ACAP 2025 Programme & Abstract Book

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Conference Partners

EAST ASIA RESEARCH

คณะจิตวิทยา
FACULTY OF PSYCHOLOGY
Chulalongkorn University

Programme Book

22nd July 2025

Venue: Holiday Inn Singapore Atrium Level 3 (Seletar Ballroom)

REGISTRATION: 09:30 – 09:50

ACAP 2025 OPENING: 09:50 – 10:00

Dr. Juthatip Wiwattanapantuwong

Asst. Professor of Psychology, Applied Psychological Research, Faculty of Psychology, Chulalongkorn University

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KEYNOTE SESSION I: 10:00 – 10:45

Disconnected in a Connected World: The Social Media Paradox and Well-being

Dr. Yokfah Issaranon

Asst. Professor of Psychology, Social Psychology & Applied Psychological Research, Faculty of Psychology, Chulalongkorn University

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COFFEE BREAK: 10:45 – 11:15

KEYNOTE SESSION II: 11:15-12:00

Understanding the Science Behind Bedtime Procrastination

Dr. Ai Ni Teoh

Associate Professor of Psychology and the Academic Head of the School of Social and Health Sciences, James Cook University (Singapore Campus)

LUNCH: 12:00 – 13:00

Seletar Room 3

SESSION I: 13:00 – 14:30

Session Chair: Dr. Juthatip Wiwattanapantuwong (Chulalongkorn University)

22. Autobiographical memory recall from the self-defining periods: Revisiting Erikson's Psychosocial Development Theory
Shamsul Haque (Monash University Malaysia)*

23. Maternal Gatekeeping in Thailand: The Role of Mothers' Negative Emotionality and Perceptions of Father Competence
Patr Kuptividhayakul (Chulalongkorn University)*

16. Identifying experiential avoidance themes among Chinese parents of children with ASD: A reflexive thematic analysis
Ka Ho Tong (Hong Kong Shue Yan University)*; Wai Fu (Hong Kong Shue Yan University); Hau Yee Yeung (Hong Kong Shue Yan University); Ka Hung Galaxy Chan (The University of Hong Kong); Wan Chi Tsoi (Hong Kong Shue Yan University); Kit Ping Fung (Hong Kong Shue Yan University); Yim Ping Lam (Hong Kong Shue Yan University)

33. The Impact of Parenting Styles on Coping Strategies: A Conceptual Review
Joel Yap (Heriot-Watt University Malaysia)*

COFFEE BREAK: 14:30 – 15:30

POSTER: 14:30 – 15:30

2. The relationship between perceived CSR and employees' work participation: Investigating the roles of organizational identification and workload
Jia Wun Chen (SooChow University)*

28. Tangible Loss and Intangible Loss Caused by Natural Disaster in Korea: Floods, Wildfires, and Earthquakes
Cienna Kim (University of Utah)*; Hangu Lee (University of Utah)

SESSION II: 15:30 – 16:30

Session Chair: Dr. Peera Wongupparaj (Chulalongkorn University)

25. Coping Strategies as Predictors of Resilience Amongst Malaysian Undergraduate Students
Joel Yap (Heriot-Watt University Malaysia)*

30. The role of psychologists in the digital age: Preserving social bonds and strengthening the therapeutic alliance through training
Anne Plantade-Gipch (School of Practicing Psychologists)*

24. A Preliminary Study on the Cross-Cultural Competencies of Global Leaders in Thai Organizations
Narumol Petchthip (Chulalongkorn University)*

ACAP 2025 CLOSING: 16:30 – 17:00

Dr. Juthatip Wiwattanapantuwong

Asst. Professor of Psychology, Applied Psychological Research, Faculty of Psychology, Chulalongkorn University

23rd July 2025

Venue: Holiday Inn Singapore Atrium Level 3 (Seletar Room 3)

VIRTUAL PRESENTATION/CONFERENCE NETWORKING: 10:00 – 17:00

END OF CONFERENCE

VIRTUAL PRESENTATION

https://acap.ear.com.sg/acap2025-virtual-presentation/ **PASSWORD: ACAP2025**

11. Resilience and Autonomous Self-Regulation as Predictors of Psychological Well-Being Among Non-Native English-Speakers: A Self-Determination Theory Perspective

Kenneth Leow (Heriot-Watt University Malaysia)*; Yueh Yea Lo (Universiti Malaya); Serena Leow (Sunway University); Elizabeth Gilpin (Seneca Polytechnic)

14. Investigating the relationship between Perceived Academic Stress, Mindfulness, and Psychological Well-being among Malaysian University Students.

