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The relationship between time perspective and professional self-determination in male and female adolescents: sex differences

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Abstract

Context and relevance. The study focuses on the sex differences in the structure of the connection between professional self-determination and the perception of lifetime (time perspective) in adolescence, which remains under-researched within the event-biographical framework. **Objective.** The aim is to identify the sex differences in relationships between dynamic parameters of time perspective and professional self-determination. **Hypothesis.** There are significant sex differences in the structure of relationships between time perspective parameters, measured within the event-biographical approach, and professional choice. **Methods and Materials.** The study involved 156 people aged 14 to 28 ($M = 18,69$; $Me = 18$; $SD = 4,20$), including 78 boys and 78 girls. The Life Line method (A.A. Kronik) was used to analyze the time perspective, while the Self-Determination Test (E.A. Osin) and the Subjective Quality of Educational Profile Choice Questionnaire (D.A. Leontiev) were used to analyze the parameters of professional choice. **Results.** Significant sex differences have been identified in the relationships between dynamic temporal parameters (such as expected life span and the structure of event connections) and professional choice. A key finding is the ambivalent role of expected life span in girls: it is positively associated with satisfaction with their choice and autonomy, but negatively with self-reliance. In male adolescents, this predictor is positively associated with all aspects of choice. Also, among boys, choice parameters are significantly related to age identity and negative past experience, reflected in the structure of causal connections, which is not observed in girls. **Conclusion.** The dynamic perception of time, assessed through the system of event connections, is a significant, but differently structured, factor in the professional self-determination of male and female adolescents, which requires the development of differentiated approaches to their psychological and pedagogical support.

Keywords: time perspective, future perceptions, professional self-determination, psychological choice, sex differences, adolescence

Supplemental data. Datasets available from <https://ruspsydata.mgppu.ru/handle/123456789/281>.

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Взаимосвязь временной перспективы и профессионального самоопределения у юношей и девушек: половые различия

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Резюме

Контекст и актуальность. Актуальность исследования обусловлена недостаточной изученностью качественных, структурных различий во взаимосвязи профессионального самоопределения и восприятия времени жизни (временной перспективы) у юношей и девушек. Преобладающий диспозиционный подход к изучению временной перспективы не позволяет выявить специфику структурных взаимосвязей между восприятием времени жизни и профессиональным самоопределением в юношеском возрасте, связанную с половыми различиями. Событийно-биографический подход позволяет преодолеть эту трудность. **Цель.** Выявить половые различия во взаимосвязях между динамическими параметрами временной перспективы и профессионального самоопределения. **Гипотеза.** Существуют значимые половые различия в структуре взаимосвязей параметров временной перспективы, измеряемых в рамках событийно-биографического подхода, и профессионального выбора. **Методы и материалы.** В исследовании участвовали 156 человек от 14 до 28 лет ($M = 18,69$; $Me = 18$; $SD = 4,20$), в том числе 78 юношей и 78 девушек. Для анализа временной перспективы использовалась методика «Life Line» (А.А. Кроник), для анализа параметров профессионального выбора — тест самодетерминации (Е.А. Осин) и опросник «Субъективное качество выбора профиля обучения» (Д.А. Леонтьев). **Результаты.** Обнаружены значимые половые различия в связях динамических временных параметров (таких как ожидаемая продолжительность жизни и структура событийных связей) с профессиональным выбором. Ключевой результат — амбивалентная роль ожидаемой продолжительности жизни у девушек, она положительно связана с удовлетворенностью выбором и автономией, но отрицательно — с самостоятельностью. У юношей этот предиктор положительно связан со всеми аспектами выбора. Также у юношей параметры выбора значимо связаны с возрастной идентичностью и негативным прошлым опытом, отраженным в структуре причинных связей, чего не наблюдается у девушек. **Выводы.** Динамическое восприятие времени, оцениваемое через систему событийных связей, является значимым, но по-разному структурированным фактором для профессионального самоопределения юношей и девушек, что требует дифференцированных подходов к психолого-педагогическому сопровождению.

Ключевые слова: временная перспектива, представления о будущем, профессиональное самоопределение, психологический выбор, половые различия, юношеский возраст

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Introduction

The time perspective of an individual is of particular interest for studying the patterns of professional self-determination in adolescence, as it acts as a cognitive filter for setting life goals and making decisions. Despite substantial research on time perspective, its specific features in male and female adolescents within the context of professional choice remain insufficiently studied, which defines the scientific novelty and relevance of the present research.

