

Time Orientation and its Relationship with Goal Orientation

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ABSTRACT

The objectives of the study are to investigate time orientation and goal orientation levels in light of some variables, and to identify the relationship between the two variables. The sample of the study consists of 698 male and female students studying at Yarmouk University. Zimbardo and Boyd (1999) Time Orientation Scale and Abu Ghazal et al., (2013) Goal Orientation Scale are used after assessing the validity and reliability for both scales. The results of the study showed that the past positive domain in time orientation ranked first, followed by future past negative, present hedonism, present fatalistic, respectively. The results also showed that the domain of mastery-approach in goal orientations ranked first, followed by performance-avoidance, and finally performance-approach. The results of the study indicated a statistically significant positive correlations between future time orientation and mastery- approach goal orientation, and between past negative time orientation and performance- avoidance goal orientation. There are statistically significant positive correlations between time orientation domains and goals orientations domains except a negative correlation between present fatalistic time orientation and mastery-approach goal orientation.

Key Words: Time Orientations, Goal Orientations, University Students, Yarmouk University.

INTRODUCTION

The idea of time has attracted the interest of most philosophers and scientists. Aristotle considered time as a census and calculation of the movement, while Augustine had seen it through the realization of the human self, and relied on the mental functions of human in the interpretation of time in three sections: past, present and future (Aylmer, 2013; Atoum and Al-Shoboul, 2018). The individual is aware of all three time domains, which makes us inclined to a time domain exclusively due to the nature of successive life experience. The concept of time orientation affects the

components of personality and provides us with a series of living events through the laws of recovery and make us aware of the relationship between (before) and (after), as well as the capabilities of imagination and expectation related to the future (Abdel Halim, 2012).

Time orientation is defined as the domination of the three time domains (past, present and future) on human behavior, and the position of the individual during the life span within these times and the way of moving towards and expressing behaviors and attitudes to life situations (Al-Fatlawi, 2000). The domains of time orientation in humans grow gradually through successive developmental stages, and the environment in which humans live effects on the formation and construction of these domains, and in determining the type of time domain prevailing in human behavior, according to the prevailing variables in his environment (Younes, 2007).

There are also five time domains that can determine an individual's personality and behavior (Zimbardo & Boyd, 1999):

1. **Past negative:** Represented by individual attention direction towards the negative experiences that has occurred in the past indicating that past experiences still have a great power to arouse the inconvenience and anxiety of individuals, which leads to their feeling of bitterness and sorrow.
2. **Past positive:** Represented by the individual nostalgia for good past experiences, and the attachment to it greatly. These experiences often revolve around having a happy relationship, so it is a support for the individual rather than a disruption to his or her life.
3. **Present hedonism:** Represented by the rush individual direction to get pleasure, enjoyable experiences, and refuse to postpone experiences that bring a sense of comfort to another time.
4. **Present fatalistic:** Represented by the feeling of individual constrained in the present time, and that he does not have the ability to control and influence it, so it is desperate, pessimistic towards the future and life, which leads to a sense of depression and anxiety.
5. **Focus on the future:** The individual has benefited from the experience of the past, where the individual is ambitious and oriented towards achieving goals and resist temptations in order to accomplish duties, and any obstruction of the individual to achieve the goals that make him feel disturbed, and increasing the challenge and determination.

Goals have a significant and a prominent role in the development of motivation. When students develop academic goals for themselves, they are engaged in behavior that achieves those goals. At this stage, they try to eliminate the inconsistency and contradiction between what they are and what they want to reach, then the person chooses the available alternatives of behavior to achieve the goal, and choose alternative strategies instead of those strategies that are not effective in achieving his goals (Ames, 1992).

Goal orientation is one of the factors that influence determining the path of success or failure in the future, and the success experiences or failure has implications in both the motivation intensity of achievement in individuals and its direction, where individuals feel motivated by achievement, if they are motivated to succeed, and also feel of achievement anxiety, if they are motivated to avoid failure (Raslan, 2012).

Al-Zghoul (2006) defined goals orientation as a mental representations of beliefs, perceptions, interpretations, sentiments, preferences, desires, and concerns, which act to stimulate achievement behavior, provoke it, select its type, and determine its formula and the level of intensity and continuation until the achievement of the goal. While Wentzel (1998) defines goals orientations as mental representations of what individuals want to achieve, and that their function is to direct behavior towards these outcomes.