Wei Lin Poh (Heriot-Watt University Malaysia)*; Yee Ying Kek (Nicol David Organisation); Kenneth Leow (Heriot-Watt University Malaysia)

27. Character Strengths and Resilience in Educational Settings: A Two-Decade Bibliometric Study

Ivanna Shubina (Liberal Arts Department, American University of the Middle East)*; Adrian Jarema Dzido (Computing Science Department, Radboud University)

29. Personality Traits and Co-Dependence: Variable Correlations Across Severity Levels

Regina Ershova (RUDN University)*; Anna Sokolova (State University Of Humanities And Social Studies)

Abstract Book

22nd July 2025

Venue: Holiday Inn Singapore Atrium Level 3 (Seletar Ballroom)

REGISTRATION: 09:30 – 09:50

ACAP 2025 OPENING: 09:50 – 10:00

Dr. Juthatip Wiwattanapantuwong

Asst. Professor of Psychology, Applied Psychological Research, Faculty of Psychology, Chulalongkorn University

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KEYNOTE SESSION I: 10:00 – 10:45

Disconnected in a Connected World: The Social Media Paradox and Well-being

Dr. Yokfah Issaranon

Asst. Professor of Psychology, Social Psychology & Applied Psychological Research, Faculty of Psychology, Chulalongkorn University

Abstract

In today's hyper-connected world, social media has become an integral part of our daily lives, shaping the way we communicate, share experiences, and perceive the world around us. However, this digital revolution brings with it a paradox: while social media connects us to a global network, it often leaves us feeling more disconnected, isolated, and mentally drained.

In this keynote, "Disconnected in a Connected World: The Social Media Paradox and Well-being," we will explore the complex relationship between social media use and well-being. Drawing from research in psychology and digital behavior, the talk will highlight both the positive and negative effects of social media on mental health and interpersonal connections.

COFFEE BREAK: 10:45 – 11:15

KEYNOTE SESSION II: 11:15-12:00

Understanding the Science Behind Bedtime Procrastination

Dr. Ai Ni Teoh

Associate Professor of Psychology and the Academic Head of the School of Social and Health Sciences, James Cook University (Singapore Campus)

Abstract

Research on bedtime procrastination branches out from procrastination research less than 10 years ago and hence is a relatively young area of study. Bedtime procrastination refers to the deliberate act of going to sleep later than planned without any valid external reason. It affects mostly adolescents and young adults and has been linked to poor sleep quality and adverse health outcomes. This talk explores the key factors contributing to bedtime procrastination, the mechanisms involved, and their psychological and physical health impacts. Drawing from these findings, it sheds light on the interventions to reduce bedtime procrastination.

LUNCH: 12:00 – 13:00

Seletar Room 3

SESSION I: 13:00 – 14:30

Session Chair: Dr. Juthatip Wiwattanapantuwong (Chulalongkorn University)

22. Autobiographical memory recall from the self-defining periods: Revisiting Erikson's Psychosocial Development Theory

Shamsul Haque (Monash University Malaysia)*

Abstract

Two studies investigated the self-defining periods (popularly known as the reminiscence bump) for positive and negative autobiographical memories. Study 1 (N = 88) used ten fidelity and ten love statements picked from the Modified Erikson Psychosocial Stage Inventory to induce memories. Fidelity statements reflected identity vs. role confusion, and love statements represented intimacy vs. isolation stages of Erikson's Psychosocial Development Theory. The results revealed marked self-defining periods/reminiscence bumps at two different time points;

fidelity statements activated more memories from the second decade, whereas love statements elicited more memories from the third decade of life. Study 2 (N = 40) used six self-generated "I am …" identity statements, three positive and three negative statements, to cue autobiographical memories. Each participant retrieved five memories for each statement, thus producing thirty memories in total, with fifteen positive and fifteen negative memories. The results showed identical reminiscence bumps for positive and negative memories in the second and third decades of life. A self-defining period for negative memories contradicts some mainstream literature on autobiographical memory. We interpret our results through the identity development account of the reminiscence bump.

