3 DAYS EXTENSIVE TRAINING WORKSHOP ON STRUCTURAL EQUATION MODELING (SEM) AT NATIONAL INSTITUTE OF PSYCHOLOGY, ISLAMABAD

Carrying the tradition of capacity building forward, a three day workshop on Structural Equation Modeling was held at NIP from 26-28th February, 2014. Keeping in mind the demands of research scholars Dr. Rubina Hanif workshop organizer, invited Dr. Jamil A Malik to facilitate the SEM workshop as the sole resource person. The three-day workshop aimed to excel knowledge and skills of scholars for advance data analytic techniques (ie, an extensive and in-depth practical orientation of Structural Equation Modeling using AMOS). Starting from the basic understanding of various structural equation modeling techniques; the workshop covered more advanced SEM techniques focusing in non-statistical of basics to advanced techniques. A unique feature of the workshop was supervised practice sessions. The topics covered during the three days included testing of hypothesis, causation, path analysis, mediation and moderation, latent variable analysis, confirmatory factor analysis, multi-group modeling, exploratory analysis and latent growth curve modeling. Other than scholars of NIP, students from others universities and organizations actively participated in the workshop. Director, Prof. Dr. Anila Kamal, appreciated the resource persons and organizers for arranging such workshops. Participants of the workshop appreciated the workshop organizer and the institute for taking such initiatives. They highly appreciated the efforts in organizing events to equip scholars with practical knowledge and skills of advanced analytic techniques.

Reported by: Saira Khan
National Institute of Psychology has an extensive account of organizing workshops, seminars, and symposiums in collaboration with government, semi government and private organizations. These activities are mostly initiated and designed on the basis of need assessment and customized considerations. Keeping in pace with the tradition, recently Fazaia Teachers Training Institute has organized a three day workshop in collaboration with NIP on Personality Development from 28-30 January, 2014. Three sessions were executed on each day and every session was spanned for two hours. The workshop was designed for the education officers, trainers and teachers of PAF schools and colleges; while faculty members of NIP has contributed as resource persons including Dr. Rubina Hanif, Dr. Humaira Jami, Ms. Irum Naqvi, Mr. Naeem Aslam, Ms. Saira Khan and Ms. Aisha Zubair. The resource persons has conducted sessions on diverse topics and covering a wide range issues of children’s behavior both in school and home settings. Participants of the workshop had extensive experience in their profession and belonged to different schools and colleges managed by PAF.

The purpose of the workshop was three pronged. Firstly, to train the trainers to impart better learning to the teachers and those who are actively involved in different academic activities. Moreover, the trainers are also involved in the assessment of personality of PAF personnel so they apprised themselves with the requisites of both formal and informal domains of personality assessment. Secondly, to enhance the individual potential and different aspects of personal wellness, anger management, self-enhancement, and exercising emotional intelligence at workplace. This was conceived to enhance the personal strengths and ultimately maximizing the professional output and productivity, better capabilities of conflict resolution and interpersonal skills of the participants. Thirdly, few sessions were dealt with the internalizing and externalizing issues of children specifically endured by the teachers dealing with students across different age groups. In addition to that corresponding management techniques were also shared with the participants that would assist in managing the problems faced by teachers.

Active and pragmatic approach was undertaken in all the sessions so as to make the participants to practice hands on experience. Similarly, activity oriented aspects of the sessions helped the participants for thorough involvement and shared their experiences with other group members. Both individual and group based activities were carried out so as to make the participants to practice their learned skills in different scenarios.

The workshop was highly appreciated both by the participants and personnel of PAF management. It was also recommended that such activities would be conducted in different campuses of PAF schools and teachers training institutes. At the end of the workshop participants were awarded with certificates.

Reported by: Aisha Zubair
PHD PUBLIC DEFENSE OF
Ms. Sadia Batool

A Ph.D Public Defense of Ms. Sadia Batool was held on Monday, 18th February 2014 at NIP seminar hall. The title of her research was “Comparison of Hafiz and non-Hafiz Adolescents on Memory, Intelligence, and Personality Traits”.

