

XXVII SCIENTIFIC CONFERENCE

EMPIRICAL STUDIES IN PSYCHOLOGY

13 – 16TH MAY, 2021.

FACULTY OF PHILOSOPHY, UNIVERSITY OF BELGRADE



INSTITUTE OF PSYCHOLOGY
LABORATORY FOR EXPERIMENTAL PSYCHOLOGY
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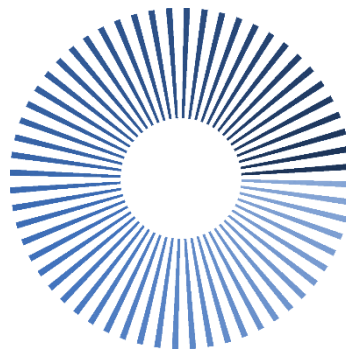
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TUNING FORKS (E. Zimmermann, Leipzig – Berlin)

Instruments for generating tones of a given frequency. They are used in studies of auditory sensitivity for determining the differential, absolute and upper thresholds. Figure shows a set of three tuning forks generating the C-major chord, each fork generating the tones of 256 Hz (c¹), 320 Hz (e¹), and 384 Hz (g¹) respectively. The forks were tuned to the pitch of the originals from the German Physico-Technical Imperial Institute (Phys.-techn. Reichsanstalt).

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significant correlation between different dimensions of virtual behaviour with tendency to compare with others, as well as with loneliness. Results are consistent with previous research about virtual behaviour and loneliness. Using the theory of social comparison, we interpreted the obtained results on the connection between comparison with others and loneliness.

Keywords: social networks, comparing with others, loneliness

THE POWER RELATIONS BETWEEN THE VOICES OF THE SELF AS STRATEGIES
OF SELF-REGULATION: THE CASE OF TEACHER PROFESSIONAL BEHAVIOR

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In this study we explore how a new model of the multiple self can help to better understand self-regulation of human behavior. We start from the dialogical self theory and the social cognitive theory of personality. The dynamics of the multiple self is conceived in terms of the patterns of power relations between the voices as personifications of beliefs and guides for socially accountable behavior. The multi-voiced self is understood as a processing component of personality which is responsible for self-regulated behavior and its voices may be viewed as the interacting mediating processes. The goal of this work is to present the most common patterns of interaction between the voices as strategies of self-regulation on the example of teacher professional behavior. The research participants (9 elementary school teachers, all females, years of experience: 1-10 ($N=3$), 10-20 ($N=4$), >20 ($N=2$)) elicited the voices and described their relationships while being interviewed. We used a combine deductive-inductive thematic approach to analyze the data. Starting from preexisting categories of 'dominance' (ability to manage the actions of others), 'resistance' (ability to counter-act in relation to the dominant position), conflict and cooperation we inductively developed the matrix of the categories and main categories. Critical dialogues between the researchers were practiced as the multi-iteration procedure for establishing the intersubjective agreement. The main categories are: 1) functions of the voices; 2) forms of exercising power; 3) tactics; 4) the voices' relations and 5) constellations (patterns of interaction among the voices). The main category of constellations will be further elaborated. The most frequent constellations show that the regulation of teachers' professional behavior is manifested through the stable domination of voices who personify core professional values, implemented either by a common group of executors and facilitators ('The team' constellation) or by alternative executors and facilitators, often those who personify undesirable (rough, aggressive) acts, when the dominant ideology was temporally 'dethroned' by the opponents ('The Intervention team' constellation). The second most common regulatory strategy ensures the dispersion of power as a way to prevent its monopolization by a single ideological stance ('Clash of ideologies' constellation). This model of self-regulation may be used to improve teacher competencies and to prevent burnout.

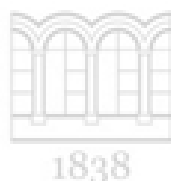
Key words: multiple self, power relations, self-regulation, teacher professional behavior.

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