



**UNIVERSIDAD SAN FRANCISCO DE QUITO**

**Colegio de Administración y Economía**

**Time Perspective, Locus of Control and their influence on  
Academic Achievement**

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Tesis de Grado presentada como requisito  
para la obtención del título de Licenciada de Administración de Empresas

Quito, diciembre de 2014

**Universidad San Francisco de Quito  
Colegio de Administración y Economía**

**HOJA DE APROBACIÓN DE TESIS**

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## Resumen

*La Paradoja del Tiempo* es una teoría relativamente nueva que fue creada por Phillip Zimbardo y John Boyd en 2008. Esta teoría afirma que todo ser humano tiene una percepción de tiempo específica. Con esta percepción, el individuo conduce todos sus pensamientos, acciones, creencias y reacciones. Todos sus objetivos, experiencias, expectativas y escenarios imaginarios se encuentran estrictamente relacionados con su visión sobre el presente, pasado o futuro.

Consecuentemente, debido a que todas sus acciones son influenciadas, su percepción de control puede variar también. Esto significa que, dependiendo de en qué tiempo viva el individuo, la persona puede tener un Locus de Control Interno o Externo, y su nivel de autocontrol puede también oscilar.

Como se puede observar, el camino de vida de la persona se ve completamente influenciado por estas percepciones, por lo que es de suma importancia analizar las posibles relaciones que hay entre estas variables.

Esta tesis se encargará de analizar específicamente estas variables (Percepción del Tiempo y Locus de Control) y su influencia sobre el desempeño del individuo, específicamente en la universidad (Desempeño Académico). Adicionalmente, variables como género y carrera serán consideradas para realizar mejores análisis entre los individuos.

## Abstract

*The Time Paradox* is a relatively new theory that was created by Phillip Zimbardo and John Boyd in 2008. This theory claims that every human being has a specific time perception. With this perception, the individual will drive all his/her thoughts, actions, beliefs and reactions according to that vision. All their life goals, experiences, expectations and imaging scenarios will be related with their vision on present, past or future.

Consequently, because all of his/her actions are controlled, this means that his/her perception of control might vary as well. This means that depending on the individual's time perception, the person can have an internal or external locus of control, and his/her level of self-control may oscillate too

As it can be seen, the life path of the person is influenced by these perceptions, so it is important to analyze the possible relations between these variables.

This paper will analyze these variables (Time Perspective and Locus of Control) and their influence on the individual's performance, specifically in university (Academic Performance/GPA). Additionally, variables such as gender and career will be taken into consideration to analyze possible differences between individuals.

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# 1 INTRODUCTION TO THE PROBLEM

## 1.1 Introduction

Although we humans are commonly exposed to similar scenarios and activities on a daily basis, every one of us reacts differently from one another. This is because each of us has different life-driven factors. Our opinions, reactions, priorities and perspectives are strictly related to our surroundings, culture, memories and one particular factor: time perspective.

This factor (time) is commonly forgotten or ignored, however its influence on human behavior is powerful:

“You use time perspectives in encoding, storing, and recalling your experiences; in sensing, feeling, and being; in shaping expectations, goals, contingencies; and in imagining scenarios” (Boyd, J., Zimbardo, P., 2008., p.30).

As it can be seen, time actually influences not just our way of thinking but our decisions and actions. Its effect is incredibly strong in our daily lives and doubtlessly affects our process of creating our future.

There are six different time perceptions; each of them is related with present, past or future correspondingly. Depending on the time tense where the individual is, all his/her perspective of life changes, and therefore his/her perception of control varies too.

For instance, depending if the person lives in the past, present or future, he/she will have a different view of what he/she can control. Moreover, depending on time, his/her motivation can be internal or external; this means that his/her locus of control can be influenced just as his/her perception of self-control.

In the academic field, the importance of perception of control has been studied and analyzed, especially when related with academic performance. However, the influence of time has *not* been deeply studied and for that reason, this thesis will investigate how time perspective can influence locus of control and academic achievement.

In addition, with that information, the study will link gender and university careers to determine if there is a possibility that these variables can influence/correlate an individual's perception of time and control.

## **1.2 Statement of the problem**

Even though, there are several papers that prove a positive relation between: Locus of Control and Academic Achievement; as far as I know, there has not been a study commissioned to relating all three variables (Locus of Control, Academic Achievement and Time Perspective). Time perspective has not been fully understood in the educational field, research on time perspective and its influence in academic performance is rare.

For this reason, it is necessary to create a study specifically dedicated to correlating these variables.

In addition, this study is necessary because, depending on the results, this hypothesis can encourage new research topics and can also be adapted into different fields, i.e.: working force, family, etc.

### **1.3 Hypothesis Statement**

Students that are strongly future-oriented have Internal Locus of Control and, consequently have better academic achievement.

### **1.4 Background and need**

For supporting this research paper, the author took into consideration and analysis several studies, papers and books related to these four variables and its possible relations.

The literature review has been composed by psychological books such as *The Time Paradox* by Zimbardo, *Self-Regulated Learning and Academic Achievement: Theoretical Perspectives* by Zimmerman, *International Guide for Student Achievement* by John Hatie and *Self – Concept, Learning Styles, Study Habits and Academic Achievement of Adolescents in Kashmir: A study of psychological variables and academic achievement* by Siraj Shazia.

Moreover, the author used as references several studies, university papers and numerous undergraduate/master theses. Studies from Canada, México, India, United States, Netherlands, etc., will be explained in the literature review section. Statistical analyses were also performed to validate this study and are going to be presented on the literature review as well.

## 1.5 Research Questions

For this study, the following research questions are being made:

- Is there a relation between Locus of Control and Time Perspective?
- Is GPA strongly related with Locus of Control?
- Is GPA strongly related with Future Time Perspective?
- Which group (between men and women) is more future-oriented?
- Which group (between men and women) has a stronger Internal Locus of Control?
- Which career (Art, Music, Medicine and Business) is more future-oriented?
- Which career (Art, Music, Medicine and Business) has a stronger Internal Locus of Control?

## 1.6 Purpose of the Study

Based on the Statement presented on the “Hypothesis Statement” section, the objectives of the current thesis are the following:

- Delineate the relationship between Locus of Control and Academic Achievement on male and female students of specified careers such as Music, Arts, Business and Medicine.
- Delineate the relationship between Future Time Perspective and Academic Achievement on male and female students of specified careers such as Music, Arts, Business and Medicine.
- Determine if Future Time Perspective and Locus of Control are taken into consideration in a student’s motivational daily basis.

- Recognize the general statements/beliefs of an Internal Locus of Control Student.
- Recognize the general statements/beliefs of a Future-Oriented Student.
- Explain the relationship between Future Time Perspective and Locus of Control.

### **1.7 Significance of the Study**

This study can be considered useful for universities, professors, psychologists, administrators, sociologists, or any person interested in motivational theories or human behavior. This thesis embraces a series of different topics that can be useful either for academic matters or even for business performances.

In Ecuador, as far as I can determine, there has not been any similar research. The three variables presented in this paper (Time Perspective, Locus of Control and Academic Achievement) have not been analyzed before, therefore the importance of this study is considered relevant.

Additionally, because of the uniqueness of the study, the results presented can incentivize other research questions and papers regarding (specially) Time Perspective and its influence on human lives; Locus of Control and Time Perspective, and so on.



## 2 LITERATURE REVIEW

### 2.1 Motivation

Marshall Jones (1995) mentions that the subject matter of motivation is “how behavior gets started, is energized, is sustained, is directed, is stopped”. In other words, motivation is the force that drives a person to think, do or accomplish a certain action.

Motivation involves biological, emotional, social and cognitive forces that activate behavior (Cherry, K., n.d). It can be present in our everyday life and is frequently used to describe why people do a certain action. Motivation can be defined as those forces within an individual that push or propel him/her to satisfy basic needs or wants (Yorks, 1976).

To motivate a person, there are several theories that help the reader understand how motivation works in the human mind. Although, most humans are different, there are some well-known theories that can address and summarize common factors that influence motivation. Theories such as Maslow, McDougall's, Herzberg's; McGregor's & McClelland's explain how motivation can be based on instincts, desires, necessity, perception, nature, etc.

Each of these theories is based on intrinsic and extrinsic factors that surround the person in a daily basis. Extrinsic motivations are: “those that arise from outside of the individual and often involve rewards such as trophies, money, social recognition or praise” (Cherry, B., n.d). In this case, extrinsic motivation looks for a reward or external approval. It is often caused by the following factors: force, pressure, recognition, praises, comfort, a sense of worth and social support

(Diferencias entre, n.d). These people generally depend on what the environment has to offer. This means that what happens in their surroundings is something that affects and influences them in a higher-level comparing with people guided by intrinsic motivational factors. They tend to be more competitive, and have a perception that what happens externally is out of their control. They generally need social acceptance and are strongly driven by others approval or respect.

In the other hand, intrinsic motivations are “those that arise from within the individual, such as doing a complicated cross-word puzzle purely for the personal gratification of solving a problem” (Cherry, B., n.d). “Intrinsic motivation is voluntary. It is often caused by the following factors: interest, pleasure, pride, internal rewards, personal fulfillment, skills, competencies, beliefs and internal needs” (Diferencia entre, n.d). It is an element of self-motivation, personal goals and enthusiasm. Generally people highly motivated by intrinsic factors are individuals with greater interest in self-realization and self-reported control of their environment and themselves, in comparison with people highly motivated by extrinsic factors. These people are much more aware of their power over their actions and how it can help them get to accomplish their goals.

In most cases, intrinsic motivation is more fortunate because it is voluntary and does not require force. In addition, people with intrinsic motivations are more cooperative and less competitive with others (Diferencia entre, n.d), as to their counterparts. Furthermore, individuals that are motivated by intrinsic aspects tend to be interested for something over a longer period of time, consequently influencing them in their time perspective.

Humans that are intrinsically motivated are more likely to think about progress; they tend to plan ahead and therefore to concentrate in long-term goals. In the other hand, individuals that are extrinsically motivated tend to have goals but in shorter time-periods. They take into consideration what others think or want, so it is harder for them to control all their surroundings.

## 2.2 Locus of Control

The fifties and sixties were the decades when psychology began to deeply examine the issues of *personal control*.

Uncertainties such as how reinforcement, success or failures were perceived were one of the most popular topics. “For some people, success or failure is seen as the result of luck, fate or the power of extrinsic people. Nonetheless, there were people that perceive that the event is contingent upon his own behavior; from this, Rotter (1966) developed the Locus of Control theory, which was divided into two categories: internal and external.

Internal locus of control: “the belief that events in one’s life, whether good or bad, are caused by controllable factors such as one’s attitude, preparation, and effort” (Psychology Central, n.d). The website About Education, Kendra Cherry, psychology expert, mentions that those with internal locus of control are more likely to:

- Take responsibility for their actions.
- Tend to be less influenced by the opinions of other people.
- Often do better at tasks when they are allowed to work at their

own pace.

- Usually have a strong sense of self-efficacy.
- Tend to work hard to achieve the things they want.
- Feel confident in the face of challenges.
- Tend to be physically healthier.
- Report being happier and more independent.
- Often achieve greater success in the workplace.” (Cherry, K.

n.d)

“Internal locus of control is often used synonymously with "self-determination" and "personal agency" (Cherry, K. n.d). This means that individuals with internal locus of control are more capable of controlling their own actions in order to achieve their personal needs.

External locus of control is: “the belief that events in one’s life, whether good or bad, are caused by uncontrollable factors such as the environment, other people, or a higher power” (Psychology Central, n.d). Kendra Cherry mentions that individuals with external locus of control:

- Blame outside forces for their circumstances.
- Often credit luck or chance for any successes.
- Don't believe that they can change their situation through their own efforts.
- Frequently feel hopeless or powerless in the face of difficult situations.
- Are more prone to experiencing learned helplessness.

There are several studies that show a relation between locus of control and academic achievement. One of them is a study made in Mexico by the National Congress of Academic Investigation. This study used a sample of 100 university students and its respective grades. It concluded that students with higher overall grades have the highest scores on internal locus of control while the lower scores belonged to the students with external locus of control. Furthermore, success in academic achievement with no failed subjects/courses was associated with a high internal locus score, because it was students who took their success and failure from their skills, knowledge and personal efforts.

Tabla 1  
*Análisis de varianza simple para la comparación del factor promedio general con las dimensiones de locus de control*

Variable dependiente	Promedio general	Media	DE	p	F
Locus afiliativo	0 – 8	3.95	1.40	.49	.80
	8.01 – 8.91	3.73	1.43		
	8.92 – 9.0	3.58	.94		
	9.01 – 10	3.49	.98		
Locus extremo	0 – 8	3.97	1.43	.15	1.77
	8.01 – 8.91	3.67	.88		
	8.92 – 9.0	3.43	.81		
	9.01 – 10	3.38	.87		
Locus interno	0 – 8	6.07	.64	.45	.88
	8.01 – 8.91	6.09	.69		
	8.92 – 9.0	6.02	.73		
	9.01 – 10	6.27	.58		

Table 1 National Congress of Academic Investigation – Statistical Analysis

Additionally, the results showed that positive thinking and emotions were predominant in students with internal locus of control.

Furthermore, in another study made in Kebangsaan (Malaysia), the literature review showed that in “compiled 98 studies reviewed (consisting of 275 testable hypotheses) where a Locus of Control and academic achievement measure was compared, a statistically significant positive correlation was found for

193 of the 275 hypotheses. In other words, 70% of these reviewed hypotheses found internals to have significantly higher academic achievement than externals” (Mohd, R., Mohd, N., Zaid, M., Rahman, S., n.d). In addition, another interesting finding was that students with external locus of control generally learned less from previous experiences; “Since they attribute both their successes and failures to luck or chance, they tend to lack persistence and not have very high levels of expectation” (Mohd, R., Mohd, N., Zaid, M., Rahman, S., n.d).

### **2.3 Self-Control**

“The human capacity to exert self-control is arguably one of the most powerful and beneficial adaptations of the human psyche. People are happier and healthier when there is an optimal fit between self and environment, and this fit can be substantially improved by altering the self to fit the world” (Baumeister, R., Luzzo, A., & Tangney, J, 2004., p.15)

Self-regulation is defined as "self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals" (Zimmerman, 2000, p. 14). Self-control is a central function of the self and an important key to success in life. “(...) Self-control is the ability to override or change one’s inner response, as well as to interrupt undesired behavioral tendencies and refrain from acting on them. From this perspective, self-control should contribute to producing a broad range of positive outcomes in life. In fact, empirical evidence indicates that people with high dispositional self-control have better outcomes in various spheres” (Baumeister, R., Luzzo, A., & Tangney, J, 2004, p.22)

Based on the book *Self-Regulated Learning and Academic Achievement: Theoretical Perspectives* by Barry Zimmerman and Dale Schunk, in the educational field, self-regulation or self-control refers to the self-directive process through which learners transform their mental abilities into task-related academic skills.

As it can be seen, self-control is an important driver for achieving any kind of goal. This combined with a cultural and social context can influence the perspective of control of the individual in several fields, for example, university and working life. There have been several studies related to self-efficacy and academic achievement, where in most of them the conclusion was that self-efficacy affects positively academic achievement. Studies specifically related with self-control and academic achievement are scarce.

## **2.4 Relation between Self-Control, Locus of Control and Academic Achievement**

There have been few studies that analyze the relation between these three variables. However, in all of them, it has been proven that there *is* a positive relation between these aspects.

One of the studies made in New Brunswick (Canada) came with the conclusion that “there appears to be a link between high levels of motivation, high levels of self-control and high-levels of internal locus of control” (Harter, 1981). Moreover, these results have positive correlation with “autonomy and self-determination” (Garcia and Pintrich, 1991).

