

a semi-structured, hour long in-person interview with each participant. Three themes emerged from content analysis: (1) sense, (2) source, and (3) value. Regarding sense of self-efficacy, American students associated adaptive self-efficacy beliefs with accurate calibration of one's capability to perform academic tasks, whereas Chinese students reported modest perception of self-efficacy. In terms of the source of self-efficacy, American students emphasized high self-worth upon success. For Chinese students, the highly competitive examination systems characterizing Chinese schooling produced lots of failure experiences for the general student population. Finally, American students emphasized intrinsic value, while Chinese students put more focus on attainment or utility value of academic endeavors being firmly established by the cultural code.

#### P1188

##### **The relation between class results and cognitive/non-cognitive ability** *Koichi Fujimoto Kobe Shoin Women's University, Japan*

The present study examined the relationship between cognitive/non-cognitive ability and academic grades. 70 first-year female undergraduates have conducted 5 tests of cognitive ability such as Digit-Span / Backward Digit Span / Letter-Number Sequencing / Particular Type of Riddle / Analogy Test. To assess non-cognitive ability, Egogram (EG) test was conducted. These tests on cognitive ability did not indicate significant correlation with academic grades. Particular Type of Riddle and Analogy Test also did not have correlation with academic grades neither. Two elements of Egogram had significant relation between grade scores. FC (Free Child) had a significant negative correlation between academic grades. A (Adult) element indicated a slight significant correlation with academic grades. It was concluded that controlling desire to temptation properly and rational judgement based on long-term prospect are necessary to improve university academic grades. The relationship between this result and Academic Delay of Gratification (ADOG) was discussed.

#### P1189

##### **How do we read expository text with plural maps?**

*Izumi Fukuya, Aiko Morita, Kazuhiro Kusahara, Takumi Watanabe, Yu Osaka Hiroshima University, Japan*

This study investigates the time course and the patterns of processing an expository text with plural maps, such as those in a social studies textbook. Thirty university students read text and maps while their eye movements were recorded, and then completed a reading comprehension test. Half were social studies majors and were considered to be experts. Participants studied text and five maps that were written

about an imaginary land. Each of the five maps included information about geographical features, annual rainfall, population distribution and land use. We focused on the amount of time participants spent on the text and map parts. We also explored their referencing patterns from transitions, both text-map referencing patterns and map-map referencing patterns. The latter pattern is considered to reflect integration information from plural maps. The results showed that the reading strategy of experts was different from that of non-experts.

#### P1190

##### **Effects of Social Distance between Person and School and Home on Depression in China**

*Noriaki Fukuzumi, Shoji Yamaguchi Tokyo Denki University, Japan*

The purpose of this study was to investigate the effects social distance in the framework of "construal level theory" on depression focusing on dimensions of social distance between person and school and home in China. Participants were 851 including junior high school students (n=377) and high school students (n=474) in China. A multiple regression analysis was conducted to investigate social distance between person and school and home. The results were as follows: Social distance between person and school had a positive effect on depression. Social distance between person and home had a positive effect on depression. In conclusion, the degree of social distance between person and school and home predicted the degree of depression.

#### P1191

##### **Developing a sleep, and stress management education program for elementary school students.**

*Maki Furutani (1), Sae Utsumi (2), Daiki Okumura (2) 1. Kobe University, Japan; 2. Elementary School attached to Kobe University, Japan*

Stress is an important factor affecting insomnia. Stress management education is conducted in schools to improve "mental health," however; to date, sleep education has not been integrated as a school subject. Therefore, a sleep and stress management program to promote mental health was developed and its effects were investigated. An investigation was conducted during school and non-school hours, in order to understand the lifestyle of elementary school students. Results indicated that 96% of fourth through sixth grade students attended after school tuition classes; they had short sleep duration, and they suffered from chronic fatigue. Moreover, most common stress coping strategy used by children was to "give-up." Based on these findings, we included sleep management, mental and physical relaxation, different coping methods, and discussions about sustainable methods in this

program. The effects of the program are discussed based on data of sleep logs and physical activities.

#### P1192

##### **Perceptions and final academic results in university students. Does the type of exam matter?**

*Laura O. Gallardo, Angel Castro, Angel Barrasa, Victor Villanueva, Alberto Abarca-Sos, Jose Antonio Julián University of Zaragoza, Spain*

Academic achievement results are one of the main goals of university students. This research focused in accuracy perceptions of youths' academic achievement in exam tasks during university studies. The sample comprised students of psychology and teaching education degrees from 1st to 4th courses. The results showed different process: over-estimation and under-estimation of academic achievement in university students. Indeed, multiple choice exams versus open question exams had different pattern of accuracy self-perceptions of academic achievement. Implications surrounded the exam types for students and professors are discussed.

#### P1193

##### **Effect of relational efficacy on help-seeking in same-sex friendships**

*Ayafumi Goto Mie University, Japan*

This study investigated how relational efficacy affects the frequency of help-seeking and the concern about help-seeking in same-sex friendships. Relational efficacy, which is a shared or intersubjective efficacy of relationship partners, refers to pair's belief that they can mutually coordinate and integrate their resources to prevent and resolve any problems. Participants were 61 same-sex friendships. Multilevel structural equation modeling suggested that relational efficacy promoted the frequency of help-seeking and the concern about help-seeking in same-sex friendships, controlled for relationship longevity. This results are discussed in terms of the association between intersubjective processes in same-sex friendships and the new supports for individuals who hesitate help-seeking toward someone.

#### P1194

##### **Psychological and pedagogical support of students adaptation in the inclusive education conditions**

*Natalia V Grushko (1), Svetlana Chernobrovkina (1), Sergey Ugruyumov (2) 1. Omsk State University, Russia; 2. Omsk College of Professional Technologies, Russia*

Among important educational problems is its accessibility to a number of social groups - namely, people with disabilities. In the college