23. Maternal Gatekeeping in Thailand: The Role of Mothers' Negative Emotionality and Perceptions of Father Competence

Patr Kuptividhayakul (Chulalongkorn University)*

Abstract

Despite the benefits of father involvement in child development and interparental relationships, fathers are generally less involved in childcare than mothers. One of the factors that could explain this is maternal gatekeeping – the mother's behaviors that regulate the father's involvement in childcare. While many studies have investigated predictors of maternal gatekeeping, evidence is still not well established, especially in the Thai context, where this topic has yet to be explored. This study aimed to explore the relationships between maternal gatekeeping – both gateclosing and gateopening behaviors - and mothers' perceptions of father competence in childcare, and mothers' negative emotionality traits. A cross-sectional, quantitative, correlational design was employed. A sample of 100 Thai mothers of children aged 0-6 who were in a dual-earner, different-sex coparenting, and cohabiting relationship was assessed on their gate-closing and gate-opening behaviors, perception of father competence, and negative emotionality traits via an online questionnaire. A standard multiple regression revealed that mothers were more likely to engage in maternal gateclosing when they perceived lower father competence and possessed a higher negative emotionality trait. They were more likely to engage in maternal gateopening only when fathers were perceived as more competent. No significant relationship was found between maternal gateopening and mothers' negative emotionality trait. The findings contributed to the limited literature on maternal gatekeeping and pioneered maternal gatekeeping research in Thailand. Intervention strategies to reduce maternal gatekeeping behaviors may benefit from addressing mothers' perceptual and personality factors.

16. Identifying experiential avoidance themes among Chinese parents of children with ASD: A reflexive thematic analysis

Ka Ho Tong (Hong Kong Shue Yan University)*; Wai Fu (Hong Kong Shue Yan University); Hau Yee Yeung (Hong Kong Shue Yan University); Ka Hung Galaxy Chan (The University of Hong Kong); Wan Chi Tsoi (Hong Kong Shue Yan University); Kit Ping Fung (Hong Kong Shue Yan University); Yim Ping Lam (Hong Kong Shue Yan University)

Abstract

Background: Parents of children with autism spectrum disorder (ASD) experience significantly higher levels of stress compared to parents of neurotypical children (The Education University of Hong Kong, 2016). Experiential avoidance, defined as the tendency to avoid unwanted internal experiences, may be a key factor underlying this heightened stress (Tong et al., 2023). Acceptance and commitment therapy (ACT) posits that experiential avoidance intensifies psychological struggles (Hayes et al., 1999). This study explores the types of internal experiences that Chinese parents of children with ASD struggle to accept and avoid, with the goal of identifying themes that could inform culturally tailored interventions.

Methods: Thirteen Chinese parents of children with ASD were recruited through online advertisements. Participants were excluded if they had a history of psychiatric diagnoses, while their children were required to be aged 6 to 11 and studying in primary grades 1 to 3. A 1.5-hour semi-structured interview was conducted, video-recorded, and transcribed. Reflexive thematic analysis (Braun & Clarke, 2020), which is a six-phrase procedure which embrace both deductive and inductive processes, is adopted in data analysis. Researchers identify instances of experiential avoidance in the interview, followed by an inductive approach to generate sub-themes and overarching themes.

Findings: Four key themes of unwanted internal experiences were identified: cognitive dissonance between expectations and reality, stigma-related distress, uncertainty-related distress, and feelings of powerlessness. Parents struggled with reconciling their expectations for their child's development with the reality of ASD, felt shame and fear of judgment due to societal stigma, experienced anxiety about their child's future, and reported helplessness in managing challenges. These struggles led to behavioural consequences such as suppressing emotions, avoiding confrontation of their child's limitations, overcompensating through rigid parenting strategies, and engaging in power struggles that exacerbated stress.

Discussions: Awareness of these themes can help therapists identify therapeutic opportunities to reduce parental stress. For example, addressing cognitive dissonance can involve supporting parents in reframing expectations, while stigma-related distress may be alleviated by creating a safe space for parents to explore feelings of shame and fear of judgment. ACT-based interventions can be tailored to help parents accept their internal experiences, reduce experiential avoidance, and align their parenting behaviours with their values. Culturally sensitive approaches are particularly important in addressing stigma and traditional familial expectations, empowering parents to better support their children and themselves.

