

# DAYS OF APPLIED PSYCHOLOGY



*Publisher*

Faculty of Philosophy, University of Niš

*For publisher*

Goran Maksimović, PhD, Full Professor, Dean of the Faculty of  
Philosophy, University of Niš

*Editors of the book of abstracts*

Zorica Marković, PhD, Associate Professor, Department of Psychology,  
Faculty of Philosophy, University of Niš, Serbia, chairman of  
Scientific Committee

Gordana Đigić, PhD, Assistant Professor, Department of Psychology,  
Faculty of Philosophy, University of Niš, Serbia, chairman of  
Organizing Committee

Dušan Todorović, Department of Psychology, Faculty of Philosophy,  
University of Niš, secretary of Scientific Committee

*Editor in chief of the Faculty Publishing unit*

*Bojana Dimitrijević, PhD*

*Lectors*

Milena Kostić  
Sonja Stojanović

*Design of layer*

Srđan Mitrović  
Darko Jovanović

*Computer settings*

Milan D. Randelović

*Copies*

150 CD media

ISBN 978-86-7379-338-2

University of Niš  
Faculty of Philosophy  
Department of Psychology

# 10<sup>th</sup> DAYS OF APPLIED PSYCHOLOGY 2014

*International conference  
Individual and the Environment*

**BOOK OF ABSTRACTS**



**Niš, 26-27<sup>th</sup> September 2014**



*10<sup>th</sup> Days of applied psychology  
International conference*

**Scientific Committee:**

- Zorica Marković, PhD, Associate Professor, Department of Psychology, Faculty of Philosophy, University of Niš, Serbia, chairman of Scientific Committee
- Vladimir Nešić, PhD, Full Professor, Department of Psychology, Faculty of Philosophy, University of Niš, Serbia
- Aleksandra Kostić, PhD, Associate Professor, Department of Psychology, Faculty of Philosophy, University of Niš, Serbia
- Vladimir Hedrih, PhD, Associate Professor, Department of Psychology, Faculty of Philosophy, University of Niš, Serbia
- Gordana Jovanović, PhD, Full Professor, Department of Psychology, Faculty of Philosophy, University of Belgrade, Serbia
- Mirosava Đurišić Bojanović, PhD, Associate Professor, Department of Psychology, Faculty of Philosophy, University of Belgrade, Serbia
- Slavica Maksić, PhD, Principal Research Fellow, Institut of pedagogical research, Belgrade
- Elisaveta Sardžoska, PhD, Full Professor, Department of Psychology, Faculty of Philosophy, University of Skopje, Macedonia
- Violeta Arnaudova, PhD, Full Professor, Department of Psychology, Faculty of Philosophy, University of Skopje, Macedonia
- Darja Kobal Grum, PhD, Full Professor, Department of Psychology, Faculty of Philosophy, University of Ljubljana, Slovenia
- Maja Meško, PhD, Associate Professor, Faculty of Management, Koper, University of Primorsko, Slovenia
- Majda Rijavec, PhD, Full Professor, Teachers' Faculty, University of Zagreb, Croatia
- Miroslav Gavrić, PhD, Assistant Professor, Department of Psychology, Faculty of Philosophy, Pale, University of East Sarajevo, Bosnia and Herzegovina
- Vladimir Turjačanin, PhD, Associate Professor, Department of Psychology, Faculty of Philosophy, University of Banja Luka, Bosnia and Herzegovina
- Stanislava Stoyanova, PhD, Associate Professor, Faculty of Philosophy, Department of Psychology, South-West University "Neofit Rilski", Bulgaria
- Rusanka Manceva Petkova, PhD, Associate Professor, Faculty of Philosophy, Department of Psychology, South-West University "Neofit Rilski", Bulgaria
- Ovidiu Gavrilovici, PhD, Associate Professor, Department of Psychology, "Alexandru Ioan Cuza" University Iasi, Romania
- Nikolai Borytko, PhD, Full Professor, Department of Pedagogics, Volgograd State Social-Pedagogical University, Russia

Nikolai Sergeev, PhD, Full Professor,  
Department of Pedagogics,  
Volgograd State Social-  
Pedagogical University, Russia

Panajotis Cakirpaloglu, PhD,  
Department of Psychology,  
Faculty of Philosophy, University  
of Palackého, Czech Republic

Christine Busch, PhD, Center for Work  
and Organizational Psychology,  
Department of Psychology,  
Faculty of Education, Psychology  
and Human Movement, University  
of Hamburg, Germany

Dragan Janjetović, PhD, Southern  
hospital, Department for adult  
services, Norway

Giancarlo Tanucci, PhD, Full Professor,  
Department of Psychology and  
Educational Sciences, University  
of Bari "A. Moro", Italia

Maria Sinatra, PhD, Full Professor,  
Department of Psychology and  
Educational Sciences, University  
of Bari "A. Moro", Italia

Arthur Arruda Leal Ferreira, PhD,  
associate professor, Institute of  
Psychology, Federal University of  
Rio de Janeiro, Brazil

William Woodward, PhD, Department  
of Psychology, University of New  
Hampshire, USA

Miodrag Milenović, PhD, Department of  
Psychology, Faculty of Philosophy,  
University of Niš

Aleksandra Stojilković, Department of  
Psychology, Faculty of Philosophy,  
University of Niš

Dušan Todorović, Department of  
Psychology, Faculty of Philosophy,  
University of Niš, secretary of  
Scientific Committee

## **Organizing Committee:**

Gordana Đigić, PhD, Assistant Professor,  
Department of Psychology,  
Faculty of Philosophy, University  
of Niš, Serbia, chairman of  
Organizing Committee

Bojana Dimitrijević, PhD, Full Professor,  
Department of Psychology, Faculty of  
Philosophy, University of Niš, Serbia

Nebojša Milićević, PhD, Assistant  
Professor, Department of  
Psychology, Faculty of Philosophy,  
University of Niš, Serbia

Snežana Stojilković, PhD, Full  
Professor, Department of  
Psychology, Faculty of Philosophy,  
University of Niš, Serbia

Snežana Vidanović, PhD, Full Professor,  
Department of Psychology, Faculty of  
Philosophy, University of Niš, Serbia

Jelisaveta Todorović, PhD, Associate  
Professor, Department of  
Psychology, Faculty of Philosophy,  
University of Niš, Serbia

Aleksandra Hadžić Krnetić, PhD,  
Assistant Professor, Department  
of Psychology, Faculty of  
Philosophy, University of Banja  
Luka, Bosnia and Herzegovina

Ivana Simić, Department of Psychology,  
Faculty of Philosophy, University  
of Niš, Serbia

Kristina Randelović, Department of  
Psychology, Faculty of Philosophy,  
University of Niš, Serbia

Milica Mitrović, Department of  
Psychology, Faculty of Philosophy,  
University of Niš, Serbia

Ivana Pedović, Department of  
Psychology, Faculty of  
Philosophy, University of Niš,  
Serbia, secretary of Organizing  
Committee

# CONTENT

<b>PLENARY LECTURES</b> .....	23
SUBJECTIVE WELL-BEING: THE MEANING AND CONSEQUENCES IN THE WORK ENVIRONMENT Mirosava Đurišić Bojanović .....	23
CAN HAPPINESS BE LEARNED AND TAUGHT? Majda Rijavec .....	24
<b>YUBILEES</b> .....	26
CALENDAR OF IMPORTANT EVENTS IN PSYCHOLOGY – THE 200, 100, 50 YEARS ANNIVERSARY Vladimir Nešić .....	26
<b>SECTIONS</b> .....	28
<b>INDIVIDUAL AND THE ENVIRONMENT</b> .....	28
<u>Oral presentations</u>	
LEFT-RIGHT IDEOLOGY: ITS MEANING AND EFFECTS ON POLITICAL PREFERENCES IN SERBIA Bojan Todosijević .....	28
LIFE SATISFACTION, SOCIAL AND EMOTIONAL LONELINESS AMONG SERBIAN YOUTH ABROAD AND IN SERBIA Tamara Ćirić, Marija Sindić, Jelena Matković .....	29
MAPPING MULTICULTURALISM ONTO FL INSTRUCTION: THEORETICAL AND PRACTICAL IMPLICATIONS Radmila Bodrič, Violeta Stojičić .....	30
BETWEEN TWO CULTURAL WORLDS: THE ISSUES OF CONSTRUCTION OF THE BICULTURAL IDENTITY Ljubiša Zlatanović .....	31

CORRELATION BETWEEN COGNITIVE AND AFFECTIVE ATTITUDES TOWARDS SERBIAN AND ALBANIAN NATIONAL GROUP Vojin Simunović, Jovana Milićević, Marija Dangubić, Stefan Milutinović .....	32
THE INFLUENCE OF EXPRESSED EMOTION AND POWER TYPES ON FORMING IMPRESSION OF THE DOMINANCE - SUBMISSIVENESS OF THE PERCEIVED PERSON Stefan Đorić .....	33
THE DEVELOPMENTAL POTENTIAL OF PARTICIPATORY RESEARCH WITH CHILDREN AND YOUNG PEOPLE: FROM MARGINALISATION TO EMANCIPATION Jelena Vranješević .....	35
WHAT'S BEHIND THE FEAR OF NEGATIVE EVALUATION: AN INTERPRETATION FROM THE PERSPECTIVE OF NEGATIVE SELF-IMAGE IN SOCIAL SITUATIONS Jasmina Pekić, Jovana Trbojević, Milica Lazić .....	36
GENERAL PUBLIC STIGMATIZING ATTITUDES TOWARDS PERSONS WITH A CHRONIC PHYSICAL AND MENTAL ILLNESS Ivona Milačić Vidojević, Marija Čolić .....	37
ACCEPTANCE OF PLURALITY OF IDEAS AS A PRECONDITION FOR ASSERTIVENESS TRAINING Ana Milojković, Marija Dangubić .....	39
CURRENT MOOD AND ALTRUISM Miroslav Komlenić .....	40
CORRELATES OF ATTITUDES TOWARD BULLYING AMONG HIGH SCHOOL STUDENTS FROM URBAN AREAS Milan Jordanov, Bojana Dinić, Valentina Sokolovska .....	41
THE PHENOMENON OF VIOLENCE AMONG STUDENTS IN SCHOOL Marta Dedaj, Tanja Panić .....	42



CYBERBULLYING – CHARACTERISTICS OF ROLE PLAYING PERSONS AND ANONIMITY IN VIOLENCE Jelena Opsenica Kostić, Tanja Panić, Vanja Cakić .....	43
RECOGNITION OF FACIAL EXPRESSIONS OF EMOTIONS IN CRIMINAL AND NON-CRIMINAL PSYCHOPATHS: THE VALENCE-SPECIFIC HYPOTHESIS Miloš Stanković, Milkica Nešić, Joviša Obrenović, Dunja Stojanović, Vuk Milošević .....	44
INTERNET ADDICTION AND ADOLESCENTS' ACTIVITIES ON VIRTUAL SOCIAL NETWORKS Mirjana Matović .....	45
DRAMA FRAMEWORK OF TRAVELLING LIFESTYLE Ivana Petković .....	46
<b><u>POSTER PRESENTATIONS</u></b>	
THE CORRELATION BETWEEN PARTICIPATION IN INDIVIDUAL SPORTS AND EMPATHY AND AGGRESSION Milica Petrović, Aleksandra Grozdanović .....	48
<b><u>PERSONALITY PSYCHOLOGY</u></b> .....	50
AUTHENTICITY, SELF-EFFICACY AND INTERPERSONAL ORIENTATION OF UNIVERSITY STUDENTS Đurđa Soleša Grijak, Anida Fazlagić .....	50
INDIVIDUAL DIFFERENCES IN IDENTITY STYLES Lucia Monacis, Valeria de Palo, Gianfranco Peragine, Maria Sinatra .....	51
PERSONALITY AND AFFECTIVE ATTACHMENT DIMENSIONS AS MEANINGFUL PREDICTORS OF EMPATHETIC CAPACITY? Daniel Mešković, Jelena Manojlović, Tatjana Vukosavljević Gvozden .....	52
OPTIMISM, PESSIMISM AND SELF-EFFICACY AS PREDICTORS OF ACADEMIC ACHIEVEMENT Jelena Gigić, Ljubiša Zlatanović, Snežana Stojiljković, Gordana Djigić .....	54

PSYCHOLOGICAL PROFILE OF STUDENTS OF PSYCHOLOGY, PEDAGOGY, PHILOSOPHY AND JOURNALISM Snežana Stojiljković, Gordana Đigić, Mila Dosković .....	55
RESILIENCE AS RESPONSE TO STRESSFUL LIFE EVENTS: PERSONALITY CHARACTERISTICS OF THE RESILIENT PEOPLE Dragana Batić .....	56
THE DARK TETRAD: STRUCTURAL PROPERTIES AND LOCATION IN THE PERSONALITY SPACE Boban Petrović, Janko Međedović .....	57
IS HONESTY/HUMILITY A GOOD PREDICTOR OF THE DARK TRIAD TRAITS? Slobodan Golušin, Jelena Laketić, Dragan Đunda, Bojana Dinić .....	59
PERSONALITY TRAITS AS A PREDICTOR OF HUMOR STYLES: A DEVELOPMENTAL APPROACH Marinković Nela, Tanasić Jana .....	60
THE RELATIONS BETWEEN PERSONALITY TRAITS AND THE ELECTRONIC VIOLENCE EXPERIENCED AMONG STUDENTS Jelena Malinić, Bojana Popadić .....	61
THE RELATION BETWEEN THE DIMENSIONS OF THE QUALITY OF LIFE AND THE PERCEPTIONS OF SATISFACTION AND STRESS CAUSED BY VARIOUS LIFE ROLES Milena Belić, Dragana Jovanović .....	62
PERSONAL AND ENVIRONMENTAL FACTORS AS PREDICTORS OF FITNESS MEASURES Janko Međedović, Nina Živanović, Katarina Šainović, Slađana Denić, Tatijana Gvozdić .....	63

<b><u>FAMILY PSYCHOLOGY</u></b> .....	65
<b><u>ORAL PRESENTATIONS</u></b>	
PERCEPTION OF PARENTING STYLE, EMPATHY AND SELF-REGULATION IN INDIVIDUALS FROM SINGLE-CHILD AND MULTI-CHILD FAMILIES	
Katerina Dojchinova .....	65
CORRELATIONS BETWEEN THE DOMAINS OF LONELINESS AND FAMILY FUNCTIONING INDICATORS AMONG ADOLESCENTS	
Boris Kordić, Lepa Babić, Aleksandra Stavrov .....	66
PARENTING STYLES AND THE SELF-SILENCING OF STUDENTS	
Jelisaveta Todorović, Violeta Arnaudova, Ivana Simić .....	67
FAMILY RELATIONS AND THE SELF-SILENCING OF SOCIAL SCIENCES/HUMANITIES STUDENTS	
Ivana Simić, Jelisaveta Todorović, Violeta Arnaudova .....	69
THE RELATION BETWEEN CHILDREN'S PERCEPTION OF INTERPARENTAL CONFLICT AND EMOTIONAL SECURITY IN THE INTERPARENTAL SUBSYSTEM	
Marina Oros, Jasmina Pekić, Ana Genc .....	70
<b><u>POSTER PRESENTATIONS</u></b>	
QUALITY OF FAMILY INTERACTIONS AND ATTITUDES ON GENDER EQUALITY	
Jovana Aleksić .....	71
<b><u>AFFECTIVE ATTACHMENT AND PARTNRSHIP</u></b> .....	73
<b><u>ORAL PRESENTATIONS</u></b>	
ATTACHMENT AND SUPERSTITION	
Sonja Milivojević, Nevena Radulović .....	73
REFLECTIVE FUNCTION AND COMPLEX EMOTIONS IN CHILDREN: THE CONTEXT OF ATTACHMENT THEORY	
Tatjana Stefanović Stanojević .....	74

HIERARCHY OF ATTACHMENT RELATIONSHIPS AND ATTACHMENT FUNCTIONS IN ADOLESCENCE	
Milena Todorović .....	75
THE PREDICTION OF GENERAL SELF-EFFICACY BASED ON THE SEVERITY DIMENSION OF ATTACHMENT	
Ivana Zubić .....	76
ATTACHMENT AND SELF-EVALUATION OF STUDENTS IN HELPING PROFESSIONS	
Mila Dosković .....	77
VALIDATION OF LOVE RELATIONS: ROMANCE QUESTIONNAIRE; LOVE AND ROMANCE AMONG STUDENTS	
Maja Ignjatović, Nenad Cvetanović, Milena Vujičić .....	79
<b><u>EDUCATIONAL PSYCHOLOGY</u></b> .....	81
<u>ORAL PRESENTATIONS</u>	
OPTIMISM AND PESSIMISM AS PREDICTORS OF STUDENT GOAL ORIENTATIONS IN LEARNING, SCHOOL ANXIETY AND LIFE SATISFACTION	
Melita Ivanković, Majda Rijavec .....	81
THE TIME PERSPECTIVE IN THE PERCEPTION OF STUDENTS' SCHOOL FAILURE	
Slavica Maksić .....	82
TIME PERSPECTIVE AS A PREDICTOR OF PROCRASTINATION AMONG HIGH SCHOOL STUDENTS	
Ana Đorđević, Violeta Arnaudova .....	83
STUDENTS' SATISFACTION WITH THEIR PSYCHOLOGY DEGREE	
Milanko Čabarkapa, Darija Minić .....	84
TEMPERAMENT AS A PREDICTOR OF PROSOCIAL BEHAVIOR IN CHILDREN FROM THE FIRST GRADE OF ELEMENTARY SCHOOL	
Jovana Trbojević, Jelica Petrović, Milica Lazić .....	85

TALENT AND TALENTED CHILDREN AS PERCEIVED BY TEACHERS Tanja Panić, Mirjana Nikolić, Jelena Opsenica Kostić, Marta Dedaj .....	86
THE SOCIAL COMPETENCIES AND AUTHORITARIANISM OF PEDAGOGICAL FACULTY CANDIDATES Radmila Milovanović, Biljana Stojanović .....	87
THE SENSITIVE AND CARING TEACHER: MYTH OR PART OF THE PROFESSIONAL ROLE? Milica Tošić Radev, Pešikan Ana .....	89
TEACHERS' WORK ORIENTATIONS AND WELL-BEING: THE MEDIATING ROLE OF WORK MEANINGFULNESS AND OCCUPATIONAL IDENTITY Dubravka Miljković, Lana Jurčec, Majda Rijavec .....	90
TEACHERS SELF-EFFICACY AND CLASSROOM MANAGEMENT STYLES Gordana Đigić, Snežana Stojiljković .....	91
INDIVIDUAL PUPIL WORK IN THE CLASSROOM OF DIFFERENTIAL TEACHING OF MATHEMATICS Vesna Milenković, Ivana Jovanović .....	92
QUALITATIVE ANALYSIS OF PEDAGOGICAL-EDUCATIONAL GOALS IN THE WRITTEN SCENARIOS OF CLASS TEACHERS' AND SUBJECT TEACHERS' CLASSES Blagica Zlatković .....	94
TEACHERS' ATTITUDES TOWARDS INDIVIDUALS WITH PHYSICAL DISABILITIES Mirjana Beara, Jelena Stanisavljević .....	95
SCHOOL ENVIRONMENT AND SOCIO-EMOTIONAL DEVELOPMENT OF CHILDREN WITH SPECIFIC LEARNING DIFFICULTIES Svetlana Obradović, Dragana Bjekić, Lidija Zlatić .....	96

THE IMPACT OF THE MOTHER'S PERSONALITY ON THE SENSE OF BELONGING TO SCHOOL FOR CHILDREN WITH DEVELOPMENTAL DISABILITIES	
Mirjana Stanković Đorđević .....	97

**POSTER PRESENTATIONS**

RELATIONSHIPS AMONG TEST ANXIETY, LOCUS OF CONTROL AND ACADEMIC ACHIEVEMENT	
Harisa Šabanović, Marija Tiosavljević, Maida Novalić .....	98

EMOTIONAL COMPETENCE AND SOCIAL SELF-EFFICIENCY AMONG STUDENTS WITH DIFFERENT ACADEMIC MAJORS	
Jelena Maksimović, Zorica Marković, Milica Ognjanović, Jelena Ašanin .....	99

**ORGANIZATIONAL PSYCHOLOGY** ..... 101

**ORAL PRESENTATIONS**

A PROFILE OF SUCCESSFUL WOMEN OF HIGH PROFESSIONAL STATUS IN SERBIA	
Kristina Brajović Car, Patrick Ellersich, Marina Hadži Pešić ...	101

EXPOSURE TO OCCUPATIONAL STRESS AND SUBJECTIVE WELL-BEING: THE DISPOSITIONAL APPROACH	
Mirosava Đurišić Bojanović, Milanko Čabarkapa, Ines Miladinović .....	102

PSYCHOSOCIAL ASPECTS OF CONFLICT PERCEPTIONS BY HEALTH CARE WORKERS	
Miroslav Gavrić .....	103

THE ASSESSMENT OF EMPLOYABILITY THROUGH COMPETENCES	
Valeria de Palo, Valbona Dudi, Maria Sinatra .....	104

ASSESSING A CANDIDATE'S BEAUTY IN AN INTERVIEW: THE ROLE OF THE INTERVIEWER'S PERSONALITY AND RATINGS OF THE CANDIDATE'S PERSONALITY	
Sofija Čerović, Ivana Petrović .....	105

PERCEPTION OF THE RELATIONSHIP LEADER–FOLLOWER QUALITY AND WORK MOTIVATION IN THE PUBLIC AND PRIVATE SECTOR	
Elisaveta Sardžoska .....	107
GENDER DIFFERENCES IN PREFERENCES OF FOLLOWERSHIP AND LEADERSHIP STYLE: HOW REALISTIC ARE THEY?	
Kalina Sotiroska, Elisaveta Sardžoska, Zorica Marković .....	108
DIFFICULTIES AND PROGRESS IN CAREER DECISION MAKING PROCESS AT DIFFERENT LEVELS OF CAREER CERTAINTY	
Biljana Blaževska Stojilkovska, Zorica Makrović .....	109
BASIC PERSONALITY TRAITS AND WORK-TO-FAMILY CONFLICT: IS THE RELATIONSHIP MEDIATED BY WORK ENVIRONMENT VARIABLES	
Vladimir Hedrih, Ivana Pedović .....	110
EFFECTS OF ASSERTIVENESS TRAINING ON EMPLOYEES’ PARTICIPATION IN DECISION MAKING	
Marija Dangubić, Ana Milojković .....	112
 <u>POSTER PRESENTATIONS</u>	
ORGANIZATIONAL CULTURE, ITS IMPORTANCE FOR THE OCCUPATIONAL HEALTH AND SAFETY SYSTEM IN RUSSIA AND RESULT COMPARISON WITH THE RESEARCH IN SERBIA	
Snežana Živković, Tatiana Ivanova .....	113
CAREER MOTIVATIONAL TYPES IN BULGARIA	
Stanislava Stoyanova .....	114
 <u>WORKSHOP</u>	
WOMEN-LEADERS	
Anita Rakita, Delia Bosiok .....	116

<b><u>PERCEPTION AND PSYCHOPHYSIOLOGY</u></b> .....	118
<b><u>ORAL PRESENTATIONS</u></b>	
THE STEREOSCOPE. A VIEWING DEVICE BETWEEN EMPIRICISM AND NATIVISM	
Luigi Traetta .....	118
THE POSITION OF THE PINEAL GLAND IN THE MODEL OF BIOLOGICAL CLOCK CIRCADIAN RHYTHMS	
Jovisa Obrenović, Milkica Nešić, Miodrag Milenović .....	119
A STUDY OF PSYCHOGALVANIC REACTION USING NEUROPHOTONICS AND KIRILIAN PHOTOGRAPHY	
Miodrag Milenović, Joviša Obrenović, Milkica Nešić .....	120
GENDER DIFFERENCES IN THE RELATIONS BETWEEN VOCAL AND GRAPHOMOTORIC CHARACTERISTICS	
Milkica Nešić, Svetlana Čičević, Joviša Obrenović, Vladimir Nešić, Jelena Kostić .....	121
<b><u>CLINICAL PSYCHOLOGY</u></b> .....	123
<b><u>ORAL PRESENTATIONS</u></b>	
THE PERSONAL MEANING OF DREAMS – THE BRIDGE BETWEEN HOBSON’S SYNTHESIS OF ACTIVATION THEORY AND FREUD’S PSYCHOANALYTIC THEORY	
Miroslav Pendaroski, Ivana Stoimenovska .....	123
DISPOSITIONAL AND ENVIRONMENTAL PREDICTORS OF MENTAL DYSFUNCTION IN THE ELDERLY	
Mina Aleksić, Ana Stojković, Ivana Gojević, Ana Stamenić, Anja Vučković, Janko Međedović .....	124
COGNITIVE EMOTION REGULATION STRATEGIES AS PREDICTORS OF DEPRESSION, ANXIETY AND STRESS IN PATIENTS WITH PSYCHOSOMATIC COMPLAINTS	
Milica Lazić, Jovana Trbojević .....	125



PATTERNS OF AFFECTIVE ATTACHMENTS AND MODALITIES OF AGRSSION AMONG DELINQUENTS Milica Zajić .....	127
CORRELATIONS BETWEEN TRANSACTIONAL ANALYSIS' CONCEPT OF PRIMARY MOTIVATIONAL DRIVERS AND PERSONALITY TRAITS BASED ON THE HEXACO MODEL Kristina Brajovic Car, Marina Hadži Pešić, Patrick Ellersich ...	128
EARLY MALADAPTIVE SCHEMAS AMONG INDIVIDUALS WITH TYPE D PERSONALITY Damjana Panić, Marina Hadži Pešić .....	129
EVALUATION OF THE SHORT DARK TRIAD (SD3) ON A SERBIAN SAMPLE: ITS RELATIONS WITH AGGRESSION Marija Cmiljanović, Maja Šveljo, Bojana Dinić .....	130
MOTIVATION FACTORS FOR WEIGHT REDUCTION IN OBESE CHILDREN /A QUALITAT IVE RESEARCH Sanja Lukač, Nada Letić .....	131
COGNITIVE-BEHAVIORAL MODIFICATION IN THE TREATMENT OF AGGRESSIVE BEHAVIOR IN CHILDREN Dijana Sulejmanovic, Thomas Van Dillen .....	132
COPING STYLES AND QUALITY OF LIFE IN PATIENTS WITH PSORIASIS Dragana Radojković .....	133
STAGES OF UNCONSCIOUS AND CONSCIOUS CHANNELING OF FEELINGS IN RADIX: A DEVELOPMENTAL COURSE FROM "LITTLE" TO AUTHENTIC MAN Aleksandra Milunović Petrović .....	134
KARL MARBE: DAWN OF FORENSIC PSYCHOLOGY Nicola Curci .....	136

POSTER PRESENTATIONS

NARRATIVE CONVERSATIONS REAUTHORING IDENTITY  
STORIES OF THE ELDERLY IN ROMANIA

Ovidiu Gavrilovici, Aliona Dronic ..... 137

WOMEN IN PSYCHOANALYSIS

Stoil Mavrodiev, Desislava Ivanova ..... 138

FACTORY OF SUBJECTIVITIES AND WORLDS: FOLLOWING  
THE CLUES OF AN APPLIED PSYCHOLOGY DIVISION

Bruno Foureaux, Karoline Ruthes, Natália Pereira,  
Rodrigo Nascimento, Amanda Muniz, Arthur Ferreira ..... 139

**ART PSYCHOLOGY** ..... 141

ORAL PRESENTATIONS

THE AESTHETIC EXPERIENCE OF ARTISTIC PHOTOGRAPHS  
OF DEAD AND LIVE ANIMALS: A RELATIONSHIP BETWEEN  
CONTENT AND FORM

Maja Vukadinović ..... 141

THE POWER OF SUBJECTIVE COLOURS

Carmela Ferrandes ..... 142

GROUP PSYCHO-DYNAMICS. INDIVIDUAL AND POLIS IN  
SOPHOKLES' TRAGEDY ANTIGONA

Gordana Vulević ..... 143

**PSYCHOMETRY AND STATISTICS** ..... 144

ORAL PRESENTATIONS

THE RELIABILITY AND CONSTRUCT VALIDITY OF THE COUPLE  
MOTIVATION QUESTIONNAIRE

Marija Mladenov, Ivana Pedović, Kristina Ranđelović ..... 144

PSYCHOMETRIC PROPERTIES AND FACTORIAL STRUCTURE  
OF PANAS SCALE

Miloš Javorina, Sofija Čerović, Ivana Petrović ..... 145

FACTORIAL STRUCTURE OF SELF-REPORTED CONSCIENTIOUSNESS	
Siniša Lakić .....	146
PSYCHOMETRIC CHARACTERISTICS OF THE TRANSLATED HSQ AND HSQ-C QUESTIONNAIRE	
Ognjen Tadić, Nataša Pivašević .....	147
ASSERTIVENESS QUESTIONNAIRE	
Dragan Vesić, Ana Milojković, Milica Marković, Katarina Mijatović, Ivana Vasić .....	148

**ROUND TABLE**

FROM THEORY TO PRACTICE

Host: Slavko Milojković,

Participants: Vladimir Nešić, Aleksandar Milojević,  
                  Petar Mitić, Milan Todorović, Branislav  
                  Strahinić, Marija Balkovoj, Gordana Lazić ..... 151



# **ABSTRACTS**



**PLENARY LECTURES**

**SUBJECTIVE WELL-BEING: THE MEANING AND CONSEQUENCES IN THE WORK ENVIRONMENT**

Mirosava Đurišić Bojanović  
University of Belgrade, Serbia, Faculty of Philosophy

The psychological indicators of subjective well-being relate to the level of satisfaction with the self, others and the world. It was assumed that a more positive attitude toward the self and others and an active approach to resolving personal and professional challenges contribute to an individual's more successful adaptation which is in turn reflected in better physical health. But we supposed that adaptive pressures of the changed environment, change the meaning of well-being concept in the work environment. We re-examined this assumption by reviewing data from the literature and from our own research, in which we collected measures of personality, stress and health relations. Our results demonstrate the need to differentiate between the dimensions and criteria used to consider the phenomenon of subjective well-being: psychological, cultural, evolutionary, individual and social. Individual subjective well-being does not, in every case, have to be in harmony with that of wider social and work groups. Based on our results, work engagement and finding meaning in such engagement, seem to be of the greatest importance. However, if we estimate the adaptive value of behaviour through the criteria of physical health then, from the evolutionary perspective, it comes as no surprise that even if the cost is the violation of social and ethical norms, active strategies have greater adaptive value for individuals than withdrawal and resignation. In the conceptual sense the obtained data suggest the need to differentiate between intrapersonal, interpersonal, group and social well-being. The results also suggest that it makes sense to include physical health in research into subjective well-being as the critical criteria for understanding and differencing between the intrapersonal and interpersonal significance of well-being. We have reexamined some ideas for protection and developing personal wellbeing in work environment too. Future research should provide answers to the following questions: To what extent is physical health supported by psychological mechanisms of adaptation? How can we

resolve the controversy between what is socially desirable and what is evolutionarily supported? How can general discontent with self and others set in motion an individual's desire to replace strategies of withdrawal with those of activation? Can human inventiveness and creativity, in spite of evolution cultural controversy, be an alternative? Those are just some of the questions which need addressing.

