

Pozitivna psihologija i mentalno zdravlje

knjiga apstrakata

Positive Psychology and Mental Health

Book of Abstracts

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POZITIVNA PSIHOLOGIJA I MENTALNO ZDRAVLJE,
KNJIGA APSTRAKATA /
POSITIVE PSYCHOLOGY AND MENTAL HEALTH,
BOOK OF ABSTRACTS

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KNJIGA APSTRAKATA**

**POSITIVE PSYCHOLOGY
AND MENTAL HEALTH,
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FAKULTET ZA
PRAVNE I POSLOVNE STUDIJE
DR LAZAR VRKATIĆ

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PLENARNA PREDAVANJA /
KEY NOTE LECTURES

NA PUTU DO SREĆE: HOĆE LI NAM POZITIVNA PSIHOLOGIJA POMOĆI ILI „PODMETNUTI NOGU”

Majda Rijavec

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Od početaka pozitivne psihologije, prije četvrt stoljeća, razvijen je znatan broj pozitivnih psiholoških intervencija (PPI). PPI su teorijski utemeljene i empirijski potvrđene upute, aktivnosti i preporuke osmišljene za poboljšanje dobrobiti usmjeravajući se pritom na snage i pozitivne emocije. Nekoliko meta-analiza pokazalo je da su ove intervencije efikasne u povećanju subjektivne i psihološke dobrobiti i smanjenju simptoma depresije.

Ipak, treba napomenuti da su potrebne i određene mjere opreza pri primjeni ovih intervencija.

Prejaka usmjerenost na pozitivno (tzv. *tiranija sreće*) može za neke ljude imati negativne posljedice, posebno one koji pate od anksioznosti i depresije. Ponekad se stvari i previše pojednostavljuju i zanemaruju pozitivni potencijali negativnih pojava, kao i negativni aspekti pozitivnih.

U širem društvenom kontekstu postoji kritika da pozitivna psihologija, a onda i pozitivne intervencije potiču održavanje društvene nepravde. Ljudi se potiču da vide „pozitivnu stranu”, smanje negativne emocije i pomire se s nepravdom koja se događa njima i drugima. Takvi pristupi ne pridonose razvoju zdravih pozitivnih institucija. Konačno, većina intervencija je kreirana i validirana u WEIRD (bijelim, obrazovanim, industrijaliziranim, bogatim, demokratskim) zemljama, stoga treba biti posebno oprezan u njihovoj primjeni u drugim dijelovima svijeta.

Unatoč svim gore navedenim ograničenjima, PPI mogu lako usvojiti stručnjaci koji rade u različitim područjima psihologije, u kliničkim okruženjima, kao i ljudi koji preferiraju slijediti znanstveno utemeljene preporuke za samopomoć.

KLJUČNE REČI: dobrobit, pozitivna psihologija, pozitivne intervencije, tiranija sreće.

ON THE ROAD TO HAPPINESS: WILL POSITIVE PSYCHOLOGY HELP OR HINDER US?

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Since the beginnings of positive psychology, a quarter of a century ago, a considerable number of preventive positive psychology interventions (PPI) have been developed. PPI are theoretically grounded and empirically validated instructions, activities, and recommendations designed to enhance well-being by focusing on strengths and positive emotions. Several meta-analyses showed that these interventions are effective in increasing subjective and psychological well-being and decreasing depressive symptoms.

However, a word of caution needs to be added about the context of using these interventions.

Putting too strong a focus on the positive (so-called *tyranny of happiness*) may have negative consequences for some individuals, especially those with anxiety and depression. Sometimes things are oversimplified and the positive potentials of negative phenomena are ignored, as well as the negative aspects of positive ones.

In the wider social context, there is criticism that positive psychology and positive interventions encourage the perpetuation of social injustice. People are encouraged to see the “positive side”, reduce negative emotions, and come to terms with the injustice that happens to others and themselves. Such approaches do not contribute to the development of healthy positive institutions. Finally, most interventions were created and validated in WEIRD (white, educated, industrialized, rich, democratic) countries, so one should be especially careful about applying them in other parts of the world.

Despite all aforementioned limitations, PPI can easily be adopted by professionals working in various areas of psychology, in clinical settings, and also by people who prefer to follow scientifically-based self-help recommendations.

KEYWORDS: positive psychology, positive interventions, well-being, the tyranny of happiness.

POZITIVNA PSIHOLOGIJA I PSIHOTERAPIJA

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Ovaj rad bi mogao da ima takođe i naslov *Mentalno zdravlje i pozitivna psihologija*. Ali, to bi bio suviše široko konceptualizovan naslov, zato što je fokus ovog predavanja ipak veza pozitivne psihologije sa psihoterapijom. Ono na šta zapravo želim da skrenem pažnju ovim uvodom jeste fokus na ono što čini okvir i pozadinu teme ovog predavanja, a to je *nova paradigma mentalnog zdravlja* koja menja ili proširuje i pojmove mentalnog zdravlja i prevencije i psihoterapije. I zato postoji bliska veza između naslova ove konferencije i ovog predavanja. A evo i razloga za prethodno napisano.

Radi se o promeni paradigme mentalnog zdravlja koja ima konsekvence na celu oblast lečenja i medicinski model bolesti i zdravlja, a zatim i na oblast prevencije i psihoterapije.

U okviru predavanja ćemo zajedno pogledati kako je tekao razvoj ove pomenute nove paradigme i gde smo sada, pre svega sto se tiče oblasti psihoterapije.

Sasvim sigurno, promenila se i paradigma psihoterapije. Da li je psihoterapija tu za sve nas samo za poremećaje i probleme? Ne. Psihoterapija je tu i da podstakne i podrži cvetanje i izvrsnost ljudi. I da li zajednički faktori psihoterapije koji su proistekli iz istraživanja uspešnosti ishoda psihoterapije idu u pravcu promena o kojima pišem? I o tome će biti više reči u samom predavanju.

KLJUČNE REČI: mentalno zdravlje, pozitivna psihologija, psihoterapija.

POSITIVE PSYCHOLOGY AND PSYCHOTHERAPY

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This paper could also be entitled Mental Health and Positive Psychology. However, that would be too broad, because the focus of this lecture is the connection between Positive Psychology and Psychotherapy. With this introduction, I want to draw attention to the focus of the lecture, i.e., the framework and background of the New Paradigm of Mental Health, which changes or expands the concepts of mental health, prevention, and psychotherapy. Thus, there is a close connection between the title of this conference and this lecture. It is about changing the paradigm of mental health, which will impact the field of treatment and the Medical Model of Disease and Health, and also the field of prevention and psychotherapy. We will look at the development of this new paradigm and where we are now, primarily as regards the field of psychotherapy. Certainly, the paradigm of psychotherapy has also changed. Is psychotherapy there to help us only with disorders and problems? No; psychotherapy is there to both encourage and support human flourishing and excellence. Do the common factors of psychotherapy that emerged from the research on the effectiveness of psychotherapy outcomes support the changes I refer to? I will say more about that in the lecture itself.

KEYWORDS: mental health, positive psychology, psychotherapy.

**WILLPOWER:
SELF-CONTROL, DECISION FATIGUE
AND ENERGY DEPLETION**

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Our new understanding of how people control themselves has emerged from 25 years of research on willpower depletion. The findings indicate that willpower consumes energy, and when those energy resources are depleted, decision making gets worse due to reduced self-control.

The talk covers a discussion of various everyday tasks and how each depletes willpower, along with strategies for conserving it. Attendees will learn which activities, obligations, and habits contribute to willpower depletion and how to avoid them. Some circumstances propel people to perform well despite depleted willpower, including power and leadership roles, local Incentives, and personal beliefs. People with high self-control specialize less in resisting temptation than avoiding it.

KEYWORDS: willpower, self-control, decision fatigue, energy depletion.

**SNAGA VOLJE:
SAMOKONTROLA, ZAMOR OD ODLUČIVANJA I
POTROŠENA ENERGIJA**

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Naš novi koncept samokontrole kod ljudi proizašao je iz 25 godina istraživanja na temu iscrpljivanja snage volje. Rezultati pokazuju da snaga volje troši energiju, a kada se ti energetske resursi potroše, sposobnost odlučivanja se pogoršava zbog smanjene samokontrole.

U ovom izlaganju, govoriću o tome kako se snaga volje troši prilikom raznih svakodnevnih zadataka koje obavljamo, ali i koje strategijama možemo primeniti da snagu volje sačuvama. Polaznici će naučiti koje aktivnosti, obaveze i navike doprinose trošenju snage volje i kako ih izbeći. Neke okolnosti podstiču ljude da uspešno obavljaju zadatke uprkos tome što im je snaga volje istrošena, a u te okolnosti spadaju uloge lidera i pozicije moći, podsticaje iz okoline i lična uverenja. Ljudi sa visokom samokontrolom češće izbegavaju iskušenja nego što im odolevaju.

KLJUČNE REČI: snaga volje, samokontrola, zamor pri odlučivanju, iscrpljivanje energije.

OKRUGLI STOLOVI /

ROUND TABLES

ISKUSTVA IMPLEMENTACIJE POZITIVNOG OBRAZOVANJA U OBRAZOVNOM SISTEMU

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Okrugli sto „Iskustva implementacije pozitivnog obrazovanja u obrazovnom sistemu” je završna aktivnost u okviru projekta *The Curious and Flourishing Schools - Positive Education in Building of Character Strengths and Virtues*, odobrenog i finansiranog u programu Erasmus+, Evropske komisije, na kojem će predstavnici partnerskih organizacija razmeniti svoja iskustva u implementiranju programa *Škola u kojoj cvetaju snage* u tri različita obrazovna konteksta u Srbiji, Hrvatskoj i Sloveniji. Program je osmišljen kao instrument za unapređivanje formalnog obrazovanja kroz implementaciju principa pozitivne psihologije i pozitivnog obrazovanja u svakodnevnu nastavu i odnos između nastavnika i učenika. Nastavnici iz šest osnovnih škola (OŠ „Kosta Trifković” i OŠ „Branko Radičević” iz Novog Sada; OŠ „Livada” i OŠ „Šmarje Sap” iz Ljubljane; OŠ „Fran Galović” i OŠ „Odra” iz Zagreba) predstaviće svoja iskustva, kao i primere dobre prakse tokom dve godine realizacije projekta, rezultate istraživanja o efektima programa na mentalno zdravlje učenika i nastavnika, kao i predloge za nastavak implementiranja pozitivnog obrazovanja u školama kroz novoformirane klubove pozitivnog obrazovanja u svim školama. Na okruglom stolu predstavimo i priručnik za nastavnike *Škole u kojima cvetaju snage* koji, pored teorijskog uvoda u pozitivno obrazovanje, sadrži i praktične preporuke za realizaciju zajednički osmišljenih radionica za obrazovno-vaspitni rad u okvirima pozitivnog obrazovanja.

KLJUČNE REČI: pozitivno obrazovanje, pozitivna psihologija, mentalno zdravlje.

IMPLEMENTING POSITIVE EDUCATION IN THE EDUCATIONAL SYSTEM

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“Experiences of Implementing Positive Education in the Educational System” roundtable is the final activity of the project *The Curious and Flourishing Schools - Positive Education in Building of Character Strengths and Virtues*, approved and funded by the Erasmus+ program of the European Commission. During this roundtable, representatives of partner organizations will share their experiences in implementing the *Flourishing Schools* program in three different educational contexts in Serbia, Croatia, and Slovenia. The program is designed as a tool to enhance formal education by implementing the principles of positive psychology and positive education in everyday teaching and in the relationship between teachers and students. Teachers from six primary schools (Primary School “Kosta Trifković” and “Branko Radičević” from Novi Sad; Primary School “Livada” and Primary School “Šmarje Sap” from Ljubljana; Primary School “Fran Galović” and Primary School “Odra” from Zagreb) will present their experiences, as well as examples of good practices during the two-year project implementation, research results on the effects of the program on the mental health of students and teachers, and proposals for continuing the implementation of positive education in schools through newly formed positive education clubs in all schools. We will also present the handbook for teachers *Flourishing Schools* which, in addition to a theoretical introduction to positive education, contains practical recommendations for conducting jointly designed workshops for instruction and pedagogy within the framework of positive education.

KEYWORDS: positive education, positive psychology, mental health.

ŠKOLA KAO SIGURNO MESTO ZA SVE

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Poslednjih godina, bezbednost u školama postala je centralna tema u Srbiji, posebno nakon prvog oružanog napada u školi u maju 2023. godine u Beogradu. Takođe, primećen je porast agresivnosti kako učenika tako i roditelja prema nastavnicima što je rezultiralo u nekoliko fizičkih napada na nastavnike. Kao odgovor na to, Ministarstvo prosvete uvelo je mere koje će se primenjivati od ove školske godine, a uključuju smanjenje broja učenika po odeljenju, uvođenje kodeksa odevanja, povećanje saobraćajne bezbednosti učenika, mogućnost suspenzije učenika i zatvorske kazne za napade na nastavnike. Vreme će pokazati da li će ove mere biti dovoljne da zaustave nasilje. Takođe, digitalna bezbednost dece i mladih u školama sve je više ugrožena zbog zloupotrebe društvenih mreža i aplikacija, nedostatka roditeljske kontrole i dostupnosti pametnih telefona od najranijeg uzrasta.

