



Sixth Self Biennial International Conference

The Centrality of SELF Theory and Research
for Enabling Human Potential

CONFERENCE PROGRAM



Quebec City, Canada
June 19-22, 2011

Laval University



PROGRAM AT A GLANCE

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Sunday, June 19th		9 :00 - 10 :00 10 :00 - 10 :15 10 :15 – 12 :15 12-15– 14 :00 12-15– 14 :00 14 :00 – 15 :00 15 :00 – 15 :15 15 :15 – 17 :15	Monday, June 20th		Tuesday, June 21st		Wednesday, June 22nd	
			Keynote presentation Edward L. Deci	Grand Salon	Keynote presentation Mark R. Leary	Grand Salon	Keynote presentation Robert J. Vallerand	Grand Salon
			Coffee Break	Agora	Coffee Break	Agora	Coffee Break	Agora
			Paper presentations		Paper presentations		Paper presentations	
			Autonomy-supportive contexts	Grand Salon	Self-esteem	Hydro-Québec	Learning contexts, students' beliefs and emotions	Hydro-Québec
			Achievement goals	Hydro-Québec	Self-regulation in learning and development	2300	Theoretical perspectives on the self	2320
			Self-consciousness, self-consistency and self-reflective potential	2300	Motivation and identity related to physical activity participation	2320	Self-concept across different domains	Grand Salon
			Identity	2320	Social comparaison and self-concept	Grand Salon	Self Ph.D Award : Recipient presentation	2112
			Personality and self- theories	2112	Self-concept, Aboriginal students and parents	2112		
			Lunch		Lunch		Lunch	
			Poster Presentations	Agora	Poster Presentations	Agora	Poster Presentations	Agora
Ongoing Registration	Grand Salon		Keynote presentation Andrew J. Elliot	Grand Salon	Keynote presentation Reinhard Pekrun	Grand Salon	Keynote presentation Herbert W. Marsh	Grand Salon
Welcome speech	Grand Salon		Coffee Break	Agora	Coffee Break	Agora	Closing: Herbert W. Marsh	Grand Salon
Shavelson Award	Grand Salon		Paper presentations		Paper presentations			
Keynote presentation Jacquelynne Eccles	Grand Salon		Satisfaction of basic psychological needs	Hydro-Québec	Well-being and motivation in goal pursuit	2320		
Self PhD Award	Grand Salon		Cultural differences and identity construction	2300	Teachers' beliefs and teachers' self-efficacy	2112		
			Attributions and attitudes from different perspectives	2320	Self-concept in STEM	2300		
		Expectancy-value theory and academic self-concept	Grand Salon	Academic self-concept, motivation and achievement	Grand Salon			
Welcome cocktail	Cercle	Self-determination and choice in various life contexts	2112	Social/instructional contexts, self-conscious emotions and self-efficacy	Hydro-Québec			
		17 :45 – 23 :00	Banquet: Aquarium of Quebec					



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A few words from the organization committee

The 2011 Self Biennial International Conference will be held at **Laval University** in **Quebec City**, the capital of the province of Quebec, Canada. The conference is part of a continuing series of meetings that have gained greater visibility in the field of SELF research. The 2011 conference will bring together a wide array of speakers from all over the world addressing diverse areas such as **goals, identity, motivation, self-concept, self-regulation and lots more**. This conference should be of interest to researchers, graduate students, and educators.

We welcome you to participate in this rich event and discover the seductive charm of Quebec City!

Frédéric Guay

Dennis M. McInerney

Rhonda G. Craven

Herbert W. Marsh

Conference organizers



A brief history of the Self Biennial International Conference

The SELF International Conference series commenced as a boutique conference in the Blue Mountains in Sydney and is now, with the Sixth SELF International conference being held at the University of Laval, Quebec, Canada, it is entering its second decade as an international event. This brief history of the conference series outlines its international involvement.

The inaugural conference, the idea of Professors Herb Marsh and Dennis McNerney and Rhonda Craven, was held in the beautiful Blue Mountains just outside Sydney, in Australia, and attracted approximately 60 academics from several countries. The demand for such a valuable networking opportunity was so great that it was evident that there would be continued interest. The second conference, held at Manly, in Sydney, Australia and convened again by Professors Marsh, McNerney and Craven, attracted even more international colleagues and was a huge success with many keynote speakers, and oral and poster presenters. The first two conferences were convened by the SELF Research Centre but the interest in SELF International Satellite Centres increased to such an extent that the third SELF International Conference was held at the Max Planck Institute for Human Development in Berlin, Germany under the convenorship of Professor Jurgen Baumart. The international community was well-represented and a very successful conference was convened. The fourth SELF International conference was held at the University of Michigan under the leadership of Professor Jacque Eccles and this saw yet a further increase in number of international colleagues and presentations. The Fifth SELF international conference was organised by Professor Maher Abu Hilal and held at the United Arab Emirates University in Al Ain, in the United Arab Emirates.

From the small, boutique conference in 2000 to such a prestigious international event and an increased participation rate, we find ourselves at the Sixth SELF International Conference at Laval University, Quebec, Canada under the convenorship of Professor Frédéric Guay. The result: Over a decade of interesting SELF research, networking, and collaboration.



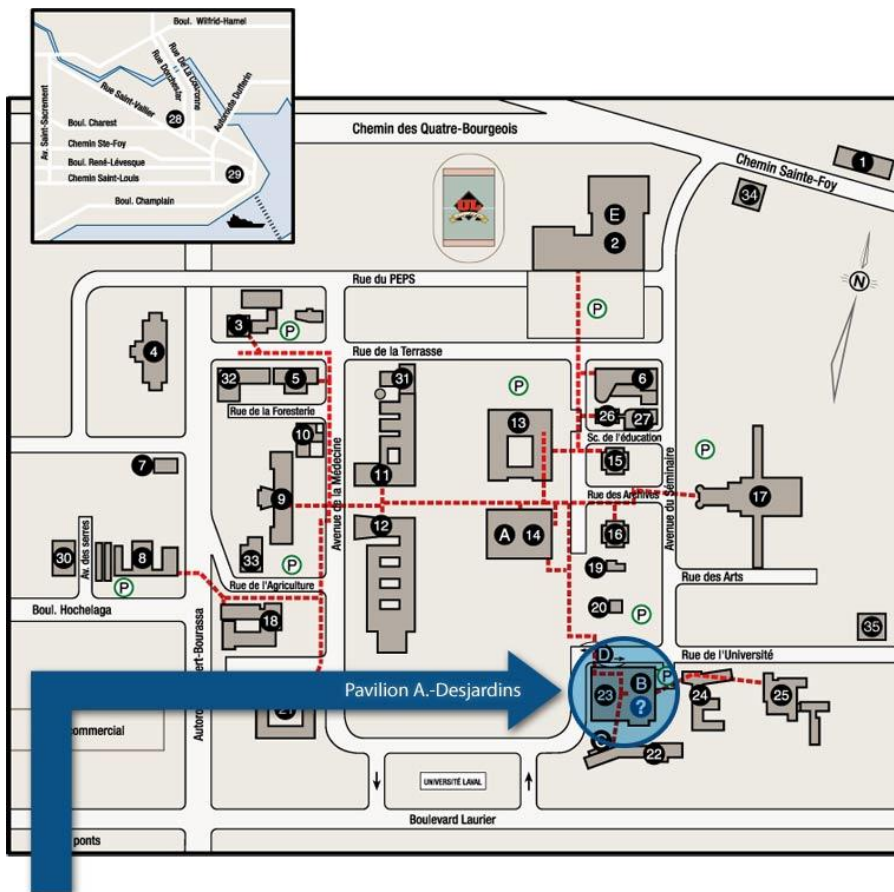
Campus map and address

The conference will be held at the Pavillon Alphonse-Desjardins:

2325, rue de l'Université
Laval University
Quebec City (Quebec) G1V 0A6

Please visit this link to locate the campus on Google map:

<http://maps.google.com/maps/ms?ie=UTF&msa=0&msid=113611257512070824265.0004710b949668a2dc9e7>





Transportation

Quebec City has public transportation which can easily take you to major destinations.

Buses 800 and 801 are conveniently scheduled to come every 5-10 minutes to Laval University and downtown Quebec City.

Bus stations are located at major intersections and within a walking distance to most attractions.

Please visit the public transportation website of Quebec City at the following address:

<http://www.rtcquebec.ca/NewCustomer/Busroutesforallofyouractivities/tabid/272/Default.aspx>

Internet Access

Upon arrival you will receive an access code to link your laptop computer or PDA to the University Laval Wireless system. Note that there will be no computer room available for attendees. So bring your laptop or PDA with you if you want to take your emails!

Meals

Included in your registration fees:

- Welcome cocktail on Sunday evening
- Mid-day meals served at the Cafeteria of the Alphonse-Desjardins building between 12:15 – 14:00
- Coffee breaks

Where to eat?

- Please visit the following website to have a complete list of Quebec City best restaurants:
- <http://www.quebecregion.com/en/restaurants?a=vis>

Keynote Speakers



[Who am I? Where am I going?](#)

Jacquelynne Eccles

University of Michigan, USA



[A Self-Determination Theory Perspective on Human Development and Actualization](#)

Edward L. Deci

University of Rochester, USA



[The hierarchical model of achievement motivation applied to competitive striving](#)

Andrew J. Elliot

University of Rochester, USA



[Hypo-egoic Processes: Antecedents and Implications of Quieting the Self](#)

Mark R. Leary

Duke University, USA



[Achievement Emotions: Origins, Functions, and Implications for Practice](#)

Reinhard Pekrun

University of Munich, Germany



[The Role of Passion in Optimal Functioning in Society](#)

Robert J. Vallerand

University of Quebec in Montreal, Canada



[Self-concept: A Methodological-Substantive Research Programme Spanning 30 Years](#)

Herbert W. Marsh

Oxford University, UK



Shavelson Award

Starting with the Third Biennial SELF Research Conference, the Shavelson Career Achievement award was instituted. It is awarded to a Senior Distinguished Researcher in honor of his/her lifetime contributions to the field of self-concept research.

In 2004, the Inaugural award was made to Professor Richard Shavelson at the SELF Conference held in Berlin. The award was named in his honor and presented to him for his theoretical, methodological, and empirical contributions to the field – particularly the Shavelson, Hubner and Stanton (1976) review of self-concept theory, measurement, and research that set the stage for the next generation of self-concept.

In 2006, the second Career Achievement Award was presented to Professor Albert Bandura at the SELF Conference held at University of Michigan. Given his contributions to the development of social cognitive theory, self-regulation theory, and the self-efficacy construct, it would be hard to imagine a more suitable recipient. Indeed, there are substantial connections between our first two recipients – not only have both spent much of their academic careers in Stanford, but Professor Bandura's research and mentoring were pivotal in Professor Shavelson's early work that set the stage for his contributions to the field.

In 2009 the third Career Achievement Award was presented to Professor Herb Marsh at the SELF conference held in the United Arab Emirates. The award was in recognition of his fundamental research into self-concept theory, measurement, methodology, research and application. Indeed, he is one of the most prolific and highly cited researchers in this field. Professor Marsh's research is also closely linked to Richard Shavelson's seminal contributions and led to several key articles co-authored by them.

Given this host of talent who has already been awarded the Shavelson Career Achievement Award, it is hard to imagine who the next recipient will be. Be sure to attend the 2011 SELF Conference to be held in Quebec City to see yet another richly deserving researcher receives this award in recognition of his/her lifetime achievements to self research.



The SELF PhD Award

The SELF PhD Award is presented at the biennial international conference for the most outstanding doctoral dissertation(s) in the field over the previous two years. The inaugural awards were presented in 2009. This award recognises outstanding contributions made by a doctoral student(s) whose thesis focus lies within the different research traditions that drive self and identity research. The recipient will be awarded on Sunday June 19th and her/his presentation will be on Wednesday morning June 22.

Recipients of the 2009 Outstanding PhD Awards

Dr Alison O'Mara

Gender Differences in Various Self-Concept Domains Across the Lifespan: A Meta-Analysis Using a Construct Validity Approach

Dr Genevieve Nelson

Education is the key to my future: The educational experiences of students living in village, rural, and urban Papua New Guinea

Dr Marjorie Seaton

The Big-Fish-Little-Pond Effect Under the Grill: Tests of its Universality, A Search for Moderators and the Role of Social Comparison

Dr Gawaian Bodkin-Andrews

Seeking Resolutions for the Inequities within Indigenous Education-Unearthing Causal Psychosocial Constructs that Impact upon Educational Outcomes

Attractions

Quebec City is the capital of the province of Quebec, and one of the most visited places in Canada. Its architecture, pedestrian streets and fortifications, unique in North America, will provide you with a unique experience. Come to visit Vieux-Québec (Old Québec), a UNESCO world heritage travel destination, Plains of Abraham, and Downtown Quebec City. Discover 400 years of history and experience the unequalled ambiance of the charming Quebec.

Top places to visit

Fortifications of Quebec National Historic Site

Quebec City is the last fortified city in North America. Located atop of a cliff in a unique site, the fortifications dominate the St-Lawrence River. Covering 4,6 kilometers, its walls encircle the upper town and tell about years of military history.

Château Frontenac

Fairmont Le Château Frontenac is the heart of Quebec City. Overlooking the old town, the luxurious hotel brings thousands of visitors every year. Located right by the impressive monument and offering a breathtaking view, Dufferin Terrace is certainly one of the preferred attractions in Quebec City.

Place Royale

Place Royale is located at the heart of the Old Quebec and has been a UNESCO world heritage travel destination since 1985. Place Royale is considered as the oldest French settlement in America. Its charming church, monuments and streets will provide you with an authentic experience.

Petit Champlain

Quartier Petit-Champlain is a typical place and one of the most visited touristic attraction in Quebec City. This small and beautiful part of the city offers the best restaurants and a wide array of handicraft shops. Quartier Petit-Champlain definitely worth taking a walk while feeling its pleasant atmosphere.

Parliament

The parliament building of Quebec City stands at 52 metres in height. The monument is located in the upper part of the city and is surrounded by a beautiful landscaping. The parliament area also offers many opportunities such as walking or cycling in the Battlefields Park or in the Plains of Abraham.

Old Port

The old port of Quebec City is characterized by the Marché du Vieux-Port where the local producers sell their diverse products. The old port worth taking a walk on the quays or participate in a boat excursion on the famous St-Lawrence River.



Self Banquet

1. When?

June 21, 2011 (Tuesday night)

2. Where?

Aquarium of Quebec

With a superb view of the St. Lawrence River and the Quebec bridges

3. What is included?

- Dinner
- Wine
- Private harbour seal show
- Transportation from and back to Laval University
- Musicians

4. How much is it?

50\$ CAD

5. How to register?

You can either call or email us, or go back to your on-line file with your access codes, following this link:

http://www.hospitalite.com/HRM/hrm_login.lasso

Reference number: YyYyYy

Access Code: XxXxXx

Please let us know how you would like to proceed for payment (credit card, check, bank transfer) and we will assist you with procedure.

OVERVIEW OF THEMES COVERED IN POSTER SESSIONS

Theme	Sunday, June 19th	Monday, June 20th	Tuesday, June 21st	Wednesday, June 22nd
<u>Attitudes</u>				X
<u>Attribution</u>				X
<u>Goals</u>		X		
<u>Identity</u>				X
<u>Motivation</u>		X		
<u>Self general</u>				X
<u>Self-concept</u>			X	
<u>Self-determination</u>		X		
<u>Self-efficacy</u>			X	
<u>Self-esteem</u>			X	
<u>Self-evaluation</u>			X	
<u>Self-regulation</u>		X		
<u>Social identity</u>				X
<u>Sport-Work-Health-Family</u>				X

CHAIRS FOR PAPER SESSIONS AND KEYNOTE ADDRESSES

Chairs	Sunday, June 19th		Monday, June 20th		Tuesday, June 21st		Wednesday, June 22nd	
	Am	Pm	Am	Pm	Am	Pm	Am	Pm
Amiot, Catherine E.					X			
Bouffard, Thérèse					X			
Chanal, Julien			X		X			
Craven, Rhonda G.						X		X
Eccles, Jacquelynne				X				
Elliot, Andrew J.			X					
Fernet, Claude					X			
Grouzet, Frederick M. E.						X		
Guay, Frédéric			X	X			X	
Koestner, Richard					X			
Leary, Mark L.							X	
Marsh, Herbert W.		X					X	
Morin, Alexandre J. S.				X				
McInerney, Dennis M.			X	X				
Pekrun, Reinhard							X	
Perreault, Stephane						X		
Pierce, Tamarha				X				
Ratelle, Catherine F.			X			X		
Seaton, Marjorie							X	
Stupnisky, Robert					X	X		
Vallerand, Robert J.			X		X			
Vansteenkiste, Maarten			X					



SUNDAY, JUNE 19TH: OPENING DAY

GENERAL OVERVIEW		
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14:00 – 16:30	Ongoing registration	Room: Grand Salon
16:30 – 16h45	Welcome speech Frederic Guay Université Laval	Room: Grand Salon
16:45 - 17:00	Presentation of the Shavelson Award Herbert W. Marsh	Room: Grand Salon
17:00 – 18:00	Keynote presentation Jacquelynne Eccles University of Michigan	Room: Grand Salon
18:00-18:15	Presentation of the Self Phd Award Dennis M. McInerney	Room: Grand Salon
18:15 – 21:00	Welcome Cocktail	Room: Cercle



KEYNOTE PRESENTATION

SUNDAY 17:00 – 18:00



Who am I? Where am I going?

Jacquelynne Eccles

University of Michigan, USA

Room: Grand Salon

CHAIR: Herbert W. Marsh

Why are there gender differences in educational and occupational choices? More specifically, why are females less likely than males to go into certain fields within technology, engineering and science? Conversely, why are males less likely than females to go into other fields such as teaching? Eccles has been studying these questions for the last 35 years. She and her colleagues argue that these questions are a subset of a more basic motivational question: Why does anyone do anything? Eccles argues that the answer to this question relates directly to processes associated with identity formation. As children develop they ask themselves: Who am I? What is important to me? What do I value? What do I want to do with my life? Many theorists argue that we are driven to answer these questions, particularly during adolescence, and that the answers to these questions drive educational and occupational choices in Western societies. Within her Expectancy-Value Theoretical framework, Eccles conceptualized identity in terms of two basic sets of self-perceptions: (a) perceptions related to skills, characteristics, and competencies, and (b) perceptions related to personal values and goals. Together these two sets of self-perceptions inform both individuals' expectations for success across a variety of tasks and the importance they attach to becoming involved in a wide range of tasks, which in turn influence educational and occupational choices. Thus this perspective provides a comprehensive theoretical framework for understanding both individual and gender differences in educational and occupational choices. Eccles will summarize her research on gender and achievement choices in relation to this theoretical framework.

MONDAY, JUNE 20TH: MORNING SESSIONS

GENERAL OVERVIEW		
9:00 – 10:00	Keynote presentation Edward L. Deci University of Rochester	Room: Grand Salon
10:00 – 10:15	Coffee Break	
10:15 – 12:15	Paper presentations	
	<u>Session A: Autonomy-supportive contexts</u>	Room : Grand Salon
10:15 – 10:35	❖ Stéphanie Austin	A Motivational Analysis of Dietary Self-Care in Adolescents with Type 1 diabetes: A Cross-Lagged Longitudinal Study
10:35 – 10:55	❖ Hayati Seker	Perceptions of Students in Science Education Programs on Learning Environments in Science Programs
10:55 – 11:15	❖ Coral Lim Boon San	Effects of causality orientations on self-control following a period of ego-depletion
11:15 – 11:35	❖ Daniela Martinek	Self-determination in teacher education
11:35 – 11:55	❖ Christopher P. Niemiec	Contextual Supports for Autonomy and the Development of High-Quality Relationships Following Mutual Self-Disclosure
11:55 – 12:15	Period of questions	
	<u>Session B: Achievement goals</u>	Room: Hydro-Québec
10:15 – 10:35	❖ James W. Fryer	Stability and change in achievement goals across the middle school transition
10:35 – 10:55	❖ Youyan Nie	Social-oriented Achievement Motive as Double-edged Sword: Its Positive Relations to Both Approach and Avoidance Achievement Goals
10:55 – 11:15	❖ Melissa C. Gilbert	Results of an Intervention Study: Effects of Classroom Mastery Goals and Teacher Support on Mathematics Achievement
11:15 – 11:35	❖ Jennifer Archer	Achievement Goal Theory: Time for a review
11:35 – 11:55	❖ Kira O. McCabe	Big Five Personality Profiles of Achievement Goals
11:55 – 12:15	Period of questions	
	<u>Session C: Self-consciousness, self-</u>	

<u>consistency and self-reflective potential</u>		Room: 2300
10:15 – 10:35	❖ Manabu Tsuzuki	Longitudinal Study on Self Development during Transition from Junior High school to High School: Interaction among Self Consciousness, Interpersonal Relationship and Time perspective
10:35 – 10:55	❖ Catalin Mamali	Self-inquiry and inter-inquiry: Exploring the self's reflective potential through self-initiated records
10:55 – 11:15	❖ Mahin Tavakoli	Improving International Self-Image: A Cross-cultural Study
11:15 – 11:35	Period of questions	
<u>Session D: Identity</u>		Room: 2320
10:15 – 10:35	❖ Vladimir Skorikov	Identity development during the transition to adulthood
10:35 – 10:55	❖ Tamarha Pierce	Measuring the psychological importance of an identity: self-perception processes and potentially unclear lay conceptions
10:55 – 11:15	❖ Leticia Chavez	Study abroad experience as a pedagogical environment for student's vocational identity awareness
11:15 – 11:35	❖ Nuria Codina	The relevance of leisure in self and identity issues: A first pass in a research program
11:35 – 11:55	❖ Diane Schallert	Identity Construction, Future Possible Selves, and Intertwined Intellectual Trajectories in Classroom Discussion
11:55 – 12:15	Period of questions	
<u>Session E: Personality and self-theories</u>		Room: 2112
10:15 – 10:35	❖ Danilo Garcia	The Role of Character in the Relationship between Personality and Well-Being in Teens
10:35 – 10:55	❖ Jochen E. Gebauer	Communal Narcissism
10:55 – 11:15	❖ Peter Gröpel	Motive-discrepant goals require volitional support
11:15 – 11:35	❖ Dirk Tempelaar	The relationship between implicit theories of intelligence, effort views, academic motivations and goal setting in learning
11:35 – 11:55	Period of questions	

MONDAY, JUNE 20TH: MORNING SESSIONS

KEYNOTE PRESENTATION

MONDAY 9:00 - 10:00 AM

**A Self-Determination Theory Perspective
on Human Development and Actualization****Edward L. Deci**

University of Rochester, USA

Room: Grand Salon

CHAIR: Robert J. Vallerand

The very idea of enabling human potentials implies the meta-theoretical assumption that human beings have an inherent growth tendency—that humans are naturally oriented toward developing. As such, development is not something that is done to individuals by the environment but is something that humans do well when environmental conditions are adequately supportive. Unlike many approaches within empirical psychology, self-determination theory (SDT) makes this assumption, and it further proposes that development occurs through the operation of organismic integration. *Self*, within SDT, develops through this process, and the more fully the self develops the more it, in turn, promotes still further healthy development. Development does not, however, occur automatically; it requires nutriments. Much of the research within the SDT tradition has addressed the social-contextual conditions that provide the nutriments necessary to promote healthy development—the nutriments that maintain intrinsic motivation and facilitate organismic integration. Repeatedly, research has confirmed that, when social contexts support people's basic psychological needs for competence, relatedness, and autonomy, people are able to actualize their human potentials. This presentation will address the development of self, from the SDT perspective, both as it is facilitated by social conditions supportive of basic psychological need satisfaction and as it in turn enables actualization of optimal human functioning—that is, optimal performance and optimal psychological health.

Title: Autonomy-supportive contexts

Room : Grand salon

Chair: Catherine F. Ratelle

A Motivational Analysis of Dietary Self-Care in Adolescents with Type 1 diabetes: A Cross-Lagged Longitudinal Study

Stéphanie Austin

University of Quebec in Trois-Rivières, Canada

stephanie.austin@uqtr.ca

Co-Authors : Caroline Senécal; Frédéric Guay; Claude Fernet

Based on Self-Determination Theory (SDT; Deci & Ryan, 2000), this study tests a model of dietary self-care in adolescents with Type 1 Diabetes. The model posits that perceptions of support from parents and health care practitioners are associated with higher autonomous motivation and feelings of competence, while these motivational resources are associated to better dietary self-care. In total, 289 adolescents (156 boys and 133 girls; mean age of 14 years ($SD = 1.5$) and mean diabetes duration of 5.6 years ($SD = 3.8$)) completed two questionnaires, 24 months apart. Structural Equation Modelling analysis revealed that perceived support from health care practitioners at T1 is positively related to perceive competence and autonomous motivation at T2 ($\beta = .21$; $\beta = .18$, respectively), while perceived competence and autonomous motivation at T1 are positively related to dietary self-care at T2 ($\beta = .26$; $\beta = .19$, respectively). Results also indicated that perceived dietary self-care at T1 is associated to autonomous motivation at T2 ($\beta = .21$), meaning that these variables are reciprocally related over time. Estimated paths were adjusted for gender and diabetes duration. Overall, these results support the proposed dietary self-care model. Theoretical and practical implications are discussed in the light of SDT.

Perceptions of Students in Science Education Programs on Learning Environments in Science Programs

Hayati Seker

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Co-Authors: Burcu G. Guney; Sumeyra Hallac

This study applied self-determination theory to compare students' perceptions of the learning environment of science and science education programs. Both programs have required students to complete specific science courses from their own faculties: Faculty of Education (FE) and Faculty of Arts and Sciences (FAS). Recent educational reforms in Turkey required that students in FE take science courses from FAS. Since the reforms were enacted in an uninformed way, students' perceptions of learning environment in another faculty were not considered. To compare learning climate for both programs, the Learning Climate Questionnaire (LCQ) was instrumented to students in the programs of physics, physics education, biology, and biology education. Through the statistical analysis of data; significant differences in students feelings about learning environment were observed between science and science education programs ($t=2,213$; $p=0,029$). Analysis of variance showed that the effect of age was statistically significant in their feelings about learning climate among physics education students, $F(6,59)=4,613$; $p=0,001$. Beside significant differences between programs statistically, analysis of variance also showed that students' program preference rank in university entrance exam does not play important role for physics and biology students' feelings about learning environment. Results and educational practices on the influence of variables such as, parental influence, age, gender, and preferences are discussed.

Effects of causality orientations on self-control following a period of ego-depletion

Coral Lim Boon San

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Co-Author: John Wang

Understanding self-control exertion is important as it contributes to the understanding of the reasons and mechanisms behind behavioural change. Although the strength model of self-control posits that human capacity for self-control is limited, numerous experimental studies have documented that ego-depleting effects of self-control operations hold in controlling contexts and not in autonomy-supportive contexts. Nonetheless, even if experimental manipulations were successful in facilitating perceptions of autonomy-support, it remains to be demonstrated if ego-depletion and diminished levels of vitality, observed in experimentally simulated controlling contexts, are due to perceived lack of autonomy-support or due to increased mental load inherent in the manipulation of controlling contexts. As such, this study investigated influences of causality orientations on the regulation of self-control resources in the context of a self-control experiment that utilized an e-task as the self-control task and a Stroop test as a measure of ego-depletion. Analysis of ego-depletion patterns on the basis of causality orientations circumvents issues associated with experimental manipulations of autonomy-support. Sixty-seven university students participated in the experiment. Results of multiple regression indicated that autonomy-orientation significantly predicted ego-depletion ($\beta = -.35$, $t(63) = -2.37$, $p < .05$). Results did not support the mediation of autonomy-orientation and ego-depletion by vitality and perceptions of autonomy-support. Aligned with the causality orientation theory, individuals who were predominantly autonomy-oriented tended to have a greater capacity to experience events as sources of information for initiating and regulating their own chosen behavior and to stay autonomously motivated regardless of the objective properties of the event, thereby reported less ego-depletion. Plausible mechanisms of this phenomenon were discussed.

Self-determination in teacher education

Daniela Martinek

University of Salzburg, Austria

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Co-Author: Franz Hofmann

This contribution is based on Deci & Ryan's Self-determination theory and concentrates on motivational strategies (autonomy vs. control) of teachers. The key questions are whether research is able to identify teacher variables that either foster or undermine autonomy support in school and to figure out how uncertainty and motivational orientation of teachers interact with their tendency towards individualization in class. Empirical data was obtained through two questionnaire based studies with Austrian teachers. Study I (results of 570 Austrian students and teachers using a German version of Deci & Ryan's Problems in Schools questionnaire next to an uncertainty scale and a reference norm measurement) demonstrates that autonomy supportive participants were more uncertainty oriented (cp. Sorrentino, Dalbert) than their controlling colleagues and people with a social reference norm tended to control more than those who favoured an individual reference norm. Study II presents the results of questioning 239 Austrian teachers in Austrian pilot secondary schools (63% rate of return). Data suggests that uncertainty and autonomy orientation led as expected to higher readiness to individualize in class. Highly controlling teachers were significantly less willing to individualize in lessons. Therefore we conclude that it is not enough to simply teach the techniques of individualization in training courses without taking influential dispositional prerequisites into consideration. Further research is needed to find out how teacher variables affect teacher training and how courses can be adapted to satisfy the needs of participants.

Contextual Supports for Autonomy and the Development of High-Quality Relationships Following Mutual Self-Disclosure

Christopher P. Niemiec

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Co-Author: Edward L. Deci

Whereas self-determination theory (SDT) maintains that satisfaction of the basic psychological need for autonomy is necessary for effective functioning in both interpersonal interactions and solitary endeavors, various psychologists have argued that having high-quality relationships requires relinquishing autonomy in service of the relationship. Past studies in SDT used questionnaire methods to show that mutuality of autonomy support predicts higher-quality relationships and greater well-being, but causal conclusions cannot be drawn from those studies. The current research used an experimental paradigm in which individuals engaged in a mutual self-disclosure activity to test whether supporting versus thwarting autonomy while developing a new relationship would affect relationship quality. In Study 1, participants who were rewarded for engaging in a mutual self-disclosure activity with a confederate, relative to those who were not rewarded, reported lower relationship quality, which was confirmed with a behavioral measure of closeness. Further, the adverse effects of monetary rewards seemed to radiate to the confederates. Although blind to experimental condition, confederates who interacted with a participant in the reward condition reported lower relationship quality. Study 2 involved two naïve participants who received a nonconscious motivation prime prior to engagement in a mutual self-disclosure activity. Using hierarchical linear modeling, results indicated that autonomy-primed dyads reported higher relationship quality and control-primed dyads reported lower relationship quality, relative to neutral-primed dyads, and these results were confirmed with a behavioral measure of closeness. This research underscores the importance of supporting autonomy to the development of high-quality relationships following mutual self-disclosure.

Title: Achievement goals

Chair: Andrew J. Elliot

Room : Hydro-Québec

Stability and change in achievement goals across the middle school transition

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The current research focused on two important points regarding the cyclical nature of achievement goals, by examining stability and change in students making the transition from elementary school to middle school. First, the extent of stability and change in achievement goal endorsement was assessed, not only with traditional sample-level analyses such as differential continuity and mean-level change, but also with within-person analyses such as individual-level change and ipsative continuity (both profile continuity and profile dispersion). High levels of differential and ipsative continuity were observed in achievement goals across time. No significant mean-level change occurred in any goal, although this can be attributed to the bidirectional variability of the observed individual-level change. Second, the current research examined how perceived competence moderated the relationship between initial (Grade 5) and subsequent (Grade 6) goal endorsement. Perceived competence did not significantly moderate either the relation between initial performance-approach and subsequent performance-avoidance goals (suggesting that performance-approach goals may not be vulnerable to negative competence feedback) or the relation between initial mastery-approach and subsequent performance-approach goals (suggesting that the transition may not engender a normative focus in competence pursuits). However, perceived competence did moderate mastery-approach goal endorsement over time, highlighting the resilience of mastery-approach goals, even when associated with low perceived competence; effort and classroom engagement were found to be significant mediators of this moderated relation. The current research adds to the growing body of literature that explicitly integrates the dynamic aspect of classic achievement motivation theory into the modern achievement goal approach to achievement motivation.

Social-oriented Achievement Motive as Double-edged Sword: Its Positive Relations to Both
Approach and Avoidance Achievement Goals

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Underpinned by the hierarchical model of approach and avoidance motivation (Elliot, 2006), the study investigated individual-oriented and social-oriented achievement motives and their differential relations to approach and avoidance academic achievement goals (mastery-approach, performance-approach, mastery-avoidance, performance-avoidance). Consistent with past findings, individual-oriented achievement motive was hypothesized to positively relate to the two approach goals. Based on a double-edged sword hypothesis, we predicted that social-oriented achievement motive would positively relate to both approach and avoidance goals. To test these hypotheses, two Asian student samples were drawn from China and Indonesia. The results from both samples converged: individual-oriented achievement motive was a positive predictor of only the two approach goals, whereas social-oriented achievement motive was a positive predictor of both approach and avoidance goals. These findings hold important applied implications for parents and teachers in enhancing their children's/students' academic motivation.

Results of an Intervention Study: Effects of Classroom Mastery Goals and Teacher Support on Mathematics Achievement

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A large body of motivational research highlights the benefits for students of a mastery goal-focused classroom environment (e.g., Ames & Archer, 1988; Kaplan et al., 2002; Meece, Anderman, & Anderman 2006). At the same time, perceptions of teacher support have also been identified as an important predictor of student outcomes (e.g., Goodenow, 1993; Ryan & Patrick, 2001). Recent research (Gray, Dawson, Turner, & Anderman, 2010) has suggested that classroom mastery goals may not only be a function of the way that teachers frame academic tasks, but may also reflect an integration with or similar elements to the construct of teacher support. This study used hierarchical linear modeling to examine the relative impact of these two aspects of classroom context on 222 middle school students' mathematics achievement during a summer intervention program. Overall, prior achievement accounted for 35.39% of the within-classroom variance in post-intervention achievement. When added individually in two separate models, both classroom mastery goal orientation and teacher support predicted post-intervention math achievement after controlling for prior achievement. However, when entered into the model simultaneously, the results from the two-level model suggested that classroom-level teacher support predicted changes in math achievement, whereas classroom mastery goal orientation did not. These results support the findings of an integrated or overlapping construct and suggest that future studies should continue to examine the relationship between these aspects of classroom context. Implications for professional development and program evaluation are discussed.

Achievement Goal Theory: Time for a review

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Achievement goal theory emerged in the 1980s. Early work contrasted a mastery goal (I want to understand) with a performance goal (I want to be seen as the best student). Since then the theory has been extended. Approach and avoid dimensions were added to the goals as well as students' accommodation of multiple goals. There also has been criticism of the theory. For example, Brophy (2005) questioned the prevalence and usefulness, in real classrooms, of performance goals. Grant and Dweck (2003) identified three types of performance goals: an outcome goal (to achieve a desired outcome), an ability goal (to validate one's ability), and a normative goal (to be seen to do better than others). An outcome goal can be relatively immediate or have a longer, future goal perspective, such as getting into university. Another area of investigation has been the way students do school work to achieve social goals. Although a mastery goal may be desirable, it is unlikely to happen all the time given that schooling is compulsory. Classrooms are intensely social places: many students do or don't do their work to achieve goals such as being accepted by peers or being liked by a teacher. Another area being explored is Pintrich's (2003) argument that deliberate adoption of goals may coexist with less conscious behaviour, drives, or needs such as a need for social affiliation. We propose to consider the current state of achievement goal theory. Has it stood the test of time? Does it remain robust and useful for educational psychologists and teachers?

Big Five Personality Profiles of Achievement Goals

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Over the past decade, an increasing body of literature supports the validity and utility of the 2 x 2 framework (Elliot & McGregor, 2001). With this foundation, researchers have begun to investigate the complex antecedents and consequences underlying achievement goal pursuit. A possible antecedent is that different personality traits could lead to the adoption of different types of achievement goals. In the current study, we investigated the relationships between the Big Five traits and achievement goals, which have received little attention in past research (Bipp, Steinmeyer, & Spinath, 2008). Participants (N = 300) were clients from a Dutch national health care institute specialized in diagnosing people with work-related psychological problems. All participants completed the Achievement Goal Questionnaire (AGQ; Elliot & McGregor, 2001) and the Dutch version of the NEO-PI-R (Hoekstra, Ormel, & De Fruyt, 1996). The results showed that each achievement goal had different profiles of the Big Five traits and its facets. Mastery-approach goals had positive relationships with agreeableness (2 facets) and conscientiousness (all facets). Performance-approach goals had a negative relationship with agreeableness (4 facets) and a positive relationship with neuroticism (3 facets). Performance-avoidance goals had a positive relationship with neuroticism (all facets) and a negative relationship with extraversion (3 facets). Mastery-avoidance goals had positive relationship with neuroticism (5 facets), and negative relationships with extraversion (5 facets) and conscientiousness (2 facets, including competence). These findings show that there are discrete relationships between personality traits and goals, which could explain differences in goal adoption in future research.

**Title: Self-consciousness, self-consistency and
self-reflective potential**

Room: 2300

Chair: Frédéric Guay

Longitudinal Study on Self Development during Transition from Junior High school to High School:
Interaction among Self Consciousness, Interpersonal Relationship and Time perspective

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Graduating from junior high school and entering high school means a transfer to a new environment. This transition has influences on adolescents' self development (Yamamoto & Wapner, 1995). In this longitudinal study (n=773), it was aimed to examine interaction among self consciousness, interpersonal relationship and time perspective during school transition from junior high school to high school. Participants, in the third grade of junior high school (15 years old) and the first grade of high school (16 years old), completed a sheet of questionnaire composed of self consciousness (self-worth, existence of reliable significant others, self denial, and feeling of satisfaction for self), and time perspective (hope for the future, orientation for the future, emptiness, planning, and desire for having future goals). Using a cluster analysis, according to indices of four subscales of self consciousness, before and after entering high school, six groups were extracted; uniform self-worth (n=184), self-neglecting (n=135), self-affirmative (n=64), having built relationships with others (n=65), self-conflict (n=167), and having lost relationships with others (n=158). One way ANOVA indicated that hope for the future increased during transition from junior high school to high school among "self-affirmative" group and "having built relationships with others" group. On the contrary, it decreased among "self-neglecting" group and "having lost relationship with other" group. These results suggested that increasing self confidence and constructing new interpersonal relationship with friends during this school transition may be a good opportunity to develop time perspective, especially positive sense of hope for the future.