**Keywords:** well-being in the work environment, evolutionary perspectives, intrapersonal and interpersonal dimensions of subjective well-being, physical health.

## **CAN HAPPINESS BE LEARNED AND TAUGHT?**

Majda Rijavec

University of Zagreb, Croatia, Faculty of Teacher Education

The emergence of the positive psychology represents one of the most important developments in the field of psychology at the beginning of the 21st century. Within this field, the concept of well-being (or happiness) constitutes the main criteria for positive functioning. There is strong evidence that happiness brings highly desirable life benefits in multiple life domains such as health, marriage, friendship, academic achievement, income and work performance. Also, happy people contribute to a better society in many ways. But can happiness be learned and taught?

According to the conceptual model by Lyubomirsky et al. (2005) a person's chronic happiness level is determined by three factors: a genetically based happiness set point (50%), life circumstances that affect happiness (10%), and intentional activities and practices (40). Whether these percentages hold for all countries and cultures is still controversial. But intentional activities appear to offer the good potential for lastingly increasing wellbeing.

A variety of so-called positive interventions have been developed to facilitate well-being. These interventions focus on positive topics, target a positive outcome variable and are designed



to promote wellness rather than to fix weakness (Parks and Biswas-Diener, 2014). Many of them have been proven to increase peoples' subjective well-being. However, caution is needed when putting these positive interventions into the real-world practice. Not all interventions work for all individuals and some of them can even "backfire".

In addition to individual positive interventions with adults attempts have been made to teach well-being in schools. The most important reasons for this are high prevalence of depression among young people worldwide, the small rise in life satisfaction in the last half-century, low students' satisfaction with school in many countries and the synergy between learning and positive emotion (Seligman et al. 2009). The evidence suggests that positive psychology programs are significantly related to student wellbeing, relationships and academic performance. Schools are possibly the best places to teach positive psychology to a great number of students, thus helping individuals, communities, and societies to thrive.

**Key words:** happiness, positive interventions, school, positive psychology programs

**YUBILEES**

**CALENDAR OF IMPORTANT EVENTS  
IN PSYCHOLOGY – THE 200 , 100 , 50 YEARS  
ANNIVERSARY<sup>1</sup>**

Vladimir Nešić

University of Niš, Serbia, Faculty of Philosophy, Department  
of Psychology

Some important events of national and world history of psychology which can be considered as jubilees were extracted for the purpose of this presentation by reviewing the significant literature. Our attention was concentrated on the time span of a hundred and fifty years ago, as well as the period of the past 200 years. The important event from the period of 200 years ago was the birth of Konstantin Branković, one of the first teachers of psychology in Serbia at the Lyceum. The period of 100 years ago was marked by the outbreak of the First World War in August when the Faculty of Philosophy interrupted its work, as well as all Training Teachers' Schools, except the school in Negotin, which continued with work for another year. Then, the book entitled "National Pedagogy of Serbs or How Our People Raise their Offspring", written by Jovan Miodragović was published. He died the same year as Friedrich Jodl, a supervisor to our Vladimir Dvorniković, the author of the famous book "Characterology of Yugoslavs". Edward Titchener published a book "On Psychology as the Behaviorists View It" as a response to John Watson's book "Psychology as the Behaviorists View It". The half of Titchener's book is a criticism of other books. That year, Edwin Boring, a significant figure in the history of psychology, got his PhD at Titchener. An especially important person at that time was Hugo Munsterberg, who was considered the first American industrial psychologist. Munsterberg published the article on a juror's mind

---

<sup>1</sup> This research was supported by a research grant of the Ministry of Education, Science and Technological Development of the Republic of Serbia, within the framework of the 179002 project.

in which he described experiments on group decision-making conducted at Harvard in 1914. He published his book "Psychology and Industrial Efficiency", the year before. Both Titchener and Munsterberg wrote their doctoral theses in Wundt's laboratory in Leipzig, and soon after they immigrated to America. But there were no similarities in their definitions of psychology, approaches and careers in the later period. Titchener defined psychology as the science with a mission to pursue the essential elements or structures of the human mind. Munsterberg, on the other hand, always refused to define psychology since his opinion was that any definition could not be considered sufficiently comprehensive. There were significant events, symposiums and conferences 50 years ago, which will be further discussed in the paper.

**Key words:** history of psychology, anniversary, prominent psychologists, significant events

**SECTIONS**

**INDIVIDUAL AND THE ENVIRONMENT**

**LEFT-RIGHT IDEOLOGY: ITS MEANING AND  
EFFECTS ON POLITICAL PREFERENCES IN SERBIA**

Bojan Todosijević

Institute of Social Sciences, Center for Political Studies and  
Public Opinion Research, Serbia

Left-right ideology has traditionally been seen as an expression of socio-economic divisions, or the conflict between capital and labor. In recent decades, the left-right terminology has expanded to incorporate various other values and orientations, such as nationalism or post-materialism. It has also been observed that the meaning of the political left and right varies across different political contexts. In order to understand the meaning of the left-right ideological dimension in a specific context it is necessary to examine its socio-economic, attitudinal and ideological correlates. The paper analyzes the meaning of the left-right ideological dimension in Serbia. The first part of the paper examines socio-economic and ideological predictors of the left-right self-identification scale. Identification with ideological labels such as nationalist or conservative is used as measures of ideological orientations.

In order to explore the political relevance of the left-right dimension, the second part of the paper presents multivariate models of party preferences using socio-economic and ideological variables, including the left-right scale. The study is based on data from the 2012 Serbian election study. The Serbian election study is a post-election public opinion survey conducted after the 2012 presidential and parliamentary elections. It is based on a probability sample of 1568 voting age Serbian citizens.

**Key words:** ideology, left-right, political preference, Serbia

## **LIFE SATISFACTION, SOCIAL AND EMOTIONAL LONELINESS AMONG SERBIAN YOUTH ABROAD AND IN SERBIA**

Tamara Ćirić, Marija Sindić, Jelena Matković  
City of Niš, Serbia, Mayor's Office, Office for Cooperation with the  
Diaspora

Migrations are a widespread social phenomenon and studies about this field in our country are very rare. Here, we have considered the assumption that living abroad provides more opportunities for individual development which influences greater life satisfaction, while the separation from the primal social environment influences a higher level of social and emotional loneliness. Moreover, the comparison between the youth abroad and in the homeland can pinpoint the reasons for the youth's emigration which represents a big problem related to brain drain. The Scale for General Life Satisfaction was used for measuring life satisfaction (Penezić, 1996), and the Scale for Social and Emotional Loneliness for measuring loneliness (Ćubela&Nekić, 2002).

There were 200 respondents in this study, aged between 18 and 35, 100 coming from abroad (mostly from Europe and the USA) and 100 from Serbia. Two thirds in both groups were students. In the additional analysis we included 40 subjects older than 35 living abroad. The results showed that life satisfaction is significantly more present among the young abroad than among the young in Serbia ( $p < 0.01$ ). Similarly, there is a negative correlation between life satisfaction and social and emotional loneliness ( $p < 0.01$ ). The youth living abroad said that loneliness was more present in men than in women ( $p < 0.05$ ), and life satisfaction was more present in those whose main motive for leaving the country was work ( $p < 0.05$ ). When considering the results related to the young people living in Serbia, they showed the following: the lower education influences, the greater level of family loneliness ( $p < 0.05$ ). 78% of the young from Serbia would leave the country, out of which 73% are with university education. The respondents said that their major motive to leave the country

was finding work abroad. The results show that after the age of 35, life satisfaction increases along with the increased length of staying abroad ( $p < 0.05$ ), but the family loneliness reduces.

**Key words:** Serbian youth, Serbia, life satisfaction, social and emotional loneliness

## **MAPPING MULTICULTURALISM ONTO FL INSTRUCTION: THEORETICAL AND PRACTICAL IMPLICATIONS**

Radmila Bodrič, Violeta Stojičić

University of Novi Sad, Serbia, Faculty of Philosophy, Department  
of English Language and Literature; University of Niš, Serbia,  
Faculty of Philosophy, Department of English Language and  
Literature

The new millennium has brought about changes in most European countries providing a powerful incentive for innovation and reforms. Multilingualism has become a long-term vision promoting lifelong language learning. The European Union (EU) has set the ambitious target of encouraging EU citizens to learn two languages in addition to their mother tongue. Languages are being taught in pre-school education, compulsory education, and at tertiary level. Furthermore, bilingual teaching – also known as content and language integrated learning (CLIL) – has become part of mainstream European language education, which has fundamentally changed the nature of the language teaching paradigm. When it comes to the Serbian educational context, much has been done to incorporate these trends into foreign language (L2) pedagogy: foreign languages have been given high priority in the Serbian curriculum with instruction beginning at an increasingly early stage. Students now have the opportunity to learn at least two foreign languages during their compulsory education and bilingual instruction in French and Italian in Serbia

has been in effect since 2004/2005 and other languages such as German and English have followed. Therefore, a new foreign language pedagogy has gained ground, whereby multicultural awareness along with multilingualism has constituted the core of the L2 curriculum. Language teachers, as mediators of language and culture in L2 classes, have a specific task of fostering their students' knowledge and skills in the domain of languages and cultures, thus enabling them to understand the world around them and to communicate successfully across linguistic and cultural boundaries. The aim of this paper is to explore the underlying trends of a common European education policy in L2 learning and teaching and to discuss to what extent this new L2 paradigm has been embraced by schools and higher education institutions in Serbia. The paper will also place emphasis on the strategies of instilling in students multicultural awareness and competence, thereby showing that cross-cultural development will promote multicultural speakers and citizens.

**Key words:** multiculturalism, foreign language (FL) instruction, European education policy, foreign language paradigm, cross-cultural development

## **BETWEEN TWO CULTURAL WORLDS: THE ISSUES OF CONSTRUCTION OF THE BICULTURAL IDENTITY**

Ljubiša Zlatanović

University of Niš, Serbia, Faculty of Philosophy, Department of Psychology

In today's even more globalized world, labour mobility and large-scale migrations of people from various cultures have become a reality for the life of many modern men. In all culturally plural societies, in which people of different cultural backgrounds live together, cultural groups and their individual members must deal with the issue of acculturation (i.e., the acculturation strategies)

and, related to this, with the issue of identity construction. In recent years, the term “bicultural” has been proposed by some acculturation researchers to refer to acculturation that involves the individual simultaneously in the two cultures that are in contact. The main purpose of this presentation is twofold: (1) to consider some of the central issues in a complex and dynamic process of the construction of the bicultural identity, and (2) to assess some recent conceptual frameworks introduced for better understanding of how bicultural identities are constructed and reconstructed in the process of acculturation of the individuals exposed to a new and different culture. The author’s conclusion is that the delicate question of the very possibility of bicultural or integrated identity formation is still open to cultural and social psychologists.

**Key words:** culture, identity, multiculturalism, acculturation, bicultural identity

## **CORRELATION BETWEEN COGNITIVE AND AFFECTIVE ATTITUDES TOWARDS SERBIAN AND ALBANIAN NATIONAL GROUP**

Vojin Simunović, Jovana Milićević, Marija Dangubić,  
Stefan Milutinović

University of Belgrade, Serbia, Faculty of Philosophy

From the beginning of studying attitudes as the social psychology’s construct and dividing that construct into cognitive, affective and conative component, researches have questioned the relation among those three components. Some of those studies showed a firm correlation among components, while the others showed poor or no correlation at all. Therefore, we decided to examine if there is a correlation between cognitive and affective component of attitudes towards national groups, precisely Serbian and Albanian. Cognitive component was measured on the scale



from 1 to 7, on which participants rated their general attitude towards the Serbian and Albanian national group. For measuring of the affective component, “feelings thermometer” was used. The participants rated their inclination (emotional warmth) towards the aforementioned groups on the scale from 0 to 100. The sample of this study were 121 students of Psychology and Sociology, on average 21.3 years old ( $SD=1,61$ ), mostly (81%) females. The average general (cognitive) attitude towards Serbs was  $M=4.96$  ( $SD=1.07$ ), while the average emotional warmth was  $M = 67,36$  ( $SD = 18,30$ ). On the other side, the average general (cognitive) attitude towards Albanians was  $M = 3,46$  ( $SD = 1,11$ ), while the average emotional warmth was  $M=38,51$  ( $SD=17,79$ ). The analysis showed that Pearson correlation coefficient between general attitude and emotional warmth towards Serbs was  $r=0,754$ ,  $p<0,001$ , while the correlation between the same variables for the Albanian national group was  $r=0,846$ ,  $p<0,001$ . According to the results, we can conclude that there is strong relation between the cognitive and affective component of attitude towards national groups, but that those components have specificities they do not share with other components, therefore it is reasonable to measure them separately.

**Key words:** Attitude, cognitive component, affective component, Serbs, Albanians

## **THE INFLUENCE OF EXPRESSED EMOTION AND POWER TYPES ON FORMING IMPRESSION OF THE DOMINANCE / SUBMISSIVENESS OF THE PERCEIVED PERSON**

Stefan Đorić

University of Niš, Serbia, Faculty of Philosophy

Keltner and associates have formulated a theory speculating that higher levels of power are associated with the approach-related system and frequent expressions of emotions related to

this system, while lower levels of power are associated with an inhibition-related system and its accompanying emotions. The emotions pertaining to the approach-related system are those that are positive and those related to irritability (e.g. happiness, rage), while emotions of the inhibiting system possess more negative, anxious, depressive qualities (e.g. sorrow, fear, shame). (Keltner, Gruenfeld, Anderson, 2003).

The aim of this research relates to an empirical verification of Keltner and associates' theoretical assumptions; specifically, whether it is possible to form an impression of dominance/submissiveness of the perceived person based on the expressed emotion. Bearing in mind that the perception of power depends on various factors, the research also includes the exploration of the influence different types of power a person possesses, as well as the interactive effect of expressed emotions and types of power on perceiving dominance/submissiveness as a trait. Stimulus material consists of 24 photographs of male and female faces, which are expressing emotions of rage (8), sorrow (8) and happiness (8), and below each photograph an occupation of the person is written, which represents the prototype of a certain type of power (reward power and expert power). We used a convenience sample, consisting of 30 participants. The results of this study show that there is the main effect of the expressed emotion ( $F = 13,376$ ,  $p < 0.005$ ), with likewise the main effect of the type of power ( $F = 20,965$ ,  $p < 0.005$ ). There is also a noted interaction between the expressed emotion and the type of power ( $F = 2.954$ ,  $p < 0.005$ ). The delivered results are completely in favour of Keltner's theory.

**Key words:** dominance/ submissiveness, emotion expression, type of power

## **THE DEVELOPMENTAL POTENTIAL OF PARTICIPATORY RESEARCH WITH CHILDREN AND YOUNG PEOPLE: FROM MARGINALISATION TO EMANCIPATION**

Jelena Vranješević

University of Belgrade, Serbia, Faculty of Philosophy

Participatory research belongs to the group of so-called emancipatory research, aiming to provide visibility for different underrepresented groups (such as children and young people) and to include their perspective in the decision making process by changing the research paradigm: from children as objects of research, to children as subjects of research/experts in their own lives or as co-researchers. Participatory research also has great developmental potential, because it enables children/young people to develop new knowledge, skills and competencies. In this paper, the basic principles underlying participatory research, as well as research ethics and the developmental/emancipatory potential of research are discussed through an example of participatory action research. The example used is “Reclaiming Adolescence Project: Roma Transitions to Adulthood in Serbia” (done in cooperation with FXB Centre for Health and Human Rights - Harvard University, Save the Children, Open Society Fund - Serbia and CIP Centre). Twenty young Roma and non-Roma researchers actively participated in the research, from designing research instruments, through conducting research with their peers, to data analysis and coming up with recommendations for policy makers. The main challenges identified in this participatory research were: the role of the adults in supporting children’s developmental competencies - maintaining balance between protection and participation and between control and autonomy; reducing the imbalance of power both between the adult and young researchers and between the young researchers and their peers/interviewees; and maintaining the role of the researcher throughout the research process (the difference between the research and intervention). According to the young researchers themselves, the main

benefits from the research were: development of competencies, such as responsibility and autonomy, development of empathy and respect for diversity, harmonization of different aspects of identity, profound understanding of the mechanisms that maintain inequality and discrimination, and strong commitment to advocate for social justice and equity.

**Key words:** participatory research, children and young people as researchers, development of competencies, research ethics and principles

## **WHAT'S BEHIND THE FEAR OF NEGATIVE EVALUATION: AN INTERPRETATION FROM THE PERSPECTIVE OF NEGATIVE SELF-IMAGE IN SOCIAL SITUATIONS**

Jasmina Pekić, Jovana Trbojević, Milica Lazić  
University of Novi Sad, Serbia, Faculty of Philosophy, Department  
of Psychology

If we take into account the basic characteristics that define social anxiety, we could also call it evaluation anxiety, because fear arises from the possibility of a negative assessment by other people in real or imaginary circumstances. Although the fear of negative evaluation is considered deterministic in the case of social phobia, a large number of studies have dealt with social situations that are most often threatening in the case of fear of evaluation. Following this line of empirical studies for evaluating anxiety, this study aims to examine domains in explaining the fear of negative evaluation based on a predictive model that combines three dimensions of negative self-image: a concern for social competence, the signs of anxiety, and physical appearance. The following instruments were applied to a sample of 200 students at the Faculty of Philosophy in Novi Sad: a Negative Self - Portrayal Scale (NSPS) questionnaire aimed at measuring negative self-

image in the context of social situations, with three subscales related to the three previously mentioned forms of concerns, and a Brief Fear of Negative Evaluation (BFNE-II) questionnaire. The results obtained by multiple regression analysis show that only concern about social competence ( $\beta=.28$ ,  $p<.05$ ) significantly explains the fear of negative evaluation in the context of social situations. These findings suggest that the fear of negative evaluation to some extent generates only one aspect of the negative self-image that is directly related to the possibility of wrongly assessing the situation, due to doubts in one's own social competence. On the other hand, concern for visible signs of anxiety or physical appearance are clearly not factors in the population of students that have a relation with social anxiety, most likely from the fact that these aspects of the negative self-image interfere less with the attempts to leave a favorable impression on the social environment.

**Key words:** negative self-image, fear of negative evaluation, social anxiety

## **GENERAL PUBLIC STIGMATIZING ATTITUDES TOWARDS PERSONS WITH A CHRONIC PHYSICAL AND MENTAL ILLNESS**

Ivona Milačić Vidojević, Marija Čolić  
University of Belgrade, Serbia, Faculty of Special Education and  
Rehabilitation

**Introduction:** Stigma can be defined as a discrediting attitude towards a given attribute that causes devaluation, marginalization, and dehumanization of an individual possessing the attribute. Studies have found that people readily distinguish between mental and physical illness stigma, stigmatizing mental illness more than physical.

**Aim:** This survey sought to determine the attitudes of people of general population towards mental illnesses and compare

them to attitudes towards chronic physical illnesses known to be stigmatized.

**Method:** This was a descriptive cross-sectional study. The sample encompassed 1192 participants of both sexes, over 16 years old, of various levels of education. The attitudes towards Mental Illness Questionnaire were administered (AMIQ). Participants read a short vignette describing an imaginary patient and answered five questions. For the purpose of this study, we adapted the vignettes from the original questionnaire, so that the aims of the research would be achieved. We added vignettes with the persons suffering from chronic physical illnesses. Participants responded to each item on a 5-point Likert scale, with scores ranging from a minimum of -2 to a maximum of +2 with 'neutral' being scored 0. Higher scores indicated a more negative attitude.

**Results:** The most stigmatizing were attitudes towards HIV (AS=3.85), then towards substance use disorders (AS=3.65), towards mental illnesses (AS=3.37), physical illnesses (AS=2.43). Mental illnesses (schizophrenia and depression) were more stigmatized than physical illnesses (cancer and diabetes). For substance use disorders, stigmatizing attitudes were more negative than for physical illnesses and other mental illnesses. All differences are statistically significant.

**Conclusion:** A high level of stigma and intolerance towards people with HIV probably stems from a lack of knowledge about disease and ways in which it spreads. This study provides evidence that mental illnesses are more stigmatized than physical illnesses. Anti-stigma campaigns are important to reduce stigmatizing attitudes towards people with HIV and mental illnesses.

**Key words:** stigma, discrimination, mental illness, physical illness

## ACCEPTANCE OF PLURALITY OF IDEAS AS A PRECONDITION FOR ASSERTIVENESS TRAINING

Ana Milojković, Marija Dangubić  
University of Belgrade, Serbia, Faculty of Philosophy

In companies, communication skills are considered to be very important competences for effective business and cooperation among employees. Lately, great attention is being paid to trainings for acquiring and developing these competences. One of those trainings is assertiveness training in which individuals are trained to express their opinion adequately, without offending the others in their interaction. Many researches are dedicated to examining preconditions of effectiveness of such trainings. The aim of this study is to look into the concept of acceptance of plurality of ideas as such a precondition. Acceptance of plurality of ideas (API) entails a tendency to flexible thinking and willingness to accept differences and opposite attitudes. Thirty-seven employees (among whom 19 were male) participated in this study. All of them were employed at the same company in Belgrade. At the beginning all employees took API and assertiveness questionnaires. Afterwards, during two months, they all participated in assertiveness training. The training consisted of lectures and workshops. After the training, all participants took the same assertiveness questionnaire once again in order to check if there was a significant improvement. The average score of the first assertiveness questionnaire was 93.95 units, while on the retest the average was 108,62 units. ANOVA for repeated measures denoted significant difference,  $F(1, 36)=59.765$ ,  $p<.000$ . In order to examine what percent of this difference can be explained by API scores, we conducted linear regression analysis,  $F(1)=25.998$ ,  $p<.000$ . The results show that 42,6% of training effect differences can be explained by differences in API score. The findings indicate that the encouraging acceptance of differences in companies could affect the improvement of employees' communication skills, such as assertiveness and hence result in successful strategic management of organizations.

**Key words:** Assertiveness, acceptance of plurality of ideas, organization

## CURRENT MOOD AND ALTRUISM

Miroslav Komlenić

University of Niš, Serbia, Faculty of Philosophy, Department of Psychology

A few factors were researched (Aronson, Wilson and Akert, 2005) and they have shown a significance regarding altruistic behaviour: 1) altruistic personality traits, 2) gender, 3) individualistic-collectivistic culture, 4) rural - urban environment, 5) number of people present, 6) mood, etc.

In this paper, the influence of current mood while doing *a small favour* to an unfamiliar person has been researched. Here (Carlson, Charlin and Miller, 1988) as small favours were considered - picking up a piece of paper, giving change for money, helping crossing the street, etc, while for *making a difference in the mood*, a random discovery of a bank note and similar, were used.

Sudden findings in the research of the correlation between mood and altruism are of the almost same effect and indisposition from mood to altruism (with the weakest effect of neutral mood - U- curve of connection). The effect of mood was called *you feel good - you do good*, while the effect of indisposition - *the tendency of freeing from indisposition* where both led to altruistic behaviour (altruism compared with a variable of behaviour acts like *a category*, not as *a variable!*)

In this paper, both the mood and altruism were seen as a dichotomous variable. Sample: 50 students after the exam. Procedure: a researcher's assistant *waits for* a student, asks him nicely to borrow a phone and sends a message regarding a new mark.

Results:  $\phi = 0,31$ ;  $X^2(1) = 4,5$ ;  $p < 0,05$ . A low positive correlation between the mood and altruism was obtained, phi coefficient (0,31) significant at the level of 0,05. As for doing a small favour, the mood is slightly different from indisposition, which leads to a hypothesis of *freeing from indisposition (negative mood)* which is almost the same as hypothesis *you feel good - you do good*.

**Key words:** altruism, mood, factor in a situation, factor in culture



## **CORRELATES OF ATTITUDES TOWARD BULLYING AMONG HIGH SCHOOL STUDENTS FROM URBAN AREAS**

Milan Jordanov, Bojana Dinić, Valentina Sokolovska  
University of Novi Sad, Serbia, Faculty of Philosophy, Department  
of Psychology; University of Novi Sad, Serbia, Faculty of  
Philosophy, Department of Sociology

A large number of studies suggest that attitudes toward bullying are significant predictors of future violent behavior, which implies that studying attitudes toward bullying, and related variables, is important for identifying potential bullies. Thus, the main aim of this research was to examine the correlates of attitudes toward bullying among high school students from urban areas. The sample consisted of 649 students (62% male) from the second to the fourth grades of different high schools from Novi Sad. Parallel analysis based on factor analysis suggested that one factor from the questionnaire about attitudes toward bullying explained 63.67% of the common variance. Analysis of the responses to the questionnaire showed that students generally had a slightly negative attitude toward bullying. By conducting an analysis of covariance, some significant predictors of attitudes toward bullying were extracted in the domains of students' characteristics in the school context and socio-demographic characteristics. The results showed that males ( $F(1,489) = 54.88, p < .01$ ) and students with lower academic achievement (insufficient, sufficient and good:  $F(1,489) = 8.96, p < .01$ ) have more positive attitudes toward bullying. Also, there is significant interaction between academic achievement and grade ( $F(2,489) = 4.21, p < .05$ ) which suggests that students from the second and the third grades with lower achievement have more positive attitudes toward bullying, while fourth grade students, regardless of achievement, generally have a negative attitude toward bullying. Therefore, as a practical implication of this study, we suggest that interventions aimed at changing attitudes toward bullying among high school students should primarily focus on male students with lower academic

achievement from the lower high school grades. Further research is needed to determine why this group of students has more supportive attitudes toward bullying.

**Key words:** attitudes toward bullying, high school students, gender, grade, academic achievement

## **THE PHENOMENON OF VIOLENCE AMONG STUDENTS IN SCHOOL**

Marta Dedaj, Tanja Panić  
Preschool Teacher Training and Business Informatics College  
Sirmium, Serbia

The aims of the research described in this paper were to provide insight into the perception of school violence committed by primary schoolchildren, to spot the differences between violent students and those who are victims and to find a field of work where prevention programs could be implemented. The research was conducted on a deliberate sample of 174 participants (students from the 4th to the 8th grade). The research results point toward the following: Socially rejected children are more likely to be aggressive. Children who are not accepted and who are rejected by their peers will have less developed social skills in comparison to popular children, and therefore they will have problems in socializing, e.g. aggression. Violence is present in schools and it takes different forms. Concerning types of violence that have been experienced/committed, it is concluded that verbal violence is most widespread, followed by physical, then economic violence, whereas the least frequent type of violence is sexual. The data indicate the need to implement preventive measures in schools. We conclude that the problem of violence in the school system must be solved as a preventive protective measure that insists on joint action involving all available resources.

