

# The Effects of Experience Involving Praise in Adolescents and How this Effects their Present Lives

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This study explores the experience of adolescents when receiving praise throughout kindergarten/day care center (preschool) to high school and after high school, and what they remember about such experience, along with how the experience has influenced their present lives. For this study, a questionnaire was conducted with 556 students (undergraduate, junior college, and vocational college students). Non-hierarchical cluster analysis based on a “praised” score (meaning, amount of praise experienced from preschool to high school) and on a “communication” score (meaning, present amount of communication with others) was used for three types of students: low-praise and low-communication ( $n=112$ ), high-praise and high-communication ( $n=239$ ), and high-praise and low-communication ( $n=205$ ). Five patterns were found regarding the frequency of praise from preschool to high school: always praised ( $n=235$ ), not praised in junior high and high school ( $n=68$ ), not praised in high school ( $n=57$ ), not praised in junior high school ( $n=37$ ), and not praised during all school periods ( $n=29$ ). The three types and five praise patterns reveal possibilities such as that being substantially praised in the past promotes more social communication, activity, and better academic ability. On the other hand, to be less-praised in the past promotes less social communication, low academic ability, and a lower number of friends in adolescents. The KJ method, focusing on this situation, reveals characteristics regarding what situation results in the most influence during each school period. In particular, adolescents do not remember specific situations, but do remember recurring situations after high school—the same as preschool. This implies that adolescents want to be noticed and recognized by others in ordinary life, as is done for younger children.