ity of shared reading with the Scale for Observing Shared Reading, which was developed for the purpose of this study. It contains 18 items referring to parental and child behaviour and verbal interaction during shared reading. Children’s storytelling was assessed using the textless book Frog Goes to Dinner. We found that the quality of mother-child shared reading was positively related to the coherence of the child’s story. Additionally, we analysed the quality of interactions between mothers and children during shared reading. The mothers most often maintained child’s interest in the story by pointing to illustrations, directing child’s attention verbally and by using animating voice and vocalization. On the other hand, mothers the least frequently used metaphors, words to describe feelings and wishes or asked questions about cause and effect relationships. The findings give an insight into the quality of the parent-child shared reading and emphasise the importance of shared reading for child’s storytelling.

The relationship between the parental behaviour of fathers and mothers and open and relational aggression among adolescents

Marija Šarić Drnas, Tea Pavin Ivanec, Renata Miljevic Ridički
Faculty of Teacher Education, Zagreb, Croatia
Contact: marija.saric@ufzg.hr

Within the context of the unfavourable effect of parental behaviour on the development outcomes of children, the aggressive behaviour of children is often mentioned as an externalised problem. The link between parental behaviour and children’s open and relational aggression may differ depending on the parent’s gender and the child’s gender. This study attempts to determine the contribution of parental behaviour in explaining the aggressive behaviour of adolescents, and to test whether open and relational aggression among adolescents can be predicted on the basis of the mother’s and father’s parental support, restrictive control, and leniency. A total of 605 third-grade students (41.1% girls and 54.9% boys) from eight secondary schools in the City of Zagreb participated in the survey. Data were collected on the basis of a self-completion questionnaire. Analyses to obtain descriptive statistics indicators were used in processing the data, as well as tests of the significance of differences, correlations, and standard multiple regression analyses. The results show that the open aggression of boys can be significantly predicted by the restrictive control of mothers, while the girls’ open aggression can be significantly predicted by the mother’s restrictive control and leniency and weak support from the father. In terms of relational aggression among adolescents, significant predictors were the restrictive control by mothers and fathers, weak support by the father and the leniency of the mother. The obtained results are explained as part of the attachment theory and social learning theory.

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Primary school teachers’ self-perceptions of teamwork skills and teamwork practice in Slovenia

Alenka Polak, Ana Barle
Faculty of Education, University of Ljubljana, Slovenia
Contact: alenka.polak@pef.uni-lj.si

The most important teamwork skills include communication skills, compromising skills, constructive criticism skills and the skill of motivation and giving support. Teamwork in the field of education happens when two or more teachers focus their educational goals at the same group of students in the framework of a specific pedagogical activity. Teamwork of teachers comprises three interrelated stages: team planning, team teaching and team evaluation. Within teamwork approach, we can provide more differentiated teaching and schoolwork for students, faster feedback information, didactically diverse lessons and an example of interpersonal acceptance and resolution of intellectual conflicts, which allow for higher motivation and better knowledge of the students. At the same time, the teachers develop their interpersonal communication skills and increase the ability of perceiving information from different points of view, which they can then critically evaluate and include into their own mind system. The empirical survey, based on quantitative researching approach and the questionnaire, include 167 primary teachers, all females from different Slovenian primary schools. The main goal of the survey was to find out how often the professionals in the primary school in Slovenia perform the teamwork, how they perceive their teamwork skills and which benefits of team work they perceive. In the focus will be also the correlations between the recognized teamwork skills and benefits of teamwork in relation to the perception of team efficacy. Research findings lead to some psychological aspects of teamwork skills and some conclusions regarding the teamwork as a part of educational psychology in teacher education.

Teachers’ attitudes towards evidence-based teaching: A comparison between attitudes of pre-service and in-service primary education teachers

Urška Žerak, Mojca Juriševič
Faculty of Education, University of Ljubljana, Slovenia
Contact: urska.zerak@pef.uni-lj.si

Evidence-based teaching, which outgrows intuitive practices, enables teachers to broaden the field of professional reflection and decision making, improve their teaching methods and approaches and provide effective support to students in specific learning contexts. Research on teachers and teaching has shown that teachers’ attitudes have a vital impact on their teaching practices, classroom management, and everyday be-
haviour in the classroom. Nevertheless, little is still known about teachers’ attitudes towards using research findings in the teaching context. The aim of the study is therefore to determine the attitudes of pre-service and in-service primary education teachers towards evidence-based teaching regarding the level of their professional expertise (i.e. pre-service teachers vs. experts). Using the mix-method research design students (N = 181) and their mentors from teaching practice (N = 181) filled-out the self-report questionnaire. The results showed that all participants hold positive attitudes towards evidence-based teaching, furthermore differential analysis showed that pre-service teachers hold statistically higher positive attitudes than their mentors from teaching practice do.

