

PsychFest

Abstract booklet

MIC
Psychology
Undergraduate
Research
Colloquium



March 26th 2019

BRIATHAR DE MO LÓCHRANN



MIC

MARY IMMACULATE COLLEGE
COLÁISTE MUIRE GAN SMÁL

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Programme Overview

9.45-10.00	Opening Remarks <i>Dr John Perry (Venue: G10)</i>	
10.00-11.15	Parallel Sessions 1	
	G08 <i>Chair: Therese Brophy</i> 1. A. Lyons 2. K. O'Dwyer 3. E. Ryan 4. C. O'Shea 5. I. Coughlan 6. R. Lanigan 7. C. Sweeney	G10 <i>Chair: Suzanne Egan</i> 1. C. Hannon 2. E. Drohan 3. E. Howard 4. M. Dolan 5. K. Laws 6. K. Thynne 7. N. Dillane
11.15-11.30	Tea/Coffee (Venue: G10)	
11.30-12.45	Parallel Sessions 2	
	G08 <i>Chair: Claire Griffin O'Brien</i> 1. D. Smyth 2. E. Wolfe 3. T. Rabbitte 4. A. Murphy 5. L. Cashman 6. M. O'Leary 7. S. Hogan	G10 <i>Chair: John Perry</i> 1. S. Corbett 2. R. O'Connor 3. M. Johnston 4. G. Fitzgibbon 5. N. Quinn 6. A. Clifford 7. M. Ryan
12.45-13.30	Lunch (Venue: G10)	
13.30-14.45	Parallel Sessions 3	
	G08 <i>Chair: Marc Scully</i> 1. Ú. McCormack 2. B. Power 3. O. O'Gorman 4. M. Cleary 5. A. Crowley 6. M. Murray 7. C. Feehily	G10 <i>Chair: Laura Ambrose</i> 1. M. Gallagher 2. A. Gillane 3. K. O'Beirne 4. R. Fahy 5. K. O'Sullivan 6. S. Malone 7. S. Braddish
14.45-15.00	Break	
15.00-16.15	Closing Sessions	
	G08 <i>Chair: Paul Mulcahy</i> 1. K. Sweeney 2. N. Harkin 3. S. Earley 4. K. O'Loughlin 5. M. Ní Chonnaibh 6. C. McCarthy	G10 <i>Chair: Niamh Higgins</i> 1. E. White 2. E. Teahan 3. J. Lynch 4. C. Shannon 5. T. Daly



Welcome to PsychFest 2019

Welcome to the Psychology Undergraduate Research Colloquium, known more informally as *Psychfest*. Psychfest is a meeting where undergraduate researchers showcase their research work to the broader community of Psychology students at Mary Immaculate College (MIC).

A colloquium is a meeting of people with similar interests. Less formal than a full conference, the aim is to provide students from different years of study the chance to discuss the experience of conducting research.

More than 50 individual students will present their research today, and all final year students can describe their own study to their peers. There will also be an opportunity for students from other years to speak with final year students, to get their insight on what undergraduate research is like and what it involves.

Research skills are one of the key defining characteristics of Psychology graduates. Presenting research findings is also one of the core steps in the scientific process – it is the means by which other researchers both benefit from what you have learned and what allows them to potentially replicate your findings.

PsychFest (both presenting at it and attending) therefore represents one of the essential activities of professional psychologists.

Explore what undergraduate research has to offer and enjoy the day!

Colloquium Etiquette

At a meeting like this (or at a conference) the ideal is that once you join a session with multiple talks you stay for the duration of the session. It's often the case that you just want to catch one or two talks in a specific session though and intend to move between rooms.

You should only enter a session between speakers. Never interrupt a speaker. One of the tricks here is to wait outside until you hear applause. After the end of a talk there may be a question or two from the audience, so you should still be quiet as you enter and find a seat quickly.

Similarly, if at all possible, you should try not to leave a talk early. Try to time your movement between parallel sessions so that you don't interrupt the speaker; if you know you will have to leave in the middle of a talk, ensure you sit near the door or stand at the back of the room. Always be quiet and respectful as you leave.

After a talk there will be a few brief minutes for questions. Asking a relevant question is actually quite a positive thing, as it shows that you are interested in the speaker's work and that you have paid attention. If you have any issues for clarification, or thoughts on the work, feel free to ask a question. Speakers will enjoy interacting with you and talking more about their research.

Instructions for Speakers

Speakers have an allotted 10-minute slot in which to present their research, but this includes a "handover" period. It is recommended that you prepare a maximum of a **7-minute** presentation, thereby allowing *2 minutes for discussion*. It is usually helpful to have an audiovisual display (e.g., PowerPoint, Prezi or equivalent) to aid both you and the audience in your presentation; however, do not rely too much on your audiovisual display. There is no substitute for your passion and clarity in explaining your research to the audience.



ABSTRACTS

Parallel Sessions 1

G08: 10.00-11.15

THE INFLUENCE TIME PERCEPTION AND ATTENTIONAL PERFORMANCE HAVE ON ACADEMIC PROCRASTINATION

Amy Lyons & Dr Paul Mulcahy

ABSTRACT

The present study focuses on the increasing problem of procrastination amongst college students in today's society. It set out to investigate if time perception and visual attention among college students leads to academic procrastination. The predicted hypothesis of the study was that students who have poorer time perception and visual attention are more likely to procrastinate when it comes to academic college work. The design of this study was an experimental, cross-sectional design. Sixty undergraduate college students were randomly selected and exposed to a sixty-four-event visual search task (VS) and an eight-level time perception task (TP) whilst also completing an academic study log and a procrastination scale. This study was a longitudinal study which took place over two weeks. The results of this study have found that the variables time perception and visual attention don't have a significant impact on the levels of an individual's procrastination levels in an academic college setting. This provides valuable information and insight for the purpose of future research as by raising concerns about variables such as procrastination.

EFFECTS OF PROCRASTINATION AND TIME PRESSURE ON PERFORMANCE

Karen O' Dwyer and Dr Claire Griffin-O'Brien

ABSTRACT

Procrastination and time pressure feature heavily in the academic lives of many college students. Few studies have explored associations between these variables. The aims of this study were to explore the performance of different levels of procrastinators with time pressure and without time pressure and to assess the speed of levels of procrastinators in abstract reasoning tasks. Demographic characteristics of procrastinators were examined. A 3X2 within-subjects quasi-experimental design was adopted. 100 undergraduate students in Mary Immaculate College, Limerick participated. Participants completed a demographic questionnaire and The Procrastination Scale (Lay, 1986). Participants completed two sets of abstract reasoning tasks, one under time pressure and one without time pressure. Performance in the no time pressure condition was timed. An independent samples t-test compared levels of procrastination and gender. Five one-way between-groups ANOVAs explored the remaining hypotheses. There was no significant difference in levels of procrastination for males and females ($p=.19$). No significant difference in levels of procrastination were evident between different ages, ($p=.238$), or college year groups, ($p=.219$).

There was no statistically significant difference in accuracy scores for the three procrastinator groups without time pressure, ($p=.41$), although low procrastinators performed best. While there was no statistically significant difference in accuracy under time pressure for the three groups of procrastinators ($p=.741$), high procrastinators performed best. Finally, there was no statistically significant difference in speed for the three groups, ($p=.58$). Although findings are insignificant, varying levels of procrastinators performed differently with and without time pressure. Limitations of the study, implications for practice and suggestions for future research are presented.

SOCIAL SUPPORT AND SELF EFFICACY IN PREDICTING A GROWTH MINDSET: ATTITUDES TOWARDS LEARNING

Emma Ryan & Dr Paul Mulcahy

ABSTRACT

There has been a vast array of fundamental research carried out in recent times concerning Social Support and Self-Efficacy in Academic Performance (Van Raalte, 2012). However, more specifically the aim of this research is to look at Social Support and Self-Efficacy as predictors of a Growth Mindset which according to Dweck (2000) is the underlying beliefs or attitudes individuals have about learning. The proposed research examined Social Support and Self-Efficacy as predictors of a Growth Mindset through incorporating Bandura's (1963) Social Learning Theory. Social Learning Theory adopts the belief that new behaviours or attitudes can be adopted by observing and imitating the behaviour of others i.e. those in our social surroundings. Growth mindset can be defined as the idea that attributes like intelligence can be enhanced by effort and belief in one's own ability rather than static and unchangeable (Sisk et al, 2018). Also, Chao et al.(2017) discovered that Growth Mindset Interventions are based on the presence of achievement motivation and are in bound in the idea that one's abilities are malleable and improvement in such abilities is possible. These findings were examined using the Multi-Dimensional Scale of Perceived Social Support, Self-Efficacy Scale and Dweck's Growth Mindset Scale. Age and Gender accounted for .03 % of the variance in Growth Mindset. The total variance explained by Social Support and Self-Efficacy in predicting a Growth Mindset was .01%, $F(2,97) = 99$, $P > .001$. Social Support and Self-Efficacy did not produce a statistically significant relationship, with the Self-Efficacy Scale recording higher beta values (beta = .026, $P > .001$) than the Multi-Dimensional Scale of Perceived Social Support (beta = .023, $P > .001$). In this regard Social Support and Self-Efficacy do not have a statistically significant

effect on Growth Mindset. Additionally, Social Support and Self Efficacy do not exhibit an interaction effect with each other.

