



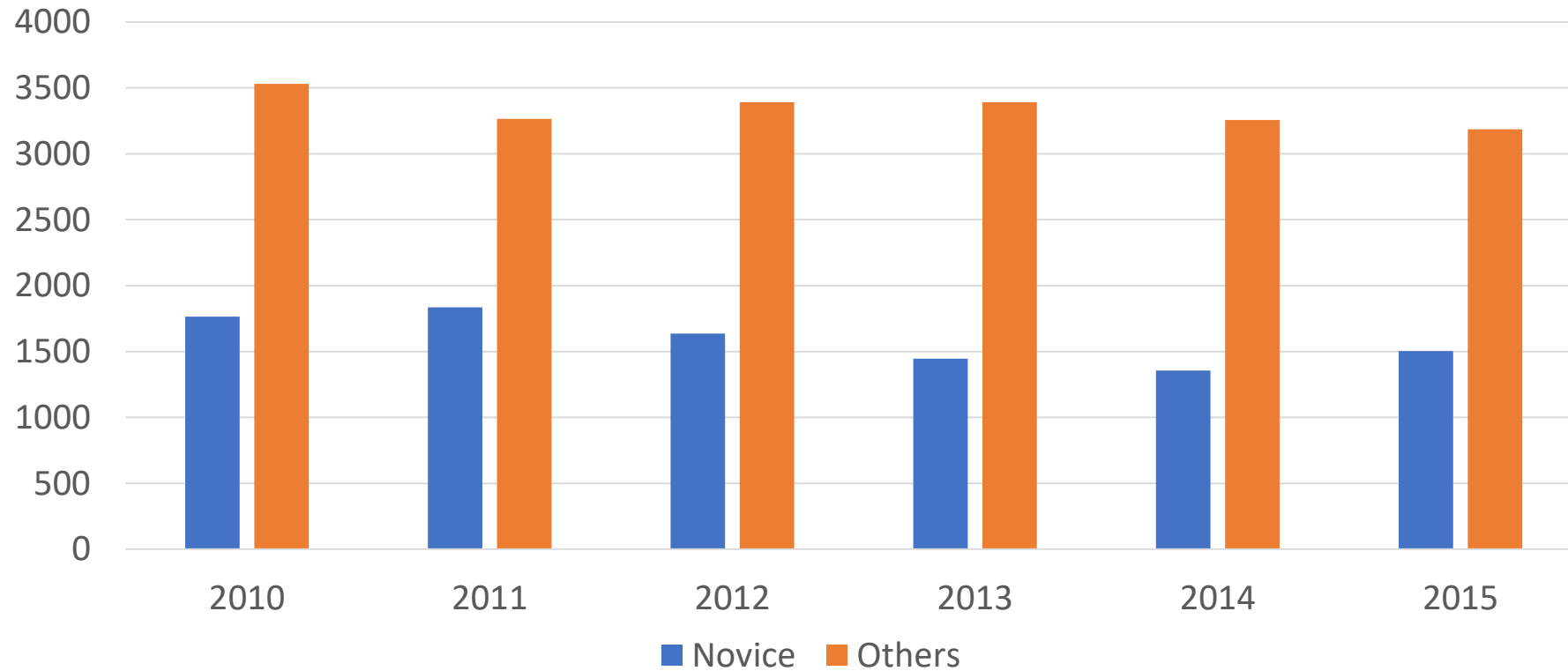
Safe driving for life:
changing attitude and behaviour
through education, training and testing.



How does driving self-efficacy and safety attitudes change during standard driving training? Does it last?

