2006 SELF Conference

Keynote Speaker Abstracts
Self-concept enhancement is a major goal in diverse settings. Self-concept is a multidimensional hierarchical construct with highly differentiated components such as academic, social, physical and emotional self-concepts as well as a global self-esteem. Self-concept is also an important mediating factor that facilitates the attainment of other desirable outcomes. In education, for example, a positive academic self-concept is both a highly desirable goal and a means for facilitating subsequent academic accomplishments. However, the benefits of feeling positively about oneself on one’s choice, planning, persistence and subsequent accomplishments transcend traditional disciplinary and cultural barriers. Here I provide an overview of my self-concept research in which I address diverse theoretical and methodological issues with practical implications for research, policy and practice. Topics include:

- Does a positive self-concept “cause” better school performance or is it the other way around?
- What is the difference between self-concept and self-efficacy – or is there any?
- Why does self-concept – but not self-esteem – influence so many educational outcomes?
- Why do self-concepts decline for:
  - gifted students who attend selective schools?
  - learning disabled students in regular classrooms?
- Are multiple dimensions of self-concept more distinct than multiple intelligences?
- Why do people think of themselves as “math” persons or “verbal” persons?
- Can children as young as 5 and 6 distinguish between multiple dimensions of self-concept?
- How different are the self-concepts of bullies and victims?
- Does a positive physical self-concept lead to health-related physical activity?
- Do self-concept models hold up in cross-nationally and cross-culturally?
- How do self-concepts of elite swimmers from 30 countries contribute to winning gold medals?
- How did the fall of the Berlin Wall and the resumption of Chinese control of Hong Kong influence self-concepts in these countries?
Toward an Agentic Theory of the Self

Albert Bandura

In this address I will present self processes as rooted in agentic properties. In this conception, people are producers of their life circumstances not just products of them. I will discuss the nature of the self in terms of the core properties of human agency, its origins, the different forms it takes, its ontological and epistemological status, its development and role in causal structures, its growing primacy in the coevolution process, and its influential exercise at individual and collective levels across diverse spheres of life and cultural systems. Identity formation and the organization of the self-view will also be analyzed from an agentic perspective.
The self has been well studied and understood as a knowledge structure (self-concept) and interpersonal entity, but its agentic function has been less well understood. This talk provides an overview of this aspect of self, including self-regulation and decision making. Popular conceptions of free will correspond to this important aspect of the self. Evidence from various laboratory studies suggest that self-control and rational choice are vital, interrelated functions of the human self that are biologically expensive but enable the person to function in complex social and cultural environments.
Egosystem and Ecosystem: Two Motivational Frameworks for the Self

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Most current motivational theories of the self portray humans as self-serving and self-centered. In this talk I present an integrative and dynamic model of two motivational systems for the self—the egosystem and the ecosystem. These two motivational systems are associated with distinct physiological systems, goals, emotional states, relationships with others, openness to learning, and experience of the present moment. Each motivational system has distinct costs and benefits. I will present initial evidence that these two motivational systems can be measured, and evidence from laboratory experiments, experience sampling studies, a longitudinal study regarding the correlates and consequences of these two motivational systems. Initial research on this framework suggests that egosystem motivation has numerous costs for well-being and undermines relationships, autonomy, and learning; ecosystem motivation is associated with improved well-being, greater closeness to others, autonomy, and learning. I argue the ecosystem framework, with its accompanying awareness of the self as part of a larger system, affords the possibility of satisfying fundamental human needs in a way that is sustainable overtime and synergistic with the satisfaction of others’ needs.
The Meaning of Self in Self-Determination Theory

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Self-determination theory (SDT) differentiates types or qualities of motivation rather than focusing only on the amount of motivation. Central to the theory is the distinction between autonomous and controlled motivation. Autonomous motivation involves acting with a full sense of volition and choice, and it encompasses both intrinsic motivation and well-internalized (i.e., integrated) extrinsic motivation. Controlled motivation, in contrast, involves acting with a sense of pressure or demand and includes regulation by external contingencies and by contingencies that have been partially internalized (i.e., introjected). It is only autonomously motivated behaviors that are considered fully self-determined because it is these motivations that are either innate to the active organism—that is, are part of the inherent, core self—or have been fully assimilated with the core self through the process of organismic integration.

This view of “self” implies that not all of the psychic material that motivates a person’s behavior is self-determined, because not all psychic material is well integrated with the person’s sense of self. For example, regulations that have merely been introjected are part of a person’s psychic make-up, but they have not been integrated with the self, so the behaviors they motivate are not considered self-determined. Stated differently, SDT differentiates regulations that are internal (i.e., within the person) suggesting that some emanate from the integrated self and some do not. Behaviors that are guided by regulations that emanate from the self are self-determined whereas those that are guided by introjects are not self-determined because the regulations have not been accepted by the person as his or her own.

The SDT view of self also has implications for our understanding of self-esteem. The theory differentiates true from contingent self-esteem. True self-esteem is a deeply held feeling of being worthy. People with a high level of true self-esteem do not behave in order to feel worthy; rather, they are autonomously motivated and true self-esteem is a by-product of behaviors so motivated. Contingent self-esteem, in contrast, involves behaving in order to feel worthy; it is self-esteem that results from living up to introjected standards. Thus, contingent self-esteem is inherently unstable because people with contingent self-esteem have to keep satisfying their introjects in order to feel worthy. Failure to do so plunges them into feeling unworthy.
Adolescence is a crossroads from childhood to adulthood. On the one hand, individuals become increasingly interested in their future during early adolescence and develop many of the cognitive skills relevant to the process of thinking about and planning their lives. This in turn leads to the formation of future-oriented expectations, goals, explorations, decisions, commitments and behaviors. On the other hand, during this process of finding their ways into many adult roles, young people develop a personal sense of self and identity. Both of these processes lay the foundation for individuals’ life-paths far into the future. In this presentation I first attempt to integrate some of previous findings in the field by introducing a theoretical model of adolescents’ thinking about and acting upon the future. I then summarize some of the recent findings on the role that parents and peers play in this process. Interestingly, there is stronger evidence of the importance of peers than of parents in adolescents’ future-orientation. Finally, I discuss the future challenges of this research field, such as a need to investigate future-orientation as a hierarchical system, the importance of investigating the role of personality differences in thinking about the future, and the role that the rapidly changing contexts play in adolescents’ lives.
2006 SELF Conference

Presentation Abstracts
The major aim of this study was to investigate the structural relationships among intelligence, parental involvement, effort, self-concept, and math achievement across nationality: Emirati locals (n = 281) and expatriates (n = 285). Subjects of the two samples sat for the Test of Non-verbal Intelligence (TONI) and responded to a designed questionnaire requesting information about subjects' perceptions of their parents' involvement and effort they exert in studying, along with the Self-Description Questionnaire (SDQI)- the math facet only was used in this study. SEM was conducted on the participants' responses and an invariance test across the national groups was performed. Only the loadings were nearly invariant across nationality with a CFI = .907 and RMSEA = .057. However, structural weights, disturbances, and measurement residuals were non-invariant.

Intelligence had a negative effect on parental involvement (b=-.27, p. < .01) for expatriates but had no significant effect for locals. For both groups, intelligence had no significant effect (p. > .05) on effort exerted in studying; and on math SC for locals. Intelligence had a significant positive effect on math SC (p. < .001) for expatriates; on math achievement for both groups (p. < .01). Parental involvement had a significant effect on effort for both locals (p < .05) and expatriates (p. < .001). Effort had significant effect on math SC for both locals (p. < .05) and expatriates (p. < .01). Parental involvement seemed to improve math SC for locals (p. < .05) but not for expatriates. However, parental involvement didn't help improve math achievement for both groups. Effort seemed to help expatriates improve their math achievement (p. <.01) but had no effect on achievement for locals. The model explained 33% of the variance in math achievement for locals and 37% for expatriates. Indirect effects of intelligence on parental involvement, effort, math SC and achievement were computed for both national groups. Also, indirect effects of parental involvement on math SC and achievement were computed as well as the indirect effects of effort on math achievement.
Developing a Standardised Measure of Student Motivation for Use in Diverse Cultural Settings: An Overview of Research

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Poor quality measurement instruments are often a weak link between theory and empirical research. Hence, the purpose of this study was to develop and validate a standardised measure of the Inventory of School Motivation (ISM), based upon Maehr’s Personal Investment Theory. Utilising a large-scale longitudinal database from previous studies on student motivation, this research was concerned with developing a normed instrument of school motivation for use in a number of different cultural groups. The study examined the multidimensional and hierarchical structure of achievement goal orientation measured by the Inventory of School Motivation. It examined similarities and differences in the motivational profiles of different cultural groups and related these profiles to student achievement outcomes. Confirmatory factor analysis was used to validate the psychometric properties of the measures and reliability tests were conducted to establish the internal consistency for each scale. Factorial invariance analysis was conducted to examine the equivalence of the data structure across cultural groups, and SEM was conducted to examine the structural relations between eight ISM factors and four outcome measures (Math, English, GPA and School attendance). Multivariate analysis of variances was conducted to examine statistical difference among the seven cultural groups in relation to eight ISM scales. This paper briefly reports the findings of these analyses.
Relations of Classroom Goal Structures to Changes in Self-Efficacy Beliefs in Pregnancy/HIV Prevention Programs for Adolescents

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Much funding has been devoted to the development of curricula aimed at increasing adolescents’ self-efficacy for refusing and avoiding engagement in risky sexual behaviors. However, little research has examined the relations of various instructional practices to the development of such efficacy beliefs. In the present research, we examined the relations of classroom motivational goal structures, as predictors of several efficacy-related outcomes that are the focus of skills-based curricula. Specifically, we examined the relations of perceptions of mastery and extrinsic goal structures in health classrooms to changes in situational self-efficacy, condom self-efficacy, and refusal self-efficacy in a large sample of ninth grade students, after controlling for known predictors such as impulsivity and sensation-seeking (Donohew, Zimmerman, Novak, Feist-Price, & Cupp, 2000; Zuckerman, 1994).

The sample consisted of 636 ninth grade students enrolled in health education classes, from five high schools located in two large mid-western cities. All classes used a 14-unit standardized curriculum, based on the CDC endorsed Reducing the Risk curriculum (Barth, 1996). All teachers were trained in the use of the curriculum. Observations were conducted to insure fidelity.

Students completed a baseline survey before the implementation of the curriculum, and a follow-up survey six weeks after completion. The efficacy measures included: (a) refusal self-efficacy (5 items, alpha = .91 time 1 and .92 time 2; sample item: “How sure are you that you could say no to someone who is pushing to have sex?”); (b) condom negotiation efficacy (3 items, alpha = .91 time 1 and .93 time 2; sample item: “How sure are you that you could talk about using condoms with any sexual partner?”); and (c) situational self-efficacy (6 items, alpha = .88 time 1 and .90 time 2; sample item: “How sure are you that you could tell someone that you don’t want to have sex now, but you might want to in the future?”). Students indicated their perceptions of classroom goal structure using items adapted from the Patterns of Adaptive Learning Survey (Midgley, 2002). The measure of mastery goal structure consisted of 8 items (alpha = .92, sample item: “In my health class, how much you improved was really important”); the measure of extrinsic goal structure consisted of three items (alpha = .78; sample item: “In my health class, it was important to get high scores on tests.”) We also controlled for gender, ethnicity, GPA, impulsive-decision making, sensation-seeking, sexual experience (i.e., virginity) and perceived school belonging.

We used hierarchical multiple regression to examine changes in efficacy-related variables from time 1 to time 2. Significant predictors of increases in refusal self-efficacy over time were being female ($\beta = .33, p < .01$), being European American ($\beta = -.38, p < .001$), and perceptions of a classroom mastery goal structure ($\beta = .28, p < .001$), adjusted $R^2 = .30$. Perceptions of a mastery
goal structure were the only significant predictors of increases in situational self-efficacy ($\beta = .26$, $p<.001$, adjusted $R^2 = .27$) and condom negotiation efficacy ($\beta = .24$, $p<.001$), adjusted $R^2 = .17$).

These results suggest that perceptions of a mastery goal structure are particularly important in health-based interventions that are delivered in classroom settings. Many of the traditional predictors of self-efficacy for prevention of risky behaviors (e.g., sensation-seeking and impulsivity) were not significant when classroom goal structures were considered simultaneously. The sensitive nature of the material being presented in these classes may be retained and recalled better when students perceive that the information is being presented in a manner that encourages them to truly master the content and skills being taught.

References


Measures of Self-Complexity

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Why are some people more vulnerable to stressors than others? For example, what leads one person, and not another, to depression or suicide following the loss of a loved one? While this is an extreme example, one can evidence differing individual affective reactions to stressful events. Linville (1985, 1987) posited the self-complexity buffering hypothesis as an explanation for this phenomena.

Whilst a number of studies have supported the self-complexity buffering hypothesis, a number have not. As a result, the self-complexity hypothesis has faced increasing criticism. We believe, however, that research in this area is important because if indeed self-complexity does buffer, we could look at ways of increasing a person’s level of self-complexity, thereby ameliorating stressors and, in turn, impact upon their affective variability.

An examination of past studies indicated that the different methods used to measure self-complexity have contributed to the inconsistent findings. For this reason, in our latest study, an examination was conducted to look at issues concerning measurement. The findings of the present study support the assertion that different measures of self-complexity have contributed to the inconsistent findings in past research. Thus it could be concluded that the limitations are not with the self-complexity buffering hypothesis as such, but rather with the inconsistent use of measures and that further investigation of the self-complexity buffering hypothesis is warranted. An appropriate alternative measure, to Linville’s measure of self-complexity, was also explored.
Effect of Nutrition Courses on Self-Efficacy for Dietary Fat

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Using Self-Efficacy as the framework, this study examined the impact of university nutrition courses on cognitive and behavioral outcomes. Data was collected using the Block Eating Habits Screener and the researcher developed Self-Efficacy Scales. The Self-Efficacy Scales were: nutrition self-efficacy, social expectancy outcomes, physical (positive and negative) expectancy outcomes, and self-evaluation expectancy outcomes. The Self-Efficacy Scales, piloted tested then refined through item analysis, demonstrated high reliability of ≥0.78. The nutrition scale had the strongest reliability at 0.953, with 16 items about skills, knowledge and motivation. To help control mono-operation bias, courses with two different approaches to course sequencing and content were included. Two sections of each course were included, totaling four course sections. A pretest/posttest design was utilized, with twelve weeks of the nutrition course serving as the intervention. The overall participation rate for completion of both the pretest and posttest in the four courses was 74.5% (N=263, of 353 enrolled in courses). Participants ranked “interest” as the number two reason for course enrollment. Using repeated measures ANOVA, a significant pretest/posttest difference was found for a decrease in dietary fat ($p<0.001$); there was a 2.85 point decline from a pretest score of 24.76 to the posttest mean of 21.91, representing a movement from the “very high fat” category to the “high in fat” category. The significant increase ($p<0.001$) in nutrition self-efficacy was of greater effect size, representing a movement from “fairly confident” ($m = 4.27$, $sd = 1.32$) to “confident” ($m = 5.01$, $sd = 1.30$). No significant difference was reported for social outcome expectancies; the average respondent was “fairly confident” in his/her ability to overcome social barriers. No significant difference was reported for positive or negative physical outcome expectancies; respondents were “strongly confident” in the positive outcomes or risk reduction and affective benefits associated with dietary change and “slightly confident” to “fairly confident” that they would experience negative outcomes associated with a low-fat diet. There was a significant increase from pretest to posttest in self-evaluative outcome expectancies associated ($p=0.029$), as well as a significant difference between the two groups ($p=0.017$). While one group reported no pretest/posttest difference ($p=0.827$) in self-evaluative outcomes, the other group score significantly increased ($p=0.017$). However, the posttest mean of both groups was between “confident” and “strongly confident”. A backward deletion regression analysis was calculated to predict subject’s nutrition knowledge and skills self-efficacy. A significant regression equation was found ($p<0.001$). 62.2% of the variance was explained through the equation: posttest nutrition self-efficacy = 1.488 + 0.409 (posttest social expectancies) + 0.399 (posttest positive physical expectancies) – 0.031 (posttest fat score). A similar equation was found for the pretest scores, accounting for 55.4% of the variance. These findings provide evidence of “unplanned” positive cognitive and behavioral outcomes in students who take a university nutrition course.
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Using identity theory, this research focuses on the reflected appraisal process (that is how the self thinks significant others see himself or herself), and the role of self-esteem in identity change. Data is collected from a population of incarcerated criminal offenders on the criminal identity. Analyses reveal that when subjects think that significant others see them as having a salient criminal identity those with high self-esteem claim the opposite that is a non-salient criminal identity. Alternatively, those with low self-esteem claim an identity consistent with the views of significant others, that is a salient criminal identity. The findings suggest that a change in one’s identity, here from a criminal identity to a non-criminal identity is a function of both internal and external forces. It is the result of both the self, specifically one’s esteem, and of interaction (that is feedback from others).

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We advance a sociocultural approach to the study of life goals, where latent themes in an individual’s life goal content may reflect the demands and expectations of the sociocultural context of the person. The setting for our study was an extreme son preference community in India, which was characterized by imbalanced sex ratios, extreme son preference and female infanticide, a pan cultural interdependent self ideal and the extended as well as nuclear family systems (N=448 married men and women). Controlling for income and education status, we found that men and women did not differ in types of goals that they pursued, yet they differed in how goal content was related to their life satisfaction. Only for women, pursuing more family focused goals was positively related to life satisfaction. For both men and women, pursuing more family focused goals was negatively related to anxiety. Additionally, men and women also showed different patterns in the endorsement of goals by age. Older men pursued more family focused goals than younger men, while younger women pursued more family focused goals than older women. This suggests that women and men negotiate with the demands of their sociocultural context across the life span.

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This study aims to unify two substantial literatures relating to student motivation by providing a more comprehensive model of students’ motivation than has currently been developed to date. Specifically, students’ goal orientations, as operationalised by the General Achievement Goal Orientation Scale (GAGOS), and students’ academic self-concept as operationalised by the Academic Self Description Questionnaire II (ASDQ II); are combined in one instrument in order to: (a) examine the psychometric properties of the combined instruments and (b) investigate the interrelated multidimensional and hierarchal structure of motivation and self-concept. Data collected over three years from 535 Australian High School students support the hypothesis that students’ goals and academic self-concepts are interrelated components of an overall model of student motivation. Moreover, this model remains stable and invariant across sex and over time. The model provides a cohesive framework within which the interaction of students’ goals and academic self-concept may be examined further.
Reconceptualising Indigenous Historians’ Contributions to Australian History

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Through my research of Indigenous history over the past six years I have conducted many oral interviews with Koori people from NSW. This research has been based on interviewing people for family histories as well as their perspectives on Australian history and how Indigenous and non-Indigenous histories are viewed. James Wilson-Miller in his inspirational book *Koori: A will to win* states: “There seems to be a never ending supply of information on Koori’s, researched by countless people throughout Australia. Most documentation has been written by white people and interpreted in a white man’s way.” Highlighting Indigenous historians I will discuss the importance of Indigenous people researching and writing their own histories.
Recently, a new direction has emerged within the field of educational psychology that has sought to address the inequities between Indigenous Australian students and the wider Australian student population. More specifically, this direction is aimed at accurately identifying key psychological variables that influence educational outcomes for Indigenous students above and beyond the limited focus of socio-economic status (Craven & Marsh, 2004; Bin-Sallik, 2005). In adhering to this new psychological emphasis on understanding Indigenous Australian education, this paper shall examine what relations perceived discrimination may hold with two important multi-faceted psychological constructs. That is significant relations between varying facets of Indigenous students’ self-concept and academic motivation will be examined with regard to perceptions of discrimination. The results emphasise the need to more fully understand what unique relations perceived discrimination may hold with important psychological constructs for Indigenous students and how future research must address these relations when seeking to understand inequities in educational outcomes for Indigenous students.
Psychological research exploring the notions of mental health can be drawn from a wide array of traditional theoretical perspectives, yet with this diversity of theoretical foundations, complications have arisen as to the specific nature of mental health itself. Various positions have embraced notions of mental disorders, mental illness, mental problems and psychological wellbeing, all of which are conceptually differing notions. This difficulty in pinpointing the nature of mental health becomes even more crucial as an increasing number of cross-cultural studies highlight the inequities faced by minority groups with regard to mental health standards around the world. Within Australia, the most disadvantaged population across all life indicators are Indigenous Australians and recent research has shown that trends in the mental health status of Indigenous Australians unfortunately conforms with regard to the multitude of other inequities they are forced to endure. The focus of this paper shall be to review recent research examining the inequities suffered by Indigenous Australians, with a close regard given to mental health issues and future directions in addressing inequities in mental health.
Learning to speak a second language (L2) is a skills acquisition process which linguistic and cognitive theories have struggled to explain for years. Evidence shows that postcritical age language learners vary tremendously in terms of the degree of success they achieve (Schumann, 1997). This paper argues the need for a psychologically-oriented agentic theory of L2 learning which accounts for the critical contribution of the subject’s thoughts and behaviors to the development of his language learning career. Epistemologically, our research is based on Bandura’s model of triadic reciprocal causation (1986). We look at the self-efficacy beliefs of French college students by crossing their beliefs regarding their potential as learners of English with the emotional construct of language anxiety (Young, 1999). Results confirm that self-efficacy has a significant impact on the subject’s functioning via emotional processes. Anxiety and diminished performance in the L2 appear to be co-effects of weak self-efficacy. However, the role of self-observation in the genesis of L2 self-efficacy seems less obvious. Self-efficacious L2 speakers come to believe in their abilities to perform well thanks to episodes where they learn to let go and stop judging themselves. Similarly many novice L2 learners may succumb to the paradoxical effects of choking under pressure (Baumeister, 1984) when they try hardest to succeed. We stress the need for further research and a stronger theoretical foundation for understanding how the self regulates in the acquisition of complex linguistic skills, possibly at levels below the threshold of conscious awareness.
Compelling evidence has been accumulating over the past quarter century about the relationship between teachers’ sense of efficacy, which is defined as teachers’ beliefs about their abilities to bring about desired outcomes of student learning (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998) and teacher burnout (Brouwers & Tomic, 2000), job satisfaction (Caprara et al., 2003), and commitment to teaching (Coladarci, 1992). Less is known, however, about the kinds of context variables that support and undermine efficacy. Social cognitive theory (Bandura, 1986, 1997) proposes that self-efficacy is most malleable in the early stages of mastering a new skill. Thus it is instructive to examine sources of efficacy information in the early stages, particularly considering high attrition rate of beginning teachers in the United States. The purpose of this descriptive survey study was to test a theoretically-derived model of teacher efficacy, in which efficacy beliefs of first-year teachers were explained by five predictors: teacher preparation program quality, principal support, colleague support, mentor support, and characteristics of teaching assignments.

The First-Year Teacher Survey was mailed to a random sample of 1,500 first-year teachers in the state of Ohio resulted in 617 useable responses. Items of the predictors were developed considering sources of efficacy information. Resulting scales showed high reliability estimates and substantial validity evidences.

Findings of structural equation modeling indicated that the model fit the data well (NNFI = .99; CFI = 1.00; RMSEA = .02) and explains 24 percent of variation in first-year teachers’ sense of efficacy (see Figure). Results showed that teacher preparation program quality was the most salient factor assessing mastery experience, vicarious experience, and verbal persuasion. It appeared that integration of various sources produced the largest effect on teacher efficacy. As teachers have more experience, get more evaluative feedback, and observe good examples of teaching, their efficacy may be enhanced. The next most significant variable was principal support with items corresponding to verbal persuasion. Although items in colleague support and mentor support also related to verbal persuasion, they did not appear significant. The results were consonant with the Bandura’s (1997) assertion that the impact of persuasion on efficacy depends on the trustworthiness and proficiency of the person providing it. The principal, as an authority figure, appeared to be the most influential in first-year teachers’ work lives and in contributing to their beliefs of capability as teachers. Complementary to this finding was the statistical significance of characteristics of the teaching assignment predictor. Items comprising this scale included characteristics under the control of principals. High correlation between these variables supported this assertion. It is pleasing to find that principals would cultivate first-year teachers’ sense of efficacy by providing persuasory feedback and by supplying a supportive working environment.

It is of practical and theoretical value to understand the sources of efficacy information. Any effort either in teacher preparation programs or in school organizations that would cultivate efficacy beliefs of first-year teachers is worthwhile considering the potential results – lower
teacher attrition, higher teacher morale, and, most importantly, improved teaching and student learning.

References


Figure. Standardized Coefficients for the First-Year Teachers’ Sense of Efficacy Model. TSES_CM = efficacy for classroom management; TSES_IS = efficacy for instructional strategies; TSES_SE = efficacy for student engagement; TPPQ = teacher preparation program quality; COLL = colleague support; PRINCIPAL = principal support; MENTOR = mentor support; TTASK = characteristics of teaching assignment.
Culture and Motivation in the Classroom: Students Motivation in

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This paper reports a study that investigated how students’ cultural backgrounds and goals influence their motivation to learn English in America in spring, 2005. Participants were students and instructors in the English Language Institute at a large public university. Twenty-seven students, from a variety of countries, answered a questionnaire about their own motivation, as well as their opinions about the motivational strategies of their instructors. Qualitative interviews were also conducted with the students in small groups. Three instructors also were interviewed individually to investigate their motivational strategies when dealing with students of different cultural backgrounds. Results from the questionnaire and interviews show that students may be demotivated if the instructors ignore students’ previous learning experiences and educational goals, related to the individual’s culture. We discuss teaching strategies that will effectively motivate the students from different cultures of this English Language Institute in an American classroom. Suggestions for future research are offered.

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Developing the Sport Social Support Scale: Examining the Discrepancy between Perceptions of Parents, Coaches and Athletes

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There has been a number of social support scales previously used which measure either the quality or quantity of social support in specific settings, for example school or family. However when assessing social support, the key element to consider is the perceptions of the “giver” and “receiver” of the support because if they are incongruent, disagreements can arise. Therefore it is essential that a scale be constructed to incorporate both the giver and receiver’s perceptions. As a result, this paper reports on the development of the Sport Social Support Scale (SSSS) which taps athletes’, parents’ and coaches’ perceptions relating to various aspects of social support, including the amount and type of emotional, tangible, informational and network support they perceive to receive or give. The construction of the SSSS was based on a comprehensive literature search on social support within both the more traditional psychological fields as well as sport and exercise psychology domains. Participants from a selective sports high school in Australia completed the SSSS along with their parents and coaches as an initial validation of the questionnaire and modification where deemed suitable. It is foreseen that this scale will be a strong tool in future research for assessing quantitative triangulation of data in a sport setting as coach, parent and athlete perceptions are all included.
The Development of Motivation-Related Self Beliefs and Their Influence on School-Related Intentions

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Kai S. Cortina, and Stuart A. Karabenick

Students’ beliefs about the value of, reasons for engaging in, and efficacy for mathematics play a role in students’ intentions to enroll in more math courses or pursue higher education. Drawing on Expectancy x Value and achievement goal theories, we investigated how students’ motivation-related beliefs at the beginning and end of a school year were related to their planned educational attainment and their relative preference for mathematics over science or English. Participants were 7,000 middle and high school students in 14 schools in the Western United States. Results of structural equation modeling will be presented to describe how motivation-related beliefs influence the development of math-related and education-related intentions both cross-sectionally (7th-12th grade students) and longitudinally (across a school year).
The question “What does it mean to be an Australian?” has significant implications for understanding factors contributing to Australian social cohesion in the context of a multicultural society; explaining and promoting Australian identity to others; and imagining and shaping Australia’s future. This question has sparked passionate debate about the values Australians hold dear, the goals Australians should pursue, the loyalties Australians cherish, the norms of conduct Australians follow, the international image Australians project, and Australians hopes and dreams for the future. Historically, the issue of national identity has been fundamental to issues as diverse as: defending the nation, strengthening social cohesion; formulating economic, social and political policies; promoting Australian industry internationally; and stimulating social action and reform in areas of national interest. Despite this interest large-scale Australian national identity studies are rare in the literature. In addition, few instruments are available with demonstrated psychometric properties. The purpose of this study was to develop a psychometrically sound, multidimensional Australian identity instrument and to examine the relation of domains of identity to related constructs including quality of life.
The Interpersonal Dimensions of a Teacher's Self: Where have we been and where are we going?

**Paper 1:** Jessica Summers, University of Missouri, summersje@missouri.edu; The effects of teaching efficacy on students' motivation, perceptions of relationship quality, and academic achievement.

**Paper 2:** Keith D. Ciani, University of Missouri, kdcgd4@mizzou.edu; From Social Support to Classroom Beliefs and Behavior: A “Top-Down” Analysis of Teacher Motivation.

**Paper 3:** Evan Straub, Ohio State University, straub.33@osu.edu; Students' perceptions of connectivity in distance education.

**Paper 4:** Melissa Newberry, Ohio State University, newberry.6@osu.edu; Teachers' understandings of connectivity in an elementary classroom.

**Paper 5:** Carey Andrzejewski, Ohio State University, andrzejewski.9@osu.edu; Teachers' metaphors and use of touch in the classroom: Does touching making you a “risky” person?

(Discussant 1) Heather Davis, Ohio State University, davis.2087@osu.edu; The Interpersonal Dimensions of a Teacher's Self: Implications for Teachers' Instructional Decision Making and Interactions with Students.

(Discussant 2) Anita Hoy, Ohio State University, hoy.17@osu.edu; The Interpersonal Dimensions of a Teacher's Self: Where have we been and where are we going?

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**Paper 1:** Jessica Summers, University of Missouri: The effects of teachers’ beliefs on students' motivation, perceptions of relationship quality, and academic achievement.

The purpose of this study is to explore the extent to which teachers’ beliefs, specifically their sense of efficacy and their beliefs about the school interpersonal climate, contributed to predicting middle school students’ motivation, perceptions of relationship quality, and achievement. Teachers’ sense of efficacy is a judgment about capabilities to influence student engagement and learning, even among those students who may be difficult or unmotivated. Research over the past 30 years suggests that a higher sense of efficacy for teaching is related to many positive learning and instructional outcomes. In addition to being related to student achievement (Muijs & Reynolds, 2001; Ross, 1992), teachers’ sense of efficacy has been associated with other student outcomes such as motivation (Midgley, Feldlaufer, & Eccles, 1989) and students’ own sense of efficacy (Anderson, Greene, & Loewen, 1988; Ross, Hogaboam-Gray, & Hannay, 2001). Few studies have explored the extent to which teachers’ sense of efficacy accounts for variability in students’ motivation, perception of relationship quality, and achievement. In addition, few studies have examined the extent to which teachers’ perceptions of relationship in the school might affect their classroom behavior and, in turn, student outcomes. Therefore, the questions we proposed for this study were: 1) Are there classroom-level effects of teacher efficacy and/or personal efficacy with regards to differences in students’ motivation, achievement, and relationship quality at the beginning of the year and longitudinal changes in students’ across the year? and 2) Are there classroom-level effects of teachers’ perceptions of
school interpersonal climate with regards differences in students’ motivation, achievement, and relationship quality at the beginning of the year and longitudinal changes in students’ across the year? Using hierarchical linear modeling techniques, analyses began by exploring the extent to which there existed variability across classrooms for each factor at the beginning of the year as well as variability in change across the year. Preliminary analyses for efficacy revealed that general efficacy (a combination of teacher and personal efficacy) was a significant predictor of students’ increased feelings of closeness with their homeroom teacher (p < .05), teacher efficacy was also a significant predictor of students’ increased achievement in homeroom (p < .05), and personal efficacy was an almost significant predictor of students decreased achievement in math (p = .067). Unfortunately, we did not find any variability in change for motivation that was significantly explained by classroom-level efficacy. Preliminary analyses for climate revealed that [student climate] was an almost significant predictor of students increased feelings of conflict with their math teacher (p = .068).


Whereas previous research has examined student outcomes of teachers’ classroom goal structures, this study investigated direct and indirect predictors of both mastery and performance orientations in the classroom using path analysis. Data were collected during in-service meetings from 156 teachers at four Midwestern high schools. A majority (60% to 85%) of the teachers from each participating high school were surveyed. Instruments included three scales from the Patterns of Adaptive Learning Scales (perceived mastery school goal structure and classroom mastery and performance orientation), the Collective Teacher Efficacy Scale, the Teachers’ Sense of Efficacy Scale, and a measure of teacher learning community from the Bay Area School Reform Collaborative Teacher Survey. The theoretical model presented hypothesizes a social-cognitive “top-down” influence of an affect-laden sense of social support on teachers’ collective judgments of efficacy, perceptions of an adaptive goal structure for students, efficacy beliefs for academic practices, and, ultimately, classroom goal structure. Models were tested and non-significant paths were removed. The final model provided a very good fit to the data as indicated by a non-significant chi-square statistic, a Comparative Fit Index of .99, and both a Root Mean-Square Error of Approximation (RMSEA) and Standardized Root Mean-Square Residual (SRMR) of < .05. The effect of teacher learning community on classroom goal structure was mediated by numerous variables, resulting in a significant and positive indirect effect on mastery orientation in the classroom, while having a significant and negative indirect effect on the amount of performance orientation in the classroom. Findings lend themselves to the relatively new, but rapidly expanding, body of literature on Tschannen-Moran and Woolfolk Hoy’s teachers’ sense of efficacy scale, and Goddard et al.’s measure of collective teacher efficacy. While the sample size of this study is quite modest, results provide both theory- and application-oriented researchers a practical model of how group-level variables may influence teachers’ collective and personal judgments of efficacy, as well as classroom practices.

Paper 3: Evan Straub, Ohio State University: Students' perceptions of connectivity in distance education.

