

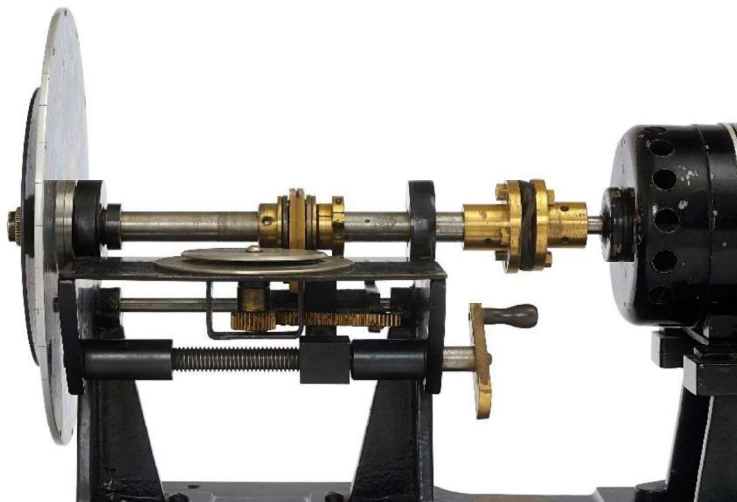
XXVI SCIENTIFIC CONFERENCE

# EMPIRICAL STUDIES IN PSYCHOLOGY

15 – 18<sup>TH</sup> OCTOBER, 2020.

FACULTY OF PHILOSOPHY, UNIVERSITY OF BELGRADE

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INSTITUTE OF PSYCHOLOGY  
LABORATORY FOR EXPERIMENTAL PSYCHOLOGY  
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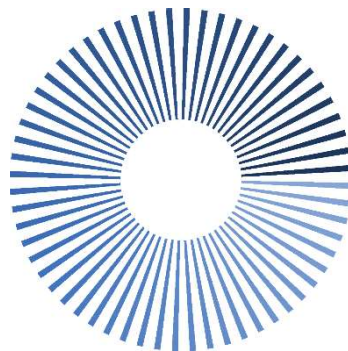
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BELGRADE, 2020

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using thematic analysis with a predefined coding scheme. Statistically significant differences were identified in educators' beliefs about the contribution of educational institutions in creativity development (Rao-Scott  $\chi^2(N=605, df=21) = 62.64, p < 0.001$ ). Preschool educators pointed to the free activities, educational climate, managing creativity and partnership more frequently, while university educators point to teaching activities, teachers and the study program. We discuss how educators' beliefs can be transformed to provide the focus on developmental needs of children and youth.

**Keywords:** creativity, education, educators, beliefs, Expert Model of Supporting Creativity

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## KAPACITETI ZA REZILIJENTNOST ADOLESCENATA SA TEŠKOĆAMA U EMOCIONALNOM I SOCIJALNOM RAZVOJU

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Rezilijentnost, kao jedan od istaknutih protektivnih procesa koji efekte ostvaruje u izazovnim životnim situacijama, od posebnog je značaja za osobe koje se suočavaju sa različitim teškoćama. U cilju ispitivanja kapaciteta za rezilijentnost adolescenata sa teškoćama u emocionalnom i socijalnom razvoju, sprovedeno je, tokom juna 2019. godine, istraživanje na uzorku od 298 učenika prvog i drugog razreda iz četiri beogradske srednje škole (49.7% devojčica). Podaci su prikupljeni Merom rezilijentnosti za decu i mlade (Child and Youth Resilience Measure – CYRM-28),  $\alpha=.90$ , i Upitnikom snaga i teškoća (The Strengths and Difficulties Questionnaire – SDQ),  $\alpha=.78$ . Rezultati istraživanja pokazuju da su kod 29.9% učenika prisutne teškoće u emocionalnom i socijalnom funkcionisanju u meri koja zahteva intervencije dodatne podrške. Ovi učenici, u odnosu na učenike bez teškoća, ostvaruju značajno niže skorove na individualnim ( $t(296) = 4.10, p = .000$ ), relacionim ( $t(296) = 5.21, p = .000$ ) i kontekstualnim resursima ( $t(296) = 3.81, p = .000$ ), kao i na ukupnim kapacitetima za rezilijentnost ( $t(296) = 5.05, p = .000$ ). Posmatrano prema pojedinačnim teškoćama, razlike na svim ispitivanim konstruktima ostaju značajne kod problema sa vršnjacima i simptoma hiperaktivnosti. Kod problema ponašanja značajnost se javlja samo u domenu relacionih resursa, dok kod emocionalnih problema razlike među grupama nisu značajne. Na osnovu dobijenih nalaza može se zaključiti da adolescenti sa teškoćama u socijalnom i emocionalnom razvoju imaju manje dostupne resurse koji im omogućavaju razvijanje socijalne i emocionalne kompetencije, pozitivnih ličnih vrednosti i mreže vršnjačke podrške (individualni resursi), da imaju slabije razvijen sistem podrške u svom primarnom okruženju (relacioni resursi), kao i da imaju niži osećaj pripadnosti zajednici, manje pridaju značaj obrazovanju i imaju manje razvijenu spiritualnost (kontekstualni resursi). Sa aspekta praktičnog delovanja, poželjno je ove nalaze uzeti u obzir pri planiranju mera dodatne podrške deci i mladima sa teškoćama u socijalnom i emocionalnom razvoju.

