

relationships of temperament and behavioral problems exist, but are comparatively rare.

doi:10.1016/j.paid.2016.05.331

Big Five group differences between academic majors: a systematic review

A. Vedel

This poster presents results from a systematic review. The review was conducted to summarise the research on Big Five personality group differences between students from various academic majors. Twelve eligible studies were identified yielding an aggregated sample size of 13,389. All but one study reported significant group differences on one or multiple Big Five personality traits. General trends were extracted: students from arts/humanities and psychology scored higher on Neuroticism and Openness than other groups; students from economics, engineering, business, law, and sciences scored lower. Students from economics, law, political/social science, and medicine scored high on Extraversion; students from sciences and arts/humanities scored low. Students from medicine and psychology scored high on Agreeableness; students from economics, engineering, business, law, and political/social science scored low. Students from sciences, engineering, law, and medicine scored high on Conscientiousness; students from arts/humanities scored low. Effect sizes of significant group differences were calculated and were generally medium.

doi:10.1016/j.paid.2016.05.332

Symbolization in the structure of cognitive abilities in preschool and primary school age

A.N. Veraksa, V.A. Yakupova, M.N. Martynenko, A. Fominykh

The objective of the study is to investigate the role of symbolization in the educational activity of preschoolers and primary school children. The goal of the study is to investigate the effectiveness of using symbolic tools and signs (schemes and models) in the mastering of new educational content. The sample consists of 46 Moscow preschoolers (20 girls and 26 boys) and 25 primary school children (16 girls and 9 boys). Our study had three phases. First, the diagnosis of cognitive was carried out. Then all the participants were divided into 2 groups (2 groups of preschoolers and 2 groups of primary school children) equal in respect of their cognitive abilities. At the second phase of the study the classes on the theme "State of matter" were held in both groups (5 lessons in each group). The theme was unfamiliar for all the participants. In the experimental group the symbolic tools were used in the teaching process, the sign tools were used in the control group. The last phase of the study was the posttest: the participants were asked different questions on the theme in order to understand, whether they have learned it well enough. As a result, symbolization turned out to be very effective in the process of mastering new material for both preschoolers and primary school children. Especially efficient symbolization is for children with lower level of cognitive development.

doi:10.1016/j.paid.2016.05.333

Economic Redistribution Attitudes in Male Wrestlers

R.W. Verbey-Verutis, M.C. Ashton

Some models of animal conflict predict that modern men with greater fighting ability will be more likely to adopt a political position that reflects their self-interest. The current study examined this prediction in a sample of men with competitive wrestling experience, who are presumably high in fighting ability. Participants completed two physiological measures of strength as well as a questionnaire that measured their wrestling experience, socioeconomic status (SES), and support for economic redistribution. We created a composite variable for fighting ability using the measures of physical strength and wrestling experience. SES was not significantly correlated with support for economic redistribution ($p = .347$). Additionally, the interaction between SES and fighting ability did not significantly predict support for economic redistribution ($p = .732$). As a result, the current study did not find support for the hypothesis that men with greater fighting ability will be more likely to adopt political positions that reflect their self-interest.

doi:10.1016/j.paid.2016.05.334

Dark Triad and Socially Maladaptive Behaviours

L. Veselka, N. Azizli, B.E. Atkinson, H.M. Baughman, P.A. Vernon

Four hundred and sixty four undergraduate students (333 females) completed the SD3 measure of the Dark Triad traits of Machiavellianism, narcissism, and psychopathy; the Comprehensive Misconduct Inventory (CMI), a measure of seven categories of misconduct (serious and minor criminality, soft and hard drug abuse, driving misbehaviour, bullying/harassment, and anti-authority misbehaviour); and the Propensity to Lie Scale. Correlational analyses revealed many significant positive associations between the three Dark Triad variables and the other measures. Psychopathy exhibited the largest number of significant correlations with the CMI and these correlations were also larger than those between the other Dark Triad variables and the CMI. Structural equation modeling revealed that psychopathy adds significantly to the prediction of misconduct when the CMI is considered in terms of its subscales and as an indicator of total misconduct, whereas Machiavellianism adds significantly to the prediction of one's propensity to lie. Narcissism was not shown to be a significant predictor of either antisocial outcome. Implications of these findings are discussed.

doi:10.1016/j.paid.2016.05.335

Program Evaluation: Building Teacher Resilience Through Emotional Intelligence Training

A.K. Vesely, D.H. Saklofske, D.W. Nordstokke

Emotional intelligence (EI) training has been shown to improve EI but also coping skills, wellbeing, and stress management in a range of populations. This study examines the mechanisms through which EI influences such outcomes with samples of pre-service teachers who, upon entering the profession, show high levels of occupational stress and burnout. We present a comprehensive, theory-driven evaluation of the short-term and intermediate outcomes and the processes of an EI training program for teachers developed by Hansen, Gardner, & Stough (2007). Results show that EI improved at post-program and at 1 and 6 month follow-ups compared to controls, but also that stress decreased and adaptive coping and teacher efficacy improved. A logic model provides a framework for the assessment of each EI skill and participant