One of the emerging themes in research on online education is the idea of social presence. One
aspect of social presence is the student's perception that the instructor is available, accessible and responsive. This is particularly important in online education. In a face-to-face (or “regular”) classroom, a student has a variety of explicit and subtle ways to communicate with the teacher. Students may directly ask questions, use body language (i.e. avoiding eye contact) or behavioral techniques (i.e. acting out in class) to communicate. In the web-based environment, day-to-day communication is generally limited to text based, asynchronous modes (email, discussion board). The perception of the student of the availability of the instructor is then based on the immediacy of response and content of response. The purpose of this project is to collect preliminary data concerning the extent to which adult learners in a distance education course feel “connected” to their instructor, and the instructor feels “connected” to their students. In the first study, 105 students (27 male, 78 female) enrolled in an on-line course, in which there were no face-to-face meetings, completed the “The Inclusion of Other in the Self Scale” (IOS, Aron, Aron, & Smollan, 1992). Using a Venn-like diagram, in which one circle represents the students’ self and the other circle represents the instructor, students will be asked to indicate the extent to which they feel connected to their instructor. Findings were correlated with their perception of instructor quality and demographic information. In addition, student participants were asked to respond to an open-ended question attempting to capture their subjective meaning of the IOS for distance education. Findings indicated the closer students reported feeling to their instructor, the higher their ratings of instructor quality. In the second study (ongoing), on-line instructors were asked to complete an IOS rating for each student in their section at the mid-point of the term. Findings were correlated with students’ final grades, students’ ratings of closeness with instructor, and instructors’ ratings of teaching efficacy. Findings from both studies as well as additional findings regarding their subjective understandings of the scale will be discussed.

Paper 4: Melissa Newberry, Ohio State University: Teachers' understandings of connectivity in an elementary classroom.

The purpose of this study was to explore the use of a new structured interview protocol designed to facilitate elementary school teachers’ discussion of classroom relationships. The Inclusion of Other Scale in the Self Scale (Aron, Aron & Smollan, 1992), a paper and pencil scale presented individuals with a one-dimensional drawing featuring a set of circles in a series of overlapping progression. This measures has previously been used in the field of social psychology to evaluate the construct of “closeness” in interpersonal relationships. Three teachers were asked to complete an adaptation of this scale to represent their relationships with each child in her class. Specifically, the IOS was adapted into a more dynamic measure involving three phases. In the first phase, teachers were presented with enough circles to represent each of the relationships in their classroom. Participants were free to place the circles as close or distant on the continuum as they saw fit to represent the particular relationship. Teachers were then asked to review all of their placements and reflect on any patterns they saw in their data. In the second phase, teachers were presented with the opportunity to manipulate both the size of each circle (small, medium, and large) to represent the relative influence each member had on the relationship. Again, once they completed this task for each child in their class, teachers were asked to review all of their placements and reflect on any patterns they saw in their data. In the final phase, teachers responded to broad questions about the nature of teacher-child relationships and the role relationships play in student motivation and learning. Data were analyzed using constant
comparative methods. Research questions included: How do elementary teachers use this protocol to understand their relationships with their students? and How do elementary school teachers understand their relationships with their students? Regarding teachers’ conceptions of closeness, five common themes emerged across the interviews including the role of student behavior, parental involvement, being a good student, children’s personalities and their own effort as a teacher. Additional findings included teachers’ unique uses of the scale, and unique conceptions of relationships. Implications for practice, teacher education, and future research will be discussed.

**Paper 5:** Carey Andrzejewski, Ohio State University: Teachers' metaphors and use of touch in the classroom: Does touching making you a “risky” person?

Although the role of touch in teaching and the influence of touch in classroom culture are not well understood, touching students in many teaching contexts is perceived as inappropriate and is often either discouraged or prohibited. As Jones (2003a) points out, "touching children is now well embedded as one of the risks which must be managed as an aspect of proper contemporary teacher practice" (p. 192). Jones (2003b) further posits not only is touching students risky behavior, but in a “risk society,” as defined by Castel (1991), teachers are risky individuals. “Good teachers must become permanent objects of their own suspicion” (Jones, 2003b, p. 112). The purpose of this paper is to explore the extent to which teachers mark themselves as risky individuals and how they make choices about whether, when, and how to engage in the risk of touching children. Interview data from five teachers sampled from across a variety of teaching contexts (i.e. dance education, physical education, special education, general education) were analyzed using constant comparative methods. Preliminary findings suggest, some teachers reject the “risky” label and are comfortable with touching students. As Jacey commented, “...everybody’s like ok, now you can’t hug your kids or anything like that, and that’s just ridiculous. I’m not going to accept that.” Others, like Bobbie who stated, “The thought of being misconstrued or being accused of doing something and losing your license would be so much less acceptable than forgoing the hug, that you just wouldn’t do that,” recognize the risks and alter their behavior because of it. A third group recognize the risk, are “aware” and thoughtful regarding their choices, but still engage in touching students when they feel it is the right thing to do. Karen, a member of the later group, expressed this standpoint when she said, “Yes, I’m aware. Yes, I try never to be stupid about the decisions that I make, but I’m not willing to stop living because somebody else might criticize what I’m doing.” Although a teacher’s location in one of these groups is surely the result of a complex layering of experiences and beliefs, findings suggest it may also be strongly tied to the age of their students and their content area.
The Measurement of Multidimensional Self-Concept in Adults with Mild Intellectual Disability

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Young children with mild cognitive disabilities are at particular risk of developing poor self-concept and other social-emotional problems (Dixon, 1999). There are estimates that at least 50% of young children with mild cognitive disabilities have poor social skills or other associated social-psychological conditions such as low self-concept (Dixon, 2002). In spite of its importance, self-concept development in young children with mild cognitive disabilities has received very little empirical attention to date, because of the difficulty in measuring self-report constructs in this population. There is a crucial debate in this field about the validity of self-report as a research tool for very young children (Fantuzzo et al., 1996). This debate also includes the validity of self-report as a valid research tool for young children with disabilities (Dixon, 2000). These measurement issues are yet to be resolved. The aim of this pilot study was to evaluate the validity and reliability of the Self Description Questionnaire for Preschoolers (SDQP) for use with preschool children with mild cognitive disabilities using an interview format. The participants were 4-5 year old children drawn from Early Intervention Service, who were diagnosed as having a mild cognitive delay. The SDQP interview format developed by Marsh, Ellis, and Craven, (2002) was individually administered. The results of the pilot will be discussed particularly in relation to the presentation of pictorial material for this group of children.
The Impact of Self-esteem and Emotional Intelligence on Risky Behavior

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The American society has tremendous challenges for young adults. Risky behavior is one of these challenges young adults have to face in their daily lives. Risky behaviors are conceptualized as those behaviors involving a high likelihood of getting hurt or loss and they are dangerous. College students have engaged in various risky behaviors including drug use, excessive alcohol, and unhealthy behaviors.

The risky behavior of college students has been investigated by various studies with a focus on variables including family communication (Booth-Butterfield & Sidelinger, 1998; Fitzpatrick, Marshall, Leutwiler, & Krncmar, 1996; Dong, 2005) and perception of risky behavior (Dorsey, Miller, & Scherer, 1999; Sheeshka, Woolcott, & MacKinnon, 1993). Recently, researchers are focusing on how affective variables such as emotional intelligence affect individual healthy behaviors (Tsoulos & Nikolaou, 2004; Atkinson, Goelitz, Mayrovitz, McCraty and Tomasino, 1999). This study examined how self-esteem (self-efficacy and self-worth) and emotional intelligence affect risky behavior.

Self-esteem measure in the study was based on Gecas’ 13 pairs of adjectives. Gecas and his colleague later used the pairs to focus on two dimensions of self-esteem: self-efficacy and self-worth. Emotional intelligence is conceptualized by Goleman (1998) into personal competence and social competence.

Two major hypotheses were proposed for the study: Self-esteem reduces the likelihood of young adults to perform risky behavior (this hypothesis also includes two sub-hypotheses: self-efficacy and self-worth). The other hypothesis is that emotional intelligence reduces the likelihood of young adults to perform risky behavior.

A cross-sectional survey was conducted among two central California universities to test hypotheses. Nine hundred questionnaires were distributed in classrooms and 842 questionnaires were completed (completion rate=93%). Frequency distribution, correlation, factor and regression analyses generated findings and tested hypotheses.

Results did not support the first hypothesis, indicating that self-esteem does not reduce the likelihood of young adults in performing risky behavior. However, results found that self-worth does significantly reduce risky behavior while self-efficacy does significantly increase risky behavior.

Results supported the second hypothesis, suggesting that emotional intelligence helps young adults reduce their likelihood of performing risky behavior.
The study concluded that self-esteem in this study is not a significant predicting variable, and self-worth & self-efficacy have opposite predicting power toward college students’ risky behavior. The results call on further investigation of the self-concepts which play a critical role in shaping college students’ risky behavior.

The study said that emotional intelligence has a significant predicting power for reducing risky behavior and further research is needed in how young adults develop emotional intelligence. Implications and limitations of the study are provided in the study.

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Identities and Achievement-Related Choice

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In this paper, Eccles will discuss the relation between personal and collective identities and achievement-related choices. I will describe the theoretical relation of expectancies and subjective task value to the idea of personal and collective identities and then discuss how expectancies and subjective task value are related to achievement-related choices and how group differences (e.g., gender and race) in achievement-related choices can be understood in terms of the relation of collective identities to group differences in expectancies and subjective task value hierarchies.
Susan Harter’s and Jacqueline Eccles’ extensive work with U.S. youth provides evidence that adolescents perceive themselves differently in, and identify to varying degrees with different life domains across the adolescent period (e.g., Harter, 1999; Eccles, 1999). These researchers have developed widely used numerical rating scales to measure how adolescents value life domains independent of each other; however, it appears that there has been no measure of how adolescents comparatively value life domains to form an integrated self-representation. Moreover, there is little knowledge about adolescent identity or self-representations among Caribbean youth. Thus, the present study adds to the current body of knowledge by piloting a simple graphical measure of relative life domain identification among early, middle, and late adolescents in Kingston, Jamaica (N = 246). Adapted from research on new parents’ changing roles (e.g., Cowan & Cowan, 1988), the “Identity Pie” allowed Jamaican teenagers to construct graphical representations of themselves capturing the relative importance of 6 major life domains – family, schoolwork, religion, sports, friends, and dating. Participants also completed modified Harter and Eccles Importance/Valuing Scales, and reported on academic, psychological, and behavioral adjustment. Overall, the Identity Pie demonstrated good content, construct and discriminant validity with the Modified Harter and Eccles Scales and is offered as a promising new measure for use with other populations. As predicted, some aspects of domain identification in this sample were consistent with findings among North American adolescents, whereas other aspects appeared to be culturally determined. Many gender and grade differences emerged; however, the similarities across gender and grade were overwhelming. Finally, relatively high valuing of dating and strong peer vs. family orientations were related to negative adjustment, whereas strong identification with schoolwork and religion was related to positive adjustment.

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1 “A me dis” is Jamaican Patois for “This is me.”
Self-beliefs and Bullying: Unravelling the relation between Bullying, Being Bullied and Self-Concept for Upper Elementary School Aged Children

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Previous examinations of relations between bullying, victimisation, and self-concept have been flawed by erroneous research practices such as the un-attenuated use of dichotomous variables to measure relationships between continuous variables (Finger, Marsh, Craven, & Parada, 2005). The objective of this study, in contrast, is to investigate the relation of these constructs using only continuous variables. A structural equation model was used to examine the relation of upper primary aged children’s (\( N = 175 \), Males = 66) self-concept scores to their corresponding bullying and victimisation scores. Results suggest that when taking into account the multi-dimensionality of self-concept, bullying others was related both positively and negatively to self-concept, whereas being bullied was found to be significantly related only in a negative direction to self-concept. Results, for example, show differential relations between social, parental, and trustworthiness self-concepts, bullying and being bullied. The paper notes that longitudinal analysis with a larger sample size would allow more accurate causal inferences to be made.
Gender differences in children’s academic self-concepts typically dovetail perfectly with common gender stereotypes: Self-concepts are higher for girls in the verbal domain and higher for boys in the mathematical domain. Unlike previous research which has identified external causes for these differences, the objective of this study is to locate the origin of these differences within the child.

Drawing on the distinction between the “self-as-knower” and the “self-as-known” in a Jamesian sense, the goal is to separate the effects of gender of the child who assesses and gender of the child whose abilities are assessed. Because these effects are confounded when measuring self-concepts, children are asked to assess another child’s ability as well. A total of $N = 313$ children (154 boys, 159 girls) completed a writing and arithmetic self-concept scale and also assessed writing or arithmetic ability of a fictitious child of either the same or the opposite sex.

For writing, ANOVAs yielded a significant main effect for gender of child who assesses, indicating that girls make stricter judgements than boys. For arithmetic, a significant main effect for gender of the assessed child was found. Results are interpreted with regard to children’s self-concepts and own achievements.

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Motivation in the Transition to Careers: The Case of Information Technology: What Gets People in and What Keeps Them In?

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In this study we seek to enhance, through qualitative methods, an understanding of the motivational factors that influence the choice to begin and persist in a career in informational technology (IT). We conducted semi-structured interviews with 15 young adults who were either on an IT career track or who had been at one time. We used a grounded theory analysis to examine commonalities in motivational factors and found 4 emergent themes for individual’s choice to pursue or diverge from an IT career: IT self-concept, IT interest value, IT utility value, and IT attainment value. In a taxonomical analysis all participants fell into 5 clusters. These clusters were used to examine career persistence outcomes with special attention to race and gender differences. IT attainment value emerged as an important factor for career persistence. IT utility value also emerged as an important motivator for persistence, especially for those who did not endorse high attainment value. We discuss implications of the findings for motivation theory and for the implementation of interventions that would support young women and minorities in the IT field and create a diverse, plentiful IT labor force as this market continues to expand into the 21st century.

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Student adjustment in school remains a key concern of educators, parents, and students. Often students fail at school not because they lack the intelligence or motivation to succeed, but because they fail to adjust to the demands of school in adaptive and productive ways. Some of the most common adjustment concerns of students include:

1. school-related concerns (i.e., academic problems, adjustment to university life),
2. emotional distress (anxiety, depression, self-esteem, etc.),
3. interpersonal/relationship concerns (assertiveness, dating, making friends, etc.),
4. developmental issues (values, career, spiritual concerns, sexual identity/orientation, etc.),
5. behavioral problems (eating, procrastination, study habits, substance abuse, etc.),
6. environmental stressors (discrimination, sexual assault), and
7. physical health problems (illness, pregnancy, sexually transmitted disease, sleep, weight).

In the first of two sister papers, this paper explores the role of attribution theory in explaining student adjustment to school and to life in general. Moreover, the paper shows how an extension and expansion of attribution theory provides a powerful account of students’ adjustment to school in terms of their personal constructions of causal entities and relationships at work in the world. The paper also develops the first part of a model that links attribution theory with attachment theory to provide a comprehensive model of intra- and inter-personal forces affecting student adjustment and students’ subsequent schooling and life outcomes.
The question of whether a given instrument measures the same components with equal validity for boys and girls of different ages is an important one. Most research typically assesses mean-level differences between groups on key measures, too often neglecting to assess whether the structure of the measures are invariant across groups. The Student Motivation and Engagement Scale (SMES) is a recently developed multidimensional instrument designed to measure high school students’ academic motivation through eleven first order factors and four higher order factors. This study examined the factor structure and psychometric properties of the SMES using a representative sample of 3,561 Australian high school students in years 7 to 12. Results of the confirmatory factor analysis (CFA) provide support for both the first order factor structure and higher order factor structure of the SMES. Furthermore, invariance tests evaluated whether factor loadings, factor covariances, residuals and the factor structure of the SMES were invariant across gender and grade. Results of the multigroup CFAs and implications of these findings are discussed.
Self-concept and Body image in Adolescent Anorexia

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Anorexia Nervosa has been recently recognized as one of the most common chronic illnesses that affects the female adolescent population today. Although there has been an abundance of research into eating disorders in a variety of fields, significant limitations within the research still exist. Since very early descriptions of the disorder, self-concept and body image have been identified as core components of the anorexia nervosa. However, research has been somewhat limited in that there have not been any consistent theoretical underpinnings for self-concept and body image within the eating disorders field. Furthermore, researchers have tended to adopt traditional inferential statistics and multivariate methods to assess the role of self-concept and body image. As a result there has been very little consistency in research results. The current paper summarizes the significant findings from a doctoral thesis that attempted to address current limitations in self-concept and body image literature within the field of eating disorders.
Achieving academically is the major goal of students in college. While grade point average (GPA) is the usual indicator of success, there are many factors that are important. In our research, successful coping in college students is the focus. Drawing from the literature on positive development in youth, we employ an instrument designed to identify assets that are known to be predictive of success among college students. Further, students with "risk" factors are included as well as students from the general undergraduate population. Two groups in our research are student athletes and students with diagnosed learning difficulties.

The developmental assets instrument uses two scales, internal and external, and has been adapted for use with a college population (from Leffert and Scales, 1999). The original instrument has norms from youth from early adolescence through high school. Positive relations between number of assets and "thriving indicators" such as academic achievement, leadership, and overcoming adversity provide support for the theory. In our instrument, developmental and ecological considerations for college students have been incorporated, which include living away from home, making choices about classes, outside activities and ultimately about prospective careers.

Four groups of college students are included: varsity student athletes, students with learning disabilities, student athletes with learning disabilities, and a comparison group from the same undergraduate population. It is hypothesized that being a varsity athlete or having a learning disability can have both risks and assets associated with success, both in and outside of the classroom.

Students were recruited from a major public university with a highly competitive academic program as well as a Division I athletic program. Students came from several colleges or programs on campus and across all four years of academic standing. All were administered the survey in a quiet, individualized setting. The instrument includes both closed and open-ended questions, and focus groups were included.

The results available thus far show that GPA is predictive of total asset scores. Further, GPA varies by length of time enrolled in school as well as by sex. Leadership was found to be especially predictive among student athletes. Other measures of successful coping, such as participation in campus and community activities, will be included in the presentation. Further, a small number of students will be available to describe their own experiences in coping successfully as college students from each of the groups included.

This research is very relevant to the theme of the conference as we include notions of self-efficacy, personal and social identity, and self-regulated learning within our theory and our research. These will be emphasized in the discussion of the findings.
Young Children’s Social Self-Conceptions: Do They Have Any Significance?

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Relatively, little is known about the nature and behavioral significance of young children’s self-perceptions, but even less is known about young children’s non-academic self-conceptions, such as the social self-concept. At least in part, this lack of knowledge resulted from researcher’s assumption that in general young children are incapable of forming realistic self-concepts. The social self-concept may have been even less of interest because even though intuitively its psychological relevance seem apparent, its observable behavioral significance remains at this age rather unclear.

The present study was designed to challenge such views in two main ways. The first objective was to examine the predictions that a new and simple age-appropriate instrument, the Pictorial Scale of Perceived Social Integration, will yield individual differences in young children's social self-concept that will be significantly associated with external criteria. The second objective was to examine whether poor social integration self-conceptions have any significance. Specifically, extrapolating from proposals that poor social integration among older children and adults can be viewed within the framework of a more general avoidance tendency, we examined whether young children who scored low on the PSPSI would be more likely to demonstrate fear of failure as expressed in preference for an easy rather than a challenging task (Smiley & Dweck, 1994), and would score higher on teacher ratings of internalizing problems and parent ratings of conflicted shyness.

A sample of 87 Israeli children at ages 3 – 5 (M = 53 months) responded to the PSPSI and a prior measure of social self-concept (SDQP, Marsh et al. 2002). Teachers and mothers evaluated children's social competence and behavior problems. Responses to the PSPSI confirmed individual differences already by age three; moreover, 3-4 year olds did not evaluate their social integration more positively than did 4-5 year-olds. On the one hand, children's views of themselves were significantly associated with teacher evaluations of their social integration and parent evaluations of social competence. This was not the case for the social scale of the SDQP (Marsh et al., 2002), which in this age range showed no correlation with external criteria. On the other hand, the factors used in this study to examine the behavioral significance of young children’s self-perceived social integration were interrelated, that is children who tended to choose the easy rather than the challenging task were also more likely to show behavioral problems, but they did not show any relation to children’s social self-concept.

These findings provide grounds for the assumption that although we can find a realistic social self-conception that is highly interrelated with external criteria they apparently still do not form the cognitive foundation for the a number of identifiable factors, which influence social behavior and motivation in early childhood. The results can be interpreted as signifying the degree of cognitive plasticity at this young age. It seems that in early childhood cognitive structures are still flexible enough to leave children plenty of opportunities to experience themselves in various behavioral patterns before they begin to think of themselves in fixed attributions.
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Predicting Chinese Students’ Critical Thinking Performance:
Critical Thinking Self-concept, Verbal Ability, Personality, and Need for Cognition

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Kelly Y. L. Ku
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Recent studies on the relationship between self-concept and achievement have largely been domain-specific (Marsh, Martin, Hau, 2006), as researchers have recognized the significant intra-individual variations and independence in self-concept across domains. The present study examined this relationship in the critical thinking domain with a sample of 138 Chinese undergraduate students in Hong Kong. Specifically, we hypothesized that the effects of verbal ability and personality factors on critical thinking performance were partially mediated by the motivational variables of critical thinking self-concept and need for cognition. The Verbal Comprehension Index of the Wechsler Adult Intelligence Scale III (WAIS-III) was used as an index of participants’ verbal ability and the NEO-FFI Personality Inventory (Costa & McCrae, 1992) was administered. Critical thinking self-concept and need for cognition were measured using the Critical Thinking Self-Confidence Subscale of the California Critical Thinking Disposition Inventory (CCTDI)(Facione & Facione, 1992) and the Need for Cognition Scale (Cacioppo, Petty, Feinstein & Jarvis, 1996); while critical thinking performance was assessed using the Halpern Critical Thinking Assessment Using Everyday Situations (HCTAES)(Halpern, 2005). Path analysis with structural equation modeling indicated that while critical thinking self-concept and need for cognition were highly correlated, neither produced an effect on critical thinking performance. Moreover, these motivational variables were under the effects of personality variables but not verbal ability. The only significant predictor of critical thinking performance was verbal ability. This pattern of results suggests that critical thinking self-concept motivates people to engage in thinking but not necessarily enhances thinking performance. There is also the indication that critical thinking self-concept is related more to personality factors than to actual cognitive ability. While past studies have largely found a positive reciprocal relationship between self-concept and achievement in different domains (e.g., Marsh et al., 2006), the present results do not reveal such a relationship in the critical thinking domain. A possible explanation is that the mutually reinforcing effects of self-concept and achievement operate only in situations where clear feedback about performance is available to the individual.

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Opening Doors? Professional Self –Concept of Pre-Service Teachers in Relation to the Inclusion of Students with Disabilities.

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Current research indicates that a key to successful inclusive practices lies in teacher attitudes and preparation. It is proposed that effectively including students with disabilities in mainstream classrooms will be dependent on the focus and content of the mandatory special education units of study and the way in which this impacts on pre-service teacher self-concept.

Pre-service teachers in NSW teacher education programs are mandated to undertake studies in inclusive education practices in order to qualify for employment in NSW Department of Education and Training schools. This study examines their self concept as developing professionals in relation to several aspects of inclusive practice including: their interpersonal relationships with and responses to students with disabilities; their beliefs about their level of influence in making decisions regarding inclusive placements and resourcing; the relevance and efficacy of their general teaching skills and knowledge for inclusive practice and their responsibility for inclusion.

The study involves initially measuring the beliefs and attitudes of 70 pre-service teachers at the beginning of their mandatory unit of study in special education following one or two years of general teaching preparation, using a 20-item Likert scale across the 4 key factors mentioned above. It seeks to discover their self-concept in relation to the application of the skills and knowledge acquired to the processes of including students with disabilities. Pre-service teachers who have undertaken 2 full years of teacher preparation are differentiated from and compared to those who have undertaken only twelve months teacher preparation, to determine if there are differences in their responses and professional self-concept. This study will be followed by a further study to determine whether there have been changes in self concept by the end of the mandatory unit.
Interrelations among University Students’ Approaches to Learning, Regulation of Learning, Cognitive Strategies, and Stress

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The purpose of this study was to examine what kinds of learning patterns university students express and how these patterns are related to study success, exhaustion, and stress. We employed concepts stemming from three traditions - students’ approaches to learning (SAL), self-regulated learning (SRL) and cognitive strategies.

In our earlier study we showed that approaches to learning, achievement strategies, and regulation of learning were related to each other (Heikkilä & Lonka, 2006). Deep approach, self-regulation of learning, and success expectations clustered, while surface approach, problems with regulation, and task-irrelevant behavior formed another interlinked set of variables. In the present study we looked at these relationships with a larger sample and more advanced statistical methodology. Further, we examined how approaches, regulation of learning, and achievement strategies were related to 1) study-related exhaustion and stress, and to 2) three indices of study success, namely grade-point average (GPA), the accumulation of credits, and grades received for Master’s theses.

Methodology and analysis. A questionnaire was collected from a sample (N=916) of first and fourth year students in three faculties (Faculty of Law, Faculty of Arts and Faculty of Agriculture and Forestry).

Two scales, Self-regulation and Lack of Regulation, were computed on the basis of ILS (Vermunt & van Rijswijk, 1988). Two scales measured the classic Deep and Surface approaches (Entwistle & Ramsden, 1983). Students’ cognitive and attributional strategies were assessed with five subscales of the Finnish version of SAQ (Nurmi, Salmela-Aro & Haavisto, 1995): Success Expectations, Task-irrelevant Behavior, Seeking Social Support, Reflective Thinking, and Mastery-orientation. A six-item scale was used to measure study-related exhaustion (Maslach & Jackson, 1981). Stress was measured with one item (Elo et al., 1999).

We adopted a person-centered approach using a latent-class clustering analysis to explore what kinds of student groups could be discerned based on approaches to learning, regulation of learning, and cognitive strategies. With analyses of variance, we investigated how these student groups differed on indices of study success, exhaustion, and stress.

Results Five groups of students could be identified: 1) a norm group 2) surface-oriented students 3) defensive-pessimistic students 4) deep-oriented optimistic students, and 5)
achievement-oriented students. There were statistically significant differences between the groups in GPA, accumulation of credits, and grades received on Master theses. Deep-oriented optimistic students had received the highest grades while achievement-oriented students had gained relatively more credits. Surface-oriented students and defensive-pessimistic students expressed more exhaustion and stress than students in other groups.

Implications for instruction. Based on our findings, it is possible to identify homogenous groups of students who approach studying with different motivational and cognitive mind-sets. It is important that university teachers and student counselors are aware of these belief systems and behavioral tendencies, and seek to promote the development of functional approaches, skills, causal attributions, and self-related attitudes. Further, it may be possible to change these belief systems by designing learning environments that promote active knowledge construction, self-regulation of learning, and personal goal setting.

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The Selves of Educational Psychology: Conceptions, Contexts, and Critical Considerations

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This article consists of an examination of conceptions and contexts (both sociocultural and institutional) related to, and a critical consideration of, educational psychologists’ programs of theory, research, and practice concerned with student self-development. An overview of major programs of self studies in educational psychology is presented that focuses on three underlying conceptions of the self as considered in these programs of theory, research, and practice: (1) the expressive self (found mostly in research and theory on self-esteem and self-concept), (2) the managerial self (found mostly in research and theory on self-regulation and self-efficacy), and (3) the communal self (found mostly) in sociocultural research and theory in educational psychology. This overview is followed by an interpretation of the sociocultural contexts (in Western societies and schools) that have provided fertile grounds for the perceived relevance and popular reception of these conceptions and the educational psychologies advancing them. Three dimensions are especially helpful in interpreting the sociocultural and school contexts in which self studies in educational psychology have flourished: (1) a psychological dimension of self-control versus self-fulfillment, (2) a social political dimension of individual freedom versus civic responsibility, and (3) an educational dimension of personal development versus institutional socialization. Finally, a critical assessment of self studies in educational psychology is conducted that also considers what the future of such studies might hold.
Identity and Development in After-School Programs: 
Changing Experiences and Shifting Adolescent Needs

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The construction of an integrated identity is a formidable task for adolescents, as youth navigate physical, cognitive, and social changes. Institutions such as schools influence this social-emotional development through organizational, social and instructional processes (Eccles, 2004). Eccles & Midgely (1991) propose a cogent theory that incorporates system theory with a developmental perspective for the relationship between individual and institution. This idea of stage-environment fit suggests that prosocial growth can be encouraged through the alignment of supportive structures with developmental needs. In the school context, teachers and students play out social scripts that are influenced by organizational structure. Research has extended beyond the schools to after-school settings, where youth receive emotional support and guidance from adults in developing moral behaviors and prosocial selves (Deutsch & Hirsch, 2002; Deutsch, 2005). We were drawn to this topic by our belief in the potential of after-school programs to serve as broad, supportive developmental spaces. We heard youth describe changing experiences in these settings, in terms of both relationships and program structure that were congruent with the developmental needs of adolescents constructing their identities.

This study was conducted at the Midtown Boys and Girls Club in the mid-Atlantic. It is a boisterous and lively setting, where youth age 6-18 participate in formal psycho-educational programs, as well as socialize with mentors and peers. Qualitative methods were employed as interest rested with youth perceptions and the processes of identity construction. Researchers took the role of participant-observer over the course of one year, taking detailed field notes. Seventeen of the ‘regular’ teens, age 12-18, were purposively sampled, and participated in semi-structured interviews and a photography project. The analytic process was iterative, as researchers explored emerging themes in youth comments and interactions.

The second author has, in prior research found that Boys and Girls Clubs serve as settings for relational and autonomous self-construction (Deutsch, 2005). This study builds on that past work. The teens in the current study articulate a crystallizing sense of self over the adolescent years. They report feeling more aware and less shy. This process of self-discovery is influenced by social interactions. Relationships serve as a secure base for identity exploration in the club, and they change with youths’ evolving needs. The younger club members receive more structure in their interactions, but staff shift strategies as youth mature; providing guidance and ultimately more freedom. Along with interpersonal relations, the experience of youth is transformed over time with structural changes at the club. The club organizes group bonding and academic programs for the
younger club members. As they mature, gender-specific programs promoting empowerment and self-awareness support the middle school population. For the older teens, staff provide age-appropriate goal setting and life-preparation activities.

Overall, the after-school setting provides an interesting context for considering stage-environment fit for the developmental needs of adolescence. Youth grow through the relationships and semi-structured programs that change over time. This study reports on these influences, in the voice of the participating teens, as they develop a sense of personal identity.

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References


Maintaining Self-Esteem during the Transition to Parenthood: Evidence from a Nine Years Follow-Up

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During the transition to parenthood a dramatic impairment of the marital relationship can be observed that affects both the quality of the couple’s interaction as well as partners’ marital satisfaction. While this effect is well documented little attention has been payed to the phenomenon that measures of subjective well-being don’t show a corresponding decline in self-esteem during this period. This seems remarkable since indicators of marital quality and self-esteem are positively correlated.

Using data of a longitudinal study on the transition to parenthood (N = 175 parental couples) that comprises the period from the last trimester of pregnancy up to 9 years after childbirth we try to figure out which protective mechanisms contribute to the maintenance of a positive self-concept despite of the declining marital quality. Four hypotheses are tested: (1) The coping style of Flexible Goal Adjustment (Brandsttaedt & Greve 1994; Brandtstaedter, Wentura & Rothermund 1999) protects the person’s self-esteem against the negative implications of the deterioration of the marital relationship. (2) For men, job satisfaction buffers the negative implications of a declining marital quality on their self-esteem; (3) for women, high satisfaction in the maternal role buffers the negative implications of a declining marital quality on their self-esteem (Greenberger & O’Neil 1993). (4) An initially positive attitude towards pregnancy and the forthcoming parenthood serves as a protective factor for the self-esteem of mothers and fathers given the deterioration of the marital relationship.

First of all, the sharp decline of marital quality during the nine years after childbirth can be proofed with our data. By contrast measures of self-esteem (positive self-descriptions, amount of self-discrepancy) remain stable or even show a slight improvement for men and women. The results of multiple regression analyses show a moderating effect of accommodative flexibility on the association between marital development and self-esteem. The protective effect of high job satisfaction for the self-esteem of men and the protective effect of high role satisfaction for the self-esteem of women is supported partially by our results. Only for men the initial attitude towards parenthood has a moderating effect: The self-esteem of those men who expressed a very positive attitude towards their upcoming parenthood is highly affected by the course of the marital relationship. The results are discussed with regard to their theoretical and practical implications.

References

Relation of Identity and Aggression among Ethnic Minority Adolescents

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The majority of violent or aggressive offenses occur in adolescence. However, very little research has looked at the specific developmental tasks of adolescence and how these tasks may influence the participation in violent behavior. Since most violent offenses occur in adolescence, this study will try to determine what it is about adolescence as a developmental stage that can augment or decrease risk for aggression and violence. Clearly, one of the defining life tasks of adolescence is the development of a coherent identity. Thus, the specific aim of this study is to examine the relations between personal identity, social identity, and ethnic identity on aggression among Latino adolescents (N = 165) from an ethnically diverse high school. In addition, the moderating effect of gender on these relations was also examined. Path analyses revealed that a more “aggressive” personal identity was positively associated with higher rates of aggression. Furthermore, those with stronger social group identity also had higher rates of aggression. There were no significant differences between the paths in the model for females and males. Ethnic identity was not significantly related to aggression.

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Collective Identity in German Secondary Schools

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In the German educational system, at the end of primary school students are allocated to different school-tracks according to their ability level. We want to suggest that this allocation is accompanied by the development of a new aspect of collective identity ("Me as a student of a particular school-track") that has motivational impact beyond the known effects of the academic self concept. The entered track determines which type of school the student can attend next, and finally, whether he/she will go to a university or obtain a vocational qualification. While students of the so called Hauptschule (secondary general school) enter into vocational training after nine or ten years of schooling, students at the Gymnasium (grammar school) obtain their university qualification exam (Abitur) after twelve or thirteen years of schooling. Thus, the school-types differ markedly in their social status. Empirical findings suggest that variation in performance level between the three school-types is much larger than are the differences between their students' academic self-concepts – a finding that is explained by the "big-fish-little-pond-effect" (e.g. Marsh, Kong & Hau, 2000; Schwarzer, 1983). What is more, evidence for a basking-in-reflected-glory-effect boosting self-esteem of Gymnasium students is rather weak. These findings led researchers to conclude that the transition to the Hauptschule has no negative effect on students' (academic) self-concept.

