PERCEIVED SOCIAL SUPPORT, PERCEIVED EXPERIENCE OF EMERGING ADULTHOOD AND EGO-RESILIENCY OF STUDENT TEACHERS

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Abstract

The main purpose of this study is to investigate the perceived social support, perceived experience of emerging adulthood and ego-resiliency of student teachers. Thus, the researcher conducted the investigation by using the quantitative method. Sample of 869 student teachers (411 males and 458 females) from two universities of education participated in this study. Student teachers' perceived social support was measured by Multidimensional Scale of Perceived Social Support (MSPSS) developed by Zimet, Dahlem, Zimet and Farley (1988) which consists of 12 items. And, student teachers' perceived experience of emerging adulthood was measured by Inventory of the Dimensions of Emerging Adulthood (IDEA) developed by Reifman, Arnett and Colwell (2007) which consists of 31 items. Finally, student teachers' ego-resiliency was measured by Ego-resiliency Scale (ER89) developed by Block and Kremen (1996) which consists of 14 items. According to the results of independent samples t test, there were significant differences in perceived social support of student teachers by gender and grade but was no significant difference by university. Moreover, it was found that student teachers' perceived experience of emerging adulthood did not differ according to gender, grade and university. Then, there were significant differences in student teachers' ego-resiliency by gender and university but was no significant difference by grade. Next, Pearson-Product Moment Correlation was conducted and it was found that there were significant positive relationships among perceived social support, perceived experience of emerging adulthood and ego-resiliency. Finally, the multiple linear regression was conducted and 23% of variance in ego-resiliency was predicted by perceived social support and perceived experience of emerging adulthood of student teachers. The findings of this study may be expected to have some contributions to the benefit of education in understanding of social support and emerging adulthood to which their students perceive and how to promote student teachers' ego-resiliency.

Keywords: Perceived Social Support, Perceived Experience of Emerging Adulthood, Ego- resiliency

Introduction

The concept of ego-resiliency has drawn the attention of many psychologists and behavioral scientists since the middle of the twentieth century (Elzohary et al., 2017). According to Block and Block (1980) and Block and Kremen (1996), ego-resiliency has been defined as a personality characteristic reflecting the general capacity for flexible and resourceful adaptation to varying external environmental circumstances and to internal dysphoric states. Ego-resiliency can be conceptualized as a continuum in which individuals who demonstrate high ego-resiliency are likely to bounce back easily and persevere in spite of new and challenging situations (Block & Block, 1980); this resiliency is both socially and psychologically beneficial (Block & Kremen, 1996). Moreover, this is useful behaviorally: ego-resilient individuals are intelligent, resourceful and adaptive in stressful situations. Therefore, ego-resiliency is a capacity that enables individuals to adapt to constantly changing environmental demands (cited in Farkas & Orosz, 2015).

Theoretically, the concepts of ego-control and ego-resiliency were based in part on Lewin's (1935) description of a psychological boundary. Block and Block's (1980) personality model represents the two constructs of ego resiliency and ego control as abstractions intended to

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encompass the observable phenomena of motivational control and resourceful adaptation as relatively enduring, structural aspects of personality (Block & Kremen, 1996). The essence of ego-resiliency relates to adaptability, and the ability to equilibrate and re-equilibrate in responses to both internal changes and changes in the environment (Block & Kremen, 1996).

Ego-resiliency is a personality trait that reflects an individual's adaptability to environmental stress and change (Block & Block, 1980) and could therefore have positive associations with mental health, as well as social support, during the transition to emerging adulthood (Taylor, Eisenberg & Doane, 2013). Social support is defined as a helpful resource that can meet an individual's urgent needs and is provided by a network of others, such as family members, friends, colleagues and other communities (Xu et al., 2017). Perceived social support can be defined as the extent to which and individual believes his/her needs for support, information and feedback are fulfilled (Procidano & Heller, 1983).

According to House (1981), social support can be subdivided into the concepts of social integration (the existence or quantity of social relationships), social network (the structure that characterizes a set of relationship, and relational content (the function and nature of social relationship with various sources). House divided social support into emotional support (liking, love, empathy); instrumental support (goods and services); informational support (information about the environment); or appraisal support (information relevant to self-evaluation). As human beings are the social animals, they may face at least one kind of problem in the social world. Problems can differ according to the situations they encounter.