**Key words:** Violence at school, students, violence prevention

## **CYBERBULLYING – CHARACTERISTICS OF ROLE PLAYING PERSONS AND ANONIMITY IN VIOLENCE**

Jelena Opsenica Kostić, Tanja Panić, Vanja Cakić  
University of Niš, Serbia, Faculty of Philosophy, Department  
of Psychology; Preschool Teacher Training and Business  
Informatics College Sirmium, Serbia

The research was conducted with an aim to isolate categories of participants involved in cyberbullying and to examine some of the risk factors due to the involvement in cyberbullying among different groups of participants. The hypothesis of the anonymity of online bullies was also tested. The sample included 285 adolescent students from Sremska Mitrovica (141 male and 144 female) aged from 15 to 19 ( $M=16.86$ ;  $SD=1.08$ ). In this research the following instruments were used: the modified version of RCBI scale; a short questionnaire about the manner and the amount of time spent online as well as the parental involvement in time spent online, and a short form of Big Five plus Two Inventory for the examination of basic personality dimensions. Based on RCBI scores, adolescents were divided in four groups: 14.7% of adolescents were witnesses, for 44.9% of adolescents could be said that they were involved in bullying as bullies, victims and bully-victims; approximately 40% of adolescents did not participate in bullying in any way. In order to predict their belonging to some of the obtained groups based on the characteristics of online behavior, parental control and personality traits – Multinomial Logistic Regression was conducted, using the group of adolescents not involved in bullying as a reference group. The model is statistically significant, but there isn't a statistically significant difference among all groups regarding the tested variables. The main research results are as follows: the adolescents in the group of bullies spend most of their time on the computer using social networks with a higher level of parental control/restriction of time (compared to the adolescents not involved in bullying); tested variables do not separate the adolescents in the group of victims from the reference group of adolescents; the adolescents in the group of witnesses report on

the lesser interest of parents for the time spent online and lower level of control; the group of bully-victims is characterized by a larger number of male adolescents, higher negative valence, lesser neuroticism and higher level of parental control/restriction of time spent online. The results obtained in this sample show that the online violence is not mostly anonymous. Bullies report that they usually harass people they know, but it is significant that the victims also report that the bully is usually someone they know.

**Key words:** cyberbullying; roles in cyberbullying; online behavior; personality dimensions; anonymity in cyberbullying

## **RECOGNITION OF FACIAL EXPRESSIONS OF EMOTIONS IN CRIMINAL AND NON-CRIMINAL PSYCHOPATHS: THE VALENCE-SPECIFIC HYPOTHESIS<sup>2</sup>**

Miloš Stanković, Milkica Nešić, Joviša Obrenović, Dunja Stojanović, Vuk Milošević

University of Niš, Serbia, Faculty of Philosophy, Department of Psychology;

University of Niš, Serbia, Medical Faculty

Introduction: Psychopaths with dominant reduced interpersonal and affective ability are characterized by the hypofunction of the right hemisphere, while psychopaths with dominant impulsivity and antisocial behavior are characterized by the hyperfunction of the left hemisphere. The assumption is that this interhemispheric imbalance in a psychopath will also be reflected in the recognition of emotions. Objective: The objective of this study is to examine the lateralization of processing positive and negative emotions as well as the processing of primary facial expressions of emotions in criminal and non-criminal psychopaths. Method: 48 black-and-white photographs in two

---

<sup>2</sup> This research was supported by a research grant of the Ministry of Education, Science and Technological Development of the Republic of Serbia, within the framework of the 179002 project.

separate tasks were used for stimulation. Central exposition of the photographs was used in the first task, and lateral exposition in the second.

**Results:** The results show that criminality is related to the reduced recognition of the emotion of surprise, not necessarily to psychopathy, whereas reduced recognition of the emotion of fear is related to psychopathy, but not criminality. The valence-specific hypothesis was not confirmed for positive and negative emotions in criminal and non-criminal psychopaths and non-psychopaths, but it was shown that positive emotions are equally well processed in both hemispheres, whereas negative emotions are more successfully processed in the left hemisphere.

**Conclusion:** We propose a model in which we can talk about the tendency of certain emotions that are processed relatively equally in both hemispheres (disgust), or primarily laterally (fear), without the need to strictly determine whether this processing is in the LH or RH generally in the psychopathic population.

**Key words:** psychopathy, criminality, hemisphere, emotion, valence-specific model

## **INTERNET ADDICTION AND ADOLESCENTS' ACTIVITIES ON VIRTUAL SOCIAL NETWORKS**

Mirjana Matović

University of Niš, Serbia, Faculty of Philosophy, Department of Psychology

Internet addiction is defined as a clinical disorder with strong negative consequences on a person's social, labor, family, financial and economic functioning. This study had two goals. The first goal was to examine a sample of seventh and eighth graders, as well as first and second year high school students, and to determine if there is any Internet addiction and to what extent it is expressed. It was assumed that there was a statistically significant positive

correlation between the score on the IAT scale and the extent of Internet usage, and that there are no statistically significant differences in scores on a scale depending on the sex, grade and school achievement. The second goal was to determine the frequency of different activities on the Facebook social network (viewing profiles, posting status, sharing information, etc.). The sample consisted of 622 adolescents (of which 328 were primary school and 294 high school students) from Novi Pazar. Two instruments were applied in the study: the Internet Addiction Test - IAT (Young, 1998) and Internet activity scale, which is a part of the broader so-called Facebook questionnaires.

The results show that 71.4% of the obtained scores do not indicate the presence of Internet addiction, while 27.7% of scores indicate the presence of partial addiction, and 1% of the adolescents had complete Internet addiction. Also, it was found that, in their activities, students were more inclined to follow the contents and events on Facebook than to initiate them. They usually communicate using written messages and they are cautious in different aspects of virtual communication.

These results indicate that the sample examined shows a relatively large percentage of young people with a partial Internet addiction; therefore it is necessary to educate young people about proper Internet usage in order to prevent the development of a real pathological Internet addiction.

**Key words:** Internet, addiction, adolescents, social network

## **DRAMA FRAMEWORK OF TRAVELLING LIFESTYLE**

Ivana Petković

University of Niš, Serbia, Faculty of Philosophy

Serbia in times of crisis, war, the disintegration of the social system in all fields: politics, economy, morality... Lifestyle follows its main stream, which adjusts to new conditions in extraordinary circumstances. Formally, the ordinary activities are still taking

place: going to work or school, going back home, meal routine and rest. However, these are qualitatively significantly altered and marked by the decline in standards.

This paper deals with the field research, conducted on the main railway lines of Serbia (excluding Kosovo) during the three years of tumultuous political events from 1997 to 2000 on the territory of the former state union of Serbia and Montenegro. The time frame in which the study was conducted is determined by three crucial events: the political victory of Milo Đukanović in Montenegro, the NATO bombing and the overthrow of Slobodan Milošević.

The methods that were applied were the methods of full participant observation and mainly spontaneous interview. Most questions were raised during the research, in the course of the experimental situation.

The main theme is the daily lifestyle of the inhabitants, embodied in verbal and non-verbal communication while travelling by train, through which the mentality of the region is reflected. In the situation in which the so-called small and ordinary people feel existentially threatened and powerless, they develop creative mechanisms for self-defense through play. The spirit of people in emergency situations revives as a key vital principle. National role-play, with the emphasis on humorous expression, rather than tragic, fights against the senselessness of everyday lifestyle. Located in a specific spatial framework of the train, commuting by train turns ordinary people into artists and creators that play the roles in the drama of their own lives.

As the stated space-time frame is the starting point for the analysis of the social character that can be seen only "in the long term", the results of the research are compared to the picture of the mentality in two historical moments: the early and mid-20th century. Being packed with drama elements, developments in the broader, social, and narrow, immediate environment (the railway) are designed as a theater play. The angle of the analysis is interdisciplinary, as well as the topic: philosophical, exact (scientific), and aesthetic (artistic). Key perspectives are: phenomenology of play, anthropology and sociology of theater,

ethnopsychology, linguistics and semiology, drama literature, theater and film.

**Key words:** lifestyle, travel, drama

## **THE CORRELATION BETWEEN PARTICIPATION IN INDIVIDUAL SPORTS AND EMPATHY AND AGGRESSION**

Milica Petrović, Aleksandra Grozdanović  
University of Niš, Serbia, Faculty of Philosophy, Department of  
Psychology

Aggression is defined as any type of behavior performed with an intention to inflict either physical or psychological damage on another individual (Žužul, 1986). Empathy is an ability of an individual to perceive and understand emotions that another person experiences, but also the possibility to experience these emotions himself (Raboteg–Šarić, 1997). It can be assumed that individuals who are prone to be empathic are, at the same time, less aggressive because empathy enables a potential aggressor to perceive the situation from the perspective of a victim and to experience its emotions. According to the psychoanalytic theory, taking part in a sport leads to catharsis – the discharge of the aggressive drive energy, consequently an individual will be less aggressive in situation not related to sports. The theory of social learning presumes that sportsmen are exposed to aggressive models of behavior from which they learn that behavior and other individuals reinforce aggressive behavior. The purpose of the research was to determine whether sportsmen are more prone to the aggressive behavior and have a lower score on the empathy scale compared to individuals that do not take part in any sports at all. 96 interviewees of both sexes, age 16-19, were presented with the Aggression Questionnaire (A-87; Žužul, 1987) and E-Questionnaire: Emotional Empathy Scale and Fantasy



Scale (Raboteg-Šarić, 2002). The analysis of the correlations was performed and the results point to the existence of a positive, low correlation between aggression and playing sports ( $r=0,102$ ,  $p=0,325$ ), and a negative and low correlation between empathy and participating in sports ( $r=-0,141$ ,  $p=0,169$ ), but the correlations are of no statistical significance. The results refuted the basic research hypotheses – there is no difference between the level of manifestation of aggression and empathy between sportsmen and individuals that do not participate in any sport at all.

**Key words:** sports, aggression, empathy

**PERSONALITY PSYCHOLOGY**

**AUTHENTICITY, SELF-EFFICACY AND  
INTERPERSONAL ORIENTATION OF UNIVERSITY  
STUDENTS**

Durđa Soleša Grijak, Anida Fazlagić  
Preschool Teacher Training College in Kikinda, Serbia; State  
University in Novi Pazar, Serbia

Authenticity mostly boils down to self-knowledge and self-consistent behavior. Self-efficacy is a person's belief in his/her own abilities and capability to achieve the assigned outcomes. Interpersonal orientation is a general attitude towards other people and implies the dominance of one of the three possible ways of solving interpersonal problems - moving towards people, against people, and from people.

The aim of the research was to study the relationship among authenticity, general self-efficacy and interpersonal orientation of students. The sample consisted of students from the State University of Novi Pazar (N = 162). Authenticity was assessed using the Authenticity scale (Wood, Linley, Maltby, Baliasis&Joseph, 2008), general self-efficacy was examined by using the Scale of general self-efficacy (Shwarzer, 1997 according to Ivanov&Penezić, 2002), and individual attitudes towards other people with the Scale of interpersonal orientation (subscales were needed for people, friendship, mistrust and social isolation) (Bezinović, 2002).

Students achieved average scores (theoretic range of scores - from 12 to 84) in the scale of authenticity (M = 35.41, SD = 6.23) and Scale of general self-efficacy (theoretic range of scores - from 10 to 50) (M = 22.14, SD = 8.65). Also, students achieved a high score in the subscales mistrust (theoretic range of scores - from 0 to 28) (M = 18.74, SD = 6.13) and friendship (theoretic range of scores - from 0 to 56) (M = 27.98, SD = 6.15). There was a statistically significant correlation between authenticity and general self-efficacy ( $r(160) = .252, p < .01$ ), between authenticity

and interpersonal orientation - mistrust ( $r(160) = .284, p < .01$ ), and social isolation ( $R(160) = .264, p < .01$ ).

The research has shown that young people will be authentic if they believe in their own abilities, do not trust other people and if they have a need to be isolated. The results are discussed with regard to their indication of the existence of authentic personality characteristics in the sample of university students.

**Key words:** authenticity, self-efficacy, interpersonal orientation, university students

## INDIVIDUAL DIFFERENCES IN IDENTITY STYLES

Lucia Monacis, Valeria de Palo, Gianfranco Peragine, Maria Sinatra  
University of Foggia, Italy, Department of Humanistic  
Studies; University of Verona, Italy; University of Bari, Italy

Following Berzonsky's socio-cognitive model of identity styles, a main line of research has emerged in the literature on identity formation. It regards the analysis of the psychosocial correlates of identity styles in late adolescence and youth in terms of wellbeing, cognitive processes, decision styles, coping strategies, socio-political attitudes, and parental relationships. The purpose of this paper is to examine the individual differences in identity styles taking into account the role of cognitive and decisional processes within this relation.

The sample was composed of 405 ( $M = 69, F = 366$ , mean age = 19.82) school and university students. The questionnaire was made up of the following sections: socio-anagraphic data, Identity Style Inventory 5 (ISI-5, Berzonsky et al., 2013); Rational-Experiential Multimodal Inventory (REIm, Norris & Epstein, 2011); General Decision Making Style Inventory (GDMS, Scott & Bruce, 1995; Gabetti, 2008). The data set was subjected to causal analyses. Preliminary findings showed that, as for ISI-5, the normative style correlated positively with four dimensions

(intuitive, spontaneous, avoidant, and dependent) of GDMS; the informational style was positively correlated with the rational and experiential cognitive processes of REIm, and with two dimensions (rational and dependent) of GDMS, and negatively with the other two dimensions (avoidant and spontaneous) of GDMS; the diffuse-avoidant style was positively correlated with four dimensions of GDMS, and negatively with the rational cognitive process of REIm and with the rational dimension of GDMS. As for REIm, the rational cognitive process correlated positively with the rational dimension of GDMS, and negatively with the dependent, avoidant, and spontaneous dimensions of GDMS; the experiential cognitive process was positively correlated with the intuitive and spontaneous dimensions of GDMS. These findings confirm the existence of a relationship between the variables of interest.

**Key words:** Identity styles, cognitive processes, decision making styles

## **PERSONALITY AND AFFECTIVE ATTACHMENT DIMENSIONS AS MEANINGFUL PREDICTORS OF EMPATHETIC CAPACITY?**

Daniel Mešković, Jelena Manojlović, Tatjana Vukosavljević Gvozden  
University Singidunum, Serbia, Faculty of Media and  
Communication, Department of Psychology;  
University Belgrade, Serbia, Faculty of Philosophy, Department  
of Psychology

In this research we intend to establish if there is a correlation between empathetic capacity and personality dimensions, affective attachment dimensions and socio-demographic characteristics and to additionally evaluate capability of specified variables to predict such a capacity. This work contributes to the process of seeking the best predictors of empathetic capacity. Three questionnaires, Temperament and Character Inventory TCI-5-R

(Cloninger, Przybeck, Svrakic & Wetzel, 1994, Cloninger, 1999), Attachment Style Questionnaire (Feney, Noller, Hanrahan, 1994, according to Miculincer & Shaver, 2007) and Empathy Quotient (Baron-Cohen & Wheelwright, 2004) were administered to the sample of 216 university undergraduates (63 males and 153 females). The obtained research data have shown a significant positive correlation between empathetic capacity with the female gender and some of personality dimensions (Harm Avoidance, Persistence, Self-Directedness and Cooperativeness), while there was a negative correlation with affective avoidance. The main regression model, comprising 10 predictor variables (gender, seven personality dimensions and two affective attachment dimensions) explained 26.8% of variance for empathetic capacity, with 5 significant predictors: female gender ( $B = .107$ ), temperament - Harm Avoidance ( $B = .169$ ) and Persistence ( $B = .132$ ) and character - Cooperativeness ( $B = .333$ ) and Self-Directedness ( $B = .168$ ). Temperament - Harm Avoidance ( $B = .160$ ) and Persistence ( $B = .147$ ) and character - Cooperativeness ( $B = .352$ ) and Self-Directedness ( $B = .169$ ) have shown similar predictive potential in the alternative model using only personality variables. This model has proven to be equally effective, explaining 26.4% variance for the empathetic capacity.

The conclusions of the research appear to be in the accordance with definitions of empathy that stipulate the same characteristics as those included in four personality dimensions showing predictive qualities for empathetic capacity. This opens the question whether the aspects of affective attachment are already described within personality dimensions or whether we need to look for some alternative explanations of such findings.

**Key words:** Empathy, psychobiological model of temperament and character, affective attachment

## **OPTIMISM, PESSIMISM AND SELF-EFFICACY AS PREDICTORS OF ACADEMIC ACHIEVEMENT<sup>3</sup>**

Jelena Gigić, Ljubiša Zlatanović, Snežana Stojiljković, Gordana Đigić  
University of Niš, Serbia, Faculty of Philosophy, Department of  
Psychology

Academic achievement is conditioned by many factors. Led by the works of many authors who emphasized the importance of optimism and self-efficacy in academic achievement and warned about the unfavorable consequences of pessimism to academic achievement, in this study we wanted to examine the relationship between these variables and if they can be considered as significant predictors of academic achievement. In our study we included the students' subjective experience of success, operationalised by a 5-degree scale (1- Not satisfied at all; 5- Completely satisfied). The sample is comprised of 120 students from the 4th year of the Faculty of Philosophy in Nis, 60 of them are male and 60 of them are female subjects. The instruments used in this study are: the Optimism – Pessimism Scale (Penezic, 2002); and the General Self-efficacy Scale (Ivanov & Penezic, 2002). We also used a questionnaire for the needs of this study to measure academic achievement, with which we gathered data on the average grade, duration of study and subjective experience of the success of studying, as well as on the control variables (gender, age, parents' education, place of residence). According to the results of our study, optimism, pessimism and self-efficacy did not manifest as significant predictors of academic achievement. By examining the correlation between all of the variables we found a statistically significant correlation between self-efficacy and optimism and pessimism, and also between academic achievement and satisfaction with the success achieved during the students' studies. A correlation between optimism, pessimism and self-efficacy with the academic achievement was not found, neither was it found

---

<sup>3</sup> This research was supported by a research grant of the Ministry of Education, Science and Technological Development of the Republic of Serbia, within the framework of the 179002 project.

with the subjective experience of personal prosperity. The results related to the control variables show that the gender and age of the subjects are significant variables for the existence of differences in the degree of academic achievement, while age, education of the father and place of residence are significant variables for the differences in the degree of satisfaction with the achievement during the students' studies. Our findings can serve as an incentive for further research on this theme with the inclusion of the other variables and instruments from the study, and also the usage of the instruments on an expanded sample of subjects.

**Key words:** optimism, pessimism, self-efficacy, academic achievement, students

## **PSYCHOLOGICAL PROFILE OF STUDENTS OF PSYCHOLOGY, PEDAGOGY, PHILOSOPHY AND JOURNALISM<sup>4</sup>**

Snežana Stojiljković, Gordana Đigić, Mila Dosković  
University of Niš, Serbia, Faculty of Philosophy, Department of  
Psychology

It is widely known that professional orientation and career choice are to some extent determined by personality characteristics. The goal of this study is to discover the similarities and differences in the psychological profile of the students of social sciences at the Faculty of Philosophy, Nis (Serbia). The research problem refers to the following psychological characteristics: the meaning of life, locus of control and achievement motivation. The following instruments were used: the meaning of life scale, Rotter's locus of control scale and MOP-2002. The sample consisted of four groups of students, studying psychology, pedagogy, philosophy and journalism (N=238). The main results of this study are as follows: all of the surveyed students have

---

<sup>4</sup> This research was supported by a research grant of the Ministry of Education, Science and Technological Development of the Republic of Serbia, within the framework of the 179002 project.

expressed a high meaning of life, but this applies to the students of philosophy to a lesser extent, which is a surprising finding. All students are primarily characterized by an internal locus of control, but this is mostly true for the students of philosophy. Also, the motive for achievement is high for all students, but it is significantly higher with the students of psychology and pedagogy in comparison to the students of philosophy. In addition, it was examined to what extent the educational level of students' parents was associated with these personality characteristics. It was also examined whether there were gender differences in the degree of expression the aforementioned traits in the research sample. The results are discussed from the perspective of the importance of certain personality traits when choosing a profession.

**Key words:** meaning of life; locus of control; achievement motive; students; professional choice

## **RESILIENCE AS RESPONSE TO STRESSFUL LIFE EVENTS: PERSONALITY CHARACTERISTICS OF THE RESILIENT PEOPLE**

Dragana Batić

St. Kliment Ohridski University Bitola, Macedonia, Faculty of  
Security - Skopje

Although the systematic scientific study of resilience is relatively new, the awareness of resilience dates back in the past. Throughout the centuries, in many cultures of the world, there have been the stories and legends of the people who mastered the obstacles in life to obtain success, heroes and heroines who overcame difficulties and proved victorious. Attempts to understand the correlation between human suffering, despair and resilience are encountered in almost all religions, and are motivated by the spiritual search for 'God' as a response to the experience of suffering that life inevitably entails.



The most general definition of resilience is that it is a manifested competence in the context of significant challenges to adaptation and development. Most researchers agree that when we talk about resilience stress must be mentioned, caused by the difficulties in the life of an individual, who, after experiencing it, retains his good functioning, or even improves.

This paper deals with the meaning of resilience that has become rather actual in the recent history of psychology. The first part will show the historical development of this important area, including the definition of the term resilience. In this regard, the risk factors and protection will be discussed here. A positive outcome, healthy adaptation and resilience, depends on their interaction. Although we tend to look at resilience as a process of many factors interaction, for clarity we will present an overview of the characteristics of the resilient individuals as seen in numerous studies in the second part of the paper. These are the characteristics of the resilient people: good health and easy temperament, attachment and basic trust, competence in dealing with others, cognitive competence, emotional competence, capability and capacity to contribute to the welfare of others and the meaning (sense) and faith. Each of these characteristics will be covered in detail, through the prism of the recent research of resilience.

**Key words:** resilience, personality characteristics, stress, individual resilience, resilient people

## **THE DARK TETRAD: STRUCTURAL PROPERTIES AND LOCATION IN THE PERSONALITY SPACE**

Boban Petrović, Janko Međedović  
Institute of Criminological and Sociological Research, Belgrade,  
Serbia

Machiavellianism, Narcissism and Psychopathy are personality traits presumed to be dispositions towards amoral and antisocial behavior. Recent research has suggested that sadism should also

be added to this set of traits. This study has two objectives: first, to investigate whether it is justifiable to extend the concept of the “Dark Triad”, through introducing the trait of sadism, and second - to investigate the position of traits of the “Dark Tetrad” within the basic structure of personality.

Data gathering was accomplished via online survey. Total number of participants was 506 (mean age was 28.3 years; 70% was female). MACH-IV, NPI-13 and SRP-3 were applied to measure Machiavellianism, Narcissism and Psychopathy, respectively. Everyday sadism was measured by Varieties of Sadistic Tendencies inventory (VAST). For measuring of basic personality traits HEXACO-PI-R was used.

Results showed that inter-correlations between the facets of all dark traits, including sadism, were low to moderate (from .10 to .57,  $p \leq .01$ ). Confirmatory factor analysis, when the aspects of all four dark traits were included, showed that bifactor model had the best fit:  $\chi^2=145.54$ ,  $df=44$ ,  $p > 0.05$ ; NFI=.92; TLI=.87; CFI=.94; RMSEA=.06. A Principal Components Analysis in the shared space of Dark Traits and the facets of the HEXACO personality model suggested that seven components should be extracted. Five of them were interpreted as Extraversion, Emotionality, Openness, Agreeableness and Conscientiousness. Two additional components, which were loaded by facets of Honesty/Humility, as well as Sadistic, Psychopathic and Machiavellian Views and Tactics dispositions (the first one) and Narcissistic traits and Machiavellian Morality (the second one) were interpreted as Dishonesty and Immodesty.

The results suggest that Sadism behaves in a similar manner as the other dark traits. Also, all the Dark traits are located in the space of basic personality traits, on the negative pole of the Honesty/Humility, Conscientiousness and Emotionality dimensions. Finally, the results of this study support the concept of “Dark Tetrad”.

**Key words:** Machiavellianism, Narcissism, Psychopathy, Sadism, Dark Tetrad, HEXACO, personality

## **IS HONESTY/HUMILITY A GOOD PREDICTOR OF THE DARK TRIAD TRAITS?**

Slobodan Golušin, Jelena Laketić, Dragan Đunda, Bojana Dinić  
University of Novi Sad, Serbia, Faculty of Philosophy, Department  
of Psychology

The goal of this research was to investigate the role of the Honesty/Humility (H) factor from the HEXACO personality model in the explanation of the Dark triad traits. The Dark triad represents a group of three interpersonally aversive personality traits: Machiavellianism, narcissism and psychopathy. The sample consisted of 679 participants (338 males), aged from 18 to 73. In this research we used the HEXACO-60 inventory, and the Short Dark triad questionnaire - SD3 for measuring the Dark triad traits. In order to determine the contribution of the H factor in each of the three Dark traits, hierarchical regression analysis was applied. The first block of predictors consisted of five personality traits from the HEXACO personality model and the second block included an additional H factor. The results indicate that the H factor significantly contributes to the explanation of all three Dark triad traits, besides the variance that is covered by the other five factors. The contribution to the explanation of the Dark triad traits by the H factor is 15.1% for a Machiavellianism, 7% for narcissism and 10.6% for psychopathy. Besides the H factor, significant predictors for Machiavellianism are low Agreeableness and low Openness to experience, both to a lesser extent; for narcissism – high Extraversion and low Agreeableness, to a lesser extent; and for psychopathy - Conscientiousness, Agreeableness and Emotionality, all in a negative direction. The general conclusion is that Honesty/Humility is the best predictor of psychopathy and Machiavellianism. Although this trait is a significant predictor of narcissism, the best predictor of narcissism is Extraversion, which is in accordance with previous research.

**Key words:** HEXACO, Dark Triad, Honesty/Humility

## **PERSONALITY TRAITS AS A PREDICTOR OF HUMOR STYLES: A DEVELOPMENTAL APPROACH**

Nela Marinković, Jana Tanasić

University of Banja Luka, Bosnia and Herzegovina, Faculty of  
Philosophy, Department of Psychology

Studies in the field of humor have become more and more popular in this region. The best known humor styles classification was made by Martin, who differentiates affiliative, aggressive, self-enhancing and self-defeating humor styles (Martin et al., 2003). Regarding the personality traits, our research was based on the five-factor model that includes five dimensions: neuroticism, extraversion, openness to experience, agreeableness and conscientiousness (John & Srivastava, 1999). The aim of the present study was to investigate humor styles and their connection with personality traits. The sample was appropriate, consisting of the pupils from the primary schools: "Dositej Obradović" and "Ivo Andrić" in Banja Luka; "Sveti Sava" in Novi Grad; "Vaso Pelagić" in Pelagićevo and the pupils from the following high schools: Medical school in Prijedor; high schools "Vuk Karadžić" in Lopare, "Filip Višnjić" in Bijeljina and "Petar Kočić" in Novi Grad and High school center "Đuro Radmanović" in Novi Grad. The total sample consisted of 579 pupils (314 females and 265 males). The participants were divided in two age groups: primary school pupils from 11 to 12 years old (276 participants) and high school pupils from 16 to 17 years old. The instruments used in this study were HSQ - C (Humor Styles Questionnaire for Children), HSQ (Humor Styles Questionnaire), BFQ (Big Five Questionnaire for Children) and BFI (Big Five Inventory). The statistical analysis was based on the Pearson correlation coefficient, Mann Whitney - U test and simple regression. The results confirmed the hypothesis that personality traits predict humor styles. Additionally, qualitative differences between age groups were found regarding the relationship between personality traits and humor styles.

**Key words:** humor styles, personality traits, humor development, age

## **THE RELATIONS BETWEEN PERSONALITY TRAITS AND THE ELECTRONIC VIOLENCE EXPERIENCED AMONG STUDENTS**

Jelena Malinić, Bojana Popadić

University of East Sarajevo, Bosnia and Herzegovina, Faculty of  
Philosophy, Department of Psychology

To understand aggression and violence is a challenge for those in science who study the behaviour of individuals and groups. Each individual takes his own attitudes and views in relation to the dominant personality characteristics, bringing solutions and approaches to achieving them, so that we can conclude that each individual is accountable for his actions and their consequences. Electronic violence is becoming one of the dominant forms of bullying. A large amount of information on the practice and experience of electronic violence among children is present in the media. The study subject is defined as perceiving the personality traits of students who are often victims of electronic violence by their peers. The aim of the study was to determine the difference between students in relation to their specific personality traits and the electronic violence experienced. The sample consisted of 944 high school students. The cybernetic model of personality, three dimensions, Epsilon, Alpha and Sigma (Momić, Wolf and Dzamonja, 1998) were used for the investigation of personality traits, while the electronic violence experienced among peers was measured using a scale constructed by the author (Malinić, 2013). Data were analysed using the chi-square test. Differences were identified among students in relation to the tested personality traits and electronic violence experienced. The Conative dimension of personality Sigma-control of attack reaction, represents a source of differences in experiencing electronic peer violence ( $\chi^2 = 16.531$ ,  $df = 8$ ,  $p < 0.05$ ). Source of the differences indicates that students who often experience electronic violence have difficulties in reducing energetic manifestation of their personality. In other words, the victims of electronic violence have a higher reaction on attack in the case when violence does not represent direct

interaction among peers. That is because they feel safer “behind the screen”.

