

The Relationship between Future Perspective with Readiness of Addiction in University Students

Original Paper
Received Mar. 18, 2017
Revised Jul. 14, 2017
Accepted Sep. 21, 2017

Fatemeh Torkamani¹, S. Abdolwahab Samavi^{2*}

1. Department of Psychology, Bandar Abbas Branch, Islamic Azad University, Bandar Abbas, Iran

2. Assistance Professor of Psychology, Hormozgan University, Bandar Abbas, Iran

*Corresponding author: wahab.samavi@gmail.com

Abstract The purpose of this study was to investigate the relationship between future perspective and readiness of addiction in students of Payame Noor University in Bandar Abbas. This research is a descriptive-correlational design. The statistical population of the study consisted of students of Payame Noor University in Bandar Abbas who were 7802 students in the academic year of 1963-96. The sample size was 200 people 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 Bandar Abbas. 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, University 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; 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 (Kurd Mirza, Azad and Eskandari, 2011).

Drug addiction is a painful reality, especially for adolescents and young people and 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 (Mametaz, 2002). 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 (Vatankhah, Akbari Shayeh, Delaware, Riahi and Pak, 2014).

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 (Kurdmizza, Azad and Eskandari, 2011). 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. 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 (Lens & Suzuki, 2007).

The future perspective structure is composed of two components of time and future. Kawanagh (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 (T. Hutton, 2005). The perspective is when people are influenced by culture, social context and

the environment in which they live (Flaherty & Fein, 2001). 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 (Toth Hutten, 2005). This view of the future refers to the future of the individual (Kawanaq, 2005). Träd (1993) also describes the future perspective as an individual's cognitive understanding of the relationship between past, present and future, and the ability to plan and organize activities beyond the present.

Boshielo (2002) 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).

Seijts (1998) argues that one's ability to visualize the future in the present depends on his planning capacity. Individuals with low ability planning are often socially psychologically maladaptive and lack the

incentive to understand future goals. One will expect it to be negatively related to the future.

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 (White, 2002). 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 (Kidman, 2003). Athawale (2004) 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 and Schank (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 (Schalwick and Schalwick, 2002) and positively or negatively affect the future of adolescents' perspective (Becker and Luther, 2002). 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 (Brown and Jones, 2004).

Zimbardo and Boyd (2008) 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 (Hausman & Shell, 2008;

Shell & Hausman, 2001; Zimbardo & Boyd; 1999; Leonardy, 2007). In this connection, researchers in particular have pointed to such issues as a valance or value, continuity, expansion, dependence and speed.

The meaning of valence or value is the degree to which people attach to their future goals; the concept of continuity is the ability to establish a link between the activities of the present and the future; the extension of the term is the mental horizons of the person who is in The reflection of the individual reflects; the meaning of dependence is the degree of organizing events in the future horizons and the speed of the person's mental feelings about the speed of the passage of time (Hausman & Shell, 2008).

The expansion, dependence, speed, and continuity of cognitive dimensions are the prospect of a future, while valence or value is the emotional dimension of the future perspective (Satits, 1998). Hence, the prospect of future is largely regarded as a cognitive structure. Recently, Bennyll, Asin, Linly and Ivanchenko (2010) have pointed to the prospect as an individual's cognitive approach to linking the concepts of past, present and future that affects decision making and subsequent activities. Due to the vital role of this structure in human life, the future perspective on different research paths, such as substance abuse (Opostolidis, Philin and Sulley, 2006), delay in receiving amplifiers (Ferrari and Diaz-Morales, 2007), social relationships (Lang & Carstensen, 2002) and Education (Adelabo, 2008; Hausman & Shell, 2008). Also, in various studies, it has been shown that the future perspective influences a wide range of behaviors, attitudes, values and mental health (Bonomell & Zimbardo, 2004; Bonomell et al., 2010). 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 (Millau & Waver, 2006, Zimbardo & Boyd, 1999).

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 Bandar Abbas.

Method

Society, sample and sampling method

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 population of the study consisted of students of Punjab Noor University in Bandar Abbas with 7802 people including 5090 girls and 2712 boys in the academic year of 1963-96. They were studying.

The sample consisted of 200 people from all the statistical population (130 girls and 70 boys) who were selected using Morgan table.

