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THE ROLE OF TIME PERSPECTIVE IN STUDY SUCCESS

BACKGROUND RESEARCH

- Study choice, study progress and study succes / dropout
- Diversity in studies
 - focus on retention
 - quantitative approach
- Dropout : often linked to a wrong image of the chosen study
- Study choice as a process

THEORETICAL FRAMEWORK (1)

- A Phd study of the study process starting from the perspective of identity theory.
- Study & career choice: the most central domain of identity formation (Erikson, 1968)




THEORETICAL FRAMEWORK (2)

- Nurmi (1991): an important review of how adolescents see their future
- Three basic processes involved in orientation to the future:
 - Motivation
 - Planning
 - Evaluation



THEORETICAL FRAMEWORK (3)

- The role of future time perspective in university students' career development (Simons, Vansteenkiste, Lens & Lacante, 2004; Walker & Tracey, 2012)
 - Short and long term time perspective
 - The motivational importance of those differences in time perspective (Simons, Dewitte & Lens, 2000)
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- Time perspective related to the self-determination theory of Deci & Ryan (1985)

A LONGITUDINAL PHD STUDY

- Focus : Identity development in the study process
- A qualitative approach:
 - Why do students choose for a study in law?
 - How do they choose?
 - Do orientation trajectories affect study progress?
 - Differences between persisters and dropouts?
 - Differences between induction programs?

METHOD

Population:

- 89 students
- Bachelor Law studies (of applied sciences)
- Followed before and during their first year

Method / instrument:

- Semi-structured interviews, 3 times
- Questionnaire on the topic 'study choice', GIDS
- Maxqda & SPSS

ROLE OF TIME PERSPECTIVE

- Interviews
- Differences in time perspective :
Interviews revealed that students differ with regard to the time perspective
- How does time perspective affect the study process?

