SUMMARIES OF THE SCIENTIFIC PUBLICATIONS
of Assist. Prof. Zornitsa Petrova Totkova, PhD

I. Monographs

1. Totkova, Z. (2023). Transport psychology. Personality and driving behavior. Publishing House of BAS "Prof Marin Drinov". ISBN 978-619-245-293-3 (Print), ISBN 978-619-245-294-0 (Online)

"Transport psychology. Personality and driving behaviour" attempts to position transport psychology as a relevant and necessary discipline in Bulgaria that can significantly contribute towards resolving substantial society's problems. Transport psychology is a discipline that studies human behaviour as an element of the human-vehicle-environment system, focusing on the psychological processes that underlie human behaviour. It is accepted that human error is inevitable, and more than 90% of accidents are due to such errors, making human the most vulnerable component in transport systems. Although the traditions in the field are well proven, there is still a challenge for transport psychology, namely to provide a better understanding of the role of human factors in negative driving outcomes and to develop effective countermeasures.

The book presents the results of two scientific studies on driving behaviour in Bulgarian drivers by emphasizing the role of personality and driving style. On the one hand, the studies account for the effect of personality factors anxiety, sensation seeking, driving anger, aggressive and risky driving behaviour, impulsivity, and locus of control on the negative driving outcomes and outline the individual differences in these factors among Bulgarian drivers. The results show that anxiety, risky driving behaviour and driving anger significantly influence traffic rules violations and license suspensions, and anxiety, aggressive driving behaviour and driving anger influence traffic accident involvement. On the other hand, the studies explore the concept of driving styles outlining eight distinctive styles and tracing the individual differences. Angry and anxious driving styles positively influence traffic rules violations, while the patient and careful driving style have a negative influence on accident involvement. The results also show that impulsivity and external locus of control influences negative driving outcomes,

and as their levels increase, the chance of committing traffic rules violations, license suspensions and participation in traffic accidents also increases. Finally, the studies investigate the subjective assessment of compliance with traffic rules, and its association with negative driving outcomes. According to the results traffic rules compliance is an indicator of dangerous driving behaviour due to its connection to rules violations and accident involvement. Based on the outlined differences in personal and demographic factors, as well as in terms of driving styles and the subjective assessment of traffic rules compliance, a profile of the dangerous driver in Bulgaria is derived. The presented research sets foundations for future studies in the field of transport psychology in Bulgaria and recommends focus on development of prevention programs, interventions and rehabilitations towards dangerous driving behaviour.

Although the book does not claim to be comprehensive in the field of transport psychology, it gives a new direction for the field in Bulgaria and a new opportunity for building its modern and contemporary aspects. The motivation behind writing this book lies in the sincere belief that the best way to support the interaction between science and practice is by assembling an integrated approach based on scientific evidence. This leads to effective and adequate measures in solving problems in the field of road safety and in increasing the level of traffic safety.

II. Published book based on a dissertation for educational and scientific degree "Doctor"

1. Totkova, Z. (2023). Parenting style and Attachment. Publishing House of BAS "Prof Marin Drinov". ISBN 978-619-245-313-8 (Print), ISBN 978-619-245-314-5 (Online)

Significant Others in Early Adulthood", defended in 2014, is the base of this book. Three are the main motives behind printing the book almost ten years later. The first motive is related to the fact that studies on parenting and attachment is even more needed nowadays, and different research views are essential in their better understanding. The second motive is related to the new knowledge that the conducted research brings. The applied author's approach to the study of parenting style and attachment, together with the obtained results and the conclusions, is precisely that – a unique perspective on the

two constructs. The third motive concerns the developed and adapted methods for assessing parenting style and attachment and the possibility of making them available to all doctoral students and researchers in their scientific work. The publication of the book in itself is valuable for several reasons: 1) it provides a coherent and comprehensive theoretical overview of two classic theories of parenting style and attachment; 2) it applies an innovative author's approach to parenting style research, bringing out perceived mixed styles of parenting in early adulthood; 3) it proves that the degree of responsiveness and warmth is leading in the evaluation of parental behaviour in a retrospective plan; 4) it demonstrates that the established attachment style to the mother and father is successfully projected in the relations with the other significant figures; and 5) it outlines individual differences in perceived parenting style and attachment.

