



## **PATHWAYS 14<sup>th</sup> International Workshop**

30 November – 2 December 2015  
Laguna beach, California

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# Welcome

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Dear Colleagues

On behalf of the Jacobs Foundation I welcome you to the 14<sup>th</sup> PATHWAYS Workshop at *Laguna Beach, hosted by the University of California, Irvine*. The aim of the workshop is to give the PATHWAYS Fellows the opportunity to present their recent research, to discuss with their mentors and international colleagues, and to plan future papers, projects, and activities.

The theme of 14<sup>th</sup> workshop is: '*Social Inequalities in Aspirations and Attainment*'. The Fellows have chosen a variety of modes to present their latest findings and ideas for new projects. The mix of paper presentations, posters, and project proposals promises exciting new insights regarding issues of adaption to social change, in the class room, and regarding school and employment transitions. Notably, a number of Fellows are engaging in comparative research, comparing findings across different countries and across different socio-historical contexts. It is wonderful to see that teams are building, addressing similar concerns and forging a future research agenda. Finding common themes and common patterns across context generates valuable insights into generalizability of findings as well as context specific issues, and expands the current evidence base.

Another important issue for this meeting is the preparation for the next phase, after 2016, following the completion of the PATHWAYS Programme. I hope that we can find a way to continue our collaboration and networking and look forward to your ideas and suggestions. Thus, in addition to discussions of the papers presented over the next few days, I would like the Fellows and PIs to think about how we can continue to work together.

To sharpen our minds, we have organized a workshop on using comparative research to examine experiences of discrimination and adversity. The workshop is led by Jacque Eccles and Anna-Lena Dicke with contributions from the Fellows.

The meeting will offer ample opportunity for discussion and networking, for developing and finalizing joint papers as well as for planning future activities. I hope you will have a productive and rewarding time at Laguna Beach in Orange Country with its fantastic setting directly overlooking the Pacific Ocean.

Ingrid Schoon



## List of Participants

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<b>Name</b>	<b>Institute</b>	<b>Email</b>
<b>Jake Anders</b>	National Institute of Economic and Social Research, UK	jake@jakeanders.co.uk
<b>Meeta Banerjee</b>	University of California, Irvine	mbanerje@umich.edu
<b>Anna-Lena Dicke</b>	University of California, Irvine	adicke@uci.edu
<b>Jacque Eccles</b>	University of California, Irvine	jseccles@uci.edu
<b>Hanna Gaspard</b>	University of Tübingen, Germany	hanna.gaspard@uni-tuebingen.de
<b>Richard Göllner</b>	University of Tübingen, Germany	richard.goellner@uni-tuebingen.de
<b>Soobin Kim</b>	Michigan State University, USA	sbkim80@gmail.com
<b>Clemens Lechner</b>	University of Jena, Germany	clemens.lechner@uni-jena.de
<b>Terry Ng-Knight</b>	UCL Institute of Education, UK	t.ngknight@ioe.ac.uk
<b>Nayssan Safavian</b>	University of California, Irvine	nayssan.safavian@uci.edu
<b>Katariina Salmela-Aro</b>	University of Helsinki, Finland	katariina.salmela-aro@helsinki.fi
<b>Barbara Schneider</b>	Michigan State University, USA	bschneid@msu.edu
<b>Ingrid Schoon</b>	UCL Institute of Education, UK	i.schoon@ioe.ac.uk
<b>Florencia Sorthaix</b>	University of Helsinki	Florencia.sorthaix@helsinki.fi
<b>Heta Tuominen-Soini</b>	University of Helsinki, Finland	heta.tuominen@helsinki.fi



# Meeting Programme

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## Sunday 29 November 2015

**From 16:00**            **Check in at Laguna Inn**

**19:00**                    **Dinner at Las Brisas: <http://www.lasbrisaslagunabeach.com/>**

## Monday 30 November 2015 (UCI)

**08:00 – 09:00**            **Breakfast at Las Brisas**

**09:00 – 09:30**            **Travel to UCI**

**09:30 – 10:30**            **Introductory meeting**

**10:30 – 11:00**            **Tea & Coffee Break**

**11:00 – 11:45**            **Paper Presentations (15 minutes):**

- *Terry Ng-Knight*
- *Soobin Kim*
- *Anna-Lena Dicke & Nayssan Safavian*

**11:45 – 12:30**            **Questions and discussion of papers**

**12:30 – 13:30**            **Lunch at UCI**

**13:30 – 15:30**            **Workshop**

**15:30 – 16:00**            **Tea & Coffee Break**

**16:00 – 17:00**            **Workshop**

**17:00 – 17:30**            **Round up**

**18:30**                      **Dinner at Jacque's house**



# Meeting Programme

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## Tuesday 1 December 2015 (Laguna Inn – Laguna Room)