33. The Impact of Parenting Styles on Coping Strategies: A Conceptual Review

Joel Yap (Heriot-Watt University Malaysia)*

Abstract

Background: Academic stress is a pervasive issue among undergraduate students, often exacerbated by various demands and expectations. Effective coping strategies are crucial for managing such stressors and promoting well-being. Research indicates that parenting styles significantly influence the development of these coping strategies. Parenting styles, broadly categorized into authoritative, authoritarian, and permissive approaches, shape a child's behavioural and emotional responses to challenges. This paper conceptually reviews how different parenting styles impact the coping mechanisms adopted by undergraduate students.

Theoretical Framework: This conceptual paper is anchored in the Transactional Model of Stress and Coping by Lazarus and Folkman (1984). This model posits that stress arises from the interaction between an individual and their environment when demands surpass resources. Coping is defined as the cognitive and behavioural efforts to manage these demands. The model highlights various coping strategies, including emotion-focused, problem-focused, and avoidant coping. Importantly, the model emphasizes that social environmental factors, such as parental influence, play a crucial role in shaping an individual's ability to cope.

Discussion: Different parenting styles are associated with distinct coping strategy developments. For instance, authoritarian parenting has been linked to the adoption of avoidant coping strategies, while authoritative parenting is associated with more active coping mechanisms. Conversely, dysfunctional coping strategies are often observed in adolescents raised by permissive or authoritarian parents. This suggests a strong relationship where parenting styles act as significant antecedents to the coping strategies individuals employ.

Conclusion: This conceptual paper underscores the intricate connection between parenting styles and the coping strategies developed by undergraduate students. Understanding this

relationship provides a basis for future empirical research and informs the development of interventions aimed at fostering adaptive coping mechanisms through positive parenting practices. As coping strategies play a critical role in effective stress management, future studies should also investigate the potential mediating role of coping strategies in the relationship between parenting styles and academic stress.

COFFEE BREAK: 14:30 – 15:30

POSTER: 14:30 – 15:30

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2. The relationship between perceived CSR and employees' work participation: Investigating the roles of organizational identification and workload

Jia Wun Chen (SooChow University)*

Abstract

Drawing upon the Job Demands-Resources (JD-R) theory, the present study examined the mediating role of work resources, specifically organizational identification, in the relationship between employees' perceptions of corporate social responsibility (CSR) and work-related outcomes, namely sick presenteeism and job performance. Additionally, the research explored the moderating effects of work stress, operationalized as workload, on the second stage of this indirect relationship. Data were collected from 385 employees across various industries in Taiwan. The findings revealed that organizational identification was identified as a mediator in the relationships between CSR perception and both presenteeism and job performance. The analysis also indicated that workload significantly moderated the indirect effects of employees' CSR perception on job performance through organizational identification. Specifically, employees experiencing high workloads demonstrated a stronger mediating effect, whereby CSR perception positively influenced work performance via organizational identification, compared to their low workload counterparts. The study discusses the theoretical and practical implications of implementing external CSR initiatives for the management of internal employee well-being and productivity, particularly in contexts where such initiatives may temporarily enhance employee performance but ultimately compromise their well-being.

28. Tangible Loss and Intangible Loss Caused by Natural Disaster in Korea: Floods, Wildfires, and Earthquakes

Cienna Kim (University of Utah)*; Hangu Lee (University of Utah)

Abstract

"Drop down, cover your head, stay inside", Koreans have been educated with this basic safety protocol since childhood for an earthquake. Every time a natural disaster strikes, people experience both tangible and intangible loss. Tangible loss has a monetary value while intangible loss has no monetary value which can cause a long-term effect. A Disaster Management Manual(DMM) is systemized for physical safety while the treatment action plan for psychological impact by uncompensatable loss is less developed. This project aims to discover possible disaster-managing strategies, especially regarding the mental damage aspect. According to the secondary source data collected from the Korea Forest Service and the Korea Meteorological Administration, the occurrence frequency is increasing, and the magnitude scale is growing for natural disasters. This resulted in more mental hardship corresponding to more disaster occurrences. However, there's a significant amount of information about tangible loss which can be financially compensated, while insufficient data for intangible loss which is unpayable damage such as the death of loved ones, or economic crisis that can bring mental suffering. Consequently, this project plans to investigate the experience of psychological damage by intangible loss and the awareness of supporting programs. The survey method is adopted for this research to collect data from participants about the exposure of tangible losses and intangible losses, counseling experience, and awareness of the supporting program operated by the government. For those participants who have been impacted by intangible loss in natural disasters, the survey measures the degree of psychological responses such as anxiety, fear, depression, guilt, distrust, isolation, changes in cognitive ability, physical symptoms, and substance abuse. The ultimate goal of this research is to analyze the survey data on the psychological impact of intangible loss from natural disasters to address the need for improvement in the treatment of intangible loss.