Bezbednost u školama (uključujući digitalnu bezbednost) zahteva interdisciplinarni pristup koji razmatra faktore koji doprinose subjektivnoj i objektivnoj percepciji sigurnosti svih aktera. Stručnjaci iz oblasti psihologije, (pozitivne) edukacije, studija budućnosti, sociologije, ljudskih prava i digitalne otpornosti učestvovali u ovoj okrugloj diskusiji kako bi razmenili znanja i iskustva o načinima povećanja bezbednosti i izgradnje psihološke i digitalne otpornosti u školama. Diskusija će se baviti odnosom između subjektivne i objektivne bezbednosti, međusobnim uticajem svih aktera, mogućnostima pozitivne edukacije za povećanje sigurnosti i otpornosti, značajem bezbednosti za mentalno zdravlje, inkluziju i obrazovna postignuća, kao i mogućim i poželjnim scenarijima za budućnost.

KLJUČNE REČI: bezbednost u školama, psihološka otpornost, digitalna otpornost, moguća i poželjna budućnost.

SCHOOL AS A SAFE PLACE FOR ALL

Moderator:

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In recent years, school safety has become a central issue in Serbia, especially following the first school shooting in Belgrade in May 2023. Additionally, there has been a growing trend of aggressiveness from both students and parents toward teachers, leading to several incidents of physical assaults on educators. In response, the Ministry of Education has introduced measures that will be implemented starting from the current school year, including reducing the number of students per classroom, enforcing a dress code, enhancing traffic safety measures for students, introducing the possibility of suspending students, and imposing prison sentences for assaults on teachers. Time will tell if these measures will be sufficient to curb the violence.

Furthermore, the digital safety of school children and youth is increasingly under threat due to the misuse of social networks and apps, the lack of parental control, and the widespread availability of smartphones from an early age.

Ensuring school safety, including digital safety, requires an interdisciplinary approach to examine the factors contributing to both the subjective and objective perceptions of safety for all involved. Experts from fields such as psychology, (positive) education, futures studies, sociology, human rights, and digital resilience will participate in this roundtable discussion to share knowledge and experiences on how to enhance safety and build psychological and digital resilience in schools. The discussion will explore the relationship between subjective and objective safety, the interactions between all stakeholders, the role of positive education in promoting safety and resilience, and the importance of safety for mental health, inclusion, and educational outcomes. Additionally, it will consider possible and preferable future scenarios for improving school safety.

KEYWORDS: school safety, psychological resilience, digital resilience, possible and preferable futures.

USMENA SAOPŠTENJA
ORAL PRESENTATIONS

**SEKCIJA:
MENTALNO ZDRAVLJE
I OKRUŽENJE**

**SESSION:
MENTAL HEALTH
AND ENVIRONMENT**

„ČUVAJMO RODITELJE – NEGUJMO RODITELJSTVO”: PROGRAM BRIGE O MENTALNOM ZDRAVLJU RODITELJA U VRTIĆU

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Polazeći od činjenice da je podrška emocionalnoj dobrobiti i mentalnom zdravlju roditelja prvi korak u građenju kvalitetnog okruženja za decu, razvijen je program „Čuvajmo roditelje - negujmo roditeljstvo” (Unicef, Lego fondacija). Program uvažava primarnu ulogu i značaj roditelja u vaspitanju na ranom uzrastu („godine uzleta”), kao vrednost kompetencija praktičara u vrtiću. Program nudi paket alata i veština koji fokus u radu sa porodicama usmerava na mentalno zdravlje i snage roditelja od trudnoće i nadalje. Situacije prolongiranog stresa, neizvesnosti, nedostupne (ili neizvesno dostupne) kvalitetne mreže podrške, rezultiraju manje funkcionalnim roditeljskim staranjem, manjom uključenosti roditelja, pa samim tim i manje dobrim uslovima za razvoj deteta. Prvi ciklus supervizije programa tokom 2021. je potvrdio mogućnost integrisanja programa u postojeće intervencije namenjene roditeljima/starateljima u vrtiću. U posebno osetljivim periodima za porodicu (rođenje trećeg deteta, trudnoća, podrška upisu deteta u vrtić i sl.) primenjeni alati su doprineli da se kroz oslanjanje na snage roditelja „vode” roditelji ka iznalaženju mogućih strategija, bez davanja gotovih recepata. „Biti osoba od poverenja”, „kofa stresa”, „dnevnik rutina”, „kofer osećanja” su najčešće korišćene kartice koje su praktičare opremile značajnim veštinama u građenju odnosa sa roditeljima. Obuka za praktičare u vrtiću u Žablju i Titelu tokom 2024. potvrdila je potrebu za „alatima” u radu sa roditeljima. Praktičari su uvideli jedinstvenost potencijala koji nosi odnos poverenja između profesionalaca i porodica, a koji direktno utiče na veštine nošenja sa roditeljskim stresom, roditeljske prakse, porodične rutine, relacije porodice sa okruženjem. Program je doprineo povezivanju vrtića u intersektorsku mrežu podrške u zajednici, te dostupnosti resursa porodicama.

KLJUČNE REČI: mentalno zdravlje, roditelji, vrtić.

**“TAKING CARE OF PARENTS, NURTURING
PARENTHOOD”:
MENTAL HEALTH PROGRAM FOR PARENTS IN
KINDERGARTENS**

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“Taking care of Parents, Nurturing Parenthood” program (UNICEF and the LEGO Foundation) was developed with the idea that supporting the emotional well-being and mental health of parents is the first step in creating a quality environment for children. This program recognizes the primary role and significance of parents in early childhood education (the “Years of Ascent”), as the value of preschool education practitioners. It offers a toolkit and skills package that focuses on the mental health and strengths of parents from pregnancy onwards. Prolonged stress, uncertainty, and lack of accessible, high-quality support networks result in less effective parenting and lower parental involvement, leading to suboptimal conditions for child development. The first cycle of program supervision in 2021 confirmed the potential for integrating this program into existing interventions for parents and caregivers in kindergartens. During particularly sensitive periods for families (such as the birth of a third child, pregnancy, and support for enrolling a child in preschool), the applied tools helped guide parents toward finding potential strategies by leveraging their strengths, rather than providing ready-made solutions. Tools like “Trusted Person”, “Stress Bucket”, “Routine Diary”, and “Emotion Suitcase” were frequently used, equipping practitioners with essential skills to build relationships with parents. Training for preschool practitioners in Žabalj and Titel in 2024 confirmed the need for these tools in working with parents. Practitioners recognized the unique potential of trust-based relationships between professionals and families, which directly influence parents’ stress management skills, parenting practices, family routines, and the family’s relationship with their environment. The program has contributed to connecting kindergartens into an intersectoral community support network, making resources more accessible to families.

KEYWORDS: mental health, parents, kindergarten.

RAZVOJ EMOCIONALNE PISMENOSTI U PRIRODI

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Cilj ovog rada je da da doprinos kritičkom preispitivanju dominantnog koncepta emocionalne pismenosti koji proizilazi iz tradicije razvojne psihologije, kao i da ponudi psihosocijalni model razvoja emocionalne pismenosti kroz boravak u prirodi. Priroda se ovde odnosi u prvom redu na neuređene prirodne površine poput šuma, brda i livada, ali i na prostore na otvorenom koji mogu biti uređeni, poput gradskih parkova i dvorišta vrtića, ali koji sadrže zelene površine i karakteristike neuređenog prirodnog okruženja kao što su različite teksture i zvukovi koji angažuju čula, mirise vegetacije i drugih elemenata prirode, i koji evociraju doživljaj novine i iznenađenja.

Ovaj teorijski poduhvat predstavlja reakciju na racionalističke diskurse razvoja emocionalne pismenosti na globalnom Zapadu koje prati tradicija preovladavanja kvantitativnih istraživanja, što karakteriše tradiciju akademskog prostora i u Srbiji. U kontekstu srpskog društva opterećenog kolektivnim traumama, a bez sistemskog pristupa za podršku emocionalnoj dobrobiti dece, otvaranje pitanja emocionalne pismenosti je od najveće važnosti. Stoga, ovaj rad nudi alternativnu teorijsku bazu za razvijanje institucionalizovanih programa edukacije emocija kao relacionog, kreativnog i idiosinkratičkog procesa. U široj slici stvari, kako svedočimo dalekosežnim posledicama klimatske, političke i ekonomske krize danas, relacioni pristup aktuelnim problemima je hitan. Koristeći teorijsku i metodološku raznolikost psihosocijalnog pristupa, zamišljanje drugačije stvarnosti postaje moguće.

KLJUČNE REČI: emocionalna pismenost, psihosocijalni pristup, priroda, institucionalizacija.

DEVELOPING EMOTIONAL LITERACY IN NATURE

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The main aim of this paper is to contribute to a critical analysis of the currently dominant concept of emotional literacy originating from developmental psychology tradition and to offer psychosocial model of its development in nature, i.e., during outdoor activities. Firstly, nature here refers to unstructured natural environments such as forests, hills and meadows. Also, nature refers to structured environments in the open, such as city parks and kindergarten yards which have qualities of unstructured natural environment: different textures, sounds, and smells from vegetation and natural elements which evoke sense of novelty and surprise.

This theoretical approach stems from the necessity to establish a counterargument to the prevailing practices of teaching emotional literacy in the Western and Serbian academia, dominated by rationalistic discourse on emotions and quantitative research. Notably, in the context of Serbian society, burdened with several collective traumas yet without a systematic approach for elevating children’s emotional well-being, addressing the emotional literacy issue is of utmost importance. Therefore, this paper offers alternative theoretical grounds for developing institutionalized emotional literacy instruction as a relational, creative and idiosyncratic process.

Lastly, as we witness the far-reaching consequences of ecological, political and economic crises today, we need to urgently address the relational nature of contemporary problems. By utilising the theoretical and methodological plurality of the psychosocial approach, re-imagining a different version of reality becomes possible.

KEYWORDS: emotional literacy, psychosocial approach, nature, institutionalisation.

UČENIČKI AKTIVIZAM KAO VID PREVENCIJE NASILJA I DISKRIMINACIJE

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Cilj rada je da prikaže ogromne napore i značaj vaspitnog rada u školama u Srbiji, preko iskustva OŠ „Zdravko Gložanski“ iz Bečeja koja je, uz još 19 škola, uključena već sedam godina u dva velika projekta: „Kvalitetno obrazovanje za sve“ projekat EU/CoE uz program MP RS i „Zajedno ka srednjoj školi“ preko PCF. Mentor škola je u oblasti tranzicije i podrške deci iz osetljivih grupa, kao i u oblasti razvoja kompetencija za demokratsku kulturu. Pružamo podršku učenicima u celokupnom razvoju obezbeđujući podsticajno okruženje za učenje i napredak. Inkluzija je prisutna u pravom smislu reči čime se postiže ravnopravnost i pružaju jednake šanse svima. Postigli smo povećanje kvaliteta obrazovanja putem podsticanja demokratske kulture, kroz primenu antidiskriminatornih pristupa koji se zasnivaju na standardima i praksi CoE, preko rada na ključnim temama kao što su interkulturalizam, rodna ravnopravnost, prevencija nasilja i diskriminacije, rezilijentnost. Ova dva projekta su nam pomogla da budemo otvoreni za svako dete, da unapredimo njihove socioemocionalne veštine i izgradimo školsku kulturu u kojoj se svi prijatno osećaju.

Ono što školu čini posebnom jeste postojanje edukovanog i osnaženog tima učenika koji već četiri godine intenzivno radi na prevenciji nasilja i diskriminacije pod rukovodstvom psihologa škole, i uz najviše lestvice participacije prave promene u svom okruženju. Razvoj njihove ličnosti, samopouzdanja, „ja mogu“ filozofije utiče i na druge učenike u školi. Projekti dece su prikazani kako u zemlji tako i u Maleziji i u Indiji. Od aktivnosti se posebno ističu forum teatar, Živa biblioteka i Paraolimpijski dan. Kroz izgradnju kulture prihvatanja, saradnje, empatije, kroz celoživotno učenje i pristup cele škole koja je posvećena restorativnoj praksi, uz obučene vršnjačke edukatore i podršku evidentna je pozitivna promena. Praćenje pokazuje da ogromni naponi koje škola zajedno sa decom ulaže planski, dosledno i kontinuirano u vaspitne teme i prevenciju očigledno daju rezultate: nivo nasilja je u školi smanjen na minimum. Razvijen model rada može poslužiti kao primer ostalim obrazovno-vaspitnim ustanovama kako stvoriti lepši svet zajedno sa decom.

KLJUČNE REČI: prevencija, vršnjačka podrška, kompetencije za demokratsku kulturu, „Ja mogu!“, restorativna praksa.

STUDENT ACTIVISM AS A FORM OF PREVENTION OF VIOLENCE AND DISCRIMINATION

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The aim of the presentation is to emphasize the enormous efforts and the significance of upbringing through the experience of “Zdravko Glozanski” Elementary School from Becej. For the past seven years, along with 19 other schools, in Serbia this school has been involved in two large projects: “Quality education for all2 EU/CoE project with the program of the Ministry of Education and “Together towards high school” through PCF. The school is a mentor in the area of transition and support for children from vulnerable groups, as well as in the field of competences for democratic culture. We provide support to students in their overall development, providing a stimulating environment for learning and progress. The concept of inclusion is present in the true sense of the word, promoting equality and providing equal opportunities for everyone. We have achieved an increase in the quality of education by encouraging a democratic culture, applying anti-discriminatory approaches based on CoE standards and practices, working on key topics such as interculturalism, gender equality, prevention of violence and discrimination, and resilience. These two projects have helped us to be open to every child, to improve their socio-emotional skills and build a school culture where everyone feels comfortable.