In the presented study we want to expand this perspective. Based on self-categorization-theory and theoretical work on collective identity we suggest that negative effects of the allocation to the low-status Hauptschule become obvious only if measures of collective identity are included. While the academic self concept is built in reference to proximate conditions like the performance level of one's classmates, a person's collective identity as a member of a particular type of school shall reflect the different social status associated with the Hauptschule or respectively the Gymnasium. Once the collective identity as a Hauptschüler is integrated into the self-concept we assume negative effects on the student's aspiration to attend higher education.

In a cross sectional sample of more than 900 students from the Hauptschule and 250 students from the Gymnasium in Berlin we found large differences in students' collective self-esteem, reflecting the status-differences between the two school-types. Moreover, on the individual level, to the extent that Hauptschule students suffered in their collective self-esteem from being identified as a member of this group their aspiration for higher education was alleviated. This was the case even after intellectual ability and academic self concept had been controlled for.

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When the Relationship becomes Her: Revisiting Women’s Body Concerns from a Relationship Contingency Perspective

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Given women’s more communally oriented socialization and social pressures for women to find romantic partners, many heterosexual women likely derive self-worth from having romantic relationships. Across four studies, we explored how relationship contingency heightens women’s body shame across four studies. Study 1 found that making relationship contingency salient promotes women’s body shame. In Study 2, relationship contingency predicted greater body shame and lower self-esteem, which in turn, were associated with increased bulimic symptoms and drive for thinness. Study 3 showed that relationship contingency predicts greater relationship urgency. Study 4 found that relationship contingency did not promote men’s body shame. Results are discussed in terms of self-objectification theory, contingencies of self-worth, mate preferences and close-relationships.

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The Relationships and Impact of Perceptions of Ability, Perceived Competence and Motivational Orientation on Approaches to Learning in HE Students.

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Perceptions of ability, i.e. incremental or fixed have been said to have an impact on self-esteem (Dweck, 1999). Those with a fixed belief of ability are concerned about their levels of intelligence and so they continually perform easy, low effort tasks in order to achieve and maintain their levels of self-esteem. Whereas individuals who have an incremental perception of ability are not afraid of challenges where they may fail as these challenges are seen as an opportunity to improve themselves (Stone, 1988). A relationship is also proposed between perceptions of ability and motivational orientation with fixed belief students being more extrinsically motivated, looking for external rewards and attempting to avoid anxiety and guilt. The incremental belief students are more driven by intrinsic factors whereby they chose to try to accomplish and to gain understanding (Mueller & Dweck, 1997).

This study explores the relationships between Higher Education Students’ perceptions of ability, perceived competence and motivational orientation, examining whether the combination of these factors have an impact on the approach students take to their learning. These results will then be discussed in order to ascertain the implications to educators.

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Toward a Model of Acculturative Self-concept

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Self is considered as cultural, social and adaptive construction, self-regulatory function, a unique cognitive structure, “totalitarian ego,” schematic representation or domain-specific concept. In a model of acculturative self-concept, the self is delineated as having adjusting well to other cultures without losing one’s native cultural attributes or characteristics. The self has a capacity to adapt to different cultures in a resilient way as the self recognize the similarities-in-differences in various cultures.

In contrast to behavioral and observational researches about the self-concept, the author explored a model of acculturative self-concept by analyzing dream data that show an unconscious self-adaptation or acculturative self-process. The author designed “Lee Acculturation Dream Scale” (Lee, Sang Bok, 2005: Psychological Reports, 96, 454-456) to analyze the location of each dream by evaluating the dream content. The author examined acculturation as represented in dream narratives of 165 Korean immigrant college students living in the USA. A total of 165 dreams were collected and evaluated using the “Lee Acculturation Dream Scale.” 39% of the dreams took place in South Korea, while 38% were in the USA. Also, 16% of the dream included both locations, whereas 7% had no specific dream locations. A two-sample t test on the mean score of the “Lee Acculturation Dream Scale” indicated a significant difference between men and women (Lee, 2005).

In terms of domain-specific self-concept, the author analyzed the dreamers’ anxiety level by evaluating the dream content. A sample t test on the “Lee Cross-cultural Anxiety Dream Scale” (Lee, Sang Bok, In press) means showed significant difference between the two groups (p<0.001): Korean college students group (M=1.7, SD=1.2) and Korean-American college student group (M=2.6, SD=1.5). In this study, Korean American college students, who were experiencing cross-cultural life situation and under acculturation process in the USA, showed more anxiety in their dream contents than Korean college students. For Korean American college students, acculturation process might be anxiety-provoking as their dream contents revealed overlapping scenes, messages or manifestations between Korea USA.

Regarding value variable, the mean differences on the “Asian Value Scale” (Kim, B. S.,
Atkinson, D., & Yang P. H., 1999) between Korean and Korean-American high school students were significant (p<0.001) (Lee, Sang Bok, 2006). This study contrasts with Kim, et al. ’s past findings of no difference between first- and second-generation Asian college students. Also, in terms of behavioral acculturation, the author (Lee, 2006) reported that two-sample t test on the mean scores of the Suinn-Lew Asian Self-identity Acculturation Scale showed significant difference between 1.5-generation Korean American college students (n=71, M=2.4, SD=0.4) and second generation Korean American college students (n=85, M=3.3, SD=0.4). A two-sample t test on the mean score by men and women was not significant.

In conclusion, based on the author’s four empirical studies, human self has the dynamic capacity to acculturate into a variety of cultures. Therefore, the self-concept needs to be recapitulated as having inherently acculturative function regardless of cultural origins, value or life-style differences.

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Self-Concept and its Relationship to Aspirations of Rural-Urban Indigenous Students to Education and Career Choice

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One of the major issues facing Indigenous students in Australia is that of social disadvantage in relation to the mainstream Australian society. Compared to the non-Indigenous peers, Indigenous students tend to fall behind in reaching satisfactory standards in both education and career attainments. Poor academic self-concepts also contribute to a self-fulfilling prophecy of failure. In order to further understand and also help to alleviate these negatives for Indigenous students a large-scale study involved Australian Bureau of Statistics funded by the Australian government was undertaken.

Interviews were undertaken with Indigenous (83) and non Indigenous (65) students, their teachers (6) and parents (39). Lower aspirations: poor advice by family, peers and teachers; and lack of Government assistance a serious range of issues identified. Suggestions on how these issues could be addressed to enhance Indigenous education were considered.
Youth self-concept has been studied with increasing refinement using domain specific self-report scales such as Harter’s Self-Perception Profile (SPP; Harter 1985) and Marsh’s Self Description Questionnaires (SDQ; (Marsh 1990)). These and other competence scales successfully predict theoretically related constructs such as depression (Cole, Martin et al. 1996; Cole, Martin et al. 1997; Cole, Jacquez et al. 2001). To avoid the monomethodism of only relying on self-reports, these measures have been adapted to obtain parent (e.g. Parent Rating Scale; PRS; Harter 1985), teacher (e.g. Teacher Rating Scale; TRS; Cole, Gondoli et al. 1998) and peer perspectives (Peer Nomination of Multiple Competencies; PNMC; Cole and White 1993). Still, measures of other’s perspectives, even regarding the same person are distinct from self-perception constructs. Furthermore, even when multiple self-report instruments are used, monomethodism is created by their common use of the questionnaire format; most self-report scales are participants’ ratings of researcher generated propositional statements. There is need for alternative methods of assessing perspectives on self, if for no other reason than to understand our self-report methods better. One means of doing this is a cognitive interference task that captures sensitivity to words representing areas of concern. In the current study we presented positive and negative domain specific (academic, appearance, social, athletic, & conduct) competence words in a context primed colour-naming interference task (emotional Stroop). Greater colour-naming interference relative to the control words indicates that a word has acquired greater strength or processing, and is likely salient to the individual. Prior research found this task sensitive to peer-nominated popularity status (Martin & Cole, 2000; Martin et al. 2004).

Seventy-five 8th graders with high (> 18) and low (< 7) Child Depression Inventory (CDI) scores participated in this study. For each competence domain, colour-naming interference scores were regressed onto depression status, gender, self-reported (SPP), teacher reported (TRS), and peer reported competence (PNMC). We found that depression status, academic self-perception, peers’ perceptions of academic competence, and the interaction of depression status, peer, and teacher perspectives were strong predictors of negative academic word interference. Depression status was the only significant predictor of positive academic and negative appearance colour-naming interference. The depression by gender by self-perception interaction predicted positive appearance words, such that depressed girls with lower appearance competence evidenced greater colour-naming interference. Self-perceived social competence predicted negative social word interference, while teacher and peer reports of social competence predicted positive social word interference. There were no significant predictors of conduct and athletic words. However, further analyses using Crick and Grotpeter’s (1996) measures of relational and overt aggression yielded interesting findings; a gender by overt aggression interaction predicted interference on the negative
conduct words (bad, fights, hurts people, rude) while a gender by relational interaction predicted interference on positive conduct words (honest, well-behaved, responsible, and polite). Boys’ sensitivity to negative conduct words did not increase as their overt aggression increased, while girls increased dramatically. Overtly aggressive girls seem more conscious of their aggression than boys. As girls’ relational aggressiveness increased they were less sensitive to positive conduct words.

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Motivational Beliefs about Personal and Other Academic Success: Are There Cultural Differences?

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Currently, little is known about how children from diverse cultural backgrounds within Australia view success in the classroom. Does being successful at school mean the same thing for all children? This study explores this issue by looking at two achievement goals: task goals and performance approach goals. Additionally, the study explores students’ perceptions of metacognition and its relationship to feelings of success for ‘self’ and ‘others’. The study compares cross-cultural similarities and differences between students’ perceptions of personal and peer success at school. Using a sample of N= 1967 students, drawn from Grades 7, 8, & 9 in eleven high schools in rural and urban areas of New South Wales, comparisons are drawn between the ‘self’ and ‘other’ beliefs of Australian Anglo (n=852), European-background Australian (n=117), Aboriginal Australian (n=343), Lebanese-background Australian (n=372) and Asian-background Australian (n=283) students. Using a Likert-type scale students were asked to indicate what made them feel personally successful at school. They were then asked to indicate what made other students feel successful at school. Comparisons are drawn between each group on self perceptions of feelings of personal success and between each group’s perception of ‘others’ feelings of success. Comparisons on metacognitive self and other beliefs are also compared. Relationships between the mastery and performance goals and metacognition are examined.
Development of Students’ Self-Systems

Marja-Liisa Malmivuori

This paper and presentation will introduce the concepts of self-system and self-system processes as broader theoretical frameworks for understanding the essential dynamics of students’ self in personal learning processes in social environment. The model suggests that self-perceptions, self-appraisals and self-regulation constitute the central determinants of any of students’ personal learning experiences and performances. By self-systems we point to important habitual internal structures with personal metacognitive, cognitive and affective sets and behavioural patterns that are constructed through past personal learning experiences. One central combining feature in these systems relates to students’ stable self-beliefs, self-concept and self-esteem in respect to their competences in the subject area. Another important feature includes students’ self-regulatory behavioural patterns and constructions. Once activated, these systems are the basis for the functioning of students’ self-system processes. By the notion of self-system processes we then point to activated personal capacities and self-systems in the form of their important cognitive, affective and behavioural processes with involved self-states and self-regulation. In addition to more or less conscious self-perceptions, self-appraisals and self-experiences, the essence of these processes relates to self-directive constructions, self-control activity and other self-regulatory actions while performing and learning. Both personal and social factors condition these situation-specific processes. However, the core of these dynamics is suggested to be intertwined with the functioning of students’ self, i.e., with their agentic and self-aware self or their self-as-process.

The theoretical perspective and concepts of self-systems and self-system processes provide a basis for integrating separate personality domains, important concepts and research results on learning, affect and motivation. By using the concept of self-system processes or self-as-process we stress especially the dynamical aspects of personal learning and of the self. This makes it possible to take more notice of situation-specific features of learning as well as of the agentic self. The functioning of the self-system processes will significantly determine not only the quality of students’ learning experience and performance in unique situations but also the further development of their stable self-systems in the subject area. Especially promotive for this development are students’ positive self-experiences with efficient self-regulation and personal agency.

The above presented theoretical perspectives of learning and self will be illustrated by quantitative data (N = 600) dealing with the development of secondary school students’ self-systems in 17 different public lower secondary schools in a Finnish metropolitan area. The kind of self-systems to be presented have appeared important especially in mathematics learning and performance. The subject area serves as a fruitful context for understanding the role of self in personal learning and achievement processes. The empirical research results to be presented will focus on the development of the relations between Finnish secondary school students’ self-confidence, positive and negative affective responses, and their self-regulatory patterns in learning mathematics or solving mathematical problems during their three lower secondary
school years. Differences in the development of these relations will be considered against the
development of their performance level and also against their gender. The connections between
the found developmental changes and school context will be discussed.
Understanding English Language Learner Self-Concept

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Academic learner self-concept is widely accepted within educational psychology as being a decisive factor in successful learning (Hattie, 1992. Marsh & Yeung, 1997, Muijs, 1997). Self-concept appears to work at domain specific levels (cf. Marsh et al, 1988) and although there have been several investigations of its significance in subjects, such as in mathematics, information technology and verbal reasoning (cf. Pajares & Miller, 1994.), there remains a noticeable lack of such studies in relation to foreign language learning, with the noteworthy exceptions of Lau et al, (1999) and Yeung & Wong, (2004). This is perhaps particularly surprising given the especially social nature of learning a language and the close links between language, communication, personality and identity (cf. Cohen & Norst, 1989, Dörnyei, 2005, Norton, 2000). Cohen & Norst (ibid: 61) go so far as to say that their research shows that “there is something fundamentally different about learning a language, compared to learning another skill or gaining other knowledge, namely, that language and self are so closely bound, if not identical, that an attack on one is an attack on the other”.

This presentation will describe a qualitative study carried out as part of doctoral research into English language learner self-concept in a university-level English as a foreign language context. It argues for the suitability of narratives for describing the nature of the English language learner self-concept (cf. Leppännen & Kalaja, 2002). Based on a content analysis of 63 written learner narratives and a series of 12 oral narrative interviews, an attempt has been made to draw up a framework of the possible constituent parts of English as a foreign language learner self-concept. The resultant descriptive framework will be presented and aspects of it unique to foreign language learning will be highlighted. The presentation will also discuss the domain-specific nature of the findings and will outline a tentative model relating mother tongue and foreign language self-concepts. Finally, issues for future research into the self-concept of foreign language learners and their relevance for other areas of self-concept research will be discussed.

References


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During the transition to adulthood individuals often encounter new and unexpected responsibilities, roles, and contexts. Some of these new responsibilities introduce financial and temporal demands that conflict with individuals’ previously set goals. Self-regulated individuals, who are able to adapt their thoughts, emotions, and behaviors to situational demands in a way that will best facilitate learning or functioning, should respond to the demands of entering adulthood differently than less self-regulated individuals.

Many studies have shown that children’s self-regulation is strongly related to their performance in school and overall well-being (Boekaerts & Corno, 2005). Unfortunately, empirical research on self-regulation has not attended well to matters of functioning during the transition to adulthood. We believe that the transition to adulthood, as a time during which individuals attempt adapt to new contexts, highlights both continuity and discontinuity in well-being and established trajectories (Schulenberg & Zarrett, 2006).

For example, self-regulated individuals who expect and desire a college degree and who encounter new demands from family life should conserve their well-being by discounting their educational goals and focusing their effort and attention on their familial obligations. Thus, highly functioning young parents would be more likely than less self-regulated parents to lower their educational expectations and aspirations as a way of maintaining focus on being a good parent. Alternatively, indicators of adolescents’ inability to self-regulate may take on new meaning during the transition to adulthood. In this scenario, substance use and risky behaviors among highly functioning college students would not differ from that of their less self-regulated peers, and would be unrelated to the effects of transition events.

We use four waves of data from the Monitoring the Future project to examine the relations between various adult transitions and educational expectations. This project has collected data from nationwide U.S. samples of high school seniors every year since 1976, and has followed many these adolescents into mid-adulthood. The current study tracks changes in educational expectations from age 18 to 24 (N ~ 43,000). We utilize growth curve modeling strategies to consider the course of educational expectations, focusing on the association of educational expectations and self-regulated behaviors along with the direct and moderating effect of various adult social role transitions. We expect adult transitions in the early twenties (including parenthood, marriage, and providing for one’s own living) to be related to lowered educational expectations. In addition, among those individuals who experience such transitions, we expect measures of self-regulated behavior (e.g., substance use and risky behaviors) to be positively related to lowered expectations. On the other hand, among individuals who do not experience new adult responsibilities in their early twenties, we expect self-regulated behavior to be negatively related to lowered educational expectations. Our model will also facilitate examination of ethnic, gender, and cohort differences in the relation between educational expectations and self-regulation during the transition to adulthood. Discussion will focus on the potential of the transition to adulthood to create diverging pathways.
Teaching Aboriginal Studies: Improving Professional Practice in NSW Schools

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Teaching preservice teachers to teach Aboriginal Studies is a recent development in Primary Teacher Education Courses within Australia. Learning to Teach Aboriginal Studies is complex, challenging, and threatening for some non-Aboriginal preservice teachers. It can be confronting as it touches on personal issues and can challenge some preservice teacher’s understanding of their own socialization (i.e. their place and beliefs in Australian society) and previously held misconceptions about Aboriginal Australia. With these concerns in mind this paper explores these anxieties and the pedagogical benefits for preservice teachers in learning and teaching Aboriginal Studies.
What Can Free the Spirit? Motivating Indigenous Students to be Producers of Their Own Educational Futures

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This paper directly responds to issues impacting on the social and academic outcomes of Indigenous students identified in the recent review of Aboriginal Education conducted for the New South Wales Department of Education and Training (Lester, 2005). Not surprisingly, a common theme emerging from the review was the importance of self-concept in improving relationships that Indigenous students of all ages have with education. The paper reports on current research into the relationship between self-concept, motivation and engagement being conducted among senior primary Indigenous students in New South Wales public schools. Indigenous students who have high levels of self-concept and motivation are identified in the quantitative components of the research. These students are then interviewed in order to uncover the stories behind this quantitative data. It is these stories that are highlighted in the paper. What is of particular interest is the cultural interplay of the lived experiences of these Indigenous students with schools, classrooms and their teachers, and what can “free their spirit” in a way that they can productively work on their own educational futures.
The purpose of this study was to investigate gender differences in the development of students’ academic self-concept in the domain of mathematics. Investigations of gender differences in the development of domain-specific self-concepts are guided by two distinct hypotheses. On the one hand, the gender-intensification hypothesis posits increasing gender differences over the school career. On the other hand, the gender-convergence hypothesis predicts decreasing gender differences in domain-specific self-concepts. Previous studies have yielded mixed results with respect to these two propositions.

In an attempt to provide more definitive insights into these issues, we analyzed longitudinal large-scale data from three countries (United States, Australia, and Germany). In contrast to earlier studies, we did not use scale scores, but investigated change in latent constructs. This approach makes it possible to eliminate artifacts deriving from change in the measurement properties of the scales employed. Data were analyzed using growth curve modeling with latent, time-specific factors as indicators of students’ self-concept trajectories.

Results indicate that neither the gender-intensification hypothesis nor the gender-convergence hypothesis is fully in line with students’ developmental trajectories in math self-concept. Stable gender differences that persist over time seem to be predominant, although different gendered developmental trajectories were also observed in the countries and school systems under investigation. Any deviations from the general picture of constant gender differences appear to occur in an unsystematic fashion, however.

Our findings will be discussed in the context of Herbert Marsh’s internal-external frame of reference model. Specifically, we argue that the development of domain-specific self-concepts is likely to be shaped by multiple frames of reference. We conclude that future studies addressing this question should take account of social and intraindividual comparisons that are likely to influence the development of domain-specific self-concepts in individual students.
Exploring Student Engagement through Classroom Use of Hypermedia Authoring

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This paper describes research within the “Fair Go” project, a collaboration between the University of Western Sydney and the Priority Schools Funding Program, a NSW government equity initiative. In this project teachers and teacher educators work as co-researchers with students from economically disadvantaged backgrounds exploring ways to increase the students’ substantive engagement in classroom learning. The collaboration described in this paper is focused on the task engagement created as primary student’s author interactive hypermedia texts for an intended audience. Also discussed are the linkages between the school based work and the program the teacher educators provide for their university students.

The central proposition of this investigation is that student’s construction of hypermedia texts deepens their engagement in learning tasks and their understanding of the content knowledge they are representing in that text. The students’ attempts to meet the needs of their imagined audience and the interactivities they build into their texts are seen as measures of their ability to represent what it is they know.

Data collected thus far supports the following propositions. First, that students can be assisted to construct hypermedia texts that will engage their intended audience through teacher scaffolding of the variations in the structure, content and interactivities within the authored texts. Further, students use of information and communication technologies within appropriate learning sequences will increase their engagement in learning tasks in ways that go beyond the teacher, time and place of classroom learning. Finally that student collaboration, learning initiative, higher order problem solving and use of metalanguage increased in ways not previously reported by the teachers working with these students.
Psychological Influences of Student Achievement in Developing Countries: A Psychometric Study of Future Goals

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Psychological factors have been shown to influence a number of educational outcomes including student achievement and engagement. Literature investigating these factors has emanated from a large number of cultures around the world, particularly Western, developed nations. The extension however of this literature to cultures that are defined as Indigenous and developing is limited. The current study aimed to investigate one of these psychological factors, future goal orientation, in one such culture, Papua New Guinea. Three-hundred and fifty-five students’ future goal orientations were measured using a modified version of the Future Goal Orientation Scale for use in Papua New Guinea. Confirmatory factor analyses and reliability analyses were performed and a three-factor structure of future goal orientation was identified. Results are discussed within the context of cross-cultural models of student learning and suggestions for future research are given.
An Observational Analysis of the Needs for Emotional Literacy

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Emotional intelligence has become a popular term and one that is taking on greater significance over time both in regard to school leaders, staff and students. In this paper the principals of emotional intelligence are applied using ecological theory within the framework of emotional literacy.

Emotional literacy can weave through the tapestry of a school to build a culture of respect and responsibility that has classroom practice at its heart. When this is seen as core business and not additional work for teachers involved the effects can be convincing. Emotional literacy can promote powerful learning for schools. Using it as a catalyst for change is timely in light of new syllabus documents, projects such as MindMatters and the desire to provide a more coherent approach to Pastoral Care.

Schools are seeking change that is sustainable using a process that teachers regard as empowering and engaging. This paper takes the position that Participatory Action Research has the potential to achieve these aims. The impact of relational and pedagogical factors can help build protective factors which contribute to students’ health and wellbeing. Through early research work a range of interventions will be explored as a means to identifying schools needs for moving towards emotional literacy.
Latent Growth Curve Analyses of the Development of Competence Perceptions and Academic Interest and Their Relations to Gender and Achievement

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Research has consistently shown a decline in adolescents’ perceptions of competence and interest through the middle school years (Jacobs et al., 2002; Marsh et al., 2005; Wigfield & Eccles, 2002). Studies also evidence relatively systematic gender differences suggesting that boys, in general, hold a more positive of themselves as learners, whereas girls seem to value school more. Less is known about how the developmental trends in competence perceptions and interest are related to each other, and how the different parameters of change are associated with achievement and gender. Using latent growth curve analysis, the present study examined various aspects of change (e.g., changes in structure, normative stability, and latent mean level) in competence perceptions and interest over time, and their relations to gender and achievement.

The participants were 626 middle school students (307 girls, 319 boys), who completed a motivation questionnaire once a year during their middle school years (from 7th to 9th grades). The questionnaire comprised scales for various types of motivational constructs, including competence perceptions and academic interest. Competence perceptions were assessed with five Likert-scaled items reflecting students’ perceptions of their learning ability and sense of competence-related agency (e.g., “I have to ability to learn in school”), and academic interest was assessed with three items focusing on students’ experiences of interest related to school and schoolwork (e.g., “In my opinion schoolwork is really boring” [reversed]).

A series of means and covariance structure analysis was performed in order to assess various aspects of change over time. Second-order latent growth curve analyses suggested no structural change over time in either construct. Unconditional analyses revealed significant increase in students’ competence perceptions and significant decrease in their academic interest over time. Developmental trends in both constructs were associated so that steeper incline in competence perceptions correlated with less steep decline academic interest.

Conditional analyses indicated significant gender differences in both the onset and rate of change in competence perceptions and interest. Prior school performance (6th grade school grades) predicted the initial levels of both construct. After controlling for the effects of gender and prior achievement, the onset of competence perceptions and interest predicted later achievement (9th grade school grades).

In sum, the results of the present study show both generality and individual variability in the developmental trends of middle school students’ competence perceptions and interest. In a dynamic manner, the developmental trends appear to be associated with each other and with gender and achievement. The results also demonstrate how the level of
motivation students hold across the transition to lower secondary education independently contributes to later achievement.

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This study examined the relation between children’s achievement orientations and parental behaviors in dyadic situations. The purpose of the study was to demonstrate a link between specific parental behaviors and the strategies children use when facing challenges. Mastery and learned helpless orientations have been linked to differential outcomes in children, with the former being associated with positive outcomes and the latter with negative outcomes in a variety of domains. Mastery children tend to approach challenges with enjoyment, while helpless children tend to give up easily or appear to be focused on presenting themselves as competent. The current study placed 46 dyads consisting of 4-6 year old children and each of their parents into a variety of situations in which parental behaviors could be observed and coded for warmth/responsiveness, provision of structure, and intrusiveness. Children were then exposed to pre-arranged failure situations and were observed for their responses to challenge. Ratings were made regarding their level of self-confidence and their emotional tone. Parents also completed the Child Behavior Questionnaire as a measure of temperament. The study hypotheses stated that a) parental provision of warmth/responsiveness and structure would be related to mastery orientations, while intrusiveness and low structure would be related to helplessness; and b) that the effects of fathering would be different than the effects of mothering. Twenty-seven of the children were classified as mastery oriented and 19 as learned helpless. Temperament did not relate to achievement orientation either directly or indirectly through parent behaviors. Paternal intrusiveness and maternal intrusiveness combined with low structure were associated with the helpless pattern, while warmth/responsiveness and provision of structure did not discriminate the two groups. This implies that experiencing the direct outcome of one’s actions on the environment is a necessary part of learning to overcome difficulty. Although direction of effects cannot be specified, it appears that parents who have mastery oriented children are better able to allow their children to engage the environment for themselves without parental interference.

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A Comprehensive Multilevel Model Meta-Analysis of Self-Concept Interventions

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The efficacy of self-concept interventions has previously been examined through traditional meta-analytic methods, and a host of moderators of intervention outcomes have been identified (O’Mara, Marsh, & Craven, 2004; Haney & Durlak, 1998; Hattie, 1992). However, traditional meta-analytic models have increasingly been criticized because they fail to account for the nested structure of effect sizes within studies, thereby violating statistical assumptions of independence. The multilevel model approach to meta-analysis, however, takes into account the hierarchical structure of meta-analytic data, thereby providing findings that are more statistically sound. Consequently, the present study applies the multilevel model technique to the analysis of the self-concept intervention literature. The overall mean effect size of .47 suggests a moderate impact of interventions on self-concept at posttest, and analyses showed that intervention effects are maintained at follow-up. Other moderators examined include the construct validity approach to the multidimensionality of self-concept; the use of random assignment to treatment and control groups; the control group type; the focus of intervention on self-concept; treatment characteristics; and the type of treatment administrator. Intra-study correlations and the variance explained by each moderator model are presented to emphasise the importance of using a multilevel model approach to meta-analytic research. It is concluded that multilevel models provide a more accurate understanding of the self-concept intervention literature than traditional meta-analytic models. Suggestions for future self-concept intervention design and evaluation are provided.
Possible selves and self-regulation

Chaired By: Daphna Oyserman
University of Michigan

Possible selves are the future-oriented component of self-concept. By focusing attention on the self one may become, possible selves facilitate self-regulation by providing personalized images to work toward as well as images of what the self might be like if things go badly. Indeed, early adolescent possible selves that contain positive school-focused possible selves as well as concerns about school failure or becoming off-track have been associated with more school engagement and better academic outcomes for low-income racial-ethnic minority youth. However, not all possible selves successfully facilitate self-regulation. Possible selves that are only positive and relatively vague do not motivate the focused self-regulatory action necessary to persist in school and pursue longer term academic goals. Through a series of four presentations, we describe a series of studies examining how and when possible selves serve as effective self-regulatory tools. First, Oyserman will present a theoretical process model and randomized clinical trial of an intervention targeting possible selves. Hierarchical linear modeling and structural equation modeling results demonstrate that bolstering school focused and feared off-track possible selves through intervention produces behavioral changes and change in grades that are sustained through a two year follow-up. Effects are important because they demonstrate that possible selves are malleable and that once changed, they do influence self-regulation leading to better school and mental health outcomes. Next, Brickman presents the results of several studies using priming methods to disentangle the motivational impact of proximal (next year) and distal (as an adult) positive expectations (expected possible selves) and concerns about the future (feared possible selves). These studies demonstrate that making negative to-be-avoided possible selves salient motivates school persistence, especially when proximal rather than distal possible selves are primed and that the effect of proximal feared possible selves on self-regulatory behavior is mediated by the effect of these possible selves on belief that current action influences future outcomes. Subsequently, Destin will present a test of the assumption that feared possible selves have influence self-regulation in contexts perceived to be risky (that is, success is not to-be-assumed) as compared to those perceived to be safe (that is, contexts in which success can be assumed). Results indicate that self-regulation increases when feared possible selves are primed and context feels risky (for males). For women, self-regulation (operationalized as behavioral intentions to engage in school-focused effort) increase when feared possible selves are primed and the context feels safe. Finally, Rhodes will present a comparison of the motivational influence of possible selves in younger adolescents. Testing how possible selves operate in younger youth allows us to determine the extent to which possible selves rely on an advanced level of cognitive development and suggest whether possible selves are likely to facilitate self-regulation over the transition to middle school. Taken together, our studies shed new light on how and when possible selves serve as effective self-regulatory tools.

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Possible selves and academic outcomes:
How and when possible selves impel action

From early adolescence, the future is an important component of self-concept and doing well in school is a common element of youths’ future-oriented selves. These future or possible selves are positive and negative images of the self already in a future state – the ‘clever’ self who passed the algebra test, the ‘fat’ self who failed to lose weight, the ‘fast’ self who fell in with the ‘wrong’ crowd. A number of self-regulatory models have posited positive and negative consequences of possible selves. There is evidence that possible selves motivate current action. Failure to attain possible selves may increase risk of depression. Indeed there is some evidence that imagining successful possible selves improves well-being and performance (Ruvolo & Markus, 1992). However, possible selves do not always sustain self-regulatory action. Youth fail algebra and engage in risky behavior.

Why might possible selves fail to sustain self-regulatory action? A particular possible self may fail to sustain self-regulatory action because it conflicts with other parts of self-concept. Another possibility is that possible selves fail to sustain self-regulatory action because sustaining self-regulatory effort over time is difficult and youth may misinterpret difficulty as evidence that the possible self is not a reasonable goal and should be abandoned. To predict when a particular possible self is likely to motivate action, is it necessary to have a model that predicts which possible selves are likely to be on-line in working memory, and of these possible selves which will be invested in over time.

Discussion focuses on school-related possible selves. The presentation outlines and presents results of a randomized clinical trial testing a predictive model of when possible selves will sustain action over time. The model proposes that youth have difficulty creating and sustaining school-focused possible selves when they perceive these possible selves to be incongruent with important social identities such as racial-ethnic identities, misinterpret difficulties in working on these possible selves as evidence that academic goals are unrealistic possible selves and live in social contexts that fail to cue strategies for attaining their possible selves goals. The model further proposes that youth will commit sustained self-regulatory effort to a possible self when the possible self itself is effective and contains behavioral strategies and social context supports working on the possible self, when the possible self feels congruent with important social identities, and when difficulty working on the possible self is construed as normative. A brief intervention to link school-focused possible selves with strategies, create a context in which social and personal identities felt congruent, and change the meaning associated with difficulty in pursuing school-focused possible selves was developed and will be briefly outlined. The randomized clinical trial included three middle schools (n = 141 experimental, n = 123 control low-income 8th graders). Hierarchical linear modeling demonstrates that the 11-session, 8-week intervention changed possible selves and increased academic initiative, standardized test-scores and grades. Depression, absences and in-school misbehavior declined. Effects were sustained over a two-year follow-up. Structural equation modeling demonstrates that change in possible selves mediates behavioral change.

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The self-regulatory impact of proximal and distal feared possible selves

Both content and structure of proximal possible selves have been associated with academic achievement and reduced involvement in delinquency. Specifically, proximal, not distal possible selves varied between delinquent and non-delinquent youth. In addition, while having at least some proximal school-focused expected possible selves is common, having feared or to-be-avoided possible selves that are school focused is less common. Having proximal school-focused possible selves that contain both positive expectations about succeeding in school and to-be-avoided negative images of the self failing in school improves academic outcomes compared with students whose school-focused possible selves do not have this balance of both positive expectations and negative to-be-avoided or feared possible selves.

Prior research on possible selves has been mostly correlational or short-term longitudinal. In the present study we primed various aspects of possible selves in order to obtain a more complete picture of the motivational process. Specifically, we test whether youth are more motivated by thinking about expected or to-be-avoided selves, and whether they are more motivated by thinking about possible selves in the proximal or more distal future. Given that possible selves containing both expectations and fears have been found to be particularly motivating, but that fears for the future are rarer than positive expectations, we hypothesized that thoughts about what youth want to avoid for the future are especially motivating. Also, as prior research has identified self-regulatory benefits associated with focusing on the proximal future, we hypothesized that priming proximal possible selves is more motivating than priming distal selves. Finally, we test whether the motivational influence of evoking possible selves is mediated by increased beliefs that current behaviors matters for future outcomes.

