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Original Research Paper-Medical Sciences

Prediction of Self-Management Based on Possible Selves Balance and Mindfulness in High school Students of Kish Island

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ABSTRACT:
The objective of this research is to predict self-management based on possible selves balance and mindfulness in high school students of Kish Island. The study employed an applied approach with a quantitative, descriptive-correlational research design. The statistical population of this research included all high school students of Kish Island who were studying in the academic year 1401-1402, totaling around 450 students. According to Morgan's table, the sample of this research consisted of 207 high school students, and for more assurance, 210 students were selected as the sample. The research tools included the Atash Sokhan and Abolmaali (1401) self-management questionnaire, the Zadshir and colleagues (1399) possible selves balance questionnaire, and the Fraiberg Mindfulness Inventory-Short Form (FMI-SF) (2006) questionnaire. The latest version of SPSS software was used for data analysis. The results showed that there is a significant relationship between possible selves balance and self-management among students. The results also showed a significant relationship between mindfulness and self-management among students. The results indicated that approximately 61% of the variance of the dependent variable (self-management) is explained by the independent variables (possible selves balance and mindfulness).

Keywords: Self-Management, Possible Selves Balance, Mindfulness, High school Students

INTRODUCTION:

Self-management is the key to adolescents' success and is considered a fundamental skill for empowering them (Armour et al., 2009). It allows them to effectively control circumstances, use appropriate methods in response to various stimuli, and improve their quality of life. Self-management is based on the self-regulation process and helps individuals master their environment (Zhang, 2008). In the framework of social care systems for students, self-management is symbolized as a set of characteristics that provide the basis for individual differences and the formation of unique traits, encompassing dimensions such as objectivity, time management, change management, stress management, self-motivation skills, decisiveness, self-control, and self-regulation skills (Mousazadeh & Abolmaali, 2019).

Self-management includes three stages: goal selection, optimization, and re-evaluation. In the goal selection stage, individuals pursue objectivity (goal selection phase) in a purposeful manner. In the optimization stage, individuals allocate sufficient time and effort to engage in purposeful behavior and achieve better results. They invest in behaviors such as goal persistence, focused attention, delaying gratification, learning, and practicing new skills. Simultaneously, in the face of obstacles and challenges, reductions in resources and facilities, interruptions, and various resistances, they engage in re-evaluating the conditions. This re-evaluation helps individuals reconsider their goals and seek alternative effective methods, such as activating other available resources, to compensate for setbacks (Freund & Baltes, 2002).

Possible selves balance is one of the variables that can influence self-management in students and describe an individual's tendency toward self-actualization in a fully realized manner (Nejati et al., 2018). With self-emergence, individuals grow in complexity, and the process of organismic valuation not only applies to the organism as a whole, but also to the self as a part. Self-emergence leads to emergence of the need for positive attention, and this need is important for loving and being loved at various stages of human growth (Jafari, Barhun, & Qamari, 2015). The study of human personality is fundamentally and internally about self-identity, helping individuals connect with their past

and feel continuity and unity in life. Identity formation is a combination of perceptual skills and childhood socialization, which comes together as a cohesive, continuous, and unique whole that provides individuals with a sense of past continuity and future direction based on the dual-processing model of cognitive social attitudes with cognitive processing patterns and evaluations of psychological social emotions and common feelings (Zadshir et al., 2020).

Another variable related to self-management is mindfulness. Mindfulness is a concept that initially formed part of a broader belief, philosophical, and spiritual system related to Buddhism. The main ideas inspired by this Buddhist philosophy entered Western psychology in the second half of the twentieth century (Karl & Fischer, 2022). Mindfulness creates moment-to-moment awareness, enabling individuals to perceive their various emotions and, with awareness of these emotions and their causes, pursue increasing positive emotions by establishing relationships with others and expanding their social relationships (Amiri Khademi et al., 2021). Based on learned habits, Individuals are taught to deny many of their unpleasant experiences in life and in various situations. However, mindfulness teaches them to accept these experiences as they are, rather than denying and rejecting them, and to be aware of themselves and their reactions to unpleasant experiences (Crane, 2012).