The main goal of this book is to clarify parenting as a system and to enrich the existing idea of parenthood nowadays. In this line, one of the highlights of the work is an in-depth study of the perceived parenting style in early adulthood. The vast research body does not provide clear and definitive answers regarding the inconsistent behaviour of the parents in the process of interactions and the implementation of practices from different parenting styles. In today's society, we can talk about practising and experiencing mixed parenting styles. The study also traces the formed attachment styles and their reproducibility in terms of various significant figures in life – mother, father, intimate partner, and best friend. The research investigates the relationship between perceived parenting style and attachment in early adulthood. The influence of both constructs is outlined in terms of specific individual characteristics.

The conclusions are several:

- ✓ It is proven that responsiveness and warmth in relationships with parents are crucial in assessing parenthood retrospectively. Over time in the evaluation of parenting, people are more likely to keep a level of warmth and responsiveness than a level of control and rigour.
- ✓ A thorough understanding of the characteristics of the perceived parenting style reveals that the style is perceived the same regardless of the parent who applies it. Warmth, support and understanding provided by at least one of the two parents promote better personal development and a stable attachment. There is partial dominance of the perceived parenting style of one of the parents in shaping the total perceived parenting style. This result states that this study opens up new horizons

where studies can outline the dominance of one of the parents in the overall perception of parenting.

- ✓ The study proves the existence of perceived mixed parenting styles in early adulthood. There is evidence of three different combined parenting styles in early adulthood – authoritative-permissive, authoritarian-neglectful and undifferentiated style. That confirms the flexibility and changes occurring in the parents` behaviour and stresses the importance of responsiveness and warmth in parent-child interaction. The undifferentiated parenting style is emerging as a flexible style that is not unambiguously defined, and its perception depends on the overall family environment.
- ✓ The study of the interaction between parenting style and attachment in different interaction contexts reveals that the specifics of parenting style are essential in attachment formation, which in turn regulates individual behaviour. The main point is that the attachment is constructed with a relatively stable character and extends to all significant figures.
- ✓ In conclusion, the book and the presented study have theoretical and practical implications. In the academic plan, this research laid the foundations for further investigation in the field of combined parenting styles and the factors that influence the perception of these styles. In practical terms, the results may be incorporated into the development of various programs - education for parents, counselling, individual and group work.

III. Papers, published in scientific editions, referenced and indexed in world-renowned databases of scientific information

1. Totkova, Z. (2020). Interconnection between Driving Style, Traffic Locus of Control, and Impulsivity in Bulgarian Drivers. Behavioral Sciences, 10(2), 58. MDPI AG. http://dx.doi.org/10.3390/bs10020058

The need for research in the field of transport psychology in Bulgaria has become more tangible in recent years, due to both the increased public intolerance to aggressive driving and the very high number of injuries and fatalities in road accidents in the country. The main objective of this study is to investigate the interconnection between

Driving style, Traffic locus of control, and the Impulsivity in Bulgarian drivers. A research is conducted in order to examine the relations between the constructs in Bulgarian sample (n = 456, male = 204; female = 252; average age = 37). The results show that there are significant correlations between impulsivity and all driving styles. Positive correlations were found with the maladaptive driving styles, while the adaptive driving style was negatively associated with impulsivity. Correlations between the traffic locus of control and the driving styles were also found. These results provide a very good opportunity for further research in this area as well as for the development of prevention and training programs in the field of road safety.

2. Totkova, Z., & Racheva, R. (2019). The Bulgarian Version of the Multidimensional Driving Style Inventory: Psychometric Properties. Behavioral Sciences, 9 (12), 145; https://doi.org/10.3390/bs9120145

