References


References


References


References


Seginer, R., Dan, O., & Zeliger, R. (1998). Toward graduation: Mabar special educational project in 12th grade, and from start (10th grade) to completion (12th grade). Follow up report to the Israeli Ministry of Education and Culture (Hebrew).


References


References


Appendix

Future Orientation Questionnaires

These questionnaires consist of questions relating to your thoughts about the future. The questions have no right or wrong answers. Therefore, we would like you to respond in a way that exactly corresponds to your personal beliefs.

It is very important to the success of this research that you be as open and honest as possible in answering these questions. The information you give us is confidential and used only by the researchers.

Thank you for your cooperation.
Future Orientation Questionnaire

1. People often think about the future. In the lines below please write down the *hopes* you have for the future. In the right hand end please write the *age* you believe you will be, or the year when these hopes will come true.

   AGE/YEAR

   ---------------------------------------------------------------
   ---------------------------------------------------------------
   ---------------------------------------------------------------
   ---------------------------------------------------------------
   ---------------------------------------------------------------
   ---------------------------------------------------------------
   ---------------------------------------------------------------
   ---------------------------------------------------------------
   ---------------------------------------------------------------
   ---------------------------------------------------------------
   ---------------------------------------------------------------
   ---------------------------------------------------------------

2. Now we would like you to think about *fears* concerning the future and write them down in the lines below. In the right hand end please write the *age* you believe you will be, or the year when these may happen.

   AGE/YEAR

   ---------------------------------------------------------------
   ---------------------------------------------------------------
   ---------------------------------------------------------------
   ---------------------------------------------------------------
   ---------------------------------------------------------------
   ---------------------------------------------------------------
   ---------------------------------------------------------------
   ---------------------------------------------------------------
   ---------------------------------------------------------------
   ---------------------------------------------------------------
   ---------------------------------------------------------------
   ---------------------------------------------------------------
   ---------------------------------------------------------------

THANK YOU
Prospective Life Course Questionnaire

This questionnaire consists of questions regarding your opinions and thoughts about the future. These questions have no right or wrong answers. Therefore, we would like you to respond in a way that exactly corresponds to your personal beliefs.

The following questions address work and career and marriage and family. Previous research has shown these are two life domains adolescents consider when thinking about the future. Since we are interested in comparing among life domains, the questions repeat themselves (with minor differences) in the two domains. Despite repetition, we ask you to answer patiently.

It is very important for the success of this research that you be as open and honest as possible in answering these questions. The information you give us is confidential and used only by the researchers.

Answer the questions in the blank space provided or circle the most suitable answer. Answer the questions in the order in which they are presented.

Please, fill out this form carefully and accurately. THANK YOU.
Appendix

Future Work and Career

1. How often do you think about or plan your future career?

<table>
<thead>
<tr>
<th></th>
<th>1 Never</th>
<th>2 Rarely</th>
<th>3 Sometimes</th>
<th>4 Often</th>
<th>5 Daily</th>
</tr>
</thead>
</table>

2. How well does each of the following sentences describe you?

a. Looking into several career options I am now focusing on one

b. I have made up my mind concerning my career

c. Considering the materialization of my career plans, I am optimistic

<table>
<thead>
<tr>
<th></th>
<th>Definitely does not</th>
<th>Definitely describes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>1 2 3 4 5</td>
<td>5</td>
</tr>
<tr>
<td>b</td>
<td>1 2 3 4 5</td>
<td>5</td>
</tr>
<tr>
<td>c</td>
<td>1 2 3 4 5</td>
<td>5</td>
</tr>
</tbody>
</table>

3. Have you actually been seeking information about different careers? How often do you try to get this information?

<table>
<thead>
<tr>
<th></th>
<th>1 Never</th>
<th>2 Rarely</th>
<th>3 Sometimes</th>
<th>4 Often</th>
<th>5 Daily</th>
</tr>
</thead>
</table>

What career are you considering? If you are considering several serious possibilities list them all.

