

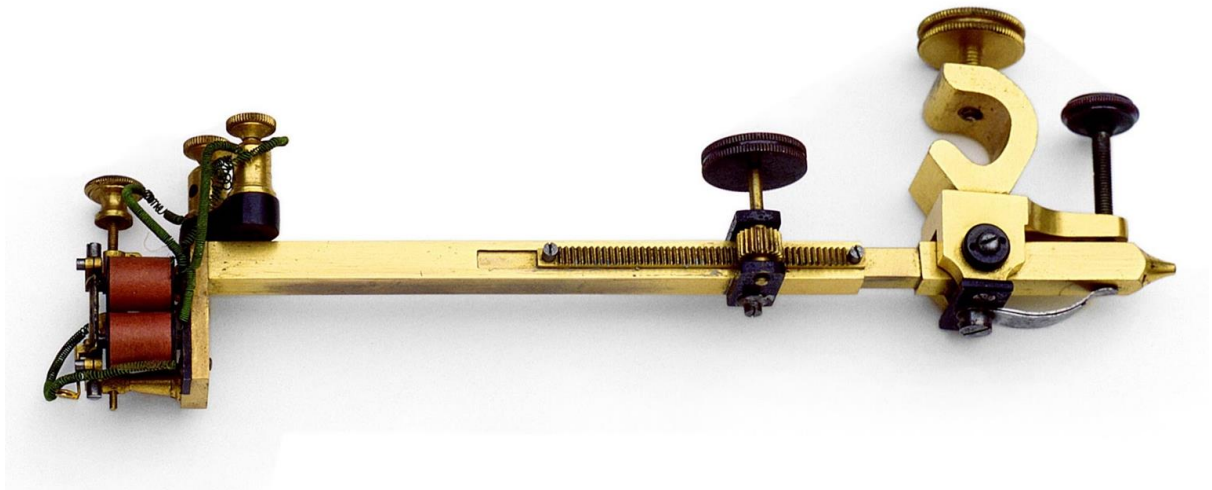
XXIX SCIENTIFIC CONFERENCE

# EMPIRICAL STUDIES IN PSYCHOLOGY

MARCH 31 – APRIL 2, 2023

FACULTY OF PHILOSOPHY, UNIVERSITY OF BELGRADE

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

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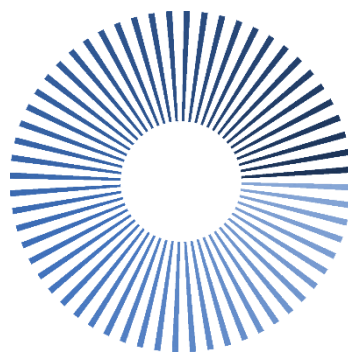
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BELGRADE, 2023

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Proofreading and layout by Predrag Nedimović and Kristina Mojović Zdravković

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**Cover photo:**

Deprez time-marker (G. Boulitte, Paris)

Device for setting a fine time base for kymographic recording. It provides oscillations for intervals down to 0.005 sec. A pen is attached to the plunger of an electromagnet. The movements of the plunger may be varied with a conical regulator. The device now lacks the pen. The author of this device is French electrical engineer Marcel Deprez who conducted the first experiments to transmit electrical power (DC) over long distances. Dimensions: 18.5 x 4 x 4.5 cm; Net weight; 145 g; Voltage: V DC = 2 – 4 V

From the collection of old scientific instruments of the Laboratory of experimental psychology, Faculty of philosophy, University of Belgrade

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QUALITATIVE STUDY OF PEER RELATIONSHIPS DURING COVID-19 PANDEMIC  
IN SERBIA: STUDENTS' PERSPECTIVE

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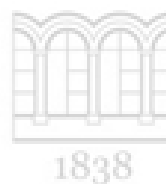
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Although many studies addressed pandemic's influence on youth wellbeing related to the restricted contacts with peers, there is lack of data about students' perception of diverse pandemic impacts on their social life. This research is aimed to identify various types of students' experiences related to their relationship with peers in school and out of school context during COVID-19 pandemic. It is a part of broader qualitative study about schooling in Serbia in the time of pandemic including students of primary and secondary schools, their parents and teachers. Inductive thematic analysis was applied on students' sample i.e., on the discussions of 27 focus groups from primary and secondary schools. Results show that negative experiences about social life during the pandemic prevail since 70% of coded segments ( $N = 260$ ) belong to this broad category, while 21% represent positive and 9% neutral experiences. Social life was more affected in school context than in out of school, because students relate negative experiences more often to that context (153 coded segments) than to out of school (107 coded segments), while positive experiences are more often associated to out of school (59 coded segments) than to school context (20 coded segments). Negative experiences in school context are mostly described as longing for school mates due to lack of contacts during lockdown or measures in school (physical distance and division of a class into separate groups), and absence of school social events (excursions, school festivities, etc.). In an out of school context students missed going out with peers and complained about losing touch with them. Positive experiences in that context are dominantly related to socializing with peers despite measures against pandemic and to a lesser extent to online contacts via social networks. Positive experiences in school context students illustrate as a great joy being with school mates again when lockdown was over and insight about their importance. Neutral experiences are almost completely associated with out of school context, particularly with playing online games. Aforementioned major findings witness the large negative impact of pandemic on peer relations. Impressions of students from focus groups representing typical students' population will be further related to the experiences of students from vulnerable groups having learning difficulties or coming from families with low income.

**Keywords:** pandemic COVID-19, peer relationships, students, qualitative study

Acknowledgment: This research was funded by the UNICEF Serbia in the framework of the project "Effects of the COVID-19 Pandemic on Educational Processes and Practices in the Republic of Serbia: Qualitative Research" (No. REF: BG/PGM/DK/TR/2022-592) and the Ministry of Education, Science and Technological Support of the Republic of Serbia (No. 451-03-68/2022-14/200163).

CONFERENCE SPONSORS:



Креативни центар



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Mahu

CIP – Katalogizacija u publikaciji  
Narodna biblioteka Srbije, Beograd

PROCEEDINGS OF THE XXIX SCIENTIFIC CONFERENCE EMPIRICAL STUDIES IN  
PSYCHOLOGY (29; 2023., Beograd)

[Knjiga rezimea] / XXIX naučni skup Empirijska istraživanja u psihologiji  
31. mart – 2. april 2023., Filozofski fakultet, Univerzitet u Beogradu; [organizatori]

Institut za psihologiju i Laboratorija za eksperimentalnu psihologiju – 1. Izd –  
Beograd: Filozofski fakultet, 2023 – 148 str.

Kor. Nasl. – Knjiga rezimea na srp. i engl. jeziku – elektronsko izdanje

ISBN-978-86-6427-247-6

1. Institut za psihologiju (Beograd)
2. Laboratorija za eksperimentalnu psihologiju (Beograd)
  - a) Psihologija – Empirijska istraživanja – Knjiga rezimea