

The attitude toward life and its relationship to self-control in a sample of students from the Department of Psychology at Mohamed Boudiaf Msila University

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Abstract:

The current study aims to determine the relationship between attitude toward life and self-control in a sample of students from the Department of Psychology at Mohamed Boudiaf Msila University. The study concluded that there is a correlation between attitude toward life and self-control and that the level of attitude toward life, as well as the level of self-control, is high among students at Mohamed Boudiaf University of Msila's Department of Psychology.

Keywords: attitude toward life; self-control; students; Psychology.

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1. INTRODUCTION

In recent years, the focus of psychology researchers has shifted away from the traditional approaches to studying negative human states, such as anxiety, frustration, tension, and depression, toward positive topics. With the change and even the maintenance of this change according to the mechanism of updating the quality and quality of human life, Selhan emphasized the need for positive psychology to make life worth living and to correct the course of psychology that moved away from its basic tasks in making people's lives more Production, optimism, satisfaction, and reassurance, and this indicates the presence of factors and variables such as self-control, willpower, and optimism. Some scholars argue that self-control is one of the important topics that still occupy the first positions in psychological and personal research. The university student lives in an era fraught with changes in various fields, affecting some of his important organs and what these devices relate to the individual and his beliefs.

1. The research problem:

University life is considered the distinguished stage in the life of young people, in which ideas mature, and the mind becomes clear about the future. It has the tools for development, progress, and advancement. Therefore, attention to their problems is a necessity to remove obstacles to development and civilizational progress. (Al-Admawi, 1988, pp. 433-438)

Accordingly, the issue of identifying university students' attitudes and their views of their future in general and life in particular, whether optimistically or pessimistically, is very important because of its great impact on the development of their personalities and plans for their development and progress in various areas of their lives, which undoubtedly affects their levels of optimism in the future and the aspirations and achievements they achieve. It is expected to be related to their abilities, potential, mental health, self-awareness, and ability to control them.

Mahrous El-Shennawy (1988) pointed out that self-control is the individual's ability to control his behavior and emotions, his knowledge of and expression of them, and how to manage them in light of the pressures he is exposed to. (Al-Shennawy, 1988, 190).

As a result (Hofmann, 2012,p131), it has been shown that highly controlled students can monitor themselves, prevent them from deviating from harmful behaviors, adhere to duties, school, and social appointments, stay away from health-damaging behaviors, as well as be narrated unexplored in carrying out the tasks they have been assigned to and the ability to overcome and forgive negative feelings towards others.

From the above, it is clear that self-control is of great importance to the group of students of youth and the rush towards life and the direction towards life, the orientation towards life is one of the

qualities that affect the march of man and his life, as it is the optimist who looks and reflects on the occurrence of good and what is better and better, he looks with hope and sees the light and seeks it other than the pessimist who sees only darkness, falling, failure and evil and seeing life as a vision of blackness shackles of energy.

Hence the current study looks at the relationship between the trend toward life and self-control among students of the Department of Psychology University Mohamed Boudiaf Mesila?

It raises the following partial questions:

- What is the level of the trend toward life among students of the Department of Psychology, Mohammed Boudiaf ,Msila University?
- What is the level of self-control at the Department of Psychology at Mohamed Boudiaf Msila University?

2. Hypotheses:

- General hypothesis:

There is a statistically significant correlation between the trend towards life and self-control among students of the Department of Psychology at Mohamed Boudiaf ,Msila University.

- Partial hypotheses

The level of the trend toward life among students of the Department of Psychology, Mohammed Boudiaf University, Msila, is high.

3. The importance of the study

- The importance of the study is highlighted in the target group of university students, which is the dependable group in nation-building and development.
- The study helps psychologists and mentors design guidance programs to raise the level of life orientation.
- The variable of self-control is important in bringing about a psychological and intellectual balance among university students and increasing their awareness and orbits to achieve effectiveness in life.
- The two variables of the study area in the context of positive psychology are an addition to meaningful human quality of life.

4. Study objectives:

The study aims to:

Revealing the level of orientation towards life among students of the Department of Psychology University Mohammed Boudiaf ,Msila.

5. Defining the concepts of the study:

5.1 The trend toward life:

The tendency to be optimistic leads to the expectation of good things and events.

It is also defined as a forward-looking look that makes the individual expect the best, wait for good to happen, and aspire to success.



Procedurally, the degree to which the members of the research sample receive the life-oriented scale is known.

