



Research Article

ISSN : 2277-3657
CODEN(USA) : IJPRPM

Investigating the Effectiveness of Fordyce Happiness Education on Achievement Motivation of Employees of Prisons Organization in Tehran

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ABSTRACT

Achievement motivation is because of its necessary roles in development and gross of society one of the desired subject of sociologist . Many factors such as culture ,society, family , personality and psychic has effect on it ,so by recognizing them we can guidance it in true way.

This research is experimental research that analyzing the happiness instructional effect of Fordyce on achievement motivation of workers of prison department of Tehran. for this reason choosing 40 person of prison workers of Evin and Education and Correction Center (600 person) by systematic random sampling way and substituted in two groups (controlling and examine)accidentally. Then by using achievement motivation test (ACTM) inspection marks of two group(pre- test).And in continue test group in 5 session of 90 min that in 5 weeks counties participating in happiness Fordyce education workshop .in this workshop delivering 12 technique about developing the happiness. After finishing the educational workshop testing both groups (Post- test). After gathering the data using statistical test independent for analyzing data.

The result shows effective Fordyce happiness education on achievement motivation of Tehran prison department.

Keywords: *Punica Fordyce Happiness Education, Achievement Motivation, Prisons Organization*

INTRODUCTION

Happiness is one of the variables, which in recent years in the field of personality and psychology has been studied. The importance of the study of happiness to the extent that some depression researchers and theorists, including Seligman (1) argue, should instead be considered depression to happiness.

Michael Fordyce is one of those that have the greatest impact on the field (happiness). Studies on happiness in 1977 completed the first comprehensive study on the subject and the importance of happiness has provided excellent results (2). He is pursuing research in the field of educational programs has created happiness for increasing happiness. The program is a combination of cognitive and behavioral theories that inspire remainder as well as internalizing the feeling that people to seek happiness should be provided.

The effect of happiness on many variables such as depression, hypertension, anxiety, burnout, and immune function has been studied. Among other variables that likely influenced BE happiness is motivation as Barkhori et al (3) in a similar study found that positive thinking skills that increase people's happiness could enhance their motivation in progress.

Motivation is a fundamental force in all our actions. Motivation because of the vital role is influencing our daily lives. Motivation is one of the incentives that many researches have been allocated. Relationship between achievement motivation and job satisfaction on many factors like psychological trauma, many researches assessed.

Vaiten quoted Ganji and Hassan Zadeh (4), on the achievement said "achievement motivation and require mastery of difficult assignments, better than others and upholding the high standards of excellence linked". Murray (5), defines motivation to "do hard work with success, to dominate, manipulate and organizing things, people and ideas" (ibid.).

One of the basic concerns and preoccupations of most managers in various organizations about how motivated the employees to achieve desired goals organizational expectations. Labor excited to perform tasks; productivity is one of the most important factors.

More prison staff dealing with people and behavioral disorder is sometimes unpredictable behavior. In some prisons, officials should always be careful not attacked. On the other hand, this may be due to health conditions, prison staff and possibility of contagious and dangerous diseases such as hepatitis and HIV have a greater sense of insecurity.

As well as the legal obligations of prison staff, including the prevention of escape, suicide, self-mutilation, riots and hostage taking of other stressors in prison. Research indicates that prison staff burnout is more than other jobs (6).

Research shows that achievement motivation and job satisfaction correlated (7; 8). Hence raising their achievement motivation and job satisfaction increases in individual life, social and especially in their treatment of prisoner's impact will be positive and beneficial. Since the education of happiness on variables such as depression, high blood pressure, anxiety, social relationships, burnout, immune function have a positive impact, in this study, amount and type of impact Michael Fordyce's happiness education on achievement motivation among the staff of prisons in Tehran examined.

Method:

A) Population and samples: In this study consisted of prisons staff in Tehran. The size of this community is about 600 people. The sample included 40 employees of prisons in Tehran (Evin Prison and Correctional and Rehabilitation Centre) 20 patients in the experimental group and 20 patients in the control group have been placed. A sample of regular or systematic sampling has been used.

B) Measuring instrument: measuring tool in the study of achievement motivation test (ACMT), which aims to measure the perceived need is the person's progress.

The reliability of the test in the English version of the test - retest within one month 0.91, in comparison with the same questions 0.78. In Iran, this test software and a reliable factor are responsible.

