



The Effect of Time Perspective Counselling on Career Control in High School Female Students of Esfahan City in Academic Year 2013-2014

Parvaneh Moradi^{1*}, Dr. Yousef Gorji², Dr. Mohammad Reza Abedi³

¹MS Student, Counseling Department, Islamic Azad University of Khomeinishahr, Khomeinishahr Branch, Daneshjou Blvd, Iran

²Assistant Professor, Counseling Department, Islamic Azad University of Khomeinishahr, Khomeinishahr Branch, Daneshjou Blvd, Iran

³Associate Professor, Department of Counseling, University of Esfahan, Esfahan, Iran

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ABSTRACT

Objective: The aim of this study was to investigate the effect of time perspective counseling in career concern of female high school students in Esfahan. **Methodology:** The research method was quasi experimental along with experimental and control group as well as pretest, posttest, and follow up. The population of this study was included all female high school students of Esfahan whom studying at 2013-2014 academic year. The sampling number of this research was 40 students whom were selected through convenience sampling. For this study, two high schools from the high schools which informed their readiness for this research were selected and randomly the second-grade high school students of one of them (20 cases) were assigned to experimental group and the second-grade high school students of the other (20 cases) were assigned to control group. **Results:** After administrating pretest, counseling sessions for experimental group in eight 2- hour sessions were held once in a week and the control group did not receive any counseling session. The used instrument in this study was a career concern questionnaire and for testing the hypothesis, variance analysis method with frequency measurement was used. **Conclusion:** These findings indicate that time perspective counseling is effective on adjustment of concerning about the adaptability of career ($P < 0.001$, $F = 40.81$).

1. Introduction

According to the time perspective theory, when an individual in his making decision has more attribution toward one of the time aspects (for instance future), it is possible to predict how he will response to his mass of daily choices (Zimbardo & Boyed, 1999).

Concerning about the orientation toward future is a feeling that prepares the individual for tomorrow, this concerning causes that the person perform the duties and his developmental assigns in his career, Career concern of individuals lead to optimism, having plan, awareness about future duties and readiness for doing tasks. Career concern includes increasing in self-regulation through making decisions and responsibility for creating career. A person who doesn't have concern on his career, stricken to indecision in career (Kasaie, 2012).

Career concern refers to individual's autonomy and development of individual organization. (Samie et al, 2011).

1.1 Changes in career

Career is moving toward out of organizations and career passengers before that to know about any special organization, are trying understand a particular industry. Most of their concern is about that ability to provide services rather than having concern about employment (Kapli, 1991; quoted by Buchner, 1999, quoted by Etemadpour, 2011).

An adaptation strategy for career is subject to historical period and is depends on local situations and social roles. Researchers when select a certain development path or career transition and then study it in a social environment can better identify the sources and adaptation strategies. However, career structure approach includes universal aspects of career adaptabilities which are concern, control, curiosity and trust. These four dimensions demonstrate

* Corresponding author: Parvaneh.Moradi@iaukhsh.ic.ir

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public resources adaptabilities and strategies that the people use for managing tasks, transitions and psychological trauma coincidence with structuring career that each dimension will be discussed (Ansarhosseini, 2012, quoted by Mousavi, 2013).

1.2 Career concerns

An individual concern about his, her future career is the first and the most aspect of career adaptability. Career concern means necessity for orientation toward future. This sense is important for future. Systematic attitudes and optimism increases the sense of concerning because they will force the individuals to become aware of their career responsibilities and career transitions that they can to deal with them, make a choice and become prepare for their close and far future. Career concern makes a real sense from future and help to the individual to remember his previous status of his career, focus on his current situation and predict his future career (Brown & Lent, 2005; quoted by Etesampour, 2011).