What makes the school special is the existence of an educated and empowered team of students who have been working tirelessly and devotedly on the prevention of violence and discrimination under the guidance of the school psychologist for the past four years. The development of their personality, self-confidence, and the “I can” philosophy also positively affects other students in the school. The students’ projects have been promoted in Serbia, as well as in Malaysia and India. Activities like the forum theater, the Living Library and the Paralympic Day are particularly noteworthy. Through building a culture of acceptance, cooperation, empathy, lifelong learning and the restorative approach of the whole school, with trained peer educators and support, change for the better is evident. The monitoring results show that the enormous efforts that the school and the students have invested together in a planned, consistent and continuous manner in educational topics and prevention clearly produce effects: the level of violence in the school has been reduced to a minimum. This model can serve as an example to other educational institutions on how to create a better world together with children.

KEYWORDS: prevention, peer support, democratic culture competences, “I can!”, restorative practice.

POSTHUMANIZAM U DIGITALNOJ ERI: IMPLIKACIJE NA MENTALNO ZDRAVLJE

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Ovaj rad će istražiti pojam posthumanizma u digitalnoj eri i, što je još važnije, njegov značaj za mentalno zdravlje učenika. Posthumanizam se shvata kao filozofski i kulturni pravac koji istražuje kako se ljudsko postojanje menja u savremenom svetu gde nove tehnologije, biomedicina, digitalni mediji i druga naučna dostignuća preoblikuju naš tradicionalni koncept „ljudskog” baveći se pitanjima koja se tiču granica i mogućnosti našeg postojanja u vremenu gde tehnološki napredak izaziva promene u tome kako razumemo sebe i svet oko nas. Nameće se ključno pitanje: da li tehnološki napori, kao što su nadolazeća veštačka inteligencija, virtuelna stvarnost i digitalno povezivanje, nužno transformišu naše shvatnje ljudskosti i ljudskog identiteta? Ako je tako, šta te promene znače za mentalno zdravlje učenika, i kako se oslikavaju na depresiju, anksioznu i socijalnu izloaciju? Kako nam tu pomaže pozitivna psihologija? Konačno, kroz interdisciplinarni pristup, ovaj rad će se baviti posthumanističkim idejama o odnosu između čoveka i tehnologije, vitruelne stvarnosti i realnosti, te kako takve ideje mogu doprineti razvoju novih strategija prevencije, te pozitivnog pogleda na svet u kome ljudski identitet sve teže određuje. Usmerenost će ići na to kako nastavnik može pomoći u kreiranju novih pristupa koji podržavaju učenike u vremenu kada granice između ljudskog i tehnološkog postaju sve manje jasne.

KLJUČNE REČI: posthumanizam, digitalna era, mentalno zdravlje, identitet, virtuelna stvarnost.

POSTHUMANISM IN THE DIGITAL ERA: MENTAL HEALTH IMPLICATIONS

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This paper will explore the concept of posthumanism in the digital era and, more importantly, its significance for students' mental health. Posthumanism is a philosophical and cultural movement that examines how human existence is changing in the contemporary world, with new technologies, biomedicine, digital media, and other scientific achievements reshaping our traditional concept of the human. It examines the boundaries and possibilities of our existence at a time when technological advancements are changing our understanding of ourselves and the world around us. The key issue is whether technological advancements, such as emerging artificial intelligence, virtual reality, and digital connectivity, necessarily transform our perceptions of humanity and human identity. If the answer is yes, what do these changes mean for students' mental health, and how do they influence depression, anxiety, and social isolation? How can positive psychology assist us in this respect? Finally, using an interdisciplinary approach, this paper will engage with posthumanist ideas regarding the relationship between humans and technology, virtual reality and reality, and how such ideas can contribute to the development of new prevention strategies and a positive outlook in a world where human identity is becoming increasingly difficult to define. The focus will be on how teachers can assist in creating new approaches that support students at a time when the boundaries between the human and the technological are becoming increasingly blurred.

KEYWORDS: posthumanism, digital era, mental health, identity, virtual reality.

UPOTREBA VELIKIH JEZIČKIH MODELA (LLM) U OBLASTI MENTALNOG ZDRAVLJA: POTENCIJAL I ETIČKE IMPLIKACIJE

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Veštačka inteligencija (VI) se može primeniti u različitim područjima, uključujući mentalno zdravlje. Rad nudi detaljan pregled uticaja VI na mentalno zdravlje analizirajući njene sposobnosti, upotrebe i etičke implikacije. Počinjemo definisanjem VI i njenog opsega u mentalnom zdravlju ističući trendove u mašinskom učenju i ispitujući trenutna ograničenja, sa posebnim osvrtom na upotrebu velikih jezičkih modela (LLM). LLM predstavljaju specifičnu vrstu veštačkih neuronskih mreža koje koriste transformer arhitekturu. Obučeni na obimnim tekstualnim korpusima, ovi modeli su dizajnirani za preciznu predikciju i generisanje teksta na osnovu ulaznog teksta. Dat je pregled primena VI kod psihičkih poremećaja kao što su neurodegenerativne bolesti, intelektualne onesposobljenosti i epileptični napadi, naglašavajući njene uloge u podizanju svesti, dijagnozi i intervenciji.

Rad istražuje ograničenja primene VI u mentalnom zdravlju, naglašavajući važnost kreiranja kulturno senzitivnih i prilagodljivih algoritama, kao i rešavanja inherentnih pristrasnosti. Etička pitanja, kao što su problemi privatnosti i potencijalno smanjenje ljudskog elementa u terapiji, takođe su temeljno ispitana. Naša metodologija istraživanja uključivala je opsežan pregled četiri baze podataka (PubMed, IEEE Xplore, PsycINFO i Google Scholar), birajući relevantne recenzirane studije i konferencijske radove fokusirane na primene VI u mentalnom zdravlju. U analizu je uključeno ukupno deset studija koje su ispunile kriterijume za uključivanje. Pretraga je izvršena korišćenjem ključnih fraza kao što su „artificial intelligence in mental health”, „culturally sensitive algorithms”, „bias in AI” i „ethics in mental health AI”. Kriterijumi za uključivanje obuhvatali su studije koje su recenzirane i objavljene u periodu od 2021. do 2024. godine, sa fokusom na primene VI u oblasti mentalnog zdravlja. Isključene su studije koje se nisu bavile direktnom primenom VI u terapijskim procesima ili koje nisu bile

relevantne za pitanja pristrasnosti i etike. Nedavna dostignuća u generativnoj VI ističu revolucionarni potencijal VI u mentalnom zdravlju, uključujući rano otkrivanje poremećaja, personalizovane planove lečenja i virtualne terapeute pomoću VI. Ipak, ova dostignuća zahtevaju jasno definisane regulatorne smernice i transparentne metode validacije. U budućnosti je ključno kontinuirano istraživanje i savesna integracija VI u mentalno zdravlje. Rešavanjem etičkih izazova i podsticanjem pažljivog razvoja, VI ima kapacitet da poboljša dostupnost, efikasnost i etičke standarde usluga mentalnog zdravlja, što će na kraju koristiti kako pojedincima tako i zajednicama.

KLJUČNE REČI: veštačka inteligencija, mentalno zdravlje, mašinsko učenje, veliki jezički modeli, etičke implikacije.

LARGE LANGUAGE MODELS (LLMs) IN MENTAL HEALTH: TRANSFORMATIVE POTENTIAL AND ETHICAL CONSIDERATIONS

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Artificial Intelligence (AI) is revolutionizing various fields, including mental health care. The paper offers an in-depth review of AI's impact on mental health, examining its capabilities, uses, and ethical considerations. We begin by defining AI and its scope in mental health, highlighting the trends in machine learning and examining current limitations, with a particular focus on the use of large language models (LLMs). LLMs represent a specific type of artificial neural networks based on transformer architecture. Trained on extensive textual corpora, these models are designed for precise text prediction and generation based on input text. The review delves into AI's applications across psychiatric disorders such as neurodegenerative diseases, intellectual disabilities, and seizures, emphasizing its roles in awareness, diagnosis, and intervention.

The paper investigates the limitations of AI in mental health, stressing the importance of creating culturally sensitive and adaptable algorithms, as well as addressing inherent biases. Ethical concerns, such as privacy issues and the potential reduction of the human element in therapy, are also thoroughly examined. Our research methodology included an extensive review of four databases (PubMed, IEEE Xplore, PsycINFO, and Google Scholar), selecting relevant peer-reviewed studies and conference proceedings focused on AI applications in mental health. A total of ten studies that met the inclusion criteria were analyzed. The search was conducted using key phrases such as “artificial intelligence in mental health”, “culturally sensitive algorithms”, “bias in AI”, and “ethics in mental health AI”. The inclusion criteria encompassed peer-reviewed studies published between 2021 and 2024, focusing on the applications of AI in the field of mental health. Studies that did not directly address the application of AI in therapeutic processes or were not relevant to issues of bias and ethics were excluded.

Recent advancements in generative AI underscore the revolutionary potential of AI in the field of mental health, including early disorder detection, customized treatment plans, and AI-powered virtual therapists. Nonetheless, these advancements require well-defined regulatory guidelines and transparent validation methods. Looking forward, ongoing research and the conscientious incorporation of AI into mental health care are crucial. By tackling ethical concerns and encouraging careful development, AI has the capacity to improve the accessibility, effectiveness, and ethical standards of mental health services, ultimately benefiting both individuals and communities.

KEYWORDS: artificial intelligence, mental health, machine learning, large language models, ethical implications.

KO SAM JA I GDE JE MOJA ASTMA U RADNOM OKRUŽENJU? PRIMERI IZ PRAKSE RAZLIČITIH STILOVA ADAPTACIJE NA RADNE USLOVE KOD PACIJENATA OBOLELIH OD ASTME

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Radna ograničenja su veoma česta kod zaposlenih koji boluju od astme. Brojne studije pokazuju da neadekvatni radni uslovi, nepoštovanje radnih ograničenja propisanih od strane pulmologa i specijaliste medicine rada imponuju razvijanju anksioznih smetnji kod zaposlenih koji boluju od astme. Neka od ograničenja su prepoznata pravilnicima radne sposobnosti, dok ograničenja koja nastaju kao posledica narušenog mentalnog statusa usled prolongirane anksioznosti nisu u dovoljnom stepenu niti prepoznata niti lečena. Ovaj teorijski prikaz će se baviti opisom stilova adaptacije bolesnika od astme na radne i životne uslove i mehanizmima prevladavanja loših sredinskih i radnih ograničenja. Adaptacija, odnosno način na koji se zaposleni nosi sa ograničenjima koja su, primarno, nastala kao posledica njihove bolesti se mogu posmatrati kao adekvatna i neadekvatna. Radom će biti obuhvaćeni primeri studije slučajeva, biće opisana četiri ispitanika koji pripadaju različitim klasterima adaptacionih stilova.

Klasteri adaptacionih stilova opisani su kod Boota i sar. (2009), ustanovljena su četiri tipa adaptacije: željni (nestrpljivi), prilagođeni, oprezn i zabrinuti uposlenici. Autori opisuju stilove adaptacije prema načinu na koji zaposleni prihvataju svoju bolest kao i težinu oboljenja i ponašaju se u radnom okruženju u skladu sa opisanim ograničenjima i u kojoj su meri anksiozne smetnje izražene.

Važno je da prepoznamo navedene stilove adaptacije, i kada postoji značajno odstupanje u prilagodjavanju, pružimo adekvatnu podršku ili predloge HR sektoru kako bi se redukovala anksioznost kod zabrinutih i opreznih, ali i povećao realniji uvid u vlastite mogućnosti kod željnih ispitanika a sa istim ciljevima, a to je prevencija izgaranja na radu i reuspostavljanja mentalnog blagostanja.

KLJUČNE REČI: astma, radna sposobnost, radni uslovi, anksioznost, adaptacija.

**WHO AM I AND WHERE IS MY ASTHMA IN THE WORK ENVIRONMENT?
EXAMPLES OF DIFFERENT STYLES OF ADAPTATION TO WORKING CONDITIONS IN PATIENTS WITH ASTHMA**

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Work limitations are very common among employees who suffer from asthma. Numerous studies show that inadequate working conditions, non-compliance with work arrangements prescribed by pulmonologists and occupational medicine specialists contribute to the development of anxiety disorders in employees suffering from asthma. Some of the limitations are recognized by the work capacity regulations, while the limitations that arise as a consequence of impaired mental status due to prolonged anxiety are neither sufficiently recognized nor treated. This theoretical presentation will deal with the description of the adaptation styles of asthma patients to working and living conditions and the mechanisms of overcoming inadequate environmental and work conditions. Adaptation, i.e., the way in which the employee copes with the limitations that primarily arose because of their illness, can be viewed as adequate and inadequate. The paper will include examples of four case studies of respondents who belong to different clusters of adaptation styles.

Adaptation styles clusters were described by Boot et al. (2009). Four adaptation types were established: eager (impatient), adapted, cautious and worried employees. The authors describe adaptation styles in relation to how employees accept their condition, the severity of the condition, how they behave in the work environment regarding the described limitations, and how anxiety disorders are expressed. It is important to recognize the adaptation styles, and when there is a significant deviation in adaptation, provide adequate support or suggestions to the HR sector in order to reduce anxiety among those who are worried and cautious. Another goal is to increase a more realistic insight into their own possibilities among eager respondents, the ultimate goal being preventing of job burnout and re-establishing mental well-being.

