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The Moderating Role of Personal Resources in the Relationship Between Job Demands and Work Engagement*

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This study aimed to examine the role of personal resources in the job demands–resources (JD–R) model of work engagement. We hypothesized that personal resources weaken the negative impact of job demands on work engagement. The hypothesis was examined using a sample of employees ($N = 58$) from multiple branches of four international fast-food chains based in Ireland and Taiwan who completed questionnaires focused on personal resources, job demands and work engagement over 7 consecutive workdays ($N = 58 * 7 = 406$ occasions). The results support the hypothesis. Theoretical contributions and practical implications are discussed.

Keywords: personal resources, work engagement, job demands-resources model (JD–R model), conservation of resources theory, social cognitive theory

Highlights:

- Personal resources buffer the impact of job demands on work engagement.
- The JD–R model is extended by proposing a novel role of personal resources in the model.
- Empirical evidence supporting the JD–R model, social cognitive theory (SCT), and conservation of resources theory (COR) is provided.

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Social Networking Sites Passive Use and its Effects on Sad-Happy Mood*

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The social comparison theory explains some negative effect of social networking sites (SNSs) use. These Internet applications have made easier the online social comparison that in turn predicts depression and lower life satisfaction. Individuals prone to depression engage in greater levels of social comparison, particularly with others who are thought to be slightly better off, and experience a decrease in mood or self-esteem in the light of others' perceived happiness. The present study aimed at investigating the impact of the use of SNSs on the mood in an experimental design. In total, 120 university students were randomly assigned to one of two groups. In the experimental groups, the participants were instructed to access their Facebook and browse personal profiles for 20 minutes; while in the control, they read articles. For the participants with initial low mood using Facebook further lowered their mood whereas for the other participants did not have any effect. Furthermore, using Facebook lowered the mood of the participants not accustomed to use it frequently.

Keywords: social networking sites, well-being, social comparison, experimental design

Highlights:

- Initially low mood is further lowered after using Facebook.
- If not accustomed to frequent Facebook use, there is a greater chance of lowered mood.
- Passive use of Facebook is unlikely to change the mood.

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Perceived Lack of Control and Conspiracy Theory Beliefs in the Wake of Political Strife and Natural Disaster*

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While lack of control is one plausible explanation for conspiracy beliefs, the experimental evidence is mixed. We present two naturalistic studies that offer some limited support for the control hypothesis. In the first, Macedonians living in (North) Macedonia ($N = 116$) completed a conspiracy ideation scale immediately after a national referendum on the country's name change from "Macedonia" to "North Macedonia," and one year after. The opposition, whose control was lowered after the name change, increased their conspiracy beliefs, but supporters did not. Study 2, conducted with Americans ($N = 266$) in the wake of a series of devastating tornadoes, replicated and expanded the first study: the effects were evident only for the threatening event-related conspiracy beliefs. These studies suggest a possible link between lack of control and conspiracy beliefs in the real world.

Keywords: conspiracy beliefs, perceived control, compensatory control, natural disasters, political upheaval

Highlights:

- Losers of a political referendum increased their belief in conspiracies.
- Victims of tornados increased their belief in weather-related conspiracies.
- Change in perceived control predicted change in weather-related conspiracy beliefs.

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Validation of Scales for Measuring Factors of Teaching Quality from the Dynamic Model of Educational Effectiveness*

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Large-scale educational effectiveness research requires valid student questionnaires to assess teaching practices. This research validated eight scales for measuring teaching factors from the Dynamic Model of Educational Effectiveness (DMEE). Parallel versions of scales for measuring teaching factors in mathematics and biology were constructed and validated in two studies. In the first study, an exploratory factor analysis was conducted on data from 683 students. In the second study, the structure was cross-validated via a confirmatory factor analysis (CFA) on a sample of 5,476 students. The multi-group CFA resulted in an acceptable metric invariance for all scales, indicating that the scales have comparable factor loadings. However, unsatisfactory scalar invariance suggested that the scales could not be used to compare teachers of different subjects. Testing alternative structural relations between the teaching factors did not confirm that the data fit the DMEE model adequately, although the fit parameters were better than for the alternative theoretical models. For mathematics, the external validation of the scales showed that the scales correlated with job satisfaction, external control, and teacher self-efficacy reported by the teachers. The scales are reliable and valid and could be applied to different school subjects.

Keywords: teaching quality, scale validation, dynamic model of educational effectiveness

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Highlights:

- Scales for measuring teaching factors from the Dynamic Model of Educational Effectiveness were developed.
- The scales had a stable factor structure and invariant item loadings across two subjects, mathematics and biology.
- The scales correlated with teachers' job satisfaction, teacher self-efficacy, and teachers' beliefs about students' external control in mathematics.
- The scales could be used for measuring teaching practices in various school subjects.
- Teachers of different school subjects should not be compared via these instruments.

The Inflectional Morphology Representation of Individual Words in the Mental Lexicon*

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Models of complex word recognition can be separated into two wide groups: symbolic and connectionist. Symbolic models presume the existence of an explicit morphological representation of individual words; connectionist models do not and consider morphological effects to be a by-product of interaction between phonological, orthographic and semantic information. This study aimed to test whether there are explicit mental representations of inflected lexical units in the mental lexicon. Accordingly, the method of inflected suffix morphological and semantic priming of nouns in the Serbian language was used. In the morphological priming condition, the prime and the target shared the same inflectional suffix. In Experiment 1 overt priming was used, while in Experiment 2, masked priming. The results showed no significant effects of inflected suffix morphological priming, while significant semantic priming effects were recorded. The results obtained in this research are in line with predictions of the connectionist models.

Keywords: lexical representation, morphological representation, inflectional morphology, morphological priming, semantic priming.

Highlights:

- Inflected suffix overt morphological priming does not facilitate word recognition.
- Inflected suffix masked morphological priming does not facilitate word recognition.
- In both overt and masked, semantic priming facilitates word recognition.
- Results do not support the existence of an explicit morphological representation.
- Results support connectionist models of isolated word recognition.

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Are you Scared of what Comes Next? Students' Future Career Anxiety During the COVID-19 Pandemic*

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In the present study, we explored the mediating effects of depression from COVID-19 (DEP-COVID) and self-esteem (S-EST) on the relationship between fear of COVID-19 (F-COVID) and future career anxiety (C-ANX) in high-school and university students ($N = 470$, $M = 20.17$, $SD = 2.02$, 63.04% females). We were interested in exploring these relationships in both the overall sample and high school students and university students, separately. Our findings suggested that DEP-COVID partially mediated the relationship between F-COVID and C-ANX in both groups (i.e., high-school and university students). Self-esteem was not significantly correlated to our primary variables in high-school students. In university students, as well as the overall sample, results suggested the partially mediating role of S-EST on the relationship between fear of COVID-19 and C-ANX. We discuss our findings concerning the practices that may foster students' career development in turbulent times and consider possible interventions for these specific groups following the COVID-19 pandemic.

Keywords: COVID-19, career, anxiety, depression, self-esteem, students

Highlights:

- We partially replicated a study by Mahmud et al. (2020) and found a similar pattern of results concerning future career anxiety.
- Depression from COVID (DEP-COVID) partially mediated the link between fear of COVID and career anxiety.
- Self-esteem partially mediated the link between fear of COVID and career anxiety in university, but not in high-school students.

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