

## Normative validity of the school's civic behavior model

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### Abstract

Civil behavior is using words and actions that show respect and courtesy toward others, whether or not you agree with what they say or do. Being civil helps maintain positive social interactions. The present research was conducted with the aim of investigating the standardization of civil behavior questionnaire among 567 school principals in Pars Abad city. To collect information, the standardized questionnaire of managers' civil behavior by Hasannejad Qanberlou and Vazifeh Damirchi (2019) with 26 items was used, and the sample number was 310 people. Descriptive and inferential statistics (confirmatory factor analysis, independent population t-test, correlation test and Friedman test) were used to analyze the research hypotheses. The findings of the research indicated the confirmation of the factor structure of the civil behavior model and there is an interactive relationship between the dimensions of civil behavior of managers.

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## 1. Introduction

Education, as a government institution, provides many services to the citizens, including promoting the role of the education system, strengthening and developing the interactions of the education and training system, educational activities, continuous educational activities, knowledge development, learning, increasing skills, etc... Since the performance of such organizations is largely influenced by their job performance, therefore, studying and analyzing the behaviors of education managers can provide the basis for increasing their effectiveness and efficiency. Therefore, it is necessary to examine the performance of education managers in Parsabad city in relation to managerial skills, professional skills, interpersonal skills and educational skills.

Civil behavior uses words and actions that show respect and courtesy towards others, whether or not you agree with what they say and do. Being civil helps to maintain positive social interactions. Teaching children and teenagers how to be civil towards others – in person and online – can give them important social skills for navigating school, college, future employment, and other social settings where they will interact with all kinds of people who have beliefs that are different from their own. (Boling, 2020).

he relatively stable structures of statuses role and social relations, having the role of leading to the answer certain needs of the people in society or fulfilling some social functions, are established as institutions (Vlasceanu, 2003; Calin, 2015).

The public institutions represent the assembly of organized structures, created in the society for the management of goods and public services (Marinescu, 2003; Calin, 2015). The public institutions, in the bureaucratic meaning that they have today, represent the only way of social-economic organization of the state that can handle the challenges of modernity (the big number of the population, the diversity and complexity of the human needs that have to be satisfied) (Calin, 2015). A public institution „sells" goods and services such as: health services, education, culture, country defense, etc. the object of a public institution is serving the public interest (Marinescu, 2003, p. 10; Calin, 2015)

Experiences related to citizenship vary among people around the world, leading to different interpretations of civic behavior. The process by which people observe, experience and interpret their experience is labeled as perception or social perception. Every stimulus from the real world is received and interpreted as perceptual experience. The world we know is the result of perceptions that are "not real" because they are all perceived worlds (Yusya and Arianto, 2019). Therefore, this research seeks to standardize the model of civic behavior among school principals in Pars Abad, Moghan.

## 2- literature review

The Latin roots of the word, civic (citizen) and civitas (city), indicate the association of civility with maintaining a functioning society, and for some it means that civilized people are those who both enjoy the benefits of citizenship and the responsibilities of citizenship are appropriate. (Boyd, 2006; Peck, 2002). As a code of mutually approved social behavior, civility creates order and focuses on the common interests of all citizens. Current usage of the word includes courtesy, politeness, consideration, kindness, respect, care, looking beyond selfishness, or looking for ways to help those in need (Hinckley, 2000). Civility is also simply defined as politeness or consideration for others in interpersonal relationships (Ferris, 2002).

The definition of civility covers a relatively wide area. Such as behavior based on the presence of respect (Wilkins et al., 2010), responsibility and rights (Boyd, 2006), empathy (Davis, 1983), or politeness (Ferris, 2002). Boyd (2006) categorized civility into formal civility and substantive civility. Formal civility refers to etiquette, manners, politeness, or other direct face-to-face interactions. While substantive citizenship is the feeling of being a member of a society, which is associated with various rights and duties (Yosha and Arianto, 2019). Civic behavior is a set of behaviors and actions that are performed by an individual with the intention of helping colleagues or the organization (Cohen, 2006: 111; Iranzadeh and Asadi; 2018).

Civic education in schools teaches students the knowledge and skills of citizenship in a democracy. Civic education, promoted since the founding of the United States, has received renewed attention in recent years. Civic behaviors that are commonly referred to are voting, paying taxes, and supporting important issues in the political process (Resor, 2019).

