

Effectiveness of gratitude training on happiness in mother of child with mental retardationMaryam Tofangchi¹ (Corresponding author), Mohammadbagher Kajbaf², Amir Ghamarani³¹. M.A. in psychology, Isfahan Science & Research Branch, Islamic azad university, Isfahan, Iran². Associate professor of Education, University of Isfahan. Isfahan, Iran³. Assistant professor of special Education, University of Isfahan. Isfahan, Irantofangchi_m@yahoo.com

Abstract: The aim of the present research was to assess the effectiveness of gratitude training on happiness in mothers of child with mental retardation. The research method was semi-empirical with pretest-post test, which was held on the control group. Research statistic population included mothers of mentally retarded children in Isfahan city in the year 2013. The research sample included about thirty two mother and were selected voluntary and placed in Two groups: Experimental and control. The instrument used where 29 items questionnaire of Oxford (2013). Experimental interference (gratitude training) was held on the experimental group. After finishing the training Program, post-test was held on both groups, for analyzing the data, covariance was used (manova) analysis. Results showed that the mother's happiness level was increased appreciation of education.

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1. Introduction

Psychologists in the context of positive psychology try to answer the question of what to look for ways, to maintain good mental health, the importance of gratitude and realized it was seen as a source of psychic energy. Gratitude can be seen as an empathic emotion in response to a loss or benefit is obvious (Lazarus & Lazarus, 1994). Mac Kalouck et al. (2001), the recognition of a moral character, and they believe in moral gratitude perform the following: 1- controller moral; 2- Moral Motivation; 3- The moral booster. In fact, gratitude is a form of love that has produced a catalytic role for the formation of new emotional ties (Imonez and Mac Kalouck, 2003). They also stated that the appreciation of the spiritual, psychological well-being, happiness, life satisfaction, marital satisfaction, commitment to a spouse, dependent, and it is used in CBT (Mac Kalouck et al, 2002). Imonez and Mac Kalouck also believed that gratitude to communicate with others is essential, the ingratitude, causing restriction and monopoly (Imonez and Mac Kalouck, 2004). Gratitude even Muslim religious sources approved, among which we can mention the following verses: "Grateful if you could increase your blessings" and " We gave Luqman wisdom, knowledge and authority, and we thank God and thank everyone says your source is right and who is ungrateful and the signs of God without and commendable traits " (The Holy Quran). Besides, expressing gratitude is associated with positive feelings and increase motivation (Park, 2009). Some

psychologists believe that practicing gratitude leads to the reduction of negative and positive mood eruption (Learn et al, 2008).

Mac Kalouck, Lykdatork, Imonz and Larsin (2001) showed that people feel more gratitude than others express their link with others and receive support from others increases the chances that it will also turn out to be social bonds it to expand. Also, gratitude makes people focus on what is life and to feel happy and more satisfied (Adler and Fagele, 2005). On the other hand, people who have more happiness, peace and a sense of security, making it easier, the optimal amount of work and participate more, live more healthy and energetic, and ultimately have a satisfying life (Perisman and Cohen, 2005). Happiness lower blood pressure, more positive affect (Lyobomirski, King and Daynz, 2005) is related to the detection and interpretation of positive events. Happiness is comprised of three components: positive affect, absence of negative affect (e.g. depression and anxiety) and life satisfaction (the Liaghatdar et al, 2008). Argayl (2003) believes that happiness is a sense of joy or server or other positive emotions, a sense of personal satisfaction with life and the absence of the third component in the absence of depression, anxiety or other negative emotions, as he was happy to replace the term subjective well-being. Some philosophers believed that happiness can be best achieved by suppressing passions and desires, while others, the key to realizing the desire of happiness knew (Frisch, 2006).

Happiness has consequences such as increased life expectancy; long term health and well-being are the incentive effects and can affect the action of thought led to the formation and extent of broader ways of thinking (Feredrikson, 2001). Relative to its peer group of happy people who are less happy, more sustainable and more successful marriages, more friends, higher incomes and better jobs, greater social activity and improved mental and physical health and longevity are the most (Lyobomerski et al, 2004).

Since one of the factors in the happiness of having healthy children, Birth and the mental disabled children in families with special needs has always been the emergence of significant and controversial issues. During the investigation of the effects of mentally retarded children, can lead to loss of self-esteem, having two contradictory feelings, depression, inferiority and low mental health (Ross, 2005, Goldberg 1986), Guilt (Volfers, 1965), the psychological atmosphere poisoned the family (Farber, 1975), there is a level of consistency and accepting less stress, more (Placht et al, 1999), with much heartache Khvdsrznsly (Damrouch and Perri, 1989) and chronic depression (Flaherty and Galyden, 2000) noted that all lead to a loss of happiness, especially their mothers. Fawcett and Sisour tell the parents of mentally retarded children with psychiatric problems are and many of them in the intense feeling of sadness and a feeling of despair and called recurrent been involved from the distant past confusion, loss and suffering they are experiencing

(Fawcett, 2008). Given the importance of the welfare impact on different areas of life, discussing ways to create and enhance essential to happiness, especially in the family seems to be. Review of research conducted on the effectiveness of teaching the appreciation of the passage confirms the fact that the new style is more used to promote positive emotions and less severe mental disorders and is dedicated to the treatment of injuries. In fact, this research attempts to answer the question whether it is based teaching Gratitude Happiness mothers of mentally retarded children could be effective.

