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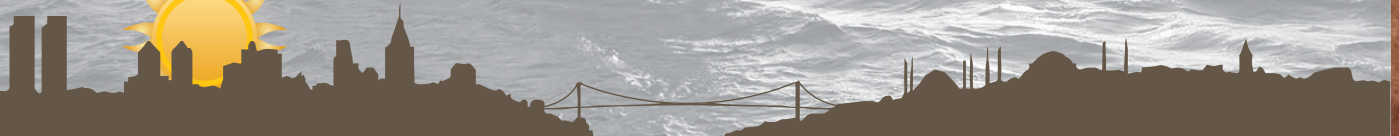
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Category: Educational Psychology

Presentation Type: Hybrid

The Impact of the Teaching Model on Academic Experiences and Achievement among First-year Students in Estsp-ipp

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According to reports, first-year students face greater difficulties related with adaptation to higher education and experience a significant decrease in achievement. However, little is known about the impact of the new teaching model, problem based learning (pbl), implemented two years ago in estsp-ipp on the transition process. This study aimed to assess the academic life experiences of the first-year students in pbl and the traditional model, using the reduced version of the "academic life experiences questionnaire" (qvar - almeida, ferreira & soares, 1999). A comparative analysis between the two methodologies was conducted, globally and in the questionnaire's five subscales (personal-emotional, interpersonal, career, study and institutional). Besides the differences between pbl and the traditional model, the effect of the teaching method on adaptation to higher education is discussed according to recent studies in the field of allied health science. Implications for practice and suggestions for future research are presented.

Category: Educational Psychology

Presentation Type: Hybrid

Impact of a Holistic Neurorehabilitation Programme on Attention. An Exploratory Study in a Group of Patientes with Aquiered Brain Injury.

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The attention function is often damaged in subjects with cerebral lesion. Thus, the neuropsychological rehabilitation at this level shows fundamental. This work aims to explor the impact of a holistic neuropsychological rehabilitation programme on different areas of attention. This study comprised a sample of individuals with aquiered brain injury (n=8) who attended a 7 months program. To evaluate the different fields of attention, an evaluation protocol previously established was used, which allowed the comparison of results obtained in two distinct moments (pre and post rehabilitation neuropsychological), through the student\'s t test. In general, the results showed an increased performance in sustained attention, focus capacity and inhibition of interfering stimulus.

Category: Educational Psychology

Presentation Type: Hybrid

Psychometric Characteristics of the Portuguese Version of the Ineco Frontal Screening

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The ineco frontal screening (ifs), developed by the Buenos Aires institute of cognitive neurology, is a brief, sensitive and specific test for the detection of executive dysfunction in neurodegenerative pathology. The present work aims to adapt and to establish the psychometric properties of the ifs Portuguese version. Our sample is arranged in three groups as follows: control group (cg) formed by 12 healthy individuals; fronto-temporal dementia behavioral variant group (ftd) (n=13) and Alzheimer's disease group (ad) (n=6). The ifs was administrated to the three groups as well as the mini mental state examination (mmse). The ifs revealed a good internal consistency. Considering a cut-off of 19 points, the ifs sensitivity was 100% and specificity 99,4% in differentiating controls from patients with dementia. With a cut-off of 8 points, the ifs sensitivity was 83,3% and specificity 46,2% in differentiating ad from ftd patients.

Category: Educational Psychology

Presentation Type: Hybrid

Effort Attributions and Achievement: The Mediating Effect of Learning Environment

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The first goal of the study was to examine if the relationship between effort attributions and students` achievement was moderated by academic support. The second goal was to identify the type of academic support - parental, teacher or peers support - with the higher power in prediction of achievement. Students in eleventh grade (n=326) completed self-report questionnaires for effort attributions, academic support and reported their final grades in science. Results showed that the relationship between attributions and achievement was mediated by the academic support. The students who made effort attributions and had higher level of perceived teacher or peers support reported higher level of achievement in science, while the students with lower level of perceived teacher or peers support reported lower level of achievement. Implications of these findings regarding the importance of academic support for counseling students with school failure are discussed.

Category: Educational Psychology

Presentation Type: Hybrid

The impact of the teaching model on academic experiences and achievement among first-year students in ESTSP-IPP

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According to reports, first-year students face greater difficulties related with adaptation to higher education and experience a significant decrease in achievement.