TABLE 1  
*Means, Ranges and Correlations of Study Variables (n = 108)*

	Means			Range	Correlations				
	Females	Males	Total		1	2	3	4	5
1. Academic Average	75.77	71.13	73.56	50- 98	.42*	-.27†	-.38*	.24†	
2. Motivation	79.98	81.10	80.56	45-117		-.42*	-.61*	.24†	
3. Locus of Control	12.12	12.70	12.42	2- 24			.41*	-.20	
4. Self-Efficacy	90.81	81.62	86.05	19-189				-.29*	
5. Metacognition	108.73	104.57	106.57	69-145					

†  $p < .01$     \*  $p < .001$

Table 2 Means, Ranges and Correlations of the Study (New Brunswick)

As it can be seen, in this study, students that have a higher perception of control have a better understanding of how to accomplish more efficiently their educational goals. Students with higher grades reflect internal locus of control and a higher self-control and self-efficacy.

Another study concluded: “among the components of self-regulation, intrinsic interest and mastery-goal orientation were found to have the highest correlations with internal Locus of Control. With the significant correlation to intrinsic interest, it would appear that individuals who have personal interest in their studies exhibit more internally driven locus of control for student performance. This can plausibly be interpreted from commonsense perspective, given that both of these constructs are intrinsically oriented. This finding is also consistent with the notion that individuals engage in attributional inference to judge their intrinsic motivation” (Ghanizadeh, A., Taghi, M., 2012)



Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.695 <sup>a</sup>	.483	.475	2.61743	.483	56.987	1	61	.000
2	.700 <sup>b</sup>	.490	.473	2.62138	.007	.816	1	60	.370
3	.707 <sup>c</sup>	.500	.475	2.61625	.010	1.236	1	59	.271

a. Predictors: (Constant), self-regulation

b. Predictors: (Constant), self-regulation, self-efficacy

c. Predictors: (Constant), self-regulation, self-efficacy, self-regulation x self-efficacy

Table 3 Results of the Study by Ghanizadeh, A., & Taghi, M, 2012)

As it can be seen, intrinsic motivation can be positively correlated with internal Locus of Control and self-control. However, there does not appear to be any evidence that external Locus of Control can be related with any other variable such as self-regulation or self-efficacy.

## 2.5 The Time Paradox

“We usually use time almost automatically, to schedule our hours and our days and to mark important life events like births, birthdays, and deaths. Time is the water that moves our stream of consciousness, but despite its centrality in our lives, we seldom reflect upon the ways in which time draws boundaries and gives direction and depth to our lives” (Boyd, J., Zimbardo, P., 2008., p.16).

Paul Freisse defined time perspective as: “our actions at any given moment do not depend only on the situation in which we find ourselves at that instant, but also on everything we have already experienced and on all our future expectations. Every one of our actions takes these into account, sometimes explicitly, always implicitly.... We might say that each of our actions takes place in a temporal perspective; it depends on our temporal horizon at the precise moment of its occurrence.” (Boyd, J., Zimbardo, P., 2008., p.76).

“Your time perspective reflects attitudes, beliefs, and values related to time. For example, do you spend more time thinking about the past, present, or future? When you think about the past, the present, and the future, are your thoughts positive or negative, happy or sad, hopeful or fearful? Your time perspective helps determine your answers to these types of questions and reflects your thoughts, feelings, and behaviors—in fact, all aspects of your life” (Boyd, J., Zimbardo, P., 2008., p.76).

Your perception of time is also influenced by external and sociological factors that surround you. For instance, perspectives “are imposed upon you by society—by your religious upbringing, education, social class, or cultural background” (Boyd, J., Zimbardo, P., 2008., p.25). It is important to emphasize that time perspective can be changed, if you change internal aspects such as attitude or emotional state.

## **2.6 Past, Present and Future:**

“People tend to develop and overuse a particular time perspective—for example, focusing on the future, the present, or the past. Future-oriented people tend to be more successful professionally and academically, to eat well, to exercise regularly, and to schedule preventive doctor’s exams. The “late” seminarians and other individuals who live in fast-paced communities are likely future-oriented and so are less willing to devote their time to altruistic pursuits.” (Boyd, J., Zimbardo, P., 2008, p.30).

The study of time in our lives is a less researched topic. Few papers and books are specifically related to time influence. One of the most important sources

is Zimbardo's book *The Time Paradox*. This book shows the reader "what kind of effect our attitude towards time has on our whole psychological well-being and life" (Ledwing, M. 2009). "As it was mentioned before, each person has a certain position in time and it can make a difference "with regard to whether you live a happy and satisfactory life or not" (Ledwing, M. 2009).

*The Time Paradox* explains how time works generally, and how a person can make it work for its personal advantage. *The Time Paradox* also gives the reader six different time perspectives:

- Past-negative
- Past-positive
- Present-fatalistic
- Present-hedonistic
- Future
- Transcendental-future

Based on prototypical character studies of each perspective, the reader could understand "what is meant by each perspective" (Ledwing, M. 2009).

"The past-positive time perspective captures attitudes toward the past, not an objective record of good and bad events. Positive attitudes toward the past may reflect positive events that people actually experienced, or positive attitudes that allow individuals to make the best of very difficult situations. Psychologically, what individuals believe happened in the past influences their present thoughts, feelings, and behavior more than what did happen" (Boyd, J., Zimbardo, P., 2008., p.94). If

a person is past-positive oriented, generally will be more likely to be more familiar, get attached to “oldies” and be more optimistic about life.

“The past-negative time perspective assesses your attitude about events that occurred in the past. Negative attitudes may be due to the actual experience of negative events or to the current negative reconstruction of earlier events that may have been benign” (Boyd, J., Zimbardo, P., 2008., p.95).. People that are past-negative oriented are individuals that normally regret too much about their past. These people can get easily depressed or anxious, they tend to try to be as busy as they can so they can avoid thinking of the past. Persons that live in a past-negative tense also tend to lack ambition of future and tend to be unhappy with their present.

It is important to emphasize that it does not matter what the actual past of a person is, but what matters is the attitude such person has with his/her past.

Present-fatalistic driven people are the ones that “live the moment”. They normally tend to look for instant pleasures and often do not think about the future. These people tend to be careless and are more likely to be influenced by external factors and aspects such as faith, luck, etc.

The present-fatalistic mentions that: ‘fate determines much in my life’ and ‘since whatever will be will be, it doesn’t really matter what I do’. This absence of personal efficacy may be partially responsible for the individual’s anxiety and depression. These types of people tend to be introvert, and tend to believe that thinking about the future is something not necessary. They tend to be more reckless than past-time driven individuals.

As it can be seen, in present times, people can have high levels in present hedonism or present fatalism. This shows that they can be “more aggressive, more depressed, less conscientious, less emotionally stable, have less concern for future consequences, have less ego control, less impulse control, are more novelty-seeking, more sensation-seeking, lie more, steal more, etc.” (Ledwing, M;2009). Their perception of control is not that strong, and that can be reflected in their daily activities. Present-time driven people usually are not intrinsic motivated; their level of ambition is low and entrepreneurship is not a relevant characteristic.

A future time perspective individual strongly believes in statements such as: “I believe that a person’s day should be planned ahead each morning” and “When I want to achieve something, I set goals and consider specific means for reaching those goals.” These individuals tend to be more “realistic” or as Freud referred to as “reality principle”. They tend to exhaustless analyze their entire environment and their own capacities to deal with the current situation.

“Becoming future-oriented involves turning away from the comforts of present existence and instant pleasure, the youthful temptation to play all day. It directs us away from the certainties of the here and now, black and white, is or is not, to a world of imagined options, of probabilities, of if-thens. Futures view the past as a reservoir of mistakes to be rectified and successes to be repeated and expanded and have little use for an impulse-driven present.” (Boyd, J., Zimbardo, P., 2008, p.102). These individuals have a higher level of self-control and therefore are more capable of achieving their goals.

Future time perspective people “are less aggressive, less depressed, have more energy, use drugs and alcohol less, are more conscientious, have more

concern for future consequences, have more ego control and self-esteem, are less sensation-seeking, show less anxiety, have a higher grade point average, study more, are more creative, lie less, etc.” (Ledwing, M: 2009).

In particular, the authors portray how time and your personal physical and mental health are connected with each other. (Ledwing, M; 2009). This also shows how time can affect not just perspective, but your personal life, love life, politics view, etc. Time perspective is extremely important when it comes to motivate and becoming a better person; also time perspective helps to overcome past problems and helps to change life in general, that is why in the last chapters, the author invites the reader to reset its time perspective, so he/she can reach/accomplish an expected balance in his/her life.

## **2.7 The Relation between The Time Paradox, Locus of Control and Self-Control**

Depending on the time perspective a person has, his/her motivational drivers may vary. This when combined with Locus of Control and self-control can create a very unique perspective for living.

For instance, if the person is stuck in the past, he/she will not get motivated in achieving something. This would mean, that they will not get motivated enough to control their activities, they won't consider important controlling their “road” towards a goal. However, if the person is concentrated in the present, he/she may concentrate on performing any short-term goal. This means that, in comparison with a past-driven person, this individual may have a higher self-control perspective and therefore a more internal locus of control.

Nonetheless, if a person has a futuristic perspective, he/she might concentrate in fulfilling long-term goals and maybe even concentrating in controlling more his/her actions, this individual becomes more aware of self-control and is extremely directed towards internal locus of control. This individual might have a higher control over his/her “destiny” or future. For instance, this person might have planned their actions each day, month or even year to accomplish his/her set goals. These individuals are normally good performers, independently the field (work, school, university, etc.).

## **2.8 Differences in self-control depending on careers**

In several recent studies, self-determined motivation has been linked to various educational outcomes across the age span, from early elementary school to college students. Some of these studies (e.g., Daoust, Vallerand, & Blais, 1988; Vallerand, 1991; Vallerand & Bissonnette, in press) have shown that students who had more self-determined forms of motivation for doing schoolwork were more likely to stay in school than students who had less self-determined motivation. Other studiesxxx have linked intrinsic motivation and autonomous forms of extrinsic motivation to positive academic performance.

Self-control is a relevant factor in education. It allows the student to have more control over his/her activities and encourages him/her to organize and manage his/her time more wisely and efficiently. Positive results are commonly related with high self-control. This also shows that high self-control has a direct relation with internal locus of control and time perspective. It is important to emphasize those also external factors and motivations are also extremely important when it comes to achieving good results in education.

Self-control may vary. Based on careers, the demand of time expected and the social and cultural influences, a career can influence or at least, change slightly the perspective of control of the person. For instance, an art/music student may have a present time perspective. This can mean that their control is only directed in actions related to the present and their locus of control could be mainly external or neutral. In the other hand, a medicine student might have a future time perspective; as a doctor, the student will focus more in his/her specialization and not just in undergraduate degree. In this case, the student will probably have a higher internal locus of control and a higher self-control.

In this thesis, these assumptions would be investigated by this study (interviews, poll, etc.) made within the university.

## **2.9 Differences on control depending on gender**

Despite the “generality thesis” advanced by Gottfredson and Hirschi, there is lingering concern and mixed evidence that self-control has differential effects by gender (cf., Gibbs, Giever, & Martin, 1998; Harrison, Jones, & Sullivan, 2008; LaGrange & Silverman, 1999; Özbay, 2008; Tittle, Ward, & Grasmick, 2003). For instance, in their meta-analysis, Pratt and Cullen (2000) concluded that comparisons between male and female samples as they relate to self-control should be viewed with caution. Vazsonyi, Pickering, Junger, and Hessing (2001) used data from 8,417 adolescents sampled from Hungary, the Netherlands, Switzerland, and the United States to evaluate the comparative generality of the theory. They found that self-control is tenable across variations by gender, age, and nationality. Overall, self-control accounted for 21% of the variance in male total deviance and 25% of the variance in female total deviance.



As it can be seen, several external and internal aspects that are present in a person's life can influence self-control. Numerous studies show how gender is a relevant characteristic when it comes to analyze and measure control perception. For example, based on the culture, gender has to follow certain roles, behavior and activities that ultimately affect this perspective.

In Ecuador, for example, gender is divided in traditional roles. Our society is still very conventional and believes that a woman's main goal is to be a mother and good housewife, while the man is responsible of providing economically balance. Because of this context, many women must overcome several social barriers, if they want to become successful professionals. It is believed that women have to be more cautious and meticulous with self-control and have to program their life ahead, which makes it much more likely to have a future time perspective. In this thesis, we will investigate if those assumptions are true.

In this thesis, these assumptions are investigated by this study (interviews, poll, etc.) made within the university.

### 3 METHODOLOGY AND DESIGN OF THE STUDY

#### 3.1 Methodology selected

The purpose of this study is to examine the perceptions of selected students of Universidad San Francisco regarding their “Future Time Perception” and “Locus of Control” insight. Correspondingly, with this information, the researcher will intend to correlate such data with their respective GPA, and detect its possible tendencies.

“The four purposes of this chapter are:

1. Describe the research methodology of this study
2. Explain the sample selection
3. Describe de procedure used in designing the instrument and collecting the data
4. Provide an explanation of the statistical procedures used to analyze data.” (Virginia Tech, n.d)

A descriptive research methodology was used for this study. A survey was administered to a selected sample from a specific population (students of Universidad San Francisco de Quito). “The term ‘survey’ is commonly applied to a research methodology designed to collect data from a specific population, or a sample from that population, and typically utilizes a questionnaire or an interview as the survey instrument” (Robson, 1993). “Sample surveys are an important tool for collecting and analyzing information from selected individuals. They are widely accepted as a key tool for conducting and applying basic social science research methodology” (Rossi, Wright, and Anderson, 1983).

In this thesis, the author decided to opt for surveys/questionnaires. According to Leary (1995), there are distinct advantages in using a questionnaire vs. an interview methodology: questionnaires are less expensive and easier to administer than personal interviews; they lend themselves to group administration; and, they allow confidentiality to be assured. Robson (1993) indicates that mailed surveys are extremely efficient at providing information in a relatively brief time period at low cost to the researcher.

The surveys/questionnaires presented in this study were used to obtain data from individuals about themselves, their perspective of time, and their perception of control. Both surveys were 20 to 22 questions long and their options were multiple choice.

### **3.2 Instrumentation**

The survey used in this study addressed one main purpose. It was to examine the perceptions of selected university students regarding their perception of time, perception of control and their actual academic achievement.

The surveys required for this thesis were two. The first one was completely addressed to measure the student's position in relation with the future time tense. The second one was addressed to measure the perception of control, specifically their Locus of Control score.

"The survey items in this study were developed as a result of an analysis of previous studies, discussions with practitioners in the field, and a review of the literature" (Virginia Tech, n.d).

For the first study, the following questions were presented:

1. Faith does not determine much in my life.
2. I believe that a person's day should be planned ahead each morning.
3. My decisions are not mostly influenced by people and things around me.
4. When I want to achieve something, I set goals and consider specific means for reaching those goals
5. Meeting tomorrow's deadlines and doing other necessary work come before tonight's play.
6. It does really matter what I do, I can control completely my destiny.
7. I meet my obligations to friends and authorities on time.
8. I plan my day out, rather than just take the day as it goes.
9. I feel that it is more important to get work done on time than to enjoy what I am doing
10. Before making a decision, I weight the costs against the benefits.
11. Things normally work out as I expected.
12. It does not take joy out of the process and flow of my activities if I have to think about goals, outcomes, and products.
13. You can really plan for the future, because things cannot change so much.
14. It does make sense to worry about the future, because my future entirely depends on myself.
15. I complete projects on time by making steady progress.
16. I make lists of things to do.