**Key words:** personality traits, experienced electronic violence

## **THE RELATION BETWEEN THE DIMENSIONS OF THE QUALITY OF LIFE AND THE PERCEPTIONS OF SATISFACTION AND STRESS CAUSED BY VARIOUS LIFE ROLES<sup>5\*</sup>**

Milena Belić, Dragana Jovanović  
State University of Novi Pazar, Serbia;  
University of Niš, Serbia, Faculty of Philosophy

The quality of life is a multidimensional construct that includes physical, emotional, mental, behavioural and social components. For modern man, the quality of life often represents the goal in itself. On the other hand, contemporary conditions of life often impose numerous roles which are sometimes opposed to each other and in turn serve both as a source of satisfaction and the source of stress. The aim of this research is to examine the relation between the dimensions of the quality of life and the perception of satisfaction and stress caused by various life roles.

The sample used in this research was collected from the *Study of the diversity in the family and business relations in Serbia* in 2011, which was conducted by the research team of the project number 179002 of the Ministry of education and science of the Republic of Serbia on the geographical cluster sample of 2283 of Serbian citizens, by using the PORPOS battery.

The results show that the perception of the quality of life changes throughout its course in all dimensions (physical health, mental health, social relations and the conditions of life). The results also indicate that the perception of stress caused by the life

---

<sup>5</sup>This research was supported by a research grant of the Ministry of Education, Science and Technological Development of the Republic of Serbia, within the framework of the 179002 project.

roles stands in negative correlation with all examined dimensions of the quality of life. On the other hand, the perception of the satisfaction caused by the life roles is in a positive correlation with the satisfaction derived from the conditions of life ( $r=0.287$ ; ,  $p<0,005$ ), with the satisfaction derived from the good physical health( $r=0.282$ ; ,  $p<0,005$ ), with the satisfaction derived from the mental health ( $r=0.141$ ; ,  $p<0,005$ ) and with the satisfaction derived from good social relations ( $r=0.422$ ; ,  $p<0,005$ ). It seems that social relations, especially the possibility of being supported or getting the emotional response, play a prominent role in the satisfaction derived from various life roles (the role of a parent, partner, employee, host/housewife, the one who takes care of a sick parent). The interesting finding is that there are no differences between the genders in the perception of the stressful life roles. When we take the satisfaction derived from the life roles into consideration, women are more satisfied than men with their life roles, which can partly be explained by the “expansion hypothesis”, i.e., the positive influence of the multiple roles of women on their time management and increased feeling of self-regard, which in turn increases efficiency and satisfaction.

**Key words:** quality of life, satisfaction of life roles, stress caused by life roles

## **PERSONAL AND ENVIRONMENTAL FACTORS AS PREDICTORS OF FITNESS MEASURES**

Janko Međedović, Nina Živanović, Katarina Šainović, Slađana Denić, Tatijana Gvozdić

Institute of Criminological and Sociological Research, Belgrade, Serbia; University Singidunum, Serbia, Faculty of Media and Communication; University of Priština temporarily settled in Kosovska Mitrovica, Serbia, Faculty of Philosophy

One of the important topics in evolutionary psychology of individual differences is the relation between personality and fitness.

This study aims to explore personality and environmental factors associations with several constructs related to fitness: physical health, mental health and socio-sexuality. Personality was measured by HEXACO-PI-R which depicts six personality traits: Honesty-Humility, Emotionality, Extraversion, Agreeableness, Conscientiousness and Openness. Life History Theory, which predicts interactions between dispositions and the environment in order to optimize fitness, is used as a conceptual framework for the research. Three environmental factors were explored: belonging to the population of the Northern Kosovo or central Serbia, socio-economical status (SES) and social relations in family. Physical health was measured by the PVD (Perceived Vulnerability to Disease) scale, mental health was explored by DELTA 10 inventory, while socio-sexuality was measured by SOI-R (the revised Socio-sexual orientation) inventory. Scores on these scales are set to indicate lower physical and mental health and fast romantic partner strategy, as one pole of the socio-sexual orientation dimension. Measures were collected on the sample of 159 University students (54.7% females; average age 23.51; SD=2.86).

Three regression analyses with personality and environmental measures as predictors and fitness related constructs as criterion variables were performed. Low physical health was best predicted by low SES ( $\beta=.18$ ;  $p<.05$ ), Openness ( $\beta=-.29$ ;  $p<.01$ ) and Emotionality ( $\beta=.22$ ;  $p<.05$ ). Low SES ( $\beta=.32$ ;  $p<.01$ ) and poor social relations in the family ( $\beta=.22$ ;  $p<.01$ ), together with low Conscientiousness ( $\beta=-.20$ ;  $p<.05$ ), significantly explained mental health problems. Predictors of fast romantic partner strategy were membership to the group of the Northern Kosovo participants ( $\beta=.30$ ;  $p<.01$ ), poor relations in family ( $\beta=.21$ ;  $p<.01$ ) and lower scores on Honesty ( $\beta=.20$ ;  $p<.01$ ) and Emotionality ( $\beta=-.31$ ;  $p<.01$ ). Furthermore, six significant interactions between personality traits and environmental factors were found which are conceptually important in understanding the interplay between the dispositions and environment. The results are generally in accordance with previous data and predictions that can be derived from the Life History Theory.

**Key words:** HEXACO personality model, environment, fitness, Life History Theory



**FAMILY PSYCHOLOGY**

**PERCEPTION OF PARENTING STYLE, EMPATHY AND SELF-REGULATION IN INDIVIDUALS FROM SINGLE-CHILD AND MULTI-CHILD FAMILIES**

Katerina Dojchinova  
Shtip, Macedonia

The aim of this research is to examine the differences in the perception of parenting style, level of empathy and level of self-regulation between adolescents and young adults from single-child and multi-child families. The number of participants (adolescents and young adults) is 120, 60 of whom come from single-child families and 60 from multi-child families. All participants live in the Republic of Macedonia, are Christians, are not married and are firstborns. The following instruments are used for the research: the Parental Authority Questionnaire – PAQ, the Interpersonal Reactivity Index – IRI, the Self-Regulation Questionnaire – SRQ and a Questionnaire on socio-demographic characteristics.

The results for the perception of parenting style suggest that participants from single-child families perceive their parents as more permissive, less authoritative and less authoritarian than participants from multi-child families. The results for the level of empathy show that participants from single-child families have a lower level of fantasy, perspective taking and empathic concern and a higher level of personal distress than participants from multi-child families. The results for the level of self-regulation show that participants from single-child families have a lower level of self-regulation than participants from multi-child families. Regarding their age, the results for the perception of parenting style suggest that adolescents perceive their parents as more permissive, more authoritarian and less authoritative than young adults. The results for the level of empathy show that adolescents have a lower level of fantasy, perspective taking and empathic concern, and a higher level of personal distress than young adults. The result for the level of self-regulation shows that young adults have a higher level of self-regulation than adolescents.

The results indicate that the number of children in the family and their age may affect the children's perception of parenting styles, as well as the children's levels of empathy and self-regulation.

**Key words:** single-child family, multi-child family, parenting style, empathy, self-regulation

## **CORRELATIONS BETWEEN THE DOMAINS OF LONELINESS AND FAMILY FUNCTIONING INDICATORS AMONG ADOLESCENTS**

Boris Kordić, Lepa Babić, Aleksandra Stavrov  
University of Belgrade, Serbia, Faculty of security studies;  
Singidunum University, Serbia, Faculty of Business;  
University of Belgrade, Serbia, Faculty of security studies

The feeling of loneliness tells us about discontent in interpersonal relations, a frustrated need to belong, isolation and/or a painful longing for others. The main goal of this research is to enquire into the existence and the strength of correlations between the domains of loneliness (family, friends, intimate partners) and the indicators of family functioning. The research was conducted on a convenience sample of 211 adolescents (73 primary school, 69 high school, 69 college; 121 girls and 90 boys). The research was conducted using a Questionnaire of family functioning (45 items) derived from FACES IV (Olson) and SFI II (Beavers) questionnaires, and a Questionnaire of loneliness (36 items) derived from the SELSA questionnaire (DiTomasso & Spinner). The responses are arranged on a 5-point Likert scale. The Questionnaire of loneliness is highly reliable (Cronbach's Alpha=0.839), while the Questionnaire of family functioning has a very high reliability (Cronbach's Alpha=0.930). Factor analysis extracted four factors of loneliness (intimate relationship contentment, belonging to a family, support from friends, love longing) which explain 61.540% of the variance (KMO=.788, Bartlett's test=6412.377,  $p<.001$ ),

and four factors of family functioning (open communication, mutual cooperation, flexibility and well-mannered behaviour, togetherness) which explain 47.191% of the variance ( $KMO=.824$ , Bartlett's test=6092.498,  $p<.001$ ). The domain of belonging to a family is greatly correlated to all of the indicators of family functioning (ranging from  $r=.453$  to  $r=.606$ ,  $p<.001$ ). The domain of support from friends shows a statistically significant correlation with three of the indicators of family functioning not including togetherness (ranging from  $r=.246$  to  $r=.396$ ,  $p<.001$ ), and so does the domain of love longing but only in a negative direction ( $r=-.177$  to  $r=-.363$ ,  $p<.001$ ). Therefore, family functions preventing the development of feelings of loneliness are directed towards cultivating open communication, mutual cooperation, patterns of well-mannered behaviour and flexibility in approaching various life situations.

**Key words:** loneliness, family functioning, adolescents

## **PARENTING STYLES AND THE SELF-SILENCING OF STUDENTS<sup>6</sup>**

Jelisaveta Todorović, Violeta Arnaudova, Ivana Simić

University of Niš, Serbia, Faculty of Philosophy;

University of Skopje, Macedonia, Faculty of Philosophy, Institute of Psychology

The construct of self-silencing relates to the cognitive scheme of creating and maintaining a secure intimate relationship by being passive and repressing one's feelings, opinion and actions in order to satisfy the needs of close persons. Self-silencing is connected with a decrease in self-respect and with difficulty in finding the "real me" in relations with people. Research has shown that upbringing is connected with self-respect and the way we form

---

<sup>6</sup> This research was supported by a research grant of the Ministry of Education, Science and Technological Development of the Republic of Serbia, within the framework of the 179002 project.

our own identity. This research aims to investigate the correlation between parenting styles and self-silencing. The following scales were used in this research: the Parenting Styles and Dimensions Questionnaire, (PSDQ, Robinson, Mandleco, Olson and Hart, 2001) and the Silencing the Self Scale (Jack and Dill, 1992). This research was conducted on the sample of 247 students of the Faculty of Philosophy in Skopje and Niš.

The results showed that self-silencing has a negative correlation with the father's authoritative style ( $r = -.162$ ,  $\text{sig} = .010$ ) and his special sub-dimensions: the warmth and support of the father ( $r = -.151$ ,  $\text{sig} = .017$ ) and autonomy granting ( $r = -.151$ ,  $\text{sig} = .017$ ); it is positively correlated with the sub-dimension of the father's authoritarian style – physical coercion ( $r = .141$ ,  $\text{sig} = 0.026$ ). Self-silencing is in a positive correlation with the mother's authoritarian style ( $r = .158$ ,  $\text{sig} = .013$ ), specifically, with the non-reasoning/punitive sub-dimension ( $r = .219$ ,  $\text{sig} = .001$ ). The parenting style which refers to neglecting a child's needs and insisting on blindly obeying everything (authoritarian style) is significantly connected with the repression of feelings, opinions and actions, which represents the characteristics of self-silencing. Emotional warmth and the support of children's personal autonomy (authoritative parenting style) have a positive effect on respecting one's own needs and one's own identity, which are the desired development effects. The results showed that the father's parenting style has a more dominant contribution to self-silencing in relation to the mother's parenting style.

**Key words:** self-silencing, authoritarian parenting style, authoritative parenting style, students

## **FAMILY RELATIONS AND THE SELF-SILENCING OF SOCIAL SCIENCES/HUMANITIES STUDENTS<sup>7</sup>**

Ivana Simić, Jelisaveta Todorović, Violeta Arnaudova  
University of Niš, Serbia, Faculty of Philosophy, Department  
of Psychology; University of Skopje, Macedonia, Faculty of  
Philosophy, Institute of Psychology

The basic hypothesis of the Circumplex model of family relations (Olson et al.), is that there are balanced levels of cohesion and flexibility best suited for healthy family functioning, and that unbalanced levels of cohesion and flexibility are associated with problematic family functioning. In this paper we explore how the basic dimensions of this model of family functioning – cohesion, communication and adaptability – are associated with self-silencing. Self-silencing contributes to a decrease in self-esteem and loss of identity, and it makes it hard for people to find the ‘real me’ in a relationship with a person they are close to and, according to research so far, it is more pronounced in women. Silencing the Self, according to Jack (1991), is a cognitive scheme in which individuals create and maintain a safe intimate relationship by being passive and suppressing their feelings, opinion and actions in order to satisfy the needs of the individuals they are close to. In this research, we aimed to investigate the correlation between family relations and self-silencing in both genders of social sciences and humanities students. The following scales were used for the investigation: the Silencing the Self Scale (Jack and Dill 1992) and the Family Adaptation and Cohesion Scale IV (FACES IV, Olson, Gorrall, Tiesel, 2006). The research was conducted on a sample of 247 students from the Faculty of Philosophy in Skopje (100) and Niš (147). The results show that self-silencing is significantly correlated with the balanced cohesion ( $r=-0,138$ ;  $\text{sig}=0,043$ ), and positively correlated with the enmeshed ( $r=0,301$ ;  $\text{sig}=0,000$ ), disengagement ( $r=0,165$ ;  $\text{sig}=0,009$ ), rigidity ( $r=0,270$ ;  $\text{sig}=0,000$ ), and the chaotic situation ( $r=0,200$ ;  $\text{sig}=0,000$ ) in family relations. In addition, our

---

<sup>7</sup> This research was supported by a research grant of the Ministry of Education, Science and Technological Development of the Republic of Serbia, within the framework of the 179002 project.

sample shows a significantly higher level of self-silencing in males than in females. We think that this is because in our sample the males are from families that are much more enmeshed and chaotic in comparison to the families of the female participants, and it is precisely this that contributed to this unusual finding that males are more prone to self-silencing. The findings confirm Olson's theory, according to which balanced family relations stimulate the desired qualities developing in adolescents, whereas dysfunctionality in terms of family cohesion and adaptability makes the fulfilment of the developmental needs of family members more difficult.

**Key words:** family relations, self-silencing, gender, students

## **THE RELATION BETWEEN CHILDREN'S PERCEPTION OF INTERPARENTAL CONFLICT AND EMOTIONAL SECURITY IN THE INTERPARENTAL SUBSYSTEM**

Marina Oros, Jasmina Pekić, Ana Genc  
University of Novi Sad, Serbia, Faculty of Philosophy, Department  
of Psychology

The present study is a part of the project no. 179022, "The Effects of Existential Insecurity on Individuals and Families in Serbia", supported by the Ministry of Education, Science and Technological Development of the Republic of Serbia. The emotional security hypothesis conceptualizes emotional security in the interparental subsystem as a mechanism which mediates direct pathways between interparental conflict and child adjustment. Children's difficulties in preserving the goal of emotional security come from the exposure to destructive histories of interparental conflict. Identified reactions to the exposure are the following: increased emotional reactivity (intense, prolonged, dysregulated negative emotional reactions, and behavioral dysregulation), excessive regulation of exposure to parent affect (involvement in or avoidance of interparental problems) and the internal representation of the

consequences that interparental conflict has for the welfare of the self and family (perception of interparental conflict as constructive, destructive or spillover). The aim of the study was to investigate the relation between children's perception of interparental conflict and the strategies for preserving emotional security. The survey was carried out on the sample of 146 children (average age 13.1 years) who completed two questionnaires. The first one was the Children's Perception of Interparental Conflict Scale (CPIC), which included three subscales: Conflict Properties, Threat and Self-Blame. The second was the Security in the Interparental Subsystem Scale (SISS) with seven subscales: Emotional Reactivity, Behavioral Dysregulation, Avoidance, Involvement, Constructive Family Representations, Destructive Family Representations, and Conflict Spillover Representations. Canonical correlation analysis suggests two significant canonical correlations. The first pair of canonical factors ( $R_c=.686, p<.01$ ) suggests that perceiving parental conflict as frequent, intense and threatening is related to emotional reactivity, avoidance, destructive family representations and conflict spillover representations. The second pair of canonical factors ( $R_c=.331, p<.05$ ) shows that low tendency toward self-blame is associated with constructive family representations, involvement, and low propensity to behavioral dysregulation.

**Key words:** interparental conflict, interparental subsystem, emotional security

## **QUALITY OF FAMILY INTERACTIONS AND ATTITUDES ON GENDER EQUALITY**

Jovana Aleksić

University of Niš, Serbia, Faculty of Philosophy, Department of  
Psychology

The purpose of this research is to examine the connection between attitudes on gender equality and the perception of family relations. Examining the correlation of these phenomena

can contribute to a better understanding of how attitudes about gender are being formed and to what extent family relationships and their structure contribute to this, for which the ultimate goal may be establishing more egalitarian relations in all fields. The sample includes 122 respondents, from both the countryside and the city, aged between 19 and 27 ( $AS=22.72$ ;  $SD=1.57$ ). For research purposes the following instruments were used: the Scale of attitudes on gender equality (SORP) and the Scale of quality of family interactions (KOBİ).

The results obtained showed that there is a connection between some dimensions of family relations and egalitarianism. Satisfaction with family is statistically negatively correlated with social-interpersonal-heterosexual role dimension ( $r=-.19$ ;  $p<.05$ ). Rejection by the mother is negatively correlated with the parental roles dimension ( $r=-.28$ ;  $p<.05$ ) and professional roles dimension ( $r=-.33$ ;  $p<.01$ ) while acceptance by the father is negatively correlated with the social-interpersonal-heterosexual role dimension ( $r=-.34$ ;  $p<.01$ ), professional role dimension ( $r=-.23$ ;  $p<.05$ ), scale of marital roles ( $r=-.20$ ;  $p<.05$ ) and scale of education roles ( $r=-.23$ ;  $p<.05$ ). Acceptance by the mother is positively correlated with the professional roles dimension ( $r=.19$ ;  $p<.05$ ). It was determined that women have a more positive attitude towards certain aspects of equality: the social-interpersonal-heterosexual role ( $t(120)=-4.83$ ;  $p<.01$ ), professional role ( $t(120)=-3.98$ ;  $p<.01$ ), marital role ( $t(120)=-3.09$ ;  $p<.01$ ) and the education role ( $t(120)=-2.03$ ;  $p<.05$ ). It has been shown that respondents with a university degree have more positive attitudes towards all aspects of equality than respondents with only a high school diploma: parental interaction ( $t(120)=-3.05$ ;  $p<.01$ ), social-interpersonal-heterosexual role dimension ( $t(120)=-2.94$ ;  $p<.01$ ), professional role ( $t(120)=-2.69$ ;  $p<.01$ ), marital role ( $t(120)=-2.00$ ;  $p<.05$ ), education role ( $t(120)=-1.97$ ;  $p<.05$ ). The results show that for the development of egalitarian attitudes, warm and accepting family relations are important, but also that the education of both children and parents has an important role, while the environment and place of residence don't have a big impact.

**Key words:** gender equality, family interaction, satisfaction with the family



**AFFECTIVE ATTACHMENT AND PARTNERSHIP**

**ATTACHMENT AND SUPERSTITION**

Sonja Milivojević, Nevena Radulović  
University of Niš, Serbia, Faculty of Philosophy, Department of  
Psychology

Superstition has, for a long time, occupied the attention of researchers and has been linked to many factors. According to one definition, superstition is an irrational or unfounded belief in general (Jahoda, 1969). Attachment refers to a specific bond between a mother and a child that is formed in early childhood and lasts throughout their whole life, as an enduring psychological connection founded between two people. (Stefanović Stanojević, 2011).

The goal of the study was to examine the differences in the expressed levels of superstition for various attachment patterns. The research also examined the difference in the expression of superstitious beliefs between male and female subjects.

The sample is convenient and it consists of students from the Faculty of Philosophy in Niš. The instruments used are: The Relationship Questionnaire (Bartholomew & Horowitz, 1991) and The Superstition scale (Žeželj et al., 2009). The results obtained using ANOVA showed that there was no statistically significant score difference on the Superstition scale between the patterns of attachment. There was, however, a tendency of those examinees that belong to the preoccupied and disorganized attachment pattern to have higher scores. There was no difference between male and female scores on the Superstition scale.

**Key words:** *attachment patterns, superstitious tendency, gender*

## **REFLECTIVE FUNCTION AND COMPLEX EMOTIONS IN CHILDREN: THE CONTEXT OF ATTACHMENT THEORY<sup>8</sup>**

Tatjana Stefanović Stanojević

University of Niš, Serbia, Faculty of Philosophy, Department  
of Psychology

Reflective function (RF) and the ability to understand complex emotions are some of the key faculties in the child development process. Previous studies have indicated that these faculties develop during the egocentric stage of development. Theorists connect them with the concept of attachment, assuming that if children in their earliest childhood obtain a secure pattern of attachment, their capacity for understanding both basic and complex emotions, as well as RF, would be higher than in children with any of the insecure attachment patterns.

A longitudinal study was conducted on an original sample comprising 20 children (2008/9), but five years later, only twelve of those children were reached for the second phase of the study (8 girls and 4 boys). Instrument: A strange situation. This is an experimental procedure consisting of 8 three minute episodes used for classification into four attachment patterns. The Affect Task. A questionnaire for socio-demographic data designed for the purpose of the study.

The results indicate statistically significant differences between attachment patterns and the development of RF and understanding complex feelings. The most successful children belong to the secure attachment pattern, followed by preoccupied attachment, then the disorganized and at the end the avoidant attachment pattern. An explanation can be sought in how the patterns are formed: those with a secure image of self and others are the most successful, then those who have a better image of others than of themselves (therefore, they understand the feelings

---

<sup>8</sup> This research was supported by a research grant of the Ministry of Education, Science and Technological Development of the Republic of Serbia, within the framework of the 179002 project.

and intentions of others better), then those with a negative image of self and others. Last of all come those who have a positive image of self but negative of others. Does a positive self-image remove the need to deal with the feelings of others? And if that becomes the dominant attachment pattern, what does that tell us about the socialization of those children?

**Key words:** Reflective function, Complex emotions, Attachment theory

## **HIERARCHY OF ATTACHMENT RELATIONSHIPS AND ATTACHMENT FUNCTIONS IN ADOLESCENCE**

Milena Todorović  
Niš, Serbia

Adolescence is characterized by significant cognitive, social and emotional development and behavioral changes. The present study examines the nature of adolescent attachment to parents and peers during early and middle adolescence, and provides a brief synopsis of the changes that occur during in this period in terms of the hierarchy and attachment functions. How is attachment with parents transformed during adolescence and why does it continue to be important? The primary goals of this research were to examine at what age and level of adolescence the transfer of attachment functions is implemented and as a result of that, to see if the examination hierarchy has changed; The research was carried out on 203 adolescents (14 to 19 years), who live in Southern Serbia. The basic results of this research show, as predicted, that mothers are still on the top of the hierarchy for most of the participants. Complete transfer developed among 13.3% of the participants, but not before their 17th year, with an average of a 5.6 year length of relationship with a close friend. Girls nominate mothers to be on the top of hierarchy; they have a stronger attachment bond with their mothers and close friends and greater transfer.

The secure attachment style can be considered as a factor which affects the determination of a figure that will fulfil the functions of attachment. For the secure style of attachment with parents, parents used to be the primary figures and continue to be seen as such. Insecure style of attachment with parents could encourage this choice to be switched with peers.

Parental sensitivity and attachment continue to be essential in maintaining security for adolescents, as long as the developmental changes occur in the transfer attachment functions from parents to their peers, until late adolescence.

**Key words:** adolescence, hierarchies of attachment relationships, transfer of attachment functions, attachment styles

## **THE PREDICTION OF GENERAL SELF-EFFICACY BASED ON THE SEVERITY DIMENSION OF ATTACHMENT<sup>9</sup>**

Ivana Zubić

University of Niš, Serbia, Faculty of Philosophy, Department of  
Psychology

The basic assumptions of the theory of attachment suggest that repeated patterns of interaction in childhood with important people create internal working models. This is the basis of the formation of two mental representations: the model of significant others and the model of oneself, which tend to last until late adolescence and adulthood. Perceived self-efficacy can be defined as a person's set of beliefs about their own ability to achieve the required level of efficiency in situations that affect their lives, or a person's beliefs related to their own ability to perform a specific task successfully. The basic objective of the research was to predict the degree of general self-efficacy based on the severity dimension of attachment. The survey was conducted in a geographic cluster

---

<sup>9</sup> The paper was written as part of the project no. 179002, funded by the Ministry of Education, Science and Technological Development of the Republic of Serbia.

sample of 1862 respondents age 25 to 70, 58% of whom were women and 42% men, all with a variety of educational levels in the Project Indicators and models of alignment of professional and family roles (2011, Ministry of Education and Science of the Republic of Serbia). We used a PORPOS battery, a specially designed instrument of 389 items, which, among other things, contains a shortened version of the scale of general self-efficacy adapted by Lozena Ivanov and Zvezdan Penezić (2002) with a reliability of  $\alpha = .778$  and the Close relationships questionnaire (Bartholomew, Shaver, 1988) with a reliability of  $\alpha = .800$ . Regression analysis shows that the multiple correlation coefficient is .345 at a statistically significant level. Out of the total variability in terms of the criteria, 11% of the variability can be explained on the basis that the respondents differ in the dimension of their partner attachment. Standardized partial regression coefficients indicate that the largest partial contribution to the explanation of individual differences in terms of the severity of general self-efficacy is anxiety. Avoidance is also a statistically significant predictor.

**Key words:** anxiety, avoidance, general self-efficacy

## **ATTACHMENT AND SELF-EVALUATION OF STUDENTS IN HELPING PROFESSIONS**

Mila Dosković

University of Niš, Serbia, Faculty of Philosophy, Department of  
Psychology

The subject of this study was to examine the relationship between dimensions of attachment and self-evaluation of students in helping professions. The research was conducted on a sample of 123 respondents - mostly female students of psychology and pedagogy. Attachment is operationally defined through the scores achieved on the: 1) *SM-ECR-R* (Hanak & Dimitrijevic, 2013) which gives measures of the dimensions Avoidance and Anxiety; and 2)

*UPIPAV-R* (Hanak, 2004; Vukosavljević-Gvozden & Hanak, 2007) which gives a measure of the seven dimensions of attachment. Self-evaluation was assessed with the Positive valence and Negative valence scales of *VP+2 Inventory* (Smederevac, Mitrovic & Čolović, 2010).

The results show a statistically significant correlations between some dimensions of attachment and self-evaluation. When we observe the relation between dimensions of attachment measured by two questionnaires, the highest positive correlations were determined between dimensions Avoidance and Anxiety, on the one hand, and Negative model of other and Negative model of self, on the other hand ( $r$  from 0.38 to 0.55). The highest negative correlation is between dimensions Avoidance and Use of external secure base ( $r = -0.62$ ). Dimension of self-evaluation. Positive valence negatively correlated with dimensions of attachment Avoidance, Anxiety and Negative model of self. On the other hand, Positive valence is positively correlated with dimensions of attachment Capacity for mentalization and Use of external secure base. Dimension of self-evaluation. Negative valence is in statistically significant correlation with the above mentioned dimensions of attachment, but the direction of the correlation is reversed. The strongest positive correlation is between Negative valence and Weak regulation of anger ( $r = 0.61$ ).

Students in helping professions have an average scores in self-evaluation. The two most frequent patterns of attachment are secure pattern (44.7%) and preoccupied pattern (23.6%). The respondents have the highest scores on the Use of external secure base and Capacity for mentalization.

**Key words:** attachment, self-evaluation, students in helping professions, correlation analysis

## **VALIDATION OF LOVE RELATIONS: ROMANCE QUESTIONNAIRE; LOVE AND ROMANCE AMONG STUDENTS**

Maja Ignjatović, Nenad Cvetanović, Milena Vujičić  
University of Niš, Serbia, Faculty of Philosophy, Department of Psychology

The main goal of this research was to establish the factor structure of Love Relations: Romance questionnaire and to check psychometric characteristics of the questionnaire. In this research we have also checked the assumptions of whether there is a statistically significant difference in two types of partner relationship between men and women, if there is a statistically significant difference in two types of relationships and relationship status, whether there is a statistically significant difference in two types of relationships and the length of the relationship and if there is a statistically significant difference in two types of relationships and the age of the students in the sample. The instrument used in this research is Love Relations: Romance (Stefanovic-Stanojevic, Nedeljkovic, Dragicevic, 2012). The questionnaire measures two types of relationships: Secure base and Romance. The questionnaire was assessed to by a sample consisting of students of the University in Nis, 114 females and 97 males.

