

How Adolescents Structure Themselves in their Contexts

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Abstract

The recent years, experienced stress and pressure among adolescents has increased. This could be due to adolescents' participation in various contexts. The contexts all have expectations adolescents have to meet. If adolescents are unable to meet these expectations, stress occurs. Therefore, this research aims to investigate how adolescents structure themselves in their contexts. Further, it aims to investigate the role of time management and prioritization of context(s). A semi-structured interview was designed with the help of two Educational sciences students. Seventeen adolescents were interviewed. Results indicate that adolescents prioritize one or two context(s) in life. All the participants relied on the demands and responsibilities from their studies to manage their time, even though not all participants used an agenda or to-do list. Future research should focus on adolescents who prioritize their studies in their life, and if they experience more stress compared to adolescents who prioritize other contexts in their life.

Keywords: adolescents, contexts, expectations, time management, prioritization

The recent years, adolescents experience more stress and pressure compared to adolescents ten years ago (Holliday, Webster, & Williams, 2016). Simonse (2017) found that adolescents these days, have an urge to get the most out of life. Besides being an ambitious student, adolescents want to undertake lots of activities: from student associations to hobbies, from meaningful internships to part time jobs (Vrooman, 2018). This participation in these various contexts could cause stress and pressure among adolescents (Schmidt & Simons, 2013). Mainly, because the contexts in life have expectations adolescents have to meet (Akkerman & Bakker, 2011; De Boer, 2017; Neely, Schallert, Mohammed, Roberts, & Chen, 2009; Nicklin, Meachon, & McCall, 2018; Slot, Akkerman, & Wubbels, 2018). For example: mandatory work hours, deadlines from school, and birthdays from friends (De Boer, 2017; Vrooman, 2018). When adolescents are unable to meet these expectations, stress occurs (Doble & Supriya, 2011). Therefore, to meet these expectations adolescents have to organize the contexts in their life (De Boer, 2017; Schmidt & Simons, 2013; Vrooman, 2018).

Research has shown that adolescents' life consists of multiple contexts (Phelan, Davidson, & Cao, 1991). In this research adolescents' life is divided into three contexts, namely: work, school, and personal-life (Nicklin et al., 2018). During a day, adolescents move from one context to another (Akkerman & Bakker, 2011; Akkerman & Van Eijck, 2013; Phelan et al., 1991). For instance, an adolescent goes to a lecture in the morning, he or she works in the afternoon, and has soccer practice in the evening (Vrooman, 2018). According to Claessens, Van Eerde, Rutte, and Roe (2007), adolescents could use time management to organize the contexts in their life. Time management may help an adolescent to experience some sort of structure in their life (Häfner, Stock, Pinneker, & Ströle, 2014; Van Eerde, 2013). Time management consists of: the process of defining needs, setting goals to realize these needs (Lakein, 1973). According to Lakein (1973) prioritization and planning behaviors are required to realize these goals. While time management could help adolescents to bring

structure in their life, some adolescents prefer one context above other contexts (Carlson & Kacmar, 2000; Morgenstem, 2004). Carlson and Kacmar (2000) found that when adolescents prefer one context, they spent more time in this particular context. In addition, Akkerman and Bakker (2018) found that preferring a context could be due to personal interest of adolescents.

Previous research about adolescents' life, focusses on how adolescents move across contexts (e.g., Akkerman & Bakker, 2011; Akkerman & Van Eijck, 2013; Phelan et al., 1991). However, this current research aims to investigate how adolescents structure themselves in their contexts. Specifically, this research aims to investigate the role of time management, and how adolescents prioritize a context in their life. Knowing this is valuable, because the contexts in adolescents life have expectations adolescents have to meet (Akkerman & Bakker, 2011). When adolescents are unable to meet these expectations, stress arises (Doble & Supriya, 2011). Moreover, the findings of this research could be used as a starting point for future research.

Theoretical Framework

Typically, adolescents' life consists of multiple contexts (Bronkhorst & Akkerman, 2016; Phelan et al., 1991). This research focusses on the three contexts as mentioned by Nicklin et al. (2018), namely: work, school, and personal-life. Therefore, a context is Each context has its own demands and responsibilities that adolescents have to meet (Zittoun & Gillespie, 2015). According to Doble and Supriya (2011) these demands and responsibilities are environmental conditions "that require effort on the part of the adolescent to mobilize and manage requisite resources" (p. 237). One way of managing these demands and responsibilities, is to use *time management* (Claessens et al., 2007).

While time is an inaccessible factor, time cannot be managed (Claessens et al., 2007). However, the way an adolescent deals with time can be influenced (Eilam & Aharon, 2003). According to Eilam and Aharon (2003) monitoring and controlling time is known as *time*

management. Cleassens et al. (2007) defines *time management* as: “behaviors that aim at achieving an effective use of time while performing certain goal-directed activities” (p. 262). These behaviors involve: time assessment behaviors (i.e., awareness of here and now, past or present, and future), planning behaviors (e.g., setting goals, planning tasks, prioritizing, making to-do lists, using an agenda), and monitoring behaviors (i.e., observing time while performing activities) (Britton & Tesser, 1991; Claessens et al., 2007; Kaufman, Lane, & Lindquist, 1991; Macan, 1994). In this research time management consists of these behaviors. Research has shown that effective use of time management reduces stress among students (Macan, Shahani, Dipboye, & Phillips, 1990), and it relates positively to academic achievements (Britton & Tesser, 1991; Burt & Kemp, 1994; Macan et al., 1990). Therefore, time management gives adolescents structure in life through dividing time over activities (Cleassens et al., 2007).

Research has shown that during a day, adolescents move from one context to another (Phelan et al., 1991). While some adolescents are able to move between contexts in their life without experiencing problems, other adolescents face differences in their contexts (Bronkhorst & Akkerman, 2016). Regardless of efforts, these adolescents face these differences while they try to connect various contexts, and this leads to discontinuities across contexts instead (Bronkhorst & Akkerman, 2016). Akkerman and Bakker (2011) speak of discontinuity when action or interaction do not have the desired progress of outcome. Therefore, adolescents encounter problems that is caused due to differences in contexts (Bakker & Akkerman, 2014). Sometimes these differences are known as boundaries (Akkerman & Bakker, 2011; Phelan et al., 1991). *Boundaries* are socio- cultural differences that lead to discontinuity in action or interaction (Akkerman & Bakker, 2011). *Boundary crossing* refers to processes that take place on boundaries to secure or restore continuity in action or interaction (Akkerman & Bakker, 2011). Therefore, previous research focusses on

how adolescents move across contexts and if they experience (dis)continuity (e.g., Phelan et al., 1991). However, this research focusses on adolescents and how they are situated in their contexts. Therefore, adolescents are situated in their contexts. For example, an adolescent has different contexts in his or her life (i.e., studies, part-time job, personal-life). The adolescent finds their studies most important, and cancels plans with friends when there is a deadline set from school. Therefore, the context school is seen as more important to this specific adolescent than his or her personal-life. This research has an explicit focus on the essence of the contexts in adolescents' life, regarding other contexts.

According to Slot et al. (2018) adolescents tend to seek moments to engage in activities that relate to their interests. Therefore, when an adolescent has an interest within a specific context in their life, they rather spent time in that context (Slot et al., 2018). Interest is defined as: "a psychological state characterized by an affective component of positive emotion and a cognitive component of concentration" (Hidi & Renniger, 2006, p. 111). According to Slot et al. (2018) interest is always related to particular content (e.g., topic, activity). Most interests are derived from the personal-life of adolescents (e.g., sports, hobbies, socializing), because these activities provoke both intrinsic motivation and attention (Slot et al., 2018). This supports adolescents to discover their own interest and talents (Larson, 2000). Furthermore, Bronkhorst and Akkerman (2016) found that the contexts in adolescents' life differ in extent to which the personal interests are facilitated. Therefore, if adolescents prioritize a context in their life, this could be due to their personal interests (Akkerman & Bakker, 2018; Hidi & Renniger, 2006; Slot et al., 2018). According to Akkerman and Van Eijck (2013) an adolescent considers which context gets the most attention, while they participate in various contexts. Carlson and Kacmar (2000) found that the context which is prioritized by the adolescent is also seen as most important, and more

valued than other contexts. So, when a context is prioritized an adolescent tends to spend more time in this context (Morgenstem, 2004).