4. How often do you find yourself thinking about your career?

<table>
<thead>
<tr>
<th></th>
<th>1 Never</th>
<th>2 Rarely</th>
<th>3 Sometimes</th>
<th>4 Often</th>
<th>5 Daily</th>
</tr>
</thead>
</table>
5. How well does each of the following sentences describe you?

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Definitely does not</th>
<th>Definitely describes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I am making serious preparations to enter a specific career</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>b. I have clear plans concerning my career</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>c. I think I know which career I will choose</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

6. How determined are you to fulfill your plans about your future career?

<table>
<thead>
<tr>
<th>Determination Level</th>
<th>Definitely Not</th>
<th>Probably Not</th>
<th>Maybe not</th>
<th>Probably Yes</th>
<th>Definitely Yes</th>
</tr>
</thead>
</table>

7. How likely do you think it is that your career plans will materialize?

<table>
<thead>
<tr>
<th>Likelihood Level</th>
<th>Definitely will not happen</th>
<th>Quite sure will happen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 [Definitely will not happen]</td>
<td>2 [Quite sure will happen]</td>
<td></td>
</tr>
<tr>
<td>3 [Maybe yes will happen]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 [Quite sure will happen]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 [Completely sure will happen]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Which of the following things have you been doing now to get you closer to realizing of your career plans?

<table>
<thead>
<tr>
<th>Activity</th>
<th>None At all</th>
<th>Very Little</th>
<th>Somewhat</th>
<th>Quite A bit</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Talking to people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Collecting information from different sources</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. Checking whether this career fits me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. Consulting with other people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. Imagining myself in one career or another</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
9. What effect will each of the factors below have on the realization of your plans concerning your future career?

<table>
<thead>
<tr>
<th>Factor</th>
<th>None</th>
<th>At all</th>
<th>Very Little</th>
<th>Somewhat</th>
<th>Quite A Bit</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Personal ability</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>b. Personal effort</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>c. Self esteem</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>d. Other people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>e. Social pressure</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>f. Economic conditions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>g. Luck</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>h. Drive to succeed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

10. What feelings are aroused when you think about your future career?
Refer to each of the 5 word pairs and put an X in the space which most accurately describes your feelings.

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Worries</th>
<th>Negative feelings</th>
<th>Good mood</th>
<th>Despair</th>
<th>Courage</th>
<th>Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>í</td>
<td>í</td>
<td>í</td>
<td>í</td>
<td>í</td>
<td>í</td>
</tr>
</tbody>
</table>

11. How do you evaluate your future career? Refer to each of the 5 word pairs and put an X in the space which most closely describes your evaluation.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Important</th>
<th>Useless</th>
<th>Worth my effort</th>
<th>Marginal to life</th>
<th>Enriching</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>í</td>
<td>í</td>
<td>í</td>
<td>í</td>
<td>í</td>
</tr>
</tbody>
</table>

(1) (2) (3) (4) (5)
Marriage and Family

12. How often do you think about or plan your future marriage and family?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. To what extent does each of the following sentences describe you?

<table>
<thead>
<tr>
<th></th>
<th>Definitely Does not</th>
<th>Definitely Describes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I think I know who will be my partner</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>b. I have definite plans regarding getting married and having a family</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>c. I have a clear picture about my marriage and family life</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>d. Considering the materialization of my marriage and family plans, I am optimistic</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
</tbody>
</table>

14. How determined are you to fulfill your plans about your future marriage and family life?

<table>
<thead>
<tr>
<th></th>
<th>Definitely Not</th>
<th>Probably Not</th>
<th>Maybe yes</th>
<th>Probably Yes</th>
<th>Definitely Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. How often do you find yourself thinking about your marriage and family life?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. How likely do you think it is that your marriage and family plans will materialize?

<table>
<thead>
<tr>
<th></th>
<th>Definitely will not happen</th>
<th>Quite sure will not happen</th>
<th>Definitely will happen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
17. Which of the following things have you been doing now to get you closer to realizing of your marriage and family plans?

