



XIX INTERNATIONAL CONFERENCE DAYS OF APPLIED PSYCHOLOGY

**TRANSFORMATIVE PROCESSES IN SOCIETY,
ENVIRONMENT, ORGANIZATION, AND MENTAL
HEALTH PRACTICE**

BOOK OF ABSTRACTS

**Niš, Serbia
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Days of Applied Psychology 2023
BOOK OF ABSTRACTS



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*Transformative Processes in Society, Environment, Organization,
and Mental Health Practice*

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Department of Psychology
Faculty of Philosophy
University of Niš, Serbia

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DAYS OF APPLIED PSYCHOLOGY 2023

*Transformative Processes in Society,
Environment, Organization,
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Niš, Serbia | 29th–30th September 2023

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Keynote Lectures

KEYNOTE LECTURE
WHAT IS SHAME? SHAME AS A RELATIONAL NETWORK OF EMOTION-EXPERIENCE

Nicolay Gausel
University of Stavanger, Norway

Abstract. Shame is a complex emotion involved in how the individual relates with oneself, close others, and the society in which the individual finds herself. Although there is great disagreement about what shame is, there are agreements. In this presentation, I will highlight how we can understand shame, how it affects the individual and its social relations, and what we can expect when people experience shame. Specifically, I will explain how shame involves an activation of the self through violation of internalized moral norms. I will explain how shame involves criticism of self by the self and the risk of criticism of the self by imagined or real others – in addition to being a motivator for action. I will also address issues currently debated within shame literature, such as ‘guilt versus shame’, how to understand ‘shaming’ and ‘moral failure versus competence failure’. I will discuss a growing controversy on whether shame promotes defensive, anti-social motivations or pro-social, approach motivations. I will discuss if shame can be defined, and how it can be measured. Finally, I will suggest directions ahead for shame researchers and therapists and encourage a view of moral emotions as an integrated process where appraisals, feelings and responses interact in a relational network.

KEYNOTE LECTURE
MULTI FACES OF MISTREATMENT AT WORK

Canan Sümer
Department of Psychology, Özyeğin University Turkey

Abstract. Workplace mistreatment (WM) is a serious problem threatening the well-being of employees in almost all job levels, occupations, and industries. Empirical evidence has accumulated concerning antecedents, consequences, and moderators of different WM types. Yet, limited knowledge is available on how different forms of WM interact with each other within the larger organizational context and how culture comes into play in the emergence of WM. In a series of studies using qualitative and quantitative methodologies, we identified seven types of WM (which we called Seven Evils). Four of the Seven Evils (i.e., workplace incivility, mobbing, abusive supervision, and sexual harassment) are interpersonal in nature and three of them (i.e., institutional sexism, institutional discrimination, and institutional abuse) originate from the organization itself. After developing psychometrically sound measures of the Seven Evils, we found that most WM types had universal as well as culture-specific components. We also found that different forms of WM not only coexisted but had unique patterns of interactions in influencing critical outcome variables. Results in general suggested that while institutional forms of mistreatment enhanced the relationships between different interpersonal mistreatment types, they attenuated the relationships between interpersonal forms of WM and critical outcome variables, such as burnout and well-being. For example, workplace incivility predicted workplace sexual harassment, especially when institutional sexism was high, and the relationship between sexual harassment and burnout was attenuated in the existence of institutional abuse. Similarly, institutional abuse moderated the relationship between workplace incivility and mobbing, such that the relationship was stronger at high levels of organizational abuse, and institutional abuse moderated the relationship between mobbing and well-being, such that the negative association between mobbing and well-being was stronger at low levels of institutional abuse. An important avenue for future research would be to examine the cross-cultural replicability of the current findings.

KEYNOTE LECTURE
**CLIMATE CRISIS AND THE GREEN TRANSITION:
THE RELEVANCE OF A CRITICAL PSYCHOSOCIAL APPROACH**

Susana Batel

Center for Research and Social Intervention (ECSH) at CIS ISCTE,
University Institute of Lisbon, Portugal

Abstract. July 2023 has been considered as the hottest day on Earth, based on recorded history. Enacting solutions to tackle climate change is thus urgent and the transition to carbon neutral societies, namely based in renewable energy production, energy efficiency and nature-based services, has been deemed by governments in the last decades and across the world, as a key solution. However, local and social movements and social sciences' research have made it increasingly evident that the current materialization of the so-called green transition also brings with it key challenges, namely in terms of socio-environmental impacts and injustices. In this keynote, I aim to discuss these challenges and to propose that Psychology, particularly a critical psychosocial approach to the green transition, is crucial to better understand and overcome those challenges and, with that, contribute to create more sustainable and fairer socio- ecological systems. I will identify and discuss the pillars of this critical psychosocial approach to the green energy transition and will illustrate them based on different examples from my empirical research on the green transition in Portugal. The applied and research implications of this approach and agenda will be discussed.

Invited Session

INVITED SESSION
AUTISM & MENTAL HEALTH

Moderator:
Vladimir Trajkovski

* * *

**MENTAL HEALTH ISSUES DURING THE COVID-19 PANDEMIC
IN PERSONS WITH AUTISM SPECTRUM DISORDER**

Vladimir Trajkovski

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Faculty of Philosophy, "Ss. Cyril and Methodius" University, Skopje, Macedonia

Abstract. Introduction: COVID-19 pandemic starts in December 2019 and finishes in May 2023. Persons with autism spectrum disorder (ASD) are at elevated risk for mental health problems in response to the COVID-19 pandemic. This risk is due to their high rates of pre-pandemic psychiatric comorbidities and the pandemic's disruption to routines and access to necessary supports. The aim of this article is to show how COVID19 pandemic influenced persons with ASD and to explain possible solutions for this condition. Findings: The child's understanding of COVID-19 illness in the family, low family income, and depression and anxiety symptoms in the parent increase the risk for poor mental health during the pandemic. It was determined that the anxiety and stress of the children and parents increased, they needed more support compared to the pre-pandemic period, and they had difficulty coping. There needs to be greater emphasis on designing diverse, socio-culturally appropriate programs to address mental distress and provide mental health care and psychosocial support to mitigate the effects of prolonged isolation in children. Children and young adults with autism spectrum disorder are vulnerable to the effects of prolonged isolation or quarantine, and may have difficulty adapting to this new norm, especially as inflexibility and insistence on sameness are hallmark characteristics of this disorder. Integration of varied levels of intervention created within a pandemic response program specific to children and families is needed. Conclusions: The COVID-19 pandemic has given us the opportunity to expand and rethink service delivery to one of the most vulnerable populations. Findings emphasize the urgent need to provide effective and accessible mental health services for children and adults with ASD and their families during and after the pandemic.

Keywords: mental health, autism spectrum disorder, COVID-19, pandemic, persons

TRAINING IN AUTISM FOR STAFF WORKING IN MENTAL HEALTH SETTINGS IN ENGLAND

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Abstract. The target audience of the pilot was mental health professionals in inpatient settings. After favourable review and evaluation by the British Royal College of Psychiatrists, the scheme is now being rolled out across mental health settings in England, funded by the NHS. Key features: (a) All content and delivery of a product of co-design in a partnership with autistic people, many with lived experience of mental settings as professionals or patients or both. (b) Exploring an experience-sensitive approach, promoting personalisation and a culture of acceptance, to capture the variety of experiences of the autistic population and mental health professionals. (c) Learning on evidence-based practice in adapted, multimodal, and accountable ways, to improve mental health, adaptive functioning, and the emotional well-being of autistic people and of staff. This to reduce stress and restrictive practices (d) Learning about autistic perspectives, understanding and narratives, and employs self- reflection and reframing. Utilising and applying theory related to reducing emotional responding. (e) Embeds an equity, diversity, and inclusion lens throughout, including modules on the intersection between autism, ethnicity, culture, gender identities and sexual orientation, and co-occurring conditions. (f) Underpinned by valuing and promoting both the wellbeing of the autistic person and the staff member. Methodology and curriculum Building on our delivery of the pilot within adult inpatient settings, the curriculum provides a unique overview of evidence -supported best practice, through tuition based on emerging evidence, feedback from the pilot, and participation of those with lived experience. This is in line with the Core Capabilities Framework for Supporting Autistic People and adapted to the different mental health settings in the community, hospitals, youth justice services and child and adolescent mental health services. The aim is to train 5000 professionals over the next three years.

Keywords: autism, mental health, co-production, psychiatry, inclusion

SUPPORT INCLUSION AND SOCIAL COACHING FOR TEENAGERS ON THE SPECTRUM

Paola Molteni¹, Elena Zanfroni¹, Silvia Maggolini¹ & Alessandra Ballarè²

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² Autism Center, Cascina San Vincenzo, Italy

Abstract. Recent research works (Atwood, 2019; Fisher Bullivant, 2020) have enlightened the importance of involving non-autistic peers in social groups to develop a peer-to-peer coaching experience in practising the real skills the pupil has developed in therapy sessions. Our research investigated the impacts of conducting three mixed social groups with teenager peers both on the Spectrum and neurotypical. We conducted literature review; conducted interviews to non-autistic students from high school involved in PCTO training experience ($n = 6$) and their professors ($n = 3$); asked parents ($n = 20$), individuals on the spectrum ($n = 15$) and professionals ($n = 8$) to complete a questionnaire. The impact on social ability and cooperation was measured through the use of CCOS (Cooperation and Communication Observation Schedule – Travaglione, 2021) in all three groups, with pre-assessment and follow-up after 9 months. The strategy of involving peers not on the Spectrum had a profound impact on the pupils supported at the Centre and on the social groups experience. The research data enlightened (i) the improvement of social skills acted in daily life experiences; ii) the strengthening of self-confidence and self-esteem in social capability and cooperation with others; iii) the rise of awareness in high school students about autism, neurodiversity and inclusion. The implementation of social coaching experiences and groups mediated by specialists and educators are of high importance to support the inclusion of teenagers on the Spectrum and it can be a fundamental experience for work and life skills. There is the need for development of the following actions: (1) More support for the students on the Spectrum in experiencing social skills in daily life; (2) Training for education staff on social coaching and peer-to-peer group mediation; (3) Better links between rehabilitation/therapy centres and schools.

Keywords: autism, inclusion, social coaching, education, peer-to-peer group

HOW 1Q21.1 CHROMOSOMAL LOCUS INCREASES RISK FOR AUTISM SPECTRUM DISORDERS?

Yasir Ahmed Syed

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Cardiff University, UK

Abstract. Autism spectrum disorders (ASD) is a complex and diverse disorder, encompassing a wide range of genetic and phenotypic variations. Recent breakthroughs in large-scale genomic studies have shed light on the role of copy number variations (CNVs) as significant mutations implicated in the development of ASD, increasing the risk by up to 30-fold. Notably, the 1q21.1 chromosomal region has emerged as a crucial locus, with deletions or duplications observed in ASD, as well as in conditions like schizophrenia and intellectual disability (ID). These alterations represent highly penetrant and frequently occurring CNVs in ASD. However, the precise impact of 1q21.1 chromosomal variations on functional brain development and the underlying mechanisms contributing to ASD risk remain largely unknown. To address this gap, we have embarked on pioneering research by generating human stem cell models of 1q21.1 deletion and duplication. By meticulously examining the effects of this genomic locus on neural cell maturation and gene expression regulation in vitro, we aim to unravel the intricate relationship between 1q21.1 chromosomal alterations and ASD. The findings from our study hold immense potential for enhancing our understanding of the genetic and molecular drivers of autism spectrum disorders. This knowledge will not only pave the way for the development of targeted therapies but also offer hope for individuals and families impacted by ASD. Together, we strive to create a brighter future, where every individual with ASD can thrive and reach their full potential.

Keywords: autism spectrum disorders, Copy Number Variants (CNVs), 1q21.1, brain development

**OVERUSE OF PHARMACOLOGICAL PSYCHOTROPIC TREATMENTS AND POLYPHARMACY
IN AUTISM SPECTRUM DISORDER:
A SUBSTITUTE FOR INSUFFICIENT PSYCHOSOCIAL INTERVENTIONS**

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Abstract. **Introduction.** Interventions for Autism Spectrum Disorder (ASD) encompass numerous behavioral, developmental, educational, social, pharmacological (mainly psychotropic), and other treatments. Non-pharmacological (psychosocial) interventions are regarded as the first line of treatment, with a broad consensus that psychotropic medications should not be used as the initial or sole treatment. Some studies, however, report widespread psychotropic prescribing in autism, aimed primarily to address behavioral issues (e.g., irritability, aggression, self-injurious behavior, hyperactivity) and comorbidities. Psychotropic polypharmacy (defined as the use of two or more psychotropic medications or types of psychotropic medications) is also commonly seen in autism. **Methods.** Our research aimed to quantitatively evaluate the use of psychopharmacological treatments in individuals with ASD. A web-based survey was undertaken among 103 parents of 103 individuals with ASD (median age: 10 years) from Macedonia. **Results.** Psychopharmacological treatments were used by 48% of the individuals with ASD (almost 1/3 of users take more than one such medication), but were prescribed to 62%. Psychotropic medications are widely used by the youngest participants; 56% of the children below the age of 8 in our sample use at least one. The most commonly used medications were antipsychotics and antiepileptics (55% and 45% of users, respectively). **Conclusion.** Compared to other studies, we found comparable or higher use of psychopharmacological treatments and higher use of antipsychotics and antiepileptics. The extensive use of psychopharmacological treatments in the population below 8 years of age is uncommon in other studies. Our findings are not surprising, though, given the conditions of the population/country from which our sample was drawn. Namely, Macedonia, although an EU-aspiring country, is faced with severely deficient psychosocial treatment options for individuals with developmental disabilities. On the same note, several other studies have reported similar prescribing patterns in autistic individuals in low-resource communities where psychosocial treatments are unavailable, insufficient, or difficult to obtain.

Keywords: Autism Spectrum Disorder, pharmacological treatment, psychotropic medications, psychosocial treatments

EDUCATIONAL ASSISTANCE FOR STUDENTS WITH AUTISM

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Abstract. Introduction: With the establishment of total inclusion in regular elementary schools in the Republic of North Macedonia, appeared one of the biggest challenges in the education of students with autism. The support of educational assistance was needed for uninterrupted teaching and real educational inclusion. The educational assistant, by performing his duties, raised the education of children with disabilities to one level higher and ensured the real participation of students with disabilities in the school curriculum. Subject of research: The subject of this research are the changes in the educational inclusion of a student with autism. The student is in the 7th grade in regular primary education that works according to the Individual Education Plan. After the received diagnosis in the second period of schooling, the student received an educational assistant in the 6th grade. Learning success, class attendance, as well as student behavioral changes will be analyzed. Research methodology: This research used an analysis of data obtained from school documentation of learning success and class attendance. Two questionnaires were also prepared for the teaching staff and the parent to measure the changes in the student's behavior before and after receiving the educational assistant and questionnaire for school attendance, especially how long he stayed in class. Results: After receiving the educational assistant as support, the student has relevant statistically significant improvements in learning success ($F = 5.183, p = .005, p < .01$), in behavior, but most of all in school attendance and educational inclusion ($\chi^2_{(1, N=1)} = 6.713, p = .035, p < .05$).

Keywords: total inclusion, educational assistant, autism

PARENT TRAINING USING ACCEPTANCE AND COMMITMENT THERAPY

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Abstract. Parents of children with autism face numerous challenges as they support their child's development. Feelings of inadequacy, self-judgement, and fear can cause suffering among these parents. Prolonged suffering among these parents can lead to mental health symptoms and parenting difficulties, both of which have a relationship to poor outcomes for their children. Acceptance and commitment therapy (ACT) methods have been used in multiple studies to improve mental health symptoms among parents of children with autism and related disabilities. ACT is a cognitive behavioral treatment that has an evidence base for many mental health challenges and populations. Parent meta emotion philosophy (PMEP) has been shown to be helpful in training parents to respond to their children's behaviors and expressions of emotions in a proactive way. PMEP was identified in the 1990s as a set of parenting skills that contribute to strong outcomes among children. These findings have been extended to children with autism across multiple studies. This presentation provides an overview of ACT and PMEP methods, research studies, and provides an overview of a recent research study utilizing these methods. The study was a randomized controlled trial using ACT and PMEP. The study included 58 mothers and their children. Results indicated that reductions in parenting distress and child maladaptive behaviors in the treatment groups compared to the control group. Results will be discussed in the context of prior research on this topic.

Keywords: parent training, autism, acceptance and commitment therapy

MENTAL HEALTH CHALLENGES IN ADOLESCENTS WITH AUTISM

Ghaziuddin Mohammad

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Abstract. Autism is a childhood-onset disorder characterized by a combination of reciprocal social deficits, communication impairment and restricted interests and behaviors. Its prevalence and recognition have increased dramatically during the last decade. A significant degree of the morbidity resulting from autism is because of its common association with psychiatric disorders. This presentation will focus on the occurrence of mental health challenges faced by adolescents with autism, with particular reference to the increasing recognition of hitherto uncommon associations such as psychosis, eating disorders and criminal violence. Importance of early intervention not only of autism but also of its comorbid disorders is underscored and treatment strategies discussed.

