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# *The effectiveness of teaching existential consciousness on Takestan teachers' psychological well-being*

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### ABSTRACT

The purpose of this research is determining of effectiveness of teaching existential consciousness on Takestan teachers' psychological well-being. The Statistical Society in this research is all teachers of Takestan in 1395-96, sampling method in this research is available sampling. This means that researcher among Takestan guidance schools a school that the number of its teachers was 20 is selected. Then, these 20 teachers randomly assigned into two intervention and control groups (each N = 10) be replaced. Before the intervention, pre-test in both groups (experimental and control) was carried out; The effectiveness sessions of existential consciousness for 10 sessions of 1/5 hours of group sessions and ran weekly in the experimental group, but The control group received no training. After the end of sessions post-test in both groups (experimental and control) was carried out immediately. To analyze the data, univariate covariance was used. The analysis of the data in the two-step test (pre-test and post-test), confirmed the effectiveness of existential consciousness on psychological well-being.

**Keywords:** *Training, existential consciousness, psychological well-being, teachers, education.*

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### INTRODUCTION

Education is the underlying foundation of scientific and technological advances in the modern world. The civilization that mankind is proud of nowadays is, in fact, the result of the accumulation of experiences and the transfer of education from one generation to another, and the country that failed to acquire the necessary features of a scientific community should be the main cause in the system. By learning to find a hometown, by removing the obstacles and problems in society definitely, it will be able to achieve many improvements in all fields. Therefore, due to the great importance of the education system, the main pillar of this system, namely, teachers and teachers, should be given special attention to all the courses of primary, secondary and secondary education (Farah Turkman, 2009)

In the twenty-first century, psychology realizes that humans have to spend their rational energy on the positive aspects of their experience (Seligman and Cicentan-Mihaly, 2000) because at the beginning of psychology, they focused on negative emotions such as anxiety and depression. Positive, such as happiness and satisfaction, scientific literature was more about suffering than pleasure (Myers, 2000), but today, research on welfare and positive psychology is increasingly growing (Quest, 2004).

A review of articles published over the past 100 years from 1907 to 2002 shows that, compared to 77,614 published articles on tension, 46,667 articles on depression and 24,814 articles on anxiety and only 6434 articles on welfare. However, in recent years, researchers have increasingly interested in the study of mental and psychological well-being (Edwards, Fozad, Dastico, 2002).

Psychological well-being is one of the important structures in positive psychology. For years, psychology focused on the negative characteristics, weaknesses, and injuries of individuals. In other words, psychology was initially focused on diseases and disorders. But positive psychology, dominated by Martin Seligman, focuses on the strengths of individuals and the positive aspects of people's lives, such as psychological well-being (Seligman et al., 2005).

The sense of well-being has both emotional and cognitive components. People with high self-esteem often experience positive emotions and experience positive events in their events, while people with low self-esteem assess their incidents and their place of life as undesirable, and most of the negative emotions, such as anxiety, depression and experience anger (Expression, Goodarzi and Little, 2007).

In research on the subject of well-being, existential variables, such as the goal and the basis of life, have been scientific variables. Also, existential variables of existential vacuum, finding the purpose of life and accepting death are predictive of psychological health (Raker, Pitac and Wang, 1987).

Generally, psychological well-being is the evaluation of a person's quality of experience, knowledge, communication, and other cultural issues related to individual values in his or her life (Denier, Savage, Lucas and Smith, 1999; Kiz, Smeshou Tikin and Riff, 2002) In the multivariate model (1998), psychological well-being includes five aspects that determine the optimal function of individuals in their performance. The five dimensions or aspects of psychological well-being are related to Kais (1998), namely solidarity, solidarity, acceptance, participation, and prosperity with mental health dimensions.

Well-being in research has been associated with many variables. For example, there is a relationship between well-being and gender. Chow (2007) found in his study that female students had a higher level of psychological well-being compared to male students. They had more positive self-concept, positive relationship with others, and better communication with friends. Jang and Miao (2007) concluded from research Women and men are different in different dimensions of psychological well-being. Because the source of stress and various facilities is available to any sex that causes a difference in their health status.