<table>
<thead>
<tr>
<th>Activity</th>
<th>None At All</th>
<th>Very Little</th>
<th>Somewhat</th>
<th>Quite A Bit</th>
<th>A Lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking to people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Collecting information from different sources</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Checking getting married fits me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Consulting with other people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Imagining myself getting married and having a family</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

18. What effect will each of the factors below have on the realization of your plans concerning your future marriage and family?

<table>
<thead>
<tr>
<th>Factor</th>
<th>None At All</th>
<th>Very Little</th>
<th>Somewhat</th>
<th>Quite A Bit</th>
<th>A Lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal ability</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Personal effort</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Self esteem</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Other people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Social pressure</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Economic conditions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Luck</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Drive to succeed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

19. What feelings are aroused when you think about your future marriage and family?

Refer to each of the 5 word pairs and put an X in the space which most accurately describes your feelings.

<table>
<thead>
<tr>
<th>Feeling</th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative feelings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good mood</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Despair</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive feelings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bad mood</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hope</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fear</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Success</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
20. How do you evaluate your future marriage and family? Refer to each of the 5 word pairs and put an X in the space which most closely describes your evaluation.

<table>
<thead>
<tr>
<th>Word Pair</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Important</td>
<td>í</td>
<td>í</td>
<td>í</td>
<td>í</td>
<td>í</td>
</tr>
<tr>
<td>b. Useless</td>
<td>í</td>
<td>í</td>
<td>í</td>
<td>í</td>
<td>í</td>
</tr>
<tr>
<td>c. Worth my effort</td>
<td>í</td>
<td>í</td>
<td>í</td>
<td>í</td>
<td>í</td>
</tr>
<tr>
<td>d. Marginal to life</td>
<td>í</td>
<td>í</td>
<td>í</td>
<td>í</td>
<td>í</td>
</tr>
<tr>
<td>e. Enriching</td>
<td>í</td>
<td>í</td>
<td>í</td>
<td>í</td>
<td>í</td>
</tr>
</tbody>
</table>

(1) (2) (3) (4) (5)
### My Future Hopes

Thinking about your future, how often does each of the following issues make you think **hopefully** about it? If you consider it **hopefully** every day, circle 5. If you do not think about this issue at all, circle 1. Circle one of the intermediate scores if one of them describes you more accurately.

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 My education</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>02 My major subject in college</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>03 My job/occupation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>04 My professional career</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>05 My romantic partner</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>06 My future spouse</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>07 My children</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>08 My financial situation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>09 What will be with me, in general</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10 My country and the world</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11 My parents and other family members</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12 My close friend</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. Any other issue. . . . . .</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
My Future Fears

Thinking about your future, how often does each of the following issues make you worry about it? If you worry about it every day, circle 5. If you do not think about this issue at all, circle 1. Circle one of the intermediate scores if one of them describes you more accurately.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 My education</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>02 My major subject in college</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03 My job/occupation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>04 My professional career</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>05 My romantic partner</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>06 My future spouse</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>07 My children</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>08 My financial situation (income, property, etc.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>09 What will be with me, in general</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 My country and the world</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11 My parents and other family members</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12 My close friend</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. Any other issue...</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

THANK YOU for PARTICIPATING in this STUDY
The Hopes and Fears Open-ended Orientation is analyzed according to content categories (life domains). Across different cultural groups we found the following categories apply:

**Education.** Depending on the age of respondents you may want distinguish between school and higher education; working with junior and senior high school students we found this distinction useful, although high school senior don’t regard school as part of their future.

Examples: *Hopes* – Complete high school, move to a better school, A grade in Physics. *Fears* – That I flunk my final exams, that I will not be admitted to the Science program.

