



Book Series

## *International Advances in Self Research*

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Herbert Marsh, *Australian Catholic University*; Rhonda G. Craven, *Australian Catholic University*; Dennis M. McInerney, *The Education University of Hong Kong*; Frédéric Guay, *Université Laval Québec*; Theresa Dicke, *Australian Catholic University*

Maximising self-concept is recognised as a critical goal in itself and a means to facilitate other desirable outcomes in a diversity of settings. The desire to feel positively about oneself and the benefits of this feeling on choice, planning, persistence, and subsequent accomplishments transcend traditional disciplinary barriers and are central to goals in many social policy areas.

"International Advances in Self Research" monograph series publishes scholarly works that primarily focus on self-concept research and pertain to a broad array of self-related constructs and processes including self-esteem, self-efficacy, identity, motivation, anxiety, self-attributions, self-regulated learning, and meta-cognition. The research focus of the monograph series includes theory underlying these constructs, their measurement, their relation to each other and to other constructs, their enhancement and their application in research and practice. Chapters address a wide cross-section of: settings participants and research areas This series has a special interest in self-concept theory and research in settings characterised by diversity, such as special education, linguistic diversity, socioeconomic and cultural diversity.

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- SELF - Driving Positive Psychology and Wellbeing
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## SELF - A Multidisciplinary Concept

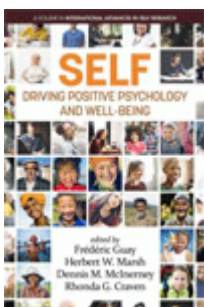
Theresa Dicke, Australian Catholic University; Herbert Marsh, Australian Catholic University; Rhonda G. Craven, Australian Catholic University; Dennis M. McInerney, The Education University of Hong Kong

2021. Paperback 978-1-64802-262-3 \$45.99. Hardcover 978-1-64802-263-0 \$85.99. eBook 978-1-64802-264-7 \$65.

Research on the self relates to various phenomena including self-esteem, self-concept, self-verification, self-awareness, identity, self-efficacy, passion, self-determination, and goals. Moreover, research on self is multidisciplinary and of interest to a broad range of areas, such as education, economics, (social) psychology, neuro sciences, motivation, physical activity and behavior sciences, philosophy, and learning sciences. Chapters in this volume will illustrate some of the best of the research within these disciplines examining different aspects of self from various perspectives. A feature of this volume is that we will explore not only positive aspects of high perceived levels of self-determination and competence or self-concept on achievement, motivation and wellbeing, but also the dark side of an uncertain and negative self on identity and wellbeing. We learn from this that the self is a dynamic and powerful, yet fragile and highly amenable construct that needs self-care and constant reassurance.

SELF - A Multidisciplinary Concept thus highlights the broad application of self-research and its diversity. This volume is intended to develop both theoretical and methodological ideas and to present empirical evidence of various disciplines and applications dealing with self. The scope of this seventh volume of the International Advances in Self Research series, started in 2000 by Herbert W. Marsh, Dennis M. McInerney, and Rhonda G. Craven, is thus very broad. Keeping within the tradition of the series, this volume will highlight the applicability of a multitude of empirical approaches and methods to self-research. We also aimed to maintain a balance between discussing theoretical research in SELF and deriving implications for effective practice. This volume thus includes chapters covering self-related topics within an educational, social, emotional, psychological, physiological, managerial, and health context.

**CONTENTS:** Preface. Self-Appraisals and Emotions: A Generalized Control-Value Approach, *Reinhard Pekrun*. Dimensional Comparison Theory: New Models, New Methods, New Insights, *Jens Möller, Fabian Wolff, and Friederike Helm*. The Distinctions Separating the Social Classes: An Examination of Noncognitive Variables in Educational Contexts, *Jennifer Archer and Nathan Berger*. A Collaborative Approach to Building Youth Well-Being: A Case of a Municipality, *Dianne A. Vella-Brodrick, Tan-Chyuan Chin, Adam Cooper, and Edwina Ricci*. Do We Need Motivation to Sit Less? Thoughts on a Psychology of Sedentary Lifestyles, *Stuart J. H. Biddle*. Strengths-Based Approaches to Disability: Self-Determination and Autonomy-Supportive Interventions to Empower People with Disabilities, *Michael L. Wehmeyer*. Mind-the-Gap: Bright and Dark Sides of Digital Use, Self-identity, School Engagement, and Burnout, *Katariina Salmela-Aro*. The Helpful Self and the Hurtful Self: Positive and Negative Effects of Self-Processes on Well-Being, *James E. Maddux*. The Uncertain Self: Positive and Negative Influences on Social Identity, Group Behavior, and Leadership, *Michael A. Hogg*. About the Authors.