Tool

Zimbardo's Future Perspective Questionnaire: The Zimbardo Prospect Future Questionnaire, made by Zimbardo & Boyd (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 (Zimbardo and Boyd, 1999), and in Iran it was reported as 0.75 through retest (Taj, Macri and Fotouhi, 2004). Zimbardo and Boyd confirmed the structure of this questionnaire using factor analysis method. In addition, Weerle and Melo (2007) also reported a reliability coefficient of 0.74 in the questionnaire and confirmed their functional structure. Hosseini Rad (1392) in his research confirmed the validity of this scale by factor analysis method. Also, reliability of this scale was 0.88 and 0.63, respectively, using Cronbach's alpha and Spearman-Brown balloons has done. Samawi (1391) in his research confirmed the validity of this scale using factor analysis method, and also the reliability of this scale using Cronbach's alpha, Spearman-Brown and Gutman balloons were 90/0, 79/0 0.77. 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) (quoted by Zargar, Najarian and Naiami, 2008). 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 Zargar et al. Research (2008)) 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 (Zarger et al., 2008). 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	M	SD	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 in Payame Noor University Students

Variable	Readiness of Addiction				
Future Perspective	Pearson Correlation			Relations hip Type	R^2
	R	Sig.	N	Direct	
	-0.632	0.001	200	0.399	

As shown in the table 2, Pearson correlation coefficient between future perspective and readiness of addiction among students of Payame Noor University in Bandar Abbas 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 of Bandar Abbas. 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 of Bandar Abbas center explained by future perspective.

Discussion and 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 Minoori and Heidari (2015) 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. Hosseinirad, Haji Yekhhallali and Morvoti (2013) 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. Samavi et al. (2013) 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.

References

- Berzonsky, M. D. (2003). Identity style and well-being: Does commitment matter? *Identity: An International Journal of Theory and Research*, 3(2), 131-142.
- Buisman-Pijlman MB, The neurobiology and genetics of impulse control disorders: Relationships to drug addictions, *Biochemical Pharmacology*, 2014; 75(1): 63-75.
- David, goss, principles of human resource management. London, routledge, 1994
- Di Nicola M, Tedeschi D, Mazza M, Martinotti G, Harnic D, Catalano V, Bruschi A, Pozzi G, Bria B, Janiri L. addictions in bipolar disorder patients: Role of impulsivity and personality dimensions, *Journal of Affective Disorders*, 2010;12591-30: 82-88.
- Erikson, E. (1968). *Identity: Youth and crisis*. New York: Yorton.
- Berzonsky, M. D. & Kuk, L. (2005). Identity style, psychosocial maturity, and academic performance. *Personality and Individual Differences*. 39 : 235-247.
- Gendreau, P. & Gendreau, L.P. (1970). *Addiction-proneness: A study of Canadian heroin addicts*. *Canadian Journal of Behavioural Science*, 2, 18-25.
- Giancola, P.R. (2000). Executive functioning : a conceptual framework for alcohol-related aggression. *Experimental and*

- clinical psychopharmacology, 8 ,576-597-Habibi Z, Sadeghi H, Haghrangbar F, Madanipour K, Azarnoosh A. The Study of Personality Characteristics and Mental Health in Addicts, 3rd World Conference on Psychology, Counselling and Guidance (WCPCG-2012), Procedia - Social and Behavioral Sciences 2013; 84: 509 – 513.
- Jozi M, Nourbakhsh V. Addiction, Modern death. 1st ed. Tehran, Iran: Tohfe Publication; 2005: 25-34.
- Kornor H, Nordvik H. Five-factor model personality traits in opioid dependence. BMC Psychiatry, 2007, 7, 37.
- Kroger, J. (2004). Identity in adolescence: The balance between self and other. Psychology Press.
- Laleh M. Addiction, individual disease - social disaster. 1st ed. Tehran, Iran: Teymourzadeh Publication 2000: 21-25[In Persian].
- Newcomp , M.D & Richardson ,M.A (2000). Substance use disorders. Advanced abnormal child psychology . New Jersey: Lawrence Erlbaum Associates Publishers.
- Nurmi, J. E., Berzonsky, M. D., Tammi, K., & Kinnery, A. (1997). Identity processing orientation, cognitive and behavioral strategies and well being. International Journal of behavioral development, 21, 555-570.
- Ostuki T.A, Substance use, self-esteem and depression among Asian american adolescent, Journal of Drug Education, 2006; 33(4): 369-390.
- Reid G, Revisiting the Hidden Epidemic - a situation assessment of drug use in Asia in the context of HIV/AIDS, The Asian Harm Reduction Network, www . ahrn. net 1999.
- Rosenzweig M. R., Biological Psychology, Sinauer, Second edition, 1999, 98-104.
- Sani MN. Drug addiction among undergraduate students of private universities in Bangladesh, Procedia Social and Behavioral Sciences 2010; 5: 498–501.
- Sharma , M.K. ,Suman,L. ,Murthy,P. & Marimuthu, P.(2011). State- Trait anger and quality of life among alcohol users. German Journal of Psychiatry ,14, 60-65
- Streitmatter, J. (1993). Corresponding study of identity status with identity styles. Journal of Adolescence. Elsevier B.V.
- Zhou Y, Zhou CH, Li R, Sex differences in exercise and drug addiction: A mini review of animal studies, Center for Hormone Advanced Science and Education, Roskamp Institute, Sarasota, FL 34243, USA 2014; 2(13):432-441.