



EXPLORING THE RESEARCH ON THE HAPPINESS OF MIDDLE-AGED WOMEN BY "GARDEN THERAPY" WITH SERVICE DESIGN AS THINKING

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Abstract

Stress is the natural psychological or behavioral response of an individual to the environment or situation. Appropriate stress can bring good output for the organization, and excessive stress can cause disease. Health defined by the World Health Organization is a combination of an individual's physical and psychological happiness. That is, the higher the individual's feeling of happiness, the greater the help to body, mind, and soul. This study focuses on the stress and happiness of middle-aged women (40-60 years old) in Taiwan, and explores whether horticultural therapy courses centered on service design can relieve middle-aged women's feelings of work pressure and improve Happiness in life. In this regard, this study selected students from two community colleges in northern Taiwan as subjects to investigate whether the experience of stress and happiness in the experimental group was different from the control group after a three-month horticultural therapy course. The results found that the experimental group students did have a significant relief in their perceptions of work pressure before and after the course; the experimental

group students felt obvious work pressure values after the course on each item of the work pressure scale before and after the course. Lower than before the course; and, compared with the control group, horticulture therapy can indeed better adjust the experience of the experimental group students on work pressure.

Keywords: service design, gardening therapy, happiness, stress

Introduction

Scheck, Kinicki & Davy (1997) mentioned in their research that stress is often caused by the psychological or behavioral response of an individual's personality traits and environment. Everyone has different sources of stress at different ages, even Everyone faces similar sources of stress, and different individuals have different psychological reactions and behaviors. Scheck and others also emphasized that stress is not necessarily a bad thing. Appropriate stress is often a way to improve employee work efficiency, but continued excessive stress will affect employees' physical and mental health.

Shimazu, Schaufeli, Kamiyama & Kawakami (2015)'s physical and mental survey report pointed out that according to experiments and observations, stress affects the physiology and psychology of individuals, such as headaches, indigestion, diarrhea, high blood pressure, autonomic disorders, etc., are common Physio-

logical conditions caused by excessive stress. Psychological conditions may be anxiety, depression, feeling boring in life, etc., and behavioral aspects may cause problems such as fatigue, low morale at work, and turnover. Therefore, Schuler believes that in order to strengthen performance, we must pay attention to the physical and mental condition of employees, because once the physical and mental condition of employees is unstable, it will also affect the psychology and behavior of employees. Lens & Volder quoted Yerkes & Dodson (1980)'s research that there is a U-shaped relationship between work pressure and work performance. Before the pressure limit, the work performance of employees will gradually rise, but once the limit is exceeded, work performance will gradually decline. Yerkes & Dodson suggests that managers should constantly understand and test employees' work pressure limits, and adopt a variety of adjustment methods to reduce employees' work pressure to avoid reaching the limits, and

continue to allow employees to maintain the best work performance and happiness.

The World Health Organization (WHO, 1948) once defined human health as: a healthy person is not only free from disease or frailty, but should be a happiness state that integrates physical, mental, and social health. According to WHO's definition of health, happiness is related to the feelings of physical, psychological, and social atmosphere. The higher the individual's sense of happiness, the greater the physical and psychological benefits. This study reviews related studies and found that happiness can indeed reduce the individual's feelings of stress. In the past literature, happiness also contains the following concepts: happiness, subjective happiness, and happiness (happiness), psychological happiness, and life satisfaction (Wu, 2003; Lin, 2004).

Horticultural therapy is a low tech and high rewards technology; purposeful structured activities that use plants or gardening activities to enhance physical, psychological, social, cognitive and economic benefits, said This is the benefit of happiness; WHO points out that "wellness" is a state where a person can demonstrate

his abilities, cope with daily pressures, be effective and productive at work, and be able to contribute to society. Examining the research context related to horticultural therapy, it can be traced back to the ancient Egyptian imperial doctor who prescribed the pharaoh to walk in the garden. In the early twentieth century, horticulture began to be used to treat physiological diseases; since the 1950s, there have been the development of professional chemotherapy programs, academic institutions and professional organizations (Zhu, 2007; Xie, Li, 2010; Relf, 2005).