Self-inquiry and inter-inquiry: Exploring the self's reflective potential through
self-initiated records

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The self's reflective potential that develops during lifespan poses a challenging question: how could be used the self-reflective and self-knowledge potential while the self becomes an object for objective observation? In most experimental approaches the reflective potential of the self is curtailed in different degrees in order to avoid its uncontrolled influence on the research process. Following the participative research orientation I aim to point out, in a reversed mode, the epistemic of self-inquiry and inter-inquiry processes that are specific for pictorial and self-recorded methods for exploring the self. The study introduces four major ways to approach this question: the self-reflective personal documents (St. Augustine and Franklin), the use of interpersonal documents such as letters (the epistolary space of Descartes, correspondence between Dreiser and Mencken, and an epistolary group) and the technique of self-inquiry. The empirical approach identifies a set of indicators that are significant for exploring and understanding the reflective character of self expressed during self and inter-inquiry. Among the basic indicators that I will discuss are: the ratio of self-inquiry and inter-inquiry within the self-knowledge process, the temporal pattern of self-examination,



the intrinsic-relational structure of correspondence objects, the relationship between correspondence and diary, the relationship between correspondence and creative outcomes, and patterns of self-other relationships during long term interaction. The study uses over 2300 epistolary objects (letters, postcards, etc.) exchanged among dyads and group members and the questions generated by two convenience samples of high school and university students.

Improving International Self-Image: A Cross-cultural Study

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17 Canadian and 17 Iranian undergraduate students were randomly partnered to exchange e-mail messages and photos for seven weeks. Before beginning their correspondence, all students completed two questionnaires. First questionnaire measured participants' images of how people of their country were perceived by people from the culture of their e-pals. The second questionnaire measured their attitudes toward the people and culture of the other country. Students from both countries then exchanged messages and photos via the Internet. In addition, the Canadian students met with each other to discuss their e-pal exchanges each week; also did the Iranian students. At the end of their seven weeks of e-mail exchange, all students again completed the two original questionnaires. Data showed that both groups' images of how their people were perceived by people of the other country became more positive. Also, the attitudes of participants towards people of the other country became more favourable. Implications for conducting e-pal exchanges that improve self-image across cultures are discussed.

Title: Identity

Room: 2320

Chair: Maarten Vansteenkiste

Identity development during the transition to adulthood

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Identity formation has been traditionally considered particularly salient and active during late adolescence (e.g., Erikson, 1968; Kroger 2007). However, the hypothesized progression (from identity diffusion and foreclosure through moratorium toward achievement) has been debated, as many studies failed to find significant, progressive changes in adolescent identity (Van Hoof, 1999; Kroger, Martinussen & Marcia, 2010). Whereas some theorists suggest that there is no specific, general trend in identity development or that identity formation can be considerably delayed in the modern society (e.g., Côté, 2000), it is also likely that the process of identity development has been understudied due to the methodological limitations of predominantly short-term previous research. We conducted a longitudinal, 6-year study on a diverse sample of 535 adolescents and young adults, who began participating when they were 16-17 year old high school juniors. Data were collected 8 times (3 times in high school and 5 times after graduation) using numeric identity dimensions scales of the EOMEIS-2 (Adams, 1998). Over the course of the study, there was a continuous, highly significant increase in identity moratorium and a corresponding decrease in foreclosure, but short-term, annual changes were frequently insignificant. In contrast, a steady, significant increase in identity achievement and a decrease in diffusion occurred only after high school graduation. A quadratic trend was the best fit for each identity dimension. Generally, our findings confirm the identity progression theory and underscore the importance of long-term observations.

Measuring the psychological importance of an identity: self-perception processes and potentially unclear lay conceptions

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Identity, although occasionally defined by objective statuses and social categories, is often conceived in more subjective psychological terms. Research on identity is thus often confronted with the age-old questioning of the validity of self-report measures. Prior research has often relied on appealing and simple to administer Pie-chart and Penny-sorting methods to quantify individuals' psychological investment in their various identities. Little attention has been paid to factors which may compromise the validity of these approaches, such as self-perception (Bem, 1967) and poor social consensus regarding the definition of certain identities (Dubeau, Coutu & Tremblay, 2008; Fox, 2001). The present study examines how respondents go about completing the Role Investment Penny-Sort Task (RIPST; McBride & Rane, 1997). It also considers a revised approach, which distinguishes specific roles to assure more uniform conceptual definitions among participants. Both members of 54 couples, parents of a first child (19 months), completed the RIPST and R-RIPST for themselves and perceived for partner during individual structured interviews. Interviewers requested that they verbally explain what guided their responses. Verbal justifications indicate participants' rely more strongly on behavioral than cognitive elements to assess their own and their partners' psychological investment in various identities. Compared to the RIPST, the more clearly defined R-

RIPST yields greater convergence between partners regarding the importance of an identity targeted for its vague social definition (i.e., fathers' parental identity; Fox, 2001). Strategies to enhance the methodological and internal validity of research on the causal influence of identity on behavior will be discussed.

Study abroad experience as a pedagogical environment for student's vocational identity awareness

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This research study analyzes the influences of study abroad experience on vocational identity status of college students. The sample consists of Hispanic college students who participated in a semester study abroad program (Argentina, France, Germany, Spain and Italy). The students were assessed before and after entering a study abroad program. The results of a data analysis revealed significant changes in students' vocational choice and self-estimates towards their vocational career visions. The results of the study present qualitative evidence that study abroad experiences provide an opportunity to shape student's personal and vocational identity. Gender differences regarding study abroad motivation and expectation towards career aspiration were found. The contribution of this research will also serve as a source for new discussions and reflection about international exposure as an alternative tool for self-directed learning upon academic – vocational advisement programs, as well as for students' identity and career development. It will also supply international educators, a/o advisors, especially practitioners in the educational counseling setting, with a differential outlook in regards to study abroad experience within the self-knowledge process as a potential predictor for vocational identity formation.

The relevance of leisure in self and identity issues: A first pass in a research program

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Leisure has been a context in which self and identity issues have been studied from various perspectives (cultural, developmental, pedagogical, and social, among others), as well as with different research purposes (basic and applied). This complexity challenges an integrative vision of how leisure influences and is influenced by self and identity. Recognizing this, the current paper presents the results of a descriptive, linguistic analysis of the PsycInfo database; specifically, references indexed until 2009 which included self or identity and leisure in their titles. These references were then analyzed according to their authors (institution affiliation and country where they worked), source and data of publication, participants' gender and age group, and keywords. A preliminary analysis shows that since 1961 there have been 131 references (4 book chapters, 28 dissertation abstracts and 99 journal articles), belonging to 265 authors, predominantly published in the last 12 years. With regard to the key terms, the analysis prompts two observations that may warrant further study: first, it is mainly leisure researchers (i.e. non-affiliated to Psychology programs) who have contributed to the study of self and identity (basically, self-concept, self-efficacy and self-esteem) in the context of leisure; second, the ways in which leisure is associated with self-and identity has provided meaningful insights into the impact of freedom, constraint, and enjoyment in the processes of self-construal, self-expression and self-determination.

Identity Construction, Future Possible Selves, and Intertwined Intellectual Trajectories in Classroom Discussion

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This study involves a qualitative, interpretive, microgenetic analysis of how graduate students' macro-level disciplinary goals and their imagined future selves affect their micro-level actions as observed in their computer-mediated discussion (CMD) in an advanced seminar. The study of graduate students is particularly useful in understanding how individuals' multiple identities are negotiated not only in the context of present relationships with the content they are studying, fellow students, and key instructors in their fields, but also in terms of how they imagine themselves as future selves joining particular disciplinary scholarly communities. Because graduate work includes formal courses that enroll students with different interests and goals, a continual negotiation between an individual's intellectual development and socially-shared experiences takes place. Theoretical frameworks influencing this work included *community of practice* (Lave & Wenger, 1991), with its emphasis on how a group of individuals work toward a common goal taking different learner positions in the community, Gee's (2004) concept of *affinity spaces*, and the work on identity construction (Wortham, 2007) and future possible selves. Participants were 12 students enrolled in a graduate seminar course, that included synchronous CMD as a course assignment. Findings indicated that graduate students brought more or less developed conceptions of their long-term goals for membership in academic communities. To achieve their goals, they employed strategies for participating that had consequences for themselves and other class members. The central phenomenon that emerged was that of students engaged in intellectual work on trajectories toward imagined future thought communities "pulling" at their interest.

The Role of Character in the Relationship between Personality and Well-Being in Teens

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Personality is considered a major determinant of adolescents' well-being; probably due to its relation to emotional reactivity, individual differences in intensity to responses to emotional events, and to the duration of emotional reactions. The traits of Neuroticism and Extraversion have constantly been the strongest personality predictors of well-being. McAdams (2001, p. 111), however, suggested that personality traits may be limited to traits that "are global, stable, linear and comparative dimensions of human individuality". Instead, character (i.e., what individuals make of themselves intentionally) probably modifies the significance or meaning of what is experienced, in turn, influencing well-being (Cloninger, 2004). Although the concept of the self holds a major position in psychology (e.g., Allport, 1955; Rogers, 1959), most research on adolescents' well-being has focused on traits models of personality. A total of 100 high school pupils self-reported personality using two models of personality: the Temperament and Character Inventory (TCI) and the NEO Personality Inventory - Revised (NEO-PI-R). Well-being was measured as Psychological Well-Being (PWB) and Subjective Well-Being (Life Satisfaction, LS; Positive Affect, PA; Negative Affect, NA). Regression analyses show that while Neuroticism was strongly related to PWB, the character construct of Self-Directedness also was strongly related. More importantly, Self-Directedness was strongly related to LS and to the absence of NA overruling the positive relationship between Extraversion and PWB, the negative relationship between Neuroticism and LS and the positive relationship between Neuroticism and NA. The authors discuss the inclusion of character as a determinant of SWB and PWB.

Communal Narcissism

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A two-dimensional model of subclinical narcissism distinguishes between *agentic narcissists* (individuals satisfying self-needs of grandiosity, esteem, entitlement, and power in agentic domains), and *communal narcissists* (individuals satisfying these self-needs in communal domains). Four studies supported the model. In Study 1, participants listed their grandiose self-views. Two distinct types emerged: agentic ("I am the most *intelligent* person") and communal ("I am the most *helpful* person"). The Narcissistic Personality Inventory (NPI) was related to agentic but not communal grandiose self-views, suggesting that it assesses agentic narcissism. In Study 2, we relied on the listed communal grandiose self-views to construct the Communal Narcissism Inventory (CNI). It was psychometrically sound, stable over time, and largely independent of the NPI. In Studies 3-4, agentic and communal narcissists shared the same self-needs, while crucially differing in their means for need satisfaction: Agentic narcissists capitalized on agentic, whereas communal narcissists capitalized on communal, means.

Motive-discrepant goals require volitional support

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According to Kehr's Compensatory model of motivation and volition (Kehr, 2004), the less explicit goals correspond to implicit motives, the lower the intrinsic motivation is and the more volitional effort is needed to pursue such goals. Implicit power motive of 67 volunteers was assessed using the Thematic Apperception Test. Thereafter, the persons watched a 2-min. video scene which involves exertion of power: A dialog between son, who loves and excels at acting, and his strict father who prohibits him to pursue acting any longer which results in son's resignation. Half of the participants were instructed to act the scene and, in doing so, to pursue the power goal; they as the father and our confederate as the son. The other half were asked to write down the dialog as exactly as they can remember. Volitional effort was measured using the ego depletion paradigm (Muraven & Baumeister, 2000). As expected, participants low in implicit power motive pursuing the power goal showed much more volitional effort than participants high in implicit power motive. Participants in control condition did not differ in volitional effort regardless of their level of implicit power motive.

The relationship between implicit theories of intelligence, effort views, academic motivations and goal setting in learning

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Implicit theories of intelligence and associated conceptions such as the view of the role of effort in learning (Dweck, 1999), and self-determination theory based academic motivations (Deci & Ryan, 2000; Vallerand, 1997) are known to be important determinants of success in achievement situations that require perseverance. Learning is an example of such a situation, as is treatment adherence (Pintrich, 2003; Ryan, Lynch, Vansteenkiste, & Deci, 2010; Wigfield, Eccles, Roeser & Schiefele, 2006). In contrast to the investigation of the role of both types of factors operating in isolation, not much empirical research has been focused on the interplay of implicit theories and academic motivations in the performance on achievement tasks. Zeldman, Ryan and Fiscella (2004) constitutes one of the few of such studies, and suggests implicit theories and academic motivations to function relatively independent of each other. In this empirical study, we investigate the interplay of both phenomenon's in a learning context, using a sample of 4000 first year university students. Instruments applied are the AMS (Vallerand et al., 1992), Dweck's (1999) instrument for implicit theories and effort views, and Grant and Dweck 's (2003) instrument for goal setting. Relationships are investigated with structural equation models. Results indicate that intelligence and effort views are more loosely coupled than hypothesized in implicit theories. At the same time, effort views play a crucial role in the relationships between intelligence views, academic motivations and goal setting behavior.

MONDAY, JUNE 20TH: AFTERNOON SESSIONS

GENERAL OVERVIEW		
12:15 – 14:00	Lunch	
12:15 – 14:00	Poster presentations Session A: Goals Session B: Motivation Session C: Self-determination Session D: Self-regulation	Room: Agora
14:00 – 15:00	Keynote presentation Andrew J. Elliot University of Rochester	Room: Grand Salon
15:00 – 15:15	Coffee Break	
15:15 – 17:15	Paper presentations	
Session A: Satisfaction of basic psychological needs		Room: Hydro-Québec
15:15 – 15:35	❖ Robert Klassen	Teachers' relatedness with students is an underemphasized basic psychological need
15:35 – 15:55	❖ Woon Chia Liu	Fulfillment of Student Teachers' Basic Psychological Needs during Practicum
15:55 – 16:15	❖ Maarten Vansteenkiste	How Tired Are You? Examining the Link Between Daily Psychological Need Satisfaction and Daily Sleep Quality
16:15 – 16:35	❖ Marina Milyavskaya	Implications of Experiencing Psychological Need Satisfaction for Motivation, Cognition and Positive Outcomes Across Multiple Important Life Domains
16:35 – 16:55	❖ Catherine F. Ratelle	Trajectories of Need Satisfaction and School Adaptation during High School
16:55 – 17:15	Period of questions	
Session B: Cultural differences and identity construction		Room: 2300
15:15 – 15:35	❖ Revathy Kumar	The Symbolic Self: The Special Case of Arab American Adolescents' Social Identity
15:35 – 15:55	❖ Sari Arel	Does Cultural Heritage Trump Culture in Schools? School Belongingness in Asian and Western Societies
15:55 - 16:15	Period of questions	

Session C: Attributions and attitudes from different perspectives			Room: 2320
15:15 – 15:35	❖ Vathsala E. Sadan	Effect of Adolescent Family Life Education (AFLE) on Adolescent Girl’s Attitude About Family Life	
15:35 – 15:55	❖ Georgia Stephanou	University students’ partner ideals and attributions in romantic relationships	
15:55 – 16:15	❖ Gawaian Bodkin-Andrews	Seeking the Heart for Resistance: Racism, Identity, and Education from an Indigenous Australian Perspective	
16:15 – 16:35	❖ Shirley M. Yates	The early detection of pessimism in young children	
16:35 – 16:55	❖ Usa Srijindarat	Family-School Situation Antecedents of Subjective Well-Being and Learning Behavior in Thai Elementary School Pupils	
16:55 – 17:15	Period of questions		
Session D: Expectancy-value theory and academic self-concept			Room: Grand Salon
15:15 – 15:35	❖ Julia Gorges	Why do Adults Participate in Continuing Education? A Phenomenological Analysis of Expectancies and Values	
15:35 – 15:55	❖ Robert Stupnisky	Examining Predictors and Consequences of Students’ Grade 1 Intrinsic Motivation and Academic Self-Concept	
15:55 – 16:15	❖ Dennis M. McInerney	Exploring the Cross-Cultural Validity of the Sense of Self (SOS) Scale in Hong Kong and the Philippines	
16:15 – 16:35	❖ Benjamin Nagengast	Who took the “x” out of expectancy-value theory? A cross-cultural test of the joint influences of self-concept and task value on motivation using structural equation models with latent interactions	
16:35 – 16:55	❖ Ole Fredrik Lillemyr	Indigenous and Non-Indigenous Primary School Students Attitudes on Play, Learning and Self-Concept - A Comparative Perspective	
16:55 – 17:15	Period of questions		



<u>Session E: Self-determination and choice in various life contexts</u>			Room: 2112
15:15 – 15:35	❖ Paul Evans		Self-Determination in Music: Psychological Needs and the Formation of Beliefs and Values
15:35 – 15:55	❖ Jongho Shin		The Impact of Social Support on Task Choice and Performance in Task Conflict Situations: “have to” versus “want to”
15:55 – 16:15	❖ Jung-In Kim		Understanding Korean Immigrant Children’s Motivation to Learn Korean and Their Situated Identities
16:15 – 16:35	❖ Richard Koestner		Distinguishing Autonomous and Directive Forms of Goal Support
16:35 – 16:55	Period of questions		

1A - The relationship between achievement goals and self-esteem

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The achievement goal theory (Dweck & Leggett, 1988) defines individuals as to be competent, and individuals has achievement goal to pursue the competence. Traditionally, there were advocated two goals in achievement goal theory, learning goal and performance goal. But in recent years, three goals also proposed (learning goal, performance approach goal, and performance avoidance goal). Previously, it was considered that learning goal is adaptive, and performance goal is maladaptive. However, their two goals sometimes correlated positively. Thus, there is a possibility that person who has both high learning goal and high performance goal is most adaptive. So, the purpose of this study is to verify relationships achievement goals and adaptation. Participants, 178 graduate and undergraduate students joined this research. Their learning goal and performance goal were correlated positively ($r = .23, p < .01$), and we implemented two-way between participants ANOVA (independent variables were high/low learning goal and performance goal, and dependent variable was self-esteem; that related mental health). The main effects of learning goal and performance goal were significant ($F_s > 5.81, p_s < .05$). The groups that has high learning/performance goal were higher self-esteem than groups that has low learning/performance goal. Although our hypothesis was verified, additional studies were required (e.g., using other dependent variables; depression, anxiety and so on).

2A - Profiles of student's multiple achievement goals and associated competence beliefs, academic engagement and achievement

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This study adopts a person-oriented approach to examine the relationship between student profiles of achievement goals and perceived competence, academic engagement, and achievement. A multiple goal perspective was adopted based both on the assumption that students may typically endorse various goals in educational settings and on empirical evidence that goals may be orthogonal (e.g., Harackiewicz & Linnenbrink, 2005; Nicholls, 1992; Pintrich, 2000; Wolters et al., 1996). Participants were 484 students of ninth grade who completed the personal goals subscale of PALS (Midgley et al., 2000) and the Control, Agency and Means-Ends instrument (Skinner, Chapman & Baltes, 1988). Cluster analysis (K-means plus hierarchical) indicated that students could be assigned to four different goal profiles (1) mastery oriented, (2) mastery-performance oriented, (3) performance oriented, and (4) disengaged. Analysis of variance showed that goal profiles had a significant effect on various dimensions of competence, academic engagement and school grades. The highest levels of academic engagement and school grades were attained by mastery oriented students, while students with a disengaged profile attained the lowest levels. Achievement goal profiles were also differentially related to different dimensions of competence self-appraisal. Furthermore, the presence of performance goals within a goal profile doesn't seem to play an additive influence on achievement, while in what concerns engagement the dominance of performance goals is as effective as the dominance of mastery goals.

3A - Predicting bulimic symptoms from the content and motives for eating regulation: evidence for a meditational model

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A central hypothesis within the domain of eating regulation is that eating regulation contributes to disordered eating (e.g. bulimic symptoms). However, previous studies yielded inconsistent findings and, a motivational perspective has rarely been used. In a first study, we found that the relationship between intensity of eating regulation and bulimic symptoms turns from positive to nonsignificant, once the goals, i.e. appearance versus health, for eating regulation are included (Verstuyf, Vansteenkiste, & Soenens, in review). However, results from this study may not be representative for a group of dieters, as participants were not selected based on their active regulation of food intake. In the present study, we investigated (a) whether eating regulation goals are associated differently with bulimic symptoms and (b) whether the effect of eating regulation goals on bulimic symptoms is mediated by eating regulation motives. Flemish members of WeightWatchers (N=464, 5.2% male) filled in an online questionnaire which assessed their eating regulation goals and motives and bulimic symptoms. Analyses revealed (a) that health-focused eating regulation is not associated significantly with bulimic symptoms ($b=-.06$, ns), while appearance-focused eating regulation is associated positively with bulimic symptoms ($b=.13$, $p<.01$). Mediation analysis revealed that the effect of appearance-focused eating regulation on bulimic symptoms is accounted for by the eating regulation styles. While autonomous eating regulation was related negatively with bulimic symptoms ($b=-.28$, $p<.001$), controlled eating regulation was associated positively with bulimic symptoms ($b=.35$, $p<.001$). Theoretical and clinical implications are discussed.

4A - Adolescent's Achievement Goals : Contribution of Parental Attachment and Classroom Goal Structure

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Literature on the determinants of academic motivation has shown that family and learning environment are central elements in understanding students' achievement goals (Duchesne & Ratelle, 2010; Meece & al., 2006). In this research, we examined the contribution of adolescent's attachment to their mother and father, as well as their perceptions of Mastery (MGs) and Performance (PGs) goal structures in French's and Mathematic's class to their achievement goals. A total of 502 early adolescents (51,6 % of girls) took part in this study. Results of analyses based on structural equations modeling show that attachment to the mother is positively related with mastery goal orientation. This association appears stronger among girls. In addition, the attachment security to the father is positively correlated to boy's mastery goal and negatively associated to girl's avoidance goals. Finally, student's perceptions of French's and Mathematic's MGs are positively related to the mastery goal orientation. On the other hand, perceptions of PGs are associated with performance goals and avoidance goals. On the whole, these results suggest that the way students approach learning situations seem to be oriented by parental attachment representations, even by taking into account of the reality of their learning environment. These findings will be discussed in relation to works on attachment and achievement goals theories.

5A - Peer Goal Alignment and Achievement in College Students

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Despite the demonstrated importance of peer influence on students' personal goal setting and motivation in childhood and adolescence (e.g., Altermatt & Pomerantz, 2003; Berndt et al., 1990) studies addressing peer influence on self goals at the college level are sparse. To address this gap, the current study examines alignment between college students' self goals for the future and perceptions of their friends' goals concerning financial gain, power, altruism, and expertise, as well as whether goal alignment between self and friends predicts academic achievement in 813 college students from various academic disciplines. Correlations were moderate and positive between students' self and perceived friends' goals providing evidence for goal alignment. A two-way interaction for financial goals revealed that students who reported high levels of financial goals for themselves as well as their friends performed most poorly. A two-way interaction on expertise goals revealed that students who reported high levels of expertise for themselves and their friends had the highest GPA, whereas those having high expertise goals for themselves but perceived their friends' expertise goals to be low had the lowest GPA. Significant interactions between college students' personal goals and their perceived friends' goals on cumulative achievement outcomes underscore the importance of evaluating similarities and differences in life goals between students and their friends in post-secondary achievement settings.

6A - Relationships Between Help-Seeking, Achievement Goals and Academic Achievement in Children : Does Seeking Help from Peers or from Teachers Make a Difference?

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The aim of this research was to evaluate whether the relationships between academic achievement, achievement goal orientation and help-seeking vary, according to the person to whom the help-seeking is addressed. One-hundred and thirty French-speaking sixth graders were administered two questionnaires: One assessing their personal achievement goals and another assessing their help-seeking behaviors in class. Students' help-seeking behaviors were also evaluated using a questionnaire addressed to teachers. Students' academic achievement was estimated using the year-end grade in math. The results showed that appropriate help-seeking addressed to peers is not correlated to academic achievement. In contrast, when the request is directed at the teacher, appropriate help-seeking is positively linked to good grades in math ($r = .18, p < .05$). Moreover, expedient help-seeking is not correlated to academic achievement when directed at peers, but is related to lower grades in math when the request was addressed to the teacher ($r = -.23, p < .05$). Besides, performance-approach goals ($r = .22, p < .05$) and performance-avoidance goals ($r = .23, p < .05$) are both linked to help-seeking avoidance only when it concerns peers. These findings suggest that a better understanding of help-seeking behaviors in class and of the relationships that this variable shares with other student factors like achievement goals and academic achievement could be reached by distinguishing help-seeking from the teacher from help-seeking from peers in future studies.

7A - Is performance-approach goal truly adaptive? : Relationship between achievement goals and assumed-competence

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The achievement goal theory (Dweck & Leggett, 1988) defines individuals as to be competent, and individuals have achievement goal to pursue the competence. Recently, it had been proposed that achievement goal was divided into three goals, mastery, performance-approach, and performance-avoidance goal (e.g., Elliot & Church, 1997). Previously, a lot of studies considered that performance goal is maladaptive. But positive results about performance goals were also reported. For example, performance-approach goal predicted academic performance positively. However, it was considered that performance goal involved negatively lower comparison. In this study, authors pay attention to assumed-competence as maladaptive index. Assumed-competence (AC) was defined as the habitual feeling of competence that would be followed by one's criticizing or undervaluing others regardless of how much he / she had directly positive or negative experiences (Hayamizu, Kino, Takagi, & Tan, 2004). The purpose of this study was to investigate relations between AC and three achievement goals. One-hundred and seventy-eight undergraduate and graduate students were participated. And the result of questionnaire method indicated that AC positively related with performance-approach goal ($r = .25, p < .01$) and performance-avoidance goal ($r = .20, p < .01$). Correlation of mastery goal with AC was not significant. Especially, performance-approach goals correlated with AC as negative concept, which was characterized by undervaluing others. That is, performance-approach goal was suggested not to necessarily adaptive.

8A - The mediating role of achievement goals in the relationship between perfectionism and academic adjustment

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This study examined the mediating role of achievement goals in the relationship between dispositional perfectionism and academic adjustment of university students. A sample of 137 undergraduate students ($M = 19.23$; $SD = 1.94$) completed online questionnaires measuring self-oriented and socially prescribed perfectionism at Time 1 (i.e., a few weeks before midterm exams), as well as measures of achievement goals (i.e., mastery-approach, performance-approach, performance-avoidance) at Time 2 (i.e., a few weeks after midterm exams). At Time 3 (i.e., a few weeks after the end of the semester), participants were invited to complete measures of academic adjustment (i.e., satisfaction and performance). Results from multiple regressions demonstrated that the relationship between T1 self-oriented perfectionism and T3 academic satisfaction was fully mediated by T2 mastery-approach goals whereas T2 performance-approach goals partially mediated the relationship between T1 self-oriented perfectionism and T3 academic performance. Moreover, T2 mastery-approach goals partially mediated the relationship between T1 socially prescribed perfectionism and T3 academic satisfaction. Results from this study are important to the extent whereby they provide a better understanding of the motivational aspect involved in the enhancement of academic adjustment among university students.

9A - When Performance-Approach Goals Deplete Attentional Resources and Impair Cognitive Performance

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Longitudinal studies have shown that performance-approach goals (PAP goals, the desire to outperform others) are a positive predictor of academic success (for a review, see Senko, Hulleman, & Harackiewicz, in press). However, evaluative pressure has been identified as harmful to cognitive performance, by decreasing the individual's working memory capacity (Beilock, Kulp, Holt, & Carr, 2004). Similarly, cognitive performance could be temporarily depleted by PAP goal adoption. This hypothesis was tested by using a complex cognitive task performed in a laboratory context. In a first study (N = 48), implicit priming of PAP goals led to a decrease of subsequent cognitive performance, as compared to a control group. In a second study (N = 96), we tried to account for this decrement by arguing that PAP goals shifts part of the individual's attention required for the task to outcome concerns (i.e. performance relative to others). Two conditions that explicitly primed PAP goals only and PAP goals with hyperaccessibility of performance-related thoughts (cf. Wegner, 1994) led to lower performance than a no-PAP goal and a PAP goals with hyperaccessibility of performance-unrelated thoughts conditions. Thus, when pursuing PAP goals, cognitive resources allocation would be divided between the storage, processing and retrieval of task-relevant information, and the activation of outcome concerns and worries. This dual-task situation would impair performance in complex tasks.

10A - Negative Academic Emotions: The Role of Achievement Goals and Contingent Self-Esteem

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Psychological distress in the student population is an important concern. For example, statistics indicate that nearly 30% of college students in Canada show at least four symptoms of psychological distress (CAMH, 2004). In this research, we were interested in three negative emotions associated with psychological distress: guilt, shame and anxiety (Bouvard, 2006). Using the 2x2 achievement goal framework (Elliot & McGregor, 2001), our objective was to validate a model that includes personality, program of study, achievement goals and contingent self-esteem in order to explain why some students are more likely to experience these three emotions during their college education. A total of 172 psychology, education (teaching French as a second language) and social work undergraduates participated in this study. Results from structural equation modeling analysis partially supported our hypotheses. More precisely, results show that students whose self-esteem is contingent on their academic performances are more at risk to experience feelings of guilt, shame and anxiety during their studies. Furthermore, our results suggest that the program of study can be a predictor of student's achievement goals. Indeed, compared to other students, psychology undergraduates were more likely to have performance-approach goals. In turn, these performance-approach goals exerted a positive predictive influence on contingent self-esteem. Contrary to expectations, performance-avoidance goals were not a significant predictor of contingent self-esteem. Results are discussed in light of the 2 x 2 achievement goal framework and the contingent self-esteem literature.

**1B - Teachers' Role in Motivating Language Learners:
The Case of Arab Teachers of English in Israel**

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Teachers related factors play a crucial role in motivating or demotivating students (Christophel & Gorham 1995; Allen, Witt, & Wheelless, 2006). The area of second language acquisition is no exception (Dörnyei, 2001, 2005; Keblawi, 2005). This qualitative study explores the different ways in which teachers can affect learners' motivation, from the perspectives of both teachers and learners. The participants were 20 Arab students of English (aged 14-15) and five of their teachers. The data was collected using semi-structured interviews. Analysis of the data reveals that teachers' positively perceived behaviours can trigger learners' motivation, sustain it and help students cope with the demotivating experiences they undergo. Teachers can do so through projecting enthusiasm, offering supportive feedback, increasing learners' autonomy, providing challenging yet enjoyable tasks, being close to their students, and reducing students' anxiety. However, apathetic teachers and their negatively perceived behaviors and traits can diminish and even eliminate learners' motivation. The interviews with the teachers confirm the above findings. Teachers, however, cite a number of problems that limit their influence: a high percentage of indifferent and weak students, congested classes, inability to deal with heterogeneous classes, load of work, lack of pedagogical resources, poor physical conditions at schools and the existence of many distracting elements that are enhanced by the rapid technological and social developments. Based on the results of this study, it is recommended to equip teachers with practical tools that can help them positively affect their students' motivation and counter the factors that limit their influence.

2B - When Working Works: The Buffering Effect of Autonomous Motivation in the Job Stressors-Strain Relationship

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Stressful work environments — and more particularly demanding conditions — have been established as detrimental to employee well-being and work-related strain, including burnout, depressive symptoms, and health problems (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001; Rau, Morling, & Rosler, 2010; Schaufeli & Bakker, 2004). However, not all individuals react equally to stressful environments and individual differences in the stress-strain process has received increased attention over the years (de Jonge & Kompler, 1997; Semmer, 2003). A useful theoretical framework for understanding how employees' perceptions of their workplace affect their well-being is self-determination theory (SDT; Deci & Ryan, 1985), a theory of human motivation which proposes that developing a sense of autonomy where action comes from the self is critical to optimal functioning and well-being. In light of SDT, this study aims to investigate whether employee motivation (high autonomous motivation vs. low autonomous motivation) influences how they perceive their work environment, consequently attenuating job stressors' impact on job strain. More specifically, we propose that autonomous motivation moderates the relationship between specific job demands (i.e. work overload, role ambiguity and role conflicts) and psychological distress. This study was

conducted among school employees ($n = 356$; mean age = 41,8 years ($SD = 10,4$)). The results from a series of regression analysis provide support for the buffering role of autonomous motivation, suggesting that the impact of several demands on psychological distress is attenuated among autonomously motivated employees. The theoretical and practical contributions of this study are discussed in the light of the stressor-strain literature and SDT.

3B - Future- and Proximally-Oriented Motivational Goals Among Graduate Optometry Students

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The current study is a follow-up to a previous study about the relationships among future goals, task instrumentality, and self-regulation (Tabachnick et al., 2008), based on the Miller and Brickman (2004) future-oriented motivation model. An intriguing finding of the earlier study (conducted among undergraduate students enrolled in a required general education course in a large urban university), was that whereas *intrinsic* future goals had significant relationships with most of the other motivation variables in the study, *extrinsic* future goals did not. The current study investigated whether future goals in general, and future *extrinsic* goals in particular, would be related to important proximal motivation variables such as task instrumentality and self-regulation strategies among students in a graduate professional program. It was reasoned that extrinsic goals may play an important role among graduate students preparing for a specialized profession. The participants in the current study were 314 graduate students enrolled in one of the top-ranked optometry colleges in the United States. They were administered *The Future-Oriented Student Motivation Survey* (FOSS), consisting of four scales measuring different aspects of future- and proximally-oriented motivation and self regulation, including adapted versions of the *Aspirations Index* (Kasser & Ryan, 2004), and the MSLQ (Pintrich et al., 1991). The data was collected, and the analysis included a path analysis followed by a bootstrap procedure. The authors are currently working on interpreting the results, which will be ready in time for the poster presentation.

4B - Achievement goals, self-concept, self-esteem and academic achievement

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Achievement goal theory considers two types of goals: task orientation, and ego-orientation (Eccles & Wigfield, 2002; Skaalvik, 1997), being the first related to more positive outcomes and the second with less adaptive outcomes (Anderman & Wolters, 2006; Kaplan & Maehr, 2007). On other side, research that distinguishes between self-enhancing ego orientation and self-defeating ego orientation shows that the first is clearly associated with positive outcomes, and the second with negative outcomes (Kaplan & Maehr, 2007; Pintrich, 2000). Knowing that in academic contexts, self-representations are positively associated with academic achievement and motivational orientations (Choi, 2005; Marsh & Craven, 2005; Valentine & DuBois, 2005). The present research aim to: 1) characterize different profiles of students considering motivational orientations and academic self-concept 2) analyse the possible relationships between motivational profiles with other dimensions of self-concept, self-esteem and academic achievement. Participants were 338 students from 9th grade, attending 3 different schools in Lisbon. From those, 242 never repeated a year while 93 are retaken at least once. Data regards a self-concept scale (Peixoto & Almeida, 1999) and a scale of motivational orientations (Peixoto, Mata & Monteiro, 2008; Skaalvik, 1997).

Cluster analysis and MANOVA's show that different profiles of motivational orientations are related to different levels of academic achievement, self-esteem, and non-academic dimensions of self-concept.

5B - Change is as change is judged: An interpersonally situated approach to understanding beliefs about intelligence malleability

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The type of feedback received from parents and teachers has been shown to influence children's beliefs about whether intelligence is a fixed [entity beliefs] or expandable [incremental beliefs] capacity, with important consequences for motivation and achievement (Dweck & Molden, 2005). However, little research has considered the ongoing role of interpersonal relationships in activating these beliefs once they form. We theorized and tested the link between interpersonally situated evaluation expectations and beliefs about the malleability of intelligence in four studies. Study 1 showed that priming a specific relational partner whose feedback implied incremental beliefs leads participants to self-endorse more incremental beliefs. In Study 2 we established that the proportion of important relationships in which participants receive feedback that implies incremental beliefs correlated with their self-endorsed incremental intelligence beliefs and their generalized expectations that others would provide incremental-typed feedback. In Studies 3 and 4 we created a novel social context that provided feedback that implied both incremental and entity theories, but paired only one type with social acceptance cues (smiles and cheers). We found that participants in the incremental-acceptance condition were subsequently slower to recognize interpersonal rejection words on a lexical decision task (Study 3) and self-endorsed more incremental beliefs (Study 4). These data support our theory that acceptance motives interact with the interpersonal context to activate evaluation-consistent beliefs about the malleability of intelligence.

6B - Student Athletes' Motivation in Sport: Cluster Analysis Using 2 x 2 Achievement Goal Theory

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The purpose of this study is to examine student athletes' motivation in sport. A total of 486 student athletes from nine schools in Singapore participated in the survey measuring implicit theories of ability, perceived competence, perceived motivational climate, achievement goals, self-determined motivation, and achievement-related outcomes (i.e. enjoyment, pressure, anxiety, value of their sport, and performance strategies). Using cluster analysis, four goal profiles were found, namely the 'highly motivated' (Cluster 1), 'lowly motivated' (Cluster 2), 'moderate achievement goals/high perceived competence' (Cluster 3), 'high mastery/low performance/moderate perceived competence' (Cluster 4). Cluster 1 is high on all four achievement goals, and has the most positive profile. Cluster 2 is low on all four achievement goals, high in avoidance goals only, and has the most negative profile. Cluster 3 has a positive profile despite their moderate levels of achievement goals, possibly due to their high perceived competence. Lastly, despite the moderate levels of perceived competence, Cluster 4 has a positive profile, probably due to their focus on mastery goals. The results seem to indicate that having all four achievement goals may be beneficial, avoidance goals alone may be detrimental, focus on mastery goals may facilitate positive outcomes despite lack of perceived competence, and having a high perceived competence may help make up for the low levels of achievement goals. Causal relations can only be justified with further experimental investigations.

7B - Sociocultural Influences in the Academic Motivation of High School Dropouts

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High school dropout is a critical issue in education. Motivation plays an important role in whether students will drop out or not, yet very little research in motivation science has been dedicated to the dropout process. Furthermore, little attention is given to what happens to the motivation of dropouts once they leave, as well as when they return to school. This study used a multiple-group structural equation model to examine the effects of sociocultural factors on the motivation of high school dropouts, and how eventual educational attainment moderated these relationships. The data were derived from the NELS:88 dataset, and represented a subset of participants who did not complete high school by their senior year (N=1,269). Previous achievement and peer influence were found to predict motivation for dropouts who later completed school, while no significant predictors were found for dropouts who never returned to school. Findings give an alternative perspective on the issue of high school dropout, in that dropouts actually comprise a heterogeneous group that is differentially impacted by aspects of their social environment and previous academic experiences. The findings of this study illustrate the importance of understanding how previous achievement and motivation contribute to finishing school after dropping out among a population that is often deemed amotivated, and emphasizes that educational trajectories of students continue to expand well past their expected high school graduation date.

8B - Developing The Academic Motivation Scale in Turkish: A measure of motivational orientations for learning English

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Motivation for foreign language learning has received considerable interest from researchers, which has aroused a need for measures to explore the motivation of language learners (Dörnyei, 1994; Oxford & Shearin, 1994; Deci & Ryan, 1995; Deci et al, 1991; Vallerand, 1997). Academic Motivation Scale (AMS) (Vallerand et al, 1992) is a measure based on the tenets of self-determination theory and assesses different motivational orientations (amotivation, EM and IM) for learning English. However, using the English version of AMS may not be possible in some contexts especially when the participants are not proficient in English. In this respect, a preliminary test of the reliability and the validity of AMS in Turkish with approximately 300 learners of English has revealed the need for more work on AMS in Turkish because identified regulation and external regulation factored together (Unver, 2010). In line with the results of the above-mentioned study, this study aims at adapting AMS into Turkish by adding items that would assess identified regulation, too. The procedure includes a group discussion with learners of English at the School of Foreign Languages of a Turkish state university, the administration of AMS to learners at different proficiency levels, and the exploration of whether there are gender differences in terms of motivational orientations or not. The findings may provide support for the development of other measures to investigate L2 motivation in Turkish considering the fact that academic motivation is a predictor of achievement.

