

« WHERE DO YOU SEE YOURSELF IN FIVE YEARS ? »

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1. Theoretical background

Life-span model: Individual trajectories can be seen as successive tasks that are influenced by factors such as sex, age, social context and life contingencies (Sapin, Spini, Widmer, 2007). Where individuals see themselves in five years can be interpreted as one of the next planned tasks.

Motivation theories: How well individuals perform, persist and value their activities may be explained by their beliefs about themselves and about their own abilities (Wigfield&Eccles, 2000).

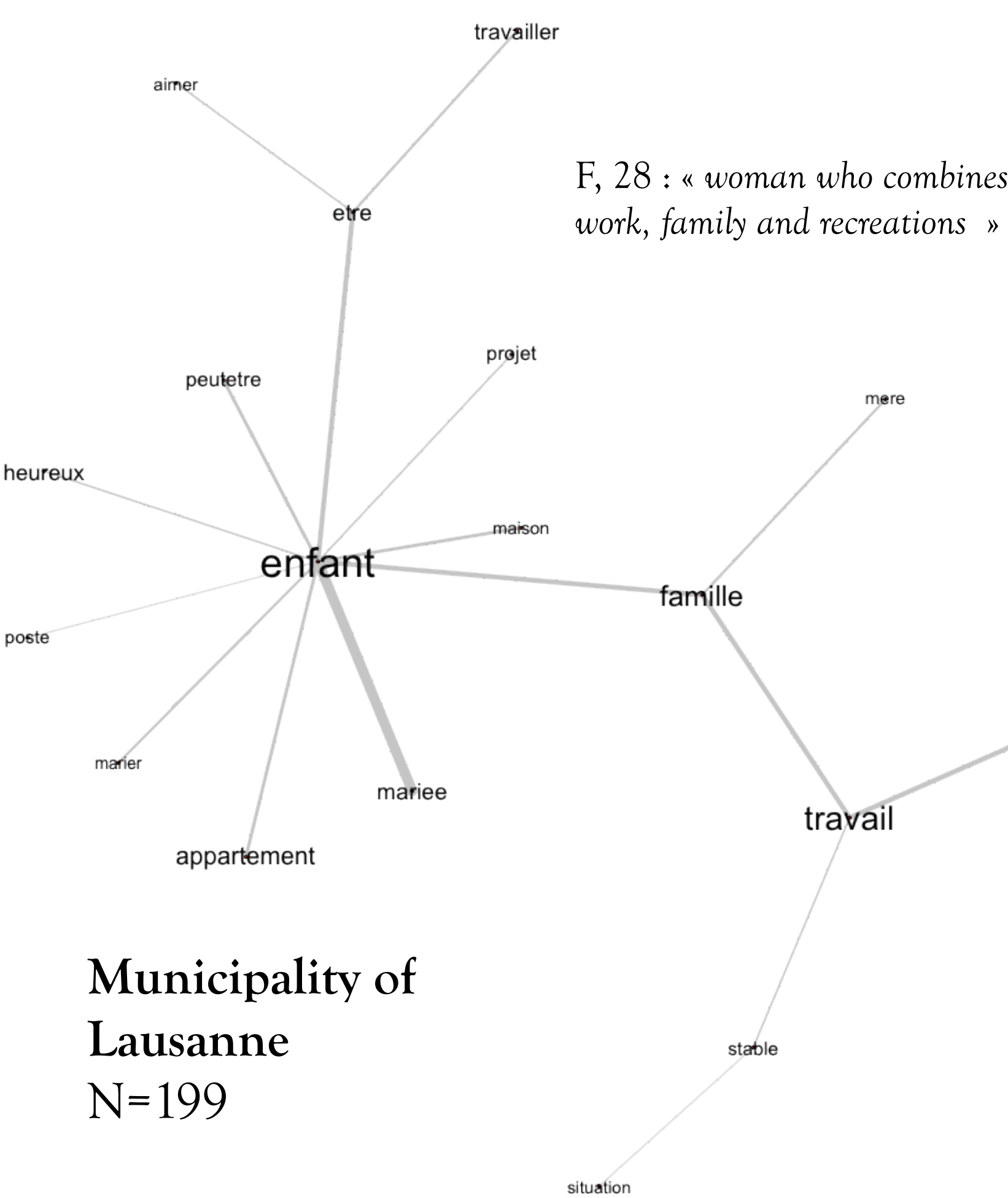
Personal goals: People's choices and how they direct their own development are influenced by personal goals. Demands, challenges and opportunities that individuals face in their lifetime have an influence on their personal goals. Individuals can compensate for failure experiences and adjust their personal goals on the basis of previous life events and developmental transitions (Salmela-Aro, 2009).