Road safety is one of the main priorities for the European Union. Different strategies and policies strive to increase the level of road safety across Europe and although this level has increased in the last couple of years the number of injuries and fatalities resulting from traffic accidents is still very high. The multidimensional driving style inventory (MDSI) is a self-reported instrument for the assessment of a person's habitual driving style and its connection to risky driving behaviour and involvement in different traffic accidents. The instrument was originally developed in Israel and there are several previous adaptations in different countries such as Argentina and Romania. The main objective of this study is to develop a valid and reliable version of the MDSI in Bulgaria. A study was conducted to evaluate the construction validity of the instrument and to test the validity of the factors in a Bulgarian sample (n = 456, male = 204; female = 252; average age = 37). Eight factors representing a specific driving style—dissociative, anxious, risky, angry, high-velocity, distress reduction, patient and careful and irrational—identified by previous versions of the MDSI are included in this study. The overall number of items in the inventory is 57 with Cronbach's alpha = 0.78. The current study in Bulgaria confirmed the structural organization of the initial version of the inventory. The results of the conducted study supported the reliability and validity of the Bulgarian version of the MDSI. The possible implementation of the instrument for the

development of different programs for preventions and interventions is discussed here within.

3. Racheva, R., & Totkova, Z. (2020). Reliability and Validity of a Method for Assessment of Executive Functions in Drivers. Behavioral Sciences, 10(1), 37. MDPI AG. http://dx.doi.org/10.3390/bs10010037

The quality of drivers' performance is one of the crucial components related to road safety. One of the key cognitive characteristics related to the ability to drive safely are executive functions. The main goal of the presented research is to propose a new method (Trace-route task) for assessment of executive functions in drivers. The present article discusses the results of two consecutive studies. Study one aims to determine the validity and reliability of the method used and includes 134 participants, equally divided in two groups—people with disturbances in executive functions and people from the general population. Study two aims to assess the ability of the method to distinguish drivers with risky behaviour. It includes 1440 participants divided in two groups—people with and without actual risky driving behaviour. The results from the studies show that people with different neurological or psychiatric diseases and drivers with different road violations demonstrate worse planning ability, working memory, decision making, and cognitive flexibility. This data show that the trace-route task method is a valid and reliable instrument for assessing executive functions and has the ability to distinguish people with risky driving behaviour from those who drive safely. This study reveals that the proposed method can be used for implementation in the area of traffic psychology.

4. Totkova, Z. (2019). Symbolic Interactionism and the Perceived Style of Parenting. Qualitative Sociology Review, 15(2), 172–184. https://doi.org/10.18778/1733-8077.15.2.11

This article utilizes a symbolic interactionist approach in an investigation of perceived parenting during early adulthood. The aim is to explore the family environment and family relationships in the light of how parenting is constructed

through the interaction of parents with their children and with society. The findings from semi-structured interviews conducted with adult volunteer respondents concerning their recollections of their relations with their parents are summarized. This provides the basis for outlining subjective experiences of the social environment and perceived parenting styles from a retrospective point of view in respect to gender and age differentiation.

IV. Papers, published in non-referenced journals or collections with scientific review (20 to 99 standard pages)

1. Totkova, Z., & Racheva, R. (2019). Multidimensional method for assessing personality characteristics related to risky driving behavior. Psychological research, 22 (3); 746-775; ISSN 0205-0617 (Print) ISSN 2367-9174 (Online)

A study of contemporary theories and researches in the field of transport psychology shows that certain personality characteristics have a direct link to risky behaviour on the road. The purpose of this study is to construct a complex method for assessing precisely those personality characteristics that are important for the safe driving process. The analysis of a variety of theoretical and empirical data outlined seven personality traits that are significant for the behaviour on road: emotional stability, anxiety, locus of control, anger, aggression, risk taking, and sensation seeking. The results of the analysis indicate that these characteristics influence the behaviour of drivers of motor vehicles. Outlined features are explored through a constructed self-report personality questionnaire structured in seven major scales. This report presents the procedure of construction and selection of the items for each of the scales. In addition, the results of a pilot study, the main purpose of which is to verify the reliability of the instrument, are also presented. The constructed questionnaire allows the study of personality characteristics that influence risky driving behaviour. The results can be used as a basis for setting up appropriate training programs for drivers who are systematically violators, which in turn is the real work of prevention, which may lead to effectively reducing the number of road traffic accidents.

