

psychometric measures were generally ineffective in predicting performance, as was trait EI. However, the subjective state of task engagement (energy, motivation, and concentration) related to faster learning in both studies. Trait EI showed some capacity to predict subjective state and perceptions of teamwork, even with other personality factors controlled. The findings add to existing results showing that trait EI is at best a weak predictor of performance on tasks requiring processing of emotional information. However, trait EI may relate to subjective experience of performance tasks. The studies also suggest that variation in states is more directly related to emotional processing than are dispositional measures of personality and ability.

Keywords: emotional intelligence, personality traits, emotional processing, subjective states, emotional cues

The relationships between personal resources, proactive coping, personal outcomes and academic success in first year students

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This research was designed to enhance our understanding of social and emotional variables that influence well-being and success at university. The research was undertaken in two stages. Study 1 examined the relationships between general self-efficacy, proactive attitude, proactive coping, academic achievement and self-reported adjustment. Personal outcomes were operationalised as academic success (e.g., grade point average, GPA) and a self-reported measure of adjustment to university. Study 2 added measures for optimism, instrumental and emotional support seeking, global well-being, affect, and general psychological distress. Specially, the research examined whether proactive coping mediated the relationships between personal resources and outcomes. Participants were convenience samples of students enrolled in first year psychology courses at USQ. Study 1 participants ($N = 188$) were recruited during Semester 2, 2008; Study 2 participants were recruited during Semester 2, 2009 (in progress). In both studies,

participants completed an online survey via the Psychology Department's secure (password protected) website. Study 1 results showed that adjustment was significantly correlated with GPA, general self-efficacy, proactive attitude, and proactive coping, respectively. GPA was significantly correlated with both proactive attitude and self-reported adjustment. Multiple regression analyses showed that adjustment is predicted by proactive attitude, general self-efficacy, and proactive coping. Both general self-efficacy and proactive coping were significant predictors of GPA. Results indicated that proactive coping partially mediated the relationship between internal resources (proactive attitude and general self-efficacy) and self-reported adjustment. Study 2 data is currently under analysis and key findings will be reported at the symposium. Study 1 demonstrated a positive relationship between adjustment, proactive attitude, general self-efficacy, and proactive coping strategies. Additionally, as expected, self-reported adjustment was related to academic success. These findings provide implications for curriculum design and delivery and for transition programs for first-year students. Study 2 findings will provide further insight into the relationships between personal resources, proactive coping, and personal outcomes in commencing university students.

Keywords: social factors, emotional factors, well-being, academic performance, self-efficacy

Students' approaches to coping with stress can impact their academic achievement

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Coping styles often delineated into: (a) problem-focused coping (PFC), aimed at taking action to change or ameliorate the stressor; (b) emotion-focused coping (EFC), aimed at modifying the negative emotions generated by the stressor; and (c) avoidant coping (AC), aimed at avoiding the stressor altogether. This research addresses whether students' tendency to use these coping strategies relates to their school achievement, and whether such relationships are mediated by personality and