Research question

This research focusses on how adolescents structure themselves in their contexts, and it aims to investigate what role time management and prioritization of context(s) have in this.

Therefore, this leads to the following research question: “How do adolescents structure themselves in their contexts”? To answer this research question, two sub questions are formulated: “What is the role of time management regarding how adolescents structure themselves in their contexts? and “How does adolescents’ prioritization of context(s) influences the way they structure themselves in their contexts?”.

Method

Design

This research was a qualitative research design. According to DeFranzo (2011) qualitative research is primarily exploratory research, and it is used to gain understanding of underlying reasons, opinions, and motivations. To answer the research question and the four sub questions, a semi-structured interview was used. Wethington and McDarby (2015) interpret a semi-structured interview as a balance between standardized questions and more open-ended interview questions.

Sample

Initially, a group of fifteen adolescents participated. The reason for this sample size was to achieve saturation, according to Hennink, Kaiser, and Marconi (2016) saturation arrives between nine and sixteen interviews. After analyzing the data, one recording consisted an error and therefore, could not be used for this research. In addition, the initially recruited participants consisted of fourteen, and one man. So, this consisted of an unequally distribution. Therefore, three transcripts from the other researchers (see Instrumentation

paragraph) where used. After removing the recording with the error, and adding the participants from the other research, the participants of this research consisted of thirteen women, and four men. They were aged between 18 and 26 years ($M = 21.41$).

The adolescents had to meet certain criteria to participate in this research. All the adolescents had to study fulltime, and this had to be at least at an university (viz., Higher Education). Further, the participants all had Dutch as their native language.

Participants were recruited through a non-probability sampling method, specifically referral sampling or snowball sampling. According to Naderifar, Goli, and Ghaljaie (2017) with this method a researcher tries to get in touch with new participants via the already recruited participants. At first, the researcher contacted a family member. Via this family member the researcher gathered participants (viz., students from her university, and friends). Through these participants new participants were found.

Instrumentation

This research consisted of a semi-structured interview. The semi-structured interview was designed with the help of two other Educational Sciences students from Utrecht University. Therefore, these students used the same interview outline for their Master's Thesis. The semi-structured interview counted open questions. Sometimes closed questions were asked to confirm given information. To ensure the validity and reliability of the interview each student conducted a pilot study with someone a critical peer student or family member. After this pilot study we changed some questions in less controlling questions (e.g., instead of asking "do you use an agenda", we asked "do things sometimes go differently..."). Therefore, we did not ask specific concepts. The final interview consisted 11 open questions (Appendix C).

Procedure

First, the participants received an e-mail through the email account of the researcher. This e-mail consisted with a short explanation of the research (Appendix B), and a short answer form, created by Google forms. This way, participants filled in the link when they were interested in participation, so they did not had to contact the researcher through other sources. People left their name and e-mail address (or telephone number), then they were contacted.

Second, before conducting the interview. The participants received an e-mail with the Informed Consent (Appendix A), whereby they gave permission to use their data and they received information about guarantee of their privacy. The information of the participants was marked confidential. The researcher preserved the information confidentially as follows: assigning code names/numbers for participants that will be used on all research notes and documents.

Third, the interviews were planned through e-mail or message by mobile phone if they left their phone number. Initially, the interviews took place at the university, where the participants were enrolled. However, due to the COVID-19 situation interviews were conducted via Skype or phone.

Fourth, after conducting the interview via Skype or phone the interviews were analyzed and coded. To ensure the intern validity, the participants received a member check from the interview. This member check consisted of a small summary of the interview and mentioned answers. If the participants had questions or remarks they could contact me. All of the participants agreed with the written member check. Therefore, there was a 100% agreement with the written member checks.

Data Analysis

The data was analyzed using a directed content analysis. This means that existing theory or prior research is used to identify key concepts as initial coding categories (Hsieh &

Shannon, 2005). This research used the three contexts of Nicklin et al. (2018) to divide the contexts in adolescents' life (viz., work, school, personal-life).

Strauss and Corbin (2007) divide three types of coding: open coding, axial coding, and selective coding. Prior to coding, all the interviews were read and divided into meaningful pieces. These meaningful pieces consisted of information that concerned the research questions. These pieces consisted of information about how adolescents structure themselves in their contexts. Further, they gave insights in the role of time management, and if they prioritized a context in life.

During coding, the contexts in participants' life were identified, and the activities within these contexts were coded. Later on, the codes were merged into sub themes. For instance, the codes: shopping, going out, playing games, etc. were merged into the code free-time. This code belonged to the subtheme, personal-life, and within the main theme: contexts in life. Below, the main themes, sub themes and codes are further explained. In addition, the code tree can be found in appendix D, table 1.

The process of coding produced three main themes, namely: contexts in life, time management, and prioritizing contexts. These main themes consisted of subthemes, and these subthemes consisted of codes that addressed the subtheme.

The main theme, contexts in life, consisted of three subthemes based on the literature of Nicklin et al. (2018). Therefore, the contexts: *work*, *school*, and *personal-life*. These subthemes consisted of codes that referred to the context(s). For example, the context *personal-life* consisted of the coded: sport, free-time, friends/family. For instance, participant 3 mentioned: "I love running and walking, I like going out...", this statement is coded as: Free-time, which belongs to the context *personal-life*, which relates to the main theme *contexts in life*.

The main theme: *time management*, consisted of two subthemes, namely: *time management*, and *demands and responsibilities*. The sub theme, *time management*, consisted of four codes, named: Use of agenda, use of to-do list, use of both agenda and to-do list, and No written form. Whereas the subtheme: *demands and responsibilities*, consisted of the codes: demands and responsibilities school, Demands and responsibilities work, and Demands and responsibilities personal-life. For example, participant 2 relied on the demands and responsibilities from the context school to divide her time. Therefore, this statement is coded as: demands and responsibilities school.

The main theme: *prioritizing contexts*, was based on literature from Carlson and Kacmar (2000). Who found that when a context is prioritized by adolescents, this context is seen as most important and more valued. Therefore, adolescents tend to spend more time in this context (Carlson & Kacmar, 2000). To found out which context is most important to adolescents, the main theme consisted of three different codes, namely: prioritizing work, prioritizing school, and prioritizing personal-life. For example, participant 5 mentioned: “School is keeping me very busy, especially the last couple of months. Yeah, I really find it important to be done later on...”. This participant spends most of her time on the context: *school*, and she finds it important to finish her studies. Therefore, this statement is coded as: prioritizing school.

First, the codes were analyzed per research question. Therefore, the findings per research question were analyzed. Second, the findings per participant were analyzed. This clarified how the participants structured themselves in their contexts, including time management behavior and prioritization of context(s). Third, similarities and differences between participants were investigated. For example, the role of time management is compared between participants.

Results

The data consisted of transcription from seventeen semi-structured interviews. This research focused on how adolescents structure themselves in their contexts. Therefore, three sub questions were formulated. First, the findings per sub question were viewed. Second, the findings per participant were analyzed, and at last similarities and differences between participants were analyzed.

Role of Time Management

The first sub question focused on the role of time management in how adolescents structure themselves in their contexts. The findings are shown in figure 1.

