

## FOREWORD

inScience Press is pleased to publish the book entitled *Psychology Applications & Developments VI* as part of the Advances in Psychology and Psychological Trends series. These series of books comprise authors' and editors' work to address generalized research, focused on specific sections in the Psychology area.

In this sixth volume, a committed set of authors explore the Psychology field, therefore contributing to reach the frontiers of knowledge. Success depends on the participation of those who wish to find creative solutions and believe in their potential to change the world, altogether, to increase public engagement and cooperation from communities. Part of our mission is to serve society with these initiatives and promote knowledge. Therefore, it is necessary the strengthening of research efforts in all fields and cooperation between the most assorted studies and backgrounds.

In particular, this book explores five major areas (divided into five sections) within the broad context of Psychology: Social Psychology, Cognitive and Experimental Psychology, Clinical Psychology, Legal Psychology and Educational Psychology. Each section comprises chapters that have emerged from extended and peer reviewed selected papers originally published in the proceedings of the International Psychological Applications Conference and Trends (InPACT 2020) conference series (<http://www.inpact-psychologyconference.org/>). This conference occurs annually with successful outcomes. Original papers have been selected and its authors were invited to extend them significantly to once again undergo an evaluation process, afterwards the authors of the accepted chapters were requested to make corrections and improve the final submitted chapters. This process has resulted in the final publication of 33 high quality chapters. The following sections' small description and chapters' abstracts provide information on this book contents.

**Section 1**, entitled "Social Psychology", gives a glance on projects from a psycho-social perspective.

Chapter 1: *Organizational Practices of Career Management and Thriving at Work: The Mediation Role of Psychological Capital*; by Julia Aubouin-Bonnaventure, Séverine Chevalier, Fadi Joseph Lahiani, & Evelyne Fouquereau. In the 1980s, globalization and business competition led to an instability in work organizations which were no longer able to ensure stable and predictable careers. Responsibility of career management was then transferred to workers. Consequently, research on the role of individuals in their career management became popular, while work investigating the role of organizations gradually declined. However, some studies have indicated that it remains beneficial for organizations to invest in practices of

career management (PCM) due to their link with positive outcomes for both employees and organizations, such as workers' well-being. While some studies have shown a link between PCM and indicators of hedonic well-being, work examining the links with indicators of eudemonic well-being, such as thriving at work, remains scarce. Moreover, previous studies have paid little attention to the psychological mechanisms linking PCM to well-being at work. To fill this gap, our study focused on the synergy of psychological resources (i.e., self-efficacy, hope, optimism and resilience) defined as a core construct, known as PsyCap. The sample consisted of 652 French people working in nonprofit, private and public organizations. Structural equation modeling and a bootstrapping procedure confirmed indirect effects of PCM on thriving at work through PsyCap. Limitations of the study are discussed.

*Chapter 2: Basic Psychological Need Satisfaction in Arabic Learning - Development and validation of a new measure for Arabic learners in Japan;* by Katsunori Sumi. The present study developed and validated a new 9-item measure called the Basic Psychological Need Satisfaction of Arabic Learners Scale (BPNSALS). This scale was designed to assess the satisfaction of three basic psychological needs (i.e., autonomy, competence, and relatedness), which is central to self-determination theory (SDT), of Arabic learners in Japan. A total of 314 students taking Arabic courses in Japanese universities participated in a study to examine the reliability and construct validity of the BPNSALS. Both exploratory and confirmatory factor analyses of the BPNSALS items confirmed the subscale structure corresponding to the three basic psychological needs. Each BPNSALS subscale displayed adequate internal consistency (Cronbach's alpha) and temporal stability over 4-week period. The construct validity of the BPNSALS was provided by support for the hypothesized relationships with the different forms of Arabic learning motivation as proposed by SDT. In addition, the self-determination of motivation and Arabic learning outcomes, namely, satisfaction, subjective comprehension, and subjective achievement were also considered. Based on the findings, the study concluded that the BPNSALS is a useful tool for assessing basic psychological need satisfaction of Arabic learners in Japan.

*Chapter 3: Psychological Time in the Context of Globalization - Comparative study of Russia and Japan;* by Wada Toshihiro, Ekaterina Zabelina, Yulia Chestyunina, & Irina Trushina. Because of the increasing flow of information in modern society, perceptions of personal time are changing. Psychological time becomes the universal aspect of life that allows marking changes in personality in the era of globalization. The purpose of this study is to identify similarities and differences of subjective (psychological) time in two countries Russia and Japan, which are quite different on the political, economic, and cultural levels. The theoretical basis of the study is the model of time perception, according to T. Nestik (2016). According to this model, cognitive, affective, motivational, and behavioral components of psychological time are studied among the students of regional

universities in Russia and Japan (N=593). The results revealed differences in all components of psychological time. However, the impact of globalization is noticeable in such aspects as the desire to avoid uncertainty and willingness to live the moment. The results of the study can be used in advising students on their future professional choices as well as on how to live a psychologically healthy life in modern society.