According to the concept of P. Zimbardo and J. Boyd (1999), time perspective is the process of structuring personal and social experience through temporal categories. This cognitive system serves not only to organize memories but also to shape expectations, set goals, and create life scenarios (Zimbardo, Boyd, 1999). As noted by E. Holman (2015), it is precisely time perspective that gives integrity and meaning to human existence, allowing one to overcome the fragmentation of individual experiences (Holman, 2015). Abstract cognitive processes related to reconstructing the past and constructing the future help individuals transcend the immediate present and resist the temptation of short-term gain (Zimbardo, Boyd, 1999). Research (Shirai et al., 2025) indicates that psychological well-being, particularly hope, is directly dependent on an individual's ability to build a connection between the present moment and the future while synchronizing emotions, thoughts, and actions. In contrast, the

perception of uncertainty suppresses hope. A proactive stance, expressed through conscious goal-setting, planning, and the implementation of future-oriented actions, is a key condition for enhancing purposefulness. Contemporary studies demonstrate a strong link between time perspective characteristics and various life domains. On one hand, a short time perspective correlates with deviant behavior; on the other, an extended time perspective is associated with academic and professional achievement. The ability to construct extended and specific career narratives that link the present with the future is associated with higher academic and professional self-efficacy (Husman et al., 2025; Shirai et al., 2025). Furthermore, time perspective mediates the link to risky behavior through cognitive mechanisms such as decision-making and impulse control (Bagherian et al., 2022; Dou et al., 2023).

The connection between time perspective and professional identity is another important aspect. Research confirms that a formed professional identity correlates with purposefulness, organization, and a positive perception of past experience. The work of L. Kvaskova and C.A. Almenara (2021) revealed specific links between types of time perspective and self-efficacy in career choice (Kvaskova, Almenara, 2021). A link has been established between a formed professional identity and the capacity for goal-setting, self-organization, and conscious life choice (Gut, Kabardov, 2019).

Professional self-determination, which is particularly significant in adolescence and emerging adulthood, is a multidimensional process influenced by an individual's psychological characteristics, social context, and temporal orientations (Faghihi, Chemelnezhad, 2021). The capacity for prospective planning plays a role in forming professional and life goals (Shilova, 2025).

Time perspective serves as a powerful cognitive-regulatory filter that mediates decision-making and social interaction. Modern research reveals the dynamic mechanisms of this connection, showing how future orientation interacts with self-control and goal-setting processes (Hao et al., 2024; Husman et al., 2025). The results of J. Husman et al. suggest that students with more extended, vivid, and specific career narratives exhibit higher career commitment and self-efficacy (Husman et al., 2025). A balanced time perspective positively predicts academic achievement, with time management ability acting as a mediator in this relationship. This indirect effect is further moderated by psychological resilience, showing a stronger influence among students with higher resilience levels (Li, 2025). It has also been shown that personal growth initiative and academic engagement serve as important mediators in the relationship between future time perspective and academic self-efficacy among college students (Zhu, Chen, Lyu, 2025). The causometric approach developed by A.A. Kronik is well-suited for studying the dynamic aspects of time perspective — specifically, causal and goal-related connections between life events — making it a heuristic tool for researching professional self-determination (Zavodchikov et al., 2023; Sharov et al., 2024; Akhmerov, Khamkhamova, 2024).

Despite convincingly established links between time perspective and various aspects of professional self-determination, a review of the literature reveals a significant gap in research on gender differences in time perspective. Although many studies focus on the educational and socio-economic aspects of time perspective, cross-cultural analyses indicate its deep roots in cultural values and social expectations (Chen et al., 2023). Concurrently, empirical observations point to specificities in time perception among male and female adolescents (Shilova, 2023; Katkalo, Pecherkina, 2022).