The research was supervised by Dr. Nighat Gilani, Associate Professor at NIP. The external examiners were Prof. Dr. I.N. Hassan and Dr. Ishfaq Gardezi. A large number of students and faculty members attended this academic activity. By: Iram Naqvi

FAREWELL RECEPTION HOSTED BY
DEAN FACULTY OF SOCIAL SCIENCES TO
HONOR VICE CHANCELLOR

A farewell reception hosted by Dean Faculty of Social Sciences, Prof. Dr. Eatzaz Ahmad was held here on Thursday to honor Vice-Chancellor Prof. Dr. Masoom Yasinzai on successful completion of his tenure. Chairpersons and senior faculty members of the social sciences departments attended the farewell ceremony.

Reported by: Tabir Ellabi
Alumni - Corner

FEATURED ALUMNI
Dr. Mamoona Ismail Loona

Dr. Mamoona Ismail Loona got her early education from Islamabad Model College for Boys F-8/4, Islamabad. She completed her higher secondary education and graduation from her hometown Sheikupura. In pursuit of her M.Sc degree she went to Lahore and studied at Department of Applied Psychology, University of the Punjab, Lahore. Her area of specialization was Clinical Psychology. She carried out her M.Sc Thesis titled “Interrelation between Life Stress, Smoking and Coronary Heart Disease”. After completing MSc in 1st division she started her M.Phil studies at National Institute of Psychology, Centre of Excellence, Quaid-i-Azam University, Islamabad, in year 2000. She got merit scholarship during her M.Phil studies and obtained CGPA 4. She completed her M.Phil Thesis titled “Academic performance and School Social Behaviour of Attention Deficit Hyperactivity Disorder (ADHD) and Non ADHD children” under supervision of Prof. Dr. Anila Kamal in 2002. Her M.Phil Thesis was considered as a pioneer work in the area of developmental psychopathology at National Institute of Psychology.

Dr. Mamoona Ismail Loona completed her PhD in the area of developmental psychopathology under supervision of Prof. Dr. Anila Kamal in year 2013. Her PhD dissertation entitled “Psychosocial functioning of children with Disruptive Behaviour Disorders”. Her dissertation reflects her comprehensive literature review, well conceived research design, and original methodology. Prof, Thomas, M. Achenbach. (Professor of Psychiatry and Psychology), University of Vermont, USA, acknowledged that her Ph.D dissertation certainly demonstrates scholarship worthy of the Ph.D degree. Moreover, Prof. Dr. Karen L. Bierman (Distinguished Professor of Psychology, Director Child Study Centre) considered her dissertation as very thoughtful, well designed, well executed and an extremely impressive piece of work. She believes that her PhD work will prove useful for future researchers working in the area of developmental psychopathology, clinical, educational, and child psychology. The translation and adaptation of Disruptive Behaviour Disorder (DBD) Rating scale, Spence Child Anxiety Scale – Parent version (SCAS-P), and Inventory of Callous Unemotional Traits - Parent version (ICU-P) into Urdu language will prove useful for screening children with behavioral problems and would allow further exploration of disruptive behaviour disorders in Pakistan.

She started her professional career as an academician in year 2008 by joining Department of Psychology, International Islamic University, Islamabad (IIUI). She teaches students at BS (Hons), MSc, and MS levels diverse courses including Research Methods, Statistics, Muslim Psychology, Cross Cultural Psychology, Health Psychology, Mental Health, and Psychopathology. Besides teaching she is actively accomplishing departmental responsibilities. Presently, she is Secretary Board of Studies, Department of Psychology, Secretary Departmental Ethics Committee (DPEC), Secretary Departmental Technical Committee, Member Admissions Committee, and Member Financial Assistance Committee. She also accomplished her duties as organizer for holding workshops, seminars, and lectures in her department. She was Co-editor of Conference Proceedings for First International Conference on Mental Health organized by Department of Psychology, IIUI, in year 2012.

