

**17<sup>th</sup> 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  
KNJIGA SAŽETAKA**



Дани  
Примењене  
Психологије



Days  
of Applied  
Psychology

# DAYS OF APPLIED PSYCHOLOGY



<https://doi.org/10.46630/awb.2021>



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

**17<sup>th</sup> International Conference  
DAYS OF APPLIED PSYCHOLOGY 2021**

# **Psychology in the function of the well-being of the individual and society**

**Faculty of Philosophy, Niš**

**BOOK OF ABSTRACTS**



**Niš, Serbia, September 24<sup>th</sup>-25<sup>th</sup> 2021**

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# Plenary lectures





# THE PLACE OF VALUES IN HUMAN LIFE

*Janek Musek*

*Faculty of Philosophy, University of Ljubljana, Slovenia*

As the guidelines of human attitudes and behavior, the values are extremely important for individuals and for the society. All major societal flaws (violence, war, aggression, criminal, delinquency, lawlessness, corruption, ecological devastation, terrorism, totalitarianism, exploitation, misery, poverty, hunger, starvation, ignorance, fanaticism and others) are result of behavior that is as odd with basic human values. Thus, a value-congruent behavior is a necessary condition for stable and successful society and the strengthening of value-aligned behavior is a planetary task. Psychological research convincingly demonstrated that the values represent and occupy a great field of attitudes and beliefs, one of the three great domains of the psychological trilogy (personality; attitudes, beliefs and values; cognitive abilities). In psychology, we need a clear and elaborated theoretical explanation of values. A comprehensive theoretical model of values (CTV) was therefore developed in last decades. It comprises all important aspects of the values: the structure, hierarchical organization, development, cross-cultural validity and differences, connections to other important psychological and behavioral domains and the role of values in our life. The knowledge of values is necessary, yet it is not enough in order to cope with all risks of individual and societal welfare. Another requirement is therefore crucial, namely the abovementioned alignment of values and behavior. Values that are not accomplished or realized in our behavior are useless. Thus, the research of value-behavior relations is extremely important in psychology. It is one of essential pillars in the scientific basis of a stable society and has therefore tremendous practical consequences. It also brings us closer to the perennial question connected with the role of values in our life: does the behavior that is aligned and congruent with values make us happier or not. Thus, the final part of my lecture will be focused on the empirical answers to that question. And, as research results are proving, the life and behavior which are congruent with the values factually correlate with the happiness and general wellbeing.

# THE INTERGENERATIONAL TRANSMISSION OF BODY IMAGE

*Hannah Knafo*

*Donald and Barbara Zucker School of Medicine, Hofstra University, USA*

Body image – which can be understood as the collection of internal representations about one’s body – is an important psychological construct that relates to various aspects of the self, including self-esteem, interpersonal relationships, and self-efficacy. Dr. Knafo will discuss the developmental trajectory of body image from infancy to adulthood and its relation to parent-child attachment. Several studies using a unique paradigm called the Mirror Interview (MI; Kernberg, Buhl-Neilsen & Normandin, 2007) have provided rich data illustrating the effects of attachment patterns, cultural influences, and psychopathology on body image throughout development (e.g., toddlers, school-aged children, adolescents, and adults). These studies will be presented as well as new pilot data from a study utilizing the MI to investigate body and attachment representations in women diagnosed with perinatal mood and anxiety disorders (PMADs).

# QUALITATIVE RESEARCH INTO THE FIELD OF WELL-BEING AT WORK: PUTTING RESEARCH INTO PRACTICE

*Jelena Pavlović*

*Department of Psychology, Faculty of Philosophy, University of Belgrade, Serbia*

Qualitative research can be defined as a method of research that produces descriptive (non-numerical) data, with the goal of examining how individuals or groups perceive the world from different vantage points. Over the last couple of decades, qualitative methods have been employed in various fields of work and organizational psychology. The aim of this paper is to provide an overview of key qualitative research studies and findings in the domain of well-being at work published in the last decade. The focus of the paper will be twofold: (1) to explore the methodological characteristics of qualitative studies into well-being at work; (2) to explore implications of qualitative data in terms of their practical implications. The paper will contribute to the effort of synthesizing qualitative data and their meaning for practitioners and decision makers in the field of organizational interventions.



# Round table



## ROUND TABLE

# SEXUAL VIOLENCE AT THE UNIVERSITIES IN SERBIA: RAISING AWARENESS AND DEVELOPING INNOVATIVE MECHANISMS OF VICTIM SUPPORT - CHALLENGES AND SO FAR RESULTS

*Vesna Nikolić-Ristanović\**, *Sanja Ćopić\*\**, *Jasmina Nikolić\*\*\**,  
*Anita Burgund Isakov\*\*\*\**, *Ivana Janković\*\*\*\*\**; *Bojana  
Bodroža\*\*\*\*\**; *Aleksandra Avramović\*\*\*\*\**

*Victimology Society of Serbia and Faculty of Special Education and  
Rehabilitation, University of Belgrade\**; *Victimology Society of Serbia and  
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of Serbia\*\*\**; *Faculty of Political Sciences, University of Belgrade\*\*\*\**; *Faculty  
of Philosophy, University of Niš\*\*\*\*\**; *Faculty of Philosophy, University of Novi  
Sad\*\*\*\*\**; *Faculty of Drama Arts, Belgrade\*\*\*\*\**, Serbia

Research globally shows high levels of sexual violence (SV) at universities, which encompasses a wide range of acts: verbal comments and requests, non-verbal displays, quid pro quo acts, unwanted physical contact and rape. It has serious consequences for mental and physical health of students, including their academic achievements. Few studies in Serbia suggest that SV is present at the universities, but this topic is still under-researched. Serbian universities are often underequipped to recognize SV and provide support to victims; consequently, students are not encouraged to report and seek assistance. In order to raise awareness about SV at the universities and better equip Serbian universities to prevent and tackle cases of SV and support victims, Victimology Society of Serbia implement the project *Sexual violence at the universities in Serbia: Raising awareness and developing innovative mechanisms of victim support*. The project consists of two parts: research aimed at gathering data on extent and nature of SV against students at the universities and existing university policies and care pathways, and evidence-based intervention aimed at building capacity of university staff for proper response to SV cases, strengthening existing policies



and practices at the universities related to SV, and establishing cooperation among universities and victim support services in order to secure timely support for victims. Research was conducted online from March to May 2021 on a sample of 1597 students in four university centers in Serbia. Data on students' experiences of SV victimization, their awareness about SV and existing mechanisms for assistance and support were collected. The aim of the round table is to present the project, and to focus on so far challenges and results through sharing experiences in data collection, some methodological issues and preliminary research findings, as well as challenges in developing and applying mechanisms for addressing cases of SV against students.

*Keywords:* sexual violence; universities; students; research; evidence-based policy; Serbia

# Symposiums



**SYMPOSIUM**

**QUALITATIVE APPROACH TO REPRODUCTIVE  
AND GENDERED EXPERIENCES: THE  
IMPORTANCE OF A PLURALISTIC AND  
CONTEXTUALIZED PERSPECTIVE**

*Chair: Biljana Stanković*  
*Faculty of Philosophy, University of Belgrade, Serbia*

Despite its long and fertile tradition in psychology, qualitative research is still mostly at the margins of psychological academic endeavors, especially in the local context. The same goes for researching reproductive processes and gendered experiences, since there was a long history in psychology of focusing primarily on the topics that could be generalized to the whole population. This left the specific experiences of women and gender minorities either outside the scope of (serious) research in psychology or studied from an individualizing, reductionist and pathologizing perspective that takes the healthy adult male as a norm (as in the cases of e.g., PMS, postnatal depression or menopause). Therefore, the aim of the symposium is to introduce specificities and contributions of a qualitative approach to the research of reproductive experiences and processes (pregnancy, birth, infertility, assisted reproduction and surrogate motherhood) and transgender identity. Although undoubtedly psychological and individual, all these experiences are intrinsically shaped by the particularities of the social practices, collective representations and institutional discourses surrounding them. They are complex and multilayer and it is impossible to understand them unless we recognize the various aspects that constitute them – embodied, experiential, discursive, socio-material. Qualitative approach offers not only multiple ways to approach these phenomena in a processual, nuanced, and contextualized manner, but also brings ethical and political benefits through giving voice to marginalized or silenced individuals and communities and pointing to problematic social and institutional practices. The symposium contributions will try to showcase adequate ways to explore situated and complex

reproductive and gendered experiences and processes through a pluralistic and contextualized qualitative approach.

*Keywords:* qualitative research; reproductive experiences; gender identity; pluralistic approach

## **APPROACHING SURROGATE MOTHERHOOD AS BOTH SOCIAL AND PSYCHOLOGICAL PHENOMENON – DISCOURSE ANALYSIS OF COLLECTIVE REPRESENTATIONS AND INDIVIDUAL EXPERIENCES**

*Kristina Jadranović, Biljana Stanković*

*Department of Psychology, Faculty of Philosophy, University of Belgrade, Serbia*

Surrogate motherhood (SM) as a form of assisted reproduction is a current social issue in Serbia due to the initiative for its legalization, which would make it an available alternative for women facing infertility. SM is a controversial topic, surrounded by legitimizing as well as critical discourses. This study aims to explore in what ways potential female users form their meanings of this alternative in the local context of public discourses, how they (de)legitimize it, and how they negotiate motherhood within its scope. The first phase of the study aimed to reach a more detailed understanding of collective representations of SM. Discourse analysis was conducted on a pre-draft of civil code as well as on TV shows in which different social actors discussed the legalization of SM. Findings indicate that SM is dominantly legitimized by relying on biomedical discourse (treating female infertility) and neoliberal discourse (realization of rights to parenthood and personal choice of prospective parents). Simultaneously, critical discourses are

also present – economic discourse of exploitation, conservative discourse (SM as a potential and risk for the realization of the traditional family), and patriarchal discourse (which represents surrogate mothers in an ambivalent way). Taking previous analysis into account, the goal of the second phase of the study was to determine which meanings potential female users attach to SM, as well as which representations arise from their specific position. Discourse analysis was conducted on transcripts of semi-structured interviews with 8 women facing infertility. Analysis pointed out different types of their positioning – while they frequently relied on public discourses identified in the first phase of the study (primarily, biomedical and neoliberal), they would also negotiate (appropriating only some aspects of the meaning) and/or completely reject these, instead offering alternative discursive constructions by contextualizing SM in their personal trajectories and experience, as well as in a range of locally available reproduction alternatives.

*Keywords:* surrogate motherhood; reproduction; infertility; discourse analysis

## **WOMEN NAVIGATING THROUGH INFERTILITY TREATMENT – TACKLING THE ISSUE FROM MULTIPLE POINTS OF VIEW**

*Milica Skočajić*

*Department of Psychology, Faculty of Philosophy, University of Belgrade, Serbia*

Infertility is a common experience, affecting, to varying extents, every fourth couple. Even though it is usually recognized as an issue for both partners, women are the ones going through the intensive infertility treatment: following strict timelines,

injecting hormones, visiting doctors, carrying pregnancies and suffering miscarriages. Nevertheless, infertility is not a private subject, it's usually discussed at a national level as an issue correlating with a country's birth rate. Accessibility of infertility treatment subsequently becomes a tool for improving population density and as such often redirects attention from struggling couples. Finally, infertility treatments such as IVF, are happening in typically alienating clinics, where the need for privacy and support is substantial but rarely satisfied. Social and personal complexity of this phenomenon makes the need for analyzing perspectives of different actors involved much needed. This study explores psychological aspects of infertility treatment in women and is currently in a pilot phase. So far, I've conducted four interviews, triangulating data sources to achieve a comprehensive account of the phenomena. My sources were two clinical experts (a psychologist providing support for infertility patients and an infertility doctor) and two women who experienced IVF in the past. I used thematic analysis to approach the data. A pervasive issue for women struggling with infertility is that the possibility of becoming a mother is tightly associated with their gender identity. All of my sources agree that IVF is an exhausting procedure where women experience almost complete loss of control. The most serious threat during treatment is a possibility of experiencing a miscarriage. Even clinical experts notice that partners are often bystanders, rarely present after the initial, necessary involvement. Future analysis will further explore partnership dynamic during treatment, relationships with medical staff and beliefs about control and timeliness of life events.

*Keywords:* infertility; IVF; experience; qualitative analysis

# GIVING VOICE AND MAKING SENSE OF THE EXPERIENCES OF TRANSGENDER PEOPLE IN SERBIA: SITUATING THEIR UNDERSTANDING OF TRANSGENDER IDENTITY IN THE LOCAL CONTEXT

*Jelena Vidić*

*Department of Psychology, Faculty of Philosophy, University of Belgrade, Serbia*

Transgender people are one of the most stigmatized groups in Serbian society. Despite Belgrade being a regional center for the medical gender confirmation process for more than three decades, there is a striking absence of scientific research about transgender community from the non-pathologizing perspective, including those starting from the perspectives and needs of transgender persons involved in the process of medical transition. In this paper, we will present part of the results from the broader qualitative study on identities and experiences of stigmatization of transgender persons in Serbia. The specific focus will be on understanding how transgender people in Serbia reflect upon and make sense of their identities in the context of de/psychopathologization of gender diversity. We have conducted interviews with 12 transgender persons from Serbia, age 23-48 (8 trans men and 4 trans women) and analyzed them using interpretative phenomenological analysis. In addition to that, we analyzed the process of de/psychopathologization of gender diversity in mental health and protocols for transgender care in Serbia. Our participants' understanding of their gender and identity in adulthood is complex: while some rely on the (medical) expert opinion as the final confirmation of their transgender identity, others are critical towards medicalization; while for some being transgender is just one of many aspects of their identity, for others it is the most central part; while some desire to go through the "complete (medical) sex change" others are quite critical of the procedure, especially when it comes to genital surgery. Differences in the ways transgender people



make sense of their (trans)gender identity can be understood in the context of the prevailing medical understanding of the phenomenon, especially when it comes to the role of the psychiatric diagnosis and attitudes towards the proscribed steps of the medical gender affirmation process, but also in the context of the currently changing situation towards demedicalization and depathologization of transgenderism.

*Keywords:* transgender identity; stigmatization; interpretative phenomenological analysis

## **RESEARCHING PREGNANCY AS TECHNOLOGICALLY-MEDIATED EMBODIED EXPERIENCE – INTEGRATING DIFFERENT THEORETICAL PERSPECTIVES**

*Biljana Stanković*

*Department of Psychology, Faculty of Philosophy, University of Belgrade, Serbia*

Pregnancy is a very peculiar phenomenon – ontologically complex, epistemologically challenging, psychologically very specific. It entails a physiological process of dramatic bodily changes happening during a relatively short period of just nine months. It also usually entails a radical transformation of women's identity, social roles and experiences. Since a woman becomes pregnant, and even before that, she is faced with a range of social norms, expectations, representations and practices that change the way she sees herself and the world, and her everyday functioning. For contemporary women, pregnancy also entails a process of medical and technological monitoring and intervention. How to account for these diverse aspects of the phenomenon that all have important consequences for women as subjects? The present study aimed to explore pregnancy from

a first-person perspective and with a special focus on those dimensions of personal experience and functioning that are usually neglected in psychological research – its embodiment and techno-material mediatedness. The main empirical material on which the analysis is based consists of twenty-five semi-structured in-depth interviews with thirteen pregnant women. Data on the local institutional environment and medical practices and techniques are complemented with secondary material: notes from the field research that was conducted in one of the Belgrade maternity hospitals, information obtained from conversations with healthcare practitioners and analysis of the official documents and medical textbooks. To analyze and interpret this diverse corpus of data and to address the factual complexity of the phenomenon that is embodied, psychological and socio-material at the same time, theoretical resources from different analytical traditions were used: socio-cultural perspective to account for the (symbolic) mediatedness of our processes and actions; phenomenology to account for embodied nature and structure of our experience and; science and technology studies to account for material aspects of technology and the institutional environment.

*Keywords:* pregnancy; sociocultural psychology; phenomenology; STS

## SYMPOSIUM

# IT'S COMPLICATED – COPING WITH INFERTILITY

*Chair: Jelena Opsenica Kostić*

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

Infertility is defined as a medical phenomenon: “a disease of the reproductive system defined by the failure to achieve a clinical pregnancy after 12 months or more of regular unprotected sexual intercourse” (WHO-ICMART revised glossary). But infertility is more than that – it’s bio-psycho-social crisis. The impossibility to conceive and give birth to a child represents a life challenge, which is the greatest for the couple itself, but it’s also experienced by persons close to infertile partners. Many years of research show that infertile couples are mentally healthy in general, although individual differences in emotional response do exist. Both partners feel sorrow and anger, and women often report shame, self-blame, sense of failure, and lack of fulfillment. Today it is known that emotional reactions can affect treatment success – pregnancy rates and later mental health. During the infertility treatment in Serbia, as in many European countries, psychological counseling is not provided at clinic. If the couple recognizes that they need help, they will have to seek it and pay for it themselves. This symposium is aimed at presenting the challenges faced by infertile couples and aims to raise awareness of the need to introduce psychological counseling as an integral part of treatment (which is most often in vitro fertilization - IVF). Infertility will be presented through (un)fulfillment of developmental tasks of adulthood, quantitative and qualitative research, through social stigma that may be present, cultural specifics in psychological counseling with infertile couples and through psychoanalytic views on infertility.

*Keywords:* infertility; coping; stigma; cultural specifics; psychoanalytic views on infertility

# DEVELOPMENT IN ADULTHOOD: FACING (THE POSSIBILITY OF ) INVOLUNTARY CHILDLESSNESS<sup>1</sup>

*Jelena Opsenica Kostić, Milica Mitrović,*

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

The developmental tasks of adulthood are related to two basic domains of life: love and work. Within these areas, young adults define and / or adopt their life goals. Although living solo is on the rise today, most people still want to find a stable life partner. Also, although there are couples who are voluntary childless, most people (for various, complex reasons) want to have children. Achieving set life goals gives a sense of meaning and purpose in life, which is another developmental task specific to modern, developed societies. When couples face infertility and the possibility of becoming involuntary childless, they face potential failure of an important goal in the domain of love, which also poses a threat to the sense of meaning of life and threatens subjective well-being. If viewed in this way, it is very clear how deeply infertility affects people. At the same time, treatment can last for years. In this period of crisis and uncertainty, when the problem is really not under the control of the person, psychosocial support is necessary and valuable. For a large number of couples infertility treatment will be successful. However, around 4% of all couples remain involuntarily childless. What happens to their development and sense of meaning in life? From the point of view of developmental psychology, two questions are especially important: how much importance does a certain society attach to the domain of love, i.e. the domain of work; and how much freedom a person really has to make decisions within the domain, as opposed to obeying social norms. In general, achievements in the domain of work can compensate for deprivation in the domain of love, but only under certain conditions. Finally, it should be said that

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<sup>1</sup> This study was conducted as a part of the project Fifty Years of the Faculty of Philosophy in Niš - Retrospectives, Practical Implications and Vision for Future Generations of Psychologists and Social Workers, at the University of Niš, Faculty of Philosophy (No. 100/1-10-6-01)

with fertility problems, as with all other significant life events, one of Elder's principles of development comes to the fore - the principle of linked lives. Although it happens to a couple, infertility has a ripple effect on persons close to them.

*Keywords:* developmental tasks; love and work; infertility; involuntary childless

## FEELINGS, THOUGHTS AND PROBLEMS OF INFERTILE WOMEN<sup>2</sup>

*Ivana Janković, Jelisaveta Todorović*

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

Infertility is the inability of a sexually active, non-contracepting couple to achieve pregnancy in one year (WHO, 2020). It is determined as both an acute life crisis and a nonevent with long-term complications for the individual, his or her partner, their relationship, and family and friends. For infertile woman, infertility is inextricably bound with feelings of loss, dysfunction, and shame, and infertile women note the social insensitivity of people who pry, question, and assume biological reproduction is a natural, normative, and even necessary adulthood transition. The aim of this paper is to understand the subjective experience of infertility based on the analysis of the results of 10 qualitative papers who were selected by searching Sage database using keywords: woman, infertility, experience, qualitative research. The results of the applied thematic analysis show that the experience of infertility is traumatic and painful for women in many ways. Infertile women may feel

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<sup>2</sup> This study was supported by the Ministry of Education, Science and Technological Development of the Republic of Serbia (Contract No. 451-03-9/2021-14/200165). It was conducted as a part of the project Fifty Years of the Faculty of Philosophy in Niš - Retrospectives, Practical Implications and Vision for Future Generations of Psychologists and Social Workers, at the University of Niš, Faculty of Philosophy (No. 100/1-10-6-01)

incomplete or experience their body as damaged and dysfunctional. During the struggle for offspring, they think about why this is happening to them, what are the reasons for their infertility. Their feelings are variable and aligned with the phases of the menstrual cycle – hope, anxiety, patience, disappointment, anger, rage. Infertility can lead to the alienation of partners or to their greater intimacy and it significantly affects their sex life and makes it “routine” and “mechanical”. Relationships with family members and friends can be significantly changed. The reactions of close people can be unsupportive and insensitive, most often due to inappropriate comments or advice. This review provides an insight into the diversity of thoughts, feelings and problems that can be found in women’s narratives about experiences with infertility. As such, the insights gained in this study could have practical implications for support and service provision to women with infertility.

