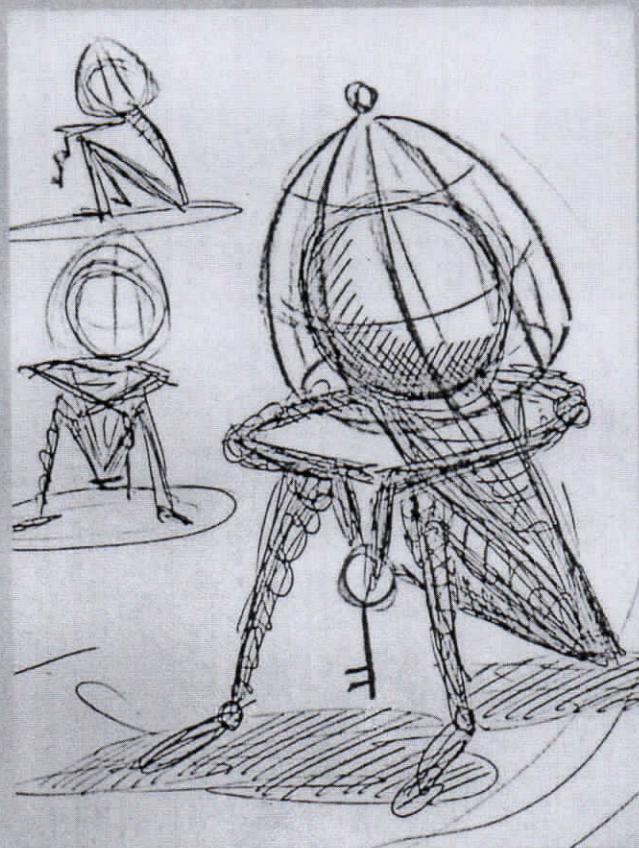


Candeias, Galindo, Pires, Reschke & Witruk (Eds.)

Psychological Issues in Education and Health



Proceedings

1st Scientific Meeting in Psychology 2016
University of Evora & University of Leipzig

Berichte aus der Psychologie

**Adelinda Candeias • Edgar Galindo • Heldemerina Pires •
Konrad Reschke • Evelin Witruk (Eds.)**

Psychological Issues in Education and Health

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Preface

Mental Health, Stress, Learning, Emotional Intelligence & Resilience are important topics of current clinical and pedagogical Research in many universities of the world.

In the frame of the collaboration agreement between the University of Evora (Portugal) and the University of Leipzig (Germany) in the field of Psychology, a group of Psychologists of both institutions and guests from the United States and Indonesia met in Evora on 13th May, 2016, in order to explain each other their current research interests and present results in the above mentioned topics of research. The goal was to exchange points of views on Psychology, science and society.

During this scientific meeting, several papers on the application of Psychology in the fields of education, public health, clinical disorders, child development and social issues were discussed. Thirteen of them have been selected to be part of the present volume, which contains the results of those fruitful discussions.

The main issues that are matter of concern in modern societies are here represented, like

- drug consumption,
- healthy habits of living,
- learning at school and at the university,
- depression,
- teachers health
- health in the retirement phase of life,
- personal resilience,
- stress in different populations and groups &
- citizenship and media.

All participants were aware of the existence of common mental health and education problems at an international level and of the important role of Psychology to make a contribution for the solution of those problems in the present world.

The aim of this volume is to give a glance on current developments of research on such topics in different countries (Portugal, USA, Indonesia, Sri Lanka & Germany).

The Editors

Cognitive abilities and personal resilience among children of incarcerated parents in Indonesia

Dian Veronika Sakti Kaloeti
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Abstract

Resilience literature has consistently described children who have demonstrated successful adaptation despite exposure to adversity, and this is the foundation for understanding the children of incarcerated parents' phenomenon. Children of incarcerated parents were recruited through three correctional facilities in Indonesia (N=236). It is expected that cognitive abilities would vary in predicting resilience among the children of incarcerated parents group, specifically within the children of incarcerated fathers and children of incarcerated mothers' groups. This study has found that cognitive ability varies in predicting children's resilience outcomes, and contributes differently depending on parental incarceration status. Cognitive ability itself related with the school setting. Therefore, paramount consideration must be taken of school as a protective pillar. School environments have the potential to provide at-risk children with needed protective support, so they can flourish socially and academically in safe places. In the case of school, children can be resilient if the setting fosters protective supporters.