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Participation in car accident – at fault

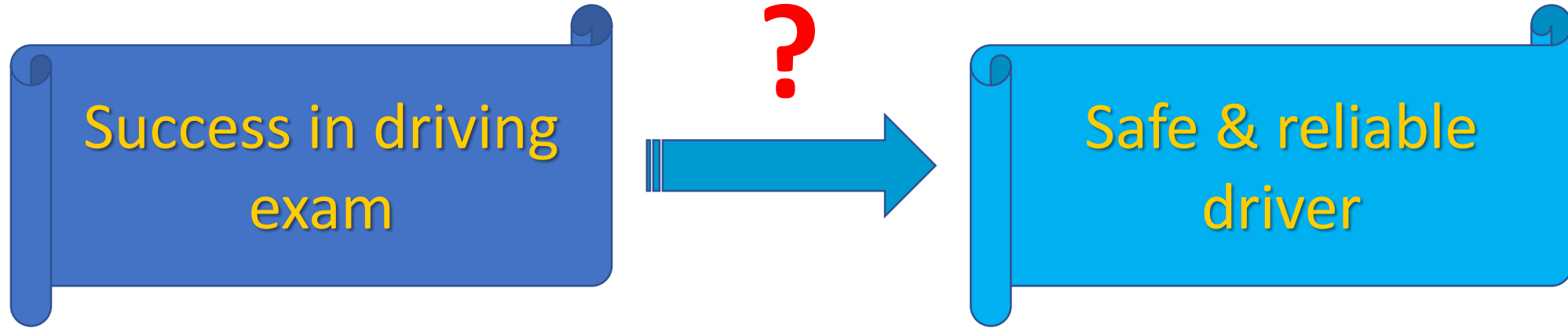


The Purpose of Driving Training

The standard driving training:

- transferring of theoretical knowledge of traffic rules,
- training of practical vehicle control skills,
- getting acquainted with technical organization of vehicle,
- getting acquainted with first aid,
- instruction of safety features and attitudes.

The Effectiveness of Driving Training



Lerner's perspective

Finish quickly – I need my license

Driving school's perspective

Finish quickly – get new students

We know little...

- how trainees perceive the training process,
- how they react to instruction content,
- how the perceptions gained during learning process last after they finish driving training.

Indirect Indicators of Driving Training Effectiveness

- Safety favourable attitudes towards behaviour on the road
- Driving self-efficacy (the belief of being able to perform it well).

Current Study



The aims:

- to evaluate the changes of driving self-efficacy and road safety attitudes that occur during the standard driving training in Lithuania;
- to evaluate the one-year effect of the changes;
- to evaluate how driving self-efficacy and road safety attitudes contribute to later self-reported risky driving.

Standard Driving Training



Driving school:

- Theory – 40 hours
- Practice – 30 hours
- Duration – 3-6 weeks

Individually:

- Theory – individually
- Practice – 30 hours
(driving school)

Driving with close relative is permitted after theory exam

Participants

Licensed novice drivers – 175 (longitudinal sample).

Age 18 – 30+ years.

Mean age – 20

55 % - 18-19 years at the end of training.

6 % - above 30 years.

Several driving schools across Lithuania, but were mainly recruited from the large cities.



38 %



62 %

Longitudinal design

1 stage

In the beginning of the training

- **Questionnaire**
 - personality traits
 - risk perceptions
 - driving self-efficacy
 - and attitudes towards traffic safety

2 stage

At the end of the training

- **Questionnaire**
 - risk perceptions
 - driving self-efficacy
 - and attitudes towards traffic safety