Keywords: mental health, adolescents, autism

Workshop

WORKSHOP
**INTERACTION ANALYSIS AND IDENTITY CO-CONSTRUCTION: DOWN THE
METHODOLOGICAL RABBIT HOLE**

Sanja Grbić¹ & Selena Vračar²

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² Singidunum University, Faculty of Media and Communications,
Department of Psychology, Serbia

Abstract. Individualistic orientation in psychology and a reliance on statistical analysis contributed to the lack of methodological resources for empirical research of processual and relational phenomena. Qualitative methods helped, but what is still omitted are the studies of interaction, which would explore the in-vivo microgenetic process of individual identity co-construction in social interaction. Thus, sociocultural psychologists' assumptions regarding identity development were impossible to investigate, and this state was reproduced in the "Big story" narrative approach. The solution offers the "Small story" approach, utilising the methods of neighbouring disciplines, which we further adapted for psychology. This workshop aims to present a methodological framework consisting of 3 levels of interaction analysis, suitable for empirically exploring the process of reality and identity co-construction. In the first part of the workshop, participants will be acquainted with the analytical levels 1 and 2 – conversation and discourse analysis, which involves mapping the discursive strategies that social actors use to demonstrate affiliation and to impose their own version of reality. In the second part, we continue with the analytical level 3 – positioning analysis and membership categorization analysis, aimed at determining which identity positions are made available by the strategies employed and a reality version constructed. Participants will, first in pairs, and then through reflective exchange with the rest of the group, thoroughly practise the application of these analytical resources on a plethora of concrete examples. Finally, there will be a demonstration on how to integrate interaction analysis with the "Big story" narrative analysis, focusing on how social actors co-construct a shared narrative about a relevant event, while at the same time maintaining an individual version, not necessarily aligned with the shared one. We will discuss the suitability of the presented methodological framework for psychological research and the theoretical implications of the findings for the understanding of individual identity.

Keywords: narrative psychology, identity co-construction, qualitative methodology, discourse analysis, positioning analysis

Duration: 90 minutes

Thematic Session
PSYCHOMETRICS

THE NETWORK STRUCTURE OF PITTSBURGH SLEEP QUALITY INDEX (PSQI): EXPLORATORY GRAPH ANALYSIS AND NETWORK ANALYSIS¹

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Abstract. The present investigation assesses the network structure of the Pittsburgh Sleep Quality Index (Buysse et al., 1989; PSQI). PSQI is a self-report questionnaire that assesses sleep seven aspects/components of sleep quality over a one-month time interval. These components include sleep latency (LATEN), sleep duration (DURAT), habitual sleep efficiency (HSE), sleep disturbances (DISTURB), use of sleeping medication (MEDS), daytime dysfunction (DAYDYS), and subjective sleep quality (SLPQUAL). The sample consisted of 1243 participants (62.9% female) of average age 39.32 ($SD = 13.05$) from different areas of Serbia (geographical-cluster sample). The analyses include Exploratory Graph Analysis (EGA; model=glasso) for dimensionality analysis and network analysis (EBICglasso estimation performed on Spearman correlations) performed in EGAnet and bootnet packages in R. We used Strength and Expected Influence as centrality measures. EGA suggested two dimensions (one consisting of DURAT and HSE). Results show that SLPQUAL is a central node in the network followed by DISTURB, significantly more than other nodes. The centrality indices are highly stable (CS-coefficient = .75). In conclusion, network analysis suggests PSQI has two-dimensional structure which is in line with many factor-analytic evidence. Subjective sleep quality is most connected to other nodes in the network suggesting its particular relevance for understanding and treating poor sleep quality.

Keywords: PSQI, network analysis, EGA, dimensionality

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**PSYCHOMETRIC PROPERTIES OF TEACHER PROFESSIONAL WELL-BEING: TESTING VALIDATION,
RELIABILITY AND MEASUREMENT INVARIANCE
IN AN ETHIOPIAN EDUCATION SETTINGS**

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Wollo University, Dessie, Ethiopia

Abstract. Introduction: The current study is adaptation, development, and validation of the Teacher Professional Well-Being Scale (TPWBS) and its measurement invariance with some demographic factors (gender, age, university types and teaching experience). Five core dimensions of the TPWBS—self-efficacy, job satisfaction, aspiration, recognition, and authority—that were originally developed by Yildirim (2014) in the cultural context of Turkey are independent and measurable. Objective: The Teacher Professional Well-Being Scale (TPWBS), which measures teachers' perceptions of their professional well-being, has been translated into Ethiopian Amharic to test the factor structure, evaluate measurement invariances (MI) across gender, age, university type, and teaching experience. Method: For this purpose, we performed Exploratory Factor Analysis (EFA) in sample- 1 and then followed by Confirmatory Factorial Analysis (CFA) in sample 2. This was done by first performing an exploratory factor analysis on the 82 men and 222 women in sample 1 and then a confirmatory factorial analysis on the 529 men and 179 women in sample 2 of the data. For this study, the Ethiopian TPWBS was completed by 1012 instructors from Ethiopian higher education institutions. Results: The EFA results demonstrated that all items have excellent factor loadings in each TPWBS sub-dimension. Furthermore, the results of this study show that the TPWBS has acceptable construct validity, good reliability, and acceptable convergent and divergent validity. The CFA results of TPWBS found that, $\chi^2 (289) = 942.20$, $p < .001$, $\chi^2/df = 3.26$, GFI = .912, TLI = .935, CFI = .943, RMSEA = .057, 95% CI [.053, .061]. The MI across gender, age, types of universities, and years of teaching experience supported the equivalence of factor loadings, intercepts, and residuals for the TPWBS and demonstrated a good model fit. Conclusion: The Ethiopian Amharic version of the TPWBS, which is similar to the English Original version, evaluates teachers' perceptions of their professional well-being across various groups. The TPWBS, for instance, can be recommended as a valid and reliable instrument for the sample of Ethiopian university teachers, and the findings of the study are crucial for practitioners and researchers engaged in well-being assessment.

Keywords: teacher professional well-being, exploratory factor analysis, confirmatory factor analysis, measurement invariance, higher education

SITUATIONAL ASPECTS AND RESPONSE STYLE TO SELF-REPORT QUESTIONNAIRES²

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Abstract. The goal of this study was to examine differences in response styles in high-stake and low-stake situations, as well as to investigate whether variations in response styles occur when questionnaire items are formulated to relate either to the participant themselves or to other people. The sample consisted of 541 participants aged 18 to 86 ($M_{\text{age}} = 38.25$; $SD_{\text{age}} = 15.30$) from Serbia. The study was conducted using a pen-and-paper method, and all participants were required to complete a battery of 151 items, which were part of a larger study. Two different procedures for measuring response styles were employed to isolate variance attributed to response styles, with the aim of theoretically minimizing content-related variance following the Representative Indicators of Response Styles approach. The first procedure used a purpose-built questionnaire comprising 20 non-overlapping items from a different study, while the second approach calculated response styles using a set of 20 heterogeneous (minimally correlated) items extracted from the battery used in this research. Scores obtained from these two methods were combined and further utilized as a single factor score for each of the measured response styles (extreme response style, acquiescence, disacquiescence, and middle category response style). Items were followed with the instructions reflecting high-stake, and then low-stake situations. The results indicate differences ($p < .001$) in the average acquiescence and extreme response style between high-stake and low-stake situations, with both styles being more pronounced in high-stake situations, albeit weakly. Another aspect examined in this study pertained to the formulation of the items presented to respondents. It was found that there are differences ($p < .001$) in means of all examined response styles based on whether they were calculated using items that refer to the respondent personally or items referring to other people. All calculated response styles are more pronounced when derived from items related to the respondent themselves, except for the middle category response style, which is more pronounced when calculated using items referring to someone else.

Keywords: response style, psychological questionnaire, situational aspects

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CAN EYE TRACKING HELP BETTER UNDERSTANDING OF VISUAL WORD PRIMING BEHAVIORAL DATA?

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Abstract. Priming is the common procedure employed in context influence on visual word processing research. It requires performing target word processing task (naming, lexical decision, etc) following the prime word presentation. Priming provides measures standard in psycholinguistic research: reaction time and error rate. However, the priming paradigm suffers from some inherent shortcomings. Type of task will obviously evoke different language processes; the other major variable, prime-target stimulus asynchrony (SOA), critically influences conclusions on effects of priming. Additionally, experimental task could in principle be performed without prime processing. We challenged in a primed naming task the prevalent notion of grammatical information provided by close-class words on open-class words processing being limited to postlexical processes exclusively. Targets were Serbian nouns and verbs, while the primes in grammatically informative context (GI) were congruent prepositions and personal pronouns, respectively. To create linguistic yet grammatically uninformative context (GUI), conjectures were employed. Primes were presented at 200ms SOA. Under such conditions, 17ms facilitation was obtained, i.e., targets in GI were named that faster than in GUI context. Eye tracking was conducted with the same set of stimuli. Prime-target word pairs were presented simultaneously with gaze-contingent stimuli triggering, in the task of silent reading. Main outcome was that the first fixation on target duration, as one of the principal word recognition measures, was on average 9ms shorter in GI than in GUI condition. Target dwell time and number of regressive prime fixations further corroborate conclusion that grammatical information facilitates word processing. Eye tracking apparently offers the possibility of evading major priming paradigm shortcomings, allowing noise produced by targets read without prime reading control, not requiring SOA manipulations, in an ecologically more valid task of silent reading. Word processing measures obtained via eye tracking might prove more conservative, but more reliable than measures derived from behavioral experiments.

Keywords: eye tracking, visual word priming, grammatical priming

MEASURING GENDER-SPECIFIC BELIEFS ABOUT EMOTIONAL BEHAVIOUR ON A SAMPLE OF SERBIAN STUDENTS³

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Abstract. Society establishes guidelines for how individuals should display and regulate their emotions, often based on an individual's gender identity. The research aimed to adapt the *Questionnaire of gender-specific beliefs about emotional behaviour* provided by Timmers et al., 2003, enhanced with additional items, on a sample of 247 Serbian students. The initial set of 54 items was translated into the Serbian language by a professional translator, and then back into English by another independent bilingual professional translator. We analyzed the items in order to detect any potential discrepancies between the back-translated version and the original text. Finally, we assessed the psychometric properties of two measurement instruments: *Beliefs about men's emotional behaviour (BEB-M)* and *Beliefs about women's emotional behaviour (BEB-W)*. In order to identify homogeneous clusters of beliefs (factors) and their broader contexts (higher-level factors), we used a sequential-factors analysis (Goldberg's "bass-ackwards" method) on a wide range of observed beliefs about how emotions are or should be expressed in the context of traditional male and female gender roles. This approach provided insights into societal perspectives on gender roles and how these beliefs might differ across cultures. Based on interpretability, as well as on the results of a parallel analysis and the MAP procedure, we decided to use a four-factor solution for the BEB-M instrument (44.19% of variance explained) and a five-factor solution for the BEB-W instrument (45.17% of variance explained). Those instruments share four factors named: Ban on displaying powerful emotions, Description of general emotionality (free of evaluation), Negative attitude towards emotional behaviour, Ban on displaying powerless emotions; and BEB-W has an additional one, named Dysfunctionality of emotions at work. This study could be interpreted as a component of a broader examination into the viability of using questionnaire-based assessments to measure stereotypes related to emotional behaviour in men and women. This approach is compared to alternative measurement methods like experimental paradigms and other types of stereotypical gender beliefs.

Keywords: gender roles, emotional behaviour, latent structure, sequential-factors, cross-cultural adaptation

³ Some of the results of this study are published in Pejičić, M., & Ćirović, N. (2019). Latent structure of beliefs about men's and women's emotional behaviour in a sample of Serbian students. *Facta Universitatis, Series: Philosophy, Sociology, Psychology and History*, 18(2), 81–103. DOI: 10.22190/FUPSPH1902081P | Financial support: This study was supported by the Ministry of Science, Technological Development and Innovations of the Republic of Serbia (Contract No. 451-03-47/2023-01/ 200165). | Nikola Ćirović is the recipient of the grant by the fund from the Science Fund of the Republic of Serbia, GRANT No 1568, *Identity Crisis in Women Facing Infertility: Mixed Methods Approach – InsideMe*.

PSYCHOMETRIC ANALYSIS AND PRELIMINARY NORMS FOR THE ABRIDGED VERSION OF THE COMMUNICATION BEHAVIOUR TEST

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Abstract. The study presents a psychometric analysis and preliminary norms for assessing performance on a shortened version of the Test of Communicative Behaviour (TEKOS-II), which is a Slovak adaptation of the MacArthur Communicative Development Inventory: Words (CDI). The inventory consists of a set of 81 words for which the parent or caregiver has to judge whether the child understands the word (passive vocabulary) or uses it actively (active vocabulary). Psychometric analysis for both subtests (for passive and active vocabulary) was performed using an unidimensional 2-parameter logistic model. Preliminary norms were estimated using a continuous norm calculation method (the corresponding algorithms are available in the cNORM library of the R statistical environment). Norms were estimated by the statistical model as a function of percentile scores and age. The sample ($N = 1391$; $N_{\text{females}} = 594$, i.e. 42.70%) consisted of children aged 16–36 months ($M = 26.32$; $SD = 5.61$). Of the total, $N = 299$ children were identified as at-risk for psychomotor development. Passive and active vocabulary were assessed (both subtests of 81 items each). The analysis showed that both subtests had very good model-data fit (RMSEA = .045 and .046; SRMSR = .06 and .047 for passive and active vocabulary, respectively), despite a rather substantial ceiling effect. These findings suggest that for both aspects of vocabulary, the short version of the TEKOS-II is a suitable and sufficiently reliable measurement tool, especially for identifying the poor performers.

Keywords: psycholinguistic development, vocabulary, psychometric analysis

SERBIAN ADAPTATION OF THE AGGRESSIVENESS-SUBMISSION-CONVENTIONALISM SCALE (ASCS)

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Abstract. The rise of Nazism and Fascism what, in essence authoritarian regimes, was the chief calamity and threat to civilization as we know it in the 20th century. Adorno (1950) provided the theoretical undermining of authoritarianism, based on psychoanalytical concepts. In his effort at operationalizing the concepts proposed by Adorno, Altemeyer (1981, 1988, 1996) selected three core aspects authoritarian submission, authoritarian aggression and conventionalism. Altemeyers approach changed from the psychoanalytic to social learning, postulating that Right Wing Authoritarianism (RWA) is a result of family and peer influence as well as situational experiences. Dunwoody and Funke (2016) have created their own iterations of Altemeyer's RWA scale, by shortening the items and reducing their number. They have started from the ground up creating three completely separate subscales, with six items each, creating the Aggressiveness (Agg)-Submission (Sub)-Conventionalism (Con) Scale (ASCS). The aim of our study is to validate the adaptation of this scale to the Serbian language. The study consisted out of 253 participants, out of them 154 (60.9%) were female. The average age of the participant was 37.05 years (*Min* = 19; *Max* = 82; *SD* = 10.29). We performed confirmatory factor analysis. We have manage to find adequate model fit after introducing covariation to several estimated errors, in order to preserve all of the items from the scale ($\chi^2(128) = 282.909$, CFI = .901, TLI = 882, RMSEA = .069). The internal consistency of these subscales in our sample was good if a bit lagging with alpha values for the subscales .76, .79 and .75 respectively. We measured the participants level or religiosity that correlated positively with Agg, Sub and Con (*r*-values were .19, .22, and .52, respectively; $p < .05$), political leanings left or right (*r*-values were .33, .24, and .43, respectively; $p < .05$).

Keywords: right wing authoritarianism, confirmatory factor analysis, scale adaptation

**EXPLORING PSYCHOLOGICAL SAFETY AT WORK:
A STUDY ON THE ADAPTATION AND INVARIANCE OF EDMONDSON'S SCALE**

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Abstract. Psychological safety, a vital concept in organizational and social psychology, influences team dynamics and performance. It pertains to individuals feeling secure in expressing ideas without fear of reprisal. Given the frequency of the widely used Edmondson Psychological Safety Scale, its application, and the absence of a validated version in our language, this study aims to provide empirical evidence for its effectiveness in Serbian-speaking environments, fostering a better understanding and promotion of psychological safety. The sample consisted of 306 employees with a minimum of 6 months of work experience and at least 6 months in the same team. Among them, 72.5% were female, aged 20 to 63 years ($M = 31.85$; $SD = 8.62$). The majority of participants (74.8%) worked in private organizations, while 25.2% worked in the public sector. The Psychological Safety Scale (Edmondson, 1999) was used (7 items in total), and the back-translation method was applied. We used Perceived Organizational Support and Work Satisfaction scales to measure external validity. CFA was conducted, assuming a one-factor structure for the instrument, yielding satisfactory fit indices: $\chi^2 = 22.088$, $df = 10$; TLI = .94; CFI = .97; RMSEA = .077 (90% [CI] = .04, .11); SRMR = .047. The measurement invariance was examined concerning participants' gender and organizational sector (private or public), and the results indicated that the scale demonstrated invariance with respect to both criteria. Moreover, the instrument exhibited satisfactory internal consistency reliability ($\alpha = .79$). A positive correlation was obtained between perceived organizational support ($r = .517$, $p < .001$) and job satisfaction ($r = .389$, $p < .001$), providing evidence in favor of the external validity of this measure. The findings support the applicability of the scale in Serbian-speaking environments, providing a valuable tool for assessing and promoting psychological safety. Future studies could further investigate the scale's effectiveness in various cultural and organizational settings to foster the development of inclusive and supportive work environments.

