PAP-21: Methods (Interview, Meta-Analysis, Validation)

PAP-21: 1

: Why do disadvantaged students from low SES Australian schools engage in and disengage from reading? An interview study

Clarence Ng

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PAP-21: 2

Learning Disabilities and Causal Attributions: A Meta-Analysis

Wondimu Ahmed[1], Alexander Minnaert[1], Robert Klassen[2]

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PAP-21: 3

Factor Structure of the Balanced Measure of Psychological Needs Scale in a Portuguese Sample (P-BMPN)

Pedro Miguel Cordeiro, Paula Paixão, Willy Lens, José Silva

Faculdade de Psicologia e de Ciências da Educação da UC, Portugal; pedrcordeiro@gmail.com

PAP-21: 4

Validation of a motivation-based typology of Angry Aggression

Gunnar Bjørnebekk[1], Rick Howard[2]

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Thursday

**Overview** ooooooooooooooooooooooooooooooooooooooooooooooooooooooooooooooooooo

Presentations on Tuesday - Abstracts

SYM-01: Investigating Motivational Goal Setting in Different Learning Contexts

Goal setting plays an important role in student's regulation of behavior and motivation in learning. However, which kind of motivational goals students set in different learning contexts, and how can effective goal setting be promoted to enhance learning and outcomes? This symposium groups four empirical studies that examined students' motivational goal setting in different learning contexts. Several theoretical approaches and empirical results related to motivational goal setting with respect to situational specificity will be discussed, drawing on social cognitive models of self-regulated learning (Boekaerts & Cascallar, 2006; Winne & Hadwin, 2008; Wolters, 2003; Zimmerman, 1989, 2008), concepts of social regulation and shared regulation (Hadwin & Oshige, 2006; Järvelä, Volet, & Järvenoja, 2010; McCaslin, 2004), models of personal goals (Murayama & Elliot 2009), and goal taxonomy (Ford, 1992). In the first paper, McCardle, Webster, and Hadwin investigated how quality of self-set goals improved when students were guided to self-evaluate goal quality compared to students without guide. In the second paper, Bissbort, Järvelä, Järvenoja, and Malmberg examined which types of motivational goals graduate students set in solo and collaborative learning contexts, and how individual goals were connected to group goals. In the third paper, Dresel, Bieg, Fasching, and Tulis studied joint influences of personal goals and goal structures on achievement-relevant outcomes. In the fourth paper, Smit, Boekaerts and Pat-El investigated the structure of non-academic goals of students in pre-vocational secondary education. The symposium seeks to initiate lively discussion about the findings and educational implications by the discussant and with the audience.

SYM-01: 1

Supporting students in setting effective goals for self-regulated learning: Does a tool for weekly self-monitoring help?

Lindsay McCardle, **Elizabeth A. Webster, Allyson Hadwin**
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Self-regulated learners direct, monitor, evaluate, and adapt their cognition, behaviour, and motivation (Winne & Hadwin, 1998; Zimmerman, 1989, 2000). Winne and Hadwin (2008) describe the two main features of self-regulated learning as (a) recognizing when there is a discrepancy between the current state and the goal state and (b) taking action to change that discrepancy. We propose that to be effective for regulating learning, the goals set by learners should include four main properties: (a) achievable in a short amount of time, (b) specific actions to accomplish learning, (c) a clear standard against which to judge performance, and (d) detailed content of what is to be learned (TASC goals; Webster, Hadwin, & Helm, submitted). In a 12-week, first-year course, students (N = 150) were taught these goal properties and set weekly goals in an online environment (Moodle; Dougiamas, 1999). There were two conditions: (a) students evaluated their

goals weekly (weeks 4-9) on the basis of TASC criteria using a guide in Moodle, and (b) students evaluated their goals at the mid- and end-points of the semester without an evaluation guide. Data have been collected and goals will be coded for quality. A repeated-measures ANOVA will be used to compare goal quality between the two evaluation conditions before and after the intervention. We hypothesize that while both groups will have similar goal quality at the beginning of the semester, students in the weekly evaluation condition will have better goals at the end of the semester than those without the weekly evaluation.

SYM-01: 2

Motivational and Social Goal Setting in Solo and Collaborative Contexts of Learning

__Dirk Bissbort__, Sanna Järvelä, Hanna Järvenoja, Jonna Malmberg
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The purpose of this study was to examine motivational and social goal setting in solo and collaborative contexts of learning. Goal setting is a crucial activity within self-regulatory phases and processes and a reference point for monitoring and attribution (Zimmerman, 2008), and within socially-shared regulation of learning (Hadwin et al. 2010). Participants included 18 graduate students collaborating in three phases. Using content analysis, data was coded for mastery goals, performance goals, motivation regulation goals, and social goals. Regarding the question, which types of motivational goals students set in solo and collaborative learning phases, findings revealed that at the beginning of both the solo and the collaborative phases, students focused clearly more on mastery goals than on performance goals. In addition, students' shared goal setting focused also on social goals. However, students set regulation goals only individually for their solo learning, but not sharedly for collaborative learning. Students in solo phases set mastery goals, performance goals, regulation goals, but hardly any social goals, whereas students in collaborative phases set no regulation goals. Individuals did not set very often regulation goals for the group work. Individuals' social goals were not often connected to the shared social goals in contrast to mastery and performance goals. Two typical pattern of goal type combination were social goals combined with mastery goals or performance goals. Students changed their goal setting over both the solo and the collaborative phases, however it was not possible to identify a clear development of goal setting from phase to phase.

