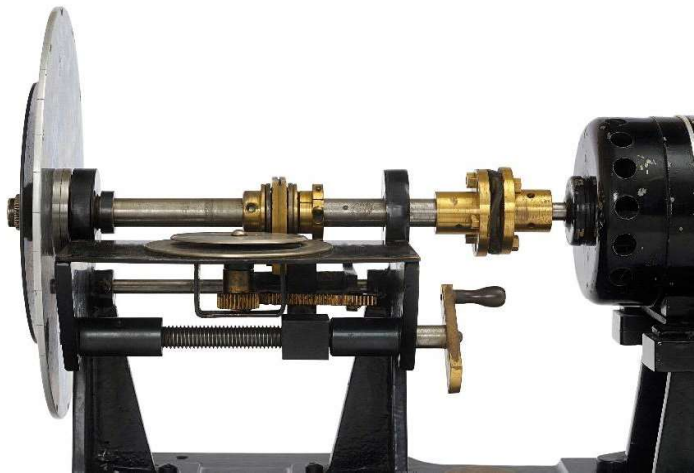# XXVI SCIENTIFIC CONFERENCE

# EMPIRICAL STUDIES IN PSYCHOLOGY

15 – 18$^{\text{TH}}$ OCTOBER, 2020.
FACULTY OF PHILOSOPHY, UNIVERSITY OF BELGRADE

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

# SVAKODNEVNE AKTIVNOSTI SREDNJOŠKOLACA U SRBIJI: POREĐENJE VREMENA PROVEDENOG U OBRAZOVNIM AKTIVNOSTIMA PRE I NAKON POJAVLJIVANJA DRUŠTVENIH MREŽA

**Kristina Mojović**
Institut za psihologiju, Filozofski fakultet, Univerzitet u Beogradu | *mojovickristina@gmail.com*
**Marina Videnović**
Institut za psihologiju, Filozofski fakultet, Univerzitet u Beogradu
**Jelena Pešić**
Departman za psihologiju, Fakultet za medije i komunikaciju

U radu su analizirane aktivnosti kojima se mladi u Srbiji bave tokom radnih dana, sa posebnim fokusom na strukturisane aktivnosti koje se tiču učenja. Početkom 2018. godine sprovedeno je obimno istraživanje čiji su učesnici bili učenici prvog i trećeg razreda 26 srednjih škola u Srbiji, a rezultate smo poredili sa prethodnim istraživanjem iz 2007. godine u kojem su učestvovali učenici istih škola. U oba istraživanja primenjivan je metod budžeta vremena: u retrospektivnom 24-časovnom vremenskom dnevniku ispitanici su opisivali aktivnosti u koje su bili uključeni, mesta na kojima su se aktivnosti obavljale i osobe s kojima su učestvovali u interakciji. Cilj istraživanja bio je poređenje količine vremena koje su provodili u obrazovnim aktivnostima srednjoškolci 2007. u odnosu na srednjoškolce 2018. godine, odnosno pre i nakon pojavljivanja društvenih mreža. Rezultati pokazuju da učenici iz novijeg istraživanja u proseku provode manje vremena u učenju ($M = 70.01$min; $SD = 80.57$) u odnosu na srednjoškolce koji su učestvovali u istraživanju 2007. godine ($M = 93.66$ min; $SD = 84.33$; $t$ (876) = 5.451, $p < .01$). Treba napomenuti da postoji razlika i u broju učenika koji nisu navodili učenje kao jednu od aktivnosti tokom dana (25% u 2007. i 37% učenika u 2018. godini), kao i da 4% učenika u talasu iz 2018. godine navodi da uči dok su istovremeno na društvenim mrežama. Kada su u pitanju ostale strukturisane aktivnosti povezane sa učenjem, nema značajnih razlika između učesnika dva talasa istraživanja u vremenu provedenom u vannastavnim aktivnostima, pohađanju privatnih časova i treniranju. Manje ukupnog vremena provedeno u učenju, najzastupljenijoj mentalno angažujućoj aktivnosti, govori u prilog tome da je svakodnevica današnjih srednjoškolaca okrenutija pasivnim i relaksirajućim aktivnostima nego što je to bio slučaj pre deset godina. Korišćenje društvenih mreža - nova aktivnost koja se pojavila u vremenskim dnevnicima učenika u novijem istraživanju u odnosu na staro, spominje se u vremenskim dnevnicima 38% učenika i izveštavaju da u ovoj aktivnosti u proseku provode 27 minuta tokom radnih dana. Rezultati će se porediti imajući u vidu promene i u drugim aktivnostima koje čine svakodnevni život srednjoškolaca u Srbiji.