Chapter 4: *Dispositional Traits as Predictors of Self-Efficacy*; by Elena Lisá. Introduction: We started from Bandura's theory of self-efficacy, the onion model of achievement motivation according to Schuler & Prochaska, and the 5-factor personality theory by Costa & McCrae. The study aimed to analyze the predictive power of achievement motivation and personality traits on general self-efficacy and domain-specific career decision self-efficacy. We expected the more significant relationship of stable personality characteristics with general self-efficacy than with specific-domain career decision self-efficacy. Methods: 690 adult participants (university students and working adults) completed a career decision self-efficacy questionnaire, and 268 of them a general self-efficacy scale. All participants also fulfilled an achievement motivation questionnaire and a five-factor personality theory questionnaire. Results: All five personality traits, combined with four dimensions of achievement motivation (dominance, confidence in success, self-control, and competitiveness) explain 61% of general self-efficacy variability. Extraversion, agreeableness, and conscientiousness with six achievement motivation dimensions (dominance, engagement, confidence in success, fearlessness, competitiveness, and goal setting) explain 42.5% of career decision self-efficacy variability. Discussion: Stable traits and achievement motivation dimensions had more significant predictive power on general self-efficacy than on domain-specific career decision self-efficacy. For further research, there is a suggestion about a theoretically and empirically integrated model of dispositional and social-cognitive approaches.

Chapter 5: *Transitive and Virtual Spaces: Common and Different Features*; by Tatiana D. Martsinkovskaya & Svetlana V. Preobrazhenskaya. In recent decades, a new sphere has emerged, the sphere of virtuality, which a person constructs himself. Phenomenologically, one can speak about many similar features uniting real and virtual spaces. We can assume the similarity of different types of transitivity (crisis and fluid) with different types of work in virtuality (on-line and off-line). Therefore, it is important to understand the styles of behavior, the emotions of people in a situation of different changes, different types of transitivity and different types of Internet communication. These questions became the base of the empirical study which was carried out in 2018-2019 years and consisted of two stages. The study involved young people, students of Moscow universities. The obtained results showed that in general in the on-line situation the overall level of psychological well-being is lower than in an off-line situation. The similarities in the profiles obtained by presenting positive and negative words showed the similarity in emotional responses to crisis situations in the real and

virtual world. Thus, we can say that the constant on-line situation becomes a difficult life situation for many young people. The transparency of the network most negatively affects people who assess the situation as rigid transitivity.

Chapter 6: *Interpersonal Relations in a Cross-Cultural Team*; Konstantinov Vsevolod, Shumilkina Evgeniia, & Osin Roman. In the conditions of fragility of building interethnic relations, turning to the problem of developing interpersonal relations in mono-cultural and multi-cultural teams of employees of an enterprise in the period of reorganization is extremely relevant. The article presents the results of the empirical research conducted by the authors, the conclusions were made after processing data using mathematical statistics methods. The analysis of the obtained empirical data shows that in the period of reorganization the factor of cross-cultural composition of the employees teams under study actively manifests itself in interpersonal relations. Differences were found in the level of certain characteristics of employees in different types of ethnic environments. In general, more statistically significant connections between personal and behavioral characteristics were found in the sample of employees in a multi-ethnic environment compared to the employees in a mono-ethnic environment. The development of interpersonal interaction in a team of employees in a multi-ethnic environment in the period of reorganization should be based on the development of the most significant characteristics of their personality and behavior: positive ethnic identity, empathy, interpersonal trust and skills and abilities of building interpersonal interaction.

Chapter 7: *Evaluating the Effectiveness of Exposure to Counterstereotypic Fathers on Reducing Implicit Father and Mother Stereotypes in Japan*; by Mizuka Ohtaka. Lai et al. (2014) compared 17 intervention effects on implicit racial prejudice and concluded that exposure to counterstereotypic exemplars was most effective. Therefore, this study examined whether exposure to counterstereotypic fathers can reduce the implicit stereotype that 'fathers should work outside the home and mothers should keep the house'. The Go/No-Go Association Task (GNAT, Nosek & Banaji, 2001) was conducted among undergraduates (N = 44; Men = 26, Women = 18). The results indicated that, among men participants in the control condition, more fathers than mothers implicitly associated with work, and more mothers implicitly associated with home; however, such differences were not significant among men participants in the counterstereotypic fathers condition. Thus, for men, exposure to counterstereotypic fathers can reduce the implicit father and mother stereotypes. Further research that can generalise the findings must be conducted.

Chapter 8: *Transgenerational Effect of Attachment - What was I given as a child, what do I share with my partner and what do I give to my newborn?*; by Katarína Greškovičová & Kristína Mrázková. Attachment theory describes functioning through internal working models that guide expectations and behaviours in the

relationships. Our aim was to analyze transgenerational effect of attachment. We also wanted to map the attachment with respect to bonding and remembered attachment. Our sample consisted of 100 participants (26 men and 74 women) between 21 and 46 years from non-clinical population that were shortly postpartum. They filled 3 self-administered questionnaires: Egna Minnen Beträffande Uppfostran- short form (My memories of upbringing, sEMBU), The Experiences in Close Relationships-Revised (ECR-R), and The Mother-Infant Bonding Questionnaire (MIBQ). Emotional warmth shown by mother had prediction power to attachment in close relationship (avoidance in 9% and anxiety in 5%) which in turns correlated with the wish for physical contact with own infant (desire to touch or hold the infant). Furthermore, emotional warmth together with rejection by mother were predictors of acceptance of own parent's role in bonding in 8% and 5% respectively. We see several limits among which self-reported instruments, new questionnaire MIBQ, age range and smaller sample of men. Nevertheless, we consider our research to be important in slightly clarifying an importance of remembered emotional warmth of mother in functioning in actual relationships (attachment avoidance and anxiety) and in bonding (acceptance of own parent's role).