*Keywords:* infertility; women; experience; thematic analysis

## **THE EXISTENCE OF STIGMA AS AN OBSTACLE IN THE PROCESS OF INFERTILITY TREATMENT<sup>3</sup>**

*Ljiljana Skrobić, Bojana Pucarević*

*Department of Social work, Faculty of Philosophy, University of Niš, Serbia*

Stigma exposure is one of the difficulties faced by couples and individuals involved in infertility treatment. Some of them may even be discouraged from being involved in the treatment process. This paper will present the results of qualitative research on stigma perception of 11 women with IVF experience. The data were processed

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<sup>3</sup> This study was conducted as a part of the project Fifty Years of the Faculty of Philosophy in Niš - Retrospectives, Practical Implications and Vision for Future Generations of Psychologists and Social Workers, at the University of Niš, Faculty of Philosophy (No. 100/1-10-6-01)

using thematic analysis. The respondents recognize that there is a stigma related to IVF, as well as a possible risk for their children who were conceived in this way of being exposed to stigmatization. All the respondents live in big cities, which probably contributes to less exposure to stigma and a greater willingness to talk about this topic, while the respondents emphasized that stigmatization is much greater in smaller communities. Adequately informing the public in general and education at different levels about this topic are some of the possible ways to cross the path from stigmatization to IVF 'normalization'. Furthermore, it is recognized that there is a need for systematic and continuous support during infertility treatment, in which one of the topics would be the topic of stigmatization. This is particularly important given that all the respondents emphasized the lack of any psycho-social support in this process.

*Keywords:* infertility; stigma; IVF; women with IVF experience

## **PSYCHOLOGICAL PROBLEMS AND EMOTIONALITY IN WOMEN DURING IVF TREATMENT: THE MEDIATING ROLE OF SOCIAL SUPPORT AND EXTERNAL SHAME<sup>4</sup>**

*Milica Mitrović, Jelena Opsenica Kostić, Damjana Panić*  
*Department of Psychology, Faculty of Philosophy, University of Niš, Serbia*

This study aims to examine the model of the relationship between psychological problems during in vitro fertilization

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<sup>4</sup> This study was supported by the Ministry of Education, Science and Technological Development of the Republic of Serbia (Contract No. 451-03-9/2021-14/200165). It was conducted as a part of the project Fifty Years of the Faculty of Philosophy in Niš - Retrospectives, Practical Implications and Vision for Future Generations of Psychologists and Social Workers, at the University of Niš, Faculty of Philosophy (No. 100/1-10-6-01)

(IVF), social support, external shame, and positive and negative affect. The study involved 155 women who were undergoing IVF treatment at the time of testing. The following instruments were used: the Psychological Evaluation Test for Infertile Couples, the Other as Shamer Scale, the Multidimensional Scale of Perceived Social Support, and the Serbian Inventory of Affect based on PANAS. The analysis of the relationship between the variables was carried out using structural equation modeling. By testing model, satisfactory fit indexes were obtained  $\chi^2/df = 4.527/3$ ,  $p = .210$ ; SRMR = .0456; TLI = .977; CFI = .993; RMSEA = .057 (90%CI = .000-.158). Psychological problems during IVF, i.e. the necessity of psychological counseling is a significant predictor of positive and negative affect. The relation between the necessity of psychological counseling and negative affect is mediated by external shame (partial mediation). Also, external shame represents a mediator of the relationship between the necessity of psychological counseling and perceived social support (complete mediation). Perceived social support is a mediator of the relationship between external shame and positive affect (complete mediation), i.e. psychological problems during IVF and external shame, have an effect on positive affectivity through perceived social support. The results indicate the importance of social support and external shame for the emotional status of women during the IVF procedure. Psychological problems during the IVF procedure have an effect on emotional status. However, an important finding of this research is that social support is a protective factor. On the other hand, external shame is a factor that affects social support, and thus the experience of positive emotions. However, it is also a factor that contributes to negative emotions. Practical implications may be developed from the results.

*Keywords:* IVF treatment; psychological problems; external shame; social support; positive and negative affect



## INFERTILITY COUNSELING: THE ROLE OF CULTURE

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Importance of psychosocial issues in reproductive care is recognized during last years. According to ESHRE, psychosocial care and psychological help during process of coping with infertility implies: information gathering, decision-making counseling, support counseling and therapeutic counseling. Medical staff of the fertility center could give enough information that the patient could make informed decision. However, some patients need more than basic (medical) care. Psychologist / IVF counselor could provide support counseling and therapeutic counseling which should be available during all treatment stages. Although the parent role is seen as one of the most important roles of adults in every culture, the experience of childlessness may vary. Nowadays there are a lot of couples who go abroad for infertility treatment, which is known as fertility tourism. One of the most important characteristics of infertility counselor who works with people from all over the world is cultural sensitivity. An effective infertility counselor needs to be open to learning and curious about their clients cultural worldview and be aware of the role of this view in coping with this crisis. Also, infertility counselors need to be aware that their own worldview is not one which is only true and natural, but just a product of their culture. Surely, one of the challenges in multicultural infertility counseling is language, since we know its significance for counseling and therapeutic work. At the end, infertility counselors need to accept the possibility that sometimes they don't understand their clients and their experience of infertility and that the clients may not see the session useful. Experience of a psychologist who is born and educated in Serbia and is currently working in Turkey with couples who facing infertility from all over the world will be presented.

*Keywords:* infertility; counseling; culture differences; cultural sensitivity

# PSYCHOANALYTIC VIEWS ON INFERTILITY – ARTS (ASSISTED REPRODUCTION TECHNOLOGIES) AND CREATIVITY

*Camellia Hancheva*

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Psychoanalytic theory since the very beginning explores connections between physiological acts and mental representations in every human deed. Infertility or rather ambivalence and difficulties accompanying reproduction had been in the focus of research, at first, as a part of normal line of psychosexual development (child's curiosity and infantile theories of conception); than as an opposition of sexuality and maternity; and later, as an important pillar in psychosocial identity formation. Psychoanalytic views on infertility has acknowledged the irrelevance of simple psychodynamic causality. Therapeutic practice has been focused on containment of overwhelming emotional experiences of failure to conceive and give birth to a child and exploration of intricate internal relationships and relational constellations. Representations of binary (mother-child) and triangular (Oedipus) relations are thought as a core of unconscious dynamic guiding external relational choices, quality of attachments, the ability to trust – all three having an impact on infertility. Infertility is presented as a symbolic silence of the body. Psychotherapeutic interventions are seen as aiming at recreation and reparation of a creative capacity, disregarding of the results from ARTs. A new interpretation of ancient Greek myth of Athena as being born from the Zeus head is presented as another possible approach towards infertility in women and men. Two case vignettes illustrate the mother-daughter and Oedipus relational configurations and their possible implications on internal ambivalence of a wish for a child and infertility problems.

*Keywords:* infertility; psychoanalytic; Oedipus triangle; mother-daughter

**SYMPOSIUM**  
**ONLINE EDUCATION IN PANDEMIC**  
**CONDITIONS – VARIOUS ASPECTS**  
**AND EXPERIENCES**

*Chair: Gordana Đigić*

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

This symposium is concerned with various aspects and experiences related to online education in pandemic conditions. It contains five presentations, each of them convinced to particular topic related to online education. First presentation highlights the development of e-instruction and e-teachers in Serbia and the need to redefine and differentiate concepts of distance education, e-learning and online learning. Trying to find the most appropriate way to keep educational process in pandemic conditions, many states organized online education, set in a various ways. The movement to online education was sudden and unprepared. The most vulnerable groups in such situation were the same categories of students who need additional educational support in regular circumstances as well. Next two papers present the experiences in special education at the secondary school level in Greece and a case study of a Roma student from Serbia. Last two presentations consider online teaching and distance learning at the university level. One of them presents the study conducted at the sample of university teachers from Serbia, aimed to analyze their perceptions of online / distance teaching and learning at their faculties during the pandemic. Finally, the last presentation will show the university students point of view on online teaching and distance learning, especially considering differences in students' assessment of such kind of teaching between two academic years. All presentations offer some implications and emphasize some learned lessons that should be taken into account in future educational practice and research.

*Keywords:* e/online/distance education/instruction/learning; special education; students; teachers

# FROM THE FIRST E-CURRICULUM FOR THE E-TEACHER IN SERBIA TO THE E-INSTRUCTION IN THE PANDEMIC CONTEXT<sup>5</sup>

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*Faculty of Technical Sciences in Čačak, University of Kragujevac, Serbia*

E-instruction is a complex concept in the multidisciplinary field of education supported by electronic equipment and ICT. This concept integrates different forms of learning and teaching in online education and distance education. Today, the intertwining of distance/remote education, e-learning and online learning caused the need to redefine and differentiate these concepts and to develop an integrative approach. Social changes in pandemic circumstances emphasized new insights in this educational domain. In this paper, we will first present the beginnings of e-instruction in Serbia. The first curriculum for e-learning in the form of distance education curriculum in Serbia was realized at the Faculty of Technical Sciences in Čačak from 2008 to 2016. It was the programme of initial teacher education, and the students received the degree: master professor of technics and informatics for e-learning. The realization and continual collaborative development of the curriculum for e-teacher education (with the focus on the e-teacher roles), enabled consideration and operationalization of teachers' competencies for various forms of e-teaching, and the development of educational procedures and content/courses for e-teacher empowerment. Based on the analysis of the contextual requirements in new pandemic educational settings, the contribution of the curricula for e-teacher education to the actual educational processes is recognized. Current approaches to e-education, developed in the framework of theory and praxis of ICT, on the one hand, and the educational policy approaches adapted to the pandemic educational context, on the other

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<sup>5</sup> The research is developed as a part of the Grant No. 451-03-9/2021-14/200132 and realized at the Faculty of Technical Sciences in Čačak, financed by the Ministry of education, science and technological development of the Republic of Serbia.

hand, will be considered. We will present the contributions of the psychology of e-teaching (and e-education) to the theoretical interpretation and operationalization of e-teachers professional engagement, and to highlighting the application of various e-tools and technologies in e-teaching based on the educational principles. Reconceptualization and development of e-instruction and e-teachers will be supported by the examples of the realization and evaluation in the new educational context.

*Keywords:* e-instruction; e-teaching; e-learning; e-teacher; e-teacher education

## **SPECIAL EDUCATION AT THE SECONDARY SCHOOL LEVEL IN GREECE DURING THE PANDEMIC TIME**

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*Filippos-Panagiotis Tournidis\*\**

*ENEEGYL Katerinis, Greece\**; *Department of Balkan, Slavic and Oriental Studies, University of Macedonia, Thessaloniki, Greece\*\**

The education of persons with disabilities in Greece is of an inclusive type. The goal of any inclusive educational system is to provide equal opportunities for the acquisition of knowledge and skills for all students, with full respect for specific individual educational needs. Even in regular conditions, the application of inclusion in educational practice encounters numerous obstacles and difficulties. In the conditions of the Covid 19 pandemic, which we have been experiencing for the last two school years, the difficulties in the implementation of inclusive education are even more pronounced and increased. While it is well known that online teaching can be an extremely useful teaching tool for students with disabilities, the pandemic in Greece has shown us that we are not sufficiently prepared to put it into practice. This

paper presents a case study of a secondary special vocational school from the city of Katerini, Greece. By qualitative data analysis, we obtained several categories of difficulties in the application of online teaching: 1. Technical and economic Reasons, 2. Educational Reasons and 3. Psychological Reasons. In this paper, we will try to present briefly how special education at the secondary level in Greece functioned during the pandemic and which new aggravating factors in working with people with disabilities were clearly demonstrated in these specific working conditions, pointing to the need for change school curricula in special education, as well as the need for permanent programs of additional education of teaching staff.

*Keywords:* special education, pandemic Covid 19, online education

## **EQUITY OF EMERGENCY REMOTE EDUCATION IN SERBIA: A SINGLE CASE STUDY OF A ROMA STUDENT**

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Faculty of Philosophy, University of Belgrade, Serbia*

The aim of the study is to provide a particular portrayal of emergency remote education (ERE) in Serbia from the perspective of those who are the most disadvantaged. The study applied a single-case study design. The participant is a 12-year Roma boy, attending 6th grade of an elementary school in Belgrade. Since October 2019, a group of university students and teaching staff have been providing support in learning for the student twice a week. Across the time span, the investigators continuously produced and/or collected participant-observations, anecdotal notes, the content of the Viber group, artifacts from the learning/teaching process (e.g. homework, assignments on the Google

classroom, email notifications). Data from multiple sources are merged and analysed using qualitative content analysis. From the analyzed data the researchers reconstructed how the Roma student has experienced ERE and which factors influenced the process. Findings indicate that ERE significantly disturbed four functions of school as an organization: a) supporting students' learning through continuous monitoring and individualized adjustments, b) recognizing unsatisfied basic needs and providing material support to students, c) exposing students to a variety of social interactions, and d) structuring everyday activities of students. The identified disturbances in school functioning proved to be exacerbated in the case of the Roma boy we are describing, due to low material and educational resources in the family, limited access to online social interactions, and low parenting skills needed for the development of engaging and a well-structured environment. The findings suggest that achieving equity of ERE requires decision-making that highlights the perspectives of students from a disadvantaged background and their families, purposefully approach ERE to disrupt potential inequalities, and develop capacities of school and teachers to address education inequities in an emergency context.

*Keywords:* equity; emergency remote education; Roma; education

## **UNIVERSITY TEACHERS' PERCEPTION OF ONLINE DISTANCE TEACHING DURING THE PANDEMIC**

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In this paper, we presented a part of the results of wider pilot research on university teachers' perception of online distance teaching during pandemic in Serbia. A questionnaire

was constructed for the purposes of that research. The sample consisted of 50 university teachers and teaching assistants from three universities in Serbia who were doing online distance teaching in real-time (using some of the videoconferencing platforms) during the pandemic (from March 2020). Main results from the selected self-assessment scales (4-point): university teachers are overall satisfied with their online teaching performance ( $M = 3.28$ ) and with how they achieved teaching/learning goals and outcomes in their online classes ( $M=3.26$ ); they are moderately satisfied with students' activity and engagement ( $M = 2.75$ ) and their motivation ( $M = 2.88$ ), cooperation ( $M = 2.96$ ) and independence in learning ( $M = 2.66$ ). The degree of teachers' satisfaction with synchronous communication is higher than asynchronous ( $M_{synch} = 3.02$ ,  $M_{asynch} = 2.7$ ). In comparing regular and online classroom 70% of university teachers assess they are equally engaged in both, while only 10% feel more engaged in online classrooms. However, a vast majority (72%) perceives that online setting during pandemic required investing more time in teaching preparation or at least the same amount of time (28%). While support at the faculty level for the implementation of e-teaching was assessed very highly ( $M = 3.46$ ), participants report that they are mostly not familiar with e-teaching of their Department/Faculty colleagues ( $M = 2.03$ ) and that they did not have the opportunity to access and discuss the e-courses of their colleagues ( $M = 1.80$ ). University teachers did not perceive online distance teaching in the pandemic as overly stressful or difficult. Content analysis revealed the following main teachers' concerns: technical issues (platform, connection or computer errors), lack of visual communication and difficulties in monitoring student activities and demanding preparation. Perception of the pros and cons of online teaching and additional reflections of university teachers are also analyzed. Implications of these findings are discussed as well as further research directions.

*Keywords:* online distance teaching; virtual classrooms perceptions; university teachers



# REVISION OF STUDENTS' ASSESSMENT OF ONLINE TEACHING AND DISTANCE LEARNING – ONE YEAR LATER<sup>6</sup>

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From the beginning of COVID-19 pandemic, teaching and learning at the Faculty of Philosophy Niš moved on to online environment. At the end of the spring semester 2019/2020, we conducted the survey aimed to find out how the students assess this form of tuition. The online questionnaire covered a few topics: representation and the quality of online teaching; teachers' and associates' engagement and support for students; students' experience and satisfaction with online teaching and learning; students' experience with the overall working organization of the Faculty during the pandemic. Students' assessment was quite favorable. As the pandemic prolonged, the new academic year started online as well, this time taking into account learned lessons from the previous semester. Online teaching and distance learning were the main form of tuition during the entire academic year. After each semester, we asked students to answer the questions from the same online questionnaire. At the end of academic year 2020/2021 we compared answers given by students at the end of each semester. Compared to the previous academic year, this year students assessed significantly higher: covering the study courses with online tuition ( $F = 84.23, p = .000$ ), online realization of the pre-exam obligations ( $F = 42.84, p = .000$ ), the level to which online teaching enables learning ( $F = 15.71, p = .000$ ), the representation of online tuition that enables students' learning ( $F = 7.94, p = .000$ ), and consequently

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<sup>6</sup> This study was supported by the Ministry of Education, Science and Technological Development of the Republic of Serbia (Contract No. 451-03-9/2021-14/200165). It was conducted as a part of the project Fifty Years of the Faculty of Philosophy in Niš - Retrospectives, Practical Implications and Vision for Future Generations of Psychologists and Social Workers, at the University of Niš, Faculty of Philosophy (No. 100/1-10-6-01)

their own satisfaction with the organization of online teaching and learning ( $F = 7.45, p = .001$ ). This year students assessed even better the whole work organization of the Faculty as well ( $F = 7.55, p = .001$ ). Teachers' and associates' engagement and their support for students are graded equally high at the end of each semester. Despite these results talking about the improvement of the quality of online teaching organized at the Faculty, it should be stressed the fact that the number of students who participated in the research decreased progressively from semester to semester ( $N_1 = 829, N_2 = 249, N_3 = 68$ ). It could mean that starting enthusiasm about the new way of teaching and learning significantly decreased. Having in mind this fact, as well as many times given students' comment that online teaching cannot completely adequately replace face to face teaching, we could conclude that online teaching and distance learning is good form of work with students at the university level, but it should be mixed with direct face to face teaching to become the most effective.

*Keywords:* online teaching/distance learning; students' assessment; longitudinal monitoring

## SYMPOSIUM

# CLINICAL PSYCHOLOGY - COLOURING THE PERCEPTION OF CLINICAL PHENOMENA: THE ROLE OF INDIVIDUAL AND SOCIAL FACTORS<sup>7</sup>

*Chair: Miljana Spasić Šnele & Dušan Vlajić*

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

Examining different topics, clinical psychology tends to contribute to optimal quality of life of every person. The variety of topics provides the possibility of a more comprehensive and holistic view of the core of its interest - the individual. However, clinical psychology also takes into account social factors that influence a person's behavior and shape his/her attitudes towards numerous clinical phenomena. Therefore, through this symposium, we will try to identify factors that are important for better understanding of both individual and socially important issues by focusing on some aspects that fall under the auspices of clinical psychology. In the first paper focus will be on consumers of psychoactive substances, more precisely on examination of the role of time perspectives in their fear of death. Since behavior of a person is, *inter alia*, influenced by his/her attitudes towards different phenomenons, two following papers will tend to bring us closer to factors that are correlated with participants' attitudes towards some sensitive topics. In the first of these two presentations authors will examine the role that ambivalent sexism and authoritarian worldview have in accepting of rape myths (She asked for it, He didn't mean to, It wasn't really rape, She lied). The aim of the following paper will be to better understand how mentalization and self-differentiation are correlated with attitudes towards the people with mental health problems. Understanding factors correlated with subjective well-being in young adulthood represents a significant aspect in

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<sup>7</sup> This symposium was conducted as a part of the project Fifty Years of the Faculty of Philosophy in Niš - Retrospectives, Practical Implications and Vision for Future Generations of Psychologists and Social Workers, at the University of Niš, Faculty of Philosophy (No. 100/1-10-6-01)

order to sustain mental health. Having in mind that interpersonal relationships represent one of the most important domains in this developmental period, the aim of the last presentation is to examine the role of loneliness in interpersonal relationships and social anxiety on subjective well-being in students aged 18 to 39 years. In line with covered topics implications of obtained results are provided.

## TIME PERSPECTIVES AS PREDICTORS OF FEAR OF DEATH IN CONSUMERS OF PSYCHOACTIVE SUBSTANCES

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The aim of this research is to examine the role of time perspectives in predicting fear of death in a sample of consumers of psychoactive substances and to explore differences between groups (gender, preferred substance, frequency of consumption) regarding the different aspects of fear of death. The data were collected using Zimbardo Time Perspective Inventory (ZTPI) and Multidimensional Fear of Death Scale (MFODS) on a sample of 65 participants, male (50.8%) and female (49.2%) aged 20-42 years ( $M = 26.49$ ,  $SD = 4.34$ ). The first model ( $R^2 = .33$ ,  $F(65) = 5.611$ ,  $p = .000$ ) explains 31.94% of the variance of fear of the dying process, with past-negative ( $\beta = .359$ ,  $p = .003$ ) and future ( $\beta = .366$ ,  $p = .002$ ) time perspective as significant predictors. The second model ( $R^2 = .21$ ,  $F(65) = 3.341$ ,  $p = .010$ ) explains 21.8% of the variance of fear of the unknown with past-negative ( $\beta = .303$ ,  $p = .017$ ) and future ( $\beta = .251$ ,  $p = .039$ ) time perspective as significant predictors. The third model ( $R^2 = .32$ ,  $F(65) = 5.654$ ,  $p = .000$ ) explains 32.0% of the variance of fear of conscious death with future ( $\beta = .447$ ,  $p = .000$ ) time

perspective as a significant predictor. The fourth model ( $R^2 = .42$ ,  $F(65) = 8.777$ ,  $p = .000$ ) explains 42.2% of the variance of fear of premature death with past-negative ( $\beta = .435$ ,  $p = .000$ ) and future ( $\beta = .250$ ,  $p = .017$ ) time perspective as significant predictors. The fifth model ( $R^2 = .38$ ,  $F(65) = 7.577$ ,  $p = .000$ ) explains 38.7% of the variance of fear for body after death, with past-negative ( $\beta = .490$ ,  $p = .000$ ) perspective as a significant predictor. The sixth model ( $R^2 = .19$ ,  $F(65) = 2.949$ ,  $p = .019$ ) explains 19.7% of the variance of fear for significant others, with past-positive ( $\beta = .383$ ,  $p = .006$ ) and past-negative ( $\beta = .317$ ,  $p = .013$ ) time perspective as significant predictors. The last model ( $R^2 = .19$ ,  $F(65) = 2.841$ ,  $p = .023$ ) explains 19.1% of the variance of fear of the dead with past-negative ( $\beta = .331$ ,  $p = .010$ ) perspective as a significant predictor. There are gender differences regarding the results on every aspect of fear of death, except for fear of the unknown and fear of conscious death. There are no significant differences between groups that prefer different substances and groups with different frequency of consummation. To conclude, different aspects of fear of death can be predicted by time perspectives on this specific sample and there are significant differences between male and female participants regarding the fear of death.