SYM-01: 3

Modeling Joint Influences of Personal Goals and Goal Structures

__Markus Dresel__, Sonja Bieg, Michaela S. Fasching, Maria Tulis
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An extension of Murayama's and Elliot's (2009) analytic framework for studying joint influences of personal achievement goals and goal structures is proposed, which is based on the differentiation of personal goals with respect to situational specificity (personal goal orientations vs. situational goals) and that allows for specific predictions. To provide first evidence to underpin this extension empirically a study is presented, which was conducted in the university context with 497 students who reported their personal goal orientations, and were repeatedly (3 times) surveyed with respect to situational-specific goals, perceptions of goal structures and achievement-relevant outcomes (persistence, elaboration strategies, rehearsal strategies, situational interest,

task-specific self-concept). Results indicated situational variation as well as stable between-person differences in goal setting processes. Setting achievement goals in specific learning environments depended on both, personal goal orientations and perceived goal structures. Results revealed additionally, that the actualization of goal setting tendencies in situational goals can depend on environmental conditions. Finally, effects of personal goal orientations on achievement-relevant outcomes were fully mediated and effects of perceived goal structures on achievement-relevant outcomes were partially mediated through the setting of situation-specific goals. Overall, results supported the usefulness of the model extension and the distinction between more stable personal goal setting tendencies and more variable situation-specific goal setting processes.

SYM-01: 4

Multiple motivational goals in the classroom: A validation of the Goal Identification and Facilitation Inventory.

Karin Smit, Monique Boekaerts, Ron Pat-El

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Goals are seen as important motivational factors that influence behavior (Ford,1992). Research on goals and motivation has mainly focused on academic goals. However, students bring a variety of goals into the classroom (e.g. Boekearts & Nimivierta, 2000; Boekaerts, 2008, 2009). Although questionnaires about non-academic goals are available (e.g. Wentzel, 2000; Dowson & McInerney, 2004), the items often include learning. In an attempt to measure academic and non academic goals, Boekaerts developed the 84 item Goal Identification and Facilitation Inventory (GIFI) which aims to measure 16 goals, based on Ford's goal taxonomy (1992). The validity and reliability of the instrument was tested. 603 students (296 girls, 303 boys, 4 missing), with the average age of 14.7 (S.D. = .74) in pre vocational secondary education filled in the self report questionnaire. A Principal Component Analysis was performed. Preliminary results, based on the eigenvalue, the screeplot, parallel analysis and the content of the items, identified a 5 component solution. This solution showed it is difficult for these students to distinguish between the different goals that are related with social behavior and compliance. After items with double loadings were removed, a component that represents well being and positive behavior could be defined. The provision and acquisition of help were perceived as a separate component. Furthermore, the solution showed self determination, material gain, and ego goals as separate components. Preliminary results from Structional Equation Modeling showed a fairly reasonable fit.

SYM-02: The Role of Instrumental Motivation at the Departmental, Course Level and in Job-Seeking Contexts

Time: Tuesday, 28/Aug/2012: 9:00am - 10:30am · *Location:* 254
Session Chair: Richard A. Walker, University of Sydney
Discussant: Markku Niemivirta, University of Helsinki
Organizer: Luke K. Fryer, Kyushu Sangyo University

This symposium examines the effects of instrumental goals on goal commitment, proximal beliefs, motivations as well as persistence in a chosen field of study. The

research presented spans learning at departmental, and course level as well as job-seeking contexts. Paper one establishes a framework for testing the effect of goal components on an individual's commitment to their goal. Results for this study are pending the completion of data collection. Paper two tests a longitudinal model of instrumental goals' and perceptions of Good Teaching's effect on two sources of amotivation, Performance avoidance and Mastery approach goals. Consistent with theory and previous cross-sectional research, Distal-internal goals, followed by Perceptions of Good Teaching, both have a positive effect on adaptive task goals and negative effect on learners beliefs, which are potential sources of amotivation. These longitudinal results add weight to a burgeoning body of research supporting the importance of internally orientated instrumental goals. The final paper addresses the relationship between the perceived instrumentality of Engineering and the decision to continue to study in that field. Longitudinal results demonstrate that perceived instrumentality plays a significant role, explaining more variance with regard to persistence than self-efficacy in the domain studied. In a field such as Engineering, which is fundamental to a country's economy, understanding motivations related to whether students continue or move to another domain of study is essential. This symposium will be of interest to an audience interested in examining the role of instrumental goals in how individuals learn and the choices they make.

SYM-02: 1

Multiple goal pursuit in social-professional learning. The case of unemployed jobseekers

<u>Anne Jacot</u>, Isabel Raemdonck, Mariane Frenay

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The purpose of this present paper is to investigate the different types of goals low-qualified unemployed jobseekers pursue in social-professional learning situations and to understand the dynamics of multiple goal pursuit and how these dynamics influence commitment in social-professional learning. Moreover, this research aims to develop a methodology which is also applicable to low-qualified populations who may face problems related to reading and comprehension. These two theoretical issues were examined through the lens of the hierarchical structure of goals proposed by Carver and Scheier (1998, 2000). According to these authors, goals are defined by two dimensions: the abstraction level of goals (be goals versus do goals) and the degree of integration between goals (highly connected goals versus isolated goals). Both dimensions are important determinants of the importance people attribute to learning goals (hypotheses 1, 2). We also assume that goal importance and self-efficacy towards the attainment of the goal determine commitment to the learning goal (hypotheses 3, 4). At last, we expect goal importance and self-efficacy to be related to each other (hypothesis 5). A questionnaire was developed to measure participants` goal pursuit in social-professional learning and existing scales were adapted to measure the five variables mentioned above. The questionnaire was screened by five experts and pre-tested with two unemployed jobseekers. Data was collected from a sample of jobseekers from forty training centres for social-professional integration in the French-speaking part of Belgium. The data collection will be completed by the end of January 2012.