Many believe that civility in schools and society has declined in recent years (Peck, 2002). American society is undoubtedly far from perfect (Morad, 2001) and although civil behaviors alone cannot create a perfect society, these behaviors can improve society. Teaching people more civilized behavior is a step towards a more harmonious and positive society. Civic education in schools helps to achieve this goal (Hatch, 1998). The children of the emerging generation are the leading citizens of tomorrow, the ones in whom we should hope for a new civilization. Teaching civil values in schools may encourage a more civil society (Peck, Hatch). Historical Purpose The primary purpose of formal public education was to prepare and mold children into fit citizens of society (Peck, 2002). Preparation for citizenship has been the primary goal of public schools throughout most of the history of the United States (Schops & Lewis, 1998). Due to the potential impact on the student and society, the education of etiquette and manners have the same value as academics (Berman, 1998). Nowadays, schools are widely regarded as simple academic institutions that teach purely intellectual content

(Berman, 1998). The modern target of national concern for school safety has increased with the widespread publication of aggressive practices. A lot of research has been done on civil behavior, and the results of some of this research are given below:

Hasannejad Qanberlou and Vazifeh Damirchi (2019) have done a survey with the aim of designing a model of civic behavior of managers in education in the city and the six main indicators are health literacy, social justice and equality, social responsibility, education for sustainable development, and multicultural education. and have provided electronic training. The dimensions and indicators are presented in table number (1), which were the main basis of this research.

Table 1- Dimensions and indicators of civic behavior of managers (Hassannejad Qanbarlou and Zavet Demirchi, 2019)

<i>Dimensions</i>	
health literacy	1. Establishing interaction with the health center of the city 2. Creation of health group of school assistants 3. Familiarizing students with diseases and disease-causing factors 4. Introducing sick students to medical centers
Justice and social equality	5. Establishing interaction with judicial organizations of the city 6. Studying and recognizing the mutual rights of students and teachers towards each other and towards the members of society 7. Teaching citizenship rights to students 8. Execution of justice in cases of dispute and vindication of the rights of the right holders 9. Teaching respect for different ways of life, opinions and opinions, provided that those ways, opinions and votes are based on respecting the rights of others. 10. Familiarizing students with the influence of spirituality in individual and social life
Social Responsibility	11. Participation of students and their parents in discussions related to school strategic issues 12. Encouraging and persuading students to participate in school affairs and using motivational mechanisms in this field 13. Giving responsibility to students in school-related matters and giving them appropriate authority 14. Using their opinions and ideas in the educational and educational programs of the school 15. Establishing interaction between the school and the family and other educational institutions in assigning responsibility to students in order to follow up on its effects and results. 16. Preparation of meetings and workshops for training psychological and personal skills necessary for citizen life
Education for sustainable development	17. Studying the 20-year educational perspective document of the education and training system and the school 18. Using the opinions and experiences of teachers and students 19. Knowing the current situation and planning to reach the desired situation based on the capabilities and fixing the shortcomings
Multicultural education	20. Knowing the existing cultures among students through face-to-face interaction with students and school officials 21. Study and review scientific sources to know more cultures and encourage intercultural activities among students 22. Holding group and individual brainstorming sessions in order to introduce different cultures in order to create an atmosphere of respect for multiculturalism in the school.
e-learning	23. Studying and identifying new and useful technological facilities for the school environment 24. Consultation with school agents to provide technological facilities 25. Teaching how to properly use the technological facilities of the school 26. Laying the foundation for the application of technological facilities in classrooms and school space

Ferdowsi Mohammad Hassan et al. (2017), in the article, designed and compiled a communication model of compatibility in the work environment and job performance of the employees of the General Department of Sports and Youth of Khuzestan province: the mediating role of organizational civil behavior and their findings indicate that individual-organization It is related to job performance through organizational citizenship behavior. Also, person-job fit is related to job performance through organizational citizenship behavior. However, individual-group matching only indirectly improves job performance through organizational citizenship behavior. Organizational citizenship behavior is also related to job performance. Wilkins et al. (2020) in an article entitled "Civil Behavior of Students: A Survey of School Professionals" have stated that many authors consider education as a way to increase civility in society, and some also suggest interventions to improve civility in schools. have implemented However, there is very little empirical data on the extent and nature of students' civic behavior.