Keywords: psychological safety, team support, serbian translation

Thematic Session
FAMILY, YOUTH AND ADOLESCENCE

PSYCHOSOCIAL FUNCTIONING OF ADOLESCENTS IN FOSTER CARE FAMILIES

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Abstract. Relatively little attention in society is focused on young people who grow up without their parents and little is known about their difficulties in daily functioning. To direct professional interventions accordingly, it is important to properly understand their needs, behaviors, and expectations. Therefore, the main goal of the research is to determine the level of psychosocial functioning of adolescents in foster care families and to determine possible sources of differences in psychosocial functioning. The sample consists of 204 respondents who were divided into two subsamples (84 adolescents from foster care families and 120 adolescents from biological families). Besides the questionnaire constructed to record basic information about the respondents and the foster care families, the Strength and Difficulties Questionnaire (SDQ) was used to measure the psychosocial functioning of adolescents, while the Childhood Trauma Questionnaire (CTQ) was used to measure the traumatic experiences of adolescents. The results showed that there are differences in the degree of expression of dimensions of psychosocial functioning of adolescents from foster care families and adolescents from biological families ($p < .05$). On the other hand, it was confirmed that traumatic experiences do not represent a statistically significant predictor of dimensions of psychosocial functioning of adolescents from foster care families ($p > .05$). The results also showed that there are statistically significant differences in emotional problems and prosocial behavior in relation to the gender of the respondents ($p < .05$) (girls have more emotional problems and boys show more prosocial behavior) and in problems with peers in relation to the type of family accommodation ($p < .05$) (adolescents placed in a foster care family have a higher degree of problems with their peers). The obtained results can serve as guidelines for future researchers in constructing more effective interventions for the prevention and improvement of the psychosocial functioning of adolescents in foster care families.

Keywords: psychosocial functioning, foster care, adolescents

ATTACHMENT STYLE, PSYCHOLOGICAL FUNCTIONING AND PARENTING PRACTICES OF MOTHERS-VICTIMS OF DOMESTIC VIOLENCE

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Abstract. The association between early attachment style, life satisfaction and adult relationship satisfaction is supported by both theory and research. Literature overview shows that attachment security enhances relationships, while attachment insecurity contributes to intimate partner violence. Domestic violence is a serious problem both in Bulgaria and worldwide. According to NSI data, in 2021 every third Bulgarian woman is a victim of domestic violence, which significantly reduces their life satisfaction. The aim of this study is to examine the predictive power of the attachment style over the parenting practices of mothers(-victims of domestic violence), taking into account the role of the experienced types of domestic violence and mental functioning of the mothers. Bulgarian mothers ($N = 207$) of children (0–18 years old) completed a structured questionnaire that complied Bulgarian adapted versions of Alabama Parenting Questionnaire – APQ (Frick, 1991), measuring parental control, commitment to the child, the consistency of disciplinary practices, the use of corporal punishment and positive parenting practices; The Screen for Posttraumatic Stress Symptoms – SPTSS (Carlson, 2012), measuring the psychological functioning of the mothers; The Experiences in Close Relationships – Relationship Structures Questionnaire - ECR-RS (Fraley et al., 2011), measuring their attachment style and Severity of Violence Against Women Scale – SVAWS (Marshall, 1992), measuring domestic violence. Multiple regression results show that both anxious and fearful attachment styles of domestically abused mothers are significant positive predictors of a complex traumatic syndrome (PTSD, including symptoms of depression, anxiety and hostility), while both secure and dismissive attachment styles – its negative predictors. Furthermore, the problematic psychological functioning has a positive effect on their parenting practices such as the use of corporal punishment and inconsistent disciplinary practices, and negative effect on positive parenting practices, which perpetuates the cycle of domestic abuse.

Keywords: attachment theory, domestic violence, parenting practices of mothers-victims of domestic abuse, a complex traumatic syndrome, parents with insecure attachment style, corporal punishment

NARCISSISTIC PARENTING FROM YOUTH PERSPECTIVE: A QUALITATIVE ANALYSIS

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Abstract. The main characteristic of narcissistic parenting is the use of a child to fulfil parental needs while neglecting the needs of the children. The main goals of this research was to connect this parenting type with participant experiences and identifying its consequences. Three focus groups were organised. Sample consisted of 16 participants, psychology students aged from 19 to 26 ($M = 23.00$, $SD = 2.00$). They were asked two question blocks: whether they recognize narcissistic parenting in their and other persons' experiences, and what are the consequences of growing up with this type of parent. All participants recognized various examples of narcissistic parenting in their or lives of close persons. Six themes were formed by analysing participant statements. Three themes describe parental behavior; the first, narcissistic investment in child - "plan of child's life" refers to strong pressures to be successful and live according to parent expectations; the second theme describes methods of manipulation used by the parent to force a child to fulfill their expectations; third teme described the unequal treatment of children according to the focus of expectations. Three themes described the consequences of growing up with a narcissistic parent. Basic beliefs theme describes a sense of conditional regard and maintaining self-respect via pleasing others and fulfilling perfectionist goals. Theme "life according to the plan" was divided into two sub-themes: dependence on parents as a tendency to gain love by fulfilling their expectations, and relationship towards success, a sense of internal coercion to be successful and a fear of failure. Theme "getting out of the plan" describes behaviors conducted to distance from parents, such as focusing on personal needs and free exploration during identity formation. Study results indicate that the framework of narcissistic parenting can be used to describe a particular type of negative family experiences that can lead to later problems in forming a stable sense of self-worth and achieving autonomy. However, the main limitation of the study is that it was conducted as a group discussion, which limited the depth of data that could be gained from individual participants. To gain a more in-depth view of this parenting type it is necessary to conduct further research based on individual interviews with youth from the clinical population who have grown up with a narcissistic parent.

Keywords: narcissistic parenting, conditional regard, autonomy, identity

“MAKE PLANS SO GOD CAN LAUGH AT YOU” – EXPERIENCE OF PROCRASTINATION IN ADOLESCENTS

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Abstract. Procrastination is defined as the act of needlessly delaying tasks past the point of discomfort and it is linked to a negative self-image and a sense of inefficiency. Little attention has been devoted to the first-person perspective in procrastination. The aim of this research was in-depth exploration and understanding of the experience of procrastination in students who identify themselves as procrastinators and to map some of the mechanisms underlying its persistence. Five female students aged 18–21 participated in the study, data were collected through semi-structured interviews and thematic analysis was applied to the transcripts. Themes were initially generated for each transcript individually and later integrated into four macro-themes. All of them describe participants’ thoughts, feelings and latent processes within procrastination. The first theme relates to the interaction of perfectionism and procrastination – explained through the conflict between a strong desire for perfection and a lack of potential to reach such an ideal, which results in procrastination, so feelings of guilt could also be postponed. The second theme describes the integration of procrastination as an essential part of one’s nature, as a way of acceptance, so positive self-image could be sustained (“I think it’s so embedded in me”). The third theme relates to the lack of agency within procrastination – the only initiators of action for procrastinators are the ones they cannot control, which explains why they find it difficult to make the decision to start working (“I usually tell someone else: tell me to do it”). The fourth theme describes the specificity of emotional self-regulation through the dynamics of affective states during the process of procrastination – one anticipates feelings of stress and panic, which will replace calmness and indifference, once the deadline is approached. The implications of our findings, regarding academic procrastination specifically, will be discussed in the paper.

Keywords: procrastination, experience, identity, agency, perfectionism

PARENTING STYLES, ANXIETY AND CAPACITY FOR MENTALIZATION OF YOUNG PEOPLE IN THE PERIOD OF LATE ADOLESCENCE⁴

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Abstract. In late adolescence, the integration of the image of self and parents ends, and therefore it is important to examine whether parenting styles still contribute to the mentalization of self and others, and which aspects of parenting styles continue to play a significant role in mentalization. On the other hand, the dimensions of attachment on which working models of self and others are based are avoidance and anxiety. Anxiety, like avoidance, can interfere with mentalization or slow down the development of mentalization, and thus social and emotional development. For this reason, it is important to examine the role of parenting styles and anxiety in the achieved level of mentalization at the age of young people in late adolescence, which is the aim of this research. The sample was convenient, consisting of 291 respondents ($N_{\text{male}} = 27.5\%$, $N_{\text{female}} = 72.5\%$). The age of the respondents ranged from 18 to 24 years, while the average age was 19.19 ($SD = 1.37$). For the operationalization of parenting styles, the Parenting Styles and Dimension Questionnaire (PSDQ), adapted for the student population, was used, which measures three parenting styles: authoritarian, authoritative and permissive parenting style. Parenting styles were assessed for both parents. Due to poor metric characteristics, the permissive parenting style subscale was not used in the research. Zung's scale for self-assessment of anxiety was used to measure anxiety, while the questionnaire for measuring mentalization was used to operationalize the mentioned construct, and it consists of three subscales: mentalization of self, mentalization of others, and motivation for mentalization. The data were processed by multiple regression analysis. The predictors were parenting styles and anxiety, while the criterion variable was mentalization. When it comes to predicting self-mentalization, the model made up of parenting styles and anxiety is statistically significant ($R^2 = .27$, $F_{(5, 184)} = 2.81$, $p < .05$). A statistically significant predictor is anxiety ($\beta = -.23$, $t = -2.96$, $p < .01$). A significant predictor of mentalizing others is the mother's authoritarian parenting style ($\beta = .31$, $t = 3.40$, $p < .01$), while the model explains 7% of the total variance ($p < .01$). There are no statistically significant predictors of motivation to mentalize. It can be concluded that higher levels of anxiety are negatively related to the mentalization of self, while the authoritarian style of the mother contributes positively to the mentalization of others.

Keywords: parenting styles, anxiety, mentalization, adolescence

⁴ Miljana Nikolić is a recipient of a PhD scholarship from the Ministry of Education, Science, and Technological Development.

Thematic Session
SOCIAL PSYCHOLOGY

INQUIRING FOR THE EFFECTIVE INTERVENTIONS TO REDUCE COURTESY STIGMA

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Abstract. As a multilayered phenomenon, stigmatization has multiple adverse consequences to overcome. Even if there are many successful interventions about various stigmatized groups in the anti-stigma agenda, when it comes to people affected by courtesy stigma, there are still very few to offer in the literature. Therefore, our primary goal was to evaluate the effectiveness of various anti-stigma interventions to consider possible adaptations and implications for future research to combat courtesy stigma. Following Preferred Reporting Items for Systematic Reviews (PRISMA) protocols, we used several eligibility criteria for the inclusion of research: a) peer-reviewed, b) published within the last 15 years, and c) testing the effectiveness of an anti-stigma intervention by an experimental design. A systematic review of 22 scientific papers showed that the interventions with the most favorable outcomes are the ones that educate society, establish social contact with stigmatized group members, use mass media, and the interventions that combine these elements in different ways. We discussed the results based on several effectiveness indicators, such as enduring attitude or behavioral change. Conclusions also addressed ethical and practical issues about intervening for the public and self-stigmatization facets of courtesy stigma. This review provided a guideline that can be useful to future researchers in studying courtesy stigma and planning efficient societal interventions about the population associated directly with a stigmatized individual.

Keywords: stigma, intervention, courtesy stigma, effectiveness

PERSONALITY TRAITS, INTOLERANCE OF AMBIGUITY, POLITICAL CYNICISM, AND TRUST IN INSTITUTIONS AS PREDICTORS OF CIVIL ACTIVISM⁵

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Abstract. Civil activism refers to individual and collective actions aimed at recognizing and addressing public issues both online, in the digital environment, and offline. The main goal of this research was to examine whether variables from the domains of personality traits, intolerance of ambiguity, political cynicism, and trust in institutions represent significant predictors of online and offline civil activism. The final sample consisted of 1113 Serbian citizens (65% female) with an average age of 28 years ($SD = 12.1$). Personality traits were measured using the Mini IPIP-6 scale, intolerance of ambiguity with the SAIS-7 scale, political cynicism with the POLCYN scale, and online and offline activism with a questionnaire specifically designed for this study: Civil Activism Scale. Data were collected using Google Forms. Hierarchical linear regression analyses were performed. Control variables (age, gender, years of education, political orientation) were included in the first block, followed by personality traits in the second block, intolerance of ambiguity in the third block, and political cynicism and trust in institutions in the fourth block. Significant predictors of online activism in the final model ($F_{(934, 19)} = 4.84, p < .001; R^2 = .09$) were Extraversion ($\beta = .15, p < .001$), Conscientiousness ($\beta = -.10, p = .004$), Neuroticism ($\beta = .08, p = .025$), political cynicism ($\beta = .09, p = .007$), and trust in institutions ($\beta = .12, p = .001$). Regarding offline activism ($F_{(934, 19)} = 3.97, p < .001, R^2 = .075$), significant predictors in the final model were Extraversion ($\beta = .09, p = .007$), Conscientiousness ($\beta = -.11, p = .002$), intolerance of ambiguity ($\beta = -.10, p = .003$), and trust in institutions ($\beta = .12, p = .001$). Although percentage of the variance explained is rather small, the findings suggest that online and offline activism may represent different constructs.

Keywords: civil activism, personality traits, intolerance of ambiguity, political cynicism, trust in institutions

⁵ This study was supported by the Ministry of Science, Technological Development and Innovations of the Republic of Serbia (Contract No. 451-03-47/2023-01/ 200165). Prepared as part of the project *Popularization of scientific publications in the sphere of psychology and social policy*, conducted at the University of Niš - Faculty of Philosophy (no. 300/1-14-6-01).

PSYCHOLOGICAL TIME AND LIFE SATISFACTION OF RETIREES: EVIDENCE FROM RUSSIA⁶

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Abstract. Against the background of modern demographic changes associated with the phenomenon of “aging society”, the issue of late socialization becomes more and more urgent. Late socialization refers to the process and result of a rethinking of one’s life and social reality, accompanied by changes in consciousness and behavior while adapting to a new social status (retiree). One way of studying subjective determinants of this phenomenon is to explore the characteristics of psychological time of retirees, which are important predictors of subjective well-being in general (Brianza, Demiray, 2019). The purpose of this study is to identify the features of the cognitive component of psychological time (temporal focus and subjective age) of retirees with different levels of life satisfaction. The instruments used in the study were Age-of-Me (Barak, 2009), Temporal Focus Scale (Shipp, Edwards, Lambert, 2009), Life Satisfaction Scale (Diener, Emmons, Larsen, Griffin, 1985). The sample ($N = 291$) was randomly drawn from retirees of various categories (different types of occupations, levels of education, family and working statuses) living in Chelyabinsk region (Russia). The results of the study showed that retirees, who are more satisfied with life, have a more pronounced current focus ($H = 29.852$; $p < .001$). Differences in past focus ($H = 5.808$; $p = .055$) have also been identified. Retirees with average life satisfaction focus less on past events, while in the group with low and high life satisfaction, differences are weakly expressed. Perhaps, life satisfaction in retirement is connected with the content of memories, positive or negative. Differences in cognitive-emotional ($H = 17.282$; $p < .001$) and physical ($H = 8.552$; $p = .014$) types of subjective age of retirees have been identified. Happier retirees feel younger, and view their appearance as less susceptible to age-related changes, as opposed to those who claim a low level of life satisfaction. Study contributes to the development of the phenomenon of late socialization, emphasizing the role of its cognitive factors in normal aging.

Keywords: temporal focus, subjective age, life satisfaction, late socialization, retiree

⁶ The research was carried out at the expense of the grant of the Russian Science Foundation No. 22-28-00421, <https://rscf.ru/project/22-28-00421/>.

RELIGIOSITY AND ORIENTATION TOWARDS THE PRESENT⁷

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Abstract. The aim of this research was to determine if religiosity is related to orientations towards the present, to test if it could significantly predict them, and to test if age and educational level can moderate these relationships. The data was collected using The Centrality of Religiosity Scale (CRS; Huber & Huber, 2012), The Zimbardo Time Perspective Inventory (ZTPI; Zimbardo & Boyd, 2015), and a questionnaire containing questions about basic sociodemographic information about the sample. The sample consisted of 652 participants, both male ($N = 197$) and female ($N = 455$), aged 16-70 ($M = 35.38$, $SD = 11.37$). The results showed that both models in this research are significant. The first model explains 3.9% of the variance of the hedonistic present ($R^2 = .03$, $F_{(2, 649)} = 13.207$, $p < .001$) with gender ($\beta = .081$, $p < .05$) and religiosity ($\beta = .190$, $p < .001$) as significant predictors. The second model explains 14.2% of the variance of the fatalistic present ($R^2 = .14$, $F_{(2, 649)} = 53.900$, $p < .001$) with gender ($\beta = .113$, $p < .01$) and religiosity ($\beta = .374$, $p < .001$) as significant predictors. In this research age demonstrated moderating effects on the relationship between religiosity and both orientations towards the present, enhancing their positive relationship. When it comes to educational level, it demonstrated moderating effect only on the relationship between religiosity and hedonistic present perspective, also enhancing their positive relationship. The results implicate that the concept of hedonistic present should be revised, since it seems like the maladaptive trait of the hedonistic present depends on the way it is guided by the concerns for the future and some previous results suggest double path that this time perspective could affect happiness and its correlates (Cunningham et al., 2014).