Chapter 9: *Attitudes Towards Money Among Small Indigenous Peoples of the Russian Arctic - Based on the survey of the Nenets*; by Olga Deyneka, Ekaterina Zabelina, Svetlana Kurnosova, & Marina Lukmanova. Negative effects of globalization are visible in the most remote parts of our planet today including human life in the Arctic. The active development of the fuel and energy sector causing environmental problems limits the opportunities for traditional farming and creates a need to change the economic behavior strategies of the indigenous peoples of the North. The attitude to money among the Nenets was studied (N = 150) using the scale of monetary perceptions and behavior (Furnham, 1984). The results of the factor analysis have showed a more fractional structure than in Furnham's studies (1984, 2014) indicating a complex and ambiguous (more diverse) picture of the reflection of money in the economic mind of northern peoples (9 factors). The main trends in the monetary attitudes of the Nenets were identified. They do not put money first in their values, do not use them as a tool of influence on other people, they respect those who know how to save money and do not spend it in vain. At the same time, there is a place for financial anxiety and pessimism, negative feelings related to money. The results should be taken into account in the program for the transformation of the economic behavior of the northern indigenous peoples.

Chapter 10: *Employee Voice: Moderators and Predictive Factors Enhancing Prosocial Organisational Behaviour in Educational Environments*; by Evangelia Papaloi. Employee voice is a key-factor which fosters both personal and organisational development. However, in recent years, there is a concern since it appears that employees do not feel confident enough to speak out at work and hide

their feelings and points. The scope of this research is to explore dimensions of organisational voice expressed by teachers at school, according to personal and contextual parameters. For our research purposes, 313 questionnaires were distributed to school teachers throughout Greece. The results reveal that teachers seem to express their own points and feelings actively and without fear. Moreover, they appear to vividly propose actions for the common good. Furthermore, it appears that there exists a strong relation between dimensions of voice, years in service, type of educational establishment and place of work while, gender does not affect the way teachers express themselves. We stress that, organisational voice as perceived and expressed in professional environments, constitutes an indicator and a valuable factor closely related to organisational effectiveness and development.

Chapter 11: *Country Matters: Well-Being and Emigration Plans Among University Students in Slovakia and Bulgaria: The Mediation Effect of Rootedness*; by Frederika Lučanská, Oľga Orosová, Vihra Naydenova, Jozef Benka, Marta Dobrowolska Kulanová, & Lenka Abrinková. The objective of this exploratory study was to examine the relationship between well-being, rootedness and emigration plans (EP) among university students in Slovakia and Bulgaria. It also explored the mediation effect of rootedness in the relationship between well-being and EP. The data were collected through an online survey (SLiCE 2016). The research sample consisted of 361 university students (M=22.4 years, SD=3.8) from Slovakia (141, 86.5% female) and Bulgaria (220, 69.1% female). Based on their emigration plans, the respondents were divided into two groups; those who do not plan to leave (n=218, 60.4%) and those who plan to leave in the long term (n=143, 39.6%) after they finish university. For Slovakia, all factors were significantly related to EP. Furthermore, the association between well-being and EP was fully mediated by two dimensions of rootedness with different psychological mechanisms. For Bulgaria, only well-being and one dimension of rootedness, desire for change, were significantly related to EP. It was also found that the association between well-being and EP was partially mediated by only one dimension of rootedness – desire for change. This study highlights that rootedness has a different relationship with other examined factors in different countries and also that it is necessary to respect the cultural and socio-economic features of a country.

Chapter 12: *Self-Review of Parenting Styles: Experiences in a Group of Socially Vulnerable Mothers in Northern Brazil*; by Rosângela Araújo Darwich, Ana Letícia de Moraes Nunes, & Agnes Caroline Alves de Souza. This study presents a group intervention with mothers of children from six to twelve years old in a situation of social vulnerability. We aimed to encourage the participants to identify the parenting style they adopt and alternatives for action, to test changes in behavior between group meetings and to evaluate the results of their efforts. The field research described corresponds to one of the focus groups created in 2018 in the context of an action research implemented at the University of Amazônia

(UNAMA), Belém, located in northern Brazil. We selected five participants who were present in at least 60% of the ten weekly meetings. Verbal exchanges in meetings and individual interviews supported the formation of analysis categories corresponding to three parenting styles: authoritative or democratic, authoritarian, and permissive. The Social Skills Rating System - Brazilian version (SSRS) and a second individual interview were applied at the end of the meetings. We have verified changes towards the adoption of an authoritative parenting style, which generated positive impacts on family relationships. Social skills led to developments in the behavior of children at school, indicating that it is a way to overcome the situation of social vulnerability in which they find themselves.'

