

BOOK OF ABSTRACTS

SELF

NINTH SELF BIENNIAL
INTERNATIONAL CONFERENCE

25 - 28 SEPTEMBER 2017,
AUSTRALIAN CATHOLIC UNIVERSITY
MELBOURNE CAMPUS

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WHAT IS THE SELF?

PROFESSOR ROY F. BAUMEISTER^{1,2}

¹University of Queensland, ²Florida State University

Keynote Speaker 1, Cathedral Hall, September 26, 2017, 9:00 AM - 10:00 AM

The self has been one of the most widely studied phenomena in psychology, yet there is no consensus about what it is, and indeed some scholars have boldly proposed that there is no such thing. This talk argues the reality of the self as a social adaptation at the interface between the physical body and the social system. It reviews evidence that human groups function best on the basis of differentiated identities. The conclusion is that the self-emerged not from the inner requirements of the brain or psyche but rather from the requirements of organized groups.



BIOGRAPHY:

Roy F. Baumeister is currently professor of psychology at the University of Queensland as well as the Eppes Eminent Scholar and Professor of Psychology at Florida State University. He received his Ph.D. in social psychology from Princeton in 1978 and did a postdoctoral fellowship in sociology at the University of California at Berkeley. He spent over two decades at Case Western Reserve University. He has also worked at the University of Texas, the University of Virginia, the Max-Planck-Institute, the VU Free University of Amsterdam, the University of California at Santa Barbara, the Russell Sage Foundation, the University of Bamberg (Germany), and Stanford's Center for Advanced Study in the Behavioral Sciences. Baumeister's research spans multiple topics, including self and identity, self-regulation, interpersonal rejection and the need to belong, sexuality and gender, aggression, self-esteem, meaning, and self-presentation. He has received research grants from the National Institutes of Health and from the Templeton Foundation. He has over 600 publications, and his 33 books include *Evil: Inside Human Violence and Cruelty*, *The Cultural Animal*, *Meanings of Life*, and the New York Times bestseller *Willpower: Rediscovering the Greatest Human Strength*. The Institute for Scientific Information lists him among the handful of most cited (most influential) psychologists in the world. He has received several major awards, including the William James Fellow award (their highest honor) from the Association for Psychological Science, and the Jack Block Award from the Society for Personality and Social Psychology.

CREATING FLOURISHING LIVES: THE UTILISATION OF POSITIVE PSYCHOLOGY FOR PROACTIVE PERSONAL GROWTH

DR SUZY GREEN¹, DR JO MITCHELL^{2,3}

¹Institute for Positive Psychology and Education, ACU, ²AFL Players Association, ³The Mind Room

Practitioner Workshop 1, Cathedral Hall, September 26, 2017, 10:30 AM - 12:00 PM

Positive Psychology is defined as the science of optimal human functioning. In this workshop, Dr Suzy Green will provide an overview of the science specifically relating to its impact on proactive personal growth. Suzy will highlight the utilisation of positive psychology theory and associated evidence-based tools and techniques to support individual self-awareness and self-development for enhanced well-being, resilience and growth.



DR SUZY GREEN'S BIOGRAPHY:

Dr Suzy Green is a Clinical and Coaching Psychologist (MAPS) and Founder of The Positivity Institute, a positively deviant organisation dedicated to the research and application of Positive Psychology for life, school and work.

Suzy is a leader in the complementary fields of Coaching Psychology and Positive Psychology, having conducted a world-first study on evidence-based coaching as an Applied Positive Psychology. Suzy was the recipient of an International Positive Psychology Fellowship Award and has published in the Journal of Positive Psychology. Suzy lectured on Applied Positive Psychology as a Senior Adjunct Lecturer in the Coaching Psychology Unit, University of Sydney for ten years and is an Honorary Vice President of the International Society for Coaching Psychology.

Suzy also currently holds Honorary Academic positions at the Institute for Positive Psychology & Education (IPPE), Australian Catholic University, the Melbourne Graduate School of Education (MGSE), University of Melbourne and the Black Dog Institute. Suzy is also an Affiliate of the Institute for Well-Being, Cambridge University.

Suzy was the "Stress-less Expert" for Australian Women's Health Magazine for 8 years and maintains a strong media profile appearing regularly on television, radio and in print.



DR JO MITCHELL'S BIOGRAPHY:

Jo is a clinical psychologist who works with individuals and groups seeking to achieve valued life goals, find meaning and live well. She works with professionals experiencing mental illness, burnout, or struggling to manage stress in their lives. She also has a specialist interest in working with athletes, particularly managing athletic and life transitions, mental illness and wellbeing, and has 20+ years' experience in the sport industry.

Jo also has expertise in wellbeing science - including positive psychology, ACT and mindfulness - and completed her PhD in this field. Jo is MindMax Project Leader for the AFL Players Association on a Movember funded wellbeing and resilience digital project. She is Science Advisor for Band4Hope and on the Board of Action for Happiness Australia.

ADVANCES IN RESEARCH ON THE GENERALIZED INTERNAL/EXTERNAL FRAME OF REFERENCE (GI/E) MODEL

DR A. KATRIN ARENS¹, DR FRIEDERIKE HELM², DR JIESI GUO³, DR CHRISTOPH NIEPEL⁴

¹German Institute for International Educational Research, ²University of Kiel, ³Australian Catholic University,

⁴University of Luxembourg

Discussant: Herb Marsh³

Symposium 1, Room 2.21A, September 26, 2017, 10:30 AM - 12:00 PM

The generalized internal/external frame of reference (GI/E) model forms a theoretical framework to examine which constructs are subject of, and affected by, dimensional comparisons. Four contributions address new research on the GI/E model. Considering a sample of the little researched population of elementary school students, Niepel et al. test the GI/E model by inspecting achievement relations to self-concept and interest within and across math and verbal domains. Picking up the constructs of self-concept and interest and linking them to expectancy-value theory, the study of Guo et al. examines the relations between achievements and expectancy (self-concept), value, and aspirations across four science domains. Helm et al. also address the expectancy-value theory, but investigate students' perceived teacher fairness instead of achievement as the predictor variable of students' motivation (enthusiasm, subjective importance, and self-concept). Passing over to the construct of test anxiety, the study of Arens et al. applies the GI/E model to the formation of domain-specific facets of test anxiety (worry and emotionality). It tests whether the within-domain and cross-domain relations between math and verbal achievements and math and verbal test anxiety are mediated through domain-specific self-concepts. Herbert Marsh will give a summarizing discussion of the contributions.

PRESENTATIONS:

- **Dimensional and Social Comparisons Effects on Domain-Specific Self-Concepts and Interests: An Examination of the Generalized I/E Model in First- and Third-Graders**
Christoph Niepel⁴, Ulrich Keller⁴, Samuel Greiff⁴, Antoine Fischbach⁴
- **Extending Expectancy-Value Theory Predictions of Achievement and Aspirations in Science: Dimensional Comparison Processes and Expectancy-by-Value Interactions**
Jiesi Guo³, Herbert W. Marsh³ (Oxford University, UK), Philip D. Parker³, Alexandre J. S. Morin, Theresa Dicke³
- **Within- and between-domain relations between teacher fairness and student motivation: An application of the GI/E model**
Friederike Helm², A. Katrin Arens¹, Jens Möller²
- **Applying the generalized internal/external frame of reference (GI/E) model to test anxiety: Within- and cross-domain relations between test anxiety and achievement, and the mediating role of academic self-concept**
A. Katrin Arens¹, Michael Becker¹ (Leibniz Institute for Science and Mathematics Education, Kiel, Germany) Jens Möller²



STORIES OF INDIGENOUS SOCIOECONOMIC SUCCESS ACIT SYMPOSIUM – STORIES OF INDIGENOUS AUSTRALIAN THRIVING (PART 1)

ASSOCIATE PROFESSOR PHILIP D PARKER¹, MICHELL FORSTER, DR BALJINDER SAHDRA¹, PROFESSOR ALEXANDER S. YEUNG¹, PROFESSOR JANET MOONEY¹

¹Institute for Positive Psychology and Education, ACU

Symposium 2, Room 2.21B, September 26, 2017, 10:30 AM - 12:00 PM

Chair & Discussant: Janet Mooney¹

The Australian Centre for Indigenous Thriving in the Institute for Positive Psychology and Education at the Australian Catholic University endeavours to make a substantial contribution to Indigenous education and well-being, by utilising a positive psychology framework to develop and implement novel, research-derived, strengths-based approaches. It capitalises on new advances in theory, research, and practice to explicate drivers of socio-economic well-being for Indigenous Australians, including: self-concept enhancement; engagement in productive and fulfilling employment; and attainment of educational and life outcomes that enable them to thrive.

There are now many Indigenous Australians, ... who despite adversity have triumphed, competed, and succeeded in diverse mainstream settings – they have seen and lived the way to success and have flourished as a result thereof. As a nation, we have much to learn and gain from empirically synthesising and analysing what these successful Indigenous Australians, and other Indigenous people, identify as drivers of their success (Craven & Parbury, 2013, p. 372). The papers presented in this symposium illuminate empirical drivers of educational and socioeconomic wellbeing for Indigenous Australians.

PRESENTATIONS:

- **Trends in Indigenous and Non-Indigenous Wellbeing: Decomposing Persistent, Maturation, and Period Effects in Emerging Adulthood**
Philip D Parker¹, Gawaiian Bodkin-Andrews (University of Technology Sydney),
Rhiannon B. Parker (University of Wollongong),
& Nicolas Biddle (Australian National University)
- **Working effectively with Indigenous families**
Michell Forster (Triple P International Pty Ltd),
Cari McIllduff (The University of Queensland), Lauren Hodge ((The University of Queensland),
& Karen M. T. Turner (The University of Queensland)

- **The Indigenous Self in Friendship Networks: Perceived Stigma, Social Support, and Embeddedness in School Friendship Networks**

Baljinder Sahdra¹, Joseph Ciarrochi¹, Emma Devine¹, Robert Brockman¹, & Rhonda G. Craven¹

- **Teachers' Professional Development and the Availability of Indigenous Education Officers: Influences on Indigenous Teaching and Learning**

Alexander S. Yeung¹, Rhonda G. Craven¹, & Janet Mooney¹

- **Triumphing in a New Indigenous Australia**

Janet Mooney¹, Rhonda G. Craven¹, Alicia Franklin¹, Anthony Dillon¹, Marjorie Seaton¹, Fabri Blacklock (*University of New South Wales*), & Natasha Magson (*Macquarie University*)

FLOURISHING AND PROSOCIAL BEHAVIORS: A MULTILEVEL INVESTIGATION OF NATIONAL CORRUPTION LEVEL AS A MODERATOR

MR SALEH MORADI¹, PROFESSOR NIELS VAN QUAQUEBEKE², DR JOHN A. HUNTER¹

¹University of Otago, ²Kühne Logistics University

Engagement, Flourishing & Wellbeing, Room 2.22, September 26, 2017, 10:30 AM - 12:00 PM

Current academic literature defines flourishing as leading an authentic life that directs one towards the highest levels of both feeling good and functioning well. Numerous studies show that flourishing relates to a wide array of advantageous personal outcomes. However, the literature says very little about the social outcomes of flourishing, even though an individual's pursuit of well-being does not happen in isolation of others. With the present research, we seek to address this void. Specifically, we argue that flourishing, in its current conceptualization, does not provide strong moral guidance. As such, flourishing is amoral when it comes to social outcomes such as prosocial behaviors. Drawing on social learning theory, we argue that flourishers' prosociality is at least somewhat contingent on the moral guidance of their society. To assess this, using data from the European Social Survey (ESS) waves 3 and 6, we tested society's corruption level as a moderator in the relation between flourishing and prosocial behavior. We generally find that corruption at the national level moderates the relation between flourishing and prosocial behaviors (i.e., helping close/distant others, charitable activities). Overall, our study suggests that moral guidance should factor into discussions about flourishing.

TEACHER TALK! THE POWER OF LANGUAGE AND LISTENING

MS SOPHIE MURPHY¹

¹*University of Melbourne*

Engagement, Flourishing & Wellbeing, Room 2.22, September 26, 2017, 10:30 AM - 12:00 PM

Sophie will share her current research that she is doing with Professor John Hattie on the power of language. Sophie will share findings on the most effective ways to use language across primary and secondary schools to create deep level learning, transfer of understandings, effective questioning and classroom talk- both from the teacher and using student voice with cooperative groups (and the importance of doing so).

Sophie will discuss the positive effects of developing a common language of learning across the school and the positive benefits this has for school leadership, teachers, students and the school community in understanding where students are where do they need to go and how are they going to get there.

Using effective language and great questions has significant impact for all schools, Sophie will provide participants with current research on student voice, and how this has been captured using the Science of Learning and Research Centre's Interactive Classroom at the University of Melbourne. Sophie will share recent findings on the 'hidden classroom' and the significance of both student in the classroom.



MOTIVATION IN A MOOC. HOW SELF-DETERMINATION THEORY MAY HELP TO OPTIMISE ENGAGEMENT.

DR NEIL MARTIN¹, PROFESSOR PETER TERRY¹

¹*University of Southern Queensland*

Engagement, Flourishing & Wellbeing, Room 2.22, September 26, 2017, 10:30 AM - 12:00 PM

Massive Open Online Courses (MOOCs) offer educational opportunities that allow individuals to engage with new areas of educational interest or to update skills. MOOCs have received warranted criticism of their design and high attrition rates in both the educational research literature and the media. This presentation offers a case study of a MOOC on sport psychology, titled *Elite Sport Performance: Psychological Perspectives*, designed using principles articulated in self-determination theory (Deci & Ryan, 2000) to foster intrinsic motivation and optimise engagement. Data are reported in which 1,007 participants registered from around the world and 20% completed all elements of the course – a well above average completion rate for MOOCs. Additionally, self-report measures of the ongoing satisfaction of basic psychological needs of autonomy, competence, and relatedness are described. Supplementary evidence from web analytics and measures of interest and enjoyment are reported to illustrate how intrinsic motivation and engagement in a MOOC is promoted. Finally, reasons why registrants did not engage with this MOOC are discussed. The presentation concludes by contextualising participation in open online courses as individual opportunities for informal learning to support eudaimonic flourishing.

THE HIGHS AND LOWS OF SCREEN TIME: INVESTIGATING RELATIONSHIPS BETWEEN LEISURE SCREEN TIME AND COMPLEX MODELS OF WELLBEING IN A LARGE SAMPLE OF AUSTRALIAN TEENS

**DR TAN-CHYUAN CHIN¹, DR DANIEL LOTON¹, DR KENT PATRICK¹,
PROFESSOR DIANNE VELLA-BRODRICK¹**

¹The University of Melbourne

Engagement, Flourishing & Wellbeing, Room 2.22, September 26, 2017, 10:30 AM - 12:00 PM

In developed nations, the digital age has been characterised by increasing accessibility and use of digital devices for both leisure and work, with a rapid diversification of devices, modes of engagement, and functions in the contemporary lives of youth. Entertainment or leisure technology use can be characterised by many complex issues for young people, but one receiving increasing research interest is striking an optimal balance in overall usage for wellbeing. While leisure media can have recuperative, learning and social benefits, it also has potential to displace other activities necessary to positive development. Presently, most studies focus on relationships between screen time and physical or mental health, but, with the occasional exception of social functioning, rarely consider broader aspects of wellbeing evident in the Positive Psychology literature. A survey of over ten-thousand Australian youth investigated relationships between overall leisure screen time and multidimensional aspects of wellbeing, including the PERMA model, Self-Determination Theory and physical health indicators. This presentation first details demographic correlates of leisure screen time. Secondly, relationships between screen time and outcomes are reported and supported with theoretical explanations. Finally, the possibility of a curvilinear relationship between overall screen time and wellbeing will be considered.

KEYWORDS:

Screen Time, Health, Wellbeing, Adolescence.



EMOTION REGULATION IN DAILY LIFE: THE ROLE OF TRAIT NEED SATISFACTION

**DR ROBERT BROCKMAN¹, PROFESSOR JOSEPH CIARROCHI¹,
ASSOCIATE PROFESSOR PHILIP PARKER¹**

¹IPPE

Emotions, Room 2.46, September 26, 2017, 10:30 AM - 12:00 PM

Most empirical studies of emotion regulation have relied on retrospective trait measures, and have not examined the link between daily regulatory strategies and every day emotional wellbeing. We used a daily diary methodology with multilevel modelling data analyses ($n = 187$) to examine the influence of three emotion regulation strategies (mindfulness, cognitive reappraisal and emotion suppression) on the experience of daily negative and positive affect. Our latest results suggest substantial variability in the utility of these strategies as employed in everyday life. Indeed, the presumably “adaptive” cognitive reappraisal strategy seemed to confer no benefit to the regulation of negative affect in approximately half the sample suggesting contextual influences. In this paper, we propose and test a moderation hypothesis; that trait need satisfaction will moderate the process of emotion regulation such that the utility of emotion regulation strategies is decreased among those experiencing need satisfaction.

ACADEMIC SELF-EFFICACY, EVALUATIVE ANXIETY, AND ACHIEVEMENT DURING THE TRANSITION TO UNIVERSITY

DR VALERIE SOTARDI¹, DR ERIK BROGT¹

¹University of Canterbury

Emotions, Room 2.46, September 26, 2017, 10:30 AM - 12:00 PM

In recent decades, academic self-efficacy (Bandura, 1986) has emerged as a core mechanism relating to students' thoughts, emotions, and behaviour. Academic self-efficacy is of particular importance during schooling transitions, as students may question their capabilities as the learning environment changes. In Aotearoa New Zealand, the transition to university often accompanies significant changes in how/where learning takes place, expectations of students, and the nature of assessment.

In the proposed research, academic self-efficacy is viewed as an important educational barometer as first-year university students confront their early course assessments. Drawing on an extensive body of literature (Pekrun et al., 2011; Zeidner, 2007), we use regressions-based analyses to understand linkages between evaluative anxiety (trait), task anxiety for their first major assessment (test and writing situations), and academic (course-specific) self-efficacy. Further, we explore the potential impact of these factors on academic achievement.

The project is in progress but our anticipated sample will include at least 215 first-year students attending university in Aotearoa New Zealand. The sample comprises individuals enrolled in a range of different disciplines (physical sciences, arts/humanities, and law). We hope to generate vibrant discussion around academic self-efficacy and its relevance to schooling transitions.

HOW I SEE IT: AN EXPLORATORY STUDY ON ATTRIBUTIONS AND EMOTIONS IN L2 LEARNING

MS SACHIKO NAKAMURA¹

¹King Mongkut's University of Technology Thonburi

Emotions, Room 2.46, September 26, 2017, 10:30 AM - 12:00 PM

Research has given increasing attention to learners' attributions in second/foreign language (L2) learning. Studies have shown that how learners attribute their performance influences not only their self-efficacy, motivation, and goal attainment but also their emotions. This exploratory study investigated how Japanese adult learners of L2 English attributed changes in their L2 learning attitudes and motivation through a 10-week TOEIC preparation program. It also explored how emotions were expressed in their attributional statements and examined the differences between learners with lower and higher L2 proficiency. A content analysis of open-ended questionnaire responses revealed eight attributional categories: perceived L2 improvement, enjoyment, positive feelings, increased L2 exposure, realization of L2 needs and importance, effective L2 instructions, and praise from the teacher for positive changes in attitudes and/or motivation and perceived inefficient L2 skills for negative changes in attitudes and/or motivation. Statements showing a range of emotions, such as joy, happiness, and disappointment, were found mainly among beginner learners. These results offer important implications for L2 pedagogy while suggesting further research in the area.

TIME SPENT ON SOCIAL MEDIA (FACEBOOK, INSTAGRAM, SNAPCHAT) DOES NOT INFLUENCE BODY IMAGE PERCEPTIONS IN YOUNG ADULTS

PROFESSOR REMCO POLMAN¹, MISS MELISSA PARKES², MISS FREYA DOYLE²

¹QUT, ²Bournemouth University

SELF in the Adult Context, Room 2.48, September 26, 2017, 10:30 AM - 12:00 PM

Besides factors like gender and body-mass index (BMI) meta-analysis has also suggested that time spend on social media use influences body image perceptions. However, the number of social media platforms used to investigate this has been limited. We examined the effects of 3 mainly image based social media platforms (Facebook, Instagram and Snapchat) as well as gender and BMI on body image perceptions in young adults. 351 Individuals (89 males; 262 females) completed an online survey which included demographic information, questions on social media use and the Multidimensional Body-Self Relations Questionnaire. Males scored higher on appearance evaluation and body area satisfaction and females higher on overweight preoccupation and self-classified weight. Regression showed that higher BMI was associated with poorer body image perceptions. However, there was no association between time spend on social media or body image perceptions. However, total number of posts was associated with higher levels of overweight preoccupation (2%), Body area satisfaction (4%) and appearance evaluation (3%). Our results did not support the notion that increased time spend on social media increased body image dissatisfaction. However, increased posting behaviour seemed to have a small negative effect. In addition, as expected, both gender and BMI influenced body image perceptions.



SELF-DESCRIPTIONS OF LINKEDIN USERS IN DIFFERENT SOCIAL SITUATIONS

DR DANILO GARCIA^{1,2,3,4}, CATRIN RAPPE², PROFESSOR SVERKER SIKSTRÖM^{2,3}

¹Blekinge Centre of Competence, ²Network for Empowerment and Well-Being,

³Lund University, ⁴University of Gothenburg

SELF in the Adult Context, Room 2.48, September 26, 2017, 10:30 AM - 12:00 PM

- **BACKGROUND:** As humans, we use language to introduce ourselves to other people and provide them with specific information that we want them to use to build their impression of us upon. The situation, however, influences individuals to focus on specific self-schemata when presenting themselves. Up until recently, however, most research has been conducted using predefined words or qualitative approaches to investigate self-presentations. Here, we used computational methods to investigate how individuals' self-descriptions in a fictive recruitment situation differ from those made in a friendship situation.
- **METHOD:** Participants (N = 451) were recruited from LinkedIn and randomly assigned to generate 10 words they would use to describe themselves for an employer (recruitment-condition) or a friend (friendship-condition). The word-frequency-rate was compared between conditions and to their co-occurrence in natural language (Google's n-gram database). The words were quantified using the Latent Semantic Analysis algorithm and then compared between conditions.
- **RESULTS:** Participants in the recruitment-condition, compared to the friendship-condition, used flexible and loyal more often, while kind and affectionate was used more often by participants in the friendship-condition. Both conditions contained different and similar words that co-occurred more often when compared to natural language. The self-descriptions' semantic representation was significantly different between conditions.
- **CONCLUSIONS:** Individuals highlight their competence and diminish their warmth and vice versa depending on the social situations studied here. Moreover, computational methods present a novel and valid approach to assess individuals' self-presentations in recruitment situations.

KEYWORDS:

Competence; Latent Semantic Analysis; LinkedIn; Recruitment; Self-descriptions; Warmth.

USING MINDFULNESS-BASED YOGA PROGRAM TO ENHANCE PHYSICAL WELL-BEING IN THAI OLDER ADULTS

DR CHITRAPORN BOONTHANOM¹

¹Faculty of Education, Ramkhamhaeng University

SELF in the Adult Context, Room 2.48, September 26, 2017, 10:30 AM - 12:00 PM

According to the WPA survey, the proportion of older adults (60 years and over) in many countries-including Thailand has increased rapidly. Numerous research has also shown that most of them experience less well-being due to chronic pain, mental and physical health problems. Based on self-determination theory, past research suggests that people's well-being may be promoted by using mindfulness-based intervention. However, such interventions for older adults in Thailand are still limited. To help older adults to increase their physical well-being, the aim of this study was to develop a mindfulness-based yoga program (MBYP), including three sessions (breathing exercise, health in elderly and mindfulness-based yoga practice; 40 minutes per each). In this study, physical well-being was defined by health literacy and self-regulation in health behaviour. Older adults (n=102; 93.1% females, Mage=68.21) participated in a quasi -experiment intervention. They were recruited from three communities in the rural and urban areas of Thailand. The experiment group (n=68) included those older adults from one community in the urban area. As expected, the results showed that the intervention group reported significantly improved physical well-being after attending the program. Moreover, there were significant differences in the post-test of physical well-being between intervention and control groups.



SEXUAL SELF-CONCEPT AS THE PREDICTOR OF SEXUAL FUNCTION IN MARRIED WOMEN IN REPRODUCTIVE AGES

**DR ZOHREH SHAHHOSSEINI¹, MS ROBABEH POTKI¹, DR TAYEBE ZIAEI²,
DR MAHBOBEH FARAMARZI³, DR MAHMOOD MOOSAZADEH¹**

¹Mazandaran University of Medical Science, ²Golestan University of Medical Sciences,

³Babol University of Medical Science

SELF in the Adult Context, Room 2.48, September 26, 2017, 10:30 AM - 12:00 PM

- **INTRODUCTION AND OBJECTIVE:** Sexual self-concept is a cognitive perspective about sexual aspects of oneself that presents the thoughts, emotions, and performance of individuals as sexual creatures. This study was conducted to determine the predictive role of sexual self-concept.
- **MATERIALS AND METHODS:** This descriptive-analytical study was conducted on 772 15-49 years married women who referred to the healthcare centers of Sari-Iran -2016. A systematic two-step randomized sampling was performed. Data were collected using the Persian-translated multidimensional sexual self-concept and sexual function questionnaires. The data were analysed using descriptive statistics, Spearman's correlation coefficient, and multiple regression in SPSS16.
- **FINDINGS:** The positive (130.31 ± 19.65), situational (42.07 ± 10.19), and negative sexual self-concept (9.25 ± 9.31) and sexual function (26.56 ± 6.3) scores of the women were calculated in this study. There was a significant relationship between the positive ($r=0.56$, $P<0.001$), situational ($r=0.56$, $P<0.001$), and negative ($r=0.49$, $P<0.001$) sexual self-concepts with sexual function, which could predict 37.5% of the sexual function variance.
- **CONCLUSION:** It is suggested the detect women exposed to the risk of sexual dysfunction by screening through sexual self-concept, apply some consultation interventions for improving their positive and negative sexual self-concept while decreasing the negative sexual self-concept, and consequently prevent sexual dysfunction in them.

KEYWORDS:

Sexual Self-Concept, Sexual Function, Reproductive, Predictor.

TEENAGE IDENTITY CONSTRUCTION AND IMPRESSION MANAGEMENT IN SOCIAL NETWORKING SITES: CREATIVITY AND DEINDIVIDUATION

DR ZINAIDA ADELHARDT¹

¹*Friedrich-Alexander University Erlangen-Nuremberg*

Tuesday Poster Session PO1, Mary Glowrey Foyer, September 26, 2017, 12:00 PM - 1:30 PM

The relevance of this research is related to the dramatic spread of social networking sites. These services are inherently identity-centric: users are able to construct their online identities according to their own tastes. In spite of this freedom, this work has revealed that the deindividuation tendency is true not only for anonymous communication, as the SIDE model implies, but also for nonymous communication in social networking sites. The quantitative content analysis and the subsequent qualitative visual and textual analysis of more than 1600 profiles of 14-year old teenagers from two services - the Russian Vkontakte and the German SchülerVZ - has shown that in spite of seeming diversity, the number of patterns of teenage self-presentations is surprisingly limited and is based on the narrow range of gender and cultural stereotypes. Teenage self-presentation practices do not depend much on national culture, but they are significantly influenced by gender. The analysis of “virtual passports” created by teenagers has not only made obvious main patterns of identity construction and impression management in social networking sites, but also provided interesting insights in the contemporary teenage culture and demonstrated importance of such aspects as e.g. sport, music and fantasy world for teenage self-image.



