Future time perspective and self development during the transition from junior high school to high school

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Outline of this presentation
1 Research background
2 Overview of Japanese educational system
3 Meaning of transition from junior high school to high school
4 Empirical data

Research background
My interest: future time perspective
An element of person’s life space which included the totality of personal past, present and future (Lewin, 1942, 1951)

Future time perspective

Cognition: the extension to which a person imagines and sets one’s goals in the future
Emotion: the positive or negative degree of emotional feelings to which a person has in one’s past, present and future
Motivation: the extension to which a person would like to have goals in the future and to pursue them

General framework

behavior

social context

time perspective
Research projects
Longitudinal studies on future time perspective
1997-1999: from university to society
2000-2003: from elementary school to junior high school
2004-2007: from junior high school to high school
Supported by Grant-in-Aid for Scientific Research.

Why longitudinal study?
Time 1 Planning --------> Time 2 Behavior
Set goals Do <-> Not Do
Get Not Get
Longitudinal study clarifies the relation between Time 1 (present thinking) & Time 2 (future behavior and its result)

Japanese educational system

<table>
<thead>
<tr>
<th>Compulsory education</th>
<th>Primary education</th>
<th>Elementary school</th>
<th>6 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary education</td>
<td>Junior high school</td>
<td>3 years</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High school</td>
<td>3 years</td>
<td></td>
</tr>
<tr>
<td>Higher education</td>
<td>Junior college</td>
<td>2 years</td>
<td></td>
</tr>
<tr>
<td></td>
<td>University</td>
<td>4 years</td>
<td></td>
</tr>
</tbody>
</table>

Transition from junior high school to high school
1) Student must take an entrance examination into high school.
2) About 82,000 students drop out from high school in 2003.
3) School non-attendance. 62,000 elementary school children and 131,000 junior high school students don’t go to school in 2003.
4) Freeter (in Japanese; Free + Arbeiter) and NEET (Not in Education, Employment or Training) are very serious problem in Japanese youth.

Meaning of studying transition from junior high school to high school
1) Developmental issues
   Student’s view point;
   adjustment for a new environment
   good preparations before transition
2) Educational issues
   Support for students who have difficulties.
   Feedback information for teachers to improve their career guidance activities.
Empirical data: longitudinal study

<table>
<thead>
<tr>
<th>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
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<tbody>
<tr>
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<tr>
<td>13th</td>
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<td>14th</td>
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<tr>
<td>15th</td>
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</tr>
</tbody>
</table>

Purposes of this study
1) To examine the effect of school transition on the development of future time perspective and self in adolescent.
2) To examine the relation between student’s career choice and future time perspective.
3) To construct a causal model on the development of future time perspective in adolescent.

Study 1
1) To construct new scales of future time perspective, self-consciousness, attitude toward school life, and adjustment for daily life.
2) To examine differences in sex and grade for the above scale scores.

Method
Participants

<table>
<thead>
<tr>
<th>Grade</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th</td>
<td>83</td>
<td>92</td>
<td>175</td>
</tr>
<tr>
<td>8th</td>
<td>72</td>
<td>87</td>
<td>159</td>
</tr>
<tr>
<td>9th</td>
<td>76</td>
<td>70</td>
<td>146</td>
</tr>
<tr>
<td>Total</td>
<td>231</td>
<td>249</td>
<td>480</td>
</tr>
</tbody>
</table>

Measures
1) Future time perspective (42 items)
2) Self-consciousness (30 items)
3) Attitude toward school life (12 items)
4) Adjustment for daily life (9 items)

Procedure
1) Data collection was carried out by teachers of each class in school classroom during ordinary school hours. At the beginning, the students were given a written sheet of informed consent and asked if they would participate in the study.
2) The data collection was carried out during first semester of 2004 academic year.
Results
1) Factor analyses of each scale:
   principal factor solution, promax rotation
2) Two-way ANOVAs of each subscales:
   sex(2) X grade(3)

Future time perspective
1) Hope for the future (6 items) alpha=.85
   I have hope for my future life.
2) Future orientation (5 items) .77
   I behave while thinking about my future.
3) Emptiness (4 items) .79
   I feel as if everyday has passed away.
4) Planning (5 items) .71
   I can make a study plan and study by myself.
5) Desire for having future goals (3 items) .64
   I want to have my own life goal.

Self-consciousness
1) Self worth (9 items) .90
   I have confident with myself.
2) Significant others (6 items) .91
   I have somebody who understands my thought or feeling very well.
3) Self denial (3 items) .74
   I sometimes think that I am no good person.
4) Self affirmation (3 items) .70
   I’m almost satisfied with present myself.

Attitude toward school life
1) Enjoy school life (10 items) .91
   I like going to school.
   I take a lot of pleasure at school.
2) Study at school (2 items) .60
   I understand school subjects very well.
   I enjoy my classes very much.

