

XXVII SCIENTIFIC CONFERENCE

EMPIRICAL STUDIES IN PSYCHOLOGY

13 – 16TH MAY, 2021.

FACULTY OF PHILOSOPHY, UNIVERSITY OF BELGRADE



INSTITUTE OF PSYCHOLOGY
LABORATORY FOR EXPERIMENTAL PSYCHOLOGY
FACULTY OF PHILOSOPHY, UNIVERSITY OF BELGRADE

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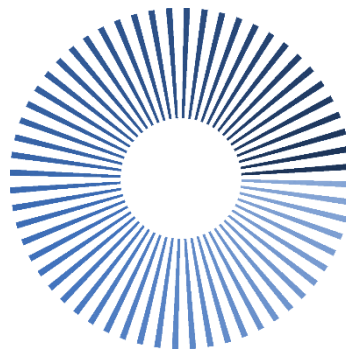
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TUNING FORKS (E. Zimmermann, Leipzig – Berlin)

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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RAZLIKE U RAZVOJNIM PREDNOSTIMA KOD UČENIKA SA I BEZ TEŠKOĆA U
SOCIJALNOM I EMOCIONALNOM RAZVOJU

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Model razvojnih prednosti predstavlja jedan od vodećih pristupa nastalih u okviru perspektive pozitivnog razvoja. Istraživački nalazi dosledno potvrđuju vezu između broja razvojnih prednosti koje mladi ostvaruju i pozitivnih razvojnih ishoda, odsustva različitih problema i jačanja rezilijentnosti. Imajući u vidu naučne nalaze o protektivnim efektima razvojnih prednosti sprovedeno je, tokom oktobra 2019. godine, istraživanje sa ciljem ispitivanja razvojnih prednosti kod učenika sa i bez teškoća u socijalnom i emocionalnom razvoju. Uzorak je činilo 785 učenika oba pola (51.3% dečaka) iz sedam osnovnih škola sa teritorije grada Beograda, uzrasta od 12 do 15 godina ($M = 13.4$). Prisustvo teškoća u emocionalnom i socijalnom razvoju ispitano je Upitnikom snaga i teškoća ($\alpha = .71$), dok su razvojne prednosti procenjene upitnikom Profil života učenika: stavovi i ponašanja ($\alpha = .93$). Dobijeni rezultati pokazuju da učenici sa teškoćama imaju ostvareno 16 razvojnih prednosti, dok učenici bez teškoća dostižu 22 prednosti ($t(677) = 11.39, p < .001$). Učenici sa teškoćama manje su zastupljeni u svim kategorijama razvojnih prednosti, a posebno izražene razlike su u pogledu postojanja pozitivnog ličnog identiteta (17.2% učenika sa teškoćama naspram 59.7% bez), jasnih granica i visokih očekivanja od strane porodičnog, školskog i vršnjačkog okruženja (26.6% naspram 54.3%), podrške socijalnog okruženja (18.1% naspram 53%) i vrednovanja od strane zajednice (18.6% naspram 38.4%). Od 40 razvojnih prednosti, postoje tri na kojima su učenici sa teškoćama neznatno zastupljeniji (učestće u umetničkim aktivnostima, izrada domaćih zadataka i čitanje iz zadovoljstva). U kategoriji učenika sa niskom razvijenošću prednosti (do 10 prednosti) nalazi se 12.8% učenika sa teškoćama (naspram 3.9% učenika bez teškoća), a u kategoriji od 10 do 20 prednosti 61.7% (naspram 31.6%). Prosečno razvijene prednosti (od 20 do 30 prednosti) ima svega 25.2% učenika sa teškoćama (naspram 49.7%), dok u kategoriji visoko razvijene prednosti nema nijednog učenika sa teškoćama (naspram 14.9% učenika bez teškoća). Na osnovu nalaza može se zaključiti da učenici sa teškoćama u socijalnom i emocionalnom razvoju ostvaruju manje značajnih odnosa, veština, mogućnosti i vrednosti koje im pomažu da izbegnu rizična ponašanja, ojačaju rezilijentnost i unaprede svoj lični prosperitet u odnosu na svoje vršnjake bez teškoća, te da je potrebno kontinuirano raditi na unapređenju dostupnosti razvojnih prednosti ovim učenicima.