She rendered her services as a Resource person, for training course on “Attention Deficit Hyperactivity Disorder” at National Institute of Special Education, Islamabad. She delivered lectures on Writing Research Proposal according to APA 6th, Cognitive Sex differences, and Gender Differences: Personality and Social behaviour at summer workshops organized by Department of Gender & Women Studies, Allama Iqbal Open University, Islamabad. Moreover, she conducted workshop on “Conflict Management” organized by Peace and Education Foundation in collaboration with IIUI. There are number of publications on her credit that have been published in HEC recognized journals. She presented her research work at various national and international conferences. She aspires to achieve academic excellence through excellence in teaching and learning. She considers self-discipline, determinism, and optimism as a roadway to academic excellence. Her hobbies include reading books, sightseeing, watching documentaries, historical movies, and dining out. She likes reading books about Sufism for instance Masnavi of Jalâl ad-Dîn Rumi. She considers the practice of Sufism is the intention to go towards the Truth, by means of love and devotion. It is a spiritual path or way towards God.
M.PHIL RESEARCHES COMPLETED


This study was undertaken to compare differences in working memory, short term memory and false memory between at risk dyslexic and non-dyslexic children. Sample comprised of 50 students (25 non-dyslexic and 25 at risk dyslexic) age ranged 6.5-11.5 years mean, SD (10.81, 1.28). Data was obtained from different private schools of Allama Iqbal Colony, Rawalpindi. At risk students were screened out with the help of dyslexia Screening Test-Junior (Nicolson & Fawcett, 1996). Working memory was accessed by Logie and Duff experiment intended to examine the manipulation of information and storage (as cited in Baddeley & Logie, 1999). Short term memory was examined through free recall experiment (Klein, Addis, & Kahana, 2005) in which participants were to recall list of random words in the midst of distracters, while false memory was accessed through Deese–Roediger–McDermott (DRM) experiment (Watson, Bunting, Poole, & Conway, 2005) in which a list of 8-10 words, associated semantically or conceptually with each other, were presented to participants. After presentation participants recalled those words from a list including distracters with one critical word closely associated with the list presented initially (Watson, Bunting, Poole, & Conway, 2005). Bivariate correlations presented significant positive relationship of age with component of working memory (r=.44, p<.05) and short term memory (r=.44, p<.05) in at risk dyslexic children. Results also showed significant positive correlation between academic achievement and false memory (r=.69, p<.01) in non-dyslexic children. Grades were also significantly positively related to short term memory in non-dyslexic children (r=.39, p<.05) and in at risk dyslexic children (r=.47, p<.05). Factorial AVOVA presented the differences between non-dyslexic and at risk dyslexic children on working memory (F=11.88, p<.05), short term memory (F=26.26, p<.05) and false memory (F=112.06, p<.01). It also showed difference between non-dyslexic and at risk dyslexic children on grades (F=18.52, p<.05). Analysis of covariance showed that memory differences were significant for the list recognition (F=34.29, p<.01) and false memory (F=9.14, p<.01) even after controlling the covariates. Hierarchical regression analysis showed that all components of false memory (list recognition, distract recognition and special recognition) act as a mediator between mother’s education and academic achievement of child. It can be concluded that working memory and short term memory can be improved with the improvement in learning in at risk dyslexic children. This research was supervised by Dr. Jamil A. Malik, Assistant Professor at National Institute at Psychology, QAU, Islamabad.


The present study deals with relationship between the parental conditional regard and parent adolescents’ relationship quality in the theoretical framework of self-determination theory. This study was carried out to see the effect of socializing practice in form of parental conditional regard on the behavioral development of the adolescents. The main study was conducted on the sample of 646 late adolescents (321 Male and 325 Female with the mean age of 20.35 years). Control parenting in the form of parental conditional regard leads the adolescents to internalize the demanded behaviour via introjected internalization to enact the demanded behaviour; which ultimately effects their emotions and also has ambivalence and negative inclination towards their parents. Emotion regulation (reappraisal and suppression) and Emotional State (Positive and Negative) were also checked as moderators. The results revealed that this practice of parental conditional regard may be instigating factor to develop the sense of worthiness in adolescents because they get warmth and affection in result of enactment of demanded behavior i.e., contingent enactment. The different relationships between the study variables were assessed through a series of statistical analysis of Bivariate correlation, Multiple Regression Analysis and t-test. The alpha reliabilities of all the scales and subscales were
Researches Completed