SESSION II: 15:30 – 16:30

Session Chair: Dr. Peera Wongupparaj (Chulalongkorn University)

25. Coping Strategies as Predictors of Resilience Amongst Malaysian Undergraduate Students

Joel Yap (Heriot-Watt University Malaysia)*

Abstract

Background: Resilience refers to the ability to remain emotionally strong and adaptable when faced with adversity. Among undergraduate students, the use of effective coping strategies may serve as key predictors of resilience, enabling them to manage academic and personal stressors more adaptively. This study aimed to examine the extent to which different coping strategies predict resilience among Malaysian undergraduate students.

Methods: A cross-sectional, quantitative study was conducted using an online survey administered through SurveyLab. The sample comprised 96 Malaysian undergraduate students. Participants completed validated measures of coping strategies (problem-focused, emotion-focused, and avoidance-focused coping) and resilience. Data were analyzed using standard multiple regression analysis (enter method) to determine the predictive value of each coping strategy.

Findings: The regression model was statistically significant, $F(3, 92) = 14.90$, $p < .001$, and accounted for 30.5% of the variance in resilience ($R^2 = .305$). Problem-focused coping emerged as a significant positive predictor of resilience, suggesting that actively addressing challenges enhances students' ability to recover from adversity. Emotion-focused coping was a significant negative predictor, indicating that frequent focus on negative emotions may undermine resilience. Notably, avoidance-focused coping also positively predicted resilience, which may reflect cultural influences where disengagement strategies serve to minimize distress and promote emotional balance.

Discussion: These findings underscore the nuanced role of coping strategies in shaping resilience among Malaysian undergraduates. While problem-focused coping supports adaptive outcomes, reliance on emotion-focused coping may hinder resilience. The positive role of avoidance-focused coping highlights the importance of considering cultural context in psychological research. These insights have implications for the design of culturally sensitive interventions aimed at enhancing resilience through effective coping mechanisms.

30. The role of psychologists in the digital age: Preserving social bonds and strengthening the therapeutic alliance through training

Anne Plantade-Gipch (School of Practicing Psychologists)*

Abstract

Introduction: New technologies – including artificial intelligence, chatbots, and virtual reality – have made their entry into the fields of applied psychology, mental health, and well-being. In the coming years, what added value will psychologists provide? While the profession is expected to play an active role in shaping the ethical use of these technologies and to contribute to public and institutional policy in this area, a crucial question remains: how can psychologists help to preserve social life in an increasingly digital world? Psychologists can reaffirm their unique professional role in the domain of human relationships and interactions. Many individuals suffering from significant psychological disorders also experience difficulties in forming and maintaining relationships. It is therefore essential to train future psychologists to intervene effectively in such situations, especially in a world where technological tools may encourage social withdrawal as a means of avoiding conflict or the discomfort of human contact. The interpersonal reflexivity that psychologists develop and employ can help to preserve what remains of human connection in the age of artificial intelligence.

Methods: In a study conducted with 30 novice psychologists with less than six years of professional experience (Mage = 29,10; SD = 6,86), 15 psychologists received an alliance-focused training, while 15 were part of a non-trained control group. The patient and the psychologist both completed the Working Alliance Inventory. Psychologists filled out the Difficulties in Emotion Regulation Scale.

Results: The PLS-SEM analysis of the alliance scores indicated an autonomous relationship between the alliance scores of patients and psychologists in the experimental group (trained psychologists). A repeated measures ANOVA on patient and psychologist agreement on therapeutic goals scores revealed an improvement in the group of trained professionals. A repeated measures ANOVA on the impulsiveness scores showed that the scores increased more in the untrained group.

Discussion: A more autonomous perception of the alliance developed in the patient when the psychologist participated in the training. In the trained group, psychologists' and patients' perceptions improved regarding the professional's capacity to negotiate therapeutic goals. A protective effect of the training also appeared regarding the psychologist's impulsiveness. Psychologists' reflective interpersonal skills improve through training, contributing to mainting social bonds.

