

ABSTRACT

The thesis deals with the relationship between the time perspective and the concerns of second grade elementary school students. In the theoretical part we briefly introduce the time perspective and various theoretical views on it. Furthermore, we will get acquainted with the theory of Zimbardo and Boyd, from whose theory of the time perspective we are based on and use their diagnostic tool to examine the time perspective. Then we will introduce fear, its various concepts and define it against anxiety and concerns. Subsequently, we will focus on the theory of J. A. Gray, which we have chosen to examine fear. In the empirical part of the thesis we will present our research sample, which are pupils of the 8th and 9th grade of elementary school. Our goal is to explore the relationship between the future and fear in these students, and we also want to chart the specific concerns they have, about the future. We used both quantitative and qualitative methods to examine our goal. Quantitative methods include the Swedish version of the Zimbardo Time Perspective Inventory (S-ZTPI) and the BIS / BAS questionnaire.

Qualitative methods include open-ended questions, which we want to use to chart the specific concerns of the students and it will also help us to illustrate the results from the quantitative methods. Our results set out that there is a connection between the time perspective and active or passive fear. However, not for all the dimensions of the time perspective there is such connection. The relationship between the present hedonistic and the past positive with BAS signals of reward and to the BAS fun seeking, proved itself to be significant. Future positive also prove some connection with BAS drive and BAS signals of reward.

There was no statistically significant relationship between the negative past, the fatalistic present and the negative future.

KEYWORDS time perspective, future, fear, fear about the future, pedagogical psychology