

# Singapore Conference on Applied Psychology 2016

SCAP Programme & Abstract  
Book



Organized by

East Asia Research

Hong Kong Shue Yan University

Association of Psychotherapists and Counsellors

Singapore University of Technology and Design



ISBN : 9 7 8 - 9 8 1 - 0 9 - 9 6 3 5 - 2

# Programme Book

14th June 2016

Venue: Holiday Inn Singapore Atrium Level 3 (Seletar Room)

---

**REGISTRATION: 09:00 – 09:45**

---

**SCAP 2016 OPENING: 09:45 – 09:55**

Dr. Leung, Man-tak Mike

Department of Counselling and Psychology, Hong Kong Shue Yan University

---

**SCAP 2016 PRIZE PRESENTATION: 09:55 – 10:00**

Best Paper & Best Student Paper Award

Presentation

---

**KEYNOTE SESSION I: 10:00 – 10:45**

*Organisational Culture Change using Digital Technology*

Dr. Jaclyn Lee

Senior Director, Human Resources and Organisation Development, Singapore University of  
Technology and Design (SUTD).

---

**COFFEE BREAK: 10:45 – 11:15**

---

**KEYNOTE SESSION II: 11:15 – 12:00**

*Spiritual Psychological Therapy- Can this be engaged as another counseling tool?*

Dr Po Gim Tee Jeffrey

President of the Association of Psychotherapists and Counsellors (Singapore) 2012-2014

---

**KEYNOTE SESSION III: 12:00 – 12:45**

*The power of play: Where learning comes naturally*

Abigail Lee

President, Association of Psychotherapists and Counsellors (Singapore) 2016-2018

Executive Director, Healing Hearts Centre

---

---

**LUNCH: 12:45 – 14:00**

**Buffet Lunch at Atrium Restaurant**

---

---

**SESSION I: 14:00 – 15:20**

---

**Room: Seletar 1**

**Session Chair: Man-Tak Leung, Hong Kong Shue Yan University, Hong Kong**

*A Structural Equation Model (SEM) of WhatsApp's Addiction, Emotion Regulation, Personality, Academic Performance Decrement and Social Connection of WhatsApp's Attitude.*

So-Fong Chan, Hong Kong Shue Yan University, Hong Kong; Man-Tak Leung, Hong Kong Shue Yan University, Hong Kong

*The state of a supervision of a teaching in a school (an Internship) in Faculty of education, Pibulsongkram Rajabhat University*

Savane Sermsuk, Pibulsongkram Rajabhat University, Thailand

*The confirmatory factor analysis of Thai teacher competencies in the 21st century*

Anchalee Suknaisith, Srinakharinwirot University, Thailand

*The structural model of perceived parenting style as antecedent on achievement emotion, self-regulated learning and academic procrastination of undergraduates in Hong Kong*

Ka-Yu Yip, Hong Kong Shue Yan University, Hong Kong; Man-Tak Leung, Hong Kong Shue Yan University, Hong Kong

**Room: Seletar 2**

**Session Chair: Dr Po Gim Tee Jeffrey, President of the Association of Psychotherapists and Counsellors (Singapore) 2012-2014, Singapore**

*Imprisoned by darkness: A phenomenological study on the fantasies of blind persons*

Marjorie Suangco, Southern Luzon State University, Philippines

*Participant motivation predicting training sessions and training type in male and female athletes competing at 2010 Pan Pacific Masters Games*

Ian Heazlewood, Charles Darwin University, Australia; Joe Walsh, Charles Darwin University, Australia; Mike Climstein, University of Sydney, Australia; Kent Adams, California State University, Monterey Bay, California, USA; Trish Sevene, California State University, Monterey Bay, California, USA; Mark Debeliso, Southern Utah University, USA

*Sex differences and emotion on wayfinding : use a map or verbal direction*

M.Dinah Charlota Leric, Gadjah Mada University, Indonesia; Thomas Dicky Hastjarjo, Gadjah Mada University, Indonesia; Rini Dharmastiti, Gadjah Mada University, Indonesia

*Towards evidence-informed support for families with members on Autism Spectrum Disorder (ASD): Initiatives and insights from Hong Kong*

Sandra Tsang, The University of Hong Kong, Hong Kong; Paul Wong, The University of Hong Kong, Hong Kong

---

**COFFEE BREAK: 15:20 – 16:00**

---

---

**SESSION II: 16:00 – 17:00**

---

**Room: Seletar 1**

**Session Chair: Man-Tak Leung, Hong Kong Shue Yan University, Hong Kong**

*Moral Emotions: An explorative study on elementary school teachers of Yogyakarta*

Ika Widayarni, Gadjah Mada University, Indonesia

*Personality Traits and State of Happiness as Correlates to Performance: Implications for Effective Teaching Career Enhancement*

Gino Cabrera, Southern Luzon State University, Philippines

*The research of primary school students' science imagine learning progress with imagination and metacognition in Robotic Curriculum*

Wu Hsiung Chen, STU, Taiwan; Kuang Yu Yang, NSYSU, Taiwan; Chia Yen Hsieh, NKNU, Taiwan

**Room: Seletar 2**

**Session Chair: Abigail Lee, President, Association of Psychotherapists and Counsellors  
(Singapore) 2016-2018, Singapore**

*Screening Psychosocial Distress in Parents of Children with Cancer: Adding an Existential Dimension*

Yi Ling Tay, Murdoch University, Western Australia; Angela Ebert, Murdoch University, Western Australia; Peter Drummond, Murdoch University, Western Australia

*Cognitive deficits and depression among diabetic and nondiabetic patients with coronary heart disease*

Assistant Professor, Dr. Sherin Antony, Acharya Institutes., Research Guide: Jain University, Bangalore, India; Veena N, Jain University, India; Sanjana Malhotra, Jain University, India; Ann Job, Jain University, India

*Differences in participant motivation based on category of Body Mass Index and gender*

Ian Heazlewood, Charles Darwin University, Australia; Joe Walsh, Charles Darwin University, Australia; Mike Climstein, The University of Sydney, Australia; Kent Adams, California State University, Monterey Bay, California, USA; Trish Sevene, California State University, Monterey Bay, California, USA; Mark Debeliso, Southern Utah University, USA

15th June 2016

Venue: Holiday Inn Singapore Atrium Level 3 (Seletar Room)

---

---

SESSION III: 09:00 – 10:20

---

Room: Seletar 1

Session Chair: Assistant Professor, Dr. Sherin Antony, Acharya Institutes., Research Guide:  
Jain University, Bangalore, India;

*A Computerized, Automated Intervention for Depression*

Cezar Giosan, Berkeley College / Babes-Bolyai University, USA; Vlad Muresan, Babes-Bolyai University, Romania; Rares Boian, Babes-Bolyai University, Romania; Oana Cobeanu, Babes-Bolyai University, Romania; Aurora Szentagotai, Babes-Bolyai University, Romania

*The Role of Emotion Regulation in Non-Suicidal Self-Injury among Malaysian University Students*

Su Chen Tan, Monash University, Malaysia; Cai Lian Tam, Monash University, Malaysia; Gregory Bonn, Nagoya University, Japan

*The Relationship between Personality Traits, School Climate, Parental Relationship, Anxiety, Depression, Self-Esteem and Cyber-victimization*

Wilmon Kwan, Hong Kong Shue Yan University, Hong Kong; Man-Tak Leung, Hong Kong Shue Yan University, Hong Kong

*Listening to the Prisoners: Lessons learned from working with inmates at Changi Prison*

Nicole Ling, APACS, Singapore

**Room: Seletar 2**

**Session Chair: Ian Heazlewood, Charles Darwin University, Australia**

*The Phenomenology and Ontology of the Oedipus Complex*

Matthew Gildersleeve, University of Queensland, Australia

*The Structural Relationships between Foreign Language Speaking Anxiety, Perceived English Competence, English Learning Motivation, Willingness to Communicate, English Learning Engagement and Motivational Intensity in Hong Kong Secondary Students*