VERBAL PRAISE AND INTRINSIC MOTIVATION IN COLLEGE STUDENTS BEFORE AND AFTER FAILURE

Clare O'Shea & Dr Marc Scully

ABSTRACT

This research sought to add to the literature on the impact of verbal praise on intrinsic motivation. Past studies have shown that process-focused praise is more beneficial to children than person-focused praise when faced with future setbacks, however, these results were not replicated in an adult sample. The current research, therefore, focused on a college student population to determine why the impact of praise changes throughout the lifespan. The effect of three types of verbal praise and no praise (control) on college students' post-success and post-failure intrinsic motivation was investigated; person-focused intelligence praise (praising for being smart), person-focused effort praise (praising for being a hard worker) and process-focused praise (commenting on how hard a person worked). A sample of 104 college students completed a timed set of easy visual pattern recognition problems and received one of the three types of verbal praise or no praise. A short questionnaire determined self-reported intrinsic motivation. Participants completed a more difficult set of timed visual pattern recognition problems and all participants received negative feedback. Following the negative feedback, the questionnaire assessing self-reported intrinsic motivation was completed again. Participants in all conditions reported lower levels of intrinsic motivation following failure. Those who received person-focused effort praise reported significantly higher intrinsic motivation after success than those who received process praise. However, no other significant differences were found between the conditions after success or after failure. Females reported lower levels of intrinsic motivation following failure than males, suggesting that gender differences exist. Limitations were outlined and future suggestions were discussed.

'AVOIDING ACADEMIA, INCREASING STRESS?': EXAMINING SCORES ON CONSCIENTIOUSNESS AND PROCRASTINATION IN PREDICTING LEVELS OF PERCEIVED STRESS.

Isabelle Coughlan & Dr Niamh Higgins

ABSTRACT

Procrastination and certain personality traits can affect students in their academics, preventing them to complete tasks in sufficient time. This can lead to students being extremely stressed. This study

examined if scores on conscientiousness and procrastination will predict levels of perceived stress in an undergraduate population. Conscientiousness and procrastination are the predictor variables and perceived stress is the outcome variable in this study. This study is a correlational design. Seventy undergraduate students were randomly selected to participate in this study and completed three self-reported scale questionnaires at a single time point. The questionnaires used included a perceived stress scale, the conscientiousness items only from the HEXACO-100 item questionnaire and the procrastination scale for student populations. A standard multiple regression was conducted. The effect size of this data was .193. The results of this study found that procrastination scores are significantly correlated with perceived stress levels. There was no significant result between conscientiousness scores and levels of perceived stress. $F(2, 67) = 8.04, p < .001$. It can be concluded from this study that procrastination scores predict individuals perceived stress levels, but conscientiousness scores do not predict perceived stress levels.

THE ABILITY OF IMPLICIT THEORIES OF INTELLIGENCE TO PREDICT THE ACHIEVEMENT GOALS AND COGNITIVE ENGAGEMENT OF A SAMPLE OF IRISH PRESERVICE TEACHERS

Róisín Lanigan and Dr Marc Scully

ABSTRACT

Implicit theories of intelligence bear important implications for achievement and motivation. However, an individual's theory of intelligence in general may not necessarily reflect their beliefs about their own intelligence. This study aims to investigate the relationships between implicit theories of intelligence and student teachers' endorsement of achievement goals and levels of cognitive engagement, incorporating a self-theory measure explicitly targeting individuals' theory of their own intelligence. A correlational design was employed with a sample of 106 preservice primary school teachers in Mary Immaculate College, Limerick. Participants completed the Implicit Theories of Intelligence Scale (general and self-theory measures), the Achievement Goals Questionnaire-Revised and the Motivated Strategies for Learning Questionnaire. Pearson product-moment correlation coefficients revealed statistically significant positive correlations between entity views of intelligence and performance approach and performance avoidance goals. Self-entity beliefs were also significantly correlated with performance avoidance goals. Regarding cognitive engagement, a small positive correlation was found between entity theory on the self-scale and intrinsic value, however, this was not statistically significant. A statistically significant difference was found between participants' scores on the general and self-theory measures with greater belief in the malleability of intelligence when considering one's own intelligence ($t(104)=4.15, p<.001$). A series of standard

multiple regressions indicated that students' general theory of intelligence was a significant predictor of performance avoidance goals ($\beta=.39, p=.043$). Findings suggest that students' conceptions of their own intelligence bear important implications for academic motivation, thus, influencing classroom practices. Limitations of the study, implications for practise and recommendations for future research are presented.

“BUT HOW DID THE OTHERS DO?” AN INVESTIGATION OF THE EFFECT OF RELATIVE FEEDBACK AND SELF-EFFICACY ON UNDERGRADUATE STUDENTS' PERFORMANCE AND MOTIVATION.

Ciara Sweeney & Dr Claire Griffin-O'Brien

ABSTRACT

The present study aims to investigate the effect of positive or negative relatively framed feedback and self-efficacy levels on undergraduate students' performance and motivation. An experimental between-subjects design was employed. Eighty undergraduate students completed the General Self-Efficacy Scale (GSE) as measure of self-efficacy. Participants were randomly assigned to two groups- Group 1: Positively framed relative feedback and Group 2: Negatively framed relative feedback. Based on this grouping participants were required to complete a letter anagram task with the researcher recording the number of words formed (performance) and time spent on the task (motivation). Participants were then given feedback in accordance with their grouping. Participants completed a second letter anagram task with the researcher measuring the difference in performance (word number) and motivation (times spent on task) between the pre-feedback and post-feedback task. The results yielded were statistically insignificant for both performance ($p=.801$) and motivation ($p=.315$). However, the study provided a valuable insight into the effect of relative feedback on those with varying self-efficacy levels. The means plots showed trends which indicated that those with low self-efficacy had lower motivation levels that those with high self-efficacy following positive feedback. Those with low self-efficacy had higher motivation levels than those with high self-efficacy following negative feedback. In relation to performance, those with high self-efficacy achieved better performance outcomes than those with low-self efficacy in both the positive and negative feedback groups. Future research which addresses the current study's limitations provides an opportunity to explore these trends further.



ABSTRACTS

Parallel Sessions 1

G10: 10.00-11.15

**DOES COLOUR PLAY A ROLE IN THE PERFORMANCE OF SHORT-TERM MEMORY AND MOOD TASKS
IN UNIVERSITY STUDENTS?**

Cian Hannon & Dr Niamh Higgins

ABSTRACT

The current study hypothesised that colour would have a significant effect on the subjects' mood and short-term memory, with the warm colour category demonstrating positive effects, and the cool colour category demonstrating negative effects. The independent variable was colour on three levels: warm (red and yellow text), cool (green and blue text) and control (black text). The dependent variables were the number of words correctly recalled, and the change in mood from the first mood taken to the last. Ninety undergraduate students were asked to complete the Brief Mood Introspection Scale prior to and after being given a thirty-piece word list to remember and recall. They also had their memory process interrupted by a simple two-digit by two-digit maths task they received after seeing the word list. This was done simply to prevent the continuous repetition of the words in their head, to demonstrate a greater accuracy of their short-term memory. The participants were assigned at random to one of the three colour categories by the experimenter. The results of this between-subjects experimental design showed no significant value for any of the three different colour groups on the participants' performance on the mood and memory tasks. From this one can assume that in the present study there is no effect of colour on the subjects' performance in the mood and short-term memory tasks. Possible explanations are examined.

**HOW MOOD AND GENDER IDENTITY IN THE PRESENT AFFECT OF MEMORIES OF THE PAST: THE
ROLE OF GENDER IDENTITY AND MOOD IN EMOTIONALITY OF AUTOBIOGRAPHICAL MEMORIES**

Ellen Drohan & Dr Marc Scully

ABSTRACT

Autobiographical Memories (AM) are personal memories of specific lived experiences. Bi-directional interactions exist between AM and the self-concept, as individual's personal memories both influence, and are influenced by, their current sense of self. One aspect of the self that is thought to mediate differences in emotionality of AM is gender identity. In addition to its influence in formation of the self-concept, AM appears to play a role in promoting mood-regulation, as individuals relate current mood states to similarly-valenced memories. Using a mixed-method design, the present study sought to investigate whether gender identity and current mood influence emotionality of AM. To explore this research question, a sample of 78 Irish university students completed measures of gender identity and current mood. Participants also produced written narratives of a self-defining

memory, which were subsequently coded for emotives, and completed ratings scales of emotional intensity for this memory. Data were analysed using a standard multiple regression to assess if differences exist in emotional intensity of AM based on gender identity and current mood. Results demonstrated that in the context of this study, gender identity and current mood were not statistically significant predictors of emotionality of AM. Notably, however, there were gender differences in the gender identity scale in masculinity scores, but not in femininity scores. This reinforces the value of considering gender identity, as well as categorical gender, in measuring gender differences. Based on research and consideration of limitations of the present study, implications for practice and further research are outlined.

DO THE KINDS OF QUESTIONS ASKED AFFECT PERFORMANCE ON A FALSE MEMORY TASK?

Eilis Howard & Dr Aoife McLoughlin

ABSTRACT

This current study was conducted to evaluate whether the use of open-ended questions versus closed-ended questions, along with the use of the misinformation effect, can encourage the production of false memories, in memory recall tasks. A 2x2 between subject design was carried out where participants were divided into one of four categories; depending on types of questions asked (open versus closed) and type of summary the participant received (accurate versus misinformation). One-hundred participants from the general public were required to watch a short video, read a summary based on the video, and subsequently, answer a short questionnaire relating back to the video. It was found that the use of misinformation in the summary increased the number of false memories produced when compared to accurate summaries. Findings also suggest that the use of close-ended questions improve the accuracy of results, opposed to open-ended questions. The study demonstrates that the productions of false memories are more inclined to occur in open-ended questionnaires.

THE EFFECT OF MUSIC TRAINING ON COGNITIVE PERFORMANCE IN A VERBAL AND VISUAL MEMORY TASK

Madeleine Dolan & Dr Laura Ambrose

ABSTRACT

Research demonstrates links between musical training and general cognitive abilities. The literature is conflicting regarding the potential benefits of music training on verbal and visual memory. The

current study presents data collected from an Irish cohort with the aim of identifying whether music training leads to memory enhancements among this cohort. The current study incorporated a between-within subjects design. An investigation on the impact of music training on memory was carried out with undergraduates who had received musical training ($n = 40$), and undergraduates with no formal music training ($n = 40$). Participants were presented with two word lists, one visual and one verbal. The results of a one-way multivariate analysis of variance and a series of independent samples t-tests revealed that in contrast to the non-musicians, the musicians group achieved significantly higher verbal memory scores. There was no significant difference found between musicians and non-musicians on visual memory scores, suggesting that music training leads to an enhancement in verbal memory, but not in visual memory. These findings add to the body of growing evidence supporting that music training enhances cognitive functioning. This study emphasises the potential value of music training to aid verbal memory, and provides a rationale for introducing more instrumental based music programmes into Irish classrooms.