Some of the problems that university students confront include adaptational challenges, such as living apart from family, adjusting to the regimen of university, taking responsibility of daily living and developing a new kind of social relationships with peers and faculty members (Henton, Lamke, Murphy & Hayres, 1980); managing finances and being responsible for one's self (Greenberg, 1981); academic pressures, interpersonal, sexual and emotional distress (Dunkell-Schetter & Label, 1990; cited in Yalim, 2007).

Many researches showed that university students with low resilience were also related to hard drug use, depressive symptoms and internalizing and externalizing problems in both clinical and nonclinical samples. For these reasons, ego-resiliency is a tendency that university students need and rely on, not only when adjusting to school life but also in their future teaching positions in school and community settings (cited in Noh & Lim, 2015).

Research also suggested that supportive relationships may facilitate successful transitions to the roles of adulthood (Germezy, 1993; Pettit et al., 2012). According to Block (1987), the constructs of ego-control and ego-resiliency secured to be often compassing and integrational importance for understanding the ways in which emerging adulthood will negotiate the many developmental tasks looming large during this period. In this regard, resilient individuals are more likely to assume adult responsibilities and continue to do well during the transition from late adolescence to early adulthood (Arnett, 2000).

Arnett (2000) theorized emerging adulthood is a period of time that is different from the teen years, and also distinct from full-fledged adulthood, suggesting that emerging adulthood is a time of exploration and development of personal identity. During this stage a young person is trying to figure out occupational goals, find love, and establish world views (Arnett, 2000). According to Arnett, most young people between ages 18 and 25 do not believe they have

reached full adulthood because they are often geographically unsettled and may still be obtaining education and training for adult occupations or looking for a mate.

According to Elzohary et al., (2017), most of the university students are going through the critical time of emerging adulthood. Emerging adulthood refers to a developmental period between adolescence and adulthood that is relatively independent from social roles and normative expectations (cited in Pettit et al., 2012). It may be a time of increased vulnerability, given that youths entering college often have to navigate increasingly adult roles, take on new academic and economic responsibilities, and forge new social networks (Taylor et al., 2013). Thus, for university students preparing for future professional responsibilities and adjusting to a new environment, ego-resiliency is a major predictor of successful adaptation to campus life and probably the vital factor that educators can target in order to be resilient in adverse situations (Noh & Lim, 2015).

As Myanmar is a developing country and it is expected to become the developed country, the citizens have to face many challenges unexpected. Challenges faced by students within the community decrease their ego-resiliency unless they have social support provided by others. So, it is more and more important to observe ego-resiliency and perceived social support, especially; in emerging adulthood. By improving ego-resiliency among university students who are prospective teachers and are going to become as the leaders of future new generations, the unnecessary conflicts (i.e. internal and external stressors) may be reduced and created the conducive environment to the world.

Aim of the Study

The aim of the study is to investigate perceived social support, perceived experience of emerging adulthood and ego-resiliency of student teachers.

Definitions of Key Terms

Social Support - Social support is defined as a helpful resource that can meet an individual's urgent needs and is provided by a network of others, such as family members, friends, colleagues and other communities (Xu et al., 2017).

Perceived Social Support - Perceived social support is the recipients' subjective judgments that have offered by providers during the time of needs (Gurung, 2006).

Emerging Adulthood - Emerging adulthood refers to a developmental period between adolescence and adulthood that is relatively independent from social roles and normative expectations (Arnett, 2000).

Perceived Experience of Emerging Adulthood - Perceived experience of emerging adulthood is the perception of growth and development of personality and identity that are experienced between the ages of 18-25 (Arnett, 2007).

Ego-resiliency - Ego-resiliency is the ability to bounce back from negative emotional experiences and by flexible adaptation to the changing demands of stressful experiences (Bruggenwirth, 2016).

Methodology

Sampling

The participants of the study were 869 students (male=411, female=458) from third and fifth year student teachers from two Education Universities in Myanmar_ Sagaing University of Education (SUOE) and University for the Development of National Races of the Union, Sagaing (UDNR).

Research Design and Method

In this research, quantitative research design and descriptive survey method were used.

Instruments

In this study, three instruments were used in order to obtain the data.

Perceived Social Support Inventory: The Multidimensional Scale of Perceived Social Support (MSPSS) developed by Zimet et al. (1988), which consists a total of 12 items with a 4-point Likert-type scale was used.

