

Self-Determination Theory

AN APPROACH TO HUMAN MOTIVATION & PERSONALITY

May 13 - 16, 2010



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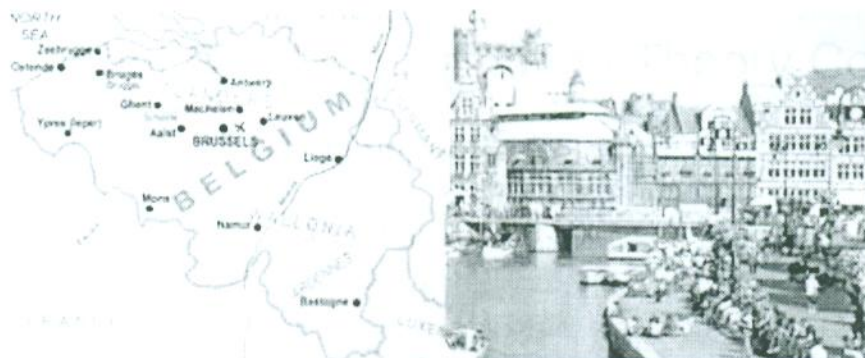
AN APPROACH TO HUMAN MOTIVATION & PERSONALITY

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PROGRAMME - ABSTRACTS



Self-Determination Theory (SDT) is a rapidly growing theory of human motivation and personality development. The theory was founded by Edward L. Deci and Richard M. Ryan at the University of Rochester, and has been elaborated and refined by scholars from many countries. It is increasingly receiving attention from scholars across the globe and has been applied in many diverse fields of psychology.

23. Relations among environmental perceptions and self-efficacy with metacognitive strategies

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Abstract:

The aim of this research is studying the relations between environmental perceptions and self-efficacy with metacognitive strategies. To doing, a multistage cluster sampling method was used and a sample of 685 third grade boy students from Tehran high schools, were selected. Students' self-efficacy (Pintrich and De Groot, 1990), Students Perceptions of Classroom Activities, (Gentry and his colleagues, 2002), and Perceptions of Parents Scales (Grolnick and his colleagues, 1997) were administrated to students as a group. Questionnaires validity and reliability were satisfactory. The results of Pearson correlation showed that the mutual correlation between components family environmental perceptions (parents warmth and autonomy support), perceptions of classroom activities (interest, challenge, choice and joy) and self-efficacy were significant ($p < 0.01$) and metacognitive strategies were predictable by environmental perceptions (class and parents) and self-efficacy.

24. A multidimensional career decision-making model for undergraduates using a self-determination theory approach

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Abstract:

University students in the United States are often in the midst of exploring the possibilities for future vocations as well as avocations. Finding ways for students to consciously and constructively make informed decisions about their future careers is one goal in higher educational practice. Previous work suggests that self-determination theory can be used to predict career indecision (Guay, Senécal, Gauthier, & Fernet, 2003), concluding that competence and autonomy relate to career indecision in college students. The present study applies self-determination theory to the examination of career exploration and counseling embedded in the context of introductory coursework in Education. Using the Choosing a Career in Teaching survey (using items adapted from the FIT-Choice assessment (Watt & Richardson, 2007)), as well as the Career Guidance Inventory (Nowak, St. Martin, & Rawls, 2009), relations among competence and autonomy will be assessed in a sample of approximately 160 predominantly undergraduate students at a large research university in the Midwest. Additionally, students' reflections on their CGI-SV scores, reflections on a professional observation, and a final course reflection will be analyzed for content related to the value of the various activities to the decision-making process. This investigation is guided by the following research questions: • How are competence and autonomy related to students' motivations for teaching? • How are feelings of competence and autonomy related to students' perceptions of parental support for teaching as a career? • How do feelings of competence and support related to students' feelings of satisfaction with career choice?