

The Book of Abstracts

XVIII International Congress
International Association for Cross-Cultural Psychology

第十七届国际跨文化心理学大会



Xi'an, China, 2004

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**The Book of Abstracts
XVII International Congress of the
International Association for Cross-Cultural Psychology**

Edited by

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Jing Ren
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between two countries, explored students' fears for poor performance because of reasons of parents, siblings, teachers, classmates or themselves, and analyzed these fears by student gender in each country. The findings would provide information for educators, psychologists, parents and students to treat students' test anxiety, improve academic performances, and facilitate cross-cultural research in the test anxiety areas. (Email: rye@houstonisd.org)

Perception of After School Sports Activities

Kathryn Sanchez, Renmin Ye & Weiling Dou

Houston ISD, Research and Accountability, USA

This study discussed and compared the amount of time and perception of how important after school sports activities by middle school students themselves, their mothers and their friends. The study represented the perceptions of subjects from twelve nations: Australia, Canada, England, Finland, Hong Kong, Italy, Japan, Korea, Netherlands, Romania, Thailand and USA of America. It explored the differences of after school sport time between male and female students, as well as the relationships between time devoted to sport activities and students academic achievement. The findings from this study would be meaningful for international comparative psychology and education. (Email: renminy@yahoo.com)

Socially Disadvantaged Pupils – Can They Be Heled?

Sangatala Ushasree

S.V. University, Tirupati, India

Social distance maintained between the scheduled castes and the other castes of the Hindu religion in India since ages rendered the scheduled castes to formulate their own culture much different from the mainstream. Many efforts are being made in post independence era to improve their socio-cultural conditions. In this context the present paper proposes to explore the self concept, adjustmental patterns and achieving behaviour of the present socially disadvantaged pupils compared to those of 25 years ago. Strengths and weaknesses of these pupils as learners and the general atmosphere prevailing in school system are discussed in the scenario of globalisation. (Email: ushasang@yahoo.com)

**Cross-Cultural Factorial Validity of the Cultural Learning Environment Questionnaire:
The Application of Confirmatory and Exploratory Factor Analyses**

Arief Darmanegara Liem, Elizabeth Nair,

Alan B. I. Bernardo & Paulus Hidajat Prasetya

National University of Singapore, Singapore

The Cultural Learning Environment Questionnaire (Waldrip & Fisher, 2000) is a measure designed to assess culturally sensitive factors of the classroom learning environment. This study examines the factorial validity of the instrument in Singapore, Indonesia, the Philippines and Australia (N=230, respectively). CFA was first performed to test the original measurement model (7 factors, oblique). Given unsatisfactory values of goodness-of-fit indices, EFA was subsequently employed to reveal the factor structure that best represents each culture-specific and pancultural data sets. A new set of subscales is proposed so that the CLEQ can be used with more confidence in future cross-cultural studies. (Email: gariefd@hotmail.com)

**Embedment of Physical Activity Related Values in
Value Preferences of High School Students**

Petr Kavalir

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Driven by interest in lifestyle and values of today's youth, we focused on physical activity (PA)