

# TIME PERSPECTIVES AND PERSONALITY TRAITS OF COLLEGE STUDENTS WITHIN DAVAO REGION: A QUANTITATIVE ANALYSIS

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## ABSTRACT

In today's generation, our awareness of time has significance in establishing personality traits and determining how we interact with our surroundings. The recent study aimed to explore the correlation between individuals' time perspectives, encompassing perceptions of the past, present, and future, and their personality traits and to identify potential predictors of time perspectives associated with personality traits.

This survey included respondents, including first- to fourth-year students from one of Davao Region's universities. The study used a quantitative-predictive research design. The data interpretation is performed by JAMOVI software, together with Excel. The Shapiro-Wilk test was utilized to assess the normality, and confirmed a normal distribution for continuous variables, while mean and standard deviation were used to measure variable levels.

The findings demonstrated that students displayed high levels of present hedonistic, past negative, and past positive, suggesting a high level of time perspective. Furthermore, the respondents exhibited a moderate level of personality traits, with high levels of openness and agreeableness and moderate levels of neuroticism, conscientiousness, and extraversion.

A positive correlation exists between time perspectives and personality traits. Linear regression analysis revealed that future, present hedonistic, and past positive are significant positive predictors, while present fatalistic is a significant negative predictor.

Additionally, researchers suggest counseling and educational institutions should address past experiences' negative impact on college students, with future studies involving larger sample sizes and exploring other factors such as life satisfaction, parenting styles, and subjective well-being..

*Keywords: Time perspectives, personality traits, college students, correlation*

## 1. INTRODUCTION

Time perspectives and personality traits have been a topic of interest in recent research, with studies investigating the relationship between these factors and various aspects of human behavior and well-being. Time perspectives represent how people typically engage with their own past, present, and future experiences and are divided into five categories according to Zimbardo's time perspective theory: past-positive, past-negative, present-fatalistic, present-hedonistic, and future. Personality traits, on the other hand, are stable

patterns of behavior, emotions, and thoughts that characterize an individual (Fabbri et al., 2022).

Furthermore, time perspective refers to an individual's subjective experience and orientation towards the past, present, and future. It is a concept developed by Zimbardo and Boyd (1999, 2008) to describe how individuals perceive and interpret events in relation to time. Time perspective is considered an important aspect of personality that influences various psychological processes and behaviors. The five subscales of time perspective, as introduced by Zimbardo and Boyd (1999, 2008), are past positive, past negative, present fatalism, present hedonism, and future. These subscales represent different orientations towards time and influence how individuals perceive and interpret important life events.

According to Zimbardo and Boyd (2008), the subscales of time perspectives can be defined as: past positive reflects a positive orientation towards the past, emphasizing positive memories, nostalgia, and a focus on past achievements. Past Negative reflects a negative orientation towards the past, focusing on negative memories, regrets, and past failures. Present Fatalism embodies the notion that life is dictated by destiny or external influences, resulting in a feeling of helplessness and an absence of command over both the present and the future. Present hedonism reflects a focus on immediate pleasure and gratification in the present moment. The future reflects a focus on future goals, planning, and delayed gratification. These subscales provide a comprehensive understanding of individuals' orientations towards the past, present, and future and how they influence attitudes, behaviors, and perceptions of time.

In contrast, personality traits are long-term patterns of thoughts, feelings, and behaviors that define individuals. Psychologists commonly accept the Big Five personality trait model, which comprises openness, conscientiousness, extraversion, agreeableness, and neuroticism. These characteristics significantly influence an individual's behavior, emotions, and cognitive processes. (Costa and McCrae, 2008). These characteristics, denoted by the abbreviation OCEAN (Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism), make up the "Big Five" factors, which serve as the foundation for the Five Factor Model (FFM) (Anchor et al., 2024).

Furthermore, the trait of openness to new experiences, indicating artistic, imaginative, and intellectual inclinations, shows a varied relationship with academic success. While some studies suggest a positive link between openness and a student's GPA, others find no such correlation (Gerbino et al., 2017; Verbee et al., 2021). Recent meta-analyses indicate a low yet statistically significant positive connection between openness and a student's GPA. Conversely, agreeableness, reflecting warmth, care, support, and cooperativeness, influences positive peer and family relationships. It promotes modeling gratitude and forgiveness, facilitates job attainment, contributes to long and satisfying lives, enhances relationship contentment, and encourages community volunteering.

Moreover, conscientiousness, characterized by traits like organization, responsibility, and thoroughness, manifests in competence, orderliness, duty, achievement drive, self-discipline, and carefulness (Costa and McCrae, 2008; Hu et al., 2023). Those with conscientious traits are seen as reliable, displaying high self-control and motivation towards goals (Rahman et al., 2022). Conscientiousness stands out as the most influential predictor of academic success among the Big Five traits (Aido et al., 2022). On the flip side, neuroticism involves emotional instability, including anxiety, aggression, sadness, self-consciousness, impulsiveness, and vulnerability (Costa and McCrae, 2008; Hu et al., 2023). Low neuroticism indicates emotional stability and a healthy stress response (Soomro et al.,

2023), but it might lead to unfavorable coping mechanisms under pressure (Soomro et al., 2023).

Additionally, extraversion, outlined by Li et al. (2019), includes qualities like energy, sociability, and talkativeness. High extraversion facilitates easy friendships and enjoyment of social interactions, though individuals may also prioritize thoughtful decision-making and consideration for others' needs, valuing achievement and stimulation over tradition. Neuroticism and extraversion affect academic performance differently; neuroticism initially correlates with higher grades in middle school but lower grades in college, while extraversion is associated with better middle school grades but lower college grades (Aido et al., 2022). Conscientiousness and openness to experience, according to Aido et al. (2022), positively correlate with academic achievement.

