

"What Do You Want You're Future To Be?" Future Orientation Case Studies of Psychological Students

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ABSTRACT

The purpose of this study was to find out how different future orientation of students at the early and final-levels are. The research method used in this research is qualitative case study research with future orientation variables. Data collection techniques in this study using interview technique. The selection of participation was carried out using purposive sampling technique with criteria of participant, namely early-levels students (N = 2) and final-levels students (N = 2) who were active psychology students. The analysis of the results of this study indicates that early-levels students do not have a more specific orientation regarding plans and strategies that will be carried out in the future. However, both subjects have confidence and high hopes for their future. In both subject of final-levels students they have the same interest in psychology even though their goals and motives are different. Although the two subject final stage of the lecture, they both have different details of future orientation plan. while the other did not have a detailed plan one subject already had a detailed future orientation while the other did not yet have a detailed plan. Furthermore, subject who have not been able to explain their plans have not thoroughly evaluated their future plans.

Keywords: *Future Orientation, Students college, early adulthood*

1. INTRODUCTION

The transition period from children to adulthood is a period of adolescent development, including major changes in physical, cognitive and psychosocial aspects [1]. Adolescence is in the age range 12-21 years [2]. During this transitional period, adolescents begin to think about their future, this is done in order to prepare themselves for the adult world. In this period, adolescents have developmental tasks including achieving responsible social behavior, emotional independence, preparing for careers and having a family [3].

Preparation for career and family level is the implementation of a picture of the future in adolescents. Having a picture of the future is the duty of a adolescents. This is reinforced by the statement that future orientation can be seen more real when individuals have reached the formal operational stage [4]. Individual thinking at this stage has given adolescents the ability to anticipate their future. In addition, adolescents can create cognitive schemes to formulate their future, because adolescents who have entered the formal operational stage can think abstractly, hypothesize and formulate logical proportions [5].

One study showed that adolescents with a negative future orientation were more likely to engage in risk-taking behavior with little regard for the consequences. Conversely, those with a positive future orientation are less likely to take unnecessary risks or engage in risky behavior [6]. Because people who are oriented towards the future are less concerned with the present and more focused on what is coming, living in the present is contrary to their way of thinking [6].

Poole et al revealed that early-level students enter the late adolescent stage, which is around 17-20 years where they can be future-oriented, the decisions made by adolescents begin to pay attention to the future such as work, education and family building [7]. Ecclesia revealed that the future orientation that began to be noticed at adolescence was that adolescents would be more focused in the field of education, therefore in this study, apart from paying attention to future orientations in the field of work and building families on the subject, the discussion will be more focused on the field of education [8]. There is a comparison between young adolescents with older adolescents and young adults, such as completing education and going to work, older adolescents are more

able than younger adolescents to talk about emotions and be oriented towards the future, such as about hopes and fears [9]. A study of future orientation found the tendency of individuals to think about and consider the future increases with age [9]. Studies of age differences in future orientation rarely include samples with a very wide age range. There is speculation that the future orientation of adolescents is relatively stronger than that of adults due to developmental changes in reward processing at puberty and the gradual maturation and self-regulatory abilities that last into the mid-20s [9]. Apart from age differences, there are studies on individual differences; the relationship between future orientation and various factors, there are several big themes. First, individuals benefited from their background (such as socioeconomic status and education), second, there was little consistent gender difference in future orientation (eg in projections of future employment vs family roles) [9].

In an initial interview with early-level students at the Faculty of Psychology, University of Informatics and Business Indonesian, it was found that students initially wanted and tried to continue their education at other universities but experienced many rejections so that they made UNIBI an escape, some early-level students admitted that they had given up after they found out they were not accepted on the dream campus. In this problem students have times of despair in continuing their education because the reality is not according to plans and expectations. Nietzel revealed that hopelessness is a condition of hopelessness in an individual [10]. Farran, Herth, & Popovich also revealed that the despair experienced by early-level students consists of three components, namely from the way of thinking, how to feel something and how to act [10]. From the way of feeling something despair is expressed as a feeling of emptiness, helplessness, loss of enthusiasm. Then from the way of thinking, someone who is desperate will be disturbed by the way of thinking. A person will find it difficult to realize the plans that have been prepared beforehand and also find it difficult to anticipate problems, even not sure that other people can help him get a solution. Early-level students who experience hopelessness can suddenly lose important parts of their goals, including causing a loss of enthusiasm, and difficulty in realizing plans that have been drawn up and how to anticipate problems which are also part of future orientation aspects [11].

