

**INVITED SYMPOSIUM: FAMILY RELATIONS AND IDENTITY****Convenor:**

*Inge Seiffge-Krenke, University of Mainz, Germany*

**Discussant:**

*Luc Goossens, University of Leuven, Belgium*

Popular media outlets are rampant with stories of helicopter parents who smother overly dependent grown children. There is also research attributing young adults' psychological problems (i.e., delay in identity development, aimlessness and depression) to their parents' over-attentiveness and involvement, suggesting intense parental support is aberrant and detrimental. Yet studies examining such intense parental support or parental intrusive behavior are scant, especially those taking up a cross-cultural perspective. Are helicopter parents universal, and do they have detrimental effects in all countries? This invited symposium takes up these questions with a focus on identity development and coping with identity stress. First, findings about the links between identity development and parental behavior are summarized in order to find out, whether, if any, the potential negative effects are more limited to emerging adult children or also marked in adolescent children. Second, these questions were analyzed in youth from two countries, Greece and France with focus on identity stress and identity development. Finally, an 8-country study takes up the idea of universality, e.g. analyzes whether frequent support and babying of parents is detrimental or beneficial to the grown up children, depending on culture.

Presentation 1:

**Reciprocal associations between family relationships and identity formation: An overview of longitudinal studies with adolescents and emerging adults**

*Elisabetta Crocetti<sup>1</sup>, Monica Rubini<sup>1</sup>, Wim Meeus<sup>2,3</sup>, & Susan Branje<sup>2</sup>,*

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Identity formation is a core developmental task of adolescence and emerging adulthood. This task is intimately related to the resources and challenges offered by the social context in which youth comes to age. The first system with which youth regularly interact is represented by their family, in which both inter-generational (with parents) and intra-generational (with siblings) exchanges can be intertwined with adolescents' and emerging adults' identity pathways. In fact, from a theoretical point of view, family relationships can both foster youth identity formation and be modeled by processes of identity formation. Consistent with this view, longitudinal studies conducted in the last decade with adolescents and emerging adults both in Europe and the US disentangled a pattern of reciprocal influences between indicators of quality of family relationships and identity processes of commitment and exploration. In particular, warm and nurturing family relationships provide an optimal context for identity synthesis and the more adolescents and emerging adults show identity progressions (e.g., increasing levels of commitment and in-depth exploration),

the more they improve their relationships with family members. Therefore, longitudinal studies point to a pattern of reciprocal influences between family relationships and adolescents' and emerging adults' identity formation. Theoretical and practical implications of these findings are discussed, along with suggestions for future research.

Presentation 2:

**Identity formation in relation to coping strategies in Greek adolescents and emerging adults**

*Elias Besevegis, Spyridon Tantaros, & Vassilis Pavlopoulos, University of Athens, Greece*

This paper deals with adolescents' and emerging adults' identity formation and how this process relates to their coping strategies in stressful situations. Participants were 420 adolescents and 300 emerging adults who came from middle-class, mostly intact families of average SES in the wider Athens metropolitan area. The measures included: (a) The Coping Across Situations Questionnaire (CASQ), which evaluates the frequency whereby individuals use various coping strategies, i.e., Social Support, Active Negotiation, Enactment of Emotion, Denial/Avoidance, and Compromise; and (b) the Dimensions of Identity Development Scale (DIDS), which yields three forms of exploration (i.e., Exploration in Breadth, Ruminative Exploration, Exploration in Depth), and two forms of commitment (i.e., Commitment Making, and Identification with Commitment). Social Support and Active Negotiation were the most frequent coping strategies, while Enactment of Emotion was the least frequent in both age groups. As would have been expected, identity exploration processes were more frequent among adolescents, compared to emerging adults, while the opposite was true for identity commitment. Active Negotiation gave the strongest positive correlation with Identification with Commitment, a moderate to small correlation with Commitment Making, and a negative correlation with Ruminative Exploration in both age groups. Enactment of Emotion was negatively related to Commitment Making, Identification with Commitment, and Exploration in Depth, but positively with Ruminative Exploration. In general, stronger relationships between coping strategies and identity formation were evident among the adolescents, rather than among the emerging adults. This finding indicates that identity formation is a stressful situation to a greater degree in this group, which is probably related to age-specific developmental tasks.

Presentation 3:

**To what extent overprotection is « over »? Adolescents' and emerging adults' perceptions of maternal parenting and associations with identity formation process and psychological maladjustment**

*L. Lannegrand-Willems<sup>1</sup>, C. Perchee<sup>1</sup>, A. Carrizales<sup>1</sup>, & I. Seiffge-Krenke<sup>2</sup>*

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Parenting, including protection and care, can be viewed in a supportive and warm way or in a controlling way. How to consider maternal overprotection in parenting? In the literature, both indulgent and controlling parenting has been considered as overprotective. But how is it perceived by adolescents and emerging adults? And how are these perceptions associated with identity development and psychological maladjustment, given that parents-child relationships play an important role in identity development during adolescence and

emerging adulthood? The aim of this study was to analyze perceived maternal overprotection combined with perceived support, closeness and psychological control, and to explore the links with identity formation processes and psychological maladjustment. This study relies on the French data of the cross-national research conducted by I. Seiffge-Krenke on Parental Behavior, Identity and Adjustment in adolescence and emerging adulthood. The French sample was composed of 473 students (243 adolescents and 230 emerging adults). Their perceptions of maternal parenting (closeness, support, psychological control, and several overprotection dimensions), identity formation processes and psychological maladjustment were assessed. In order to identify perceived maternal profiles, clusters analyses (conducted on closeness, support, psychological control and the dimensions of overprotection) revealed 5 clusters combining the dimensions of parenting and overprotection. Among them, two clusters were notably contrasted. One cluster was composed of closeness, support and overprotection (anxious rearing) and another one of psychological control and other dimensions of overprotection (privacy invasion and babying; pedestal and external attribution failure). Results showed different associations between these profiles and identity formation processes and psychological maladjustment. The different findings suggest that overprotective parenting is differently perceived by adolescents and emerging adults, and that some dimensions are not so much perceived as “over” and are not associated with maladjustment.

Presentation 4:

#### **Helicopter-parents and their contribution to identity development in emerging adult children: An 8- country study**

*Inge Seiffge-Krenke<sup>1</sup>, Malte Persike<sup>1</sup>, Elias Besevegis<sup>2</sup>, Spyridon Tantaros<sup>2</sup> Vassilis Pavlopoulos<sup>2</sup>, Lyda Lannegrand-Willems<sup>3</sup>, Cyrille Perchec<sup>3</sup>, Figen Cok<sup>4</sup>, Neslihan Güney-Karaman<sup>5</sup>, Katarzyna Lubiewska<sup>6</sup>, Karolina Głogowska<sup>6</sup>, Cecilia Chau<sup>7</sup>, Iffat Rohail<sup>8</sup>, Olympia Palikara<sup>9</sup>, Duygu Çavdar<sup>10</sup>*

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Today, life circumstances have changed dramatically and children in late adolescence and young adulthood may benefit from parental involvement. Also, parental behavior and identity development differs across cultures with a considerable delay in identity development ( high exploration, low commitment) of emerging adults in many Western industrialized countries, while young adults in other countries make the transition earlier and became more firmly established in their identity development. However, it is an open question how much support is beneficial and whether psychological control and babying can contribute to a delay in identity development and high identity stress in all countries or only in some. In a study including 2000 emerging adult ( mean 25 years) from England, France,

Greece, Turkey, Peru, Poland, Pakistan, Germany , parental behavior of fathers and mothers as well as identity measures, measures of identity stress, coping and psychopathology were assessed. Findings show that identity stress was high in European countries, with comparably low levels of identity development and psychopathology. Emerging adults in Poland, Peru, Turkey and Pakistan did not experience much identity stress (and mostly also exhibited low levels of psychopathology) and were raised in families with high support, but also high anxious rearing by both parents. Their activities in many identity scores (identity commitment, identification with commitment, exploration in breadth and depth and ruminative exploration were as a rule higher than European emerging adults. The findings show that under some life circumstances and in accordance with some cultural family traditions, a high parental involvement seem to be beneficial.



Saturday, September 17, 09.00 – 10. 30 Symposium S02 – Room: Sevilla 3

## **YOUNG PEOPLE IN THE TRANSITION TO THE LIFE OF WORK**

### **Chair:**

***Anette Schumacher, University of Luxembourg***

Presentation 1:

### **Transition to work life of adolescents of Turkish origin in Germany: The role of academic self-concept and academic self-efficacy in making vocational choices**

*Nadja Al-Dawaf, Regina Weißmann & Joachim Thomas, Catholic University of Eichstätt-Ingolstadt, Germany*

Most of the research shows an optimistic attitude of immigrants regarding the career choices of their children, although they do not correspond to academic achievements. In the current study we examined in a qualitative design how adolescents of Turkish origin in Germany develop academic self-concepts and academic self-efficacy. Besides, we explored their impact on educational and vocational choices. In order to precisely analyse the motivation of adolescents in setting goals and choosing educational and vocational trajectories, we conducted 80 interviews of students of a lower socioeconomic status aged between 14 and 18 (N=46 in the immigrant group and N=34 in the control group). In addition, we investigated the role of culture and intergenerational value transmission as contextual mediating variables.

Despite the socioeconomic status, results show that adolescents of Turkish origin develop high academic self-concepts and high self-efficacy expectations regarding their educational and vocational objectives. They set higher goals than their counterparts of German origin and choose occupations that require higher educational degrees, in fact they mainly involve a university degree as engineers, doctors and teachers. Adolescents of Turkish origin draw their academic self-concept and self-efficacy beliefs and form vocational objectives on behalf of future representations rather than current conditions and requirements, especially school grades.

As academic achievements do not correspond to career expectations of the adolescents, it was interesting to explore the causes. Most of the answers indicated a traditional orientation in choosing occupations that are accepted by the parents and that give oneself the possibility to start and provide for a family. To gain recognition and to satisfy the needs of parents are the driving forces behind vocational choices. The motivation of the youngsters differed from adolescents of German origin as major incentives to develop and spur vocational goals were related to these goals. Furthermore, parent's and own trusts in one's ability to reach achieved goals play a substantial part in the development of academic self-concepts and self-efficacy expectations.