THE EFFECTIVENESS OF A TRAINING PROGRAM USING SOME STUDY SKILLS TO IMPROVE GRADE 10 FEMALE STUDENTS' GENERAL AND ACADEMIC SELF-EFFICACY BELIEFS IN OMAN

DR SAID ALDHAFRI¹, FATIMA ALJAHWARI, MOHAMED OSMAN

¹Sultan Qaboos University

Tuesday Poster Session PO2, Mary Glowrey Foyer, September 26, 2017, 12:00 PM - 1:30 PM

The study aimed to investigate the effectiveness of a training program using some study skills to improve grade 10 female students' general and academic self-efficacy beliefs in Muscat in The Sultanate of Oman during the academic year 2017/2018 through an independent training of school subjects. To achieve the study purpose, semi experimental design was used. The experimental group included 29 female students, whereas 27 female students were placed in the control group. The researchers used the general self-efficacy beliefs scale and the academic self-efficacy beliefs scale, which were both used as pre and post tests. The Alpha Cronbach was 0.85 and 0.84, respectively. The results revealed significant statistical differences between the mean of the experimental group and the mean of the control group in the post scale of the general self-efficacy beliefs at $p < 0.05$, favoring the experimental group. The results also show significant statistical differences between the means of the pre and post scale of the general self-efficacy beliefs, at $p < 0.05$, favoring the posttest. In addition, no significant statistical differences were found when examining the levels of academic self-efficacy beliefs, although the program had a moderate effect size based on Cohen's criteria (0.54). Recommendations and suggestions are provided in light of the results.

KEYWORDS:

Study Skills, Self-Efficacy, Training Program.

SELF-CONCEPT IN PREADOLESCENT PALESTINIANS

DR HAITHAM ALKHATEEB¹

¹University of Baltimore

Tuesday Poster Session PO3, Mary Glowrey Foyer, September 26, 2017, 12:00 PM - 1:30 PM

This study assessed self-concept in a preadolescent Palestinians using an Arabic adaptation of the Self-Description Questionnaire (SDQ-I). To assess the self-concept and to gain a better understanding of it, the 72-item SDQ-I was administered in four Palestinian schools using 360 preadolescents. The study examined mean score responses, the reliability of the scale, gender and age differences in self-concept, and factor analysis. Item means indicated a positive self-concept. SDQ-I reliabilities were similar to those reported in the literature. Factor analysis supported both an underlying general self-concept factor and a multidimensional hierarchical structure. Interpretations were provided in light of the Palestinian-Arab culture.

DO REASONS FOR STUDENT AGENTIC ENGAGEMENT MATTER?: A MIXED-METHODS EXPLORATION OF THE UNDERLYING REASONS STUDENTS ATTEMPT TO INFLUENCE TEACHERS

DR JOHN BOBERG¹, DR STEVE BOURGEOIS²

¹The Episcopal School of Dallas, ²Responsive Education Solutions

Tuesday Poster Session PO4, Mary Glowrey Foyer, September 26, 2017, 12:00 PM - 1:30 PM

The current mixed-methods exploratory study asked high school students in a college preparatory private school in the United States to rate their own classroom engagement and their teachers' instructional behaviors. 200 students ($RR = 90\%$) rated 25 teachers, resulting in 1149 responses to the survey. Students answered questions related to emotional, and agentic (e.g., I offer suggestions about how to make the class better") forms of engagement as well as questions related to the teachers' cognitive instructional approaches (e.g., "The teacher encourages me to explain and support my thoughts"). All of the items were positively correlated with the students' grades in the respective courses. In addition to their Likert ratings, students were asked to comment on each subset of items. Examination of the comments related to agentic engagement reveals that students with low and high agentic engagement provided very similar feedback about their engagement in class. The extremes were both pleased and displeased with the class, suggesting that the reasons behind whether a student tries to influence a class matter. Thematic analyses of the narrative responses suggests that the student's expectations about teacher's role in a class influence how the student responds independent of the student's satisfaction with the course.

PARENTAL INCENTIVES, SELF-REGULATION, ENGAGEMENT, AND MATHEMATICS ACHIEVEMENT

DR STEVEN BOURGEOIS¹, DR ERIC BOBERG²

¹Responsive Education Solutions, ²Episcopal School of Dallas

Tuesday Poster Session PO5, Mary Glowrey Foyer, September 26, 2017, 12:00 PM - 1:30 PM

A decline in academic engagement during the middle school years (Wigfield et al, 2006), coupled with lackluster performance on international math assessments (OECD, 2014) points to a compelling problem with broad implications. Because middle school has been shown to represent the nadir of academic motivation (Gottfried & Gottfried, 2006), studies need to explore the unique circumstances of students during this transitional period. While research has explored the connection between student engagement and math achievement (Boberg & Bourgeois, 2015), little is known of the interaction of these variables with motivational factors. To explore these relationships, 2,005 students ($RR = 58\%$) from 27 fourth to eighth grade campuses from a single district in the United States completed 48 scaled items on self-regulated learning (Ryan & Connell, 1989) and emotional/cognitive engagement (Fredricks et al., 2005). Demographic and student achievement data were merged with parent surveys on incentivizing academic performance, allowing for a range of statistical tests. In addition to correlational analysis, Structural Equation Modeling was used to explore these relationships more fully, including the effects of contextual variables such as SES and school size. Self-determination theory (Deci & Ryan, 2017) was used to interpret the findings and recommendations for practice.

“I STUDY BECAUSE . . . MY GOAL IS TO . . .” ELEMENTARY SCHOOL STUDENTS’ MOTIVATIONAL REASONS UNDERLYING ACHIEVEMENT GOALS

MS ELAINE CAI¹, DR GREGORY ARIEF D. LIEM¹

¹National Institute of Education

Tuesday Poster Session PO6, Mary Glowrey Foyer, September 26, 2017, 12:00 PM - 1:30 PM

Responding to the recent call to better understand the autonomous and controlled reasons underlying achievement goals (Vansteenkiste, Lens, Elliot, Soenens, & Mouratidis, 2014), this study examines the mediating role of achievement goals (task-based, self-based, other-based goals) in linking autonomous and

controlled motivation to anxiety, effort and perseverance, and elaboration in learning mathematics. Self-report instruments were administered to a sample of 491 Singapore elementary students (54% girls; *Mage* = 11 years). The findings revealed that achievement goals, collectively, significantly mediated most of the relationships between both motivation types and educational outcomes. Although self-based goal reinforced the positive effects of autonomous motivation on effort and perseverance and elaboration and channeled the adaptive effects of controlled motivation on these two educational outcomes, this goal type heightened the effect on controlled motivation on anxiety and cancelled out the benefits of autonomous motivation in allaying anxiety. The findings suggest that while both motivational types, as well as self-based goals, could be beneficial in students' learning, teachers ought to promote controlled motivation and self-based goals with discretion such that their way of communication do not inadvertently cause students to feel pressured.

THE ROLE OF ACHIEVEMENT EMOTIONS IN THE COLLABORATIVE PROBLEM-SOLVING PERFORMANCE OF ADOLESCENTS

**MR JESUS CAMACHO-MORLES¹, DR GAVIN SLEMP¹,
ASSOCIATE PROFESSOR LINDSAY OADES¹**

¹Centre for Positive Psychology, Melbourne University

Tuesday Poster Session PO7, Mary Glowrey Foyer, September 26, 2017, 12:00 PM - 1:30 PM

Collaborative Problem Solving (CPS) is an activity that involves working with others to solve common challenges and achieve shared goals. Despite being recently named as one of the essential skills to be successful in the 21st century workplace, little is known about the precursors and moderators of CPS skills in education. In particular, research addressing the complex interaction between adolescent emotional experiences and CPS performance remains unknown. In this talk, we review a study that took some of the first steps in exploring these relationships. Participants were 100 adolescent dyads (*N* = 200) whose task was to complete a series of five computer-based CPS tasks. Automatic Facial Expression Analysis, as well as the Achievement-Emotions Questionnaire (Pekrun et al., 2011) were used to monitor participants' emotions during the CPS tasks. We report on the relative frequency of positive and negative emotions during CPS activities, as well as their relation to CPS performance when literacy and numeracy are controlled. This study takes a first step towards addressing how emotional experiences impact students' immediate learning and academic performance outcomes. Implications of the study for intervening in an educational context to improve learning, performance, and student collaboration are discussed.

KEYWORDS:

**Achievement Emotions; Control-Value Theory of Achievement Emotions;
21st Century Skills.**

HOPE MATTERS: UNLOCKING POTENTIAL IN OUR YOUTH TO BUILD A THRIVING FUTURE

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Tuesday Poster Session PO8, Mary Glowrey Foyer, September 26, 2017, 12:00 PM - 1:30 PM

We spend significant time in education preparing our young people for 'what' they want to do; but how much time is dedicated to discerning 'who' they want to be? Discovering what matters to students allows them to develop a strong sense of identity and purpose, which can spark them to take hopeful action (Lopez, 2013). Unfortunately, less than half (48%) of students surveyed in Australia's (2016) Gallup Poll could be classified as 'hopeful' – meaning they had abundant ideas and energy for the future. While we've developed many strategies to improve students' self-control and will power to succeed, have we missed a key opportunity to unlock the motivating energy of hope? Hope works because it broadens thinking and fuels persistence (Synder, 2002).

This paper will build the case for a range of evidence-based strategies that schools can implement to facilitate students' development of purpose and self-efficacy to contribute to their community. The strategies are built around the central thesis that integrating advances in hope and self-determination theories, together with an eco-system approach, can create a unique opportunity for positive identity development. One that enables students' commitment and efforts to soar and build a brighter future for them and for our communities.



TEENAGE STUDY ABROAD EXPERIENCE - L2 MOTIVATION AND IDENTITY STATUSES

MR OLIVIER ELZINGRE¹

¹Monash University

Tuesday Poster Session PO9, Mary Glowrey Foyer, September 26, 2017, 12:00 PM - 1:30 PM

In Australia, approximately 1500 high school students take part in an exchange program each year. Most of the current research on Study Abroad focus on tertiary students, leaving a gap in our understanding of the high school experience.

This paper follows the story of Sylvan's language learning experience, an Australian teenager who participated in an exchange to France for 2 months from December 2014 to January 2015, aged 17. Through the structure of Sylvan's narratives, connections are made between Sylvan's experience and his motivation to learn French and to participate in an exchange. Particular attention is paid to Sylvan's developmental stage as a late teenager. The content and structure of his narrative are analysed to highlight what could be seen as motives for language learning and participation in a Study Abroad program at that age.

The work presented here argues that a holistic perception of the person is essential in order to gain a better understanding of underlying motivation to learn languages (Coleman, 2013). It also argues that more research is needed on high school exchanges to better understand the teenage experience and to design better adapted programs.

RELATIONSHIP SATISFACTION: ESTABLISHING MEASUREMENT AND STRUCTURAL INVARIANCE ACROSS MEN WITH GAY AND STRAIGHT IDENTITY

**MR VALENTIN EMSLANDER¹, DR CHRISTOPH NIEPEL²,
DR DIRK KRANZ¹, PROFESSOR LESLIE RUTKOWSKI³**

¹University of Trier, ²University of Luxembourg, ³University of Oslo

Tuesday Poster Session PO10, Mary Glowrey Foyer, September 26, 2017, 12:00 PM - 1:30 PM

The Relationship Assessment Scale (RAS; Hendrick, 1988) is a widely employed, seven-item measure of relationship satisfaction. However, research on its measurement invariance across people differing in their sexual orientation identity has yet to be conducted. Consequently, it is still an open question whether the RAS can be used for comparative research across gay and straight people.

This study starts filling this gap in examining RAS' measurement invariance across gay and straight men. To this end, we drew on a sample of 644 German men (half gay/straight), who responded to the German-version RAS (Hassebrauck, 1991), which has been extensively validated and found to be equivalent to its English counterpart. A stepwise multigroup confirmatory factor analysis was used to examine configural, metric, and scalar invariance as well as the structural invariance of latent factor variances and means across groups.

Configural, metric, and partial scalar measurement invariance (by freeing one item intercept) could be established, indicating that the RAS enables comparative research targeting variances and means. Further, structural invariance testing revealed non-invariant variances but invariant latent means across groups, indicating that gay and straight men's reported relationship satisfaction is equally high albeit differently distributed.

SPIRIT POSSESSION AND ADOLESCENTS' SELF-CONCEPT: COUNSELLING INTERVENTION

DR CHIKA EZE¹

¹Tangaza University College

Tuesday Poster Session PO11, Mary Glowrey Foyer, September 26, 2017, 12:00 PM - 1:30 PM

The concept of spirit possession involves intrusion of spirits into someone's body, mind and soul that alters behavior including the person's sense of personhood, of which adolescents are not exempted. This paper presents the findings of a Masters' research study interrogating the impact of spirit possession on secondary school students' self-concept and academic performance. The study employed an interdisciplinary approach, being informed by Spirit Release Therapy and Transactional Analysis Theory. It was a quantitative research design, which sampled 172 participants from Karen, Nairobi, Kenya; using researcher's self-developed questionnaire validated by experts and member check. The findings indicated that spirit possession impacts on students' self-concept, particularly on their self-image and value, which not only impact on self-presentation but also academic performance leading to retardation of progress in life. Consequently, it can be argued that the act of spirit possession militate against well-being, presenting a disabling experience for adolescents to flourish and thrive. As a result, the paper calls for further engagement in research towards exploring ways of intervention for providing constructive help to facilitate adolescents' self-development. In such a way that they are helped to manage any experiences of spirit possession in order to live fulfilling lives aimed at transforming communities.

TWO PATTERNS OF CHOICEWORK IN SITUATIONS OF DIFFERENT SUBJECTIVE IMPORTANCE: SELF-INVOLVEMENT MATTERS

**MRS ANNA FAM¹, PROFESSOR DMITRY LEONTIEV¹,
ASSOCIATE PROFESSOR EVGENY OSIN¹**

¹National Research University Higher School of Economics

Tuesday Poster Session PO12, Mary Glowrey Foyer, September 26, 2017, 12:00 PM - 1:30 PM

We approach the phenomenon of choice as choicework, a complicated inner activity. Its efficiency and subjective quality may differ depending on self-involvement into the process. Choices can be made either based on an elaborate choicework, with full self-self-involvement, or spontaneously, in a reduced and non-involved way.

Our study aimed to investigate differences in the subjective experience of choice associated with personality variables and subjective importance of choice situations.

We developed and validated a 23-item questionnaire measuring the subjective experience of choice: its mindfulness, emotional valence, perceived self-determination, and satisfaction with the outcome. Two samples (N=174; 1833) were asked to evaluate real life choices of different content and subjective importance by the Subjective Quality of Choice questionnaire and fill some self-report measures.

In Study 1, using cluster analysis, we distinguished two patterns of choicework labelled 'agentic' (self-determined, mindful, positively experienced) and 'spontaneous' (external, less mindful, less positive) choice. In Study 2 with a more sophisticated design (3 levels of choice: 'vital', 'trivial', and 'medium'), using latent profile analysis, we allocated the same two patterns of choicework (with two sub-types of 'spontaneous' choice). 'Agentic' choosers revealed higher levels of tolerance for ambiguity, self-determination, and satisfaction with life than 'spontaneous' ones.

EXAMINING A CONCEPTUAL CONVERGENCE OF GENERATIONAL THEORY AND SELF-DETERMINATION THEORY

DR ANGEL FORD¹

¹George Washington University

Tuesday Poster Session PO13, Mary Glowrey Foyer, September 26, 2017, 12:00 PM - 1:30 PM

This presentation will examine the conceptual convergence of generational theory and self-determination theory (SDT). Studies on generational theory explain societal changes from different eras. Included in these changes are the unique ways in which people view the world, learn and are motivated. Debate remains about the birthdate parameters and labels that should be placed on each generation, however, agreement is plentiful that generational differences are important considerations when examining worldviews, how people obtain information, and why they do what they do.

The knowledge gained from examining generational theory studies while applying what is understood about SDT provides thought provoking ideas about working and learning environments and how they have changed over generations. According to SDT there are three important components necessary to create a motivating environment: feelings of autonomy, competence, and relatedness. The premise of this presentation is that the need for these components may have remained constant over the generations; however, the environments necessary to afford them may need to be adapted to fit the unique needs and desires of each generation.



LEARNING A NEW LANGUAGE IS EVEN BETTER THAN YOU THOUGHT: A TEST AND REPLICATION OF SELF-EFFICACY TRANSFER BETWEEN NATIVE AND FOREIGN LANGUAGES STUDIES

ASSOCIATE PROFESSOR LUKE K. FRYER¹, ASSOCIATE PROFESSOR WILLIAM OGA-BALDWIN²

¹The University of Hong Kong, ²Waseda University

Tuesday Poster Session PO14, Mary Glowrey Foyer, September 26, 2017, 12:00 PM - 1:30 PM

The essential role of self-efficacy within human development broadly, and in education specifically, is widely acknowledged. Less is understood about how self-efficacy might transfer between domains of varying conceptual distance. The current study examines students' academic self-efficacy in three domains (mathematics, Japanese and foreign language) across first-year at junior high school. Students' self-efficacy for learning the three subjects was measured at the beginning and end of the academic year as a part of a larger longitudinal research project. Two studies were undertaken at two sets of three schools (study-A: n =480, Female = 236; study-B: n =398, Female = 186). This research design supported a test and then retest of the differences and latent inter-relationships (pre-post) across this critical period of academic adjustment. Difference testing suggested a general pattern of significant, small declines in students' self-efficacy for all three subjects. Longitudinal latent analyses demonstrated a consistent moderate effect from foreign language self-efficacy to native language self-efficacy. The pattern of decline, while consistent with research in Western contexts is a source of concern for educators in this research context. The transfer of self-efficacy from foreign to native language learning has broad educational and theoretical implications nationally and internationally.

SELF-EFFICACY OF EARLY CAREER TEACHERS: THE CRITICISM OF UNREALISTIC OPTIMISM REVISITED

DR SINDU GEORGE¹

¹Monash University

Tuesday Poster Session PO15, Mary Glowrey Foyer, September 26, 2017, 12:00 PM - 1:30 PM

Teachers' self-efficacy is considered one of the key motivational beliefs influencing their professional behaviours and students' learning. Although Bandura (1997) proposed that self-efficacy once established is relatively stable, it remains a topic of debate as empirical evidence has shown different patterns of changes in self-efficacy across different career stages. The current study presents longitudinal data from 74 beginning school teachers in Victoria, Australia to discern the patterns of change in their early career. Data were collected from teachers while they were in the first year of teaching (2007) and again in their sixth year of teaching (2012) using Teachers' Sense of Efficacy Scale (TSES; Tschannen-Moran & Woolfolk Hoy, 2001). Repeated-measures MANOVA analysed changes in mean scores for the three subscales: classroom management, student engagement, and instructional strategies, and effects of between-subject factors, such as, gender, school sector (government and private), school level (primary and secondary), and form of employment (full-time and not full-time). An increase in self-efficacy was observed supporting the malleability of self-efficacy during early years of career. The identified differences in self-efficacies did not depend on any of the tested between-subject factors.

SELF-REGULATION OF BEHAVIOUR IN PRIMARY AND SECONDARY SCHOOLS STUDENTS

DR KARLA HRBACKOVA¹, DR ELISKA SUCHANKOVA¹

¹Tomas Bata University in Zlín

Tuesday Poster Session PO16, Mary Glowrey Foyer, September 26, 2017, 12:00 PM - 1:30 PM

One of the most important skills that we develop in childhood is the ability to control the aspects of the self. The present study aims to determine awareness of one's own effectiveness (self-efficacy) in the process of self-regulation of emotion, learning and behaviour in students, how students are influenced

by other people, and what is the relation between self-regulation of students' behaviour and the degree of enjoying being the center of attention, the degree of self-efficacy, and perceived influence of others. The research sample included 2652 students of primary and secondary schools. The results showed that students believe that they can self-regulate their behaviour, emotions and learning, which is an indicator of awareness of their own effectiveness (self-efficacy). At the same time, however, they believe that their behaviour is affected, to some extent, by others. The subjects believe their parents to be the greatest influence, as well as their romantic partners and friends. Interestingly enough, they also claim to be least affected by the media, teachers and siblings. The study concludes that the following significantly affect the overall level of self-regulation in students' behavior: self-efficacy to regulate one's own behaviour, emotions, and learning, as well as one's perception of the degree of the perceived influence of others.

KEYWORDS:

Self-Regulation of Behaviour, Self-Efficacy, Perceived Influence of Others

ASSOCIATIONS BETWEEN ADOLESCENT PERCEIVED MOTOR COMPETENCE AND ACTUAL MOTOR COMPETENCE

**MR RYAN HULTEEN¹, DR LISA BARNETT², PROFESSOR PHILIP MORGAN³,
DR LEAH ROBINSON⁴, DR CHRISTIAN BARTON⁵,
PROFESSOR BRIAN WROTNIAK⁶, PROFESSOR DAVID LUBANS³**

¹Australian Catholic University, ²Deakin University, ³University of Newcastle,

⁴University of Michigan, ⁵LaTrobe University, ⁶D'Youville College

Tuesday Poster Session PO17, Mary Glowrey Foyer, September 26, 2017, 12:00 PM - 1:30 PM

Accurately perceiving your motor skill capabilities is hypothesised to increase across developmental time. This study aimed to determine the strength of association between perceived and actual motor competence in a sample of Australian adolescents. Adolescents ($N=109$, $M_{age}=15.8$ years) completed the Lifelong Physical Activity Skills Battery and a perceived competence questionnaire matched to skills they performed. Independent sample t-tests assessed sex differences in actual and perceived competence. Linear regression models, determined the strength of association between actual and perceived motor competence. For actual competence, there were significant group differences ($p < 0.01$) for composite scores, push-up, tennis forehand and the golf swing. Boys performed better in all skills. For perceived competence, significant differences were found for the jog ($p < 0.01$), upward dog ($p < 0.01$), warrior one ($p < 0.05$), push-up ($p < 0.01$), tennis forehand ($p < 0.05$) and golf swing ($p < 0.05$). For the entire sample, perceived competence appeared to have no association with actual competence ($b = 0.085$, $p = 0.390$, $DR^2 = 0.01$). More research is needed in adolescents to understand how perceptions of competence in a range of skills may affect actual motor competence.

IDENTITY UNCERTAINTY'S DARK SIDE: EXTREMIST GROUPS AND AUTOCRATIC LEADERS

PROFESSOR MICHAEL HOGG^{1,2}

¹Claremont Graduate University, ²University of Kent

Keynote Speaker 2, Cathedral Hall, September 26, 2017, 2:00 PM - 3:00 PM

Change, particularly if it is relentless, can make people feel uncertain about themselves, their identity and the world they live in. According to uncertainty-identity theory (Hogg, 2007, 2014), this form of uncertainty, identity uncertainty, can be very effectively resolved by identifying with social groups, and internalizing their normative attributes to govern one's own behavior. However, this process can come with a price – it can drive people to identify with extremist groups, endorse autocratic leaders, and become zealous followers. To bring this research program to life I start by describing how uncertainty motivates people to identify with clearly defined groups, and then extend this idea to show how it can explain the appeal of extremist groups, autocratic leadership and zealous behavior. Along the way I describe some of the studies supporting these ideas. For example, one study showed that self-uncertainty caused moderate students to be more prepared to identify with and endorse the actions of extremist student action groups (Hogg, Meehan & Farquharson, 2010). Another showed that identity uncertainty was associated with greater support for autocratic leadership among business employees who generally preferred democratic leadership (Rast, Hogg & Giessner, 2013). Yet another showed that members of fraternities and sororities would behave most zealously if they felt uncertain about their membership status and that extreme intergroup behavior would secure acceptance (Goldman & Hogg, 2016). The implications of this research for understanding how to combat extremism and build positive outcomes are discussed.



BIOGRAPHY:

*Michael Hogg (PhD, Bristol) is Professor and Chair of the Social Psychology Program at Claremont Graduate University, in Los Angeles, an Honorary Professor at the University of Kent, and a former President of the Society of Experimental Social Psychology. He is a Fellow of the Association for Psychological Science, the Society for Personality and Social Psychology, the Society of Experimental Social Psychology, the Society for the Psychological Study of Social Issues, and the Academy of the Social Sciences in Australia. Michael Hogg's research on group processes, intergroup relations and self-conception is closely associated with the development of social identity theory. He has 350 scientific publications and was the 2010 recipient of the Carol and Ed Diener Mid-Career Award in Social Psychology from the Society for Personality and Social Psychology. He is foundation Editor-in-Chief with Dominic Abrams of the journal *Group Processes and Intergroup Relations*, an associate editor of *The Leadership Quarterly*, and a former associate editor of the *Journal of Experimental Social Psychology*. Current research foci include influence and leadership, identity uncertainty and extremism, and exclusion and marginalization.*

CREATING GROUPS THAT THRIVE: BUILDING COOPERATION WITHIN AND BETWEEN SELVES

DR PAUL ATKINS¹

¹Institute of Positive Psychology and Education, Australian Catholic University

Practitioner Workshop 2, Cathedral Hall, September 26, 2017, 10:30 AM - 12:00 PM

This workshop will introduce a new tool for fostering awareness, perspective-taking, resilience and purposeful action in individuals and groups. The tool draws upon evidence from mindfulness, behaviour change, social psychology, political science and evolutionary biology to create new insight into the dynamics of groups and the individuals within them. This is a wholly new implementation of the PROSOCIAL process, an approach for enhancing leadership and teamwork in the face of adversity and conflict. PROSOCIAL builds capacity to see difficult experiences in context and make more effective decisions in line with team values. It has been used in contexts as diverse as stopping the spread of Ebola in Sierra Leone and enhancing performance in Australian government agencies. This workshop is important for the Self conference because it ultimately targets a new understanding of self in the context of relationships with others. The workshop will be useful for coaches, facilitators or indeed anyone who aims to help individuals or groups thrive. At the end of the workshop, participants will be able to immediately apply the tool to improving both their own lives and the functioning of the groups to which they are committed.