Future orientation is an effort to anticipate a promising future. Future orientation to students is important, one of which is because it can improve learning achievement and can be a major influence on the progress of the Indonesian nation if some of its adolescents are future-oriented [11]. In another definition, future orientation is the image that an individual has about his future which can consciously be interpreted by the individual [12]. As the results of the research conducted by Bandura also stated that in relation to youth achievement, it is known that the achievement of a teenager will increase if they make a specific goal, both long-term and short-term goals [12]. In addition, adolescents must also make plans to achieve these goals. Soekarno once said, "Give me a thousand old man, I will

undoubtedly pluck semeru from the roots. And give me a young man who will shake the world". Therefore it is important for adolescents to start thinking about their future, which with all their power are able to act more, and bring hope from society for a better change.

Based on the results of a survey conducted by the researcher, the results prove the words of Locke and Latham that goal-directed behavior is more effective than goal-directed behavior [13]. Although behavior is more effective when directed by goals, in reality not all students have a clear goal or picture of their plans for the future. Among the final year students of Psychology at the University of Informatics and Business Indonesian, there are those who already have a clear picture of their future so that they have more motivation to carry out the plans that have been prepared to achieve their goals. This can be seen from being diligent in going to college, adding reading references about the courses they take and the job they want, and also some of them who have taken part in an apprenticeship program at the target company or organization where they will work later. However, some of them do not have a clear picture of the future so they have low motivation. This can be seen from rarely attending college, having time to do "tipser" (ask for manipulate his presence to his friends), and being confused in determining a place for KKL (Field Work Lecture).

The future orientation possessed by early and late year students seems to have differences, this is because researchers assume that there are differences in the knowledge possessed by early and late year students of Psychology UNIBI. This in turn affects how they describe the desired future. For this reason, this study was conducted to determine the difference between future orientation of students at the early and final-levels.

2. LITERATURE REVIEW

According to Nurmi, future orientation is a picture of the future that is closely related to expectations, goals, standards, plans, and strategies to achieve future goals [14]. Future orientation is related to how a person thinks and acts towards the future which includes motivation, planning, and evaluation [4]. Future orientation is seen as three psychological processes, namely motivation, planning, and evaluation. The process takes place gradually and interacts with each other. Individuals determine their goals by considering their interests, values, and hopes for the future. Furthermore, they will make efforts to realize these goals by carrying out various plans that have been made previously [4].

2.1 Motivation

The motivational stage is the initial stage of forming a future orientation. This stage includes the motives, interests, and goals related to future orientation. Initially, individuals set goals based on comparisons between

general motives and judgments, as well as the knowledge they have about developments throughout the life span that can be anticipated. Nurmi revealed that when someone has expected something to happen in the future, knowledge that can support the realization of these hopes is an important basis for the development of motivation in future orientation. The development of motivation from future orientation is a complex process, which involves several sub-stages, namely: first, the emergence of new knowledge relevant to general motives or individual judgments that give rise to more specific interests; second, the individual begins to explore his knowledge related to the new interest; third, determine specific goals, then decide their readiness to make commitments containing these goals [14].

2.2 Planning

Planning is the second stage of the process of forming an individual's future orientation, the essence of planning is how individuals make plans as a manifestation of their interests and goals. The planning stage emphasizes how individuals plan the realization of their goals and interests in the context of the future [11].

Planning consists of three sub-stages, namely :

1. Sub-objective determination. Individuals will form a representation of their goals and the future context in which these goals can be realized. Both of these are based on individual knowledge about the context of future activities, and at the same time become the basis for the next sub-stage.
2. Planning. The individual makes plans and sets strategies for achieving goals in the chosen context. In compiling a plan, individuals are required to find ways that can lead to the achievement of goals and determine which way is the most efficient. Knowledge of the expected context of an activity in the future forms the basis for this planning.
3. Carry out the plans and strategies that have been prepared. Individuals are required to supervise the implementation of the plan. Monitoring can be done by comparing the goals that have been set with the actual context in the future [11].

To assess a plan made by an individual, it can be seen from the three components it includes, namely knowledge, planning, and realization. Knowledge here relates to the process of forming sub objectives in the planning process. This planning relates to things that already exist and will be done by individuals in an effort to realize goals.