9B - Grade-related changes in control beliefs along primary school, and its relations with student's engagement and achievement

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The present study analyzed the evolution of control beliefs along middle childhood and its relations with students' engagement in classroom learning and achievement. Within this general aim, the study presented had three interrelated goals: (a) to trace developmental trends in perceived control in this age-range, (b) to identify the specific components of control beliefs more directly related with student's engagement, at different ages, and (c) to explore the role of engagement in linking perceived control and achievement. Student's school-related control beliefs, engagement and school performance were investigated in 182 students, from the 2nd, 4th, and 6th grades, using the CAMI instrument (Skinner, Chapman, & Baltes, 1988), and teacher-based scales assessing students' engagement and academic performance. Results showed differential grade-related trajectories for three specific types of control beliefs. Generally, 'control' and 'ability' beliefs were those more strongly associated with engagement. However, the specific aspects of control that were important for engagement changed with school grade. Moreover, the effects of perceived control were first apparent by fourth grade (and from then on), suggesting that younger children's engagement might depend less on these self-appraisals. Finally, findings supported the role of engagement in linking control beliefs to performance.

10B - A qualitative exploration of subjective task value : school, program and course value among postsecondary students

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Building on the Eccles and colleagues *Expectancy-value model for achievement choices*, this research explored the components of subjective task value and their relation to academic choices in college (*cégep*) and university. It also looked at the influence of young people's social network on subjective task value. The empirical data for this research was collected through qualitative interviews with 36 postsecondary students from different colleges in the province of Québec (data collection by Bourdon and Charbonneau). Each student was met between 4 and 6 times over a five year period. The use of qualitative and longitudinal data constitutes two important originalities of this research. Among the different themes covered during the interviews, those that were of most use for this particular research were perceptions of college, program and courses, school choices (persevering, changing program, leaving college, etc.) and the impact of the social network on perceived value of studies in general, as well as different programs and courses. Using NVivo software, a qualitative analysis was conducted. Results largely validate the structure of the subjective task value concept as defined by Eccles (2005, 2009): utility value, interest, attainment value and cost can indeed be distinguished. Also, we find some evidence that confirms the general structure of the model as it places, among other things, identity components and social-cultural influences as determinants of subjective task value. However, results also raise some questions for instance regarding the inclusion of effort as a subcomponent of cost and the future orientation of utility value.

11B - The relation between other-oriented achievement motivation and parents' attitudes of child-rearing and expectation

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"Other-oriented achievement motivation (OAM)" is to achieve for meeting family members', peers', and other people's expectation. It is in contrast to "self-oriented achievement motivation (SAM)" that is to achieve for oneself. Ito(2009) revealed that undergraduates, who were expected to do well in school work or sport from their parents, peers, and teachers, were likely to have "other-oriented achievement motivation" in Japan. The purpose of this study is to examine the relation between undergraduates' motivation (self-oriented or other-oriented) and their parents' attitudes of child-rearing and expectation for them. Japanese undergraduates (n=185) participated in this study. Their parents' attitudes of child-rearing was measured by PBI (parental bonding instrument) and divided in four types("autonomy", "care", "indifference", and "over-protection"). Their motivation type was measured by the self- and other-oriented motivation scale (Ito, 2004) which had four sub-scales (integration of OAM and SAM, priority to SAM, SAM as an ultimate motive, and perceived negative aspect of OAM). The results showed that "care" group had the highest score and "over-protection" group had the lowest score in "integration of OAM and SAM". In addition, both "care" group and "over-protection" group were expected to have high academic background and to be filial to their parents, but "over-protection" group were less likely to be expected to be accepted by their peers and to become ordinary people than "care" group. It seems that "care" type of child-rearing promotes to internalize other-oriented achievement motivation as an autonomous motive.

12B - Primed self-determined and non self-determined group identification and its effects on well-being and ingroup bias

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Social identity is considered a key social psychological variable to understand intergroup behaviors. According to social identity theory, individuals are motivated to view their ingroup in a positive light, especially compared to outgroups (Tajfel & Turner, 1986). Social identity has been associated with both positive (e.g., well-being) and negative consequences (e.g., ingroup bias). It remains to be explained which dimensions of social identification yield these divergent consequences. To this aim, the present study applied self-determination theory (SDT) to investigate the reasons why group members identify with their ingroup. SDT states that reasons to endorse an identity can range from intrinsic enjoyment to extrinsic rewards (Ryan & Deci, 2003). Self-determined (SD) and non self-determined (NSD) motivation was experimentally manipulated to capture the implicit motives underlying identification with groups. It was hypothesized that when group members are primed with self-determined identification (SD), this should lead to greater well-being and less ingroup bias than when primed with non self-determined identification (NSD). High degree of identification was expected to amplify these findings. Results from moderated multiple regression analyses supported these hypotheses; participants in the NSD priming condition reported greater well-being, but only when degree of identification was low, while participants in the SD priming condition reported greater well-being when degree of identification was high. Furthermore, participants in the SD priming condition reported lower ingroup bias. Results are interpreted in light of social identity theory and self-determination theory.

13B - Persistence in school-based extracurricular activities among adolescents: The role of autonomy support, motivation and perceived competence

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School-based extracurricular activity (SEA) participation has been linked with many positive outcomes among adolescents such as academic achievement, lower rates of dropout and psychological well-being (Feldman & Matjasko, 2005). Although SEAs appear to be important to youth development, few studies have investigated social factors and motivational resources that can predict if students will enrol in them over time (persistence) (Beiswenger & Grolnick, 2010). Self-concept research suggests that individuals are more likely to persist in a given activity when they feel confident in their abilities (Marsh & Craven, 2006; Marsh & Yeung, 1997; Valentine, DuBois & Cooper, 2004). According to Self-Determination Theory (Deci & Ryan, 2000), an environment that provides autonomy-support (an opportunity to choose and self-endorse one's own behavior) incites autonomous motivation, which in turn contributes to perceptions of competence. Therefore, the present study suggests that adolescents should persist in SEAs when their parents and SEA animator/instructor are autonomy-supportive, allowing them to develop autonomous motivation toward SEA and to feel confident in their abilities. The sample included 287 students (155 girls, 132 boys) from the province of Quebec (Canada). Data were collected on two occasions. SEM analyses reveal positive and significant relations between autonomy-support provided by parents and the SEA animator/instructor and students' autonomous motivation in their SEA. In turn, autonomous motivation predicted perceived competence and participation the year after. Moreover, analyses indicated that students from economically disadvantaged areas were less likely to persist in school-based extracurricular activities. This study outlines the benefit of autonomy support and motivational resources to foster persistence in SEA over a two year period.

14B - The Role of Autonomy Support and Emotions: On the Transmission of Passion

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Passion is defined as a strong inclination toward an activity that people like, that they find important, that they invest time and energy in, and that has been internalized in their identity (Vallerand, 2010). So far, little research has investigated the processes involved in the transmission of a passion from one person to another. A series of 4 studies was used to examine the impact of autonomy support and emotions in the transmission process. It was hypothesized that the perception of an initiator's passion (e.g., teachers) should influence the transmission of that particular type of passion in the novice performer (e.g., students) through autonomy support and emotions (e.g., excitement and enthusiasm). With a retrospective design, Study 1's results showed that an initiator's harmonious passion, as perceived by the initiated, was positively associated with the initiated's perception of the initiator's enthusiasm, excitement, and autonomy support. Conversely, the initiator's obsessive passion, as perceived by the initiated, was positively associated with the perception of excitement and negatively with autonomy support. Study 2 replicated these results using a prospective design with dyads. By using a longitudinal design, Study 3 replicated the previous results. Additionally, Study 3 explored the role of teacher's autonomy support and emotions toward students in the transmission process as measured from students' perspective. Results from SEM analyses demonstrated that different processes of transmission are at play depending on the teacher's type of passion. In Study 4, these results were replicated using an experimental design. Implications for future research are discussed.

15B - “Who” or “What” do affect the contents of Reaction-Paper? : From the stand point of Bakhtin’s theory

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Reaction-Paper (RP) is a writing tool to review lessons. Our previous study (Onoda, Tonegawa, & Uebuchi, in press) has shown that most students composed RP with “simple description” which informed their feeling and thought to teacher rather than “extensive description” which interpreted lesson contents and associated those with a student’s own experiences. Present authors assumed that the contents of RP were strongly affected by “address (Bakhtin, 1986)”. In other words, the motivator of description wasn’t “what I write” but “whom I write”. In the present study, we examined whether an intervention that shifted address of RP from a teacher to classmates was effective in changing their descriptions. In a class of Educational Psychology, university students (n=63) were distributed RP and directed using RP for reviewing lesson. Their RP were all printed anonymously and distributed classmates in opening of the next class. The categorical analysis showed that contents of RP were composed of more simple description than extensive description ($z=-2.43$, $p<.05$) before the intervention. However, the number of extensive description rose as much as simple description ($z=-0.14$, $n.s.$) after the intervention. The result suggested that intervention which shifted address of RP could have affected contents of RP and enhanced students to review the lessons deeply.

1C - The use of explicit measures for the assessment of the importance of autonomy, competence and relatedness

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According to self-determination theory (SDT), the satisfaction of the basic needs for autonomy, competence and relatedness is associated with achievement emotions. The question whether individual differences in the proposed needs should be taken into account was discussed conceptually, but few empirical studies address that issue. The aim of this study was to contribute to the discussion by testing explicit measures of the importance of needs and by examining the impact of discrepancies between the importance of need and need satisfaction on achievement emotions. Two hundred and six students attending 8th and 9th grade (secondary school) provided self-report measures of the importance of needs, perceived need satisfaction and achievement emotions (joy, anxiety, boredom, anger). Social relatedness to the teacher and to classmates was measured separately. Difference scores between importance of need and perceived need satisfaction were calculated. Only the cases where the reported importance of a need was higher than its satisfaction were considered. Regression analyses with the perceived satisfaction of a need entered in Step 1 and with the difference score entered in Step 2 were conducted. Results revealed that the discrepancy between the importance of autonomy and perceived autonomy was positively associated with anxiety. Regarding social relatedness to the teacher, the difference score had a negative relation to joy and a positive relation to boredom. No further significant results were found. This could lead to the conclusion that even if theoretically founded measures are used, explicit measures are not sufficient to capture the importance of needs.

2C - The Detrimental Effect of Self-Objectification on Women's Self-Determined Motivation

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Objectification Theory (Fredrickson & Roberts, 1997) argues that particular social contexts render girls and women vulnerable to experiencing an observer's perspective of their own body. In turn, this self-objectifying state is hypothesized to incur a number of subjective costs including the capacity to experience peak motivational states. The present study examined the impact of varying degrees of self-objectification on women's motivation toward a laboratory task (i.e., SOMA puzzle). Individual differences in women's general self-determination (GSDI) were also examined (Mask & Blanchard, 2010). Under the guise of a study on "Emotions and Consumer Behavior" (Fredrickson et al., 1998), undergraduate women (n=155) were randomly assigned to try on a swimsuit (high self-objectification) or a sweater (low self-objectification) and complete various SOMA puzzles. Results documented a significant moderating effect for GSDI. Women with lower levels of GSDI experienced less situational self-determination while doing the SOMA puzzles when wearing a swimsuit compared to a sweater. These findings indicate that the more women feel coerced and controlled in their general behaviours, the more vulnerable they are to experiencing a third-person perspective of their own body which in turn drains important attentional and motivational resources. Implications for women's motivation in various life domains are discussed.

3C - Promoting the Development of Moral Identity, Behavior, and Commitment in a Social Action Program

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Moral identity has been described as a self-consistent dedication to actions that benefit others. Youth involvement in social action and community service can promote the construction of prosocial identities and enduring patterns of civic behavior. This presentation explores this important process for youth that participate in PeaceJam programming. High school age "PeaceJammers" study the lives of Nobel Peace laureates while creating projects to affect positive change in their own communities. We are guided by the following framing questions: How do youth connect working for social change with personal meaning and transformation? What do youth participants identify as influential in these changes? Multiple methods are utilized to access youth perceptions of change and identity development, including quantitative surveys (N=474), interpretive interviews (N=30), focus groups, and observations. Multiple forms of data allow researchers to study the constructs of interest from several perspectives. Participants report high levels of perceived change in factors that relate to personal and social change. They articulate salient influences on their identities and actions, as youth explore the ways in which their participation in PeaceJam has served as a catalyst for growth. Participants recognize the need to do the kind of work that will assist others, and also sense their own personal advantage gained through working for community development. Additionally, they share how program advisors play a key role in promoting social identity, participation and the development of moral identities. These findings contribute to the growing literature on moral identity development and youth engagement in community transformation.

4C - Self-determination of discrimination: Consequence on well-being.

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Self-determination theory (SDT) is a motivational theory which has mostly been applied to socially constructive behaviors, like volunteering, leisure, work, and sports participation. Research has consistently shown a positive link between self-determination and well-being (Deci & Ryan, 2000). Some studies have shown that self-determination can also be applied to more harmful behaviors, like discrimination or drug taking (Amiot, Sansfaçon, Yelle & Louis, submitted; Sansfaçon, Amiot, Lapointe, 2010). In these cases, social norms may encourage people to engage in those behaviors out of self-determined motivation. Social identity theory (SIT) may help account for these findings. SIT proposes that when individuals identify with their social group, they endorse and internalise their group's norms and behaviors, regardless of whether these are positive or negative (Tajfel & Turner, 1986). Two studies were conducted with hockey fans to test (1) if engaging in harmful (derogatory) behaviors out of self-determined motivation is associated with greater well-being, and (2) if identifying strongly with an ingroup that endorses these derogatory behaviors accentuates the link between self-determination and well-being. Specifically, a self-determination measure was adapted to identify the motivation to emit derogatory behavior against a relevant outgroup. Across both studies, significant positive correlations were observed between self-determined motivations and well-being. In addition, interactions observed in moderated regressions showed that high self-determination to emit the behavior combined with a strong identification to the group was related to higher well-being. Results will be interpreted in light of self-determination theory and social identity theory.

5C - Affective Forecasting in Soccer Fans: The Role of Harmonious and Obsessive Passion

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Every four years, the FIFA World Cup generates passions around the globe. According to the Dualistic Model of Passion (Vallerand et al., 2003), fans can be passionate in two distinct fashions: obsessive and harmonious passion. When one feels an uncontrollable urge to support one's team, one is said to have an obsessive passion. Conversely, harmonious passion is at play when one autonomously and freely supports his team. The purpose of the present study was to explore the role of passion in fans' forecasted affective reactions following their favorite team's game. Being part of an integrated self-structure (Hodgins & Knee, 2002), harmonious passion should lead individuals to face success and failure in a non-defensive (Hodgins & Knee, 2002) and mindful manner (Brown & Ryan, 2003). We, thus, hypothesized that harmonious passion would lead fans' affective forecast to be more coherent with their real experienced affective reaction following their favorite team's game. This should not be the case with obsessive passion, which stems from ego-invested self-structures toward the passionate activity. Participants were 62 soccer fans followed after each of their teams' game during the 2010 FIFA World Cup (mean of 1.84 games per participant). Results of Hierarchical Linear Modeling provided general support for these hypotheses. Results revealed that harmonious passion was associated with less discrepancy between the forecasted and actual affective reactions both following a victory or a defeat of their favorite team. Obsessive passion was unrelated to this phenomenon. Results are discussed in light of the Dualistic Model of Passion.

6C - The Relations between Implicit Intelligence Beliefs, Autonomous Academic Motivation, and School Persistence Intentions: A Mediation Model

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This study attempts to test a model in which the relation between implicit theories of intelligence and students' school persistence intentions are mediated by intrinsic, identified, introjected, and external regulations. Six hundred and fifty students from a high school located in a suburban Montreal area were surveyed. Contrary to expectations, results from SEM analyses indicated that the four types of regulations do not mediate the relation between implicit theories of intelligence and students' intentions to persist in school. Rather, results show two direct effects, where an incremental theory of intelligence is associated with greater school persistence intentions, as well as being motivated in an intrinsic manner. In addition, results reveal that academic achievement is related to persistence intentions. No gender differences were observed. This research highlights the importance of promoting incremental intelligence beliefs and intrinsic motivation in students in order to foster school persistence intentions. Theoretical and practical implications for parents and teachers are discussed.

7C - Motives for well-being: Do psychological needs matter?

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Hedonic motives (Kahneman, 1999) for leisure-time physical activity (LTPA) focus on the outcomes (e.g., pleasure) one expects to obtain, whereas eudaimonic motives focus on personal growth as a consequence of behaviour (Deci & Ryan, 2002). Adopting Basic Psychological Needs Theory (Deci & Ryan, 2002), the purpose of the present investigation was to examine the role of psychological need satisfaction (Deci & Ryan, 2002) on the LTPA - hedonic/eudaimonic motive relationship. Participants ($N = 112$; $M_{age} = 65.34$; $SD_{age} = 10.42$) were individuals living with osteopenia who completed a battery of instruments on a single occasion. Multiple mediation analyses indicated perceived psychological need satisfaction mediated the LTPA – hedonic/eudaimonic motive relationship ($R^2_{adj} = 0.38$ and 0.59 respectively) while controlling for variance attributable to global well-being. Perceptions of the psychological need for autonomy served as a unique mediator in the relationship between LTPA and both hedonic and eudaimonic motives. The fulfillment of competence and relatedness psychological needs were unique mediators for eudaimonic and hedonic motives, respectively. Collectively, results support that the satisfaction of basic psychological needs represent one mechanism underpinning motivational orientations in LTPA settings with the magnitude of influence varying depending on outcome.

8C - Need Satisfaction, Work-School Interference and School Dropout: An Application of Self-Determination Theory

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Research has shown that working can have a negative impact on school engagement. However, the majority of studies has focused on the amount of time that students spend working. Since part-time employment can be beneficial for adolescent development, it is important to investigate the *quality* of work experiences and their influence on school engagement. This study explored of the relation of part-time work and school experiences, conceptualised from a Self-Determination Theory perspective (Deci & Ryan, 2000), to school dropout intentions among secondary and junior college students. Participants were 3248 students from rural and suburban schools in the greater region of Montreal, Canada. Questionnaires were used to assess the number of hours worked, the extent to which work interfered with or facilitated school functioning, autonomy, competence and relatedness experienced in the work and school domains. School performance and school dropout intentions were also assessed. A curvilinear relation between work hours and dropout intentions was found, reflecting that part-time work was associated with lower dropout intentions than not working, except in the case when students worked more than 7 hours per week. Moreover, as predicted, school need satisfaction was negatively related to dropout intentions whereas school-work interference was positively related to dropout intentions. Analyses also showed that work-school interference was a mediator in the relation of employer support to dropout intentions. Together, these results suggest that both the quantity *and* the quality of students' part-time work experiences need to be considered when examining the relation of work to school engagement.

9C - Autonomy Support and Engagement in Prekindergarten: Examining Montessori and Traditional Environments

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Relying on self-determination theory, this study sought to promote student engagement by helping teachers incorporate autonomy-supportive techniques. Research has found that an autonomy supportive teaching style can be learned (Reeve, 1998), and increased levels of autonomy support in high school teachers led to increased student engagement (Reeve, Jang, Carrel, Jeon, & Barch, 2004). In the current study, traditional (n=4) and Montessori (n=9) prekindergarten teachers participated. A seminar on supporting autonomy was delivered to the combined experimental group (n=9). The remaining teachers comprised a delayed-treatment control group. Teachers' autonomy-support and students' engagement were rated by trained observers during classroom visits at baseline and following the intervention. Montessori teachers were significantly more autonomy supportive at baseline. The intervention group did not differ from the control group on teachers' autonomy support and classroom engagement. Raters' first classroom observations correlated with teachers' self-reports of autonomy-supportive versus controlling teaching style ($r(11) = .56$, $p < .05$). Gains in engagement for Montessori classes related to gains in autonomy support and teacher structure ($R^2 = .89$, $p < .001$). In traditional classrooms, the engagement gains related to increases in teacher structure ($R^2 = .94$, $p < .05$). Comparative analyses suggest that at baseline, these prekindergarten teachers were more autonomy supportive ($M = 4.86$) than traditional high school teachers ($M = 3.5$; Reeve, et al., 2005). The results suggest that future research focus on differential effects of structure and autonomy support on engagement, and on varying levels of autonomy support across grade levels.

10C - Does low self-determination in childhood predict adult level implicit/explicit motive incongruence?

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Implicit motives (unconsciously, affectively represented) and explicit motives (consciously, cognitively represented) are often incongruent with one another (Thrash et al., 2010). Motive incongruence has been shown to be associated with reduced feeling of well-being (i.e., Brunstein et al. 1998; Kehr, 2004) and increased psychological symptoms (Baumann et al. 2005). Conversely, motive congruence was shown to positively influence the development of ego identity (Hofer et al. 2006). The present study (Schattke et al., 2010) used archival longitudinal data from $N = 75$ five year old children and their mothers to explore mother and child characteristics associated with motive incongruence twenty-six years later. Motive incongruence was assessed in terms of discrepancies between implicit and explicit measures of the need for achievement, power and affiliation. Previous research has suggested that trait self-determination, which involves self-awareness and perceived volition in one's actions, moderates the level of implicit/explicit motive incongruence (Thrash & Elliot, 2002). We hypothesized that early childhood experiences that interfere with the development of self-determination would be associated with later motive incongruence. Our results showed that childhood factors that reflected mother-child difficulties in the areas of autonomy and relatedness were significantly related to adult levels of motive incongruence. Specifically, adult motive incongruence was significantly associated with strong maternal inhibition of the child's dependent and sexual impulses, maternal separation during the child's second year, and mother reports of feeling dominated by the child. Limitations of the data are discussed.

11C - Self-Determination Theory Perspective in Understanding the Choice to Teach

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Research on students' motivation to teach has focused on values: intrinsic, personal utility, social utility (Richardson & Watt, 2006; Watt & Richardson, 2007); and on career and vocational goals (Jarvis & Woodrow, 2005). Motives to choose teaching as a career have been linked to the development of teacher identity (Merseeth, Sommer, & Dickstein, 2008), and job satisfaction and commitment (Alt & Henke, 2007; Weasmer, Mays Woods, & Coburn, 2008). Self-determination approaches consider career decision making as a function of autonomy, competence, belonging (Ryan & Deci, 2000). For instance, Guay, Senécal, Gauthier, & Fernet, (2003) found career indecision to be related to competence and autonomy. The present study examines college students' motivation for entering teacher education in terms of the three components of self-determination. Approximately ninety-four students completed a measure of personality characteristics and work values (Career Guidance Inventory (CGI); Nowak, St. Martin, & Rawls (2009)) to assess their level of and desire for autonomy, belongingness, and competence in a future career. In addition, these students provided written reflections interpreting this assessment. Thus, a mixed methods approach will inform questions such as: 1) How are personality characteristics related to work values? 2) How is self-determination related to pre-teacher candidates' decision to enter teacher preparation? Preliminary analyses suggest that there is congruence between competence and belongingness characteristics and work values, but high levels of autonomy in personality are inconsistent with low value for autonomy in the workplace. Possible implications include informing programming goals and sequencing in teacher education coursework.

12C - To Play or Not to Play...Why You do is the Question: Mood, Motivation and Decision-Making in Poker

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Negative affect (NA) is related to more risk-taking in decision-making (Leith & Baumeister, 1996). Self-Determination Theory predicts that autonomous functioning will be associated with lower emotional reactivity to threat due to an integration of the self and openness to emotional experience (Hodgins & Knee, 2002). Poker is a skills-based gambling activity that involves numerous decisions. In the context of a poker lab task, the present study examined whether both contextual and global autonomous motivation buffer the effect of NA on decision-making. METHODS: Poker players were recruited from University of Ottawa campus flyers and through course credit. Participants were randomly assigned to one of three mood conditions; positive ($n = 29$), negative ($n = 27$) and neutral ($n = 27$). Global Self-Determined Motivation (GSM) and Autonomous Motivation to play Poker (AMP) were measured. Participants then underwent a mood induction by watching a film clip. Mood was measured throughout the experiment. Participants played 50 minutes of poker online on a lab computer. Music was used to maintain mood during play. Decision Making (DM) was determined by coding decisions made during play according to their statistical risk or expected value. RESULTS: NA during play was associated with poorer DM. AMP interacted with both NA variables (Frustration and Sadness) to predict DM in the negative condition. GSM interacted with Frustration to predict DM in the Neutral group. DISCUSSION: Autonomous motivation was associated with better DM in the poker task. The results supported the prediction that autonomous motivation buffered the effects of NA on DM.

13C - Beneficial effect of Basic Psychological Needs Satisfaction across Culture and Individual value attached to the needs: An examination of Chinese and Belgium Sample

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Are there universal processes governing the psychological well being of people across nations and cultures or is it a “myth” to believe such universal processes would exist? This issue is grounded in a long lasting debate in well-being studies in cross-cultural psychology. From social constructivism perspective, psychological needs are acquired in the social construction, thus the beneficial effect of certain psychological need depends on the value individuals learn to attach to the need. Several studies do support this “value as moderator” hypothesis for psychological wellness (Oishi, Diener, Lucas, & Suh, 1999; Senko & Harackiewicz, 2002; Oishi, 2009). The current study aimed at examining whether the three basic needs satisfaction proposed in self determinant theory, namely autonomy, relatedness and competence, could be universally beneficial for people’s psychological well-being despite of the country membership, culture orientation that could influence the needs value and personal importance attached to the needs. The sample comprised 359 Belgium adolescents (M =17.9 years) and 324 Chinese adolescents (M =16.4 years). Measurement equivalence of the basic needs satisfaction scale in two culture sample was examined. Result showed that the effects of basic needs satisfaction on wellbeing indicators were equivalent in Chinese and Belgium sample. Furthermore, both culture orientation and personal importance attached to the needs didn’t moderate the effect of three basic needs satisfaction on psychological well-being. These results provide evidence from different perspectives that the three basic psychological needs from SDT may serve as universal foundation of the psychological wellness without value as a moderator.

14C - Can you be autonomy supportive without getting along?

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Self-determination theory (Deci & Ryan, 2000) has always assumed that a leader displays an average leadership style being: anywhere from autonomy supportive to controlling. Thus if a leader is autonomy supportive, he should be so with all of his or her employees. In contrast, the leader-member exchange theory (Graen & Uhl-Bien, 1995) states that a leader’s style will vary as a function of the quality of the relationship that is prevalent with a specific employee. Thus a leader will have a distinct style of behaviour according to the subordinate that he or she is dealing with and this in turn, will lead to different quality of outcomes. This research seeks to investigate whether relationship quality leads to autonomy supportive behaviour or whether it is the autonomy supportive behaviours of a leader that promotes higher relationship quality between the leader and the subordinate. Structural equation modeling was performed with a sample of 91 persons, to test 2 models, one with leader member exchange as the predictor and the second with the autonomy supportive behaviour as the predictor. Results show that the model with relationship quality leading to autonomy supportive behaviour had a better fit. This indicates that high quality relationship is required in order for a leader to be autonomy supportive which then promotes needs satisfaction and in turn vitality of the subordinates.

1D - Relationships between Achievement Emotions and Self-Regulated Learning Strategies

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Recently, studies on discrete achievement emotions (e.g., enjoyment of learning, anger, boredom) have increased and a questionnaire to measure these emotions have been developed by Pekrun and his colleague (Pekrun et al., 2002). Earlier literatures have shown that these emotions are differently related to use of learning strategies and cognitive resources (Pekrun et al., 2002) and achievement goals (Pekrun et al., 2006). Furthermore, Pekrun et al. (2009) have revealed that these emotions can mediate the relations between achievement goals and performance. As Pekrun et al. (2009) have mentioned, achievement emotions can affect academic performance by influencing use of cognitive resources and self-regulation. In this study, we examined whether different achievement emotions are related to different self-regulated learning strategies using a self-reported questionnaire. The research was conducted in two high schools (n=326) in Japan. Results from intercorrelations showed that (1) positive emotions (i.e., enjoyment, hope, pride) correlate positively with cognitive SR strategy, help-seeking, and self-reward, (2) negative emotions (i.e., boredom, hopelessness, anger) correlate negatively with cognitive SR strategy and help-seeking, and correlate positively with self-reward, and (3) some kinds of negative emotions (i.e., anxiety, shame) correlate positively with cognitive SR strategy, help-seeking, and self-reward. As a whole, the results revealed that different achievement emotions are related to different self-regulatory strategies. The present study was not longitudinal, so further research on relationships between achievement emotions, SR strategies, and academic performance is needed.

2D - The Coping Inventory for Academic Striving: Evidence for the hierarchical factor structure and validity

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The purpose of this study was to test the psychometric properties of a newly developed coping scale, The Coping Inventory for Academic Striving (CIAS), designed to measure how students cope with the pursuit of their academic goals. The CIAS was devised to evaluate academic coping conceptualized as a hierarchical, multidimensional, and situation-specific construct. The CIAS measures 11 strategies nested within two coping dimensions: task- and disengagement-oriented coping. In Study 1, four-stage sequential confirmatory factor analyses were used to select the best set of items for the CIAS. The results revealed that the fit of the resulting 44-item model measuring 11 subscales was acceptable. In Study 2, the hierarchical structure of the CIAS was tested on a second sample of undergraduate students. The results of the hierarchical confirmatory factor analyses demonstrated good model fit. Although significantly correlated with the Brief COPE (Carver, 1997), the newly developed CIAS predicted both positive and negative affect over and above the effect of the Brief COPE. The strategies and dimensions of the CIAS were concurrently related to a series of personality, cognitive, motivational, and affective variables. Furthermore, the CIAS was correlated with affective states measured three weeks later. The CIAS will provide educational psychologists with a concise scale for assessing students' strengths and weaknesses in coping with their academic goals.

3D - Impostor feelings: self-regulation deficit?

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Impostor phenomenon is defined as “a psychological syndrome or pattern based on intense, secret feelings of fraudulence in the face of achievement tasks and situations” (Harvey & Katz, 1985). Those experiencing impostor phenomenon are convinced that others overestimate them and are scared that their lack of competence will be unmasked. Clance and Imes (1978) asserted that when they have to perform, those people engage in the “Imposter Cycle”. This cycle begins with self-doubt, worry, and intense fears of discovery that leads to either procrastination followed by rush preparation at the end or over-preparation. This behavioural cycle reflects a lack of self-regulation that is reinforced at each success. Yet, we found no study that investigated this dynamic amongst high school students. 567 high school students (9th and 10th grades) participated to the study and responded to a questionnaire about impostor feelings, self-regulation strategies, procrastination, rush preparation and over-preparation. No gender difference was observed in impostor feelings. Multiple regression analyses revealed that all variables explain 13% of the variance in the impostor feelings. As expected, impostor feelings was positively linked to both over-preparation ($\beta = .25$) and rush preparation ($\beta = .12$) and negatively linked to utilization of self-regulation strategies ($\beta = -.19$). Partial correlations show that over-preparation (6.6%) and lack of self-regulation strategies (5.6%) both contribute more strongly than the others variables to impostor feelings. The role of self-regulation in the maintenance of impostor fears is discussed.

4D - Is it really a matter of SELF: A self-regulated learning instrument from social cognitive perspective

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The national reform in China's college English teaching launched in 2002 has been steadily calling research to enhance students' ability to study independently. However, very few instruments on self-regulated learning (SRL) are available to adequately facilitate this process. The purpose of this study was to develop an instrument measuring the Chinese college students' SRL ability in their independent English listening class. The Self-Regulated Learning Scale (SRLS) was based on Zimmerman and Martinez-Pons' strategy model (1988) containing 68 items structured from 14 SRL strategies. The participants were 707 non-English majors from a medium-size college in northeastern China during the fall semester in 2009. Data were collected online via SelectSurvey software. Minimum Partial Average (MAP) and parallel analyses were conducted in addition to the SPSS default factor analysis in order to determine the optimal number of factors to retain. The results suggested 52 items and 7 factors (*Social, Method, Goal-Setting & Planning, Self-Consequences, Environmental Structuring, Self-Evaluation, and Other-Regulated*) to retain with 49.55% variance explained. Internal consistency coefficients were then computed to examine the reliability of the instrument and its 7 subscales respectively. The results showed a Cronbach's α of .94 for SRLS and the coefficients ranged from .72 to .91 for the subscales. The relationships between the 7 factors were also discussed from the social cognitive perspective. Implications were drawn for instructors that SRL is actually not as *self-evident* and *self-feeding* as many have assumed. In sum, SRLS has demonstrated validity and reliability evidence and further studies are required.

5D - Action-orientation of university students and self-regulated learning

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Metacognition, cognition about cognition, can regulate and steer mental activities in order to make better use of all resources available to the person. However, when a person who is engaged in a purpose-driven activity she needs to deal with intrusions that can derail motivational and self-regulatory processes (Kuhl & Beckmann, 1994). These intrusions can short-circuit the attentional system either before the task begins (hesitation) or during its course (preoccupation). The Action Control Theory was developed by Kuhl and Beckmann to better illustrate and understand why certain people tend to remain task-focused, while others become self-focused. The present research examined the links between action-orientation of university students and their self-regulated learning assessed through use of cognitive and metacognitive strategies, engagement and perseverance. It is proposed that the more students are action-oriented, the more they will exhibit active self-regulated learning. A second objective was to examine whether there were gender differences on action-orientation and self-regulation and on their relations. A sample of 792 students volunteered to participate. Results show that although students' levels of action-orientation were significantly linked to every aspect of self-regulated learning the strongest links appeared with the hesitation sub-scale. Gender differences were found in both hesitation and preoccupation dimensions of action-orientation but not on self-regulation nor on its relation to either dimension. The discussion will argue that inclusion of the action-orientation construct in studies about metacognition and self-regulation appears warranted if we are to better understand the conditions under which students can take charge of their cognitive enterprises.

6D - Self-regulation through balance of self-esteem and self-attitude in midlife

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Current study was based on a proposal that self has different regulation levels according to level of self-knowledge integrity. Thus, self-attitude (in Sardgeveladze's definition) and self-esteem were taken as criteria for dividing our sample (women, aged 45-60, n=187) into self-regulation groups. Cluster analysis revealed 3 groups with different self-balance: (1) those, who had both high self-attitude and self-esteem; (2) those who had both low self-attitude and self-esteem; and (3) those who had high self-attitude and low self-esteem. Those 3 groups were analyzed in terms of attitudes to future, locus control and coping behavior. Analyses showed that self-attitudes were correlated to positive perception of future, while decline in self-esteem correlated with reconceptualization of past. According to our data we could suppose that self-esteem is generally based on past experiences, while self-attitude includes self-acceptance and autonomy and is more related to self "projected" into future, "self-determining" image. Our data shows that decline in self-esteem does not influence as much locus of control and coping behavior, while decline in self-attitude does. Most sensitive component of locus control appeared to be control of achievements. Analyses of coping behavior showed that high level of self-regulation characteristics (high self-attitudes and self-esteem) provides most flexible system of coping behavior strategies: minimum of destructive. Meanwhile those, who had high self-attitude, but low self-esteem showed higher scores on planning of problem solving and self-control. Thus, we can suppose that self-determination may be a mechanism that is actualized when self-regulation system gets unbalanced.

7D - A Meta-Analysis of Action Planning and Coping Planning for Physical Activity Behaviour

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Implementation planning (Gollwitzer, 1999) is a self-regulatory strategy that involves linking specific opportunities to act with concrete behavioural responses that promote goal success. Recently, implementation planning has been subdivided in two subtypes (Sniehotta et al., 2005): *action planning* (i.e., specifying when, where, and how to perform goal-directed behaviour) and *coping planning* (i.e., anticipating barriers to goal pursuit and identifying appropriate coping responses). This meta-analysis of 41 studies was the first to examine each subtype of implementation planning in predicting physical activity behaviour. Using a fixed effects model, analyses of the 19 correlational samples revealed that both action planning ($\varphi = .41, p < .01$) and coping planning ($\varphi = .38, p < .01$) were significantly related to physical activity behaviour, with the strength of these associations varying significantly across various moderators (e.g., number of components, behavioural intention). Results of a meta-analytical path analysis also indicated that both action planning (indirect $\beta = .08, p < .01$) and coping planning (indirect $\beta = .04, p < .01$) were significant partial mediators in the link between intention and physical activity. Based on 23 experimental samples, using a fixed effects model, a standardized mean difference of $d_+ = .31$ ($p < .01$) was found between experimental conditions (action planning, coping planning, or both) and a control condition. This effect was also significantly influenced by several theoretical and methodological moderators (e.g., time lag). Ideas for future research and the applications of these findings for everyday goal striving are discussed.

KEYNOTE PRESENTATION

MONDAY 14:00 - 15:00



**The hierarchical model of achievement
motivation applied to competitive striving**

Andrew J. Elliot

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Room: Grand Salon

CHAIR: Dennis M. McInerney

In my talk, I will provide a conceptual overview of the hierarchical model of achievement motivation, and I will present data that applies this model to competitive striving. Time permitting, I will discuss implications for real-world achievement contexts. In the hierarchical model, both goals and the motivation underlying goals are viewed as critical in explaining and predicting affect, cognition, and behavior. Goals are situation-specific constructs that focus on a precise outcome and guide self-regulation; they are proximal predictors of outcomes. General motivational orientations (e.g., traits, motives) instigate goal adoption and are distal predictors of outcomes. Critically, the same goal can have a different influence on outcomes when linked to different underlying motivations. In addition, the same motivational orientation can prompt different goals, which in turn can have a diametrically opposing influence on outcomes. I will present data to illustrate both of the aforementioned types of hierarchical relations. First, I will present a series of studies showing that performance-approach goals have a differential influence on performance attainment depending on the underlying reasons for their pursuit. Next, I will present a series of studies showing that competitiveness leads to both performance-approach and performance-avoidance goal adoption, and that these two goals have the opposite impact on performance outcomes.

Title: Satisfaction of basic psychological needs

Room: Hydro-Québec

Chair: Julien Chanal

Teachers' relatedness with students is an underemphasized basic psychological need

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Using a self-determination theory (SDT) framework, we explored the relationship between teachers' basic psychological needs for autonomy, relatedness, and competence and their self-reported levels of teaching-related engagement, emotions, and emotional exhaustion. In particular, we tested the hypothesis that teachers' need for relatedness consists of a need for connection with students as well as with colleagues. A total of 1049 teachers participated in three studies. In Study 1 ($n = 409$ participants), we tested a model that examined how teachers' perceptions of autonomy support is associated with relatedness with colleagues and students, and how relatedness predicts teaching engagement and emotional exhaustion. In Study 2 ($n = 455$ participants), we tested a full SDT model, hypothesizing that perceptions of autonomy support lead to satisfaction of teachers' needs for autonomy, competence, and relatedness with colleagues and students, which in turn lead to teachers' engagement and expression of emotions (anxiety, anger, and enjoyment). In Study 3 ($n = 185$ participants), we used scenarios to test participants' beliefs about two hypothesized teachers, one with high student/low peer relatedness and the other with low student/high peer relatedness. Results from the three studies consistently emphasize the relative importance of teachers' relatedness with students as a critical psychological need leading to higher levels of engagement and positive emotions, and lower levels of negative emotions. We conclude our research by discussing the implications of our findings for practice; in particular, we propose that our findings can inform the process of selection of new teachers.