## SELF - Driving Positive Psychology and Wellbeing

Frédéric Guay, Université Laval Québec; Herbert Marsh, Australian Catholic University; Dennis M. McInerney, The Education University of Hong Kong; Rhonda G. Craven, Australian Catholic University

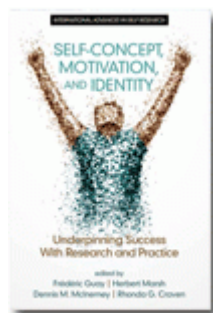
2017. Paperback 9781641130028 \$45.99. Hardcover 9781641130035 \$85.99. eBook 9781641130042 \$65.

Research on the Self relates to various phenomena including self-esteem, self-concept, self-verification, self-awareness, identity, self-efficacy, passion, self-determination, goals etc. that are predictive of optimal functioning and well-being. Such a research endeavor is consistent with the positive psychology movement focusing on the scientific study of what makes people psychologically healthy, happy, and satisfied in their lives, as well as on their strengths and virtues. The positive psychology movement cultivates a sensible approach to optimal human functioning and well-being in various life contexts. Chapters in this volume will illustrate some of the best of the research on the interplay between the self and positive psychology, to show the potential of this research for transforming our societies.

SELF - Driving Positive Psychology and Well-being thus provides a unique insight into self and its fundamental role for

well-being. This volume is intended to develop both theoretical and methodological ideas and to present empirical evidence of various phenomenon important for well -being. The scope of the volume is thus very broad, and provides a framework for the development of the chapter as authors see most appropriate.

**CONTENTS:** Preface. The Role of Perceived Competence in the Lives of Children With ADHD, Emotional and Behavioral Disorder, Learning Disability, and Developmental Disability: A Positive Psychology Perspective, *Andrew J. Martin, Iva Strnadová, Susan C. O'Neill, and Therese M. Cumming*. Striving to Validate Competence Versus Striving to Attain Normative Superiority: Two Distinct Motivational Processes With Different Implications for the Self, *Yoonkyung Chung and Mimi Bong*. The Development of Interest and Self-Related Processing, *Suzanne E. Hidi, K. Ann Renninger and Georg Northoff*. Academic Self-Concept in the Sciences: Domain-Specific Differentiation, Gender Differences, and Dimensional Comparison Effects, *Malte Jansen*. Does Culture Matter for Grit? Mapping Cross-Cultural Directions in Grit Research Programs, *Jesus Alfonso D. Datu and Dennis M. McInerney*. The Distinctive Roles of Perceptions of Health Risks and Benefits, Self-Efficacy, and Motivation in the Awareness, Initiation, and Maintenance of Healthy Behaviors, *Luc G. Pelletier, Camille Guertin and Meredith Rocchi*. The Role of Parents in Supporting Adjustment to School: A Motivational Perspective, *Catherine F. Ratelle and Stéphane Duchesne*. Pervasive Influences on Wellness and Thriving: Cultural, Political, and Economic Contexts and the Support of Basic Psychological Needs, *Richard M. Ryan, Stefano I. Di Domenico, William S. Ryan, and Edward L. Deci*. Leveraging Self Psychology to Strengthen Positive Psychology: Conceptual Analysis of Three Paths to Well-Being, *Danu Anthony Stinson and William B. Swann Jr.* A Relative Cognitive Strength and Interest Model: A New Perspective for Understanding Individual and Gender Differences in STEM Fields, *Ming-Te Wang and Jessica L. Degol*. Development of Children's Ability Beliefs and Values and School-Based Interventions to Improve Them, *Allan Wigfield, Jessica Gladstone, and Lara Turci*. About the Editors. About the Contributors.