KEYWORDS: asthma, working ability, working conditions, anxiety, adaptation.

FAUSTOVSKI SINDROM: EFEKTI TOKSIČNIH RADNIH ODNOSA NA MORALNA OSEĆANJA I PSIHOFIZIČKO ZDRAVLJE ZAPOSLENIH

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Cilj ovog rada bio je ispitati efekte toksičnih radnih odnosa na psihofizičko zdravlje zaposlenih, a preko negativnih moralnih osećanja prema drugima koji su izazvani u takvim odnosima. Uzorak je činilo 611 ispitanika, različitog pola (64,5% žena), zaposlenih na različitim pozicijama (83,3% na izvršilačkim), prosečne starosti 37,13 (SD = 11,94) i prosečne dužine radnog staža 8,09 godina (SD = 8,75). Za merenje toksičnih radnih odnosa korišćen je Upitnik Faustovskog sindroma (FSQ-2; Majstorović, 2021) koji meri pet dimenzija: Lojalnost patronu, Subverzivno ponašanje, Manipulaciju sistemom odlučivanja, Ostrakizam i Negativne stavove prema kolegama. Skalom učestalost moralnih osećanja na radnom mestu (SUMO; Majstorović, 2019) merena su sledeća negativna moralna osećanja: bes, gađenje, ljutnja, zavist, omalovažavanje, zloradost, ljubomora i prezir. Skalom psihofizičkog zdravlja (SPFZ-1; Majstorović, 2021) mereni su Poremećaj fizičkog zdravlja, Strah i anksioznost, Depresivne reakcije, Umor i Poremećaj socijalnog ponašanja. Modelovanjem pomoću strukturalnih jednačina proveren je hipotetski model po kojem se očekuju efekti pet dimenzija Faustovskog sindroma na indikatore psihofizičkog zdravlja zaposlenih preko indukovanih negativnih moralnih osećanja prema drugima u organizaciji. Utvrđeno je da navedeni model ostvaruje zadovoljavajuće vrednosti fita (SRMR = .047; RMSEA = .097; CFI = .924; TLI = .913), odnosno da Faustovski sindrom ima značajne efekte na negativna moralna osećanja ($\beta = .89$, $p < .001$), te da ovako indukovana negativna moralna osećanja ostvaruju značajne efekte na psihofizičko zdravlje ($\beta = .37$, $p < .001$). Zaključeno je da toksični radni odnosi u obliku Faustovskog sindroma indukuju kod zaposlenih niz negativnih moralnih osećanja prema drugima, što ako su takva osećanja češća, narušava njihovo psihofizičko zdravlje.

KLJUČNE REČI: Faustovski sindrom, radni odnosi, moralna osećanja, psihofizičko zdravlje, zaposleni.

FAUST SYNDROME: TOXIC WORK RELATIONSHIPS EFFECTS ON EMPLOYEES' MORAL EMOTIONS AND MENTAL/PHYSICAL HEALTH

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The aim of this work was to examine the effects of toxic work relationships on the mental and physical health of employees, in particular the negative moral emotions towards others that arise in these relationships. The sample consisted of 611 respondents (64.5% women), employed in various positions (83.3% executives), average age 37.13 (SD = 11.94) and average length of service 8.09 years. (SD = 8.75). To measure toxic working relationships, the Faust Syndrome Questionnaire (FSQ-2; Majstorović, 2021) was used, which measures five dimensions: Loyalty to the patron, Subversive behavior, Decision-making system manipulation, Ostracism and Negative attitudes towards colleagues. The frequency of moral emotions at the workplace scale (SUMO; Majstorović, 2019) measured the following negative moral feelings: anger, disgust, anger, envy, disparagement, malice, jealousy and contempt. The Mental and Physical Health Scale (SPFZ-1; Majstorović, 2021) measured Physical Health Disorder, Fear and Anxiety, Depressive Reactions, Fatigue and Social Behavior Disorder. By modeling using structural equations, a hypothetical model was verified. According to this model, the five dimensions of the Faust Syndrome are expected to affect the indicators of mental and physical health of employees through induced negative moral emotions towards others in the organization. It was found that the model achieves satisfactory fit values (SRMR = .047; RMSEA = .097; CFI = .924; TLI = .913), i.e., that the Faust Syndrome has significant effects on negative moral emotions ($\beta = .89$, $p < .001$), and that induced negative moral emotions have significant effects on mental and physical health ($\beta = .37$, $p < .001$). It was concluded that toxic working relationships in the form of the Faust Syndrome induce negative moral emotions towards others in employees. If such emotions are experienced frequently, they may impair employees' mental and physical health.

KEYWORDS: Faust Syndrome, work relations, moral emotions, mental and physical health, employees.

SAGOREVANJE KAO MEDIJATOR ZADOVOLJSTVA NAČINOM RADA I NAMERE ZA NAPUŠTANJEM ORGANIZACIJE

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Poslednjih godina sve je više aktuelno pitanje uticaja načina rada (u kancelariji, od kuće ili hibridno) na mentalno zdravlje zaposlenih i mnoge radne ishode. Cilj ovog rada bio je utvrditi direktne efekte zadovoljstva načinom rada na nameru za napuštanjem organizacije, kao i indirektne efekte preko dimenzija sagorevanja. Uzorak je činilo 288 ispitanika (55,9% žena) starosti 19–63 godine ($AS = 35,44$; $SD = 11,04$), prosečne dužine radnog staža u trenutnoj organizaciji 7,3 godine, zaposlenih na različitim pozicijama (78,8% izvršilačke) i u različitom sektoru (66,7% privatni). Najveći broj ispitanika radi isključivo iz kancelarije (75,7%), zatim hibridno (16,7%), dok najmanji broj ispitanika radi isključivo od kuće (7,6%). Korišćene su Skala zadovoljstva načinom rada konstruisana za potrebe ovog istraživanja, Skala namere za napuštanjem organizacije i Skala sagorevanja. Proverena su tri medijatorska modela efekata zadovoljstva načinom rada na nameru za napuštanjem organizacije, preko iscrpljenosti, cinizma i radne efikasnosti. Rezultati su pokazali da su sva tri modela značajna i da objašnjavaju od 25 do 33% varijanse namere za napuštanjem organizacije. Naime, rezultati pokazuju da su svi direktni efekti zadovoljstva načinom rada na nameru za napuštanje organizacije značajni (od $\beta = -.35$ do $\beta = -.58$, $p < .001$). Pored toga, utvrđeni su i značajni indirektni efekti preko iscrpljenosti ($b = -.19$ [$-.29, -.12$]), cinizma ($b = -.30$ [$-.40, -.21$]) i efikasnosti ($b = -.06$, [$-.12, -.01$]). Shodno ovome, faza cinizma se pokazala kao ključna u medijaciji zadovoljstva načinom rada i namere za napuštanjem organizacije.

KLJUČNE REČI: zadovoljstvo načinom rada, namera za napuštanje organizacije, sagorevanje, medijacija, zaposleni.

BURNOUT AS A MEDIATOR OF WORK STYLE SATISFACTION AND INTENTION TO LEAVE ORGANIZATION

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In recent years, there has been increased interest in the impact of work styles (office, from home or hybrid) on the mental health of employees and many work outcomes. The aim of this paper was to determine the direct effects of work style satisfaction on the intention to leave the organization, as well as the indirect effects through the dimensions of burnout. The sample consisted of 288 respondents (55.9% women) aged 19–63 years ($AS = 35.44$; $SD = 11.04$), with an average length of service in the current organization of 7.3 years, employed in various positions (78, 8% executive) and in different sectors (66.7% private). The largest number of respondents work exclusively from the office (75.7%), followed by hybrid work (16.7%), while the smallest number of respondents work exclusively from home (7.6%). We used Work style satisfaction scale (constructed for the purposes of this research), Intention to leave the organization scale, and Burnout scale. Three mediating models of the effects of work style satisfaction on the intention to leave the organization were tested, through exhaustion, cynicism and work efficiency. The results showed that all three models are significant and explain from 25 to 33% of the variance of intention to leave the organization. The results show that all direct effects of work style satisfaction on the intention to leave the organization are significant (from $\beta = -.35$ to $\beta = -.58$, $p < .001$). In addition, significant indirect effects through exhaustion ($b = -.19$ [-.29, -.12]), cynicism ($b = -.30$ [-.40, -.21]) and efficiency ($b = -.06$, [-.12, -.01]). Accordingly, the stage of cynicism proved to be crucial in the mediation of work style satisfaction and the intention to leave the organization.

KEYWORDS: work style satisfaction, intention to leave organization, burnout, mediation, employees.

OSOBINE LIČNOSTI, MRAČNA TRIJADA I RELIGIOZNOST KAO PREDIKTORI STRAHA OD SMRTI

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Cilj ovog istraživanja bio je utvrđivanje prirode odnosa između HEXACO osobina ličnosti, mračne trijade, stepena izraženosti religioznosti i ispoljavanja straha od smrti. Osnovni problem rada bio je utvrditi da li i u kojoj meri ovi konstrukti određuju tj. predviđaju sklonost ljudi ka strahu od smrti i njegovim različitim dimenzijama. Bile su sprovedene i korelacione analize kako bi se utvrdile potencijalne povezanosti između dimenzija. Takođe, rađeni su i T-test za nezavisne uzorke i ANOVA test kako bi utvrdili da li postoje statistički značajne razlike u pogledu pola i starosnih grupa uzorka ovog istraživanja. Bilo je testirano 240 ispitanika, polno ujednačeno, podeljeno u četiri starosne grupe: ispitanici do 20 godina, ispitanici od 20 do 40 godina, ispitanici od 40 do 60 godina i ispitanici preko 60 godina. Svi upitnici koji su se koristili za ovo istraživanje su bili zadovoljili osnovne psihometrijske kriterijume. Rezultati su pokazali da postoje statistički značajne povezanosti između pomenutih varijabli, kako između dimenzija koje ih čine ali i između samih kompozita upitnika. Takođe su zabeležene mnoge zanimljive statistički značajne razlike, u zavisnosti i od pola, ali i u odnosu na starosne grupe. Tim nalazima, o povezanosti i razlikama, se odgovorilo na posebna istraživačka pitanja rada. Očitavanjem koeficijenta multikorelacije objašnjeno je 64% uzorka, tj. da sa toliko procenata su prediktori objasnili ukupnu varijansu uzorka. Međutim, kad se to prilagodi i ponderiše, taj broj ~41% ukupne varijanse Straha od smrti je objašnjeno sa prediktorima koji su bili uneseni (Religijska isključivnost, Ekstravertnost, Prijatnost, Savesnost, Emocionalnost, Poštenje, Intrinzično koriscenje religije, Otvorenost, Makijavelizam, Subkli. psihopatija, Narcizam, Duhovnost, Ekstrinzično korišćenje religije).

KLJUČNE REČI: osobine ličnosti, HEXACO model, mračna trijada, religioznost, strah od smrti.

PERSONALITY TRAITS, DARK TRIAD AND RELIGIOSITY AS PREDICTORS OF FEAR OF DEATH

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The aim of this research was to determine the relationship between HEXACO personality traits, dark triad, exhibited levels of religiosity and manifestations of fear of death. The main issue was to determine whether and to what extent these constructs determine, i.e., predict people's tendency towards the fear of death and its different dimensions. Correlation analyses were also conducted to determine potential associations between dimensions. T-test for independent samples and ANOVA test were performed to determine if there are statistically significant differences in terms of gender and age groups of the research sample. 240 respondents were tested (equal size by gender), divided into four age groups: respondents up to 20 years old, respondents from 20 to 40, respondents from 40 to 60, and respondents over 60. All the questionnaires used for this research met the basic psychometric criteria. The results showed that there are statistically significant associations between the mentioned variables, both between the dimensions that make them up and between the questionnaire composites themselves. Many interesting statistically significant differences were also noted, depending on gender, but also in relation to age groups. These findings about connections and differences provided the answers to the research questions. The multicorrelation coefficient explained 64% of the sample. However, when adjusted and weighted, the number ~41% of the total variance of Fear of Death was explained by the predictors included (Religious Exclusivity, Extraversion, Agreeableness, Conscientiousness, Emotionality, Honesty, Intrinsic Use of Religion, Openness, Machiavellianism, Subclinical Psychopathy, Narcissism, Spirituality, Extrinsic Use of Religion).

KEYWORDS: personality traits, HEXACO Model, dark triad, religiosity, fear of death.