Wai-Sum Chung, Hong Kong Shue Yan University, Hong Kong; Man-Tak Leung, Hong Kong Shue Yan University, Hong Kong

*Is Self-Promotion Risky for Men Too? Applying a Lagged and Concurrent Perspective on Studying Gender, Self-Promotion and Leader Emergence in Self-Managed Work Groups*

Joanne Yong-Kwan Lim, SKEMA, France; Laku Chidambaram, The University of Oklahoma, USA

*Preaching to Different Choirs: How to motivate dismissive, uncommitted and alarmed audiences to adapt to climate change?*

Donald Hine, University of New England, Australia; Wendy Phillips, University of New England, Australia; Anthony Marks, University of New England, Australia

---

**COFFEE BREAK: 10:20 – 11:00**

---

---

**SESSION IV: 11:00 – 12:00**

---

**Room: Seletar 1**

**Session Chair: Divjyot Kaur, James Cook University, Singapore**

*Pathways to bullying and victimisation-Psychological Perspectives*

Ann Job, Jain University, India; Assistant Professor, Dr. Sherin Antony, Acharya Institutes.,  
Research Guide: Jain University, Bangalore, India;

*An Exploratory Study on the Association between Parent-adolescent Relationship and Family Sex Communication in Chinese Context*

Miranda Chi Kuan Mak, University of Macau, Macao; Vivian Minghui Li, University of Macau, Macao

*What makes someone 'the one'?*

Yijun Carol Lin, James Cook University, Singapore; Divjyot Kaur, James Cook University, Singapore

**Room: Seletar 2**

**Session Chair: Ian Heazlewood, Charles Darwin University, Australia**

*A study of behavioral related conditioned sound in Stroop task*

Chan Hau Lam, Hong Kong Shue Yan University, Hong Kong; Zhou Dehui Ruth, Hong Kong Shue Yan University, Hong Kong

*Is happier commuting in cities possible? Insights from Singapore and London*

Samuel Chng, University of Exeter Medical School, UK; Charles Abraham, University of Exeter Medical School, UK; Mathew White, University of Exeter Medical School, UK; Stephen Skippon, Transport Research Laboratory, UK

---

**LUNCH: 12:00 – 14:00**

**Buffet Lunch at Atrium Restaurant**

---

---

**END OF CONFERENCE**

---

---

**Virtual Presentation**

**Available on [scap.ear.com.sg](http://scap.ear.com.sg) on 10<sup>th</sup> June 2016**

---

*Media multitaskers and Attentional Bias towards Emotional Stimuli*

Shanu Shukla, Indian Institute of Technology Indore, India

*The Use of Screencast Videos as an Effect Educational Tool in Graduate online Counseling courses in the United States*

Laura Gaudet, Chadron State College, USA

# Abstract Book

14th June 2016

Venue: Holiday Inn Singapore Atrium Level 3 (Seletar Room)

---

**REGISTRATION: 09:00 – 09:45**

---

**SCAP 2016 OPENING: 09:45 – 09:55**

Dr. Leung, Man-tak Mike

Department of Counselling and Psychology, Hong Kong Shue Yan University

---

**SCAP 2016 PRIZE PRESENTATION: 09:55 – 10:00**

Best Paper & Best Student Paper Award

Presentation

---

**KEYNOTE SESSION I: 10:00 – 10:45**

---

**Organisational Culture Change using Digital Technology**

**Dr. Jaclyn Lee**

Senior Director, Human Resources and Organisation Development, Singapore University of  
Technology and Design (SUTD).

**Abstract**

Organisational culture change is a long and complex process that typically takes years to complete and has a very low success rate. This Action Design Research Study in an educational setting, addresses the problem by the proposed use of an Action Design Research Methodology to build and deploy a digital tool named Organisational Culture Assessment Instrument-Spilter (OCAI-Spilter) to speed up cultural change while reducing failure rate. OCAI-Spilter should be able to fast-track culture change by addressing the problem of scalability and process losses encountered in most change projects involving large numbers of people. We deploy an iterative prototyping process using Component Based Software Development to continuously refine the tool in use. We also reviewed the design principles in Action Design Research to improve the usability of the tool. New design principles and

learning were derived from this process. Finally, we showed the effectiveness of the artifact by measuring the results of the tool in use through culture surveys and alignment, as well as idea generation that was administered through the tool.

---

---

**COFFEE BREAK: 10:45 – 11:15**

---

---

**KEYNOTE SESSION II: 11:15 – 12:00**

---

**Spiritual Psychological Therapy- Can this be engaged as another counseling tool?**

**Dr Po Gim Tee Jeffrey**

President of the Association of Psychotherapists and Counsellors (Singapore) 2012-2014

**Abstract**

Long before the advent of Western designed psychological therapy (psychotherapy) modalities many sufferers of mental, emotional and spiritual illnesses, disorders and issues had sought the help from shamanistic and through “channelling” traditions. However because of the belief that only designs and protocols of therapeutic procedures that have been researched upon and thereby possessing evidence based are considered worthy of practice and delivery, traditional approaches were looked upon as some nonsensical “mumbo-jumbo”. Today however western based psychological therapy modalities cannot be said to have vastly improved the psychological wellbeing of people. The high increased in mental institutions, sanatoriums, rehabilitation centres, psychiatric clinics and hospitals throughout the world bears testimony that another therapy modality is needed. This workshop explores the possibility of engaging spiritual psychological therapy during psychotherapy and counseling sessions. The presenter has found this modality to be useful and that the protocol can be used in tandem with current western approaches.

---

---

**KEYNOTE SESSION III: 12:00 – 12:45**

---

---

**The power of play: Where learning comes naturally**

**Abigail Lee**

President, Association of Psychotherapists and Counsellors (Singapore) 2016-2018

Executive Director, Healing Hearts Centre

**Abstract**

Over the years, there have been major shifts and changes that have taken place in society. In the past decade, where play was considered a crucial component of the life of a child, it has now been reduced to something that is unnecessary, trivial and that which draws an individual away from proper learning and work.

However, more than just fun and excitement, play is an essential element in developing and reinforcing healthy mental, social and emotional development. It is also what sets the stage for learning in the first place.

This presentation is designed to provide the participant with an understanding of the powerful effects that play has in enabling an individual to learn about his world, himself and others. It encourages the participant to foster creativity, health, and learning through the power of play.

---

---

**LUNCH: 12:45 – 14:00**

**Buffet Lunch at Atrium Restaurant**

---

---

**SESSION I: 14:00 – 15:20**

---

**Room: Seletar 1**

**Session Chair: Man-Tak Leung, Hong Kong Shue Yan University, Hong Kong**

**A Structural Equation Model (SEM) of WhatsApp's Addiction, Emotion Regulation, Personality, Academic Performance Decrement and Social Connection of WhatsApp's Attitude.**

**So-Fong Chan**

Hong Kong Shue Yan University, Hong Kong;

**Man-Tak Leung**

Hong Kong Shue Yan University, Hong Kong

**Abstract**

WhatsApp is the most popular smartphone messenger application all over the world in 2015, which have been more than 700 million users in the world. Nowadays, it is common to find people addicted to the WhatsApp because they text in any time at any place. Confirmatory

factor analysis was conducted to evaluate the construct validity of the questionnaires, whereas reliability was indicated by Cronbach's alpha. The researchers establish the relationship among several variables and constructs by using Structural equation model (SEM). This study has included 203 participants in Hong Kong. The researchers examined the relationship among WhatsApp's addiction, emotion regulation, personality, academic performance decrement and social connection of WhatsApp's attitude. It is found that personality (neuroticism) is significantly associated with emotion regulation, while emotion regulation are significantly associated with WhatsApp addiction and Finally WhatsApp's addiction are significantly associated with academic performance decrement and social connection of WhatsApp's attitude. The result of the model indicate that emotion regulation were the rick factor of WhatsApp's addiction and WhatsApp's addiction would affect the academic and social connection.

