

**17th International Conference
DAYS OF APPLIED PSYCHOLOGY 2021
Psychology in the function of the well-being
of the individual and society
Niš, Serbia, September 24th-25th 2021**

**BOOK OF ABSTRACTS
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**University of Niš, Faculty of Philosophy
Department of Psychology**

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of the well-being of the
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Faculty of Philosophy, Niš

BOOK OF ABSTRACTS



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< .001) and that interpersonal relationships at work variable is partly mediating effects of physical characteristics of work environment on the burnout intensity (estimated indirect effect = -.293, $SE = .064$, bootstrapped 95% CI =- .432 to -.188). The results show the importance of taking care of both, interpersonal relationships and workplace conditions in preventing burnout.

Keywords: physical work environment; interpersonal relationships; burnout syndrome; mediation

RESILIENCE CAPACITY IN SCHOOL-AGED CHILDREN

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Resilience, as the capacity of a dynamic system to adapt successfully to challenges that threaten the function, survival, or development of the system, is one of prominent protective processes relevant for positive youth development and problem behavior prevention. In order to explore the resilience capacity of school-aged children, a research was set up with the main aim of assessing the resources available to individuals that may bolster their resilience. Research was conducted during June 2019, on a convenience sample of 298 students of the first and second grade of four Belgrade high schools (49.7% girls; $M_{age} = 15.6$, $SD = 0.3$). Data were collected using the Child and Youth Resilience Measure – CYRM-28 with a five-point response scale, $\alpha = .90$ (Ungar, 2016) comprising three subscales: individual capacities/resources ($\alpha = .81$), relationships with primary caregivers ($\alpha = .81$) and contextual factors that facilitate a sense of belonging ($\alpha = .80$). Results show that students gain a total

average score of $M = 116.06$, $SD = 14.99$ (min = 48, max = 140), with no significant gender differences in the sample ($t(296) = 0.74$, $p > .05$). Following the guidelines of the authors of the instrument, by using T scores, low, moderate, high and exceptional resilience capacity categories of students were made. Based on the results, 13.1% of the sample has low resilience capacity, 32.2% moderate, 40.6% high and 14.1% exceptional. Descriptive analysis shows that, when it comes to three components of the resilience capacity measure, students have somewhat higher relationship ($M = 4.34$, $SD = 0.68$) and individual resilience capacity ($M = 4.31$, $SD = 0.53$) than contextual capacity for resilience ($M = 3.85$, $SD = 0.71$). Research findings indicate that the resilience measure can be used for mapping those students with low resilience capacity and that overall interventions for building resilience should primary include raising contextual resources.

Keywords: resilience; resilience capacity; adolescents; school

INJUNCTIONS, SELF-CRITICISM AND SELF REASSURING AS PREDICTORS OF RESILIENCE

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The goal of this research is to explore the role of injunctions, self-criticism, and self-reassuring in prediction of resilience, a dynamic process of positive adaptation in context of important adversities. The sample ($N = 200$) consists of students from different universities in Republic of Serbia, of age 19 to 36 ($M = 22.85$, $SD = 2.73$), 132 female and 68 males. The questionnaire was comprised of three psychological instruments: Script Injunctions Scale, The Forms of Self – Criticizing/Attacking & Self Reassuring Scale and Connor-Davidson Resilience Scale, and a set of questions about socio-demographic characteristics of respondents. Hierarchical regression analysis has been conducted.