Research Article

The Professional Becoming Political: Exploring Predictors of Engagement with Professional Activism in Portugal

Ana Luísa Costa[1] (iD), Henrique Vaz[1] and Isabel Menezes[1] (iD)

Abstract

This study aims to understand what drives professional activism (PA) among professionals working in educational, social and community intervention with people in situations of vulnerability. Even though PA (e.g., advocacy, policy practice and social justice activism) is valued in literature and ethical-professional guidelines, it is not a recognised and transversal practice in the field. Furthermore, the literature exploring the subject is limited in terms of considering the commonalities inherent to different professions and areas of intervention dealing with vulnerability and studying the topic in Portugal. As such, a solid need exists to problematise and understand everyday engagement with PA, its tactical variety and what underpins the professional activist repertoire. Drawing on previous research findings, this study's purpose was pursued through quantitative research with a group of 338 professionals working in this field. Multiple linear regression analyses allowed us to identify four models that could explain professional engagement with diverse forms of PA and suggest the influence of personal and psychological, as well as social and contextual elements. The analysis has implications for preparing professionals for political activism to realise social justice for people in situations of vulnerability.

Keywords

Professional activism, social work advocacy, leadership strategies and policy practices in the human services, community work, adult and community education

[1]CIIE - Centre for Research and Intervention in Education, Faculty of Psychology and Education Sciences, University of Porto, Porto, Portugal

Corresponding author:
Isabel Menezes, CIIE - Centre for Research and Intervention in Education, Faculty of Psychology and Education Sciences, University of Porto, Rua Alfredo Allen, Porto 4200-135, Portugal.
E-mail: imenezes@fpce.up.pt

Introduction

Professional activism (PA) concerns the political mobilisation of professionals[1] working towards social justice in educational, social and community fields. It does not refer to their activism as citizens, outside their scope of work or to professionalised activism (e.g., NGOisation, unionisation), but rather to their political participation as an extension or part of their professional role (Gal & Weiss-Gal, 2013, 2023). The literature gives it different names and conceptions (e.g., advocacy, policy practice, social justice activism) according to the disciplinary/professional area concerned (e.g., social work, psychology, education, nursing). Therefore, the term PA aims to aggregate the commonality inherent to this political–professional link—a professional political engagement oriented towards social/political change and social justice.

The concept of 'social justice' is central to this research and to the literature on the phenomenon under study. Therefore, although we mobilise it in an operational way (exploring engagement with social justice-oriented practices), it is relevant to clarify that we understand social justice as a fundamental ethical and political notion. One that is based on solidarity and respect for people and on the fair and equitable distribution of resources and power and access to social rights, considering individual differences (Kagan et al., 2011; Montero, 2012; Prilleltensky & Nelson, 2009). Furthermore, we also make clear that by 'people in situations of vulnerability', we are referring to all those who, due to a diversity of aspects (e.g., biological, social, economic and cultural) and asymmetrical power relations (e.g., between people, classes, genders), are systematically oppressed, marginalised, exploited, stigmatised and invisibilised (Costa & Coimbra, 2024; Prilleltensky and Nelson, 2009).

By putting their knowledge and techniques at the service of awareness and social change, the professionals working with people in situations of vulnerability go beyond the logic of an ameliorative intervention towards transformative action (Evans, 2006). As such, they commit to transforming the conditions that create and perpetuate social injustice, thus pursuing the personal and relational well-being of both the people they work with and the wider collective well-being (Prilleltensky, 2001; Prilleltensky & Nelson, 2009).

Not assuming that all activism in educational, social and community fields is social justice oriented, the phenomenon we set out to study represents a political positioning and commitment that relates to an orientation towards questioning injustice, rather than accepting it as inevitable, and taking a public political stand in defence of people in situations of vulnerability (Costa et al., 2021a; Freire, 1967, 1975; hooks, 1994; Lane, 1981; Martín-Baró, 1986; Menezes, 2007; Prilleltensky & Fox, 1997; Prilleltensky & Nelson, 2002).

Specifically, PA builds and affirms the place of the political at work through professionals' conscientisation, positioning and learning of specific know-how to speak out. Being moved by a sense of (in)justice and social transformation ideal, PA implies a whole political apprenticeship built through political socialisation and work experiences through their day-to-day professional struggles (Choudry, 2020; Costa et al., 2021a, 2021b; Ollis, 2011). The confrontation with injustice

experienced by people in situations of vulnerability with whom they work fosters the development of a professional political identity that encourages professionals to take on an activist stance, fighting against situations of injustice (Costa et al., 2021b, 2023; Curnow et al., 2019), and assuming this role as an integral and relevant part of their work (Greenslade et al., 2015; Weiss-Gal, 2017). Building on this knowledge, we intend to deepen our understanding of the process of engagement in PA, identifying the specific dimensions that explain it, either by favouring or inhibiting it.

Although far from being a widespread practice, PA is highly valued both in the literature (Greenslade et al., 2015; Jansson et al., 2016; Kozan & Blustein, 2018; Lustig-Gants & Weiss-Gal, 2015; Pawar, 2019) and professional guidelines from representative organisations (e.g., ANA, 2022; APA, 2019; NASW, 2022).[2] The apparent discrepancy between the demand and the actual implementation of this policy work (Gewirtz-Meydan et al., 2016; Pawar, 2019; Schwartz-Tayri, 2021; Weiss-Gal, 2017) is evident in the continued prioritisation of micro-level interventional approaches, even when sensitive to issues of social injustice, to the detriment of mobilisation for systemic and structural change, distancing professionals from the political processes underlying the injustices, difficulties and suffering experienced by the people they work with (Figueira-McDonough, 1993; Gal & Weiss-Gal, 2013, 2023; Goodman et al., 2004; Jansson et al., 2017; Vera & Speight, 2003). Moreover, despite the growing research interest in the development and appropriation of this political–professional role in diverse professional areas (Gal & Weiss-Gal, 2023, 2013; Kozan & Blustein, 2018; Lustig-Gants & Weiss-Gal, 2015; Mendes, 2007; Ollis, 2008, 2010; Pawar, 2019; Weiss-Gal & Gal, 2020), the research about PA engagement requires further elaboration, particularly on what is common to the different professions and fields of intervention dealing with vulnerability concerning this political–professional link.

As such, a solid need exists to problematise and understand these professionals' everyday engagement with PA (Gewirtz-Meydan et al., 2016; Heinowitz et al., 2012; Pawar, 2019). It is also pertinent to document its tactical variety and what underpins the professional activist repertoire (Dodson, 2015; Kozan & Blustein, 2018), which might encourage the assumption of this professional role within the scope of intervention with vulnerability and social injustice.