**The state of a supervision of a teaching in a school (an Internship) in Faculty of education, Pibulsongkram Rajabhat University**

**Savane Sermsuk**

Pibulsongkram Rajabhat University, Thailand

**Abstract**

The Thai curriculum to produce a teacher in Thailand normally lasts 5 years. It gives an opportunity for the students to train in such actual situations as an inside school management, a learning management, a test and an evaluation, how to be a consulting teacher, and a personality improvement on teacher qualifications (the office of the committee of a university education, 2004). The Supervision is an important process for the internship of the 5th-year university student to become a well experienced teacher. This will help follow up and give advice to the students when being trained in actual situations (an Internship) for the best achievements. The purpose of this research was to study of the state of a supervision of a teaching in a school (an Internship), the faculty of Education, Pibulsongkram Rajabhat University. The sample of this study was fifth-year Pibulsongkram Rajabhat University in the faculty of Education taking a teaching internship in the year 2015 on 8 subjects: a primary education, English, Thai, Mathematics, Science, Music, Physical Education and a special Education. The research instrument used for this research is a questionnaire on the state of a supervision given those Pibulsongkram Rajabhat University students in the faculty of Education when taking a "teaching practice subject in a school". The questionnaire came with

a 5-leveled Rating Scale. A computer application was used for data analysis. The statistics used are Mean, S.D. and C.V.

The research findings found that most of those students on the Internship had received the supervision from the supervising teachers at the faculty of Education and from the teaching supervisors from the schools and some had received an additional supervision from the school administrators. The styles of the supervision were the so called Coaching Techniques and the Kalyanamitr supervision Techniques. Those students; moreover, had some extra advice from the supervising teachers and the teaching supervisors on a curriculum analysis, a students' quality improving activity, a teaching practice, an analysis on a learning management for a development and an in classroom research. Those results were in a high to the highest level.

### **The confirmatory factor analysis of Thai teacher competencies in the 21th century**

**Anchalee Suknaisith**

Srinakharinwirot University, Thailand

#### **Abstract**

The purpose of this study was to analyze the confirmatory factor analysis on teacher competencies. The samples used consist of 500 participants from Thai teachers in basic education in Bangkok. The research tool was questionnaire on teacher competencies included 5 core competencies : 1) work achievement motivations; 2) good services; 3) self-development; 4: teamwork; and 5) teacher's code of ethics, in a total of 18 indicators and 6 functional competencies: 1) curriculum administration and learning management; 2) student development; 3) classroom management; 4) analysis, synthesis, and research for student development; 5) teacher leadership; and 6) creating friendship and collaboration with community, in a total of 22 indicators. The data was analyze descriptive statistic and confirmatory factor analysis used LISREL for WINDOWS. The research found that the confirmatory factor analysis was fitted with empirical data.

**The structural model of perceived parenting style as antecedent on achievement emotion, self-regulated learning and academic procrastination of undergraduates in Hong Kong**

**Ka-Yu Yip**

Hong Kong Shue Yan University, Hong Kong

**Man-Tak Leung**

Hong Kong Shue Yan University, Hong Kong

**Abstract**

The present study is conducted to investigate the impact of perceived parenting style on self-regulated learning and academic procrastination with mediating effect of achievement emotion. The sample of this study consisted of two hundreds and eighteen undergraduates through convenient sampling from universities in Hong Kong. Parenting Authority Questionnaire (PAQ), Academic Emotion Questionnaire, Motivated Strategies for Learning Questionnaire (MSLQ), and Procrastination Scale were used to collect the data.

To analyze the data, reliability was investigated by Cronbach's alpha. Correlation, path analysis and structural equation modeling (SEM) were also conducted. Result found that perceived parenting style is significantly associated with achievement emotion. And achievement emotion is significantly associated with self-regulated learning and academic procrastination. Result of the structural equation modeling also found that perceived parenting style show an impact on positive achievement emotion (enjoyment, hope and pride) and in succession affect the self-regulated learning and academic procrastination.

The present study concerns mainly on the complex relationship among perceived parenting style, achievement emotion, self-regulated learning and academic procrastination. It may bring the practical significance to Hong Kong parent to aware the effect of their parenting style on children's learning strategies and procrastination style. It may also bring some insight on enhancing student's self-regulated learning behaviors and reduce student's academic procrastination.

Room: Seletar 2

Session Chair: Dr Po Gim Tee Jeffrey, President of the Association of Psychotherapists and Counsellors (Singapore) 2012-2014, Singapore

**Imprisoned by darkness: A phenomenological study on the fantasies of blind persons**

**Marjorie Suangco**

Southern Luzon State University, Philippines

**Abstract**

This qualitative study aimed to provide understanding about the fantasies of inborn blind persons. The respondents were five (5) purposively selected male inborn blind persons with age ranging from 18 to 28 years old from selected locales in Quezon Province. A semi-formal interview approach was used in this research to have a deeper analysis regarding the fantasy experiences of the participants. A self-made guide questionnaire was used in the whole conduct of the study. It employed recorded, interview, analysis and interpretation of the data. The findings of the study revealed that the themes of the fantasies of blind persons are Self-Establishment, Achievement and Material Possession. What motivated them to fantasize involves economic status, their physical disability, fellow visually impaired, their families and faith in God. The fantasies of the blind persons affected them positively since it served to enhance self-reliance, inspiration and happiness. As a whole, most of the fantasies of the blind respondents lie within the Safety/Security level in Maslow's Hierarchy of Human Needs. The researchers concluded that the fantasies of blind persons are limited and are based on their feelings instead of images and most of their fantasies reflect their need for stability in life.

**Participant motivation predicting training sessions and training type in male and female athletes competing at 2010 Pan Pacific Masters Games**

**Ian Heazlewood**

Charles Darwin University, Australia

**Joe Walsh**

Charles Darwin University, Australia

**Mike Climstein**

University of Sydney, Australia

**Kent Adams**

California State University, Monterey Bay, California, USA

**Trish Sevene**

California State University, Monterey Bay, California, USA

**Mark Debeliso**

Southern Utah University, USA

**Abstract**

**Introduction**

Motivation is defined as “the directions and intensity of one’s effort” and is a significant factor in the selection of exercise and sport. Participant motivation evaluates those factors that enhance or inhibit motivation to participate and is represented by factors as health orientation, weight concern/weight loss and personal goal achievement (Masters, Ogles B & Jolton, 1993; Marcus & Forsyth, 2009). These motivating factors are identified to influence the quantity of physical activity in people. Some research has been conducted on participant motivation factors displayed by 2009 World Masters Games (WMG) athletes (Heazlewood et al., 2011; Heazlewood et al., 2012; Heazlewood et al., 2015) based on issues of gender and comparisons between different international competition cohorts. The research aim was to evaluate the relationship between participant motivation factors of health orientation, weight concern, personal goal achievement, competition, recognition, affiliation, psychological coping, life meaning and self-esteem and predict the quantity of training and training types completed by athletes prior to competing in the 2010 Pan Pacific Masters Games.

**Methods**

The study was approved by a university human research ethics committee. Male and female athletes competing at the 2010 Pan Pacific Masters Games, Gold Coast, Australia volunteered to participate in the research project (male; n=739; mean age=50.82; s.d.=9.4 and female; n=851; mean age=47.63; s.d.=8.4). Athletes completed an online survey using the Limesurveytm interactive survey system where they responded to a 56 item sport psychological instrument, the Motivations of Marathoners Scale (MOMS) with a 7-point Likert scale response to each item. The range was 1= least important to 7= most important reason. The MOMS instrument focused on nine participant motivation factors related to health orientation, weight concern, personal goal achievement, competition, recognition, affiliation, psychological coping, life meaning and self-esteem. The MOMS instrument displays high internal consistency good test-retest reliability, factor validity, construct validity, convergent validity and discriminant validity (Masters et al., 1993; Ogles, et al., 2000). The training was quantified based on the total training sessions, aerobic sessions, resistance sessions and anaerobic sessions per week. Statistical analysis compared training

session differences between gender using independent t-tests, Pearson bivariate correlation and stepwise multiple linear regression with the participant motivation factors as the predictor variables and training frequency and type as the dependent variables and using SPSS Statistics version 22 software.