**Work & Career.** Any statement regarding job, occupation, profession.

Examples: *Hopes* – Become an architect, I would like to be a lawyer, a job that will earn me money and high social position, find a job. *Fears* – That I will not become a lawyer (because I am not a good student), that I will be unemployed, that I will not be allowed to work.

**Marriage & Family.** Future spouse (romantic partner is included here for transition-to-adulthood and adults, but also depends on the content of the statement), and children.

Examples: *Hopes* – To marry my boyfriend Danny, get married, have an understanding husband and beautiful children, have three children, have a big family. *Fears* – That I will be childless, that I will not marry the right person for me, that after we get married my husband will treat me harshly, that something bad will happen to my children.

**Self Concerns.** General statements about self like “to be happy”, “to have good life”, and personality characteristics like “to be honest”, “to have courage”.

Examples: *Hopes* – That people will love me, to be a respectable person, that all my hopes be fulfilled, to be a good girl, to be beautiful. *Fears* – That I will have unhappy life, that I will not be the happy and respectful woman I wish to become, many disappointments, that other people won’t give the respect I really deserve.

**Others.** Peers, friends, romantic partner if not included in Marriage, parents and other family members.

Examples: *Hopes* – That my mother gets her college degree, that my parents be proud of me, that my father will not die (my mother died of cancer), that my sister recovers from her illness. *Fears* – That terrible things happen to my mother and father and other family members, that my sister’s engagement will be annulled, that my parents will not have enough money to send my brother to college.

**Collective Issues.** Statements pertaining to community, country, and world affairs.

Examples: *Hopes* – World peace, that we will not have nuclear war, that my village will get a new road, that my favorite football team will win the cup, that the Jews will stop discriminating against Arabs. *Fears* – Nuclear war, that the Palestinians will not get their rights, that the world will be a bad place for people to live in.

**Density scores** are ratio scores = number of statements for each life domain/total number of items, for Hopes and Fears, respectively.
<table>
<thead>
<tr>
<th>Coding Instructions for Prospective Life Course Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Motivational component</strong></td>
</tr>
<tr>
<td>Value</td>
</tr>
<tr>
<td>Career Domain Scales</td>
</tr>
<tr>
<td>11a, b, c, d, e</td>
</tr>
<tr>
<td>12a, b, c, d, e</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Family Domain Scales</td>
</tr>
<tr>
<td>20a, b, c, d, e</td>
</tr>
<tr>
<td>21a, b, c, d, e</td>
</tr>
</tbody>
</table>

*Recode (1 = 5, 2 = 4, 3 = 3, 4 = 2, 1 = 5)*
Index

A
Academic achievement and future orientation, 165–173
Academic defensive pessimism, 81
Academic optimism, 81
Across-system regularities, 146
Active/motivational time perspective, 18
Adjustment and future orientation
   adult adjustment to military service, 183–187
   early retirement, 187–188
Adolescents’ future orientation, 196–197
   adolescent peer relations, 154–158
   adolescent-sibling relationship, 150–154
   group interaction effects, 161–163
   interaction with classmates, 158–161
   parental beliefs, 141
   self-reporting, 163
Authoritative parenting, 130
Autonomous accepting parenting, 130

B
Behavioral component, of future orientation, 66
Behavioral empowerment, 73–74
Behavioral manifestations, 26
Big Five trait theory, 61

C
Child centered parenting, 128
Classmates, role in adolescents’ future orientation, 158–161
Coconstruction of meanings, 147
Cognitive/imaginational time perspective, 18
Cognitive psychology and future orientation, 2, 88–89
Cognitive representation component, of future orientation, 16, 66
Commitment, 17