These findings advance understanding of career decision-making process of adolescents of Turkish origin in Germany regarding the impact of cultural background and value transmission on forming academic self-concepts, self-efficacy beliefs, and career choices. As followed trajectories do not go along with the options provided by the institutional educational system in Germany, chances of adolescents of immigrants to succeed in the transition to work life are thereby reduced. Besides, the study gives input to further improve the vocational counselling of adolescents of immigrants in transition processes in Germany. Counsellors should take the cultural background more into consideration and actively start to support adolescents in early stages to explore their interests and form more realistic educational and vocational objectives.

## Presentation 2

### **The alternative path: Becoming a young entrepreneur in Portugal and the UK**

*Marina Mendonça & Claire Holdsworth, Keele University, UK*

Promoting youth entrepreneurship has become a main strategy in addressing young people's difficult transitions to the labour market. Despite the numerous initiatives and policy interest to foster youth entrepreneurship, little is known about the experiences of young entrepreneurs and how they came about. The period of early adulthood seems to be an important one for understanding the development of entrepreneurial intentions and activities, as cross-national statistics indicate that young people reveal greater interest in starting up ventures than their older counterparts (e.g., Eurofound, 2015). Despite this age pattern, the proportion of young people involved in self-employment varies largely across EU Member States and tends to be higher in countries with greater proportion of youth unemployment, such as in Southern European countries (Eurostat, 2013). Hence, individual factors motivating self-employment seem to be intertwined with and embedded in socioeconomic and cultural factors. Indeed, entrepreneurship does not occur in a vacuum, but is influenced by the wider context in which it takes place. Despite the increasing call to look at entrepreneurship as a dynamic and multi-determined process that is built up through bidirectional relations between the individual and his/hers ecologies (Geldhof et al., 2014; Lerner & Damon, 2012; Schoon & Duckworth, 2012), mainstream entrepreneurial studies have mostly relied on static approaches of entrepreneurship grounded on a false dualism separating individual and context.

This paper considers how youth entrepreneurs in the UK and Portugal interpret their experiences of entrepreneurship. We analyse how entrepreneurial intentions and actions are shaped over young people's life course and the role of context in these experiences. For this purpose, we interviewed elicited 28 biographical narratives from young entrepreneurs (profit orientated and social entrepreneurs) aged 18 to 34 years. Young people were asked to tell "their story" about how and why they became entrepreneurs. In general our

interviewees revealed a diversity of “starting points” and paths through which they were “becoming” entrepreneurs. Entrepreneurship was not necessarily perceived as the result of early entrepreneurial intentions but drawn by a labour market that was perceived as uncertain and unable to deliver self-fulfilment. For many young people, entrepreneurship was a way of getting out of standardised working practices and of exercising agency and self-determination. Becoming an entrepreneur did not tend to occur in a linear manner and was dependent of social support and a strong safety net (e.g. family). Despite the diversity of paths through which entrepreneurship came about, it was possible to observe some common individual characteristics across the way young entrepreneurs perceived themselves (e.g. optimism, proactivity, need for independence and autonomy). Our data also showed how individual narratives were embedded in meta-narratives about the need to develop an entrepreneurial self as a way of dealing with an uncertain world. Hence, becoming a young entrepreneur showed up as a complex and diverse process closely linked with other developmental tasks (e.g. identity) and with contemporary challenges of the transition to adulthood. Cultural differences are discussed regarding the processes of becoming a young entrepreneur in both countries and their implications for policies supporting entrepreneurship.

### Presentation 3

#### **A mixed method study on well-being of working and non-working adolescents in Pakistan: Life satisfaction, self-esteem and perceptions of child labor.**

*Maha Rauf & Ayfer Dost-Gözkan, Ozyegin University, Istanbul, Turkey*

About 8.25% of Pakistan’s child population is in labor force. Although research generally suggests that work has negative effects on children’s well-being, there are also studies reporting that work may not have a negative impact on working children. To gain insight into this contradiction, a mixed method study was conducted with adolescents aged between 12 and 15 ( $M=13.17$ ,  $SD=1.15$ ). The quantitative part of the study examined the level of life satisfaction and self-esteem of a) working and non-working adolescents b) of adolescents who are forced to work and those who work on their own volition and c) the effect of family interdependence on the life satisfaction and self-esteem of working children. The sample consisted of 180 adolescents (92 working and 88 non-working).

Between group analysis of covariance (ANCOVA) showed that working adolescents had higher levels of life satisfaction ( $M=2.79$ ;  $SD=1.31$ ) than non-working adolescents ( $M=2.47$ ;  $SD=1.00$ ),  $F(1,175)=4.23$ ,  $p=.041$ ,  $\eta^2=.024$ . The interaction between gender and the working status was also significant,  $F(1,175)=9.61$ ,  $p=.002$ ,  $\eta^2=.052$ , indicating that working girls ( $M=3.10$ ;  $SD=1.31$ ) had higher levels of life satisfaction as compared to non-working girls ( $M=2.18$ ;  $SD=.89$ ), whereas the difference between the life satisfaction scores of working and non-working males was not significant. Although ANCOVA results for self-esteem yielded no significant results, univariate analyses indicated that while the self-esteem of working and non-working males were not different, working girls ( $M=3.75$ ;  $SD=.71$ .) had significantly higher levels of self-esteem than non-working girls ( $M=3.45$ ;  $SD=.59$ ),  $F(1,82)=4.27$ ,  $p=.042$ ,  $\eta^2=.022$ .

The qualitative part of the study aimed to bolster and provide an in-depth understanding of the meaning of child labor as it is perceived by working and non-working adolescents. The sample included 25 adolescents between the ages of 12 to 15 (13 working and 12 non-working). Participants were interviewed individually and they responded to the following open-ended questions: 1. ‘How do you feel about children’s working?’ 2. ‘Would you like to

work?’ 3. ‘What are things that you like about working?’ ‘What is the reason for your answer?’ 4. ‘What are things that you do not like about working?’ ‘What is the reason for your answer?’

The thematic analyses of the data revealed both positive and negative evaluations on working. Positive evaluations reflected themes such as “enjoying working”, “financial benefits” and “the ability to assist the family”, which might explain the high levels of life satisfaction and self-esteem among working girls. Negative evaluations reflected themes such as “loss of educational opportunities”, “heavy demands of work”, and the idea that “childhood is not the time to work”.

The cultural context of Pakistan, the school-attendance of the working children as well as the female empowerment by bringing in money for the household are factors considered when discussing the results.

#### Presentation 4

#### **Crucial components in successfully mastering the transition into work – Patterns of coping** *Anette Schumacher & Daniel Weis, University of Luxembourg*

Sociological and psychological theories (Hurrelmann & Quenzel, 2012; Havighurst, 1972) consider successfully accomplishing of certain developmental task as the master challenge of youth. Regarding the economic situation, the transition into work is nowadays a big issue for young people. As a result of social liberalisation and individualisation, developmental tasks and social roles can be more individually chosen and shaped, offering both advantages (more personal freedom) and disadvantages (greater personal responsibility, less strong orientation). How do the Luxembourgish youth of today handle the transition into work in the light of the above and what are the crucial components in successfully mastering the transition into work.

Our interests are related to the speed, the time and the degree of success of the transition and the coping strategies behind. In what way is transition into work-influenced by gender, nationality/migration status and level of education? What are the varying processes, rationales and patterns for accomplishing the transition into work? And what is the role of support services for young people facing problems during the transition?

The research is based on various data sources. Secondary data analyses were used for a systematic description of young people differentiated by age, level of education and nationality/migration status with regard to transition markers. We devoted particular attention to the participation of young people themselves as experts in our research methods. 77 guideline-based interviews with young people were used to collect subjective information about their coping strategies to accomplish the transition into work. A standardized survey of participants in support services focused on their experiences and their learning outcomes was filled out by 1162 young persons. Experts from academia, professional practice, administration and politics together with representatives of young people participated in 11 focus group discussions. The triangulation of different methodical approaches and different data sources resulted in a broad and multi-perspective representation of young people’s transition into adulthood.

Main results:

1) There is a big influence of educational qualifications, migration status and family support. For adolescents with average or high educational qualifications the transition into adulthood is easier (less frequently unemployed, find jobs matching their qualifications,

more permanent employment contracts). Young people with poor school leaving qualifications face considerable difficulty with the transition into work. An analysis differentiating levels of education by migration background and nationality shows large differences. The data also demonstrate in particular the important supporting role played by the family (financial or emotional, acting as a role model, providing information or informal knowledge, or access to networks).

2) Furthermore our study identified widely varying processes, rationales and patterns for accomplishing the transition. Four types of transition could be identified (direct transition, alternative transition, transition requiring support and failed transition), distinguished by different strategies for action, values, perspectives and attitudes.

3) The results of the survey indicate some subjective benefit of support service participation, but also potential for improvement.

Presentation 5

### **The role of individual interests in the vocational choice of adolescents with special needs, due to cognitive and language limitations**

*Regina Weißmann & Joachim Thomas, Catholic University of Eichstätt-Ingolstadt*

Article 24 of the 'Convention on the Rights of Persons with Disabilities' requires an inclusive education system on all levels. Especially general tertiary education in terms of professional schools and vocational trainings is required to realize equitable and collaborative learning. The challenge lies in implementing a culture of equality on the one hand, and considering individual needs and conditions on the other hand.

Due to its significant contribution to the process of identity development in adolescence and young adulthood, the process of vocational choice is considered to be one of the most important developmental tasks for all individuals of this age group. Recent studies emphasize, that congruence between personal interests and vocational environment leads to higher performance, satisfaction in job, and subjective well-being. Conversely adolescents, who are not able to consider their individual interests in vocational choice, have a higher risk to cancel vocational trainings and to end up in unemployment. Therefore, recent studies emphasize the importance of involving personality and individual interests in the process of vocational choice.

As victims of negative learning- and performance-socialization adolescents with cognitive and language limitations are particularly aware of their deficits, while being less knowledgeable about their individual interests, resources, and capabilities. Due to an increasing need for support, external control by parents, teachers, and caregivers in the adolescents' environment is growing, which results in less autonomous vocational explorations. Furthermore existing supporting materials for vocational choice do not match the target group, due to the level of abstraction, amount and complexity of language, and compliance with the adolescents' lifestyle.

This study focuses on investigating how to satisfy the special needs of adolescents with cognitive and language limitations, by empowering them to participate in their own learning process and to be experts of their own decisions.

