

cific commitments (Bourne, 1978), the data allows to ask to what extent the differential personal valuation of each of the psychological needs corresponds to different motivational paths to personal identity, inviting a deeper research on the subject of self-determination idiosyncrasy.

Keywords: Self-determination, identity, emerging adulthood

Paper Session 14: The Interactive Relationships Between Self-Concept, Academic Motivation, and Academic Performance
Auditorium 2C

Chair *Francisco Peixoto, ISPA, Portugal*

Students' motivation for schoolwork and help seeking behavior: Relations with age, academic self-concept, and students' relations with the teachers

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In this study the authors analyzed relations between age of students (grade level) and students' academic self-concept, relations with the teachers, motivation for schoolwork, and help seeking behavior. Participants were 739 students in grade 4th, 5th, 6th, 8th, and 9 in two elementary schools, one middle school and one combined elementary and middle school in Norway. All students in the respective grades participated in the study. Data were collected by means of a questionnaire administered to entire school classes. The data were analyzed by means of correlations and path analyses. Grade level was significantly related to all other variables in the study. Increasing grade level was associated with less positive relations with the teachers, lower academic self-concept, decreasing motivation for schoolwork, and lower self-reported tendency for help seeking behavior. Path analyses revealed that the relation between grade level and motivation partly was mediated through both academic self-concept and students' relations with the teachers. Also, the relation between grade level and help seeking behavior was mediated through students' relations with the teachers, academic self-concept, and motivation.

Keywords: Motivation for schoolwork, help-seeking behavior, teacher-student relationship, academic self-concept

Verbal self-concept and academic performance: Gender differences in its causal relation

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Verbal self-concept is the subjective feeling and belief about one's competencies in reading, writing and general work in language domain (Marsh, 1989). Girls tend to reveal higher verbal self-concept than boys as well as higher academic performance in language and both variables are strongly correlated. Research findings in the causal relation between self-concept and academic performance assign that, in general, it's the performance that influences academic self-concept. However, some studies sustain that age or gender can moderate the causal effects, revealing the influence of academic self-concept on later academic performance. This study aimed to observe gender differences in the causal relation between verbal academic self-concept and academic performance. The first two cohorts were composed of 192 girls and 139 boys, attending 7th and 8th grades in the first time and the last two cohorts were composed by 181 girls and 125 boys attending 9th and 10th grades in the first testing. Subjects were tested three times during three years. SEM was used to test models of causal relation. The results revealed that for girls, the models that fitted data better were those with no causal effects. However, for younger boys, performance in Portuguese language had an effect on later verbal self-concept, while for older boys (attending 9th and 10th grades in time 1), it was observed the influence of self-concept on later performance. Results are discussed on the basis of gender differential learning expectancies and on the possible motivational properties of verbal self-concept for boys attending later school years.

Keywords: verbal self-concept, academic performance, gender differences

The developmental dynamics between task motivation, self-concept of ability, and academic performance

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Previous research has shown that students' motivation, academic performance and beliefs of their own abilities are associated with each other. Highly motivated students with positive beliefs about their own abilities show high effort and engage-