Effectiveness of Health-Promoting Lifestyle Training on Positive Relationship with others and Purposefulness in life of Girl Students Living in the Dormitory of Isfahan University

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ABSTRACT
Purpose: The present study was performed with the goal of evaluation of effectiveness of health-promoting lifestyle training on positive relationship with others and purposefulness in life of girl students living in the dormitory of Isfahan university.
Method: This study was a semi-experimental one with pretest-posttest and the control group. In this study, 32 girls of the undergraduate new entrants living in the dormitory and had earned the score of below 200 in Ryff Psychological questionnaire were selected and randomly divided into two experimental and control groups (16 people in each group) and the test group trained by the health-promoting lifestyle based on Walker (2003) and Walsh (2011) for 8 sessions of 90 minutes and the control group received no intervention. Tool: Ryff Psychological well-being questionnaire based on both positive relationship with others and the purposefulness in life. Study Results: Posttest results using analysis of covariance method indicated that performing of the educational intervention of health-promoting lifestyle can lead to a significant increase in positive relationship with others and purposefulness in life of girl students living in the dormitory who participated in the present study compared with the control group (P<0.05)

INTRODUCTION
The ability to communicate effectively is one of the most basic skills and underlying social life, communication is one of the oldest and still the highest human achievements. One of the most important missions of the man in the earth is to create, develop and maintain the interpersonal relationships. Interpersonal relationship is the most important component of our life from birth to death.

One of the symptoms of psychological well-being and mental health is healthy interpersonal relationship and the ability to love. Self-actualized people as people who show the feelings of sympathy and emotion towards others and also are able to establish a warm, satisfying and reliable with others, sensitivity to the welfare of others, capability of empathy and interpersonal intimacy are specified. Furthermore, in addition to having a positive interpersonal relationship, having the meaning and purpose in life is to indicate the psychological well-being and lead to increase the ability of person in carrying out the work [3].

Purpose and meaning in life are the most important subjects of religious, administrative, philosophical and psychological matters.

Frankel is one of the most important theorists in the field of meaning and purpose in life. He is the inventor of meaning therapy. From Frankel’’s viewpoint, the basis of human motivation and behavior is toward to mean. He believes that people enjoy the tension which is spent for a valuable purpose.

From Frankel’’s viewpoint, the meaning is not given, but it is achievable that means the individual must find the meaning of his life. Maslow believes that meaning will be realized through self-actualization. The motivated and developed person during the peak of his experiences goes higher and can understand the meaning of his life.

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In fact, the component of purposefulness in life means having long-term and short-term goals in life and make them meaningful. The purposeful person shows interest in activities and events of life and becomes involved with them effectively.

In this way and from the performed researches, it is found that lifestyle is associated with psychological well-being. Lifestyle is the daily routine activity which is accepted by people in their lives; as these activities affect on people’s health [4].

Also, the individual and social psychological studies indicate that lifestyle has the most importance in creation of healthy mind and mental disorders. So, lifestyle is the special reaction of each person against the obstacles and problems of life and shows that person how much will endure the problems and can maintain his/her mental health. What provides the risk of diversion and mental disorders, is lifestyle and his/her inability to cope with life’s problems [4].

Since the students are the large number of young population of the country and their age and social status as the educated stratum of the society can make them as a model for others, thus choosing any type of lifestyle by them not only affects on their personal lives but also on the behavior and lifestyle of other classes of society.

Reviewing of the studies in this field shows that healthy lifestyle education researchers plan to help people to overcome their behavioral and emotional problems or decrease them with their interpersonal relationships and modification of those maladaptive aspects. Noriega, Jaber, Pinelli and Brown, Nandakumar, Kadam, Srikanth and Rao, Gerstel, Pataky, Busnel and Rutschmann concluded from their study that changes in lifestyle improve the health of diabetic people, cardiovascular syndrome patients and patients with eating disorder problems.