AN EYE-TRACKING STUDY: CAN PERFORMANCE ON A CHANGE-BLINDNESS TASK BE IMPROVED BY OBSERVING SUBTLE FACIAL EXPRESSIONS?

Katie Laws & Dr Paul Mulcahy

ABSTRACT

The proposed study examined whether viewing different levels of intensity in emotional expressions would affect subsequent change-blindness susceptibility. The study hypothesised that participants would be more likely to detect a change made to a face than to an object after observing a subtle display of emotion. It is suggested that these changes would be observed more rapidly and accurately due to an individual's perceptual- cognitive resources being enhanced trying to decode the subtle expression and their attention being drawn automatically to faces due to their biological significance in comparison to objects. The design of this experiment was a 2x2 within-subjects experimental design. The within subjects variables were change blindness and emotion type. Emotion type had two levels intense and subtle. The change blindness stimuli also had two levels containing images of objects and faces. Thirty-one participants took part in the study. A two-way repeated measures ANOVA was used to investigate if participants were more likely to spot the change after seeing a subtle emotion. The results indicated that expression type does not influence an individual's ability to detect changes to an image. However, there was a significant main effect found for change blindness type. The results suggest that on average participants spent a longer

time dwelling on a change made to a face ($M = 263.36$, $SE = 36.08$) that to an object ($M = 35.92$, $SE = 9.07$). The findings of the present study contribute to the literature on the distinction between subtle and intense emotional expressiveness.

THE IMPACT OF INTEREST ON LONG-TERM MEMORY WHEN PRIOR KNOWLEDGE IS CONTROLLED

Kieran Thynne & Dr Aoife McLoughlin

ABSTRACT

Interest and prior knowledge have both long been seen to be key facilitators in memory and learning. This dissertation will look to explore more of the dynamic relationship between interest and long-term memory when prior knowledge of a selected topic is measured and whether this has a significant effect on long term memory capabilities. The main results of this experiment found participants who displayed a high level of interest in the selected subject and high level of prior knowledge in the subject were not more likely to remember the answers to questions that they got wrong in the initial stage of the experiment. Implications of the research and strategies for future research are also discussed.

VIEWER MEMORY AND AESTHETIC ENJOYMENT IS ASSOCIATED WITH EDITING PATTERNS IN HOLLYWOOD FILMS

Niamh Dillane & Dr Paul Mulcahy

ABSTRACT

Previous literature has suggested that Hollywood film shot durational patterns have increasingly become aligned with the similarity of fluctuating patterns of attention. This study investigated the patterns of shot durations in a range of Hollywood films, and aimed to evaluate whether those films whose patterns more closely matched attentional power spectra would be remembered more accurately and appeal more, regardless of the genre; comedy and action. Furthermore, the study proposed that individuals with higher aesthetic sensitivity (openness to experience) would be more susceptible to the effect and in turn play a pivotal role on memory performance. The study consisted of 40 undergraduate students. This was a between-subjects experimental design. There were two experimental factors; genre (Action and Comedy) and power spectrum (matching attention and not-matching attention). A random group assignment was used within this study. Participants watched a film and completed two subsequent questionnaires; a Hexaco-PI-R questionnaire, Aesthetic Emotions Scale (Aesthemos) and a memory quiz. Additionally, there was two follow up questions

one week later as an additional test of memory. The results of a two-way ANOVA illustrated that genre had an impact on the memory performance depending on the attentional spectra of the stimuli. The findings showed the films whose patterns did not closely match the attentional pattern produced a better memory outcome. The study indicated there was greater aesthetic appreciation and enjoyment towards the films that followed the attentional profile for comedy but not for the action films.



ABSTRACTS

Parallel Sessions 2

G08: 11.30-12.45

CORE SELF-TRAITS: SELF-ESTEEM, SELF-EFFICACY, EMOTIONAL STABILITY, LOCUS OF CONTROL AS PREDICTORS OF ACADEMIC SATISFACTION

Dioma Smyth & Dr Niamh Higgins

ABSTRACT

There has been a broad range of research done in regard to self-esteem, self-efficacy, emotional stability, locus of control being a strong predictors of job stress and satisfaction (Judge T. and Bono J., 2001). However, these core self-traits have never been investigated in relation to predict academic satisfaction in undergraduate college students. T.A. Judge, E.A. Locke, and C.C. Durham's (1997) theory of core self-evaluation was examined as a framework for discussing similarities between the four traits and their relationships to satisfaction and performance. Although the relationships of these traits to job satisfaction has been discussed in reviews of the literature with respect to self-esteem (Tharenou, 1979), locus of control (Spector, 1982), and emotional stability (Furnham & Zacherl, 1986), the exact manner of these relationships, and the variability in these relationships across studies, has yet to be established. This study was a correlational design, with four continuous scale predictor variables, self-esteem, self-efficacy, locus of control and emotional stability and their effects or links to academic satisfaction as an outcome variable in 153 undergraduate students of MIC through the method of questionnaire. A multiple regression analyses was conducted to examine the relationship between self-esteem, self-efficacy, locus of control and emotional stability and their effects or links to academic satisfaction. Each of the core self-trait total scores are non-significantly correlated with academic satisfaction, indicating that these factors have no predictor power over academic satisfaction. Even though the present study found no significant results, this is still a vast area of interest that should be investigated further with numerous avenues to explore and expand our understanding of this subject in order for our students to best benefit from our education system.

ENHANCED MOTIVATION AND COGNITION ... A SHORT WALK AWAY?

Edel Woulfe & Dr Marc Scully

ABSTRACT

The purpose of this study was to assess the impact of a short bout of physical activity on motivation and cognitive performance in a college-age cohort. An experimental between subjects design was employed with 50 undergraduate students included in each condition. The experimental condition engaged in a 10 minute self-selected paced walk around the running track in Mary Immaculate

College. The control condition remained sedentary for a 10 minute period. Motivation was measured by means of the adapted Behavioural Regulation in Exercise Questionnaire and was calculated as a total score. Cognitive performance, namely executive function, was assessed through the use of the Stroop Test and Trail Making Test A and B and a total time was subsequently computed. Although the results of a one-way multivariate analysis of variance were rendered statistically insignificant, nonetheless a number of important findings can be gleaned from this research. The mean scores were compared for each condition and highlighted various trends. These trends indicated that a short bout of exercise increased participants' motivation to exercise, however, this exercise group did not perform better in terms of overall cognitive performance. Future research should aim to amend the potential methodological flaws in the current study by incorporating pre and post cognitive tests and adopting a longitudinal approach.

**THE EFFECTS OF GROUP AND INDIVIDUAL PHYSICAL ACTIVITY ON PERCEIVED STRESS AND LIFE
SATISFACTION**

Thomas Rabbitte & Dr Aoife McLoughlin

ABSTRACT

This study investigates the relationship between exercise on perceived stress levels and satisfaction with life. The study also aims to find out whether exercising within groups or alone influences these effects. This quantitative study used a, correlational, within-subjects design and involved counterbalancing of dependent variables. 80 students from Mary Immaculate College, Limerick participated in this study and a questionnaire measuring each of the variables was completed. Results confirmed that individuals who often exercised had lower levels of stress than individuals who do not exercise as frequently. This study showed that training in groups produces lower levels of stress and higher levels of satisfaction with life than mostly training alone, which provides new research into understanding the benefits of group engagement. Further implications of the study added to existing research on the associations between physical activity and mental health. Considerations with regard to the suitability of the Godin Leisure-Time Exercise Questionnaire and sample, helped in formulating recommendations for future research to take into account.

EXECUTIVE FUNCTIONING AND IMPLEMENTATION INTENTIONS: THE EFFECT OF STRESS

Aoife Murphy & Dr Claire Griffin-O'Brien

ABSTRACT

Implementation intentions are a self-regulation strategy, which can improve executive functioning and enable successful goal attainment in everyday life, according to previous research. The current study aims to establish if forming an implementation intention also benefits executive functioning when an individual is stressed. An experimental, between-subjects design was employed. Executive functioning was operationalised by analysing Simon Effect scores using The Simon Task; a stimulus-response task which challenges executive functioning. Eighty undergraduate students took part in this study and were randomly assigned to two conditions; either stress or no stress and goal intention or implementation intention. Participants in the stress condition completed an unsolvable anagram task to induce stress, prior to completing The Simon Task. Participants were given an instruction which prompted the formation of either a goal or an implementation intention and completed The Simon Task. The heart rate of all participants was recorded to monitor stress levels. A two-way analysis of variance was conducted to test for an interaction effect of stress and intention on The Simon Effect score. No interaction effect was found, although a significant main effect for intention was found ($p = 0.004$), supporting previous research that implementation intentions enhance executive functioning. As there was no significant main effect of stress, it is not possible to determine from this study whether implementation intentions can reduce the negative effect of stress on executive functioning. Implications of findings and recommendations for future research are presented.