Keywords: religiosity, orientation towards the present, hedonism, fatalism

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NEED FOR KNOWLEDGE, BELIEF IN A DANGEROUS WORLD, AND PSEUDOSCIENTIFIC BELIEFS AS PREDICTORS OF HOMOPHOBIA⁸

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Abstract. Previous research indicates that more religious and conservative people, people with lower openness to experiences and more pronounced conscientiousness, as well as more aggressive people, are more prone to homophobia. As no research was found that examines the relationship between homophobia, the need for knowledge, belief in a dangerous world and pseudoscientific beliefs, the aim of the research was to examine whether the aforementioned constructs are statistically significant predictors of homophobia. The sample was convenient and consisted of 115 respondents (87% females). The age of the respondents ranged from 18 to 58 years, while the average was 24.54 ($SD = 7.52$). 81.7% of respondents declared themselves as heterosexual, 1.8% as homosexual, 11.3% as bisexual, 1.8% as asexual, while one respondent did not want to declare his homosexual orientation. The following instruments were used to operationalize the used constructs: Homophobia Test (H25), Need for Knowledge Scale, Belief in a Dangerous World Scale and Short Scale of Pseudoscientific Beliefs. All constructs are one-dimensional. The results show that the model composed of the need for knowledge, belief in a dangerous world and pseudoscientific beliefs is statistically significant ($R^2 = .11$, $F_{(3,111)} = 4.68$, $p < .01$). The need for knowledge ($\beta = -.23$, $t = -2.52$, $p < .01$) and belief in a dangerous world ($\beta = .22$, $t = 2.40$, $p < .05$) stood out as statistically significant predictors. It can be concluded that people who believe that the world is a dangerous place are more prone to homophobia, while those who strive for knowledge have a more positive attitude towards people of homosexual orientation.

Keywords: homophobia, need for knowledge, belief in a dangerous world, pseudoscientific beliefs

⁸ Miljana Nikolić is a recipient of a PhD scholarship from the Ministry of Education, Science, and Technological Development.

SUPERSTITION AND MAXIMIZATION: PREDICTORS OF CONSPIRACY THEORY BELIEF⁹

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Abstract. Research shows that believing in one conspiracy theory makes a person more likely to believe in other conspiracy theories, but also about opposing theories about the same phenomenon. As superstition represents an irrational, unfounded belief accompanied by fear of the unknown while people prone to maximization are constantly looking for other options, set high standards for themselves and make decisions with difficulty it is assumed that the mentioned constructs will be related to conspiracy theories. Therefore, the aim of the research was to examine whether it is possible to predict belief in conspiracy theories based on superstition and maximization. The sample was convenient and consisted of 115 respondents (87% females). The average age of the respondents was 24.54 ($SD = 7.52$). The following measuring instruments were used: Maximization Scale, Superstition Scale and Questionnaire of specific and contradictory conspiracy theories. Superstitions and maximization have a statistically significant association with specific and contradictory conspiracy theories. All correlations are positive. Both regression models, the one predicting specific ($R^2 = .18$, $F_{(2, 112)} = 12.21$, $p < .01$) and the one predicting contradictory conspiracy theories ($R^2 = .37$, $F_{(2, 112)} = 32.92$, $p < .01$) are statistically significant. Maximization stood out as a statistically significant predictor of both, specific ($\beta = .39$, $t = 4.45$, $p < .01$) and contradictory conspiracy theories ($\beta = .59$, $t = 7.74$, $p < .01$). Therefore, people who have difficulty making decisions are more likely to believe in specific and contradictory conspiracy theories.

Keywords: conspiracy theories, superstition, maximization

⁹ Miljana Nikolić is a recipient of a PhD scholarship from the Ministry of Education, Science, and Technological Development.

MENTAL HEALTH AND CULTURAL COMPETENCE FOR ARAB IMMIGRANT WOMEN IN EUROPEAN COUNTRIES

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Abstract. The process of Immigration poses significant challenges for immigrants that affect their mental health. Immigrant women's mental health can be influenced by a range of factors both within and out of their control, especially for those who moved from Arab countries to European countries due to the challenges and the gap between their culture and the host country's culture, they may experience feelings of isolation, language barriers, discrimination, and more difficulties. These challenges can contribute to stress and affect their mental health. This study examined the mental health and cultural competence of employed Arab immigrant women from (Turkey, Bulgaria, and England). Methods: The descriptive and analytical survey approach was adopted for this study, where a survey was conducted on 300 Arab immigrant women between (20–50) years old from three countries (Turkey, Bulgaria, and England) to measure the cultural competence and integration of these women into the social, cultural and organizational context in the host countries. The data obtained were processed through the study tool within the SPSS, where the following instruments were used: Kessler Psychological Distress Scale was conducted on women who reported being employed in Europe to measure the mental health of the immigrants at the workplace. To measure intercultural Adaptation, the Revised Sociocultural Adaptation Scale was administered, which consists of 22 items grouped into four dimensions (Work Adaptation, Community Adaptation, Social Adaptation, and nonverbal Adaptation); the Cultural Competence Scale consists of 23 items grouped into three dimensions (Social Competence, Interpersonal Competence, and Environmental Competence). The 3 Countries showed a significant multi-variables effect on the three scales conducted; the variables the study focused on were (Marital status, wearing a Hijab, Motherhood status, and work status). Women from England showed the highest rate of mental health among Arab women due to the strict rules against discrimination in most organizations; women from Turkey showed the highest rate of social competence due to the similar religion and traditions between Turkey and the Arab world. In contrast, women from Bulgaria showed a low rate of competence and adaptation among Arab women especially those who wear the Hijab.

Keywords: mental health awareness, cultural adaptation, cultural competence, Arab immigrant women in Europe

SOCIAL ATTITUDES AND BIG FIVE PERSONALITY: RELATIONSHIPS IN A CROATIAN ETHNIC MINORITY SAMPLE IN VOJVODINA

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Abstract. A scarce study deals with social attitudes and personality traits within an ethnic minority sample in Serbia. The study aimed to examine the relationships between the space of the latent variables consisting of social attitudes and the space of latent variables consisting of Big Five personality traits. Social attitudes were defined by the latent dimensions of the Croatian ethnic identity, hostile attitudes toward the refugees and immigrants, social worldviews, ideological orientations, and religiosity. The space of personality traits was defined by the measures of the Big Five factors of personality. The sample consisted of adult members of the Croatian ethnic minority ($N = 189$) with a mean age of 45.0 years ($SD = 16.0$). Canonical correlation analysis was performed to examine the association between the spaces of social attitudes and personality traits. The canonical correlation analysis of social attitudes and the Big Five resulted in two canonical functions, with a canonical correlation of $r = .38$ ($p < .001$) and $r = .29$ ($p < .054$). The second canonical function was not sufficiently interpretable and therefore was discarded. The first canonical function was defined by the hostility toward the refugees and immigrants, by dangerous and competitive worldviews, by RWA and SDO, and by religiosity is defined in a negative direction. We found out that disagreeable people and people who are not open to experience (implicit cognitive closure) tended to be hostile to refugees and immigrants (social threat is perceived to a higher degree), tended to view the social world as both dangerous and competitive, tended to express security-cohesion motivation and motivations for group-based dominance and superiority, and are less religious. The latent dimension of the Croatian identity was not saturated within this canonical function. Our results are mainly consistent with John Duckitt's dual-process cognitive-motivational theory.

Key words: social attitudes, Big Five, Croatian ethnic minority, Vojvodina

WORRIES OF YOUNG PEOPLE IN BULGARIA

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Abstract. In the last few decades we observe a steady decrease in the mental well-being of young people and this makes the question of the factors determining mental well-being among adolescents very relevant for research in psychology. Data shows that younger people are more prone to mental issues compared to older people. A large quantitative international study on the generation Z “The Global generation Z Study” was conducted at the end of 2021 in 31 countries. Its aim was to describe the general characteristics, attitudes and preferences of young people born 1995 to 2010 globally. The questionnaire was filled in by 859 respondents in Bulgaria. They were asked “What do you worry about most?”. The answers to this open-ended question were content analyzed using a version of the conceptual cluster analysis method. This is a method for clustering qualitative data. It represents an expert analysis of the empirical data with the aim of discovering and formulating repeated concepts and ideas. Most frequently mentioned worries are the health of family, relatives and friends, failure in school, career or profession, finances and the future in general. Understanding the worries of generation Z is key to developing science-based practices for supporting their mental well-being and also mental health. Psychologists should emphasize on developing competences in these areas of life when working with young people.

Keywords: mental well-being, adolescents, worries, future expectations

Thematic Session
HEALTH AND WELL-BEING

RESILIENT COPING AND CONTRIBUTION AS DETERMINANTS OF YOUTH WELLBEING IN THE CONTEXT OF COVID-19 EXPERIENCES: A STUDY IN HIGH, UPPER-MIDDLE, AND LOWER-MIDDLE-INCOME COUNTRIES

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Abstract. The COVID-19 pandemic has significantly affected the wellbeing of youth globally, prompting investigations into the impact of COVID-19-related fear and anxiety on various dimensions of wellbeing, including life satisfaction, optimism, and purpose in life. This study examines a model proposing that, in the face of COVID-19-related fear and anxiety, youth employ resilient coping and contribution as effective strategies to mitigate the negative impacts of COVID-19 experiences on their overall wellbeing. Furthermore, the study explores whether this model varies across low-middle, upper-middle, and high-income countries. Cross-sectional data was collected between 2020 and 2022 from 16 countries ($N = 3188$) namely, Australia, Croatia, Israel, Italy, New Zealand, and Slovakia (high income); Albania, Cuba, Kazakhstan, Romania, and Serbia (upper-middle income); Bhutan, Honduras, India, Philippines, Ukraine (lower-middle income) among youth ($M_{age} = 17.9$, $SD_{age} = 1.16$; females = 65.8%) were analyzed. The sample dataset is a part of the project entitled “International and Multidimensional Perspectives on the Impact of COVID-19 (IMPACT-C19)” led by the Research Initiatives Working Group (RIWG) at the American Psychological Association (APA) Interdivisional Task Force on the Pandemic. Structural equation modelling with multi-group analysis (high vs. upper-middle vs. lower-middle income as group) was conducted. The structure model was found to be a good fit: $\chi^2(30) = 79.9$, $p < .001$, RMSEA = .04, CFI = .99, TLI = .97, SRMR = .02. Findings indicate that both resilient coping ($\beta = .092$, $p < .01$) and contributions ($\beta = .044$, $p < .01$) play a significant role in mitigating the adverse effects of COVID-19 experiences on wellbeing in lower-middle-income countries. However, in high ($\beta = .015$, $p = .01$) and upper-middle-income countries ($\beta = .065$, $p = .01$), only contribution emerges as a significant factor in promoting youth wellbeing. By shedding light on the differential effects of the model across income groups, this study underscores the need to consider context-specific approaches to support youth wellbeing in times of crisis.

Keywords: COVID-19 experiences, contribution, resilient coping, wellbeing, youth

BEING PART OF THE GAME: SOME NEW IDEAS IN GAMIFICATION OF HEALTH BEHAVIOR

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Abstract. Gamification, the incorporation of game elements into non-game contexts, has proven effective in promoting healthy habits by utilizing progress tracking, virtual rewards, social support etc. However, ensuring long-lasting effects could require binding healthy behaviors to continuously practiced activities. In this paper, we propose two innovative ideas to enhance gamification of health behavior for widespread participation and long-term efficacy. The first idea involves a government and sponsor-supported virtual health currency, earned through engaging in healthy behaviors. This currency would be accepted by popular video games to unlock selected in-game features and items, encouraging game developers to participate voluntarily. Financial contracts between governments, sponsors, and game developers could facilitate this initiative. Additionally, the health currency may be exchangeable for some real-world items and services, further incentivizing healthy practices. These points would be saved within an app, compatible with most health gadgets and video games. The second idea links top league sports with the health behavior of the public on a voluntary basis. Taking the example of top football leagues, supporters would collectively, in numbers proportional to the size of the club (measured with different criteria), work towards weekly health goals which would allow them as a group to allocate a point on the table to their favorite club. In the event of the club's loss or draw, supporters would donate a point on the table, while a win would result just in a goal donation. To reciprocate, clubs would contribute to public health initiatives proportionate to their financial means. This approach allows sports fans to actively participate in their own health behavior, and be engaged in top-level competition while maintaining the original concept of league competition where the club which wins a match still wins most points. The concepts are elaborated and discussed in the paper.

Keywords: gamification, health behavior, health apps, eHealth, digital health

THE ROLE OF PHYSICAL APPEARANCE COPING STRATEGIES AS MEDIATORS IN THE RELATIONSHIP BETWEEN VANITY AND EATING DISORDERS

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Abstract. Previous research highlights the significance of vanity in understanding one's perception of physical appearance and the propensity to develop eating disorders. However, the role of coping strategies related to physical appearance in this relationship remains underexplored. This study aims to examine whether coping strategies (namely Appearance Fixing, Positive Rational Acceptance, and Avoidance) mediate the association between the vanity dimension (Physical View) and eating disorders (Eating Shape Concern and Eating Weight Concern). The research was conducted on a sample of 726 respondents, with 70.8% identifying as female, and the average age being $M = 24.67$ ($SD = 9.63$). Instruments employed include the Vanity Scale, Body Image Coping Strategies Inventory, and Eating Disorder Examination Questionnaire (EDE-Q). The results indicate no direct effects of the Physical View dimension on Eating Shape Concern (Estimate = .004; $p > .05$) and Eating Weight Concern (Estimate = .001; $p > .05$). However, Positive Rational Acceptance (Indirect effect: Estimate = .005; $p < .01$) and Avoidance (Indirect effect: Estimate = -.007; $p < .01$) show potential as mediators in the relationship between Physical View and Eating Shape Concern. Furthermore, Positive Rational Acceptance (Indirect effect: Estimate = .011; $p < .01$) emerges as a mediator in the association between Physical View and Eating Weight Concern. The findings suggest that the Physical View dimension of vanity does not significantly contribute to the development of concerns regarding body weight or appearance. However, the adoption of coping strategies focused on Positive Rational Acceptance and avoidance may intensify concerns about body shape and weight among individuals with higher vanity scores. These results shed light on the complex interplay between vanity, coping strategies, and eating disorders, highlighting the need for targeted interventions and support for at-risk individuals.

Keywords: vanity, coping strategies, eating disorders

GAMING AS A PROTECTIVE FACTOR OF MENTAL HEALTH IN ADOLESCENCE: THE MYTH OR THE TRUTH?

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Abstract. In recent years, the impact of video games on the psychosocial development of children, adolescents and adults has been increasingly discussed. Adolescents go through a series of physical, cognitive, socio-emotional changes and face developmental tasks such as identity formation. In the wake of these changes and demands, playing games can have an adaptive or maladaptive impact, or even no impact. Having in mind that adolescents are prone to experience loneliness, social dissatisfaction, greater levels of anxiety and stress, it is necessary to further examine potential positive effect of playing video games in adolescence. This study examines the differences in several indicators of mental health (satisfaction with life, perceived stress, somatization, anxiety, depression, social dysfunction, self-efficacy, self-esteem, optimism, pessimism) between adolescents who don't play ($N = 439$), sometimes play ($N = 683$), and regularly play video games ($N = 432$). Sample consisted of 1554 adolescents (61.7% female; $M_{age} = 15.99$, $SD_{age} = 1.67$) from territory of Vojvodina (Republic of Serbia). Participants completed Perceived Stress Scale (Cohen, Kamarck & Mermelstein, 1983), Rosenberg Self Esteem Scale (Rosenberg, 1965), Satisfaction with Life Scale (Diener, et al., 1985), The General Self-Efficacy Scale (Jerusalem & Schwarzer, 1981), Optimism and Pessimism Scale (Penezić, 2002), General Health Questionnaire (Goldberg, 1992). Results of ANOVA show that there are significant differences between these three groups in perceived stress ($F_{(2, 1456)} = 6.520$, $p < .001$); somatization ($F_{(2, 1504)} = 3.050$, $p < .05$); anxiety ($F_{(2, 1500)} = 6.761$, $p < .001$); social dysfunction ($F_{(2, 1465)} = 4.426$, $p < .05$); and self-efficacy ($F_{(2, 1422)} = 3.340$, $p < .05$). Post hoc analysis show that adolescents who don't play video games achieve statistically higher scores on self-efficacy, perceived stress, anxiety, and somatization than those who play regularly, but with small effect size ($\eta^2 = .01$). Results suggest that gaming can be a coping mechanism in adolescence and help adolescents decrease levels of anxiety and perceived stress. But lower self-efficacy of adolescents who play games indicate that while gaming can have some positive effect in managing stress, it can also have a negative effect in perceiving oneself and own abilities. Obtained results open new questions for future research as do all types of games have the same impact, are there age and gender differences, and does playing games contribute to or predict mental health indicators, and how gaming affects identity and self.