## Self-Concept, Motivation and Identity Underpinning Success with Research and Practice

Frédéric Guay, Université Laval Québec; Herbert Marsh, Australian Catholic University; Dennis M. McInerney, The Education University of Hong Kong; Rhonda G. Craven, Australian Catholic University

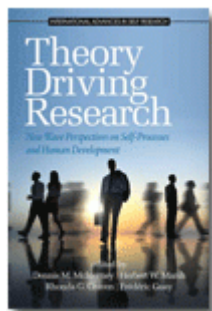
2015. Paperback 978-1-68123-167-9 \$45.99. Hardcover 978-1-68123-168-6 \$85.99. eBook 978-1-68123-169-3 \$65.

The concept of the Self has a long history that dates back from the ancient Greeks such as Aristotle to more contemporary thinkers such as Wundt, James, Mead, Cooley, Freud, Rogers, and Erikson (Tesser & Felson, 2000). Research on the Self relates to a range of phenomena including self-esteem, self-concept, self-protection, self-verification, self-awareness, identity, self-efficacy, self-determination etc. that could be sharply different or very similar. Despite this long tradition of thinkers and the numerous studies conducted on the Self, this concept is still not very well defined. More precisely, it is not a precise object of study, but rather a collection of loosely related subtopics (Baumesiter, 1998). Also, in the philosophical literature, the legitimacy of the concept of "self" has been brought into question. Some authors have argued that the self is not a psychological entity per se, but rather an illusion created by the complex interplay between cognitive and neurological subsystems (Zahavi, 2005). Although no definitive consensus has been reached regarding the Self, we emphasize in this volume that the Self and its related phenomena including self-concept, motivation, and identity are crucial for understanding consciousness and therefore important to understand human behavior.

Self-concept, motivation and identity: Underpinning success with research and practice provides thus a unique insight into self-concept and its relationship to motivation and identity from varied theoretical and empirical perspectives. This volume is intended to develop both theoretical and methodological ideas and to present empirical evidence demonstrating the importance of theory and research to effective practice.

**CONTENTS:** Preface. Intentional-Self Regulation and Identity Processes in Adolescence: Perspectives on Research and Application, *Sara K. Johnson and Richard M. Lerner*. Self-Enhancing Self-Presentation: Interpersonal, Relational, and Organizational Implications, *Constantine Sedikides, Vera Hoorens, and Michael Dufner*. The Political Self, *Sean T. Stevens, Stephanie M. Anglin, and Lee Jussim*. A Personal Agency View of Self-Regulated Learning: The Role of Goal Setting, *Barry J. Zimmerman, Dale H. Schunk, and Maria K. DiBenedetto*. Dimensional Comparison Theory: An Extension of the Internal/External Frame of Reference Model, *Herbert W. Marsh, Philip D. Parker, and Rhonda G. Craven*. Too Much Time Has Been Spent on the Time Devoted to Homework: Motivation Is the Key Constant in Homework Research, *Ulrich Trautwein, Oliver Lüdtke, Benjamin Nagengast, and Barbara Flunger*. Social Cognitive Career Theory: A Theory of Self (Efficacy) in Context, *Steven D. Brown and Robert W. Lent*. Self-Beliefs and Self-Regulation in Health Behavior Change, *Ralf Schwarzer and Aleksandra Luszczynska*. Confidence: Is It Different From Self-Efficacy and Is It Important?, *Lazar Stankov and Jihyun Lee*. Achievement and the Self: Approach and Avoidance as Self-Growth and Self-Protection, *Emily J. Greenwood, Rachel M. Korn, and Andrew J. Elliot*. Motivation: A Philosophical and Psychological Synthesis, *Laurance J.*

Splitter and Dennis M. McInerney. Competence Within Context: Implications for the Development of Positive Student Identities and Motivation at School, *Kathryn R. Wentzel*. About the Contributors.