CHARITY BEGINS WITH YOUR INGROUP: IRISH STUDENT TEACHERS' ACCOUNTS OF NATIONAL AND INTERNATIONAL HELPING

Louise Cashman & Dr Marc Scully

ABSTRACT

Research on helping behaviour has reinforced the importance of social groups in establishing the norms of emergency helping, with differences between ingroup and outgroup helping. Less research has been conducted in the area of long term charitable behaviour pertaining to different social groups. Empirical work suggests that there is an empathy gap in intergroup relations which accounts for decreased outgroup helping compared to ingroup helping. Little attention has been paid to the role of education in reducing this empathy gap to increase intergroup helping and charity. This is relevant in Ireland, a country which despite recent economic growth now faces a housing shortage and increased diversity in its classrooms and communities due to immigration. The present research

used a qualitative approach to examine Irish student teachers' accounts of national and international charitable giving in Ireland, with reference to the homelessness crisis and the refugee crisis. Thematic analysis of two focus groups with 10 Irish student teachers was employed in the present study. Findings illustrate how participants frequently identified empathy as a primary motivator behind giving to charity. They proactively invoked the visibility of a certain crisis or charity, the potentially detrimental role of stereotypes in decreased outgroup helping, and the role of Irish identity in deciding who Irish people give their charity to. Potential implications for future research, education and charitable appeals are discussed.

MOTIVATION TO LEARN IN COOPERATIVE LEARNING SETTINGS: CAN PERSONALITY HAVE A PREDICTING FACTOR?

Méadhbh O Leary & Dr John Perry

ABSTRACT

Personality variables have frequently been investigated as predictors of motivation to learn in educational settings. Relatively little research however has examined the influence of personality on students' motivation to learn in a cooperative learning setting. The purpose of this study was to examine the relationship between a student's personality type, specifically their levels of extraversion and Machiavellianism, and their motivation to learn when working in a cooperative learning based module. The study incorporated a within-subjects design. One hundred undergraduate students were recruited for this study, all of whom were partaking in a module which incorporated cooperative learning as a component of the assessment. Participants completed questionnaires to measure their levels of extraversion and Machiavellianism, as well as the motivation section of the Motivated Strategies for Learning Questionnaire (Pintrich & DeGroot, 1990) which measured 6 aspects of their motivation to learn. Pearson product-moment correlations and hierarchical multiple regressions were conducted, with results revealing significant findings for two aspects of motivation to learn; intrinsic goal orientation and task value. While extraversion was a significant predictor of intrinsic goal orientation (beta = -.21, $p = .028$), Machiavellianism proved to be significant in predicting both intrinsic goal orientation (beta = -.25, $p = .009$) and task value (beta = -.27, $p = .007$). The findings suggest that students who are more extraverted and Machiavellian are less motivated to engage in cooperative learning tasks. Implications for practice of educators and recommendations for future research are presented in light of the findings of this research.

OPENNESS TO EXPERIENCE AND APPRAISAL IN THE CONTEXT OF AN ANAGRAM-SOLVING TASK

Stephen Hogan & Dr Niamh Higgins

ABSTRACT

The present study examined the relationship between individual differences and appraisal in the context of an anagram-solving task. Openness to experience was the personality variable that was investigated throughout this research. Openness to experience is characterized as individuals who are imaginative, moved by art, emotionally sensitive, novelty seeker and tolerant (Costa & McCrae, 1992). The study had two aims; the first aim was that individual's level of openness would have a significant effect on participant's appraisal and reaction time on the anagram-task. The second aim tested whether condition; high or mild stress, had a significant difference on participant's appraisal and reaction time. Sixty participants were recruited to participate and were assigned to one of two conditions of which anagram difficulty and levels of appraisal were manipulated. The results obtained illustrated that openness to experience did not have an effect on appraisal and reaction time. However the condition in which participants were assigned to had an effect on stress appraisal. Results also concluded that participants with high levels of openness reported higher levels of stress and participants with low levels of openness reported lower stress. Participants in the high-stress condition also appraised the task as more stressful than participants in the mild-stress condition. The findings elucidate that the condition to which participants were assigned to had a significant effect on stressor appraisal. These findings pointed to the role of personality traits in individual differences, specifically; openness to experience, in stress response and appraisal, which may provide a deeper understanding on how personality traits characterizes with appraisal during a laboratory stressor.



ABSTRACTS

Parallel Sessions 2

G10: 11.30-12.45

THE INFLUENCE OF PRIMING ON THE PERCEPTION OF AMBIGUOUS FIGURES

Sinéad Corbett & Dr Niamh Higgins

ABSTRACT

Stimulus information from our environment is often ambiguous and requires cognitive information from past experience to organise and make sense of it. The way we perceive our world is heavily influenced and biased by our past experiences. Individuals receive sensory inputs from the environment, transmit this sensory information to the brain and organise it through the process of perception. The present study addresses the influence of priming on the perception of complex ambiguous figures. Theories include gestalt theory of visual processing and perception. Prior knowledge and past experiences play a major part in explaining perception and that the formation of incorrect hypotheses will lead to errors in perception, such as, visual illusions. An enormous amount of information reaches the eyes but is lost through the visual system before it reaches the brain and furthermore, that much information is discarded by the brain and not incorporated into perception. This top-down theory is supported by Necker's cube as perceptions can be interrupted where one pattern produces two perceptions. It was hypothesised that the use of perceptual sets to prime perception would significantly influence subjects' perception of ambiguous figures, compared to the perception of ambiguous figures without priming, resulting in the data supporting the hypothesis. The findings from this study include a strong association between the two variables.

THE INFLUENCE OF TEACHER EMOTION ON TEACHER GRADING: CAN GRADING RUBRICS PROMOTE MORE OBJECTIVE GRADING ACROSS EMOTIONAL STATES?

Róisín O'Connor & Dr Laura Ambrose

ABSTRACT

Evidence for links between teacher emotion and judgment indicate potential biases in grading due to teachers' emotional states. Grading rubric application has been shown to promote greater consistency in grading. The present study investigates whether rubric application could reduce the influence of emotion on grading. A 2x3 between-subjects design was employed. One hundred and twenty pre-service primary teachers were divided across three emotion conditions. Each emotion condition was split into two further groups. One group graded a pupil's work with a rubric, while the other graded without a rubric. Potential differences in grading across groups were investigated. A two-way between-subjects analysis of variance revealed that, contrary to previous research, emotion did not have a significant effect on teachers' evaluations. Rubric application, on the other hand, was found to have a significant main effect on grading ($p = .017$). Contrary to expectations,

however, teachers who did not use a rubric graded more consistently with each other when compared to those who did. Discrepancies between the present and previous research highlight the complexity of emotion and the significance of potential individual differences in experiences of emotion. Directions for future research will be discussed in light of these discrepancies, with particular emphasis on investigating the effects of emotion within naturalistic teaching contexts. The need to control for the influence of personality on emotional experience will also be considered. Furthermore, potential explanations for inconsistencies in rubric application, in addition to possible methods of reducing these inconsistencies, will be identified and explored.

PERCEPTIONS AND TRAIT JUDGEMENTS: THE EFFECT OF FACIAL APPEARANCE

Meagan Johnston & Dr Suzanne M. Egan

ABSTRACT

Previous research has demonstrated that people tend to make stereotype judgements for people who wear eyeglasses versus without wearing eyeglasses. This research study examines the effects of five trait ratings, trustworthiness, attractiveness, intelligence, friendliness and successfulness on people who wear eyeglasses versus without. Moreover, the research also examines if there is a gender difference between the trait ratings for males and females. A convenience sample of 80 undergraduate participants from Mary Immaculate College completed the present study. 40 participants were in the control group (photographs with no eyeglasses) and 40 participants were in the experimental group (eyeglasses condition). Results from a series of mixed analysis of variance (ANOVA) showed fixed findings. Main effects showed that eyeglasses had an effect on three of the traits; attractiveness, intelligence and successfulness which is consistent with past research. Furthermore, there were also some gender differences however, there was no statistical significance for intelligence. Thus, the results confirmed that people are perceived differently when they wear eyeglasses and that there are still gender differences when it comes to attributing trait judgments to a person's facial appearance. The limitations and practical implications may be used for investigation for future research.

RUBRICS AND 'TWO WISHES AND A STAR': THE EFFECTS OF SELF-ASSESSMENT METHOD AND GENDER ON SELF-ASSESSMENT ACCURACY IN CHILDREN

Gráinne Fitzgibbon & Dr Laura Ambrose

ABSTRACT

The NCCA (2007) recommends the use of self-assessment as it helps the child to recognise the next steps in their learning and become more independent and motivated. Studies have shown that students who struggle to self-assess accurately may lose out on such positive effects (Keane & Griffin, 2015). The present study sought to compare the effects of a reflective form of self-assessment (two stars and a wish) and a criterion referenced form (a rubric) and gender on self-assessment accuracy. The study incorporated a 2x2 mixed factorial design. Thirty-three 5th and 6th class students wrote an essay and self-assessed their work, using the two stars and a wish method and then using a rubric. A mixed between-within ANOVA was conducted. Results showed an interaction effect between self-assessment method and gender, $p=.003$, and a main effect for method of self-assessment, $p=.013$, with males' level of error lower when using a rubric rather than two stars and a wish, and conversely, females showing a higher level of error when using a rubric. There was no main effect of gender on accuracy scores. Results for males were in line with previous research showing that the use of rubrics increases self-assessment accuracy. This was not the case for females. This is attributed to a possibility that girls may alter their self-assessments due to a higher concern to maintain social relationships (Frey & Ruble, 1987). Implications for practice and future research directions are outlined stemming from the research.

SNAPCHAT USE AMONG UNIVERSITY STUDENTS: A SIMULTANEOUS EXAMINATION OF THE BIG FIVE OF PERSONALITY TRAITS AND GENDER ON SNAPCHAT USE MOTIVES.

