Meaning and perception of trust in public and private life: psychosocial context and cross-national comparison.
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The concept of trust is essential to humanity and therefore, it underlies many contexts and domains of individual and social life. The trust fundamentally influences relationships among individuals, groups, community, and institutions. Trust enables anticipations in interpersonal interactions and establishing commitments, it leads to feelings of confidence, sharing and intimacy. It expresses beliefs in the persistence and fulfillment of natural orders and moral rules and norms (Onyx, Bullen, 2001). The reported study is part of an international project on language and social representations of trust, responsibilities and entitlements in middle and late adolescence. This paper is based on results of respondents of four countries (Czech republic, France, Scotland, Slovakia), selected from two age-groups (16-18 and 19-21 years old). We try to specify the meaning of trust and to look for relationships among the trust and some other concepts, which represent interpersonal and social life of adolescents. Our research supports former assumptions, that the trust is a polysemic and a heterogeneous concept with different meanings in different languages, in different cultures, and in different socio-political systems (Marková, 2003). Results also show specific relationships between adolescent's trust and his/her another psychosocial characteristics (e.g. optimism, perceived injustice, future expectations).

Social changes and everyday life of adolescents: Is contemporary generation different from previous one?
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The special attention of this paper is centered on Czech adolescents during a decade of political, economical, and social changes (1992 - 2003). We summarized results of two projects. The first one was a based on empirical research comparing data collected in 1992 and data collected 2001. Both samples were reported in regard to their daily activities, future expectations, daily problems, and well-being. The second project is four-year longitudinal study (1999-2003). This research was broadly oriented on peer, family, and school context of the adolescent psychosocial development. Compared to generation of adolescents from the beginning of nineties, the present generation has grown up in a democratic society, and post-totalitarian, post-communist influences are not evident in their everyday life. As empirical results indicate, their greater need for stability, rules, and positive norms correspond with their reported higher level of commitment. Compared to the post-totalitarian generation, this generation is more aware of their own needs and desires. They seem to be more pragmatic, less optimistic and more realistic in respect to their future. Not surprisingly, they are more satisfied with their present lives and future options.

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The concept of empowerment has long been used as a conceptual tool in the field of community psychology. In 1995, Zimmerman presented a model of psychological empowerment conceived as a personal dimension that integrates "perceptions of individual control, a pro-active attitude towards life and a critical understanding of socio-political environment" (p. 581), involving intrapersonal, interactional and behavioral components. The Sociopolitical Control Scale (SCC, Zimmerman & Zahniser, 1991) was developed to evaluate two specific areas of the intrapersonal component of empowerment (leadership and political control). In an attempt to analyse the model empirically, we developed a new measure that included items related to other areas of the intrapersonal component (perceived competence and decision-making), and to the remaining two components of psychological empowerment: interpersonal (resource mobilization) and behavioural (community involvement experiences in the last 3 months). This new measure was then administrated, together with the SCC, to a sample of university students (N=700). Confirmatory factor analyses reveal a good fit with the theoretical model with a clear distinction between the three components and the various dimensions of psychological empowerment.