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## KNJIGA SAŽETAKA BOOK OF ABSTRACTS



МИНИСТАРСТВО  
ПРОСВЕТЕ, НАУКЕ И  
ТЕХНОЛОШКОГ РАЗВОЈА



PLENARNA PREDAVANJA

PLENARY LECTURES

or too demanding, teachers' competencies as inadequate, and learning experience as meaningless. The findings will be discussed in the context of CHAT.

**Keywords:** COVID-19 pandemic, education, social media analysis, cultural-historical activity theory

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### Factor validity of Emotions in Teaching Inventory in the context of blended learning: a study on a sample of Serbian teachers

Teachers experience a wide range of emotions, most of which arise from management and disciplinary classroom interactions, while good regulation of emotions is considered important for the fulfillment of teaching goals. Academic emotions were traditionally studied in terms of positive and negative emotions, especially within the Control-value theory of achievement emotions, the most influential theory of emotions in an educational context. However, relevant literature suggests that more precise differentiation of academic emotions requires the inclusion of another dimension related to activation. This study aimed to examine the factor validity of the Serbian translation of Emotions In Teaching Inventory- revised (ETI-r) in the context of blended learning, which was the most widely used teaching method in primary schools in Serbia since the fall of 2020 – most learning activities take place online, but there is still a need for face-to-face instructional activities. ETI-r comprises 20 statements, 10 evaluating positive emotions (motivation, pride, confidence, satisfaction, and happiness), and 10 evaluating negative emotions (anxiety, embarrassment, frustration, boredom, and annoyance). The sample included 372 subject teachers from Serbian primary schools (84% female, average age 44.18 years). Principal axis factoring was applied in order to explore the latent structure of the ETI-r scale on the random subsample of 122 respondents. Based on Horn's parallel analysis, three factors of teachers' emotional experiences were identified: 1) Self-complacency (18% of total variance) – emotions arising from satisfaction due to competent fulfilling of the achievement standards; 2) Comfort (17% of total variance) – emotions arising more from relief and less from satisfaction due to fulfilling of achievement standards; 3) Tension (10% of total variance) – emotions arising from pressure regarding fulfilling of achievement

standards. This three-factor solution was further cross-validated using Confirmatory factor analysis with maximum likelihood estimator on the rest of the sample (250 respondents). Results of CFA, after residual covariance between items 15 and 16 was introduced, suggested acceptable fit ( $\chi^2=247.30$ ,  $\chi^2/df=2.15$ , CFI=.92, RMSEA (90% CI)=.07(.06-.08), SRMR=.08). All things considered, Serbian translation of ETI-r was shown to be a valid measure of teacher emotions in the context of blended learning. Another significant finding is that the classification of academic emotions based on the general impression regarding achievement standards fulfillment determines both the valence and the activation of specific emotions. Namely, the impression of self-complacency includes positive activating emotions, while the experience of pressure regarding achievement standards includes negative activating emotions. Finally, the experience of relaxation concerning achievement standards includes emotions that have a positive valence but low activation potential.

**Keywords:** Emotions in Teaching Inventory, factor validity, blended learning

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### Socioemotional competences of primary school teachers: differences between whole-class and subject teachers

Scientific evidence shows that teachers' socioemotional competences are an important factor for fostering students' competences through the learning process. Five competences are specially connected to teachers' success in the classroom: self-awareness, self-management, relationship skills, social awareness and responsible decision making. Aim of this research is examining differences in socioemotional competences between whole-class and subject teachers. Secondary, relationship of teachers' socioemotional competences with gender, age, and years of working in education will be investigated. Additionally, relation of fear of COVID-19 and teachers' socioemotional competences will be investigated. Research sample consisted of 817 teachers (15.2% male) from elementary schools in Serbia, age from 23 to 64 ( $M = 45.56$ ,  $SD = 9.35$ ). Teacher social and emotional competences were assessed by Self-Assessing Social and Emotional Instruction and Competencies: A Tool for Teachers (American Institutes for Research) (Yoder, 2014).

Scale FCV-19S (Ahorsu et al., 2020) was used to measure level of primary school teachers' fear of COVID-19. Data was collected online from February to April 2021. Differences between group of whole-class teachers and subject teachers were obtained by MANCOVA. Research results show that whole-class teachers were more competent than subject teachers in self-awareness ( $F=4.922$ ;  $p<.05$ ), self-management ( $F=6.995$ ;  $p<.05$ ) and relationship skills ( $F=10.418$ ;  $p<.05$ ), whilst no differences were found regarding social awareness and responsible decision making. Gender, age, and years of working in education, was not related to any of primary school teachers' socioemotional competence. Fear of COVID-19 was not related to teachers' socioemotional competences. Research results were interpreted in the relation to various factors that differ whole-class from subject teachers (e.g. pedagogical aspects of preservice education, organization of teaching process, professional development, etc.).

**Keywords:** teachers, socioemotional competences, primary school

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### High school mathematics teachers' methods, of teaching, assessment and motivating students: a qualitative study

Mathematics is one of the first STEM subjects that students encounter in school. Continuous learning of mathematics throughout primary education, through various high school and vocational programs during secondary education, shows the importance of mathematics for acquiring the competencies needed to cope with everyday life and to perform in many professions and disciplines. It is therefore important that students become proficient in basic mathematical reasoning. However, the results of PISA research (eg Braš Roth, Markočić Dekanić and Markuš Sandrić, 2017) in the field of mathematical literacy show that Croatian students can perform clearly described procedures and apply simple strategies, but cannot integrate knowledge and connect it with real life situations. To better understand factors underlying these results, we conducted a study aimed at examining high school mathematics teachers' methods of teaching, assessing students' knowledge, and motivating students. The study was qualitative and based on the semi-structured interview method. Six mathematics teachers from general and language