



**Christian University  
St. Petersburg, Russia  
29-31 August 2019**

**6th**  
WORLD CONFERENCE  
ON PSYCHOLOGY SCIENCES  
WC-PSY -2019  
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# ABSTRACTS BOOKS





## **6<sup>th</sup> WORLD CONFERENCE ON PSYCHOLOGY SCIENCES**

**(WC-PSY 2019)**

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## KEYNOTES



### Prof. Dr. Germ Janmaat

University College London

Editor-in-Chief, *Compare: A Journal of Comparative and International Education*

**Keynote Title:** “Education and Social Inequality in Political Engagement”

**Bio:** During the final years of my Human Geography studies at the University of Amsterdam I developed an interest in nationalism and ethnic conflicts in the post–communist states of Eastern Europe. This interest led me to focus on the relations between the ethnic Ukrainian majority and the Russian minority in Ukraine for my doctoral research. More particularly, I examined the response of the Russian minority to state-led nation-building policies in education. I found that these policies promoted a cultural understanding of the Ukrainian nation, concentrating as they did on language and history as markers distinguishing Ukrainian national identity from that of Russia. The response of the Russian minority appeared to depend heavily on the relative strength of their numbers in the different regions of the country: opposition in places where they made up a near majority; integration in regions where their numbers were small.

After my graduation I wanted to do something completely different and started to work at the Province of North Holland as a civic servant in charge of projects aimed at the reduction of CO2 emission. This experience of working for a regional state made me realize fairly quickly however that I was made for academia. I therefore resumed my academic career at the Institute of Education, where in December 2003 I started as a post-doc with an independent research agenda. Publishing from my doctoral research on language policies, history textbooks and understandings of national identity in Ukraine and beyond, I gradually shifted my research interests to themes such as civic values, political socialization and the relation with inequality and social cohesion, inspired by the research of Andy Green and other colleagues at the Institute. I began to examine these issues in a cross-national comparative manner, using the databases of well-known international surveys such as the WVS, EVS, Eurobarometer, ISSP and the IEA Civic Education Study.

In 2008 I began exploring the links between school socio-ethnic composition and the civic values of adolescents as part of the research agenda of the [LLAKES Research Centre](#). I found that classroom ethnic diversity is not related in the same way to values such as tolerance and participation in every country. Strikingly, in England White British students expressed more negative views on immigrants the better their ethnic minority classmates performed. I later extended this research to other aspects of the education system such as educational tracking and citizenship education. In 2013 a British Academy Mid-Career Fellowship allowed me to research the link between education and civic values more accurately through the analysis of longitudinal data such as the Citizenship Education Longitudinal Study and [Next Steps](#). In several publications emanating from this project we found that tracking only exacerbates inequalities in political participation. Currently, I’m writing a book on this topic together with Bryony Hoskins, a renowned expert on active citizenship. The focus of the book is on identifying features of education systems that help to mitigate social gaps in political engagement among young people.

Together with colleagues from the University of Amsterdam I started organizing an annual mini conference on the social and political role of education. Since 2013 this conference has developed into a genuine travelling circus, having been organised in Amsterdam, London, Örebro (Sweden), and Groningen (Netherlands). Next year (2018) it returns to its home base Amsterdam. Over the years it accumulated a steady following which will ensure its continuity.



**Dr. Jesus Garcia Laborda,**  
*PhD, EdD, MA, Med*

Dean of the College of Education  
Universidad de Alcala, c/ Madrid, 1  
19001 Guadalajara; Spain

**Keynote Title:** “Bilingual learning in Primary Education: A psychological approach”

**Abstract:** Bilingual education has become a trending issue in European Education. However, while bilingual education used to be related to the confluence of two national languages, trends in foreign language teaching lead to the co-existence of a foreign language (usually English) with the local main language of instruction. This presentation addresses the current issues relating psychology and education towards teaching and learning in Primary Education. All in all, the main issue is the description of the self as a students and how it interacts with the outside world. Whether most studies have implied certain approaches, say, neo-conductism, social constructivism, connectionism or others, this presentation looks at a more individualized fitting which is not as related to a specific psychological approach but a more global one.

**Bio:** Dr. Jesús Garcia Laborda has a European PhD in Education and another PhD in English Linguistics. He is currently the Dean of the College of Education where he is an associate professor. His presence in international conferences in Bilingual Education and Language Learning through Technology is common. He is also an expert in standardized language testing.