17. I often follow my head instead of my heart.

Besides these 18 questions, the author added three demographic questions that were: gender, career, and GPA.

This survey was a multiple choice questionnaire, where each student had the opportunity of selecting one option (Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree) for each question.

For the second test, the following questions were presented:

1. I usually get what I want in life
2. I need to be kept informed about news events
3. I always know where I stand with other people
4. I do not really believe in luck or chance
5. I think that I could hardly win a lottery.
6. Even though I do not succeed on a task, I tend to NOT give up and keep going
7. I usually convince others to do things my way
8. People make a difference in controlling crime
9. The success I have is largely a matter of my own merits and hard work
10. Marriage is not largely a gamble for most people
11. People must be the master of their own fate
12. It is really important for me to vote
13. My life seems like a series of planned events rather than random events

14. I never try anything that I am not sure of
15. I've earned the respect and honors I receive.
16. A person cannot get rich by taking risks
17. Leaders are successful when they work hard
18. Persistence and hard work usually lead to success
19. It is really easy to know who my real friends are
20. Other people usually cannot control my life

Besides these 20 questions, the author added three demographic questions that were: gender, career, and GPA.

### 3.3 Description of the sample

For this study, four careers of Universidad San Francisco de Quito were identified by the author. The methodology for this study was a disproportional stratified random sample of students' members of these four careers.

Career	Population	Sample
Music	187	25
Arts	72	25
Business	560	25
Medicine	452	25

Table 4 Population and Sample of the Study

Universidad San Francisco de Quito has a total of 6670 students by the First Semester 2014-2015. However, because just four careers were chosen, their population was reduced to 1271. In this population, the author decided to select a sample of 50 students for each career (25 for each survey), making a total of 200 (or 16% of the population) individuals as the final sample.

### **3.4 Data Collection**

Questionnaires were mailed in November and December of 2014 by the author via e-mail and by social media account. Additionally, the author opted to poll various students personally for time matters and deadlines.

Because most of the data was collected by mail, the researcher “was careful to avoid constructing a complex and lengthy questionnaire” (Virginia Tech, n.d).

Qualtrics and Excel were the programs used in the collection and analysis of the data. Both programs codified and divided the surveys by scores and perception ranks, therefore both were extremely relevant for the correct analysis and conclusions of this thesis.

### **3.5 Method of Analysis**

The data analysis consisted of examining the surveys for correctness and completeness, coding and keying data into a database in Qualtrics, and performing an analysis of descriptive on excel. “All incomplete surveys were discarded from the analysis. Frequency tables and descriptive statistics were constructed to display results with respect to each of these surveys” (Virginia Tech, n.d).

## 4 DATA ANALYSIS

### 4.1 Time Perspective Analysis:

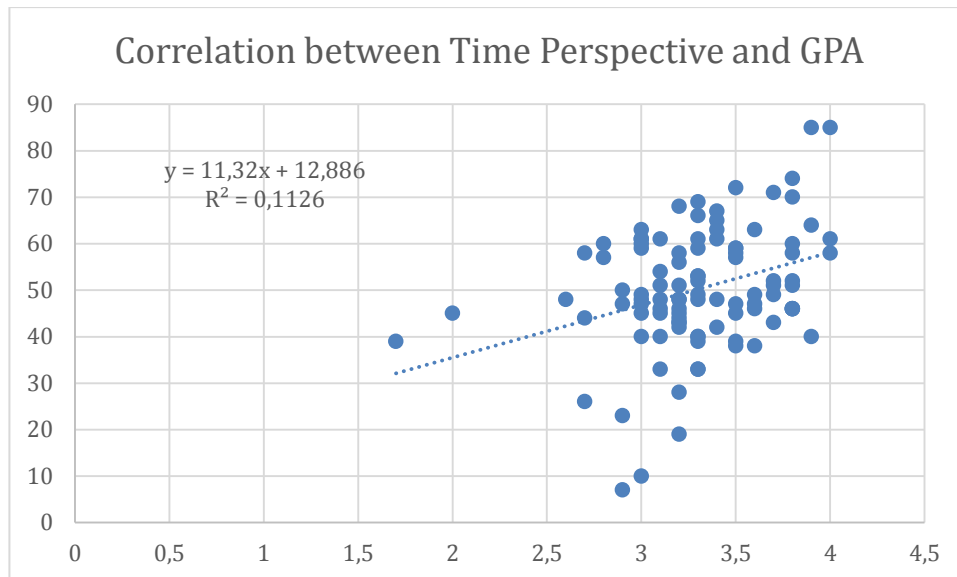


Figure 1 Correlation between Time Perspective and GPA

As it can be seen, the data registered is disperse. This means that the information does not have a specific tendency or direction. Also, if we take into consideration the R-square, which is a statistical measure of how close the data are to the fitted regression line, the graph shows that the correlation between the data is just 0.08 or 8%. Consequently, this means that, at least, while using this method (regression), the hypothesis of this study cannot be accepted: future perspective and inner locus of control *do not* influence a student's GPA.

However, it is important to emphasize the limitations of R-square: "R-squared cannot determine whether the coefficient estimates and predictions are biased".



Also, R-squared does not indicate whether a regression model is adequate. This means that “you can have a low R-squared value for a good model, or a high R-squared value for a model that does not fit the data” (GraphPad, n.d). Finally, not necessarily low R-square values are inherently bad, “in some fields, it is entirely expected that your R-squared values will be low. For example, any field that attempts to predict *human behavior*, such as psychology, typically has R-squared values lower than 50%. “Humans are simply harder to predict than, say, physical processes” (GraphPad, n.d).

For the reasons mentioned above, the author preferred to demonstrate the validity/correlation of the study by using cross tables. Firstly, in a general perspective, most of students had a futuristic time perception. The amount of “Strongly Disagree” and “Disagree” chosen by the participants occupied only the 24% of the total sum of all the answers. However, as it can be seen, the amount of “Agree” and “Completely Agree” chosen by the students occupied the 47% of the total sum of answers. This establishes that the majority of students surveyed were more future-oriented than present or past-oriented, independently from their sex, GPA or career.

TOTALS				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
101	282	488	517	256

Table 5 Time Perspective Surveys Total Scores

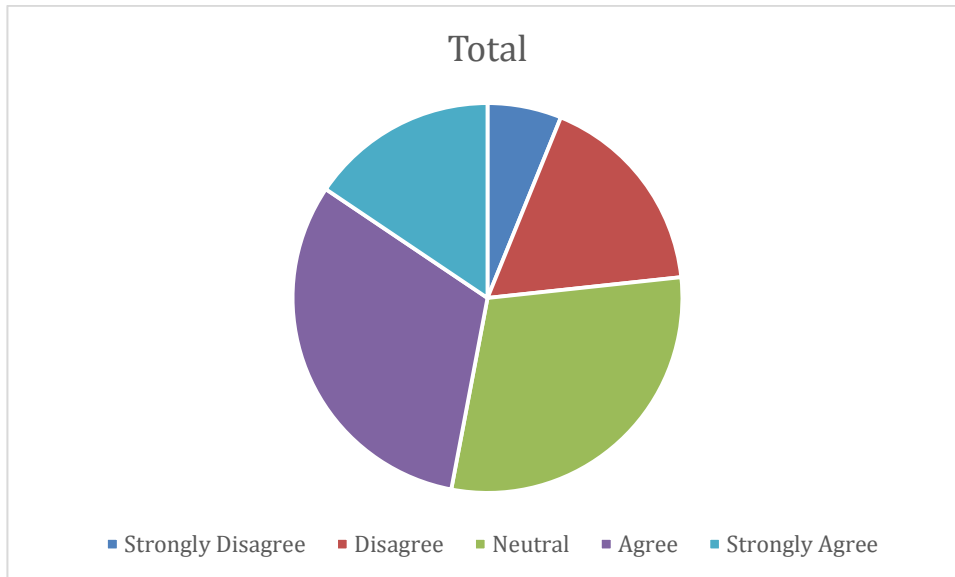


Figure 2 Time Perspective Surveys Total Scores

Additionally, due to the failed attempt of positively correlating GPA and Future Perspective Score, the author resorted to use just the “extremes” in the data. This means that only the highest and lowest Future Perspective Scores will be considered validated data. The rank of extreme “lows” will be the scores from 30 or less, while the rank of extreme “highs” will be the scores from 70 and above.

GPA	SCORE
2.9	7
3	10
3.2	19
2.9	23
2.7	26
3.2	28

Table 6 Relation between Lowest Scores of Future Perception and GPA

As it can be seen, the extreme lows are integrated by students with a GPA of 2.9 to 3.2. This shows that their GPAs are low or slightly modest but not high

(taking into consideration that a GPA is considered respectable when it has a score from 3.5 (cumlaude) and above).

GPA	SCORE
3.8	70
3.7	71
3.5	72
3.8	74
3.9	85
4	85

Table 7 Relation between Highest Scores of Future Perception and GPA

In the other hand, the extreme “highs” shows higher GPAs. The lowest GPA score is 3.5, which is still considered a highly regarded Grade Point Average for a student. This shows that, the students that are the most future-oriented in the survey count with the highest GPA scores. With this, we can assume that even though there is no correlation between all the data, if the author uses only a binomial criteria, the hypothesis can be easily demonstrated and supported.

Career	Male	Female	Total
<b>Music</b>	17	8	<b>25</b>
<b>Arts</b>	9	16	<b>25</b>
<b>Business</b>	17	8	<b>25</b>
<b>Medicine</b>	9	16	<b>25</b>
<b>Total</b>	<b>52</b>	<b>48</b>	<b>100</b>

Table 8 Total Sample divided by Gender and Careers

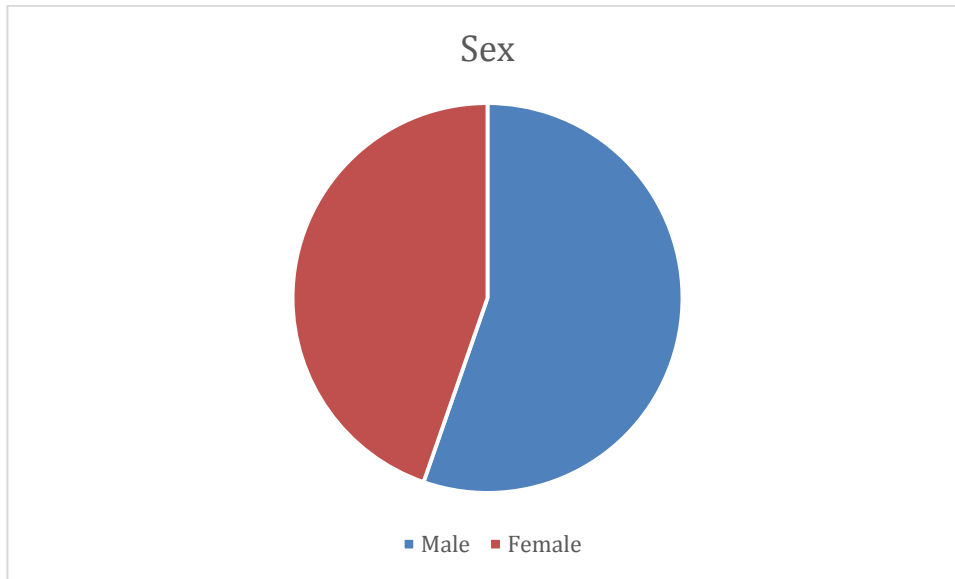


Figure 3 Total Sample divided by Gender

In the survey, the amount of Male and Female students (in general terms) were almost the same, however this may vary depending on the variable "career".

		Male	Female	Total
<b>Faith does NOT determine much in my life.</b>	<b>Strongly Disagree</b>	5	6	11
	<b>Disagree</b>	18	17	35
	<b>Neither Agree nor Disagree</b>	13	9	22
	<b>Agree</b>	9	10	19
	<b>Strongly Agree</b>	7	6	13
	<b>Total</b>		<b>52</b>	<b>48</b>
<b>I believe that a person's day should be planned ahead each morning.</b>	<b>Strongly Disagree</b>	3	1	4
	<b>Disagree</b>	9	20	29
	<b>Neither Agree nor Disagree</b>	16	12	28
	<b>Agree</b>	18	10	28
	<b>Strongly Agree</b>	6	5	11
	<b>Total</b>		<b>52</b>	<b>48</b>
<b>My decisions are NOT mostly influenced by people and things around me.</b>	<b>Strongly Disagree</b>	1	4	5
	<b>Disagree</b>	7	6	13
	<b>Neither Agree nor Disagree</b>	13	13	26
	<b>Agree</b>	23	20	43

	<b>Strongly Agree</b>	8	5	13
	<b>Total</b>	<b>52</b>	<b>48</b>	<b>100</b>
<b>When I want to achieve something, I set goals and consider specific means for reaching those goals</b>	<b>Strongly Disagree</b>	1	1	2
	<b>Disagree</b>	1	4	5
	<b>Neither Agree nor Disagree</b>	5	14	19
	<b>Agree</b>	22	15	37
	<b>Strongly Agree</b>	23	14	37
	<b>Total</b>	<b>52</b>	<b>48</b>	<b>100</b>
<b>Meeting tomorrow's deadlines and doing other necessary work come before tonight's play.</b>	<b>Strongly Disagree</b>	1	1	2
	<b>Disagree</b>	5	5	10
	<b>Neither Agree nor Disagree</b>	14	13	27
	<b>Agree</b>	18	20	38
	<b>Strongly Agree</b>	14	9	23
	<b>Total</b>	<b>52</b>	<b>48</b>	<b>100</b>
<b>It does really matter what I do, I can control completely my destiny.</b>	<b>Strongly Disagree</b>	2	1	3
	<b>Disagree</b>	6	8	14
	<b>Neither Agree nor Disagree</b>	14	13	27
	<b>Agree</b>	23	17	40
	<b>Strongly Agree</b>	7	9	16
	<b>Total</b>	<b>52</b>	<b>48</b>	<b>100</b>
<b>I meet my obligations to friends and authorities on time.</b>	<b>Strongly Disagree</b>	2	0	2
	<b>Disagree</b>	3	4	7
	<b>Neither Agree nor Disagree</b>	8	12	20
	<b>Agree</b>	24	25	49
	<b>Strongly Agree</b>	15	7	22
	<b>Total</b>	<b>52</b>	<b>48</b>	<b>100</b>
<b>I plan my day out, rather than just take the day as it goes.</b>	<b>Strongly Disagree</b>	2	2	4
	<b>Disagree</b>	15	16	31
	<b>Neither Agree nor Disagree</b>	13	20	33
	<b>Agree</b>	17	8	25
	<b>Strongly Agree</b>	5	2	7
	<b>Total</b>	<b>52</b>	<b>48</b>	<b>100</b>
<b>I feel that it is more important to get work done on time than to enjoy what I am doing</b>	<b>Strongly Disagree</b>	5	10	15
	<b>Disagree</b>	13	8	21
	<b>Neither Agree nor Disagree</b>	15	13	28
	<b>Agree</b>	13	13	26
	<b>Strongly Agree</b>	6	4	10
	<b>Total</b>	<b>52</b>	<b>48</b>	<b>100</b>
<b>Before making a decision, I weight the</b>	<b>Strongly Disagree</b>	2	0	2