*Keywords:* time perspectives; fear of death; consumers of psychoactive substances

## **AMBIVALENT SEXISM AND AUTHORITARIAN WORLDVIEW AS PREDICTORS OF RAPE MYTHS ACCEPTANCE**

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The aim of this research is to examine whether the acceptance of rape myths can be predicted based on ambivalent

sexism and an authoritarian worldview. The sample consisted of 175 respondents ( $N$  (male) = 90,  $N$  (female) = 85) aged 18 to 71 years ( $M = 30.43$ ,  $SD = 12.71$ ). The following measuring instruments were used: The Ambivalent Sexism Inventory (ASI; Glick & Fiske, 1996), Scale of Authoritarian Worldview (AP 2; Bojanović, 2004) and Updated Illinois Rape Myths Acceptance Scale (uIRMA-2011; McMahon & Farmer, 2011). Results of multiple regression analysis indicate that all four subscales of rape myths acceptance (She asked for it, He didn't mean to, It wasn't really rape, She lied) can be predicted by a model containing ambivalent sexism subscales and an authoritarian worldview. The model in which criterion variable is myth *She asked for it* is statistically significant and explains 36% of the variance ( $R^2 = .36$ ,  $F(3, 171) = 33.94$ ,  $p < .000$ ), with hostile sexism ( $\beta = .53$ ,  $p < .000$ ) and authoritarian worldview ( $\beta = .23$ ,  $p < .001$ ) as statistically significant predictors. Significant predictors of myth *He didn't mean to* are hostile sexism ( $\beta = .28$ ;  $p < .000$ ) and authoritarian worldview ( $\beta = .33$ ;  $p < .000$ ) ( $R^2 = .24$ ,  $F(3, 171) = 20.04$ ,  $p < .000$ ). The model that refers to the myth *It wasn't really rape* is statistically significant and explains 21% of the variance ( $R^2 = .21$ ,  $F(3, 171) = 17.02$ ,  $p < .000$ ), with hostile sexism ( $\beta = .36$ ,  $p < .000$ ) and authoritarian worldview ( $\beta = .27$ ,  $p < .000$ ) as significant predictors. Significant predictors of myth *She lied* are hostile sexism ( $\beta = .58$ ,  $p < .000$ ) and authoritarian worldview ( $\beta = .21$ ,  $p < .002$ ) ( $R^2 = .39$ ,  $F(3, 171) = 39.11$ ,  $p < .000$ ). The obtained results suggest that people who are inclined to accept stereotypes, who think rigidly, perceive women as manipulative, angry, and controlling are more likely to accept myths about rape.

*Keywords:* rape myths acceptance; ambivalent sexism; authoritarian worldview

# ROLE OF MENTALIZATION AND SELF-DIFFERENTIATION ON PREDICTION OF ATTITUDES TOWARDS THE PEOPLE WITH MENTAL HEALTH PROBLEMS

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The purpose of this research was to explore if the capacity for mentalization and level of self-differentiation have a role in predicting attitudes towards people with mental health problems. Also, we were interested in differences between genders, age, educational levels and levels of closeness with people who have mental health problems in attitudes toward this stigmatized group. The data were collected using The Reflective Functioning Questionnaire (RFQ), The Differentiation of Self Inventory (DSI) and Community Attitude toward Mentally Ill scale (CAMI) on a sample of 131 participants, male ( $N = 26$ ) and female ( $N = 105$ ), aged 18-50 years ( $M = 30.22$ ,  $SD = 8.11$ ). The model in which criterion variable is social restrictiveness is statistically significant and explains 10.2% of the variance ( $R^2 = .10$ ,  $F(130) = 2.359$ ,  $p = .034$ ), with emotional cut-off as only significant predictor ( $\beta = -.280$ ,  $p = .008$ ). There is a significant difference on dimension community mental health ideology between genders, where women ( $M = 35.38$ ,  $SD = 6.20$ ) have more positive attitudes than men ( $M = 32.38$ ,  $SD = 9.85$ ) ( $t(129) = -2.20$ ,  $p = .030$ ). It also showed that more negative attitudes, with higher authoritarianism ( $t(129) = 3.50$ ,  $p = .001$ ) and social restrictiveness ( $t(129) = 4.82$ ,  $p = .000$ ) and lower benevolence ( $t(129) = -3.14$ ,  $p = .002$ ) and community ideology ( $t(129) = -4.21$ ,  $p = .00$ ) have participants who have more distant relationship with people with mental health problems (respectively  $M = 20.72$ ,  $SD = 5.58$ ;  $M = 39.03$ ,  $SD = 5.45$ ;  $M = 22.81$ ,  $SD = 6.60$ ;  $M = 32.25$ ,  $SD = 7.05$ ) then participants who have closer relationship with them (respectively  $M = 17.36$ ,  $SD = 5.36$ ;  $M = 41.68$ ,  $SD = 4.19$ ;  $M = 17.40$ ,  $SD = 6.21$ ;  $M = 37.53$ ,  $SD = 6.35$ ). The obtained

results indicate that some dimensions of attitudes towards the people with mental health problems can partially be predicted with some aspects of self-differentiation, but potential concepts that can complement model and potential mediators should be considered.

*Keywords:* attitudes towards people with mental health problems; mentalization; self-differentiation

## LONLINESS IN INTERPERSONAL RELATIONSHIPS AND SOCIAL ANXIETY AS PREDICTORS OF SUBJECTIVE WELL-BEING

*Aleksandra Miladinović, Marija Savić, Milica Panić, Jovana Drakulić  
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The aim of the research was to examine whether the dimensions of loneliness in interpersonal relationships and social anxiety are significant predictors of subjective well-being. The convenience sample consisted of 105 respondents of both genders (83.8% female), students of Universities in Niš, Belgrade and Novi Sad, aged 18 to 39 years ( $M = 24.28$ ,  $SD = 3.89$ ). For the purposes of this research, the Scale of Social and Emotional Loneliness (SELSA; diTomasso & Spinner, 1993); Social Anxiety Scale (SA, II scale; Tovilović, 2004); Life Satisfaction Scale (SWLS; Diener, Emmons, Larsen, & Griffin, 1985), Positive and Negative Affect Assessment Inventory (PANAS; Watson, Clark, & Tellegen, 1988) were used. Loneliness in love ( $\beta = -.242$ ,  $p = .007$ ) and loneliness in the family ( $\beta = -.307$ ,  $p = .003$ ) showed as significant predictors of life satisfaction ( $R^2 = .266$ ,  $F(4, 100) = 9.07$ ,  $p = .000$ ). When it comes to positive affect the only statistically significant predictor is loneliness in love ( $\beta = -.20$ ,  $p = .035$ ) ( $R^2 = .166$ ,  $F(4, 100) = 4.96$ ,  $p = .000$ ). Social anxiety ( $\beta = .470$ ,  $p = .000$ ) and loneliness in the family ( $\beta = .283$ ,  $p = .003$ )



showed as statistically significant predictors of negative affect ( $R^2 = .389$ ,  $F(4, 100) = 15.90$ ,  $p = .000$ ). According to the results we can conclude that lower levels of both loneliness in love and in family contributes to higher levels of life satisfaction; lower loneliness in love is correlated with positive affect, whereas social anxiety and loneliness in the family contribute to more frequent experience of negative emotions. The results are discussed in line with development perceptive and previous findings.

*Keywords:* subjective well-being; social loneliness (loneliness in love, loneliness in the family); social anxiety

**SYMPOSIUM**

**ADULT AND ADOLESCENT GENDER VIOLENCE  
AND ITS EFFECTS ON WELL-BEING**

*Chair: Silvia Ubillos Landa\*, José Luis González Castro\*\*  
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Intimate partner violence (IPV) is a global health problem characterized as any behavior within an intimate relationship that causes physical, psychological, or sexual harm. From a health perspective, intimate partner violence (IPV) should be understood as not only characterized by the episodes of physical violence but also by the emotional and psychological abuse that perpetrators use to maintain control over their partners. IPV is consistently associated with a broad range of negative health outcomes (i.e., depression, anxiety or risk of suicide) but also with positive changes, such as posttraumatic growth. Numerous studies have shown that women who have been physically abused by their partner consistently self-report their health and well-being as poor compared to women who have no experience of IPV. In addition, many women who experience intimate partner violence reported experienced first abuses during an adolescent relationship. Therefore, the first aim of the present study was to investigate the effects of lifetime IPV victimization on respondents' current mental health and well-being in adult and adolescent victims. Secondly, this study sought to determine the role of partner controlling behavior and power relations within dating relationships in the lifetime risk of aggression. We propose 4 studies, including 2 adult samples composed for victims of IPV and 2 samples composed for adolescents and young victims and aggressors. We also included qualitative and quantitative analysis and a cross-cultural study. Recommended responses for women with an experience of IPV are discussed.

# WHAT HAPPENS WHEN VIOLENCE STOPS? RECOVERY PATTERNS OF WOMEN SURVIVORS OF INTIMATE PARTNER VIOLENCE

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Intimate partner violence (IPV) is disrupting and traumatizing experience that affects survivor's psychological well-being and overall functioning. However, in recent years there has been an increasing focus not only on the negative consequences of violence but also on positive changes, such as posttraumatic growth. Posttraumatic growth is studied in the context of various traumatic experiences, but there is still a lack of research in the field of interpersonal trauma, which has its own specific dynamics. The current study used a person-oriented approach to investigate (a) potential distinctive groups of women survivors of IPV based on their posttraumatic growth, centrality of event, resilience, and posttraumatic stress symptoms (PTSS) patterns, and (b) examine the role of sociodemographic (age, education, work status) and violence related (physical and emotional violence, time since last violence episode, psychological help) factors in distinguishing these groups. The study sample consisted of 421 women survivors of IPV, and latent profile analysis revealed four profiles: "negative impact" (11% of the sample), "positive growth" (46%), "low impact" (18%), and "distressed growth" (25%). Women age, education, received psychological help, frequency of physical and emotional violence, and time since last violence incident significantly distinguished some of the indicated profiles from each other. Findings of this study contribute to the existing literature by identifying different responses to IPV and investigating some of the theoretical assumptions that had not been comprehensively analyzed in the IPV literature.

*Keywords:* intimate partner violence; posttraumatic growth; resilience; centrality of event; posttraumatic stress

# SEEKING SOCIAL SUPPORT BY VICTIMS OF INTIMATE PARTNER VIOLENCE: A QUALITATIVE ANALYSIS OF EXPERIENCES LIVED BY VICTIMS

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Intimate partner violence (IPV) is a major source of morbidity and mortality among women worldwide. In this study, 131 testimonies of female victims of IPV are examined with the aim to study the relationship between experiences of violence, emotions, and help-seeking behaviors. Personal and semi-structured interviews were conducted with victims of IPV in Spain and lasted between 1.30 and 2 hours. The IRaMuTeQ 7 program was used to analyze the narrative. The chi-square index indicated the proximity or disparity between the categories constructed from the narratives. A total of 10845 words were analyzed. Findings showed 2 big cluster (social support systems and types of violence) and 6 sub-dimensions. Cluster 1 (18% of the total amount of content) reflects the emotional component of aggression (fear of death). Cluster 3 (17.2%) reflects the use of power and control in relationships (control, money), while Cluster 2 (13.1%) describes psychological aggression (threatening, breaking). Cluster 6 (13.8%) includes different types of physical aggression (hitting, grabbing) and Cluster 4 (21.2%) and Cluster 5 (16.9%) refers to formal (judging, asking) and informal (friend, support) social support. The results showed a strong relationship between negative emotions (i.e., fear of dying) and physical and psychological aggression. Formal and informal support were related one to each other. As a major implication, results highlighted the role of severe violence, power, and negative emotions to motivate help-seeking behaviors in female victims of IPV.

# THE POWER IMBALANCE IN ROMANTIC RELATIONSHIPS AND ITS EFFECT ON SUICIDAL RISK IN YOUNG WOMEN FROM TWO HISPANIC COUNTRIES: THE MEDIATION ROLE OF RUMINATION BETWEEN DATING VIOLENCE AND THE RISK OF SUICIDE

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The current study examines cross-culturally the associations between power in relationships, dating violence (in person and online), psychological rumination, and risk of suicide (RS). A path model was tested to study whether DV experiences and psychological rumination mediated the association between power in relationships and risk of suicide. The total sample consisted of 1216 young women aged from 18 to 28 years, from Colombia ( $N = 461$ ) and Spain ( $N = 755$ ), that have or have had a heterosexual dating relationship, do not live with their boyfriend, and do not children or legal ties. Results indicated that low power in relationship and DV experiences were associated with higher use of psychological rumination and more RS in young women. Furthermore, results of the path analysis indicated that DV were associated with more psychological rumination that at the same time was linked to a greater RS in both countries. In fact, psychological rumination may be a mechanism through which DV experiences negatively influence mental health in young women and is an important predictor cross-culturally. The implication of the findings demonstrates the critical need to intervene with adolescents experiencing power imbalance and dating violence to prevent RS considering a cross cultural perspective.

*Keywords:* cross-cultural; power; risk of suicide and psychological rumination

# IMPACT OF AFFECTIVITY AND USE OF POWER (CONTROL AND DOMINANCE) IN DATING VIOLENCE PERPETRATION

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Dating violence (DV) constitutes a serious social and health problem with high prevalence rates. It is important to point out the importance of individual variables that can predispose to aggression, such as affectivity (positive and negative). DV studies have mainly focused on the study of emotions such as anger and jealousy, demonstrating their role in the prediction of this violence. Also, different studies relate DV with gender and power theory, noting that the inequality which exists in relationships is occasioned by gender, which limits women's control. Likewise, various studies have shown that men are more likely to show dominance attitudes within intimate relationships. The objective of this study was to examine the relationship between affectivity, control, dominance and DV. Descriptive, cross-sectional and correlational study.  $N = 849$  students participated ( $M = 18.80$ ,  $SD = 2.90$ , range 13-25 years). Survey (30-40 min) could be complete online (12.8%) or on paper (87.2%). Instruments: Dating Violence Questionnaire (DVQ), Sexual Relationship Power Scale (SRPS-M) and Positive and Negative Affect Scale. Non-perpetrators' group reported less negative affectivity and a greater desire for dominance and control. There were not differences in positive affects (only in physical violence being higher among non-aggressors). We see how affectivity, low control and high dominance predict aggression, explaining 9.2% of the variance. It was verified how negative effects (and also positive ones in the case of dominance) mediate the relationship between control/dominance and DV perpetration. These results suggest that we have to work on the emotional management of

these DV perpetrators. In fact, according to the “Stress gender role theory” men who feel unable to fulfill the imperatives of their role, perceive that their masculine identity is threatened, and they use the aggression to increase their stress.

*Keywords:* perpetration of dating violence; affectivity dominance; control

## SYMPOSIUM

# TWO SIDES OF VIOLENCE – THE EXPERIENCE OF THE INFLICTED VIOLENCE, THE FACTORS CONTRIBUTING TO VICTIMIZATION AND PSYCHOLOGICAL CONSEQUENCES

*Chair: Maja Mišić  
Burnaby Family Life, Canada*

Adverse experiences during childhood, adolescence and various relationships can have far-reaching consequences. There are numerous examples of those and one of them is the experience of inflicted violence. During this symposium, the results of the research that involved women and their experience of the inflicted violence will be presented. Two papers explore the relation between victimization and different variables - parental rejecting attitude, acceptance of violence, social support, and myths about romantic love. One of the papers examines the women's acceptance of gender-based myths about violence. In the end, a case study on the experience of the violence inflicted by parents and of the sexual violence inflicted by peers, together with the far-reaching consequences they could have, will be analyzed. The aim of the symposium is to achieve better understanding of the inflicted violence phenomenon, as well as of the relation between victimization and different factors that can contribute to instigation and perpetuation of violent behavior. A special significance of this symposium is the opportunity it presents: to perceive the phenomenon of violence from the women's perspective, regardless of their age or the history of violent behavior.

*Keywords:* violence; trauma; victimization; women



## ADVERSE CHILDHOOD EXPERIENCE AND THE MOTHERS' REJECTING ATTITUDE

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*Burnaby Family Life, Canada*

Adverse childhood experience (ACE) implies one or more traumatic experiences which a person suffered before the age of 18 but remembers them when they are adults. The examples of ACE are physical, emotional and sexual abuse, alcoholism and drug abuse, depression or any other mental disorder in the family, suicide of a family member, imprisonment of a family member, a parent being abused by their partner, separated or divorced parents, psychological and physical neglect, violent behavior, community or collective violence. The aim of our research was to explore the connections between the experienced trauma, using the ACE questionnaire, and the parental rejecting attitude of the respondents, estimated with the Adult PARQ (Rohner & Sumbleen, 2016). Our starting presumption was that childhood trauma, such as rape or sexual assault, could be linked to the parental rejecting attitude in the adulthood. 120 mothers from urban areas aged 45 to 54 participated in the research. Almost a half of them (55) were victims of complex traumas while the other half of the respondents comprised the so-called control group without any complex trauma history. The research was conducted in Canada. The results show that respondents' aggression marking their parenting style can be linked to their childhood verbal, physical or sexual abuse, emotional and physical neglect, sexual assault/ rape and family violence. The parenting style - negligent behavior on a part of a parent, positively and significantly correlates with the experienced verbal, physical and sexual abuse that the respondents - mothers underwent in their childhood, as well as childhood emotional and physical neglect, sexual assault/ rape or a loss of an important person. The experienced negligence and abuse during the respondents' childhood are reflected on their own parenting attitude and style and is of significant importance for the transgenerational transfer of traumatic experience.

*Keywords:* adverse childhood experience; parental rejecting attitude; female victims of complex traumas

## MYTHS ABOUT GENDER-BASED VIOLENCE

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The UN Declaration of Human Rights defines gender-based violence as: ‘any act of gender-based violence that results or is likely to result in physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in private or public life’. Violence against women in relationships is the most widespread type of violence, in which the perpetrator is usually the partner (the spouse or the ex-spouse). Women particularly vulnerable to this type of violence in intimate relationships are the ones who come from rural areas, economically dependent women, elderly women and women with psychological or physical disabilities. One of the problems in our research was related to the respondents being informed about gender-based violence. The aim of the research was to determine whether the respondents hold some of the myths or not, and which myths were the most commonly supported ones. The term ‘myth’ usually denotes something that is unreal, unchecked, implausible, false or difficult to prove (Nedeljković, 2006). Myths have a significant influence on the creation and perpetuation of violence in modern society. They have a detrimental impact due to their tendency to lay blame on the victims of violent behavior rather than the ones who have perpetrated it. Myths diminish or minimize the problem of violence. Some of the adverse effects of the myths about gender-based violence are: the fact that they incite and perpetuate violence against women since perpetrators find support in most commonly held myths for their behavior; their function in normalizing the act of violence as something socially acceptable. An online questionnaire was used in this research. It was designed to suit the needs of the research, with 32 “right” or “wrong” questions. 139 respondents took part in the research. They were all females, younger than 60 years old. The

results show that the most commonly held myths about violence are: ‘Violence stems from the loss of control or fits of anger?’ ‘Men and women are equally violent to the opposite sex?’ More than 20 respondents supported the following myths: ‘A woman herself chooses a violent partner?’ ‘Women lie about sexual abuse to save their reputation or to avenge themselves on their partners for leaving them?’ ‘A husband cannot rape his wife?’ The research shows that myths about violence in a relationship are very common and that they still have the function to minimize the perpetrator’s responsibility for their violent behavior.