**SEKCIJA:
POZITIVNA PSIHOLOGIJA I MLADI**

**SESSION: POSITIVE PSYCHOLOGY
AND YOUTH**

BAZIČNA PSIHOLOŠKA POTREBA ZA AUTONOMIJOM, ZADOVOLJSTVO ŽIVOTOM I ŠKOLSKI USPEH ADOLESCENATA

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Dosadašnja istraživanja o determinantama školskog uspeha u adolescenciji ukazuju na značajnu ulogu zadovoljenja bazične psihološke potrebe za autonomijom i zadovoljstva životom. Stoga, cilj ovog istraživanja je bio da se na uzorku srpskih adolescenata utvrdi doprinos zadovoljenja potrebe za autonomijom u objašnjenju školskog uspeha. Pored toga, ispitana je medijatorska uloga zadovoljstva životom i moderatorska uloga pola, uz kontrolisanje razreda. Uzorak je činilo 345 adolescenata, učenika srednjih škola (86% ispitanica), uzrasta od 15 do 18 godina, od čega su 79 išli u prvi, 238 u drugi, 22 u treći i 14 u četvrti razred. Korišćena je subskala zadovoljenja potrebe za autonomijom iz Skale zadovoljenja i frustracije bazičnih psiholoških potreba (BPNSFS; Chen et al., 2015) i Skala zadovoljstva životom učenika (SLSS, Huebner, 1991). Za ispitivanje modela moderirane medijacije korišćen je model 59 iz statističkog makroa PROCESS. Rezultati su pokazali da zadovoljenje potrebe za autonomijom značajno predviđa zadovoljstvo životom adolescenata ($F(4,334) = 5.62, p = .00, R^2 = .06$), da je značajna interakcija pola i prediktora ($b = -.83, t = -2.24, p = .03$), što ukazuje da je veći pozitivan efekat zadovoljenja potrebe za autonomijom na zadovoljstvo životom kod adolescentkinja. Parcijalni efekat zadovoljenja potrebe za autonomijom je bio značajan u objašnjenju zadovoljstva životom ($b = 2.07, t = 2.94, p = .00$). Efekta zadovoljenja potrebe za autonomijom na školski uspeh je, takođe, bio statistički značajan ($F(6,342) = 13.51, p = .00, R^2 = .19$). Kod adolescentkinja se opaža statistički značajan pozitivan efekat zadovoljenja potrebe za autonomijom na školski uspeh ($b = .04, t = 2.24, p = .03$), dok kod mladića to nije slučaj ($b = .08, t = 1.84, p = .07$). Rezultati su u skladu sa postavkama Teorije samoodređenja, koja sugerise da zadovoljenje bazičnih psiholoških potreba, posebno potrebe za autonomijom, vodi ka optimalnim ishodima. Polne razlike u efektu zadovoljenja bazične psihološke potrebe za autonomijom na zadovoljstvo životom adolescenata, takođe, potvrđuju rezultate prethodnih istraživanja, a mogu se ticati zna-

čajnosti percipirane autonomije kod devojaka usled rastućeg uticaja kulturnih činilaca pri socijalizaciji u okviru socijalnih uloga.

KLJUČNE REČI: bazična psihološka potreba za autonomijom, zadovoljstvo životom, pol, školski uspeh, adolescencija.

BASIC PSYCHOLOGICAL NEED FOR AUTONOMY, LIFE SATISFACTION AND ACADEMIC ACHIEVEMENT IN ADOLESCENTS

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Previous research on the determinants of academic achievement in adolescence highlights the significant role of satisfying the basic psychological need for autonomy and life satisfaction. Therefore, the aim of this research was to determine the contribution of autonomy satisfaction to academic achievement in a sample of adolescents from Serbia. Additionally, the mediating role of life satisfaction and the moderating role of gender were examined, while controlling for class. The sample consisted of 345 high school students, aged 15 to 18, with 86% of respondents being girls. Of these, 79 were in the first grade, 238 in the second grade, 22 in the third grade, and 14 in the fourth grade. We used The Autonomy Needs Satisfaction subscale from the Basic Psychological Needs Satisfaction and Frustration Scale (BPNSFS, Chen et al., 2015) and the Student Life Satisfaction Scale (SLSS, Huebner, 1991). Model 59 from the statistical macro PROCESS was used to test the moderated mediation model. The results indicated that autonomy satisfaction significantly predicts adolescent life satisfaction ($F(4,334) = 5.62, p < .001, R^2 = .06$). There was a significant interaction between gender and predictors ($b = -.83, t = -2.24, p = .03$), indicating that a greater positive effect of autonomy satisfaction on life satisfaction is observed in adolescent girls. The partial effect of autonomy satisfaction was significant in explaining life satisfaction ($b = 2.07, t = 2.94, p < .001$). The effect of autonomy satisfaction on academic achievement was also statistically significant ($F(6,342) = 13.51, p < .001, R^2 = .19$). A statistically significant positive effect of autonomy satisfaction on academic achievement was observed in adolescent girls ($b = .04, t = 2.24, p = .03$), while this was not the case in boys ($b = .08, t = 1.84, p = .07$). The results support Self-Determination Theory, which suggests that the satisfaction of basic psychological needs contributes, especially autonomy satisfaction, leads to optimal outcomes. Gender differences in the effect of autonomy satisfaction on adolescent life satisfaction also aligns with previous research, highlighting the

importance of perceived autonomy in girls due to the increasing influence of cultural factors during socialization within social roles.

KEYWORDS: autonomy satisfaction, life satisfaction, gender, academic achievement, adolescence.

DA LI JE SMISAO ŽIVOTA VAŽNIJI OD BAZIČNIH PSIHOLOŠKIH POTREBA PRI OBJAŠNJENJU ZADOVOLJSTVA ŽIVOTOM KOD ADOLESCENATA?

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Teorija bazičnih psiholoških potreba postulira da je zadovoljenje bazičnih psiholoških potreba za autonomijom, povezanošću i kompetencijom nužan preduslov za ostvarenje blagostanja. Nasuprot tome, osujećenost ovih potreba vodi ka nizu negativnih ishoda mentalnog zdravlja. Prethodna istraživanja su ustanovila vezu između bazičnih psiholoških potreba i blagostanja kod adolescenata. Mali broj istraživanja se, međutim, bavio ulogom smisla života prilikom objašnjenja pozitivnih ishoda mentalnog zdravlja kod adolescenata. Stoga, cilj ove studije je bio da ispita jedinstvene uloge zadovoljenja i osujećenja bazičnih psiholoških potreba i smisla života u njihovoj relaciji sa zadovoljstvom životom. Uzorak je činilo 262 adolescenta uzrasta od 16 do 20 godina ($M = 17.44$, $SD = .76$; 58,4% ispitanica). Korišćeni su sledeći instrumenti: Skala zadovoljenja i osujećenosti bazičnih psiholoških potreba (BPNSFS) od šest subskala koje mere zadovoljenje autonomije, povezanosti i kompetencije, kao i osujećenje istih potreba; Upitnik smisla života (MLQ) koji meri postojanje smisla i traganje za smislom; i jednodimenzionalna Skala zadovoljstva životom (SWLS). Radi testiranja date hipoteze korišćeno je modelovanje strukturalnim jednačinama. Latentna endogena varijabla zadovoljstva životom je regresirana na šest latentnih egzogenih varijabli zadovoljenja i osujećenja bazičnih psiholoških potreba, kao i na egzogene latentne varijable postojanja smisla i traganja za smislom. Model je ostvario zadovoljavajući fit ($\chi^2(658) = 908.301$, $CFI = .938$, $TLI = .930$, $RMSEA [90\% CI] = .038 [.032, .044]$). Jedini statistički značajan efekat registrovan je kod varijable postojanje smisla ($\beta = .56$, $p < .001$) u njenoj relaciji sa zadovoljstvom životom. Rezultati sugerišu da su razumevanje smisla i svrhe života tokom adolescencije od izuzetnog značaja za postizanje zadovoljstva životom, čak i više nego zadovoljenje bazičnih psiholoških potreba. Iz razvojne perspektive, ovaj rezultat može se objasniti činjenicom da osećaj smisla i svrhe može pružiti neophodnu stabilnost i okvir za donošenje ključnih odluka u periodu istraživanja identiteta.

KLJUČNE REČI: bazične psihološke potrebe, smisao u životu, zadovoljstvo životom, adolescenti.

WHAT IS MORE IMPORTANT FOR ATTAINING LIFE SATISFACTION IN ADOLESCENCE: SATISFACTION OF BASIC PSYCHOLOGICAL NEEDS OR MEANING IN LIFE?

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The Basic Psychological Needs Theory states that the satisfaction of the three basic psychological needs, i.e., autonomy, relatedness and competence is an essential prerequisite of the attainment of well-being. In contrast, the frustration of three needs leads to a variety of negative mental health outcomes. Previous research had established the link between basic psychological needs and well-being in adolescence. However, few studies have examined these relations after controlling for the effect of meaning in life. Therefore, the purpose of this study was to examine the roles of satisfaction and frustration of the basic psychological needs along with meaning in life in their relations to life satisfaction. The sample consisted of 262 Serbian adolescents aged from 16 to 20 ($M_{age} = 17.44$, $SD = .76$; 58.4% female). The following instruments were used: Basic Psychological Needs Satisfaction and Frustration Scale (BPNSFS) containing 6 subscales measuring autonomy, relatedness and competence satisfaction, as well as their frustration; Meaning in Life Questionnaire (MLQ) measuring Presence of Meaning and Search for Meaning; the Satisfaction with Life Scale (SWLS). Structural equation modeling was used. The latent endogenous variable of Life Satisfaction was regressed on the latent exogenous variables of the BPNSFS and the MLQ, resulting in an acceptable fit ($\chi^2(658) = 908.301$, $CFI = .938$, $TLI = .930$, $RMSEA [90\% CI] = .038 [.032, .044]$). The only significant effect was observed for Presence of Meaning ($\beta = .56$, $p < .001$) in relation to Life Satisfaction. The results suggest that understanding the meaning and purpose of life during adolescence is of exceptional importance for achieving life satisfaction, even more so than the satisfaction of basic psychological needs. From a developmental perspective, this outcome can be explained by the fact that a sense of meaning and purpose can provide needed stability and a framework for making important decisions during the period of identity exploration.

KEYWORDS: basic psychological needs, meaning in life, life satisfaction, adolescence.

PREDIKTORI POZITIVNE ORIJENTACIJE U RANOJ ADOLESCENCIJI

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Tokom rane adolescencije, adolescenti se suočavaju sa promenama na fizičkom, emocionalnom i socijalnom nivou, kao i sa povećanjem školskih obaveza. Poslednjih godina istraživanja izdvajaju pozitivnu orijentaciju kao jedan od prediktora mentalnog zdravlja adolescenata, pozitivne i negativne afektivnosti, kvaliteta međuljudskih odnosa i pokazatelj individualnog optimalnog funkcionisanja u školi (npr. Alessandri, 2008; Caprara Alessandri, Tisak, i Steca, 2009). Pozitivna orijentacija je predispozicija za formiranje pozitivnih sudova o sebi, ličnom životu i budućnosti.

Ovo istraživanje ispituje prediktivnu ulogu samoeфикаsnosti, socijalne integracije, zadovoljstva školom i percipiranog stresa u izraženosti pozitivne orijentacije. Uzorak je činilo 324 učenika (49,7% ženskog pola) iz Srbije i Hrvatske koji pohađaju peti, šesti i sedmi razred osnovne škole. Ispitanici su popunjavali Skalu percipiranog stresa (The Perceived Stress Scale; Cohen, 1983, adapted for children – Prudhomme White, 2014), Skalu samoeфикаsnosti (General Self-efficacy Scale, Schwarzer, & Jerusalem, 1995), Skalu pozitivne orijentacije (The Positivity Scale, Caprara et al. 2012) i subskalu socijalne integracije i zadovoljstvo školom iz upitnika za procenu zdravlja (Quality of School Life Questionnaire – QSLQ, Ainley and Bourke, 1992).

Rezultati linearne regresione analize pokazuju da je prediktivni model statistički značajan ($F(4, 284) = 121,74, p = .001$) i objašnjava 63,5% varijanse pozitivne orijentacije. Zadovoljstvo školom ($\beta = .324, p = .001$); Socijalna integracija ($\beta = .319, p = .001$); Samoeфикаsnost ($\beta = .303, p =$

.001); i Percipirani stres ($\beta = -.112$, $p = .016$) izdvojili su se kao značajni individualni prediktori pozitivne orijentacije. Unapređenje pozitivne orijentacije kod učenika kroz razvoj samoefikasnosti i socijalnih i emocionalnih vještina može doprineti adaptivnom suočavanju sa razvojnim izazovima rane adolescencije.

Ovo istraživanje je sprovedeno u okviru projekta „The Curious and Flourishing Schools – Positive Education in Building Character Strengths and Virtues” koji finansira Erasmus+ KA220 (2022-1-RS01-KA220-SCH-000085663).

KLJUČNE REČI: pozitivna orijentacija, adolescencija, samoefikasnost, socijalna integracija, percipirani stres.

PREDICTORS OF POSITIVE ORIENTATION IN EARLY ADOLESCENCE

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During early adolescence, adolescents experience changes on a physical, emotional and social level, together with increasing academic obligations. In recent years, research has shown that positive orientation is one of the predictors of adolescent mental health, positive and negative affectivity, quality of interpersonal relationships, and an indicator of individual optimal functioning at school (e.g. Alessandri, 2008; Caprara Alessandri, Tisak, & Steca, 2009). Positive orientation is a predisposition to form positive judgments regarding self, personal life, and the future.

This study explores the predictive role of self-efficacy, social integration, school satisfaction, and perceived stress in positive orientation. The sample consisted of 324 students (female 49.7%) from Serbia and Croatia, attending fifth, sixth, and seventh grades of elementary school. The participants filled out The Perceived Stress Scale (Cohen, 1983, adapted for children – Prudhomme White, 2014), the General Self-efficacy Scale (Schwarzer, & Jerusalem, 1995), the Positivity Scale (Caprara et al. 2012) and the Social Integration and School Satisfaction subscale from the Quality of School Life Questionnaire (QSLQ, Ainley and Bourke, 1992).