Socialization processes in adolescence represent a complex, multidimensional phenomenon that garnered significant interest in the latter half of the 20th century. Modern researchers note the diversity of methodological approaches and a deepening understanding of the consequences of differentiation in social roles (Klyuchko, 2022; Kletsina, 2022). The transformation of social stereotypes related to gender roles generates various adaptation difficulties — from issues with gender-role identity to professional choices that deviate from traditional paths (Stepanova, Nakvasina, 2017). Research confirms the existence of significant differences in the socialization processes of male and female adolescents, dependent on age and social status (Schastnaya, Metsler, 2013). The work of L.L. Panchenko and U.A. Bogatyry (2017) revealed differences in self-attitude due to both biological and social factors, while no significant differences in time perspective perception were found. A study by D. Lakshmi et al. showed that female adolescents scored higher on all time perspective parameters (including positive and negative past, fatalistic and hedonistic present, and

future), as well as on personal growth and self-acceptance. In contrast, male adolescents exhibited a higher level of emotion suppression. This suggests that female adolescents engage in more intensive work with temporal orientations, which may explain the polarization in perceptions of the professional path identified in our study. For male adolescents, a tendency to suppress emotions likely contributes to forming more neutral assessments of their choice (Lakshmi et al., 2025).

A literature review shows that, despite a substantial body of work on time perspective, the dispositional approach — measuring stable personality orientations toward the past, present, and future (Zimbardo, Boyd, 1999) — predominates. Concurrently, Russian psychology has developed the event-biographical approach (A.A. Kronik, E.I. Golovakha, R.A. Akhmerov), which considers time perspective as a dynamic system structured by causal and goal-related connections between significant life path events. The causometric method underlying this approach allows for investigating not general attitudes, but the specific mechanisms by which past experience serves as a foundation for future goals, and future landmarks influence current decisions. This methodology is heuristic for studying the dynamics of professional self-determination (Zavodchikov et al., 2023; Sharov et al., 2024; Akhmerov, Khakimova, 2024). However, the question of how gender differences manifest in these dynamic interrelations remains unexplored. The present research aims to address this gap. Using A.A. Kronik's causometric approach as a methodological foundation, it seeks to identify not static correlations, but the specifics of structural and dynamic interrelations between time perspective

parameters (such as expected life span, age identity, and causal-goal connections between events) and components of professional choice in male and female adolescents. The prevailing dispositional approach, which captures static orientations, fails to reveal these mechanisms. Thus, the scientific problem lies in the lack of studies that, within the event-biographical (dynamic) approach, investigate the specifics of structural interrelations between lifetime perception and professional self-determination in adolescence as related to gender differences. Identifying these specific patterns is necessary for developing theories of gender socialization and life path psychology, as well as for substantiating differentiated practices of psychological and pedagogical support.

The aim of this research is, within the event-biographical approach (A.A. Kronik), to identify gender differences in the relationships between dynamic parameters of time perspective (expected life span, age identity, structure of causal-goal connections between life events) and characteristics of professional choice (satisfaction, autonomy, independence, self-expression) in adolescence. We hypothesized that there are statistically significant gender differences in the structure of interrelations between time perspective parameters measured within the event-biographical approach and professional choice.

Materials and methods

Sample. The study was conducted with a sample of 156 respondents aged 14 to 28 years ($M = 18,69$, $Me = 18$, $SD = 4,20$). To ensure balance, the sample was stratified into two equal groups: 78 male respondents ($M = 19,05$, $Me = 18$, $SD = 4,50$) and 78 female respondents

($M = 18,31$, $Me = 18$, $SD = 3,84$). Participants were recruited from students at six educational institutions in Moscow and the Vladimir region: two schools, two secondary vocational education organizations, and two universities. The study was conducted in person using computerized versions of the instruments. All respondents (or their legal representatives) provided informed consent, were informed about the voluntary nature of participation and the right to withdraw. The age range of 14–28 years was selected in accordance with the contemporary understanding of the period of active professional self-determination. In international psychology, this period is covered by the concept of "emerging adulthood," lasting up to 25–30 years (Arnett, 2000), while in the Russian psychological tradition it corresponds to the developmental tasks of youth (Kon, 1989). This allows for the investigation of a key stage in the formation of professional plans under conditions of prolonged education and delayed entry into "adult" social roles.

Instruments. To test the research hypotheses, a set of psychodiagnostic methods aimed at assessing time perspective and professional self-determination parameters was used:

1. The "Life Line" method (A.A. Kronik): a projective tool implementing the event-biographical (causometric) approach to studying time perspective. It allows for the analysis of dynamic and structural characteristics through the identification and assessment of key life events, as well as causal and goal connections between them. During the procedure, respondents identified key life events and established causal and goal connections between them. Processing included the following

parameters: expected life span, psychological age, adulthood coefficient, number and type of event connections (causal/goal-related, positive/negative, actual/potential/realized), purposefulness, saturation, subjective age (in the present, past, and future), as well as general indicators of confidence, life satisfaction, and emotionality.

