



The Effect of Training Time Perspective on Psychological Well-Being of Students

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A B S T R A C T

Psychological well-being contains elements of a positive attitude to himself and his past life, the satisfaction of communicating with others, a sense of autonomy and independence and freedom from the norm, purpose in life and believe the life of every individual is significant, and the ability to manage the environment openness to new experiences with the environment and personal growth. Because of the importance of psychological well-being of the individual and social life of people, especially students in this study the effect of time perspective on the psychological well-being of students examined. The method is quasi-experimental pretest-posttest control group and the selection is random. The population consisted of male high school students. Using multi-stage cluster sampling of the applicants 30 people selected randomly and were divided into two groups: experimental and control. The results showed that psychological well-being subscale post-test scores in the experimental and control groups after control pre-test work, the four subscales of self-acceptance ($P=0.008$ $F=36.44$), positive relationships with others ($P=0.008$ $F=16.24$), mastery of the medium ($P=0.008$ $F=65.23$) and the Purpose Driven Life ($P=0.008$ $F=46.9$) is significant, So the hypothesis at $P<0.05$ confirmed.

Keywords: Psychological Well-Being, Time Perspective, Students.

INTRODUCTION

Health is a multidimensional concept that in addition to being sick and unable to feel happiness and well-being of the (Larson & Richards, 1991; Tkach & Lyubomirsky, 2006). Reef defines psychological well-being strive for perfection in order to achieve one's potential ability. Based on Reef theoretical aspects of psychological well-being pattern are self-acceptance, positive relations with others, independence, purpose in life, growth and environmental mastery (Urry et al., 2004). Sense of well-being is also a component of emotional and cognitive components. When a person has a high psychological well-being, life satisfaction and pleasure frequently experience negative emotions such as sadness and anger less experience. In contrast, when a person has low psychological well-being of his life was unhappy, and often experience negative emotions such as anxiety or anger have little experience, Overall index measuring psychological well-being of two things in mind, the balance of pleasure or in other words, the interaction between positive and negative emotions and life satisfaction (Fredrickson, 2000; Kahneman & Deaton, 2010). Overall, psychological well-being and physical and mental health of the individual is the general satisfaction of life. In other words, the concept of psychological well-being broader and more comprehensive concept that covers a variety of issues (Adler &

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Fagley, 2005; Sapmaz, Yıldırım, Topçuoğlu, Nalbant, & Sızır, 2016). At the same time perspective factors, provide the conditions improved mental health provides students. Outlook when, by personal and institutional influences learned and changed and is different from person to person (individual differences). Time Perspective in shaping perception, the formation of expectations, attention bias, interpretation, set and achieve social goals, motivation and feeling of control plays a major role (Zimmerman, 2013). That is why the training time perspective the impact on psychological well-being of students. The fundamental question arises as research.

Psychological well-being contains elements of a positive attitude to himself and his past life, the satisfaction of communicating with others, a sense of autonomy and independence and freedom from the norm. Purpose in life and believe the life of every individual is significant, and the ability to manage the environment openness to new experiences with the environment and personal growth (Bordovskaia & Baeva, 2015; Diener, Lucas, & Oishi, 2002). If our education community, particularly the academic progress of students with psychological well-being is provided which also flourished and progress of a country in various fields, economic, social, cultural and political. People with a sense of well-being significantly above experience positive emotions and positive evaluation of the events taking place around them, while those with a sense of well-being down the events and situations of their lives and more negative emotions such as anxiety unfavorably, depression and anger experience (Martin & Huebner, 2007). That is why knowing the proper ways to improve psychological well-being is of great importance. One of these ways is the education landscape. Time perspective in shaping perception, the formation of expectations, attention bias, interpretation, set and achieve social goals, motivation and a sense of control plays a major role (Zimmerman, 2013). When providing deep background landscape that people used to organize their experiences and understanding their behavior. So when a filter is a cognitive perspective that a steady stream of awareness of the range of the past, present and future experiences and thereby impact on the thoughts and feelings of the current behavior applies (Keough, Zimbardo, & Boyd, 1999; Zimbardo & Boyd, 2015).

Studies conducted have shown that many approaches can be effective in increasing people's psychological well-being. Among these studies, short-term interpersonal therapy group (Tarkhan, 2011), group therapy based on quality of life (Ghasemi, Kajbaf, & Rabiee, 2011), skills hedging against stress (LaFromboise & Fatemi, 2011) and mindfulness (Brown & Ryan, 2003), respectively. Argyle (2013), in another study as the relationship between various categories of life events and general happiness is the result of a lot of contact with friends and sexual activity is strongly associated with happiness. Due to the greater possibility of depression in said studies have shown the other hand, some factors related to psychological well-being in terms of control and change.