### Results

Based on training frequency and type there was no difference in total sessions per week (male=3.97/wk; females 4.04/wk), aerobic training (male=3.51/wk; females 3.26/wk), anaerobic training (male=2.63/wk; females= 2.63/wk). The only significant difference occurred in resistance training (male=3.24/wk; females 2.49/wk;  $p<.001$ ). The regression solutions for males indicated total sessions per week were predicted by goal achievement step 1 and affiliation step 2 ( $R=.338$ ,  $R\text{-square}=.114$ , effect size  $f^2 =.13$ ,  $p<.001$ ). Resistance, aerobic and anaerobic training sessions per week were not predicted by any of the participant motivation factors.

The regression solutions for females indicated total sessions per week were predicted by goal achievement step 1, affiliation step 2, health orientation step 3 and psychological coping step 4 ( $R=.422$ ,  $R\text{-square}=.178$ , effect size  $f^2 =.22$ ,  $p<.001$ ). Resistance training session per week were marginally predicted by health orientation ( $R=.187$ ,  $R\text{-square}=.035$ , effect size  $f^2 =.04$ ,  $p=.023$ ). Aerobic training session per week were marginally predicted by affiliation step 1 and goal achievement step 2 ( $R=.185$ ,  $R\text{-square}=.034$ , effect size  $f^2 =.035$ ,  $p=.003$ ).

Anaerobic training session per week were marginally predicted by health orientation step 1 ( $R=.194$ ,  $R\text{-square}=.038$ , effect size  $f^2 =.035$ ,  $p=.039$ ). Cohen's  $f^2$  effect size for multiple regression are considered small at 0.02, medium at 0.15 and large at values greater than 0.35. The values for total training sessions per week represent moderate values and some explanatory power and most other relationships displayed small and essentially non-explanatory values.

### Discussion

Total training session per week based on gender were not different, however participant motivation factors predicting the weekly sessions based on gender were different. The total weekly session in males were predicted by goal achievement and affiliation, whereas in females the predictor set was goal achievement, affiliation, health orientation and psychological coping. It is important to highlight the first two factors in the models were goal achievement and affiliation. Cohen's  $f^2$  effect sizes were moderate and indicated some participant motivation factors were partially predictive of training session behaviour. With male athletes' type of training session frequencies as resistance, aerobic and anaerobic

training were not predicted by participant motivation factors, suggesting minimal causation. Females displayed different responses where training type session frequency where resistance and anaerobic training were predicted by health orientation and aerobic training by affiliation then goal achievement. These results suggest at the level of total training sessions per week male and female master's athletes were influenced similarly by goal achievement and affiliation, whereas at the level of individual training type females were more influenced by participant motivation factors than males. These links of training with participant motivation factors may serve as important areas of applied sport psychological focus to enhance the quantity of physical activity to achieve health and performance related physical activity levels in this cohort.

**Sex differences and emotion on wayfinding: use a map or verbal direction**

**M.Dinah Charlota Lerik**

Gadjah Mada University, Indonesia;

**Thomas Dicky Hastjarjo**

Gadjah Mada University, Indonesia

**Rini Dharmastiti**

Gadjah Mada University, Indonesia

**Abstract**

**Objective:** The current investigation examined gender differences and emotion in wayfinding behaviour.

**Background:** Looking for a new location or moving from one place to another place is a common everyday task. The ability to find one's way in our complex environments represents one of the most fundamental cognitive function.

**Methods:** Using survey method in collecting data, this study has 262 students from 3 university in Central Java-Indonesia. Age between 17-22 years old. Analysis Chi-Square was used.

**Results:** Wayfinding behavior dominantly used map and verbal direction almost equally, even on men and women too. There were no positif, neutral or negative emotion dominantly effect on wayfinding behaviour. Further result are discussed.

**Towards evidence-informed support for families with members on Autism Spectrum Disorder (ASD): Initiatives and insights from Hong Kong**

**Sandra Tsang**

The University of Hong Kong, Hong Kong

**Paul Wong**

The University of Hong Kong, Hong Kong

**Abstract**

The prevalence rates of Autism Spectrum Disorder (ASD) appear to be on a rise globally. Caring for children with ASD can bring physical and psychological burden to the caregivers. Keeping in pace with information and services development and getting the right resources for their children may exhaust parents and threaten marital and family relationships. Unfortunately, family support services for such families are under-developed and under-researched even in high-income societies. In September 2015, with the support of a charitable grant, a systematic documentation and review of family support for families with ASD members has commenced in Hong Kong. This 18-month project will examine family needs, document known services, evaluate some support services, and promote and disseminate good practices for families of children with ASD in Hong Kong. The project aims to generate a goal-driven, theory-informed, evidence-based and culturally-relevant support framework for such families. This paper will report the scope, methodologies, and preliminary findings of the project and discuss implications for the generation of the service framework.

---

**COFFEE BREAK: 15:20 – 16:00**

---

---

**SESSION II: 16:00 – 17:00**

---

**Room: Seletar 1**

**Session Chair: Man-Tak Leung, Hong Kong Shue Yan University, Hong Kong**

**Moral Emotions: An explorative study on elementary school teachers of Yogyakarta**

**Ika Widyarini**

Gadjah Mada University, Indonesia

**Abstract**

Moral emotions are subset of basic emotions and linked to the interests or welfare either of society as a whole or at least of persons other than the judge or agent. These are emotions that respond to moral transgression, or that motivate individuals to choose a certain moral

behavior. To encourage children to be considerate and compassion to others, elementary school educators are expected to understand the essential values of adequate moral emotions. Having moral emotions eventually will motivate teachers and students to do good deed. Moral emotions (especially positive moral emotions) improve the quality of integrity so that people will expectedly commit to moral choices of actions. This study is an exploratory qualitative study attempting to build an understanding on the Indonesian school teacher's concepts of moral emotions and their sources with an indigenous approach. An open ended survey was conducted to a sample of 121 elementary school teachers from Yogyakarta. The result of this research revealed the perspective of elementary school teachers on the construct role of moral emotions in integrity and the main sources of the teachers' moral emotions. This study will be the foundation of manipulation development with main objective to induce moral emotions of Indonesian subjects in an experimental study. Theoretical and applied implementation of this research results also will be discussed.

### **Personality Traits and State of Happiness as Correlates to Performance: Implications for Effective Teaching Career Enhancement**

**Gino Cabrera**

Southern Luzon State University, Philippines

#### **Abstract**

Teaching is considered as the noblest of all professions. All successful corporate executives, business people, leaders and politicians, educators, doctors, lawyers, engineers and other better-equipped professionals are products of teaching. Indeed, teachers play a vital role in the development of every individual. Any attribute of a teacher will certainly affect his or her performance inside the classroom. It is interesting to know what these attributes are and how these may affect the quality of teaching performance. In an academe, it is favorable and worth-investing to look into these factors. With these assumptions, this study aimed to determine the personality traits and state of happiness as correlates of teaching performance of the faculty of Southern Luzon State University (SLSU), Lucban, Quezon, Philippines. The researcher utilized a descriptive correlation method of research which involved 174 respondents who were selected using stratified proportional sampling. Standardized tests were used to ensure the validity and the reliability of the results. These tests are the Big Five Inventory (BFI) and the Oxford Happiness Questionnaire (OHQ) and the existing Performance Evaluation System (PES) of SLSU as a measure of their teaching performance. Frequency, percentage distribution, mean and Pearson Product-Moment Correlation

Coefficient were employed as statistical tools to examine the relationships of the identified variables. The results revealed that that there were significant relationships between personality traits and teaching performance. In teaching commitment criterion of PES, conscientiousness (.214) and agreeableness (.157) were significant correlates. In knowledge of the subject, conscientiousness (.206) was a significant correlate. In teaching for independent learning, extraversion (.177) was seen to be a significant correlate, while negative correlation was revealed with neuroticism (-.200). In management of the learning process, conscientiousness (.203) was the most significant correlate while extraversion (.150), agreeableness (.173) and neuroticism (.152) had significant value for that criterion. Lastly, in the overall performance of the respondents, conscientiousness (.151) and agreeableness (.157) were the significant correlates. The correlation between the respondents' state of happiness and their teaching performance disclosed that among the different criteria of evaluation, only management of the learning process (.152) was seen as correlated. The study recommended that the institution should not only improve the physical learning environment for the students but also enhance and develop teachers through programs on personality development for interpersonal skills and mindfulness exercises and emotional regulation practices to create positive classroom climate.