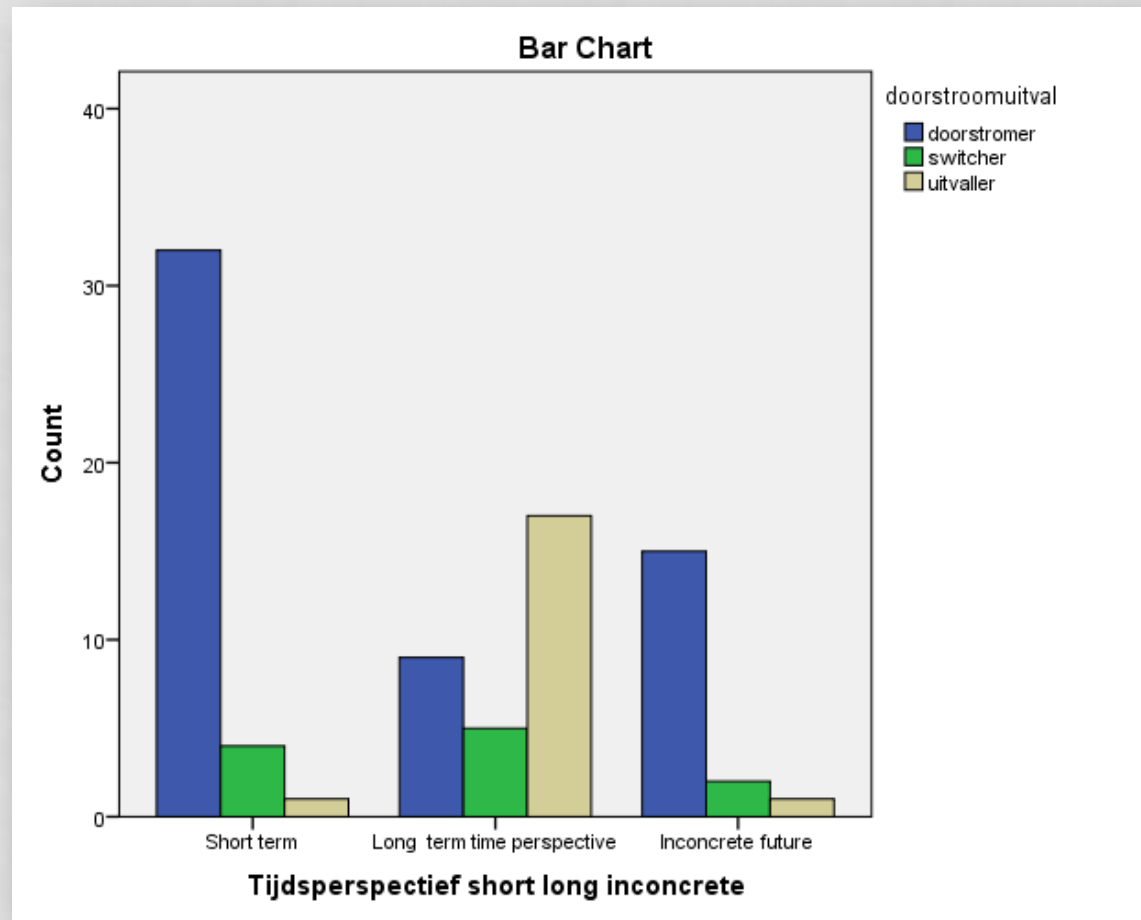
CLASSIFICATIONS

- STT – Short term time perspective
- LTT – Long term time perspective
- IF – Inconcrete future

EXAMPLES DIFFERENT TIME PERSPECTIVES

- Different time perspectives; expectations can be focused on:
 - ❑ Short term time perspective – here and now focus
 - *'my studies should be interesting'*
 - ❑ Long term time perspective – focus on concrete future goals
 - *'in the future I want to be a lawyer'*
 - ❑ Inconcrete Future – focus on inconcrete future goals
 - *'I am interested in law-related topics because this is a very broad education so you can eventually choose a direction that fits you'*

TIME PERSPECTIVE AND RETENTION(1)

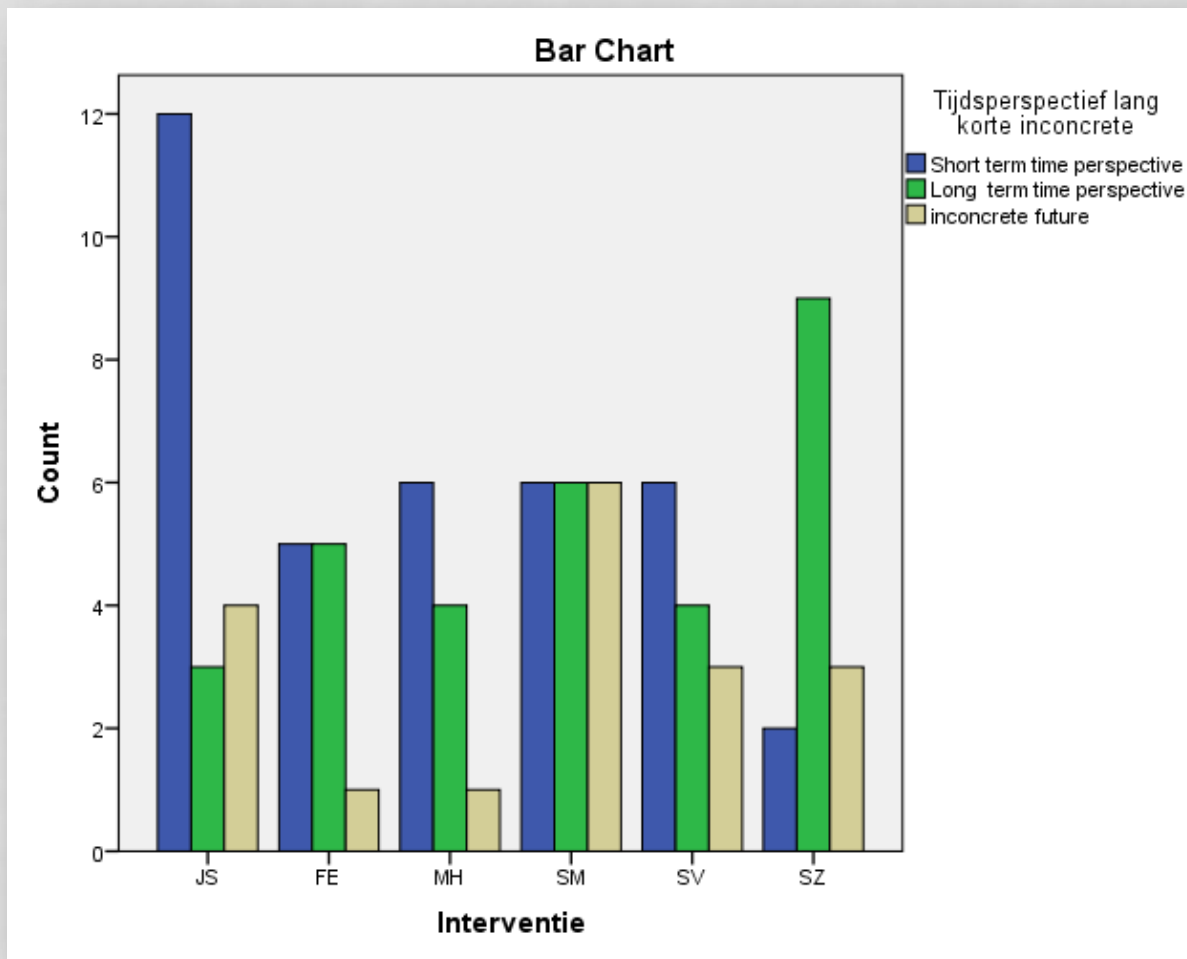


TIME PERSPECTIVE AND RETENTION(2)