METHODOLOGY

This study is quasi-experimental pretest - posttest control group. In this study, the descriptive statistics of statistical indicators, such as mean, standard deviation and inferential statistics, analysis of variance to compare mean test and control groups, Levin test to check for the same variance of the dependent variable and the Kolmogorov - Smirnov for reviews before

assuming normal distribution of scores used. Table shows an outline of the study.

Table 1. Research outline

Group	Recruiting	Pretest	Independent variable	Posttest	Follow up
Experiment	R	T ₁	X	T ₂	T ₃
Control	R	T ₁	-	T ₂	

In this study, a multi-stage cluster sampling used, in this case among four areas in Lordegan city and two areas randomly selected. Then the two area high schools selected four schools selected from each of the two schools, 15 students were randomly selected 15 patients randomly assigned to the experimental group and 15 patients in the control group.

The instrument used in this study is a questionnaire with 84 questions scale Psychological well-being (1989).

Study validity and reliability: To measure psychological well-being Reef questionnaire of 84 questions was used that a 84 questions scale measures 6 different aspects of psychological well-being. Participants on a 6-point scale (strongly agree strongly disagree) to answer questions. Reef for reliability of the instruments used Cronbach's alpha. Alpha obtained for its acceptance (93%), positive relationships with others (91%), autonomy (86%), control of the environment (90%), purpose in life (90%) and personal development (87%) have been reported is based on research and clinical purposes is the right vehicle. Reef test results correlate with the Rosenberg Self-Esteem Scale (1965), locus of control. So is a valid tool (Ryff, 1989).

RESULT

Table 2, presented Descriptive measures of psychological well-being scale scores between the two groups in the pre-test and post-test and Table 2 show descriptive indicators of psychological well-being subscale scores between the two groups in the pre-test and post-test.

Table 2. Descriptive indicators of psychological well-being scores in the two groups in the pre-test and post-test

Scale	Phase	Experiment group		Control group	
		Mean	standard deviation	Mean	standard deviation
Psychological Well-Being	Pretest	285.6	32.23	303.47	21.34
	Posttest	311.4	38.02	281.93	42.8

Table 2 psychological well-being scale scores (scores range between 84 to 504), given any of this score indicates greater increase in the scale are the subjects, the following conclusions can be inferred: for groups testing of psychological well-being in the pre-test average score represents 285.6 of the average level in the post-test, indicates a high level 311.4 than average. The control group pre-test means score of psychological well-being that reflects the higher level of average 303.47 and 281.93 in the post-test, which indicates a lower level of average. To evaluate the normal distribution of scores on the test and control groups, the Kolmogorov-Smirnov test (KS) is used. The results of Kolmogorov-Smirnov shows the distribution of psychological well-being in the pre-test scores ($Z = 0.89, p = 0.4$) and the post-test ($Z = 0.64, p =$

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0.81) normal. In order to evaluate the homogeneity of variance used to test Levine. The default normal variance in the group is checked. Results Table 3 shows that Levine test is not significant, so the assumption of homogeneity of variances not violated.

Table 3. Results of the homogeneity of variances default

Variables	Homogeneity of variances	
	Levin	Significance level
Psychological Well-Being	0.6	0.44

Table 3 shows analysis of covariance for psychological well-being scores in the experimental group and the control group.

Table 4. Analysis of covariance for psychological well-being scores in the experimental group and the control group

Change Resource	Total squares	Degrees of freedom	F	Significant
Pretest	6528.27	1	4.52	0.043
Group	10494.34	1	7.21	0.012
Error	39308.26	27		
Total	2692736.00	30		

According to the results table 4 and F value calculated for grades psychological well-being in both experimental and control groups after holding pre-test was significant effect ($P < 0.05$ $F=21.7$). As a result, the mean grades psychological well-being in both experimental and control groups to keep the effect of pre-test there is a significant difference. Table 6 also shows the average psychological well-being adjusted.

Table 5. Adjusted mean psychological well-being

Group	Average	SE
Experimental group	316.41	10.13
Control group	276.92	10.13

According to the results in Table 5 adjusted mean scores on psychological well-being in the experimental group ($M=316.41$) compared to controls ($M=276.92$) increased. Therefore, it concluded that increased training time vision of psychological well-being of students who have received training compared to the control group that did not receive this training has been effective.

CONCLUSION

Analysis of the theory of vision when on enhancing psychological well-being of the students indicated that according to the index calculated F, ($F=0.05$ and $P=21.07$) grades psychological well-being in both experimental and control groups after keeping the effect of pre-test is significant. Therefore, hypothesis test scores between psychological well-being in both experimental and control groups to keep the effect of pre-test scores were significantly different. At $P < 0.05$ confirmed.

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