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The Effectiveness of Time Perspective on the Achievement Motivation of Female High School Students in Academic Year 2020 -21

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A B S T R A C T

In the present study, the effectiveness of time perspective on the motivation of female high school students was investigated. The statistical population of the study was 13 high school female students in the academic year 2020-21and the research sample was 40 students who were selected by convenience sampling method and were assigned to two experimental and control groups. The instrument used was the Hermans Motivation Questionnaire. The research design was quasi-experimental with pre-test and post-test with the control group. The week was performed. After the training program, post-test was performed for both groups. In order to analyze the data, analysis of covariance was used using SPSS software version 20. The results showed that time vision training was effective in reducing students' anxiety in the post-test. However, the effectiveness of time perspective on increasing students' achievement motivation was not confirmed.

Keywords: Time Perspective, Motivation For Progress, Female Students.

INTRODUCTION

Motivation is an important and effective factor on human behavior and affects students' academic performance. The motivation for progress is a special driving force due to which a person tends to pursue a goal and achieve it. Motivation is divided into two categories: physical or main motivations such as hunger and thirst and acquired or environmental motivations that are caused by learning and environmental factors. One of the acquired motivations is the motivation to succeed. McClelland (1987) and Smith, Atkinson, McClelland, and Veroff (1992), have developed methods for measuring it and other acquired motivations through the evaluation of imaginative thinking. It starts from childhood because encouraging parents is the most important factor in learning it(James, 2007).

Motivation for progress is the score that the subjects get based on the Hermes Progress Motivation Test (AMT) based on the complementary method of sentences. In this study, we measure the subjects using twenty-nine Hermes questions. Incomplete sentences show that the range of scores varies from twenty-nine to one hundred and sixteen. A low score indicates low motivation and a high score indicates high motivation. The load is held and used based on the

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basic concepts and principles based on the time perspective proposed by Philip G Zimbardo and Boyd (2015).

METHODOLOGY

The design of the present study is quasi-experimental of pre-test-post-test with a control group. In this way, the members of the research sample are randomly placed in the experimental and control groups and then the pre-test is performed on both experimental and control groups. Then, the members of the experimental group are exposed to blindfold training once a week for six two-hour sessions. Time scales are placed and at the end of the post-test sessions are performed on both experimental and control groups. In this study, the independent variable includes time vision training and the dependent variable includes students' motivation for progress.

The statistical population of this study is all female high school students in the academic year 2020-21 to 1711 people (In Iran). In this research, the available sampling method is used to select the sample in such a way that a high school is selected as a sample from the secondary schools and two classes are randomly divided into two groups of test and control.

Hermes Progress Motivation Questionnaire (A.M.T): In the present study, the Hermans Progress Motivation Questionnaire was used to assess students' achievement motivation. The initial questionnaire had 29 questions that were prepared based on 10 distinguishing characteristics of people with high achievement motivation from people with low achievement motivation. Hermans later chose 9 personality traits as the basis for selecting the questions(Kadivar, Javadi, & Sajedian, 2010). Questionnaire questions are expressed in incomplete sentences. There are 4 options for each question. Each option is scored according to the intensity of the achievement motivation, which is from high to low or from low to high.

Some questions are positive and some are negative. Scores range from 29 to 116. The total score is the score obtained from the sum of the questions. And if the person's score is higher than the average, it indicates high motivation for progress, and if it is lower than the average score, it indicates low motivation to progress in the person. In 1970, Hermans used the Cronbach's alpha test method to calculate the reliability of the academic achievement motivation test. The calculated reliability coefficient for the questionnaire was 84%. Using the retest method in the main study, the questionnaire was given to the trainees again after 3 weeks(Afzali & Izadpanah, 2021). The obtained reliability coefficient was 84%. In Iran, in 2000-01, in an academic study, a test of motivation for progress and its standardization was prepared. The sample size was 1073 people (560 girls and 513 boys from high school students), and the test validity coefficient using Cronbach's alpha was obtained after removing 8 questions equal to 83%.