Using the factor analysis, two factors were isolated, named Secured base and Romance. The results have also shown satisfactory reliability of internal consistency. The reliability for the scale Secure base is  $\alpha=.886$  and for Romance  $\alpha=.870$ . Tucker's congruence coefficients show that factor structures cannot be considered equivalent.

The results have also shown that there is not a statistically significant difference between men and women in the type of the relationship they have (Secure base and Romance) and that these two types of relationships are equally distributed in both men and women. Results have also shown that Secure base is more frequent among students who are in the relationship rather than in those who are not where Romance is more present. Secure base

as a type of love relationship is frequent among students who are in the relationship for more than 4 years. It is also found that the younger and older students differ on dimensions of Secure base and Romance and that Secure base is more present among older students.

**Key words:** Love relations, secure base, romance, students



**EDUCATIONAL PSYCHOLOGY**

**OPTIMISM AND PESSIMISM AS PREDICTORS  
OF STUDENT GOAL ORIENTATIONS IN LEARNING,  
SCHOOL ANXIETY AND LIFE SATISFACTION**

Melita Ivanković; Majda Rijavec  
Ministry of Science, Education and Sports, Zagreb, Croatia;  
University of Zagreb, Croatia, Faculty of Education

The aim of this research was to examine the extent to which optimism and pessimism contribute to an explanation of goal orientations in the learning, school anxiety and life satisfaction of students in higher elementary school classes. 213 students aged from 12 to 14 years, 94 girls and 114 boys, participated in the study. The Youth Life Orientation Test (Ey et al., 2004), the Questionnaire Of Goal Orientations in Learning (Niemivirta, 1996, 1999; Rijavec and Brdar 2002), the Questionnaire on the Examination of Children's School Anxiety (Arambašić and Krizmanić, 1986) and the Students' Life Satisfaction Scale (Huebner, 1991) were administered.

Linear regression analyses show that optimism is a significant predictor of learning and performance goal orientation, whereas pessimism is a crucial predictor of work avoidance orientation. Both optimism and pessimism are significant predictors of text anxiety but the contribution of pessimism is stronger. Also, optimism was found to be the only significant predictor of life satisfaction. Gender and age were not significant predictors, except for work avoidance orientation. Boys and older students were more prone to this goal orientation than younger students and girls. Although this is a correlational study, the results indicate the significance of both optimism and pessimism in the educational context, and for the life satisfaction of students in higher elementary school classes as well.

**Key words:** Goal orientations, optimism, pessimism, school anxiety, life satisfaction

## THE TIME PERSPECTIVE IN THE PERCEPTION OF STUDENTS' SCHOOL FAILURE

Slavica Maksić

The Institute for Educational Research, Belgrade, Serbia

Students' school failure aggravates the educational process and restricts the options for their professional and personal development, as well as their social integration. The paper deals with students' school failure from the perspective of teachers and other school experts that are responsible for both curriculum implementation and completion of the school mission. The research study was conducted with primary school teachers (N=105), school psychologists, pedagogues and principals (N=9), from 5 primary schools in Serbia. The participants answered an open ended question about the way they treated students who experienced school failure and were not interested in improving their school achievement. A qualitative thematic analysis was applied, which revealed several main themes, including a time perspective on students' school failure. It was possible to define three types of time perspectives in relation to students' school failure: a past-oriented, a present-oriented or a future-oriented approach. A past-oriented approach is based on the belief that there are causes of school failure that could provide an answer to the question of why school failure occurred. The present-oriented approach brings into focus the actual situation in which school failure happened and tries to answer to the question of how students who were unsuccessful at school could stop being unsuccessful. The future-oriented approach takes primary schooling as an essential part of individual development and offers its solution by answering the question of why students should be successful at school. The research findings point to the dominance of the situation approach in the present-oriented perspective of students' school failure. In conclusion, all three approaches are discussed in the light of their implication for educational practice and for overcoming the problem of students' school failure.

**Key words:** school failure, primary school, teachers, perception, time perspective

## **TIME PERSPECTIVE AS A PREDICTOR OF PROCRASTINATION AMONG HIGH SCHOOL STUDENTS**

Ana Đorđević, Violeta Arnaudova

MIT University, Skopje, Macedonia, Faculty of Psychology;  
S's Cyril and Methodius University, Skopje, Macedonia, Faculty of  
Philosophy, Department of Psychology

The purpose of this research is to determine the degree to which different types of time perspective orientations (past-negative, past-positive, present-hedonistic, present-fatalistic and future) can be important predictors of the procrastination among high school students. The time perspective refers to the unconscious process whereby the continual flows of personal and social experience are assigned to temporal categories or time frame, providing order, coherence and meaning to those events. Procrastination refers to the phenomenon of delaying the execution of the task which one intends to commit.

This research was conducted in a sample of 86 high school students (43 males and 43 females) from Skopje, Macedonia. All of the high school students were 16 years of age. The instruments used in the research were: Tuckman Procrastinate Scale (Tuckman, B. W., 1991) and Zimbardo Time Perspective Inventory (Zimbardo, P. & Boyd, J., 1999). The data were processed by t-test for independent samples and multiple linear regression procedure.

The results show that the multiple regression coefficient  $R=0.60$  is significant at the level 0,01. Significant predictors of procrastination are the factors: past-positive perspective, past-negative perspective and future perspective. The factor future perspective stands out as the most significant predictor ( $\beta=-0.48$ ,  $p>0.01$ ). Significant predictors are also the factors past-negative perspective ( $\beta=0.47$ ,  $p>0.01$ ) and past-positive perspective ( $\beta=0.21$ ,  $p>0.05$ ). Other types of time perspective (present-hedonistic and present-fatalistic) were not proved to be significant predictors of procrastination. These findings indicate that the past and the future time perspective are important

indicators for individual differences in procrastination among high school students. The results demonstrate significant gender differences in procrastination ( $t=-2.04$ ,  $p<0.05$ ). It can be concluded that the males, compared with females, have a higher level of procrastination. Significant gender differences were not found in any of the types of time perspective.

**Key words:** time perspective, procrastination, predictors of procrastination, high school students, multiple linear regression

## **STUDENTS' SATISFACTION WITH THEIR PSYCHOLOGY DEGREE**

Milanko Čabarkapa, Darija Minić  
University of Belgrade, Serbia, Faculty of Philosophy, Department  
of Psychology

In this study, we focused on the satisfaction of students studying psychology at the University of Belgrade in order to check the reliability of the instrument used and compare the level of satisfaction between years of study and some socio-demographic variables.

The study included 204 students ( $N = 53$  in the first year,  $N = 56$  in the second, in the third  $N = 56$ , and in the fourth year  $N = 39$  students). The study was carried out during the breaks between classes, through group and direct distribution of a questionnaire with 20 items which the authors constructed for this research.

The mean value of the students' satisfaction with their studies on the total sample ranges slightly above the theoretical average ( $M = 64.60$ ). ANOVA showed a significant difference between the groups ( $p < 0.01$ ). The highest level of satisfaction is expressed by first and fourth year students, while the mean value for the second year and third year students are very similar, with a slightly lower level of satisfaction. The reliability of the applied instrument was high (Cronbach alpha = 0.909). Factor analysis showed that we can speak of a general factor of student satisfaction with their

studies. Students were most satisfied with the feeling of pride to study exactly what they wanted, the relations and cooperation with colleagues, the teaching and competence of teachers, the physical conditions of space, a sense of achievement in exams and the chance to be someone of importance after college and in the community. The socio-demographic variables examined did not show significance, probably due to the structure of the sample.

**Key words:** academic environment, students, satisfaction with the studies

## **TEMPERAMENT AS A PREDICTOR OF PROSOCIAL BEHAVIOR IN CHILDREN FROM THE FIRST GRADE OF ELEMENTARY SCHOOL**

Jovana Trbojević, Jelica Petrović, Milica Lazić

University of Novi Sad, Serbia, Faculty of Philosophy, Department of Psychology

Starting first grade is a new adaptive task, the successful fulfilment of which leads to the functional development of an individual, their mental health and their positive attitude towards school. In order for the child to be accepted by the new peer system, having in mind that acceptance has a relevant role in the overall development of the individual, it is necessary for him or her to express certain competencies that are desirable in one's peer group. Prosocial behavior, as socially adaptive behavior, is considered one of the preferred forms of group behavior, both in adulthood and in childhood. Therefore, this study examines the role of individual characteristics, i.e. temperament as a predictor of prosocial behavior. The sample consisted of 98 children in the first grade of elementary school in Novi Sad (53.1% girls). The instruments applied were: the Prosocial Behavior Assessment Scale – the form for teachers, and Temperament Assessment Scale – the short form for teachers. The results show that the dimensions of temperament as a set of predictors are a good

predictive model that explains 19.1% of the variance of prosocial behavior ( $F(6) = 4.78, p < 0.05$ ). Among the six dimensions of temperament (activity, distractibility, persistence, initial reaction, intensity and adaptability), only adaptability ( $\beta = 0.39, p < 0.01$ ) is proved to be statistically significant in predicting the manifestation of prosocial behavior. Individual differences in the emotional readiness of the individual to self-regulation, attention and reaction, which represent one way of defining temperament, greatly influence the way in which individuals enter into interpersonal interactions. If a child has a higher level of adaptability as an individual characteristic, he or she will be more willing and ready to express prosocial behavior due to being able to adequately adapt to different situations and interactions and being willing to accept change.

**Key words:** prosocial behavior, temperament, adaptability

## **TALENT AND TALENTED CHILDREN AS PERCEIVED BY TEACHERS**

Tanja Panić, Mirjana Nikolić, Jelena Opsenica Kostić, Marta Dedaj  
College of Vocational Studies for Preschool Teachers and  
Business Computer Science Sirmium in Sremska Mitrovica,  
Serbia; University of Niš, Serbia, Faculty of Philosophy

In order for the talent of lower-grade primary school students to be recognized on time and adequately encouraged, it is essential that all stakeholders in the educational process develop competences related to their roles. Prior to this, it is important to identify the opinions of teachers as direct promoters of this process in the class. This research was aimed at finding out how teachers define the concept of talent and a talented child, and to get insight into the methods of work applied by the teacher, as well as finding out any additional recommendations for work with talented children. The research was conducted as a poll survey on a sample of 162 teachers from the Srem region.

When identifying special characteristics inherent to talented children, over 60% of teachers opted for the description referring to intellectual characteristics (quick understanding and ability to identify relations, curiosity, outstanding memory) and motivation (more active than their peers, persistent, interested in learning). Even though 82.7% of teachers estimate that in their class there is at least one talented child, only 50.6% administer some special form of extra support for the gifted. Teachers recommend the education of talented children within regular grades by setting up interim parallel groups with special contents (37%), as well as special classes for the talented (34.6%). The lack of curriculum is identified as a major impediment for additional work with gifted children (25.9%). The results indicate the need for further training of teachers that will strengthen their capacities for identifying talented children in the field of socio-affective characteristics and more specific personality traits. It is assumed that teachers would feel more influential in working with talented children if they had programs of work that require the participation of professional associates, parents and other important individuals who would create such programs in cooperation with teachers.

**Key words:** talented child, teacher, additional support

## **THE SOCIAL COMPETENCIES AND AUTHORITARIANISM OF PEDAGOGICAL FACULTY CANDIDATES**

Radmila Milovanović, Biljana Stojanović  
University of Kragujevac, Serbia, Pedagogical Faculty

Social competencies are a necessary component of professional competencies and an important criterion of suitability for the pedagogical profession. Authoritarianism is related to a lack of social intelligence, bad social perception and a general lack of social competencies. Starting from the standpoint that the potential of the Faculty to influence the formation of

professional competencies for the teacher and educator would be greater if the real characteristics of the student are known, this research is aimed at examining the social competencies and authoritarianism of candidates for enrolment in the Pedagogical Faculty. The sample was composed of candidates for enrolment in the study groups for teachers, preschool educators and residential educators at the Faculty for Pedagogical Sciences of the University of Kragujevac for the academic year 2012/13 (N=240). The level of expression of authoritarianism was measured by the Questionnaire on Authoritarianism (authors: Mihic et al.). The social competencies of the candidates were estimated by the scale of social competencies, constructed for the needs of this research, applied via interview. It was found that higher authoritarianism is related to lower social competencies, namely that there was a negative correlation between the expressed level of authoritarianism and social competencies in the interview ( $r=-0.378$ ;  $p<0.01$ ). Concerning the level of the variables measured, the results were encouraging, considering that 180 (75%) of the examined candidates were positively assessed for both measurements. However, 44 (18.33%) candidates were found to have high or extremely high authoritarianism, 29 (12.08%) candidates with low or extremely low social competencies and 13 (5.41%) candidates were negatively assessed in both measurements. These findings emphasize the necessity of planned activity aimed to strengthen their social competencies and lower their authoritarianism during their studies at the Pedagogical Faculty.

**Key words:** social competencies, authoritarianism, candidates, Pedagogical Faculty



## **THE SENSITIVE AND CARING TEACHER: MYTH OR PART OF THE PROFESSIONAL ROLE?**

Milica Tošić Radev; Ana Pešikan  
University of Belgrade, Serbia, Faculty of Philosophy

This study is one part of the research on the operationalization of the construct of the affective role of the teacher. In the pilot study we examined whether popular and unpopular teachers differ in their degree of awareness and realization of the assumed affective role. The sample included 10 teachers, estimated by the pupils as “popular” (N = 5) and “unpopular” (N = 5). Information on the degree of awareness and realization of the affective role of teachers was collected in three ways: from students through questionnaires, from teachers through interviews and through observation of the classes of the selected teachers by a neutral observer. The interview and questionnaire were specifically designed for research purposes.

The results of the qualitative analysis of teachers’ responses to the interview confirmed that popular teachers realize their professional role differently to unpopular teachers. The analysis also revealed five dimensions that underlie the affective role of the teacher and that there were statistically significant differences in the position of popular and unpopular teachers on these dimensions. In particular, popular, favorite teachers were more motivated to work with children, they were more sensitive to the socio-emotional reactions of pupils, they understood the impact of the socio-emotional atmosphere on the quality of teaching and learning and they were aware of their role in modeling the climate in the classroom and the possibility of its further development. The results obtained from pupils and the observer also confirmed that there is a significant difference in the level of realization of the affective role between popular and unpopular teachers. Based on these results, we improved the first operationalization of the construct of the affective role of the teacher and instruments used in the pilot study. Collecting data for the empirical testing of this construct, in the main study, is in progress.

**Key words:** active learning, affective role of the teacher, teacher-pupil interaction

## **TEACHERS' WORK ORIENTATIONS AND WELL-BEING: THE MEDIATING ROLE OF WORK MEANINGFULNESS AND OCCUPATIONAL IDENTITY**

Dubravka Miljković, Lana Jurčec, Majda Rijavec  
University of Zagreb, Croatia, Faculty of Teacher Education

The field of primary education is very demanding and teachers often experience high levels of job stress which negatively impact their well-being. Obviously there must be motivating factors that lie behind choosing and staying in a teaching career, and research in work orientations can provide some insights into these factors. Following this line of thought, the aim of this study was to assess the relationship between teachers' work orientations (job, career and calling orientation) and well-being (life satisfaction, flourishing and job satisfaction), with possible mediating effects of work meaningfulness and occupational identity. The following measures were administered to 249 primary school teachers in the Zagreb region: the Work-life questionnaire (Wrzesniewski et al., 1997), the Work Meaningfulness scale (Bunderson and Thompson, 2009), the Occupational Identification scale (Mael and Ashforth, 1992), the Flourishing Scale – FS (Diener, et al. 2009) and the Satisfaction with Life Scale (Diener et al., 1985), with the addition of a one-item assessment of job satisfaction. Structural equation modeling was used to analyze the data. The results suggested that calling orientation was directly positively and job orientation directly negatively linked to well-being. Career orientation was not directly linked to well-being. In addition to that, mediation analysis performed using the bootstrapping method, showed that the meaningfulness of work and occupational identity were significant mediators between work orientation and well-being. The relationship between calling orientation and well-being was completely mediated by the aforementioned variables, while the relationship between job orientation and well-being was partially mediated by these variables. It was concluded that calling orientation can lead to higher levels of work meaningfulness and

occupational identity, which in turn positively affects well-being. On the other hand, job orientation (work as a means of financial security) leads to lower levels of work meaningfulness and occupational identity, and consequently to lower levels of well-being.

**Key words:** work orientations, work meaningfulness, occupational identity, well-being

## **TEACHERS SELF-EFFICACY AND CLASSROOM MANAGEMENT STYLES<sup>10</sup>**

Gordana Đigić; Snežana Stojiljković  
University of Niš, Serbia, Faculty of Philosophy, Department of Psychology

Numerous researches are interested in exploring factors of quality education. Among numerous factors that influence effective teaching, teacher is the most powerful factor. This paper is concerned with the relation between two concepts related to teachers' personality and their professional behavior – teachers' self-efficacy and classroom management styles. Self-efficacy refers to people's beliefs in their capabilities to produce given outcomes. Based on Bandura's theory, Skaalvik and Skaalvik developed the concept of teachers' self-efficacy that consists of six dimensions, each referring to one of the most important teachers' roles: instruction, adapting instruction to individual students' needs, motivating students, maintaining of discipline, cooperation with colleagues and parents and coping with challenges. On the other side, teachers' classroom management styles represent different behavioral patterns aimed to establishing safe and stimulating learning environment. Martin and Baldwin's model of classroom management distinguishes three styles:

---

<sup>10</sup> This research was supported by a research grant of the Ministry of Education, Science and Technological Development of the Republic of Serbia, within the framework of the 179002 project.

interventionist, interactionist and non-interventionist style. Previous researches confirmed that interactionist style was the most effective. This research was conducted on the sample of 169 primary and secondary school teachers. Teachers' self-efficacy was measured by Norwegian Scale, developed by Skaalvik and Skaalvik (Cronbach Alpha=.894). Classroom management styles were examined by Inventory for Teachers' Self-assessment in Classroom Management Styles developed by the authors of this paper (Cronbach Alpha=.838). Teachers assessed their self-efficacy rather high (Mean=5.69, St.dev.= .64, in range 1-7). Among classroom management styles, interactionist style was the highest expressed (Mean=4.53, St.dev.= .37, in range 1-5). As it was expected, teachers' self-efficacy correlated significantly with measures of interactionist style ( $r=.293$ ,  $p<.001$ ). Similar correlations were obtained between particular dimensions of teachers' self-efficacy and measures of interactionist style. Having in mind the results, it could be suggested that the possibilities of strengthening teachers' self-efficacy as a factor that at least partly contributes to the level of expression of the interactionist classroom management style should be taken into consideration.

**Key words:** effective teaching; self-efficacy; classroom management styles

## **INDIVIDUAL PUPIL WORK IN THE CLASSROOM OF DIFFERENTIAL TEACHING OF MATHEMATICS**

Vesna Milenković, Ivana Jovanović

Elementary School "17. oktobar" in Jagodina (PhD student at Faculty of Education in Užice), Serbia; Elementary School "Sveti Sava" in Valjevo (PhD student at Faculty of Education in Užice), Serbia

The subject of the paper is the individual pupil work in the classroom of differential teaching of mathematics. The individual learning of mathematics gives each pupil an opportunity to develop

thinking activities and to improve them according to individual abilities, and gives better results when it comes to knowledge memorizing and applying. Differential teaching includes numerous teaching measures used by schools in order to satisfy the abilities and interests of their pupils. In order to have a clear picture of the subject and its significance for teaching, the first thing we focus on is the very nature of mathematics, the concept of individual learning, differential teaching, motivation of pupils for individual learning in the classroom of differential teaching, the new role of teachers and we provide an example of differential teaching model. By using various systems, forms and methods in the classroom we achieve better results than by using just the identical ones. It is necessary to organize teaching in the way which will enable pupils not to acquire the already prepared knowledge in a passive manner, but to acquire and apply it in an active manner individually. In the end, we draw certain conclusions which might be beneficial for teachers in the process of planning their mathematics lessons.

Independent work has multiple meanings which are primarily reflected in contemplative activities and engaging students in the process of problem solving. By working independently and coming up with a solution, students feel the joy of success, which has a strong motivational effect. Since the main goal of school is to equip students for life, it has to train them for independent work because students will solve problems independently during their lives, make decisions and apply their knowledge. Independent work of the students is a required companion to contemporary schools aimed at the maximum development of an individual. By applying independent work of students, their cognitive abilities develop more successfully, their personality strengthens and affirms itself, students realize that man depends on his own work. For these reasons, i.e., the above mentioned effects of self-employment in the differentiated teaching, this problem has recently become popular among teachers in order to meet the needs of contemporary schools and the needs of their students.

**Key words:** mathematics, individual learning, differential teaching, motivation of pupils, modern teacher roles

## **QUALITATIVE ANALYSIS OF PEDAGOGICAL-EDUCATIONAL GOALS IN THE WRITTEN SCENARIOS OF CLASS TEACHERS' AND SUBJECT TEACHERS' CLASSES**

Blagica Zlatković

University of Niš, Serbia, Teacher-training faculty in Vranje

This paper presents educational goals analysis in the written scenarios of class teachers' and subject teachers' classes with the aim to perceive the degree of respect for theory-based recommendations in defining learning goals (Ivic and associates, 2005; Anderson, 2014; Janevski, 2014). The criteria used for the analysis are: generality of goals, respect for the standard format and the target group, representation of various domains of Bloom's taxonomy of pedagogical-educational goals and representation of different levels of cognitive processing. The analysis was made taking into account 100 pedagogical-educational goals cited into 23 written scenarios of class teachers' and subject teachers' classes. The analysis results showed that in written scenarios, according to the criterion of generality, global goals are more present (referring to the subject goals) than the teaching goals related to a concrete class. The formulation of pedagogical and teaching goals usually lacks the respect for the standard format, which according to its structure corresponds to the organization of an efficient learning process, as well as the appreciation of the goal clarity for students of a certain age. Pedagogical and educational goals are usually defined on the level of knowledge and comprehension, rarely in the higher domains of Bloom's taxonomy. A predicted degree of cognitive processing is usually on the level of lower mental processes. The obtained results were considered from the position of constructivism, the current paradigms in considering developmental and educational changes.

**Key words:** class scenario, pedagogical-educational goals, Bloom's taxonomy of pedagogical-educational goals

## **TEACHERS' ATTITUDES TOWARDS INDIVIDUALS WITH PHYSICAL DISABILITIES**

Mirjana Beara; Jelena Stanisavljević  
State university of Novi Pazar, Serbia, Study program for  
Psychology;  
University of Belgrade, Serbia, Faculty of Biology

This study aims to examine the attitudes of teachers in primary and secondary schools towards individuals with physical disabilities, which may represent a potential source of obstacles to an inclusive approach to the education of children with physical disabilities. Attitudes were measured by Scales of attitudes toward persons with physical disabilities: KKS – the cognitive component scale, and AKS – the affective component scale (Vulic-Prtoric & Pedisic). Two dimensions of the cognitive components of attitudes were measured: 1) the implications of deviant characteristics and segregation of people with physical disabilities and 2) the tragic perception of these people. The affective component of the attitude refers to discomfort in interaction with these individuals. Based on an analysis of the responses, it can be concluded that most of the teachers surveyed (N=89) have a positive attitude towards people with physical disabilities. They generally believe that these people are able to make ethical decisions, that they have right to have their own offspring, that they are just as intelligent as other people and that for their work and creativity it is not necessary to specially arrange the workplace because they are able to work together with other people. Their social life, in the judgment of the majority of the teachers, can be quite normal and they do expect the same things from other people. When meeting these people, most of the teachers examined do not avoid contact and do not feel uncomfortable. They know how to act in communication with them and do not express hesitation in visual and verbal communication and in their behavior in general. A significant correlation between years of working experience and negative attitudes toward people with physical disabilities was shown. Teachers who have more than 20 years of experience have a more negative attitude about

the implications of deviant characteristics and segregation of those with physical disabilities than their younger counterparts ( $\rho = .291, p < .008$ ).

**Key words:** people with physical disabilities, teacher attitudes, teacher behavior

## **SCHOOL ENVIRONMENT AND SOCIO-EMOTIONAL DEVELOPMENT OF CHILDREN WITH SPECIFIC LEARNING DIFFICULTIES<sup>11</sup>**

Svetlana Obradović, Dragana Bjekić, Lidija Zlatić  
Centre for vocational education and training for SEN students,  
Katerinis, Greece; University of Kragujevac, Serbia, Faculty of  
Technical Sciences in Čačak; University of Kragujevac, Serbia,  
Faculty of Teacher Education in Užice

The fact that cognitive and neurological basis of specific learning difficulties has practical implications for school, work and social life, has an impact on the research interest expansion of these topics in the recent decades. In addition to low academic achievement, specific learning difficulties are commonly associated with low self-esteem, deficits of social skills, behavioural disorders, and (sometimes) psychiatric disturbances. Inclusive education, which involves altering and adapting the school environment in order to support and accept all community members, regardless of their diversities, certainly has to deal with this category of difficulties, because the students with specific learning difficulties are a large part of the student population. The review of the researches of their specificities of cognitive, emotional and behavioural functioning, connection of the specificities with the instructional environment changes, curriculum adaptation and support of the potential compensatory learning strategy development, are presented here. What are the results of the researches/papers review? Educational environment for students with dyslexia is the topic of numerous papers. These

---

<sup>11</sup> It is the part of the project OI 179026.



papers mostly emphasize the connection between self-development, self-esteem and self-regulation of the students with dyslexia and/or other specific learning difficulties, on the one side, and friendly/unfriendly school environment, on the other. Academic problems and frustration at school for the children with dyslexia (often including bullying), have negative consequences on their self-development. Learning strategies to overcome dyslexia can make a huge difference to the performance of a child with dyslexia, but also teacher and peer behaviour can facilitate positive self-esteem. Simultaneously, because the customized school environment has a crucial role in the social and emotional development of the students with specific learning difficulties, some educational practical directions are suggested in the paper. The focus of the educational implications is on the possibilities to make school more “dyslexia friendly”.

**Keywords:** specific learning difficulties, educational inclusion, inclusive school environment, socio-emotional development

## **THE IMPACT OF THE MOTHER’S PERSONALITY ON THE SENSE OF BELONGING TO SCHOOL FOR CHILDREN WITH DEVELOPMENTAL DISABILITIES**

Mirjana Stanković Đorđević

College of Professional Studies for Pre-school Teachers, Pirot,  
Serbia

The aim of this research is to examine empathy, self-esteem, anxiety, attitudes towards inclusion and social distance in a typical sample of mothers and children and in a sample of mothers who have children with developmental disabilities, as well as to examine the impact of these variables on the children with developmental disabilities’ sense of belonging to school. The total sample comprised 111 mothers and 58 children with cerebral palsy or mild learning disabilities who attend the fourth grade and higher grades of regular primary schools in Pirot. A battery of tests was administered: the IRI scale (Davis, 1980) which examines empathy; the RSES scale

(Rosenberg, 1965) which examines global self-esteem; the STAI-Y scale (Spielberger, 1983) which examines the level of anxiety; for the purposes of examining attitudes towards inclusion the Inclusive practice survey tool (Booth, Ainscow, 2002) was administered; the Social Distance Scale (Bogardus, 1925) was used to examine social distance; and a sense of belonging to school was examined by the Belonging Scale (Gudenov, Frederickson et al, 2007). Each scale shows a satisfactory level of reliability. Regression analysis revealed the following variables as predictors of a positive sense of belonging to school: empathy (lower values on the Fantasy subscale of the IRI questionnaire in the sample of mothers of children with developmental disabilities, and higher values on a Perspective Taking of the IRI questionnaire in the sample of mothers of children from the typical population); anxiety (a lower state and anxiety trait of mothers of children with developmental disabilities); and positive attitudes towards inclusion of mothers of children with developmental disabilities. The results suggest that the social model of inclusion brings parents, i.e. mothers, into focus. Namely, they represent a significant factor in successful educational inclusion. Therefore, their competences in (quality) parenthood should be developed with the assistance and support of experts.

**Key words:** mothers, children with developmental disabilities, sense of belonging to school, inclusion

## **RELATIONSHIPS AMONG TEST ANXIETY, LOCUS OF CONTROL AND ACADEMIC ACHIEVEMENT**

Harisa Šabanović, Marija Tiosavljević, Maida Novalić  
State University of Novi Pazar, Serbia, Department of Psychology

Test anxiety is usually defined as an emotional state that a person experiences during a test situation, and consists of the feelings of anxiety, fear and worry, which are associated with the physiological arousal that occurs by activation of the autonomic nervous system.

The aim of the present study is to examine whether students differ in the level of expression of anxiety that was measured on two occasions – in the neutral situation and just before the exam. Also, the purpose was to determine the correlation between the level of pre-exam anxiety and locus of control, as well as between subjective and objective students' achievement. The participants were 50 psychology students of the first, second and third year of study at the State University of Novi Pazar. The measures included Beck Anxiety Inventory and Externality Scale.

