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## LIFE PLANS AND SELF-ESTEEM OF ADOLESCENTS

**A b s t r a c t.** The aim of the study is to determine the relationship between the level of self-esteem and life plans of junior high school students. The study involved 100 junior high school students aged from 14 to 17 years. The following research tools were used: the Multidimensional Self-Esteem Inventory (MSEI) by O'Brien and Epstein and the Youth Life Plans Questionnaire (Łukasiewicz, Stachyra-Świderska, Stefanek). The research results showed that many dimensions of self-esteem are related to professional plans. The feeling of being loved and the awareness of one's own competences is associated with hopes regarding future work as a place that gives the possibility of one's own development. Young people who have emotional and financial support of parents have the feeling of being loved, perceive themselves as competent, full of vigor and believe that they can be respected by others. Those who expect that work will raise their standard of living, believe in their abilities, and they also better evaluate their physical form and ability to influence others.

**Key words:** self-esteem; plans for the future; hopes and fears; the youth.

### 1. THEORETICAL FRAMEWORK

Planning future life is inextricably linked with the period of adolescence. This is a special and significant stage in human development as it is the time of creating one's identity, preferences and life goals. The changes concern the biological, social and psychological spheres and many a time young people

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find it hard to cope with these transformations. At the same time, they have to plan their future lives in terms of further education, career and family.

Acquiring the ability to plan and set goals skills is an essential factor of becoming an adult.<sup>1</sup> The importance of adolescent decisions is very high and far – reaching.<sup>2</sup> The authors of the article focus on the hopes and fears concerning educational plans and work and their relationship with young people's self-esteem.

According to the literature, parents play a crucial role in the process of deciding about future lives of the youth.<sup>3</sup> Positive emotional relationships between the members of the family and correct parenting styles influence the formation of young people's self-esteem, positive interpersonal skills and their perception of the world.<sup>4</sup>

### **1.1. Life plans in early adolescence**

People can think about the past and anticipate future states and events. With the development of time perspective, people are able to create life plans and set goals for the future.<sup>5</sup> The emergence of future orientation is possible thanks to the cognitive, social and personality development. This process is very complex and quite long.<sup>6</sup>

The features of life plans are dependent on various factors. One of the most important is age of the person. People start to create realistic life plans when they reach adolescence. We can say that a person is able to set goals when he or she can anticipate future events and their outcomes. Other factors that are crucial in making plans for the future are gender, intelligence, temperament and needs.<sup>7</sup>

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<sup>1</sup> Anna DĄBROWSKA, *Pedagogiczne aspekty percepcji siebie i przestrzeni życiowej przez dorastających z dysfunkcyjnych środowisk rodzinnych* (Kielce: Wyższa Szkoła Umiejętności, 2009), 12-13.

<sup>2</sup> Ibidem.

<sup>3</sup> Hanna LIBERSKA, "Zmiany orientacji życiowej młodzieży w kontekście uwarunkowań rodzinnych," *Forum Psychologiczne* 5(2000), 2: 172-185.

<sup>4</sup> Maria RYŚ, "Kształtowanie się poczucia własnej wartości i relacji z innymi w różnych systemach rodzinnych," *Kwartalnik Naukowy Towarzystwa Uniwersyteckiego Fides Et Ratio* 2011, 2(6): 64-83.

<sup>5</sup> Joseph NUTTIN, *Motivation et perspectives d'avenir* (Presses Universitaires de Louvain, 1980), 38-39.

<sup>6</sup> Kinga DZIWAŃSKA, "Specyfika formułowania planów krótkoterminowych w okresie dorastania – wyniki badań," *Psychologia Rozwojowa* 14(2009), 1: 61-70.

<sup>7</sup> Ibidem.

Young people's life plans are also determined by social factors, such as: parents' education, place of residence and financial conditions. These factors influence especially educational plans of the youth.<sup>8</sup>

The development of life goals and plans of adolescents is also influenced by developmental changes in the cognitive, personality and social spheres. The development of these three spheres is related to the emergence of the future orientation. The formation of adolescent plans and their content is conditioned by the worldview, the concept of self and the system of moral values.<sup>9</sup>

Making plans for the future contributes to the well-organized behavior and time management of young people which is related to higher life satisfaction.