24. A Preliminary Study on the Cross-Cultural Competencies of Global Leaders in Thai Organizations

Narumol Petchthip (Chulalongkorn University)*

Abstract

In today's global economy, Thai organizations expanding abroad increasingly require strong global leadership and cross-cultural skills. This preliminary study used a qualitative approach to examine the cross-cultural competencies of global leaders in Thai organizations. Ten participants (i.e., executives, managers, department heads, and team leaders) with at least 10 years of experience in global leadership roles were interviewed between March and May 2025. Findings revealed three main themes. The first theme is Openness to Intercultural Understanding which focuses on respect for partners' cultural norms and business practices. The second theme is Cultural Awareness in Thai and International Business which focuses on Thai traits like friendliness, service- mindedness, and adaptability as business assets. The third theme is Leading with Cultural Competence which focus on ability to integrate local and global perspectives to manage diversity effectively. Insights show the need to blend local and global views to bridge cultures and lead effectively.

ACAP 2025 CLOSING: 16:30 – 17:00

Dr. Juthatip Wiwattanapantuwong

Asst. Professor of Psychology, Applied Psychological Research, Faculty of Psychology, Chulalongkorn University

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23rd July 2025

Venue: Holiday Inn Singapore Atrium Level 3 (Seletar Room 3)

VIRTUAL PRESENTATION/CONFERENCE NETWORKING: 10:00 – 17:00

END OF CONFERENCE

VIRTUAL PRESENTATION

https://acap.ear.com.sg/acap2025-virtual-presentation/ **PASSWORD: ACAP2025**

11. Resilience and Autonomous Self-Regulation as Predictors of Psychological Well-Being Among Non-Native English-Speakers: A Self-Determination Theory Perspective

Kenneth Leow (Heriot-Watt University Malaysia)*; Yueh Yea Lo (Universiti Malaya); Serena Leow (Sunway University); Elizabeth Gilpin (Seneca Polytechnic)

Abstract

The transition to tertiary education presents significant challenges for students, requiring adaptability and resilience to cope with academic and social demands. These challenges are particularly pronounced for non-native English-speaking first-year university students, who face additional stress due to language barriers. While English is the primary medium of instruction in many Malaysian universities, students from non-English-speaking backgrounds often struggle with integrating the language into their academic work, which can negatively impact their psychological well-being. This study, grounded in Self-Determination Theory (SDT, Ryan & Deci, 2017), examines the roles of autonomous self-regulation and resilient coping in predicting psychological well-being among first-year non-native English-speaking students in Malaysia.

Using a cross-sectional design, the study recruited 404 first-year university students from a university in Selangor, Malaysia. Participants completed a self-reported questionnaire

measuring psychological well-being, autonomous regulation, and resilient coping. Pearson's bivariate correlation analysis and hierarchical regression models were employed to assess relationships between these variables. Results demonstrated that both autonomous regulation and resilient coping were positively associated with psychological well-being. Additionally, resilient coping exhibited a stronger predictive effect on psychological well-being than autonomous self-regulation. Autonomous regulation accounted for 15% of the variance in psychological well-being, while the combined predictors explained 29% of the variance. The findings emphasize the importance of resilience and self-regulation skills in promoting well-being among first-year students navigating academic and linguistic challenges.

The study contributes to the growing body of literature on student mental health and adaptation in higher education, particularly in the post-pandemic context. The findings underscore the need for targeted interventions to support non-native English-speaking students in their academic journey as well as building resilience in the midst of academic stressors. Higher education institutions should develop language support programs, peer mentoring initiatives, and resilience-building workshops to enhance students' adaptation and well-being. Furthermore, fostering an environment that promotes autonomous learning and psychological resilience can help students better manage academic stress, improve self-efficacy, and enhance overall academic success.

Overall, this research highlights the critical role of resilience and autonomous self-regulation in mitigating stress and enhancing student well-being. It calls for universities to implement structured interventions that strengthen students' coping skills and motivation, ensuring a smoother academic transition and greater long-term success for non-native English-speaking students.

14. Investigating the relationship between Perceived Academic Stress, Mindfulness, and Psychological Well-being among Malaysian University Students.