In addition, one important consideration distributed in 2019 is "Time past characteristics: Time point of view measurements, identity characteristics, and substance utilized in teenagers" within the diary Identity and Person Contrasts. (Assylkhan et al., 2021) This considered inspected the affiliations between time point of view measurements and substance utilized in youths, after controlling for identity characteristics. The review discovered that expressing negative feelings about time and including an orientation towards both the past and future were strongly linked to increased contentment. The discoveries proposed that time viewpoint measurements are unmistakable from identity characteristics in youths and may be modifiable components utilized to alter human behaviors, counting substances utilized in teenagers.

Moreover, another pertinent ponder is "The Connection Between Identity, Time Viewpoint and Positive Introduction in Chile, Hong Kong, and Poland" distributed within the Diary of Bliss Considers. (Przepiórka et al., 2019). This think about investigated the connections between identity characteristics, time point of view (TP), and positive introduction (PO) over three nations: Chile, Hong Kong, and Poland. The review uncovered that TP measurements anticipated PO indeed after controlling for identity characteristics. Furthermore, the review found that adjusted time point of view (BTP) acted as a mediator between identity characteristics and PO. These discoveries highlight the significance of considering both TP and identity characteristics in understanding positive introduction and well-being.

Also, later ponders within the Philippines have investigated the relationship between time points of view and personality characteristics, especially long Run Time Viewpoint (FTP), to see how these variables impact behavior and well-being among Filipinos. They inquire about points to get it how time points of view shape enthusiastic reactions in particular circumstances. It moreover uncovers concurrent affiliations between time viewpoints and identity characteristics, with future-oriented people showing principles and goal-directed behavior, whereas present-oriented people show suddenness and impulsivity. This understanding gives profitable bits of knowledge into how these components connect and impact behavior and well-being among Filipinos, emphasizing the significance of considering both points of view in investigation and intercessions (De Guzman et al., 2019).

In addition, analysts in the Davao Locale have investigated the relationship between identity characteristics, particularly neuroticism, extraversion, and scruples, and their effect on enthusiastic states and well-being among Filipinos. A review by Salazar et al. (2019) found that people with tall scores on neuroticism encounter higher levels of uneasiness, push, pity, and stress, whereas those with moo scores show calmness and certainty. The study moreover investigated the relationship between extraversion and honesty, finding that people with higher levels of extraversion involve more positive feelings and a greater sense

of well-being, whereas those with higher levels of principles have higher life satisfaction and by and large well-being.

Furthermore, this thought demonstrates an inquiry about holes, emphasizing the significance of extra examination into the relationship between identity characteristics and time viewpoint. Whereas existing investigate, such as Stolarski et al. (2020), proposes a solid connect, much more inquire about is required, especially to get it how diverse viewpoints of time viewpoint connected with particular viewpoints of identity (Mioni et al., 2022), especially over educate. In spite of the fact that the inquiry recommends a favorable relationship, a few angles stay unexplained and require assisted examination (Mioni et al., 2022). Future inquiries ought to uncover the forms by which time point of view and identity characteristics connected, expanding our understanding of their combined effect on human conduct and mental results. Moreover, investigating the impact of social contrasts on this relationship and understanding the interceding and directing variables might give a more all-encompassing understanding of mental working, particularly among college understudies. There's a clear nonappearance of both national and neighborhood thinking about examining how these variables are associated, especially inside the particular setting of this institution.

Besides, inquiring about on time viewpoints and identity characteristics has given bits of knowledge into their effect on behavior and well-being. Be that as it may, there's a significant gap in understanding, especially concerning Philippine's youths, particularly in locales like Davao del Sur. Whereas universal ponders have investigated the relationship between these components and results such as scholastic execution, substance utilization, and mental wellbeing, there's constrained inquiry about centering on the Philippines. Examining how Filipino culture interatomic with time points of view and identity characteristics may upgrade our understanding of behavior and well-being. Moreover, conducting ponder in nearby settings like Davao del Sur seems to uncover experiences into the influence of territorial culture. Subsequently, there's a critical requirement for both national and neighborhood investigations to comprehend the impacts of time points of view and identity characteristics on Filipinos' lives.

The think about has confinements in its investigative approach and test choice. The center on as it were 350 college understudies limits the generalizability of discoveries. Future thinks about ought to incorporate different tests with more changed characteristics. Also, the contract center on college departments instead of particular programs raises concerns around the profundity of discoveries and test representativeness, considering member number varieties over offices. The think about faces a significant challenge with respect to member engagement and genuineness, potentially impacting information quality and unwavering quality. The utilization of a cross-sectional methodology may not fully encapsulate the evolving time orientations and personality attributes of college students, indicating the necessity for longitudinal research in subsequent studies.

This research is critical because it reveals how time viewpoint relates with identity characteristics, revealing person characteristics. Whereas recognizing the uniqueness of each identity, the ponder distinguishes similitudes among college understudies, proposing shared characteristics molded by their time viewpoints. They offer different points of interest for students, and school teachers can pick up profitable experiences for moving forward policies and instructing strategies, cultivating a superior learning environment. The think about moreover benefits counselors and analysts by giving mediations and methodologies to back students' well-being.

## **1.1 Research Objectives**

This research study attempted to explore whether certain time perspectives are associated with positive or negative personality traits. This study specifically explored to determine the following:

- 1 What is the demographic profile of college students in terms of?
  - 1.1 Gender
  - 1.2 Year Level
  - 1.3 Department
- 2 What is the level of Time Perspectives of college students in terms of?
  - 2.1 Past Positive
  - 2.2 Past Negative
  - 2.3 Present Fatalistic
  - 2.4 Present Hedonistic
  - 2.5 Future
- 3 What is the level of Personality Traits of college students in terms of?
  - 3.1 Openness
  - 3.2 Conscientiousness
  - 3.3 Extraversion
  - 3.4 Agreeableness
  - 3.5 Neuroticism
4. Is there a significant relationship between Time Perspectives and Personality Traits of college students?
5. What particular domains under Time Perspectives influence Personality Traits?

