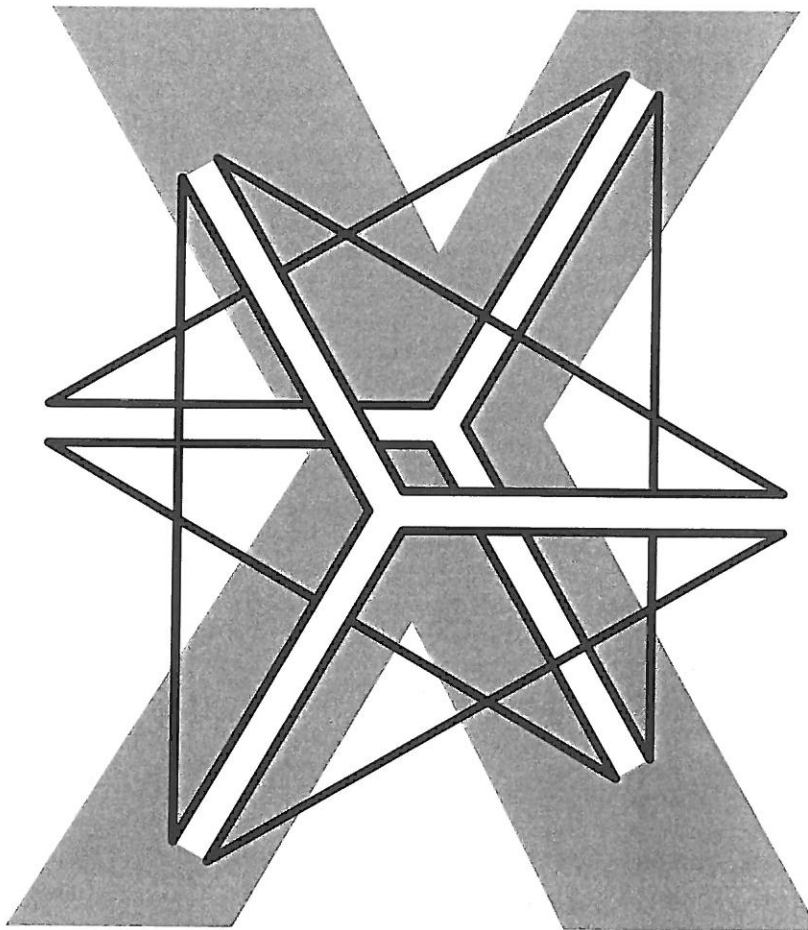


10th EUROPEAN CONGRESS OF PSYCHOLOGY

July 3-6, 2007, Prague - Czech Republic



*Helenas,
p/o menu CV*



The Union of Psychologists' Associations
of Czech Republic (UPA)

PROGRAMME

**Mapping
of Psychological
Knowledge
for Society**

Organised by the Union of Psychologists' Associations of the Czech Republic (UPA)
under the auspices of the European Federation of Psychologists' Associations (EFPA).

<http://ecp2007.com>
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THE PROGRAMME

Wednesday (July 4, 2007) Oral sessions

Time: 08.30 – 10.00

Place: Meeting room 244

Title: Quality of life and meaning

Chair: CLAUDINO, ADELAIDE

SADAVA, Stan (BROCK UNIVERSITY, Canada)

Michael Busseri; Danielle Molnar; Colin Perrier

ADULT ATTACHMENT ORIENTATION AND HEALTH. TESTING A MEDIATIONAL MODEL WITH THREE DISPARATE SAMPLES

SCHNELL, Tatjana (Leopold-Franzens-University of Innsbruck, Austria)

MEANINGFULNESS, MEANING CRISIS, SOURCES OF MEANING. DISTRIBUTION AND RELATIONSHIPS WITH DEMOGRAPHIC AND OTHER VARIABLES

OLEARY, Eleanor (UNIVERSITY COLLEGE CORK, Ireland)

Miguel A. Garcia-Martin

QUALITY OF LIFE. A HOLISTIC MODEL

RINGEISEN, Tobias (University of Wuppertal, Germany)

THE TRIPARTITE MODEL OF SELF-CONSTRUAL AND WELL-BEING. DOES THE (IN) CONGRUENCE OF SELF-FACETS AND STRESSOR DOMAINS PLAY A ROLE?