Luthans (2019) in their study titled "The Relationship between Self-Management Focused Behavior Strategies and Team Performance with Job Satisfaction as a Mediator" investigated three significant findings. Firstly, there was a significant positive direct relationship between self-management focused behavior strategies and job satisfaction. Secondly, there was a significant positive relationship between job satisfaction and team performance. Finally, job satisfaction played a clear and significant moderating role in the relationship between self-management focused behavior strategies and team performance.

Self-management training is a necessary skill that significantly influences individuals' relationships with themselves and others. Using awareness of emotions to remain flexible and positively direct behaviors is one of the functions of this skill. Individuals who possess self-management skills are familiar with their strengths and weaknesses. These individuals can set goals and plan for their lives. In fact, self-management is a higher ability than resistance to problematic behaviors and depends more on self-awareness. Accordingly, the aim of the present study is to predict self-management based on possible selves balance and mindfulness in high school students of Kish Island.

Research Methodology

This research was applied in terms of purpose, quantitative in nature, and descriptive-correlational in terms of research type. The statistical population of this research included all high school students of Kish Island who were studying in the academic year 1401-1402, totaling around 450 students. According to Morgan's table, the sample of this research consisted of 207 high school students, and for more assurance, 210 students were selected as the sample. The sampling method in this research was stratified random sampling, where the city was divided into two strata, and several schools were selected from each stratum. From the selected schools, samples were randomly selected based on the population of the sample.

Research Tools

Self-Management Questionnaire by Atash Sokhan and Abolmaali (1401)

The self-management questionnaire is a self-reporting tool designed by researchers based on the symbol plan. Self-management was considered a multidimensional psychological structure. In this questionnaire, each item response in the Likert 7-point scale was scored from completely disagree (0) to completely agree (6), so that a response of completely disagree receives a score of zero, disagree receives a score of one, slightly disagree receives a score of two, neither agree nor disagree receives a score of three, slightly agree receives a score of four, agree receives a score of five, and completely agree receives a score of six. A higher score in this questionnaire represents higher self-management. This questionnaire consists of 8 dimensions including: objectivity, time management skills, change management skills, emotional and stress management skills, decisiveness management skills, self-motivation management skills, self-control skills, and self-regulation skills. According to the definition of each of these components, initially, a questionnaire with 322 questions based on the self-management skills improvement packages was designed, then the items were textually analyzed, and the items with similar texts were merged, reducing the questionnaire items to 154. After that, the remaining 154 items were reviewed by 10 experts (including 3 psychometrics, 5 educational psychologists, 1 developmental psychologist, and 1 general psychologist), and the Content Validity Ratio (CVR) and Content Validity Index (CVI) of each item were calculated, and items with CVI and CVR less than 0.7 were removed or modified. Finally, 107 items remained in the questionnaire, and the reliability of the questionnaire in Atash Sokhan and Abolmali (1401) was estimated at 0.93.

Possible Selves Balance Questionnaire by Zadshir and Colleagues (1399)

To develop the questionnaire items and determine the domains and dimensions of possibles selves in the preliminary stage, six open-ended items were prepared with content including goals, tasks, concerns, and strengths and weaknesses of each individual and made available to an initial sample of 16 respondents in grades seven, eight, and nine. Responses were categorized and coded, and based on the most common responses, adhering to the theories of Higgins (1987), Marcus and Nurius (1986), and Neck (2019) and Manz (2019), a 36-item questionnaire comprising three domains of self: (1) Self-related goals in the present

and future, (2) Self-related tasks in the present and future, and (3) Self-related concerns about achieving personal goals was designed. Each domain had 12 items. The items in each domain addressed the individual's biological aspects in areas such as physical and mental health, academic progress, learning and engagement in artistic activities, employment status, financial situation, relationship with and religious beliefs, support for family, relationships with friends and assistance to them, usefulness for society, and family formation. The questionnaire was provided to 10 psychology experts, and they were asked to rate each of the 36 items as "necessary," "not necessary but useful," or "not necessary," to calculate the content validity index using the phrases "somewhat related" and "related" to answer. The calculation of these indices showed that the content validity ratio obtained for all items was higher than the content validity ratio mentioned in Lawshe's table (1975) for 10 expert evaluators, which is 0.62. Additionally, the average content validity index obtained for all items based on the score of the content validity index mentioned in the same table was higher than 0.79. Thus, the content validity of the questionnaire was confirmed. In the present study, Cronbach's alpha coefficients for the items related to the domains of goals, tasks, concerns, and all items were found to be 0.79, 0.82, 0.88, and 0.87, respectively.