- 08:00 – 09:00**      **Breakfast on Terrace**
- 09:00 – 09:15      **Presentation Introductions**
- 09:15 – 10:15      Paper Presentations (15 minutes):
- *Clemens Lechner & Richard Göllner*
  - *Meeta Banerjee*
  - *Jake Anders*
  - *Florencia Sortheix & Clemens Lechner*
- 10:15 – 11:15      Questions and discussion of papers
- 11:15 – 11:30**      **Tea & Coffee Break**
- 11:30 – 13:00      Steering Group/Fellow Meeting
- 13:00 – 14:00**      **Lunch on terrace**
- 14:00                **Sightseeing trip to Newport Beach and Balboa Island**
- 19:00**                **Dinner at Newport Beach: Cucina Enoteca**  
(<http://www.urbankitchengroup.com/cucina-enoteca-newport-beach/>)

## Wednesday 2 December 2015 (Laguna Inn – Laguna Room)

- 08:00 – 09:00**      **Breakfast on Terrace**
- 09:00 – 10:00      Poster presentations  
(5 minutes to present each poster followed by time for individual consultations and questions):
- *Hanna Gaspard*
  - *Heta Tuominen-Soini*
  - *Richard Göllner*
- 10:00 – 11:00      Feedback from steering group and fellow group meeting
- 11:00 – 11:30**      **Tea & Coffee Break**



# Meeting Programme

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11:30 – 13:30	Collaborative meetings
<b>13.30 – 14.30</b>	<b>Lunch on terrace</b>
14.30 – 15:30	Collaborative meetings continued
<b>15:30 - 16:00</b>	<b>Tea &amp; Coffee Break</b>
16:00 – 17:00	Meeting roundup
<b>19:00</b>	<b>Dinner at Hotel Laguna (<a href="http://hotellaguna.com/beach-dining/">http://hotellaguna.com/beach-dining/</a>)</b>

## Thursday 3 December 2015

<b>08:00 – 09:00</b>	<b>Breakfast at Las Brisas</b>
09:00 – 12:00	<b>Departure</b> <u>Check out by 12:00</u>



# Abstracts

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30 November – 2 December

*The contributions are listed in order of presentation. The summary shows the name of the presenter(s) only.*

## Session 1: Paper presentations

- Terry Ng-Knight  
**Examining children's self-control in the UK Millennium Cohort Study**
- Soobin Kim  
**Racial Differences in Course-taking and Achievement Gap**
- Anna-Lena Dicke and Nayssan Safavian  
**Traditional Gender Role Beliefs have Consequences: Long-term Impacts on Educational and Occupational Choices**

## Session 2: Paper presentations

- Clemens M. Lechner, Richard Göllner and Florencia M. Sortheix  
**How do Major Life Events and Transitions Shape the Development of Life Aspirations during the Transition to Adulthood? A Six-year Longitudinal Study**
- Meeta Banerjee  
**Neighborhood correlates to Racial Socialization in African American Families in the United States.**
- Jake Anders  
**The socio-economic gradient in educational attainment and labour market outcomes: a cross- national comparison**
- Florencia M. Sortheix and Clemens M. Lechner  
**The Development of Work Values in the Transition to Adulthood: A Comparison of Young Adults from Germany and Finland**

## Session 3: Poster presentations

- Hanna Gaspard  
**Assessing Task Values in Five Subjects over Secondary School: Measurement Structure and Mean Level Differences**
- Heta Tuominen-Soini  
**Findings from the Finnish PISA 2012: Motivational and well-being routes to math performance**
- Richard Göllner  
**Temporal Dynamics and Control-Value Predictors of Students' Boredom**



# Abstracts

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## Examining children's self-control in the UK Millennium Cohort Study

*Terry Ng-Knight and Ingrid Schoon*  
*UCL Institute of Education*

### **Abstract**

Self-control refers to one's ability to control their emotions, behaviour and attention. It is an important skill which influences development and a wide array of outcomes during childhood, adolescence and adult life. Findings from large cohort studies have identified long-term associations between self-control measured in childhood and adult functioning in areas including employment, physical health, mental health, financial prosperity, and criminal convictions. However, despite subsequent calls for public health interventions to target self-control, relatively little is known about the antecedents of self-control and therefore how self-control can be successfully raised. During my Pathways Fellowship I aim to explore the early antecedents of self-control and its development during childhood. I will present some of my initial findings based on analyses of the UK's Millennium Cohort Study which provides data on children from early infancy through to early adolescence.



