Department of Psychology
Faculty of Philosophy
University of Niš

International Online Conference
DAYS OF APPLIED PSYCHOLOGY

16th DAYS OF APPLIED PSYCHOLOGY
PSYCHOLOGY IN THE WORLD OF SCIENCE

Niš, Serbia, September 25th & 26th 2020

BOOK OF ABSTRACTS
KNJIGA SAŽETAKA

Дани Примењене Психологије
Days of Applied Psychology

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УНИВЕРЗИТЕТ У НИШУ
ФИЛОЗОФСКИ ФАКУЛТЕТ

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ABSTRACTS

Plenary lectures

SOCIAL EMOTIONS AND SOCIAL COGNITION IN CHILDHOOD PSYCHOPATHOLOGY

Milica Nikolić
College of Child Development and Education,
University of Amsterdam, the Netherlands

Social anxiety disorder (SAD) is one of the most prevalent mental disorders with serious individual impairments and societal costs. Little is known about the proximal mechanisms involved in SAD development. For example, dysregulated social emotions and disturbances in social cognition in childhood seem crucial for SAD development. In this talk, research from the Family lab at the University of Amsterdam showing that behavioral and physiological indices of social emotions contribute to the development of SAD in toddlerhood and childhood will be presented. Specifically, children's social fear and self-conscious emotional reactivity in different socially challenging situations (e.g., meeting a stranger or performing in front of an audience) pose risk for SAD development. Whereas physiological hyperarousal and avoidance behaviors contribute to SAD in toddlerhood, negative shy expressions and prolonged physiological blushing contribute to SAD development later in childhood. These dysregulated social emotions seem to be rooted in disturbances in socio-cognitive skills, such as deficits or advanced emotion understanding and Theory of Mind. To understand how dysregulated emotions and social cognition develop, research on parental characteristics and parental practices that influence disturbances in social emotions and cognition, and ultimately contribute to psychopathology will be presented. These findings have important practical and clinical implications. First, the information about which parental practices can enhance their children's healthy socio-emotional development can be helpful for parents with young children. Second, prevention and early clinical treatment programs of SAD and other psychopathologies with difficulties in social functioning can benefit from focusing on emotion regulation strategies and the training of socio-cognitive skills.

THE WEIRD WORLD OF A GOOD LIFE: UNDERSTANDING HUMAN WELL-BEING THROUGH A CROSS-CULTURAL LENS

Veljko Jovanović
Department of Psychology, Faculty of Philosophy,
University of Novi Sad

Understanding the nature of human well-being has been one of the most challenging tasks for social sciences in the 21st century. Contemporary models of well-being have been dominated by a Western-centric perspectives on the good life, which aim to explain human well-being in terms of universal principles that hold true for all people across the globe. Only recently has psychology begun to consider the role of culture in understandingthe concept and determinants of well-being, which is helping to create a more complete picture of well-being of people living in different cultural and social contexts. Over the last few decades, the cross-cultural studies of well-being have clearly shown that: (1) well-being does not have a same meaning across cultures; (2) mainstream, euro-centric models of well-being have a questionable utility in most regions of the world; (3) some predictors of well-being are universal, while some are culture-specific; (4) ranking countries according to well-being indicators does not make much sense and depends on the measures used to capture the essence of well-being. I will argue that taking culture and societal context more seriously is a crucial step in moving beyond the WEIRD (Western, educated, industrialized, rich, and democratic) bias in well-being research and gaining a more comprehensive understanding of fundamental issues related to human well-being.

Symposiums

SYMPOSIUM BEYOND BEHAVIOUR: USING TECHNOLOGY TO INFORM APPLIED PSYCHOLOGY

Chair: Vanja Ković
University of Belgrade, Faculty of Philosophy, Laboratory for Neurocognition and Applied Cognition

In this symposium we will present a few relatively novel methodologies which shed light on applied psychology and offer insights that we would not have without these technological advancements. Namely, we will present how brain stimulation during certain sleep stages can enhance subsequent memory performance, how EEG/ERP can be used in attention research, in detecting quilty knowlegde or in diagnosing schizophrenia. Futher on, a computational simulation of human cognitive processes will demonstrated followed by demonstration of using eye tracking methodology to study individual differences in reading. Finally, we will present a work where four different methodologies (EEG, eye-tracking, EDA and HRV) were combined in order to shed light on developmental differences in reading. Looking back to the begginings of psychology, 140 years ago, when Wilhelm Wundt founded the first psychology laboratory, we can conlude that psychology has made tremendous progress from dealing with observable and measurable behaviors to the ability to peek into and uncover secrets of the so-called black box.

Key words: applied psychology, EEG/ERP, eye-tracking, cognitive modelling

SLEEP AS A TOOL TO ASSESS AND IMPROVE COGNITIVE FUNCTIONING

Jelena Sučević
Department of Experimental Psychology,
University of Oxford, Oxford, UK

Despite the fact that humans spend a significant proportion of their lives asleep, for several decades psychology and cognitive science have paid little attention to this phenomenon. Recent advances in experimental methods have provided a new way to investigate sleep and its relationship to cognitive functioning. A growing body of research demonstrates that sleep has an important role in learning and memory, emphasizing timely sleep as one of the key factors in successful memory consolidation. The sleep architecture reflects brain maturation and cognitive development in children, and alterations to sleep patterns are found to be present in certain developmental disorders, such as the ADHD. Changes in sleep patterns are also related to cognitive decline in aging population, and there is some evidence suggesting that specific sleep alterations are present in clinical conditions, such as schizophrenia. Recently, several studies have revealed that sleep can also represent a possible tool for intervention and improvement of cognitive functioning. For instance, it has been shown that brain stimulation during certain sleep stages can enhance subsequent memory performance. This is a new and promising line of research that is yet to determine to which extent intervening with sleep can drive improvements in cognitive functioning.

Key words: sleep, sleep patterns, cognitive development, cognitive functioning

THE ROLE OF ERP IN ATTENTION RESEARCH

Ana Vilotijević
Vrije Univeristeit Amsterdam

Due to the high temporal resolution, ERP recordings have played an important role in understanding attention mechanisms. For decades, researchers were puzzled by the question of whether attention modulates information processing at a sensory stage or a later stage. Many ERP findings suggested that this might be a false dichotomy (early vs. late), showing that attention operates at different processing stages, and within different cognitive domains and cortical areas. Additionally, ERP has also proven to be very valuable in testing covert attention. One of the most common components in this field N2pc is used to track the neurocognitive processes that lead to behavior but cannot be directly observed. For example, many attentional capture theories hypothesized that threatening stimuli would elicit attention capture in a bottom-up fashion, but most behavioural studies did not find any reaction time differences between threatening and neutral stimuli. However, recent ERP studies showed that a threat stimuli elicited a robust N2pc demonstrating an attentional bias on a threat. Moreover, by using ERP we found out that not all salient stimuli elicit N2pc but only those that are task-relevant (targets). Namely, salient but task-irrelevant stimuli (distractors) are actually being suppressed and elicited Pd. In conclusion, ERP deepened understanding of attentional processes, opening new avenues for future research.

Key words: attention, ERP, N2pc, task-relevant stimuli, task-irrelevant stimuli

USING P300 POTENTIAL TO DETECT GUILTY KNOWLEDGE

Nikola Milosavljević
University of Belgrade, Faculty of Philosophy,
Laboratory for Neurocognition and Applied Cognition

Guilty Knowledge Test (GKT) is a questioning technique that can be used to determine whether individuals possess guilty knowledge stored in memory or not. The test consists of a multiple-choice question concerning the crime, including one crime-relevant detail known only to the perpetrator (relevant item) and several crime-irrelevant details (irrelevant items) chosen such that innocent individuals cannot distinguish among relevant and irrelevant items. The P300 component is a positive potential that typically occurs between 300–800 ms after stimulus onset, which represents an unpredictable, rare, new, or meaningful change in stimulation. P300 component can be used as an electrophysiological marker for involuntary recognition of crime-related details because only for the perpetrator relevant items will be meaningful. In laboratory conditions, the accuracy of GKT-P300 usually ranges between 70% and 90%. There was an attempt to develop commercialized automated P300/ERP technology designed for the detection of deception, which can be easily used by law enforcement in order to help them to solve crime cases. However, despite all user-friendly advantages that the newly developed P300/ERP technology brings, it does not necessarily lead to the higher detection rate of guilty knowledge, as will be demonstrated in this presentation.

Key words: guilty knowlegde, Guilty Knowledge Test, GKT, ERP, P300

CAN EEG/ERP HELP US TO DIAGNOSE SCHIZOPHRENIA?

Vojislav Jovanović
University of Belgrade, Faculty of Philosophy,
Laboratory for Neurocognition and Applied Cognition

A lot has been said about schizophrenia so far: from psychoanalytical theories that emphasize early childhood development to strictly biological point that schizophrenia is a neurological disorder. Today there is no more doubt that many factors contribute to development of the disorder, with the genetics as a "key player". Since its relatively late age of onset and variable symptomatic manifestations, schizophrenia can be undiagnosed or misdiagnosed, leading to lack of proper treatment that can significantly impact one's life quality. There is still no objective diagnostic test or validated biological marker that could clearly distinguish schizophrenia from other similar diseases. Development of ERP technique that is based on EEG wave analysis takes us one step closer to achieving that goal. So far, ERP studies in schizophrenia pointed mostly to P300 component that has proven to be severely impaired both in auditory and visual domain. However, since P300 deficits are not specific to schizophrenia, there is still a lot of work to be done ranging from fine tuning of existing components and paradigms to possible construction of schizophrenia specific combination of various component features.

Key words: schizophrenia, diagnosis, EEG, ERP, P300

SAMPLING TRAINING METHOD FOR CONNECTIONIST NETWORKS

Bojan Lalić
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Laboratory for Neurocognition and Applied Cognition

Cognitive modelling represents a method of computational simulation of human cognitive processes. These models usually consist of a neural network which 'learns' association between input and output. After the training, the network is usually capable to produce desired output on presented input. In this process, training and testing should demonstrate similar pattern of participant's conduct in behavioural experiments. The core of the network training process is adjustment of weights between the nodes of two network layers. These weights are mostly randomly selected at the beginning of the training process. Once a network needs to capture tiny differences between input and output, these randomly selected weights could lead to longer training process for simpler input/output association (and vice versa, shorter for more complex ones). This is due to the possibility that in one sample training, network sometimes needs to overcome unfavourable weights compared to another network, before it starts real competitive training. In order to avoid this problem, sampling training method is used. Sampling training includes several trainings iterations (N) of the same network and averaging the output. This method neutralises eventual unfavourable initial differences in a single training iteration. In this paper, sampling training is demonstrated in a different number of trainings (N=1, 5, 10, 20, 100) for the simple network, which demonstrates the effects of label difference on category learning. For the lower number of trainings (N=1 or 5), results do not show any notable relation between input and output. Nevertheless, once number of trainings is increased (N=20 or 100), results are getting more stable and functional dependence between input (label difference) and output (number of training epochs – learning) becomes almost clearly linear. Results signify importance of sampling training method in connectionist modelling, particularly once small and tiny effects need to be captured and identified.

Key words: cognitive modelling, connectionist models, network training methods, sampling training method.

USING EYE TRACKING TO STUDY INDIVIDUAL DIFFERENCES IN READING

Anđela Šoškić
University of Belgrade, Teacher Education Faculty;
University of Belgrade, Faculty of Philosophy,
Laboratory for neurocognition and applied cognition

Eye tracking, the measurement of the eye gaze position and movement, has contributed immensely to reading research (Rayner, 1998, 2009). In this talk, we will present three examples of how this approach can make contribution to our understanding of individual differences in reading proficiency. In the first study, Ashby et al. (2005) studied sentence reading in high and low skilled adults to examine differences in eye movement patterns while reading target words. In the second selected study (Krstić et al., 2018), the participants read texts several paragraphs long and answered questions about their contents, allowing examining more global characteristics of reading, such as problem solving strategy and allocation of attention to different parts of the text. Our final example (Biscaldi et al., 1998) focuses on eye movements of dyslexic participants during a nonverbal visual task, demonstrating how experimental paradigms from other fields of eye tracking research can be used to study individual differences in reading.

Key words: reading, eye-tracking, individual differences.

DEVELOPING A SENSORY HUB FOR DETECTING DEVELOPMENTAL DIFFERENCES IN READING

Tamara Jakovljević
Sensor technologies, Jožef Stefan International postgraduate school, Ljubljana, Slovenia

Sensory integration, attention and memory are cognitive processes that may be reflected in the psycho-physiological states of the individual engaged in the reading task. Those states are a result of underlying neural and physiological processes, which are measurable and quantifiable by different biosignal modalities. The goal of the present study was to employ multimodal sensor measurements to examine the influence of background colour on the reading task in children at different developmental stages. The goal of combining different modalities was to find a more objective approach to understanding the developmental differences in children's reading as well as to understand the contribution of different modalities and combinations of modalities in the process of reading text on a white vs colour overlay and background. Measurements of electroencephalography (EEG), eye-tracking, electrodermal activity (EDA) and heart rate variability (HRV) were employed to assess the influence of background and overlay colour on reading performance in second and third grade students of elementary school. The results showed a decreasing trend with age regarding EEG power bands (Alpha, Beta, Delta, Theta) and lower scores of reading duration and eye-tracking measures in younger compared to older children. HRV parameters showed higher scores in second graders, with higher stress level readable from EDA measures as well. In the following work, it will be necessary to move forward from group studies to individual studies in order to determine and establish individual optimal parameters, as well as colors corresponding to individual differences in the reading process.

Key words: reading, children, eye-tracking, EEG, EDA, HRV.

SYMPOSIUM
SCHEMA THERAPY – ITS ROLE AND APPLICATION IN THE WORLD TODAY

Chair: *Tijana Mirović*
Centar for Shema Therapy Belgrade

Today's world is the world of uncertainties and numerous challenges. The Covid-19 pandemic has added to the already existing problems and mental health challenges putting psychologists in a position to offer counseling and psychological first aid in various context and circumstances. Having this in mind it is beneficial to investigate approaches that proved to be effective in treating isolation, stress, and trauma. One of these is Schema therapy a fairly new and integrative approach that combines elements from cognitive-behavioral therapy, object relations and attachment, body psychotherapy, Gestalt, and psychodrama. This symposium will introduce various aspects of Schema therapy, and how those could be utilized in dealing with challenges that the world today presents for us as people and us as psychologists and mental health workers. Using Schema therapy as a theoretical and scientific background we will primarily focus on issues such as: stress, trauma, dissociation and psychologists' mental health, but will also include topics such as ruptures in therapy relationship, integration with different approaches such as psychodrama and understanding and treatment of eating disorders. Within the symposium we will present six papers that introduce works of ten colleagues from Bosnia and Herzegovina, Montenegro, Greece, and Serbia. All these presentations will consist of Schema therapy based theoretical, practical, and scientific findings related to the above-mentioned topics.

Key words: Schema therapy, Stress, Trauma

DISSOCIATION AS A DEFENSE MECHANISM FROM THE PERSPECTIVE OF SCHEMA THERAPY – IMPLICATION FOR CLINICAL PRACTICE

Aleksandra Mitrović, Alisa Dizdarević***
Center for counselling "Narativ" Podgorica;*
*Agency of employment Montenegro***

Experiences of early and intense trauma are frequently connected with the vulnerability of insecure attachments. Interactions of caregivers and children that includes inadequate care and protection, fear and intimidation can defensively inhibit capacity to think or feel about mental states of caregivers, that can generalize in other relations. Those interactions can influence incoherent behaviors that can be connected to dissociation later (disorganized attention, patterns of behavior that changes quickly, avoidance, frozen expression etc.). Hence, dissociation as defense mechanism is a common reaction to trauma or loss. Childhood experiences of dissociation can affect the neurobiology of the child and predispose to new experiences of dissociation in adulthood. Body of researches show that Schema therapy is an effective approach to difficulties that arises in treatments of trauma and dissociation. In this presentation we will present the role of dissociation as one of the coping mechanisms. From Schema therapy's perspective it is important to understand, the way dissociation develops, its protective role and its function in current life. We will talk about this and introduce different Schema therapy related strategies that are used in treatments of trauma, dissociation, and disorders connected to insecure attachments - all known to be one of the most challenging areas to treat in clinical practice.

Key words: dissociation, trauma, attachment, schema therapy, coping style

SCHEMA THERAPY AND EATING DISORDERS

Ana Andonov
Faculty of Media and Communications, Serbia

Eating disorders (ED) are one of the most difficult disorders to treat, as they show overlap of physical and psychological problems. For many years people with these disorders have been treated mostly for their physical symptoms, and there were many relapses. It was concluded that with these disorders medical treatment alone is not enough, so numerous institutions started to combine it with psychotherapy treatment (mostly Cognitive Behavioral Therapy - CBT). After achieving poorer outcome with some other first line treatments, it was suggested that working with Early Maladaptive Schemas could have better effects. This was confirmed by studies that proved Schema therapy approach to be more effective than standard CBT and had good treatment outcomes for both inpatients and outpatients with eating disorders. Further research proved Schema therapy could be a therapy of choice, even in those cases where the typical clinical presentation tended to be complicated with comorbid disorders and relapses. We will present eating disorders patients' schemas and modes as well as some of the Schema therapy techniques that proved to be effective with this population. We will discuss their main schemas (Mistrust/Abuse, Defectiveness/ Shame, Dependence, Subjugations), coping modes (Perfectionistic Overcontroller, Compliant Surrender, Detached Protector) and Schema therapy related techniques that proved effective (behavioral pattern breaking, chairwork dialogues, Imagery rescripting, Limited reparenting, Empathic Confrontation/Limit setting, schema therapy cards).

Key words: Schema therapy, eating disorders, schemas, modes

APPLICATION OF SCHEMA THERAPY IN WORKING WITH SEXUAL ABUSE TRAUMA

Biljana Ćulafić
Centar for Shema Therapy Belgrade

The aim of this presentation is to demonstrate the application of schema therapy in working with sexually abused adults. Working with these clients is delicate as we must avoid retraumatization. Powerlessness and helplessness experienced during sexual abuse seems to be such that they overwhelm survivors even when trauma is recalled. That kind of helplessness requires a very active role of the therapist in the early stages of trauma treatment. Therefore, our primer focus is on therapeutic relationship and joining, which are a prerequisite for using the schema therapy techniques. Almost half of the clients disclose the real reason for coming to therapy only after they had gained trust in therapist. When they start to talk about trauma, we initially focus on the nonverbal signs (what body tell us) and on helping clients calm their bodily responses by using techniques such as breathing exercises and grounding. In working with survivors of sexual abuse the schema therapy related techniques that proved to be the most important are "Limited reparenting" and "Imagery rescripting" (the therapist enters the scene and gives direct protection to the survivor). Later, the client becomes empowered and enters the trauma scenes on his/her own, as an empowered, adult mature person who can take care of himself/herself as well. This empowerment matters because it gives the person the strength to both report the abuser and to stop living in fear of him. Working directly with traumatic memories, help the healing process and additionally increases the possibility for the post-traumatic growth.

Key words: Sexual violence, trauma, empowerment, helplessness, reskripting, joining

INTEGRATION OF PSYCHODRAMA TECHNIQUES INTRO GROUP SCHEMA THERAPY

Ksenija Roganović, Karolina Vörös***
Center for education and personal development Ancora;*
*Center for personal development Spectrum***

In this presentation, the authors combine the theory and techniques of psychodrama with schema therapy, in a group setting. The goal of the presentation is to point out the contribution of schema theory to understanding the problems of psychodrama group members, and to consider the implementation of psychodrama techniques, such as role reversal, doubles, self-presentation, role reversal interviews, mirroring, future projection, surplus reality, empty chair, and other action techniques, in group schema therapy. We will show that put together in a group context, psychodrama and schema therapy have multiple therapeutic effects. The basic psychodrama principles are creativity and release of spontaneity, free play, and freedom of expression. These are also basic human needs in Schema therapy, and integral components of Happy child mode and Healthy adult mode. The uniqueness of psychodrama is in potential to play out problems, through different interpersonal/intrapersonal roles and relationships. The action play of schemas in the situation from the present life of the protagonist may enable a return to the origin of the schema, and a corrective therapeutic experience. Basic needs are met in several ways: in the client-therapist relationship, through interpersonal learning between group members, in psychodrama action by observing/participating in someone else's psychodrama work in a corrective role, role reversal with good enough other (real or not, imaginary or not), etc. We found that looking into overlaps, similarities, and differences between these two approaches, allows us to integrate "the best of two worlds" into one very effective group therapy approach.

Key words: psychodrama, psychodrama techniques, schema therapy, group therapy, integration, implementation

RUPTURES IN THE PSYCHOTHERAPEUTIC RELATIONSHIP FROM SCHEMA THERAPY PERSPECTIVE

Diana Riđić
Psychological counseling center Domino

The role and impact of a positive psychotherapeutic relationship on the outcome of psychotherapy is largely documented. Ruptures in a psychotherapeutic relationship are common and are defined as deterioration in the collaborative relationship between the psychotherapist and the client. When successfully resolved, ruptures in a psychotherapeutic relationship can contribute to a positive treatment outcome. Unresolved, they can negatively affect the psychotherapeutic process. Different therapeutic orientations interpret and treat psychotherapy ruptures differently. Schema therapy originally began as an extension of Beck's cognitive therapy model and has developed into a unique integrative treatment for the personality disorders. In treatment phase, the therapist flexibly uses cognitive, emotional/experiential, behavioral, and relational/interpersonal strategies to change schemas and maladaptive coping styles. The therapeutic relationship is also an important part of the healing process. It is in fact impossible to change schemas and modes without the well-established therapeutic relationship. The therapeutic relationship is an area in which behaviors modes and schemas can be noticed, assessed, and modified. It is also used as mediator for a "corrective emotional experience". Using "limited reparenting" the therapist behaves in ways that meet the unmet early basic needs of the patient. Besides Limited reparenting, additional schema therapy related techniques that help mend the therapeutic raptures are empathic confrontation, limit setting and self-disclosure. This presentation will introduce these techniques and their application in mending raptures in psychotherapeutic relationship.

Key words: Psychotherapeutic relationship, Ruptures in a psychotherapeutic relationship, Schema Therapy

USING SCHEMA THERAPY TO UNDERSTAND COVID-19 RISK OF BURNOUT IN MENTAL HEALTH WORKERS

Tijana Mirović, Christina Vallianatou, Marko Tomašević
Centar for Shema Therapy Belgrade

Studies show that mental health workers' burnout has different contributors such as shared trauma, work overload, lack of control, insufficient reward, and problems in the organizational environment. All these factors tend to be very high in the current Covid-19 pandemic. Fewer studies have explored the role of personal factors (such as Early Maladaptive Schemas - EMS) in levels of stress and burnout. It makes sense that not caring adequately for ourselves, our unmet needs, or past traumas could add to our levels of emotional exhaustion and possibly trigger unhelpful coping mechanisms. Studies confirm this by indicating that lack of self-care combined with unhelpful coping patterns intensifies the possibility that mental health professionals might experience burnout, compassion fatigue, or vicarious trauma. Drawing mostly on our experiences as trainers and supervisors of mental health workers working with stress and trauma, this presentation will explore the role their EMS play in working with Covid-19 related issues and self-care. Jeffrey Young defines EMS as "a broad pervasive theme or pattern regarding oneself and one's relationship with others, developed during childhood and elaborated throughout one's lifetime, and dysfunctional to a significant degree". Existing studies indicate that three of the most common EMS amongst mental health professionals are self-sacrifice, emotional deprivation and unrelenting standards. Recognizing and addressing these and other maladaptive schemas can be very helpful since they may bias clinical reasoning, and influence provided care. In addition to this, schemas can seriously impede balancing other-care and self-care, which is proven essential for preventing burnout. Having this in mind we will discuss schemas and possible ways to recognize and address them. Additionally, we will offer specific recommendations that promote creative, compassionate self-care.