## **2. METHODOLOGY**

This chapter highlights the process and methods employed to perform the study. This section covers research respondents, research instruments, design and procedure, statistical treatment, ethical considerations, and limitations of the study. This provides an understanding of how the study was executed and how the results were acquired, ensuring transparency and replicability.

### **2.1 Research Respondents**

The study focused on students from a university in Davao del Sur, covering various genders, year levels, and departments during the 2024 school year. Using a sample size of 350, determined by a Slovic's test calculator, researchers employed simple random sampling from a total population of 3,868 students to ensure reliable results. Most respondents were first-year students, followed by second-year, third-year, and fourth-year students. The Department of Arts and Sciences had the highest number of participants, with other departments like Technology, Business Administration, Criminal Justice Education, Teacher Education, and Engineering also represented. The majority of respondents identified as female, with a smaller proportion identifying as male and LGBTQ.

### **2.2 Research Instrument**

The researchers employed a structured research instrument for data collection, consisting of two primary components: an adapted survey questionnaire on time perspectives and another on personality traits. The time perspectives component, adapted from Zimbardo and Boyd (1999), includes 56 items designed to assess respondents' orientations toward past, present, and future time perspectives. This instrument measures how these temporal

orientations influence individuals' behaviors and attitudes. Respondents rated each item on a 5-point Likert scale ranging from 1 (Very Uncharacteristic) to 5 (Very Characteristic).

To assess personality traits, the researchers utilized an adapted version of the Big Five Inventory (BFI) based on the psychometric properties established by John and Srivastava (1999). This component comprises 44 items that evaluate the five major dimensions of personality: Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. Responses were collected on a 5-point Likert scale ranging from 1 (Disagree Strongly) to 5 (Agree Strongly).

*Table 1. Time Perspectives Mean Interpretation*

<b>Mean Interval</b>	<b>Description</b>	<b>Interpretation</b>
4.21-5.00	Very Characteristic	The time perspective is very highly evident
3.41-4.20	Characteristic	The time perspective is highly evident
2.61-3.40	Neutral	The time perspective is moderately evident
1.81-2.60	Uncharacteristic	The time perspective is slightly evident
1.00-1.80	Very Uncharacteristic	The time perspective is very slightly evident

*Table 2. Personality Traits Mean Interpretation*

<b>Mean Interval</b>	<b>Description</b>	<b>Interpretation</b>
4.21-5.00	Agree Strongly	The personality trait is very highly evident
3.41-4.20	Agree a little	The personality trait is high evident
2.61-3.40	Neither Agree nor Disagree	The personality trait is moderately evident
1.81-2.60	Disagree a little	The personality trait is slightly evident
1.00-1.80	Disagree Strongly	The personality trait is very slightly evident

## 2.3 Design and Procedure

This study adopted a quantitative approach with a descriptive-correlation research design. Initially, the researchers reviewed relevant literature. The researchers utilized validated questionnaires from Zimbardo and Boyd (1999) on Time Perspectives, and Goldberg (1993) on Personality Traits. The researchers distributed printed questionnaires and obtained permission letters from the adviser, endorsed by the Dean of the Professional School, ensuring ethical considerations. Finally, they tabulated and analyzed the data using appropriate statistical methods, aided by a Jamovi Statistical tool version 2.4.14.

## 2.4 Statistical Treatment

Data from 350 respondents were gathered and analyzed utilizing the statistical software JAMOVI version 2.4.14. The data were summarized using descriptive statistics, such as the mean and standard deviation, to present the responses of the respondents. Furthermore, the normality of the data was evaluated through the Shapiro-Wilk Test, resulting in a p-value of .077. Given that this p-value is greater than .05, indicating a not normally distributed data (Zach, 2022). The researchers proceeded to utilize Spearman's rank correlation analysis to investigate the relationships between the two variables. This choice was made to ensure that appropriate statistical techniques were employed to accommodate the not normal distribution of the data, by improving the reliability and validity of the results.

## 2.5 Ethical Considerations

**2.5.1 Voluntary Participation.** The respondents in the study have the freedom to join voluntarily and can exit at any point. Researchers must respect their choices, ensuring ethical treatment and upholding autonomy.

**2.5.2 Right to Revoke.** Respondents can join and leave the study freely, with researchers respecting their choices for ethical treatment and autonomy.

**2.5.3 Privacy and Confidentiality.** Personal information of respondents is kept confidential within the study, with proper security measures in place to safeguard privacy and prevent unauthorized access.

**2.5.4 Informed Consent Process.** Respondents in the study were provided with all the information they needed to understand whether they wanted to participate or not. Each respondent was given an overview of the study's key points, including what was expected from both them and the researchers. This included information about the benefits and risks of participating, as well as any approvals from relevant institutions. The researchers made sure that respondents knew their data would be kept private and that their decisions would be respected throughout the study.

**2.5.5 Risk.** Respondents were informed about the study's details, risks, and privacy measures to ensure understanding and protection of their rights and information.

**2.5.6 Benefits.** The study does not offer immediate benefits to respondents, its results could indirectly benefit them by improving how information about time perspective and personality traits is shared. This could be particularly helpful for college students, enhancing their understanding in this area

**2.5.7 Plagiarism.** The study was conducted in a way that avoids any possibility of plagiarism. The researchers made sure to accurately cite any ideas or results from other authors and scholars mentioned in the study, following the appropriate methods for citing sources. This ensures that the study maintains academic integrity and respects the work of others.