Niamh Quinn & Dr Suzanne M. Egan

ABSTRACT

Social media use motives among university students have previously been defined as: (i) meeting new people and socializing, (ii) expressing or presenting a more popular self, and (iii) passing time and entertainment. This study focuses on Snapchat which was invented in 2011; therefore, it is a relatively new social media platform to research. Previous research has found a relationship between personality differences and social media sites (Kircaburun, Alhabash, Tosuntaş & Griffiths, 2018). This study is designed to add to the body of knowledge concerning Snapchat as a new social media phenomenon. It was previously shown that usage on other forms of social media has been affected by personality traits and demographic features. Therefore, a cross-sectional design was

used to address the following research questions: (i) Do the Big Five personality dimensions influence Snapchat use motives?, (ii) Does gender influence Snapchat use motives? Sixty undergraduate students, thirty males and thirty females, were randomly selected in Mary Immaculate College to participate in the study ranging in age from 18 years to 24 years. The results of this indicated that that gender, male and female, did not influence Snapchat use motives. Also, particular personality traits did influence Snapchat use motives. Agreeableness influenced the maintain existing relationships, the make, present, express or more popular oneself, and the pass time Snapchat use motives. Emotional stability influenced the maintain existing relationships Snapchat use motive. Finally, openness to experience influenced the entertainment Snapchat use motive. The study provides greater evidence to the literature regarding associations between gender, personality, and Snapchat use motives.

INTELLIGENCE MINDSET AND THE PROVISION OF FEEDBACK ACROSS WORK STANDARDS

Aoife Clifford & Dr Laura Ambrose

ABSTRACT

The current study examines the association between pre-service teachers' intelligence mindset and the type of feedback they provide to students. The study also examines whether the provision of feedback differs depending on the standard of work, and if teacher gender plays a role. The study employed a mixed-methods, cross-sectional, design, wherein, ninety-six pre-service primary school teachers were recruited. Participants completed the implicit theories of intelligence questionnaire, identified feedback for three samples of children's written work from a sample list, and answered two open-ended questions regarding feedback. Chi-square analyses indicated that there was no significant association between intelligence mindset and the type of feedback provided to work of a high standard, $p = .369$, average standard $p = .34$, or low standard, $p = .175$. Furthermore, there was no significant difference between gender across the respective standard categories, $p = .21$, $p = .53$, $p = .49$. Thematic analysis was applied to all qualitative data with the following themes emerging: Mindset related feedback, specific versus general feedback, diversity of influences, and positive versus negative feedback. This study demonstrates that pre-service teachers may benefit from training on feedback and mindset. Such training may refine teacher understanding of, and use of positive, effort-based feedback, which would prove beneficial for student motivation, persistence and overall learning.

MORNING LARKS AND NIGHT OWLS: THE INFLUENCE OF CHRONOTYPE ON TEACHER BIAS

Michelle Ryan & Dr Mark Stanton

ABSTRACT

Previous findings have demonstrated that chronotype has an impact on aspects of basic cognitive function, which in turn hinders or improves mental performance. However, few studies have explored the impact of chronotype on higher order cognitive and intellectual abilities, such as reasoning and use of heuristics. Research suggests that the use of heuristics are much more evident outside of an individual's preferred time of day due to an increase in cognitive load, which in turn leads to more reliance upon biases; this is particularly evident in teachers who often mark pupil work based on the pupil's perceived abilities. The present study incorporated a 3 x 3 between-subjects, experimental design. The study comprised of 140 student teachers who completed a demographic form and the Munich Chronotype Questionnaire (Roenneberg et al., 2003). Participants were given three samples of writing, all of similar standard, from 5th class pupils to mark. Each participant marked a negatively, neutral and positively primed sample. A two-way between-subjects ANOVA was conducted. Results showed that student teachers were significantly more biased in their marking during the afternoon than in the morning or midday ($p < .05$), irrespective of chronotype. The study also found that, while not significant, morning chronotypes and intermediate chronotypes were less biased within their preferred time of day. This study emphasises the importance of working within one's chronotype to reduce reliance on biases, especially for teachers fostering pupil potential in the classroom. Implications of findings and recommendations for future research are presented.



ABSTRACTS

Parallel Sessions 3

G08: 13.30-14.45

THE NEW MODEL OF RESOURCE ALLOCATION: PRIMARY SCHOOL TEACHERS' SELF-EFFICACY IN SUPPORTING CHILDREN WITH SEN

Úna McCormack & Dr Mark Stanton

ABSTRACT

Teacher self-efficacy has been found to be an important predictor of the success of new educational initiatives and teachers attitudes towards Special Educational Needs (SEN). No research has yet examined teachers' views on the New Model of Resource Allocation. Thus, this study aimed to examine the relationship between teachers' self-efficacy and their confidence in supporting children with SEN under the New Model. This study also aimed to explore if type of SEN influenced perceptions of the model. This study was correlational in design. 369 teachers completed the Teacher Sense of Efficacy Scale. Participants read a vignette about a child with either dyslexia or autism, following which they responded to questions about the New Model. A Pearson product-moment correlation found a moderate positive correlation ($r = .30$, $N = 369$, $p < .001$, $r^2 = 0.09$) between teachers' self-efficacy and their opinions of the New Model. A one-way between-groups ANOVA revealed that type of SEN was positively correlated with opinions of the model, which was perceived more positively in the context of dyslexia; however, this difference was not statistically significant ($p = .131$). Positivity towards the model increased with greater experience teaching children with SEN. Results indicate that teacher self-efficacy impacts on teachers' perceptions of the model and experience teaching children with SEN results in greater confidence in the model. The resulting importance of developing teachers' self-efficacy is evaluated with consideration for the role of teacher training and continuing professional development (CPD). Limitations of the study, future research and implications for practice are presented.

YOUNG ADULTS' MENTAL HEALTH LITERACY: AN EXPLORATION OF INDIVIDUAL DIFFERENCES

Bláthín Power & Dr Suzanne M. Egan

ABSTRACT

The aim of the current study was to assess which types of individual differences contribute to higher levels of mental health literacy (MHL) in a sample of young adults. Specifically, this study examined individual differences in contact with mental illness, personality and emotional intelligence (EI). The present study used a within-participants cross-sectional survey design. A total of 113 participants recruited from a convenient college population completed a MHL scale, in which they were asked about recognition of mental health disorders, knowledge of where to seek information, knowledge of risk factors and causes, knowledge of self-treatment, knowledge of professional help available

and attitudes that promote recognition or appropriate help-seeking behaviour. Participants also completed a single-item measure of contact with mental illness, a measure of the Big Five Factors of personality and a scale measuring emotional intelligence. Analysis of the data found that MHL was significantly predicted by contact with mental illness, personality and EI. Emotional intelligence made the biggest contribution to MHL, primarily the dimensions of empathy and self-awareness. Followed by contact with mental illness, a significant difference was found between those that know someone with a mental illness over those that did not know someone with a mental illness. Lastly, personality also made a significant contribution to MHL, namely the factors of agreeableness and openness to experience. Acknowledgement and increased awareness surrounding the variety of individual differences that contribute to MHL not only helps to understand and clarify the development process of MHL but also where best to introduce educational, social and emotional interventions.

**TEACHERS' PERCEIVED SELF-EFFICACY INCLUDING CHILDREN WITH AUTISM SPECTRUM DISORDER
IN MAINSTREAM CLASSES**

Orla O'Gorman & Dr Marc Scully

ABSTRACT

In recent years there has been an increase in the number of children with autism spectrum disorder enrolling in mainstream primary school classes in Ireland. As a result, increasing emphasis is being placed on inclusive education. Previous research has shown that the higher the teachers' self-efficacy the more likely they are to accommodate individual needs in the classroom and the lower the teachers' self-efficacy, the more likely they are to experience high levels of stress and burnout. Studies have found that teachers' self-efficacy including children with special educational needs is related to many factors including training, experience and school climate but there is little qualitative research in this area. This study aimed to explore the lived experiences of teachers in order to gain a deeper insight into the influential factors of teachers' perceived self-efficacy and their opinions. Six one-to-one semi-structured interviews were conducted with mainstream primary school teachers in the Republic of Ireland and organised thematically based on the findings of previous research. The data were analysed using interpretative phenomenological analysis. This research identified a number of factors that teachers in this study related to their perceived self-efficacy. These were categorised into two main themes; systemic factors which included professional development, pupil-teacher ratio and resources and individualistic factors which included prior

experience, interaction with other professionals and perception of school climate. Implications of findings and recommendations for future research are also discussed in this paper.

THE ROLE OF PERSONALITY IN HELP SEEKING BEHAVIOUR AMONG COLLEGE STUDENTS

Margaret Cleary & Dr Suzanne M. Egan

ABSTRACT

This study examines the influence of personality in seeking help for personal and emotional problems amongst a college student sample. The five personality traits extraversion, agreeableness, neuroticism, conscientiousness and openness outlined in the Big Five Model of Personality were measured and help seeking behaviours of students were examined using a convenience sample in Mary Immaculate College. A simple linear regression design was utilised in this study, in which quantitative data as collected in the form of two self-report questionnaires, the Big Five Inventory and the General Help-Seeking Questionnaire. Eighty-one college students (n=81) completed the questionnaires and the results showed the trait conscientiousness was the greatest predictor in whether a person would seek help for a social or emotional problem. Individuals who scored highly in the trait conscientiousness were more likely to seek help for a personal or emotional problem and this help was more likely to be sought from a formal source such as use of phone supports, a mental health professional, teacher or a GP. The results were also significant for agreeableness and those with higher scorers in the trait of agreeableness were more likely to seek help for a social or emotional problem from informal sources such as family and friends. The results suggest that the personality traits of conscientiousness and agreeableness are predictive of college students' likelihood to seek help and the decision to choose formal or informal supports for a personal or emotional problem.