## Theory Driving Research: New Wave Perspectives On Self-Processes And Human Development

Dennis M. McInerney, The Education University of Hong Kong; Herbert Marsh, University of Western Sydney; Rhonda G. Craven, University of Western Sydney; Frédéric Guay, Université Laval Québec

2013. Paperback 9781623962364 \$45.99. Hardcover 9781623962371 \$85.99. eBook 9781623962388 \$65.

Theory Driving Research: New wave perspectives on self-processes and human development provides a unique insight into self-processes from varied theoretical perspectives. The chapters in this volume develop avant-garde theoretical ideas to drive future, cutting-edge, empirical research and together, in one collected volume, make a valuable contribution to scholarly literature on self-processes. Among the themes covered are resurrecting the “I-self”, a re-look at the dichotomy between the I-self, and the Me-self based on James's analysis, the actualization of human potential, naturalizing and contextualizing the self, hypo-egoic states, personal proficiency networks, competition and performance relationships, achievement motivations, passion and optimal functioning in society, competence and self-worth threat, new interpretations of expectancy-value research, methodological advances in BFLPE research and multilevel models of student achievement motivation. This monograph, the fourth in the International Advances in Self Research monograph series, provides wealth of information on new theorizing and provides a platform for generating the next wave of research designed to understand the fundamental role self-processes play in human development.

**CONTENTS:** PREFACE. New directions in self development: Resurrecting the I-Self, *Susan Harter*. Hypoegoic States: What They Are, Why They Matter, and How They Occur, *Mark R. Leary and Kate J. Diebels*. The Role of Passion in Optimal Functioning in Society, *Robert J. Vallerand and Noémie Carbonneau*. Self-processes in Achievement Emotions: Perspectives of the Control-Value Theory, *Reinhard Pekrun and Raymond P. Perry*. Self-Determination Theory and Actualization of Human Potential. *Edward L. Deci, Richard M. Ryan, and Frédéric Guay*. The Competition-Performance Relation from the Perspective of the Opposing Processes Model, *Kou Murayama and Andrew J. Elliot*. Methodological Innovation in Big-Fish-Little-Pond Effect Research: Methodological-Substantive Synergy at Work, *Marjorie Seaton and Herbert W. Marsh*. Naturalizing and Contextualizing Self: Self-in-Action and Self-in-Reflection in Differential Development, *David Yun Dai*. High Value with Low Perceived Competence as an Amplifier of Self-Worth Threat, *Jeesoo Lee, Minhye Lee, and Mimi Bong*. Expectancy-Value Theory Revisited: From Expectancy-Value Theory to Expectancy-ValueS Theory, *Ulrich Trautwein, Benjamin Nagengast, Herbert W. Marsh, Hanna Gaspard, Anna-Lena Dicke, Oliver Lüdtke, and Kathrin Jonkmann*. The Personal Proficiency Network: Key Self-system Factors and Processes to Optimize Academic Development, *Andrew J. Martin*. Seeing the Forest Beyond the Trees: Adopting a Multilevel Perspective on Student Achievement Motivation. *Ronnel B. King and Dennis M. McInerney*.



## Self-Processes, Learning and Enabling Human Potential Dynamic New Approaches

Herbert Marsh, University of Western Sydney; Rhonda G. Craven, University of Western Sydney; Dennis M. McInerney, The Education University of Hong Kong

2008. Paperback 978-1-59311-903-4 \$45.99. Hardcover 978-1-59311-904-1 \$85.99. eBook 9781607526186 \$65.

This volume deals with a wealth of issues related to self, from the overarching theoretical perspective of Bandura and his careful and thorough analysis of the agentic self, highlighting the complexities of our multiple selves acting in an integrated, holistic, and dynamic fashion, to the engaging and novel treatment of self concept as a rope by John Hattie. From many of the chapters we see the utility value of the social cognitive theory and self-determination theory frameworks for interpreting self-processes and how these processes might drive engagement in learning. In particular we see how autonomy support, self-regulation, self-efficacy, and self-regulation are part and parcel of self-processes intimately involved as individuals work out their futures and possible selves. Entwined with these processes are the development of identity, resilience, and a sense of well-being. The BFLPE and bullying chapters provide two examples of self-processes in operation in the school context.