BIOGRAPHY:

Dr Paul Atkins is a facilitator, coach, researcher and trainer. He has over twenty years' experience facilitating 1000's of groups and individuals to improve resilience and stress management, situational awareness, cooperation and conflict management. He is a member of the design team implementing PROSOCIAL in schools, businesses, community and public groups around the world. Paul is Senior Research Fellow with the Institute for Positive Psychology and Education (ACU). He holds competitive grants investigating resilience in the NSW Police Force, the NSW school system and a large hospital network. His research is focused on the use of resilience training to reduce stress while enhancing relationships, wellbeing, perspective taking and cooperation.

He has recently published a volume on Mindfulness in Organisations (CUP, 2017) and his work has appeared in the world's leading psychology and management journals. Paul is a registered organisational psychologist with endorsement by the Australian Psychological Society. He is on the editorial board for the Journal of Contextual Behavioural Science and president of the Australia and New Zealand Association for Contextual Behavioural Science.

MOVING BEYOND CRITICAL SCRUTINY: SEVERAL (BOLD) ATTEMPTS AT CHALLENGING THE VALIDITY OF THE BFLPE'S SUCCESS STORY

**DR THERESA DICKE¹, PROFESSOR HERBERT MARSH^{1,2}
ASSOCIATE PROFESSOR PHILIP PARKER¹, PROFESSOR REINHARD PEKRUN^{1,3}**

¹Institute for Positive Psychology and Education, ACU, ²Oxford University, ³University of Munich

Symposium 3, Room 2.21A, September 26, 2017, 3:30 PM - 5:00 PM

Discussant: John Hattie (University of Melbourne)

The Big-Fish-Little-Pond effect (BFLPE) is a very popular and remarkably robust phenomenon in educational psychology. It has stood up against critical scrutiny generalizing over a wide variety of settings, countries, long-term follow-ups, and research designs. The aim of the studies presented in this symposium is to challenge this success story even further with a variety of different attempts. In the first study Parker et al. examine possible moderators of the BFLPE by investigating, if the size of the BFLPE depends on the level of ability stratification in a within country multi-cohort design. The second study of this symposium by Dicke et al. juxtaposes the BFLPE and the peer-spillover effect by testing their stability after correcting for phantom effects. In a third study Pekrun et al. test the generalizability of the BFLPE to several indicators of emotional well-being as outcome variables. Finally, Marsh et al. demonstrate how the BFLPE's mechanisms are able to explain the paradoxical cross-cultural self-concept effect as well as the year-in-school relative to age effect.

PRESENTATIONS:

- **Historical Trends in BFLPE Effect Size: Do they Vary as a Function of Ability Stratification**
Philip D. Parker¹, Herbert W. Marsh^{1,2}, Gary N. Marks¹
- **Effects of School-Average Achievement on Individual Self-concept and Achievement: Unmasking Phantom Effects Masquerading as True Compositional Effects**
Theresa Dicke¹, Herbert W. Marsh^{1,2}, Philip D. Parker¹, Reinhard Pekrun^{1,3}
Jiesi Guo¹, Ioulia Televantou (University of Cyprus)
- **How the Ability Composition of Groups Impacts Emotional Well-Being**
Reinhard Pekrun^{1,3}, Kou Murayama (University of Reading, Kochi University of Technology),
Herbert W. Marsh^{1,2}, Thomas Goetz³, Anne C. Frenzel³
- **Three Paradoxical Effects on Academic Self-Beliefs: Frame-of-Reference as a Unifying Theoretical Explanation**
Herbert W. Marsh^{1,2}, Philip D. Parker¹, Reinhard Pekrun^{1,3}

STORIES OF INDIGENOUS EDUCATION SUCCESS ACIT SYMPOSIUM. STORIES OF INDIGENOUS AUSTRALIAN THRIVING (PART 2)

**PROFESSOR RHONDA CRAVEN¹, ASSOCIATE PROFESSOR GAWAIAN
BODKIN-ANDREWS, DR ANTHONY DILLON, CATHERINE J. TIKOFT**

¹Institute for Positive Psychology and Education, ACU

Symposium 4, Room 2.21B, September 26, 2017, 3:30 PM - 5:00 PM

Chair & Discussant: Robert Brockman¹

The Australian Centre for Indigenous Thriving in the Institute for Positive Psychology and Education at the Australian Catholic University endeavours to make a substantial contribution to Indigenous education and well-being, by utilising a positive psychology framework to develop and implement novel, research-derived, strengths-based approaches. It capitalises on new advances in theory, research, and practice to explicate drivers of socio-economic well-being for Indigenous Australians, including: self-concept enhancement; engagement in productive and fulfilling employment; and attainment of educational and life outcomes that enable them to thrive.

There are now many Indigenous Australians, ... who despite adversity have triumphed, competed, and succeeded in diverse mainstream settings - they have seen and lived the way to success and have flourished as a result thereof. As a nation, we have much to learn and gain from empirically synthesising and analysing what these successful Indigenous Australians, and other Indigenous people, identify as drivers of their success (Craven & Parbury, 2013, p. 372). The papers presented in this symposium illuminate empirical drivers of educational and socioeconomic wellbeing for Indigenous Australians.

PRESENTATIONS:

- **Towards A Positive Psychology of Indigenous Thriving**
Rhonda G. Craven¹, Janet Mooney¹, & Kurt Marder¹
- **A Culture of Confidence: Exploring culturally responsive determinants of self-concepts for Aboriginal Australian primary school children**
Gawaiian Bodkin-Andrews (University of Technology Sydney), Rhonda G. Craven¹, Philip Parker¹, Alexander S. Yeung¹, Michelle Finneran (University of Technology Sydney), & Nida Denson (Western Sydney University)
- **What makes for a world-class Education for Aboriginal students from rural communities?**
Anthony Dillon¹, Phil Riley¹, & Alicia Franklin¹

- **Transition to Secondary School for High-Ability Aboriginal and non-Aboriginal Students**

Catherine J. Tikoft¹, Rhonda G. Craven¹, Janet Mooney¹, Alexander S. Yeung¹, Lily Barclay (NSW Department of Education), Annalies vanWestenbrugge (NSW Department of Education), & Alicia Franklin¹

- **Transforming Indigenous boys' lives**

Anthony Dillon¹, Rhonda G. Craven¹, Alexander S. Yeung¹, Janet Mooney¹, Cheryl Kickett-Tucker (Curtin University), Alicia Franklin¹, Jonathan Samengo (The Scots College), & Jiesi Guo¹

PARENTING STYLE, SELF-REGULATION, AND ENGAGEMENT: ASSESSING FOUR DIMENSIONS OF ENGAGEMENT

DR STEVEN BOURGEOIS¹, DR ERIC BOBERG²

¹Responsive Education Solutions, ²Episcopal School of Dallas

**Self-Regulation and Influences on Learning, Room 2.22,
September 26, 2017, 3:30 PM - 5:00 PM**

As a follow-up to earlier studies using Fredricks et al's (2005) three-factor model of engagement, the current study examines the effects of authoritative parenting style and self-regulated learning on a four-factor model of engagement along with achievement. Multi-source data were collected from 3,492 middle level students and their parents (RR 93.4%), representing 26 schools within a single US charter district. Parents completed Robinson et al's (2001) authoritative parenting style scale; students completed both Ryan and Connell's (1989) academic self-regulation questionnaire and Reeve and Jang's (2011) engagement scale. Preliminary analyses show that all four types of engagement are more strongly and positively correlated with autonomous rather than controlled forms of regulation. Moreover, while external regulation is negatively associated with both math and reading, only intrinsic motivation is positively correlated with any achievement, namely mathematics. Although agentic engagement is not positively correlated with achievement, the new behavioral scale reveals stronger positive correlations with achievement than in earlier studies. Structural equation modeling will be used to analyze the direct and indirect effects of all the variables in the serial multiple mediator model on achievement. Self-determination theory is used to interpret the findings and inform the future use of these engagement scales.

NEW WAYS IN FOSTERING SELF-REGULATED LEARNING AT UNIVERSITY: COMPARING A WEB-BASED CLASS TO A REGULAR ATTENDANCE-BASED CLASS

**MS SOPHIE BUTZ¹, PROFESSOR DR SILKE HERTEL¹, DR HENRIK BELLHÄUSER²,
DR YVES KARLEN³, PROFESSOR DR BIRGIT SPINATH¹,
PROFESSOR DR KATHARINA MAAG MERKI³, PROFESSOR DR BERNHARD SCHMITZ⁴**

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**Self-Regulation and Influences on Learning, Room 2.22,
September 26, 2017, 3:30 PM - 5:00 PM**

Self-regulation is an important predictor of academic success (Richardson, Abraham, & Bond, 2012). But, many college students score low in self-regulation-skills (Peverly, Brobst, Graham, & Shaw, 2003). Consequently, fostering self-regulation in students is crucial.

Currently, web-based classes (WBC) gain importance. They offer facilitating properties, e.g. students can choose study times. Moreover, there is evidence that the success of self-regulated learning is influenced by personality and motivational traits (e.g., Bidjerano & Dai, 2007; Baneshi, Samadieh, & Ejei, 2015).

This study aims at comparing the effectiveness of an attendance-based class (ABC) and a WBC on students' self-regulation-skills.

1. Does the WBC differ in its general effectiveness in promoting self-regulation-skills as compared to the ABC?
2. Do personality and motivation predict the effectiveness of learning self-regulation-skills?

A randomized intervention study with N=218 college students was conducted (ABC, WBC, waiting-control group). Three assessment points were scheduled (pre/post/follow-up). Students' personality and motivational variables were collected using questionnaires. Self-regulatory-skills were assessed by self-ratings and knowledge tests.

Results of MANCOVAs with repeated measures show that the WBC was as effective as the ABC. Hierarchical regression analyses show that conscientiousness and agreeableness predicted both students' self-reported learning and knowledge regarding self-regulation. Motivation, however, did not influence students' learning.

DISPOSITIONS TOWARDS LEARNING: MANAGEMENT OF REGULATION AND MANAGEMENT OF COMPLEXITY

MS ERIKA SPRAY¹, DR JILL SCEVAK¹, DR ROBERT CANTWELL¹

¹*University of Newcastle*

**Self Regulation and Influences on Learning, Room 2.22,
September 26, 2017, 3:30 PM - 5:00 PM**

Many specific beliefs relate to individuals' emotions, self-regulation and understanding of knowledge. These include self-efficacy, coping tendencies, metacognitive awareness, and epistemic beliefs. Collectively, such affective, metacognitive and epistemic characteristics form individuals' *dispositions towards learning* (Kirby & Lawson, 2012), henceforth 'dispositions'. This study investigated the dispositions of Masters students, using an online survey with scales representing the affective, metacognitive and epistemic domains. As anticipated, participants showed an elite dispositional profile, and within these data were meaningful patterns of individual variation.

Two underlying factors were identified that described students' management of learning. These were termed 'managing regulation' and 'managing complexity', with the latter being more predictive of academic achievement. This fits with a model of epistemic metacognition (Cantwell et al., 2012, 2015), in which individuals' epistemic beliefs 'calibrate' their self-regulation of learning. Epistemic beliefs are thought to shift in response to experience, making this finding pedagogically relevant.

Academics should explicitly address complexity; particularly with cohorts of 'non-native' learners, whose background may not have privileged the same epistemic standards. This should help direct students' self-regulation to more successful outcomes, thus positively reinforcing learners' regulatory attributes (Schunk & Zimmerman, 1998) and better enabling students to thrive rather than merely succeed.

EXPLAINING THE RELATIONSHIP OF ACTUAL AND PERCEIVED ACADEMIC COMPETENCY AND ACHIEVEMENT MOTIVATION: THE GENERALISED INTERNAL/EXTERNAL FRAME OF REFERENCE MODEL OF ACADEMIC SELF-CONCEPT

**DR KATE M. XU¹, PROFESSOR HERBERT W. MARSH², PROFESSOR KIT-TAI HAU³,
PROFESSOR IRENE T. F. HO⁴, PROFESSOR ADEL ABDULJABBAR⁵,
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Social and Dimensional Comparisons, Room 2.46, September 26, 2017, 3:30 PM - 5:00 PM

Abundant literature has demonstrated the formation of academic self-concept (ASC) through the internal/external frame of reference (I/E; Marsh, 1986) model. The I/E model proposes that students compare their achievements with their classmates as an external frame of reference, and evaluate their own achievements across their own distinct school subjects in the internal frame of reference. Although ASC is a strong predictor for many learning motivation constructs, to date very few studies have examined the role of ASC on these variables in terms of the I/E model. Based on a sample 1950 Hong Kong secondary school students, through the generalized I/E model, we empirically assess the role of ASC as a mediator from ACH on 12 learning motivation related constructs measuring task values, goals, learning environment preferences, learning strategies and effort persistence in math and Chinese. Frame of reference effect as shown by generalized I/E model were partly supported by many constructs but most strongly supported in interest, performance approach goal orientation and competitive learning preference. Furthermore, the effects of ACH on most constructs were fully mediated by ASC. The finding supports the generalization of I/E model especially for constructs whose formation implies social and dimensional comparisons through self-evaluation of abilities.

EXPLORING SOCIAL COMPARISON AND ACHIEVEMENT MOTIVATION AMONG COLLEGE STUDENTS BASED ON UNIVERSITY RANK IN INDONESIA

MRS WURI PRASETYAWATI¹

¹*Universitas Indonesia*

Social and Dimensional Comparisons, Room 2.46, September 26, 2017, 3:30 PM - 5:00 PM

The purpose of this study was to explore the differences between social comparison and achievement motivation among 488 undergraduate students based on university rank in Indonesia. Studies support that social comparison contributes to achievement motivation, whether it is on hope for success or fear of failure among students, depending on the university rank. Using questionnaires INCOM and AMS-R, the result showed that there is a significant difference on social comparison and fear of failure among the higher rank university students and the lower rank university students that referred to educational system and quality that the universities have. Further research is suggested to find the effect of social comparison and achievement motivation that counts on the student perception about the quality of educational system in the university.

KEYWORDS:

Social Comparison, Achievement Motivation, College Student, Higher Education

SOCIAL AND DIMENSIONAL COMPARISON EFFECTS ON MATH AND READING SELF-CONCEPTS OF ELEMENTARY SCHOOL CHILDREN

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¹*Universität Oldenburg*, ²*Christian-Albrechts-Universität Kiel*

Social and Dimensional Comparisons, Room 2.46, September 26, 2017, 3:30 PM - 5:00 PM

While numerous studies have examined the big-fish-little-pond (BFLP) model (Marsh, 1987) and the internal/external (I/E) frame of reference model (Marsh, 1986) separately, little research has yet tested a revisited I/E model integrating both the BFLP model and the I/E model (i.e., Chiu, 2012; Parker, Marsh, Lüdtke, & Trautwein, 2013; Pinxten et al., 2015). Less attention has, in particular, been directed towards younger age groups such as elementary school children from Germany. Thus, the present study aimed

to examine all three models in the domains of math and reading simultaneously with 291 elementary school children in Grade 2 from Germany. The central objective of this study was to reveal whether the achievement-self-concept relations posited by the three models also hold in second graders and differ from those in older students. Results showed significantly positive within-domain achievement-self-concept relations, but no significantly negative cross-domain achievement-self-concept relations. Moreover, there were higher relations between individual achievements than between ASCs, while no significantly positive compensatory effects of class-average achievements on ASCs were found. The within and cross-domain effects were generally smaller than the ones reported for older students. This research indicates that social and dimensional comparison effects on ASCs are of less importance in second graders.

BETTER THAN MY CLASSMATES? BETTER THAN IN MATHEMATICS? SOCIAL AND DIMENSIONAL COMPARISONS IN ELEMENTARY SCHOOL STUDENTS' SELF CONCEPT FORMATION

MISS REBECCA SCHNEIDER¹, PROFESSOR JÖRN R. SPARFELDT¹

¹Saarland University

Social and Dimensional Comparisons, Room 2.46, September 26, 2017, 3:30 PM - 5:00 PM

Academic self-concepts are important correlates and predictors of successful scholastic learning. According to the internal/external frame of reference model (I/E model; Marsh, 1986), self-concepts are based on social and dimensional comparison processes. Social (external) comparison processes seem to increase during elementary school, cognitively more demanding dimensional (internal) comparison processes seem to occur at least in third grade. In this cross-sectional study with elementary school students ($N = 1207$; grades 1 - 4), we combined the competence-affect self-concept distinction with the I/E model. Confirmatory multi-group analyses evidenced substantial social comparison processes of moderate to high magnitude in all four grades; path coefficients between reported grades and non-corresponding competence and affect self-concepts were mostly negative (indicating dimensional comparisons), but only partially substantial. The relationships between achievement and corresponding competence self-concept measures were more pronounced compared with those between achievement and affect self-concept measures. Regarding grade-related differences, the relation between reported grades in mathematics and the mathematics competence self-concept was stronger in higher grades. Dimensional comparison processes were partially substantial, but of comparable magnitude in all four grades. Results referring to the magnitude of achievement/self-concept correlations as well as self-concept formations by social and dimensional comparison processes in different elementary school grades are discussed.

INVESTIGATION OF THE RELATIONS OF STUDENTS' PHYSICS SELF-CONCEPTS ON MECHANICS, ELECTRICITY, WAVES, PRESSURE, FORCE, ENERGY-WORK, AND POWER WITH THEIR ACHIEVEMENTS

**DR WANASINGHE CHANDRASENA¹, DR PRASANNA LIYANAGE¹,
MS NAVODA SAMARAPPULI², MR JAGATH HETTIARACHCHI²**

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Science Self-Concept, Room 2.48, September 26, 2017, 3:30 PM - 5:00 PM

Students' self-concepts are very important psychological determinants in students' achievements. Past research suggests that there is a positive relation between students' physics self-concepts and achievements. However, there is a dearth of research studies on the relations of students' self-concepts in different components in physics and students' achievement. Thus, this research investigated the relations of students' physics self-concepts on mechanics, electricity, waves, pressure, force, energy-work, and power with students' achievements to identify how positively or negatively their own thinking affects students' learning. Thus, investigations of the correlations between students' self-concepts and achievements for each of the above physics components were conducted separately. The sample of this study consisted of 186 students, eight physics teachers, and 22 parents. The data were collected using standard questionnaires, semi-structured interview schedules, informal discussions, participant observations and students' test marks. The collected data were quantitatively and qualitatively analysed. The research findings showed strong and different relationships between academic self-concepts and academic performance on each subject component. Thus, this research study strongly suggests that adequate and sufficient attention should be paid to develop students' self-concepts through appropriate guidance and support in order to enhance students' academic achievement in physics.

DO THE COGNITIVE AND AFFECTIVE COMPONENTS OF SCIENCE SELF-CONCEPT PREDICT THE SAME SCIENCE LEARNING OUTCOMES?

MS MUNIRAH SHAIK KADIR¹, PROFESSOR ALEXANDER YEUNG¹

¹Institute For Positive Psychology and Education, ACU

Science Self-Concept, Room 2.48, September 26, 2017, 3:30 PM - 5:00 PM

Academic self-concept (ASC) is known to influence educational outcomes. Research has shown that ASC can be distinguished into its cognitive and affective components. While research has suggested that each component influences different outcomes, there is a paucity of research showing the relative influences of each component on short-term and long-term outcomes. The study investigates the relative influences of the cognitive (perceived competence) and affective components of science ASC on five science educational outcomes- short-term outcomes: achievement, engagement, and self-regulation, and long-term outcomes: educational aspirations and career aspirations. Grade 7 students ($N=275$, mean age=13.5 years) from a secondary school in Singapore participated in the study voluntarily. The students completed a questionnaire at the end of the school year and their year-end science achievement was retrieved from the school. Structural equation modelling was used to examine the paths from the two predictors (competence and affect) to the five educational outcomes. The results of the study showed that competence positively influence achievement whereas affect positively influence all the educational outcomes except for achievement in the science domain. This study reinforces past research findings that the cognitive and affective components of ASC are distinguishable from each other and are predictors of different educational outcomes.

THE INFLUENCE OF PRESCHOOL TEACHERS' SCIENCE SELF-EFFICACY BELIEFS ON GIRLS' AND BOYS' EARLY SCIENCE MOTIVATION

MS ELISA OPPERMANN¹, PROFESSOR MARTIN BRUNNER², PROFESSOR YVONNE ANDERS¹

¹Freie Universität Berlin, ²University of Potsdam

Science Self-Concept, Room 2.48, September 26, 2017, 3:30 PM - 5:00 PM

Children develop beliefs about science in their preschool years and these beliefs are important precursors of children's future science motivation. Yet, it remains unclear how children's motivational beliefs are shaped by their preschool teachers' own beliefs and practices. In fact, over 90% of preschool teachers are female and studies typically find that they feel unconfident about science (Greenfield et al., 2009; Koballa & Crawley, 1985). The study investigates these relations based on a sample of 240 German preschoolers (5-6 years) and 80 preschool teachers. Children were interviewed about their self-efficacy and enjoyment in science using the PSCM-Scale (Oppermann, Brunner, Eccles, & Anders, submitted). Preschool teachers filled out questionnaires about their self-efficacy beliefs in science ($\alpha=0.83$) and the frequency of their science practices. Results from multilevel path analyses revealed that teachers' self-efficacy predicted children's self-efficacy in science ($\beta=.20, p=.01$). No effect was found for teachers' practices ($\beta=.09, p=.27$). Additional multi group analyses showed that these relations differed by gender: The influence of teachers' self-efficacy was only significant for girls' ($\beta=.23, p=.02$), whereas teachers' practices were only significant for boys' self-efficacy ($\beta=.17, p=.02$). These findings emphasize the significance of teachers' self-efficacy and reveal differential patterns regarding preschool teachers' influences on children's motivation.

RELATIONS OF STUDENTS' BIOLOGY SELF-CONCEPTS AND MOTIVATION WITH THEIR ACHIEVEMENT AND MISCONCEPTIONS

DR WANASINGHE CHANDRASENA¹, MS THILINI SINHARACHCHI²

¹University of Peradeniya, ²Postgraduate Institute of Science, University of Peradeniya

Science Self-Concept, Room 2.48, September 26, 2017, 3:30 PM - 5:00 PM

Biology is a natural science concerned with the study of life and living organisms. Thus, biology education is a precious resource in this world. However, students' achievement in biology discipline at the school certificate level (G.C.E. Ordinary Level) is not up to the expected level. Among other factors students' biology self-concepts, motivation, and misconceptions could also affect their achievement in biology. Thus, the aim of this study was to investigate the relations of students' biology self-concepts and motivation with their achievement and misconceptions at Nuwaraeliya district in Sri Lanka. Sample consisted of 150 Grade eleven students and 12 science teachers from three schools of the selected educational zone. Students' biology self-concepts and motivation were investigated through standard questionnaires. Misconceptions were tested using diagnostic test paper and achievement was measured through students' term test marks. Students' biology self-concepts and motivation were positively related with their achievement in biology and negatively related with their biology misconceptions. Based on students' and teachers' perceptions there are many barriers in enhancing students' biology learning. Thus, minimization of these barriers will help in increasing students' self-concepts and motivation while reducing their biology misconceptions. These findings will be useful in enhancing students' achievement in biology.

STRENGTHS-BASED APPROACHES TO DISABILITY: SELF-DETERMINATION AND AUTONOMY-SUPPORTIVE INTERVENTIONS TO EMPOWER PEOPLE WITH DISABILITY

PROFESSOR MICHAEL L. WEHMEYER¹

¹*Beach Center on Disability at the University of Kansas*

Keynote Speaker 3, Cathedral Hall, September 26, 2017, 5:00 PM - 6:00 PM

This session will examine the role of positive psychology in the emergence of strengths-based approaches to understanding and conceptualizing disability and the implications for how societies support people with disabilities to live full, rich lives. In particular, the important role of self-determination in moving away from pathology-based models will be discussed, including an overview of autonomy- and competence-supportive interventions that have been developed to promote causal agency and enhance self-determination. The session will also examine a model of the development of self-determination that has emerged from Self-Determination Theory, basic psychological needs satisfaction, and autonomous motivation and incorporates theories of action-control beliefs and causal agency.



BIOGRAPHY:

*Michael L. Wehmeyer, Ph.D. is the Ross and Marianna Beach Distinguished Professor of Special Education and Director and Senior Scientist, Beach Center on Disability at the University of Kansas. His research and scholarly work has focused issues pertaining to self-determination and the application of positive psychology and strengths-based approaches to conceptualizing disability, measuring supports and support needs, and designing and evaluating the impact of autonomy-supportive interventions. He is editor of *The Oxford Handbook of Positive Psychology and Disability* (2013, Oxford University Press) and numerous other texts. Dr. Wehmeyer is Past-President of the Board of Directors for and a Fellow of the American Association on Intellectual and Developmental Disabilities (AAIDD); a Fellow of the American Psychological Association (APA), Intellectual and Developmental Disabilities Division (Div. 33); and Vice-President for the Americas and a Fellow of the International Association for the Scientific Study of Intellectual and Developmental Disabilities (IASSIDD). He has been recognized for his research and service with awards from numerous associations and organizations, including, recently, the Council for Exceptional Children's Special Education Research Award for 2016 in recognition of research advancing the education of children and youth with exceptionalities, the Distinguished Researcher Award for lifetime contributions to research in intellectual disability by The Arc of the United States, and the American Psychological Association Committee on Disability Issues in Psychology 2015 Distinguished Contributions to the Advancement of Disability Issues in Psychology Award.*

ACHIEVEMENT EMOTIONS: THE ROLE OF SELF-CONCEPT AND COGNITIVE APPRAISALS

PROFESSOR REINHARD PEKRUN¹

¹*Personality and Educational Psychology at the University of Munich*

Keynote Speaker 4, Cathedral Hall, September 27, 2017, 9:00 AM - 10:00 AM

Emotions are ubiquitous in achievement settings. A broad range of emotions occur in these settings, such as enjoyment, hope, pride, anger, anxiety, shame, hopelessness, or boredom. During the past fifteen years, there has been growing recognition that these emotions are central to human learning, performance, identity development, and health. As such, it is important to consider their origins and development. In this presentation, I will use Pekrun's (2006) control-value theory of achievement emotions as a conceptual framework to examine the role of self-beliefs and self-appraisals in the genesis of these emotions. The control-value theory posits that appraisals of competence and control (perceived control) and value appraisals (perceived value) are of critical importance for achievement emotions. It is proposed that achievement emotions are aroused when an individual feels in control over, or out of control of, achievement activities and outcomes that are subjectively important. The theory also proposes that perceived control and value interact in generating achievement emotions. For example, perceived lack of control and high perceived importance of achievement are thought to promote students' fear of failure, with a combination of these two appraisals being especially detrimental. I will discuss the existing evidence supporting these propositions. This includes experimental studies that manipulated control and value as well as non-experimental studies on the relation between appraisals and achievement emotions in field settings. In closing, implications for practice and treatment interventions will be outlined, and directions for future research will be discussed.