Fulfillment of Student Teachers' Basic Psychological Needs during Practicum

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Practicum or field experience is the capstone event of a student teacher's initial teacher preparation. It is considered by experienced and prospective teachers as one of the most powerful component of their teacher education programmes (Bobis, 2007). Many studies have looked at roles of cooperating teachers and supervisors, as well as learning outcomes of practicum. Nonetheless, not much is known about the fulfillment of student teachers' basic psychological needs and their perceived social environment during practicum. According to the self-determination theory, social contexts that support students' basic psychological needs for competence, relatedness and autonomy will promote intrinsic motivation. To fill the empirical gap, this study examines the fulfillment of student teachers' basic psychological needs during practicum ($N = 1408$) using a cluster analytical approach. The findings suggest that there are distinct clusters of student teachers in terms of the fulfillment of their basic needs. The students in the clusters differed in terms of the perceived level of interest, pressure, and value they ascribed to practicum, as well as their relative autonomy index (RAI), amotivation, and perceived autonomy support from cooperating tutors. The clusters also differed significantly in terms of their own evaluation of their competence in lesson preparation and delivery, classroom management, as well as feedback and assessment. Practical implications of the findings are discussed together with suggestions for cooperating teachers in developing strategies which promote the fulfillment of student teachers.

How Tired Are You?

Examining the Link Between Daily Psychological Need Satisfaction and Daily Sleep Quality

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Within Self-Determination Theory (SDT; Deci & Ryan, 2008; Vansteenkiste, Soenens, & Niemiec, 2010), it is maintained that the satisfaction of the basic psychological needs for autonomy (i.e., experiencing a sense of volition), competence (i.e., experiencing a sense of effectiveness) and relatedness (i.e., experiencing a sense of connection) represent the necessary nutriment for people's well-being. In this study, we employed a diary methodology to examine the association between day-to-day fluctuation in psychological need satisfaction and frustration and daily sleep patterns. Participants ($N = 53$, Mean age = 43.08 $SD = 11.52$) kept a sleep diary (Monk et al., 1994) reporting on their daily fatigue and need satisfaction at night and sleep quality (e.g., alertness) in the morning during 14 consecutive days. Multilevel analyses using HLM indicated that, after controlling for hours of sleep and fatigue on the previous day, daily need satisfaction and daily need frustration contributed, respectively, negatively and positively to daily fatigue and poor sleep quality. A second study among adolescents is currently under way. These results suggest that the satisfaction of one's psychological needs is implicated in the degree to which one is able to get one's physical needs met and indicate that the effects of daily need satisfaction radiate beyond one's psychological functioning per se.

Implications of Experiencing Psychological Need Satisfaction for Motivation, Cognition and Positive Outcomes Across Multiple Important Life Domains

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Self-determination theory (SDT) predicts that three basic psychological needs, autonomy, competence, and relatedness, are necessary for human functioning in important life domains and contribute to the integration of these domains into the self. SDT studies usually look at psychological need satisfaction (NS) 'in general' or in one specific domain, with the assumption that it plays a similar role in all domains. However, people are typically involved in multiple domains simultaneously, leading them to integrate multiple roles. This research examines the role of NS for positive outcomes both within and across important life domains. We conducted two questionnaire studies with over 400 participants, using friend's ratings to complement self-reports and testing the predictions over time. In these studies, we demonstrate that: 1) NS in a domain is strongly associated with both autonomous motivation and well-being within that domain; 2) the types of goals set in a domain and the ability to progress towards those goals are affected by NS; 3) experiencing NS across multiple domains is an important contributor to general well-being; 4) experiencing variance in NS across domains is related to lowered wellbeing.

Trajectories of Need Satisfaction and School Adaptation during High School

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Self-determination theory posits that individuals have innate psychological needs for autonomy, competence, and relatedness whose satisfaction is important for autonomous motivation, well-being, and adaptation (Deci & Ryan, 2000). These findings were found in various contexts such as intimate relationships (e.g., Patrick, Knee, Canevello, & Lonsbary, 2007) and work (e.g., Deci, Ryan, Gagné, Leone, Usunov, & Kornazheva, 2001). In education, need satisfaction was associated with self-determined motivation, achievement, school adaptation, and psychological well-being (Milyavskaya, Gingras, Mageau, Koestner, Gagnon, Fang, & Boiche, 2009; Sheldon & Krleger, 2007). Our research examined the contribution of need satisfaction to high school students' school adaptation using a three-year longitudinal design where yearly fluctuations were estimated heterogeneously. Participants ($n = 523$; 250 boys and 273 girls) completed a questionnaire in Grade 6 (Time 1) and in their first and second years of high school (Times 2 and 3) that included measures of perceived autonomy, competence, and relatedness, as well as measures of school, social, and emotional adaptation. Results of semi-parametric trajectory analyses revealed that, for each need, fluctuations in need satisfaction over time differed across groups of students. Overall, we found that: 1) the proportion of girls is higher in the group of students who reported stable and high levels of need satisfaction for competence, autonomy, and relatedness; and 2) the most positive indices of student adaptation (school, social, and emotional) were found in the group of student who reported stable and high levels of need satisfaction. Results are discussed in light of self-determination theory.

**Title: Cultural differences and identity
construction**

Room: 2300

Chair: Tamarha Pierce

The Symbolic Self: The Special Case of Arab American Adolescents' Social Identity

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Arab American (AA) adolescents in the U.S. who were pre-school and kindergarten children when 9/11 occurred provide a unique opportunity to examine identity from a symbolic interactionist perspective. Focus group interviews ($n = 40$) and surveys ($n = 962$; males = 45.3%) examined the awareness of societal stereotypes (positive, neutral, and negative) about one's group on AA adolescents' emerging identity. Students' awareness of negative societal stereotypes about one's group was significantly greater among the 8th and 7th than among 6th graders. Furthermore, 8th grade, but not younger students, who expressed their awareness of negative stereotypes had a more positive in-group orientation compared to those who perceived that the stereotypes associated with their group were neutral or positive. Focus group interviews revealed that AA adolescents reported feelings of ambivalence about their hyphenated Arab/Arab-American identity. Evidence also indicated that their identity negotiation was moderated by the community and school contexts. In schools where they were a minority, AA adolescents donned a pan-Arab identity, which strengthened their in-group bond and provided them a united front in the face of prejudice and discrimination. Both qualitative and quantitative data revealed they AA students also adopted reactive and passive coping strategies to deal with their feelings of identity ambivalence, stereotype threat, and discrimination. Taken together, the evidence provides support for a symbolic interactionist view in which adolescence sense of self is influenced by their beliefs about how others see them in the broader public arena, as well as their proximal school environment.

Does Cultural Heritage Trump Culture in Schools? School Belongingness in Asian and Western Societies

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Limited evidence exists on how the larger cultural framework affects psychological processes related to schooling. In this study, we investigated the effect of living in a culture that emphasizes an interdependent view of self (i.e. culturally East Asian context) versus living in a culture that emphasizes an independent view of self (i.e. culturally Western context) on the sense of school belonging. We analyzed the PISA 2003 survey data on 15-year-old students from 25 countries to investigate two competing hypotheses about the effects of cultural and school context on belongingness. HLM analysis indicated that East Asian students reported lower school belongingness than Western students, possibly due to the emphasis on competition in East Asian schools. Positive teacher student relations and preference for cooperative learning environment predict higher school belongingness across cultures. These findings underline the importance of taking the cultural context in consideration in explaining educational experiences. They also highlight the role of the proximal context over the more distal context on human affect and cognitions.

Title: Attributions and attitudes from different perspectives

Room: 2320

Chair: Alexandre J.S. Morin

Effect of Adolescent Family Life Education (AFLE) on Adolescent Girl's Attitude About Family Life

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Adolescent girls in rural India are poorly informed about sexuality. AFLE helps adolescent girls to develop a positive attitude towards family life. An experimental study was undertaken to assess the effectiveness of Adolescent Family Life Education (AFLE) program on adolescent girls' attitude in a rural community of South India. The Conceptual framework was adopted from Health Promotion Model (2002) by Pender, Murgauh and Parsons. A Five point Attitude Scale was developed by the investigator and the reliability was found to be 0.89. The rural unmarried adolescent girls (300) in the age group of 13-19 years were included in this experimental study. The mean score difference on overall attitude of adolescent girls towards family life between control and experimental group was found to be highly significant ($p < 0.001$). A positive correlation was found between knowledge and attitude of adolescent girls about family life ($p < 0.01$). There was a positive correlation found between attitude and practice of adolescent girls about family life ($p < 0.01$). There was an association between attitude of adolescent girls and attainment of menarche ($p < 0.05$). The present study had shown that the Adolescent Family Life Education program was effective in terms of developing a favourable attitude among rural adolescent girls about family life. Healthy adolescence promote the health of women as they become mothers which in turn lead to a healthy new generation as they reproduce their children.

University students' partner ideals and attributions in romantic relationships

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This study was based on Fletcher, Simpson, Thomas, and Giles's (1999) model of relationship cognition, and Weiner's (2001) attributional theory that have been recognized useful in studying interpersonal relationships (Fincham, 2006). This study, aiming to fill a research gap, focused on partner ideals and attributions in romantic relationships. Specifically, this research investigated (a) individuals' beliefs about the characteristics that describe their ideal romantic partner, (b) their attributions for their perceived quality of their current romantic relationship, (c) the role of partner ideals in the generation of the same relationship and attributions, and (d) the impact of partner ideals, perceptions of the current relationship and attributions on the formulation of expectations for the quality of the relationship in the future. The participants (N=320) were male and female students between the ages of 18 and 28. The results showed that (a) the ideal partner characteristics were mainly relevant to warmth and trustworthiness, (b) self, other person, and self-other person interaction were the most prominent causes in describing positive and negative relationships, (c) partner ideals was a significant factor in the generation of the perceptions of the current romantic relationship (individuals who had smaller perception-ideal discrepancies rated their

relationships more favourable), and the subsequent attributions, and (d) the three concepts (mainly, the perceived quality of the relationship) influenced the expectations for the quality of the relationship in the future. Discussion of the findings focuses on the necessity of identifying the content of partner ideals to understand the individuals' quality of romantic relationship.

Seeking the Heart for Resistance: Racism, Identity, and Education from an Indigenous Australian Perspective

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Recent socio-psychological research focussing on discrimination has begun to more carefully assess the negative impact of such a stressor on those targeted by it. Findings emanating from this body of research have highlighted the negative impact of perceiving discrimination on a wide variety of mental and physical health outcomes, and on educational engagement and achievement for members of various minority groups. Some researchers though have suggested that attributing a negative event to another's prejudicial attitudes (thus an external orientation) may act as a protective mechanism against internalising any negative consequence that may be drawn from such a stressful observations (e.g., the Discounting Hypothesis for social attributions – Crocker and Major, 1989). Using such a protective mechanism may thus potentially enhance an individual's personal and collective self-esteem. This theoretical perspective has received some criticism though, especially with its possible ignorance of minority group distinctions and the long-term effects of experiencing discrimination and the stigmas associated with it. With this controversy in mind, it is the purpose of this paper to critically examine attributions of prejudice models from a qualitative perspective incorporating in-depth interviews of high profile Indigenous Australian representatives. These interviews focussed on the participants' experiences of racial discrimination, how such attitudes and behaviours may have impacted upon their self-perceptions, and finally identify how they may have coped with racial discrimination throughout their lives. The results supported research suggesting that racism is still a significant stressor for Indigenous Australians today, and highlighted its negative impact on the self-perceptions (e.g., self-concept, identity) of high achieving Indigenous Australians. Finally, although little evidence was found to directly support the positive nature of attributions of prejudice, a reoccurring theme emerged with regard to a personal (yet taxing) motivation for resisting and fighting racism (thus 'proving them wrong'). The implications of these findings are discussed within an educational context.

The early detection of pessimism in young children

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The early detection of pessimism in young children is of critical importance as a pessimistic style of thinking is a risk factor for mental health problems, learned helplessness, poor motivation and underachievement, with boys more likely to be affected than girls. Research evidence indicates many children have developed a pessimistic explanatory style by the age of eight but little is known about pessimism in younger children because of problems associated with its accurate measurement in this age group. An interactive, multimedia *Pessimism Scale for Young Children* (PSYCh) was developed and administered on three occasions over one year to a random sample of 204 boys and 215 girls, aged 5 to 10 years, drawn from 10 schools in the Australian state of South Australia. Rasch (1980) analyses of data from 369 children who responded to all 24 items in the initial administration indicated the incidence of pessimism was normally distributed across the

sample. Ninety-six children exhibited moderate levels of pessimism, 18 had high levels of pessimism and 6 were extremely pessimistic. Further, pessimism was found to be a reasonably stable characteristic over time at the individual and group levels. There were no significant gender differences but some developmental differences were evident across the age groups. Rasch (1980) analyses also indicated the PSYCh is a developmentally appropriate, reliable and valid measure for the early detection of pessimism in young children. Future studies should utilize the PSYCh for this purpose and in particular to explore age related developmental differences in pessimistic explanatory style.

Family-School Situation Antecedents of Subjective Well-Being and Learning Behavior in Thai Elementary School Pupils

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To study the impacts of social situation (family and school), perceived educational practices, and psychological factors on subject well-being (SWB): life satisfaction, self-esteem, and positive relation with others in elementary school pupils and their learning behavior, 1,033 fourth and fifth grade pupils from six schools were sampled. All variables were measured using the Summated Rating Method with each having an Alpha coefficient reliability range between .77 and .86. The statistical tool used for data analysis was Path Analysis. It was found that family environment and school atmosphere affected psychological traits directly while perceived school atmosphere toward teaching and learning according to educational practices affected psychological traits indirectly though attitudes toward teaching and learning according to educational practices. Attitudes toward teaching and learning according to educational practices affected subjective well-being most (life satisfaction, self-esteem and positive relation with others) and family environment indirectly affected subjective well-being through psychological state (attitude toward teaching and learning according to educational practices). And psychological traits directly affected responsible learning behavior of the elementary pupils. The findings of this study can be used as the guidelines for enhancing subjective well-being, responsible learning behavior and achievement in elementary pupils.

**Title: Expectancy-value theory and academic
self-concept**

Room: Grand Salon

Chair: Jacquelynne Eccles

**Why do Adults Participate in Continuing Education? A Phenomenological Analysis of Expectancies
and Values**

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Over the past decades adult learning has become a central issue in policy. However, empirical research in this field is still scarce. The present study aims at exploring determinants of adults' motivation to invest time and energy in continuing education. Using a qualitative approach, semi-structured interviews were conducted with a total of 16 persons aged between 21 and 67 from varying educational backgrounds (e.g., academic degree, occupation). Both the interview guideline and the category scheme were based on expectancy-value approaches (Eccles 2005; Heckhausen, 1977). All interviews were transcribed and coded by a team of four researchers. Overall, our content analyses indicate that adults' learning motivation may be conceptualized best as a function of endogenous and exogenous factors (e.g., personal goals, situational constraints). To trace adults' learning motivation and educational decisions throughout their life course it seems to be important to distinguish between two perspectives: (1) Reasons people give to explain why they participated and (2) motivational aspects that emerged during participation (e.g., someone may choose a course for its utility value but then discover it is interesting). As an important conclusion with respect to value we consider it necessary to disentangle each value (intrinsic, utility, attainment, and costs) in terms of its reference points. For example, we found that the value of a particular educational activity may refer to the content, the status as participant or the attainable degree. Based on our results, we outline prospective research concerning the classification of motivational patterns of adult learners.

**Examining Predictors and Consequences of Students' Grade 1 Intrinsic Motivation and Academic
Self-Concept**

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Co-authors: Frédéric Guay; Simon Larose; Michel Boivin; Frank Vitaro; Richard Tremblay

The determinants and consequences of students' intrinsic motivation and academic self-concept have been less examined during early elementary school years; despite the fact that motivation processes at this period could have long-lasting effects on educational trajectories. In the present longitudinal study, two conceptual models were tested that utilized domain-specific academic measures and accounted for student-teacher relationships. The first model, based on self-determination and self-concept theories, examined if intrinsic motivation mediates the contribution of self-concept to academic achievement. The second model explored if self-concept plays a meditational role between intrinsic motivation and achievement. The teachers of 820 Quebec kindergarten students (441 boys, 379 girls) completed items regarding their pupils' preschool abilities and relationship quality. One year later, the students themselves completed items measuring their motivation and self-concept, while Grade 1 teachers reported their achievement. The first

structural equation model (SEM, $\chi^2=1138.75$, $df=491$, RMSEA=.04, CFI=.94) revealed that preschool ability, but not child-teacher relationship, predicted self-concept. Furthermore, self-concept predicted intrinsic motivation, which in turn predicted academic success in Grade 1 (even after accounting for preschool ability). In the second SEM ($\chi^2=1087.87$, $df=491$, RMSEA=.04, CFI=.95), both preschool ability and child-teacher relationship predicted intrinsic motivation. Also, intrinsic motivation predicted self-concept, which in turn predicted academic success in Grade 1 despite accounting for preschool ability. Overall, the second model better fit the data and leads to discussions on the impact of student-teacher relationships on motivation, the connection between motivation and self-concept, and their ability to predict student achievement as early as 7 years of age.

Exploring the Cross-Cultural Validity of the Sense of Self (SOS) Scale in Hong Kong and the Philippines

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This study explored the applicability of the Sense of Self (SOS) scale within the Asian context. Adolescent high school students in Hong Kong (N = 697) and the Philippines (N = 709) were asked to complete the 26-item SOS scale which measures students' sense of purpose, sense of reliance, negative self-concept, and positive self-concept. Preliminary analysis showed that internal reliability coefficients of the SOS were all adequate for the two groups of participants. Separate confirmatory factor analyses indicated a good fit between the hypothesized models and Hong Kong and Filipino data. Multi-group confirmatory factor analyses indicated invariant factor loadings for the SOS in the Hong Kong and Filipino contexts. Implications for cross-cultural research are discussed.

Who took the "x" out of expectancy-value theory? A cross-cultural test of the joint influences of self-concept and task value on motivation using structural equation models with latent interactions

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Expectancy-value theory (EVT) is one of the most influential theories of achievement motivation; expectancy of success in a task (usually represented by academic self-concept and task value, such as enjoyment, utility and cost) predict motivation, choice and achievement. Historically, EVT-models assumed a synergistic relation between expectancy and value: both expectancy and value have to be high to motivate behaviour, an expectancy-by-value interaction (ExV). However, this central notion of classical EVT-models has mostly disappeared from modern EVT models. We argue that part of this failure is due to deficiencies in statistical methodology: Tests of interaction effects are besieged by measurement error that is not appropriately accounted for by conventional statistical methods. Recent developments in structural equation models with latent interactions control for this measurement error and allow stronger tests of interaction effects. Using these models, we tested ExV-interactions based on representative samples of 15-year-old students (N = 398,750) from 57 diverse countries. The effects of expectancy (science self-concept), value (enjoyment, personal and instrumental value of science) and the ExV interactions were all positive and statistically significant for predicting both engagement in science activities and intentions of pursuing science-related careers. The results held up in the total and generalized over the 57 culturally-diverse countries. These

findings, apparently the strongest cross-national test of EVT ever undertaken, support the generalisability of EVT predictions – including the “lost” ExV interaction. Thereby, they serve as a powerful substantive-methodological synergy, an example of new insights into old questions obtained through the application of advanced quantitative methodology.

Indigenous and Non-Indigenous Primary School Students Attitudes on Play, Learning and Self-Concept - A Comparative Perspective

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Social aspects like friendship and sense of relatedness are fundamental to development of cultural identity (Deci & Ryan, 1995; Vygotsky, 1986), influencing the development of self-concept, and further affecting motivation and learning. In school, the cultural aspect of children’s play has often been lacking, when focusing learning, except in recent research (Lillemyr, 2009). Research has focused social aspects and friendship as fundamental elements for engagement in school learning (Wentzel, 2005; Ladd, 2007). Social and cultural relatedness seems strongly tied to aspects of self-determination and sense of competence (Reeve, Deci & Ryan, 2004), which is essential to promote motivation among Indigenous students in particular (Duncan & Greymorning, 1999; The Sámi, 2000; McCarty, 2002). In two cross-cultural studies carried out in Australia, Arizona (USA), and Norway, similarities and differences were documented between Aboriginal, Navajo and Sámi students in 3rd and 4th grade, compared to non-Indigenous (majority) students. The purpose was to detect cultural profiles on interests in play, learning preference, self-concept (and motivational orientation), applying scales and interviews. Results showed a tendency of Indigenous students to endorse more a traditional, teacher-directed concept of learning, compared to non-Indigenous students. Independent of cultural background, students were highly interested in free play. Further, Indigenous students showed significantly lower Self-Concept, compared to non-Indigenous students. In Norway teachers of Indigenous students applied play and allowed student initiatives to a lesser degree than teachers of majority students. Teachers in Arizona and Australia seldom used play in the classroom. Educational consequences for multicultural early years’ education are suggested.

**Title: Self-determination and choice in various
life contexts**

Room: 2112

Chair: Frédéric Guay

Self-Determination in Music: Psychological Needs and the Formation of Beliefs and Values

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A five-year longitudinal study of 157 young children learning musical instruments commenced in 1997. These students were contacted again ten years later to examine key data related to their music learning activities throughout adolescence, current music activities, and beliefs and values relating to music and music education. Data were collected retrospectively about fulfilment of the psychological needs of competence, relatedness, and autonomy in music activities at various points in the participants' lives, and were compared with real-time data about the participants' practice behaviours and beliefs and values. The results show greater psychological needs fulfilment at points when the participants were most involved in music activities, and less psychological needs fulfilment around the time they decided to cease involvement in music activities. In addition, positive experiences of competence, relatedness, and autonomy were correlated with the formation of positive beliefs and values about music and music learning. The results have strong implications for teachers and provide insight into how students are able to sustain many hours of difficult deliberate practice in a voluntary activity. The potential for closer examination of these phenomena in conjunction with measurement of self-regulation in practice activities is discussed.

The Impact of Social Support on Task Choice and Performance in Task Conflict Situations: "have to" versus "want to"

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Despite the natural inclination for children to play, they are often confronted with situations where they face "have to" do work, in order to achieve success in later outcomes. For example, if students want to receive good test scores, they "have to" choose studying over playing outside or playing video games. However, this is not an easy choice to make. Therefore, children are more likely to choose what they "want to" do over what they "have to" do. So, how can educators help children to overcome this dilemma? In this study, we have examined the effects of social support on task choice and performance in a situation where "have to" and "want to" tasks were both present. One-hundred fifty kindergartners participated in the study. They were presented with a contrived conflict; they were asked to choose between playing with Play-doh and engaging in a less interesting assignment of drawing a story that they had just heard. The experimental results showed that the frequency of selecting the choice of drawing (about a given story ("have to")) over playing with Play-doh was the lowest when students were in a "self-operated environment," and the frequency was the highest when the students were with "social supporters." In cases where social assistance was provided, increased levels of motivation, interest, and subsequent assignment selection were observed. These findings suggest that providing social support for students faced with the conflict of choosing between "have to" and "want to" tasks increases motivation for learning and reduces perceived burden in students.

Understanding Korean Immigrant Children's Motivation to Learn Korean and Their Situated Identities

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Current approaches to achievement motivation often have not made identity a central focus (Kaplan & Flum, 2009). Using sociocultural perspectives (McCaslin, 2009), our study investigated the relation between motivation to learn Korean and the identity constructions of children of immigrants in the U.S. Extending our previous study (Kim, Kim, & Schallert, 2010), we hypothesized that their various kinds of motivation to learn Korean would reciprocally inform their multiple and fluid *identities* that are situated in diverse sociocultural contexts (Rogers, 2004). Nine students (age:10-15) from one class in a Saturday Korean school were interviewed and observed during a semester. Their teacher and parents were also interviewed. We conducted critical discourse analyses (Rogers, 2004). Coding schemes included positive/negative affective statements, active/passive voice, tense, identity, motivation from the self-determination theoretical perspective (Deci & Ryan, 2002), and sociocultural influences on learning Korean. CDA revealed the delicate ways in which students constructed situated identities in interactions with important others in various social contexts (home, public, or language school). Along with their identity constructions, students expressed various motivations or reasons for studying Korean, echoing SDT. Compared to students in previous study (Kim et al., 2010), these students reported mainly intrinsic motivation (learning Korean for fun) or integrated regulation (wanting to show respect for Korean ethnic background). In sum, our analysis led us to see participants as negotiating their identities associated with their motivation to learn Korean.

Distinguishing Autonomous and Directive Forms of Goal Support

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Co-Authors: Theodore Powers; Marina Milyavskaya

Two studies examined the relations of autonomy support versus directive support to goal progress over three months. Directive support was defined in terms of the provision of positive guidance ("my friend reminds me what I need to be doing") whereas autonomy support was defined in terms of empathic, perspective-taking ("my friend understands how I see my goals."). Study 1 included 110 female dyads and study 2 involved 72 male-female romantic partners. Participants listed 3 personal goals and were then followed up three times regarding the goal support they received and the goal progress they achieved. Measures of relationship quality and personal well being were also collected. Factor analyses supported the distinction between directive and autonomous forms of support. The two 7-items scales were shown to be reliable and only moderately correlated. Results revealed that autonomy support was significantly positively related to goal progress over three months whereas directive support was unrelated to progress. The effect of autonomy support was mediated by enhanced goal-related motivation and self-efficacy. Autonomy support was also associated with improved dyadic functioning and personal well-being. The pattern of results points to the importance of distinguishing autonomy support from other forms of encouraging support that are commonly offered to as we pursue our personal goals. This distinction is especially important in the context of co-equal relationships as opposed to hierarchical relations such as between doctor-patient.

TUESDAY, JUNE 21ST: MORNING SESSIONS

GENERAL OVERVIEW		
9:00 – 10:00	Keynote presentation Mark R. Leary Duke University	Room: Grand Salon
10:00 – 10h15	Coffee Break	Room: Agora
10:15 – 12:15	Paper presentations	
<u>Session A: Self-esteem</u>		Room: Hydro-Québec
10:15 – 10:35	❖ Johannes Michalak	Mindfulness and self-esteem
10:35 – 10:55	❖ Tracy DeHart	Perceived Commitment and Implicit Self-Esteem Predicts Positive Nonverbal Behavior During Relationship Conflict
10:55 – 11:15	❖ Alexandre J.S. Morin	The influence of students' school experiences on their developmental trajectories of self esteem across adolescence: A conditional growth mixture analysis
11:15 – 11:35	Period of questions	
<u>Session B: Self-regulation in learning and development</u>		Room: 2300
10:15 – 10:35	❖ Barbara Otto	Do self-regulated learning and time spent on homework account for the differences in students' math achievement?
10:35 – 10:55	❖ Denyse Blondin	Observation of self-regulation and autonomy behaviours during piano practice of undergraduate students in music performance
10:55 – 11:15	❖ Kurt Marder	Cyber Bullying: Future Research Directions
11:15 – 11:35	Period of questions	
<u>Session C: Motivation and identity related to physical activity participation</u>		Room: 2320
10:15 – 10:35	❖ Nathalie Aelterman	Pupils' Motivation in Relation with Physical Activity and Engagement during Physical Education Class
10:35 – 10:55	❖ John Wang	Predicting Physical Activity Intention and Behavior from Achievement Goals: A

		Multilevel Structural Equation Modeling Approach
10:55 – 11:15	❖ Stéphane Perreault	Passion in sport: One or two dimensions?
11:15 – 11:35	❖ Wai Cheong Eugene Chew	Profiles of Parenting Dimensions: A Person-Centered Analyses of Student Athletes' Perceptions of their Parents
11:35 – 11:55	❖ Francis Ries	Self-identity as a component of the Theory of Planned Behavior in predicting physical activity
11:55 – 12:15	Period of questions	
<u>Session D: Social comparison and self-concept</u>		Room: Grand Salon
10:15 – 10:35	❖ Dennis M. McInerney	Does Big-Fish-Little-Pond Effect Always Exist? Investigation of Moderators in the Hong Kong Context
10:35 – 10:55	❖ Kit-Tai Hau	Big-Fish-Little-Pond Effect in Comparison within Small Villages in China
10:55 – 11:15	❖ Barbara Moschner	The stability of the Big-Fish-Little-Pond Effect after moving to another "pond"
11:15 – 11:35	❖ Nico W. Van Yperen	Self-evaluation: The overpowering effect of social comparison
11:35 – 11:55	❖ Karolina Retali	Academic self-beliefs and achievement of immigrant students: findings from Greek PISA 2006 and a cross-national comparison
11:55 – 12:15	Period of questions	
<u>Session E: Self-concept, Aboriginal students and parents</u>		Room: 2112
10:15 – 10:35	❖ Anthony Dillon	Establishing Construct Validity
10:35 – 10:55	❖ Marjorie Seaton	Parents and Pressure: Similarities and Differences in Students' Perceptions of Parental Relationships and Pressure in Academically Selective and Non-Selective High Schools
10:55 – 11:15	❖ Christine Rubie-Davies	Self-Concept of Students in Higher Education: Are There Differences by Department and Gender?
11:15 – 11:35	❖ Alexander S. Yeung	Self-concepts of Indigenous Australian Students in Urban and Rural School Settings
11:35 – 11:55	Period of questions	

KEYNOTE PRESENTATION

TUESDAY 9:00 - 10:00



**Hypo-egoic Processes: Antecedents and
Implications of Quieting the Self**

Mark R. Leary
Duke University, USA

Room: Grand Salon

CHAIR: Robert J. Vallerand

Most research on the self has focused on phenomena that occur when people process information about themselves and the world in a self-relevant manner. In contrast, this talk deals with hypo-egoic states, psychological states that are characterized by relatively little involvement of the self. Research on hypo-egoic states will be reviewed and discussed in the context of a model that accounts for the conditions under which such states arise and that explains their cognitive, motivational, emotional, and behavioral features. According to the Hypo-egoic Process Model, hypo-egoic states occur when people focus primarily on the present situation (as opposed to thinking about the past or future), introspect minimally, think about themselves in concrete (as opposed to abstract) ways, and pay minimal attention to other people's evaluations of them. Because hypo-egoic states are associated with a low amount of self-talk, people in such states tend to display low self-centeredness, reduced ego-involvement and susceptibility to ego-threats, greater authenticity and equanimity, and increased experiential processing in which events are experienced with little internal commentary about their relevance for oneself. Hypo-egoic processing increases the likelihood that people will experience states in which the self is relatively quiescent, such as flow experiences, mindfulness and other meditative states, humility, hypo-egoic emotions (such as awe), and transcendent experiences. Hypo-egoic states are often associated with a sense of well-being because people are not generating internal self-talk that evokes negative emotions. However, when processing information hypo-egoically, people sometimes fail to attend to the self-relevant meaning of events.

Title: Self-esteem

Room: Hydro-Québec

Chair: Richard Koestner

Mindfulness and self-esteem

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Co-Author: Jan Burg

Results of two studies on the mindfulness self-esteem relationship will be reported. In Study 1 in a sample of 42 undergraduate students the ability to stay mindful in contact with one's breath was associated with higher levels of self-esteem and self-esteem stability. This finding suggests that mindfulness might play an important role in building a secure self-esteem. In Study 2 in a sample of 216 undergraduate students mindful acceptance (assessed with the Kentucky Mindfulness Inventory; Baer, Smith & Allen, 2004) moderated the relationship between self-esteem and depression. In persons with low mindful acceptance, self-esteem was much more closely associated with depression than in persons with high mindful acceptance. Findings of Study 2 suggest that an accepting, allowing, and non-judgmental stance towards present-moment experience might buffer the detrimental effects of low self-esteem on depression.

Perceived Commitment and Implicit Self-Esteem Predicts Positive Nonverbal Behavior During Relationship Conflict

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Co-Author: Scott Leon

Previous research has demonstrated the interpersonal origins of people's implicit (i.e., unconscious and automatic) beliefs about the self (DeHart, Pelham, & Tennen, 2006). In the current research we examine what influence people's implicit beliefs about the self have on romantic relationship functioning. Specifically, we examined how implicit self-esteem influences the way dating couples respond to perceived rejection from their romantic partners. We conducted an experimental lab study where perceived rejection was manipulated (Study 1) and video-taped romantic couples discussing an on-going conflict in their relationship (Study 2). We found that when participants perceived that their romantic partners were highly committed to the relationship, those high in implicit self-esteem (versus low) reported engaging in more positive verbal and nonverbal behaviors in the rejection condition (Study 1), and also displayed more independently coded positive nonverbal behaviors (i.e., smiling at partner) during the conflict interaction (Study 2). In addition, after the conflict discussion, people high in implicit self-esteem reported feeling closer to their partners. However, when people perceived that their partners were less committed to the relationship, people high and low in implicit self-esteem did not differ in their responses. These findings are consistent with previous research demonstrating that in response to perceived rejection people high in felt security automatically prioritize connectedness goals (Murray, Derrick, Leder, & Holmes, 2008). Because both implicit self-esteem and connectedness goals occur automatically, implicit self-esteem may predict whether people engage in positive behaviors that meet needs for connection.

The influence of students' school experiences on their developmental trajectories of self esteem
across adolescence: A conditional growth mixture analysis

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This study investigates the developmental heterogeneity of self esteem trajectories across adolescence and investigates how school experiences influence these trajectories. Data from the Montreal Adolescent Depression Development Project, a four-year follow-up of over 1000 adolescents who completed the Rosenberg Self Esteem Inventory each year was used. Growth mixture analyses converged on a 4-class model: (a) A high and increasing trajectory (16.4%), (b) a stable low trajectory (13.7%), (c) a stable moderate trajectory (52.6%), (d) an initially moderate trajectory that shows a marked increase and reach the level of the high trajectory (17.3%). This last trajectory clearly illustrate that self esteem is not a necessarily stable phenomenon and can improved over the course of adolescence. To validate the extracted trajectories, predictors related to students' school experiences were added to the model: redoubling, grades, relationships with the teachers (warmth and support), school victimization, loneliness, and perceptions of the school climate (relational, security, bonding, educative, and justice). Few of these variables predicted membership in specific classes, suggesting that global self-esteem is mostly determined by factors unrelated to school experiences. The factors that did predict membership (loneliness, grades, relationships with teacher) suggest that school experiences affect individual students' through micro, rather than macro (i.e. climate) processes. However, if students' perceptions of their school climate did not influence their membership in specific trajectories, they did predict their evolution within specific trajectories. The discussion will also underscore some methodological implications and limitations of the present results, and directions for future studies.

**Title: Self-regulation in learning and
development**

Room: 2300

Chair: Thérèse Bouffard

Do self-regulated learning and time spent on homework account for the differences in students' math achievement?

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Many studies have shown that self-regulated learning (SRL) positively correlates with students' school achievement (see Hidi & Ainley, 2008). If self-regulatory competencies truly are crucial, then they should show a substantial contribution in the prediction of the academic performance even beyond the core predictor, namely cognitive abilities. Therefore, the present study aimed at the investigation of the research question, whether the quality of learning (SRL) as well as the quantity of learning (time spent on homework) can incrementally account for students' school performance after controlling students' cognitive abilities. Based on a process model of SRL (Schmitz & Wiese, 2006), data of 1221 secondary school students were collected. Cognitive abilities were assessed by a standardized test (KFT 4-12R; Heller & Perleth, 2000). SRL, the invested time as well as students' math grade as indicator of academic performance were assessed by a questionnaire. Blockwise analyses of regression were conducted including "cognitive abilities", "SRL", and "time spent on homework" as predictors for school performance (math grade). The results confirm that SRL significantly accounts for the prediction of academic achievement even after controlling for students' cognitive abilities, whereas the invested time did only significantly contribute to math achievement. These findings lead to theoretical as well as practical implications which will be discussed at the end of the presentation.

Observation of self-regulation and autonomy behaviours during piano practice of undergraduate students in music performance

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In music performance, quality of practice is considered by teachers as a determinant factor of high achievement (Custodero, 2005). Although music research shows that practice strategies are part of every instrumental music lesson, not much is known on the ways advanced music performance students use or modify learned practice strategies to adapt autonomously to the variety of challenges presented by music scores. Based on self-determination theory (Deci and Ryan, 1985) and literature on autonomy and self-regulation (SR) in various disciplines (Leon-Guerrero, 2008, Zimmerman, 2008), this exploratory study aims to observe the presence of SR among students choice of practice strategies using a mixed research design and to distinguish autonomous practice (personal and explicitly justified choice of practice strategies) vs replication of practice automatisms (routine practice learned from early music lessons). Two (2) undergraduate students were asked to work independently once a week for 6 consecutive weeks on a short but challenging classical piano score (*Sonata* L.413 from D. Scarlatti). Research protocol included a 60 minutes format for each practice session in a controlled environment. Sessions were videotaped and

monitored. A research assistant's role was to "prompt" participants to justify their choices of specific strategies (Legros and Crinon, 2002). Based on verbatim transcriptions and observation of video excerpts, qualitative analysis points to specific similarities and differences in SR and autonomy between participants. Limitations due to "prompting technique" will be discussed regarding future research. Portraits that seem to emerge could provide new knowledge and perspectives in music practice and performance.

Cyber Bullying: Future Research Directions

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The term "cyberbullying" evokes an emotional response in society especially the media with sensational headlines decrying the evils that modern technology has inflicted on individuals and its consequences on victims. Yet the term "cyberbullying" has yet to be included in any extant dictionary, and furthermore there is disagreement of research to date in what is an accurate definition of the term. A major issue is that empirical research on cyberbullying is in its infancy and as such within-construct issues of the nature of the cyberbullying construct are yet to be elucidated. Furthermore, whilst self-concept has been implicated in traditional bullying research exploring the causes and consequences of bullying for targets, bullies, and bystanders the role of self-concept in relation to cyberbullies and the cyberbullied is not as yet known. In this presentation we provide an overview of some of these issues and discuss the implications thereof for advancing cyberbullying theory and research

**Title: Motivation and identity related to
physical activity participation**

Room: 2320

Chair: Julien Chanal

Pupils' Motivation in Relation with Physical Activity and Engagement during Physical Education Class

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Self-determination Theory (SDT; Deci & Ryan, 2000) distinguishes between autonomous and controlled forms of motivation and amotivation. Previous studies in PE demonstrated that autonomous forms of motivation are positively associated with concentration, effort and self-reported PA levels. The purpose of the present study was to investigate if and to what extent objectively measured (with accelerometers) moderate to vigorous physical activity (MVPA) and observer rated engagement during PE were associated with motivation towards PE on both the interclass and interpersonal level. Participants were 739 pupils (46.3% boys, M age = 14.36 ± 1.94) from 46 secondary school classes in Flanders (Belgium). Physical activity levels during PE class were fairly low, with pupils being physically active during on average 9 minutes (25.51%). Multilevel results indicated that 63% and 37% of the variance in MVPA is explained by interclass and interpersonal differences, respectively. In addition, MVPA and engagement were positively associated with autonomous motivation, whereas associations with controlled motivation and amotivation were not significant. In sum, our findings provide support for the role of motivation in explaining class-based and interpersonal differences in physical activity and engagement during PE. Practical implications and recommendations for future research are discussed.