Freiburg Mindfulness Inventory - Short Form (FMI-SF) (2006)

The short form of the Freiburg Mindfulness Inventory (FMI-SF) has been extensively studied and examined for psychometric properties in many cultures. Boocheld et al. initially designed the original version of the Freiburg Mindfulness Inventory, which consisted of 30 items. Later, a short form with 14 items, which was more suitable for use in the general population, was developed by Walach et al. The long form of the Freiburg Mindfulness Inventory is more suitable for groups familiar with Buddhist culture and meditation practices, while the short form is more suitable for groups unfamiliar with the mindfulness background, and it can be used effectively in various cultures, covering all aspects of mindfulness. In a study conducted within the country by Ghasemi, Joubneh Arab Zadeh Jalili, Nikoo Mohammadali Pour, and Mohsenzadeh, after translating the short form of the Freiburg mindfulness questionnaire into Persian, its validity and reliability were examined. For this purpose, 400 students were selected using multi-stage cluster sampling. Reliability was obtained using Cronbach's alpha coefficient, ordinal theta coefficient, and retest reliability. Concurrent validity and confirmatory factor analysis were conducted to assess validity. To examine concurrent validity, the short form of the Freiburg Mindfulness Inventory was correlated with the short form of the Tangney Self-Control Scale and the Emotional Regulation subscale of the Schutte Self-Report Emotional Intelligence Scale. Overall, significant correlations between the short form of the Freiburg Mindfulness Inventory and the self-control scale (r = 0.68) and emotional regulation (r = 0.69) were reported at a significance level of 0.01. The results of confirmatory factor analysis indicated an acceptable fit of the questionnaire structure with the data, possessing desirable factorial validity and all goodness-of-fit indices confirming the overall model fit for the sample individuals, and the assumed single-factor model was confirmed. Additionally, the results demonstrated that the short form of the Freiburg Mindfulness Inventory is sufficiently reliable and valid, with obtained coefficients for Cronbach's alpha of 0.92, ordinal theta coefficients of 0.93, and retest reliability coefficient after a four-week interval of 0.83. Overall, the questionnaire maintains its structural integrity without potential changes or removal of some questions, and its adequate reliability and validity make it widely applicable for researchers due to its brevity, ease of administration, and broad usability. Therefore, this questionnaire, which effectively measures mindfulness, holds suitable validity and reliability in the Iranian society and can be used in educational and research settings, providing a basis for various studies in the realm of psychology.

The latest version of the SPSS software was utilized for data analysis.

Findings

The results showed that the highest frequency of respondents, with 104 individuals or 49.5%, belonged to 17-year-olds, while the lowest frequency, with 20 individuals or 9.5%, belonged to 15-year-olds. Additionally, there were 33 respondents who were 16 years old and 53 who were 18 years old. The highest frequency, with 94 individuals or 44.8%, was among students in the eleventh grade, while the lowest frequency, with 37 individuals or 17.6%, was among students in the tenth grade. Furthermore, 79 individuals were in the twelfth grade. The highest frequency, with 110 individuals or 52.4%, was among male students, while the lowest frequency, with 100 individuals or 47.6%, was among female students.