BIOGRAPHY:

Reinhard Pekrun is Professor for Personality and Educational Psychology at the University of Munich. His research areas include achievement emotion and motivation, personality development, and educational assessment. He pioneered research on emotions in education and originated the Control-Value Theory of Achievement Emotions. Pekrun is a highly-cited researcher who has authored more than 250 articles, chapters, and books, including numerous publications in leading journals such as Psychological Science, Journal of Experimental Psychology: General, Child Development, and Journal of Educational Psychology. Pekrun is a Fellow of the Association for Psychological Science, of the International Academy of Education, and of the American Educational Research Association. He served as President of the Stress and Anxiety Research Society, Dean of the Faculty for Psychology and Education at the University of Regensburg, and Vice-President for Research at the University of Munich. In an advisory capacity, Pekrun is active in policy development and implementation in education.

BUILDING RESILIENCE IN A VOLATILE, UNCERTAIN, COMPLEX AND AMBIGUOUS WORLD: A SYSTEMS APPROACH TO PERSONAL, TEAM AND ORGANISATIONAL RESILIENCE

DR MICHAEL CAVANAGH¹

¹University of Sydney

Practitioner Workshop 3, Cathedral Hall, September 27, 2017, 10:30 AM - 12:00 PM

Resilience, the capacity to bounce back following stress and adversity, is an increasingly important component of personal and organisational sustainability. However, it is also commonly thought of as a fundamentally personal capacity, and training is typically aimed at building our individual psychological capacity to deal with stress and challenge. In this mini workshop, Dr Michael Cavanagh will present a new approach to building resilience – one that sees resilience as function of the whole system. In organisations, this means that resilience has personal, team and organisational level aspects, each of which need to be addressed if truly lasting and sustainable resilience is to be developed. Participants will be introduced to a range of tools and activities that can be used to build resilience in a volatile, uncertain, complex and ambiguous world.



BIOGRAPHY:

Michael is an internationally recognized Academic, Practitioner and consultant in the field of coaching psychology. He is currently the Deputy Director of the Coaching Psychology Unit at the University of Sydney (Australia) and Visiting Professor at the Institute of work based learning at Middlesex University (UK). Michael's teaching focuses on preparing coaches to work with leaders and teams in complex settings. As a practitioner and consultant, he has coached leaders and managers at all levels from a diverse range of public and private, national and multinational organizations, both in Australia and internationally. He leads the coaching team on the Helmsman Project – a charity that aims to build hope self-regulation and resilience in at risk adolescents through adventure education and developmental coaching. He is the principal author of the Standards Australia Handbook of Organisational Coaching – one of the world's first ISO aligned National guidelines for the training of coaches and the provision of coaching services. Michael's passion is assisting leaders, organisations and individuals to understand and address complex challenges in ways that increase the sustainability of the organisation, its people and the planet

PROMOTING SELF-DETERMINATION FOR INDIVIDUALS ON THE AUTISM SPECTRUM

**PROFESSOR MICHAEL WEHMEYER², MS REBECCA VINE FOGGO¹,
MS DANIELLE WARD¹, DR AMANDA WEBSTER¹, DR ROSELYN DIXON¹**

¹University of Wollongong, ²University of Kansas

Symposium 6, Room 2.21B, September 27, 2017, 10:30 AM - 12:00 PM

Discussant & Chair: Roselyn Dixon¹

Self-determination involves acting as the primary decision-maker in one's own life. This involves individuals making choices that are based on their own preferences and interests and working to achieve goals through self-assessment and action planning. Skills associated with self-determination include self-awareness, goal setting, choice making, problem solving, decision making, self-regulation and self-advocacy. Self-determination has been linked to a number of factors including improved well-being and quality of life. Facilitating the self-determination skills of individuals on the autism spectrum is crucial to their learning and achievement as children and to their later success and outcomes as adults. To date, however, research that specifically focuses on promoting self-determination of children and adults on the autism spectrum is limited. This symposium will present research and recommendations on ways that individuals on the autism spectrum can be supported to develop the skills associated with self-determination as they move from childhood to adulthood. Taking a competency-based approach, the presenters will discuss how individuals on the spectrum can be empowered by being provided with the opportunities to make their own decisions and solve their own problems.

PRESENTATIONS:

- **Self-determination: What is it and how can we start to build skills in children on the autism spectrum**
Michael Wehmeyer²
- **Self-awareness and Self-determination of Adolescent Girls on the Autism Spectrum**
Rebecca Vine Foggo¹
- **Facilitating Self-determination and Self-advocacy of University Students on the Autism Spectrum**
Danielle Ward¹
- **What we can learn from successful adults on the autism spectrum about self-determination and self-efficacy.**
Amanda Webster¹

PROSPER – AN ORGANISER FOR SUCCESSFUL SCHOOL-BASED IMPLEMENTATION OF THE PRINCIPLES OF POSITIVE EDUCATION

**DR TONI NOBLE¹, PROFESSOR ALEX YEUNG¹, PROFESSOR RHONDA CRAVEN¹,
MS ROSE PENNINGTON¹, DR HELEN MCGRATH^{2,3}, MS LISA GATLIFF⁴**

¹IPPE, ACU, ²Deakin University, ³RMIT, ⁴MLC Melbourne

Symposium 7, Room 2.22, September 27, 2017, 10:30 AM - 12:00 PM

This interactive symposium integrates 3 presentations on the PROSPER framework for positive education (Noble & McGrath 2015). The first presentation reviews indicative research evidence that underpins the seven wellbeing elements that constitute the whole-school PROSPER framework. The second presentation outlines the development and evaluation of an assessment tool for student wellbeing using the PROSPER framework. The PROSPER assessment tool is currently being employed to evaluate a positive education and wellbeing research project being implemented in six primary schools in the Upper Hunter region of NSW. This research project is a grant-funded partnership between IPPE (ACU) and the community based charity *Where There's A Will (WTAW)*. The third presentation demonstrates the use of the PROSPER framework in an F-12 school to organise a range of whole-school wellbeing practices in ways that are relevant & user-friendly for students teachers, general staff and families.

PRESENTATIONS:

- **PROSPER: Seven elements essential to whole-school positive education**
Toni Noble¹
- **PROSPER: The measurement of essential elements for positive education**
Alex Yeung¹ and Rose Pennington¹
- **PROSPER: Towards a whole-school evidence-based implementation of positive education**
Helen McGrath^{2,3} & Lisa Gatliff⁴

DO TEACHERS' AUTONOMY SUPPORT AND PROVISION OF STRUCTURE PROSPECTIVELY PREDICT STUDENTS' AUTONOMOUS MOTIVATION?

**DR AIKATERINI MICHOU¹, DR ATHANASIOS MOURATIDIS²,
PROFESSOR MELIKE SAYIL², PH.D. CANDIDATE, AYSEUR ALP³**

¹Bilkent University, ²TED University, ³Middle East Technical University

Teacher Student Relationships, Room 2.46, September 27, 2017, 10:30 AM - 12:00 PM

Teacher autonomy support (respect of students' voice) is extensively investigated as a predictor of students' autonomous motivation while the relation of structure (clear expectations and scaffolding) to student's motivation is less investigated. Scarce is also the research about the interactive effects of both autonomy support and structure on students' autonomous motivation. In a sample of 2818 Turkish high school students of 146 classes, we investigated with a prospective design whether students' autonomous motivation is predicted by students' perceptions of teachers' autonomy support and structure both at the student-level and classroom-level. The results of a multilevel analysis showed that Time 1 perceived autonomy support ($\gamma_{30} = 0.16, SE = 0.05, p < .01$), structure ($\gamma_{40} = 0.33, SE = 0.06, p < .01$) and their interaction ($\gamma_{50} = 0.11, SE = 0.05, p < .01$) positively predicted Time 2 students' autonomous motivation. When controlling for T1 autonomous motivation, only perceived structure remained a statistically significant predictor of T2 autonomous motivation. Interestingly, a cross-level interaction emerged showing that perceived autonomy support positively predicted increases in T2 autonomous motivation among students belonging in autonomous supportive and well-structured classrooms. The importance of both autonomy support and structure at the student-level and classroom-level is highlighted.



PERCEPTION OF EPISTEMIC AUTHORITY AS A MODERATOR IN THE RELATIONSHIPS BETWEEN ACADEMIC SELF-EFFICACY AND STUDENT ENGAGEMENT

DR LINDA PRIMANA¹

¹Universitas Indonesia

Teacher Student Relationships, Room 2.46, September 27, 2017, 10:30 AM - 12:00 PM

The present study investigated the relationship among three variables consisted of academic self-efficacy, perception of epistemic authority, and student engagement. Participants of this study were 251 first year college students majoring in social sciences in Universitas Indonesia. To assess the relationship of the variables, several measurements were used. Findings showed that as previous studies confirmed, self-efficacy and perception of epistemic authority are strongly related to student engagement. Further analysis indicated that perception of epistemic authority has a role as moderator between academic self-efficacy and student engagement.

TEACHERS' JUDGMENTS OF STUDENTS' ACHIEVEMENT AND SELF-CONCEPT WITH CONSIDERATION OF STUDENTS' OVER- AND UNDERESTIMATION: AN EXPERIMENT.

MR NILS MACHTS¹, MRS CHARLOTTE GREWE¹, PROFESSOR JENS MÖLLER¹

¹Institute for Psychology of Learning and Instruction - IPL

Teacher Student Relationships, Room 2.46, September 27, 2017, 10:30 AM - 12:00 PM

Teachers' Judgments of Students' Achievement and Self-Concept with Consideration of Students' Over- and Underestimation: An Experiment.

In this study, we investigate the effects of both achievement and self-concept on the respective judgments in an experimental setting. For the experiment, we used the student inventory providing the participants

with portfolio information on the students. Participants assign grades on the students' achievement and assign scores on the students' self-concepts. Our sample consisted of $N = 32$ preservice teachers each judging 18 simulated students. Within a path-model, we found a positive effect of students' self-concept on teachers' judgments of achievement and a negative effect of students' achievement on teachers' judgment of self-concept. This finding contrasts findings from field studies and implies that when teachers receive overt information on the students' self-estimations, they may build their estimation of the students' self-concepts partly as relative scores, comparing the information of the students' self-estimations to their actual achievement scores. We further found that differences of students' achievement and self-concept effected teachers' judgments of the students' achievement in a non-linear way. The pattern indicates that teachers' judgments of the students' achievement is most accurate when the information on students' self-estimations is in line with their achievement and that both overestimation and underestimation lead to higher judgments of achievement, however, seemingly to different degree

THE MOTIVATION AND THE ACHIEVEMENT IN ENGLISH OF VIETNAMESE UNIVERSITY STUDENTS: A STUDY USING THE EXPECTANCY-VALUE MODEL

DR JENNIFER ARCHER¹, DR CONG BANG TRUONG²

¹University of Newcastle, ²University of Economics and Law (Vietnam National University)

Intrinsic/Extrinsic Motivation, Room 2.48, September 27, 2017, 10:30 AM - 12:00 PM

This study examined Vietnamese university students' motivation to study English, their willingness to undertake additional English classes, and their achievement in English. The *expectancy-value model* was used as a theoretical framework. Will a model of motivation developed in Western contexts make sense in a different context? To the authors' knowledge, this is the first time this model has been used in Vietnam. Given the Vietnamese context, an additional *value* variable was added, measuring students' motivation to study English as a means of pleasing their parents and bringing honour to their family.

Survey data were gathered in three universities in Ho Chi Minh City. Participants ($n = 1207$) were first year students studying non-English majors but required to take English classes. The data were analysed using structural equation modelling. Students' *expectancy* to do well in English predicted students' achievement in English. Students' values, particularly the *utility value* of studying English, predicted students' willingness to take additional courses in English. The new *family value* variable directly predicted *interest value* in English and *utility value* of English and indirectly predicted willingness to take additional courses in English. Finally, differences by sex similar to those reported in western studies emerged.

SELF-CONCEPT, INTRINSIC MOTIVATION, AND ACADEMIC ACHIEVEMENT: CAUSAL ORDERING IN MULTIPLE SCHOOL SUBJECTS AND AT THE ACADEMIC LEVEL.

DR JULIEN CHANAL¹, DELPHINE PAUMIER¹

¹*University of Geneva*

Intrinsic/Extrinsic Motivation, Room 2.48, September 27, 2017, 10:30 AM - 12:00 PM

The present study investigated the causal ordering of general (at the academic level) and situational (at the school subject level) constructs involved in academic achievement, namely self-concept and intrinsic motivation. Using a hierarchical and a multidimensional approach, as well as a longitudinal design aimed at investigating the developmental processes of these constructs, we wanted to disentangle more specifically how intrinsic motivation for a particular school subject emerge from and interact with self-concept and academic achievement. 411 students from 2 junior high schools answered 2 times to our questionnaire. Advanced structural equation modeling is used to evaluate the within and between school subjects relationships as well as top-down and bottom-up effects. Preliminary results about the within school subjects analyses show that subsequent intrinsic motivation in a school-subject was related to previous self-concept in each school subject whereas subsequent self-concept was not consistently predicted by previous intrinsic motivation. This suggests self-concept to be an antecedent of intrinsic motivation and possibly a mediator in the self-enhancement process of the reciprocal effects model between self-concept and achievement. More results about the other effects (between school subject and top-down bottom-up effects) will be presented during the talk.

INTRINSIC AND EXTRINSIC MOTIVATIONS TO LEARN ENGLISH IN JAPANESE ELEMENTARY SCHOOLS: LATENT SUBGROUP AND GENDER DIFFERENCES

DR QUINT OGA-BALDWIN¹, DR LUKE FRYER²

¹Waseda University, ²University of Hong Kong

Intrinsic/Extrinsic Motivation, Room 2.48, September 27, 2017, 10:30 AM - 12:00 PM

In recent years, promoting internally regulated motivation has received a central focus for learning English has become a central issue in Japanese schools. The quality of students' motivation is defined as the degree to which students' motivation is internally (and not externally) regulated. The quality of students' motivation toward learning English can have profound long-term effects on their learning. Students' gender can in turn have subtle effects on their quality of motivation. In this presentation, we seek to demonstrate how students' gender can be used to predict different subgroups based on students' motivational orientations. Using a sample of 398 elementary school students in western Japan, we administered motivation surveys at the beginning of the 2013 school year. We analysed surveys using latent profile analyses to determine differences in both subgroups, as well as gender differences within these subgroups. Results indicate three primary subgroups: a high-quality group, a low-quality group, and a moderate group. The high quality group was disproportionately represented by female students, while the low quality group was more dominantly male. The moderate group had slightly more male than female students. Results indicate that gender can play an important role in predicting students motivational profiles.

ADJUSTING TO THE EXTRINSIC REALITY OF JUNIOR HIGH SCHOOL: LONGITUDINAL PERSON-CENTRED CHANGES IN VALUE FOR MATH, NATIVE AND FOREIGN LANGUAGE SUBJECTS.

ASSOCIATE PROFESSOR LUKE K. FRYER¹, A/PROF W. L. QUINT OGA-BALDWIN²

¹The University of Hong Kong, ²Waseda University

Intrinsic/Extrinsic Motivation, Room 2.48, September 27, 2017, 10:30 AM - 12:00 PM

The transition to junior high school is fraught with both developmental and environmental challenges. Research in Western contexts has demonstrated that academic experiences during this transition can have negative effects on essential motivations for learning. Comparatively less research has examined this transition in educational contexts with a Confucian heritage. We aimed to address this issue with a Japanese sample utilising a longitudinal person-centred perspective and the intrinsic-to-extrinsic framework for measuring the quality of students' motivation for their school subjects. The current study measured Japanese junior high school students' (n = 878; six schools) intrinsic and externally-regulated motivation for studying three subjects (math, native and foreign language) at the beginning and end of students' first year. Latent Profile Transition Analysis was used to create a mover-stayer model describing how the quality of students' motivation changed across the year at school. Results present a clear pattern of decline in the quality of students' motivation across the year for all three subjects, drawing clear parallels with past research findings with Western students. This presentation will discuss these core findings along with additional covariates including self-efficacy and achievement. Finally the presenters will discuss practical implications for the context of the study and theoretical implications for the field internationally.

HOW CAN SELF DETERMINATION THEORY HELP US UNDERSTAND EARLY CHILDHOOD TEACHER JOB SATISFACTION?

MS CATHERINE JONES¹

¹Macquarie University

Wednesday Poster Session PO1, Mary Glowrey Foyer, September 27, 2017, 12:00 PM - 1:30 PM

The Australian early childhood sector has identified the attraction and retention of university qualified teachers in prior to school settings as an issue. The retention of well-qualified ECT's impacts the quality provisioning of programs for young children and families. Understanding what inspires those teachers who remain in the sector and the factors enhancing their job satisfaction is pertinent. This paper reports on a study of teacher job satisfaction whilst examining the potential of Deci and Ryan's (1985) Self-Determination Theory (SDT) as a mechanism for understanding this phenomenon. The study consisted of two phases with 229 teachers completing an online survey measuring job satisfaction, intention to turnover, extrinsic factors and a major component of SDT (the three Basic Psychological Needs (BPNS) of autonomy, relatedness, and competence) using the W-BNS. In-depth interviews were then conducted with 10 highly satisfied teachers selected from the survey data. Results found higher scores on the W-BNS (autonomy, relatedness and competence) were strongly associated with higher job satisfaction, and less intention to turnover and found evidence of the three basic psychological needs of autonomy, relatedness and competence as being integral to job satisfaction. The research noted several practical implications and these will be outlined in the paper. This study provided valuable insight into the potential of using SDT as a framework for researching early childhood teacher job satisfaction.

STUDENTS' AND TEACHERS' PERSPECTIVES OF SCHOOL-BASED RESTORATIVE PRACTICES: "IT'S GOT THE POWER TO CHANGE BEHAVIOUR"

MS MICHELLE KEHOE¹

¹Australian Catholic University

Wednesday Poster Session PO2, Mary Glowrey Foyer, September 27, 2017, 12:00 PM - 1:30 PM

The use of punitive discipline to manage student misbehaviour is no longer considered to be the most effective way of addressing behaviour issues in the school community therefore it is important for school

communities to seek out other means to manage behaviour. Whole-school restorative practices is an approach which addresses student misbehaviour when it occurs, as well as being a holistic method that can increase social and emotional learning in students. This presentation will discuss the findings of a research study which sought to explore the use of restorative practices in six school communities from teacher and student perspectives. Students were asked about the way their teachers managed behaviour within the classroom and their feeling on the methods their teachers used. Teachers were asked questions on the use of restorative practices and the impact the use of this had on student behaviour. Results from both students and teachers indicate that the use of restorative practices can increase respect, reflective thinking, and create a more harmonious school environment. Teachers identified challenges they faced implementing and using restorative practices such as an overcrowded curriculum and managing persistent old beliefs about the use of discipline. The students involved in the research identified other challenges such as a lack of consistency or follow up by their teachers using the approach which created confusion. The findings in this research provide valuable insights and offer practical recommendations for school communities seeking to implement restorative practices and how to sustain the approach over time.

CREATIVE EXPRESSIONS OF YOUTH AGENCY TOWARDS ENABLING AND SUSTAINABLE RURAL SCHOOLS: AN ARTS-BASED APPROACH

DR FUMANE KHANARE¹

¹University of KwaZulu-Natal

Wednesday Poster Session PO3, Mary Glowrey Foyer, September 27, 2017, 12:00 PM - 1:30 PM

Most governments, particularly in emerging African economies, are hesitant to pledge themselves through a legislated school policy to build enabling environments to improve the well-being of youth and quality education. In South African rural schools, developing school-based policies is even more challenging because of the inheritance of the apartheid education system prior to 1994. The paper is limited to just one part of a research project which explored youth's constructions of a caring school in the context of adversity in rural secondary schools in South Africa. The paper examines youth participation within two intergenerational methods using participatory arts-based methodology to address adversities that youth viewed as counterproductive to their thriving in school and beyond. Outlining the complexities of youth agency, especially, youth in rural schools, the multiple pathways within arts-based research through which youth agency is expressed, and the different ways in which youth agency is received by teachers, parents and policy makers, this paper underscores the agency of youth to fast-track rural development to enable youth, particularly those in historically disadvantaged rural communities, to flourish and thrive in school and community.

IMPOSSIBLE SELVES: EMPIRICAL SPECIFICATION OF H. MARKUS' POSSIBLE SELVES THEORY

MR VASILY KOSTENKO¹, MRS MILENA GRISHUTINA¹

¹National Research University Higher School of Economics

Wednesday Poster Session PO4, Mary Glowrey Foyer, September 27, 2017, 12:00 PM - 1:30 PM

The paper presents an empirical study of hoped-for and feared possible selves (Markus & Nurius, 1986) and their relation to motivational, emotional and self-reflective characteristics of personality. Modification of Possible Selves Questionnaire (Hooker, 1992), Russian adaptation of General Causality Orientation Scale (Deci & Ryan, 1985), Differential Self-Reflection Inventory (DSRI; Leontiev & Osin, 2015), and Positive and Negative Affect Schedule (Watson, Clark, & Tellegen, 1988) were used to measure different associations between the measures of hoped-for and feared possible selves (Perceived Efficacy, Outcome Expectancy and Time Spent Thinking) and personality characteristics. The data showed empirical evidence of a special type of possible selves, associated with Controlled and Impersonal motivational orientation, rumination (Introspection scale of DSRI) and Negative Affect. These were named as Impossible Selves, also because of their low rates of Outcome Expectancy and high rates of Time Spent Thinking. Conventional content analysis added some clarity to understanding of their qualities. The discussion provides possible explanations of revealed phenomena in terms of Markus' theory and with relation to self-determination studies. The research was supported by Russian Foundation for Basic Research, project # 17-06-01009.

SELF- MANAGEMENT APPROACH FOR COPD THROUGH THE CIUSSS DE L'ESTRIE-CHUS COPD TELEHOMECARE SERVICE: THE ROLE OF SELF-DETERMINED MOTIVATION

MISS CAROLINE LEDUC¹, MISS NATHALIE HOULFORT¹, MISS MYRIAM JBABDI²

¹UQAM, ²Centre de coordination de la télésanté, CIUSSS de l'Estrie-CHUS

Wednesday Poster Session PO5, Mary Glowrey Foyer, September 27, 2017, 12:00 PM - 1:30 PM

A preliminary service evaluation was done on 83 telehomecare users with chronic obstructive pulmonary disease from Quebec (Canada). A pre and post mixt design was used. For the sake of this presentation, data

on only three time measures was available (pre-service (T0); after one month in the service (T1); after two months in the service (T2)).

Preliminary results suggest that even if users started the telehomecare service with a high level of SDM, it continued to increase during their participation (T0 : M=5,60, SD=1.33; T2 : M=5,96, SD=1.14). Results from growth curve analysis showed a significant increase in SDM ($p=.02$) and a significant decrease in CM ($p=.04$). Hierarchical regression analysis showed that commitment to treatment (T1) was significantly predicted by SDM ($p=.02$), and that autonomy support from the health care team significantly predicted patients' SDM ($p=.02$). Finally, our results showed that when patients perceived themselves as competent to self-manage their disease, they were more likely to experience a SDM ($p=.04$).

These results suggest that patients' SDM is crucial in predicting commitment of treatment and that telehomecare can contribute to such motivation by offering services that are autonomy supportive and that increase patients' level of competency.

CONTEXTUAL DIFFERENCES IN STUDENTS' SELF-REGULATED LEARNING, ACADEMIC EMOTIONS AND ACHIEVEMENT

MRS PRISCA LEE¹, DR STEFANIE CHYE²

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²National Institute of Education/Nanyang Technological University

Wednesday Poster Session PO6, Mary Glowrey Foyer, September 27, 2017, 12:00 PM - 1:30 PM

Recent research has recognised that both self-regulated learning (SRL) and academic emotions are critical factors to academic success. At the same time, research has separately suggested that there could be domain, grade, ability streams as well as cultural differences in SRL and emotions. Despite recognition of the importance of such context factors, the role of potential contextual differences have yet to be explored.

This paper presentation draws on data from a study investigating 216 students' self-regulated learning strategies, positive achievement emotions (enjoyment, hope and pride) and academic achievement in the English and Mathematics classroom in Singapore using the Motivated Strategies for Learning Questionnaire (MSLQ) and the Achievement Emotions Questionnaire (AEQ).

The obtained data are being analysed to examine differences according to grade level (secondary one and two), stream (express, normal academic and normal technical) and subject matter. Data analysis is still underway. This presentation will share how understanding the contextual nature of SRL and academic emotions can impact teaching and learning.

THE CONSTRUCTS OF PERSONHOOD IN THE DEVELOPMENTAL CONTEXT

PROFESSOR DMITRY LEONTIEV¹

¹National Research University Higher School of Economics

Wednesday Poster Session PO7, Mary Glowrey Foyer, September 27, 2017, 12:00 PM - 1:30 PM

The aim of this paper is systems-based integration of the key constructs referring to varied aspects of personhood that emerged in different theoretical contexts.

The Self refers to the content one can see introspectively in oneself and report about. Personality refers to the system of routines that make our conduct predictable and eventually controllable. Ego refers to the awareness of oneself as an agent possessing and asserting one's wishes and preferences. Person refers to the mature agent possessing higher regulatory standards and capable of deliberately changing them. The special role is attributed to self-reflection, self-detachment, or autocommunication.

All the aspects of personhood are merged in early development and begin to diverge with the awareness of individual differences (stage E5 in terms of Loevinger's developmental model). Personality and Self appear as two independent dimensions of person-world relationships, the former referring to accommodative adjustment to the world, the latter to its assimilation into idiosyncratically construed inner world.

Mature self-determining person emerges as the outcome of personality self-organization based on growing complexity and emerging ego as its inner center, and mediated by the inner world of the Self. The model implies multiple intertwined criteria but unified direction of development and well-being.

GRADE COHORT AND GENDER DIFFERENCES OF STUDENTS' MOTIVATIONAL BELIEFS IN SCIENCE LEARNING IN TAIWAN

DR PEY-YAN LIOU¹, DR JR-HUNG LIN¹

¹National Central University

Wednesday Poster Session PO8, Mary Glowrey Foyer, September 27, 2017, 12:00 PM - 1:30 PM

The main purpose of this study is to investigate the differences of students' motivational beliefs in science learning, self-concept and intrinsic value, by grades and gender. The portion of Taiwanese data comes from the fourth graders in 2011 and eight graders in 2015 from the Trends in International Mathematics Science Study (TIMSS). The establishment of measurement invariance is a prerequisite to examine the mean differences of motivational beliefs over four years. The results indicated that the two motivational beliefs reach scalar invariant at the fourth and eighth grades. Students' motivational beliefs in science learning decrease over years. Moreover, motivational beliefs between gender at both grades was scale invariant. While boys' motivation beliefs are higher than girls at both grades, the differences over years are enlarged.

KEYWORDS:

Intrinsic Value, Measurement Invariance, Self-Concept, TIMSS

THE DEVELOPMENT OF ARITHMETIC COMPETENCE SCALE: ITS RELATION TO SELF-ESTEEM AND MOTIVATION

DR HIROKO TOMIOKA¹

¹*SOKA University*

Thursday Poster Session PO8, Mary Glowrey Foyer, September 28, 2017, 12:00 PM - 1:30 PM

Scales of self-esteem, self-efficacy, feeling of school adjustment, and motivation in learning were administered to 274 elementary school students in Japan. In addition, the scale of Arithmetic competence and interest was administered. The exploratory factor analysis showed following five factors in the scale of Arithmetic competence and interest: Competence, Interest and Concern, Positive feeling, Practicality, and Anxiety.