2. Methodology

Data come from the first wave of the Longitudinal Lausanne Youth Study (LOLYS) that is carried out within the Swiss NCCR LIVES. Participants were asked “*Where do you see yourself in five years?*” The sample (N = 637) varied as a function stages in professional integration and social status. Sub-samples were collected in three institutions: (a) a Preparatory Vocational School PVS (“COFOP”, n=121), (b) a High School (Collège de Saint Maurice », n = 317), and (c) the public administration of Lausanne («Municipality of Lausanne », n=199).

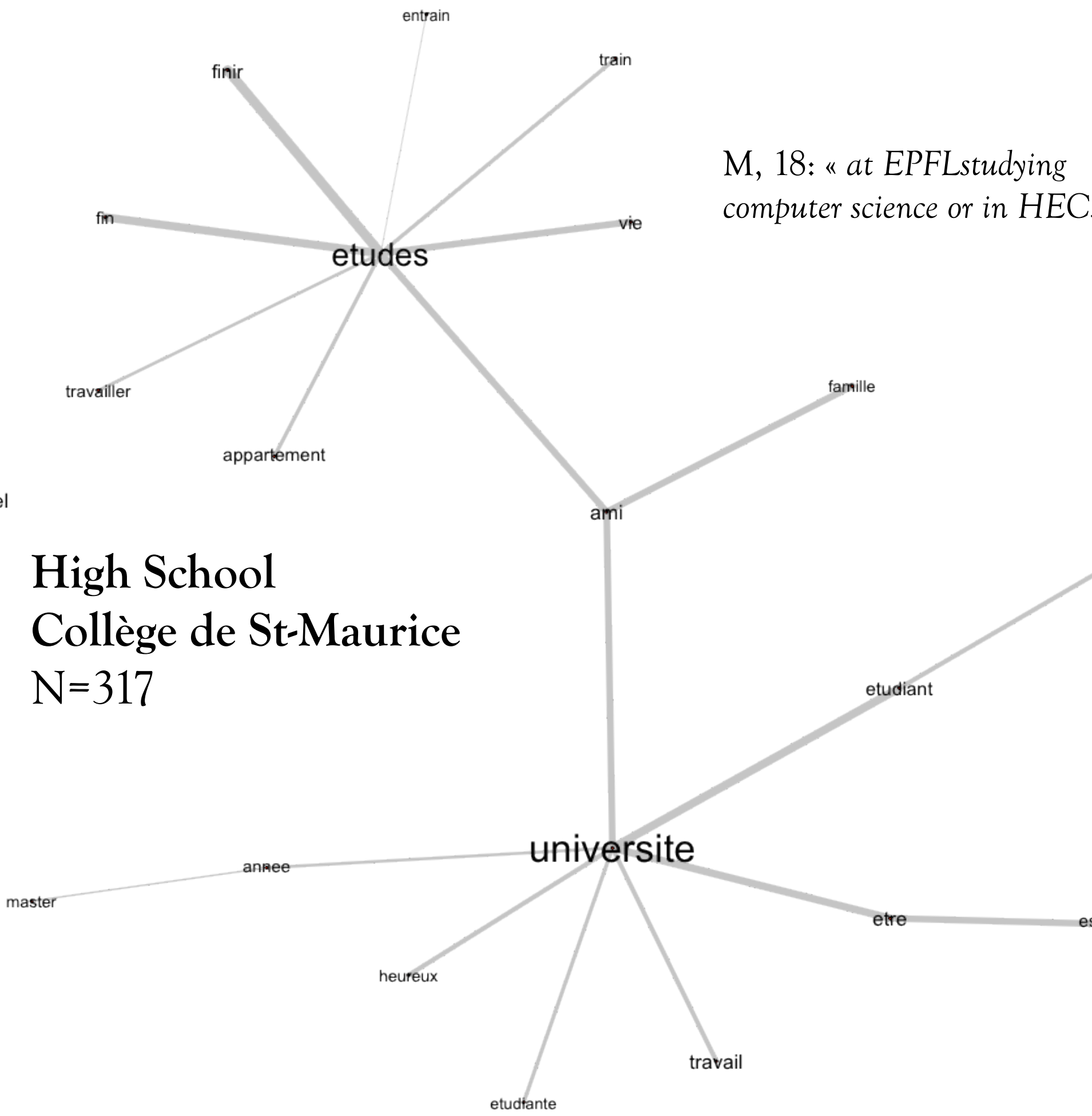
52% of participants are female (n = 332) and 48% are male (n=307). They are aged 15 to 30 (Mean age = 20 years). Iramuteq textual analysis software is used to explore our data.