**Ključne reči:** rezilijentnost, adolescenti, teškoće u emocionalnom i socijalnom razvoju

## CAPACITIES FOR RESILIENCE OF ADOLESCENTS WITH DIFFICULTIES IN EMOTIONAL AND SOCIAL DEVELOPMENT

Resilience, as one of the prominent protective processes that exerts its effects in challenging life situations, is of particular importance for those categories of children and youth who face various difficulties. In order to examine the capacity for resilience of adolescents with emotional and social disabilities, a survey was conducted in June 2019 on a sample of 298 first and second grade students from four Belgrade high schools, using the Child and Youth Resilience Measure – CYRM-28 and The Strengths and Difficulties Questionnaire. Survey results show that 29.9% of students have difficulties in the field of social and emotional development that require additional support. Compared to students without difficulties, these students achieved significantly lower scores on individual, relational, and contextual resources, as well as on total capacity for resilience. These findings should be taken into account when planning support measures for children and youth with difficulties in social and emotional development.

**Key words:** resilience, adolescents, difficulties in social and emotional development

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## PERSONALITY CORRELATES OF ‘CLASSICAL MUSIC’ PROFESSIONALS AND THEIR MUSIC PREFERENCES

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The question about the origins of music preferences brings us to the following dichotomy: Do they form a part of social or professional identity or are the choices made individually in concordance with one’s psychological needs? Findings indicate relatedness of the specific personality traits to the preferred music genres in general population. In this study, we aim at revealing whether professional musicians have exclusive preference towards classical music or not and in which way their genre preferences for listening to music are related to their personality profile. The sample consisted of 99 professional musicians (38 males) with the age span of 18 to 55. They were final-year bachelor and master students who had had music experience in the classical genre for more than 14 years. The HEXACO-PI-R (100 items) was used and it showed good reliability ( $\alpha = .844$ ). Musical preferences were registered by a fourteen-scale (1-5) self-report questionnaire concerning different musical genres. PCA (Varimax rotation with Keizer normalization) showed that musical preferences grouped around five factors (62.844 % of variance accounted): *Reflective and Complex*, *Energetic and Rhythmic*, *Intensive and Rebellious*, *Classical Music* and *Conventional Music*. Personality dimensions were not extensively correlated to music preference factors. Namely, findings have shown that the musicians higher on Openness to Experience preferred Intensive and Rebellious Music ( $r = .27, p < .01$ ), while those who were more individualistic (opposite of Altruism) preferred Classical Music ( $r = -.24, p < .01$ ). The musicians who preferred Conventional Music had the highest scores on Honesty, which referred to modesty, sincerity and fairness ( $r = .21, p < .05$ ), and low scores on Emotionality, feeling little worry and having a low need to share with others ( $r = -.32, p < .01$ ). We may conclude that music preferences of professional musicians make a structural matrix which is very similar to the four-dimension model (non-musicians) of Rentfrow and Gosling (2003), with *Classical Music* as the fifth factor, which implies that musicians have music preferences similar to the general population. The results point to a conclusion that the character of music demands appropriate