**Ključne reči**: učenje, srednjoškolci, metod vremenskog dnevnika, društvene mreže

## EVERYDAY ACTIVITIES OF HIGH SCHOOL STUDENTS IN SERBIA: EDUCATIONAL ACTIVITIES BEFORE AND AFTER SOCIAL NETWORKS EMERGED

The study aimed to compare the time spent in educational activities between 2007 and 2018 or before and after the advent of social networks. Participants in both studies were high school students (1st and 3rd grade) from the same 26 schools. The 24-hour time diary method was used: students described the activities they were involved in during the day, the places where they were engaged, and the people they interacted with. The results show that students in recent research spent on average less time in learning ($M$=70.01min; $SD$=80.57) than 2007 survey participants ($M$=93.66min; $SD$=84.33; $t$(876)=5.45, $p<0.01$). Around every third

student (38%) reported using social networks (on average 27 minutes) while 4% used social networks while learning. The results are compared considering other changes in the structure of adolescents' everyday life.

**Keywords:** learning, high school students, time diary, social networks

---

# HIGH SCHOOL STUDENTS' ACHIEVEMENT AND MOTIVATION IN MATHEMATICS – DO GENDER AND GENDER ROLE IDENTIFICATION PLAY A ROLE?

**Nataša Simić**
Institute of Psychology, Faculty of Philosophy, University of Belgrade | *nsimic@f.bg.ac.rs*
**Katarina Mićić**
Faculty of Philosophy, University of Belgrade

Current literature shows that males are overrepresented in the fields of Science, Technology, Engineering and Mathematics (STEM) and that they have higher performance in Mathematics. According to Expectancy-Value theory of motivation, occupational choice is influenced by a person's values and expectancy for success. Even at the school age females have lower mathematical self-efficacy and higher mathematical anxiety, and they value more tasks with a clear social purpose than STEM-related tasks. Girls with higher levels of gender identification are even less motivated in Mathematics and perform worse than other girls and boys. Similar trends are registered in Serbia – boys outperform girls in mathematical literacy, have lower mathematical anxiety, and males predominate in the STEM fields, both in higher education and the workforce. Since there were no studies in the Serbian context exploring the relationship between gender and gender role identification with achievement and motivation in Mathematics, our goals were: a) to investigate if there are gender differences in achievement and motivation in Mathematics, and b) to explore if Mathematics achievement and motivation are dependent on gender role identification. Participants were 206 students ($M_{age}$=16.25, 68% females) from one central Belgrade high school. They reported their school achievement (ranking scale: „excellent", „very good", „good" and „satisfactory"), and their mark in Mathematics (2-5), in the previous school year. Relaying on Expectancy-Value theory, the motivation in Mathematics was assessed through the single-item five-point Likert type scales for mathematical self-efficacy and valuing of Mathematics, both designed for the purpose of this study. Bem Sex Role Inventory (20 items, 7-point Likert type scale) was applied and scores for femininity and masculinity were calculated. While no gender differences in the achievement and self-efficacy were found, results show that the male students value Mathematics more than their female counterparts ($t(204) = 2.36, p = .02$), as it was demonstrated in the international studies. Correlation analyses between femininity and masculinity and achievement in Mathematics, self-efficacy and valuing show that femininity correlates significantly with the achievement in Mathematics ($r = .19, p = .02$) in the subsample of girls, while no other significant correlation was found. This can be explained by less traditional gender-related values of the students from our sample.

**Keywords:** motivation, achievement, gender, gender role identification, Mathematics

---

*CONFERENCE SPONSORS*

SINAPSA
edicije

mbt

DRUŠTVO
PSIHOLOGA
SRBIJE

CLIO
CLIO

Креативни центар

1838