Participants were 89 high school juniors in a predominantly white rural town in the Midwest. Students were randomly assigned to a 2 (Expect, Feared) X 2 (Proximal, Distal) design or to a hanging control. In the prime conditions, students were asked to write about what the expected to be (feared being) in the coming year (as an adult). After completing the prime, students completed measures of behavioral persistence, expected pro-school behavior, school efficacy, perceived academic competence, and beliefs that current behavior influenced future outcomes.

Students who were primed to think about what they want to avoid for the upcoming year demonstrated significant increases on all of the dependent variables. These effects were mediated by increased endorsement of beliefs that current behaviors mattered for future outcomes. Students primed to think about what they wanted to avoid for a distal time-point demonstrated increased school efficacy and expected pro-school behavior. Thus, our hypothesis that thinking about what one wants to avoid for the future has unique motivational impact was supported, as was the hypothesized mediational pathway. Also as hypothesized, effects were stronger for thinking about a more proximal point in time. These results begin to elucidate the process by which possible selves motivate behavior, and have implications for our understanding of self-regulation, as well as the design of future interventions targeting possible selves.

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Motivational consequences of evoking possible selves in risky and safe contexts

Possible selves, the future oriented component of self-concept, are assumed to have motivational consequences – evoking persistent effort when evoked. Early research (Markus & Ruvolo, 1992) demonstrated a positive effect of thinking about one’s best possible future as compared with one’s worst possible future. Subsequent correlational (Oyserman & Markus, 1990) and experimental (Oyserman, Bybee, & Terry, in press) research has demonstrated the effect of having ‘balanced’ possible selves that include both positive anticipated successful outcomes and feared or negative to-be-avoided outcomes. While early research focusing on positive possible selves involved college students, this subsequent research focusing on inclusion of negative possible selves as part of motivation involved low-income teens living in my risky contexts where failures are more likely. Until now, perceived risk itself has not been manipulated so it is not known if feared possible selves are generally motivating or only motivating when perceived risk is high, similarly it is not known if positive expected possible selves are only motivating when perceived risk is low. Therefore the goal of the current research was to manipulate perceived risk (high, low) as well as focus of possible selves (positive expected possible selves, negative to-be-avoided possible selves). The study was conducted with incoming college students likely to be naïve to the level of academic risk imposed by the new college context. Specifically, in a between-subjects design, first read about the college experience as either a high risk (e.g., for most students grades drop) or low risk (e.g., for most students grades remain high) situation. After the risk manipulation, either positive expected or negative to-be-avoided possible selves were primed by asking students to write about what they expected to be like in the coming year or what they were afraid they might be like in the coming year. Dependent variables were self-reported planned academic future activities (academic vs. social) and time spent reading a supplied “study strategies” resource. A significant three-way interaction of gender x risk prime x possible self prime suggests that the hypothesized motivational effect of evoked feared possible selves in the high risk condition was found by only for men.; for women, evoked feared possible selves were motivating in the low risk condition only. The hypothesized motivational effect of evoked positive expected possible selves in the low risk condition was not found. Thus both male and female students were motivated by feared, not expected possible selves, but their response to contextual risk information was distinctly different. Results suggest that males and females may have interpreted the presented contextual information about the likelihood of academic and future career success using very different heuristics. That is, males were motivated by the combination of feared possible selves and high risk settings – perhaps contrasting themselves with the general negative outcomes of their peers, as if thinking ‘they’ may be messing up, but I won’t. Females on the other hand were motivated by the combination of feared possible selves and low risk settings – perhaps thinking ‘we’ are doing well, so can I!

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Possible selves in emerging adolescence

Possible selves have been associated with improved academic and mental health outcomes for youth in early and mid-adolescence and have been targeted through interventions designed to improve academic self-regulation and performance over the transition to high school. Prior research shows that common possible self content during these years focuses on school, peers, and avoiding becoming off-track and that when possible selves focus on school and avoiding becoming off-track youths are more likely to successfully self-regulate – go to school, do homework, and eventually attain better academic and mental health outcomes. The present research examines whether possible selves function as a self-regulatory mechanism in early and emerging adolescence. To outline the developmental questions entailed, this presentation will include a description of relevant models of identity development in early adolescence. Specifically, these models suggest that in emerging adolescence as children move from older childhood to adolescence, identity shifts from a focus on concrete traits and behaviors to a focus on internal processes and the more advanced psychological understandings of what it means to be a self. We present an analysis of the content of possible selves of low-income African American youth in emerging through mid-adolescence, comparing content and structure of expected and to-be avoided possible selves over time. This comparison and content analysis of the possible selves of African American 5th-6th grade students and African American 8th and 9th grade students will allow us to begin to assess the relevance of this developmental shift for our understanding of possible selves. In addition to this comparison, we will then examine the relationship between possible self and outcome variables of interest. Because our focus is on the ways in which possible selves influence self-regulation, our focus is the link between possible selves and current action. We present a test of whether beliefs that current behaviors influence future outcomes are associated with school engagement in this sample of younger youth. We also present results of priming studies testing whether experimental manipulation of possible selves initiates the same motivational process in younger youth as has been reported in older adolescence. Together, these studies are the first to examine whether content and function of possible selves change from early to later adolescence. This research allows us to begin to assess first, the extent to which effective possible selves depend on an advanced level of cognitive development, as well as whether the possible selves of youth at risk for academic failure may be a useful target for earlier interventions.

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McCrae et al. (1996) suggest that the Big-Five personality factors are established to the point of being fact. Hence, any statistical technique, namely confirmatory factor analysis, which calls into question their validity, must be flawed. This paper explores this argument and suggests that: 1) it is premature to suggest that the Big-Five can be considered as fact; 2) while substantial cross loadings from the facets of the Big-Five to its super-factors may be theoretically reasonable, the same cannot be said for cross-loadings at the item level; 3) some of the criticisms aimed at confirmatory factor analysis are unjustified and alternative interpretations are possible. In light of this argument, the short Big-Five instrument (the NEO-FFI) is explored from a CFA perspective and the fit of the Big-Five model is shown to be poor. The paper then explores different options of producing a better fit including the use of item parcels and the short form production method of Marsh et al (2005), with both the advantages and disadvantages of each method discussed. Both item parcels and the short form production method of Marsh et al. (2005) resulted in a better fit between the a-priori Five-Factor structure and the data. However, it is suggested that these methods can only be considered valid if the theory underlying the NEO-FFI is sound.
Self-Determination Theory: A Case for Evidence-Based Healthcare Provision within the WHEEL (Weight, Healthy Eating and Exercise in Leeds) Project

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Objective: This study aimed to provide participants with a weight management intervention programme that concentrated on health outcomes rather than weight loss. The emphasis was on achieving long-term behavioural changes that enabled participants to eat healthfully and exercise regularly with moderate intensity. The role of the healthcare provider was central to the design and creation of an autonomy-supportive motivational climate that aimed at empowering participants. The ethos of health at every size was promoted.

Design: One year, randomized control trial; 1 year follow up (only BMI and weight).
Participants: Predominantly white (97%), clinically obese pre-menopausal women (N=62), aged between 24-55 years were randomly assigned to 12 weeks of lifestyle intervention or waiting list control (delayed start). The 3 months intensive behavioural intervention was followed by 9 months maintenance phase.
Setting: Free living, general community.

Intervention: WHEEL consisted of supervised exercise and lifestyle physical activity, brief cognitive behavioural therapy and educational classes on healthy eating and weight management. The weight management programme was specifically designed in accordance with the principles of the Self-Determination psychological model of behaviour change. Healthcare professionals provided a treatment rationale, but offered choice, minimised pressure and acknowledged participants perspectives within the weight management process. Participants were tested at baseline, 3, 12, and 24 months.

Main Outcome Measures:
Quantitative: Psychological functioning (general orientation causality, depression, self-esteem, health behaviours), anthropometry (weight, BMI, circumferences), metabolic fitness (blood pressure, blood lipids), and exercise fitness (Vo₂max).

Qualitative: 62 participants were interviewed at baseline, and 36 of these were re-interviewed at 12 months. These semi-structured interviews explored participants’ weight history, lifestyle habits, perceptions of their problems with weight, competence at lifestyle skills (e.g. being able to cook, previous exercise experience), their motivation to be able to succeed within the project and relationships with significant others.

Evaluation: Participants reported in the delayed control group felt that they were disadvantaged. Overall, the project was favourable evaluated. Women reported to feel
‘liberated’ by the non-dieting approach that the practitioners took. Adherence, attrition, and participant evaluations of the helpfulness of the treatment were also recorded.

**Results:** Participants experienced improved self-esteem and self-determination, reported less stress, felt more in control of their lives. Participants’ narratives clearly showed an appreciation for the autonomy-supportive environment and the healthcare provider’s approach to the management of the project. Interestingly, participants who were less self-determined to begin with needed more direction and structure and reported to could cope less well with behaviour change demands. Weight loss data: after an initial weight loss at 3 months, there was no significant weight decrease at 12 or 24 months, but their weight remained stable.

**Conclusions:** In the absence of significant weight reduction, clinically obese premenopausal females favourable responded to lifestyle intervention and showed improved psychological and physical health risk indicators. The development of trust and respect between healthcare providers and participants were key to the success of the project.
The study reported here is part of an ongoing program of research into young people’s perceptions of what it means to be Australian. The pilot study explored three questions: What does it mean to be Australian and Aboriginal or Torres Strait Islander? Do Indigenous and non-Indigenous students differ in their strength of affiliation with Australia? Does discrepancy theory predict Indigenous and non-Indigenous students’ strength of affiliation with Australia? Discrepancy was conceptualised as the difference between ‘self’ and ‘other’ conceptions of what it means to be Australian. Focus group interviews and a survey were used to collect data from 51 Indigenous and 113 non-Indigenous school students. Although results highlight some differences between Indigenous and non-Indigenous students in their constructions of an Australian identity, results also suggest that there is a strong commitment to both a national Australian identity and an Indigenous identity by the Indigenous students, which augurs well for reconciliation and social cohesion amongst this generation of Australians. The Indigenous students scored significantly higher than the non-Indigenous students on two measures of strength of identification with Australia. Discrepancy theory predicted non-Indigenous but not Indigenous students’ strength of affiliation with Australia: high discrepancy scores were associated with high affiliation scores for non-Indigenous students. Implications for schools and schooling are discussed.
The question “What does it mean to be an Australian?” has significant implications for understanding factors contributing to social cohesion; explaining and promoting ourselves to others; imagining and shaping Australia’s future; and shaping civics curriculum. The purpose of this study was to identify key components of Australian national identity of a sample of Australians ($N = 418$) comprised of primary ($N=71$); secondary ($N=146$), Technical and Further Education (TAFE) ($N=59$) and University ($n=142$) students. Participants completed a written response to the question “What does it mean to be Australian?” Responses were analysed and coded by two coders using content analysis to identify key themes. Key themes identified were analysed separately for each category of student and compared. Results indicated progressive and traditional notions of Australian national identity. Traditional themes include: Citizenship and Participation, Patriotism and Pride, Personal Attributes, Unique Aspects and lifestyle, Mateship, and the notion of a Fair Go for all. Progressive notions included themes such as Societal Characteristics, and Respect for Other Cultures suggesting that some aspects of national identity may be changing.
Culture and Self: An intersectionality perspective
Proposal – Cover sheet

Chair: Ram Mahalingam, Department of Psychology, University of Michigan

Cultural differences in implicit messages
Margaret Shih & Dana Kabat, University of Michigan

Race Self Complexity, Narrative Identity, and Psychological Adaptation: What are the Experiences Constructed in Autobiographical Race Narratives?
Cynthia E. Winston and Afia Mangum, Howard University Department of Psychology and the Identity & Success Research Lab

“Attending to the Psychology of Others: Rethinking culture and self in a global world”
Sunil Bhatia, Depart of Human Development, Connecticut College

Social Marginality and idealized cultural identities
Ramaswami Mahalingam, University of Michigan, Jana Haritatos, University of California, San Francisco, Jaipaul Roopnarine, Syracuse University

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Culture and Self: An intersectionality perspective

Cultural conceptions of self have been a major area of research in cultural psychology, spearheaded by the groundbreaking research on self by Markus and Kitayama (1991). Although cultural psychological research on self has furthered our understanding of the critical role of culture in conceptions of self by documenting cultural differences between Western and Asian conceptions of self, intracultural variations in the conceptions of self that are shaped by intersecting identities as well as various aspects of ecological contexts have not been adequately examined (Kashima, 2000; Mahalingam, 2006). In this symposium, we use an intersectionality perspective to examine the integral role of culture in shaping beliefs about various aspects of self. Several theorists have argued for the need to recognize how cultural and ethnic identities are influenced by intersections of social identities as well as the power relations among these identities (Stewart & McDermott, 2004). According to intersectionality perspective, cultural conceptions of self are influenced by social identities and the specific demands of the cultural ecological contexts (Mahalingam, 2006). Social identities such as race, ethnicity and social class co-define emerging notions of self (Jones, 2003; Landrine, 1995). Self conceptions are in essence embedded in the cultural historical experiences of those who embody these social identities and often reflect the values cherished within these sociocultural contexts. Globalization and transnational ties also challenge reified, nation-bound notions of culture (Mahalingam, 2006). The four papers in this panel examine various facets of cultural construals of self. The first paper examines the role of cultural narratives in instantiating culturally valued notions of self. Comparing folklore in three cultures, the authors found that Eastern cultural narratives emphasize the commitment to the group to solve problems whereas the Western cultural stories rely on self to solve the problem. The second paper focuses on the narrative aspects of self viewed through African American’s racial experience. Using variety of life history narratives, this paper examines the emergence of self through the intersections of race and gender. The third paper examines the emerging notions of self at the interface between race and ethnicity using immigrant narratives. This paper examines the complex process through which immigrant identities are racialized with a specific focus on transnational ties and globalization. The fourth paper examines the role of social marginality in the idealization of self among Asian immigrant communities. Using a model minority scale, this paper examines the complex consequences of idealized self representations. Together these four papers demonstrate how intersections of culture, race, ethnicity and gender influence various aspects of self conceptions in a global and transnational cultural context.

Cultural differences in Implicit Messages
Margaret Shih & Dana Kabat
University of Michigan

Cultural differences in individuals’ construals of the self may often be reflections of the messages that they receive in their upbringing. Thus, the messages that different cultures send to individuals during their upbringing contribute to implicit theories about the self. One source of implicit messages is the stories, such as fairytales, that are told and passed within cultures. We report the results of a study examining the messages that fairytales told to children in three different Eastern and three different Western countries. The stories from Eastern cultures are often more complex than stories from the Western cultures. We found that stories told in Eastern cultures focused more on teamwork to solve a problem or conflict while stories told in Western cultures focused more on the self. Characters in fairytales in Western cultures were more like to rely on themselves to figure out right or wrong, and to act alone in solving the problem. In addition, we find that characters in Eastern fairytales are transformed in terms of their values and personality more frequently than characters in Western fairytales. These messages may provide implicit guidance about the role the individual in navigating their world and the relationship of the individual with others.

Race Self Complexity, Narrative Identity, and Psychological Adaptation: What are the Experiences Constructed in Autobiographical Race Narratives?

Cynthia E. Winston
Afiya Mangum
Howard University Department of Psychology
and the Identity & Success Research Lab

Across the life course, individuals have to make sense of internal and external stimuli. Through a process of psychological negotiation these stimuli get organized within a person’s self system and get incorporated into his/her self understandings (Sarbin, 1986; Singer, 1995). Cultural racism is one of the many stimuli that African Americans have to psychologically interpret as they navigate the life course (Jones, 2003). Both the psychological meaning of race and the structural dimensions of race in American society and culture intersect to create significant demands on their psychological functioning. This psychological intersection of race meaning makes identity construction and cultivating a psychology of success particularly challenging. The purpose of this instrumental case study is to advance theoretical understanding of the
nature of the complexity of identity construction and narrative memories of race within the lives of three African Americans. Within personality psychology, there has been little systematic effort for in depth study of the lives of individuals who are Black, yet the structural, cultural historical and biopsychological meaning of race within their lives requires sophisticated forms of coping and adaptation. Data were collected using the Identity and Success Life Story Method (ISLSM), (Winston, et al, 2006). ISLSM is a multimethod case study research method designed to study an individual life in depth in terms of the three levels of personality: dispositional traits, characteristic adaptations (e.g. coping, defense mechanisms, motives), and identity as an internalized and evolving narrative of self (McAdams, 1995). The ISLSM includes the following research instruments: the NEO PI-R, the Personal Strivings Measure, the Guided Race Autobiography, the Life Story Telling, the Strategic Interviews, and the Developmental Success Matrix. Data were analyzed using a within person approach, descriptive statistics, discourse analysis, and thematic content analysis. The findings illustrate the complex and diverse forms of race narrative memories and how patterns of coping and emotion relate to personality trait profiles. These findings have implications for research design, as well as for maximizing individuals’ coping through positive narrative renderings of interpreted cultural racism.

“Attending to the Psychology of Others: Rethinking Culture and Self in a Global World”

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The displacement of millions of migrant labourers, refugees and professionals from the postcolonial “Third World” to the “First World” and the formation of numerous migrant “ethnic enclaves” is now one of the most important defining features of the 20th century. The diasporic immigrants’ sense of self, in both Europe and North America, are filtered through the prism of race and nationality. These identity negotiations are commonplace in the migrant communities of Mexican-Americans, Arab-Americans, Chinese-Canadians, Turkish-Germans, Franco-Maghrebi and British-Indians across the “First World” metropolitan cites. The field of psychology has focused on the mutual constitution between culture and self, but has not yet investigated the complexities associated with the formation of the “hybrid” transnational selves and identities that are created in global spaces, such as, postcolonial diasporas and borderlands.

The construction of transnational selves across the “First World” are global and plural, but the theories that are used in “American Psychology” continue to examine notions of self and identity with “local” frameworks. These local, conceptual frameworks, while useful in many respects, have failed to address the conflict and complexity that these hybrid identities have come to represent. In this presentation, I map out three important ways through which the concept of culture and self needs to problematized and reconfigured within the context of a global and transnational cultural psychology (Bhatia and Ram 2001, Bhatia 2002, Bhatia, forthcoming). First, I examine the various ways in which the concept of culture needs to be examined within the context
Social Marginality and Idealized Cultural Identities

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Asian Americans are viewed as a “model minority” in various popular representations. Although several ethnographic studies have documented the social consequences of internalizing ideals such as “model minority myth,” very few studies have empirically examined the mental health consequences of internalizing model minority myth among Asian Indian Diaspora. Using model minority myth and pressure scales we examined the negative as well as positive impact of model minority stereotype on the mental health of Indian (N=180) and Indo-Caribbean immigrants in the New York City. We predicted that strong endorsement of model minority myth would be positively related to collective self esteem and pressure. Collective self esteem would be negatively related to depression and anxiety. Pressure would be positively related to depression and anxiety. Using SEM, we tested this model using SEM and found an excellent fit for the data (CFI= 0.99 for both samples) and all the hypothesized relationships were significant even after controlling for SES and age. Model Minority Myth was positively related to collective self esteem (study 1, b=.43, p <.01 & study 2 b =.18, p <.05). MMM was also positively related to pressure (study 1, b=.15, p <.05 & study 2 b =.31, p <.01). Collective self esteem negatively related to depression (study 1, b= -.15, p <.05 & study 2 b = -.24, p <.05) and pressure was positively related to depression (study 1, b= .25, p <.01 & study 2 b = .16, p <.05). The same model was tested with a sample of 260 second generation Asian Americans. The model had excellent fit and the relationships were in the expected direction. We discuss the implications of the findings and the need to recognize the relationship between social marginality and idealized cultural identities in shaping the psychological well being of ethnic minorities. Further, we argue for the need to examine the role of individual difference factors such as, optimism, in negotiating the positive as well as the negative impact of internalizing idealized group identities.
Women’s Goals Influence Their Expectancies and Motivation to Exercise

Michelle Segar

Increasing physical activity among Americans is currently a public health priority. Midlife women constitute one of the least physically active populations. However, it is not known which exercise goals help or undermine midlife women’s motivation to participate in physical activity. The present study investigated positive and negative goal clusters for exercising, and their relationships with the Eccles et al. Model of Expectancy-Value Model. Using a cross-sectional design, data were collected from a random sample of 400 working midlife women (40-60 y), mean 49.9y. There was a baseline response rate of 71%. Participants selected their three most and three least important exercise goals among 16 goals. Cluster analyses suggested a five-cluster solution: 1) Sense of Wellbeing; 2) Weight Loss; 3) Stress Reduction; 4) Health Benefits; and 5) Weight Maintenance/Toning. Sixty-one percent of participants reported Health Benefits or Weight Loss as their most important goal for being physically active. ANOVAs showed that exercise goal clusters had significant relationships with Expectations of Success, Interest Value, and Perceived Cost, but not Attainment Value. Post-hoc analyses showed that individuals who exercised for Weight Loss goals had the worst motivational profiles, and Stress Reduction and Sense of Wellbeing had the best. These data suggested that one of the most commonly reported goals for exercising might not actually motivate midlife women to participate.
Effects of Cognitive Factors and Teacher Effectiveness on Students’
Academic Emotions and Performance

Georgia Stephanou
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Introduction
Students’ emotions influence their well being and academic development. However, few researches have investigated the effects of classroom instruction and cognitive factors on students’ emotions experienced in classroom (see Pekrun, 2005). Even less research has examined students’ emotions in the lectures, and the interrelations of cognitive factors, academic emotions and teaching effectiveness in success in tertiary education. This study, based on Pekrun’s (2000) social-cognitive model of academic emotions, Wigfield and Eccles’s (2000) expectancy-value model, and teacher effectiveness literature (Marsh & Roche, 1997; Young & Shaw, 1999), aimed at investigating (a) university students’ emotions in the lectures of Psychology and Physics courses, (b) the role of students’ cognitive (ability self-perception, perceived task-difficulty, performance expectations, subjective task value) factors, academic emotions and perceived teacher effectiveness on their semester performance in the same courses, and (c) the effects of cognitive factors and perceived teacher effectiveness in the generation of academic emotions, and in the impact of academic emotions on academic performance. The proposed relationships by Pekrun’s model about the antecedents of academic emotions were examined. For example, we expected that cognitive factors and perceived teacher effectiveness would predict academic emotions and performance, and that cognitive factors would mediate the impact of teacher effectiveness on academic performance and emotions.

Methodology
A total of 200 (2nd year) Early Childhood Education female students participated into this research. Separate questionnaires for Psychology and Physics were used. Perceived teacher effectiveness was measured via the Scale of Teacher Effectiveness (Young & Shaw, 1999). The consistency of the rest of the scales was based on previous bibliography (see Harackiewicz et al., 2002; Pekrun, 2000; Stephanou, 2004; Wigfield & Eccles, 2000). Preliminary analysis showed that all of the scales were reliable (all alpha values >.81). All the participants completed the scale at the middle of an academic semester.

Results
MANOVA analyses showed that the students experienced a variety of emotions and a variation of intensity of emotions (mainly, interest, anxiety, enjoyment) in the lectures of the courses. Discriminant analyses revealed that the successful students, compared to unsuccessful students, across the two courses, felt better in the lectures, estimated their ability as higher, perceived the course as less difficult, attached higher value to the course, had expectations of higher performance in the semester, and estimated their teacher as more effective. Hierarchical regression analyses showed that students’ perceived teacher effectiveness, and, mainly, cognitive (particularly, ability self-perception) factors had positive effects on their semester performance and academic emotions, and mediated the impact of most of the academic emotions on academic performance. The relationships among the variables differed across the specific academic domains.
Discussion
The findings from this study provide insight on how academic emotions and cognitive factors interact in academic success, and on how teacher effectiveness is associated with students’ performance. This study also supports that, while cognitive factors influence academic achievement, academic emotions play a crucial role in it. Thus, the university learning environment should satisfy as many as possible aspects of students’ life.
The Effects of Materialism Vs. ‘Positive’ Money Attitudes on Financial Behavioral and Well-being

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Research convincingly demonstrates the deleterious effects of materialistic attitudes and goals on psychological well-being. But existing research offers fewer insights into the nature and consequences of functional (positive) money attitudes and goals. In three studies (aggregate n = 895), we use investigate the behavioral and implications for psychological well-being of three, inter-related positive money attitudes (financial self-efficacy (FSE), financial autonomy, and financial community and relationships) versus materialism. Positive money attitudes positively correlate with financial knowledge, and weakly and negatively correlate with materialism. A structural equations model suggests that positive money attitudes larger effects on psychological well-being and financial behaviors than does materialism. We conclude by arguing for the importance of research that articulates both the positive (i.e., affirming) and negative (i.e., deleterious) psychologies of money, and, by affirming the value of programs (e.g., the AICPA’s financial literacy initiative) that seek to increase positive money attitudes.
The present study explores children’s drawings as a method for eliciting important elements of two aspects of their self-concept (active and social), and compares results to the Self-Perception Profile for Children (SPPC; Harter, 1985). 125 children (10 – 14 years; 73 males, 52 females; mean age 11.3, SD .69) drew themselves doing their favourite activity/ies, and with their favourite person/people, before completing the SPPC. Drawings and written comments, analysed for content, were categorised. Chi-squares reveal gender differences in drawings categories; two-way non-repeated ANOVAs explore differences in SPPC results across drawing categories and gender. Results for children’s social self-concept suggest family is as important as peers; indicate family members other than parents are important (even pets); and suggest friendship may be a separate factor from peer acceptance. For active self-concept, 39 favourite activities were drawn, suggesting scales that only measure academic and physical self-concepts underestimate children’s active selves. For physical self-concept, boys favoured team sports while girls preferred non-team physical activity, suggesting scales that do not distinguish these may underestimate girls’ physically active selves. Results are discussed with respect to potential limitations of the SPPC; implications for other self-esteem scales; and the value of drawings and other qualitative methods in exploring self-concept.

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The Role of Qualitative and Idiographic Methods in Self-Concept Research: A Critical Review

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The use of qualitative and idiographic methods to explore self-concept in children and adolescents has been recommended by key researchers in the field (e.g. Hattie & Marsh, 1996; Byrne, 1996; Byrne, 2002). Despite this, the focus of the great majority of self-concept research remains firmly in the quantitative domain. This paper will argue that idiographic methods are an essential partner to nomothetic methods in order to achieve understanding. In particular, it may be necessary to turn to idiographic approaches, both on their own and in conjunction with quantitative analysis, in order to clarify the still-unresolved debate on ‘importance’ factors in self-concept (e.g. Hardy & Moriarty, 2006). The paper will critically review methods used to date, such as the Twenty Statements Test (e.g. Watkins et al 2003); structured and semi-structured interview (e.g. Brinthaupt & Erwin, 1992; Damon & Hart, 1988); and the ‘Person-machine’ (Hart et al, 1993) amongst others. The way forward for this underutilised but potentially fruitful research area will be considered.

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Empirical research in achievement motivations indicates motivations to be multidimensional and hierarchically ordered constructs (Marsh and Yeung, 1996; Wigfield and Eccles, 2000, 2002). A large share of that empirical research is directed at secondary education, and subjects of rather different nature. In this study, achievement motivations in four more congruent core subjects of tertiary business studies are investigated: Business mathematics, Business statistics, Marketing, and Organization. The first objective of this study is to confirm multidimensionality of subject specific achievement motivations. To do so, two types of measurement models for achievement motivations are identified: subject-specific factor models, and a simultaneous factor model integrating all subjects. Achievement motivations are based on the expectancy-value model.

The second objective focuses on the relationship between achievement motivations and students’ self-theories of intelligence. Dweck’s (1999) research into students’ beliefs about the nature of intelligence and the connection of this belief with the way students approach challenging intellectual tasks, led to the following research question: can students’ self-theories, their related views on the role of effort, and their goal orientations, explain achievement motivations? And does subject specificity of motivations also imply this relationship to be subject specific? To investigate these questions, structural equation models on aggregated and disaggregated level are estimated.

The third objective concerns structural equation models that explain course performances out of self-theories, goal orientations and subject specific motivations.

Eccles’ expectancy-value model is used as framework to operationalise achievement motivations. Based on this model, Schau and coauthors (Schau et al., 1995) developed a six-factor model of attitudes toward statistics. Following traditions in the domain of mathematics education, their model distinguishes affect from valuation aspects, by decomposing task value into two components: Affect and Value. Two other factors are students’ expectancy components: self-concept or Cognitive Competence, and perceived task demand: Difficulty. The model is completed with the constructs Interest and Effort. From this model, the instrument Survey of Attitudes Towards Statistics was developed, which we adapted to business subjects (Tempelaar et al., 2006).

Dweck’s self-theory of intelligence distinguishes two polar types of student beliefs: Entity Theory, the view that intelligence is something one can't change much, and Incremental Theory, the belief that intelligence can be increased through effort and persistence. The first view is connected with viewing Effort as Negative, the second with viewing Effort as Positive. Dweck (1999) demonstrated that students with the first view are stronger Learning than Performance oriented, as opposed to students with the second view. The second instrument used in this study is based on Dweck’s research and encompasses above mentioned scales. In addition, traditional goal orientations based on PALS were used.
What is Moral Engagement and Why are We Mindful of It?
Chair: Theresa A. Thorkildsen, University of Illinois at Chicago

Paper 1: Why Explore Moral Engagement in Public Schools?—Theresa A. Thorkildsen, University of Illinois at Chicago

Paper 2: Working Hard or Hardly Working: How Adolescents Justify Cheating—Courtney J. Golant, University of Illinois at Chicago, L. Dale Richesin Togiak School

School Paper 3: Relations between Students' Moral Engagement and Belief in a Just World—Elizabeth Cambray-Engstrom and Theresa A. Thorkildsen, University of Illinois at Chicago

Paper 4: Future and Practicing Teachers' Moral Engagement—Elizabeth M. Gates, University of Illinois at Chicago
Why Explore Moral Engagement in Public Schools?

Theresa A. Thorkildsen

University of Illinois at Chicago

Purpose and Objectives

The value of regularly discussing students’ moral engagement in public education will be defended using evidence from three samples. This evidence supports the following:

- Adolescents’ educational values are consistent with gesellschaft or gemeinschaft cultural norms, but these do not necessarily match the dominant norms in their communities.
- Communitarian and individualistic values are salient in adolescents’ life goals and these values are associated with adolescents’ beliefs about an ideal school in a force we are calling moral engagement.
- Adolescents’ moral engagement in school is associated with their sense of agency, and indicators of performance.
- Involvement in community activities can strengthen students’ commitment to education because they discover the virtues of learning by doing.

Background and Findings

This series of studies extends work on moral engagement in educational settings (Thorkildsen, 1994) by incorporating adolescents’ proximal and distal life goals when evaluating the force that compels participation in school. Sociological theories of how cultural beliefs affect daily functioning suggest that individuals differ in whether they adhere to communal beliefs about their role in society or more individualistic agendas (Triandis, 1995; Triandis & Gelfand, 1998). Our first study compared the beliefs of students living in cultures with gemeinschaft and gesellschaft values (Tönnies, 1957/1887; 1971/1925). Adolescents living in communities with very different norms showed similar patterns in whether they endorsed individualistic or communitarian life goals.

Extending a wide range of interview studies on students’ moral and motivational beliefs about school (Thorkildsen, 1989a, 1989b, 1991; 2000; Thorkildsen & White-McNulty, 2002), all three studies tested whether individuals combine beliefs about an ideal school with more general life goals in a volitional force—known as moral engagement—that drives their participation in school. Moral engagement is comprised of general commitments to individualistic and/or communitarian agendas as well as beliefs about justice in the classroom, epistemology, identity, and ideal learning strategies. Adolescents who reported communal life goals held different standards for organizing school than those reporting individualistic life goals.

A third set of agendas involved comparing moral engagement with participants’ sense of agency to work hard and to cheat or take shortcuts in their work. Adolescents and educators with more complex life goals and beliefs about an ideal school also reported a stronger sense of agency to work hard than participants with individualistic life goals and simple visions for how school ought to be organized. Both styles of moral engagement led to a similar sense of agency to cheat. These differences were also associated with academic performance.
Importance
Students benefit from discussions about secular forms of morality as they formulate proximal and distal life goals. Individuals need not adopt the same position on these controversial matters, but can acquire a more sophisticated understanding of moral dilemmas. Such knowledge fosters more complexity in personal value systems that, in turn, seem to cultivate positive forms of academic participation.

References
Purpose and Objectives
We evaluated possible cultural and individual factors that may lead adolescents to cheat or take shortcuts in school. We discovered:

- some of the values associated with adolescent’s self reported cheating behavior.
- information on the relation between cheating and academic performance.
- that adolescent’s use palliative comparisons, minimize the consequences of their behavior, and engage in groupthink when justifying their cheating behavior.

Background Assumptions
Some successful individuals view academic dishonesty as beneficial, leading to questions about when cheating is and is not likely to occur and whether individuals benefit from taking dishonest shortcuts in their academic work. Most students do not assume that cheating is always wrong (Johnson, Hogan & Zonderman, 1981; Leming, 1989), can identify conditions under which it would be adaptive to cheat (Johnson, 1981), and hold different definitions of such transgressions across settings (Turiel, 1983). When individuals feel pressured to show high levels of ability or experience fear of failure they are likely to depend on surface level learning strategies and may adopt seemingly expedient strategies for getting through their assignments (Anderman et. al., 1998; Murdock et. al., 2001; Vitro & Schoer, 1972). Without thought about improving academic performance, some individuals also report aesthetic pleasure in cheating and enjoy the risk of getting caught (Tibbetts, 1997; Nagin & Pogarsky, 2003). Although investigators have not agreed on a universal definition of cheating, most individuals are likely to engage in dishonest behavior when unavoidable situational pressures clash with personal agendas (Hartshorne & May, 1928). Our project extends this work to explore relations between academic dishonesty and adolescents’ moral engagement in educational settings.

Method
All the adolescents from one Alaskan Native community (n=36) were match with a sample of European American students (n=36) using age and typical grades as matching variables. Students completed measures of their beliefs about an ideal school (promoting fairness, $\alpha=.81$; epistemological concerns, $\alpha=.90$; sustaining motivation for high achieving students, $\alpha=.93$; improving motivation for low achieving students, $\alpha=.95$; and learners’ sense of time management, $\alpha=.88$). They also completed measures of their sense of agency (to work hard, $\alpha=.95$; and to cheat $\alpha=.97$) and academic performance ($\alpha=.85$).