# Abstracts

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## Racial Differences in Course-taking and Achievement Gap

*Soobin Kim*

*Michigan State University*

### **Abstract**

Despite the overall increase in course-taking intensity in the last two decades, the achievement gap between black and white high-school students persisted. Using nationally-representative data, this study examines racial differences in the course-taking pattern and its association with the achievement gap. Initial results show a racially-different course-taking patterns in mathematics courses, in that white students are more likely to be enrolled in advanced courses than black students are, in all high-school years, and that the difference begins occurring in the first mathematics course, and increases over the years. Moreover, the black-white test-score gap in Grade 12 differs by course level and by school year of mathematics course taken.



### **Traditional Gender Role Beliefs have Consequences: Long-term Impacts on Educational and Occupational Choices**

*Anna-Lena Dicke, Nayssan Safavian and Jacquelynne S. Eccles  
University of California, Irvine*

#### **Abstract**

Gender-role beliefs are key determinants of adolescents and adults' occupational and educational aspirations and choices (Schoon & Parsons, 2002). These gender-role beliefs develop in response to important socialization experiences, such as parents' gendered beliefs, actions and behaviors (Witt, 1997). The current study investigated how parents' traditional gender-role beliefs and educational attainment are associated with adolescents' gender-role beliefs and subsequent gendered aspirations, occupational and educational attainment. Using data from participants of the 30-year longitudinal MSALT study and their parents, multi-group path analyses showed differential associations of mothers and fathers' traditional gender role beliefs with male and female adolescents' gender role beliefs. These gender role beliefs, in turn, showed differential associations with occupational and educational attainment for females than males.



### **How do Major Life Events and Transitions Shape the Development of Life Aspirations during the Transition to Adulthood? A Six-year Longitudinal Study**

*Clemens M. Lechner<sup>1</sup>, Richard Göllner<sup>2</sup>, Florencia M. Sortheix<sup>3</sup>*

*<sup>1</sup>Center for Applied Developmental Science (CADS), University of Jena, <sup>2</sup>University of Tübingen, Hector Research Institute of Education Sciences and Psychology*

*<sup>3</sup>University of Helsinki*

#### **Abstract**

Life aspirations play an important role in directing individual development. Yet, the empirical evidence on how young people construct their life aspirations in interaction with their changing developmental contexts is still limited. This study investigated how the importance young people attach to eight different life aspirations changes in response to major events and transitions during young adulthood. Specifically, we examined change and stability in eight different goal domains (i.e., personal growth, relationships, community, health, wealth, fame, image, and hedonism) in relation to both normative transitions (i.e., transition from school to work; leaving the parental home; marriage; parenthood) and non-normative events (i.e., illness or injury; parental divorce; unemployment spells). Furthermore, we tested the extent to which life aspirations are contingent on stable sociodemographic characteristics (gender, education, family socio-economic status, and immigrant status). Data came from four biannual waves of the TOSCA study (Wave 1, year 2000, N = 5,897, to Wave 4, year 2008, N = 1,871). Spanning a time period of six years, this study is among the longest to assess the development of life aspirations during the transition to adulthood, and the first to systematically assess the influence of major transitions and events on the construction of aspirations during this phase of life.



## Abstracts

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### **Neighborhood correlates to Racial Socialization in African American Families in the United States.**