Future plans cannot exist without making decisions. The decisions are related to various spheres of life, have different levels of importance and people vary in the degree of the engagement in decision-making process. The planning process is made through decisions. A person chooses a plan of action that results in achieving goals. Life planning is determined by key choices that are meant to make momentous decisions. Momentous decisions concern the meaning of life, beliefs, and the worldview. Mac-Czarnik<sup>10</sup> believes that in making momentous decisions, it is important to recognize the situation and to recognize it as a necessity to make choice and define it as an orientation that has a direct link with the action.

### **1.2. Future time perspective of adolescents in scientific research**

The research concerning adolescents' life goals and plans revealed that young people have a developed future time perspective and they create goals and plans for distant future. What is more, family environment also exerts influence on the formation of future orientation. Parental support is conducive to the growth of internal locus of control, and this often coincides with an optimistic attitude.<sup>11</sup>

According to J. Nurmi,<sup>12</sup> adolescents create goals that directly relate to future education, career and future family. Interest in education increases between

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<sup>8</sup> A. DĄBROWSKA, *Pedagogiczne aspekty percepcji siebie i przestrzeni życiowej*, 17-18.

<sup>9</sup> Ibidem.

<sup>10</sup> Lucyna MAC-CZARNIK, *Procesy poznawcze w planowaniu własnego życia u młodzieży* (Rzeszów: Wydawnictwo WSP, 2000), 28-29.

<sup>11</sup> H. LIBERSKA, "Zmiany orientacji życiowej młodzieży," 172-185.

<sup>12</sup> Jari-Erik NURMI, "How do adolescents see their future? A review of the development of future orientation and planning," *Developmental Review* 2007, 11: 1-59.

the ages of 11 and 15. Similar results were obtained by M. Czerwińska-Jasiewicz: short-term and long-term goals focused primarily on education.<sup>13</sup>

According to studies by Małkiewicz and Katra,<sup>14</sup> the reason for making plans for young people was to believe that setting a plan facilitated the achievement of one's goals. The content of the plans was also mostly related to family, education and work.<sup>15</sup>

On the basis of the research on fears and uncertainties about the future of young people, Czerwińska-Jasiewicz<sup>16</sup> states that fears and concerns are increasing with age. Young people are afraid that they would not be admitted to the chosen school or would not fulfill their future plans. Their most important life goals are to be loved, to have someone to love, to be healthy, to have a happy life, to have an interesting job, to be safe and independent.

During adolescence, the extent of time perspective, its richness in content and its realism is constantly increasing. Research highlight the importance of family environment for shaping the future orientation and attitudes of young people towards time. The educational style has been important for the level of realism and structure of the youth's time perspective.<sup>17</sup>

In order to achieve goals and realize life plans, one has to take many different decisions about his/her own life, bearing in mind that these choices may be fundamental for the future. Thus, autonomous decision-making is an integral part of shaping one's identity. It requires discernment in values, personal patterns, social norms, and lifestyle.<sup>18</sup>

### 1.3. Changes in self-esteem during adolescence

Based on changes occurring in adolescence in all areas of functioning, a young person builds his/ her self-esteem, which determines how much he/she likes himself/herself and whether they like their lives.<sup>19</sup>

Harter<sup>20</sup> distinguishes two types of internal judgements made by young people in various fields, which result in self-esteem. The first condition for

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<sup>13</sup> Maria CZERWIŃSKA-JASIEWICZ, "Koncepcje młodzieży na temat własnego życia – propozycja nowego modelu badań," *Psychologia Rozwojowa* 10(2005), 4: 59-72.

<sup>14</sup> K. DZIWAŃSKA, "Specyfika formułowania planów krótkoterminowych," 61-70.

<sup>15</sup> Anna OLESZKOWICZ, Alicja SENEJKO, *Psychologia dorastania. Zmiany rozwojowe w dobie globalizacji* (Wydawnictwo Naukowe PWN: Warszawa, 2013).

<sup>16</sup> M. CZERWIŃSKA-JASIEWICZ, "Ocena własnych perspektyw życiowych," 71-82.

<sup>17</sup> K. DZIWAŃSKA, "Specyfika formułowania planów krótkoterminowych," 61-70.

<sup>18</sup> M. CZERWIŃSKA-JASIEWICZ, "Ocena własnych perspektyw życiowych," 71-82.

<sup>19</sup> Helen BEE, *Psychologia rozwoju człowieka* (Poznań: Wydawnictwo Zysk i S-ka, 2004).