With regard to gender difference, female students showed statistically higher scores in “Reading” and “Feeling of school adjustment,” while male students showed higher scores in “Physical Ability” and “Arithmetic competence.” Especially females’ scores on “Anxiety for Arithmetic” increased with age. With regard to grade difference, there were tendencies of declining scores with age in “Self-esteem” and “Motivation in learning.” There were positive correlations among “Self-esteem,” “Feeling of school adjustment,” and “Arithmetic competence.” Students group who had higher scores in “Arithmetic competence” tended to have higher scores in “Self-esteem,” “Feeling of school adjustment,” “Intrinsic motivation” compared to lower group.

Multiple regression analysis showed that the influence of “Intrinsic motivation” on “Arithmetic competence” increased with age. On the other hand, the influence of “Extrinsic motivation” on “Arithmetic competence” decreased with age. That implied the importance of “Intrinsic motivation” for the Arithmetic competence.

IMPROVING THE WELL-BEING OF PARA-SPORT ATHLETES: A RANDOMISED CONTROLLED TRIAL USING MINDFULNESS, ACCEPTANCE, AND COMMITMENT, AND A MOTIVATIONAL INTERVIEWING FRAMEWORK

MISS HANNAH MACDOUGALL¹

¹*Latrobe University*

Wednesday Poster Session PO10, Mary Glowrey Foyer,

- **BACKGROUND:**

The elite sport environment can hinder and promote the well-being of elite athletes. The aim of the present study was to determine if a mindfulness, acceptance and commitment program ('MAC') with a motivational interviewing framework would enhance the well-being of elite Para athletes.
- **METHOD:**

Para athletes (n = 18) were randomly assigned through a concealed-allocation block randomised method to an intervention (n = 9) or wait-list control group (n=9). Over eight weeks, intervention group participants attended 1hr face-to-face sessions that incorporated psychoeducation and experiential exercises. The control group continued their usual activities.
- **RESULTS:**

Analysis of covariance showed that the intervention group had significant improvement in outcomes measures of subjective and psychological well-being – satisfaction with life, $F(1, 15) = 5.94, p < .05$, autonomy, $F(1, 15) = 4.50, p \leq .05$, personal growth, $F(1,15), = 5.81, p < 0.05$, and positive relations with others, $F(1, 15) = 5.08, p < .05$, compared to the control group.
- **CONCLUSIONS:**

This study provides preliminary evidence that MAC program combined with a motivational interviewing framework is one way to enhance Para athlete well-being.

PERSONALITY AND DOMAIN-SPECIFIC ACHIEVEMENT IN SECONDARY EDUCATION: THE MEDIATING EFFECT OF INTEREST IN MATHEMATICS AND ENGLISH AS A FOREIGN LANGUAGE

JENNIFER MEYER¹, JOHANNA FLECKENSTEIN¹, PROFESSOR DR JAN RETELSDORF¹

¹IPN - Leibniz Institute for Science and Mathematics Education at Kiel University

Wednesday Poster Session PO11, Mary Glowrey Foyer, September 27, 2017, 12:00 PM - 1:30 PM

Personality and interest predict academic success beyond cognitive ability. Research has shown the impact of the Big Five personality traits on school achievement, highlighting differential effects across domains: openness predicts English as foreign language (EFL) achievement whereas conscientiousness is more relevant in mathematics (Spengler et al., 2013). To explain the relationship of openness and grades in each domain, we hypothesize a mediating effect of interest. We argue that students scoring low in openness prefer analytical thinking and therefore may be more interested in mathematics, leading to better grades. Vice versa, students scoring high in openness are more creative and maybe be more interested in languages, resulting in better EFL grades. We conducted a prospective study testing these hypotheses, using a sample of $N=486$ German students. Interest and Big Five were measured in year 11, grades in year 13. Multiple regression analyses controlling for cognitive ability indicate a negative effect of openness on mathematics grade ($\beta=-.17$; $p\leq.001$), which is mediated by mathematics interest (indirect effect $\beta=-.08$; $p=.004$). Furthermore, interest mediates the relationship between openness and EFL grade (indirect effect: $\beta=.09$; $p=.001$). Both findings support our hypotheses. Implications of personality and interest for domain-specific learning and achievement are discussed.

MINDMAX: FIT MINDS KICK GOALS

DR JO MITCHELL¹, DR DANIEL JOHNSON², DR KELLIE VELLA², MR BRENT HEDLEY³

¹The Mind Room, ²Queensland University of Technology, ³AFL Players Association

Wednesday Poster Session PO12, Mary Glowrey Foyer, September 27, 2017, 12:00 PM - 1:30 PM

MindMax is a digital community and training platform built to maximise the wellbeing and resilience of AFL Players and Australian men. The MindMax application engages men, via their existing connection with sport and video games, in a range of wellbeing science ideas, stories and actions.

MindMax is an AFL Players Association and Queensland University of Technology project, funded by a Movember Foundation grant, to improve the wellbeing and mental health of men aged 18-35 years. The key engagement and delivery strategy for the project is digital technology, sport (AFL) and video games, underpinned by evidenced based wellbeing science (e.g., ACT and positive psychology).

This paper describes the model underpinning product development, including progress since launch, key learnings and challenges, as well as preliminary research findings (three-year project ending March 2018). Evaluation of the MindMax project is a multi-pronged approach of qualitative and quantitative methods, including participatory design workshops, online reference groups, longitudinal survey methods, a naturalistic efficacy trial and evaluation of the social and economic return on investment.

MindMax is made by AFL Players for all athletes and the community that surrounds them, because we believe fit minds kick goals.

PERCEIVED AUTONOMY SUPPORTIVE COACHING IN ADOLESCENT SPORT: A META-ANALYSIS

MS LARA MOSSMAN¹, DR GAVIN SLEMP², DR PAUL O'HALLORAN¹, DR EMMA SHERRY¹

¹La Trobe University, ²Melbourne University

**Wednesday Poster Session PO13, Mary Glowrey Foyer,
September 27, 2017, 12:00 PM - 1:30 PM**

Coach autonomy support (CAS) is a coaching style that provides athletes with choice, a rationale for activities, reasonable limits to guide behavior, opportunities for taking action, non-controlling feedback, and acknowledgement of the athlete's feelings and perspective. Autonomy support has been associated with a

number of psychological benefits for recipients, including better relational functioning, well-being, and basic psychological need satisfaction. It is also reported to foster more autonomous, relative to controlled forms motivation. Prior meta-analyses have shown that autonomy support can have a variety of positive outcomes in different contexts, including in healthcare and education. However, no meta-analysis has yet examined its correlates and outcomes in adolescent populations in sports contexts. This is a notable gap in the literature given that adolescents suffer from high levels of psychological distress and sport is often cited as a buffer against mental health problems. This study is a meta-analysis on the psychological outcomes of perceived CAS in sport with adolescent populations. This poster details meta-analytic relations of CAS with a variety of well-being, motivation, basic needs, and performance based variables. Overall, results suggest there is promise in CAS with young athletes, but future research needs to confirm findings using longitudinal and experimental approaches.

KEYWORDS:

Autonomy support, Coach, Athlete, Meta-Analysis, Self-Determination theory.

SELF-EFFICACY AS A MEDIATOR IN THE RELATIONSHIP BETWEEN ROLE MODEL EXPOSURE AND MOTIVATION

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¹Faculty of Education, Chulalongkorn University, ²Faculty of Education, Chulalongkorn University

**Wednesday Poster Session PO14, Mary Glowrey Foyer,
September 27, 2017, 12:00 PM - 1:30 PM**

In teacher education, it is important not only to enlighten student teachers on subject knowledge and pedagogical skills, but also to motivate them to engage in teaching profession. Existing literature suggests that role model exposure could affect motivation to be a teacher. An alternative perspective is that this relationship can be mediated by other contextual variables such as self-efficacy. This study thus investigated the relationship between student teachers' role model exposure and motivation to be a teacher when self-efficacy in teaching plays the role of mediator, using structural equation modeling. The results suggest that a full mediation model capturing the relationship fits well with empirical data collected from student teachers across Thailand ($Chi-square (4, N = 527) = 8.22, p = .08, RMSEA = .05$). The role model exposure only had a significant indirect effect on motivation to be a teacher, via self-efficacy in teaching ($B = .45, p < .001$). The findings emphasize the importance of self-efficacy as it significantly mediates the effect of role model exposure on motivation. Because enhancing the exposure of student teachers to role model characteristics seems to be inadequate, strategies targeted at continually increasing student teachers' efficacy throughout the teacher education program are needed.

THE SELF IN THE WALLED GARDEN: A THEORETICAL REVIEW OF MOTIVATION AND ENGAGEMENT IN THE JAPANESE EDUCATIONAL CONTEXT

DR QUINT OGA-BALDWIN¹, DR LUKE FRYER²

¹Waseda University, ²University of Hong Kong

**Wednesday Poster Session PO15, Mary Glowrey Foyer,
September 27, 2017, 12:00 PM - 1:30 PM**

The idiosyncrasies of the Japanese system of education generate specific trends in the development Japanese students' motivation. From the perspective of modern engagement and motivation theories, every level of Japanese schooling differs in its degree of institutional and societal focus on externally and internally controlled sources of motivation. Primary schooling is humanistic, motivating students through competence, relatedness, and autonomy. Primary school students' develop identities as individuals situated within groups. In secondary schools, teaching becomes more rigid and mechanistic, focused on regular high stakes examinations and other carrot-and-stick practices. Tertiary education offers an unusual balance of the two, with large amounts of free time, but nearly no meaningful choices. The latter half of tertiary education involves strong external pressures during the high stakes hiring examinations of the last two years. These differing levels of control and autonomy interact with students' individual motives in different ways at each developmental phase. We propose a hypothetical model of the interplay between this learning environment and students' individual growth over time at each phase.

PHYSICAL SELF-PERCEPTIONS OF LOW SES SPECIALIST SPORT STUDENTS

**MISS EIBHLISH O'HARA¹, DR CRAIG HARMS¹, DR FADI MA'AYAH¹,
PROFESSOR CRAIG SPEELMAN¹**

¹Edith Cowan University (ECU)

**Wednesday Poster Session PO16, Mary Glowrey Foyer,
September 27, 2017, 12:00 PM - 1:30 PM**

- **BACKGROUND:**
Physical self-perceptions are an important contributor to global self-concept in adolescents and there is a significant association between participation in physical activity and adolescents' physical self-perceptions. However, there is limited research of the impact of participation in a specialist sports program (SSP) on low SES adolescents' physical self-perceptions.
- **PURPOSE:**
To investigate the impact of participation in a SSP on the physical self-perceptions of adolescents attending schools in low SES areas.
- **PARTICIPANTS:**
64 participants (43 male and 21 female) aged 13 to 16 attending six secondary schools in Perth, Western Australia.
- **RESEARCH DESIGN:**
The Child and Youth Physical Self-Perception Profile was administered online through Qualtrics twice with one year between baseline and follow-up; thus, allowing for a repeated measures design.
- **FINDINGS:**
There was no significant difference in the Physical Self-Worth (PSW) or Global Self-Worth (GSW) of adolescents over time. However, there was a significant decline in the students' sport competence ($p = < .05$). There was no significant difference for the other three sub-domains of PSW.
- **CONTRIBUTION:**
This is the first study to examine the physical self-perceptions of adolescents involved in a SSP at a school located in a low SES area.

ENHANCING ADOLESCENT SELF-CONCEPT, LIFE EFFECTIVENESS AND LOCUS OF CONTROL: THE IMMEDIATE AND LASTING EFFECTS OF OUTDOOR ADVENTURE EDUCATION

MR MATHEW PFEIFFER¹, PROFESSOR HERBERT MARSH, DR THERESA DICKE, DR KEONG YAP

¹IPPE, ACU

Wednesday Poster Session P17, Mary Glowrey Foyer, September 27, 2017, 12:00 PM - 1:30 PM

Adolescence is a complex, yet exciting stage of life, whereby establishing ones identity and strengthening inner resources are fundamental tasks. For decades, Outdoor Adventure Education (OAE) has been embedded in educational policy with the intent of enhancing personal resources and self-development among students, however, methodological weakness leave much of the claimed benefits from OAE programs in question. Thus, this study examines the short and long-term effects of OAE on adolescent self-concept, life effectiveness and locus of control following participation in a 5-month OAE program employing a quasi-randomised controlled design with an extended baseline and longitudinal follow-up. Male students (N=380) aged 13-16 will complete the measurement instrument on six occasions throughout Grades 8 to 10. Confirmatory Factor Analysis will be used to test a priori hypothesised measurement models.

First results reveal significant enhancements in multiple-facets of self-concept, well-being, gratitude, reduced psychological distress, and greater internalised locus of control in favour of the treatment condition immediately post intervention.

It is anticipated that this research will inform policy change surrounding accessibility and design of OAE programs and enhance insights into how OAE can be effectively integrated in schools' curriculum to promote healthy social, emotional and psychological development.

DO WE NEED MOTIVATION TO SIT LESS?

PROFESSOR STUART J.H BIDDLE¹

¹*Institute of Sport, Exercise & Active Living, Victoria University*

Keynote Speaker 5, Cathedral Hall, September 27, 2017, 2:00 PM - 3:00 PM

Application of theories and principles of motivation to physical activity have become widespread. However, this is usually in reference to moderate-to-vigorous physical activity (MVPA) that requires some physical and psychological effort. 'Movement' can best be conceptualised as a continuum from sleep and sedentary (sitting) behaviour, to light physical activity, and onto MVPA. With different behaviours depicted on this continuum, it is likely that each behaviour will have different determinants. Given the rapid increase in interest in reducing the amount of time we spend sitting, it is necessary to consider how best to enact such behaviour change. In this presentation, I will outline some common intervention methods used to reduce sitting, including promising behaviour change techniques, and ask the fundamental question about whether we really need motivation to sit less? Or can we create less sedentary behaviour through less conscious environmental interventions? Consideration must also be given to a dual approach where the two are combined. A key issue to consider is habit in the context of conscious motivation. Are you sitting comfortably? Then I will begin...



BIOGRAPHY:

Stuart Biddle is Professor of Active Living & Public Health in the Institute of Sport, Exercise & Active Living, Victoria University, Melbourne, Australia. His research adopts a multidisciplinary approach to the study of physical activity and sedentary behaviours with a particular interest in behaviour change and mental well-being. Stuart has published about 70 book chapters and more than 250 research papers, including over 60 on sedentary behaviour. In addition, he has authored and edited several books, including 'Psychology of physical activity', now in its 3rd edition. He is a Past President of both the International Society for Behavioral Nutrition and Physical Activity (ISBNPA) and European Federation for the Psychology of Sport & Physical Activity (FEPSAC), and has contributed to governmental expert groups on sedentary behaviour and physical activity. Stuart has been a consultant to Fitness First, Unilever, and Weight Watchers. He walks as much as possible, preferably on a golf course, has a long history in muscle strengthening exercise, and uses a standing desk at work most of the time.

DNA-V: A DEVELOPMENTAL MODEL OF ACCEPTANCE, MINDFULNESS AND POSITIVE PSYCHOLOGY

DR LOUISE HAYES¹

¹Orygen, the National Centre of Excellence in Youth Mental Health

Practitioner Workshop 4, Cathedral Hall, September 27, 2017, 3:30 PM - 5:00 PM

The brief workshop will give participants an introduction to a unique developmental model of acceptance, mindfulness and positive psychology called DNA-v. DNA-v is a youth model that distils cutting edge science and theory into simple processes that can help young people live well. It is underpinned by contextual behavioural science, and uses applied work from acceptance and commitment therapy as well as positive psychology. The model maps easily to best practice social and emotional learning standards and has been well received by teachers and school staff. This workshop will walk participants through brief experiences using the model so they can clearly understand the processes that underpin DNA-v and at the same time provide insight into the research and empirical support behind it.

DNA-V is designed to enrich people's lives and fundamentally transform the way and they handle difficult thoughts, feelings, and situations. This simple model helps you to teach people to:

- Deal effectively with stress and negative feelings
- Develop more effective strategies for handling difficult situations
- Improve performance
- Develop functional self-concepts
- Develop self-compassion
- Build deeper, more satisfying relationships
- Engage in the six patterns of activity that build well-being and vitality.



BIOGRAPHY:

*Louise is a world expert in Acceptance and Commitment Therapy/ Training (ACT) for young people and the co-author of the best-selling book, *Get Out of Your Mind and Into Your Life for Teenagers: A Guide to Living an Extraordinary Life*, and the new book for teachers, therapists and counsellors on ACT for young people, *The Thriving Adolescent*. Louise uses ACT with young people in schools and clinical settings. She is a clinical psychologist, peer reviewed ACT trainer, an academic, author and speaker.*

Key aspects of Louise's work:

- *ACT peer reviewed trainer conducting professional development for teachers, psychologists, counsellors, and professionals who work with young people.*
- *Author of the best-selling book *Get Out of Your Mind and Into Your Life for Teenagers: A Guide to Living an Extraordinary Life*.*
- *Author of the new book *The Thriving Adolescent: Using Acceptance and Commitment Therapy and Positive Psychology to Help Teens Manage Emotions, Achieve Goals, and Build Connection**
- *A senior fellow with Orygen Centre for Excellence in Youth Mental Health at The University of Melbourne.*
- *A fellow with the Association for Contextual Behavioural Science (ACBS).*
- *A clinical psychologist in private practice at The Elms Family Medical Centre in Bacchus Marsh Victoria.*
- *An active philanthropist working to help disadvantaged people in Nepal.*

ACT with young people is energising, engaging and helps young people with personal development and growth.

MOTIVATIONS FOR WORK AND CAREER

**PROFESSOR PAUL W. RICHARDSON³, PROFESSOR DR BURKHARD GNIEWOSZ²,
PROFESSOR HELEN WATT¹, MR TIM E. POWERS³**

¹Monash University / University of Sydney, ²University of Salzburg, ³Monash University,

⁴RAND Education (Washington DC office), ⁵IPPE, Australian Catholic University

Symposium 8, Room 2.21A, September 27, 2017, 3:30 PM - 5:00 PM

Discussant: Philip D. Parker⁵

Chair: V. Darleen Opfer⁴

Symposium presents theoretical frameworks, psychometric measures and empirical findings concerning motivations for work and career. Together, papers encompass teaching and trade occupations across cultural settings, and, introduce a general career motivations measure which promises a common platform to compare motivations across work and careers. All studies are satisfyingly grounded in the Eccles et al. expectancy-value theory (EVT; 1983) to further our understandings of how motivational expectancies and values shape individuals' choices. Paper-1 presents the FIT-Choice framework and validation, as a platform to compare motivations for choosing a teaching career across 15 international settings. Paper-2 adopts person-centred analyses to identify profiles of motivational values among future teachers in Austria, and relationships with their perceived teaching-related abilities. Paper-3 presents a general career motivation scale (MCC: Motivations for Career Choice), validated among Australian school and university student samples. Paper-4 measures and contrasts EVT motivations in the theoretically interesting occupational context of trade apprentices, distinguishing within-individual motivations for each of work placement and study contexts and comparing these for apprentices who are required to obtain a training qualification vs. not (licensed vs. unlicensed trade apprentices). A/Professor Parker's commentary will highlight emergent themes across cultural and occupational contexts and distil directions for further research.

PRESENTATIONS:

- **Motivations in Choosing Teaching as a Career:
Theoretical foundations and empirical international findings**
Paul W. Richardson³ & Helen M. G. Watt¹
- **Utility Belief Profiles and Perceived Teaching-related
Abilities in the Choice of a Teaching Career**
Burkhard Gniewosz², Tom Scherndl², & Michaela Katstaller²
- **Motivations for Career Choice: Theorisation and validation
of a general measure among school and university students**
Helen M. G. Watt¹ & Paul W. Richardson³
- **The Motivational Value of Work Placements:
Exploring commitment to study and occupation**
Tim E. Powers³

MOTIVATION AS DETERMINANT AND CONSEQUENCE OF SCHOOL ACHIEVEMENT

MISS KATHARINA KRIEGBAUM¹, CHRISTIN LOTZ²

¹Heidelberg University, ²Saarland University

Symposium 9, Room 2.21B, September 27, 2017, 3:30 PM - 5:00 PM

Chair: Katharina Kriegbaum¹

Discussant: John Hattie (University of Melbourne)

Motivation is both a determinant and consequence of school achievement. In this symposium, we will present new results about this dual role of motivation, namely results about motivation as determinant of school achievement and otherwise results about the influence of school achievement in specific subjects on motivation (e.g. academic self-concept). The studies will contribute to a fuller understanding of the interplay between motivation and school achievement. Whereas the first study investigates the predictive power of expectancy beliefs, task values and their interaction for achievement in English as a foreign language, the second paper takes a closer look at the differential importance of intelligence, self-concept and interest for math achievement. The third paper is a meta-analysis and systematically examines the relative importance of intelligence and specific motivational constructs for school achievement. Finally, a renewed meta-analysis about motivation as a consequence of school achievement will be presented, which systematically examines the Internal/External Frame of Reference Model. Strengths of this symposium are the inclusion of different achievement measures (school grades and standardized tests) and different motivational constructs, so that differences in results depending on these measures can be identified. Because of the meta-analytic approach in two studies, generalizability of results can be investigated.

PRESENTATIONS:

- **Outcome-specific Motivation and Achievement in Upper Secondary School: Expectancy-value Interactions in English as a Foreign Language**
Johanna Fleckenstein (Leibniz Institute for Science and Mathematics Education), Jennifer Meyer (Leibniz Institute for Science and Mathematics Education), Fabian T. C. Schmidt (Leibniz Institute for Science and Mathematics Education), & Olaf Köller (Leibniz Institute for Science and Mathematics Education)
- **Differential relevance for scholastic competence tests and grades**
Christin Lotz², Rebecca Schneider², & Jörn Sparfeldt²
- **Motivation and Intelligence as Predictors of School Achievement: A Meta-Analysis**
Katharina Kriegbaum¹, Nicolas Becker², & Birgit Spinath¹
- **A Renewed Meta-Analytic Path Analysis of the Internal/External Frame of Reference Model**
Jens Möller (Kiel University), Friederike Helm (Kiel University), & Nils Machts (Kiel University)

POSITIVE PSYCHOLOGY, SELF-DETERMINATION, CREATIVITY - WHAT'S THE LINK? CREATIVE EDUCATION IN A SCHOOL SETTING.

DR TIM PATSTON¹

¹Geelong Grammar School, ²MGSE

SDT in Specific Contexts, Room 2.22, September 27, 2017, 3:30 PM - 5:00 PM

Positive Psychology contains creativity as one of the twenty four character strengths. How has the field of creativity developed since the original Character Strengths and Virtues construct was created? In this paper the evolution from Positive Psychology is explored in parallel with the evolution from creativity to Creative Education. A key link between these two constructs is Self-Determination Theory. Based upon these paths of evolution, a new model of Creative Education in a school setting is explored.

The paper will be presented by Dr Tim Patston, Coordinator of Creativity and Innovation at Geelong Grammar School and Fellow of the MGSE at the University of Melbourne.

MOTIVATION, ENGAGEMENT, AND PERFORMANCE IN ELITE MUSICAL TRAINING

DR PAUL EVANS¹, PROFESSOR GARY MCPHERSON², PROFESSOR RICHARD RYAN⁴

¹UNSW Sydney, ²Melbourne Conservatorium of Music, ³Australian Catholic University ⁴University of Rochester

SDT in Specific Contexts, Room 2.22, September 27, 2017, 3:30 PM - 5:00 PM

Competitive music conservatories and schools of music in universities are contexts in which the self, motivation, engagement, and performance are particularly salient. Developing musicians at these levels are said to face considerable challenges—demanding studio teachers, competitive hotbed environments, and the need to undergo many hours of practice that are often difficult, lonely, and boring. This study aimed to investigate the motivational resources required for performance and wellbeing, with a conceptual framework based on self-determination theory. Music students (N = 611) from four music schools in three countries

completed a 4-wave longitudinal survey over one academic year. A hypothesised model using structural equation modelling was supported. Results suggest that there are large effects of self-determined motivation in student engagement in practice, including on cognitive, affective, behavioural, and agentic dimensions. Students who had better motivation and better engagement had better practice, more ambitious career intentions, higher levels of performance, greater wellbeing, and greater adaptability in the face of challenge. Controlling teacher relationships and controlling environments were detrimental. These results demonstrate that creative, high-level performance contexts depend as much on needs-supportive environments as other environments, and that healthy motivation and wellbeing—not just hours of practice—are important for performance outcomes.

SELF-ESTEEM MOTIVATION: EXAMINING ITS BENEFITS AND COSTS IN ACADEMIC DOMAIN

**PROFESSOR TAMARA GORDEEVA¹, DR OLEG SYCHEV³,
MRS. MARIA LUNKINA²**

*¹Higher School of Economics International Laboratory of Positive Psychology of Personality and Motivation,
²Lomonosov Moscow State University Department of Psychology, ³Altay State Academy of Education*

SDT in Specific Contexts, Room 2.22, September 27, 2017, 3:30 PM - 5:00 PM

Is self-esteem motivation a problem? Although Crocker and Park (2004) suggest that it often is, little research has directly evaluated self-esteem as a motive; instead, self-esteem has been studied primarily as a trait. Self-esteem motivation defined as a desire to prove oneself that he is able to perform the task, so he could respect himself we consider as a type of extrinsic motivation based on competence need (Deci & Ryan, 2002). Participants were 504 10th grade students. Students' reasons for studying were assessed with a modified version of the AMS (Vallerand et al., 1992) with additional self-esteem motivation subscale. The subscales show adequate internal consistency (Cronbach's alphas ranged from .71 to .90) and the results of CFA performed through SEM support the structural validity of the questionnaire. The results demonstrate that self-esteem motivation lies in between identified motivation and introjected motivation. We show that self-esteem motivation is a reliable predictor of time for homework and academic persistence (grit), which in its turn predicts GPA ($\chi^2=70.49$; $df=39$; $p<0.01$; $RMSEA=0.054$; $CFI=0.933$). In sum, self-esteem motivation is quite common type of academic motivation that has some obvious benefits comparing to external and introjected motivation, although it is not as desirable as intrinsic motivation.

