



## The Survey Effectiveness of Time Perspective Therapy on Spiritual Well-Being and Hardiness Parents of Boy Students with Reading Disability

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### **Abstract**

The aim of this study was survey effectiveness of time perspective therapy on spiritual well-being and hardiness parents of students with reading disability. The design research was semi-experimental with pre-test/ post-test, and control group. The statistical population of research was consisted of all parents who had referred to consulting cores from six districts of Isfahan city education and their children possess reading disability and were studying at one of the first to third grade elementary at 2018 year. For doing research, 30 persons of parents have been selected by sampling method and have been divided between experimental (15person) and control (15person) group. In this study for gathering data was used from Existential well-being subscale of spiritual well-being scale (Paloutzian & Ellison, 1982) and Hardiness questionnaire (Barton & et al. 1984). In experimental group for eight sessions, time perspective therapy was done and control group not received any intervention. Data was analysis whit SPSS <sup>-21</sup> software and calculating descriptive and interfere indicators. The results showed significant difference between two group in spiritual well-being and hardiness of parents ( $P < 0.01$ ). The effect of cognitive disorders on parents has depended on their power in deal with problems. Time perspective therapy as an intervention, has effective on increasing spiritual well-being and hardiness of parent's children who possess reading disability.

**Keywords:** *Time Perspective Therapy; Hardiness; Spiritual Well-Being; Reading Disability; Parents Students; Elementary Grade*

### **Introduction**

Learning disability is a disorder in the nervous system that causes some kind of impairment in mental learning processes (Creke, 1962; p. 263; quoted by Faryar and Rakhshan, 2000). These disability

may sometimes be associated with impairment of the function of the central nervous system, or may be associated with generalized mental retardation or educational and cultural Deprivation, Severe emotional disorder, Or loss of concentration power. In other words, children with learning disability have difficulty in one or more of the mental processes associated with understanding or using oral or written language. The manifestations of this disability may be impaired in listening, thinking, speaking, reading, writing, spelling or arithmetic (Yi et al., 2008).

Learning disability in child is not the type of problem that may ultimately be related to vision, hearing, or motor deficits, mental retardation, or lack of environmental capabilities (Walter et al., 2010). Reading is a language acquisition skill associated with the written form of a language. One of the biggest educational problem for children with learning disability is their weakness is in reading.

Reading is a vital skill in society and the basis for learning in the school environment and beyond. The term dyslexia in learning disabilities is commonly used for children who have difficulty learning to read. The word dyslexia is derived from Alexis and has been interpreted as loss of reading ability due to brain lesions, such as head trauma.

So far, different causes have been noted for this phenomenon: a) the cause of the disease due to brain lesion; b) behavioral manifestations caused by impaired central nervous system functioning; c) the explanation of genetic or hereditary factors in the reading problem( dyslexia) are problems and disability that a person has in reading. In other words, dyslexic is someone who has a medium or higher intelligence In other words, dyslexic is someone who has a moderate or higher intelligence and nonetheless finds difficulty in learning to read (Trras & et al , 2009). The family plays an important role in effectively confronting the child with this disability. Parents and other family members can directly and indirectly influence the child's ability to cope with the problem through the necessary support (especially psychological and social support). One of the factors contributing to extending this support is to promote the level of hardiness of members of the family, especially parents (Bitsko, 2005). Hardiness emphasizes the inner experience and mental reception of mankind, and includes three components, commitment (against alienation), control (against disability), and Challenge (Attari et al., 2004). Hardiness is a predictor of physical and mental health and is a factor moderating the stressors in life. The purpose of commitment is to adhere to various aspects of life, which creates a sense of meaning in life. The sense of control is focused on the belief that the individual can affect the various events of life, and the challenge (and not panic) is to believe that problems and changes in life are natural and provide opportunities for growth (Seidi et al , 2013). Hardness as a personality trait creates a particular inner attitude that influences the manner in which a person confronts life issues. Hardiness makes a person look at the stresses of life in a realistic way, and look at them with a high level of thought. (Hamili, 2007). Various factors affect the level of hardiness in people s life. Spirituality is one of the variables that influence hardiness (yaghoubi, et al. 2014). Spirituality has a prominent role in increasing the hardiness in people s life through the creation sense of purposefulness and satisfaction in life. Purposefulness and satisfaction are the components of Existential Well-Being. Spiritual well-being is a psycho-social and a religious element. Existential well-being expresses the individual's feelings, who is who, and what he does and where he belongs. Existential well-being involves sublimation and movement beyond the individual and plays an important role in people s life for dealing with life's problems and is one of the sources of Hardiness in life (Jafari, et al. 2012). Existential well-being is important in building and strengthening of transcendental future perspective in the lives of individuals (Taghiloo and Latifi, 2016).

