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The Future in Gender Perspective: The Relationship Between Future Time Perspective and Academic Self-Efficacy among Students

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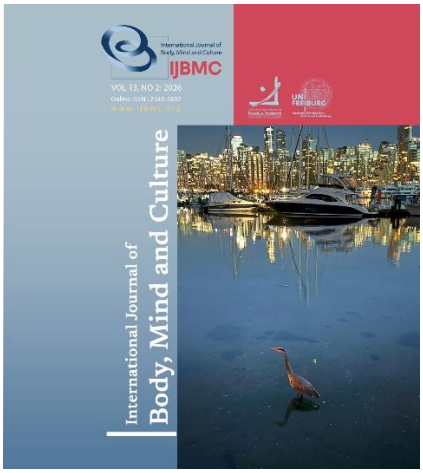

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ABSTRACT

Objective: This study examined whether male and female first-semester university students differ in Future Time Perspective (FTP) and tested the association between FTP and Academic Self-Efficacy (ASE).

Methods and Materials: In a cross-sectional survey, 517 first-semester students in Surabaya, Indonesia, were recruited via convenience sampling. Data were collected using an adapted FTP scale (based on Husman & Shell) and the College Academic Self-Efficacy Scale (CASES; Owen & Froman), rated on a 5-point Likert scale. Analyses included independent-samples t-tests for gender differences, Pearson correlations for the FTP–ASE relationship, and chi-square tests for cross-tabulated FTP and ASE categories.

Findings: FTP did not significantly differ by gender ($t = -0.847$, $p = 0.397$). FTP was positively associated with ASE ($r = 0.250$, $p < 0.01$). Cross-tabulation and chi-square results indicated a significant association between FTP category and ASE category ($\chi^2(4, N=517) = 129.842$, $p < 0.05$), suggesting that higher ASE is more common among students with higher FTP.

Conclusion: Students' future-oriented thinking is associated with higher academic self-efficacy, whereas gender differences in FTP were not supported. Future work should use probability sampling and clarify category reporting to improve generalizability and reporting accuracy.

Keywords: Future time perspective, students, gender, academic self-efficacy.

Introduction

Throughout their academic careers, students encounter particular difficulties. It can seem like an endless struggle to juggle projects, extracurricular activities, social life, and schoolwork. Student success is influenced by the habits they develop; positive habits accelerate their studies, while negative habits hinder their progress. Students' academic assignments increase as they progress through higher semesters, with heavier workloads and deadlines often overlapping. This is because after graduation, students must continue to compete with other graduates to find and secure employment, choose a career path, and develop themselves effectively (Bozgün & Baytemir, 2021).

All forms of student behaviour, including developing the skills and competencies needed to prepare for work, involve setting a goal. According to(Dreves & Blackhart, 2019), anticipating present objectives in the near and distant future is known as future time perspective (FTP). This is supported by Andre et al. (2018), who state that a perspective on the Future Time is intimately associated with how students behave to achieve high academic results and strong learning engagement.

Future time perspective describes the time frame people consider when deciding on their future accomplishments. It also concerns how people perceive time in a temporal context, how much they believe their present lives are connected to the future, and how much they believe their future goals will be realized (Husman & Shell, 2008; Khoirunnisa et al., 2024). Furthermore, Zhang et al. (2024) define future time perspective as people who plan and anticipate the future while using future thought to direct present behaviour. In this case, people can encode, store, and mould new expectations, objectives, and perspectives regarding situational developments using all three time orientations.

An individual's belief in their capacity to achieve certain performance levels is a key factor in student success because it influences their choices (Mutlu, 2018). Individuals with a positive outlook on their future tend to be more motivated and invest more in their academic endeavors. Although FTP has been linked to academic outcomes, few studies have examined in depth how FTP can affect students' academic self-efficacy.

Academic self-efficacy refers to an individual's belief in their ability to succeed in academic tasks. Academic self-efficacy is students' assessment of their abilities and ability to carry out and achieve set learning objectives (Liu et al., 2020). This belief is important because it influences students' efforts, motivation, and learning strategies to face academic challenges. Academic self-efficacy is students' assessment of their abilities and ability to carry out and achieve set learning objectives (Liu et al., 2020). Students with high ASE tend to be more persistent in facing academic tasks and more confident in their academic achievements (Bandura & Wessels, 1994).

Research by Zebardast et al. (2011) shows that students with higher levels of self-efficacy have a more positive time perspective. Students with a clear, focused FTP will likely feel more capable of planning and completing academic tasks, thereby increasing their academic self-efficacy (ASE).