Students' goals and their longitudinal effect on learner beliefs and motivations to learn

Luke K. Fryer, Richard A. Walker, Paul Ginns

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Instrumental goals are essential motivations that students bring with them into any learning environment. Research has demonstrated that internally orientated instrumental goals have positive relationships with a range of adaptive motivations and strategies (Simons, Dewitte, & Lens, 2004). The majority of prior research has however only examined cross-sectional relationships which preclude the discussion of direct and mediated effects.

Aims: Test the longitudinal effect of four types of instrumental goals (Distal-Internal, Distal-External, Proximal-external, and Social) and perceptions of Good teaching on two types of Achievement goals (Mastery and Performance avoidance), and two sources of Amotivation (Effort and Task-value beliefs).

Methodology: First and second year students of mixed major at one Japanese university completed a survey during regular class time, two times, eight months apart. Data were validated through factor analysis and a model was constructed and tested employing latent variables with Structural Equation Modeling.

Results: Corresponding with prior empirical research Distal-internal goals and perceptions of Good teaching were found to encourage adaptive task-orientated goals and decrease learner beliefs that led to amotivation.

Educational and theoretical significance: The longitudinal results establish the importance of internally orientated goals and good teaching as having an important effect on learner beliefs about task-value and effort. By replicating past cross-sectional research the results also highlight the positive effect of internally orientated goals and good teaching for adaptive task-orientated goals.

Persistence when the Going Gets Tough: Perceptions of Instrumentality and Academic Persistence.

Jenefer Husman, Andrea Vest, Natalie Eggum, Cecelia Maez, Katherine G. Nelson

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A cohort-longitudinal examination of the relationship between college students' first semester impression of the instrumentality of their first classes and their persistence in a difficult major. One-hundred and five engineering majors were surveyed in their first semester at University. Student perceptions of instrumentality of the first course they took in engineering accounted for a significant amount of variance in the number of semesters students chose to stay in the engineering program, students' first semester GPA and their self-efficacy for course performance did not.

SYM-03: New Insights in the Effects and Universality of Basic Psychological Need Satisfaction

Time: Tuesday, 28/Aug/2012: 9:00am - 10:30am · *Location:* 311
Session Chair: Maarten Vansteenkiste, University of Gent
Discussant: Avi Assor, Ben Gurion University
Organizer: Maarten Vansteenkiste, University of Gent

Within Basic Psychological Need Theory, one of the five mini-theories of Self-Determination Theory (Deci & Ryan, 2000; Vansteenkiste, Niemiec, & Soenens, 2010), it is maintained that the satisfaction of the basic psychological needs for autonomy (i.e., experiencing a sense of volition and psychological freedom), competence (i.e., feeling effective in interacting with the environment) and relatedness (i.e., experiencing a sense of warmth) is essential for growth, wellness and integrity. Although the concept of psychological needs has received increasing empirical attention over the past decade, many issues remain to be addressed. The present symposium aims to (a) present new insights regarding the day-to-day relation between psychological need satisfaction and the satisfaction the need for physical rest, as indexed by the quantity and quality of the sleeping pattern, in two samples of Belgian adolescents and adults, (b) to present evidence for the longitudinal association between psychological need satisfaction and two understudied well-being outcomes (flourishing, gratitude) in a sample of Peruvian bankers, and (c) to introduce a newly developed and cross-culturally valid psychological need satisfaction scale, which was examined in four countries across the globe (i.e., Belgium, China, Peru, & US). The latter presentation also examines the role of psychological need satisfaction in the relation between health and financial satisfaction and psychological well-being. The implications of the current findings for the further development of Basic Psychological Need Theory will be discussed.

SYM-03: 1

How Tired Are You? Examining the Link Between Daily Psychological Need Satisfaction and Daily Sleeping Pattern

__Maarten Vansteenkiste__[1], Athanasios Mouratidis[2]
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Within Self-Determination Theory (SDT; Deci & Ryan, 2008; Vansteenkiste, Soenens, & Niemiec, 2010), it is maintained that the satisfaction of the basic psychological needs for autonomy (i.e., experiencing a sense of volition), competence (i.e., experiencing a sense of effectiveness), and relatedness (i.e., experiencing a sense of connection) represent the necessary nutriments for people's well-being. In this study, we employed a diary methodology to examine the association between day-to-day fluctuation in psychological need satisfaction and frustration and daily sleep patterns. Adult participants (N = 73, 28.8% males; Mean age = 43.08 SD = 11.52) as well as adolescent participants (N = 275, 49.8% males; Mean age = 16.51 SD = 1.18) kept a sleep diary (Monk et al., 1994) reporting on their daily fatigue and need satisfaction at night and sleep quality (e.g., alertness) in the morning during 14 consecutive days. Multilevel analyses using HLM indicated that daily need satisfaction related more strongly to indicators of sleep quality than to indicators of sleep quantity. Specifically, need satisfaction and need frustration contributed, respectively, to (a) daily fatigue, (b) positive and negative reasons for getting awake at night and (c) morning alertness. These results suggest that the satisfaction of one's psychological needs is implicated in the degree to which one is able to gets one's physical needs met and indicate that the effects of daily need satisfaction radiate beyond one's psychological functioning per se.