Inventory of the Dimensions of Emerging Adulthood (IDEA): The IDEA development by Reifman et al., (2007) which contains 31 items with a 4-point Likert-type scale was used.

Ego-resiliency Scale: Ego-resiliency Scale (ER89) developed by Block and Kremen (1996) which consists a total of 14 items with a 4-point Likert-type scale was used.

At the present study, the Cronbach's alpha coefficient of the perceived social support instrument was .827, emerging adulthood instrument was .686 and ego-resiliency instrument was .776.

Data Analysis and Findings

Table 1 Descriptive Statistics for Perceived Social Support of Student Teachers

Variables	N	Minimum	Maximum	Mean	SD
Perceived Social Support	869	23	48	38.53	3.938

According to Table 1, perceived social support of student teachers was satisfactory because the observed mean score (38.53) was higher than the theoretical mean score (30).

To examine whether the differences between male and female student teachers in perceived social support were significantly different or not, the independent samples t test was conducted.

Table 2 Results of Independent Samples *t* test of Student Teachers' Perceived Social Support by Gender

Variable	Gender	N	Mean	SD	t	df	p	MD
Perceived Social Support	Male	411	38.14	4.107	-2.779**	867	.006	-.741
	Female	458	38.88	3.750				

Note: **The mean difference is significant at 0.01 level.

According to the Table 2, there was gender difference in perceived social support of student teachers. Therefore, it can be concluded that female student teachers had more perceived social support than that of males.

To examine whether the differences between student teachers' perceived social support according to grade were significantly different or not, the independent samples *t* test was conducted.

Table 3   Results of Independent Samples *t* test of Student Teachers' Perceived Social Support by Grade

Variable	Grade	*N*	Mean	*SD*	*t*	*df*	*p*	*MD*
Perceived Social Support	Third Year	444	38.15	3.983	-2.944**	867	.003	-.783
	Fifth Year	425	38.93	3.855				

Note : **The mean difference is significant at 0.01 level.

According to the Table 3, there was grade difference for perceived social support of student teachers. Therefore, it can be concluded that fifth year student teachers had more perceived social support than that of third year student teachers.

To examine whether the differences between student teachers' perceived social support by university were significantly different or not, the independent samples *t* test was conducted.

Table 4   Results of Independent Samples *t* test of Student Teachers' Perceived Social Support by University

Variable	University	*N*	Mean	*SD*	*t*	*df*	*p*	*MD*
Perceived Social Support	University-1	418	38.46	4.082	-.555	867	.579	-.148
	University-2	451	38.61	3.803				

According to the Table 4, there was no significant difference in perceived social support of student teachers according to university.

Table 5   Descriptive Statistics for Perceived Experience of Emerging Adulthood of Student Teachers

Variable	*N*	Minimum	Maximum	Mean	*SD*
Perceived Experience of Emerging Adulthood	869	69	111	86.87	5.820

According to Table 5, perceived experience of emerging adulthood of student teachers was satisfactory because the observed mean score (86.87) was higher than the theoretical mean score (78).

To examine whether the differences between male and female student teachers in perceived experience of emerging adulthood were significantly different or not, the independent sample *t* test was conducted.

Table 6   Results of Independent Samples *t* test of Student Teachers' Perceived Experience of Emerging Adulthood by Gender

Variable	Gender	*N*	Mean	*SD*	*t*	*df*	*p*	*MD*
Perceived Experience of Emerging Adulthood	Male	411	87.13	6.164	1.255	867	.210	.496
	Female	458	86.64	5.489				

According to the Table 6, there was no gender difference for perceived experience of emerging adulthood of student teachers. Therefore, it can be interpreted that student teachers' perceived experience of emerging adulthood was not different according to gender.

To examine whether the differences between student teachers' perceived experience of emerging adulthood according to grade were significantly different or not, the independent samples *t* test was conducted.

Table 7 Results of Independent Samples *t* test of Student Teachers' Perceived Experience of Emerging Adulthood by Grade

Variable	Grade	N	Mean	SD	t	df	p	MD
Perceived Experience of Emerging Adulthood	Third Year	444	87.06	5.935	.976	867	.329	.386
	Fifth Year	425	86.67	5.697				

According to the Table 7, there was no grade difference for perceived experience of emerging adulthood of student teachers. It can be interpreted that student teachers' perceived experience of emerging adulthood was not different according to grade.