5.2 Self-control:

The ability of the individual to control his or her emotions and enjoy the emotional balance that enables him to control his or her behaviors so that he or she can take responsibility for different situations.

The degree to which members of the research sample receive self-control is known.

6. Methodology:

In this study, we used the descriptive approach as the most appropriate approach to this study, defined as a specific means of reaching a certain end (Al-Askari, 2004, p. 1).

7. Sample study:

In this study, the research sample was selected randomly, which is one of the most likely methods, and random selection is made according to a specific requirement, which is that each member of the indigenous community has the equivalent opportunity for each other to be selected for the sample without any bias or intervention from the researcher.

The study sample was confirmed in its final form by 70 students from Mohammed Boudiaf University's department of psychology between the ages of 20 and 27.

8. Research tools

8.1 Life Orientation Scale

For this scale, Shire and Carver 1985 developed it and it consists of (12) statements, each of which is answered on the basis of five choices that measure the orientation towards life goals positively. Accordingly, the translation goal of the Al-Ansari Life Orientation Scale (2000) was adopted and by adapting the scale to A sample of 250 students whose psychometric properties were confirmed, so that two items were excluded due to their weak relationship with the scale, so that the total number of items was (10) and the high score on the scale indicated an orientation towards life (Hadi, 2008, pp. 6-15).

8.2 Self-adjusting scale:

We prepared a questionnaire consisting of 29 phrases to measure the self-control variable after looking at some of the scales designed to measure self-control, where some phrases were employed and others were excluded in line with the researcher's vision and the relevance of the items to the nature of the study. Where the questionnaire was applied to a sample of 30 students and the validity and reliability of the tools were calculated.

9. Statistical study

9.1 Life Orientation Scale

Table 1. Reliability

Table 1. Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
0.782	10

Source: researcher based on SPSS

Table 2. Correlations

Correlations					
		total 1			total 1
B1	Peason Correlation	0.748**	B6	Peason Correlation	0.527**
	Sig. (2-tailed)	0.000		Sig. (2-tailed)	0.004
	N	28		N	28
B2	Peason Correlation	0.433*	B7	Peason Correlation	0.421*
	Sig. (2-tailed)	0.021		Sig. (2-tailed)	0.026
	N	28		N	28
B3	Peason Correlation	0.788**	B8	Peason Correlation	0.433*
	Sig. (2-tailed)	0.000		Sig. (2-tailed)	0.021
	N	28		N	28
B4	Peason Correlation	0.679**	B9	Peason Correlation	0.572**

	Sig. (2-tailed)	0.000		Sig. (2-tailed)	0.001
	N	28		N	28
B5	Peason Correlation	0.557**	B10	Peason Correlation	0.661**
	Sig. (2-tailed)	0.002		Sig. (2-tailed)	0.000
	N	28		N	28
*Correlation is significant at 0.05 level (2-tailed)					
**Correlation is significant at 0.01 level (2-tailed)					

Source: researcher based on SPSS

Table 3. T-Test

Group Statistics								
the two parties		N	Mean		Std. Deviation		Std. Error Mean	
Orientation towards life	higher	8	41.8750		2.10017		0.74252	
	minimum	8	28.7500		6.08863		2.15266	
Independent Samples Test								
		Levene's Test		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Flexibility	Variances assumed	3.413	0.086	5.764	14	0.000	13.12500	2.27712
	Variances not assumed			5.764	8.642	0.000	13.12500	2.27712

Source: researcher based on SPSS

9.2 self-control scale

Table 4. Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
0.908	28

Source: researcher based on SPSS

Table 5. Correlations

Correlations					
		total 1			total 1
B1	Peason Correlation	*0.438	B15	Peason Correlation	0.661* *
	Sig. (2-tailed)	0.020		Sig. (2-tailed)	0.000
	N	28		N	28
B2	Peason Correlation	0.437*	B16	Peason Correlation	0.587* *
	Sig. (2-tailed)	0.020		Sig. (2-tailed)	0.001
	N	28		N	28
B3	Peason Correlation	0.511**	B17	Peason Correlation	0525*
	Sig. (2-tailed)	0.005		Sig. (2-tailed)	0.004

