Time Perspectives and Personality Traits of Filipino College Students in Davao Region: A Quantitative Analysis

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

Original Research Article

ABSTRACT

This study investigated the relationship between time perspectives (past, present, future) and personality traits among 350 university students in the Davao Region using a quantitative-predictive research design. Shapiro-Wilk test confirmed normal distribution and measured variable levels. Findings revealed that students had high present hedonistic, past negative, and past positive time perspectives, along with high openness to experience and agreeableness, and moderate neuroticism, conscientiousness, and extraversion. A positive correlation between time perspectives and personality traits was identified, with linear regression indicating that future, present hedonistic, and past positive perspectives were significant positive predictors. This research offers clear recommendations for utilizing diverse time perspectives and associated personality traits in personal development. Encouraging self-awareness and reflection can assist students in understanding how their time outlook shapes their behavior. This research also highlights potential drawbacks such as excessive future-oriented thinking leading to anxiety or rigidity, present hedonism resulting in neglect of long-term goals or consequences, and dwelling excessively on past positive experiences hindering present growth. It also underscores the importance of addressing

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these negatives through balanced approaches tailored to individual needs. Future research should include larger sample sizes and consider additional factors such as life satisfaction, parenting styles, and subjective well-being.

1. INTRODUCTION

Time perspectives and personality traits have garnered significant attention in recent research, with studies exploring their interrelationship and their impacts on various aspects of human behavior and well-being. Time perspective refers to an individual's subjective experience and orientation towards the past, present, and future. This concept, developed by [1,2], elucidates how individuals perceive and interpret events within the framework of time. It is considered a crucial aspect of personality, influencing diverse psychological processes and behaviors [2] proposed five subscales of time perspective: past positive, past negative, present fatalism, present hedonism, and future. These subscales represent distinct orientations towards time, shaping individuals' perceptions and interpretations of significant life events.

Past Positive reflects a positive orientation towards the past, emphasizing pleasant memories, nostalgia, and a focus on past achievements. Past Negative, on the other hand, embodies a negative orientation towards the past, centering on unpleasant memories, regrets, and past failures. Present Fatalism encapsulates the belief that life is predetermined by destiny or external forces, resulting in a sense of helplessness and a perceived lack of control over both the present and the future. Present Hedonism reflects a tendency to prioritize immediate pleasure and gratification in the present moment. Lastly, the Future orientation entails a focus on future goals, planning, and delayed gratification. These subscales offer a comprehensive framework for understanding individuals' temporal orientations and how they shape attitudes, behaviors, and perceptions of time [1,2]

In contrast, personality traits represent enduring patterns of thoughts, feelings, and behaviors that characterize individuals over time. The widely accepted Big Five personality trait model, proposed by [3], comprises Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. These traits significantly influence various aspects of an individual's behavior, emotions, and cognitive processes. Often abbreviated as OCEAN, these characteristics form the foundation of the Five Factor Model (FFM) [4]. Furthermore, the trait of openness to new experiences, which indicates artistic, imaginative, and intellectual inclinations, exhibits a varied relationship with academic success. While some studies suggest a positive correlation between openness and a student's GPA, others find no such association [5,6]. 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 the modeling of gratitude and forgiveness, facilitates job attainment, contributes to long and satisfying lives, enhances relationship contentment, and encourages community volunteering.

Moreover, conscientiousness, characterized by traits such as organization, responsibility, and thoroughness, manifests in competence, orderliness, duty, achievement drive, self-discipline, and carefulness [3,7]. Individuals with conscientious traits are perceived as reliable, displaying high self-control and motivation towards goals [8]. Conscientiousness emerges as the most influential predictor of academic success among the Big Five traits [9]. On the flip side, neuroticism involves emotional instability, encompassing anxiety, aggression, sadness, self-consciousness, impulsiveness, and vulnerability [3,7]. Low neuroticism indicates emotional stability and a healthy stress response [10], yet it may lead to unfavorable coping mechanisms under pressure [10]. Furthermore, extraversion, as delineated by [11], encompasses qualities such as energy, sociability, and talkativeness. High levels of extraversion facilitate the establishment of friendships and enjoyment of social interactions. However, individuals may also prioritize thoughtful decision-making and consideration for others' needs, valuing achievement and stimulation over adherence to tradition. Neuroticism and extraversion exert differential effects on academic performance; initially,

neuroticism correlates with higher grades in middle school but lower grades in college, whereas extraversion is associated with better middle school grades but lower college grades [9]. Conscientiousness and openness to experience, as highlighted by [9], positively correlate with academic achievement.