Time perspective was first proposed by Philip Zimbardo (2006; quoted by Zimbardo and Boyd, 2015). According to him, the Time perspective means a psychological image of the past, present and future (Moradi, 2017). This theory believes that every human being can live in three times, past, present and future (Zimbardo & Boyd, 2015). In TPT, the past is divided into past negative (memories, failures and past negative experiences) and past positive (positive memories and past positive experiences),

People who live in the present time can have three perspectives, Present hedonism (people live in the moment – seeking pleasure, novelty, and sensation, and avoiding pain.), Holistic present (not having a program to spend the present time and companionship with others to spend time ), Present fatalistic (people feel that decisions are moot because predetermined fate plays the guiding role in life and have no plans and goals in the present). The future time perspective is divided in two parts: the personal future (having short, medium and long term goals for life) and the transcendental future (belief in the existence of life after death, belief in miracles, having responsibility for all actions in life). According to Zimbardo (2006; quoted to Arnold & et al., 2011), a healthy person is one who has past positive, Present hedonism, and future perspective.

So far, various studies have been done on the application of this theory to various variables such as psychological well-being (Amiri Ebrahim Mohammadi, 2015; Drake & et al., 2008), increasing psychological hardiness and coping power with problems (Bond, 1966; Frostig, 1987; Andre & et al, 2018), increase psychological adjustment in adolescents (Bitsko et al., 2008), life satisfaction and reduction of anxiety (Babaei, 2017), increase self-esteem (Yuta, 2012) Increasing the quality of youth, (zabeti, taghiloo and tajari, 2017).

Research findings also indicate that the time perspective is related to the indicators of well-being, healthy, academic, social and psychological well-being (Webster & Ma, 2013; Worrell, McKay & Andretta, 2015) overall, can be said Existential well-being as one of the spiritual aspects of life and hardiness Plays an important role in the lives of everyone in different situations, such that in recent years attracted the researchers attention in the field of educational psychology and counseling. On the other hand, reading disability is a common disorder among elementary school students .So far, various studies have been done to investigate the outcomes, consequences, and variables associated with this disability in the country. However, less research has been done to investigate the interventions to help the families of this group of students. Therefore, Due to the arrival of new treatments, simple and effective therapies in the field of counseling and psychotherapy. The aim of this study was to investigate the efficacy of Time perspective therapy on the Existential well-being and hardiness of parents of elementary students with Reading disability and attempts to test the following hypotheses:

- 1- Time Perspective Therapy Is Effective on Improving Existential Well-Being In Parents of Boy Students with Reading Disability.
- 2- Time perspective Therapy is Effective on Increasing Parental Hardiness in boy Students with Reading Disorders.
- 3- Time Perspective Therapy Is Effective on Increasing the Dimensions of Hardiness (Commitment, Control, and Challenge) In Parents Of Boy Students With Reading Disability.

### ***Method, Population and Sample***

The study was semi-experimental in terms of method, with control and experiment groups. The population consisted of all parents of a son with reading disability in the first to third primary school grades, who went to counseling core centers of any of the five Ministry of Education areas in 2018-2019 school year. The mean age in the experimental group was  $39.93 \pm 4.72$ , and in the control group  $41.03 \pm 4.96$ .

There were 11 women (33.3%) in the experimental and 4 men (12.1%). In the control group, there were 5 women (15.6%) and 5 men (15.6%). In the experimental group, eight 90-minute sessions of time perspective therapy were implemented. A summary of the training sessions description is presented in Table 1. The control group did not undergo any intervention.

The criteria for selecting sample members for the research included: Having a son with learning disability (reading disability), studying in one of the first to third grades of primary school, who had no chronic mental disability, were not absent more than two sessions, and did not skip assignments in more than two sessions.

### ***Data Collection Instruments***

**Hardiness Scale:** This scale was developed by Barton et al. in 1984, which is a paper-based self-reporting scale and was translated and validated by Khorasani and Ebadi in 1997 (marhamati, 2007). This scale has 45 questions and includes three subscales of commitment, control and challenge. Questions were scored with a 4-point Likert scale from "not at all true" to "is absolutely true".

The validity coefficients of this scale have been reported as 0.48 for commitment variable, 0.35 for control and 0.38 for challenge, with the Kobasa hardiness scale. The internal consistency coefficients of the psychological hardiness scale for the subscales were: commitment 0.66, control 0.82 and challenge 0.62. Also, the reliability of the total psychological hardiness scale was reported to be 0.85. The results of the retest showed a hardiness coefficient of 0.74 (Abolghasemi and Narimani, 2005).

