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Orginal Article

The Effectiveness of Education Based on Positive Psychology Based on the Perma Model on Future Orientation, Time Perspective and Self-efficacy in Female Students

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Abstract

Promoting students' well-being and optimal functioning is among the foremost priorities of educational systems. Given that both individual and social factors substantially influence well-being, mental health, and academic functioning, implementing effective interventions to enhance these outcomes is essential. The present study aimed to examine the effectiveness of a Positive Psychology Intervention (PERMA model) on future orientation, self-efficacy, and time perspective among female high school students. This study employed a quasi-experimental design with pretest, posttest, and follow-up assessments alongside a control group. Participants in the experimental group received a PERMA-based intervention, whereas those in the control group were placed on a waiting list. The statistical population comprised all 11th-grade female students enrolled in public high schools in Yasuj, Iran, during the 2021–2022 academic year. Participants were selected using a multistage cluster sampling method. Data were collected using the Future Orientation Questionnaire developed by Di Maggio et al., the Self-Efficacy Questionnaire for Children (SEQ-C) by Muris, and the Zimbardo Time Perspective Inventory (ZTPI). The findings demonstrated that the PERMA-based intervention had a significant positive effect on future orientation at posttest compared with the control group, indicating that positive psychology training enhanced students' future orientation ($p < .05$). Furthermore, the intervention significantly improved students' self-efficacy, reflected in increases across its cognitive, motivational, and metacognitive dimensions ($p < .05$). However, no significant effects of the PERMA intervention were observed on students' time perspective at either the post-test or follow-up assessment. The

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findings suggest that greater attention should be devoted to the planning and implementation of positive psychology interventions while integrating both positive and negative aspects of human functioning. Awareness-based positive psychology training may provide a valuable foundation for the development and implementation of evidence-based educational and psychological interventions.

Keywords: Future orientation; Time perspective; Self-efficacy; Positive psychology; PERMA model.

Extended Abstract

Introduction

Enhancing students' well-being and promoting their optimal psychological and academic functioning are among the primary goals of contemporary educational systems. Adolescence, particularly the transition to upper secondary school, represents a critical developmental period characterized by substantial cognitive, emotional, and social changes. During this stage, students encounter numerous academic, interpersonal, and psychological challenges that require effective coping strategies and adaptive psychological resources. Difficulties in adjusting to these developmental demands may negatively affect students' mental health, academic engagement, motivation, and future educational and occupational achievements.

Research has shown that many high school students experience uncertainty about their future, reduced confidence in their capabilities, and difficulty maintaining a balanced perspective toward past, present, and future experiences. These psychological characteristics are reflected in three important constructs: future orientation, self-efficacy, and time perspective. Future orientation enables adolescents to establish meaningful goals, anticipate future opportunities, and make informed educational and career decisions. Self-efficacy, defined as individuals' beliefs in their capability to organize and execute actions required to achieve desired outcomes, plays a vital role in academic motivation, persistence, and resilience. Likewise, a balanced time perspective contributes to adaptive decision-making, emotional regulation, and psychological well-being.

Positive psychology emphasizes the development of personal strengths, positive emotions, engagement, supportive relationships, meaning in life, and accomplishment. Seligman's PERMA model provides a comprehensive framework for promoting psychological well-being by strengthening these five dimensions. Previous studies have demonstrated the beneficial effects of

PERMA-based interventions on psychological health and academic adjustment; however, evidence regarding their effectiveness in improving future orientation, self-efficacy, and time perspective among adolescent students remains limited. Therefore, the present study aimed to examine the effectiveness of a PERMA-based positive psychology intervention on future orientation, self-efficacy, and time perspective among female high school students.

Method

This study employed a quasi-experimental design using a pretest–posttest–follow-up design with a control group. The statistical population consisted of all 11th-grade female students enrolled in public high schools in Yasuj, Iran, during the 2021–2022 academic year. Participants were selected using a multistage cluster sampling procedure and were randomly assigned to either the experimental or control group.

The experimental group participated in a structured educational program based on Seligman's PERMA model, whereas the control group was placed on a waiting list and received no intervention during the study period. The intervention was designed to strengthen positive emotions, engagement, interpersonal relationships, meaning, and accomplishment through structured educational sessions and practical exercises.

Data were collected at three assessment points (pretest, posttest, and follow-up) using validated instruments, including the Future Orientation Questionnaire developed by Di Maggio et al. (2016), the Self-Efficacy Questionnaire for Children developed by Muris (2001), and the Zimbardo Time Perspective Inventory (1999). Statistical analyses were conducted to compare changes between the experimental and control groups across the three measurement occasions, with statistical significance established at $p < .05$.

Results

The findings indicated that the PERMA-based intervention significantly improved students' future orientation compared with the control group at the posttest assessment ($p < .05$). Students who participated in the intervention demonstrated greater optimism regarding their future, stronger goal-directed thinking, and enhanced confidence in planning for future educational and personal achievements.

The intervention also produced significant improvements in students' self-efficacy. Participants in the experimental group reported higher levels of cognitive, motivational, and metacognitive self-efficacy than those in the control group following the intervention ($p < .05$). These findings suggest that positive psychology training effectively strengthened students' beliefs in their ability to overcome challenges, regulate learning processes, and achieve

academic goals.

In contrast, no statistically significant differences were observed between the experimental and control groups regarding time perspective at either the posttest or follow-up assessment ($p > .05$). Although descriptive changes were observed, the intervention did not produce sufficient improvements to reach statistical significance, indicating that modifying individuals' temporal orientation may require more intensive or longer-term interventions.

Discussion

The findings demonstrate that a PERMA-based positive psychology intervention can effectively enhance future orientation and self-efficacy among female high school students. These improvements may be attributed to the intervention's emphasis on cultivating positive emotions, identifying personal strengths, increasing engagement in meaningful activities, fostering supportive interpersonal relationships, and encouraging purposeful goal setting. Collectively, these components appear to strengthen students' confidence in their abilities while encouraging a more hopeful and optimistic outlook toward the future.

The absence of significant changes in time perspective suggests that this construct may represent a relatively stable cognitive framework that is less responsive to short-term psychological interventions. Future studies should examine whether longer intervention periods, booster sessions, or the integration of cognitive-behavioral techniques may produce more substantial changes in students' temporal perspectives.

Overall, the findings support the application of PERMA-based positive psychology programs in educational settings as an evidence-based approach for promoting adolescents' psychological resources. School counselors, psychologists, and educators may benefit from incorporating positive psychology interventions into preventive mental health programs to strengthen students' resilience, self-efficacy, and future-oriented thinking, thereby facilitating both psychological well-being and academic success.

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