



The University of Tehran Press

Model for Predicting Hope According to the Attachment Styles and Time Perspective with the Mediation Role of Psychological Resilience in the University Students

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Extended Abstract

Aim

Hope is a positive motivational state characterized by a sense of will and a sense of way, emerging from an individual's interaction with their environment. In other words, hope refers to the capacity to envision pathways toward desired goals and the motivation to pursue them (Safara et al., 2020). Alongside hope, attachment styles represent another important variable. Influenced by the developmental and evolutionary processes of individuals, attachment styles can play either a constructive or destructive role in shaping internal and external relationships, ultimately impacting individuals' futures (Young et al., 2020). Research by Izadi Tameh et al. (2014) and Munoz et al. (2022) indicates that a secure attachment style, by fostering a sense of security, can enhance individuals' environmental and social relationships and increase their levels of hope. Conversely, studies by Pahlevan Sharif et al. (2021) reveal that avoidant insecure attachment styles diminish hopefulness by preventing individuals from forming constructive social relationships.

Another variable closely related to hope is time perspective, which enhances hope by fostering optimism and a positive outlook on the future. For example, findings by Taghiloo and Latifi (2016) demonstrate a significant relationship between time perspective, psychological distress, and hope. Additionally, several studies have reported that time perspective effectively predicts individuals' levels of hope (Rahimi et al., 2019). Psychological resilience is another critical factor that improves hope and contributes to individuals' sense of meaning in life (Momeni, 2020). Resilience influences psychological and emotional tolerance, enabling individuals to exhibit adaptive and functional behaviors even under adverse conditions.

Regarding the necessity of this research, it is clear that students, as the central drivers of progress, play a pivotal role in the country's development programs. Therefore, addressing the many challenges faced by universities and identifying effective solutions is a fundamental responsibility of the higher education system and its institutions. Therefore, the main issue of the present study is to propose a predictive model of hope based on attachment styles and time perspective, mediated by psychological resilience, in students.

Methodology

This study employed a descriptive-correlational design with pathway analysis. The statistical population consisted of all undergraduate students at non-state universities in Tehran during the 2019–2020 academic year. A statistical sample of 480 students (312 female and 168 male) was selected using a clustered random sampling method.

The research instruments included the following:

- Adult Attachment Styles (AAS) (Hazan & Shaver, 1987)
- Zimbardo Time Perspective Inventory (ZTPI) (Zimbardo & Boyd, 1999)
- Connor-Davidson Resilience Scale (CD-RISC) (Connor & Davidson, 2003)
- Adult Domain-Specific Hope Scale (DSHS) (Simpson, 1999)

Data analysis was conducted using correlation tests and pathway analysis. Statistical processing was performed using SPSS 26 and AMOS 23 software to ensure precision and minimize errors.

Findings

The results revealed significant relationships between secure, avoidant, and ambivalent attachment styles, time perspective, and psychological resilience with hope among students ($p < 0.01$).

- **Secure attachment** had a significant direct effect on both psychological resilience ($p < 0.05$, $\beta = 0.313$) and hope ($p < 0.05$, $\beta = 0.332$), explaining 9.8% and 11% of the variance in these variables, respectively.
- **Avoidant attachment** demonstrated a significant negative direct effect on psychological resilience ($p < 0.05$, $\beta = -0.356$) and hope ($p < 0.05$, $\beta = -0.411$), accounting for 12.6% and 16.9% of the variance in these variables, respectively.
- **Ambivalent attachment** also showed a significant negative direct effect on psychological resilience ($p < 0.05$, $\beta = -0.315$) and hope ($p < 0.05$, $\beta = -0.298$), explaining 9.9% and 8.8% of the variance in these variables, respectively.
- **Time perspective** had a significant positive direct effect on psychological resilience ($p < 0.05$, $\beta = 0.398$) and hope ($p < 0.05$, $\beta = 0.502$), accounting for 15.8% and 25.2% of the variance in these variables, respectively.

Additionally, **psychological resilience** had a significant direct effect on hope ($p < 0.05$, $\beta = 0.642$), explaining 41.2% of the variance in this variable.

