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Comparing the Effectiveness of the Ability to Enjoy Educational Package with the PERMA Well-Being Educational Package and the Time Perspective Educational Package on the Academic Burnout of Adolescents

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A B S T R A C T

Objective: The aim of the present study was to compare the effectiveness of the ability to enjoy educational package with the PERMA well-being educational package and the time perspective educational package on the academic burnout of adolescents.

Methods and Materials: The current research was a semi-experimental type of pre-test-post-test and follow-up with a control group. The statistical population consisted of all high school students who had veteran parents in the academic year of 2021-2022 in Isfahan City. For this aim, 72 students were selected by purposeful sampling and randomly assigned to three experimental groups (18 people) and a control group (18 people). Individuals of the experimental groups participated in parallel and simultaneous training sessions on the ability to enjoy, PERMA well-being and time perspective; But for the control group, there was no intervention. The measuring tool included the academic burnout questionnaire of Berso et al. (1997). This is measuring three areas of academic fatigue, academic apathy and academic ineffectiveness. For data analysis, the statistical method of repeated measurements analysis of variance, along with Bonferroni's post-hoc test, was employed using SPSS-24 software.

Findings: The results showed that all three training packages were effective on pessimism, training on the ability to enjoy and PERMA on emotional exhaustion in students with veteran parents (p<0.05), but these three training packages were not effective on academic burnout of these students (p<0.05). The findings of this research emphasize the importance of paying attention to the academic vitality of children of veterans and have important practical implications for educational interventions useful for them.

Conclusion: According to the results of the present research, it is possible to suggest the use of these two educational packages to managers, teachers and counselors to reduce the academic burnout of adolescents.

Keywords: *Ability to enjoy, PERMA well-being, time perspective, academic burnout, adolescents*

1. Introduction

The objective of all educational systems is to achieve success and progress in education and the degree of benefit from educational environments requires a sense of energy and vitality in the education and learning of students (Awidi & Paynter, 2019). However, the impact of war-induced stress and its detrimental effects on individual's mental well-being perpetuate the negative consequences on families. Within schools, there are numerous students whose parents are veterans, and these students often encounter unique challenges that set them apart from their peers (Mohammadkhani et al., 2020).

Students who have parents who are veterans may encounter challenges related to academic burnout (Sharifi et al., 2023). Several studies have confirmed that the family environment has an effect on children's academic burnout (Falahchai et al., 2020). Academic burnout is a kind of emotional, behavioral and cognitive exhaustion that students experience when facing academic stress, characterized by a passive coping mechanism where students perceive their abilities as inadequate to meet their educational demands (Haseli Songhori & Salamti, 2024; Tang, 2024; Zhang et al., 2023)(Lee et al., 2023). Lack of enthusiasm, lack of regular attendance in classes, not participating in class activities, feeling unable to learn course subjects and academic failure are signs of academic burnout (Andrade et al., 2023). Academic pressures, which are a common problem among students, can lead to academic burnout (Estrada-Araoz et al., 2023).

Various educational methods have been used to prevent or reduce students' academic burnout, and over the years, researchers have sought to measure their validity and efficiency. one effective approach to enhance learner's performance is the implementation of educational strategies that foster a sense of enjoyment in educational environments. The ability to derive pleasure from any subject and activity, while being fully aware, enables individuals to derive maximum benefit from their educational experiences. Moreover, the positive memories associated with this enjoyment further stimulate the desire to seek similar pleasurable experiences in the future (Awidi & Paynter, 2019).

According to Aghaei (2017), the ways to achieve the ability to enjoy are: 1) Spending time and money to enjoy; 2) understanding the taste of pleasure; 3) practice for enjoyment; 4), finding the cause and philosophy of existence beyond every emotion; 5) equipping and preparing for times of emergency; 6) observing children enjoying themselves; 7) looking at scientists and artists and thinking and 8) asking mothers about the meaning of pleasure and learning. Hemmati (2019) in a research has shown the effectiveness of the educational package of the ability to enjoy, which is based on Aghaei's healthy human theory (2017), on emotional divorce, marital satisfaction, rumination and metacognitive beliefs of women involved in emotional divorce, but unfortunately the effectiveness of this educational package on students and academic variables, has not been investigated by any study yet, and this investigation is one of the innovations of the present research.