To examine whether the differences between student teachers' perceived experience of emerging adulthood according to university were significantly different or not, the independent samples *t* test was conducted.

Table 8 Results of Independent Samples *t* test of Student Teachers' Perceived Experience of Emerging Adulthood by University

Variable	University	N	Mean	SD	t	df	p	MD
Perceived experience of emerging adulthood	University-1	418	87.22	5.842	1.686	867	.092	.665
	University-2	451	86.55	5.787				

According to the Table 8, there was no significant difference in student teachers' perceived experience of emerging adulthood according to university.

Table 9 Descriptive Statistics of Ego-resiliency of Student Teachers

Variable	N	Minimum	Maximum	Mean	SD
Ego-resiliency	869	29	56	40.14	4.294

As shown in Table 9, ego-resiliency of student teachers was satisfactory because the mean score (40.14) was greater than the theoretical mean (35).

To examine whether the differences between male and female student teachers in ego-resiliency were significantly different or not, the independent samples *t* test was conducted.

Table 10 Results of Independent Samples *t* test of Student Teachers' Ego-resiliency by Gender

Variable	Gender	N	Mean	SD	t	df	p	MD
Ego-resiliency	Male	411	40.83	4.348	4.524***	867	.000	1.305
	Female	458	39.52	4.154				

Note: **The mean difference is significant at 0.001 level.

According to the Table 10, there was gender difference for ego-resiliency of student teachers. Therefore, it can be concluded that the male student teachers had more ego-resiliency than that of female student teachers.

To examine whether the differences between student teachers' ego-resiliency according to grade were significantly different or not, the independent samples *t* test was conducted.

Table 11 Results of Independent Samples *t* test of Student Teachers' Ego-resiliency by Grade

Variable	Grade	*N*	Mean	*SD*	*t*	*df*	*p*	*MD*
Ego-resiliency	Third Year	444	39.92	4.141	-1.515	867	.130	-.441
	Fifth Year	425	40.36	4.443				

According to the Table 11, there was no grade difference for ego-resiliency of student teachers. It can be concluded that ego-resiliency of student teachers did not differ according to grade.

To examine whether the differences between student teachers' ego-resiliency according to university were significantly different or not, the independent samples *t* test was conducted.

Table 12 Results of Independent Samples *t* test of Student Teachers' Ego-resiliency by University

Variable	University	*N*	Mean	*SD*	*t*	*df*	*p*	*MD*
Ego-resiliency	University-1	418	40.44	4.373	1.992*	867	.047	.580
	University-2	451	39.86	4.206				

Note : *The mean difference is significant at 0.05 level.

According to the Table 12, there was university difference for ego-resiliency of student teachers. Therefore, it can be interpreted that University-1 student teachers had more ego-resiliency than that of University-2 student teachers.

Correlation among Perceived Social Support, Perceived Experience of Emerging Adulthood and Ego-resiliency of Student Teacher

In order to explore the relationship perceived social support, perceived experience of emerging adulthood and ego-resiliency of student teachers, Pearson Product-Moment correlation coefficient was calculated.

Table 13 Correlation among Perceived Social Support, Perceived Experience of Emerging Adulthood and Ego-resiliency of Student Teachers

Variables	Perceived Social Support	Perceived Experience of Emerging Adulthood	Ego-resiliency
Perceived Social Support	-	.249**	.414**
Perceived Experience of Emerging Adulthood		-	.334**
Ego-resiliency			-

Note: **Correlation is significant at 0.01 level (2-tailed).

The results showed that there was a significant positive relationship between perceived social support and perceived experience of emerging adulthood ($r = .249$, $p < .01$); between perceived experience of emerging adulthood and ego-resiliency ($r = .334$, $p < .01$); and between perceived social support and ego-resiliency ($r = .414$, $p < .01$). It can be interpreted that student teachers who perceive greater social support will be better in emerging adulthood; student teachers who perceive greater emerging adulthood will be better in ego-resiliency; and student teachers who perceive greater social support will be better in ego-resiliency which is consistent with the researches of Kobak and Sceery (1998); Markstrom, Marshall and Tryon (2000); Trask-Tate, Cunningham and Grange (2010); and Waqas, et al., (2016).