Key words: Schema therapy, Mental health professionals, Burnout, Covid-19

SYMPOSIUM
INTERCULTURAL SENSITIVITY AND EDUCATION

Chair: Danijela Petrović
Faculty of Philosophy, University of Belgrade, Serbia

Co-chair: Selena Vračar
PhD student, Faculty of Philosophy, University of Belgrade, Serbia

We live in a time of rapid development of technology, globalization of economy, widespread population migration, and the emergence of multiculturalism. These developments foster multiple, simultaneous identities of individuals in terms of culture, ethnicity, race, religion, nationality, and gender. Due to cultural diversity questions of equity in modern society, learning for greater cultural understanding and development of intercultural competence has become increasingly significant. At this symposium, 5 papers will be presented dealing with critical considerations of minority pupils' position in the educational context, teachers' perspectives regarding interculturality, as well as intercultural sensitivities of students (elementary and secondary schools) and parents.

Key words: intercultural education, intercultural sensitivity, minority pupils

MINORITY PUPILS' POSITION IN EDUCATIONAL CONTEXT: CRITICAL EXAMINATION OF THE MAIN CONCEPTUALIZATIONS

Bojana Dimitrijević
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In the field of intercultural/multicultural education position of the pupils with minority cultural background is commonly considered in relation to the issue of intergroup differences in educational outcomes (i.e., lower grades and results on standardized tests, disproportionate level of special and gifted education placements, higher frequency of officially noted incidents of disruptive behavior etc.). The aim of this paper is to present an overview and critical considerations of the main conceptualizations of minority pupils' position in relation to their educational outcomes. Banks referred to these conceptualizations as competing educational paradigms differing in aims, assumptions and values. We argue that theoretical considerations of minority pupils' underachievement incorporated in formal education and professional development may influence pre-service and in-service teachers' beliefs about marginalized groups. Our analysis suggests that four perspectives are framing numerous interpretations of minority pupils' position: *Cognitive or non-cognitive deficit perspective* (e.g., poverty culture, cultural deprivation or sociobiological interpretations in terms of innate intergroup ability differences); *Oppositional cultural identity and frame of reference* (i.e., specific approach focused upon the idea that minority pupils are distancing themselves from the educational aspirations perceived as incongruent with their cultural identity); *Cultural difference perspective* stressing that schools are designed for average cultural majority pupils and should therefore transform their curricula and differentiate instruction in order to adapt to different learning and communication styles as well as to include aspects of cultural capital of minority pupils(e.g. culturally responsive teaching and culturally relevant pedagogy); Approaches focusing on *systematic reproduction of inequality in the educational context* (i.e., reflecting the notion that contemporary schools and pedagogy are designed to reproduce inequality and disempower marginalized pupils). The implications for teacher education will be discussed.

Key words: cultural minority pupils, deficit perspective, oppositional cultural identity, cultural difference, critical pedagogy

HOW DO TEACHERS SEE INTERCULTURALITY? QUALITATIVE ANALYSIS OF BELIEFS AND PRACTICES

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Intercultural ethos could be analysed through formal or informal rules, beliefs and actions present in a school life. Due to structural inequalities, intercultural ethos is thought to be an ideal but an important one nevertheless, aimed at reducing the difference between practiced beliefs and values at home and at school. The aim of this study was to provide a qualitative analysis of teachers' perspectives regarding intercultural aspects of a school ethos. A chosen school is attended by many children from national and religious minorities. Through semi-structured interviews with potential agents of intercultural education, perceptions about the school programme, their role and everyday practices in regards to interculturality were investigated. Three qualitative themes emerged from obtained data. Minimisation: this school poses as a declaratively tolerant environment. However, in a subtle manner, dominant religious and cultural practices are positively valued, while families not engaged in these practices are somewhat seen as uncooperative. „Universal values", are regularly mentioned which is seen as an opportunity for children from different cultures to find common grounds. Poverty instead of cultural identity: poverty is a strong and often used label for Roma people which often masks positive qualities or aspects of cultural identity. Individual responsibility: even though participants think of intercultural ethos as positive and valuable, they feel that responsibility for this lies somewhere else – within government structures, cultural communities or „especially skilled teachers". It could be concluded that interculturality is not a universal value present throughout the school's structures. It is actually based on a few individuals, who are expected and/or who are willing to bear this burden, representing isolated examples of good practice. Research suggests that integration of intercultural practices in every level of school functioning as well as even distribution of responsibility among school agents is necessary for a truly intercultural ethos.

Key words: Interculturality, ethos, education, school

EXPLORING THE INTERCULTURAL SENSITIVITY OF SERBIAN CHILDREN IN THE CONTEXT OF INCLUSION OF MIGRANT CHILDREN IN THE NATIONAL SCHOOL SYSTEM

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The international migrant crisis among others contributed to understanding the importance of intercultural competences. The inclusion of migrant children in a country's formal educational system is arguably useful for both migrant and domicile children. One of many benefits of such an inclusive educational context is an arena for potentially meaningful intercultural interactions which could be beneficial for the enhancement of the students' intercultural competence. The purpose of the present study is to explore the scope of intercultural sensitivity of Serbian schoolchildren as well as the nature of reactions to cultural differences disclosed in the course of joint schooling in Serbia. We analyzed 183 narratives from 93 elementary school domicile children who had a migrant classmate. The narratives were in the form of a letter to a peer who will soon meet a migrant child and in the form of a story about an event that included a migrant peer (Daiute, Kovacs-Cerovic, Micic, Sullu, & Vracar, 2020). We utilized Bennett's Developmental Model of Intercultural Sensitivity (Bennett, 1986) and adjusted its stage-indicators and the quantitative operationalization (Hammer, Bennett, & Wiseman, 2003) to a qualitative inquiry guided by the principles of thematic analysis. Our findings revealed a mostly ethnocentric approach to intercultural encounters with most of the Serbian children being on the Minimization stage. Reflections on the growth of intercultural sensitivity as a result of contact with peers from a different culture resonated within children's letters. Both types of narratives echoed with sympathy the migrants' hardship which seemed to flavour the Serbian students' attitudes toward their new classmates. The practical and theoretical implications of the results are discussed.

Key words: Intercultural competence, The Developmental Model of Intercultural Sensitivity, Migrants, Qualitative study

ASSESSING INTERCULTURAL SENSITIVITY OF EARLY ADOLESCENTS – A QUALITATIVE APPROACH

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Globalization, along with leading to major demographic changes, is also illuminating the importance of intercultural communication. One of the crucial competencies, required for the effective cross-cultural communication, is intercultural sensitivity. As Bennett defined it, intercultural sensitivity refers to one's ability to recognize, distinguish, and understand relevant cultural differences. In his model, Bennet posited six stages of intercultural sensitivity, in sequential order – denial, defense, minimization (falling into ethnocentric worldview), acceptance, adaptation, integration (falling into ethno-relativistic worldview). Many studies assessed Bennett's model in different populations – teachers, college students, etc., with relatively few studies addressing the development of intercultural sensitivity in the period of early adolescence. This study assessed the intercultural sensitivity of 13-year-old students in a private elementary school in Serbia through a qualitative approach. Unofficially, the school in which the study took place is a school with the most culturally differentiated pupils. The logic behind this decision was that this would enable access to the most intercultural sensitive domain of population, according to earlier studies. Thematic analysis of in-depth interviews with five participants revealed several connected themes between participants: *culture as a mirror of nation uniqueness* (religious practice, customs, clothes, etc.); *religion as a primary aspect of culture; personal experiences – between family influences and school curriculum; loving yours, respecting other's; culture as a topic in conversation with peers*. The narrative behind these themes was then positioned towards Bennet's Developmental Model of Intercultural Sensitivity. Participants of this study would most likely fall in the stage of minimization – expectation that people do differ, but are mostly similar, regardless of the culture they come from.

Key words: adolescents, intercultural sensitivities, qualitative approach

INTERCULTURAL COMPETENCIES OF PARENTS OF CHILDREN WITH DEVELOPMENTAL DISORDERS

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Although intercultural competencies are one of the most important preconditions for cultural differences' successful management, research on the parent population is significantly lacking in the literature, especially those concerning vulnerable families. Therefore, the aim of this study was to examine the intercultural competencies of parents of children with developmental disorders. The study included 203 parents (89% female), who were divided into two groups. The first group included parents who reported that at least one of their children was diagnosed with a developmental disorder (N=65), and the other one included parents of children with typical development (N=138). Respondents completed a questionnaire containing a revised Serbian version of the Intercultural Sensitivity Scale (ISS), the Ethnocultural Empathy subscale (EE), and a set of questions related to sociodemographic data and previous intercultural experience. As the ISS did not reach significant levels of reliability, we used only the Interaction Confidence subscale (IC) for further analysis. The research results indicate that 96% of parents report high or very high IC and EE. Statistically significant differences in IC and EE between the two groups of parents are not recorded. IC increases with more experience in interaction with people from different cultures. Younger parents and those with more children have higher IC, but only in the group of parents of typically developing children. Observed at the whole sample level, EE increases with higher education, greater experience in interacting with people from different cultures and with having more friends of other ethnic/religious affiliations, but decreases with more frequent experiences of discrimination based on ethnicity or religion. Statistically significant differences in IC and EE between individuals who grew up or are currently living in predominantly monoethnic or polyethnic environments do not occur. Further research on the parental population's intercultural competencies are needed.

Key words: intercultural competencies, intercultural sensitivity, ethnocultural empathy, parents of children with developmental disorders

SYMPOSIUM
SEXUAL BEHAVIOR AND STRESFUL EXPERIENCES IN STUDENTS: THE ROLE OF PERSONALITY DIMENSIONS AND ATTACHMENT

Chair: Katarina Minčić, Milena Vujičić
Psychological counseling service for students within Students' Cultural Center Niš

The aim of this symposium is to present the results of an extensive study of the relationship between different personality dimensions and developmental patterns on the one hand, and aspects of sexual behavior and stressful experiences on the other. The research was conducted on a sample of 389 students at the University of Nis, and was based on experiences in the practice of the Psychological counseling service for students. The dominant attachment style consistently emerges in different types of relationships and determines our behavior in different contexts. Both sexual behavior and our experience of stress are to some extent determined by our attachment strategy. Sexual personality dimensions were also examined. The symposium will present the results that show the role of certain personality traits in expressing sexuality and coping with stress.

Key words: sexuality, personality, attitudes, stress, students

EXAMINING SEXUAL ASPECT OF AUTHORITHARIANISM: PREDICTING SEXUAL PERSONALITY DIMENSIONS

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Authoritarian personality type is defined by conservative and rigid thinking, especially with the concern in sex and preoccupation with sex deviance. We hypothesized that authoritarian personality type strongly believe in relationship exclusivity and sexual restraint, that emotional investment and sexual attractiveness are poor and that erotophilic disposition is prominent in these individuals. Aim of this research is to explore the relationship between five sexual dimensions of person description and authoritarianism; and also to examine if authoritarianism can be significant predictor of five sexual dimensions of person description. The sample is consisted of 389 respondents (male – 115; female – 274), mostly students from the University of Niš, aged 18-31 (M=22.89; SD=2.63). Measuring instruments used in this research were: The Sexual Dimensions Personality Test (SexySeven) and Authoritarianism scale (*UPA-S*). To test the research hypotheses, linear regression analysis was used. Results indicate that three sexual dimensions of person description can be predicted by a model which contains authoritarianism subscales. The first model is statistically significant and explains 7% (R^2=.07, p<.001) of the variance of Sexual Attractiveness (F=9.783, p<.001), with Stoicism (β=.33, p<.01) as statistically significant predictor. The second model is statistically significant and explains 9% (R^2=.09, p<.001) of the variance of Sexual Restraint subscale (F=12.848, p<.001), with Authoritarian aggressiveness (β=.15, p<.05) and Authoritarian submissiveness (β=.20, p<.01) as statistically significant predictors. The third model is statistically significant and explains 4% of the variance of Erotophilic Disposition (F=6.349, p<.001) also with Authoritarian aggressiveness (β=.29, p<.01) and Authoritarian submissiveness (β=-.17, p<.01) as statistically significant predictors. Such results are complementary with our hypothesis. The results confirmed our hypothesis that authoritarian personality is a statistically significant predictor of specific sexual dimensions, but additional research is needed for a better understanding of complex phenomena such as sexuality in authoritarian individuals.

Key words: sexual attractiveness, relationship exclusivity, sexual restraint, erotophilic disposition, emotional investment, authoritarianism

ATTACHMENT PATTERNS AND SEXUAL PERSONALITY DIMENSIONS

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The goal of this research is to explore a possible differance in the way individuals describe their own sexuality based on their attachment pattern. Research sample is consisted of 389 student participants from the University of Niš, 29.6% of whom were males, aged 18-31 years (M=22.89, SD=2.63). For investigating sexual personality dimensions we used Sexy Seven Questionnaire (Schmitt & Buss, 2000), and attachment patterns were determined based on Relationship Attachment Questionnaire (Brennan, Clark & Shaver, 1998). In order to test our hypotheses we used one-way analysis of variance (ANOVA). Results indicate that there are statistically significant intergroup differences on four sexual personality dimensions: sexual attractiveness ($F_{(3,385)}$=3.58, p<0.05), relationship exclusivity ($F_{(3,385)}$=7.59, p<.001), sexual restraint ($F_{(3,385)}$=4.05, p<.05) and emotional investment ($F_{(3,385)}$=29.48, p<.001). Erotophilic disposition was the only sexual personality dimension that didn't present significant differences among attachment patterns. Post hoc comparisons using LSD test indicated that avoidant attachment pattern presented statistically lower mean scores than any other attachment pattern considering emotional investment dimension and presented lower mean scores than secure and preoccupied attachment pattern regarding sexual attractiveness. Individuals with secure attachment had lower mean scores regarding sexual restraint than individuals classified as avoidant and disorganized. Results also indicated that secure and preoccupied attachment patterns had higher mean scores than avoidant and disorganized patterns regarding relationship exclusivity, which was expected given that these attachment styles value relationships and significant others, and are therefore more likely to be committed. It appears that attachment styles differ even in the case of our own personal view of our sexuality.

Key words: attachment, sexuality, sexual personality dimensions, students

PREDICTION OF SEXUAL SATISFACTION BASED ON SEXUAL PERSONALITY DIMENSIONS

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Aim of this research is to examine whether sexual satisfaction can be predicted based on the experience of one's own sexuality and the way in which individuals view their own sexuality. The sample is convenient and includes data given by 389 student respondents (m=115; f=274) from the University of Niš, age from 18 to 31 (AS=22.89; SD=2.63). New Sexual Satisfaction Scale Short Form (NSSS-S; Štulhofer, Buško & Brouillard, 2011) and Sexy Seven Questionnaire (Schmitt & Buss, 2000) were used in order to collect data. For the purpose of testing research hypotheses we used multiple regression analysis. Results indicate that both Ego-centered and Partner/activity-centered subscales of sexual satisfaction can be predicted based on a model containing sexual personality dimensions. The model is statistically significant and explains 19.7% (R^2=.19, p<.001) of the variance of Ego-centered subscale ($F_{(5,332)}$=16.339, p<.001). Sexual attractiveness (β=.28, p<.001), relationship exclusivity (β=.16, p<.05) and sexual restraint (β=-.30, p<.001) were statistically significant predictors. Statistically significant model explained 16.8% (R^2=.16, p<.001) of the variance of Partner/sexual activity centered subscale ($F_{(5,332)}$=13.367, p<.001). As in the previous model sexual attractiveness (β=.34, p<.001), relationship exclusivity (β=.15, p<.05) and sexual restraint (β=-.256, p<.001) were statistically significant predictors. Thus, we conclude that one's sexual satisfaction can be predicted based on individual's perception of their own sexuality. The way in which we view and describe personal sense of sexuality can affect the sexual satisfaction we perceive.

Key words: sexual satisfaction, sexual personality dimensions, students

PERSONALITY TRAITS AND ATTACHMENT DIMENSIONS ASSOCIATED WITH COLLEGE STRESS

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The main goal of this study is to examine whether college stress can be predicted based on the personality traits and dimensions of attachment. College stress was considered through three subscales: Academic Stress, Social Stress, and Financial Stress. The research sample involved mainly student participants from Niš (N=389), aged 18-31 years (M=22.89, SD=2.63), 70.4% of whom were females. The data were collected using Mini IPIP – 6 personality inventory (Sibley, at al., 2011), The Experiences in Close Relationship Scale (Brennan, Clark & Shaver, 1995) and Solberg College Stress Inventory – CSI (Solberg at al., 1991). Hierarchical regression analysis was used to test our research hypotheses. Results indicate that all three subscales can be predicted by a model containing personality traits and attachment dimensions - 10.1% of the variance of Academic Stress is explained with attachment dimensions as significant predictors; 17.8% of the variance of Social Stress is explained with an Agreeableness and attachment dimensions as significant predictors; 6.1% of the variance of Financial Stress is explained with an Honesty-Humility and attachment dimension - Anxiety as significant predictors; 16.5% of the variance of General Stress is explained with an Honesty-Humility and attachment dimensions as significant predictors. There are statistically significant differences in the expression of different components of stress between attachment patterns: Financial Stress ($F=4.58$, $p<0.01$), Academic Stress ($F=7.32$, $p<0.01$), Social Stress ($F=14.61$, $p<0.01$) and General Stress ($F=12.5$, $p<0.01$). The results of the post-hoc analysis (Tukey test) show that people with a preoccupied attachment pattern achieve higher scores on the variable Financial Stress compared to the secure pattern. People with secure attachment pattern achieve lower scores on the variable Social Stress compared to other patterns and preoccupied and disorganized patterns achieve higher scores on the variable Academic Stress than people with a secure pattern. It can be concluded that personality traits and also early emotional relationships with significant persons shape reactions to stressful experiences during the studies.

Key words: personality traits, attachment, college stress

SYMPOSIUM RESILIENCE IN THE CONTEXT OF A CORONAVIRUS PANDEMIC: A 5-WEEK PROSPECTIVE FOLLOW-UP STUDY

Chair: Milica Lazić
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The current outbreak of coronavirus disease (COVID-19) pandemic poses significant challenges to human well-being, as it has been accompanied by a number of adverse consequences, such as a pervasive sense of uncertainty about the future, various fear experiences, and disruption of daily routines, as well as economic slowdown with consequent rising unemployment and financial uncertainty. The great attention of researchers is, therefore, focused on risk factors and protective factors that can contribute to better adaptation in a global pandemic situation. Besides, the current situation further emphasized the need for a longitudinal approach to the topic of well-being, as well as for a combination of both variable-centered and person-centered approaches. The abstracts that will be presented at this symposium are part of a larger longitudinal study. A web-based survey was conducted at five-time points during April 2020, every seven days. The initial measurement was completed by 5,821 participants, while a total of 1,105 participated in all five wives of the survey. The first two papers dealt with protective factors in the conditions of fear of infection. More precisely, they examined the role of emotional regulation strategies and interpersonal and institutional trust in the relationship between fear of infection and various adaptation measures. The third paper dealt with the role of cognitive and affective coping strategies in post-traumatic growth, measured after the abolition of lockdown. The fourth paper followed the different trajectories of emotional distress during the lockdown and the role that cognitive emotion regulation strategies, virus-related and trust-related measures play in predicting them. This symposium combines a variable-centered and person-centered approach in the study of resilience in the context of a pandemic. The different role of potentially protective factors is emphasized depending on the approach applied (cross-sectional vs. longitudinal data, variable-centered vs. person-centered approach).

Key words: COVID-19, resiliance, protective factors, coping strategies, trust

THE FEAR OF INFECTION AND ITS ASSOCIATIONS WITH TRUST IN INSTITUTIONS, OTHER PEOPLE AND HEALTH BEHAVIOR DURING THE COVID-19 PANDEMIC

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Previous studies suggested that peoples' degree of trust in institutions and other people is important for implementing of social policies. The aim of this study was the investigation of the protective role of institutional and interpersonal trust to gain new insights into recommended health behaviors during pandemic COVID-19. The main goal of this research was to examine the relationship between fear of infection and recommended health behaviors and to explore the moderation effect of trust in public institutions and other people on that relationship. The research involved 1940 participants from the ages of 18 to 91 ($M = 37$, $SD = 12.62$), of which 1558 was female. On average, participants had low trust in government, medium in people in general, and in health-care system and high trust in close people. The fear of infection has been operationalized through single-item measure ("How scared are you getting a coronavirus?"). One question was used to assess compliance with recommended measures. The research moderators were operationalized through 4 questions (trust in government, trust in the health-care system, trust in close people, and trust in people in general). A hierarchical regression analysis was used. The research results showed that the fear of infection is significantly positively associated with recommended health behaviors. Trust in public health and trust in close people were also positively related and trust in people in general, was significantly negatively related to recommended measures. It was not found any significant effect of interaction. In conclusion, the results do not support the protective role of institutional and interpersonal trust.

Key words: institutional trust, interpersonal trust, the fear of infection, pandemic COVID-19

ROLE OF COGNITIVE EMOTION REGULATION STRATEGIES IN THE RELATIONSHIP BETWEEN FEAR OF INFECTION AND ANXIETY

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Covid-19 represents a great danger for the psychical health of people worldwide, but also it affects mental health. People fear that they or their loved ones will be infected. Still, measures surrounding pandemic, such as isolation and change of daily routine, may make their everyday lives more stressful and cause feelings of anxiety. In facing different kinds of stressors, research has shown that cognitive emotion regulation strategies can help people control their emotions during or after stressful events. The main goal of this research was to explore how fear of infection influences feelings of anxiety and what role do dimensions of emotion regulation such as acceptance, putting into perspective, positive refocusing and catastrophizing have on this relation. The sample of 1683 participants completed a web-based survey two times in April 2020. Fear of getting infected by Covid-19 was measured on a one-item scale in Time 1 (“(“How scared are you getting a coronavirus?”). Cognitive emotional regulation strategies were measured by CERQ, in the Time 1 also. One week after, four items out of DASS-21 were used to measure feelings of anxiety. Hierarchical regression analysis showed that people who have a fear of infection and who used positive refocusing were less anxious than the ones who didn’t use those strategies. Catastrophizing was also positively associated with anxiety, but it doesn’t serve as a moderator between fear of infection and anxiety. These results show us that strategies that may help in different kinds of stressors may not be efficient when it comes to global infection. It may be significant for mental health campaigns during the pandemic to focus on ways in which people can positively refocus on other things, which can help them cope with these stressful times.

Key words: cognitive emotional regulation strategies, anxiety, pandemic, fear of infection

RELATIONS OF COGNITIVE AND AFFECTIVE REGULATION STRATEGIES AND POSTTRAUMATIC GROWTH IN THE CONTEXT OF COVID-19 PANDEMIC

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Global COVID-19 crisis is recognized as a public health crisis with substantive human, social, and economic costs. Accordingly, many countries decided to implement preventive measures that, in the case of Serbia, included a curfew and a lockdown. These measures can impact the mental health of the general population, and the impact of general uncertainty and health risk due to the virus. On the other hand, struggling with trauma and crisis can produce psychological distress, but it can also provide the opportunity for posttraumatic growth (PTG). This raises the question of whether the current COVID-19 crisis can lead to PTG as well, and the factors contributing to PTG in the current crisis. This study aims to investigate the presence and nature of relations of cognitive and affective regulation strategies and posttraumatic growth in the context of the COVID-19 pandemic. The research involved 1940 participants from the ages of 18 to 91 (*AS* = 37, *SD* = 12.62), of which 1558 was female. The Posttraumatic Growth Inventory-Short Form measured post-traumatic growth. At the same time, cognitive emotion regulation strategies were operationalized via the Cognitive Emotion Regulation Questionnaire, whereas affective regulation strategies were measured via the Affective Style Questionnaire. The regression analysis has shown that CERQ subscales Perspective and Refocusing positively contribute (b=.15, *p*=.00, b=08, p=.00), while subscale Catastrophizing negatively contributes (b=-.12, *p*=.00) to predicting PTG. Subscales of the ASQ didn't predict PTG significantly. Results have shown that using strategies like downgrading the importance of the current crisis, putting it into a border perspective, and thinking about positive experiences instead of thinking about the crisis contributes mildly to experiencing posttraumatic growth, while emphasizing the terror one experienced during the crisis has a negative impact on PTG. The theoretical and practical implications of the current results will be discussed.