EXPANDING THE CIRCLE OF ASPIRATIONS: INTRINSIC VALUE PATTERNS RELATE TO POSITIVE FUNCTIONING WHEN THEY CENTRE ON COMMUNITY GIVING

**MS EMMA BRADSHAW¹, DR BALJINDER SAHDRA¹, PROFESSOR JOSEPH CIARROCHI¹,
DR PHILIP PARKER¹, PROFESSOR RICHARD RYAN²**

¹Institute for Positive Psychology and Education, ²University of Rochester

SDT in Specific Contexts, Room 2.22, September 27, 2017, 3:30 PM - 5:00 PM

Aspirations can be extrinsic (wealth, fame and attractiveness) or intrinsic (personal growth, relationships, community giving and health). It is often assumed that intrinsic is “good” and extrinsic is “bad” for well-being. However, typically observed small correlations between intrinsic and extrinsic values suggest that they are not universally divergent and may even be convergent in some people. Bifactor structural equation modelling and latent profile analysis of three independent samples from Australia (N=1632), Hungary (N=3370) and the United States (6063) yielded three replicable latent profiles: Disengaged from relationships and health (P1); Aspiring for interpersonal relationships and health (P2); and Aspiring for community relationships and giving (P3). P1 reported the lowest levels of positive functioning and P3 the highest, even after controlling for the individual aspirations. These results suggest that extrinsic aspirations may not be inherently negative if the aspiration profile favours intrinsic values, and that community involvement is important for well-being.

FULL VERSION VS. SHORT VERSION OF SDQ-II: INTERNAL/EXTERNAL FRAME OF REFERENCE, DOES LENGTH OF MEASURES MATTER?

PROFESSOR MAHER ABU-HILAL¹, DR JOANA STOCKER, MR. SULEIMAN AL MAAMARI

¹Sultan Qaboos University

Measurement Development, Room 2.46, September 27, 2017, 3:30 PM - 5:00 PM

The purpose of this paper is to test if full-length (10 items for each math and verbal SC) measures produce similar estimates as short-version ones (4 items for each math and verbal SC). Two samples were drawn from two different populations: United Arab Emirates (n = 900) and Oman (n = 700). The full-length SDQ-II

was used to collect data from the first sample, and the short-version SDQ-II was used to collect data from the second sample. Three major assumptions were tested. 1) Math scores and verbal scores would predict positively the respective self-concept. 2) Math scores would predict verbal self-concept negatively, and verbal scores would predict math self-concept negatively, also. 3) The correlation between math and verbal scores would be significantly greater than the correlation between math and verbal self-concepts. All of the assumptions were supported. The estimates from the short version (Math scores → math SC = .73; verbal scores → verbal

SC = .61; Math scores → verbal SC = -.27; verbal scores → math SC = -.18; r scores = .76; r SCs = .25) were as good as the estimates from the full version (math scores → math SC = .88; verbal scores → verbal SC = .57; Math scores → verbal SC = -.31; verbal scores → math SC = -.24; r scores = .80; r SCs = .18). The fit indices 1 better from the short version than the full version (chi squares = 128.065 (28), 610.831 (204); CFI = .968, .931; RMSEA = .072, .061, respectively). These results imply that if we have a good instrument with well behaving items, the length does not matter much. Either can be used for research and diagnosis purposes.

THE SIX WAYS TO WELL-BEING (SW-WEB): A NEW MEASURE OF BEHAVIOURS THAT REDUCE MENTAL ILL-HEALTH AND PROMOTE WELL-BEING

**MISS GEETANJALI BASARKOD¹, PROFESSOR JOSEPH CIARROCHI¹,
DR BALJINDER SAHDRA¹**

¹Institute for Positive Psychology and Education, Australian Catholic University

Measurement Development, Room 2.46, September 27, 2017, 3:30 PM - 5:00 PM

Contextual Behavioural Science-based interventions limit direct attempts to change emotional states like anxiety, and focus on activating value-consistent behaviours. However, most CBS outcome studies focus on emotional states. The Six Ways to Well-being (SW-WeB) measures behaviours that are theorised to promote well-being: connecting with others, challenging oneself, giving, engaging in physical activity, embracing the moment, and caring for oneself. The measure also assesses motivation for each behaviour (autonomous versus controlled). American (N = 1800) and Australian (N = 1563) participants completed the SW-Web and related measures. Structural equation models including factors of autonomy and pressure in general and specific to each of the six domains fit the data well. The SW-Web predicted substantial variance in mental-ill health and well-being, and related in theoretically expected ways to personality. The SW-Web may be a useful outcome measure that orients clients towards activating value-consistent behaviour rather than reducing symptoms.

FACTOR STRUCTURE OF A SHORT VERSION OF SDQ-II AMONG OMANI HIGH SCHOOL STUDENTS

PROFESSOR MAHER ABU-HILAL¹, MR. SULEIMAN AL MAAMARI

¹*Sultan Qaboos University*

Measurement Development, Room 2.46, September 27, 2017, 3:30 PM - 5:00 PM

Rarely has SDQ-II been used with Arab samples. This study used a short version of the SDQ-II using Omani sample (n = 700). SDQ-II has nine factors and each factor is measured by 4 items. Confirmatory factor analysis was performed twice: one with nine factors, and one with nine first-order factors and 2 high-order factors. The fit indices for the two models were acceptable and they were not significantly different. The fit statistics for the model with 9 first-order factors were: $\chi^2(476) = 1025.186$, CFI = .903, RMSEA = .041. The fit statistics for the high-order factors were: $\chi^2(510) = 1076.639$, CFI = .904, RMSEA = .040. All of the items loaded substantially on their respective factors (Mean loadings = .585, median loadings = .594, about 45% of loadings are greater than .60, 18% less than .40 and greater than .30). The correlation between the high-order factors (academic and non-academic SC) = .79. All loading of first-order factors on their respective high-order factors were substantial. All of the bivariate correlations were significant -except for two. The average of the correlations = .353 (range from .078 to .67. the results indicate that researchers can use self-concept dimensions separately, and they can use each of the high-order factor as one instrument.

THE TEST OF PERFORMANCE STRATEGIES (TOPS 2): DEVELOPMENT AND VALIDATION OF TOPS 2 SHORT FORM

MR VIJAY KUMAR¹

¹*IPPE- Australian Catholic University*

Measurement Development, Room 2.46, September 27, 2017, 3:30 PM - 5:00 PM

- **PURPOSE:** The Test of Performance Strategies, TOPS 2 may be perceived as too long, especially when used in conjunction with a battery of other instruments (Marsh, Martin and Jackson, 2010). Therefore, the purpose of this study was, to develop, a robust, reliable, and valid short form of this instrument.

- **DESIGN AND METHOD:** The recommended criteria (see Marsh, et al., 2010) were applied in selection of items for TOPS 2 short form (TOPS 2-S). A minimum of three items per factor was recommended by Kline (2005) and Marsh et al. (2010), which the present study adopted. Confirmatory factor analysis (CFA) and exploratory structural equation modelling (ESEM) was conducted with Mplus using maximum likelihood estimation to investigate the factor structure of TOPS 2 and the (TOPS 2-S).
- **RESULTS AND CONCLUSION:** The TOPS 2 and TOPS 2-S reliability estimates were consistently high for all factors. The overall alphas for the TOPS 2 (.95) was marginally higher than the TOPS 2-S (0.94). The CFA and ESEM showed that the confirmatory fit indices met the cutoff in the criteria advocated by Hu and Bentler (1999). The multitrait multimethod analysis showed that TOPS 2-S had met the criteria for convergent and discriminant validity.

THE RELATIONS AMONG ACADEMIC MOTIVATION, SELF-CONCEPT, ASPIRATION AND CHOICES: INTEGRATING EXPECTANCY-VALUE AND ACADEMIC SELF-CONCEPT THEORY

DR JEISI GUO¹

¹Institute for Positive Psychology, Australian Catholic University

**SELF2017 PhD Award Presentations (Winner) Room 2.48,
September 27, 2017, 3:30 PM - 5:00 PM**

This thesis is a substantive-methodological synergy based on five studies published in leading educational psychology journals (e.g., AERJ, Development Psychology, Learning and Instruction, AERAOpen, see Table 1). Theoretically, it integrates and extends two major educational psychology theories (expectancy-value theory [EVT] and academic self-concept [ASC] theory) to provide a broader conceptual framework for understanding student motivation, engagement, aspirations, and long-term attainment in STEM (science, technology, engineering, and mathematics) subjects. By identifying psychological mechanisms that underlie gendered career choices and gender disparities in the STEM field, the thesis enhances ability to design

intervention programs that are optimally tailored to female needs to impact STEM achievement and occupational choices. Methodologically, it exemplifies new, strong, and cutting-edge methodology to tackle long-standing, substantively important issues with policy/practice implications.

MEDIAL PREFRONTAL ACTIVITY DURING SELF-OTHER JUDGMENTS IS MODULATED BY RELATIONSHIP NEED FULFILLMENT: AN OPTICAL NEUROIMAGING STUDY

DR STEFANO DI DOMENICO¹

¹Institute for Positive Psychology, Australian Catholic University

SELF2017 PhD Award Presentations (Highly Commended) Room 2.48,
September 27, 2017, 3:30 PM - 5:00 PM

Neuroimaging studies have shown that the medial prefrontal cortex (MPFC) plays an important role in representing knowledge about the self. Studies comparing self-referential judgments with judgments about close others inconsistently report comparable levels of MPFC activity across self- and other-referential conditions, suggesting that relationship characteristics may moderate the degree to which the MPFC differentially represents knowledge about the self and others. The present study used optical neuroimaging to examine if the degree to which relationship partners support people's fulfillment of psychological needs for competence (feeling effectual), relatedness (feeling connected), and autonomy (feeling volitional) moderates MPFC activity during self- and other-reflection. Participants (N = 109) were asked to judge the relevance of trait adjectives for both themselves and a friend. Whereas those who reported lower levels of need fulfillment with their friend showed elevated activity only in the self-referential condition, those who reported higher levels of need fulfillment with their friend showed similarly high levels of MPFC activity across the conditions. These results are consistent with the idea that the MPFC differentially represents others on the basis of the need fulfillment experienced within the relationship and that people incorporate fulfilling relationship partners in to their sense of self.

MANIFESTATIONS OF EMPATHY IN TEACHER-STUDENT RELATIONSHIPS AMONG EFFECTIVE PRIMARY TEACHERS

MR PAUL SWAN¹

¹*Faculty of Education, Monash University*

**SELF2017 PhD Award Presentations (Highly Commended) Room 2.48,
September 27, 2017, 3:30 PM - 5:00 PM**

This study explored how six Australian primary teachers identified by their school principals as effective empathisers, draw on that quality to create supportive learning environments. Effective teacher empathy involves recognizing a student's mental state (intentions, beliefs, desires, emotions) and responding with an appropriate emotion based on care. Teacher reports of their relational goals and teaching style dimensions, together with student-rated parallel teaching style dimensions, complemented filmed classroom practice at two timepoints self-identified as positive "empathy interaction moments". These vignettes and "live" lessons were coded for levels of emotional support using the Classroom Assessment Scoring System. Teachers' perspectives of their actions in the filmed vignettes were explored at interview and thematically analysed using an interpretative phenomenological approach. High correlations were identified between CLASS emotional support dimensions between lesson observations and vignettes; there was alignment between teachers' and students' perceptions of teaching style dimensions. These teachers were highly motivated to connect with students, took a personal interest in them, displayed high levels of support, and regulated their teaching style to meet student needs. A practical development grounded in this data is an empathy assessment observation instrument, which may be used as a platform to enhance teachers' empathic engagement among primary school teachers.



AUTONOMY AS A MODERATOR OF PSYCHOLOGICAL PHENOMENA

PROFESSOR EDWARD L. DECI^{1,2,3}

¹*Institute for Positive Psychology & Education, Australian Catholic University,*

²*University of Rochester,* ³*Buskerud and Vestfold University College*

**Shavelson Award Keynote (Speaker 6), Cathedral Hall,
September 27, 2017, 5:00 PM - 6:00 PM**

Self-Determination Theory (Ryan & Deci, 2017) differentiates the concept of motivation into autonomous motivation and controlled motivation. Autonomous motivation involves acting with a sense of willingness, volition, and choice, and leads to more openness, effectiveness, and wellness, whereas controlled motivation involves acting with a sense of pressure, tension, and obligation, and leads to more defensive, manipulative, and algorithmic performing. In this presentation, I will discuss studies that have shown that when people are more controlled in their motivation they evidence various standard psychological phenomena (e.g., terror management phenomena; unrelated implicit and explicit states; and high-standards perfectionistic outcomes), but when they are more autonomous (or mindful) they are less likely to show those phenomena. Similarly, people high in controlled motivation resist integrating negative life events and display ego-depletion, but people high in autonomous motivation do not.



BIOGRAPHY:

Edward L. Deci holds an M.S. and Ph.D. in psychology from Carnegie-Mellon University and was an interdisciplinary post-doctoral fellow at Stanford University. For more than 45 years he has been engaged in a program of research on human motivation, much of it in collaboration with Richard M. Ryan. Together Deci and Ryan developed Self-Determination Theory, which has guided their research leading to articles in the top journals in psychology, including Psychological Bulletin, American Psychologist, and Journal of Personality and Social Psychology. Deci has published eleven books, including Intrinsic Motivation and Self-Determination in Human Behavior (Deci & Ryan, 1985) and Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness (Ryan & Deci, 2017). A grantee of the National Institutes of Health, the National Science Foundation, the Institute of Education Sciences, and the Gates Foundation, he has lectured at more than 100 universities and has consulted to organizations in 24 countries.

THE SELF-STRATEGIES THAT WE BRING TO LEARNING

PROFESSOR JOHN HATTIE¹

¹University of Melbourne

Keynote Speaker 7, Cathedral Hall, September 28, 2017, 9:00 AM - 10:00 AM

The presentation surveys over 400 learning strategies that students bring to learning, uses a synthesis of meta-analyses specifically on these strategies, and presents a model that highlights the strategies with the greatest impact. The presentation outlines the major moderators as to the effectiveness of the strategies, describes teaching methods that optimise the strategies, and suggests measurement methods to help teachers and students know about how students learn best.



BIOGRAPHY:

John Hattie research interests are measurement models and their applications to educational problems, and models of teaching, self, and learning. His focus in Visible Learning relates to parenting, the role of students as visible learners, and the development of the teaching profession



A COLLABORATIVE APPROACH TO MEASURING AND BUILDING YOUTH WELL-BEING IN A MUNICIPALITY

PROFESSOR DIANNE VELLA-BRODRICK¹

¹Melbourne Graduate School of Education

Practitioner Workshop 5, Cathedral Hall, September 26, 2017, 10:30 AM - 12:00 PM

PANEL DESCRIPTION

Panelists: Tan-Chyuan Chin, Adam Cooper, Edwina Ricci and Dianne Vella-Brodrick

This panel will introduce the collaborative approach undertaken in Maroondah City Council to measure and build well-being in young people. Through the use of 'The Well-being Profiler' developed by The University of Melbourne's Centre for Positive Psychology, Maroondah City Council has obtained invaluable data on the well-being of nearly 5000 young people, and is now working with the Centre and 19 local schools to collectively build well-being. This session will introduce the integrative theoretical approach of The Well-being Profiler to measure key indicators - protective and risk factors - of youth well-being. An overview of the needs analysis study conducted in the Maroondah network of 19 schools in Victoria, Australia, will be presented and discussed. The survey results have highlighted young people's strengths and areas of concern, and will be able to inform further policy planning and resource allocation to foster a community of young people who identify with a vision of hope and meaning that transcends their personal space. Broad implications of research findings and recommendations for schools and community youth services will also be discussed.



BIOGRAPHY:

Dianne Vella-Brodrick (PhD) is a Professor at the Melbourne Graduate School of Education, University of Melbourne, Australia and adjunct in the School of Psychology and Psychiatry at Monash University. She was the Director of the Master of Applied Positive Psychology program which is part of the Centre for Positive Psychology at the University of Melbourne (2013-2015). Dianne is a registered psychologist and a Member of the Australian Psychological Society. She founded the Positive Psychology Network in Australia and is Secretary of the International Positive Psychology Association and Chair of the IPPA Membership Committee. Dianne is an Editor in Chief of the Psychology of Well-Being: Theory, Research and Practice journal and founded and co-directed multiple Australian positive psychology conferences. She has published widely, presents regularly at conferences and has received over 2.5 million dollars of research funding. She serves on numerous research advisory boards, regularly reviews scientific papers for leading journals and has examined over 20 research dissertations. Dianne's research interests include the development and evaluation of well-being programs, particularly in the areas of positive education and workplace well-being. She specialises in innovative mixed method designs which utilise the latest technology, with a special focus on young people. She also integrates ethical and professional practice issues in much of her work and has extensive experience with scale development and psychometric testing.

SCHOOL PRINCIPALS' DIMINISHING WELLBEING: WHAT MAKES A POSITIVE DIFFERENCE?

**ASSOCIATE PROFESSOR PHIL RILEY¹, DR THERESA DICKE¹,
MR MARCUS HORWOOD¹, MS DIANE CARROLL¹**

¹*Australian Catholic University*

Symposium 5, Room 2.21A, September 27, 2017, 10:30 AM - 12:00 PM

Chair: Philip Riley¹

As a result of significant education policy reform school principals have experienced increased competition, accountability and public scrutiny. Concurrently, significant declines in principal health and wellbeing have been reported. This symposium explores the changing job demands and resources landscape, and the effects on the mental health and wellbeing of school principals. We then propose strategies of analysis to inform policy makers about the efficacy of interventions to address the decline. In the first presentation, trends in health and wellbeing of school principals, are outlined. Second, psychometric analysis of the Copenhagen Psychosocial Questionnaire II (COPSOQ), is presented. The third presentation investigates the impact of recent federal and state education policy changes on the health, safety and wellbeing of school principals, using structural equation modelling and latent growth curve modelling. Finally, a qualitative investigation to determine the most effective policy designs and implementation, based on focus groups of principals is proposed.

PRESENTATIONS:

- **The Australian Principals Occupational Health, Safety and Wellbeing Survey: Overview**
Philip Riley¹
- **Testing the Psychometric Properties of the COPSOQ-II Questionnaire in a Sample of Australian School Principals**
Theresa Dicke¹, Herbert W. Marsh¹, Philip Riley¹, Philip D. Parker¹, Jiesi Guo¹, & Marcus Horwood¹
- **Methodology of Matching Educational Policy to the Job Demands-Resource Theory Facets for Proposed Longitudinal Analysis**
Marcus Horwood¹
- **Education Reform, the real cost: Education outcomes at the expense of the school principal?**
Diane Carroll¹

SELF AND CONSTRUCTS RELATED TO SELF IN THE ARAB CULTURE

**PROFESSOR MAHER ABU-HILAL¹, PROFESSOR JUSTIN THOMAS²,
PROFESSOR ADNAN AL ABED¹, DR SAID ALDHAFRI¹, MR MARWA AL RAJHI¹**

¹Sultan Qaboos University, ²Zayed University

Symposium 10, Room 2.21A, September 28, 2017, 10:30 AM - 12:00 PM

Discussant: Dennis McInerney

PURPOSE:

The purpose of this symposium is to provide a new perspective in understanding self in a less researched culture. The Arab culture is not known to many in the West. Fragment information about this culture are scattered here and there but no consistent and systematic knowledge have been provided. So, the intention here is to provide a more scientific and objective perspective of the Arab self.

IMPORTANCE:

- Identity and religiosity are two important aspects of the Arab culture. The first two presentations deal with identity and religiosity among Arab individuals within the context of Arab self.
- The other papers (2 or 3 papers) deal with self-efficacy, self-esteem and motivation.
- Although the presentations are organized in line, more or less, with the western frame of reference and theories, they can present a new look into populations that have not been heavily presented in the literature but are heavily presented in western media.

PRESENTATIONS:

- **Ethnic Identity and Well-Being: Implicit Out-group Preference and Language Dominance Predict Well-being in Emirati Women**
Justin Thomas²
- **The Sacred and The Obscene: Social Media and Temporal Patterns of Religiosity in the United Arab Emirates**
Justin Thomas²
- **Relationships among Student Teachers Beliefs, Teaching Self-Efficacy, and their Perceptions of Pupils Learning of Mathematics**
Adnan Al-Abad¹
- **Variation in Measurement levels of Teachers' Self-Efficacy Beliefs: How Variation influences Prediction**
Said Aldhafri¹

- **Math Teachers' Collective Efficacy Beliefs in Relation to School and Demographic Variables**
Marwa Alrajhi¹ & Said Aldhafri¹
- **Retrieval after 24 hours with students in 5th and 6th grades**
Amal A. Al-Shabibi (Ministry of education Oman) & Abdulqawi Al Zubaidi¹
- **Does item wording represent a trait in an Arabic version of self-esteem?**
Maher Abu-Hilal¹ & Suliman Al Maamari¹

UNDERSTANDING “INTROVERTS” IN A CONTEXT WHERE EXTRAVERSION IS MORE SOCIALLY DESIRABLE

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**The Role of Personality in Self Research, Room 2.21B,
September 28, 2017, 10:30 AM - 12:00 PM**

Introversion-Extraversion (I-E) is a prominent bipolar personality trait, whereby “extraverts” are known to be more assertive, active, outgoing, and cheerful than “introverts”. Much has been said in the scientific and popular literatures about the social desirability of extraversion in contemporary Western cultures, as well as the fact that extraverts tend to experience more “happiness” in the hedonic sense. But what is not yet clear is how living in cultures that value extraverted personality characteristics impacts the identity and functioning of introverts living within those cultures. Authenticity and beliefs about I-E, as social-cognitive meaning systems, might provide some insight. It was the aim of this PhD study to explore this. Adult participants in Australia (N = 422) completed an online survey battery, including some demographic items. Self-report measures included Big Five personality, dispositional authenticity, and beliefs about I-E in regard to the self and others. Preliminary results indicate that higher levels of trait extraversion predict higher levels of authenticity, but this effect was moderated by participants’ beliefs about their actual versus desired levels of I-E. This finding might provide a more nuanced view of the value of both extraverted and introverted personality characteristics, and their links to identity and functioning, in contemporary Western cultures.

KEYWORDS:

Personality Traits; Introversion; Extraversion; Social Desirability; Authenticity; Lay Beliefs

DARK IDENTITY: DISTINCTION BETWEEN MALEVOLENT CHARACTER TRAITS THROUGH SELF-DESCRIPTIVE LANGUAGE

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**The Role of Personality in Self Research, Room 2.21B,
September 28, 2017, 10:30 AM - 12:00 PM**

- **BACKGROUND:**
Peoples' tendencies to be manipulative, opportunistic, selfish, and callous are reflected in three dark character traits: Machiavellianism, narcissism, and psychopathy. Since individual differences are encoded in natural language, we expected that the words that people use to describe themselves reflected their malevolent traits.
- **METHOD:**
A total of 2,374 participants, recruited from Amazon's MTurk, responded to the Short Dark Triad and were asked to generate 10 self-descriptive words. The first analysis was a word-frequency analysis. In the second analysis, the words were quantified using the Latent Semantic Analysis algorithm, which quantifies meaning by computing the words co-occurrence in natural language.
- **RESULTS:**
The 2,374 participants generated a total of 25,698 words (2,373 unique words). For each dark trait we found specific words participants used to describe themselves. The quantified meaning of the words and the dark traits showed significant correlations (Machiavellianism: $r=.19$, $p<.0001$; narcissism: $r=.35$, $p<.0001$; psychopathy $r=.35$, $p<.0001$).
- **CONCLUSION:**
We found that specific keywords and the dark traits are predictable from the meaning of words people use for self-presentation. Our results also suggest that each of these dark traits is not only distinctive of a person's identity but also to an explicit awareness of the dark self.

KEYWORDS:

Dark Identity, Latent Semantic Analysis, Machiavellianism, Narcissism, Psychopathy.



INFLUENCE OF LONG-TERM EXPERIENTIAL LEARNING AND SAILING ADVENTURE ON TEENAGE PERSONALITY DEVELOPMENT

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**The Role of Personality in Self Research, Room 2.21B,
September 28, 2017, 10:30 AM - 12:00 PM**

Challenging and limit experiences (Fengler, 2010) may influence personality and self-dimensions' development (Eberle, 2008; Schmitz, 2002). These are core presumptions of experiential learning. Our aim is to evaluate long-term effects of an experiential learning setting on teenagers' personality dimensions, self-esteem and self-efficacy dimensions. Each year 34 teenagers (10th grade) sail on a traditional tree mast schooner for seven months full of diverse challenges and cutting-edge experiences combined with lessons on and off board. We gathered longitudinal data from participants of four sailing trips (N=136) and students from German regular schools (N=315) serving as a control group. Each group was asked four months before, immediately before, immediately after, and five months after the intervention by standardized questionnaires.

Research is in progress. First findings show significant developments in several dimensions of teenagers' personality traits through the long-term sailing intervention. Beside other findings, we notice a significant rise in proactive attitude and smaller increase in neuroticism.

Our preliminary results suggest a positive influence of experiential learning in general and adventure-based education in particular on teenagers' personality and self-dimensions. Further implications and limitations will be discussed.



ECONOMIC, FINANCIAL AND PURCHASE LITERACY

**DR MICHAEL SCHUHEN¹, PROFESSOR DR HANS JÜRGEN SCHLÖSSER,
DR SUSANNE SCHÜRKMANN¹, MINOUBANU ASKARI¹, ANDREAS HUNDHAUSEN¹**

¹University of Siegen

**The Role of Personality in Self Research, Room 2.21B,
September 28, 2017, 10:30 AM - 12:00 PM**

This paper is concerned with some of the factors that determine economic, financial literacy and purchase literacy. The question which influence attitudes, personality qualities, education but also mathematical skills have on the skill developments in the two mentioned areas is investigated in the study. For this purpose, N=1.028 complete data records of students aged 15 and 16 are available, which were included in the analysis. The data are analyzed with the help of univariate data analyzes and with the help of structural equation models. Similar to the financial planning skill, it becomes apparent that the ability to save is influenced by almost all personality- and attitude variables. The skill developments in the content fields “debt” as well as “purchase process” are, however, independent of the personality- and attitude variables.

FOSTERING PURPOSE IN LIFE/MEANING IN LIFE, ACROSS THE LIFE SPAN

MR LEVI BRACKMAN¹

¹IPPE, ACU

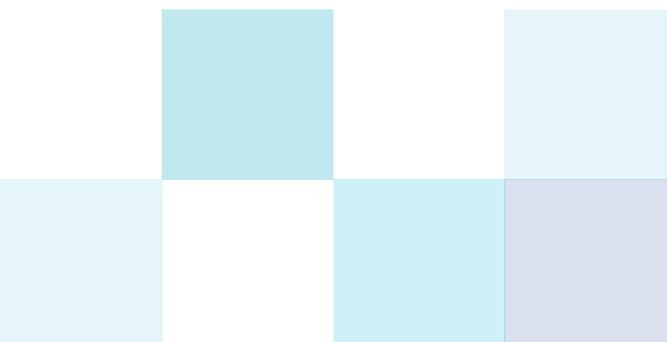
Social Relationships & Purpose of Life, Room 2.22, September 28, 2017, 10:30 AM - 12:00 PM

This thesis addresses the idea of purpose and meaning in life and how it can be intentionally fostered across the lifespan. Purpose and meaning in life, as it relates to well-being, is considered by some scholars to be the highest-level construct from which all other lower-level constructs of well-being flow (Kashdan & McKnight, 2009). As this thesis will demonstrate, purpose is highly correlated with many other desirable outcomes that are vital for living a life of flourishing, thriving and wellness. Given the importance of purpose in life as it relates to wellness, health and psychological well-being, this thesis is concerned with whether purpose in life can be intentionally fostered within the human condition, especially for those who have a deficit of it. To achieve this, my thesis seeks to satisfy the following four aims:

To arrive at a well-founded theoretical definition of the construct of meaning and purpose in life.