However, little is known about the impact of the new teaching model, Problem Based Learning (PBL), implemented two years ago in ESTSP-IPP on the transition process.

This study aimed to assess the academic life experiences of the first-year students in PBL and the traditional model, using the reduced version of the "Academic Life Experiences Questionnaire" (QVAr - Almeida, Ferreira & Soares, 1999).

A comparative analysis between the two methodologies was conducted, globally and in the questionnaire's five subscales (personal-emotional, interpersonal, career, study and institutional).

Besides the differences between PBL and the traditional model, the effect of the teaching method on adaptation to higher education is discussed according to recent studies in the field of Allied Health Science.

Implications for practice and suggestions for future research are presented.

Category: Educational Psychology

Presentation Type: Hybrid

Iq, Poor Schools and Contextual Variables: Not as Simple as It Seems

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Intelligence can be influenced by educative and socioeconomical factors. In literacy acquisition, neuroscience research has pointed out the neurocognitive correlates of socioeconomical status, as well as contextual factors within schools in this crucial learning. However little is known about the effects of contextual variables of poor schools in children with reading difficulties (rd). This study examined the progression of children´s iq with rd in regular poor schools with effective and uneffective contextual variables. Iq and reading performance of 69 children were compared at baseline, and at the end of the first and second year. We found a significant improvement in reading performance through intragroup comparisons in both schools (p>0.05). However, when pre and follow up iq measures were compared, data indicated that total iq and verbal iq diminishing in children from uneffective schools (p<0.05). These findings suggest that school-related deficits compromise the children`s iq, probably through contextual variables.

Category: Educational Psychology

Presentation Type: Hybrid

Reading Disability and Creativity in College Students

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Commonly, dyslexia is associated with reading disabilities (rd) and poor verbal performance rather than to the presence of specific skills. Objective: to explore the links between dyslexia and creativity in relation to the verbal competence. Method: 167 Chilean undergraduate students solved three creativity-related tests: matchsitck test, insight test, and remote association words (raw). They also responded the learning history questionnaire for adult reading for screening rd and dyslexia. Results: as a group, students with rd indicators had a lower performance than students without them in all creativity tests (ma= f= 11,452; in= 18.402; raw= 25.613; $p < 0.05$), especially in the raw. Nevertheless, students who reported both rd and dyslexia indicators had a better performance on insight tests than students without them. Conclusions: rd are associated with a reduced performance in creativity tests, however, when both rd and di are present, there is an enhanced performance in non-verbal creativity measures.

Category: Educational Psychology

Presentation Type: Hybrid

Teachers Who Remain and Who Withdraw from the Profession – Motivation and Professional Identity Perspective

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The study investigated the differences in motivation and professional identity between the teachers who stay in their profession for more than five year and feel professionally satisfied and those who have already quit the profession. Multiple case study (10 ongoing teachers and 10 who quit) design was used combining the data from questionnaires (related to work conditions), autobiographic interview and projective tests (wartegg, quinternocolor). The results show that work condition (staff relations, salary, work time and load) play minor role in forming the decision to stay or withdraw the profession. The main factors turn out to be intrinsic motivation (teaching is seen as satisfying emotional needs, is related to personal grow and self actualization), higher stress resilience and elaborated professional identity. These factors are discussed with respect to the in-service teacher training.

Category: Educational Psychology

Presentation Type: Hybrid

Teachers' Innovation Attitudes and Innovation Behaviour

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The teacher is the fundamental actor of educational process and progress. Teachers' realization of professional roles, teaching motivation and adoption of innovation in teaching are considered in this work. We studied 369 teachers in Serbia using scale of teachers' roles, scale of teaching motivation and innovation readiness scale (cognitive-affective and behavioural dimensions). The correlation between teaching motivation and innovation attitudes and expectations is significantly high as well as the correlation between realization of some professional roles and innovation attitudes and expectations. There are differences on innovation attitudes and expectations between primary school class teachers (lower level of primary education), and subject teachers (upper level of primary education and secondary education in Serbia). Investigated variables correlated significantly at the level of awareness of the need to innovation, but there are not correlations on the behavioural level. Therefore it is necessary to develop the teachers' support network to moderating teachers' innovation readiness.

Category: Educational Psychology

Presentation Type: Hybrid

Mind Reading or Lexical Knowledge? Metaphor Interpretation in Asperger Subjects.