3 stage

12 months after the beginning of the training

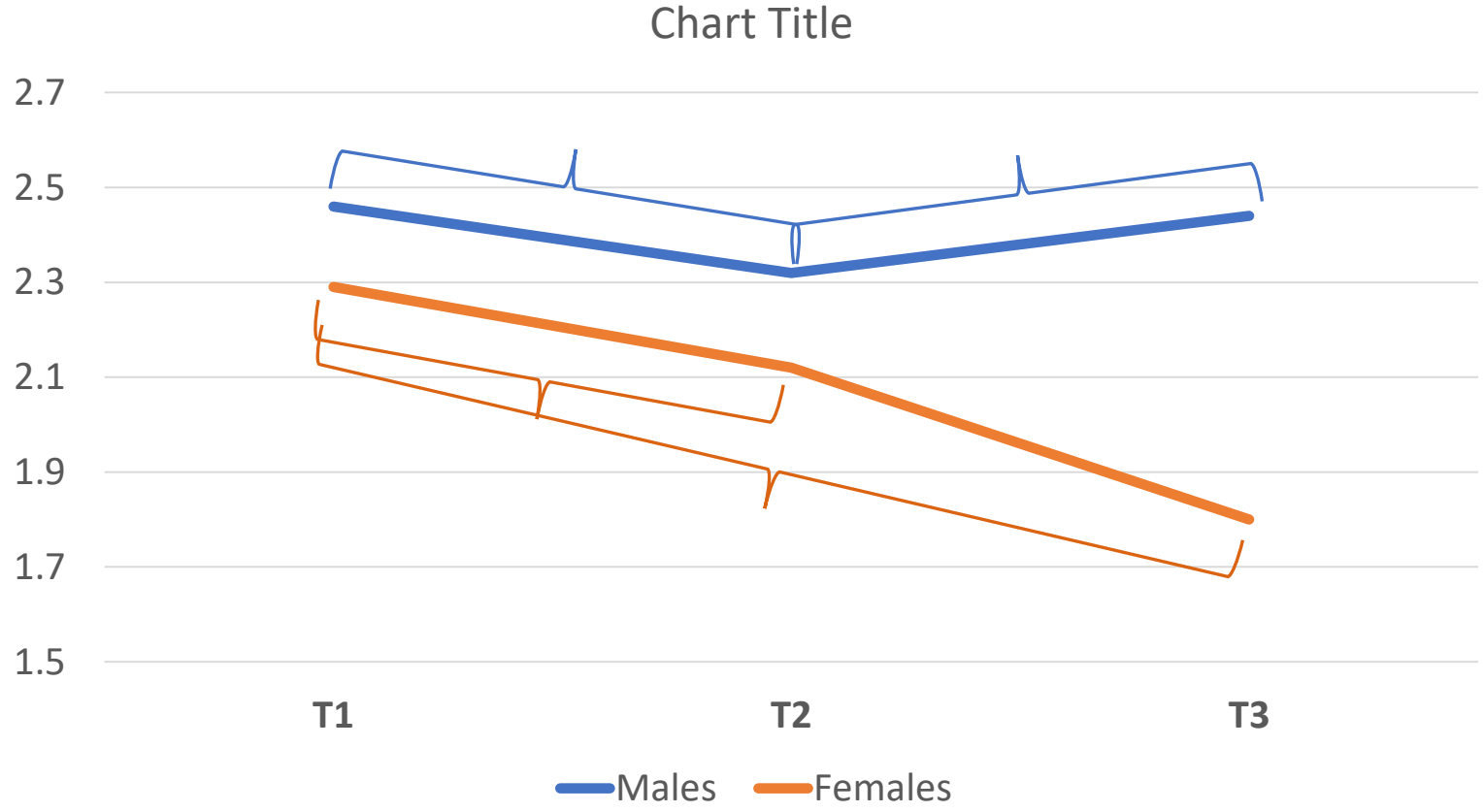
- **Telephoned** to evaluate their self-reported driving style and a number of outcomes of their driving (e.g., crashes and fines), again driving self-efficacy and attitudes towards traffic safety

Measures

Self-reports:

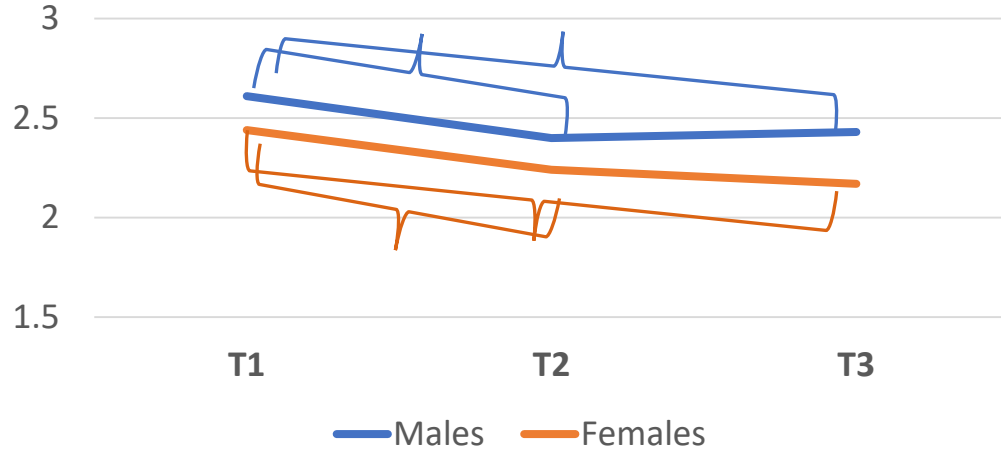
- Time 1 and 2 and 3:
 - the **Adelaide Driving Self-efficacy scale** – ADSES (George, Clark, & Crotty, 2005), which measure the confidence of the driver in being able to drive well in various situations (Cronbach alpha = .91).
 - the scale of **Attitudes towards risky driving** (Iversen, Rundmo, 2004). It refers to person's perception and evaluation of rule obeying, over-speeding, drink-driving, behaviour of others (Cronbach alpha = .76-.82).
- Time 3:
 - self-reported risky driving behaviour using the **Driver Behaviour Questionnaire** (DBQ; Reason et al., 1990): errors (Cronbach's alpha = .85) and violations (Cronbach's alpha = .75).

Results: Attitudinal Changes

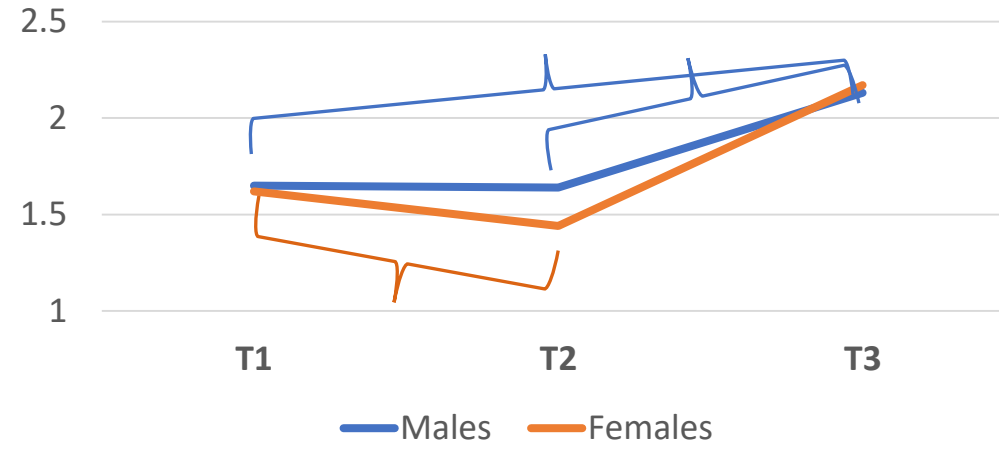


Results: Attitudinal Changes (2)

