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Abstracts

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and interpersonal determinants of educational transitions in early childhood and preschool children. Two other projects, which lasted a year and a half, were infrastructural and focused on improving the psychological competencies of teachers: The development of an online course: Psychology of Child Well-being, and the Development of a micro-qualification and lifelong learning program Mental Health and Well-being in Education. Finally, two Erasmus+ projects (three-year duration): Promoting Mental Health in Schools (PROMEHS) and EduSkills + SEL: Fostering social-emotional competencies in kindergartens aimed and still aim to develop programs to promote mental health and socio-emotional well-being of children and teachers. This overview covers the key findings identified through the scientific activities and research of the projects and their important implications for science and practice.

Paper number 383 | Oral

Parent- and child-reported homework practices and their association with children's achievement and motivation

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The present study investigated the differences between parent- and child-reported homework practices and their associations to children's achievement and motivation in Lithuania. A total of 414 parent–child dyads participated in the study and were assessed twice—at the end of Grades 3 and 4. In Grade 3, parents filled in the questionnaires about the frequency of their homework help and autonomy support. Children's measures were collected by the school psychologists when testing children in small groups. In Grade 3, children answered questionnaires about their perceptions of the frequency with which their parents employ homework help and autonomy support. In Grades 3 and 4, children's motivation was measured as self-concept of ability in literacy and math. Children's achievement was measured by literacy and math skills in Grade 3, and the scores of the national standardized test in literacy and math (Grade 4) were obtained from the school records. Hierarchical regressions were used to predict children's achievement (national standardized scores in literacy and math) and motivation (self-concept of ability in literacy and math), after controlling for the autoregressors, child's gender and the highest education in the family. First, the results showed that children reported receiving more help and less autonomy support (versus parents' reports). Second, the results showed that only parent-reported help negatively and parent-reported autonomy support positively predicted children's achievement in literacy and math. Third, both parent- and child-reported autonomy support positively predicted children's self-concept of ability in literacy and math. Overall, the results suggest that parents and children may differently perceive parental homework practices, and these perceptions may differentially relate to children's achievement and motivation. That is, parental perceptions of practices were related to children's achievement, whereas autonomy support reported by both parents and children emerged as a significant factor in promoting children's motivation.