<sup>20</sup> Ibidem.

building self-esteem is the discrepancy between what the adolescent wants and what he/she thinks he/she has already accomplished. The divergence of these judgments is completely subjective and depends on personal needs. For some teens this can be, for example, being successful in sports, for others satisfactory relationships with their peers. The second factor influencing self-esteem is the so-called global sense of support that an adolescent receives from important people. Recognizing that one is important to his/her parents or peers, regardless of their appearance or failures, contributes to having higher self-esteem than those who do not get such support. In order to build adequate self-esteem, both factors must be present. The realization of the intended goals without the support of the loved ones, and vice versa – acceptance of family and peers without the feeling of a young person that he/she is realizing what is important to her/him in life, will not guarantee high self-esteem.

M. Plopa<sup>21</sup> points out that teens declare different levels of self-esteem depending on the relational context. This is closely related to the reinforcements they receive from important people. And so a young person can have a higher self-esteem in relation to peers who perceive him/her as a good friend and less in a family context where he/she is considered as a lazy and irresponsible person. The structure of self in the early and middle phase of growing up is not yet logically constructed, and the image of the young person is not internally consistent. New cognitive abilities that appear in the early stages of adolescence allow for the coexistence of various, often contradictory images of themselves, but interestingly, most teenagers do not experience discomfort due to the existence of these contradictions.

Presumably, teens do not have cognitive skills at the time, allowing for simultaneous comparison of different attributes, and even tend to ignore conflicting images of themselves. It seems that at one point a young person thinks of himself/herself in a certain way and does not reflect on another possibility that appears in another context. Dependence on the level of self-esteem from the context increases during the adolescent phase. Conflicting feedback from different sources can lead to instability in self-esteem. Adolescents experience contradictions connected with many roles and visions of themselves. The development of cognitive processes does not yet allow for the integration of images of oneself, which can lead to negative feelings towards one's self, especially often seen in teenage girls.

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<sup>21</sup> Mieczysław PLOPA, *Rodzice a młodzież. Teoria i metoda badania* (Warszawa: Vizja Press & IT, 2012).

In the late phase of adolescence self-esteem is increasing, as confirmed by the results of much psychological research.<sup>22</sup> Cognitive progress, which involves the ability to create higher-order abstractions, makes young people integrate single perceptions, thus eliminating the contradictions in the self-portrait. The characteristics that reflect personal values, beliefs and standards become more internalized, and with increasing age and increasing autonomy, the ability to meet these standards increases, which promotes higher self-esteem.

Oleszkowicz and Senejko<sup>23</sup> point to the fact that emotional lability may cause instability in adolescent self-esteem. In times of good mood, young people focus on the positive characteristics of themselves, and in times of depression – they pay attention to the negative ones. During adolescence, it is common to experience fluctuations, from a feeling of being perfect to depreciating one's own. This lack of stability in self-assessment may lead to a lack of discernment about who a young person really is.

Although at the period of adolescence it is already known that it is possible to have opposing traits, this does not reduce discomfort and identity confusion. In addition, there are often contradictory expectations from the environment, e.g. from parents and colleagues, which the teenager is trying to meet. As Jacobs, Bleeker and Constantino<sup>24</sup> argue, conflicting roles can aggravate confusion and uncertainty in the area of self-regulation and self-evaluation in early adolescence. According to Harter,<sup>25</sup> hiding one's feelings and beliefs, and expressing those expected by the environment to gain approval may result in lower self-esteem and feeling helpless.

## 2. METHOD

### 2.1. Research problems

The period of adolescence, especially early adolescence, is a special time in human life, which is a great chance and a huge change.<sup>26</sup> The Pope, St. John Paul II repeatedly addressed the young people in his messages, believing that people of this age *have a special sense of truth and a desire for freedom, and that youth is a wealth of discovery and planning, choosing,*

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<sup>22</sup> Ibidem.

<sup>23</sup> A. OLESZKOWICZ, A. SENEJKO, *Psychologia dorastania*.

<sup>24</sup> Ibidem.

<sup>25</sup> Ibidem.

<sup>26</sup> Mariola BARDZIEJEWSKA, "Okres dorastania – szanse rozwoju," *Remedium* 11(2004), 4.