Ames (1992) referred to two types of goals orientations:

1. **Mastery Goals:** It describes individuals who are struggling to acquire new skills and who are trying to gain a better understanding of what they are learning, prefer challenging tasks, and tend to be independent in learning and integrated into educational tasks.
2. **Performance Goals:** It describes individuals who are more interested in comparing their performance with others', would like to prove and show their abilities, and are more involved in thinking about ability than thinking about the task. Their strategies are focused on preserving facts and taking care of what they believe is important and using it to achieve higher levels of their peers.

Dweck (1986) proposed two types of goals orientations:

1. **Learning Goals:** It reflects the focus on developing competence by improving the level of ability and mastering new skills.
2. **Performance Goals:** It reflects an attempt to avoid negative judgments about efficiency, and seeking to get positive judgments about them, and to demonstrate capacity and not to lose confidence in them.

The present study assumes that there is a relationship between time orientations and goal orientations. It is logical to assume that goal orientations are mainly based on behaviors that seek to achieve certain objectives and linked to the task of learning. Goal orientations affect the individual's vision of what can be achieved in terms of present and future. A past positive has an important role to play in guiding an individual's behavior in a positive way. Successful experiences characterized by academic, social, athletic achievement, etc., which reflect positively on the individual's self-confidence, a sense of self-efficacy, and arouse motivation for hard work (Atoum and Al-Momani, 2018). Thus, achievement and excellence become characteristic of the individual, which makes him adopt masterly goal orientations, and performance goal orientations. As for the individual who seeks to focus on the future, it is certainly resorting to the development of his abilities and capabilities, and exploits all of that in order to achieve the desired tasks characterized by excellence, and mastery, and thus his goal orientations are mastered.

The researchers found no direct study that addressed the relation between time and goal orientations. However, several studies addressed these variables as a phenomenon or studied the relation between one of the two variants with other related variables.

Kocyigit and Kalkan (2016) found a positive and statistically significant correlation between future time orientations and the level of desire to establish social and romantic relationships among university students. Similarly, Eager, Grant and Maritz (2017) revealed that there is a positive correlation between time orientations level and using of their adaptation strategies. Also, Marki

and Schlegelmilch (2017) found a positive and statistically significant effect of time orientations at the level of participation in social media websites.

Atoum and Abu Hilal study (2017) found a positive effect of a training program based on the goal orientations on the level of attribution among Jordanian school students. Also, Lazarides, Buchholz & Rubach (2018) examined the levels of goal orientations and self-efficacy and found a positive relationship between the level of enthusiasm among teachers and the mastery goal orientations, self-efficacy, and motivation.

The Problem and Questions of the Study

Thinking about the future and attempting to achieve mastery goals in divergent and competitive environments is a major challenge for most students in the world. Past experiences and present challenges must have a major role in goal setting and goal achievement. The researcher believes that the development of societies reflected negatively on the abilities of individuals to adapt to these changes through the failure of students to adopt future time orientations and mastery goals linked to effective learning behaviors, as well as their abilities to adopt positive goals orientations.

The problem of study specifically summarized in answering the following questions:

1. What is the time orientations among Yarmouk University students?
2. What are the goals orientations among Yarmouk University students?
3. What is the relationship between goals and time orientations for Yarmouk University students?

Significance of the Study

The current study holds two aspects of significance: theoretical and practical. From the theoretical aspect, the current study is the first - within the knowledge of the researchers - that attempted to identify the relationship between time and goal orientations for university students. The researcher believes that the current study will provide a literature and data that help explore the relationship between goal orientation and time orientation. While the practical significance of the current study is expected to provide a scientific vision of the reality of the current time and goal orientations for students and educators in dealing with students' problems, and to promote the mastery and goal orientations of students, as well as help students to benefit from their previous successful experience, in overcoming future obstacles.

Study Terms

Time Orientation

the domination of the three time domains (past, present and future) on human behavior, and the position of the individual during the life span within these times and the way of moving towards and expressing behaviors and attitudes to life situations (Al-Fatlawi, 2000). Operationally, it will be measured by the three scores obtained by Zimbardo Time Perspective Inventory (Zimbardo & Boyd, 1999).

Goal Orientations

It is a system of mental representations that include beliefs, perceptions, interpretations, preferences, and desires of the individual, which promote and stimulate achievement behavior, choose its type, determine its intensity and continuity until the goal is achieved (Abu-Ghazal et al.,

2013). Operationally, it is measured through the Goal Orientation Scale developed by Abu-Ghazal et al. (2013).

METHOD

Population and sample of the Study

The population of the study consisted of 27000 undergraduate students at Yarmouk University-Jordan. The sample consists of 698 students representing (2.6%) of the study population of bachelor students (Males = 249, Females = 449) selected randomly.