This study's state-of-the-art and novelty lie in the variable of future time perspective. Several studies have examined future time perspective among students in general, rather than at specific levels or semesters (Brenlla et al., 2022; Jin et al., 2019; Song et al., 2022). Compared to people with a limited future-oriented perspective, those with a future-oriented perspective are more successful academically, employ efficient learning techniques, manage their time better, and procrastinate less (Brown & Jones, 2004; Harber et al., 2003). Researchers must further investigate the future time perspective of students

This research is crucial because future time perspectives greatly impact students and universities. The purpose of this study is to examine whether there are gender differences in future time perspectives and to examine the relationship between future time perspectives and academic self-efficacy. In addition, this study contributes to the development of psychological studies in Indonesia, particularly regarding future time perspectives and academic self-efficacy among students.

Methods and Materials

Study Design

This research is a survey. One type of quantitative research used to assess a population's opinions, beliefs, or traits is survey research. Survey research is a type of quantitative research used to assess a population's opinions, beliefs, or characteristics. The study phase is

preceded by a review of prior research on future time perspective. Problems with the future time perspective will be identified after the required data have been acquired. After that, the instrument needs to be adjusted, data must be gathered, and examined. Moreover, the findings are interpreted. Figure 1 shows that the research phase was finished.

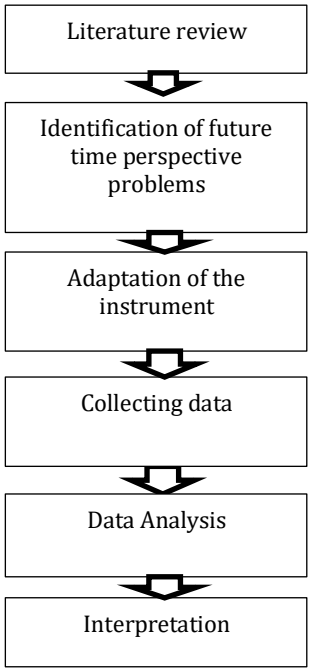

Figure 1

Research flowchart

All students enrolled in this study were beginning their first semester in Surabaya. The data-gathering method employed in this study was convenience sampling, based on the availability and ease of access to the elements. This technique was chosen because data collection was based on the availability of research subjects who were willing to participate.

Collecting data for a study is known as a data collection technique. A questionnaire is the method of data collection employed in this investigation. The Future Perspective Scale was measured by adapting the future perspective scale from Husman & Shell (2008). The Academic Self-Efficacy Scale was adapted from Owen & Froman (1988), namely the College Academic Self-Efficacy Scale (CASES). The scale uses a five-point Likert scale with responses ranging from 1 (strongly disagree) to 5 (strongly agree). We analyzed the survey data using correlations, t-tests, and chi-square analysis. The data was then analyzed, and the research findings were presented using quantitative descriptions.

Findings and Results

According to the data provided by the research participants, there were 517 students in all. The number of female respondents was higher than that of male respondents: 414 (80.08%) and 103 (19.92%), respectively. The overall findings for the university students' future time perspective profile are shown below:

Table 1

Classification of the Future Time Perspective

Grade	Frequency	Percentage
Low	27	5,22%
Medium	200	38,68%
High	290	56,09%
N	517	100%

Table 1 shows that 80 student participants, or 15.5% of the total research subjects, fall into the high group, indicating that the study's overall results are classified as high. 52 participants (10.1%) are in the low category, while 385 students (74.5%) are in the middle category. Classification of students' perspectives on the future is presented in Figure 2.

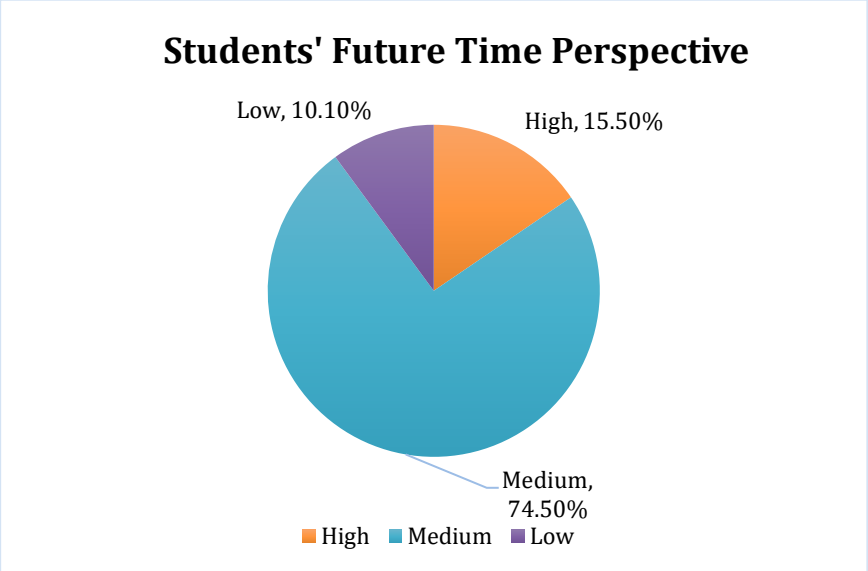

Figure 2

Classification of Students' Perspectives on the Future

The results of the analysis of differences between men and women in the future time perspective of students are presented in Table 2.