THE ROLE OF EMOTIONAL INTELLIGENCE AND SELF-EFFICACY IN CREATING EFFECTIVE TEACHERS

Alannah Crowley & Dr Mark Stanton

ABSTRACT

Past research suggests that not only does pedagogical knowledge contribute to effective teachers, but so do personal qualities like having high levels of emotional intelligence and teacher self-efficacy. This study set out to examine whether these factors had an impact on performance and overall effectiveness of pre-service teachers. One hundred and twenty Irish pre-service primary teachers (N= 54 fourth years, N= 66 first years) enrolled in undergraduate education courses

completed this study. Three questionnaires were used namely Emotional Intelligence Scale (EIS) (Schute et, al. 1997), Teacher Self-Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk-Hoy, 2001), and Teacher Performance Assessment Scale (TPAS), (Sayin & Arslan, 2017). A one-way between-subjects multivariate analysis of variance (MANOVA) was used to compare emotional intelligence, teacher self-efficacy and teacher performance across two year groups; first years and fourth years. Results showed that there was a significant difference between first and fourth years in teacher self-efficacy. This suggests that experience on teaching practice throughout the four year degree programme, significantly improves how student perceive their abilities as teachers. However, surprisingly, no increase was found in emotional intelligence or teacher performance. Based on these findings it is recommended that teaching institutes incorporate modules to develop personal qualities like emotional intelligence and practical subjects like classroom management, to improve teacher self-efficacy, and hence, teacher overall performance.

**DOES SELF-EFFICACY REGARDING STUDENT TEACHERS' TEACHING ABILITY PREDICT THEIR
ATTITUDES TOWARDS THOSE WITH SPECIAL EDUCATIONAL NEEDS?**

Michelle Murray & Dr Marc Scully

ABSTRACT

This study aims to investigate the relationship between student-teachers' level of general self-efficacy regarding their teaching and their attitudes towards pupils with SEN (namely learning difficulties and gifted pupils). It was thought that a regression could have been run to identify whether self-efficacy was a predictor of student teachers attitudes towards SEN but because there was no correlation evident after running Spearman's Rank Order Correlation, it was decided this would not be applicable. A fully-rounded, coherent understanding of teacher's self-efficacy and their opinions towards inclusive education was sought through the use of a mixed methods approach. Sixty student teachers were recruited and asked to carry out three quantitative questionnaires (Likert style) and a series of questions which gathered qualitative data. A Spearman's Rank Order Correlation was run on the quantitative data collected. Despite obtaining results that were not statistically significant, participants increased their levels of self-efficacy as the course progressed from second year onwards (as would be expected due to the increasing opportunities for mastery experiences) and in general showed attitudes that were more inclusive those with learning difficulties than gifted children. Although there was some ambiguity due to the variety of qualitative responses, there were still some beneficial insights obtained which provided a greater understanding of the reasons behind participants' responses, including that the answers provided

largely depended on an individual's experiences on school placement and their understanding of what was required of them regarding the implementation of inclusive practices.

CAN PERSONALITY AND TEACHER EFFICACY PREDICT THE TEACHING STYLE OF PRESERVICE TEACHERS?

Catriona Feehily & Dr Mark Stanton

ABSTRACT

The present study examines the extent to which personality and teacher efficacy can predict the teaching style of preservice teachers, after controlling for the possible effect of gender, course type (Bachelor of Education or Bachelor of Education in Education and Psychology), year of course, position in family and number of completed teaching practice placements. A 5x1 between-subjects factorial design was employed. Eighty-one preservice teachers, 57 (70.4%) females and 24 (29.6%) males, completed three separate questionnaires, The Problems in Schools Questionnaire, The Ohio State teacher efficacy scale and The Big Five Inventory-10 which measured their teaching style, teacher efficacy and personality, respectively. Results from a hierarchical multiple regression revealed that extraversion ($\beta = -.35$, $p = .006$) was a significant predictor of a moderately controlling teaching style, while year of study ($\beta = -.98$, $p = .004$), number of completed teaching practice placements ($\beta = .72$, $p = .028$), extraversion ($\beta = -.45$, $p < .001$) and conscientiousness ($\beta = -.23$, $p = .036$) were significant predictors of a moderately autonomous style of teaching. Course type ($\beta = .36$, $p = .007$) emerged as a significant predictor of a highly autonomous style of teaching. It was concluded that personality plays a fundamental role in the teaching and learning process. In order to maximise student learning, this study emphasises the responsibility of teachers to develop a teaching style that meets the learning needs of their students. Implications for future research and teacher education are discussed.



ABSTRACTS

Parallel Sessions 3

G10: 13.30-14.45

CLIMATE CHANGE INTERVENTIONS; THE ROLE OF PLACE ATTACHMENT IN THE UPTAKE OF PRO-ENVIRONMENTAL BEHAVIOUR INTENTIONS AND ACTIONS

Martin Gallagher & Dr John Perry

ABSTRACT

Climate change (CC) is a monumental social issue that is largely neglected by the public at present. Accordingly, several investigations have endeavoured to identify a theoretically grounded means of encouraging mitigation. To date, there have been no unanimously supported approaches for inspiring environmental action. Based on the ambiguities of past research, the present study applied the principles of self-determination theory to CC information interventions (IIs) with alternative spatial distance frames. Subsequently, the impact of the respective interventions on participant's changes in pro-environmental behaviour (PEB) intentions and actions were analysed. The role of place attachment (PA) in mediating behavioural change was also examined. 116 citizens of Mayo were randomly exposed to one of three digitally administered information interventions (local, global or control). Their environmental engagements were analysed before, directly after, and two months after intervention exposure. Results indicated that the behavioural intentions of all groups initially increased. However, intentions were identified as weak predictors of behavioural action. Consequently, none of the interventions were found to successfully promote increased PEB action at the follow up stage. PA was found to have no effect on PEB intentions or actions. In conclusion, the use of behavioural intention scales as a measure of behavioural change was heavily criticised, given their proposed weakness in predicting behavioural actions. Moreover, the use of solitary spatially framed IIs was deemed an ineffective method of inspiring CC mitigation, and PA was acknowledged to have no effect on PEB.

THINK BEFORE YOU COMMENT: A STUDY LOOKING AT THE VIRAL SURGE IN REACTIONS IN RELATION TO A SOCIAL MEDIA POST

Aoife Gillane & Dr Paul Mulcahy

ABSTRACT

The internet, particularly social media is quickly becoming part of everyday life. Certain social media posts can go viral without a seemingly coherent pattern. When these posts go viral, they attract a lot of reactions. Previous research has suggested that the virality of a post and the reactions they receive can be due to the moral content the post is displaying. The present study addressed the puzzling aspects of viral social media posts and the reactions they received in relation to a non-moral contented post. A within-subjects experimental design was used, where the viral surge in reactions

was manipulated, for the sequence in which the posts were shown and which commenter the participants were asked to rate. A sample of 60 undergraduate students from Mary Immaculate College was shown four different Instagram posts. The participants were then asked to rate the commenters under each post on a Likert scale to indicate how in the wrong they thought the commenters were. Participants' internet usage levels were also recorded to see if their familiarity with the internet allowed a general tendency to avoid this kind of group-based compliance online rather than the rebuke being associated to the moral content of the posts. The results suggest that the placement of the commenters and the sequence in which they appear had no effect on the participants' evaluation of them. They also suggest that the participants' internet usage levels had no relationship with the how they rated the commenters.

**THE SWEETEST CHOICE: INVESTIGATING TAXATION AND EDUCATION AS BEHAVIOUR CHANGE
STRATEGIES IN REDUCING SUGAR-SWEETENED BEVERAGE CONSUMPTION**

Kate O'Beirne & Dr John Perry

ABSTRACT

The huge number of soft drinks (or sugar-sweetened beverages; SSBs) being consumed by Irish people are having a serious negative effect on the nation's health. In 2018, the Government of Ireland implemented a sugar tax on SSBs to curb consumption. Viewed through a Self-Determination Theory lens, taxation may not be the most effective method to produce long-term behaviour change. This study used a mixed between-within experimental design to compare the motivational effects of taxation and nutritional education on people's decisions to purchase full or low sugar drinks and decisions not to purchase drinks. One-hundred-and-four undergraduate and postgraduate students were randomly assigned to one of four experimental conditions and faced with a series of forced choice trials and an intervening nutritional education intervention. A Nutritional Knowledge Questionnaire was included to assess changes in nutritional knowledge before and after the intervention. Significant decreases in full sugar drink choices and increases in low sugar drink choices were seen across all experimental groups after the education intervention. Nutritional education had a moderate to large effect in these changes ($\eta^2 = .07 - .32$), depending on drink type. Experimental condition, including taxation and/or nutritional labels, only had a moderate effect ($\eta^2 = .12$) in reducing full sugar purchases in the tax-and-no-label experimental condition. The results of the study have clear implications for policy: although the sugar tax will encourage short-term reductions in SSB consumptions, the money it collects should fund nutritional education programmes to encourage the adoption of long-term healthy eating patterns.

CHANGING ATTITUDES WITH A LITTLE IMAGINATION: CAN POSITIVE IMAGINED CONTACT REDUCE PREJUDICE WHILE PRODUCING MORE POSITIVE PERCEPTIONS OF THOSE CLINICALLY DIAGNOSED WITH SCHIZOPHRENIA?

Ronan Fahy & Dr Aoife McLoughlin

ABSTRACT

The aim of the current study was to examine whether or not positive imagined contact had the ability to reduce prejudiced attitudes toward individual's clinically diagnosed with schizophrenia. The current study also examined whether or not the gender of the schizophrenic individual had an impact on how they were perceived. The present study used a between subjects experimental survey design, whereby questionnaires assessed participant's levels of personal stigma, perceived discrimination, perceived dangerousness and desire for social distance. Participants (N = 158), were broken up into four different groups: male/ imagined contact (n = 39), female/ imagined contact (n = 39), male/ imagined control (n = 40), female/ imagined control (n = 40). Analysis of the data found that those placed within the imagined contact condition exhibited lower levels of perceived dangerousness, personal stigma and a desire for social distance than those placed within the control group. The current study also revealed how those diagnosed with schizophrenia may receive similar levels of prejudice irrespective of their gender, with dangerousness being an exception, whereby males were depicted as being more dangerous than their female counterparts. Results are interpreted and measured against previous literature, while the strengths and limitations are also acknowledged. Suggestions for further research are also discussed.

LACK OF DIVERSITY IN STUDENT TEACHER'S SOCIO-ECONOMIC STATUS: DOES IT REALLY MATTER?