Additionally, a crucial study published in 2019, titled "Time perspective dimensions: Temporal orientations and substance use in adolescents," in the journal Identity and Individual Differences [12], examined the associations between time perspective dimensions and substance use among adolescents, while controlling for personality traits. This study revealed that expressing negative feelings about time and possessing orientations towards both the past and future were strongly associated with increased contentment. The findings suggest that time perspective dimensions are distinct from personality traits in adolescents and may serve as modifiable factors to influence human behaviors, including substance use among teenagers. Furthermore, another pertinent inquiry delves into "The Connection Between Identity, Time Viewpoint, and Positive Introduction in Chile, Hong Kong, and Poland," as published in the Journal of Happiness Studies [13]. This study investigated the relationships between personality traits, time perspective (TP), and positive orientation (PO) across three nations: Chile, Hong Kong, and Poland. The research revealed that TP dimensions predicted PO even after controlling for personality traits. Additionally, the study found that adjusted time perspective (BTP) acted as a mediator between personality traits and PO. These findings underscore the importance of considering both TP and personality traits in understanding positive orientation and well-being.

Moreover, recent studies in the Philippines have explored the relationship between time perspectives and personality traits, particularly Long-Run Time Perspective (FTP), to comprehend how these variables influence behavior and well-being among Filipinos. This research aims to understand how time perspectives shape emotional responses in specific situations. It also reveals concurrent associations between time perspectives and personality traits, with future-oriented individuals exhibiting values and goal-directed behavior, while present-oriented individuals display spontaneity and impulsivity. This comprehension provides valuable insights into how these factors interact and influence behavior and well-being among Filipinos, emphasizing the significance of considering both perspectives in research and interventions [14]. Additionally, researchers in the Davao Region have explored the relationship between personality traits, particularly neuroticism, extraversion, and conscientiousness, and their impact on emotional states and well-being among Filipinos. A study by [15] found that individuals with high scores on neuroticism experience higher levels of anxiety, stress, sadness, and worry, while those with low scores exhibit calmness and confidence. The study also investigated the relationship between extraversion and conscientiousness, revealing individuals with higher levels of extraversion experience more positive emotions and a greater sense of well-being, while those with higher levels of conscientiousness report higher life satisfaction and overall well-being.

Additionally, this thought raises an inquiry about gaps, emphasizing the significance of further examination into the relationship between personality traits and time perspective. While existing research, such as [16], suggests a strong connection, much more research is needed, particularly to understand how different perspectives of time relate to specific aspects of personality [17], especially in educational contexts. Although the inquiry suggests a positive relationship, some aspects remain unexplained and require further investigation [17]. Future inquiries should uncover the mechanisms by which time perspective and personality traits are connected, enhancing our understanding of their combined impact on human behavior and mental outcomes. Moreover, exploring the influence of cultural differences on this relationship and understanding the intervening and moderating factors may provide a more comprehensive understanding of mental functioning, especially among college students. There is a clear absence of both national and local research examining how these variables are interconnected, particularly within the specific context of this institution. However, there is a significant gap in understanding these dynamics, especially concerning Filipino youths, particularly in regions like Davao Region. While international studies have explored the relationships between these factors and outcomes such as academic performance, substance use, and mental health, there is limited research focusing on the Philippines. Investigating how Filipino culture interacts with time perspectives and personality

traits could enhance our understanding of behavior and well-being. Additionally, conducting studies in local settings could uncover insights into the influence of regional culture. Consequently, there is a critical need for both national and local investigations to understand the effects of time perspectives and personality traits on Filipinos' lives.