The results of linear regression analysis show that the predictive model is statistically significant ($F(4, 284) = 121.74, p = .001$) and explains 63.5% of the variance of positive orientation. School satisfaction ($\beta = .324, p = .001$), Social integration ($\beta = .319, p = .001$); Self-efficacy ($\beta = .303, p = .001$), and Perceived stress ($\beta = -.112, p = .016$) are all significant individual predictors of Positive orientation. Fostering positive orientation in students through

development of self-efficacy and social and emotional skills can contribute to adaptive coping with developmental challenges of early adolescence.

This research has been conducted as part of the project “The Curious and Flourishing Schools: Positive Education in Building Character Strengths and Virtues” funded by Erasmus+ KA220 (2022-1-RS01-KA220-SCH-000085663).

KEYWORDS: positive orientation, adolescence, self-efficacy, social integration, perceived stress.

BAZIČNE DIMENZIJE LIČNOSTI KAO PREDIKTORI ZADOVOLJSTVA ŽIVOTOM I ŽIVOTNIH CILJEVA STUDENATA

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Cilj istraživanja je bio da ispitamo prediktivnu moć bazičnih dimenzija ličnosti (neuroticizam, ekstraverzija, otvorenost, savesnost i prijatnost) u predviđanju temporalnog zadovoljstva životom (prošlo, sadašnjeg i buduće) i životnih ciljeva (moć, postignuće, intimnost i altruizam). Uzorak čine 131 student (7 muškom i 124 ženskog pola). U istraživanju su korišćeni instrumenti: Inventar ličnosti BFI, Skala temporalnog zadovoljstva životom i Skraćena verzija upitnika važnosti životnih ciljeva.

Rezultati regresione analize pokazuju da osobine ličnosti objašnjavaju 20,1% varijanse prošlog zadovoljstva životom, značajan prediktor je neuroticizam ($\beta = -.375$, $p < 0,01$). Zatim, osobine ličnosti objašnjavaju 13,1% varijanse sadašnjeg zadovoljstva životom, neuroticizam je značajan prediktor ($\beta = -.203$, $p < 0,05$). Osobine ličnosti objašnjavaju 19,5% varijanse budućeg zadovoljstva životom, neuroticizam značajan prediktor ($\beta = -.306$, $p < 0,01$). Osobine ličnosti su značajni prediktori i životnih ciljeva (postignuća, intimnosti i altruizma). One objašnjavaju 19,6% varijanse postignuća, značajan prediktor je otvorenost ($\beta = .383$, $p < 0,01$). Osobine ličnosti objašnjavaju i 17,7% varijanse intimnosti, značajni prediktori su neuroticizam ($\beta = .210$, $p < 0,05$) i prijatnost ($\beta = .357$, $p < 0,01$). Na kraju, osobine ličnosti objašnjavaju i 17,6% varijanse altruizma, značajni prediktori su otvorenost ($\beta = .232$, $p < 0,05$) i prijatnost ($\beta = .227$, $p < 0,05$).

Osobe koje su emocionalno uravnotežene i rezilijentne na stres, pokazuju veće temporalno zadovoljstvo životom. Pojedinci otvoreni za nova iskustva i saradnju, intelektualno radoznali, iskreni i prijatni u međuljudskim odnosima, usmereni su na pokretačku tendenciju/delovanje, ali i na ciljeve zajedništva. Rezultat o odnosu dimenzije neuroticizma i životnih ciljeva zahteva naknadne provere. Rezultati sugerišu aktivnosti u pravcu smanjenja nivoa dimenzije neuroticizma u cilju povećanja zadovoljstva životom, kao i razvoj dimenzija otvorenosti i prijatnosti u pravcu podrške ciljevima zajedništva.

KLJUČNE REČI: osobine ličnosti, zadovoljstvo životom, životni ciljevi.

BASIC PERSONALITY TRAITS AS PREDICTORS OF STUDENTS' LIFE SATISFACTION AND LIFE GOALS

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The aim of the research was to determine how well the core personality traits of neuroticism, extraversion, openness, conscientiousness, and agreeableness might predict life goals such as power, accomplishment, intimacy, and altruism as well as temporal life satisfaction in the past, present, and future. Seven male and 124 female students make up the sample. The instruments used in the research were: BFI, the Temporal Satisfaction with Life Scale and Life Goals Questionnaire, Short Version.

Regression analysis results indicate that personality traits account for 20.1% of the variance in past life satisfaction, with neuroticism being a prominent predictor ($\beta = -.375$, $p < 0.01$). In addition, personality traits explain 13.1% of the variance in present life satisfaction, with neuroticism being a significant predictor ($\beta = -.203$, $p < 0.05$). Personality traits account for 19.5% of variance in future life satisfaction, with neuroticism being an important predictor ($\beta = -.306$, $p < 0.01$). Achievement, intimacy, and altruism are three major life goals that are significantly predicted by personality traits. They explain 19.6% of the variance of achievement, with openness being a strong predictor ($\beta = .383$, $p < 0.01$). Personality traits account for 17.7% of the variance in intimacy; significant predictors are neuroticism ($\beta = .210$, $p < 0.05$) and agreeableness ($\beta = .357$, $p < 0.01$). Finally, personality traits explain 17.6% of the variance of altruism; significant predictors are openness ($\beta = .232$, $p < 0.05$) and agreeableness ($\beta = .227$, $p < 0.05$).

People who are emotionally balanced and resilient to stress show higher temporal enjoyment of life. Individuals open to new experiences and teamwork, intellectually curious, sincere and pleasant in interpersonal interactions, are also goal-oriented for the community as well as the driving force tendency/action. Further research is necessary to determine the association between the aspects of neuroticism and life goals. The findings point to actions that may be taken to lower neuroticism levels in order to improve life satisfaction. They also point to the development of openness and agreeableness as ways to further the community's objectives.

KEYWORDS: personality traits, life satisfaction, life goals.

ISPITIVANJE STAVOVA STUDENATA FAKULTETA TEHNIČKIH NAUKA UNIVERZITETA U NOVOM SADU PREMA PROBLEMIMA SA MENTALNIM ZDRAVLJEM

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Različite studije ukazuju da mladi ljudi retko traže stručnu pomoć za prevazilaženje stresa. Smatra se da su najčešće barijere koje studente sprečavaju da potraže pomoć nedostatak poverenja, osećanje sramote i briga da će ih drugi ljudi osuđivati ili sažaljevati. Ciljevi ovog istraživanja su ispitivanje percipirane izloženosti stresu tokom studija, uticaj percipiranog stresa na akademske studije, zainteresovanost prema povećanju dostupnosti psihološke pomoći tokom studija, (auto)stigmatizujuće stavove studenata i nivo nepoverljivosti kod studenata Fakulteta tehničkih nauka prema potražnji psihološke pomoći usled postojanja psihičkih poteškoća sa kojima se susreću.

Istraživanje je tipa preseka, a uzorak čini 122 ispitanika (metodom slučajnog izbora), 55 ženskih (45,1%) i 67 muških (54,9%) osoba, prosečne starosti $21,51 \pm 1,512$ godina. Kao instrument istraživanja korišćen je onlajn anketni upitnik generisan od strane autora.

Više od polovine (54,9%) studenata Fakulteta tehničkih nauka ima visok nivo percipiranog stresa tokom studija. Studenti sa izraženijim percipiranim stresom (71,9%) su češće navodili da žele da dobiju psihološku podršku u prevazilaženju stresa ili posledica stresa tokom studija ($\chi = 12,886$, $p = 0,002$, $f_i = 0,325$), a 46,7% studenata je istaklo da bi im značilo savetovalište za studente i vršnjačke grupe podrške u okviru fakulteta. Kod studenata Fakulteta tehničkih nauka najviše je bio izražen unutrašnji doživljaj sramote, a najniže samoreflektovana sramota. Utvrdili smo da studenti sa visokim nivoom uticaja stresa na akademski uspeh imaju više izraženu nepoverljivost prema potražnji psihološke pomoći ($KV = 6,899$, $p = 0,032$).

Povećanjem dostupnosti psihološke pomoći i osnivanjem savetovališta i vršnjačkih grupa podrške, studenti mogu razviti adaptivne mehanizme za prevazilaženje stresa, što bi unapredilo kvalitet života, akademski uspeh i međusobnu podršku među studentima.

KLJUČNE REČI: mentalno zdravlje, studenti, stres, stigma, sramota.

ATTITUDES TOWARDS MENTAL HEALTH PROBLEMS AMONG STUDENTS FROM THE FACULTY OF TECHNICAL SCIENCES, UNIVERSITY OF NOVI SAD

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Various studies indicate that young people rarely seek professional help to overcome stress. Common barriers include a lack of trust, feelings of shame, and concerns about being judged or pitied by others. This study aims to examine perceived exposure to stress during studies, the impact of perceived stress on academic performance, interest in increasing the availability of psychological support, (self-)stigmatizing attitudes, and levels of distrust among students at the Faculty of Technical Sciences regarding seeking psychological help for mental health issues.

The research is a cross-sectional study with a sample of 122 participants, selected randomly, consisting of 55 females (45.1%) and 67 males (54.9%), with an average age of 21.51 ± 1.512 years. The study was conducted using an online survey questionnaire created by the authors. More than half (54.9%) of the students reported a high level of perceived stress during their studies. Among students with higher stress levels (71.9%), there was a greater desire for psychological support to manage stress or its consequences ($\chi = 12.886$, $p = 0.002$, $\phi = 0.325$). Additionally, 46.7% of students replied that they would benefit from counseling services and peer support groups within the faculty. Internal sense of shame was most prominent among the students, and self-reflected shame the least. Students with a high stress impact on academic success showed greater distrust toward seeking psychological help ($KV = 6.899$, $p = 0.032$). Enhancing the availability of psychological support, counseling centers, and peer support groups can help students develop coping mechanisms, improving their quality of life, academic success, and mutual support.

KEYWORDS: mental health, students, stress, stigma, shame.

FAKTORI POVEZANI SA POTRAŽNJOM USLUGA U OBLASTI ZAŠTITE MENTALNOG ZDRAVLJA MEĐU STUDENTIMA STUDIJA ZDRAVSTVENE STRUKE IZ JUGOISTOČNE EVROPE

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Mentalno zdravlje studenata studija zdravstvenih struka može biti narušeno stresom izazvanim povećanim zahtevima tokom studija i izloženosti sekundarnoj traumi tokom prakse i rada sa pacijentima. Cilj istraživanja je da se utvrdi kako su različiti demografski i socijalno-ekonomski faktori povezani sa potražnjom usluga mentalnog zdravlja kod studenata studija zdravstvene struke. Istraživanje je sprovedeno u vidu studije preseka od aprila do septembra 2023. godine na uzorku od 3473 studenta sa 69 fakulteta iz osam zemalja Jugoistočne Evrope (Slovenija, Hrvatska, Bosna i Hercegovina, Srbija, Crna Gora, Severna Makedonija, Rumunija i Grčka). Kao instrument istraživanja korišćen je onlajn anketni upitnik. Rezultati pokazuju da najveći procenat studenata nikada nije posetio (74,5%), manje od petine studenata u prošlosti posećivao (18,7%), dok je najmanji procenat studenata naveo da trenutno posećuje psihijatra, psihologa ili psihoterapeuta (6,8%). Najčešći problemi sa mentalnim zdravljem studenata bili su: anksioznost, depresivnost, prevazilaženje stresa tokom studija, porodični problemi, traumatsko iskustvo, preživljeno nasilje, smrt bliske osobe, psihosomatske smetnje, nesanica i poremećaj ishrane. Studenti iz Bosne i Hercegovine u najvećem procentu nikada nisu posetili psihologa (83,8%), a studenti iz Grčke u najmanjem (69,8%). Više godine studija, poreklo iz urbanih naselja, prisustvo invaliditeta ili hronične bolesti i prisustvo gojaznosti bilo je značajno povezano sa učestalijom posetom psihologu, psihijatru ili psihoterapeutu. Potrebu za dobijanjem psihološke pomoći imalo je više od polovine studenata (66,1%). Ženski pol, niži socijalno-ekonomski status, prisustvo invaliditeta ili hronične bolesti su bili značaj-

no povezani sa učestalijom potrebom za psihološkom pomoći kod studenata. Potrebno je aktivno sprovoditi javnozdravstvene aktivnosti u cilju unapređenja mentalnog zdravlja studenata uz obezbeđivanje potrebnih usluga za prevenciju i lečenje problema sa mentalnim zdravljem.

KLJUČNE REČI: mentalno zdravlje, studenti zdravstvene struke, stres, psihološka pomoć, prevencija.

FACTORS ASSOCIATED WITH THE DEMAND FOR MENTAL HEALTH SERVICES AMONG HEALTH CARE STUDENTS FROM SOUTHEAST EUROPE

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The mental health of health care students can be compromised by the stress induced by the increased demands of their studies and exposition to secondary traumatic stress during contact with patients. This research aims to determine how various demographic and socio-economic factors are related to the demand for mental health services among these students. Conducted as a cross-sectional study from April to September 2023, the research involved 3,473 students from 69 faculties in eight Southeast European countries (Slovenia, Croatia, Bosnia and Herzegovina, Serbia, Montenegro, North Macedonia, Romania, and Greece). An online survey was used as the research instrument. Results showed that 74.5% of students had never visited a mental health professional, 18.7% had visited in the past, and 6.8% were currently visiting a psychiatrist, psychologist, or psychotherapist. Common mental health issues among students included anxiety, depression, stress management, family problems, traumatic experiences, surviving abuse, death of a loved one, psychosomatic disorders, insomnia, and eating disorders. The highest percentage of students who had never visited a psychologist was in Bosnia and Herzegovina (83.8%), and the lowest was in Greece (69.8%). Factors such as higher years of study, urban origin, presence of disability or chronic illness, and obesity were significantly associated with more frequent visits to mental health professionals. More than half of the students (66.1%) needed psychological help. Female gender, lower socio-economic status, and the presence of disability or chronic illness were significantly associated with a higher need for psychological help. Active public health measures are necessary to improve students' mental health by providing essential services for prevention and treatment.

