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Book of abstracts

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Anger through sociocognitive model of emotions with addition of anger allegories

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Emotions are characterized by physiological arousal and social cognition. The latter is emphasized in the sociodynamic model of emotions, which was used as the base for this research paper. The purpose of this study was to examine different levels of intensity and frequencies of anger in inter-personal relationships observed in different situations. In addition, the relationship between physiological signs of anger and participants' way of coping with it as well as their opinion on suitability of certain anger allegories was explored. For the purpose of the research, authors designed the Questionnaire of Anger in Interpersonal Relationships, which was applied on 50 participants, aged between 19 and 32. The results indicate that anger is most often expressed in relationships with friends, mostly when the participants felt that they have been treated unfairly. Anger is mainly expressed by elevated heartbeat and high respiration rate. Furthermore, findings show important differences in intensity and frequencies of certain physiological signs of anger with regard to their opinion on the suitability of three (out of 9 observed) metaphors describing the state of anger. No significant differences in physiological signs of anger contingent on the participants' typical coping strategies were found. These findings highlight which social situations evoke anger. The results also provide an insight into how perceiving specific metaphors as suitable to describe anger can be connected to our physiological responses to that emotion.

Resilience and adaptive coping in sport

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Most athletic performance research focuses on stress-related factors and situations, as well as athletes' modes of coping. Resistance to stress or post-traumatic growth is not equal to the invulnerable and is more than surviving stressful events in life. It is a flexible resilience that simultaneously means the stability and stress tolerance of a system (person, family, team, ecosystem). Resilience is a construct that is closely related to adaptation capabilities, the resilient person is characterized by internal control, empathy, optimism, positive self-image, positive treatment of changes, and self-acting behavior. During my research, I conducted narrative interviews to examine emotional intelligence and resilience in young basketball players group. During narrative interviews, the buzzwords were emotional categories (sadness, anger, joy, and pride).

Grit, determination and coping: A comparative study between athletes and non-athletes

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Grit is a rather new concept in psychology. Scientific researchers only started looking for the individual differences of successfulness and effectiveness, those traits that assist an individual in performing better. Grit is one of these traits, it is based on an individual's passion for a particular long-term goal, with a powerful motivation to achieve it. This study aimed to discuss in detail the grit phenomenon, the essence of hardiness, and the different stress coping techniques. The objective was to get answers to the following: whether grit has a relationship with coping, and if there are individual difference in grit between top athletes and non-athletes. Our research methods included the Grit Scale which measures grit and the CISS-48 questionnaire, a self-report measure of stress coping, which was completed by 235 people (123 top-athletes and 112 non-athletes), aged between 14 and 64 years. Results showed that the higher the score on the Grit Scale, the more likely the individual uses task-oriented coping technique and the more unlikely the individual uses emotion-focused and avoidance-oriented coping techniques. Significant differences were observed between the groups surveyed as to their grit-level: top-athletes seem to be higher in grit than non-athletes. There was no significant difference in grit level among top-athletes.

Job satisfaction and personality traits as determinants of achievement motive in teachers

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The aim of this study was to investigate if job satisfaction and personality traits determine achievement motive in teachers. The sample comprised 570 teachers (76.8% females) from eleven Bosnia and Herzegovina elementary schools. We used Big Five questionnaire, Job satisfaction survey and Achievement motive scale which contains four sub scales: Competition with other people, Resistance in achievement goal, Goal achievement as a source of satisfaction, Orientation towards planning. The data processing was done using hierarchical regression analysis. The results showed that personality traits of Big 5 model and job satisfaction explained 6.6% ($p < .001$) of the total variance of competition with other people, 49.8% ($p < .000$) of the total variance of resistance in achievement goal, 33.3% ($p < .001$) of the total variance of goal achievement as a source of satisfaction, and 21.3% ($p < .001$) of the total variance of orientation towards planning in teachers. The significant contribution to the competition with other people was given by extraversion ($\beta = .12$, $p = .016$) and openness to experience ($\beta = .16$, $p = .001$). Job satisfaction ($\beta = .21$, $p < .001$),

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