2.3 Evaluation

Evaluation is the final dimension of the process of shaping future orientation. This evaluation stage is the degree to which interests and goals are expected to be realized.

Evaluation is a process that involves observing and assessing the behavior that is displayed, as well as providing reinforcement for yourself. So, although the goals and future orientation planning have not been realized, but at this stage the individual has to evaluate the possibilities for realizing these goals and plans [11].

In realizing the goals and plans from a future orientation, the evaluation process involves causal attributions; based on individual cognitive evaluation of the opportunity to control his future, and affects; related to conditions that arise at any time and without realizing it [11].

According to Weiner, attributions to failure and success with certain causes will be followed by certain emotions. The Weiner model is basically used to evaluate the results of past events. But in reality this model can also be used to evaluate the goals and plans that individuals make for their future [11].

3. METHODOLOGY

The research method used in this research is qualitative study with future orientation variable from Nurmi. This research was conducted to see the difference of future orientation between early and final year of psychology student at UNIBI [11]. Research procedure using case studies. The purpose of the case study research is to provide descriptions, test theories, and generate theories. The data collection instrument used was an interview which was conducted on 4 participants with the criteria of 2 early-level psychology students and 2 final-level psychology students who were active students at UNIBI. Initials of 2 early-level psychology students are P and S. And initials of 2 final-level psychology students are Q and N. The sampling technique is used purposive sample. The research result will be analysed in a qualitative way, including by reviewing the literature that relate to data and analysis by looking for patterns of connection between theory and data obtained.

4. RESULTS AND DISCUSSION

Based on the results of surveys in the field it is known that today millennia's dominate the creative business in Bengkulu city with an average of almost 80% of the 707 existing creative industries. The creators of this creative industry are average in the age of 20 to 40 years. A country will prosper if it has at least 2% entrepreneurs of the total population [12].

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gradually and interacts with each other. Individuals determine their goals by considering their interests, values, and hopes for the future. Furthermore, they will make efforts to realize these goals by carrying out various plans that have been made previously [4]. Future Orientations have three sub-stages, namely as follows:

The future orientation of early-level students shows that:

1. Motivation

Motivation is the initial stage of future orientation formation, motivation has 3 stages, namely: motive, on subject S and subject P the motive that is built is a motive within them self, the motivation obtained by S includes social support, especially from the family. This is based on the subject's statement regarding the freedom of choice that his parents always give him. The greatest support in the home environment is parents, children can develop the ability to take initiatives, develop their abilities, make decisions and learn to be accountable [8]. Future orientation has a positive relationship with parents [6]. As has been documented in several studies that various protective parenting styles such as parental support, family discussions, parental involvement, authoritative parenting and openness affect children's future orientation. [6]. With the initial capital, namely the freedom of choice given by his parents, subject S can explore and find his own interests and goals he wants to achieve in life. Based on the objectives, subject S initially has general goals, namely to benefit for others and to make parents happy in fulfilling this big goal based on the knowledge and personal assessments obtained about the field of psychology from the teacher, so that subject S can determine specific goals, namely to become a clinical psychologist. He obtained the same process so that subject S also aims to become an entrepreneur.

Based on the results of the interview, Subject P began to set goals because his previous dream could not be realized, subject P had an interest in figures such as Deddy Corbuzier about how to educate children and Asma Nadia in terms of caring. where subject P finally got a similar interest to be his goal in the future, namely to be deep in the field of Educational Psychology and become a writer.

2. Planning

Planning (affective), in the second stage of the future orientation process which is the essence of planning in the theory of the future orientation formation process is that individuals plan the realization of their goals and interests in the future context [11]. With regard to future orientation and objectives, A person with a broader time-frame may focus more on

long-term outcomes such as from an education to achieving a career, rather than a short-term orientation toward an immediate value. Conversely, when time is considered limited, goals are oriented more towards emotionally satisfying and enjoyable things like dinner with friends than the knowledge-related (learning) motives required for work. In the results of the interview, the two subjects had sub-objectives including being organized and having a minimum IP target of 3.00. The plan made was also quite realistic, namely learning and starting to join on organization, subject P added taking part in the competition as part of his plan. In addition, the two subjects have not made more specific plans that lead to their respective goals. According to the theory of nurmi planning consists of 3 sub-stages, in the first stage the sub-goals are formed from the results of the representation of the individual's goals. In this case the two subjects make sub-goals that are more representative of the completion of college with good grades (which can be capital to continue to the next level) and develop social skills by organizing, the sub-goals that have been made are not specific to the field of psychology which is the goal of each subject. This can happen because there is not much knowledge about the related field, such as one of the expressions of subject P which says that "for now it will only follow the course of the lecture".