A study by Lu & Lan (2019) et al. found that meta-method analysis confirmed that horticultural therapy (HT) can allow patients with dementia to reduce their agitation behavior, increase the time involved in activities, and reduce the time spent doing nothing. Similarly, studies in Australia have confirmed that horticultural therapy can reduce people's stress and anxiety. Regarding recent domestic research, Ren Huiru (2016) explored the self-worth and happiness of new residents of Southeast Asian females by horticultural treatment, and found that horticultural treatment programs have a significant positive impact on the happiness of new residents, and it also im-

proves the sense of self-worth. Yao Yafang (2015) also explored the functional happiness, meaning of life, and the effectiveness of interpersonal interaction among elderly residents in long-term care institutions. The results found that elderly residents in institutions participating in eight weeks of horticultural therapy have their daily functions, happiness, and meaning of life. And interpersonal interaction has improved significantly compared to before treatment.

From these studies, it can be found that in recent years, the application of horticultural therapy to psychological and behavioral therapy has a significant ability to improve happiness. In this regard, this research has also begun to think about whether gardening therapy can also adjust the motivation of middle-aged women's stress. Middle-aged women are often responsible for household and livelihood pressures. How to construct gardening therapy courses with service design thinking to reduce middle-aged women's stress. Stress and improving the happiness of middle-aged women are the focus of this research. Therefore, in this study, we will explore the literature on horticulture therapy, service design and happiness, and observe 105 middle-aged professional women

through experimental methods. After three months of horticultural therapy, paired samples will be counted. To explore whether the horticulture therapy courses based on service design thinking can significantly improve the happiness and reduce stress of middle-aged women.

Literature Review

Horticultural Therapy

As early as 1817, the Friends Hospital in Philadelphia, Pennsylvania, used courtyard design techniques in the hospital's courtyard, using quiet, shaded forest trails and open grass to create a peaceful natural environment. This is also an early stage. Pioneer of landscape therapy. By 1876, Friends Hospital had built a greenhouse to introduce gardening activities into the treatment ranks. The history of horticultural therapy can be traced back to ancient Egypt, when it was known to use landscape therapy to heal mental patients. It was not until the end of the 18th century that European and American countries such as the United States, the United Kingdom, and Spain officially applied horticultural therapy to mental patients. At the end of the 19th century, the United States also applied horticultural therapy to chil-

dren and disabled people. Between 1950 and 1960, it was also used in the elderly and some veterans. Due to the lack of gardening equipment and human resources in the hospital, the United States began to have specialized training courses in the Department of Horticulture at Michigan State University in 1950 and Kansas State University in 1973, and cooperated with the hospital for clinical trials and offered degrees to become Horticultural therapist. In recent years, since horticulture therapy has indeed achieved quite good results in assessing physical and mental health and related spiritual therapy, this research has also collected and sorted out several studies that are more relevant to this article. Park, Lee, Son, Lee & Kim surveyed 50 elderly women over the age of 70 living in Seoul, South Korea, to explore the health effects of gardening therapy. It was found that after 15 sessions of horticultural therapy, women in the horticultural therapy group had reduced aerobic endurance, hand dexterity, cognitive ability and waist circumference, and had a 95.8% satisfaction rate with horticultural therapy. Another study conducted by Detweiler et al. pointed out that horticulture therapy uses plants and gardening activities in treatment and rehabilitation activities, which can be

used to improve the quality of life of the global aging population, help improve concentration and reduce stress. Regulate restlessness, reduce the need for medications, antipsychotics and reduce the benefits of falls. Lu & Yen et al. used Meta analysis to sort out and review the literature related to horticultural therapy in dementia patients, and found that horticultural therapy can indeed reduce the agitation behavior of dementia patients. It can be seen that horticultural therapy does have a very positive impact and help in improving the quality of life and physical and mental health of the elderly. As for whether it is also suitable for middle-aged women as a method to adjust stress and improve happiness, it remains to be tested.