*Keywords:* gender-based violence; myths; myths about violence

## **SOCIAL SUPPORT, INTIMATE PARTNER VIOLENCE ACCEPTANCE AND MYTHS ABOUT ROMANTIC LOVE AS PREDICTORS OF FEMALE ADOLESCENT VICTIMIZATION**

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*NGO Women for Peace, Serbia*

The main issue of the research was to get a clear picture of experienced violent behaviors in a relationship with male partners, as well as to examine whether enduring violence could be explained by convictions that female adolescents held about acceptance of partner violence, myths about romantic love and perceived social support. Also, we wanted to examine whether there were differences in the basic variables in relation to control variables such as age, education level and self-reported satisfaction with relationships. A convenience sample consisted of 230 female adolescents. Considering that the sample consisted of senior year high school students and university

students, respondents were between 18 and 24 years old. The basic requirement for entry into the sample was the minimum of 6 months of a dating / relationship with a male partner. Instruments used in the research were Multidimensional Scale Of Perceived Social Support - MSPSS (Zimet, Dahlem, Zimet & Farley, 1988), Acceptance Interpersonal Violence against Women - A-IPVAW (Martín-Fernández et al., 2018), Romantic Love Myths Questionnaire - RLMQ (Lara & Gómez-Urrutia, 2019), the scale for identifying violent behaviors in relationship (Ajduković, Löw & Sušac, 2011) and a general data questionnaire. The results show that friend support and partner support are statistically significant predictors of psychological violence. Friend support and partner support are statistically significant predictors of physical violence. Friend support and partner support are statistically significant predictors of sexual violence.

*Keywords:* intimate partner violence; adolescents; social support; acceptance of intimate partner violence; myths about romantic love

## **PERSONALITY TRAITS ACCORDING TO THE BIG FIVE PLUS TWO MODEL AS PREDICTORS OF EXPERIENCED PSYCHOLOGICAL ABUSE IN YOUNG PEOPLE**

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Psychological abuse is often the first level of violence in the emotional relationships of young people. It is based on immature ways of resolving conflicts and the inability to balance

between one's own needs and the needs of partners. This study aimed to examine whether personality traits according to the Big Five Plus Two model are statistically significant predictors of psychological abuse in young people. Personality traits were measured by Big Five Plus Two questionnaire (VP+2-70; Čolović, Smederevac & Mitrović, 2014), that measures 7 sub-dimensions: Neuroticism, Extraversion, Conscientiousness, Aggression, Openness, Positive Valence, and Negative Valence. Psychological Abuse was measured by questionnaire the Index of Psychological Abuse (Sullivan & Bybee, 1999). The sample consisted of 100 respondents ( $N(\text{male}) = 27$  males,  $N(\text{female}) = 73$ ), aged 18 to 30 years. The results of the research showed a statistically significant positive correlation between the sub-dimensions Neuroticism and Psychological Abuse ( $r = .290, p < .01$ ) and Negative Valence and Psychological Abuse ( $r = .395, p < .01$ ). The proposed model explains 26% of the variance of the Psychological Abuse ( $R^2 = .26, F(99) = 4.69, p = .00$ ) and statistically significant predictors are the sub-dimensions Neuroticism ( $\beta = .37, p = .00$ ) and Negative Valence ( $\beta = .44, p = .00$ ). The results show that people who have higher scores on both Neuroticism (which implies a tendency to negative emotions, tension, dissatisfaction, bad mood) and Negative Valence (which implies a tendency to manipulation and a negative self-image), are more exposed to psychological abuse by partners.

*Keywords:* personality traits; the Big 5 + 2 model; psychological abuse

# THE EXPERIENCED CHILDHOOD ABUSE - PSYCHOLOGICAL CONSEQUENCES (CASE STUDY)<sup>8</sup>

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The aim of this study was to show the experienced abuse exposed during a psychotherapeutic process, with a special focus on the psychological consequences that this experience resulted in. NN has had psychotherapeutic sessions for three years. Her reason for the sessions was her wish to finish her doctoral studies fret with self-doubt, as well as her impression of being a failure generally speaking. The counselling has lasted for three years, with some pauses caused by the coronavirus pandemic. During our sessions I have found out that she was often physically abused by her father, just like her mother, and that she was brought up mostly by her grandparents, the part of her childhood filled with nothing but positive experiences. NN is a talkative person, in some sessions extremely cheerful and optimistic. However, there is a fundamental problem of procrastination. She constantly makes plans to finish her studies but postpones taking certain necessary steps, which, in turn, leads to constant complications. During the first year of our sessions, I learnt that her young son is occasionally verbally aggressive to her and destructive to things. She is overweight, the condition she has been trying to solve unsuccessfully and which causes her other health problems. After the daily press started informing the public about the sexual abuse in an acting school and the sexual accusations against actor Branislav Lečić, she came to one of our sessions absolutely exalted by those events. In that session, after two and a half years

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<sup>8</sup> This study was supported by the Ministry of Education, Science and Technological Development of the Republic of Serbia (Contract No. 451-03-9/2021-14/200165). It was conducted as a part of the project Fifty Years of the Faculty of Philosophy in Niš - Retrospectives, Practical Implications and Vision for Future Generations of Psychologists and Social Workers, at the University of Niš, Faculty of Philosophy (No. 100/1-10-6-01)

of counselling, she told me that at the age of 6 she had been raped by two boys aged 16 and 17 at a wedding that they had attended. Naturally, she had never told anyone about it. She ascribed the traces of blood on her underwear to an injury and no one questioned her explanation. She has never wanted to talk about that incident afterwards, even though the opportunity to do so has been offered to her. Our next session was just like any other, since really painful confessions are usually followed by euphoric chatting about career and avoiding returning to the painful and embarrassing event. Her repression of the experienced embarrassment, idealization of others as her defense mechanism contributed to her high tolerance of abuse, underdeveloped experience of bodily needs, insecurity and the feeling of personal inadequacy. Her parenting style is marked by obvious lack of authority and high tolerance for her son's aggressive behavior. Her marriage is unconsummated. Experienced abuse has far-reaching negative consequences, expressed as the feelings of insecurity and guilt for the experienced abuse. It is extremely difficult for victims to confess the truth about sexual abuse even in therapeutic context for the reason of avoiding painful memories as well as the overwhelming fear of the victim being accused of seduction. The truth about the frequency of sexual abuse will not be fully publicly known for a very long time.

*Keywords:* physical abuse; family neglect; childhood sexual violence; idealization; defense mechanisms

**SYMPOSIUM**

**THE AFTERMATH OF A CRISIS: STRESSFUL  
LIFE EVENTS, BURNOUT, MEANING OF LIFE  
AND COPING**

*Chair: Katarina Minčić & Milena Vujičić*  
*Psychological Counseling Center for Students within Students'*  
*Cultural Center Niš, Serbia*

The aim of this symposium was to present certain psychological phenomena in the context of the crisis through the findings of extensive research. The main focus was on examining stress, stressful events, stress coping strategies, burnout syndrome. Stressful circumstances, whether positive or negative, affect the overall functioning of an individual, and long-term exposure to stress can have consequences and act to redefine common patterns of behavior. Some of the questions that the symposium will seek to answer are whether early patterns of attachment play a role in choosing a particular coping strategy, what is the relationship between the presence of stressful events in a person's life and how to deal with it, and whether the experience of meaning in life can be recognized. The modern way of life, and especially crisis situations such as the pandemic that has affected all of humanity, has made the younger generations also face increased levels of stress. Therefore, research of this type can be the basis for creating preventive measures so that the psychological effects of the crisis would not have a deeper impact on the life and development of the individual.

*Keywords:* stress; crisis; coping; life events; meaning of life



# STRESSFUL LIFE EVENTS OF YOUNG PEOPLE SINCE THE BEGINNING OF THE PANDEMIC AND THE MEANING OF LIFE

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The aim of this study is to examine the most common stressors of young people in the previous year to the time of the study, which coincides with the beginning of the coronavirus pandemic. The sample consists mostly of students ( $N = 166$ ), average age is 28 years ( $M = 27.9$ ,  $SD = 8.56$ ), where 87.3% of the sample are female respondents. Data were collected using The Holmes Rahe scale of stressful events (Holmes & Rahe, 1967), describing events that cause stress in most people, and the Scale of Meaning of Life, which is based on Frankl's theoretical foundations of the meaning of life and experience of existential emptiness (Vulić-Prtorić & Bubalo, 2006). Descriptive statistics and ANOVA were used for data analysis. The results show that the most common stressful events in young people in the previous year were: change in the way of using free time, change in social activities, Christmas and other big holidays, change in obligations, and change in life habits. On average, each respondent experienced ten out of forty-three stressful events. A total of 24.7% of our respondents fall into the category, which is provided by the authors, that indicates a relatively small amount of life changes, and a low probability of health problems caused by stress. The 35.5% of the sample belong to the category that indicates about 50% chance of health problems caused in the next two years by stress, while 39.8% of respondents fall into the category that indicates about 80% chance of health problems in the next two years. The results of ANOVA showed that there are no significant differences between these three categories in relation to the meaning of life.

*Keywords:* stressful life events; meaning of life; pandemic; students

# PREDICTION OF MEANING OF LIFE BASED ON COPING STRATEGIES

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The meaning of life is an important characteristic of a person and his or her sense of self and has its own emotional (quality of existence) and cognitive aspect (purpose of existence). The coping strategies that a person uses can be focused on: solving problems, getting social support and avoiding problems. The main goal of this study is to examine whether the meaning of life can be predicted based on the coping strategies. Research sample consists of 166 participants, 87.3% of which are female, and 12.7% are male. The average age in our sample is 28 years ( $M = 27.9$ ,  $SD = 8.56$ ). All participants filled in the questionnaires Coping Strategy Indicator (CSI; Amirkhan, 1990) and Scale of meaning of life (SSŽ; Vulić-Prtorić & Bubalo, 2006). We used linear regression analysis in order to test our research hypothesis. The predictive model containing three coping strategies is statistically significant and explains 21% ( $R^2 = .21$ ,  $F_{(3,161)} = 14.29$ ,  $p < .001$ ) of the variance of the meaning of life. All of the predictors were statistically significant: Problem-solving oriented coping strategy ( $\beta = .264$ ,  $p < .01$ ), Social support oriented coping strategy ( $\beta = .186$ ,  $p < .05$ ) and Avoidance oriented coping strategy ( $\beta = -.217$ ,  $p < .01$ ). These results are indicating that coping strategies could be developed in relation to individual differences in perception of meaning of life. Also, the results should challenge other authors to dedicate their time to further understanding this important topic of mental health.

*Keywords:* meaning of life; stress; coping strategies

# PROCRASTINATING AND SOCIAL ANXIETY AMONG THE STUDENTS AT THE UNIVERSITY OF PRISTINA TEMPORARILY LOCATED IN KOSOVSKA MITROVICA

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Procrastination, as volitional and rational delay of previously planned activities, in spite of the realization of the negative consequences it will have for the individual in question, presents a very important psychological construct which has been in the focus of many researchers in the last few decades. It is linked with various psychological and socio-demographic variables. The main issue of this research was to examine the existence and direction of the link between the academic procrastination and social anxiety, as well as the possibility to predict procrastination based on the knowledge of the value of social anxiety. This paper also addresses the issue of the expressed basic variables based on some of the socio-demographic traits (gender, year of study, average achievement during the studies). The research sample was comprised of 200 students from four faculties of the University of Pristina temporarily located in Kosovska Mitrovica. The following research instruments were used: Tuckman procrastination scale, scale of social anxiety (Tovilović, 2004) and the Questionary of socio-demographic traits. Data which has been gathered have shown that among the participants there is significant positive correlation of moderate intensity between procrastination and social anxiety ( $r = .517$ ;  $p = .000$ ). Likewise, the possibility to predict procrastination has been confirmed based on the knowledge of the values of social anxiety, with the percentage of the variance explained being 26% ( $R^2 = .26$ ,  $F = 69.51$ ,  $p = .000$ ). When it comes to the link between procrastinating and social anxiety with socio-demographic traits, the results show that the noteworthy difference exists only

with procrastination variable. That is, it turned out that male examinees and students at the beginning years of studies tend to procrastinate more in comparison to female examinees and students at the final years of studying. Likewise, a significant negative correlation has been confirmed between procrastination and academic achievement ( $r = -.199, p = .005$ ). The results which were obtained were compared with those of the earlier studies and some suggestions for the future empirical elaboration of the issue have been offered.

*Keywords:* procrastination; social anxiety; students

## MEANING OF LIFE IN RELATION TO LEVEL OF BURNOUT

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Burnout is a social and professional problem that affects psycho-physical health, work results and motivation, and life in general. The main goal of this study is to examine whether the sense of the meaning of life is related to the level of burnout. Research sample involved mainly student participants from Niš ( $N = 166$ ), average age 28 ( $M = 27.9, SD = 8.56$ ), 87.3% were females. The data were collected using Scale of meaning of life (SSŽ; Vulić-Prtorić & Bubalo, 2006) and Assessment scale for determining the levels of burnout syndrome (Malešević, 2020). The results of the analysis of variance showed that there are statistically significant differences in the experience of meaning in life in relation to the level of burnout, defined by authors of the test. People who are out of the risk of burnout syndrome in

relation to all other categories achieve the highest results on the Life Meaning Scale ( $F_{(4)} = 41.79, p = .000$ ). People who are in the highest risk category have lower results ( $M = 1.75, SD = 0.63$ ) compared to the low-risk categories of burnout: out of risk ( $M = 4.38, SD = 0.46$ ), low risk category ( $M = 3.95, SD = 0.46$ ), medium risk category ( $M = 3.38, SD = 0.73$ ), and high risk ( $M = 2.60, SD = 0.61$ ). People who are out of risk of burnout syndrome use good coping strategies, so stressful experiences do not reflect on their normal functioning. Therefore, they are generally more satisfied with life, find meaning in everyday activities, and consider life meaningful.

*Keywords:* meaning of life; burnout; stress

## PREDICTING STRESS COPING STRATEGIES BASED ON ATTACHMENT DIMENSIONS

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Aim of this study is to explore the possibility of predicting which coping strategies one uses based on the developed quality of the attachment. Research sample was collected during the project "Together through this crisis", implemented by Psychological counseling service for students within Students Cultural Centre in Niš and it included young adults ( $N = 166$ ), 87.3% of whom are female. The average age of the sample is 28 years ( $M = 27.9, SD = 8.56$ ). Data were collected using the Coping Strategy Indicator (CSI; Amirkhan, 1990) and the Questionnaire for assessing the attachment of adolescents and adults (UPIPAV-R; Hanak, 2004). Linear regression analysis was used in order to test our research hypothesis. The predictive model containing attachment dimensions (unresolved family trauma, fear of losing an outside

secure base, negative working model of others, ability to mentalize, negative working model of self, using outside secure base, poor anger regulation) is statistically significant and explains 13% ( $R^2 = .13$ ,  $F_{(7,157)} = 4.27$ ,  $p < .001$ ) of the variance of Problem-solving oriented coping strategy, where fear of losing an outside secure base ( $\beta = -.277$ ,  $p < .01$ ) and using outside secure base ( $\beta = .295$ ,  $p < .01$ ) are statistically significant predictors. Statistically significant model containing attachment dimensions explains 38.8% ( $R^2 = .38$ ,  $F_{(7,157)} = 14.19$ ,  $p < .001$ ) of the variance of Social support oriented coping strategy, where fear of losing an outside secure base ( $\beta = -.194$ ,  $p < .05$ ), negative working model of others ( $\beta = -.203$ ,  $p < .05$ ), and using outside secure base ( $\beta = .628$ ,  $p < .01$ ) are statistically significant predictors. Statistically significant model explains 25.7% ( $R^2 = .25$ ,  $F_{(7,157)} = 7.740$ ,  $p < .001$ ) of the variance of Avoidance oriented coping strategy, with significant predictors negative working model of others ( $\beta = .271$ ,  $p < .01$ ), and negative working model of self ( $\beta = .228$ ,  $p < .05$ ). These results indicate that the quality of our attachment can be of great importance in times of crisis and can affect our ability to cope with the experienced stress.

*Keywords:* attachment dimensions; stress; coping strategies; crisis



# Workshops





## WORKSHOP

### **ENSURING PSYCHOLOGICAL WELL-BEING: BIO-PSYCHO-SOCIO-SPIRITUAL CONTINUUM**

*Irina O. Loginova, Irina O. Kononenko, Nina N. Vishnyakova  
Professor V. F. Voino-Yasenetsky Krasnoyarsk State Medical University, Russia*

The problem of ensuring psychological well-being is quite acute and is one of the priority tasks of various governments. Psychological well-being is a goal that everyone strives for throughout the whole life. And each stage of human life is filled with its own specific content. Due to this fact we considered it appropriate to make this a topic of discussion in a given bio-psycho-socio-spiritual continuum. Philosophical theories of well-being show the relationship between different dimensions of this phenomena and emphasize the need to take into account different contexts for the realization of well-being. This is a holistic approach that links psychological well-being with other dimensions of well-being, such as material well-being, physical health, life activity, and the ability to reflect and critically evaluate. Internal characteristics of psychological well-being are related to temperament, values, attitudes and include ways of emotional regulation (ways to express and manage emotions), behavioral regulation, resilience and coping skills, self-esteem and self-confidence, perseverance in learning. Interpersonal (or social) characteristics include the ability to identify other people's emotions, the ability to form and maintain relationships, and the development of social skills including empathy, trust, cooperation, and conflict resolution. Talking of spirituality we mean the highest level of creativity of a human being in relation to himself and his life. One of the versions of the practical implementation of the bio-socio-psycho-spiritual model of psychological support will be presented at the workshop. At the workshop, we will use the method of multimodal creative therapy (drawing, listening to music, guided visualization). Each participant of the master class will be able to find new dimensions

and measures to assess what it means to be psychologically well-being, as well as some ways to achieve it in everyday routine life and during periods of life trials.

The terms of participation: registration is required, you should have A4 sheets of paper, colored (at least 12 colors) pencils.

*Keywords:* psychological well-being; bio-psycho-socio-spiritual continuum; positive lifestyle; emotional comfort; fully functioning personality; internal picture of health

## WORKSHOP

# ME AGAINST MYSELF: INTRODUCTION TO AGONISTIC SELF METHODOLOGY FOR IMPROVING WELL-BEING<sup>9</sup>

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The aim of the workshop is to demonstrate the application of a new model of multiple self in the context of personal wellbeing. We will present the model of agonistic self-based on power relations between its components. We conceptualize the agonistic self as a strategic situation consisting of temporary, dynamic and context-shaped power relations between different voices. A new methodology is developed in order to explore the structure and dynamics of the agonistic self as well as to facilitate its change in various fields of psychological practice. The participants of the workshop will be introduced to the model of agonistic self through guided exploration of their own repertoires of voices and their relations. Firstly, the participants will be encouraged to elicit various thoughts and practices that they use as strategies for maintaining their wellbeing when faced with challenging circumstances. After that, they will be asked to envision these strategies as if they were voices to be named and ascribed short narratives to. Further, the participants' repertoires of voices will be supplemented by the voices that they recognize as originating from significant others. Finally, the participants will describe the relationships between the elicited voices, in terms of their relative strength, cooperation, antagonism, etc. Insights gained from mapping the structure and dynamics of their agonistic selves will be further used in group discussion on strategies for improvement of their personal wellbeing. This will

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<sup>9</sup> This research was funded by the Ministry of Education, Science and Technological Development of the Republic of Serbia (Contract No. 451-03-9/2021-14/200018).

be facilitated by the questions such as: which of the voices need to be supported or silenced, which voices should appear in the strategic situation in order to reduce some important conflict etc. As a result, participants will reflect upon their self-regulation strategies regarding wellbeing. Also, they will gain basic skills in application of the agonistic self-methodology which will hopefully become a part of their professional toolkit.

Workshop length - 90 minutes

Number of participants - between 10 and 20

Registration of the participants is required

Thematic session  
Clinical-Social Psychology



# SCHADENFREUDE AND ITS RELATIONS WITH PATHOLOGICAL PERSONALITY TRAITS AND SADISTIC TENDENCIES IN ADOLESCENCE

*Svetlina Koleva*  
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Present study focuses on examining the role of Schadenfreude – a positive emotional response to someone’s misfortune, and its relations with pathological personality traits, as represented in the alternative dimensional model in DSM-5, organized in five broad domains: Negative Affect, Detachment, Antagonism, Psychotism, and Disinhibition, together with sadistic tendencies in adolescence. Subclinical or “everyday” sadism as a personality trait contains the core concept of excitement and deriving pleasure from inflicting or observing someone else’s pain. To proceed with that goal and to understand whether Schadenfreude is mostly accounted by pathological personality traits, Bulgarian versions of three self-report inventories, specially adapted or developed for adolescence, were used: The Personality Inventory for DSM-5 - Brief Form (Krueger et al., 2013; Koleva & Kalchev, 2019), Six factor Youth Sadism Scale (Kalchev & Koleva, 2019) and Youth Schadenfreude Scale (Koleva, 2019). Data are collected from 216 school pupils (listwise  $N = 205$ ), age range from 13 to 16 ( $M = 14.83$ ;  $SD = .88$ ). A two stage hierarchical regression was conducted with Schadenfreude as dependent variable. All five domains of DSM-5 traits were entered at step one, and all six sadism subtraits in step two. At stage one pathological personality traits contributed significantly ( $F(5, 166) = 21.34$ ,  $p < .000$ ) with an  $R^2$  of .39. Introducing the sadism variables explained an additional 19 % of variation in Schadenfreude, with significant change in  $R^2$  ( $F(11, 160) = 20.54$ ,  $p < .000$ ). When all independent variables were included in stage two, the explanatory power of domain Antagonism declined, and the most important predictors of Schadenfreude are two sadistic subscales: Humiliation ( $\beta = .31$ ), and Sarcasm ( $\beta = .25$ ). Disinhibition shows negative predictive power on Schadenfreude ( $\beta = -.19$ ),



and Antagonism, and Negative affect accounted equally (both  $\beta = .16$ ). Results confirm the important, and understudied role of Schadenfreude in understanding interpersonal interactions and relations, through aversive or pathological personality traits.