The second stage is planning, because there are limitations in making sub objectives that are more specific to the target field so that the plans made tend to be general. And in the last stage, namely supervision, because previously the plans made included short-term plans, the subject made appropriate supervision, namely every semester for IP results and every year for organizational management.

3. Evaluation

At the final stage of the process of forming a future orientation, namely evaluation. This stage is carried out even though the goals and plans have not been realized as an evaluation of the possibilities that occur. The evaluation process involves, namely: causal attributions (based on individual cognitive evaluations of the opportunities they have) Cognitive evaluation of the two subjects is based on a strong optimistic feeling about the opportunities they have in realizing their goals. affects (related to the condition that occurs at any time). The answer of the two subjects in anticipation of the possibility that bad happens to their goal is to continue with another goal, as in subject S, if not a clinical psychologist or entrepreneur, subject S will do anything as long as it remains useful for others and can make his parents

happy. Meanwhile, subject P will focus on becoming a writer if he cannot work in the field.

Educational Psychology. For short term plans the subject S says will try to fix it if they encounter problems while subject P will make an evaluation before returning to continuing the plan that has been compiled. To deal with problems caused by failure, subject S tries to find another motivation, while subject P will withdraw to reflect before starting over.

Future orientation in final-levels students found that:

1. Motivation

At the motivation stage, Q has motive for entering Psychology Major. The motives is to get a job provision and she may apply it in her daily life. Q said, "In my opinion, the knowledge can be used for personal use if I do not work later." This motive emerged after Q received psychology lessons at her Islamic boarding school in Garut. That psychology lessons are part of the counseling there. Psychology lessons that she got were about adolescent development and developmental tasks of adolescent. She also got career guidance to prepare for after graduating from there.

By getting psychology lessons, there was an interest in continuing her education in the psychology study program.

After deciding to continue her education by studying, Q actually received invitations from several universities, but the study programs are did not match with what she wanted. And she was rejected all of them and entered University of Informatics and Business Indonesia in the Psychology study program.

After Q entered Psychology Studi program and learned about psychology, she is interested in pursuing the field of Educational Psychology. It is evidenced by her good grades in educational psychology courses. After graduating from the Psychology Study Program, Q wants to become Counseling Guidance (BK) teacher. But if this year she graduates, she also wants to register first in the CPNS Test to enter the State Civil Service Agency (BKN) section. Q said that in BKN there are eight formations and it is possible for psychology graduate to enter. If Q does not pass the CPNS Test, Q will register as a counseling teacher at school. What the subject sees from her job as a teacher is that her working hours are not too dense and that is what the subject wants. The subject assumed that the woman's goal was not to work for herself, but only to help her husband in the future. And the subject is also not too focused to work.

In making a commitment to this goal, the subject has prepared several plans, namely preparing for the CPNS test list and also preparing to become a BK teacher. To take the CPNS Test the subject has studied the questions for the CPNS test, bought books and also arranged a schedule for studying the CPNS test. To become a guidance and counseling teacher,

the subject at the time PKL took the educational setting at SMPN 13 Kota Bandung so that the subject studied starting from how the student admission process, student data collection and so on. In addition, the subject is also looking for job vacancies, and also the subject has been offered by teachers related to job vacancies.

On subject N, he explained that his motive for continuing his education at the Psychology Study Program was that the subject wanted to know himself better. In addition, it is also influenced by a story from a senior from school who entered the Psychology Study Program, which explains how good it is to be a Psychology student.

Subject N has an interest in several fields of Psychology, namely Clinical Psychology, Developmental Psychology and Educational Psychology. The reason subject N has an interest in the fields of Clinical Psychology and Developmental Psychology is because the subject has strong memorization skills and is happy with material that has a lot of theories and terms to memorize. And the reason the subject is interested in the field of Educational Psychology is that it can be used for work and also to educate their children later after building a household.

In line with his interest in Educational Psychology, subject N has a goal after graduating from the Psychology Study Program to work in the field of Education. However, it is possible to work in the field of Clinical or Developmental Psychology. However, the subject only explained his general purpose to work in the three fields and did not specify his profession. Because the subject assumes that the profession which is still included in these three fields will be pursued if indeed his fortune is there.