D
Defensive pessimism and future orientation, 78–82

E
Early childhood future orientation
   approaches to evolvement
      Friedman’s model of spatial-like images, 35
      Weist’s theory of temporal systems in child language, 35–37
   children’s knowledge of future
      differentiating between past and future, 32
      episodic future thinking, 34
      of future events, 32–33
   in context of social interaction
      instance of guided participation, 41
      mothers’ time talk, 40–41
      motivational-emotional aspects, 41–42
   future themes in children’s literature
      lullabies, 43
      middle childhood stories and literature, 43–46
      nursery Rhymes and kindergarten stories, 42–43
   planning behavior
      effect of event structure, 39
      information channels, 39–40
      information content, 39
      levels, 37
      novel tasks, 38–39
      scripts and plans, 38
   Education optimism, 81
   Ego identity, 18
   Evolutionary psychology, 92–93
   Expectance, 15–16
   Experienced parenting, 129
   Exploration, of future options, 16–17
Extension, concept of, 4, 6
demographic and psychological correlates of, 6–7
Extrinsic and intrinsic perceived instrumentality, 19–20

F
Family atmosphere and future orientation, 126–127
Fears, about future, 249
Frank’s contributions, to future orientation, 4
Friedman’s model, of spatial-like images, 35
Frustrations, due to postponement, 6
Future autobiography, 4
Future career questionnaire, 242–244
Future life space, 6
Future metaphors, use of, 1–2
Future orientations
in adulthood and old age, 197–199
approaches to, 2–3
achievement approaches, 5–9
and autobiography, 3
conceptualizations, 3–5, 192–195
construction of, 3
cultural context issues, 202–205
definitions, 3
developmental issues, 195–199
directions for research
  academic achievement, 207–208
career development, 208
in early childhood, 31–46
effects of cultural and gender factors, 199–200, 202–205
findings on effect of future thinking on behavior
  conceptualization of personal projects, 23–26
  motivational underpinnings of future thinking, 18–20
  personal dispositions approaches, 26–27
  personality psychology, 23
  possible selves constructs, 20–23
Frank’s contributions, 4
importance, 1–2
in infancy and early childhood, 29–31, 196
interpersonal relationships issues, 200–202
Israeli’s pioneering work, 4
Lewin’s contributions, 5
in middle childhood, adolescence, and emerging adulthood, 46–60,
  196–197
outcomes of
  academic achievement, 165–173
  adjustments, 183–187
  development of identity and intimacy, 173–183
  as personality characteristic, 8–9, 199–200
  questionnaires, 239–240
  thematic approaches, 9–14
  as a three-component construct, 14–17, 200
Future-related thinking, 26
Future relative, subjective importance of, 4
Future time perspective (FTP), 7, 9

G
Gender role socialization, 95–96
Generalized expectancies, 16
Global self, 62

H
Hopes, about future, 248
Hopes and fears questionnaire, 250–251
Human development and future orientation, 2
Human motivation and future orientation, 2

I
Identity formation and future orientation, 17, 173–180
Infants’ future orientation, 196
  anticipatory behavior, 30
  developmental trajectory of, 30–31
  visual, 31
  assessment, 29–30
Intergenerational transmission, of future orientation
  Finnish setting, 143
  German setting, 142
  Israeli setting, 143–144
  Italian setting, 142–143
Interpersonal relationships and future orientation
  adolescent peer relations, 154–158
  adolescent-sibling relationship, 150–154
  group interaction effects, 161–163
  interaction with classmates, 158–161
Intimacy and future orientation, 180–183
intrapersonal empowerment, 73
I-self, 62
Israeli’s pioneering work, on future orientation, 4, 7
analysis of domain categories, 11–14
data collection and data analysis, 10–11
research analysis, 9–10

J
Japanese culture, 8
L
Lewin’s contributions, to future orientation, 5
Life tasks, 25
Loneliness
  adolescent, 68
  and future orientation, 68–71
  gender differences, 70

M
Marriage plans, 245–247
Me-self, 62
Middle childhood, future orientation in
  construction of future hope and fear
    academic achievement, 55–57
    age differences, 48–52
    cohort differences, 52–54
    developmental differences, 52
    gender differences, 54–55
    of 2nd graders, 49–50
    and self esteem, 58–59
  early expressions of hope and fear, 47–48
Mindfulness, 8
Mothers’ time talk, 40–41
Motivational component component, of future
  orientation, 65–66
Motivational induction method, 19
Motivational properties, of future
  orientation, 15