*Keywords:* schadenfreude; sadism; pathological personality traits; PID-5; adolescence

## EFFECTS OF PSYCHOTIC TENDENCIES ON AESTHETIC PREFERENCES FOR PAINTINGS

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A significant number of research in the psychology of art has been conducted to determine the relationship between individual differences and preferences for aesthetic forms. It has been found that individual differences in personality, intelligence or emotional states affect the experience of a artwork. One of the personality traits, psychoticism, has not been sufficiently researched in the field of aesthetic preferences. The research included 157 respondents, first-year students of the Department of Psychology from the Faculty of Philosophy, University of Belgrade. 18 (11.5%) of the respondents were males and 139 (88.5%) females. Respondents were between 17 and 28 years old ( $M = 19.84$ ,  $SD = 1.30$ ). Seven paintings of figural, semi-abstract and abstract style were used as stimuli. Respondents completed the following questionnaires: Personality inventory DELTA 10, NEO PI-R (the facet Openness only), Interests in art, Knowledge of art history, and Aesthetic preferences questionnaire consisting of 20 unipolar seven-point assessment scales. It has been found that the persons with more prominent psychotic tendencies prefer ugly and incomprehensible to canonic and traditional artworks. Out of ten examined modalities from the comprehensive

Disintegration model, three had a significant effect on the experience of paintings. Flattened affect has a positive influence on the preferences of incomprehensible paintings, and a negative effect on the preferences of the comprehensible ones. Perceptual distortions have a positive impact on the experience of incomprehensible and ugly paintings. Finally, persons with manic tendencies prefer paintings that maintain their state of increased agitation - expressive, full of colors, strong gestures, dramatic themes. Results suggest that psychotic tendencies have a weak and positive effect on the aesthetic preferences of unconventional works of art, and a negative effect on the preferences of canonical, traditional works.

*Keywords:* psychotic tendencies; aesthetic preferences; visual arts

## **RELATIONSHIP BETWEEN HUMOR STYLES AND COMPONENTS OF THE DARK TRIAD**

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The study examines the relationship between four humor styles and the personality traits included in the Dark Triad – Narcissism, Machiavellianism and Psychopathy. For this purpose, we present a brief overview of the evolution of scientific understanding of the sense of humor as a psychological construct. For the current study the sense of humor is examined with the Humor Styles Questionnaire, developed by Rod Martin (2003). This instrument classifies different types of humor in relation to two dimensions. The first dimension in this model has to do with whether humor is used to enhance the self, or to enhance one's relationships with others. The second dimension makes distinction between humor that is benevolent and benign and humor which is potentially

detrimental and injurious. The intersection of these two dimensions forms four styles of humor: Affiliative (relatively benevolent humor, used to improve relationships with others), Aggressive (humor that is directed at others but is offensive and aggressive), Self-enhancing (benevolent humor, used to improve one's own mood or sense of self), Self-defeating (offensive and harmful humor directed at oneself). The Dark Triad is examined with Paulhus' Short Dark Triad scale (2013). Participants are 375 respondents from Bulgaria, ages from 18 to 72 ( $M = 43$ ). Significant correlations were found between Aggressive humor and all three components of the Dark Triad, with the connection between Aggressive humor and Psychopathy being the strongest ( $r = .32$ ). Surprisingly, Affiliative humor shows a moderate positive correlation with Narcissism ( $r = .36$ ). The article discusses possible interpretations of these results and proposes recommendations for future research on humor.

*Keywords:* humor styles; narcissism; machiavellianism; psychopathy

## **EXPLORING STIGMA TOWARDS INDIVIDUALS WITH ANOREXIA NERVOSA AS COMPARED TO OBESITY**

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Stigma is a multi-dimensional construct that encompasses negative emotional responses, attribution of negative personal characteristics, and enhanced social distancing from the stigmatized individual. Both anorexia nervosa and obesity are highly stigmatized conditions, one being an eating disorder and the other – a weight disorder. As previous research suggests, we hypothesize anorexia to be more stigmatized (affectively, perceptually and socially) in

comparison to obesity, with more blame being assigned to obese individuals. Our predominantly female sample (95% women) comprises 550 Bulgarian participants aged 19-67 years ( $M = 34.05$ ,  $SD = 9.39$ ). They filled out four self-report measures – Affective Reaction Scale and Characteristics Scale, Social Distance Scale, and Blame Scale – after reading two vignettes describing the fictional characters X (with anorexia nervosa) and Y (with obesity). In order to test our hypothesis, a paired sample t-test was ran. Significant differences were found for all stigma aspects – affective reaction ( $t(549) = 8.38$ ,  $p = .001$ ) for anorexia ( $M = 3.22$ ,  $SD = 0.99$ ) and obesity ( $M = 2.89$ ,  $SD = 1.12$ ), characteristics attribution ( $t(549) = 15.56$ ,  $p = .001$ ) for anorexia ( $M = 4.78$ ,  $SD = 0.64$ ) and obesity ( $M = 4.38$ ,  $SD = 0.63$ ), social distancing ( $t(549) = 12.66$ ,  $p = 0.001$ ) for anorexia ( $M = 1.71$ ,  $SD = 0.44$ ) and obesity ( $M = 1.52$ ,  $SD = 0.42$ ), and blame ( $t(549) = -3.48$ ,  $p = .001$ ) for anorexia ( $M = 1.52$ ,  $SD = 0.50$ ) and obesity ( $M = 1.57$ ,  $SD = 0.50$ ). Findings are in line with earlier studies and contribute to a better understanding of people’s stigmatizing attitudes toward eating and weight disorders.

*Keywords:* social stigma; anorexia nervosa; obesity; eating disorders

## **BODY IMAGE DISSATISFACTION AS A PREDICTOR OF SOCIAL HYPERSENSITIVITY: SEEKING VALIDATION IN OTHERS**

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The basic goal of this research was to examine the importance of body image dissatisfaction as a predictor of social hypersensitivity dimensions (concern about what others think, dependency, pleasing others). Acceptance of our body look is

an important aspect of self and personal value, and strong body dysphoria can lead to an increased dependence on external validation/opinions of others as a form of compensation. Based on a theoretical frame, we conceptualized a model in which body image dissatisfaction has a direct effect on hypersensitivity dimensions, but also indirect through dependence as a central component of this construct. Gender was conceptualized as a moderating variable because the importance of body image and prevalence of dissatisfaction are not equal among genders. The sample of the research consisted of 256 university and high school students, aged from 16 to 30 years (with signed parental permissions for minor participants), with the average age being 20.92 years ( $SD = 3.56$ ). Females comprised 82% of the sample. The following instruments were used: the sociotropy scale from Personal Style Inventory (Robins et. al, 1994), and body image dissatisfaction subscale from Body Image Scale, constructed in graduate thesis by Škodrić (2017). Statistical parameters show that hypothesized model is acceptable ( $\chi^2 = 17.54$ , CMIN/DF = 8.77, CFI = .95, GFI = .96, SRMR = .06, RMSEA = .08). Body image dissatisfaction had the direct and positive effect on dependence ( $\beta = .45$ ) and tendency to please others ( $\beta = .16$ ), as well as significant indirect positive effect (through dependence) on pleasing others ( $\beta = .23$ ) and concern about what others think ( $\beta = .28$ ), but only in the female part of the sample. None of the effects in the male part of the sample were significant. The results of research point that dissatisfaction with body image in females can lead to increased dependence on social support, need for external validations, increased sensitivity to real or imagined rejection, as well as efforts to achieve acceptance from others by sacrificing one's own needs and interests.

*Keywords:* body image dissatisfaction; social hypersensitivity; dependence; pleasing others

# TRANSGENERATIONAL TRANSMISSION OF MATERNAL WAR-RELATED TRAUMA EXPERIENCES AND RESILIENCE TO THEIR OFFSPRING IN BOSNIA AND HERZEGOVINA

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Effects of traumatic events may not just be experienced by the person who is directly exposed to the traumatic event but through the mechanism of transgenerational transmission, it can be transferred to others, like to their children or other family members with whom they are having a close relationship. One such traumatic event was the war in Bosnia and Herzegovina (B&H) (1992-1995) that affected the civilian population from different parts of the country and was characterized by the use of extreme violence. Today's mothers who are war survivors have experienced various adversities related to the war experience. These negative experiences may have affected different aspects of their life and also their parenting abilities. Besides transmission of trauma, also resilience or coping strategies that were used during exposure to traumatic event can be transmitted from parents to their children. Even though the effect of war trauma on war survivors was quite widely researched on the population in B&H, there is an existing gap in understanding mechanisms of transgenerational transmission of resilience and role of parenting styles. Therefore, we proposed the model according to which it is expected that maternal war-related trauma experiences and maternal resilience will predict parenting style which will then predict offspring's secondary trauma - symptomatology and resilience, which will further predict offspring's well-being. The aim of the paper is to present the proposed model for influence of maternal war-related trauma experiences and resilience on offspring well-being and to provide new insights especially by focusing both on transmission of trauma and resilience while at the same time exploring its influence on parental styles which differentiates this model from other approaches.

*Keywords:* transgenerational transmission; war trauma; resilience; parenting styles



Thematic session  
Mental Health Psychology





# HEALTH-RELATED NUTRITIONAL BEHAVIOR AS A PREDICTOR OF EMPLOYEE EFFICIENCY, EMPLOYEE ENGAGEMENT AND GENERAL LIFE SATISFACTION

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An individual's daily diet can have substantial effects on different aspects of his or her life. Research has shown a significant linkage of nutrition with health, and health with work-related outcomes, while research linking nutrition and work-related outcomes is scarce. The first aim of our study was therefore to investigate the relationship between health-related nutritional behavior and work-related outcomes, along with general life satisfaction. Lacking sufficient knowledge about how eating behavior affects those outcomes, we focused the second aim of our study on determining its role in predicting employee efficiency, employee engagement and absenteeism. Based on our sample of 230 employees, we found significant correlation of nutritional behavior with employee engagement ( $r = .22$ ), employee efficiency ( $r = .29$ ) and general life satisfaction ( $r = .26$ ). As hypothesized, health-related nutritional behavior serves as a strong predictor of general life satisfaction ( $B = .82$ ;  $\beta = .26$ ), and has a significant predictive power of employees' efficiency ( $B = .21$ ;  $\beta = .20$ ) and engagement as well ( $B = .13$ ;  $\beta = .22$ ). The results are of primary importance for employees, as they confirm that nutrition is an important factor in achieving good work results, and that healthy eating leads to greater work-related outcomes, as well as greater life satisfaction. These findings are also of considerable importance for employers in confirming the positive effects of workplace health promotion, which has beneficial consequences for both employees and employers.

*Keywords:* health-related nutritional behavior; employee engagement; employee efficiency; life satisfaction; employee absenteeism

# THE ROLE OF PHYSICAL WORK ENVIRONMENT AND INTERPERSONAL RELATIONSHIPS AT WORK IN BURNOUT PREDICTION<sup>10</sup>

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Burnout is a mental condition defined as a result of continuous and long-term stress exposure, particularly related to factors at work. Workplace stressors can be categorized as ones from the physical work environment, job content, organizational factors, and extra-organizational factors. Work environment stressors include physical hazards, such as noise and temperature extremes, chemical hazards, physical danger, physical exertion, ergonomics, etc. The goal of this study was to examine the relations between work environment characteristics and burnout syndrome, along with the examination of the role of interpersonal relationships at work. The study was conducted online. Sample was convenient and consisted of 247 employed persons from Serbia (82.2% female), aged 20 to 63 years ( $M = 36.61$ ,  $SD = 8.58$ ). The burnout was assessed through the scores on the Shirom–Melamed Burnout Questionnaire. Perception of physical characteristics of work environment was examined by the questionnaire made for the purposes of this study. This was a modification of the Perception of the physical environment scale made by Danielsson. Interpersonal relationships at work were examined with the scale from PORPOS battery. The results show that positive perception of physical characteristics of work environment ( $\beta = -.248$ ) and good interpersonal relationships ( $\beta = -.351$ ) are negative predictors of burnout ( $F(2) = 41.76$ ;  $p$

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<sup>10</sup> This study was supported by the Ministry of Education, Science and Technological Development of the Republic of Serbia (Contract No. 451-03-9/2021-14/200165). It was conducted as a part of the project Fifty Years of the Faculty of Philosophy in Niš - Retrospectives, Practical Implications and Vision for Future Generations of Psychologists and Social Workers, at the University of Niš, Faculty of Philosophy (No. 100/1-10-6-01)

< .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

*Branislava Popović-Čitić\**, *Lidija Bukvić Branković\**, *Marija Nešić\**, *Marina Kovačević-Lepojević\*\**  
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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.

Predictors in the first block were gender, and place of living, while in the second block, predictor set consisted of 12 injunctions, leaving variables Self Reassuring, Inadequate Self, and Hated Self to be included in the third block. Unlike first, consisting of socio-demographic variables, the second model has shown to be statistically significant ( $R^2_{(adj)} = .23$ ,  $F_{(15,184)} = 5.16$ ,  $p = .000$ ;  $F_{Change(15,184)} = 5.93$ ,  $p = .000$ ), with statistically significant predictors being: Don't think ( $\beta = -.21$ ,  $p = .045$ ), Don't be successful ( $\beta = -.28$ ,  $p = .007$ ), and Don't be a child ( $\beta = -.15$ ,  $p = .048$ ). The third model contribution is also statistically significant ( $F_{Change(18,181)} = 36.15$ ,  $p = .000$ ), and this model explains 51.6% of variance of resilience ( $R^2_{(adj)} = .51$ ,  $F_{(18,181)} = 12.79$ ,  $p = .000$ ). Its statistically significant predictors are: Don't think ( $\beta = -.20$ ,  $p = .017$ ), Don't grow up ( $\beta = -.14$ ,  $p = .039$ ), Don't feel ( $\beta = .22$ ,  $p = .009$ ), and Self Reassuring ( $\beta = .65$ ,  $p = .000$ ). These results indicate the relevance of injunctions and self-reassuring in development of resilience in context of favorable and unfavorable conditions for its progress.

*Keywords:* injunctions; self-criticism; self-reassuring; resilience

## THE RELATIONSHIP BETWEEN DECISION-MAKING STYLES AND SUBJECTIVE WELL-BEING

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The decision-making style is explained as individual approach towards the decision-making situation. These individual decision-making tendencies are a reflection of the personal orientation towards the positive life aspects and their relevance in relation to the subjective well-being. The main objective of this study is to analyze the relationship

between the decision-making styles and well-being. Data collection uses the first Macedonian adaptation of General Decision Making Style scale (GDMS) constructed by Scott and Bruce, as well as the PERMA Profiler by Butler and Kern. The research sample includes 167 young adults from Republic of North Macedonia, 127 females and 40 males, aged 21- 35 years ( $M = 29.50$ ,  $SD = 4.22$ ). The findings show that there is a positive statistically significant correlation between the Rational decision-making style and subjective well-being ( $r_s(165) = .264$ ,  $p < .01$ ), Intuitive decision-making style and subjective well-being ( $r_s(165) = .284$ ,  $p < .01$ ), and negative statistically significant correlation between the Avoidance Decision-making style and the subjective well-being ( $r_s(165) = -.296$ ,  $p < .01$ ). There is no significant correlation between Dependent and Spontaneous decision-making style and subjective well-being. Intuitive is the only decision-making style in which women scored different and higher than men ( $U = 1989.000$ ,  $p < .05$ ). The obtained results have practical implication in profession choice and career development as well as in the development of modern parenting and especially in managerial positions.

*Keywords:* subjective well-being; decision-making styles.

## STUDY OF LIFE SATISFACTION OF WOMEN WITH BREAST CANCER

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Life satisfaction reflects the general psychological state, the degree of a person's psychological comfort, and socio-psychological adaptation. In women with breast cancer, awareness of a potentially

fatal disease and cosmetic issues often leads to depressive reactions. In the present study, we observed 60 patients with malignant breast tumors who received combined or complex treatment in the Krasnoyarsk Regional Clinical Oncology Dispensary in 2018-2020. The inclusion criteria were histologically verified diagnosis of breast cancer; stage I-III of the disease according to the TNM classification; the age of patients from 30 to 55 years; the sufficient level of education (at least secondary professional). The patients were randomly divided into control and experimental group, 30 patients in each. Before the experiment, we obtained several parameters from the patients: interest in life, consistency in achieving goals, consistency between desired and achieved goals, self-esteem, behavior self-assessment, and general mood background. With Life Satisfaction Index (IDI) (Neugarten et al., 1961; adapted by Panina, 1993), we assessed lifestyle features, needs, motives, attitudes, and value orientations before and after psychological correction. The complex psychological correction included suggestive, cognitive, behavioral, muscle-relaxing, and art therapies. The goals of the therapies were strengthening faith in recovery, overcoming fear, decreasing tension and anxiety, and new meanings of life. The program lasted four months. Each lesson focused on a specific topic. Patients could clarify their crucial feelings, reveal experiences and fears that could be difficult to express in words, and find ways to release the accumulated emotions. Before the correction, the mean values of LSIA were 21.3 ( $SD = 7.30$ ) in the control group and 18.2 ( $SD = 4.06$ ) in the experiment group. The difference between the groups was not significant ( $t(58) = 1.58; p = .120$ ). After the correction, the mean value of LSIA increased to  $M = 23.1$  ( $SD = 5.48$ ) in the control group and  $M = 30.0$  ( $SD = 2.67$ ) in the experimental group. The changes in repeated measurements inside the groups were statistically significant ( $F(1, 30) = 14.91; p = .001$ ). In the psychological sense, the life satisfaction of a patient depends on their abilities to take responsibility, control the life, make decisions with confidence and determination and implement them, and act on their own in various life situations. The psychological correction program can improve these traits in patients with breast cancer.

*Keywords:* breast cancer; life satisfaction; psych-correction



# **FAMILY REPRESENTATIONS IN CHILDREN LIVING IN ALTERNATIVE CARE IN BULGARIA (A CASE OF ACTION RESEARCH)**

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Deinstitutionalisation was initiated in 2010 as a transition process from institutional to community-based care for children. The national strategy for deinstitutionalization prioritize prevention of the separation of children from their families. However, in Bulgaria still a large number of children live in alternative care. Some studies report that the frequency of the children's interactions with their family decreases significantly / after being placed in alternative care/ which lowers the chances of the separated child to reunite with the family of origin/Rorke,2021; Brown, 2009; Zhechev, 2018/. Know-How center for alternative care of children, NBU has a key role in Bulgaria as a research-oriented organization. The Action research methodology allows us to catalyze change and provide evidence-based support and recommendations by studying transformational processes as they happened and involving participants as co-researchers in studying, reflecting and transforming their vulnerable situation. The present article aims to present a sample of the field work - two case reports of adolescents and their families - to illustrate parental and relationship contexts of children living in small group homes and examine the family influence processes at the level of children's representations of family relationships and the relationship children establish with their temporary caregivers. Results show that for children in alternative care preserving the relationship with family of origin plays a significant role in: 1/ positive understanding and ability to develop and maintain relationships with adults and peers; 2/ children's life perspectives are more clearly realistic and detailed defined, they already make

steps to achieve their own goals. Temporary caregivers support for preserving the relationship with family and responsiveness to children's needs to overcome the traumatic experience of separation and loss, which usually associates with apathy, depressive states and self-destructive patterns, has a positive impact on their socio-emotional development - capacity to trust, mentalizing and intimacy.

*Keywords:* deinstitutionalization; children in alternative care; family; socio-emotional development; action research



Thematic session  
Psychological Impact of  
Covid-19



## ADOLESCENCE DURING THE COVID-19 LOCKDOWN: WHAT IS THE ROLE OF DEVELOPMENTAL ASSETS IN COPING WITH STRESS?

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Intensive cognitive, emotional, and social changes make the population of adolescents particularly vulnerable to stress. During the 3-months lockdown period, due to COVID-19 pandemic, adolescents faced many challenges that increased the number of stressors and the level of stress in daily life. The literature suggest that developmental assets are important factors in their resilience, including the evidence regarding negative correlation with perceived stress. In this study, we aim to explore a predictive power of developmental assets for the level of perceived stress among adolescents. The convenience sample includes 384 adolescents from Bosnia and Herzegovina (28.33% of boys; 67.05% of girls; 4.62% unspecified), aged between 11 and 17 ( $\bar{x}$  = 13.29;  $SD$  = 1.84). All ethical principles in research with children have been applied, including obtaining parental consent. Developmental assets profile (DAP) of the sampled adolescence has been accessed by the 58-item scale, which measures eight developmental assets categories and five asset-building contexts (personal, social, family, school, community). Four out of eight developmental assets categories (commitment to learning, positive values, social competencies, positive identity) build internal developmental assets, while another four (support, empowerment, boundaries and expectations, constructive use of time) create external developmental assets. The 10-item Perceived Stress Scale (PSS), as a one-dimensional scale, has been used in order to measure perceived stress, through the self-estimated frequency of negative thoughts and feelings. In order to find predictors of perceived stress, the simple linear regression analysis has been applied between this criterion variable and variables at three DAP levels: [a] eight DAP categories, [b] 'Internal developmental assets' and 'External developmental assets' measured as composite scores, as well

as [c] asset-building contexts with related scores. Results of the first regression analysis ( $R^2 = .121, p = .000$ ) have shown that only 'support' is statistically significant predictor of perceived stress among all DAP categories ( $\beta = -.222, p = .026$ ). The second regression analysis ( $R^2 = .088, p = .000$ ) has found statistically significant predictive power of 'Internal developmental assets' ( $\beta = -.280, p = .000$ ), while 'Personal context' has been identified as only statistically significant predictor ( $\beta = -.205, p = .002$ ) in the third regression analysis ( $R^2 = .090, p = .000$ ). Results indicate that is more likely that children who felt that are loved, affirmed, and accepted (Support) better coped with stress during the lockdown. Also, there is higher possibility that adolescents who see more positive values in themselves (Internal assets) felt less stress than their peers. Finally, children with stronger 'Personal assets', as internal strengths that shape the character of young people, including their self-concept, values, attitudes, and capabilities, have more possibilities to perceive less stress in the same period.