Table 1 Mean, standard deviation, skewness, and kurtosis of research variables

Variable	Mean	Standard deviation	Skewness	Kurtosis
Self-management	352.93	71.590	1.642	1.799
Possible selves balance	112.56	20.441	0.082	1.140
Mindfulness	42.92	13.883	0.069	0.035

At the descriptive level, examining the mean scores of self-management indicates that the mean scores among students are 352.93, with a standard deviation of 71.590, skewness of 1.642, and kurtosis of 1.799. Given that the skewness and kurtosis are between -2 and +2, it suggests that the data related to self-management have a normal distribution. Similarly, at the descriptive level, investigating the mean scores of possible selves balance indicates that the mean scores

among students are 112.56, with a standard deviation of 20.441, skewness of 1.082, and kurtosis of 1.140. Again, with skewness and kurtosis between -2 and +2, it suggests that the data related to possible selves balance have a normal distribution. At the descriptive level, examining the mean scores of mindfulness indicates that the mean scores among students are 42.92, with a standard deviation of 13.883, skewness of 0.069, and kurtosis of 0.035. As before, with skewness and kurtosis between -2 and +2, it suggests that the data related to mindfulness have a normal distribution.

Table 2 The relationship between possible selves balance and self-management

Possible selves balance and self-management	Significance level	Pearson coefficient	Relationship
Pearson test	0.000	0.678	Strong and direct

The Pearson correlation test in Table 2 indicates that there is a significant relationship between possible selves balance and self-management among students, as the significance level is 0.000. Considering the Pearson coefficient (0.678), it can be said that there is a strong and direct relationship between the two variables, meaning that as the balance of possible selves among high school students increases, their level of self-management also increases, and vice versa.

Table 3 The relationship between mindfulness and self-management

Mindfulness and self-management	Significance level	Pearson coefficient	Relationship
Pearson test	0.000	0.540	Strong and direct

The Pearson correlation test in Table 3 indicates that there is a significant relationship between mindfulness and self-management among students, as the significance level is 0.000. Considering the Pearson coefficient (0.540), it can be said that there is a strong and direct relationship between the two variables, meaning that as the level of mindfulness among high school students increases, their level of self-management also increases, and vice versa.

Table 4 The role of independent variables in explaining dependent variables

Correlation	Correlation coefficient	Moderated correlation coefficient
0.781	0.609	0.606

Variable	B	Standard deviation	Beta	T	Confidence level
Possible selves balance	2.034	0.157	0.581	12.968	0.000
Mindfulness	2.060	0.231	0.400	8.923	0.000

In examining the prediction between the effects of independent variables, as observed in Table 5, considering the value of R2 in the table, it can be said that approximately 61% of the variance of the dependent variable (self-management) is explained by the independent variables (balance of possible selves and mindfulness). These results are consistent with our theoretical framework and previous research. The beta coefficient indicates that the variable of balance of possible selves, with a beta of 0.581, has the greatest influence on students' self-management, and in the second stage, the mindfulness variable, with a beta of 0.400, has the greatest impact on students' self-management.

Discussion

The results demonstrate that there is a significant relationship between the balance of possible selves and self-management among students, as the significance level is 0.000. Considering the Pearson coefficient (0.678), it can be said that there is a strong and direct relationship between the two variables, meaning that as the balance of possible selves among high school students increases, their level of self-management also increases, and vice versa. This finding is in line with the studies of Adeel (2020), Hayes (2020), and Abili (2019). In explaining this result, it can be said that from Hazel Markus's perspective, possible selves are temporary aspects of self-concept and self-identity; what an individual strives for and what they are concerned about and try to avoid. The nature and complexity of each individual's possible selves are important sources of individual differences; thus, possible selves play an important role in goal regulation and motivation. Possible selves give meaning to current behavior and direct current activities, enabling individuals to focus on task-relevant thoughts amid concerns about their affairs. Possible selves are components of information processing approaches that maintain self-management in various situations. Additionally, according to Akin (2013), possible selves give meaning to current positive or negative behavior, direct current activities, and enable individuals to organize their thoughts on specific task-related matters amid concerns about their affairs. Possible selves serve as a mechanism for identity expansion (Dastgoshadeh, 2018). Self-coherence plays a coordinating role at the intrapersonal level and contributes to coherence at the level of the cognitive system by processing various information related to the individual. Thus, it can influence the formation of psychological-social characteristics and social identity (Aimaganbetova et al., 2016). Self-coherence is in the form of a personality structure that allows individuals to organize their thoughts and feelings based on their understanding of their capabilities and to identify and choose the most appropriate activities to achieve desired results.