Predicting Physical Activity Intention and Behavior from Achievement Goals: A Multilevel Structural Equation Modeling Approach

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The purpose of the current study was to use a multilevel structural equation modeling (MSEM) approach to examine the effects of achievement goals on intention and physical activity participation with students as within-group level and classes as the between-group level. A sample of 1854 school children aged 14 to 19 years from 13 schools took part in the study. The results provide strong evidence that there are significant variations in the adoption of achievement goals, intention, and physical activity participation across individual students and across different classes. The MSEM showed that only mastery-approach goal had a positive effect on intention to be physically activity, and in turn, led to physical activity participation, at the individual- and class-levels. Both within- and between-models explained a significant amount of variance in intention and physical activity participation. This study demonstrates the need to take into account the natural hierarchical structure of the data.

Passion in sport: One or two dimensions?

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The passion scale (Vallerand et al., 2003), a measurement tool which indexes obsessive passion (a controlled internalization of an activity in one's identity that creates an internal pressure to engage in the activity that the person likes) as well as harmonious passion (an autonomous internalization that leads individuals to choose to engage in the activity that they like), has been used to test (with much success) the predictions of the dualistic model of passion in a variety of settings (see Vallerand, 2010). However, when the correlation between the two types of passion is computed by researchers, the two scales are often found to be correlated positively. This particular result suggests the need to evaluate whether the two types of passion are indeed independent constructs. Thus, the purpose of this presentation was to examine the structure which underlies the passion scale using a sample of high school athletes attending a sports school. Results from structural equation modeling (John & Benet-Martinez, 2000) and multidimensional scaling indicated that a unidimensional rather than a bidimensional model underlies the items found in the passion scale. The implications of such results will be discussed with respect to the dualistic model of passion.

Profiles of Parenting Dimensions:

A Person-Centered Analyses of Student Athletes' Perceptions of their Parents

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In the sports domain, research on the influence of parents on young athletes have typically looked at roles, specific behaviors, or practices of parents operating at a level that is specific to the child's sporting context. Few studies have investigated how parenting styles, which operate at a higher level of generality, are linked to motivational related constructs that are relevant to young athletes. Adopting the parenting dimensions approach to studying parenting styles, and employing both the traditional cluster analysis and the latent profile analysis (LPA), this study based on the theoretical framework of the self-determination theory (SDT) aimed to identify profiles of parenting dimensions as perceived by secondary school student athletes (N = 258, mean age = 13.94, SD = 1.00) and then examine its predictive validity in relation to the motivational constructs. Questionnaires administered to the student athletes tapped their perceptions of their parents, and also assessed their psychological needs satisfaction, sport motivation, amotivation, and life goals. Maternal and paternal variables of the six identified SDT-based parenting dimensions (autonomy support, structure, warmth, coercion, chaos, rejection) were used as clustering variables in the analyses which yielded a four-cluster solution. Interestingly, two of the clusters showed that parenting dimensions that are conceptual opposites can co-occur at a similar level of magnitude. Methodologically, the complementary use of the LPA brings the advantages of the LPA to the analyses and added certainty to the derivation of the solution.

Self-identity as a component of the Theory of Planned Behavior in predicting physical activity

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Among the variables proposed as useful additions to the structure of the Theory of Planned Behavior (TPB; Ajzen, 1991), there is evidence for the predictive usefulness of a measure of self-identity. The main purpose of this study was to test the hypothesis that self-identity is an independent predictor of physical activity (PA) intention and behavior in adolescents. School students ($N = 397$) from Estonia and Spain completed an initial questionnaire assessing the TPB constructs of attitude, subjective norms, and perceived behavioral control, as well as self-identity and intrinsic motivation in a leisure-time PA context. Four weeks later, participants completed a follow-up questionnaire that assessed self-reported PA during the previous four weeks. Several structural equation models were constructed. Self-identity had a direct effect on PA intention ($\beta = .33, p < .01$) and behavior ($\beta = .31, p < .01$). The hypothesized model accounted 67% of the variance of intention and 45% of PA behavior. To confirm the hypothesis that intention mediated the effect of self-identity on PA behavior the direct path from self-identity was fixed to zero. The effect of intention on PA behavior ($\beta = .61, p < .01$) increased indicating that partial mediation occurred. Overall, the results provide support for an extended version of the TPB incorporating self-identity.

Title: Social comparison and self-concept

Room: Grand Salon

Chair: Claude Fernet

Does Big-Fish-Little-Pond Effect Always Exist? Investigation of Moderators in the Hong Kong Context

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The big-fish-little-pond effect (BFLPE) posits that students with the same ability will have higher academic self-concepts when they are in low ability classes than in high ability classes. Our research puts the BFLPE under scrutiny by examining the potential moderators that may affect the size of the BFLPE. Based on the self-reported mathematics self-concept and mathematics achievement data from 7,334 Hong Kong junior secondary school students in 201 classes, the BFLPE was found to be significant. Further moderation analyses indicated that students' endorsement of competition and social power would moderate the BFLPE, though the effect size was small. Specifically, the BFLPE was found to be stronger for students who were competitive and those who would like to strive for social power. Yet, the BFLPE was found to be significant even after the moderation effect was controlled for. Our research provides continued support for the BFLPE. The moderation effect of competition and social power also provides important theoretical and practical implications in educational settings.

Big-Fish-Little-Pond Effect in Comparison within Small Villages in China

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The big-fish-little-pond effect (BFLPE) has been widely demonstrated (Marsh & Hau, 2003) in that for students of equal ability, those studying in schools with higher average ability would have lower self-concept. The two components of BFLPE, the negative contrast (social comparison) and positive assimilation (reflected glory) effects are necessarily reflecting the social context of learning (Dai & Rinn, 2008; McFarland & Buehler, 1995). The present study examined this BFLPE effect in Chinese villages, the fundamental organizational units for rural community. The Chinese culture is collectivistic characterized by strong emphasis on needs and interests of social units (particularly family, community; Suzuki, 1980). We speculated that after controlling for appropriate variables, those living in villages with better average ability would have lower self-concept. The data in the Chinese Family Panel Studies collected by the Institute of Social Science Survey at Peking University, China were analyzed. The survey was representative of the wide range of families in three provinces in China. Specifically we had 1119 families from 95 villages. Self-concept and ability were measured by the Rosenberg self-esteem scale and four standardized items respectively. Multiple regression analyses showed that after controlling for own ability ($\beta = .30^{***}$), ability-square ($.07^*$), age ($-.02$), gender ($.05$), size of village ($-.06$), family income ($.13^*$), parental education ($.08^*$), village average family income ($-.10^*$), and village average parental education ($.03$), the BFLPE (village average ability) on self-concept was not significant ($.07$). The results were similar by limiting on small villages only. These results were interpreted in the Chinese sociocultural and educational context.

The stability of the Big-Fish-Little-Pond Effect after moving to another “pond”

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Many studies have shown the Big-Fish-Little-Pond Effect on academic self-concept across different cultures, disciplines, and achievement levels (Marsh, 2005; Marsh & Hau, 2003). In our longitudinal study we investigated if the Big-Fish-Little-Pond Effect has long term effects after changing school tracks in Germany. The research focuses on the development of academic and general self-concept in children after they moved to a (German) high-achievement secondary school. We assessed the self-concept of 208 fifth graders and 218 sixth graders ($N = 426$; age: $M = 11$ years) with the SDQ I (Marsh, 1988) at three times. We collected data at the beginning of the school year (first data point), at the end of this school year (second data point), and one year later at the end of the next school year (third data point). Results of the ANOVA with repeated measures reveal an increase of the self-concept facets reading ($F(2, 425)=12.98, p\leq.00$), mathematics ($F(2, 425)=19.94, p\leq.00$), general-self ($F(2, 425)=9.48, p\leq.00$), and general-school ($F(2, 425)=44.02, p\leq.00$) over the time. Comparing fifth and sixth graders the increases in different self-concept facets were predominant in the fifth grade. In regard to the stability of the Big-Fish-Little-Pond Effect we believe that a decrease of self-concept after moving to a “small pond” quickly recovers.

Self-evaluation: The overpowering effect of social comparison

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In our achieving society, excellence and success are often defined in terms of an individual's achievement relative to others, as exemplified by prizes, bonuses, and honors. Accordingly, individuals routinely evaluate their task performances by comparing themselves with others, that is, through *social comparison*. They may also evaluate their own task performances by focusing on their past selves, that is, through *temporal comparison*. Remarkably, the relative impacts of these comparison standards on self-ratings of task performance have been neglected in psychological science. For example, how do individuals rate their own task performances when they learn that they clearly improved their own task performance, but nevertheless performed worse than others? The present research was conducted to address this issue. Although temporal comparison is generally considered the ideal type of competence-based regulation, the findings of the present series of studies (one field study and three experiments) demonstrate that when people rated their own task performance after receiving clear, unambiguous comparison information, social comparison overpowered temporal comparison. Even after the importance and relevance of temporal comparison for the actual context was emphasized, people were more positive about their own task performances when they outperformed others, and more negative when they performed worse than others, regardless of how they had performed previously. In the total absence of social comparison information, self-ratings of performance were determined using temporal comparison.

Academic self-beliefs and achievement of immigrant students: findings from Greek PISA 2006 and a cross-national comparison

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The last two decades large amounts of immigrants came to Greece, which led to a change of students' population. Schools in Greece have amassed a large number of immigrant students, mainly from Albania and the former Soviet republics. However, there is a lack of national, representative large-scale research on immigrant students' academic self-beliefs in Greece. The present research consists of two main studies: In Study 1, differences between immigrant students' science self-concept, self-efficacy and career aspirations and their native-born counterparts' are examined and compared, as measured by the Programme for International Student Assessment (PISA) 2006. A link between these factors and students' science performance in Greece is examined. Then, in Study 2, the key findings of Study 1 are explored and similar trends are sought in other 20 countries with significant immigrant population. Thus, the generalisability of the significant results from Greece is examined, in order to test the ecological validity of the conclusions. Multilevel analysis was conducted, with fixed and random slopes models. The main findings showed that science self-beliefs were linked to science achievement and that school-average science achievement had a negative effect on self-beliefs, being consistent with the Big-fish-little-pond theory (Marsh, 2007). Moreover, immigrant status had a significant negative effect on science self-concept but no significant effect on science self-efficacy or career aspirations. It is essential to examine these findings in order to start understanding immigrants' educational needs in Greece and help the Greek education system provide immigrant students with equal chances to academic success.

**Title: Self-concept, aboriginal students and
parents**

Room: 2112

Chair: Catherine E. Amiot

Establishing Construct Validity

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Mash and Johnston (1983, 2001) suggest that ADHD in children is associated with reduced parenting self-esteem and given the difficulties associated with ADHD, it is reasonable to ask how these parents view themselves as parents. Parents views of themselves relates to their parenting self-concept. In research undertaken by Dillon (2010), the Parenting Self-Concept Scale (PSCS) was developed to make predictions regarding parent's acceptance or rejection of the attention deficit hyperactivity disorder (ADHD) diagnosis. With new scales, it is important to establish the psychometric properties. While establishing reliability is a relatively straightforward procedure, establishing construct validity is not. Determining construct validity is an ongoing process and cannot be finalised by any one study (Marsh, Ellis, Parada, Richards, & Heubeck, 2005). Survey instruments designed to measure a construct and their scores are neither valid nor invalid in and of themselves as validity relates to the inferences made on test scores (Kline, 2005). While advanced statistical techniques such as structural equation modeling (SEM) can be used to gather support for validation of a construct, these procedures have limitations which are often overlooked. One limitation is that while unidimensionality is a necessary condition for establishing construct validity, it is not a sufficient condition (Netemeyer, et al., 2003). Further, the tendency for self-enhancement can compromise measures of self-concept (Combs, 1981; Combs & Gonzalez, 1997). Using the PSCS as an example, this presentation acknowledges the limitations in establishing construct validity while recognizing the value of applying SEM procedures to establish the necessary (though insufficient) condition of structural validity when evaluating construct validity.

**Parents and Pressure: Similarities and Differences in Students' Perceptions of Parental
Relationships and Pressure in Academically Selective and Non-Selective High Schools**

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Positive relationships with parents are an important factor in the development of well-adapted adolescents. However, pressure to succeed from significant others, such as parents, has been shown to have a detrimental effect on student achievement. The present investigation examined students' perceptions of parental relationships and parental pressure to achieve in six non-selective (comprehensive) schools and two academically selective schools (N = 2,782). Students in one of the selective schools (SEL A) were significantly more academically able than in the other (SEL Z) and so were treated separately in analyses. Results indicated that compared to high-ability students in comprehensive schools, students in both selective schools reported having significantly worse parental relationships. Within the comprehensive schools, high-ability students reported similar parental relationships than less-able students. These results held when SES and cultural background were controlled. Regarding parental pressure, compared to high-ability students in comprehensive schools, parental pressure was similar for students in school SEL A, but

students in the other selective school (SEL Z) reported significantly less parental pressure. Within the comprehensive schools high-ability students reported significantly more parental pressure than less-able students. However, when SES and cultural background were controlled these previous significant results were eliminated. Moderating analyses with SES and cultural background indicated no differences between school types. Possible reasons for these results were discussed, as were implications for students, parents, and academically selective educational policies.

Self-Concept of Students in Higher Education: Are There Differences by Department and Gender?

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Self-concept of school-age students has been investigated in previous studies (e.g., Chiu & Klassen, 2010). Similarly, studies have considered self-concept of males and females in compulsory school settings (e.g., Aronson, 2002). Less is known about the self-concept of older students in a non-compulsory setting. Investigating the self-concept of higher education students is important because enhanced self-concept has been associated with numerous beneficial academic outcomes, e.g., better course choice, choice of major, career choice, learning, motivation and achievement (Marsh, 2006; Marsh & Yeung, 1998; Michie, Glachan & Bray, 2001; Rodriguez, 2009). The current study examined the multidimensional self-concept of 929 undergraduate students (mean age 21 years) at an urban university in New Zealand. The general, academic, verbal, math and problem-solving subscales from the Self-Description Questionnaire II (Marsh, 1990) formed an anonymous questionnaire. Overall, results reflected expected findings; math self-concept was higher in departments where math skills are required (Engineering, Business, Medicine, and Science) and verbal self-concept was higher in more verbally-based departments (Law, Arts, and Education). A difference in problem-solving self-concept, however, between males and females shows a need for research to explore under-studied areas alongside those about which more is known. In this study correlations between all factors were higher than found in other studies (e.g., Marsh & Yeung, 1997; Marsh & O'Neill, 1984) which points to a need to address the measurement and conceptualization of self-concept in the higher education context.

Self-concepts of Indigenous Australian Students in Urban and Rural School Settings

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Indigenous Australians have been known to be disadvantaged in many ways although higher art and physical self-concepts have been reported with Aboriginal samples. Given recent research demonstrating the reciprocal effects of achievement and self-concept in academic domains, Aboriginal students may experience further disadvantages in both academic performance and self-concept. A sample of Aboriginal and non-Aboriginal students ($N = 1,342$) from schools in New South Wales (NSW), Australia were asked to respond to a survey on 5 self-concepts (i.e., school, reading, maths, art, and physical abilities), 2 learning-related factors (enjoyment and participation), and a self-assessment of their schoolwork. Their scores in a NSW state-wide assessment of students' literacy and numeracy were also obtained. Confirmatory factor analysis established the self-concept and learning-related factors. Multivariate analysis of variance (MANOVA) using a 2 (Aboriginality: Aboriginal vs. Non-Aboriginal) x 2 (region: urban vs. rural) design found significant effects of Aboriginality for all variables except for art self-concept. That is, non-Aboriginal students scored higher than Aboriginal students, irrespective of urban and rural regions in the literacy and numeracy tests, self-concepts, learning-related factors, and self-ratings of schoolwork. The results did not



support previous claims of a relatively higher art self-concept for Aboriginal children based on stereotypical perspectives. Educators should no longer assume stereotypic differences between Aboriginal and non-Aboriginal Australian students or assume a great difference between urban and rural school settings. There seems to be a need for improving the school environment so as to promote Aboriginal students' performance and enjoyment of school life.

TUESDAY, JUNE 21ST: AFTERNOON SESSIONS

GENERAL OVERVIEW		
12:15 – 14:00	Lunch	Room: Agora
12:15 – 14:00	Poster presentations Session A : Self-concept Session B : Self-efficacy Session C : Self-esteem Session D : Self-evaluation	Room: Agora
14:00 – 15:00	Keynote persentation Reinhard Pekrun University of Munich	Room : Grand Salon
15:00 – 15:15	Coffee Break	
15:15 – 17:15	Paper presentations	
Session A: Well-being and motivation in goal pursuit		Room: 2320
15:15 – 15:35	❖ Patrick Gaudreau	Goal Self-Concordance Moderates the Relationship Between Achievement Goals and Indicators of Academic Adjustment
15:35 – 15:55	❖ Wiebke Esdar	Caught between research and teaching? –The role of goal conflicts for junior scientists’ teaching motivation
15:55 – 16:15	❖ Simon Grégoire	Personal goals pursuit as a mediator of the relationship between mindfulness and well-being.
16:15 – 16:35	Period of questions	
Session B: Teachers’ beliefs and teachers’ self-efficacy		Room: 2112
15:15 – 15:35	❖ Johannes Naumann	Does fostering self-reflection and feedback enhance the effect of a teacher training in counseling-competencies?
15:35 – 15:55	❖ Silke Hertel	Fostering pre-service and in-service teachers’ self-efficacy in counselling parents
15:55 – 16:15	❖ Miriam M. Gebauer	Ranking and Mediation of the Proximal Sources of Teacher Self-Efficacy
16:15 – 16:35	Period of questions	

Session C: Self-concept in STEM

Room: 2300

15:15 – 15:35	❖ Maher Abu Hilal	The relationships among self-concept, attitudes, level of aspiration and achievement in mathematics and science
15:35 – 15:55	❖ Fabien Bacro	Does mathematics self-concept predict students' mathematics achievement? A French longitudinal study from 5 to 8 years old
15:55 – 16:15	❖ Simone Berweger	Women at the transition from high school to college: What factors support the choice of STEM majors?
16:15 – 16:35	Period of questions	

Session D: Academic self-concept, motivation and achievement

Room: Grand Salon

15:15 – 15:35	❖ Gregory Arief D. Liem	Extending the Reciprocal Effects Model of Self-Concept and Achievement Using Motivation and Engagement Factors
15:35 – 15:55	❖ James M. Renwick	Work, play, excellence and participation: Mapping young musicians' motivation to engage in high-level skill development
15:55 – 16:15	❖ Julien Chanal	Causal Ordering of Academic Self-Concept and Achievement for multiple school subjects in young elementary school children
16:15 – 16:35	❖ Jinnat Ali	Teacher Ratings and Proficiency Scores: Relationship with Student Academic Self-concepts
16:35 – 16:55	❖ Katrin Arens	The twofold multidimensionality of academic self-concept: Domain-specificity and separation of competence and affect components
16:55 – 17:15	Period of questions	



<u>Session E: Social/instructional contexts, self-conscious emotion and self-efficacy</u>			Room: Hydro-Québec
15:15 – 15:35	❖ Jessica R. Toste	Third Graders’ Response to Individualized Reading Instruction: Mediating Effects of Self-Efficacy and Classroom Working Alliance	
15:35 – 15:55	❖ Mary McCaslin	The role of social/instructional context in elementary students’ reported emotional adaptation	
15:55 – 16:15	❖ Meetu Khosla	The Role of Self in Self- Conscious Emotions: Implications for Self-regulation	
16:15 – 16:35	❖ Catherine M. Sabiston	Studying the association between attributions and guilt and shame self-conscious emotions in fitness contexts	
16:35 – 16:55	Period of questions		
17:45– 23:00	Banquet	Aquarium of Quebec	

1A - Structural Validation of a Language Self-Concept Scale for Children in the Diglossic Context of French Overseas Communities

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When bilingual development is studied in a plurilingual context, it seems particularly important to assess both children's perceptions of their competence in French and in their first language, especially when the sociolinguistic context can be considered as diglossic. Diglossia is defined as a situation in which two distinct languages are used in a complementary fashion, while one of them occupies a superior sociocultural status than the other (Hamers & Blanc, 2000). In this context, the children who use the less prestigious language as a first language (L1) are confronted with a double contradiction (admiration and hostility towards the prestigious societal language, but attachment and devalorization toward the L1, Clement, 1980). This conflict could have negative effects on children's self-concept, and, in turn, on their cognitive development and academic success. In order to study this phenomenon, a questionnaire inspired by the *Self-Description Questionnaire* (Marsh et al., 1991), the *Reading-Self-Concept Scale* (Chapman et Tunmer, 1995) and the *ECS2M* (Verrier, Bacro & Guimard, submitted) was created. The aim of this poster is to present the first results of the validation study which was conducted on 245 children during their first year of elementary school (grade 1) in French Polynesia. Results of confirmatory and structural invariance analyses confirmed the three factor model (feeling of competence, difficulty and attitudes toward the language) which was postulated for both french and first language.

2A - How to improve the management of public services: The case for self-concept

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Many government services are confronted by challenges that can hinder their effectiveness and efficiency – namely, limited resources (Schein, 2004), complex accountability mechanisms (Trkman, 2010), increased demand for services (Hofstede & Hofstede, 2004), and the need for perception management – mainly consequent to poor public perception and notions of corruption (Ede, 2003). The stresses associated with these challenges can increase staff attrition (Higgs, 2010), which in turn can fuel the challenges even further. Despite some efforts to improve the management of government services (Demetriou, Papasolomou, & Vrontis, 2010) the value of these is yet to be determined (Bolman & Deal, 2003). This is partly because models for the private sector require a mind-shift among public servants (Larbi, 1999). This shift might be facilitated by improved self-concept. Literature suggests that self-concept is an important element in human development – this extends to adult learners (Marsh, Martin, & Hau, 2006). With few exceptions (Horton, 2006), there is limited research on the role of self-concept in public services. Although literature alludes to the potential role of this concept specifically in this sector (Wright, 2007), there is limited empirical research to support this. This conceptual poster addresses this void. It argues that improved self-concept among public servants facilitates the improved management of public services. This thesis is supported by a critique of literature from the fields of psychology, management, and the public sector. The poster concludes with research directions to test this thesis.

3A - Sex differences in the importance of specific body sites to the overall physical self-concept

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The body has a unique position in the self-system, as appearance attributes have a substantial interface between a person and the world (Fox, 2000). Satisfaction with one's body may impact participation in physical activities and has been demonstrated to distinguish between exercisers and non-exercisers (Sonstroem, Speliotis, & Fava, 1992). The purpose of this study was to identify the importance of specific body sites to the overall assessment of the physical self -concept (PSC) among men and women. 268 university students (male=71, female=197) answered basic demographic questions and a rating of the importance of seven body sites to the overall PSC. A one-way between-groups MANOVA was performed to investigate the sex difference in the importance of specific body sites to the overall assessment of the PSC. The seven dependent variables included the importance of shoulders, chest, abdominals, legs, back, arms, and buttocks to the overall PSC. The independent variable was sex. There was a statistically significant sex difference on the combined dependent variables, $F(7,267) = 19.85, p = .001$; partial $\eta^2 = .35$. When the dependent variables were examined separately, statistical significance for all sites was achieved. An inspection of the mean scores indicated that females report higher levels of importance to their overall assessment of PSC for the abdominal area, legs and buttocks; while males reported higher levels for the shoulders, chest, back and arms. These findings support previous research suggesting that sex differences exist in the importance of specific body sites to the overall PSC.

4A - Personal Resiliency Factors that Predict Self-Perceptions of Physical Appearance

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Self-perceptions of physical appearance are instrumental to the development of psychological well-being among youth. It can be argued that these perceptions are related to and influenced by body image, defined as thoughts, feelings, and behavioural tendencies related to the physical experience and satisfaction with one's own body. To date, there is limited research investigating resiliency factors that protect youth from developing negative perceptions of physical appearance. Therefore, the current study sought to examine the relationship between self-perceptions of physical appearance and personal resiliency factors among high school students aged 12 to 17 years (50 male, 88 female; $M = 15$ years, $SD = 1.10$). Students completed the Self-Perception Profile for Adolescents (SPPA) to assess perceptions of physical appearance, and the Resiliency Scales for Children and Adolescents (RSCA) to measure three aspects of personal resiliency: mastery, relatedness, and emotional reactivity. Multiple regression analyses were conducted with the SPPA subscale entered as the independent variable, and the three subscales of the RSCA entered as predictor variables. The overall model was found to be significant, $F(3, 134) = 6.32, p < .00, R^2 = .104$, indicating that the resiliency factors were predictive of self-perceptions of physical appearance. Sense of mastery emerged as the only significant predictor; although aspects of mastery as measured on the RSCA were differentially related to self-perceptions of physical appearance. Discussion will focus on examining the specific elements of mastery in order to determine which elements exert the strongest protective effects against the development of negative body perceptions.

5A - Artistic self-concept and self-esteem among performing arts and non-performing arts high-school students

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Given the importance of studies about specific domains of self-concept and the lack of research in the artistic domain of the self in portuguese context, this study pretended to examine the artistic self-concept among performing and non-performing arts high-school students as well as investigate the relation between artistic domains and self-esteem. There were 108 regular students, 80 from a visual arts school, 20 music students and 18 from a dance education who responded to Self-concept and Self-esteem Scale (Peixoto & Almeida, 1999) and to Artistic Self-concept Scale, adapted from Vispoel (1993). Performing arts students showed higher visual arts, dance, music and drama self-concepts compared to students from a regular high-school. Artistic domains of self-concept were inferior to performing arts students, consistent with the predictions. It was also demonstrated the existence of relations between drama, visual arts and dance domain-specific areas of self-concept and self-esteem for regular, visual arts and dance students.

6A - Have I Grown as a Person since I've Been in a Relationship with You? The Role of Romantic Passion and Self Processes

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The Dualistic Model of Passion (Vallerand et al., 2003) posits the existence of two distinct types of passion toward activities. Harmonious passion (HP) is at play when one freely accepts an activity as important for him/her such that activity engagement is personally endorsed. Conversely, when one feels an incontrollable urge to engage in a beloved activity, one is said to have an obsessive passion (OP). Previous research has shown that the Dualistic Model of Passion applies to the study of romantic relationships (Ratelle et al., 2009). The purpose of the present study was to test whether harmonious and obsessive romantic passion lead individuals to perceive that they have changed for the better as a result of their involvement in their romantic relationship. Participants were 207 young adults currently involved in a romantic relationship. Results of Structural Equation Modeling revealed that HP was positively associated with self-expansion (i.e., an enrichment of the self-concept) and negatively associated with self-constriction (i.e., a loss of some aspects of the self). Conversely, OP was positively associated with both self-expansion and self-constriction. In turn, self-expansion and self-constriction respectively positively and negatively predicted individuals' perceptions that they have changed for the better since they have been involved in their current romantic relationship. Results are discussed in light of the Dualistic Model of Passion (Vallerand et al., 2003) and the Self-Expansion Model (e.g., Aron, Norman, & Aron, 1998).

7A - Description of Self-Definition in Some School-Aged Children in Indonesia

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The goals of the study is to describe the way the school-aged children represent themselves (self-definition). According to a Neo-Piagetian analysis, around age 7 or 8, children should have reached representational

systems (Papalia, Olds, & Feldman, 2009). This study was conducted to restricted sample (N = 6). Participants consist of 3 boys and 3 girls (age 7 to 8). All of them are third grade students. Type of sampling is accidental sampling. Data was collected by asking the students to make a composition about themselves in a piece of paper. Furthermore, data was analyzed by content analysis. The result found that, in general, all of students still talks about concrete behaviors, such as physical features (e.g. long hair and body size), preferences (e.g. eating spaghetti), possessions (e.g. car toys), and member of his/her household (e.g size of sibling). They tends to mention particular skills (e.g playing badminton). In general, their thinkings still jump from particular to particular. They have not been able to make fully logical connections. Their statements about themselves are also one-dimension. As a conclusion, all of six children have not reached representational systems in self-concept development.

8A - Validity and Reliability of the Physical Self-Description Questionnaire among adolescent girls in Iran

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The purpose of this study was to determine the validity and reliability of the Physical Self-Description Questionnaire among Adolescent girls. 627 girls aged 8-18 years were selected by randomly multi-cluster sampling among elementary, secondary and high schools grads, and filled Physical Self-Description Questionnaire (PSDQ) (Marsh et al; 1994). For determining construct validity computed the exploratory factor analysis by Principal Components Analysis and Varimax Rotation Method, and reliability compute internal consistency by Cronbach alpha. Findings of the exploratory factor analysis showed that PSDQ has a suitable 8 factors of Physical self-concept for adolescent girls with the natures of Physical Appearance and Ability. Construct validity with variance percentage in total eighth subscales factors in the questionnaire was (44.60). The results also showed that the questionnaire's internal reliability (0.87) and its subscales are acceptable. Hence, it can be concluded that the PSDQ has the suitable reliability and validity and can be used as an acceptable device for studying determining the Physical Self-Concept among adolescent girls.

9A - Physical self-discrepancies, mental health, and physical activity behaviour

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Physical self-discrepancies (actual: ideal and actual: ought) can result in negative self-perceptions that can lead to negative emotions and behaviours (Sabiston, Sedgwick, Crocker, Kowalski & Mack, 2007). Additionally, body dissatisfaction among men is increasing (Cafri, Thompson, Riciardelli, McCabe, Smolak & Yesalis, 2005) and theoretical associations of physical self-discrepancies among men are needed (Halliwel & Dittmar, 2006). The purpose of the current study was two-fold: (1) Describe physical self-discrepancies and examine gender differences; and (2) Explore relationships among physical self-discrepancies, emotion, and physical activity behaviour as a test of self-discrepancy theory (REFERENCE?) contextualized to the physical self. In study 1, 184 young adults (52% female, Mage= 18.47 (2.34) years, 83% Caucasian) completed appropriate self-report measures during class time. Ideal:actual discrepancies were significantly higher than ought:actual discrepancies for all dimensions of the physical self (t-tests = 1.54 to 6.84, $p < 0.01$). The MANOVA for gender was significant, Wilk's Lambda=.77, $F(20, 152) = 2.28$, $p < 0.01$. As a general summary, females reported significantly higher discrepancies compared to males. In study 2, 154 young adults (69%

female, Mage= 19.29 ($SD=2.76$) years, 74% Caucasian) completed appropriate self-report measures. Findings from study 1 were replicated. Consistent with self-discrepancy theory, different discrepancies predicted emotional outcomes of social physique anxiety ($R^2=.23-.27$), positive affect ($R^2=.12-.13$), negative affect ($R^2=.07-.11$), and fear of negative evaluation ($R^2=.09-.12$), and physical activity behaviour ($R^2=.32-.34$).

10A - Self concept, mood, and family functioning after a traumatic brain injury

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This paper compares ratings of self concept, self esteem, psychological distress, and family functioning in a group of individuals with traumatic brain injury to trauma free demographically matched controls. Twenty nine individuals with traumatic brain injury were matched on age, gender, and education to a group of trauma free control participants. All participants completed the Head Injury Semantic Differential Scale (HISDS-III), Tennessee Self Concept Scale, second edition (TSCS: 2), Rosenberg Self Esteem scale (RSE), Hospital Anxiety and Depression Scale (HADS) and the Family Assessment Device (FAD). Data was collected on three occasions: at initial contact and, at three months and six months respectively. Results were analysed using independent samples t-tests to compare mean ratings of self concept, self esteem, family functioning, and distress measures. Multiple regression analysis was used to examine predictors of self concept and self esteem. Significant differences were noted between the groups on self esteem, general self concept and family affective involvement. Clinicians may improve the emotional adjustment of survivors of TBI by considering particular dimensions of self concept and intervening from a family systems approach.

11A - A structural equation model of the relationship between socioeconomic status and physical self-concept among adolescent girls in Iran: Body composition and physical activity as the mediators

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Body composition and physical activity have been hypothesized to mediate the relationship between socioeconomic status and physical self-conception. The purpose of this study was to test a model of the relationship between socioeconomic status and physical self-concept in adolescent girls. 652 students aged 8-18 years ($M=12.89$ y, $SD=2.64$) were selected with multi-cluster sampling and filled physical self-description and international physical activity questionnaires. A proposed model was tested using structural equation modelling (SEM) with Amos software. Results from our SEM analyses indicate that the model was acceptable. Analyses also indicate that socioeconomic status is an important correlate of physical self-concept. Therefore, in according to the model, for improving the physical self-concept levels in the Iranian society are essential considerations of socioeconomic status, body composition (body mass index) and physical activity factors.

12A - Invariance of structure of self-concept and attitudes of TIMSS's SBQ across gender

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The aims of this study were to: a) assess if evaluative self-concept and affective self-concept in mathematics and science are different constructs; b) evaluate the relationships among student's self-perceptions, attitudes in mathematics and science; and c) test if the relationships were invariant across gender; The data for this study were obtained from the TIMSS 2007 database in which 4099 eighth grade Saudi students participated. The variables used in this study were mathematics and science self-concepts, and attitudes to mathematics and science. The relationships among constructs were examined with the use of structural equation modeling software, AMOS. The results of the study demonstrated that attitudes and self-concept are different constructs. Also, the results demonstrated that affective self-perception was more strongly related to attitudes evaluative self-concept. The structure of self-concept and attitudes were invariant across gender. Mathematics self-concept and attitudes were negatively correlated with science self-concept and attitudes. The I/E frame of reference model is discussed.

1B - The Cumulative and Joint Roles of Self-efficacy and Problem Solving in Predicting Achievement Amongst Immigrant Students

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In its report, *Where Immigrant Students Succeed*, the OECD (2006) found that whilst some immigrants do a good job of settling into their new country, many others experience significant difficulties. It further reported that these difficulties adversely affect academic outcomes, including academic achievement. In subsequent work, Martin, Liem, Mok and Xu (2010) explored a number of factors that help explain the factors that lead to academic outcomes for immigrant students. With particular focus on problem solving skills, they found that problem solving significantly mediated the extent to which immigrant students succeed academically. One limitation of that work was that it did not focus on self-system factors that might further explain variance in achievement. Accordingly, the present study examines the extent to which academic self-efficacy predicts achievement in the context of a model that also comprises problem solving, settlement and socio-demographic factors. Using the same dataset as that used in the OECD (2006) report, multilevel modelling (using MLwiN) focused on 13,767 15-year olds from 17 countries involved in PISA 2003 (the only study to include extensive problem solving items). Consistent with prior work by Martin et al (2010), immigrant status, problem solving, settlement, and socio-demographic factors predicted academic achievement. There was also significant multilevel variance in achievement. Importantly, however, when academic self-efficacy was included in the model, it explained significant variance in achievement beyond the effects of the other factors. Academic self-efficacy, then, appears to be another factor important in models exploring the role of immigrant status in academic achievement.

2B - Time orientation: grades, perceived competence and confidence about handling academic stress

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Some keep an eye on the future, plan and push aside distractions, others see the present as the important moment of their lives, while there are also those who go through life with their mind going back to their past. Researchers Zimbardo & Boyd (1999) and others have called this Time Orientation. Whilst the theoretical work and most studies about this characteristic have proposed or shown the positive links between future orientation and various outcomes (Zimbardo et al. for some results), no study looked at all time orientations with grades, perceived competence and perceptions of being able to handle academic stress as outcomes. Since having a positive outlook of the future and seeing school as instrumental for reaching it is linked positively with motivation and achievement (Van Casten, Lens, and Nuttin, 1987), future oriented students should fare better than their peers. 2221 students (18.5 yr. old) used self-reports assessing these variables. Regression analyses with the outcomes as dependant variables and time orientations as predictors show that the more future oriented a student is, the better grades he got and the

more competent he felt. However, the more present oriented he is the better he feels he can handle his academic stress but the worse grades he received. The more past oriented a student is, the less confident he felt about handling academic stress, the worse grades he got and the less competent he felt. The development of these orientations will be discussed, as is their possible role as coping strategies.

3B - Variations over the school year of self-efficacy and engagement in mathematics in primary school

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According to some authors (Graham & Weiner, 1996; Wigfield et al., 1998), there is a constant decline of motivational components all along elementary school. A four-year longitudinal study by Duchesne et al. (2004) shows that this decline may affect diverse subgroups of students. However, few studies have documented with details the changes in motivational components over the academic year. The present study examines the fluctuations of self-efficacy, value component, and engagement (Pintrich & Schrauben, 1992). The objectives are: to describe the fluctuations across one year of motivational determinants in mathematics of low, average, and high achievers; to determine the strength of the relation between self-efficacy, value components and engagement for mathematics. The sample consisted of 340 students from 39 classes (third to sixth grades) in eight institutions in Greater Montreal (98 low achievers, 141 average learners and 101 high achievers). Three measures were used: self-efficacy, value judgments, and engagement in mathematics. Questionnaires were administered at five moments during the year. Results showed a significant decline of the value component at the end of the year, especially for low achievers, while it was not significant for self-efficacy. Engagement was at its peak level in December and diminished afterward. Stepwise regression analyses showed that: 1) value components always explained the greatest part of the variance of engagement, 2) self-efficacy explained a part of the variance in the middle of the year for low achievers. These results are discussed in light of past empirical findings pertaining to the expectancy-value model.

4B - The Role of Self-Efficacy and Aggressive Behavior among Lithuanian Drivers

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According European Transport Safety Council (2010), in Lithuania as well as in Poland, Slovenia, Romania and Slovakia, number of road deaths rose over the last years. Moreover, Lithuania holds the worst safety record overall and the situation has not picked up sustainably since the mid-nineties. Many drivers in Lithuania do not comply with the standard rules of the road and they create dangerous situations. Self-assessment of driving skills is a central dimension of driving activity (Delhomme, Meyer, 2004). The evaluation of specific skills may be conceptualized by self-efficacy. Self-efficacy refers to an individual's belief in their ability to accomplish specific goals (Bandura, 1997). The study evaluated the relationship between self-efficacy and aggressive behavior among Lithuanian drivers. The sample consisted of 196 drivers (100 males, 96 females) aged 18 to 74 years ($M = 36.46$, $SD = 11.98$). Results showed that the driving self-efficacy was higher in males than in females. Drivers with lower self-efficacy reported more driving anger than drivers with higher self-efficacy. Research findings indicate there are gender differences in aggressive driving, i.e. male drivers are more aggressive on the road than female drivers. Finally, future directions on research and implication for the practice are discussed.