*anticipating and making first decisions.* They are important for the future in the strictly personal dimension of human existence.<sup>27</sup>

The data collected in the course of the conducted research<sup>28</sup> were analyzed on the basis of the theory of human development.<sup>29</sup> The ability to create realistic goals and life plans is linked to the emergence of a time perspective<sup>30</sup> and this is the result of cognitive, social and personal development.<sup>31</sup> In early adolescence, significant changes in the concept of self are noted. We can observe coordination of goals, attitudes and values as well as conceptualization of the future, which is based on cognitive and motivational functioning of young people.<sup>32</sup> Representatives of cognitive psychology point to the importance of information processing, and to activities such as valuation, ordering the world of things, events and ideas, decisions that enable effective action among many possibilities, predictions beyond the temporal and spatial boundaries of current activities and states.<sup>33</sup>

Young people's decisions about the future include education and career decisions without which it would be impossible to achieve their goals and realize significant life plans.

The purpose of this research paper is to try to assess the relationship between the level of self-esteem and the life plans of the youth. In order to deepen the analysis and try to fully answer this question, the following hypotheses were made:

## 2.2. Hypotheses

Studies on adolescent future plans have revealed that children who see their parents as ideal people, loving and caring, have a positive attitude towards the future, are more optimistic and believe in their success in their future lives.<sup>34</sup> According to Czerwińska-Jasiewicz,<sup>35</sup> the concept of youth on their own lives

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<sup>27</sup> JAN PAWEŁ II, List apostolski do młodych całego świata (*Dilecti Amici*) z okazji międzynarodowego roku młodzieży (1985).

<sup>28</sup> The research was carried out by J. Łukasiewicz, A. Stefanek and A. Stachyra-Świdarska.

<sup>29</sup> J. NUTTIN, *Motivation et perspectives d'avenir*, 38-39.

<sup>30</sup> Ibidem.

<sup>31</sup> Zbigniew ZALESKI, *Psychologia zachowań celowych* (Warszawa: Wydawnictwo Naukowe PWN, 1991).

<sup>32</sup> A. OLESZKOWICZ, A. SENEJKO, *Psychologia dorastania*.

<sup>33</sup> M. CZERWIŃSKA-JASIEWICZ, "Ocena własnych perspektyw życiowych," 71-82.

<sup>34</sup> A. DĄBROWSKA, *Pedagogiczne aspekty percepcji siebie i przestrzeni życiowej*, 19.

<sup>35</sup> M. CZERWIŃSKA-JASIEWICZ, "Ocena własnych perspektyw życiowych," 71-82.

is based on a system of values recognized by them. Human decisions about their own future are strictly connected with their plans and life goals

Therefore, the following hypotheses were made:

1. Adolescents' life plans are related to the general self-esteem and its dimensions.
2. There are differences in the life plans that girls and boys make when they grow up.

### **2.3. Participants**

The participants were 100 people, including 51 girls and 49 boys. All surveyed persons attended public schools. These were second and third grade students from two junior high schools in the Lublin voivodship from urban-rural in Kazimierz Dolny and Wilków boroughs. Age ranged from 14 to 17 years. The level of education of the parents of the examined group was varied, among the fathers most of them had vocational education (61%), while among the mothers most completed secondary education (46%). The smallest percentage of parents had higher education, with almost twice the number of mothers with higher education – 16%, fathers only 9%.

The highest number of respondents – 88% lived in full families, 8% of the respondents lived in blended families and 4% came from incomplete families, including 2% with only a father and 2% with only a mother. The majority of the respondents lived in the countryside, which constituted 79% of the surveyed group.

### **2.4. Procedure**

The students were introduced to the scientific purpose of the study and were informed of its anonymous nature. Everyone agreed to participate in the study.

### **2.5. Methods and research tools**

To refer to the hypotheses the following research tools were used:

- Multidimensional Self-Esteem Inventory (MSEI) O'Brien and Epstein,
- A survey.

The survey contained questions about the personal data of the respondents. The survey concerned the following information: age, place of residence, education of the parents, type of family in which the respondents lived.

- The Youth Life Plans Questionnaire – J. Łukasiewicz, A. Stachyra-Świderska, A. Stefanek.



The Youth Life Plans Questionnaire is based primarily on the time perspective development theory.<sup>36</sup> With the development of a time perspective, people gain the ability to create realistic goals and plans for life.<sup>37</sup> And these are closely linked to cognitive, social and personality development. Developmental changes in adolescence have a strong impact on the development of young people's life plans.<sup>38</sup> Future time perspective is based on focusing mental, behavioral and emotional processes on anticipated states, which currently exist only on the cognitive level in the form of goals to be achieved and plans to be implemented.<sup>39</sup>

The questionnaire consists of 40 statements, based on which one can estimate the level of fears and hopes associated with the planned future.