# ABSTRACTS

## Gelotophobia and cardiovascular risk among healthy subjects

**Miroslava Petkova Petkova**, Trakia University, Medical Faculty

**Valeri Tsekov Nikolov**, Trakia University, Medical Faculty

**Emil Valeriev Nikolov**, Trakia University, Medical Faculty

### Abstract

The high morbidity and mortality associated with CV disease have led to an increasing extent of research into its etiology. The main focus was initially on biological risk factors, such as cigarette smoking, obesity, and high cholesterol levels. While these factors do account for half of the variance in cardiovascular (CV) disease risk, researchers have begun to focus on identifying psychological and behavioral risk factors. Individuals have a fundamental need to belong. Feeling socially excluded or rejected threatens people's mental and physical well-being. Unmet belonging needs can have effects on physiological indicators of distress such as cortisol release and blood pressure (Dickerson & Zoccola, 2013), as well as on activation of brain regions such as the anterior cingulate cortex that are associated with physical pain, suggesting that being excluded or rejected can really hurt. Arterial stiffening may underlie the association between social rejection and cardiovascular disease (CVD). We investigated the associations between aortic stiffness and gelotophobia, and whether these differed by sex and age among healthy subjects. Methods: We measured carotid to femoral pulse wave velocity (cfPWV) using applanation tonometry, and we assessed gelotophobia in a cohort of healthy adults. We included 55 participants in our analyses (43% men, 57% women, mean age  $49.4 \pm 8.0$  yr.). Results :We found that cfPWV was associated with gelotophobia in these subjects who have specific fear of being laughed at. Higher scores for gelotophobia ( $\beta=0.230$ ,  $p=0.05$ ) was associated with higher PWV especially in men. Conclusion:In that study, subjects with a specific fear of being laughed at and ridiculed, who always perceive other persons' laughter as a threat, showed the higher PWV. The correlation between social rejection and cardiovascular risk factors develop novel therapeutic strategies, and initiating clinical interventions in the population at risk of developing heart disease, or those already diagnosed with CVD.

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# The effects of sport on life satisfaction and well-being in ADHD adults

**Susana Farcas**, Babes Bolyai University, Cluj-Napoca

**Kinga Szabó**, Babes Bolyai University, Cluj-Napoca

**Réka Orbán**, Babes Bolyai University, Cluj-Napoca

**Enikő Batiz**, Babes Bolyai University, Cluj-Napoca

## Abstract

The present study examined the effects of physical activity and sport on life satisfaction and well-being in adults diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). Fifty-one individuals [(N=51), 58.8% male, mean age M(SD)=27.98(3.15)] completed the self-reported ASRS-v1.1 for ADHD symptoms, the International Physical Activity Questionnaire (IPAQ), the Well-being (WB5) questionnaire and the Satisfaction with Life Scale (SWLS). All participants completed the questionnaires and scales twice, at baseline (T1) and after one week of physical activity and sport (T2). The Wilcoxon nonparametric test was used to determine the differences between T1 and T2. Participants demonstrated significant improvement on well-being ( $z=-5.03$ ,  $p=.000$ ) and satisfaction with life ( $z=-5.1$ ,  $p=.000$ ) at T2 after physical activity and sport. These results suggest a beneficial effect of physical training in ADHD adults. Potential utility of sports for young adults with ADHD should be further investigated.

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# The prediction value of environmental, motivational and behavioral factors on reading comprehension

**Réka Orbán**, Babes Bolyai University, Cluj-Napoca

**István Szamosközi**, Babes Bolyai University, Cluj-Napoca

**Szidónia Kiss**, Babes Bolyai University, Cluj-Napoca

**Kinga Kálcza-Jánosi**, Babes Bolyai University, Cluj-Napoca

**Susana Farcas**, Babes Bolyai University, Cluj-Napoca

## **Abstract**

The aim of the article is to unveil the role of motivation and of the environment in acquiring reading proficiency. In late elementary grades (3rd-4th grade) the major question regards the understanding of the read information. Motivation, behavior and environmental factors are predictors of reading comprehension. The study sample consisted of 131 children, their parents and teachers. Correlation design was used. The results of this study are supporting the assumption that children's' reading motivation, parents' attitude toward reading and the teachers' perception on the children's behavior are strong predictors of the reading comprehension. Based on these results we would propose prevention programs in order to rise parents' awareness upon the importance of early and late reading activities at home. We would also propose intervention programs for the teachers in order to reduce the impact of such stereotypes that every child with behavior problem is also a poor learner, reader.