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Happé's data (1993) suggest that metaphor interpretation requires at least a first-order tom. Norbury's (2005) study focused on the role of lexical knowledge, arguing that such knowledge enables subjects to access in a lexical entry the relevant features. We conducted a transversal study with a group of 8 asperger subjects and 30 normal children. We tested them on their interpretation of 11 metaphors and 7 ironies. The subjects were assessed with sally-anne task, the peabody test, empathy and systemizing (es) and the ability to identify 5 emotions. Asperger subjects were shown to understand metaphors, but they have great difficulty dealing with irony. However, we found no correlation between responding adequately to false belief tasks and metaphorical comprehension. A correlation between verbal age and metaphor comprehension in subjects with asperger syndrome was shown. We discuss these results in relation to different kinds of metaphor and their relation with es.

Category: Educational Psychology

Presentation Type: Hybrid

Self-esteem and Vulnerability to Depression in Learning Environment

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The purpose of this study is to identify the differences in relationship between self-esteem and vulnerability to depression in two stressful conditions: learning under pressure of an important final examination and learning under pressure of news academic challenges. The sample for the study comprised 300 participants, 100 high school students, 100 freshmen at a regular university, and 100 at a distance education university, 134 male and 166 female, ages ranged from 17 to 48 years (m = 22,55, sd = 6,007). Data were collected with two self-rating questionnaires assessing self-esteem and vulnerability to depression. The main results showed that high school students' self-esteem is differentiated only by their level of having high standards, while freshmen's self-esteem is differentiated by their gender, level of having high standards and level of overgeneralization. The research's results will be discussed from the perspective of their contribution to the development of counseling programs

Category: Human Development

Presentation Type: Hybrid

The Involvement in Traditional Bullying and Cyber Bullying in Turkish Adolescents

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With the advancement of electronic forms of communication, adolescents are now able to harass their peers with mobile phones, e-mails and messengers, which play a significant role in defining cyberbullying. In this study (granted by tubitak, sbb-108k424) the relationship between the involvement in traditional and cyberbullying, and the potential overlap in these two types of bullying were examined. A total of 2658 (1274 male and 1384 female) secondary and high school students between the age of 12-18 years old (m=14.89, sd=2.05) were included in the sample. Bullying experiences of the adolescents were questioned by using traditional bulling inventory and cyberbullying inventory. The results indicated that 19.5% of the adolescents were involved in traditional bullying and 13.4% of them were involved in cyberbullying. There is 68 % overlap between bullying at school and cyberspace. Analyses related to other variables of the overlap between two types of bullying are still going on.

Category: Human Development

Presentation Type: Hybrid

The Mediational Role of Peer Perception on the Association between School Climate and Traditional and Cyberbullying

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The purpose of the present study (granted by tubitak, sbb-108k424) is to investigate the mediational role of peer perception on the association between school climate and bullying at school ground and cyberspace. A total of 1263 (48.5 % male, 51.5 % female) secondary and high school students (m= 14.92, sd= 2.06) were included in the sample. Participants were selected from six different cities in turkey. Adolescents completed self-report questionnaires including generalized perception of peers (salmivalli, ojanen, haanpa&peets, 2005), perception of school social climate (hanif & smith, 2007), traditional bullying and cyberbullying inventory (uçanok, karasoy & durmuş, 2009). Our findings revealed that while peer perception mediates (partially/fully) the relationship between school climate and being a traditional bully and victim and also being a cyber victim, it has no mediator role in the relation between school climate and being a cyber bully. Overall our findings suggest similar patterns for boys and girls.

Category: Human Development

Presentation Type: Hybrid

The Associations among Parental Monitoring, Cyberbullying and Life-Satisfaction in Early and Middle Adolescence

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The aim of this study (granted by tubitak, sbb-108k424) was to determine the associations among parental monitoring, cyberbullying and life-satisfaction in adolescence. Based on prior studies, we expected that parental monitoring reduced the likelihood of involvement in cyberbullying and ones involved in such activities were more likely to have low life satisfaction. A total of 1395 (662 male and 733 female) secondary and high school students between the age of 12-18 years old (m = 14.87, sd= 2.04) from six different cities in turkey were included in the sample. A package of self-report questionnaire was used including cyberbullying inventory, multidimensional students' life satisfaction scale and monitoring scale. Our findings revealed somewhat different pattern of associations between parental monitoring, cyberbullying and life satisfaction for boys and girls, it seems that these associations are relatively more powerful for boys than girls.