**The research of primary school students' science imagine learning progress with imagination and metacognition in Robotic Curriculum**

**Wu Hsiung Chen**

STU, Taiwan

**Kuang Yu Yang**

NSYSU, Taiwan

**Chia Yen Hsieh**

NKNU, Taiwan

**Abstract**

Kuo & Chen et. al (2013) developed a robotic teaching module proven capable of enhancing students' imagination. We seek to understand the extent of students' imagination improvement by researching on their problem solving ability (Kuo & Chen, 2013). Professor Hannele Niemi Institute of Behavioural Sciences, University of Helsinki, held a sub-project with Digital Storytelling concept, build up the MoViE (Mobile Video Experience) sharing platform. Using MoViE, students create, edit, share and remix collaborative digital storytelling projects with simple video from mobile devices. We let students' develop their

own E-portfolio through Speak aloud technology, Combine Digital Storytelling (DST) with the MoViE platform as a device to find out students' imagine and creative thinking progress and Metacognition. Organizing stories is a progress of meaning construction for students, which can make students develop efficient communicate technique and scientific literacy.

**Room: Seletar 2**

**Session Chair: Abigail Lee, President, Association of Psychotherapists and Counsellors (Singapore) 2016-2018, Singapore**

**Screening Psychosocial Distress in Parents of Children with Cancer: Adding an Existential Dimension**

**Yi Ling Tay**

Murdoch University, Western Australia

**Angela Ebert**

Murdoch University, Western Australia

**Peter Drummond**

Murdoch University, Western Australia

**Abstract**

Parents of children who recently received a diagnosis of cancer not only face practical challenges in the management of their child's condition, but also experience intense psychological and existential distress in the period after diagnosis that can have detrimental effects in the long run if left undetected. To date the option of using an ultra-short screening tool for measuring parents' distress has not yet been investigated. The current research aims to evaluate the accuracy of an adaptation of Mitchell et al.'s (2010) Emotional and Help Thermometers in detecting the level of distress. Mitchell et al.'s instrument consisted of four emotion thermometers – Distress, Anxiety, Depression, Anger and a Need Help thermometer. Our adaptation adds the "Crushed Universe" thermometer designed to measure existential distress. All six thermometers are compared against a battery of assessment tools that measure depression, anxiety (DASS-21), loss of meaning (SOC-13), and post-traumatic stress disorder (IES-R). Participants are parents whose children were diagnosed with cancer between the period of four and 16 weeks. Preliminary results correspond to Mitchell et al.'s

(2010) results, with the relationship between the thermometers and their respective constructs on the assessment battery in the predicted direction. Of note is the moderate and significant correlation ( $p < .01$ ) of the Crushed Universe Thermometer (CrushedUniT) with the SOC-13 subscales, particularly with the Meaning subscale ( $r = -.462$ ), which is larger than the correlation of other thermometers with the SOC-13. In addition, it was noted that the correlations between the CrushedUniT and the SOC-13 and DASS-21 subscales were higher than that of the Distress Thermometer with these subscales. These findings suggest that the adapted Emotional and Help thermometers are applicable to parents of children with cancer. Furthermore the strong correlation between the Crushed Universe Thermometer with the Meaning subscale of the SOC-13 suggests something deeper – that existential distress in parents has a significant presence, and is distinct from psychological distress. It is thus recommended that future distress measurement tools also include measurements of existential distress.

### **Cognitive deficits and depression among diabetic and nondiabetic patients with coronary heart disease**

**Assistant Professor, Dr. Sherin Antony**

Acharya Institutes., Research Guide: Jain University, Bangalore, India

**Veena N**

Jain University, India

**Sanjana Malhotra**

Jain University, India

**Ann Job**

Jain University, India

#### **Abstract**

The aim of the study was to examine the presence of cognitive deficits and depression among diabetic and non-diabetic patients with coronary heart disease. The differences between pre-and-post coronary artery bypass graft surgery of both the diabetic and the non-diabetic patients with coronary heart disease on cognitive abilities were also examined. Method: The sample consisted of 26 diabetic 14 non diabetic patients with coronary heart disease and the tests were administered, three to four days prior to surgery and two weeks after surgery. Both the groups were screened using Edinburgh Handedness Inventory. The participants were administered a battery of neuropsychological tests to assess their cognitive ability, Beck Depression Inventory to assess depression, and the neuropsychological test battery and the

depression inventory were administered both before the surgery (pre-test) and immediately after the surgery (post-test). Collected data were then analyzed using appropriate statistical analysis. Results: The results revealed that there was significant difference between the two groups only in the domain of response inhibition. The non-diabetic patient group performed significantly better on response inhibition compared to the diabetic patients. Patients who are diabetic are found to have significantly higher depression score than their non-diabetic counterparts. It was also evidenced that both the diabetic and the non-diabetic patients showed a decline in some of the neuropsychological test performances following surgery. The implications of this study were discussed in terms of the need for evaluation of cognitive functions and depression. Further, the usefulness of cognitive retraining, and psychological assistance, as well as the limitations and suggestions for future research were discussed.

**Differences in participant motivation based on category of Body Mass Index and gender**

**Ian Heazlewood**

Charles Darwin University, Australia

**Joe Walsh**

Charles Darwin University, Australia

**Mike Climstein**

The University of Sydney, Australia

**Kent Adams**

California State University, Monterey Bay, California, USA

**Trish Sevene**

California State University, Monterey Bay, California, USA

**Mark Debeliso**

Southern Utah University, USA

**Abstract**

**Introduction**

Motivation is defined as “the directions and intensity of one’s effort” and is a significant factor in the selection of exercise and sport. Participant motivation evaluates those factors that enhance or inhibit motivation to participate and is represented by factors as health orientation, weight concern/weight loss and personal goal achievement (Masters, Ogles B & Jolton, 1993; Marcus & Forsyth, 2009). These motivating factors are identified to influence the quantity of physical activity in people. Some research has been conducted on participant motivation factors displayed by 2009 World Masters Games (WMG) athletes (Heazlewood et

al., 2011; Heazlewood et al., 2012; Heazlewood et al., 2015) based on issues of gender and comparisons between different international competition cohorts. The research aim was to evaluate the differences in nine participant motivation factors based on health risk categories of body mass index (BMI) using four BMI categories of underweight, normal, overweight and obese (American College of Sports Medicine, 2010) and related to athlete gender. The nine participant motivation factors utilised in the study were health orientation, weight concern, personal goal achievement, competition, recognition, affiliation, psychological coping, life meaning and self-esteem.

### Methods

The study was approved by a university human research ethics committee. Male and female athletes competing at the 2009 World Masters Games, Sydney, Australia volunteered to participate in the research project (male;  $n=3687$ ; mean age=53.72; s.d.=10.05 and female;  $n=3488$ ; mean age=49.39; s.d.=9.15). Athletes completed an online survey using the Limesurveytm interactive survey system where they responded to a 56 item sport psychological instrument, the Motivations of Marathoners Scale (MOMS) with a 7-point Likert scale response to each item. The range was 1= least important to 7= most important reason. The MOMS instrument focused on nine participant motivation factors related to health orientation, weight concern, personal goal achievement, competition, recognition, affiliation, psychological coping, life meaning and self-esteem. The MOMS instrument displays high internal consistency good test-retest reliability, factor validity, construct validity, convergent validity and discriminant validity (Masters et al., 1993; Ogles, et al., 2000). The nine factors represented the dependent variable set in the analysis. The four categories for BMI (units  $\text{kg.m}^{-2}$ ) were based on American College of Sports Medicine (2010) criteria where underweight ( $<18.5$ ), normal (18.5-24.9), overweight (25.0-29.9) and obese ( $>30.0$ ) scores. The additional obesity class categories of I (30-34.9), II (35.0-39.9) and III ( $>40.0$ ) were not applied. The BMI categories were the independent nominal level variables used in the ANOVA using SPSS Statistics version 22 software. One-way ANOVAs were conducted on each of the nine factors by BMI factor using gender separately in the analyses. A two-way ANOVA with gender and BMI category had insufficient cell counts and was not applied. The effect sizes  $\eta^2$  or  $\eta^2$  were calculated for the ANOVA solutions where 0.01 is considered small, 0.06 medium and 0.14 large. Post hoc tests included least significant difference (LSD), Scheffe and Tamhane's T2.

