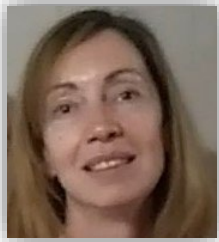# FEATURES OF THE TIME PERSPECTIVE OF STUDENTS WITH DISABILITIES

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Abstract

The article presents the results of a study of the features of the time perspective of students with disabilities. It is revealed that the majority of the students with disabilities who were studied are dominated by the hedonistic profile of the time perspective – orientation to fleeting pleasures from the present "here and now"; avoidance of thoughts, meaningfulness of the consequences of their own actions and activities in the future. It is established that the Balanced time perspective of students with disabilities is represented by moderately high indicators of time orientation to the future, low negative past, high hedonistic present. In the profile of an unbalanced time perspective, high indicators of orientation to the negative past, fatalistic and hedonistic present, and low indicators of orientation to the future are expressed. The relationship of a balanced time perspective with the personal qualities of self-determination, self-understanding, self-acceptance, autonomy, self-efficacy and life satisfaction is revealed. Predictors of the time perspective of students with disabilities are: self-acceptance, as a conscious acceptance of the diversity of their own selves; the attitude of others as a resource for developing their own effectiveness and personal autonomy, which allows them to adequately assess their own capabilities, make their own decisions independently and take life responsibly.

Keywords: time perspective, balanced time perspective, disabled students, self-attitude, self-efficacy, personal autonomy

Introduction

Time plays an important role in our lives. The ability to interact with the time of one's own life, to realize it as a resource, to use the achievements of the past, to actively act in the present, to fill the future with Meanings is one of the most important conditions for a person's life. Zimbardo & Boyd (1999, 2008) define the time perspective as the main aspect in the construction of the psychological time of the individual. This is an unconscious process, as a result of which the continuous flow of Life (Past, Present, Future) of a person is distributed in time modes (frames). These frames help a person to organize, coordinate, and give meaning to events.

The time perspective directly affects the organization of a person's psychological time, setting goals, planning for the future, making decisions, directing one's own activities and life in general

(Zimbardo & Boyd, 1999). Zimbardo & Boyd (1999) there are five main time orientations (frames) of the individual: *positive past* – reflects a positive, nostalgic and sentimental attitude to the past. Past experiences and times seem pleasant. *Negative past*-reflects a negative, traumatic, distorted attitude to the past. *Hedonistic present*-reflects a hedonistic, risky attitude to the time of one's own life; the desire to enjoy the present moment, despite the further consequences of one's behavior. *Fatalistic present*-reflects a fatalistic, helpless attitude to life, a sense of minimal control over one's own life, and the predominance of faith in fate. *Future-reflects* the general future orientation, the willingness of a person to make efforts for the sake of their goals, and possible rewards in the future. The steady use of certain time orientations to categorize one's own life experience forms a time orientation through which life situations are perceived. However, time orientations that are adaptive for solving some life situations may not be adaptive for others. Therefore, the combination of different time orientations in the time profile is adaptive and optimal (for different life situations and the mental health of the individual) (Boniwell, 2004).

Analyzing the qualitative characteristics of the time perspective, Zimbardo & Boyd (1999, 2008) introduces the concept of "balanced time perspective" - as the cognitive ability of a person to effectively switch between the past, present and future, depending on life tasks, situations, personal values, goals, beliefs and resources. The optimal profile of a balanced time perspective combines a low level of fatalistic present and negative past, an average level of hedonistic present, a moderately high level of future, and a high level of positive past (Zimbardo & Boyd, 2008).

Studies have shown that a balanced time perspective and deviations from the optimal profile are associated with psychological well-being, mental health, cognitive functioning, self-control, interpersonal interaction, and biological and demographic indicators (Stolarsky & et all., 2020). Adaptive and situation - appropriate ability to switch between the past, present and future is an important mechanism of adaptation, contributes to psychological health, and determines the effective functioning of the individual (Boniwell, Osin, Linley, & Ivanchenko, 2010).