Kevin O'Sullivan & Dr John Perry

ABSTRACT

The impact of socio-economic status on education concerns much psychological research. However, research predominantly examines pupil's socio-economic status, and ignores teacher's socio-economic status. This study examined the impact of student teacher's socio-economic status on future predictions, and emotional and behavioural perceptions of pupils. The study employed a 4x3 between subjects factorial design. 105 participants were recruited from Mary Immaculate College, Limerick. All participants were part of an initial teacher education programme. Participants were randomly assigned one of four vignettes, varying in pupil gender and socio-economic status, implied by parental occupation. Participants subsequently completed measures for future predictions, and emotional and behavioural perceptions. Two, one-way between-groups analysis of covariance were

conducted. Results revealed a non-significant interaction effect ($p = .142$) between participant's or pupil's socio-economic status and pupil's gender, on future predictions. However, results revealed a significant interaction effect $F(4, 100) = 3.45$, $p = .011$, partial eta squared = .12, between pupil's and participant's socio-economic status and pupil's gender on emotional and behavioural perceptions. Further analysis showed that pupil's gender had the most significant impact, $F(3, 100) = 4.33$, $p = .007$, partial eta squared = .12. Findings suggest that females are perceived more emotionally and behaviourally challenging. The insignificant effect of participant's socio-economic status should be treated with caution, as the lack of variation inhibits research from accurately depicting the impact of socio-economic status on education. Future research should specifically target teachers from low socio-economic backgrounds to increase the generalisability of findings.

“WORKING 9 TO 5” IS YOUR JOB SATISFYING AND MOTIVATING

Suzanne Malone & Dr Aoife McLoughlin

ABSTRACT

Many studies have been carried out proving job satisfaction and workplace motivation are important for the employees in the workplace. It is understood that when an employee is happy in their job, they are motivated to performing the best they can in the workplace. The current study aims to examines employees job satisfaction and workplace motivation, and plus to test for a difference with gender in the workplace. Data from 75 participants (male= 36, female= 39) were used in this quantitative, correlational and cross-sectional design. Participants completed demographic questions and two self-report questionnaires regarding job satisfaction and workplace motivation. The two scales that used were The Minnesota Satisfaction Questionnaire and The Work Extrinsic and Intrinsic Motivation Scale. A one-way between-groups analysis of covariance (ANCOVA) and independent sample t-tests were conducted in this study to see if there was a relationship between the 3 variables. The independent sample t-tests were used to see if gender was associated with job satisfaction and also to investigate the relationship between workplace motivation and gender. The results were shown to have no significance for the independent samples t-tests, both the ANCOVA revealed that there was a significant relationship between job satisfaction and workplace motivation. Further research should be carried out such as a longitudinal study or a wider sample size. An implication of this study was the number of participants and the lack of previous research done on this area.

**ATTENTION TO MINDFULNESS, COPING STRATEGIES, AND THE EFFECT OF A MINDFULNESS
INTERVENTION ON CARDIOVASCULAR REACTIVITY TO STRESS**

Selina Braddish & Dr Niamh Higgins

ABSTRACT

Stress has been noted to have detrimental effects on one's physical and mental wellbeing (Seylie, 1976). This study used an experimental design to examine whether dispositional mindfulness, coping and completion of a mindfulness task predict cardiovascular reactivity to a laboratory based stress task. 50 female undergraduate students took part in this study. Participants were randomly assigned to the experimental group in which they completed a short 3-min guided meditation task or the control group in which they sat in silence. All participants then completed the COPE Inventory (Carver, Scheier & Weuntraub, 1998), and the Mindfulness Attention Awareness Scale (Brown & Ryan, 2003) before engaging in a serial subtraction stress task. Three separate multiple regression analysis was carried out for each of the outcome variables (systolic blood pressure reactivity, diastolic blood pressure reactivity and heart rate reactivity). Cardiovascular reactivity was measured as changes from baseline to stress in response to the stress task. Cardiovascular reactivity refers to any physiological change that occurs in heart, blood vessels and blood in response to stressors. The predictor variables for all three tests included the mindfulness task, total mindfulness score and a total mean coping score. Personal medical factors such as BMI and smoking status were controlled for. The three multiple regressions showed that total mean coping, total dispositional mindfulness and a mindfulness task did not predict systolic blood pressure reactivity, diastolic blood pressure reactivity or heart rate reactivity, however, total mean coping showed the most unique contribution for both SBP reactivity and HR reactivity.



ABSTRACTS

Parallel Sessions 4

G08: 15.00-16.15

BUILDING BRIDGES: THE EFFECT OF MUTUAL INTELLIGIBILITY AND MULTILINGUALISM ON CROSS-LINGUISTIC COMPREHENSION

Kate Sweeney & Dr Claire Griffin-O'Brien

ABSTRACT

The bilingual advantage hypothesis is widely debated in psycholinguistics. The hypothesis proposes that individuals who speak a greater number of languages will display increased performance on both linguistic and non-linguistic tasks due to enhanced executive functioning skills. The present research tested the theory of the existence of a bilingual advantage in language comprehension and investigated the effect of exposure to a language family on comprehension of a related language. A between-subjects quasi-experimental design was employed to test written comprehension levels of 113 participants. Participants completed two exposure scales indicating how much experience they had with Goidelic and Slavic languages. They then completed text-based comprehension tests on Scottish Gaelic and Polish. Analysis was conducted using three one-way ANOVAs and a Mann-Whitney U test. Results showed Scottish Gaelic comprehension was positively affected by increased Goidelic language exposure ($p < .01$). Irish speakers also displayed increased Scottish Gaelic comprehension ($p < .01$). A higher total number of languages spoken by an individual improved their overall comprehension score ($p < .01$), however this effect was only seen when a participant spoke three languages. The effect of Slavic language exposure on Polish comprehension did not reach statistical significance ($p = .098$). These findings suggest that exposure to Goidelic languages has a greater effect on comprehension of Scottish Gaelic than Slavic language exposure has on comprehension of Polish. Results also imply the existence of a trilingual advantage in language comprehension. Limitations, implications for practice and suggestions for further research are presented.

COUNTERFACTUAL THINKING AND MORAL JUDGEMENTS ABOUT CAUSES AND ENABLERS

Niamh Harkin & Dr Suzanne M. Egan

ABSTRACT

Previous research on counterfactual thinking (i.e., the ability to think about what might have been) has shown that counterfactual thoughts can intensify moral judgements. The aim of the present study was to examine the relationship between counterfactual thinking and social ascriptions by examining the emotions that participants attributed to actors in a scenario following a counterfactual element. The present study used a scenario in which a cause and an enabler's actions led to a negative outcome. The study incorporated a between subjects design, the independent

variable (IV) was scenario with three levels; a control group, a counterfactual group for the cause and a counterfactual group for the enabler. The dependent variables (DV) were moral judgments with six levels (controllability, punishment, blame, wrongness, regret and foreseeability). One-hundred and twenty participants were randomly assigned to one of three groups, each participant was presented with a scenario and was required to complete a series of Likert scale for controllability, moral judgements (e.g. punishment, blame, wrongness & regret) and foreseeability. The results from the present study found that counterfactuals did have an impact on social ascriptions. The enabler was typically assigned more punishment, blame, wrongness and regret in the control group. However, the introduction of the counterfactual element led to an increase in judgements of punishment, blame, wrongness and regret. The findings are discussed in relations to previous research on counterfactual thinking and in relation to the implications of this study.

**I DO AND I UNDERSTAND: THE APPLICATION OF EMBODIED THEORIES OF READING
COMPREHENSION TO SECOND LANGUAGE READING**

Stephanie Earley & Dr Laura Ambrose

ABSTRACT

This study evaluates the effectiveness of an embodied intervention on children's reading comprehension in their second language. The Indexical Hypothesis states that words gain meaning by being mapped onto their referent. However, the connection between words in one's second language and their referent (meaning the object or experience to which the word refers) may be weaker in language learners, especially if the second language is learned formally i.e. in a classroom setting. Therefore, this intervention makes mapping of second-language words onto their referents explicit to improve children's reading strategies and, therefore, their reading comprehension. This intervention is modelled on the evidence-based Moved by Reading intervention and is adapted for second-language reading by using extracts from the Triail Ghaeilge Dhroim Conrach do Bhunscoileanna Rialta [Drumcondra Irish Test for English-Medium Schools]. In stage one of the intervention, children act out the story using physical manipulatives which represent story items. In stage two, they imagine this activity. The study employs a within-subjects experimental design. Twenty-one primary school students in Fourth Class in an English-medium school undertook the Irish-language reading comprehension intervention over three days. A one-way repeated measures ANOVA indicated a statistically significant overall improvement in reading comprehension (Wilks' $\Lambda = .58$, $F(2, 36) = 7.08$, $p = .003$, $\eta^2 = .28$), with a medium effect size. Implications for the

pedagogical approach of the Primary Language Curriculum, which will teach children's first and additional languages in tandem, are discussed.

**THE PHYSIOLOGICAL AND SUBJECTIVE EFFECTS OF AUTONOMOUS SENSORY MERIDIAN RESPONSE
(ASMR)**

Kate O'Loughlin & Dr Suzanne M. Egan

ABSTRACT

The current study examined the recent and under researched phenomenon of Autonomous Sensory Meridian Response (ASMR) and its induced physiological and subjective responses. ASMR emerged online in 2007, then called 'The Whisper Community', and was used by people to reportedly help with their anxiety, insomnia, depression, and even chronic pain. The lack of research in this area means that the validity of this phenomenon and its supposed benefits are still unknown. Therefore, this study employed a within-subjects experimental design with an IV of time (2 levels; time 1 and time 2), and a DV of response to ASMR (2 levels; Subjective and Physiological). Fifty participants, recruited by a means of convenient sampling, completed the Positive and Negative Affect Schedule (PANAS-SF) before and after watching a 2-minute 'introductory' ASMR video. Physiological responses of Heart Rate and Electrodermal Response were recorded before and during the video to observe any changes. The results showed that there were significant differences between Time 1 and Time 2 on Positive Affect ($p = .001$), Heart Rate ($p < .001$), and GSR ($p < .001$). Qualitative responses showed that 51% of people were aware of ASMR prior to participation, 36.7% had listened to ASMR before, and 51.4% reported experiencing ASMR while watching the video. The remaining participants were unsure or did not experience it. The results are discussed in relation to prior research and limitations and future directions are also considered.