Key words: COVID-19 pandemic; posttraumatic growth; emotion regulation strategies

TRAJECTORIES OF EMOTIONAL DISTRESS DURING COVID-19 PANDEMIC: A 4-WEEK PROSPECTIVE FOLLOW-UP STUDY

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The current outbreak of coronavirus disease is followed by a wide range of adversity, which contributes to fear for health, changes in daily routine, and uncertainty about the future. This has led to numerous studies that have addressed the threat to well-being caused by the pandemic's consequences. However, most research that has addressed human well-being during a pandemic has approached this topic using a variable-centered approach. Accordingly, very little is known about the well-being trajectories during the coronavirus, as this involves applying a person-centered approach to longitudinal data. The main objectives of this study are twofold: 1) to examine the trajectories of emotional distress during the COVID-19 pandemic, 2) to investigate the predictors of certain trajectories.The final sample consisted of 1387 participants aged 18 to 85 years (M = 37.41, SD = 12.32; 82.6% female), completed the questionnaire of emotional distress (DASS-21) four times, every week during April 2020. Besides, the participant at Time 1 filled in: 1) Cognitive Emotion Regulation Questionnaire; 2) trust-related measures (trust in government, trust in the health-care system, trust in close people and trust in people in general), 3) virus-related measures (fear of infection, probability of disease and assessment of the end of the pandemic). A latent profile analysis revealed five profiles: 1) stably low emotional distress (82%), 2) stably high emotional distress (3.3%), 3) growing distress (7.2%), 4) declining distress (7.5%). The trajectories did not differ in the severity of virus-related measures. The trajectory of growing distress was characterized by the lowest trust-related variables. On the other hand, the trajectory of declining distress was characterized by high positive refocusing and putting into perspective. Although trajectories of stable low and declining distress did not differ in the use of adaptive regulation strategies, the trajectory of declining distress was characterized by higher catastrophizing. Theoretical and practical implications will be discussed.

Key words: emotional distress, person-centered approach, trajectories of reactions, COVID-19

SYMPOSIUM
APPLIED PSYCHOLOGY OF MORALITY

Chair: Snežana Stojiljković
Department of Psychology, Faculty of Philosophy, University of Niš, Serbia

Co-chair: Miljana Spasić Šnele
Department of Psychology, Faculty of Philosophy, University of Niš, Serbia

Whenever we judge what is good and what is bad, whether something is right and fair or not, we are dealing with issues of morality. Morality refers to a system of social rules about interpersonal relationships and a sense of duty to respect them. These are unwritten rules and the way a person understands them depends on his/her notion of justice. What is the way to become moral person? Is there regularity in the course of moral development? How to foster moral development of a person? How to encourage the aspiration to contribute to the well-being of other people? What is the way to avoid actions which could produce bad consequences for other people and humanity? These are some of the issues psychology of morality deals with. Times of crisis, especially long lasting, can compromise the line between good and wrong, leading to uncertainty in people's lives.That is why people tend to seek social justice more strongly at difficult times. I believe that we have a responsibility to develop sensitivity to moral issues and competencies for solving problems in the field of applied ethics. At this symposium, 5 papers will be presented, aimed at covering some morally relevant issues, such as gender discrimination, attitudes towards migrants, motivation of volunteers and correlates of moral reasoning.

Key words: morality, personality traits, empathy, attitudes toward migrants, motivation for volunteers

PERSONALITY TRAITS, THE DARK TETRAD AND RELIGIOUSNESS AS PREDICTORS OF MORAL REASONING*

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The aim of this study is to examine whether moral reasoning can be predicted on the basis of personality traits, dimensions of the dark tetrad and religiosity. The sample consisted of 225 respondents, residents of Serbia (female N= 184, 82 %), aged 18 to 57 years (AS = 23.73, SD = 6.21). Personality traits were defined through the HEXACO model, and assessed by the BHI-24inventory (De Vries, 2013, adapted by Dinić et al., 2018). The dark tetrad includes Machiavellianism, Psychopathy, Narcissism, and Sadism; these personality dispositions were measured using SDT-3 (Short Dark Triad) and CAST (adapted by Dinić et al., 2018). Religiosity, viewed as a multidimensional phenomenon, was assessed by the Questionnaire of Religiosity (UR-2006, Ljubotina, 2015). Moral reasoning, considered through the way the person judge moral issues, was measured by The Moral Foundations Questionnaire (MFQ-30, Graham, Haidt & Nosek, 2008). It is a questionnaire intended to assessing five moral grounds of persons' morality judgment process. Data were processed by the method of hierarchical regression analysis where the criterion variables were the basis of moral reasoning - Care, Fairness, Ingroup, Authority and Purity, predictors in the first step were personality traits, while dark tetrad dimensions were added as predictors in the second step, and religiosity in the third. All models were significant except for the moral basis of Fairness. These predictors explain 19% of the variance of Care ($p < .01$), 23.8% of the variance of Ingroup, 30.3% of the variance of Authority and 24.1% of the variance of Purity. The following variables stand out as statistically significant predictors of Care - Emotionality, Openness to Experience, Sadism and Religiosity; Ingroup - Religiosity; Authority - Extraversion, Openness to Experience and Religiosity; Purity - Honesty - Humility, Narcissism and Religiosity. Results are discussed in the light of previous findings.

Key words: moral reasoning, Moral Foundations Theory, HEXACO personality traits, dark tetrad, religiosity

BELIEF IN AN UNJUST WORLD AND PERSONALITY TRAITS AS PREDICTORS OF THE SEXIST ATTITUDES

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Belief in an unjust world is an alternative scheme of an innate, predictable and meaningful world, which, despite its negativity, can help assimilate injustice. The injustice of the world can be seen in various discriminatory attitudes and behaviors of people, as it gender discrimination. According to theories of ambivalent sexism, we can distinguish hostile sexism which refers to negative attitudes towards women, and benevolent sexism characterized by positive attitudes towards women (women are seen as recipients of male protection, idealization, and love, but also in limited gender roles). Our research focuses on the following question: is it possible to predict gender discrimination based on beliefs in an unjust world, as well as through the personality traits covered by the HEXACO taxonomy. The sample consisted of 408 participants, aged 18 to 58 (AS=22,55; SD=4,302). The Scale of Ambivalent Sexism (ASI; Glick & Fiske, 1996) is adapted to Serbian language for the purposes of this study. The Scale of Belief in an Unjust World (VUNS; Ćubela - Adorić, 1999) and the HEXACO-60 Personality Inventory (Ashton & Lee, 2009) were used too. The results showed that males use both form of sexism more frequently than females. The hierarchical regression analysis showed that belief in an unjust world is a statistically significant predictor of hostile sexism (R^2=,192; F(1, 405)=48,203; p=<,000) and benevolent sexism (R^2=,095; F(1, 405)=21,288; p=,000), when gender influence is controlled. The existence of partial mediation between the belief in the unjust world and both dimensions of ambivalent sexism was also confirmed, if openness is taken into account as a mediator (p <,01). Also the partial mediation was confirmed between the belief in unjust world and benevolent sexism, if extraversion is taken as a mediator (p<,01). Interpretation of the results is based on previous findings.

Key words: belief in an unjust world, sexist attitudes, ambivalent sexism, HEXACO personality traits, gender differences

ATTITUDES TOWARDS IMMIGRANTS IN THE LIGHT OF EMPATHY AND AUTHORITARIAN WORLD VIEW

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In a time characterized by numerous migration from underdeveloped countries to Europe, the sense of threat from people whose motives are often unclear is increasing. There is also some ambivalence in Serbia regarding these events. The aim of our study was to examine attitudes towards immigrants among residents of Serbia and what is the role of empathy and authoritarianism in that context. We were also interested whether attitudes towards immigrants were related to some socio demographic variables (age, education, previous experience with immigrants, distance of migrant shelters). A total of 322 people, aged from 18 to 54 (79% females), mainly gathered from the students population, were included in this research. In order to assess the attitudes towards immigrants The Scale of Attitudes towards Asylum Seekers (Župarić-Iljić and Gregurović, 2013) was adapted, and it show good reliability in Serbian sample (Cronbach's Alpha = 0.89).It is intended to measure perception of social threat, perception of cultural threat and perception of health-economic threat. Empathy was measured by the IRI-Interpersonal Reactivity Index (adapted by Stojiljković, Stojanović, Dosković, 2012, Cronbach's Alpha = 0.84) while Authoritarian world view was measured by the scale AP2 (Bojanović, 2004, Cronbach's Alpha = 0.82)**.**The results pointed out that health-economic threat is higher than social and cultural threat of migrants. Perception of migrants' threat correlated positively with authoritarian world view (Spearman rho = 0.401, p = 0.000) and negatively with empathic capacity of respondents (Spearman rho = -0.205, p = 0.000). Regression analysis proved that all aspects of threat of migrants could be predicted by authoritarian world view. Predictive power of empathy is not high but still statistically significant. The practical and theoretical implications of the results are discussed.

Key words: attitude towards immigrants, perception of threat, empathy, authoritarian world view, socio-demographic characteristics

MOTIVATION FOR VOLUNTEERING, EMPATHY AND INTERPERSONAL ORIENTATION

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All over the world there are people willing to help others in many ways not expecting anything in return. They are showing readiness to invest their time, energy and money for people that are totally strangers for them. That attitude, seen as an important manifestation of human helpfulness, in literature is called volunteerism. This research set several goals. The main goal is to examine the motivation for volunteering and determine whether there is a gender difference or a difference arising from the profession.For this purpose, the *Volunteer Functions Inventory* (VFI, Clary et al.,1998)administrated on a sample of volunteers (N = 100), aged 18 to 40 (AS =23,68, SD=4.04), mainly consisted of females (76%).VFI questionnaire used to measure six functions of volunteerism: protective, values, career, social, understanding, and enhancement. Factor analysis showed that these factors solutions could explain 59.9% of variance, reliability is good enough (Alpha range from .67 to .87). Results showed that values, understanding and enhancement are the most prominent volunteer motives in our sample. No differences were found regarding gender and professional orientation of the volunteer. In order to better understand the characteristics of people who are volunteers compared to non-volunteers (N=100, average age 22.94, SD=4.25) their empathy as well as interpersonal orientation were examined. The Index of Interpersonal Reactivity (IRI, Davis, 1986, adapted by Stojiljković et al., 2012) used to measure empathy. The results showed that cognitive aspects of empathy (putting oneself in the place of other people and ability to imagine the position of other person) are higher than affective aspects, and volunteers' empathy is higher than empathy of non-volunteers. According to the results gaining by IO questionnaire for assessing interpersonal orientation, philanthropy is more prominent than misanthropy in both subsamples. Further research is needed.

Key words: volunteerism, motivation for volunteering, Volunteer Functions Inventory, empathy, interpersonal orientation

MORAL REASONING, EMPATHY AND EMOTIONAL COMPETENCE OF UNIVERSITY STUDENTS

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People are often confronted with different social situations (private or professional) when they have to decide if something is right or wrong. The way a person copes with these situations is related not only to the achieved level of morality, but also to empathy and emotional competence. According to the cognitive-development approach to morality, moral reasoning of students was the subject of our interest in this study. The research questions we pose are as follows: a. what is the level of moral reasoning of university students; b. whether there are differences in moral reasoning regarding gender and students' professional choice; c. assessment of relation between moral reasoning, empathy and emotional competence in students. A short version of test DIT, with three moral dilemmas (Defining Issues Test, Rest, 1986; modified by Stojiljković), was used to assess morality. The empathy assessed by EQ-8 (Empathy Quotient, Wakabayahi et al., 2006),while emotional competence measured by the questionnaire UEK-15 (Takšić, 2002).The sample consisted of 121 university students (79 females, 65%), aged 18 to 25years.The results showed that students judge moral issues by relying on standards characteristic of stages 2, 3, 4, 5 and 6.Precisely, their reasoning is based on different criteria about the correctness of certain actions, with almost similar frequency (except stage 6 which is still rarely present). Some correlations were found between moral reasoning and empathy but not with emotional competence of a person. No gender differences were found, nor regarding study choice. The fact that students use standards representing different developmental level of morality is inconsistent to Kohlberg's assumption about dominant moral stage.The theoretical and practical implications of the results are discussed. The limitation of the study is related to the lack of a good enough test for moral reasoning.

Key words: moral reasoning, Kohlberg's theory of moral stages, empathy, emotional competence, university students

SYMPOSIUM
HEALTH PERCEPTION AND PSYCHOLOGICAL CORRELATES OF HEALTH BEHAVIOR IN YOUNG PEOPLE

Chair: Milena Belić
State University of Novi Pazar

The modern definition of health acknowledges the complex and dynamic interaction of physical, mental and social welfare and defines health as physical, social and mental well-being, rather than only as the absence of disease or disability. This method of defining health supports a biopsychosocial model of health which emphasizes the importance of biological, psychological and social factors in sickness and in health. Health is a universal value that is highly ranked in the value system, quite often positioned in first place. The matter of health is multilayered and complex, it can be observed on several levels, from personal to communal, and through several aspects including health behaviors. Each human behavior can directly or indirectly affect health. According to the definition, a health behavior encompasses all activities undertaken with the aim of preventing or diagnosing a disease, and activities that seek to improve health and well-being of the organism. Youth is often synonymous to the perception of full health and strength; however, the issues regarding health and the health behavior are of vital importance within this population. Young people are an irreplaceable resource of one country; therefore, it is of high importance to consider various aspects of health and health behaviors of the young. The research which preceded this symposium aimed to examine physical and mental health of young people. The research sample was comprised of the 4th year high school students and 1st year college students of the State University of Novi Pazar. The sample consisted of 621 respondents of average age AS= 18.3. For the purposes of the research, a battery of tests was used, by which various data about the respondents were collected, inter alia, mental and physical health. The researchers whose papers will be presented at this symposium will attempt to shed light on several aspects of health and the health behavior of the youth, given the different variables. For young people face numerous challenges and daily stressful situations, the importance of the perception of a stressful situation on the assessment of one's own health will be discussed. The importance of self-assessment

of one's own personality and different aspects of life will be presented in a paper which tackles the prediction of general health. There will be a discussion on the frequency of experiencing pain and the most common health problems that young people experience. The health behavior of the youth will be examined through a paper dealing with the way in which the youth spends their free time, practice hobbies, and increasingly worrying, the amount of time they spend on the Internet and its usage. Increasing the health resources, as well as decreasing the health risks of individuals, groups or a whole community, contributes to strengthening the health potential, thus preserving the health balance, i.e. health in general. We hope this symposium will shed light on at least some aspects, and will initiate further empirical testing.

Key words: young people, physical health, health perception, health behavior

PERCEIVED STRESS AS A PREDICTOR OF SUBJECTIVE ASSESSMENT OF HEALTH STATUS[1]

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Numerous studies have shown that stress, directly or indirectly, affects various aspects of human life and functioning, among them the health of the person. In this study, we investigated the role of perceived stress in predicting the subjective assessment of health status. Perceived stress represents a subjective belief about possibility to control and predict one's life, how often a person has to cope with a variety of stressful events, as well as the belief in one's ability to cope with the problems. The total sample encompassed 621 young people (373 girls), students of final grade of secondary school and first and second year of university, average age 18,3. Translated and somewhat culturally adapted Perceived stress scale (Cohen, Kamarck & Mermelstein, 1983) was used, which measures the degree to which a person experiences their life unpredictable, out of control and overloading, which represents the three basic components of the experience of stress defined by Lazarus and Folkman. Subjective assessment of health status is expressed through a standardized score of a single-item scale. Results of research have shown that the average value of perceived stress is 18.88 (SD = 6.03, Min = 0, Max =40), which indicates that our respondents assessed their life as pretty stressful, and the individual differences are quite large, as SD value shows. The average value of the subjective assessment of health is 3.92 (SD = 1.03, Min = 1, Max = 5), which indicates that most of the respondents assess their health as very good. Results of linear regression analysis have shown that the perceived stress is a good predictor of subjective assessment of health, in which the subjects with higher score on perceived stress scale assessed their health worse, and vice versa ($F(1,535)=61.344$, $p=0.000$, $\beta= -0.321$). Perceived stress explains 10,3% of the variance in the subjective assessment of health status. Long-term exposure to stress in youth, with the perception of stress as exhausting and which exceeds the personal capacity to overcome, can affect the perception of their own health status, which in addition to objective indicators is an important component of health as a whole.

Key words: perception of stress, health status, youth

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SELF-ESTEEM AS A PREDICTOR OF GENERAL HEALTH IN YOUNG PEOPLE[2]

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The aim of this research is to examine the possibility of predicting general health in relation to the global assessment of oneself and aspects of one's own life. An abbreviated version of the General Health Questionnaire (GHQ) was used in the research. The instrument has four subscales which measure: a) somatization (tendency to experience physical symptoms which are not related to physical diseases), b) anxiety (state of anxiety, distress, fear without a clear cause), c) social dysfunction (difficulties in the social sphere), d) depression. The CHQ (Child Health Questionnaire) subscale was used to examine Self-esteem/ self-assessment as a component of psychosocial well-being. The research sample consisted of 354 respondents, aged 16 to 18. The results of the linear regression analysis showed that the model involving self-esteem as a predictor of somatics was statistically significant (F (1.281) =8,866, p=0.003, β=-0.175). The respondents who scored higher on the Self-esteem subscale also scored lower on the Somatics subscale, and vice versa, the respondents who scored lower on the Self-esteem subscale, scored higher on the Somatics subscale. The model explains 3.1% of the criterion variance. According to this model, self-esteem is statistically significant predictor of anxiety, where the respondents who scored higher on the Self-esteem subscale also scored lower on the Anxiety scale (F (1.280) =12,704, p=0.000, β =-0.208). The model explains 4.3% of the criterion variance. The results of the linear regression analysis showed that self-esteem is statistically significant predictor of social dysfunction, where the respondents who scored higher on the Self-esteem subscale also scored lower on the Social dysfunction subscale, and vice versa, the respondents who scored lower on the Self-esteem subscale, scored higher on the Social dysfunction subscale (F (1.273) =27,033, p=0.000, β=-0.300). The model explains 9% of the criterion variance. According to this model, self-esteem is statistically predictor of depression, where the respondents who scored higher on the Self-esteem subscale also

[2] The Paper has been created within the project 179002, funded by the Ministry of Education, Science and Technological Development

scored lower on the Depression subscale, and vice versa, the respondents who scored lower on the Self-esteem subscale, scored higher on the Depression subscale (F (1.279) =26,871, p=0.000, β=-0.296). The model explains 8% of the criterion variance. Self-esteem as a value component of self-perception has proven to be important for this domain of human functioning as well.

Key words: self-esteem, general health, young people

HEALTH ISSUES AND BODILY PAIN AMONG YOUTH IN RELATION TO GENDER

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Bad habits and poor hygiene, propensity for risky bahavior, poor basic sanitation, and new and emerging diseases combine into a dangerous mix that is changing the classic picture of healthy youth. The goal of this research is to provide an overview of the health situation of youth in terms of experiencing physical pain and the most common health problems in general youth population and in relation to gender. According to the WHO definition, pain is an unpleasant sensory or emotional experience associated with actual or potential tissue damage, but it can also be defined as an individual and subjective experience modulated by physiological, psychological and other factors such as previous experience, culture, fear and anxiety. The most common health issues of young people are caused by injuries, mental health problems (anxiety, depression), violence, infectious diseases, use of alcohol, cigarettes and other narcotics, poor diet (malnutrition or obesity) and insufficient physical activity. The sample consists of youth aged 16 to 25, from witch 249 (40.1%) are male and 372 (59.9%) are female. The results show that out of a total of 623 young respondents, 199 (32.9%) did not experience any kind of bodily pain or discomfort in the last month. 348 (57.6%) experienced very mild to moderate pain, while 57 (9.5%) experienced severe and very severe pain. Young people most often sought help for headaches (58.5%), abdominal pain (48%), sleep disorders (33%) and lack of energy (32.7%). A significant difference was found between young male and female respondents in experiencing physical pain (χ^2 = 41,671, p <0.01). In general, young males are those who haven't experienced physical pain more frequently in the past month, while young females are those who have more frequently experienced strong and very strong physical pain. A significant difference was also found in separate health issues, with male respondents more often calling for help due to injuries due to accidents (χ^2 = 9,773, p <0.01) and female respondents due to lack of energy (χ^2 = 8,870, p < 0.01), headache (χ^2 = 26.997, p <0.01), loss of appetite (χ^2 = 8.944, p <0.01), sleep disturbances (χ^2 = 6.849, p <0.01) and abdominal pain χ^2 = 22.319, p <0.01). The importance of the research is reflected in finding guidelines for designing prevention programs and programs for improving the health of youth, as well as in finding adequate health and psychological services that will respond to their needs.

Key words: physical pain, youth, adolescents, health psychology

LEISURE TIME AND PROBLEMATIC INTERNET USE IN YOUTH

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Free time becoming an increasingly important developmental factor, especially in the time of the expansion of modern technology. In addition to the benefits that modern technologies bring to the quality of life and education, they also bring numerous risks. Given that the activities of youth are significantly reflected in their overall development, there is a need to consider the types of leisure activities, which could prevent the development of problematic Internet use. Problematic Internet use (PIU) can be distinguished from increased Internet use by negative effects on the user's life. The aim of the paper is to examine the habits of young people related to the use of their free time, which includes the use of the Internet, playing sports or a hobby. Data were collected using the Leisure time Questionnaire and the Problematic Internet Use Scale (PIU). The sample consisted of 621 respondents, average age 19 years, of which 40% are male. The results of the research show that only 21.3% of young people actively train some sport, and 43.7% of respondents stated that they play sport recreationally. When it comes to hobbies, the majority (57.2%) of young people say that they have a certain hobby and name them. Special attention should be paid to hobby activities that require mental and physical engagement. In addition to the fact that even 42.8% of young people does not have any hobbies , concerns could be raised at the fact that 50.88% young people show signs of the PIU by having above the cut-off score of 38.5 (AS = 40.43 , SD = 14.49 ; min = 18, max = 90). Using Man-Whitney's U test, we found that there are no statistically significant differences in the PIU between male and female respondents U= 29127.50, z= -0.773,p= 0.440). Average values of PIU are somewhat higher in respondents who do not practice any sport (AS = 40.45, SD = 14.14), are not recreationally engaged in any sport (AS = 40.46, SD = 14.14) and do not have any hobbies (AS = 41.61, SD = 15.08), than youth which do. However, these differences are not statistically significant. There are large individual differences in all groups of respondents. The results indicate that playing sports and hobbies in our sample are not sufficient in themselves as a protective factor for PUI. In future research, it would be important to identify both individual protective factors and their relationship

Key words: leisure time, internet use disorder, hobbies, sports, youth

Thematic session
Educational Challendges

CHALLENGES AND CHANCES FOR INCLUSIVE EDUCATION IN SERBIA FROM STAKEHOLDERS' PERSPECTIVE

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Introduction of inclusive education (IE) requires a different way of thinking based on a different knowledge base than that of traditional special education paradigms. This process of shifting easily gives rise to contradictions between new policy and old practice which may lead to reinforcement of, rather than resistance to, exclusion. Therefore, we aimed at exploring exclusionary patterns within the educational system and the purpose these are serving, from an integrity angle. We applied the dynamic storytelling design which aims at engaging participants in different expressive activities from different relational positions. During a workshop 14 participants with stake in IE (purposive sample) were engaged in different individual and collaborative dynamic storytelling activities resulting in 31 narratives. Participants used a multitude of elements, including characters, settings, plots structure, motives, values, experiences and feelings as building blocks for sharing stories on IE integrity. Through an inductive approach a complex coding system was developed and applied, resulting in 865 coded units of the narratives (intercoder agreement=75%). The participants most often described school enrolment as a setting in which integrity violation takes place (e.g. rejection of school enrolment, redirection to special school; 55% of situations described). The role of "villain" or someone who is violating IE integrity is in most cases assigned to the school staff (70 units), as they reject enrolment of children who need additional support (15 units) or forge school documents (e.g. IEP; needs assessment; 8 units). Participants also often describe integrity violation as a collective act in which some actively participate, while others passively accept (32 units). Parents are often described to participate in manipulative consensus (11 units) mainly to ensure their child's well-being. Some of the motives assigned to characters (e.g. reducing workload (14 units), keeping jobs (12 units)) indicate that adverse policies can create contexts vulnerable for integrity

violations. On the other hand, narratives reveal that both school staff (34 units) and parents (6 units) can have a problem-solver role, and take actions to strengthen integrity of inclusive education. Gaining insight into the motives of characters who can violate, but also strengthen the integrity of inclusive education, may be a step towards supporting development of inclusive education.