1.1 Research Objectives

This research study aims to explore the association between different time perspectives and personality traits among college students. Specifically, the study seeks to address the following objectives:

1. To describe the demographic profile of college students, including:

   1.1 Gender
   1.2 Year Level
   1.3 Department

2. To assess the levels of different Time Perspectives among college students, categorized as:

   2.1 Past Positive
   2.2 Past Negative
   2.3 Present Fatalistic
   2.4 Present Hedonistic
   2.5 Future

3. To evaluate the levels of various Personality Traits among college students, including:

   3.1 Openness
   3.2 Conscientiousness
   3.3 Extraversion
   3.4 Agreeableness
   3.5 Neuroticism

4. To determine whether there is a significant relationship between Time Perspectives and Personality Traits of college students.

5. To identify which specific domains of Time Perspectives have an influence on 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 one university in Davao region during the 2024 school year, covering various genders, year levels, and departments. A sample size of 350 was determined using a Sloven's test to ensure reliable results. Researchers employed simple random sampling from a total population of 3,868 students. The majority of 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 such as 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. This instrument consisted 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 [1], includes 56 items designed to assess respondents' orientations toward past, present, and future time perspectives. The purpose of this instrument is to measure how these temporal orientations influence individuals' behaviors and attitudes. Respondents were required to rate 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 [18]. This component comprises 44 items aimed at evaluating the five major dimensions of personality: Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. Participants were asked to respond to each item on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Table 1. Time perspectives mean interpretation

Mean Interval	Description	Interpretation
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

Mean Interval	Description	Interpretation
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 employed a quantitative approach with a descriptive-predictive research design. Initially, the researchers conducted a thorough review of relevant literature. They utilized validated questionnaires from Zimbardo and Boyd [1] on Time Perspectives, and John and Srivastava on Personality Traits [18]. Printed questionnaires were distributed, and permission letters, endorsed by the Dean of the Professional School, ensuring ethical considerations, were obtained. Finally, the data were tabulated and analyzed using appropriate statistical methods, with assistance from Jamovi Statistical tool version 2.4.14.

2.4 Statistical Treatment

Data from 350 respondents were collected and analyzed using the statistical software JAMOVI version 2.4.14. Descriptive statistics, including the mean and standard deviation, were employed to summarize the responses. To assess the normality of the data, the Shapiro-Wilk test was conducted, yielding a p-value of 0.077. Since this p-value exceeds 0.05, it suggests that the data are not normally distributed. Consequently, the researchers utilized Spearman's rank correlation analysis to explore the relationships between the two variables.

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.

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 outlines the demographic characteristics of the surveyed individuals, encompassing their sex, year level, and department affiliation. The majority of respondents identify as female, constituting 65.4% (n = 229) of the sample. Male respondents make up 33.4% (n = 117), while individuals identifying as LGBTQ represent a smaller proportion at 1.1% (n = 4). In terms of year level distribution, first-year students comprise the largest segment, accounting for 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). Fourth-year students are the least represented group, with only 7.4% (n = 26) of respondents falling into this category.

Regarding departmental distribution, the Department of Arts and Sciences (DAS) has the highest representation, comprising 27.4% (n= 96) of the sample. 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 highlight that the majority of respondents are affiliated with the DAS. The distribution of respondents across different categories reflects the utilization of a random sampling method, which inherently

results in variability in demographic representation.

Table 3. Characteristics of respondents (n=350)

Profile	f	%
Gender		
Male	117	33.4%
Female	229	65.4%
LGBTQ	4	1.1%
Year Level		
1st	154	44.0%
2nd	111	31.7%
3rd	59	16.9%
4th	26	7.4%
Department		
DAS	96	27.4%
DTE	64	18.3%
DBA	59	16.9%
DCJE	53	15.1%
DTP	41	11.7%
DAE	37	10.6%
Total	**350**	**100%**