Basic Need Satisfaction and its Relationship with Flourishing and Gratitude

Lennia Matos[1], Maarten Vansteenkiste[2], Bart Soenens[2], Willy Lens[3], Rafael Gargurevich[1]

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Self-Determination theory proposes that the three basic psychological needs (autonomy, competence, and relatedness) are essential for optimal human development and are considered very important nutriments for optimal functioning (Vansteenkiste, Niemic & Soenens, 2010). In the last years, Positive Psychology (Seligman & Csikszentmihalyi, 2000) emerged as a movement that proposed that instead of focusing in weaknesses and illnesses it is important to put emphasis in studying human strengths and positive outcomes (Deci & Vansteenkiste, 2004). Two of these outcomes refer to flourishing and gratitude. The satisfaction of the basic psychological needs can help to understand how people can have an optimal development and functioning. There is extensive evidence regarding need satisfaction and its impact on psychological well-being. Therefore it seems clear its relationship to outcomes such as flourishing and gratitude. The aim of our research was to examine the relationship between flourishing and gratitude and the satisfaction of the three basic needs. In this study, 450 Peruvian bank workers participated (40.9% males, Mean age=28.16). The measures (Flourishing scale, Gratitude Questionnaire, Basic Need Satisfaction in Life) were valid and reliable in our sample. Hierarchical regressions were performed and as expected, the three basic psychological needs were positive predictors of flourishing and gratitude. In a second set of analyses (longitudinal) we ran a Latent change model and it yielded a satisfactory fit to the data and the changes in need satisfaction were related to changes in both flourishing and gratitude over time.

Presenting a new and cross-culturally valid scale on basic psychological need satisfaction in four countries: Exploring the link with finacial and health satisfaction

Beiwen Chen[1], Maarten Vansteenkiste[1], Wim Beyers[1], Ken Sheldon[2], Richard Ryan[3], Lennia Matos[4], Bart Soenens[1]

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In the current study, we aim to introduce a new, cross-culturally valid scale on basic psychological need satisfaction and to investigate its relation with health and financial satisfactions and well-being in four culturally diverse countries (i.e., China, Belgium, US, and Peru). More specifically, we pursued the following three aims. Based on the self-determination theory, we first developed and validated a new basic psychological needs scale. We deemed it important to test the measurement equivalence of the newly proposed scale since a cross-culturally validated questionnaire on this issue is currently lacking in the literature. Second, we examined the association between basic psychological needs satisfaction and well-being and examined whether the effect of psychological need satisfaction depends on the satisfaction of the health and financial needs satisfaction (moderation). In an additional set of analyses, we explored whether health and financial satisfaction relate to the desires for psychological need satisfaction, as can be hypothesized based on Maslow's hierarchical need theory. Third, we

Tuesday

investigated to which extent the associations between health and financial satisfaction and well-being can be accounted for by basic psychological need satisfaction (i.e., mediation).

We found the effect of psychological needs is not moderated by health and financial satisfaction, but that psychological need satisfaction partially accounts for the effects of health and financial satisfaction on well-being. In addition, we found individuals with lower health and financial situation have stronger desire for autonomy, relatedness and competence satisfaction. Implications of these results are discussed.

SYM-04: What Can and Cannot yet Be Said about Motivation for Challenging Tasks?

Time: Tuesday, 28/Aug/2012: 9:00am - 10:30am · *Location:* 454
Session Chair: K. Ann Renninger, Swarthmore College
Discussant: K. Ann Renninger, Swarthmore College
Organizer: K. Ann Renninger, Swarthmore College

This symposium is designed to be an interactive panel discussion. Findings from current research will be used to think through what is understood about motivation for challenging tasks—and how to define "challenge". Panel participants will each present a short paper describing current research. These papers will provide a basis for the session discussion. The participants come from different research traditions and employ diverse methods. Their presentations address the relation between challenge and motivation as it is reflected in studies of: student follow-through on challenging writing tasks in a 2 x 2 x 2 design (in class writing vs. challenging writing; individual or collaborative writing, and audience or no audience), engagement with challenging content in small group and whole class discussions, and the relation between interest and performance in a computer program for physics learning. In their presentations, participants will describe their research questions in relation to the context of their study, their definition and measurement of challenge, the motivational variables with which they are working, what their findings suggest about the character of challenging tasks and motivation, and their sense of what still needs to be explored about motivation for challenging tasks. Following the short presentations, the Session Moderator will facilitate discussion among the participants and with the audience on these issues, with an emphasis on what can and cannot yet be said about motivation for challenging tasks.

SYM-04: 1

Challenging writing tasks: How do students perceive the challenge and what is its relation to their motivation?

Pietro Boscolo, Lerida Cisotto
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The aim of this study was to analyze how middle-school students (7th graders) perceive a challenging writing task. Such a task stimulates a student's cognitive involvement in a collaborative context and requires the student to assume increasingly higher levels of responsibility for learning, that is, autonomy in carrying out a task as well as both retrieval of and elaboration on prior knowledge. The study was conducted according to a 2 x 2 x 2 design (traditional vs. challenging task, individual vs. collaborative writing, audience vs. no audience). In the challenging task condition, students, after seeing a short film about the town where they live, were invited to find and write at least three

plausible ideas for improving their town, and to synthesize the ideas in a slogan. The traditional task consisted of writing the ideas without a slogan. Both writing tasks were carried out individually or collaboratively. In the audience condition, students were told that the municipal administration would receive and evaluate the best slogans. Thirty 7th graders, whose writing ability was rated by teachers, were assigned to each of the 8 conditions (N = 240). The effects of the challenging writing task were assessed through questionnaires administered before and after the task, and through linguistic analysis of the written texts. Findings will be discussed in light of prior research on challenging writing tasks.