**Section 2**, entitled "Cognitive Experimental Psychology", delivers chapters concerning, as the title indicates, studies and research in the area of behavior from the point of cognitive aspects.

Chapter 13: *Relation of Learning Style to Intercultural Sensitivity and International Attitudes Among Japanese Undergraduates*; by Yoshitaka Yamazaki & Michiko Toyama. This study empirically explored how learning style relates to intercultural sensitivity and international attitudes in the context of a Japanese university. A total of 109 undergraduate students completed three questionnaires: Kolb's Learning Style Inventory, Chen and Starosta's Intercultural Sensitivity Scale, and Yashima's International Posture as a measure for international attitudes. Because the factor structure with constituent items of the Intercultural Sensitivity Scale was unresolved, we first examined the configuration of its latent constructs and then identified four underlying components. In terms of intercultural sensitivity, results of regression analysis illustrated that a learning style with a focus on acting over reflecting significantly negatively related to Anxious Interaction and marginally related to Affirmative and Enjoyment Interaction. Results for international attitudes revealed that the same learning variable was significantly associated with Intercultural Approach Tendency, Interest in International Vocation, and Willingness to Communicate to the World, whereas the learning variable of thinking versus feeling was marginally negatively related to Intercultural Approach Tendency. In conclusion, the study suggests that the learning style dimension of action versus reflection has a stronger influence on intercultural sensitivity and international attitudes than the learning dimension of thinking versus feeling.

Chapter 14: *Wellbeing of Military Personnel as Reflected in Sleep Quality*; by Gabriela Kloudova, Vaclav Gerla, Kristyna Rusnakova, Jiri Mezulanik, & Miloslav Stehlik. Military service is both physically and mentally demanding, so the purpose of this text is to find the best selection of methods that can describe the wellbeing of soldiers. In this study, we chose two specific military groups that have very different tasks in the Czech Army to determine their actual physical and mental states. The first group was the military Castle Guard, and the second group was military paratroopers. Both of these groups underwent psychological testing of

personality, IQ, self-evaluation, cognitive abilities, and the motivation to perform the duties of military service. Physical health was tested by a body composition analysis, health-related biochemical parameters, sleep analysis, and diagnostics on the musculoskeletal apparatus. Our study aimed to find significant associations that have an impact on the wellbeing of elite Czech military units, and for this purpose, we used the association rule learning method. The results of this study demonstrate that the most significant associations were found between wellbeing reflected in life satisfaction and the health condition of soldiers and their quality of sleep.

Chapter 15: *Cognitive and Motivational Determinants of Intuition*; by Shulamith Kreitler & Carmit Benbenishty. The objective of the study was to identify cognitive and motivational components of intuition. The methodology was based on the meaning system, which enables identifying cognitive variables involved in a specific cognitive act, and on the cognitive orientation (CO) theory which enables assessing cognitions supporting specific behaviors. The hypotheses were that the findings would enable identifying cognitive and motivational variables unique for intuition. We expected that the cognitive and motivational variables separately would predict intuition and that both together would enable a better prediction than each separately. A set of cognitive variables related to intuition was identified and accounted for 29.2% of the variance. It included variables indicating interpersonally-shared and personal meanings, attending to overall general contexts and specific details, to the abstract and the concrete. The four belief types of the CO predicted intuition and accounted for 30.4% of the variance. The four types referred to the themes concerning emotions, opening-up, fast solutions, comprehensive view, and self reliance. Both sets of the cognitive and motivational variables together accounted for 39.19% of the variance. The findings show that both cognition and motivation contribute to intuition and need to be considered for predicting intuition, assessing it, and intervening for its improvement.

**Section 3**, entitled “Clinical Psychology”, provides reviews and studies within various fields concerning relationship processes in clinical practice. Each chapter is diversified, mainly addressing thematics related to individuals well-being and improvement of quality of life.

Chapter 16: *Positive Youth Development Perspective: The Interplay between the 5Cs and Anxiety*; by Ana Kozina, Nora Wium, & Tina Pivec. Anxiety-related difficulties, one of the most common psychological difficulties in childhood and adolescence (Neil & Christensen, 2009), are associated with numerous short and long-term negative consequences and are in the increase (Kozina, 2014; Twenge, 2000). Core elements of the PYD model are the 5Cs: competence, confidence, connection, character and caring (Lerner, 2007). There is ample evidence that the 5Cs are positively related to the adolescent's contribution and negatively related to risky behaviors and emotional difficulties. In the present study, we investigated the



relationship between the 5Cs and anxiety (and components of anxiety) in a sample of adolescents using the PYD questionnaire (Geldof et al., 2013) and the AN -UD anxiety scale (Kozina, 2012) in Slovenia (N = 449, Mage=17.10 years). The findings indicate the PYD dimensions of confidence and connection as negative predictors of anxiety (and components of anxiety) while caring is shown as a positive predictor of anxiety (and components of anxiety). The findings are informative for practice within an educational framework, where intervention strategies based on the 5Cs can be used to moderate high-risk behaviors and emotional difficulties, although with caring, some caution need to be taken due to its positive association with anxiety.