Developing a computer-based vocational interest scale for this target-group, we considered concrete picture-based material, supported by texts in easy language and auditory assistance. A first data collection with N=35 single surveys showed that the instrument's design matches the target group. The participants were able to assign their



selected pictures to corresponding vocational areas. The results – combined with expert interviews – indicate on nine vocational areas, as well as nine subordinate categories that describe the pictures independent of the illustrated profession. In a second survey, adolescents and young adults (N=160), aged between 13 and 20 years, completed the picture-based vocational interests scale and the Photograph-Interests Scale (Stoll, Jungo & Toggweiler, 2012). The results provide evidence of the reliability and validity of the scale's vocational areas and subordinate categories.



Saturday, September 17, 09.00 – 10. 30 Symposium S03 – Room: Huelva

## **GEOGRAPHIC MOBILITY AND IMMIGRATION**

### **Chair:**

***Judith Smetana, University of Rochester, UK***

Presentation 1:

### **Youth mobility in Europe and its social, political and economic macro-drivers. A case study of Germany and Norway from 2004-2013**

*Karen Hemming, German Youth Institute, Jan Skrobanek, Sogn and Fjordane University College, Norway & Michael Dettmer, German Youth Institute*

Although young people's mobility is seen as a driving force for smart, sustainable and economic growth and further integration of the EU, research on young people's cross-border geographic mobility within Europe is limited. Early studies identify drivers of youth mobility especially at micro- and meso-level but constantly neglect differences at macro-level. Based on this desideratum the paper examines the role of macro-level characteristics in shaping mobility among youth in Germany (EU) and Norway (non-EU). Using a heuristic theoretical model containing the sectors state, society, and economy different indicators are analysed descriptively in relation to youth-mobility. This paper aims to shed light on the questions, how cross-border youth mobility developed in both countries over the period 2004-2013 and which of the macro-indicators could explain the developments. The study is part of the EU-project "MOVE: Mapping Mobility" which has received funding from the EU-Horizon 2020 research and innovation programme under grant agreement No.649263.

The current study is based on a secondary macro-data analysis. The used data derived from different sources: macro-drivers of mobility (EUROSTAT, OECD, World Bank); youth migration data (German Federal Statistical Office, Norwegian Federal Statistical Office). The secondary data was collected within the MOVE-project for the period of 2004-2013. As the present study focuses on two countries, descriptive comparisons over time for 3 selected years (2004, 2008, 2013) will be conducted.

Germany and Norway are both countries with a growing economy and a decreasing youth-unemployment rate. The average wages rose slightly, whereas the job vacancy rates remained low in both countries. The level of foreign population increased and adjusted

between the two countries over time. Hence, both are attractive “receiving countries” for European mobile youth. As a result, the migration proportion (incoming-outgoing to EU-countries) increased in both countries enormously. Also, the youth-immigration-rate increased. Whereas the youth-emigration to other EU countries developed differently: it remained stable in Norway and increased in Germany. In 2013 most of the young people moving to Germany came from Poland, Romania, Bulgaria, Italy, Hungary, Spain and France (all >5,000), whereas to Norway they came from Poland, Sweden, Lithuania, Romania, Denmark, Germany and Latvia (all >500).

The results mirror the EU-developments, e.g. EU-enlargement, financial- and economic-crisis. They further reveal that Germany developed to both: a receiving and a sending country for mobile youth, whereas Norway remained more a receiving country. Key explanations are that both countries had a comparatively stable economic situation over the observed period, released barriers for labour market access and intensified student exchange (Bologna reform, Germany; internationalisation in education, Norway). Both countries vary regarding sending countries where the young people come from: While many youth from northern countries and Baltic States migrate to Norway, Germany seems more attractive for youth from south (-east) Europe.

## Presentation 2

### **Exploring the longitudinal interplay between acculturation orientations and cultural identity in immigrant youth: Stability, causality or reciprocity?**

*Vassilis Pavlopoulos, & Frosso Motti-Stefanidi, University of Athens, Greece*

According to mainstream two-dimensional models of acculturation, ethnic involvement and national involvement are viewed as relatively independent processes. However, this assumption has rarely been directly examined, even less so longitudinally. Similarly, the empirical findings on the relationship between acculturation orientations and cultural identity are inconclusive, as in most cases the research design does not allow for testing of causal effects. This study benefits from a longitudinal data set in order to explore the mutual relationships of (a) ethnic involvement with national involvement, on the one hand, and (b) acculturation orientations with cultural identity, on the other, in a three-wave sample of 799 immigrant adolescents from Albania (50%), the former Soviet Union (20%), and other origin (30%) living in Greece between 2013-2015 (77% second generation, 54% boys, mean age = 12.8 years at T1).

The theoretical background draws upon cross-cultural, developmental, and social-psychological models, which have been used most frequently in parallel rather than combined. Two sets of competing hypotheses were formed; these involved the causal paths from ethnic involvement to national involvement and vice versa (H1a-H1b), and the causal paths from acculturation orientations to cultural identity and vice versa (H2a-H2b). Measures included ethnic and national acculturation orientations (Nguyen & Von Eye, 202), ethnic identity (Phinney & Ong, 2007) and national identity (Berry, 2014, adapted).

A series of path analyses revealed more complex relationships among the above variables than mere causality, as follows: The relationship between ethnic and national identity was characterized by longitudinal stability, with no substantial covariance or prediction between the two constructs. A sequential reciprocity effect was found in the relationship between ethnic and national acculturation, i.e., T1 ethnic involvement negatively predicted T2 national involvement which, in turn, negatively predicted T3 ethnic involvement. In what concerns the relationship between acculturation orientations and cultural identity, consistent causal effects of ethnic involvement on ethnic identification were found across T1-T2 and T2-T3, while a reciprocal pattern was evident in the relationship between national involvement and national identification (they mutually predicted each other across T1-T2 and T2-T3). The theoretical and practical (policy) implications of these

findings are discussed in the light of salient contextual factors, mainly deriving from the multifaceted (economic and refugee) ongoing crisis in Greece.

Presentation 3

### **Heterogeneity in Parenting and Links with Adjustment among Arab Refugee Youth in Jordan**

*Judith Smetana, University of Rochester & Ahmed Ikhlas, University of Jordan*

Arab families across the Middle East share similar cultural values and parenting beliefs (Dwairy et al., 2006), emphasizing loyalty, obedience, community, and family honor. Arab families are described as strongly authoritarian in their parenting, particularly towards boys; family relations are based on harsh punishment, negative criticism, and restrictive parental control (Al-Simadi & Atoum, 2000; Dwairy et al., 2006). Yet many of these characteristics also have been consistently associated with poor adjustment (Barber et al., 2005; Davidov & Khoury-Kassabri, 2013). In addition, persistent political and ethnic violence in the Middle East have led to large numbers of youth who have been displaced (Barber, 2014; Dubow et al., 2009), and these experiences, as well as economic hardship, may place them at risk for both disrupted parenting and maladjustment. Thus, the aim of the present study was to examine the patterning of parenting among Arab refugee youth living in Jordan and their demographic and adjustment correlates.

883 refugees (Mage = 15.01 years), 277 Iraqi, 275 Syrian, and 331 Palestinian youth were recruited from schools in Amman, Jordan. Youth rated their mothers and fathers separately on five parenting dimensions: support (8 items; Barber et al., 2005), behavioral control and parental knowledge (5 items each; Stattin & Kerr, 2000), harsh punishment (3 items; Simon et al., 1991), and psychological control (8 items; Barber et al., 2012), reported on their demographic background, reliably rated their norm-breaking (9 items; Stattin & Kerr, 2000), internalizing symptoms (18 items; Derogatis, 2000) and academic performance, and rated neighborhood physical characteristics (10 items; Sampson et al., 2007)

Separate latent profile analyses using MPlus 7.1 with FIML missing data estimation were conducted separately on ratings of mothers' and fathers' parenting. Based on the lowest BIC and AIC, a significant A-LRT, high entropy, and meaningfulness, the best fits were a three-profile model for mothers and a four-profile model for fathers.

The most characteristic profile (mothers 67%; fathers 66%) reflected Authoritative parenting (high support, knowledge, and behavioral control; low psychological control and harsh punishment). Iraqis and girls were overrepresented and Palestinians were underrepresented in the Authoritative profile in ratings of both mothers and fathers, but parents' education or occupation did not differentiate the profiles. Compared to the other profiles, Authoritative parenting was associated with the best adjustment.

Youth fitting the Indifferent profile (mothers: 21%; fathers: 13%) reported very little harsh punishment and psychological control, whereas high levels of psychological control and harsh punishment distinguished the Authoritarian profile (13% mothers, 16% fathers). The Punitive profile (5%) included fathers rated very high in harsh punishment, higher in psychological control than the other profiles, but moderate on the other variables. Compared to other profiles, youth of Authoritarian mothers and Punitive fathers had the highest rates of depression, norm-breaking, and poor academic outcomes and also lived in the most dangerous neighborhoods. Thus, contrary to past research (Dwairy et al., 2006), authoritative parenting was associated with better psychosocial outcomes and occurred in

significant frequencies among all three Arab refugee groups.

Presentation 4:

**Growing up in a multicultural society: The perspectives of Portuguese second generation young adults and their parents in Luxembourg**

*Isabelle Albert, Stephanie Barros Coimbra & Dieter Ferring, University of Luxembourg*

Migration constitutes a key issue in many societies today as people from all over the world move to foreign countries in search for work or better economic conditions, seeking shelter as refugees, or for many other reasons. The successful adaptation of immigrants to the cultural context of their receiving country and in particular the positive development of immigrant youth is of prime importance for Europe more than ever. With regard to first generation immigrants, one question of particular interest refers to their acculturation strategies in the host country – which might vary between assimilation, integration, separation or marginalization (see e.g., Berry, 2005). With regard to their children who have grown up in the receiving country, the question arises how these so-called second generation immigrants experience the process of acculturation and how they construct their identities growing up in a multicultural context.

Offspring of migrant families undoubtedly face a special situation: they might be confronted with different values and expectations of socialization agents in different contexts, notably in their families characterized by the culture of origin and in the host country context, e.g. in school, among peers or friends with different cultural backgrounds. In the present study, we focus on a sample of  $N = 58$  young adult children and both of their parents from Portuguese immigrant families living in Luxembourg. Young adults had a mean age of  $M = 25.12$  ( $SD = 4.48$ ; 56.9% female %) and had grown up in the Grand Duchy of Luxembourg. Most of them (69%) were already born in Luxembourg, the remainder had come to Luxembourg together with their parents at a mean age of  $M = 5.17$  ( $SD = 4.10$ ). We compare first and second generation Portuguese immigrants with regard to aspects of acculturation by use of a standardized questionnaire. In particular, we focus here on cultural identity, cultural attachment to host country and country of origin as well as subjective well-being.