Methods

The study was quasi-experimental pre-test - post-test control group. The sample consisted of 32 patients are sampling and availability of deferoxamine used to refer to an existing file, the Centre will provide a list of mothers of children with mental retardation. Then, 32 subjects voluntarily selected and randomly divided into control and experimental groups of 16 people after random assignment of participants to experimental and control groups, the Oxford Happiness Questionnaire pre-test conducted on the participants and the implementation independent variable (in gratitude), the post-test questionnaire was administered on them. Training - an acknowledgment of eight 90-minute sessions were conducted in groups of subjects in each session were as follows:

The content of the training sessions Gratitude

first session	First introduced to the structure and purpose of the meetings, educational programs and definitions, concepts and appreciate the consequences
Second session	Education in various fields of appreciation (gratitude towards his wife, others, nature and God) and appreciate those characteristics.
Third session	Teaching styles and methods of expressing gratitude (appreciation of verbal, emotional appreciation, gratitude practice, gratitude and appreciation of cross-linked) and applying these methods in everyday life and to his wife, friends, acquaintances
Fourth session	Encourage subjects to self assess their character as "grateful" or "non-appreciative" Considering Educational Topics
Fifth session	Teaching Method "of writing letters of gratitude" to those who have a significant role in one's life
Sixth session	Read letters of appreciation by the students and discuss their feelings after experiencing this activity participants
Seventh session	Teaching Method "daily record of events based on the good and blessing", and gratitude toward this difficult and hard to place emphasis on live events
Eighth session	Reporting and recording incidents based on participants' experiences and discuss good and feeling blessed this work subjects Haps experience

It should be noted that the training sessions were conducted twice in a week to 40 days. Classes begin in January and end in March.

Tools

Oxford Happiness Questionnaire:

This tool Argayel et al. (1989) were built. Oxford Happiness Questionnaire 29 is a matter of choice, the

order of zero to three scoring options and a score between zero and 87 are each subject. Oxford Happiness Questionnaire in Iran Abedi et al (2006) on 727 students of Isfahan University of the random sampling was selected through stratified, implementation and standardization. Scores obtained percentile ranks, Z and T become the standard norm table is available for students. The mean and standard deviation are 13.3 and 44.4, respectively (Abedi et al, 2006).

Results

Demographic data revealed that subjects in the experimental group had the highest percentage of persons aged 41 to 50 years, with an abundance of 37.5% frequency in the control group had the highest percentage of persons aged 31 to 40 years with a frequency of 43.8 percent. The experimental and control groups had the highest percentage of people under diploma frequency with the frequency of 43.8 and 50 percent respectively.

Table 1: homogeneity test of variance Levin Happiness

Variable	F ratio	First <i>df</i>	Second <i>df</i>	Sig.
Happiness	1.127	1	30	0.302

Levine equalizing variance test for equality of variances is true happiness scores.

Table 2: Comparison of mean and standard deviation Happiness in the control and experimental groups

Subscale	Statistical indicators	Stage	Experiment		Control	
			Average	SD	Average	SD
Happiness		Pretest	6	2.90	5.60	4.15
		Posttest	35.69	2.59	6.42	3.99

Results of Table 2 show the post-test scores Happiness is higher in the experimental group than the control group.

Table 3: Effectiveness of Teaching Gratitude Happiness groups studied

Source	Sum of Square	<i>df</i>	Mean square	F	sig	Eta ratio	Statistical power
Happiness pretest (covariate)	152.450	1	152.450	7.406	0.011	0.203	0.749
Group	8619.380	1	8619.380	718.706	0.001	0.935	1

As the results in Table (4-6) shows the groups in the $P < 0.01$, there is a significant difference. And given that the average Happiness score in the experimental group than the control group mean is higher.

Discussion

Based on the purpose of this study is to evaluate the efficacy of education based on the recognition Happiness mothers of mentally retarded children were the results showed a significant difference between mean scores of experimental group and control group at post-test there. Appreciation of the impact of interventions can promote Happiness research results Seligman, Parks, Stein Peterson (2005) Mac Caby - Fish (2009) pointed out. In this regard, the theory Ferouh et al (2009) noted that the modern field of gratitude interventions. The comprehensive research and theory to explain some of the results there and we are still learning in this area as intuitive. Seem to appreciate that as a positive emotion, in theory, develop and build Fredrickson is justifiable. Accordingly, in this study it was found that gratitude can increase Happiness is mentally retarded children. Possibility that interventions appreciated by people who appreciate

the excitement increases, leading to Happiness is increased.

It also appears that members of the intervention group due to the appreciation and enjoyment of a life orientation have experienced more Happiness as will be appreciated by one and shifted his attention to what life. So felt experiences satisfaction greater Happiness (Fagele Adler and 2005).

Wood, Joseph and Lynely (2007) argue that people appreciate through the use of positive coping, greater Happiness and less stress they experience. In total, according to the accounts, the effectiveness of interventions seems to appreciate the Happiness possible. Population since subjects have been counseling clients in the generalizability of results to other groups should be considered cautious. In this study, a questionnaire to measure variables pencil - paper used and the restrictions on peer review tools such as questionnaires, behavioral issues, and this study is limited. Also in the present study to obtain honest responses anonymous questionnaire method was used. However, it is likely that some respondents provided answers to the community are friendly and favorable action, this could affect the results.

It is suggested that the effect of the appreciation in other categories ranging from special education, groups and has no problem being addressed and also used in other fields like industry training organizations and training opportunities should be considered.

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