In sum, as the correlations were positive, it can be interpreted that student teachers who perceive greater social support and emerging adulthood will be better in ego-resiliency. Therefore, the better they have perceived social support and perceived experience of emerging adulthood, the more they have ego-resiliency.

Effect of Perceived Social Support and Perceived Experience of Emerging Adulthood on Ego-resiliency

To investigate the effect of perceived social support and perceived experience of emerging adulthood on ego-resiliency, multiple linear regression was computed.

Table 14 Results of Regression Coefficient for Perceived Social Support and Perceived Experience of Emerging Adulthood on Ego-resiliency of Student Teachers

Model	Unstandardized Coefficients		Standardized Coefficients	*t*	*p*
	B	**Std. Error**	**β**		
(Constant)	9.531	2.079		4.585	.000***
Total PSS	.384	.034	.352	11.433	.000***
Total PEEA	.182	.023	.247	7.997	.000***

Note: $R^2 = .227$, $F(2,866) = 128.089$, $p < .001$

The results showed that perceived social support and perceived experience of emerging adulthood significantly predicted ego-resiliency. It could be interpreted that the higher in perceived social support and perceived experience of emerging adulthood, the greater in ego-resiliency. The adjusted *R* squared value was .227. The results showed that 23% of ego-resiliency of student teachers can be predicted from perceived social support and perceived experience of emerging adulthood.

According to the result, the identified equation to understand the relationship was;

$$ER = 9.531+.384PSS+.182PEEA$$

Where,   ER   = Ego-resiliency
             PSS   = Perceived Social Support
             PEEA = Perceived Experience of Emerging Adulthood

Discussions of the Findings

According to the independent samples *t* test, there was significant difference for student teachers' perceived social support by gender. Female student teachers had more perceived social support than that of males. This finding is consistent with the research of Anderson and Kidd (2014); Demaray and Malecki (2002); and Iglesia, Stover and Liporace (2014) in which females have higher perceptions of support from various sources in their lives. In Myanmar, this finding is consistent with the research of Ohnmar Htun (2018) in which females significantly reported greater social support than males. Moreover, this finding is inconsistent with the research of Tam, Lee, Har & Pook (2011) in which there were no gender differences in perceived social support. In Myanmar, this finding contrasts the research of Swe Swe Thein (2008) in which there was no significant gender difference in perceived social support.

This is because females might invest more time and effort in social relationships, and value relational intimacy in a different way or to a different degree than males Gilligan's (1982). When faced with adversity males tend to rely on their independence, whereas females utilize their social support systems when they suffer from stress, anxiety and depression (Sneed et al.,

2006). Therefore, female student teachers might have more perceived social support than that of males.

According to the independent samples *t* test, there was significant difference for student teachers' perceived social support by grade. Fifth year student teachers had more perceived social support than that of third year student teachers. This may be because as the fifth year student teachers grow and move to a higher academic year, they have more attachment, social integration and intimate relationship with their teachers, friends, people from various organizations such as team compositions and so, they can ask for in a difficult situation from these persons (parents, teachers, supervisors, friends, romantic partner) who may be ready to help, advice and inform them in some ways. Therefore, fifth year student teachers might have more perceived social support than that of third year student teachers.

According to the independent samples *t* test, there was no significant difference for student teachers' perceived social support by university. This may be because university students experience the academic stress, or depression, or loneliness, or feeling unwell, or disappointment, or anxiety, etc., occasionally (McGillivray & Pidgeon, 2015). At that hard time, it may be equal feelings upon the hope that they may have the ones who actually can help, or advice, or inform them. Therefore, University-1 and University-2 student teachers' perceived social support might not be different.

According to the independent samples *t* test, there was no significant difference for student teachers' perceived experience of emerging adulthood by gender. This finding of the research is consistent with the research of Van Dulmen and Goncy (2011; cited in Schnyders, 2012) in which no significant difference by gender were found regarding IDEA. This is because both males and females in this study fall within the period of emerging adulthood. Moreover, this may be the fact that they may equally be desire to have the sense of personal freedom, autonomy, focus on themselves, try out new things, make open choices and find out who they are. So, they might have equal sense to perceive emerging adulthood.