This study draws on the findings of previous qualitative research, also conducted in Portugal, involving interviews with a group of 12 professional activists about the meanings and pedagogy of PA (Costa et al., 2021a, 2021b), which opened the way to a broader analysis of its diverse repertory and engagement predictors. These findings present PA as a praxis anchored on a sense of (in)justice that encourages professionals to defend the people they work with through interventions guided by and foreseeing a utopian ideal of transformation (Costa et al., 2021a), which know-how results from their political socialisation and (activist) work experience (Costa et al., 2021b). They have also revealed PA potential predictors to be explored in this study (e.g., gender inequalities, years of work, social justice motivations, identification with PA, and support from the organisation and co-workers), which we present in detail below. Thus, this study also builds on a typology of PA, emerging from the first analysis of subsequent

quantitative research, which is the basis for the study we present in this article. It is worth pointing out that this typology emerged from the participants' reflection and positioning regarding their socio-civic-political behaviours concerning their work, the populations they work with, and/or the causes they advocate in that context. In this sense, these activities are implemented as an integral part of their professional activities, inside and outside the workplace, formally or informally and to promote the well-being of the people they work with.

This typology organises the concrete practices of PA into 'collective', 'individual', 'specialised' and 'radical' approaches, which, despite their diversity, tend to be implemented concomitantly (Costa et al., 2023). The collective PA involves group collaboration and mobilisation (e.g., organising/participating in a public meeting, demonstration or march on social or political issues related to the work they do); the individual PA concerns singularity in political action (e.g., information sharing and discussion on a social or political issue related to their work, in person, online or on the media, by publishing articles/opinion pieces/videos); the specialised PA is more technical-scientific, formal or institutional (e.g., conference presentations, training of other professionals, contact with policy makers, to raise awareness on the problems of the people they work with and/or present recommendations); and the radical PA is less conventional and riskier (e.g., occupations, encampments, illegal interventions and protesting against situations of injustice experienced by the people they work with).

This article aims to further research on the topic by shedding light on the potential predictors of an activist stance in its diverse formats among 338 professionals working with people in situations of vulnerability in educational, social and community settings in Portugal.

Using data from an online questionnaire, it explores the interweaving of work and policy by analysing multiple dimensions that potentially favour or hinder these professionals' engagement with PA in its various forms.

Carrying out this research in Portugal is particularly relevant, not only to bridge the gaps in the literature but also considering the country's recent history of democratic experience and its tradition of confessional intervention and low participation, which counterbalance with the impact of the 25 April 1974 revolution on individual and collective (professional) political imagery and mobilisation.

Predictors of Professionals' Activism

Engagement with PA requires considering individual, social and contextual dimensions and their interaction (Gal & Weis-Gal, 2015; Gewirtz-Meydan et al., 2016; Kozan & Blustein, 2018; Weiss-Gal, 2017). As Gal and Weiss-Gal (2015, p. 1086) put it, 'while a willingness to engage in policy practice will be linked to individual circumstances, traits, values and attitudes, it will also be influenced by perceptions regarding the degree to which a professional's surroundings enables this type of practice'. Moreover, becoming a professional activist refers to building a professional political identity. However, a vision of oneself and one's

professional role as a professional activist results from a dynamic process of politicisation and learning, which goes beyond cognitive processes and involves affective and emotional components (Costa et al., 2021b; Curnow et al., 2019; Ollis, 2008, 2010). Therefore, understanding engagement with PA requires an ecological and situated perspective (Bronfenbrenner, 1979; Lave & Wenger, 1991; Ollis, 2011) that explores the role of individual and social/contextual determinants.

Personal Dimensions: Gender, Years of Work and Previous Training (in Advocacy/PA)

As in other areas of life, gender differences (e.g., roles, social expectations), gender inequalities and domination relations deeply permeate the universe of activism (Fillieule, 2008). Research also shows a gender imbalance in PA (e.g., women have lower participation, increased effort and greater vulnerability to PA-associated risks), and gendered forms of activism (e.g., women's lower engagement in 'confrontational' or seen as 'unladylike' activities) requiring greater recognition in research on these issues (Costa et al., 2021a; Dodson, 2015; MacDonnell & Buck-McFadyen, 2016; Petrarca, 2016). Therefore, we aim to understand how these professionals mobilise and participate according to their gender self-identification by exploring its impact on PA tactical variety, countering an androcentric conception of this professional activity and the social and contextual dimensions that shape it.

The 'years of work', by reference to experience, seniority or professional status, have been positively associated with commitment to PA, based on the assumption that more years of work favour professionals' expertise in their field, their ability to identify gaps and limitations in social policies, developing their political interest and efficacy, and above all increasing their sense of job security, promoting less hesitant expression of opinions and political action (Gewirtz-Meydan et al., 2016; Lustig-Gants & Weiss-Gal, 2015; Weiss-Gal & Gal, 2020). These findings also resonate with our previous research concerning the learning potential of PA (Costa et al., 2021b) and the exclusion experienced by many professional activists in their work context, especially those who tend to be the youngest or with less work experience (Costa et al., 2021a).

Finally, specific 'training in advocacy or PA' has also been highlighted in the literature as a relevant predictor of engagement with PA. The assumption is that learning knowledge or skills relevant to PA makes professionals more prepared and willing to engage (Gewirtz-Meydan et al., 2016; Jansson et al., 2017; Lustig-Gants & Weiss-Gal, 2015; Mendes, 2013; Pawar, 2019). On the other hand, a lack of political awareness and specific knowledge to discuss and advocate on policy issues, likely related to the absence of advocacy/PA training, represent considerable barriers to engaging with PA (Heinowitz et al., 2012; Mendes, 2013; Serrano-García & Lugo-Hernández, 2016; Weiss-Gal & Gal, 2008). In this sense, there is a greater propensity to engage with PA when professionals have more training in this field, being (consequently) more politicised, prepared and able for political

action. Moreover, as training can favour the effectiveness of PA, it also fuels their motivation to continue to engage politically (Weiss-Gal & Gal, 2020).

Psychological Dimensions: Emotions, Social Justice Motivations, Identification with Professional Activism and Social Justice Self-efficacy

Emotions play a crucial role as drivers of activism (Ollis, 2008). However, despite assuming some prominence in studies on protest repertoires (Goodwin et al., 2000) and activist mobilisation (Sabucedo & Vilas, 2014), the role of positive emotions in activist engagement has been neglected in much of the research on the topic (Sabucedo & Vilas, 2014). Moreover, both positive emotions (e.g., pride, optimism, hope) and emotions of revolt (e.g., anger, irritation, rage) appear to be understudied in research about engagement with PA.

The social justice ideal also appears as a driver for professional positioning and mobilisation for political and social transformation (Costa et al., 2021a; Gal & Weiss-Gal, 2023, 2013, 2015; Mendes, 2013); it makes sense to explore the role of 'social justice motivations' in the engagement with the various forms of PA.

Similarly, a vision of one's professional role as transformative, as a social justice advocate (vs. indifferent or charitable) (Evans, 2006), is at the core of an 'identification with professional activism' that can explain professionals' engagement in PA (Costa et al., 2021b; Curnow et al., 2019; Marszalek et al., 2017).

Beyond the will to act for social justice, seeing oneself as a capable social justice advocate or professional activist has also shown to be a significant predictor of PA engagement. A sense of 'social justice self-efficacy' concerns political self-efficacy or the perceived personal ability to promote political changes towards social justice and control this process (Gewirtz-Meydan et al., 2016; Ritter, 2008).