The analysis covered life plans on two main dimensions: education and work.

Educational plans cover four areas:

- education in the context of future achievements,
- education in the context of family backgrounds,
- education in the context of personal development,
- education in the context of social relations.

Work-related plans include four areas:

- work in the context of development,
- work in the context of social interaction,
- work in the context of standard of living,
- work in the context of family.

Each of these areas contains 5 items. The five-point Likert scale format was used, where the respondents responded to the claims: 1 – I strongly disagree; 2 – I rather disagree; 3 – I do not know; 4 – I rather agree; 5 – I strongly agree. The survey can be conducted individually or in groups. Time is not limited.

### 3. RESULTS

The purpose of the analyzes was to verify the existence of a relationship between hope for realizing life plans and the level of self-esteem. The Pearson correlation coefficient was used (the data distributions obtained were valid for the application of the r- Pearson coefficient – the variables were

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<sup>36</sup> J. NUTTIN, *Motivation et perspectives d'avenir*.

<sup>37</sup> Ibidem.

<sup>38</sup> Z. ZALESKI, *Psychologia zachowań celowych*.

<sup>39</sup> Ibidem.

expressed quantitatively, the relationship between them was linear, there were no outliers). The results are shown in Table 1.

Table 1. The relationship between the hope of life plans and the self-esteem of the respondents – r-Pearson coefficient (N = 100).

	Education in the context of the future	Education in the context of family of origin	Education in the context of self development/competencies	Education in the context of social interactions	Work in the context of self development/competence	Work in the context of social interactions	Work in the context of standart of living	Work in the context of family
Self-esteem dimension	<i>R</i>	<i>r</i>	<i>R</i>	<i>r</i>	<i>R</i>	<i>r</i>	<i>r</i>	<i>R</i>
General self-esteem	0,07	<b>0,24*</b>	<b>0,28**</b>	<b>0,33**</b>	<b>0,33**</b>	<b>0,21*</b>	<b>0,27**</b>	0,13
Competence	0,14	<b>0,41**</b>	<b>0,31**</b>	<b>0,31**</b>	<b>0,45**</b>	<b>0,30**</b>	<b>0,40**</b>	<b>0,45**</b>
Being loved	<b>0,24*</b>	<b>0,33**</b>	<b>0,35**</b>	<b>0,31**</b>	<b>0,34**</b>	0,19	<b>0,25*</b>	<b>0,41**</b>
Popularity	<b>0,20*</b>	0,17	0,15	<b>0,42**</b>	<b>0,29**</b>	0,20	<b>0,26**</b>	<b>0,26**</b>
Leadership abilities	0,11	<b>0,37**</b>	<b>0,29**</b>	<b>0,39**</b>	<b>0,32**</b>	<b>0,34**</b>	<b>0,40**</b>	<b>0,25*</b>
Self-control	<b>0,24*</b>	0,17	<b>0,20*</b>	0,15	<b>0,23*</b>	<b>0,21*</b>	0,10	<b>0,21*</b>
Moral self-acceptance	0,13	0,18	0,12	0,06	<b>0,24*</b>	0,19	0,01	0,17
Physical attractiveness	-0,03	0,10	0,08	<b>0,33**</b>	<b>0,29**</b>	<b>0,24*</b>	<b>0,24*</b>	<b>0,27**</b>
Vitality	0,16	<b>0,30**</b>	<b>0,27**</b>	<b>0,37**</b>	<b>0,36**</b>	<b>0,28**</b>	<b>0,30**</b>	<b>0,23*</b>
Identity integration	0,19	0,03	<b>0,24*</b>	<b>0,24*</b>	0,19	0,18	<b>0,21*</b>	0,12
Self-assessment defensive reinforcement	0,04	-0,04	0,15	0,16	-0,06	-0,15	-0,09	0,02

\*  $p < 0,05$ ; \*\*  $p < 0,01$ ; \*\*\*  $p < 0,001$

The analyzes carried out showed statistically significant, linear relationships of moderate strength between hopes of education in the context of family of origin and the following dimensions of self-esteem: competence, being loved, leadership and vitality. The higher the self-esteem of the above-mentioned dimensions is, the higher the hopes for education in the context of family are.