Category: Human Development

Presentation Type: Hybrid

Cyberbullying among Early and Middle Adolescents: Perceptional, Emotional and Behavioral Responses

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The aim of this study (granted by tubitak, sbb-108k424) is to investigate adolescents' perception of cyber victimization, and emotional responses and coping strategies for cyberbullying. The sample consisted of 2658 (1384 girls and 1274 boys) secondary and high school students from six different cities in turkey. Adolescents were asked to report their experiences for being a cyber bully and victim on cyberbullying inventory (uçanok, karasoy & durmuş, 2009) and also they completed demographical information form and three open-ended questions which were aimed to determine adolescents' perception related to causes of cyberbullying, emotional responses to cyberbullying and coping strategies for cyberbullying. Our findings indicated that 5.3% of the participants were cyber victims, 3.8 % were cyber bullies and 4.2 % were cyber bully-victims. Analyses with regard to reported causes of cyberbullying, emotional responses and coping strategies in terms of age, gender and bullying status are still going on.

Category: Cross-Cultural, Social, Environment

Presentation Type: Hybrid

Development of Common Sense Representation of Justice: Challenging The Teleological Model

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Developmental psychology –particularly genetic psychology- has researched children\'s moral development establishing a isomorphism with operative thinking (kohlberg, 1981; damon, 1990). However, hasn´t take account common sense representations (moscovici, 2001; jovchelovitch, 2007) that persons construct in their everyday interactions. The aim of this study is describe the development of common sense representations of justice. The sample was incidental, stratified, composed of children and adolescents (n= 216) from buenos aires. The instrument utilized was the piagetian clinically informed research interview (piaget, 1984; delval, 2001). Results indicate a differentiation/integration dialectic process in the development of utilitarian, retributive and distributive representations of justice, which challenges the teleological developmental model traditionally used by genetic psychology.

Category: Cross-Cultural, Social, Environment

Presentation Type: Hybrid

Cultural Patterns and Acculturation of Religious Attachment: A Study of Turkish, Turkish Belgian, and Belgian Youth

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In this study, we address the understudied religious dimension of acculturation in Turkish Belgian adolescents (n = 197) who are reared in a highly religious Islamic heritage but grow up in a secularized Christian host culture. Turkish Belgian adolescents' religiosity was compared with that of 364 agemates in turkey (the sending country) and 203 in Belgium (the receiving country) and related to cultural values, acculturation orientations, and ethnic identification. Belgian adolescents showed lower and declining religiosity with age, whereas Turkish and Turkish Belgian adolescents were more religious regardless of age. Notably, religiosity was accentuated in Turkish Belgian adolescents as compared with Turkish adolescents in turkey. Religiosity reflected interdependence values, enhanced heritage culture maintenance and ethnic identification in acculturating adolescents.

Category: Cross-Cultural, Social, Environment

Presentation Type: Hybrid

The Power of Neighborhood Interaction Factors Versus Social Composition in Predicting Social Development: International Research of Asian and American Adolescen

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This research compared the effects on children's socialization from neighborhood proximal interaction factors (e.g., collective efficacy and community violence) to those from social compositions (e.g., neighborhood deprivation) and tested the generality of those effects in four countries with varied cultures and political systems—Japan, Korea, China, and the United States. A total of 1279 undergraduates were instructed to recall their experiences of early-to-middle adolescence when answering the self-report questionnaires. Hierarchical regression analyses revealed that neighborhood interaction factors had significant effects on socialization indices after social compositions were controlled, and the generality of these effects was partially confirmed in all of the countries studied except Japan. These findings provide evidence that collective efficacy and community violence exposure have more power than social compositions in predicting successful socialization of children in their communities across multicultural and politically diverse countries. Future research should include longitudinal investigations and community-level analyses.