above .70. The results established the psychometric properties of the instruments showing that all instruments are reliable. Mean differences were calculated to see the gender differences; significant gender differences were depicted by the result of the study. The findings suggested that parental conditional regard undermines the adolescent’s skills and aptitude and try to suppress their autonomy as a result adolescent develop ambivalence toward their parents; hence it affects the quality of their relationship. This research was supervised by Dr. Rubina Hanif, Assistant Professor at National Institute of Psychology, QAU, Islamabad.


Materialism is regarded as the belief where materialistic possessions are considered as the source of happiness and acquisition of wealth or materialistic things is viewed as central aim of life. Theorists across number of disciplines have argued that non affluent countries are more inclined towards materialistic values which negatively affect their subjective wellbeing. This study sought to explain this theory by examining the effect of adolescent’s perception of materialism among major socialization agents (parents and peers) and television on their inclination towards materialistic values. In addition, the effect of adolescent’s materialism on their subjective wellbeing had been investigated. The study also aimed to assess a proposed model of relationships between variables through structural equation modeling (SEM). Hypothesized path model investigated the supposition, based on social learning, bottom up and social comparison theories. Further, the role of demographic variables i-e gender and socioeconomic status was also probed. For this purpose, Perceived Friend’s Materialism Scale (Stella, 2010), Perceived Parent’s Materialism Scale (Stella, 2010), Susceptibility to Peer Influence Scale (Beaden et al., 1989), Perceived Materialism in Advertisement Scale (Sirgy et al., 2010), Perceived Materialism in Programs Scale (Sirgy et al., 2010), Satisfaction with Standard of Living Scale (Yang, 2005), Material Value Scale (Richins & Dawson, 1992), Social Comparison Discrepancy Scale (Solberg et al., 2002), Positive and Negative Affect Schedule (PANAS, Watson et al., 1988), Satisfaction With Life Scale (Diener et al., 1985). Research was conducted in two phases. Phase I dealt with assessment of psychometric properties of all scales administered in the study. Internal consistency was determined through alpha reliability coefficient and item total correlation. This phase assured that all scales were reliable enough to be administered in main study. Phase II is main study comprising of 400 sample of adolescents having age range 18-25 years. Surveys were administered to 400 adolescents of Rawalpindi and Islamabad having age range 18-25, and education level of intermediate to MPhil. Data was subjected to mediation, moderated mediation (Process Macro, Preacher, & Haye, 2007), and path analysis (MPlus 6.12). The findings of this study suggested that materialism was not cultivated among adolescents by perceiving television advertisements and programs as materialist. Adolescents are inclined to materialistic values due to their perception of materialism among parents and peers and this materialism negatively affects their subjective wellbeing by inducing dissatisfaction with their standard of living. Importantly, social comparison discrepancy found to be a predictor of dissatisfaction with standard of living and also has moderating influence on indirect relationship of materialism and subjective wellbeing. Path analysis model was executed through through MPlus (6.12). It suggested that proposed model was best fitted to the data and generalizable across socioeconomic status and gender. Limitations of the study as well as implications for future research design and measurement has been discussed. This research was supervised by Dr. Moazzama Abidi, Assistant Professor at National Institute of Psychology, QAU, Islamabad.