- Continuing students focus more on the 'now and here'
- Contents of the study is more important than the future profession
- Dropouts focus more on the future profession
- An abstract image of that profession

TIME PERSPECTIVE AND INDUCTION

Research on different induction programs:



INDUCTION AND ORIENTATION VERSUS RETENTION

- Significant difference in study progress between groups
- Dropout is more important amongst groups with less preparation or with 'a history'

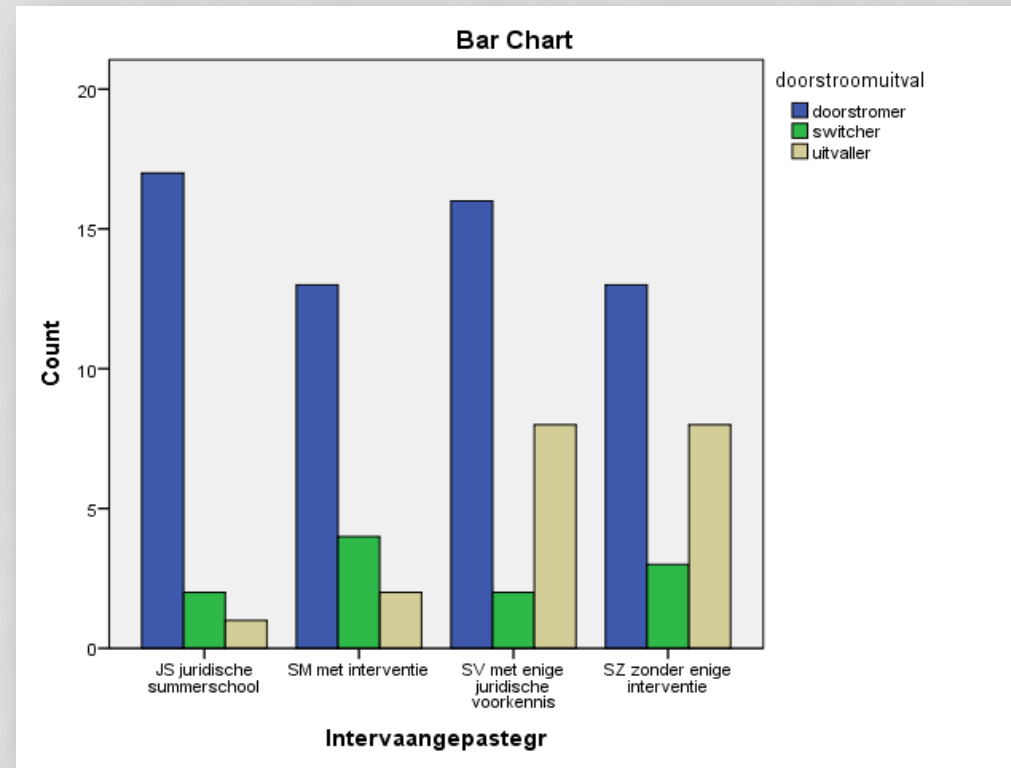


IMAGE AND EXPECTATIONS (1)

- A positive image generates more study success
- Starting a study with doubts carries a greater risk for dropout than students with a 'negative' image