Wei Lin Poh (Heriot-Watt University Malaysia)*; Yee Ying Kek (Nicol David Organisation); Kenneth Leow (Heriot-Watt University Malaysia)

Abstract

This study aimed to explore how different aspects of mindfulness contribute to psychological adjustment, specifically in relation to perceived academic stress, self-regulation, and psychological well-being among undergraduate students. Mindfulness, as a state, enhances individuals' awareness of their present experiences and positively impacts their health and psychological functioning. The study involved 147 undergraduate students from Kuala

Lumpur, Malaysia, and utilized an exploratory, survey-based, cross-sectional design. Data were analyzed using correlation coefficients and regression analysis. The results indicated a significant relationship between dispositional mindfulness and academic stress, self-regulation, and psychological well-being. Additionally, the findings highlighted how three facets of dispositional mindfulness—acting with awareness, nonreactivity, and nonjudging—serve as significant predictors of students' psychological well-being. These findings build on previous research by offering further insight into the role of dispositional mindfulness in promoting students' psychological health, particularly within the Malaysian context.

27. Character Strengths and Resilience in Educational Settings: A Two-Decade Bibliometric Study

Ivanna Shubina (Liberal Arts Department, American University of the Middle East)*; Adrian Jarema Dzido (Computing Science Department, Radboud University)

Abstract

Character strengths and resilience are essential, interrelated factors in promoting well-being and academic success within educational settings. Despite growing interest in these concepts over the past two decades, research remains fragmented. This bibliometric study consolidates research patterns, influential authors, collaboration networks, and thematic developments related to character strengths and resilience in education. Using bibliometric tools and the R package, 40 peer-reviewed empirical studies published between 2005 and 2025 were retrieved from Scopus and Web of Science. The results reveal limited collaboration networks and emphasize the need for more diverse, context-sensitive research. Key themes include the integration of strength-based approaches to enhance student resilience and well-being. The findings highlight the emerging significance of “strengths-resilience” research and offer practical insights for educators and researchers aiming to implement evidence-based interventions. This study supports the development of effective strategies to foster resilience through character strengths in modern educational environments.

29. Personality Traits and Co-Dependence: Variable Correlations Across Severity Levels

Regina Ershova (RUDN University)*;
Anna Sokolova (State University Of Humanities And Social Studies)

Abstract

The study of co-dependency is a relevant business issue due to its negative impact on mental and physical health, quality of life, and emotional, social and psychological well-being. Researchers have made repeated attempts to study the personality traits of co-dependents: low self-esteem, self-confidence, extraversion and negative affectivity, anxiety and perfectionism. Research examining the relationship between co-dependency and personality traits is limited. The objective of the present study was to examine the relationships between the cognitive, regulatory, emotional, motivational and behavioural components of co-dependence and personality traits at different levels of co-dependence manifestation.

The Multi-factor Co-dependency Scale (MFCS; Ershova & Sokolova) and the Big Five Questionnaire (BFQ-2; Caprara et al., 2007) were utilised in the study. A total of 279 respondents between 19 and 39 years completed the online forms under anonymous conditions (68 males, M= 21.7 years; 211 females, M= 24.3 years).

Multifactor analysis of variance and the Spearman rank correlation method were used to ascertain the strength and direction of the relationship between each co-dependence subscale and the five personality factors in groups with low, moderate and high levels of codependence. The findings indicated a non-linear correlation between variables of co-dependence and personality traits, depending on levels of codependency manifestation: the correlation increase from low to medium levels and decrease to high levels. The strongest association between co-dependence and personality characteristics are at moderate levels of codependency. The cognitive and regulatory facets of co-dependence are most closely associated with personality traits. The regulatory component predominates at both the low and high levels of co-dependence formation, while the cognitive component at its moderate level. The research confirmed the hypotheses concerning the idiosyncrasies of the emotional sphere of a co-dependent, i.e. the propensity to suppress, disregard and conceal emotions (by strong correlation between the BFQ-2 subscale 'Impulse Control' and 'Emotional Control' with codependence facets).

A key limitation of this study is the nature of the sample, which consists mostly of university students. The findings should be interpreted with caution, as the statistical analyses were

conducted on unbalanced groups of individuals with low, medium and high co-dependence scores.

Further research could potentially provide greater clarity and expand the findings by incorporating a more diverse sample of male respondents, encompassing a range of ages and marital statuses.