Figure 1. Time Management Behavior

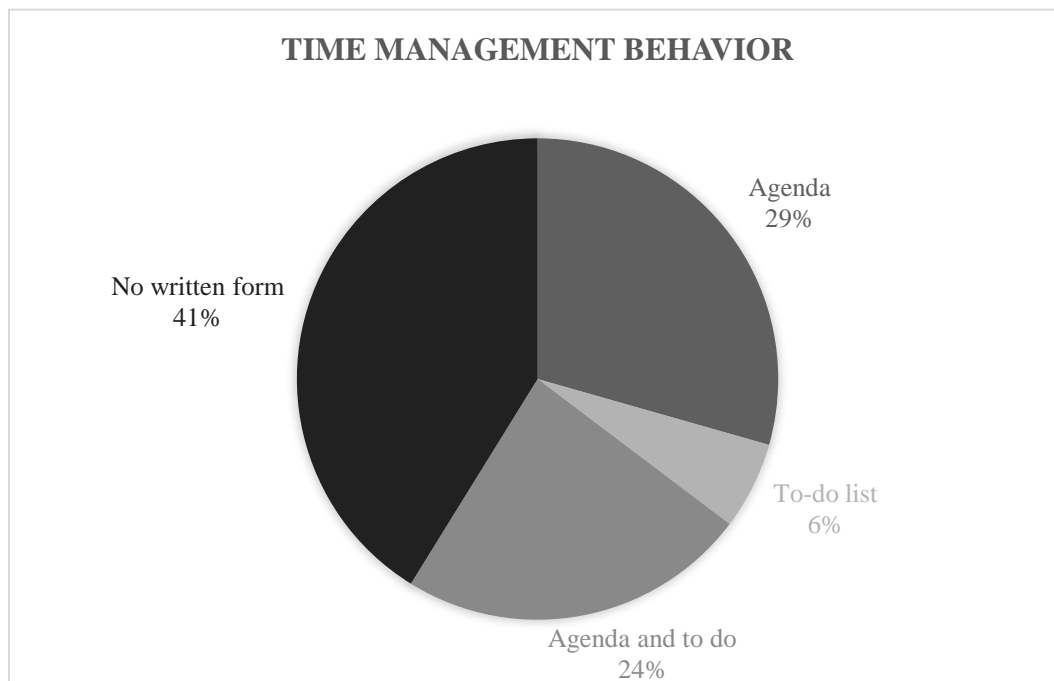


Figure 1. How seventeen participants used time management behavior presented in percentages.

The findings (figure 1) showed that from the seventeen participants, seven participants used no written form while they managed their time. Participant 4 mentioned:

Uh, well usually I don't write anything down. It's more like I just remember the stuff, it's not like I make schedules. But, it more like if I make schedules I look at my time

table from school, and then I look at the agreements I made with friends to eat or so.

And well, I have an agenda app from school, so I use that to sort of divide my time...

This example indicates that participant 4 does not use a written form to organize her the contexts in her life. However, she relies on the demands and responsibilities from her school (i.e., time table) to divide her time.

Five participants used an actual agenda to divide their time, this could be a paper agenda, or an agenda on the mobile phone. Participant 12 stated:

I'm also quite planning, so once in a while, for example on a Sunday evening, I get my laptop and my agenda and then I just plan everything in... well, I immediately put in my lectures and courses. I can sort of download this, because I have an online agenda. I check this on a regular base, and then yeah my practice hours and bar nights everything is in it. And then I sort of look at the things I want to sacrifice per week, and then I just plan it. Usually, I know a month in advance if I have to cancel things.

This example indicates that participant 12, uses her demands and responsibilities from her studies (i.e., lectures, courses) to fill in her agenda. Further, she plans her other activities in life around these demands and responsibilities.

One participant only used a to-do list. Participant 5 mentioned the following:

The evening before or the morning, I often make a to-do list. Otherwise, I work on anything and everything. Whereas, eventually I didn't do much. So, I often start with that... Well, these to-do lists really help me to find structure, and to write things down for myself. Or, I just write down what I want or have to finish that day. So, yeah that helps me to structure. Further, a quiet workplace were there isn't much distraction.

This statement indicates that the participant used a to-do list to finish assignments from her school. It helps her to write down the things she has to do, and that gives her structure. There were four participants used both an agenda and a to-do list. Participant 6 mentioned:

I have an agenda where I literally write down everything I have to do. Even now I'm still searching for things that I can write down in my agenda. Because, I really like it, and I always make lists from things I need to do. I put it on a spot where I can see it all the time...

In this example the participant used time management behavior to monitor and control time. Specifically, she used planning behavior to monitor and control time.

Demands and Responsibilities. Even though, not all participants used a written form to manage their time (e.g., agenda or to-do list). All the participants relied on demands and responsibilities from *school*, to divide their time. Specifically, they used the time tables or deadlines to divide their time. For example, participant 2 stated:

Well, usually with exams I'm always too late. But, like with papers I literally use the schedules they offer from school. Because, then for example you have to finish one paragraph that week and one week later another paragraph. I really try to hold on to that schedule, to get extra feedback. So, that are the schedules from school where I rely on. But, with exams I find it harder.

This example indicates that this participant used the schedules from school to finish her paper. So, she uses the dates her teachers offer to deliver parts of her paper for feedback. However, with exams she finds it difficult to divide her time to study. In addition, this participant did not use a written form to divide her time. She stated that she finds it difficult to make schedules for herself.

Prioritizing Contexts

The second sub question focused on, how adolescents' prioritization of context(s) influences the way they structure themselves in their contexts. The findings showed (figure 2) that more than half of the participants (viz., eleven participants), prioritized the context *school* in their life. Participant 5 explicitly mentioned: "School is keeping me busy, especially the

last couple of months. Yeah, I really find it important to be done later on”. So, this statement indicates that the participant is busy with her study, however she finds it important to finish her studies. Therefore, she finds school important and she prioritized the context *school* in her life. Participant 1 prioritized the contexts *personal-life* and *work*. She mentioned the following: “I prefer other things instead of my school assignments. I rather clean up my room, or sort out my closet, paint my nails, or whatever”. She also mentioned that she has mandatory work hours, and that these hours are fixed. So, when she has to work she cannot work on her internship assignment or something else. This is an example of how the context *work*, is preferred over her other contexts.

Figure 2. Prioritizing context(s)

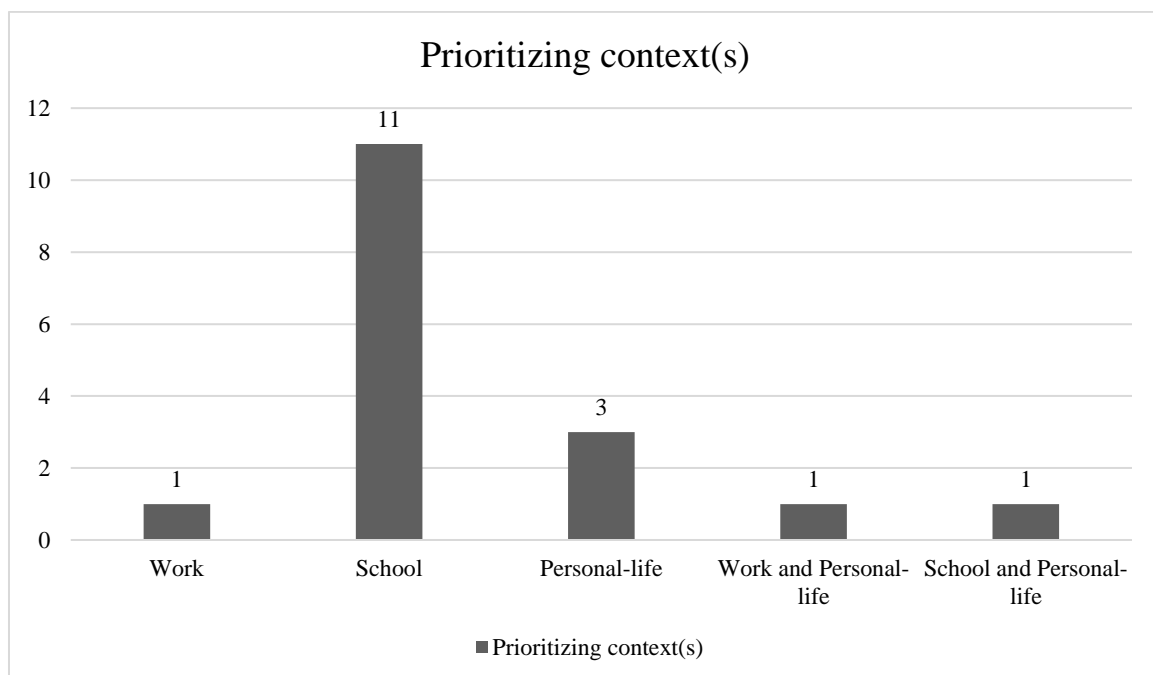


Figure 2. Outcomes of which context(s) participants prioritize in their life.