**2.5.8 Fabrication.** The researchers ensured that they didn't present anyone else's work as their own, nor did they intend to fake data, fabricate outcomes, or draw conclusions that did not align with existing literature. They maintained integrity by accurately representing their sources and ensuring their findings were consistent with established knowledge.

**2.5.9 Falsification.** The research is built upon trustworthy and precise studies, with the authors duly recognized and their work referenced in the manuscript. This ensures the research is grounded in reliable sources and contributes to the academic discourse by building upon existing knowledge.

**2.5.10 Conflict of Interest.** The researchers are committed to ensuring the quality of their findings and conducting the study with honesty and integrity. Their dedication ensures that the research outcomes are reliable and trustworthy.

**2.5.11 Deceit.** The study ensured respondents provided truthful responses without causing harm, using ethical techniques and avoiding misleading volunteers. Moral dilemmas were handled appropriately, maintaining ethical standards and respondent well-being.

**2.5.12 Permission from Organization/Location.** Before distributing questionnaires to college students, the researcher obtained signatures from advisors and a positive endorsement from the Professional School Dean. This was done to ensure proper authorization for conducting the study within the college, whether it was related to the students' field of study or the location where data were being collected.

## 2.6 Limitations

The study has limitations in its research approach and sample selection. The focus on only 350 college students limits the generalizability of findings. Future studies should include diverse samples with more varied characteristics. Additionally, the narrow focus on college departments instead of specific programs raises concerns about the depth of findings and sample representativeness, considering participant number variations across departments. The study faces a significant challenge regarding participant engagement and honesty, potentially impacting data quality and reliability. The use of a cross-sectional approach may not fully capture the evolving nature of time perspectives and personality traits in college students, suggesting a need for longitudinal research in future studies.

## 3. RESULTS AND DISCUSSION

This chapter presents the data, findings, interpretations, discussion, and analysis based on respondents' answers regarding their time perspectives and personality traits. The tables are organized under the following subheadings: the demographic profile of the respondents, the levels of time perspectives and personality traits, the significant relationship between time perspectives and personality traits, and a regression analysis predicting students' time perspectives.

### 3.1 The Demographic of the Respondents

This table presents the demographic characteristics of the respondents, including sex, year level, and department. The majority of respondents identify as female, making up 65.4% (n = 229) of the sample. Male respondents constitute 33.4% (n = 117), while those identifying as LGBTQ represent a smaller proportion at 1.1% (n = 4). In terms of year level, the majority of respondents are first-year students, comprising 44% of the sample (n = 154). Second-year students follow, representing 31.7% (n = 111), while third-year students account for 16.9% (n = 59). The fourth-year level is the least represented, with 7.4% (n = 26) of the respondents.

*Table 3. Characteristics of Respondents (n=350)*

Profile	f	%
<b>GENDER</b>		
Male	117	33.4%
Female	229	65.4%
LGBTQ	4	1.1%
<b>YEAR LEVEL</b>		
1 <sup>st</sup>	154	44.0%
2 <sup>nd</sup>	111	31.7%
3 <sup>rd</sup>	59	16.9%
4 <sup>th</sup>	26	7.4%
<b>DEPARTMENT</b>		
DAS	96	27.4%
DTE	64	18.3%
DBA	59	16.9%
DCJE	53	15.1%
DTP	41	11.7%
DAE	37	10.6%
<b>TOTAL</b>	<b>350</b>	<b>100%</b>

Regarding departmental distribution, the Department of Arts and Sciences (DAS) has the highest representation at 27.4% (n = 96). This is followed by the Department of Technology and Engineering (DTE) at 18.3% (n = 64), the Department of Business Administration (DBA) at 16.9% (n = 59), and the Department of Criminal Justice Education (DCJE) at 15.1% (n = 53). The Department of Teacher Preparation (DTP) and the Department of Agricultural Education (DAE) account for 11.7% (n = 41) and 10.6% (n = 37) of the sample, respectively. These figures indicate that most respondents are from the

DAS. The distribution of respondents across different categories reflects the use of a random sampling method, which inherently leads to variability in demographic representation.

### 3.2 The Levels of Time Perspectives and Personality Traits

Tables 4 and 5 present a summary of the statistical analysis results regarding the evaluated levels of Time Perspectives and Personality Traits among college students. Table 4 assesses five dimensions of Time Perspectives: Present Hedonistic, Present Fatalistic, Future, Past Negative, and Past Positive. Correspondingly, Table 5 summarizes the survey findings on Personality Traits, evaluating five criteria: Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism.

Table 4. Level of Time Perspectives Among Respondents.

Items	Mean	Std. Deviation	Description
Present Hedonistic	3.61	.587	Highly evident
Present Fatalistic	3.36	.512	Moderately evident
Future	3.36	.376	Moderately evident
Past Negative	3.59	.548	Highly evident
Past Positive	3.49	.400	Highly evident
<b>Overall Students Time Perspectives</b>	<b>3.48</b>	<b>.378</b>	<b>Highly evident</b>