Results
Adolescents with a complex vision of an ideal school were likely to endorse a strong sense of agency to work hard (range of correlations between .76 and .44, $M=.61$), although their beliefs about an ideal school were not associated with their sense of agency to cheat (correlations ranged from .08 to -.15, $M=-.05$). This suggests that adolescents
who are inclined to cheat are not alienated from school. Their sense of agency to work hard and cheat, in combination, also explained a significant amount of variance in academic performance ($R^2=.45$). Agency to work hard showed a positive relation with self-reported academic performance ($\beta=.62$) while agency to cheat showed a negative correlation ($\beta=-.41$). To justify their cheating behavior, adolescent’s reported a propensity to rely on groupthink, palliative comparisons, and minimizing the consequences of their behavior ($R^2=.23$).

**Importance**

Educators who want to minimize the likelihood of academic dishonesty could help students formulate positive beliefs about the importance of doing honest work, elaborate on some of the consequences of cheating, and possibly use groupthink to highlight the honest effort put forth by most students.

**References**


Relations between Students' Moral Engagement and Belief in a Just World
Elizabeth Cambray-Engstrom and Theresa A. Thorkildsen
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Indicators of Latino students’ moral engagement in school are compared to their more
general sensitivity to justice and their personal and general beliefs in a just world to
determine which cluster of ideas explains the greatest amount of variance in students’
sense of agency and achievement. The following questions will be addressed.
• Is students’ reasoning about corrective, distributive, procedural, and commutative
  justice in school associated with their beliefs in a just world?
• What is the relation between students’ sensitivity to justice and indicators of their
  moral engagement in school?
• Does information about students’ general justice beliefs offer additional information
  about their moral engagement in school or are the two forms of information
  coordinated in a more general justice motive?

Background and Findings
This work offers a comparison of the theoretical frame proposed by Dalbert (2000, 2001)
with that proposed by Thorkildsen (2004) to explore which evaluation of justice
reasoning offers the greatest insight into Latino students’ sense of agency and
achievement. Putting forth the idea that students’ justice beliefs coalesce in a justice
motive that affects their academic adjustment, Dalbert introduced measures of personal
and general beliefs in a just world as well as a concept of justice centrality to evaluate a
justice motive. Thorkildsen (2004) proposed the concept of moral engagement,
comprised of students’ beliefs about justice in the classroom, epistemology, how teachers
should meet students’ motivational needs, and which strategies foster optimal success for
all students, to explain school outcomes. These two approaches to understanding how
justice beliefs influence academic adjustment differ in their treatment of context;
Dalbert’s measures are context independent while Thorkildsen’s measures are context
laden. In this respect, the two theories reflect the different poles of Aristotle’s definition
of justice; Dalbert’s model assumes that justice is understood to be lawful in a
universalistic manner whereas Thorkildsen’s model adopts a particularist notion of
justice. Responses from the same participants to the two sets of measures will evaluate
which model explains the greatest amount of variance in Latino students’ sense of
agency, participation, and achievement.

Importance
This work can help researchers and educators decide whether it is more pragmatic to
study the details of students’ reasoning about justice or to treat justice as a more global
motive that either compels or inhibits agency in school. If students’ motivation is
dominated by cultural norms, it seems likely that the particular details of their reasoning
would be central to their moral engagement in school, but if academic motivation is
culture-free, students’ general beliefs in a just world should be central to moral
engagement.
References
Future and Practicing Teachers' Moral Engagement
Elizabeth M. Gates
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With so much attention given to standardized test scores and the No Child Left Behind Act, our research team sought to determine if teachers’ beliefs about school showed signs of stress (Sheldon & Biddle, 1998). Comparing moral engagement among preservice and practicing teachers strengthened our understanding of how seriously teachers take their job as socializing agents. We will explore the following questions.

- What are teachers’ conceptions of an ideal school and how does that align with their general and personal beliefs in a just world? Do those beliefs differ for pre-service and practicing teachers?
- How do teachers sustain motivation when engaged in professional development activities?
- When are teachers most likely to cheat or otherwise take short-cuts in their work?
- Why are preservice teachers interested in teaching and how do those interests correspond to their general and specific justice beliefs?

Background and Findings
Teachers’ motivation continues to be characterized in quantitative terms through the misuse of attitudinal measures (Atkinson, 2000; deJesus & Lens, 2005). One deviation from this form of teacher-bashing distinguishes ability-evaluative, moral responsibility, and task mastery belief systems and shows how such patterns drive teachers’ classroom behavior (Ames & Ames, 1984). Morality in all these papers is portrayed as the effortful fulfillment of socially determined agendas. In the Ames & Ames (1984) study, for example, morality is a form of caring, sometimes too much, for the welfare of others. Teachers with a sense of moral responsibility were characterized as focusing on students’ needs without regard for curricular agendas. This was contrasted with an ability-evaluative belief system that reflects a preoccupation with curriculum at the expense of students’ needs and task mastery standards that balance concern for students and curriculum. Similarly, studies of teacher efficacy focus on teacher’s evaluation of their ability to ensure that every student masters the manifest lesson (Gibson & Dembo, 1984). Together, these studies highlight teachers’ responsibility for balancing interest in students with meeting educational standards, but overlook the fact that teachers are socializing agents in a larger cultural system that is responsible for helping students find a position in society. In this respect, teachers who remain uninformed about how well justice is promoted in their classrooms and in the school community could unwittingly perpetuate moral transgressions. For this reason we extended previous work on teachers’ motivation by exploring pre-service and practicing teachers’ moral engagement in the educational enterprise. Our work shows how teachers’ beliefs about an ideal school differ in complexity and how this knowledge plays a role in their sense of agency and participation in academic activities.
**Importance**

Educators are important socializing agents in the lives of adolescents and their personal attitudes about the educational process are likely to play a role in how effectively they encourage adolescents to take seriously education. Knowledge of whether teachers see themselves as exhibiting moral and academic engagement in the educational process can help teacher educators better understand where teachers might benefit from coaching.

**References**


Students’ effort on homework has a profound impact on their achievement. Researchers typically use an interindividual framework to explain homework effort. In this study with a total of 511 students from grades 8 and 9, we combined an interindividual perspective (focus on between-student differences) with an intraindividual research design (focus on within-student differences). Multilevel modeling showed that students’ homework effort was a function of between-student differences in conscientiousness and within-student differences in homework motivation (subject-specific expectancy and value beliefs), perceived homework characteristics (subject-specific quality of tasks and homework control), and perceived parental valuation of specific subjects and subject-specific parental help. Furthermore, a significant cross-level interaction indicated that perceived homework control by teachers had a stronger effect on students low in conscientiousness than on their more conscientious peers. The results highlight the need to focus on self-related cognitions as major determinants of academic behaviors.
Senior Hospital Registrars: From Failure to Success in Examinations

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University of Western Sydney, Sydney, Australia

Rhonda Craven
SELF Research Centre, University of Western Sydney, Australia

There is intense pressure among senior hospital registrars who are on training programs to develop the skills and pass the final examination to become consultants. They have rigorous written and oral examinations where there can be a high failure rate, and many registrars fail more than once. After failure the tendency is to work harder, rather than smarter. This paper describes how hospital registrars can make changes in their study habits by doing constant self-testing under examination conditions. The behaviour change and increase in confidence and self-concept that takes place is discussed, including the individual characteristics that need to be taken into account, and the factors included in the preparation for peak performance. The value of this preparation, which includes psychological skills training, is well recognized in sport. This paper indicates how these skills can be integrated into the study and training of a hospital registrar.
Achievement goal orientations describe young people’s general orientations towards learning and studying, that is, the kinds of goals they tend to choose and the kinds of outcomes they prefer in relation to studying (Urdan, 1997). In the present study, the stability and change in students’ achievement goal orientation profiles was examined during an educational transition from general lower secondary education to upper secondary education (academic vs. vocational track).

The participants of this longitudinal study were 584 about 15-year-old students (288 girls and 296 boys) who completed self-report questionnaires once during the ninth grade and once during the first year of upper secondary education. Achievement goal orientations were assessed by five scales: mastery-intrinsic orientation, mastery-extrinsic orientation, performance-approach orientation, performance-avoidance orientation, and avoidance orientation (Niemivirta, 2002).

First, analyses concerning structural and normative stability were conducted using longitudinal confirmatory factor analysis (LCFA). Second, following a person-centered approach (Bergman, Magnusson, & El-Khouri, 2003), students with similar patterns of achievement goal orientation were identified through latent class analysis (Muthén & Muthén, 1998-2004). Third, a configural frequency analysis (CONFA) was used to examine the stability of and changes in group memberships from Time 1 to Time 2.

The results of LCFA indicated strict measurement invariance and quite substantial normative stability (r’s ranging from .46 to .54) in achievement goal orientations over time. Classification analyses resulted in a four-class solution that fitted the data best. According to the score mean profiles, the groups were labeled as normative (44% of students representing a “typical student” with average scores on all orientations), success-oriented (27% of students seemingly striving for both absolute and relative success), mastery-oriented (19% of students emphasizing mastery-intrinsic orientation), and avoidance-oriented (10% of students emphasizing avoidance orientation).

Based on the results of configural frequency analysis, there was considerable stability in all the groups from Time 1 to Time 2; approximately 53% of the students displayed a stable motivational profile over time. Moreover, most changes in the group memberships were directed towards similar groups, and there were less extreme changes than would be expected by chance. For example, it was untypical for both avoidance-oriented and normative students to move to the success-oriented group, and success-oriented students were unlikely to move to the normative group. Finally, changes in motivational profiles
were also associated with parallel changes in other indices of motivation (e.g., school value) and well-being (e.g., self-esteem). The role of contextual change and academic choices in the development of motivation will be discussed from the perspective of person-environment fit.

References


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Symposium Title: Eudaimonistic Identity Theory: Toward an Understanding of Choices about Who to Become

Organizer and Chair: Alan S. Waterman
The College of New Jersey

Presentations:
1. Eudaimonistic identity theory: Philosophical and psychological perspectives on making life-shaping personal decisions
   Alan S. Waterman, The College of New Jersey
2. Optimal experience as an expression of the self: The contribution of eudaimonistic identity theory to the study of intrinsic motivation
   Regina Conti, Colgate University
3. Exploring adolescent self-defining activities and identity experiences in the United States, Chile, and Italy
4. The role of eudaimonistic identity theory in prevention science and positive youth development
   Seth J. Schwartz, University of Miami School of Medicine

Abstract:

Eudaimonistic identity theory has its origins in efforts to address two questions pertaining to making identity-related choices. First, in the process of identity formation are certain identity choices “better” than are others? And if that question is answered in the affirmative, then the second question becomes: How might an individual in the process of identity formation come to recognize which were the better choices?

The roots of the proposed answers to those questions can be traced back to Hellenic philosophy, specifically to two competing conceptions of happiness: hedonia and eudaimonia. Making identity choices on the basis of hedonia refers to seeking those outcomes that would produce happiness in the form of pleasure and other positive affects. In contrast, eudaimonia is viewed as a consequence of acting on the basis of the daimon or “true self” and involves acting toward the realization of those potentials that represent the greatest excellence of which the person is capable. At the center of eudaimonistic philosophy is the concept of self-realization and, among the Greeks, this perspective was most fully developed in Aristotle’s *Nichomachean Ethics.* Within psychology it is represented in the work of such diverse theorists as Karen Horney, Erich Fromm, Erik Erikson, Abraham Maslow, Rollo May, and Nathaniel Branden.

While eudaimonistic identity theory was developed in the context of addressing questions pertaining to identity formation, it has important implications in a number of other areas including understanding the nature of psychological well-being, intrinsic motivation, and goal-related behaviors. This symposium will consist of four presentations. In the first, Alan Waterman (The College of New Jersey) will explore the roots of eudaimonism in both philosophy and personality theory and will outline some of the key propositions in the theory.
He will also address issues of methodology, specifically how the concept of eudaimonia can be empirically assessed. Specifically, he will discuss the development of the Personally Expressive Activities Questionnaire and will summarize some of the findings linking eudaimonia to identity formation. Regina Conti (Colgate University) will discuss the contributions of eudaimonistic identity theory to the understanding of the nature of intrinsic motivation. She will present findings from two studies, one using the Experience Sampling Method, the other the Personally Expressive Activities Questionnaire that lead to a reconceptualization of intrinsic motivation. The third presentation, by Erin Sharp, Douglas Coatsworth, and Lori-Ann Palen (Pennsylvania State University), will focus on some of the cross-national work that has been done exploring the implications of adolescents’ self-defining activities for expressive identity and personal wellness. In the concluding presentation, Seth Schwartz (University of Miami School of Medicine) will discuss applications of eudaimonistic identity theory in the area of prevention science and positive youth development. He will also advance a research agenda for studying the role of personal expressiveness and intrinsic motivation in thriving and in the avoidance of problematic behavior in adolescence.
Eudaimonistic Identity Theory: Philosophical and Psychological Perspectives on Making Life-Shaping Personal Decisions

Alan S. Waterman
The College of New Jersey

The task of identity formation (Erikson, 1968), typically undertaken during the transition from adolescence to adulthood, can be particularly frustrating because significant choices must be made without any certainties as to how those choices will actually work out in future years. How then can an emerging adult determine which is a “better choice” from among the array of alternatives that are available? Erikson (1968) proposed that better identity choices were ones consistent with the person’s intrinsic nature (soma) for which avenues of implementation are provided within the person’s cultural context (ethos). Using this as a starting point, the question becomes how can the developing individual seeking to make identity decision recognize the cues indicating that one particular alternative is more in line with personal potentials and therefore represents a better choice?

Eudaimonistic identity theory has its roots in classic Hellenic philosophy, specifically in the contrast of two concepts of happiness: hedonia and eudaimonia. Whereas hedonia is associated with pursuit of pleasure and other positive affects, eudaimonia is associated with the pursuit of self-realization, that is, the fulfillment of those personal potentials that represent the greatest excellence of which the person is capable.

Central to the eudaimonistic identity theory perspective is the proposition that when acting on the basis of self-realization there is an accompanying distinctive subjective state that Hellenic philosophers such as Aristotle referred to as eudaimonia. In contemporary terminology this subjective state can be called “feelings of personal expressiveness” (Waterman, 1990). Such feelings include the perception that when engaged in an activity “this is who one really is” and “what one was meant to do”. Such feelings have been demonstrated to have very strong linkages to the subjective states associated with intrinsic motivation, specifically interest (Deci & Ryan, 1985) and flow (Csikszentmihalyi, 1990). It is the recognition of cues associated with intrinsic motivation broadly, and with feelings of personal expressiveness specifically, that provides the best basis available for identifying those activities with the potential to promote self-realization.

The development of the Personally Expressive Activities Questionnaire (PEAQ) emerged out of efforts to empirically identify differences between hedonic enjoyment (hedonia) and feelings of personal expressiveness (eudaimonia). Among the strongest differences observed were those pertaining to perceptions that an activity affords (a) opportunities for the development of a person’s best potentials and (b) furthers the person’s purposes in living. These findings confirm the linkage between eudaimonia and self-realization.

With respect to the process of identity formation, it follows that the reflective consideration of a broad array of possible of alternatives within any domain of identity concern will likely contribute to the development of personally expressive outcomes since the broader the exposure to possibilities the greater will be chance that something considered will prove intrinsically
rewarding (Waterman, 1993a). Research findings confirm this expectation. Research findings on the relationship of eudaimonia to subjective and psychological well-being, cognitive decision-making styles, and progress toward the attainment of personally salient goals will also be discussed.
Optimal Experience as an Expression of the Self: The Contributions of Eudaimonistic Identity Theory to the Study of Intrinsic Motivation

Regina Conti
Colgate University

While much human behavior is directed toward a particular goal or outcome, we sometimes engage in behavior that is inherently satisfying or, in other words, intrinsically motivated. Recent work derived from eudaimonistic identity theory reveals that a well-developed sense of self is important for fueling intrinsic motivation (Waterman, 2004; Waterman et al., 2003). This perspective adds to the important insights gained from self-determination theory and flow theory by pointing out that in order for the conditions that support intrinsic motivation to appear in a person’s daily life, that person needs to invest in activities that develop his or her best potentials and further his or her purposes in living.

When people are intrinsically motivated they are intensely involved, curious and creative. Learning that is intrinsically motivated is deeper and more enduring (Conti et al., 1995; Grolnick & Ryan, 1987). The experience of intrinsic motivation is invigorating and fulfilling (Waterman et al., in press; Waterman et al., 2003). In some cases, it leads to flow, a state in which concentration is focused, self-consciousness is lost and one’s sense of time is altered (Csikszentmihalyi, 1990). Despite the clear benefits of engaging in intrinsically motivated activities, these activities represent only about 16% of the activities undergraduates consider personally salient (Waterman et al., in press).

The present studies investigate the possibility that two primary conditions that promote intrinsic motivation, in many cases, are incompatible with one another. Self-determination theory highlights the importance of autonomy (Deci & Ryan, 1985), while flow theory emphasizes optimal challenge in producing intrinsically motivated experience (Csikszentmihalyi, 1990). Those activities which students feel inclined to choose may not be those that stretch their skills. After all, why would a student choose a difficult activity if a less effortful alternative is available? Eudaimonistic identity theory provides a compelling answer: in order to develop personally important interests and abilities. Thus, self-realization values should support seeking optimal challenge.

Two studies were conducted to examine the conditions that promote the experience of intrinsic motivation within several activity domains. The first study collected experience sampling reports from 113 undergraduate students over 10 days. The second study administered the Personally Expressive Activities Questionnaire (PEAQ) to 637 undergraduates at three universities. Both studies assessed two dimensions of intrinsically motivated experience: hedonic enjoyment and personal expressiveness and three predictors of intrinsic motivation: self-determination, optimal challenge and self-realization values.

Results from both studies showed that those activities highest on self-determination (e.g. socializing, leisure reading) were different from those highest in optimal challenge (e.g. academic, athletic). Indeed, self-determination and optimal challenge showed a substantial negative correlation. Self-realization values showed a strong positive correlation with optimal
challenge in both studies, and a modest positive correlation with self-determination in the first study, but not the second. All three of these predictor variables were positively related to intrinsically motivated experience.

These results illustrate the importance of a developed sense of self in creating the conditions for optimal experience. When individuals are engaged in activities that develop their potentials and promote a sense of purpose in their lives, they will seek challenge, and may feel somewhat more self-determined in the face of that challenge, and hence will enjoy the experience of intrinsic motivation.
Exploring Adolescent Self-defining Leisure Activities and Identity Experiences in the United States, Chile and Italy

Erin Hiley Sharp, J. Douglas Coatsworth, and Lori-Ann Palen
The Pennsylvania State University

Data from two studies employing a eudaimonistic perspective on identity development will be presented. Both studies build on Waterman’s seminal work (c.f., Waterman, 1993b, 2004) investigating how individuals’ subjective experiences in meaningful activities, what we term self-defining activities, contribute to discovery of a personally expressive identity. Because most of the studies employing this model have been conducted within the United States with samples of college aged youth, we elected to conduct our first study using a cross-national sample of 493 adolescents from the United States, Chile, and Italy. The four main objectives of this study were to: (1) examine similarities and differences in the kinds of activities that youth from the three countries identified as self-defining, (2) test whether a general model of subjective experiences in activities, consisting of dimensions of personal expressiveness, flow, and goal-directed behavior would fit for youth in all three countries, (3) test whether levels of subjective experience varied by activity, nationality, or the interaction between activity and nationality, and (4) explore potential gender differences in activities and identity experiences. Confirmatory analyses of a three-factor model showed strong invariance across countries. Findings indicated that most youth reported high levels of identity experiences within self-defining activities. Results from Multivariate Analyses of Variance indicated considerable commonalities and a few significant differences in these experiences across the three countries or across seven broad activity classes. Findings indicated gender differences in activity classes, but no gender differences in the subjective identity experiences within activities. This finding held across the three countries.

The second study was a mixed method study of approximately 120 high-school aged youth from the United States. Set in a developmental-contextual framework, the goals of this study were broader than the first. Foremost, the study was designed to investigate relations among activity participation, expressive identity, and other aspects of adolescent development including dimensions of wellness and future perspective. We also designed the study to examine how aspects of family functioning or parenting, and perceptions of opportunities within the community might influence the kinds of self-defining activities youth identified or the kinds of subjective experiences youth report within those activities. Findings from several sets of analyses will be presented in this talk, including results indicating: (1) within-person variation in identity scores across self-selected activities was substantially greater than between-person variability, (2) mean level identity scores were not statistically different by gender across activity types, but boys did report significantly lower expressive identity scores in instrumental activities (school, job) than girls, (3) after controlling for background variables, general activity participation and self-defining activities were significantly related to wellness, (4) expressive identity mediated the relations between self-defining activities and wellness, (5) within individuals, different activities and the subjective experiences within those activities were related to different aspects of self-definition, and (6) after accounting for background characteristics and general activity involvement, identity experiences in self-defining activities were significantly related to multiple dimensions of adolescent future perspective.
Findings from these two studies will be discussed in the context of the growing literature on adolescent activity involvement and the relation of activities to identity exploration. Implications for interventions promoting activity involvement and identity formation will also be discussed.
Thus far, intrinsic motivation research has been conducted primarily for the purpose of testing theory and within specific areas such as eating disorders and education. However, intrinsic motivation may have important implications for more general efforts (a) to understand development in adolescence and emerging adulthood and (b) to promote positive development and prevent problematic outcomes (e.g., drug use, unsafe sex, delinquent behavior, school dropout).

Some theoretical and empirical work has been done in this direction. Larson (2000) has identified intrinsic motivation as an important component of the positive youth development movement, and Adelman and Taylor (1990) have argued that lack of opportunities for self-determination, competence, and intrinsic motivation underlie deviant behavior in adolescence. Gottfried (1982) found that intrinsic motivation for schoolwork was inversely related to anxiety.

Eudaimonistic identity theory, in particular, may have important implications for research and intervention vis-à-vis adolescent outcomes. Eudaimonistic identity theory refers to activities and goals that are personally salient (Schwartz & Waterman, in press). As a result, these goals and activities may be most likely to be identity-relevant, to be personally expressive, to be self-determined, and to draw on the person’s unique potentials. In turn, the extent of personal expressiveness reported by a given individual is related to the overall coherence of her/his identity, including both commitments enacted and the extent to which the person utilizes a problem-focused and agentic approach to identity issues (Schwartz, Mullis, Waterman, & Dunham, 2000).

I will advance the thesis that engagement in personally expressive activities, where personal expressiveness can be taken as an index of intrinsic motivation (Waterman, Schwartz, & Conti, in press), is associated with positive youth development indices such as Lerner’s Five C’s (competence, confidence, connection, character, and caring; Lerner et al., 2005) and is negatively associated with delinquency, substance use, unsafe sexual behavior, and school dropout. To the extent that personal expressiveness can be regarded as the intersection of personal identity and intrinsic motivation (Waterman, 2004), the identity literature can be used to support my position. There is evidence that a coherent and positive sense of identity is associated with thriving in adolescence (Scales, Benson, Leffert, & Blyth, 2000) and is inversely related to drug use (Jones & Hartmann, 1988), problem behavior (Schwartz, Pantin, Prado, Sullivan, & Szapocznik, 2005), and sexual risk taking (Hernandez & DiClemente, 1992) in adolescence and emerging adulthood.

As part of this presentation, I will also advance a research agenda for studying the role of intrinsic motivation – specifically personal expressiveness – in thriving and in the avoidance of problematic behavior in adolescence. Given that interventions to help young people set personally expressive goals have shown promising results (Schwartz, Kurtines, & Montgomery, 2005), and given that interventions to promote goal attainment and well-being may be most
The Self-Analysis of Teacher Identities in International Teaching Assistants

Gwendolyn M. Williams
The University of Georgia

While previous ITA (international teaching assistant) research concentrated on communication skills (Damron, 2003) and pedagogical strategies (Olaniran, 1999), this study examines how international teaching assistants construct their teacher identities within the university classroom. Specifically, teacher identity focuses on how teachers view their role within the classroom, and the strategies that they employ in order to promote this identity over an extended period of time (Welmond, 2002). This construct views teacher development as a continuous process that is fluid and changing, not a goal that is reached and maintained (Beijaard, Meijer, & Verloop, 2004). Additionally, teacher identity is both person and location specific (Coldron & Smith, 1999). Therefore, a study of the teacher identities of ITAs looks at how the ITAs change their teaching practices and beliefs to meet the needs of their context in an American university.

This presentation describes a qualitative study that examined how twenty ITAs chose to construct and evaluate their teaching identities. Participants were recruited from numerous departments and cultural backgrounds. Each ITA participated in two interviews and a videotaped teaching observation in the university classroom. The participants described how their experiences as educators have shaped their views and practices in education. Data was then subjected to narrative analysis (Wortham, 2000; Ochs & Capps, 2001).

Specifically, this paper will address how the ITAs viewed their own teaching efficacy and the norms by which they judged their own teaching effectiveness (Bess, 1998; Nasser & Fresko, 2002). This study found that ITAs based their effectiveness on cultural norms of their native country or student reactions in their American university classroom (Fenstermacher & Richardson, 2005). Given the wide range of opinions about their own teaching, this talk will also examine the techniques that they engaged in to improve their understanding of the practices of American higher education (Brandl, 2000). Self-analysis of their English proficiency will be considered as part of their teacher identities as speech is an integral part of self-presentational strategies.

The talk will conclude with a look at the importance of self-reflection in ITA training and offer strategies to help international teachers to engage in self-reflective teaching (Larrivee, 2000). Additionally, the presentation will emphasize the value of including teacher identity as a self-reflective tool in the professional development of all teachers.
Subject choice at the senior secondary level has major implications for a student’s successful completion of the Higher School Certificate (HSC). It was envisaged that offering Aboriginal Studies at this level would address some of the disadvantages experienced by Indigenous students, for example, attendance and retention, academic achievement, and a low self-esteem. The Aboriginal Studies course has been implemented in NSW state secondary schools for 15 years. In this time little has been done to ascertain whether the course is meeting the educational needs of Indigenous students. This paper reports on an investigation into the Aboriginal Studies course, why students choose to undertake it, why some choose not to, and the strengths and weaknesses of the course. Using an ethnographic interview approach the research was conducted over one year in three NSW state secondary schools. Twenty-one students (17 Indigenous and 4 non-Indigenous) undertaking the HSC Aboriginal Studies course were interviewed, along with two Indigenous students not participating in Aboriginal Studies. Staff (N=11) and parents (N=3) were also interviewed to ascertain their perceptions of the strengths and limitations of the course.
Family and Motivation Effects on Reading and Mathematics

Achievement:

Country-, School-, and Student-Level Analyses in 41 Countries

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Family and motivation can affect a child's achievement. This study examines this issue by analyzing reading tests of 193,841 fifteen-year-olds and mathematics tests of 107,975 students as well as questionnaires in 41 countries. The data was analyzed via multi-level analyses (country, school, and student levels) of Rasch test scores and Warm-estimated indices of questionnaire items. The results showed that the effect of family process and students' interest are more consistent, but the effect of family structure and instrumental motivation varied across countries. Students scored lower if they lived with one parent, blended parents, no parents, grandparent and more siblings (especially older siblings). Students scored higher in families with higher SES, family investment, and involvement. Family investment mediated much of the family structure and SES effects. Students with higher interest in reading and mathematics scored higher, and interest in reading mediated the effect of family involvement on reading score. Instrumental motivation is significantly linked to reading scores but not to math scores. This effect is less significant in masculine countries, but higher in poorer countries and Nordic countries.
2006 SELF Conference

Poster Abstracts
An Investigation of Significant Differences across Seven Cultural Groups on the Inventory of School Motivation (ISM)

Jinnat Ali and Dennis M. McInerney
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The purpose of this study was to examine similarities and differences in the motivational goals held by students from different cultural groups. Using the cross-culturally validated Inventory of School Motivation MANOVA was conducted to examine statistical differences among the seven cultural groups (Anglo-Australian, Migrant Australian, Aboriginal Australian, Native American, Anglo-American, African and Hong Kong Chinese) in eight (task, effort, competition, social power, affiliation, social concern, praise and token) ISM scales. Findings support the validity and usefulness of the ISM in providing a motivational profile for students from diverse cultural backgrounds in educational settings.
Specifying Causal Relations between Students' Goals and Academic Self-Concept: An Integrated Structural Model of Student Motivation.

Katrina Barker, Martin Dowson, & Dennis M. McInerney
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Two major streams of theorizing have characterised the literature regarding student motivation – the goal orientations literature and the self-concept literature. With one exception, however, causal models relating both goals and self-concept to important outcomes from motivated behaviour, such as academic achievement, have not been evident in the literature. This three year longitudinal panel study, in contrast, specifies causal relations among students’ achievement goals, academic self-concept and academic achievement. Participants were Australian High School students from Grades 7, 8 and 9 in the first year of the study. The focal structural equation model operationalising relationships between goals, self-concept and achievement supports the hypothesis that goals, self-concept and achievement are reciprocally related. Thus, goals, self-concept and achievement appear to influence each other over time. For this reason, the paper suggests that combining measures of goals, self-concept and achievement in single studies has important theoretical, methodological and practical implications for student motivation and its relationship to fundamental outcomes.
An Oral History: Ngarabal and Biripi Elder’s Perspectives and Experiences of Australian History.

Fabri Blacklock
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My poster will discuss some of the findings from my research into Ngarabal and Biripi Elder’s experiences of Australian history. My approach for my thesis is to write a fresh and comprehensive history of the Ngarabal and Biripi peoples of whom my family descends from the perspectives of my Elder’s. There are not many Elder’s left in my family and I believe that it is important for their stories to be told to the wider community and also as a record for the younger generation of my family to have as a tribute to our people. Oral history is an important part of our culture, it is how we tell our stories and communicate.
Multifaceted Self-Concept of Indigenous Australian Secondary Students; Structure and Relations to Other Academic Variables

Gawaian Bodkin-Andrews and Rhonda G. Craven
SELF Research Centre, University of Western Sydney, Australia

In response to recent calls for the development of culturally relevant and applicable quantitative instruments for research into the educational disadvantages suffered by Indigenous Australian students, Bodkin-Andrews, Craven & Marsh (2005) analysed the construct-validity of the Self-Description Questionnaire II (short version - SDQII-S) within a strong Indigenous sample. Although their results supported the structure of the 11-factor self-concept model, problems were identified with oppositely worded items within each factor. With this result in mind, this paper also examined secondary students’ response patterns to the SDQII-S, and sort to modify the SDQII-S where necessary. Additionally, what relations the SDQII-S may have held with other influential academic variables (e.g. absenteeism, perceived school instrumentality and future goal efficacy) were examined. The results again demonstrate that the SDQII-S can be a psychometrically sound and robust measure of Indigenous students’ self-concepts, and also hold important relations with other important academic variables.

Gawaian Bodkin-Andrews and Rhonda G. Craven
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Research utilizing the Student Motivation and Engagement Scale (SMES - Martin, 2003) has continuously supported the importance of a vast range of motivational behaviours and cognitions with regard to key academic outcomes for secondary students. With the potential utility of these findings for the majority of secondary students, it is surprising that only minimal research has sort to understand the motivational tendencies of Indigenous secondary students and their relations with important academic outcomes. As a result, this paper sought to determine if the factor structure of the SMES held true for Indigenous students, and also examined what relations various motivational facets held with important educational outcomes (e.g. absenteeism) and attitudes (e.g. school enjoyment and perceived instrumentality). The results support the need to more fully understand the varying motivational tendencies held by Indigenous students, and their relations with key academic variables.
In the formulation and analysis of the recently developed Personal/Group Discrimination Scale (PGDS), Bodkin-Andrews, Craven, Marsh and Martin (2005) identified a strong perceived discrimination scale that accurately assessed subjective perceptions of discrimination targeting the individual and discrimination emanating from the wider Australian community. Considering the original analysis was limited to a multicultural sample of first year psychology students, concerns for the cultural validity and generalisability of these results were rightly raised. As a result, this paper extends on the original findings of Bodkin-Andrews et al. by applying the PGDS to a strong sample of Indigenous secondary students. In addition to this, what relations perceived discrimination may hold with a number of important academic outcome variables will also be assessed. The results indicate that perceived discrimination is an important construct whose structure and impact must be understood for Indigenous students if equitable school outcomes are to be achieved.
Do Values and Interests Shape the Use of Learning and Help Seeking Strategies?