Social and Contextual Dimensions: Enablers of PA, Support from the Organisation and Co-workers

Several social and contextual dimensions act as enablers of PA engagement, namely the influence of political socialisation (e.g., family, friends, teachers or co-workers/activists), the (de)valuing of the political involvement in their profession, the current social and political context, and the individual civic and political living (personal/professional experiences and remarkable political events) (Costa et al., 2021a, 2023b; Gal & Weiss-Gal, 2013, 2015; Kozan & Blustein, 2018; MacDonnell & Buck-McFadyen, 2016; Petrarca, 2016; Weiss-Gal & Gal, 2020). Becoming an activist involves the development of a professional political identity learned in social life contexts through the influence of relevant people, work experiences and significant political events that can influence engagement with PA (Costa et al., 2021b).

Subjective social norms also influence (Ajzen, 2002; Pattie et al., 2003): the more professionals perceive others close to them (under)value their engagement

with PA, the more or less likely they are to engage. The literature has shown that organisational support for PA is strongly related to professionals' activist engagement, meaning that professionals with a greater sense of support from their organisation and co-workers, are more likely to engage in PA (Gewirtz-Meydan et al., 2016; Heinowitz et al., 2012; Jansson et al., 2016; Kozan & Blustein, 2018; Weiss-Gal & Gal, 2020). How the organisational (political) culture and agenda articulate with professionals' ethical–political mandate (Greenslade et al., 2015) may facilitate or limit their political engagement, with a relevant weight on their decision to act politically (Gal & Weiss-Gal, 2015; Kozan & Blustein, 2018; Weiss-Gal & Gal, 2020). Our previous findings also show that a lack of support from the organisation and co-workers can inhibit the involvement of professional activists by triggering exclusion towards nonconformist professionals or questioning their professionalism (Costa et al., 2021a).

Accordingly, in this study's theoretical model (Figure 1), we considered a set of factors that stand out in the literature for their recognised potential as predictors of engagement with PA; we also included other elements less explored in previous research but that were mentioned as relevant in the previous qualitative research. As individual dimensions, we consider personal and psychological factors, and by social and contextual dimensions, we refer to relational and contextual aspects concerning the personal, professional and organisational levels.

Objectives

This study aims to explore potential predictive dimensions for activist engagement among professionals working in educational, social and community intervention with people in situations of vulnerability. It intends to understand how these dimensions explain professionals' political involvement in their work, favouring or inhibiting it, considering the typological diversity of PA.
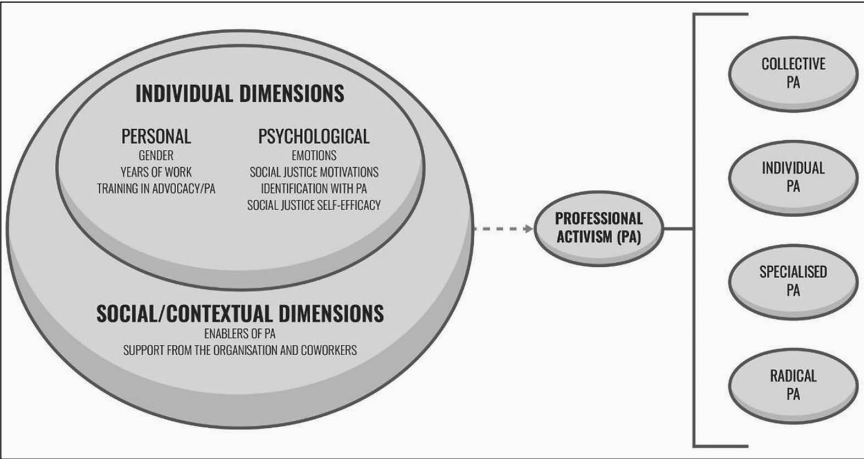

Figure 1. Theoretical Model.

Methodology

Participants

A sample of 338 participants completed the online survey. Aged 24 to 71 years old (M = 43; SD = 10), the vast majority self-identified as female (77.5%; from here on referred to as 'female'), 21.6% self-identified as male (from here on referred to as 'male') and 0.9% self-identified as non-binary. With 1 to 50 years working in educational, social and community intervention (M = 17.4; SD = 10), 66.5% perform technician/specialist roles and 27.7% management roles. Most have a higher education degree (92.3%). There is a predominance of professionals in the area of social sciences (psychology = 24.9%; education = 18%, social work = 16.5%; other social sciences = 17.4%); other academic fields include health and well-being (9.3%), arts and culture (3.6%), design and architecture (2.4%), exact/natural sciences (2.1%) and other areas (6%). Only 10.4% had specific training in advocacy or PA.

Procedure

This study used a cross-sectional design with an online self-administered questionnaire. The Professional Activism Survey comprises scales and items measuring participants' experience of and relationship with PA. Some of these scales/items were adapted for this study or created by the research team. This questionnaire was reviewed by a group of experts and potential participants and approved by the ethics committee of our faculty.

The data were collected online, using LimeSurvey, between January and September 2020. The questionnaire was disseminated by email, on Facebook and using internal networking communication channels, mobilising personal/professional contacts, contacts of organisations of interest to the study, and suggestions from professionals in the field. All persons over the age of 18 who worked in the educational, social and community context with people in vulnerable situations in Portugal were eligible to participate. The average time to complete the questionnaire was about 20 minutes. Participants were asked to answer all questions thinking about their socio-civic-political activism within the scope of their work, in defence of causes and against situations of injustice experienced by the people they work with; and by positioning themselves on a Likert scale (e.g., 1 'strongly agree' and 5 'strongly disagree'), selecting the most appropriate alternative, or writing the answer.

Measures

The dimensionality of the scales was tested using exploratory factor analyses (Marôco, 2011), with the maximum likelihood extraction method and Varimax rotation. In addition, reliability analyses involved Cronbach's alpha and inter-item correlation (for scales with less than three items). All scales used in this study have acceptable internal consistency (Table 1) and were selected based on their

Table 1. Dimensionality.

Scales | Dimensions		Source	Items (e.g.)	No. Items	α / r
PA Typology (Costa et al., 2023)	Collective PA	Items created by the research team based on the previous qualitative study.	Organise/participate in a public meeting, demonstration or march on social or political issues related to the work I do	5	α = 0.80
	Individual PA	Adaptation of the activism orientation scale (AOS; Corning & Myers, 2002) Adaptation of the Portuguese version of the political action scale (Lyons, 2008; Menezes et al., 2012)	Sharing my opinion on a social or political issue related to my work by posting articles/opinion texts/videos in the media, on blogs, on Facebook and so on.	5	α = 0.81
	Specialised PA		Contact policymakers to share information/policy recommendations and raise awareness of the problems of the people I work with (users, target audience)	3	α = 0.77
	Radical PA		Participate in political protest actions that may be illegal (e.g., burning a flag, blocking access to a building or public area, throwing stones, etc.) against situations of injustice experienced by the people I work with (users, target audience)	3	α = 0.69
Identification with PA		Items created by the research team based on the previous qualitative study. Adaptation of the social issues advocacy scale-2 (Marszalek et al., 2017; SIAS-2)	To what extent do you consider yourself an activist in your profession?	5	α = 0.83
Social justice motivations		Items created by the research team based on the previous qualitative study. Adaptation of the Portuguese version of the scale of motivations for political participation (Collom, 2011; Menezes et al., 2012)	I would do activism for political causes related to my work if it would help create a fairer society	4	α = 0.91