Research shows that time perspective is closely related to a person's subjective well-being and self-awareness (Drake, 2008; Boniwell et al., 2010);

personality traits (Kairys, 2010); role Identity Development (Kaplan & Garner, 2017); with locus of control and self-efficacy of personality (Akirmak, 2019); sense of connectivity, subjective well-being, psychological health, chronic diseases (Wiesmann et all., 2018). development of emotional intelligence, neuroticism, extraversion (Stolarski et all., 2011); attitudes, values of activity, behavior, cultural, national values and characteristics, economic development, social functioning (Sircova & et all, 2014).

Obtaining higher education is an important stage of self-realization of students with disabilities. Learning in integrated groups is a challenge of particular complexity for students with disabilities. It does not so much limit the possibilities of self-realization of students with disabilities, but rather requires them to use much more effort and activate personal resources than in situations of ordinary, unencumbered by a chronic disease, personal development.

Research analysis has shown that students with disabilities are characterized by low awareness of future prospects (Klymenko, 2014); uncertainty of life plans and attitudes (Tyshchenko, 2010); difficulty in organizing their own psychological time (Kuprieieva, 2021). The imbalance of the time perspective of students with disabilities complicates the independent choice of profession, affects the motivation of learning, awareness of the goals of their own activities in the present, designing their own future, actualizes excessive critical assessment of their own abilities, self-realization, which against the background of their desire for self-actualization cause a number of personal and socio-psychological problems (Kuprieieva, 2021).

In adolescence, especially important for a young person are challenges related to self-realization, making vital decisions, designing one's own future, realizing goals, and filling life with meaning. The presence of mature, formed ideas about one's own future in adolescence becomes an important and necessary prerequisite for self-realization of the individual. This fully applies to students with disabilities for whom obtaining higher education is an important stage of self-realization. Research analysis has shown that students with disabilities are characterized by uncertainty of life plans and attitudes (Tyshchenko, 2010), low awareness of future prospects (Klymenko, 2014), self-stigmatization, self-doubt, excessive critical assessment of their own capabilities, which against the background of their desire for self-actualization cause a number of

personal and socio-psychological problems (Kuprieieva, 2021). Therefore, it is appropriate to identify the psychological features of the time perspective of students with disabilities, and to investigate the relationship of the optimal time perspective profile with their personal qualities.

Methodology

2.1. Methods and organization of the research

The study was conducted on the basis of the University "Ukraine" (Kiev) and M. P. Dragomanov National Pedagogical University (Kiev).

In an empirical study, based on the purpose of the study, we studied the psychological characteristics of the time perspective of students with disabilities and the relationship between the time perspective and personal qualities: self-determination, self-efficacy and life satisfaction.

Self-realization as a component of self-awareness determines the emotional and value perception of one's own self, a sense of self-worth and necessity for other people, is an important resource for self-realization of the individual and provides self-regulation of its behavior and activities.

Self-efficacy beliefs are an important mechanism of subjectivity (Bandura, 1997). Self-efficacy as a cognitive assessment of one's own ability to effectively perform activities and overcome difficult situations with the help of one's abilities, considerable effort and perseverance contributes to the balance of the individual's time perspective.

Life satisfaction as a" generator " of activity initiates a person's behavior, its interaction with the time of one's own life, and the environment. To a large extent, it plays a crucial role in the processes of self-regulation of activity, its success, including in difficult situations, and maintaining the psychological well-being of the individual (Stolarski, 2016).

In an empirical study, we used the following methods:

Zimbardo Time Perspective Inventory (ZTPI Zimbardo & Boyd, 2008) adapted by G. Syrtsova, O. T. Sokolova, O. V. Mitina (2008).The methodology includes five main factors. Two scales relate to the valence of the past: positive and negative past; two scales relate to the present - hedonistic and fatalistic present. In relation to the future, one aspect stands out – orientation to the future.ZTPI is a 56-item self-report instrument, which measures participants' time-related attitudes and behaviours by asking them to rate, on a Likert scale, how true each statement is of them (1 being 'very untrue' and 5 being 'very true') Cronbach's alpha was 0.78-0.80.