Instruments of the Study

Time Orientation Scale

The researchers used time perspective Zimbardo & Boyd (1999) Scale, after it is developed to Jordanian culture using English to Arabic translation procedures. The scale consists of (56) items, it was distributed on 5 domains: past negative, measured by (10) items; past positive, measured by (9) items; present hedonism, measured by (15) items; future, measured by (13) items; and present fatalistic, measured by (9) items. Measures of validity and reliability were taken in the original scale (Zimbardo & Boyd, 1999).

Validity and Reliability of Current Study:

1. **Validity:** After following proper translation procedures, the scale was presented to a using a small sample consisting of (41) male and female students. The correlation coefficients calculated ranged between (0.21-0.80), indicating a valid scale.
2. **Reliability:** To check the reliability of the scale, Test-Re Test method is considered on the validity sample, and correlations ranged between (0.46 - 0.85) indicating a good reliability indicators.

Second: Goals Orientations Scale

The Goal Orientation Scale was composed of (21) items, divided into three sub-domains: mastery / approach, consisting of (7) items; and performance / approach, consisting of (9) items, and performance / avoidance, consisting of (5) paragraphs. The scale has many validity and reliability indicators (Abu-Ghazal et al. (2013).

Validity and Reliability of Current Study

1. **Validity:** Face validity of the scale was obtained through a panel of psychologists who indicated the validity of the scale. To test for construct validity, (41) male and female students of Yarmouk University took the Scale. The correlation coefficients ranged between (0.27-0.73), indicating a good validity indicators.
2. **Reliability:** To check the reliability of the scale, Test-Re Test method using the validity sample is used. The correlation coefficient was ($\alpha=0.80$) for mastery / approach domain, ($\alpha=0.72$) for a performance/approach domain, and ($\alpha=0.70$) for performance/avoidance domain. These values are good indicators of the reliability of the scale.

RESULTS

First

In order to answer the first study question, the means scores and standard deviations of the time orientations among Yarmouk University students; frequencies and percentages within their classes are calculated, and time orientations are arranged in descending order according to their means scores, as shown in Table (1).

Table (1): Means, standard deviations, frequencies and percentage of the time orientations

Rank	Time Orientations	Frequency	%	M	SD
Past positive					
1	Low	27	3.87	3.75	0.68
	Moderate	244	34.96		
	High	427	61.17		
Future					
2	Low	12	1.72	3.66	0.56
	Moderate	300	42.98		
	High	386	55.30		
Present hedonism					
3	Low	25	3.58	3.46	0.58
	Moderate	443	63.47		
	High	230	32.95		
Past negative					
4	Low	70	10.03	3.25	0.67
	Moderate	458	65.62		
	High	170	24.36		
Present fatalistic					
5	Low	301	43.12	2.59	0.69
	Moderate	357	51.15		
	High	40	5.73		

Table (1) shows that the time orientations among Yarmouk University students came in the following order: the positive past is ranked the first; where there are high time orientations among (61.17%) students; and the future ranked the second, where there are high time orientations among (55.30%) student; then present hedonism ranked the third, where there are moderate time orientations among (63.47%) student; and then past negative ranked fourth, where there are moderate time orientations among (56.62%) student; then, present fatalistic ranked fifth, where there are moderate time orientations among (51.15%) student.

Second

To answer the second study question, the mean scores, standard deviations, frequencies and percentages of goal orientations among Yarmouk University students are calculated as shown in Table (2).

Table (2): The means score, standard deviations, frequencies and percentages of the goal orientations among Yarmouk University students

Rank	Goals Orientations	Frequency	%	M	SD
Mastery/approach					
1	Low	51	7.31	3.58	0.76
	Moderate	346	49.57		
	High	301	43.12		
Performance/avoidance					
2	Low	69	9.89	3.23	0.71
	Moderate	439	62.89		
	High	190	27.22		
Performance/approach					
3	Low	136	19.48	3.08	0.78
	Moderate	423	60.60		
	High	139	19.91		

Table (2) shows that the goal orientations among Yarmouk University students came in the following order: Mastery-approach ranked the first; where there was a moderate mastery approach among (49.57%) student; then performance-avoidance ranked the second, where there are moderate performance-avoidance among (62.89%) student; and performance-approach ranked third, where there are moderate performance approach orientations among (60.08%) student.

Third

To answer the third study question, Pearson's correlation coefficients for the correlations of time and goal orientations are calculated among Yarmouk University students, as shown in Table (3).