Stephanie J. Brickman  
University of Texas Pan American

Raymond Miller  
University of Oklahoma

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There is a burning desire to understand what shapes a students’ classroom pursuit to complete an education. Presently, there has been very little research in education on the values students hold that influence their interests and motivate academic behavior at school. Miller and Brickman (2004; Brickman & Miller, 2001) have presented a theoretical model that hypothesizes that a student’s values develop over time from events in the sociocultural context of home and school. It is in the context of school that values are transformed into interests and goals to satisfy underlying needs that serve continued motivation toward the future. In this study we explored the basic core values of students and there relationship to different types of career interests that students reported having, and how career interests were related to both students perceptions of the instrumentality of school and their reported use of meaningful learning strategies. Participants for this study were 392 freshman at a regional university in the mid-west. The sample for this study was 82% Caucasian with the remaining percentages fairly equally distributed across American Indian, African American and Asian. These students had just finished their secondary education and have chosen to further their education for a professional career. Career choice is one of the most important future goals that individuals pursue and is the most directly related to educational experiences. We hypothesize that students who have values (Schwartz, et. Al, 2001) and career interests (Holland, 1992) that are consistent with one another, will most likely have career goals that are the most clearly developed and elaborated. As a result, we hypothesize that such students should have significantly stronger perceptions of school being instrumental to the attainment of their future goals and report significantly stronger use of meaningful learning strategies in their school work when compared to students who have values and career interests that are inconsistent. The sample is described in terms of means, standard deviations, and other distribution characteristics to identify the values and interests students report. The instruments used in this study have ample evidence of validity and reliability. Instruments used include: The Profile Values Questionnaire (Schwartz et al, 2001); Holland’s Self Directed Search Inventory (Holland, 1992); and Wolters, Pintrich and Karabenick, 2003). The first step in this study was to identify students whose scores fit within Holland’s model of interest categories. Next, a list was created of the student’s values that are hypothesized to underlie the Holland’s interest categories, then students’ value patterns were identified that match the Holland categories and those who do not. The newly created variables enabled us to use ANOVAS to see if the consistent versus inconsistent groups differed on their perceptions of perceived instrumentality and use of learning and help-seeking strategies.
The constructs underlying latent variables that impact motivation are vast in number, vary along a continuum, and interact. The Miller & Brickman Model (2004) uses an integration of social cognitive and future time orientation theories to depict the multiple variables and interactions that impact motivation. The model emphasizes that perceptions of the future are an important motivational factor influencing self-regulation of present academic behavior. Important to the motivational pursuit of future goals are the values and interests that develop. Values guide interest toward specific types of future goals and shape how they are pursued. Why and how future goals are pursued ultimately influence the immediate achievement goals pursued, the standards by which one evaluates oneself, and the perceived instrumental value of college course work. We hypothesize that values and interests develop within and across academic and social contexts and are the principles that guide behavior over a larger self-regulatory system. Quite simply, students self-regulate learning and help-seeking strategies when present course work is perceived as instrumental to reaching more distant future goals. It is on these immediate present classroom tasks that students evaluate their success and progression toward the future. The sample for this study is 392 freshman college students enrolled in a mid-western regional university in the United States. The sample is described in terms of means, standard deviations, and other distribution characteristics on psychometric measures. The psychometric measures used in this study have well-established reliability and validity and are used to examine how values guide interests that shape future goals, perceptions of instrumentality and ultimately impact motivation and self-regulation. Structural equation modeling is used to validate the theoretical model of the structural relations among the constructs under study, and to specifically conduct path analyses related to testing the salience of the theoretical frame work of the model.
Self-Reported Resilient Behaviors of Seventh and Eighth Grade Students
Enrolled in an Emotional Intelligence Based Program

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Today, there are a great number of students who are considered at-risk of not graduating from high school. The pressure to reduce these numbers is great, not only for students but also for educators. Educators are faced with more responsibility and accountability to educate today’s youth, a task that seems insurmountable at times. As a result, many programs have been developed to serve students particularly, those who are more likely to drop out of school. While these at-risk students are exposed to several risk factors and are in danger of not succeeding by society’s standards, there are those who do manage to beat the odds. Those who exhibit or develop characteristics that allow them to overcome challenging obstacles are said to be resilient. “The research on resilient people often reveals that a school experience or staff person had made the most significant difference in a young person’s life” (Thomsen, 2002, p.x). Therefore, it is imperative that we look to schools as a medium for teaching or incorporating resiliency skills into the curriculum in order to promote student success. This study investigated a leadership program developed for students, and it evaluated the program’s effectiveness on the development of resiliency skills by using the Personal Responsibility Map (PRM), an instrument that measures emotional intelligence. Research findings on emotional intelligence have been found to correlate with the constructs used to define resiliency (Bernard, 1991; Leffert, Benson, Scales, Sharma, Drake, & Blyth, 1998; Thomsen, 2002).

Of particular interest to this study was the Teen Leadership Program by the Flippen Group (2005) which promotes skills enhancement related to resiliency and emotional intelligence. The purpose of this experimental study was to examine the effects of the Teen Leadership Program by measuring emotional intelligence. The study was conducted over a 16 week period with daily 55 minute Teen Leadership class sessions. Identified at-risk seventh and eighth grade middle school students in an urban region of South Texas served as the population for this study.

Three separate multivariate analyses of covariance (MANCOVAs) were used to test the null hypotheses regarding emotional intelligence skills, grades, absences, and office referrals. The first data analysis did not reveal an effect of treatment when differences in the student self report. The second data analysis did reveal a significant effect of treatment when examining differences in the teacher’s student report. Follow-up univariate analysis of covariance revealed statistical significance in five of the twelve subscales: goal setting, self efficacy, achievement drive, self management, and resiliency. No significant differences between groups were found on overall G.P.A., number of absences, and number of office referrals. Discussion of the findings and recommendations for future research are further elaborated in this study.
During the recent Winter Olympics in Turin, and the Summer Olympics in Athens, the most popular events watched were the figure skating and gymnastics respectively. Athletes competing in these two sports are comparatively young as the onset of puberty creates a body shape that makes it more difficult to execute the intricate moves required; thus, exposure to the sports, talent identification and development also occur at an early age. As a result, parental and coach support for the young athletes is extremely important as they juggle school attendance, homework, training hours and competitions. Figure skaters, gymnasts, their coaches and parents from rinks and clubs around New South Wales, Australia, were interviewed to form an initial assessment of what types of social support were provided to the athletes. Consistencies and discrepancies between reports from parents, coaches and athletes were examined in a triangulation method focusing on the level of support needed and provided with a view to improving communication between all three groups.
Affective Relationship to Parents and Teachers in Children with an Illusion of Incompetence

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Phillips (1984, 1987), and Bouffard, Boisvert & Vezeau (2003) showed that between 20% to 30% of elementary school children significantly underestimate their school abilities. It has been shown that this pessimistic self-appraisal, labelled the “illusion of incompetence”, has negative effects on the child’s learning and school functioning. Overall, investigations of the phenomenon are scarce and those pertaining to examine its roots are even more rare. The present study extends the examination of illusion of incompetence.

Attachment theory emphasizes the major role of the affective relationship to parents for children’s psychosocial development. Children who can count on a secure attachment base are inclined to view themselves as being worthy of love and caring. As a result, they develop a sense of their own value (Bowlby, 1979). Few empirical studies have examined the relationship between quality of attachment and child’s perception of competence (Papini & Roggman, 1992; Moss, St-Laurent, Rousseau, Parent, Gosselin, & Saintonge, 1999). Obviously, even less studies have investigated the relationship between attachment and negative biases in self-perceived competence. The aim of this study was to examine whether the quality of the affective relationship with parents and with teachers varies according to children’s biases in self-perceived competence.

Participants were 567 children, (267 boys and 300 girls) from grade four (mean age = 10.2, s.d. = 0.6) and five (mean age = 11.1, s.d. = 0.6), their parents and teachers. Children, parents and teachers filled out a questionnaire assessing the quality of their affective relationships. In addition, children responded to a questionnaire about their perceived scholastic competence and completed a standardized test assessing their mental abilities. Standardized residuals scores of the regression of self-perceived competence on scores on the ability test were used to classify children into one of the following groups. The pessimistic group comprises children whose residuals scores are negative and in the lower quartile, those in the upper quartile are classified in the optimistic group and all others in the realistic group. Results of analyses of variance showed that children affected by an illusion of incompetence evaluated having a less secure attachment to their parents and teachers. They felt that their parents are less affectively available and that their affective support is more conditional upon fulfilling specific standards of behavior and achievement. They also found that their teachers are more rejecting. Analyses of data provided by parents showed that parents of children affected by an illusion of incompetence judged themselves as being less affectively warm and present to their children. Finally, teachers of children with an illusion of incompetence described their relation as affectively more difficult. Findings of this study provide some support to the major role of attachment and affective relationships in the development of children’s self-concept.
Parents’ influence on their child’s perceptions of competence and intrinsic motivation is generally considered prominent in the early school years (Alexander & Entwistle, 1988; Eisenberg, Martin & Fabes, 1996; Hokoda & Fincham, 1995; Moretti & Higgins, 1990; Wigfield, Eccles, Suk Yoon, Harold, Arbreton, Freedman-Doan & Blumenfeld, 1997). However, parental variables likely to influence the motivational profile of the child still remain to be clarified. The objective of this study was to examine the impact of the parental practices on the child’s intrinsic motivation and perceptions of competence related to Language Arts. Participants were 154 pupils (70 boys and 84 girls) of grades three to six and their parents from one middle-SES and one low-SES suburban school. Children were met during regular class periods to complete a questionnaire. Parents provide information about their age, level of education, annual income and number of children in the family. They also filled out a questionnaire (21 fathers and 133 mothers) about their relations with the school, their feeling of parental self-efficacy, their valorization of performance or mastery goals, as well as their practices connected to the child’s school activities. Regression analyses were performed on children’s perceptions of competence and on intrinsic motivation with children’s school level, gender, and former school performance in language arts, and all the parental variables as predictors. The family background variables as well as child’s gender and school level are unrelated to both intrinsic motivation and perceptions of competence. In the case of intrinsic motivation, children’s perceptions of competence were also included among the predictors. These analyses show that taken together, variables account for 23.7 % of the variation of perceptions of competence and 45.9 % of the variation of intrinsic motivation. In addition to the former school performance in language arts ($\beta = .25$), parents’ self-efficacy ($\beta = .20$), positive feedback they transmit to the child ($\beta = .19$) and their valorization of performance goals ($\beta = .21$) are positively related to children’s perceptions of competence. As expected, children’s perceptions of competence are strongly related to their intrinsic motivation ($\beta = .61$). Parents' perception of their relations with the school ($\beta = .15$) and their valorization of performance goals ($\beta = .16$) are also positively related to the child’s intrinsic motivation whereas supervision of the child’s school activities is negatively related ($\beta = -.19$). The results of this study emphasize the important role parents play in the school life of the child, in particular in his/her motivational profile.
Comparing EFL Motivation and General Academic Motivation

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English as a Foreign Language (EFL) motivation is usually studied separately from general academic motivation, that is, as a domain-specific form of motivation, as it is considered to be completely different from other academic subjects. This paper challenges this broad assumption by comparing the results of analyses of data collected from 500 female, Japanese, first-year university students on two forms of a bilingual measurement instrument, the Inventory of University Motivation, based on Maehr’s multiple goal model of Personal Investment (Maehr, 1984; Maehr & Braskamp, 1986). Results of exploratory Principal Components Analyses (PCA), Multivariate Analyses of Variance (MANOVA) and multiple regression suggest that, at least in this specific sociocultural context, EFL-specific motivation cannot be completely separated from general academic motivation because of commonalities in their factor scales and defining features of students’ motivational profiles, and because some aspects of general academic motivation can predict performance of EFL-specific measures of performance.
Students in Science and Engineering Programs and Academic Motivation: The Mediation Role of Gender Stereotypes Beliefs

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Few women enroll in disciplines that are traditionally associated with men (INWES, 2004). So, successfully attracting more women to the science and engineering fields and keeping them from dropping out of their academic programs constitute a central challenge for our society. It goes without saying that understanding women’s motivations to pursue studies in science and identifying the factors that affect their motivation are crucial issues that need to be addressed. In the present study, we suggest that although women enrolled in science or engineering programs are similar on various aspects, we hypothesized that some characteristics of the engineering programs (e.g., underrepresentation of women, more male professors) are more likely to foster the gender stereotype belief that science is a male domain as compared with other science programs (for example, biology, chemistry and geology). The main purpose of this study was thus to test the mediation role of gender stereotype beliefs between programs (science and engineering) and academic motivation. Four hundred and eighty-nine (168 women, 321 men) science and engineering university students participated in the study. Results from structural equation modeling (SEM) indicate that women in engineering are more likely than women in sciences to report gender stereotype beliefs. Moreover, these beliefs are associated with a low level of academic motivation. As expected, these relationships were not significant for men. Furthermore, results based on bootstrap samples corroborate results observed for men and women. Results are discussed in light of the Stereotype Threat model and Self-Determination Theory.

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"Still not there": Women’s Underrepresentation in Technology Oriented Careers

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Research (Alchieri et al., 2003) suggests that the increasing need of IT professionals is due to a shortage of women majoring in traditional IT fields during college. In fact, American women’s interest in Computer Science fell 80% between 1998 and 2004. These statistics are alarming as women comprise 49% of the workforce population. As a major supplier of professionals to the IT industry, universities must attract and sustain students’ interest in IT fields and develop an understanding of the factors that influence students to make career decisions.

Expectancy Value Theories provide a framework for explaining students’ career choices by examining the impact of expectancies and values on performance, persistence, and choice of tasks (Eccles & Wigfield, 2002). Beliefs about performance on different activities are defined as expectations, and reasons or incentives for engaging in activities are referred to as values (Eccles and Wigfield, 2002). Women differ from men in their expectations and values related to career choice (Alchieri et al., 2003) and as a result, some universities have designed more contemporary technology programs to attract more female students to the major (Haynie, 2003). Rutgers University, for example, has developed a major in Information Technology & Informatics (ITI). While traditional IT majors (computer science (CS) and computer engineering (CE)) focus on programming and mathematical skills, the ITI major targets individuals who are interested in a more social, less technical application of computers.

The purpose of this study is to examine the expectations and values of 471 undergraduates at a large University majoring in traditional (i.e. CE and CS) and non-traditional (i.e. ITI) IT majors. A survey instrument was developed to measure students’ attitudes toward the major, skills needed to succeed in the major, self-efficacy beliefs, expectations about a career in technology, and individuals who influenced students’ choice of major. A factor analysis extracted five factors (self-efficacy beliefs, efficacy expectations, math mastery beliefs, verbal mastery beliefs, and perceptions of others’ influence on students’ career choice) which accounted for 47.9% of the variance. Using an ANOVA, significant differences were found between traditional and non traditional IT majors on all factors. One implication for this finding is the difference traditional and non-traditional IT majors place on the value of mathematical (versus verbal) skills and their efficacy expectations on tasks relating to these skills. On average, traditional IT majors complete more advanced mathematical courses compared to non-traditional majors who only have to complete Calculus one. Students’ avoidance of high level math courses may contribute to the selection of a non traditional IT major and contribute to the under representation of women in traditional IT fields.
The study also examined a small subset of students who were participants in the initial survey and who have subsequently graduated (N=100) to determine if and how their expectations and values for their majors were realized in the workplace. Details of the analyses of students' expectations and values will be presented at the conference as will the analysis of the follow up data from graduates now in the workforce.

References


The question of when and how a person becomes an adult has generated a lot of scholarly and circular attention. Concepts on this phenomenon has led to names such as “learning to stand alone”, “leaving home”, “adult self-concept” and “emerging adult”. Theories have laid the foundation by describing the various identities at each stage in the life span. In more traditional communities like traditional African cultures, adult identity is characterized by certain rights of passage, which more or less initiates the individual thereby licensing him or her to play adult roles. In contemporary cultures however, the issue of adulthood is more than leaving home, getting married and having a child. The marks of adulthood seem to be insufficient in answering the question cross-culturally. To understand this transition, a multi-dimensional approach is needed to study these change processes within the ages 18-25. The study is utilizing both quantitative and qualitative approaches to extract how this transition takes place in a more traditional and a more urban setting focusing on adolescents and adults. Results from this study will not only unveil whether adulthood is conferred or attained but will serve as a springboard for a future microgenetic study.

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Health-related quality of life has been an important topic of research in diverse fields such as medicine, nursing, community service provision and psychology. Moreover, the impact of psychological variables on health-related quality of life has recently been more widely recognised and investigated. Despite this wider recognition, little has research has investigated the relationship between self-concept and health-related quality of life. This study broaches the question of how we might begin to investigate the relationship between self-concept and health-related quality of life, specifically the relationship between self-concept, physical health and generalised psychological wellbeing. The study proposes specific ways in which self-concept may relate to physical health and psychological wellbeing, and offers a working model of potential relationships between self-concept and physical and psychological wellbeing. The study also assesses the content validity of various measures of physical health and psychological wellbeing in order to establish a measurement framework demonstrating how physical health and psychological wellbeing may be empirically investigated in relation to recognised measures of self-concept.
Self-regulation of academic motivation is an under-explored aspect of self-regulation. This paper examines the structure of Self-Regulated Academic Motivation (SRAM) in the context of an overall model of Self-Regulated Learning (SRL) that also includes aspects of the self-regulation of academic cognition. In this study we first delineate key components of SRAM i.e., Mastery Self Talk, Relevance Enhancement, Situational Interest Enhancement, Performance Relative Ability Self Talk, Performance Extrinsic Self-Talk, Self Consequences and Environmental Structuring. We then test a series of Confirmatory Factor Analysis models measuring the latent components of SRAM with data from 383 first year university students. Results indicate that the measure of SRAM was a valid measure of both the first and higher-order structure of SRAM, as well as being invariant across sex groups. Fit indices for all models were in excess of criterion values. We conclude that the theoretical structure we propose for SRAM is accurately operationalised by our measure with this sample. Thus, the study provides a basis upon which further testing of the theoretical SRAM model and the measure itself may be developed.
Most schools espouse and ascribe to some sort of vision or mission statement. Very few schools, however, test whether their vision or mission statements are actually translated into practice. The present study provides a robust methodology for schools that may wish to determine the extent to which their vision and mission statements are perceived by their student bodies to be enacted in practice. In particular, the study provides a case study illustrating how one school evaluated the extent to which students at the school perceived the vision and mission of their school to be implemented. All 850 (approx.) students at the school were surveyed concerning various aspects of the school’s vision and mission: including the perceived quality of the school’s curriculum, its focus on excellence, its contribution to students’ preparation for life, its values, etc. Using this case study, the paper demonstrates how a survey can be designed to measure specific aspects of a school’s vision/mission, how the data gathered through such a survey may be analysed to determine its validity and reliability, and finally how the survey results may be interpreted to determine the extent to which the school is perceived to be fulfilling its mission statement by its key “clients” – the student body. Implications for school administration and assessment are highlighted throughout the paper.
Secularization, with an accompanying loss of institutional legitimation and plurality of belief systems, poses difficulties for clergy. Some ministers respond by developing an internal source of legitimation through spiritual practice, autonomy and a sense of personal competence. This paper examined the results of a series of confirmatory factor analyses (CFA) to assess the validation of a multidimensional measure designed to investigate orientations to the demands of church ministry in the context of a secularized society. Two-hundred and sixty-one ministers responded to the Orientations to the Demands of Ministry Scale (ODM-S) and CFAs identified three main factors underlying the scale: Spirituality, Autonomy, and Efficacy. First order CFAs confirmed a good fit for the hypothesised three-factor model (with goodness-of-fit indices ranging from .94 and above). Furthermore higher order CFAs confirmed a hierarchical model of fit for the ODM-S. Implications for the psychological impact of secularization are discussed, together with recommendations regarding future research with the measure.
Evaluating the Link between Change in Happiness Levels and Dietary Supplementation of Omega-3 Fatty Acids

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Following the intriguing findings of Peet, Murphy, Shay & Horrobin, (1998); Nemets, Stahl, & Belmaker (2002); Peet & Horrobin (2002); and Su, Huang, Chiu, & Shen (2003), that Essential Fatty Acids may ameliorate the symptoms of depression, this paper reports the results of a placebo-controlled double-blinded trial evaluating the hypothesis that Omega-3 Fatty Acid supplementation will increase levels of happiness levels in a non-clinical sample. Fifty-eight subjects were recruited and randomly assigned to receive either Omega-3 (containing 330gm EPA:330gm DHA) or a placebo of olive oil for an intervention period of 13 weeks. The Depression-Happiness Scale was administered at both baseline and at follow-up. Results indicate no significant difference between baseline and follow-up happiness levels regardless of treatment condition. The results of this study suggest that Omega-3 may not be as effective in increasing levels of happiness in non-clinical populations as is apparently the case with clinical populations. Several explanations are postulated to account for the research findings, all of which may provide the basis for future research.
Type 1 diabetes is the most common chronic illnesses of childhood and adolescence. Without proper care, diabetes can foster devastating complications in terms of physical and psychological health, as well as life expectancy. To delay or prevent the onset of these complications, young people with diabetes must achieve a multicomponent treatment regimen which includes dietary management. Monitoring what to eat and the timing of meals is the cornerstone of diabetes care. Yet, dietary non-adherence among adolescents is especially prevalent, as only 40% of them succeed to follow their recommended diet. Nonetheless, few studies have explored possible effects of age, gender, duration of diabetes and family structure on adolescents’ adherence, glycemic control, motivation and perception of self-efficacy toward dietary activities. Accordingly, the purpose of the present study is to analyze which of these factors, distinguishes subsets of adolescents in matter of dietary management, motivation and self-efficacy. Data were obtained from the first panel of a longitudinal study on dietary self-care activities among adolescents with type 1 diabetes. Participants were 289 type 1 diabetes French-Canadian adolescents (155 boys, 134 girls) recruited from outpatient lists of 2 hospitals in Quebec. Using SEM, results revealed gender, age, number of years living with the illness and family structure effects on adolescents’ motivation and self-efficacy toward dietary self-care activities, as well as on their level of adherence. However, no glycemic control difference was observed between adolescents. Results are discussed in light of the Self-Determination Theory (Deci & Ryan, 1985) and the Self-Efficacy Theory (Bandura, 1997).
Are Motivational Resources Important Correlates of Intraindividual Changes in Teachers’ Burnout?

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Teachers suffering from burnout experience a depletion of emotional resources, develop a cynical attitude, and feel a loss of personal accomplishment at work. Interestingly, over the past 25 years, research has maintained a consistent focus on the contextual factors (e.g., job demand and job control) as well as motivational factors (e.g., self-efficacy) that are prime correlates of burnout. However, little is knowned about how intraindividual changes in these factors are related to changes in burnout over time. This question appears crucial because burnout reflects a breakdown in the individual adjustment at work that is timelinked in nature. The aim of this study was to examine whether changes in contextual and motivational factors are associated to changes in teachers’ burnout over a school year. A total of 952 participants (571 elementary and 381 high school teachers) completed a questionnaire three times during a school year (October, March, and June). Using an intraindividual change modeling technique based on SEM (Steyer, Partchev, & Shanahan, 2000), results showed that changes in motivational factors (self-efficacy and work tasks motivation) are typically more related to changes in teachers’ burnout, compared to changes in contextual factors (job demand and job control). Nevertheless, changes in teachers’ perceptions of students’ disruptive behaviors appear to be an important correlate of changes in teachers’ burnout. Theoretical and practical implications of these results are discussed.

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Research on school bullying tends to focus on single-item item rather than scale-based questionnaires, the former of which do not take into consideration the different types of bullying which can take place. The aim of the present investigation is to examine the multi-dimensional and hierarchical structure of the Adolescent Peer Relations Questionnaire (APRI) and the multi-dimensional structure of the Self Description Questionnaire II (SDQII) for upper primary aged children. A total of 175 students from years 5 and 6 from one primary school in the Western Sydney Region completed the questionnaire. The study critically analysed the 11 first-order multidimensional factors of the SDQII. The APRI measures three types of bullying and victimisation – Physical, Verbal, and Social, and is comprised of approximately six items for each factor. This study analyses the ability of these three types of bullying and victimisation to define two global second-order factors – Global Bullying, and Global Victimisation. Results from the first/ second-order Confirmatory Factor Analyses (CFA) showed satisfactory results for both instruments. While the SDQII met satisfactory analytical requirements within this study, a modified version of the SDQI (for primary aged children), with the addition of SDQII constructs of interest (i.e. Same/ Opposite Sex Relations), may be more relevant for the examination of self-concept within upper primary aged children, yet the APRI was deemed appropriate for use within the upper primary school years.
Elementary school children’s assessment of their abilities is generally marked by a positive bias. However, Phillips (1984) and Bouffard, Boisvert and Vezeau (2003) showed that between 15% and 30% of children tend to underrate their competencies. This problem, labelled “illusion of incompetence” by Phillips (1984), is defined as a negative discrepancy between child’s real potential and his/her own evaluation of that potential. This phenomenon has negative impacts on children’s school learning and functioning: they are less participative and less engaged in the class, and lack perseverance when confronting difficulties. Their performance tends to fall below the potential that they are able to achieve, and long-term impact, such as social isolation and the risk of dropping out of school, are to be expected (Assor & Connell, 1992; Bouffard et al., 2003; Phillips, 1984).

As far as we know, no study as yet investigated this issue during the transition to high school. Some researchers interested in children’s expectations about high school observed that low self-esteem, poor school grades and low perceptions of self-efficacy are related to the presence of higher negative expectations. Thus, low perceptions of competence could promote the presence of higher negative expectations and lower positive expectations. Children with an illusion of incompetence could then be more vulnerable during the transition to high school. Because they might see the new environment as more stressful, and expect encountering hardship that they do not feel they can handle, those children may have more difficulties than others to adapt. The present study’s aim was to examine whether children’s anxiety, self-esteem and positive and negative expectations about high school differ according to the presence of an illusion of incompetence.

Five hundred and thirty-two children at Grade 6 (237 boys and 295 girls) answered the French version of the Mental Ability Test (Otis-Lennon, 1971). In addition, appraisal of the following was performed: perceived scholastic competence, self-esteem (Harter, 1982, 1985), anxiety (Achenbach, 1991) and positive and negative expectations about high school. To identify children with an illusion of incompetence, standardized residuals of the regression of children’s perceived competence on mental ability scores were used. The group called “pessimist” included children whose results were equal to or lower than 25%, meaning they were under-evaluating themselves. This first group included children considered to have an illusion of incompetence. The group called “optimist” included children whose results were equal to or higher than 75%, which indicated that they were over-evaluating their competence. The group called “realist” included children whose results were between 26% and 74%, which indicated that they evaluated themselves correctly. A multivariate analysis using children’s sex and group to which they belong as factors indicate that children with an illusion of incompetence 1) have less positive and more negative expectations and 2) lower self-esteem than children from the two other groups. In general, boys have 3) lower self-esteem and 4) more positive and less negative expectations than girls. The discussion will focus on the implications of those results in the children with an illusion of incompetence’adaptation to high school.
Women’s Depressive Symptomatology during the Transition to Motherhood: 
The Effects of Competence, Relatedness, and Autonomy

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Postpartum depressive symptomatology (PDS) is the most common complication during the postpartum period and has received a lot of attention in research and in clinical practice. A recent review of literature by Robertson and colleagues (2004) indicates that psychosocial factors are the strongest risk factors for the development of PDS. However, little is known about how these factors and PDS are interrelated, making it difficult to determine the causal flow among the constructs. Based on Self-Determination Theory (Deci & Ryan, 1985, 2000), the purpose of this longitudinal study was to test the causal ordering among three important aspects in women’s adaptation to motherhood (autonomy, self-efficacy and interpersonal relationships) and postpartum depressive symptoms. Specifically, we address the following question: Does mothers’ depressive symptoms affects parental self-efficacy, feelings of autonomy, and levels of relatedness with significant others or do self-efficacy, autonomy, and relatedness drive mothers’ depressive symptoms, or are these constructs reciprocally related over time? Participants were 341 primiparous and multiparous women. Results from structural equation modeling provide some support for the effect of prior personal characteristics (autonomy and interpersonal relationships) on subsequent depressive symptoms. No convincing support was found the fact that depressive symptomatology could produce changes on mothers’ personal characteristics.

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Relationships Explained: 
The Role of an Integrated Conceptualization of Attachment and Attribution Theories in Explaining Student Adjustment in School

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Student adjustment in school remains a key concern of educators, parents, and students. Often students fail at school not because they lack the intelligence or motivation to succeed, but because they fail to adjust to the demands of school in adaptive and productive ways. Some of the most common adjustment concerns of students include:

1. school-related concerns (i.e., academic problems, adjustment to university life),
2. emotional distress (anxiety, depression, self-esteem, etc.),
3. interpersonal/relationship concerns (assertiveness, dating, making friends, etc.),
4. developmental issues (values, career, spiritual concerns, sexual identity/orientation, etc.),
5. behavioral problems (eating, procrastination, study habits, substance abuse, etc.),
6. environmental stressors (discrimination, sexual assault), and
7. physical health problems (illness, pregnancy, sexually transmitted disease, sleep, weight).

In the first of two sister papers, this paper explores the role of attribution theory in explaining student adjustment to school and to life in general. Moreover, the paper shows how an extension and expansion of attribution theory provides a powerful account of students’ adjustment to school in terms of their personal constructions of causal entities and relationships at work in the world. The paper also develops the first part of a model that links attribution theory with attachment theory to provide a comprehensive model of intra- and inter-personal forces affecting student adjustment and students’ subsequent schooling and life outcomes.
Currently, there is little research on self-perception and the psychological impact of concealable deformities such as pectus excavatum (PE; aka funnel chest). The current study addresses this gap by comparing self-perceived severity, actual physical severity, and depressive symptoms in youth with PE. Substantiating concerns by parents and physicians, participants’ scores on the Child Depression Inventory and Youth Self-Report depression subscales were significantly higher than non-clinical normative samples, indicating more depressive symptoms. We compared self-perceived severity to the Haller Index (HI), a medical measure of PE severity, and depressive symptoms. Supporting the importance of subjective self-perception, there were no significant correlations between the HI of physical severity and depressive affect; however, the youths’ perceptions of severity correlated strongly with depressive affect (.67 and .86). These results suggest a) that youth with PE are at greater risk for depressive disorders, and b) that self-perception, not actual physical severity, is the better predictor of the psychosocial impact of the deformity. This data supports the consideration of social-emotional functioning when parents, surgeons, and youth are deciding whether to pursue corrective surgery. Further longitudinal research is required, however, to determine whether corrective surgery actually improves youth’s psycho-social functioning.

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What relationships do different facets of academic motivation and engagement have with numeracy and literacy performance? This study presents data from an investigation into 3,561 (N) year 7 to 12 students’ from eight Australian high schools. Students were administered the Student Motivation and Engagement Scale (SMES) as well as a standardised verbal and math achievement measure. Following a construct validity approach, confirmatory factor analyses (CFA) and structural equation modelling were performed. The findings and implications of this research will be discussed with particular focus on specific facets of motivation and engagement that have the potential to yield important changes in students’ achievement.
Meet the Parents: Mothers and Fathers’ Contextual and Psychological Resources Associated to Adolescents’ Perceptions of Parental Autonomy Support

Frédéric Guay, Catherine F. Ratelle, Stéphane Duchesne, and Caroline Senécal
Laval University, Québec, Canada

Parents’ behaviors can have a profound impact on their children. For example, the vast literature on parenting reports that children of caring and autonomy supportive parents are well-adjusted. Consequently, researchers and practitioners alike have devoted a considerable amount of energy to identifying and understanding what makes parents caring and autonomy supportive. Using Self-determination theory (Deci & Ryan, 1985) and a model of parenting (Grolnick & Apostoleris, 2002), the present study sought to understand what makes fathers and mothers autonomy supportive as well as investigate the role of autonomy support for predicting adolescents’ academic motivation and perceived competence. In line with Grolnick and Apostoleris (2002), we examine the following three categories of factors that may foster or undermine parental autonomy support: 1) external pressure such as marital status, education level, and annual income; 2) characteristics of adolescents such as their academic achievement, and 3) parents internal resources such as mothers’ and fathers’ perceived competence to help their adolescents and the level of importance that both parents place on their adolescents’ education. In addition, we distinguish between adolescents’ perceptions of maternal and paternal autonomy support in predicting their academic motivation and perceived competence. The present study extends on previous parenting research on three substantive aspects: a) various contextual factors and children’s characteristics are simultaneously taken into account; b) no studies until now have focused on parents’ internal resources; c) few studies have contrasted adolescents’ perceptions of autonomy support from mothers and fathers. Participants of the present study were 941 French Canadian high school students (524 girls, 417 boys) from 7 high schools in Quebec City, Canada. Students were asked to complete a questionnaire in class that included motivational and parenting measures. In addition, 361 fathers and 505 mothers completed a questionnaire assessing their internal resources and marital status, level of education, and annual income. Finally, a measure of academic achievement was obtained via official school reports. Results from structural equation modeling (SEM) showed that parents internal resources are associated to adolescents’ perceptions of mothers’ and fathers’ autonomy support such that higher perceived competence to help and importance placed on their child’s education predicted higher levels of perceived autonomy support from adolescents. Furthermore, it appears that marital status, adolescents’ academic achievement, parents’ level of education and income played only a marginal role in the prediction of adolescents’ perceptions of parental autonomy support. Interestingly, results indicated that adolescents’ perceptions of their father’s autonomy support are more strongly associated to their academic motivation and perceived competence than are perceptions of mothers’ autonomy support. More importantly, invariance analyses indicated that these results are robust over age groups and sex. Results are discussed in

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Perceptions of Family Functioning and Self-Concept in Adolescent Anorexia Nervosa

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SELF Research Centre, University of Western Sydney, Australia

Christine Halse
University of Western Sydney, Australia

Authors have highlighted the importance of the family for the development of positive self-concept and identity, not only in mental health research but also in various developmental and social psychology fields. Family characteristics, environment and functioning are often cited as one of factors involved in the onset, development and maintenance of eating disorders during childhood and adolescence. With the increase in the incidence and prevalence of eating disorders in Australia and around the world, some researchers have attempted to understand how aspects of family functioning affect the onset and maintenance of the chronic illness, particularly for younger patients who are still undergoing drastic psychological changes and development. This study attempted to bridge gaps in the literature examining functioning and dyadic relations in families affected by eating disorders. More specifically, this study compared the perceptions of mothers, fathers and daughters about general family functioning and dyadic relations to determine whether any discrepancies between the perceptions of different family members and how these affect self-concept in adolescent girls with anorexia nervosa. Results revealed an interesting pattern of results, which suggested that there are few discrepancies between the perceptions of family functioning and that each of the family members’ perceptions had differential effects on various domains of the self-concept.
Compatibility of Physical Activity and Academic Performance among Hong Kong Chinese Primary School Children: Conduct, Physical Activity and Self-esteem as determinants

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Parental and societal emphases on academic achievement have placed great pressure on Chinese children in Hong Kong. Many parents regard academic achievement as the single most important indicator of success of their children and overlook other aspects of physical and psychological development. Praise is often only given to children who excel in academic subjects and those who perform poorly in academic studies are usually considered to be inattentive or rebellious (Salili & Hau, 1994). Indeed, too much physical activity is commonly regarded by parents as an energy-drainer that affects concentration from academic work and has therefore been discouraged. The present study examined the relations among academic achievement, conduct grade, and level of physical activity of Chinese primary school students in Hong Kong to test the generally held assumption that academic performance is positively related to conduct but negatively related to physical activity level. We also hypothesized that high achievers also had higher self esteem whereas the amount of physical activity and conduct grade may not have direct relation with self esteem. Hence, the relative contributions of students’ academic performance, conduct and physical activity level in determining their self-esteem were also explored. The participants were 333 Chinese preadolescents (age 8-12) in Hong Kong. Examination results and conduct grades were obtained from the school records. Global self-esteem was measured with the Physical Self Descriptive Questionnaire (PSDQ; Marsh, Martin & Hau, 2006) while physical activity patterns of
the children were assessed with the Physical Activity Questionnaire for children (PAQ-C; Crocker, Bailey, Faulkner, Kowalski & McGrath, 1997). Results showed that high academic achievers consistently attained better school conduct marks. However, physical activity level was quite an independent entity that was neither related to academic achievement nor school conduct. Furthermore, regression analyses showed that only academically high achieving boys and physically active boys had higher self-esteem.