2. Totkova, Z., & Racheva, R. (2018). Personality characteristics related to risky driving behaviour. Psychological research, 21 (2), 171-195, ISSN: 0205-0617 (Print) ISSN 2367-9174 (Online) (in Bulgarian)

The report provides an in-depth analysis of the theoretical and empirical studies that examine the personality traits most often associated with risky driving behaviour. The purpose of the analysis is to provide a thorough understanding of the problematic aspects of driver's personality and to distinguish those personality traits that predominantly predict dangerous driving. A large number of studies have been researched and seven personality characteristics have been derived: emotional stability, anxiety, locus of control, anger, aggression, risk taking, and sensation seeking. The results of the analyses revealed that this characteristics influence the driver's behaviour and are closely related with risky driving behaviour. These results can contribute for development of a complex method for measurement of those characteristics that distinguish the drivers prone to risky and dangerous driving. In addition the results can be used as a basis for establishment of educational programs for prevention of risky driving.

3. Zografova, Y., Bakalova, D., Hristova, A., Andreev, B., Nedeva-Atanasova, V., Racheva, R. & Z. Totkova (2019). Personality and family environment: Antecedents of Student Aggression. Psychological research, 22 (3); 689-711; ISSN 0205-0617 (Print) ISSN 2367-9174 (Online)

The report presents findings from a survey of the most common forms of aggression and some of the most significant antecedents of the formation and manifestation of aggressive behaviour in students in view of both personological and socio-cognitive approaches, including Bandura's Social learning theory. A total of 994 students from four different grades (4th, 6th, 8th and 10th) in six Bulgarian towns (Sofia, Veliko Tarnovo, Burgas, Radnevo, Mezdra, Haskovo) were studied. The effects of a range of personality traits (anger, revengefulness, suspiciousness, rancour, striving for control) relating to trans-situational manifestation of aggressiveness and the effects of family climate (both parental and parent-child relationships) on the main forms of aggression (physical, verbal and indirect) were examined. The dynamic and specific manifestations of these antecedents were discussed according to the students' grade and gender. A

questionnaire consisting of several different scales was developed for the purposes of the study. In order to compare the results of students over a wide range of age the questions were structured in a way understandable even for the youngest participants. The findings show that both personality traits and family climate characterized by conflicts and aggression appear to be important factors for manifestation of aggressive behavior among students. Implications for prevention and aggression-reduction programmes for students are discussed.

V. Articles and reports, published in non-referenced journals or collections with scientific review (up to 20 standard pages)

1. Totkova, Z. (2023). Demographic differences in driving anger among Bulgarian drivers. In: Proceedings of the XXII International Conference "Applied psychology: possibilities and perspectives" at Varna Free University Chernorizets Hrabar 30 June – 2 July 2023. Varna Free University Chernorizets Hrabar University Press, ISSN:1314–0507 (In Bulgarian) (in print)

Emotional states that drivers experience while driving increase the risk of being involved in road accidents. In this respect, one of the most studied emotions is anger. Driving anger is a motivational factor which determines risky and aggressive driving behaviour. That is why the conceptualization of the construct in Bulgaria, as well as its study, is essential from both scientific and practical perspectives. This paper presents driving anger as a psychological construct and traces demographic differences among Bulgarian drivers in terms of sex, age and driving experience. According to the results, women have significantly higher levels of driving anger than men ($t = -3.53$; $p = .000$), and younger drivers show significantly higher levels of anger than older drivers ($F = 2.64$; $p = .022$). There are no significant differences in driving anger in regard to driving experience ($F = .98$; $p = .418$), but there is a trend toward lower levels of anger as drivers' experience increases.

2. Totkova, Z. (2023). Effect of driving anger on negative driving outcomes in Bulgaria. In: Proceedings of the XXII International Conference "Applied

psychology: possibilities and perspectives" at Varna Free University Chernorizets Hrabar 30 June – 2 July 2023. Varna Free University Chernorizets Hrabar University Press, ISSN:1314–0507 (In Bulgarian) (in print)

The report outlines the differences in driving anger among drivers with dangerous behaviour (N = 1440) and examines its effect on the negative driving outcomes in Bulgaria. According to the study, drivers with recorded traffic offences and revoked driving licences have significantly higher levels of anger, while those involved in road accidents show significantly lower levels of driving anger. In addition, anger effects negative driving outcomes – with increasing levels of driving anger, the chance of having registered traffic offences and licence revocation also increases, while the chance of road accident involvement decreases. Some of the limitations of the study are also pointed out.

