

of educational and vocational issues. In essence, how people evaluate their problem-solving capabilities is in general consistent with the implementation of their problem-solving skills across a range of stressful personal problems. However, there are some exceptions. For instance, some people overestimate or underestimate their problem-solving abilities for a variety of reasons (e.g., sociopathic personality styles), resulting in a mismatch between their problem-solving appraisal and performance. Thus, problem-solving appraisal should not always be considered as synonymous with problem-solving skills. Several recommendations will be made for both clinical applications and future research, such as calling for investigations across different cultural contexts to understand the similarities and differences in applied problem solving across cultures.

*Keywords: problem-solving, psychosocial adjustment, physical adjustment, coping strategies, career development*

### **Examining the validity of the Problem Solving Inventory in Australia**

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The aim of this study was to: (a) test the structural validity of the PSI using CFA in two samples of students from the University of Southern Queensland (USQ), and (b) examine the relationship between the PSI and its subscales with Positive and Negative Affect, Depression and Anxiety. This study used Confirmatory Factor Analysis (CFA) to test the PSI factor structure, which is a superior method to test the construct validity of the PSI, and none published in Australia. The PSI was administered to 556 undergraduate students enrolled at USQ in 2008 and a further 497 undergraduate students enrolled at USQ in 2009. On both occasions, the PSI was part of a battery of measures; other measures included the Positive and Negative Affect Scale (Watson, Clark, & Tellegen, 1988), the Depression Stress and Anxiety Scales - 21 (Lovibond & Lovibond, 1995). Administration was via a web-based survey and students were given a choice of participation for course credit or are part of a raffle draw. The

results of the CFA replicated the findings of previous research (see Heppner et al. 2004), and represented a sound fit to the model with no alterations to the original structure. Specifically, the 2008 data revealed CMIN/DF = 6.61, GFI = .94, RMSEA = .10; CFI = .96; NFI = .95; RFI = .93; PNFI = .63. The 2009 data yielded similar results, CMIN/DF = 5.6, RMSEA <.10; CFI = .96; NFI = .95; RFI = .91; PNFI = .51. The PSI and its subscales were found to significantly correlate both affect and mental health variables at  $p < .01$ ; with correlation coefficients between  $r = .29$  for AA and Negative Affect, and  $r = .45$  for PSC and Depression. These findings indicate good predictive validity. This study provides strong structural validity of the PSI in the Australian population; moreover, the study suggests that the PSI is predictive of affect and mental health variables in Australia populations as well. These results suggest continued use of the PSI in Australian populations is warranted at this time. Future research directions will be discussed.

*Keywords: validity, problem-solving, Australia*

### **Examining cultural validity of the Problem-Solving Inventory in Italy**

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The aim of this study was two-fold: (a) examining the generalizability of the PSI factor structure, and other psychometric estimates of the PSI, namely differences associated with gender, and associations with intelligence, study motivation, and use of learning strategies, and (b) examining relationships between the PSI and personality characteristics. In study 1, 15,000 Italian adolescents (5,000 from the North, 5,000 from the Center, 5,000 from the South) participated in the study; 50% were male and 50% female. The PSI, along with the Standardized Magellano Università (Soresi, 2000) battery to assess professional interests, types of interests, cultural interests, aptitudes and general intelligence, and learning strategies (e.g., time management, anxiety control, motivation). The students were also asked if they had already made a career decision to study at a university. In study 2, 577 students from the north of Italy,