This Issue of the journal presents three papers that take diverse perspectives into social and behavioural research. These papers contribute to the pursuit of rigour, robust debate and integrity that the journal aspires to meet.

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The first paper “Whom do We Trust More with Our Money: The Banker or the Chimney Sweep? (How Perceptions of Wealth, Social Class and Hard Work Interrelates)” (Neymotin & Tucci, 2014) investigates the extent to which trustworthiness is conditional upon varying levels of income and social class. The data for this study was obtained by survey undergraduate students of Nova Southeastern University in the USA. Responses to the various individual questions ranged from 223 to 243. The key issues found to be linked to trustworthiness were wealth and the extent to which the individual perceived the person giving advice as hard working.

The second paper “Group Efficacy Perceptions and Task Performance” (Whiteoak, 2014) explores the relationship between group efficacy and performance patterns of small groups. A case study design was used to investigate the six research hypotheses. Quantitative data were gathered to screen and classify the study participants and to assess group performance and group efficacy. Qualitative data were also gathered in the form of performance attributions from transcripts of videotape recordings. Results indicate that the connection between group efficacy perceptions and group performance is not a simplex relationship and is influenced by the history of a group’s success and failures.

The third paper “Socially Skilled- Successful Students: Improving Children’s Social Intelligence through Social Education Programs” (Dowswell & Chessor, 2014) investigates the effects of a social education program on the development of children’s social competence (SC). A mixed factorial design, using a pretest-posttest control method was employed to determine if the 4S Program could increase children’s SC. Findings indicated that there was a significant difference in the SC of the experimental group from pre to post test. It was unclear whether this difference was attributed to the 4S program however because the control group also showed a significant growth in SC.

References