Category: Cross-Cultural, Social, Environment

Presentation Type: Hybrid

Preschooler's Non-Figurative Drawings of Themselves and Their Families in Two Different Cultures

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Previous studies have demonstrated that cultural background may affect children\'s figurative drawings (cox, 2005). However, when they are asked to draw \'themselves\' and their \'family\' socio-cultural environment may be assumed to influence their drawings even if they have not yet accomplished the stage of figurative drawing (\'scribblers\'). This assumption was derived from research on culturally mediated conceptions of the self (Markus and Kitayama, 1991). Children (n=48, mean age 3;3 years) were recruited from two very different cultural communities, rural Cameroonian nso families and urban German middle class families, which emphasize orientations towards autonomy and relatedness to varying degrees. Drawings were assessed according to their use of distinctive forms and to the spatial allocation of scribbles. Results show that both groups differ with regard to the way they distinguish between drawing themselves and their families. These findings may be fruitful for preschool education of children with different cultural background.

Category: Cross-Cultural, Social, Environment

Presentation Type: Hybrid

Learning to Disagree: The Role of Family Communication in Conflict-Related Perspective Taking

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Although research has consistently shown a relationship between perspective-taking and conflict resolution (e.g., Rizkalla, Wertheim, & Hodgson, 2008), little is known about how young people learn to take on the perspective of another during a disagreement. To examine the degree to which the family of origin plays a role in cultivating (or curtailing) conflict-related perspective-taking, the purpose of this study was to explore the relationship between perspective-taking, family conflict and communication patterns, and current conflict patterns in a sample of emerging adults. Participants (n = 255) completed questionnaires and open-ended questions that measured perspective-taking ability and propensity, and past and current conflict. A series of regression analyses revealed that family communication during adolescence predicts current conflict patterns. Importantly, this relationship was partially mediated by perspective-taking for males, but not for females. Our findings suggest that family interactions may serve different functions for male and female adolescents.

Category: Testing and Measurement

Presentation Type: Hybrid

Menopause Symptoms Severity Questionnaire (Mssq-38): Psychometric Properties of A New Instrument to Assess Frequency and Intensity of Menopausal Symptoms

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Menopause-related instruments usually assess either frequency or intensity of symptoms. The present study aims to develop a questionnaire to assess menopausal symptoms severity through the measurement of their frequency and intensity. Construct (factorial, convergent, discriminant) and criterion validity were explored in a community sample of 710 Portuguese women in peri- and post-menopause. Moreover, reliability and invariance (through multi-group analysis) of the measure were also tested. The final structure of this instrument has twelve factors (namely, anxiety, depressive mood, cognitive performance, vasomotor symptoms, numbness, mouth, nails and hair changes, perceived loss of control, sexual symptoms, aches and pain, body shape, skin and facial hair changes and bladder symptoms) organized in 38 items. The mssq-38 has proven to be an instrument with good psychometric properties, which assess menopausal symptoms both in frequency and intensity in order to obtain an accurate degree of symptoms' severity.

Category: Testing and Measurement

Presentation Type: Hybrid

Assessment of Executive Functions with the Junior Brixton Spatial Rule Attainment Test in Early School-aged Children: A Validity Study

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Executive function (ef) refers to orchestration of cognitive processes involved in goal-directed behavior. Since ef impairment is central in many childhood disorders, early detection and thorough assessment is key to timely interventions. This necessitates valid and reliable ef instruments. Present study investigated the validity of a newly developed measure, junior brixton spatial rule attainment test (jbsrat). Participants were 6-to-8-year-old children (n=121). Measurements included ef and gf tests. Principal component analyses for ef measures, the jbsrat and the Wisconsin card sorting test (wcst), revealed 2 factors: concept formation (cf), and perseveration. Cf scores of these tests are significantly correlated, whereas perseveration score of the jbsrat is not correlated with any wcst score. Results suggest that jbsrat is a valid ef measure, manifesting similar factorial components with the wcst although perseveration factors are conceptually different. Significant correlations between the jbsrat and gf measure gave further support for the validity of the test.

Category: Testing and Measurement

Presentation Type: Hybrid

A Validity Study for the Childhood Executive Functioning Inventory: Behavioral Correlates of Executive Functioning

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Executive dysfunctions are mostly evaluated via task performances. There exists very limited amount of instruments aiming to assess executive functions (ef) in naturalistic environments. This study presents the results of the preliminary validation study of a new real-life ef instrument: the childhood executive functioning inventory-chexi (thorell & nyberg, 2008). Parents' and class teachers' evaluations of behavioral correlates of ef, as measured by the chexi, were compared with children's (n=129) task performances. Factor analytic results displayed the same item distributions for both parent and teacher ratings as presented in the original study. Additionally, data revealed significant relationships between teacher ratings and task performances of children. Results indicated that the chexi could be regarded as a valid rating instrument in the screening of real-life ef. This study also emphasizes the importance of daily-life ef measures to reach comprehensive evaluations.