The results show that the levels of anxiety in students between the two time periods change ( $F=8.945$ ;  $p<0.05$ ). Also, significant differences in the level of pre-exam anxiety ( $F=8.016$ ;  $p<0.01$ ) among the students of different years of studies were found. At the same time, compared to the students of second and third year, the first-year students showed more conspicuous symptoms of anxiety. There is a positive correlation between test anxiety and external locus of control (higher levels of anxiety accompanying high levels of externalization;  $r=0.483$ ;  $p<0.01$ ). The results of the study also indicate that there is no correlation between test anxiety and measures of subjective and objective students' academic achievement.

**Key words:** test anxiety, locus of control, academic achievement

## **EMOTIONAL COMPETENCE AND SOCIAL SELF-EFFICIENCY AMONG STUDENTS WITH DIFFERENT ACADEMIC MAJORS**

Jelena Maksimović, Zorica Marković, Milica Ognjanović, Jelena Ašanin  
University of Niš, Serbia, Faculty of Philosophy, Department of  
Psychology

This paper analyses the relation between the dimension of social self-efficiency and those of emotional competence among the students of the University in Niš. Considering the fact that

the emotions define the significance of all interaction, as well as the fact that the level of one's own perception of self-efficiency influences initiation, development and maintaining of social contacts, the relation between the aforementioned dimensions is to be expected. According to Saarni, (1999) emotional competence is personal efficiency displayed in social interactions including emotional exchange. Social self-efficiency is defined by Smith and Betz (2002) as self-assessment of one's confidence in various social situations.

The sample is pertinent, consisting of 441 student: 182 (41,3 %) males, 258 (58,7 %) females. The respondents studied at the Faculties of Philosophy, Electronics, Medicine, Economics and Occupational Safety. The following instruments were used during the research: Perceived Social Self-efficiency Scale PSSE (Smith and Betz, 2000) and Emotional Competence Questionnaire UEK (Takšić, 2002). The acquired results prove that statistically significant positive correlations of medium intensity between the dimension of social self-efficiency and the dimensions of emotional competence exist (ability to perceive and understand emotions ( $r = .367$ ), ability to express and name emotions ( $r = .431$ ), ability to regulate and control emotions ( $r = .446$ )). Men's scores on the PSSE scale are higher than women's, while opposite is the case on the scales measuring the abilities to perceive and understand emotions and express and name emotions. The scale measuring the ability to regulate and control emotions showed no significant differences between sexes. The scores of students from different faculties varied only in terms of the ability to express and name emotions, with the students of the Faculties of Philosophy scoring the highest and the students of Electronics scoring the lowest position on the scale.

**Key words:** emotional competence, social self-efficiency, students

**ORGANIZATIONAL PSYCHOLOGY**

**A PROFILE OF SUCCESSFUL WOMEN OF HIGH PROFESSIONAL STATUS IN SERBIA<sup>12</sup>**

Kristina Brajović Car, Patrick Ellersich, Marina Hadži-Pešić  
Singidunum University, Serbia, Faculty of Media and  
Communications, Department of Psychology; University of Niš,  
Serbia, Faculty of Philosophy, Department of Psychology

This qualitative research observes the success factors and problems related to women with a high professional status. The aim of this research is to understand and describe the participants' experience of success and their influence on those around them. The research was carried out as an in-depth interview on a sample of 55 women. Also, an anonymous survey with 15 open questions was sent to the addresses of 1000 women selected by predetermined criteria of business success (managers, independent experts in their domain or successful business women). There was a 12% response to the survey, which made it valid for making descriptive conclusions. All the women that participated in the research live in Belgrade or Niš (35% were young women from 28-36 years old, about 60% were women from 37-56 years old and 5% were women from 57-65 years old). The criterion for being successful, for most of the participants, is reflected in some sort of balance between their business and private life. Other criteria are independence from men, though they are very conscious about "living in a man's world", and struggling for their place. When it comes to the perception of their influence on others, they responded by means of a few categories: having a positive attitude towards others, seeing themselves as initiators of changes, having a high quality of communication, influencing others by giving advice, support or encouragement (an individual approach to others) or in terms of their own life managing skills, with the ability to prioritize and

---

<sup>12</sup> This research was supported by a research grant of the Ministry of Education, Science and Technological Development of the Republic of Serbia, within the framework of the 179002 project.

having partial independence in making decisions. In this research, it was found that the position of successful business women is still an unenviable position compared to men, firstly because of a lack of time, and also because of a fear of losing their job and a higher susceptibility to mobbing.

**Key words:** *interview, self-perception, professional role, women's psychosocial status*

## **EXPOSURE TO OCCUPATIONAL STRESS AND SUBJECTIVE WELL-BEING: THE DISPOSITIONAL APPROACH**

Mirosava Đurišić Bojanović, Milanko Čabarkapa, Ines Miladinović  
University of Belgrade, Serbia, Faculty of Philosophy, Department  
of Psychology;  
Special Brigade, Serbian Armed Forces, Serbia

The theoretical framework is based on the assumption of a holistic approach to subjective well-being as one of the domains of general health. The aim of the study was: (1) To find out if there is a correlation between selected psychological indicators of mental health, occupational stress and physical health. (2) To find out if it is possible to identify latent psychological configurations that mediate the relationship between psychological well-being, stress and physical health. The research was designed as a correlation study on a sample (N=150) of professional civil service employees during the year 2013. The Scale of Physical and Mental Health (Bojanovic, 2011) was employed for the investigation of subjective well-being, consisting of the following sub-scales: self-perception, ethical deficit, depression, narcissism, disintegration, destructiveness, the negative perception of the world and a physical health assessment. The Cronbach alpha reliability level ranged from .70 to .88. The Job Content Questionnaire (adapted version) was used to investigate psychosocial stress at work. By

applying the factor analysis procedure, we extracted three factors: 1. Destructive orientation; 2. General dissatisfaction with oneself and others and; 3. Self-promotion and ambition. Destructive orientation, Self-promotion and Ambition did not provide significant association to physical health. However, a statistically significant negative correlation ( $r = .389$   $p < .01$ ) was established between the General dissatisfaction with oneself and others and Physical health. Factors relating to the Destructive orientation and General dissatisfaction with oneself and others are connected by the moderate experience of psychosocial stress ( $r = .260$   $p < .01$  and  $r = .252$   $p < .01$ ), while there is no correlation between the factors of Self-promotion and Ambition and occupation stress. The results of the correlation and factor analysis suggest the existence of three latent psychological structures that moderate the relationship between psychological well-being, occupational stress and physical health. The paper also discusses the theoretical and practical implications of the findings.

**Key words:** psychological well-being, mental and physical health, occupational stress, job adaptation

## **PSYCHOSOCIAL ASPECTS OF CONFLICT PERCEPTIONS BY HEALTH CARE WORKERS**

Miroslav Gavrić

University of East Sarajevo, Serbia, Faculty of Arts Pale,  
Department of Psychology

By definition, there are conflicts in a group, related to incompatible actions. Conflict is manifested contradiction between members of the group that comes to the fore in the inconsistent actions of individuals or groups of individuals. The term action refers to specific activities that take place in the group (Rot, 2009). Contemporary authors consider that conflict could be positive, and not only negative. Conflicts are inevitable and normal, so human

resources and organizations cannot function without conflict. Sources of conflict can be located in an organization or in employees' interpersonal differences. Organizational conditions in health care create a situation in which health care workers are vulnerable to develop more conflicts. This research aims to identify differences in the conflict perception of health workers (Niosh GJS scale), and its psychosocial aspects (anxiety measured by Momirović KON 6 scale, self-esteem measured with the Rosenberg Scale and socio-demographic characteristics). The study included 150 subjects employed in health care organizations in the Republic of Srpska. The sample consisted of one-third male and two-thirds female respondents. The results primarily indicate a clear perception of the existence of conflict in the observed health organizations. The results show that there are no statistically significant differences observed in the psychosocial dimensions and perceptions of the conflict, except in certain socio-demographic dimensions.

**Key words:** conflict, anxiety, self-esteem, socio-demographic dimensions

## **THE ASSESSMENT OF EMPLOYABILITY THROUGH COMPETENCES**

Valeria de Palo, Valbona Dudi, Maria Sinatra  
University Verona, Italy, Dept. Philosophy, Education, Psychology;  
University dell'Aquila, Italy; Università Cattolica "Nostra Signora  
del Buon Consiglio" Tirana, Albania; University of Bari

In the light of the current global economic crisis (whereby unemployment can be seen as one of its outcomes), career paths have to be considered as less predictable and, consequently, students should possess a set of skills that allows them to gain and maintain employment and to obtain a new one if required.

In 2003 Van der Heijde and Van der Heijden defined employability as the continuously fulfilling, acquiring or creating work through the optimal use of competences. On the basis of



their approach, they developed a multi-dimensional instrument of employability based on competences, whose importance is seen in the fact that its use may be functional to the career construction while still in the process of the university studies.

The purpose of the present study was to examine the psychometric properties of the Competence-based measure of employability – adapted version for students – in an Italian sample. 375 (M = 20,3%, n = 76, F = 79,7%, n = 299, mean age = 21,94) University students completed a questionnaire composed by the following sections: socio-anagraphic data, the Self-Perceived Employability Scale for Students (SPESS), the Competence-Based Measurement of Employability (CBME), and the Employability Activities Scale (EAS). Data set was subjected to correlational and confirmatory factor analyses. Findings provided acceptable support for the multidimensional structure with acceptable fit indexes: Chi-square = 213.098, df = 80,  $p < .000$ , SRMR = .05, CFI = .95, RMSEA = .06. Moreover, acceptable internal consistency was also found, with Cronbach's alpha values ranging from .67 to .92. The correlations between CBME and SPESS and EAS were positive and significant ( $p < .000$ ). These findings confirm the validity of CBME adapted for students.

**Key words:** employability, competences, career construction

## **ASSESSING A CANDIDATE'S BEAUTY IN AN INTERVIEW: THE ROLE OF THE INTERVIEWER'S PERSONALITY AND RATINGS OF THE CANDIDATE'S PERSONALITY**

Sofija Čerović, Ivana Petrović  
University of Belgrade, Serbia, Faculty of Philosophy

Given that the effect of a candidate's physical attractiveness on the outcome of an interview is well documented in the available literature, it seems important to determine how interviewers assess the candidate's physical attractiveness in a selection interview.

In other words, there is a question of whether the interviewer's personality on one hand, and the interviewer's ratings of the candidate's personality on the other play an important role in assessing the candidate's physical attractiveness, especially the candidate's beauty. Therefore, the aim of this study was to investigate the relative contribution of the interviewer's personality traits and interviewer's ratings of the candidate's personality traits in predicting the interviewer's ratings of the candidate's beauty. 160 female interviewers completed the Big Five Inventory (self-report;  $\alpha=.82$ ) and watched a video-tape of an interview. Afterwards, they completed the Big Five Inventory, assessing the candidate's personality ( $\alpha=.84$ ) and her beauty by responding to a single item "I think this candidate has a beautiful face" on a five-point Likert-type scale (1-completely disagree, 5-completely agree). Regression analysis showed that the interviewers' personality traits accounted for 11% ( $F(5,154)=3.66, p<.01$ ) of the variance of how they rated the candidate's beauty, with the interviewers' Openness being the significant predictor ( $\beta=.30, p<.01$ ). On the other hand, how the interviewers rated the candidate's personality traits explained 10% ( $F(5,154)=3.51, p<.01$ ) of variance of how the interviewers rated the candidate's beauty, with the interviewers' ratings of the candidate's Openness being the significant predictor ( $\beta=.24, p<.05$ ). The results reveal that curious, creative and imaginative interviewers assess the candidate as more beautiful, and also if the candidate is assessed higher on Openness, she is assessed as more beautiful.

**Key words:** selection interview, interviewer's personality, ratings of the candidate's personality, ratings of the candidate's beauty

## **PERCEPTION OF THE RELATIONSHIP LEADER– FOLLOWER QUALITY AND WORK MOTIVATION IN THE PUBLIC AND PRIVATE SECTOR**

Elisaveta Sardžoska

Ss Cyril and Methodius University, Macedonia, Faculty of  
Philosophy, Institute for Psychology

In this paper, two variables that are important for the success of any organization – social exchange and attitude towards work – are studied. Social exchange is determined by the relationship between leader and followers, and attitude towards work is assessed by motivation to work. The research problem is related to the question of what connection exists between the quality of the leader – follower relationship and work motivation and whether there are differences in the quality of this relationship and work motivation in terms of: sector, gender, age, education and work experience. The sample consists of 30 employees in the public sector and 30 employees in the private sector in Skopje. The Leader Member Exchange - LMX 7 scale with seven items (Green & Uhl-Bien, 1995) and the Work Preference Inventory with 30 items (Amabile, 1987) are applied while the responses are graduated, respectively.

A significant correlation between the quality of the leader – follower relationship and: work motivation ( $r(58) = 0.480$   $p < 0.01$ ), intrinsic motivation ( $r(58) = 0.536$   $p < 0.01$ ) and extrinsic motivation ( $r = 0.294(58)$   $p < 0.05$ ) was obtained. Comparing the quality of the leader – follower relationship and work motivation in relation to the sector and demographic variables showed a significant difference only in intrinsic motivation and that of gender and education. So, women ( $t(58) = -2.033$   $p < 0.05$ ), and people with higher education ( $t(58) = -3.429$   $p < 0.01$ ) have significantly higher intrinsic motivation for their work than men and people with secondary education. This means that leaders who take into account the employees' needs are able to motivate them to work, so people, especially women, enjoy their work and it becomes their stimulus (intrinsic motivation). In the private sector there is a slightly

better relationship between leaders and followers, and higher work motivation which leads to the conclusion that leaders pay attention both to social relations and to the execution of the work, and in turn people commit to a greater extent to achieving the organization's objectives.

**Key words:** leader, follower, motivation, work, quality

## **GENDER DIFFERENCES IN PREFERENCES OF FOLLOWERSHIP AND LEADERSHIP STYLE: HOW REALISTIC ARE THEY?**

Kalina Sotiroska, Elisaveta Sardžoska, Zorica Marković  
MIT University-Skopje, Macedonia, Department of psychology; Ss  
Cyril and Methodius University, Skopje, Macedonia, Faculty of  
Philosophy, Institute for Psychology; University of Niš, Serbia,  
Faculty of Philosophy, Department of Psychology

In the equation of leadership there is a variable, not sufficiently explored yet, known as followership. Emphasizing followership helps to understand the leadership process by connecting followership and leadership styles. The leader follows the organizational goals, and being a good follower, helps him to become a good leader. Leaders and followers have inseparable functions, but different roles. There are many publications that elaborate the characteristics of female leaders, but there is no sufficient information about male and female followership.

The research is aimed to determinate the differences between preferences of leadership styles and followership styles in male and female employees. Exemplary, pragmatic, passive, conformist and alienated followers are identified, and in relation to the leadership style, there are followers motivated by the tasks, and followers motivated by the relations.

The Personal Style Questionnaire for followership styles (Kelley, 1992) was used to identify followership styles, and the Least Preferred Co-worker Questionnaire (Fiedler) was used to identify

leadership styles. The data were collected from 287 employees from different organizations in Serbia and Macedonia. The results revealed that the majority of followers were exemplary, while there was an equal number of employees whose leadership style was motivated by relationships, and of those whose leadership style was motivated by the tasks. Chi-square test showed no significant differences between gender preferences of followership styles  $\chi^2 (4, N = 287) = 2.67, p = 0,61, fi = 0,10$ . Also there were no significant differences between gender and leadership styles  $\chi^2 (1, N = 287) = 0.59, p = 0,44, fi = 0,05$ .

The findings of the study contribute to theory of followership and leadership in terms of gender, offering empirical data that will encourage further research. The results indicate a need for the change of the organization structure and break of the stereotypes. These frameworks provide guidelines for the practical implementation of the way leaders and followers, male and female, can best work together.

**Key words:** followership styles, leadership styles, gender, leaders, followers

## **DIFFICULTIES AND PROGRESS IN CAREER DECISION MAKING PROCESS AT DIFFERENT LEVELS OF CAREER CERTAINTY**

Biljana Blaževska Stojilkovska, Zorica Makrović  
Ss Cyril and Methodius University, Skopje, Macedonia, Faculty of  
Philosophy, Institute for Psychology;  
University of Niš, Serbia, Faculty of Philosophy, Department of  
Psychology

Career decision making process occurs in successive phases. Students' progress in this process could be interfered by many difficulties and challenges. Accordingly, the purpose of this study was to explore the relationship of career decision making (CDM) difficulties to career decision making (CDM) phases at two distinct levels of career certainty. The participants were 227 students in the fourth

(final) year of secondary education and prior to higher education transition (i.e. choice of faculty/future occupation). Two measures were used for data gathering: Career Decision Making Difficulties Questionnaire with 2 questions that asked for career certainty and 34 statements that assessed 3 types of CDM difficulties (Gati, Krausz & Osipow, 1996), as well as one-item measure with 4 alternatives developed on the base of Occupational Alternative Question (Zener & Schnula, 1972, as cited in Kleiman et al., 2004) in order to assess CDM phases. The series of two-way ANOVA's were performed. It was found that surveyed students in various CDM phases and at a distinct level of career certainty did not differ in lack of career choice readiness. Career certainty moderates the relationship of the lack of information and inconsistent information to CDM phases. Simple effects analyses revealed that participants in the latest CDM phase who were certain about career options experienced lower degree of the lack of information and inconsistent information in comparison to participants in the same CDM phase who were uncertain about career alternatives. These findings contribute to the enlargement of the literature of CDM process, as well as to career counseling.

**Key words:** *CDM difficulties, CDM phases, career certainty, secondary school students*

### **BASIC PERSONALITY TRAITS AND WORK-TO-FAMILY CONFLICT: IS THE RELATIONSHIP MEDIATED BY WORK ENVIRONMENT VARIABLES<sup>13</sup>**

Vladimir Hedrih, Ivana Pedović  
University of Niš, Serbia, Faculty of Philosophy, Department  
of Psychology

The goal of the current study was to explore the relationship between work-to-family conflict and the Big Five personality traits

---

<sup>13</sup> This research was supported by a research grant of the Ministry of Education, Science and Technological Development of the Republic of Serbia, within the framework of the 179002 project.

with the possible mediating role of several work environment related variables – selfassessment of relations with coworkers, selfassessment of relations with superior and selfassessment of the presence of burnout symptoms. The sample used in this study was a subsample of employed participants taken from the geographical cluster sample collected in the course of the study „Family and work relations in Serbia 2011“. This subsample consisted of 1477 participants and included entrepreneurs, participants working in government sector organizations, participants working in private sector organizations and participants employed full time in grey economy operations. Participants completed the PORPOS battery – instrument consisting of questions and short scales for assessing an array of socioeconomical, psychological variables and variables in the area of work and family relations. Results showed that work-to-family conflict has medium correlations with the examined work environment variables (with relations with coworkers  $r = -.282$ ; relations with superior  $r = -.203$ ; mobing  $r = .269$  and burnout  $r = .553$  with  $p < 0.05$  for all) and low to medium correlations with the examined basic personality trait variables (with neuroticism  $r = .308$ , conscientiousness  $r = -.166$ , openness  $r = -.083$  and extraversion  $r = -.214$  with  $p < 0.05$  for all). No statistically significant correlation between work-to-family conflict and agreeableness was obtained. Next, a hierarchical regression model for predicting work-to-family conflict was created and tested. In the model, basic personality traits that had statistically significant correlations with work-to-family conflict were entered in the first step, and work environment related variables were entered in subsequent steps. The results showed that when work environment related variables were entered into the model, extraversion and conscientiousness stopped being statistically significant predictors, indicating a possible mediation. Possible mediation effects of work environment related variables on the relationship between work-to-family conflict and extraversion and conscientiousness was examined by using the Preacher and Hayes procedure. The results indicated that the relationship between these two personality traits and work-to-family is mediated by burnout and relations with superior. We can

conclude that the current results strongly support the hypothesis that relationship between conscientiousness and extraversion and work-to family conflict is mediated by the examined work environment variables (burnout and relations with superior), while the relationship between neuroticism and work-to-family conflict is not mediated by these variables.

**Key words:** Big Five, Work-to-Family conflict, burnout, social relations at workplace

## **EFFECTS OF ASSERTIVENESS TRAINING ON EMPLOYEES' PARTICIPATION IN DECISION MAKING**

Marija Dangubić, Ana Milojković  
University of Belgrade, Serbia, Faculty of Philosophy

In modern companies, attention is increasingly being directed towards the improvement of employee performance, as they tend to be the most important resource of every company. Primarily, the accent is on developing soft skills and encouraging participation in decision making among the employees. The initial assumption is that communication skills such as assertiveness, is a precondition for effective cooperation and participation. The purpose of this study is to examine the impact of assertiveness training on employee participation. This study is a quasi-experimental scenario study with test-retest design. The sample consists of 37 (18 females) employees with a university degree, who are employed at a local IT company in Belgrade. All employees took part in assertiveness training during two months period. The training consisted of lectures and workshops. After the training, the employees' participation has been evaluated by HR manager of that company during a business meeting. HR manager evaluated if there was a change regarding the employees' participation in decision making after the training compared to the previous meeting. Every employee was rated with "Yes, there was a positive change" or "No, there was no change".



The change has been noted in 25 employees. Data were analyzed with Chi-square test,  $\chi^2(1)=4.568$ ,  $p<.033$ . These results indicate that assertiveness training leads to participation in decision making among employees. The implications of these findings are that assertiveness trainings could result in higher employees' involvement in the process of decision making and as a consequence, the company itself can make better business decisions.

**Key words:** assertiveness training, participation, decision making, organization

## **ORGANIZATIONAL CULTURE, ITS IMPORTANCE FOR THE OCCUPATIONAL HEALTH AND SAFETY SYSTEM IN RUSSIA AND RESULT COMPARISON WITH THE RESEARCH IN SERBIA**

Snežana Živković, Tatiana Ivanova  
University of Niš, Serbia, Faculty of Occupational Safety;  
Ulyanovsk State University, Russia, Faculty of Management

The goal of this research is to establish the influence of organizational culture on the system of safety and health at work. The following procedures and techniques were used: primary and secondary source analysis, statistical survey procedures (scaling), i.e. a questionnaire as the research measuring instrument. The research sample included 556 respondents of various activities in Russia.

If the structure of data acquired is compared to the structure acquired in the Serbian sample, both similarities and differences can be established. The first noticeable difference is that all first extracted factors in the Russian sample have lower inherent values than in the Serbian sample. The second difference concerns the first claim from the set of claims on the attitude towards occupational safety – whereas in the Russian sample it has only a slightly lower correlation with the factor (factor saturation) than other items, in the Serbian sample it proved a completely

inadequate indicator of the attitude towards occupational safety – it has a very low and negative correlation with some of the factors, i.e. factor saturation. The third difference is a higher number of aspects where two factors satisfy the Kaiser-Guttman criterion - in the Serbian sample that is only the aspect of Cooperation - in the Russian sample that is also true for the aspects of Credibility and Communication.

In order to examine and quantitatively express the degree of similarity between factor structures acquired in the Serbian and Russian sample, Tucker's coefficients of congruence between factor structures of claims within each set acquired in the Serbian and Russian sample were calculated. The findings indicate that all acquired correlations are very low.

It can be concluded that results point to a good structural similarity of investigated measures between the Russian and Serbian sample, but also to very large differences in their mutual relations. Finally, correlations acquired in the Serbian sample are practically everywhere a lot higher than in the Russian sample, which is reflected through the results of all applied analyses.

**Key words:** organizational culture, safety and health at work, comparative analysis, Serbia, Russia

## **CAREER MOTIVATIONAL TYPES IN BULGARIA**

Stanislava Stoyanova

South-West University "Neofit Rilski", Bulgaria, Blagoevgrad

Career Motivational Types Questionnaire based on Moses (2003) typology of major career motivators was used in 2013 in a Bulgarian sample of 132 subjects (workers, unemployed people and students). A cohort comparison was performed on major Bulgarian career motivational types in the period between 2007 and 2013. The career motivational type of Personal developers has been among the leading career motivators in Bulgaria since 2007. The other seven career motivators differed in Bulgaria in

2013 compared with 2007. No significant gender differences were found in career motivational types in Bulgaria in 2013, but in 2007 males were more often Personal developers, whilst women were more often Sociability seekers. University graduated were more often Novelty seekers in 2007 and in 2013. In Bulgaria in 2007, there were not any significant differences between the single and married respondents in their motivation for work, but in Bulgaria in 2013 married and single people were more often Sociability seekers than cohabitating and divorced subjects. In Bulgaria in 2007, Authenticity seekers and Sociability seekers were more frequent career motivators with age advance, but in 2013 Novelty seekers were already a more frequent type with age advance. There were not any significant differences between workers and unemployed people in Bulgaria in 2007 in their career motivational types, but in 2013 the unemployed were more often Stability seekers, Career builders, Sociability seekers, and Novelty seekers than the workers. Career builders as a motivational type correlated with the biggest number of other career motivational types – Autonomy seekers, Sociability seekers, Novelty seekers and Lifestylers. The strive for being at the top of hierarchy is supported by the motives for being independent, getting along with the other people at work, implementing innovations and establishing harmony between work and personal life.

**Key words:** motives, career motivation, cohort study

WORKSHOP

**WOMEN-LEADERS**

Anita Rakita, Delia Bosiok  
University of Novi Sad, Serbia

The role of women in society has been well-known since the ancient times, as well as the degradation of the quality of women leadership skills by men. Women have fought for their rights, supported their interests, and even nowadays they have issues with the manifestation of their rights and achieving leadership positions. In the business sector, in Parliaments and even non-profit organizations, where women should have an equal role, their presence in leadership positions is extremely on a low level.

The main difficulty that women face is the compliance of their business and personal lives. Many women today seek a balance between family life and a successful career. This opens up new questions, starting with what qualities a woman should possess in order to become a leader. What should a woman-leader do in order to lead a company? A woman-leader should publicly express her opinions, support her interests and fight for her rights. A woman-leader should awaken her leadership instinct through her working position, because women are capable of leadership, as well as men. However, they are degraded by social injustice, and their abilities, values and qualities are often undervalued. Being a leader does not only mean being a professional in a certain field, but also being a leader in communication and conduct. A leader must be: confident, secure, informed, enthusiastic, optimistic, determined. A leader has many skills - communication skills, mediation techniques, techniques to motivate others. And what about you?

The goal of this workshop is to make the participants familiar with the basic aspects of leadership and management styles. The other segment includes the group analysis of a brief questionnaire about leadership, ie. styles of leadership, and leadership categories that the participants belong to. At the end of the workshop, we will

present a graphical representation of the results on the leadership scale, what it means in terms of their dealings with people and which working positions they are capable of, and an assessment of the self-image of women-leaders. In addition, the secondary goal includes working on the self-image of the participants and raising awareness about the importance of women leaders.

**Key words:** women, leadership, leader, skills

**PERCEPTION AND PSYCHOPHYSIOLOGY**

**THE STEREOSCOPE. A VIEWING DEVICE  
BETWEEN EMPIRICISM AND NATIVISM**

Luigi Traetta

University of Foggia, Italy, Department of Humanities

One of the most important nineteenth-century psychological controversies focused on the concept of stereoscopy, from the Greek στερεός (stereos), “solid”, and σκοπέω (skopeō), “to see”, that is, a technique for creating the illusion of depth in an image by means of stereopsis for binocular vision. The controversy referred to the issue of whether the origin of the phenomenon was innate or gained through experience.

The current paper aims at analysing the different lines of research undertaken by psychologists since the first stereoscope was invented in 1832 by Charles Wheatstone and its model revised in 1849 by David Brewster. These instruments, which soon became the most popular scientific toys of that age, were one of the causes of the debate between Helmholtz and Hering, i.e., empiricism vs. nativism. Starting from this debate, the paper pays attention to the following instruments, such as the stereoscope made up in the 1940s to measure the threshold of depth perception. For example, the French psychologist Yves Galifret introduced a new model of the device that was a revisitation of the instrument made up by Albert Michotte at Leuven. Its use was reserved for adults and adolescents without visual defects. Also the Italian psychologist Enzo Bonaventura developed a further stereoscope.

The images of the original instruments are shown in the paper.