Rooney et al. (2003) found that there is a negative and significant relationship between the dimensions of psychological well-being and anxiety, depression and hostility (Bayani et al., 2007). Orlandel et al. (1999), in the study of the relationship between the well-being of psychology and general health It was concluded that by increasing psychological well-being, general health is also affected and increased.

In view of the above, to some extent, the significance of the impact of the psychological well-being issue on personal performance and personal and family life of staff, and in particular teachers, was identified. Therefore, the education and development of this category can improve the performance of teachers.

On the other hand, existential therapy is an approach to counseling and psychotherapy, which is based on the premise that human beings prevail over their nature. Existential psychotherapy focuses on the importance of their lives based on their view of human life (Nazari and Zarghami, 2009). Increasing one's consciousness has always been the main process of changing psychotherapy. Treatments that try to increase consciousness actually want to increase the available information so that they can give the most effective response to the stimuli (Prochaska and Norkraz 1999, translated by Seyyed Mohammadi, 2006).

Considering that increasing consciousness is one of the vital processes in which individuals can prevent their harm to their well-being, and can also lead their lives through raising their choices (Prochaska and Norkraz, 1999, Translation of Seyyed Mohammadi, 2006), it is necessary to study the existential enhancement consciousness program, which is the heart of existential theory, to determine the effect of this program on psychological well-being.

Various studies have focused on the study of psychological well-being in different areas of study and psychological well-being, and each of their own viewpoints has sought to influence these variables, but there is much research in the field of existential consciousness, and a research that directly examines the effectiveness of this training There is no psychological well-being.

It seems that the emphasis is on the fact that the existential consciousness of raising the harm that threatens the health of humans, and emphasizing that individuals can lead their lives through raising their choices, can lead to psychological well-being Be effective.

Considering that the rise of the psychological well-being requires the knowledge of certain techniques and techniques, it is possible to help individuals, by increasing their knowledge and skills, to contribute to their growth and prosperity, resulting in their mental health more than before Provided.

Considering the importance of the materials and the lesson, since few studies have investigated existential consciousness education on psychological well-being of teachers, the present study can fill this research gap to a large extent and its results can be guided by the guidance of various consultants and institutions in the field of Education and training as well as the continuation of research in this area by experts. Also, with regard to the research done on existential consciousness and its effectiveness, one can hope that in this area the necessity of paying attention to this issue is felt more and more.

### **Research Method**

In this research, the statistical society included all first-level teachers in Takestan city who were taught in the academic year of 1995-96 and numbered 1,400.

Sampling method is available in this study. In this way, the researcher selected from a secondary school in Takestan, a school with 20 teachers. Subsequently, teachers were randomly assigned to two groups of intervention and control (each of 10 people). After substituting the subjects randomly and receiving the pretest from the experimental and control groups, interventional existential healing intervention was performed for 10 sessions of 1.5 hours in a group and traumatic manner for

the experimental group, but the control group received did not. After the end of the sessions, both post-test groups were performed.

**Measurement tool or practical methods of collecting data:**

Psychological well-being questionnaire (1989)

Psychological well-being questionnaire Reif (1989) has been designed to examine various dimensions of well-being at psychological level. The high form of the Riff psychological well-being questionnaire has 84 questions and measures six subscales. The aim of this study is to assess the psychological well-being of different dimensions (independence, environmental mastery, personal growth, positive relationship with others, purpose in life, self acceptance).

**Grading method**

Strongly disagree	Somewhat disagree	disagree	Agree	Somewhat agree	Strongly agree
1	2	3	4	5	6

**Reverse scores**

Strongly disagree	Somewhat disagree	disagree	Agree	Somewhat agree	Strongly agree
6	5	4	3	2	1

In order to obtain the score for each dimension, the sum of the points in that dimension is combined and, in order to obtain the total score of the questionnaire, we compute the sum of the points of each single question. Higher scores represent higher psychological well-being in the respondent and vice versa.