- To find a way that purpose in life and meaning in life can be adequately and empirically measured.
- To test whether purpose in life can be fostered in youth using an evidence based purpose fostering coaching curriculum within a high school setting.
- To study whether, using an evidence based intervention, purpose in life can be intentionally fostered in an adult sample.

The first two aims, a) establishing a definition for the construct of interest and b) establishing a valid instrument with which the construct of interest can be measured, were prerequisites for being able to test whether purpose in life could be intentionally fostered. Aims three and four used the first two aims as a predicate to test the main hypothesis of whether purpose in life can be intentionally fostered in the human condition across the lifespan.



THE GENERAL THEORY OF COGNITIVE MOTIVATION IMPLIES AN INFINITE RANGE OF NEEDS OR MOTIVES FOR PURPOSE AND MEANING IN LIFE - NOT JUST THREE OR FOUR BASIC NEEDS.

PROFESSOR DAVID BESWICK¹

¹Centre for Positive Psychology, Melbourne Graduate School of Education

Social Relationships & Purpose of Life, Room 2.22, September 28, 2017, 10:30 AM - 12:00 PM

Baumeister proposed four needs for meaning (purpose, value, efficacy, and social acceptance). He was not concerned not with the specific number of such needs, but the 'total conceptual space that they occupy'. Ryan and Deci appear in their recent book on self-determination theory to have re-affirmed their belief in just three basic, indeed innate, needs (for autonomy, competence and relatedness). These and the many other lists of needs published by various authors appear to refer to natural kinds of motivational phenomena implying substantive dispositional properties that may be discovered in human nature. I propose that there are no such natural kinds but an infinite variation in the range of needs or motives relevant to the search for meaning and purpose in life that may be mapped in many ways and divided into any number of categories. The basis for this claim is the general theory of cognitive motivation which is currently being published: Beswick, D. 'Cognitive Motivation: From curiosity to identity, purpose and meaning'. (Cambridge University Press). I propose to discuss one important implication of the theory that employs a new basic concept, 'the incomplete gestalt,' which governs processes of completion in the purposeful integration of the self.

THE SOCIAL RESOURCES IN CONTEXT MODEL

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Social Relationships & Purpose of Life, Room 2.22, September 28, 2017, 10:30 AM - 12:00 PM

Measurement of social support is critical given its links to mental and physical health. We propose a new Social Resources in Context (SRC) model that conceptualizes social support as having two causes, those

that are common across all contexts (G-support) and those that are specific to a context (friendship, parents, classmate, and teachers). We developed a brief measure of social support that adequately captured SRC. To accomplish this, we administered measures of peer nominations of friendship, well-being and parenting styles to youth from middle-class schools (N=3149; 50.2% females, 49.7% males; M age=13.72, SD=.45) and disadvantaged schools (N=898; 45.46% females, 52.64% males, 1.9% other; M age=14.11, SD=3.31). We utilized a genetic algorithm method to develop a brief measure of social support. Psychometric analysis revealed that the brief form was strongly correlated with the long form and lost no predictive power. Bifactor CFA was utilized to separate G-support from specific support factors. The bifactor model fit the data better than other competing models. Finally, the G and specific factors related in expected ways to peer nominations of friendship, well-being and parenting styles. These findings provide support for the SRC model and importantly extend previous research on social support.

PERSONAL FACTORS AND TEACHER PARTICIPATION IN 'EFFECTIVE PROFESSIONAL DEVELOPMENT': RESULTS FROM TALIS 2013

PROFESSOR V. DARLEEN OPFER¹

¹RAND

Teacher Development, Room 2.46, September 28, 2017, 10:30 AM - 12:00 PM

A key lever for improving teaching is provision of effective professional development. This paper uses TALIS 2013 data to consider personal factors associated with teacher participation in effective professional development (Desimone, 2009) and reports of impact on instruction. Personal factors were created from TALIS 13 items using exploratory factor analysis on half the sample and then confirmed on the other half of the sample. Four personal factors emerged: feelings of preparedness, self-efficacy, constructivist teaching beliefs, and satisfaction with performance. These factors were all shown to be significantly correlated with teacher participation in more effective forms of professional development; for example, activities that take place in schools and require teacher cooperation such as mentoring or observing other teachers. These factors were also shown to be associated with teacher reports of impact of the professional development on their instruction. Countries participating in TALIS 2013 vary significantly in the percentage of teachers in schools with these factors and these differences are also associated with differences in teacher participation in professional development types and reported instructional impact at the country level.

DILEMMATIC SPACES AND EMERGENT PROFESSIONAL IDENTITY: CREATING A FRAMEWORK FOR DEVELOPING AND INVESTIGATING PRE-SERVICE TEACHERS' ENGAGEMENT WITH COLLABORATION

DR MARIANNE TURNER¹

¹Monash University

Teacher Development, Room 2.46, September 28, 2017, 10:30 AM - 12:00 PM

Teacher positioning can be an obstacle to English-as-an-additional-language (EAL) and content area teacher collaboration, to the detriment of EAL students. This was the catalyst for my study of preservice teachers' (PSTs) engagement with collaboration. I was both researcher and teacher educator in an elective EAL methodology unit in which (1) I instigated an opportunity for my students to collaborate with specialist EAL PSTs, and (2) I focused on collaboration in the first assessment to encourage reflection on the nature and degree of EAL-content area teacher collaboration my students witnessed on practicum. Research data included transcriptions of the collaborative opportunity between content area - specialist EAL PST pairings, transcriptions of individual interviews with content-area PSTs who had accessed the collaborative opportunity, and copies of these PSTs' first assessment. To analyse the content area PSTs' engagement with EAL collaboration, I generated a framework with the potential to explore different kinds of collaboration as aspects of PSTs' emergent professional identity. The framework draws on sociocultural constructs of identity (e.g. Nolen, Ward & Horn, 2011) and the complementary construct of dilemmatic spaces (Fransson and Grannäs, 2013). I will elaborate the theoretical background of the framework, and discuss its application to three content area PSTs.

WHEN PRACTICE MEETS THEORY: EVALUATION OF A PROFESSIONAL DEVELOPMENT PROGRAM BASED ON SELF-DETERMINATION THEORY FOR INSERVICE AND PRESERVICE ELEMENTARY SCHOOL TEACHERS

**PROFESSOR FREDERIC GUAY¹, PROFESSOR PIERRE VALOIS¹,
PROFESSOR ERICK FALARDEAU¹**

¹Laval University

Teacher Development, Room 2.46, September 28, 2017, 10:30 AM - 12:00 PM

In Quebec, a Canadian province where the official language is French, approximately 20% of sixth-grade students fail the final French exam prescribed by the ministry of education (MELS, 2012). These concerns about writing quality are relevant, because the minimum literacy level required to function in society has risen substantially in last decades. Recently, we have developed and evaluated an inservice and preservice teachers' professional development program, designed to improve teachers' pedagogical practices and to foster elementary students' motivational resources. This program called CASIS involves a two-day workshop based on self-determination theory, where we taught teachers to better use collaboration, authentic activities, structure, involvement, and support for autonomy during a writing lesson. The goal of this presentation was to summarize results from three quasi-experimental longitudinal studies testing CASIS. These three studies involve preservice and inservice elementary school teachers as well as their students. Specifically, we investigated if a) CASIS helps teachers to use more frequently the aforementioned pedagogical practices, b) if children increase their motivational resources, and c) if different moderators affects the strength of the impact of CASIS on teachers' pedagogical practices and students' motivational resources. Overall, results of these three studies supported the effectiveness of CASIS.

AN INTERNET-SUPPORTED SCHOOL PHYSICAL ACTIVITY INTERVENTION IN LOW SOCIO-ECONOMIC STATUS COMMUNITIES: RESULTS FROM THE ACTIVITY AND MOTIVATION IN PHYSICAL EDUCATION (AMPED) CLUSTER RANDOMISED CONTROLLED TRIAL

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¹Institute for Positive Psychology and Education, Australian Catholic University

Teacher Development, Room 2.46, September 28, 2017, 10:30 AM - 12:00 PM

- **OBJECTIVE:** Quality physical education (PE) is the cornerstone of comprehensive school physical activity (PA) promotion programs. We tested the efficacy of a teacher professional learning intervention, delivered partially via the Internet, designed to maximise opportunities for students to be physically active during PE lessons and enhance adolescents' motivation towards PE and PA.
- **METHODS:** A two-arm cluster randomised controlled trial with teachers and Grade 8 students from secondary schools in low socio-economic areas of Western Sydney, Australia. The Activity and Motivation in Physical Education (AMPED) intervention for secondary school PE teachers included workshops, online learning and implementation tasks, and mentoring sessions. The primary outcome was the proportion of PE lesson time that students spent in MVPA, as measured by accelerometers at baseline, post-intervention (7-8 months after baseline), and maintenance (14-15 months). Secondary outcomes included observed PE teachers' behavior during lessons, students' leisure-time PA, and students' motivation.
- **RESULTS:** Students (N = 1,421) from 14 schools completed baseline assessments and were included in linear mixed model analyses. The intervention had positive effects on students' MVPA during lessons. At post-intervention, the adjusted mean difference in the proportion of lesson time spent in MVPA was 5.58% ($p < 0.001$). During the maintenance phase, this effect was 2.64% ($p < 0.001$). The intervention had positive effects on teachers' behaviour, but did not impact students' motivation.
- **CONCLUSIONS:** The efficacy of the AMPED intervention on MVPA compares favourably with previous interventions delivered exclusively face-to-face. Online training for teachers could help facilitate widespread dissemination of professional learning interventions.

MOTIVATIONAL AND ENVIRONMENTAL FACTORS CONTRIBUTE TO INCIDENTAL PHYSICAL ACTIVITY

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¹*Flinders University*

Thursday Poster Session PO1, Mary Glowrey Foyer, September 28, 2017, 12:00 PM - 1:30 PM

- **BACKGROUND**

Physical activity can prevent health risks. Even a slight increase in daily activity can benefit both mental and physical well-being. This study investigated motivational and environmental factors as potential stimulators and/or inhibitors of incidental physical activity.

- **METHOD**

In a correlational design, 132 community-dwelling participants (17-61 years) completed an online questionnaire measuring incidental physical activity (International Physical Activity Questionnaire), autonomous/controlled motivation for incidental physical activities (Perceived Locus of Causality Questionnaire) and environmental characteristics (Neighbourhood Environment Walkability Scale).

- **FINDINGS**

Hierarchical regression analysis showed that autonomous motivation and neighbourhood walkability each individually contributed to incidental physical activity, such that individuals with higher levels of autonomous motivation, and those who live in highly walkable neighbourhoods, engage in higher levels of daily activity. Motivation and neighbourhood walkability did not interact to predict incidental physical activity.

- **DISCUSSION**

Findings support Self-Determination Theory, which posits autonomous motivation as an important contributor to activity engagement. They also support Socio-Economic theories which propose that characteristics of the environment, such as neighbourhood walkability, can positively influence physical activity behaviour. At a practical level, the current findings offer potential scope for the development of interventions which target both environmental and motivational factors, such as nudging techniques, to increase daily activity levels.

LESSONS FOR THAILAND FROM NON-COGNITIVE SELF-RELATED OUTCOMES IN PISA 2015

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MISS THANTHIP NARANGSIYA³, PROFESSOR SUWIMON WONGWANICH⁴**

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Thursday Poster Session PO2, Mary Glowrey Foyer, September 28, 2017, 12:00 PM - 1:30 PM

This study utilized data from the 2015 Programme for International Student Assessment (PISA) Thailand sample to investigate the non-cognitive self-related outcomes which theoretically relate to the science literacy of 15-year-old students. Thailand has been consistently ranked lowly in PISA, while Singapore has been top ranked among the participating nations and has caught much attention internationally. A study comparing profiles of such factors between Thailand and Singapore can therefore provide useful information on how science education can be improved in Thailand and other countries. The results from the profile analysis of 363,766 student data from both countries indicated that Singapore students' profile of enjoyment of science, test anxiety, environmental awareness, epistemological beliefs, and subjective well-being was significantly higher than Thai students' profile. Surprisingly, Thai students' self-efficacy in science was even significantly greater, and motivation levels of students from both countries were statistically indifferent. It is suggested that some intervening variables (e.g., students' cognitive factors, teachers' instruction, and schools' contexts) are needed to explain the unexpected comparison outcomes. The findings also lead to the psychometric properties of items that PISA used to collect the variables.



NEIGHBOURHOOD GREEN SPACE AND CHILDREN'S ENJOYMENT OF PHYSICAL ACTIVITY: EVIDENCE FROM THE LONGITUDINAL STUDY OF AUSTRALIAN CHILDREN

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ASSOCIATE PROFESSOR CHRIS LONSDALE¹,
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Thursday Poster Session PO3, Mary Glowrey Foyer, September 28, 2017, 12:00 PM - 1:30 PM

- **PURPOSE:**
Enjoyment of physical activity is a known predictor of children's physical activity habits, and may also confer additional health benefits over unenjoyed physical activity. The purpose of this study was to investigate associations between neighbourhood green space and children's enjoyment of physical activity, and choice of free time behaviours.
- **METHODS:**
We used parent-reported physical activity data (n=4,423) from the Longitudinal Study of Australian Children – a nationally representative sample of children across 8 years – and green space data derived from Australian Bureau of Statistics mesh blocks. We investigated associations between green space and the physical activity outcomes using gender-stratified multilevel linear models, with growth curve models to examine changes in trajectories. Family income, maternal education level, Australian indigenous status, and language spoken at home were included as socio-economic controls.
- **RESULTS:**
For boys, each 10% difference in green space was associated with 8% increase in the odds of enjoying physical activity, and a 7.3% increase in the odds of choosing physical active pastimes. There were no statistically significant associations seen for girls, and associations did not vary by time.
- **CONCLUSIONS:**
Boys who live in greener neighbourhoods are more likely to choose active pastimes, and enjoy physical activity.

POSSIBLE EFFECTS OF PEDAGOGICAL SPORTS OPPORTUNITIES USING THE EXAMPLE OF THE STREET FOOTBALL LEAGUE BUNTKICKTGUT

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¹*Budrich UniPress Ltd. Opladen*

Thursday Poster Session PO4, Mary Glowrey Foyer, September 28, 2017, 12:00 PM - 1:30 PM

People with a migratory background are still often disadvantaged compared to the host society. They are socially poorer than members of the host society and are likely to have a low level of education and poor job prospects. This often has a negative effect on mental well-being, self-esteem and identity formation in the affected persons, which can separate them from society, lead them into delinquency or make them more susceptible to radical, fundamentalist ideas. This is problematic and dangerous for the youths themselves as well as for the host society and hinders integration (here understood as the equal participation in society).

To support the integration of people with migratory background, to have a peaceful and healthy society and to give young migrants the chance for a happy, successful life and to flourish and thrive, it is important to support the youths to construct and develop a positive identity, build up their self-esteem and increase their level of mental well-being. This is a premise for an equal participation in society as well as the result of it.

The aim of this thesis is to show how young people with a migratory background can be supported to develop a healthy identity, to improve their mental well-being and to be an equal part of the society through the support of sports organisations and to point out basic conditions such organisations need to have for the desired effects. As a specific example for such an organisation, the street football league buntkicktgut was used, which is an organisation founded in Munich (Germany) and has been around for over 20 years, over which it has won several awards for contribution to integration. Further, the purpose was to find out more about the cultural identity of second generation immigrants. The focus of the study was set on young, second generation Muslim immigrants.

UNRAVELING THE ASSOCIATIONS BETWEEN BULLYING, VICTIMISATION AND SELF-REGARD OVER TIME

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Thursday Poster Session PO5, Mary Glowrey Foyer, September 28, 2017, 12:00 PM - 1:30 PM

Although the association between bullying behaviors and psychological adjustment is well established, there is disagreement in the literature as to the bi-directional influences of self-regard on bullying behaviors. In general, victims are often described as vulnerable, insecure, submissive, and introverted, while bullies are described as aggressive, dominant, and lacking in empathy. However, there are inconclusive findings with regards to whether self-regard drives bullying or whether changes in self-regard are a result of bullying. The present study examines the relationships between bullying, victimization and perceptions of self-worth utilising a longitudinal study of 1774 adolescents. Cross-lagged models were used to examine the bi-directional, concurrent influences of bullying perpetration, victimization and distinct components of self-worth over time. Results indicate that bullying perpetration and victimization manifest a positive bidirectional relationship, but do not have uniform effects on components of self-worth, and that these relationships are moderated by the gender of the adolescent. These findings suggest that an important dynamic plays out between bullying behaviors and a lack of positive self-regard for all young people over the course of adolescence, and further suggests these relationships may have longitudinal implications for mental health.

INNOVATIVE PROGRAM FOR THE DEVELOPMENT OF METACOGNITION OF PRE-SCHOOL AGE CHILDREN

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¹Tomas Bata University in Zlín

Thursday Poster Session PO6, Mary Glowrey Foyer, September 28, 2017, 12:00 PM - 1:30 PM

ABSTRACT: Metacognition can be considered as an important part of education that needs to be developed from an early childhood when children learn naturally, when they explore the world around them with joy and deep inner interest. This contribution presents a program for the development of metacognition of pre-school children

(5-7 years), created on the basis of the Let's Think program. The program includes activities that are based on higher level thinking schemes (gradual transition from the preoperative period to the stage of specific operations). During each activity, children gradually become aware of their own thought processes and their importance for problem solving. We have verified the metacognition development program at the pilot nursery school (N = 38). Children in the experimental group who participated in the program reached an overall higher level of cognitive thinking compared to a control group of children who did not participate in the program. Compared to the results before and after the completion of the program, the overall shift was statistically more prominent in the experimental group in logical thinking tests ($p = .005$). The program helps teachers and parents systematically develop ways of thinking about children (schemes) that are indispensable for successful admission to school.

KEYWORDS:

Metacognition, Innovative Program, Pre-School Children.

A STRUCTURAL EQUATION MODEL OF DYADIC RELATIONSHIPS BETWEEN SELF-EFFICACY IN TEACHING AND MOTIVATION TO TEACH OF MENTOR TEACHERS AND STUDENT TEACHERS

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Thursday Poster Session PO7, Mary Glowrey Foyer, September 28, 2017, 12:00 PM - 1:30 PM

Self-efficacy in teaching plays an important role in teaching professionals because it affects both teaching effectiveness and motivation to teach. Every teacher education program tends to have strategies to boost student teachers' self-efficacy and motivation. Providing mentor teachers is one of such strategies, but the evidence about the effect of self-efficacy and motivation of mentor teachers on those of student teachers is still unclear. Thus, this study aims to analyze the causal relationship between self-efficacy and motivation of mentor teachers and student teachers. In contrast to previous research, which mostly studied such a relationship within a group of either mentor teachers or student teachers, this study examined the relationship within and across groups, using a dyadic structural equation model. To achieve that goal, dyadic data were collected from 244 pairs of mentor teachers and their corresponding student teachers. The results reveal that the dyadic causal model fitted well with empirical data ($Chi-square(25, N = 244) = 35.72, p = .07$). Specifically, mentor teachers' self-efficacy and motivation significantly influenced those of student teachers. By observing a proper teaching model, student teachers will gain more confidence in their teaching ability. More details of the findings will be discussed in the presentation.

AN INVESTIGATION OF STUDENTS' MOTIVATION TO PURSUE HIGHER EDUCATION AT THE CZECH UNIVERSITY

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Thursday Poster Session PO9, Mary Glowrey Foyer, September 28, 2017, 12:00 PM - 1:30 PM

ABSTRACT: The aim of this paper was to investigate the type of motivation leading students to pursue higher education, and to describe the adaptation of the modified version of the Academic Motivation Scale (AMS), developed by Vallerand et al. (1989). This seven-point Likert-scaled instrument was designed to assess self-determination continuum and the types of motivation with their regulatory styles. The sample consisted of 467 university students in regular classroom settings enrolled at the Czech public university. In EFA a 4-factor model was generated explaining 62% of the total variance. In this version, the questionnaire consisted of 16 items with Cronbach's α ranging from .82 to .60. The data proved a student's intrinsic motivation (F1), identified regulation (F2), external regulation (F3), and amotivation (F4) to be strong predictors of students' motivation to pursue higher education. Furthermore, the relationship between the type of motivation, age, gender, average grade, level and field of study was further identified.

KEYWORDS: Academic Motivation Scale (AMS), Self-Determination Theory (SDT), Higher Education, University Students, Factor Analysis

RE-PATRONAGE INTENTIONS IN THE PERFORMING ARTS: THE ROLE OF BASIC PSYCHOLOGICAL NEEDS

DR CHRISTOPHER WHITE¹, DR EUDORA TONG¹

¹RMIT university

Thursday Poster Session PO10, Mary Glowrey Foyer, September 28, 2017, 12:00 PM - 1:30 PM

The purpose of this study was to examine the way in which re-patronage intentions (RI) for classical music orchestra performances are formed. Research in this area has predominantly relied on demographic characteristics or motives to understand audience behavior, and we aimed to provide a theoretically

robust explanation of the psychological processes that connect socioeconomic status (SES) to RI. A model based on an adapted motivational sequence (Vallerand, 1997) showed that SES – an index formed by collating occupation, income and education levels – did not directly predict harmonious passion (HP) or RI. Significant indirect effects were noted and transferred to these constructs through the satisfaction of basic psychological needs (BPN). These findings highlight the importance and potential application of the BPN construct for expanding and deepening theory development in the performing arts and market research domains.

Vallerand, R. J. (1997), "Toward a hierarchical model of intrinsic and extrinsic motivation", *Advances in experimental social psychology*, Vol. 29, pp. 271-360

WORKPLACE WELL-BEING FOR ALL? TURNING OUR LENS TO WORKERS IN LOW-SKILLED OCCUPATIONS.

MS AMY, PEI CHUIN YONG¹

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Thursday Poster Session PO11, Mary Glowrey Foyer, September 28, 2017, 12:00 PM - 1:30 PM

While studies on well-being at work surge, the attention given to workers in low-skilled occupations remains sparse. These workers require particular attention due to the lack of task autonomy, and low decision-making capacity in their job functions which often result in a predisposition to ill-health. However, based on the Job-Demands Resources (JD-R) model, given sufficient resources, such as support from supervisor, the effect of ill-health can be moderated. Furthermore, and consistently, Self-Determination theory proposes that autonomy supportive behaviours demonstrated by supervisors, can facilitate the fulfilment of the workers' basic psychological needs and well-being. Thus, this study examines the job resource of autonomy supportive supervisory behaviours, on the well-being of workers in low-skilled occupations.

Autonomy supportive behaviours can be learned and studies have shown the effectiveness of conducting autonomy supportive intervention to increase autonomy supportiveness of work supervisors. However, no study has been conducted to examine the effect of the intervention on work supervisors of workers in low-skilled occupations. This study will use an autonomy supportive intervention for work supervisors with the aim to improve the well-being of workers in low-skilled occupations. The outcomes are expected to contribute immensely to the well-being of workers in already difficult roles (ie low-skilled occupations) and fill a theoretical gap in Self-Determination theory.

LINKING TEACHERS' PRO-SOCIALITY TO THEIR PROFESSIONAL WELL-BEING: THE MEDIATING ROLE OF TEACHER ENGAGEMENT IN FAMILY-SCHOOL PARTNERSHIPS

**DR SITTIPAN YOTYODYING¹, DR SWANTJE DETTMERS¹,
PROFESSOR DR KATHRIN JONKMANN¹**

¹Department of Educational Psychology, Institute for Psychology, FernUniversität in Hagen

Thursday Poster Session PO12, Mary Glowrey Foyer, September 28, 2017, 12:00 PM - 1:30 PM

Based on self-determination theory, several studies have shown that people's pro-sociality is connected to the enhancement of their own well-being and this connection is mediated by basic need satisfaction (autonomy, competence, and social-relatedness). To our knowledge, this connection has not been tested in the educational context yet. The aim of this study was to examine whether teachers' pro-sociality predicts their professional well-being (job satisfaction and work-related self-esteem). Moreover, we proposed that pro-socially oriented teachers become more engaged in activities that promote positive social relationships at work such as positive family-school partnerships (FSP), thereby enhancing their sense of social-relatedness. We therefore examined whether the connection between teachers' pro-sociality and their professional well-being was mediated by teacher engagement in FSP. Using the US Parent-Teacher Association's National Standards for FSP, we assessed respectful family-school communication and family-school cooperation for supporting children's school success as two aspects of teacher engagement in FSP. A total of 218 teachers (72% females; 65% from secondary schools; M age = 44.78, SD = 12.07) participated in a cross-sectional survey. In line with self-determination theory, teachers' pro-sociality was associated with greater professional well-being. As expected, this connection was partially mediated by the two aspects of teacher engagement in FSP.

SOCIAL AND ACADEMIC ACHIEVEMENT GOALS JOINTLY AFFECT BOYS' ENGAGEMENT AT SCHOOL

MR JUNLIN YU¹, DR ROS MCLELLAN¹

¹*University of Cambridge*

Thursday Poster Session PO13, Mary Glowrey Foyer, September 28, 2017, 12:00 PM - 1:30 PM

Boys show lower academic engagement and achievement than girls at school. Much of the research concerning boys' underachievement has focused on gender differences in academic motivation. Yet, students pursue both social and academic goals in school, and considering the interplay between academic and social motives may allow for a fuller understanding of the gender gap in achievement. In this study, Year 9 students (aged 13-14, $N = 536$) reported their social goals, academic goals and self-handicapping in Maths and English. Multigroup confirmatory factor analyses identified latent mean differences where boys had higher social demonstration goals than girls. Boys also reported higher performance goals and more self-handicapping behaviours in Maths and English. Moreover, structural equation models demonstrated that performance-avoidance and social demonstration-avoidance goals fully mediated the relationship between gender and self-handicapping. Results highlighted the joint role of social and academic achievement goals in accounting for gender differences in academic self-handicapping.