The analyzes also showed statistically significant, linear correlation of moderate strength between the hope of education in the context of one's own development and the following dimensions of self-esteem: competence and being loved. The higher the self-esteem of the above-mentioned dimensions, the higher the optimism about education in the context of one's own development is.

The analyzes also present statistically significant, linear correlation of moderate strength between the hope of education in the context of social relationships and the following dimensions of self-esteem: general self-esteem, competence, being loved, popularity, leadership skills, physical attractiveness, vitality. The greater the self-esteem of the above-mentioned dimensions, the higher was the optimism about education in the context of social relations.

There are also statistically significant, directly proportional relationships of moderate strength between the intensity of hope about work in the context of one's own development and the following dimensions of self-esteem: general self-esteem, competence, being loved, leadership skills, vitality. The greater the self-esteem of the above-mentioned dimensions, the higher the hopes for work in the context of one's own development.

The analyzes carried out also showed statistically significant, directly proportional relationships with moderate strengths between the intensity of work-related hope in the context of social relations and the following dimensions of self-esteem: competencies, leadership skills. The greater the self-esteem of the above-mentioned dimensions, the higher were the hopes for work in the context of social relations.

There are also statistically significant, directly proportional relationships of moderate strength between the intensity of hope about work in the context of one's own family and the following dimensions of self-esteem: competence and being loved. The greater the self-esteem of the aforementioned dimensions, the higher was the hope of work in the context of one's own family.

### **3.1. Additional analyzes**

To examine the relationship between hope dimensions regarding life plans, differences in the level of hope among girls and boys, and the relationship between hope and self-esteem, we conducted more analyzes.

The purpose of the first stage of the additional analyzes was to verify the existence of a relationship between the intensity of hope in particular dimensions examined by the Youth Life Plans Questionnaire. The r-Pearson coefficient was also used here. The results of the analyzes are presented in Table 2.

Table 2. Correlation between hope for life plans scales, r-Pearson coefficient (N = 100).

Hope for life plans dimensions	Education in the context of the future	Education in the context of family of origin	Education in the context of self-development/competence	Education in the context of social interactions	Work in the context of self-development/competence	Work in the context of social interactions	Work in the context of standard of living	Work in the context of family
	<i>r</i>	<i>r</i>	<i>r</i>	<i>r</i>	<i>r</i>	<i>r</i>	<i>r</i>	<i>r</i>
Education in the context of the future	1	<b>0,30**</b>	<b>0,49**</b>	0,15	<b>0,42**</b>	<b>0,26**</b>	<b>0,28**</b>	<b>0,36**</b>
Education in the context of family of origin	<b>0,30**</b>	1	<b>0,38**</b>	0,14	<b>0,45**</b>	<b>0,31**</b>	<b>0,43**</b>	<b>0,27**</b>
Education in the context of self-development/competencies	<b>0,49**</b>	<b>0,38**</b>	1	<b>0,29**</b>	<b>0,32**</b>	0,17	<b>0,32**</b>	<b>0,39**</b>
Education in the context of social interactions	0,15	0,14	<b>0,29**</b>	1	<b>0,27**</b>	<b>0,28**</b>	<b>0,39**</b>	<b>0,24*</b>
Work in the context of self-development/competence	<b>0,42**</b>	<b>0,45**</b>	<b>0,32**</b>	<b>0,27*</b>	1	<b>0,49**</b>	<b>0,51**</b>	<b>0,47**</b>
Work in the context of social interactions	<b>0,26**</b>	<b>0,31**</b>	0,17	<b>0,28**</b>	<b>0,49**</b>	1	<b>0,43**</b>	<b>0,27**</b>
Work in the context of standard of living	<b>0,28**</b>	<b>0,43**</b>	<b>0,32**</b>	<b>0,39**</b>	<b>0,51**</b>	<b>0,43**</b>	1	<b>0,35**</b>
Work in the context of family	<b>0,28**</b>	<b>0,27**</b>	<b>0,39**</b>	<b>0,24*</b>	<b>0,47**</b>	<b>0,27**</b>	<b>0,35**</b>	1

\*  $p < 0,05$ ; \*\*  $p < 0,01$ ; \*\*\*  $p < 0,001$

The analyzes showed statistically significant, directly proportional relationships of high strength between the intensity of hope of work in the context of personal development and the hope of work in the context of standard of living. The higher hopes in the first scale, the higher the level of hope in the second one.