Self-Attitude Questionnaire of V. V. Stolin, S.R. Pantileev (Pantileev, 1993). The questionnaire allows you to identify three levels of self-attitude, which differ in the degree of generalization: global self-attitude; self-attitude, differentiated by self-esteem, autosympathy and conflict attitude to oneself; the level of specific actions (readiness for them) in relation to the "I". The questionnaire contains 57 statements and two possible answers- "yes" and "no". The score of each factor is calculated by adding statements that the subject agrees with if they are included in the factor with a positive sign, and statements that the subject disagrees with if they are included in the factor with a negative sign.

Satisfaction With Life Scale (SWLS) E. Diener in the adaptation of Osin, E. N., Leontiev, D. A. (2020). The questionnaire measures the degree of emotional experience of an individual's own life as a whole, which reflects the reflexive-evaluative components of subjective well-being and its overall level. The scale contains five statements that are evaluated on a seven-point scale: from "absolutely disagree" (1 point) to "absolutely agree" (7 points). The amount is calculated for all items in the questionnaire. The minimum score on the scale is 7, and the maximum score is 35 points. As approximate normative values, researchers determine: up to 16 points – a low level of life satisfaction, 25 points and above – a high level of life satisfaction.

Scale of self-efficacy of R. Schwarzer, M. Erusalem in the adaptation of V. Romek (SHvarcer, Erusalem, Romek, 1996). Diagnoses general self-efficacy as a person's subjective sense of one's own ability to achieve effectiveness in a variety of situations. The questionnaire contains 10 statements that are evaluated on a 4-point scale: "absolutely not correct" (1 point), "most likely not correct" (2 points), "most likely correct" (3 points), "absolutely correct" (4 points). The level of self-efficacy is determined by the sum of points received for all statements. Cronbach's alpha was 0.80.

For statistical analysis of the obtained data, the following methods of mathematical statistics were used: analysis of average values, correlation, регресійний analysis. The processing of the obtained

empirical data was carried out using the statistical software package SPSS 21.0 for Windows.

2.2. Participants in the research

The study involved 345 students with disabilities of various nosological diseases (musculo-skeletal system, hearing and vision organs, nervous system, general diseases, cerebral palsy). The subjects were 18 to 21 years old. Of these, 189 (54.8%) are women and 156 (45.2%) are men.

Results

Descriptive statistics of indicators of the time perspective of students with disabilities are given in Table 1.

Table 1

Indicators of disabled students Time perspective

Time perspective	Mean	SD	Normative data
Past-Negative	2.9	0.6	2.5
Present-Hedonistic	5.2	0.1	3.4
Future	2.4	0.6	3.4
Past-Positive	3.2	0.5	3.6
Present-Fatalistic	2.5	0.5	2.6

As can be seen from Table 1, students with disabilities showed high indicators of time orientation hedonistic present ($\overline{X}$ = 5.2), low time orientation future ($\overline{X}$ = 2.4).

Based on the optimal indicators of the Balanced time perspective construct (Zimbardo & Boyd, 2008), we identified a sample of students with disabilities with balanced time perspective indicators (16.5%) and unbalanced time perspective indicators (84%).

Descriptive statistics of indicators of a balanced time perspective of students with disabilities are given in Table 2.

Table 2

Indicators of disabled students balanced Time perspective

Time perspective	Mean	SD	Optimal points
Past-Negative	2.0	0.2	1.9
Present-Hedonistic	5.3	0.4	3.9
Future	4.7	0.4	4.0
Past-Positive	3.4	0.3	4.6
Present-Fatalistic	1.8	0.4	1.5

Table 2 data show that the Balanced time perspective of students with disabilities is represented

by high rates of hedonistic present ($\overline{X}$ = 5.3), moderately high future ($\overline{X}$ = 4.7), average positive past ($\overline{X}$ = 3.4), and fatalistic present ($\overline{X}$ = 1.8).

Descriptive statistics of unbalanced time perspective indicators for students with disabilities are given in Table 3.

