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HOPES AND FEARS RELATED TO EDUCATION, OCCUPATION, AND FAMILY : A STUDY ON PRIMARY-SCHOOL STUDENTS IN PANGALENGAN

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ABSTRACT

To describe the hopes and the fears of the students experienced the 2009's earth quake in Pangalengan, this study examined 173 Pangalengan's primary-students (male: 74 students; female: 99 students) who experienced that natural disaster. Applying the semi-structured interview from Nurmi et al. (1990), the analysis was mainly directed on the estimated-ages and the extension years, related their hopes and fears for their future education, occupation, and family. In general the estimated-ages for the hopes and the fears and the extension-years of both showed a similar tendency with the exploration and the commitment of the individual (Kalakoski & Nurmi, 1998), that the focus of the students would go from education, followed by occupation, and family. Related to education and to occupation, the students of grade 1-4 anticipated their hopes farther than their fears, the students of grade 5-6 had the opposite tendency. Related to family the students of all grades anticipated their hopes closer than their fears. The extension-years related to their three domains of future life that were not in line with the goal's contents confirmed that their goals were not yet realistic. The students' sociocultural-environment-influences in Pangalengan were reflected on the extension-years of their hopes and their fears, as well as on the contents of the students' hopes and fears related to the three domains of future life. However, it should be further examined if those extension-years and the contents of the students' hopes and fears were affected by their experiences of the 2009's earth quake.

Keywords : Future orientation, hopes and fears, primary-school students, natural disaster, earthquake

Introduction

Future events were reported as one that could motivate individual's everyday behavior over a life-time. Thinking about and planning one's future was particularly typical for individuals in their second decade of life. Future orientation during this time was important as it was the time to make most crucial decisions concerning education, occupation, followed by family. Although those decisions were usually made by young people in their late adolescence or early adulthood, the individuals from the earlier stage of development had already shown their preoccupation related to similar concerns about their future, e.g., school works (see Nurmi, 1987).

From the psychological process model's perspective, future orientation is defined as a complex phenomenon that consists of many cognitive, motivational and affective processes (Nurmi, 1991; Trommsdorff et al., 1982). The cognitive processes include, for example, acquiring knowledge about time and the future, anticipating and estimating the likelihood of future events, planning and decision

making concerning one's future, and exploring future opportunities. The motivational aspects of future orientation include on one side, future-oriented goals, interests, values and commitments; and concern about doubts and fears, on the other side. The affective aspect of future orientation involves many evaluative emotions and attitudes, such as optimism, pessimism, hope and despair. In the effort to understand how these cognitive, motivational and affective processes