Table (3): Values of Pearson's correlation coefficients for the correlations of time and goal orientations among Yarmouk University students.

Time Orientations	Sig. (p)	Mastery-approach	Performance-approach	Performance-avoidance
Past negative				
	P	-0.02	0.21	0.32
	Sig.	0.55	0.00	0.00
Past positive				
	P	0.21	0.14	0.09
	Sig.	0.00	0.00	0.02
Present hedonism				
	P	0.04	0.10	0.13
	Sig.	0.30	0.01	0.00
Future				
	P	0.39	0.16	0.11
	Sig.	0.00	0.00	0.00
Present fatalistic				
	P	-0.24	0.13	0.26
	Sig.	0.00	0.00	0.00

Table (3) shows that the Pearson correlation coefficients between time and goal orientations among Yarmouk University students as follows:

Positive correlations are observed between:

- Future time orientation with mastery-approach, performance avoidance and performance approach.
- Past negative time orientation with performance-approach and performance avoidance.
- Past positive time orientation with mastery approach, performance-approach and performance avoidance.
- Present hedonism time orientation with performance-approach and performance avoidance.
- Present fatalistic time orientation with performance-approach and performance avoidance.

A negative correlation is observed between present fatalistic time orientation and mastery-approach goal orientation only. Other correlations are not significant.

DISCUSSION

The results showed that the prevalent time orientations among Yarmouk University students are positive past, future, present hedonism, past negative, and present fatalistic, respectively. This result may be explained by the fact that Yarmouk University students show high levels of beautiful past nostalgia that is better for them compared to the current present many Jordanian are experiencing now. For youth, who suffer many difficulties and hardships, living in the past is an escape from hardships. Additionally, it can be said that Yarmouk University students are very close to their parents, live in extended families where the family members from various generations share their positive life experiences that were in the past better compared to what they are living now. Since the majority of Jordanians were living in well fair conditions, they have more positive perspectives towards their lives, and the fact that past positive was the most prevalent reflect such perceptions. This result is different from the results reported by Al-Fatlawi (2000) indicating that students were more bone towards the present, while the current study showed that Yarmouk University students favored past positive. Additionally, this study is different from the results found in Bosato (2001) study which found that students showed higher levels in future orientations.

The results also showed that the goal orientations among Yarmouk University students are mastery-approach, performance-avoidance, and performance-approach, respectively. This result may suggest that Yarmouk University students are fully aware of adopting goal orientations able to help them in achieving their life and academic goals whether they are short or long terms. In this respect, Elliot and Church (1997) emphasized that the individuals perceptions are related to academic tasks presented in learning environment and one of the most significant contributors in motivating individuals to complete these tasks. As Yarmouk University students have the adequate self-awareness of behaviors needed in the learning environment, thus, they can adopt active learning behaviors showing their potentials and desires to master learning tasks. This result is consistent with what Abu Ghazal (2013) found in his study, indicating the mastery goal orientations were the most prevalent among Yarmouk University students. Also, this result is also consistent with Al-Roumi, A. (2017) study which indicated that goal orientations were the most prevalent among the students.

It is found that a future time orientation is positively correlated with mastery-approach goal orientation. This result reflects the fact that students having high level of future time orientations are more capable of recognizing behavior patterns that should help them achieve their goals. Therefore, it may be suggested that they are more self-aware of such behavior assisting them in reaching their endeavors. Furthermore, having future time orientations reflects a significant fact which is the students reporting high levels of mastery goal orientations based on learning as an objective are more optimistic, thus, having more motivation in engaging learning activities.

The results also found a statistically positive significant correlation between past positive time orientation and performance-avoidance goal orientation. This could be due to the assumption that past positive is one of the negative time orientation which is more evident by the negative behaviors they show in the different context and attitude reflecting a negative look towards the different environmental variables.

Furthermore, there is a statistically positive and significant correlation between present fatalistic and mastery-approach goal orientation. This result may be due to that the sample of this study is university students who enjoy what they are doing whatever it is; making them more prone to selecting goal orientations consistent with their view about life, and that is to master the learning content they are presented, approaching it with high level of motivation since they recognize the importance of such learning behavior for their future life.

Recommendations of the study

The study recommends that the developing of activities and programs able to transforming students' attentions into present and future time orientations. It is also important to encourage faculty members at universities to use course syllabi motivating students to adopt positive goal orientations. Finally, as a future research examining the relationship between time orientations and other personal and cognitive variables is needed.

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