Learning motivation and future time perspective in Japanese school children

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Outline of this presentation

1) Overview of Japanese educational system
2) Experience concerning transition from elementary school to junior high school
3) Introduction of empirical study
4) Summary of study results
5) Discussion of this study
Japanese educational system

Compulsory education
Elementary school ➔ 6 years
Junior high school ➔ 3 years

Higher education
High school ➔ 3 years
University ➔ 4 years
Differences between ES and JHS

**Elementary school**
- a class teacher
  - one teacher for one class
- school record
  - absolute evaluation

**Junior High school**
- a subject teacher
  - various teachers for each subject
- school record
  - relative evaluation
Transition from ES to JHS

This transition has two meanings.

1) **Educational system transition**
   - elementary school ➔ junior high school
   - at ease, relax ➔ stressful, competitive

2) **Developmental transition**
   - late childhood ➔ early adolescence
   - period of developmental crisis
Previous study

A follow-up study from 6th grade to 7th grade (Tsuzuki, 2001)

Students in the 6th grade:
  much anxiety and less expectation for junior high school life

Same students in the 7th grade:
  much pleasure and less trouble in their school life
  feeling of trouble increase from 1st semester to 2nd semester
Purpose of this study

1) To examine developmental change in students’ learning motivation, future time perspective and self-consciousness from the 4th to 9th grade.

2) To examine gender differences in these measures.

3) To examine the relation between learning motivation and future time perspective.
## Method

### Participants

<table>
<thead>
<tr>
<th>grade</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 4th</td>
<td>199</td>
<td>203</td>
<td>402</td>
</tr>
<tr>
<td>5th</td>
<td>177</td>
<td>193</td>
<td>370</td>
</tr>
<tr>
<td>6th</td>
<td>215</td>
<td>163</td>
<td>378</td>
</tr>
<tr>
<td>JHS 7th</td>
<td>186</td>
<td>217</td>
<td>403</td>
</tr>
<tr>
<td>8th</td>
<td>193</td>
<td>185</td>
<td>378</td>
</tr>
<tr>
<td>9th</td>
<td>168</td>
<td>160</td>
<td>328</td>
</tr>
<tr>
<td>Total</td>
<td>1,138</td>
<td>1,121</td>
<td>2,259</td>
</tr>
</tbody>
</table>
Measures

1) **Learning motivation**: study habit, enjoyment, and understanding

2) **Future time perspective**: hope for the future, desire for having future goals, emptiness, and time management & planning

3) **Self-consciousness**: self-esteem, sense of growth, general malaise, and satisfaction
Learning motivation

Study habit

Enjoyment

Understanding
Learning motivation

Bar chart showing data for different categories.
Future time perspective

Hope for the future
Desire for having future goals
Emptiness
Time management & planning
Future time perspective

Time management & planning
Emptiness
Desire for having future goals
Hope for the future
boy
girl
Self-consciousness

- self-esteem
- sense of growth
- general malaise
- satisfaction
Self-consciousness

1.3  2.3  3.3

satisfaction  
general  
malaise  
sense of  
growth  
self-esteem  
boy  
girl
Relation among measures

Positive correlations

Learning motivation – FTP (hope, desire, and time management & planning), self-esteem, sense of growth, satisfaction (.08 \( r \) .42)

Negative correlations

Learning motivation – FTP (emptiness), general malaise( - .28 \( r \) - .08)
Summary of study results

1) High school students are inferior to elementary school students on learning motivation, future time perspective, and self-consciousness.

2) To explain the obtained gender differences, further research data is need.

3) Higher learning motivation tends to connect with self confident and to promote an active motive for future goals with higher levels of regulative ability of FTP.
Discussion

1) The students reduce learning motivation in their school context, especially in junior high school, associating with more negative looking toward future life and themselves.

2) The transition from elementary school to junior high school causes much problem for Japanese students.

3) Learning motivation which promotes more positive future looking and a good sense of self will support students’ psychological adjustment.