

tion. In this study we analyze the effects of extracurricular activities on several indicators of academic adjustment, namely self-concept, self-esteem and motivational orientations. Moreover we analyze the impact of the context where extracurricular activities take place (school, out of school or both). Participants were 188 students from 8th grade attending one school in Lisbon. Data was collected using a self-concept scale (Peixoto & Almeida, 1999) and a scale to assess motivational orientations (Skaalvik, 1997) MANOVA and ANOVA analyses show that the participation on extracurricular activities has major effects on some dimensions of self-concept and on motivational orientations. Students who participate in extracurricular activities, inside the school, present higher academic self-concept. Those who participate in extracurricular activities solely outside school present higher levels of self-enhancing ego orientation. Those who participate in extracurricular activities both inside and outside school exhibit higher levels of task orientation.

Keywords: Extracurricular activities; self-concept; motivational orientations

A multidimensional model of middle school adjustment

Helena I. Meneses¹, Marina S. Lemos¹ & Luís P. Rodrigues²

¹*University of Porto, Portugal*

²*Polytechnic Institute of Viana do Castelo, Portugal*

meneshi@hotmail.com

In the field of educational psychology, theoretical and formal models have seldom been proposed to guide the thinking about school adjustment. The main aim of this study was to test empirically a delineated model of middle school adjustment. The model was based on several conceptual assumptions from developmental, ecological, social-constructivism and motivational perspectives. Accordingly it incorporated, besides academic achievement, social competence, and family background dimensions of students' school adjustment. More specifically, six interrelated dimensions were considered: academic achievement, four social dimensions - social motivation, perceived competence, behavioral competence, and interpersonal competence with peers - and family socioeconomic status. In addition, it assumed a multilevel approach, by including the students', the teachers' and peers' perspectives. The model was tested using structural equation analysis in a sample (N=706) of fifth and sixth-grade students. The results indicated a good overall fit of the model and suggested that the profile of a student well-adjusted at middle school could be defined by high pursuit of social goals, positive perceived

competence, adequate social behavior into classroom, peer acceptance, one or two close friends, and a good family background, besides academic success, mutually interacting. In general, results suggest considering, simultaneously, multiple dimensions of school adjustment: behavioral, social, motivational, family and academic. Moreover, these findings support the significance of building and testing theoretical models of school adjustment to guide our thinking toward a better understanding of students' adaptation.

Keywords: middle school adjustment, social goals, social, competence, academic achievement, family SES

Students' multiple goals profiles and their differential relations with academic performance

Teresa Gonçalves¹ & Marina S. Lemos²

¹*Polytechnic Institute of Viana do Castelo, Portugal*

²*University of Porto, Portugal*

teresag@ese.ipvc.pt

It is recognized that students' academic behavior may be energized and directed by multiple reasons (Brophy, 2008; Lemos, 1996; Pintrich, 2000; Urdan & Maehr, 2006). Although an extensive research in the field of motivation has focused either on achievement goals or social goals there are few studies that consider how both social and academic reasons operate simultaneously. The assumption that students may endorse those types of goals at various levels and adopt different profiles of social and achievement goals informs the present study. To address the issue of multiple goals and its academic achievement correlates this study adopted a person-centered approach. In a sample of 484 9th grade students, achievement goals (mastery, performance-approach and performance avoidance goals) and social goals (prosocial and responsibility goals) were measured using the personal goals subscale of PALS (Midgley et al., 1998) and the Social Goals Scale (Wentzel, 1994). Teachers assessed students' engagement and academic achievement. Cluster analysis indicated that students could be assigned to four different goal profiles: (1) mastery and social oriented; (2) performance self-protective; (3) performance oriented; (4) disengaged. The highest levels of academic engagement and school grades were attained by mastery and social oriented students followed by students with a performance self-protective profile. Students with a disengaged profile attained the lowest levels of academic engagement and school grades. The study also suggested that performance goals may conflict with so-

cial concerns. Finally findings evidenced that quantity and quality of motivation must be considered to better understand students' approaches to school learning and achievement.

Keywords: Multiple goals, Person-centered approach, academic achievement

Achievement goal orientations as predictors of discrete test emotions

Irena Burić & Izabela Sorić

University of Zadar, Croatia

inekic@unizd.hr

Traditionally, student's emotions have been neglected by educational research as well as their antecedents. Previous research suggests that achievement goal orientations represent one promising set of individual antecedents of student's emotions. Pekrun and colleagues (Pekrun, 2000; Pekrun, Elliot & Maier, 2006; Elliot & Pekrun, 2007) proposed a model that links mastery, performance-approach and performance-avoidance goals to several discrete emotions commonly experienced by students. According to them, achievement goals facilitate the control and value appraisals underlying achievement emotions, and indirectly shape these emotions. The aim of this study was to examine relationships between learning, performance and work-avoidance goals and discrete emotions typically experienced by students in exam situations (joy, hope, pride, relief, anger, shame, anxiety, and hopelessness). The participants were 365 high school students in Croatia. They completed the self-report questionnaire during a regularly scheduled classroom. Student's goal orientations were measured using the "The Components of Self-Regulated Learning (CRSL) (Niemivirta, 1996), while student's exam related emotions were assessed using The Test Emotions Questionnaire (TEQ) (Pekrun, Goetz, Perry, Kramer, Hochstadt & Molfenter, 2004). The series of multiple regression analyses showed that learning and performance goal orientations were positive predictors of positive test emotions and negative predictors of negative exam related emotions. Finally, work-avoidant goal orientation was positive predictor of hopelessness and negative predictor of joy and hope.

Keywords: achievement goal orientations, test emotions

Students' goal preferences in the classroom: Which goals are salient and how does this affect motivation?

Karin Smit, Monique Boekaerts & Frank Busing

Leiden University, The Netherlands

ksmit@fsw.leidenuniv.nl

The goals that students pursue in the classroom influence students' educational outcomes. Recently, several researchers (e.g. Boekaerts, 2008) urged to shift the focus from studying achievement goals to a range of goals for a better fit between goal theory and students' reality. This exploratory study further develops the goal model that registers multiple content goals and the priorities students allocate to them, based on Ford and Nicholl's goal taxonomy (1991). 487 students from pre-vocational secondary education completed the Goal Identification and Facilitation Inventory (Boekaerts, 2009). This self-report questionnaire registers students' preferences for 16 different types of goals including wellbeing goals, task goals, social goals and ego goals. The Intrinsic Motivation Inventory (Ryan & Deci) is used to determine students' motivation. Multidimensional unfolding techniques and first order correlations revealed the empirical structure of goals that are important students in the classroom. Results show that ego goals (superiority, individuality, material gain) are ranked least important and show no relation or a negative relation with motivation. Students rank personal wellbeing goals as most important. These goals are moderately related to motivation. Goals connected with learning were ranked in between personal wellbeing goals and ego goals. Their relation with motivation is relatively strong. Furthermore, non-native boys assigned less importance to entertainment related to schoolwork and boys in general assigned less importance to safety. The data will be further analyzed in February 2010. The consequences of these findings for interventions to bridge the gap between non-learning goals and learning goals will be discussed.

Keywords: Multiple goal orientation, motivation

Students' explanations for working or not working in school

Jennifer Archer

University of Newcastle, Australia

Jennifer.Archer@newcastle.edu.au

This study investigated the extent to which students worked or did not work for essentially social reasons as well as for academic reasons. Primary students in