Participant 14 prioritized the context, *personal-life*. This participant values her *personal-life* more than her *school*, or *work*. She mentioned the following:

Well, when I come home from school, I don't have the urge to work on my school assignments, which I probably should do. Instead, I immediately go to my boyfriend

or girlfriends. When the weather is nice, I go to the terrace or something like that. I don't do much extra for school, which I actually should do.

Participant 8 preferred her *personal-life* over her school. However, sometimes she has to cancel plans with her girlfriends due to demands and responsibilities from her school.

Therefore, while she values her *personal-life* over her studies, she wants to finish her studies.

So, that results in feeling sad when she has to cancel her plans. In the interview she stated:

...but sometimes I find it hard to maintain my social relationships. However, basically all of my friends are studying, so they have the same thing. But, sometimes it's really hard to find that middle ground. Yet, I can easily say to myself, okay I just skip this night with my girlfriends because I absolutely have to work on my school assignments. But, I have to be honest, I really hate it.

So, in this case participants 8 choses her demands and responsibilities from her studies over her social relationships. However, she did not like to spend extra time on her studies.

Findings per Participant

In Appendix E, table 1. The findings per participant are shown. This table shows the management behavior participants showed (i.e., using an agenda, to-do list, or no written form). The context(s) which are prioritized by a participant is shown. At last, the table points out from which context participants used the demands and responsibilities to manage their time (e.g., deadlines, time tables, mandatory work hours).

Differences and Similarities

In the last section of the results, the differences and similarities between participants is clarified. The findings showed that all the participants prioritize one or two context(s) in their life. Eleven participants prioritized the context, *school*. However, these participants differ on how they managed their time. For example, one participant mentioned: "It's more like, I just remember the stuff. I don't make a schedule or something like that...". Another participant

mentioned: “Uhm.. well for example, when you write papers and your thesis. That’s never finished, however, it still remains important to like plan the parts that you want to work, and what you want to achieve with it”. The difference between these participants is that even though they both prioritize their studies, one of them did not use an agenda or to-do list while she works on her assignments, and the other participant did.

Participants who prioritized their *personal-life* over their other contexts in life, saw their friends and family more than the participants who prioritized their other contexts. For example, participant 15 mentioned: “Well, normally every weekend, yeah that’s a little bit different now. However, normally we see each other Friday, Saturday, and sometimes Sunday. Yeah, I really find it important and it’s always really cozy”. Another participant who prioritized her *personal-life* over her studies mentioned: “...However, if I really have to choose what I find most important, then it’s having fun with friends and doing fun stuff. Yeah, that’s actually were I’m most busy with”. She saw her friends even after schooldays, instead of working on her school assignments. Contrastingly, participants who prioritized their studies over other contexts in life, only saw their friends and family on one weekend day or during other activities (e.g., sports, student association dinner, etc.). This indicates that participants who prioritized their *personal-life*, value their quality time with friends and family.

The findings showed that all participants used the demands and responsibilities from their studies to divide their time. However, they differed in how they monitored and controlled time. There were nine participants who actually used an agenda, or to-do list (or both). These participants had in common that they used the demands and responsibilities from their prioritized context, *school*, to divide their time. The other participants did not use an agenda or to-do list while they organized their life. These participants had in common that they all used the time tables, or deadlines from their studies while they organized their life.

They only did not use an own agenda to write down the things they needed to do per day or per week. One of them mentioned:

Well, in the beginning I planned everything, well I tried to plan everything. However, eventually a lot of things just kept coming between causing me to lose control over my planning. Therefore, I thought like, never mind I just remember it in my head. So, I sort of have things in my head I need to do today. However, I don't have like a schedule of the things I'm doing all day.

This example indicates that while this participant did not use an agenda for her time management, she has in her head what she needs to do for her studies. This is in line with the other participants who did not use a written form for managing their time. Therefore, these participants also relied on the demands and responsibilities from their studies, and are in some way still showing time management behavior (i.e., prioritizing, monitoring time, etc.).

Discussion

This research aimed to investigate how adolescents structure their life. More specifically, how adolescents structure themselves in their contexts. Further, this research aimed to investigate the role of time management and prioritization of context(s), and how adolescents include actors from one context into another. Therefore, there were two sub questions formulated, namely: "What is the role of time management regarding how adolescents structure themselves in their contexts?"; "How does adolescents' prioritization of context(s) influences the way they structure themselves in their contexts?". This research consisted of the following research question: "How do adolescents structure themselves in their contexts?".

Summing up the key findings in this research, all the participants prioritized one or two context(s) in their life. Most of the participants (i.e., eleven participants), prioritized the context: *School*. Whereas, all participants also used the demands and responsibilities from

their prioritized context to manage their time (i.e., *Time management*). There were nine participants who used an agenda, to-do list, or both while they managed time. Seven participants did not use a written form while they managed their time.

Role of Time Management

The findings show that from the seventeen participants, nine participants use a written form to manage their time (agenda or to-do list). According to Cleassens et al. (2007) time management consists of “behaviors that aim at achieving an effective use of time, while performing certain goal-directed activities” (p. 262). These behaviors include: time assessment behaviors, planning behaviors, and monitoring behaviors (Britton & Tesser, 1991; Kaufman et al., 1991; Macan, 1994). The findings show that the participants use these time management behaviors in their life. For example, planning behaviors (planning tasks, prioritizing, making to-do lists, and using an agenda) are used to find structure in their life. One of the participants mentioned that a to-do list helps her to find structure. She uses to-do lists to create structure in her life. Thereby, it helps her to write the things down she has to do per day. This indicates that the participant shows time assessment behavior (awareness of here and now, past or present, and future), because she knows what she has to finish per day. This indicates that she is aware of her available time now, and her future tasks. In addition, the participant also shows monitoring behavior (e.g., observing time while performing an activity). Mainly, because she estimates which assignments she could finish during her day. This is in line with other participants who used an agenda or to-do lists to structure their life.

Therefore, the agenda and to-do lists are ways to control and monitor time, according to the participants who use these in their life.

Demands and Responsibilities. The results indicate that all the participants relied on the demands and responsibilities from their studies. For example, they use their time table from school to organize their week. Therefore, the participants look at the mandatory lectures

or courses they have to follow in one week. Furthermore, one participant mentioned that she did not use an agenda or to-do lists. However, she uses the time table from her school to look at the things she wants to do. This indicates that even though not all participants use an agenda or to-do list as a way of managing time, they used the demands and responsibilities from their studies to organize time. Therefore, all the participants intentionally or unintentionally, use a form of time management behavior (Britton & Tesser, 1991; Claessens et al., 2007; Kaufman, Lane, & Lindquist, 1991; Macan, 1994).

Prioritization of Context(s)

The findings show that all the participants prioritize one or two context(s) in their life. From the seventeen participants, eleven participants prioritize the context *school*. Mainly, because these adolescents find their studies most important in their life. Participant 5 explicitly mentioned: “School is keeping me busy, especially the last couple of months. Yeah, I really find it important to be done later on”. Previous research found that if adolescents prioritize a context in their life, this could be due to their personal-interest (Akkerman & Bakker, 2018; Hidi & Renniger, 2006; Slot et al., 2018). The findings indicate that most of the participants prioritize the context *school*. Assuming that adolescents chose their studies for their interest and future job preference, the findings of this research are in line with previous research (Akkerman & Bakker, 2018; Hidi & Renniger, 2006; Slot et al., 2018).

Carlson and Kacmar (2000) found in their research that if a context is prioritized by adolescents, they tend to spend more time in this particularly context. Thereby, the prioritized context is seen as most important, and more valued than other contexts. Participant 14 prioritized the context, *personal-life*. So, according to Carlson and Kacmar (2000) this participants should value this context more than her other contexts. Furthermore, the findings show that participants who prefer their *personal-life* over other contexts spend more time with their friends and family than participants who prioritize their studies in life.