**Key words:** Stereoscope, perception, empiricism, nativism, viewing device

## **THE POSITION OF THE PINEAL GLAND IN THE MODEL OF BIOLOGICAL CLOCK CIRCADIAN RHYTHMS<sup>14</sup>**

Joviša Obrenović, Milkica Nešić, Miodrag Milenović  
University of Niš, Serbia, Faculty of Philosophy, Department of  
Psychology;  
University of Niš, Serbia, Faculty of Medicine

The aim of the paper is to show the position of the pineal gland in the modern model of the biological clock of circadian rhythms, and critical review of the dilemmas and issues in relation to the results of research performed so far. From the standpoint of embryogenesis, the pineal gland (epiphisys cerebry) is the product of the midbrain, located at the rear of the roof of the third ventricle, the thalamic area. Phylogenetic development of the pineal gland is accompanied by a very large change in its structural and functional organization. On the lower vertebrates (fish, amphibians, some reptiles) basis this organ consists of photo-receptive cells, which are anatomically and functionally connected and integrated directly with the central nervous system. It is assumed that in the course of evolution in higher vertebrates (mammals) it originated from the parietal-eye (the third eye - amphibians), and established a new function of regulation of sleep and wakefulness. With mammals it received a likeable innervation, whose impulses regulate the metabolism of a key hormone - melatonin, whose main function is to prepare the organism, while sleeping. The mystery remains why evolution assigned the role of the regulator of sleep and wakefulness during a twenty-four-hour circadian presentation of various psycho-physiological functions precisely to this component. The presentation will specifically dwell on the current knowledge of the effects and mechanisms of effect in maintaining circadian rhythm, the main product of the pineal gland - melatonin. From the time it was thought that the

---

<sup>14</sup> This research was supported by a research grant of the Ministry of Education, Science and Technological Development of the Republic of Serbia, within the framework of the 179002 project.

pineal gland represents the center of the soul (Descartes), through the period of its complete disregard, the pineal gland has finally found a scientific place it probably belongs to.

**Key words:** pineal gland, biological clock, circadian rhythms

## **A STUDY OF PSYCHOGALVANIC REACTION USING NEUROPHOTONICS AND KIRILIAN PHOTOGRAPHY<sup>15</sup>**

Miodrag Milenović, Joviša Obrenović, Milkica Nešić  
University of Niš, Serbia, Faculty of Philosophy, Department of  
Psychology; University of Niš, Serbia, Faculty of Medicine

This article has two parts: the first part deals with a study of psychogalvanic reaction (PGR) using contemporary technics of brain research (PET and fMRI). The second part deals with a much less researched idea of the Russian scientists that Kirilian photography can be used to research an alternative, energetic nature of PGR.

There aren't many studies of functional recording of activities that use PGR and control it via central autonomous mechanisms. Some neurophotographic studies used PGR as an objective indicator of autonomous emotional reaction, such as conditioning by fear, or for researching the importance of specific areas of the brain, e.g. amygdala. To be able to interpret these and similar studies it is extremely important to understand the relationship between sympathetic stimulus of human body (for which PGR is the most frequently used parameter) and regional brain activities. The actual place and intensity of these activities are dependent on the cause and stimulus of PGR and are registered in the following: ventromedial and perfrontal cortex and amygdalae (when PGR is following motivational behaviour), anterior cingulum, when

---

<sup>15</sup> This research was supported by a research grant of the Ministry of Education, Science and Technological Development of the Republic of Serbia, within the framework of the 179002 project.



PGR is manifested in the context of response to emotional stimuli), the right hand parietal cortex (the lesion of which reduces PGR at visual attention), etc.

The interpretation of the image of a hand made using Kirilian technique gives a very different meaning to PGR in comparison to the generally accepted evolutionary meaning: it suggests that this psycho-physiological phenomenon could be an indicator of an energy exchange between the body and the environment, mainly based on known experiments in the context of cognitive activities.

**Key words:** psychogalvanic reaction, brain zones, PET and fMRI imaging technique, Kirilian photography, energy exchange

## **GENDER DIFFERENCES IN THE RELATIONS BETWEEN VOCAL AND GRAPHOMOTORIC CHARACTERISTICS<sup>16</sup>**

Milkica Nešić, Svetlana Čičević, Joviša Obrenović,  
Vladimir Nešić, Jelena Kostić

University of Niš, Serbia, Faculty of Medicine, Department of Physiology; University of Belgrade, Serbia, Faculty of Traffic and Transport Engineering, Laboratory for Traffic Psychology and Ergonomics; University of Niš, Serbia, Faculty of Philosophy, Department of Psychology; Clinic for Mental Health, Clinical Centre Niš, Serbia

The aim of this research was to explore gender differences in the relations between vocal and graphomotoric characteristics, having in mind that the handwriting might be considered as a broader concept of the link between action and language. One hundred students of medicine (equal number of males and females) participated in this study. The subjects had to pronounce aloud and write simultaneously the results of subtracting serial

---

<sup>16</sup> This research was supported by a research grant of the Ministry of Education, Science and Technological Development of the Republic of Serbia, within the framework of the 179002 project.

seven (SSS) arithmetic task, beginning from thousand, for the five minutes. Voice characteristics, such as loudness, duration of pronunciation and pauses as paralinguistic indicators of mental arithmetic task solving and the magnitude and distance of the written numbers, written length of paper and number of rows during graphomotoric part of task, as indicators of cognitive, spacial and movement control were analyzed. The results showed higher maximal intensity of voice ( $t=2,245$ ,  $p=0,027$ ), longer pauses between ( $t=3,104$ ,  $p=0,002$ ) and within three-digit numbers ( $t=3,288$ ,  $p=0,001$ ) and shorter duration of pronunciations for correct responses ( $t=3,676$ ,  $p<0,001$ ) as well as shorter pronunciations of false responses ( $t=2,830$ ,  $p=0,006$ ) in males, which may be interpreted as their superiority in solving the SSS task. The written results were broader ( $t=2,310$ ,  $p=0,023$ ) and longer ( $t=2,876$ ,  $p=0,005$ ) in men than in women which may be considered as a consequence of anthropometric differences between genders. The duration of pronunciations and pauses between utterances negatively correlated with broad ( $r=-0,309$ ,  $p=0,029$  and  $r=-0,302$ ,  $p=0,033$ , respectively) and length ( $r=-0,319$ ,  $p=0,024$  and  $r=-0,296$ ,  $p=0,037$ , respectively) of the written part of the paper in men. The distance among written results and among rows and pauses between utterances of correct numbers ( $r=0,294$ ,  $p=0,038$  and  $r=0,292$ ,  $p=0,039$ , respectively), then distance from the left margin of the written paper and duration of false utterances ( $r=0,419$ ,  $p=0,006$ ) as well as upper margin and average intensity positively correlated ( $r=0,288$ ,  $p=0,042$ ), while the broad of the written part of the paper negatively correlated with the maximal intensity of utterances ( $r=-0,293$ ,  $p=0,039$ ) in women. The correlations of written and oral speech in SSS task solving found in this investigation indicate that the same cortical regions can be recruited for different cognitive processes, although in the gender dependent manner.

**Key words:** gender; voice characteristics, handwriting, serial subtraction seven task

**CLINICAL PSYCHOLOGY**

**THE PERSONAL MEANING OF DREAMS – THE  
BRIDGE BETWEEN HOBSON’S SYNTHESIS  
OF ACTIVATION THEORY AND FREUD’S  
PSYCHOANALYTIC THEORY**

Miroslav Pendaroski, Ivana Stoimenovska  
MIT University, Skopje, Macedonia, Faculty of Psychology; KPU  
Idrizovo, Skopje, Macedonia

The paper introduces a comparison between the two big theories about dreams from the theoretical aspect and as a result of the author’s clinical practice: the first is Alan Hobson’s neuropsychological theory, and the second is Sigmund Freud’s psychoanalytical theory. The author makes some important observations and conclusions about the common ground between these two theories through the prism of group psychological work on the theme of dreams and sleeping. Although they stand as diametrically contrary theories, through practice the author has gained proof that many phenomena overlap and act as equivalent psychic processes which are only differently defined terminologically in accordance with the theoretical background. Hobson’s neuropsychological theory claims that dreams are only a result of the cortex’s blind efforts to give some meaning to the information which has “bombed” it and they come from the brain stem. Freud’s theory claims that dreams are a manifestation of suppressed desires and needs which appeared in the content of the dream through the mechanisms of dream work. From the theoretical aspect, the author tries to find their common ground and to show that only psychological explanations and phenomena are found in the essence of both theories. The author pours his practical experiences into concepts explained through these two theories from a synthetic and integrative aspect, trying to show their equivalence and common basis. The paper also contains findings from research which traditionally came from these theories, as well as comprehensions from theoreticians and

practitioners who have revised, analyzed and examined these concepts. The paper also has examples of actual dreams, which the author sustains his claim with.

**Key words:** Dreams, Sleeping, Neuropsychology, Psychoanalysis, Interpretation

## **DISPOSITIONAL AND ENVIRONMENTAL PREDICTORS OF MENTAL DYSFUNCTION IN THE ELDERLY**

Mina Aleksić, Ana Stojković, Ivana Gojević, Ana Stamenić,  
Anja Vučković, Janko Međedović

Singidunum University, Serbia, Department of Psychology,  
Faculty of Media and Communications; Institute for Sociological  
and Criminological Research, Serbia

The mental health of elderly people is a topic that is becoming increasingly important. The aim of this research was an exploration of the additive and non-additive contribution of dispositional and environmental factors to the explanation of mental dysfunction in the elderly. The variables used as criteria in the research were depressiveness and schizotypy- which are operationalized by three factors: cognitive-perceptual symptoms, interpersonal symptoms, and disorganization. The predictors used in the study were socio-demographic variables and data from life history, intelligence explored by Raven's progressive matrices and personality traits measured by the HEXACO model. The survey was conducted on a sample of 142 participants (69 % female, average age 67.96 years, SD=12.35). In order to make prediction of mental dysfunction in the elderly, multiple regression was performed separately for each of the four criteria, and it was found that an independent contribution to the explanation was made by the presence of depressiveness during the individual's lifetime, low Extraversion and low Openness. Growing up in rural

areas contributes to the explanation of cognitive-perceptual symptoms, while Conscientiousness showed marginal significance ( $p=.055$ ) for these symptoms. The predictor which has the largest independent contribution to the explanation of interpersonal symptoms is the presence of the condition during the individual's lifetime, while a smaller contribution is made by being female in gender, growing up in rural areas and low Extraversion. The largest independent contribution to the explanation of disorganization is made by low Conscientiousness, and to a lesser extent, lower age range and growing up in a rural environment. To investigate the contribution of non-additive variance of the predictors in the explanation of mental dysfunction in the elderly, an analysis of the interactions between the predictor was performed using hierarchical linear regression. Five significant interactions were found. They have conceptual and practical significance for the understanding of mental dysfunction among the elderly.

**Key words:** The elderly, mental dysfunction, personality, intelligence, environment

## **COGNITIVE EMOTION REGULATION STRATEGIES AS PREDICTORS OF DEPRESSION, ANXIETY AND STRESS IN PATIENTS WITH PSYCHOSOMATIC COMPLAINTS**

Milica Lazić, Jovana Trbojević

University of Novi Sad, Serbia, Faculty of Philosophy, Department  
of Psychology

The way emotions are experienced, modulated and manifested is considered to be significant predictor of various psychopathological manifestations in some research and theories of psychopathology. Many theorists believe that individuals who cannot effectively manage their emotional responses experience more intense distress, which in certain circumstances can lead to clinical levels of depression and anxiety. For patients with

psychosomatic disorders, this is an additional proof that shows that a maladaptive way of regulating emotions is the cause of various physical diseases of a somatic nature.

Further questionnaires were applied using a sample of 100 participants who reported psychosomatic disorders: The Scale of Depression, Anxiety and Stress (DASS-21), operationalized by the three subscales, and the Cognitive Emotion Regulation Questionnaire (CERQ) with its nine subscales related to adaptive, and maladaptive strategies (self-blame, acceptance, rumination, re-focusing, focus on planning, positive adjustment, putting into perspective, catastrophizing, and blaming others). Multiple regression analysis was performed in order to examine the contribution of nine cognitive emotion regulation strategies in explaining the variance of depression, anxiety and stress. All three models show statistical significance, meaning that emotion regulation strategies are good predictors of the symptoms of depression, anxiety and stress. Out of the individual predictors, a significant contribution to the explanation of depression is made by strategies related to blaming others ( $\beta=.20$ ,  $p<.05$ ), catastrophizing ( $\beta=.16$ ,  $p<.05$ ), putting into perspective ( $\beta=.25$ ,  $p<.01$ ), positive adjustment ( $\beta=-.34$ ,  $p<.01$ ) and focus on the problem ( $\beta=-.26$ ,  $p<.05$ ). When it comes to anxiety, only the catastrophizing strategy ( $\beta=.18$ ,  $p<.05$ ) makes a significant contribution towards its explanation, while when it comes to stress, in addition to the catastrophizing strategy ( $\beta=.32$ ,  $p<.01$ ), the reduced tendency of using a positive correction strategy ( $\beta=-.31$ ,  $p<.01$ ) also has significant contribution. The practical and theoretical implications of this study will be discussed later.

**Key words:** emotion regulation, depression, anxiety, stress

## **PATTERNS OF AFFECTIVE ATTACHMENTS AND MODALITIES OF AGRESSION AMONG DELINQUENTS**

Milica Zajić

University of Niš, Serbia, Faculty of Philosophy, Department of Psychology

The main task of our research refers to finding answers to the question whether delinquents who belong to different styles of attachment use the specific modalities of aggression and whether delinquents are different from their peers, non delinquents concerning the styles of attachment and modalities of aggression. The research results are interpreted in the light of the attachment theory. Bowlby introduces the notion that emotional relationships are present throughout human life and the styles of attachment, which is formed in early childhood, is the backbone of the later development of personality.

The sample includes 290 respondents, 145 residents of the Juvenile Correctional Institution in Krusevac and 145 control subjects, aged from 14 to 23. For the examination of attachment the questionnaire for assessing family affective attachment was used - PAVb (Brennan et al., 1995, Contemporary Psychology, 6, 2003, Zagreb), as a measure of aggression was used the Buss - Durkee Inventory (Buss & Durkee, 1957).

The results show that statistically significant differences exist between some modalities of aggression according to the style of attachment that respondents belong to. Namely, the modalities of aggression are more expressed in the subjects who belong to the insecurely connected styles of attachment in relation to the subjects who belong to the secure styles of attachment. The results also show that 55.2% of delinquents are insecurely connected, while 75.9% of adolescents are characterized by the secure styles of attachment. We compared delinquents with their non-delinquent peers, and obtained information that the secure styles of attachment are frequent with the non-delinquent subjects, while the preoccupied and fearful are more frequent in delinquents.

**Key words:** attachment, styles of attachment, aggression, delinquency

## **CORRELATIONS BETWEEN TRANSACTIONAL ANALYSIS' CONCEPT OF PRIMARY MOTIVATIONAL DRIVERS AND PERSONALITY TRAITS BASED ON THE HEXACO MODEL<sup>17</sup>**

Kristina Brajović Car, Marina Hadži Pešić, Patrick Ellersich  
University Singidunum, Serbia, Faculty of Media and  
Communication, Department of Psychology; University of Niš,  
Serbia, Faculty of Philosophy, Department of Psychology

The aim of this research was to test theoretically assumed correlations between five distinctive forms of behavior, feelings and beliefs, called Drivers in Transactional Analysis (Be strong, Try Hard, Be Perfect, Hurry Up, Please others), and personality traits. This study aims to evaluate correlations between primary Drivers and personality dimensions measured by HEXACO model. Both HEXACO model and Drivers, indicate neurotic as well as positive sides of dominant personality traits. Eysenck's model of personality is based on dimensions that do not exclude each other as opposed to personality types, similar to TA description of personality by identifying both primary and secondary Drivers. Measuring was done using Driver Test 35Q and the 60-item HEXACO-PI-R S/R form. The research was carried out on 148 students from Belgrade and Niš (76% females, 23% males, about 23 years old). The results indicated a statistically significant, low negative correlation between Honesty - Humility and Driver "Be strong" ( $r = -.19$ ;  $df = 148$ ;  $p < .05$ ). Also, the results suggested a negative correlation with the low statistical significance between Emotionality and driver "Hurry up" ( $r = -.17$ ;  $df = 148$ ;  $p < .05$ ). A statistically significant positive correlation is found between Openness and Driver "Be perfect". Openness has a high correlation with intelligence and with the superior aspect of "Be perfect" dominant driver ( $r = .23$ ;  $df = 148$ ;  $p < .01$ ). As we assumed, the primary Driver may indicate the personality strength when

---

<sup>17</sup> This research was supported by a research grant of the Ministry of Education, Science and Technological Development of the Republic of Serbia, within the framework of the 179002 project.



applied to nonclinical population, but also could be used as a useful psychodiagnostic tool for clinical purposes.

**Key words:** motivation, primary drivers, HEXACO-PI-R, personality dimensions

## **EARLY MALADAPTIVE SCHEMAS AMONG INDIVIDUALS WITH TYPE D PERSONALITY<sup>18</sup>**

Damjana Panić, Marina Hadži Pešić

University of Niš, Serbia, Faculty of Philosophy, Department of Psychology

The type D personality is defined as a combination of two stable traits – negative affectivity and social inhibition – more precisely, it has the tendency to experience negative emotions and inhibit them in the social context. It has repeatedly been shown to be an independent predictor of difficult medical outcomes in cardiac patients, and it provides a promising method of assessing cardiovascular risk in non-medical samples. In this paper we try to establish the role of Early maladaptive schemas which are based on early developmental experiences with significant others (primarily with parents), and which are biased towards the assessment of self and others in the occurrence of Type D personality. Specifically, the aim of this study was to establish the predictive role of schema domains which represent the cluster of unmet emotional needs, and make a link between similar developmental experiences for Type D personality for its two components: negative affectivity and social inhibition. The sample was taken from 212 participants, from which 67 individuals with Type D personality ( $M=28.93$ ,  $SD=11.63$ ) were pulled out. The following instruments were applied: the Type D personality scale (DS-14, Denollet, 2005) and Young's Schema Questionnaire

<sup>18</sup> This research was supported by a research grant of the Ministry of Education, Science and Technological Development of the Republic of Serbia, within the framework of the 179002 project.

(YSQ-S3, Young et al., 2003). The results of the hierarchical regression analysis show that only schema domain V, Overvigilance and Inhibition was a significant predictor for Type D personality, precisely for its component negative affectivity ( $\beta=.318$ ,  $p<.05$ ), while the whole model with all the schema domains as predictors explained the 20.7% variance of negative affectivity. There was no significant predictive role of schema domains for the other Type D component, social inhibition. These results show that besides Early maladaptive schemas which mainly refer to the cognitive area, we shall seek other aspects and models of early developmental experiences with significant others, and from the family and social context, which can potentially explain the occurrence of Type D personality and its association with a range of adverse health-related outcomes.

**Key words:** Type D personality, Negative affectivity, Social inhibition, Early maladaptive schemas, Schema-based therapy

## **EVALUATION OF THE SHORT DARK TRIAD (SD3) ON A SERBIAN SAMPLE: ITS RELATIONS WITH AGGRESSION**

Marija Cmiljanović, Maja Šveljo, Bojana Dinić  
University of Novi Sad, Serbia, Faculty of Philosophy, Department  
of Psychology

The aim of this study was to validate the Short Dark Triad (SD3) questionnaire (Jones & Paulhus, 2014) which measures three socially aversive traits: Machiavellianism, narcissism, and psychopathy. 678 adults participated in the study (50.1% females), aged from 18 to 73, with a mean age of 30.39 (SD = 12.39). The psychometric characteristics of the Machiavellianism scale (KMO = .78,  $\alpha$  = .76,  $h_1$  = .26) and psychopathy (KMO = .82,  $\alpha$  = .74,  $h_1$  = .24) were satisfactory, but the narcissism scale had somewhat lower psychometric properties (KMO = .74,  $\alpha$  = .65,  $h_1$  = .18). It was noticed that lower properties had reverse

coded items. In order to determine if the Short Dark Triad is a good predictor of aggression, hierarchical regression analysis was applied. To control the variables of sex and age, we imported them in the first block. In the second block, we imported three Dark Triad traits. The results show that the contribution of Dark triad to explaining reactive (18.3%) and proactive (22.4%) aggression is significant. Precisely, Machiavellianism and psychopathy made an almost equal contribution to the explanation of reactive aggression, whereas psychopathy made a greater contribution to the prediction of proactive aggression. Narcissism shows no significant contribution to the prediction of both types of aggression, which calls into question the validity of this scale. The possible implications for the improvement of the scale are discussed.

**Key words:** Dark triad, SD3, reactive aggression, proactive aggression

## **MOTIVATION FACTORS FOR WEIGHT REDUCTION IN OBESE CHILDREN /A QUALITATIVE RESEARCH**

Sanja Lukač, Nada Letić

Univesity of Banja Luka, Bosnia and Herzegovina, Faculty of  
Philosophy, Psychology

The Health Insurance Fund of the Republic of Srpska implements the project “Small School of Health-Monitoring Effect of Primary Prevention of Risk Factors in Children in the Republic of Srpska” in which a special emphasis is on children’s obesity and its harmful effects on the overall functioning of the child. The project has been implemented by the professional team consisting of a pediatrician, psychologist, nurse, teacher and physical education teacher.

The research indicates a significant increase in obesity of children and adolescents in the world. There are no reliable data in our territory, but in pediatric practice and schools, increasing

obesity is noticeable. Obese children tend to withdraw from social activities, eventually becoming depressed and have a higher risk of mental disorders in relation to their slim peers. The sample includes 100 obese children aged 12-14 from the Republic of Srpska. The research was of a qualitative type, done through the focus groups. The research was conducted in Jahorina and Teslić in October, November and December 2013. The study questions for the focus group were composed by the authors on the issue of the motivation for weight reduction. The questions were based on the Transtheoretical model of behavior change through five stages (Prochaska & DiClemente, 1983)

Through the analysis of the focus group we obtained the results that obese children aged 12, 13, 14 showed a low motivation for weight reduction and the maintenance of the state reached in the program for weight loss. The use of defense mechanisms such as rationalization, compensation, denial, downward social comparisons, easier methods for weight reduction, stressed that they did not have the social support in the weight loss process which led to a negative identification with regard to their physical appearance which additionally encouraged inactivity.

**Key words:** children, obesity, motivation, prevention

## **COGNITIVE-BEHAVIORAL MODIFICATION IN THE TREATMENT OF AGGRESSIVE BEHAVIOR IN CHILDREN**

Dijana Sulejmanovic, Thomas Van Dillen  
JU Primary school "Mahala", Sanski Most, Bosnia and  
Herzegovina; Chicago School of Professional Psychology, U.S.A.

Cognitive-behavioral modification (CBM) is a combination of cognitive and behavioral learning principles to shape and encourage the desired behavior. A crucial element of cognitive-behavioral modification is that a change the behavior precedes awareness of how it affects others. CBM is oriented toward changing inner speech

and learning to control behaviors through self-regulation techniques. It aims to teach individuals how to develop the ability to recognize, monitor and modify their own thoughts, feelings and behaviors.

The review of literature emphasizes the efficiency the CBM approach in the treatment of children's hyperactivity and negative emotions such as anger. The results of earlier research show how impulsive and hyperactive behavior, agitation and aggression may slow down and block the child from being able to actively monitor and participate in regular classes, resulting in the disruption of the classroom and the teaching process, and the children may feel rejected, isolated and develop a long-term poor image of themselves and others. In this article, we will provide how the use of CBM, adapted to a child's age, can incorporate measures of cognitive and emotional functioning which can help us to better understand the children's cognitive processes, their cognitive strengths and weaknesses, and to identify factors that may influence their behavioral and emotional regulation. Such a comprehensive evaluation can also help identify cognitive and emotional risk factors associated with aggressive behavior, specifically the processes involved in modulating and regulating cognition and emotions.

**Key words:** cognitive-behavioral modification, aggressive behavior, cognitive-behavioral theory, cognitive and emotional modulation and regulation

## **COPING STYLES AND QUALITY OF LIFE IN PATIENTS WITH PSORIASIS**

Dragana Radojković

University of Niš, Serbia, Faculty of Philosophy, Department  
of Psychology

Skin diseases can be integrated into psychosomatic or somatopsychic diseases, and psychologists and dermatologists have become aware that the skin, as a medium between the external and internal environment, may reflect the mental state of any person. The

aim of this study was to establish differences in coping styles and the quality of life between the patients with psoriasis and a healthy control group, as well as to investigate the relations between these variables in patients with psoriasis. Questionnaires assessing Coping styles (CISS) and Health Survey (RAND-36) were administered to 100 participants (50 with psoriasis and 50 healthy controls) equalled by sex and age. The results showed that patients with psoriasis expressed Emotion – focused coping ( $U=761.5, p<.01$ ) and Avoidant – focused coping ( $U=970, p<.05$ ) to a significantly greater extent, and had a significantly lower level of functioning in each subscale of life quality (Mental and Physical health) than the healthy controls ( $U=501.5, p<.01$ ;  $U=339, p<.01$ ). In the subsample of patients with psoriasis, significant negative correlations were established between both the Mental health and Physical health components of life quality and Emotion – focused coping ( $r=-.589, p<.01$ ;  $r=-.384, p<.05$ ), while Mental health was in positive correlation with Avoidant – focused coping ( $r=.311, p<.05$ ). Further, it has been found that women with psoriasis have a worse life quality in both Mental and Physical health dimensions than men, while in Coping Styles sex differences were not found. These findings provide a better insight into the psychological characteristics of patients with psoriasis and suggest the need for a wider perspective in treating and curing skin diseases. Key words: psoriasis, coping styles, quality of life

**Key words:** psoriasis, coping styles, quality of life Coping styles and quality of life in patients with psoriasis

## **STAGES OF UNCONSCIOUS AND CONSCIOUS CHANNELING OF FEELINGS IN RADIX: A DEVELOPMENTAL COURSE FROM “LITTLE” TO AUTHENTIC MAN**

Aleksandra Milunović Petrović  
Association of Body Psychotherapy of Serbia, Serbia

The theoretical understanding of Radix education about feelings and purpose is founded on a wider comprehension of

human nature, which is not very different from the basic premises of Maslow and other humanistic psychologists.

The first developmental level and the first stage of motivation implies instinctive biological reacting - directly from the feelings and natural drives, characteristic of animal kind. What follows is developing a new motivational system arising from thought and will, characteristic of human kind. On account of the need to adapt to a group, a man develops a new motivational system implying building armor in the Reichian sense. The process of armoring, as a crucial process of sustaining control of the life processes in people, is unconscious. A man's ability to think, plan, anticipate, delay and control is a mechanism by which the free flow of life energy, or life force, becomes discontinuous, compartmented by a willing musculature. By channeling his liveliness he becomes a respondent, trapped by imposed exterior demands and one's own unacknowledged feelings. Radix work on releasing life force goes along with the process of removing muscular blocks and releasing suppressed feelings. This painful, yet healing process opens and deepens a man's capacity to experience his feelings. At the same time, education of purpose takes place: the person learns to set new life goals, to analyze and make his own choices of new life values that will be more attuned with his personal nature. Actually, a metamotivational system develops. The conditions for living on a higher level of humanity are being created. The conscious channeling is a qualitatively new subtle form of "blocking" in which the person doesn't deny his feelings and life processes to serve the community. He does so in service of self (as well as higher self) and what he understands as the long term directions of his own life. It is the nature of the new process of channeling, the way of developing autonomy and authenticity.

**Key words:** radix, blocking, channeling, metamotivation, authenticity

## **KARL MARBE: DAWN OF FORENSIC PSYCHOLOGY**

Nicola Curci

Università di Bari, Italia, Seminario di Storia della Scienza

At the dawn of forensic Psychology, an original figure stood up on the scientific landscape: Karl Marbe (1869-1953), a German scientist among the followers of Wundt, the first to walk the streets of psychology applied to legal questions.

Appointed by the Court as an expert in several legal disputes, including the famous case of the rail disaster of Mullheim (July 17, 1911), Marbe worked hard in order to trace the multiple factors that could influence a criminal action or a human error. Among those factors, Marbe considered the seasons as relevant (August in particular) and also the days of the week (Sunday in particular), i.e. all the periods in which considerable variations in statistics were recorded.

At the same time, the German scientist followed a research path which took into account individual characteristics, such as age, gender or social position. He saw that the number of crimes, for example, had increased among subjects aged between 21 and 25 years, among men over the age of 70 and among former prisoners.

Therefore, his position was not very far from phrenology and physiognomy. Karl Marbe continued to distinguish the experimental subject according to the physical aspects, adding a new perspective – the predisposition to make mistakes – a concept that will emerge especially in the doctrine of the Psychology of work.

**Key words:** psychology - phrenology - physiognomy - predisposition



## **NARRATIVE CONVERSATIONS REAUTHORING IDENTITY STORIES OF THE ELDERLY IN ROMANIA**

Ovidiu Gavrilovici, Aliona Dronic

Alexandru Ioan Cuza University, Romania, Faculty of Psychology  
and Educational Sciences, Iasi, Department of Psychology,

This paper reviews the results of a formative evaluation of a home-based social care program for the elderly in Iasi and the clinical evaluation and psychological counselling of elderly patients in the geriatric clinic of a university hospital in Iasi, Romania.