According to the presented results, there is an overall total of ( $X = 3.48$ ,  $SD = .378$ ) for the level of time perspectives among respondents, described as highly evident. Per item evaluation, present hedonistic ( $X = 3.61$ ,  $SD = .587$ ), past negative ( $X = 3.59$ ,  $SD = .548$ ), and past positive ( $X = 3.49$ ,  $SD = .400$ ), all are interpreted as highly evident. This finding has been verified by a previous research investigation, which observed that the greater the present-hedonistic temporal perspective, the lower the expected likelihood of receiving a future reward, leading in delayed pleasure. (Kim et al., 2020). According to (Osin & Boniwell, 2024), college students with high present hedonism desire instant pleasure and contentment. Delaying gratification is often associated with temporal perspective, as it is a fundamental aspect of the contemporary hedonistic construct (Sekścińska et al., 2018). This is illustrated in the study of Hamzah et al. (2013), who discovered that peer connection and influence might contribute to the development of hedonistic behavior among college students, particularly communication, trust, and feelings of alienation (Hamzah et al., 2014). Previous research found that those with a bad history had pessimistic views of previous experiences, had often suffered trauma, or had a negative opinion of a previous neutral occurrence (Wolters and Brady, 2020). Individuals with a negative time perspective bias reported a smaller degree of contentment with their college and university experience (Horstmanshof & Zimitat, 2007; Precin, 2017). Early research indicates a strong link between anxiety and past negative experiences (Åström et al., 2014; Papastamatelou et al., 2015). Young (1990) found that college students experience increased anxiety when participating in speaking tasks, fearing negative evaluation from both peers and instructors. This bad sensation may stem from embarrassing past experiences with reciting in class. (Young, 1990). Additionally, this finding seems to correspond with prior study, which indicated individuals with a high past positive time perspective recall the past with fondness and recollections, and they generally remember past experiences positively (Bernstein & Benfield, 2013). Early studies suggested that the expected association between gratitude and subjective pleasure, life satisfaction, and subjective well-being was partially demonstrated by the past positive time perspective (Zhang, 2020). This is evidenced by a prior study, which states that college students thinking on a recent event may lead to a positive assessment of their lives if the event is favorable, such as college students experiencing an important personal achievement, (i.e., being top in the class, remarked as highest in the test, and being complimented by professors) than if it is negative (i.e., failing the test, continuous absences, and being scolded by professors because Research suggests that college students who have a positive outlook on the past report higher levels of enjoyment, life satisfaction, and positive impacts, while experiencing less negative consequences, depressive symptoms, and anxiety (Meirean & Diaconu-Gherasim, 2019; Orkibi & Dafner, 2016; Diaconu-Gherasim et al., 2021). However, earlier research discovered that the influence of happy events fades faster than the influence of negative events, and that a single negative event has a greater impact than a comparable positive event. Furthermore, because evil is stronger than good, it takes more positive experiences to outweigh the effect of others that are negative. (Baumeister and Sparks 2008; Orkibi & Dafner, 2016).

On the other hand, present fatalistics ( $X = 3.36$ ,  $SD = .512$ ) and future ( $X = 3.36$ ,  $SD = .376$ ) are both relatively evident. Another study found that current fatalistic perspective is associated with hopelessness and emotions of powerlessness over life occurrences (Papastamatelou, 2015). People with a fatalistic focus on the present believe that everything in life is determined by fate, thus the only thing left to do is stand passively in the present. Individual ideals like accomplishment and self-direction impact future-

oriented behavior. Cultural background, socioeconomic status, and personal experiences can all influence someone's future orientation (Schwartz & Boehnke, 2004). Finally, future-oriented people are constantly seeking to prepare and attain future goals, but they are not always able to completely live in the present (Zimbardo and Boyd, 1999; Miceli et al., 2021). Individuals who paid less attention to the future than the past and present tended to see their future in a more pessimistic light, which frequently led to increased worry and anxiety about the unpredictable future and a greater likelihood of living on negative past experiences than individuals who focused more on the future time period (Wu, 2022). As a result, Zimbardo and Boyd (2008) and Kuan and Zhang (2022) indicated that individuals with high past positive, moderately high present hedonistic, moderately high future, low present fatalistic, and low past-negative time perspective scores have the balanced time perspective (BTP) profile. The current results differ from the BTP in that future and present fatalistic are moderately evident whereas past positive, past negative, and present hedonism are highly evident. This reveals that college students' temporal perceptions are unequal, meaning that they are experiencing psychological distress or dissatisfaction. This contradicts the current findings, implying that college students may have some future goals but are inhibited or pessimistic about making big changes in their current circumstances. Furthermore, this finding suggests that college students have strong favorable views about their prior experiences while simultaneously placing a high value on finding enjoyment in the present moment. However, there is a significant presence of bad prior events.

**Table 5. Level of Personality Traits Among Respondents**

Items	Mean	Std. Deviation	Description
Openness	3.47	.422	Highly evident
Conscientiousness	3.10	.445	Moderately evident
Extroversion	3.05	.477	Moderately evident
Agreeableness	3.41	.394	Highly evident
Neuroticism	3.22	.508	Moderately evident
<b>Overall Students Personality Traits</b>	<b>3.25</b>	<b>.231</b>	<b>Moderately evident</b>

Based on the provided results, the overall level of personality traits among the respondents is moderately evident. Firstly, Openness with a result of ( $X = 3.47$ ,  $SD = 0.422$ ), emerges as highly evident among the respondents (Kekäläinen et al., 2020). This feature encompasses qualities such as intellectual curiosity, creativity, and a readiness to investigate different ideas and viewpoints, showing a desire to engage in new experiences and intellectual pursuits. The sample has a moderate level of conscientiousness, with a result of ( $X = 3.10$ ,  $SD = 0.445$ ). Conscientious people exhibit characteristics related with organization, responsibility, and goal-directed behavior, indicating an organized approach to activities and a dedication to reaching desired results. For college students, conscientiousness is critical to academic achievement because it allows for good time management, extensive exam and assignment preparation, and a disciplined attitude to meeting deadlines. Thus, the observed levels of openness and conscientiousness among respondents indicate their ability to prosper intellectually and personally during their college years, emphasizing the significance of nurturing these traits in order to improve their entire college experience and success.