3. Totkova, Z. (2022). Psychological fitness to drive – a comparison of practices in Europe. Psychological Research (in the Balkans), 25(3). https://doi.org/10.7546/PsyRB.2022.25.03.05 (In Bulgarian)

The report briefly presents the role and place of transport psychology and examines its application in relation to the assessment of psychological fitness to drive. The paper describes the criteria for evaluation of the psychological aptitude to drive in Austria, Germany, Hungary, Portugal, the Czech Republic and Bulgaria and points out the groups of drivers who are subject to such an assessment. The data are compared and analysed according to the studied parameters and the similarities and differences in the countries are outlined. In conclusion, the report stresses the importance of the psychological assessment of fitness for safe driving behaviour.

4. Totkova, Z. (2022). Driving style – sex and age differences. In: Proceedings of the Jubilee International Conference commemorating 50 years of education in psychology at Sofia University St. Kliment Ohridski 1-3 June 2022. St Kliment Ohridski University Press, ISBN 978-954-07-5611-0, 216-226 (online). (In Bulgarian)

The main goal of researchers in the field of transport psychology is to create programs, products and conditions that can be used to minimize the number of injuries and fatalities in road accidents. This is possible by identifying the factors that influence driving behavior. Globally, research in this area is numerous and diverse, but in Bulgaria it is scarce. Among the main studied psychological constructs in transport psychology is the driving style and the associated risky driving behavior. This report examines the driving style and outlines gender and age differences among Bulgarian drivers. The construct was studied with the Bulgarian version of the Multidimensional Driving Style Inventory (MDSI-BG). The study (N = 456, men = 204; women = 252; average age = 37) outlines gender and age differences in driving styles among Bulgarian drivers. The results show statistically significant differences between men and women in three of the eight driving styles. Significant differences are also observed in different age groups regarding five driving styles. The study of driving style and its gender and age specifics contributes to the development of a solid database related to the real characteristics of Bulgarian drivers, which is needed to plan interventions in the direction of the human factor.

5. Racheva, R., Totkova, Z., Shtetinski, D., & Andreev, B. (2019). Validity and reliability of methods for assessment of cognitive functions in drivers. Psychological research, 22 (3); 776-788; ISSN 0205-0617 (Print) ISSN 2367-9174 (Online)

The analysis of the theoretical and empirical research outlined the following cognitive characteristics as directly related to fitness to drive: attention, memory, executive functions, visual-spatial functions, language and praxis functions. Some of these characteristics (language and praxis functions) are predominantly studied individually, while others (attention, memory, executive and visuo-spatial functioning) can be also studied in a group setting. This article presents the psychometric characteristics of the methods for assessment of cognitive functions with proven effectiveness in clinical practice that have been modified for the purposes of assessment of drivers. The purpose of the pilot studies performed is the assessment of the psychometric characteristics of the modified methods. The results of the studies show significant and high levels of validity and reliability of the constructed methods. The data

provides sound evidence for the aptitude of the methods to distinguish people with disturbances in attention, memory, visual-spatial and executive functions and thus for the possible benefits from their future implementation in the process of assessment of fitness to drive. These data can also be used as a basis for development of programs for prevention and intervention in the field of traffic psychology.

6. Racheva, R., & Totkova, Z. (2018). Cognitive characteristics related to driving. Psychological research, 21 (2), 195-211, ISSN: 0205-0617 (Print) ISSN 2367-9174 (Online) (in Bulgarian)

The report provides a detailed analysis of the theoretical and empirical studies that examine the cognitive characteristics related to driving. The purpose of the analysis is to distinguish those characteristics that influence the ability to drive. The analysis of the literature reveals the following cognitive processes and behavioural patterns as crucial for aptitude to drive: attention, memory, visual-spatial orientation, executive functions, praxis functions and language. The results of the analysis shows that those characteristics are related to safe driving on one hand and with the overall performance of the driver on the road. These results can contribute for development of a complex method for measurement of those characteristics that distinguish the drivers whose cognitive functioning is risky for the traffic. In addition the results can be used as a basis for establishment of educational programs for prevention of risky driving.