### 3 -Analytical model

The conceptual model of the research is based on the civic behavior questionnaire of Hasannejad Qanberlou and Vazifeh Damirchi (2019) with six dimensions of health literacy, social justice and equality, social responsibility, education for sustainable development, multicultural education, and e-learning, which are shown in Figure 1.

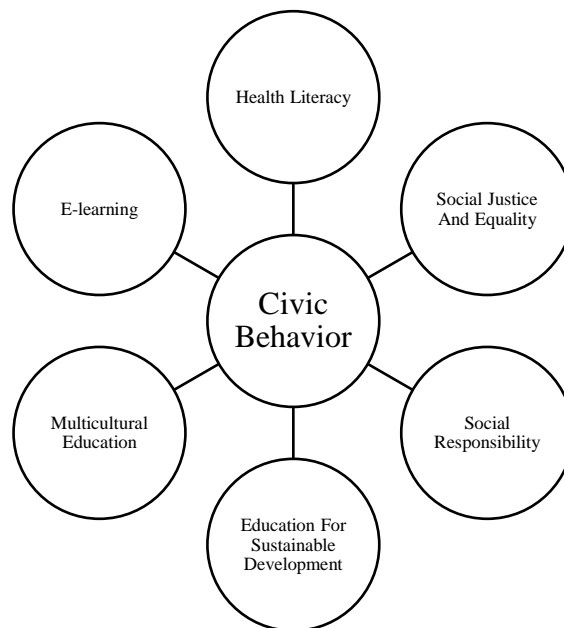


Figure 1- Conceptual model of the research

According to the conceptual model of the research and the purpose of the research, the following hypothesis is presented for the analysis of the above model.

H1: The civil behavior questionnaire of managers has validity among the managers of education and training schools in Pars Abad city.

### 4- Methodology

This research method is somewhat objective and often faster because researchers use software programs when analyzing data. An example of how researchers can use quantitative methodology is to measure the relationship between two variables or to test a set of hypotheses.

The statistical population in this research is all active school principals in Pars Abad city, whose number is 567.

To determine the sample size based on the structural measurement model in confirmatory factor analysis, Homan's method (2000) was used. Due to the existence of 26 indicators in the research model, the number of samples for each factor was considered to be 10 people. 260 questionnaires, 310 of which were distributed among the statistical population for greater certainty, and finally, 300 questionnaires were analyzed.

In this research, the sampling method is simple random sampling.

The standardized questionnaire of civil behaviors of managers Hassannejad Qanbarlou and Vazifeh Damirchi (2019) will be used as the main tool for collecting information to obtain the desired data.

The questionnaire questions are in two parts:

- General questions section
- Dedicated questions section

To measure the reliability of the research questionnaire, Cronbach's alpha test was used. Thus, 25 questionnaires were distributed among the research community, and then collected and used SPSS software, Cronbach's alpha coefficient was calculated, as shown in Table 4-3. It is given that the Cronbach's alpha coefficient of each questionnaire is more than 0.7, so it indicates the acceptable reliability of the questionnaire.

Table 2- Cronbach's alpha coefficient of the questionnaires

<i>Dimensions</i>	<i>Alpha</i>
Health Literacy	0.91
Social Justice And Equality	0.92
Social Responsibility	0.90
Education For Sustainable Development	0.89
Multicultural Education	0.90
E-Learning	0.92

Data analysis is a technique that usually involves various activities, such as collecting, cleaning and organizing data. These processes, which usually involve data analysis software, are necessary to prepare data for business purposes. Data analysis is also known as data analytics, which is described as the science of analyzing raw data to draw informed conclusions based on the data.

The method used in descriptive analysis. Descriptive methods include percentage and frequency. The method used in inferential analysis: First, skewness and skewness tests were used to determine the distribution of data, and confirmatory factor analysis, independent two-society t-test, correlation test, and Friedman's test were used to analyze the questions. All analysis was done using Amos and SPSS software.

#### 4 – Finding

Confirmatory factor analysis has been used to analyze the research hypothesis. Confirmatory factor analysis allows the researcher to test the hypothesis that there is a relationship between the observed variables and their underlying latent construct(s). Using theoretical knowledge, empirical research, or both, the researcher hypothesizes the pattern of the relationship a priori and then tests the hypothesis statistically. This research model has 6 main hidden variables and 26 observed variables.