(Table 1 continued)

(Table 1 continued)

Scales	Dimensions	Source	Items (e.g.)	No. Items	α / r
Support from the organisation's management	Adaptation of the Portuguese version of the social norms scale (Ajzen, 2002; Menezes et al., 2012; Pattie et al., 2003)	The management board of my organisation would support my involvement in political causes related to my work.	1	Item analysis
Support from co-workers		My co-workers would support my involvement in political causes related to my work.	1	Item analysis
Enablers of PA	Items created by the research team based on the previous qualitative study.	I get involved in political causes in my work through the influence of teachers or more experienced co-workers	6	α = 0.75
Emotions in PA Positive of revolt	Adaptation of the questionnaire on anger and positive emotions in political protest (Sabucedo & Vilas, 2014).	I feel proud when I participate in acts of protest against the problems faced by the people I work with (users, target audience)	3	α = 0.84
		I feel angry when I think about the problems faced by the people I work with (users, target audience	3	α = 0.82
Social justice self-efficacy	Adaptation of the Social Issues advocacy scale-2 (Marszalek et al., 2017; SIAS-2)	I believe I can change unfair social policies	2	r = 0.54

theoretical and empirical relevance. The dependent variables are four types of PA of the PA typology scale.

Concerning sociodemographic data, we asked each participant to answer the following questions: What is your sex/gender? (open question); How many years have you worked in the educational, social and community fields? (open question); Have you had any training in advocacy or PA? (options 'yes' or 'no').

Data Analysis

To identify potential predictors of PA considering its typological diversity, we performed multiple linear regression analyses for each activism type using IBM SPSS Statistics 26.

To detect the evolution of the model as personal, psychological and social/contextual variables are inserted, we introduced the independent variables in the following blocks, following previous research:

a. Training in advocacy/PA, years of work and gender (female)[3];
b. Emotions in PA (positive and revolt);
c. Social justice self-efficacy, social justice motivations, identification with PA;
d. Enablers of PA; support from the organisation's management; support from co-workers.

Results

The multiple linear regression analysis resulted in the model summary shown in Table 2 predicting the four types of PA, with differentiated percentages of variance, explained for each type/model: 43% to collective PA, 37% to individual PA, 38% to specialised PA and 24% to radical PA. The sociodemographic variables explain relatively small percentages of variance within all types of PA. The explained variance rises when emotions are included, particularly in individual and collective PA. Attitudinal variables play a significant role in predicting all types of PA, with a lower impact on radical PA. Social and contextual variables considerably impact the engagement with the four types of PA, mostly in radical and specialised PA.

Going deeper into this analysis, we describe each model's evolutionary process, identifying the predictor variables that emerge as each block is introduced.

When considering only the sociodemographic variables (Table 3), 'training in advocacy/PA' appears to predict all types of PA, especially collective and specialised PA. Acquiring specific knowledge and skills is essential in mobilising professionals for activism (Gewirtz-Meydan et al., 2016; Heinowitz et al., 2012; Jansson et al., 2017; Lustig-Gants & Weiss-Gal, 2015; Pawar, 2019), highlighted in our qualitative study (Costa et al., 2021b). By favouring greater awareness of political issues, preparedness for PA, and perceived competence to discuss these issues (political self-efficacy), it may facilitate engagement (Heinowitz et al., 2012) with

Table 2. Linear Regression Models by Type of PA.

Model	R	R^2	R^2 Adjusted	Std. Error of the Estimate
Collective PA				
1	0.222[a]	0.049	0.040	0.93546
2	0.485[b]	0.235	0.223	0.84175
3	0.626[c]	0.392	0.377	0.75377
4	0.658[d]	0.433	0.414	0.73133
Individual PA				
1	0.184[a]	0.034	0.025	0.97067
2	0.490[b]	0.241	0.229	0.86336
3	0.596[c]	0.355	0.339	0.79917
4	0.610[d]	0.372	0.350	0.79238
Specialised PA				
1	0.267[a]	0.071	0.062	1.15203
2	0.389[b]	0.151	0.138	1.10457
3	0.548[c]	0.300	0.282	1.00794
4	0.619[d]	0.383	0.362	0.95044
Radical PA				
1	0.192[a]	0.037	0.028	0.85281
2	0.335[b]	0.112	0.098	0.82132
3	0.386[c]	0.149	0.127	0.80802
4	0.490[d]	0.240	0.213	0.76726

Note: [a]Predictors: (Constant), training in advocacy/PA, years of work in educational, social and/or community settings; and gender (female); [b] Predictors: (Constant), a + Emotions of revolt, positive emotions; [c] Predictors: (Constant), a + b + Social justice self-efficacy, social justice motivations, identification with professional activism; [d] Predictors: (Constant), a + b + c + Enablers of PA, support from the organisation's management; support from co-workers.

Table 3. Predictors of the Types of PA: Model 1.

	Collective PA			Individual PA			Specialised PA			Radical PA		
	β	t	p	β	t	p	β	T	p	β	t	p
Years of work	0.011	0.198	.843	−0.003	−0.060	.952	0.089	1.637	.103	0.093	1.683	.093
Gender (female)	0.004	0.068	.946	−0.102	−1.832	.068	−0.089	−1.630	.104	−0.100	−1.810	.071
Training in advocacy/ PA	0.222	4.049	.000	0.144	2.606	.010	0.219	4.040	.000	0.112	2.039	.042
R^2 adjusted		0.40			0.025			0.062			0.028	

Table 4. Predictors of the Types of PA: Model 2.

	Collective PA			Individual PA			Specialised PA			Radical PA		
	β	t	p	β	t	p	β	t	p	β	t	p
Years of work	0.013	0.254	.800	0.021	0.429	.669	0.090	1.720	.086	0.096	1.793	.074
Gender (female)	−0.008	−0.167	.867	−0.114	−2.316	.021	−0.097	−1.850	.065	−0.108	−2.024	.044
Training in advocacy/ PA	0.148	2.946	.003	0.061	1.224	.222	0.170	3.220	.001	.064	1.189	.235
Positive emotions	0.443	8.552	.000	0.372	7.208	.000	0.291	5.332	.000	0.278	4.975	.000
Emotions of revolt	−0.023	−0.437	.662	0.186	3.611	.000	−0.013	−0.247	.805	0.003	0.055	.956
R^2 adjusted		0.223			0.229			0.138			0.098	

collective and specialised activism, for they imply greater public exposure of political knowledge, sharing and discussion of ideas, or higher levels of expertise.