Key words: inclusive education, integrity, dynamic storytelling

PRESCHOOL EDUCATION INCLUSIVENESS IN SERBIA: TEN YEARS AFTER

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In order to inform future initiatives to improve inclusiveness of preschool education, a Framework for Evaluation of Preschool Education Inclusiveness in Serbia has been developed. The Framework conceptualizes inclusive education as education which ensures equitable access to high quality educational processes and outcomes through indicators in three domains: Inclusive pedagogical practice, Inclusive ethos and Support to inclusiveness. The indicators are operationalized as a set of instruments for different stakeholders. The paper will present selected findings of the first national evaluative study of preschool education inclusiveness in Serbia that was conducted using the Framework. The study used a sample of 22 preschool institutions stratified based on the socio-economic status of the municipality - 565 preschool teachers, 703 parents (out of which 174 parents of children from vulnerable groups (VG)), and 501 preschool children (out of which 192 VG). Within this study VG children are identified as children with disabilities, children with learning difficulties and children from disadvantaged background. The applied battery is consisting of 24 instruments for different respondents - children, parents, preschool teachers, institution management. Data reveal that the number of VG children differs across preschool institutions – from no VG children to one fifth of children attending the same preschool institution. Groups which include only VG children are present in 13% of preschool institutions participating in the study. There is a general consensus among different stakeholder groups – they all assess the practice and ethos in preschool education, as well as learning outcomes as being of high quality. However, there are significant gaps in the perceptions of different aspects of preschool education between VG parents and parents from general population (e.g. regarding parental involvement). Moreover, VG children report significantly lower level of peer acceptance than their peers. The study shows that in average preschool institutions in Serbia demonstrate high quality education; however, the gaps in experiences between the general population and vulnerable groups suggest that additional efforts are needed for further improving the inclusiveness of preschool education.

Key words: adolescence, dream, autobiographical narrative, defense mechanisms, mentalization

PEOPLE WITH INTELLECTUAL DISABILITIES IN HIGHER EDUCATION ENVIRONMENT

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The literature on university education for people with disabilities almost exclusively refers to students with sensory impairments, motor difficulties or high-functioning autism. However, some universities, mostly in Italy, Spain and USA, offer specific education degree to people with intellectual disabilities (ID). The aim of this exploratory research was to determine whether university professors in Serbia already have experience with these students and what do they think about ad hoc university courses created for them. The research was done within the ERASMUS+ Project "Training university teachers for the inclusion of people with intellectual disabilities". The convenience sample consisted of 160 university teachers coming from five Serbian universities, aged from 24 to 67 years (M = 43.84; SD= 9.32). They were asked to fill in a questionnaire on formative needs of university teachers teaching students with ID. Surprisingly, 18% stated they have taught to people with ID in higher education environment. The majority (70.4%) think it could be useful to establish an ad hoc university course for people with ID. On the contrary, some participants were extremely offended by the idea that people with ID could be enrolled in post-secondary education at the university level. Pearson's chi-square test was used to determine differences between university teachers working in different scientific fields. No statistically significant difference regarding opinions on university courses for people with ID was observed between university professors teaching in faculties of social sciences, medicine and natural sciences ($\chi^2(2) = 1.087$, $p > .05$). It seems that inclusion of students with ID at universities in Serbia is already a reality, although there is no common framework that regulates this issue.

Key words: intellectual disability, higher education, university teachers

ACADEMIC MOTIVATION OF STUDENTS INVOLVED IN ONLINE EDUCATION

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Due to the excessively rapid spread of the COVID-19 virus a self-isolation regime was introduced in Russia. For security reasons, all the educational institutions have been converted to online education. The given research aims at revealing the specifics of students' motivation and organizational problems of online education during the pandemic. The study involved 128 students aged 18-24 who are studying in the Humanities and technical faculties at various universities in Moscow. We used the following methods: 1) methodology for studying the motivation of studying at the University (T. I. Ilina); 2) the scale of academic motivation – a questionnaire developed (T. O. Gordeeva, O. A. Sychev & E. N. Osin; 3) the resilience test (S. Maddi, adapted by D. A. Leontiev, E. I. Rasskazova). Additionally, professors and students were questioned about the problems they faced in online education. Most of the respondents are academically motivated to gain knowledge, skills and professional experience. As a result of correlation analysis, the correlation between the construct of resilience and the students' academic motivation was determined. Significant links between such indicators as cognitive motivation, achievement motivation, self-development motivation and all components of resilience have been revealed. In general, we observed mixed results in virtual learning during the period of self-isolation: an increase in academic performance among students who previously had low results, and a decrease in motivation to study among students who previously had high results. This is probably due to the fact, that modern students have different abilities and opportunities to realize their potential in the conditions of education digitalization. A number of problems faced by university professors and students involved in online education: 1) unavailability of digital platforms and low quality of Internet services; 2) significant visual and auditory load with a total lack of motor activity in students and teachers; 3) inability to assess the quality and independence of students' responses in the process of knowledge control; 4) the use of psychological pressure on the teacher and manipulation of the learning situation by students in order to increase the score; 5) insufficient technical equipment available for the teachers and students to conduct systematic classes online; 6) high stress and responsibility of the teaching staff for the quality of classes; 7) lack of live interaction and dialogue in the perception and transfer of life experience.

Key words: academic motivation, digitalization, students, modern university

STUDENTS' EXPERIENCES OF ONLINE SCHOOLING DURING THE 2020 SPRING LOCKDOWN IN SERBIA

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During spring 2020 about 1,5 billion children - over 90% of students globally were out of school and experienced distance schooling. This created an unprecedented change in the ecology of schooling, leaving children isolated from peers and their entrenched social milieu, rupturing routines, and transforming support systems. How did children experience this change and make sense of it? What can we learn from their voices? What recommendations can we draw for distance schooling? These research questions guided our exploration of schoolchildren's narratives about education during school lockdown in Serbia. A total of 49 students aged 12 to 18 responded to an online survey, that prompted them to create diverse narrative genres, write about an experience during the lockdown, a letter to a peer, suggestions for teachers, thus compiling more than 200 short narrative products, to which inductive thematic analysis was applied. Students' narrative expressions dialogue the pros and cons of the experience emerging through four main themes. Quality of instruction prevailed with 199 units, highlighting the quality (or lack) of content, relationship with teachers, but disclosing also a liberating side of online schooling – students particularly enjoyed the autonomy in time management. Expressions on social interactions (52) stressed a painful lack of contact with peers and the experience of transformed online communication. In narrations about assessment (46 units) mentions of overload with tasks and homework prevailed, as well as unethical behaviors of both teachers and students, while in respect of technologies (40) students expressed frustration with a multitude of platforms, concerns regarding equipment and skills, but cherished gaining new competencies, and noticed also humorous situations. Students' narratives express dynamic meaning-making processes and outline a loud plea for better organization, creative use of technologies, meaningful learning, and more contact with peers - suggestions critically relevant for schooling in an online environment.

Key words: distance education, online learning, quality of instruction, narrative analysis

STUDENTS' ASSESSMENT OF ONLINE TEACHING AND DISTANCE LEARNING

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Due to the corona virus pandemic, during the spring semester of the 2019/2020 academic year, educational work at the Faculty of Philosophy in Nis has changed dramatically - teachers and associates completely moved on to online teaching using available digital platforms. After two months of implementation of distance learning and teaching, it was conducted mini survey to show how students assess its quality. The questionnaire was completed by 829 students of all study programs existing at the Faculty. In general, students were satisfied with the organization of online teaching (M = 3.08 on the scale ranged from 1 to 4, SD = .771). As the best of quality, 60.8% of students rated the classes organized using Google Meet application, and 13.8% of students were most satisfied with the classes based on a combination of Google Meet and some other applications (Google Classroom, e-mail). Students expressed least of satisfaction with the classes in which existed a lack of direct communication in real time (only via e-mail or Google Classroom). The most favorable grades of online teaching in all aspects were given by doctoral students. Among undergraduate students, the most favorable grades were given by fourth-year students. By departments, the most favorable grades of the realized online teaching were given by students of French Language and Literature, Pedagogy, Serbian Studies and Philosophy. Regression analysis ($R = .760$; $F = 282.368$; $p = .000$) showed that 57.8% of the variance of student satisfaction with the organization of distance learning could be predicted by a set of variables which included: availability of teachers and assistants for communication with students ($\beta =. 079$, $p = .004$), online realization of pre-examination obligations ($\beta = .082$, $p = .001$), realization of online teaching that the student assesses as efficient ($\beta = .225$, $p = .000$), and perception of the overall organization of the Faculty during the state of emergency ($\beta = .532$, $p = .000$). Based on the obtained results, it can be stated that the overall organization of work at the Faculty is important for quality online teaching, but also the already built experience of students in learning and working within their scientific discipline, as well as already established relations with teachers and associates. Also, it is important to emphasize that a significant number of students commented that online teaching cannot completely adequately replace face to face teaching.

Key words: online teaching, distance learning, quality assessment, students

Thematic session
Cyberpsychology

IS THE RELATIONSHIP BETWEEN MAXIMIZATION AND PROBLEMATIC SMARTPHONE USE MEDIATED BY FEAR OF MISSING OUT AND SELF-ESTEEM?

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Problematic Smartphone Use (PSU) is a recent construct often defined as involving excessive smartphone use, accompanied by symptoms similar to substance addiction such as functional impairments in daily living. It involves an excessive and uncontrolled use of smartphone, thereby causing daily-life disturbance, with a range of negative outcomes. Drawing on the I-PACE model, the aim of the current research was to examine the relationship between maximization, which has been conceptualized as a personality trait which describes individual differences in the general tendency to strive to make the best choice, and PSU with the assumption that fear of missing out (FoMO), which is described as a pervasive, unpleasant sensation that others might be having rewarding experiences of which one is not part, and self-esteem could mediate this association. Empirical data were gathered from 277 southern Italian university students (68 males, 24.5% and 207 females, 74.7%) who completed an online survey. The participants' ages ranged from 19 to 38 (M = 23.46, SD = 3.56). All the measures were standardized and in Italian language. A structural equation modelling (SEM) was performed to test the hypothesized relationships among the study's variables. We separately tested a partial and a full mediating model to verify whether the proposed mediators, self-esteem and FoMO fully explained the relationships between maximization and PSU. Age and gender were also controlled. The results confirm the positive association between maximization and PSU, with FoMO and self-esteem partially mediating this link. We also found significant indirect effects of FoMO and self-esteem. The findings revealed that the tendency to maximize leads to PSU, mainly when people fear the existence of and missing out on a possibly better alternative, as well as when people have low self-esteem. Although the present findings confirm previous results, they provide new evidences regarding the risk of PSU.

Key words: Maximization; Problematic smartphone use; Self-esteem; Behavioral addiction

EXPLORING THE RELATIONSHIPS OF AUTHENTICITY WITH SELFITIS BEHAVIORS AND SOCIAL MEDIA ADDICTION

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Excessive use of social media is determined by multifarious factors. In this research, we hypothesized an association between social media addiction with authenticity, following a Winnicottian perspective, which was empirically operationalized as dispositional authenticity measured by a tripartite conception encapsulating self-alienation, authentic living, and accepting external influence. Recently, selfitis behavior, i.e., selfies posting, has been related to the manipulation of self-presentations according to the statement videor, ergo sum, thus promoting the false self-in the Winnicottian sense and creating non-realistic environments, which may work for a fertile ground for the development of addiction to social media. Therefore, the aim of this study was to test the mediating role of selfitis behavior in the relationship between dispositional authenticity and social media addiction by using a path model within such relationship. A sample of 490 participants (Mage = 21,23 years, SD = 3.57; 53.1% females) completed a questionnaire including a socio-demographic section, the Selfitis Behavior Scale (SBS), the Authenticity Scale (AS), and the Social Media Addiction Scale (BSMAS). Descriptive and inferential analyses were applied to the data. Bivariate correlations in the total, male and female sample showed: 1. authentic living negatively associated with SBS and unrelated to BSMAS; 2. self-alienation and accepting external influence positively associated with SBS and BSMAS. The path model, tested using the Structural Equation Model (SEM), indicated an adequate fit to the data, $\chi 2$ = 544.259, df = 234, $p < .001$, CFI = .92, RMSEA 90% (CI) = .052 (.046, .058), SRMR = .058. Authentic living and accepting external influence showed only significant indirect effects on BSMAS via SBS, ß = -.067, $p < .05$, ß = .100, $p < .001$, whereas self-alienation showed direct and indirect effects on BSMAS, ß = .203, $p < .010$, ß = .081, $p < .010$. Findings highlighted that authentic living could be considered a protective factor for the onset of the addictive use of social media, whereas self-alienation and accepting external influence resulted as risk factors.

Key words: Dispositional authenticity, Selfities behavior, Social media addiction, Path analysis

PERCIEVED STRESS AND GAMING HABITS DURING THE COVID-19 PANDEMIC

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The COVID – 19 pandemic is a highly stressful situation with an expected increase in stress and anxiety level. Lockdown and extended social distancing have effects on all life spheres, as well as on gaming behaviour of video-games players. During the past few months, the gaming industry reports an increase in selling video-games and an increase in time spent playing video games worldwide. Remains open question is video-games playing could be considered as an adaptive coping strategy. Further, the transactional stress model includes a subjective perception of stress as one of the stress process components which could moderate the negative effects of stress on mental health. To contribute a better understanding of video-games playing effects during pandemic we conducted a study with the main aim to explore players behaviours and relation to subjective stress perception. The research included 319 adults (51,6 % females). Video-games players subsample included 207 adults (36,7% females). Data were collected online, for assessment of gaming behaviour we constructed questionnaire while subjective stress perception was measured with The Perceived Stress Scale – PSS (Cohen, 1983). Results showed that 43,3% of participants play video-games every day, 35% a few times per week and 10,8% once a week or less. About 55% played video-games alone (online or offline) while 45% played online in the company (in small or bigger groups). "Playing for fun" was the dominant reason for playing video-games - 45% participants stated it, while relaxation – stress relief was the second-best choice (31%). Compared to nonplayers (M=.156, SD=.899), video-games players (M=-.071, SD=1.028) current pandemic perceived less stressful (t(317)=1, 968, p=.05, eta-squared=0,01). In a subsample of players, the situation is assessed as more stressful by the respondents who play due to relaxation and stress reduction (M=.028, SD=1.067) compared to those who play to have fun (M=-.276, SD=.0947) (t(145)=3.342, p=.001, eta-squared=0.07). Gaming habits (who they play with and how often they play) do not have a significant effect on the subjective experience of the stressful situation.

Key words: pandemic, gaming, stress, adults

SMART IQ: A COMPREHENSIVE REVIEW ON HUMAN INTELLIGENCE IN THE DIGITAL ERA

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Despite the great advances in trying to make digital devices more accessible, the adoption of them may present different difficulties with regards to aging generation and underlying learning processes, such as the human intelligence. This comprehensive review not only seeks to study detrimental effects because of digitalization, it also positive ones and new challenges. Therefore, to develop this point, an integrating vision of the topic under study was carried out. In this way, we are aware of the wide range of factors that contribute to the digital division observed with age. However, we would like to highlight how reading and attention are usually associated with normative changes in general cognitive abilities, and cognitive abilities have been related to the use of digital media. We can find in the literature different studies that refer to both the benefits and the disadvantages of digital use. In recent studies (Moret-Tatay, Beneyto-Arrojo, Gutierrez, Boot, & Charness 2019), it was seen how the use of digital media was beneficial for the elderly, specifically the use of the Internet / email is related with better results in independence. Regarding the damages and benefits, in studies where reading was evaluated such as those of Aberšek, Aberšek, & Flogie, (2018) students show less knowledge, less terminological precision and less understanding when writing on a computer and in studies de Mangen, Walgermo, & Brønnick, (2013) Students who read print texts scored significantly better on reading comprehension than digitally. Therefore, it would be convenient to continue in this line investigating the cognitive processes that can be influenced by digitization

Key words: digital, cognition, human intelligence

THE USE OF LEARNING STRATEGIES IN E-LEARNING AND ACHIEVEMENT[3]

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Self-regulation in learning is one of the main predictors of achievement. In e-learning it is even more important because, compared to learning from printed material, it gives the learner more opportunities to look for different options and at the same time lose focus while learning. Therefore, the aim of our study was to find out: 1) what learning strategies students use during e-learning and how often they use them; 2) how the use of these strategies is related to achievement; and 3) the differences in the use of learning strategies and in achievement between boys and girls, between students with high and low academic achievement. 443 students (219 boys and 224 girls) from grade 9 of primary school (average age 14.38 years, SD = .40) participated in the study. The students learned about the perception of colours with the help of an e-learning unit. They had the choice to make notes for learning. The notes were collected after learning and analysed according to the learning strategy used (rehearsing, elaboration, and organisation) (Weinstein and Mayer, 1986). Their knowledge on the subject was assessed by a pre- and post-test consisting of 6 open and 8 multiple-choice questions covering the learning material. Students who took notes scored higher on the post-test than those who did not take notes ($M1 = 8.78$, $SE1 = .19$, $M2 = 6.18$, $SE2 = .34$, $t(438) = 6.783$, $p < .05$, $r = .31$). Analysis of students' notes showed that 1) rehearsing strategies ($N = 555$) were used more frequently than elaboration ($N = 415$) and organisation strategies ($N = 357$). 2) The correlation between higher level strategies (elaboration and organisation) and achievement on post-test ($r = .46$, $p < .05$) was significantly higher ($t(326) = -4.59$, $p < .05$) than the correlation between rehearsing strategies and achievement ($r = .19$, $p < .05$). 3) Compared to boys ($Mdn1 = 65.00$), girls took longer notes ($Mdn2 = 105.00$, $U = 8448.00$, $z = -5.63$, $p < .05$), used more strategies ($Mdn1 = 3.00$, $Mdn2 = 4.00$, $U = 8381.00$, $z = -5.78$, $p < .05$), and achieved a higher score on the post-test ($Mdn1 = 7.00$, Mdn2

[3] The research was carried out within the framework of the basic research project J5-9437 Effectiveness of different types of scaffolding in self-regulated e-learning, which was financed by the Slovenian Research Agency from the state budget.

= 9.00, U = 19629.00, z = -3.58, p <.05). Students with lower academic achievement scored lower on the post-test (Mdn1 = 5.00) than students with higher academic achievement (Mdn2 = 9.00, U = 8201.50, z = -9.74, p <.05). The results showed the importance of prompting the use of higher order learning skills for successful learning in e-environment.

Key words: perceived control, conspiracy theories, conspiracy beliefs, compensatory control

Thematic session
Clinical Psychology

DIFFERENCES IN RECOGNITION OF FACIAL EMOTIONAL EXPRESSIONS BETWEEN BIPOLAR DISORDER, SCHIZOPHRENIA AND HEALTHY GROUPS

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Recognition of facial emotional expression is considered to be one of the basic skills for successful social functioning. Previous findings indicated that schizophrenia (SZ) and bipolar disorder (BD) patients are facing impairments in this skill. Aim of the current research was to investigate differences in recognition of facial emotional expression between bipolar disorder, schizophrenia and healthy groups. Participants were 150 adults (79 female and 71 male) age range from 18 till 65 years from Bosnia and Herzegovina. From total number of participants 50 (23 female and 27 male) were bipolar disorder outpatients, 50 (29 female and 21 male) schizophrenia outpatients and 50 (27 female and 23 male) healthy controls. All participants signed informed consent, they were evaluated using the Structured Clinical Interview for DSM-5 (SCID-5), filled demographic information form and lastly they took part in Penn Emotion Recognition test (ER40). Analyses of variance (ANOVA) were conducted, accompanied with Fisher's Least Significant Difference (LSD) post-hoc test that was set at $p<.05$ significant level. Statistically significant differences ($p<.05$) were found in recognition of facial emotion expression of fear and no emotion between BD and healthy group and SZ outpatients and healthy group. In both cases healthy participants performed better then SZ and BD outpatients. Also statistically significant differences ($p<.05$) were obtained in recognition of facial emotion expression of fear and no emotion when BD and healthy group and SZ outpatients and healthy group were compared for mild and extreme facial emotion expression. For both emotions and intensity of emotion expressions healthy participants performed better then SZ and BD outpatients. On the other side statistically significant differences in facial emotion recognition between BD and SZ outpatients were not found. Results of the current research partly confirmed some of the previous research (e.g. Ruocco, et. al., 2014) finidngs by obtaining significant differences in recognition of neutral or no emotion faces, but in recognition of angry faces significant difference were not found which brought new insight for the future research. Also this was the first study of this kind conducted in Bosnia and Herzegovina.

Key words: Facial emotion recognition, bipolar disorder, schizophrenia

IMPLICATIONS OF TIME PERSPECTIVE FOR DEPRESSION AND ANXIETY

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Time perspective is found to be related to various behavioral and psychological outcomes with implications for health and well-being. Anxiety and depression are major public health problems and many psychotherapeutic interventions focus on the change of patients' cognitions. The aim of the study is to establish the associations between depression, anxiety and the cognitions about one's past, present, and future. Time perspective was measured using the Bulgarian version of The Zimbardo Time Perspective Inventory (Zimbardo & Boyd, 1999). The Zung Self-Rating Depression Scale (Zung, 1965) and The State-Trait Anxiety Inventory (Spielberger et al., 1983) were used to measure depression and anxiety respectively. The sample consisted of 543 participants (60.6% females; age range: 18-70 years; M=26.46; SD=11.27). All five timeperspective profiles were found to have a predictive effect on depression. Past-Negative (ß=.28; p<.01) and Present-Fatalistic (ß=.11; p<.01) were positive predictors, while Past-Positive (ß=-.10; p<.01), Future (ß=-.08; p<.01) and Present-Hedonistic (ß=-.07; p <.01) were negative predictors. Past-Negative was a positive predictor of anxiety as a trait (ß=.48; p<.01), while Past-Positive was a negative predictor (ß=-.07; p<.01). Findings of the research offer new ways of conceptualizing depression and anxiety in the terms of individual differences in the orientation toward timeand provide suggestions for treatment strategies based on the specific cognitions related to time perspective. Results highlight the link between the negative focus of time perspective and depressive symptoms. In contrast, appreciation of positive aspects of one's past, accentuation on pleasures in the present and goal setting in the future may buffer against a negative mood state. Overcoming rumination about aversive experiences in the pastand enhancing positive memories may be helpful in reducing anxiety.

Key words: Time Perspective, Zimbardo Time Perspective Inventory, Depression, Anxiety, Health

YOUTH SUICIDE PREVENTION: WHAT CAN WE LEARN FROM EXISTING APPROACHES?

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Youth suicide is a widespread phenomenon. According to WHO data, suicide is the second leading cause of death among individuals aged 15-29. In response to this serious public health issue, numerous psychosocial programs and strategies have been developed. The main aim of this literature review is to present effective prevention approaches and their limitations, as well as to offer future directions for implementation and research. The current review examined scholarly articles on youth suicide prevention published in English between 2000 and 2020. Studies were identified through electronic databases PsycInfo, PubMed and Scopus and included original papers, systematic reviews, and meta-analyses. Regardless of the approach, the goal of the existing strategies is reducing and preventing suicidal ideation and behavior, defined as suicide attempts, completion and deliberate self-harm. Depending on the group of interest, suicide prevention can be offered universally or to a targeted population. Programs are delivered in schools, communities or healthcare centers, both individually and in groups. A diverse range of interventions, such as CBT, problem-solving, social support and psychoeducation, have yielded positive results in tackling suicidal thoughts and attempts, while they have been less effective in reducing self-harm. School-based programs have been identified as the most promising, especially those including school staff, parents and community resources. However, these prevention efforts suffer from several limitations: lack of randomized-controlled trials, non-systematic addressing of gender differences, weak theoretical grounding and little consideration of potential harm. To conclude, suicide prevention strategies show significant effectiveness in reducing the incidence of youth suicidal ideation and behavior and should be conducted separately from the general mental health initiatives. Current programs can be improved by developing a comprehensive approach which would encompass multimodal interventions simultaneously delivered in various settings. Further quality research is needed to strengthen the evidence-base of existing programs.