<b>costs against the benefits.</b>	<b>Disagree</b>	5	6	11
	<b>Neither Agree nor Disagree</b>	16	15	31
	<b>Agree</b>	18	21	39
	<b>Strongly Agree</b>	11	6	17
	<b>Total</b>	<b>52</b>	<b>48</b>	<b>100</b>
<b>Things normally work out as I expected.</b>	<b>Strongly Disagree</b>	2	1	3
	<b>Disagree</b>	3	12	15
	<b>Neither Agree nor Disagree</b>	23	15	38
	<b>Agree</b>	21	17	38
	<b>Strongly Agree</b>	3	3	6
<b>Total</b>	<b>52</b>	<b>48</b>	<b>100</b>	
<b>It does NOT take joy out of the process and flow of my activities if I have to think about goals, outcomes, and products.</b>	<b>Strongly Disagree</b>	2	0	2
	<b>Disagree</b>	4	9	13
	<b>Neither Agree nor Disagree</b>	11	18	29
	<b>Agree</b>	21	17	38
	<b>Strongly Agree</b>	14	4	18
<b>Total</b>	<b>52</b>	<b>48</b>	<b>100</b>	
<b>You can really plan for the future, because things cannot change so much.</b>	<b>Strongly Disagree</b>	6	2	8
	<b>Disagree</b>	14	21	35
	<b>Neither Agree nor Disagree</b>	21	18	39
	<b>Agree</b>	7	5	12
	<b>Strongly Agree</b>	4	2	6
<b>Total</b>	<b>52</b>	<b>48</b>	<b>100</b>	
<b>It does make sense to worry about the future, because my future entirely depends on myself.</b>	<b>Strongly Disagree</b>	3	0	3
	<b>Disagree</b>	3	8	11
	<b>Neither Agree nor Disagree</b>	11	13	24
	<b>Agree</b>	22	20	42
	<b>Strongly Agree</b>	13	7	20
<b>Total</b>	<b>52</b>	<b>48</b>	<b>100</b>	
<b>I complete projects on time by making steady progress.</b>	<b>Strongly Disagree</b>	0	1	1
	<b>Disagree</b>	5	8	13
	<b>Neither Agree nor Disagree</b>	18	17	35
	<b>Agree</b>	23	19	42
	<b>Strongly Agree</b>	6	3	9
<b>Total</b>	<b>52</b>	<b>48</b>	<b>100</b>	
<b>I make lists of things to do.</b>	<b>Strongly Disagree</b>	5	4	9
	<b>Disagree</b>	14	10	24
	<b>Neither Agree nor Disagree</b>	12	11	23

	<b>Agree</b>	14	14	28
	<b>Strongly Agree</b>	7	9	16
	<b>Total</b>	<b>52</b>	<b>48</b>	<b>100</b>
<b>I often follow my head instead of my heart.</b>	<b>Strongly Disagree</b>	0	4	4
	<b>Disagree</b>	10	9	19
	<b>Neither Agree nor Disagree</b>	20	19	39
	<b>Agree</b>	15	11	26
	<b>Strongly Agree</b>	7	5	12
	<b>Total</b>	<b>52</b>	<b>48</b>	<b>100</b>

Table 9 Total Responses divided by Gender

**MALE**

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
42	135	243	308	156

Table 10 Total Responses answered by Males

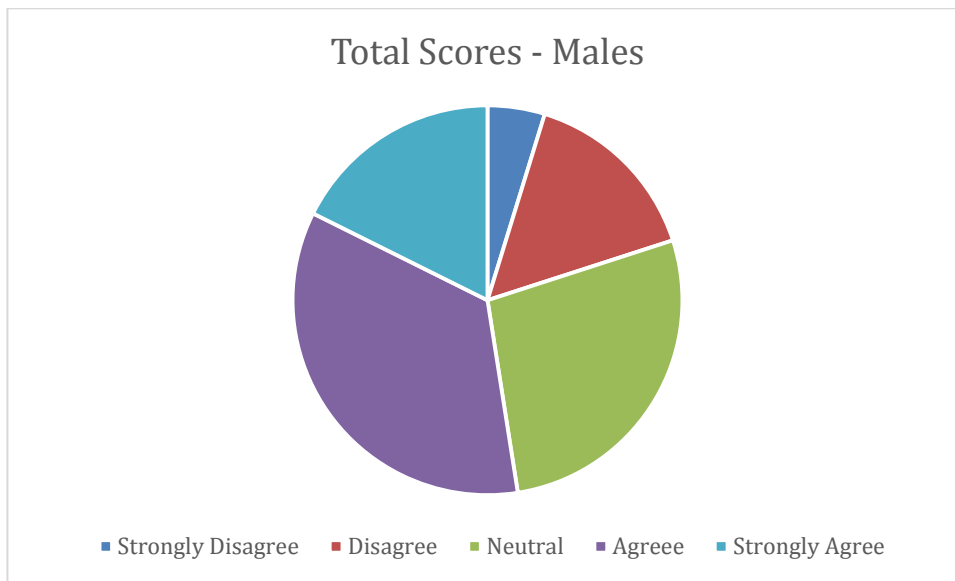


Figure 4 Total Responses answered by Males

In general terms, it can be seen that 79% of male students are future oriented (responded Neutral, Agree and Strongly Agree).

**FEMALE**

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
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Disagree		Agree		
38	171	245	262	100

Table 11 Total Responses answered by Females

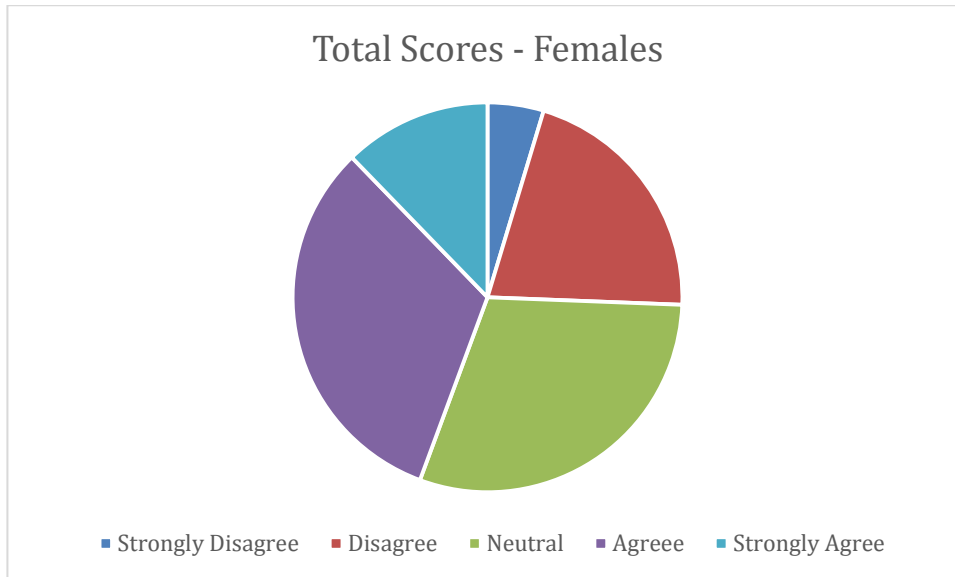


Figure 5 Total Responses answered by Females

In the other hand, it can be seen that female students were slightly less future-oriented than males. The 74% of them had a future perspective, while the 26% of the answers were more present or past-oriented. Because of the minimal variance between sexes, the author cannot conclude that there is a significant difference between gender and time perception. Also, it is important to emphasize that this is a general “future perspective” insight of male and female, regardless their GPA or career.

Etiquetas de fila	Suma de SUMA
MALE	2741
2	45
2.7	44
2.8	117
2.9	97
3	320



3.1	226
3.2	432
3.3	484
3.4	195
3.5	234
3.6	101
3.7	114
3.8	122
3.9	149
4	61
<b>FEMALE</b>	<b>2289</b>
1.7	39
2.6	48
2.7	84
2.9	30
3	223
3.1	152
3.2	207
3.3	211
3.4	151
3.5	240
3.6	142
3.7	152
3.8	427
3.9	40
4	143
<b>Total general</b>	<b>5030</b>

Table 12 Relation between Gender and GPA in Time Perspective Survey

Finally, apropos gender and future perception scores, there are interesting conclusions. As it can be visualized, males that have the highest scores in “future-orientation” surprisingly have a GPA of 3.2, 3.3 or even 3.5. However, even though it happens almost the same with female students, there is a noticeable difference when the female has a score of 3.8. In this case, in comparison with males, females that have 3.8 as a GPA had the highest “future-perception” of the whole groups of GPA. This does not seem to be the case of males; they highest “future-perception” has the males that counts with a GPA of 3.3. With this information, the

author concludes that even though male students seem to be slightly more oriented than female students, female students seem to have more congruence between their future-perception and GPA than men.

<b>MUSIC</b>				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
28	67	137	138	55

Table 13 Total Responses answered by Music Students

<b>ARTS</b>				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
28	96	114	142	45

Table 14 Total Responses answered by Art Students

<b>BUSINESS</b>				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
14	80	97	162	72

Table 15 Total Responses answered by Business Students

<b>MEDICINE</b>				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
10	63	140	128	84

Table 16 Total Responses answered by Medicine Students

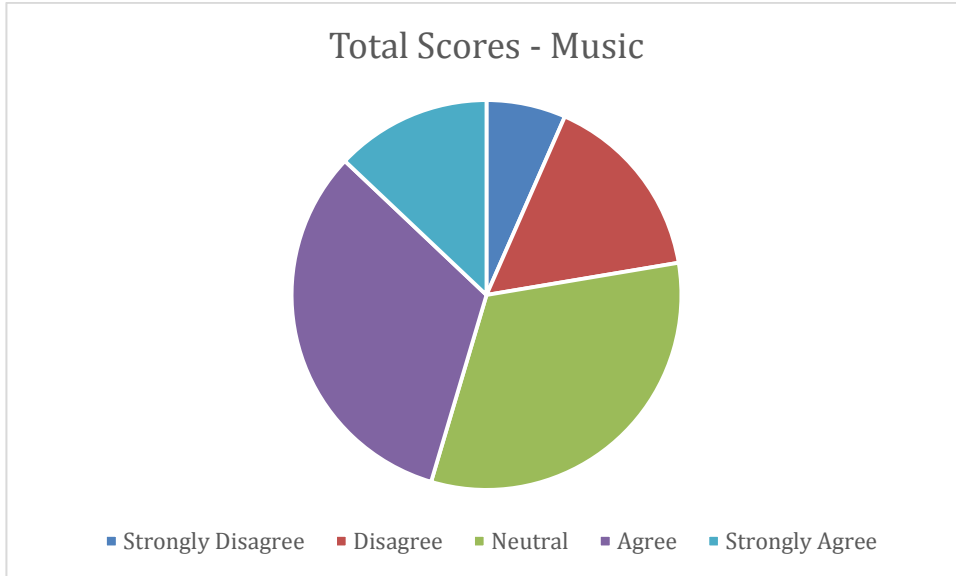


Figure 6 Total Responses answered by Music Students

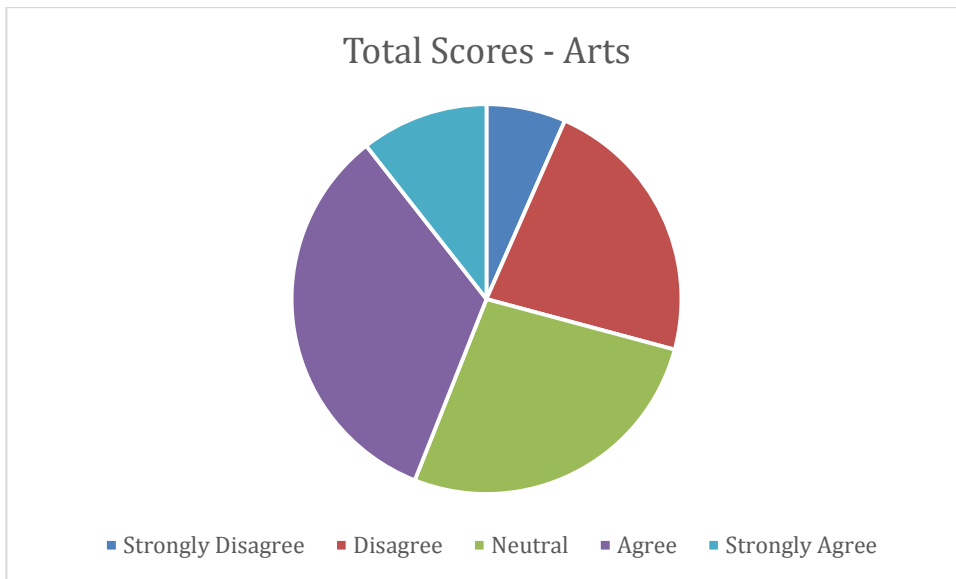


Figure 7 Total Responses answered by Art Students

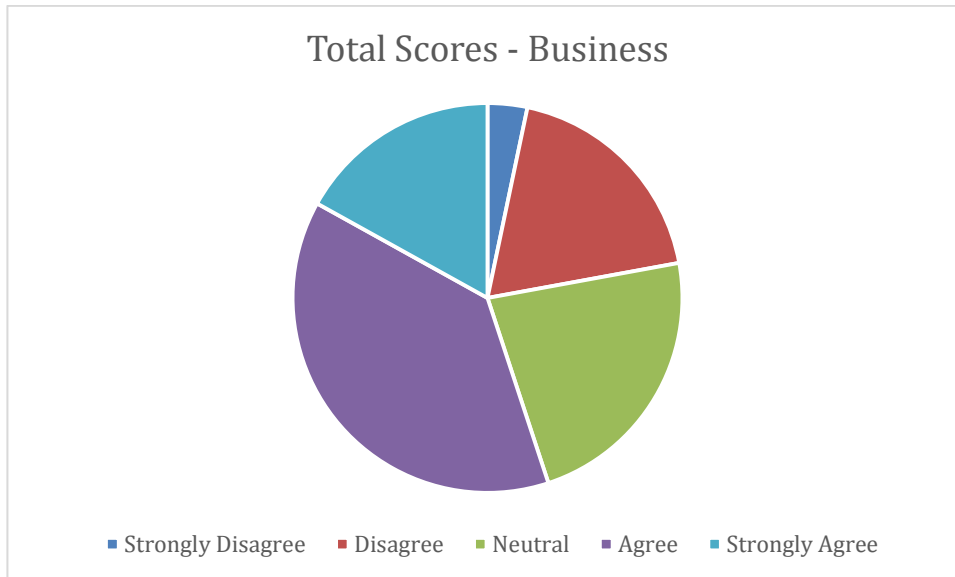


Figure 8 Total Responses answered by Business Students

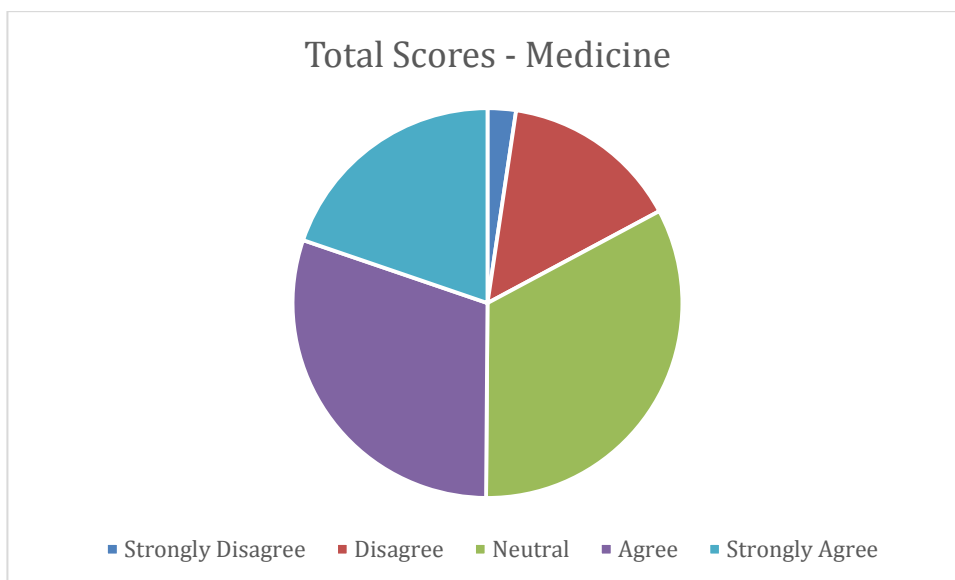


Figure 9 Total Responses answered by Medicine Students

Regarding careers and time perception, in general terms, it can be seen that the careers of Music and Arts are less “future-oriented” than the careers of Medicine and Business. Taking in consideration just the scores of each career in “Agree” and “Strongly Agree”, Music counts with a mark of 193, Arts counts with a score of 187, Business counts with a total of 234 and Medicine has a score 212.

