

The study aimed to understand how school adolescents perceived the role their social networks played in their development of academic motivation as well as achievement and homework standards. For this purpose a qualitative research was carried out with in-depth interviews to 63 10th grade school students. The interview gathered information about students' future goals and school work standards as well as their perception on how their social networks contributed to the development of their academic goals, achievement levels and school work self-regulatory processes and standards. Also proverbs and wise sayings related to motivational messages that students remember to be present in their family and school context were analyzed. Results showed that parents were perceived as the main motivational support providers through their behavioral and academic aspirations with encouragement, guidance, advice, trust and giving new opportunities to do well. Teachers support was related to academic standards in every day school work through their supportive feedback or reaction to students' success or failure. The perceived role of social networks was also analyzed and compared in groups by achievement levels, gender, effort displayed and type of school.

Keywords: Academic motivation, social support, motivation, school motivation

The Parent-Child Construction of Motivational Dispositions towards Academic Tasks

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This paper reports a subset of findings from a multiple case study looking at the relationships between parents' and children's socio-emotional and instructional behaviours and children's evidence of Self-Regulated Learning (SRL). Fifteen Chilean parents and their primary-aged underachieving children participated in six curriculum-based activities that aimed at encouraging families to talk about and engage in self-regulated approaches to the tasks. The paper reports specifically on the results of an in-depth analysis of the interactive dynamics of families whose children showed markedly different motivational dispositions (3 primarily mastery-oriented and 3 primarily performance-avoidant). The analysis looked in depth at interactive sequences focusing on behaviours that preceded and followed children's verbal and non-verbal indicators of motivational and affective responses towards the activities or the mediation given by the adult. The findings revealed that parents and children mutually constructed motivational approaches to the

tasks. Moreover, the results highlighted that socio-emotional and instructional behaviours were both crucial in these constructions. Consistent with the extant literature, children who showed a predominantly mastery-oriented profile engaged with their parents in positive socio-emotional dynamics. The opposite was the case for children who were likely to avoid task engagement. Interestingly, instructional behaviours also emerged as highly relevant, with the parents' ability to scaffold their children's partial or inaccurate task understanding emerging as a consistent factor associated to positive motivational approaches. These results suggest that positive socio-emotional behaviours, though necessary, might not be enough to ensure children's adaptive achievement motivation and highlight the need to educate parents in becoming skilled scaffolders.

Keywords: Parenting, Motivation, Scaffolding, Responsiveness

10:30-11:30

COFFEE & POSTERS 5 and 6

Poster Session 5: Motivational Beliefs, Self-Regulation, and Achievement
1st Floor - Hall in front of Auditorium A

Students' individual and collective efficacy: Joining together two sets of beliefs for understanding academic achievement

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In this study, we assume that students' performance is influenced by a set of individual aspects such as beliefs about personal abilities and efficacy, but also by a set of more systemic factors related to beliefs about class environment and class efficacy as a group. In fact, literature and research review supports that students' beliefs about their efficacy, both as individuals and as groups, are important predictors of their achievements at school (e.g., Choi, 2005; Goddard, 2001; OECD, 2007; Pina Neves & Faria, 2007, 2009; Tschannen-Moran & Barr, 2004), but little research has been presented to date that jointly explores the impact of these two sets of beliefs on academic achievement. Therefore, the aim of this study is to investigate how these individual and collective efficacy beliefs relate to each other and to explore their predictive power over students' achievement. Academic Self-Efficacy Scale – Revised and Students Collective Efficacy Scale were used to assess individual and collective efficacy beliefs of 385 Portuguese 10th, 11th and 12th graders. The main results show that individual efficacy beliefs are a stronger predictor of students' grades than col-

lective efficacy beliefs, especially when they are related to the specific domain of achievement considered in the analysis (e.g., levels of Mathematics Self-Efficacy influence more Mathematics grades than Portuguese grades).

Keywords: Individual efficacy beliefs; Collective efficacy beliefs; Academic achievement; Motivation

Self-concept, self-regulation and school success in 11th graders.

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Educational psychologists intend to contribute and promote entire human personality development. In this way, it is relevant to be aware of the personal and environmental dimensions which underlie school success. In his study, the sample consisted of 134 11th grade students (from 2008-2009 school year). We look forward to have greater knowledge about self-concept and learning self-regulation; and to comprehend how these dimensions vary according to some social-demographic variables. We also wish to analyze whether students with higher self-concept present higher self-regulation, and higher academic success. For data collection the following instruments were used: Self Description Questionnaire (S.D.Q.) III de Marsh, Barnes, Cairns e Tidmam (1984) adapted by Faria and Fontaine (1992); and Self-regulation Scale (Schwarzer, 1999) adapted by Dias, Garcia del Castillo and Schwarzer (2008). The main results merely aim to an existing positive correlation between self-concept and self-regulation, and between self-concept and academic success in Portuguese and Gyms school subjects.

Keywords: self-concept, self-regulation, academic success

The academic failure in context of self-regulated learning: the relationship between motivational beliefs, coping strategies and causal attributions

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A social cognitive perspective is distinctive in viewing self-regulation as an interaction of personal, behavioral and environmental triadic processes which are proactively as well as reactively adapted for the attainment of personal goals (Zim-

merman, 2000). From this perspective three cyclical phases of self-regulation are differentiated: forethought phase, performance control phase and self-reflection phase. Underlying forethought processes of goal setting and strategic planning are self-motivational beliefs: self-efficacy, outcome expectations, valuing and goal orientation. The current study investigated whether students' gender, optimism and pessimism, self-esteem and values in learning predict their goal orientations. In the performance control phase students' coping strategies play a very important role. On the basis of assumption of interrelated and cyclically sustained phases of self-regulated learning, next step of this study was to investigate whether students' goal orientations predict their strategies of coping with academic failure. During the self-reflective phase students evaluate their achievement and make causal attributions for that achievement. Therefore, this study investigated whether ways of coping with failure predict causal attributions by which students interpret their academic failure. The obtained multiple regression analyses have shown that optimism and pessimism, together with perceived value of learning could have an important role in forming students' goal orientations. Further, these goal orientations were significant predictors of used strategies of coping with academic failure and used strategies of coping were significant predictors of causal attributions by which students interpret their academic failure.

Keywords: self-regulated learning, goal orientations, coping strategies, causal attributions

Gender differences in competence beliefs and value for mathematics and science and the effect on achievement in TIMSS

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Value, the importance placed on objects or areas by individuals or society, is a prominent construct within motivation research. According to Eccles et al.'s (e.g. 1984; 2002) expectancy-value model, value and self-confidence beliefs directly influence achievement-related choices and performance. Value and self-confidence, in turn, are affected by the social context, including gender role socialization and cultural norms. In 2008, Thomson, Wernert, Underwood and Nicholas found that Australian Year 8 boys had higher levels of self-confidence in mathematics and science as well as higher levels of achievement. However, when self-confidence and gender were regressed onto achievement, the effect of gender disappeared, suggesting that boys' higher level of achievement was largely a function of their higher