1.3 Lack of career concern

Incuriosity called career and following that pessimism and lack of programming reflect future. This apathy can be solved by interfering a career that is designed for reinforcing orientation toward future and awareness about career growth duties and professional transition. Career interventions, help people that to form their professional education and in this education planning for their life. Career incuriosity with interventions like real game, life skill program, time perspective workshops, and writing a future biography is solvable. This intervention results in stimulation of orientation toward future, creation of optimism, reinforcing positive attitude toward future, creation of real feeling from future as well as relating current activities to future, they also training skills planning and increasing awareness from career (Savickas, 2005; quoted by Kasaei, 2012).

1.4 Time perspective

Time perspective is a subconscious process in which continuous flow of personal and social experiences are devoted to the time categories or time frames that help to creation of order, coherence, and meaning in these experiences or events (Zimbardo & Boyed, 1999).

According to Poul Fraisse (quoted by Zimbardo and Boyed, 2009; translated by Shah Parvizi & Molabashi, 2011) our works and behavior at any given time, only are not dependent on instance condition, but also are dependent on all previous experiences and all future expects. These works and behaviors sometimes explicit, and always implicit, in each of our behaviors are involved. It can say that each of our behavior occurs in a transition perspective and in the exact moment of behavior occurrence is dependent to our temporal thought horizon.

Time perspective has its roots in a personal sense of continuity and cohesion. Our true self shapes through attunement of our experiences along the psychological time line (Shmotkin & Eyal, 2003).

Boyed and Zimbardo (2005) maintain that there is a healthy balance in the trend of past, present and future. This balance can reflect the individual abilities in learning from the past, adaptation with present time, and readiness for participating in target orientation behaviors in the future.

Etesampour (2011) in a study investigated the effectiveness of educating career to parents on career adaptability of boys. For this research 40 people from parents of third year high school students were selected by convenience sampling and divided in two experimental (20 individuals) and control (20 individuals) group. The results showed that educating career to parents has an effect on career concern, career control and children's career.

Creed, Fallon & Hood (2009) in a study, evaluated 245 first-year students to investigate the relationship between career adaptability and career concern, goal orientation and social support. In their study, adaptation includes five components: career planning, career discovery, decision making and self-regulation. The results showed that there is a significant relationship between decision making and discovery of self and interface decision making is the relationship between career concern and goal orientation. Learning orientation has more relation with decision making and less relation with career concern and proving performance orientation has a less relation with decision making and more relation with career concern (Marko, K. et al., 1998).

1.5 The aim of this research

The effect of counseling based on time perspective on career concern in high school female students of Esfahan.

1.6 Research hypothesis

The counselling based on time perspective has an effect on career concern in high school female students of Esfahan.

2. Materials and methods

2.1 Methodology

The current research method is quasi experimental along with experimental and control group as well as pretest, posttest, and follow up. The diagram of research plan has shown in the table below.

Table 1. The research plans

Groups	Random assignment	Pre-test	Independent variable	Post – test	Follow up
Exp group	RE	T1	X	T2	T
Control group	RC	T1	-	T2	T

2.2 Participant

The participant for this research including all female students of Esfahan high schools about 46105 students who were studying in 2013- 2014 academic year. Because the growth of time perspective and orientation toward future accelerates in adolescence and reaches to its climax at the age of 17-18 years, this study was done on second grade high school students.

2.2.1 Sample and sampling method

The sampling number of this research is about 40 individuals who were selected by convenience sampling. For this study several high schools in the province were investigated, and the research design, subject and training sessions briefly were introduced for managers. Two of these schools were selected and randomly second grade students from one school were assigned to experimental group (20 individuals) and second grade students of another school (20 individuals) were assigned in control group (Flowers, L. A. et al., 2003).

2.3 Instruments

2.3.1 Career adapt-abilities scale

In this study for testing career adaptability, career adaptability scale (CAAS) was used. This scale consisted of 24 questions, which the scoring for each question was based on Likert scale as follows:

1, Very low 2, Low 3, Average 4, High 5, Very high

For preparing this questionnaire, the adaptability research team of career in 2008 in Berlin, Germany and in July 2010 at Royal Institute of Technology Melbourne, Australia was gathered to discuss about how to measure career adaptability. They focused on career construction model of adaptability till identify and describe this adaptability. In addition, they decided to work together to create a standard for measuring adaptability career and then to translate based on their own country needs.