Table 2

Student Statistics Group

	Gender	N	Mean	Std. Deviation	Std. Error Mean
FTP	Male	103	98.5437	22.10038	2.17762
	Female	414	100.4976	20.64408	1.01460

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Table 3

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
FTP	Equal variances assumed	2.146	.144	-.847	515	.397	-1.95390	2.30576	-6.48375	2.57596
	Equal variances not assumed.			-.813	149.354	.417	-1.95390	2.40238	-6.70094	2.79315

Table 3 shows that there was no significant difference between males and females in the future time perspective (t = -0.847, p = 0.397). Although women had a slightly higher average FFP (100.50) than men (98.54), this difference was coincidental (not significant).

The relationship between FTP and ASE is interesting because both focus on achieving long-term goals from different perspectives. Future Time Perspective can influence how students view academic challenges and plan the steps necessary to achieve them. At the same time, self-efficacy determines their confidence in their ability to succeed in the process.

Table 4

Correlation Between Future Time Perspective and Academic Self-Efficacy Among Students

		FTP	ASE
FTP	Pearson Correlation	1	0.250**
	Sig. (2-tailed)		0.000
	N	517	517
ASE	Pearson Correlation	0.250**	1
	Sig. (2-tailed)	0.000	
	N	517	517

Table 4 shows that there is a positive and significant relationship between Future Time Perspective (FTP) and Academic Self-Efficacy (ASE) (r = 0.250, p < 0.01). This means that the better the students' future time perspective, the higher their academic self-efficacy.

Table 5

Results of Cross-Tabulation: Future Time Perspective and Academic Self-Efficacy

			ASE			Total
			Low	Medium	High	
FTP	Low	Count	16	29	7	52
		% of Total	3.1%	5.6%	1.4%	10.1%
	Medium	Count	58	294	33	385
		% of Total	11.2%	56.9%	6.4%	74.5%
	High	Count	8	25	47	80
		% of Total	1.5%	4.8%	9.1%	15.5%
Total		Count	82	348	87	517
		% of Total	15.9%	67.3%	16.8%	100.0%

Table 5 indicate that the cross-tabulation results show that respondents with low FTP are mostly in the moderate ASE category (55.8%), while those with moderate FTP are mostly in the moderate ASE category (76.4%). Interestingly, the largest proportion of the group with high FTP was in the high ASE category (58.8%). This illustrates a tendency that the higher a

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person's future perspective, the higher their academic self-efficacy.

Table 6

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	129.842[a]	4	.000
Likelihood Ratio	102.646	4	.000
Linear-by-Linear Association	53.321	1	.000
N of Valid Cases	517		

According to Table 6, the Chi-Square test results show that there is a significant relationship between Future Time Perspective (FTP) and Academic Self-Efficacy (ASE) (Chi-Square value (4, N=517) = 129.842, $p < 0.05$). These findings indicate that individuals with a high future time perspective tend to have higher academic self-efficacy than those with a low or moderate one. Thus, the better a student's future orientation, the more likely they are to have high confidence in their academic abilities.

Discussion and Conclusion

Future Time Perspective (FTP) refers to how individuals view and plan their future, including how they set goals and organize the steps to achieve them. Several studies show that FTP can influence individuals' decisions and motivation in both academic and non-academic contexts. One important aspect of FTP research is whether gender differences affect how individuals view their future.

A study by Karakış (2022) involving first-year university students found no significant difference between male and female students regarding Future Time Perspective (FTP) and online learning self-efficacy. These findings are consistent with previous research showing that FTP is not influenced by gender. Punzalan (2022), in his study in the Philippines, also found no significant differences between male and female students in terms of future career perspectives.

These studies lead to the conclusion that gender does not have a significant impact on how individuals view and plan their futures, at least among university and high school students. This is important because it shows that individual differences in how people view the future may be influenced more by factors such as life experiences, education, and personal values than by gender differences. People with a high future time perspective can also project the future, make meaning of the future, link present activities to the future, and use time to inspire themselves to reach their objectives immediately.