However, one participant prioritized her *personal-life* over her other contexts. But, sometimes she has to cancel plans with friends because she needs to work on her school assignments. However, she does not like this. Therefore, this indicates that while this participant values her *personal-life* over her *school*, she finds the demands and responsibilities from her studies also important. This suggest that even though a participant prioritizes her personal-life over her other contexts in life, she spends more time on her studies. Therefore, she sometimes has to choose between her personal-life and her studies. Therefore, these findings are not completely in line with the research of Carlson and Kacmar (2000). They found that if a context is prioritized by someone, he or she spends most time in this context (Carlson & Kacmar, 2000). However, the results of this research found that *school* is taking up most of time in adolescent's life.

Limitations

This research consisted of thirteen women and four men. Which is a sample in which the distribution is not representative for the population of adolescents. According to the CBS (2019), the population of adolescents in the Netherlands consists of more men than women. Therefore, the sample of this study is not representative for the population of adolescents in the Netherlands. Therefore, the findings should be interpreted with caution.

Secondly, this research lacks data about experienced stress among adolescents. While the research questions were aimed at investigating how adolescents structure themselves in their life. It would have been interesting to gather data about experienced stress among adolescents. Because, maybe adolescents who prioritized their personal-life over their studies, experienced more stress because they had to spend more time on their studies (Carlson & Kacmar, 2000). In this research, two adolescents explicitly mentioned that they were stressed. However, they blamed it on the COVID-19 regulations. So, maybe if the COVID-19

regulations were not around, these participants did not experience stress. Therefore, this information could not be included in the results.

This leads to the third limitation of this research. While conducting data, COVID-19 was detected in the Netherlands. Due to the COVID-19 regulations the adolescents who participated in this research were studying from home, some could not go to their work, and their personal-life was limited at that moment. So, it is plausible that the COVID-19 regulations influenced the results. Especially, because most of the participants only had their studies at that moment, while the other contexts got less attention.

Future research

Future research should focus on the experienced stress among adolescents. Especially, on adolescents who prioritized the context *school*. Research found that universities have high expectations from their students, which often leads to experiencing pressure and feeling stressed (Neely et al., 2011; Nicklin et al., 2018). The pressure adolescents experience has multiple causes, for instance: student loan (De Boer, 2017; Nicklin et al., 2018; Schmidt & Simons, 2013). However, this current research found that most of the adolescents prioritize their studies in their life. It remains unclear if adolescents who prioritize their studies experience more stress compared to adolescents who prioritize other context(s) in their life (e.g., personal-life). In addition, future research should focus on adolescents who prioritize their studies over other contexts in life and the reasons for this prioritization.

Conclusion

This research aimed to investigate how adolescents structure themselves in their contexts. Findings show that adolescents prioritize one or two context(s) in their life. This context(s) is seen as most important and more valued than the other contexts in their life. The majority of the adolescent prioritize their studies. Therefore, they prefer this context above other contexts in their life. Adolescents use time management behaviors to monitor and

control time. Not all adolescents use a written form (i.e., agenda, to-do list) while they organize their time. However, they all rely on the demands and responsibilities from their studies to organize their life. This indicates that adolescents intentionally or unintentionally use time management behaviors to monitor and control time. This research has some interesting and valuable findings that could be used as a starting point for future research. Because after all, the adolescents in our society are the future generation, and their experiences will shape our future society and the norms with it.

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Appendix A – Informed Consent

Informed Consent



Universiteit Utrecht

Beste student,

Alvast hartelijk bedankt voor jouw interesse om deel te nemen aan dit onderzoek. Met deelname aan het onderzoek wordt bedoeld dat je geïnterviewd zal worden. In deze brief zal je meer informatie vinden over het onderzoek. Voordat je besluit deel te nemen is het belangrijk om te begrijpen waarom dit onderzoek wordt gedaan en wat het inhoud. Lees de volgende informatie aandachtig door. Vraag de onderzoeker naar meer informatie als er iets is niet duidelijk is of als je meer informatie nodig hebt.

Doel van het onderzoek

De titel van de master thesis is: *The (un)intentional division of the different contexts in student life*. Het doel van deze studie is om de verschillende contexten in het leven van studenten vast te stellen, en om een beeld te krijgen hoe de student deze verschillende contexten (opzettelijk of onbedoeld) samen plant. Dit doel wordt nagestreefd samen met twee andere onderzoekers die binnen hetzelfde thema onderzoek doen en gebruik zullen maken van hetzelfde instrument.

Interview

Dit onderzoek bestaat uit een semigestructureerd interview van maximaal 55 minuten. Samen met de onderzoeker zal er afgestemd worden waar en wanneer het interview gehouden wordt.

Data

Het interview wordt opgenomen aan de hand van een audio-recorder. Vervolgens zal deze informatie anoniem uitgewerkt worden. Dit betekent dat jouw persoonlijke gegevens, zoals jouw naam en leeftijd, niet geïdentificeerd worden op naam. Daardoor kan het interview niet getraceerd worden naar de participanten. De data zal gedeeld worden met de thesisbegeleider en de twee andere betrokken onderzoekers. De data zal na maximaal 10 jaar verwijderd worden.

Vrijwillige deelname

De deelname aan dit onderzoek is vrijwillig. Het is aan jou om te beslissen of je al dan niet deelneemt aan dit onderzoek. Als je besluit deel te nemen aan dit onderzoek, wordt er gevraagd een toestemmingsformulier te ondertekenen. Nadat je het toestemmingsformulier hebt ondertekend, kun je je op elk gewenst moment en zonder opgaaf van reden terugtrekken. Als je je terugtrekt uit dit onderzoek, heeft dit geen invloed op de eventuele relatie met de onderzoeker. Als je je terugtrekt uit het onderzoek voordat de gegevensverzameling is voltooid, worden jouw gegevens vernietigd.

Vragen of klachten

Indien je later nog vragen hebt over het onderzoek dan kan je contact opnemen met de interviewer, Nadhie Laing. Ook is het mogelijk om contact op te nemen met de twee andere betrokken onderzoekers, Robbin van Ee en Geert Drost.

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Master student Educational Sciences

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Geert Drost

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Indien je vragen hebt over het onderzoek maar dit liever niet met de onderzoeker bespreekt dan kan er contact worden opgenomen met de thesis begeleider Joris Beek door een e-mail te sturen naar G.J.Beek@uu.nl

Indien je een klacht hebt over dit onderzoek dan kan je een e-mail sturen naar klachtenfunctionaris-fetsocwet@uu.nl

Toestemming

Ik heb de verstrekte informatie gelezen en begrijp deze en heb de gelegenheid gehad om vragen te stellen. Ik begrijp dat mijn deelname vrijwillig is en dat ik me te allen tijde kan terugtrekken zonder opgaaf van reden en zonder kosten. Ik begrijp dat ik een kopie van dit toestemmingsformulier zal ontvangen. Ik ga vrijwillig akkoord om deel te nemen aan dit onderzoek.

Als je besluit deel te nemen dan verzoek ik je vriendelijk hieronder uw handtekening te plaatsen en de datum van de dag op te schrijven.

Handtekening participant _____ Datum _____

Appendix B – Information Research

Information Research

Beste student,

Mijn naam is Nadhie Laing, ik ben student Onderwijswetenschappen aan de Universiteit Utrecht. Voor mijn afstuderen doe ik een onderzoek naar de verschillende contexten in het leven van een student. Waar ik vooral benieuwd naar ben is; welke contexten er zijn, hoe studenten deze indelen in hun leven (bewust of onbewust, gezamenlijk of apart), en welke waarde studenten hechten aan deze verschillende contexten.

Om dit onderzoek uit te voeren heb ik studenten nodig die geïnterviewd willen worden. Het interview zal duurt ongeveer 30 tot 45 minuten.

Dit onderzoek gaat er voor zorgen dat scholen meer inzicht krijgen in hoe studenten hun leven inrichten, en waar zij (als hogeschool) kunnen helpen om studenten meer balans te geven.