This means that Arts is the career less “future-oriented” and Business, surprisingly has the highest “future-orientation”.

Etiquetas de fila	Suma de SUMA
<b>MUSIC</b>	<b>1244</b>
2	45
2.9	50
3	106
3.1	132
3.2	108
3.3	150
3.4	48
3.5	212
3.6	93
3.8	196
3.9	104
<b>ARTS</b>	<b>1135</b>
2.7	84
2.8	57
2.9	30
3	159
3.1	40
3.2	226
3.3	184
3.4	67
3.5	145
3.7	51
3.8	92
<b>BUSINESS</b>	<b>1299</b>
1.7	39
2.6	48
2.7	44
2.8	60
2.9	47
3	169
3.1	145
3.2	126
3.3	322
3.4	126
3.5	72
3.7	43
3.8	58

MEDICINE	1352
3	109
3.1	61
3.2	179
3.3	39
3.4	105
3.5	45
3.6	150
3.7	172
3.8	203
3.9	85
4	204
<b>Total general</b>	<b>5030</b>

Table 17 Relation between Careers and GPA in Time Perspective Survey

Regarding the relationship between careers and GPA (without taking into consideration the variable “gender”), it clearly shows that GPA is not a relevant influencer in “future-perception” for most careers. In Business, the students with highest future perception have a GPA of 3.3, in Music a GPA of 3.5, in Arts a GPA of 3.2. Medicine is the only exception, where GPA actually has a major influence in future perception; medicine students with the highest future scores have a GPA 3.8.

## 4.2 Locus of Control Analysis:

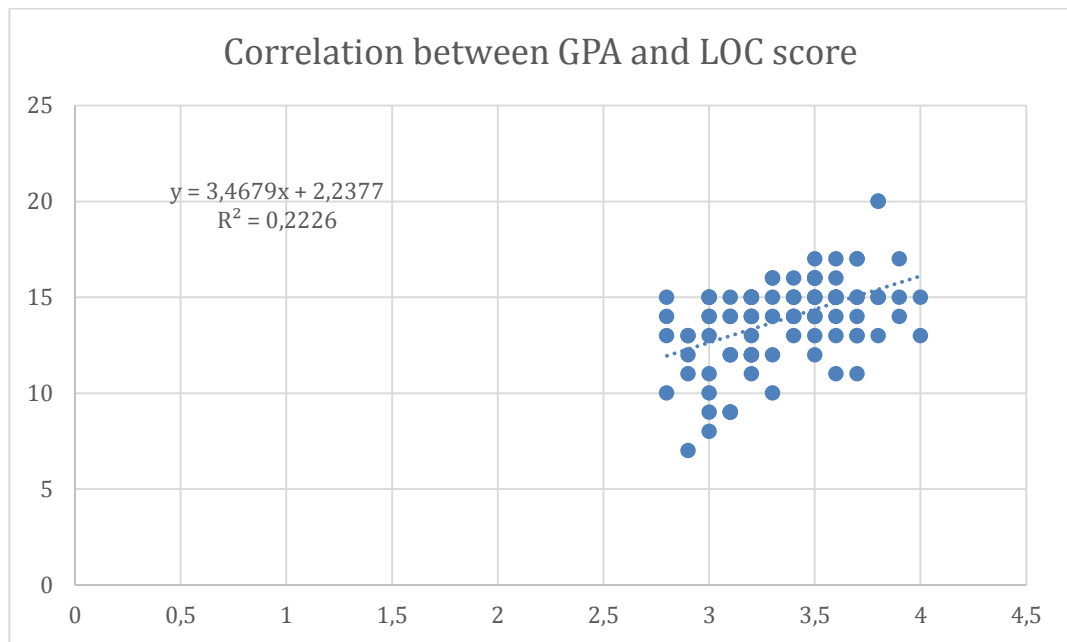


Figure 10 Correlation between Locus of Control and GPA

As it can be seen, the data registered is disperse. This means that the information does not have a specific tendency or direction. Additionally, the R-square shows that the correlation between the data is just 0.11 or 11%. Consequently, this means that, at least, while using this method (regression), the hypothesis of this study cannot be accepted (as it happened with the Time Perspective analysis): future perspective and inner locus of control *do not* influence a student's GPA.

In this case, as it happened with the Time Perspective Analysis, the author preferred to demonstrate the validity of this study by using cross tables.

In comparison with the Time Perspective Survey, the Locus of Control Survey consisted just in True or False questions. Additionally, because of the simplicity of the test, it was easier for the author to create ranks, which improved

the measurement of the student's perception of control. As it can be seen, in a general view, the majority of the students had an Internal Locus of Control. These students englobed the 79% of the whole sample. The 21% missing had a neutral perception, this means they had both Internal and External Locus.

High EL	EL	Botch LoC	IL	High IL
0	0	21	72	7

Table 18 Locus of Control Survey Total Scores

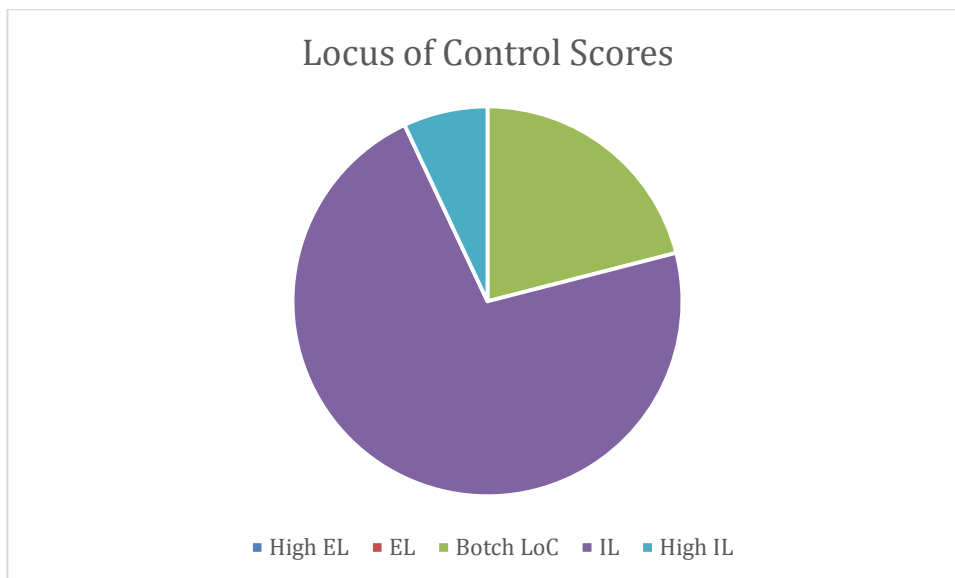


Figure 11 Locus of Control Survey Total Scores

Similarly as it was shown in the Time Perspective Analysis, the author decided to use the extreme scores in order to prove if there is a relation between Locus of Control and GPA.

The lowest "extremes" were the scores from 10 and below, while the highest "extremes" were the scores from 17 and above. As you can determine, the students with the lowest marks had low or respectable GPA, while the students with the highest EL counted with a GPA of 3.5 and above; all of these students



had a GPA that had honors (cum laude, magna cum laude and summa cum laude).

This shows that there exist a correlation between the scores and the GPA.

GPA:	Score
2.8	10
3.1	9
3	8
3	9
3.1	9
3.1	9
2.9	7
3.3	10
3	10

Table 19 Relation between Lowest Scores of Future Perception and GPA

GPA:	Score
3.7	17
3.8	20
3.7	17
3.6	17
3.5	17
3.8	20
3.9	17

Table 20 Relation between Highest Scores of Future Perception and GPA

In the survey, the amount of Male and Female students (in general terms) was clearly different, male students comprised 61% of the sample, while women englobed just 39%. It is important to emphasize that the percentages may vary depending on the career.

Career	Male	Female	Total
<b>Music</b>	22	3	25
<b>Arts</b>	16	9	25
<b>Business</b>	12	13	25
<b>Medicine</b>	11	14	25
<b>Total</b>	61	39	100

Table 21 Total Sample divided by Gender and Careers

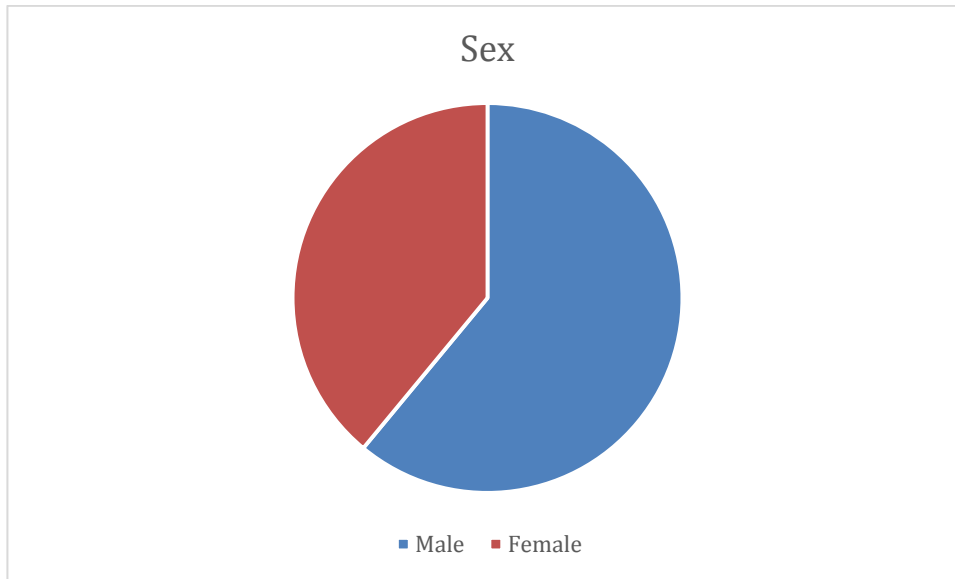


Figure 12 Total Sample divided by Gender

		Male	Female	Total
<b>I usually get what I want in life</b>	<b>True</b>	48	33	81
	<b>False</b>	13	6	19
	<b>Total</b>	61	39	100
<b>I need to be kept informed about news events</b>	<b>True</b>	40	27	67
	<b>False</b>	21	12	33
	<b>Total</b>	61	39	100
<b>I always know where I stand with other people</b>	<b>True</b>	44	26	70
	<b>False</b>	17	13	30
	<b>Total</b>	61	39	100
<b>I do not really believe in luck or chance</b>	<b>True</b>	30	15	45
	<b>False</b>	31	24	55
	<b>Total</b>	61	39	100
<b>I think that I could hardly win a lottery.</b>	<b>True</b>	44	31	75
	<b>False</b>	17	8	25
	<b>Total</b>	61	39	100
<b>Even though I do not succeed on a task, I tend to NOT give up and keep going</b>	<b>True</b>	57	34	91
	<b>False</b>	4	5	9
	<b>Total</b>	61	39	100
<b>I usually convince others to do things my way</b>	<b>True</b>	44	26	70
	<b>False</b>	17	13	30
	<b>Total</b>	61	39	100
<b>People make a difference in controlling</b>	<b>True</b>	30	27	57

crime	<b>False</b>	31	12	43
	<b>Total</b>	61	39	100
The success I have is largely a matter of my own merits and hard work	<b>True</b>	55	34	89
	<b>False</b>	6	5	11
	<b>Total</b>	61	39	100
Marriage is NOT largely a gamble for most people	<b>True</b>	36	23	59
	<b>False</b>	25	16	41
	<b>Total</b>	61	39	100
People must be the master of their own fate	<b>True</b>	56	36	92
	<b>False</b>	5	3	8
	<b>Total</b>	61	39	100
It is really important for me to vote	<b>True</b>	33	23	56
	<b>False</b>	28	16	44
	<b>Total</b>	61	39	100
My life seems like a series of planned events rather than random events	<b>True</b>	29	24	53
	<b>False</b>	32	15	47
	<b>Total</b>	61	39	100
I never try anything that I am not sure of	<b>True</b>	16	15	31
	<b>False</b>	45	24	69
	<b>Total</b>	61	39	100
I've earned the respect and honors I receive.	<b>True</b>	53	35	88
	<b>False</b>	8	4	12
	<b>Total</b>	61	39	100
A person cannot get rich by taking risks	<b>True</b>	13	13	26
	<b>False</b>	48	26	74
	<b>Total</b>	61	39	100
Leaders are successful when they work hard	<b>True</b>	52	37	89
	<b>False</b>	9	2	11
	<b>Total</b>	61	39	100
Persistence and hard work usually lead to success	<b>True</b>	54	38	92
	<b>False</b>	7	1	8
	<b>Total</b>	61	39	100
It is really easy to know who my real friends are	<b>True</b>	47	29	76
	<b>False</b>	14	10	24
	<b>Total</b>	61	39	100
Other people usually cannot control my life	<b>True</b>	49	33	82
	<b>False</b>	12	6	18
	<b>Total</b>	61	39	100
Career	<b>Music</b>	22	3	25
	<b>Arts</b>	16	9	25
	<b>Business</b>	12	13	25
	<b>Medicine</b>	11	14	25

	<b>Total</b>	<b>61</b>	<b>39</b>	<b>100</b>
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Table 22 Total Responses divided by Gender

<b>MALE</b>	
<b>True</b>	<b>False</b>
830	390

Table 23 Total Responses answered by Males

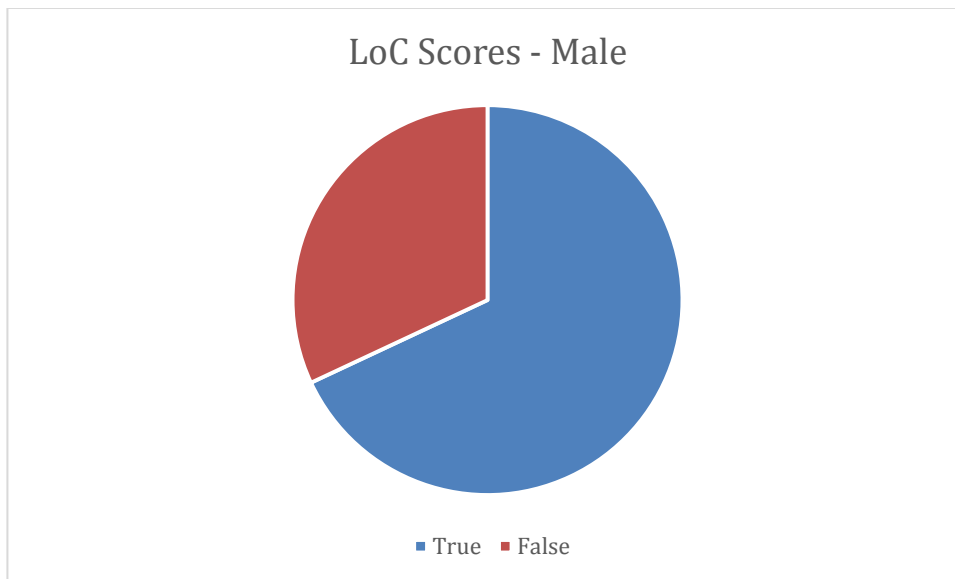


Figure 13 Total Responses answered by Males

In general terms, it can be seen that 68% of male students have an Internal Locus of Control tendency (were included in the ranks of “Both Internal and External Locus”, “Internal Locus” and “High Internal Locus”).