Key words: Suicide, Prevention, Early intervention, Youth, Mental Health

VISUOMOTOR CHARACTERISTICS AND DIFFERENCES BETWEEN THE TREMOR-DOMINANT AND AKINETIC-RIGID TYPE OF PARKINSON'S DISEASE

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The purpose of carrying out this research is to evaluate the characteristics and differences of visuomotor abilities in Bender-Gestalt II performance among Parkinson's disease of type tremor-dominant and akinetic-rigid. The possibility of predicting Parkinson's disease type based on Bender-Gestalt II performance was also assessed. A movement disorder specialist diagnosed all the patients and confirmed Parkinson's disease. The patients were classified into different types of Parkinson's disease under the observation of movement specialist. This classification was based on the patient's initial descriptions and dominant symptoms. The patient-related information and the characteristics of visuomotor were collected from Bender-Gestalt II and interview. There were a total of 15 tremor-dominant and 17 akinetic-rigid patients. The average age of patients suffering from tremor type disease was 68.33 and for akinetic type patients 68.70 respectively. There were no statistically significant results between the type, socioeconomic status, educational status, sex, and duration of Parkinson's disease. The akinetic-rigid type had evidently impaired visuomotor function, visuomotor memory, and the timely reaction of visuomotor function. The visuomotor abilities were kept preserved in the tremor type. The akinetic-rigid type also has more neurological indicators as compared to the tremor-dominant type ($p > .01$). It is possible to predict the type of Parkinson's disease based on the Bender-Gestalt II analysis (sig= .00). The impairment of different visuomotor abilities in akinetic-rigid type can be related to the fact that they have more damage in globus pallidus, prefrontal cortex, visuo-perceptive functions, and in specific executive functions than tremor-dominant type.

Key words:: akinetic-rigid, Bender-Gestalt, Parkinson's disease, tremor-dominant, visuomotor, cognitive.

ATTITUDES OF PSYCHOLOGISTS TOWARD PRESCRIBING PRIVILEGES: EXPLORATION OF THE CURRENT SITUATION IN CROATIA

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This research aimed to collect for the first time information about attitudes of Croatian psychologists toward prescribing. Also, it discussed ethical dilemmas related to the possibility of obtaining prescriptive privileges related to the current professional standards to practice as a psychologist in Croatia. The total sample was 139 psychologists (88% female). Sampling was conducted online via closed Facebook group for psychologists, and with the help of the Croatian Psychological Association. A majority of psychologists support prescribing privileges, and the majority of them would like to be educated to prescribe psychotropic medication. There were statistically significant differences between those who favor prescribing and those who opposed it on the topics of type of education for prescribing, necessary knowledge for prescribing, and the degree of agreement with arguments for prescribing. Socio-demographic factors did not influence opinions toward prescribing. The strongest argument for prescribing was a possibility for the integration of psychotherapy and pharmacotherapy. However, the strongest argument against was the fear of fight with physicians over prescribing. There are strong ethical dilemmas about the current type of education psychologists receive in Croatia and their competence for prescriptive privileges.

Key words: Psychotropic medication; prescribing psychologist; prescribing privileges; psychopharmacology; psychology

Thematic session
Mental health and Psychotherapy

SELF-PERCEPTION OF LIFE SATISFACTION IN ELDERLY WITH PILATES EXERCISE

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The concept of life satisfaction is quite attached with life quality, or the perception of life quality. Satisfaction with life is understood as a subjective psychological dimension of quality of life and is referred to a subjective evaluation, that each person makes its own self-evaluation based on a living context according to their ideals and achievements. The main purpose of this study is to analyze and determine the self-perception of elderly of their satisfaction with life related to the effects of an exercise Pilates program on shoulder flexion and extension, tight flexion and abduction, seating to standing and standing for 2 minutes. The evaluations assessments of the elderly were carried out using a goniometer and the Berg scale for articular measurements, the Leighton scale for balance and the life satisfaction scale. This scale gathers 5 items and the participants indicates, through a 7-point Likert scale, to choose between Totally Disagree (1) and Absolutely Agree (7), the level of satisfaction according to each one of those items. The study included 72 participants, 52 women and 20 men aged between 60 and 83 years (M=66.70; SD=6.84). Participants had 30-minute Pilates sessions each twice a week for a 12-month period, after which the life satisfaction questionnaire was applied. The group pre and post-tests evaluations were analyzed by the Wilcoxon test and the d-Cohen test for size effects. The results in balance and articular ampleness parameters in these participants have improved, with some significant results and magnitudes of effect size had satisfactory results after the second evaluation, using a significance level of $p \leq 0,05$. Self-perception of life satisfaction were considered satisfactory with averages between 4.9 (in men) and 5.24 (in women) on a scale between 1 and 7. According to this results the group of participants feels that their life satisfaction have improved with the Pilates programme implemented that showed very favorable values, with gains in all the assessments analyzed.

Key words: Elderly, Life Satisfaction, Physical ability

PSYCHOLOGICAL WELL-BEING DEPENDENCE ON SELF-ESTEEM AND PSYCHOLOGICAL FLEXIBILITY

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Current studies show that psychological well-being positively correlates associated with psychological flexibility and self-esteem. Results also indicate a positive relationship between psychological flexibility and self-esteem but still the dilemma on the nature of their relationship is waiting to be illuminated. Within the Act and Commitment therapy it is assumed that psychological flexibility moderate self-concept's impact on different aspects of psychological well-being while presumptions derived from personality psychology indicate that psychological flexibility determines self-concept. In this study, relationships between self-esteem and psychological flexibility and their impact on psychological well-being are considered. The sample included 250 respondents between 18 and 60 years old (M=24.05, SD=8.05). Self-Esteem was estimated using General Self-Esteem Scale, psychological flexibility was estimated using AAQ-II scale while psychological well-being was estimated using 42-item version of PWB scale. Multiple regression analysis and mediation analysis were used in data analysis. Results show that significant positive and relatively high correlation between self-esteem and psychological flexibility (r=57, p<.01). Well-being is positively correlated with both, psychological flexibility (r=67; p<.01) and self-esteem (r=67; p<.01). Multiple regression (R=76, F(2,663)=454.287, p<.001) shows that both psychological flexibility (ß=.41) and self-esteem (ß=.44) present significant predictors of psychological well-being. Additionally performed mediation analysis did not provide results which could resolve dilemma on the nature of impact of self-esteem and psychological flexibility on psychological well-being. According to overall results it could be concluded that self-esteem and psychological flexibility are robust predictors of psychological well-being but their interrelationship must to be closely analyzed in following studies.

Key words: psychological well-being, self-esteem, psychological flexibility

MULTICULTURAL EXPERIENCES AND SELF-PERCEIVED MULTICULTURAL COUNSELING COMPETENCE

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Multicultural experiences or exposure and interaction with diversity during individuals' formative years shape their preconception about themselves and others. In fact, it contributes to the development of individuals' repertoire in term of multicultural knowledge and awareness. Part of their training, counselor trainees are required to enroll in multicultural counseling course whereby their multicultural knowledge and awareness are to be widen and deepen in order to acquired solid self-perceived multicultural counseling competence. Therefore, the purpose of this descriptive-correlational study is to explore the relationship between personal multicultural experience and academic multicultural experience with self-perceived multicultural counseling competence among counselor trainees. This study was conducted on the population of 340 undergraduate counsellor trainees between the age of 22 to 30 years old, who were completing their internship training. The personal and academic multicultural experience represents both the counselor trainees' multicultural exposure and interaction during their formative years and while attending multicultural counseling course were measured using adapted Multicultural Experience Inventory-Revised (MEI-R: Ramirez, 1998) and Multicultural Course Racial Experiences Inventory (MCREI; Pieterse, Lee & Fetzer, 2016). The Multicultural Counselling and Training Survey-Revised (MCCTS-R; Holcomb-McCoy & Day-Vines, 2004) was utilized to measure self-perceived multicultural counseling competence that provide information on counselor trainees' multicultural knowledge and awareness. The data were analyzed using descriptive statistics, Pearson Product Moment Correlation Coefficient analysis, and Multiple Linear Regression analysis. Findings showed that there is a significant correlation between personal ($r = .142$, $p = .045$) and academic multicultural experience ($r=.154$, $p=.030$) with self-perceived multicultural counseling competence among counselor trainees. Moreover, both

personal (β= .205, p =. 012) and academic multicultural experience (β = .256, p =.006) were predictors of self-perceived multicultural counseling competence. These findings suggest that counselor trainees who perceived to have more multicultural experiences also display higher self-perceived multicultural counseling competence.

Key words: multicultural experiences. multicultural counseling competence, multicultural counseling, counselor trainees

QUALITATIVE ANALYSIS OF SELF-COMPASSION, SELF-PROTECTION AND SELF-CRITICISM IN EMOTION-FOCUSED THERAPY VIDEO SESSIONS [4]

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One of the goals of Emotion Focused Therapy is to develop a more resilient self by increasing self-compassion and self-protection and decreasing self-criticism simultaneously. Although, self-compassion tasks are one of the essential interventions in EFT there is still little research about how self-compassion is articulated productively within a therapeutic session. Therefore, the goal of our study was to examine how self-criticism, self-protection and self-compassion are expressed by a client within a therapeutic session. This is a single case study examining one session with Les Greenberg, who is the founder of EFT, as therapist. The self-critical two-chair dialogue process with his resolutions of self-compassion and self-protection was analyzed. The data were analyzed by Consensual qualitative research (CQR). The team consisted of two core members and one auditor. The video was transcribed and sentences that revealed aspects of the client's experience of being self-critical, self-compassionate and self-protective were extracted. Three similar domains were considered for all three concepts. These were the behavioral aspect, the emotional aspect and the cognitive aspect. Consequently the findings showed the following subdomains. For self-criticism: actions, self-attack, expectations, judgment, anger towards self. For self-compassion: empathy towards self, positive emotions towards self, confirmation, understanding, negotiation and advices, motivation to alleviate pain, self-forgiveness and self-acceptance. And for self-protection: expressing needs, reactive anger, self-protection, self-acceptance, empathy towards self and understanding from the critic. More studies of categorizing a broader number of cases are necessary to develop more detailed understanding of clients' expression of self-compassion, self-protection and self-criticism within therapy.

Key words: emotion-focused therapy, self-compassion, self-criticism, self-protection; qualitative analysis

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LONELINESS OF THE PSYCHOLOGIST IN ORGANIZATIONS

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Loneliness as an inner experience of distress is mainly caused by dissatisfaction with the quality of relations with other people. Decades of research proved the impact of loneliness on physical health and psychological well-being especially later in life (Murphy & Kupshik, 1992), but little is known about the effects of loneliness in other stages and contexts of life. The aim of the study is to explore the degree of loneliness experienced by psychologists in the work settings. Connections of loneliness at the work place with empathy and mentalization are checked to question the popular belief that loneliness is driven by self-centered cognitions and to reveal the links between loneliness and organization type, time in the organization, and other characteristics. The sample consists of 116 psychologists (age M=36.75, sd=9.57; 87.9% females) with predominantly master degree (82.7%) in developmental or clinical psychology, working in hospitals (21.6%), educational institutions (47.4%), and social services (31%). Bulgarian adaptation of University of California Loneliness Scale (UCLA) was modified to measure loneliness at work environment. Bulgarian adaptations of Basic Empathy Scale (BES) and Mentalization Questionnaire (MentS) were used to assess empathy and mentalization. Variations of age, education and time spent in the organization were not statistically significant between groups from different organizational setting. A simple linear regression was calculated to predict loneliness at the work setting based on type of organization, time spent in them, age, mentalizing abilities and empathy. Loneliness was significantly predicted only by accumulation of traumatic experiences from childhood onwards. A significant regression equation was found ($F_{(1,114)}$=15.177, p<.000), with an R^2 of .117. Discussion is focused on the pragmatic aspects of the findings and possible initiatives for career and self development and self-reflection of psychologists, working in the field of applied science. Limitations of the study and future directions are pointed out.

Key words: Loneliness, self-reflection, empathy, cumulative trauma, psychologist

ORAL DISCOURSE IN PSYCHOTERAPEUTIC SITUATION AND THE ABERANT PROSODY

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The psychotherapeutic situation is predominantly a dialogical relation, a speech event. In an analytic situation, the psychoanalyst is faced with a complex interplay between sound (prosody) and meaning of analysand's discourse. In the case of psychoses and primitive mental organisations, the damaged (or malformated) capacity for simbolization (and mentalization) results in a specific appearance of aberrant prosody into the individual's discourse. The speech of borderline patients, as Kristeva notices, is full of acoustic (prosodic) elements. It reveals the process of collapsing of the signifier, its desemantization, "to the point of reverberating only as notes, music" which need to be (thanks to the therapeutic action) built into the language code. In some cases, it would be right to believe that the patient is (with the prosody of his speech) attacking (Bion would say) the analysts' ability to make a link. In the case of primitively organized and psychotic patients, the stability of the function of the poetic and semiotic in his language is been eluded by its aberrant prosody. Thus, when it comes to primitive mental organizations, the aberrant prosody (which in terms of development is adopted before semantics and syntax) predominantly serves to evacuate inner tension not mediated through language. The Kleinian school would call it the evacuation of beta elements.

Key words: aberant prosody, orality, therapeutic situation

Thematic session
Organizational Psychology

PSYCHOLOGY STUDENTS ON THE PATH TO SUCCESSFUL CAREER: PERCEIVED CAREER RESOURCES AND EXPECTED CAREER OUTCOMES

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Career resources enable an individual to achieve his or her career goals. Hirschi in Model of career resources distinguishes four categories of resources: human capital, social resources, psychological resources and career identity resources. For successful career development, it is necessary for an individual to have all categories of resources. Aim of qualitative research was to explore which career resources psychology students recognize as important for a successful career in psychology, and which career outcomes they expect. The study involved 70 third-year undergraduate psychology students (75.7% women) from Serbia that answered a set of open-ended questions about their own career resources and expected career outcomes. Thematic content analysis showed that students recognized as important two categories of resources: psychological resources and social capital. Within psychological resources, the most commonly singled-out were: responsibility, ambition and empathy, whereas within social capital, the most important were networking (achieved through internship, workshops, extracurricular seminars, membership in various organizations and multidisciplinary student projects). When it comes to outcomes, short-term outcomes were related to passing specific exams; long-term outcomes could be classified into three categories: graduation, further training, and acquiring work experience. Expected career outcomes are related to increasing one's own employability through education, training and work. It is visible from the results that resources perceived by students as important for their career are way too narrow when compared with Hirschi's Model of resources. It is interesting to note that both resources and expected outcomes were mainly tied with university education. On the theoretical level, it is important to tie the Model of resources with Super's stages and tasks of career and Life Career Rainbow. On the practical level, university programs should support students in recognizing the breadth of resources and their importance for career development.

Key words: career resources, career outcomes, psychology students, career in psychology, Serbia

IS CAREER REALLY PLANNED?

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The current work context combines the challenges of a globalized world with the unpredictability of the changes brought to the world by the pandemic COVID-19. Thus, the process of adapting to contexts involves situations that result from mere chance, due to availability to make career goals more flexible and the performance of actions that individuals can voluntarily undertake in order to transform these random events into career opportunities. The objective of this work is exploratory, framed by the model of planned happenstance by John Krumboltz, analyzing the role of chance and the actions taken by oneself in the career of 20 adults with higher education, aged between 30 and 35 years and with 5 years of experience. For this, semi-structured interviews were carried out, submitted to a content analysis of mixed type, with NVIVO software. Two broad categories were extracted: Unexpected or unplanned events with an impact on the career and Own initiatives that contributed to "create" these unplanned events, each with 8 subcategories. The results show a high frequency of "chances" resulting from informal contacts with friends, former colleagues or former employers but also from unpleasant and external events such as unemployment or the extinction of the previous job. The personal initiatives that resulted in career opportunities that were most frequently mentioned were the scheduling of meetings with acquaintances, making visible the willingness to change and the availability to make the initial objectives more flexible, participating in work or leisure activities not directly related with the desired functions. The analysis of the collected data highlights the role of chance and of the initiative of the individual in the construction of his career, as predicted in the Krumboltz model.

Key words: Planned Happenstance; Career; Chance; Proactivity

SELF REGULATION, MOTIVATION AND PROCRASTINATION IN EMPLOYEE IN PRIVATE AND PUBLIC SECTOR

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Self-regulation is a construct that refers to a person's ability to develop, implement, and maintain certain behaviors in order to achieve planned personal goals. It is a set of self-produced thoughts, feelings and actions that are planned and cyclically adjusted to achieve the set personal goals. Motivation refers to the degree of autonomy in engaging in various activities. Tendency to delay tasks refers to delaying the execution of tasks for which there is an intention to perform. The research problems were examining the relationship between the level of self-regulation, the level of self-determined motivation and the level of tendency to delay tasks in employees. The presence of these variables differs among employees of different genders and work environment. The research was conducted on 268 private and public sector employees, with the instruments: Self-Regulation Questionnaire (Brown, Miller, & Lawendowski, 1999), Global Motivation Scale (Guay, F., Mageau, G., & Vallerand, R.J, 2003) and Procrastination Scale (Lay, 1986). The results show that the level of self-regulation significantly correlates with the level of self-determined motivation ($p<.01$, $r=.33$) and the level of tendency to delay tasks ($p<.01$, $r=-.21$). High levels of motivation (intrinsic and identified) are significantly negatively related to the tendency to delay tasks ($p<.0.1$, $r=-.19$), while low levels of self-determined motivation (introjected, external regulation and absence of self-determined motivation) positively correlate with the tendency to delay tasks ($p<0.1$, $r=.30|$). In terms of gender, significant differences were found in the variables self-regulation ($t=2.245$, $p<.05$) and self-determined motivation ($t=3.245$, $p<.01$), while in terms of the tendency to delay tasks no differences were found. In terms of the job sector, no significant differences were found in terms of self-regulation, self-determined motivation and the tendency to delay tasks.

Key words: self regulation, motivation, procrastination, employee

ASKING QUESTIONS DURING INFORMAL LEARNING IN THE WORKPLACE AS A FUNCTION OF CLAIMING ORGANISATIONAL MEMBERSHIP STATUS

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This research is a part of the wider research project which aimed at exploration of the informal learning in the workplace process and its relationship with multiple social identities of an individual. The research was exploratory, within the framework of interpretative paradigm and qualitative methodology. Data collection, analysis and interpretation were conducted using grounded theory approach. The sample consists of 33 employees on non-managerial positions in a global auditing company - 10 interns, 12 associates and 11 senior associates. We used purposive and snowball sampling approaches, aiming to maximise variations within the sample. Semi-structured interviews were conducted in two points of time - at the beginning and at the end of the auditing season. One open-ended questionnaire was administered between the interviews. Our results suggest that asking questions during informal learning in the workplace is a complex and very important issue for participants. Informal help/tutoring of more experienced colleagues turned out to be the most frequent type of their learning (mentioned in 75% of interviews). To elicit this help, participants ask specific questions. Our results suggest that asking questions is a skill in its own right, as participants mention numerous factors which they take in consideration when assessing the safety of this endeavor (the personal style of senior colleagues, their hierarchical level, collective narratives which encourage or discourage asking questions, the way that seniors invite questions, their workload and the "political" relationships within the team). We also learned that, upon assessing these factors, our participants develop different strategies for asking questions – choosing the right time, the right way to formulate the question, the best person to approach, and question "camouflage". We rely on social identity theory, particularly on the work of Bartel and Dutton on ambiguous organizational membership, in discussing that asking questions has a function of claiming organizational membership.

Key words: Informal learning in the workplace, organizational membership, grounded theory

OCCUPATIONAL STRESS AND BURNOUT SYNDROME AMONG HEALTHCARE PROFESSIONALS

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Burnout syndrome is very common in the auxiliary professions. This syndrome was first noticed in health workers who work in psychiatric wards and intensive care units, and then in surgeons and other professions. In essence, this syndrome is a state characterized by emotional exhaustion, depersonalization and subjective experience of failure, due to excessive but futile commitment at work. This research was conducted on medical workers - doctors and medical technicians, employed at Clinical Center of Kragujevac (N = 102), before the Covid-19 pandemic. The test method was a questionnaire based on the well-known questionnaire of Christina Maslach (Burnout Inventory - Human Services Survey, MBI-HSS), which was supplemented by a number of questions for the purposes of this research. There were more female respondents in the sample (53%), where the majority were in the age category from 31 to 41 years of age. Statistical analysis was performed using SPSS Statistics 19.0. The results of the research show that the sources of occupational stress and burnout syndrome in our respondents are: work overload (42%), low possibility of advancement (40%), inadequate income (37%), futile work and dealing with incurable patients (33%). Burnout syndrome is present in 60% of respondents of both sexes, in moderate to a pronounced degree, with the most pronounced in health workers with work experience between 9 and 17 years. The results also show that stress and burnout at work are mostly channeled through active leisure activities (38%), socializing and talking with colleagues (23%), as well as certain self-help strategies (20%). The obtained results suggest that health workers in our environment are under increased stress and risk of burnout, so prevention and management measures are recommended through improving the organization and working conditions, better knowledge of employee problems, education and training in skills that contribute to stress channeling and increasing the quality of life and work productivity of employees.

*Key words***:** occupational stress, burn-out syndrome, health workers

INTENTIONS FOR EARLY RETIREMENT AMONG EMPLOYEES: PRELIMINARY FINDINGS FROM STAR VITAL PROJECT

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This preliminary study aimed at investigating intentions for early retirement among employees in Slovenian companies. More precisely, factors for early retirement were searched for. In Slovenia, share of employees in the age group 55–64 is one of the lowest in the EU, mainly due to early retirement. However, it has been rising slowly since 2016 due to a retirement reform. Prolonging work activity brings about new challenges in managing workforce. Hence, it is important to understand psychological, health, and work-related factors fueling intentions for early retirement. The survey results are based on an analysis of 869 respondents from 25 different firms in Slovenia. The survey was carried out via both a paper questionnaire and an online survey during the period from June 2019 to June 2020. Mixed methodological approach was adopted. In the first place, a question was posed whether respondents would have choose to retire early if given the opportunity on a 4-level scale (1 – no, not very likely to 4 – yes, very likely). In the next section, respondents were asked to provide explanation for their decision. Short answers were analyzed qualitatively. Results show that 52% of respondents would retire earlier if given the opportunity. Results regarding reasons for their intention to retire earlier indicate four broad categories of answers: health issues, lifestyle factors, psychological work-related factors, and physical work-related factors. Each of the factors was then further analyzed. Interestingly, factors of prolonging work activity were stressed out as well, thus showing importance of high quality jobs, good health and financial reasons are important incentives for prolonging work careers. Results are being discussed in realms of work and organizational psychology.

