

**Međunarodni psihologijski znanstveni skup**

**International Scientific Psychology Conference**



**DANI RAMIRA I  
ZORANA BUJASA**

**28-30/9/2023 Zagreb**

**Knjiga sažetaka**

**Book of abstracts**

Odsjek za psihologiju Filozofskog fakulteta Sveučilišta u Zagrebu  
Department of Psychology, Faculty of Humanities and Social Sciences, University of Zagreb

# **26. DANI RAMIRA I ZORANA BUJASA**

## **26<sup>TH</sup> RAMIRO AND ZORAN BUJAS DAYS**

Međunarodni psihologijski znanstveni skup  
International Scientific Psychology Conference

### **KNJIGA SAŽETAKA**

### **BOOK OF ABSTRACTS**

Zagreb, 28. – 30. rujna 2023.  
September 28<sup>th</sup> – 30<sup>th</sup>, 2023, Zagreb, Croatia



Zagreb, 2023.



## 26. DANI RAMIRA I ZORANA BUJASA 26<sup>th</sup> RAMIRO AND ZORAN BUJAS DAYS

---

### **Knjiga sažetaka Book of abstracts**

### **Urednici / Editors**

Iva Kapović, Antun Palanović, Matea Šoštarčić

### **Programsko-organizacijski odbor / Program and organizing committee**

Anita Lauri Korajlija (predsjednica/chair), Dragutin Ivanec (predsjednik/chair), Damir Ljubotina, Željka Kamenov, Jasmina Tomas, Ivan Tomić, Katarina Faraguna, Matea Šoštarčić, Iva Vukojević, Antun Palanović, Iva Kapović, Luka Juras

### **Organizator / Organizer**

Odsjek za psihologiju, Filozofski fakultet, Sveučilište u Zagrebu /  
Department of Psychology, Faculty of Humanities and Social Sciences, University of Zagreb  
Ivana Lučića 3  
10000 Zagreb, Hrvatska  
tel.: +385 1 6120-197  
fax: +385 1 6120-037  
<https://psihologija.ffzg.unizg.hr>

ISSN 1849-6946

<https://doi.org/10.17234/DRZB26>

---



## SADRŽAJ / CONTENTS

<u>Plenarna predavanja / Keynote lectures</u> .....	6
<u>Predavanje o povijesti dana Ramira i Zorana Bujasa / Lecture on the history of Ramiro and Zoran Bujas days</u> .....	10
<u>Simpoziji / Symposia</u> .....	12
<u>Usmena izlaganja / Oral presentations</u> .....	55
<u>Posteri / Posters</u> .....	127
<u>Radionica, promocije testova i knjiga / Workshop, promotion of tests and books</u> .....	151

Sažeci radova poredani su abecednim redom prema prezimenu prvog autora i vrsti izlaganja (plenarna predavanja, predavanje o povijesti DRZB-a, simpoziji, usmena izlaganja, poster, radionice, knjige).

Abstracts are sequenced according to the alphabetical order of the first author's surname and presentation type (keynote lectures, lecture on the history of DRZB, symposia, oral presentations, poster session, workshops, books)

## ZAHVALE / ACKNOWLEDGEMENTS

Održavanje 26. Dana Ramira i Zorana Bujasa ne bi bilo moguće bez financijske i materijalne pomoći pokrovitelja, sponzora i donatora, kojima se najljepše zahvaljujemo. Održavanje skupa financijski i materijalno su podržali:

The 26<sup>th</sup> Ramiro and Zoran Bujas Days would not have been possible without the financial and material support of our sponsors and donors, to whom we would like to offer our deepest gratitude. The Conference was financially supported by:



## ACADEMIC EMOTIONS AND PROCRASTINATION IN ADOLESCENTS: CAN EMOTIONAL INTELLIGENCE BUFFER EFFECTS OF NEGATIVE EMOTIONS IN SCHOOL?

Isidora Micić<sup>1</sup>, Zorana Jolić Marjanović<sup>2</sup>

<sup>1</sup>Institut za pedagoška istraživanja, Beograd, Srbija

<sup>2</sup>Odeljenje za psihologiju, Filozofski fakultet, Univerzitet u Beogradu, Srbija

isidora.jazz@gmail.com

---

Academic procrastination is defined as a tendency to needlessly put off or delay intended activities related to school/college, such as studying or exam taking. Procrastination is often accompanied by negative emotional experiences, which are supposedly less pronounced in individuals with higher emotion management ability, as one of the most important aspects of emotional intelligence (EI). This study sought to (a) examine the relationship between academic emotions (both positive and negative) and academic procrastination, and (b) determine the role that EI plays within this relationship. Study sample consisted of 281 high school students from Serbia (*Mage* = 84.3 % female). All participants self-assessed academic emotions (AEQ), academic procrastination (APS), and trait EI (TEIQue-AF); they were also administered with two ability EI tests, measuring emotional vocabulary (VET) and emotional management (TUE). Prior to other analyses, a factor analysis revealed a tripartite structure of the AEQ: School helplessness, School dissatisfaction, and School fulfillment. A total of six mediation analyses were applied, with one of these three AEQ factors serving as a predictor, trait or ability EI alternatively inspected as a mediator, and academic procrastination as a criterion. Results of these analyses have confirmed that both School helplessness and School dissatisfaction were positively, while School fulfillment was negatively related to academic procrastination. In addition, trait EI served as a partial mediator of this relationship, while the same mediation effect was absent for ability EI. Finally, trait EI also negatively directly affected academic procrastination. Our current findings give support for further and more detailed examination of mutual relationships between emotions experienced at school, tendency to procrastinate, and EI. Such studies would improve our understanding of the effects that students' emotions have on their engagement in school obligations, and thus outline possible pathways to reduce procrastination.

Key words: academic emotions, academic procrastination, emotional intelligence