Similarly, Extroversion has a moderately highly evident result with ( $X = 3.05$ ,  $SD = 0.477$ ). According to a previous study of Bojanowska (2021), extroverted people are distinguished by their outgoing personality, sociability, and pleasure of social interactions, demonstrating a propensity for outward stimulation and interaction with others in their environment. Being extroverted may increase college students' and adolescents' propensity to join in extracurricular activities, develop new friendships, and engage in collaborative learning experiences. Extroversion can help you create strong social networks, facilitate peer support, and improve your communication skills, all of which are useful tools for managing the intricacies of college life. Furthermore, extroverted students may excel in group projects, class debates, and campus events, relying on their interpersonal skills to establish a sense of belonging and connection within the college community. As a result, the somewhat high degree of extroversion among respondents indicates that many college students have the social skills and desire to actively engage with their peers and make the most of their academic experience.

Transitioning to Agreeableness is indicated as highly evident with the result ( $X = 3.41$ ,  $SD = 0.394$ ). Individuals with high Agreeableness scores exhibit attributes such as compassion, cooperation, and empathy, which promote harmonious relationships and effective collaboration with others. Individuals with high Agreeableness levels are usually to prosper in environments that value teamwork, communication, and mutual respect, as they have the interpersonal skills required to form strong connections and efficiently navigate social dynamics. Furthermore, agreeable persons can help to foster a healthy and inclusive school culture that values empathy and understanding and celebrates collaborative efforts. As a result, the high degree of Agreeableness among respondents implies that many college students have the characteristics

necessary to form meaningful relationships and contribute positively to their academic and social communities.

Finally, neuroticism appears to be moderately evident, with a result of ( $X= 3.22$ ,  $SD= 0.508$ ). This feature is characterized by emotional instability, anxiety, and a proclivity to experience negative emotions, revealing differences in emotional resilience and coping techniques throughout the population. In the context of college life, students with high Neuroticism may struggle with stress management, academic expectations, and effective transitions. They may be more likely to experience increased worry, self-doubt, and emotional distress, which can impair their ability to concentrate, complete courses, and develop positive relationships with classmates and instructors. Furthermore, differences in emotional resilience among students with high neuroticism underscore the significance of providing support services and resources to help them develop coping skills and build resilience in the face of adversity. By addressing students' emotional needs and encouraging mental health awareness and support activities, colleges and universities may nurture the well-being and academic performance of all students, regardless of Neuroticism level. Recognizing the ramifications of neuroticism in the college experience emphasizes the importance of multifaceted approaches to student support and mental health promotion on campuses.

Based on these findings, the high degree of Openness indicates that respondents are generally curious, imaginative, and eager for new experiences. In contrast, a moderate level of conscientiousness implies a balanced approach to responsibility and goal planning. Similarly, the moderate level of Extroversion indicates that individuals are outgoing and gregarious, but not overly so. Moving on to Agreeableness, a high score suggests a proclivity for kindness, cooperation, and empathy, which promotes harmonious social relationships. Finally, the moderate level of Neuroticism indicates that the respondents are emotionally unstable and prone to unpleasant feelings (Dametto& Noronha, 2019).

### 3.3 Significant Relationship between Time Perspectives and Personality Traits

This table summarizes the results of the correlation analysis between time perspectives and personality traits. The correlation coefficients presented in the table indicate the strength and direction of the relationship between time perspectives and personality traits.

**Table 6. Summary of Spearman's Rho Correlation between Time Perspectives and Personality Traits.**

<i>Independent variable</i>	<i>Overall Time Perspective</i>		
<i>Personality Traits</i>	<b>Spearman's rho</b>	<b>p-value</b>	<b>Remarks</b>
	.416	<.001	<b>Significant</b>

This table illustrates the relationship between time perspectives and overall time perspectives among college students. The results revealed a positive correlation coefficient of 0.416, suggesting that as personality traits increase, time perspective tends to increase as well. The moderate strength of the correlation (0.416) indicates a moderate association between the two variables. Existing research extensively indicates that time perspective variables comprise parts of individuals' self-concepts that are not addressed by the Big Five personality traits (Matthews & Stolarski, 2015; Rudzinska-Wojciechowska et al., 2021). Furthermore, there is a substantial link between time views and personality traits, therefore the null hypothesis is rejected. Miceli et al. (2021) found a consistent relationship between temporal views and personality factors in earlier research. For example, past positive, present hedonistic, and future had a favorable link with extraversion, agreeableness, conscientiousness, and openness, but a negative relationship with neuroticism. Conversely, both past and present fatalistic tendencies have a negative link with these traits, but a favorable relationship with neuroticism (Chen et al., 2024). Furthermore, empirical investigations on the relationship between personality traits and time perspectives have produced contradictory results, as stated by Diaconu-Gherasim and Mardari (2021).

### 3.4 Regression Analysis for Variables

The table 7 shows the regression analysis for variables predicting the time perspectives of students. The table shows that four significant predictors contributed to the students' time perspectives, namely, Future, Present Hedonistic, Past Positive, and Present Fatalistic.