7. Bozhinova, R., Totkova, Z., Stefanova-Bakracheva, M., & Alexandrova-Karamanova, A. (2018). Motives and purposefulness in a ballgame in pre-school and primary school children. Personality, motivation, sport, 22, 165-176. NSA Press, ISBN: 978-954-718-521-0 (in Bulgarian)

The study is focused on studying the purposefulness in a team ball game in children between 5 and 8 years of age in 4 schools in the country. Children's behaviour is monitored during the team play and conclusions about the impact of internal and external motivation are made. Task performance, emotional state of the children,

cooperation within the team and the attitude towards the competing team are observed. Age dynamics in regard to these parameters is also established.

8. Totkova, Z. (2017). Personality traits in relation to the aggressive driving behaviour. In: Proceedings of the XVI International Conference "Applied psychology: possibilities and perspectives" at Varna Free University Chernorizets Hrabar 23 – 25 June 2017, 219-232. Varna Free University Chernorizets Hrabar University Press, ISSN: 1314–0507 (in Bulgarian)

The report outlines basic theoretical points related to the causes of road accidents, the driving process and the role of the human factor. Studies on personality traits and their relationship to aggressive behaviour on the road are traced. General results related to emotional stability, extraversion, openness to experience, agreeableness and consciousness, and their connection to aggressive driving are outlined.

9. Bojinova, R., Papazova, E., Stefanova-Bakracheva, M., Tair, E., Alexandrova-Karamanova, A., Popova, K, Totkova, Z. (2017). Approaches to work in the educational process in the context of the learning motivation. In: Proceedings from the VIII National Congress of Psychology, Sofia, 3 – 5 November 2017, 513-520 Production Center LM Ltd. ISBN: 978-954-91472-9-2 (print) (In Bulgarian).

The motives for learning and their formation and support are a key problem in terms of academic achievement of the students. According to teachers, and to our previous study, the leading motives for learning are the interest in the subject, the final grade of the student and the possibility of personal participation and expression in the classes (Bozhinova et al., 2015). One of the issues that directly arise from this outcome is what learning approaches in the classroom (teaching in class and extra-curricular work) teachers accept as priority in relation to the support of specific motives for learning, which is also the aim of this study. The study was conducted with 2535 teachers in the country (381 (15%) were male and 2154 (85%) were female), 1245 (49.1%), were secondary school teachers, and the high school teachers were 1290 (50.9%). We applied a method specifically developed for this case, which examines the rating of teachers to the

importance of the approaches used in the learning process, in the context of learning motivation. The results of the present study show that teachers prioritize specific approaches to work in the learning process, depending on their direction - work in class or extracurricular activities. In this respect, they achieve a different consistency with the motives for learning. Teachers, through their rating, prefer the multimedia presentation of the material in the classroom, in order to increase the attractiveness of the material, respectively the interest of the students, as well as to increase the activity of the students and to improve the learning outcomes. This trend is in line with current concepts of the learning process and is supported by the objective material conditions (technical equipment of the schools in the country). It is strongly opposed to the traditional oral presentation of the study material. The teachers generally underestimate the interactive methods of work, and limit that way the possibility of more motivated approaches to learning, by supporting the interest in the subject and the achieved results, in terms of learning outcomes and academic assessments. The teachers tend to prioritize extra (out-of-class) work, which implies the improvement of the achievements (success) of weak and outstanding students. This meets the requirements that they are directly placed on, and on which their work is assessed on. The teachers are minimally focused on extracurricular work to stimulate and deepen the interest in the subject in all students, which also indirectly implies on incensement of academic achievement, but requires special preparation for the realization of which they probably have no attitude. In conclusion, the present study gives reason for redirection of the attention of the specialists towards new searches and popularization of approaches and forms of work with the students, which in particular will contribute for forming, maintaining and deepening the interest in the studied subjects. This is a prerequisite for achievement of a higher academic achievements, and more lasting knowledge and creative abilities. In this connection, we recommend the use of interactive methods more widely, with combination of multimedia presentation of the curriculum.