#### Normal distribution of variables

Stretching and skewness indices were used with the help of Amos software to check the normality of the data. Byrne (2010) has suggested using the range of -7 to +7 as an acceptable range for skewness and the range of -2 to +2 for the skewness of the normal distribution. Based on the results of normal

distribution analysis, the skewness of all items is between -0.197 to -0.788 and their skewness is between -0.017 to 0.397, so based on this, All variables have a normal distribution.

### The appropriateness of the sample size

Bartlett's test of sphericity is used to test the null hypothesis that the correlation matrix is an identity matrix. The identity correlation matrix means that your variables are uncorrelated and not ideal for factor analysis. A statistically significant test (usually less than 0.05) indicates that the correlation matrix is not actually an identity matrix (rejection of the null hypothesis) as shown in the table below.

Table 3- Testing the appropriateness of the sample size

<i>Bartlett's Test of Sphericity</i>	0.920
X <sup>2</sup>	4926/822
df	325
Sig.	0.000

The results of Table 3 show that the value of Bartlett's test of sphericity is 0.920, and this shows that the amount of information between the variables overlaps a lot / there is a strong partial correlation. Therefore, it is acceptable to conduct factor analysis.

### Measurement of the model

Confirmatory factor analysis (CFA) is carried out after gaining considerable knowledge about the latent variables it wants to study. Therefore, the researcher has already explored the underlying latent variables and knows exactly how many items/indicators will load highly on each of them through exploratory factor analysis (EFA). Unlike EFA, the purpose of CFA is to test the fit of the data with the proposed research model. In other words, the researcher imposes the data on the research model and then determines the fit of these data to the model through the "eye" of some measurement fit indices. According to the results of the chi-square goodness of fit test (x<sup>2</sup>) it shows that the model has fitted the data well, for this reason the constructs have been placed at a satisfactory level of reliability, which in relation to the quality of the measurement model for the complete sample. You can be sure. The measurement model was fitted using AMOS software, and the value of its overall fit indices is shown in Table (4). Four fit indices are within the acceptable range and the RMSEA index is within the acceptable range and considering that at least 3 fit indices must be within the acceptable range. Therefore, the civil behavior model of managers has been approved.

Table 4: The amount of general model fit indices

<i>GFI</i>	0.915
AGFI	0.800
NFI	0.912
RMSEA	0.076
TLI	0.88
CFI	0.906
X <sup>2</sup>	1262.708
df	293
Sig.	0.000

Logical and criterion-related validity was confirmed in the experimental stage, and the convergent and discriminant validity of constructs has been investigated using complete samples, and the amount of factor loadings has examined the convergent validity of the constructs, and high factor loadings (at least 5. 0) indicate that the departments are converging on some common issues.

In order to determine the validity of the dimensions of civil behaviors of managers, the method of confirmatory factor analysis has been used. In this method, the goal is to find the underlying variables or constructs of a set of measured variables using factor analysis.

#### 4-1 -The final model

The overall research model was analyzed using Amos 22 software, where Amos displays the value of regression weight (Beta) and displays the value of t(t) under the title of regression weight.

Table 5: C.R test and regression

		<i>Estimate</i>	<i>S.E.</i>	<i>C.R.</i>	<i>P</i>	<i>Label</i>
F3	<---	civicbeh	1.239	.135	9.185	***
F2	<---	civicbeh	1.070	.125	8.588	***
F1	<---	civicbeh	1.000			
F4	<---	civicbeh	1.029	.125	8.255	***
F5	<---	civicbeh	.941	.127	7.428	***
F6	<---	civicbeh	.835	.110	7.557	***
q4	<---	F1	1.000			
q3	<---	F1	1.050	.089	11.838	***
q2	<---	F1	.860	.074	11.611	***
q1	<---	F1	.652	.070	9.345	***
q8	<---	F2	1.000			
q7	<---	F2	1.029	.081	12.670	***
q6	<---	F2	.944	.082	11.529	***
q5	<---	F2	.821	.082	10.043	***
q14	<---	F3	1.000			
q13	<---	F3	.988	.068	14.555	***
q12	<---	F3	1.052	.071	14.921	***
q11	<---	F3	.834	.070	11.957	***
q19	<---	F4	.846	.082	10.343	***
q18	<---	F4	1.119	.090	12.496	***
q17	<---	F4	1.000			
q22	<---	F5	1.048	.072	14.458	***
q21	<---	F5	1.115	.074	15.044	***
q20	<---	F5	1.000			
q26	<---	F6	1.000			
q25	<---	F6	1.085	.077	14.122	***
q24	<---	F6	1.231	.085	14.439	***
q23	<---	F6	1.067	.087	12.294	***
q9	<---	F2	.986	.086	11.411	***
q10	<---	F2	.850	.079	10.760	***
q15	<---	F3	1.053	.071	14.792	***
q16	<---	F3	.877	.071	12.392	*

All of the unstandardized regression weights are significant according to C.R test because all of them were outside the efficiency of  $\pm 1.96$  and the value of the standardized regression weight changes from 0.652 to 1.239. These values show that the 26 variables observed in this research are meaningfully and logically represented by the investigated factors.