Service Design

Gummesson (1991) defines service design as the concretization of a service concept on a sketch or flowchart. Norling, Edvardsson & Gummesson (1992) defined it as a work activity that specifically specified a new service idea in the draft and specification plan. Service design can be reviewed for existing services, and can also be conceived and realized for innovative services. Many studies on service design in-

corporate behavioral science. For example, Chase & Dasu (2001) believes that behavioral and cognitive scientists' research results on how people experience social interaction, such as consumer experience and interpretation of events, can assist in the design and management of services contact. Cook, Bowen, Chase, Dasu, Stewart & Tansik (2002) summarized the personnel issues involved in the service process in the service contact design. Exploring service design must return to the root of the problem and think about the service concept. Lovelock & Wright (1999) use "What" and "How" to illustrate. "What" comes from the Service Marketing Concept, which means the benefits to customers; "How" comes from the Service Operations Concept, which means detailing how the service will be delivered. Clark, Johnston & Shulver (2000) regarded the concept of service as a picture of imagination in the minds of consumers, employees, and designers. Yang Zhenfu (2011) believes that service design is based on the design essence of space and time, and continues to target the touch points of the user experience journey, including tangible products and intangible services, through the Internet domain (Multi-disciplinary) professional integration is redesigned,

and then integrated into a complete experience. Clark et al. (2000) and Johnston & Clark (2001) pointed out the four dimensions of the service concept:

- (1) Service operation-the way of service delivery;
- (2) Service Experience-consumer The direct experience of the service;
- (3) Service Outcome-the benefits and results of the service brought to consumers;
- (4) Value of the Service-the benefits that consumers perceive against the cost of the service.

Yang Zhenfu proposed a service design 4D process based on the Design Council's definition of service design, stating that creative ideas will experience two divergence and convergence. These four stages include: the discovery stage, where the service design team selects and prepares methods, and Collect enlightening information. In the define phase, key touch points and service gaps are defined through system classification and analysis. In the development stage, brainstorming, design strategy, prototyping and modification are carried out through workshops. In the delivery phase, customers and stakeholders verify the prototype of the design service and propose specific plans. Therefore,

service design is an area that emphasizes service concepts and ideas and requires multiple considerations.

Happiness

Happiness is the inherently subjective and negative feelings that an individual produces when facing different people and things in life. Among them, positive emotions reflect the degree of personal happiness at work, while negative emotions are indicators of personal subjective pain. Bryant & Veroff (1982) believe that happiness is the subjective feeling of a person's positive and negative emotions, as well as three dimensions of satisfaction with life. Diener (1984) emphasizes the study of happiness from the perspective of "cognition", and believes that happiness is the result of an individual's assessment of life. The subjective assessment of life satisfaction can represent an individual's overall evaluation of life. Veenhoven (1994) believes that happiness is a positive emotional response, through the analysis of positive and negative emotions, to understand the level of happiness. Lin Ziwen (1996) believes that it is a state similar to physical and mental health, and uses the measurement of mental health to represent personal happiness. Car-

ruthers & Hood (2004) stated that "happiness" often reminds people of positive emotions such as optimism, happiness, vitality, self-acceptance, as well as self-fulfillment, goal-oriented and satisfied life. Taris & Schreurs (2009) stated that the happier employees, the better their work performance, and the increase in efficiency and productivity.

Stress

Cooper & Marshall (1976) defined work stress as the influence of the work environment on the individual and the negative emotional response to the individual. Beehr & Newman (1978) believes that in both physical and mental aspects, work stress is due to interaction with work-related factors that cause individuals to deviate from normal operations. Pithers (1995) believes that work pressure is a negative emotional response, which comes from external requirements, personal role positioning, and work expectations. Li Shengzhang (2003) also pointed out that work stress is a state of physical or psychological tension caused by interaction between individuals and the work environment. Pearson & Moomaw (2005) stated that workers' unpleasant emotions, tension, frustration, anxiety and

anxious reactions are caused by work.