10. Bojinova, R., Tair, E., Totkova, Z., Papazova, E., Bakracheva, M., Alexandrova-Karamanova, A., Popova, K. (2017). Teacher-student interaction – style, formation and support. International Scientific Conference Challenges and Perspectives in Contemporary Psychology, Sofia, 2 3 June 2017, 230-237 St. Kliment Ohridski University Press ISBN: 978-954-07-4277-9 (in Bulgarian)

The authors outline the results from a study with 2655 teachers from primary and secondary stage of education across the country. The style of interaction in school environment is analysed. The authoritative style is given key preference in responses. At the same time, it is revealed its limited support in certain aspects of the daily practice of teachers. There is no real support in daily practicing individual approach towards the student and underestimation of the effects of family environment.

11. Bojinova, R., Alexandrova-Karamanova, A., Tair, E., Papazova, E., Bakracheva, M., Popova, K., & Totkova, Z. (2017). Motivation in physical education and factors that stimulate it according to teachers. Personality, motivation, sport, 21, 80-92. NSA Press, ISBN: 978-954-718-458-9 (in Bulgarian)

The study aims to explore motivation in physical education among junior high school and high school students, as well as factors that stimulate it from the perspective of physical education teachers. The results presented here are part of a larger research on teachers' approaches to enhancing learning motivation, conducted with 2535 teachers from all regions of the country.

12. Bojinova, R., Tair, E., Papazova, E., Bakracheva, M., Alexandrova-Karamanova, A., Totkova, Z., & Popova, K. (2015). The practical value of the learning material in the aspect of motivating students to learn - teachers' attitudes. In: Proceedings from The III International scientific conference "Psychology – traditions and perspectives" 31 October – 1 November, 63-68, ISSN: 1314-9792 (in Bulgarian)

The present study aims to determine the attitude of the teachers to the practical importance of the subject as an opportunity to motivate students to learn. According to the results as a whole this type of attitudes are limited manifested. There have been significant differences in the preferred approaches to acquaint students with the practical value of the studied material, depending on the school type, the subject, the educational stage in which teachers work, as well as their professional experience. The study was conducted on 2535 teachers across the country.

13. Bozhinova, R., Alexandrova-Karamanova, A., Bakracheva, M., Papazova, E., Popova, K., Rasheva, M., Tair, E., & Totkova, Z. (2015). Professional perceiving of individual traits of students within the context of motivation to study. Psychological Research, 2, 191-200, ISSN:1311-4700 (in Bulgarian)

This article presents a study on the perceived ability of teachers to motivate students to learn, based on their individual characteristics. The study involved 2655 teachers from primary and secondary stage of education in the country, who have ranged the importance of the expert selected individual characteristics. The general attitude of teachers for individual approach in dealing with students is also studied. The results show that teachers, in the context of the learning motivation of students, give high importance of knowing student`s interests and age specificities. However, they tend to ignore the personality of the student, the potential of the student and her/his family environment. There is correspondence between the limited interests of teachers in the individual characteristics.

14. Bozhinova, R., Alexandrova-Karamanova, A., Bakracheva, M., Papazova, E., Popova, K., Rasheva, M., Tair, E., & Totkova, Z. (2015). Professional assessment of the students' motivation and incentives to learn. Psychological Research, 2, 171-180, ISSN: 1311-4700 (in Bulgarian)

This article presents a study of the professional assessment of teachers for students leading motives to learn and the incentives to learn implemented in practice. 2655 teachers from middle and high schools have been administered an instrument construed for this purpose. According to the results obtained intrinsic motivation is leading for the learning process with some differences depending on the stage of training and the school subject. For high school students dominating is the external motivation, but in the middle school the intrinsic and extrinsic motivation are aligned. At the same time the intrinsic motivation is key for subjects like of physical culture and the arts, while the extrinsic prevails for the natural science and specific subjects. The direct incentives that teachers approach to motivate students to learn are synchronized with the motivation of students to a great extent, whereas paramount is the positive feedback (systematic promotion). The teachers in middle schools give priority to introducing a competitive element and

rewards with a symbolic nature. Conversely, the rewards with real value are priority for the high school teachers. However, no specific pattern is outlined for the various school subjects.

15. Totkova, Z. & Bakracheva, M. (2014). Effects of individual factors on perceived parenting style and attachment in early adulthood. In: Proceedings from Conference with International participation "Contemporary challenges to pedagogical science", 6 – 8 June, 2014 Sofia, 172-183, ISBN: 9789540739373 (in Bulgarian)

The report presents some of the results of a survey concerning the topics of perceived parenting style and attachment in relation to certain demographic characteristics. It traces how gender, age, order of birth and relationship status are associated with attachment to the significant figures of mother, father, intimate partner and closest friend and perceived parenting style, and possible combinations in interrelationships.

