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.

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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.

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

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.

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


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.


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


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.


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

MISSION STATEMENT: 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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