3.2 The Level 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.

Based on the presented results, the overall level of time perspectives among respondents is notably high ($\bar{x}$= 3.48, SD= 0.378). Upon examining individual items, present hedonistic ($\bar{x}$=3.61, SD= 0.587)*,* past negative ($\bar{x}$= 3.59, SD = 0.548), and past positive ($\bar{x}$= 3.49, SD= 0.400) perspectives are all deemed highly evident. This aligns with previous research, which suggests that a greater emphasis on present-hedonistic temporal perspective is linked to a decreased likelihood of receiving future rewards, leading to delayed pleasure [19]. Conversely, present fatalistic ($\bar{x}$= 3.36, SD= 0.512) and future ($\bar{x}$= 3.36, SD= 0.376) perspectives are relatively evident. Another study found that a present fatalistic perspective is associated with feelings of hopelessness and powerlessness over life events [20]. Individuals with a fatalistic focus on the present believe that everything in life is predetermined by fate, leaving them to passively exist. Personal values such as achievement and self-direction influence future-oriented behavior.

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
Overall Students Time Perspectives	**3.48**	**.378**	**Highly evident**

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
Overall Students Personality Traits	**3.25**	**.231**	**Moderately evident**

The overall level of personality traits among respondents is moderately evident, with openness ($\bar{x}$= *3.47, SD*= 0.422) being highly prominent, reflecting qualities such as intellectual curiosity and creativity, indicating a desire for new experiences and intellectual pursuits [21]. High agreeableness ($\bar{x}$= 3.41*, SD* = 0.394) suggests that college students possess traits like compassion, cooperation, and empathy, facilitating positive relationships and effective teamwork. This characterization highlights an individual with notable levels of openness to experience and agreeableness, signaling curiosity, empathy, and a proclivity for exploration and collaboration. With moderate levels of conscientiousness ($\bar{x}$= 3.10, *SD*= 0.445) extraversion, ($\bar{x}$= 3.05, *SD*= 0.477). and neuroticism ($\bar{x}$= 3.22, *SD*= 0.508), they achieve a balance between organization and spontaneity, social interaction and introspection, and emotional stability and resilience. This implies adaptability, empathy, and the capacity to forge meaningful connections while upholding stability and resilience amidst life's challenges.

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.

This table depicts the relationship between time perspectives and overall time perspectives among college students. The findings indicate 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) implies a moderate association between the two variables. Previous research indicates that time perspectives contribute to self-concepts beyond the Big Five personality traits [22,23,24] discovered that past positive, present hedonistic, and future orientations positively correlate with extraversion, agreeableness, conscientiousness, and openness, but negatively with neuroticism. Conversely, past and present fatalistic tendencies have negative associations with these traits but positive ones with neuroticism [25]. However, some studies present contradictory findings on the relationship between personality traits and time perspectives [26].

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 6. Summary of spearman's rho correlation between time perspectives and personality traits

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

.**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
R2	**0.209**	**df1**	**df2**	**p**
F	**18.2**	**5**	**344**	**<.001**

This table presents the results of a linear regression analysis, incorporating coefficients of correlation, was conducted with a significance test at the α=0.05 level. The subscales examined include Future (β= 0.1416, t= 3.80, p<.001), Present Hedonistic (β= 0.0854, t= 2.60, p<0.001), Past Positive (β= 0.0799, t= 2.24, p<0.02), Present Fatalistic (β= -0.0557, t= -2.17, p<0.031), and Past Negative (β= 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. 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.

Research indicates that individuals possess the ability to live in the present while also drawing upon past experiences and planning for the future [27,28]. Time perspective undergoes developmental changes and remains distinct from personality traits [29]. Studies yield diverse findings regarding the connections between time perspectives and personality traits, with some indicating minimal correlations [30]. For college students, reflecting on the past aids in learning and decision-making, while anticipating the future enables goal setting and maintaining direction.