When emotional factors are included (Table 4), positive emotions become the strongest predictor for all types of PA, followed by revolt for individual PA. This transversal significance prevalence of positive emotions, at least in this stage, is in line with their relevance in the intention to participate in protest actions in Sabucedo and Vilas's (2014) study, contributing to counter a traditional focus solely on negative emotions. Training in advocacy/PA maintains its predictive power, but now only for specialised and collective PA, reinforcing our previous interpretation, with emotions (mainly positive ones) and gender overtaking the predictive role of training, specifically in individual and radical PA. Finally, the gender (female) gains prominence, indicating male gender as a significant predictor of involvement in individual and radical PA; given this change, emotions favour male participants' engagement. Being 'moved by emotions' (anger and pride) to defend a cause, male participants may get more attuned to individual or radical PA rather than to the organised collaborative nature of collective PA or the formal technical-scientific character of specialised PA. PA also reproduces gender divisions and inequalities (Fillieule, 2008). There are several factors— e.g., availability, experience, gender/sexist stereotypes, the effort-visibility/impact/costs ratio of getting involved with different types of PA—that may contribute to explaining gender diversity in PA engagement and tactics (Costa et al., 2021a; Fillieule, 2008; MacDonnell & Buck-McFadyen, 2016). These can explain the tendency for greater male participation, particularly in more confrontational or radical actions (Dodson, 2015).

When attitudinal variables are included (Table 5), identification with professional activism becomes the major significant predictor of Collective, Individual, Specialised PA and Radical PA. The more participants view themselves as social

Table 5. Predictors of the Types of PA: Model 3.

	Collective PA			Individual PA			Specialised PA			Radical PA		
	β	t	p	β	t	p	β	t	p	β	t	p
Years of work	0.006	0.142	.887	0.024	0.528	.598	0.074	1.536	.125	0.088	1.659	.098
Gender (female)	0.002	0.056	.956	−0.112	−2.439	.015	−0.078	−1.615	.107	−0.099	−1.864	.063
Training in advocacy/PA	0.074	1.605	.110	0.000	0.005	.996	0.092	1.862	.064	0.025	0.453	.651
Positive emotions	0.138	2.370	.018	0.108	1.810	.071	0.016	0.257	.797	0.144	2.088	.038
Emotions of revolt	−0.053	−1.130	.259	0.156	3.251	.001	−0.042	−0.836	.404	−0.012	−0.216	.829
Social justice motivations	0.070	1.297	.196	0.089	1.601	.110	−0.028	−0.486	.627	−0.024	−0.368	.713
Social justice self-efficacy	0.172	3.230	.001	0.075	1.371	.171	0.188	3.291	.001	0.082	1.294	.197
Identification with PA	0.367	5.730	.000	0.348	5.278	.000	0.383	5.566	.000	0.203	2.676	.008
R^2 adjusted	0.377			0.339			0.282			0.127		

justice activists in their work, the more they value this role and believe it should be part of their work, and the more they engage in PA in its various forms, with a slighter impact on radical PA. Since this factor seems to overlap with any other dimensions considered, it reaffirms the relevant relationship between activist identity construction and professional activist mobilisation (Costa et al., 2021b; Curnow et al., 2019; Marszalek et al., 2017). Identification with professional activism and self-efficacy appear to have surpassed training in advocacy/PA as a predictor, with self-efficacy now predicting precisely collective and specialised PA. Not influencing engagement directly, training may have played its part in promoting the identification with professional activism and PA self-efficacy. Increasing professionals' awareness and politicisation might have favoured their approach to this professional role and their confidence and willingness to act politically (Gewirtz-Meydan et al., 2016; Heinowitz et al., 2012; Lustig-Gants & Weiss-Gal, 2015; MacDonnell & Buck-McFadyen, 2016; Weiss-Gal & Gal, 2020).

Regarding self-efficacy, the more confident professionals are in their capacity to discuss the policy issues at hand and contribute to a specific political action, the more they will mobilise to participate in formal, institutional and specialised contexts and participate in and organise group actions. Thus, training and experience can play an important role here (Lustig-Gants & Weiss-Gal, 2015). Emotions of revolt and the masculine gender remain predictors for individual PA. Positive emotions are still significant predictors, but now just for collective and radical PA, surpassed by the identification with professional activism and social justice self-efficacy, especially for individual and specialised PA.

Table 6. Predictors of the Types of PA: Model 4.

	Collective PA			Individual PA			Specialised PA			Radical PA		
	β	t	p	β	t	p	β	t	p	β	t	p
Years of work	0.028	0.641	.522	0.039	0.841	.401	0.103	2.243	.026	0.116	2.285	.023
Gender (female)	0.012	0.276	.783	−0.107	−2.328	.021	−0.071	−1.562	.119	−0.092	−1.806	.072
Training in advocacy/PA	0.044	0.982	.327	−0.012	−0.243	.808	0.058	1.227	.221	0.012	0.228	.820
Positive emotions	0.089	1.538	.125	0.079	1.305	.193	−0.044	−0.736	.462	0.092	1.381	.168
Emotions of revolt	−0.046	−1.021	.308	0.155	3.262	.001	−0.035	−0.738	.461	−0.019	−0.365	.715
Social justice motivations	0.045	0.862	.389	0.072	1.299	.195	−0.062	−1.134	.258	−0.058	−0.944	.346
Social justice self-efficacy	0.142	2.702	.007	0.069	1.260	.209	0.151	2.765	.006	0.089	1.464	.144
Identification with PA	0.324	5.143	.000	0.322	4.846	.000	0.331	5.032	.000	0.155	2.122	.035
Enablers of PA	0.137	2.693	.007	0.139	2.606	.010	0.173	3.260	.001	0.328	5.577	.000
Support from co-workers	−0.004	−0.065	.948	−0.061	−1.028	.305	−0.078	−1.327	.185	−0.207	−3.154	.002
Support from the organisation's management	0.161	2.970	.003	0.063	1.102	.271	0.281	4.953	.000	0.083	1.321	.187
R^2 adjusted		0.414			0.350			0.362			0.213	

Finally, when adding social and contextual variables (Table 6), the identification with professional activism retains its first place as a predictor for the four types of PA, followed by the enablers of PA, which also stand out as predictors in the four models. Still, within the social and contextual dimensions, the support from the organisation's management follows as a predictor for specialised and collective PA, with the help from co-workers negatively predicting radical PA. These results corroborate expectations about the influence of political socialisation and experiences on professionals' engagement with PA and the role of organisational and peer support (Costa et al., 2021a; Gewirtz-Meydan et al., 2016; Kozan & Blustein, 2018; MacDonnell & Buck-McFadyen, 2016; Weiss-Gal & Gal, 2020). Assuming that the more they perceive their organisation's management and co-workers support or encourage their activist involvement, the more likely they are to get engaged (Gewirtz-Meydan et al., 2016; Pattie et al., 2003). Notably, the negative predictive nature of co-workers' support for radical PA suggests that radical activism does have costs (Chang et al., 2009; Costa et al., 2021a; Heinowitz et al., 2012).

Social justice self-efficacy and support from the organisations' management continue to predict the specialised and collective PA. Both can favour engagement with collective discussion, representation or expertise, such as conferences or meetings with political decision-making bodies. These results also suggest that the organisation's management and co-workers' support and social justice self-efficacy are not relevant in individual or radical PA engagement. As for emotions, only revolt remains as a predictor of individual PA along with the male gender. Finally, years of work emerge as predictors of specialised and radical PA, demonstrating a strong relationship between professional experience or seniority and social and contextual factors. This can be due to knowledge, expertise and confidence associated with experience, making engaging with more specialised activism easier. However, it can also indicate greater recognition and less vulnerable or precarious employment. Higher professional stability and less questioning or prejudice in the organisational context seem to favour the confidence of professionals to express themselves politically and publicly and also more radically (Costa et al., 2021a, 2021b; Gewirtz-Meydan et al., 2016; Lustig-Gants & Weiss-Gal, 2015; Weiss-Gal & Gal, 2020).