According to the independent samples *t* test, there was no significant difference for student teachers' perceived experience of emerging adulthood by grade. This may be because both the academic years may experience equal themes in growth and developmental processes. The development of personality and identity, cognitive development, biological development and social development are experienced during emerging adulthood (Tanner et al., 2009). Thus, grade might not effect on perceived experience of emerging adulthood.

According to the independent samples *t* test, there was no significant difference for student teachers' perceived experience of emerging adulthood by university. According to social factors that impact the transition to adulthood are attaining education, holding off on marriage, looking for a mate, training for adult occupations and holding off on a stable career (Arnett, 2000; Cote & Bynner, 2008; cited in Schnyders, 2012). In Myanmar, most of the student teachers are not getting married, still attaining education, stay away from parental home but being financial dependent from their parents, and do not also have stable career. So, student teachers' perceived experience of emerging adulthood might not differ by university.

According to the independent samples *t* test, there was slightly significant difference for student teachers' ego-resiliency by gender. Male student teachers had more ego-resiliency than that of females. This result is in line with the research of Block and Kremen (1996) who claimed

that resilient males have to learn and practice more how to control their aggressive impulses and a quick recovery from anger and stress than females.

According to J.H Block (1993; cited in Block & Block, 2006), females experience more parental supervision, more restrictions on exploration, more emphases on maintaining proximity, and more frequent (often unnecessary) help in problem-solving situations. Females grow up in a more structured and directive world than males (cited in Block & Block, 2006). So, female student teachers might have lower ego-resiliency than that of males.

According to the independent samples *t* test, there was no significant difference for student teachers' ego-resiliency by grade. This finding is consistent with the research of Noh and Lim (2015) in which there was no significant difference by grade. Perhaps both the academic years deal with new and unusual situations and are able to adapt resourcefully to changing circumstances and environmental contingencies along the campus life. And, perhaps they may equally maintain good relationships with close teachers, friends, and other members in the community along the campus life. Therefore, ego-resiliency of student teachers might not be different by grade.

According to the independent samples *t* test, there was significant difference for student teachers' ego-resiliency by university. University-1 student teachers had more ego-resiliency than that of University-2 student teachers. Perhaps University-2 student teachers usually use ego-overcontrol to cope with their feelings and desires because they have restricted the time of phone usage, the time of out-pass, stayed under the direct scrutinizing of teachers and guardians, set up the strict rules and regulations such as gender relationship. They may adjust to campus life through greater control in a stressful environment. So, according to Block and Block (2006), ego-overcontrol is one of the causes of decrease in ego-resiliency. For the above reasons, University-2 student teachers might have lower ego-resiliency than University-1 student teachers.

Based on the result of Pearson Product-Moment Correlation Coefficient, there were significant positive relationships among perceived social support, perceived experience of emerging adulthood and ego-resiliency of student teachers. Therefore, it can be interpreted that student teachers who perceive greater social support will be better in emerging adulthood; student teachers who perceive greater emerging adulthood and perceive greater social support will be better in their ego-resiliency. Moreover, for the predictors of perceived social support, perceived experience of emerging adulthood and ego-resiliency, multiple linear regression was executed continuously. The results showed that 23% of ego-resiliency of student teachers can be predicted from perceived social support and perceived experience of emerging adulthood.

Conclusion

To sum up, ego-resiliency is essential for student teachers who must adjust flexibly to a changing environment, overcome high academic stress, and carry out their work in both campus life and their future job. According to the present study, perceived social support and perceived experience of emerging adulthood should be utilized to enhance ego-resiliency. This study is meaningful in that it provides invaluable information for education, in particular information related to students' positive adaptation to campus life. Thus, it is considered to develop ego-resiliency promotion programs for students to support adaptation to campus life and strategies for strengthening adaptability. Not only parents but also teachers need to join hand in hand so that ego-resiliency of emerging adulthoods, the student teachers, is improved. Then only, they will be

able to produce graduate professional teachers who are not only academically competent, but also who are able to adapt to workplace adversities for future country, Myanmar.

Therefore, this study will provide the precious and invaluable information for use by administrators, psychologists, counselors, practitioners and educational experts interested in promoting and cultivating programs for improving student teachers' ego-resiliency that are suitable and adaptable with the environment where they are in by providing necessary social support during emerging adulthood. The results of this study will contribute in the fields of Educational Psychology: educational sociology and developmental psychology.

Acknowledgements

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