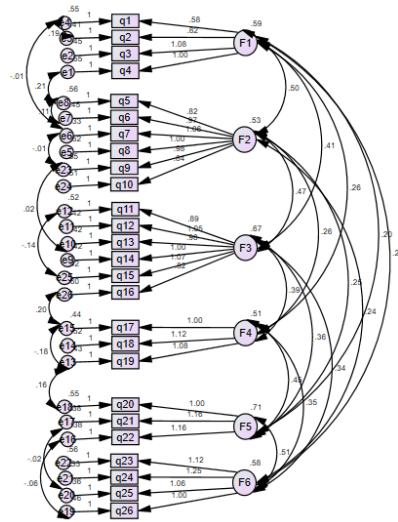


Figure 2: Non-standard fit of indicators and dimensions

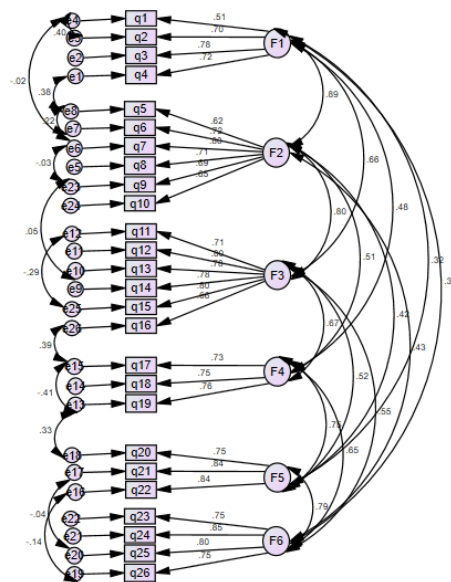


Figure 3: Standard fit of indicators and dimensions

The stated variance has changed from 0.233 to 0.666 and the remaining variance has been obtained by subtracting these values from the number 1. Figures 2 and 3 show the general relationship between the variables and indicators and the overall results indicate Confirming the factorial structure of the above model.



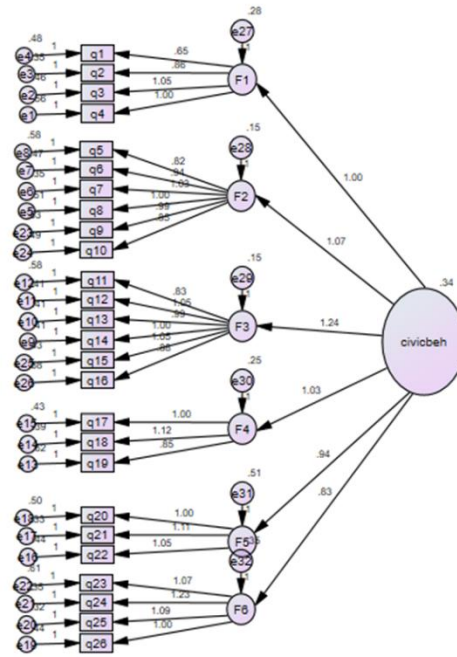


Figure 4- Non-standard general relationship

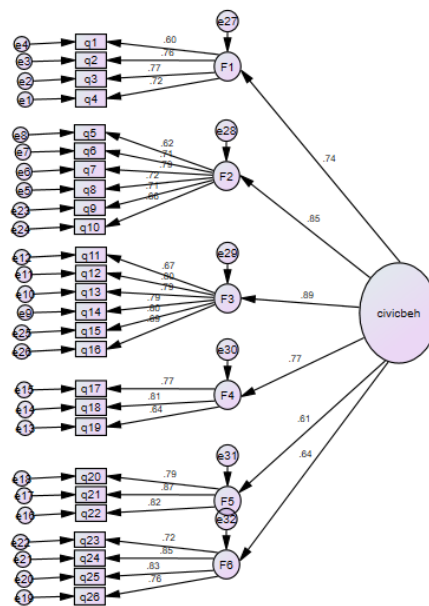


Figure 5 - Standard general relationship

### 5-Conclusion and suggestions

The present research was conducted with the aim of investigating the standardization of a civil behavior questionnaire among 567 school principals in Pars Abad city. To collect information, the standardized questionnaire of managers' civil behavior by Hasannejad Qanberlou and Vazifeh Damirchi (2019) with 26 items was used, and the sample number was 310 people. Descriptive and inferential statistics (confirmatory factor analysis, independent population t-test, correlation test and