**Teachers’ character strengths in a classroom**

Polona Gradiskek  
University of Ljubljana, Faculty of Education, Ljubljana, Slovenia  
Contact: polona.gradisek@pef.uni-lj.si

Character strengths are positive individual traits that are morally valued. Research has shown numerous beneficial outcomes of recognizing one’s own character strengths and using them in personal and professional life. The nature of a teaching profession underlines the importance of teacher’s personality; and character strengths represent its interesting aspect. The aim of the present study was to investigate the relationship between teachers’ character strengths, effective classroom management and satisfaction of students. The sample consisted of middle school and high school teachers of Slovenian language (n = 68) and their students (n = 1151, M = 16.2 years). Teachers filled in the VIA-IS questionnaire on self-reported character strengths. Students reported how they perceived their teachers’ character strengths and classroom management and how satisfied they were with their teachers. Results have shown that teachers with higher endorsement of self-reported character strengths of zest, love, kindness, gratitude, hope, and humour were perceived as better classroom managers by their students. Students were more satisfied with teachers in which they recognized more of transcending, humanity and knowledge strengths; students also assessed classroom management of teachers with these strengths more positive. Hierarchical linear modelling was used to examine the relationship between teachers’ character strengths, classroom management, and students’ satisfaction. Students’ perception of their teachers’ character strengths and classroom management were found to be important predictors of student satisfaction. Hence, teachers’ character strengths contribute to effective classroom management and students’ satisfaction; they also contribute to student achievement, what was found in another model. Teachers should be encouraged to recognize and develop their character strengths and use them in interactions with their students.

**Attitudes towards evaluation: development of a multifactor questionnaire**

Giovanni Battista Flebus, Laura Beneden  
University of Milano-Bicocca, Milan, Italy  
Contact: giovannibattista.flebus@unimib.it

This study aimed to explore students’ attitudes toward evaluation during the examination and assessment process in universities. A questionnaire was created and validated to evaluate perceptions of the importance of university evaluations from an individual perspective as mediated by the external environment. The questionnaire also intended to assess emotional experiences related to the evaluation phase and the influence of external elements, such as expectations, self-efﬁcacy and internal or external locus of control on the final results. The answers of a sample of over 700 students from several universities in Milan were subjected to factor analysis. Eight factors were thus individualized and interpreted. Reliability analysis helped to discard inefficient items. The questionnaire presented satisfactory reliability and can be used with undergraduate students.

**Symbolic and non-symbolic number representations and cognitive control**

Katja Depolli Steiner, Cirila Peklaj  
Department of Psychology, Faculty of Arts, University of Ljubljana, Slovenia  
Contact: katja.depolli-steiner@ff.uni-lj.si

There are a lot of situations in everyday life where one needs to estimate quantities and relations between them. Mathematics is one of the basic subjects in school curriculum and at the same time a cause of a lot of troubles for several pupils. Therefore, it is very important to understand factors that can impact the representation of numerosity at the beginning of schooling in order to help students to overcome their problems with mathematics as soon as possible. The research in numerical development emphasizes the importance of non-symbolic and symbolic number representations, as well as the importance of cognitive control, for success in basic arithmetic operations. The aim of our study was to find out the relationships between non-symbolic and symbolic magnitude estimation and some dimensions of cognitive control in pupils. Approximately 300 pupils from 1st, 2nd, and 3rd grade from five Slovenian primary schools participated in the study. Non-symbolic and symbolic magnitude estimation was measured with four tests: Number line estimation test (symbolic to non-symbolic representation and non-symbolic to symbolic representation of magnitudes), Area estimation test (non-symbolic representation) and Number comparison test (symbolic representation). Cognitive control measures included: WM tests (digit span forward and backward), Trail making test for measuring visual attention and task switching, and Conjunctive visual search test for measuring speed and efficiency of top-down processing in visual attention. We will present the first results of the study and discuss possible implications for educational practice.