*Key words***:** Intentions for early retirement, Intentions for prolonging work career, Older employees, Slovenia, Star vital project

EMPOWERING PSYCHOLOGY: ENTREPRENEURSHIP AS PSYCHOLOGICAL TOPIC

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Entrepreneurship, as a generally accepted approach and profoundly organized strategy of business engagement, is a research topic for different sciences, and for the psychology, too. The psychological issues, psychological theories and results of the psychological empirical research of entrepreneurial personality traits, personality models, motivational disposition etc., are highly important and formative for entrepreneurial behaviour (openness, creativity, innovativeness, locus of control, social responsibilities, interaction involvement, proactive orientation). Based on these new topics, the special focus of the psychology on the research and interpretation of entrepreneurship are developed. The aim of this research is to recognize the presence of a psychological approach to the entrepreneurship, and the presence of special topics on entrepreneurship in psychology. The analyses are based on the review of journals in the field of entrepreneurship, which are referenced in the repositories SCImago, ERIHPlus, and ClarivateAnalytics, and which have abstract available online (18 journals are derived).For papers selection, the following terms (concepts) in English and Spanish, were used as filters: innovation, entrepreneurial orientation, entrepreneurial traits, entrepreneurial personality,entrepreneurial motivation, entrepreneur development (innovación, orientación emprendedora, razgos de personalidad emprendadora, personalidad emprendadora, motivación empresarial, desarrollo emprendedor) etc. The main topics and contents of the selected papers were analysed.Also, we derived specific psychological journals (in English and Spanish) including papers on some psychological dimensions of entrepreneurship (only 10 journals). Main results: There are more papers related to some psychological aspects of entrepreneurship published in the basic entrepreneurship journals, than in the basic psychological journals. In the specific psychological journals, the entrepreneurship topics are considered rare and in the non-specific context. Many important research studies of psychological dimensions of entrepreneurship are published in non-psychological entrepreneurship journals. This is a confirmation that the entrepreneurship psychology (or entrepreneurial psychology) has been founded as a quite new part of the system of psychological sciences, especially as an applied psychology.

Key words: Entrepreneurship, psychology, journals' review, development of psychology

Thematic session
Individual Differences
and
Psychological Measurement

OVERSHADOWED BY RIVALRY AND AFFECTIVE DISSONANCE: BEYOND CONSTRAINTS OF THE SHORT DARK TRIAD

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Short Dark Triad's (SD3) unidimensional approach to grandiose narcissism is contradicted by ample evidence about the multidimensional nature of this construct. Likewise, SD3 does not overtly address empathy deficits since callousness is implied as the interconnecting feature of all dark traits but is not explicitly measured. We explored utility of a more nuanced approach to grandiose narcissism and utility of a direct approach to empathy for the current perspective on transgressive human behavior. For this objective, 263 participants (M_{age} = 18.3; SD_{age} = 1.65; 59% females) were administered SD3 (Jones & Paulhus, 2014), Narcissism Admiration and Rivalry Questionnaire (Back et al. 2013), and Affective and Cognitive Measure of Empathy psychometric scales (Vachon & Lynam, 2016). Network analysis revealed that Rivalry (the dark side of grandiose narcissism) – outperformed both the SD3 measure of narcissism and Admiration (the bright side) in predicting positive associations with malignant personality traits and reduced affective empathy. The SD3 measure of Psychopathy was more closely related to Rivalry and reduced affective empathy than to the SD3 measure of Machiavellianism. Our findings suggest that future studies of the dark side of human nature should go beyond the scope defined by SD3, as Rivalry and Affective Dissonance are likely candidates for the dark core membership due to their strong connection with Psychopathy.

Key words: Dark Triad, Narcissistic admiration and rivalry concept, Affective and cognitive empathy, Network analysis

THE ROLE OF PERSONALITY TRAITS IN PREDICTION OF GENERATIVITY

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According to E. Erikson (1980) generativity can be defined as creating, guiding and taking care of the next generation. Along with parenting, it could also be expressed in any form of productivity intended to create something of lasting worth in benefit of others and society. This study is focused on researching whether personal traits are involved in prediction of generativity, while controlling the impact of demographic factors. In order to test our hypotheses, we have conducted a survey among 237 Bulgarian participants ranged between 16 and 74 years of age. For the purpose of the study we have used the Big Five personality traits questionnaire (Mini IPIP, Karabeliova, Petrov, Milanov & Ivanova, 2016) and the Loyola Generativity Scale (LGS, McAdams & de St. Aubin, 1992). The study was held both online and via paper-printed questionnaires. The participants were informed of the anonymity of their answers. We used two sets of predictors – demographic data variables (education, age, marital status) and The Big Five personality traits. Hierarchical regression analysis was applied. In the first model, we included the demographic data variables ($F(3, 230)= 11.267$, $p<0.001$). Education ($ß=0.199$, $p<0.005$) and marital status ($ß=0.157$, $p<0.05$) turned out to be significant predictors of generativity. The model explained 13% of the variance. In the second step, personality traits were included and the variance explained was 38% ($F(8, 225) = 17.183$, $p<0.001$). Results showed that the educational level ($ß=0.156$, $p<0.05$) had a significant predictive power, but personality traits, with the exception of neuroticism, have greater contribution to the variance of generativity. Findings confirmed the role of the stable personal dispositions on generativity and also revealed education as an important factor.

Key words: Sexual violence, trauma, empowerment, helplessness, receipting technique, joining

GENERATIVITY THROUGH THE LENS OF THE LIGHT TRIAD

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Generativity (Erikson. 1980) is a prosocial and future-oriented quality of identity, defined in terms of one's own role in intergenerational continuity, and focused on care for those that come next and what will endure and outlive the individual lifetime. If "passing the torch" (Vaillant, 2014) is a metaphor for the generative developmental mission, it is worth understanding the personality features that ensure the torch is bright. Our study is dedicated to exploring whether generativity can be predicted on the base of the newly proposed model of The Light Triad Traits of personality with its facets: Kantianism, Humanism, and Faith in humanity (Kaufman, Yaden, Hyde, Tsukayama, 2019). Study comprised 237 Bulgarian participants (70 % women) aged 16-74 (M = 34.74; SD = 14.37). They filled out two self-report measures – the 12-item Light Triad Scale (LTS, Kaufman, & al., ibid., 2019) and the 20-item Loyola Generativity Scale (LGS, McAdams, & de St. Aubin, 1992), then answered questions about their socio-demographics. Multiple hierarchical regression analyses were used to create predictions for generativity by the socio-demographics and the LTS traits. Sex and educational level entered the first model ($F(2, 231) = 10.815$, $p < .001$; $R = .293$; $R2 = .086$) where educational level was identified as a significant predictor ($ß = .286$, $p < .001$). LTS traits were added to the second model ($F(5, 228) = 12.872$, $p < .001$; $R = .469$; $R2 = .220$). The traits of Humanism ($ß = .237$; $p < .0001$) and Kantianism ($ß = .129$; $p < .05$) proved to be significant predictors of the outcome. Findings suggest that higher educational attainment, combined with a disposition to value human dignity and treat people as ends unto themselves are predictive for generativity.

Key words: generativity, Kantianism, humanism, faith in humanity

THE DIMENSIONS OF SOCIAL SUPPORT AS PREDICTORS OF GENERATIVITY

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The purpose of this study is to examine how generativity (Erikson, E., 1950) is predicted by the dimensions of social support: two of giving and two of receiving (respectively - emotional and instrumental support), while controlling for the contribution of the socio-demographic characteristic of adult people. Given the essence of the construct of generativity – nurturance, maintenance, care, guidance of the next generation, our hypothesis was that the giving aspects of social support would predict generativity more significantly than the receiving ones, and their contribution to the outcome's variance would be greater than that of socio-demographics. 238 persons took part in the study. The sample had an average age 34.89 years (SD=14.22), ranged 16-74 years and more were women (70 %) than men. They answered questions about their demographic characteristics and filled out two self-report questionnaires: The Brief 2-Way Social Support Scale (Shakespeare-Finch, J. & Obst, P. L., 2011), and The Loyola Generativity Scale (McAdams, D. P. & de St Aubin, E. D., 1992). To check the hypothesis, we ran a hierarchical regression analyses. Model 1 ($F(3,234)=11.317$; $p<.001$) regressed generativity on demographic characteristics and on this base, education (ß = -.207; $p<.01$) and marital status (ß = -.140; $p<.05$ were identified as significant predictors. ?his model explained 12.7% of the outcome's variance. In model 2, the social support dimensions were included and they explained additional 34.1% of variance ($F(7,230)=17.033$; $p<.001$). As we expected, both aspects of giving rather than those of receiving social support have proven their role of significant predictors (giving emotional support: ß = -.210; $p<.01$; giving instrumental support: ß = -.262; $p<.001$). Findings confirm the relevance of perceived given support in predicting generative dispositions, as well as the significance of education and marital engagement.

Key words: generativity, Kantianism, humanism, faith in humanity

SERBIAN ADAPTATION OF THE MULTIDIMENSIONAL FEAR OF DEATH SCALE

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The goal of this study was to develop Serbian version of the Multidimensional Fear of Death Scale (MFODS), made by Hoelter (1979), and explore its psychometric properties. The MFODS has 5-point rating scale and includes eight independent subscales that measure specific aspects of fear of death: fear of dying process, fear of the dead, fear of being destroyed, fear for significant others, fear of the unknown, fear of conscious death, fear for your body after death and fear of premature death. A combination of forward and backward translation was performed. A total of 176 university students - 62 male (35.2%), and 113 female (64.2%), aged between 18 and 35 years (M=21.46, SD=2.29) - responded to Serbian version of MFODS which was assigned to them online. Internal consistency of all subscales is good (α>0.71) which ratifies the reliability of the scale. All of given subscales correlate among each other. Construct validity was analyzed by confirmatory factor analysis in AMOS software. Method used for parameter estimation was Maximum Likelihood. We find that the model is not quite acceptable fit to the sample data based on commonly accepted thresholds ($\chi 2$ = 1613.13, df = 825, p< 0.001, CFI = .71, TLI = .69, RMSEA = .07 (CI 0.06 – 0.07). An identification of a global orthogonal factor, in addition to eight discreet dimensions, which could allow for interpretation of the global death fear factor, as suggested by Neimeyer and Moore (1994), has also been attempted. However, the model with the general factor is not satisfactory, and it requires further inquiry on a bigger sample. This instrument may assist future developments in therapeutic interventions, enable further knowledge about the fears associated with death, and it can enrich the collection of instruments in Serbian measuring fear of death.

Key words: fear of death, MFODS, Serbian, adaptation, translation

INFLUENCE OF INATTENTIVE RESPONDING ON THE FACTOR STRUCTURE OF THE ATTITUDES TOWARDS SEEKING PROFESSIONAL PSYCHOLOGICAL HELP - SHORT FORM

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Attitudes toward seeking professional psychological help scale–short form (ATSPPHS–SF) is constructed with the aim of being a one-dimensional measure. Five items directly indicate a favorable position while the remaining five are inversely scored. The aim of this study was to examine whether the presence of inattentive responding may affect the factor structure of the instrument. The research was conducted on a sample of 210 students. Inattentive responding was defined by the absolute difference between the score for directly scored and the score for the inversely scored items. Ten respondents in whom the absolute difference between the two scores was equal to or greater than the half of the theoretical range of the response scale most likely inattentively answered the questionnaire. Robust MM regression determined that these are the so-called structural outliers. Exploratory and confirmatory factor analysis on the entire sample suggest a two-factor structure where each factor is consisted of items that are identically scored (EFA: first factor explained 25.9%, and second factor 7.5% of the common variance; Fit statistics for CFA two factors model: SB Chi-square(34) = 39.83, p = .227, CFI = .979, RMSEA = .029, 90%CI[.000,.057], SRMR = .046; Fit statistics for CFA one factor model: SB Chi-square(35) = 80.08, p < .001, CFI = 0.835, RMSEA = .078, 90% CI[.058, .098], SRMR = .078). Identical analyses on the sample from which the data for the mentioned 10 respondents were omitted clearly indicate a one-factor structure of ATSPPHS–SF (EFA: first factor accounted for 27.2% of the common variance; Fit statistics for CFA one factor model: SB Chi-square(35) = 36.11, p = .416, CFI = 0.995, RMSEA = .013, 90% CI[.000,.049], SRMR = .045). The results have a more general significance because they indicate the importance of preliminary data analysis in order to identify respondents who answer inattentively.

Key words: inattentive responding, factor structure, ATSPPHS-SF

DEVELOPMENT AND VALIDATION OF AN ULTRA-BRIEF MEASURE OF DEPRESSION AND ANXIETY (DAS-8)

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The main goal of the present research was to develop and validate an ultra-brief measure of depression and anxiety (Depression and Anxiety Scale-8 item version; DAS-8). We used the Depression Anxiety and Stress Scales (DASS-21) to develop an ultra-brief tool for the assessment of symptoms of depression and anxiety. After inspecting items of the DASS-21 in Study 1 (N = 813, mean age = 38.95 years, 61.9% females) and the results of previous studies, a total of 8 items were selected for a brief version. In Study 2 (N = 413, mean age = 29.21 years, 51.9% females) we compared psychometric properties of the 8-item version and the full version of the DASS-21. An ultra-brief scale had good internal consistency (a = .81 for Depression, a = .77 for Anxiety), and convergent validity (correlations with measures of depression, anxiety, life satisfaction, positive and negative emotions) comparable to the full version. Study 3 (N = 1551, mean age = 37.53 years, 82.3% females) showed that both scales have high one-week (r = .80 for Depression, r = .78 for Anxiety) and three-week (r = .75 for Depression, r = .71 for Anxiety) test-retest reliability. Our findings indicate that this 8-item ultra-brief measure is a reliable and valid tool for the assessment of symptoms of depression and anxiety.

Key words: depression, anxiety, assessment, validity, reliability

Thematic session
Developmental
and
Educational Psychology

SELF-EFFICACY OF ADOLESCENTS – THE RELATIONSHIP WITH SOCIO-DEMOGRAPHIC VARIABLES AND DATING VIOLENCE

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Self-efficacy is described as people's beliefs about their capacity to exert control over their own functioning and over events that affect their lives. People's beliefs about their self-efficacy stem from their ability to organize and use existing resources that they need to cope adaptively. Exposure to stressful life events such as dating violence can have a negative effect on the way one thinks of one self and can negatively impact motivational resources such as self-efficacy. Dating violence is a form of intimate partner violence. The aim of our study is to investigate the relationship between self-efficacy, socio-demographic variables and experienced violence in adolescent partnership. The sample consisted of 895 third-grade high school students from Serbia, who have been in a relationship within past six months. Self-efficacy questionnaire for children (Vulic-Prtoric, Solic, 2004) was used, that contains subscales for assessment of social, academic and emotional self-efficacy; Questionnaire of experienced violent behavior in partner relationship (Ajdukovic, Löw and Susac, 2011) that contains subscales for assessment of physical, psychological and sexual violence. The examined socio-demographic variables were: gender, school success, type of school, family structure, family monthly income, parental education. The results show that academic self-efficacy is more pronounced in girls, and emotional self-efficacy in boys. Social and academic self-efficacy is higher in adolescents with better school performance, and emotional self-efficacy is higher in adolescents whose families have high monthly incomes. Also, the results show: negative and statistically significant correlation between experienced physical violence and social ($r=-.124$, $p<.000$), and academic self-efficacy ($r=-.112$, $p<.001$); negative and statistically significant correlation between experienced psychological violence and social ($r=-.098$, $p<.004$), academic ($r=-.135$, $p<.000$) and emotional self-efficacy ($r=-.075$, $p<.028$); negative and statistically significant correlation between experienced sexual violence and social ($r=-.145$, $p<.000$), and academic self-efficacy ($r=-.124$, $p<.000$). Although

the acquired correlations are low, the results show that adolescents who experience various forms of violence by their partners will have lower capability to relate to peers and lower assertiveness, lower capability to cope with learning and school materials and to meet school expectations and lower capability for dealing with negative emotions.

Key words: self-efficacy, violence, partner relationship, adolescents

A PILOT INTERVENTION FOR CHILDREN WITHOUT PARENTAL CARE UNDER THE AGE OF 8: THE BASELINE ASSESSMENT

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The aim of this study was to assess developmental capacities of children currently living in the Home for children and youth without parental care in Banja Luka. The children differed in terms of their age (0 to 8 years), the age at which they were admitted to the Children's Home (2 months to 6 years), and the number of years spent there (3 months to 7 years). Children attended regular daycare, preschool/school programs and were not categorized as children with special needs (N=16, 4 boys). Children's developmental status was assessed using the Developmental Behavioral Scales (RBS, Pistoljevic, Zubcevic, & Dzanko, 2016), the Developmental test Cuturic (RTC, Cuturic, 2007), Test of Phonological Conscience (FONT, Franc & Subotic, 2015) and the Test of Emotion Comprehension (TEC, Pons & Rosnay, 2004). Based on the individual results, we looked for common developmental trends perceived on the group's level. Given the small sample size and varying ages of the children, we only provide raw data and proportions. The results on the RBS show that most children did not achieve minimal developmental milestones typical for their age in the areas of language, motor and cognitive development (13, 12 and 11 out of 16 children respectively). One half of the children did not reach minimal developmental milestones in the area of social development and self-help (8 and 7 out of 16 children respectively). The results on the RTC confirm this trend, showing that only 3 children could be categorized as developing appropriately for their age. In general, the higher the number of years spent at the Children's Home and the lower the age of admittance, the bigger their developmental delays are. Our results confirm the existing evidence on the grim consequences of pre-institutional trauma and institutional care. They are discussed in the context of the project aiming to reduce the harm and stimulate the development of these children until the conditions are met for them to leave the Home.

Key words: early development, children without parental care, institutional care, developmental delay

EMOTIONAL INTELLIGENCE, SOCIAL PREPARATION AND SCHOOL SUCCESS IN STUDENTS

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The way child identifies, understands, and manages emotions can have an impact on everything from his or her relationships with classmates to performance in the classroom. Because of this, emotional intelligence is an important stepping stone to success, both inside the classroom and beyond In this study, we tried to measure aspects of emotional intelligence and their connection with social adjustment and school success in students at early age. An emotional competency questionnaire (UEK-45) was used to measure emotional intelligence level, while a social adjustment questionnaire (SAS-SR)measures the level of both behavioral and emotional social adjustment across six major areas (i.e., work, leisure, extended family, primary relationship, parental and family unit). The sample was consisted from 81 respondents from eighth and ninth grade from the primary school participated in the research. Out of a total of 81 respondents, 41 respondents are male and 40 respondents are female. The results show that emotional intelligence is positively correlated with social adjustment ($p<0,01$, $r=0,28$) and school success ($p<0,01$, $r=0,33$) in early adolescence students, and that there are no gender differences between men and women in relation to the three research variables. Social and emotional development is central to children's success in school. By incorporating EQ into existing educational programs, we can promote our children's achievement in the present and secure their success for the future.

Key words: emotional intelligence, social adjustment, school success

ATTACHMENT AND IMPLICIT THEORIES OF INTELLIGENCE AMONGST UNIVERSITY TEACHERS: A BRIEF REPORT

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Attachment is a well-known construct regarding people's emotions and behavior in close relationships, while implicit theories of intelligence (ITI) represent an individuals' fundamental beliefs concerning whether or not intelligence or abilities can change. Although attachment is on many occasions mentioned in ITI literature, not many scientific studies specifically focusing on exploration of association between these constructs were found. This preliminary study is concerned with the relation between attachment and ITI in population of university teachers. The research was conducted on the sample of 138 university teachers from six Serbian universities, mainly from faculties of social sciences, philology, humanities and arts. Attachment was measured by Serbian Version of Modified and Revised Experiences in Close Relationships Scale (SM–ECR–R; Hanak & Dimitrijevic, 2013), while ITI were assessed by eight binary items inspired by self-assessment strategies used in recent mindset research, and constructed purposefully for this particular research. On one item (considered pivotal), differences between participants regarding intelligence as and unchangeable entity and those with a view of intelligence as a trait prone to improvement were found concerning (1) anxiety ($t(136) = 2.485$, $p = .014$), (2) secure attachment style score ($t(136) = 2.073$, $p = .040$), and (3) anxious preoccupied attachment style score ($t(136) = 2.242$, $p = .027$). Additionally, differences regarding scientific discipline were found in (1) secure attachment style score ($F(11) = 1.883$, $p = .049$), (2) fearful avoidant attachment style score ($F(11) = 1.933$, $p = .042$), and (3) dismissive avoidant attachment style score ($F(11) = 1.926$, $p = .043$). These findings suggest the potential relevance of further research considering associations between attachment and ITI, preferably with the use of reliable and valid ITI assessment tools.

Key words: attachment, implicit theories of intelligence, university teachers

USING CHAT AS DIAGNOSTIC TOOL IN SCHOOL IMPROVEMENT PROCESS

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Education quality is reflected in the level of development of competences and skills needed for personal growth and active participation in modern society. The way to improve education quality, especially at the school level, is, therefore, one of the key themes in educational psychology, but it is also a foundation for a large number of educational reforms that are continuously being implemented. The paper describes the conducted research study based on Engeström's Cultural Historical Activity Theory (CHAT), which is used to format research activities, interpret the data obtained, and draw conclusions that should lead to determining an effective support model. In the research study, ten experimental schools were supported by the program created under the social constructivist learning approach and theories of change. The program's effectiveness was measured by the students' success on final exams compared to control schools. This paper presents one component of the research study, discussing two study cases. The results show that among other characteristics in the school that significantly improved, the teachers were willing to change their teaching methods, they worked in teams, and believed that a teacher can and must contribute to the success of children, regardless of their abilities. On the other hand, in the school lacking the improvement, the teachers felt indisposed to change, did not cooperate unless directed, and believed that success in school depends on the generation of students and the conditions in which they work. The paper illustrates how CHAT was used as an analytical tool for a better understanding of social dynamics within the schools and how the implementation of the same improvement program could raise the students' achievements in some schools, while in other schools it did not have any effect. The results suggest that providing uniform school development support does not always result in higher performance because the school's activity system is not considered. Therefore, these results should be taken into account while making decisions on the policy level.

Key words: school evaluation, students' achievement, Activity Theory, educational changes

LESSON STUDY: A TOOL FOR MOTIVATING STUDENTS TO BECOME ACTIVE AND REFLECTIVE LEARNERS

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Lesson study is a very specific type of classroom active research, which is designed to allow teachers to improve their practice through collaboration with colleagues. This method focuses attention on the learning of certain "case students", and by analyzing their response to an initiative, it can be honed and reanalyzed to ensure maximum effect. The "case studies" students can help teachers to see the aspects of students learning through their eyes, and they can compare actual learning observed in the research lesson with the learning they imagined when they planned it. This article aims to summarize the reflections and research findings gained by the Bureau for Development of Education in relation to Lesson Study, addressing the concepts and dilemmas about the students' knowledge, skills, attitudes, emotions, believes, and values which are required in order to become active and reflective learners. Lesson study school teams were formed which created the opportunities for students to give and receive feedback (peer, self, teacher) about their learning in relation to the learning goals, the strategies they use and the judgments they made in relation to their progress. The content analysis method was employed to analyze the feedback and its power to motivate and support students to become reflective learners, to think critically about information and ideas, to think about their own thinking and the process of construction of their own knowledge. The qualitative data gained from the 30 primary schools in North Macedonia that implemented the EU funded Project: Assessment for learning: Setting and using success criteria in math and science lessons in primary education (Project number: 2016-1-MK01-KA201-021703) provide evidence (based on monitoring and evaluation reports referring to changes in terms of: pedagogy, students attainment and attitudes towards teaching and learning math and science)that Lesson Study is a useful way to deal with the reconstruction of students role in the process of teaching and learning. By creating opportunities for students to give and receive feedback (peer, self, teacher) in relation with the learning goals, strategies they use and judgments they make connected to their progress, students are motivated to take new role of active and reflective learners.

Key words: Lesson study, motivation, reflective learning, feedback

Thematic session
Psychological impact of COVID-19

THE MEDIATION EFFECT OF POSITIVE REFRAMING ON THE RELATIONSHIP BETWEEN SOCIAL MEDIA CONTEXT AWARENESS AND ACTIVE COPING UNDER IMPOSED COVID-19 SOCIAL ISOLATION IN ADULT POPULATION FROM ROMANIA

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For individuals to cope with stressful situation, they need psychological coping mechanisms, strategies that individuals use to help manage the emotional loading of negative events such as a lockdown or prolonged imposed social isolation. Along with the social isolation situation, the need for individuals to be interconnected, can be perfectly depicted by the flourishing of human interactions in the digital environment, especially on social media platforms. Social media context awareness is defined as an emerging digital skill referring to the understanding of the social media environment in which a specific event takes place, acknowledging the impact that the perceived social media context has over the observer, rationalizing the social media informational undergoing process and owning confidence for social media acting. This investigation represents a dynamic explorative research, analyzing data form 403 Romanian respondents in an online survey, regarding the psychological impact of the imposed social isolation, over respondent's coping mechanisms. We have used the Brief-COPE, a 28 item self-report questionnaire designed to measure effective and ineffective ways to cope with a stressful events and the 4 items SMCA social media context awareness scale. The hypothesis of this study is that the association between social media context awareness (SMCA) and active coping (AC) is mediated by positive reframing (PR), as a potential enhancer of active coping under imposed prolonged social isolation periods over the general population. The standardized indirect effect found was (.11) × (.37) =.04, supporting the mediation hypothesis. Results suggest that lower rates of SMCA and higher levels of PR constitute significant enhancement factors for the development of AC, however higher levels of SMCA and lower levels of PR may prevent the appearance of AC. Thus social media context awareness along with positive reframing as a mediator, in a stressful situation, are enhancers of an active coping mechanism.