First results show that participants of the younger generation scored higher on bicultural identity orientation, indicating that they feel to belong to both cultures, whereas participants of the older generations, in particular fathers, were higher on mono-cultural identity orientation, indicating difficulties in integrating both cultures. Also, parents tended to experience higher acculturative stress. Further, a mono-cultural identity orientation was related to lower subjective well-being in both generations, whereas a bicultural identity orientation was beneficial for life satisfaction and self-esteem.

Results are discussed in a framework of an integrative model on intergenerational family relations in the light of migration, taking into account also aspects of intergenerational transmission, conflict and ambivalence. We will also reflect on implications regarding integration policies.

Presentation 5

**Social exclusion among peers: The role of immigrant status and classroom immigrant density.**

*Stephanie Plenty, Institute of Future Studies, Stockholm, Sweden & Janne Jonsson, Nuffield College Oxford, UK*

This study investigates the role of ethnic background in the social exclusion of adolescents. Like many other European countries, the student population in Sweden is increasingly characterised by youth with an immigrant background and school ethnic segregation has also increased. These trends have raised concerns about how to promote social integration and positive social relations for all adolescents. While much research has focused on bully victimisation, we argue that a broader perspective of social exclusion that also captures social preferences and friendships is needed.

Research questions: 1) Is immigrant status related to social exclusion among peers? 2) Does classroom immigrant density moderate the likelihood of social exclusion? 3) How consistent are patterns across different aspects of social exclusion?

Using a representative sample of Swedish 14-year olds (n = 4,311, 51% females), three aspects of exclusion were examined: victimization, isolation and rejection. Immigrant status included five categories: majority, 2nd generation Western/European, 2nd generation Non-Western/European, 1st generation Western/European and 1st generation Non-Western/European youth. Data come from the Youth in Europe Study and were based on sociometric, self-report and population register information. Multilevel linear probability models tested main effects and interactions between immigrant status and classroom immigrant density. Analyses also controlled for individual and family socioeconomic factors that may confound associations between immigrant status and social exclusion.

All immigrant groups had higher rates of rejection than majority youth and 1st generation Non-European/Western immigrants were most isolated, particularly recent arrivals. No group differences in overall rates of victimisation were observed. Youth with an immigrant background generally experienced more social exclusion in more immigrant-sparse than immigrant-dense classrooms. However, for majority youth only rates of victimization increased with higher immigrant density.

The findings demonstrate that immigrant status is related to social exclusion among peers. Implicit forms of social exclusion relating to homophily and social preferences, in addition to bullying, may impede the social integration of immigrant youth. Classroom ethnic composition is also relevant to the exclusion of both majority and minority youth. However, the specific challenges faced by different groups vary with the aspect of social exclusion. Importantly, generation of migration appears to be more important than region of origin. Ignoring the multifaceted nature of social exclusion in peer relations may undermine intervention and policy efforts to support the social integration and wellbeing of adolescents. Theoretical and policy implications will be discussed in more detail.



## AGGRESSION AND DELINQUENCY

### Chair:

*Takuya Yanagida, University of Applied Sciences Upper Austria*

Presentation 1:

### **Measurement of aggressive behavior and victimization among adolescents: Comparing composite scores and measurement models for continuous and ordered-categorical indicators**

*Takuya Yanagida & Dagmar Strohmeier, University of Applied Sciences Upper Austria*

Self-report measures administered as questionnaires are commonly used to measure aggressive behavior and victimization. According to the multiple-item measurement approach, respondents are asked about the frequency of involvement in several concrete behaviors considering major forms of the aggressive behavior and victimization construct. Items scores are typically summed across all constituent items to derive a composite score, which are subsequently used in the main analysis of the study. However, this approach neglects the nature of psychological constructs. More specifically, summing across individual items assumes perfectly reliable items (i.e., no measurement error) and assumes that each item contributes equally to the individual's level of aggressive behavior and victimization (i.e., equal factor loading). Hence, a latent variable approach accounting for measurement error and differential weighting of items is recommended. Accordingly, confirmatory factor analysis (CFA) is commonly used to test measurement models for aggressive behavior and victimization. Mostly, CFA models with continuous indicators are used though models with ordered-categorical indicators seem to be more appropriate given typical answer formats of items ranging from never to nearly every day.

The goals of the present study are (1) to investigate model fit for (a) composite score models, (b) CFA models with continuous indicators, and (c) CFA models with ordered-categorical indicators and (2) to compare substantial results based on different measurement models.

The present study is based on the pretest data of an evaluation study conducted in Austria in 2009/10. The sample comprised 1,563 adolescents (47.34% girls) with a mean age of 11.70 years ( $SD = 0.86$ ). Eight different scales of aggressive behaviour and victimization were investigated, i.e., bullying perpetration, bullying victimization, cyberbullying, cyber-victimization, overt aggression, overt victimization, relational aggression, and relational victimization.

A series of confirmatory factor analysis were conducted to investigate model fit of the three measurement models. Results indicate that the composite score models do not fit the data for any form of aggressive behaviour and victimization. CFA with continuous and ordered-categorical indicators, on the other hand, showed acceptable to good model fit in all eight scales. In order to compare substantial results based on different measurement models, a multiple-group Bayesian confirmatory factor analysis was conducted comparing girls and boys under scalar measurement invariance. In total, 100 plausible values were extracted and used in a mixed model ANOVA including main effects sex, measurement model and the interaction effect sex x measurement model. Interaction effects were found for bullying victimization, cyber-victimization, overt aggression, and overt victimization

indicating that the magnitude of mean differences between girls and boys depends on the measurement model.

#### Presentation 2

### **Lack of compunction and aggression in adolescents with and without problem behaviour**

*Pablo Espinosa, Miguel Clemente & Manuel Lemos, Universidad de La Coruña, Spain*

This research paper examines the role of compunction and moral disengagement in aggression in adolescents. Usually, we feel guilty or ashamed after committing a transgression, but these self-conscious emotions can be attenuated through the use of self-serving biases, mainly moral disengagement mechanisms, that either justify the transgression, downplay its severity or place responsibility on external causes (circumstances, other transgressors, or the victim). Individuals high in antisocial behavior tend to use these type of strategies more often and report less feelings of guilt or shame after causing harm.

In the current study we compared a group of 59 adolescents institutionalized for problem behavior to a group of 505 adolescents with no diagnosed problem behavior. All participants lived in North-Western Spain and were aged 15 to 18, with an even gender distribution. Both groups completed measures of self-conscious affect, cognitive biases and aggressive behavior. Institutionalized adolescents were significantly more aggressive than their non-institutionalized peers. They were also less prone to feeling compunction after causing harm and were more likely to use mechanisms of moral disengagement.

Results show that moral disengagement strategies fully mediate the link between lack of compunction and aggressive behavior for both groups, although the relationship between absence of compunction and moral disengagement was significantly stronger for institutionalized adolescents. We also found an interaction of self-conscious emotions with moral disengagement as predictors of aggressive behavior above and beyond a mere addition effect. This interaction was significant for adolescents without diagnosed problem behaviors.

Moral disengagement from the affective consequences of a transgression can arguably be done before or after committing it, but it nevertheless lessens the intensity of the negative affect associated. This may in turn increase the chances of committing new transgressions, through a feedback mechanism: Transgressions make the individual more likely to morally disengage to escape affective consequences, and learning to circumvent this negative affect increases the chances of new transgressions.

These results show the importance of taking into account self-serving biases and the lack of self-conscious emotions as they relate to antisocial aggressive behavior. They also highlight the relevance of intervention approaches to prevent antisocial behavior based on cognitive and emotional components.

#### Presentation 3

### **Does Rumination mediate the Relationship between Interpersonal Cognitive Distortion and Trait Anger, Aggression in Adolescents?**

*Yaşar Kuzuku, Yalçın Özdemir, Adnan Menderes University, Turkey & Ömer Faruk Şimşek, İstanbul Arel University, Turkey*

Aggression is one of the most common and destructive behaviors that adolescents face today. Prior research shows a number of individual risk factors contributing to the development of adolescent aggression. Low self-esteem (Trzesniewski et al., 2006), antisocial behavior, (Tarolla, Wagner, Rabinowitz, & Tubman, 2002) and negative emotions (Brezina, Piquero, & Mazerolle 2001) have all been found to be related with adolescent aggressive behavior. It is surprising that there is very limited empirical support for the relationship between cognitive distortion (Rottenberg, Gross, & Gotlib, 2005) and aggression. Cognitive distortions are referred to as inaccurate or rationalizing beliefs. Cognitive distortions would facilitate aggression and provide aggressive individuals with justifications for their behavior, thereby contributing to its ongoing use (e.g., Barriga and Gibbs, 1996).

We tested the hypothesis that rumination would serve as mediator for the relationship between interpersonal cognitive distortion and trait anger, aggression using structural equation modeling.

This study involved 408 high school students in Turkey. The sample included 221 (55%) females and 187 (45%) males. The mean age of this sample was 17.85 years (SD .46; range 17-18 years).

The battery of self-report measures was administered to the participants at their school. Interpersonal Cognitive Distortions Scale (ICDS) (Hamamci & Büyüközütürk, 2004), Trait Anger Scale (Spielberger, 1988), Buss-Perry Aggression Questionnaire -Short Form (BPAQ-SF). The BPAQ-SF has four subscales: physical aggression, verbal aggression, anger and hostility.

The Rumination part of the Reflection and rumination Questionnaire (Trapnell & Campbell, 1999).

The measurement model resulted in a good fit to the data,  $\chi^2(59, N = 413) = 176.83$ ,  $p < .05$ ; GFI = 0.90; CFI = 0.96; SRMR = 0.093; RMSEA = 0.07 (90 percent confidence interval for RMSEA = 0.071-0.090).