5B - Investigating Domain and Gender Differences in Self-Efficacy for Self-Regulated Learning

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Self-efficacy for self-regulated learning, or belief in one's capabilities to monitor one's own learning and engage in self-regulatory strategies, has been shown to influence one's use of self-regulatory skills, motivation, and school achievement (e.g., Bandura et al., 2003; Bong, 2001; Usher & Pajares, 2008). However, self-regulatory self-efficacy has typically been measured in a domain-general manner that could mask what researchers understand about its operation (see Schunk & Usher, in press). The purpose of this study was to examine sixth-grade students' ($N = 195$) domain-specific self-efficacy for self-regulated learning. A paired sample t test was used to investigate differences in self-regulatory self-efficacy in mathematics and reading; paired and independent samples t tests were used to examine gender differences. Students reported significantly higher levels of self-efficacy for self-regulation in mathematics than in reading. Contrary to previous findings (see Pajares, 2002), we found no mean differences in mathematics or reading self-regulatory self-efficacy as a function of gender. Our findings suggest that self-regulatory self-efficacy should be investigated in various domains in addition to the traditional domain-general investigations.

6B - Development of the Impostor Phenomenon among Adolescents and its Relation to School Alienation: A Longitudinal Study

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People who suffer from a feeling of impostor come to doubt of their own abilities, believe that others overestimate their capacities, have the constant feeling of misleading others and live in fear of being unmasked (Clance & Imes, 1978; Harvey, 1985). According to clinical studies persons who feel impostor are more prone to make life choices and career that are below their real capacities. Previous research asserted that the impostor feeling roots in childhood, but most has focused in adults. The present study examined 1) the developmental trajectories of the impostor feeling among 720 high school students (11 and 12 years old at the outset of the study; 340 boys and 380 girls) on a 4-years period and 2) whether belonging to those trajectories is related to school alienation, avoidance of challenge and reduced schooling aspirations at the final year of the study. Gender was unrelated to the impostor feeling. Youths were distributed into one of three different developmental patterns of the impostor feeling (Nagin, 1999) that served as group in subsequent analyses. Whatever their gender, students in the low level impostor group scored lower on each of the three variables ($p < .001$) than students in the two other trajectories where the impostor feelings was more salient. As expected, boys scored higher on each variable. The discussion will address the self-sabotage dynamic by which feeling of being an impostor can undermine academic aspirations of students, regardless of their gender.

7B - The Significance of Self-Efficacy Beliefs and Behavioural Engagement as Mediators: A Multigroup Analysis Of Social Support

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A number of studies have provided evidence of the relationship between social factors and academic achievement (e.g. Chen, 2005) and a strong relation between cognitive engagement and achievement (e.g. Patrick & Schunk, 1996; Pintrich & DeGroot, 1990; Linnenbrink & Pintrich, 2003). However, the relationships between social support factors and cognitive engagement have seldom been tested. The present study is aimed at proposing a latent factor modelling which discusses the significance of social support factors from parents, teachers and peers on adolescents' cognitive engagement. A total of 450 secondary school adolescents between 14 and 16 years of age (comprising 217 and 233 male and female respectively) from one northern state in Malaysia participated in the survey. The model was tested using structural equation modeling. Findings revealed that the structural models differed for both female and male models. Both self-efficacy beliefs and behavioural engagement were two plausible mediators in the relationships between social support factors and cognitive engagement for the female model but only self-efficacy became a plausible mediator for the male model. Implications of the study are discussed in relation to Bandura Social cognitive theory and Bronfenbrenner Ecological theory.

8B - Self-efficacy, test-anxiety, and self-reported test taking ability: How do they differ between high and low achieving students?

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Students' self-efficacy beliefs and test anxiety have an impact on their academic achievement (Pajares, 1996; Pintrich & deGroot, 1990). The purpose of this study was to investigate the differences between high and low achieving undergraduate college students on their self-efficacy, test anxiety, but also on their self reported test taking ability which might influence their performance. Ninety – nine students from two sections of undergraduate educational psychology course signed informed consent; 80 students completed the entire study. Before taking their first exam, students answered one question on Likert scale about their test taking ability constructed by the researcher, Self-efficacy for Learning and Performance subscale, and Test Anxiety subscale of the Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich et al., 1991). After taking their fifth exam, students reported an average number of hours per week they studied for the class. For the purpose of statistical analysis, students who scored .5 SD higher than the overall mean on their five multiple choice exams were identified as high achieving ($n = 26$), and those who scored lower than .5 SD as low achieving ($n = 22$). Independent t test and Mann Whitney were used for data analysis. High achieving students scored statistically significantly higher than low achieving students on self-efficacy and test taking ability but not on test anxiety and number of reported average hours they studied for the class. These findings have implications for better understanding of self reported factors that affect academic performance of college students and differences between high and low achieving students.

9B - A meta-analytic review of intervention programs aimed enhancing academic self-efficacy in elementary and high school students.

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Because school dropout has been related to a host of negative consequences for both the individual and society (Canadian Council on Learning, 2009; Janosz, 2000), educational researchers have been devoted to better understanding the factors that can undermine students' disengagement in their studies. One such factor is students' self-efficacy (Bandura, 1977), which refers to students' perception about their own ability to perform a specific task within a specific context, in this case, the school context. Academic self-efficacy was found to contribute to increased persistence at school (Janosz, Leblanc, Boulerice, & Tremblay, 1997), as well as other positive school outcomes such as efforts, engagement, satisfaction and achievement (Linnenbrink & Pintrich, 2003). Based on these research findings, efforts were made during the past decades to elaborate intervention programs aimed at increasing students' academic self-efficacy. The goal of the present study was to perform a meta-analytic review of the evaluations of such programs. A total of 11 studies met our inclusion criteria and were consequently included in the meta-analysis. The yielded overall effect of self-efficacy interventions was small ($r = .11$, $p < .01$). We also examined intervention programs as a function of moderating variables, based on the self-efficacy determinants on which interventions focused. Our findings suggest that intervention programs aimed at increasing elementary and high school students' self-efficacy were only weakly successful in doing so. The obtained results are discussed in light of self-efficacy research and methodological considerations associated with intervention programs.

10B - Efficacy beliefs as a key personal determinant in foreign language learning: the case of young adult French learners of English

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New approaches in L2 learning motivation are characterized by an interest in framing the language learning process from a relational or 'ecological' perspective. Churchill et al. (2010) affirm that the primary locus of language learning is "the whole human-encompassing ecology" and suggest that the purpose of learning should be "fluent, environmentally adaptive action in the world." We contend that the purpose of learning is not only to adapt to environments but also transcend them. Language is social action, but also the most powerful tool used to discipline and stabilize dynamic processes of reason and recall within the mind (Clark, 2008). Frameworks such as Vygotskian socioculturalism and Bandurian sociocognitivism are not believed to reflect divergent or opposing epistemologies, but rather have more to do with the relationship between interconnected units of analysis. Empirical work on L2 learners' self-efficacy confirms the findings of previous investigations, namely that the construct significantly impacts functioning via cognitive, motivational, and affective processes. After decades of scientific discourse that essentially conceived of the mind as a 'pure' cognitive system (Baars, 1986), it has been suggested that in view of a more integrated understanding of human intellectual functioning and development (Dai & Sternberg, 2004) future research should take a more systemic approach "by identifying higher level amalgams or constellations of cognition, affect, and motivation that act as 'wholes'" (Dörnyei, 2009). Findings suggest that efficacy beliefs may constitute such a composite factor as called for in more dynamic developmental approaches to the study of L2 acquisition and learning.

11B - Teachers' Sense of Efficacy and Student Outcomes: Filling the Gaps

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Teachers' sense of efficacy (TSE) is associated with a host of positive teacher outcomes including commitment (e.g., Fives, et al., 2007), job satisfaction (e.g., Caprara, et al., 2006), and the utilization of mastery goal structures (Wolters & Daughtery, 2007). However, the relationship between TSE and student outcomes has long been assumed. Few studies have actually examined this relationship with findings that are moderate at best (Klassen et al., in press). Fewer studies still have examined the teacher practices that may actually promote student self-efficacy and achievement. The objectives of this present mixed-methods study are to examine the relationship between TSE and student self-efficacy and achievement for speaking a foreign language. Additionally, this study examines the teacher practices that promote student self-efficacy. Participants included 469 students and 25 teachers in a Spanish program at a large, Midwestern university. Student participants completed a self-efficacy and 'perceptions of classroom climate' measure at the beginning and end of the term. Two teachers were identified based on student survey responses that indicated their classrooms contained self-efficacy promoting structures. These teachers were observed teaching and then interviewed. Findings from the qualitative portion of the study revealed that these teachers had goals for their students that included the promotion of confidence and engaged in practices that provide optimal mastery experiences while reducing anxiety. Quantitative data will be analyzed via multi-level modeling in December 2010. In conclusion, this study provides a clearer understanding of the teacher practices that promote students' self-efficacy for speaking a foreign language.

1C - Recategorizing implicit self-esteem using the Go/No-Go Association Task

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Implicit measures have been employed extensively to assess a wide range of phenomena in social psychology. Recent evidence suggests that their application can be extended to instead manipulate constructs they were originally developed to measure. We investigated the use of a modified Go/No-Go Association Task (Nosek & Banaji, 2001) as a training procedure to modify implicit self-esteem. In the experimental group, 28 participants were presented self-related and positively-valenced (but non self-related) words, and instructed to press the space bar of a keyboard on presentation, while not responding to negatively-valenced words. The 26 participants of the control group were asked to detect the presentation of the same words, but in separate blocks rather than simultaneously. The joint-categorization training did lead to higher implicit self-esteem in the experimental group (versus control) on a post-training Implicit Association Test. This effect was modified by a significant interaction between pre-manipulation explicit (trait) self-esteem and training. Specifically, participants low on pre-manipulation explicit self-esteem displayed higher implicit self-esteem following the training procedure, while this manipulation had no effect on those high on pre-manipulation explicit self-esteem. In keeping with previous findings, which indicated that implicit self-esteem can be raised by associative learning (Baccus, Baldwin, & Packer, 2004), the present results further suggest that self-esteem can be restructured through categorization processes.

2C - Development of the Self-Esteem Conditions Scale for French Speaking Adolescents

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Three studies aiming to develop and validate a French-language scale of adolescents' self-esteem conditions, the Adolescents' Self-Esteem Conditions Scale (ASECS; Échelle de mesure des conditions de l'estime de soi à l'adolescence - ÉMCESA) are presented. Designed for young people from the beginning to the end of adolescence, the 30-item scale measures to which extent youths base their self-esteem on positive and negative events related to their social acceptance, physical appearance, sportive and athletic performance, body weight and academic achievement. In the first study, the ASECS was administered to a sample of 431 francophone students from grade 7th to grade 11th. Seven weeks later, 372 of these students were invited to answer the questionnaire once more. Exploratory factor analysis yielded five factors explaining 67% of the variance, and showing high internal consistency (from $\alpha = .87$ to $.91$) and strong test-retest reliability (from $r = .72$ to $.79$). In the second study, the five-factor model was confirmed through confirmatory factor analysis on data from 1523 francophone 7th-11th graders ($\chi^2/df = 4.32$; NNFI = 0.97; CFI = 0.98; SRMR = 0.05; RMSEA = 0.047 IC [0.04; 0.05]). Finally, finding from the third study ($n = 344$) demonstrated the instrument's convergent validity. The results from the three studies establish the ASECS' strong psychometric properties. The discussion focuses on its usefulness in research and intervention among adolescents.

3C - The Role of Explicit and Implicit Self-Esteem in Passion for Activities

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Vallerand and colleagues (2003) define passion as a strong inclination toward a self-defining activity that one loves, values, and in which one invests time and energy. Furthermore, the model proposes two distinct types of passion, harmonious and obsessive, that generally predict adaptive and less adaptive outcomes, respectively. We hypothesized that individuals high on explicit self-esteem would be more likely to develop a harmonious passion, given that they make use of more adaptive self-regulatory strategies (Di Paula & Campbell, 2002). Conversely, we hypothesized that individuals low on implicit self-esteem would be more likely to develop an obsessive passion, as they are more defensive and hold a more fragile ego (Jordan et al., 2003). Participants (N = 102 students) initially completed the Passion Scale (Vallerand et al., 2003) and then completed the Rosenberg Self-esteem Scale (Rosenberg, 1965) and the self-esteem Implicit Association Task (Greenwald & Farnham, 2000) in counterbalanced order. Structural equation modelling analyses revealed that explicit self-esteem positively predicted harmonious passion, whereas implicit self-esteem negatively predicted obsessive passion. We discuss implications in light of the Dualistic Model of Passion (Vallerand et al., 2003).

4C - Self-esteem developmental trajectories among boys and girls and their link with internalizing problems at adolescence

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Debates about the differences in self-esteem across ages and gender and its implications in psychosocial adjustment are still current. Many studies established a link between a low self-esteem and the presence of internalizing problems, especially among girls at early adolescence where this gender difference is normally emerging (Leadbeater, Kuperminc, Blatt, Hertzog, 1999). The first objective of this study was to compare the self-esteem developmental trajectories of girls (n = 403) and boys (n= 394) over a 6-year period (mean age = 10 years old at Time-1). The second objective was to compare the relationship between belonging to a developmental trajectory of self-esteem and the level of internalizing problems of boys and girls at Time-6. Following the Nagin (1999) procedure, the optimal self-esteem trajectory model was similar for both boys and girls, showing four different patterns of self-esteem development in each case. As expected, the relationships between trajectories and internalizing problems differed according to gender. For girls, all self-esteem groups showed significant differences on internalizing problems, and girls belonging to a stable low self-esteem trajectory over the six years reported higher internalizing symptoms than those belonging to other trajectories. For boys, those in the stable low and mild self-esteem trajectories presented a similar level of internalizing problems that was higher than that reported by boys from the other trajectories. The discussion will address those gender differences between the development of self-esteem and internalizing problems among teenagers.

5C - A comparison between Algerian and French-Canadian university students on measures of global and contingent self-esteem

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Global self-esteem, measured by Rosenberg's Self-Esteem Scale (RSES), has been the object of extensive comparisons between cultures (e.g., Schmitt & Allik, 2005). However other aspects that are deemed relevant to a better understanding of the construct (Kernis & Goldman, 2006; Crocker & Wolfe, 2001), has received little cross-cultural attention. The purpose of the present study is to compare Algerian and French-Canadians undergraduates students on global self-esteem and contingent self-esteem, the later defined as the general tendency to base one's self-worth on external factors over which the person has relatively little control (Williams, Schimel, Hayes & Martens, 2010). For that purpose, scores of Algerians and French-Canadian on the french versions of the RSES (Vallièrès & Vallerand, 1990; n = 223 and 1083 respectively) and Williams et al. Extrinsic Contingency Focus Scale (ECFS; Leboeuf & Losier, 2010; n = 225 and 1187 respectively) was compared. Results revealed no significant difference between the two cultural groups on RSES, although a negatively skewed distribution was observed for French-Canadians participants with proportionally more scores at the higher end of the scale, which is not the case for Algerians. Scores on the ECFS were normally distributed in both cultural groups and a significant difference emerged with Algerian participants reporting higher contingent self-esteem scores, in comparison to their French-Canadian counterparts. Results are discussed in light of cultural differences between North-American and Algerian cultures.

6C - Self-Esteem and Hope in Japanese Female Students:
Its Relation to Satisfaction Ratings of Student Life

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Japanese translation of the Rosenberg Self-Esteem Scale, Hope Scale, and the short version of Self-Description Questionnaire III (SDQ) were administered to 203 female college students in Japan. Furthermore, satisfaction ratings of student life (study, club activity, peer relationship, and job hunting) were measured. The results showed that: (1) the factor analysis supported the expected underlying subdivided 2 factors in the Self-Esteem Scale and Hope Scale, whereas the factor analysis showed 8 factor structure in the SDQ III; (2) three scales were found to have adequate internal consistency reliability except for factors of "Mental Stability" and "Verbal" in the SDQIII; (3) three scales were correlated positively each other in terms of academic and non-academic dimensions; (4) students who have already decided their job or next stage of education had higher scores of "Agency Thoughts" in the Hope Scale, "Religion/Spiritual Values" in the SDQIII, and satisfaction ratings of their "Study" than students whose next career was not determined; and (5) the degree of satisfaction of student life was correlated with many factors of three scales. These scales can be used to assess students multi-dimensionally, and they are found to be useful for the analysis of the quality of college student life.

7C - Investigation of Relationship between One's View of Society and Self-Esteem in Adolescents:
Analyzing of Types of One's View of Society and Their Characteristics

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Reviewing of previous studies suggested that environmental perception interacted with self-consciousness in adolescents (e.g., Adachi, 2006). Along these lines, this study aimed to clarify relationship between one's view of society and self-esteem in university students, focusing on "whether adolescents think that their activities in the society lead to commensurate results with their efforts or not". University students ($n = 292$, mean age = 20.05, $SD = 1.45$) fulfilled the questionnaire constructed from scales of one's view of society (VS) and self-esteem (SE). The results were as follows: (a) Factor analysis on VS yielded 4 subscales: "negative evaluation toward society", "positive evaluation toward society", "existence of selfish people", and "confidence about self-actualization in the society (CSA)". (b) Cluster analysis of standardized scores on SE and CSA identified 5 types: group 1 (both low), group 2 (both high), group 3 (middle SE and high CSA), group 4 (low SE and middle CSA) and group 5 (high SE and low CSA). (c) Five groups were compared by using one-way ANOVAs on the first three subscales of VS. Group 1 tended to regard the society as negative. Group 2 and 3 tended to regard the society as positive. Group 4 showed lower score on "positive evaluation toward society". Group 5 tended to regard the society as negative, especially showed the highest score on "existence of selfish people". The results indicated that the more having affirmative self-attitude and regarding the society as being rewarded for their efforts, the more having positive view toward society.

8C - Contingencies of Self-worth in Early Adolescence Relate to Patterns of Parenting

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Contingent self-esteem (CSE), or the degree to which one's self-esteem is dependent on meeting particular conditions, is considered equally important or even more important in predicting various outcomes than one's level of global self-esteem (GSE) (e.g., Crocker & Wolfe, 2001). Up until now, however, antecedents of CSE remain understudied. This study extends previous research by examining the association between perceived parenting patterns and CSE in 240 early adolescents (mean age 12.38 years), using self-report questionnaires. Associations of parenting with CSE and GSE are compared. We adopted a person-centered approach to parenting, using cluster analysis for three well-established parenting dimensions: responsiveness, psychological control, and behavioral control. A stable four cluster solution was derived: Cluster 1 (26%): moderate parental responsiveness and low control; Cluster 2 (31%): high responsiveness, high behavioral control, and very low psychological control; Cluster 3 (25%): moderate responsiveness and high behavioral and psychological control; and Cluster 4 (17%): very low responsiveness, low behavioral control and very high psychological control. Adolescents in Cluster 2 scored significantly higher on GSE and significantly lower on CSE than adolescents in Cluster 3. Adolescents in Cluster 1 and 4 scored in between these two clusters, with one exception: Adolescents in Cluster 4 scored significantly lower on GSE than other adolescents. These findings provide support for a link between perceived parenting and two aspects of self-esteem in early adolescents (i.e., CSE and GSE) and show that this link may differ depending on the self-esteem aspect being studied.

1D - The effect of cooperation vs. competition on self-evaluation threat

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Recent research demonstrated that, in coaction, the self-evaluation threat elicited by upward comparison creates an attentional focusing effect, i.e. a focus on central over peripheral information. Two studies tested the hypothesis that upward comparison is indeed more threatening than downward comparison in competitive mindsets, while cooperation is able to reverse the effect: Cooperation allows assimilating the positive traits of a superior coactor, thus reducing the threat. However, this assimilative effect also applies to an inferior coactor, hence creating a threat for self-evaluation. Study 1 used a 2 (social comparison direction: upward, downward coactor) X2 (mindset: cooperation, competition) design and attentional focusing was measured by an illusory conjunction task. Analysis of variance revealed a significant interaction showing that indeed with a competitive mindset upward comparison elicited more focusing than downward comparison, while the reverse was true with a cooperative mindset. Study 2 used the same design, but attentional focusing was measured by a cueing task. The interaction was again significant. Thus, the two studies demonstrate that a superior coactor is not necessarily a threat for self-evaluation and an inferior one is not always self-reassuring: social comparison direction does not explain the focusing effect per se, but has to be considered in interaction with people's mindset.

2D - The mediating role of social support in the relation between bias in evaluation of social competence and adaptation

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Research has shown that negative bias in self-evaluation of social competence has negative implications for social adjustment of adolescents. Although well accepted by peers, adolescents who believe otherwise experience anxiety in social situations and report attitudes detrimental to their integration, like timidity, retreat, and social avoidance (Bandura, 1997). Psychosocial adaptation of adolescents is also influenced by the perceived support from significant persons in their environment (Harter, 1999). The present study examined the role of perceived support from parents and peers in the relation between negative bias in self-evaluation of social competence, social anxiety, and social avoidance. The study was based on a sample of 544 adolescents (270 girls) between 14 and 16 years old from the Grenoble region (France). Results showed no significant effect of perceived parental support. For girls, perceived peer support partially mediated the relation negative bias had with both social anxiety ($c' = -.39$, $p < .001$) and social avoidance ($c' = -.47$, $p < .001$). For boys, perceived peer support partially mediated the relation between negative bias and social avoidance only ($c' = -.29$, $p < .001$). Thus, even though perceived social competence is a significant adjustment factor, it appears as though the impact of this factor could vary according to the quality of peer support.

3D - Adolescence in a Positive Light: Expression of Positive Illusions in Academic Domains

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Positive illusions are systematic overestimations of one's own abilities (Taylor, 1989), and serve a protective function, buffering against negative affect or depression that can result from threats to an individual's self-esteem (Diener & Milich, 1997; Taylor et al., 1984). This positive illusory bias (PIB) may be particularly adaptive in young children (e.g., Hoza et al., 2004). Although the PIB has been extensively documented in adults, there is evidence that PIB may decrease with experience and familiarity. However, the developmental trajectory of these illusory self-perceptions through the critical period of adolescence has not yet been investigated. The current study sought to document the presence of positive illusions in a sample of typically-developing adolescents ($n = 75$; $M = 14.74$ years, $SD = .92$), and to investigate the relationship between positive illusions and depressive symptomatology. In the area of mathematics, results indicate that students that performed below the mean for their grade held illusory perceptions of their performance, whereas individuals that performed above the mean were more accurate. Further, PIB was negatively related to depressive symptomatology. In spelling, students that performed below the mean accurately predicted their performance, whereas students that performed above the mean underestimated their performance. Taken together, the current findings suggest that positive illusions function as a buffer against depressive symptomatology and may develop differently based on subject area and level of performance. Discussion will be centered around the development of cognitive bias based on differences in academic subject areas.

KEYNOTE PRESENTATION

TUESDAY 14:00 - 15:00

**Achievement Emotions: Origins, Functions,
and Implications for Practice****Reinhard Pekrun**

University of Munich, Germany

Room: Grand Salon

CHAIR: Robert Stupnisky

Emotions are ubiquitous in achievement settings. Various emotions are experienced in these settings, such as enjoyment, hope, pride, anger, anxiety, shame, or boredom. Despite the relevance of these emotions for learning, performance, and well-being, they have not received much attention by researchers, test anxiety studies and attributional research being notable exceptions. During the past ten years, however, there has been growing recognition that emotions are central to individual and collective productivity. In this presentation, I will use Pekrun's (2006) control-value theory of achievement emotions as a conceptual framework to address the following issues. (1) Which emotions are experienced in achievement settings and how can they be measured? (2) Are achievement emotions functionally important for learning and performance? (3) How can we explain the development of these emotions? (4) Are achievement emotions and their functions universal, or do they differ between task domains, genders, and cultures? (5) How can achievement emotions be regulated and treated, and what are the implications for psychological and educational practice? In closing, open research problems will be addressed, including the need for neuroscientific research and intervention studies targeting achievement emotions.

**Title: Well-being and motivation in goal
pursuit**

Room: 2320

Chair: Frederick M.E. Grouzet

Goal Self-Concordance Moderates the Relationship Between Achievement Goals and Indicators of Academic Adjustment

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Students commonly pursue goals to facilitate the acquisition of task-related competence (mastery-approach goals) and to outperform others (performance-approach goals). A specialized goal pattern hypothesis suggests that mastery goals promote satisfaction/interest whereas performance goals facilitate performance (Barron & Harackiewicz, 2001; Pintrich, 2000b). So far, little attention has been paid to the reasons underlying the pursuit of achievement goals (Urdu & Mestas, 2006; Vansteenkiste et al., 2010). This study investigated whether the relationships between achievement goals and indicators of academic adjustment are moderated by individual differences in achievement goal self-concordance. A sample of 220 undergraduate students completed measures of achievement goals, goal self-concordance, academic satisfaction, and academic anxiety before mid-term exams. A total of 110 participants completed a follow-up measure of their fall GPA. Results of moderated regressions revealed that mastery-approach goals were positively associated with academic satisfaction and performance, but only for students with high levels of mastery goal self-concordance. Performance-approach goals were also associated with higher academic performance, but only for students with high levels of performance goal self-concordance. Both types of goals were positively associated with academic anxiety for individuals with low levels of goal self-concordance. This study illustrates the importance of considering the joint influence of goal content (aims) and goal motivation (reasons) in the prediction of students' academic adjustment. These results offer a novel theoretical viewpoint by suggesting that the good or bad outcomes associated with approach achievement goals depend on the extent to which these goals are pursued for self-concordant reasons.

Caught between research and teaching? –The role of goal conflicts for junior scientists' teaching motivation

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Junior scientists at universities work and qualify in a highly competitive environment. Numerous demands force them to pursue multiple goals simultaneously, most notably goals related to research vs. teaching. Pursuing multiple goals, however, may lead to goal conflicts which, in turn, may have a negative impact on teaching motivation. In an online questionnaire junior scientists (Subsample $N = 163$ of $N = 356$) named conflicting teaching and research goals. According to conceptions of goals as hierarchically organized motivational constructs (Austin & Vancouver, 1996; Kruglanski et al., 2002), we expected the extent to which participants reported these goal conflicts to be stressful to negatively affect their teaching motivation. In line with our hypotheses, we found that higher levels of perceived strain and frequency of goal conflicts were associated with lower teaching motivation. However, this relation was mediated by junior scientists' fulfillment of basic needs for autonomy and competence (Deci & Ryan, 2000). Specifically, dissatisfaction of people's basic need for autonomy was correlated with less teaching motivation. If the

basic need for competence remained unfulfilled, intrinsic motivation was lower. Furthermore, we found an interaction of participants' tendency to experience motivational interference at work (Fries, Dietz & Schmid, 2008) and goal conflicts in predicting extrinsic teaching motivation. Results are discussed in terms of group differences between those naming teaching-research conflicts and those who do not, different approaches to measure goal conflicts, the role of goal conflicts for junior scientists' teaching motivation and possible long-term effects on their career.

Personal goals pursuit as a mediator of the relationship between mindfulness and well-being

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Despite growing evidence for the beneficial impacts of mindfulness (Brown, Ryan, & Creswell, 2007) on well-being coming from both correlation and field studies, there is still considerable debate over its mechanisms of action. The aim of this study was to contribute to the efforts put forward by others in order to better understand how mindfulness affects change and contributes to well-being. More precisely, its goal was to explore the nature of the relationship between mindfulness, well-being and a conative process, namely personal goal pursuit. University students ($n=114$) were asked to complete questionnaires aimed at assessing both their subjective and psychological well-being as well as their dispositional mindfulness. They were also asked to identify five personal and significant goals in which they were involved and indicate the reasons why they were pursuing such goals (extrinsic, introjected, identified or intrinsic reasons) (Ryan & Deci, 2000; Sheldon & Kasser, 1998). The results indicates that mindfulness is correlated with both well-being ($r = .35, p < .001$) and self-determined goals ($r = .41, p < .001$). The results of a bootstrapping analysis also indicate that the relationship between a person's dispositional mindfulness and level of well-being is mediated by the motives behind his personal goals. Students who reported being more attentive and aware tended to be engaged in personal ventures that were more autonomously or self-determined driven, which in turn appeared to foster their well-being. These results suggest that the beneficial effects of mindfulness on well-being are partly mediated by conative processes.

Title: Teachers' beliefs and teachers' self-efficacy

Room: 2112

Chair: Stephane Perreault

Does fostering self-reflection and feedback enhance the effect of a teacher training in counseling-competencies?

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Counseling of students and parents is a teachers' task constantly gaining importance. In teacher education, counseling-skills are not covered sufficiently. We developed a counseling-skills training for in-service-teachers and evaluated the effects of the training and additional instructions (self-reflection, feedback) on teachers' competence gain, since it is commonly assumed that they are important additional aspects of competence development and self-regulation. The training consisted of four training sessions of 210 min each, every session included a simulated counseling talk. In the self-reflection intervention, participants worked on a structured self-reflection-guideline after every simulated counseling talk. Working on these items was supposed to initiate a deeper reflection about own counseling-skills. The basic feedback intervention was based on the data of the self-reflection accompanying the role-plays; it was standardized and presented in written form and as graphs. The extended feedback included information about self-ratings and peer-ratings. A pre-post design with four experimental-groups (training-only; training and self-reflection; training, self-reflection and basic feedback; training, self-reflection and extended feedback) and a control-group was used. One-hundred and thirty-six secondary school teachers volunteered to participate. Competence-gain was measured using a multi-method design (self-ratings, knowledge tests, behavior observation). Our study highlights that it is possible to enhance teachers' counseling-competence by a short training intervention. Our attempts to foster training effects by adding self-reflection and feedback to the training program did not succeed, leading us to the conclusion: Secondary school teachers' counseling-competence can be trained, but you may keep it simple.

Fostering pre-service and in-service teachers' self-efficacy in counselling parents

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Teachers' competencies in counseling parents are increasingly important nowadays, since parents demand advice from their children's teachers about how to support their child at home, e.g. with homework. Nevertheless, counseling-competencies are not systematically included in teacher-education, yet. Thus, teachers do not feel well prepared for counseling tasks and report low self-efficacy in managing them (Wild, 2003). It is commonly stated that teachers' professional beliefs, including self-efficacy have a major influence on teacher practice (e.g. Deemer, 2004; Hoy, Davis & Pape, 2006; Pajares, 1992). A lack of training in counseling-skills is likely to reduce teachers' self-efficacy and result in higher levels of perceived stress and burnout (e.g. Friedman, 2003) as well as lower counseling activities. We developed a short training program (4 sessions of 210 min each) to enhance teachers' counseling-competencies. The effects of a

training-program were investigated in in-service secondary school teachers ($N=59$) and pre-service secondary school teachers ($N=23$). Counseling competence was measured by self-ratings and a knowledge test., self-efficacy was measured by self-ratings. For in-service teachers, positive training effects were found for both competence outcome measures as well as for counseling related self-efficacy. For pre-service teachers, a training effect emerged for knowledge and counseling related self-efficacy, but not for self-ratings of counseling competence. In addition, counseling competence showed substantial correlations with burnout and counseling related self-efficacy in in-service teachers. The results underscore the importance of training teachers' counseling competence, and indicate that even a relatively short training can substantially improve teachers' counseling competence and counseling related self-efficacy.

Ranking and Mediation of the Proximal Sources of Teacher Self-Efficacy

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Little attention has been paid to the four sources of teacher self-efficacy (mastery experience, vicarious experience, verbal and social persuasion, affective and emotional state; Bandura, 1997; Henson, 2002). According to the assumptions (1) that the four sources of teacher efficacy can be experienced within daily work routine and (2) that self-efficacy is an evolving construct; recent studies captured the sources of self-efficacy as *proximal sources*. Therefore, other constructs or personal characteristics are used as indicators for the sources, e.g. age and work time of teachers was used as an indicator for mastery experience (Tschannen-Moran & Woolfolk-Hoy, 2002). So far, studies examined single relations between one or two proximal sources and teacher self-efficacy (e.g. Moè, Pazzaglia & Ronconi, 2010 for relations between work satisfaction (indicator for affective and emotional state) and teacher self-efficacy; Knoblauch & Woolfolk-Hoy, 2008 for relations between cooperating-teacher support (verbal persuasion) and student teachers' self-efficacy). The present cross-sectional study examines the impact of all four proximal sources on teacher self-efficacy. Findings of SEM of 705 teachers (5th – 13th grade teachers in Germany, who received the highest level of teaching education) indicate that the source affective and emotional state is identifiable as the predominant source. Results of testing indirect effects point towards mediative relations between the sources and teacher self-efficacy. Mediation analysis indicates that verbal persuasion mediates the relation between affective emotional state and teacher self-efficacy. Concluding, the results of this study offer direction about how proximal sources of teacher self-efficacy operate within daily work routine of teachers.

Title: Self-concept in STEM**Room: 2300**

Chair: Rhonda G. Craven

The relationships among self-concept, attitudes, level of aspiration and achievement in mathematics and science

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The aims of this study were to: a) assess if self-concept in mathematics and science are different constructs from attitudes towards mathematics and science; b) evaluate the relationships among student's self-perceptions, attitudes, and achievements in mathematics and science; c) test if the relationships were invariant across gender; and d) test the effect of gender and level of aspiration on achievements in mathematics and science. The data for this study were obtained from the TIMSS 2007 database in which 4099 eighth grade Saudi students participated. The variables used in this study were mathematics and science self-concepts, attitudes to mathematics and science and the achievements in mathematics and science. The relationships among constructs were examined with the use of structural equation modeling software, AMOS. The results of the study demonstrated that attitudes and self-concept are different constructs. Also, the results demonstrated the differential effects self-perception and attitudes can have on achievement, depending on gender. Saudi female students outperformed Saudi male students on almost all variables used in this study. Also, students with high level of aspiration scored significantly higher than students with low level of aspiration. No interaction was found between gender and level of aspiration. The theoretical and empirical relations among self-concept, self-efficacy and attitudes are discussed.

Does mathematics self-concept predict students' mathematics achievement? A French longitudinal study from 5 to 8 years old

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In France, the majority of children attend nursery school as early as age 3. Therefore, at 5 years they have already some experience of learning mathematics. They are also subject, at the end of the second grade of elementary school, to a national assessment of their academic achievement, particularly in mathematics. The aim of this paper is to determine how different dimensions of 5 year-olds' mathematics self-concept predict results at the national assessment two years later. Inspired by Chapman and Tunmer (1995), a mathematics self-concept scale, which was designed to assess self-perceived competence, feeling of difficulty and attitudes toward mathematics, was administered to 112 students at 5, 6 and 7 years old. Number competence was assessed during kindergarten to control for early numeracy skills (Jordan et al., 2006, 2009a, 2009b). Taken together, the results of the present study indicate that children's feeling of difficulty is the best predictor of mathematics achievement as assessed with the national assessment, at the end of grade 2. Furthermore, exploratory analyses conducted with structural equation models suggest that this relationship is mediated by children's attitudes toward mathematics during the middle of this school year.

Women at the transition from high school to college: What factors support the choice of STEM majors?

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This longitudinal study investigates factors leading to the choice of a STEM major instead of a major in Social Sciences or Humanities on a sample of 121 undergraduate women enrolled at Swiss Universities. Based on findings and theories of vocational psychology as well as expectancy-value models that emphasize the importance of person-environment fit, social cognitions, social support and role models, a set of independent variables was tested using logistic regression. Additionally, narrative interviews using grounded theory were conducted. The strongest predictors in the regression model were high school mathematics achievement and a predilection for both the choice of a practical major and a future vocation that offers possibilities for investigative activities. A stronger need for social interaction in working life and a less career-oriented self-concept are factors that reduced the probability of choosing STEM. Surprisingly, the women in STEM fields showed stronger gender-stereotype endorsement related to interest in mathematics and were less concerned about an optimal major-ability fit. The former may result from the minority position these women experienced attending advanced STEM courses at high school and, according to the narrative interviews, from a long-standing feeling of being “not so typical” women. The latter raises the suspicion that implicit stereotypes about ability in mathematics negatively effects women’s self-perception. This interpretation is supported by the qualitative results of the study, which indicate that none of the women investigated believed ability to be a reason for choosing a STEM major, but all of them argued a special interest in STEM-related activities.

Title: Academic self-concept, motivation and achievement

Room: Grand Salon

Chair: Catherine F. Ratelle

Extending the Reciprocal Effects Model of Self-Concept and Achievement Using Motivation and Engagement Factors

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The reciprocal effects model (REM; Marsh & Craven, 2006) of causal ordering between academic self-concept (ASC) and academic achievement posits that ASC is a determinant of achievement (self-enhancement model) and achievement is a determinant of ASC (skill development model). Extending prior research, the present study examines the generality of REM, and its constituent models, of 14 motivation and engagement factors central to student achievement (e.g., valuing, mastery orientation, uncertain control, persistence, self-handicapping). Based on longitudinal data (with a 1-year interval) of 1,650 Australian students (38% girls; mean age=13.57 years), findings showed that prior ASC predicted subsequent achievement and *vice versa* - confirming prior research into REM. Extending these models to focus on motivation and engagement, after controlling for auto-regressive paths, we found four instances of REM where prior motivation/engagement and achievement predicted subsequent achievement and motivation/engagement factors (i.e., self-efficacy, persistence, enjoyment, disengagement); five instances of self-enhancement where prior motivation/engagement (i.e., valuing, mastery orientation, participation, task management, self-esteem) predicted achievement; and one instance of skill-development where prior achievement significantly predicted subsequent uncertain control. Thus, in nine out of the ten cases, prior motivation predicted subsequent achievement. Our analysis also showed that, after controlling for auto-regressive paths, there were eight instances of reciprocal effects between ASC and motivation/engagement factors; four instance of the salience of prior ASC in predicting motivation factors, and one instance of the salience of motivation factor in predicting ASC. Taken together, these results highlight the synergistic importance of ASC and motivation in student achievement.

Work, play, excellence and participation: Mapping young musicians' motivation to engage in high-level skill development

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Research into musicians' motivation (Austin, Renwick, & McPherson, 2006; Renwick & Reeve, in press) shows that key theoretical frameworks have been adapted from educational psychology, investigating such concerns as musicians' confidence in their abilities, the effects of achievement goals, and intrinsic-extrinsic reasons for engagement. This study investigates the inherently *artistic* aspects of what motivates musicians to devote the thousands of hours of solitary work necessary to reach expertise. Semi-structured interviews were conducted with students (mean age = 20.9 years) in leading tertiary music schools in a large Australian city, specialising in classical ($n = 18$), popular ($n = 14$), and jazz ($n = 2$) music. Questions focused on what motivates the participants to engage in music-making and investigated motivational antecedents and

consequences of significant musical experiences. Theoretical concerns (e.g., self-efficacy, intrinsic–extrinsic motivation, achievement goals) were embedded in questions, but interviewees’ perspectives guided the dialogue. Transcripts were analysed using NVivo software according to grounded theory principles (Corbin & Strauss, 2008). Major themes emerging from ongoing analysis are the tendency for music-making—initially intrinsically or socially motivated in a recreational context—to take on powerfully vocational, communicative, aesthetic and—above all—competence-related motives. A fuller understanding of what makes for a healthy, truly artistic engagement in the development of musicality will assist policy makers and researchers to develop more nurturing environments for aspiring musicians.