One of the most famous models in positive psychology is the PERMA well-being model, which was presented by Seligman, the father of positive psychology based on 5 basic elements: the first element is positive emotion (P), which includes tranquility, gratitude, satisfaction, desirability, hope, and lovingness which is necessary to enjoy life (Kour et al., 2019). The second element is commitment and fascination (E), in the sense that when people are involved in various things such as tasks, situations or projects, they feel fluid and moved, and become focused on the present, and as a result, feel well-being (Ayşe, 2018).

Third, positive relationships (R), which refers to the fact that humans, as social beings, need good relationships to live well. People who have positive relationships in life are always happier than those who lack these relationships (Nakamura & Csikszentmihalyi, 2014). Fourth, the feeling of meaning (M) This feeling is often fostered through belief in a higher power or supernatural entity. Believing in God and the supernatural source creates this feeling which contributes to the betterment of humanity (Butler & Kern, 2016).

Therefore, meaningful people have a better sense of well-being. The fifth element, which is achievement or progress (A), refers to flourishing, success and progress. Most human efforts are aimed at finding skills, a meaningful goal, and winning a competition, once an individual achieves success through their abilities, their sense of well-being is further reinforced (Butler & Kern, 2016). In recent years, few internal studies have addressed the effectiveness of the PERMA model on a number of variables on students. Ziyai et al. (2010) conducted research and concluded that education based on the flourishing psychological model of PERMA brings about enduring changes in the happiness levels and social engagement of male students (Zaee et al., 2021). Also, this model has been found to be effective on

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students' future orientation and self-actualization (Dorfeshan & Fouladchang, 2022).

Another educational approach proposed in the field of educational variables is the time perspective package (Lefevre et al., 2018). Zimbardo & Boyd (1999) identified five dimensions of time perspective: positive past, negative past, deterministic present, hedonic present, and future (general future orientation, focused on planning to achieve future goals) (Li et al., 2023).

Positive past oriented focus on the good days of the past and negative past oriented people focus on all the mistakes in the past. Present-day hedonistic people are looking for immediate pleasure, novelty, and avoiding pain and suffering; Present-day deterministic people consider decisions useless, because from their point of view, the determined destiny guides their life. By planning for the future, purposeful futurists believe that their decisions will be implemented. Transcendental futurist people consider life after death to be a better time and plan to make it better during their lifetime, and they make decisions based on profit and loss based on the logical evaluation of future consequences (Sharifi et al., 2023).

In recent years, studies have demonstrated the effectiveness of time perspective training on variables related to education. Rahimpour et al. (2021) showed that the combined training of time perspective and mindfulness has a beneficial effect on increasing resilience and wisdom in female students (Rahimpour et al., 2021). Farzin et al. (2019) found a significant relationship between the dimensions of time perspective, hedonic present, future, and deterministic time perspective in predicting positive educational emotions, as well as negative past, hedonic present, and future transcendental time perspective in predicting students' negative educational emotions (Farzin et al., 2020). Furthermore, Hosseini et al. (2017) conducted research indicating that time perspective training had a notable effect on student's time balance, anxiety levels, and academic persistence (Hosseini et al., 2020).

All three points of view are the basis for designing trainings and programs that aim to improve educational life and personal growth. Interventions that result in planning for the future and facilitating the path of individual prosperity and enthusiasm. On the other hand, due to the fact that these three educational approaches had different views (content/process) in terms of dealing with students' academic problems; Therefore, the comparison of their influence was targeted; considering which of the intervention methods can bring more effect to this target group. Considering that students are the future builders of the country and their academic life is one of the most important periods of life that affects a productive and successful education and also considering the fact that according to research, mental and physical problems of veterans have a significant impact on family management, children's educational affairs, emotional relationships, living and educational affairs of family members, the need to address this issue is clearly visible. Therefore, the current research seeks to answer the question of whether there is a significant difference between the effectiveness of the Ability to Enjoy Package, the PERMA well-being model, and the Time Perspective Package on the academic burnout of students with veteran parents.

2. Methods and Materials

2.1. Study Design and Participants

The current research was of a semi-experimental type with a pre-test-post-test and a follow-up period of one and a half months, along with a control group. Population consisted of all first high school students who had veteran parents in the academic year of 2021-2022 in Isfahan city. For this purpose, 72 students were selected and randomly assigned to three experimental groups and one control group using purposeful sampling method based on entry and exit criteria.

Furthermore, in keeping with research ethics, all students were given the option to participate voluntarily in this study. From the outset, the participants were provided with a comprehensive explanation of the research objectives and the tasks they would be required to perform. Written consent forms were obtained from all participants, ensuring their full agreement to take part in the study.