2. The Self-Determination Test (adapted by E.N. Osin): a standardized questionnaire diagnosing the level of personal autonomy and the congruence of behavior with internal value orientations. The method includes self-expression and autonomy scales.

3. The "Subjective Quality of Educational Profile Choice" questionnaire (D.A. Leontiev): a tool for the comprehensive assessment of reflective components of professional choice, including scales of independence, deliberateness, emotional coloring of choice, and choice satisfaction.

Data Analysis. Statistical analysis was performed using the SPSS Statistics 27 package. The following analytical procedures were employed:

— Descriptive statistics for preliminary analysis of distributions.

— The non-parametric Mann-Whitney U test for comparing independent samples.

— Spearman correlation analysis to identify significant relationships.

— Regression analysis for building predictive models.

This methodological complex ensured the validity and reliability of the obtained empirical data.

Results

The results indicate a high degree of similarity between male and female adolescents across a wide range of psychological characteristics related to time perspective

(confidence, life satisfaction, emotionality). In this sample, gender was not a significant factor differentiating groups on these parameters.

Despite this general similarity, significant differences were found in psychological characteristics related to professional choice (Table 1).

As shown in Table 1, the analysis revealed statistically significant gender differences. Male adolescents exhibited higher scores for emotional coloring of choice, satisfaction with professional choice, and striving for self-expression compared to female adolescents.

Key gender differences revealed by correlation analysis between time perspective parameters and professional choice are as follows:

Expected life span relates differently to professional choice in female and male adolescents. For females, this indicator plays a contradictory role: it is a strong positive predictor of choice satisfaction ($r = 0,405, p < 0,001$) and autonomy ($r = 0,295, p = 0,009$), but is negatively related to choice independence ($r = -0,245, p = 0,030$). For males, the relationship is exclusively positive: expected life span is positively related to choice deliberateness ($r = 0,264, p = 0,020$), emotional coloring of choice ($r = 0,284, p = 0,012$), choice

independence ($r = 0,322, p = 0,004$), and choice satisfaction ($r = 0,387, p < 0,001$).

The structure of connections between professional choice and event connections (causal and goal-related) also differs. For female adolescents, only the positive correlations between positive goal-related connections ($r = 0,248, p = 0,029$) and all goal-related connections ($r = 0,258, p = 0,023$) with choice satisfaction were significant. For male adolescents, significant negative connections were found between causal negative connections and choice satisfaction ($r = -0,306, p = 0,006$), autonomy ($r = -0,246, p = 0,030$), and self-expression ($r = -0,342, p = 0,002$).

Purposefulness showed a differential influence. In female adolescents, present ($r = 0,224, p = 0,048$) and future purposefulness ($r = 0,240, p = 0,035$) were positively related only to choice satisfaction. In male adolescents, future purposefulness was negatively related to choice independence ($r = -0,245, p = 0,030$).

Only in the female group was self-expression related to satisfaction in temporal characteristics ($r = 0,263, p = 0,020$), and confidence in time perspective indicators was related to choice independence ($r = 0,329, p = 0,003$).

Connections with age perception were significant only for male adolescents. For

Table 1

Sex differences in time perspective and professional choice

parameter	Me	SD	Me	SD	U	P	Cohen's d
	male adolescents (N = 78)		female adolescents (N = 78)				
Emotional coloring of the choice	8,5	5,67	5,5	7,78	2185,5	0,002*	0,543
Satisfaction with the choice	14	8,35	7,5	10,46	2275,5	0,007*	0,473
Self-expression scale	42	5,53	39	8,33	2221,5	0,004*	0,508

Note: * — differences are significant at the 0,01 level.

males, choice independence was related to psychological age ($r = 0,341$, $p = 0,002$), adulthood coefficient ($r = 0,372$, $p = 0,001$), and subjective age in the past ($r = 0,244$, $p = 0,032$), while choice deliberateness was related to subjective age in the future ($r = 0,226$, $p = 0,049$).

The total number of actual event connections was related to choice satisfaction for female adolescents ($r = 0,233$, $p = 0,040$). The total number of potential connections was negatively related to choice independence for male adolescents ($r = -0,249$, $p = 0,028$). Furthermore, only for males was saturation of the past

positively related to choice independence ($r = 0,225$, $p = 0,048$), and saturation of the future was negatively related ($r = -0,227$, $p = 0,046$).