Further, the reliability of this tool has been reported as 0.96 in the study of Narimani et al. (2011). In the present study, the Cronbach's alpha coefficient for commitment, control and challenge scales was 0.85, 0.81 and 0.75, respectively.

### ***Scale of Spiritual Well-Being***

Spiritual Well-Being Scale (SWB) has two subscales, Religious Well-Being (RWB) and Existential Well-Being (EWB). In this study, to assess Existential well-being, used of Existential well-being subscale (Paloutzian & Ellison, 1983). This subscale has 10 questions that measure sense of purpose and life satisfaction. Answering the questions on this scale is based on a 6-point Likert scale, from "completely agree" to "completely disagree". Paloutzian and Ellison (1983) reported the Cronbach's alpha coefficient for the existential well-being subscale as 0.91. In Iran, this scale was translated by Dehshiriet al. (2008) and its reliability was calculated through Cronbach's alpha for existential well-being subscale as 0.87. Through retest, the reliability was 0.81. In this study, the Cronbach's alpha coefficient for this subscale was 0.80.

### ***Method of Implementation and Data Analysis***

After completing the scale of resilience and existential well-being, 30 parents were randomly divided into two experiment and control groups. The experiment group received 8 sessions (each session 90 minutes and once a week) of time perspective therapy. The control group did not receive any intervention. After completing the training sessions, the scales were again completed by the parents. Data were analyzed by SPSS 21 software, descriptive statistics (mean, standard deviation) and inferential statistics (univariate and multivariate analysis of covariance).

### ***Intervention Program***

In this study, time perspective package therapy (Zimbardo, Seward & Seward, 2012) was used as intervention content. The purpose and content of each program are presented in Table 1 for each session.

**Table1 Summary of Time Perspective Therapy Training Sessions.**

Session	Target	Description of sessions
1	Introducing group members to each other, expressing goals and stating people's expectations	Articulate group rules, build understanding between members and identify goals, rules and structure of meetings and running the pre-test
2	Introducing Time Perspective therapy	Introducing the role of time in life, introducing the Triple Dimensions of time perspective, presenting the assignment
3	Moving from past negative to past positive	Introducing the first component of the time perspective ( past positive and negative ), determining the time perspectives of the members, presenting techniques of moving toward a past positive, presenting the assignment
4	Moving toward the Present hedonism	Introducing the second component of time perspective (present types), determining the members time perspectives of the present, presenting a technique to move toward a Present hedonism present, presenting assignment
5	Moving toward the future perspective	Introducing the third component of time perspective (future time), determining the time perspectives of the members in the future time, presenting a technique to move toward the future (Personal & transcendental future), presenting assignment
6	Consequences of a Healthy Time Perspective	Introducing a healthy time perspective, discussing the relationship between different kinds of daily-life problems with different time perspectives, introducing comprehensive techniques for moving toward a healthy time perspective, presenting assignment
7	Introducing the role of time perspective in life	Introducing the role of time perspective in facing life challenges effectively, discussing personal experiences with group members from different time perspectives
8	Conclusion	Summary and review of all material presented, running the post-test

### **Research Findings**

Descriptive findings of the research variables in the two groups of experimental and control in the pre-test and post-test are presented in Table 2.

**Table 2 Summary of sample descriptive findings on existential well-being, hardiness and its dimensions**

Post-test		Pre-test		Group	Variables
Standard deviation	Average	Standard deviation	Average		
5.063	49.933	2.099	12.466	Experiment	Existential well-being
1.437	11.733	1.290	11.333	Control	
11.230	68.400	14.918	17.862	Experiment	Hardiness
8.848	59.142	13.615	62.667	Control	
4.084	40.40	5.408	22.400	Experiment	Commitment
4.73	17.46	7.441	24.33	Control	
6.041	38.73	5.771	22.800	Experiment	Control
5.912	21.66	2.948	17.866	Control	
6.041	38.73	5.501	23.866	Experiment	Challenge
5.488	23.53	2.763	17.93	Control	

According to the results of Table 2, the mean post-test scores were higher in the experiment group than in the control group. In the experiment group, the mean of post-test scores increased compared to the pre-test. Shapiro-Wilk test was used to assess the normality of the data due to the low sample size. The results indicate that the statistical data of this test are not significant ( $P > 0.05$ ). Analysis of covariance was used to examine differences between groups. The results of covariance analysis showed that the mean of post-test scores on the existential and hardiness variables of the experiment and control groups were significantly different ( $P < 0.00$ ).