Additionally, the questionnaire was completed anonymously, and all other personal information was treated as confidential and securely recorded. The presentation of the research findings was carefully designed to protect the identity of the volunteers, making it impossible to identify them.

The experimental groups underwent parallel and simultaneous training sessions focusing on the development of their ability to experience enjoyment, PERMA well-being, and time perspective. No interventions were implemented for the control group.

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2.2. Measures

2.2.1. Academic Burnout

In this study, based on the logic proposed by Cohen (1986), Sarmad et al. (2016) assuming that a = 0.05 and the effect size is 0.50 to achieve the power of the statistical test equal to 0.90, for each one of the four groups, a sample of 18 participants was selected. The inclusion criteria of the participants in the research were having a veteran parent, not taking neuropsychiatric drugs, and being a high school student. The measuring tool was the academic burnout questionnaire, which was implemented by the researchers among the participants in person and on paper and pencil format. This 15 items questionnaire was created by Berso et al. in 1997 measuring three areas of academic burnout, i.e. academic fatigue (5 items), academic apathy (4 items) and academic ineffectiveness (6 items). It is scored on a 5-point Likert scale from 1 to 5, (completely disagree to completely agree). The statements related to the academic ineffectiveness subscale are scored inversely for three areas. The creators of the questionnaire have calculated the reliability as 0.70, 0.82 and 0.75 respectively. The validity of the questionnaire calculated by confirmatory analysis has shown that the goodness of fit indices, the incremental fit index and the root mean square error of approximation index were favorable. Naami has calculated the reliability of this questionnaire for academic fatigue 0.79, academic apathy 0.82, and for academic ineffectiveness 0.75 (Falahchai et al., 2020). In the current study, Cronbach's alpha was 0.78 for this questionnaire.

2.3. Intervention

2.3.1. Ability to Enjoy Educational Package

Session 1: Introduction to the concept of enjoyment and its role in academic success. Participants explore the idea of finding pleasure in daily activities through guided discussions and exercises focusing on awareness of positive experiences.

Session 2: Training on using the five senses to enhance enjoyment. Activities include mindful observation, listening, and tactile engagement to cultivate appreciation for sensory inputs.

Session 3: Reflection on past positive experiences to build resilience. Participants share stories of enjoyable moments and practice journaling to reinforce positive memories.

Session 4: Techniques for cultivating optimism and reducing academic stress. Focus on identifying small wins, setting realistic goals, and strategies to overcome challenges.

Session 5: Learning from role models such as artists, scientists, and mentors. Group discussions center around how these figures derive joy and inspiration from their work.

Session 6: Review and practice integration. Participants recap previous sessions, discuss their experiences, and develop personal plans to maintain and apply these practices in academic and personal contexts.

2.3.2. PERMA Well-being Educational Package

Session 1: Overview of the PERMA model and its application in academic settings. Participants identify areas of strength and improvement across Positive Emotion, Engagement, Relationships, Meaning, and Achievement.

Session 2: Building positive emotions through gratitude and mindfulness exercises. Participants learn to recognize and savor small moments of joy in their academic life.

Session 3: Engagement strategies to foster "flow" in learning. Interactive activities focus on finding intrinsic motivation and increasing focus during academic tasks.

Session 4: Enhancing relationships with peers and teachers. Role-playing and group discussions explore effective communication and building support networks.

Session 5: Cultivating meaning and purpose. Exercises guide participants in aligning their academic goals with their personal values and broader life objectives.

Session 6: Achieving success through goal setting. Participants practice SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goal planning and discuss strategies for sustaining motivation.

2.3.3. Time Perspective Educational Package

Session 1: Introduction to the time perspective model. Participants reflect on their dominant time orientations and how these influence their academic mindset and behaviors.

Session 2: Exploring the positive and negative aspects of past-oriented thinking. Activities help participants focus on valuable lessons from past successes and minimize fixation on past failures.

Session 3: Present-oriented thinking for mindfulness and engagement. Participants learn techniques for living in the moment while balancing short-term satisfaction with long-term goals.

Session 4: Developing future-oriented planning skills. Interactive sessions focus on envisioning future

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achievements and creating actionable plans to achieve academic success.

Session 5: Balancing time perspectives. Participants engage in exercises to integrate past, present, and future orientations, ensuring a comprehensive approach to academic and personal challenges.