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Self-Concept in Elementary School Students: 
Comparative Analysis between Japan and the United States

Hiroko Inoue

The purpose of this study is to (1) determine construct validity of self-concept in Japanese and American students, (2) to determine if there are gender and age differences on subscales of self-concept in Japan and the United States, and (3) to compare the subscales of self-concept between Japan and the United States. A revised short version of the SDQ I was administered in elementary schools in Japan and the United States. The subjects were 3rd, 4th, or 5th grade students. I administered Japanese translated SDQ I in eight public elementary schools in Japan (7 Tokyo metropolitan area and 1 in Hokkaido area) in September-November, 2003. The number of students was 1049 (558 males and 491 females). Also, I administered the same questionnaire in five elementary schools (3 private and 2 public) in Chicago area and Los Angeles area in Spring and Fall in 2004. The valid number of students became 308 (150 males and 158 females). The ethnic diversity was as follows: 36.0%--Caucasian, 28.8%--Latin American (Mexican, Puerto Rican), 8.1%--Asian American, 3.2%--African American, 1.0%--Native American, 7.1%--Others, and 15.6%--N/A.

The results show the following. (1) With regard to gender difference and self-concept, Japanese and American sample showed the similar patterns of self-concept. Males had higher levels of self-concept in “Physical ability” and “Math”, whereas females had higher levels of self-concept in “Parents”. Their findings were consistent with precious studies. That is, this phenomenon might suggest similar socialization pattern in terms of gender in both Eastern and Western cultures. (2) Japanese and the American sample showed the different tendency in terms of age. There was no significant age difference in American sample. On the other hand, Japanese sample showed the significant age difference in all 8 factors. Japanese self-concept declines with age. (3) With regard to race and self-concept, there was no significant difference in terms of ethnicity in the American sample. (4) In the comparative analysis between Japan and the United States, US samples have higher scores of self-concept in all factors. Especially, in the factors of “Physical Appearance” and “Reading”, there were big significant differences between two countries. These differences are statistically significant. (5) Factor loadings for each variable were consistently high on the factor for which it was designed to measure (most were greater than .8 and others were greater than .5) and low on other factors (most were less than .3). Therefore, the SDQ appeared to measure the seven different traits of self-concept for Japanese and American students in this study. This data showed the validity of the SDQ for Japanese and American students. In other words, it implied the evidence for the appropriateness Shavelson theoretical model and factor structure of self-concept. The similarities and differences between the Japan and the United States show that how social and cultural contexts would affect the formation of self-concept.
Impact of a 9 Weeks Physical Education, Recreation and Life Skills Program on Low Socio-Economic Background Children

Xiaoli Jiang¹, and Laurie E. K. Prosser²
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This study investigated the impact of a 9 weeks physical education, recreation and life skills program on 32 children in grades 5 and 6 from a low socio-economic area. The program was designed to introduce the children to the joy of physical activity and motor skills necessary for effective participation in sport at school and in the local community. The program also sought to develop peer friendships and socially desirable behaviours, to establish a sound basis for healthy living, to nurture in children the desire to embrace challenges and taste achievement. Through the process of engaging children in physical activity the program sought to improve children’s self-esteem.

The program design was based on flow theory, physical education and recreation curriculum and their teaching principles as well as life skills teaching materials. It provided every child with achievable challenges, immediate feedback and a feeling of being in control. The program endeavoured to minimize competition in order to avoid potential damage to some children’s self-esteem that could result from competition.

The post program student survey indicated that after the 9 weeks program the majority of children believed they had improved their physical fitness, enjoyed the physical activities and enhanced their communication skills, co-operation and friendship with others. The survey showed the children had improved in their personal presentation (hair and appearance), participation and attention in class, attitude towards school, feelings about self, happiness and self-confidence.

The post program test of self-concept also demonstrated there had been a significant improvement in these children in the areas of physical appearance, general school, non-academic and total self-concept. There had also been increased average scores in physical ability, peer relations and general self self-concept, although not significant. It would appear that the combined program of physical education, recreational activities and life skills proved to be enjoyable and satisfying experiences. As a consequence, these children experienced improved self-concepts in several targeted areas.
Identity Statuses and Prosocial Behaviors in Young Adulthood

J.W. Kisling & S.A. Hardy

According to Marcia’s identity statuses perspective, people can generally be categorized into one of four identity statuses based on the extent to which they have explored identity options and made identity commitments. While more mature states of identity entail greater self-regulatory mechanisms for guiding and motivating behavior, little is known about behavioral correlates of Marcia’s (1966) identity statuses, particularly about positive behaviors. More mature states of identity theoretically should entail greater self-regulatory mechanisms for guiding and motivating behavior. Further, as young adults achieve identity, an increased focus outward should occur, in the form of interpersonal connections and generativity concerns (Erikson, 1950, 1968). Accordingly, the purpose of the present study was to examine links between identity statuses in young adulthood and three measures of prosocial behavior: community service, prosocial activities, and prosocial tendencies.

The sample included 91 university students. Participants’ levels on each of the identity statuses were assessed using the 32 ideological identity items from the Objective Measure of Ego Identity Status (EOMEIS-2; Bennion & Adams, 1986). Community service was measured using a single self-report item where participants reported the frequency with which they engaged in volunteer or community service in the past year. The measure of prosocial activities involved thirteen items from the Rushton, Chrisjohn, and Fekken (1981) self-report altruism scale, which assessed the frequency with which participants engaged in various prosocial activities in the last year. Prosocial tendencies was assessed using the 25-item self-report Prosocial Tendencies Measure (PTM; Carlo & Randall, 2002), which assesses participants’ tendencies to behave prosocially across various contexts. Participants also completed a 25-item version of Crowne and Marlowe’s (1964) true-false social desirability scale.

Bivariate correlations were conducted to assess the zero-order associations between the study variables. Diffusion was negatively associated with community service \( (r = -.27) \), prosocial activities \( (r = -.22) \), and prosocial tendencies \( (r = -.24) \). In contrast, achievement was
positively associated with community service ($r = .29$), prosocial activities ($r = .32$), and prosocial tendencies ($r = .32$). Moratorium and foreclosure were not significantly linked to the outcomes.

However, in regression analyses, only identity achievement explained a significant amount of unique variance in the three prosocial behaviors, via a positive correlation: community service ($\beta = .25$), prosocial activities ($\beta = .29$), or prosocial tendencies ($\beta = .27$). Diffusion, moratorium, and foreclosure did not significantly predict the prosocial variable outcomes.

The present study was a preliminary analysis of correlations between identity and prosocial behavior. Individuals with higher scores on identity diffusion reported less prosocial behavior than those with lower scores, and individuals with higher scores on identity achievement reported engaging in more prosocial behavior than those with lower scores. Results suggest that identity development is positively related to, and may help promote prosocial behavior. These findings provide support for the notion that identity maturation enables individuals to better form interpersonal connections, and to develop other-oriented concern and a desire to contribute to their community and society.
People with independent self-construals focus on their uniqueness and differences from others while people with interdependent self-construals focus on their similarities to others and group memberships. In the extreme, a focus on the self rather than others may be narcissistic, but to date there has been limited research on to what extent self-construal is related to narcissism.

One recent large internet study (Foster, Campbell, & Twenge, 2003) found that people from individualistic cultures were more narcissistic than those from less individualistic cultures, however they did not directly measure participants’ individualism, and instead grouped people into areas of the world that were high or low in individualism and compared their narcissism scores.

One other recent study reported conceptually similar results. In a longitudinal study of the personalities of women over several decades Roberts & Helson (1997) found that increasing individualistic attitudes in American society over time were associated with an increased narcissistic self-focus in these women.

The current study had two purposes. First, we wanted to measure the direct relationship between narcissism and individualism using a personality questionnaire that measured them both. Second, past research has found that individualistic societies are associated with a highly analytic cognitive style (Nisbett et al., 2001), otherwise known as field independence (Witkin et al., 1974). Given that individualism and narcissism may be related (in the focus on the self), we wanted to examine whether people scoring high in narcissism would also perform better on a test of analytic cognitive style.

Participants were 111 students recruited from a large Midwestern university who completed a questionnaire booklet with various personality measures. These included the Narcissistic Personality Inventory (Raskin & Terry, 1988) and the Self-Construal Scale (Singelis, 1994), which were presented in counterbalanced order and followed by the Embedded Figures Test (Witkin, 1976). The NPI measures subclinical levels of narcissism, while the Self-Construal Scale measures independent versus interdependent self-construals. The Embedded Figures Test measures the ability to disembed information from a context. In it participants seek simple shapes which are embedded into more complex shapes under a time limit.

As in past research (Singelis, 1994), independent and interdependent self-construal were orthogonal, thus examined separately. We found that individuals scoring higher in narcissism scored higher in independence, r(111)=.310, p=.000, but lower in interdependence, r(111)=-.460, p=.000. We split participants into those who scored high and low in independence and interdependence and performed a planned contrast comparing high independent, low interdependent people to the rest. They were the most narcissistic, t(107)=-3.67, p=.000. Controlling for gender makes this effect more significant.

We found a marginally significant correlation between narcissism and field independence, r(111)=.168, p=.078, which becomes significant when controlling for gender, r(102)=.210, p=.033.

Narcissism is positively correlated with independence and negatively correlated with interdependence. Those scoring high in independence and low in interdependence are the most narcissistic. In addition, there is a small relationship between narcissism and field independence. As in any correlational study, direction of causality and third variable explanations cannot be ruled out.
Academic Gender Stereotypes and Perceptions of Competence in Young Adolescents

Beth Kurtz-Costes, Kristine Copping & Stephanie Rowley

Although the gender gap in math and science achievement has all but disappeared, girls continue to report lower math/science competence than boys, and report that, on average, they are better in language arts than in math/science (Marsh et al., 2005; Stetsenko et al., 2000). These differential perceptions of competence may be due to the pervasive stereotypes in our society that girls are less capable than boys in the domains of math and science (cf. Schmader, Johns, & Barquissau, 2004). According to social identity theory, individuals define themselves, in part, based on their perceptions of the attributes of the social groups to which they belong (e.g., Tajfel, 1970).

The purpose of this study was to examine the relationship between stereotype endorsement and self-perceptions of adolescents. In recent research with young adolescents, we found that reports of stereotypes varied by status: individuals of low status groups were less likely to report stereotypes that reflected negatively on their group than high status group members (Rowley et al., in press). In the current study we hypothesized that endorsement of math/science stereotypes would enhance boys’ self-perceptions of math/science ability, yet have little influence on the self beliefs of girls. Reading/writing stereotypes, in contrast, should enhance the self views of girls but have less influence on the self perceptions of boys.

Participants were 249 African American seventh and eighth graders (108 boys, 141 girls). Participating students reported their perceptions of the ability of different social groups (e.g., boys, girls) within specific domains (e.g., sports, math, music) on 100-mm visual analogue scales. For each item, the student placed a mark on a 100-mm line with anchors of “not good at all” on the far left and “very good” on the far right to indicate the competence of social group members in that particular domain. Composite scores were created for each student representing boys’ competence in reading/writing; boys’ competence in math/science; girls’ competence in reading/writing; and girls’ competence in math/science.

Students reported their perceptions of their own competence in various domains. For each item, the student circled one face in a column of 25 faces to indicate his/her standing relative to others in specific academic and non-academic areas. For this paper, math/science items were averaged, as were reading/writing items. Math, science, and language arts grades were retrieved from school records.

Analysis of variance was used to compare boys and girls on all study variables (see Table 1). Regression analyses were used to test the study hypotheses. Within each academic domain (i.e., read/write; math/science), group competence scores were used to predict self-concept, using opposite-sex group competence and school grades as control variables. As predicted, girls’ perceptions of girls’ reading/writing competence predicted reading/writing self-concept, whereas girls’ math/science stereotypes did not predict their
math/science self-concept. Contrary to predictions, boys’ group competence rating predicted their self-concepts for both math/science and reading/writing.

Our discussion will focus on the role of stereotypes in shaping individuals’ views of their own competence and on how individual and group attributes are interwoven in identity construction.

References
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<th>Girls</th>
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<td>69.6</td>
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<td>83.74</td>
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* Boys and girls differed at $p < .05$

*** Boys and girls differed at $p < .001$
Table 2

Regression Analyses Predicting Boys’ Self Concept

\(N = 92, F(3,89) = 9.6, R^2 = .25, p < .01.\)

Dependent variable: Math/Science Self-Concept

<table>
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<td>0.05</td>
<td>0.27**</td>
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</tbody>
</table>

Note.

Dependent variable: Reading/Writing Self-Concept

\(N = 92, F(3,89) = 6.8, R^2 = .19, p < .01.\)

<table>
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<tr>
<th>Variable</th>
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<th>(\beta)</th>
</tr>
</thead>
<tbody>
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<td>0.04</td>
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Note. ** \(p < .01\)
Table 3

*Regression Analyses Predicting Girls' Self-Concept*

Dependent variable: Math/science self-concept

\(N = 121, F(3,118) = 11.5, R^2 = .23, p < .01\)

<table>
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<th>(\beta)</th>
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Dependent variable: Read/write self-concept

\(N = 119, F(3,116) = 9.6, R^2 = .20, p < .001\)

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<th>(\beta)</th>
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<td>0.27**</td>
</tr>
<tr>
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</tr>
<tr>
<td>Language Arts Grade</td>
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<td>0.04</td>
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Note. ** \(p < .01\)
Table 3

*Regression Analyses Predicting Girls' Self-Concept*

**Dependent variable: Math/science self-concept**

\[ N = 121, F(3,118) = 11.5, R^2 = .23, p < .01 \]

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<tr>
<td>Math/Science Competence of Boys</td>
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<td>0.02</td>
<td>0.12</td>
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<tr>
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**Dependent variable: Read/write self-concept**

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*Note. ** p < .01*
The Context of Coping: Investigating Situational and Individual Factors

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Lazarus and Folkman’s (1984) classic consideration of the transactional nature of stress and coping emphasizes that contemporary research commonly measures coping behaviors without concomitant assessment of person and/or situational factors. Further, researchers have examined the correlation between coping style and outcomes, including mental health, without accounting for the context within which coping takes place. Unfortunately, this oversight has not prevented researchers from drawing conclusions about the impact of coping style on outcomes such as risk for mood and anxiety symptoms, despite utilizing samples of individuals who may be coping with a variety of subjectively distressing events. This study hypothesizes that situational factors mediate the effects of person factors on coping strategies. More specifically, the study looks at how the type of event (i.e. academic, relational, social, etc.) identified by individuals mediates the relationship between person factors such as gender and ethnicity, and coping strategies such as rumination and distraction. Six hundred and eighty students (431 women and 247 men) completed The Center for Epidemiologic Studies – Depression Scale (CES-D; Radloff, 1977) and an adapted Daily Emotion Report (Nolen-Hoeksema, Morrow, & Fredrickson, 1993). Results show the relationship between individual factors and rumination is partially mediated by relational events.

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Can independent and interdependent self coexist? Comparisons of Self-concept between the Hans and the aborigines in Taiwan

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The purpose of this study was to compare the self-concept between the Hans and the aborigines in Taiwan. Individualistic (i.e., independent) versus collectivistic (i.e., interdependence) orientations were usually treated as contrasting concepts of the self due to the shaping of difference culture. That was, individualism and collectivism were considered by the majority the cross-cultural researchers to be the ends of a continuum. However, recently, many research contended that individualist and collectivist tendencies can coexist within a person. Interestingly, by using Singelis’ Self Construal Scales, this study found that the aborigines in Taiwan had significantly high scores on both interdependence and independent self construal. The data provided from this study indicated that the aborigines in Taiwan were tended to have both interdependent and independent self within themselves. Cultural setting and social relationships which were considered as the causes of self-concept for the aborigines in Taiwan were discussed in this study.

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Recent trends in American adolescents’ sexual and fertility-related behaviors include earlier sexual debut (Alan Guttmacher Institute, 2002), a greater number of sexual partners (Abma & Sonenstein, 2001), and increased involvement in non-dating sexual experiences (Manning, Longmore, & Giordano, 2005). Thus, the need to understand the malleable factors that can result in a decrease in sexual risk is critical. One fruitful approach is to focus on the interplay of adolescents’ identities, which may influence sexual decision-making.

We examine whether adolescents’ self-identities, measured at wave 1, are associated with sexual risk taking behaviors, measured at wave 2, net of controls. Our theoretical orientation, structural symbolic interactionism, emphasizes the reciprocal nature, meaning, and impact of self-identities and behavior, which are rooted in individuals’ locations in the social structure, and influenced by significant others including parents, peers, and romantic partners. We expect that -identities sought by adolescents will foster a coherent, unified set of self-images and associated sexual activities congruent with social niches. The two that we focus on here are self-identifying as a ‘trouble-maker or hellraiser’ and ‘popular with the opposite sex.’ We apply a conceptual framework that improves our understanding of how self-identities might influence sexual risk-taking.

The present study focuses on several specific aims. First, we examine the role of self-identities in predicting the odds of sexual debut among a sample of adolescents, as well as age at first sexual debut. Among the sexually active, we examine the relationship between self-identities and number of sexual partners, involvement in non-dating sexual activity, condom use, and pregnancy status. Additionally, an important aspect of this study is to explore ways in which gender interacts with self-identities with respect to predicting sexual risk-taking. Third, an important theoretical point, which we examine empirically, is that self-identities are subject to change. We hypothesize that adherence to ‘riskier’ self-identities will be associated with our outcome variables. Our study uses two waves from a longitudinal study of adolescents’ relationships with parents, peers and romantic partners (the Toledo Adolescent Relationships Study) (n=1,316). Among the sexually active, participants are 797 youth between ages 12-19. We note that the unique measures of self-identities used in this study, do not exist in any other major data set that focuses on adolescents’ reproductive behavior including the National Longitudinal Study of Adolescent Health (Add Health) and the National Survey of Family Growth (NSFG).

Findings suggest that the ‘popularity’ self-identity, at wave 1, is related to engaging in non-romantic sexual behavior at wave 2 net of background, parental monitoring and closeness, sexual
attitudes, and self-esteem. The ‘troubled’ self-identity is also related to involvement in non-dating sexual activity net of control variables. Both self-identities are also related to greater number of sexual partners among sexually active youth. Key here, both positive and negative self-identities can predict the same behavior. Regarding gender, girls with ‘popular’ self-identities are less likely to engage in non-dating sexual behavior. The paper concludes with a discussion of the theoretical and policy implications of these findings.
Emotional reliance (ER) is the willingness to turn to another person at an emotionally salient moment. Previous research has linked ER with increased psychological well-being, and has found that people are more willing to emotionally rely on people whom they experience as satisfying the need for autonomy (Ryan, La Guardia, Solky-Butzel, Chirkov, & Kim, 2005). But can ER also be conceptualized as an individual difference? Two studies tested whether the Big Five personality traits could account for variance in people’s willingness to rely emotionally on others. In Study 1, participants from the U.S. (N = 365) who were high in Extraversion, Agreeableness, and Conscientiousness and low in Neuroticism were more likely to display ER in their relationships. A similar result emerged in Study 2 among participants from the U.S. (N = 205), Russia (N = 192), and China (N = 245). However, when traits were allowed to compete with autonomy support for variance in ER, autonomy support emerged as the stronger predictor. Further, ER was associated with well-being, confirming previous findings. These relations were largely unmoderated by either Independent or Interdependent self-construals.

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Discrepancy Effects in Big Five Traits: Ideal and Actual Self-Concept in Three Countries

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The discrepancy between actual and ideal self-concept has long been thought to be related to motivation and well-being. In other words, the larger the gap between one’s ideal and how one actually views oneself, the greater the decrement to one’s adjustment. The present study tests the hypothesis that discrepancies between ideal and actual Big Five trait self-concepts would relate to indicators of well-being among participants from the U.S. (N = 205), Russia (N = 192), and China (N = 245). Results showed that among participants from all three countries, significant differences did exist between ideal and actual ratings for all 5 traits, and that the direction of these differences was the same in each sample (ideal was higher than actual for Extraversion, Openness, Agreeableness, and Conscientiousness, and lower for Neuroticism). In general, discrepancies between ideal and actual self-concept were negatively related to well-being for Extraversion, Agreeableness, and Openness (for which ideal levels were generally higher than actual levels), and positively for Neuroticism (for which ideal levels were generally lower than actual levels), for participants from all three countries. These effects remained largely intact when controlling for Independent and Interdependent self-construals. The results suggest that, across cultures, people experience better psychological adjustment when their actual trait self-concept is closer to their ideal.

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Contextual Pictorial Representations of the Self and Motivational Fields: Social-Autograph and Motivational Balance.

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The paper has a methodological goal with explicit theoretical ramifications. It discusses the possibility to externalize and measure the mental pictures that are focused on the relationships between self and others. It is assumed that the contextual iconic/pictorial representations of the self might allow determining the mode in which the insiders within their own relational space integrate the self-concept. The contextual pictorial representations of the self are used for exploring characteristics of the motivational fields developed among individuals and groups.

Based on previous studies that use pictorial techniques and its relationships such as the lay out technique (Hargreaves), the auto-photograph technique (Ziller et al.) the Inclusion of Other in the Self Scale (Aron, Aron & Smollan), self-representation of relationships by adolescents (Pipp, S., Shaver, P. Jennings, S., Lamborn S., & Fischer,..), the Self-Auto-Inclusion Scale (Mamali) the paper presents the main quantitative indicators of social-auto-graph technique. The social-autograph technique is focused on the pictorial representations of personal and social relationships as the insiders of the respective social space build these images. The paper presents major types of contextual pictorial representations and a set of quantitative indicators able to measure them.

At the same time the paper approaches the potential use of pictorial representations of social relationships for a better understanding of the motivational fields that are developed within the same social relationships. Based on theoretical constructs worked out by the field theory (Lewin), expectancy theory (Vroom), hierarchical model of needs (Maslow), self–determination theory (Deci & Ryan), flow theory (Csikszentmihalyi) and reversal theory (Apter) the paper explores how changes in the motivational balance (Mamali) might be associated with different types of contextual pictorial representations of the self.

The paper discusses the epistemic value of contextual pictorial representations of the self and of the motivational balance for exploring the motivational and relational components of the self-concept.

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Exploring Key Dimensions of Motivation and Engagement in the Workplace

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The present study adapts a multidimensional model of student motivation and engagement – the Motivation and Engagement Wheel (Martin, 2003, in press) – to the workplace. The Wheel comprises four factor clusters: adaptive cognitions (comprising self-efficacy, valuing, mastery orientation), adaptive behaviors (planning, task management, persistence), impeding cognitions (failure avoidance, anxiety, uncertain control), and maladaptive behaviors (self-handicapping, disengagement). Using data from over 600 personnel in 18 Australian elementary and high schools, the present study assesses key dimensions of the Motivation and Engagement Scale – Work (MES-W), the instrumentation used to operationalize the Wheel. Findings demonstrate strong psychometrics with good model fit, relatively high factor loadings, sound reliability, and acceptable distributional properties. Taken together, results suggest that key dimensions of motivation and engagement that have typically been the focus of research among students, also have relevance in the workplace.
Motivation and Engagement among Young Children: How Well Does a High School Conceptualization Generalize to Junior School?

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The bulk of theorizing and research into student motivation and engagement has focused on high school students. Models and instrumentation abound in high school research conducted over the past four decades. The Motivation and Engagement Wheel and its associated instrument, the Motivation and Engagement Scale – High School (MES-HS; Martin, 2002, in press), are recent offerings in this line of research. Previous work has validated the Wheel and demonstrated the psychometric properties of the MES-HS among high school students. The present study assesses the extent to which these findings are mirrored in younger students. Accordingly, the Motivation and Engagement Scale – Elementary School (MES-ES; Martin, 2005) was administered to students in Years 5 and 6 in six Australian urban and rural elementary schools. Factor structure, reliability, and the distributional properties of the scales were under focus with the particular purpose of assessing how well the high school conceptualization and instrumentation generalizes to elementary school.
Self- Perceptions and Depression in Adolescents with Disfigurement

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Youth (n = 27) with a chest wall disfigurement called pectus excavatum completed the Youth Self-Report anxious/depression subscale, the Appearance Schema Inventory (ASI), and a measure of perceived severity. A principle components analysis of the ASI found three factors representing a) value of appearance, b) negative appearance attributions, and c) appearance stereotyping. The value and attribution factors were significant predictors of anxious depression symptoms, along with the adolescents’ perceptions of the severity of their disfigurement. A physical measure of severity, the Haller Index, was not a significant predictor of anxious depression. Determining adolescents’ beliefs about the importance and perceived influence of appearance in their lives may not only indicate symptoms of depressive, but also be an integral part of their decision to undergo surgical correction of PE.

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Teaching Aboriginal Studies is about addressing reconciliation, political reformation, and the recognition of collective rights; in short it is about social justice. Dr. Alex Boraine Vice-President of the Truth and Reconciliation Commission in South Africa stated at the Australian Reconciliation Convention: “Truth telling rejects denial and helps to come clean in order to build and to heal. It is not a mere romantic excursion into our past history; it is a deliberate attempt to come to terms with what happened and to be quite brutally honest about it. Not in order to stop there, but that we can begin to build on that kind of foundation, that healing can come to a very damaged country” (Council for Aboriginal Reconciliation, 1997, p. 36). Teaching Aboriginal Studies to all Australians therefore can be seen as a vital element in aiding an understanding between Aboriginal and non-Aboriginal people. Consequently, a first step in Australia achieving its stated aim of Reconciliation is appropriate core Aboriginal Studies subjects for preservice teachers in primary teacher education courses. This paper examines the notion of reconciliation, the concept of social justice, and why preservice teachers should have an understanding of the principles of reconciliation and the social benefits thereof for all Australian students.
Many prominent theories of achievement motivation posit some aspect of people’s self appraisals such as their self-efficacy beliefs (Bandura, 1997) or their expectancies for success (Eccles & Wigfield, 2002) as determinants of their investment and commitment in a given domain (see Wigfield & Eccles, 2002). At the same time, scholars are increasingly recognizing the role that interpersonal relationships and appraisals of those relationships, particularly students’ relationships with their teachers, play in directing students’ classroom motivation and behavior. (Juvonen & Wentzel, 1996). In this paper, we explore how students’ interpersonal judgments may contribute to their decisions about cheating in academic settings.

Although students overwhelmingly report that cheating in the abstract is wrong, an estimated 70 to 90% of college students cheat during their academic careers (Evans & Craig, 1990). Students’ own needs for achievement such as their personal performance goals and their levels of self-efficacy may partially explain their dishonest behavior. Specifically, those who have strong desires for outperforming others, and/or low self-efficacy for success also have increased odds of cheating (Anderman et al., 1998). At the same time, however, not all students who desire good grades and/or fear they will not be able to achieve their desired outcome choose dishonest means to meet their goals; the decision to cheat means that one must also willing to violate accepted school norms and risk being seen and seeing oneself as a “bad person.” Moreover, the extant literature suggests that situational aspects of the classroom are bigger determinants of cheating than student characteristics (Murdock & Anderman, in press).

In our work, we applied attribution theory (Weiner, 1974; 1995) as a framework for understanding the way that classroom context variables may influence decisions to cheat, by providing students’ with “good excuses” for their deviant behavior. From an attribution perspective, negative judgments about the self following some undesirable behavior such as cheating can be reduced by displacing blame away from oneself for the behavior. In addition, if I can blame the teacher in some way for my cheating, it not only protects my self image, it might lead me to be angry with that person, and engage in cheating as retaliatory aggression against that person.

We tested these hypotheses using a series of vignette studies. Specifically, we manipulated two aspects of the classroom context that have been found to be related to cheating: quality of the classroom pedagogy (good versus poor) and classroom goal structure (good versus bad). Consistent with our hypotheses, in both studies, participants (undergraduates in study 1; graduate students in study 2), shifted the blame for cheating towards the teacher and away from the portrayed student when the pedagogy was poor and/or the goal structure was performance focused. These shifts also lead to ratings of cheating as more justifiable and more likely. Moreover, the effects of the context variables on ratings of blame were mediated by the perceived respect/fairness of the teacher-student relationship. Implications for building theories of motivation that incorporate students’ expectations and attributions of teachers as well as themselves are discussed.
Is it the Media that makes them Hyper? A Review of Literature at the Intersection of Student Hypermedia and Engagement

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The theoretical framework for this review has two strands. These are the use of hypermedia authoring within learning and student engagement within school contexts. The review will consider the relationships between the different factors of school engagement (behavioural, emotional and cognitive) and the processes used by students when designing and constructing hypermedia texts for an audience of their peers.

The work of Mayer (2005) on cognitive theory within multimedia learning, of Jonassen, (2006) on Information Technology mediated cognitive tools and of Durant and Green (2000) on students as Hypermedia authors will be discussed. The review of the students’ learning contexts will draw on the notion of productive pedagogies in the development of the NSW Quality Teaching project. The examination of the school engagement will draw on the meta analysis of school engagement by Fredricks, Blumenfeld and Paris (2004) and on the MeE framework as described by Munns & Martin (2005).
Papua New Guinea – one of the world’s many developing countries – faces many crucial challenges that arise due to its third world status. Inadequate access to basic health and educational resources, an ever-increasing homeless population, the rising HIV/AIDS pandemic, and dwindling employment rates are few of the many challenges Papua New Guineans must face in the 21st Century. The current study aimed to investigate the aspirations and future orientations of young Papua New Guineans in the midst of these challenges. Fifty-two qualitative interviews were conducted with 32 students, 11 teachers and 9 parents from a combination of primary and high schools in city, rural and village Papua New Guinea. In contrast to previous studies suggesting an atmosphere of ambivalent, hopeless attitudes amongst young persons in PNG, the results of the current study found that students possessed solid and directional goals for their future despite being aware of the limiting circumstances of their developing society. The findings outline the nature of the goals and aspirations students held and gave suggestions for maintaining and encouraging adaptive goals and the utility value of such goals.
Academic Self-Efficacy Expectancies in the Portuguese Context:
An Exploratory Study Using Confirmatory Factor Analysis

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Traditionally, self-efficacy has been defined and assessed at specific domains and tasks, as Bandura (1977, 1997) proposed self-efficacy as a mycroanalytic construct. Yet, several researchers have already reported evidence of a certain degree of generality among academic self-efficacy beliefs, despite their highly context-specific nature (Bong, 1997, 2001, 2004; Bong & Clark, 1999), adding interesting contributions for the discussion of self-efficacy beliefs’ structure in the school context.

In order to study the factorial structure of a new rating scale for assessing academic self-efficacy expectancies, 1,302 Portuguese pupils were examined (48.6% female and 51.4% male), 9th and 10th graders, aged from 13 to 21 years old (M = 15.2 and SD = 1.05). For this purpose, we used the Academic Self-Efficacy Scale (ASES), an instrument developed by Pina Neves and Faria (2005) in the Portuguese school context, which is based on Bandura’s self-efficacy framework (1997, 2001, in press), and has 28 items organized in three different subscales, namely: General School Subjects Self-Efficacy (8 items), Portuguese Self-Efficacy (8 items), and Mathematics Self-Efficacy (10 items).

The results revealed high reliability values for the three subscales, with Cronbach’s alphas ranging from .87 to .95, but poor discriminant validity values. As expected, correlations among subscales evidenced a .40 association between Portuguese and Mathematics Self-Efficacy, and a stronger association between these two subscales and General School Subjects Self-Efficacy one (r = .69 for both).

Moreover, confirmatory factor analyses suggested that pupils’ self-efficacy beliefs could be organized into 3 particular domains (General School, Portuguese, and Mathematics) and that Portuguese and Mathematics beliefs could also define together a more general domain of performance. A three-correlated first-order factor model displayed the best fit. At the same time, a model with one second-order factor (defined by Portuguese and Mathematics first-order factors) provided also an acceptable fit, with this second-order factor being positively and highly correlated with the General School Subjects Self-Efficacy factor and accounting for the amount of covariance between the other two first-order factors. For both models, five additional correlated error paths were incorporated after statistical and substantive justifications, improving significantly the models’ global fit.
Finally, we discuss the decision of choosing one of these models, presenting their conceptual and methodological consequences for academic self-efficacy theory and practice.

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Earlier work in the tradition of Self-determination Theory (Deci & Ryan, 2000) has shown that an autonomous orientation positively predicts open functioning, whereas a controlled orientation is related to defensive functioning. Such relationships were primarily found in the cognitive domain (e.g., attributions), but more research is needed to examine these issues in the interpersonal domain (Hodgins & Knee, 2002). The present research focuses on the concept of ethnic prejudice and the three widely studied prejudice dispositions, that is, social dominance, right-wing authoritarianism and general empathy. In two samples, resp. first and second year psychology students, we examined whether autonomous orientation would negatively predict ethnic prejudice, while a controlled orientation would positively predict it and whether these direct effects would be mediated by the three prejudice dispositions. Results generally confirmed our hypotheses. Results are interpreted in terms of an autonomous orientation as facilitating psychological functioning and growth, resulting in an open approach towards reality in general and other people in particular. In contrast, when general functioning is control oriented, other individuals are more likely to be perceived as a threat for one’s ego, which is indicative of a more defensive functioning.
Learning from Failure Goals Reduce Concerns about Proving Self-Worth

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Students whose self-worth is highly contingent on academic competence have self-esteem that is vulnerable to academic failure (Crocker, Sommers, & Luhtanen, 2002). Past studies have shown that learning orientations reduce the vulnerability of contingent students in the absence of effort (e.g., Niiya, Crocker, & Bartmess, 2004), but increase their vulnerability if they invest effort and fail (Niiya & Crocker, 2005). We speculate that learning orientations as discussed in current theories do not consistently reduce the vulnerability of contingent self-worth because they can be compatible with the goals of proving self-worth. Building on Argyris (1992), we distinguish two learning goals, one that is compatible (single-loop learning goals) and one that is less compatible (double-loop learning goals) with proving self-worth. We predict that double-loop learning goals are more effective in reducing the vulnerability of contingent self-worth. Single-loop learning (SLL) goals were defined as the goal of acquiring knowledge and information, and double-loop learning (DLL) goals as the goal to use failure as a learning opportunity. Using a scale that we have devised, we tested whether DLL goals are less compatible with the goals of proving self-worth than SLL goals.