CLAUDINO, Adelaide (University of Evora, Portugal)

Teresa McIntyre

SATISFACTION, COMMUNICATION, AND ILLNESS REPRESENTATION IN PSYCHOSOCIAL ADJUSTMENT

Place: 1.2.

Title: Academia – from school to work

Chair: FONSECA, ANTONIO M.

THEMISTOCLEOUS, Eugenia (Intercollege, Cyprus)

LINGUISTIC IMPERIALISM IN ACADEMIA

FONSECA, Antonio M. (Catholic University of Portugal, Portugal)

Joaquim Azevedo

PATHWAYS OF SCHOOL-TO-WORK TRANSITION AMONG PORTUGUESE YOUTH

JIN, Leili (The University of Hong Kong, Hong Kong SAR)

Watkins, D.A.

INVESTIGATING THE CAREER COMMITMENT PROCESS OF MAINLAND CHINESE POSTGRADUATE STUDENTS

EISENBERG GLANTZ, Fany (ITESM Campus Estado de Mexico, Mexico)

Luis Alonso Sandoval

CONSTRUCTION OF A RELATIONAL MODEL BETWEEN THE ATTITUDE TOWARDS ACADEMIC ACHIEVEMENT, FUTURE PERSONALITY, EMOTIONAL INTELLIGENCE, AND FAMILY-FUNCTIONING PERCEPTION IN STUDENTS FROM HIGH SCHOOL COLLEGE ON THREE CAMPUSES OF THE INSTITUTO TECNOLÓGICO Y DE ESTUDIOS SUPERIORES DE MONTERREY SYSTEM

TOSUN, Leman Pinar (Middle East Technical University, Turkey)

E. Olcay Imamoglu; Selin Imamoglu

COMMUNICATION STYLES OF TURKISH YOUNG ADULTS WITH DIFFERENT SELF-ORIENTATIONS

Place: Meeting room 223

Title: Psychology of Meaning

Chair: KREITLER, SHULAMITH; URBANEK, TOMAS

KREITLER, Shulamith (Tel-Aviv University, Israel)

THE NATURE OF MEANING AND ITS PSYCHOSEMANTIC FUNCTIONS

URBANEK, Tomas (Institute of Psychology, Czech Republic)

COMPARISON OF SEMANTIC/CONTENT ANALYTICAL APPROACHES TO THE TEXTUAL DATA

ALBERT, Dietrich (University of Graz, Austria)

Christina Steiner; Claudia Repitsch

SEMANTIC STRUCTURES, THEIR RELATIONSHIP AND RELEVANCE

ROPOLYI, Laszlo (Eotvos University, Hungary)

MEANINGS AND REPRESENTATION STRATEGIES IN THE COGNITION

FLECK, Guenther (National Defence Academy, Austria)

WORLD VIEWS AND THE MEANING OF TRUTH. DOGMATIC VERSUS HYPOTHETICAL INTERPRETATIONS

PATHWAYS OF SCHOOL-TO-WORK TRANSITION AMONG PORTUGUESE YOUTH

António M. Fonseca & Joaquim Azevedo

Catholic University of Portugal, Portugal

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This paper presents the main results of *Unpredictable Professional Pathways Study*, a study concerning the school-to-work transition of 100 subjects who left school in 1998, with different kinds and levels of academic/professional diploma: 9th grade and below, 12th grade (both general and vocational), and college (both university and polytechnic). The purpose of the study is: (i) analyze and compare distinct pathways from school to work in the previous five years; (ii) understand implications of those distinct pathways for vocational development and identity construction; (iii) draw implications for intervention at educational, psychological and training levels. The results of the study confirm that higher qualifications are perceived by the participants as a "protective shield" with regard to their entrance into the labour market. Satisfaction with their professional situation is common to all the groups, except those who left school after completing general secondary education. The construction of a sense of professional identity is stronger among graduates and professionally qualified students leaving school, becoming more fragile among those who left school with a poor level of studies (with low expectation of social upward mobility) or with general secondary studies. The results prove that dealing with and solving developmental tasks successfully – in this case, school-to-work transition – is a process where we can see, from a psychological and developmental perspective, that the active role attributed to individuals concerning their own development necessarily undergoes a variety of influences, of a social, family, educational and economical nature.