The results indicated a significant relationship between mindfulness and self-management among students, as the significance level is 0.000. Considering the Pearson coefficient (0.540), it can be said that there is a strong and direct relationship between the two variables, meaning that as the level of mindfulness among high school students increases, their level of

self-management also increases, and vice versa. This finding is consistent with the research of Molina (2017), Reid et al. (2015), and Bale (2019). In explaining this result, it can be said that mindfulness, while helping individuals rediscover peace and satisfaction from the depths of their being and integrate it into their daily lives, helps them to save themselves from anxiety, worry, fatigue, depression, and dissatisfaction. However, it does not promise eternal happiness and bliss. This approach believes that everyone experiences periods of suffering and pain; this suffering and pain, with mindfulness, turns into compassionate suffering that leads to feelings of compassion for oneself and others, whereas without mindfulness, it is experienced as emotionally exhausting, bitter, and mixed with intense feelings of despair. Therefore, mindfulness can enhance self-management. In another explanation, it can be said that with the help of mindfulness techniques, individuals learn to observe without judgment and criticism, with compassion for themselves and others. They learn to identify negative thought patterns and stress-inducing and distressing emotions before they get caught in a vicious cycle. Thus, in the long run, mindfulness brings about significant changes in individuals' mood, happiness levels, and contentment. Scientific research has shown that mindfulness not only prevents depression but also has positive effects on mental patterns related to anxiety, depression, irritability, and anger. These mental patterns are related to past failures and losses in depressed individuals. These thoughts lead to the formation of negative beliefs in individuals. By discovering the relationship between mood and negative thoughts, depression can be treated, and its recurrence can be prevented.

The results indicate that approximately 61% of the variance in the dependent variable (self-management) is explained by the independent variables (possible selves balance and mindfulness), which is consistent with previous research. The beta coefficient shows that the possible selves balance variable (0.581) has the greatest impact on students' self-management, and in the second place, the mindfulness variable (0.400) has the greatest impact on students' self-management, which is consistent with the research of Martin (2017), Neck (2018), Sasser et al. (2017), Segal (2019), and Long (2020). To explain this result, it can be said that according to Hazel Markus, possible selves are temporary aspects of self-concept and self-identity; what an individual strives for and what they are concerned about and try to avoid. The nature and complexity of each individual's possible selves are important sources of individual differences; thus, possible selves play an important role in goal regulation and motivation. Possible selves give meaning to current behavior and direct current activities, enabling individuals to focus on task-relevant thoughts amid concerns about their affairs. Possible selves are components of information processing approaches that maintain self-management in various situations. Additionally, according to Leondari and Gonida (2008), possible selves attribute positive or negative meanings to current behavior, direct current activities, and enable the individual to concentrate on specific and task-related thoughts amidst concerns, organizing their actions. Self-coherence plays a coordinating role at the intrapersonal level and contributes to coherence at the level of the cognitive system by processing various information related to the individual. Thus, it can influence the formation of psychological-social characteristics and social identity. Self-coherence is in the form of a personality structure that allows individuals to organize their thoughts and feelings based on their understanding of their capabilities and to identify and choose the most appropriate activities to achieve desired results. In explaining this result, it can be said that mindfulness, while helping individuals rediscover peace and satisfaction from the depths of their being and integrate it into their daily lives, helps them to save themselves from anxiety, worry, fatigue, depression, and dissatisfaction. However, it does not promise eternal happiness and bliss. This approach believes that everyone experiences periods of suffering and pain; this suffering and pain, with mindfulness, turns into compassionate suffering that leads to feelings of compassion for oneself and others, whereas without mindfulness, it is experienced as emotionally exhausting, bitter, and mixed with intense feelings of despair. Therefore, mindfulness can enhance self-management.

Considering the results, it is suggested that the concepts of possible selves balance and their effects be taught to students. Also, considering the direct relationship between mindfulness and self-management among high school students, it is recommended to develop and implement programs to increase mindfulness among students.

Limitations in generalizing the findings to other populations and the limitation of using more variables due to the lengthening of the questionnaire are among the research limitations.

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