C) The study design and methods: The study is a pilot project for the pre-test and post-test with a control group is conducted. Thus, after sampling, 20 of them in the experimental group and 20 of them were in the control group. First of all subjects achievement motivation test (ACMT) was (pre-test). After that happiness education workshop for the experimental group was held. The workshop in 5 sessions in 5 weeks was presented. After completion of the education achievement motivation test (ACMT) from both groups (post-test) were taken. The pre-test and post-test scores of the two groups in statistical analysis on it were performed.

Meanwhile, statistical analysis SPSS13 software is used.

Findings:

In this study, descriptive statistics (mean, standard deviation, minimum score, the highest score, total scores and scores histogram) and inferential statistics (t test for independent samples) were used. F Levine test also to verify the homogeneity of variances is used. Table 1 shows the raw scores of the experimental group pretest and posttest shows ACMT achievement motivation. As can be seen in the pre-test the highest score 35 and the lowest score 12, and in posttest the highest score 40 and the lowest score is 15.

Table 1: The raw scores of the pretest and posttest achievement motivation in experimental group

Experimental group subjects	Pretest	Post test
1	15	23
2	13	16
3	23	29
4	14	15
5	35	40
6	28	36
7	20	28
8	28	34
9	29	28
10	15	20
11	18	23
12	20	22
13	17	24
14	12	18
15	19	17
16	13	20
17	21	30
18	15	29
19	17	28
20	19	24

Table 2 shows the raw scores of pretest and posttest in control group ACMT achievement motivation. As you can see in the pre-test, the highest score 35 and the lowest score 11, and in posttest the highest score 36 and the lowest score is 14.

Table 2: raw scores of pretest and posttest of control group in ACMT achievement motivation

control group subjects	Pretest	Post test
1	16	18
2	19	19
3	20	22
4	13	15
5	18	20
6	28	30
7	20	21
8	35	36
9	29	30
10	15	15
11	18	24
12	20	25
13	17	18
14	13	20
15	11	23
16	22	24
17	15	14
18	19	23
19	14	20
20	28	26

Table 3 presents the mean, standard deviation, minimum score, highest score and total scores in the pretest and posttest control group and test groups.

Table 3: Mean, standard deviation, minimum score, the highest score and total scores of the experimental group and the control group pretest and posttest

Descriptive Statistics Group	Average	Standard Deviation	Minimum Score	Maximum Score	Total points
examination group (Pretest)	19.55	6.2279	12	35	391
examination group (posttest)	25.2	6.77923	15	40	504
control group (pre-test)	19.5	6.2112	11	35	390
control group (posttest)	22.15	5.49904	14	36	443

According to the mean values in Table 3, the lowest average in the pre-test posttest both control and experimental groups and the highest average in the test group. Table 4 show Comparison of experimental and control groups using t test for independent groups.

Table 4: Comparison of experimental and control groups using t test for independent groups

Parameters Group	Average	Standard Deviation	Standard error of the mean	F	Significant Level	T T	Significant Level	ddf
Examination group	5.6	3.8306	0.8565	0.352	0.557	22.63	0.012	338
Control group	2.65	3.2326	0.7228					

Given that the observed F (0.352) in the 0.5 level is not significant, the assumption of homogeneity of variances approved. The T-test can be used. According to T observed (2.63) with significance level (0.012) and df (38), mean difference in 0.05 level is significant. Therefore, it can be concluded happiness education is effective in increasing motivation prison staff.

Discussion and conclusion:

Results obtained in the results, and Table 4 means that we can say with 0.95% confidence and the test variable (happiness education) in prisons in Tehran contributed to an increase in staff motivation. Other research on the effect of happiness on other variables has been done. This research is in line with a few study below are mentioned. Fordyce (9, 10) on the set of their research concluded that happiness education on increasing happiness levels, reducing feelings of discontent and the loss of the spirit of depressed participants in this program has been effective. Also Abedi (11) in a study concluded Fordyce cognitive-behavioral education program in addition to increasing the amount of happiness, reduce depression and anxiety, in another study (2002) also have lower burnout Raeesi (12), Mansouri (13) and Farzadfar (14), respectively, have shown that happiness education to reduce blood pressure in people with hypertension in Isfahan, symptoms of premenstrual syndrome in women and depression in women without sponsors covered the town of Baharestan has been effective in Isfahan Imam Khomeini Relief Committee. According to the research, this study is in line with other studies on the effectiveness of happiness education on staff motivation in Tehran prisons organization.

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