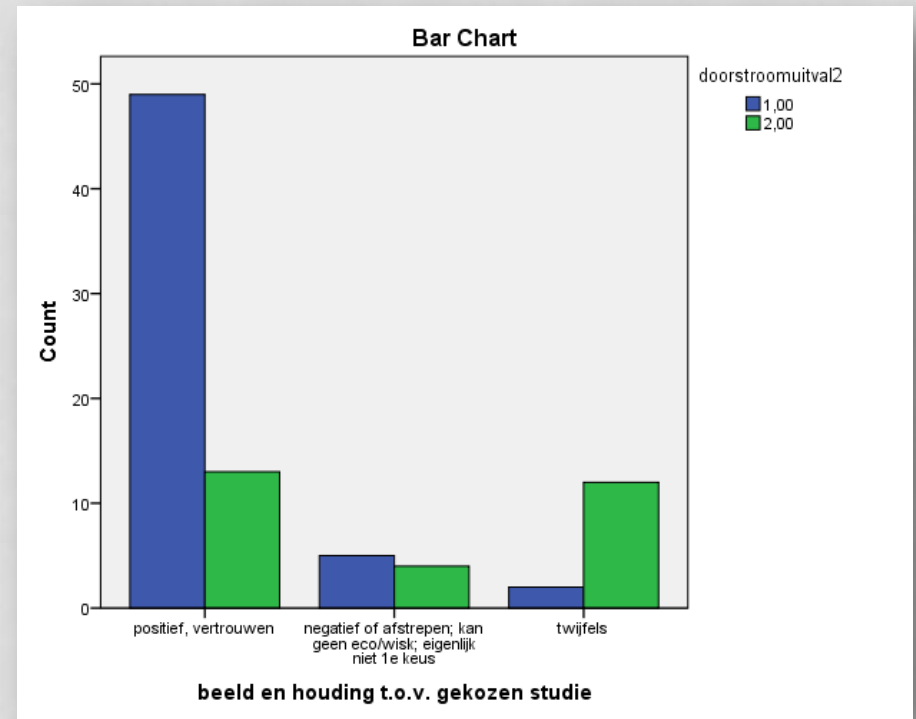
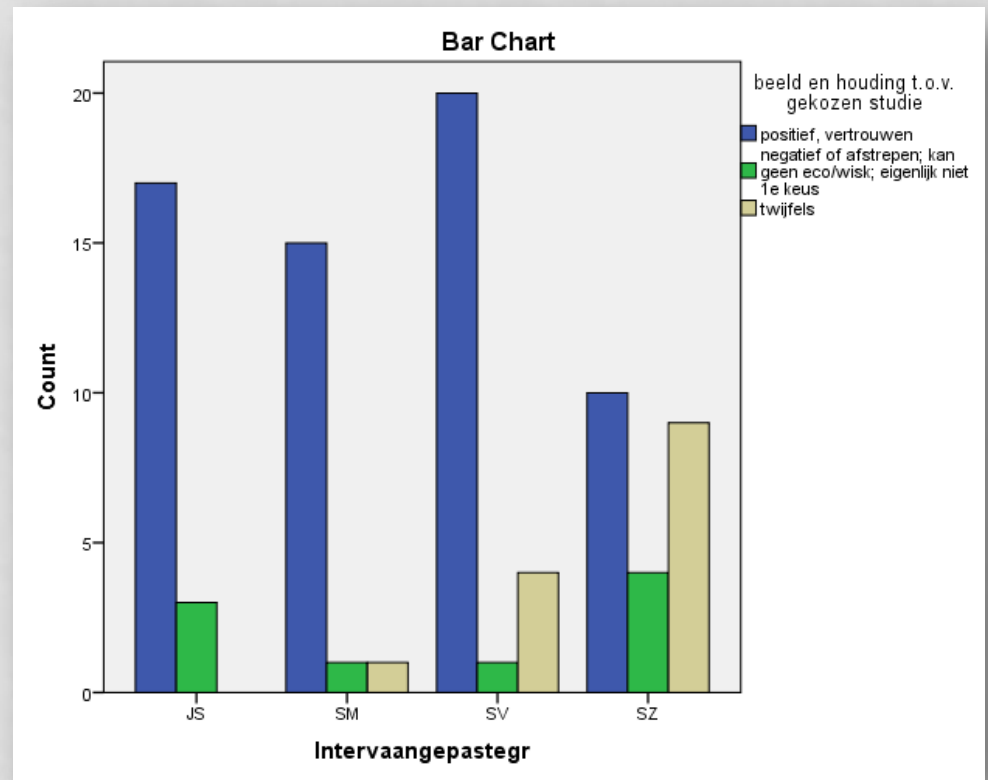


IMAGE AND EXPECTATIONS (2)

- Doubts or incertitude is more important amongst groups SZ
- Confirms our result that doubt or incertitude is a risk for drop out
- No preparation for a study increases risk dropout



CONCLUSIONS

- Students with short time perspective show more study progress than students with long term time perspective
- Orientation programs should not focus too much on the future profession, but especially on the 'now and here'
- Induction programs can help students to start their study with a more complete image and with more realistic expectations

DISCUSSION

- Choices institutions should make in approaching prospects
- Sharing best practices

