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to their ecological context. This study examines variations along two cognitive dimensions (contextualization - decontextualization and differentiation-integration) using six measures: problem solving, perceptual judgement, disembedding, linguistic, visual and reasoning tasks. Seven samples were drawn that varied in ecological adaptation, representing gathering- (India), hunting- (Canada, Ghana), agricultural- (China, Ghana, India) and industrial-based (Canada) populations. Results provide modest support for the hypothesized linear decrease in contextualization and the curvilinear variation in differentiation, across this ecological range.

150.8

How language reflects who we are: Cross-cultural research on children's image of God

Jablonski P.

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Wittgenstein's claim that "the limits of my language are the limits of my words" may also be successfully applied to the cross-cultural research on religious language interpretation and on the definition of religious concepts. The main purpose of this effort was to investigate the influence of culture on the formation and maintenance of God's image. Data were obtained in a large sample of Polish and Dutch children, aged 10 and 11, and analyzed by a computer program for qualitative research "Text Tabel".

151 PPR

Psychology of teaching I

151.1

Social competence in multicultural schools: Effects of ethnic and gender differences

Mpofu E.

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Children's social competence as measured by peer and teacher sociometric ratings of social behavior, social responsibility and friendliness was investigated in relation to ethnicity and gender for a sample of 376 Zimbabwean children attending racially integrated schools. The children's grade point averages and classroom racial proportions were treated as covariates. Comparisons of social competence by ethnicity and gender revealed that white, and female school pupils were rated significantly higher on social behavior and friendliness than their black and male colleagues. Findings are discussed with reference to socio-cognitive theories of interpersonal behavior and children's socialisation in post-colonial, multicultural schools.

151.2

Displaced adolescents' school support programme

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A hypothesis that displaced and refugee students tend to achieve good scholastic results was tested on a sample of 36 displaced students and 36 domicile students matched by sex, grade and previous school achievement. The findings suggest that refugee and displaced students give greater importance to school and academic achievement which enables them to come back to regular activities that resemble prior life; get some control over the war chaos; regain self esteem and compensate for humiliation and loss; be orientated to here and now and invest for future as a counterbalance to stressful and traumatic experience.

151.3

L'apprentissage en compagnie: L'analyse expérimentale du comportement sociocognitif

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On présente les conclusions d'une série de recherches concernant l'interaction socio-cognitive. On étudie le comportement de groupe (deux et quatre élèves) dans des tâches de résolution des problèmes et d'apprentissage de connaissances. L'accent est mis sur les différentes modalités de l'interaction et ses effets cognitifs. Le cadre théorique est celui de la théorie du conflit sociocognitif (école de psychologie sociale de Genève), basée sur la pensée de Piaget et Vygotsky. On analyse l'importance de la différence de niveau intellectuel dans le groupe et la relation entre performances collective et individuelle.

151.4

Facteurs influençant l'estimation des risques et conséquences associées aux comportements perturbant la vie scolaire

Coslin P.G.

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Agitation incessante, agressivité et violence sont fréquents dans les établissements scolaires. L'étude réalisée sur 110 adolescents de 16 ans met en évidence certains déficits sociocognitifs chez des jeunes dont les conduites sont à la limite de la délinquance. Ces déficits sont abordés à travers l'évaluation cognitive des risques encourus dans la mise en acte, et les conséquences qui leur sont associées. Plusieurs facteurs influencent les estimations de risques: sexe, fait de présenter des comportements délictueux, nature des passages à l'acte (violences physiques, verbales) et statut de la victime (élève, professeur).

151.5

Written disclosure of personal trauma by social and community work applicants

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Overseas research indicates that social work students have a high frequency of psychosocial traumas in their early years. The purpose of the present study was to identify and describe the incidence and types of personal and family of origin traumas, respectively. The content of written applications for admission to the 2 year full-time Community and Social Work diploma between 1993 and 1995 inclusive were analyzed. The results of the investigation, as well as the implications for social and community work education, professional competence and effective practice will be discussed.

151.6

African adolescents and their teachers: Rural-urban comparisons in perceived teacher behaviors

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The study investigated differences in a sample of rural and urban African adolescents and their perceptions of teacher behaviors. The participants were 252 and 404 students drawn from five high schools in Cape Town and three rural areas of Komani and Bolotwa respectively. A Perceived Teacher Behavior Inventory consisting of three subscales was used as a measure of adolescents' perceptions of teacher behaviors. Significant differences were found in the three domains of the Perceived Teacher Behavior Inventory. Such differences were interpreted in the light of the different environments from which these students come.

151.7

Job profile and teaching effectiveness in college teachers

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The influence of Cleaver's Job Profile (JP) on teacher's success (TS) was assessed in a predictive study of a sample of college teachers. Results showed some interesting interactions between the effects of JP and the nature of teaching contents on TS. While high scores in influence predicted TS in engineering teachers, low scores showed this in administration teachers. Similarly, low scores on this factor predicted TS in soft contents and lack of TS in hard contents. On the other hand, high stability predicted lack of TS in engineering and non-human topics, but not in administration and soft contents.