Ben jij een student aan een HBO opleiding en heb jij tijd en ruimte in jouw agenda?
Dan zoek ik jou!

Voor meer informatie, of als je wilt deelnemen, neem dan contact met mij op.

Contact:

Nadhie Laing
n.laing@students.uu.nl / nadhielaing@gmail.com
tel. 0610874166

Appendix C – Interview Format**Interview Format***Introduction*

Wat fijn dat je mee wilt werken aan dit interview. Mijn naam is

Ik volg de studie: Educational Sciences aan de Universiteit Utrecht, voor mijn afstuderen ben ik benieuwd naar jongeren en wat ze doen in hun leven.

Dit interview focust zich op jou, wat je nu doet, hoe dat gaat en op welke manier je daarmee bezig bent. Het interview bestaat uit twee delen, het eerste gedeelte gaat over waar je je allemaal mee bezig houdt, en het tweede gedeelte gaat over hoe je dat ervaart.

Dit interview zal ongeveer 30 tot 45 minuten gaan duren.

Zijn er nog vragen voordat we gaan beginnen?

Algemene begin vraag: vertel eens iets over jezelf, wie ben je, waar woon je, etc.

Onderdeel 1	Specifieke vragen	Interview vragen
<i>Welke contexten zijn er allemaal</i>	<ol style="list-style-type: none"> 1. Welke studie volg je? <ol style="list-style-type: none"> a. Hoeveelste jaar? b. Hoe ziet dit eruit? 1. Zit je op een sport? 2. Heb je hobbies? 3. Moet je ook stage lopen? <ol style="list-style-type: none"> a. Zo ja, hoeveel uur? 4. Ga je wel eens naar vrienden/familie? 5. Woon je op jezelf of bij je ouders? <p>Op jezelf: besteed je veel tijd aan je huishoudelijke taken? Bij je ouders: heb je taken waar je veel tijd aan moet besteden?</p> <ol style="list-style-type: none"> 6. Werk je nog naast je studie? Zo ja, werk je veel? Zo nee, waarom niet? 7. Heb je huisdieren? Zo ja, zorg jij hier zelf voor? 8. Zit je bij een studentenvereniging/dispuut? Zo ja, ben je hier veel mee bezig? 	<i>Zoals gezegd, mijn onderzoek gaat over jou. Waar jij mee bezig bent en wanneer je dat doet. Dus om bij het begin te beginnen: Welke dingen houden je allemaal bezig?</i>
<i>Hoe richt iemand zijn leven in</i>	<ol style="list-style-type: none"> 1. Hoe ziet jouw week er uit? 2. Heb je een vast rooster met school? 3. Is elke week hetzelfde? 4. Wat doe je in het weekend? 5. Welke dingen geven jou prioriteit? 6. Deel je je week wel eens in? Zo ja, hoe dan? Gebruik je een planner? 	<i>Hoe ziet een 'normale' week er voor jou uit?</i>

	7. Plan je wel eens bewust dingen samen? Of gebeurt dit onbewust? Kan je voorbeelden noemen? Waarom?	
<i>Welke waarde hecht iemand aan zijn contexten?</i>	<ol style="list-style-type: none"> 1. Bedenk je wel eens van te voren wat je allemaal in de week gaat doen? Zo ja, zijn er dan dingen die het belangrijkste zijn? 2. Welke dingen vind je het belangrijkste in je leven? Waarom? Hoe zie je dit terug? 3. Wat vind je het leukste om te doen? 4. Voor welke dingen in je leven maak je tijd en ruimte? 5. Waar besteed jij per week de meeste tijd aan? Gaat dit ten koste van andere dingen? 	
<i>Hoe reageren studenten op inmengingen uit andere sociale contexten?</i>	<ol style="list-style-type: none"> 1. Als je aan die belangrijkste dingen denkt, hoe zorg je ervoor dat je deze inplant? Hoe houd je in je planning rekening met alle activiteiten? 2. Gebeurt het wel eens dat je een activiteit hebt ingepland, dat deze onderbroken/verplaatst wordt door een andere activiteit? Zo ja, hoe? 3. Wanneer je geplande activiteit wordt verplaatst of onderbroken, hoe ga je daarmee om? Wat doe je om te prioriteren? 	<p><i>Hoe gaat dat samen?</i></p> <p><i>...En lopen ze wel eens anders dan hoe je het van te voren gedacht had?</i></p>

Onderdeel 2	Specifieke vragen	Interviewvragen
Hoe ervaren studenten hun verschillende contexten?	<ol style="list-style-type: none"> 1. Wat is de ervaring van alle contexten bij elkaar/ het leven van de student? 2. Hoe beïnvloedt dit gevoel je? (psychological, emotional, behavioural) Hoe voel je je daarbij? 3. Waar ligt de focus van de student? (bijvoorbeeld focus op: het behalen van gestelde doelen/ dingen doen voor anderen/ vrije tijd) 	<i>Als je denkt aan hoe je weken eruit zien, hoe is dat voor jou?</i>

	<ol style="list-style-type: none"> 4. Wat is de rol hiervan van de contexten? (normen & waarden, verwachtingen) 5. Voelt de student zich altijd zo of is dit tijdelijk? 6. Is er continuïteit/ discontinuïteit tussen bepaalde contexten? 7. In hoeverre gedraagt de student zich anders in zijn context? / In hoeverre heeft de student één identiteit? 8. In hoeverre is de student vaak bezig met zijn gevoel bij de verschillende contexten? 9. Wat ziet de student als de ideale situatie (voor de verhouding van zijn contexten tot elkaar en de ervaring daarvan) en hoe verhoudt hij zich daar nu tot? 10. Welke competentie heb je daarvoor nodig? 	<p><i>Hoe komt dat denk je? Vertel...</i></p> <p><i>Is dat altijd zo? Hoe komt dat denk je?</i></p> <p><i>Zou je nog dingen anders willen zien? (terugdenken aan je 'normale' weken)</i></p> <p><i>Hebben we het denk je over alles gehad? (om jou te begrijpen)</i></p> <p><i>En hoe is het nu voor je (coronavirus)?</i></p>
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Appendix D – Code Tree**Code Tree**

Table 1

Code tree after axial coding

Main theme	Subtheme	Codes	Explanation codes	
Contexts in life	Work	Work		
		Volunteer work		
	School	Activities school	E.g., travel time, student association, internship	
		Personal-life	Family/friends	
			Sport	E.g., soccer, gym, training hours, etc.
			Hobby	E.g., Creative hobby, making music
Time management	Time management	Free-time	E.g., going out, watching Netflix, shopping, etc.	
		Use of agenda	Controlling and monitoring time with use of agenda	
		Use of to-do list Use of both agenda and to-do list No written form	No use of agenda, or to-do list	
	Demands and responsibilities	Demands/responsibilities school	Use of deadlines to divide time	
		Demands/responsibilities work	Use of contractual work hours to divide time	
		Demands/responsibilities personal-life	Use of agreements to divide time	
Prioritizing contexts	Prioritizing contexts	Prioritizing Work	Most important context in life	
		Prioritizing School	Most important context in life	
		Prioritizing Personal-life	Most important context in life	