Method

(1) Experimental operation method This study defines the definition of middle-aged women. After reviewing the Encyclopedia of Marriage and Family, it is found that in American society, 40 is usually regarded as the key to entering middle age, because people will obviously feel the decline of energy at the age of 40. . Lachman, Lewkowitz, Marcus & Peng (1994) in a study on the developmental impression of middle-aged people believed that middle-aged respondents generally believed that the average age at the beginning of middle-age was 40, and the average age at the end was 60. Similarly, Chinese people perceive middle age as 40 years old, and most people think it ends at 60 years old. Therefore, this study defines middle-aged women as women between 40-60 years old.

This study selects students from two community colleges in northern Taiwan as a sample. The community college courses have two classes of students who can take a four-hour "relaxation" class per week, all taught by the same teacher. After deducting 12 men in the control

group, there are 52 middle-aged women (deducting women under 40 and over 60), and the syllabus is still in accordance with the existing plan. The original course was selected by the course teacher according to the content of the Carnegie course to be suitable for middle-aged professional women to relieve stress. The syllabus includes the way to deal with emergencies, the way to activate the left brain in the face of crisis, and clarify when encountering difficulties Ways of situations, ways to resolve self-emotions, and ways to relieve stress, such as learning to forgive and gratitude.

There are 53 students in the experimental group (excluding women and men under 40 and 60 years old). The teacher asks the community college assistant to send the course design suggestion sheet to the students before the class, so that the students can make demands on the course according to their own situation , As far as possible to achieve the goal of the course to maximize the needs and benefits of students. In the first class of the school, the teacher used the course map to illustrate the needs of the students and the goals that the course can achieve, and determined that the teaching method of this semester will

be based on gardening practice, and classroom case discussions and consultation methods will be supplemented. Both the experimental group and the control group filled out the Work Stress and Happiness Scale at the beginning of the first class (April 20, 2020). Three months later, the two groups filled out the Work Stress and Happiness Scale again, To test whether the horticulture therapy course can really adjust the work pressure and happiness of middle-aged professional women. In this study, the horticultural therapy curriculum design of the experimental group includes: understanding the charm and teaching of plants and nature, the development history, background and professional organization of horticultural therapy, the scope and effectiveness of horticultural therapy, the implementation objects of horticultural therapy, and horticultural therapy The structure and professional scope of horticulture therapy, the implementation process of horticulture therapy, the activity design and curriculum development of horticulture therapy, the design concept and space planning of horticulture therapy garden, design principles and application methods, the design of horticulture therapy garden, the concept and technology of various types of heal-

ing gardens Principles and cases, application and practice of horticultural therapy in urban environment and home space. It also stipulates that students must submit proposals and results in the mid-term and at the end of the term. The content of the proposal must be jointly conceived by the team members, how to use horticultural treatment methods to adjust life, and exhibit the horticultural treatment results of each group at the community college final results exhibition.

Questionnaire Scale

1. Work pressure

Before designing the work stress scale in this study, the students' backgrounds include business, promotion, and sales. Therefore, this study took into account Chen Suzhang (1981) and modified it from the "work oppressive symptoms" proposed by foreign research institutes. Scale", the work stress scale used by Mingxiong Guo (1988), and the salesperson stress scale proposed by Chen Zhichang (1993). Based on these three scales, the questionnaire items of this research were designed and four major aspects of the questionnaire were planned. , Respectively: sense of inner conflict, sense of professional identity, sense of

work burden, sense of self-identity. Since work pressure measures the pressure that students feel at work, the naming of the facets and item descriptions will be described in negative sentences.

based on the Likert five-point scale. The options range from "strongly agree", "agree", "normal", "disagree" to "strongly disagree", and give 5, 4, 3, 2, and 1 points respectively. High means the higher the work pressure you feel. (see Table 1)