*Meeta Banerjee*

*University of California, Irvine*

#### **Abstract**

Research on racial socialization has suggested that other factors than families and schools should be considered when studying what aspects may be related to parents' race-related messages (Hughes et al., 2006). Scholars have indicated that environments such as neighborhoods can play a role in the decision of the types of socialization African American parents provide their children (Garcia Coll et al., 1996; Hughes et al., 2006). Few studies have looked at the relation of neighborhoods on racial socialization, but majority have focused on early childhood. The current study investigates the relation between neighborhood correlates to racial socialization in African American families. Utilizing the first wave of the Maryland Adolescent Development in Contexts Study (MADICS), I examined how different aspects of the neighborhood are related to racial socialization. In the first wave of the MADICS there are approximately 875 African American parents and youth (53% male). Parent reported neighborhood factors included neighborhood problems, social support, services available and neighborhood responsiveness. Parents were also asked open-ended questions about their racial socialization strategies for youth. Youth were asked about the neighborhood quality and also how often their families discussed being Black. Preliminary results show that certain neighborhood factors are positively linked to both parent and youth reports of racial-ethnic socialization. Future analyses will examine if racial-ethnic socialization will moderate the links between neighborhood factors and youth mental health. Implications of the importance of considering neighborhoods in parent socialization and mental health will be discussed.



### **The socio-economic gradient in educational attainment and labour market outcomes: a cross- national comparison**

*Jake Anders and John Jerrim*  
*UCL Institute of Education*

#### **Abstract**

This paper reviews evidence on the link between family background, educational attainment and labour market outcomes across four rich, English-speaking countries (Australia, Canada, England and the United States). It uses a 'life-course' approach, where the magnitude of socio-economic disparities are measured and compared cross-nationally at key transition points. We find that socio-economic inequalities are usually (although not always) smallest in Canada and greatest in the United States. Thus, drawing upon evidence from a collection of independent studies, we find little evidence to support suggestions that the United States is the 'land of opportunity', where individuals from humble origins can successfully pursue the 'American Dream'. Rather, family background matters more to lifetime opportunities in the United States than in other comparable countries.



### The Development of Work Values in the Transition to Adulthood: A Comparison of Young Adults from Germany and Finland

Florencia M. Sortheix<sup>1</sup> and Clemens M. Lechner<sup>2</sup>

<sup>1</sup>University of Helsinki, <sup>2</sup>Center for Applied Developmental Science (CADS), University of Jena

#### Abstract

This study investigates the developmental trajectories and precursors of work values (i.e., the desired characteristics of one's current or future job) during the transition to adulthood. Our study has two aims: descriptive and explanatory. In the descriptive part, we assess stability and change in work values across four years of young adulthood in two independent but parallel samples from Germany and Finland. In the explanatory part, we investigate how external life circumstances relate to individual differences in work values across the same time period. We assess the influence of stable background characteristics (gender, parental socio-economic status, grade point average at high school graduation, and educational attainment) as well as of major transitions in work roles (i.e., the transition from education to full-time employment or to unemployment) and family roles (i.e., the transition to marriage and parenthood). The German sample comprises three waves (2002, 2004 and 2006) and a total of 2,506 respondents (average age in 2002: 20 years) from the TOSCA study; the Finnish sample comprised three waves (2008, 2011, and 2014) and a total of 1,329 respondents (average age in 2008: 21 years) from FINEDU. Analyses revealed the following main findings. First, three work value dimensions showed structural stability across time in both countries: *extrinsic* (i.e. the importance attached to job security and material rewards), *intrinsic* (i.e. the importance of having an interesting, varied, and valuable job) and *autonomy* (i.e. working independently, making own decisions); in both countries, intrinsic work values were most highly endorsed and extrinsic work values least highly endorsed. Second, rank-order consistency and mean-level stability of work values was rather high. Extrinsic work values were the most stable in both countries; intrinsic work values had the lowest stability in Germany, and autonomy work values had the lowest stability in Finland. Third, stable background characteristics (especially gender and parental SES) were important predictors of work values, whereas current work and family roles/statuses played only a limited role.



## **Assessing Task Values in Five Subjects over Secondary School: Measurement Structure and Mean Level Differences**

*Hanna Gaspard, Isabelle Häfner, Ulrich Trautwein, Benjamin Nagengast  
Hector Research Institute of Education Sciences and Psychology, University of Tübingen.*

### **Abstract**

Students' motivation for various subjects has been found to decrease across secondary school (Jacobs et al., 2002). This decline in student motivation has been explained by factors inherent in age-related changes such as an increasing differentiation of students' interests (Krapp, 2002). To further understand the development of student motivation, multiple subjects as well as multiple dimensions of student motivation need to be taken into account. Expectancy-value theory (Eccles et al., 1983) postulates that students' expectancies and task values directly predict students' engagement. It further differentiates between multiple dimensions of task values. However, these components were not always assessed separately in previous research.