### Results

The results indicated some paradoxical effects. For male athletes significant differences ( $p < .001$ ) were identified for BMI category with health orientation, weight concern, personal goal achievement, competition, affiliation, life meaning and self-esteem, although  $\eta^2$  values were small ( $\eta^2$  values .002 to .020). No significant differences occurred for recognition or psychological coping. Weight concern was identified as a moderate motivation factor for overweight and obese athletes, competition as a high motivator for underweight athletes, health orientation as moderate for normal BMI values, goal achievement as very high for underweight athletes, affiliation as moderate for obese athletes, life meaning low for most BMI categories and self-esteem marginally important for overweight athletes. For female athletes significant differences ( $p < .001$ ) were identified for BMI category with health orientation, weight concern, personal goal achievement, competition, affiliation and self-esteem, although  $\eta^2$  values were small ( $\eta^2$  values .001 to .017). No significant differences occurred for recognition, life meaning or psychological coping. Weight concern was identified as a moderate motivation factor for overweight and obese athletes, competition as a moderate motivator for normal BMI athletes, health orientation as moderate for normal BMI values, goal achievement as high for underweight athletes, affiliation as high for obese athletes and self-esteem marginally important for underweight and normal BMI athletes.

#### Discussion

Significant differences were observed for both genders for BMI categories with the nine participant motivation. Both genders displayed health orientation, weight concern, personal goal achievement, competition, affiliation and self-esteem as sources of difference interacting with four BMI categories from marginal, moderate to large importance. In males competition was a high motivator and goal achievement was a very high motivator for underweight athletes. In females goal achievement was high for underweight athletes and affiliation as high for obese athletes. It is important to highlight that participant motivation in terms of recognition or psychological coping in males and recognition, life meaning or psychological coping in females were not differentiated by BMI category. These findings suggest that BMI categories and gender can influence participation motivation responses that subsequently influence participation in international masters sport competitions.

**15th June 2016**

**Venue: Holiday Inn Singapore Atrium Level 3 (Seletar Room)**

---

---

**SESSION III: 09:00 – 10:20**

---

**Room: Seletar 1**

**Session Chair: Assistant Professor, Dr. Sherin Antony, Acharya Institutes., Research Guide: Jain University, Bangalore, India;**

**A Computerized, Automated Intervention for Depression**

**Cezar Giosan**

Berkeley College / Babes-Bolyai University, USA

**Vlad Muresan**

Babes-Bolyai University, Romania

**Rares Boian**

Babes-Bolyai University, Romania

**Oana Cobeanu**

Babes-Bolyai University, Romania

**Aurora Szentagotai**

Babes-Bolyai University, Romania

**Abstract**

In the recent years, automated CBT (interventions delivered on the computer, or online, which use no or minimal therapist support) has emerged as a solution that can, on some dimensions, be as effective as the classical Cognitive Behavioral Therapy. However, the existing computerized interventions for depression also come with less desirable outcomes, such as high dropout rates (50%-60%), limited endurance of long-term benefits, or limited improvement in functioning. We believe that these limitations characterizing the existing computerized solutions are caused by (1) reduced or non-existent customization of the intervention (e.g., same standard intervention delivered to various people, making some unable to engage with the treatment); (2) reduced immersion (and attractiveness) of the treatment experience (e.g., compared to other online activities, some intervention platforms may be perceived as uninteresting or repetitive), and (3) lack of a customized, personalized manner of providing feedback (most solutions present total scores for quizzes and scales). Recognizing these shortcomings we have developed an automated, mobile CBT intervention for depression that uses insights from Graphic Design (e.g., user interfaces), gamification theories (e.g., “serious games”) and Artificial Intelligence. This solution can significantly increase the quality of the user experience, thus leading to better outcomes (e.g., reduced attrition rates, more stable improvements, increased functioning).

**The Role of Emotion Regulation in Non-Suicidal Self-Injury among Malaysian University Students**

**Su Chen Tan**

Monash University, Malaysia

**Cai Lian Tam**

Monash University, Malaysia

**Gregory Bonn**

Nagoya University, Japan

**Abstract**

Deliberate and direct destruction of body tissue in the absence of suicidal intent, but severe enough to result in tissue damage, is known as non-suicidal self-injury (NSSI). To date, limited research on this topic has been carried out and NSSI remains largely a taboo in Asian countries. This mixed method study examined the phenomenon of NSSI among university students in Malaysia. Quantitative data involving 476 students, between the ages of 18 to 25 years old was analysed to understand the relationships between stressful life events, daily

stress, and emotion dysregulation to NSSI. Emotion dysregulation and stressful life events reliably predicted lifetime history of NSSI as well as current engagement of NSSI within the past year, whereby limited access to emotion regulation strategies, a dimension of emotion dysregulation, appeared to partially mediate the relationship between stressful life events and NSSI engagements. In addition, semi-structured qualitative interviews with 7 individuals, whose last act NSSI happened within the past year, were employed to provide supportive qualitative data. Results from Interpretative Phenomenological Analysis provided a rich understanding to the subjective experience and meaning of NSSI, highlighted the participants' tendency to control and avoid adverse emotions, negative feelings towards self, inability to cope with overwhelming emotions and lack of emotion regulation strategies deemed as effective and efficient as NSSI. This research also revealed that NSSI prevalence in Malaysia is comparable to the Western countries, whereby close to 40% of university students have self-injured in their lifetime and up to 10% of university students currently self-injures within the past year. The implication of these findings, particularly the potential of emotion regulation training in educational settings for non-suicidal self-injury prevention and early intervention among university students is discussed.

**The Relationship between Personality Traits, School Climate, Parental Relationship, Anxiety, Depression, Self-Esteem and Cyber-victimization**

**Wilmon Kwan**

Hong Kong Shue Yan University, Hong Kong

**Man-Tak Leung**

Hong Kong Shue Yan University, Hong Kong

**Abstract**

With the rapid bloom in the use of Information and Communication Technologies (ICTs), the human lives have actually becoming more and more convenient. However, the unpleasant incident cyber-victimization has also appeared which means people would possibly become the victim of bully cases via the ICTs platforms. The objective of the present study is to examine the association between CV, personality traits, parental relationship and school climate and some psychological consequences, which includes anxiety, depression and self-esteem. In the study, questionnaires were distributed with the year 1 – 4 undergraduate students studying in Shue Yan University. There are 196 participants, which aged from 17 to 24 years old ( $M=20.16$ ,  $SD=1.78$ ) and the participants consisted of 58 male (29.6%) and 138 female (70.4%). The findings indicate that Extraversion (E) and Psychoticism (P) have

positive association with CV, while Agreeableness (A) and Student Commitment (SC) have negative association with CV. The variables also significantly predict CV. Also, CV has positive relationship with and significantly predicts Anxiety (AXN) and Depression (DEP). Intervention and preventive strategies would be discussed based in the research findings.

**Listening to the Prisoners: Lessons learned from working with inmates at Changi Prison**

**Nicole Ling**

APACS, Singapore

**Abstract**

Listening To Prisoners recalls the stories the prisoners shared with a counsellor they trusted. Placed in charge of 110 male prisoners, Nicole Ling spent her days listening to the untold stories of men who sat behind bars. For almost 9 months, Nicole worked with 3 groups of male prisoners at the Changi Prison, all of whom were in prison for drug offences. Drawn into the private world of her clients, Nicole learned about how prisoners cope with their loneliness through their sense of creativity and humour. The counsellor soon learned that it was not she who was teaching the prisoners about life but the prisoners who taught her about compassion, empathy and mercy.