The method of measurement is

Table 1. Working Pressure

Dimension	Items
Inner conflict	1. For performance, sometimes I will make some tricks.
	2. Too busy at work affects the time spent with my family.
	3. There are often challenges at work, which makes me feel pressured.
	4. Work often requires me to sacrifice vacations.
Professional identity	5. Some people don't respect my work very much.
	6. I think my job status is not high.
	7. My family doesn't seem to approve of my work.
	8. When I cannot take on the job alone, it is difficult to get support from my supervisor and colleagues.
	9. When my performance is poor, it is difficult to gain the respect of my colleagues.
	10. My family wants me to change jobs.
	11. I rarely get support from supervisors and colleagues.
Work load	12. Work takes up all my time and prevents me from doing other things.
	13. I often feel that I can't finish the job.
	14. I often have to work harder than others to achieve perform-

Dimension	Items
	ance.
	15. Communicating with people at work makes me feel very tired.
Self-identity	16. I am often reviewed by my supervisor at work.
	17. I feel that my expertise cannot be used in the company.
	18. I think my position in the company is not important.
	19. I often feel bad because I have not achieved performance.
	20. I feel that I am not happy about what I am doing in my current job.

2. Happiness

In terms of the item design of the happiness questionnaire, this research refers to the Lu Luo (1998) Chinese Happiness Scale, and is designed according to the working environment of the community college students and the psychological characteristics of the employees. There are ten items in total, which are divided into The four major factors are self-satisfaction (items 3, 5), workplace environment (items 1, 2, 6, 7), interpersonal relationships (items 9, 10) and physical and mental health (items 4, 8). The method of measurement is based on the Likert five-point scale. The options range from "strongly agree", "agree", "normal", "disagree" to "strongly disagree", and give 5, 4, 3, 2, and 1 points respectively. High means the higher the level of happiness felt.

The items are: 1. I think working in... is a very happy thing. 2. The benefits provided by the company are very good, and it is great to work here. 3. My family supports my work in... 4. Working in... gives me more opportunities to get along with my family. 5. My expertise can be used in..., which makes me feel very fulfilled. 6. Everyone thinks that it is good to work at... 7. I am very satisfied with the salary paid. 8. Working in... makes me feel good and healthy. 9. In..., supervisors and colleagues are very kind. 10. I think being in... can help many people and it is very meaningful.

Results

1. Verification of differences between subjects In order to understand that there is no significant difference

between the experimental group and the control group before the experiment, this study uses an independent sample t test to analyze whether there is a significant difference between the two groups on the work stress scale. It turns out that the t test result is not significant. It can be seen that there is no significant dif-

ference between the experimental group and the control group in their views on the work pressure scale before the experiment. The students in the two classes have similar work pressure values before the course. This research can continue to experiment. (see Table 2)

Table 2. Summary Table Of Difference Verification Between Experimental Group And Control Group

	Number of people	mean	t-value	P value
Experiment	53	3.18	-1.264	.209
Control	52	3.24		

2. Verification of experimental effects

(1) Before and after testing the overall working pressure in the experimental group

This experiment wants to understand whether three months of horticultural treatment will affect the work pressure and happiness of community college students. In this part, this study uses paired sample t-tests to analyze the difference between the experimental group's students before and after the work pressure scale. It was found that before the experiment, the students in

the experimental group scored 3.28 points for work stress. After three months of experimentation, the pressure dropped to 3.18 points, and the t test result was significant. Representative, the experimental group students did improve their perceptions of work pressure before and after the course. (see Table 3)

(2) Before and after testing the working pressure of the experimental group

Furthermore, This study used the paired sample t test to analyze the differences in the work stress scale of the experimental group

Table 3. Summary Table Of Test And Verification Before And After The Overall Working Pressure Of The Experimental Group

	Number Of People	Mean	Correlation Coefficient	P Value
Pressure Before Class	53	3.28	.320	.012*
Pressure After Class	53	3.18		

Note: This Research Has Processed The Reverse Scoring Of The Work Stress Scale, So The Higher The Score, The More Agree With The Work Stress Scale. *P <.05

Table 4. Summary Table Of Pre- And Post-Test Analysis Of The Working Pressure Scale Of The Experimental Group