Keywords: gaming, adolescence, mental health

THE RELATIONSHIP BETWEEN DIFFERENT FORMS OF PEER VICTIMIZATION AND DEPRESSION AMONG PRIMARY AND SECONDARY SCHOOL STUDENTS

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Abstract. Vast majority of studies have shown a connection between peer victimization in adolescents and mental health problems. The main aim of this research is to understand the relationship between exposure to peer victimization (physical, verbal peer victimization, social manipulation, cyber victimization and property damage) and mental health (symptoms of depression) of students in primary and secondary schools. The sample consisted of 1089 students (57.5% female), 34.9% of them from primary (60.1% females) and 65.1% from secondary (56.1 % females) schools. Students were 11 to 17 years old (primary school subsample $M = 12.94$ years, $SD = .91$ years, secondary school subsample $M = 15.49$ years, $SD = .89$ years). The data collection was administered directly (pen and pencil) in school classrooms with prior written permission obtained by the Ministry of Education and Science. The following self-reporting instruments were used: Questionnaire for sociodemographic data; Peer Victimization Scale was used for measuring physical, verbal peer victimization, social manipulation, and property damage; Cyber Victimization Scale for measuring different forms of cyber peer victimization; and DASS Scale for measuring depression. The linear MRA tested whether victimization variables predict depressive symptoms. The model explained 20% of variance in depression ($R^2 = .201$, $F_{(5, 949)} = 47.665$, $p < .01$). The three predictors were significant showing that students who reported more of exposure to verbal violence ($\beta = .171$, $p < .01$), social manipulation ($\beta = .182$, $p < .01$), and digital violence ($\beta = .228$, $p < .01$), also reported more symptoms of depression. In other words, the greater the exposure to verbal violence, social manipulation and digital violence, the greater the possibility of depression in students. Prevention programs for adolescents' mental health, particularly for prevention of depression and depressive symptoms should consider different experiences of peer victimization.

Keywords: depression, peer victimization, students

LONELINESS AND PSYCHOLOGICAL WELLBEING IN ALLIED MENTAL HEALTH PROFESSIONALS AMIDST THE COVID-19 PANDEMIC

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Abstract. Introduction. During the COVID-19 pandemic, strict social distancing measures (SDMs) have been put in place to curb the spread of the virus. These SDMs, while effective, often lead to restrictions in social interactions and, consequently, feelings of loneliness – a distressing emotion caused by the inability to establish the desired quality of intimacy in a social relationship. Loneliness has been reported to have a negative impact on psychological well being. This study aims to explore the relationship between loneliness and psychological wellbeing in allied mental health professionals (AMHPs) as SDMs change over time. Method. Fifty-three AMHPs were recruited but only 42 completed the surveys at all three time points. The UCLA Loneliness Scale Revised measured loneliness while the DASS-21 and Oldenburg Burnout Inventory measured psychological wellbeing. Surveys were conducted at three timepoints (T1, T2, and T3) between June 2020 to June 2022 with strictness of SDMs reducing at each successive timepoint. Results. Friedman ANOVA showed no significant difference in loneliness over the three timepoints. However, in T1, loneliness was correlated with four out of five measures of psychological distress – depression, $r_{(42)} = .45, p = .003$, stress, $r_{(42)} = .35, p = .023$, disengagement, $r_{(42)} = .33, p = .033$, and exhaustion, $r_{(42)} = .38, p = .013$. In T2 and T3, loneliness was only correlated with depression, T2: $r_{(42)} = .31, p = .047$, and T3: $r_{(42)} = .58, p < .001$. Discussion. Although there were no significant differences in loneliness across the three timepoints, loneliness negatively correlated with psychological wellbeing across the timepoints with indications that SDMs negatively impacted psychological wellbeing the most at T1 – where the strictest SDMs were implemented. Adjustment to the SDMs could have improved psychological wellbeing over time as AHMPs found new ways to reconnect and focus on coping with new work demands.

Keywords: COVID-19, social distancing, psychological well-being, workplace, mental health professionals

COMMUNICATION BETWEEN A DOCTOR AND A PATIENT IN EXTREME CONDITIONS: FEATURES OF FORMATION

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Abstract. Professional communication with patients is paid attention all over the world. However, special attention should be paid to the work of a doctor in extreme conditions because communication will have its own specifics due to the traumatic circumstances affecting the patient. Under extreme conditions, we refer to situations where psychogenic factors, psychophysiological and socio-psychological mechanisms exhaust patients' adaptive abilities, making it difficult for them to adequately reflect on and regulate behavior. Therefore, there is a need to purposefully develop special communication skills. The aim of this study was to identify the necessary communication skills for future doctors which should be incorporated into the educational program. The study involved 50 future doctors. Using interviews and questionnaires, we identified deficiencies in communication with patients. Based on the obtained data, the educational module "Communication in Extreme Conditions" was developed. This module is divided into three blocks: 1. The Information block focuses on developing the cognitive component of communicative competence. It aims to provide ideas about patient behavior with various acute stress reactions and techniques for relieving and leveling emotional tension. 2. The Practical block aims to develop the activity component of communicative competence. The primary teaching methods include the case method and the method of controlled role-playing, which are well-suited for practicing practical communication skills. These methods allow students to create conditions similar to real-life scenarios, forming necessary speech behaviors. 3. The Reflexive-analytical block aims to develop the motivational-value component of communicative competence. It implies analysis, generalization, and ways to improve the acquired skills. Thus, this module aims to help future doctors master special communication skills, analyze the acquired knowledge and skills, and build their development trajectory.

Keywords: communicative competence, communication skills, communication, doctor, extreme conditions

THE RELATIONSHIP BETWEEN BASIC PSYCHOLOGICAL NEEDS AND RESILIENCE DURING THE COVID-19 PANDEMIC

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Abstract. The purpose of this study was to determine the predictive values of each Basic Psychological Need Satisfaction and Frustration in relation to resilience. The examination was carried out on a sample of 499 students (79% females) aged from 18 to 36 ($M_{age} = 21.94$, $SD = 2.72$), amidst the peak of the COVID-19 pandemic in the year 2021. The instruments used were: Basic Psychological Needs Satisfaction and Frustration Scale (BPNSFS) which contains six subscales: Autonomy, Competence and Relatedness Satisfaction ($\alpha = .71$, $\alpha = .86$, $\alpha = .85$, respectively) and Autonomy, Competence and Relatedness Frustration ($\alpha = .83$, $\alpha = .86$, $\alpha = .77$, respectively) and the Connor-Davidson resilience scale (CD-RISC), which is one-dimensional ($\alpha = .88$). Hierarchical Multiple Regression Analysis was performed with resilience as the criterion variable and the Need Satisfaction/Frustration variables as predictors. In the first step of the analysis, age and gender were entered, followed by Autonomy, Competence and Relatedness Frustration in the second step, and by Satisfaction of the three needs in the concluding step. The final model ($R^2 = .43$, $F_{(8, 490)} = 48.43$, $p < .001$) explains 43% of the variance in the criterion variable, with Competence Satisfaction ($\beta = .39$, $p < .001$) and Competence Frustration ($\beta = -.23$, $p < .001$) remaining the only significant predictors. The addition of the Need Satisfaction variables represented a significant change of the explained variance in the criterion ($\Delta R^2 = .12$, $p < .001$). The relevance of Competence Satisfaction and Frustration indicate that this is the sole and primary need that can either improve or diminish resilience, a quality that promotes optimal functioning in times of crises. The restrictive and socially isolating conditions imposed by the pandemic could have led to the insignificance of autonomy and relatedness in achieving resilience. However, this result additionally corroborates the findings of previous studies which discussed that CD-RISC more closely reflects self-efficacy, similar to the basic need for competence, than resilience itself.

Keywords: Basic Psychological Needs, resilience, pandemic

HIGHLIGHTING THE DSM-V'S OMISSION OF CLIENT CONTEXT

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Abstract. This paper will aim to do three things to support the notion that the DSM-V's emphasis on biological psychiatry exacerbates support for the notion that most problems of living can be solved through use of medication. Quite generally, the DSM-V is a product of a medical culture that holds: "the possibility that individual symptoms could be important in the search for biological markers and genetic etiologies of psychopathology (Van Praag 1990, 21)." To come to this conclusion of the DSM-V, which undermines the importance of context with problems of living, this paper will look at three components in relation to the DSM-V's biological model and show how they exacerbate the promotion of medication for treatment of problems of living, using the examples of OCD, social phobias, anorexia, and the therapy experience of U.S. military troops throughout. This paper will first look at the DSM-V's categorical approach to diagnosis in juxtaposition to a dimensional/holistic approach, in order to frame the former as an exacerbator of medical solutions to problems of living. Second, this paper will show that the abstraction required for the categorization inherent in the DSM-V does not rely on etiology (as can be the case for dimensional models), but rather descriptions which lead to the discrete groupings of disorders for medical matchmaking. Finally, this paper will inform of the repercussions the DSM-V's categorization and abstraction has on the interpretation of culture in relation to problems of living and why its stigmatization of such problems is an interpretation that contributes to the medicalization of treatment rather than a culture of commitment that incorporates holistic support.

Keywords: biological psychiatry, categorical diagnosis, dimensional diagnosis, DSM-V, holism

SELF-HARM AND SUICIDE IDEATION: THE EFFECTS OF NEGATIVE LIFE EVENTS AND MALADAPTIVE COGNITIVE EMOTION REGULATION STRATEGIES

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Abstract. Self-harm (SH) and suicide ideation (SI) are associated with elevated psychopathology and suicide risk and represent major public health issues in adolescents. Experiencing negative life events (NLE) is often followed by difficult emotions, SH and SI. However, the way we cope with difficult emotions may exacerbate or enhance our reactions (including SH and SI) to adversities. This study aimed to examine the moderating role of maladaptive cognitive emotion regulation strategies (i.e., rumination, self-blaming, blaming others, and catastrophizing) on the relationship between NLE and SH and between NLE and SI. The sample of 320 high-school students ($M = 16.62$, $SD = 1.16$, 58.8% female) completed the Risk-taking and Self-harm Inventory, the Cognitive Emotion Regulation Questionnaire, Suicide Cognitions Scale–Revised, and the Serbian Life Events Check-List. The most frequently reported self-harm behaviors were those considered the most “subtle,” such as staying in a friendship or a relationship with somebody who repeatedly hurt their feelings on purpose (16.6%). However, respondents also reported starving themselves to hurt or punish themselves (8.6%), intentionally scrubbing, scraping, or scratching their skin to the point of breaking (7.7%), intentionally cutting their skin (7.6%), and banging their head or punching themselves (6.7%). Finally, 11.5% reported seriously thinking about suicide more than once or many times. Results demonstrated that only catastrophizing moderates the relationship between NLE and self-harm ($b = .032$, $SE = .009$, 95%CI [.013, .050], $t_{(308)} = 3.369$, $p = .001$), while both self-blaming ($b = .071$, $SE = .017$, 95%CI [.037, .105], $t_{(305)} = 4.116$, $p < .001$) and catastrophizing ($b = .033$, $SE = .016$, 95%CI [.001, .064], $t_{(309)} = 2.027$, $p = .044$) moderate the association between NLE and suicide ideation. Similar results were obtained when the analyses were repeated using bootstrapping, with the only exception being that catastrophizing no longer moderated the relationship between NLE and suicide ideation. These findings underscore the importance of different cognitive emotion regulation strategies in understanding SH and SI in high-school students.

Keywords: self-harm, suicide ideation, cognitive emotion regulation, negative life events, moderation

Thematic Session
EDUCATIONAL PSYCHOLOGY

SCAFFOLDING PEER COLLABORATIVE PROBLEM SOLVING: A QUALITATIVE SYSTEMATIC REVIEW

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Abstract. Peer Collaborative Problem Solving (CPS) can positively influence learning and development, in different domains and at different levels of education. Studying collaboration among adolescents is relevant for educational practice since it helps identify the conditions under which collaboration might be productive as well as the ways teachers could support students' CPS in education. The aim of this systematic review was to identify and systematize research findings on training and scaffolding modalities enabling adolescents to engage in productive CPS. Following PRISMA guidelines we searched PsycInfo, WoS and ERIC databases and selected 5256 published abstracts in English. Six researchers screened the titles and abstracts of all identified papers (2 researchers per abstract) and selected 160 fully published papers for reflexive thematic analyses. Among 160 selected papers, there were 110 provided data on adult scaffolding or the contribution of teacher/researcher support. The results revealed that the quality of cooperation training itself was described in 17 papers (15.4%), while scaffolding was a much more common topic in the selected research ($N = 78$; 70.9%). We also selected papers that included both training and scaffolding ($N = 13$; 11.8%). Regarding the impact of this kind of support on collaborative problem solving, the majority of published papers reported positive effects ($N = 60$, 53.6%) and only a few of them found its effects to be negative ($N = 7$, 6.3%). The remaining 44 papers (40%) did not analyse an impact of training or scaffolding. Our thematic analyses found that in efforts to contribute to successful CPS, adults (teachers/researchers) can moderate peer interaction in three ways, by focusing on either cognitive processes ($N = 82$; 75%), group discussions ($N = 73$; 66%), or classroom management ($N = 23$; 21%). All characteristics that emerged in this review will be discussed and concluding remarks will be focused on educational implications.

Keywords: adolescence, collaborative learning, collaborative problem solving, peer interaction, scaffolding of peer collaboration

EXPLORING THE ATTRIBUTES OF OUTSTANDING UNIVERSITY TEACHERS: A THEMATIC ANALYSIS OF REFLECTIVE INSIGHTS¹⁰

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Abstract. The enduring question of "What makes a great university teacher?" remains ever pertinent in contemporary academia. This research aims to identify the characteristics of exemplary university teachers as perceived by the educators themselves, employing a multifaceted approach involving qualitative and quantitative analyses. The study encompasses a cohort of 36 university teachers and teaching assistants ($M_{age} = 43.08$, $SD_{age} = 11.56$, $CV = .27$; $N_{female} = 25$) hailing from the Faculty of Philosophy at the University of Niš. Data were collected via an online semi-structured questionnaire, instructing participants to enumerate 10 or more personal attributes (including traits, skills, competencies, and knowledge) that, in their judgment, underpin exceptional teaching within their department, encompassing associates, assistants, and researchers. Additionally, participants were tasked with ranking these attributes in order of significance, designating the foremost as '(1)', the subsequent as '(2)', and so forth. Thematic analysis of the responses revealed 11 recurring themes: (1) subject expertise; (2) methodical knowledge and skills; (3) communication, collaboration, and teamwork; (4) positive attitude towards students; (5) professionalism and moral principles in work; (6) motivation for work; (7) desired personal qualities; (8) intelligence, general knowledge, and culture; (9) critical attitude towards self, others, and the world, and (self-)criticism; (10) creativity and humour; (11) humanistic values. Moreover, the study collected data on the most coveted and crucial teaching styles for successful university instruction (as viewed by university teachers), as outlined by Felder and Brent (2005). The findings reveal a relatively balanced distribution of these teaching styles, comprising Expert (19.40%), Instructor (30.60%), Motivator (25.00%), and Discussion Initiator (25.00%). We discuss limitations, offer suggestions for future research, and explore potential implications.

Keywords: university teachers, characteristics, thematic analysis

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STUDENT ABSENTEEISM – SCHOOL FAILURE, DEVIANT BEHAVIOR OR PRECIOUS RESOURCE

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Abstract. From the perspective of the educational system, student absenteeism is a serious problem that not only hinders the educational process, but can also lead to school dropout. Furthermore, apart from being institutionally labeled as (school) failure, it is also pathologized - student absenteeism is regarded as deviant behavior and is positioned in line to a various psychiatric disorder. In this paper, I will look at student absenteeism from the perspective of the Personal Construct Psychology (PCP). According to PCP, in order to understand why a behavior persists despite being institutionally and socially marked as undesirable, we must look at it from the perspective of the subject himself. For that, we must first construct the student more propositionally and consider him as being more than a student – being a person. Only then we can ask ourselves what is the function of that behavior in the person's value system? The PCP posits that each behavior represents a person's attempt to elaborate a personal theory about himself and about the people and events she faces. In this paper, I will present a case study of a secondary school student, an 18 years old girl. Data were collected through a constructivist interview using conversational methods, and an analysis of personal constructs was carried out. As this study shows, for this girl, absenteeism is a resource for enrolling in the desired faculty and maintaining a desirable sense of self. Understanding the core values of a young person and her sense of self, and exploring the role of absenteeism in her life shows how absenteeism can be seen as a valuable resource without which adolescents would be left without what is the basis of their current and anticipated future sense of self. This paper will demonstrate the contribution and implications of the PCP approach to our understanding of absenteeism.