Keywords: cognitive abilities, resilience, children of incarcerated parents, Indonesia

Introduction

Regardless of the fact that research on parental incarceration has emphasized the negative impact of incarceration on children's lives and categorized it as a traumatic event, there are in fact indicators that many children do well despite their parent's imprisonment. Incarcerated children who exhibit resilient outcomes likely possess resilient traits or internal strengths that are further enhanced by the adaptation and maintenance of competence (growth from stressful experience), thus fostering resilient outcomes (Miller, Perryman, Markovitz, Franzen, Cochran, & Brown, 2013). They seemed to be doing well at school or achieving good outcomes (Cho, 2009; Nesmith & Ruhland, 2008).

When a child is capable of developing a resilient mind-set, he or she will be able to deal more effectively with stress and pressures, cope with everyday challenges, and bounce back from adversity and trauma (Goldstein & Brooks, 2005). The most salient characteristic resilient children have is a sense of mastery or competence and self-efficacy (Alvord & Grados, 2005; Prince-Embury, 2013). This enables them to engage in goal-directed, self-regulated behavior. Another way of considering the issue is that children and youth who have a greater sense of competence/efficacy may be more likely to succeed in a school environment (Masten & Coatsworth, 1998; Prince-Embury, 2013). Research related to achievement in school and cognitive processing skills and ability frequently found internal assets associated with resilience in children and adolescents (Condly, 2006; Deater-Deckard, 2005; Masten & Coatsworth, 1998). Intelligence contributes to children's resilience by allowing children to comprehend what is happening to them, differentiate what is manageable from what is not, choose appropriate ways of coping, and identify and assimilate into more supportive environments (Condly, 2006). Good cognitive skills and estimated adaptive problem solving abilities predict a multitude of good outcomes regardless of adversity events.

Methods

Participants

Children of incarcerated parents were recruited through three correctional facilities in Indonesia. One of the men's correctional facilities had chosen to collect data about children whose fathers are imprisoned. Two of the women's correctional facilities had also chosen to gain data from children whose mothers are imprisoned. Inclusion criteria for children of incarcerated parents included: the incarcerated parent had been the child's caregiver before incarceration; the parents were the biological parents of the children; the parents were incarcerated for at least 3 months; and the children lived within the city, region, or province in which the parents were imprisoned. Information about total participants in each correctional facility is shown in Table 1.

Table 1: Total number of children of incarcerated parent participants (N = 236)

Correctional facilities	Number of participants	
	Young Children (<i>n</i> = 122)	Older Children (<i>n</i> = 114)
<u>Located in Semarang, Central</u>		
<u>Java, Indonesia</u>		
Kedung Pane Men's Correctional Facility	69	57
Bulu Women's Correctional Facility	21	1
<u>Located in Malang, East Java,</u>		
<u>Indonesia</u>		
Malang Women's Correctional Facility	32	56

Hypothesis

It is expected that cognitive abilities would vary in predicting resilience among the children of incarcerated parents group, specifically within the children of incarcerated fathers and children of incarcerated mothers' groups.

Measures

Measures of intelligence (IQ) were obtained using the Culture Fair Intelligence Test Scale 2, Form B (CFIT 2B; Cattell & Cattell, 1960). The CFIT 2B was developed to measure fluid intelligence, and is assumed to be indifferent to cultural experiences that might differentially influence the participants' responses to its items (Cattell & Cattell, 1960). The test is a non-verbal test that consists of abstract geometric forms, and relies on the participant's ability to perceive relationships in shapes and figures.

The Resiliency Scale for Children and Adolescents (RSCA; Prince-Embury, 2007) was administered to the child participants in order to assess their core personal qualities of resilience. The RSCA is a 64-item self-reported instrument, developed at the Grade 3 reading level, for children and adolescents aged 9-18 years (Prince-Embury, 2007). The instrument is composed of three domains of resilience: Sense of Mastery (MAS), Sense of Relatedness (REL), and Emotional Reactivity (REA). In this study, each scale takes approximately 5–10 minutes to complete, and the participant responds to items on a five-point Likert Scale of frequency: 0 = *never*, 1 = *rarely*, 2 = *sometimes*, 3 = *often*, and 4 = *almost always*. The sum of item scores from the scales became the raw global score for resilience, which was converted to a *T* score and compared to a norm group by age.