Items Of Work Pressure	Group	Number Of People	Mean	Correlation Coefficient	P Value
1. For Performance, Sometimes I Will Make Some Tricks.	Pretest	53	2.21	.290	.024*
	Posttest	53	1.21		
2. Too Busy At Work Affects The Time Spent With My Family.	Pretest	53	2.38	.614	.000***
	Posttest	53	1.95		
3. There Are Often Challenges At Work, Which Makes Me Feel Pressured.	Pretest	53	3.28	.412	.001**
	Posttest	53	2.16		
4. Work Often Requires Me To Sacrifice Vacations.	Pretest	53	3.62	.722	.000***
	Posttest	53	2.56		
5. Some People Don't Respect My Work Very Much.	Pretest	53	3.26	.330	.009**
	Posttest	53	2.44		
6. I Think My Job Status Is Not High.	Pretest	53	3.64	.304	.017*
	Posttest	53	3.02		
7. My Family Doesn't Seem To Approve Of My Work.	Pretest	53	3.74	.297	.020*
	Posttest	53	2.18		
8. When I Cannot Take On The Job Alone, It Is Difficult To Get Support From My Supervisor And Colleagues.	Pretest	53	3.79	.690	.000***
	Posttest	53	2.38		
9. When My Performance Is Poor, It Is Difficult To Gain The Respect Of My Col-	Pretest	53	3.38	.677	.000***
	Posttest	53	1.84		

leagues.					
10. My Family Wants Me To Change Jobs.	Pretest	53	3.21	.415	.001**
	Posttest	53	1.77		
11. I Rarely Get Support From Supervisors And Colleagues.	Pretest	53	3.10	.437	.000***
	Posttest	53	1.66		
12. Work Takes Up All My Time And Prevents Me From Doing Other Things.	Pretest	53	3.43	.288	.024*
	Posttest	53	2.07		
13. I Often Feel That I Can't Finish The Job.	Pretest	53	3.16	.419	.001**
	Posttest	53	2.41		
14. I Often Have To Work Harder Than Others To Achieve Performance.	Pretest	53	3.84	.401	.001**
	Posttest	53	1.77		
15. Communicating With People At Work Makes Me Feel Very Tired.	Pretest	53	4.30	2.320	.012*
	Posttest	53	2.48		
16. I Am Often Reviewed By My Supervisor At Work.	Pretest	53	3.62	.662	.000***
	Posttest	53	1.99		
17. I Feel That My Expertise Cannot Be Used In The Company.	Pretest	53	4.02	.552	.001**
	Posttest	53	2.42		
18. I Think My Position In The Company Is Not Important.	Pretest	53	3.62	.622	.000***
	Posttest	53	1.39		
19. I Often Feel Bad Because I Have Not Achieved Performance.	Pretest	53	4.21	.655	.000***
	Posttest	53	1.27		
20. I Feel That I Am Not Happy About What I Am Doing In My Current Job.	Pretest	53	3.89	.482	.000***
	Posttest	53	1.87		

*P <.05, **P <.01, ***P <.001

before and after the test. The difference exists, which means that the horticultural therapy course has an impact on the experimental group students. (see Table 4.)

(3) Before and after measuring the working pressure of the control group

In the comparison of the scores of the control group before and after the work pressure scale, this study uses the paired sample t test to analyze. The result found that the control group students have a low correlation coefficient for the scores of the work pressure scale before and after the test, but there are still difference. The Carnegie pressure relief method, which represents the control group,

Table 5. Summary Table Of Control Group Working Pressure Before And After Measurement

	Number Of People	Mean	Correlation Coefficient	P Value
Work Pressure Before Class	52	3.96	.005	.032*
Work Pressure After Class	52	3.04		

*P <.05

Table 6. Summary Table Of Post-Test Analysis Of Working Pressure Of Experimental Group And Control Group

	Number Of People	Mean	T-Value	P Value
Experiment Group	53	3.00	7.185	.000***
Control Group	52	3.48		