Table 3

Indicators of disabled students negative Time perspective

Time perspective	Mean	SD	Optimal points
Past-Negative	4.0	0.2	1.9
Present-Hedonistic	5.2	0.4	3.9
Future	2.1	0.4	4.0
Past-Positive	3.2	0.3	4.6
Present-Fatalistic	4.6	0.4	1.5

As can be seen from Table 3, the unbalanced time perspective of students with disabilities is represented by high rates of orientation to the hedonistic present ($\overline{X}$ = 5.2), negative past ($\overline{X}$ = 4.0), and fatalistic present ($\overline{X}$ = 4.6).

The next step of our research was to study the relationship between the balanced and unbalanced time perspective of the studied students with disabilities and personal qualities. We conducted a correlation analysis between time perspective orientations and personal qualities: autonomy, self-understanding, self-acceptance, self-determination, self-efficacy, and life satisfaction.

Table 4 presents the relationship between a balanced time perspective and the personal qualities of students with disabilities.

Table 4

Correlations between disabled students' balanced Time perspective and personal traits

Fundamental assumptions	Time perspective				
	PN	PH	F	PP	PF
Autonomy	-.38*	-.27	.49**	.08	-.22**
Self-understanding	.21	.39*	.41**	.33**	-.57*
Self-acceptance	-.32**	.35**	.21	.56**	-.41**
Self-attitude	-.42**	.46**	.41**	.57**	.29**
Attitude of others	-.26	.38**	.57**	.47**	.34**
Self-efficacy	-.29**	.38*	.23	34**	-.27**
Life satisfaction	.21	.55*	.23**	.21*	-.37**

** p≤0.01. * p≤0.05

As can be seen from Table 4, there are close relationships between time orientations and personal traits. A positive relationship was found between the orientation to the hedonistic present and positive self attitude (r=.46; p <0.01), life satisfaction (r=.55; p <0.05), self-understanding (r=.39; p <0.05), positive attitude of other people (r=.38; p <0.01), self-acceptance (r=.35; p <0.01). A high positive relationship was found between the time orientation of the future and the attitude of other people (r=.57; p <0.01), autonomy (r=.49; p <0.01); average relationship with self-understanding, self-attitude (r=.41; p <0.01), low with life satisfaction (r=.23; p <0.01). A high positive relationship of time orientation positive past with self-orientation was found (r=.57; p <0.01), self-acceptance (r=.56; p <0.01), low with life satisfaction (r=.21; p <0.05), the expectation of a positive attitude of other people (r=.47; p <0.01). Time orientation the negative past is related to the mean negative relationship with self-orientation (r= -.42; p <0.01), autonomy (r=-.38; p <0.01), self-acceptance (r= -.33; p <0.01). A strong negative relationship of time orientation fatalistic present with self-understanding was found (r= -.57; p <0.05), self-acceptance (r= -.41; p <0.01); low positive association with other people's positive attitudes (r=.34; p <0.01).

Table 5 presents the relationships of an unbalanced, balanced time perspective with the personal traits of students with disabilities.

Table 5

Correlations between disabled students' negative Time perspective and personal traits

Fundamental assumptions	Time perspective				
	PN	PH	F	PP	PF
Autonomy	-.48*	-.27	.29**	.02	-.28**
Self-understanding	.12	.07	-.14	.10	-.57**
Self-acceptance	-.52**	-.09	.21	.10	-.51**
Self-attitude	-.42**	.34**	-.18	.16	-.29**
Attitude of others	-.36**	.08	.03	.57**	.14
Self-efficacy	-.39**	.07	.23	.11	-.27**
Life satisfaction	-.51**	.25**	.16	.35*	-.52**

** p≤0.01. * p≤0.05

As can be seen from Table 5, the time orientation of the negative past is associated with a high negative relationship with self-perception (r= -.52; p <0.01), life satisfaction (r=-.51; p <0.01). Time orientation the fatalistic present is interconnected by a strong negative connection with self-understanding (r= -.57; p <0.01), life satisfaction (r= -.52; p <0.01). Time orientation to the hedonistic present is associated with a low positive relationship with self-affirmation (r=.34; p <0.01). Time orientation the future is associated with a low positive relationship with only one quality of personality - autonomy (r=.29; p <0.01).