KEYWORDS: mental health, health profession students, stress, psychological help, prevention.

STAVOVI STUDENATA PREMA KOHABITACIJI

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Kohabitacija je zajednički život dva partnera koji nisu zakonski venčani a zajedno stanuju. Ovaj vid zajednice je sve češći kod mladih odraslih osoba, te je važno ispitati stavove studenata kao grupe ljudi u obrazovnom sistemu koja će svoje vrednosti i stavove prenositi na sledeće, mlađe generacije. Pored toga, studentska populacija će uticati kasnije i na društvo, preko sklapanja različitih porodičnih modaliteta.

Glavni cilj ovog istraživanja bio je da se ispitaju stavovi studenata prema kohabitaciji. Specifični ciljevi bili su da se ispitaju razlike u stavovima prema kohabitaciji s obzirom na pol, studijski smer (Psihologija, Vaspitač u predškolskim ustanovama, Rehabilitacija, Softversko inženjerstvo, Arhitektura, Građevinarstvo) i godinu studija (I, II, III, IV). Istraživanje je sprovedeno na uzorku od 100 ispitanika (41 muškog pola, 59 ženskog pola), studenata Državnog univerziteta u Novom Pazaru. Stavovi studenata su ispitani Skalom stavova o kohabitaciji i braku (Bartolac, 2013) gde viši skor na skali označava pozitivniji stav prema kohabitaciji.

Rezultati pokazuju da pozitivnije stavove prema kohabitaciji imaju studenti ($M = 41,36$), u odnosu na studentkinje ($M = 39,96$), ali rezultati t-testa pokazuju da ne postoje statistički značajne razlike po polu u stavovima prema kohabitaciji ($t = 1.264$, $p = .209$). Primenom ANOVE za poređenje stavova prema kohabitaciji studenata različitih studijskih smerova, nalazi su ukazali da postoje statistički značajne razlike u stavovima prema kohabitaciji ($p = .015$), pri tome se razlikuju grupe: Rehabilitacija, Vaspitač u predškolskim ustanovama i Softversko inženjerstvo. Ne postoje statistički značajne razlike u stavovima s obzirom na godinu studija ($p > .05$).

Prednosti ovog rada su u spoznavanju različitih vladajućih stavova o kohabitaciji kao jednom od novijih partnerskih modaliteta današnjice. Nedostatak rada je mali uzorak ispitanika, kao i neujednačen broj studenata sa različitih studijskih smerova. U budućim istraživanjima bilo bi korisno uvesti varijablu uzrast kao sociodemografsku varijablu. Takođe, kao prediktorsku varijablu ispitati Religioznost, u cilju ispitivanja da li se na osnovu religioznosti mogu predvideti stavovi prema kohabitaciji na uzorku studenata.

KLJUČNE REČI: stavovi, kohabitacija, studenti.

STUDENTS' ATTITUDES TOWARDS COHABITATION

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Cohabitation is the state of living together without being legally married. This relationship is more and more common among young adults, so it is important to examine the attitudes of students, as a group of people in the education system who will pass on their values and attitudes to the next generation. In addition, the student population will later influence society, through the formation of different family models.

The main aim of this study was to examine students' attitudes towards cohabitation. The specific objectives were to examine the differences in attitudes towards cohabitation with regard to gender, field of study (Psychology, Preschool Teacher, Rehabilitation, Software Engineering, Architecture, Civil Engineering) and year of study (I, II, III, IV). The research was conducted on a sample of 100 respondents (41 males, 59 females), students at the State University of Novi Pazar. The students' attitudes were examined by the Scale of Attitudes on Cohabitation and Marriage (Bartolac, 2013), where a higher score on the scale indicates a more positive attitude towards cohabitation.

The preliminary results show that male students have more positive attitudes towards cohabitation ($M = 41.36$), than female students ($M = 39.96$), but t-test shows that there are no statistically significant differences by gender in attitudes towards cohabitation ($t = 1,264$, $p = .209$). ANOVA analysis shows that there are statistically significant differences in attitudes towards cohabitation between different study groups ($p = .015$), were study groups Rehabilitation, Preschool Teacher and Software Engineering are distinguished. There are no statistically significant differences in attitudes with regard to the year of study ($p = .618$).

This paper examines different prevailing attitudes that exist, primarily on cohabitation, as one of the more recent partnership models today. The disadvantages are a small sample of respondents, as well as an uneven number of students from different fields of study. In future research, it would be useful to introduce the age variable as a socio-demographic variable. Religiosity can be introduced as a predictor variable in order to examine whether attitudes towards cohabitation can be predicted on the basis of Religiosity in a sample of students.

KEYWORDS: attitudes, cohabitation, students.

SEKCIJA
TEORIJSKO-PRAKTIČNI ASPEKTI
PSIHOLOŠKOG BLAGOSTANJA

SESSION:
THEORETICAL AND PRACTICAL
ASPECTS OF PSYCHOLOGICAL
WELL-BEING

ULOGA BAZIČNIH PSIHOLOŠKIH POTREBA I SMISLA ŽIVOTA U OSTVARENJU ZADOVOLJSTVA ŽIVOTOM

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Prema premisama Teorije bazičnih psiholoških potreba (Basic Psychological Needs Theory, BPNT) zadovoljenje tri bazične i univerzalne psihološke potrebe – za autonomijom, povezanošću i kompetencijom – predstavlja esencijalan preduslov blagostanja, dok njihova osujećenost vodi ka negativnim pokazateljima mentalnog zdravlja. Međutim, druga istraživanja izvan BPNT naglašavaju ulogu smisla života kao važnog elementa u ispunjenju blagostanja. Stoga, cilj ove studije je da ispita odnose između zadovoljenja i osujećenosti bazičnih psiholoških potreba i smisla života s jedne, i zadovoljstva životom sa druge strane. U istraživanju je učestvovalo 1142 ispitanika (Mstarost = 36,38, SD = 11,50; 57,6% žena). Korišćeni su sledeći instrumenti: Skala zadovoljenja i osujećenosti bazičnih psiholoških potreba (BPNSFS) od šest supskala koje mere zadovoljenje autonomije, povezanosti i kompetencija, kao i osujećenost istih potreba; Upitnik smisla života (MLQ) koji meri postojanje smisla i traganje za smislom i jedno-dimenzionalna Skala zadovoljstva životom (SWLS). Radi testiranja date hipoteze korišćeno je modelovanje strukturalnim jednačinama. Latentna endogena varijabla zadovoljstva životom je regresirana na šest latentnih egzogenih varijabli zadovoljenja i osujećenosti bazičnih psiholoških potreba, kao i na egzogene latentne varijable postojanja smisla i traganja za smislom. Model je ostvario dobar fit ($\chi^2(658) = 1363.822$, CFI = .955, TLI = .949, RMSEA [90% CI] = .031 [.028, .033]). Jedini statistički značajni efekti na zadovoljstvo životom ostvareni su od strane postojanja smisla ($\beta = .42$, $p < .001$) i osujećenosti autonomije ($\beta = -.25$, $p < .001$). Ovi nalazi dovode u pitanje pretpostavku BPNT o fundamentalnoj ulozi svih bazičnih psiholoških potreba pri ostvarenju blagostanja i naglašavaju ulogu smisla života.

KLJUČNE REČI: bazične psihološke potrebe, smisao života, zadovoljstvo životom.

THE ROLE OF BASIC PSYCHOLOGICAL NEEDS AND MEANING IN LIFE IN RELATION TO LIFE SATISFACTION

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According to the Basic Psychological Needs Theory, the satisfaction of three universal and basic psychological needs – autonomy, relatedness and competence – represent the main nutrients of well-being, while their frustration leads to ill-being. However, recent findings outside of BPNT emphasize the role of meaning in life as an important factor in the fulfillment of well-being. Therefore, the purpose of this study was to examine the relations between satisfaction and frustration of the basic psychological needs and meaning in life on one hand, and life satisfaction on the other. The sample consisted of 1142 adults (Mage = 36.38, SD = 11.50; 57.6% female). The instruments used were: Basic Psychological Needs Satisfaction and Frustration Scale (BPNSFS) containing 6 subscales measuring autonomy, relatedness and competence satisfaction, as well as their frustration; Meaning in Life Questionnaire (MLQ) measuring Presence of Meaning and Search for Meaning; the Satisfaction with Life Scale (SWLS). Structural equation modeling was used to test the hypothesis. The latent endogenous variable of Life Satisfaction was regressed on the latent exogenous variables of the BPNSFS and the MLQ, resulting in a good fit ($\chi^2(658) = 1363.822$, CFI = .955, TLI = .949, RMSEA [90% CI] = .031 [.028, .033]). The only significant effects on life satisfaction were achieved by presence of meaning ($\beta = .42$, $p < .001$) and autonomy frustration ($\beta = -.25$, $p < .001$). In contrast to the theoretical assumptions, these findings question the role of all three basic psychological needs in attaining well-being and highlight the role of meaning in life.

KEYWORDS: basic psychological needs, meaning in life, life satisfaction.

PRILAGOĐAVANJE NA PANDEMIJSKE OKOLNOSTI: ŠTA PSIHOLOŠKA (NE)FLEKSIBILNOST IMA S TIM

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Psihološka fleksibilnost definiše se kao sposobnost prilagođavanja na promenjive uslove situacije. Manjak psihološke fleksibilnosti – psihološka nefleksibilnost, dosledno se pokazuje kao prediktor deterioracije subjektivnog blagostanja. Cilj ovog istraživanja bio je upoređivanje relacija psihološke nefleksibilnosti i indikatora subjektivnog blagostanja u redovnim okolnostima sa okolnostima pandemije COVID-19. Istraživanje je obuhvatalo dva uzorka. Prvi uzorak sastojao se od 1780 ispitanika opšte populacije, prosečne starosti 30 godina ($SD = 10.32$); 53,9% ženskog pola i prikupljen dve godine nakon pandemije COVID-19. Drugi uzorak sastojao se od 1810 ispitanika opšte populacije, prosečne starosti 27 godina ($SD = 11.65$), od kojih je 67,2% ženskog pola i prikupljen je tokom pandemije COVID-19. Na oba poduzorka primenjen je Upitnik posvećenosti i akcije II (AAQ-II; Bond et al., 2011) koji sumom sedam stavki omogućava jedinstvenu meru psihološke nefleksibilnosti, Skala zadovoljstva životom (SWLS; Diener et al., 1985), koja sumom pet čestica omogućava procenu opšteg zadovoljstva životom, te Skala depresivnosti, anksioznosti i stresa 21 (DASS-21; Lovibond & Lovibond, 1995), koja sumom 21 stavke omogućava meru opšte uznemirenosti.

Na uzorku prikupljenom tokom pandemije, psihološka nefleksibilnost visoko značajno korelira sa opštom uznemirenošću ($r = .69$), te nešto niže negativno sa zadovoljstvom životom ($r = -.22$). Na uzorku nakon pandemije, korelacija sa opštom uznemirenošću opada ($r = .60$) dok korelacija sa zadovoljstvom životom raste ($r = -.44$). Razlike u koeficijentima korelacije statistički su značajne i za opštu uznemirenost ($z = 5.21$; $p < .01$) i za zadovoljstvo životom ($z = 7.44$; $p < .01$). Diskutovaćemo teorijske i praktične implikacije ovih nalaza.

KLJUČNE RIJEČI: psihološka fleksibilnost, COVID-19, subjektivno blagostanje.

ADAPTING TO PANDEMIC CIRCUMSTANCES: WHAT'S PSYCHOLOGICAL (IN)FLEXIBILITY GOT TO DO WITH IT?

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Psychological flexibility is defined as the ability to adapt to changing situational conditions. The lack of psychological flexibility or psychological inflexibility is consistently shown to be a predictor of deterioration in subjective well-being. The aim of this research was to compare the relations of psychological inflexibility with indicators of subjective well-being in regular circumstances with the circumstances during the COVID-19 pandemic. The research included two samples. The first sample consisted of 1780 subjects from the general population, mean age 30 years ($SD = 10.32$), 53.9% female. It was collected two years after the COVID-19 pandemic. The second sample consisted of 1,810 subjects from the general population, with a mean age of 27 years ($SD = 11.65$), of which 67.2% were female. It was collected during the COVID-19 pandemic. Both of the samples completed the Acceptance and Action Questionnaire II (AAQ-II; Bond et al., 2011), which with the sum of seven items provides a unique measure of psychological inflexibility, the Life Satisfaction Scale (SWLS; Diener et al., 1985), which with the sum of five items enables the assessment of general life satisfaction, and the Depression, Anxiety and Stress Scale 21 (DASS-21; Lovibond & Lovibond, 1995), which, with the sum of 21 items, provides a measure of general distress.

On the sample collected during the pandemic, psychological inflexibility demonstrated a positive correlation with the measure of general distress ($r = .69$), as well as negative correlation with life satisfaction ($r = -.22$). On the post-pandemic sample, the correlation with general distress decreases ($r = .60$), while the correlation with life satisfaction increases ($r = -.44$). Differences in correlation coefficients are statistically significant for both general distress ($z = 5.21$; $p < .01$) and life satisfaction ($z = 7.44$; $p < .01$). We will discuss the theoretical and practical implications of these findings.