*Table 7. Regression Analysis for Variables Predicting Students Time Perspectives (n= 350)*

Variable	B	SE	t	p
Present Hedonistic	0.0854	0.0328	2.60	0.0010
Present Fatalistic	-0.0557	0.0257	-2.17	0.031
Future	0.1416	0.0373	3.80	<.001
Past Negative	0.0385	0.0287	1.34	0.181
Past Positive	0.0799	0.0357	2.24	0.026
<b>R2</b>	<b>0.209</b>	<b>df1</b>	<b>df2</b>	<b>p</b>
<b>F</b>	<b>18.2</b>	<b>5</b>	<b>344</b>	<b>&lt;.001</b>

This table presents the results of a linear regression analysis, incorporating coefficients of correlation, was conducted with a significance test at the  $\alpha=0.05$  level. The subscales examined include Future (B= 0.1416,  $t= 3.80$ ,  $p<0.001$ ), Present Hedonistic (B= 0.0854,  $t= 2.60$ ,  $p<0.001$ ), Past Positive (B= 0.0799,  $t= 2.24$ ,  $p<0.02$ ), Present Fatalistic (B= -0.0557,  $t= -2.17$ ,  $p<0.031$ ), and Past Negative (B= 0.0385,  $t= 2.24$ ,  $p<0.026$ ). The analysis revealed that Future, Present Hedonistic, Past Positive, and Present Fatalistic have a significant positive relationship with Personality Traits. In other words, as Future, Present Hedonistic, Past Positive, and Present Fatalistic increases, Personality Traits increases as well. On the contrary, the other predictor variable, Past Negative, does not demonstrate a statistically significant impact on predicting Personality Traits in this analysis. Moreover, the estimate or B implies that for a one-unit increase in Future, Present Hedonistic, Past Positive, and Present Fatalistic, Personality Traits is expected to increase by 0.1416, 0.0854, 0.0799, 0.0385 and decreases by -0.0557.

Additionally, Future with a standard error (SE) of 0.0373, suggesting that the estimate for it is less precise or reliable compared to present fatalistic, Past Positive with a standard error (SE) of 0.0357 suggesting that the estimate for it is slightly lower precision or reliable compared to future, Present Hedonistic with a standard error (SE) of 0.0328 suggesting that the estimate for it is slightly higher precision or reliable compared to past positive but still less precise than present fatalistic, and Present Fatalistic has the smallest standard error (SE) of 0.0257, suggesting that the estimate for it is most precise or reliable among the four predictors.

On the other hand, the t-value of Future and Present Hedonistic values all exceed the critical value, while the Present Fatalistic and Past Positive value does not; therefore, Future ( $t= 3.80>2$ ) and Present Hedonistic ( $t= 2.60>2$ ) have a significant positive relationship with Personality Traits. Furthermore, Future and Present Hedonistic accounts for 21% of the variance in personality traits  $F(5, 344) = F$ ,  $p<.001$ . In other words, only 21% predict the personality traits of college students. The 79% can be explained by other factors or variables.

People live in the present, yet they can consider prior experiences and plan for the future (Lens et al., 2012; Diaconu-Gherasim & Mardari, 2021). Alternatively, other studies suggest that dimensions of time perspective undergo developmental changes and are distinct from traits of personality (Carstensen, 2006; Lewin, 1939; Mello, 2019). Research based on observations and data has produced diverse findings regarding the links between different time perspectives and personality traits, with certain studies indicating only minimal correlations (Zhang & Howell, 2011). To elaborate, thinking on previous events enables college students to learn, grow, and make informed judgments in the present. Anticipating the future allows college students to set goals, prepare for issues, and maintain a sense of direction in their lives. The ever-changing interaction of the past, present, and future influences how people live their daily lives and shape their personal development.

Sobol-Kwapinska and Jankowski (2016) discovered that people who have a current fatalistic time perspective struggle to find significance in their lives. This might be because these individuals often feel like their lives are controlled by outside influences and that they have limited power over their own destiny. This is reinforced by (Griffin & Wildbur, 2020), who argue that this perspective can lead to diminished concern about the future, lower self-esteem, lower energy levels, and an increased risk of depression. However, a conflicting finding suggests that introverts with a fatalistic time perspective had higher self-esteem than introverts without a fatalistic time perspective (Sobol et al., 2022). To underscore this finding, previous research has shown that certain personality traits, such as neuroticism and pessimism, are strong predictors of fatalistic beliefs and can have a major impact on students' college experiences. As a result, college students with high neuroticism may be more prone to fatalistic thinking, resulting to emotions of powerlessness, loss of control, and pessimism about the future (Apostolov & Geldenhuys, 2022).

The study (Ertina& Ibrahim, 2019) confirmed that the hedonistic lifestyle is growing more common among college students, perhaps leading to severe consequences. This is related to college students' great curiosity for new experiences. This is supported by Trimartati's (2014) observation that students' hedonistic lifestyles are influenced by external variables such as family and friend relationships, making it harder to escape the hedonistic trap. This result is supported by Rudzinska-Wojciechowska et al. (2021), who discovered that people with a present-hedonistic perspective may have low conscientiousness and high extraversion, being highly engaged, having a broad spectrum of interests, and actively taking part in various events and activities characterize this trait. This is corroborated by de Bilde et al. (2011) and Rudzinska-Wojciechowska et al. (2021), who believe that modern hedonism has negative motivational and learning consequences. According to Sirois and Pychyl (2013), those with a present hedonistic time frame may enjoy more immediate pleasure, but they may struggle with long-term planning and goal achievement. This means that, while present hedonism can provide college students with temporary pleasure, it may impede their ability to prioritize long-term goals, hurting their overall achievement and well-being in the future.

Our result surpasses the variance of previous study, indicating a 13.7% of life satisfaction beyond personality traits (Zhang & Howell, 2011). This elaborated by (Wood et al., 2009), that individuals who have a positive outlook on the past tend to experience higher feelings of appreciation, pleasure, and overall well-being. This emphasizes the importance of cultivating a positive attitude on prior events for college students/adolescents, as it can contribute to increased emotional resilience, better mental health, and a sense of fulfillment in life. To support this, college students who have already experienced positive occurrences, such as successful group work partnerships, may have more positive perceptions and engage in such activities in the future (Massah et al., 2020). This finding is consistent with prior research, which found that people are glad for things that have already happened, and often reliving positive memories naturally helps them recognize more reasons to be grateful (Burzynska& Stolarski, 2020). Recent research by Zhang (2020) gives evidence that appreciative people are happy because they have higher levels of past-positive TP.