Chapter 17: *Work-Related Stress, Personal Resources and Mental Health in High-Risk Professions*; by Martina Chylova, Jana Nezkusilova, & Monika Seilerova. The importance of work-related stress and its consequences for mental health is underlined by the increasing prevalence of absence from work due to stress-related illnesses. The aim of this study was to explore how work-related stress and personal resources associate with the perceived anxiety and depression in high-risk professions. The study sample comprised a total of 276 police officers, prison guards, customs officers and physicians (72.1% men, an average age of 36.6) who filled out questionnaires concerning sociodemographic variables (age, gender, working time), work-related stress (occupational roles, personal resources), anxiety and depression. The multiple regression analysis was used to analyze data. A model consisting of gender, occupational roles and personal resources explained 39.5% of the variance in anxiety, and 48.7% of the variance in depression in the total sample. Gender ( $\beta=.22$ ,  $p\leq.001$ ), recreation ( $\beta=-.26$ ,  $p\leq.001$ ), social support ( $\beta=-.17$ ,  $p\leq.01$ ), and rational/cognitive coping ( $\beta=-.17$ ,  $p\leq.01$ ) were significant predictors of anxiety. Gender ( $\beta=.26$ ,  $p\leq.001$ ), insufficiency ( $\beta=.11$ ,  $p\leq.05$ ), ambiguity ( $\beta=.13$ ,  $p\leq.05$ ), recreation ( $\beta=-.19$ ,  $p\leq.001$ ), social support ( $\beta=-.19$ ,  $p\leq.001$ ), and rational/cognitive coping ( $\beta=-.24$ ,  $p\leq.001$ ) were significant predictors of depression. Higher levels of recreation, social support and rational/cognitive coping in the work of high-risk employees are important in diminishing the perceived anxiety and depression, and potentially protecting against work-related stress.

Chapter 18: *Are the 5Cs of Positive Youth Development Related to Risky Behaviours: Analysis Across Countries*; by Tina Pivec, Ana Kozina, Nora Wium, & Fitim Uka. The Positive Youth Development approach views youth development from a broader perspective by emphasizing strengths rather than deficits. If youth strengths are aligned with the resources in their environment, positive youth development outcomes (5Cs: Competence, Confidence, Character, Connection, and Caring) will be more probable, and risky behaviours less frequent. It is crucial to understand the relationship between possible protective factors (e.g., 5Cs) and risky behaviours to provide support for at-risk youth. An emphasis was put on the national contexts of Kosovo, Norway, and Slovenia in investigating the research questions: 1) Does the experience of 5Cs differ across countries? and 2) Does the

relation between 5Cs and risky behaviours vary across countries? The sample included 916 participants from Kosovo (66.3% girls; Mage = 16.32), 220 participants from Norway (47.7% girls; Mage = 17.30) and 218 participants from Slovenia (70.6% girls; Mage = 17.18). Results show that the 5Cs differ across countries, revealing that participants from Slovenia reported the lowest scores of the 5Cs in comparison with participants from other countries. In addition, a series of Factorial ANCOVAs revealed that relation between alcohol use and 5Cs varies across countries for Competence, Confidence, and Connection. Guidelines for interventions and future research are discussed.

Chapter 19: *The Predictive Roles of Perfectionism, Self-Handicapping and Self-Compassion on Psychological Well-Being*; by Gizem Alaloglu & Basak Bahtiyar. Perfectionism is a multidimensional concept and its role on psychological well-being has gained attention in recent literature. The aim of the current study was to examine the relationship of different dimensions of perfectionism with self-handicapping and self-compassion and to investigate their predictive roles on psychological well-being. For this purpose, 653 volunteered participants (360 females and 293 males) whose ages were between 18 and 50 ( $M = 24.90$ ,  $SD = 7.57$ ) were recruited from various cities in Turkey. For data collection, Multidimensional Perfectionism Scale (MPS), Self-Handicapping Scale (SHS), Self-Compassion Scale (SCS), Brief Symptom Inventory (BSI) and Satisfaction with Life Scale (SWLS) were administered. The findings indicated that self-compassion was negatively correlated with all perfectionism domains and self-handicapping. Moreover, self-handicapping was positively correlated with socially prescribed perfectionism, but negatively correlated with self-oriented perfectionism. The results of the hierarchical regression analyses revealed that psychological symptoms were positively associated with socially prescribed perfectionism and self-handicapping, but negatively associated with self-compassion. Finally, satisfaction with life was found to be positively associated with self-oriented perfectionism and self-compassion, while negatively associated with socially prescribed perfectionism. These findings highlighted the importance of different aspects of perfectionism regarding to psychological well-being and its related components.

Chapter 20: *Improving the Assessment of Children and Youth who Present with Gender Dysphoria: An investigation into patient and parent satisfaction*; by Kathleen Walsh, Melissa Jonnson, Wallace Wong, & Veronique Nguy. Practitioners working with gender non-conforming children and youth ascribe to general guidelines based on the World Professional Association for Transgender Health Standards of Care for the Health of Transsexual, Transgender, and Gender Nonconforming People (2012). These guidelines inform clinical practice and assessment and emphasize the need for gender affirming care, but they do not include strict treatment criteria. Consequently, there are multiple perspectives and approaches in the field regarding effective assessment and treatment of gender diverse and transgender clients. Given the ongoing debate around best practices,

the current exploratory research study investigates the perspectives and satisfaction of transgender youth and their parents actively seeking out gender health assessments (e.g., hormone readiness assessments). Twenty-five parents and 22 youth who were accessing gender health services through a community outpatient clinic completed a questionnaire about the gender health assessment process. Survey data was analyzed using descriptive statistics, and portions analyzed using thematic analysis. Similar response patterns were found between groups and themes emerged surrounding the need for an individualized approach to care. This study aims to increase clinical understanding of the experiences of those seeking gender health assessment services to inform and improve practices to better serve this community.

