

The Effectiveness of Fordyce Happiness Program on Nursing Students Emotional Intelligence

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ABSTRACT

Background: The purpose of this study was to determine the effectiveness of Fordyce happiness on emotional intelligence in nursing students of Estahban.

Methods: The research method was a semi-experimental design with pre-test-post-test design with control group. The statistical population of the study consisted of all nursing students of Estahban medical sciences. Among them, 30 persons were selected using the available sampling method and randomly assigned to the experimental group (15) and the control group (15). They were Participants in the experimental group received 12 Fordyce Happiness Training Programs. An emotional intelligence questionnaire was used to collect data. Data were analyzed by analytic-covariance statistical method. **Results:** The findings showed that students in the experimental group had significantly more emotional intelligence than the control group students in the post-test, and the research hypothesis was based on the effectiveness of Fordyce happiness training on the emotional intelligence of the students ($P < 0.01$).

Conclusion: The study showed that there is a significant difference between the moderated averages of the experimental and control groups in the post-test regarding emotional intelligence. Therefore, it can be concluded that Fordyce Happiness Education is effective in increasing students' emotional intelligence.

Keywords: Fordyce Happiness, Emotional Intelligence, Nursing Students.

INTRODUCTION

One of the critical periods in the younger age is the student's period, which is known as a dynamic transitional period¹. The university is an institution of higher education that students study for grades, rank and scientific studies. The weakness of students' educational performance and failures after entering the university is one of the most important educational problems in our country due to the cost borne by students. Many students are not able to adapt to the new academic situation and increase the volume of the post-enrollment, and most students in the first grade and some will fall sharply until the end of their education. Most students who do not get a good result from their own efforts do not have the incentive to study and suffer from negative emotions within themselves². Therefore, emotional intelligence is one of the factors that can reduce negative feelings among students.

Researchers have come to the conclusion that excitement plays an important role in various aspects of life, such as adaptation to changes in life and stressful events. One of these dimensions is emotional intelligence that is successfully communicated by students in various fields and is defined as a subset of social intelligence that includes knowing and controlling excitement. In other words, emotional intelligence involves the ability to conduct accurate reasoning about emotional feelings to promote a level of thinking^{3,4}. According to Salvoy, Mayer, Golman, Troy and Palfei (1995), emotional intelligence is the ability to identify emotions and others, distinguishing between them and using this information to guide one's thoughts

and actions⁵. People with low emotional intelligence have difficulty in evaluating and expressing excitement, effective regulation of emotional experiences, and the ability to utilize emotions to guide thoughts and behavior⁶.

There are various interventions to increase emotional intelligence. One of the many types of moderator interventions is the education of happiness. Happiness has positive psychological consequences⁷. The characteristic of joy is appreciation, the inner feeling of being happy, feeling satisfied and interested in yourself and others⁸. One of the psychological theorists was Fordyce's joy, which presented a training program called "The Rise of Happiness", with 14 components, in addition to the cognitive components of behavioral and social components⁹. The use of counseling method based on the Fordyce Cognitive Behavioral Pattern is one of the effective ways to reduce concerns and increase happiness and ultimately meaning in life. Happiness is one of the factors that contributes to mental health and life satisfaction. The Fordyce Foundation is based on the fact that if one wants to be happy as happy people¹⁰. Pour Rahimi et al. (2014) concluded in a research entitled "The Effectiveness of Fordyce Happiness Education on Coping Strategies, Quality of Life and Optimism among Female Students"¹¹. It concluded that in the short and long term, an intervention program to increase the quality of life, optimism of effective students. The training of this program is effective on students' problem-solving styles, but they do not affect their emotional order. Seifi (2014) concluded in a study entitled "Fordyce Learning Happiness" that this training was effective on the components of self-concept, psychological

readiness, self-efficacy and hope¹². The results of Lea et al. (2018) showed that happiness and emotional intelligence are interconnected. With increasing happiness, emotional intelligence increases. Also, with increased emotional intelligence, happiness increases¹³.