Many researchers agree that common method variance (CMV) is a potential problem in behavioral research (Podsakoff, MacKenzie, Podsakoff, & Lee, 2003). Since all scales were applied in one meeting with the same participants, CMV was expected to influence covariance among the variables. In order to see the effect of this factor the procedure proposed by Podsakoff et al. (2003) was used. Structural Model produced better goodness of fit statistics  $\chi^2(49, N = 08) = 56.71$ ; GFI = .97; CFI = .99; SRMR = 0.031; RMSEA = 0.025 (90 percent confidence interval for RMSEA = 0.00-0.050).

These results suggest that the relationship between interpersonal cognitive distortion and trait anger, aggression was mediated by rumination of the adolescents.

Presentation 4

### **The Effectiveness of an Intervention Programme for Male Juvenile Offenders**

*Rukiye Kızıltepe<sup>1</sup>, Ece Sağel<sup>1</sup>, Durdane Gümüştan<sup>1</sup>, Melisa Ebeoğlu<sup>2</sup>, Eda Şeyda Akse<sup>1</sup> & Türkan Yılmaz Irmak<sup>1</sup>*

*1 Ege University, Turkey*

*2 Ufuk University*

Juvenile delinquency is a serious problem that affects adolescents, families, and the public. The number of juvenile offenders has increased over the years. Furthermore, recent studies indicate that lack of empathy, cognitive distortions, less anger management, social skill



deficit, and low self-esteem are associated with juvenile delinquencies. Therefore researchers who have studied this area mainly focus on these variables. Effective intervention plays an essential role in diminishing the rates of juvenile delinquency and recidivism. However, there are limited intervention programs for juvenile offenders in Turkey. Therefore, the purpose of this study is to investigate the effectiveness of a psychoeducational intervention program that aims to prevent problem behaviors and to promote healthy social skills for juvenile offenders.

An eight-week group-based intervention program was developed and manualized by the researchers. This intervention program consists of psychoeducation and skill training that provide information on empathy, cognitive distortion, anger management, communication skills, self-esteem, coping behaviors and problem solving skills. The sample of the study includes seventy-two male juvenile offenders. Participants, aged between 15 and 18, were randomly assigned to the intervention group (n=36) or wait-list control group (n=36). Using a randomized control trial design with pre-test and post-test measurements, participants filled out a questionnaire package including study measurements namely "Rosenberg Self-Esteem Scale", "KA-Sİ Empathic Tendency Scale Adolescent Form", "State-Trait Anger Expression Inventory", "Stress and Coping Questionnaire for Children and Adolescents", "Irrational Belief Scale-Adolescent Form", "The Scale of Communication Skills", Demographic Information Form. The implementation of the intervention programme and post-test assessment will be completed in May 2016.

After post-test assessment, the data will be analyzed to evaluate the effectiveness of the psychoeducational intervention. After the analyses are completed the findings of the study will be discussed in the light of the current literature.

#### Presentation 5

##### **Aggression and Rorschach Responses in Juvenile Delinquents in Turkey**

*Seda Tokunaydin, Izmir Katip Celebi University, Turkey, Nimet Serat Gorgu, Melikenaz Yalzin, Ege University, Turkey, Oya Sorias & Serap Tekinsav Sütçü*

The purpose of the study is to investigate the relationship between self-reported aggression and Rorschach variables in juvenile delinquents in one of the juvenile prisons in Turkey. The Rorschach Inkblot Method is a psychological instrument, which assesses personality functioning in different settings for a long time, and is used as an important tool for aggression (Baity & Hilsenroth, 1999). Sixty-nine juvenile delinquents aged 14 to 18 were included in this study. The Rorschach Inkblot Test, State Trait Anger and Expression Inventory (STAXI) and Aggression Questionnaire were administered. The analysis of the study has not been completed yet. An expected result of the study is a significant relationship between self-reported anger and aggression measures and selected Rorschach Inkblot Test variables. The results, limitations and strengths of the study are discussed in the light of the literature.



## BIOLOGICAL AND MEDICAL ASPECTS OF ADOLESCENT DEVELOPMENT

### Chair:

**Jaap Nieuwenhuis, Delft University of Technology, Netherlands**

Presentation 1:

### **Peer standing and physiological functioning: are peer acceptance and rejection associated with adolescent HPA-axis and inflammatory activity?**

*Marieke de Bruine, Matteo Giletta, Jaap Denissen et al., Tilburg University, Netherlands*

Peer experiences play a major role in the lives of adolescents. Decades of research have been showing that adolescents who are accepted within their peer group are at lower risk for developing psychopathological symptoms. Conversely, peer rejection has been associated with poorer mental health (Prinstein & Giletta, 2016). Yet, to date, research rarely has examined whether social standing in the peer group also can influence adolescent physiological functioning. Recent work suggests that adversities that occur during early childhood, in particular stressful events within the family, can have long-term health consequences by altering the functioning of the hypothalamic-pituitary-adrenal (HPA) axis and the immune system (inflammation; Slavich & Irwin, 2014; HPA-axis; Chiang, Taylor & Bower, 2015). However, it is still unknown if experiences in other sensitive developmental periods (e.g., adolescence) modify these effects. Peer rejection and acceptance may not only directly influence adolescent physiological functioning but also exacerbate and buffer the effects of early childhood adversity (Hostinar, Lachman, Mroczek, Seeman, & Miller, 2015; Peters, Riksen-Walraven, Cillessen, & de Weerth, 2011).

This study aims to examine the associations between adolescent peer acceptance/rejection and physiological outcomes. Additionally, this study aims to investigate the possible moderating role of adolescent peer acceptance/rejection on the link between early childhood adversity on physiological outcomes. Participants were 604 Dutch adolescents from the TRacking Adolescents Individual Lives Survey (TRAILS). Data were drawn from the first three waves of data collection, when youth were on average 11 (SD = .56), 13 (SD = .53) and 16 (SD = .71) years old. At Time 1, early childhood adversity between 0-5 years was assessed via parent interviews. At Time 2, peer acceptance and peer rejection were assessed with unlimited peer nominations of classmates. At Time 3, low-grade systemic inflammation and HPA-axis functioning were assessed via high sensitive C-reactive protein (hsCRP) and the cortisol awakening response (CAR; cortisol increase after awakening), respectively. Multiple regression analyses were conducted to examine the independent as well as interactive effects of peer acceptance/rejection and early childhood adversity on hsCRP and CAR separately.

Results showed that adolescents who were more accepted by their peers had lower hsCRP levels. Moreover, adolescents who had higher levels of peer rejection had a more blunted CAR. Importantly, these effects were robust while controlling for several covariates, including age, sex, smoking behavior, SES, body mass index (BMI) and physical activity. However, analyses examining the moderating role of peer acceptance/rejection on early childhood adversity did not show any effect. Furthermore, no main effect of early childhood adversity on physiological functioning was found.

Findings provide important evidence suggesting that adolescents' social standing in the peer group may not only affect mental health but also physiological functioning. Thus, future work should pay particular attention to peer experiences as they could provide important insight into physiological functioning later in life.

## Presentation 2

### **Liver transplantation in late adolescence and young adulthood and transition from Paediatric to Adult care. A pilot study conducted at Padova University Hospital in order to implement ad hoc educational measures: results from the pre-test analysis.**

*Silvia Lazzaro, Natascia Bobbo, University of Padova, Italy, Alberto Ferrarese, Padova University Hospital, Italy, et al.*

This research concerns liver transplantation (LT) in adolescents and young adults and consists in a mix-method educational pilot project composed of three steps.

The first step consists of a pre-test analysis of quality of life (QoL), adherence, life skills and perceptions about transition from pediatric to adult service in a group of 14 young liver transplanted patients (LTp) at Padova University Hospital.

Patients will be then randomized in experimental and control group. Ad hoc educational interventions (EI) and specific educational tools will be implemented (at 2, 4, 6, 8 months from pre-test) for the experimental group only.

Ten months after the pre-test, all patients will be re-evaluated for a post-test analysis in order to assess the efficacy of EI. In this presentation results emerged from the pre-test will be presented.

Between July 2015 and February 2016, 14 young LTp have been enrolled in the project. 8 (57, 1%) were male; the mean age was  $24\pm 4,7$  (16-30). The mean age at transplantation was  $8\pm 6, 9$  (1-25). The following data were collected: socio-demographical (sex, age, years of schooling, employment, family unit), date of transplantation, aetiology of previous disease.

Patients filled in some questionnaires in order to evaluate:

- well-being (WB) and QoL: "Satisfaction Profile"- SAT-P (32 items; 0=totally unsatisfied – 100=totally satisfied);
- adherence: "Morisky medication adherence scale" - MMAS (4 items) and an ad hoc questionnaire concerning adherence after LT (14 items);
- patients' perceptions about their problem solving (PSs) and decision making (DMs) skills: APSP (14 items; min: 14 – max: 98);
- patients' perceptions about their health managing skills (HMs): ad hoc questionnaire (7 items; min:1 – max:5).

A semi-structured interview has been performed for each patient (about the experience of LT and transition process).

Considering WB and QoL (SAT-P), results (mean $\pm$ SD; min-max) were divided in: psychological dimension:  $63\pm 17, 6$  (29-95); physical dimension:  $64\pm 17,4$  (38-95); occupation:  $64\pm 19,8$  (23-96); sleep and nutrition:  $64\pm 19,9$  (23-96); social dimension:  $64\pm 18,8$  (28-95). The single items with lower score were: mood:  $49\pm 27$  (3-96) and sensitivity:  $46\pm 29$  (11-96). Considering MMAS, 29% of patients resulted non adherent. From the ad hoc questionnaire emerged poor adherence to immunosuppressive therapy (missed and delayed assumption, respectively 57% and 64,3%). Five patients (35,7%) reported alcohol intake and 3 (21,4%) smoking habits. Considering perceptions about PSs and DMs (APSP) results revealed a low mean

score:  $66 \pm 13,1$  (43-92). With regard to HMs, the lower mean scores concerned the ability to express personal needs to health professionals (3,6) and independent management of clinical follow-up (3,5) and blood-tests appointments (3,5).

Results revealed some critical points regarding QoL, as well as adherence and patients' perceptions about their skills. Data confirm suggestions from literature concerning this topic and point out the presence of some difficulties in managing transplantation during this life period, even considering the transition process as a crucial developmental step toward independence.

These results represent the first part of a pilot project aimed to create and assess EI and 10 new educational tools in order to support young LTp during this crucial period using an educational approach.