Key words: creativity COVID-19; digitalization of everything; wellbeing; social media context awareness; coping mechanisms; positive reframing; active coping

COVID-19-RELATED CONSPIRACY BELIEFS AND THEIR RELATIONSHHIP WITH SOCIO-ECONOMIC VARIABLES, AMBIGUITY INTOLERANCE AND PRE-EXISTING CONSPIRACY BELIEFS AMONG GREEK YOUTH

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According to literature, psychological function of conspiracy theories is helping individuals to gain and keep sense of meaning, control and personal safety. In the time of crisis, conspirative thinking patterns are more frequent. Previous studies have shown that erroneous conspiracy theory beliefs develop more strongly in people who have underlying conspiratorial reasoning styles. The current coronavirus crisis is an almost ideal breeding ground for conspiracy thinking. It is an event of massive scale, it affects people's life globally, it is not something known from before, so it leaves people confused, and could be described as ambiguous as there is no easily comprehensible mechanistic explanation of the disease. Believing in conspiracy theories has been connected to both generalized distrust in science and the biomedical system, so people who endorse a conspiracy worldview are less likely to trust the expert recommendations aimed at reducing infection rates which could lead to risky behavior. The goal of this study was to examine relations between intensity of COVID-19-related conspiracy beliefs among Greek youth and one's socio economic status (parental education, average income per family member), educational success, ambiguity intolerance (measured by SIAS questionnaire) and general conspiracy mentality (measured by CMQ questionnaire). The participants were recruited on social media at the end of July, 2020. The sample consisted of 359 participants aged 18 to 23 years (M = 20,7) of which 272 (78,8 %) were female, living in 43 urban and rural locations in Greece. Pearson correlation coefficients were calculated and results showed that there is weak negative statistically significant correlation between intensity of COVID-19-related conspiracy beliefs and one's father education (r= -.127) and that there is a weak positive, but significant, correlation of intensity of COVID-19-related conspiracy beliefs with general tendency to conspirative thinking (r = .231) and ambiguity intolerance (r = .120). We can conclude that COVID-

19-related conspiracy beliefs, as expected, are positively related with general tendency to conspirative thinking and ambiguity intolerance and that persons originating from families with more educated fathers (as main family figures) are less prone to accept conspiracy theories related to COVID-19.

Key words: COVID-19, conspiracy beliefs, Greek youth

PANDEMIC AS A FACTOR OF BASIC NEEDS FRUSTRATION, EMERGENCE OF LEARNED HELPLESSNESS STATE AND DEVELOPMENT OF ADDICTIVE BEHAVIOR

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The pandemic COVID-19 proved to be a great test for the whole world and touched everyone. The aim of this theoretical article is to approach pandemic as a factor of basic needs frustration and emergence phenomena of learned helplessness state and addictive behavior. Frustration refers to the impossibility of realizing or meeting a need. As a rule, frustration is a short-term emotional state that leads to the search and resolution of the conflict that a person experiences. However, if frustration concerns personality-based needs, it results in various disruption of adaptation. Learned helplessness is characterized by a lack of individual adaptation mechanisms to situations of prolonged distress. It arises under the influence of long-term uncontrolled events, which cannot be overcome by making efforts. In our opinion, a similar force, insurmountable and uncontrolled, turned out to be COVID-19 for a human at the global level. It is important to note that the state of learned, but not objective helplessness, is characterized by a deficit in four personal spheres: emotional, motivational, strong-willed and cognitive. Besides, recent research suggests an increase in cases of addictive behavior, which is a sign of significant population adaptation disorders (Ulyanina, 2020). A person predisposed to addiction is characterized by difficulties in tolerability of anxiety and boredom, the desire to "leave" the subjectively unpleasant aspects of reality, and insufficient self-organization skills. During a pandemic, these features make a person particularly vulnerable to the development of addictive behaviors (Merkviladze, 2019). Thus, we have come to the conclusion, a pandemic is a factor, a "trigger mechanism" that, through the frustration of basic needs, leads to the emergence of phenomena that reduce the quality of human life: learned helplessness state and addictive behavior. Consideration of these aspects will make

it possible to develop prevention programs for people who are “at risk” as well as to identify targets for correctional work for those seeking psychological help.

Key words: Pandemic, frustration of basic needs, learned helplessness, addictive behavior

PHYSICAL ACTIVITY AND ASSOCIATED EMOTIONS DURING THE PANDEMIC TRIGGERED BY THE SARS -COV-2 VIRUS[5]

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The objective of the study is to explore physical activity changes for students during the pandemic, associated to some emotional experiences and identifying used coping strategies. Data were collected online during May and June 2020, respondents were students or master students in different Romanian universities, aged between 21 and 24 years old. A self-applied storytelling guide was provided, containing specific items to asses physical activity and emotions before and during the restrictions imposed by the pandemic, through detailed descriptions. 25 stories were collected, 19 of them were kept for analyse: 13 girls and 6 boys. The information was processed according to the thematic analysis. Most frequent identified topics were: 1. Total absence of physical activity or a dramatic decrease of it, in association with experimenting psychological unpleasant feelings. Behavioural coping mechanisms found corresponding were: sedentary tendencies and social seeking. 2. Increasing the frequency of the physical activity trough active and direct coping strategies like improvising a gym in the yard. This associated with positive psychological experiences. Self-blame was the most common maladaptive cognitive-emotional coping strategy described, followed by rumination. The most common adaptive coping strategy was assertive action, followed by positive refocusing or refocus on planning. Sedentary respondents who sought compensation through social networking experienced psychological feelings from the positive spectrum, but those who combined physical activity with social networking experienced positive psychological feelings of a higher intensity. The respondents who reported physical activity managed the measures imposed by the pandemic the best emotionally.

Key words: physical activity, emotions, coping, pandemic, students.

[5] This study is part of the doctoral research project entitled Psychological factors involved in risk behaviors in students from Romania, School of Advanced Studies of the Romanian Academy.

SEXUAL LIFE FOR SOME ROMANIAN STUDENTS DURING EMERGENCY AND ALERT STATES IMPOSED BY THE PANDEMIC BY THE CREATED NEW CORONAVIRUS SARS-COV-2

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The purpose of this article is offering a psycho-social perspective regarding the effects of changes in the sexual activity of the Romanian students, during the state of emergency and alert due to COVID-19 pandemic, related to coping mechanisms used. A self-applied narration guide was used to collect the answers, through electronic correspondence (May-June 2020). The respondents were students or master students in Romanian universities, between 21 and 24 years. 13 stories were processed, 9 from girls and 4 from boys. The participants' stories were processed according to the thematic analysis. Arising topics were: 1. Sexual abstinence, that wasn't reported as a problem. The identified adaptative coping strategies related were directed to satisfying the need of love and belonging through seeking social support inside family or on social networks, loading personal program with leisure activities: watching tv, playing digital games. The most frequent maladaptive coping mechanism was rumination. For a few months before the pandemic couples, that were living together in the same house during limitations: 2.Increasing number of sexual intercourses, 3. Decreasing. A positive influence in choosing adaptive coping strategies came from having a job and keep working. Boys tended to manifest more assertive action as a behavioral coping and seeking for social support, positive refocus and refocus on planning as emotional coping mechanisms. Girls mostly coped by avoidance and seeking social support or acceptance and rumination. Most of the respondents efficiently coped with the situation, regarding sexual activity. The answers reveal different gender tendencies: boys opted mostly for active and direct coping strategies, while the girls manifested more passive but pro-social coping strategies.

Key words: sexual life, coping mechanisms, pandemic, students.

Thematic session
Social and Art Psychology

GENDER DISCRIMINATION, SELF-ESTEEM AND ACTIVE COPING WITH GENDER DISCRIMINATION: MODERATING ROLE OF BELIEF IN A JUST WORLD

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Despite the high prevalence of gender discrimination in all life domains, women in Serbia rarely perceive themselves as victims and act against the unfair treatment. Past research has demonstrated that experiences of gender discrimination negatively impact psychological well-being, but stress and coping models suggest that person's belief system can affect the ways in which people perceive and react to stressful events. Therefore, the aim of this study was to explore whether belief in a just world moderates the relation between experienced and perceived gender discrimination in four domains of life, the effects of perceived and experienced gender discrimination on self-esteem and active coping with gender discrimination. Sample included 273 women of various ages (19-62, M = 37.4) and SES. Perceived personal discrimination was assessed with the set of items typically used for this purpose in previous studies, actual discrimination was determined with modified Schedule of Sexist Events (SES-LM, Klonoff & Landrine, 1995), global belief in a just world was assessed with widely used 6 item scale (GBJWS, Dalbert, 1999), Rosenberg's scale was used for measuring personal self-esteem, while coping styles (withdrawal and action) were assessed with modified Coping with discrimination check list (Mc Neilly et al., 1996). Regression analyses showed that belief in a just world does not moderate the relation between experienced and perceived gender discrimination. However, it does moderate the effect of gender discrimination on self-esteem, and the effect of self-esteem on active coping with gender discrimination. Only at higher levels of belief in a just world (according to median split), 1) perceived gender discrimination could predict lower self-esteem $F(1, 131) = 12.08$, $p < .01$, $R2 = .10$, $ß = -.31$ and 2) self-esteem could predict active coping with gender discrimination ($F(1, 132) = 4.70$, $p = .04$, $R2 = .11$, $ß = .33$). These findings contribute to the understanding of the mechanism through which gender discrimination impacts well-being and behavior by highlighting the role of individual's belief system.

Key words: gender discrimination, belief in a just world, self-esteem, coping.

THE RELATIONSHIP BETWEEN SELF-EFFICACY AND DURATION OF DETENTION[6]

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The purpose of this study is identify the influence that the duration of punishment has on the self-efficacy of individuals in the environment of deprivation of liberty. SES Questionnaire (Self-Efficacy Scale) was administered to a sample of 111 individuals with ages between 18 and 74 years old. The test environment was the Mioveni Penitentiary from Argeș County, Romania. The batch was divided into 2 groups depending on the time of their imprisonment. First group with sentences from 0 to 3 years, second group with sentences that have more than 5 years to spend into prison. Two categories of self-efficacy in the penitentiary environment were identified depending on the length of the sentence. The first category49.95%(N = 45), with a sentence between 0 and 3 years, reported a value of mean 30.84 (SD = 5.796) and the second group 73.26% (N = 66) reported a value of mean 31.14 (SD = 6.439), F(.038) p = .963 with df = 2. This results were due to the experience that individuals gained in the penitentiary environment. The duration of the received penal punishment influences the self-efficacy of individuals in the prison environment. This difference is closely related to the expectations that individuals have in the prison environment. At the same time, the self-efficacy can be explained by the expectations that the detainees had from themselves as well as from the prison environment. The more time an individual spends in penitentiary, the better he copes with the challenges that the prison environment brings to him, being some kind of accommodation to the situation.

Key words: self-efficacy, groups of offenders, adult detainees, inmates, prison environment

[6] This study is part of the doctoral research project entitled "Adaptation mechanisms and personality dimensions of individuals deprived of their freedom", School of Advanced Studies of the Romanian Academy.

THE CONNECTION BETWEEN THE PHENOMENON OF APHANTASIA AND THE PREFERENCE FOR CERTAIN FILM GENRES

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Aphantasia is memory without images. It is a phenomenon of thinking about memories and people without pictures. Aphantasia is congenital or acquired (after a concussion or psychological problems). Previous research shows that aphantasia is present in 1-3% of the population. This study aimed to examine whether the level of aphantasia of respondents can be predicted based on the preference of the movie genre and to explore whether there are statistically significant differences between respondents who prefer different movie genres in terms of aphantasia. The sample consisted of 953 respondents (M= 196, F= 757). Age range in the sample was from 13 to 85 (M=30,69; SD= 11,05). The aphantasia was operationalized through Vividness of Visual Imagery Questionnaire, the Instrument for Measuring Favorite Movie Genres, made for the purpose of this research was also used. Data processing was performed on the overall score of aphantasia, as well as on separate scales of open and closed eyes, but the results were not statistically significant in any case. Both aphantasia scales of open (a = 874) and closed eyes (a = 0.936) show high internal consistency reliability. The results show that the phenomenon of aphantasia cannot be predicted based on the preferences of movie genres (R^2= 0,007; p = 0,384), as well as that there are no statistically significant differences in aphantasia between respondents who prefer different film genres (F= 0,361, p= 0,875). By the method of multiple linear regression of the opposite direction, we obtained that aphantasia can statistically significantly predict only the preferences of the Comedy genre (R^2 = 0,010; ß= -0,130; p= 0,002). Since different results are obtained in the reverse order, based on aphantasia we can predict preferences for movie genres to a certain extent, which speaks in favor of the fact that aphantasia is innate.

Key words: aphantasia - open eyes, aphantasia - closed eyes, movie genres, VVIQ, movie preferences

PERFECTIONISM, AWE AND MODES OF AESTHETIC PROCESSING AS PREDICTORS OF PERCEIVED ARTISTIC VALUE

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The aim of the research was to examine whether the perceived artistic value of the paintings can be predicted by perfectionism and awe, as well as with the modes of aesthetic processing (H-harmony, R-redundancy and D-distance). The convenience sample was used and it consisted of 93 respondents (M=10, F=83), with average age of 24.55 years (SD = 6.91). Following instruments were used: Scale of Positive and Negative Perfectionism (Terry-Short et al, 1995), Awe scale (Yaden et al, 2018) and semantic differential scales used to assess harmony, redundancy and distance, as well as the perceived artistic value (Pejic & Milicevic, 2007). Stimuli were paintings from nine artistic movements: Renaissance, Romanticism, Impressionism, Expressionism, Post-impressionism, Fauvism, Cubism, Abstract Art and Surrealism. For each of these movements three paintings of one most prominent representative were chosen (omitting the most famous pieces) in order for the quality of artwork to be uniform. Hierarchical linear regression was used for data analysis. Predictors in the first step were modes of aesthetic processing (H, R and D), perfectionism in the second step, and subscales of awe were added in the third step. Only results from global regression analysis will pre presented (regression for all movements together). Only model with H, R and D was statistically significant (R^2=.892, F=161.179, p<.001). Higher levels of Distance predict higher artistic value, while lower levels of Harmony predict higher levels of perceived artistic value (p<.001). Redundancy was not a significant predictor of artistic value (p>.05). These results are in accordance with definition of these levels – Distance being the deepest level of artwork perception, Harmony being the most basic one and Redundancy representing ornateness or even kitsch.

Key words: perfectionism, awe, modes of aesthetic processing, H, R, D, artistic value

AESTHETIC PREFERENCES IN DEXTRALS AND SINISTRALS

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Previous experiments on dextral and sinistral subjects found a correlation between aesthetic preference and subject handedness. The present study further investigates the effect of subject handedness on aesthetic preference while also considering the effect of image composition on aesthetic preference for a group of dextral and sinistral test subjects. The convenience sample was used and it included 114 responders (M=34, F=80). Age range in the sample was from 18 to 76 (M=27.50; SD=10.88). Fifty-six left-handed and fifty-eight right-handed subjects participated in this study. Subjects expressed preference for original or mirror-reversed versions of paintings. Study included 36 paintings as stimuli sorted by three composition categories (L-arranged composition, diagonal composition, and radial composition) and four content categories (landscape, still-life, abstract paintings, and portrait). L-arranged composition and diagonal composition represents asymmetric composition type while radial composition represents symmetric composition type. Significant preference differences have been found between left-handed and right-handed subjects on asymmetric compositions ($p<.05$), specifically regarding L-arranged compositions with still-life content and diagonal compositions with portrait content ($p<.05$). Right-handed subjects preferred original versions of paintings while left-handed subjects preferred mirror-reversed versions of the same paintings ($p<.05$), which may be attributed to the handedness of the artist. Study showed no significant differences in preference for symmetric radial compositions, as expected ($p>.05$). When picture balance is controlled on L-arranged compositions, with position located on the left or right side of the painting, significant differences have been found between right-handed and left-handed subjects ($p<.05$). Left-handed subjects preferred left-side balanced versions of paintings – which has not been previously recorded – while right-handed subjects preferred right-side balanced versions of the same paintings. Relation between handedness and aesthetic choice may depend on lateralization of brain function as has been previously observed.

Key words: Dextral, sinistral, artistic preference, paintings, composition

Poster Presentations

DATING VIOLENCE VICTIMIZATION (OFFLINE AND ONLINE) AND WELLBEING AMONG YOUNG FEMALES: A COMPARISON OF SPAIN AND COLOMBIA

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Dating violence (DV) is a social problem among young people, especially women, which is present in different countries and cultures. Abuse of one's dating partner occurs offline (face-to-face), but it also happens online (internet and new technologies). It has a negative impact on victims' health, and it is associated with lower psychological wellbeing. Most studies were conducted in USA. Also, online DV has been less studied compared to offline DV. To fulfill this gap, a cross-cultural study was conducted to examine the prevalence of DV (offline/online) and its association with wellbeing in Spain and Colombia. We conducted a cross-sectional, correlational and descriptive study with 1216 university females between 18 and 28 years (N=754 in Spain, N=461 in Colombia). For the Spanish sample, the results indicated that 76.6% of women reported victimization offline and 71.4% online. In the Colombian sample, 82.2% of women inform offline DV and 74% online DV. A significant difference in offline DV victimization was found between countries (t(811,94)= -5.351, p=.0001) being greater for Colombia. In both countries, victims of offline DV reported that they suffered more detachment, coercion, and humiliation, to a lesser extent, sexual and physical DV. Concern online DV, both countries reported suffering more control and less direct aggression. In the case of Spain, regression results indicated that detachment, humiliation, sexual violence and control predicted lower well-being (F(8,742)=61,359, p=.0001) (39.2% v.e). In Colombia, DV of humiliation, coercion, sexual violence and direct aggression predict lower well-being (F(8,4472)=20,078, p=.0001) (25.1% v.e). The study point to the existence of similarities of the high prevalence of DV in university. Similar patterns obtained in both countries, the most frequent type of abuse was psychological, sexual, and physical, respectively. Also, suffer off and online DV predicts lower wellbeing in Spanish and Colombian young women.

Key words: Dating violence, cyberdating, well-being, young women, crosscultural

MAY AFFECTIVITY MEDIATE THE RELATION BETWEEN DATING VIOLENCE PERPETRATION AND SUICIDE RISK?

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Dating violence (DV) is a social problema among Young people which is associated with severe negative consequences. Different variables have been linked to it, like suicidial thoughts or negative affectivity. The objective of the study is to examine the relationship between DV perpetration[1], affectivity[2] and suicide risk[3] in adolescent/youngmen. Cross-sectional, descriptive and correlational study. N=849 men (M=18.80 SD=2.90) who are or have been in a dating relationship. Our variables were measured with: 1. CUVINOVA. Short versión of Dating Violence Questionnarie (DVQ),2. Positive and Negative Affect Scale (PNA) and 3. The Spanish Suicide Risk Scale (SRS). DV perpetration is positively related to negative affects and suicide risk, and negatively with positive affects. DV perpetration predicts suicide risk: $F_{(1,513)}$=6.073, p=.014, R=.108, R^2=.012, R^2corrected=.011; and negative affects $F_{(1,847)}$=57.257, p=.0001, R=.252, R^2=.063 , R^2corrected=.062**.** In fact, after control lingage, negative affects mediate the relationship between DV perpetration and suicide risk: $F_{(2,504)}$=16.09, p=.0001, R=.245, R^2=.06. The Indirect Effects Test indicate that perpetrate DV intensifies the negative affects, which in turn are associated with a higher suicide risk (B= .1212 SE=.031, IC 95% {.07, .19}). Our results are consistent with other studies which indicate that DV aggressors who perpetrate more violence report greater negative affects. Also, we see how, in constrast with other studies, positive emotions do not act as a protective buffer. On the other hand, other researchers have consistently pointed out that suicidal thoughts are frequently associated with problematic behaviors, such as dating violence. As the General Deviance Theory proposes, individuals who engage in one inadequate behavior are more likely to be involved in others, so that it is important to make efforts to reduce DV perpetration in order to also reduce both suicide risk and negative affectivity.

Key words: dating violence, perpetration, suicide risk, affectivity

WELL-BEING, SOURCES OF MEANING IN LIFE, AND HEALTH BEHAVIOR

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In the psychological literature, the meaning in life is associated with the well-being of the individual, but this relationship is not well studied. The purpose of this paper is to test our hypothesis for a possible link between the significant sources of meaning in life (according to the concept of G.Reker), the well-being and health-related behaviors. Pilot data from 72 healthy individuals, 29 (40.3%) men and 43 (50.7%) women, aged 22-64 ($M = 40.33$, $SD = 12$), with secondary education and university graduates are analyzed. Bulgarian adaptation of Mental Health Continuum-Short Form – MHC-SF (Keyes, 2005) and Sources of Meaning Profile-Revised – SOMP-R (Reker, 1996), together with a health behavior survey were used. MHC-SF measures the emotional, psychological and social well-being; Reker's SOMP-R has four factor structure - collectivism, individualism, self-transcendence and self-preoccupation (Keyes, 2002, 2005, 2007). We found that the three well-being components intercorrelate moderately and positively (r between .555 and 631, $p < .01$). Results showed low, negative correlation between three of the combined variables of sources of meaning in life - collectivism, individualism, and self-transcendence, and social well-being ($p < .05$). Self-preoccupation did not correlate with well-being. Emotional, psychological, and social well-being are significantly related with the self-assessed level of emotional distress, when age, gender, and education are included in the regression model ($p < .05$). Higher social well-being is negatively associated with the sport activity frequency; higher collectivism is positively related with low consumption of sweets ($p < .05$). The sleep duration and the number of cigarettes did not correlate with well-being and density of sources of meaning. The preliminary results of our study confirmed the hypothesized link between components of meaning in life, well-being and common health behaviors. The explanation of these results requires further study with a larger sample allowing more detailed analysis.

Key words: emotional, psychological, and social well-being, sources of meaning in life, health behavior, Bulgarian adaptation

PEER VICTIMIZATION AND DEPRESSIVE SYMPTOMS AMONG ADOLESCENTS: MEDIATING EFFECT OF LIFE SATISFACTION

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Past studies have shown that peer victimization is a crucial risk factor of adolescents' depressive symptoms. However, there are limited studies that examined the underlying mechanisms of the relationship between peer victimization and depressive symptoms. Moksnes et al. (2016) proposed the role of life satisfaction as a potentially relevant mediator in the relationship between adolescents' school-related stress and depressive symptoms. Hence, this paper aimed to examine the mediating effect of life satisfaction on the relationship between peer victimization and depressive symptoms among Malaysian adolescents. A cross-sectional study was conducted among 222 secondary school students (50.5% males), aged 15-19 years old (M = 17.01, SD = 1.145) in Selangor, Malaysia. The participants were recruited via multistage cluster sampling. They completed the Personal Experiences Checklist (Hunt et al., 2012), the Satisfaction with Life Scale (Diener et al., 1985), and the Depression, Anxiety and Stress Scale 21 (Lovibond & Lovibond, 1995). Pearson's Correlation analysis showed that peer victimization positively correlated with adolescents' depressive symptoms ($r = .395$, $p < .001$), while life satisfaction was negatively correlated with adolescents' depressive symptoms ($r = -.693$, $p < .001$). Adolescents who reported more experience of peer victimization and reported lower life satisfaction were more likely to report a higher level of depressive symptoms. Moreover, the mediating effect of life satisfaction on the relationship between peer victimization and adolescents' depressive symptoms was statistically significant when tested with SPSS macro mediation analysis (estimated indirect effect = .092, SE = .025, bootstrapped 95% CI = .048 to .144). Life satisfaction partially mediated the effect of peer victimization on adolescents' depressive symptoms. This indicates that peer victimization reduces life satisfaction, which would then lead to depressive symptoms among adolescents. It was recommended that the intervention of reducing depressive symptoms resulting from peer victimization should focus on promoting adolescents' life satisfaction.