*Keywords:* developmental assets; lockdown; COVID-19; perceived stress

## **BELIEFS AND FEAR TOWARDS COVID-19 AND THEIR RELATIONSHIP WITH VACCINATION ATTITUDES**

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In the context of global COVID-19 pandemic vaccination against the coronavirus has become an essential issue. As in many other countries, attitudes towards vaccination in Bulgarian society are controversial. On the one hand vaccination is perceived as the most effective solution against the spread of the virus and on the other – as additional possible danger to health and life.

The goal of the current study is to examine how fear and beliefs towards COVID-19 are connected to vaccination attitudes. Fear of Covid-19 was measured by the Bulgarian version of the Fear of COVID-19 Scale (Ahorsu, et al., 2020; Dragova-Koleva, 2021), where three aspects of the fear were identified. Beliefs about the virus reflect two categories of misperceptions about COVID-19, operationalized as magical (referred as naïve in Bulgarian) and conspiracy-based beliefs. They were measured by the relevant scales from the Misperceptions about COVID-19 Questionnaire (Pennycook, et al., 2020), adapted for Bulgarian context (Koralov, 2021). Vaccination attitudes (positive, negative, cautious and fear) were measured by a 24 items questionnaire developed by the authors of the article. The study is conducted in Bulgaria and the sample includes 450 participants between the ages of 18 and 69. Results show low to strong ( $r = -.26, p = .000$  to  $r = .68, p = .000$ ) relationships between the variables involved. Fear of coronavirus correlates positively with positive vaccination attitude ( $r = .28, p = .000$ ). Conspiracy based COVID-19 beliefs show strongest correlations with negative ( $r = .68, p = .000$ ) and cautious vaccination attitudes ( $r = .65, p = .000$ ). Magical (naïve) beliefs have statistically significant correlations with vaccination attitudes at a moderate level ( $r$  is around 0.30). These results give us reason to conclude that changing vaccination attitudes may be achieved through changing beliefs about the virus itself. As long as society keeps tolerating conspiracy beliefs, it is reducing its chances of coping with the pandemic, as vaccination rates would continue to be slower than optimal.

*Keywords:* beliefs about COVID-19; fear of COVID-19; magical beliefs; conspiracy-based beliefs; COVID-19 vaccination attitudes



# ANXIETY AND DEPRESSION IN PERIPARTUM BULGARIAN WOMEN<sup>11</sup>

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Present study is a part of international research on Peripartum Mental Health during COVID-19 pandemic. The world pandemic situation COVID-19 is an unprecedented experience in individual lives of people. The WHO states that pregnant women and their newborns are among the most vulnerable groups – generally and especially during the pandemic. Several factors are established as having the impact on mothers and subsequently children's mental health. Peripartum depression and anxiety are among the major risk factors and raise concerns for timely screening and treatment. The established range of prevalence of depressive-anxiety symptoms among pregnant women and mothers needs to be reassessed in times of prolonged world crises. The aim of the study was to assess the levels of anxiety and peripartum depression in Bulgarian women during the first three waves of COVID-19 pandemic. Study design is prospective exploratory, recruitment was done during June 2020 and March 2021. Total of 327 Bulgarian women – pregnant (61.7%) and mothers of babies (< 6m, 38.3%) took part in an anonymous online survey. A screening for depression (the Edinburgh Postnatal Depression Scale (EPDS), and Anxiety (Generalized Anxiety Disorder (GAD7) was performed. Prevalence of depressive and anxious thoughts and feelings based on EPDS and GAD7 cutoffs was assessed and compared to pre-pandemic range, using systematic reviews of epidemiological data (Lyubenova et al., 2021, Misri et al., 2015) and previous Bulgarian studies (Ferdinandov, 2000; Geneva & Karabeliova, 2019). The results showed elevated levels compared to estimated pre-pandemic range. History of previous mood disorders (treated or not) in peripartum Bulgarian women was a significant predictor of anxiety and depression ( $F(3, 322) = 11.34, p < .000$ ) and

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<sup>11</sup> Bulgarian research was funded by FNI for national co-financing of COST Action Reiscup-PPD

$R^2 = .096$ . Unexpectedly, higher education was related to higher levels of anxiety ( $F(2, 321) = 8.46, p = .004$ ), medium effect size (Cohen's  $d = 0.53$ ); and depression ( $F(3, 319) = 3.39, p = .018$ ) small to medium effect size (Cohen's  $d = 0.47$ ). Discussion emphasizes the importance of using current findings for a point of reference to inform health care providers, local policies and mental health practices.

*Keywords:* perinatal mental health; COVID-19; anxiety; depression

## PTSD SYMPTOMATOLOGY AND COPING OF PREGNANT BULGARIAN WOMEN DURING THE PANDEMIC LOCKDOWNS

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Pregnancy is a challenging time of uncertainty, intensified fears, and hopes. Unexpected non-normative events – world pandemic, lockdowns – add even more stress and put into trial the coping resources of individuals, families, and society. During the period of nine months, an exploratory study was performed to assess posttraumatic symptomatology and to reveal coping strategies in pregnant women in Bulgaria. A total of 222 pregnant women (age 20 - 46,  $M = 29.3, SD = 3.56$ ) participated in an anonymous online survey. A quantitative assessment of posttraumatic symptoms, somatization, depression, and anxiety was performed using Bulgarian adaptations of The PTSD Checklist for DSM-5 (PCL-5-Short, Weathers et al., 2013) and Brief Symptom Inventory (BSI, Derogatis, 1993), both results reported in a 5-point Likert scale. A qualitative survey on the preferred ways of coping with stress related to the pandemic outbreak revealed that most of the women were “talking to friends

and family” (71.6%), have “decreased time following news coverage” (65%), and spent “increased time on social media” (53.2%) as ways of dealing with tension and stress. The group that used “increased time on social media” demonstrated significantly higher scores on the depression subscale ( $F(1,191) = 9.99, p = .002$ ) compared to those who did not use this coping strategy. Women who have lost a friend or relative to Covid-19 demonstrated higher levels of PTSD symptoms ( $F(1,198) = 4.26, p = .040$ ) than women who did not experience loss. Twenty-five percent of the pregnant women in the sample were beyond the standard cut-off points of PTSD symptoms (according to the DSM-5 criteria for PTSD screening), showing high levels of posttraumatic stress. Results from the assessment of Covid-19-related traumatic experiences and coping revealed the ambiguous links between depressive moods and information searching behaviors. A broad PTSD and depression screening of pregnant women on a national level, especially those who had lost a relative or a friend due to Covid-19, is also needed. Reaching pregnant women via media channels that they would recognize as a reliable source of information is recommended.

*Keywords:* coping; posttraumatic symptoms; pregnancy

## **BACK TO NORMAL - ANALYSES OF THE MENTAL HEALTH IMPLICATIONS OF RETURN TO WORK**

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The emergence of the Covid-19 pandemic has forced governments around the world to impose nationwide quarantine and lockdown. In response, many workplaces became remote,

moving from the office to the home of the employees. These Covid-19 related changes presented significant influence not only the physical health, but also on the mental health of employees. Recently, the availability of vaccines has allowed a slow return to the normal way of life and work. The current research investigates the psychological effects of returning to work during a COVID-19 pandemic. All identified 458 workers returning to work after a period of teleworking or period of not working during the pandemic, was invited to complete an online questionnaire regarding their attitude toward the returning to work along, Fear of Covid-19 scale, Impact of Event Scale-Revised, General Health Questionnaire and Insomnia Severity Index (ISI). The analyses of all valid questionnaires indicated that 42% of the workers returning to work suffered psychological distress. In addition 35.9% of all workers reported that they suffered from insomnia in the period prior to returning to work and 15.7% in the period immediately after returning to work. There were no significant differences in the severity of psychiatric symptoms between workers with managerial roles and other employees. Factors that were associated with psychological distress were marital status, sharing residence/caring for an elderly person, poor physical health ( $p < 0.05$ ). In contrast, the presence and support of prevention measures on personal level (such as practicing hand hygiene and wearing face masks) as well as organizational level (such as workplace hygiene and ventilation) were associated with less severe psychological distress of workers ( $p < 0.05$ ). The findings of the study will provide important information for governments and workforce managers on the mental health implications (such as stress, anxiety, depression and insomnia) of their workforce imposed by the return to work and provide advice on their management.

*Keywords:* COVID-19; mental health; stress; workplace; depression; anxiety; insomnia

# PSYCHOLOGICAL SENSITIVITY OF PERSONS WITH PSYCHOLOGICAL DISTURBANCES TO THE EFFECTS OF A COVID-19 PANDEMIC

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This study examined differences in the severity of anxiety, depression, and stress as well as the severity of PTSD symptoms between participants who had a history of previous psychiatric/psychotherapy treatment and the general population during COVID-19 pandemic. Furthermore, the contribution of earlier psychiatric/psychotherapeutic treatment to the intensity of depressive, anxiety and stress symptoms at the beginning of the COVID-19 pandemic was examined. The survey was conducted through an online survey during March and April 2020. A total of 1234 respondents of both gender ( $N(m) = 218$ ;  $N(f) = 1016$ ) and an average age of 39 years, participated in the survey. The largest number of participants had a university degree and a significant difference was found between respondents with regard to education ( $\chi^2 = 846.01$ ;  $p < .001$ ). The largest number of respondents at the time of the survey regularly went to work ( $\chi^2 = 688.67$ ;  $p < .001$ ) and had an average socioeconomic status ( $\chi^2 = 894.96$ ;  $p < .001$ ). Of the total number of participants 388 had a history of previous psychiatric/psychotherapeutic treatment. The following measurement instruments were used in the study: Depression, Anxiety and Stress Questionnaire (DASS-21), PTSD Checklist symptoms - according to DSM 5 criteria (PCL-5), General Data Questionnaire. The results indicated that, compared to participants in the general population, participants who had previously been treated with psychiatric/psychotherapy had higher levels of anxiety ( $Z = 7.66$ ;  $p < .001$ ), depression ( $Z = 7.13$ ;  $p < .000$ ) and stress ( $Z = 7.54$ ;  $p < .001$ ). Furthermore, participants with a history of psychiatric/psychotherapeutic

treatment had significantly more PTSD symptoms ( $Z = 10.23$ ;  $p < .001$ ). The regression model suggests an association of earlier psychiatric/psychotherapeutic treatment with higher levels of anxiety, depression, and stress symptoms. The results of this research indicate a higher psychological sensitivity of persons who received earlier psychiatric/psychotherapeutic treatment, which makes them more vulnerable to deterioration of mental state in the context of the COVID-19 pandemic.

*Keywords:* COVID-19 pandemic; stress; PTSD symptoms



Thematic session  
Challenges in Education  
During  
Covid-19 Pandemic





## LOSING THE ESSENCE: CHALLENGES IN LEARNING/TEACHING DURING THE PANDEMIC FROM THE YOUNG MUSICIANS' PERSPECTIVE

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During the COVID-19 pandemic, teaching and learning at the higher music education (HME) in Serbia, and elsewhere, demanded for urgent transfer to 'online' or 'semi-online' reality. Having in mind specificity of in-person teaching/learning of the main music subject, we wanted to explore challenges these new learning/teaching modalities brought to musically gifted students, and potential ways for overcoming them. The survey included 144 students of the Faculty of Music in Belgrade (88 undergraduate and 56 graduate). Students answered five online open-ended questions concerning: challenges in learning/teaching originating from the main music teacher (MMT), from students themselves, and from the faculty's administration and management (challenge sources), ways to overcome some challenges, and challenges that are yet to be overcome. The data were analyzed through thematic analysis. Eight key themes were generated for challenges originating from all of the three sources, and for unresolved challenges. Themes are related to challenges in following domains: organization, motivation, communication, emotions, teaching/learning, students' wellbeing, preventive epidemiological measures, and technical equipment and skills for online learning/teaching. Organizational challenges (students' poor organizational skills, limited access to resources and opportunities, and challenges arising from ways in which classes were organized) originating from students themselves, MMT and faculty, separately, were most frequently listed. Also, organizational challenges were most frequently mentioned as unresolved. Additional four key themes describe the level at which some challenges were addressed (institutional/system, teacher, student, and student-staff cooperation level). Participants most often mentioned their own contribution to problem solving (e.g., acquiring

new skills and habits, learning/practicing, and relying on support from friends, family and colleagues), followed by MMT's contribution (e.g., providing support and help to students in learning process, finding new solutions for online teaching and sharing information), institutional/system contribution (e.g., reopening facilities and enabling in-person classes), as well as student-staff communication and cooperation. The question arises as to whether the transition to online learning/teaching really meant losing the music education's essence, and whether overcoming the remaining challenges will help regain it.

*Keywords:* COVID-19, higher musical education, students, learning/teaching challenges

## MUSIC EDUCATION DURING COVID-19 PANDEMIC

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The aim of this study is to contribute to the understanding of educational practices by combining perspectives of key educational actors in the music school context. Teachers ( $N = 32$ ), parents ( $N = 70$ ) and students ( $N = 53$ ), from the same music school, filled online questionnaire consisting of open-ended questions about their experience of online schooling. The sample of students included primary and secondary music school students, age 10 to 18. Narrated experiences were analysed using inductive thematic analysis. Thirteen identified subthemes were grouped in four broader themes – adaptation, benefits, social connection and problems. *Health* protection, *continuity* in learning, saving *time*, acquisition of *new skills* and knowledge, mutual *understanding*, and support, as

well as dedication and *engagement* of both teachers and students, are pointed out as positive aspects by all three educational actors. Parents and teachers also mentioned increased *parents' participation* in the educational process as a positive aspect. *Technical deficiencies* (ex. low internet connection, lack of ICT devices, etc.) are seen as aggravating factors, but *quality* of education, interaction during classes and knowledge assessments are pointed out as main problems by all educational actors. Also, the situation is seen as very *demanding*. Interestingly, lack of *peer contact* as a problem wasn't noted by the students, but by their parents. Besides technical, noted problems refer to inadequate working/learning *space* and *lack of music instruments*. We can conclude that the applied approach provided useful, complementary insights on online schooling. All three educational actors have shown high resilience and adaptability to the online form of work, but there is a shared opinion that in-person teaching is irreplaceable. Quality issue requires a carefully planned strategy for compensating the learning losses. Strategy for regulation the impact of the pandemic on learners, families and educators must be sensitive to context and needs of specific school.

*Keywords:* music school; online education; multi-perspective approach; thematic analysis

## ONLINE EDUCATION IS A NECESSITY, NOT A PREFERRED OPTION – MUSIC TEACHER'S PERSPECTIVE

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The aim of this study was to examine the experience of online schooling from the music teacher's perspective. The total of 32 teacher, from the same school, that offers both primary

and secondary level of music education, answered open-ended questions. The questionnaires were distributed online. As a result of inductive thematic analysis, eight themes emerged (health, continuity, adaptation, cooperation, potential, demands, difficulties, quality), demonstrating a wide range of complex and nuanced positions towards the new, unprecedented educational situation. Sense of overwhelm dominated teacher's narratives. Beside numerous additional demands, teachers perceived the support from the staff and school administration, as well as the willingness of students to cooperate. Also, greater involvement of parents is noted. All educational actors have improved their digital competencies and verbal exchange, i.e., critical consideration of tasks becomes dominant work practice. However, when it comes to the quality of education, there are certain inevitable obstacles. In music school, during vocal-instrumental teaching, when the skill of playing is taught, the help of a teacher in a form of physical contact with the student (e.g., adjusting the position of the hand, body, etc.) is needed. Also, tuning certain instruments, especially for younger students who haven't mastered this skill yet, requires the teacher to take the student's instrument in his hands. The nature of learning the skill of playing is such that it requires mistakes to be corrected during the process of creation, often with physical assistance - which makes digitally mediated learning very difficult. Problems with the internet connection as well as the possession of the musical instrument were also mentioned. Continuity in teaching has been maintained, and the new skills and knowledge also have been adopted. However, without additional ICT support, the possibility of long-term maintenance of online teaching in the specific context of musical education is questionable.

*Keywords:* music education, COVID-19 pandemic, quality education, thematic analysis

# ACADEMIC CONTROL AND ACHIEVEMENT: THE MEDIATING ROLE OF BOREDOM DURING ONLINE TEACHING

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The specific situation caused by the pandemic and the transition to online teaching provides optimal conditions for analyzing the complexity of cognitive assessments in the context of education. The subjective academic control allows students to recognize their responsibilities in online learning and to reduce the development of unpleasant emotions towards learning. The aim of this study was to examine whether the experience of boredom in online teaching can be a mediator in the relationship between academic control and the outcome of academic achievement in pupils and university students. The sample consisted of 130 pupils and university students, 30% male and 70% female, aged between 18 and 29 ( $M = 21.41$ ;  $SD = 2.45$ ), who attended online classes during the second year since the pandemic was declared. The Scale of Boredom in the Classroom and Perceived Academic Control Scale were used. The results of the analysis confirmed the assumption that the experience of boredom in online teaching is a statistically significant mediator in the relationship between academic control and average grade ( $b = .192$ , 95% CI [.073, .347]), but this mediation is partial, because the direct effect between academic control and grade point average remains significant ( $b = .323$ , 95% CI [.111, .536]). Also, academic control is associated with pupils' and university students' academic achievements, and this connection is mediated by emotion about teaching. Boredom in the classroom is closely associated with low academic control, resulting in lower academic achievement. We can conclude that pupils and university students, due to the inability to control teaching activities due to the specific situation caused by the pandemic, more often perceive instruction as boring, which may

be the reason for poorer achievements. Given the tendency to continue with online teaching, these results can be useful for understanding the needs of students and for better organization of teaching and learning through various online platforms.

*Keywords:* online teaching, COVID-19, academic control, boredom, achievement

## SECONDARY SCHOOL TEACHERS' MOTIVATION AND SELF-CONFIDENCE IN USING ICT IN TEACHING<sup>12</sup>

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This study represents a pilot exploration of teachers' level of motivation and reasons for using ICT and the level of self-confidence in using ICT in teaching, one year after they switched to online education due to COVID-19 pandemic. Additional goals were to determine the relationship between motivation and self-confidence in using ICT and to determine if there are differences in the level of motivation and self-confidence among teachers differing in the years of working experience. Participants were 61 Belgrade vocational secondary school teachers (85.2% female) who filled-in the online questionnaire including SELFIE subscale on self-confidence (1-5), one question about the level of motivation (1-7) and one open-ended question about the reasons for using ICT. Teachers demonstrated relatively high level of self-confidence ( $M = 3.67$ ,  $SD = .99$ ) and a high level

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<sup>12</sup> This study is a result of research activities conducted within the Erasmus+ project "Illumine - A community for exploring and sharing uses of evidence-based teaching strategies", that has been partially funded by European Union under project grant N° 2020-1-ES01-KA201-082504.

of motivation ( $M = 5.31$ ,  $SD = 1.62$ ). The correlation between self-confidence and motivation for using ICT in teaching was  $.502$  ( $p = .000$ ). Qualitative thematic and evaluative analysis applied on narratives about reasons for using ICT yielded three themes: quality of teaching and learning, communication and personal attitude. While majority of teachers are motivated to use ICT because they perceive it as enabling better focus and deeper learning (35), some believe that using ICT diminishes the quality of education (3). For some teachers ICT enables better and more efficient communication with students (2), whereas for others it means alienation (2). While some find it fun to use ICT (3), others feel overburdened with requirements to use ICT without providing better working conditions (2). Results show that the oldest group of teachers (with over 20 years of working experience) have statistically significantly lower level of motivation for using ICT in teaching ( $F(2, 55) = 8.357$ ,  $p = .001$ ), while there were no differences in self-confidence, which suggest that more experienced teachers need additional support to understand benefits of using ICT.

