Секция «Психология развития и возрастная психология»

The relationship of time perspective, self-control and life satisfaction among Russian high-school students

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Life satisfaction among high-school students is a very important factor not only for happiness, but also for success in learning at school, as well as for building relationships with adults and peers. Increased interest in this topic is due to the fact that life satisfaction directly affects progress, academic success and psychological health. Many negative factors, such as difficulties in building relationships with parents and peers, ridicule, failure and bullying can affect children's life satisfaction. However, it should be noted that the perception of time boundaries, orientation in time can also affect the feeling of happiness.

In the review of literature sources, there are several definitions of the term «life satisfaction». Some researchers define life satisfaction as a general assessment of person's quality of life and understanding of this quality according to selected criteria. Other scientists noted that life satisfaction is a cognitive assessment process that depends on comparing one's life and circumstances with others via considered standard [1].

Theoretical research have shown that there are gender differences among adolescents, for example, boys express higher level of life satisfaction than girls [3]. During adolescence, there are various changes in the understanding of happiness and life satisfaction due to the biological, psychological, cognitive and social changes that occur during adulthood. As an indicator of how adolescents face and cope with these problems of adjustment, researchers believe that the main predictor is the level of self-esteem, which may later affect adolescent life satisfaction [3].

Many researchers define time perspective as an unconscious process in which personal and social life experiences are framed into time categories that help to give to events sequence, order and meaning (Zimbardo & Boyd, 2006). Other researchers define time perspective as a way for a person to distribute the flow of cultural experience into different time categories of the past, present and future [2]. There are 5 types of time perspective: Past Negative (negative and pessimistic attitude toward past events), Past Positive (usually reflect to positive vision of past actions), Present Hedonistic (frame in which person tend to risk-taking lifestyle), Present Fatalistic (hopeless perception of life without changing possibility) and Future (concentration on future actions in life) [4].

For this study, we initially translated the Satisfaction With Life Scale adapted for children (SWLS-C) (Gadermann, 2009) from English into Russian using the back-to-back translation. Also, we apply short version of questionnaire Zimbardo Time Perspective Inventory (ZTPI), which initially consisted of 17 items, but after we conducted a pilot study as part of the course study, we found that for the Present fatalistic time perspective scale that consists of 3 items The Cronbach's alpha were undesirable (α=.46). As a result, we have proposed to expand this scale to 9 items, i.e. to apply the full scale that is used in the full 56-items Zimbardo Time Perspective Inventory (ZTPI) questionnaire. The third questionnaire Self-Scoring Self-Control Scale was originally designed in Russian by HSE scientists. All questionnaires were offered to participants in format paper and pencil procedure.

Our sample consists of adults under age of 18 that is why we need to get approval from Institutional Review Board of the National Research University Higher School of Economics. This procedure was necessary in order to comply with ethical standards for the empirical research. We also prepared a preliminary information document for parents, which I distributed at the parents ' meeting. It reflected the goals, objectives and duration of the study, contact information that parents can contact researcher and clarify questions, as well as assurance in the confidentiality of data received from teenagers.

We conducted moderational analyses and correlational analysis. For moderation we use structural model, whereas self-control is moderator, Time Perspective - independent variable, Life satisfaction - dependent variable.

The results of study partly confirm our hypotheses. Firstly, we found that Life satisfaction positively associated with Future and Past positive time perspective, but not with Present hedonistic. That means that the more adolescents have higher level of life satisfaction the more they tend to have Future and Past positive time orientation in personal psychological profile. On the contrary Life satisfaction negatively associated with Past negative, but not with Present fatalistic. That means that the more adolescents focus on Past negative events the less happy they are. Also, we found that after moderational analysis, significant changes occur between the variables Past negative and Life satisfaction; Present fatalistic and Life satisfaction. Self-control has strong negative correlation with Life satisfaction, that is the higher level of self-control high-school students have the less their level of life satisfaction. That means that the higher level of self-control adolescents have the less happy they are.

References

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