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Examination of the Relationship between Social Happiness with Girls Running Away in Tehran City

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Abstract

The aim of this study is to examine the relationship between social happiness with girls running away in Tehran city. Therefore, the study population is included running away girls kept in welfare organization and center of Education and Reform in Tehran city, 30 samples were selected through random sampling. The instrument used in this study, was the Oxford Happiness Inventory (OHI). In order to analyze data, inferential statistics standards were used. The results showed that There is a significant relationship between happiness and their runningaway ($p < 0.05$). The results of the relationship between happiness and girls running away are protected; That is the happiness of this class of girls is 6 scores away with achieved average.

Keywords: Teenage Girls, Running Away From Home, Social Happiness

Introduction

Running away from home is the most major psychological problems which sociologists, psychologists, therapists, Psychiatrists and educators have considered it. Running away from home is the absence of home for at least one night and without the consent of parents or legal guardian (Di man, 2000:261). Also (Sharlin and Moor barak Me, 1992:387). Running away from home for 24 hours or more that is without the knowledge of parents or taken against their will. In recent years, running away from home, especially in adolescent girls is increasing. Conservative estimates show that annually 12% of children aged 18 to 25 have run away from home. Researches show that the problem of girls running away is more common (Sharlin, Mor; Barak,1992. Cohen, Mackenzie, Yates,1991. Kurts, 1991. Jarvis, Kurtz,1985) .Running

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away from home, including on unadaptable maladaptive behaviors that come about children and teenagers. Although at first glance running away seems an individual phenomenon but due to its negative consequences for society, it should be taken into account as social problems. Running away from home is being discussed epidemically as a family and social problem all around the world. In Iran, in recent years, experts and media have warned about this critical issue. One of the concerns that have attracted not only families but also made social experts is the growing trend of girls run away from the Family. Presentation of Growing statistics in the media and being seen the girls in public views obviously , concern over this phenomenon and its negative consequences as a complication and social damage, has a very bad impact on society. Theft, deception, begging, drug abuse and drug trafficking, labor and sexual abuse, adultery, prostitution and suicide are suffering that runaway girls are being involved in. In some cases, escape is a passing phenomenon that is associated with the search for their identity. In other cases, running away occurs against a history of personal, family and environmental problems. Most researches have been done about the causes of running away believe that there is correlation between running away and family instability, poor living conditions and problem-causing treatment of teens(Sharlin Mor Barak, 1992). Research literature review indicates that there is no comprehensive theory to explain the phenomenon of running away , so regarding to the causes raised by research on the phenomenon of running away most important causes are personal, familial and social. some researches indicate reducing the amount of happiness in the family as well as increasing depression, suggests that, this feeling and increasing friendly relations and family members together are effective in reducing runaway. In order to clarify the relationship between happiness and running away, we should explain about this variable. Happiness is in influenced a complex set of voluntary and involuntary factors. Many researchers have been able to specify a wide range of stimuli related to happiness in the fields of medicine, economics, psychology, neuroscience and biology. Michlus (1986) to identify happiness defines the gaps between what one wants and what one has that is the gap between ideals and reality of available the expectation conditions . The situation between the actual conditions; what one has and what others have and environmental and personal documents, although these are common sense, but the theory of gravity distance gives a description of happiness. Reef and Keynes (1995) suggested that people are happy who in information processing have bias towards optimism and happiness; it means they process information and change them so that they lead to happiness. Based on previous studies, happiness reduce perceived stress and increas the ability to work and activity (Vainerman 2004, Shefred 2006). In Vynhvn`s opinion (1988) happiness refer to a person's judgement of life quality ideality degree. In other words, happiness means how much a person enjoys his life. . Aizeng introduces happiness as (1996) total pleasure without pain, and mixture of maximum positive affection emotions plus at least negative affection. According to him, people who gain high score on measures of happiness generally are happy, optimist and healthy people and are satisfied in existence. These people know the value of life and are at peace and understanding with the world. In contrast, those who scored low in terms of personality are, pessimistic, sad, disappointed and are opposed with the world. Happy people feel more secure, decide easier and have the greater participation ratio and more satisfaction with those whom they live.Matlin and Gavrvn (1979) and Arjyl and Martin Lowe (1995) have defined happiness accompanied by positive emotion satisfaction of life and not associated with negative emotions such as depression and anxiety. They know that positive relations with others, having a purposeful life, personal growth and love others and nature are also considered parts of the happiness and showed that people experience happiness because of the positive