N
Neuropsychology and future orientation, 2
Nurmi and Pulliainen’s study, of parental affect
  on future orientation, 127
Nurmi’s model of future orientation, 14–15

O
Optimal distance, to future, 4

P
Parental beliefs, 138
Parenting and future orientation
  early studies on effects
    family atmosphere, 126–127
    parental support, 126
Five-Step Model of Future Orientation
  Parenting, 130–134
  intergenerational transmission
    Finnish setting, 143
    German setting, 142
    Israeli setting, 143–144
    Italian setting, 142–143
  multiple step approach to, 129
    cultural context, 134–137
    parent-adolescent correspondence, 144–145
    parent-child congruence, 146–147
    parents as models, 146
    parents’ beliefs and adolescents’ future
      orientation, 137–141
    positive, 127–129
Peer relationships
  cultural context, 155
  effect on adolescents’ future orientation,
    155–158
  parenting and, 154–155, 158
Perceived instrumentality, 18–19
  and academic achievement, 166
  notion of, 166
  subjective meaning of, 166–168
Personality constructs and future orientation
  cognitive abilities, 88–89
  defensive pessimism, 78–82
  loneliness, 67–71
  primary and secondary control orientations,
    82–88
  psychological empowerment, 71–72
    case of Israeli Arab Girls, 72–76
    cultural context, 76–77
  self-agency construct, 64
  self concept, 62–63
  relevance to future orientation, 63–64
    vs. self esteem, 63
  self-esteem, 65–67
  self-schema, 67
  self-stability, 64–65
  strategic optimism, 79–80
Personality psychology, 23
Personality researchers and future
  orientation, 2
Personal strivings, 24, 25
Piaget’s cognitive development, 6
Positive parenting and future orientation
  Arab adolescents, 128–129
  empirical findings, 128–129, 132–137
  German adolescents, 128–129
  indirect relations, 130–131
  rationale, 127–128
Possible selves construct, 20–23
Primary and secondary control orientations,
  82–88
Prospective life domains, 86–88
  questionnaire, 241
Prospective time span, 7
Psychological empowerment and future orientation, 71–72
   case of Israeli Arab Girls, 72–76
“Psychological future,” 1, 4
Psychological processes, underlying future, 6
Pulkkinen’s study, of family effects on future orientation, 126–127

S
Self-agency and future orientation, 64, 131
Self appraisal, 26
Self competence, 72
Self concept, effect on future orientation, 63–64
Self-esteem and future orientation, 65–67
Self-evaluation and future orientation, 131
Self-schema constructs, 67
Self-stability and future orientation, 64–65
Self theories and future orientation, 2
Sex differences and future orientation analysis, 91–92
   case of Israeli Arab and Druze Girls, 114–118
   cultural context, 112–114
   evolutionary psychology interpretation, 92–93
   findings, 111–112
   gender role socialization, 95–96
   gender similarities, 95
   motivational and behavioral component, 118–122
   social role theory of sex differences
   personality characteristics and behaviors, 94
role conflict, 94–95
social basis of gender role allocation, 94
social expectations, 94
studies, 99–109
Douvan and Adelson’s approach, 98, 110
Mönks and Trommsdorff et al. studies, 110–111
   theory based, 97–98
Sexual selection, 92–93
Sibling relationship
   on adolescents’ future orientation, 151–154
   effect of parenting on, 150–151
   empirical estimates of effect of, 154
   quality of, 150
Social role theory, of sex differences, 93–95
Strategic optimism and future orientation, 79–80

T
TAT methodology, 7
Temporal distance, 7
Temporal space, 7
Time, notion of, 6
Time-span of stories, 7

V
Value mediation hypothesis, 84–85

W
Weist’s theory, of temporal systems in child language, 35–37
Women’s roles, on future orientation, 138–141