To determine predictive indicators of time orientation for the future of students with disabilities, we used the regression analysis method. The results of regression analysis by which we can predict the indicators of time orientation of the future are presented in Table 6.

Table 6

Prognostic models of disabled students' Future

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
3	.84ᶜ	.70	.68	2.956

c. Predictors: (const.): self-acceptance, attitude of others, autonomy. Dependent variable: future

The model explaining 58% of the data variance predicts the most accurately future. The model is considered valid if the R-square exceeds 0.5 (Table 6).

The obtained value is greater than 0.5, so we can say that the obtained model is statistically significant.

Table 7 shows the resulting linear coefficients linking the future variable with predicting personal characteristics.

Table 7

Linear coefficients for the predictors

Model	B	Std. Error	β	t	P
(const)	56.625	3.655		15.492	.000
self-acceptance	1.389	.211	.515	6.580	.000
aattitude of others	-.920	.157	-.463	-5.857	.000
autonomy	.193	.038	.387	5.067	.000

As can be seen from Table 7, the regression analysis revealed the main predictors that have a positive effect on the temporal orientation of the future: self-acceptance (β=.515), the ratio of others (β= -.46), autonomy (β=.38).

Discussion

Analysis of the frequency distribution of the components of the time perspective showed that 60% of the students with disabilities who were studied showed time centralization in the hedonistic present. The subjects are dominated by an orientation to fleeting pleasures from the present "here and now"; avoiding thoughts, meaningfulness of the consequences of their own actions and activities in the future. A time perspective profile with high indicators of the hedonistic present and low indicators of the future is distinguished as a hedonistic profile (Zimbardo & Boyd, 2005). The weaknesses of the hedonistic profile are a narrowed temporal world view (orientation mainly to getting pleasure "here and now"), low ego control, impulsivity, less ability to predict the future, and the desire to replace the need for internal development with artificial external impressions. The strengths of individuals who are dominated by an orientation to the hedonistic present are openness to new experience and knowledge. They easily engage in interpersonal interaction and show creativity in their relationships with others and the world (Zimbardo, & Bojd, 2010; Adams, 2009).

Of the total sample of students with disabilities studied, 16.5% (57 people) had a balanced time perspective profile - moderately high indicators of time orientation to the future, low indicators of a negative past, and high hedonistic present. Focusing on the positive past is a resource for these subjects, and in combination with a conscious attitude to the future determines the purposefulness and success of the individual. However, in this profile, high indicators of the hedonistic present are expressed. We can assume that focusing on the hedonistic present is an important condition for feeling full of life, filling it with joy, and can be an individual cognitive and behavioral strategy for knowing yourself and the world around you. A balanced time perspective, as a representation of the self in the space and time dimension of life, allows you to adequately respond to its events, based on the balance between the content of past experiences and experiences, ideas about the future and desires of the present (Zimbardo, 2005).

An unbalanced time perspective was found in 83.5% (288 people) of students with disabilities. In the profile of an unbalanced time perspective, high indicators of orientation to the negative past, fatalistic present, and low indicators of orientation to the future are expressed. This profile also shows high indicators of hedonistic present orientation, and higher than optimal indicators of fatalistic present orientation. We can assume that an unrealistic idea of one's own future, low ability to plan it, unwillingness to make efforts to achieve the goals of the future, activates the need to enjoy the present and avoid thinking about the complexity and uncertainty of the future. This can compensatorily activate a fatalistic attitude to life. The predominance in both profiles (balanced and unbalanced) of orientation to the hedonistic present may indicate its adaptive potential for students with disabilities, primarily for organizing the learning process (attending university classes, passing exams, performing modular tasks, etc.). The predominance of a hedonistic orientation to the present may be a necessary prerequisite for achieving well-being in the future (Boyd-Wilson, Walkey & McClure, 2002). The predominance of the time orientation to the hedonistic present can also be caused by the unfavorable social and economic conditions of the present in which the students who took part in the study live. Since in unstable living conditions the length of the time perspective for the future loses its relevance due to the inability to predict and plan one's own future (Fieulaine, 2015).