3. Similarities: Tree analysis based on co-occurrences: 20 most frequent words

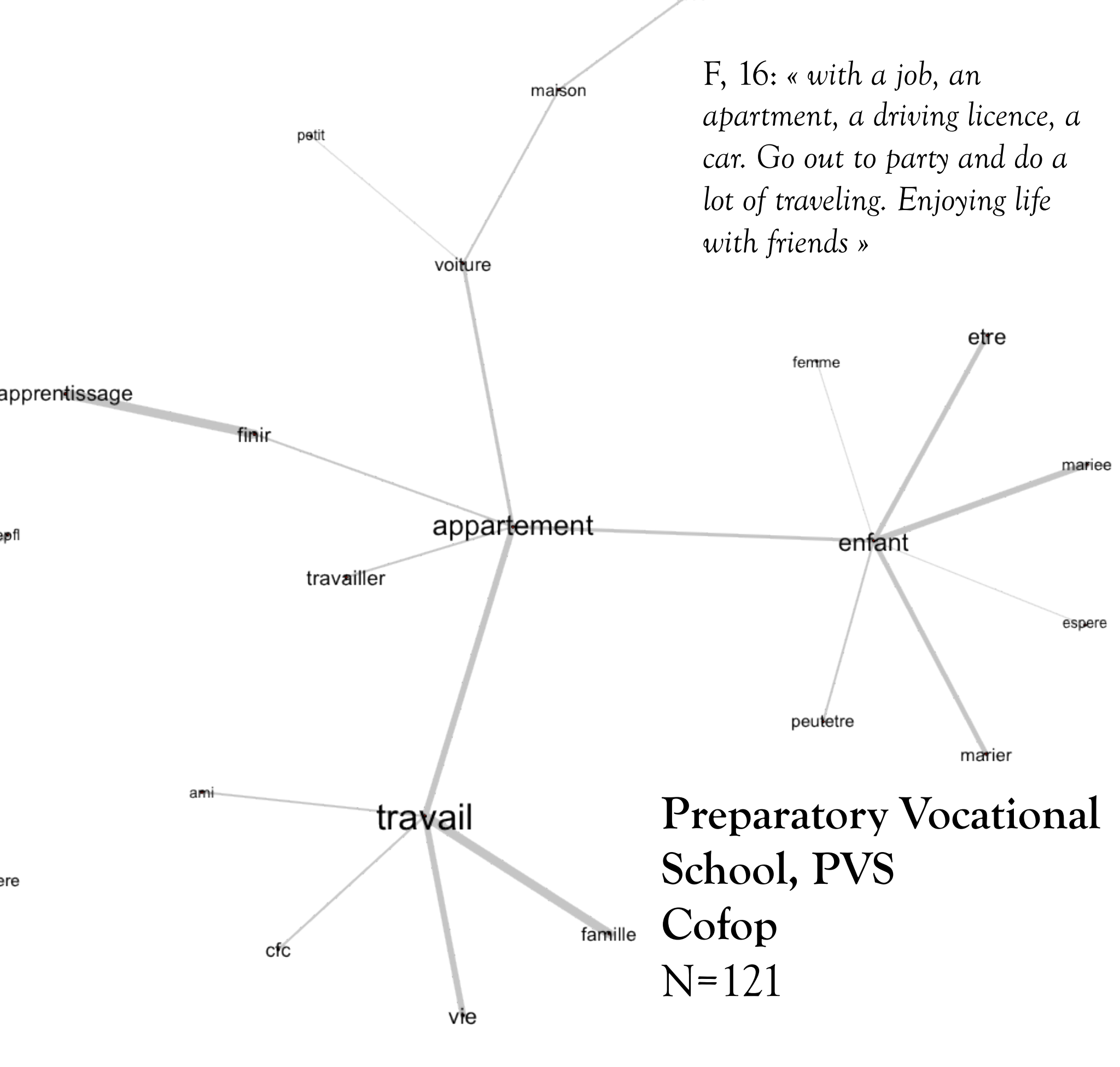


**Municipality of
Lausanne**
N=199

Participants from the **Municipality of Lausanne** formulate projects at a relational level, the word "child" occupying a central place. "Family" is associated with "work" in order to bring together family and professional life (*"woman who combines work, family life and leisure"*).



For **High School** participants *Education* and *University* represent a central theme. Projects, often ambitious, are formulated precisely and say "to be doing ..." at "EPFL", in "master...". The frequent use of the word "student" seems to express an important part of their identity.



Projects by PVS participants are mostly concrete and tangible: complete their *training* and get their *apprenticeship certificate*. Projects are expressed subsequent to formation (“*work*”), and combined with the “usual” middle-class projects like *having your own apartment, starting a family* and acquiring material goods, for example *car* and *house*.

4. Classification Analysis

Class 1: 22% <i>Autonomous workers</i>	Class 2: 18% <i>Future students</i>	Class 3: 35% <i>Traditional realists</i>	Class 4: 25% <i>Ambitious achievers</i>
First 10 words in each class			
apprenticeship certificate	to work	child	To imagine
to finish	to pay	married	year
to travel	To be doing	family	To study
afford	Swiss	to marry	To achieve
country	To stay	woman	last
to earn	To think	husband	University
to please	diploma	work	Law
responsible	project	mother	own
to play	To begin	father	student
family	see myself	house	language
formation	studies	maybe	studies
Significant variables in each class ($\alpha < 0.05$)			
Age: 17-18	Students, CSM Age: 15-16	Age: 20 & more, apprentice & employee VDL, COFOP, Self-esteem + project achievement +	Highschool Students CSM, Age: 17-18 Self esteem - preoccupations - (personal & financial)