What can we take from this? Self-processes are complex, differentiated, and yet coordinated. By focusing on the agentic self we consider the whole person-picture as a rich, integrated, and dynamic tapestry and by focusing on differentiated self elements such as self-regulation, self-determination, self-concept, and self-efficacy, we are able to examine, in more detail, some of the individual threads of the tapestry and the roles they play in the integrated self. Overall, we learn that self-processes are dynamic and are fundamental to enabling human potential.

**CONTENTS: About the Monograph Series. PART I: Overview.** Self-Processes, Learning, and Enabling Human Potential, *Dennis M. McInerney, Herbert W. Marsh, and Rhonda Craven.* **PART II: Dynamic Views of the Self.** Toward an Agentic Theory of the Self, *Albert Bandura.* Processes of Integrating, Developing, and Processing Self Information, *John Hattie.* Self-Concept is as Multidisciplinary as it is Multidimensional: A Review of Theory, Measurement, and Practice in Self-Concept Research, *Herb W. Marsh and Alison J. O'Mara.* **PART III: Self-Determination, Self Regulation and Self Efficacy.** Day-to-Day Variation in Competence Beliefs: How Autonomy Support Predicts Young Adolescents' Felt Competence, *Yi-Miau Tsai, Mareike Kunter, Oliver Lüdtke, and Ulrich Trautwein.* Meet the Parents: Mothers' and Fathers' Contextual and Psychological Resources Associated to Adolescents' Perceptions of Parental Autonomy Support, *Frédéric Guay and Julien Chanal.* In Search of Self-Regulated Learning: A Personal Quest, *Barry J. Zimmerman.* Evaluating Competence and Maintaining Self-Worth between Early and Middle Childhood: Blissful Ignorance or the Construction of Knowledge and Strategies in Context? *Ruth Butler.* Teacher Self-Efficacy: Conceptual Analysis and Relations with Teacher Burnout and Perceived School Context, *Einar M. Skaalvik and Sidsel Skaalvik.* **PART IV: Identity Processes, Possible Selves, Well-Being, and the Resilient Self.** Ecosystem and Ecosystem Goals and Adjustment to College, *Jennifer Crocker, Juliana G. Breines, Amy Canevello, Mary Y. Liu, and Yu Niiya.* Possible Selves: Identity-Based Motivation and School Success, *Daphna Oyserman.* The Resilient Self: Lessons Educators Can Take Away from Risk and Resilience Research, *Bridget V. Ammon and Martin L. Maehr.* Self and Socialization: How Do Young People Navigate Through Adolescence? *Jari-Erik Nurmi.* **PART V: Applied Educational Research.** Class-Average Achievement, Marks, and Academic Self-Concept in German Elementary Schools, *Olaf Köller, Horst Zeinz, and Ulrich Trautwein.* East Meets West: An Examination of the Big-Fish-Little-Pond Effect in Western and Non-Western Countries, *Marjorie Seaton, Rhonda G. Craven, and Herbert W. Marsh.* The Beyond Bullying Secondary Program: An Innovative Program Empowering Teachers to Counteract Bullying in Schools, *Roberto H. Parada, Rhonda G. Craven, and Herbert W. Marsh.* Contributors.



## New Frontiers for Self Research

Dennis M. McInerney, The Education University of Hong Kong; Rhonda G. Craven, University of Western Sydney; Herbert Marsh, University of Western Sydney

2006. Paperback 1-59311-155-X 978-1-59311-155-7 \$45.99. Hardcover 1-59311-156-8 978-1-59311-156-4 \$85.99. eBook 9781607526650 \$65.

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## International Advances in Self Research - volume 1

Dennis M. McInerney, The Education University of Hong Kong; Rhonda G. Craven, University of Western Sydney; Herbert Marsh, University of Western Sydney

2003. Paperback 1-59311-004-9 978-1-59311-004-8 \$45.99. Hardcover 1-59311-005-7 978-1-59311-005-5 \$85.99. eBook 9781607528883 \$65.

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