The formative evaluation took the form of a “definitional ceremony” (White, 2007), a narrative approach structuring conversations in storytelling communities or groups and audience communities or groups, focusing on telling, re-telling, and re-telling the experience of those who are at the centre of this process. In our case, they were 8 elderly individuals who were part of a home-based social care program in Iasi. The elderly patients in the geriatric clinic benefited from an individual clinical psychological evaluation and, on request or referral, from psychological counselling. The principles of individual narrative counselling conversations and some of the findings are described.

Narrative approaches, in group format or in individual interactions, permit the conclusion that such conversations result in reauthoring identity stories, with various wellbeing outcomes for those involved. The basic role of the narrative facilitator of the conversations is underlined. Also, the final conclusion of these experiences relates to the therapeutic effect of orchestrating narrative conversations, independent of the main purpose of the interaction. Theoretical aspects of narrative identity development are included as a basis for comparing the different settings of similar narrative approaches.

**Key words:** narrative therapy; identity; the elderly

## **WOMEN IN PSYCHOANALYSIS**

Stoil Mavrodiev, Desislava Ivanova  
South-West University "Neofit Rilski" - Blagoevgrad, Bulgaria,  
Department of Psychology

The paper presents some of the most important female figures in psychoanalysis, such as Anna Freud, Sabina Spielrein, Helene Deutsch and others. It contains a view of their lives and careers. Their achievements are often forgotten, but they have played a key role in the overall development of psychoanalysis. All of them overcame the challenges they faced and in that way they contributed greatly to psychoanalysis. Despite that, they are still in the shadow of many male figures. They are rarely mentioned in textbooks and articles about the history of psychoanalysis, but the roles they played were just as significant as those of the men in it. The fact that men are largely in control of what is accepted by society could be illustrated with examples of several male psychoanalysts like Freud, Jung, Adler and others. Women's relative invisibility in the discipline deprives students of role models and takes away their deserved place within psychology and psychoanalysis. Fully studying and examining their lives and their ways of contributing to the development of psychoanalysis will help students studying the history of psychology to appreciate the role that women have played in it. The paper examines all of these problems and presents solutions to them.

**Keywords:** women, psychoanalysis, contribution, development, problems, psychology

**FACTORY OF SUBJECTIVITIES AND WORLDS:  
FOLLOWING THE CLUES OF AN APPLIED  
PSYCHOLOGY DIVISION**

Bruno Foureaux, Karoline Ruthes, Natália Pereira, Rodrigo Nascimento, Amanda Muniz, Arthur Ferreira  
Federal University from Rio de Janeiro, Brasil, Institute of UFRJ and Post-Graduate Program in History of Sciences and Techniques and Epistemology (HCTE) and Psychology.  
Investigator funded by CNPq.

This paper aims at shedding some light on the different ways of producing subjectivities engendered by psychological practices. This research is based on the conceptual Political Epistemology of Isabelle Stengers and Vinciane Despret and the Actor's-Network Theory of Bruno Latour and John Law. To these authors, scientific knowledge is produced not through a representation of reality through well-formed sentences, but through articulation modes between researchers and investigated entities. To investigate these modes of articulation produced by psychological knowledge and practices, the modes of articulation that certain psychological techniques, especially in therapy, have with their users, were observed. These techniques particularly, coming from different areas (psychoanalysis, cognitive behavioral therapy, gestalt therapy and institutional analysis) are currently being followed in the DPA (Division of Applied Psychology) at UFRJ (Federal University from Rio de Janeiro). To this target, in addition to the description of the artifacts present in certain therapeutic practices, patients were interviewed as well as trainees and mentors. With regard to the trainees, it is possible to highlight the nonlinear modes of negotiation that exist between the DPA teams considering the practices, concepts and time of therapy. With regard to patients, after analyzing the interviews it was possible to perceive two response patterns: 1) the canonical answers about what therapy is and what its goals are, demonstrating a docile posture before the psychologist's authority; 2) the answers with a more inquisitive position about Psychology, understanding it as

a way of experiencing the world, a philosophy of life, presenting a more recalcitrant posture.

**Key words:** Political Epistemology, Actor Network Theory, Production of Subjectivities, Clinical Psychology, Division of Applied Psychology

**ART PSYCHOLOGY**

**THE AESTHETIC EXPERIENCE OF ARTISTIC  
PHOTOGRAPHS OF DEAD AND LIVE ANIMALS:  
A RELATIONSHIP BETWEEN CONTENT AND FORM**

Maja Vukadinović

Higher Education Institution for Applied Studies, Serbia

The aim of this study was to investigate the aesthetic experience of artistic photographs and the emotions that they provoke. There were 32 participants, students from the Higher Education Institution for Applied Studies from Novi Sad. A set of six photographs, which included 3 images of dead animals and 3 images of live animals, was used as a stimulus in this study. The photos were shown to the participants through a video beam. To measure the aesthetic experience of different photographs and the feelings they caused, a unipolar seven-point scale was used. The task for the participants was to estimate each of the six photographs on the seven-point scale containing descriptors of the aesthetic experience (fascinating, extraordinary, and irresistible) and six emotions: happiness, anger, fear, sadness, disgust and surprise. All participants were asked to judge all 6 photos on all 9 scales. The results show that there are statistically significant differences in the aesthetic and emotional experience of photographs. The results also demonstrate that the photographs of the dead animals in relation to the photographs of live animals are evaluated as being significantly scarier and sadder, causing a significantly higher level of anger and disgust. The differences in the aesthetic experience of photographs of dead and live animals are not statistically significant. The results of the study are discussed in the context of the components of aesthetic experience and in the context of the analysis of aesthetic and emotional responses in terms of the relationship between form and content.

**Key words:** photographs, aesthetic experience, emotions

## THE POWER OF SUBJECTIVE COLOURS

Carmela Ferrandes

University of Bari, Italy, Department of Letters, Languages, and  
Arts

Colour was the object of a large psychological debate in the eighteenth century, about whether its origin was inborn or acquired through experience. This has been the cause of many studies referring above all to the symbolic meaning which it carries within a community and which can be modified at a time, for a cultural function and in relationship with what is imaginary.

The choice of a colour for inner environments, urban spaces, clothes or accessories conforms to the principles of classification, which have to facilitate the harmonious processes of integration, from a house within an urban or country landscape to a trinket to match the furniture, to the defence of an individuals' wellbeing in the environment, i.e., ergonomic principles have to be applied. On this last point – strictly linked to the environmental influence on the psyche – hospitals are a privileged field for verification. Bibliographic studies mainly within the Anglo-Saxon world illustrate the interiors of caring places, hypothesizing the ideal solutions regarding the kind of patient illnesses. Consequently, the paper aims to analyse two main points: firstly the ambiguous colour pink, which derives from red, a garish and exciting colour, generally linked to the sight of blood, and therefore considered as a danger. Secondly the colour blue, with its predominant disposition, established in the contemporary world due its historical and psychological aspects.

**Key words:** Colour, wellbeing, environment

## **GROUP PSYCHO-DYNAMICS. INDIVIDUAL AND POLIS IN SOPHOKLES' TRAGEDY ANTIGONA**

Gordana Vulević

University of Belgrade, Serbia, Faculty of Philosophy

In this text (within the context of contemporary psychoanalysis) the relation between the individual and the group (polis) will be analyzed. Analysis of this well-known classical story will show key structural determinants, essential for understanding tension between the individual and the group (polis). The psycho-dynamic attempt to understand the conflict between different orders of law, represented by Creon and Antigona (civic law and matriarchal law) will be the main concern of this text. Creon represents the new order, the order of symbolic regulation of the polis. In this context, (something that could be named as) the healthy mind is the mind completely devoted to civic safety and civic well-being. Creon (being absolutely in opposition to Antigona) insists on replacement of the blood ties by bonds of civic friendship and responsibilities. Possible conflict between polis and family (between new gods and ancient gods) could be resolved if the city (polis) is treated as something that transcended anyone's symbolically accidental family. If our only family is the polis, Polynce (Antigona's death brother) is not Creon's relative, but his enemy.

**Key words:** Law, individual, polis

**PSYCHOMETRY AND STATISTICS**

**THE RELIABILITY AND CONSTRUCT VALIDITY  
OF THE COUPLE MOTIVATION QUESTIONNAIRE<sup>19</sup>**

Marija Mladenov, Ivana Pedović, Kristina Randelović  
University of Niš, Serbia, Faculty of Philosophy, Department  
of Psychology

The fundamental goal of the research was to examine the reliability and construct validity of the Couple Motivation Questionnaire (CMQ; Blais, Sabourin, Boucher & Vallerand, 1990), which is used for the first time on the Serbian sample. CMQ is used to assess six types of motivation in the domain of the couple relationships (amotivation, external regulation, introjected regulation, identified regulation, integrated regulation and intrinsic motivation), which are postulated in the Theory of self-determination. It has a total of 21 items with a seven-degree answer form. The sample consisted of 176 psychology students from the Faculty of Philosophy in Nis. The number of females was 143 (81.3%) and the number of males 33 (18.8%), aged between 19 and 56 ( $AS=22,90$ ;  $SD=5,44$ ). The reliability of the subscales is expressed by the Cronbah alpha coefficient and it is for Amotivation  $\alpha=.74$ ; External regulation  $\alpha=.58$ ; Introjected regulation  $\alpha=.70$ ; Identified regulation  $\alpha=.70$ ; Integrated regulation  $\alpha=.73$ ; and Intrinsic motivation  $\alpha=.64$ , which is in favor of the satisfactory internal consistency of given subscales. The two-factor solution proved justified through the analysis of the main components with the use of the oblique-angle (promax) rotation. These two factors explain the 44.2% variance and they can be named as Intrinsic and Extrinsic motivation, which is consistent with the Theory of self-determination, that presumes that there are two main types of motivation in different areas of life, and among others in the

---

<sup>19</sup> This research was supported by a research grant of the Ministry of Education, Science and Technological Development of the Republic of Serbia, within the framework of the 179002 project.



couple relationships. All this indirectly speaks of the construct validity of the instrument used.

**Key words:** *Theory of self-determination, motivation in couple relationships, Couple motivation questionnaire*

## **PSYCHOMETRIC PROPERTIES AND FACTORIAL STRUCTURE OF PANAS SCALE**

Miloš Javorina, Sofija Čerović, Ivana Petrović  
University in Belgrade, Serbia, Faculty of Philosophy,  
Department of Psychology

The aim of this study is to explore the psychometric properties and the factorial structure of the Serbian version of PANAS scale which is designed to measure positive (PA) and negative affectivity (NA). PANAS consists of 20 descriptors that were found to be relatively pure markers of PA and NA. One hundred and sixty female students, 21-29 years old ( $M=23.06$ ,  $SD=1.83$ ), participated in the study. Coefficients of reliability, sampling adequacy and homogeneity indicated satisfactory psychometric properties of the scale. The reliability of the subscales was .82 for PA and .88 for NA, sampling adequacy (KMO) was .83 for PA and .89 for NA, while homogeneity (inter-item correlation,  $h_1$ ) was .32 for PA and .41 for NA. Exploratory factor analysis was applied using Maximum likelihood extraction method with Promax rotation. In line with theoretical expectations, the number of factors in the analysis was fixed to two. A two factor solution accounted for 39.22% of the variance. The first factor accounted for 27.14% of variance, while the second explained 12.08%. All of the descriptors had the highest loadings on appropriate factors, and the second highest loadings were all acceptably low. The correlation between factors was  $r=-.35$  ( $p<0.05$ ), which is not consistent with the findings that PA and NA are two relatively independent dimensions. The results of the present study show that the Serbian version of PANAS has

satisfactory psychometric properties and the factorial structure that closely corresponds to the one reported by the authors of the scale.

**Key words:** PANAS, factorial structure, psychometric properties

## **FACTORIAL STRUCTURE OF SELF-REPORTED CONSCIENTIOUSNESS**

Siniša Lakić

University of Banja Luka, Bosnia and Herzegovina, Faculty  
of Philosophy

In the last two decades, numerous studies have linked conscientiousness to diverse life outcomes, which currently seems to make it the single most important personality trait. Nevertheless, there is a lack of agreement on the number and content of the lower-order factors, meaning that the internal structure of this trait is still an unresolved issue. The aim of the current study was to explore its factorial structure by simultaneously administering several measures of conscientiousness to a total of 539 participants (university students, age range 18 to 35). The instruments used were BFI (Big Five Inventory) which assesses the Big Five traits and additional three questionnaires (CCS - Chernyshenko Conscientiousness Scale, IPIP-NEO Conscientiousness, NEO-PI-R Conscientiousness), all of which assess six facets of conscientiousness.

Goldberg's "bass backwards" method was used to explore factorial structure of the common domain of items assessing conscientiousness. The final interpretable solution consists of eight-factors, three of which (named Order, Methodicalness, and Self-Discipline) correlate strongly only with BFI conscientiousness, while five identified factors (Self-Efficacy, Self-Control, Morality, Industriousness, Laziness) correlate noticeably also with other BFI scales. In short, our results corroborate the criticism of NEO-PI-R conceptualization of lower-order conscientiousness structure and add another perspective to the ongoing debate. The

question of whether the inclusion of some distinct facets, such as Methodicalness, might be beneficial for criterion validity of future comprehensive measures of conscientiousness is discussed.

**Key words:** conscientiousness, factor analysis, big five

## **PSYCHOMETRIC CHARACTERISTICS OF THE TRANSLATED HSQ AND HSQ-C QUESTIONNAIRE**

Ognjen Tadić, Nataša Pivašević

University of Banja Luka, Bosnia and Herzegovina, Faculty of Philosophy, Department of Psychology

Humour is an important social skill, defense mechanism, an indicator of a stable personality, etc. In our region there is low availability of translated and adapted instruments for measuring styles of humor for younger ages. As for the humor styles, Martin splits them into affiliative, aggressive, self-enhancing and self-defeating. On that basis he constructed questionnaire HSQ – Humour Styles Questionnaire (Martin et al., 2003). Soon followed the construction of the questionnaire HSQ-C applicable to the children's age (Fox et al., 2013). The review of the available literature yielded no data on the existence of a translated and adapted questionnaire for children to measure humor styles in the Republic of Srpska. The aim of the current study was to examine the psychometric properties of translated forms of these two tests. It was also explored whether the HSQ questionnaire, designed for adults, can be applied on a sample of adolescents. HSQ-C was given to a sample of elementary school students, 11-12 years old (276 respondents), and the HSQ to a sample of high school students, 16-17 years old (303 respondents). Respondents were regular students of elementary and high schools on the territory of the Republic of Srpska. The characteristics of individual items, internal consistency and factor structure of the mentioned tests were analyzed as well as the relations of test measures with gender. Factor analysis confirmed four-factor structures in both tests, but

the coefficients of internal consistency were low (coefficients are mostly slightly below the conventional criteria for low reliability). There are also qualitative differences in the internal structure and relationship with gender between the examined age groups.

**Key words:** HSQ, HSQ-C, humour styles, validation

## **ASSERTIVENESS QUESTIONNAIRE**

Dragan Vesić, Ana Milojković, Milica Marković,  
Katarina Mijatović, Ivana Vasić  
University of Belgrade, Serbia, Faculty of Philosophy

Assertive behavior represents an aggregate of a person's behavior in an interpersonal context, which one uses to express his or her needs, emotions, attitudes and rights in a direct, honest and firm way, while respecting needs, emotions, attitudes and rights of others. The construct of assertiveness has its origins in behavioral therapy and social skills trainings. This construct is related to the locus of control, extraversion, self-confidence and acceptance of differences. Furthermore, its practicing entails a lower level of stress, a more adequate coping with stress, the absence of psycho-somatic problems, lower levels of anxiety and rage and the absence of the burnout syndrome. Rathus Assertiveness Schedule is being frequently used in order to explore assertiveness. However, not a single test of assertiveness was adapted for the Serbian population. Considering the assertive behavior as a form of an adaptive and socially desirable behavior, the authors decided to make a questionnaire, adequate for the application on the Serbian population. The pilot study was conducted on 140 participants, after which the questionnaire was reduced from 93 items to 45. The participants expressed their level of agreement by circling a number on a Likert scale (1-5). This shortened questionnaire was given to 147 participants (100 females and 47 males). Afterwards, the number of items was reduced to final 29. Reliability (Cronbach's alpha) is .862,

KMO is .896 and homogeneity (H5) is .45. Validity was tested by correlating this questionnaire with Rathus Assertiveness Schedule ( $r=.716, p<.05$ ). Norms are given separately for males and females. In conclusion, this questionnaire is suitable for the Serbian population, since it has been standardized on the aforementioned sample. Also, it is the only assertiveness questionnaire adapted for the Serbian population.

**Key words:** assertiveness, questionnaire, Serbian population



**ROUND TABLE**

**FROM THEORY TO PRACTICE**

Host:

Slavko Milojković, Teacher Training College of Applied Studies  
– Bujanovac, Serbia;

Participants:

Vladimir Nešić, University of Niš, Serbia, Faculty of Philosophy,  
Department of Psychology;

Aleksandar Milojević, University of Priština temporarily settled  
in Kosovska Mitrovica, Serbia, Teacher Training Faculty –  
Leposavić;

Petar Mitić, University of Niš, Serbia, Faculty of Sport and  
Physical Education;

Milan Todorović, Magelan Pres, Belgrade, Serbia;

Branislav Strahinić, Marija Balkovoj, Gordana Lazić - National  
Employment Service, Serbia

The unemployment rate in our country has been on the constant rise since 1950, and the recent years have marked a specifically dramatic increase. In his book *Healthy Society*, Fromm discusses the important role work plays in the development of man's individuality, and states that man „with the help of work frees himself from nature and turns himself into a social and independent being.“ The past researches of the socio-psychological consequences of the phenomenon of unemployment, which appeared in our country in the 1960s, reveal that unemployment leads towards dissatisfaction, alienation, isolation from the society, depressive states or moods expressed in a greater or lesser degree, deteriorated family relations, etc.

The problem of increasing unemployment equally affects psychologists whose numbers constantly rise in the records of the National Employment Service. The famous quote „There is nothing so practical as a good theory,“ by the social psychologist Lewin, seems inapplicable for psychologists. Otherwise, psychologists, who are

well endowed with theoretical knowledge would be more adaptive in practice, including finding jobs, and presenting their services. In what ways can psychologists help themselves to be able to help others? In order to provide the answer to this question, we must begin with determining the kind of knowledge and skills psychologists are endowed with, that is, whether their psychological knowledge and skills are required on the labour force market. The participants of this round table will aim at providing the answer to this question.

Prior to the discussion opening, a group of psychologists from the National Employment Service will announce the results of a survey conducted among the employed and unemployed psychologists from Novi Sad, Belgrade and Nis. The topic of the survey is how much the knowledge and skills acquired at university can help in practical work or finding jobs.

**Key words:** Psychologists, unemployment, knowledge, skills



## AUTHORS INDEX

Aleksandar Milojević	
Aleksandra Grozdanović	aleksandra_grozdanovic@yahoo.com
Aleksandra Milunović Petrović	aleksmp9@gmail.com
Aleksandra Stavrov	
Aliona Dronic	
Amanda Muniz	
Ana Genc	
Ana Đorđević	dordevic_ana@hotmail.com
Ana Milojković	anamilojkoviceva@hotmail.rs
Ana Pešikan	apesikan@gmail.com
Ana Stamenić	
Ana Stojković	
Anida Fazlagić	
Anita Rakita	anita.rakita@gmail.com
Anja Vučković	
Arthur Ferreira	arleal@superig.com.br
Biljana Blaževska	biljanabs@yahoo.com
Biljana Stojanović	
Blagica Zlatković	blagicaz@ucfak.ni.ac.rs
Boban Petrović	bobanpetrovi@gmail.com
Bojan Todosijević	bojan.todosijevic@gmail.com
Bojana Dinić	bojana.dinic@ff.uns.ac.rs
Bojana Popadić	
Boris Kordić	kordic@fb.bg.ac.rs
Branislav Strahinić	
Bruno Foureaux	
Carmela Ferrandes	carmela.ferrandes@uniba.it
Damjana Panić	damjana1988@yahoo.com
Daniel Mešković	daniel.meskovic@fmk.edu.rs
Darija Minić	
Delia Bosiok	
Desislava Ivanova	desi_hvr@yahoo.com
Dijana Sulejmanović	dijanass_87@yahoo.com
Dragan Đunda	
Dragan Vesić	vesic.dragan@hotmail.com
Dragana Batić	dbatic@yahoo.com
Dragana Bjekić	dragana.bjekic@ftn.kg.ac.rs
Dragana Jovanović	dragana.jovanovic@filfak.ni.ac.rs
Dragana Radojković	dragannaa1988@yahoo.com
Dubravka Miljković	dubravka.miljkovic@ufzg.hr

Dunja Stojanović	dunja.stojanovic@yahoo.com
Đurđa Soleša Grijak	gdjurdja@gmail.com
Elisaveta Sardžoska	elisaveta@fzf.ukim.edu.mk
Gianfranco Peragine	elisasar2004@yahoo.com
Gordana Đigić	gordana.djigic@filfak.ni.ac.rs
Gordana Lazić	gordana.lazic@nsz.gov.rs
Gordana Vulević	
Harisa Šabanović	hananp@live.com
Ines Miladinović	
Ivana Gojević	
Ivana Jovanović	ivanajovanovic014@gmail.com
Ivana Pedović	ivana.pedovic@filfak.ni.ac.rs
Ivana Petrović	
Ivana Simić	ivana.simic@filfak.ni.ac.rs
Ivana Stoimenovska	ivanastoimenovska@yahoo.com
Ivana Vasić	
Ivana Petković	ivana.petkovic@filfak.ni.ac.rs
Ivana Zubić	zubicivana@gmail.com
Ivona Milačić Vidojević	mivona@sbb.rs
Jana Tanasić	janatanasic@hotmail.com
Janko Međedović	janko.medjedovic@fmk.edu.rsv
Jasmina Pekić	
Jelena Ašanin	
Jelena Gigić	jelena.gigi@gmail.com
Jelena Kostić	
Jelena Laketić	
Jelena Maksimović	hellena_max@yahoo.com
Jelena Malinić	
Jelena Manojlović	
Jelena Matković	
Jelena Opsenica Kostić	jelena.opsenica.kostic@filfak.ni.ac.rs
Jelena Stanisavljević	
Jelena Vranješević	jekac@eunet.rs
Jelica Petrović	
Jelisaveta Todorović	jelisaveta.todorovic@filfak.ni.ac.rs
Jovana Aleksić	nisjovana@yahoo.com
Jovana Milićević	
Jovana Trbojević	jovana.trbojevic88@gmail.com
Joviša Obrenović	jovisa.obrenovic@filfak.ni.ac.rs
Kalina Sotiroska	kalinasotiroska@gmail.com
Karoline Ruthes	

Katarina Mijatović	
Katarina Šainović	
Katerina Dojčinova	kate_dojcinova@yahoo.com
Kristina Brajović Car	kristina.brajovic.car@fmk.edu.rs
Kristina Ranđelović	kristina.kasic@zahoo.com
Lana Jurčec	lana.jurcec@ufzg.hr
Lepa Babić	
Lidija Zlatic	lzlatic@ptt.rs
Ljubiša Zlatanović	zlatanovic1301@yahoo.com
Lucia Monacis	lucia.monacis@unifg.it
Luigi Traetta	luigi.traetta@unifg.it
Maida Novalić	majanovalic@live.com
Maja Ignjatović	maya.ignjatovic@gmail.com
Maja Vukadinović	vukadinovicmaja.vps@gmail.com
Maja Šveljo	
Majda Rijavec	majda.rijavec@ufzg.hr
Maria Sinatra	maria.sinatra@uniba.it
Marija Balkovoj	
Marija Cmiljanović	
Marija Čolić	
Marija Dangubić	dangubicmarija@gmail.com
Marija Mladenov	mladenovmarija@gmail.com
Marija Sindić	
Marija Tiosavljević	marijat.np@gmail.com
Marina Hadži Pešić	marinahadzipesic@yahoo.com
Marina Oros	marina.oros@gmail.com
Marta Dedaj	vs.marta.dedaj@gmail.com
Melita Ivanković	melitaivankovic8@gmail.com
Mila Dosković	miladoskovic@gmail.com
Milan Jordanov	
Milan Todorović	
Milanko Čabarkapa	milanko.cabarkapa@gmail.com
Milena Belić	mbelic@np.ac.rs
Milena Todorović	mima85todd@hotmail.com
Milena Vujičić	
Milica Lazić	lazic.milica44@gmail.com
Milica Marković	
Milica Ognjanović	
Milica Petrović	
Milica Tošić Radev	psi736@gmail.com
Milica Zajić	milicazajic@gmail.com

Milkica Nešić	nesicmilkica532@gmail.com milkica@medfak.ni.ac.rs
Miloš Javorina	
Miloš Stanković	milos.uroboros@gmail.com
Mina Aleksić	mina.aleksic@fmk.edu.rs
Miodrag Milenović	mbmilenovic@gmail.com
Mirjana Beara	mirjana.beara@gmail.com
Mirjana Matović	mmdatovic@yahoo.co.uk
Mirjana Nikolić	
Mirjana Stanković Djordjević	djordjeviclj.pi@sbb.rs
Mirosava Đurišić Bojanović	mdjurisic@rcub.bg.ac.rs
Miroslav Gavrić	miroslavgavric@yahoo.com
Miroslav Komlenić	miroslav.komlenic@filfak.ni.ac.rs
Miroslav Pendaroski	m.pendaroski@yahoo.com
Nada Letić	nada.letic58@gmail.com
Natália Pereira	
Nataša Pivašević	natasa_p_92@hotmail.com
Nela Marinković	nela_pd@hotmail.com
Nenad Cvetanović	
Nevena Radulović	radulovicnevena6@gmail.com
Nicola Curci	nicola.curci@uniba.it
Nina Živanović	
Ognjen Tadić	bravche@yahoo.com
Ovidiu Gavrilovici	gavrilov@uaic.ro
Patrick Ellersich	patrick.ellersich@fmk.edu.rs
Petar Mitić	
Radmila Bodrić	radmila.bodric@gmail.com
Radmila Milovanović	
Rodrigo Nascimento	
Sanja Lukač	sanjalkc1@gmail.com
Siniša Lakić	sinisalacic@gmail.com
Slađana Denić	
Slavica Maksić	smaksic@ipisr.org.rs
Slavko Milojković	slavkomilojkovic@yahoo.ca
Slobodan Golušin	bobogolusin@hotmail.com
Snežana Stojiljković	snezana.stojiljkovic@filfak.ni.ac.rs
Snežana Živković	snezana.zivkovic@znrfaq.ni.ac.rs
Sofija Čerović	sofija.cerovic@yahoo.com
Sonja Milivojević	sonjam1111@gmail.com
Stanislava Stoyanova	avka@abv.bg
Stefan Đorić	sdjoric87@gmail.com
Stefan Milutinović	
Stoil Mavrodiev	stoil_m@abv.bg

## BOOK OF ABSTRACTS

---

Svetlana Čičević	s.cicevic@sf.bg.ac.rs
Svetlana Obradović	cecagrcka@yahoo.gr
Tamara Ćirić	tamara.ciric@gu.ni.rs
Tanja Panic	vs.tanja.panic@gmail.com
Tatjana Ivanova	tivanova.j@gmail.com
Tatjana Gvozdić	
Tatjana Stefanović Stanojević	sstanja63@gmail.com
Tatjana Vukosavljević Gvozden	
Thomas Van Dillen	
Valbona Dudi	v.dudi@unizkm.al
Valentina Sokolovska	
Valeria de Palo	valeria.depalo@univr.it
Vanja Cakić	
Vesna Milenković	vesna.v.milenkovic@gmail.com
Violeta Arnaudova	violeta.arnaudova@hotmail.com
Violeta Stojičić	violeta.stojicic@filfak.ni.ac.rs
Vladimir Hedrih	vhedrih@hm.co.rs
Vladimir Nešić	vladimir.nesic@filfak.ni.ac.rs
Vojin Simunović	vojin.simunovic@gmail.com
Vuk Milošević	vuk.milosevic@gmail.com
Zorica Marković	olla717@open.telekom.rs

CIP - Каталогизacija y publikaciji  
Народна библиотека Србије, Београд

159.9.072(048)

INTERNATIONAL Conference Days of Applied Psychology (10 ; 2014 ; Niš) Individual and the Environment [Elektronski izvor] : book of abstract / International Conference 10th Days of Applied Psychology 2014, Niš, 26-27th September 2014; [organised by] University of Niš, Faculty of Philosophy, Department of Psychology ; [editors Zorica Marković, Gordana Đigić, Dušan Todorović]. - Niš : Faculty of Philosophy, University, 2014 (Niš : Filozofski fakultet). - 1 elektronski optički disk (CD-ROM) : tekst ; 12 cm

Sistemska zahteva : nisu navedeni. - Tiraž 150.  
- Nasl. sa naslovnog ekrana.

ISBN 978-86-7379-338-2

1. Faculty of Philosophy (Niš). Departman za psihologiju

a) Примењена психологија - Апстракти  
COBISS.SR-ID 209998860