scales in an 8-item Likert scale. In general, this questionnaire consists of fifty terms, but just 48 terms were examined for scoring. Reliability of hope scale at specific areas of adults enjoys a favorable internal consistency. Cronbach alpha coefficient for the test equals to 0.93 and the Cronbach alpha coefficient for sub-scales has been reported ranging from 0.86 to 0.93(Schneider, 2006).

**Research findings**

**Descriptive statistics**

The criteria relating to the scores of hope to life in elderly people were calculated and the difference of criteria can be seen before and after the Fordyce happiness Education program.

**Table 1. Hope to life in the elderly people (experimental group)**

<table>
<thead>
<tr>
<th>Index</th>
<th>experimental group</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Median</th>
<th>Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hope</td>
<td>Before</td>
<td>9.9</td>
<td>3.96</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>After</td>
<td>15.2</td>
<td>3.64</td>
<td>15</td>
<td>16</td>
</tr>
</tbody>
</table>

**Table 2. Hope to life in the elderly people (control group)**

<table>
<thead>
<tr>
<th>Index</th>
<th>experimental group</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Median</th>
<th>Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hope</td>
<td>Before</td>
<td>12.33</td>
<td>3.5</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>After</td>
<td>12.33</td>
<td>3.5</td>
<td>13</td>
<td>14</td>
</tr>
</tbody>
</table>

**Inferential statistics**

Hypothesis: Fordyce happiness Education program affects increasing hope in the elderly people.

The results of Levene's test to examine the presupposition of equality of variances on hope scores in two experimental and control groups have been represented in table 3.

**Table 3. Results of Levene's test in equality of variances on hope scores**

<table>
<thead>
<tr>
<th>f-statistics</th>
<th>Freedom degree of numerator</th>
<th>Freedom degree of denominator</th>
<th>Significance level</th>
</tr>
</thead>
</table>
According to table 3 and as the significance level in Levene's test is not less than error level(5%), thus the supposition on equality of variances on hope scores is confirmed in post-test and the covariance analysis can be used to test the hypothesis. The results from covariance analysis have been proposed in table 4.

### Table 4. Covariance analysis relating to the comparison of mean of the post-test scores

<table>
<thead>
<tr>
<th>Source of variations</th>
<th>Sum of squares</th>
<th>Freedom degree</th>
<th>Mean of squares</th>
<th>F</th>
<th>Significance level</th>
<th>Eta square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups</td>
<td>167.165</td>
<td>1</td>
<td>167.165</td>
<td>90.445</td>
<td>0.000</td>
<td>0.77</td>
</tr>
<tr>
<td>Error</td>
<td>49.903</td>
<td>27</td>
<td>1.848</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to table 4 and considering the pre-test scores, the difference on the elderly people's hope scores was obtained in both experimental and control groups regarding significance level which is less than error level(1%). Hence, null hypothesis is rejected and the opposite hypothesis is confirmed. According to the eta coefficient, the extent of effect or difference equals to 0.77, i.e. 77% of the total variance on the extent of hope has been emerged based on groups' membership and education. Hence, the hypothesis is confirmed and the result of this hypothesis is consistent with the finding of research by Moradi et al.(2007) in a study entitled "a survey on effectiveness of Fordyce happiness Education program on increasing happiness level in teachers". Furthermore, the results of this study are consistent with the results of a study by Pangh(2011) entitled "a survey on the effect of meaning-therapy on increasing hope in the patients affected to cancer".

**Discussion and conclusion**

Findings of the first hypothesis (Fordyce happiness Education program on increasing hope in elderly) are consistent with the results of studies by Schneider et al.(2005) and Ghobari et al.(2007) based on the significant relationship between hope and meaning of life and power of tolerance in the hopeful individuals and increasing hope to life.

Further, Fekri et al. (2007) in a study aiming at investigating effectiveness of guided imagery techniques on the extent of hope and anxiety in women affected to breast cancer, concluded that guided imagery techniques affect reducing situational anxiety and stress and increasing hope to life in women affected to cancer, which this is in consistent with the results of this study. Amini(2010) by investigating effectiveness of reality therapy on hope to life with determining the effect of meaning therapy on increasing hope to life in the patients affected to cancer, concluded that reality therapy and meaning-therapy increase hope in patients, and this is in consistent with the results of this study. To define this hypothesis, it can say that the role of hope goes beyond tranquilizing the person at the deepest sorrow. Hope plays a surprising role in human’s life, and has advantages in various areas from education statues to tolerance of difficult jobs. As a result, the elderly people through participating in happiness sessions and proposing their issues, adherence to their responsibility, development of optimism, reducing level of expectations, love and etc. have created a different view, and this can be a reason for enjoying life, making effort to achieve aims and values and finally increasing hope.

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