

Keywords: *revised restraint scale, adolescents, dieting tendency*

Examining the role of personality factors and perceptions of the school as a learning organisation on workplace learning among teachers

TENGGU ARIFFIN, T. (Universiti Utara Malaysia),
AWANG HASHIM, R. (Universiti Utara Malaysia),
YAHYA, K. (Universiti Utara Malaysia)

The study investigates the contribution of the Big Five personality factors (neuroticism, extraversion, openness, agreeableness and conscientiousness) and teachers' perceptions of the school as a learning organization towards the teachers' engagement in informal workplace learning activities. A structural model based on Kurt Lewin's Field Theory was proposed to explain how a person (in this case represented by personality factors) relates to his or her environment (or how one perceives the school as a learning organization), and thus, influence one's behavior in terms of engaging themselves in informal workplace learning activities. Sample involved a total of 400 schoolteachers who were selected through a multistage cluster analysis sampling procedure. The data analysis involved an adoption of the two-step procedure—the analysis of the overall measurement model through confirmatory factor analysis (CFA), followed by the analysis of the structural equation model (SEM). Results of the disattenuated correlations indicated that all five personality factors are significantly correlated with teachers' perceptions of the school as a learning organization. Besides that, three of five personality factors (extraversion, openness and conscientiousness), and teachers' perceptions of the school as a learning organization significantly influence teachers' engagement in workplace learning activities. Both the measurement model and the postulated structural model are acceptably fit models based a few fitness indexes (TLI & CFI values of more than .90; RMSEA & RMR values of less than .08). The findings support the reciprocal relationships between person (personality factors) and his or her environment (perceptions of the school as a learning organization), which influence his or her behaviour (engaging in workplace learning activities), as theoretically assumed in Lewin's

Field Theory. The discussion focuses on the importance of highlighting personality factors and perceptions of the school as a learning organization as antecedents of workplace learning with regard to the use of personality as a selection tool and the adaptation of the learning organization concept in school as to enhance the practice of continuous professional development among teachers

Keywords: *big five model of personality, teachers, school, learning activities*

Examining the validity of driver prototypes using driving-specific measures of personality and coping

MACHIN, T. (University of Southern Queensland)

This research examines the validity of using driving-specific measures of personality and coping to develop driver prototypes. Previous research has used the Five-factor Model (FFM) of personality to classify drivers into three common configurations: resilient drivers, over-controlled drivers and under-controlled drivers. Self-report data from drivers were analysed using cluster analysis in order to determine whether a similar set of patterns emerged when driving-specific measures were used and whether these patterns were linked to driving behaviour and accidents. The 402 participants (323 females; 79 males) were mainly first to third year psychology students. The Driver Stress Inventory (DSI; Matthews, Desmond, Joyner, Carcary, & Gilliland, 1997) measured the following characteristics: Aggression, Hazard Monitoring, Thrill Seeking, Dislike of Driving, and Fatigue Proneness. The Driver Coping Questionnaire (DCQ; Matthews, et al., 1997) measured confrontive coping, task-focused coping, emotion-focused coping, reappraisal, and avoidance. All scales were found to be reliable with coefficient alphas of at least .70. Data were also obtained on the drivers' level of self-reported speeding (measured using six items with an alpha of .84), their number of near misses in the previous six months (one item), and their number of accidents in the last six months (one item). A two-step clustering procedure produced a result with three clusters in the solution. Cluster 1 ($N = 152$) was defined

by more maladaptive coping (higher confrontive, lower task-focused and lower reappraisal) and greater aggression and thrill-seeking. Cluster 2 ($N = 150$) was defined by more adaptive coping (lower confrontive, higher task-focused and higher reappraisal), lower aggression and greater hazard monitoring. The third cluster ($N = 98$) was defined by more moderate scores on the coping scales (apart from a much greater level of emotion-focused coping), higher dislike of driving, and higher fatigue proneness. Validation against the three outcome measures showed that cluster 2 reported significantly less self-reported speeding than cluster 3 which was significantly less than cluster 1. Cluster 2 also reported significantly smaller number of near misses than clusters 2 and 3. Cluster 2 reported significantly fewer accidents than cluster 3. The cluster analysis confirmed that three subtypes of drivers can be identified from driver-specific measures of personality and coping. These subtypes differ in their driving behaviour with one cluster being linked with better driving outcomes (cluster 2) while clusters 3 and 1 were most at risk of adverse outcomes. These clusters may also respond differently to road safety messages particularly as cluster 3 expressed a strong dislike of driving and greater emotional exhaustion from driving.

Keywords: *personality, coping, driver prototypes, big five model of personality*

Executive function development and stress effects on driving performance: Preliminary findings from a young adult sample

WHITE, M. (Queensland University of Technology / Centre for Accident Research and Road Safety - Queensland), YOUNG, R. (Queensland University of Technology), RAKOTONIRAINY, A. (Centre for Accident Research and Road Safety - Qld / QUT)

Driving is a complex task requiring the integration of several cognitive 'executive' functions which involve brain dopaminergic pathways and are still developing in young adults. Developmental impairments in executive function associated with adolescence could potentially contribute to the over-representation of young people in traffic accidents. Stress affects brain dopamine activity

and moderates effects of dopaminergic genes on executive function. This study aimed to examine the interactive contributions of psychosocial stress, physiological stress response, and executive function development/impairment to young adults' driving behaviour in a driving simulator. 40 healthy young adult drivers were randomly allocated to either an acute stress or relaxation induction condition and were tested individually. Participants completed four computerized performance-based measures of executive function and completed self-report measures of their chronic stress exposure (Chronic Stress Scale) and driving behaviour (Driver Behaviour Questionnaire) prior to undergoing the induction, followed by a 25 minute driving simulator session. Pre-induction, post-induction and post-simulator samples of saliva were collected for cortisol analysis as an index of physiological stress response. Several measures of driving performance (e.g., lane control, speed and speed variability, braking, steering control and hand motor activity) and participants' physiological stress response (change pre to post-induction) will be analysed as a function of the acute stress manipulation (stress vs. relaxation), chronic stress exposure, and executive function performance (lower vs. higher scores based on a median split). Preliminary findings will be presented. Findings will help to elucidate the nature of the relationship between executive function deficits (in this study primarily due to continuing development in adolescence and young adulthood) and psychosocial stress with driving performance, and highlight the impact of individual differences in physiological stress reactivity. Increased understanding of the influence of these multiple factors may lead to the development of more customised education, prevention and treatment/intervention programs for reducing risk of driving-related accidents and injuries in young people.

Keywords: *driving behaviour, executive function, young people, stress*

Executive functions, attention and juvenile delinquency

FRIAS ARMENTA, M. (Universidad de Sonora), CORRAL, V. (Universidad de Sonora), VALDEZ, P. (Universidad Autonoma de Nuevo Leon)