**~~DON'T~~ STOP THE MUSIC... HOW BACKGROUND MUSIC WITH FAMILIAR AND UNFAMILIAR
LANGUAGE-LRYICS AFFECTS READING: AN EYE-TRACKING**

Marita Ní Chonnaibh & Dr Claire Griffin-O'Brien

ABSTRACT

The current study examined the influence of background English-language (EL) vocal music and Greek-language (GL) vocal music on reading comprehension performance. The study also explored the impact of the music conditions on the cognitive processes that occur during reading using eye-tracking technology. The study focused on total reading time of texts and the number of line revisits

that were made within the texts. A single-factor repeated-measures experimental design was used. Thirty-five undergraduate student teachers and/or psychology students engaged in a reading comprehension task for all levels of the music condition (EL music/GL music/ silent control group). Three separate one-way repeated measures analysis of variance compared reading comprehension scores and eye movement measurements across music conditions. Results indicated marginal differences in reading comprehension performance between the conditions. Scores were slightly greater in the silent group and marginally worse in the GL music condition. In relation to eye movement measurements, the silent condition incurred the longest reading time in comparison to both other groups. The total reading time of texts was related to the number of line revisits made within the texts as similar patterns of line revisits were observed across music conditions. These results demonstrated that different-language vocal music may have interfering effects on reading comprehension performance due to the integrative phonological processing of the text and the song lyrics. Results are interpreted in terms of a theory of working memory and capacity theory.

**WHAT MAKES A CONFIDENT MUSIC TEACHER? THE IMPACT OF CREATIVITY ON PRESERVICE
TEACHERS' MUSIC TEACHING EFFICACY**

Ciara McCarthy & Dr John Perry

ABSTRACT

Primary school teachers across Ireland are required to teach music for one hour per week, despite having an interest or background in the area. Previous research suggests that teachers often experience low music teaching efficacy levels, which will potentially effect children's opportunity to engage sufficiently with the subject. Creativity is often linked with musicality, however, no research was found on the impact of creativity on music teaching efficacy. Therefore, a between-subjects experimental design was employed to identify whether creativity influences one's music teaching efficacy. Ninety preservice primary teachers completed this study, whereby performance (pertaining to musical concepts), artistic and self/everyday creativity were measured, using Kaufmann's (2012) Domains of Creativity Scale (K-DOCS). To indicate music teaching efficacy, participants completed the music scale of the Arts Teaching Efficacy Belief Instrument (ATEBI) (Morris, Lummis, McKinnon & Heyworth, 2017). A Pearson product moment correlation and hierarchical multiple regression were conducted. Results indicated that performance creativity had the greatest effect on music teaching efficacy ($r = .46$). Neither artistic nor self/everyday creativity yielded significant results in their ability to predict music teaching efficacy. It was also found that completion of music at either Junior or Leaving Certificate level had a strong influence on music teaching efficacy. The findings suggest that

one's level of performance creativity and completion of music at Junior or Leaving Certificate level, are some of the factors which contribute to music teaching efficacy. This should be noted by primary school teachers, whereby practical implications and future research recommendations are discussed, considering the findings.



ABSTRACTS

Parallel Sessions 4

G10: 15.00-16.15

THE EFFECT OF MUSICAL TRAINING ON THE DECISION-MAKING SKILLS OF COLLEGE STUDENTS IN IRELAND

Éadaoin White & Dr Mark Stanton

ABSTRACT

Undergoing specific musical instruction has been shown to have positive effects on a range of domains both music-related, e.g. perceiving pitch patterns, and non-music related, e.g. working memory. Decision-making is another non-music related domain that appears to be positively affected by musical training. The age of commencement of musical-training has an impact on its effects in that early musical training, i.e. training that commences before the age of seven, has a stronger effect due to increased brain plasticity at this age. A study by Hou et al. (2017) found that early musical training has a positive benefit on decision-making ability within a sample of Chinese undergraduate students. The present study aimed to investigate how early-musical training impacts upon the decision-making of college students in an Irish context. The study incorporated a 2 x 2 between-subjects quasi-experimental design. Two groups of college-level participants (n = 91) with early or late/no musical training, were compared in terms of their decision-making performance, as measured by the Iowa Gambling Task. Results showed that participants with early musical training had better performance than those with late musical training (commenced aged 8 or later) or no musical training. These results were also independent of participants' years of training and gender. This study suggests that the positive benefits of early musical training on decision-making ability generalises to an Irish population.

GLASS HALF FULL OR GLASS HALF EMPTY?' AN INVESTIGATION INTO THE EFFECT OF CRITICAL THINKING SKILLS ON AN INDIVIDUAL'S AWARENESS OF ATTRIBUTE FRAMING EFFECTS

Emma Teahan & Dr John Perry

ABSTRACT

The current study sought to discover if critical thinking skills could act in a moderating capacity to an individual's awareness of or susceptibility to attribute framing effects. A between-groups experimental design was employed. The independent variable (IV) was framed grouping. 34 participants were placed in the negatively framed group and 36 participants were placed in the positively framed group in a process of random selection. They were given a brief business scenario which they had to review and answer questions on. All participants received the same business scenario, despite one slight adjustment which induced either positive or negative framing. Following this, participants completed a shortened version of the Cornell Critical Thinking Test (CCTT) to

measure their critical thinking skills. The framed grouping variable was found to have a statistically significant impact on individual's responses and perception of information. Critical thinking skills did not have any statistically significance effect on individual's awareness of susceptibility to attribute framing effects. The findings of the current study could provide useful information for employers in that they should not expect that, just because an individual has proved oneself as a high-critical thinker; this does not mean that the same individual will make impartial, objective decisions. The results of this study could also be applied to a classroom setting, in that a teacher should not make assumptions based on students' ability to think rationally.

THE EFFECT OF MUSIC TYPE AND PERSONALITY TYPE ON READING COMPREHENSION

Jeremiah Lynch & Dr Mark Stanton

ABSTRACT

Previous research suggests that an individual's personality can effect one's ability to perform while engaging in a comprehension. The aims of the current study were to determine if personality type (introversion versus extroversion) and listening to music have an effect on reading comprehension performance. Furthermore, the type of music (lyric versus instrumental) was examined to assess if it had an effect on performance. A 2x2x2 mixed between-within analysis of variance was conducted. There were two between subjects' variables; music type and personality type. The within subjects variable was comprehension performance (time 1 and time 2). Comprehensions from the SAT Study Guide and McCroskey's Introversion Scale were used to ascertain personality type. The results showed that there was no significant main effect, ($p = .45$) with no significant interaction effects ($p=.37$ and $p=.88$). Although results were not significant, it was shown that performance from time 1 to time 2 decreased for both music groups and for personality types. These results suggest performance may be hindered when music is being played, regardless of music type or personality type. This has implications for performance as it shows that individuals may be distracted when listening to music and completing a task. Further research is required to determine if musical experience or other personality types have an effect on task performance. Limitations of the study and implications for practice are presented.

THE EFFECTS OF PHOTO-DEPICTED PUPIL DIAMETER ON PERCEPTION OF OTHERS' ATTENTIVENESS

Conor Shannon & Dr Marc Scully

ABSTRACT

During social interactions individuals can sometimes perceive that the other person involved in their communication is no longer paying attention to their conversation, even when there are no explicit cues of inattentiveness that are oftentimes evident in changes in eye gaze and body behaviours. This study aimed to contribute further knowledge to this area of research by investigating whether an individual might use the pupil diameter of the other persons eyes to infer that person's attentional level. A total of 82 participants (29 men, 53 women, M age = 21.2 years, SD = 1.1) were presented with 10 different photo depicted male faces that had either large or small sized pupils. In the context of carrying out personnel selection for job hiring in a company, the participants judged the attentiveness of each individual face that was presented to them. Results showed that images of faces with large pupils were determined on average as being more attentive over the faces that displayed small pupil sizes. A secondary analysis determined that a relationship of medium strength was existent between how attractive and how attentive participants judged the faces to be. The results of this investigation are consistent with previous research in the area, and in particular the work of Watier et al. (2017). These outcomes agree with the hypothesis that pupillary fluctuations can indicate and be used to infer how attentive another individual is in a social situation.

ARE WE TOUGH ENOUGH TO FORGET?

Tara Daly & Dr John Perry

ABSTRACT

Mental toughness is a heavily researched construct, particularly in the area of sport. Mental toughness encompasses characteristics such as resilience, confidence, commitment, concentration and the ability to cope with pressure. Directed forgetting involves our ability to intentionally forget things. The present study investigates whether mental toughness aids directed forgetting, as well as examining if the emotional valence of words effects their recall. This study employed a between subjects quasi experimental design. The predictor variable was mental toughness and dependent variables were directed forgetting and word valence. The study comprised of 82 participants, all enrolled in undergraduate courses in Mary Immaculate College. Participants viewed words of varying valence (positive, negative or neutral) at a rate of 5s per word. A cue was presented after each word for three seconds, indicating whether the participant should remember (RRRR) or forget (FFFF) the word. Following this participants completed a short demographic questionnaire and the MTQ48 (48-

item Mental Toughness Questionnaire), a mental toughness scale developed by Clough, Earle and Sewell (2002). A series of multiple regressions were performed but did not yield any significant results. The results indicate that mental toughness does not aid directed forgetting and that the emotional valence of words does not affect their recall. The findings of this study did not replicate those of Dewhurst et al. (2012). Implications of findings and recommendations for future research are presented.

NOTES