Training in advocacy/PA, social justice motivations and positive emotions do not appear as significant predictors of the four types of PA in this model, possibly being outweighed by the explanatory power of the remaining variables.

Discussion and Conclusion

Even though PA is valued in the literature, professional guidelines and codes of ethics through advocacy, awareness raising, protest and empowerment, it does not seem to be a recognised and transversal practice in the field. Nevertheless, some professionals stand out for their activism in their work concerning vulnerability. This study explores the predictors of four types of PA: collective, individual, specialised, and radical (Costa et al., 2023). Multiple linear regression analyses allowed us to identify four models with the potential to explain professional engagement with these diverse forms of PA. Our findings suggest the influence of personal and psychological factors, namely emotional and attitudinal, as well as social and contextual elements.

Figure 2 presents the different predictors for each type of PA.

More robust identification with this professional role (vision of oneself as an activist advocate for social justice) combined with greater social and contextual enablement (e.g., political socialisation and experience, the profession's positioning, current social and political context) leads to increased involvement with PA in its diverse approaches.

The social and contextual relevance also comes from the impact of social norms, which refer to the support from the organisation's management and co-workers on the involvement with collective, specialised and radical PA. Concretely, the support from the organisation's leadership, allied with the attitudinal factor of social justice self-efficacy, stands out as predictors of collective and specialised activism. The more the organisation encourages their engagement and the more
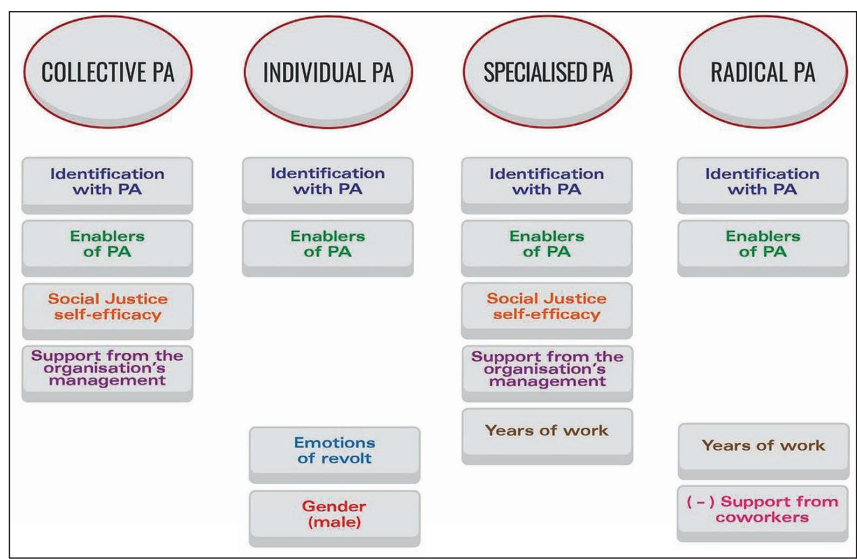
Figure 2. Predictors for Each Type of PA.

they perceive themselves as capable of promoting social justice, the more they will engage in group-based public political actions or those that are more formal and require expertise. Finally, we observed that acting more radically may trigger less support from co-workers, although the opposite may also be true, eventually due to different conceptions about professional political roles.

Specialised and radical PAs, in turn, share the influence of years of work. Pointing out experience and seniority as potentially favouring a more profound knowledge about work, greater recognition and less imposition of barriers in the work context, and significantly safer and stable employment conditions, favouring their confidence to act politically, either through a specialised or a radical type of PA.

Finally, we underline the relationship between negative emotions and male gender in predicting individual PA, which reveals a tendency for greater male involvement in individual actions when experiencing emotions of revolt. This exciting result highlights the relevance of furthering research about gender issues and emotions concerning PA engagement, particularly exploring the gender/emotional relationship in this dynamic.

Similarly, it would also be essential to further our understanding of the role of training and emotions (particularly positive ones) that lose preponderance in the final model, despite initially showing predictive potential in line with the findings of previous studies. Moreover, future research should deepen the role of the work context.

Lastly, similar research beyond Portugal would deepen knowledge about PA predictors internationally. The PA typology and the Professional Activism Survey can be helpful tools for this purpose, advancing these results, possibly by mobilising other statistical analysis procedures (e.g., mediation).

This study's findings strongly resonate with our previous research and the literature expectations, particularly concerning the PA predictive potential of factors such as the 'Identification with PA', 'Enablers of PA', 'Social justice self-efficacy', 'Support from the organisation's management', 'Years of work', 'Support from co-workers', 'Emotions of revolt', and 'Gender'. However, contrary to what the literature suggests, 'Training in advocacy/PA', 'Social justice motivations' and 'Positive emotions' do not seem to predict PA of any type. Thus, besides stressing the preponderance of the previously mentioned factors, this study adds innovative contributions to knowledge in the field, especially by breaking down and interpreting these factors' predictive potential of PA in its typological diversity, providing clues for characterising the phenomenon (little explored) in the Portuguese context.

Considering the importance of PA in educational, social and community work with people in vulnerable situations, these results motivate further reflection, research and intervention about some crucial aspects of PA engagement. Namely, the politicisation of organisations and professionals, the job (in)stability and gender (in)equality, and the (lack of) identification with PA, political socialisation, lived or symbolic experiences and a sense of social justice self-efficacy.

Concretely, we highlight the importance of promoting professionals' political education, in formal education contexts and through experience, and of underlining the relevance of this professional role in ethical-professional guidelines for diverse professional areas in this field of work; in order to enhance professionals' ethical-political knowledge and practical/technical skills, their identification with PA and their confidence and motivation to get involved and committed to it. To this end, it is also important to raise awareness among organisations' leaders and professionals about the relevance of PA, to promote their practices orientation towards micro, meso and macro levels of action, and participatory and emancipatory approaches, and to actively question and counteract situations of precariousness and inequality (e.g., gender), namely through the engagement of professional associations/orders,[4] trade unions and government bodies.

If PA is a significant part of the work of professionals in educational, social and community intervention, the web of interactions between personal, psychological and social/contextual factors should also be recognised as essential in training and on the job to stimulate professional political action.

Thus, this study aimed to understand what drives these professionals to become more politically involved in their work. This objective was pursued through quantitative research with a group of professionals working in this field, with a self-administered online questionnaire. As such, this study has limitations, namely the focus on a personal and partial view of PA, more prone to social desirability, even if based on a broad literature review and a previous qualitative study. This study was disseminated solely online due to the COVID-19 pandemic, possibly involving professionals who are more involved with the topic. However, this does not impact or limit the exploratory intent of the research. Nevertheless, additional studies are necessary to establish the measures' validity. However, our findings move this field of research forward by identifying significant predictors of PA under an ecological and situated perspective that includes individual and social/contextual dimensions.

