

This study examined the relations among perceived social support (from parents, teachers, and peers), emotional distress, motivation at school (academic goal orientations, social goal orientations, and school and class-related interest) in adolescents. Participants were 241 eighth-grade students in a Japanese junior high school. The relations of perceived support from parents, teachers, and peers to student motivation differed depending on the source of support and motivational outcome: Parent support was positively related to performance-approach goal orientations, social goal orientations, and both types of interest; teacher support was positively related to performance-approach goal orientations, social responsibility goal orientations and classroom related interest; peer support was positively related to social goal orientations and school-related interest. The study also found negative relations between perceived support from parents, teachers, and peers, and emotional distress respectively. The role of teachers, peers, and parents in promoting students' school motivation or relieving distress is discussed.

POSTER M 49

Health and well-being: An educational approach

Raffaella Semeraro, University of Padova, Italy

Maria Armezzani, University of Padova, Italy

Elisabetta Ghedin, University of Padova, Italy

Health and well-being assume different meanings which determine the behavior of individuals and groups. In particular two theoretical approach (bottom-up/top-down theories) seek to explain how the different concepts of health and well-being determine the behavior of individuals. Today the two theories represent an integrated model of investigation. The research investigates the meanings that the young people assign to the health and well-being considering the integrated model of bottom-up/top down theories. It is useful an in-depth knowledge of the meanings that the adolescents assign to the dimensions of health and well-being to facilitate preventive interventions in the schools. To this aim, 1240 adolescents (17/18 years old) are involved in the study. The hypothesis is that there are significant differences among the three groups in the attribution of meaning. Quantitative analyses of the data collected are conducted using factorial analysis, ANOVA and T Test comparing the groups by different variables (gender and city).

POSTER M 50

The role of motivational beliefs in influencing the school trajectory of underachieving student

Marina Serra de Lemos, University of Porto, Portugal

Teresa Gonçalves, School of Education, Viana do Castelo, Portugal

One of the reasons why school underachievement is a strong predictor of future performance is because it often reflects poor academic knowledge and skills. However, motivation might as well play a role in influencing the future performance of underachieving students, by buffering or aggravating the consequences of failure. For example, those who keep higher self-perceptions of competence might be more protected against the debilitating effects of continued failure. In the present study we examined the role of students' school related control beliefs, in influencing the school performance trajectory of 7th grade underachievers (N=130), along the school years (from 6th to 9th grade). Results are discussed in terms of: (1) continuity and change in the school performance trajectory of these students, (2) the role of students' beliefs in influencing their subsequent performance, exploring the probability of escaping the school failure pathway in relation to students' control beliefs, and (3) the development of the relations between the actual and the perceived competence of these students.