In this study, we investigated age-related differences in multiple dimensions of subjective task value across five subjects. 830 students out of 51 classrooms from grade five to grade twelve in two German academic track schools participated in this study. Students' task values for German, English, math, biology, and physics (from grade seven on) were assessed with the same set of 36 items for each subject. To capture the multi-dimensionality of value beliefs, subfacets for attainment value (importance of achievement, personal importance), utility value (utility for job, utility for daily life, utility for school, social utility), and cost (emotional cost, effort required, opportunity cost) were assessed.

Confirmatory factor analyses were conducted to test the measurement properties across age groups. There was strong measurement invariance of the factor structure across age groups, allowing the examination of differences in latent means. The pattern of age-related differences in mean levels generally showed a decrease in students' intrinsic, attainment, and utility value and an increase in subfacets of cost with students' age. However, this pattern was not observed for all subfacets and in all subjects to the same extent. In Biology, most value subfacets showed a quadratic rather than a linear trend associated with students' age. In English, a particularly interesting pattern was observed with a decrease in intrinsic value and an increase in perceived cost being accompanied with an increase in some subfacets of utility value. For social utility, there was no linear decline related to students' age, but rather a quadratic trend across all subjects. The findings highlight that examining multiple dimensions and subjects is crucial to fully understand the development of students' motivation.



### Findings from the Finnish PISA 2012: Motivational and well-being routes to math performance

*Heta Tuominen-Soini<sup>1</sup> and Katariina Salmela-Aro<sup>12</sup>*

*<sup>1</sup>University of Helsinki, Finland, <sup>2</sup>University of Jyväskylä, Finland*

#### **Abstract**

Finland has been successful in the PISA, although the results of PISA 2012, which focused on mathematics, imply that the proficiency of Finnish youth is declining (OECD, 2012). Interestingly, the PISA 2012 results also imply that, in Finland, high proficiency in mathematics is related to students' motivation and attitudes to studying and learning mathematics more so than in the OECD on average.

In this study, we explored the various motivational and well-being routes to mathematics performance among Finnish 15-year-olds. The aim was to investigate the predictive relations between students' achievement goal orientations, study-related experiences (i.e., schoolwork engagement, exhaustion at school), domain-specific motivation (i.e., math interest, math self-efficacy, math anxiety), and performance in mathematics. The data came from the Finnish PISA 2012 assessment and the participants were 8829 students. A structural equation model was estimated to analyze the predictive effects between the constructs.

We identified different predictive routes to mathematics performance. The findings implied that mastery-intrinsic orientation creates an adaptive framework within which students engage in school, feel confident, and perceive tasks as interesting. Mastery-extrinsic orientation was associated with low anxiety and high math performance, thus reflecting another adaptive route. Performance-approach orientation was related to exhaustion but, also, predicted higher math performance through engagement and self-efficacy. In addition, two sets of less positive predictions were detected: performance-avoidance orientation seemed to create a maladaptive route to exhaustion, anxiety, and inferior math performance, while work-avoidance orientation was associated with low engagement and low interest. These findings can be utilized to set up study designs and hypotheses in future longitudinal research aiming to capture the complex developmental dynamics between motivation, well-being, and performance.



## Temporal Dynamics and Control-Value Predictors of Students' Boredom

Richard Göllner<sup>1</sup> and Kristina Kögler<sup>2</sup>

<sup>1</sup>University of Tuebingen, Hector Research Institute of Education Sciences and Psychology,

<sup>2</sup>Goethe-University Frankfurt, Faculty of Economics and Business Administration

### Abstract

Boredom is an ubiquitous experience in school lessons. Findings indicate that students are bored in at least 30 % of time during class, with possible negative consequences for learning outcomes (Larson & Richards, 1991). Meanwhile there is a growing interest in boredom and its predictors in school. The development of boredom is attributed to both personal and situational predictors (Daschmann, Goetz & Stupnisky, 2011). In the present study and in accord with the predictions of the control-value-theory of emotions (Pekrun, 2006) we suppose that a lack of perceived control on the one hand and a subjective lack of value on the other hand induce boredom in students (Pekrun, Goetz, Daniels, Stupnisky & Perry, 2010).

Thus, the present study does explicitly focus on personal and situational predictors of students' boredom. As it would be of certain interest to trace the process-related dynamics and integrate both types of predictors in a simultaneous analysis of boredom during class, a process-oriented multi-level approach in the tradition of experience sampling procedures sensu Larson & Csikszentmihalyi (1983) or Hormuth (1986) was used.