Session 6: Consolidation and practical application. Participants review insights from previous sessions and create personalized action plans to manage their academic demands effectively.

2.4. Data Analysis

For data analysis, the statistical method of repeated measurements analysis of variance, along with Bonferroni's post-hoc test, was employed using SPSS-24 software.

3. Findings and Results

The research findings revealed that, based on the results of the chi-square test, there is no significant difference among the four research groups in terms of participants' education, age and occupation of parents, as well as the number of children and birth order. Additionally, when considering the father's veteran percentage, the groups of ability to enjoy, PERMA model, time perspective, and control exhibited the following distribution: 9-11-11-8 individuals had less than 25 percent of veterans, 5-7-2-5 individuals fell between 25 and 50 percent of veterans, and 2-5-2-5 individuals had more than 50 percent of veterans.

Table 1

Descriptive indicators of academic burnout scores and its dimensions according to four groups and three research stages

Variable	Group	PERMA		Ability to enjoy		Time perspective		Control	
	Time	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Academic burnout	pre-test	278.51	311.5	611.50	008.5	944.51	936.5	778.51	833.4
	Post-test	444.43	768.4	333.44	010.6	444.44	080.6	056.51	610.5
	Follow up	611.44	854.4	778.44	610.5	722.44	097.5	000.52	280.5
Emotional fatigue	Pre-test	167.16	567.4	556.16	365.3	389.18	547.2	222.17	687.3
	Post-test	556.13	585.3	500.13	273.4	222.15	278.4	222.17	474.3
	Follow up	111.14	337.4	500.13	330.3	056.15	058.3	944.17	386.3
Pessimism(apathy)	Pre-test	722.12	986.2	111.12	826.2	667.12	086.2	556.12	640.2
	Post-test	778.8	624.2	889.8	129.4	556.9	552.3	611.12	200.2
	Follow up	944.8	879.2	667.9	181.3	056.9	226.3	612.12	274.3
Academic inefficiency	Pre-test	389.22	517.3	944.21	920.2	889.20	129.4	000.22	715.4
	Post-test	111.21	270.3	944.21	439.4	667.19	911.3	222.21	735.3
	Follow up	722.21	322.3	611.21	583.3	667.20	678.3	444.21	552.3

As can be seen in Table 1, based on the descriptive findings, the mean scores of the variable of academic burnout and its dimensions in the educational groups (PERMA, ability to enjoy and time perspective) increased more than the control group in the post-test and follow-up compared to the pre-test.

Before performing the repeated measurement variance analysis, to examine the assumptions of this analysis, the Kolmogorov-Smirnov and Shapiro-Wilk tests were performed and confirmed to verify the normality of the data, and Levin's test to verify the equality of error variance between the three research groups (05 /0<p).

Mauchly's test was conducted to examine the assumption of sphericity. The results indicated that the assumption has been violated for the educational burnout variable, as the test yielded a value smaller than 0.05., so a conservative test such as Greenhouse-Geisser was used. Repeated measurement is used for analysis of variance ($p<0.05$). The assumption of the sameness of the variance-covariance matrix was also examined based on the Box test, and since the significance level of this test for the variable of academic burnout and its dimensions was greater than 0.001, this assumption was not violated. Table 2 presents a summary of the results of the analysis of variance for repeated measures, including both intra-group and inter-group effects, for the research variable.

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Table 2

The results of the analysis of within-subject and between-subject effects in analysis of variance with repeated measures in academic burnout and its dimensions

Variable	Source	Sum square	df	Mean square	F	sig.	Effect size	Statistical power
Academic burnout	Time effect	583.1330	604.1	335.829	695.97	0001.0	590.0	999.0
	Time*group interaction	935.413	813.4	000.86	131.10	0001.0	309.0	999.0
	Error(time)	148.926	099.109	489.8				
	Group effect	204.993	3	068.333	522.4	006.0	166.0	865.0
	Error	630.4978	68	215.73				
Emotional fatigue	Time effect	343.208	536.1	679.135	084.17	0001.0	201.0	998.0
	Time*group interaction	065.0	607.4	807.22	872.2	021.0	112.0	803.0
	Error(time)	259.829	418.104	942.7				
	Group effect	963.321	3	321.107	711.3	016.0	141.0	784.0
	Error	407.1966	68	918.28				
Pessimism (apathy)	Time effect	444.300	761.1	627.170	233.43	0001.0	389.0	999.0
	Time*group interaction	333.118	282.5	401.22	676.5	0001.0	200.0	993.0
	Error(time)	556.472	736.119	947.3				
	Group effect	569.221	3	856.73	631.3	017.0	138.0	774.0
	Error	056.1383	68	339.20				
Academic inefficiency	Time effect	231.24	472.1	458.16	872.1	169.0	027.0	327.0
	Time*group interaction	843.12	417.4	908.2	331.0	874.0	014.0	126.0
	Error(time)	259.880	117.100	792.8				
	Group effect	866.70	3	622.23	800.0	498.0	034.0	214.0
	Error	907.2006	68	513.29				