SYM-04: 2

Preservice science teachers' strategies during challenging tasks

Martina Nieswandt

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This qualitative study explored preservice science teachers' engagement (PSTs; N = 19) during small group tasks and whole class discussions during a semester-long inquiry-based elective science course. Based on research on small-group interactions demonstrating student avoidance of challenging tasks, as well as on interest research stressing the generation of situational interest by particular conditions of a task, this study addressed (1) whether tasks that model inquiry-based science teaching arouse PSTs' situational interest, and (2) whether the task's level of complexity (theoretical and practical) influences student engagement. Results revealed that PSTs' engagement (frequency and level of interaction) during small-group and whole-class discussions varied depending on the nature of the task. Despite the instructor's probing and guided questions, engaging PSTs in theoretical discussions was difficult. PSTs quickly switched toward practical issues and the instructor complied; she moved on to the next topic. PSTs' enthusiasm to engage in practice-based discussions is interpreted as reflecting a triggered situational interest, given that there were more PST participants in discussion and the quality of their arguments was stronger in the practice-based discussions. Such interest almost vanished (only one to two PSTs responded and with lower quality of argumentation) when PSTs were challenged with abstract and theoretical questions. Questions for future research should address: (1) reasons for PSTs' resistance towards and loss of triggered situational interest during theoretical components of tasks and (2) what characteristics of the task (complexity, type) provide a balance between practical and theoretical components reflecting intellectual rigor, better preparing future science teachers.

SYM-04: 3

Is there a curvilinear relation between interest and performance?

Mazen Shamsi, Regina Vollmeyer

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Many studies have reported a small relation between interest and performance (r = .30, meta-analysis by Schiefele, Krapp, & Schreyer, 1993). However, until recently the possibility that a curvilinear relation is a better fit had not been tested. Atkinson (1974) proposed that motivation and performance might follow the Yerkes-Dodson rule, as highly motivated people may work to mastery and when time is limited not finish their work.

In order to explore this assumption, we manipulated interest (control group CG, vs. medium interest MI, vs. high interest HI) and measured students' (N = 148) performance during learning with a computer-based physics program. We manipulated interest based on increasing relevance of the topic (torque); that is, in the instruction we presented either 0, 4, or 18 pictures demonstrating how torque is relevant in everyday life. As a manipulation check we used the interest scale of the QCM (Rheinberg, Vollmeyer, & Burns, 2001). Performance was measured with a knowledge test that students had to complete following work with the physics program.

First, we checked whether our manipulation was successful. According to our hypothesis, self-reported interest increased (MCG = 3.07, MMI = 4.47, MHI = 5.17), and its relation to performance was curvilinear (MCG = 18.52, MMI = 34.92, MHI = 20.30). In the program students could use interactive graphics. With the interactive graphics, HI worked longer (M = 633.56) than MI (M = 573.62). This experiment provides the first indication that if time is limited, students with high interest may focus on mastery and therefore perform worse than those with medium interest.

SYM-05: Motivation in the Teaching Profession and Beyond

Time: Tuesday, 28/Aug/2012: 9:00am - 10:30am · *Location:* 457
Session Chair: Dominik Becker, TU Dortmund
Discussant: Nele McElvany, TU Dortmund University
Organizers: Dominik Becker *&* Kerstin Drossel, TU Dortmund

Compared with other domains such as teacher stress or burnout, studies dealing with teacher motivation and cooperation still appear to be a neglected field of research. Consequently, the symposium proposed here tries to overcome this shortcoming by focusing on different perspectives of teacher motivation also compared to other occupations. The first paper uses cluster analysis to identify teachers' motivational profiles according to self-determination theory (Ryan & Deci, 2002). In a second step, the authors use ANOVA to reveal differences regarding the fulfillment of the basic psychological needs proposed by self-determination theory. The second paper applies the Expected-Value-Model (Eccles & Wigfield 2002) to account for differences in teacher cooperation. Since in the EVM, neither structural nor social conditions of cooperation are considered, the authors extended the model by also including individuals' subjective norm (Ajzen and Fishbein 1980). Structural equation modeling shows that there is a large effect of teachers' subjective value on their actual cooperation behavior, and a small (though still significant) impact of teachers' subjective norm on their subjective value of cooperation. The third paper expands the view on occupational motivation by also considering other professions apart from teachers. Concretely, the author asks which aspects of implicit self-regulation and spirituality can affect intrinsic motivation. While intrinsic motivation correlates significantly positive with all measures of implicit self-regulation, there is mixed evidence regarding the correlations between measures of spirituality and implicit self-regulation.

