



Future Perspectives with Readiness of Addiction in Payam Noor University Students

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A B S T R A C T

The purpose of this study was to investigate the relationship between future perspective and readiness of addiction in students of Payame Noor University. This research is a descriptive-correlational design. The statistical samples of the study consisted of students of Payame Noor University in Iran who were 7802 students in the academic year of 2017-2018. Who were selected by stratified random sampling and responded to the future perspective inventory of Zimbardo and Wade and Boucher readiness of addiction inventory. The results showed that there is a reverse and significant relationship between future perspective and readiness of addiction among students of Payame Noor University in Iran. Totally, the future perspective explains the readiness of addiction in students and has a decreasing effect ($p < 0.01$ and Beta = 0.191).

Keywords: Future Perspective, Readiness Of Addiction, Students.

INTRODUCTION

Many people in their lives may be taking alcohol or illicit drugs, among which not only all of them do not face material problems, but the range of problems that they are likely to experience will vary from person to person (World Health Organization, 2019); Similarly, each class of drugs has short-term and long-term effects that depend on the amount of drug use and strength, which also varies from person to person (DiClemente, Schlundt, & Gemmell, 2004).

Drug addiction is one of the most important social, economic and health problems that the complications posed to it constitute a serious threat to human society and cause social stagnation in different fields. Also, the devastation resulting from it has led to the collapse of many cultural and moral values and norms, thus seriously compromising the health of the community (Kheylish, Majidzadeh, & Ehterami, 2009). In the tendency for material, various biological, economic, social and individual factors are involved. Including individual risk factors, adolescence conditions, hereditary talents, personality traits, positive attitudes toward materials, and pleasant effects of materials on some individuals are remarkable, with hereditary talent, identity confusion and personality characteristics having a special place in identifying high-risk individuals and By identifying these individuals, in addition to the ease of prevention, the treatment and rehabilitation steps can also be initiated if necessary (Moghanizadeh, Farnam, Talebi, & Asvadi, 2018).

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Most drug abusers cannot be easily recognized, especially those that are in the early stages. Because their psychological, social, and physical manifestations are very broad and depend in particular on substance or substance abuse, frequency of consumption and other factors such as age and physical health of the consumer. In the early stages, substance abuse may be associated with many physical and psychiatric illnesses such as anxiety, depression, paranoia, and vague physical infertility (Johnston, O'Malley, Miech, Bachman, & Schulenberg, 2017; Reichelt & Christensen, 1990). Therefore, identification of relevant variables that increased risk, prognosis was identified and studied.

The future perspective is another variable that belongs to the field of positive psychology. The concept of the future perspective is rooted in the Levine Living Space Model (1951). Levine Vision defined the individual's perception of the past and the psychological future as a whole. The perspective refers to the orientation and attitude of the individual towards the past, present and future. Keough, Zimbardo, and Boyd (1999), developed the three time frames, past, present, and future frameworks using a factor analysis method to five factors. These five factors include positive past, negative past, present-day pleasure, present-day destructive and future. The prospect of a positive past refers to a positive and emotional attitude toward the past. The negative past landscape includes an annoying view of the past. Such a view is likely to be the result of the experience of the traumatic events in the past. Pleasant-looking perspective represents a perilous attitude toward life along with the immediate satisfaction of needs; while the maladaptive perspective reflects the attitude that a person feels disappointed with the present and has little control. Does not have any actions. Future prospects are also representative of an attitude that an individual is trying to achieve goals and concurrency in the future (Waldinger & Gunderson, 1989).

The future perspective structure is composed of two components of time and future. Kavanagh, Andrade, and May (2005), defines time as an unlimited continuum and combines past, present and future events. The continuum will describe the progress of man from a place and time in the present in the place and time in the future that is necessary for the interaction between humans. The perspective is when people are influenced by culture, social context and the environment in which they live (Rogers, 2016). The future is also said to be a certain period of time that has not yet come to pass, but thinking and decision about such an embodiment are in the present (Wittmann & Sircova, 2018). This view of the future refers to the future of the individual.

Boshielo (2005), sees the prospect of the future as the future, the expectation and the individual's view of the future. Accordingly, the perspective of the future points to a degree of how and how to visualize the future of time in the present, which affects its targeting and motivating processes. The definitions of the future perspective reveal two aspects of this structure. First, future goals are embodied in the present, and such an image influences people's thinking; and the future perspective includes the structure of hope, which means that future orientations in realities the present time is formed (Nielsen, 1999). Hence, someone with a good prospect of future growth is also motivated to build such a future. Stoughtard and Pitsma (1999) argue that the future perspective on future goals may lead to a person's better performance in order to achieve these goals. On the other hand, having an incorrect vision of the future can be problematic especially for adolescents. It has been seen that some teens imagine it

too far or too close because of a problem with the prediction of the future (Roy, Kristen Feld and McKenzie, 2005).