As shown by regression analysis data (Table 2), the relationship between time perspective and professional choice exhibits pronounced specificity related to gender differences.

All significant regression models were simple linear regressions with one predictor. The analysis revealed substantial gender differences in the structure of significant predictors. For male adolescents, significant predictors were: expected life span (positive

Table 2

Regression analysis data on the relationship between time perspective parameters and professional choice characteristics

Dependent variable	R / R ² / Adj. R ²	F / p-value	Significant predictors ($p < 0,05$)
Юноши / male adolescents (N = 78)			
Self-reliance of choice	0,564 / 0,319 / 0,238	3,973 / $p = 0,001$	Expected life expectancy ($\beta = 0,428$, $p = 0,013$)
Satisfaction with the choice	0,277 / 0,077 / 0,065	6,311 / $p = 0,014$	Expected life expectancy ($\beta = 0,277$, $p = 0,014$)
Self-reliance of choice	0,390 / 0,152 / 0,141	13,636 / $p = 0,000$	Future-oriented ($\beta = -0,390$, $p = 0,000$)
Self-reliance of choice	0,251 / 0,063 / 0,051	5,131 / $p = 0,026$	Psychological age ($\beta = -0,251$, $p = 0,026$)
Self-reliance of choice	0,286 / 0,082 / 0,070	6,792 / $p = 0,011$	Adulthood coefficient ($\beta = -0,286$, $p = 0,011$)
Девушки / female adolescents (N = 78)			
Self-expression scale	0,305 / 0,093 / 0,081	7,772 / $p = 0,007$	Satisfaction with life events ($\beta = 0,305$, $p = 0,007$)
Autonomy scale	0,326 / 0,106 / 0,095	9,047 / $p = 0,004$	Expected life expectancy ($\beta = 0,326$, $p = 0,004$)
Satisfaction with the choice	0,400 / 0,160 / 0,149	14,466 / $p = 0,000$	Expected life expectancy ($\beta = 0,400$, $p = 0,000$)
Satisfaction with the choice	0,269 / 0,072 / 0,060	5,910 / $p = 0,017$	Goal-oriented future ($\beta = 0,269$, $p = 0,017$)
Satisfaction with the choice	0,275 / 0,076 / 0,063	6,217 / $p = 0,015$	Goal-setting present ($\beta = 0,275$, $p = 0,015$)
Satisfaction with the choice	0,278 / 0,077 / 0,065	6,377 / $p = 0,014$	Relevant ($\beta = 0,278$, $p = 0,014$)

Note: Variables with collinearity ($VIF > 5$) were excluded from the models.

relationship with independence and choice satisfaction), future purposefulness, psychological age, and adulthood coefficient. The latter three predictors showed a negative relationship with choice independence.

For female adolescents, the structure of predictors was different: expected life span was a positive predictor of both choice satisfaction and autonomy. Satisfaction with life events predicted the level of self-expression. Furthermore, satisfaction with professional choice in female adolescents is also positively related to purposefulness (in the present and future) and the number of relevant event connections.

Discussion

The present study demonstrates a complex picture of the relationship between time perspective and professional self-determination, featuring both commonalities and pronounced gender differences.

First, it is worth noting that male and female adolescents were found to be very similar in basic aspects of time perception, such as general confidence in the future, life satisfaction, and emotional background. This result is consistent with the work of other authors who also found no significant gender differences in parameters of future time perspective and value-expectancy beliefs (Panchenko, Bogatyr, 2017; Faghihi, Chemelnezhad, 2021). This suggests that in adolescence, basic components of time perspective are formed under the influence of common age-related and social tasks, mitigating the effect of gender.

However, when it comes to professional choice, the picture changes dramatically. A key difference was found in the role of expected life span. Regression analysis confirmed that expected life span acts as

a significant predictor and contributes positively to various aspects of professional choice in male adolescents (independence, deliberateness, satisfaction), allowing it to be considered a psychological resource in the self-determination process. For female adolescents, this connection is dual and ambivalent in nature; on one hand, it increases overall satisfaction and sense of autonomy, and on the other, it is negatively related to independence. This pattern finds explanation in J. Marcia's theory of the "moratorium" (Marcia, 1966) — for female adolescents, a long life perspective creates psychological space for experimenting with professional roles without the immediate need to make a final decision.