Category: Testing and Measurement

Presentation Type: Hybrid

An Investigation of the Factor Structure of The Wisconsin Card Sorting Test in 6-to 7-year-old Turkish Children and Its Relation to Fluid Intelligence (Gf)

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The Wisconsin card sorting test (wcst) requires the operation of multiple higher order cognitive processes simultaneously. Studies on the factor structure of the wcst in young populations provide opportunity for understanding the developmental nature of these cognitive processes. Therefore, the present study included 6- to 7-year-old children (n=189) in an attempt to study the cognitive processes that the wcst requires at this developmental level. Explanatory factor analysis revealed two factors: concept formation and cognitive flexibility. These factors were further explored via their associations with a gf measure (cogat®-nonverbal). Significant correlations were indicated with both factors. Results are discussed in the context of literature

Category: Testing and Measurement

Presentation Type: Hybrid

Psychometric Properties of the Scientific Concepts Tests in Latvian and Russian Languages

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The purpose of the study was to determine the psychometric properties of original created the scientific concepts test Latvian version (sct-l) and scientific concepts test Russian version (sct-r). These tests were developed as parallel forms for Latvian and Russian samples; they contain identical concepts with different word phonology. Each sample consisted of 100 participants, aged from 14 till 16 (female and male - 50 %). Sct-l and sct-r contain three scales: concepts of social science, concepts of natural science and full scale (with 27 items). Results show that spearman-brown split-test reliability is high for all scales of tests. The concurent and convergent validity was established for svt-l using wisc-iii vocabulary subtest.

Category: Inter-Group Processes and Work and Organizational Psychology

Presentation Type: Hybrid

Social Inclusion for Marginalized People. Empowering Strategies for Changing the Services Approach.

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Introduction empowerment theory has been successfully used to develop programs for marginalized people to promote transition from institutional care to community based alternatives (Zimmerman, 2000; Wenzel, Koegel & Gelberg, 2000). Aim of our research is to highlight factors that may promote strategies of social inclusion for homeless and mental patients. Using an action research approach, we assumed that empowering care may lead a change in the whole services system, reducing gap between theory and practices. Method participants. 23 help professionals, 15 informal care givers. Instruments. Semi-structured interviews, analyzed by qualitative method based on grounded theory. Results highlighted the relations among empowering strategies and social inclusion. Empowerment oriented interventions would be based on a set of practices: assessing different needs and customizing intervention; networking, monitoring and evaluating interventions. A specific training, based on systemic-strategic approach, can help professionals to plan effective strategies, reducing "revolving doors" phenomenon amongst health and social services.

Category: Inter-Group Processes and Work and Organizational Psychology

Presentation Type: Hybrid

Www.We Hate You.Net: Outgroup Derogation in Computer-Mediated Discussions and The Influence of Group Polarization

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The internet has transformed intergroup relations, removing barriers between groups and enabling contact. To characterize intergroup relations in computer-mediated contexts, we conducted a content analysis of 20 online discussions based on the framework of ingroup favoritism and outgroup derogation (study 1). We identified seven communication patterns to express outgroup derogation towards ingroup or outgroup members. Outgroup derogation is driven by a distinctiveness of the ingroup and therefore might be caused by group polarization, as referent informational influence theory defines group polarization as shifts of ingroup norms *away* from outgroup norms. In study 2 (n=65), we tested whether a) computer-mediated discussions lead to group polarization and whether this b) causes higher outgroup derogation, the effect being mediated by an increased dissimilarity with the outgroup. Results support both hypotheses and indicate that group polarization influences attitudes towards the outgroup. The importance of intergroup emotions and implications for online intergroup dialogues are discussed.

