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# Motivacija u obrazovanju

IZMEĐU TEORIJE I PRAKSE

KNJIGA REZIMEA

# Motivation in Education

BETWEEN THEORY AND PRACTICE

BOOK OF ABSTRACTS

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# VEZA IZMEĐU INTELIGENCIJE, OSNOVNIH OSOBINA LIČNOSTI I MOTIVACIONIH VEROVANJA U ISTRAŽIVANJU ZAINTERESOVANOSTI UČENIKA ZA STEM ŠKOLSKE PREDMETE

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Teorija vrednosti i očekivanja naširoko se koristi za objašnjenje različitih obrazovnih ishoda jer razmatra uzajamni uticaj različitih grupa učeničkih karakteristika, psiholoških procesa i karakteristika šireg socijalnog okruženja. Koristeći ovaj teorijski okvir, fokus ove studije bio je da se ispita doprinos inteligencije i ličnosti, kao stabilnih karakteristika individualnih razlika, i vrednosti zadataka, kao motivacionih konstrukta u objašnjenju zainteresovanosti za STEM školske predmete u osnovnoj i srednjoj školi. STEM oblast (tj. prirodne nauke, tehnologija, tehničke nauke i matematika) se u novijim istraživanjima sve više proučava kao zasebna oblast obrazovnih ishoda. Podaci korišćeni u ovoj studiji predstavljaju podskup podataka prikupljenih preko šireg hrvatskog longitudinalnog istraživačkog projekta usmerenog na ispitivanje i objašnjenje postignuća, zainteresovanosti i aspiracija učenika u STEM predmetima u osnovnoj i srednjoj školi. Analize su sprovedene na poduzorku učesnika, njih 523 (265 ženskog pola), koji su praćeni tokom šestog, sedmog i osmog razreda. Podaci o ličnosti i inteligenciji prikupljeni su dok su učenici bili u šestom razredu (T1), podaci o subjektivnoj vrednosti zadataka prikupljeni su dok su učenici bili u sedmom razredu (T2), dok su podaci o zainteresovanosti za STEM školske predmete prikupljeni dok su učenici bili u osmom razredu (T3). Podaci o srednjoj oceni iz STEM predmeta na kraju šestog i sedmog razreda bili su takođe analizirani kao kontrolna varijabla. Da bi se ispitao direktan uticaj ličnosti i inteligencije, kao i njihov indirektan uticaj kroz vrednosti zadataka, korišćena je analiza putanje. Rezultati su pokazali da se zainteresovanost za STEM školske predmete može objasniti saradljivošću i savesnošću učenika, kao i intrizičnom vrednošću zadataka koju oni pripisuju STEM predmetima. Bilo je takođe značajnih indirektnih uticaja savesnosti i otvorenosti, kroz intrizične vrednosti, na zainteresovanost. Učenici čije su ove osobine ličnosti izraženije imaju više intrizične vrednosti zadataka, što dovodi do veće zainteresovanosti za STEM školske predmete. Nalazi ove studije naglašavaju važnost razmatranja ne samo nezavisnog doprinosu, već i interakcije između različitih grupa učeničkih karakteristika. One takođe ukazuju da je intrizična vrednost zadataka delimično određena stabilnim karakteristikama, pa bi se u budućem istraživanju mogla ispitati interakcija između stabilnih i situacionih karakteristika u predviđanju učeničke motivacije.

*Ključne reči:* zainteresovanost za STEM predmete, ličnost, inteligencija, motivacija, osnovna škola.

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# RELATIONSHIP BETWEEN INTELLIGENCE, BASIC PERSONALITY TRAITS AND MOTIVATIONAL BELIEFS IN EXPLORING STUDENT INTEREST IN STEM SCHOOL SUBJECTS

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Expectancy-value theory is widely used for explanation of different educational outcomes, since it considers mutual influences of different groups of student characteristics, psychological processes and characteristics of wider social surroundings. Using this theoretical framework, focus of this study was to examine contribution of intelligence and personality, as stable person individual difference traits, and task values, as motivational constructs in explanation of interest in STEM school subjects in elementary and middle school period. STEM field (i.e. Science, Technology, Engineering and Math) is in recent research increasingly studied as a separate field of educational outcomes. The data used for this study is a subset of data collected through a larger Croatian longitudinal research project aimed at examining and explaining students' STEM achievement, interest and aspirations during elementary and middle school. Analyses were conducted on a subsample of participants, 523 of them (265 female), who were followed in sixth, seventh, and eighth school grade. Data on personality and intelligence were collected while students were in the sixth grade (T1), data on subjective task values was collected while students were in the seventh grade (T2), and data on interest in STEM school subjects was collected while students were in eighth grade (T3). Data on average school grade from STEM subjects at the end of sixth and seventh grade was also included in the analyses as control variables. In order to examine direct effects of personality and intelligence, as well as their indirect effects through task values, path analysis was used. Results have shown that interest in STEM school subjects can be explained by students' agreeableness and conscientiousness, as well as with intrinsic task value they assign to STEM school subjects. There were also significant indirect effects of conscientiousness and openness through intrinsic values on interest. The students who are higher on these two personality traits had higher intrinsic task values, which then led to a higher interest in STEM school subjects. Findings of the present study highlight the importance of considering not only independent contribution, but also the interplay between different groups of students' characteristics. They also point that intrinsic task value is at least partly determined by stable characteristics, so further research could examine the interplay between stable and situational characteristics in prediction of student motivation.

*Keywords:* interest in STEM, personality, intelligence, motivation, elementary school.

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