Considering the non-observance of Mauchly's sphericity assumption, the results of Table 2 in academic burnout in the within-group section, and in the time factor (F=97.695, df=1.604 and p<0.001), and the interaction between time and group (F=10.131, df=4.813 p<0.001) shows that there is a significant difference between pre-test, post-test and follow-up and the interaction of time and group (four research groups) (p<0.05). The partial eta squared (effect size) for the time factor is 0.590 and the power of the test is 0.999, that is, the variance analysis performed with 99.9% power has shown the difference in the size of the educational burnout variable at 0.59% in three times.

The effect size and power of the test for the interaction of time and group are 0.309 and 0.999, respectively. Also, the results of Table 3 in the group effect section (F=4.522, df=3 and p<0.01) show that there is a significant difference in the academic burnout variable between the four groups (three educational groups and the control group). (p < 0.01). The eta square (effect size) for the group factor is 0.166 and the power of the test is 0.865, that is, 16.6% of the changes in the academic burnout variable are related to the difference between the groups.

Also, in the intra-group effect section, according to the significance level in the dimensions of academic burnout (emotional fatigue and pessimism (apathy)) between pre-test, post-test and follow-up and the interaction of time and group (four research groups) there is a significant difference (p < 0.05), but the effect of time, the interaction of time and group, and the effect of group are not significant in the academic inefficiency dimension (p > 0.05).

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Table 3

Bonferroni post hoc test results for pairwise comparison of research groups in academic burnout

Variable	Control group	Experimental group	Mean differences	SD	sig.
Academic burnout	PERMA	Ability to enjoy	130.0-	647.1	999.0
		Time perspective	593.0-	647.1	999.0
		Control	167.5-*	647.1	014.0
	Ability to enjoy	Time perspective	463.0-	647.1	999.0
		Control	037.5*	647.1	019.0
	Time perspective	Control	574.4-*	647.1	043.0
Emotional fatigue	PERMA	Ability to enjoy	093.0	035.1	999.0
		Time perspective	611.1-	035.1	745.0
		Control	852.2-*	035.1	045.0
	Ability to enjoy	Time perspective	704.1-	035.1	626.0
		Control	944.2-*	035.1	035.0
	Time perspective	Control	241.1	035.1	999.0
Pessimism (apathy)	PERMA	Ability to enjoy	074.0-	868.0	999.0
		Time perspective	278.0-	868.0	999.0
		Control	444.2-*	868.0	038.0
	Ability to enjoy	Time perspective	204.0-	868.0	999.0
		Control	370.2-*	868.0	048.0
	Time perspective	Control	167.2-	868.0	090.0
Academic inefficiency	PERMA	Ability to enjoy	093.0-	046.1	999.0
		Time perspective	333.1	046.1	999.0
		Control	185.0	046.1	999.0
	Ability to enjoy	Time perspective	426.1	046.1	999.0
		Control	278.0	046.1	999.0
	Time perspective	Control	148.1-	046.1	999.0

The results of the Bonferroni test in Table 3 show that there is a significant mean difference between all three training groups (PERMA, ability to enjoy, time perspective) with the control group ($p<0.05$). There is no significant difference between the training groups when compared pairwise($p>0.05$). In the dimensions of emotional fatigue and pessimism (apathy), there is a significant mean difference between the training groups (PERMA and the ability to enjoy) and the control group ($p<0.05$). However, there is no significant difference between the other groups when compared pairwise. ($p>0.05$). There is no significant mean difference between the four research groups in the academic inefficiency dimension ($p>0.05$).