Teachers' motivational profiles

Irina Andreitz, Barbara Hanfstingl, Florian H. Müller
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Following the assumptions of self-determination theory (SDT; Ryan & Deci, 2002), this presentation deals with inter-individual differences in teachers' work motivation. SDT proposes five different qualities of motivation, each reflecting another level of self-determination and control, respectively. Human behavior is influenced by all five forms of motivation, and they are all present simultaneously within an individual to a different degree (Ntoumanis, 2002). The development and maintenance of the different forms of motivation are connected to the fulfillment of the three basic psychological needs for autonomy, competence and social relatedness. In contrast to a vast number of studies which are based on SDT, the study presented applies a person-oriented rather than a variable-oriented approach. Using cluster analysis we examined combinations of different types of motivation within a sample of 186 Austrian teachers. Precisely, we could identify teachers' motivational profiles that differ in their motivational quality. In a next step, the profiles were linked to the fulfillment of the basic needs within teachers' working environment. ANOVA showed differences in the satisfaction of the psychological needs for autonomy and competence as well as for perceived constraints and support at work.

Motivational prerequisites of teacher cooperation

Kerstin Drossel, Jasmin Schwanenberg, Dominik Becker
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Although in numerous studies, teacher cooperation was shown to be one of the crucial factors for school quality (e.g. Sammons, Hillman & Mortimore, 1995), teachers' individual motives regarding their willingness to cooperate have been neglected up to now. A well-established model that accounts for individual motives in general is the Expected Value Model (EVM) by Eccles and Wigfield (2002) consisting of the subjective task value, the expectation of success and the final achievement-related choices and performances. Since in this EVM, neither structural nor social conditions of cooperation are considered, we extended the model by recurring to the works by Ajzen and Fishbein (1980) also including individuals' subjective norm which is a crucial factor regarding the formation of intentions.

Based on an online teacher questionnaire (N=550) administered to the teaching staff of 31 upper secondary schools in the German Federal State of North Rhine-Westphalia, we test the hypothesis that apart from teachers' subjective value and their success expectation, also their subjective norm has a distinct impact on their actual cooperation decision.

By means of structural equation modeling we find that although a direct significant effect of the subjective norm component on teachers' actual decisions is missing, we observe a small (though still significant) impact of teachers' subjective norm on their subjective value, and a very large effect of teachers' subjective value on their actual cooperation behavior. These results indicate that direct appeals to teachers' subjective value are the most promising factors to foster teacher cooperation.

Professional intrinsic motivation, self-regulation, and spirituality

Barbara Hanfstingl

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Based on person-system-interaction theory (PSI-theory, Kuhl & Fuhrmann, 2008) and self-determination theory (SDT; Ryan & Deci, 2002), this study aims to investigate the relationship between motivational regulation styles and different aspects of self-regulation and spirituality. Hanfstingl et al. (2010) showed that implicit self-regulation plays an important mediating role for the correlation between the three psychological basic needs and professional intrinsic motivation. Therefore, we postulate that apart from environmental factors, particularly person-intern factors may co-determine intrinsic motivation. Koole et al. (2010) noted that people who tend to be religious show higher levels of implicit self-regulative competencies. Thus, the aim of the study presented is to investigate which aspects of self-regulation and spirituality are relevant for intrinsic motivation in more detail.

The data was collected online and with a paper-pencil-version of the questionnaire. More than 380 individuals participated in the survey. First analyses show that some facets of implicit self-regulation (e.g., self-access) correlate significantly negative with spirituality, and some facets of implicit self-regulation (e.g., self-relaxation) do not correlate with the mystical orientation scale. In contrast, the meaningfulness of the SoMe (Schnell & Becker, 2007) and the resilience scale correlate significantly positively with all facets of implicit self-regulation. Another focus of our analyses will be if the data shows differences between teachers and other professional groups. Further outcomes and their implication for the research, but also practical implications (e.g. determinants of high professional intrinsic motivation) will be discussed.

POS-1: Self-Determined Motivation

Time: Tuesday, 28/Aug/2012: 10:30am - 11:30am · *Location:* 0.251

POS-1: 1

Contribution of academic decision-making context in predicting subsequent motivation to school

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This research focuses on the relations between context in which the academic decision-making progresses and student's later motivation to school, according to self-determination theory (Deci & Ryan, 1985, 2002). Some students perceive their academic decision-making as constrained or determined by external influences; others feel it as self-determined or chosen. These two situations are supposed to have a different impact on motivation to school. Effectively, an unchosen academic decision-making means that student follow a pathway that doesn't match his or her interests and aspirations, whereas a chosen academic pathway reflects a personal choice. So, the first is supposed to hinder later academic motivation, whereas the latter would promote autonomous motivation. 702 students, from 11th grade, completed two questionnaires: the academic motivation scale (Vallerand, 1991) and a questionnaire (in the process of validation – Brasselet & Guerrien) that evaluates self-determined academic decision-making and the perception of positive and negative influence in the academic choice. The results indicate that a chosen academic pathway is associated to an autonomous academic

motivation. Positive influence is a significant predictor of autonomous and controlled motivation. Finally, negative influence is related to controlled motivation. That confirms the context in which educational guidance proceeds may have an impact on later motivation. These results in line with SDT seem to have a great interest for practitioners in terms of motivational remediation insofar as they facilitate a better understanding of the reasons of certain academic difficulties related to the topic of educational guidance.

A Theoretical and Empirical Examination of links between Self Determination Theory and Reversal Theory: Psychological Need Satisfaction and Meta-motivational State Reversals

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The proposed poster will present theoretical arguments and pilot data from two laboratory-based studies that examine links between Self-Determination Theory (SDT; Deci & Ryan, 2000) and reversal theory (Apter, 1982). SDT discusses innate psychological needs for autonomy, competence, and relatedness, satisfaction of which is essential for psychological health, well-being, and exploration of inherent growth tendencies. Reversal theory proposes four mutually exclusive pairs of meta-motivational states which are characterised by distinct ways of interpreting one's own motivation (e.g., telic vs. paratelic: Apter, 2001); regular reversal between states is required to be considered 'psychologically healthy' however, the precise triggers of reversals are unclear. It is argued that need satisfaction and thwarting may act to induce a reversal. Further, we suggest that lability and frequency of individuals' reversals may contribute to well-being through enabling a balanced satisfaction of one's needs (cf. Sheldon & Gunz, 2009; Sheldon & Niemiec, 2006).