Friedman's test) were used to analyze the research hypotheses, and this processing was done using Amos and SPSS software.

The research hypothesis was analyzed using confirmatory factor analysis and based on the results, the skewness of all items is between -0.197 and -0.788 and their elasticity is between -0.017 and 0.397. Based on this, all variables have a normal distribution.

The results of Bartlett's test are equal to 0.000 and less than 5%, and since the value of the KMO index is equal to 0.920 (close to one), the fit of the data for factor analysis is good.

Due to the fact that the structures are at a satisfactory level of reliability, we can be sure about the quality of the measurement model for the complete sample. Four fit indices are in the acceptable range and the index (RMSEA) is almost in the acceptable range, considering that at least 3 fit indices should be in the acceptable range. Therefore, the model is approved.

Also, all of the unstandardized regression weights are significant according to the C.R test (all of them are outside the efficiency of  $\pm 1.96$  and therefore  $P < 0.05$ ). The value of the standardized regression weight changes from 0.652 to 1.239. These values show that the 26 observed variables are significantly represented by the relevant factors. As a result, the results indicate the confirmation of the factorial structure of the model. The results of the research confirm the findings of Hasannejad Qanberlou and Tazifi Demirchi (2019) and show that the civil behavior model of managers has the necessary validity.

According to the obtained results, it is suggested:

According to the confirmation of the research hypotheses, and the acceptance of the researcher's claims, the following suggestions are presented to improve and strengthen the civil behaviors of managers in Pars Abad Moghan schools:

In order to strengthen the dimension of health literacy, it is suggested that school leaders pay serious attention to the following matters:

- Establishing interaction with the health center of the city
- Creation of health group of school assistants
- Familiarizing students with diseases and factors that cause diseases
- Introducing sick students to medical centers
- Justice and social equality establishing interaction with judicial organizations of the city
- Studying and recognizing the mutual rights of students and teachers towards each other and towards society members
- Teaching citizenship rights to students
- Implementation of justice in disputed cases and vindication of the rights of the right holders
- Teaching respect for different ways of life, opinions and opinions, provided that those ways, opinions and votes are based on respecting the rights of others.
- Familiarizing students with the dimensions and blessings of religion and its impact on individual and social life

In order to strengthen the dimension of social responsibility, it is suggested that school principals pay serious attention to the following matters:

- Participation of students and their parents in discussions related to school strategic issues
- Encouraging and persuading students to participate in school affairs and use motivational mechanisms in this field
- Giving responsibility to students in matters related to the school and giving them appropriate authority
- Using their opinions and ideas in the educational and educational programs of the school

Establishing interaction between the school and the family and other educational institutions in assigning responsibility to students in order to follow up on its effects and results.

- Preparation of meetings and workshops for the training of psychological and personal skills necessary for the life of a citizen
- In order to strengthen the dimension of education for sustainable development, it is suggested that school principals pay serious attention to the following matters:
- Studying the 20-year vision document of the educational system and school
- Using the opinions and experiences of teachers and students
- Knowing the current situation and planning to reach the desired situation based on the capabilities and fixing the shortcomings

In order to strengthen the dimension of multicultural education, it is suggested that school leaders pay serious attention to the following matters:

- Understanding the existing cultures among students through face-to-face interaction with students and school officials
- Study and review scientific sources to know more cultures and encourage intercultural activities among students
- Holding group and individual brainstorming sessions in order to introduce different cultures in order to create an atmosphere of respect for multiculturalism in the school.

In order to strengthen the dimension of electronic education, it is suggested that the school leaders pay serious attention to the following matters:

- Studying and identifying new and useful technological facilities for the school environment
- Consultation with school agents to provide technological facilities
- Teaching how to properly use the technological facilities of the school
- Laying groundwork for the application of technological facilities in classrooms and school space

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