

EDITORIAL

This issue of LIBERABIT has a clear focus on psychometrics. Ziegler and Bensch (2013) state that when translating an existing measurement tool into another language, users must ask the same questions as they do when constructing a new tool:

1. For what measurement purpose is the instrument designed (e.g., personnel selection, clinical assessment)?
2. What is the target population (e.g., adolescents, adults, patients)?
3. Who will employ the instrument (e.g., researchers, practitioners)? (Ziegler and Bensch, 2013, p. 81)

Several authors in this topic have tried to adapt existing or translated measurement tools to different specific populations and to provide psychometric data that allows practitioners to use these tools on a scientific basis.

Sergio Domínguez-Lara and César Merino-Soto sought to create two short versions of the Big Five Inventory (BFI). As both versions showed favorable psychometric indicators in Peruvian university students, they could be valuable tools for other groups of subjects too, given that time efficiency and suitability for subjects are becoming increasingly important in diagnostics.

Alicia Omar and her coauthors, provide evidence of the factorial validity and psychometric properties of the Argentine version of Colquitt's Organizational Justice Scale. The psychometric characteristics allow perceptions of justice to be measured within Argentine organizations using this scale.

Juan Méndez Vera and José Luis Gálvez Nieto in turn aimed to evaluate the psychometric properties of the Academic Self-Concept Scale in a sample of university students from Chile. The results permit the conclusion that the Academic Self-Concept Scale is a valid and reliable instrument for assessing the academic self-concept in Chilean university students.

Finally, Adriana Espósito and coauthors developed local standards for the Psychomotor Development Test (TEPSI) for Argentine children to permit comparison with the Chilean samples used for the standardization of the instrument. Argentine pre-school children showed better psychomotor performance when compared to their Chilean peers. These results highlight the importance of developing updated TEPSI local standards that consider the socio-cultural features of each country.

The paper of David Cuadra-Martínez and Pablo Castro-Carrasco focus on educational psychology, propose a model for the transformation of subjective theories in education. Unlike objective theories, subjective theories often arise spontaneously, under pressure, and without conscious control by the subject (Janík, 2007). In times when the main focus in academic psychology is upon objectification and exact measurement, greater emphasis should be given to subjective theories as they have more impact on our behavior than we would like to think. As mentioned above, in our discipline, scientific standards, statistics, objectification and measurement form the

Para citar este artículo:

Beiglböck, W.(2018). Editorial. *Liberabit*, 24(1), 5-8. doi: 10.24265/liberabit.2018.v24n1.01

main focus in the university training of psychology students. In «real» life, most students will not work in an academic setting but in an applied professional environment. It is therefore extremely important that these «soft» social skills are included in university training.

The articles authored by Samuel Lincoln Bezerra Lins and Antonia Pinheiro Teixeira; Ana Romero Abrio and coauthors concentrate on psychosocial topics - a relatively new area which has developed in part as a critique of psychology and as a response to its supposed deficiencies. The first study focuses on the importance of self-esteem, self-efficacy and internal locus of control on the well-being of Paralympic athletes. The second study shows the importance of psychological stress and a non-conformist self-perception as predictor variables for relational violence in Mexican adolescents.

Ana Olivia Ruiz Martínez and her coauthors delivered very useful information with regard to the need for early detection of mental health problems in the general population. Their work is especially valuable as it once again highlights the fact that mental health problems affect the quality of life in different ways according to gender.

The spreading of the term «positive psychology» coined by Seligman et al. (2005) and Seligman (2009) has popularized the concept of «happiness» also within academic psychology. Last but not least, Pablo Ezequiel Flores Kanter and coauthors reminds us that there is not only a hedonic but also a eudaemonic paradigm of happiness. The latter originated with Aristotle in the western world and was first introduced into academic psychology by the founders of humanistic psychology such as Maslow (1968) and Rogers (1961). The study of Kanter and coauthors, should remind us once again that hedonism alone should not be the goal in the pursuit of happiness.

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