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# Stress-induced cardiovascular responses to cold pressure test in healthy young subjects

**Valeri Tsekov Nikolov**, Trakia University, Medical Faculty

**Miroslava Petkova Petkova**, Trakia University, Medical Faculty

**Emil Valeriev Nikolov**, Trakia University, Medical Faculty

## Abstract

Hypertension is one of the leading diseases of the cardiovascular system. Cardiovascular reactivity, especially blood pressure (BP), changes during the cold pressor test (CPT) depending on various factors. The aim of the study is to investigate the various effects of CPT on cardiovascular responses in healthy young subjects. 56 healthy individuals aged  $22.8 \pm 2.3$  years have been investigated. The Cardiovascular responses (BP, heart rate, aortic pulse wave velocity) to CPT were recorded by using the applanation tonometry. The Perceived Stress Scale, Medical Outcomes Study Sleep Scale and the State-Trait Anxiety Inventory were assessed. 32,14% (n=18) of individuals who had showed difference in systolic BP more than 22 mm of Hg and difference in diastolic BP more than 18 mm of Hg after the CPT were defined as hyperreactors. Hyperreactors showed a significantly higher scores in sleep disturbances ( $p < 0.05$ ) and higher level of state anxiety in comparison with the normoreactors. The CPT used to diagnose cardiovascular reactivity in young individuals and the assessment of perceived stress can help identify a risk of developing hypertension in the future.

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# Impact of high blood pressure on memory functions in middle aged adults

**Kinga Kalcza Janosi**, Babes Bolyai University

**Szidonia Kiss**, Babes Bolyai University

**Ibolya Kotta**, Babes Bolyai University

**Anna Bernath Vincze**, Babes Bolyai University

## **Abstract**

High blood pressure (hypertension) is associated with a wide variety of cognitive impairments. This study proposes to test whether memory functions are different in hypertension compared to healthy control group. The study sample consists of 141 middle aged participants, 63 with hypertension and 78 healthy adults. All participants were assessed with the Wechsler Memory Scale-Revised. Comparison of memory scores between groups was tested using multiple analysis of covariance. The results are showing that the healthy adult group has significantly better performance level in verbal memory, attention and concentration, delayed and general memory. Regarding visual memory, we found no significant difference between the two groups. Our results indicates that cognitive decline may also be consequences of hypertension. If left untreated or uncontrolled this condition can trigger cognitive decline, but the exact mechanism, the nature and etiology of the factors suspected to determine the cognitive deficits remain unclear, further researches are required.

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# HUMAN CREATIVITY RESOURCES: HOW SIGNIFICANT ARE THEY?

Amir Pušina, University of Sarajevo

## Abstract

According to the Investment Theory of Creativity (Sternberg & Lubart, 1991), the resources of importance to the identification and encouragement of students' creativity include Intelligence, Knowledge, Intellectual Styles, Personality, Motivation and Environment. The aim of this paper was to examine how significant are those resources in the opinion of linguistic experts with various socio-demographic characteristics. The sample (N=59) comprised of 50 female professors and 9 male professors of Bosnian/Croatian/Serbian Language and Literature (n=25), English Language and Literature, (n=24) and German Language and Literature (n=10), 38 from Primary and 21 from Secondary Schools of Sarajevo Canton of average age  $M=42.37$  ( $SD=6.66$ ), academic achievement  $M=8.05$  ( $SD=.57$ ) and work experience  $M=15.53$  ( $SD=6.60$ ). In the empirical non-experimental research, a questionnaire was applied which consisted of two parts: (1) questions about socio-demographic variables and (2) five point Likert-type scale of satisfactory content validity and internal consistency (Cronbach  $\alpha = .71$ ) by which the significance of all creativity resources was directly ranked from (1) less significant to (5) most significant. With a statistically significant difference in ranking (Friedman  $\chi^2(5) = 86.95$ ,  $p < .001$ ) and Wilcoxon's test in the post-hoc analysis, the resource Motivation (average rank 4.90) was assessed as the most significant, followed by Personality (3.97), Intellectual Styles (3.51), Environment (3.31), Knowledge (2.70), and finally Intelligence (2.62). The Mann-Whitney U test and the Spearman's rank correlation test have shown that this ranking cannot be associated with gender, type of schooling, age, and academic achievement, and that it can be linked to the length of service and the assessment of significance of the Personality resource ( $r_s = -.35$ ,  $p < .05$ ) and the Motivation resource ( $r_s = -.26$ ,  $p < .01$ ). The study performed supports further cross-cultural validation of the Investment Theory of Creativity, especially the possibilities of assessing the significance of human potentials of creativity in an explicit manner. In comparison to other studies (e.g. Zhu and Zhang, 2011), this study indicated similar tendencies: professionals who are teaching the humanistic, in this case linguistic field, are generally more likely to evaluate "non-cognitive" resources as more significant – especially motivation and personality traits rather than cognitive – especially knowledge. In addition, both studies showed that Intellectual styles, taking the same – third rank order, are of equal importance for creativity. However, this would require further examination by more complex research designs.