<b>FEMALE</b>	
<b>True</b>	<b>False</b>
559	221

Table 24 Total Responses answered by Females

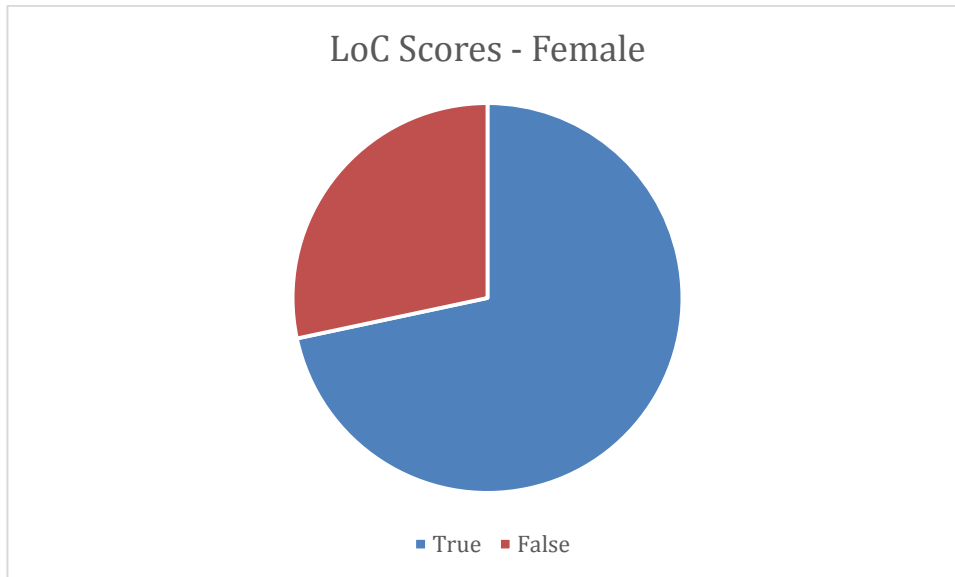


Figure 14 Total Responses answered by Females

In the other hand, it can be seen that female students were slightly more future-oriented than males. The 71% of them were driven by an Internal Locus of Control, while the 29% left was considered driven by an External Locus of Control. Because of the minimal variance between sexes, the author cannot conclude that there is a significant difference between gender and time perception. Also, it is important to emphasize that this is a general “future perspective” insight of male and female, regardless their GPA or career.

Etiquetas de fila	Suma de Score
MALE	830
2.8	42
2.9	37
3	128
3.1	62
3.2	124
3.3	75
3.4	70
3.5	131
3.6	58
3.7	33

3.8	43
3.9	14
4	13
<b>FEMALE</b>	<b>559</b>
2.9	12
3	11
3.1	23
3.2	85
3.3	42
3.4	46
3.5	95
3.6	86
3.7	57
3.8	55
3.9	32
4	15
<b>Total general</b>	<b>1389</b>

Table 25 Relation between Gender and GPA in Locus of Control Survey

Finally, apropos gender and future perception scores, there are interesting conclusions. As it can be visualized, males that have the highest scores in “Locus of Control” surprisingly have a GPA of 3.5, 3.2 or even 3. In the other hand, female students seem to have a better correlation between their GPA and their Locus of Control scores. Women have higher congruence, and this can be seen in the chart below, where the females with the highest scores where the ones with GPAs of 3.5, 3.6 or even 3.7. With this information, the author concludes that female students seem to be slightly more Locus of Control oriented and have more congruence between their control perspective and academic achievement.

<b>Music</b>	
<b>True</b>	<b>False</b>
323	177

Table 26 Total Responses answered by Music Students

**Arts**

True	False
328	172

Table 27 Total Responses answered by Art Students

**Business**

True	False
371	129

Table 28 Total Responses answered by Business Students

**Medicine**

True	False
367	133

Table 29 Total Responses answered by Medicine Students

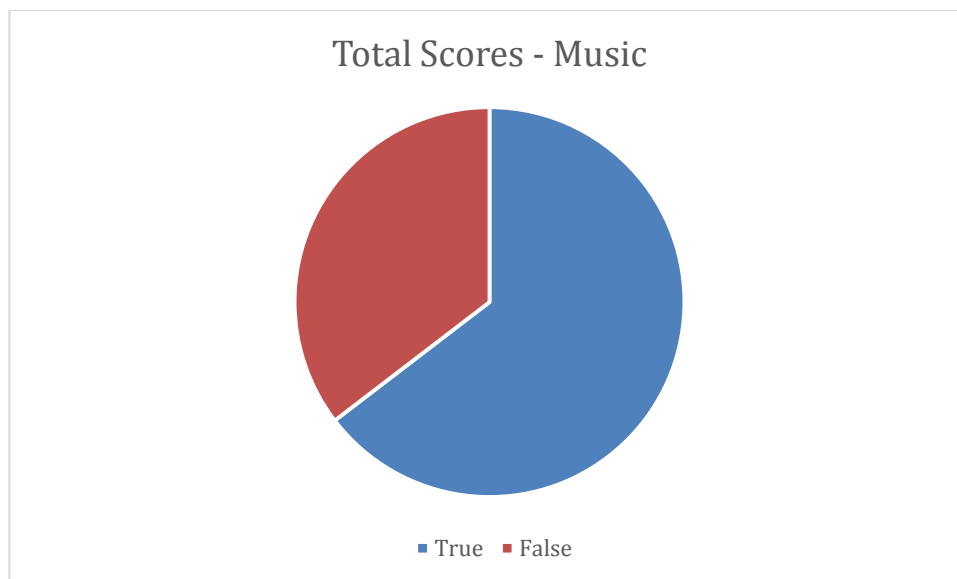


Figure 15 Total Responses answered by Music Students

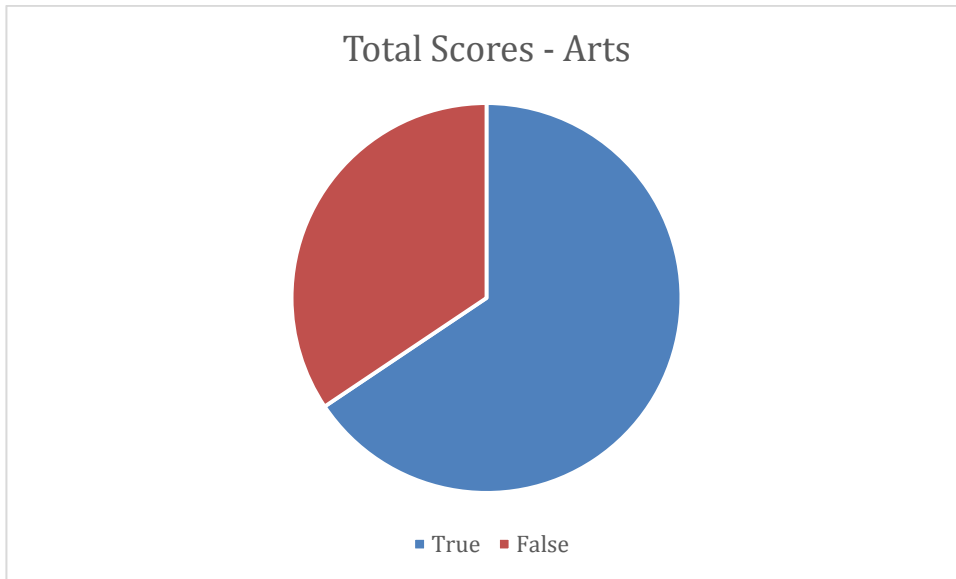


Figure 16 Total Responses answered by Art Students

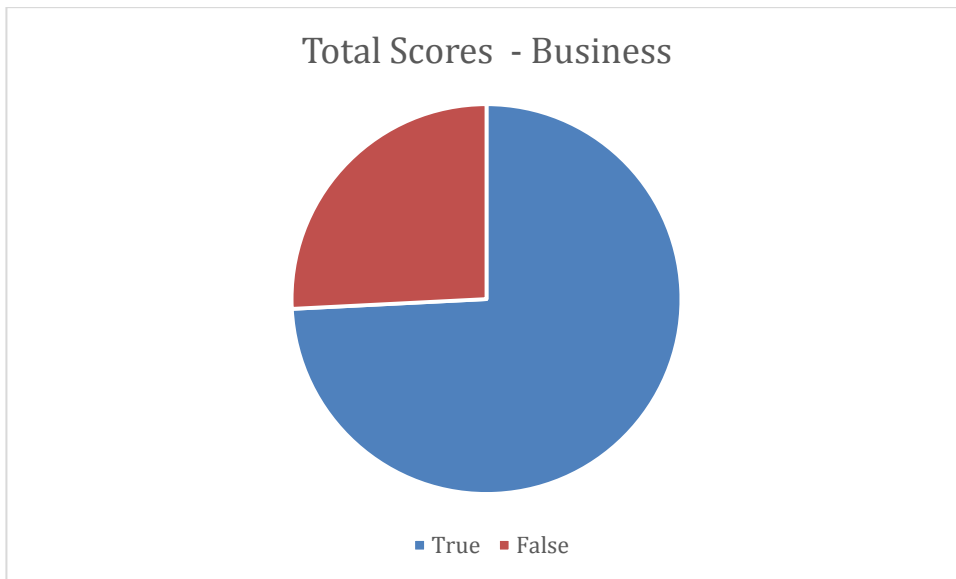


Figure 17 Total Responses answered by Business Students



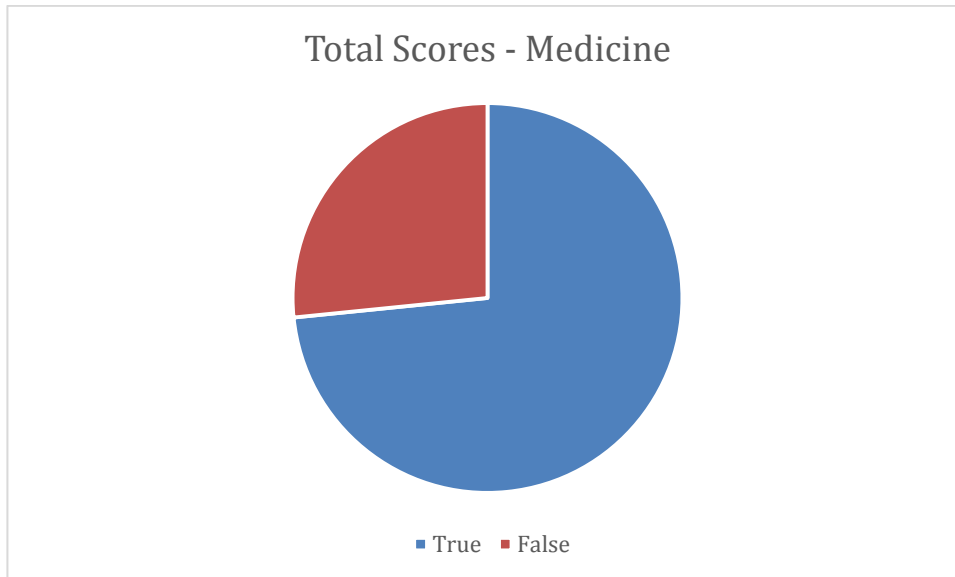


Figure 18 Total Responses answered by Medicine Students

Regarding careers and time perception, in general terms, it can be seen that the careers of Music and Arts are have lower Internal Locus of Control than the careers of Medicine and Business. Taking in consideration just the “true” scores of each career, Music counts with a mark of 323, Arts counts with a score of 328, Business counts with a total of 371 and Medicine has a score 367. This means that Music is the career with the lowest Internal Locus of Control score and Business has the highest score.

Etiquetas de fila	Suma de Score
MUSIC	323
2.8	29
2.9	24
3	63
3.1	30
3.2	43
3.3	15
3.4	14
3.5	67
3.6	11
3.8	13

3.9	14
<b>ARTS</b>	<b>328</b>
3	8
3.1	26
3.2	25
3.3	14
3.4	42
3.5	97
3.6	28
3.7	60
4	28
<b>BUSINESS</b>	<b>371</b>
2.8	13
2.9	25
3	53
3.2	29
3.3	42
3.4	31
3.5	16
3.6	45
3.7	15
3.8	70
3.9	32
<b>MEDICINE</b>	<b>367</b>
3	15
3.1	29
3.2	112
3.3	46
3.4	29
3.5	46
3.6	60
3.7	15
3.8	15
<b>Total general</b>	<b>1389</b>

Table 30 Relation between Careers and GPA in Locus of Control Survey

Regarding the relationship between careers and GPA (without taking into consideration the variable “sex”), it clearly shows that GPA has a considerable influence in most careers. In Business, the students with highest future perception have a GPA of 3.8, in Music a GPA of 3.5, in Arts a GPA of 3.5. Medicine is the

only exception, where GPA actually has a weaker influence in future perception; medicine students with the highest future scores have a GPA 3.2.

### **4.3 Relation between Locus of Control Analysis and Time Perspective**

#### **Analysis**

To analyze if there is a possible correlation between Time Perspective and Locus of Control, the author decided to utilize uniquely the data of the students with the most extremes scores (highest and lowest) of each survey. In addition, the extremes were selected because the hypothesis (for Time Perspective and Locus of Control) was accepted only when using just this binary data.

Because each survey was 20 to 22 questions long, the author decided to choose 5 questions for each survey. These selected interrogations were the questions with the highest relation between one another (independently from the survey).

For the Time Perspective test, the five following questions were chosen:

**Q2:** I believed that a person's day should be planned ahead.

**Q4:** When I want to achieve something I set goals and consider specific means for reaching those goals.

**Q8:** I plan my day out, rather than just take the day as it goes.

**Q10:** Before making a decision, I weight the cost against the benefit.

**Q15:** I complete projects on time by making steady progress.

Q2_1	Q4_1	Q8_1	Q10	Q15	GPA	SCORES
2	3	2	2	2	2.9	23
2	4	1	2	3	3	10
2	1	3	2	3	2.7	26
2	3	2	2	2	3.2	19
2	2	2	2	2	2.9	7
3	3	2	4	4	3.2	28

Table 31 Responses answered by students with Lowest Scores in Time Perspective

Survey



Figure 19 Responses answered by students with Lowest Scores in Time Perspective

Survey

As it can be seen, the students with the lowest Future Perspective scores answered the majority of questions with “Strongly Disagree” or “Disagree”, this means that indeed, their perception of future is extremely low.

These students do not believe in “planning” their actions, and prefer to not expect specific actions or reactions. These individuals are more present or past oriented.