**Table 3 Results of Univariate Covariance Analysis for the Existential Well-being variable.**

Source of Changes	Variable	F (df)	Significance level	Effect size
Groups	Existential well-being	742.358 (1 and 27)	0.00	0.965

According to Table 3, the results of univariate analysis of covariance showed a significant difference in well-being between the experiment and control groups after removing the pre-test effect ( $P = 0.000$ ). Thus, the first research hypothesis on effectiveness of the time perspective therapy on improving the existential well-being of parents of students with reading disability was confirmed.

**Table 4 Multivariate Covariance Analysis Results for Hardiness Variable and Its Dimensions**

Source of Changes	Variables	F (df)	Significance level	Effect size
Groups	Hardiness	(1 and 28) 112.042	0.000	0.800
	Commitment	791.201 (1 and 28)	0.000	0.878
	Control	61.151 (1 and 28)	0.000	0.686
	Challenge	52.021 (1 and 28)	0.000	0.650

According to Table 4, there was a significant difference between the hardiness scores of the two experiment and control groups ( $P = 0.000$ ). The second hypothesis - the effectiveness of time perspective therapy on increasing the hardiness of parents of students with reading disability - was confirmed. Multivariate analysis of variance was used to determine differences in groups were due to which hardiness dimension.

According to Table 4, multivariate analysis of covariance analysis showed that after eliminating the pre-test effect, there was a significant difference between the experiment and control groups in commitment, control and challenge ( $P < 0.00$ ). Therefore, the final hypothesis of the research that the time perspective therapy increases the hardiness dimensions in parents of students with reading disability was confirmed.

### ***Discussion and Conclusions***

The purpose of this study was to investigate the effectiveness of time perspective therapy on improving existential well-being and increasing the hardiness in parents of boy students with reading disability.

The first finding of the study indicated that the existential well-being of parents attending time perspective therapy sessions had improved. This finding suggests that time perspective therapy training has improved the existential well-being of parents. To explain this finding, it can be said that one of the goals of the time perspective therapy is to focus individuals' attention on both personal and transcendent future.

Believing in the existence of a world other than this world and the belief a better time is coming after death, and plan for this after life during their current life time lead to a spiritual purpose in life and consequently endure satisfaction. Techniques presented in future time perspective focus one's attention on the spiritual aspect of the life, which provides a suitable context for the creation and promotion of existential well-being.

This approach reminds individuals of human existence through organizing the individual's efforts on both the material life (personal future) and the spiritual life (transcendent future), and plans life in two material and spiritual dimensions. Slowly, it promotes not only psychological well-being but also one's existential well-being.

The second finding of this study showed that time perspective therapy has increased the hardiness of parents of students with reading disability. This finding is consistent with the findings of Bund (1966), Frostig (1987) and Andre et al. (2018).

It can be argued that time perspective therapy, using all available resources, especially individual experiences, plays an important role in preparing the person to deal effectively with difficult life events. On the other hand, the individual is helped to renew his energy by being in the present. But the future is also important. Time perspective therapy plays an important role in shifting one's perspective on the future (personal and transcendent future) and enhances one's ability and hardiness by helping one to accurately determine the practical steps for the future.

Another explanation is that the techniques in this treatment are designed to help one reduce the negative impact of the past, enjoy the present, and see the future differently, regarding their values. In the study group, the present pleasure-oriented and future perspective of most of the individuals were faded due to their child's reading disability, but the use of diverse and simple techniques allowed the individuals in the group to look at their present and future differently. Paying attention to the three dimensions of time increases one's psychological energy in dealing with life's challenges (Moradi, 2017). The last finding of this study showed that time perspective therapy increases the dimensions of hardiness (commitment, control, and challenge). Time perspective therapy plays an important role in establishing control over life, goals, and overcoming obstacles and challenges through managing and controlling how time spend. Reviewing past failures, and the consequent retreat of finding solutions to problems are critical aspects of negative past that affect one's challenge and commitment (Cernas Ortiz, 2012).

One of the sources of motivation and brevity to face stressful and difficult situations and the commitment not to quit the situation and persist until reaching a desirable outcome is through reviewing one's previous successful experiences, somehow enhancing one's self-efficacy belief in the face of stress. This mechanism has matched with past positive performance.

Taken together, it can be concluded that hardiness has a very close relationship with one's time perspective. So, it can be seen as a source of increased resilience that plays an important role in facing life's challenges. Finally, it is recommended that well-being and counseling centers use this training package to improve the ability to cope with problems and improve the mental health of parents whose child or children have a reading disability. It should be noted that the findings of this study are limited to the parents of boy students of the first to third elementary school grade in Isfahan. Therefore, generalizing these findings to other communities and groups should be done with caution.

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