2. Planning

At the planning stage, subject Q has been looking for information about BKN and has also become a counseling teacher. The subject explained that what he knew about BKN was a government agency and graduates of the Psychology Study Program could work there. The interesting thing is that there is a great opportunity to become a civil servant. To get into the State Civil Service Agency is not easy; the subject must take a series of tests with many competitors. Because the competitors are not only graduates of the Psychology Study Program. Job opportunities at BKN are very large. Psychology Study Program graduates can enter and hold positions in one of the eight existing positions or fields. Among them are the fields of HR and Analysis.

The subject also explained that the guidance and counseling teacher is a profession in the world of education that Psychology students can participate in. The interesting thing according to the subject of this profession is that not many counseling teachers are psychology graduates. The phenomenon encountered by the subject is that to become a BK teacher, the registration or recruitment process is the same as

being a teacher in general. Not infrequently the subjects also find teachers in other subjects who are also counseling teachers. For job opportunities, so far the subject has seen several job vacancies that require a counseling teacher position.

On the subject N, he has been looking for information and relationships to make it easier for him to work in the three fields of interest to him, namely Educational, Clinical and Developmental. In addition, the subject also spends at least one day a week to study Educational Psychology. However, the subject does not yet have a detailed planning related to its purpose for work. The subject explained that maybe the subject would have a detailed plan after registering to enter one of the Psychology bureaus.

3. Evaluation

In the evaluation stage, after the subject Q has carried out activities related to achieving his goals, he sees his progress and sets the next target in the short term, which is one day. subject Q rechecked each job and made schedule adjustments when his plans collided with other urgencies, such as writing a thesis. The subject will only practice the CPNS test questions in between the time to prepare a thesis.

The subject assumes that all the processes he has done support him to achieve his goals. And although the goal in this work is not achieved, according to the subject Q it does not matter. Because according to him, the main thing for a woman is to take care of her husband and children. The subject also did not mention things that should be updated from his plans and efforts because the subject thought that he had not experienced his plan failed or unexpectedly. And still be overcome.

According to subject N, what must be evaluated is its seriousness. In this case it is only up to the learning process. The subject feels that he should be more active in studying his / her area of interest. Because subject N has not set a detailed plan to achieve its goals in career.

5. CONCLUSION

Overall, the future orientation of early-level UNIBI Psychology students, the dimensions of motivation that are built are quite strong which are related to motives, interests and goals. Planning that is arranged realistically to achieve goals in early-level students tends to be general and not specific, where the subject's goals are more closely related to motives and interests than exploration of the goals themselves. From the stage of strong motivation and planning that is not specific yet leads to evaluation goals. The purpose of the evaluation that was made was also about short-term planning that was not specific to the goals of each subject. However, in the long-term evaluation both subjects had a backup plan in case of failure.

Future orientation of final year UNIBI Psychology students, on the dimension of motivation, between the motives, interests, and goals of the subject are connected

to each other. The motives, interests, and goals of the two subjects are still linear. What makes the difference is that Q's subject has specific goals, namely to enter the State Civil Service Agency and another goal is to become a BK teacher. Meanwhile, subject N still does not have a specific job objective, but wants to work in the field of education.

At the planning stage, subject Q has knowledge of the work for which it is intended. The subject knows what will be done when the subject achieves the job. Subjects are also able to describe the plans they have compiled step-by-step and realistically to achieve. The subject also makes a commitment to carry out his plans.

Subject N has knowledge of what he would do if he worked in clinical, developmental or educational fields in general. The subject does not yet have a planning description of what he will do to achieve his goals. Apart from the fact that the new subject N only has a general goal of what field he wants to do and has not reached a specific job, subject N also said that the plan might be drawn up after the subject registers himself in a Psychology bureau.

In the evaluation stage, subject Q re-checks each work and makes adjustments to the schedule when the plan collides with other urgencies, such as writing a thesis. The subject will only practice the CPNS test questions in between the time to compile a thesis. So far, the subject felt that there was no plan that was not in accordance with what he expected. Because the subject always makes a timeline every day to arrange what he has to do that day.

On the subject of N, according to him, what should be evaluated is its seriousness. In this case it is only up to the learning process. The subject feels he should be more active in studying the field of interest to him. Because subject N has not set a detailed plan to achieve its goals in career.

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