

Dedications

In loving memory of Paul Pintrich,
who gave much to the field of Educational Psychology
and even more to those who were lucky enough to know him.
We will miss you.

- Tim Urdan and Frank Pajares

For Professor William Purkey, with affection and admiration.

- Frank Pajares

For Jeannine, Ella, and the player to be named later.

- Tim Urdan

Foreword

The mission of our book series is to provide readers with quality research with which they can better understand and enhance the education of adolescent students. To this end, in the inaugural volume of this series we brought together some of the nation's leading scholars in a variety of fields with the aim of providing a broad overview of some of the most pressing concerns regarding the education of adolescents. In our second volume, we focused on academic motivation and were again fortunate to obtain contributions from the leading theorists in this important area.

In this, our third volume, and cognizant of the fact that our world is rapidly becoming a global village, we sought insights on adolescence and education from renown international scholars. Technological advances and powerful economic forces are shaping a global culture that is surely having its greatest influence on the young. Affordable satellite dishes beam images of American life into every corner of the world, and the Internet has changed forever the manner in which individuals communicate. The chapters for this very volume, and all communication between authors and editors, took place via electronic mail.

Recent events make it clear, however, that despite our technological progress, we don't seem to know each other very well. The vast majority of Americans are poorly acquainted with the customs, habits, and education of adolescents outside their own country. And we are quite certain that the images that most non-Americans have of American adolescents are drawn from the superficial caricatures they see regularly on their television and cinema screens.

Knowing each other poorly does not auger well for this new age of easy travel, interdependent

economies, and instant communication. As political frontiers have blurred, psychological barriers have taken their place, perhaps with greater force than their physical counterparts. It is not easy to trust people whom we do not know. One need only cast a casual glance at our weary and uneasy world to see that coming to know each other is a critical enterprise. In fact, we have entered a time when trust is at its greatest premium.

We are fortunate in this volume to engage in the process of coming to familiarize ourselves with our neighbors. To that end, we have obtained contributions from thirty-three scholars representing seventeen countries throughout the world. Although we certainly wish we could have included even more voices and countries, we are gratified to be able to include countries from every continent.

Jack Martin, Jeff Sugarman, and Sarah Hickinbottom open our volume by drawing on social constructionist, neoVygotskian, and hermeneutic perspectives on personal development to offer an emergentist perspective on adolescent development in Canada. This is a perspective that understands that the primary task of adolescence is the attainment of a profound sense of the sociocultural origins of individual identity and agency. They also critically examine the extent to which such a conception of personhood may serve the educational and citizenship requirements of a multicultural society. Dennis McInerney, Katrina Simpson, and Martin Dowson outline the structure of schools in Australia and report on findings from a study investigating cross-sectional and longitudinal changes in important psychological variables associated with adolescents= motivation and sense-of-self in school.

Four chapters capture the voices from Europe. Richard Riding outlines the factors affecting performance of pupils at the secondary stage of education in the United Kingdom, and in particular the role of cognitive style. Gian Vittorio Caprara, Eugenia Scabini, and Gian Battista Sgritta focus on the

secular changes that have occurred in adolescence over the last decades in Italy and Southern Europe, namely the extension of education and the prolonged economic dependence of youth upon families. They explore how these changes affect intrafamily and intergenerational relationships as well as individual development of all family members. Monique Boekaerts draws on recent research on Dutch culture to argue that the effort adolescents are prepared to invest in curricular activities is culture-dependent and that the contexts that engender or inhibit learning and achievement in adolescence also vary across cultures. Markku Niemivirta and Sanna Järvelä offer models of learning theory developed from Finnish students for the pedagogical use of information and communication technology. They also review recent findings from a series of studies focusing on learning-to-learn skills and cross-curricular competencies in primary and secondary education in Finland.

Two countries represent the Middle East. Ofra Maysel and Gavriel Salomon examine adolescence in Israel in view of several major cultural and contextual aspects that characterize the Israeli Jewish society. These include high communal values and interpersonal involvement, the prominence of hardships and danger, a centralized structure of high-school education and matriculation, and the long mandatory military service. Lebanon, a collective, pluralistic, and bilingual society deeply influenced by the West, is the cultural setting for Huda Abdo's exploration of the self-image of Lebanese adolescents.

We then begin an exploration of adolescence and education in South America. Edgardo Pérez and Maria Osuna analyze the present state of career education and development provided to adolescents in Argentina. They also analyze the political aims of career development, the role played by professional associations, and the training provided by universities to career development specialists. José Aloyseo Bzuneck and Evely Boruchovitch review Brazilian research on adolescence undertaken in

the past decade and discuss its implications for adolescence education in Brazil. Juana Pinzás describes the educational services provided to adolescents by the Peruvian public system, depicts the nature of the country's young population, provides a survey of the most crucial issues related to the education of adolescents in Peru, and analyzes the role that education plays in the lives of young Peruvians.

Crain Soudien and Joy Alexander show how the structural realities of South Africa continue to define the pathway from adolescence to adulthood, and they outline the limitations of the education system in dealing with the complexity of these pathways. In their chapter, they describe how race, class, and gender shape the identities of young people as rich and poor, African, white, coloured and Indian, male and female. They illustrate also how adolescents have exercised choice within these constraints, and they show how dominant discourse in educational policy and practice is seeking to idealize youth identity and youth practices around a particular set of stable, middle-class, social and cognitive regimens.

We close the volume with the voices of scholars from five eastern countries, some of them the most populous in the world. Farideh Salili, Hui Zhou, and Rumjahn Hoosain provide evidence to show that, despite their diligence and motivation, many Chinese adolescents drop out of school or fail to enter into tertiary institutions. Some are even driven to suicide. Many who survive the harsh learning context pay a heavy price in terms of their social and emotional development and well-being. Der-Hsiang Huang describes the status of Taiwanese adolescents from the perspectives of their family, physical development, schooling, peers, social structure, and daily life. Included are issues related to juvenile delinquency, adolescent guidance institutions and systems, and adolescent opportunities and restrictions. Mimi Bong examines the academic motivation of Korean adolescents in relation to common classroom

teaching and evaluation practices in elementary and secondary classrooms, and she casts light on the often invisible yet pervasive impact that college admission procedures have on molding these practices.

T. S. Saraswathi, Nandini Manjrekar, and Prarthana Pant contextualize India's present in light of its past legacy, describe the present scenario of adolescence and education in India, and offer a glimpse of the uncertain future. Finally, Heng-Loke Siow and Mary Siew-Lian Wong close our volume by examining the general perspectives and issues related to adolescence and education in Malaysia, with particular reference to moral education, career and guidance, sexual development, self-concept, learning styles, and motivation to learn. They also report on a study that examines the relationship among learning environment, science self-efficacy, and self-regulated practices of Malaysian adolescents.

We hope that these all-too-brief glimpses into the life and education of adolescents throughout the world will further the mission of our series. We certainly hope they will provide valuable insights to educators throughout the world. We thank our contributors for their excellent work and dedication. We thank also our doctoral students who served as readers and reviewers of various chapters—John Barich, Saodat Bazarova, Rhina Fernandez, Maria Karunuñgan, Carla Monroe, Sabine Teaver, and Clemmie Whatley—and most especially Teresa Davis, our superb editorial assistant, and still a measly undergraduate, without whose efforts this volume would not have been possible.