In a descriptive-cross-sectional descriptive, descriptive study, a small (1387), with the aim of evaluating the validity and reliability of the Swbs Welfare Questionnaire, among 145 (96 women and 49 male) students of the Free University of the City, the reliability coefficient was calculated using the open method of psychological well-being The cognitive value of 0.83, and the difference between their acceptability, positive relationships, self-determination, environmental domination, purposeful life and personal growth were 0.71, 0.77 0.78, 0.77 0.77 / 0 and 77 / 0, which was statistically significant (p <0.001). The correlation between the psychological well-being scale with the life satisfaction scale, the Oxford Happiness Scale and the Rosenberg Exit Scale, were 0.658 and 0.46, respectively (p <0.001). Expression and Expression (2008) Their research also concluded that Reef's psychological well-being scale has a good validity and reliability and is appropriate for assessing the psychological well-being of Iranian students.

**Summary of Exercise Exercise Training Sessions:**

Session 1: Understanding, defining the rules of the group, introducing the general existential conscience; Session 2: Focusing on attendance insulations; Session 3: Understanding the obstacles to self-leadership; Session 4: Increasing self-awareness by creating a series of four existential dimensions; Session 5: Increasing self-awareness on issues Related to the natural dimension; Session Six: Increased self-awareness in social issues; Seventh Session: Identifying and preventing barriers to change; Eighth session: Increasing self-awareness in context issues; Session ninth: Identifying values, conflicts, and constraints Each meeting; Tenth meeting: General meeting was held.

**Research Findings :**

To answer the research questions and test the hypotheses, the collected data were analyzed using appropriate statistical methods. In this research, the age, level of education, work experience of the participants in the two groups of testing and control are approximately the same distribution.

Hypothesis: Existential consciousness education is effective on the psychological well-being of teachers in the city of Takestan.

Table 1. Mean and standard deviation of psychological well-being variable in pre-test and post-test of two groups

groups	pretest		Moderated Mean	Post test		
	Mean	Standard Deviation		Mean	Standard Deviation	Moderated Mean
experiment	255/70	35/12	-	270/10	40/38	275/82
Control	265/80	18/94	-	266/70	21/10	260/97

As shown in Table 1, the mean and standard deviation of pre-test variables of psychological well-being in the experimental group were 257/70 and 35/12, respectively, and in the control group was 252/80 and 18/94. The mean and standard deviation of the post-test variables of psychological well-being in the experimental group was 20/27 and 40/38 in the control group was

212/70 and 21/10. As can be seen, the mean of the experimental group in the post-test training group was increased compared to the pre-test and also to the post-test of the control group.

Table 2. F Levin test to examine the same assumption of error variances in the psychological well-being variable in the two study groups

Variables	Statistical indicators		F	Significance level
	Degree of freedom 1	Degree of freedom 2		
Psychological well-being	1	18	0/35	0/55

In Table 2, the Levin test results are presented to examine the homogeneity assumption of error variances. Based on the results, there is a meaningful level for the psychological well-being variable (sig = 0.55). So the result of this assumption was confirmed by (p> 0.05).

Table 3. Analysis of variance on regression slope in the psychological well-being variable in two groups

Source of change	Sum of squares	Degree of freedom	F	Significance level
Group	0/067	1	0/005	0/94
pre-exam	12546/69	1	850/93	0/001
Pre-test Group	6/56	1	0/44	0/51
Error	236/25	16		
Total	1459516/00	20		

As Table 3 shows, the variance test was used to check the regression slope in the psychological well-being variable (F = 0.44, sig = 0.05). (p> 0.05).

Table 4. Results of one-variable covariance analysis for the psychological well-being variable between the two groups

Source of change	Sum of squares	Degree of freedom	F	Significance level	Effect size	Test power
pre-exam	184444/18	1	1291/34	0/001	0/98	1/00
Group	1065/62	1	74/60	0/001	0/81	1/00
Error	242/81	17				
Total	1459516/00	20				

According to the results of Table 4 (P <0.015), after the adjustment of the pre-test scores, the difference between the experimental and control groups in the psychological well-being variable is significant; the mean of the experimental group in this variable is 82.275 The moderate mean of the control group was 97.260, the mean of the experimental group was greater than that of the control group. Therefore, it was concluded that existential consciousness education has been effective in improving the psychological well-being of teachers in the Takestan city. The experimental variable with effect size predicted 0.81, 81% of variance of psychological well-being.