A total of 199 undergraduate students completed a battery of questionnaires including: (1) the Single- and Double-Loop Learning goals scale (e.g., “My main goal in my courses is to learn as much information as I can” for SLL goals and “Criticism is valuable because there might be something useful in it for me” for DLL goals); (2) the Achievement Goal scale (Elliot & Church, 1997); (3) the Academic Validation Goal scale (Crocker, 2003); (4) the Academic Contingencies of Self-Worth subscale (Crocker, Luhtanen, Cooper, & Bouvrette, 2003); and (5) the Self-Consciousness scale (Scheier & Carver, 1985).

Because SLL and DLL goals were correlated ($r = .40$), we computed partial correlations, partialling out SLL from DLL goals and vice versa. As predicted, SLL goals correlated positively with performance-approach, performance-avoidance, and self-validation goals ($rs$ ranging from .20 to .27, $ps < .01$) whereas DLL goals correlated negatively with these goals ($rs$ ranging from -.14 to -.18, $ps < .06$), suggesting that DLL goals are less compatible with the ego-involved goals than SLL goals. Similarly, SLL goals were positively correlated with academically contingent self-worth ($r = .32$, $p < .01$) and public self-consciousness ($r = .25$, $p < .01$) whereas DLL goals were not correlated with academic contingencies ($r = -.11$, $p = .13$) and negatively correlated with public self-consciousness ($r = -.16$, $p < .01$). These findings indicate that DLL goals are less compatible with the desire to maintaining a positive image of the self.
Our data confirmed that we can reliably distinguish two types of learning goals, the SLL goals that are compatible with the goal of proving self-worth and the DLL goals that are less compatible with these ego-involved goals. Future studies should address whether DLL goals are more effective in reducing the vulnerability of contingent self-esteem than SLL goals.
Support for a Reciprocal Effects Model of Self-Concept and Academic Achievement Through a Contrast of Multidimensional and Unidimensional Approaches

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There is a longstanding debate in the self-concept literature surrounding the causal ordering of self-concept and academic achievement. Some researchers have argued that self-esteem has no positive impact upon performance (Baumeister, Campbell, Krueger & Vohs, 2003). In opposition, Marsh and Craven (2006) contend that there is reciprocity of effect between academic self-concept and academic achievement; i.e., self-concept and achievement are posited to lead to gains in each other. Marsh and Craven argued that the unidimensional perspective of self-concept adopted by Baumeister et al. has undermined attempts to evaluate the causal ordering of self-concept and academic achievement, because global self-esteem scales fail to tap into the constructs they seek to identify. They therefore endorse the use of multidimensional measures of self-concept that specifically measure academic self-conceptions when testing the reciprocal effects model. In order to resolve this contention, the present study assesses the reciprocal effects model by contrasting unidimensional (global self-esteem) and multidimensional (academic self-concept) scores and their relations with academic achievement, using the Youth in Transition data (Bachman & O’Malley, 1986; Marsh, 1987a). Multilevel confirmatory factor analyses were used. As predicted, it was found that a reciprocal effects model was evident from a multidimensional perspective, in which academic self-concept predicted future academic performance, and vice versa. Also as anticipated, the reciprocal effects model did not hold for global self-esteem, in which no clear predictive relation was established. From these findings and other research discussed herewith, it is concluded that multidimensional perspectives of self-concept are essential to glean insight into a variety of outcomes, particularly academic achievement. Thus, this paper has substantial theoretical implications. Further, the importance of understanding the reciprocal effects model in educational settings is emphasised, with recommendations of possible strategies for enhancing self-concept and achievement for practitioners and teachers.
This study examined self-concept in the context of self-image, represented by speaker and recognized by others. Five adults who graduated from special education school because of their intellectual disabilities completed TEG and took interview. TEG was used to investigate how he was regarded oneself and recognized as seeing in what kind of image from others. The key questions in interview were what self-image which they had shown for the person who were intimate or unfamiliar, what they thought of by other’s viewpoint and how they evaluate and describe these images. Analysing obtained protocol, it was clarified that they have few expressional way and variation of self-image. And when recipient returned a different image from what participants represented, even if it was popularly desirable, they tend to give it negative evaluation and meaning. Moreover, they showed dissatisfaction that the image returned by intimate is practically similar anytime. It suggested that few variation of other’s reaction reduce resources of their self-meaning and opportunity of reframing. In self-concept, it’s essential that they combine how they have self-image and others recognize their image. Based on these findings, it’s considered that it is important to acquire various images from others in self-concept.

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Activation of Smoker Self-Beliefs is Systematically Associated with Self-Efficacy to Abstain from Smoking

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This study used the knowledge-and-appraisal model of personality architecture (KAPA; Cervone, 2004) to examine the psychological processes through which the self system impacts health behavior. The KAPA model proposes that people’s enduring knowledge structures exert organizing pressures on judgments and behavior, resulting in predictable patterns of intra-individual consistency and variability. The purpose of this study was to test the ability of the KAPA model to predict self-efficacy for abstaining from smoking in common temptation situations.

There is ample evidence that self-efficacy appraisals are a robust predictor of cessation success, but less is known about the mechanisms that regulate these appraisals. We explored whether activation of schematic aspects of peoples’ self-concept influences self-efficacy for abstaining from smoking. Specifically, we predicted that: smokers would have higher self-efficacy for abstaining from smoking in situations for which they believed a self-schema of theirs would help them abstain from smoking compared to situations for which they believed a self-schema of theirs would hinder them from abstaining. We also predicted, as would be expected for judgments based on schematic information, that people would make self-efficacy judgments more quickly when these were consistent with their self-beliefs (i.e., when people judged they could abstain in situations in which they believed a strength of theirs is helpful).

College-age smokers (\(N=83\)) who were motivated to quit smoking took part in three experimental sessions. In session 1, an idiographic approach (participants nominated their own self-schemas in a free-response task) was used to assess each participant’s self-perceived, most schematic attributes for: 1) helping him/her quit smoking and 2) hindering him/her from quitting smoking. In session 2, participants rated the extent to which these same attributes would help, be irrelevant to, or hinder them from abstaining from smoking in each of a variety of temptation situations. In session 3, we assessed both self-efficacy for abstaining from smoking and response times for making self-efficacy judgments. First, participants were asked to judge whether or not they thought they would be capable of abstaining in the temptation situations; response times were recorded surreptitiously. Second, people rated their level of confidence in their ability to abstain in the same situations using Likert-type scales.

As predicted, participants had significantly higher self-efficacy for abstaining from smoking for temptation situations for which they believed schematic attributes of theirs...
would help them abstain from smoking compared to situations for which they believed their attributes would hinder them. This was true when attributes were self-perceived strengths and self-perceived weakness ($ps < .001$). Response times for judging oneself capable of abstaining from smoking were significantly faster for situations for which smokers believed a personal strength of theirs would help them abstain, compared to situations for which they believed the same attribute would hinder them from abstaining from smoking ($p < .015$). The study replicated previous findings supporting a knowledge-and-appraisal model of personality architecture, wherein highly accessible beliefs, including beliefs about the self, systematically influence people’s everyday judgments. This study extends these findings to self-efficacy judgments for abstaining from smoking.
Explores the various approaches towards the relationship between basic personality variables (level one) and characteristic adaptations (level two). McCrae and Costa (1994, 1996, 1999) theory claims that level one variables are stable and innate and that the interaction with the environment gives rise to level two variables, which do not influence basic personality variables and are unstable in relation to environmental changes. Others have claimed that the relationship between level two and level one traits is likely to be reciprocal in nature (Cloninger, 1993; Marsh et al., in press). While McAdams (1995), claims that McCrae and Costa’s model is to simplistic and that the levels of personality are likely to be distinct with a more complex pattern of relationships likely. This paper outlines a program of study to test the validity of competing theories as they apply to ministers of religion, where alternate models are fitted and then explored to discover which provides the best fit to the data. The model found to provide the best fit would then be subjected to the VERIPATH approach to severe testing of path models (Meehl, 2002). Each model’s ability to predict the psychological health and well-being of ministers is suggested to be a useful and an adequate indicator of the predictive validity of each model.
Early Development of Self Concepts

Meghan Parkinson

Oldfather and Wigfield (1996) described how beliefs about self influence students’ literacy motivation, and suggested that students can become motivated when they construct an idea of themselves as readers and believe that they are competent readers. Thus, it seems imperative to study the development of readers’ self-concept, or self-beliefs about reading, from the time children enter school and begin learning to read. Children who see themselves as readers, have reading-related goals and value reading are more likely to persist in the task of learning to read and respond strategically when they encounter failures.

This currently proposed work is a psychometric analysis of self-concept measures used in previous studies examining young children or children in preschool through 2nd grade. This range was chosen because it captures the first years of formal education. It also corresponds to Byrne’s (1996) category of young children in her review of self-concept measures across the lifespan. Secondly, all of the studies examined specifically examined the construct of self-concept. Measures of self-esteem or self-worth were excluded for being too global, and measures of self-efficacy were excluded for being too task-specific. Self-concept was considered the middle band of specificity – domain-specific perceptions of self. After reviewing self-concept scales empirically used in the past 30 years, seven were selected that met the above criteria (Aunola, Leskinen, Onatsu-Arvilommi, and Nurmi, 2002; Chapman & Tunmer, 1995; Gambrell, Palmer, Codling, and Mazzoni, 1996; Harter & Pike, 1984; Herbert & Stipek, 2005; Marsh, Ellis, and Craven, 2002; Wigfield, et al, 1997).

In all, this review has revealed several limitations of scales used in previous self-concept work and several areas in need of further investigation within the self-concept literature. First, the primary research limitation of current work in this area is the lack of a consistent definition for self-concept. For example, Harter (1984) defined self-concept as self-judgments, comprised of behavioral descriptions of ability, within specific domains; while Gambrell et al (1996) failed to define self-concept, but used it interchangeably with the term competence beliefs. Thus, work in this area should focus on the theoretical underpinnings of self-concept and produce a clear definition of self-concept. With clear definitions, researchers can begin to address some of the measurement issues discussed within this review. Once those issues are resolved, future studies can examine at what age children accurately represent reading self-concept. This might be done by using reading achievement measures. Several studies reviewed did look for a relationship between self-concept and achievement, but the results were mixed and an inconsistent definition of self-concept could be the reason for this. Lastly, it would also be interesting to compare self-report measures to teacher, parent, and peer reports to address validity issues.
This is important because the more that is understood about young children’s self-concept as they enter school, the better able educators will be able to create learning situations that take into consideration the needs and motives of students, so that they do not become disengaged through their school years.
A Pooled Case Comparison: How does SES influence self beliefs?

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The purpose of this paper will be to present qualitative findings regarding adolescents' perceptions of how their social class affects their relationships, motivation, and academic performance. In an effort to enrich understanding of the relationships among socioeconomic status (SES), academic achievement and adolescent self beliefs, West and Oldfather’s (1995) method of pooling data for cross case study is used to analyze qualitative findings from the studies of two researchers. Four adolescents were interviewed; two students (one high school and one college) were of low SES backgrounds and two were from high SES families. Both researchers conducted separate open-ended interviews, one researcher conducted a focus-group with two high school students and the other researcher conducted separated interviews with two college freshmen. Pooled findings are in line with other research connecting SES with academic achievement and attainment (Arnett, 2004; Featherman, 1980; Gutman & Eccles, 1999) and with research on self-efficacy and self-regulation (Hackett, 1985; Pajares & Kranzler, 1995; Pajares & Miller, 1994a). Findings across the interviews indicate adolescents’ thinking about class status is complex and shapes their sense of academic self-efficacy and self-regulation. In some instances, we found the adolescents were cognizant about the role that social class played in their decision-making. Whereas, in other situations the adolescents talked about the implicit benefits of class without explicitly recognizing the role SES played in their circumstances. As a result, social class may grant or limit access to economic or other resources. The result of the exposure to those resources influences problem-solving in academic and non-academic settings. This dynamic yields to complex adolescent thought related to social class, self-regulation, and self-efficacy.

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Relationship between physical self-perceptions and body composition following a 10 week exercise program for previously sedentary participants

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Objective: The physical self is not only an important contributor to overall perceptions of self-worth, it is also related to health and achievement behaviour (Fox, 2002). Fox’s (1997) ‘intervention hypothesis’, in this respect, suggests that participation in an exercise programme would potentially influence global self-perceptions. The aim of the present study was to investigate whether body composition and engagement in an exercise program influenced participant’s physical self-perceptions.

Method: The study consisted of 92 participants (40 males and 52 females; average age 31.9 ± 9.37 years). Inclusion criteria for this study was that participants were sedentary for at least 6 month before commencement of the study. The study was approved by a University ethical committee and written consent was provided by all participants. The PSPP was used to assess physical self-perceptions (Fox & Corbin, 1989). Body fat percentage was measured using a bioelectrical impedance analyser (RJL systems, Detroit). Height was measured using a wall-mounted stadiometer whereas weight was assessed using a calibrated digital electronic scale. Based on height and weight participants BMI was calculated. A measuring tape was used to measure waist and hip circumferences (WHR, waist circumference divided by hip circumference).

The study consisted of an exercise intervention group (N = 72) and a control group (N = 20). Participants in the intervention group attended public gyms in North-west London. Measurements where taken at the participants induction session and after a 10 week period. All participants were provided with an individual training program which followed ACSM. Adherence was assessed by means of an electronic entry card to the gym facilities and a self-report measure.

Results: For statistical analysis the participants in the exercise group where categorised as either adherers (> 30 sessions; N = 35), and non-adherers (< 30 sessions; N = 26). Repeated measures analysis of variance [3 (adherers, non-adherers, control) x 2 (pre-, post-test)] and follow-up post-hoc comparisons showed that the adherers had a significant decrease in % body fat and BMI and a significant increase on the body, condition and strength subscales of the PSPP from pre- to the post-test. Additionally, correlational analysis for the change in the dependent variables from pre- to post-test showed significant correlations for the adherers between change in % body fat and the body subscale of the PSPP (r = 0.341, p = 0.045). Also, change in the WHR was associated with the sport (r = 0.404; p = 0.016), body (r = 0.432; p = 0.009) and strength (r = 0.569; p < 0.001) subscales. No significant correlations where obtained for the non-adherers and control conditions.

Conclusion: The participants who adhered to the exercise program showed significant changes in their body composition in terms of a decrease in % body fat and BMI and this change was associated with perceiving oneself in better physical condition, stronger and they were also more satisfied with their physique. These findings partially support Fox’s (1997) intervention hypothesis in that engaging in regular physical exercise and its associated physical changes can positively alter participants’ physical self-perceptions.
Physical Self-Concept: Can it be Measured Reliably; Is it A Relevant Construct; Is it too Idiosyncratic to be Useful as a Research Paradigm?

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The most reliable thing about the physical body is that it will change over a lifetime. How do humans re-align their conceptualization of themselves as they see and feel their bodies aging? Can this change be quantified reliably or described in useful ways? Is such a pursuit meaningful? Is such a phenomenon so individualistic that it is fatuous to use it in research? This paper looks at the development of attempts to resolve these questions and in particular looks at the psychometric properties of Physical Self Concept batteries and the results that have been achieved utilizing them. The paper gives special attention to looking at the properties and uses of Physical Self Concept Inventories by Fox & Corbin, Marsh, et al, and Richards.
Do physical education programs and physically based educational programs such as outdoor education experiences enhance physical self-concept? Can change, if any, be reliably measured? If there are changes, which programs work best? Are there gender differences in responses to physical programs and do co-educational or single sex programs work best? These are fundamental questions which are too often not asked and which are addressed in this research.

In a series of studies of a variety of in-school and out-of-school programs run for high school students, it was found that some programs achieve little effect while other programs gain significant enhancement of physical self-concept which can be enduring. The main instrument for measuring physical self-concept, the Richards Physical Self-Concept Scales proved appropriately sensitive to change while proving to be test-retest reliable, have high factor structure validity and scale internal reliabilities and to be an efficient and effective multi-factorial measuring instrument.
Psychometric Properties of the Exercise Self Regulation Questionnaire (SRQ-E) among College Student Exercisers

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This study represents the first psychometric evaluation of the Exercise Self Regulation Questionnaire (SRQ-E), adapted by Deci and Ryan (2003) from a questionnaire originally developed by Ryan and Connell (1989). Based on Self-Determination Theory (SDT; Deci & Ryan, 1985), the SRQ-E assesses the regulatory styles of intrinsic motivation, external regulation, introjected regulation, and identified regulation in relation to participating in physical exercise. Data from a sample of college exercisers (N = 217) was used to assess the instrument’s internal consistency, convergent construct validity, and factor structure. Measures of internal consistency included Cronbach’s Alpha (.89), inter-item (.007 to .82), item-scale (.76 to .92), and item-total score (.46 to .74) correlations. Construct validity was supported by subscale correlations (.40 to .74) with a conceptually related measure, the Situational Motivation Scale (SIMS; Guay, Vallerand, & Blanchard, 2000). Interestingly, exploratory factor analysis resulted in a two-factor solution (extrinsic and intrinsic motivation), which accounted for 66.2% of the variance, with factor loadings ranging from .50 to .90. These results contrast with the proposed four-factor model. In summary, although its factor structure may not tightly correspond to SDT-based constructs, the SRQ-E represents a brief, reliable, and valid self-report measure of situational intrinsic and extrinsic motivations for exercise.

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Perfectionism refers to a personal disposition that leads a person to focus on very high standards of performance (Slade & Owens, 1998). In its negative form, it is characterised by demands of an excessive magnitude, accompanied by recurrent self-criticisms and negative self-evaluations. Many authors have classified negative perfectionism as a dysfunctional cognitive framework; where experiences are evaluated in a dichotomous fashion and where small negative aspects are generalized, overshadowing positive events. Predictably, negative perfectionism has been linked to many other psychological disorders.

It is often assumed that children’s exposure to overly high parental expectations of achievement is involved in the development of negative perfectionism. Parental expectations of achievement may take the form of the kind of learning goals they value for their child. Repeated exposure could eventually lead the children to internalize and adopt these parental goals. Parents may value mastery goals, where the emphasis is put on the importance that the child enjoys learning, develops new abilities and makes progress. Conversely, they may be more preoccupied by the child’s level of performance and push them to overachieve others. Apart from Ablard and Parker’s (1997) study with gifted students, no study with a normative sample was found that explored the relationship between learning goals valued by parents and negative perfectionism in their children. Based on Harter’s (1999) contention that multiple negative consequences would appear if a child perceives that his parents’ affective support is conditional and depends on the fact that he performs commensurate with their high standards, we propose that perfectionism could be one of those consequences. Children who perceive that emotional support and love from their parents are linked to their capacity to fulfil their expectations could be inclined to develop perfectionistic attitudes in order to ensure their parent’s affections. The objective of this two-year study was to investigate the relationship between children’s negative perfectionism and the perception of their parent’s unconditional support and valuation of learning goals. To this end, 571 grade 3 and grade 4 students were seen at each year. They responded to a questionnaire, devoted at assessing their negative perfectionism, their perception of the learning goals their parents value for them and their perception of the conditional nature of the affective support they feel from their parents.

Results showed no gender differences and relative stability of negative perfectionism from year to year (r=.47). A regression analysis made for the study’s last year indicates that negative perfectionism of the previous year, perception of the conditional nature of parental affective support and the learning goals perceived to be valued by parents predict 35.3% of the variance in negative perfectionism. For the first year, where the predictors were the same except for the inclusion of the previous year’s perfectionism, the prediction amounts to 23.2% of the variance in perfectionism. In both years, the most powerful predictor of negative perfectionism in children is the perception that their parents’ support and love are contingent with their school performance.
According to Baddeley (1992), autobiographical memory is the capacity to recuperate past experiences which object of knowledge is the self. An important function of autobiographical memory would be to give coherence to personal histories and to create and continuously readjust a self-concept that reflect past events. The self-concept is a construct embedding multiple dimensions some of which are particularly important for psychological well-being. According to Harter (1999), self-esteem is at the core of psychosocial adjustment. Self-esteem results from feeling competent in domains that are considered important for the person. According to several authors, people are prone to self-enhancement in self-appraisal. Taylor and Brown (1988) consider that positive biases have benefits in that they sustain people’s motivation toward reaching their goals, promote greater persistence and ultimately greater success. However, not all people are so optimistic about themselves. Some persons underrate their competencies, thus manifesting a negative illusory bias. Despite the potential that is reflected in their standardized test scores, such children have lower achievement expectations. The phenomenon has not yet been studied extensively particularly among normative sample of children. Other persons do not feel successful and competent despite evidence of accomplishments. They strongly believe that they do no deserve their successes. Those are plagued with a conviction of being impostor and they experience intense feelings of fraudulence and intellectual inauthenticity (Clance, 1985). The impostor phenomenon has received much attention and studies have consistently link it to neuroticism, trait anxiety and psychological distress. Some authors consider that the impostor phenomenon expresses the failure of internalising success (Sonnak & Towell, 2001). Impostors might be more apt to memorise negative than positive events. Studies have usually investigated the phenomenon among adults, most often college and university students. Thus, investigation of the phenomenon among elementary school children is still needed. Given the functional role of autobiographical memory on the construction of self-concept, it might be hypothesized that this factor would be involved in both the impostor phenomenon and the negative illusory bias. As far as we know, no study as yet investigated this issue. The objective of the current study is to examine the relationships between the impostor phenomenon, the negative illusory bias and the positive and negative valence of autobiographical memory among primary school children. 719 pupils from the fourth and fifth grade responded to a standardized test of mental abilities and to a questionnaire allowing to assess their perceived competence, feelings of impostor, and positive and negative valence of autobiographical memory. Standardized residuals of the regression of children’s perceived competence on mental ability scores serve to evaluate illusory bias. Results indicate that children who reported recalling more easily negative than positive events also report more feelings of impostor and more negative illusory bias as hypothesised. Partial correlations show that negative illusory bias (9.7%) selected memory of negative autobiographical events (6.9%) both contribute to impostor feelings.
Reducing the Negative Consequences of the Big-Fish-Little-Pond Effect: An Examination of Socio-Economic Status and Individual Differences in Learning

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Big-fish-little-pond effect (BFLPE) researchers (Marsh, 1991; Marsh, Chessor, Craven, & Roche, 1995) have advocated that the identification of individual differences among students would be a valuable tool in developing policies aimed at maximizing the benefits of attending academically selective schools, but to date research investigating these factors has had limited success. This gap in the literature was addressed by the present study in which potential moderators of the BFLPE were identified. Utilising the Program for International Student Assessment (PISA) database (Organization for Economic Co-operation and Development, 2000), socio-economic status (SES), and individual differences in the way in which students approach the learning situation were examined. While SES reduced the negative effects of the BFLPE, individual differences in the way in which students approach the learning situation did not. The implications of these results and suggestions for future research were discussed.
The Causal Relationships between Junior High Students’ Achievement Goals, Academic Hope, and Their Efficacy in Learning Language Arts and Mathematics

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This study was an attempt to explore and verify the causal relationships between junior high students’ achievement goals, academic hope, and their efficacy in learning language arts and mathematics. Particularly, achievement goals (learning goals vs. performance goals) and several important factors related to academic hope, including one’s epistemological beliefs, pathways thoughts, and agency thoughts, were discussed in the model. The author used structural equation modeling with a sample of 396 eighth grade students across 5 different counties in Taiwan to test the hypothesized model. The results showed that, as hypothesized, the effects of achievement goals on students’ efficacy were not only direct but also indirect through the mediating role of pathways thoughts and agency thoughts in learning both subjects. However, while in learning language arts, the direct effect of epistemological beliefs on achievement goals was not significant, yet this effect was significant in learning math. Therefore, the results implied that to boost up students’ academic efficacy, educators should put more emphases on learning goals. It was also shown that empowering students with sufficient waypower (pathways) and willpower (agency) would be beneficial to increase their efficacy. In addition, the incremental view of epistemological beliefs should be particularly encouraged in learning math, since it has a direct impact on learning goals, which in turn would increase students’ efficacy.

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Job Characteristics, Fatigue and Motivation – Is a Happy and Healthy Worker a Productive Worker?

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This poster outlines a research proposal that attempts to unravel the relationship between job characteristics, fatigue and motivation of the individual within the workplace. Using a sample of some 400 teachers in a two-wave longitudinal design, this study expands upon the job demands-resource model, incorporating a temporal relationship between these variables. It is hypothesised that a workplace with high job demands together with enough resources to meet those demands (active environment) will result in greater motivation and lead to outcomes such as increased enjoyment, passion and flow in the workplace. However, it is hypothesised that high job demands together with insufficient resources to meet those demands (a high strain environment) increase rates of burnout that manifest in increased rates of absenteeism, self-reported illnesses and turnover intention. It is hypothesised that motivation in time 1 will reduce burnout in time 2, and that burnout in time 1 will reduce motivation in time 2. The dynamic model of job characteristics, fatigue and motivation within the workplace should provide greater insight into the causal relationship of these variables and aid in workplace interventions that aim increase employee wellbeing and other organisational outcomes.
Cooperative Behavior in a Prisoner’s Dilemma- A Terror Management Perspective

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This paper investigates how social values mediate choice-related behaviour in a one-shot Prisoner’s Dilemma (PD) and how players’ strategy in the PD was influenced by mortality salience. In the first stage of the experiment, three hundred and twelve participants made choices in the PD, with results suggesting that individualistic and competitive participants prefer and make selfish choices that are reflected in the actual payoff matrix, while prosocial individuals prefer and make cooperative choices that are based on the subjective transformation of the PD into an Assurance game. In the second stage of the experiment, mortality salience significantly increased cooperative behaviour of prosocial individuals, while there was no change in cooperative behaviour for competitive and individualistic participants. Changes in cooperative behaviour were not mediated by the ingroup or outgroup status of the other player. These findings suggest that prosocials view the PD differently to individualistic and competitive participants and identifies cooperative behaviour for prosocials individuals as an important behaviour that serves a terror management function.
It is well established that what teachers think about students’ ability, their home situations, their physical attractiveness and even their parents affect instructional practice, quality of teacher-student interactions and academic performance (Rosenthal & Jacobson, 1968; Murdock & Miller, 2003). For instance, Hauser-Cram, Sirin, and Stipek (2003) found that when teachers perceived differences in educational values between themselves and parents, students were rated less competent and lowered expectations for their academic success were held. While that study is one of few to empirically examine how perceptions of educational value differences influence students’ experiences in school, the relationships between expectancy variables such as perceived educational value difference and student academic self-efficacy and engagement have yet to be investigated. The current study fills this void by examining the relationships among educational value differences, teacher expectations, instructional practices, self-efficacy, and student engagement in Language Arts classrooms.

The sample from a majority low-income middle school in the Southeastern region of the country consisted of 273 students included 134 African Americans, 67 European Americans, 48 Latino/Latin Americans, two Asian Americans, and 22 students identified. Six female teachers (2 African American and 4 European American) also participated. Students were given the ESA Related Practices scale (Kerman, Kimball, & Martin, 1980), which was used to measure teacher expectations and the Instructional Preferences and Practices Scale, assessing teachers instructional practices (Boykin, Tyler, Kizzie, & Boelter, 2004). Student academic self-efficacy was measured by the Academic Efficacy subscale (Midgley, Maehr, Hruda, Anderman, Anderman, Freeman, Gheen, Kaplan, Kumar, Middleton, Nelson, Roeser, & Urdan, 2000). Student also completed three subscales of the Student Engagement scale (Fredricks, Blumenfeld, Friedel, & Paris, 2003). Teachers responded to two instruments per student. The first was the Hauser-Cram scale (Hauser-Cram, Sirin, & Stipek, 2003), which addressed the degree to which teachers perceived educational value differences between themselves and parents. The second was a modified version of the ESA Related Practices scale (Kerman, Kimball, & Martin, 1980) which addressed the teachers’ perspectives on their expectation-based behavior in the classroom.

Hierarchical regression analyses revealed that emotional engagement was predicted by student reports of teacher expectations ($\beta = .355$), meaningful learning ($\beta = .185$), and teacher reports of expectations ($\beta = .118$). Behavioral engagement was best predicted by teacher perceptions of educational value differences ($\beta = -.285$), student perceptions of teacher expectations ($\beta = .291$), verve ($\beta = -.186$), and...
student race ($\beta = .141$). Cognitive engagement was best predicted by student perceptions of teacher expectations ($\beta = .307$), voice and choice ($\beta = .194$), and teacher perceptions of expectations ($\beta = .143$). Finally, academic self-efficacy was predicted by student perceptions of teacher expectations ($\beta = .297$), teacher perceptions of educational value discontinuity ($\beta = -.295$), and meaningful learning ($\beta = .137$). Here, teacher expectations played a significant role in students’ self-efficacy and engagement. Insight into the specific instructional practices that influence student self-efficacy and engagement was also garnered. Further, the emergence of perceptions of educational value discontinuity as a predictor of behavioral engagement and self-efficacy indicate that these teacher attitudes are perceptible and influential to students.

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A Two-Year Study of the Relationships between Cognitive Distortions and Perceived Competence and Self-Esteem

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Perceptions of competence and self-esteem play an important role in academic functioning and psychological well-being (Harter, 1999). Self-evaluation of competence and development of self-esteem result from information processing of relevant feedback following actions in the environment. However, information processing may be distorted by a negative perception of reality. According to Beck (1977), cognitive scheme errors, i.e. dysfunctional attitudes or irrational beliefs, can effect the perception of reality, the manner of responding to reality, and the negative nature of the inner language. He suggested that people who negatively process information are more inclined to lower their self-evaluation. Accordingly, negative self-perceptions and low self-esteem could indicate a negative bias in information processing (Stephanou, 2004). The presence of cognitive distortions in adolescent populations remains largely unexplored, and most of the studies have focused on their links with inner disorders.

The objective of this two-year study was to examine whether scholastic perceived competence and self-esteem of young adolescents are associated with the presence of cognitive distortions. Among the cognitive distortions identified in the literature, the following seem more relevant to perceived competence and self-esteem: negative perfectionism (the importance of excelling at school to gain love and respect), overgeneralization, personalization, catastrophic interpretation of difficulties or shortcomings encountered, and negative treatment of positive situations (which combines selective abstraction of negative information in positive situations and minimisation of the positive aspects).

At each year of the study, 383 adolescents (171 boys and 212 girls, aged from 12.6 to 13.7 years old) from grades five and six at outset of the study were met twice during regular class periods. The first session was devoted to a standardized IQ test and the second to the questionnaire comprising all variables mentioned above.

At year-1, perceived competence and negative perfectionism were significantly linked to self-esteem. In addition to the contribution of year-1 self-esteem, the same relations remained significant at year-2. Also, personalization, that was marginally significant at year-1, became significant. With regard to perceived competence, except for overgeneralization that became marginally significant at year-2, systematic links were observed between negative perfectionism, personalization and negative treatment of positive situations, over and beyond the contribution of IQ and perceived competence at year-1. Findings of this study provide some support for the importance of information processing in the development of scholastic perceived competence and of self-esteem. The kind of cognitive distortions particularly linked to each variable will be discussed.
A Program to Promote Self-regulated Learning at University

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Even though self-regulated learning is considered as an important condition for successful (life long) learning, empirical results show no or only little enhancement of self regulation through methods of teaching and learning at central educational institutions (schools and universities). Additionally there is a lack of experience in the application of theoretically well-founded e-learning techniques in university lectures. Against this background the Vienna E-Lecturing (VEL) program was developed. VEL is a long term intervention of one year and is totally integrated in a compulsory lecture at university. VEL follows up four goals: imparting (1) professional content (methodology), (2) cooperative learning, (3) self-regulated learning, and (4) e-competences. Theoretical background of VEL provides the process model of self-regulated learning (Schmitz, 2001). To implement a form of e-lecturing, called blended learning concept, the program consists of virtual learning modules realized at a learning platform and face-to-face sessions. The evaluation of VEL compares students who attended the VEL program to students who attended a reduced course (without fostering cooperative and self-regulated learning). Data were collected before, during and after the intervention. Up to now 80 students participated in VEL, 80 students served as controls. First results show positive effects in the "VEL-Group" concerning important parameters of the self-regulated learning process in the domain of methodology: e.g. interest, goal orientation, self-concept, self-efficacy, helplessness, and dealing with failure.

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The Concept of Preparatory Efficacy: Can Self-Doubt Be Beneficial to Performance

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Self-efficacy has a well-established positive and reciprocal relationship to performance in many domains; however, Bandura has argued that high self-efficacy may not be equally beneficial in all situations. Specifically, Bandura argues that high self-efficacy for a performance situation may need to be tempered by self-doubt during the preparatory phase leading up to the performance in order to generate an adequate preparatory effort. Given that many situations contain a preparatory phase in addition to a performance phase (e.g. athletic competitions, academic and other achievement testing situations), it behooves those interested in performance to determine the relationship between preparatory efficacy and performance. Despite Bandura’s assertion that preparatory and performance efficacy may serve differential functions in terms of resource allocation toward task performance, little to no empirical evidence exists to support his assertion. This presentation will examine the existing evidence for the preparatory efficacy concept and discuss possible implications for performance.

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