The Bootstrap analysis confirmed that psychological resilience plays a significant mediating role in the relationship between attachment styles and time perspective ($p < 0.01$). Finally, the model demonstrated a good fit.

Conclusion

The first key finding of this study, concerning the direct and significant effect of attachment styles on students' psychological resilience and hope. This finding suggests that when attachment style develops securely, it fosters a sense of security that extends to future interpersonal relationships, particularly with family and peers in academic settings (Young et al., 2020). This secure attachment enables students to view their environment as safe and reliable, enhancing their psychological resilience and fostering greater hope for the future. On the other hand, individuals with anxious or insecure attachment styles, often shaped in childhood, tend to feel that their close relationships lack the depth of affection they desire (Cooke et al., 2019). These individuals may struggle with anxiety, hesitation, and instability in their relationships, which negatively impacts the quality of their social connections. This insecurity decreases their perception of environmental safety and diminishes their hope and optimism. In explaining the impact of avoidant attachment on psychological resilience and hope, it is important to note that individuals with avoidant attachment tend to distance themselves from social and familial connections. They often harbor a negative view of relationships, displaying lower levels of trust, intimacy, and commitment (Widom et al., 2018). This detachment manifests as a fear of intimacy, which hinders their ability to engage in constructive communication. As a result, they experience diminished mental peace, emotional health, and psychological well-being, ultimately reducing their perception of resilience and lowering their hope for both their relationships and the future.

The second significant finding of this study, regarding the direct and significant effect of time perspective on students' psychological resilience and hope. A balanced and positive time perspective is a key factor in psychological well-being and social success (O'Neill et al., 2022). Individuals who score highly in both future-oriented and present-hedonistic dimensions are able to plan for the future while fully engaging in the present moment. This allows them to make thoughtful decisions, enjoy healthy pleasures, and approach life with passion and energy. By applying psychological resilience, such individuals are better equipped to face challenges, overcome obstacles, and maintain hope for the future.

Finally, the bootstrap results indicated that psychological resilience plays a significant mediating role in the relationship between attachment styles, time perspective, and hope in students. Psychological resilience helps students break free from ineffective or unhealthy cycles of thinking, ultimately increasing their hope. Resilient individuals tend to recover quickly from stressful situations by generating positive emotions and utilizing adaptive strategies to improve their cognitive and psychological conditions. By expanding their psychological capacity, they can make better plans in social, environmental, and individual contexts, thereby enhancing their hope for the future.

This study was limited to undergraduate students at private universities in Iran. Future research should extend to students from public universities and diverse cultural contexts to enhance the generalizability of these findings. Practically, given the mediating role of resilience in predicting hope, clinical therapists and counselors are encouraged to implement resilience-building techniques to improve students' optimism and reduce psychological distress.

Keywords: Hope, Psychological Resilience, Attachment Styles, Time Perspective.

Ethical Considerations

This article is an excerpt from the doctoral dissertation of the first author and was approved by the Research Ethics Committee of Islamic Azad University, Central Tehran Branch (IRCT code: IR.IAU.CTB.REC.1401.085). Ethical considerations in this study included: not transcribing the research conducted, maintaining the confidentiality of participants' personal information, providing coded data to others (e.g., statisticians), properly citing all sources, explaining the research objectives to participants, obtaining informed consent, and respecting participants' right to withdraw from completing the research questionnaires.

Acknowledgments and Financial Support

The researchers did not receive any financial support for conducting this study. The authors would like to express their gratitude to the students at non-state universities in Tehran who generously devoted their time to completing the research questionnaires and contributed to the success of the study.

Conflict of Interest

The authors declare no conflicts of interest in this study.

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Cite this article: Zohoori Zangeneh, Z., Emamipour, S., & aghdasarians, A. (2024). Model for Predicting Hope According to the Attachment Styles and Time Perspective with the Mediation Role of Psychological Resilience in the University Students. *Journal of Applied Psychological Research*, 15(4), 239-260. doi: 10.22059/japr.2024.348488.644368.



Publisher: University of Tehran Press
DOI: <https://doi.org/10.22059/japr.2024.348488.644368>

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