Chapter 21: *Stress, Exhaustion and Depression: The Central Variables in High-Risk Professions and the Role of Personal Resources*; by Jana Nezkusilova, Martina Chylova, & Monika Seilerova. The importance of personal resources in the context of high demanding work conditions is often being reported. However, when and what type of personal resources are the beneficial ones is not fully understood. The aim of this study is to apply network analysis and explore closeness of relationships between personal resources, occupational stressors, perceived stress, the three areas of burnout, depressive symptoms and self-rated health in individuals working in high-risk professions. The study sample comprised 277 police officers, prison guards, customs officers and NHS physicians and nurses (68,6% men, Mage = 36.97, SDage = 8.98). Observed variables included perceived stress (PSS), occupational stressors (OSI-R ORQ) and personal resources (OSI-R PRQ), depressive symptoms (SDS), burnout (MBI) and self-rated health (item from SF-36). The network analysis (EBICglasso) was performed. Network analysis revealed that the most central (degree indicator) variables were depressive symptoms, stress, emotional exhaustion and particular occupational stressor-role ambiguity. These variables are potentially the most useful to be directed by intervention programs. Activating recreation, rational coping and social support could be potentially beneficial strategy in alleviating depressive symptoms. Recreational activities could protect health deterioration. Self-care strategies did not have a strong position in the network model.

**Section 4**, entitled “Legal Psychology”, explored in this chapter, reports on dysfunctional attitudes in Intimate Partner Violence.

Chapter 22: *Parental Attachment and Physical Intimate Partner Violence in Young Adults: Mediation Role of Dysfunctional Attitudes*; by Chloe Cherrier, Catherine Potard, Alice Richard, Emmanuel Rusch, & Robert Courtois. Introduction. Physical Intimate Partner violence (PIPV) is a prevalent problem throughout the world, with serious negative impacts for the victims. A great deal of research is aimed at identifying vulnerability and protective factors among victims. Previous studies have associated PIPV victimization with insecure parental

attachment. However, little is known about the role of dysfunctional attitudes (DA) in Intimate Partner Violence (IPV). This study aimed to evaluate DA as a mediator between parental attachment and PIPV victimization of young adults. **Methods.** Self-report questionnaires were completed by 915 young French adults to assess their attachment styles, DA (related to sociotropy and autonomy), and history of physical assault. **Results.** Two hundred and six participants (21.1%) reported having been victims of PIPV. Path analyses confirmed the indirect effect of DA in the relationship between parental attachment styles and PIPV victimization in young adults. DA related to sociotropy appeared to be a partial mediator of attachment to the mother and PIPV victimization, while DA related to autonomy appeared to be a partial mediator of attachment to the father and PIPV victimization. **Conclusion.** Insecure parental attachment is associated with more DA and a risk of PIPV victimization in emerging adulthood.

**Section 5**, entitled “Educational Psychology”, offers a range of research about teachers and students and the learning process, as well as the behavior from a psycho-educational standpoint.

Chapter 23: *Examining how Positive and Negative Emotions Influence Cognitive Performance in Secondary Schools*; by Sonya Yakimova, Célia Maintenant, & Anne Taillandier-Schmitt. Few studies have examined the impact of emotions on cognitive (not only academic) performance among adolescents and this is the objective of our research. After ethic committee agreement and parents’ authorization, we asked 158 adolescents in secondary schools to respond to the French version of Differential Emotion Scale adapted for school context and to nineteen syllogisms which evaluated cognitive nonacademic performances. As results, we expected that negative emotions related to academic achievement would reduce performance in reasoning and positive emotions would improve it. Our hypotheses were partially validated. The impacts of the results as well as perspectives of future researches in relation with self-esteem, psychological disengagement, dropping out of school were discussed.

Chapter 24: *Improving the Health Behaviours of COPD Patients: Is Health Literacy the Answer?*; by Tracy A. Freeze, Leanne Skerry, Emily Kervin, Andrew Brilliant, Jennifer Woodland, & Natasha Hanson. Chronic Obstructive Pulmonary Disease (COPD) is a leading cause of morbidity and mortality (Vogelmeier et al., 2017). Adherence to prescribed medications and adequate medication inhalation technique (MIT) is critical for optimal management of COPD, as is the proper use of the medication delivery device. O’Conor et al. (2019) found that lower health literacy (HL) was associated with both poor medication adherence and MIT. HL, according to the Process-Knowledge Model, consists of both processing capacity and knowledge (Chin et al., 2017). COPD most commonly occurs in older adults (Cazzola, Donner, & Hanania, 2007). Older adults tend to have lower processing capacity (Chin et al., 2017). The purpose of this study was to determine if HL was

associated with medication refill adherence (MRA) and/or MIT. Fifty-seven participants completed a questionnaire package that included demographic questions, measures of HL, and assessments of MRA and MIT. A subset of twenty patients participated in qualitative interviews. Results indicated that lower HL was associated with both lower MRA and poor MIT, and qualitative findings revealed the need for further information. Future research should focus on testing educational materials that have been designed and/or reformatted to meet the lower processing capacity of older adults.