The analyzes showed a number of directly proportional relationships of moderate strength between the following dimensions of hope:

1. The dimension of education in the context of the future positively correlated with the dimensions of: education in the context of family of origin, education in the context of one's own development, work in the context of one's own development, and work in the context of one's own family.

2. The dimension of education in the context of the family of origin positively correlated with the following dimensions: education in the context of one's own development, work in the context of one's own development and work in the context of social interactions.

3. The dimension of education in the context of one's own development positively correlated with dimensions: education in the context of the future, education in the context of the family of origin, work in the context of one's own development, work in the context of standard of living, work in the context of one's own family.

4. The dimension of education in the context of social relations positively correlated with the dimension of work in the context of the standard of living.

5. The dimension of work in the context of one's own development positively correlated with the dimensions of education in the context of the future, education in the context of the family of origin, education in the context of one's own development, work in the context of one's own development, work in the context of social relations, work in the context of one's own family.

6. The dimension of work in the context of social interaction positively correlated with the dimension: education in the context of family of origin, work in the context of one's own development, work in the context of social relations, work in the context of standard of living.

7. The dimension of work in the context of living standards positively correlated with the dimensions of education in the context of family background, education in the context of one's own development, education in the context of social relations, work in the context of social relations, work in the context of living standards, work in the context of one's own family.

8. The dimension of work in the context of one's own family positively correlated with the dimension of education in the context of one's own development, work in the context of one's own development, work in the context of

the standard of living. In the above-mentioned dimensions of hope – the relationships between two scales were linear.

The purpose of the next stage of additional analyzes was to verify the differences between the boys and the girls regarding the hopes of life plans. Due to the large number of groups ( $N > 30$ ), their equality and the homogeneity of variance between them, the normal distributions were omitted, and the analyzes were based on a Student's t-test. The results of the analyzes of differences in the level of hope regarding life plans are presented in Table 3.

Table 3. Differences in the level of hope regarding life plans between boys and girls – Student's t test

	Boys (N = 49)		Girls (N = 51)		Student's t-test		
	M	SD	M	SD	t	df	p
Hope for life plans dimensions							
Education in the context of the future	18,31	3,286	19,61	3,281	1,98	98	0,05
Education in the context of family of origin	17,94	3,139	19,55	3,300	<b>2,50</b>	<b>98</b>	<b>0,01</b>
Education in the context of self-development/competencies	17,20	3,062	18,02	2,895	1,37	98	0,17
Education in the context of social interactions	17,00	2,638	16,06	2,301	1,90	98	0,06
Work in the context of self-development/ competence	18,06	3,363	18,61	3,034	0,85	98	0,40
Work in the context of social interactions	17,35	2,626	17,24	2,250	0,23	98	0,82
Work in the context of standard of living	17,92	2,637	17,59	2,273	0,67	98	0,50
Work in the context of family	16,76	2,720	17,16	2,212	0,81	98	0,42

The analyzes revealed statistically significant differences between boys and girls in the hope of education in the context of the family of origin. The girls had a higher level of hope than boys. In addition, the analyzes showed differences between the groups regarding the level of educational hope in the context of social relationships (greater intensity in boys) and education in the context of the future (higher intensity in girls).

#### 4. DISCUSSION

Further analyzes concern the relationship between self-esteem and the hopes and concerns of adolescents, which relate to life and work life plans. The hope for educational and professional plans is mainly displayed by young people who value themselves as competent, coping well in different situations.

Another important factor in a positive approach to life plans is a sense of being loved, as well as leadership and vitality. Research shows that people who consider themselves physically and universally attractive are more likely to have hopes concerning educational plans and new social relationships.

Most self-esteem dimensions correlate with educational plans in the context of social relationships, mainly with peers. This is understandable from the point of view of developmental psychology, which describes the time of adolescence as a period in which peer relations are mostly valued. Thus, people with high self-esteem will hope for new friendships that come with higher educational level. It is also possible that successful relationships with peers have created the self-esteem of young people and thus they have no fear of new acquaintances.