	N	28		N	28
B4	Peason Correlation	0.454*	B18	Peason Correlation	0.515* *
	Sig. (2-tailed)	0.002		Sig. (2-tailed)	0.005
	N	28		N	28
B5	Peason Correlation	0.454*	B19	Peason Correlation	0.563* *
	Sig. (2-tailed)	0.015		Sig. (2-tailed)	0.002
	N	28		N	28
B6	Peason Correlation	0.556**	B20	Peason Correlation	** 0.617
	Sig. (2-tailed)	0.002		Sig. (2-tailed)	0.000
	N	28		N	28
B7	Peason Correlation	0.380*	B21	Peason Correlation	0.386*
	Sig. (2-tailed)	0.046		Sig. (2-tailed)	0.043
	N	28		N	28
B8	Peason Correlation	0.378*	B22	Peason Correlation	** 0.506
	Sig. (2-tailed)	0.047		Sig. (2-tailed)	0.006
	N	28		N	28
B9	Peason Correlation	0.411*	B23	Peason Correlation	** 0.549

	Sig. (2-tailed)	0.030		Sig. (2-tailed)	0.003
	N	28		N	28
B10	Peason Correlation	0.603**	B24	Peason Correlation	** 0.713
	Sig. (2-tailed)	0.001		Sig. (2-tailed)	0.000
	N	28		N	28
B11	Peason Correlation	0.683**	B25	Peason Correlation	** 0.559
	Sig. (2-tailed)	0.000		Sig. (2-tailed)	0.002
	N	28		N	28
B12	Peason Correlation	0.709**	B26	Peason Correlation	** 0.483
	Sig. (2-tailed)	0.000		Sig. (2-tailed)	0.009
	N	28		N	28
B13	Peason Correlation	0.687**	B27	Peason Correlation	** 0.709
	Sig. (2-tailed)	0.000		Sig. (2-tailed)	0.000

	N	28		N	28
B14	Peason Correlation	0.502**	B28	Peason Correlation	** 0.491
	Sig. (2-tailed)	0.006		Sig. (2-tailed)	0.008
	N	28		N	28
**Correlation is significant at 0.01 level (2-tailed)					
*Correlation is significant at 0.05 level (2-tailed)					

Source: researcher based on SPSS

Table 6. T-Test

Group Statistics								
the two parties		N	Mean		Std. Deviation		Std. Error Mean	
self-control	higher	8	89.1250		7.95411		2.81220	
	minimum	8	59.1250		6.44621		2.27908	
Independent Samples Test								
		Levene's Test		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
self-control	Variance s assumed	0.726	0.409	8.288	14	0.000	30.00000	3.61976
	Variance s not assumed			8.288	13.424	0.000	30.00000	3.61976

Source: researcher based on SPSS

10. Results

Table 7. Explore

Tests of Normality						
Kolmogorov-Smirnov				Shapiro-Wilk		
	Statistic	df	Sig	Statistic	Df	Sig

Orientation towards life	0.090	70	0.175	0.955	70	0.088
self-control	0.073	70	0.200	0.954	70	0.081
*This is a lower bound of the true significance						
a. Lilliefors Significance Correction						

Source: researcher based on SPSS

10. Discussion of hypotheses

10.1 Hypotheses checking

Table 8. general hypothesis

Correlations		
		self-control
Orientation towards life	Pearson Correlation	0.500**
	Sig. (2-tailed	0.000
	N	70
** Correlation is significant at the 0.01 level (2-tailed)		

Source: researcher based on SPSS

Table 9. The first hypothesis

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Orientation towards life	70	36.6571	3.72569	0.44530
One-Sample Test				
	Test Value= 30			
	t	df	Sig. (2-tailed)	Mean Difference
Orientation towards life	14.950	69	0.000	6.65714

Source: researcher based on SPSS

Table 10. The second hypothesis

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
self-control	70	79.6571	8.47312	1.01273
One-Sample Test				
	Test Value= 70			
	t	df	Sig. (2-tailed)	Mean Difference
self-control	9.536	69	0.000	9.65714

Source: researcher based on SPSS

10.2 Discuss the results in light of the general hypothesis

Through Table N° (8) above, we note that the Pearson correlation coefficient between the scores of the study sample in the (orientation towards life) scale and their scores in the (self-control) scale was (0.50), which is a positive and somewhat weak value, and this means that the correlation between the degrees of (orientation) towards life) and the (self-control) degrees of the study sample members is a direct correlation, that is, the scores of the sample members in the (orientation towards life) scale are distributed in the same distribution of their scores in the (self-control) scale and vice versa, and the result of this correlation was statistically significant when The significance level is alpha ($0.01 = \alpha$), and from it we can say that the null hypothesis that denies the existence of the relationship was rejected, and therefore it can be said that this result was in support of the general study hypothesis that there is a correlation between orientation towards life and self-control among students of the Department of Psychology at the University of Mohamed Boudiaf Msila, and the percentage of certainty of this result is 99%, with a probability of error of 1%.