Also in Iranian researches, Lotfi Kashani and Karimi Samiei, Alimoradi and Sadeghi [1], Bayat, Shojaaezade, Husseini, Sadeghi and Tal, Mobasher, Khalili, Mehrabi, Hadaegh, Movahedi and Azizi, Manzari Tavakoli, Ismaeili and Tavakoli show in their researches that changing of lifestyle can lead to a significant decrease in psychological disorders and significant increase in psychological well-being.

Literature review shows that few studies have investigated the modification of girl students’ lifestyles in dormitory. Thus, this study is going to evaluate the effectiveness of health-promoting lifestyle training on purposefulness in life and positive relationships with others.

Method:

The present study was an applied one. The research was conducted as an intervention semi-experimental and with pre-test and post-test with a control group. The statistical population of this study was the all new entrance girl students who lived in Shohada dormitories in 2014. The sampling method was conducted as the census that the Ryff psychological well-being questionnaires in two subjects of positive relationships with others and purposefulness in life were distributed among all persons living in the dormitories, then from the questionnaires which were completed and returned, 40 students who got the well-being score 200 or lower were selected and randomly divided into two experimental and control groups. Each group was consisted of 20 people and according to the applied criteria that people with more than absence in the sessions of treatment, 4 people were excluded and 4 people were also excluded randomly from the control group to both groups are equal (total of two groups 32 people). The test group participated in 8 sessions of 90 minutes, once per week and for two months and the control group received no intervention. Then, post-test stage was administered with the mentioned questionnaire. In the present research and in addition to use of descriptive statistics indices such as mean and standard deviation for evaluation of the results of both test and control groups, the multivariate analysis of variance was also used.

Research tools:

Ryff Psychological well-being questionnaire:

A routine tool in this field is Ryff’s Scales of Psychological Well-being (RSPWB). Ryff extended this tool based on a literature study and coherence theories of developmental and mental health, clinical and longevity. Theoretical aspects of positive psychological health including independence, environmental mastery, personal growth, positive relations with others, purposefulness in life and self-acceptance. The mean, standard deviation and reliability coefficient of this scale in this study were generally obtained 304.8869, 47.99228 and 0.95 respectively, using Cronbach’s alpha.

The mean and standard deviation and reliability coefficient after positive relationship with others in this study were generally calculated as 48.8281, 9.77740 and 0.79 respectively using Cronbach’s alpha.

The mean and standard deviation and reliability coefficient after purposefulness in life in this study were generally calculated as 47.7856, 9.24790 and 0.83 respectively using Cronbach’s alpha.

Results:

First, the related results to the M-Box to check the homogeneity of covariance of observed matrices of dependent variables in levels of dependent variables were examined. These results showed that this test was not
significant in 0.05 (Box’s M=2.27, F=0.71, sig=0.55) and therefore, to test this problem, multivariate analysis of covariance (MANCOVA) can be used.

Table 1: Results of Loan test to assess the homogeneity of error variances.

<table>
<thead>
<tr>
<th>Ryff well-being component</th>
<th>F</th>
<th>DF1</th>
<th>DF2</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive relationship with others</td>
<td>1.91</td>
<td>1</td>
<td>30</td>
<td>0.17</td>
</tr>
<tr>
<td>Purposefulness</td>
<td>0.45</td>
<td>1</td>
<td>30</td>
<td>0.08</td>
</tr>
</tbody>
</table>

The results of table 1 show that error variance in all dependent variables in independent variable level is homogeneity and we can use the method of multivariate analysis of covariance to assess this question.

Table 2: Descriptive statistical values of positive relationship with others and purposefulness in life separated by group and test stages.