Keywords: Personal Construct Psychology, student absenteeism, adolescents, students' identity, qualitative methodology

SCHOOL CLIMATE AND WELLBEING IN SECONDARY SCHOOL STUDENTS IN SERBIA – THE ROLE OF SCHOOL ETHNIC STRUCTURE¹¹

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Abstract. Systems View of School Climate (SVSC) theory defines school climate as physical, social and academic aspects of individuals' experiences in the learning environment. Positive school climate has been consistently associated with wellbeing. However, this perception is influenced by often-overlooked ethnic and cultural pluralities. Research points to the benefits of inclusive school practices in fostering ethnic identity, promoting resilience, self-esteem and sense of happiness. The present study examined students' perceptions of school climate and personal wellbeing in relation to the secondary school ethnic structure in Serbia. Data from 661 first and third graders (36% male, 48.3% female, 15.7% other/undisclosed) were gathered using the *Personal Wellbeing Index* and the *Delaware School Climate Scale*. Schools were categorized into those in which the majority belonged to the dominant ethnic group, a minority (Bosniak/Hungarian) or those with an equal representation of the dominant and minority groups. Results show that students perceived the school climate as moderately positive ($M = 59.58$, $SD = 9.44$, on a scale 21–84) and their overall wellbeing ranged from moderate to high ($M = 7.48$, $SD = 2.7$, on a scale 1–10), with a statistically significant positive correlation ($r = .29$, $p < .01$). In schools where the majority of students were Serbian, school climate was assessed more positively than in the other two school types ($F(2, 658) = 5.7$, $p = .004$), with no differences regarding overall wellbeing ($F(2, 658) = .177$, $p = .838$). Older and students with other/undisclosed gender perceived school climate and personal wellbeing more negatively. In line with previous studies, less positive assessment of school climate was characteristic for minorities, suggesting school climate often reflects values of dominant groups. Findings indicate that school ethnic structure should be taken into account in order to enhance the sense of belonging and safety for students of different cultural backgrounds.

Keywords: school climate, wellbeing, ethnicity, students

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COLLEGE OF EDUCATION STUDENTS' PERCEPTION OF EDUCATIONAL PSYCHOLOGY LECTURERS' CONTEXTUAL AND TASKS PERFORMANCE IN LAGOS STATE, NIGERIA

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Abstract. The need to determine students' perception of Educational Psychology lecturers' teaching performance is inevitable because of the importance of Educational Psychology principles in promoting the teaching-learning process. This study therefore focused on evaluating the teaching performance of two educational psychology lecturers in MOCPED (Michael Otedola College of Primary Education, Lagos, Nigeria) by using the perception of second year students of the institution to measure the two lecturers' contextual and Tasks performance. The researchers used descriptive survey design for the study. Total enumeration technique was used to collect data from all the 405 second year students but only 369 completed the self-developed questionnaire titled Students' Perceptions of Lecturers' Performance Scales (SPLES). This instrument (which has a reliability co-efficient of .73) was used to provide data on the contextual and task performance of the lecturers. One sample test statistics and Anova were used to analyse data based on the two hypotheses generated for the study and findings revealed that the mean difference of male and female students' perception of lecturers' contextual and tasks performance were statistically significant ($p < 0.05$) while the ANOVA result showed that there was no significant effect of respondents' ages on lecturers' contextual performance at the $p > .05$ level for the three conditions ($F_{(3, 62)} = 1.041, p = .381$). ANOVA results for the second hypothesis also showed an insignificant age variation on lecturers' task performance at $p > .05$ level ($F_{(3, 62)} = 1.368, p = .261$). This study also revealed that the two lecturers' task performance were rated higher than their contextual performance. The study concludes that students' perception of the contextual and task performance of both lecturers are above average and therefore recommends among others, the need for Educational psychology lecturers to make every effort to demonstrate sound and effective teaching qualities that can arouse their students' high perception. Managers and policy makers should also provide teaching and learning environments that are adequate, suitable and conducive to both lecturers and students.

Keywords: contextual performance, task performance, lecturers, students' perception and task performance

TEACHER'S WELLBEING AND INTERCULTURAL COMPETENCIES – THE ROLE OF SCHOOL ETHNIC DIVERSITY¹²

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Abstract. Many studies have explored the effects of culturally homogeneous vs. heterogeneous school environments on students' achievement and wellbeing. However, effects of such environments on teachers have less often been explored. Therefore, our aim was to examine the teacher's wellbeing and their intercultural competences in relation to the ethnic diversity of the classes they work with. The research sample consisted of 294 teachers from 14 schools from different parts of Serbia with different proportions of students belonging to the majority or minority ethnic group (Bosniak, Hungarian and Roma). To examine teachers' wellbeing, one item regarding global assessment of wellbeing of the *Personal Wellbeing Index* scale was used. Five subscales of the *Teacher Intercultural Competence Scale* were applied. Teachers also noted whether they work in ethnically homogeneous or heterogeneous classes. Results showed that teachers' overall wellbeing ranged from moderate to very high ($M = 8.15$, $SD = 1.57$, on a scale 0-10). Teachers assessed their intercultural competencies as high, with Commitment to Social Justice being the most pronounced ($M = 3.72$, $SD = .4$, on a scale 1-4). Teachers working in ethnically heterogeneous classes assessed their intercultural competences as higher than those working in homogeneous classes (Self-Efficacy: $t = -2.536$, $p = .012$; Intrinsic Motivation: $t = -3.072$, $p = .002$; Social Justice: $t = -3.123$, $p = .002$; Appreciating Diversity: $t = -2.485$, $p = .014$ and Intercultural Goals: $t = -2.757$, $p = .006$), but no differences in overall wellbeing were found. While teachers' wellbeing may be more dependent upon personal or family factors that are unrelated to their work environment, teachers' intercultural competences seem to improve in the diverse setting, which is in line with previous studies showing that despite many challenges it brings, school's cultural diversity can have a positive impact on teachers' competencies and attitudes.

Keywords: intercultural competences, wellbeing, teachers, ethnic diversity, school

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TEACHERS' DISCIPLINARY PRACTICES AND PROSOCIAL BEHAVIOR IN HIGH SCHOOL STUDENTS

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Abstract. Disciplinary practices refer to procedures teachers use in school to manage student behavior and promote self-discipline. The aim of this study is to examine the use of positive, punitive, and SEL disciplinary techniques and their effects on students' prosocial behavior.

The research sample consisted of 766 students (61.1% female) aged 15 to 19 years ($M = 16.36$, $SD = 1.04$). Teachers' disciplinary techniques were assessed using the Delaware Positive, Punitive, and SEL Techniques Scale (four-point Likert-type scale, $\alpha = .87$). The scale consists of three subscales measuring students' perceptions of the use of positive behavior techniques (6 items, $\alpha = .88$), punitive/corrective techniques (6 items, $\alpha = .74$), and social emotional learning techniques (6 items, $\alpha = .88$). Data on prosocial behavior were collected using the prosocial subscale of the Strengths and Difficulties Questionnaire (5 items, $\alpha = .84$). The data show that secondary teachers use all three groups of disciplinary techniques to about the same extent, although SEL and positive disciplinary techniques are used to a slightly greater extent. Results indicate that teacher techniques are statistically significantly correlated with student prosocial behavior ($r_{(764)} = .40$, $p < .001$). The strongest positive correlation was found between SEL learning techniques and prosocial behavior ($r_{(764)} = .48$, $p < .001$), then with positive behavior techniques ($r_{(764)} = .39$, $p < .001$), while a very weak negative correlation was found between punitive techniques and prosocial behavior ($r_{(764)} = -.11$, $p < .01$). This correlation remains even when respondents' age and gender are taken into account. The results of this study suggest that in the school context, it may be useful to plan interventions that promote the use of SEL and positive disciplinary practices which can be effective for prevention of behavioral problems among students.

Keywords: disciplinary practices, prosocial behavior, high school students, prevention practice

THE RELATIONSHIP OF IN-DEPTH PROCESSING OF KNOWLEDGE AND SKILLS OF DIGITAL CONTENT FOR COMPUTER TEACHERS

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Abstract. The study focuses on exploring the in-depth processing of knowledge for computer teachers and the skills of digital content to identify the correlation between them. To achieve the study goal, the researchers adopted a descriptive approach since it suits the study nature. The study population included computer teachers in the directorate of Education in Al-Qadisiyah governorate, who were (280) male and female teachers in the secondary, preparatory, and intermediate schools. The study main sample consisted of ($N = 160$) computer teachers ($M = 130.53$, $SD_{age} = 6.49$, $N_{females} = 60$). The researcher constructed two research tools: the scale of deep processing of knowledge and the skills of digital content, The validity and reliability of the scales were assessed with Chronbach's Alpha for two Scales were .88, .83 which was determined the scale domains: deep processing, systematic study, retention of scientific facts, and detailed or extensive processing. The researchers applied two the scale to (60) male and female teachers from the directorate of Education in Al-Qadisiyah governorate. Moreover, the researchers employed the two scales, the test of the digital content design skills to measure the degree of the study sample's ability to use digital content design skills in teaching computer subjects. After using the statistical methods SPSS-26, the results showed that the knowledge role is attributed to computer teachers since they are the experts in their field because One sample t -test: $t_{(160)} = 8.815, p = .031$. Therefore, they need to continuously study to enrich their knowledge and experiences, particularly with the use of the internet and social media, which motivate them to deepen their knowledge and keep up with digital trends. These factors have led to an increase in the level of their deep processing. Second result indicated that computer teachers have skills of digital content deal with programs that require prior planning, making planning skills because One sample t -test: $t(160) = 6.472, p = .041$. third result, there are significant correlation between the in-depth processing of knowledge and the skills of digital content for computer teachers because Pearson Correlation $r_{(158)} = .52, p = .02$. Furthermore, the general development in the world, and especially in the field of education, has led to a change in the roles of teachers, enabling them to keep up with the developments of the era.

Keywords: deep processing, information, knowledge, digital content, thinking skills

**THE EFFECTIVENESS OF THE CROSS-PROGRAMMING STRATEGY
IN ACHIEVEMENT OF PHILOSOPHY AND PSYCHOLOGY
AMONG FIFTH GRADE LITERARY STUDENTS**

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Abstract. The current search aims to recognize The effectiveness of branched programming in the Achievement of philosophy and psychology among fifth grade literary students. In order to achieve the objectives of the mission, the researcher followed the procedures of the experimental approach and held an experimental design with partial control for two equal groups, with a post-test to measure achievement in philosophy, psychology and cognitive integration. The research community consisted of female students in the fifth literary grade in secondary and preparatory schools affiliated to the General Directorate of Education of Al-Qadisiyah, for the academic year (2022-2033), who are studying the subject of philosophy and psychology prescribed in this preparatory stage, which are (12) schools. Schools sample: Al-wafaa preparatory school was intentionally chosen, The sample of female students: The researcher randomly chose section (A) to represent the experimental group that will be studied using the hypertext programming strategy, and section (B) the control group that is taught in the usual way, and the number of female students in both sections has reached (52). The researcher used the following statistical methods: the binary choice, the difficulty coefficient, the Cronbach equation, the Enna square equation, and the Kudo-Richard equation). After analyzing the data statistically, the study resulted in the following results: A - There is a statistically significant difference at the level of significance (.05) between the average scores of the experimental group students who studied using the branching programming strategy and the average scores. The students of the control group who studied in the usual way. in the cognitive integration scale. In the light of the research results, the researcher concluded a set of conclusions, including: A - Teaching fifth grade literary female students, according to the complex strategy of mercy, had a positive impact on raising their academic achievement in psychology. 2 - Teaching fifth grade literary female students according to the hyperlinked programming strategy had a positive impact on improving their cognitive integration and in the light of the research results.

Keywords: cross-programming strategy, achievement, fifth grade literary students

THE FIVE MINDS THEORY IN BIOLOGY TEXTBOOKS FOR THE PREPARATORY STAGE IN IRAQI SCHOOLS

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Abstract. The The five minds refers to the sum of mental processes, capabilities, competencies, and non-traditional steps to achieve comprehensive and integrated growth capable of facing current developments of all kinds. They include: The Disciplined Mind, The Synthesizing Mind, The Creating Mind, The Respectful Mind, and The Ethical Mind. The aim of the research is to find out the extent to which the content of biology Textbooks for the Preparatory stage includes the analysis textboxes according to Theory of the five minds. The validity of the analysis was verified, and then the stability of the analysis. The coefficient of stability on the analysis was calculated in two ways: the researcher himself, and the method of external analysts. The values of the stability coefficient, by means of the Holsty equation, were .90 and .92, respectively, at an average of .91. The analysis process included biology textbooks for the middle school stage (six textbooks for Biology in Iraqis Schools) according to Five Mind Theory. The researchers adopted the explicit and implicit idea in the content of the books as a unit of analysis and repetition as a unit for counting. The most important finding of the research was that the biology Textbooks combined reached the specified percentage of 49%. The researchers recommended that Curriculum designers and developers to care and be dependent on theory of the five minds and include it in the content of biology books, as it represents all the cognitive and human aspects that must be available to students.

Keywords: Five Minds Theory, biology textbooks for the preparatory stage, Iraq

PRELIMINARY STUDY: EXPLORING THE PERCEPTION AND EXPERIENCES OF USING CHARACTER STRENGTHS IN STUDENT TEACHERS

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Abstract. Peterson and Seligman (2004) defined character strengths as the ubiquitous traits conducive to goal attainment and encouraging a fulfilling life. Based on several historical analyses, criteria, and cross-cultural validations, 24-character strengths are organized under six virtues: wisdom and knowledge, courage, humanity, justice, temperance, and transcendence. Teacher education plays a crucial role in imparting and guiding student teachers in integrating character strengths into their daily lives and academic contexts, enabling them to pass on this valuable practice to future generations as educators. Due to the limited prior investigations on character strengths in Myanmar, researching this area is imperative. The Education Degree College (EDC) is a place to showcase their strengths and the new curriculum encourages student teachers to apply character strengths becoming self-confident and delighted learners. The purpose is to explore their understanding and usefulness of character strengths, raise awareness, and validate the existence of 24-character strengths in Myanmar culture with VIA classification. Therefore, this study investigated the perceptions and experiences of character strengths through the execution of a qualitative exploratory study employing semi-structured interviews with 18 student teachers ($M_{\text{age}} = 20.22$, $SD_{\text{age}} = .83$) in Myanmar EDC. To ascertain reliability and validity, a pilot study was carried out under the supervision of the field experts, and ethical approval was secured. The data were analyzed by using the VIA classification for direct content analysis and framework analysis. The results indicated that participants identified 24 character strengths associated with Buddhist beliefs. They do better in class work and feel more productive when they apply creativity, curiosity, judgment, teamwork, and leadership strengths. The interview helped them to be aware of the usefulness of character strengths. Their future plans for strengthening character strengths in EDC offered valuable insights for scholars, educators, and curriculum developers.

Keywords: positive psychology, character strengths, perception and experience, student teachers

Thematic Session
WORK AND I/O PSYCHOLOGY

RELATIONS AMONG PERSONAL CHARACTERISTICS, PROFESSIONAL DEVELOPMENT, WORK CHARACTERISTICS IN GENERAL, AND PERCEIVED WORKLOAD AMONG TRAIN DRIVERS

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Abstract. This study aimed to examine whether the individual independent variables (personal characteristics, professional development, and work in general) have a statistically significant effect on the perceived workload of train drivers. We used the OPSA tool, which is a self-assessment questionnaire that measures the psychosocial burden of employees in 17 different areas. We collected data using a survey questionnaire administered online and through surveys given to respondents in physical form. The questionnaire was completed by 179 participants ($M_{age} = 46.3$, $SD_{age} = 4.6$), all from the occupational group of train drivers, representing over a tenth (13.3%) of the population of train drivers in Slovenia (99.4% male). Personal characteristics was a latent variable modelled from the variables regarding employee's family situation, workload as a result of socio-demographic circumstances, attitude to work, personality characteristics, psychophysical health status, separation of private life and work, self-care and reduced efficiency productivity. The independent variable of professional development was operationalized by statements related to the factors of the professional development of train drivers (exposure to violence at the workplace, interpersonal relations at work, control, organizational culture, organizational structure, professional career development, experiencing excessive stress factors, of train drivers. The characteristics of work in general were measured as latent variables encompassing work environment and work equipment, physical load, work schedule, role and responsibility in the organization, absenteeism, work content, employer's concern for health. Following the theoretical assumptions of the conceptual model, the latent SEM model was built in AMOS 26. In the model, we specified all relationships between variables, including correlations, influences between variables and errors. The final model showed at least acceptable fit to data (CMIN/DF = 2.115, CFI = .955, NFI = .920, RMSEA = .079). While examining specific paths, it was found that only latent variables of work characteristics in general achieved a significant contribution in predicting the Perceived Workload ($\beta = .865$, $p < .05$). The final contribution of this study was a guide for experts and managers in the field of railway transport, but also for the state as the owner of the public railway infrastructure.