The results of the study have shown that many dimensions of self-esteem concern career plans. It turns out that the adolescents with better self-image have higher hope that future work will be in line with their interests, ensuring self-development and independence. What is more, young people who know that they are loved and accepted have greater belief in their own abilities and competencies and less fear of the future family and its maintenance. The sense of being loved and the awareness of one's own competence is also connected with the hope of future work as an opportunity for one's own development. Research shows that young people with emotional and financial support from their parents feel being loved, competent, full of vigor and they know that they can inspire others. Young people who expect that their future job would raise the standard of living believe in their abilities and appreciate their physical form and ability to influence others. We should take into account that the results should be treated with caution, as the self-esteem of early adolescents decreases considerably and then gradually increases. It would be reasonable to conduct similar studies in the future, using a random selection of subjects. The investigated group was fairly homogeneous in terms of demography – all respondents came from two small towns from the same province.

The study also included additional analyzes of gender differences. The hypothesis that gender is a differentiator in the hope and anxiety of youth has been confirmed. These differences encompass three areas of hope in education. The biggest differences concern hope in the context of the family of origin, so ado-

lescents are not afraid of further education as they know that they can count on parental financial and emotional support, in which case the girls are more hopeful than the boys.

The hope for a relationship of education with meeting new colleagues and being respected is greater in boys. On the other hand, the hope of linking education with better work, success in life, is greater in girls.

These research studies confirm that a satisfying emotional bond between parents and adolescents gives a sense of community, security and trust. This type of interpersonal relationship is the basis for shaping the ability to plan the future and determine the right life goals. This is also confirmed by Dąbrowska's research,<sup>40</sup> which demonstrated that adolescents in well-educated, loving and caring families have their plans primarily linked to education, and their future jobs are in line with their interests.

The influence of the family on the youth plans is confirmed by Wieczorek,<sup>41</sup> who indicates that family exerts influence on adolescents' future plans through specific norms and living conditions.

Taking all these into consideration, plans are a form of shaping the future that affects the present and motivates people. The purpose of this paper was to examine the relationship between self-esteem and the hopes and concerns about the future in adolescents. The topic seems interesting, considering the fact that today's young people seem to think that they are living day by day, without plans and hopes for the future, and even that they are afraid of tomorrow. It is worth noting that it is the relationships within the family, acceptance and love are related to the future prospects of young people, their optimism and hopes for the future.

Self-esteem is an important element of human functioning at every stage of his or her life. It allows them to take up challenges, enjoy success and draw conclusions from failures. During adolescence, young people make many decisions that can have a huge impact on their lives. These are decisions about further education, but also decisions about whether to smoke the first cigarette, whether to try drugs, or take part in risky play or who to have sex with. The decision that a young person will make is largely influenced by his/her self-esteem, which gives them the strength to be self-reliant, even against the pressure of the group.

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<sup>40</sup> A. DĄBROWSKA, *Pedagogiczne aspekty percepcji siebie i przestrzeni życiowej*.

<sup>41</sup> Gertruda WIECZOREK, "Rodzice a wybór zawodu," *Problemy Profesjologii* 2(2009), 103-112.



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## PLANY ŻYCIOWE I SAMOOCENA U DORASTAJĄCEJ MŁODZIEŻY

## S t r e s z c z e n i e

Głównym przedmiotem rozważań jest określenie związku między poziomem samooceny a planami życiowymi gimnazjalistów. Badaniami objęto 100 gimnazjalistów w wieku od 14 do 17 lat. W celu uzyskania materiału badawczego zastosowano następujące narzędzia badawcze: Wielowymiarowy Kwestionariusz Samooceny (MSEI) O'Brien i Epstein, Kwestionariusz Planów Życiowych Młodzieży (Łukasiewicz, Stachyra-Świdorska, Stefanek). Wyniki badań wykazały, że wiele wymiarów samooceny jest związanych z planami zawodowymi. Poczucie bycia kochanym i świadomość

własnych kompetencji wiąże się również z nadziejami dotyczącymi przyszłej pracy jako miejsca dającego możliwość własnego rozwoju. Młodzi ludzie, mający emocjonalne i finansowe wsparcie rodziców w kwestii przyszłej edukacji, czują się bardziej kochani, kompetentni, pełni wigoru i uważają, że potrafią wzbudzać szacunek innych osób. Ci, którzy liczą, że praca podniesie ich standard życia, to osoby, które wierzą w swoje zdolności, a także dobrze oceniają własną formę fizyczną i umiejętność oddziaływania na innych.

**Słowa kluczowe:** samoocena; plany na przyszłość; nadzieje i obawy; młodzież.