2.4 Research Methodology

This study was conducted as follows: by going to Edalat and Azarmidokht female high schools which both were in 3 areas the samples were selected and randomly Azarmikhokht high school was assigned to experimental group and Edalat high school was assigned to control group. Then career adaptability questionnaire was administered to both groups. After administrating pre-test, counseling sessions for experimental group was held and control group didn't receive any training. The sessions were in the form of group counseling that for eight-2-hour sessions, held once in a week at school. In the first session, students were explained about the aim and working method, and there were trained time perspective completely. At the end of these training sessions, a post – test was administered in both group and after one week following up was done.

2.4.1 Analysis method

For analyzing the data SPSS 16 statistical software was used. In descriptive statistic, the standard deviation of the mean is given. In inferential statistics, analysis of variance with frequency measures and post hoc LSD test was used.

3. Discussion and results

3.1 Inferential analysis

3.1.1 Research hypothesis

The counseling based on time perspective has an effect on career concern in high school female students of Esfahan.

Table 2. Comparison of estimate of the two groups at three times of career concern

<i>Independent variable</i>	<i>group</i>	<i>B</i>	<i>SD</i>	<i>T</i>	<i>Sig</i>	<i>Chi Eta</i>	<i>power</i>
Pre-test	Experimental and control	-1.55	0.88	-1.75	0.088	0.075	0.4
Post-test	Experimental and control	2.35	0.96	2.44	0.019	0.4	0.13
Follow up	Experimental and control	3.1	0.95	2.2	0.034	0.11	0.57

As it has shown in the above table in pre-test there is not any significant difference between two groups but in post – test and follow up – test there is a significant difference between career concern in two groups, so the counseling based on the time perspective is effective in career concern of high school female students of Esfahan. This hypothesis was confirmed in ($P < 0.001$, $F = 40.81$). In other word, the counseling based on time perspective causes to flexibility of career concern in the pre-test and follow up phases.

The results showed that between pre-test and post-test and follow up in experimental group there was a significant difference $P < 0.01$ but between the two tests, post-test and follow up, there was not any significant difference. In other word the counseling based on time perspective causes to flexibility of career concern between female students and its impact has been preserved over the time (Kirchmeyer, C., 2005).

Because, there was not found any study based on effectiveness of time perspective on career concern we can note to similar studies. Rocha, M., & Santos, P, J (2012) in a study used time perspective aspects of Zimbardo to investigate each aspect of the career. The results showed that the relationship between success aspects and flexibility (career) somewhat was affected by time aspect. Silva, Paixão, & Ortuño, (2012) in a research investigated the relationship

between time perspective structures, career adaptability and efficiency in career decision making and in the second phase they studied the role of potential predictor that career variables and time perspective have on perceived satisfaction from life. The results showed that time perspective structures and career adaptability are related and career variables and time perspective are useful factors in predicting the satisfaction scores of student's life. The explanation which can be provide for these findings is that living in the present time in its moderation give the person energy and this is wonderful, the moderation in pleasure- oriented present give happiness to the life, but if it being too much will disclaim learning from the past and planning for future. Thinking about future moderates concern for future and this concerning toward future increases objectivity. The future give us the feathers to flight to the new destination and also make us aware about our abilities, major selection and career is a reaction to reduce anxiety because its goal is increases into the future

4. Conclusion

Due to the matter that in this study, counseling based on time perspective effects on career concern of students, it is recommended that the career counseling centers use this method for increasing the career adaptability of adolescents.

Due to the matter that this approach causes to change in the time perspective of individuals and on the other side reinforce the future perspective, it is recommended that this method be used as a part of educational programming for changing the individual perspective.

Due to the effect of time perspective approach in changing the attribution of people perspective this treatment method can be used in counseling and psychotherapy centers (clinical settings).

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