Concluding, this study contributes to the conceptual development of PA and, above all, to the understanding of why these professionals (do not) engage with this essential professional role. We hope it may also favour reflection on the need for its recognition and promotion, in research, education and intervention, towards professional practices engaged with questioning the status quo and promoting social justice.

Acknowledgements

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest with respect to the research, authorship and/or publication of this article.

Funding

Notes

1. These professionals come from different disciplinary and professional backgrounds (e.g., social workers, teachers, psychologist, nurses and lawyers) and work in diverse intervention contexts (e.g., poverty and social exclusion, inclusive education, asylum and immigration, prevention and harm reduction, racism and discrimination, and gender issues).
2. American Nurses Association (ANA), American Psychological Association (APA) and National Association of Social Workers (NASW).
3. For gender analysis, we did not consider the 'non-binary' option, chosen by only 3 of the 338 participants.
4. For example, Portuguese Association of Social Workers, Portuguese Psychological Association, Portuguese Platform of Development NGOs and Portuguese Commission for Citizenship and Gender Equality (CIG).

ORCID iDs

Ana Luísa Costa https://orcid.org/0000-0001-6611-5298
Isabel Menezes https://orcid.org/0000-0001-9063-3773

References

Ajzen, I. (2002). Constructing a TpB questionnaire: Conceptual and methodological considerations. http://people.umass.edu/aizen/pdf/tpb.measurement.pdf
ANA (American Nurses Association). (2022). *Advocacy*. https://www.nursingworld.org/practice-policy/advocacy/

APA. (American Psychological Association). (2019). *Guidelines for psychological practice for people with low-income and economic marginalization*. https://www.apa.org/about/policy/guidelines-low-income.pdf

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by design and nature*. Harvard University Press.

Chang, C. Y., Hays, D. G., & Milliken, T. F. (2009). Addressing social justice issues in supervision: A call for client and professional advocacy. *The Clinical Supervisor*, *28*(1), 20–35.

Choudry, A. (2020). Activist learning and knowledge production. In I. van Ackeren, H. Bremer, F. Kessl, H. C. Koller, N. Pfaff, C. Rotter, D. Klein, & U. Salaschek (Eds.), *Bewegungen: Beiträge zum 26. Kongress der Deutschen Gesellschaft für Erziehungswissenschaft* (1st ed., pp. 641–652). Verlag Barbara Budrich. https://doi.org/10.2307/j.ctv10h9fjc.49

Collom, E. (2011). Motivations and differential participation in a community currency system: The dynamics within a local social movement organization. *Sociological Forum, 26*, *1*, 144–168.

Corning, A. F., & Myers, D. J. (2002). Individual orientation toward engagement in social action. *Political Psychology*, *23*(4), 703–729.

Costa, A. L., & Coimbra, S. (2024). Joining voices for social inclusion: Activism and resilience of professionals working with people in situations of vulnerability. In S. Dobson, B. Svoen, G. Agrusti, & P. Hardy (Eds.), *Learning inclusion in a digital age. Sustainable development goals series* (pp. 83–93). Springer. https://doi.org/10.1007/978-981-99-7196-1_6

Costa, A. L., Vaz, H., & Menezes, I. (2021a). Exploring the meanings of professional activism. *Community Development*, *52*(2), 244—261. https://doi.org/10.1080/15575330.2020.1866049

Costa, A. L., Vaz, H., & Menezes, I. (2021b). The activist craft: Learning processes and outcomes of professional activism. *Adult Education Quarterly*, *71*(3), 211–231. https://doi.org/10.1177/0741713620988255

Costa, A. L., Vaz, H., & Menezes, I. (2023). A typology of professional activism in educational, social and community intervention. *Educação & Sociedade*, *44*, e264686. https://doi.org/10.1590/ES.264686

Curnow, J., Davis, A., & Asher, L. (2019). Politicization in process: Developing political concepts, practices, epistemologies, and identities through activist engagement. *American Educational Research Journal*, *56*(3), 716–752. https://doi.org/10.3102/0002831218804496

Dodson, K. (2015). Gendered activism: A cross-national view on gender differences in protest activity. *Social Currents*, *2*(4), 377–392. https://doi.org/10.1177/2329496515603730

Evans, S. D. (2006). *From amelioration to transformation in human services: Towards critical practice* [Doctoral dissertation, Vanderbilt University]. Vanderbilt University Institutional Repository. http://hdl.handle.net/1803/14210

Figueira-McDonough, J. (1993). Policy practice: The neglected side of social work intervention. *Social Work*, *38*(2), 179–188.

Fillieule, O. (2008). Travail militant, action collective et rapports de genre. *Travaux de Science Politique*, *38*, 3–59.

Freire, P. (1967). *Educação como prática da liberdade* [Education as the practice of freedom]. Editora Paz e Terra.

Freire, P. (1975). *Pedagogia do Oprimido* [Pedagogy of the Oppressed]. Afrontamento.

Gal, J., & Weiss-Gal, I. (Eds.). (2013). *Social workers affecting social policy: An international perspective*. Policy Press.

Gal, J., & Weiss-Gal, I. (2015). The 'why' and the 'how' of policy practice: An eight-country comparison. *British Journal of Social Work*, *45*(4), 1083–1101. https://doi.org/10.1093/bjsw/bct179

Gal, J., & Weiss-Gal, I. (2023). *When social workers impact policy and don't just implement it: A framework for understanding policy engagement*. Bristol University Press.

Gewirtz-Meydan, A., Weiss-Gal, I., & Gal, J. (2016). Social workers' policy practice in non-profit human service organisations in Israel. *The British Journal of Social Work*, *46*(7), 1890–1908. https://doi.org/10.1093/bjsw/bcv138

Goodman, L. A., Liang, B., Helms, J. E., Latta, R. E., Sparks, E., & Weintraub, S. R. (2004). Training counseling psychologists as social justice agents: Feminist and multicultural principles in action. *The Counseling Psychologist*, *32*, 793–837. https://doi.org/10.1177/0011000004268802

Goodwin, J., Jasper, J., & Polletta, F. (2000). The return of the repressed: The fall and rise of emotions in social movement theory. *Mobilization: An International Quarterly*, *5*(1), 65–83.

Greenslade, L., McAuliffe, D., & Chenoweth, L. (2015). Social workers' experiences of covert workplace activism. *Australian Social Work*, *68*(4), 422–437. https://doi.org/10.1080/0312407X.2014.940360

Heinowitz, A. E., Brown, K. R., Langsam, L. C., Arcidiacono, S. J., Baker, P. L., Badaan, N. H., Zlatkin, N. I., & Cash, R. E. (Gene). (2012). Identifying perceived personal barriers to public policy advocacy within psychology. *Professional Psychology: Research and Practice*, *43*(4), 372–378. https://doi.org/10.1037/a0029161

hooks, B. (1994). *Teaching to transgress: Education as the practice of freedom*. Routledge.

Jansson, B. S., Nyamathi, A., Heidemann, G., Duan, L., & Kaplan, C. (2017). Validation of the policy advocacy engagement scale for frontline healthcare professionals. *Nursing Ethics*, *24*(3), 362–375.

