

suggests that they are not universally divergent. Indeed, consistent unexplained heterogeneity in the results indicates there are unobserved sources of heterogeneity in the data, suggesting there may be subgroups with distinct patterns of aspiring.

In Chapter 2 of this thesis, a meta-analysis of more than 1,000 effect sizes showed support for the universality of goal contents theory across countries, age groups, and socioeconomic statuses. In Chapters 3, 4, and 5, bifactor structural equation modelling (B-ESEM) was combined with latent profile analysis (LPA) in three large, independent samples from Hungary, Australia, and the United States of America, and derived three replicable profiles of aspiring. Chapters 4 and 5 showed that profile membership predicted additional variance in well-being, even in highly conservative tests that control for the aspirations that

comprise the profiles. The profiles also differed in the breadth of their care for others. From Profile 1 to Profile 3, increasingly more (and more distal) others are central in the configurations of aspiring, starting with the self (Profile 1), then close others (Profile 2), and then the world in general (Profile 3). These studies make a unique contribution to the literature by synthesizing the available evidence and by identifying replicable latent profiles of aspiring that account for variance in well-being and other-oriented-ness over and above the constituent variables.

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Institutional influences on education investment and pro-social behaviour

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Abstract of a thesis for a Doctorate of Philosophy submitted to UNSW Sydney, Australia

This thesis consists of three chapters. It studies, as a broad theme, the effectiveness of several institutional changes on individual decision-making based on experimental evidence. Chapter 1 is self-contained, with results purely based on a laboratory experiment. Chapter 2 and Chapter 3 are based on one field experiment in education. Chapter 2 describes the experimental set-

tings and presents the overall results of the experiment, whereas Chapter 3 extends the analysis and focuses on treatment effects on women and men respectively.

Chapter 1 shows how reward or punishment opportunities change contributions in a public goods game with 'privileged' members, where 'privilege' indicates that one's per-unit contribution to the public

good produces a higher monetary return than is the case for others in the group. The main finding is that reward opportunities strongly increase group contributions in such groups while punishment opportunities do not. Reward also mitigates contribution decay over successive periods and improves social welfare.

Chapter 2 mainly studies how rank incentives (i.e., relative performance information) in a milestone-based online assignment system affect students' academic performance. I find that rank incentives increase the likelihood of a student putting more effort in the online assignment. Rank incentives also have positive effects on low-performing students' exam marks while they have negative effects on high-performing students' exam marks. The positive effects seem driven by increased self-perceived stress, increased effort, and decreased procrastination. The negative effects seem driven by increased self-perceived happiness and reallocation of effort.

Chapter 3 studies how rank incentives and milestone information (i.e., information with reference to achievement milestones corresponding to different amounts of points earned) affect men's and women's academic performance differently. Women with access to the rank incentives experience a 0.19 standard deviations decrease of marks in the first midterm, compared to women without this access. In the absence of relative performance information, men with access to the milestone information experience a 0.26 standard deviations increase of marks in the final exam, compared to men without the access. The negative effects on women seem driven by their increased stress level, whereas men's improved exam performance seems driven by increased effort.

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“Black America Cares:” The response of African Americans to the Nigerian Civil War, 1967–1970

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Abstract of a thesis for a Doctorate of Philosophy submitted to the
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Far from having only marginal significance and generating a “subdued” response among African Americans, as some historians have argued, the Nige-

rian Civil War (1967–1970) collided at full velocity with the conflicting discourses and ideas by which black Americans sought to understand their place in the United States