### Presentation 3

#### **The Development of Adolescent Social Anxiety Symptoms: A Gene-Environment Interaction Study Using Polygenic Risk Scores**

*Stefanie A. Nelemans, KU Leuven, Belgium, Susan Branje, Wim Meeus, Utrecht University, et al., Netherlands.*

Social Anxiety symptoms are among the most prevalent manifestations of psychopathology during adolescence and associated with a wide range of psychosocial problems. Current research increasingly focusses on gene-environment interplay as a determinant of adolescent problem behavior, including social anxiety symptoms. In these efforts, it is increasingly recognized that the genetic component that may constitute risk, or susceptibility to the environment (depending on one's theoretical framework), is unlikely to be situated within a single gene or polymorphism, but rather involves many. An alternative approach to traditional "candidate gene research" focusses on clusters of genes/polymorphisms, or so-called polygenic risk scores (PRS; Belsky & Israel, 2014). PRS allow for conclusions regarding individuals' genetic liability/susceptibility within a particular biological system (e.g., oxytocin), ranging on a continuum from low to high. However, studies applying PRS are still scarce, and there is ongoing discussion regarding the optimal way of creating PRS.

In this study, we aimed to apply a novel approach to creating PRS of adolescents' genetic risk/susceptibility regarding oxytocin in association with adolescent social anxiety symptom development. The oxytocin system has recently been put forward as particularly relevant to social anxiety symptoms (e.g., Gottschalk & Domschke, 2016; Neumann & Slattery, 2015), as oxytocin has been implicated in complex social behaviors. It is sometimes referred to as a prosocial or social-bonding hormone, as higher levels of oxytocin facilitate social interactions and social approach behavior by reducing responses to social stress, which is clearly relevant to symptoms of social anxiety.

Data from the ongoing longitudinal "Studying Transactions in Adolescence: Testing Genes, Interactions, and Environments" (i.e., STRATEGIES) study at the KU Leuven in Belgium were used (N = 1,031; 51.2% boys; Mage = 13.8 at T1). Across 4 years, adolescent social anxiety symptoms and aspects of relationship quality with parents and peers, adolescents' most important social influences, were assessed with self-report questionnaires. In addition, all adolescents were genotyped, resulting in 18 genes/356 SNPs associated with the oxytocin system. Whereas the few previous studies using PRS have generally relied on additive genetic models, we relied on a novel factor-analytic approach

that has never been applied to genetic data, namely Principal Covariates Regression, which takes into account a weighted combination of different SNPs within a biological system. For this, we used the R package PCovR.

Using PCovR, all oxytocin SNPs were reduced to a limited number of components in such a way that they summarized the SNPs as good as possible (i.e., factor-analytic approach), but at the same time allowed for an optimal prediction of adolescent social anxiety symptoms (i.e., regression approach). Subsequently, the optimal PRS was used in G×E analyses including relationship quality with both parents and peers in the prediction of social anxiety symptom development across adolescence. Significant gene-environment interactions were found in line with theoretical expectations. These preliminary results illustrate the usefulness of this novel polygenic approach in G×E studies with respect to social anxiety symptom development in adolescence. By relying on PRS, validity as well as replicability of G×E studies may be substantially increased.

#### Presentation 4

#### **Genetic resilience, neighbourhood poverty and problem behaviour in boys and girls**

*Jaap Nieuwenhuis, Delft University of Technology, Netherlands et al.*

Youths experiencing neighbourhood adversity face the risk of problematic developmental outcomes in adolescence (e.g., increased problem behaviour). However, not all youths develop equally: while some youths develop towards maladaptation, others might demonstrate resilient adaptation when experiencing neighbourhood adversity. Individuals' developmental outcomes can depend on a dynamic interplay between innate characteristics and environmental influences. Genetic characteristics might contribute to the resilient adaptation that protects some individuals from developing problem behaviour when growing up with neighbourhood adversity.

We selected two key genes on the hypothalamic-pituitary-adrenal (HPA) axis: corticotropin-releasing hormone receptor 1 (CRHR1) and FK506 binding protein 5 (FKBP5). Both have been found to interact with early life stress to predict later life depression and PTSD. The HPA axis is involved in the secretion of cortisol, a major stress hormone which plays a crucial role in the regulation of individuals' emotional and behavioural response to environmental stressors. Therefore, functional genes on the HPA axis are ideal candidates to test whether genetic resilience contributes to coping when youths grow up with neighbourhood adversity. Specifically, we test how the interaction between CRHR1 and FKBP5 and neighbourhood adversity, contributes to the development of problem behaviour in youths.

We used the Avon Longitudinal Study of Parents and Children (ALSPAC), a population based cohort study from the county of Avon, UK. Problem behaviour was assessed at ages 10, 13 and 15. For girls, increased exposure to neighbourhood adversity is related to increased levels of problem behaviour between measurement periods. Furthermore, boys with longer exposure to neighbourhood adversity are more likely to show increased levels of problem behaviour than boys with shorter exposure. Finally, our results indicate that genes CRHR1 and FKBP5 moderate the effect of cumulative exposure to neighbourhood adversity on problem behaviour in youths.



Saturday, September 17, 09.00 – 10. 30 Symposium S06– Room: Discoteca .

## POSSIBLE PROBLEMS WITH INTERNET USE

### Chair:

**Hagit Sasson, University of Haifa, Israel**

Presentation 1:

### **Children's Experiences and Awareness about Impact of Digital Media on Health.**

*Martina Černíková, Michelle Wright & David Smahel, Masaryk University, Bratislava, Czech Republic*

Previous research has focused on the associations between technology use and children's health, using mainly quantitative designs. This qualitative study describes technology's impact on physical and mental health from children's perspectives. The differences between children's experiences and awareness of the health-related consequences associated with digital media usage were examined. Focus groups and interviews were conducted with children between the ages of 9 and 16 in nine European countries (N = 368). There were two main goals of this research. Firstly we focused on describing children's perceptions of the health-related consequences linked to their technology usage (what they actually experienced) as well as their general awareness of these consequences (what they think that could be the impact of technology usage on other children). Secondly we aimed to examine the differences between children's experiences and awareness of the health-related consequences associated with technology usage. A thematic analysis was used as the analytic procedure. We applied six steps of this procedure: familiarizing with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. Results of this study indicate that children's experiences and awareness of health problems related to technology usage differ. In contrast to their direct experiences, children's perceptions about health problems included extreme cases of possible consequences, such as killing people, kidnapping, blindness, developing learning or psychological disorders. Qualitative methodology helps to understand what children's perspectives are concerning the impact of digital media on health. The results indicate that children are influenced by "media panic" when speaking about the impact of digital media on mental and physical health.

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Presentation 2

### **Gender violence and ICT in adolescents, a qualitative approach**

*Mara Nieto, Cristina del Barrio & Kevin van der Meulen, Universidad Autónoma de Madrid, Spain*

Nowadays, more and more cases of gender violence are known, especially among adolescents and young people. Furthermore, information and communication technologies (ICT) play an increasingly important role in this type of violence, including psychological

violence, physical violence and sexual harassment towards women, not only within couples but also between peers. The aim of this study is to know the incidence of gender violence in a group of adolescents (15-16) from a high school located in Madrid (Spain). The whole investigation combines both quantitative and qualitative methods, but only qualitative data are presented here, since they are much more clarifying to understand the issue. Two focus groups (one of girls and one of boys) were conducted in order to study the matter in depth by listening to the students' voices. Results show that both boys and girls are aware of a lot of gender violence situations among their peers. However, girls mention more cases than boys. These cases include the spread across the town of compromising photos and videos of girls without their permission. In both groups this is related to victim blaming, holding girls responsible for starting the spreading as they were first in sending their photos to other peers. In addition, boys admit spreading photos of their own girl classmates inside their friends' circle, even in WhatsApp groups. Both groups, but again girls to a greater extent, inform about the risk of ICT for privacy and intimacy, especially between couples. In some cases, myths of romantic love are related to these behaviours of control and invasion, justified more by girls than by boys. Although both groups are aware of this issue and know many cases, they sometimes cannot identify the problem inside their own relationships. In summary, there is a gender inequality factor in peer relationships; they know the risks of the ICT and they personally witness this issue first-hand. Nevertheless, they sometimes do not identify those situations in their own life nor link to gender inequality and gender violence. Implications for educational programmes which promote equality and healthy relationships stem from the results. The relevance of helping adolescents and youth in the prevention of gender violence through the development of skills to detect and counteract gender violence in their immediate contexts is underlined.

### Presentation 3

#### **Media Multitasking and Attention Problems in Adolescents: Results of two Longitudinal Studies**

*Susanne E. Baumgartner, Winneke A. van der Schuur & Sindy A. Sumter, University of Amsterdam, Netherlands*

In particular among adolescents, media multitasking – the use of multiple media simultaneously – has become a popular form of media use. The increasing prevalence of media multitasking among adolescents has raised concerns that frequent media multitasking may be detrimental to adolescents' cognitive control processes, and that it may lead to attention problems. Although it has been argued that engaging in media multitasking may lead to attention problems, it may also be that adolescents with attention problems are more likely to engage in media multitasking. Due to the cross-sectional nature of all existing studies, our understanding of the causal relationship between media multitasking and attention problems is limited. It is, thus, unclear whether media multitasking has long-term effects on adolescents' attention problems, or whether adolescents with attention problems are more likely to engage in media multitasking. The aim of the present studies, therefore, was to investigate this relationship longitudinally.

Two longitudinal survey studies were conducted. Study 1 was a two-wave longitudinal study with a 6-month time lag. Respondents came from six schools in the Netherlands. 902 adolescents (42% boys;  $M_{age}=13.30$ ,  $SD_{age}=1.10$ ) provided data for both waves. In study 2, 1,027 adolescents from seven schools in the Netherlands filled in a questionnaire twice with a 3-month time lag (51% boys,  $M_{age}=12.60$ ,  $SD_{age}=0.74$ ).

To assess the extent of respondents' symptoms of Attention Problems, the nine symptoms for 'Inattentive presentation' from the DSM-5 criteria for ADHD were adapted into scale items rated on a 5-point scale (Study 1, Wave 1: Cronbach's alpha=.86, M=2.42, SD=0.66; Study 2, Wave 1: M=2.40, SD=0.68). Higher scores indicated more symptoms of attention problems. Media multitasking was measured with the 9-item short media multitasking measure (MMM-S). Items were rated on a 4-point scale, ranging from 1(never) to 4(very often), (Study 1, Wave 1: Cronbach's alpha=.89, M=2.28, SD=0.70; Study 2, Wave 1: M=2.91, SD=1.01). Higher scores indicated more frequent media multitasking.