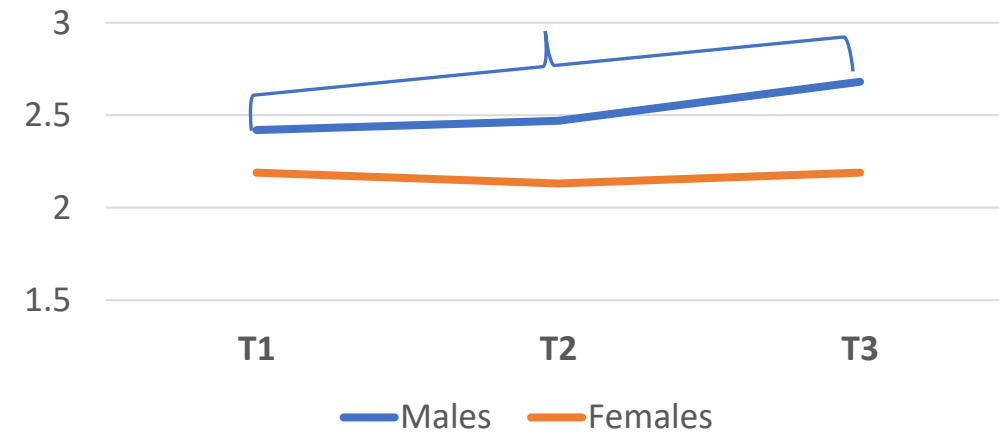
Rule Violations and Over-speeding



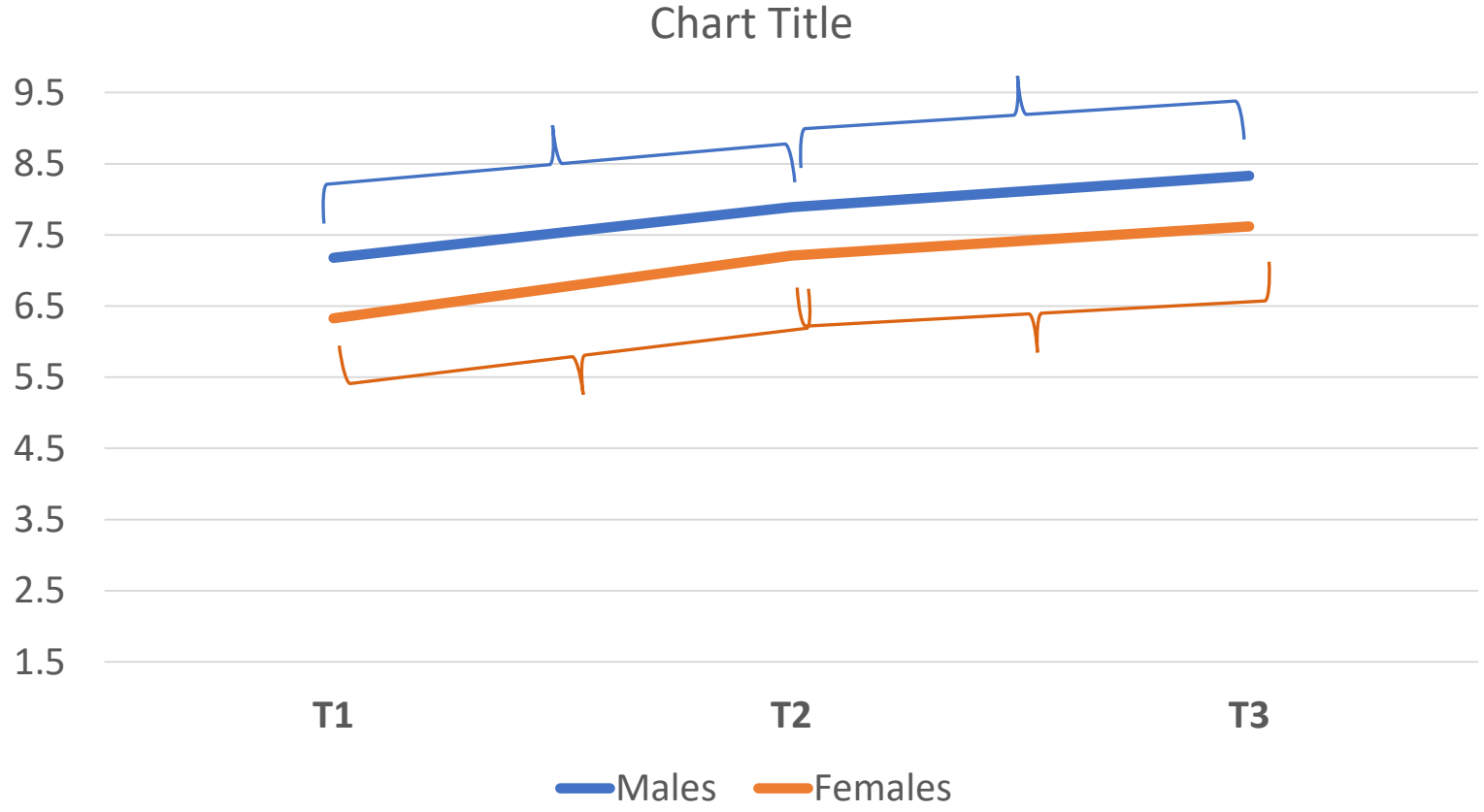
Driving Intoxicated



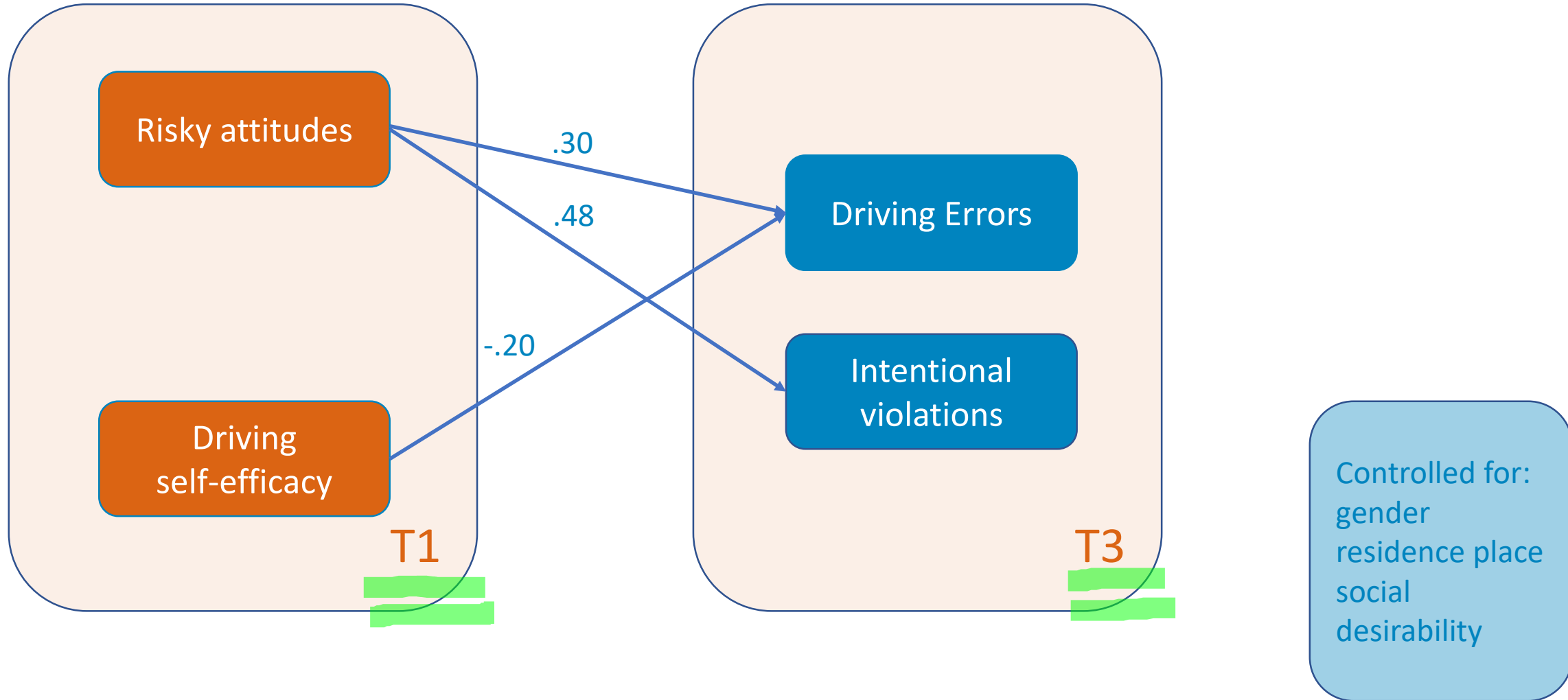
Driving of Others



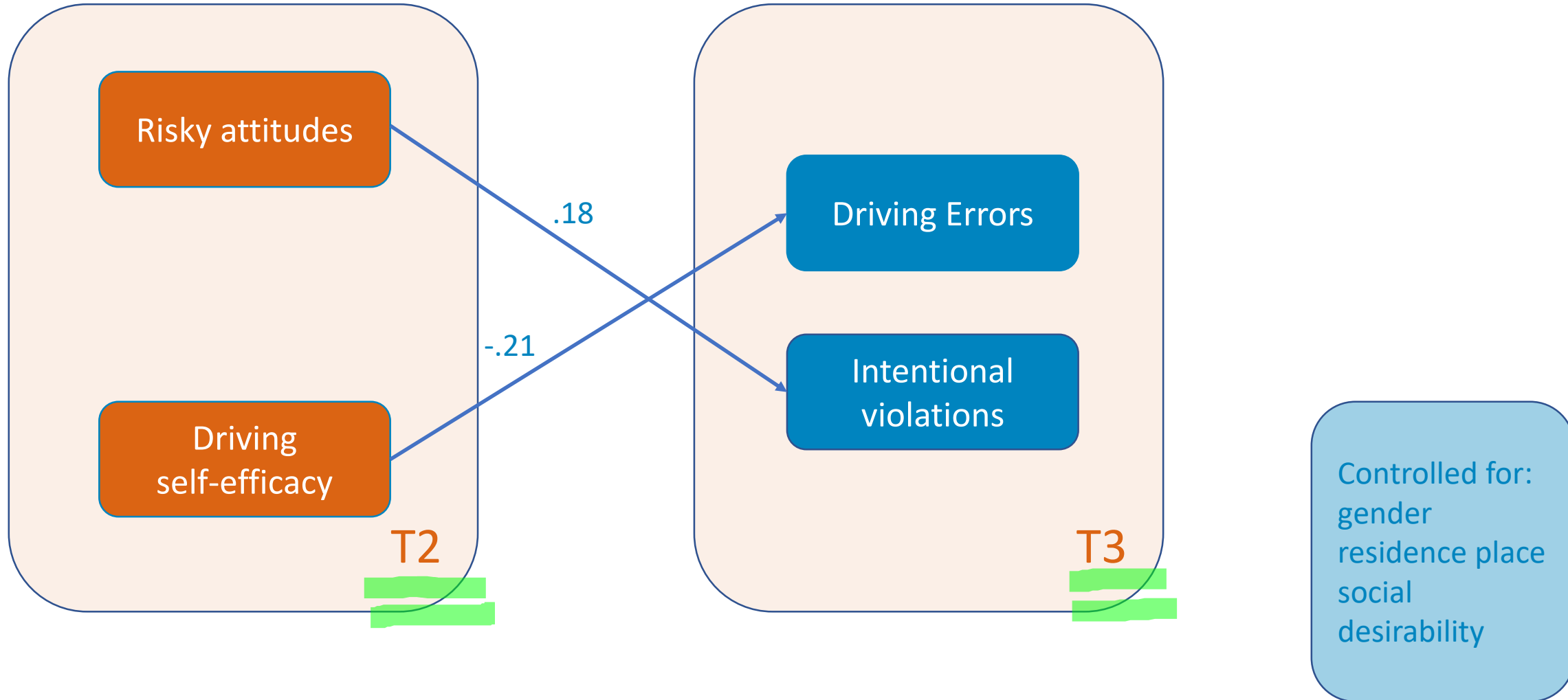
Results: Self-efficacy Changes



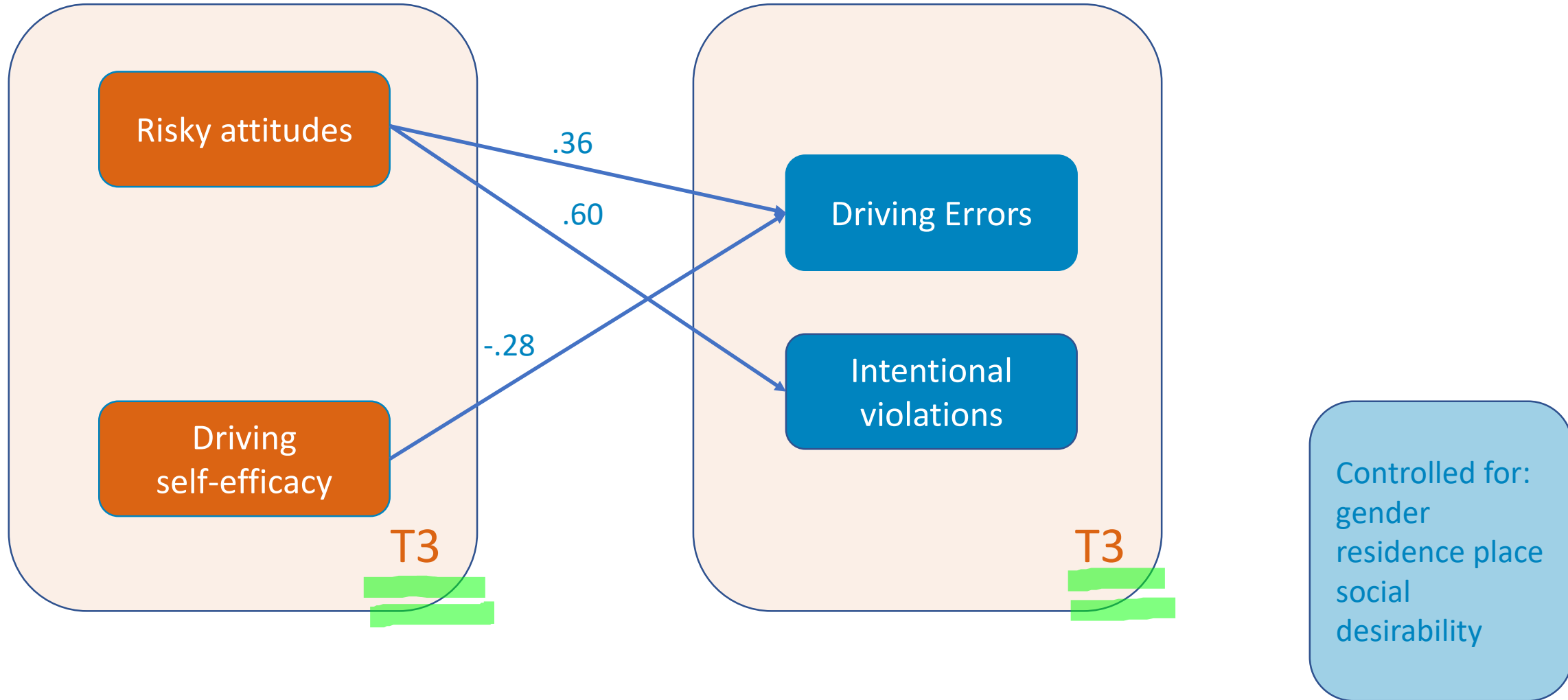
Results: Prediction of Risky Driving T1-T3



Results: Prediction of Risky Driving T2-T3



Results: Prediction of Risky Driving T3-T3



Conclusions & Comments

- Important psychological changes occur during the first year of driving, even without special interventions. What effect might cause special psychological changes during the intervention?
- The belief to be able to take a control over the vehicle increases during the training and in the first year of driving, which probably supports the growing manoeuvring skills of novice drivers. Driving schools succeed in training vehicle control skills.
- Risky attitudes were decreasing during the first year after for women. They decreased during the first year after, but later increased during independent driving. How to maintain or increase the reached effect for safety attitudes during the most dangerous year of independent driving?

Conclusions & Comments (2)

- In the contrary with other research the self-rated driving skills could not predict intentional violations, Thus, results question the previous data that they believe having good driving skills.
- Risk-favourable attitudes towards behaviour on the road predicted both driving errors and intentional violations.

Belief in own abilities to drive a vehicle might be an indicator of future driving proficiency.

Future risk drivers can be recognised prior starting to drive, therefore, could potentially be intervened during the training.

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Questions ???
Comments....