MATERIALS AND METHODS

This experimental study was a pre-test-post-test with control group which is a clinical trial in medical studies, because the purpose of this study was to investigate the effectiveness of Fordyce happiness on emotional intelligence of Estahban University of Medical Sciences students. According to this goal, Fordyce' happiness is considered as an independent variable and emotional intelligence as an associated variable. Diagram The research method of this study is shown in Table 1.

The statistical population of this study was the total number of nursing students studying at Estahban University of Medical Sciences during the academic year of in the second half of 1397. Of which, 40 randomly selected randomly selected randomly and randomly assigned randomly. Among them, 20 were in the experimental group and 20 were in the control group. In this research, all students participating in the experimental group participated in the meetings for ethical reasons and contract with the researcher, and therefore there was no drop in the subject. the sample size at least 30 people in both the experimental and control groups. Of course, if the drop in the test group occurs, the same number of people will be removed from the control group. At the beginning of the work, the consent was received by all the participants to participate in the research. It should be noted that the participants in the experimental and control group were matched in terms of age and marital status. The criterion for entering the research for the sample group was: Student of Estahban University of Medical Sciences and have no status as guest student or transfer student, have the ability to participate regularly in the meetings. Do not use any psychiatric medication during treatment (according to the question of the participants themselves). Have at least 6 months of psychotherapy and medication (if they have already had it). To be satisfied with the meetings. Also, covariance analysis was used to analyze the findings so the pre-test was controlled by this method. Data were analyzed by SPSS software using ANOVA. The data gathering tool in this study was: Emotional Intelligence Scale (EIS) This scale was developed to evaluate individual differences in the ability to identify and regulate the emotions of yourself and others by Wong and Law (2002),

which consists of 16 articles and in a 5-point range (1- totally opposed to 5- totally agree) (14) . To be High scores high emotional intelligence. The Cronbach's alpha of this scale was reported by Wong and Law (2002), 94/0, and its validity was reported by Salovey et al. (1995), 63/0. Also, Rajabi, Mousavian Nejad and Taghipour (2014) (15), Cronbach's alpha coefficient The scale was 0.79. In this study, Cronbach's alpha coefficient for this questionnaire was 0.92.

RESULTS

The participants in the present study comprise 30 students (15 experiments) and (15 controls). In this section, descriptive and inferential findings are presented.

As shown in Table 2, the mean and standard deviation of the emotional intelligence of the experimental group at the pretest stage were 44.40 and 3.04, respectively, and the mean and standard deviation of emotional intelligence in the control group at the pretest stage were 44.67%, respectively, and 74.2 . The mean and standard deviation of emotional intelligence in the experimental group at post-test stage were equal to, 27.8 and 2.84, respectively. The mean and standard deviation of emotional intelligence in the control group at post-test stage were respectively 47.45 and 3.2.

To test the hypotheses, multivariate covariance analysis was used. In the covariance analysis, some assumptions such as variance-covariance matrices and homogeneity of error variances are required. In this research, we first studied these assumptions. The results of the box test were used to examine the assumption of the variance-covariance matrix ($P < 0.05$, $P = 0.05$), Levin test results for homogeneous assumption of error variances for stress variable ($P < 0.05$, $F = 0.05$) And for the happiness variable ($P < 0.05$, $F = 0.05$), homogeneity indicated the validity of these assumptions. Therefore, multivariate covariance analysis was used to compare the mean scores of emotional intelligence in experimental and control groups in the post-test, the results of which are presented in table 3.

According to the results of Table 3 ($p < 0.01$, $F = 806.60$) after adjusting the pre-test scores, the difference between the experimental and control groups is significant at the alpha level of 0.01. Therefore, the research hypothesis on the effectiveness of Fordyce Happiness Training on the emotional intelligence of the students and the difference between the experimental group and the control of emotional intelligence in the post-test are confirmed.