Table 4

Bonferroni's post hoc test results to compare the academic burnout mean in research stages

Variable	Stages		Mean diff.	SD	sig.
Academic burnout	Pre-test	Post-test	583.5*	480.0	0001.0
		Follow up	875.4*	492.0	0001.0
	Post-test	Follow up	708.0-	312.0	075.0
Emotional fatigue	Pre-test	Post-test	208.2*	442.0	0001.0
		Follow up	931.1*	484.0	0001.0
	Post-test	Follow up	278.0-	281.0	979.0
Pessimism(apathy)	Pre-test	Post-test	556.2*	347.0	0001.0
		Follow up	444.2*	328.0	0001.0
	Post-test	Follow up	111.0-	248.0	999.0
Academic inefficiency	Pre-test	Post-test	819.0	474.0	266.0
		Follow up	444.0	492.0	999.0
	Post-test	Follow up	375.0-	269.0	505.0

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The results of the Bonferroni test in Table 4 show that the difference between the mean scores of academic burnout and the dimensions of emotional exhaustion and pessimism (apathy) in the pre-test and post-test stages and also the pre-test and follow-up is significant ($p<0.001$) However, the difference between the mean scores of post-test and follow-up in these variables was not significant ($p<0.05$). In terms of academic inefficiency, the mean difference in the pre-test, post-test, and follow-up phases was not significant ($p<0.05$). According to the results of tables 2 to 4, it can be said that the training packages (ability to enjoy, PERMA, and time perspective) have a significant effect on academic burnout in students with veteran parents, and the effects of the trainings remained stable in the follow-up phase.

Also, according to these tables, there is no significant difference between the effectiveness of these three training packages in academic burnout. Regarding the dimensions of emotional exhaustion and pessimism (apathy), the training packages (ability to enjoy and PERMA) had a significant effect on these dimensions in students with veteran parents, and the effects of these trainings remained stable in the follow-up phase. Also, the results of these tables show that there is no significant difference between the effectiveness of these two training packages on the dimensions of emotional exhaustion and pessimism (apathy), but the time perspective training package was not effective on these dimensions. It can also be argued that training packages (ability to enjoy, PERMA, and time perspective) did not have a significant effect on academic inefficiency in students with veteran parents.

4. Discussion and Conclusion

This study aimed to determine the significant difference between the effectiveness of the ability to enjoy package, the PERMA well-being model, and the time perspective package on the academic burnout of students with veteran parents. The findings of the study revealed that the use of all three training packages had a positive impact on reducing academic burnout among students, leading to an enhancement in their vitality. However when comparing the three training packages, it is important to note that no significant difference was found between them, and all three interventions were equally effective. Regarding emotional exhaustion and pessimism (apathy), training packages (ability to enjoy and PERMA) had a stronger effect on these dimensions in students with veteran parents, but the time perspective training package was not effective on these dimensions. Also, none of the training packages have had a significant effect on the dimension of academic inefficiency in students with veteran parents.

Because until now the impact of the interventions of the ability to enjoy, the PERMA well-being model, and the time perspective package on the academic burnout of students has not been investigated, it is not possible to directly compare the results with previous studies, however, the effectiveness of the ability to enjoy training package can be considered generally consistent with the prior (Dorfeshan & Fouladchang, 2022), albeit indirectly.

These researchers believed that teaching the ability to enjoy based on the healthy human theory has a significant effect on increasing the use of efficient strategies in emotion regulation and reducing cognitive problems. In this context, the results of Asadi and Aghaei's research (2022) also showed that teaching the ability to enjoy based on the healthy human theory has a significant effect on improving mental health and increasing self-efficacy of secondary school students (Asadi & Aghaei, 2022).

In explaining the effect of ability to enjoy training, it can be stated that, making students familiar with the five senses and the use of each one in improving and creating an intimate relationship in school and education, teaching to understand the taste of pleasure, the techniques of enjoying the eyes or the sense of sight and the pleasurable details of life and understanding it with paying attention to the sense of sight increased the quality of motivation and academic enthusiasm of the suffering students and enabled them to pass the special conditions of their parent's veteran. Training the technique of enjoying the ear or the sense of hearing has doubled the feeling of enjoyment of the students through listening to the lesson materials.

Learning to enjoy all the five senses at the same time, to pay attention to inner feelings and talk about them, look for a cause and philosophy of existence behind every feeling, to be equipped for times of emergencies, to pay attention to the happiness of those around and learning from others to make the people around happy by modelling, to learn how children, scientists, artists, and mothers find joy, to pay attention to the bitter and sweet memories of the past until now and to learn from them, each, in turn, was an exercise to influence the situation.