**Room: Seletar 2**

**Session Chair: Ian Heazlewood, Charles Darwin University, Australia**

**The Phenomenology and Ontology of the Oedipus Complex**

**Matthew Gildersleeve**

University of Queensland, Australia

**Abstract**

This paper will continue my earlier work that provided a phenomenological and ontological explanation of Jung's complex theory (Gildersleeve, 2016). This paper will contribute to that earlier work by providing a phenomenological explanation of Freud's writing on the Oedipus complex and this phenomenological description will also allow the ontological meaning of the

Oedipus complex to be understood. This work reveals the convergent ideas between Martin Heidegger's philosophy Sigmund Freud's psychoanalysis and this provides support to defend the existence of Freud's arguments on the Oedipus complex by explaining it through the lived experience vocabulary of phenomenology. This article also demonstrates that Jung's and Freud's writing on complexes possess the same phenomenological and ontological structure and this shows that their respective theories can be integrated to develop psychoanalytic theory and practice in new ways. Finally, this work contributes to the writing of Medard Boss and the Daseinsanalysis literature which has yet to provide a Daseinsanalytic interpretation of the Oedipus complex.

**The Structural Relationships between Foreign Language Speaking Anxiety, Perceived English Competence, English Learning Motivation, Willingness to Communicate, English Learning Engagement and Motivational Intensity in Hong Kong Secondary Students**

**Wai-Sum Chung**

Hong Kong Shue Yan University, Hong Kong

**Man-Tak Leung**

Hong Kong Shue Yan University, Hong Kong

**Abstract**

The present study aims at examining the structural relationships between English learning motivation, foreign language speaking anxiety, perceived English competence, willingness to communicate, English learning engagement and motivational intensity in HK secondary students. This study recruited 305 participants (237 females and 68 males) to complete a survey consisting of 6 scales. Path diagrams are drawn after conducting multiples regression and structural equation modeling.

There are two significant findings in this study, both supported by SEM models. First, English learning motivation (integrative, instrumental) negatively predicts foreign language speaking anxiety; which acts as a mediator between learning motivation and willingness to communicate (speak, read, write, listen). Second, perceived English competence, which is also a significant mediator between learning motivation and willingness to communicate (speak, read, write, listen), could be predicted positively by learning motivation.

The present paper might be the first to investigate on the relationships between these constructs within the context of Hong Kong. It serves as a preliminary study to explore the casual relationships of HK secondary students' psychological aspects in second language acquisition;

while validating the instruments to be used in HK. On the pedagogical level, educators could understand the effects of students' motivational orientations and eventually facilitate English learning through altering students' affective factors.

**Is Self-Promotion Risky for Men Too? Applying a Lagged and Concurrent Perspective on Studying Gender, Self-Promotion and Leader Emergence in Self-Managed Work Groups**

**Joanne Yong-Kwan Lim**

SKEMA, France

**Laku Chidambaram**

The University of Oklahoma, USA

**Abstract**

Previous research has demonstrated that while self-promotion plays an important role in facilitating competence perceptions, women who do so face penalties such as reduced social attraction and hireability ratings because self-promotion is incongruent with the gender role of women. However research has yet to investigate the impact of self-promotion in the context of self-managed work groups that are outcome driven. The present study extends the existing literature by examining the impact of self-promotion on leader emergence in self-managed work groups over time. A longitudinal study spanning a thirteen week period and involving 165 participants distributed across 44 self-managed work groups was performed. For women there was a negative effect of self-promotion on leader emergence while for men there was a positive impact. Also there was a lagged effect of self-promotion such that regardless of gender, self-promotion in the preceding time occasion had a negative effect on leader emergence in the current time occasion. For men, it is still beneficial to engage in self-promotion in their emerging as leaders as the concurrent positive effect of self-promotion outweighed its negative effect. Overall the present study provides additional evidence behind the theorizing of Role Congruity Theory which underscores that individuals whose behaviors violate gender prescriptions will suffer penalties. This research highlights the importance of not only accounting for the concurrent effect but also the lagged effect of self-promotion to more comprehensively understand its impact. It provides the first test of the impact of lagged

and concurrent effects of self-promotion. It also indicates that emerging as a leader at the onset of a project serves as a springboard for leader emergence subsequently.

**Preaching to Different Choirs: How to motivate dismissive, uncommitted and alarmed audiences to adapt to climate change?**

**Donald Hine**

University of New England, Australia

**Wendy Phillips**

University of New England, Australia

**Anthony Marks**

University of New England, Australia

**Abstract**

People vary considerably in terms of their knowledge, beliefs, and concern about climate change. Thus, an important challenge for climate change communicators is how to most effectively engage different types of audiences. This study aimed to identify distinct audience segments that vary in terms of their values, beliefs, and responses to climate change and determine for each segment which specific message attributes increased motivation to engage in climate adaptation. A sample of 1031 Australian residents (aged 18–66 years) completed an online survey assessing their values, beliefs, and behaviors related to climate change, and recording their responses to a broad range of climate change adaptation messages. Latent profile analysis identified three distinct audience segments: alarmed (34.4%), uncommitted (45.2%), and dismissive (20.3%). Sixty climate change adaptation messages were coded in terms of the presence/absence of six attributes: explicit reference to climate change, providing specific adaptation advice, strong negative emotive content, emphasis on collective responsibility, highlighting local impacts, and underscoring financial impacts. Participants viewed a random sample of six messages and rated the extent to which each message motivated them to seek out more information and immediately respond to the climate change threat portrayed in the message. Multilevel modeling indicated messages that included strong negative emotive content or provided specific adaptation advice increased adaptation intentions in all three audience segments. Omitting any mention of climate change and emphasizing local

impacts increased adaptation intentions in dismissive audiences. Implications for tailoring and targeting climate change adaptation messages will be discussed.

---

**COFFEE BREAK: 10:20 – 11:00**

---

---

**SESSION IV: 11:00 – 12:00**

---

**Room: Seletar 1**

**Session Chair: Divyot Kaur, James Cook University, Singapore**

**Pathways to bullying and victimisation-Psychological Perspectives**

**Ann Job**

Jain University, India

**Assistant Professor, Dr. Sherin Antony**

Acharya Institutes., Research Guide: Jain University, Bangalore, India

**Abstract**

**Background:** Previous researches have explained pathways leading to victimization and bullying. However, the origin of the process and link between the factors leading to bullying behaviour and victimization is less known knowledge. **Objective:** The current study aimed to understand the personal experiences of bullies and victims using qualitative approach. The study focused on the experiences in different dimensions of Family dynamics, Defense mechanism, Coping, Perception of school, Life events, Role of peers, teachers and parents. **Method:** The study undertaken utilizes a qualitative research design. Semi-structured interviews were used to collect data from 10 bullies and 6 victims from different CBSE schools of Kerala. Purposive sampling technique was used to collect data. The data from the interviews were analyzed using qualitative methods of content analysis and Interpretative Phenomenological Analysis (IPA). **Results:** The bullies displaced the anger while the victims tried to repress the emotions turning the anger inward. The bullies and victims experienced insecure attachment styles. However, bullies got disengaged from their families and victims got enmeshed with their parents. Bullies tend to describe bullying as “fun” and victims on the other hand restrict themselves from expressing their feelings of hurt and laugh when targeted.

The contradictory meanings created by bullies and victims influenced their perception of school and their worldview. This also makes one group become responsible while make another group feel helpless. Conclusions: The social implications and scope of further research suggestions will be discussed.

## **An Exploratory Study on the Association between Parent-adolescent Relationship and Family Sex Communication in Chinese Context**

**Miranda Chi Kuan Mak**

University of Macau, Macao

**Vivian Minghui Li**

University of Macau, Macao

### **Abstract**

Family can have a great impact on adolescents' acquisition of sexual knowledge. Previous research has documented that family sex communication is not common between parents and adolescents and feeling uncomfortable toward such communication is one of the challenges for them. However, little is known about the connections among parent-adolescent relationship, comfort level and family sex communication.

