A REFLECTION PAPER ON HOW YOU PERCEIVE TIME MATTERS FOR HOW YOU FEEL IN SCHOOL: INVESTIGATING THE LINK BETWEEN TIME PERSPECTIVES AND ACADEMIC EMOTIONS

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Although schooling is by definition future-oriented as it contains utility value to attain future goals, not all students anticipate the future goals their current schooling might serve. Indeed, some students have a clear view of their future and understand how doing one’s best at school is important to achieve highly valued educational goals in the future. When someone becomes preoccupied with a certain time zone, time perspective develops, which yield a strong impact on one’s key judgments, decisions and actions. Time perspective is an unconscious and individually determined attitude towards time. The conceptualization of psychological time includes three time zones: past, present and future. People differ in the manner they relate to time and this attitude is strongly related to a wide range of behavior. Time perspective was significantly associated with mastery goals, when the goal is the self-development or improvement of competences by the learning activity, which can be related to deeper processing during learning and consequently to a better academic performance.

An individual develops a time perspective with an emphasis on the future, present or past by interacting with environmental elements formed by how one’s subjective experience influences one’s decisions and behaviors. It distinguished the time perspectives of the past (past-positive/past-negative), perspectives of the present (present hedonistic/present fatalistic), and perspectives of the future as a way to determine how time perspective impacts one’s life. Based on the study there are a number of positive benefits to a future-oriented time perspective. A future-oriented time perspective is closely related to positive results, such as academic achievement (Barber,
Munz, Bagsby, & Grawitch, 2009) and life satisfaction (Zhang & Howell, 2011). Individuals with a primarily future-oriented time perspective have higher academic achievement, use effective learning strategies, use time more efficiently, and procrastinate less compared with individuals with a limited future-oriented time perspective.

Emotions are ubiquitous in academic settings, and they profoundly affect students’ academic engagement and performance. The classroom is an emotional place. Students frequently experience emotions in classroom settings. For example, students can be excited during studying, hope for success, feel pride in their accomplishments, be surprised at discovering a new solution, experience anxiety about failing examinations, feel ashamed over poor grades, or be bored during lessons. In addition, social emotions play a role as well, like admiration, empathy, anger, contempt, or envy concerning peers and teachers. Moreover, students bring academic emotions to the classroom that concern events outside the school, but can nevertheless have a strong influence upon their learning. All of these emotions can have important effects on students’ learning and achievement. Emotions control the students’ attention, influence their motivation to learn, modify the choice of learning strategies, and affect their self-regulation of learning. Furthermore, emotions are part of students’ identity, and they affect personality development, psychological health and physical health. From an educational perspective, emotions are important because of their influence on learning and development, but students’ emotional well-being should also be regarded as an educational goal that is important in itself.

Achievement emotions relate to achievement activities and to success and failure resulting from these activities. Examples are enjoyment of learning; hope and pride related to success; and anxiety and shame related to failure. Achievement emotions are pervasive in academic settings, especially so when the importance of success and failure is made clear to students. Achievement emotions are defined as emotions that are directly linked to achievement activities or achievement outcomes. Achievement
emotions occur in different academic settings, such as attending class, studying, and taking tests and exams. These settings differ in relation to their functions and social structures. Academic settings abound with achievement emotions such as enjoyment of learning, hope, pride, anger, anxiety, shame, hopelessness, or boredom. These emotions are critically important for students' motivation, learning, performance and achievement. One of its implications, emotions can vary across these settings as well. For example, enjoyment of classroom instruction may be different from enjoying the challenge of an exam some students may be excited when going to class, others when writing exams. Students' achievement emotions are linked to their control and value appraisals, motivation, use of learning strategies, self-regulation of learning, and academic performance. Whereas the positive activating emotions enjoyment, hope, and pride related positively to most of the variables measured, these relationships were negative for the deactivating emotions hopelessness and boredom. A student who believes that he can do something to achieve high grades in school will be more likely to experience the positive emotions of enjoyment, hope, and pride. On the other hand, a student who thinks that nothing he can do can influence what scores he gets would more likely experience negative academic emotions such as anxiety, hopelessness, and boredom.

Effective learning takes place when students develop an understanding of how to learn and this understanding requires such emotional skills as confidence, self-control, the ability to communicate and cooperate with others. Personality assessment may be a useful tool in effectively guiding and counseling students throughout their academic pursuit. Information on the personality of each student in school could be used to direct students towards disciplines and programmed in which they are most likely to succeed.

Since time perspective means how much individuals can think and plan for the future, it can act as a motivation for academic achievement, because the time perspective encourages individuals to set goals and create strategies to achieve
their objective in life such as finish schooling. In other words, what makes the time perspective dimensions of positive past and future related to orientation and goal setting to academic achievement is the supposed the motivation of academic achievement so that positive past and future perspective increase the motivation of academic achievement and as a result produces academic achievement. Students experience a great variety of academic emotions that can have profound effects on their learning, personality development and good standing in school. The effects of these academic emotions can be complex. Academic emotions do not always benefit learning, and other emotions such anxiety do not always impede learning. However, for the vast majority of students and academic learning tasks, enjoyment of learning is beneficial, whereas anxiety, shame, hopelessness and boredom are detrimental. Moreover, academic emotions are core elements of students’ identity to have an effective learning.

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