Using environmental manipulations of need satisfaction (e.g., Deci, Eghrari, Patrick, & Leone, 1994) and implicit association tests to identify meta-motivational states, the pilot data will establish whether need thwarting causes frustration induced reversals (e.g., from conformist state to negativistic state), and whether need satisfaction causes satiation induced reversals (e.g., from telic state to paratelic state). From an applied perspective the ability to induce reversals and achieve a balance of need satisfaction may prevent maladaptive behaviours associated with both need thwarting and inhibited reversals.

What Predicts Middle School Students' Intrinsic Motivation in Mathematics? The Relationship between Perceived Teacher Autonomy Support and Adolescents' Self-Determined Academic Motivation

Kenneth Whaley

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This study applied self-determination theory (SDT) to investigate the relationship between seventh grade students' perceptions of their math teacher's autonomy support and their intrinsic motivation and academic achievement in prealgebra. Participants (N = 362) and their five math teachers were drawn from an ethnically-diverse public middle school in the southeastern United States. Participants completed the Learning Climate Questionnaire (Williams & Deci, 1996) to measure their perceived teacher autonomy support; the Intrinsic Motivation Inventory (McAuley, Duncan, & Tammen, 1989) to

Tuesday

measure their interest/enjoyment, value/usefulness, pressure/tension, and perceived competence; and the Academic Self-Regulation Questionnaire (Ryan & Connell, 1989), which was used to calculate students' Relative Autonomy Index, to measure their self-determined academic motivation. Two district-generated standardized multiple-choice math tests measured academic achievement.

Hierarchical multiple regression identified the most parsimonious model of students' intrinsic motivation in their prealgebra class. Teacher autonomy support significantly predicted interest/enjoyment, followed by relative autonomy, perceived competence, and pressure/tension, respectively. Academic achievement was unrelated to intrinsic motivation within the regression analyses, but it was significantly related to pressure/tension and perceived competence as bivariate correlations.

Bivariate correlations found strong evidence of motivation lying along a continuum of self-determined behavior—as espoused by SDT—in which certain types of motivation are more autonomous than others. Participants' interest/enjoyment, value/usefulness, perceived competence, and reduced pressure/tension were more closely related to autonomous forms of motivation than they were to controlling forms of motivation. Teacher autonomy support was associated with more autonomous academic motivation.

Comparing factor structure of research motivation in PhD and M.A student

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Aim: The aim of this research is comparing factor structure of research motivation in PhD and M.A. students. Method: used method in this research is descriptive and a test making. For doing this, we choice a sample (n= 280) that selected from PhD and M.A. students in Ferdowsi university of Mashhad and medicine science university of Mashhad in 2010-2011. For gathering data, we used research motivation scale based on self-determination theory. Results: Results of exploration of factor of analysis showed that research motivation have three components in all samples. Reliability was satisfied; First component is internal motivation (α=0/93) , second component is external motivation (α=0/88) and final component is Amotivation (α=0/76). Thus Academic Motivation scale with 7 sub-scales dose not conformant. Also this results by confirmatory factor analysis was show that scale is valid for all (NNFI=0/94, RSMEA= 0/08, χ2/df<3). For PhD and M.A. group of students scale was reliable and valid.

The Effect of Adaptive and Maladaptive Perfectionism on Intrinsic Motivation after Success-or-Failure Feedback

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Several authors have suggested that dysfunctional parent-child relationship leads to the development of maladaptive perfectionism, defined by an excessive concern over mistakes and doubt of one's actions. According to Assor, Roth, and Deci (2006), positive parental conditional regard, in which love is provided in condition of children's certain

behaviors, and negative parental conditional regard, in which love is withdrawn when the children fail to meet parents' standards, can lead to the children's later ill-being. As such, the first aim of the present research is to provide further evidence of whether positive and negative parental conditional regard also predict maladaptive perfectionism. It also shows whether individuals who do not experience these parental approaches will develop a more adaptive form of perfectionism, which involves a personal striving for high standards, and has been found to predict academic achievements and motivation. In the second part of the study, the same group of participants was randomly assigned into two groups. Both groups were asked to engage in inherently interesting puzzles, in which those in the first group were told that they had finished only 39% of the total puzzles, while participants in the second group were told that they had succeeded at 92% of the puzzles. The present results demonstrate whether receiving success-vs-failure feedback after performing an interesting task moderates the extent to which adaptive and maladaptive perfectionism impact intrinsic motivation for the task.

POS-2: Motivation for Teaching

Time: Tuesday, 28/Aug/2012: 10:30am - 11:30am · *Location:* 0.251

POS-2: 1

Passion for teaching: relationships with job satisfaction, self-efficacy, positive affect, and subjective happiness.