Chapter 25: *Critical Thinking Skills among Moroccan PhD Students of Health Sciences*; by Imane Ghazlane, Bouzekri Touri, Mohamed Bergadi, & Khalid Marnoufi. The significant weakness in problem solving and innovation continues to affect scientific production in Morocco. That's why, many reforms are set up to address the various problems raised. The national strategy for the development of scientific research by 2025 indicates the proper conduct and methodological integrity of research work. Literature states that critical thinking is the intellectual basis of the scientific research method. Furthermore, it has been empirically demonstrated that students with strong critical thinking skills (CTS) perform well in research methodology subjects. Therefore, the close relationship between critical thinking skills and performance in the research methodology application highlights the potential of young researchers in this area. The present work is the subject of an exploratory study that intends to reveal CTS, considered as an essential foundation for any research methodology, among 25 participants registered as researchers belonging to health sciences majors. The findings of this study scored moderate overall results of CTS. A significant correlation has been found between the overall score skills of the HSRT and the scores of the marks of their final projects. The correlation indicates that the success of their dissertation work was related to the deduction, evaluation, and inference subscales of the HSRT.

Chapter 26: *The Design of the Research Method in Graduate Research Work*; by Imane Ghazlane, Bouzekri Touri, Mohamed Bergadi, & Khalid Marnoufi. Regardless of the discipline or institution in which scientific research will be conducted, the "method" is present. It remains fundamental of all research work that can inevitably affect problem-solving, development of the nation, and threaten quality of life. This is an exploratory study on research methods used in graduation projects in the following disciplines (health sciences, engineering, biological and agronomic sciences, and social sciences). The method used in this work is based on: (a) semi-structured survey by interviewing supervisors of final dissertations and theses in different selected disciplines (b) systematic analysis of the fifty-research work of graduate students. The works obtained from the libraries of the University Hassan II of Casablanca in different disciplines, submitted between 2014 and 2018. The parts of the empirical phase were analyzed, according to the processes and concepts of each discipline, to highlight the elements of the research method. The

findings indicated the influence of the national scientific production by the design of the research method. The data collection and analysis are the sections that may affect the integrity of the research method. Our contribution is to remedy the standardization of the method and adapting it to the contexts of the needs of different disciplines.

Chapter 27: *Teachers' Awareness of Social, Emotional and Behavioural Difficulties in State Primary Schools in Malta: A Case Study*; by Victor Martinelli, Mario Cutajar, Martina Debattista, & Amira Mangion. This study explores teachers' awareness of social, emotional and behavioural difficulties (SEBD) in primary schools. Data was collected through questionnaires, and semi-structured interviews carried out with teachers teaching Years 2, 3, and 4. This study revealed that teachers who supported students with SEBD were more aware of strategies to be used in the classroom than those who never supported such students. However, the strategies adopted were largely self-devised. These included establishing a good relationship with the student and keeping daily routines consistent. All respondents expressed the desire to be provided with further training opportunities. Training would help teachers gain a deeper understanding of SEBD and develop strategies to manage such challenges more effectively.

Chapter 28: *Students' Empathy and Classroom Climate as Predictors of Attitudes Towards Immigrants - A case study in three EU countries*; by Manja Veldin, Ana Kozina, Mirta Mornar, & Helene Dahlström. The development of positive attitudes towards immigrants among students can be addressed at the individual level through their empathic abilities and at the school or classroom level, where the classroom climate plays an important role. In the present study, we have taken a closer look into the relationship between attitudes towards immigrants, two components of empathy (perspective taking, empathic concern), quality of student-teacher relations (both positive and negative) and inclusive classroom climate (presented as perceived intercultural sensitivity of teachers) in a sample of 814 8th-grade students in three EU countries (Slovenia, Croatia, and Sweden). The findings show only empathy (especially perspective taking) was associated with better attitudes towards immigrants in all three countries. Additionally, in two out of three countries, the importance of the relationship with teachers and inclusive classroom climate was important as well. The results are discussed in the light of guidelines for school practice.

Chapter 29: *The Functionality Profile of Children with Autistic Spectrum Disorders (ASD) in the Azores – Communication, Learning and Autonomy*; by Tânia Botelho, Ana Matos, Pilar Mota, Bárbara Romão, Suzana N. Caldeira, Isabel E. Rego, Osvaldo Silva, & Áurea Sousa. Autism is a disorder of the neuro-development characterized by persistent difficulties in communication, cognitive processes, social interaction and also by restricted interests and repetitive and stereotyped behaviours. Regarding to the vision of Universal Design for Learning (UDL), the

educational approach should enhance not only the academic acquisitions but also the prognosis of the evolution of the clinical condition and of the functionality of children with Autistic Spectrum Disorders (ASD). Thus, it was considered important to know the perspective of educators / teachers and parents / guardians for the 121 children with ASD who participated in this study. These children, aged 3-11 years old, live in the Azores (ARA) and are enrolled in kindergarten and in primary schools. Data were collected with a questionnaire (educators/teachers) and in an interview (parents/caretakers). Results suggest that there are different perspectives between the two groups, with educators/teachers viewing the functionality profile of these children as being more aggravated. These differences are statistically significant, especially in terms of the functionalities assessed by the items of communication and learning. The analysis of these different perspectives evidences the importance of the communication between these educational providers regarding the work developed by them.