Appendix E – Findings per Participant

Findings per Participant

Table 1

Findings after analyzing per participants

Participant No.	Sex	Prioritized context	Way of Time management	Demands and responsibilities	Quotes
		Work, School, Personal-life	Agenda, to-do, no written form	Work, School, Personal-life	
1	Female	Work and Personal-life	Agenda and to-do	School, Work and Personal-life	<i>"I prioritize other things instead of school, then I'd rather go cleaning up my room, or sort out my closet, or paint my nails, uhm or whatever..."</i>
2	Female	School	No written form	Work and School	<i>"I'm often too late with exams, but like with assignments I literally use the schedules from school..."</i>
3	Female	School	Agenda and to-do	School	<i>"I'm really fond of lists, so everything is on lists, and I also have per day the things I want to do..."</i>
4	Female	School	No written form	School	<i>"It is more like, I just remember the stuff. I don't make like a schedule or something like that."</i>
5	Female	School and Personal-life	To-do	School and Personal-life	<i>"School is keeping me busy, especially the last couple of months... besides that, the social life, friends, family they keep me busy."</i>
6	Female	School	Agenda and to-do	School	<i>"I'm really active with my roommates, so we often go out, and I'm also part of a student association, so we see each other every Monday."</i>
7	Female	School	No written form	School	<i>"when I go to my parents, I do laundry, and I work on my assignments from school."</i>
8	Female	Personal-life	No written form	School	<i>"Sunday for me is like a rest day, so then I drink coffee with my parents, lay on the couch, doing nothing..."</i>
9	Female	School	No written form	School	<i>"And when I'm on the train to school I take my sketchbook with me..."</i>
10	Man	School	Agenda	School and Personal-life	<i>"...Now, I have everything more organized."</i>
11	Man	School	No written form	Work and School	<i>"Imagine, like I have an assignment due on Monday, and I still didn't do anything on Friday, then I just don't experience a lot stress..."</i>
12	Female	School	Agenda	School	<i>"I'm also part of a student association in Wageningen, so basically I'm there every Monday of the week."</i>
13	Female	Work	Agenda and to-do	School and Work	<i>"I do volunteer work by an Engil, that's called Choice for Youth, it's based in Amsterdam."</i>
14	Female	Personal-life	No written form	School	<i>"When I come home from school, I don't have the urge to work on my studies..."</i>
15	Female	Personal-life	Agenda	School	<i>"I find my friends really important, so normally we see each other every weekend."</i>
16	Man	School	Agenda	Work, School, and Personal-life	<i>"...It has like two function, on the one hand planning in study time, and on the other hand highlighting deadlines..."</i>
17	Man	School	Agenda	School	<i>"You just have to divide your time in a good way..."</i>

Appendix F – Used Quotes

Translations of Used Quotes

Table 1

Translations of used quotes

Participant No.	Dutch	English
4	uh nou ik schrijf het eigenlijk nooit op.. het is meer dat ik het gewoon onthoud het is niet echt dat ik een planning maak uhm, maar het is eigenlijk meer dat ik uh ja als ik die soort van planning maak kijk ik wanneer ik school heb en wanneer ik dan uhm met mensen afgesproken heb om dan te eten. En uhm ik heb dan wel bijvoorbeeld zo'n agenda app dus daar zet ik dan wel alle dingen ik die ik dan ga doen dus dan weet ik wel van te voren zeg maar wanneer ik iets heb.	Uh, well usually I don't write anything down. It's more like I just remember the stuff, it's not like I make schedules. But, it more like if I make schedules I look at my time table from school, and then I look at the agreements I made with friends to eat or so. And well, I have an agenda app from school, so I use that to sort of divide my time...
12	ik ben ook wel redelijk van het plannen dus uhm eens in de zoveel tijd of meestal op zondag avond ofzo dan uh pak ik mijn laptop erbij en m'n agenda en dan ga ik gewoon even alles inplannen. Nou mijn colleges en vakken die zet ik er altijd al wel direct in. dat kan ik zo uh ja soort van downloaden en dan heb ik zo'n online agenda dan kan ik dat er direct inzetten. Daar kijk ik dan ook wel heel regelmatig in, en dan uhm ja m'n training en die kroegavond alles dat staat er al in. en dan kijk ik eigenlijk een beetje naar de uhm wat ik dan wil opofferen misschien in een week en dan plan ik dat gewoon in. En dan uh ja dan weet ik een maand van te voren al dat ik ergens anders bijvoorbeeld al niet aanwezig kan zijn dus dat uh plan ik al goed van te voren.	I'm also quite planning, so once in a while, for example on a Sunday evening, I get my laptop and my agenda and then I just plan everything in... well, I immediately put in my lectures and courses. I can sort of download this, because I have an online agenda. I check this on a regular base, and then yeah my practice hours and bar nights everything is in it. And then I sort of look at the things I want to sacrifice per week, and then I just plan it. Usually, I know a month in advance if I have to cancel things.
5	ik maak vaak of de avond van te voren of de ochtend een to-do lijstje. Uh omdat ik anders merk dat	The evening before or the morning, I often make a to-do list. Otherwise, I work on anything and everything.

- ik toch wel met van alles en nog wat bezig ga en dan uiteindelijk niet zoveel heb gedaan. Dus daar begin ik nu dan vaak mee. (...)naja die to-do lijst dat helpt mij wel echt, gewoon echt daar structuur in vinden en dingen ook echt opschrijven voor mezelf uhm of uhm ik maak gewoon een beetje wat ik gewoon echt af moet hebben die dag. Uhm dus dat helpt wel qua structuur en voor de rest vooral ook een rustige werkplek dus waar niet te veel afleiding is.
- 6 nou ik heb uh een agenda waar ik letterlijk alles in opschrijf zelfs nu zoek ik gewoon naar dingen die ik in m'n agenda kan opschrijven. Want dat vind ik gewoon heel fijn en ik maak altijd lijstjes wat ik nog moet doen en dat leg ik dan op een plek waar ik het altijd kan zien ja sommige mensen vinden mij wel echt super plannend. Ik zelf vind dat het nog wel mee valt maar ja..
- 2 vaak ben ik dan ook vaak met toetsen ook echt te laat, dat wel. Maar zoals met werkstukken, dan heb ik gewoon letterlijk echt de planningen van school, want dan heb je bijvoorbeeld die week moet je dat hoofdstuk inleveren en dan weer dat. Dus dan probeer ik me er ook echt aan te houden, om dus extra feedback wel te krijgen. Dus dat zijn dan weer schoolplanningen waar ik me dan aan kan houden. Maar uhm, jaa voor toetsen is dat allemaal wat lastiger.
- 5 School houdt me sowieso wel bezig, zeker nu de laatste paar maanden. Ja ik vind het wel erg belangrijk om gewoon ook klaar te zijn straks(...)
- 1 Andere dingen geef ik dan voorrang. Dan ga ik nog liever m'n kamer opruimen of m'n kast uitzoeken, m'n nagels lakken uhm nah weet ik veel(...)
- Whereas, eventually I didn't do much. So, I often start with that... Well, these to-do lists really help me to find structure, and to write things down for myself. Or, I just write down what I want or have to finish that day. So, yeah that helps me to structure. Further, a quiet workplace were there isn't much distraction.
- I have an agenda were I literally write down everything I have to do. Even now I'm still searching for things that I can write down in my agenda. Because, I really like it, and I always make lists from things I need to do. I put it on a spot where I can see it all the time...
- Well, usually with exams I'm always too late. But, like with papers I literally use the schedules they offer from school. Because, then for example you have to finish one paragraph that week and one week later another paragraph. I really try to hold on to that schedule, to get extra feedback. So, that are the schedules from school were I rely on. But, with exams I find it harder.
- School is keeping me busy, especially the last couple of months. Yeah, I really find it important to be done later on.
- I prefer other things instead of my school assignments. I rather clean up my room, or sort out my closet, paint my nails, or whatever.