Two auto-regressive cross-lagged models were calculated. The findings for both studies indicate that media multitasking increases attention problems among adolescent girls (Study 1:  $\beta=.07$ ,  $p<.05$ ; Study 2:  $\beta=.08$ ,  $p<.05$ ), but not boys (Study 1:  $\beta=-.01$ ,  $p>.05$ ; Study 2:  $\beta=.002$ ,  $p>.05$ ). The reverse relationship (attention problems leading to increased media multitasking) was not significant.

The findings of these two separate two-wave longitudinal studies provide first evidence of a long-term effect of media multitasking on attention problems, albeit only for girls. The findings indicate that the way adolescents use media today may have consequences for their cognitive control processes.

#### Presentation 4

##### **Internet Addiction among Turkish University Students: The Role of Cognitive Distortion, Depression, and Loneliness.**

*Yalçın Özdemir & Yaşar Kucuku, Adnan Menderes University, Turkey*

Internet addiction or problematic use of the Internet has been widely examined in recent years, and these studies have showed the importance of addressing its social and psychological correlates. Thus, in the current study, we examined the role of cognitive distortion, depression and loneliness, on internet addiction. This study involved 648 (428 were male and 220 were female) undergraduate students with a mean age of 22.46 (SD = 2.45) years old. Participants answered a questionnaire including scales for internet addiction, cognitive distortion, depression, and loneliness. Structural equation modelling (SEM) analysis was conducted to test two models, one for the full model (direct and indirect effect model) and one for only the indirect effect model (partial model). The result indicated that all the paths were significant except for the depression internet addiction link in the full model. First, the full model was tested and demonstrated good fit indices,  $\chi^2(72) = 115.85$ ,  $\chi^2/df=1.60$ , RMSEA = 0.049, NNFI = 0.98, CFI = 0.98, SRMR = 0.066. Next, the partial model that is only an indirect effect model was tested and demonstrated good fit fit indices,  $\chi^2(73) = 1121.39$ ,  $\chi^2/df=1.66$ , RMSEA = 0.052, NNFI = 0.98, CFI = 0.98, SRMR = 0.072. Depression and loneliness partially mediated the relationship between cognitive distortion and internet addiction in the partial model, but in the full model depression was not a significant mediator since the depression internet addiction path was not significant. The result addressed the importance of cognitive distortion, depression and loneliness as risk factors for internet addiction among Turkish university students. Thus, depression and loneliness are important factors to consider for prevention efforts for internet addiction of youth as well as cognitive distortion. The results are discussed based on a cognitive-behavioral model and existing literature on internet addiction. Implications for future research and educational/clinical applications are discussed.



## Presentation 5

### **Parental mediation, peer norms and risky online behavior among adolescents**

*Hagit Sasson & Gustavo Mesch, University of Haifa, Israel*

Previous studies have shown that parental mediation of adolescents online is associated with the latter's participation in risky behavior online and being a victim of online harassment and bullying. However, there is a paucity of studies investigating the differential contribution of peers' norms and parental mediation on adolescents' engagement in risky online behavior. To fill this gap in the literature, we collected data from a representative sample of 495 sixth to eleventh grade students in a large city in Israel. Participants responded to an online survey measuring three types of parental mediation: active guidance, restrictive supervision and non-intervention. We measured risky behavior online with items indicating the frequency of posting personal details, sending an insulting message and meeting face-to-face with a stranger met online. In addition, respondents reported their perceptions about their peers' attitudes toward various risky online behaviors. Multivariate findings show that after controlling for age, gender, time spent online and online activities, only restrictive parental supervision had a significant effect. However, such supervision actually increased adolescents' risky behavior online. Perceptions that one's peers approve of such behavior reduced the effect of restrictive parental supervision, leading to increased risky actions online. One explanation for this finding might be that parents who have less influence and control over their adolescent children attempt to gain it by monitoring their children's behavior. However, during adolescence, when children are learning to separate from their parents and increase their participation in their peer groups with the goal of becoming autonomous, the technical and social monitoring of their online activities leads to the opposite result. Teens might feel motivated to find ways to bypass the monitoring, resulting in the creation or exacerbation of existing conflicts between parents and children. Our results also indicated that teens who engage in risky online activities believe that their friends approve of such behavior. It is possible that adolescents involved in risky online behavior tend to justify their behavior by overestimating the norms of their peers. In this phenomenon known as the false-consensus effect, adolescents project their behavior onto their friends to normalize their own behavior.

This study presents important and unique findings. The results indicate that youngsters who are involved in dangerous online behaviors are a distinct group with special characteristics. Typically, this group consists of older boys who make frequent use of platforms that facilitate communication with strangers, come from families with little cohesion, have parents who have little if any control over their children and have peers who support these behaviors. Such youngsters may see themselves as adults, are looking for excitement and want to push the boundaries of acceptable behavior. This observation can help care giving professionals identify boys at risk of becoming involved in risky online behaviour.



## LONELINESS AND SECRECY

### Chair:

*Ayfer Dost-Gözkan, Ozyegin University, Turkey*

Presentation 1:

### **Determining the Predictors of Secrecy in Adolescence**

*Deniz Metin, Bartın University, Turkey, Fuad Bakioglu, Anadolu University, Turkey & Tuncay Ayas, Sakarya University, Turkey*

The aim of this study is to investigate the secrecy in adolescence with respect to some developmental variables. In this study, the relationships among secrecy and emotional autonomy, moral maturity, loneliness, shyness and social support were examined. The sample of this study consists of 225 adolescents (160 females and 65 males aged between 15 -19 years). “Self concealment Scale, “Emotional Autonomy Scale”, “Moral Maturity Scale”, “UCLA Loneliness Scale, “Shyness Scale” and “Social Support Scale” were used to collect the data. In this study, Independent t test, ANOVA, Pearson correlation coefficient and Stepwise multiple regression analysis were used. Results indicated that self-concealment levels of the adolescents didn’t differ significantly with respect to gender and number of siblings while it was found to differ significantly with respect to grade and the residential place where they lived the longest. However, there were significant positive correlations between self-concealment scores and loneliness and shyness, whereas there were negative correlations between self-concealment and moral maturity, emotional autonomy and social support. Also, the regression model was found to be statistically significant.

Presentation 2

### **Adolescent disclosure and secrecy in different relationship contexts and psychological well-being.**

*Ayfer Dost-Gözkan, Ozyegin University, Turkey*

The present study examined adolescents’ disclosure and secrecy behavior in close relationship contexts. Adolescents (N=352; Mage = 16.08, SD=1.5) reported the extent they disclose information about themselves and keep secrets in their relationships with their mother, father, and close friends, and filled out a questionnaire that measured their psychological adjustment (i.e., their problem solving confidence, family cohesion, anxiety, and contentment with their self, family, school and friendships). The study examined a) the differences in disclosure and secrecy behavior in different relationship contexts; b) the relative predictive power of disclosure and secrecy in different relationships on psychological adjustment indices.

Mixed design ANOVAs and follow up univariate ANOVAs were conducted to examine the extent in which adolescents’ disclosure and secrecy in three relationships differ. Results showed that both boys and girls disclose more to their mothers and to close friends than they disclose to their fathers; and girls disclose more to their mothers and close friends as compared to boys. Adolescents keep

secrets more from their fathers and mothers than they do from their friends. In addition, boys had higher scores of secrecy as compared to girls.

A series of multiple regression analyses were conducted to examine the relative effects of disclosure and secrecy in adolescents' three close relationships on indices of psychological adjustment. Results indicated that disclosure to mother was linked to positive outcomes, especially for girls. Accordingly, disclosure to mother predicted higher levels of problem solving confidence, contentment with the self, the school and the family, as well as perceived family cohesion among girls. For boys, disclosure to mother predicted only problem solving confidence. Disclosure to father, on the other hand, predicted contentment with the family for both boys and girls, and family cohesion for boys only. Disclosure to close friends was linked to higher levels of contentment with friendships for both boys and girls and problem solving confidence among girls only.

Analyses of secrecy behavior showed that keeping secrets from the mother had no relationship with psychological adjustment indices for boys; for girls, however, secrecy from the mother predicted lower levels of cohesion and contentment with the family. Secrecy from friends and from the father predicted negative outcomes for boys only. Accordingly, while secrecy from the father predicted lower contentment with the family, secrecy from close friends was linked to anxiety as well as lower contentment with the self.

Overall, disclosure and secrecy in relationship with the mother has more predictive power for girls, and disclosure and secrecy in relationship with the father and the close friends has more predictive power for boys. These results support the view that information sharing and keeping secrets in different relationship contexts may have different meanings and consequences for adolescents' well-being.

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### Presentation 3

#### **Trustful communication with parents and loneliness among adolescents**

*Mogens Trab Damsgaard, Katrine Madsen, Pernille Due, et al., National Institute of Public Health, University of Southern Denmark*

Loneliness is a distressing feeling that seems to occur more frequently among adolescents than in any other age group. Loneliness is also a public health concern as it increases the risk of several health problems as well as behavioural and academic problems among adolescents. Close relations to parents appear to play an important role in this context. Studies also suggest that social support from parents has a protective effect against psychological symptoms in general.

There is a social disparity in loneliness, so that children from the lowest socio-economic groups report a higher occurrence of loneliness. We also know that children from higher socio-economic groups are less vulnerable to risk factors for a range of physical and mental health problems (differential vulnerability).

The aim is to examine the relationship between trustful communication with parents and feelings of loneliness among adolescents and whether this relationship is modified by the family's socio-economic position.

The study uses pooled data from five waves of the Danish Health Behaviour in School-aged Children surveys 1994 to 2014, and includes a representative sample of 22,500 children at the ages of 11, 13 and 15 years. The respondents were asked: "How easy is it for

you to talk to your [father/mother/stepfather/stepmother] about things that really bother you?”. Loneliness was measured by the single item: “Do you feel lonely?” (“yes, very often,” “yes, often,” “yes, sometimes,” “no”). Standardized prevalence analysis and multi-level, multivariable logistic regression was applied. Modification with socio-economic position was tested by multiplicative as well as additive interaction analysis.