***P <.001

can also relieve students' work pressure. (see Table 5)

(4) Post-test analysis of working pressure of experimental group and control group In the comparison between the experimental group and the control group before and after the work pressure scale, the independent sample t test analysis shows that the control group's post-test scores on the work pressure scale are significantly higher than the experimental group's scores. It means that compared with the control group, horticulture therapy can indeed lower the scores of the experimental group participants in work stress. (see

Table 6)

(5) Analysis of happiness of experimental group and control group

One of the key points of this research experiment is to understand whether the implementation of the horticultural therapy course will make the experimental group and the control group have a significant difference in the feeling of happiness. Through independent sample t-test analysis, it is found that the students of the experimental group are significantly higher than those of the control group in the four dimensions of happiness. It shows that the horti-

cultural therapy course can indeed improve the students' feelings of happiness. (see Table 7.)

Analysis of work pressure and happiness

Table 7. Summary Table Of Happiness Analysis Of Experimental Group And Control Group

Happiness	Group	Number Of People	Mean	T Value	P Value
Self-Satisfaction	Experiment Group	53	4.15	2.666	.009**
	Control Group	52	3.85		
Workplace Environment	Experiment Group	53	4.27	4.150	.000***
	Control Group	52	3.80		
Interpersonal Relationship	Experiment Group	53	4.38	5.064	.000***
	Control Group	52	3.72		
Physical And Mental Health	Experiment Group	53	4.37	4.906	.000***
	Control Group	52	3.84		

***P <.001, **P <.01

Table 8. Summary Table Of Working Pressure Prediction Happiness

	Unstandardized Coefficient		Standardized Coefficient	
	B	Std. Error	Beta	P Value
Constant	.323	.131	.277	.000***
Inner Conflict	-.311	.103	-.291	.006**
Professional Identity	-.201	.112	-.199	.102
Work Load	-.137	.062	-.109	.117
Self-Identity	-.202	.091	-.191	.112
R Square	.401			
Adjusted R Square	.337			
F(P)	13.528 (.000***)			

P <.01, *P <.001

In order to understand whether work pressure will affect the happiness of the two classes of students, this study adopts regression analysis, and work pressure is an independent variable to predict happiness. The results found that the inner conflict in the work pressure can significantly affect the happiness; the higher the inner conflict, the lower the happiness. (see Table 8)

Discussion

In the course of this experiment, students have four hours a week to cultivate horticultural crops and labor by themselves. The attendance rate of community college students almost reaches 80% without naming names. It is obvious that they can get close to plants. Horticulture courses can indeed attract the public's attention, so there is such a high attendance rate. In the class, many students will discuss and collect new ideas on the Internet for the final work proposal, which will help to transfer the work pressure and cultivate interest.

In the past, both Lu & Lan (2019) and Yao Yafang (2015) have found that gardening therapy can improve Alzheimer's disease, mean-

ing of life and human interaction. In this study, through the work activities of green plants in the field, students can get closer to the earth and healing plants, understand the development of natural ecology and the true meaning of life, which will help to enhance their recognition of the meaning of life.

In regression analysis, this study found that the inner conflict in work pressure will reduce the impact on happiness. This means that if you often need to make tricks for performance, affect time with your family, work too often, and often need to sacrifice vacations, it will reduce the happiness of middle-aged women. If work pressure is inevitable, horticulture therapy has played an important role in relieving pressure and expanding interpersonal relationships in this study. Horticultural therapy research in Australia has found that horticultural therapy can reduce people's stress and anxiety. Through the implementation of gardening work, it can reduce psychological stress and divert attention. Ren Huiru (2016) also found that horticultural therapy can have a significant positive impact on the happiness of new resident women, while also enhancing the sense of self-worth. Therefore, this

research believes that it is not easy to change the workplace environment and pressure, but community colleges can take service design as the thinking-oriented, and according to the needs of middle-aged women, design gardening treatments that can relieve physical, mental, and mental stress to relieve stress and stress. Expanding interpersonal relationships is indeed a good medicine for today's busy society.

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