Furthermore, polarization in the perception of their choice was identified among female adolescents, which likely reflects the more complex and contradictory nature of socialization in adolescence (Stepanova, Nakvasina, 2017). The observed polarization of choice satisfaction in female adolescents may be a consequence of more intensive engagement with temporal orientations, a finding supported by the study of D. Lakshmi et al. (2025), where female adolescents demonstrated higher scores on all time perspective parameters and personal growth. This intensive internal work apparently leads to more pronounced — both positive and negative — assessments of their professional path (Lakshmi et al., 2025).

For male adolescents, the structure of connections was different. Their professional self-determination is more strongly linked to age identity: feeling adult-like facilitates a more independent choice. At the same time, they are more noticeably affected by past experiences: negative experiences reduce current choice satisfaction.

This observation aligns with the conclusions of T. Shirai et al. (2025) that psychological well-being and hope depend on the ability to build a connection with the future, whereas the perception of uncertainty and, as seen from our data, the negative burden of the past suppress it (Shirai et al., 2025). Interestingly, our findings partially contradict the study by F. Faghihi and V. Chemelnezhad, where male adolescents had a higher level of autonomy; in our case, this did not lead to greater satisfaction, which may indicate the external, rather than internal, nature of this autonomy (Faghihi, Chemelnezhad, 2021).

From a practical standpoint, these findings emphasize the need for a differentiated approach in career guidance work, based on ideas of developing a future time perspective (Zimbardo, Boyd, 1999; Kvaskova, Almenara, 2021). For female adolescents, it is useful to shift the focus from the "right to a pause" to developing responsible decision-making skills. In working with male adolescents, key tasks become helping to overcome the influence of past failures and forming a positive outlook on the future, which is consistent with contemporary data on the connection between long-term planning and academic and professional achievements (Hao et al., 2024; Li, 2025).

Conclusion

This research on professional self-determination and its connection to lifetime perception has identified both universal and differentiated patterns in male and female adolescents. Key differences were found in how temporal parameters relate to the professional choice process.

The study revealed a qualitatively different structure of interrelations between

time perspective parameters and professional choice in male and female adolescents. The main result was the identification of the ambivalent role of expected life span in female adolescents, which enhances satisfaction and autonomy while reducing choice independence. Regression analysis indicates that expected life span is an important predictor, making a positive contribution to the formation of an independent, thoughtful, and satisfying professional choice in male adolescents. Female adolescents showed polarization in their assessments of professional choice satisfaction, whereas moderate and neutral ratings were more common among males. Unlike females, the professional self-determination of male adolescents is significantly related to their age identity (psychological age, adulthood coefficient) and is also influenced by negative past experience, which reduces satisfaction with the current choice.

Thus, the perception of lifetime is a significant but differently structured factor of professional self-determination for male and female adolescents. These results underscore the necessity of developing differentiated approaches to psychological and pedagogical support: for female adolescents, with an emphasis on developing the ability to make responsible decisions; for male adolescents, on forming a positive time perspective and overcoming the influence of past negative events.

This research confirmed that applying the event-biographical approach allows for overcoming the limitations of the dispositional approach and determining the specifics of structural interrelations between lifetime perception and professional self-determination in adolescence as related to gender differences.

It is important to consider that the discovered patterns may vary in expression at different stages of the studied age range and in different educational contexts. This could lead to greater variability in assessments of time perspective and choice parameters within gender groups. Accordingly, further prospective research should include a more detailed age analysis to refine the identified connections.

Limitations. 1. The sample imposes a limitation on our study, as all respondents belong to the field of education. The study involved students (schoolchildren, university students, students from secondary vocational education institutions, postgraduates) or young teachers. In the future, it is planned to expand the study by including

respondents from non-educational fields of activity.

2. The study covers a wide age range (14–28 years), including schoolchildren, college and university students, postgraduates, and young professionals. Participants at different stages of life may differ significantly both in the degree of formation of their professional plans and in the content of their time perspective. For example, for a 14-year-old schoolchild, the "future" is primarily about educational stages, while for a 28-year-old specialist, it is already associated with career growth and personal life. Combining such heterogeneous groups could have mitigated specific age-related effects and influenced the overall pattern of the identified relationships.

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Written informed consent for participation in this study was obtained from the participants (or legal guardians / next of kin of the participants).

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