Future perspective is also related to targeting. Targeting is an attempt that a person plans to plan in order to achieve some future goals or long-term consequences (Kooij, Kanfer, Betts, & Rudolph, 2018). Hence, targeting is a cognitive and behavioral process that begins from adolescence and during which time the teenagers plan and organizes their activities to achieve long-term outcomes in the future (Onken, 2015). Cooper (2010), also believes that looking at the future prospects is a topic that is particularly relevant to adolescent growth and the targeting process and can be internal or external.

Pintrich (2004), state that there is a lot of controversy between motivation and future prospects. The motivation and target-oriented activities are largely tied to the future perspective, and activities focusing on future goals is the result of thinking about the future that is rooted in the present. Bonuses that focus on future activities can be internal or external and positively or negatively affect the future of adolescents' perspective (Bembenuddy & Karabenick, 2004). Research evidence suggests that individuals with higher prospects show higher motivation. Also, students with a higher future perspective use school as a means to achieve their goals (Kahan, Peters, Dawson, & Slovic, 2017).

Stolarski, Fieulaine, and Zimbardo (2018), also consider the future perspective as one of the important aspects of the human cognitive system, a structure that provides a solid basis for determining personal goals and planning for life, explores future choices Helps and takes important decisions. A significant amount of research has revealed that the prospect of a future is not a single-dimensional structure, but rather a few dimensions. In this connection, researchers in particular have pointed to such issues as a valance or value, continuity, expansion, dependence and speed.

The expansion, dependence, speed, and continuity of cognitive dimensions are the prospect of a future, while valance or value is the emotional dimension of the future perspective (Panksepp, Lane, Solms, & Smith, 2017). Hence, the prospect of future is largely regarded as a cognitive structure.

Due to the vital role of this structure in human life, the future perspective on different research paths, such as substance abuse, delay in receiving amplifiers, social relationships and Education (Wills, Sandy, & Yaeger, 2001). Also, in various studies, it has been shown that the future perspective influences a wide range of behaviors, attitudes, values and mental health. In addition, many studies have revealed that future prospects are associated with many positive aspects of people's lives, such as self-efficacy, academic achievement, and reduced risk behaviors.

Considering the importance of the younger generation, especially students, as an active and educated force in the development and the development of society, it is important to pay attention to their perspective on the future. Also, looking at the increasing numbers of drug addicts, especially those in adolescents and young people, shows that the generation of students who must be involved in the development and the development of society is being

discouraged by addiction. The aim of this study was to investigate the relationship between future perspective and readiness of addiction among the students of Payame Noor University in Iran.

METHODOLOGY

The mean and standard deviation were used to describe the statistical variables of the research. Pearson correlation coefficient and regression were used to test the hypothesis of the research and inferential statistics. The statistical samples of the study consisted of students of Punjab Noor University in Iran with 7802 people including 5090 girls and 2712 boys in the academic year of 2017-2018. They were studying.

Zimbardo's Future Perspective Questionnaire: The Zimbardo Prospect Future Questionnaire, made by Keough et al. (1999). The questionnaire consists of 13 articles, which I totally disagree on, according to a 5-point scale (1), I disagree (2), I have no idea (3), I agree (4) and I totally agree (5). The minimum score in this questionnaire is 13 and the maximum score is 65. A higher score on this scale reflects a higher prospect. Examples of the subjects of this scale are "I believe that we should plan early for the day" and "I'm saddened by the late appointments." The reliability coefficient of this scale in the original study was 0.77 (Keough et al., 1999), and in Iran it was reported as 0.75 through retest. Keough et al. (1999), confirmed the structure of this questionnaire using factor analysis method. This questionnaire has a total score and is not subscale!! The minimum score in this questionnaire is 13 and the maximum score is 65. A higher score on this scale reflects a higher prospect. Scoring: I totally disagree (1), disagree (2), I have no idea (3), I agree (4) and I totally agree (5). Questions that have a reverse score include questions 11, 12, and 13, and the grade of these three questions is as follows: I totally disagree (5), disagree (4), I have no idea (3), I agree (2) and I totally agree (1). In the present study, the reliability of this scale was determined by using Cronbach's alpha method of 0.82.