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# Effects of work-family conflict on job-life satisfaction in different employment types

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**Kinga Szabó**, Babes-Bolyai University, Cluj-Napoca, Romania

**Eszter Marschalkó**, Babes-Bolyai University, Cluj-Napoca, Romania

**Enikő Batiz**, Babes-Bolyai University, Cluj-Napoca, Romania

## Abstract

According to the Investment Theory of Creativity (Sternberg & Lubart, 1991), the resources of importance to the identification and encouragement of students' creativity include Intelligence, Knowledge, Intellectual Styles, Personality, Motivation and Environment. The aim of this paper was to examine how significant are those resources in the opinion of linguistic experts with various socio-demographic characteristics. The sample (N=59) comprised of 50 female professors and 9 male professors of Bosnian/Croatian/Serbian Language and Literature (n=25), English Language and Literature, (n=24) and German Language and Literature (n=10), 38 from Primary and 21 from Secondary Schools of Sarajevo Canton of average age  $M=42.37$  ( $SD=6.66$ ), academic achievement  $M=8.05$  ( $SD=.57$ ) and work experience  $M=15.53$  ( $SD=6.60$ ). In the empirical non-experimental research, a questionnaire was applied which consisted of two parts: (1) questions about socio-demographic variables and (2) five point Likert-type scale of satisfactory content validity and internal consistency (Cronbach  $\alpha = .71$ ) by which the significance of all creativity resources was directly ranked from (1) less significant to (5) most significant. With a statistically significant difference in ranking (Friedman  $\chi^2(5) = 86.95$ ,  $p < .001$ ) and Wilcoxon's test in the post-hoc analysis, the resource Motivation (average rank 4.90) was assessed as the most significant, followed by Personality (3.97), Intellectual Styles (3.51), Environment (3.31), Knowledge (2.70), and finally Intelligence (2.62). The Mann-Whitney U test and the Spearman's rank correlation test have shown that this ranking cannot be associated with gender, type of schooling, age, and academic achievement, and that it can be linked to the length of service and the assessment of significance of the Personality resource ( $r_s = -.35$ ,  $p < .05$ ) and the Motivation resource ( $r_s = -.26$ ,  $p < .01$ ). The study performed supports further cross-cultural validation of the Investment Theory of Creativity, especially the possibilities of assessing the significance of human potentials of creativity in an explicit manner. In comparison to other studies (e.g. Zhu and Zhang, 2011), this study indicated similar tendencies: professionals who are teaching the humanistic, in this case linguistic field, are generally more likely to evaluate "non-cognitive" resources as more significant – especially motivation and personality traits rather than cognitive – especially knowledge. In addition, both studies showed that Intellectual styles, taking the same – third rank order, are of equal importance for creativity. However, this would require further examination by more complex research designs.

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# Home alone. Psychological Well-being of Romanian Adolescents Left Behind by Parents

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**Eszter Marschalkó**, Babes-Bolyai University, Cluj-Napoca, Romania

**Réka János**, Babes-Bolyai University, Cluj-Napoca, Romania

## Abstract

Absence of parents affects psychological profile which can lead to negative educational outcomes and lower psychological well-being. Purpose: We aimed to examine the association of parent's absence on youth psychological well-being with concern on their subjective feeling of happiness and satisfaction with their lives. Method: A sample of N=477 participants (291 girls and 185 boys) with one or both parents working abroad was withdrawn from a large nationally representative adolescent sample and were evaluated by a self-administered online questionnaire that assessed affective disorders, suicidal thoughts, happiness, satisfaction with life and risk. Results: Overall results indicated more negative outcomes for youth with mother missing from the household on almost every aspect analyzed. Discussion centers on the possible buffering effects of positive resources and resilience and on necessity of designing social interventions which strengthen social inclusion.

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