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CONTENTS

SOCIAL ANXIETY AND RUMINATION IN THE CONTEXT OF THE REVISED REINFORCEMENT SENSITIVITY THEORY AND THE MEDIATION MODEL OF SOCIAL ANXIETY <i>Kristina Randelović & Nikola Čirović</i>	1
RELATIONSHIPS BETWEEN DEVELOPMENTAL FEEDBACK, INTRINSIC MOTIVATION, AND CREATIVE PERSONALITY AND PERFORMANCE <i>Weilin Su, Bei Lyu, and Manuel London</i>	25
THE EFFECT OF SPECIFIC EMOTIONS ON CONFORMITY <i>Saša Drače & Emir Efendić</i>	45
CHILDREN'S COMPREHENSION OF THE VERBAL ASPECT IN SERBIAN <i>Maja Savić, Maša Popović, and Darinka Anđelković</i>	57
THE ZONE OF ACTUAL AND THE ZONE OF PROXIMAL DEVELOPMENT MEASURED THROUGH PRESCHOOL DYNAMIC ASSESSMENT AS PREDICTORS OF LATER SCHOOL PERFORMANCE – A LONGITUDINAL STUDY <i>Slađana Luković, Bojana Marinković, and Marija Zotović Kostić</i>	89
PSYCHOMETRIC CHARACTERISTICS OF A SERBIAN TRANSLATION OF THE UNCONDITIONAL SELF-ACCEPTANCE QUESTIONNAIRE AND THE DEVELOPMENT OF A SHORT FORM <i>Stanislava Popov & Jelena Sokić</i>	107
BEST EARLY-STAGE RESEARCHER PAPERS PUBLISHED IN <i>PSIHOLOGIJA</i> IN 2021	
REVIEWERS IN 2021	

Social Anxiety and Rumination in the Context of the Revised Reinforcement Sensitivity Theory and the Mediation Model of Social Anxiety*

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The aim of this study was to examine the relationship between temperament, ruminative thought style and social anxiety using latent variable modeling. Before examining the integrated model that specifies the relations between the constructs, relevant measurement issues were examined. The study was conducted on a heterogeneous sample from the general population that included 1,029 participants (62.1% female) aged 19 to 79. The findings show that the Behavioural Inhibition System is the most important vulnerability factor for the development of social anxiety, and it has both a direct effect and an indirect one through the ruminative thought style. Also, Freeze has an additional contribution to the increased experience of social anxiety. The Behavioural Approach System has complex effects on social anxiety – with a direct protective effect, and indirectly – with a facilitation of the ruminative thought style. Thus, BAS can also act as a risk factor. The findings support the revised Reinforcement Sensitivity Theory and provide a basis for the extension of the Kimbrel's Mediation Model of Social Anxiety.

Keywords: social anxiety, ruminative thought style, the revised Reinforcement Sensitivity Theory, Mediation Model of Social Anxiety

Highlights:

- The Behavioural Inhibition System is a neurobiological/personality basis of social anxiety with an additional contribution of Freeze.
- The Behavioural Approach System is both a protective and a risk factor for social anxiety, depending on the mechanism that conveys its effect.

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- The Ruminative Thought Style can be regarded an aspect of the Behavioural Inhibition System but it is additionally facilitated by impulsivity from the Behavioural Activation System.
- The Behavioural Inhibition System increases social anxiety through repetitive cognition, and also directly.

Relationships between Developmental Feedback, Intrinsic Motivation, and Creative Personality and Performance*

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Developmental feedback can motivate employees to take chances and be more creative, at least for employees who interpret feedback as support for new ideas. Drawing on cognitive evaluation theory, we examined relationships between developmental feedback, intrinsic motivation, creative personality (e.g., people who describe themselves as inventive and confident rather than cautious and conservative), and creative performance. We predicted that developmental feedback would contribute to employees' intrinsic motivation and further improve their creative performance, especially those who were high in creative personality. The sample included 215 Chinese employees and their direct supervisors from a big science and technology corporation in Beijing, China. Employees' perceptions of developmental feedback from their supervisor were positively related to employees' ratings of their intrinsic motivation and supervisors' ratings of employees' creative performance. Also, intrinsic motivation of employees mediated the relationship between developmental feedback and their creative performance. These relationships were stronger for employees with a highly creative personality.

Keywords: developmental feedback, intrinsic motivation, creative personality, creative performance, Chinese employees

Highlights:

- First study about the relationships between developmental feedback, intrinsic motivation, and creative personality and performance in Chinese employees.

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- Developmental feedback is positively correlated with intrinsic motivation and creative performance, especially for employees with highly creative personalities.
- Intrinsic motivation mediates the relationship between developmental feedback and creative performance.