The psychological flourishing model of PERMA has had an impact on sustainable changes in happiness and social participation (Zaee et al., 2021) and the future orientation and self-fulfillment of students (Dorfeshan & Fouladchang,

2022). The reason for this alignment may be due to the similarity of the statistical population.

In explaining this finding, it can be stated that the incorporation of the emphasized components in the PERMA model aids students in cultivating a sense of hopefulness towards attaining mental well-being and optimism for the future. Furthermore, it enables them to envision the realization of long-term goals and career, academic and personal success plans with a more positive view, and develop and improve their abilities. The main element in the PERMA model is positive emotions that lead to a positive orientation in life. Training students in the skills of positivity, optimism, and cultivating positive emotions fosters a mindset of hope for the future, rather than paying attention to their environmental and personal constraints. This empowers them to proactively pursue their goals and take an active stance towards achieving them.

The element of meaning in the PERMA model means having a purpose in life, which is encouraged in positive psychology and serves as the foundation for academic enthusiasm. Also, in the fifth component, namely, achievement or progress, goal setting is emphasized. Goals that are specific, measurable, realistic, attainable and time-limited are pursued with more vitality and happiness. This also helps the growth of vitality. In explaining this finding, it can also be stated that academic vitality refers to a positive, constructive and adaptive response to all kinds of academic challenges and obstacles, such as stress levels, poor grades, decreased motivation, and others. Engaging in a task spontaneously not only prevents feelings of fatigue and frustration for students but also boosts their energy and strength. This, in turn, leads to increased effort and perseverance in the realm of education, ultimately reducing the occurrence of academic burnout. This effectiveness seems logical given that burnout is a negative emotion and at the same time PERMA education focuses on teaching strategies to use positive emotional capacities such as acceptance more optimal for academic skills development.

The present findings regarding the impact of time perspective education on academic burnout are also in line with some existing research texts (Hosseini et al., 2020; Raziee et al., 2023; Sharifi et al., 2023), showing the effect of time perspective education on educational indicators and similar structures. In explaining this finding, it can be argued that time perspective education plays a fundamental role in motivation and enthusiasm, determination of how to achieve social goals, to interpret, shape perception, bias attention and form expectations; Therefore, the five components of time perspective should be implemented for students in order to have academic enthusiasm. While the hedonic present time perspective is related to a hedonistic attitude, with high impulsivity, novelty and sensation seeking, low impulse control and low preference for adaptation (Raziee et al., 2023).

In summary, from a comprehensive and broad view, it can be said that the ability to enjoy, the PERMA well-being model and the time perspective training can enable students to make their decisions and choices in a spontaneous manner and with a greater focus on cognitive and semantic processes. This can reduce the feeling of fatigue and frustration, and increase the level of academic vitality. On the other hand, the use of diverse educational approaches can improve students' ability to cope with academic problems. This improvement in the ability to cope can be another factor in improving academic burnout. Given that middle school students are on the verge of entering higher education, efforts should be made to improve their sense of vitality, therefore administrators, teachers, and families, especially families of holy defense veterans, due to special circumstances, should seriously consider the issue of students' academic vitality and provide proper planning in the form of long-term planning to improve it and organize the education process of students in a way that students do not suffer from academic fatigue and burnout.

Therefore, by changing the training quality, it is possible to influence their enthusiasm for education, sense of curiosity, and emotions related to their education and ultimately, this will foster a greater sense of belonging and reliance on schools. In other words, by instilling positive thinking and establishing it as a core value within schools, one can anticipate an increase in student's enthusiasm and vitality throughout the learning process.

5. Limitations & Suggestions

The present study, like any scientific study, has limitations. Among other things, the study was conducted on students with veteran parents in the first high school. Therefore, it is necessary to be careful in generalizing the results to children and adolescents difference this age range and under similar conditions. The assessment in the present study was done through a questionnaire that may be associated with social desirability and not very deep information. At the research level, it is also suggested that researchers in future studies of educational approaches measure the ability to enjoy, the PERMA well-being model,

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and the perspective of time in terms of effectiveness, in addition to academic burnout, on variables such as empathy, social adaptability, and social skills of students. Deeper questions should be compared and studied through interviews along with questionnaires. Education officials can increase their vitality and academic vitality by implementing educational workshops and psychological interventions by reducing academic burnout in students.

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Declaration of Interest

The authors of this article declared no conflict of interest.

Ethical Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants.

Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

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Authors' Contributions

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