Adjustment for daily life
1) Negative feeling (5 items) .74
   I don’t feel any joy while I do something.
   Somehow I feel like loneliness.
2) Physical tiredness (4 items) .65
   I have stiff shoulders.
   I get tired when I don’t take any exercise.

Two-way ANOVAs: Sex(2) X Grade(3)

<table>
<thead>
<tr>
<th></th>
<th>Sex</th>
<th>Grade</th>
<th>S x G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hope for the future</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future orientation</td>
<td>**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emptiness</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning</td>
<td>**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desire for having</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>future goals</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p<.05  ** p<.01
Two-way ANOVAs: Sex(2) × Grade(3)

<table>
<thead>
<tr>
<th></th>
<th>Sex</th>
<th>Grade</th>
<th>S x G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self worth</td>
<td>**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Significant others</td>
<td>**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self denial</td>
<td>**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self affirmation</td>
<td>**</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p<.05   ** p<.01

Two-way ANOVAs: Sex(2) × Grade(3)

<table>
<thead>
<tr>
<th></th>
<th>Sex</th>
<th>Grade</th>
<th>S x G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoy school life</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study at school</td>
<td>**</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Negative feeling</td>
<td>**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical tiredness</td>
<td>**</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p<.05   ** p<.01

Results

1) “Hope for the future”, “Future orientation”, and “Planning”; U-shape with grade
2) “Emptiness” and “Desire have future goals”; increase with grade
3) “Self worth” and “Self affirmation”; Male > Female, “Self denial”; Male < Female
4) “Significant others”; Male < Female
5) “Study at school” and “Adjustment for daily life”; Male > Female
Study 2
1) To collect the first wave data of a four-year longitudinal study.
2) To analyze the obtained data preliminary.

Method
Participants
9th grade students in 9 junior high schools
(1 private school and 8 public school)

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td>-</td>
<td>47</td>
<td>47</td>
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<tr>
<td>Public</td>
<td>439</td>
<td>426</td>
<td>865</td>
</tr>
<tr>
<td>Total</td>
<td>439</td>
<td>473</td>
<td>912</td>
</tr>
</tbody>
</table>

Measures
1) Future time perspective (32 items)
2) Self-consciousness (21 items)
3) Attitude toward school life (12 items)
4) Adjustment for daily life (9 items)
5) Career choice behavior (5 items)
6) Attitude toward high school life (2 items)

Procedure
1) Data collection was carried out by teachers of each class in school classroom during ordinary school hours except for one school; students answered questionnaire at home. At the beginning, the students were given a written sheet of informed consent and asked if they would participate in the study.
2) The data collection was carried out during second semester of 2004 academic year.

Participants for further study

<table>
<thead>
<tr>
<th></th>
<th>male</th>
<th>female</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree to participate in the next study</td>
<td>254 (60.1%)</td>
<td>292 (66.8%)</td>
<td>556 (61.0%)</td>
</tr>
<tr>
<td>Refuse to participate in the next study</td>
<td>175</td>
<td>181</td>
<td>356</td>
</tr>
<tr>
<td>Total</td>
<td>439</td>
<td>473</td>
<td>912</td>
</tr>
</tbody>
</table>

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   Somehow I feel like loneliness.
2) Physical tiredness (4 items)
   I have stiff shoulders.
   I get tired when I don’t take any exercise.

Career choice behavior & Attitude toward high school life
1) Career choice behavior (5 items)
   I collect information about high school to decide which school I will take an entrance examination.
   I talk with my parents about career choice after graduate from junior high school.
2) Attitude toward high school life (2 items)
   I have something that I want to do after entering into high school.
   I’m anxious about the forthcoming high school life.

FTP & Career choice behavior

<table>
<thead>
<tr>
<th>FO</th>
<th>Em</th>
<th>Pt</th>
<th>De</th>
<th>Ca</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hope</td>
<td>.49**</td>
<td>-.32**</td>
<td>.27**</td>
<td>.09**</td>
</tr>
<tr>
<td>Future Orientation</td>
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<td>.41**</td>
<td>.13**</td>
<td>.46**</td>
</tr>
<tr>
<td>Emptiness</td>
<td>-.27**</td>
<td>.06</td>
<td>-.27**</td>
<td></td>
</tr>
<tr>
<td>Planning</td>
<td>.09**</td>
<td>.40**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desire having goals</td>
<td>.13**</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Career

N=865

Self & Career choice behavior

<table>
<thead>
<tr>
<th>SO</th>
<th>SD</th>
<th>SA</th>
<th>Ca</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self worth</td>
<td>.43**</td>
<td>-.35**</td>
<td>.51**</td>
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<td>.32**</td>
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<tr>
<td>Self denial</td>
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<td>-.07**</td>
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<tr>
<td>Self affirmation</td>
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Career

N=865