The Effect of Specific Emotions on Conformity*

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Various factors can impact the level to which people conform to others. An important, yet unanswered question is how emotions could influence conformity levels. We predicted that specific emotions, which embody an underlying appraisal of uncertainty about the world, would lead people to feel more uncertain and subsequently more susceptible to others' influence. To test this hypothesis, participants ($N = 78$) induced to feel sad, happy or angry had to perform a highly ambiguous numeric estimation task. In half of the trials, participants were presented with additional estimates ostensibly provided by three other individuals, and were left free to use or disregard them when completing the task. As expected, participants in the sadness condition (an emotion associated with a low certainty appraisal) showed more conformity than those in the anger or happiness conditions (emotions associated with a high certainty appraisal). Taken together, our findings suggest that being in an emotional state characterized by uncertainty can increase people's sensitivity to others' informational influences resulting in a higher level of conformity.

Keywords: conformity, uncertainty, emotion, appraisal tendencies

Highlights:

- Discrete emotions influence conformity.
- Emotional effect does not depend on emotional valence.
- Emotions that theoretically differ on cognitive appraisal of certainty have markedly different impact on conformity.

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Children's Comprehension of the Verbal Aspect in Serbian*

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The aim of the study was to investigate how Serbian native speaking preschool children comprehend perfective and imperfective aspect in comparison to adults. After watching animated movies with complete, incomplete and unstarted actions, the participants were asked questions with a perfective or imperfective verb form and responded by pointing to the event(s) that corresponded to each question. The results converged to a clear developmental trend in understanding of aspectual forms. The data indicate that the acquisition of perfective precedes the acquisition of imperfective: 3-year-olds typically understand only the meaning of perfective; most 5-year-olds have almost adult-like understanding of both aspectual forms, while 4-year-olds are a transitional group. Our results support the viewpoint that children's and adults' representations of this language category differ qualitatively, and we argue that mastering of aspect semantics is a long-term process that presupposes a certain level of cognitive and pragmatic development, and lasts throughout the preschool period.

Keywords: verbal aspect, language development, comprehension, Serbian language

Highlights:

- The first experimental study on verbal aspect comprehension in Serbian.
- Crucial changes in aspect comprehension happen between ages 3 and 5.
- The acquisition of perfective precedes the acquisition of imperfective.
- Support for discontinuity in children's and adults' aspect representations.

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The Zone of Actual and the Zone of Proximal Development Measured through Preschool Dynamic Assessment as Predictors of Later School Performance – a Longitudinal Study*

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The goal of the study was to examine whether the zone of actual (ZAD) and the zone of proximal development (ZPD) in children, measured through preschool dynamic assessment, could be used as predictors of later school performance. A longitudinal study was conducted. The participants were 114 students from the “Stevan Čolović” primary school in Arilje (54 boys, and 60 girls), Serbia. The findings generally confirm that measures from preschool dynamic assessment can be used as predictors of later school performance. ZAD was shown to be a better predictor than ZPD. ZPD is an independent predictor only for performance in language and mathematics tests in a final trial test. Affective-motivational scaffolding is a better predictor than cognitive scaffolding. These results are considered in the context of Vygotsky’s theory and also in that of dynamic assessment procedures. Theoretical and practical implications for future studies of affective-motivational and cognitive factors as predictors of school performance are being considered.

Keywords: dynamic assessment, affective-motivational and cognitive factors, zone of proximal development, school performance

Highlights:

- Measures from preschool dynamic assessment can be used as predictors of later school performance.

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- Independent performance on the TIP-1 test or ZAD is a better predictor of later school performance than ZPD.
- Depending on different indicators of school performance during primary school ZPD can be used as a significant independent predictor.
- In terms of ZPD, affective-motivational scaffolding is a better predictor of later school performance than cognitive scaffolding.

Psychometric Characteristics of a Serbian Translation of the Unconditional Self-Acceptance Questionnaire and the Development of a Short Form*

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The Unconditional Self-Acceptance Questionnaire is extensively used in the assessment of one's ability to evaluate their skills, actions, thoughts, and feelings, without a generalized evaluation of one's worth or value. However, it has often been criticized for being contaminated with self-esteem items and, hence, theoretically incongruent. We evaluated the psychometric properties of the instrument and provided the first validation of the short Serbian adaptation of the USAQ. In Study 1 ($n = 288$), we examined the latent structure of the original USAQ translated to the Serbian language and found a three-factor solution, consisting of Conditional Self-Acceptance, Unconditional Self-Acceptance, and Attitudes About Human Worth. In Study 2 ($n = 354$), we sought to validate the shorter version of the scale. The two-factor solution, comprising Unconditional and Conditional Self-Acceptance, explained 51 % of the variance. Re-testing the two-factor structure on a different sample, the CFA revealed satisfactory fit indices. Apart from good internal consistency, the shortened scale showed comparable associations with appropriate convergent and discriminant constructs (e.g., explicit self-esteem, positive and negative state/trait affectivity, and the states of anxiety and depression), supporting the construct validity of the Serbian version. Further implications for research and therapeutic practice are discussed.

Keywords: conditional self-acceptance, unconditional self-acceptance, questionnaire, validation

Highlights:

- The first validation of the USAQ and the USAQ-short in the Serbian speaking area.

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- An exploratory analysis of the original USAQ revealed a three-factor solution with low between-factor correlations.
- The USAQ-short showed improved homogeneity of the scale and good construct validity and its two-factor model obtained satisfactory fit indices.