Category: Inter-Group Processes and Work and Organizational Psychology

Presentation Type: Hybrid

Validation of a Facebook "Game with a Purpose" As an Indicator of Climate Change Knowledge

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The triple-c project gathers and annotates documents on climate change. To structure the information space, existing ontologies need to be extended and refined. An interactive "game with a purpose" leverages the social networking platform facebook and its viral mechanisms for collaborative ontology building. Individual game scores provide an innovative indicator of climate change knowledge: unlike conventional social surveys, the game obtains data from large worldwide samples cost-efficiently, unobtrusively and in short time intervals. Game scores reflect the individual ability to replicate prevailing categories and interrelations of climate change topics. Quiz questions on climate change in an online questionnaire establish criterion validity. The assessment of risk perception and concern about climate change, self-efficacy, and other related constructs verifies discriminant validity. Measures like environmental values following the new ecological paradigm control for non-representative sampling. The strengths and weaknesses of conducting social surveys by means of "games with a purpose" are discussed.

Category: **Inter-Group Processes and Work and Organizational Psychology**

Presentation Type: Hybrid

Using The Qeew To Evaluate The Organizational Climate In Italian Work Contexts

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Our research work aims to evaluate the possible use of the questionnaire on the experience and evaluation of work (qeew; van veldhoven & meijman, 1994) in Italian work contexts. The qeew was modeled to evaluate a) job demands and job resources, to collect relevant information on the amount of exposure to environmental and psychological job characteristics; b) outcome measures, such as job enjoyment and need for recovery. The qeew is wide used in north Europe to test a theoretical model useful to understand the workers well-being (the job demands-resources model, bakker, van veldhoven and xanthopoulou, 2010). The research was conducted in 3 different work contexts (public hospital, public schools and private companies) for a total amount of 512 subjects. Findings, obtained by multiple regression analysis, suggests a good consistency of the scales and, in general, that the qeew can be very useful in order to evaluate the organizational climate.

Category: Inter-Group Processes and Work and Organizational Psychology

Presentation Type: Hybrid

The Impact of Ethical Commitment on Faking in Selection Setting

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The paper presents an indirect strategy to reduce faking in self-report personality testing. The sample consists in 91 male students who applied for police academy and completed different questionnaires for measuring the five factor model of personality and response validity. The subjects have been separated in two groups: (a) the control group and (b) the experimental group who signed an ethical commitment form before answering. The hypothesis was the experimental group produces significant lower feigning indexes than the normal applicants. In order to prove the utility of this strategy, 4 types of indicators have been analysed: the scores of the validity scales, the scores of the ffm, the percentage of invalid profiles in both groups, the relation between validity scales and the ffm. The results showed that constrained ethical commitment reduces the percentage of invalid profiles (cohen's d=1.54) and also the relation between faking and neuroticism (from .50 to .01).

Category: Inter-Group Processes and Work and Organizational Psychology

Presentation Type: Hybrid

Practices of Effective Employee Development in an Automobile Industry: A Case of Toyota Group

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Purpose of this study is to investigate the effectiveness of human resource development (hrd) practices in major automobile and parts manufactures. Kolb (1984) pointed that reflection of personal work experiences and construction of self-theories are the building blocks for hr development. This study organized the framework of critical hrd practices: clear objectives, close reporting relationship, positive feedback, analyses of causes, vision, getting subordinates think, self-theories, work experiences, interpersonal learning, and self development. Data was collected from 565 managers and 1455 employees who are working in six multinational companies in Toyota group. Regression analyses were employed to find the effects of these factors on the perceived effectiveness of subordinate development. Results of manager analysis and employee analysis consistently found that setting clear objectives was the most important practice that led to the growth of employees. The findings suggest the importance of goal setting (locke and latham, 1984) for developing employees.

Category: Inter-Group Processes and Work and Organizational Psychology

Presentation Type: Hybrid

Understanding Newcomers' Attrition in the Belgian Army Through the Lens of Psychological Contract and Organizational Socialization

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Conducted in the Belgian army, the current study aims at investigating three categories of variables likely to influence the organizational socialization process of newcomers, namely realistic job preview given to applicants before hiring, features of socialization tactics and training devices used after entry and quality of social exchanges developed with other newcomers and with hierarchical supervisors and trainers. Moreover, the effects of these variables on work satisfaction, organizational commitment and intent to stay are supposed to be mediated by the fulfilment of the psychological contract between newcomers and army and by three proximal outcomes of socialization: role ambiguity, group integration and organizational culture acceptance. Hypotheses were tested on a sample of 144 recruits, surveyed by questionnaires at two times, at the entry and after 8 weeks at the end of an intensive military training. Results highlight the key role of psychological contract and social exchange variables in the socialization process.