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Positive relationship with others</td>
<td>41.77</td>
<td>8.21</td>
</tr>
<tr>
<td>Control</td>
<td>42.00</td>
<td>9.19</td>
</tr>
<tr>
<td>Test</td>
<td>41.85</td>
<td>8.96</td>
</tr>
<tr>
<td>Total</td>
<td>40.87</td>
<td>9.05</td>
</tr>
<tr>
<td>Purposefulness</td>
<td>43.50</td>
<td>11.21</td>
</tr>
<tr>
<td>Control</td>
<td>42.19</td>
<td>10.61</td>
</tr>
</tbody>
</table>

Table 2 shows the obtained results of multivariate test for this analysis. This test indicates that if there is a significant difference between test and control groups of girl students after training by healthy lifestyle in both dimensions of positive relationships with others and purposefulness in life, or not.

Table 3: Obtained results of multivariate analysis of variance test.

<table>
<thead>
<tr>
<th>Multivariate test</th>
<th>Value</th>
<th>F</th>
<th>DF1</th>
<th>DF2</th>
<th>Significance</th>
<th>Size effect</th>
<th>Statistical power</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pillay effect</td>
<td>0.31</td>
<td>1.47</td>
<td>6</td>
<td>19</td>
<td>0.043</td>
<td>0.71</td>
<td>0.75</td>
</tr>
<tr>
<td>Wilks’ Lambda</td>
<td>0.68</td>
<td>1.47</td>
<td>6</td>
<td>19</td>
<td>0.043</td>
<td>0.71</td>
<td>0.75</td>
</tr>
<tr>
<td>Hatling effect</td>
<td>1.46</td>
<td>1.47</td>
<td>6</td>
<td>19</td>
<td>0.043</td>
<td>0.71</td>
<td>0.75</td>
</tr>
<tr>
<td>Largest root</td>
<td>1.46</td>
<td>1.47</td>
<td>6</td>
<td>19</td>
<td>0.043</td>
<td>0.71</td>
<td>0.75</td>
</tr>
</tbody>
</table>

As table 3 shows all multivariate tests to assess the overall significance of this model is significant.

Table 4: Results of test of effects between subjects.

<table>
<thead>
<tr>
<th>Reference membership</th>
<th>Dependent variables</th>
<th>Sum square</th>
<th>Df</th>
<th>Mean square</th>
<th>F</th>
<th>Significance</th>
<th>Effect size</th>
<th>Statistical power</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>Positive relationship with others</td>
<td>359.15</td>
<td>1</td>
<td>359.15</td>
<td>6.22</td>
<td>0.02</td>
<td>0.57</td>
<td>0.66</td>
</tr>
<tr>
<td></td>
<td>Purposefulness</td>
<td>333.58</td>
<td>1</td>
<td>333.58</td>
<td>3.64</td>
<td>0.05</td>
<td>0.56</td>
<td>0.65</td>
</tr>
</tbody>
</table>

Results of table 4. The test of effects between subjects shows that this test is significant for positive relationship with others and purposefulness in life and the intervention has been effective.

Discussion and Conclusion:
To explain the finding of this study, it can be said that lifestyle is an individual way for being, collating, working around the world and support his/her own logic for the best way to achieve the desired objectives [5]. So, educating of proper and healthy lifestyle will cause that person to use problem-oriented coping methods by avoiding of basic mistakes (irrational beliefs and unhealthy habits) in stressful life circumstances. Also, the social interest caused by training of healthy lifestyle will increase suitable personality traits such as positive relationship with others, generosity, openness to experiences in people and improve their mental health.

Philosophy of life, sense of hope and worth, having a purposeful and meaningful life and spirituality strengthen are the other benefits of a healthy lifestyle training. Students’ psychological well-being will be more if feel more valued in their student life and when they have a purposeful and meaningful life and their activities are in line with their goals.

Although this study was small and in scope of one course, but the results of the present study are consistent with the study results of Lotfi Kashani and Karimi, Ghasemi, Kajbaf and Rabiei, Rotama and Pe Conan, Suazunu, Ford, Clark and Stansfield, Barlo et al, Saedi and Alizade et al and indicates that a healthy lifestyle will increase psychological well-being of students.

REFERENCES