Keywords: train drivers, personal characteristics, professional development, perceived workload

LEARNED HELPLESSNESS, JOB DEMANDS AND JOB RESOURCES AMONG IT EMPLOYEES IN THE REPUBLIC OF NORTH MACEDONIA

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Abstract. This study aims to explore the relationship between learned helplessness, job demands, job resources among IT employees in North Macedonia. The IT industry is known for its high-paced and demanding nature, which can have negative effects on employee well-being. According to a study conducted by Ragu-Nathan et al. (2008), the high-paced and demanding nature of the IT industry is a significant predictor of job stress among IT professionals. The study discusses the intensification of job demands in the chosen sector for this study, as the most applicable approach of assessing job demands in a fast paced working environment like the IT sector. This study adopts correlational research design, and data is collected through self-administered questionnaires. The study is based on a sample of 107 participants, all working in the IT sector in North Macedonia. The questionnaire survey consists of three measuring instruments: The Intensification of Job Demands Scale (IDS) by Kubicek, Paškvan and Korunka (2015), used to measure job demands in this research; Learned Helplessness Scale (LHS) developed by Quinless and Nelson (1988), is administered to measure feelings of helplessness and lack of control over one's environment; and 8 sub-scales from COPSOQ (Copenhagen Psychosocial Questionnaire) developed by Kristensen and Borg (2000), were used to measure job resources (possibilities for development, influence at work, degree of freedom, meaning of work, commitment to workplace, role-clarity, social support, feedback). The results showed an appraisal of moderate levels of learned helplessness ($M = 36.6$, $SD = 7.6$) and high levels of job demands ($M = 66.57$, $SD = 11$) and job resources ($M = 94.5$, $SD = 13$). This study confirmed that there is a significant negative relationship between job resources and learned helplessness ($r = -.432$, $p < .01$) among the studied IT employees and the other tested relationships were not statistically significant. The significant negative correlation between job resources and learned helplessness is in line with the findings from other studies and are in line with the Job Demands and Resources model. The findings point that the appraisal of having more resources in the work environment (related to psycho-social and organizational aspects) can decrease the level of helplessness employees tend to feel. Although the study is based on a limited sample it is one of the few studies using IT industry in the country on this topic and can be used to provide recommendations for organizations to reduce learned helplessness among IT employees and inspire future studies using larger samples to provide broader and deeper insight into the relationship between learned helplessness, job demand and job resources.

Keywords: learned helplessness, job demands, job resources, IT sector, North Macedonia

THE EFFECTIVENESS OF A GROUP CAREER INTERVENTION ON SELF-EFFICACY OF UNEMPLOYED ADULTS

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Abstract. The concept of self-efficacy is fundamental to understanding the career development process. Self-efficacy has been studied within career theories and integrated into the Socio-Cognitive Career Theory. In this context, self-efficacy is often related to other individual dimensions (e.g., outcome expectations) and contextual variables (e.g., social vulnerabilities). In more vulnerable populations, such as unemployed individuals, career self-efficacy is closely associated with the ability to change their unemployment situation. Self-efficacy can refer to exploration (perceived ability to identify and engage with information about oneself and the environment); and to decision-making (perceived ability to successfully complete tasks to make meaningful career decisions). These resources are particularly important for unemployed people, a condition that affects thousands of Portuguese. In these circumstances, career interventions can help support individuals in feeling more capable of acting for their career development. However, research on career interventions to support the career self-efficacy of unemployed adults is scarce. This study evaluates the effectiveness of a face-to-face and group career psychological intervention with six sessions in the dimensions of exploration and decision-making self-efficacy, comparing an intervention group ($N = 58$) with a control group ($N = 69$), at three evaluation moments: pre-test, post-test, and six-month follow-up after the intervention. The participants were 127 unemployed persons (94 (74%) female; $M_{age} = 42.1$ years; $SD_{age} = 10.416$). The intervention obtained effect sizes greater than .35 in both dimensions, and paired samples t -tests revealed that it was effective in the exploration self-efficacy. The positive results obtained at the end of the intervention faded six months later. This study reinforces the importance of providing career interventions to the unemployed population, providing clues for future adaptations that can strengthen interventions' efficacy on decision-making self-efficacy and consolidate its positive impacts over time. Therefore, it demonstrates the need to systematically evaluate and disseminate the effectiveness of these initiatives.

Keywords: unemployment, career counseling, intervention

SUBJECTIVE AGE AND BASIC BELIEFS AS FACTORS OF RETIREES' SUBJECTIVE HEALTH¹³

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Abstract. In a global aging society, the problem of maintaining the physical and mental health of the retirees as their basic value is being raised. Health is a complex construct in which, along with the objective medical components, the subjective representation (subjective health) is important, because it expresses positive self-assessment of the somatic state. The problem of the subjective determinants of the health of the retirees determined the purpose of the study – to identify the contribution of subjective age and basic beliefs to improving health satisfaction in retirement. The instruments used in the study were Age-of-Me, World assumptions scale, the author's physical state scale. Using the structural equation modeling ($N = 291$, $M_{age} = 65.5$, $SD_{age} = 7,19$), we found that subjective age and basic beliefs are the factors of subjective health of the retirees, acting both directly and indirectly by biological (disability) and social (level of education and religiosity) factors (CMIN = 44.351, $df = 22$, $p = .003$; GFI = .968; CFI = .933; RMSEA = .059; Pclose = .252). The greatest contribution to the maintenance of subjective health in retirement is made by subjective age, namely, its cognitive and emotional component (the age at which a person feels oneself) ($R = .330$, $p < .001$). At the same time, cognitive-emotional age largely determines the social age of the retiree – the one on which a person acts (social activity) ($R = .430$, $p < .001$). Positive basic beliefs about oneself, others and the world mediate the impact of disability, religiosity, education and subjective age on subjective health ($R = .130$, $p = .014$). The results of the study update the significance of cognitive predictors in the late socialization process and substantiate the importance of the use of cognitive psychotherapy in late age in normal aging.

Keywords: subjective age, basic beliefs, subjective health, retirees

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SCHOOL ORGANIZATIONAL FUNCTIONING AS AN PREDICTOR OF TEACHERS' WORK-RELATED WELL-BEING

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Abstract. Teachers' work-related wellbeing is one of the main factors for their job performance. This study aims to explore how the organizational factors of a school in a low SES context affect teachers' work-related wellbeing, that is, their job satisfaction and job insecurity directly and through teachers' psychological empowerment. An invitation to participate in the study was sent to 54 Lithuanian general education schools located in small towns or rural areas with low SES context. 33 schools accepted the invitation. Employing a quantitative research method, data were collected from 33 low SES school contexts in Lithuania, the final sample consisted of 292 teachers. The Organizational Diagnosis Questionnaire by Preziosi (1980) was used in the study in order to reveal teachers' attitudes towards school organizational functioning. The Lithuanian Employee Psychological Empowerment Questionnaire (LPEQ-9) developed by Tvarijonavičius et al. (2016) was used to evaluate the teacher's psychological empowerment. Teachers' work-related well-being was measured with the MOAQ-JSS subscale from the Michigan Organizational Assessment Questionnaire (Cammann et al., 1975) and the Job Insecurity Scale (De Witte, 2000). The results showed that in low SES schools, teachers' psychological empowerment mediates the relationship between school organizational functioning and teachers' work-related wellbeing: with more favourable organizational factors, psychological empowerment increases ($\beta = .66$; $SE = .068$, $p < .001$), and with greater psychological empowerment, job satisfaction increases ($\beta = .49$; $SE = .098$, $p < .001$) and job insecurity decreases ($\beta = -.20$; $SE = .136$, $p < .05$). The findings of this study show that by ensuring effective organizational functioning and empowering teachers, school leaders can foster teachers' work-related wellbeing. It is especially important for schools in a low SES context, as the lack of teachers in such schools is mentioned by school leaders in most of the countries.

Keywords: organizational functioning, teachers' work-related well-being

Thematic Session
EMOTIONS AND RELATIONSHIPS

THE CONCEALED INFORMATION AND EMOTIONAL AFFINITY IN EYE MOVEMENTS AND PUPIL SIZE

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Abstract. Detecting concealed information is the act of figuring out whether someone is purposely concealing or withholding information. While many different techniques have been used, the focus of attention has recently shifted to tracking eye movements. Specifically, studies look at pupil size and eye gaze patterns to distinguish between guilty people withholding prior knowledge of crimes and innocent people revealing such prior knowledge. The aim of this paper is firstly to assess whether eye movements can be diagnostic of concealing information and secondly to detect possible effects of familiarity and emotional affinity not just toward people but also a group. For the recording of eye gaze behaviors, Eyelink 1000 plus with chin and forehead rest is used. In experiment 1, 56 participants (19–26 years of age) were presented with a set of four faces, one of them was familiar (newly learned, famous, or personally familiar) and three of the faces were unfamiliar and it was asked participants to conceal and/or reveal pre-existing information. Since all conditions were presented to the participants, the Repeated Measures ANOVA was implemented, and results showed that indicated familiar faces tend to elicit significantly longer fixation durations compared to unfamiliar faces while telling the truth, $F_{(3,51)} = 66.10$, $p < .001$, partial $\eta^2 = .80$. Also, in the lie condition, a shorter fixation duration toward the familiar faces and a longer fixation duration toward the unknown faces are observed compared to the truth condition. This finding suggests that revealing and concealing information may provoke different eye-gaze responses. Due to the larger effect size, the personally known faces and famous faces showed more pronounced effects. This result can be explained by invoking the emotional and social connection toward familiar faces. Experiment 2 investigates whether the attribution of emotional connection and affinity on the eye-gaze behaviors is limited to individuals or also extends to groups, specifically the participants' favorite teams. Fifty-four Participants (18–31 years of age) rated their degree of support of their team and were then instructed to freely view a sequence of images consisting of football team-related items. Results showed that fixation duration is statistically longer toward the supported team items compared to the other three teams, $F_{(3,50)} = 37.56$, $p < .001$, partial $\eta^2 = .70$. Furthermore, there was an effect on the degree of support, with longer fixation duration when support was higher. The pattern indicates that connection to a group can be detected with fixation-based measurements.

Keywords: concealed information, familiarity effect, emotional affinity, eye movements, and pupil size

**THE PARADOX OF NEGATIVE EMOTIONS ENJOYMENT:
EXAMINING RELATIONS WITH DARK TRIAD TRAITS
AND DIFFERENT TYPES MOTIVATION FOR WATCHING MOVIES¹⁴**

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Abstract. The paradox of negative emotions represents enjoyment in movies evoking such emotions. Previous studies suggest that this phenomenon is related to the dark triad and specific motives for watching movies. The aim of this research was to examine can enjoyment in watching Horror, Drama/Tragedy, and Thriller movie genres be predicted by the dark triad traits (Psychopathy, Machiavellianism, and Narcissism) and motives for movie watching (Experiential-intellectual stimulation, Sensation seeking, Finding fun, Avoiding once-watched movies, Satisfying social motives, Searching for stimulation with elements of violence, Emotional engagement, Avoiding boredom, and Escape from reality). The convenience sample ($N = 308$, age range 19–31 years, $M = 30.54$; $SD = 9.92$) was used. Instruments used were the Short Dark Triad Scale (SD3), the Motivation to Watch Movies Questionnaire (UFI), and questions regarding enjoyment in watching movies (horror, drama, and thriller) created for the purposes of this research. Data were analyzed by hierarchical regression analysis, containing dark triad traits in the first, and dimensions of motivation for watching movies in the second step. The results suggest a significant model for Horror movies ($R = .857$, $R^2 = .734$, $F_{(10, 297)} = 82.045$, $p < .001$), with Sensation Seeking ($\beta = .820$, $p < .001$) and Finding Fun ($\beta = -.097$, $p = .006$) being the significant predictors. Model predicting Drama/Tragedy ($R = .494$, $R^2 = .244$, $F_{(10, 297)} = 9.585$, $p < .001$) was also significant, with Finding Fun ($\beta = -.403$, $p < .001$) as the only significant predictor. Finally, when it comes to Thriller ($R = .348$, $R^2 = .121$, $F_{(10, 297)} = 4.092$, $p < .001$) model was also significant, with Finding Fun ($\beta = -.222$, $p < .001$), and Seeking Stimulation with Elements of Violence ($\beta = .144$, $p = .033$), as a significant predictors. The obtained results indicate the importance of considering factors both from the domain of motivation and from the domain of personality traits when considering the enjoyment of negative emotions in movies of different genres.

Keywords: the paradox of negative emotions enjoyment, dark triad, motivation for watching movies

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HOW WE BREAK UP? THE ROLE OF ROMANTIC ATTACHMENT AND ROMANTIC RELATIONSHIP CHARACTERISTICS IN PREDICTING BREAKUP STRATEGIES¹⁵

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Abstract. Considering the significant role that partner relationships play in our lives, breakups constitute one of the most agonizing experiences an individual can undergo. The aim of this study was to investigate whether aspects of partner attachment style and relationship characteristics (such as relationship satisfaction and duration) are statistically significant predictors of breakup strategies. Furthermore, the study explored whether there are statistically significant differences in the use of different breakup strategies based on gender and the underlying reasons for the breakup. In a sample comprising 158 participants, the variables were operationalized with the following instruments: SM-ECR-R Experience in Close Relationships (Hanak & Dimitrijević, 2013), RAS Relationship Assessment Scale (Hendrick, 1988), BSQ Breakup strategies Questionnaire (Baxter, 1982). The findings indicated that both attachment style and the characteristics of the relationship significantly predict breakup strategies, accounting for an explained variance ranging from 6.2% to 16.9%. The *Withdrawal* strategy is projected by the dimensions of Avoidance ($\beta = .221, p < .01$) and relationship (dis)satisfaction ($\beta = -.200, p < .05$). A *Positive tone*, characterized by consideration for the partner's emotions, is predicted by the level of relationship satisfaction ($\beta = .294, p < .01$). When predicting the *Open confrontation* strategy, a significant predictor is the Avoidance dimension ($\beta = -.240, p < .01$), whereas the Anxiety dimension stands as the sole significant predictor for the following strategies: *Cost escalation* ($\beta = .200, p < .05$), *Manipulation* ($\beta = .274, p < .05$), and *De-escalation* ($\beta = .265, p < .01$). When it comes to the strategy of *Distant/Mediated communication*, we have two statistically significant predictors, the dimension Anxiety ($\beta = .285, p < .01$) and the variable Relationship length ($\beta = -.164, p < .05$). The significant differences depending on gender and reason for breakup were obtained only on the *Manipulation* and *Positive tone* strategy. The results are discussed in the context of the theoretical framework of the research and the available empirical findings in this field.

Keywords: romantic attachment, relationship characteristics, underlying reasons for breakup, breakup strategies

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ROMANTIC ATTACHMENT AND RELATIONSHIP SATISFACTION & DURATION AS PREDICTORS OF COPING WITH POST-BREAKUP DISTRESS¹⁶

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Abstract. The end of a romantic relationship is a highly stressful and painful experience, but somewhat predictable for an individual and depends on factors related to relationship characteristics, specific circumstances of the breakup, and individual traits of the partners. The study aimed to examine whether aspects of partner attachment style and relationship characteristics (such as relationship satisfaction and duration) are statistically significant predictors of post-breakup distress. Additionally, the study explored differences based on gender and the underlying reasons for the breakup. In a sample of 158 participants, the variables were measured using the following instruments: Experience in Close Relationships (SM-ECR-R, Hanak & Dimitrijević, 2013), Relationship Assessment Scale (RAS, Hendrick, 1988), and Breakup Distress Scale (BDS, Field et al., 2010). The results confirmed that both attachment style and relationship characteristics significantly predict post-breakup distress, accounting for 13% of the explained variance ($R^2 = .133$, $F_{(2, 153)} = 5.845$, $p < .01$). Post-breakup distress is predicted by a profile that aligns with the preoccupied attachment style – a high score on the Anxiety dimension ($\beta = .367$, $p < .01$) and a low score on the Avoidance dimension ($\beta = -.162$, $p < .05$). There are no statistically significant gender differences in experienced post-breakup distress. However, the level of distress depends on the reason for the breakup, with higher distress reported when the reason is dishonesty and infidelity compared to reasons like differences in personalities, attitudes, perspectives on the future, physical distance, and emotional loss. The findings will be discussed in the context of their potential application in preventive and educational efforts targeting young people, aiming to develop skills crucial for successful partner relationships.

Keywords: attachment style, relationship satisfaction, relationship duration, underlying reasons for breakup, post-breakup distress

¹⁶ This work is supported by the Ministry of Science, Technological Development and Innovation of the Republic of Serbia (contract numbers 451-03-68/2023-14/200165 and 451-03-68/2023-14/200163) and is prepared within the framework of the project *Popularization of Science and Scientific Publications in the Field of Psychology and Social Policy*, conducted at the Faculty of Philosophy, University of Niš (number 300/1-14-6-01).

RELATIONSHIP BETWEEN BODY APPRECIATION AND INVESTMENT IN RELATIONSHIPS AMONG YOUNG ADULTS IN INDIA: THE MEDIATING ROLE OF SEXUAL SENSATION SEEKING

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Abstract. Objective: The purpose of this study is to address the literature gaps and investigate potential associations between the constructs of body appreciation, sexual sensation seeking, and relationship investment among young adults (18–26) with a sample of 209 participants ($M_{age} = 20.9$ years, $SD_{age} = 1.7$ years), in the Indian cultural context. Additionally, this study aims to compare these constructs in young binary adults and explore any potential mediating effects of sexual sensation seeking in the relationship between body appreciation and relationship investment. Method: Data were gathered from the binary, young adult population of different universities across India. For this cross-sectional study, participants completed the Sexual Sensation Seeking scale, Body Appreciation Scale, and Investment Model scale. The data collected were analyzed using SPSS to explore potential relationships between these constructs. Results: Pearson's Correlation revealed body appreciation and investment in relationships are positively correlated ($r = .22, p < .01$), and sexual sensation seeking and investment in relationships ($r = .18, p < .01$). Further, Haye's process macro model 4 revealed only total effect ($c = .22, p < .01$) between body appreciation and investment in relationship, without the presence of the mediator. Notable gender differences in the construct of sexual sensation seeking were revealed. However, the other two constructs, namely body appreciation, and investment in relationships, exhibited striking similarities between males and females. Conclusion: the current study highlighted the role of body appreciation in determining the level of sexual sensation seeking and investment in relationships between males and females in the Indian context. Novelty: This paper is a pioneering effort in addressing the research gap pertaining to the discourse of sex, mental health, and body image, which is 'taboo' in a developing country like India.