7% of all school-children felt lonely often or very often. The prevalence ranged from 4% among 15-year-old boys who can talk easy to a parent to 18% among 11-year-old girls without trustful parental contact. Odds ratio for daily symptoms was 2.6 (95% CI=2.3-2.9) for children without trustful parental contact compared to children with trustful contact - even when adjusted for social class. The feeling of loneliness was more prevalent among girls than among boys, OR=1.6 (95% CI=1.5-1.8), and lack of trustful communication with parents had a greater impact on loneliness among girls than among boys. The social discrepancy in feeling lonely persists independent of parental communication, OR=1.4 (95% CI=1.2-1.6).

Loneliness among adolescents is related to the quality of parental communication – independent of socio-economic position. More research is needed to establish why girls are more vulnerable to feeling lonely than boys.

#### Presentation 4

##### **Relationship of Early Maladaptive Schemas and Loneliness with University Orientation**

*Aylin Demirli Yıldız, Turkey*

In this study, focusing on the relationship between loneliness and level of compliance during university years by early maladaptive schemas, Institutional Integration Scale, UCLA Loneliness Scale and Young Schema Questionnaire-Short Form were used. Demographic information form was also used to identify the characteristics of participants. In the research, hierarchical regression was preferred, because it allows to control for the development of the regression process. In the first phase of the regression model, loneliness, which had the highest correlation, was put alone into the equation. Showing a high correlation, Disconnection Schema Domain and Impaired Autonomy Schema Domain were added to the equation with loneliness in the second stage. In the last stage, three models were tested involving Impaired Limits Schema Domain, Others Oriented Schema Domain and High Standards Schema Domain in the equation. When three regression models were compared, a significant difference can be seen between Model 1 and Model 2. However, the same significance cannot be seen between Model 2 and Model 3, whereas, Impaired Autonomy Schema Domain shows significance in Model 3 in which all variables were included in the equation ( $\beta=-.19$ ). As a result, findings of the study suggest that more than one third of university orientation seems to predict Disconnection Schema Domain, Impaired Autonomy Schema Domain within early childhood maladaptive schemas, and loneliness. Impaired Limits Schema Domain, Others Oriented Schema Domain and High Standards Schema Domain did not provide a significant contribution in predicting university orientation.

## Presentation 5

### **Seeking solitude: Gender and cultural differences among South African adolescents**

*Tharina Guse, Esmarilda Dankaert & Casper J. van Zyl, University of Johannesburg, South Africa*

Solitude is a state of being alone that could be viewed as either negative or positive. Whereas much research has focused on loneliness, the negative aspect of being alone, there is an increased interest in the positive contribution of solitude to adolescent development and well-being. Time spent alone seems to be more deliberately chosen during adolescence and can serve to support the developmental tasks of identity formation and individuation. However, solitude has a paradoxical nature. When solitude is freely chosen, or self-determined, it is more likely to be associated with positive outcomes, whereas non-self-determined solitude could be associated with a negative state of being alone. The underlying motivation to engage in time spent alone may, therefore, be particularly important in this regard.

Gender differences in the motivation for solitude have not been widely studied. Existing research on attitudes towards spending time alone is also contradictory, with some studies indicating that girls have a more positive attitude to being alone, while others found no significant differences. Further, the meaning and function of solitude are inferred from the surrounding socio cultural context, with its associated norms, values, beliefs, and attitudes. In many cultures, particularly within collectivistic cultures, being alone is viewed as undesirable and may be infringed upon. However there is a lack of research on the motivation and underlying preferences for solitude among adolescents from different cultural contexts.

The aim of this study was twofold: a) to examine differences in motivation for solitude between girls and boys in a group of South African adolescents; b) to examine differences in motivation for solitude between Black (African) and White (European descent) adolescents.

The Motivation for Solitude Scale Short Form (MSS-SF) was administered to adolescents ( $n=818$ ) attending high schools in Johannesburg, South Africa. In order to make meaningful comparisons between the groups, Rasch modelling was first implemented to examine uniform differential item functioning (DIF) of the MSS-SF across the groups of interest. This was followed by t-tests for independent samples.

DIF analyses did not find any evidence for item level bias across gender and ethnicity. Girls scored higher on both self-determined ( $p = 0.01$ ; eta squared = 0.007) and non-self-determined ( $p < 0.01$ ; eta squared = 0.01) solitude in comparison to boys but the effect sizes were small. Black adolescents scored higher on self-determined solitude than White adolescents ( $p < 0.01$ ; eta squared = 0.05) but there was no statistically significant difference regarding non-self-determined solitude.

Adolescent girls may be more inclined to engage in solitude, supporting previous studies on gender differences in attitudes towards being alone. Black adolescents, generally seen as belonging to a collectivistic cultural context, seem to be more inclined to engage in self-determined solitude in comparison to White adolescents (generally seen as belonging to an individualistic cultural context). This finding was contrary to expectations and various explanations will be offered.



Saturday, September 17, 09.00 – 10. 30 Symposium S08– Room: Granada

## **PARENTS' AND TEACHERS' PERSPECTIVES FOR BULLYING AND CYBERBULLYING PREVENTION**

### **Convenor:**

*Petra Gradinger, University of Applied Sciences Upper Austria*

### **Discussant:**

*Christiane Spiel, University of Vienna, Austria*

Many children and adolescents are involved in bullying, a form of aggressive behaviour which is characterised by intention, repetition and power imbalance between the bully and the victim (Olweus, 1991). Bullying can take many forms like physical, verbal, or negative relational behaviours, or even in cyberspace, called cyberbullying (Smith et al, 2008). Based on an ecological perspective (Swearer, Espelage & Napolitano, 2009), causal mechanisms for bullying and cyberbullying can be found in many contexts, like the family, or at school. Meta-analyses already showed that bullying prevention programs at school work best if also parent and teacher trainings are involved (Fox, Farrington, & Ttofi, 2012). Nevertheless, many parents and teachers are reluctant to participate in prevention programs, which is why prevention efforts are not always as effective as they could be. Unfortunately, not many studies focus on parents' and teachers' role in bullying prevention. Nevertheless, parents' and teachers' beliefs, attitudes and behaviours concerning bullying and cyberbullying are essential for the commitment in bullying prevention. For this reason, the following four papers examine the role of parents and teacher in bullying and cyberbullying in diverse samples, coming from Europe (Austria, Cyprus, and Norway) and the USA (Arizona).

Presentation 1:

### **Students' and Teachers' Perceptions of School Climate: Do They Agree and how do They View Bullying and Teasing?**

*Michael Sulkowski, Sheri Bauman, Sowmya Ghosh, Dominique M. Wilson, Laila Alshami, University of Arizona, USA*

This paper examines the concordance between teacher and student ratings of school climate, including the prevalence of bullying and teasing, school disciplinary structure, school engagement, and student social support. Students' and teachers' perceptions were measured in 45 schools located in the United States of America. Results suggest that students and teachers have similar perspectives of the degree of social support that is provided to students, yet students report witnessing higher degrees of bullying and teasing than teachers think they do. Additionally, teachers tend to think that the school disciplinary structure is more established than students think it is. Conversely, however, students rated their perceptions of school engagement as higher than teachers' perceptions of their engagement. Overall, study results suggest that students and teachers view school climate regarding bullying differently.

## Presentation 2

### **Parents' and Teachers' Beliefs and Attitudes for Bullying and Cyberbullying Prevention**

*Petra Gradinger, Dagmar Strohmeier, University of Applied Sciences Upper Austria & Christiane Spiel, University of Vienna, Austria*

The goals of this paper are to examine parents' and teachers' (1) beliefs and attitudes regarding bullying and cyberbullying and (2) to identify, whether the bullying experience of their own children or students are affecting their beliefs and attitudes. Altogether, 959 adults (466 parents, 493 teachers) in Austria were examined regarding their rating of bullying prevalence, their attitude regarding the importance and seriousness of bullying, their willingness to actively participate in an anti-bullying program, and whether their own children or students already had experienced bullying. Results show, that parents and teachers have realistic ratings regarding the prevalence of bullying and more than 95% of parents and teachers regard bullying as an important topic of the school. Cyberbullying is regarded as least serious and physical bullying as most serious form. 68% of parents and teachers are willing to actively participate in an anti-bullying program. High percentages of parents (34%) and teachers (66%) report that their own children or students already had experienced bullying. Those involved parents and teachers rate the prevalence of bullying higher, rate verbal and cyberbullying more serious and are more willing to actively participate in an anti-bullying program than uninvolved parents and teachers.

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## Presentation 3

### **Minority Parents' Involvement in Bullying Cases**

*Hildegunn Fandrem & Janne Støen, University of Stavanger, Norway*

This study examines the perspective of minority parents of students, who are involved in bullying cases. The sample consists of parents selected from schools participating in the Learning Environment Project, a prevention and intervention project directed towards schools in Norway with continued high levels of bullying. Semi-structured interviews were used to collect information regarding parents' view of how the school treated the bullying problem, parents' communication and cooperation with the school, parents' communication and cooperation with other parents and parents' advice to their children on how to handle the situation. Results show that different cultural backgrounds can influence the way bullying in schools are defined, solved and handled. In a multi-ethnic society like Norway, one has to include different cultural aspects when trying to create good learning environments. Refugees, immigrants or asylum-seekers in Norway all have the same rights to education and a good psychosocial environment as Norwegian pupils.

## Presentation 4

### **Evaluation Results of the ViSC Program in Austria and Cyprus: Teacher's Role**

*Olga Solomontos-Kountouri, Theology School, Cyprus, Dagmar Strohmeier & Petra Gradinger, University of Applied Sciences Upper Austria*

This study describes evaluation results regarding an anti-bullying program called ViSC. More concretely, the study aims (1) to compare the different implementation models of the ViSC anti-bullying program applied in Austria and Cyprus and (2) to present results of the longitudinal evaluation study concerning teachers' role. The ViSC Social Competence Program has been developed in Austria with the main goal to reduce aggressive behaviour

and bullying in secondary schools (grade 5-8). It has been implemented in Austria since 2009 and in Cyprus since 2012, and it was rigorously evaluated in both countries. The ViSC program was evaluated via two wave longitudinal control group studies. Before and after the program implementation, teachers filled in questionnaires covering the handling bullying questionnaire (HBQ), self-efficacy for stopping bullying and knowledge about bullying. Analyses show that the ViSC program successfully increases knowledge and self-efficacy among teachers. However, goal attainment is only the first step in the present research program.