- 14 uhm, ja als ik van school thuis kom dan uh heb ik niet echt de drang om met school gelijk bezig te zijn wat ik dan eigenlijk wel moet doen. Maar dan ga ik eigenlijk gelijk weer uh of naar m'n vriend toe of naar vriendin toe of als het mooi weer is uh terras of iets ik ja. Ik doe eigenlijk niet heel veel extra voor school dat moet ik eigenlijk wel doen..
- 8 (...)maar toch mijn sociale contacten te onderhouden, ja dat vind ik soms wel moeilijk maar in principe al mijn vriendinnen studeren dus die hebben dat allemaal maar soms is het heel moeilijk om soms die middenweg te vinden maar ik kan wel heel snel zeggen voor mezelf van oké ik sla even een avondje over omdat ik gewoon voor school bezig moet, moet ik wel zeggen dat ik daar altijd heel erg van baal
- 16 Uhm... en bijvoorbeeld als je papers schrijft en scriptie. Ja dat is nooit af, maar... Het is dan wel belangrijk om in die zin te plannen welk deel je ervan eraan gaat werken en hoever je ermee wilt komen.
- 15 ja eigenlijk normaal gesproken elk weekend, ja nu is dat even anders maar normaal gesproken zien we elkaar gewoon vrijdag zaterdag en soms zondag. Ja eigenlijk wel, en dat vind ik eigenlijk ook wel belangrijk en het is altijd gewoon ook heel gezellig dus ja.
- 14 Maar als ik echt voor mezelf denk wat ik zelf belangrijk vind nu dan, dan is het wel plezier hebben zeg maar met vrienden en leuke dingen doen ja. Daar ben ik dan wel het meest mee bezig ja, dat eigenlijk wel ja.
- 14 naja ik heb wel uhm veel uhm m'n planningen gedaan in het begin naja of geprobeerd te doen en dan uiteindelijk komen er zoveel dingen
- Well, when I come home from school, I don't have the urge to work on my school assignments, which I probably should do. Instead, I immediately go to my boyfriend or girlfriends. When the weather is nice, I go to the terrace or something like that. I don't do much extra for school, which I actually should do.
- ...but sometimes I find it hard to maintain my social relationships. However, basically all of my friends are studying, so they have the same thing. But, sometimes it's really hard to find that middle ground. Yet, I can easily say to myself, okay I just skip this night with my girlfriends because I absolutely have to work on my school assignments. But, I have to be honest, I really hate it.
- Uhm.. well for example, when you write papers and your thesis. That's never finished, however, it still remains important to like plan the parts that you want to work, and what you want to achieve with it.
- Well, normally every weekend, yeah that's a little bit different now. However, normally we see each other Friday, Saturday, and sometimes Sunday. Yeah, I really find it important and it's always really cozy
- However, if I really have to choose what I find most important, then it's having fun with friends and doing fun stuff. Yeah, that's actually were I'm most busy with
- Well, in the beginning I planned everything, well I tried to plan everything. However, eventually a lot of things just kept coming between

- 12 tussen waardoor ik me niet meer
aan die planning kan houden dus
dan denk ik al van laat maar ik doe
het wel gewoon in m'n hoofd zeg
maar en dan heb ik een beetje wat
ik vandaag moet doen bijvoorbeeld
dat heb ik in m'n hoofd maar dan
heb ik niet echt een planning wat ik
de hele dag ga doen, dat heb ik niet.
(...)en dan kijk ik eigenlijk een
beetje naar de uhm wat ik dan wil
opofferen misschien in een week en
dan plan ik dat gewoon in.
- causing me to lose control over my
planning. Therefore, I thought like,
never mind I just remember it in my
head. So, I sort of have things in my
head I need to do today. However, I
don't have like a schedule of the things
I'm doing all day.
- ...then I just look at the things I want to
sacrifice per week, and then I just plan
it in....
-

Appendix G – FETC Form**FETC-Form****Section 1: Basic Study Information**

1. Name student:

Nadhie Laing

2. Name(s) of the supervisor(s):

Joris Beek

3. Title of the thesis (plan):

How adolescents structure themselves in their contexts

4. Does the study concern a multi-center project, e.g. a collaboration with other organizations, universities, a GGZ mental health care institution, or a university medical center?

~~Yes~~/ No
If yes: Explain.

5. Where will the study (data collection) be conducted? If this is abroad, please note that you have to be sure of the local ethical codes of conducts and permissions.

The data will be conducted at the researchers' home via Skype, or telephone

Section 2: Study Details I

6. Will you collect data?

~~Yes / No~~

~~Yes → Continue to question 11~~

~~No → Continue to question 7~~

~~7. Where is the data stored?~~

~~8. Is the data publicly available?~~

~~Yes / No~~

~~If yes: Where?~~

~~9. Can participants be identified by the student? (e.g., does the data contain (indirectly retrievable) personal information, video, or audio data?)~~

~~Yes / No~~

~~If yes: Explain.~~

~~10. If the data is pseudonymized, who has the key to permit re-identification?~~

Section 3: Participants

11. What age group is included in your study?

The age group in my study is between 17 and 30 (university students)

12. Will be participants that are recruited be > 16 years? Yes/~~No~~

13. Will participants be mentally competent (wilsbekwam in Dutch)? Yes/~~No~~

14. Does the participant population contain vulnerable persons? (e.g., incapacitated, children, mentally challenged, traumatized, pregnant) Yes/~~No~~

15. If you answered 'Yes' to any of the three questions above: Please provide reasons to justify why this particular groups of participant is included in your study.

The participants are university students (University, HBO) these students are older than 16, and therefore 'wilsbekwaam'.

16. What possible risk could participating hold for your participants?

It could be possible that the participants find out they have a bad structure in their life, what causes them to experience stress. Or, they find out that they do not have any sort of structure in their life, what also causes stress. Therefore, this research could causes insights in how adolescents structure themselves in their contexts.

17. What measures are implemented to minimize risks (or burden) for the participants?

The outcome of this research help future research to reduce stress among adolescents. However, if participants need help, they can contact the researcher.

18. What time investment and effort will be requested from participants?

The interview takes about 20 to 30 minutes

19. Will be participants be reimbursed for their efforts? If yes, how? (financial reimbursement, travelling expenses, otherwise). What is the amount? Will this compensation depend on certain conditions, such as the completion of the study?

Because of the COVID-19 situation, the interviews are conducted via Skype, or phone

20. How does the burden on the participants compare to the study's potential scientific or practical contribution?

This study will give insights in how adolescents structure themselves in their contexts. Therefore, future research could use these findings to reduce stress among adolescents.

21. What is the number of participants? Provide a power analysis and/or motivation for the number of participants. The current convention is a power of 0.80. If the study

deviates from this convention, the FERB would like you to justify why this is necessary.

(Note, you want to include enough participants to be able to answer your research questions adequately, but you do not want to include too many participants and unnecessarily burden participants.)

For this particular study, there will be 17 participants.

22. How will the participants be recruited? Explain and attach the information letter to this document.

The participants will be recruited through personal connections of the researcher.

23. How much time will prospective participants have to decide as to whether they will indeed participate in the study?

The interviews will be taken place as soon as possible, preferably around March/April. The participants have about two or three weeks to decide if they want to participate.

24. Please explain the consent procedures. Note, active consent of participants (or their parents) is in principle mandatory. Enclose the consent letters as attachments. You can use the consent forms on Blackboard.

See Appendix A

25. Are the participants fully free to participate and terminate their participation whenever they want and without stating their grounds for doing so? Explain.

Yes. See Appendix A

26. Will the participants be in a dependent relationship with the researcher?

~~Yes~~ / No
If yes: Explain.

27. Is there an independent contact person or a general email address of a complaint officer whom the participant can contact?

Yes, they can contact Joris Beek (the supervisor of this research).

28. Is there an independent contact person or a general email address of a complaint officer whom the participant can contact in case of complaints?

G.J.beek@uu.nl

Section 4: Data management

29. Who has access to the data and who will be responsible for managing (access to) the data?

The instrument this research is using, is also used by two other researchers (students from Educational Sciences); therefore the data will be shared. However, I will be responsible for the data concerning this research. The other researchers will be responsible for their conducted data.

30. What type of data will you collect or create? Please provide a description of the instruments.

I will collect qualitative data; by using a semi-structured interview.

31. Will you be exchanging (personal) data with organizations/research partners outside the UU?

~~Yes~~/ No
If yes: Explain.

32. If so, will a data processing agreement be made up?

~~Yes~~/ No
If yes: Please attach the agreement.
If no: Please explain.
The data from this research will only be used for this research within the University Utrecht.

33. Where will the data be stored and for how long?

The data will be stored for 10 years, on the computer of the researcher, for the length of 10 years (VSNU, 2014).

34. Will the data potentially be used for other purposes than the master's thesis? (e.g., publication, reporting back to participants, etc.)

Yes/possible.
The data will be used for this master's thesis. However, it could be possible that the outcome of this research will be used for publication with other similar studies. As the used instrument is also part of two other studies from two other student at the UU.
Also, a summary of the data (member check) will be reported back to the participants so that they can (dis)agree with the information.