THE RELATIONSHIP BETWEEN RESILIENCE AND INTERNET ADDICTION A MULTIPLE MEDIATION MODEL THROUGH PEER RELATIONSHIP AND DEPRESSION

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¹Beijing Normal University of China

Thursday Poster Session PO14, Mary Glowrey Foyer, September 28, 2017, 12:00 PM - 1:30 PM

With the rapid expansion of the internet, internet addiction problems in elementary school students increased sharply. Consistent with previous findings, the current survey showed that up to 17.8% of elementary school students were internet addicts or had related internet addiction tendencies. Heavy use of the internet will potentially lead to profound academic problems in elementary students, such as poor grades, academic probation, and even expulsion from schools. Thus, the internet addiction phenomenon in elementary school students is a great source of concern. Until now, the cause of internet addiction among elementary students is still not fully understood. Effective studies of internet addiction in elementary school students are relatively rare compared to that in adolescents and adults. This study explores the mechanisms of internet addiction, in order to understand whether resilience is a predictor of internet additions in elementary school students. 58491 elementary school students from Henan province of China completed the self-report questionnaire. The results of structural equation model (SEM) showed that resilience was negatively correlated with internet addiction. There were three mediational paths in the mediational model: 1) the mediational path through peer relationship with the effect size of 50.0%; 2) the mediational path through depression with the effect size of 15.6%; 3) the mediational path through peer relationship and depression with the effect size of 13.7%. The total mediational effect size was 79.27%. The effect size through peer relationship was the strongest among the three mediation paths. The current findings suggested that resilience was a predictor of internet addiction. Improving children's resilience (such as toughness, emotional control, and problem solving) can be an effective way to reduce internet addiction behavior. The evaluation of the potential underlying factors such as peer relationship especially the quality of peer relationship and depression are also necessary in the treatment of internet-addicted children.

KEYWORDS:

Internet Addiction; Resilience; Peer Relationship; Depression

CORRELATION BETWEEN SELF-CONCEPT AND SEXUAL SELF-EFFICACY IN BLIND AND PHYSICALLY DISABLE PEOPLE

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Thursday Poster Session PO15, Mary Glowrey Foyer, September 28, 2017, 12:00 PM - 1:30 PM

- **INTRODUCTION AND OBJECTIVES:**
Self-concept is a group of views about oneself including elements such as academic performance and sexual identity. The factors affecting the self-concept are education, values, and relationships. This study was conducted to determine the correlation between sexual self-efficacy and self-concept.
- **METHOD(S):**
This cross-sectional study was conducted on 190 physically disable and 138 blind people (140 women and 188 men). The data were collected using the Persian multidimensional sexual self-concept questionnaire and the Persian Rogers' self-concept questionnaire and analyzed using the Mann-Whitney U and Pearson tests in SPSS 16.0.
- **RESULTS:**
The mean age was 37.5 and 30.88 years for disable and blind subjects, respectively. Moreover, the mean score of self-concept ;(10.08 and 10.64) and sexual self-efficacy (14.40 and 14.65) in disable and blind people , respectively. Self-concept and sexual self-efficacy in two groups did not show a statistically significant difference. Correlation between self-concept and sexual self-efficacy showed that in disable people there was no significant correlation while in blind people there was an indirect correlation between these two variables ($r=-0.28$, $p<.001$).
- **CONCLUSION:**
The indirect correlation between self-concept and sexual self-efficacy in blind people raised the question that whether sexual self-efficacy is an element of self-concept or it is a factor that affects self-concept.
- **KEYWORDS:**
Self-concept, sexual self-efficacy, blind, disable

TOWARDS A NEW SCIENCE OF ACADEMIC ENGAGEMENT

PROFESSOR KATARIINA SALMELA-ARO^{1,2}

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Keynote Speaker 8, Cathedral Hall, September 28, 2017, 2:00 PM - 3:00 PM

This presentation focuses on a new science of academic engagement addressing the question, “Is there a dark side to academic engagement and a bright side to disengagement?” According to the PISA (Programme for International Student Assessment) ratings, Finnish students are among the best performers worldwide, consistently achieving top scores in mathematics, science, and reading.

However, recent findings show that Finnish adolescents may not be emotionally engaged in school. PISA survey revealed that 15-year-old Finnish students ranked 60th out of 65 countries in their liking of school (OECD, 2013). Many Finnish secondary school students reported school burnout, feelings of inadequacy, exhaustion at school, and cynicism about the values of school.

In this presentation, I 1) present recent findings from several longitudinal and experience sampling studies that have sought to identify different trajectories and profiles of emotional engagement and school burnout; 2) examine the longitudinal associations of emotional engagement and school burnout with academic and psychological outcomes; 3) examine the role of social context for academic engagement, such as parents autonomy support, and present some ideas how to increase engagement, such as optimal learning moments App development.



BIOGRAPHY:

Katariina Salmela-Aro is a Professor of Psychology, Center for Learning and Teaching, University of Jyväskylä, and Research Director, Cicero Learning, University of Helsinki. She is also Visiting Professor in the Institute of Education, University College London, School of Education, Michigan State University and she was a visiting scholar School of Education, University of California Irvine. She was a post-doc in the Max-Planck Institute in Berlin. She is the President of the European Association for Developmental Psychology, and previous Secretary General (first female) International Society for the Study of Behavioral Development (ISSBD). She is director of several ongoing longitudinal studies among young people: FinEdu, PIRE, LEAD, Mind-the-Gap.

Her key themes are school engagement, burnout, optimal leaning moments, life-span model of motivation and related interventions. She is the Founding-member Pathways International Interdisciplinary Post-doctoral fellowship program, Member of Academy of Finland Strategic Funding Council. She is Consulting Editor Developmental Psychology (APA), and Associate Editor in the European Psychologist journal. She has published over 250 papers and chapters and received several national/international, 10 large-scale grants from Academy of Finland as well a grant from the National Science Foundation research grant, and EU Coordinator Marie Curie post-doc grant.

CHILDREN'S SELF-EFFICACY: THE HOPE OF 21ST CENTURY FOR TRANSFORMING LIVES AND COMMUNITIES

DR CHIKA EZE¹

¹Tangaza University College

Symposium 11, Room 2.21A, September 28, 2017, 3:30 PM - 5:00 PM

Discussant: Chika Eze¹

This symposium aims at promoting children's self-efficacy through formal and informal education, with regards to understanding human sexuality, including the demands of making informed choices. Accordingly, the significance of the symposium is based on the pedagogy of learning, dwelling on the notion that education is the tool through which children are equipped to promote personal self-efficacy needed for transformation of lives and communities. Sequentially, the papers emphasize that childhood sexual education is a necessity for preserving lives, the next, argues that being a street vendor is a risk factor compelling children to become sexually active, therefore, strategies are needed for promoting resilience. The third paper, argues that the boy-child experiences of sexual abuse often go unnoticed based on societal orientation that position the male-child as strong and brave, therefore, ought to sustain self-preservation at all times. The fourth paper, maintained that one of the vital tools needed for self-protection, in the context of social media and inculcation of sexual orientation/exploitation for the adolescents is to bequeath them with psycho-spiritual skills. All these papers aimed at promoting children's self-efficacy (including adolescents and emerging adults), in the 21st century as means of transforming lives and well-being. The discussant is Chika Eze.

PRESENTATIONS:

- **Childhood Sexual Education as tool for Transforming Lives**
Chika Eze¹
- **Exploring self-agency: Narratives of sex and sexual experiences of children and young street vendors in Nigerian marketplaces**
Rosemary Okoli (University of Nigeria)
- **The Boy Child Sexual Abuse: Intricate Role of Parents**
Alice Nzangi¹
- **Don Bosco Preventive System of Education: Model for exorcizing social media addiction among adolescents**
Chika Eze¹ & Matthew Adetiloye (Marist International University College)

MEASUREMENTS AND CORRELATES OF PHYSICAL SELF CONCEPT AND MOTOR PERFORMANCE IN CHILDHOOD

PROFESSOR MAIKE TIETJENS¹, PROFESSOR BERND STRAUSS¹

¹Westfälische Wilhelms Universität Münster, Institute of Sport and Exercise Sciences

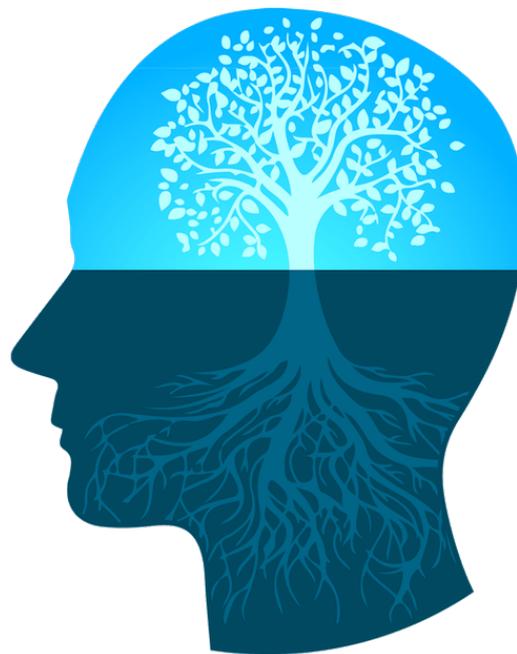
Symposium 12, Room 2.21B, September 28, 2017, 3:30 PM - 5:00 PM

Chair: Bernd Strauß¹ & Maike Tietjens¹

In very broad terms, self-concept is a person's perception of himself. These perceptions are formed through experiences with his environment [...], and are influenced by environmental reinforcement and significant others" (Shavelson, Hubner & Stanton, 1976, p. 411). The establishment of a positive and healthy self-concept is regarded as one of the most important tasks in human development. Consequently, a main research area of developmental psychology is focused on the structure, development, and maintenance of self-concept in childhood, youth, and adolescence (Bracken & Lamprecht, 2003; Harter, 1999). At the same time, self-concept is regarded both as a predictor and as a consequence of behavior (Marsh, Gerlach, Trautwein, Lüdke, & Brettschneider, 2007). The self-concept is regarded as multidimensional and consisting of academic and non-academic domains, with the physical self being among the latter. The physical self-concept subsumes self-relevant information on the body and aspects of physical domains, such as strength, endurance, sport ability, or physical appearance (Marsh & Redmayne, 1994; Fox & Corbin, 1989). In this symposium, we will focus on the development and structure of the physical self-concept in childhood, how to measure it and the congruency of gross motor skills and physical self-concept and the implications for intervention studies.

PRESENTATIONS:

- **The role of the physical self-concept within in the
"Motor Development for Health Enhancing Physical Activity Model"**
Dennis Dreiskaemper¹, Till Utesch¹ & Maike Tietjens¹
- **Young children's perception of their physical skills; does it differ in terms of the type of skill?**
Lisa M Barnett (Deakin University)
- **"I am really good at sports!"
The physical self-concept of children in Kindergarten and primary school**
Maike Tietjens¹, Dennis Dreiskämper¹, Lena Henning¹, Nina Ferrari (German Sports University Cologne),
Christine Graf (German Sports University Cologne)
- **Congruency of physical self-concept and motor
skill level promotes physical activity in childhood**
Till Utesch¹, Dennis Dreiskämper¹, Roland Naul¹,
Katharina Geukes (University of Münster, Department of Psychology)



THE BENEFITS OF BELIEVING YOU CAN CHANGE: GROWTH MINDSET WEAKENS THE LINKS BETWEEN SELF-ESTEEM AND NEGATIVE OUTCOMES.

**MR JAMES CONIGRAVE¹, DR BALJINDER SAHDRA¹,
MS BROOKE VAN ZANDEN¹, PROFESSOR JOSEPH CIARROCHI¹**

¹Institute for Positive Psychology and Education

**Self-Beliefs and Self-Perceptions as Determinants of Outcomes Room 2.22,
September 28, 2017, 3:30 PM - 5:00 PM**

Intervention-related research suggests that there are two ways to combat the negative consequences of low self-esteem: improving the level of self-esteem, or reducing the links between low self-esteem and negative outcomes (L. Hayes & Ciarrochi, 2015). Growth mindset tends to prevent low-self-esteem from occurring in response to failure. We sought to examine whether growth mindset can also decouple the links between low self-esteem and negative outcomes in two large samples. Study 1 surveyed 489 Australian female high school students (age: $M = 14.7$; $SD = 1.5$) and Study 2 surveyed a representative sample of 7884 adult Americans of both genders (age: $M = 47.9$; $SD = 16$; 52.5% female). Moderation analyses in both samples showed that the links between low self-esteem and negative outcomes (lower wellbeing and achievement) were weaker for those with higher levels of growth mindset. People are likely to experience fluctuations in self-esteem as a result of success, failure, and social rejection. Those with chronically low self-esteem may be especially likely to benefit from interventions boosting growth mindset.

SELF-BELIEFS, FAMILY BACKGROUND AND ACADEMIC ACHIEVEMENT: VARIATIONS ACROSS GRADE LEVELS AND ACADEMIC DISCIPLINES

PROFESSOR KIT-TAI HAU¹, DR JIANFANG CHANG¹

¹The Chinese University of Hong Kong

**Self-Beliefs and Self-Perceptions as Determinants of Outcomes Room 2.22,
September 28, 2017, 3:30 PM - 5:00 PM**

We examined how academic achievement was related students' self-belief and family background. The variations of these relations across grade level and academic discipline (Chinese, English, Math) were explored. Participants were 15000 Grade 3, 6, 9 students in Hong Kong. The questionnaire contained items from international studies (PISA) such as: (i) Demographic: sex, attend kindergarten; (ii) Family Background: parental involvement, socioeconomic status; (iii) Family Resource: quiet place to study, number of books at home, (iv) Self-Beliefs: intrinsic interest, instrumental interest, anxiety, self-concept, self-control, and (v) Prior Academic Achievement G.1.

Results showed that (i) Relative Importance: Prior academic achievement (beta = .1 to .3), anxiety (-.1 to -.3), self-concept (.05 to .1), parental involvement (.05 to .1), socioeconomic status (.1 to .2) were most strongly related to academic achievement; (ii) Educational Level Difference: as students became older, prior G.1 academic achievement, parental involvement were less important whereas sex, days of breakfast, computers to do homework became more important; (iii) Academic Discipline Differences: prior G.1 academic achievement and intrinsic interest (particularly at G.6, G.9) were more related to Math (cf. Chinese, English) achievement; instrumental interest was more related to English achievement, SES was less related to Chinese achievement.

TEACHERS' IMPLICIT THEORIES AS FUNDAMENTAL TO TEACHING AND JOB SATISFACTION. A COMPARISON BETWEEN GERMANY AND JAPAN.

PROFESSOR HORST ZEINZ¹, DR MASASHI URABE²

¹University of Muenster, ²Hiroshima City University

Workplace Wellbeing, Room 2.46, September 28, 2017, 3:30 PM - 5:00 PM

Persons hold different implicit theories about the changeability of competences. Several studies suggest a relation between teachers' implicit theories and the type of teaching they provide. There are no empirical findings regarding differences between implicit theories in eastern and western countries to be found yet. In our study, we asked about differences between Japan and Germany regarding teachers' implicit theories, about correlations between teachers' implicit theories and their use of different work forms in lessons, and between teachers' implicit theories and their job satisfaction.

In order to investigate these teachers' variables, we used questionnaires. 631 teachers from Germany and 73 teachers from Japan participated.

In Germany teachers have statistically significant higher means regarding implicit beliefs stressing the changeability of competences as well as regarding their job satisfaction than teachers in Japan. Further we found that there are statistically significant correlations between German teachers' implicit theories and their use of six (out of nine) work forms in lessons, whereas no such correlations could be identified in Japan. In both countries, we found statistically significant correlations between teachers' implicit theories and their job satisfaction.

The findings mark a starting-point for reflections regarding learning processes as well as for teachers' and students' well-being.



PERCEIVED AUTONOMY SUPPORTIVE LEADERSHIP IN WORKPLACES: A META-ANALYTIC REVIEW

DR GAVIN SLEMP¹, DR MARGARET KERN¹, DR KENT PATRICK¹

¹*University of Melbourne*

Workplace Wellbeing, Room 2.46, September 28, 2017, 3:30 PM - 5:00 PM

Autonomy supportive leadership (ASL) refers to a cluster of supervisory behaviors that collectively yield support and understanding within the leader-worker relationship. From a self-determination theory (SDT) perspective, ASL fosters the internalization of extrinsic motivation, in turn enabling wellbeing and performance. We report the results of a meta-analysis on the motivational, well-being, and work-based correlates of perceived ASL in workplaces. Across 75 studies (82 independent samples, $N = 32,576$), ASL showed positive mean true score correlations with employee autonomous work motivation ($\rho = .39$), controlled work motivation ($\rho = .11$), well-being ($\rho = .46$) job satisfaction ($\rho = .56$), organizational commitment ($\rho = .51$), proactive behavior ($\rho = .39$), prosocial behavior ($\rho = .27$), work engagement ($\rho = .33$), work performance ($\rho = .25$), and was negatively correlated with work distress ($\rho = -.33$). The source of ASL (direct supervisor versus more distal source), the country and the publication status of the studies did not moderate these relationships. A meta-analytic path analysis further supported important SDT processes underlying motivation and well-being in the workplace. Overall, findings show support for ASL as a leadership style in organizations, potentially providing leaders with an approach to nurture the inner motivational resources of employees.

KEYWORDS:

Autonomy Support, Leadership, Meta-Analysis, Work Climate, Self-Determination Theory, Well-Being, Motivation.

PARTICIPATORY DESIGN IN THE DEVELOPMENT OF A WORKPLACE MENTAL HEALTH MOBILE APP

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PROFESSOR NICK GLOZIER¹, ASSOCIATE PROFESSOR SAM HARVEY²**

¹University of Sydney, ²University of New South Wales

Workplace Wellbeing, Room 2.46, September 28, 2017, 3:30 PM - 5:00 PM

- **BACKGROUND:** Participatory design is an autonomy-supportive approach that allows technology developers to unearth user needs, perceptions, contexts of use, and motivations—knowledge critical to developing a technology that users actually engage with. Understanding these factors in the context of mental health is particularly important, where issues to do with stigma, employment, and identity may undermine engagement. In this study, we explored the needs and motivational drivers of employees in male-dominated workplaces in order to understand what kinds of mental health apps would be valued within this group. We also provided participants with the tools necessary to take part in the design of the app's features and characteristics.
- **METHODS:** A mixed methods approach was followed including six participatory design workshops with 62 end-users from urban, rural and remote communities, and ten work-site visits to learn about the environment in which the technology would be used. In addition, a minimum viable product was released to test user engagement with particular features.
- **RESULTS:** A number of key themes emerged leading to a set of guidelines around terminology, imagery, and content for a mental health app for workers in male-dominated industries. In addition, three specific functionalities were added as a direct consequence to input from user co-designers. These included mood tracking and a toolbox of quick to use tools and strategies for stress-reduction. These user-generated features were added to the program of Behavioural Activation Therapy, Mindfulness and Psychoeducation designed by the psychology researchers on the project. Further insights gained from user workshops including the findings that positive terms such as “mental fitness” were preferred over “mental health” which was stigmatized; participants preferred brief 2-5 minute interactions with minimal text content; valued personal stories of others overcoming mental illness; and were motivated most strongly by desires to care for their family, improve their health, stay on the job, and by social influence.
- **CONCLUSION:** The preliminary results from these studies highlights the importance of having a thorough understanding of your users before developing a mental health app and that employees in male-dominated workplaces have specific needs and preferences regarding terminology, media, features and technology characteristics which must be considered in order for a mental health app to appeal to this group.

UNETHICAL PRO-ORGANIZATIONAL BEHAVIOR AND FLOURISHING: AN INVESTIGATION OF WHY, HOW, AND UNDER WHAT CIRCUMSTANCES

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¹University of Otago, ²Kühne Logistics University

Workplace Wellbeing, Room 2.46, September 28, 2017, 3:30 PM - 5:00 PM

We challenge the assumption that employee flourishing is automatically beneficial to both the organization and wider society. To this end, we firstly posit that flourishing needs to be bound by some sort of moral guide in order to mitigate unethical pro-organizational behavior (UPB). Study 1 ($N = 170$) supports our proposed moderation hypothesis in that, flourishing was related to more willingness to engage in UPB the less central morality was to employees' identity. Secondly, we posit careerism as a mechanism between flourishing (in interaction with moral centrality) and UPB. Study 2 ($N = 208$) supports the predicted moderated mediation hypothesis. In a final study, we consider the relevance of context. Specifically, we suggest that internal moral guidance (in the form of moral centrality) will result in lower careerism and hence lower UPB, but only if not overridden by the pressures of a perceived self-interested organizational climate. Study 3 ($N = 208$) reports evidence consistent with our moderation mediation hypothesis. Overall, we make the case that flourishing needs morality to rein it in. Only then will flourishing represent the original Aristotelian notion of *eudaimonia* that modern positive psychology wants to promote.

STRENGTH-BASED PARENTING AND ACADEMIC ACHIEVEMENT: THE MEDIATING EFFECT OF PERSEVERANCE AND ENGAGEMENT

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²University of Melbourne, Melbourne School of Psychological Sciences

**Parental Influence in an Educational Context, Room 2.48,
September 28, 2017, 3:30 PM - 5:00 PM**

Like other forms of self-knowledge, strengths have now been related to adaptive outcomes in a range of settings and populations. Experienced as authentic and energising, strengths can refer to both abilities/talents and aspects of character, and are akin to personality traits. In families, recent research indicates unique wellbeing benefits for a newly defined parenting style focussed on recognising and encouraging strengths in one's child: strength-based parenting (SBP). Correlates of SBP for teens include higher life satisfaction and subjective wellbeing, mediated through teens own strengths use and use of strength-based coping, and moderated by a growth-mindset in relation to strengths. SBP has also shown incremental validity and psychometric discrimination from other known adaptive styles including responsiveness and autonomy-granting. However, the effect of SBP on aspects of objective function beyond wellbeing, including academic achievement, remains untested. This study tested the effect of SBP on secondary school academic achievement in a sample of Australian secondary students, testing two proximal and potential non-cognitive achievement orientation mediators: engagement and perseverance. SBP explained 11% of achievement variance, showing a small indirect effect through perseverance. Engagement was not significant. Results are contextualised within the mission of furthering understanding non-cognitive factors in academic achievement.

KEYWORDS:

**Academic Achievement; Engagement; Perseverance; Parental Style;
Strength-Based Parenting**

PARENTAL PSYCHOLOGICAL NEED SUPPORT AS A PREDICTOR OF STUDENT ACHIEVEMENT: UNTANGLING THE ROLE OF SOURCES OF EVALUATION AND PARENTAL CONSTRUCTS

**DR CATHERINE F. RATELLE¹, PROFESSOR ALEXANDRE J.S. MORIN²,
PROFESSOR FRÉDÉRIC GUAY¹, PROFESSOR STÉPHANE DUCHESNE¹**

¹Université Laval, ²Concordia University

**Parental Influence in an Educational Context, Room 2.48,
September 28, 2017, 3:30 PM - 5:00 PM**

Parents are primary guides of their child's educational experience (Bempchat & Shernoff, 2012). Their contribution operates through the support of their children's psychological needs, as revealed by their autonomy support (i.e., recognizing the child as a volitional individual), involvement (i.e., providing important material and emotional resources to the child), and structure (i.e., making the child's environment predictable; see Pomerantz et al., 2012). Parents' need supporting behaviors (NSB) predict positive academic outcomes such as achievement (Pomerantz et al., 2012; Ratelle et al., 2017). Given that NSB can be assessed from both children's and parents' perspectives, the present study tested which of the source (mother, father, child) or construct (autonomy support, involvement, structure) was a better predictor of achievement outcomes (i.e., grades and persistence intentions). The sample included 435 mother-child dyads and 246 father-child dyads who completed questionnaires at Time 1 (child $M_{age} = 14$ years) and Time 2, a year later. Results suggested that, for both mothers' and fathers' models, poor agreement between sources precluded using a multitrait-multimethod approach. Using different factors for parents and children to represent NSB, a differentiation effect suggested that paternal behaviors were more predictive of achievement outcomes than maternal ones, from both children and parents' perspectives.

LINKING UNIVERSITY STUDENTS' RETROSPECTIVE PERCEPTIONS OF PARENTS' PROVISION OF AUTONOMY-SUPPORTIVE ACADEMIC STRUCTURE DURING HIGH SCHOOL TO THEIR CURRENT ACADEMIC COMPETENCE AND WELL-BEING

**DR SITTIPAN YOTYODYING¹, DR SWANTJE DETTMERS¹,
PROFESSOR DR KATHRIN JONKMANN¹**

¹Department of Educational Psychology, Institute for Psychology, FernUniversität in Hagen

**Parental Influence in an Educational Context, Room 2.48,
September 28, 2017, 3:30 PM - 5:00 PM**

According to self-determination theory, academic structure can facilitate children's competence needs – thereby promoting their academic competence and well-being – only when their parents implement it in a more autonomy-supportive, but less controlling manner. To date, measures of parental structure are still scarce. Moreover, it remains unclear whether parental structure may affect child outcomes in the long term. This study aimed to develop and validate a scale assessing parents' provision of autonomy-supportive academic structure (ASAS): the extent to which parents deliver the three structure components (clear expectations and rules, predictability of consequences, and provision of rationales) to their children in ways that take account of joint decisions, open exchanges, choices, and empathy. In addition, we examined whether the relationships between university students' retrospective perceptions of ASAS during high school and their current academic outcomes (self-concept, interest, engagement, well-being) would be mediated by their current competence need satisfaction. Participants were 430 regular and distance university students (M age = 33.36; SD = 9.73). Overall, the second-order measurement model of ASAS (23 items) was an appropriate representation of the data. As expected, students' current competence need satisfaction fully mediated the relations of their retrospectively perceived ASAS during high school to all current academic outcomes.

THE LINK BETWEEN PERCEIVED MATERNAL AND PATERNAL AUTONOMY SUPPORT AND ADOLESCENT WELL-BEING ACROSS THREE MAJOR EDUCATIONAL TRANSITIONS

**MR JASPER DUINEVELD¹, ASSOCIATE PROFESSOR PHIL PARKER¹,
PROFESSOR RICHARD RYAN¹, PROFESSOR KATARIINA SALMELA-ARO³**

¹Institute for Positive Psychology and Education, ²Rochester University,

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**Parental Influence in an Educational Context, Room 2.48,
September 28, 2017, 3:30 PM - 5:00 PM**

To what extent does maternal and paternal autonomy support enhance well-being across the major transitions of high school? We tested the degree to which perceived autonomy supportive parenting facilitated positive changes in self-esteem and life satisfaction and buffered against negative changes in depressive symptoms and school related burnout in three Finnish longitudinal studies, each with a measurement point before and after a major transition (middle school, $N_1 = 760$, 55.7% girls; high school, $N_2 = 214$, 51.9% girls; post high school, $N_3 = 858$, 47.8% girls). Results showed that perceived parental autonomy support was negatively related to depressive symptoms and positively related to self-esteem. The findings for the effects on depressive symptoms were replicated across all three transitions, while effects on self-esteem were only found for the high school and post high school transitions. Moreover, evidence of co-regulation was found for depressive symptoms. Depressive symptoms before the transition were found to decrease autonomy support after the transition for both the high school and post high school transitions. Maternal and paternal autonomy support was of equal importance. Importantly, the effects on depressive symptoms increased as children developed, suggesting the continual importance of parents throughout high school and into emerging adulthood.





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