Addiction Readiness Questionnaire: This scale was developed by Wade and Boucher (1992) and attempts have been made to determine its validity in Iran. This questionnaire is an Iranian scale for preparing for addiction, which was made according to psychological and social conditions of Iranian society by Zargar (2006). The questionnaire consists of two factors and consists of 36 articles and 5 elements of the lie detector. Scoring any question on a continuum from zero (totally disagree) to 3 (I totally agree). Of course, this method of grading will be reversed in questions 6, 12, 15, 21. This questionnaire has a lie detector function, which includes questions 12, 13, 15, 21, and 33. In order to obtain the total score of the questionnaire, the total sum of the points for each question (other than the scale of the lieutenant) should be combined. This score will range from 0 to 108. Higher scores are the most readiness of the respondent for addiction, and vice versa. This questionnaire is a combination of two active readiness and passive readiness. Active readiness is related to antisocial behaviors, desire to use drugs, positive attitude towards drugs, depression and excitement. In the second factor (passive readiness), the highest number of subjects is related to lack of expression and depression. In Purehsan, Falsafinejad, Delavar, Farokhi, and Borjali (2016), to calculate the validity of this scale, two methods were used. In criterion validity, the addiction preparedness questionnaire has been well-differentiated between addicted and non-addicted groups. The validity of the

scale structure was correlated with the 25-point scale of the clinical index of clinical symptoms of 0.45, which is significant. The scale validity was calculated using Cronbach's alpha of 0.91, which is optimal. In this study, the reliability of this scale was determined by using Cronbach's alpha method of 0.80.

RESULTS

In this section, the values of descriptive indicators (future perspective and readiness of addiction) are presented.

Table 1. Descriptive statistics of the research variables

Dimension	Mean	Std. Deviation	Skewness	Kurtosis
Future Perspective	45.5	8.19	-0.217	-0.558
Readiness of Addiction	32.5	14.42	0.767	0.250

Table 2. Pearson Correlation Test between Future Perspective and Readiness of Addiction

Variable	Readiness of Addiction				
	Pearson Correlation			Relationship Type	R ²
Future Perspective	R	Sig.	N	Direct	0.399
	-0.632	0.001	7802		

As shown in the table 2, Pearson correlation coefficient between future perspective and readiness of addiction among students of Payame Noor University in Iran is 0.632 and p-value (significance) = 0.0001. As a result, there is a reverse and significant relationship between the future perspective and the readiness of addiction in students of Payame Noor University. Also, the coefficient of determination between these two variables is equal to 0.399, that is, 39.9% of the changes in drug addiction in students of Payam Noor University center explained by future perspective.

CONCLUSION

The results of Pearson correlation coefficient and significant level showed that there is a reverse and significant relationship between future perspective and readiness of addiction among students of Payame Noor University in Bandar Abbas. 39.9% of readiness of addiction were explained by future perspective. This finding was supported by previous studies such as Pintrich (2004), in examining the impact of employee support and the future prospects of occupational organizations on organizational commitment, there was a positive and significant relationship between organizational support commitment and organizational commitment on organizational commitment. Rogers (2016), in examining the model of the relationship between future prospects and self-efficacy with academic achievement by mediating your learning strategies. Also, direct paths of self-regulation learning strategies to academic achievement and self-efficacy were significant for self-regulation learning strategies. On the other hand, the results showed that the indirect relationship of future perspective to academic achievement

was significant through self-regulatory learning strategies. In addition, the results showed that the relationship between self-efficacy and academic achievement was significant through self-regulatory learning strategies. Wittmann and Sircova (2018), investigated the causal relationship between school linkages, future perspective and academic self-efficacy beliefs and academic performance with mediation, hope and mental health showed that the relationship between the relationship with the school, future perspective, academic self-efficacy beliefs, mental health and hope with academic performance were positive and significant. Also, the relationship between school linkages, future perspective and academic self-efficacy beliefs was positive and significant in terms of mental health and hope. The relationship between the mediating variables of mental health and hope with academic performance is positive and significant.

In explaining this finding one can say that at the young age of entering the university, the career path and individual development for the future are planned. If one does not have a clear vision, a clear, accessible, and principled strategy and program, or it is confusing to adjust and plan it, this confusion can be at the expense of the person who has ended up and this uncertainty or having an unethical and illogical perspective will lead to failure and endanger the future of the young.

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