*Keywords:* Information and Communications Technology (ICT); motivation; teachers; teaching; self-confidence





Thematic session  
Social Psychology



## ATTITUDES TOWARDS SCHOOLING AMONG PARENTS OF CHILDREN FROM ROMA SUBSTANDARD SETTLEMENTS IN BELGRADE

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The process of educating Roma children growing up in the conditions that exist in substandard settlements is pervaded with numerous problems. We asked their parents a few questions (on the Likert scale from 1 to 5) to determine their attitudes towards schooling. This study involved 100 respondents (54% women), with an average age of 36.12 years ( $SD = 6.85$ ). The results showed that over 50% of parents do not agree with the statement “School days have remained in my fond memory”, and that as many as 73% of them do not think that school has helped them cope in life. Respondents on average 4.07 ( $SD = 0.61$ ) agreed that their children’s school obligations were difficult, while 34% of them stated that they send their children to school for social welfare benefits. As well, only 38% of respondents believe that their children’s education will pay off, and as many as 60% of them do not think that primary education is compulsory. Finally, 44% of respondents stated that they did not like teachers who work with their children, and 41% of them said that they do not go to parental meetings regularly. Non-repeated measures ANOVA analyses showed (from  $F = 11.55$  ( $p < .001$ ) to  $F = 31.8$  ( $p < .001$ )) that mothers generally gave answers that indicate a somewhat more positive attitude towards schooling than fathers, but the difference in averages was always less than 1 point. The obtained results suggest that the negative attitude towards education is widespread among parents of children from Roma substandard settlements. This can discourage children’s schooling and reduce the chances of them being successful while increasing the chance that the “vicious circle” will continue in such a way

that their children, when they become parents, are more likely to show a similar attitude towards schooling.

*Keywords:* parents of Roma children; substandard settlements; attitudes toward schooling

## VISUAL APPEARANCE MATTERS: SOCIO-ECONOMIC DETERMINANTS OF STUDENT TEACHERS' AND TEACHERS' PERCEPTION OF CHILDREN AND THEIR PARENTS

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The well-known fact is that teachers expect less from the children with low socio-economic status (SES) and there is an agreement that children from stigmatized groups are more strongly affected by teachers' lowered expectations. This study examined the differences in a wide range of expectations depending only on visual signs of low SES of a child on a sample of bachelor and master students of preschool teacher and teacher education programs ( $N = 151$ ). UNICEF video "Would you stop if you saw this little girl on the street" was divided so that one part of the sample ( $n_1 = 79$ ) was watching the clip presenting the girl with visual signs of low SES while the rest of the sample ( $n_2 = 72$ ) was watching the clip with the same girl but with no signs of low SES. Both groups gave their judgments about the girl on a 7-point scale between 26 opposite pairs of attributes ( $\alpha = .88$ ) and answered the open-ended questions about the way they imagine a mother and a father of the girl. Results showed that different outlook of the girl led to significant differences ( $p = .01$ ) regarding 10 pairs of attributes ( $-6.38 \leq t \leq -2.60$ ,  $97.5 \leq df \leq 148$ ,  $0.44 \leq d \leq 1.03$ ): healthy-sick, pretty-ugly, successful-

unsuccessful, decent-indecent, pleasant-unpleasant, with rich vocabulary–with modest vocabulary, gently-rough, intelligent-unintelligent, motivated-unmotivated and easy-difficult. The differences are dropping to the first three pairs on a subsample of master students but have large effect size ( $-3.34 \leq t \leq -2.48$ ,  $29.3 \leq df \leq 42$ ,  $0.73 \leq d \leq 1.00$ ). Results of qualitative thematic analysis, on the other hand, suggest that both bachelor and master students perceive parents of the girl with visual signs of the low SES consistently negatively regarding their parenting, working or personal characteristics. Although demonstrating benefits of prolonged university education, results indicate that prejudices about parents are more resistant to change, and that low teachers' expectations are not limited to educational characteristics of children.

*Keywords:* socio-economic status; perception of children; perception of parents; teachers and student teachers; mixed methods

## PARENTING ATTITUDES AMONG YOUNG BULGARIAN ADULTS

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Parenting attitudes constitute important dimensions of caregiving as they shape parents' childrearing practices and behaviors and have a long-lasting impact on child development. The study reveals parenting attitudes among Bulgarian young adults and the influence of sociodemographic factors on different facets of parental attitudes. Mediating influence of personality traits on parenting attitudes is explored. The community sample, 361 participants (66.2% female),

aged 18 to 39 ( $M = 29.45$ ,  $SD = 5.05$ ), completed anonymously a web-based survey. Half of the participants (52.1%) have children. The construct of parental attitudes was measured by The Early Parenting Attitudes Questionnaire (Hembacher & Frank, 2020, Bulgarian version Bikovska & Hancheva) which is designed to measure intuitive theories of parenting on three factors - Affection and attachment (AA), Early learning (EL) and Rules and respect (RR). Personality traits are measured by Personality Inventory for DSM-5 - Brief Form (American Psychiatric Association, 2013). One-way ANOVA analysis revealed that AA attitudes were significantly differentiated by age ( $F(1, 359) = 4.70$ ,  $p = .031$ ), gender ( $F(1, 359) = 63.82$ ,  $p = .000$ ), education ( $F(2, 358) = 9.46$ ,  $p = .000$ ) and being a parent ( $F(1, 359) = 70.94$ ,  $p = .000$ ). RR attitudes were significantly differentiated by age ( $F(1, 359) = 6.18$ ,  $p = .013$ ), education ( $F(2, 358) = 4.93$ ,  $p = .008$ ) and being a parent ( $F(1, 359) = 19.72$ ,  $p = .000$ ). The effect of being a parent on AA attitudes was significantly mediated by Detachment,  $b = .2664$ , BCa CI [0.0194, 0.6110], Antagonism,  $b = .2462$ , BCa CI [0.0395, 0.5424], Psychoticism,  $b = .5946$ , BCa CI [0.2633, 1.0015] and total psychopathology,  $b = .4043$ , BCa CI [0.1391, 0.7453]. Discussion is focused on practical application of the findings. Recommendations for the programs and services for future parents are formulated.

*Keywords:* parenting; intuitive theories; personality traits; child development

## **FEAR OF MISSING OUT MEDIATES THE RELATIONSHIP BETWEEN SELF-ESTEEM AND PROBLEMATIC SMARTPHONE USE**

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Problematic Smartphone Use (PSU) is a new construct defined as involving excessive smartphone use, accompanied

by symptoms similar to substance addiction such as functional impairments in daily living. It involves excessive and uncontrolled use of a smartphone, which behaviour causes daily-life disturbance, and results in a range of negative outcomes. Drawing on the I-PACE model, it is hypothesized that people with low levels of self-esteem, described as an individual's positive or negative evaluation of their self-worth, self-confidence and self-respect, will tend to use their smartphone devices in a problematic way. Moreover, fear of missing out (FoMO), which is a pervasive, unpleasant sensation that others might be having rewarding experiences of which one is not part, could mediate the association between PSU and self-esteem. Empirical data were gathered from 256 southern Italian university students (65 males, 25.4% and 189 females, 73.8%, with two participants not providing their gender) who completed an online survey with standardized measures in the Italian language. The participants' ages ranged from 19 to 38 ( $M = 23.50$ ,  $SD = 3.57$ ). Path analysis was performed using bootstrapping method with 95% bias-corrected confidence intervals and 5000 bootstrapped samples. Age and gender were also controlled. The results of the path analysis indicated that self-esteem ( $\beta = -.34$ ,  $p = .004$ ; 95% CI  $(-.58, -.11)$ ) and FoMO ( $\beta = -.16$ ,  $p = .009$ ; 95% CI  $(-.31, -.03)$ ) were negatively related to PSU. FoMO ( $\beta = .27$ ,  $p < .001$ ; 95% CI  $(.28, .71)$ ) was positively associated with PSU and partially mediated the relationship between self-esteem and PSU ( $\beta = -.04$ ,  $SE = .02$ ; 95% CI  $(-.08, -.01)$ ). As expected, and in line with the hypotheses, participants scoring low on self-esteem also indicated scores that strongly related to FoMO and PSU. Thus, the individual with low self-esteem felt the need to use a smartphone to obtain comfort in affective relationships. More particularly, young participants with low self-esteem manifested a higher tendency for PSU. These results underline that self-esteem is a key component of any self-improvement program that could help people to resist addictive behaviours such as PSU. Finally, the hypothesized mediating role of FoMO in the prediction of PSU was partially supported by the current results.

*Keywords:* fear of missing out; self-esteem; behavioural addiction; problematic smartphone use



# OBSERVERS' AFFECTIVE RESPONSE ON "UNCANNY VALLEY" PHENOMENON IN PHOTOREALISTIC COMPUTER ANIMATED FACES

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Previous studies dealing with computer animated characters reported that some observers had a feeling of eeriness and revulsion in the contact with human replicas which appear almost, but not exactly like real humans. This effect, which may be provoked by robots, characters in 3D computer animations, and lifelike dolls, is called the uncanny valley (Mori, 1970). This study aims at investigating students' assessments of the Connotative dimension of meaning when observing the photorealistic computer animation of faces, which were previously categorized as belonging to "uncanny valley" (strangerdimensions.com). The sample consisted of 72 students of Novi Sad Business School. There were 17 male and 55 female students aged between 20 and 30 years ( $M = 21.81$ ,  $SD = 1.59$ ). They rated the Connotative dimension of meaning for each of the six stimuli presented. The stimuli consisted of six color photographs of 3 males and 3 female faces. The instrument called "Connotative Differential" (Janković, 2000) is used for measuring the connotative dimension of meaning. It consisted of 15 seven-point bipolar rating scales of opposite adjectives, measuring cognitive (understandable, explainable, definite, clear and sensible), affective (pleasant, good, attractive, relaxing and favorite), and conative (impressive, expressive, inspiring, active and interesting) dimension of meaning. Results of the *Paired samples t-test* have shown that participants rated emotive dimension of connotative meaning with significantly lower values compared to cognitive ( $t(71) = 7.78$ ,  $p < .001$ ) and conative ( $t(71) = -9.46$ ,  $p < .001$ ) dimensions. Furthermore, results of the *Independent samples t-test* have shown that there are no significant differences in the assessments of cognitive, emotive and conative dimensions of meaning related to the photographs of animated faces depending on participants' gender. These findings

indicate that the affective response aroused by a photorealistic computer animation which are “berely human” plays a significant role in relation to the uncanny valley phenomenon. On the basis of the findings, possibilities for avoiding the “uncanny valley” phenomenon are discussed.

*Keywords:* photorealistic computer animation; uncanny valley; connotative dimension of meaning; students’ assessments



Thematic session  
Individual Differences and  
Psychological Measurement



# INCREMENTAL VALIDITY OF ACHIEVEMENT AND BENEVOLENCE PERSONAL VALUES, OVER THE FIVE-FACTOR MODEL, FOR PREDICTING CITIZENSHIP PERFORMANCE

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Building upon the relevance of citizenship performance at work, the current study examines the joint contribution of personality and personal values for predicting this behavioural criterion. Besides acknowledging the instrumentality of citizenship performance behaviours in facilitating technical processes and enhancing the psychological and social work context, previous research has shown its dispositional antecedents, mostly operationalized through the five-factor model. Yet, it remains uninformative regarding the joint impact of personal values on this performance dimension. By adopting the Schwartz's taxonomy of human values, this study puts into empirical test the contribution of achievement and benevolence values for predicting citizenship performance above and beyond the big five personality factors. To fulfil this goal, a sample of 120 software engineers from an information technology firm, was collected. Participants were 30.77 years old on average ( $SD = 4.37$ ), mostly male (93%) and with an average organizational tenure of 3.32 years ( $SD = 1.51$ ). Data were conducted following a predictive design with two independent phases of data collection. Personality factors and personal values were measured during the first phase, through an on-line survey, using Saucier's Mini-Markers and Schwartz Values Inventory, respectively. In the second phase, which took place after six months, employee's citizenship performance ratings were provided by correspondent direct supervisors, using a paper and pencil questionnaire with the Poropat's Citizenship Performance Scale. Results from hierarchical regression analyses showed that the big five,

specifically extraversion and conscientiousness, explained 17.6% of citizenship performance's variance. Obtained findings also showed that benevolence, but not achievement, significantly accounted for an additional 6% of this criterion's variance, when the big five were also considered. Main research and applied implications of these findings are presented and discussed.

*Keywords:* five factor model; personal values; citizenship performance

## **IMPORTANCE OF EMOTIONAL INTELLIGENCE AND PERSONALITY TRAITS FOR PSYCHOLOGY STUDENTS**

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Psychology studies belong to the group of study programs that form future helping professions. Out of numerous traits that future psychologists should possess, in this paper we have singled out emotional intelligence and personality traits according to the five-factor model of personality. The main problem of this research was to examine the total score of emotional intelligence and dimensions of conscientiousness and agreeableness as separate domains of the five-factor model of personality. The research included 223 respondents, out of which 147 respondents were students of psychology (helping professions), and 76 respondents represented a sample of non-helping professions. The research used the ESCQ-45 (Emotional Skills and Competences Questionnaire; Takšić, 2002) and the NEO-PI-R (Five Factor Model, Costa & McCrae, 2005), provided that we believe that these are the most important traits from the Five Factor Model for future

psychologists as representatives of the helping professions. The results obtained indicate that psychology students achieve higher results on the total score of the ESCQ -45 test ( $t(221) = 8.400$ ,  $p < .001$ ); as well as on individual scales: the Scale of abilities to perceive and understand emotions URE ( $t(221) = 8.845$ ,  $p < .001$ ); the Scale of abilities to name and express emotions IIE ( $t(221) = 6.278$ ,  $p < .001$ ) and the Scale of emotions management and regulation UE ( $t(221) = 5.473$ ,  $p < .001$ ). If we compare the results of the first and fifth year (the second year of master's studies), statistically significant results were obtained on the overall scale ESCQ -45 ( $t = -2.279$ ;  $p < .01$ ) and on the scale of naming and expression of emotions IIE ( $t = -3.254$ ;  $p < .05$ ), thus indicating that the final year students of psychology achieve higher results on these scales. The results obtained on the scales of agreeableness ( $t = .457$ ;  $df = 221$ ;  $p = .648$ ) and conscientiousness ( $t(221) = -.796$ ,  $p = .527$ ) do not show statistically significant differences between psychology students and students of non-helping professions. The obtained results indicate significance of emotional intelligence and its components for psychology students as representatives of the helping professions, as well as that these constructs can be developed during the psychology studies, even though a longitudinal study would need to be conducted for more precise measurements. Also, the results indicate lower level of development of the agreeableness and conscientiousness competences which implies the need for paying special attention that the students are made aware of the significance of these students' competences for future professions.

*Keywords:* emotional intelligence; agreeableness; conscientiousness; psychology



## FACTOR STRUCTURE OF CORONAPHOBIA AND ITS CORRELATES

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Since the emergence of the COVID-19 pandemic there has been a growing interest in studying various responses to the pandemic. One line of research has been focused on understanding the coronaphobia (persistent and excessive fear and anxiety of the novel coronavirus), and its consequences on COVID-19 protective behavior. The main aim of this research was to explore the latent structure of the 11 so far developed instruments of fear, worry, stress, or physiological response related to COVID-19. The second aim was to explore correlations of extracted factors with Big Five personality traits, compliance with COVID-19 protection measures, and knowledge about the coronavirus. The sample consisted of 371 participants from the Republic of Serbia (57.5% female, age  $M = 29.08$ ,  $SD = 9.47$ ), recruited by psychology students via the snowball method. Participants filled out 14 questionnaires in total, including 11 aforementioned measures of adverse psychological reactions to COVID-19, Mini-IPIP, The COVID-19 Protective Behaviors Scale, and Knowledge about the coronavirus. Results of principal axis factoring showed that three factors could be extracted: 1) emotional response which mostly comprises fear; 2) somatization as a physiological response; and 3) cognitive response which mostly includes concern and worry. Correlation between factors was relatively high, ranging from .64 to .70. The factor of emotional response was significantly correlated with all Big Five traits among which negatively with Extraversion and Openness (ranging from -.16 with Extraversion to .25 with Neuroticism). Somatisation was significantly correlated to Neuroticism ( $r = .23$ ), Extraversion ( $r = -.11$ ), and Openness ( $r = -.22$ ), while cognitive response was significantly correlated only to Neuroticism ( $r = .15$ ) and Openness ( $r = -.19$ ). All three factors were significantly

correlated with COVID-19 protective measures (ranging from .32 to .62). Furthermore, only the emotional response factor was significantly related to knowledge about coronavirus ( $r = .11$ ). Our study provides a comprehensive insight into main coronaphobia structure and adds further to the understanding of behavioral consequences of factors of coronaphobia.

*Keywords:* coronaphobia; COVID-19; Big Five; protective measures; knowledge about coronavirus; exploratory factor analysis

## **ROSENBERG SELF-ESTEEM SCALE: EXAMINATION OF FACTOR MODELS AMONG MACEDONIAN ADOLESCENTS**

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The Rosenberg self-esteem scale (RSES) is extensively used as a measure of self-esteem across different contexts, however, there is no agreement regarding its dimensionality. Thus, the aim of this study was to examine the factorial structure of RSES among Macedonian adolescents using confirmatory factor analysis. Four competing models were compared: a one-factor model (model 1), a two-factor model, with correlated positive and negative self-esteem traits (model 2), a two-factor model with correlated self-liking and self-competence traits (model 3), and a bifactor model (model 4). The participants were secondary school students ( $N = 1694$ , 64% female, 44% high school students), all ethnic Macedonians (age range = 15 - 18 years). Written consent by the Ministry of education and science of the Republic of N. Macedonia and Bureau for development of education were provided prior the research. The data was collected

in collaboration with school principals. The CFA revealed that the bifactor model with a general self-esteem factor plus positive and negative self-esteem factors ( $\chi^2(25) = 62.64, p < .001, CFI = .99, RMSEA = .03, \text{ and } SRMR = .03$ ) outperformed the alternative models, based on the change in the goodness-of-fit indices ( $\Delta CFI \leq 0.010, \Delta RMSEA \leq 0.015, \Delta SRMR \leq 0.020$ ). Cronbach's alpha coefficients of the underlying factors for positive and negative self-esteem were .73 and .76, respectively, while the reliability of the overall scale was  $\alpha = .83$ . The findings of this study indicate that the bifactor model could be a better representation of the RSES structure than the one-dimensional or two-dimensional ones, particularly considering the critique on the two-factor solution with positive and negative dimensions as a consequence of the items' wording.

*Keywords:* Rosenberg self-esteem scale; adolescents; confirmatory factor analysis; bifactor model

## PRELIMINARY PSYCHOMETRICS PROPERTIES OF THE SHORT AMBIGUITY INTOLERANCE SCALE (SAIS-7) ON A CHINESE SAMPLE<sup>13</sup>

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Ambiguity is introduced by the absence of salient information that could be available to the decision maker. Conflicting information leads to ambiguity when people find it difficult to aggregate different pieces of information. Most

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<sup>13</sup> This study was supported by the Ministry of Education, Science and Technological Development of the Republic of Serbia (Contract No. 451-03-9/2021-14/200165). It was conducted as a part of the project Fifty Years of the Faculty of Philosophy in Niš - Retrospectives, Practical Implications and Vision for Future Generations of Psychologists and Social Workers, at the University of Niš, Faculty of Philosophy (No. 100/1-10-6-01)

instruments for measuring ambiguity intolerance (AI) are unidimensional but a number of studies suggest validity issues with unidimensional AI measures and a failure of these to correlate with theoretically relevant behaviors. Several authors who have tried to address these issues argue for between one and eight dimensions, but empirical research does not lend definite support to the multidimensionality of the AI construct either. As an attempt to resolve this issue, a seven-item brief measure of overall AI named the Short Ambiguity Intolerance Scale (SAIS-7) was constructed. Extensive analysis of different aspects of its functioning (factor structure, nomological network analysis, convergent validity, incremental validity, reliability analysis) on Serbian, Greek, Bulgarian, and English-speaking samples lead to a conclusion that this scale is an excellent economic measure with good content coverage. The present study represents a continuation of this line of research and our goal was to adapt the SAIS-7 scale and examine some of its psychometric properties on a Chinese sample. The scale was adapted through back-translation. The sample was convenient and consisted of 148 participants from China of which 86 identified themselves as male (58,1%), aged 18-58 years ( $M = 21.80$ ,  $SD = 5.502$ ). PAMRFA suggested a one-factor structure with one factor explaining 48.23% of the variance. CFA indicated good fit (DWLS  $\chi^2(11) = 16.47$ ,  $p < .001$ ; RMSEA = .058, 90% CI [.000 – .113], SRMR = .057, CFI = .986, TLI = .973; loadings range .30-.72). Omega ( $\Omega$ ) reliability was .71 ( $\alpha = .67$ ). Although further examination of the scale is needed, preliminary results are in favor of the SAIS-7 satisfactory validity and reliability on the used Chinese sample.