As a result of the study of the relationship between a balanced time perspective and the personal qualities of students with disabilities, it was revealed that they are characterized by higher indicators of self-acceptance, self-attitude, expectations of the attitude of others, and life satisfaction. Their ability to effectively switch between the present and the future is associated with positive self-awareness, self-understanding, and self-acceptance with strengths and weaknesses. Students with disabilities who are focused on the future tend to perceive their own past as a resource. For them, the positive attitude of other people is important. They are able to use their own capabilities to achieve goals, make their own decisions and take responsibility for them. The weak correlation between future orientation and life satisfaction can be explained by differences in individual orientation patterns over time. Obviously, subjects with a dominant focus on the hedonistic present have a higher level of life satisfaction because they are not used to "putting off gratification until tomorrow." However, in the context of a balanced Time Perspective, a general focus on the future contributes

to life satisfaction (Boniwell et all., 2010). Subjects with a balanced time perspective are confident in their own self-efficacy, which is based on the three-way influence of time - positive past experience, current achievements and reflection of future opportunities (Bandura, 1997).

A study of the relationship between the unbalanced time perspective of students with disabilities has shown that negative past and fatalistic present have a dominant influence on their behavior. The time shift to the negative past can significantly affect the attitude to the present as hedonistic (Boniwell, 2009). Experiencing one's own past as negative and present as fatalistic is associated with a low ability to understand, accept, and self-relate. Students with an unbalanced time perspective are characterized by low activity, it is difficult for them to make decisions on their own, and they are not sure that they can overcome difficulties and effectively achieve their goals. We can assume that the imbalance of the time perspective causes rigidity of the time concept, anxiety about the future, a desire to delay adulthood, a low ability to organize your own time based on the balance of past experience, tasks of the present and ideas of the future.

The results of our research show that important for the development of a balanced Time Perspective, time orientation to the future are: positive self – acceptance, which activates the need to know oneself, develop one's resource abilities, understand and accept one's own weaknesses; acceptance and support of others; autonomy-the ability to independently, meaningfully build one's own life, future, take responsibility for one's actions and resist social pressure. Such results are confirmed by research by other authors, in particular, that positive self-attitude, self-compassion are associated with a balanced time perspective, orientation to the future, the ability to enjoy life, and well-being (Ge et all. 2019; Phillips, 2018).

So, in the process of providing psychological assistance to students with disabilities, it is necessary to promote the development of their psychological maturity through the activation of internal resources - the ability to realize the time of their own lives, the development of personal reflection, self-understanding, self-acceptance, the ability to realize the relationship of time modes and effectively switch between the past, present and future. Also, it is necessary to develop skills of independent decision-making, problem solving, setting goals and achieving them; skills of self-regulation and self-management.

Conclusion

The time perspective of students with disabilities is studied as a complex integral dynamic characteristic of the individual, reflecting the relationship and interdependence of the past, present and future in the consciousness, behavior and activity of the individual.

It is established that students with disabilities have a predominant time focus on the hedonistic present - an orientation mainly to get pleasure in the present, a risky attitude to the time of their own lives and a weak ability to project their futures. However, a temporary focus on the hedonistic present can contribute to the ability of students with disabilities to establish relationships with others and be open to new experiences.

Personal qualities have a significant impact on the Balanced time perspective of students with disabilities: positive self-esteem, self-acceptance, personal autonomy, life satisfaction, positive assessment and attitude of other people. Predictors of optimal balanced time orientation are: self-acceptance as a conscious perception of one's own self, the attitude of others as a resource for one's own self-efficacy, and personal autonomy.

So, for the formation of a realistic and balanced idea of one's own self in the space and time dimension of the life of students with disabilities, it is important to promote the development of personal reflection skills, self-knowledge, which contributes to their autonomy; the ability to independently set goals and use their own strengths, opportunities for their self-realization.

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