Keywords: body appreciation, investment in relationships, sexual sensation seeking, Indian, young adult

Thematic Session
ONLINE BEHAVIOURS

GENERATIONAL DIFFERENCES IN SOCIAL MEDIA USAGE AND ITS IMPACT ON OFFLINE CLOSENESS

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Digital communication has followed the exponential growth of new technologies. One of the primary reasons for using social media is to maintain relationships with one's significant social circle (Wright & Webb, 2016). Virtual tools enhance existing close relationships created in the offline world. The present study aims to determine the influence of digital communication on offline relationships among friends, while also examining social media usage patterns across generations (Generation Z, Millennials, Generation X, Baby Boomers). A quantitative questionnaire was designed that was filled online daily for the period of 1 week. The sample size is $N = 52$ (total of 635 responses) within the age range of 18–55+. The instrument measured quantitative characteristics: number of friends/followers, frequency of posting and commenting, time spent on social media, perceived importance of the social media, and change in closeness levels among friends. The results demonstrate a bidirectional movement in the dimension of closeness among friends as a result of interactions with user-generated content (UGC) on social media. *T*-test analysis was used to compare closeness levels before and after exposure to the UGC. There was a statistically significant difference of increased closeness after ($M = 3.83$, $SD = 2.05$) exposure to UGC compared to before the exposure ($M = 3.44$, $SD = 1.87$), $t = 4.28$, $p < .05$. Additionally, generational differences of social media usage were found, though not observed across all age groups. The eldest and the youngest generation significantly differ in terms of number of daily new publications on social media Baby Boomers ($M = 2.11$, $SD = 2.86$) and Generation Z ($M = .13$, $SD = .33$), $t = 2.18$, $p = .05$. There are similar results for the variables number of comments on social media, and emotional intensity on social media.

Keywords: social media, interpersonal closeness, social media usage, age comparison

EXPLORING THE ASSOCIATIONS BETWEEN THE SELF-STRUCTURE OF PERSONALITY AND PROBLEMATIC SMARTPHONE USE IN AN ADULT SAMPLE

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Abstract. Introduction: Positive psychology theory sustains that the construct of the Self and its components, such as self-evaluation, social self-esteem, and self-coherence, determine our behavior. Personal daily habits and lifestyle modalities lay on these personality components. Problematic and addictive behavior is also strongly influenced by our Self and its main elements. Objectives: This study aims to determine those personality components related to the central Self-construct that actuates problematic smartphone use and to identify targeted, self-enhancing activities that prevent problematic smartphone use. Methods: Participants were teenagers and adults ($N = 147$) from the 17-73 age group ($Mage = 37.5$ years), 31 male and 116 female. Respondents provided self-reported data on their demographic characteristics, perceived self-esteem, social self-esteem, sense of coherence, and problematic smartphone use through an online survey attainable on a web-based platform. Instruments were the Core Self-Evaluation Scale (Judge et al., 2003), the MOS-SSS Social Support Assessing Scale (Sherbourne & Stewart, 1991), the Sense of Coherence Scale (Rahe & Tolles, 2002), and the Smartphone Application-Based Addiction Scale (Csibi et al., 2018). Results: Respondents who were more familiar with smartphone applications and spending more time online scored higher on the problematic smartphone use scale. We found significant associations between age and problematic smartphone use, with those from younger groups scoring higher. Participants with lower self-esteem proved a more pronounced problematic smartphone use. In our sample, social self-image and social support did not show relevant correlations with the total score of problematic smartphone use. A high sense of coherence showed a significant negative association with problematic smartphone use. Conclusions: A more mature Self-construct characterized by a positive self-evaluation and increased sense of coherence act as protective factors against problematic smartphone use. Providing adequate self-evaluation and social support among young through targeted activities will have a higher role in younger age groups, preventing problematic smartphone use.

Keywords: problematic smartphone use, self-evaluation, sense of coherence, social support

ASSOCIATIONS BETWEEN CHILDREN'S SCREEN TIME AND PSYCHOSOCIAL ADJUSTMENT DURING THE PRESCHOOL AND SCHOOL YEARS

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Abstract. Although excessive screen time (ST) in children has been related to physical health issues (e.g., obesity), less is known about its relation to children's psychosocial well-being. This study assessed the association of ST in 5- and 11-year-old children and their concurrent and longitudinal psychosocial well-being. Children's psychosocial well-being were assessed at 5- ($n = 3827$) and 11- years of age ($n = 3501$) via Strengths and Difficulties Questionnaire (SDQ, Goodman & Goodman, 2009), and School Age Temperament Inventory (SATI, McClowry, 1995). ST was measured by parent-administered time use diaries requiring participants to fill in 15-minutes time-blocks all child's activities during the randomly chosen weekday and weekend days. Covariates included: child's sex, age, BMI, number of siblings, parental age, parental education, parental employment, household density, household income, number of children books, parental involvement with child. To assess the association between children's ST and psychosocial adjustment while controlling for the potential effects of covariates, several linear models were fitted. Regarding the concurrent relations, results demonstrated that at 5-years of age a higher TV screen time was related to more emotional problems ($\beta = .05$ [95% CI, .04 to .17], $p < .01$). At 11-years of age a higher amount of time spent playing electronic games was related to more problems in peer relationships ($\beta = .10$, [95% CI, .05 to .15], $p < .001$), whereas a higher TV screen time was related to more negative reactivity ($\beta = .03$, [95% CI, .01 to .06], $p < .05$). Additionally, a higher electronic games ST at 5-years was related to more hyperactivity at 11-years ($\beta = .24$, [95% CI, .02 to .46], $p < .05$). These results suggest that excessive ST in children might result in poorer psychosocial well-being both concurrently and longitudinally justifying the cautionary approach to children's ST.

Keywords: screen time, psychological well-being, preschool period, early adolescence

**BODY IMAGE-COPING STRATEGIES AND AVATAR-IDENTIFICATION IN THE ASSOCIATION
BETWEEN SELF-CONCEPT CLARITY AND GAMING DISORDER:
A SERIAL MEDIATED MODEL**

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Abstract. Gaming disorder (GD) is often conceptualized as a behavioral addiction (e.g., addictions that do not involve psychoactive substance ingestion), and the popularity of gaming can be partially attributed to the rapid growth of technological development. A popular practice in online gaming is avatar creation, a digital self-representation of the user on-screen, which enables players to interact and communicate in shared digital environments (Green et al., 2020). However, the extent to which players feel a physical and emotional connection with their avatar has been suggested as a risk factor for GD (Casale et al., 2022; Servidio et al., 2023). Therefore, this study investigated how individuals with low self-concept clarity (SCC, the degree to which a person's sense of self is well-defined, specific, temporally stable, and internally congruent; Campbell et al., 1996), could be more prone to developing GD, utilizing two body image coping strategies: appearance-fixing (efforts to change or conceal undesirable body areas) and avoidance (avoiding psychological discomfort by ignoring unpleasant thoughts or feelings) (Cash et al., 2005). A convenience sample of 214 Italian online gamers (64% males) was anonymously recruited between November 2021 and February 2022 by posting a survey link on social media gaming forums and other online sites. Participants' age ranged from 18-59 years ($M = 24.07$, $SD = 5.19$). They were invited to complete the Socio-demographics profile, the Italian versions of the Self-Concept Clarity Scale (SCC; Scalas et al., 2013), the Body Image Coping Strategies Inventory (BICSI; Rollero et al., 2017), and the Internet Gaming Disorder Scale (IGDS9-SF; Monacis et al., 2016). Avatar identification was measured with an adapted version of the PAIS (Li et al., 2013). The results of the structural equation modelling (SEM) indicated negative associations between SCC and the two dimensions of the body coping strategies (appearance-fixing: $\beta = -.579$, $SE = .048$, avoidance: $\beta = -.573$, $SE = .056$), and avatar-identification: $\beta = -.241$, $SE = .111$). A significant positive association was found between avatar-identification and appearance-fixing: $\beta = .281$, $SE = 0.092$. Avatar-identification was positively associated with GD: $\beta = .367$, $SE = .084$. The results indicated the full mediating role of avoidance ($\beta = -.186$, $SE = .052$) and the full serial mediating effect of appearance-fixing and avatar-identification ($\beta = -.060$, $SE = .027$) in the association between SCC and GD, of the total effect ($\beta = -.430$, $SE = .064$). The possibility that some online games offer players the opportunity to create idealized avatars may be a chance to express some repressed aspects of self in protected environments (video games), by experiencing a new identity through the avatar.

Keywords: internet gaming disorder, self-concept clarity, body image coping strategies, avatar identification

PERSONALITY TRAITS, ATTITUDES TOWARDS TECHNOLOGY AND CHATGPT AND USAGE OF CHATGPT AMONG UNIVERSITY STUDENTS FROM SERBIA¹⁷

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Abstract. The aim of this research was to examine whether we can predict the attitudes towards and usage of ChatGPT among students based on their personality traits and attitudes towards technology in general. The sample was a convenience one and it consisted of 1659 respondents (69.6% female, $M_{age} = 20.61$, $SD_{age} = 2.3$). Instruments used: Brief HEXACO Inventory (BHI-24) (α from .37 to .57), MTUAS (α from .67 to .83), and questionnaires constructed for the purposes of this study: attitudes towards ChatGPT (positive, $\alpha = .91$, negative $\alpha = .87$), Tendency for constructive usage/TCU ($\alpha = .91$) or academic misconduct/TUAM ($\alpha = .81$) usage of ChatGPT in the academic context, as well as a sociodemographic questionnaire. The path analysis was conducted in AMOS, In model predictors were HEXACO personality traits, mediators of the first-order MTUAS, mediators of the second-order attitudes towards ChatGPT, with TCU and a TUAM as criterion variables. The suggested model was saturated so goodness of fit wasn't discussed, only significant paths between variables. The best predictors of positive and negative attitudes towards ChatGPT were positive and negative attitudes towards technology ($p < .01$). TCU was predicted by positive attitudes towards technology (Estimate = .133, $p < .001$) and towards ChatGPT (Estimate = .237, $p < .001$), anxiety/dependence (Estimate = .068, $p = .009$), and emotionality (Estimate = .110, $p < .001$). And finally, TUAM was predicted by positive attitudes towards technology (Estimate = .120, $p < .001$), towards ChatGPT (Estimate = .234, $p < .001$), anxiety/dependence (Estimate = .063, $p = .015$), openness (Estimate = -.073, $p = .002$), emotionality (Estimate = .111, $p < .001$), and honesty-humility (Estimate = -.135, $p < .001$). From these results, we can conclude that the best predictors of usage of ChatGPT are positive attitudes towards technology, as well as towards ChatGPT itself.

Keywords: attitudes towards ChatGPT, usage of ChatGPT, students, personality traits

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Poster Session

POSTER PRESENTATION
**SUBJECTIVE WELL-BEING AND SOCIAL CAPITAL OF WOMEN UNDERGOING IN VITRO
FERTILIZATION TREATMENT¹⁸**

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Abstract. Infertility treatments, such as in vitro fertilization (IVF), expose women to medical interventions over prolonged periods, which may impact their psychological functioning. In addition to achieving pregnancy, preserving subjective well-being (SWB) becomes paramount. This research aims to compare SWB and social capital, as a crucial resilience factor, between women undergoing the IVF process and a control group. The goal of this study is to identify potential vulnerabilities that require attention during counseling. One subsample of participants was comprised of 158 women, who were undergoing the in vitro fertilization treatment (IVF) at the time of the study – current IVF treatment ranged from 1st to 11th ($M = 2.40$, $SD = 1.69$). Second (control) subsample was comprised of 128 women who had at least one child conceived without difficulties. IVF participants were compared to non-IVF by a series of measures from the SWB domain: positive and negative affectivity, coping competencies (as resilience against helplessness and depression) and shame. The women were also compared in relation to the quality of the partner relationship and perceived social support, as measures of social capital. Significant differences were found in relation to negative affectivity ($t_{(290)} = 4.169$, $p < .001$) and one shame subscale – emptiness, perception of others that person is incomplete ($t_{(288.1)} = 3.668$, $p < .001$), both higher in IVF sample. Notably, these two measures were significantly correlated ($r = .559$, $p < .001$). The results of this research show that women undergoing IVF treatment have preserved social capital, as well as positive affectivity, coping competencies, without shame related to feelings of inferiority or mistakes. These findings shed light on the unique challenges faced by women undergoing IVF and underscore the importance of addressing negative affectivity and the assumption of emptiness in support programs. By recognizing these issues, we can better tailor interventions and counseling to improve the overall well-being and resilience of women on their fertility journey.

Keywords: infertile women, subjective well-being, social capital, negative affectivity, shame

¹⁸ This research was supported by the Science Fund of the Republic of Serbia, #1568, *Identity Crisis in Women Facing Infertility: Mixed Methods Approach - InsideMe*.

POSTER PRESENTATION

CHARACTERISTICS OF THE WORK ENVIRONMENT: EXPLORATORY ANALYSIS OF JOB DEMANDS AND JOB RESOURCES AMONG EMPLOYEES ACROSS DIFFERENT INDUSTRIES AND CAREER STAGES IN NORTH MACEDONIA

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Abstract. Building upon the job demands-resources model (Bakker & Demerouti, 2006) this research aims to identify differences in characteristics of the work environment as perceived by employees at different career stages and across various industries (healthcare, education, administration, recruitment/HR, IT) in North Macedonia using the Questionnaire on the Experience and Evaluation of Work (QEEW2.0). The Job Demands-Resources model exemplifies the characteristics of the work environment by recognizing the dynamic and interactive nature of job demands and resources, acknowledging individual differences, linking well-being and job performance, and offering insights for organizations to create a positive and supportive work environment for their employees. The sample consisted of 229 participants ($N_{\text{female}} = 194$, $M_{\text{age}} = 36.15$). Both parametric and non-parametric tests were applied for data analysis. The results suggest that there was a statistically significant difference in the perceived characteristics of the work environment across the different industries of work for all measured job demands (emotional load, mental load, complexity, pace and amount of work, role conflict) and job resources (role clarity, relationship with colleagues, learning opportunities and career opportunities) except for one job resource (job autonomy). The results from ANOVA indicated that there was statistically significant difference at the $p < .01$ level in the perception of emotional load and relationship with colleagues for the five industries groups. Post-hoc Tuckey HSD test was conducted to identify exactly which groups differ from each other. The results from Kruskal-Wallis test suggested that there is a difference in the perceived characteristics of the work environment across the different industries of work for all measured job demands and job resources except job autonomy. An inspection of the mean ranks for the groups suggested that the IT group had the highest scores in 6 from the 10 measured characteristics of the work environment, suggesting that they likely perceive and assess their work environment more positively, with higher job resources and potentially lower job demands, which in turn may be associated with better employee well-being and satisfaction. Analyses revealed that employees in early and later career stages statistically significantly differ in the evaluation of emotional load and complexity as job demands, as well as in perceived relationships with colleagues as a job resource. The findings suggest that industry and employees' career stages are related to the perception of job demands and job resources as characteristics of the work environment.

Keywords: job demands, job resources, career stage differences, industries

POSTER PRESENTATION
**EXAMINING THE IMPACT OF IMMERSION AND LEVEL OF DETAIL ON LEARNING OUTCOMES
IN PRESCHOOL CHILDREN USING VIRTUAL PRESENTATIONS**

Lucas Dall'Olio & Corinna Martarelli
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Abstract. Virtual reality (VR) is making a growing impact on the world of education. However, there is little empirical evidence regarding its effectiveness, particularly with young children. In a first study, we examined the impact of a virtual presentation on preschoolers' learning outcomes, focusing on its immersive nature. The level of immersion was varied by the medium used to follow the presentation – a tablet or a VR headset. The participants completed a recognition task and a quiz task immediately after the presentation. Contrary to our expectations, children using VR headsets performed significantly worse than those who used a tablet. One possible explanation is that VR headsets induce extraneous cognitive processing due to the distracting large number of details when using this medium. In the present study, we tested this hypothesis on 72 preschool's children (43 girls) aged 4 to 6 ($M_{\text{age}} = 5.208$, $SD_{\text{age}} = .627$) by reducing the details of the same presentation to provide less distraction. The rest of the procedure and tasks remained unchanged. We computed independent t -tests and observed that the reduced details of the same presentation enabled children to perform equally well with the VR headset ($M = .995$, $SD = .363$) and the tablet ($M = 1.015$, $SD = .256$) in the recognition task, $t_{(70)} = .267$, $p = .790$. Children also perform equally well with the VR headset ($M = 6.154$, $SD = 1.204$) and the tablet ($M = 6$, $SD = 1.173$) in the quiz task, $t_{(70)} = -.547$, $p = .586$. It seems that under certain conditions, young children can effectively use VR headsets as a learning tool. Nevertheless, it remains important to continue exploring the various features to consider when designing VR educational material for young children.

Keywords: virtual reality (VR), recall, preschool children

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