*Keywords:* ambiguity intolerance; short scale; validity; reliability; SAIS-7



# Poster presentations



# THE EFFECT OF VISUAL ANALOGY AND EXPLICIT LEARNING ON CHILDREN'S MOTOR LEARNING AND PERFORMANCE

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Information that facilitates motor learning is often provided by instructors or teachers as explicit and verbal instructions. However, if the instructions are given quite explicitly, they may have devastating effects on the motor learning process, especially in strenuous physical and cognitive conditions such as fatigue, mental stress, and multiple tasks. Thus, a less prescribed approach, such as analogy learning, has been proposed by motor learning scientists. Therefore, the aim of this study was to investigate the effect of two methods: (1) visual analogy learning and, (2) explicit learning, on learning and performance of basketball free throws in a group of children 9 to 12 years old. Twenty-four participants ( $M_{age} = 10.58$ ;  $SD = 1.21$ ) were selected and randomly divided into two groups of visual analogy learning and explicit learning. The participants in the visual analogy group saw a picture of a child putting sweets into a jar on the table before each throw, while the explicit group received verbal instructions on how to throw. The present study consisted of four stages: pre-test, practice, post-test, and retention test. The task involved throwing a basketball from a distance of 3.55 meters. Participants performed 15 practice attempts in the pre-test, post-test, and retention stages and 720 practice attempts in the acquisition sessions. The results of paired  $t$ -test showed that both groups experienced a significant increase in their performance during the acquisition of skills ( $t$ -statistic values and  $p$ -values for the visual analogy and explicit learning group, respectively:  $t = -7.30$ ,  $p = .0001$ ;  $t = -3.44$ ,  $p = .006$ ). However, the results of one-way ANCOVA on throwing accuracy data in the post-test and retention test, along with data control in the pre-test as a covariate variable, showed that the visual analogy group rather



than the explicit group, has performed better in both post-test and retention test (respectively:  $F(1, 24) = 12.31$ ,  $p = .002$ , partial  $\eta^2 = .37$ ;  $F(1, 30) = 8.29$ ,  $p = .009$ , partial  $\eta^2 = .28$ ). The findings of this study suggest that visual analogy learning could benefit educational practice in some educational settings.

*Keywords:* analogy learning; explicit learning; motor learning; children

## THE EFFECTS OF COGNITIVE-MOTOR TRAINING INTERVENTIONS ON MOTOR LEARNING AND PERFORMANCE IN CHILDREN

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In everyday life, people often need to do more than one task at a time. The challenge of performing two tasks simultaneously has been the subject of a wide range of research literature, known as the dual-task paradigm. The dual-task paradigm mainly requires combining motor tasks with a cognitive task. The purpose of this study was to investigate the effect of two balance training methods based on the dual-task paradigm and single task paradigm on static and dynamic balance in children. Thirty children ( $M_{age} = 8.89$ ;  $SD = 0.85$ ) were selected by convenience sampling and randomly divided into two groups of (1) balance training based on the dual-task paradigm, and (2) balance training based on the single task paradigm. The study consisted of four stages: pretest, training phase, posttest, and retention test. In the pretest, posttest, and retention test, children participated in static and dynamic balance tests. In the training phase, participants practiced selected balance training for 4 weeks (two

sessions per week) in dual-task conditions (balance training with counting numbers in reverse) and single-task (balance training only). The results of paired  $t$ -test showed that children in both experimental groups had improved their balance function (static balance, respectively:  $t = -8.89$ ,  $p = .0001$ ,  $t = -4.90$ ,  $p = .0001$ ; dynamic balance, respectively:  $t = -11.59$ ,  $p = .0001$ ;  $t = -16.03$ ,  $p = .0001$ ) from pretest to posttest. The results of one-way ANCOVA on both static and dynamic balance data in the post-test and retention test, along with data control in the pre-test as a covariate variable, showed that the dual-task group was superior to the single-task group (static balance, respectively:  $F(1, 30) = 31.17$ ,  $p = .0001$ , partial  $\eta^2 = .56$ ;  $F(1, 30) = 9.20$ ,  $p = .005$ , partial  $\eta^2 = .25$ ; dynamic balance, respectively:  $F(1, 30) = 8.89$ ,  $p = 0.006$ , partial  $\eta^2 = .24$ ;  $F(1, 30) = 7.43$ ,  $p = .01$ , partial  $\eta^2 = .21$ ). In general, based on the findings of this study, it is suggested that children in educational environments, especially those based on improving balance, use balance training in dual-task conditions.

*Keywords:* dual-task paradigm; single-task paradigm; balance training; children

## EFFECT OF STIMULUS CONGRUENCE ON DIVIDED ATTENTION

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This study examines the effect of stimuli congruence on the efficiency of divided attention. Attention is the process by which we select the relevant information on which we will focus in order to accelerate their integration and processing. Divided attention refers to the ability to simultaneously process multiple

information, or to perform two tasks. In the case when we observe more characteristics of one object, the divided attention will be more successful than when we focus attention on different properties of objects that are spatially separated (Bonnell & Prinzmetal, 1998). Also, it is easier to divide attention to two streams of information into two different sensory modalities than when we divide attention to information within the same modality. Color of stimulus is a characteristic that allows spatial attention to be quickly directed to a particular position in the visual scene (Moore & Egeth, 1998; Pöder, 2001; Tsal & Lavie, 1993). This research aimed to examine how color congruence of the stimuli affects the performance in parallel tasks involving those stimuli. The research was experimental and 54 subjects, students of the Faculty of Philosophy in Banja Luka, participated in it. A modified task of Mack and Rock (1998) was used to examine implicitly divided attention. Participants were tasked with estimating the length of the line of the cross displayed on the screen and to detect the appearance of a new stimulus, localize its position, and identify it in a range of offered shapes. The color of the new stimulus was varied (congruent/non-congruent with the color of the other stimulus). The results show that color incongruence increases the probability of noticing a new stimulus ( $\chi^2(1, 54) = 9.643, p < .02$ ), determining its position ( $\chi^2(1, 54) = 11.261, p < .01$ ) and accurate identification ( $\chi^2(1, 54) = 18.555, p < .00$ ). These findings confirm that color may mediate the spatial-based attention and increase its efficiency in parallel tasks.

*Keywords:* congruence; color; divided attention

# WHAT MAKES THEM HAPPY? SOCIAL ORIENTATIONS AND LIFE SATISFACTION AMONG POLISH AND SPANISH STUDENTS

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This presentation concerns connections between individualistic and collectivistic orientations of individuals and life satisfaction of Polish and Spanish students. Different forms of collectivism and individualism may determine different ways of achieving life satisfaction. Generally, individualism facilitates higher life satisfaction, although data are inconclusive. Knowing the underpinnings of life satisfaction of people in emerging adulthood enables to characterize the way how they assess their lives as well as their needs, aims and future planes. Both countries are in Europe, but represent different types of cultures. 338 students were examined, including 165 students from Poland (including 89.7% women) and 173 students from Spain (including 77.5% women), aged 18-25 ( $M = 20.22$ ,  $SD = 2.62$ ). We used The Satisfaction With Life Scale (SWLS) and the Individualism and Collectivism Scale (the Culture Orientation Scale) both in Spanish and Polish versions. Regression analysis and moderation analysis with interaction effect of countries were performed. Results indicated that both groups of students differ in all variables. Spanish students manifest higher level of life satisfaction, vertical and horizontal individualism and horizontal collectivism. Polish students have higher level of vertical collectivism. Horizontal individualism and collectivism are predictors of life satisfaction in both groups. Vertical collectivism is a significant negative predictor of life satisfaction in Spanish students however is not significant in a Polish group. Results revealed, that country is a moderator of relationships between social orientations and life satisfaction.

*Keywords:* individualism; collectivism; life satisfaction; Polish students, Spanish students

# NEGATIVE EMOTIONS AS PREDICTORS OF LONELINESS IN UNIVERSITY STUDENTS DURING THE PANDEMIC

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The current COVID-19 crisis is threatening the learning processes and the students' mental health, and the emotional response to it is an important research domain. Transition from studying in regular classrooms to online classes, accompanied with lockdown and restricted daily activities and social interactions, inevitably increases solitude and could also increase loneliness. The aim of this study was to examine how negative emotions could predict loneliness of university students during the pandemic. The study was conducted at two time-points: during lockdown in april 2020. (T1) and throughout december 2020., when COVID-19 incidence rates in Serbia were high (T2). Two independent samples of Belgrade university students participated in research, one sample at each time-point:  $N_1=301$  (age range 19 - 31,  $M = 20.82$ ,  $SD = 2.23$ ) at T1 and  $N_2=291$  (age range 18-33,  $M = 19.82$ ,  $SD = 1.70$ ) at T2. Data on fear, hostility, guilt and sadness was collected using negative emotion scales of PANAS-X (Positive and Negative Affect Schedule - Expanded Form). The respondents also filled out Revised UCLA Loneliness Scale, measuring general loneliness. The data was obtained through an online survey. Two linear regression analyses were performed to reveal the way negative emotions predicted loneliness in different pandemic-moments. Results indicate that loneliness at T1 ( $F(4, 296) = 11.58$ ,  $p < .001$ ,  $adj. R^2 = .124$ ) was predicted by feeling of guilt ( $\beta = .261$ ,  $p < .001$ ), while at T2 ( $F(4, 296) = 25.68$ ,  $p < .001$ ,  $adj. R^2 = .254$ ) the same criterion was predicted differently – negatively by Fear ( $\beta = -.256$ ,  $p < .01$ ) and positively by Guilt ( $\beta = .223$ ,  $p < .01$ ) and Sadness ( $\beta = .492$ ,  $p < .001$ ). The data could reflect cumulative effects of prolonged pandemic condition – loneliness at T2 is mostly affected by Sadness with also significant contribution of Guilt and Fear. Considering the

unpredictable course of the pandemic, it is of great importance to comprehend the possible effect intense emotions might have on students' mental health.

*Keywords:* COVID-19; loneliness; negative emotions; university students

## **PREDICTING ACADEMIC STRESS DURING THE PANDEMIC: THE ROLE OF TRAIT EMOTIONAL INTELLIGENCE**

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The COVID-19 pandemic has provoked extraordinary disruptions to higher education. Changes in learning opportunities and habits could contribute to academic pressure and stresses related to academic expectations, examinations and students' academic self-perceptions. According to previous studies, academic stress is related to both basic personality traits and emotional intelligence (EI) as a trait which demonstrated its relevance in numerous researches regarding stress and mental health domains. The present study sought to examine the role of trait EI in predicting the academic-related stress during the pandemic, while controlling for the basic personality traits. A sample ( $N = 291$ ) of 259 female and 32 male participants, age range 18-33 ( $M=19.82$ ,  $SD=1.70$ ) completed: (1) Perceptions of Academic Stress (PAS) Scale, measuring intensity of academic-related stress, (2) HEXACO Personality Inventory Revised comprising traits Honesty-Humility, Emotionality, Extraversion, Agreeableness, Conscientiousness and Openness to experience, and (3) the TEIQue, examining trait EI (encompassing factors Well-Being, Self-control, Emotionality, and Sociability). Subjects

in this online research were students from the University of Belgrade. Hierarchical regression model comprised of the HEXACO personality traits (entered 1st) and trait EI factors (entered 2nd) as predictors, and academic stress as a criterion variable was tested. HEXACO personality traits explained 21% of variance ( $F(6, 284) = 13.94$ ,  $adj. R^2 = .211$ ,  $p < .001$ ) with Honesty-Humility ( $\beta = -.113$ ,  $p < .05$ ), Emotionality ( $\beta = .202$ ,  $p < .001$ ), Extraversion ( $\beta = -.313$ ,  $p < .001$ ) and Conscientiousness ( $\beta = -.166$ ,  $p < .01$ ) as significant predictors. In the second step, academic stress was predicted ( $F(10, 280) = 12.12$ ,  $adj. R^2 = .277$ ,  $p < .001$ ) positively by HEXACO Emotionality ( $\beta = .200$ ,  $p < .01$ ) and negatively by trait EI factors Wellbeing ( $\beta = -.205$ ,  $p < .01$ ) and Sociability ( $\beta = -.171$ ,  $p < .05$ ). Predictors of the second block incrementally explained 7.5% of the variance in academic stress. The current data thus suggests that specific emotion related personality dispositions encompassed by trait EI (particularly Well-Being and Sociability) have a significant role in predicting academic-related stress during the pandemic. These findings also indicate that trait EI exhibits incremental predictive validity over the basic personality dimensions.

*Keywords:* HEXACO model; academic stress; trait emotional intelligence; COVID-19; university students

## ROLE OF WORK STRESS IN RISKY DRIVING

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Recent studies document the relationship between stress, driver behavior and crash involvement. The aim of the presented study is to contribute to a better understanding of the impact of works stress from different sources on driver behavior and road

safety. The sample consisted of 226 employed respondents, active drivers (162 men, 64 women). Driver Behavior Questionnaire (DBQ) (Reason et al., 1990; Rošková, 2013) for aberrant risky driving behaviors have been used. Work stress indicators have been assessed applying Work-Related Stress Questionnaire (WRSQ) (Health and Safety Executive, 2013). Respondents completed driving background information sheet consisted of items about *e.g.*, the number traffic accidents, violence, penalties, age, gender, annual mileage. Results indicated that perceived higher level of conflict of roles and inappropriate management of organizational changes have positively contributed to manifestations of self-reported ordinary violations. Ineffective relationships, lack of supervisors' support, counterproductive behavior in the organization supported the manifestations of aggressive behavior when driving. Lack of autonomy and control over their own work, together with excessive work demands and expectations have been connected with higher number of self-reported traffic offenses and fines over the past three years. Regarding gender differences men indicated higher level of traffic violations, accidents and self-reported ordinary and aggressive offences than women. Recommendations and interventions to optimize the negative impact of organizational factors on safe driving have been discussed.

*Keywords:* work-related stress; driving behavior; dangerous driving



# SOCIO-DEMOGRAPHIC CHARACTERISTICS AND WORK-LIFE BALANCE OF HEALTHCARE WORKERS

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Healthcare has justly earned a reputation for demanding schedules. Healthcare workers often subjugate personal needs for their work. These adjustments make it difficult to maintain a work-life balance. The failure to achieve a work-life balance has been associated with increased stress and burnout, cognitive difficulties such as lack of concentration and low alertness, and reduced general health levels. This study aimed to examine whether there are differences in the work-life balance depending on the socio-demographic characteristics of healthcare workers. The sample consisted of 257 healthcare workers (74.7% female) from three hospitals in Bosnia and Herzegovina, aged 20 to 64 ( $M = 40.75$ ,  $SD = 11.71$ ), with a length of service from 1 to 41 years ( $M = 15.03$ ,  $SD = 11.47$ ). Participants' level of education ranged from a high school degree (37%), a college degree (10%), a university degree (44.4%), to a postgraduate study degree (8.6%). Less than half of the participants (45.5%) work in multiple shifts. For the marital status, 61.9% are married. We used the Work-Life Balance Scale (Hayman, 2005), which measure: work interference with personal life, personal life interference with work and work/personal life enhancement, and socio-demographic characteristics questionnaire. For data processing, the multivariate analysis of variance and the post hoc LSD test was used. In the work-life balance, a statistically significant difference was calculated, taking into account age ( $F(3, 244) = 2.68$ ,  $p = .047$ ,  $\eta_p^2 = .032$ ), duration of service ( $F(3, 237) = 3.54$ ,  $p = .015$ ,  $\eta_p^2 = .043$ ), income ( $F(4, 244) = 10.82$ ,  $p = .000$ ,  $\eta_p^2 = .151$ ), and work in shifts ( $F(1, 247) = 7.13$ ,  $p = .008$ ,  $\eta_p^2 = .028$ ). Healthcare workers aged 31 to 40 years, healthcare workers with

6 to 15 years of service, healthcare workers who are dissatisfied with income, and healthcare workers working in shifts to the highest degree feel that work interferes with their personal lives. Besides, considering income ( $F(4, 244) = 4.89, p = .001, \eta_p^2 = .074$ ), a statistically significant difference was determined so that the highest degree of work-life balance is shown by healthcare workers who are mostly satisfied with income. This study's findings indicate which demographic categories of healthcare workers should be the focus of the intervention programs to increase work-life balance.

*Keywords:* work-life balance; healthcare workers; socio-demographic characteristics

## CULTURAL MODELS IN PARTNERSHIP AND THEIR TRANSFORMATION

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The aim of this study is to explain the processes that take place in women's self-help groups focused on managing relationship problems and their marriages, using the theory of cultural models by Roy D'Andrade and Naomi Quinn. The research seeks to capture the degree of consensus of cultural models at the beginning and the end of the research for both partners in the couples as well as with the changes and the gradual standardization of the cultural models of partnership during the attendance of these groups. I tried to capture and describe the transformation of the cultural model of partnership that took place during the year of ethnographic research in the coexistence of observed marriages and self-help groups. My sample consists of

24 adult married women from two self-help groups together with their partners. The primary method of research is a participant observation with interviews including autobiographic ones. The observation took place over a period of 9 months in two female self-help groups and in their households. In self-help groups, I observed the interactions, the way of communication, the course of thematization of relationships in group interviews during the sessions. Observation in households was necessary to record the interaction of partners in a couple, as well as to bring closer the social context and background of the couple. Through repeated in-depth interviews with respondents and their partners, I was focused on various aspects of partnerships. The data show that at the beginning of the research there was a consensus in the cultural models of the individual couples. However, the conclusion of the research shows a significantly higher degree of consensus among members of self-help groups, which resulted in conflicts in the relationships of some couples. The change in cultural models occurred mainly in views on the running of the household and in the behavior of partners towards each other

*Keywords:* cognitive anthropology; cultural models; partnership; relationship; self-help groups

## **DEPRESSION, ANXIETY AND STRESS IN SINGLE MOTHERS AND MARRIED MOTHERS**

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Parental responsibilities of single mothers do not differ from married mothers, the only difference being that they are single. Many studies highlight single parenting as an important risk factor for depression, anxiety and stress. 120 mothers participated in this

study, 60 married and 60 single mothers (29 – divorced, 4 - widowed, 17 – unmarried – extramarital pregnancy and 10 - still married, but living separated from husbands), all from North Macedonia. The respondents are aged 20 to 40 years ( $M = 29.30$ ,  $SD = 4.91$ ). This research aimed to determine whether depression, anxiety and stress are higher in single mothers than in married mothers. Measuring instrument used in this research was DASS - 21 (DASS - 21 - Depression Anxiety Stress Scale - 21), (Lovibond & Lovibond, 1995). The results of this research showed that single mothers are at a greater disadvantage than married mothers. In other words, these results imply that single mothers are more prone to depression, anxiety and stress. According to the findings, there is a statistically significant difference between single mothers and married mothers. Single mothers have higher level of depression ( $t(118) = 3.39$ ,  $p < .01$ ), higher level of anxiety ( $t(118) = 2.115$ ,  $p < .05$ ) and higher stress level ( $t(118) = 2.603$ ,  $p < .01$ ). The results confirmed our hypothesis that postulated that single mothers experience higher levels of depression, anxiety and stress than married mothers.

*Keywords:* single mothers; married mothers; depression; anxiety; stress

## **SOCIOPSYCHOLOGICAL PREDICTORS OF MIGRANTS' OPENNESS TOWARDS THE DOMICILE POPULATION OF BOSNIA AND HERZEGOVINA**

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The aim of this study was to examine openness of migrants currently in Bosnia and Herzeogovina to the domicile population and the predictors of this openness. We examined how mental

health, exposure to violence, social identification with one's group, and ethnocentrism predict migrants' openness to domicile population. There were 244 participants (57% men), average age was 29 years (age range was from 16 to 65 years), 88% were muslims. Participants were from Iran (22.1%), Syria (19.3%), Iraq (16.4%) and other countries from Middle East and Africa. Instruments were translated to Pashto, Arabic, Urdu and Farsi languages and distributed to migrants. Using linear regression, the model explained a total of 11% ( $F = 7.65$ ;  $p < .001$ ) of the variance of openness with the level of mental health ( $\beta = .24$ ;  $p < .001$ ), the degree of exposure to verbal, physical and sexual violence in transit ( $\beta = .21$ ;  $p = .01$ ) and social identification ( $\beta = .08$ ;  $p = .01$ ) being positive predictors, while ethnocentrism was a negative predictor of openness ( $\beta = -.09$ ;  $p = .02$ ). Migrants who reported better mental health reported greater openness and those who were more ethnocentric were less open, as expected. Meanwhile, migrants who've been exposed to violence more while in transit were also more open and we assume link reflects the need for protection by the domicile population. The positive link between openness and social identification can be attributed to religious identification with the domicile muslim population in locations where migrants are situated.

*Keywords:* migrants; ethnocentrism; social identifications; mental health; exposure to violence

**DAYS OF APPLIED PSYCHOLOGY**  
Psychology in the Function of the Well-being  
of the Individual and Society

Book of Abstract

*Publisher*

Faculty of Philosophy, University of Niš

*For the publisher*

Natalija Jovanović, PhD, Full Professor,  
Dean of the Faculty of Philosophy, University of Niš

*The Faculty of Philosophy Publishing Unit Editor-in-chief*

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

*Production*

Faculty of Philosophy Niš

*Copies*

50 CDs

*Cover design*

Darko Jovanović

*Prepress*

Milan D. Randelović

ISBN 978-86-7379-573-7

CIP - Каталогизacija y publikaciji  
Народна библиотека Србије, Београд

159.9(048)(0.034.2)

INTERNATIONAL Conference Days of Applied Psychology (17 ; 2021 ; Niš)  
Psychology in the function of the well-being of the individual and society [Elektronski izvor] : book of abstracts / 17th International Conference Days of Applied Psychology 2021, Niš, Serbia, September 24th-25th 2021. ; [organised by] University of Niš, Faculty of Philosophy, Department of Psychology ; [editors Ivana Janković, Miljana Spasić Šnele]. - Niš : Faculty of Philosophy, University, 2021 (Niš : Faculty of Philosophy). - 1 elektronski optički disk (CD-ROM) ; 12 cm

Sistemski zahtevi : Nisu navedeni. - Nasl. sa naslovne strane dokumenta. - Tiraž 50. - Napomene uz apstrakte.

ISBN 978-86-7379-573-7

a) Примењена психологија -- Апстракти

COBISS.SR-ID 46523657