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evaluation of Events. Researches have been done on running away show that almost half of the run away carried out because of depression and discomfort (Khodadadi and Miri, quoted by Gharibi, Hasan, 2007). One of the factors that have been mentioned in the running away is feeling loneliness, boredom, depression, or on the other hand lack of vitality. (Cavilla, 2001). Also, many studies have enumerated , emotional vacuum, low levels of vitality and joy of adolescents and youth, parents violent reaction to communicate with the opposite sex the causes of girls running away from home(Moghimifam and Saghazade,2003). In general, many factors have to gether with running away from home. Such as separation, cold and emotional neglect and bad performance of family which reduce happiness and satisfaction degree of girls life in the home environment(C, L, E, 2002). Some adolescents are precluded from pursuing education because of cultural poverty. And thisexclusion seperate them from friends and relatives and it leads to high unemployment and finally depression that this feeling of loneliness and depression are caused by lack of satisfaction and positive energy in the family. Runaway girls have boaring conditions and are in tolerable in their families (Khakpoor,2002). Most runaways had experienced severe problems at home and who have runaway more than once have more problems and lack of happiness and satisfaction.(Aolsen, Poorts velabi,1985).

Research method

The study population is consisted of all runaway girls held in Tehran city, which were studied in the year 2015. The sample research is consisted of 30 runaway girls kept in the crisis intervention center affiliated to the welfare organization and as well to the center of education and reform prisons organization that due to limitations in the number of girls, convenience sampling was used.

Measuring tools

Oxford Happiness Questionnaire: This questionnaire was developed in 1990 by Arjil and Lu has 29 matters and is scored in accordance with a 4 degree range from zero to 3. Reliability and validity of this questionnaire were evaluated in several studies. Arjil and Lu (1990) achieved the validity of the instruments through Cronbach's alpha of 90% . Alipur and Nurbala (1999) in a study reported to this test reliability 93% and its validity 92%. In this study the reliability of this scale was achieved through Cronbach's alpha.

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Descriptive findings:

Table 1: results of special mono- sample T-test relationship between social happiness with girls runaway

Statistical indicators Research variable	Number of items	Number of respondents	Scores mean	Standard devision	Standard score	Mean difference	T	P
Happiness and girls runaway	29	30	34.56	15.53	41	-6.43	-2.26	0.03

Statistical Indicators:

According to Table 1 shows, one-sample t-test results of the relationship between social happiness with girls runaway. As the above table shows, the average of the happiness scores among runaway girls is 56/34 that is equals to the normal score between 40 and 42 is as much as 43.6 score difference. This difference is statistically significant. (P <./05) so it can be concluded that lack of happiness is important in girls runaway.

Discussion and conclusion:

According to the above table there is a significant relationship between girls runaway and happiness, This research findings are consistent with Share and colleagues (2007), based on the relationship between the components of emotional intelligence (happiness) with runaway frome home. In this study, a negative and significant correlation between happiness and risk of girls running away from home was considered. In fact the results showed that the more happiness amount is, the less risk of girls runningaway from home will be. It seems as much the girls experience the opportunities as they are and have more realistic visibility and understanding of the situation in their family environment and out of house it less likely to escape from the house. The findings of this study with the findings of Di Man (2009) stating that the more happiness and satisfaction are the less girls running away from home is reduced.And also the findings of Fathi (2008), Kurtz et al. (1991) and Mohammad Khani (2006) show that runaway girls are significantly more than other on runningaway girls in danger of violence and family arguments and it leads to the lack of satisfaction with life and this decreases a person's happiness. According to experts such as Sullivan, tension in the family environment leads to anxiety, stress and lack of hope and happiness and it changes the home in to an unsafe and dangerous place in the minds of teenagers so it leads to their escape from the house.The problem of most families of runaway girls is some sort of mental devorce which seperates the family members frome each other frome the point of view of mental and emotional. In such family structures, dry and cold relationships of family members are accompanied with threat and reprimand and

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girls in such an atmosphere have sense of loneliness, lack of happiness, depression and lack of belonging to their family.

Suggestion:

According to the research findings and to promote happiness level of adolescent girls are recommended:

-Classes of training to raise awareness of girls, parents, educators and teachers in schools to prevent escape and its effects to be considered.

-To raise the level of public awareness about the problems of puberty and adolescence through mass media such as radio, television and newspapers.

-Healthy environments and exercise and create an effective scientific-cultural entertainment to promote happiness to be provided by the manufacturer.

-Cooperation Between teachers, families and those in charge organizations be established.

-Training Classes for families to improve the quality level of the home environment regarding as happiness and parent-child relationships.

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