Ključne reči: razvojne prednosti, učenici, teškoće u socijalnom i emocionalnom razvoju

DEVELOPMENTAL ASSETS IN STUDENTS WITH AND WITHOUT SOCIAL AND
EMOTIONAL DIFFICULTIES

Research findings consistently confirm the link between the number of developmental assets that young people achieve and positive developmental outcomes, absence of various problems and strengthening of resilience. Research was conducted in 2019 with the aim of examining the developmental assets of students with and without difficulties in social and emotional development. The sample consisted of 785 students (51.3% of boys) from primary

schools in the city of Belgrade, aged 12 to 15 ($M = 13.4$). Strengths and Difficulties Questionnaire ($\alpha = .71$) and Profiles of Student Life: Attitudes and Behaviors (A&B) questionnaire ($\alpha = .93$) were used. The results show that students with difficulties have 16 developmental assets, while students without difficulties have 22 assets ($t(677) = 11.39, p < .001$). Students with difficulties are less represented in all categories of developmental assets, have less significant relationships, skills, abilities and other assets compared to their peers without difficulties.

Keywords: developmental assets, students, difficulties in social and emotional development

STUDYING DURING THE COVID-19 LOCKDOWN – EXPERIENCES OF ROMA STUDENTS FROM SUB-STANDARDIZED SETTLEMENTS IN BELGRADE

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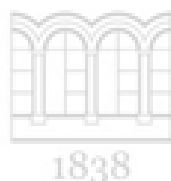
The Covid-19 pandemic, that “captured” the whole world during 2020, significantly impacted the process of education in various countries. Amassed bans and restrictions of movement dislocated the teaching process from classrooms to various online platforms. This has impacted the education of all students, and it would have been expected that students living under difficult circumstances (sub-standardized settlements) will be particularly affected. With that in mind, since we had already been conducting extensive research related to the education of Roma population living in the 5 sub-standardized settlements in Belgrade, we decided to ask the respondents (four short 5-point Likert scale questions) about their studying during the pandemic. A total number of 119 students (50.4% males) aged between 12 and 19 years ($M = 14.88$ years, $SD = 1,69$) participated in the survey. 68.9% of them were and are regular elementary school students, and 37.1% are tertiary-type (expedited education) elementary school students. Data were collected immediately after the end of the lockdown in Serbia (May 2020). The results showed that 83.3% of participants responded with 1 or 2 (“strongly disagree”, disagree”) to question “I was technically well prepared to follow the online classes” ($M = 1.86, SD = 0,51$), and no one gave the answer 4 or 5. Only 24.4% of respondents agreed (answer 4 - “agree”) with the statement “Teachers contacted us regularly during the lockdown / curfew regarding distance learning.” ($M = 2.68, SD = 0,84$). Similarly, only 29% of respondents gave answer 4 to the statement “When it comes to teaching, my school was well organized during the epidemiological measures” ($M = 2.72, SD = 0,89$). At the end, the average response to the question “I think I lost a lot when it comes to learning because of the epidemic” was $M = 3.25 (SD = 0,84)$. Non-repeated measures ANOVA showed that gender and type of school did not significantly affect the responses. The results indicated that the pandemic significantly impacted the process of education among Roma students of upper primary and secondary age who live in sub-standardized settlements in Belgrade. Apparently, poor living conditions, combined with bad teaching organization and poor technical equipment, significantly disrupted the learning process of these students during the lockdown.

Key words: Covid-19 pandemic, Roma students, sub-standardized settlements, studying

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