Q2_1	Q4_1	Q8_1	Q10_1	Q15_1	Q20	SCORE	
4	5	3	5	5	3.8	<b>70</b>	
5	5	5	5	4	3.5	<b>72</b>	
5	5	5	5	5	3.9	<b>85</b>	
4	4	4	4	4	3.7	<b>71</b>	
5	5	5	5	5	4	<b>85</b>	
5	5	5	5	5	3.8	<b>74</b>	

Table 32 Responses answered by students with Highest Scores in Time Perspective

Survey

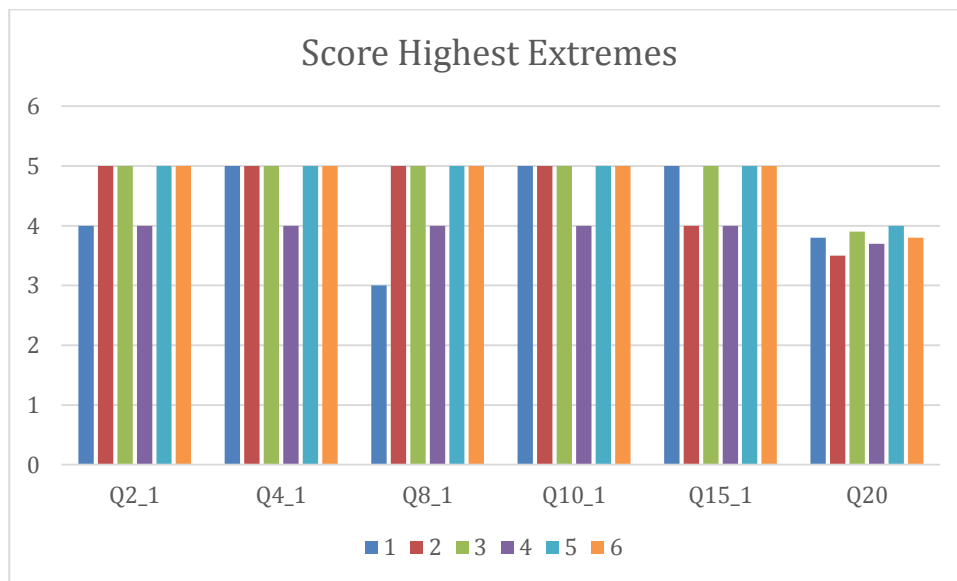


Figure 20 Responses answered by students with Highest Scores in Time Perspective

Survey

For instance, there is an abysmal difference with the students with the highest scores. These students seem to all the questions with “Strongly Agree” or “Agree”. This means that their perception of future is extremely high.

These students consider their actions essential in their daily lives and value enormously the progress of every one of their actions. These individuals are used to plan their day, week, month and even a year in advance.

Relating to the Locus of Control survey, the 5 following questions were presented:

**Q1:** I usually get what I want in life.

**Q6:** Even though I do not succeed on a task, I need to not give up and keep on going.

**Q9:** The success I have is largely a matter of my own merits and hard work.

**Q13:** My life seems like a series of planned events rather than random events

**Q18:** Persistence and hard work often lead to success.

Q1	Q6	Q9	Q13	Q18	GPA:	Score
1	0	1	0	1	3.5	10
0	0	0	0	0	3.7	9
1	1	0	1	0	3	8
0	0	0	0	0	3	9
0	0	1	1	0	3.1	9
0	1	1	0	1	3.1	9
1	0	0	0	0	3.5	7
0	1	1	0	1	3.3	10
1	0	0	0	0	3	10

Table 33 Responses answered by students with Lowest Scores in Locus of Control Survey

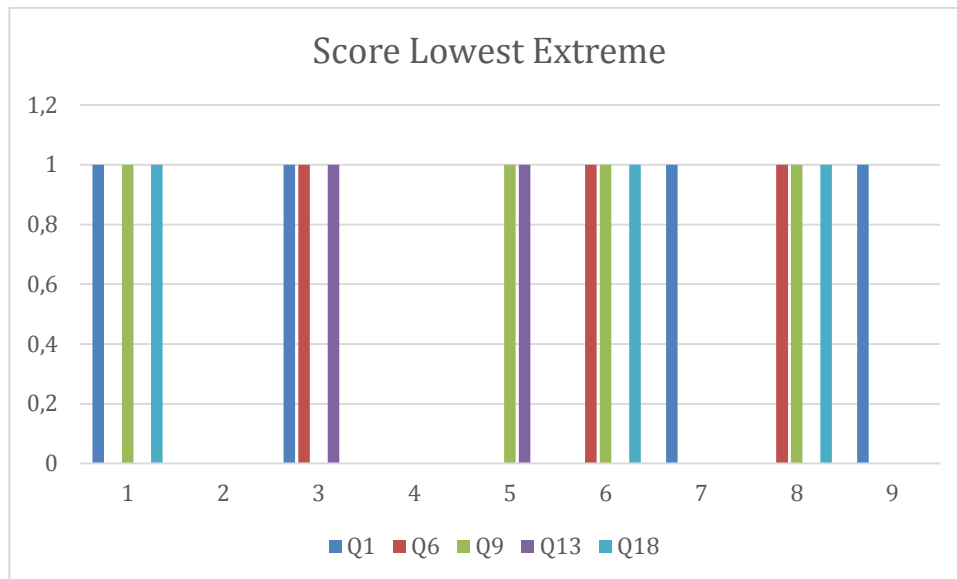


Figure 21 Responses answered by students with Lowest Scores in Locus of Control Survey

As it can be seen, the students with the lowest Locus of Control scores answered the majority of questions with “False”, this means that they do not agree with the statement of having total control over their lives.

These students normally believe that their success cannot rely only on themselves because there are external factors that cannot be controlled or avoided by them.

Q1	Q6	Q9	Q13	Q18	GPA:	Score
1	0	1	1	1	3.3	17
1	1	1	1	1	3.8	20
1	1	1	1	1	3.3	17
1	1	1	1	1	3.2	17
1	1	1	1	1	3.5	17
1	1	1	1	1	3.8	20
1	1	1	1	1	3.9	17

Table 34 Responses answered by students with Highest Scores in Locus of Control Survey

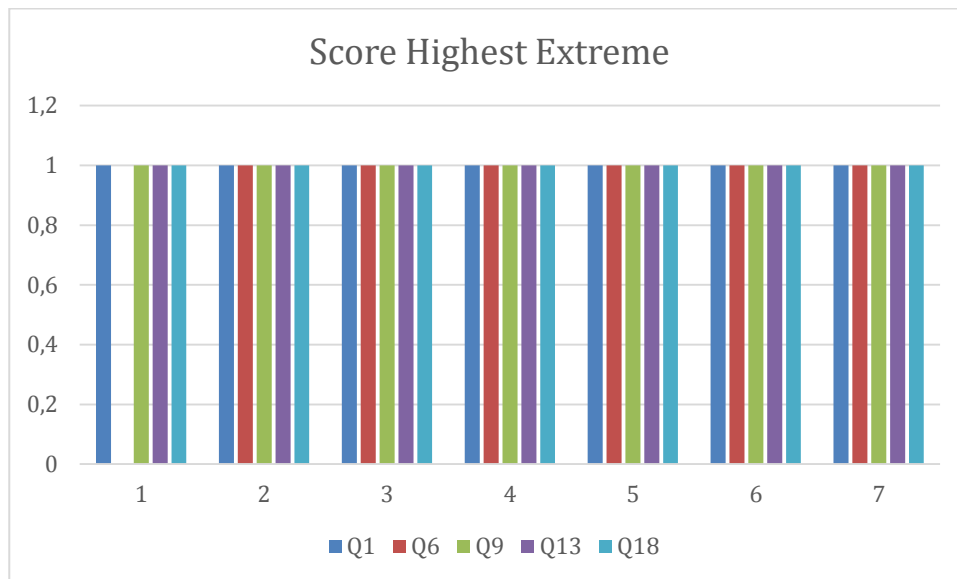


Figure 22 Responses answered by students with Highest Scores in Locus of Control Survey

For instance, there is a significant difference with the students with the highest scores. These students seem to almost all the questions with “True”. This means that their perception of control is extremely high.

These students consider that their actions are extremely important. They believe that what they do is essential to get what they want and to succeed.

As it can be seen, these (10) questions are strictly related. The five questions selected in the Time Perspective survey seem to be really similar (in essence) from the other 5 questions selected in the Locus of Control test. All this questions embrace the importance of self-control, the relevance of progress, and the great significance of goal setting and achieving.



With this information, the author can conclude that there is a positive relation between Locus of Control and Time Perspective; if the person has Internal Locus of Control, it means that their Perception of Future is high and therefore most of their actions and thoughts may be directed to long-term goals, ideas and perceptions. In the other hand, the opposite happens with the lowest scores in both surveys. If the student has External Locus of Control, he/she might have a Present or Past Perception rather than being future-oriented. This means that the student might not think in long-term phases and will rely their actions in external factors rather than having a high-level of self-control.

## 5 CONCLUSIONS

### 5.1 Conclusion

For this study, the following research questions were made:

- Is there a relation between Locus of Control and Time Perspective?
- Is GPA strongly related with Locus of Control?
- Is GPA strongly related with Future Time Perspective?
- Which group (between men and women) is more future-oriented?
- Which group (between men and women) has a stronger Internal Locus of Control?
- Which career (Art, Music, Medicine and Business) is more future-oriented?
- Which career (Art, Music, Medicine and Business) has a stronger Internal Locus of Control?

After analyzing the literature review, data and results, the author concludes determines the following conclusions:

As it was shown in the Data Analysis section, there is clearly a positive relation between Locus of Control and Future Perception. For instance, using the extreme scores and the 10 dependent questions of both surveys, it can be seen that students that think more about future (or are future oriented) have a better control over their own actions. While, in the other hand, the students that think more about present or past are more susceptible of their environment and external forces/beliefs.

Future oriented students seem to have better control over the paths of their lives; their lives seem to be like a series of planned events and are used to accomplish their goals. In the other hand, students that are not future oriented do not plan ahead, or measure the weight and influence of their actions in their lives, they do not support the motto of 'I make my own destiny'.

In general terms, GPA does not seem to have a direct relation with Locus of Control or Future Perception. This may be due to other external factors not assessed in this research. For example, personal perception can be a relevant influencer; individuals might concentrate in 'learning the subject' rather than having a great average. Additionally, GPA can be a subjective variable because it depends on the subject selection the student has made. The professor, and his/her grading criteria can influence GPA and that cannot be completely controlled by the student.

Furthermore, it seems that women have better congruence between their GPA and Locus of Control/Future Perception scores. While female students (with Internal Locus of Control or High Future Perception) seem to have a GPA of 3.5 or above, male students do not have a positive tendency between these variables, so their GPA is not as high as their female counterparts. This can be due to cultural influence, where female individuals might rely more on measurable or visible results to have the same opportunities as men (especially in the workplace).

Regarding Future Perception, men have to be slightly more future-oriented than women. However, women seem to have a stronger Internal

Locus of Control. This means that even though men think more about their future, women seem to have a better control over their actions (like GPA).

Finally, regarding careers, it can be easily seen that careers such as Medicine and Business have a higher Internal Locus of Control and Future Perception, while careers such as Arts and Music seem to be more Present-Oriented. This can be due to their perceptions of future in their fields: while Business and Medicine (normally) would have to look for masters and specializations if they want to have a great job (and salary), Arts and Music might concentrate in improving their technique *today*, if they want to get the same benefits.

## **5.2 Study Limitations**

The sample taken was too small for the population. The sample size is relatively small so the results cannot be generalized. Also, the pollster selected the sample at her convenience and judgment, which could have created sampling errors. Furthermore, the pollster could not ratify the veracity of the student's stated GPA, so there could be a possibility of unoriginal GPA records in the study.

In addition, the group selected were exclusively members of the same university: Universidad San Francisco de Quito. This means that based on external factors such as: educational level, culture, social, economic and political aspects, etc., the results of this university may not be the same as the ones in other universities.

Moreover, the lack of data and prior research on the topic (time perspective and its influence in academic achievement) limited the scope of the analysis in this study, and therefore the sample (as it was mentioned before).

As well, since the questionnaires were designed to measure the students' attitude towards the perception of control and time. The survey was brief (including just 20 questions in each test); thus, it seems that both studies did not provide enough evidence of the students' *actual* time perception and locus of control insight.

Finally, another limitation was the language barrier. Because the tests were in English, there is a chance that Ecuadorian students may not completely comprehend the questions and therefore they might have created errors in the answers.

### **5.3 Recommendations for future studies**

The author recommends a larger sample for future studies, where there can be a better correlation between the whole data.

For future studies it might be important to realize the whole Time Perspective Survey (by Zimbardo and John Boyd, 2008) and not just the questions that were Future Time oriented. With this, the results can show a better and more specific relation between Time Perspective, Locus of Control and Academic Achievement.

The GPA presented by the students should be rectified; it is important to confirm the veracity of such data so the study can be more reliable.

There should be a qualitative analysis too, so the author can have a better impression of the relation between human behavior and time/control perceptions.

The study might have significant differences if the participants are aware of what 'psychology of time' stands for. There should be a study where all these variables can be measured using informed individuals.

Finally, there needs to be research on the cultural impact on human behavior and beliefs; with this, we could letter both internal and external aspects that surround the individual.

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## **7 ANNEXES**

### **7.1 Annex 1 – Time Perspective Survey**

#### **1. Fate determines much in my life.**

- Very Untrue
- Untrue
- Neutral
- True
- Very True

#### **2. I believe that a person's day should be planned ahead each morning.**

- Very Untrue
- Untrue
- Neutral
- True
- Very True

#### **3. My decisions are mostly influenced by people and things around me.**

- Very Untrue
- Untrue
- Neutral
- True
- Very True

#### **4. When I want to achieve something, I set goals and consider specific means for reaching those goals.**

- Very Untrue
- Untrue
- Neutral
- True
- Very True

#### **5 Meeting tomorrow's deadlines and doing other necessary work come before tonight's play.**

- Very Untrue
- Untrue
- Neutral
- True
- Very True

**6. Since whatever will be will be, it doesn't really matter what I do.**

- Very Untrue
- Untrue
- Neutral
- True
- Very True

**7. I meet my obligations to friends and authorities on time.**

- Very Untrue
- Untrue
- Neutral
- True
- Very True

**8. I take each day as it is rather than try to plan it out.**

- Very Untrue
- Untrue
- Neutral
- True
- Very True

**9. I feel that it's more important to enjoy what you're doing than to get work done on time.**

- Very Untrue
- Untrue
- Neutral
- True
- Very True

**10. Before making a decision, I weigh the costs against the benefits.**

- Very Untrue
- Untrue
- Neutral
- True
- Very True

**11. Things rarely work out as I expected.**

- Very Untrue
- Untrue
- Neutral
- True
- Very True

**12. It takes joy out of the process and flow of my activities if I have to think about goals, outcomes, and products.**

- Very Untrue
- Untrue
- Neutral
- True
- Very True

**13. You can't really plan for the future because things change so much.**

- Very Untrue
- Untrue
- Neutral
- True
- Very True

**14. It doesn't make sense to worry about the future, since there is nothing that I can do about it anyway.**

- Very Untrue
- Untrue
- Neutral

- True
- Very True

**15. I complete projects on time by making steady progress.**

- Very Untrue
- Untrue
- Neutral
- True
- Very True

**16. I make lists of things to do.**

- Very Untrue
- Untrue
- Neutral
- True
- Very True

**17. I often follow my heart more than my head.**

- Very Untrue
- Untrue
- Neutral
- True
- Very True

**18. Gender**

- Masculine
- Feminine

**19. Career**

- Medicine
- Business
- Arts
- Music

**20. GPA**

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## 7.2 Annex 2 – Locus of Control Survey