A content list of Fordyce Happiness Training Program by Goals and Activities

Session nos	Meeting sessions
1	Familiarity of the members with each other and the importance of being happy. Goals: 1. Meet the members of the meeting together. 2. Familiarize yourself with the way you do it
2	Teaching Expressions Techniques. Objectives: 1. Review the previous meeting and the importance of happiness. 2. Teaching the technique of expressing feelings
3	Work on increasing optimism. Objectives: 1- Providing Optimistic Development Technique 2- Performing Optimistic Commitments in Everyday Life.
4	Work on increasing intimacy. Objectives: 1. To teach the technique of enhancing intimacy. 2. To teach yourself how to be
5	Work on creativity. Purpose: To provide a breeding technique and increase creativity.
6	Work on reducing expectations. Goals: 1. Identify expectations. 2. Reduce expectations from yourself and others

7	Work on how to increase physical activity. Objectives: 1. Increasing the level of mobility. 2. Providing a technique for increasing physical activity
8	Work on increasing social relationships. Objectives: 1. Introduction of happiness and general technique of happiness. 2. Presentation of the technique of increasing social relations
9	Work on being, planning and organizing. Purpose: To provide a planning technique
10	work on life in the present. Purpose: To present a focus technique in the present
11	Work on how to avoid disturbing thoughts. Objectives: 1- Presentation of an escape-avoidance technique 2- Presentation of a technique to reduce expectations
12	Awarding values for happiness. Goals: 1. Introducing the formula of happiness. 2. Introducing the techniques of happiness

Table 1: Diagram of research method

Test brand	R	IT	(Fordyce Happiness) 1X	2T
		IT	R Control group	2T
1T pretest and 2T posttest.				

Table 2: Mean and standard deviation of emotional intelligence

Control		Test		Group membership Test Type	
Standard deviation	Mean	Standard deviation	Mean	Emotional intelligence	Pre test
2.74	44.67	3.04	44.40		
3.02	45.47	2.84	50.27		Post test

Table 3. Analysis of covariance for the comparison of mean student's emotional intelligence scores in post-test

Effect size	Significance level	F	Average squares	Degrees of freedom	Sum of squares	Source of change
0.684	0.001	56.254	165.929	1	165.929	Pretest emotional intelligence group
0.700	0.001	60.806	179.324	1	179.324	

DISCUSSION

The purpose of this study was to investigate the effect of Fordyce happiness on students' emotional intelligence. The findings of the study showed that there is a significant difference between the moderated averages of the experimental and control groups in the post-test regarding emotional intelligence. The findings of this study are similar to those of Pour Rahimi et al. (2014), Saifi (2014), and Lia et al. (2018). In explaining this finding, it can be argued that in general, it can be said that the Fordyce Happiness Training program has increased emotional intelligence among students. The causes of this effect are the Fordyce Learning Happiness content, so that in this program, principles are taught, each of which in some way affect the components of emotional intelligence. Argyle believes that happiness has three components of happiness, life satisfaction, and lack of negative emotions, anxiety and depression. In general, education may not have much effect on life satisfaction, but teaching techniques such as increased activity, expressing feelings, optimism, social relationships, and avoiding worries can be effective in reducing negative emotions. In addition, techniques such as reducing expectations and prioritizing happiness also have an impact on life satisfaction (10).

Therefore prayer instruction significantly increased the emotional intelligence of the experimental group students. Therefore, the research hypothesis was confirmed.

CONCLUSION

Overall, the results of the study showed that Fordyce ' happiness training had a significant effect on the emotional intelligence of students. Therefore, according to the findings of this research, it is suggested to use Fordyce Happiness Training in emotional intelligence intervention

among nursing students. One of the limitations of this research is the statistical society which consists only of Estahban medical students. Therefore, it is suggested that future studies of this type be made on students from other universities, so that they can be more generalizable. Other limitation of this research is the use of available sampling method, the use of a single questionnaire for data collection and the absence of a follow-up step due to time constraints that these limitations can be used to generalize the results of the pores Make. Therefore, it is suggested that in the future such studies should be done by removing these limitations in order to find out more about this kind of generalizability.

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