Results and discussion

The multiple regression model examining the predictive effects of children's cognitive ability on resilience outcomes. Sense of Relatedness was the only resiliency scale that was statistically significantly explained by the intelligence score, ($F(1,234) = 6.77, p < .01$). Further, cognitive ability made a significant positive predictor ($\beta = .17, t = 2.60, p < .01$) for Sense of Relatedness.

It was found that cognitive ability varies in predicting children's resilience outcomes. With a father in prison, cognitive ability influenced Emotional Reactivity by 4% ($\beta = -.24, t = -2.10, p < .05$). Even though this is a small contribution, it raises a point to consider, as the higher the children's cognitive ability the lower their emotional sensitivity. Children with adequate cognitive abilities would be able to adapt and demonstrate tolerance toward a stressful experience. Among children of incarcerated mothers, it was found that cognitive ability positively predicted about 24% of their Sense of Relatedness ($\beta = .24, t = 2.56, p < .05$).

Even though general intelligence is often seen as relatively constant for an individual, as Gilligan (2000) pointed out it is possible that positive attributes such as cognitive ability function as resilience factors with respect to a considerable number of adversities. Subsequently, adequate cognitive capabilities would enable children to acquire problem-solving skills, adequate emotional responses, and characteristics valued by society (Masten, 2001).

It has been found that cognitive ability contributes differently depending on parental incarceration status. For children of incarcerated fathers, cognitive ability would help them to control and regulate their emotions, for example demonstrating tolerance prior to an exposure to adversity. It would help them to view the negative events as temporary, and believe they could overcome the circumstances caused by their fathers' imprisonment. Werner (2000) proposed that the ability to control emotion be categorized as the central feature of resilient children. On the other hand, cognitive ability in children with incarcerated mothers strengthened their feeling of security in terms of connection to individuals in a social context. In other words, children with adequate intellectual abilities could interact normally with others, as they perceived support to be available within their environment. Cognitive ability would help them develop social competence, which is associated with relationship contexts (Luthar, Woolston, Sparrow, Zimmerman, & Riddle, 1995). Specifically, children with adequate intellectual skills may have coped better and therefore avoided the harmful effects of adverse life events.

Conclusion

According to number of children participant, it seems that parental incarceration is more developmentally detrimental to elementary and middle school-age children than to adolescents (Dallaire, Ciccone, & Wilson 2010). Cognitive ability itself related with the school setting. Therefore, paramount consideration must be taken of school as a protective pillar. School environments have the potential to provide at-risk children with needed protective support, so they can flourish socially and academically in safe places (Perkins & Jones, 2004). In the case of school, children can be resilient if the setting fosters protective supporters. This may reduce the stigmatization faced by children of incarcerated parents (Nesmith & Ruhland, 2008). Condemnation within the context of school could negatively affect children's interaction with teachers and peers, as well as academic performance and feelings of acceptance and belonging in an academic environment (Chung & McFadden, 2010; Aaron & Dallaire, 2010).

Even though from a developmental perspective the impact of parental incarceration is not as destructive as at the childhood stage, still the influence of peers and friends at school and in the community is important to adolescents. This period is characterized by increasing concerns about peer acceptance and the need to impress friends. Some adolescents considered themselves as being

rejected, doubting their friendships because of their parent's incarceration (Schlafer & Poehlmann, 2010).

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This volume contains new research results on mental health & stress, learning, emotional intelligence & resilience. From the perspective of different countries and scientists in 13 papers current topics of Psychology in modern societies will be outlined:

- drug consumption
- healthy habits of living
- learning at school and at the university
- depression
- teachers health
- health in the retirement phase of life
- personal resilience
- stress in different populations and groups &
- citizenship and media

This book represents the results of scientific cooperation between psychologists of Portugal and Germany. We hope the proceedings of the conference "Psychological developments in Education and Health" held in Evora (Portugal) will find many interested readers all over the world.

Readers

Psychologists, researchers in the above mentioned fields, students, teachers, stress management trainers, interested scientists



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