Sobol-Kwapinska [31] found that a current fatalistic time perspective correlates with a lack of life significance, often stemming from feelings of external control. Griffin [32] corroborate this, noting its association with diminished future concern, lower self-esteem, reduced energy, and heightened depression and susceptibility to suicide risks [33]. Conversely, [34] discovered that introverts with a fatalistic perspective exhibit higher self-esteem compared to those without it. Personality traits such as neuroticism and pessimism strongly predict fatalistic beliefs, influencing college experiences and fostering feelings of powerlessness and pessimism [35,36] confirmed a rising hedonistic lifestyle among college students, driven by curiosity and influenced by family and friends [37]. This lifestyle correlates with low conscientiousness and high extraversion, fostering high engagement and diverse [23]. However, modern hedonism carries negative motivational and learning consequences [38,23]. Sirois [39] found that while present hedonism offers immediate pleasure, it hampers long-term planning and goal achievement, ultimately impacting overall success and well-being.

Our result surpasses the variance of previous study, indicating a 13.7% of life satisfaction beyond personality traits [30]. This elaborated by [40], that individuals who have a positive outlook on the past tend to experience higher feelings of appreciation, pleasure, and overall well-being. College students with positive experiences, such as successful group work, tend to have more positive perceptions and engage in similar activities in the future Massah et al. [41]. This aligns with prior research showing that reliving positive memories enhances gratitude [42]. Zhang [43] found that appreciative people are happier due to higher levels of past-positive time perspective. Initial inquiries lacked evidence on how future time perspective (FTP) motivates behavior beyond known contexts André et al., [44]. This might be because individuals in politically or economically unstable nations are less motivated to pursue educational goals [45]. Motivation derives from the ability to foresee future outcomes (cognitive aspect) and value long-term objectives (emotional aspect) [44]. Short-term-oriented societies focus on immediate results, while long-term-oriented cultures emphasize future goals [44]. According to [46], those with a strong future time perspective show higher resilience and goal-directed behavior, leading to greater academic and professional success.

4. CONCLUSION

This study investigated the correlation between time perspectives and personality traits among college students. The findings revealed that respondents exhibited a high overall level of time perspectives, with a moderate level of personality traits. This suggests that the majority of respondents possess a strong perspective on considering past, present, and future events in their decision-making and behavior toward the world around them, shaping their goals, priorities, and responses to various situations. However, time perspectives are not the sole determinant of personality characteristics among 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 appearing 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 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 conducted to ascertain the significant influence between time perspective domains and personality traits, four predictors emerged as significant, while one was non-significant. Among the significant predictors, Future, Present

Hedonistic, and Past Positive were identified as significant positive predictors, indicating a positive correlation or effect with personality traits. Conversely, Present Fatalistic emerged as a negative predictor, suggesting a negative correlation that was statistically significant with personality traits.

In conclusion, this study offers divergent findings compared to existing research, emphasizing the need for balance across various aspects regardless of an individual's time perspectives. It underscores that personality traits are influenced by multiple factors, with time perspective being just one component. Conversely, the study identifies potential drawbacks associated with each time perspective. Excessive focus on the future may lead to anxiety and perfectionism, while present hedonism could result in impulsivity and neglect of long-term goals. Overemphasizing past positive experiences may hinder personal growth, and rigid time management approaches might limit adaptability. These findings stress the importance of addressing imbalances and adopting a holistic approach that integrates reflection, goal setting, and mindfulness practices tailored to individual needs. Additionally, interventions targeting negative past tendencies and mitigating fatalistic influences can contribute to overall well-being and personal development.

5. RECOMMENDATIONS

Based on the findings and conclusions presented, the following recommendations and suggestions are proposed. 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, 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.

6. LIMITATIONS

The study encountered limitations in its research approach and sample selection. By focusing solely on 350 college students, the findings may not be broadly applicable. Future research should aim for more diverse samples with varied characteristics to improve the generalizability of results. Participant engagement and honesty present challenges that could impact the quality and reliability of the data collected. Furthermore, the use of a cross-sectional approach may not fully capture the dynamic nature of time perspectives and personality traits among college students, underscoring the importance of longitudinal research in future studies.

CONSENT

As per international standards or university standards, respondents' written consent has been collected and preserved by the author(s).

ETHICAL APPROVAL

As per international standards or university standards written ethical approval has been collected and preserved by the author(s).

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COMPETING INTERESTS

Authors have declared that no competing interests exist.

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