**METHODS:** A total of 453 participants from Mainland China and Macau SAR took part in this study. Participants reported their attachment styles, parent-adolescent closeness, parenting styles, comfort level toward discussion of sexual topics and general orientation toward family sex communication. T-tests, Pearson correlations and multiple regressions were conducted.

**RESULTS:** Results showed gender and regional effect on sex-related variables. Comfort level toward discussion of sexual topics was a significant predictor of general orientation toward family sex communication for both the Mainland China and Macau groups. While authoritative parenting and gender together predicted comfort level toward discussion of non-sensitive sexual topics in the Mainland Chinese group, mother's education level was predictive of the general orientation toward family sex communication for the Macau participants.

**CONCLUSIONS:** Regional characteristics were found in this study. Comfort level is crucial for family sex communication. Authoritative parenting can help to deal with uncomfortable feeling in discussing sexual topics between parents and adolescents. Future directions will be discussed.

**What makes someone 'the one'?**

**Yijun Carol Lin**

James Cook University, Singapore

**Divjyot Kaur**

James Cook University, Singapore

**Abstract**

Throughout the course of our lives, interpersonal relationships and attraction are inevitable. Particularly, in Singapore, although a majority of singles wish to get married, many claim not having met the right partner yet. Thus, it is important to explore qualities and characteristics that culminate in interpersonal attraction. This study examined whether interpersonal attraction shared a relationship with physical attractiveness, which could influence approach behaviours. Additionally, this study explored if felt security and perceived goal similarity could also be indicators of compatibility amongst people in Singapore, and if the variance in interpersonal attraction could be better explained with their inclusion. The sample consisted of 200 Singaporean and Singapore Permanent Resident undergraduates who had experienced being in a romantic relationship, either current or past. All participants completed a demographic form and a set of four questionnaires that measured: perceptions about physical attractiveness; interpersonal attraction; perceived similarities in goals; and romantic attachment style. Correlations and hierarchical multiple regression were used to analyze the data. Results showed significant links between interpersonal attraction and the various qualities and characteristics (physical attractiveness, goal similarity, and felt security). The model with all these characteristics was more predictive of interpersonal attraction than just physical attractiveness alone. Overall, this study highlights the significance of looking beyond physical appearances and examining other factors such as goal similarity and felt security as predictors of compatibility in romantic relationships.

**Room: Seletar 2**

**Session Chair: Ian Heazlewood, Charles Darwin University, Australia**

**A study of behavioral related conditioned sound in Stroop task**

**Chan Hau Lam**

Hong Kong Shue Yan University, Hong Kong

**Zhou Dehui Ruth**

Hong Kong Shue Yan University, Hong Kong

**Abstract**

This study examined the effect of conditioned sound as stimuli in an audio-visual Stroop task. The conditioned sound is induced under the pairing of a sound stimulus with conditioned behaviors in our daily life. For example the sound of different pedestrian traffic light is conditioned with the meaning of cross the road or stop crossing the road. In this study, a cross model audio-visual Stroop task was used to test the effect of conditioned sound, since it is always presented with other visual cues in daily life. It was hypothesized that, conditioned sound would produce interference effect in the Stroop task.

A 2 (audio stimuli: conditioned sound / voiced representation) x 2 (visual stimuli: pictorial representation/ text representation) x 2 (congruence: audio stimuli and visual stimuli are congruent in meaning / audio stimuli and visual stimuli are incongruent in meaning) factorial design was constructed. Sixty Hong Kong permanent residents from the universities in Hong Kong had been invited to join the test. ANOVA tests had been used to explore and analyze the data, showing that both the audio stimuli (conditioned sound and voiced representation) may induce interference effect; whereas conditioned sound created greater interference than voice representation. These results are in congruence with previous literature on the induction of behavioral facilitation and interference under Stroop task. The study shows that conditioned sound resulted from our daily conditioned behavior affect human perception in multi-modal Stroop effect.

**Is happier commuting in cities possible? Insights from Singapore and London**

**Samuel Chng**

University of Exeter Medical School, UK

**Charles Abraham**

University of Exeter Medical School, UK

**Mathew White**

University of Exeter Medical School, UK

**Stephen Skippon**

Transport Research Laboratory, UK

**Abstract**

Daily commutes form an integral part of the urban dweller's life but much remains unknown about these decisions are made and its consequent wellbeing implications. With the landscape of an ever-increasing population density in cities, transport infrastructures are also tested to the limits. This has resulted in congestions and degradation of air quality, particularly in car-reliant countries such as the UK. Building on past findings that shifts in travel mode choices in urban areas are related to improved psychological and physical wellbeing, we chose two cities (Singapore and London) with highly developed transport infrastructure to conduct in-depth interviews to understand the cognitions, attitudes and motivations behind travel mode choices of urban dwellers. As both cities are culturally different, such that, compared to London, cars and other private transport are valued and priced beyond the reach of most Singaporeans, we would expect differences attitudes, motivations and cognitions underlying public and active transport decisions. Understanding these differences are important for future interventions and policy-making that aim to promote sustainable transport for both the benefit of the environment and the individual.

---

**LUNCH: 12:00 – 14:00**

**Buffet Lunch at Atrium Restaurant**

**END OF CONFERENCE**

---

**Virtual Presentation**

**Available on [scap.ear.com.sg](http://scap.ear.com.sg) on 10<sup>th</sup> June 2016**

---

**Media multitaskers and Attentional Bias towards Emotional Stimuli**

**Shanu Shukla**

Indian Institute of Technology Indore, India

**Abstract**

Individuals with high propensity towards media multitasking have been found to be vulnerable towards attention problems and mind wandering behavior. Their ‘breadth biased’ behavior style inclines them to pay attention to a large set of stimuli. As a result, they become susceptible to interferences. However in the environment the nature of stimuli can be emotional – positive, negative or neutral. In the realistic scenario, one may ask whether the media multitaskers follow the breadth biased focused style or are they biased towards any one of the positive, negative or neutral stimuli on the basis of their recurrent thoughts. The present study attempts to explore the nature of attentional bias among the high and low media multitaskers (HMM and LMM) through the ‘facial dot probe task’ paradigm.

**The Use of Screencast Videos as an Effect Educational Tool in Graduate online Counseling courses in the United States**

**Laura Gaudet**

Chadron State College, USA

**Abstract**

Screencast videos can be used as an effect pedagogical tool in graduate online Counseling courses as they can be viewed by students for both initial learning and subsequent review (Northern Illinois University, spring, 2010). A screen cast is a video recording of the actions on an instructor’s screen, with an accompanying audio file, while the instructor describes an assignment for students (EDUCAUSE Library, March 15, 2006).

During a screencast video, the instructor can highlight key content in an assignment, provide website tours and highlight professional links, rubrics and archived materials for students. Through the use of both print materials (assignment directions and grading rubrics) and audio/visual files (screen cast), the instructor can assist students as they create curricular folders, case management practice files and/or human development psychological reviews in key graduate Counseling courses.

This presenter has used screencast videos in graduate Counseling courses to deepen the understanding of School Counseling and Clinical Mental Health Counseling students. Screen cast videos have assisted School Counseling students as they developed competency and indicators curriculum plans for elementary and secondary students in academic development, personal and social development and career development domains in the State of Nebraska. This presenter has found that the use of screen cast videos has deepened the understanding and awareness of graduate Counseling students in a Clinical Mental Health Counseling program as they engaged in two very diverse tasks: (1) For the Multicultural Counseling course, interviewed a person from a diverse cultural group and (2) created a culminating case management practice file for a Drug and Alcohol licensure course.

Following the use of screen cast videos in online graduate Counseling courses for one year, this presenter found the use of screen cast videos increased student's understanding of the assignment and grading rubric, decreased the number of confusing questions and requests for help by students to the instructor and dramatically increased by the quality, value and worth of student submissions as indicated by both the students and the instructor. The use of screencast videos in graduate online Counseling courses will be demonstrated in this presentation.