

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 8<sup>th</sup> 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. Meneses<sup>1</sup>, Marina S. Lemos<sup>1</sup> & Luís P. Rodrigues<sup>2</sup>

<sup>1</sup>*University of Porto, Portugal*

<sup>2</sup>*Polytechnic Institute of Viana do Castelo, Portugal*

[meneshi@hotmail.com](mailto: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 Gonçalves<sup>1</sup> & Marina S. Lemos<sup>2</sup>

<sup>1</sup>*Polytechnic Institute of Viana do Castelo, Portugal*

<sup>2</sup>*University of Porto, Portugal*

[teresag@ese.ipvc.pt](mailto: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 9<sup>th</sup> 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-