Key words: Adolescence; depression; life satisfaction; peer victimization

COMPARISON OF TWO METHODS OF INTIMATE RELATIONSHIP CULTURAL MODELS RECONSTRUCTION

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Understanding how lay persons grasp their social worlds is essential for an efficient communication between the professionals (for example, therapists) and their clients. Although some elements of the lay understanding of social relations are probably hard-wired in our cognitive systems, the elaborated folk theories are formed culturally and are negotiated in daily social interactions. Considering this, different approaches to the problem of lay knowledge exist; one of them is the cultural model theory provided by cognitive anthropology and cultural psychology. The aim of this study is to analyse and compare two methods of data production and analysis of cultural models that have been applied in the research of Naomi Quinn and Roy G.D'Andrade. Both authors provided the significant insight into the ways how non-professionals understand various domains of knowledge (Quinn: folk model of American marriage; D'Andrade: folk model of the mind). However, they differ in their methodological approach. Whereas Quinn based her approach on conceptual metaphors, D'Andrade's method is based on the re-construction of inferences and decision-making criteria. Considering the research oriented on the folk models of the intimate relationships among the Slovak upper-middle class women, the Quinn's approach seems to be the method of the first choice. However, although the looking for conceptual metaphors of marriage appeared to be productive in re-constructing the way how Americans reason about their relationships, the D'Andrade's approach provides better comparability of results, as it is more explicit and unambiguous. This study provides a methodological elaboration and comparison of both methods of interviewing and analysis on the examples of folk models of the intimate relationships. It shows how the interviews have to be led, how to analyse the transcripts in both approaches, and what kind of results these methods provide.

Key words: cultural models, conceptual metaphors, inference structure, qualitative methodology

EMOTIONAL COPING STRATEGIES, AFFECT AND MENTAL HEATH: THE CASE OF COVID-19 IN SPAIN

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Pandemics such as COVID-19 are novel situations affecting a society's psychological defenses. As such, it is important to know which emotional coping strategies are more effective in modifying the situation (active instrumental, emotional and informational social support, psychological distancing and social isolation) mitigating the effect of emotional distress on mental health. Spain has been one of the most affected countries in the world by COVID-19 leading to a stringent 3-month lockdown. As such, it is an interesting context to study how a population copes with the pandemic and its impact on mental health. This study employed a cross-sectional, correlational and descriptive design. 1220 people (age range: 18-79 years; 73.5% women) answered an online questionnaire during the first 10 days of the lockdown in Spain. Participants answered sociodemographic data, PANAS (affect), MARS (emotional regulation styles), and GHQ-12 (mental health) scales. Regression analysis ($F(9,1030)=111.36$, $p=.0001$) show that mental health predictors were positive (ß=-.210) and negative (ß=.538) affect, active instrumental coping (ß=.050) and psychological distancing (ß=.009) (49% of variance). In the mediational model of negative affect, indirect effects showed that negative affect's impact on mental health was increased by psychological distancing (B=.1578; SD=.0585, IC=.0485/.2780), while direct instrumental strategies were non-significant (B=.0218, SD=.022, IC: -.0174/.0696) (explained variance: 45.6%). In the positive affect mediational model, indirect effects showed that the impact of positive affect on mental health increased with more use of instrumental strategies (B=.1220; SD=.0375, IC: .0580/.2057) and less use of psychological distancing (B=-.2228; SD=.0532, IC: -.3409/-.1309) (explained variance: 29.4%). Engaging in direct actions to "change the situation" during the first days of the lockdown was not effective, not diminishing the adverse impact

of negative emotions on mental health. Nevertheless, these strategies are adaptive when analyzing positive affect. Psychological distancing is a dysfunctional strategy deteriorating mental health both with positive and negative affect.

Key words: COVID-19, Coping Strategies, Emotional Affect, Mental Health, Spain

THE SPECIFICITY OF THE SEVERITY OF PSYCHOLOGICAL REACTIONS OF RESPONDENTS WITH DIFFERENT LIFE-WORLD STABILITY DURING THE PANDEMIC PERIOD RELATED TO COVID-19

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The problem of this study stems from the contradiction between the desire of people to control their lives and the conditions of the pandemic regime that limit these opportunities. A pandemic changes the stability of the life world, which entails various psychological reactions. The purpose of the research: to reveal the psychological responses of people with different resilience of their life-world stability during the COVID-19 pandemic. From a methodological position, it is important for us to focus on the fact that the world is dynamic and changeable. Accordingly, a person constantly has to change, while maintaining the main line of his own life strategy, which is manifested in life-world stability. For empirical research, we used: 1) the author's method "Study of the human life-world stability" (Loginova, 2012); 2) symptomatic questionnaire SCL-90-R. The total sample size was 210 people: 70 people in each group according to nature of life-world stability: constructive, stagnation and non-constructive life-world stability. Statistical analysis of the data obtained by the Mann-Whitney U method according to the stability groups of the life world made it possible to highlight significant differences in the psychological reactions of the respondents. Depressed mood, spleen, loss of strength, lethargy, desire to abandon what is happening are typical for representatives of the group with a stagnation nature of the life-world stability. Anxiety, irritability, an increased level of anxiety and inconsistency of actions characterize representatives of a group with a non-constructive nature of the life-world stability. Preservation of activity, change of regime according to the current situation, an adequate level of anxiety, sensitivity, hostility and somatization are typical for representatives of the group with constructive nature of the life-world stability. The materials presented will allow psychologists to take these results into account when working with people who have particularly experienced the period of the pandemic.

Key words: human life-world stability, psychological reactions, pandemic, COVID-19 pandemic, psychological support.

THE WELL-BEING OF CHILDREN FROM RE-PATRIATED FAMILIES IN LITHUANIA: RELATIONS WITH ADAPTATION AT SCHOOL AND LANGUAGE DIFFICULTIES[7]

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During the recent three decades, emigration levels in Lithuania were very high. Nevertheless, there are always families re-patriating to Lithuania. Children from these families return with various levels of Lithuanian language to Lithuanian schools. Our research aimed to evaluate the well-being of children who re-patriated to Lithuania, in relation to their academic achievements, language difficulties, and adaptation at school. We recruited 549 schoolchildren from Lithuanian schools in five different cities of Lithuania: 9-16 years of age (M = 11.8), 51 % boys; 89 from re-patriated families. Their well-being was measured with the Lithuanian version of the WHO-5 well-being index. Adaptation at school, language difficulties, subjective evaluation of academic achievements were measured with separate questions, as well as sociodemographic characteristics. The results showed that in the whole sample the well-being of children from re-patriated families and children from the comparison group did not differ. A thorough analysis showed the gender and re-patriation effect, girls from re-patriation families reported poorer results in well-being, compared with boys from re-patriation families, as the boys showed the highest results from the sample. Well-being was related to the adaptation at school, the level of their subjective academic achievements in studying Lithuanian language and natural sciences, but not mathematics or foreign language; also negatively correlated with the difficulties of reading or talking in Lithuanian. The research showed that the overall well-being of children from re-patriated families did not differ from the other children, but more attention should be paid to girl's well-being and there should be some help and support for the problems with language.

Key words: children, adolescents, well-being, re-patriation

[7] This research is a part of a research project "The impact of other languages on the use of Lithuanian language and the self-awareness: situation, tendencies, opportunities", funded by the State Commission of the Lithuanian Language.

WHAT MOTIVATES THE "DARK" PERSONALITIES: RELATIONSHIP BETWEEN THE BASIC HUMAN VALUES AND THE DARK TRIAD TRAITS

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In the present research we investigated the relationship between Schwartz's basic human values and the Dark Triad personality traits. Basic human values represent 10 universal values, each reflecting a specific motivation. The Dark Triad includes non-pathological but socially aversive traits, consisting of narcissism, psychopathy and machiavellianism. Research into the Dark Triad traits is important because they are linked with the exploitation of others, physical and psychological harm to others, and criminal behaviour. We hypothesized that Power, Achievement, Hedonism, and negative Benevolence and Universalism would predict the Dark Triad traits. The study involved 383 participants aged 16 to 79 (M=32.34, SD=11.72, 66.8% female). We used the Dirty Dozen 12-item measure of the Dark Triad (Jonason & Webster, 2010) and the 21-item version of Portrait Values Questionnaire of Schwartz's basic human values (European Social Survey, 2002), both filled in by participants online. We ran three regression models where each Dark Triad trait was set as criterion variable, while 10 basic human values and demographic variables were set as predictors. Results showed that significant predictors of narcissism (R^2=.44; F(13)=21.63; p<.01) are Power (β=.35, p<.01), Achievement (β=.34, p<.01), gender (β=-.12, p<.01) and age (β=-.11, p<.05). Significant predictors of machiavellianism (R^2=.26; F(13)=9.68; p<.01) are Power (β=.32, p<.01), Benevolence (β=-.20, p<.01), gender (β=-.12, p<.05) and age (β=-.12, p<.05). Significant predictors of psychopathy (R^2=.23; F(13)=8.01; p<.01) are Power (β=.20, p<.01), Benevolence (β=-.25, p<.01), Universalism (β=-.12, p<.05), gender (β=-.10, p<.05) and age (β=-.11, p<.05). Power, gender and age are found to be the common predictors of all Dark Triad traits, with the traits being more prominent in males and younger population. Negative Benevolence is the common predictor of machiavellianism and psychopathy only. These findings are important as they help us to better understand the Dark Triad in the context of human values and the demographic characteristics of individuals.

Key words: Dark Triad, narcissism, psychopathy, machiavellianism, basic human values

BASIC AND DARK PERSONALITY TRAITS AS THE PREDICTORS OF ATTITUDE TOWARDS IMMIGRANTS

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Previous research on attitudes towards immigrants showed significant correlations between negative attitudes and basic personality traits, as well as with dark personality traits. The aim of this research was to test whether dark personality traits contribute to explaining attitudes towards immigrants above basic personality traits. We started from a hypothesis that dark traits contribute to the prediction of attitudes towards immigrants above and beyond basic personality traits. Data was collected via online survey (N=383, 66.3% were females; Mage=32.34, SD=11.72), basic personality traits were measured by the Serbian version of the Mini IPIP-6 questionnaire (Međedović i Bulut, 2017), while dark personality traits were measured by the Dirty Dozen questionnaire (Jonason & Webster, 2010). The attitude towards immigrants was measured by the item "Foreigners and immigrants in our country make our society more advanced." The main hypothesis of the study was tested via hierarchical linear regression. The attitude towards immigrants was set as the criterion variable; participants' sex, age and education were set as predictors on the first level of analysis, basic personality traits (Extraversion, Neuroticism, Agreeableness, Conscientiousness, Openness to Experience, Honesty–Humility) were included on the second level, and the Dark Triad (Narcissism, Machiavellianism, Psychopathy) traits were added on the third level. The results showed that the contribution of Narcissism (ß = 0.03, p = 0.621), Machiavellianism (ß = 0.06, p = 0.342) and Psychopathy (ß = 0.04, p = 0.544) is statistically nonsignificant. 17.6% of variance, F (12, 355) = 6.32, p<0.001, is explained by the model as a whole, and out of that, the dark traits explain only 0.5%. Predictors that had independent contributions to the model were Openness to Experience (ß = 0.20, p< .001), Honesty-Humility (ß = 0.26, p< .001), Extraversion (ß = -0.12, p< 0.001), Conscientiousness (ß = -0.11, p< .001), and sex (ß = 0.13, p< .001). These results refuted our hypothesis. Based on them, we suggest analysing only basic personality traits, without dark traits, when predicting attitudes towards immigrants.

Key words: basic personality traits, Dark Triad, immigrants, attitudes

DEMOGRAPHIC CHARACTERISTICS AND JOB SATISFACTION OF PRIMARY SCHOOL TEACHERS

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Job satisfaction has significant consequences for the employees and the organization. Satisfied employees are more motivated, productive, and create a better work atmosphere. They are less absent from work and less frequently leave their job. Finally, satisfied employees are less prone to burnout at work. Job satisfaction can be influenced by a number of personal factors, such as psychological and demographic characteristics of employees, and organizational factors, such as job characteristics and organizational policies and procedures. The aim of this study was to examine the influence of demographic factors on the overall job satisfaction of teachers in primary schools in Bosnia and Herzegovina. The sample consisted of 907 teachers (80.8% female) from 32 elementary schools, aged 22 to 66 (M=39.99, SD=9.23). We used the Overall Job Satisfaction Measure (Brayfield & Rothe, 1951, adapted by Guzina, 1980) and demographic characteristics checklist. The analysis of variance and post-hoc test LSD was used for data processing. Statistically significant difference has been determined in the overall job satisfaction considering gender ($F(1,905)=12.70$, $p=.000$, $\eta_p^2=.014$), duration of service ($F(3,903)=3.82$, $p=.010$, $\eta_p^2=.012$), position ($F(1,905)=24.23$, $p=.000$, $\eta_p^2=.026$), job affection ($F(2,904)=31.31$, $p=.000$, $\eta_p^2=.066$), and marital status ($F(1,905)=6.75$, $p=.010$, $\eta_p^2=.007$). Male, teachers with 6 to 15 years of service, subject teachers, teachers who are not sure if they like their job, and unmarried teachers are the least satisfied with the job. The results of this study suggest that overall job satisfaction is present in varying degrees in different demographic categories of teachers. It is up to future studies to examine satisfaction with certain aspects of the job, in different demographic categories of teachers, so that more specific measures can be created to increase job satisfaction for teachers.

Key words: job satisfaction, demographic characteristics, teachers

THE EFFECT OF EXPECTING TO TEACH ON CHILDREN'S MOTOR LEARNING

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In recent years, motor behavior researchers have sought to find new ways to improve the cognitive and motor functions of individuals and have suggested different methods. One of these new methods is learning by expecting to teach. Based on this approach, learners were asked to learn the desired skills in order to teach to others what they have learned. The purpose of the present study was to compare the effect of two learning by expecting to teach versus traditional learning styles on children's motor learning in golf putting task. Participants consisted of 24 children (all males; M_{age}= 9.58; SD=0.50 years) who were selected and randomly assigned to two experimental groups. Participants in expecting to teach group were told: 'given that you have to teach golf putt to some people the day after the acquisition phase, you have the opportunity to practice this skill carefully today and tomorrow', but the other test group received these instructions; you have the opportunity to practice this skill carefully today and tomorrow expecting to be tested in this skill'. The results of one-way ANOVA showed that in the retention test the group of expecting to teach had superior motor learning to the control group ($p \leq 0.05$). In summary, it can be concluded that learning by teaching to others will improve motor learning. Therefore, in sport and educational settings, it is suggested that this new style of practice can be useful for children's motor learning.

Key words: expecting to teach, golf putting task, motor learning, children

THE EFFECTIVENESS OF CONCEPTUAL INDUCTION STRATEGY IN DIVERGENT THINKING FOR 1ST -GRADE STUDENTS IN SCIENCE SUBJECT

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The present work primarily aims at identifying the impact of conceptual induction strategy (CIS) on the 1st year intermediate pupils' divergent thinking in biology class. For this end, Bloom taxonomy was used to categories the objectives of the subject material under study with reference to the six levels of knowledge, comprehension, application, analysis, synthesis and evaluation. The researchers manipulated divergent thinking in 17 items taking into account its psycho-material features such as difficulty factors, distinctive factors, distractors and reliability. Chronbach's Alpha of 0.87 value was further used. An experimental research approach (two experimental and control groups with partial adjustment) was conducted. Participating groups were 74 in total divided up into 38 and 36 for the experimental and control ones respectively. This was based on random selection. The two groups were balanced with regard to control variables of potential experimental impact like age, intelligence, knowledge level in biology, and pre-divergent thinking. The experiment lasted one semester of 2019-2020 academic year. One of the researchers was responsible for teaching the two groups. The data was approached statistically with the use of t-test for two independent samples (12.29) that's significant at level (0.05). The findings proved statistical significance of the experimental group over the controlled one in divergent thinking. In light of that, recommendations and suggestions for further research have been presented at the end of this work. Conclusion: the use of the (CIS)in teaching is more effective than using the usual method to improve the level of students 'divergent thinking.

Key words: Conceptual Induction Strategy, Divergent Thinking

AGE DIFFERENCES IN EMOTION REGULATION DURING ONGOING AFFECTIVE LIFE: A NATURALISTIC EXPERIENCE SAMPLING STUDY

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A well-documented finding in aging and emotion research is that older adults reliably report less negative and, often, more positive affect than younger adults. How older people accomplish this is, however, an open question. We propose that this age effect is the result of differential use of emotion regulation strategies, especially when affective states call for them. We assessed a wide range of emotion regulation strategies (38 items) over two months of daily life. We compare three age groups: Young (n = 50, median age of 21 years), middle aged (n = 52, median age 44 years), and older (n = 51, median age of 68 years). Participants were instructed to complete daily reports in the evenings and to summarize their entire day in the report. They completed a protocol for daily recording of negative and positive affect and emotion regulation strategy use for 60 consecutive days (N = 9089 observations). Using mixed model analyses of mood regulation strategy use, we find a main effect for age, a main effect for negative affect, and an interaction between NA and age, meaning that, in general, older participants' frequency of use of emotion regulation strategy was higher with negative affect than for younger participants. In summary, older participants used more likely a wider variety of emotion regulation strategies, and they used them most when their affective states called for them, compared to younger participants. Results are interpreted along the lines of an "older but wiser" perspective on emotional well-being and aging.

Key words: Emotion Regulation, Age, Naturalistic Experience Sampling

CAREER ADAPTABILITY AS MEDIATOR OF RELATIONSHIP OF 'BRIGHTER AND DARKER SIDE' OF NARCISSISM WITH CAREER SATISFACTION AMONG ENTREPRENEURS

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The main goal was to explore if career adaptability significantly mediates the relationship between "bright" and "dark" sides of narcissism with career satisfaction among entrepreneurs. A total of 118 entrepreneurs (55,1% males, 44,9% females) from Serbia participated in the study. The Career Adapt-Abilities Scale-CAAS, Narcissistic Admiration and Rivalry Questionnaire- NARQ and Career satisfaction- CS scales were used. While the zero-ordered correlation between Rivalry and CAAS isn't significant, which is a condition for testing mediation, partial correlations were calculated to determine the unique pairwise interactions of Admiration and Rivalry with CAAS. Admiration is positively (rpart= .394; $p<0.01$) and Rivalry (rpart= -.201; $p<0.05$) negatively partially correlated with CAAS. Thus, the mediating effect of CAAS with one dimension of the NARQ was accessed while the other was controlled as the covariate. With controlling for Rivalry, the significant total effect of Admiration on CS(b=.35, BCa CI [.19, .51]) and the indirect effect through CAAS (b=.18, BCa CI [.09, .29]) were gained. The direct effect is also significant (b=.18, BCa CI [.09, .29]). However, Rivalry predicts CS, when controlling for Admiration, only and completely trough CAAS (b=-.09 BCa CI [-.16, -.01]) and there isn't even the significant total effect (b=-.14 BCa CI [-.30, .02]). The results are consistent with previous studies which implied that the effects of narcissism on different career outcomes are not exclusively negative. The results showed that Admiration, as the brighter side of narcissism, positively contributes to career satisfaction, directly and through CAAS. On the other hand, the darker side of the narcissism predicts career dissatisfaction only when the self-promotion has been partialed out and the antagonism and self-protectionism were the only that remain. These effects of Rivalry will contribute to career dissatisfaction only when the entrepreneur perceives that he doesn't have enough resources to deal with all the challenges that career development brings.

Key words: Career satisfaction, Narcissism, Admiration, Rivalry, Career adaptability

TRANSCULTURAL ADAPTATION OF THE MEASURES OF AFFECT REGULATION SCALE (MARS) ACROSS 6 COUNTRIES

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There are multiple theories regarding self-regulation. However, most of them include aspects related to skills (i.e. planning), cognitions, and meta-cognitions (i.e. self-tracking) and motivation (i.e. setting goals). Following the taxonomy of regulation proposed by Gross and John (2003), strategies of affect regulation have been divided into (1) situation selection, (2) modification of situation, (3) attentional deployment, (4) cognitive change, and (5) emotional response modulation. Nevertheless, there are few attempts to contrast the whole structure of a large repertoire of forms of self-regulation for the management of negative affect using an unique questionnaire. The present study examines the structure of negative affect regulation strategies in adults (MARS scale) by using traditional maximum likelihood-based multigroup confirmatory factor analyses (MG-CFA). The back-translation method was used (Spanish-English and Croatian). Analyses with 6 different samples (n= 953 USA, n=799 Spain, n=177 Croatia, n=229 Brazil, n=269 Uruguay, n=256 Chile) revealed a good fit indices (baseline model) for a three facets model: modification of situation, S-B $\chi 2$= 1018.44, AIC= 22260.60, RMSA = .07, CI 95%=.070 [.055, .085](problem-directed action, seeking emotional and instrumental social support, psychological abandonment and social isolation); attentional deployment and cognitive change $\chi 2$=3073.78, AIC=40551.55, RMSA = .06, CI 95%=.06 [.056, .07](distraction, acceptance, gratitude, rumination, reappraisal, spirituality and social comparison); and response modification $\chi 2$= 640.21, AIC= 27126.66, RMSA = .04, CI 95%=.04 [.31, .59](suppression, active and passive physiological, humor, venting, confrontation, and regulated emotional expression). Measurement invariance testing supported the partial scalar invariance of the MARS scale. In general, results showed partial structural equivalence across 6 different samples and different statistical methods. Globally, our results confirm the structural validity of dimensions of regulations and types of

strategies across 6 countries. One of the most important findings of this study is that various forms of affect regulation show a reliable structure in different aspects or phases of affect regulation. Also, it provides an instrument that enables reliable diagnoses of functional self-regulation.

Key words: Measures of Affect Regulation Scale, Transcultural, Validation, Confirmatory Factor Analyses

PRELIMINARY PSYCHOMETRIC PROPERTIES OF THE SHORT INFERIORITY COMPLEX SCALE (COMPIN-10) IN BOSNIAN-HERZEGOVINAN, SERBIAN, INDIAN AND MALAYSIAN CULTURE

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The purpose of this research was to consider psychometric properties of the short 10-items version of Inferiority Complex Scale (COMPIN-10; Mitrovic, 1998) in Bosnian-Herzegovinian, Serbian, Indian and Malaysian culture. Originally, the scale was based on Adlerian conceptualization of the inferiority complex. In this study B-C-S and English language versions of the COMPIN-10 scale were tested. Whole sample included 672 respondents (Serbia=234; B&H=232, India=100 and Malaysia=206), between 18 and 28 years old (M=20.96, SD=2.23). All data were collected using online version of the scale. Short version of the Inferiority complex scale (COMPIN-10) comprises 10 items to be rated on a 5-point Likert scale. Overall sum score represents the individual's measure of the inferiority complex. In the data analysis descriptive parameters for the scale and all items were analyzed for each culture. Structure of the scale was considered using confirmatory factor analysis. Relationship with gender and age was examined too. Reliability coefficients were high for all countries (.89 for Serbia and Malaysia, .82 for India and .90 for B&H). Results showed significant differences among countries and the highest scores in Malaysian and Indian sample. Skew indexes suggest no significant distortion from the normal curve at any sample. Gender and age were not related to inferiority complex score at any sample. Confirmatory factor analysis showed robust unidimensional structure of the scale with satisfactory fit indexes for overall data and for the each culture as well. In general, findings suggest that scale COPIN-10 shows good preliminary psychometric properties on Bosnian-Herzegovinian, Serbian, Indian and Malaysian cultures. Results provide arguments for the following cross-cultural validation of the COMPIN-10 scale.

Key words: Inferiority Complex scale (COMPIN-10), psychometric analysis, cross-culture validation

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