Chapter 30: *Attitudes toward Learning Preference: The Relation with Personality*; by Lilly E. Both. In this study, 106 women (M age = 23 years) completed a series of questionnaires online assessing personality traits and facets (subscales), learning preferences (Activist, Reflector, Theorist, Pragmatist), and attitudes toward learning preferences. The vast majority of participants in this study believed that students are more likely to have academic success when teaching and learning strategies match their learning style. However, the results of several hierarchical regression analyses found that a large proportion of variance in learning style was accounted for by personality traits or facets. For example, 43% of the variance in the Activist Learning Style was accounted for by higher scores on Extraversion, and lower scores on Conscientiousness and Negative Emotionality. When personality facet scores were used as predictors, the proportion of variance jumped to 55%. Similarly, between 27-31% of the variance in Reflector, Theorist and Pragmatist Learning Style was accounted for by personality facet scores alone. The results are discussed in terms of learning style attitudes and myths pervasive in the literature, and the need for evidence-based practices.

Chapter 31: *Using the Attachment Lens and the Dyadic Expansion of Consciousness Approach to Increase School Adjustment*; by Oana Dănilă. When in danger, either we refer to menaces or just novel situations, the brain needs firstly to connect to another human brain in order to coregulate; only after, can that brain continue process/ learn, regulate behaviors and thus adjust to the environment. The purpose of this study was to explore the connection between the quality of the pupil-teacher relationship, assessed from the attachment perspective and different school adjustment aspects. A sample of 40 educators were invited to evaluate their attachment strategies and then assess at least 3 children from their current classes (primary school); results for a total of 121 pupils were collected. First of all, educators assessed the pupil's attachment needs using the Student-Teacher Relationship Scale; then, they were asked to assess social competencies using the

Social Competence Scale and the Engagement versus Disaffection with Learning Scale, as facets of school adjustment. Results show that the strength of the pupil-teacher relationship is influenced by the particularities of the attachment strategies of both parties, and, in turn, this relationship, with its 3 dimensions (closeness, conflict and dependence) impacts adjustment. Results are discussed in the light of the Dyadic Expansion of Consciousness hypothesis – in a safe relationship, both the teacher and the pupil significantly expand the learning possibilities.

Chapter 32: *Evaluation of Intelligence Scores Among Students from Moroccan Urban Areas*; by Khalid Marnoufi, Bouzekri Touri, Mohammed Bergadi, Imane Ghazlane, & Fatima Zahra Soubhi. Our study carried on Moroccan students from urban areas. The basis will be for calculating the full-scale intelligence quotient FSIQ, which is positively, predicts school results, and determining the psychometric profiles of the samples participating in this study. By administering the fifteen subtests of the Wechsler Intelligence Scale for Children - 5th Edition WISC V and comparing the results to the average of the Wechsler tests. We have administered all subtests of WISC V, an individual general intelligence test for children aged between 6 and 16 based on the g-factor since the inception of the first Wechsler test. We ensure that every student participating in this study from the city of Safi has passed all the subtests. The participants are 101 students (59 girls and 42 boys) aged between 11 and 15 years old. The results of the samples who are urban public school students show a median of full-scale intelligence quotient, the average value of the verbal comprehension index is higher than the other four indexes of WISC V. In terms of correlations, the results show two types of relationships between the five indexes on the scale.

Chapter 33: *Intelligence Analysis Among Rural Learners in Morocco*; by Khalid Marnoufi, Bouzekri Touri, Mohammed Bergadi, & Imane Ghazlane. The full scale intelligence quotient is a strong predictor of educational success. The aim of this study was to calculate the full scale intelligence quotient (FSIQ) of Moroccan rural students in the Safi region. the psychometric test Wechsler intelligence scale for children and adolescents - 5th edition WISC V was used by administering the five indexes, namely the verbal comprehension index, visuospatial index, fluid reasoning index, working memory index and processing speed index, to compare them to the average of the Wechsler tests. The study carried on 104 students (46 girls and 58 boys) between the ages of 12 and 15 years old, 67% of the students were boarders and 33% were external students. We administered all the 15 subtests of WISC V on each participant. The results showed that the verbal comprehension index was higher than the other four indexes in WISC V. In terms of correlations among the five indexes, the results show different types of relationships among the test indexes.



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Prof. Dr. Clara Pracana  
Portuguese Association of Psychoanalysis and Psychoanalytic Psychotherapy  
Portugal

Prof. Dr. Michael Wang  
Emeritus Professor of Clinical Psychology, University of Leicester  
United Kingdom