After selecting the high school and randomly assigning the classes in the two experimental and control groups, the Hermans Progress Motivation Questionnaire was administered as a pre-test for both groups. This questionnaire was completed by students. Then, time vision training sessions were conducted in groups for the experimental group, and these sessions were not held for the control group. After the sessions for the experimental and

control groups, the Hermans motivation progression test was performed as a post-test. Students who did not attend the sessions regularly or did not show a desire to answer the pre-test or post-test questionnaire were excluded from the sample group. The number of vision training sessions was six sessions. This test was held once a week and each session was held for ninety minutes. The following is a summary of the content of Philip G. Zimbardo and Ruch (1975), time vision training sessions.

Table 1. The content of Flip Zimbardo's time vision training sessions

Number of sessions	Content of training sessions
First session	Familiarity with group members, familiarity with the concept of time perspective, statement of meeting rules and methods of holding meetings and conducting pre-tests.
second session	Remembering the issues rose in the previous session, optimism and hope for the future, feeling meaningful, decisions and their consequences.
third session	Take care of the homework of the previous session, plan for life
fourth Session	Examining the tasks of the previous session, self-awareness, living in the present, creating balance in life based on three modes of time perspective
fifth meeting	Review the assignments of the previous session, set goals and plan for a successful tomorrow.
Sixth Session	Reviewing the assignments of the previous session, reviewing the content of the previous sessions, conducting the post-test.

RESULTS

The method of analysis of covariance of repeated measurements will be used based on the observance of research hypotheses and the results obtained.

Table 2. Mean, standard deviation of progress motivation questionnaire scores in experimental and control groups

group	pre-exam					Post-test			
	Number	Mean	SD	Min.	Max.	Mean	SD	Min.	Max.
experiment	20	79.55	18.29	16	103	84.55	13.49	42	112
Witness	20	87.70	9.36	67	104	88.85	8.70	65	101

The table above shows the mean and standard deviation of the scores of the motivation questionnaire of the participants in both experimental and control groups. As can be seen, the mean and standard deviation of the scores of the participants in the experimental group in the pre-test and post-test stage indicate that the mean scores of the experimental group increased from pre-test (555.79) to post-test (55.84). While in the control group it has changed slightly. In other words, vision education has slightly increased the academic motivation of students in the experimental group.

Hypothesis: Time vision training has an effect on the motivation of female high school students.

Table 3. Results of variance the effect of group membership on achievement motivation scores in both groups

	Sum squares	DF	Mean Square	F	Sig.	Effect size	Statistical power
pre-exam	777/595	1	777/595	124/5	030/0	122/0	597/0
Group membership	911/39	1	911/39	343/0	562/0	009/0	088/0
Error	723/4301	37	263/116				
Total	000/305758	40	777/595				

As shown in the table above, after removing the effect of synchronous variables on the dependent variable and calculating according to the coefficient F, (F = 0.343 and P = 0.562) it is observed that among the adjusted means of scores There is no significant difference in participants' motivation for progress in terms of group membership (experimental group and control group) in the post-test stage. Therefore, the second hypothesis was not confirmed at the level of five hundredths. Therefore, teaching time vision has no effect on increasing the motivation of female high school students.

CONCLUSION

According to the statistical results of the research and the tables, this hypothesis is not significant. Therefore, time vision training did not affect the students' achievement motivation in the post-test of the experimental groups and this hypothesis was not confirmed at the level of five hundredths.

In general, it can be stated that each person must be equipped with some tools to enter the community and thus face different situations and different people (culturally, economically), as a result of time and component vision training. It encourages students to look to the future, as well as teachings about self-acceptance, self-esteem, positive relationships, autonomy, mastery of the environment, and goal-setting in life as individual tools in one's mental structures. Help him deal with life events.

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