In initial inquiries, there was no collection of evidence that specifically demonstrated and broadened the understanding of how FTP functions as a motivator and influencer of behavior in various aspects of life beyond its known contexts (André et al., 2018). This might be because individuals are less motivated to pursue educational aspirations in nations undergoing significant political or economic instability (Morselli, 2013). Motivational power stems from two human capacities: the capability to foresee outcomes and consequences far ahead (the cognitive aspect) and the capacity to assign value to long-term objectives (the emotional aspect) (Andre et al., 2018). Short-term-oriented societies prioritize immediate outcomes and are focused on the present and past, while long-term-oriented cultures prioritize future goals and aspirations (Andre et al., 2018). According to Seligman et al. (2013), those who have a strong future time perspective exhibit higher levels of resilience and goal-directed behavior, which leads to greater academic and professional success.

#### **4. CONCLUSION**

This study examined the correlation between time perspectives and personality traits among college students. The findings revealed that the respondents exhibited a high level of the overall of time perspectives with a moderate level of personality traits. This suggests that a majority of the respondents possess a strong perspective towards considering past, present, and future events in their decision-making and behavior towards the world around them, shaping their goals, priorities, and responses to various situations. However, time perspectives are not the only determinant of personality characteristics among the respondents. Instead, personality traits may be influenced by a multitude of factors beyond time perspective, such as genetics, environmental influences, and individual experiences.

Additionally, the study revealed that respondents displayed a moderate level of overall personality traits, with agreeableness and openness appeared as the highest among the five subscales at a high level. This suggests that respondents possess positive personality traits, which may contribute to favorable interpersonal relationships, adaptability to new experiences, and overall well-being. It's important to highlight that although agreeableness and openness scored highly, the research did reveal notable connections between time perspectives and personality traits, indicating the presence of mentioned contributions of these personalities to an individual, this adaptability can be particularly valuable in today's rapidly changing and interconnected world, where individuals are often confronted with evolving societal norms, technological advancements, and global issues. This could imply that respondents may cultivate a sense of agency, fulfillment, and flourishing in their personal and professional aspirations.

Moreover, while it is widely recognized that time perspectives can influence personality traits, the findings revealed a distinct relationship wherein individuals with higher time perspectives levels may also experience increased personality traits. This suggests that individuals with a higher sense of time

perspective might develop more pronounced or diverse personality traits. This could be because their awareness of time may lead them to have more experiences, learn more lessons, and thus develop a particular personality.

In the linear regression analysis was employed to identify which domain has a significant influence between the variable's time perspective and personality traits, which revealed that four significant predictors and one non-significant predictor contributed to the personality traits of college students. The four significant predictors are: Future, Present Hedonistic, and Past Positive, emerged as significant positive predictors, suggesting a positive correlation or effect with personality traits. Whereas, Present Fatalistic emerged as a negative predictor, suggesting a negative correlation but statistically significant with personality traits.

In conclusion, this study presents conflicting results compared to most research findings. It emphasizes the necessity of maintaining balance in all aspects, regardless of the time perspectives of an individual. It is significant to recognize that diverse factors contribute to varying personality traits, and time perspective is just one of many. Therefore, a holistic view should be adopted when considering personality development and traits.

These results contribute to the growing body of literature on time perspectives and personality traits, particularly within the context of college students within Davao region. In addition, educators, counselors, and the school institution are recommended to consider incorporating interventions aimed at fostering positive time perspectives, particularly focusing on future, present hedonistic and past positive perspectives. Additionally, efforts should be made to enhance openness and agreeableness traits among college students, as these were identified as highly evident personality traits. Furthermore, interventions mainly past negative and mitigating the influence of past fatalistic tendencies to improve overall well-being and personal development.

## **5. RECOMMENDATIONS**

From the view of the findings and conclusions presented, the following recommendations and suggestions were made:

The school and other universities, institutions should integrate programs aimed at fostering a balanced time perspective among students. This could involve offering workshops or courses that emphasize the importance of future orientation while also addressing present-hedonistic tendencies. Moreover, understanding the correlation between personality traits and time perspectives can help educators tailor interventions that promote academic success and emotional well-being. For instance, incorporating strategies to enhance conscientiousness and future orientation may mitigate present-fatalistic attitudes and improve students' overall outlook towards their academic and personal development.

To students and teachers, students can benefit from self-awareness exercises to recognize their dominant time perspectives and personality traits, helping them understand how these factors influence their behavior and decision-making. Teachers can incorporate discussions on these topics into the curriculum to deepen understanding of how individual differences impact learning and interpersonal dynamics in the classroom.

To the readers, being aware of exploring existing literature on time perspectives and personality traits offers valuable insights into human behavior, motivation, and well-being. Understanding these constructs' nuances can inform practical applications in personal development, counseling, and organizational management.

Lastly, future researchers, may focus on enhancing the strength of their findings by expanding sample sizes to ensure inclusivity across diverse demographic groups. Additionally, investigating additional factors such as life satisfaction, subjective well-being, and dimensions of parenting could yield a more extensive comprehension of the correlation between time perspectives and personality traits. By integrating a wider spectrum of factors, researchers can uncover nuanced patterns underlying individuals' perceptions of time and personality characteristics, contributing to a deeper understanding of human behavior and well-being. Longitudinal studies can further explore the dynamic nature of these constructs over time, while exploring cultural variations can provide insights into human psychology across diverse populations. Moreover, interdisciplinary research integrating insights from psychology, sociology, and education can shed light on the complex interactions between individual characteristics and societal influences on behavior and outcomes.

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