Jansson, B. S., Nyamathi, A., Heidemann, G., Bird, M., Ward, C. R., Brown-Saltzman, K., & Kaplan, C. (2016). Predicting levels of policy advocacy engagement among acute-care health professionals. *Policy, Politics, & Nursing Practice*, *17*(1), 43–55.

Kagan, C., Burton, M., Duckett, P., Lawthom, R., & Siddiquee, A. (2011). *Critical community psychology*. British Psychological Society and Blackwell Publishing Ltd.

Kozan, S., & Blustein, D. L. (2018). Implementing social change: A qualitative analysis of counseling psychologists' engagement in advocacy. *The Counseling Psychologist*, *46*(2), 154–189. https://doi.org/10.1177/0011000018756882

Lane, S. (1981). *O que é a Psicologia Social?* Brasiliense.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press. https://doi.org/10.1017/CBO9780511815355

Lustig-Gants, S., & Weiss-Gal, I. (2015). Why do social workers become policy actors? *Journal of Policy Practice*, *14*(3–4), 171–190. https://doi.org/10.1080/15588742.2015.1017684

Lyons, E. (2008). *Political trust and political participation amongst young people from ethnic minorities in the NIS and EU: A social psychological investigation*. INTAS.

MacDonnell, J. A., & Buck-McFadyen, E. (2016). How activism features in the career lives of four generations of Canadian nurses. *Policy, Politics & Nursing Practice*, *17*(4), 218–230. https://doi.org/10.1177/1527154416688669

Marôco, J. (2011). *Análise Estatística com o SPSS Statistics*. Report Number.

Marszalek, J. M., Barber, C., & Nilsson, J. E. (2017). Development of the social issues advocacy scale-2 (SIAS-2). *Social Justice Research*, *30*, 117–144.

Martín-Baró, I. (1986). Hacia una psicología de la liberación. *Boletín de Psicología*, *22*, 219–231. http://www.uca.edu.sv/deptos/psicolog/hacia.htm

Mendes, P. (2007). Social workers and social activism in Victoria, Australia. *Journal of Progressive Human Services*, *18*(1), 25–44. https://doi.org/10.1300/J059v18n01_03

Mendes, P. (2013). Social workers affecting social policy in Australia. In John Gal & Idit Weiss-Gal (Eds.), *Social workers affecting social policy* (pp. 17–38). Policy Press.

Menezes, I. (2007). *Intervenção comunitária: Uma perspectiva psicológica* [Community intervention: A psychological perspective]. Livpsic.

Menezes, I., Fernandes-Jesus, M., Ribeiro, N., & Malafaia, C. (2012). Agência e participação cívica e política de jovens [Young people's agency and civic and political partici-pation]. In I. Menezes, N. Ribeiro,M, Fernandes-Jesus, C. Malafaia, & P. Ferreira (Eds.), *Agência e participação cívica e política: Jovens e imigrantes na construção da democracia*. Livpsic.

Montero, M. (2012). From complexity and social justice to consciousness: Ideas that have built a community psychology. *Global Journal of Community Psychology Practice*, *3*(1), 1–13.

NASW. (National Association of Social Workers). (2022). Ethical standard of the month: 6.04 social and political action. https://www.socialworkers.org/About/Ethics/Training-and-Education/Ethical-Standard-of-the-Month/Social-and-Political-Action

Ollis, T. (2008). The 'accidental activist': Learning, embodiment and action. *Australian Journal of Adult Learning*, *48*(2), 316–335. https://www.ajal.net.au/the-accidental-activist-learningembodiment-and-action/

Ollis, T. (2010). The pedagogy of activism: Learning to change the world. *International Journal of Learning*, *17*(8), 239–249. https://doi.org/10.18848/1447-9494/CGP/v17i08/47225

Ollis, T. (2011). Learning in social action: The informal and social learning dimensions of circumstantial and lifelong activists. *Australian Journal of Adult Learning*, *51*(2), 248–268. https://files.eric.ed.gov/fulltext/EJ951996.pdf

Pattie, C., Seyd, P., & Whiteley, P. (2003). Citizenship and civic engagement: Attitudes and behaviour in Britain. *Political Studies*, *51*, 443–468. https://doi.org/10.1111/1467-9248.00435

Pawar, M. (2019). Social work and social policy practice: Imperatives for political engage-ment. *The International Journal of Community and Social Development*, Bathurst, *1*(1), 15–27. https://doi.org/10.1177/2516602619833219

Petrarca, F. R. (2016). Carreira profissional e ativismo social: As lógicas do engajamento na defesa de causas. *Estudos De Sociologia*, *21*(40), 99–116. https://periodicos.fclar.unesp.br/estudos/article/view/7575/5798

Prilleltensky, I. (2001). Value-based praxis in community psychology: Moving toward social justice and social action. *American Journal of Community Psychology*, *29*(5), 747–778. https://doi.org/10.1023/A:1010417201918

Prilleltensky, I., & Fox, D. (1997). Introducing critical psychology: Values, assumptions, and the status quo. In D. Fox & I. Prilleltensky (Eds.), *Critical psychology: An intro-duction* (pp. 3–20). Sage. https://doi.org/10.1007/978-1-4039-1462-0

Prilleltensky, I., & Nelson, G. (2002). *Doing psychology critically: Making a difference in diverse settings*. Palgrave Macmillan. https://doi.org/10.1007/978-1-4039-1462-0

Prilleltensky, I., & Nelson, G. (2009). Community psychology: Advancing social justice. In D. Fox, I. Prilleltensky, & S. Austin (Eds.), *Critical psychology: An introduction*. Sage

Ritter, J. A. (2008). A national study predicting licensed social workers' levels of political participation: The role of resources, psychological engagement, and recruitment net-works. *Social Work*, *53*(4), 347–357.

Sabucedo, J. M., & Vilas, X. (2014). Anger and positive emotions in political protest. *Universitas Psychologica*, *13*(3), 829–838.

Serrano-García, I., & Lugo-Hernández, E. A. (2016). Involving psychologists in public policy in Puerto Rico: Processes and Results. *Global Journal of Community Psychology Practice*, *7*(1), 1–14.

Schwartz-Tayri, T. M. (2021). The willingness of social work students to engage in policy practice: The role of personality traits and political participation predictors. *The British Journal of Social Work*, *51*(7), 2381–2398.

Vera, E. M., & Speight, S. L. (2003). Multicultural competence, social justice, and counseling psychology: Expanding our roles. *The Counseling Psychologist*, *31*(3), 253–272. https://doi.org/10.1177/0011000003031003001

Weiss-Gal, I., & Gal, J. (2008). Social workers and policy-practice: The role of social and professional values. *Journal of Social Service Research*, *34*(4), 15–27.

Weiss-Gal, I., & Gal, J. (2020). Explaining the policy practice of community social workers. *Journal of Social Work*, *20*(2), 216–233. https://doi.org/10.1177/1468017318814996

Weiss-Gal, I. (2017). Social workers' policy engagement: A review of the literature. *International Journal of Social Welfare*, *26*(3), 285–298. https://doi.org/10.1111/ijsw.12239