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## Editorial

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I am pleased to introduce a very diverse range of papers that represent the breadth of the material appropriate for the *Australian Educational and Developmental Psychologist*. In line with the intent of recent policies, in particular, the Research Quality Framework the papers presented in this issue are very relevant and have strong applicability to the field of Educational Psychology. The first two papers, deal with important issues associated with the personal responsibility and self-regulation of young people. Mergler, Spencer, and Patton show the important association between personal responsibility, emotional intelligence, and self-esteem which are aspects of development often compromised by our desire to protect adolescents. In a similar field the paper on self-regulation in children by Carroll and Purdie shows the importance of extra-curricular involvement in developing self-regulation. The fifth paper by Abbott and Barber continues the important exploration of recreational activities, in particular structured and unstructured leisure activities. Structured activities were found to offer adolescents more opportunities to develop initiative than unstructured activities. By contrast, unstructured leisure was suggested to be beneficial in offering adolescents the opportunity for more initiative and identity development. The paper by Associate Professor James Athanasou from the Faculty of Education, University of Technology, Sydney, is possibly the last before James retires. Importantly, this marks one of many papers and activities that James has completed in supporting the *AEDP* and the *APS* since 1986. It is our great pleasure to have been associated with James and we gratefully appreciate his generous, previous, and current support for the *AEDP*, particularly as a member of the Editorial Board. His paper is important because it provides information about the issue of the accuracy of self-perception in a range of educational, vocational, and general skills. While Athanasou's paper begs the question 'how accurately do respondents estimate their own performance?' the paper by Bowles' asks 'what do student respondents know of how they learn?' In this qualitative paper students were asked what academics do to facilitate learning and how students know that this works. Importantly, students had a range of responses linking knowledge of the effectiveness of academic activity with outcomes for students but many students did not or could not state what was effective about the influence of academics. The paper by Lodge and Frydenberg extends coping into the intersection of bullying and cyber activity. Importantly, their findings show the coping styles of vulnerable adolescents, and provide material for school practitioners to apply when assisting young people who are at high risk of negative outcomes. Finally, Grimbeek provides a review of a text that addresses the

difficult issue of analysis of categorical data. It is pleasing to see that in this edition we are addressing some of the most complex psychological, methodological, and statistical issues relevant for researchers in Educational and Developmental Psychology in a practical and positive manner.

*Terry Bowles PhD*  
Editor