The direct correlation is related to the factor of orientation towards life and self-control of the university student and the product of the interaction of many psychological and cognitive characteristics. The owners of the cognitive trend consider that language, memory and thinking are selectively positive among optimists, as optimistic individuals use a higher percentage of positive words compared to negative words, whether they are In writing, speech, or free memory, they remember positive events before negative events (Al-Yahfoufi,

2002, p. 133). Therefore, the cognitive aspect affects the selection of positive thoughts and feelings in self-control and rationalizing it to everything that increases its energies and effectiveness. pessimistic feelings) Shire, Carver, and others have given several areas in which optimists can be distinguished from pessimists. Optimists use a problem-centered coping strategy based on emotion and the use of fun (Mohsen, 2012, p. 60).

10.3 Discussing the results in light of the first hypothesis

Through the results of Table No. (09), we note, based on the arithmetic average of the study sample members on the scale of orientation towards life as a whole, which reached (36.65) that it is completely higher than the theoretical average of 30, and that the arithmetic average is located in the high range (34-42).) Accordingly, the degree of orientation towards life among students of the Department of Psychology at the University of Mohamed Boudiaf Msila is high: this was confirmed by the value of “t”, which amounted to (14.95), which is a positive value and a statistical function at the level of the alpha function ($0.01 = \alpha$), and this means that there are There are differences between the arithmetic mean of the sample members and the theoretical average of the scale as a whole in favor of the arithmetic mean of the individuals, and therefore this result supports the hypothesis of the first study which says, “The level of orientation towards life is high among students of the Department of Psychology at the University of Mohamed Boudiaf M’sila, and the confirmation rate for this result is 99% with a probability of The error rate is 1%.

The level of life-orientation is high among the study sample, represented by university students. Perhaps the most important thing that we can describe to life-oriented people is the view of the self, how to explain success and failure and the method of facing life pressures

and problems, which is self-confidence, where they feel that they are resourceful enough to reach their goals Being flexible in order to create ways to reach their goals or change goals that are impossible to achieve and they have an intelligent sense that enables them to break a difficult task into small parts that can be dealt with, not giving in to anxiety or a defeatist attitude and depression in the face of challenges or setbacks(Goleman, 2000, p. 34).

They are more able to effectively adapt to stressful life situations, and have the ability to take direct approaches to solving the problems they face(Al-Misha'an, 1999, p. 949).

What characterizes people who are oriented towards life is reassurance about people in general, and they do not fear others and do not expect evil from them, so they do not find a conflict between their success and the success of others, so they do not look at things from one angle (Khaled Hassan, 2008, p. 33).

10.4 Discussing the results in light of the second hypothesis

Through the results of the above table No. (10), we note, based on the arithmetic mean of the study sample on the scale of self-control as a whole, which reached (79.65), that it is completely higher than the theoretical average of 70, and that the arithmetic average is in the high range (79-95). Accordingly, the degree of self-control among students of the Department of Psychology at the University of Mohamed Boudiaf Msila is high, and this was confirmed by the “t” value, which amounted to (9.53), which is a positive value and a statistical function at the significance level α ($1.01 = \alpha$), and this means that there are differences between the arithmetic mean of the sample members and the theoretical average of the scale as a whole in favor of the

arithmetic mean of the individuals, and therefore this result contradicts the hypothesis of the second study which says, “The level of self-control is high among students of the Department of Psychology at the University of Mohamed Boudiaf M’sila,” and the confirmation rate for this result is 99%, with a probability of error rate of 1%.

The concept of self-control refers to the individual’s ability to transcend his desires and urgent needs in order to fit in appropriately with the requirements of the external reality and the standards of society. Therefore, the process of self-control has a great value in the individual’s sense of well-being and harmony with society and protecting himself from falling in front of life’s temptations and carrying out dangerous operations that could lead He harms himself, and on this basis, the study sample, as university students, will have greater awareness (Kamil, 1993, p. 191).

11. CONCLUSION

Self-control has a close relationship with emotional balance. Emotional balance refers to a calm individual who is emotionally stable and shows few signs of emotional irritability against any kind of opposition and anger, and who is realistic in life, self-disciplined and persevering.

Self-efficacy interferes with what the individual achieves, judging what he can accomplish, self-evaluation, the extent of his perseverance, the amount of effort he exerts, and the amount of his resistance to failure. Acting on this idea, exerting an effective influence on his life and the various environment variables, and affecting the way and how he perceives himself.

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