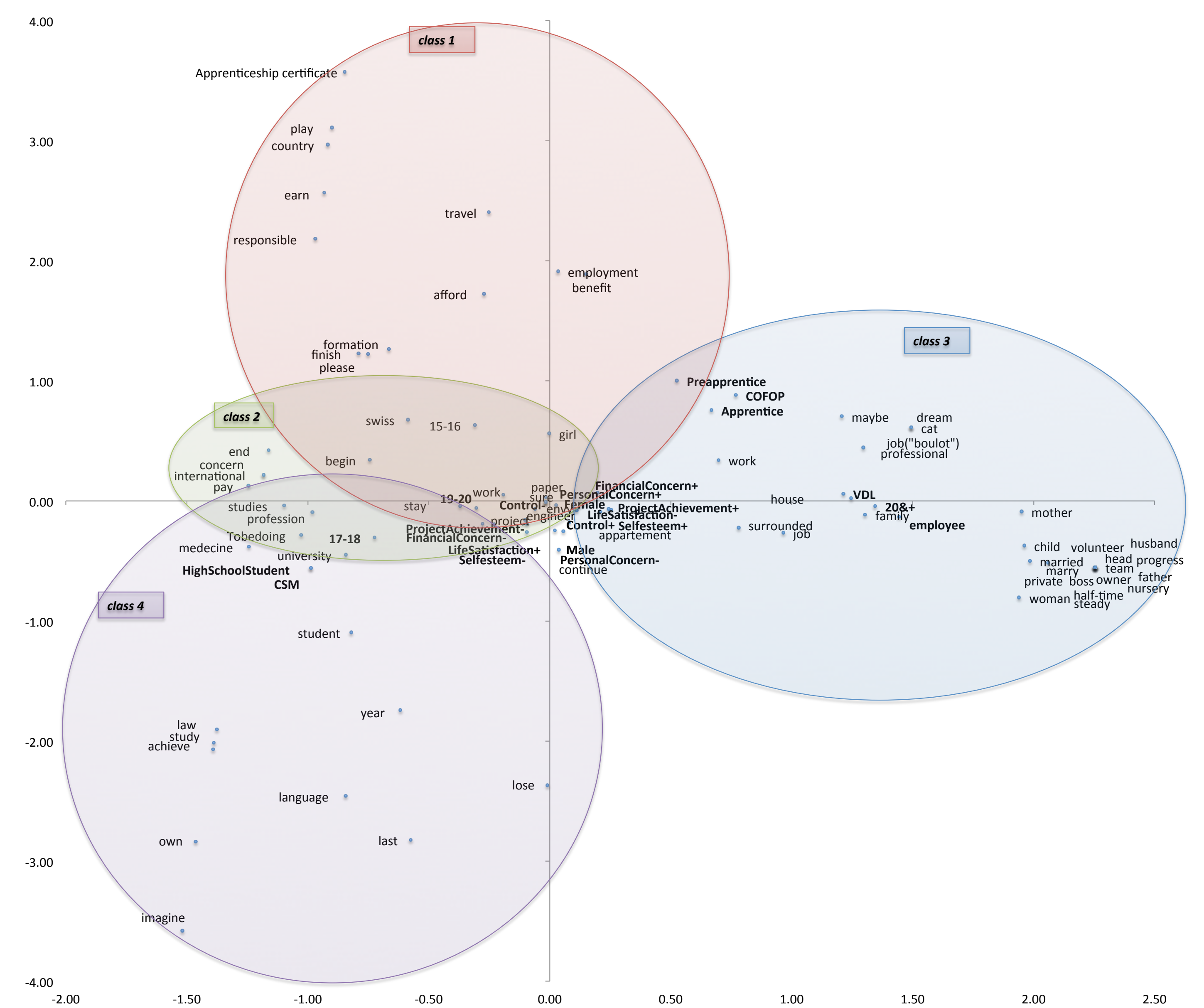
"Autonomous workers" are young people in apprenticeship aspiring for independence by entering the labour market.

“Future students” plan to continue their studies, but their projects are more abstract and immediate, illustrated by *“to be doing”* that shows their struggle to project themselves.

“Traditional realists” are employed and formulate traditional projects such as to form a family. The relational aspect represents an important part of their projects. Preoccupations are higher, probably due to older age and increasing responsibilities.

"Ambitious achievers" are mostly High School students who initiate ambitious projects and precise plans to achieve them. The opportunity to pursue higher education is facilitated by lower financial and personal concerns. However project achievement and self-esteem is low, possibly due to the uncertainty of the university course.

5. Factorial Analysis



6. Conclusion

Self-esteem is low among **students** and higher among **employees**. This may be due to the fact that projects related to education are subject to uncertainty and often require High School students from the rural canton of Valais to move to urban areas. Their projects, although ambitious, indicate an underlying uncertainty and doubt as to the success of their academic career plans. High life satisfaction for these students may indicate that they have less immediate concerns, even if they have less confidence in the future.

Instead, **workers and apprentices** plan their life course safer and more conventionally, for example finish training, having a job and build a family. Realisation of these projects are clearer and seem more palpable and can explain their higher self esteem. Moreover, their status is more stable and the relational aspect of their projects can also be a part of the explanation although they have more concerns.

Apprentices, although having less education than High School students, are able to manage their position to find a job and to achieve their projects.

Finally, many life projects of participants revolve in one way or another around **work**, a dominant value in Switzerland which appears to be integrated from the beginning in medium-term life course projects.

Bibliography

- Iramuteq: textual analysis software <http://www.iramuteq.org>
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