Causal Ordering of Academic Self-Concept and Achievement for multiple school subjects in young elementary school children

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Longitudinal studies have shown that academic self-concept and academic achievement are reciprocally related (see Marsh & Craven, 2006). Moreover, empirical evidence now clearly support that this reciprocal effect appears to be robust across age periods and cultures (e.g., Marsh & Craven, 2006). However, research with children among 4-to-5 years-old demonstrated that academic self-concept responses are multidimensional (Marsh, Debus & Bornholt, 2005) opening the way to study subareas of academic self-concept among young children. The study from Guay, Marsh, and Boivin (2003), based on a multicohort-multioccasion design study with students from grades 2, 3 and 4, supported the reciprocal effect across young children, demonstrated a clear support for the reciprocal effect model across cohorts, but only considered academic self-concept and achievement. In this talk, we will present the results of two longitudinal studies designed to extend previous research from Guay et al., (2003) by investigating causal ordering between self-concept and achievement for multiple school subject (i.e., mathematics, writing and reading) in young elementary school children.

Teacher Ratings and Proficiency Scores: Relationship with Student Academic Self-concepts

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Students’ academic self-concept is known to be multidimensional and very domain specific. Self-concept in reading is expected to be correlated with achievement in reading whereas self-concept in maths is expected to be correlated with achievement in maths. Other self-concepts such as art and physical self-concepts may not have any direct association with reading and maths achievement scores. As students’ academic self-concept is primarily developed through their experiences in classroom environments, teachers may have significant influence on students’ self-concept development. As such, we may speculate that the respective correlations between self-concept and achievement would be stronger for teacher ratings than standardised scores of achievement. A sample of Year 3 to Year 6 Australian students ($N = 1790$) responded to 5 self-concept scales in a survey (i.e., school, reading, maths, art, physical abilities). Their standardised reading and numeracy test scores, as well as their teachers’ ratings in reading and maths were also obtained. Confirmatory factor analysis found positive correlations between reading self-concept and standardised reading test scores and between maths self-concept and standardised maths test scores, but the correlations between the respective self-concepts and teacher ratings were close to zero. The results

cast doubt on the accuracy of teacher ratings in reflecting students' self-concepts in respective learning domains. Standardised tests may have merits in providing a realistic assessment of students' proficiency despite their limitations and unpopularity in primary levels of education.

The twofold multidimensionality of academic self-concept: Domain-specificity and separation of competence and affect components

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Next to the separation of academic self-concept into content-specific domains, theoretical models claim for the additional differentiation between competence and affect components within the separate content-specific domains of academic self-concept themselves. Marsh, Craven, and Debus (1999) provided empirical evidence for the distinctiveness of competence and affect components of academic self-concept applying the within-network study approach using confirmatory factor analyses. Our study aims at replicating these results with data of a German version of the Self-Description Questionnaire I (SDQ I; $N = 1958$) consisting of both affect-related and competence-related items for measuring students' academic self-concepts in math, German, and general school. In order to extend the study of Marsh et al. (1999), between-network studies examining the relations between competence and affect components of academic self-concept and academic achievement were conducted. According to confirmatory factor analyses, 6-factor models differentiating between affect and competence components within each domain of academic self-concept fitted better than 3-factor models without this differentiation. Math and verbal achievement as external validity criteria showed higher correlations to the competence components of academic self-concept than to its affect components within and across academic domains. Therefore, the principle of multidimensionality of academic self-concept has to be understood to be twofold: Multidimensionality relates to the domain-specificity of academic self-concept as well as to the differentiation between competence and affect components within separate content-specific domains. Further studies are necessary in order to scrutinize the internal structure of competence and affect components themselves and to validate the affect component in relation to external criteria.

Title: Social/instructional contexts, self-conscious emotion and self-efficacy

Room: Hydro-Québec

Chair: Robert Stupnisky

Third Graders' Response to Individualized Reading Instruction:
Mediating Effects of Self-Efficacy and Classroom Working Alliance

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The ability to read is an important skill for students' academic success. However, there are a large number of students who fail to read due to insufficient instruction. Although specific instructional approaches have been shown to be effective for improving reading performance, it is possible that certain psychosocial factors may further contribute to student learning. The present study employed a path analysis model to investigate the contribution of classroom working alliance (teacher-student relationship) and self-efficacy beliefs to the year-end reading comprehension of 466 third grade students (216 male, 250 female). Thirty-three classrooms (16 intervention, 17 control) participated in this randomized control trial that examined the effects of the Individualizing Student Instruction (ISI) intervention. ISI provides teachers with guidelines for differentiating reading instruction based on students' individual current skill levels and recommendations derived from the algorithm-guided Assessment-to-instruction (A2i) web-based planning software. SEM analyses revealed direct and indirect effects of individualized instruction, working alliance, and self-efficacy. A direct effect of individualized instruction on spring reading comprehension demonstrates that the number of minutes spent by the teacher using A2i positively influence students' comprehension skills. In addition, this study provides the first evidence that students' ratings of working alliance are directly related to objective academic achievement, and also reveals a partial mediation trend of self-efficacy being individualized instruction and reading comprehension. Discussion will focus on the implications for considering psychosocial factors that influence students' response to instruction.

The role of social/instructional context in elementary students' reported emotional adaptation

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Feelings of guilt, pride, and shame have been construed as private "self-conscious" emotions informed by personal disposition (e.g., Tangney & Dearing, 2002). Some research suggests, however, that guilt and shame are social rather than private emotions (Baumeister, Stillwell, & Heatherton, 1995; Tracy, Robins, & Tangney, 2007) and that situational determinants are important considerations in their expression (Weiner, 2010). Our work aligns with these latter conceptualizations. We examined the role of social/instructional context in students' reported emotional adaptation, i.e., their self-conscious emotions and how they cope with them. Students (grades 3, 5; N=101) completed *School Situations* (SS) (Burggraf, 1993), a self-report instrument adapted from the *Test for Self-Conscious Affect* (Tangney, Burggraf, & Wagner, 1995). SS includes 12 vignettes in 3 social/instructional contexts: Private (k=3), SmallGroup (k=5), and WholeClass (k=4); 9 portray negative situations. After each vignette, 4 sentences behaviorally represent an emotion

(guilt, pride, shame) or coping strategy (externalize, normalize) with a 5-point likert-like scale. Coefficient alpha results were: guilt (.688), pride (.611), shame (.756), externalize (.760), normalize (.614). ANOVA revealed main effects of social/instructional context for each (Pride: $F=22.12$, $p<.001$; Normalize: $F = 118.90$, $p<.001$; Guilt, $F = 8.28$, $p<.005$; Externalize: $F=38.37$, $p<.001$; Shame, $F=21.18$, $p<.001$). E.g., Private contexts were associated with the most pride, and least shame and guilt; SmallGroup contexts with the least pride, and the most shame and guilt. Results suggest that students' "self" conscious emotions associated with classroom learning are better considered "co-regulated" relatively more by social/instructional context for most students, yet potentially dispositional for some.

The Role of Self in Self- Conscious Emotions: Implications for Self-regulation

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The study examined the decoding accuracy and response latency of basic and self conscious emotions and self evaluation using a 2(sex) x2(depressed/non depressed groups) between Ss design. In Study I participants($n=40$) were presented pictures of facial expressions by varying the contextual arousal visually within a free labeling paradigm, self -reported affect(Positive Affect and Negative Affect Schedule-PANAS, Watson, Clark & Tellegen,1988) and memory test. Results revealed that the contextual cues caused greater errors in overall memory and response latency for self-conscious as compared to basic emotions among both the groups on decoding accuracy for anger and happiness, though it caused. In Study II($n=40$) Ps were shown basic and self-conscious emotional facial expressions within a forced choice paradigm to see if the instructional set produced any variation in the decoding accuracy and Emotion Regulation Questionnaire (ERQ; Gross & John,2003) .Findings revealed that emotion regulation significantly influenced emotion recognition, with more accurate decoding of basic than self-conscious emotions. In Study III depressed and induced depressed Ps($n=40$) were presented pictures expressing self-conscious emotions in a neutral background, Test of Self-Conscious Affect (TOSCA; Tangney, Wagner, & Gramzow, 1989) was used to measure maladaptive aspects of guilt and adaptive aspects of shame. Both groups were less accurate in decoding facial expressions of self –conscious emotions as guilt and shame, with variations in self-conscious affect. The findings are discussed in light of the theoretical process model of self-conscious emotions (Tracy & Robins, 2007). This study has implications for regulation self.

Studying the association between attributions and guilt and shame self-conscious emotions in fitness contexts

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The process model of self-conscious emotions (Tracy & Robins, 2004) suggests that shame and guilt are posited to have similar antecedents (e.g., identity-goal relevance and congruence), yet shame experiences are associated with stable, uncontrollable, and global attributions versus guilt is linked to unstable, controllable, and specific attributions (Tracy & Robins, 2004). Limited research has tested these tenets. The purpose of the current study was to examine the relationships between attributions and guilt and shame experiences in fitness contexts. A total of 286 young adults ($M_{age} = 22$ years, 58% female) were asked to read fitness/performance scenarios and complete self-report measures of identity-goal relevance and congruence, attributions, and phenomenological ratings of guilt and shame. Consistent with the model tenets, higher scores on identity relevance and congruence were related to guilt and shame experiences ($r =$



.15 to .27). Control attributions were significantly ($p < 0.05$) associated with shame ($r = .16$), and global attributions were significantly ($p < 0.01$) associated with guilt and shame ($r = .34$ and $.36$). Contrary to the model, stability attributions were not associated with guilt or shame. These findings offer preliminary evidence that control attributions may be differentially linked to guilt and shame experiences in the context of fitness/performance yet suggest that global and stable attributions may not elicit shame and guilt differently.

WEDNESDAY, JUNE 22ND: CLOSING DAY

GENERAL OVERVIEW		
9:00 – 10:00	Keynote presentation Robert J. Vallerand University of Quebec in Montreal	Room: Grand Salon
10:00 – 10:15	Coffee Break	Room : Agora
10:15 – 12:15	Paper presentations	
<u>Session A: Learning contexts, students' beliefs and emotions</u>		Room: Hydro-Québec
10:15 – 10:35	❖ Margaret Vickers	The role of social-relational and psycho-social factors in disengagement from school
10:35 – 10:55	❖ Joyce Tan	Academic Stress in Asian Students
10:55 – 11:15	❖ Jongho Shin	Effects of Sense of Belonging on Negative Emotions in Learning Contexts
11:15 – 11:35	❖ Michel Janosz	Contribution of School Climate and Practices to Student Emotional, Cognitive and Behavioral Engagement
11:35 – 11:55	Period of questions	
<u>Session B: Theoretical perspective on the self</u>		Room: 2320
10:15 – 10:35	❖ Isaac Cherian	Perspectives on the 'Agentic' Attribute of Self: A Comparative Review of Self Theories in Eastern Traditions and Contemporary Psychology
10:35 – 10:55	❖ Shaima Ahammed	Revisiting the Transpersonal Dimension of Self: From William James to Hubert Hermans
10:55 – 11:15	❖ Susan A. Burggraf	Self development: Kegan's Subject-Object Theory, contemplative education, and encounters with difference
11:15 – 11:35	❖ Philippe Carré	Self-regulated, self-determined and self-directed learning: unrelated kin?
11:35 – 11:55	❖ Frederick M.E. Grouzet	The Circumplexity of Motivational Self: New Theoretical and Empirical Evidences
11:55 – 12:15	Period of questions	

<u>Session C: Self-concept across different domains</u>			Room: Grand Salon
10:15 – 10:35	❖ Cristina Yanes Cabrera	Physical self-concept in Spanish adolescents in relation with gender and the evolution of sport career	
10:35 – 10:55	❖ Premila Lee	Relationship of self-concept and job satisfaction of nurses	
10:55 – 11:15	❖ Rhonda G. Craven	Multidimensional Self-concepts of Medical School Students	
11:15 – 11:35	❖ Nuria Codina	The Twenty-Statements Test (TST) revisited: A proposal for approaching the complex behavior of the Self	
11:35 – 11:55	Period of questions		
10 :15 – 11 :15	<u>Self Ph.D. Award presentation</u>		Room: 2112
	Man Xu	Frame of Reference Effects in Academic Self-Concept: An Examination of the Big-Fish-Little-Pond Effect and the Internal/External Frame of Reference Model for Hong Kong Adolescents	
12:15 – 14:00	Lunch		Room: Agora
12:15 – 14:00	Poster presentations Session A: Attitudes Session B: Attribution Session C: Identity Session D: Self general Session E: Social identity Session F: Sports-Work-Health-Family		Room: Agora
14:00 – 15: 00	Keynote presentation Herbert W. Marsh Oxford University		Room: Grand Salon

KEYNOTE PRESENTATION

Wednesday 9:00 - 10:00



**The Role of Passion in Optimal Functioning
in Society**

Robert J. Vallerand

University of Quebec in Montreal, Canada

Room: Grand Salon

CHAIR: Frédéric Guay

Recently, Vallerand and his colleagues (2003) have proposed a new conceptualization of passion. Passion is defined as a strong inclination or desire for a self-defining activity that we love, value, and spend a considerable amount of time on. Two types of passion are proposed: a harmonious and an obsessive passion. Obsessive passion is involved when people feel that they can't help themselves and have to surrender to their desire to engage in the passionate activity. It is as if the activity controlled the person. Obsessive passion results from a controlled internalization (Deci & Ryan, 2000) of the activity in the person's identity. On the other hand, harmonious passion refers to a strong inclination for the activity that nevertheless remains under the person's control. The person can choose when to and when not to engage in the activity, thus preventing conflict from arising between the passionate activity and other life activities. Harmonious passion results from an autonomous internalization of the activity in identity. In this address, I review research that reveals that harmonious passion plays an important contributory role in the experience of Optimal Functioning in Society (OFIS) defines as psychological, physical and relational well-being, as well as optimal performance and a positive contribution to society. Although obsessive passion may at times positively contribute to some elements of OFIS, its effects on other elements are often negative. Implications of these findings for the concept of OFIS and directions for future research are proposed.

Title: Learning contexts, students' beliefs and emotions

Room: Hydro-Québec

Chair: Reinhard Pekrun

The role of social-relational and psycho-social factors in disengagement from school

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Two substantial bodies of literature testify to the efforts made to understand the determinants of academic disengagement. One line of research emphasises environmental factors, including family socio-economic background (SES) and parental aspirations. The other emphasises psycho-social variables, specifically self-concept and motivation. Taken separately, each provides a partial explanation of the processes of disengagement from school. The longitudinal study reported here draws on three sets of measures: environmental, social-relational, and psycho-social. New scales were developed to measure social-relational variables such as the students' sense of belonging to school, affiliation with peers who support school values, perceived teacher support and parental support for education. It develops a model showing how these factors simultaneously contribute to the likelihood of disengagement from education. Surveys of 1966 students in Years 7, 8, and 9 measured SES factors, together with social-relational factors, as well as self-concept, motivation, and engagement. This study breaks new ground: although several studies have examined the associations between SES and early leaving, very few have sought to explain what it is about low SES that renders young people vulnerable to such disengagement. The present study proposes that social-relational variables are key factors that contribute to student disengagement and influence the decision to stay on, or leave school early. Implications of these findings are discussed and future directions are proposed.

Academic Stress in Asian Students

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Academic problems are among the most commonly reported sources of stress for adolescents but the pressure to perform in school is more acute for students from countries such as Singapore and Hong Kong where high academic expectations of parents, teachers and students are deeply rooted in Confucian Heritage Culture (CHC) values. The *Academic Expectations Stress Inventory* (AESI) (Ang & Huan, 2006), measuring academic expectations of parents, teachers and students themselves as sources of academic stress, was administered to a sample of 176 Singaporean secondary and college students one month before their major examinations. The Rasch modelling technique (Rasch, 1980) was used to explore the underlying construct associated with the AESI and its two subscales and to estimate the probability of student responses to the items. Rasch analyses confirmed the unidimensional structure of the AESI and *Expectations of Parents and Teachers* and *Expectations of Self* subscales. Fifteen students were found to have very high levels of academic stress resulting from academic expectations, with three of them being extremely stressed. Conversely, 11 students had very low levels of stress with three exhibiting extremely low stress levels. However, differences were evident in the levels of academic stress measured by the subscales, with

30 students exhibiting very high levels in the *Expectations of Self* subscale compared with 18 students with very high levels of stress stemming from parents/teachers' expectations. The differential between the incidences of high stress on the two subscales has implications for future research on the internalisation of CHC values in adolescence.

Effects of Sense of Belonging on Negative Emotions in Learning Contexts

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Students perceive the classroom to an ability-focused setting that stresses social comparison, the students' tendencies to concentrate on improving their own ability may decrease. These tendencies of comparing performances may also stir negative emotions and fear and it may includes the fear of making mistakes or receiving negative social evaluations. One factor that reduces such negative emotions, suggested by previous researches, is for a student to have the perception of sense of belonging. Maslow conceptualized sense of belonging as an intrinsic motivation for humans to need to be accepted as a member of a group. Once students experience belongingness (sense of belonging), they tend to perceive their environment as a more mastery surrounding as well as have the effects of reducing negative emotions such as stress or anxiety in learning contexts. Therefore, the purpose of our study was to examine the effects sense of belonging on perceived classroom goal structures and academic outcomes (anxiety and stress) in Korean adolescents. 300 students enrolled in an urban high school participated in this study. Results from our LGM analyses presented the mediating role of sense of belonging between students' personal achievement goal orientation and perceptions of classroom goal structure. Once students with performance approach goal orientation perceived classroom goal structure as ability-focused, students showed an increase of anxiety. However, even students with performance approach goal orientation perceived a sense of belonging, their perception of classroom goal structure turned to mastery as well as resulted in a decrease of anxiety.

Contribution of School Climate and Practices to Student Emotional, Cognitive and Behavioral Engagement

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It has recently been proposed that student engagement with school should be considered as a multidimensional construct including an emotional, cognitive and behavioral component (Fredricks, Blumenfeld, Paris, 2004). Nevertheless, the extent to which the school context influences differently these dimensions as yet to bet demonstrated (Appleton, Christenson & Furlong, 2008). Thus, the goal of this study is to verify if the school socio-educational environment predicts differently the three dimensions of school engagement. Surveys were administered to 1,294 7th graders (45% male) from 48 secondary schools accross the province of Quebec (Canada) in 2003 and 2005. The questionnaire included self-reported measures of student emotional, cognitive and behavioural engagement and of perceived learning opportunities, social climate and school disorder. Mutlilevel analyses indicated a strong homogeneity of Quebec schools effect on engagement (ICC=.02). Results showed that students' perception of their school environment in 7th grade predicted their school engagement two years later, even after controlling for gender, grade retention, achievement, socioeconomical status and school size. Perceived learning opportunities in 7th grade predicted all three types of engagement in 9th grade. Social climate predicted only emotional engagement,



while school disorders solely predicted behavioural engagement. Moreover, school engagement in 7th grade mediated completely the influence of social climate and school disorder on engagement in grade 9, but only partially the influence of learning opportunities. These findings suggest that some aspects of the schooling context influence equally the development of all dimensions of engagement, while some other school contextual factors seem to have more specific influences.

Title: Theoretical perspective on the self

Room: 2320

Chair: Mark R. Leary

Perspectives on the 'Agentic' Attribute of Self:
A Comparative Review of Self Theories in Eastern Traditions and Contemporary Psychology

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Despite its critical importance to the understanding of virtually any aspect of human behavior, the concept of 'Self' continues to remain the "most puzzling puzzle" that psychology has to deal with (James, 1890; p.330). What particularly contributes to the concept's complexity is the difficulty in providing a coherent explanation as to what constitutes unity (i.e., a sense of oneness underlying the multiplicities), and continuity (i.e., a sense of sameness through time) in self. Closely related to this predicament is the question of whether and how one of the essential attributes of self, i.e. 'agency', explains or accounts for this experience of unity and continuity in self. A theoretical response to these questions becomes ever more crucial in the present day context as staggering multiplicities populate the contemporary self bringing about 'internal differentiation' (Paranjpe, 1998), thereby threatening the unity and continuity of self. This paper is a comparative review of select Self theories in Eastern traditions and contemporary Psychology, on the 'agentic' attribute of self and its role in rendering the experience of unity and continuity of Self. Contemporary Psychology's penchant for the agentic attribute of self has its roots in William James's account of the agentic knower-self and stands in stark contrast to two time-honored Eastern traditions, i.e. Advaita Vedanta's and Theravada Buddhism's renunciation of the 'agentic' attribute in its potential of providing a sense of unity and continuity to self. The paper concludes with implications for future theoretical developments and possibilities towards a better understanding of unity and continuity in Self.

Revisiting the Transpersonal Dimension of Self: From William James to Hubert Hermans

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The concept of 'Self' has come a long way since William James's (1890) seminal understandings of the same in his 'Principles of Psychology'. Many a theory has come, gone and reigned since then, with the most recent of all theoretical attempts to demystify the concept, being the dialogical self theory (Hermans, 1991). The conceptual differences and diversity of assumptions in the wide array of these theories, have considerably obscured our understandings regarding the essential nature of the concept. Nonetheless, at its core, it represents the phenomenological experience of beingness, that is not necessarily limited to the confines of time and space. Inherent in such an essentialistic understanding of the concept is the acknowledgement of the transpersonal or transcognitive dimensions of self, the reality of which, a selected few theories recognize and seek to explain and many others presumably overlook in their theoretical frameworks. This paper is a comparative review of the affirmation and denial of this dimension of self, as expounded by the major psychological theories, starting with the 'I/Me self' by William James and ending with the most contemporary, 'dialogical self' by Hubert Hermans. William James's reference to a 'wider self', Freud's emphasis on a 'reality-driven ego', Hermans's observation of a 'depositioned I', Jung's conceptualization of self as an 'archetype', Allport's attribution of self to the organizing and unifying agent, 'proprium' etc are

only some notable examples of features or elements within those respective theories, in the continuum, that imply affirmation or denial of the transpersonal dimension of self.

Self development: Kegan's Subject-Object Theory, contemplative education, and encounters with difference

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Robert Kegan's Subject-Object Theory maps development of the self through three stages in adulthood: socialized, self-authoring, and self-transforming consciousness. Across these stages, one increasingly is able to understand and participate in a complex world as reflected not only in cognitive understanding but also in emotions and relationships. While Kegan and associates' Subject-Object Interview assesses developmental center of gravity in others, for those skilled in contemplative or meditative inquiry, the theory can serve as a tool to analyze self development by increasing self awareness and thus the likelihood of moments or glimpses of self-authorship and even self-transformation. Encounters with difference often provide optimal challenges for development and this coupled with the focused yet open attention found in meditation practitioners can catalyze adult development. This exploratory study had two parts: 1) undergraduates (n=6) familiar with Subject-Object Theory and with contemplative inquiry were interviewed about insights they gained from encounters with difference; and 2) interviews with students (n=8) in a "contemplative education" curriculum provide evidence of greater variability than would be expected from Kegan's normative data. In other words, while the students' center of gravity was likely at a normative level, all had precocious glimpses of self-authoring and even self-transforming consciousness following encounters with difference. This leads to the hypothesis that encounters with difference in a contemplative educational environment promotes adult development as does the contemplative use of Kegan's developmental theory. This paper will also present similarities between Kegan's self-transforming stage and those found in contemplative wisdom traditions, especially Buddhism.

Self-regulated, self-determined and self-directed learning: unrelated kin?

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The field of psychological and educational research on learning is interspersed with neologisms of variable conceptual worth, including a plethora of "self" compounds. French "ego" sociology has helped in deciphering the current overuse of "self-oriented" vocabulary within a new social and historical context (de Singly, 2009). Nevertheless, in contemporary educational psychology literature, concepts that seem closely related are in fact used in complete ignorance of one another, and operate within clearly segmented areas of empirical and academic subcultures (Carré, 2010; Cosnefroy, 2009). This paper examines three such concepts: self-determination (Ryan, 2002), self-regulation (Zimmerman, 2002), self-direction (Long, 1989) and their correlates: self-determined, self-regulated and self-directed learning. We will present the results of a meta-documentary research based on a full literature search using the above concepts as key words for two authoritative data bases in education psychology and educational science: Education Research Complete® and ERIC®. The rate of thousands of publications using them has been analyzed over a period of 10 years (2000-2010) and the evolution of each series (self-regulation, self-determination, self-direction) compared to the others. Cross-uses and interfaces between the concepts (or the lack thereof) have also been studied. Apart from delivering and discussing fresh data relevant to the growing, and often competitive use of "self" concepts in current educational and psychological research, this paper will trigger a

secondary debate, at a metascientific level, regarding use and abuse of “self” concepts in the social sciences today.

The Circumplexity of Motivational Self: New Theoretical and Empirical Evidences

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In personality and social psychology two-dimensional, quasi-circumplex and circumplex models are commonly used to represent the structure of psychological constructs (e.g., attachment, emotion, personality, interpersonal behaviours, vocational interests). In 2005, Grouzet and his colleagues proposed a circumplex model of goal content that integrates self-determination theory approach on intrinsic and extrinsic goals and Jamesian continuum of the self (James, 1892). The generalisability and universality of this circumplex model has been evaluated by testing its presence in more than 15 countries (Grouzet et al., 2005), by serving as framework for new goal types (e.g., ecological goals; Grouzet & Kasser, 2007), and by explaining social issues (e.g., the costs of American Corporate Capitalism; Kasser et al., 2007) and interpersonal behaviours (Grouzet, 2009). In the present paper I propose new theoretical, conceptual and empirical evidences of the generalisability and universality of the circumplex model by integrating self-related construct such as relational and cultural self-construal (e.g., Singelis, 1994), self-theory (Dweck, 1999), socio-political attitudes (e.g., Lanning & Rosenberg, 2009) and values (Schwartz, 1992). The objective is to demonstrate that the proposed circumplex model surpasses the domain of goal content and can be used to represent the motivational self and predict internal conflict, affect, decision making and social behaviours.

Title: Self-concept across different domains

Room: Grand Salon

Chair: Marjorie Seaton

Physical self-concept in Spanish adolescents in relation with gender and the evolution of sport career

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The aim of this study was to examine the physical capacities and the physical attractiveness of Seville adolescent athletes and whether these perceptions vary by gender and sport career development. 90 adolescents from 12 to 18 years (50 girls and 40 boys) completed a Spanish adaptation of the Physical Self Description Questionnaire (Marsh, Richards, Johnson, Roche y Tremaye, 1994; Tomás, 1998) and a scale to collect physical attractiveness perceived (Alfermann, Saborowski y Würth, 1997). The results show that males have a more positive physical self-concept than females. There were no relationships of the variables with the level of sports performance. The follow-up survey, one year later, noted an increase in some subdomains of self-concept in terms of positive developments in the sport career. In this study the physical changes associated with maturation in adolescence seem to have fewer influences on the perception of the body as it has been reported in other studies.

Relationship of self-concept and job satisfaction of nurses

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Self concept has critical impact on job satisfaction. This paper explores the relationship of self concept and job satisfaction of nurses in the light of their professional identify in an Indian context. The study used a descriptive and correlational methodology and the sample comprised of 340 full time nurses working in a tertiary care setting. Participants were approached at their work place and the questionnaires were administered in groups to those who consented to participate in the study. The data were collected by self reporting and the participants completed Nurses Self Concept Questionnaire (NSCQ) and short version Minnesota Satisfaction Questionnaire (MSQ). Anonymity of the study subjects was maintained as the subjects were instructed not to include any personal identifying information on the questionnaires. Furthermore, numbers were assigned to the questionnaires for identification. The mean age of the participants was 30.2 years and females dominated the sample at 95.6 %. Over 87.9 % of participants stated their qualifications at the certificate level and only 12.1 % had obtained a degree in nursing. Majority (42.4 %) of the nurses were with 5 to 15 year experience and 12.9% of them have been working in the health care setting for more than 15 years. The result of the correlational analysis revealed significant positive relationship between the nurses self concept and their job satisfaction ($r = .48, p < 0.01$). Study findings also revealed that the self concept of nurses was found to be significant by experience ($P = .006$). This study suggest for the need to plan and implement interventions that increases the self concept of nurses.

Multidimensional Self-concepts of Medical School Students

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Self-concept research has indicated that an individual's achievement and desirable outcomes are often influenced by their self-concept. Recent research has also indicated that self-concept can be differentiated into cognitive and affective components. That is, an individual's self-concept comprises both self-perceived competence and how much they like the domain of study. A sample of students from the School of Medicine in an Australian university was surveyed ($N = 357$). They responded to five dimensions (Staff Relations, Patient Care, Problem Solving, Leadership, and Communication) with 3 items pertaining to the cognitive component and 3 items pertaining to the affective component of their medical self-concept. Confirmatory factor analysis found better support for a 10-factor model (with the cognitive and affective components separated) than for a 5-factor model with 6 items per factor. Further validation of the model with a between-networks approach found that a negative factor (Anxiety) was negatively correlated with the 10 factors whereas a positive factor (Attitude toward Health Care) was positively correlated with the factors but more strongly with the affective component of the Staff Relations, Patient Care factors and both the cognitive and affective components of Communication. The results provided good support for the multiple dimensions of medical self-concepts and the separation of the cognitive and affective components in each dimension. Further research should attempt to relate the various dimensions to learning and occupational outcomes of medical students and medical doctors in service.

The Twenty-Statements Test (TST) revisited: A proposal for approaching the complex behavior of the Self

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The Twenty-Statements Test (TST: Kuhn & McPartland, 1954/1967) is analyzed from the paradigm of complexity, i.e., the study of chaotic, fractal, and fuzzy properties in behavior. TST advantages and disadvantages for seizing complexity are considered, by looking critically at the coherence in research objectives, the reality registered with the instrument; and the analysis made from the answers to the question "Who am I?". Additionally, with the purpose of enhancing TST qualities and also coping with its difficulties, this paper describes the characteristics and results obtained with the Sequential Qualitative Methodology (SQM); it is a flexible procedure proposed and developed to overcome reductionism in analyzing and interpreting answers given to the TST, and consequently, approaching the complex nuances of the self. The main principles of the SQM are: 1) Collecting information guided by the research objectives, controlling and/or reducing the differences between what has been said by the participants and the researcher's interpretation; 2) Starting with non-restrictive or open-ended questions, integrating qualitative and quantitative analysis; and 3) Favoring an active participation when analyzing the data. The application of the TST, following the SQM principles, has made possible to put into manifest fractal and fuzzy properties of the self, especially when studying its relationships with daily life activities. In sum, revisiting TST from the paradigm of complexity perspective through the SQM, broadens the conceptions of the self as a complex phenomenon in its interplay between individual and social dimensions, also offering an alternative procedure useful for basic and applied self research.

SELF Ph.D. AWARD PRESENTATION

Wednesday 10:15 - 11:15



Frame of Reference Effects in Academic
Self-Concept: An Examination of the Big-
Fish-Little-Pond Effect and the
Internal/External Frame of Reference
Model for Hong Kong Adolescents

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Room: 2112

Chair: Herbert W. Marsh

Students' academic self-concept (ASC) is an important aspect of schooling and frame of reference effects are an important process in the formation of students' ASC. Two theoretical models in ASC are the Big-Fish-Little-Pond effect (BFLPE) and the internal/external frame of reference (I/E) models. The BFLPE theory predicts a decrease in ASCs if a student attends an academically-selective school. The I/E model theory proposes that higher Maths abilities lead to higher Maths ASC but lower verbal ASC, and vice versa. This thesis investigated new perspectives on these frame of reference effects through three interrelated studies with advanced methodologies using two data sets based on responses from Hong Kong adolescents. Study 1 evaluated and extended the I/E model to three school subjects in English (foreign language), Chinese (native language), and Maths, and found that English and Chinese collectively formed a verbal domain to serve as a frame of reference with the Maths domain. This effect was invariant across schools in which the medium of instruction is English or Chinese. Study 1 also evaluated the generalisability of the I/E model to various motivational variables and found support for self-efficacy and academic interest. Studies 2 and 3 compared the BFLPE in self-concept and self-efficacy in Maths, English, Chinese and Science and found a much higher BFLPE in ASC than in self-efficacy. The BFLPE generalised to a range of psycho-social constructs (e.g. task values), and was consistent across diverse individual characteristics in relation to ASC. Quantile regression analyses similarly showed that the BFLPE also generalised across students with different levels of ASC.

1A - Networks, trust, and reciprocity: Measuring social capital in two disadvantaged Australian communities

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Over the last decade, social capital has received a large amount of attention in the Australian and international literature (Subramanian, & Kawachi, 2006; Terrion, 2006; Vinson, 2007). What is clear from this attention however, is that there is a paucity of evidence for the valid and reliable measurement of social capital for individuals and communities (Stone & Hughes, 2007). The current research attempted to address this gap by: (i) conducting a thorough search of the social capital literature; (ii) developing and administering a new social capital instrument; and (iii) testing the psychometric properties of this instrument amongst 1371 young Australians living in disadvantaged communities. The newly developed social capital instrument (Social Capital and Cohesion Index, SCCI) was based on strong theoretical conceptualisations of social capital including defining social capital as a multi-level multidimensional construct consisting of trust and reciprocity across family, peer, neighbour, and community networks. Results demonstrated that the SCCI was a valid and reliable multidimensional scale, which was invariant across both regional and gender groups. These findings were interpreted in the context of social capital theory, and the potential of the construct to improve social and economic outcomes in disadvantaged Australian communities was discussed.

2A - Influence of One's View on the Past upon Self-Development Consciousness in the Present among Undergraduates

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It is important for adolescent to get sense of internal and coherent psychological time in the process of self-development. Previous studies on time perspective mentioned that one's state of present affects one's view on the past, and the latter affects one's future orientation. However, this sense has not empirically been investigated yet as Tsuzuki (2005) mentioned. This study aimed to clarify how sense of fulfillment in the present influences one's view on the past and how the latter influences self-development consciousness. Undergraduate students ($n = 252$, average age = 19.56, $SD = 1.10$) fulfilled the questionnaire constructed from 3 scales. : "one's view on the past" which was created originally, "self-development consciousness (Nakama, 2007)", and "sense of fulfillment (Shirai, 1997)". The results were as follows. : (a) Factor analysis on "one's view on the past" yielded 5 subscales: "connection of psychological time", "positive attitude", "negative attitude", "practical attitude", and "negative perception". Furthermore, factor analysis on "self-development consciousness" yielded 2 subscales: "growth orientation" and "effort orientation". (b) Hierarchical multiple regression analysis demonstrated that "sense of fulfillment" positively influenced "connection of psychological time" and "positive attitude", and negatively influenced "negative perception" and "negative attitude". Furthermore, "connection of psychological time", "positive attitude" and "practical attitude" positively influenced "growth orientation", and "positive attitude" and "practical attitude" positively influenced "effort orientation". Results empirically supported the directional relation among one's past, present and future in self-development which the study of time perspective theoretically mentioned.

3A - How Relatedness Need Fulfillment Affects Environmental Attitudes and Behaviors

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We assessed whether fulfillment of one's need for relatedness moderates the effect of environmental attitudes on pro-environmental behaviors. We expected individuals whose relatedness needs are met to be less influenced by social norms and more influenced by personal attitudes than those whose relatedness needs are unmet. Participants (364) ranging in age from 18 to 87 years (mean = 28.73) completed an online survey. The survey assessed participants' environmental attitudes as measured with the NEP (Dunlap & Van Liere, 1978), relatedness need fulfillment from the Self-Determination Theory Basic Need Satisfaction in General scale (2008), perceptions of friends' environmental norms, and the extent to which they engaged in environmentally responsible behavior (using the ERBI from Smith-Sebasto, 1995). Relatedness need fulfillment, friends' environmental norms, and personal environmental attitudes all significantly predicted pro-environmental behaviors. However, an attitude by need fulfillment interaction suggests that individuals with strong pro-environmental attitudes are more likely to shift behavior in line with their attitudes when their need for relationship is fulfilled compared to when it is lacking. There was no impact of relationship need fulfillment on environmental behaviors for participants with weaker environmental attitudes. Further, perceptions of friends' environmental norms did not predict behavior for participants with strong pro-environmental attitudes. These findings suggest that policy makers and those working on environmental initiatives should consider the role of interpersonal relationships.

4A - Teachers' Attitudes towards Teaching Pronunciation

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It is crucial to the students to have confidence in communicative situations as their speech is the language feature which identifies them as non-native or native like. Although pronunciation instruction was mostly neglected in language teaching, it is obvious that it has shifted to include a boader emphasis nowadays. However, there is a need for investigating the perceptions of teachers of the importance of teaching pronunciation to their students. This study examines teachers' subjective experience associated with teaching pronunciation. Intrinsic Motivation Inventory is adapted and used to reveal the teachers' levels of interest/enjoyment; value/usefulness; and perceived choice while they are teaching pronunciation. This poster will display the description of the essence of language, pronunciation, and the importance of teaching pronunciation in language instruction. After this introduction part, the methodology of the study, setting, participants, the instrument and data analysis will be explained in detail. As for the results of the study, the perceptions of the teachers of the importance of teaching pronunciation will be presented. The presentation will end with the implications which will give new insights to the teachers about why pronunciation is of great importance in language teaching.

5A - Investigating the Big Fish Little Pond Effect Little Pond Effect with English Primary School attainment data

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Co-Authors: Herbert W. Marsh; Benjamin Nagengast

This contextual study is concerned with the Big Fish Little Pond Effect (BFLPE), that suggests that individual student achievement has a positive effect on the students' academic self concept and that the school average achievement also has an effect on the students' self concept that is, nevertheless, negative (Marsh & Craven, 2006). In my analysis, I use data from the Performance Indicators in Primary Schools (PIPS) monitoring project, to investigate the relationship between the academic achievement of the students and their attitudes towards mathematics, including self concept and self esteem. Using the same database, but a different cohort of students, Tymms (2001) found empirical evidence in support of the BFLPE, but the size of the effect was modest. My study makes use of recent methodological developments recognizing the importance of "methodological – substantive synergies" for the quality of educational research (Marsh & Hau, 2006): Specifically, the latent contextual models, as these are demonstrated by Marsh, Lüdtke, Robitzsch, Trautwein, Asparouhov, Muthén & Nagengast (2009) are incorporated, that integrate structural equation models and multilevel models, controlling for the nested structure of the educational data and measurement error in level-1 and level-2 academic attainment. The results replicate those on previous studies on the BFLPE (e.g. Nagengast & Marsh, 2010). The importance of this study is not only limited in the educational settings, my models are applicable to other organizational settings in which it is desired to evaluate the effects of organizational context (L2 constructs) on L1 outcomes (see also Marsh, Lüdtke, Nagengast and Trautwein, 2010).

