

own academic performance, but not underestimate their ability to pass the exam to enter universities.

#### P1270

**The effect of intergroup status among junior high school students on school adjustment, mediated by Social Dominance Orientation**  
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Recently, in Japan, the phenomenon called "School Caste" is getting attention. High status groups behave dominantly in the classroom and they adjust to school more than others. This study looks into the relationships between intergroup status, Social Dominance Orientation (SDO) and school adjustment, focusing on dominantly behavior of high status group. Hence, the goal of this study is to investigate the effect of intergroup status in classroom on school adjustment, mediated by SDO. It was revealed that intergroup status positively affected Group-Based-Dominance (GDB) --which is subordinate conception of SDO-- and school adjustment, while the status affected Oppression-to-Equality (OEQ) negatively, which is subordinate conception of SDO. Moreover, gender difference was revealed; among male students, intergroup status had negative effect on OEQ and positive effect on school adjustment. However, in female students, intergroup status had positive effect on GDB, while nonsignificant effect on school adjustment.

#### P1271

**The effects of dissociative tendency on perceived loneliness tendency among junior-high and high school students.**

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The purpose of this study was to investigate the causal relation between dissociative tendency and perceived loneliness tendency among junior-high and high school students. A short-term longitudinal study was conducted with Japanese students of 12 to 18 years of age at a private school ( $n = 969$ ; 522 male students and 447 female students). Dissociative tendency was assessed by the Japanese version of Adolescent Dissociative Experiences Scale (A-DES), and perceived loneliness tendency was assessed by the Scale of Maladjustment Tendencies in the School. The average score of the A-DES of the current sample was 2.36 ( $SD = 1.54$ ) at Time1 and 2.02 ( $SD = 1.59$ ) at Time2 respectively. The results of the cross-lagged effect model indicated that dissociative tendency at Time1 directly increased level of perceived loneliness tendency at Time2. These findings suggest dissociative tendency may hinder fostering positive

peer communications and relationships among junior-high and high school students.

#### P1272

**Increasing the self-efficacy of Japanese junior college students through positive peer appraisal in group work using personal strength cards**

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This study implemented a program for female junior college students to improve self-efficacy through group work. It has been suggested that self-efficacy can be increased through experience of success, peer observation of our behavior, and persuasive suggestion by peers. In November 2015, 40 female provincial junior college students ( $18.8 \pm 1.2$ : mean  $\pm$  s.d.) used 24 'personal strength cards' in group work to raise awareness of their strengths through peer observation and persuasive suggestion. Their self-assessed self-efficacy was measured using the General Self-Efficacy Scale before and after the intervention. Paired t-tests comparing overall scores and the scores for each of the 16 questions on the questionnaire before and after the intervention showed significant increases for 'possesses an exceptional skill' ( $p=0.019$ ), 'ability to make a contribution' ( $p=0.011$ ), and 'acts positively' ( $p=0.018$ ). Overall scores also showed a significant increase ( $p=0.001$ ), suggesting positive peer appraisal in group work may be an effective means of raising self-efficacy.

#### P1273

**Less interest and effort, more anxiety in group learning: Experimental evidence on the effects of a dominant group leader**

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Group learning is popular in schools for promoting collaboration and motivation. However, the behavior of group leaders could drastically change the nature of the social interaction in groups and hence the outcome of group learning. We manipulated whether a group leader read instructions with dominant or equal languages and examined the group members' learning interest, effort, math anxiety and performance. Teenagers (16-year-olds,  $N = 160$ ) solved math problems in 4-person groups with balanced genders. One male was chosen as the leader and randomly assigned to dominant/equal conditions. With dominant leaders, male members reported lower interest and higher math anxiety. They also made less number of attempted answers, reflecting a reduced effort. Their performance measured by the percentage of correct answers was the same in dominant/equal conditions. Female members had the same performance as male members, but showed less interest, less effort,

and higher anxiety, regardless of the dominant/equal manipulation.

#### P1274

**Psychological characteristics of rural school students and teachers in Kazakhstan.**

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The psychological and educational diagnosis was attended by 80 students and 20 teachers of small rural schools and resource center. Over 50% of participants show high levels of anxiety (50%) in frustration of needs to succeed. The results of the survey on students' attitude to taught subjects show that 12% have a shallow interest to certain subjects. 27% of them see some subjects as necessity. 29% of students show deep interest in subject and 32% experience an increased cognitive interest. The survey involves rural school teachers who form tiny pedagogical staff. Therefore there is a slight stagnation in creative work implementation and low educational performance indicator (13%). One of the challenges of rural schools is the fact that a teacher usually knows a child and his parents before coming to school. The teachers support informal communication with students that cause difficulties in their work as a "curators".

#### P1275

**Morphological awareness and literacy skills in Japanese 1st and 2nd grade children**

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To investigate the association of morphological awareness with early literacy skills, the relationships between morphological awareness and Japanese Kana word and nonword reading, Kanji reading, text reading, and Kanji spelling were surveyed. One hundred thirty-four children in 1st and 2nd grade participated in this study. We applied the Word Analogy