Angelica Moè

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Previous research has shown that an harmonious passion for teaching reduces the risk of burnout and increases job satisfaction. However, the relationships with motivational and emotional aspects, such as self-efficacy, positive affect and subjective happiness have not yet been assessed. This study tested the hypothesis that a passion for teaching relates positively with these motivational, and affective aspects, providing it is an harmonious passion. Two hundred and ten teachers filled in a booklet of questionnaires aimed at assessing their passion for teaching, job satisfaction, affect, subjective happiness, and self-efficacy beliefs. The results confirmed that an harmonious passion for teaching relates positively with all the aspects considered and is affected mainly by job satisfaction, self-efficacy and positive affect. The discussion focuses on the importance of motivational aspects in shaping 'effective teachers'.

POS-2: 2

Effectiveness of Induction Year Programme - what matters the most?

Merilyn Meristo

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Many novice teachers experience difficulties starting their careers at school and many of them leave the profession. A support programme for novice teachers, the Induction Year Programme, has been running now for eight years in Estonia. However, it is not clear how the Induction Year Programme has influenced Estonian teachers' decisions to stay in the profession. The main aim of this research is to evaluate teachers' perceptions and appraisal of the Induction Year Programme by measuring participants' job satisfaction, self-efficacy, motivation and sense of community and by determining their internal connectedness, and by comparing two groups of teachers: those who have participated in the Induction Year Programme and those who have not. We expect that the

relationships between participation and the above mentioned variables are more positive among teachers who have participated in the Induction Year Programme than among those teachers who have not participated in it. The study utilises a correlational design. The role of induction year as predictor of job satisfaction and motivation is investigated. The data for this study was collected with the use of four questionnaires that had been validated by researchers during previous studies. The practical outcome of the study will be implemented into both pre-and in-service teacher education and the theoretical outcome contributes to the better understanding of factors influencing teachers' professional development in a school context.

POS-2: 3

A Qualitative Analysis of Academic Disengagement Among Japanese Pre-service Foreign Language Teachers

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The study of teacher education internationally has indicated that teachers' motivations and orientations toward teaching relate to the quality of the teachers they become. This motivation can be observed through the way pre-service teachers interact with their academic work. This study aims to qualitatively document reasons pre-service teachers report for entering a teacher education program and engaging in teacher preparation. Twenty-six Japanese pre-service English teachers were interviewed, and results were explored for repeating patterns using an interpretivist phenomenological approach to qualitative analysis, following theoretical guidelines from an expectancy-value framework. Codes assigned to the phenomenological patterns found in the data were a proclaimed interest in English (value), perceived lack of accountability in first and second year studies (expectancy), competing desire to spend time in non-academic pursuits (value), perceived inability to learn English in Japan (expectancy), external guidance towards a prestigious university (value), and the presence and influence of low-engagement peers (expectancy). Patterns found indicate that these pre-service teachers' may not be strongly instrumentally oriented toward the study of English or pedagogy, and that the study environment may not provide students with significant subjective task value for independent study. While the results require in-depth statistical verification of the qualitative information presented, they also may indicate the need for a greater focus on induction into the goals of the teacher training program to create successful outcomes.

POS-2: 4

The role of teacher's implicit theory of motivation in the classroom

Michaela Radimska

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The poster will present my PhD research project which focuses on the relation between teachers' implicit theories of motivation and the use of motivational strategies in real situations in school.

Teachers learn about new theories and research outcomes how to motivate children but even if they accept new ideas they are not always able to use the appropriate strategies in real situations. Multiple factors influence the choice of strategies used in class, e. g. teacher's personality and education, climate of the workplace (school where they teach),

social and cultural context, educational policy, and also teachers' implicit theories of motivation. My research will focus on the role of the latter one.

The poster will present the theoretical background of my research, its schedule and the methodological problems which are not plainly solved at this moment but should be solved until the symposium.

Theoretical background of the research concerns two main fields: theories of motivation, especially motivation to learn (Boekaerts, Deci, Dweck, Elliot, Pekrun, Pintrich, Ryan) and concept of implicit theories. As I have not found yet any research of teachers' implicit theories of motivation, I will start with broader concepts of implicit theories in educational and managerial context and I will try to apply it to the motivation.

As the project has started in the academic year 2011/2012, I am still specifying the sample and the methods of the research (e.g. semi-structured interviews with teachers, documentary research, observation in classroom). The data collection is planned for the next academic year.

POS-2: 5

The Teachers' Sense of Efficacy Scale: Confirming the Factor Structure with Beginning Pre-service Teachers

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This study examined the factor structure of the Teachers' Sense of Efficacy Scale (TSES; Tschannen-Moran & Woolfolk Hoy, 2001) long form using TSES scores of 2 different samples of pre-service teachers. More specifically, we examined scores from pre-service teachers who were at the beginning stage of teacher development using confirmatory factor analysis (CFA) to gather internal structure score validity evidence. Two plausible rival models derived from prior research were tested using CFA: a 1-factor model (Fives & Buehl, 2010; Tschannen-Moran & Woolfolk Hoy, 2001) and a 3-factor model (Poulou, 2007). Results showed good fit for both models; however, high inter-factor correlations indicate strong support for the unidimensional model. Findings suggest that pre-service teachers who lack pedagogical knowledge and teaching experience do not differentiate between the different aspects of teaching measured by the TSES. Questions for future research are raised.

POS-2: 6

Teaching at university: an emotional practice?

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The present study explores the emotional experiences of university teachers during teacher-student interactions. While the body of research on teachers emotions in the school context continually grows this field is still under-researched in the higher education context. Based on a cognitive approach to emotions we aim to shed light on the emotions of university teachers, their antecedents and their consequences. Methodologically a qualitative orientated approach is applied. Twelve experienced university teachers in preservice education at two different public universities in Western