Research shows a significant relationship between Future Time Perspective (FTP) and academic self-efficacy. Students with a clear and focused time perspective are more confident in achieving academic goals. Future time perspective influences academic self-efficacy (Zhu et al., 2025). Students with a clear and focused time perspective are more confident in achieving academic goals. They view their future more optimistically and feel more capable of overcoming academic challenges. A planned time perspective can increase motivation, strengthen learning efforts, and help them plan the steps to achieve academic success. Zimmerman argues that students who develop long-term plans (FTP) tend to have higher levels of academic self-efficacy because they have better control over their learning efforts and can better overcome educational obstacles (Zimmerman & Schunk, 2004).

Students with a long-term view of their future tend to have higher confidence in their academic abilities. Students with high FTP are more likely to plan concrete steps to achieve their academic goals, which increases their sense of control and self-efficacy. This is demonstrated in a study by Zhu et al. (2025), which found that FTP significantly affects academic self-efficacy through personal growth initiatives and learning engagement as mediators. Mediation analysis shows that personal growth initiatives and learning engagement significantly mediate the effect of FTP on academic self-efficacy.

Students with a positive future time perspective can set more perfect plans. Research by Zhang et al. (2024) shows that students with high expectations and strong ASE demonstrate higher learning engagement, underscoring the importance of supporting ASE in education. Students with a good time perspective are more successful in setting and achieving their academic goals. They have a clear picture of their future, which increases their motivation and academic self-efficacy. Conversely, students who lack a time perspective or are not focused on the future may feel less confident in their academic abilities, leading to low self-efficacy.

Students with high FTP tend to manage their time better, reduce stress, and improve academic performance. (Mascia et al., 2023) examined the role of FTP, self-efficacy, and self-regulation in student well-being. The results of the study indicate that FTP has a direct influence on future well-being, mediated by self-efficacy and self-regulation. Hong (2025) showed in his study that FTP is closely related to students' academic achievement and that academic emotions can influence it. This study identified that FTP influences academic achievement directly and indirectly through increased academic engagement and reduced academic fatigue. A positive outlook on the future can increase intrinsic motivation, strengthening self-confidence in academic abilities.

Students with a favourable Future Time Perspective can finish homework within the allotted time. Students work their hardest to finish this homework. (Harber et al., 2003) also revealed that in a society where people are judged by how well they finish tasks within a given time, time perspective is a crucial indicator of adjustment.

To achieve their academic objectives, students with a high Future Time Perspective are less likely to put things off. Determining pupils' temporal perspectives is crucial since a future-focused attitude has a favourable impact. Brenlla et al. (2022) also support the notion that a lack of Future Time Perspective and a greater orientation toward the present time tends to result in a greater tendency to accept smaller immediate rewards rather than larger long-term rewards.

With a planned time perspective, students can better motivate themselves to face academic challenges and plan effective steps to achieve their goals. Therefore, developing a positive FTP can improve academic self-efficacy and success.

The study indicates that Surabaya University students have a strong future time view profile. To achieve their academic objectives, students with a high Future Time Perspective are less likely to put things off. Determining students' temporal perspectives is crucial since a future-focused attitude has a favourable impact. The study's conclusions suggest that Surabaya University students already have a strong future-oriented mindset. This can encourage universities to design learning and career development programs more focused on future planning. From these results, we can conclude that in the context of education and self-development, there is no need for a different approach based on gender concerning the development of a future time perspective.

A more inclusive approach that considers individual factors such as motivation, personal experience, and goals is more relevant than differentiating based on gender. In addition, this research can also encourage educational interventions and programs that focus more on future planning and intrinsic motivation for all students, regardless of gender. The university can also strengthen its counselling services to help students plan long-term steps aligned with their interests and potential. This high future time perspective profile can be optimized to produce graduates better equipped to handle the demands of social and professional life. Further research could explore factors influencing students' high future perspective, such as family support, social environment, curriculum, and organizational experience. Researchers could also broaden the scope of the subject by comparing students in other cities or different study programs. In addition, longitudinal studies could be conducted to see how students' future time perspective develops as they gain more academic and non-academic experience. This study has several limitations that need to be considered. First, convenience sampling may limit the generalizability of the results, as the sample may not represent the entire student population. Second, this study involved first-semester students with limited academic experience, so the findings may better reflect the views of early-stage students and cannot be directly generalized to students with more academic experience. These two factors may influence the conclusions drawn and limit the application of the research results to a broader or more experienced group of students.

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Declaration of Interest

The authors of this article declared no conflict of interest.

Ethical Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants. Ethical considerations in this study included the fact that participation was entirely optional.

Transparency of Data

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

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Authors' Contributions

All authors equally contribute to this study.

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