1B - Early temperament predicts children's attributional style at age six

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A negative attributional bias (internal, stable and global attributions for negative events) or an attenuated positivity bias (less internal, stable and global attributions for positive events) has negative implications for adjustment, particularly risk for depression (Joiner & Wagner, 1995). Little is known about the origins of this cognitive vulnerability. Using data from the Maternal Adversity, Vulnerability and Neurodevelopment study, temperament measured at 3 years old was used to predict children's attributional style at age 6 (N = 62). A hierarchical regression was used to assess the contribution of the dimensions of temperament to attributional bias after accounting for concurrent psychopathology symptoms and gender. Concurrent oppositional symptoms were significant predictors ($p < .01$) of negative attributions, accounting for 15% of total variance change ($p < .01$). Other control variables had no significant effect. Positive anticipation was a significant predictor of a lower negative bias ($p < .01$), accounting for 6% of variance change ($p < .05$). Frustration was a significant predictor of an attenuated positivity bias ($p < .05$), accounting for 9% of variance change ($p < .05$). These results show that low positive anticipation at age 3 may be a predictor of a higher negative bias at age 6, and high frustration a predictor of an attenuated positive bias. These findings shed new light on how early temperament in toddlerhood may contribute to information processing in childhood and identifies a new path for early identification of children at risk of poor adjustment.

2B - The Adolescent Virtual Behaviours Instrument: The Development of a Psychometrically Sound Measure of Cyber Bullying

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There has been a growing awareness that cyber bullying is an invasive school issue, not only affecting Australian students but also increasingly being documented as a global phenomenon. Students have adapted traditional bullying techniques into virtual networks i.e., mobile phone, email, social networking sites, e-chat and discussion forums. Although there has been considerable preliminary data published on the nature and prevalence rate of cyber bullying, some findings may be questioned, as there is often an over reliance in bullying research to utilise dichotomous and single scale itemed instruments. This PhD student poster presentation describes the development and psychometric assessment of a multi-dimensional and developmentally appropriate new measure entitled: The Adolescent Virtual Behaviours Instrument-Target, Bully and Bystander Measure (AVBI). A combined total of (N=100) first year psychology students and adults' users of Social networking site Facebook participated in completing the pilot questionnaire. The new AVBI cyber bullying instrument is designed to measure 8 distinct factors of cyber bullying (flaming, harassment, cyber stalking, misinformation, indecent harassment, identity theft, exclusion and happy slapping), 8 distinct factors for targets (flaming, harassment, cyber stalking, misinformation, indecent harassment, identity theft, exclusion and happy slapping), and 4 distinct factors for bystanders (flaming, harassment, indecent harassment and happy slapping). A confirmatory factor analysis (CFA) revealed that the preliminary pilot results of this new measure support the reliability and validity of this new measure. The implications for cyber bullying theory, research and practise are also summarised.

1C - Breadth of Organized Leisure during Adolescence and its Distal Effect on Identity Related Issues in Emerging Adulthood

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Emerging adulthood (EA) has become established as a way of conceptualizing the age period from late teens to the mid-20s (Arnett, 2006). Current literature shows that breadth is a relevant dimension of adolescent involvement in organized leisure (OL) linked to young adult adjustment (e.g., Marsh & Kleitman, 2002). Research also suggests that processes related to identity formation could explain the long term effect of adolescent OL involvement (e.g., Eccles & Barber, 1999). The present longitudinal study ($n = 390$, mean age = 12.20 years) innovates by examining the distal effect of OL's breadth during adolescence (from ages 13 to 17) on three normative and subjective dimensions of EA (at age 21) that can be related to identity formation (Reifman, Arnett, & Colwell, 2007): identity exploration, instability, and feeling "in-between" adolescence and adulthood. Controlling for gender, school achievement and nationality to prevent for the selection effect related to OL involvement, regression analysis revealed that OL's breadth during adolescence predicts both normative dimensions of instability and feeling "in-between", but not identity exploration in EA. These results highlight the developmental continuity from adolescence to emerging adulthood. They also underscore the distal role of adolescent OL's breadth on identity related issues in EA. In addition, results suggest that identity exploration in EA could better be explained by more proximal factors.

2C - Does Being an Exerciser Mean the Same for Everyone?: A Qualitative Investigation of Exercise Identity Meanings

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According to Identity Theory (Burke, 1980; Stryker, 1980), identities are the meanings associated with a given role and serve as a standard for identity-relevant behaviour. Stryker (1980) asserts that there are shared societal conceptualizations of roles that inform the content of identity meanings. However, identity researchers (e.g., Burke, 1980; McCall and Simmons, 1978) also recognize individual variability in identity meanings. Measures employed to capture exercise role identity appear to espouse the notion that there is a common conceptualization of what it means to be an exerciser. Given that variation in identity meanings is recognized to have implications for behaviour (Burke, 1980), the assumption that exercisers draw on a common conceptualization of "exerciser" may fail to recognize individual variability in exercise identity meanings. The purpose of this qualitative study was to examine the extent to which exercisers share common exercise identity meanings. Sixteen semi-structured interviews were conducted with individuals who identify with being an exerciser. Two overarching themes emerged and were labelled characteristics of exercisers and identity meaning variability. In addition, within the overarching themes a number of subthemes arose. Four subthemes arose under characteristics of exercisers: priority, regimented, motivated, and aesthetic. Three subthemes emerged under identity meaning variability: frequency and intensity, type, and adaptability. These findings have implications for conceptualizations of exercise identity meanings and the possible limitations of exercise identity measures.

3C - Differences in the University Experience of Non-Traditional Students

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Over 60% of North American students register in postsecondary institutions after they have completed High school education (Steinberg, 1999). Of all these students, however, one third only will persist to obtain a postsecondary diploma. Many studies have examined factors associated with the high attrition rates of postsecondary institutions. The goal of this study was to evaluate the impact of two demographical factors on educational aspirations, enthusiasm for studies, and confidence in personal success of first-year students in a Canadian university. Precisely, this study examined the effect of generational status (first-generation students vs. traditional students) and ethnicity on these three psychological traits. A total of 2095 undergraduate students at the University of Ottawa participated in this study by filling out questionnaires. Analyses of variance were conducted and main results indicate a significant effect of student generational status on educational aspirations only. Significant differences in educational aspirations were also found among different ethnicities. Theoretical and practical implications are discussed.

4C - Teaching Aboriginal Studies: A critical analysis of Core Aboriginal Studies Teacher Education Courses for Primary Schools

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There is a multitude of policies and reports that have emphasised the importance of teaching Aboriginal Studies to combat the socio-economic and educationally disadvantaged status of Aboriginal and Torres Strait Islander students in Australia. One of the more controversial explanations for the low educational outcomes of Indigenous students in Australia has been attributed to the endemic racism of non-Indigenous Australians towards Indigenous people in Australian society. Concern about the pervasive nature of racism in Australia was lamented by Commissioner Johnson (1991) over 2 decades ago, in the *Aboriginal Deaths in Custody Report*, who concluded: “for a complexity of reasons the non-Aboriginal population has, in the mass, been nurtured on active and passive ideas of racial superiority in relation to Aboriginal people” (p.10). To break down this long perceived view by non-Indigenous Australians, government policy, in particular in the form of the National Aboriginal and Torres Strait Islander Education Policy (NAEP), 1990 and the NSW Aboriginal Education Policy (AEP) (1982; 1997), have mandated that all school students in Australia be taught Indigenous history and/or studies. This paper presents the findings from my PhD: Teaching Aboriginal Studies: A critical analysis of Core Aboriginal Studies Teacher Education Courses for Primary Schools. The theoretical framework capitalised on recent developments in self-concept research by applying these theories to critically analyse the actual value, nature, success, and impact of core Indigenous Studies primary teacher education courses at three NSW teacher education institutions.

1D - Examining the Relations between Physical Self-discrepancies and Body-related Shame and Guilt

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According to the process model of self-conscious emotions (Tracy & Robins, 2004), experiences of self-discrepancies between actual or current and ideal or hoped-for self-state representations are important for the elicitation of shame and guilt. The model also posits that importance and competence placed on the self is linked to these emotions. The current study sought to examine the associations between actual: ideal physical self-discrepancies and the body-related self-conscious emotions of shame and guilt. Perceived importance and competence of achieving ideal weight were also investigated as moderators of this relationship. Males and females ($N=541$; $M_{\text{age}}=28.7$ years, $SD=14.6$, range=17-68 years; 28.1% male; $M_{\text{BMI}}=24.7$, $SD=5.3$ kg/m²) were recruited via e-mail and posted advertisements at various community centers and around university campuses in the Montréal region. Physical self-discrepancy was calculated by subtracting participants' actual self weight from perceptions of their ideal self weight. Body-related shame and guilt were assessed using a scientifically supported self-report survey. Separate hierarchical linear regressions, controlling for BMI, age, and gender, indicated that experiencing actual: ideal physical discrepancies were linked to higher levels of shame ($\beta=.45$, $p<.05$) and guilt ($\beta=.24$, $p<.05$), predicting 25 and 23% of the variance in these emotions, respectively. Perceived importance and competence were not found to moderate this relationship. These findings support Tracy and Robins' (2004) proposition that experiencing physical self-discrepancies may be important cognitive appraisals that elicit body-related shame and guilt and offer preliminary support for the application of this model in body-related contexts. Developing intervention strategies targeting healthy body-related ideals should be prioritized to enhance mental health.

2D - How emotion traits associate with stress copings and mental health?

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Emotions have evolved to assist individuals in coping with threats and in achieving goals (Magai & McFadden, 1995). The individual specific emotions are deployed for specific adaptive purposes in the well-developed personality. But many individuals develop affective biases (i.e. emotion traits) such that certain emotions are preferentially employed in coping and defense (Magai, 1996). On the recent studies of stress, there were many issues that are related to copings with chronic stress responses (e.g. Billings & Moos, 1984). However, according to Magai and her colleagues, individual differences in emotion traits would be related to copings in stressful situations and to chronic stress responses. The present study examined the association between biases of emotion traits and stress copings (problem-solving, resignation, escape, suppression, and support seeking), and mental health (General Health Questionnaire: GHQ) in 343 university students. By cluster analysis, according to the scores of five emotion traits (joy, interest, sadness, anger, and fear), subjects were divided into three groups (negative-advantage group: NAG, positive-advantage group: PAG, and good-balance group: GBG). Results of ANOVA with stress coping and mental health as the dependent variables, the mental health of NAG was significantly worse than those in PAG and GBG. In addition, whereas the GBG showed balanced use of copings, NAG showed biased use of copings.

3D - An empirical comparison of perceptions of self-handicappers and defensive pessimists

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Self-handicapping and defensive pessimism are both self-presentational strategies used to protect self-worth (Covington, 1984). Research has shown that other people have negative reactions to self-handicapping (Numazaki, 1995). However, little, if any, research has examined peers' impressions of defensive pessimism, nor has research compared the effectiveness of these two self-presentational strategies with each other. We hypothesized that both self-presentational styles would lead to greater social rejection, and that poor performance outcomes would exacerbate these negative perceptions. Participants ($N=222$) were randomly assigned to read one of four vignettes: a student engaging in self-handicapping behaviors or defensive pessimism behaviours, or two control vignettes in which information on the self-presentational behavior was removed. Additionally, the outcome of each vignette (good vs. poor grade on an exam) was counterbalanced across conditions. The vignette and outcome main effects and their interaction were all significant. Participants liked the target the most in the non-defensive pessimism control vignette followed by the non-self-handicapping control vignette and the one in which the target engaged in defensive pessimism behaviors. The latter two did not differ from each other, but both were rated higher than the least preferred target, the one who engaged in self-handicapping behaviors. Overall, students who received a bad grade were rated more negatively than were those who performed well, but participants denigrated them less when their self-defeating behaviors could account for this lower grade. In other words, as the people engaging in these behaviors would hope, the negative social implications of failure were attenuated.

4D - Perceived importance and attribution of personality traits of students as a function of contextual information

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The goal of the following studies was to assess the effect of contextual cues on the attribution of personality traits and to measure the importance given to such traits based on perceived environmental demands. In a first study, 390 participants were asked to rate an individual's personality based on specific contextual information. Results indicated an interaction between gender and grade, as such that a good grade was associated with lower perceived sociability and competence for women compared to men. More importantly, both genders were perceived as less sociable when showing a better grade. They were also seen as relatively competent even with a lower grade. In a follow-up study, 100 university students were asked to rate the importance of having certain personality traits for the average university student, for cegep student and for themselves. Preliminary results showed that sociability was considered more important for cegep students, and competency more important for university students. However, when it came to evaluating personality standards for themselves, students made distinctions that do not map onto sociability versus competence dimension. Taken together, these studies present implications for individuals' self-presentation styles. Based on contextual information such as environmental demands, individuals may strive to demonstrate certain personality traits in order to answer to perceived expectations.

5D - The Chinese Self-reference effect and mother-reference effect are not the same: an improved experimental study

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The Self-Reference Effect (SRE) revealed that people were more likely to encode items associated with the self than items associated with others (Rogers, Kuiper, & Kirker, 1977). Cross-cultural psychologists further found that East Asians had no significant difference in the proportion of correct remember responses under both the self-reference condition and mother-reference condition, both of which are higher than other-reference condition (e.g. Zhu & Zhang, 2002). However, there is little research comparing the mechanism underlying these two effects. Turk, Cunningham & Macrae (2008) proved that the emergence of self-reference effect not required the explicit coding process in general paradigm. The present study extended previous work by examining the self-reference effect and mother-reference effect with an incidental coding process. An improved “R/K” response with an objective index was also used to test the automatic degree of these two effects. Forty Chinese undergraduate students were randomly assigned to two conditions (explicit coding/incidental coding). Results showed that the proportion of correct “R” responses of mother referential items was significant lower than that of self referential items under the incidental coding condition. The mother-reference effect was highly enhanced by the explicit evaluative process while self-reference effect showed stable advantages regardless of the explicit instruction. These findings revealed the difference in automatic degree between the self-reference effect and mother-reference effect.

6D - Conditions for Success to Enhance Aboriginal Education: Enabling Aboriginal Peoples’ Futures through Quality Teaching

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There is a plethora of research demonstrating Aboriginal students are one of the most educationally disadvantaged of racial groups within Australia, but little research has been done on the many Aboriginal students with sound academic outcomes. Research has focussed too heavily on deficit approaches to reducing that educational gap, whilst conditions of success for high achieving Aboriginal students been ignored. As a result, it may be argued that educational interventions in classroom, school, and policy, have failed to adequately engage Aboriginal students, thus contributing to educational under-achievement. The purpose of this research is to identify Aboriginal students who are achieving sound educational results and more importantly, the conditions that support their educational outcomes. This research will use a qualitative focus group approach to engage with Aboriginal students in year 6, who have achieved a substantial increase in their NAPLAN results from year 3 to year 5, to determine what they perceive as conditions which have contributed to their successful academic outcomes. Qualitative semi-structured interviews will be held with relevant stakeholders who contribute to the student’s educational outcomes, their parents/caregivers, other Indigenous community representatives, from local Aboriginal Education Consultative Groups, school principals, teachers who have taught identified students in years 3, 4, or 5, and Aboriginal Education Officers in the schools attended. The results will identify the complex web of factors that have influenced these Aboriginal students’ participation, retention, and performance within school. These factors move well beyond overly simplistic deficit-based reasoning, and suggest the need for future intervention to acknowledge not only multiple factors, but multiple levels ranging from personal, community, and cultural factors, to teaching, school, and macro policy and social justice based factors. By identifying and utilising these conditions for success, a stronger foundation can be set to support high educational outcomes for all Aboriginal students.

7D - Self-Regulatory Depletion and Self-Awareness: Opposing Forces on Prosocial Behavior?

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Past research shows that self-regulatory depletion diminishes prosocial behavior (e.g., DeWall, Baumeister, Gailliot, & Maner, 2008), but presumably public self-awareness has the opposite effect (e.g., Fenigstein, Scheier, & Buss, 1975). In light of this work, we pit depletion against self-awareness in two experiments in order to determine whether their combination produces summative or interactive effects on helping. We expected an interaction such that individuals whose self-regulatory resources had been depleted would exhibit less prosocial behavior than those who were not depleted, unless those depleted individuals had been made publicly self-aware. In Study 1, we manipulated depletion using a letter exclusion task and public self-awareness via a speech performance task and set up a situation in which the participant could help the experimenter by moving chairs from one room to another. Given the social evaluative nature of our self-awareness manipulation in Study 1, we added a more subtle, less evaluative self-awareness manipulation to Study 2. We also assessed helping via donation to a Haitian relief fund. Both studies revealed significant interactions such that depleted individuals helped more when made self-aware than not, regardless of the self-awareness manipulation. Unexpectedly, non-depleted individuals helped less when made self-aware under social evaluative conditions. These findings suggest that heightened public self-awareness can mitigate the effects of self-regulatory depletion on prosocial behavior, but public self-awareness may be detrimental to helping when non-depleted individuals experience social evaluative threat or apprehension.

8D - Indigenous Methodology: A New Research Agenda through Self Determination

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Indigenous methodology has been used by Indigenous people for many thousands of years. Recently Indigenous methodology is beginning to be recognised in an academic context as valid and authentic research theory. Indigenous researchers like Rigney and Martin have developed an Indigenist research methodology whereby they acknowledge that the research conducted by Indigenous researchers is different to research conducted by non-Indigenous researchers and that Indigenous researchers are accountable to their communities and research partners in a different way to non-Indigenous researchers. Rigney states: "Maintaining Indigenous political integrity throughout the whole research process is vital to self-determination" (Rigney, 2006, p. 44). Many Indigenous authors view their works as "rewriting and rereighting our position in history" (Heiss, 2005, p. 28). We are telling our stories on our own terms, Indigenous history needs to be written by Indigenous historians as it is our own unique perspective. This paper will discuss some of the Indigenous research methodologies being implemented by Indigenous researchers and how this has influenced my research and why it is important for the self determination of Indigenous people.

9D - The Influence of Organizational Culture on Employee's Motivation at Work

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Organizational psychology research asserts a direct relationship between organizational culture and employee motivation. The organizational culture is defined as a shared, complex set of values, methods and beliefs that guide behaviors within the organization (Weinzimmer, Franczak, & Michel, 2008). The primary purpose of this study was to examine the influence of both organizational culture and employee professional values on motivation levels in the workplace. We hypothesized that a higher degree of consistency between employee's professional values and perceived workplace values would lead to greater motivation levels. Participants (n = 687) were employees recruited from four health centers in the Suroît (Qc) region. Worker's professional values and the evaluation of their workplace's organizational values were assessed using the following stems: What are your professional values, What are the values of your organization. Variables of age and length of employment within the organization were controlled for in the statistical analysis. The results indicate that coherence between employee's professional values and their perception of the organizational values are linked with greater motivation levels for workers. This suggests that a greater communication of the organizational culture definition between employees and direction would lead to greater motivation. Implications and future directions are discussed.

10D - Downplaying worthlessness and augmenting grandiosity: Both used by narcissists but with differential effectiveness

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Narcissists engage in active self-enhancement to support their positive self-view. Consistent with their high approach motivation (e.g. Foster & Trimm, 2008) they use predominantly forceful self-enhancement strategies rather than more socially appropriate strategies. For example in a self-rating task they exploited the opportunity to augment their grandiosity, but showed no simultaneous discounting of worthlessness (Horvath & Morf, 2010). Nevertheless, we assume that narcissists can use less risky strategies also. Accordingly, we expect them to deny worthlessness when there is no better strategy available. This strategy, however, might not really fulfill their self-goal to demonstrate superiority. Thus, we expect them to keep employing additional self-enhancement strategies. In the present study (N=100) participants rated the self-descriptiveness of grandiose and worthless adjectives in separate blocks, the order of which was manipulated. As expected, narcissists (measured with the Narcissistic Personality Inventory; NPI) denied worthlessness when it was the first task, but not when it followed the self-rating of grandiosity. Furthermore, discounting of worthlessness did not dampen their subsequent augmentation of grandiosity. Additional analyses on the subscales of the NPI (Emmons, 1987) indicated that the findings are due to the adaptive components of the NPI. Noteworthy, the maladaptive component (exploitation/entitlement) was associated with higher self-ratings of worthlessness when this task followed the self-ratings of grandiosity. Thus, instead of capitalizing on the opportunity to show-off their grandiosity this situation seems to evoke feelings of inferiority for narcissists high on entitlement and exploitation. The two patterns are discussed with respect to subtypes of narcissism.

11D - Worldview and Spirituality in a Youth Social Action Program: Asking the Bigger Questions

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Community service programs generally rely on a value-laden framework to encourage participants to reflect on the program's rationale and take it as justification for their own actions. The PeaceJam program is attempting to create "One billion simple acts of peace" by organizing youth around social activism and community service. PeaceJammers study the lives of Nobel Peace laureates and create a project to affect positive change in their own communities. In this presentation, we focus on youths' perceptions of their changing worldview and spirituality in the context of an innovative social action program. We use mixed-methods to access perceptions of change. PeaceJam holds an organizing event in the fall and a conference in the spring where PeaceJam groups present their work to a Nobel Peace laureate. We administered quantitative surveys at these events (N=474), and also tracked three local groups (school, afterschool, and faith-based) through the program year. At these meetings, we conducted ethnographic observations and interpretive interviews (N=30) to situate survey findings in the lived experience of these adolescents. Youth shared that PeaceJam expanded horizons and led them to think more deeply about their place in the world. They reported the highest level of perceived change on worldview and compassion, and lower levels on spirituality and religiosity. Background characteristics were not significantly correlated with these constructs, though level and length of participation in PeaceJam consistently predicted outcomes. We discuss how youth experience varied across groups, and identify how active engagement in the community can inspire self exploration and transformation.

12D - Predictors of Self-presentational Dishonesty

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People manage the impressions they convey to other people to facilitate their social goals. However, most research has focused on how people present themselves on only one or two dimensions and to only a single target (Leary, Allen, & Terry, in press). Our goal in this study was to assess people's self-presentations across many dimensions to a variety of meaningful social targets to examine the degree to which people present themselves honestly to various targets, whether people selectively impression-manage on certain dimensions rather than others, and whether these variations are related to participants' age and gender. Two-hundred and fifty-eight participants ranging in age from 19-65 years ($M = 46.0$) provided honest ratings of themselves on 15 dimensions and rated themselves on these dimensions as if they were showing the ratings to eight targets (e.g., friend, disliked other, romantic partner, stranger). We regressed deviations from honest self-views across both targets and dimensions on gender, age, and their interaction. Regression analyses showed that men's self-presentations deviated more from their honest self-ratings than women's self-presentations, possibly because they desired to appear more threatening than they viewed themselves to strangers and disliked others but less threatening to friends and elderly individuals. In addition, older participants presented themselves more consistently across targets and more similarly to their self-views. These findings are not only the first to examine patterns of self-presentation across multiple targets but also suggest that self-presentational tactics may differ by age.

13D - Do self-perception of competence and peer appreciation equally contribute to self-worth after the transition to secondary school?

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According to Harter's model of self-worth determination (Harter, 1999), a high level of self-worth requires that students perceive themselves competent at school and that they feel appreciated by significant others such as classmates. However, it can be doubted whether both of these sources contribute equally to students' self-worth after the transition to German Gymnasium as the highest track of secondary school. As this transition is accompanied by increasing academic demands, self-perceptions of scholastic competence might be a more important determinant of students' self-worth during this time. We tested this conjecture by an intervention approach. One group of students participated in literacy training with embedded cooperative learning methods to enhance both presumed sources of self-worth, self-perceived academic competence and subjective peer approval. A second group received the same literacy training in order to foster students' self-perceived academic competence without any explicit strategies for promoting students' sense of peer approval. A third group constituted the control condition. Students' self-worth increased immediately after both forms of literacy instruction. However, after three months the students did not differ in their level of self-worth anymore. Consequently, at least in the short term, students' self-worth could be enhanced through solely fostering students' self-perceived scholastic competence, which appeared to be a more striking determinant of self-worth after the transition to German Gymnasium. Although further studies with alternative strategies for enhancing self-perceived competence and peer approval as presumed determinants of self-worth are necessary, this study implies that Harter's assumptions should be examined contingent upon developmental tasks and environmental changes.

1E - Identity Threat and Quality of Identification: Does Quality of Identification Moderate Group Members' Reaction to Threat?**Roxanne M. Aubin***University of Quebec in Montreal, Canada**roxaubin@hotmail.com**Co-Authors : Catherine Bergeron; Catherine E. Amiot*

The intergroup sensitivity effect refers to the tendency for a criticism regarding one's ingroup to be received more defensively when it comes from an outsider than when it comes from an ingroup member (ISE; Hornsey, 2005). Based on the ISE literature, a praise should not lead to defensiveness. In this study, the moderating role of quality of identification on the ISE was verified. Quality of identification (QID; the extent to which one's group or group membership has a positive connotation; Jackson, 2002) has been shown to enhance the well-being of disadvantaged group members (Branscombe et al., 1999). We hypothesized that individuals with high QID would be less defensive when confronted with a criticism coming from an outgroup member compared to low QID individuals. Participants (118 Québécois university students) received a criticism or a praise from an ingroup or an outgroup member. Results revealed that high QID participants were as defensive as low QID participants whether the comment was provided by an outgroup or an ingroup member. However, whether facing a comment (either a praise or a criticism) by an outgroup member, low QID participants were similarly defensive. Differently, when the comment was provided by an ingroup member, low QID participants were more defensive when receiving a *praise* compared to a criticism. The results will be interpreted based on intergroup approaches and on recent models of social identity (Leach et al., 2008).

2E - Self- and Group-Affirmation Improves Academic Achievement of Middle School Students: Effects of a Brief Writing Intervention**Kristina C. Webber***University of North Carolina at Chapel Hill, USA**kcwebber@email.unc.edu**Co-Authors : Kate M. Wegmann; Natasha K. Bowen*

Prior experimental research has shown improved academic performance among African American 7th graders following completion of an anonymous self-affirmative writing exercise in the classroom (Cohen, Garcia, Apfel, & Master, 2006; Cohen et al., 2009). Cohen et al. hypothesized that invoking students' positive personal qualities reduced stereotype threat and improved performance. Because of the intervention's high impact and low cost, we undertook a replication in which all students (N=585) in an urban middle school completed a brief (15-minute) writing intervention. In addition to testing the self-affirmation prompt, we tested: (1) a group affirmation prompt, based on literature suggesting protective effects for students embracing more than one culture, and (2) a condition in which teachers read student essays, based on the hypothesis that teacher knowledge of students' positive qualities creates favorable social environments for student achievement. Our sample allowed us to determine if positive effects generalized to 6th and 8th graders and to Latino students. Students were randomly assigned to writing prompts; their teachers (N=24) were randomly assigned to read or not read essays. Quarterly grades in Math, Language Arts, and Social Studies were tracked. Three-level HLMs showed that social studies grades were higher for African American students who wrote self-affirming essays read by their teachers. The self-affirmation prompt improved social studies grades for Latino students. The combination of teacher-reading and the group-affirmation prompt led to improved language arts grades for Latino students. Our findings partially confirm effects found by Cohen and colleagues, and extend findings to new groups and new conditions.

1F - How do poor child performance and social pressure translate into controlling parenting? The intervening role of parental contingent self-worth

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Although a lot of research has examined the effects of controlling parenting on child adjustment, the question why some parents are more controlling than others remains understudied. Pressure on parents has been hypothesized to increase parents' likelihood to behave in a controlling manner (Grolnick, 2003). In the current study, we examined whether perceived social pressure to be a good parent (contextual factor) and children's poor academic performance (child factor) are associated with more controlling parenting. Further, we tested whether parental contingent self-esteem (parent factor) which refers to the fact that parents' self-worth is implied within their children's performance helps to account for these associations. The study was conducted among parents ($N = 297$; M age = 40,42) of primary school children (M age = 9.84 years). Preliminary analyses showed that pressure to be a good parent can come from different sources (e.g., media, grandparents, school, and partner), with parents experiencing most pressure from their own parents, followed by expectations from the school and media. Further, perceived social pressure was related to parental contingent self-esteem which in turn was related to more psychological control. Data on child performance are still under way, but will be analyzed by the time the conference takes place. In sum, our results provide preliminary support for the intervening role of parental contingent self-esteem in the relation between perceived social pressure to be a good parent and psychological control.

2F - Linking Physical Self-Discrepancies and Physical Activity: A Self-Determination Theory Perspective

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Discrepancies between one's actual self and ideal or ought self may increase motivation and participation in compensatory behaviors in order to reduce this discrepancy (Higgins, 1987). Using self-discrepancy (Higgins, 1987) and self-determination (Deci & Ryan, 1985) theories as guiding frameworks, the purpose of this study was to test a mediation model relating physical self-discrepancies (actual:ideal, actual:ought), physical activity motivation (external, introjected, autonomous), and physical activity behavior. Two hundred and five women (M age = 18.87 years, $SD = 1.83$; $M_{BMI} = 22.44$ kg/m², $SD = 3.36$) completed self-report questionnaires. Data were analyzed using an SPSS macro for testing models with multiple mediators (Preacher & Hayes, 2008). Separate hierarchical regression models, controlling for age and body mass index, were examined for actual:ideal and actual:ought self-discrepancies (due to multicollinearity between these two variables). Results indicated that actual:ideal self-discrepancy was negatively associated with autonomous motivation ($\beta = -.41$, $p < .001$). Autonomous ($\beta = .27$, $p < .001$) and introjected motivation ($\beta = .16$, $p < .001$) were positively associated with physical activity ($R^2 = .35$). Also, autonomous motivation mediated the relationship between actual:ideal self-discrepancy and physical activity behavior. A similar pattern emerged for actual:ought self-discrepancy. Findings provide empirical evidence that both actual:ideal and actual:ought physical self-discrepancies are associated with physical activity motivation and

behavior. This suggests physical activity motivation and behavior are important consequences of physical self-discrepancies to examine in future studies in the physical self domain. Furthermore, this study highlights the value of integrating self-discrepancy and self-determination theories to advance research in this area.

3F - Leisure-time physical activity-related affect and the role of psychological need satisfaction in individuals diagnosed with osteoporosis

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Given the evidence that leisure-time physical activity (LTPA) is associated with increased well-being outcomes (Netz et al., 2005), possible mechanisms underpinning this relationship have been forthcoming (McAuley et al., 2010). Within Basic Psychological Needs Theory (BPNT; Deci & Ryan, 2002), Deci and Ryan proposed that satisfaction of basic psychological needs for competence, autonomy and relatedness promote well-being and may serve as mediators. The purpose of this investigation was to examine the role of perceived psychological need satisfaction in the LTPA-affect relationship in individuals diagnosed with osteoporosis. Participants were 190 ($M_{age} = 68.14$, $SD_{age} = 11.54$) individuals who completed a multi-section questionnaire assessing LTPA (Godin & Shepard, 1985), psychological need satisfaction in physical activity contexts (Wilson et al., 2006) and positive and negative affect (Watson et al., 1988). Results of the multiple mediation analysis (Preacher & Hayes, 2008) revealed that perceived satisfaction of the need for competence, autonomy and relatedness significantly mediated the relationship between LTPA-positive affect (point estimate = .0070 Bias Corrected and accelerated Confidence Interval [BCa CI] = .0023 to .0121) and LTPA-negative affect (point estimate = -.0029 BCa CI = -.0064 to -.004) relationship. Consideration of specific indirect effects revealed that competence was a significant contributor in the LTPA-affect relationship. In light of these findings, health promotion specialists who work with individuals with osteoporosis may wish to structure the environment and their interactions to facilitate psychological need fulfillment through LTPA in an attempt to increase well-being.

4F - Scared on the Greens? An Examination of State Anxiety and Putting Performance Under Induced Social Evaluative Pressure

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Pressure associated with performing complex motor tasks has been linked to performance decrements. Individual differences in athletes' responses to pressure have been shown to be influenced by a number of different constructs. For example, personality factors such as shyness (Kingsbury, Coplan, & Reichel, in press) and coping (Gaudreau, Nicholls, & Levy, 2010) have been found to influence the performance of athletes during stressful competition. The goal of this study was to examine the linear and interactive role of induced social evaluative stress and individual differences in anxiety to predict objective measures of golf performance. Participants were 35 amateur golfers, who completed self-reports of state anxiety before performing 10 golf putts under lower and higher social evaluative stress, while being monitored on a high-speed infrared camera to measure various kinetic components of the putting stroke. Results of multi-level regressions indicated a significant cross-level interaction between anxiety and condition, where the velocity of the putting strokes decreased during the stress condition to a larger extent for anxious compared to non-anxious golfers – even after controlling for skill level. Interestingly, there was a significant linear increase in

the likelihood of holing putts across trials (i.e., learning effect), but only for individuals with lower levels of anxiety. Although anxious individuals were performing better than less anxious individuals in the neutral trials, this advantage disappeared during the stressful trials. Results are discussed in terms of the complex interaction between psychological and kinematic principles associated with optimal learning and performance of complex motor skills.

5F - Assessment of General Health Status among the Employees of Call Centers and Multinational Companies – A Comparative Study

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The present study attempts to assess the General health status of employees of Call centers (CC) and multi national companies (MNC). A total of 480 respondents, with equal number of male and female respondents belonging to top and medium managerial levels, completed the General Health Questionnaire developed by Goldberg (1972) in order to provide the information about the current mental status of the employee in the organization and thus enabling the examiner to identify the possible psychological disturbance in that employee. Results revealed that in four factors of General Health Status significant differences existed between Call centers and MNC employees. General health status of the Call centre employees showed significantly high for the factor Anxiety Insomnia than the MNC employees. General health status contributes maximum stress for the top level managerial employees than medium level employees. Gender- wise analysis indicated that, the male employees of call centers showed significantly higher somatic symptoms and social dysfunctions than females in the same areas. Top managerial level male employees of call centers had higher social dysfunction than male employees of MNC s. Social Dysfunction is significantly high for employees of Multi National Companies than the employees of the Call centers. Not much significant difference is seen for the factor somatic symptoms for both the group of employees of Call centers and Multi National Companies. The MNC employees show psychological morbidity than the call centre employees. Significant interaction effects were observed between gender and managerial levels too. Lastly, remedial measures to improve the mental health and get away with job stress are discussed.

6F - Well-being: Within Walking Distance

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With physical activity associated with small yet meaningful changes in global indices of well-being in people living with osteoporosis (Gunnell et al., 2010), little is known about the importance of mode within the context of this relationship. Walking has been identified as the most frequently reported mode of physical activity engaged in by individuals with osteoporosis (Wilson et al., 2009). The purpose of this study was to test the association of pedometer determined physical activity PDPA on global markers of well-being in individuals living with osteoporosis. Participants ($N = 83$; $M_{age} = 68.07$ years) were individuals living with osteoporosis who completed a self-report survey that included Satisfaction with Life (Diener et al., 1989) and Flourishing (Diener et al., 2009) on a single occasion. PDPA was determined across a consecutive 7-day monitoring period (Yamax digiwalker; CW-701; Yamax, Tokyo, Japan). Average step counts across the monitoring period was ($M = 6380$; $SD = 3139.53$), which classifies participants as “low” active (Tudor-Locke, 2010). PDPA was associated with trends towards increased life satisfaction ($r = .17$, $p = .07$; 95% $CI = -.05 - .37$) and flourishing ($r = .36$, $p = .01$; 95% $CI = .16 - .53$). Collectively, results offer insight for health promotion researchers to advocate for greater attention to well-being outcomes to complement biomedical outcomes emanating from PDPA.

7F - Determinants of need-supportive teacher behavior in physical education

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As teacher behaviors in PE are considered to influence student motivation because teachers can create a need-supportive class climate (Taylor & Ntoumanis, 2007), it is important to know the origin of teacher behaviors. The purpose of this study is to explore if personal factors (experience in teaching, perfectionism, and motivation to teach) and contextual factors (students' grade and number of students) are related to the perceived feasibility of need-supportive behaviors of PE teachers. Forty-seven PE teachers ($36.6\text{yrs} \pm 11.3$) filled out a questionnaire regarding the personal and contextual factors mentioned above. The perceived feasibility of need-support was also assessed. Results revealed that autonomous motivation is positively correlated with perceived feasibility, e.g. intrinsic motivation to teach was positively related to the reported feasibility of providing explanations for exercises ($r=.547$, $p<.01$). Perfectionism is negatively related to feasibility scores, e.g. high scores on perfectionism are negatively correlated with the perception of feasibility to be enthusiastic ($r=.391$, $p<.01$). Students' grade was negatively related to the feasibility of showing empathy ($r=-.342$, $p<.05$). Experience of teachers showed a positive relationship with the feasibility of providing structure. To conclude, autonomous motivation to teach, and experience in teaching are positively related and perfectionism and the students' grade are negatively related to the reported feasibility of need-supportive behaviors.

8F - Alcohol consumption among adolescents: Does perceived academic competence matters?

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Numerous psychosocial factors have been linked to alcohol use in adolescence, such as family, peers, and personality factors (Donovan, 2004). Among school-related risk factors, academic achievement, motivation, absenteeism, and high school non completion have been underscored (Dewey, 1999; Zimmerman & Schmeelk-Cone, 2003). However, most of these studies are cross-sectional thereby preventing any causal inferences between school factors and alcohol consumption. Furthermore, and to the best of our knowledge, perceived academic competence has not been evaluated as a potential protective factor, even if it is an important variable linked to various school outcomes (Guay, Ratelle, Roy, & Litalien, 2010; Marsh et al., 2005). In this study, we hypothesized a reciprocal effect model where a) a lower level of perceived academic competence is subsequently related to a greater tendency to use alcohol and b) where a greater tendency to use alcohol is in turn associated to lower levels of perceived academic competence. These relations should be observed when controlling for students' prior achievement. We test our hypothesis in a longitudinal study comprising two waves of data collection. Participants were 955 high-school students from economically disadvantage areas of the province of Quebec (56% female, age in years: $M = 14.5$, $SD = 1.4$). Students completed a questionnaire in 2008 and in 2009. Results from structural equation modeling indicate that students perceiving themselves as academically competent are less likely to consume alcohol one year later. However, alcohol consumption is not associated with subsequent perceived academic competence. Findings are discussed regarding implications for alcohol consumption prevention and avenues for future research are proposed.

KEYNOTE PRESENTATION

Wednesday 14:00 - 15:00



**Self-concept: A Methodological-
Substantive Research Programme
Spanning 30 Years**

Herbert W. Marsh
Oxford University, UK

Room: Grand Salon

CHAIR: Rhonda G. Craven

My self-concept research programme represents a substantive-quantitative synergy, applying and developing new quantitative approaches to better address substantive issues with important policy implications. Self-concept enhancement is a major goal in many fields including education, child development, health, sport/exercise sciences, social services, organisational settings, and management. Self-concept is a multidimensional hierarchical construct with highly differentiated components such as academic, social, physical and emotional self-concepts in addition to a global self-concept component. 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 of facilitating subsequent academic accomplishments. However, the benefits of feeling positively about oneself in relation to choice, planning, persistence and subsequent accomplishments, transcend traditional disciplinary and cultural barriers. My purpose here is to 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 such as:

- Does a positive self-concept 'cause' better school performance or is it the other way around?
- 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 or 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 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?

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