16. Totkova, Z. & Bakracheva, M. (2014). Perceived mixed parenting styles. In: Proceedings of the XIII International Conference "Applied psychology: possibilities and perspectives" at Varna Free University Chernorizets Hrabar 20 – 22 June 2014, 515-522. Varna Free University Chernorizets Hrabar University Press, ISSN: 1314–0507 (in Bulgarian)

The report presents the results of a study conducted with the aim of empirically deriving perceived mixed parenting styles exercised by the mother and father and the influence of each of them in the perception of the general parenting style. The specificity of a dominant parenting style is outlined, and 16 different combinations are derived – 4 pure styles and 12 mixed for each of the parents and for the overall parenting style.

17. Totkova, Z. (2014). Perceived parenting style and attachment. Psychological Research 2, 17, 480-486, ISSN:1311-4700 (in Bulgarian)

Author presents the results from a study, comprising 334 volunteers in early adulthood, outlining the relations between the perceived parenting style and attachment. Basic conclusion is that perceived parental warmth and support lead to lower levels of anxiety and avoidance behavior. Perceived parental style forms attachment model that is further expressed in relation to all significant others.

18. Totkova, Z. (2013). Parenting style and Attachment. Measurement methods. Psychological Research, 2, 365-370, ISSN:1311-4700 (in Bulgarian)

Article presents two of the most commonly used models in modern research – of parenting styles by Diana Baumrind and attachment styles in adulthood by Bartholomew and Horowitz. It outlines the impact of parenting styles in the formation of attachment during childhood and the transfer of the attachment patterns in adulthood. The main purpose of the article is to present two new and never applied in Bulgarian conditions methods for measuring these styles. The first method is Parenting Style Inventory that aims to determine perceived styles of parenting. The second method is Experiences in Close Relationships – Relationships Structure Questionnaire designed to measure attachment styles formed in 4 different contexts of interaction. It is also presented a pilot research, which aim was to establish the psychometric properties of the instruments. The results show very good validity and reliability of both instruments, which gives them a great practical value.

19. Stefanova-Bakracheva, M. & Totkova, Z. (2013). Dynamics of the Parenting model. In: Proceedings from the Scientific Conference with international participation "The child in the focus of pedagogical interaction and social work", 23 – 24November, 2012, Sofia, 402-409, ISBN: 978-954-07-3522-1 (in Bulgarian)

Authors describe the two main approaches to parenting – slow vs. concrete parenting, i.e. free development vs. posing strict norms. Within the framework of the two polarities – liberal vs. normative parenting some theories regarding parental influence on psychosocial development of the child are reviewed. The contemporary parenting

models and the psychological dynamics and effect of the factors that determine parenting styles and practices are outlined.

20. Bakracheva, M. & Totkova, Z. (2013). Influence of parenting style on various aspects of psychosocial development of children and adolescents. In: Proceedings from the Scientific Conference "Family and solidarity between generations", 17 – 18 October, Sofia, 249-260, ISBN: 9789543225873 (in Bulgarian)

Authors discuss the influence of the parental style on psychosocial development of children and adolescents. Effects of the parental style on academic success, risk behaviour, additions and self-assertiveness are outlined. Authors propose theoretical model as to explain the relation between the parental style and adolescent's identity status and style. This concept can be implemented in practice in various consulting programs and trainings.

21. Totkova, Z. (2012). The theory of parenting style in developmental psychology. Psychological Research, 2, 41-48, ISSN: 1311-4700 (in Bulgarian)

The author traces the development and the introduction of the theory of "parenting style" by Diana Baumrind. Baumrind`s parenting model consists of three basic parenting styles. Further is discussed the creation of two major dimensions of parenting by Maccoby and Martin and the differentiation of a fourth main parenting style in addition of the three main styles. Special accent is the model presented by Darling and Steinberg, whereby it is crucial defining a clear difference between parenting styles and parenting practices. In conclusion are summarized the most popular and commonly used parenting styles and parenting practices in contemporary society.