**1.- I usually get what I want in life**

\_\_\_\_\_ True                      \_\_\_\_\_ False

**2.- I need to be kept informed about news events**

\_\_\_\_\_ True                      \_\_\_\_\_ False

**3.- I always know where I stand with other people**

\_\_\_\_\_ True                      \_\_\_\_\_ False

**4.- I do not really believe in luck or chance**

\_\_\_\_\_ True                      \_\_\_\_\_ False

**5.- I think that I could hardly win a lottery**

\_\_\_\_\_ True                      \_\_\_\_\_ False

**6.- Even though I do not succeed on a task, I tend to not give up and keep going.**

\_\_\_\_\_ True                      \_\_\_\_\_ False

**7.- I usually convince others to do things my way**

\_\_\_\_\_ True                      \_\_\_\_\_ False

**8.- People make a difference in controlling crime**

\_\_\_\_\_ True                      \_\_\_\_\_ False

**9.- The success I have is largely a matter of my own merits and hard work**

\_\_\_\_\_ True                      \_\_\_\_\_ False

**10.- Marriage is not largely a gamble for most people.**

\_\_\_\_\_ True                      \_\_\_\_\_ False

**11.- People must be the master of their own fate**

\_\_\_\_\_ True                      \_\_\_\_\_ False

**12.- It is really important for me to vote**

\_\_\_\_\_ True                      \_\_\_\_\_ False

**13- My life seems like a series of planned events rather than random events**

\_\_\_\_\_ True                      \_\_\_\_\_ False

**14.- I never try anything that I am not sure of**

\_\_\_\_\_ True                      \_\_\_\_\_ False

**15.- I've earned the respect and honors I receive**

\_\_\_\_\_ True                      \_\_\_\_\_ False



**16.- A person cannot get rich by taking risks**

\_\_\_\_\_ True

\_\_\_\_\_ False

**17.- Leaders are successful when they work hard**

\_\_\_\_\_ True

\_\_\_\_\_ False

**18- Persistence and hard work usually lead to success**

\_\_\_\_\_ True

\_\_\_\_\_ False

**19.- It is really easy to know who my real friends are**

\_\_\_\_\_ True

\_\_\_\_\_ False

**20.- Other people usually cannot control my life**

\_\_\_\_\_ True

\_\_\_\_\_ False

**21.- Sex/Sexo:**

\_\_\_\_\_ Male

\_\_\_\_\_ Female

**22.- Career/Carrera:**

\_\_\_\_\_ Music

\_\_\_\_\_ Arts

\_\_\_\_\_ Business

\_\_\_\_\_ Medicine

**23.- GPA:**

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### 7.3 Annex 3 – Time Perspective Survey Tabulation

#	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	SCORE	
1	4	2	4	2	3	3	4	2	1	3	3	2	3	3	2	2	3	2	2	2	3.3	33
2	4	2	4	2	3	3	4	2	1	3	3	2	3	3	2	2	3	2	2	2	3.3	33
3	2	3	4	5	5	5	5	3	2	3	4	4	2	5	4	5	3	1	3	1	3.2	58
4	3	3	4	4	2	4	4	2	2	4	3	4	2	5	3	2	3	1	3	1	2.7	44
5	5	4	4	4	4	4	4	2	4	2	4	4	5	1	5	4	1	5	1	2	3.2	56
6	1	5	4	5	4	4	4	1	4	4	4	2	2	2	4	4	2	2	2	2	3.8	46
7	1	3	4	5	4	4	4	3	2	3	4	3	4	2	5	4	3	3	1	3	3.1	54
8	5	3	2	4	5	4	5	4	5	4	4	2	2	3	4	4	4	2	3	2	3.8	58
9	2	3	4	4	4	3	5	2	3	4	2	2	1	5	2	4	4	1	3	1	3.7	43
10	2	2	4	3	4	2	4	2	1	2	4	2	2	2	2	2	4	2	2	2	2.9	23
11	5	3	4	4	5	3	5	4	3	3	4	3	2	3	3	3	4	1	3	1	3.3	59
12	2	4	3	5	4	3	3	3	3	5	4	4	3	4	2	2	3	1	2	2	3.2	51
13	4	4	5	4	3	4	4	3	2	5	3	3	1	4	3	2	2	1	2	3	3.3	40
14	1	3	3	4	2	4	3	3	4	5	2	3	1	4	3	4	3	2	2	2	3.8	46
15	3	4	2	4	4	1	2	3	2	4	3	3	2	3	5	2	2	2	2	2	3.5	39
16	2	4	1	4	5	4	5	4	4	5	3	4	3	5	4	5	1	2	2	2	3.5	59
17	2	2	2	4	5	1	1	1	2	2	1	1	2	1	3	1	3	1	3	3	3	10
18	4	3	4	4	3	2	4	2	3	4	2	4	2	3	4	2	2	2	2	3	3	40
19	2	4	2	4	4	4	4	2	2	2	4	4	2	4	4	4	2	2	2	3	3.3	40
20	5	3	3	3	2	4	4	2	2	4	4	3	3	4	2	3	5	2	2	2	3.2	48
21	3	2	4	5	4	5	4	3	3	3	3	3	2	3	3	3	3	2	2	2	3.3	52
22	3	5	3	4	5	4	5	4	2	3	4	5	4	4	4	4	4	1	3	1	3.4	65
23	5	3	4	4	3	4	5	3	2	3	3	2	2	4	3	3	2	1	2	3	3	47
24	4	2	4	3	2	4	4	4	2	3	3	3	3	4	3	3	5	1	2	2	3.2	43
25	4	2	4	3	4	4	4	2	3	3	4	3	2	2	2	1	4	2	2	2	3.1	40
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30	5	3	5	5	4	5	3	2	1	4	3	4	3	4	3	5	3	2	2	2	2.7	58
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34	1	4	3	5	5	4	4	4	4	4	4	5	3	4	4	4	3	4	1	1	3.0	64
35	1	4	3	4	3	2	4	4	3	3	3	3	1	4	4	3	3	3	1	1	3.1	48
36	4	5	2	4	4	4	4	4	3	4	3	4	3	4	4	4	4	1	1	1	3.3	61
37	1	4	5	5	5	5	5	3	5	5	3	5	5	4	5	3	3	1	1	1	3.8	70
38	3	2	4	4	5	4	2	4	3	3	4	4	3	4	4	2	3	1	1	1	3.8	52
39	2	3	4	4	4	4	4	5	4	3	4	5	3	4	4	3	4	2	1	1	3.5	58
40	3	5	5	5	3	1	4	2	3	1	3	5	2	3	3	1	3	1	1	1	3	45
41	2	2	3	5	4	3	3	2	4	4	3	4	2	2	4	2	3	2	1	1	3.6	46
42	3	3	2	4	3	4	4	2	2	4	3	4	2	4	4	3	3	1	1	1	3.2	46
43	2	3	4	5	5	5	4	4	3	5	3	5	3	2	4	4	2	1	1	1	3.5	57
44	2	3	2	4	3	3	4	3	3	3	3	4	3	3	4	2	2	1	1	1	3.2	43
45	2	4	4	3	4	3	4	4	4	4	4	4	4	4	3	4	4	1	1	1	3	61
46	1	4	4	4	4	4	4	4	4	4	2	2	2	2	3	2	4	2	3	1	3.7	39
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56	2	3	4	3	5	5	5	4	3	4	4	4	2	4	4	4	5	2	4	3	3.1	61
57	2	2	4	2	3	3	3	4	2	3	4	2	2	3	4	4	3	1	4	3.6	38	
58	2	3	5	5	5	3	5	2	5	5	4	3	3	5	2	5	5	2	4	3	6.1	61
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61	2	4	3	4	3	4	4	4	3	3	3	3	3	4	3	2	2	1	4	3.2	48	
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68	3	5	1	5	5	3	5	5	5	5	5	5	5	1	5	5	3	3	3	3.3	69	
69	3	2	1	5	5	3	3	3	3	3	2	3	3	3	3	3	2	4	3.8	46		
70	4	2	3	4	2	4	3	2	1	3	4	4	2	5	4	1	2	2	1	3.5	38	
71	3	2	4	5	3	5	3	2	4	5	2	4	3	4	3	1	3	1	1	3.3	49	
72	2	2	3	5	4	2	4	4	4	4	2	4	2	4	4	4	3	2	1	3.6	47	
73	4	5	4	3	5	4	4	3	5	5	3	3	3	4	3	3	2	2	3	3.4	61	
74	5	1	5	1	5	4	1	1	1	1	3	1	1	1	3	3	5	1	1	3.1	33	
75	3	4	4	4	3	5	2	4	4	3	3	4	4	5	4	4	5	1	4	3.6	63	
76	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	1	4	3.9	85	
77	2	3	3	4	3	2	3	3	1	4	3	3	3	2	3	2	4	1	4	3.3	39	
78	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	5	1	4	3.7	71	
79	2	2	2	3	2	4	3	2	1	2	3	3	3	2	2	1	2	1	1	3.2	19	
80	4	4	4	4	3	4	3	3	4	4	4	3	4	4	2	4	3	4	2	1	3.5	59
81	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	1	3.1	51	
82	4	3	5	3	3	3	2	3	1	4	4	3	3	4	3	2	3	2	1	3.4	48	
83	2	2	1	2	2	2	3	2	4	2	1	2	2	2	2	2	1	2	2	2.9	7	

### 7.4 Annex 4 – Locus of Control Survey Tabulation

#	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	SCORE		
1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	
2	0	1	0	1	1	1	1	0	1	0	1	0	1	1	0	0	0	1	1	1	1	1	1	1	2	3.5
3	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	2	3	3.8	15	
4	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	3	3.8
5	1	1	0	0	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	1	0	1	3	3	13	
6	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	3	3.8	15
7	0	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	2	3.6	15
8	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	2	3	3.6	15	
9	1	0	0	0	1	1	0	0	1	1	1	1	0	0	0	1	0	1	1	1	1	2	2	2.8	10	
10	1	1	0	1	1	1	1	0	1	1	1	1	0	0	0	1	0	1	1	1	1	1	2	3.1	12	
11	0	0	0	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	1	0	1	1	2	3.7	13	
12	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	2	2	3.5	14	
13	1	1	1	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	0	2	2	4	15	
14	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	2	2	3.3	14	
15	0	0	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	1	1	1	0	1	2	3.2	11	
16	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	3.5	14	
17	1	1	1	1	0	1	1	0	1	1	1	1	0	0	0	0	0	1	1	1	1	1	2	3.6	13	
18	1	0	1	1	1	1	0	1	1	1	1	1	1	0	0	1	0	1	1	1	1	3	3	3.6	15	
19	1	1	1	1	0	1	1	0	1	0	1	0	0	0	0	1	1	1	1	1	1	3	3	3.1	11	
20	1	1	0	1	1	1	0	1	1	0	0	1	0	0	0	1	0	0	0	0	1	2	1	2.1	9	
21	1	1	0	0	1	1	1	1	1	1	1	1	0	0	0	1	0	1	1	1	1	1	2	3.4	14	
22	1	1	1	1	0	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	2	3.5	15		
23	1	1	1	1	0	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	2	3.1	14		
24	1	0	1	1	1	1	1	0	0	1	1	1	1	0	0	1	0	1	1	0	1	2	3.4	13		
25	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	3.5	16		
26	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	2	3.5	16		
27	1	1	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	2	4	3.2	13	
28	1	0	1	1	1	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	1	2	3	3	8	
29	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	1	0	1	1	1	0	1	2	3.2	14	
30	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	2	3.2	14		
31	1	1	1	1	0	1	1	0	0	1	0	1	0	0	1	1	1	1	1	1	1	2	4	3.6	14	
32	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	2.8	15	
33	1	0	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	2	4	3.5	15	
34	0	1	1	1	1	1	0	0	1	0	0	1	0	0	0	1	1	1	1	1	1	2	4	3.2	12	
35	0	0	1	0	1	1	1	1	0	1	0	1	0	0	0	1	0	1	1	1	1	4	3.2	12		
36	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	2	4	3.6	15	
37	1	0	1	1	1	0	0	1	1	1	1	0	0	0	0	1	0	1	1	1	1	2	4	3.3	12	
38	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	2	4	3.2	15	
39	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	3.3	15	
40	0	1	0	1	1	1	1	0	1	0	1	1	1	0	0	0	0	1	1	0	1	1	2.9	11		
41	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	4	3	3.4	15	
42	0	0	1	1	0	1	1	1	0	1	1	1	0	0	0	1	0	1	1	1	1	1	1	3.4	14	
43	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	4	3.7	17	
44	1	0	1	1	0	1	1	1	1	1	1	1	0	0	0	1	0	1	1	1	1	2	4	3.6	15	
45	1	0	0	0	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	2	4	3.2	12	
46	1	0	1	1	1	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	1	4	3	15	
47	1	0	1	0	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	4	3.2	14	
48	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	0	2	4	3.6	16
49	1	0	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	2	4	3.2	15	
50	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3.5	16	
51	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	3	15	
52	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3.1	15	
53	1	1	0	1	1	1	0	1	0	1	0	1	0	0	0	1	0	1	1	1	1	2	3.7	13		
54	0	0	0	0	1	1	1	0	0	1	1	1	0	0	0	0	0	0	1	1	1	1	1	3	9	
55	1	1	1	1	0	1	1	1	1	0	1	0	0	0	0	1	0	1	1	1	0	1	1	3.1	12	
56	0	1	0	0	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	2	4	3.2	12	
57	1	1	0	1	1	0	1	1	0	1	1	1	0	1	0	1	1	1	1	0	0	1	1	3.2	13	
58	0	1	1	1	1	1	1	0	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	3.5	15	
59	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	0	1	1	1	1	3	3.4	15		
60	0	1	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	1	1	1	1	1	1	3.1	9	
61	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	2	3	3.4	16	
62	1	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	3.2	15	
63	1	0	1	1	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	1	1	2.9	7		
64	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3.5	16	
65	0	1	0	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1	1	1	1	1	1	2.8	14	
66	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	1	0	1	1	3	2.9	13	
67	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	1	1	3	3	15	
68	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	3	3.5	16	
69	1	0	0	0	1	1	1	0	1	1	1	1	0	0	0	1	0	1	1	0	1	2	3.7	11		
70	0	1	1	1	1	1	1	0	1	0	0	1	1	0	0	1	0	1	1	1	1	1	1	3.2	15	
71	1	1	1	1	0	0	0	1	1	1	1	1	0	0	0	0	0	1	1	0	1	2	2	2.9	12	
72	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	3	3.3	16	
73	1	0	1	1	1	0	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	3	3.6	15	
74	1	0	1	1	1	0	1	1	1	1	1	1	0	0	0	1	0	1	1	1	0	1	3	3	14	
75</																										

## 7.5 Annex 5 – Survey Population Data Requiremen

Sr. Santiago Gangotena  
 Presidente  
 Universidad San Francisco de Quito  
 Distrito Metropolitano de Quito  
 25 de Noviembre de 2014  
 Presente.-

### SOLICITUD DE INFORMACIÓN

De mis consideraciones:

Yo, **Michelle Ochoa**, con el código de estudiante 00118151 y C.I 171859364-1, estoy realizando la tesis de pregrado para la obtención de título de Lic. Administración de Empresas en enero del 2015. Dicha tesis trata de correlacionar positivamente la Psicología del Tiempo con el Desempeño Académico y el Locus de Control. Mi hipótesis asume que los estudiantes más direccionados a pensar a futuro tienen un Locus de Control Interno mucho más fuerte y por consiguiente mejor GPA. Asimismo, como segundo supuesto se encuentra la asunción de que hay carreras en donde hay más estudiantes orientados al futuro, mientras que otras son más orientadas al presente.

Por estos motivos mencionados anteriormente, necesito obtener los siguientes datos para la realización de la parte práctica de mi tesis:

- Número total de estudiantes que cursen las carreras de Artes Contemporánea, Música Contemporánea, Medicina y Administración de Empresas.
- GPA acumulado promedio del semestre anterior 201320 de todos los estudiantes de pregrado

Le agradecería mucho si pudiera brindarme esta información, la cual será utilizada solo para fines académicos. Si necesita cualquier otra información, favor comunicarse conmigo a través de la información indicada al final de esta solicitud.

Con la atención brindada al presente, anticipo mis agradecimientos.

Atentamente,

Michelle Ochoa  
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 Universidad San Francisco de Quito  
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