**Discussion and Conclusion**

The purpose of this study was to investigate the effect of existential awareness on the promotion and improvement of psychological well-being of teachers in the city of Takestan. For this purpose, 20 teachers from the city of Takestan were randomly selected and randomly divided into two experimental and control groups. Exercise alertness was given to the experimental group and the control group did not receive any training. The research hypotheses were analyzed using covariance analysis, which showed the positive effect of this training on the improvement of teachers' psychological well-being. The discussion and final conclusions of this effect have been discussed in the discussion and the results of this study have been compared with previous studies.

The hypothesis: Existential consciousness education is effective on the psychological well-being of teachers in the vineyard city.

To test this hypothesis, one-variable covariance analysis was used. The results of this test showed that there is a significant difference between the two experimental and control groups in terms of psychological well-being. The moderate mean of the experimental group was more than that of the control group, which indicates that existential consciousness training has been effective in increasing the psychological well-being of teachers in the Takestan.

The results of this study, with the findings of Khodadadi and colleagues (1393), in their study, found that the efficacy of existential psychotherapy was effective in increasing the mental health of students by group method and concluded that existential therapy is effective in increasing mental health of students. Kajbaff et al. (1394) investigated the effect of existential and spiritual group therapy on depression, death anxiety and belief in the world of the hereafter, and concluded in their study that the combination of existential and spiritual psychotherapy with a description of experiences close to Death has a significant effect on reducing the anxiety of death, with the study of Taqiyar and Ayani (1392) In order to investigate the efficacy of existential psychotherapy inspired by Rumi's thoughts in treating depression and increasing my developmental level, they

concluded that the proposed treatment was effective in reducing depression and increasing the level of "I" of the therapists. , Has been consistent.

In explaining this hypothesis, it can be said that: psychological well-being indices have a positive attitude toward self, interpersonal constructive relationships, autonomy and autonomy, having the ability to change the constructive environment, having a goal in life, acting in a grown up manner (riff, 2014). Existential consciousness, by educating individuals to accept themselves and have a positive attitude towards oneself, have the ability to establish warm and sympathetic relationships with others, by training their ability to self-control the ability to withstand social pressures with a goal in life and giving meaning to it and with a sense of continuous growth and ability Poorness of the environment and adaptation to environmental changes (Safari Nia, 1392) improve psychological well-being.

Also, existential consciousness emphasizes that people must act in the face of the difficulties of life and have meaning in their lives, and considers the lack of meaning in life to be the same as racial disagreement. Having meaning in life causes people to live purposefully and thus have a higher public health and have more happiness and better life in their lives. (Dezoter, 2013; Park, 2008; quoted by Porschiff, 1395).

The purpose of this study was to investigate the effectiveness of existential consciousness education in improving the psychological well-being of teachers in the city of Takestan. The results of covariance analysis indicated that existential hemorrhagic training was effective in increasing and improving the psychological well-being of teachers in the city of Takestan. The basic aim of existential consciousness is to make people aware of themselves and thus increase their choice. That is, people choose to take the responsibility for their choices by accepting the restrictions that exist in their lives, and thus, they will find meaning in life for themselves. The goal of this treatment is to help people survive the hardships of life and endure psychological stress by trying and resolving them. The search for meaning that makes people happy with their lives and work and have a higher mental health requires personal responsibility. Existential consciousness tries to help people to find their own way and to live in a meaningful life and purposefully, and therefore, they are satisfied with different aspects of their life (physical, psychological, occupational, and spiritual), and are of goodwill and have more happiness.

Therefore, due to the positive effect of existential consciousness on the psychological well-being of teachers and the importance of teacher's work in raising the young generation and future of the country, attention should be paid to factors that increase the mental health and well-being of teachers.

In connection with the research constraints, it can be stated that the targeted selection of the research sample from the teachers of the city of Takestan limits the generalizability of the results, and the impossibility of controlling the type and extent of the sample group in responding to the research tools can lead to Increase the error variance.

Considering the importance of teacher's education in developing the future generation of the country, it is suggested that by holding a class, preparing films and educational tracks, using the scientific and expert capabilities of specialists in the field of counseling, psychology and guidance, to educate and educate the teachers.

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