The study was aimed to explore the relationship between organizational citizenship behavior, role overload and subjective well-being and the moderating role played by citizenship motives (organizational concern, prosocial values, impression management) in these relationships . Subjective wellbeing was
measured in terms of its components i.e. positive affect, negative affect and satisfaction with life (Diener, Lucas, & Oishi, 1984). The study was carried out on a sample of 200 (110 males, 90 females) customer services representatives of cellular companies in Islamabad and Rawalpindi. Organizational Citizenship Behavior Scale (Lee & Allen, 2001), Citizenship Motives Scales (Rioux & Penner, 2001), Role overload scale from Michigan Organizational Assessment Questionnaire (Cammann, Fichman, Jenkins, & Klesh, 1983), Positive and Negative Affect Schedule (Watson, Clark, & Tellegen, 1988) and Satisfaction with Life Scale (Diener, Emmons, Larsen & Griffin, 1985) were used to measure main variables. Social desirability response bias was measured through Marlowe Crowne Social Desirability Scale (Crowne & Marlowe, 1960). Hierarchical regression analyses were carried out to study the moderating role of motives. Gender and Social desirability were entered as control variables. Results indicated that there is a significant positive relationship between OCB, Role Overload, Positive Affect and Satisfaction with Life. The relationship between OCB and role overload is moderated by organizational concern and impression management motive. The positive relation is stronger for higher impression management and weaker when organizational concern increases. Organizational concern also moderates the relationship between OCB and positive affect. OCB is related to negative affect only when moderated by impression management. These findings have implications for managers who should work to ensure that costs of OCB do not outweigh its benefits. They should also be aware of the fact that helping behaviors may be performed with the motive of impression management. This research was supervised by Prof. Dr. Anis-ul-Haque.

Compiled by: Editor Newsletter

Seminar on Emotions and Decision-Making

A seminar on the topic of Emotions and Decision-Making by Shaan S.Shahabuddin, Texas A&M University, U.S.A, was organized by Faryal Farooq (Ex-student of NIP), on Dec 26, 2013. A large number of students and faculty members participated in seminar. Guest speaker explained the relationship of theory and practical application of planning/decision making with emotions. Students from different departments of Quaid-i-Azam University, highly appreciated this seminar.

By: Faryal Farooq

Seminar on Application of Psychology in Aviation Industry

Mr. Naushad Anjum, Member of European Association of Aviation Psychology (EAAP) Netherland, gave seminar on “Aviation psychology” at NIP on 4th of March, 2014. The aim of seminar was to bring awareness to students about applied areas in Aviation psychology. Guest speaker further explained the link of aviation psychology with industry, jobs and immigration prospects.

Reported By: Imran Bukhari
5TH INTERNATIONAL CONFERENCE ON EDUCATIONAL PSYCHOLOGY
(NOVEMBER 13TH, 2014)

National Institute of Psychology is pleased to announce International Conference on Educational Psychology (November 13th, 2014). The major objectives of the conference are to provide forum for psychologists, educators, scholars, and sciences professionals to exchange knowledge, applications, and experiences. Moreover to identify opportunities for expanding and developing the discipline, exploring the recent trends, and addressing challenges to develop the understanding of needs and practices of Educational Psychology. Empirical papers focusing on different issues of Educational Psychology are invited. The articles may be based on the following broad themes:


CALL FOR ABSTRACTS

Abstract (250 - 300 words) of empirical papers along with CV of the presenter (for official purpose only) should be submitted by 30th April 2014. After review from scientific committee, acceptance for paper presentation will be sent to the author(s) as either poster or oral presentation. Full text papers will be required to be submitted within 30 days of intimation of abstract approval of the scientific committee. Paper presentation will be contingent to the submission of full text articles.

A special issue of Pakistan Journal of Psychological Research (for detail about journal visit journal website http://www.pjprnip.edu.pk/pjpr) will be published for conference papers. Only papers submitted within 30 days of the approval notification will be considered for a blind review to be included in the special issue of PJPR.

CALL FOR PRE-CONFERENCE WORKSHOPS

Those who are interested in organizing workshop on varying issues of Psychology can contact us. These workshops can be scheduled from July, 2014 onwards depending upon feasibility and suitability of time. The outline for the workshop and CV of the resource persons must be shared beforehand so that scientific committee could scrutinize it. On the basis of committee’s recommendations the acceptance for organizing the workshop will be given.

You are requested to submit your Research Abstracts online on the following email addresses:

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