KEYWORDS: psychological flexibility, COVID-19, subjective well-being.

**PODRŠKA BLAGOSTANJU ŽENA U KONTEKSTU TEŠKOĆA
SA ZAČEĆEM: PRELIMINARNI REZULTATI PROJEKTA
INSIDEME (FOND ZA NAUKU RS, 1568)**

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Teškoće sa začecem predstavljaju značajan životni izazov za par koji želi roditeljstvo. Najčešći medicinski tretman neplodnosti jeste postupak vantelesne oplodnje (VTO), gde je primarni pacijent žena, nezavisno od uzorka infertiliteta. Postupak VTO podrazumeva brojne preglede, testove, lekove (tablete i/ili injekcije), procedure i čekanje na ishode posle svake faze. Ceo proces može značajno poremetiti funkcionisanje u svim domovima, naročito tokom dugogodišnjeg lečenja i posle višestrukih neuspešnih pokušaja. Projekat InsideMe blagostanje žena sagledava u okviru teorije samoodređenja (SDT) - iz eudaimonističke perspektive. Takođe, u skladu sa SDT, pretpostavljeno je da proksimalni socijalni kontekst ima efekta na zadovoljenje bazičnih potreba i da, kroz njih, ostvaruje efekat na blagostanje. Istraživanjem je obuhvaćena socijalna podrška iz lateralnih izvora (prijatelji, porodica, značajna osoba), a preliminarni rezultati podržavaju model odnosa koji nudi teorija: percepcija adekvatne socijalne podrške zaista ima efekte na zadovoljenje potreba i osećaj blagostanja. Posebno je važno što je model odnosa isti i za žene sa i za žene bez teškoća sa začecem. Pored teorijskih, ovo ima i značajne praktične implikacije: ukoliko su finansijska sredstva ograničena, moguće je osmisliti programe podrške od kojih bi dobiti imale sve žene, bez obzira na životne izazove. Daljim istraživanjima treba obuhvatiti i podršku iz hijerarhijskih izvora (npr. od lekara i pretpostavljenih) jer rezultati prethodnih istraživanja ukazuju na značaj i donekle drugačije efekte ove podrške na blagostanje i ukupno funkcionisanje osobe.

KLJUČNE REČI: neplodnost, blagostanje, socijalna podrška, teorija samoodređenja, vantelesna oplodnja.

SUPPORTING THE WELL-BEING OF WOMEN WITH AND WITHOUT FERTILITY DIFFICULTIES: PRELIMINARY RESULTS OF THE *INSIDEME* PROJECT (SCIENCE FUND OF THE REPUBLIC OF SERBIA, 1568)

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Fertility difficulties pose a significant life challenge for couples desiring parenthood. In vitro fertilization (IVF) is the most common medical treatment for infertility, with women as the primary patients, regardless of the cause of infertility. The IVF process involves numerous examinations, tests, medications (pills and/or injections), procedures, and waiting for outcomes after each stage. This entire process can significantly disrupt functioning in all domains, especially during prolonged treatment and after multiple failed attempts. The *InsideMe* project examines women's well-being through the lens of Self-Determination Theory (SDT) from a eudaimonic perspective. In line with SDT, it is assumed that the proximal social context influences the satisfaction of basic needs and, through them, impacts well-being. The study includes social support from lateral sources (friends, family, significant other), and preliminary results support the theory-based model of relationship: the perception of adequate social support indeed influences need satisfaction and sense of well-being. Importantly, this relationship holds for both women with and without fertility difficulties. Beyond theoretical implications, these findings have significant practical implications. If financial resources are limited, it is possible to design programs of support that benefit all women, regardless of their life challenges. Future research should also include support from hierarchical sources (e.g., doctors and managers at work), as previous studies have shown the significance and somewhat different effects of this type of support on well-being and overall functioning.

KEYWORDS: infertility, well-being, social support, self-determination theory, in vitro fertilization.

POZICIJA OPTIMIZMA I PESIMIZMA U RAZVOJU DEPRESIVNOSTI U POSTPARTALNOM PERIODU

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U vreme nastajanja pozitivne psihologije, optimizam i pesimizam su kao konstrukti zauzeli značajnu teorijsku i istraživačku poziciju. U kontekstu naučene bespomoćnosti pesimističan eksplanatorni stil poslužio je da objasni teorijsku dimenziju depresije. Složeni etiološki model postpartalne depresije nastavlja da se izučava kroz relacione odnose različitih varijabli ne bi li se otkrila etiologija ovog složenog biopsihosocijalnog fenomena. U nastojanju da doprinesemo razumevanju psiholoških karakteristika postpartalne depresivnosti u ovom radu ćemo se baviti ispitivanjem relacija optimizma i pesimizma kod porodilja u postpartalnom periodu.

Istraživanjem je obuhvaćeno 145 porodilja, prosečne starosti 27 godina ($AS = 26,94$), uglavnom u braku (99, 3%), gde je najveći broj njih srednje stručne sprema (34,5%), nezaposlene (50,3%) i prvoročnice u najvećem broju slučajeva (44,8%). Instrumenti korišćeni u istraživanju su: Skala optimizma/pesimizma (Penezić, 2002) i Edinburška skala postpartalne depresije.

Depresivnost je merena u prvom trimestru postpartalno. Ispitanice su podeljene u tri grupe gde su prvu grupu činile ispitanice sa skorovima od 0 do 6, drugu grupu ispitanice sa skorovima od 6 do 12, i treću grupu ispitanice sa skorovima iznad 12 budući da je cut off prema preporuci autora na skali EPDS - 12.

Rezultati su pokazali da je intezitet pesimizma bio najizraženiji kod porodilja koje su imale visoke skorove na Edinburškoj skali postpartalne depresije ($z = -3,337$; $p = .000$). Kada se uporede ispitanice umerene i visoke depresivnosti, pesimizam je takođe značajno izražen ($z = -2,085$; $r = .037$). Dok je između grupa umerena i izražena depresivnost razlika u nivou pesimizma bez statističke značajnosti ($z = -1,905$; $r = .057$). Optimizam je u niskoj negativnoj korelaciji sa postpartalnom depresivnošću ($r_{Ho} = -170$; $p = .041$), dok međugrupnih razlika u odnosu na nivo depresivnosti nema.

Positivna psihologija, ne samo teorijski već i praktično, nudi mogućnost uvežbavanja optimističkog eksplanatornog stila, što može modelirati optimizam kao crtu ličnosti, gde posledično protektivno možemo delovati

na razvoj depresivnih simptoma. Posebno je važno modelirati ovakve programe u školama za trudnice i porodilje kako bi se uspješnije prebrodio period tranzicije na majčinsku ulogu.

KLJUČNE REČI: optimizam, pesimizam, postpartalna depresivnost, porodilje, pozitivna psihologija.

OPTIMISM/PESSIMISM IN THE DEVELOPMENT OF DEPRESSION IN THE POSTPARTUM PERIOD

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With the emergence of positive psychology, optimism and pessimism as constructs became significant topics for theoretical and empirical research. In the context of learned helplessness, the pessimistic exculpatory style served to explain the theoretical dimension of depression. The complex etiological model of postpartum depression continues to be studied through the relational relationships of various variables in order to reveal the aetiology of this complex bio-psycho-social phenomenon. In an endeavour to contribute to the understanding of the psychological characteristics of postpartum depression, in this paper we will examine the relationship between optimism and pessimism in women in the postpartum period.

The study included 145 postpartum women, average age 27 (AS=26,94), mostly married (99,3%), most of them secondary education (34,5%), unemployed (50,3%) and primiparous (44,8%). The instruments used in the research are Optimism/Pessimism Scale (Penezic, 2002) and the Edinburgh Postpartum Depression Scale.

Depression was measured during the first trimester postpartum. The subjects were divided into three groups: the first group consisted of test subjects with scores from 0-6, the second group of subjects with scores from 6-12, and the third group of test subjects with scores above 12, since the cut off according to the author's recommendation is on the EPDS-12 scale.

The results showed that the intensity of pessimism was most pronounced at women who had high scores on the Edinburgh scale of postpartum depression ($z=-3.337$; $p=.000$). When comparing subjects with moderate and high depression, pessimism is also significantly pronounced ($z= - 2.085$; $r= .037$). While there is a difference in the level of pessimism between the groups with moderate and pronounced depression without statistical significance ($z= -1.905$; $r= .057$). Optimism has a low negative correlation with postpartum depression ($r_{Ho}= - .170$; $p= .041$), while there are no intergroup differences in relation to the level of depression.

Positive psychology, both in theory and in practice, offers the possibility of practising an optimistic explanatory style, which can model optimism as a personality trait, where consequently we can act protectively on the development of depressive symptoms. It is especially important to model such programmes in schools for pregnant and postpartum women to overcome the period of transition to the maternal role more successfully.

KEYWORDS: optimism, pessimism, postpartum depression, postpartum women, positive psychology.

BENEVOLENTNI I KOREKTIVNI HUMOR: RELACIJE S DISPOZICIJAMA POVEZANIMA SA SMEHOM, STILOVIMA HUMORA, OSOBINAMA MRAČNE TETRADE I SVETLE TRIJADE, TE KULTURNIM LOGIKAMA DIGNITETA, ČASTI I OBRAZA

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Benevolentni i korektivni humor dva su oblika humora povezanog s vrlinama jer im se pridaje moralna važnost i imaju za cilj činiti dobro. Kao takve, trebalo bi ih biti moguće pouzdano razlikovati od dispozicija kao što su katagelasticizam (užitak koji doživljavamo pri smejanju drugima), gelotofilija (užitak koji doživljavamo kad se drugi nama smeju) ili specifični načini korištenja humora, poput agresivnog stila humora. Ove pretpostavke testirane su u istraživanju u kojem su ispitane relacije benevolentnog i korektivnog humora s tri dispozicije povezane sa smehom i podsmehom (gelotofobija, gelotofilija, katagelasticizam), četiri stila humora (afilijativni, agresivni, samoporažavajući i samouzdizujući), osobinama mračne tetrađe (makijavelizam, narcizam, psihopatija, sadizam), osobinama svetle trijade (vera u čovečanstvo, humanizam, kantijanizam), te prihvatanjem tri kulturne logike (dignitet, čast i obraz). Ukupno je 265 (74% žena) odraslih ispitanika popunilo online upitnik koji je sadržavao sledeće instrumente: BenCor (Ruch, 2012), PhoPhiKat-45 (Ruch i Proyer, 2009), Upitnik stilova humora (Martin i sar., 2003), Kraktkka skala mračne tetrađe (Paulhus i sar., 2021), Skala svetle trijade (Kaufman i sar., 2019) i Upitnik poštivanja digniteta, časti i obraza (Ćubela Adorić, 2024). Rezultati su pokazali da je benevolentni humor uglavnom pozitivno povezan s gelotofilijom, zatim s afilijativnim, samouzdizujućim i samoporažavajućim stilovima humora, te s osobinama svetle trijade i prihvatanjem kulturne logike digniteta. Korektivni humor pozitivno korelira s katagelasticizmom i gelotofilijom, zatim s agresivnim stilom humora, osobinama mračne tetrađe, te s prihvatanjem kulturne logike časti i obraza. U radu će biti razmatrane teorijske i praktične implikacije dobijenih rezultata.

KLJUČNE REČI: humor, smeh, mračna tetrađa, svetla trijada, kulturne logike.

**BENEVOLENT AND CORRECTIVE HUMOR:
RELATIONSHIPS WITH DISPOSITIONS TOWARDS
LAUGHTER, HUMOR STYLES, DARK TETRAD AND LIGHT
TRIAD TRAITS, AND CULTURAL LOGICS OF DIGNITY,
HONOR AND FACE**

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Benevolent and corrective humor are two forms of virtue-related humor as they are morally valued and aim to do good. As such, they should be reliably differentiated from dispositions such as katagelasticism (the enjoyment of laughing at others), gelotophilia (the joy in being laughed at) or specific uses of humor such as the aggressive humor style. These predictions were tested in a study that examined the relationships of the benevolent and corrective humor with three dispositions toward laughter and ridicule (gelotophobia, gelotophilia, katagelasticism), four humor styles (affiliative, aggressive, self-defeating, self-enhancing), the dark tetrad traits (Machiavellianism, narcissism, psychopathy and sadism), the light triad traits (faith in humanity, humanism, Kantianism) and the endorsement of three cultural logics (dignity, honor and face) for the self and others. In total, 265 (74% female) adult participants completed a questionnaire package that included the following instruments: the BenCor (Ruch, 2012), PhoPhiKat-45 (Ruch & Proyer, 2009), Humor Styles Questionnaire (Martin et al., 2003), Short Dark Tetrad Scale (Paulhus et al., 2021), Light Triad Scale (Kaufman et al., 2019) and the Respect for Dignity, Honor and Face Questionnaire (Ćubela Adorić, 2024). Benevolent humor was mostly positively associated with gelotophilia, the affiliative, self-enhancing and self-defeating humor styles, the light triad traits, and the endorsement of the cultural logic of dignity. Corrective humor correlated positively with katagelasticism and gelotophilia, the aggressive humor style, the dark tetrad traits and the endorsement of the cultural logics of honor and face. The theoretical and practical implications of the results will be discussed.

KEYWORDS: humor, laugh, dark tetrad, light triad, cultural logics.

VIDOVI HUMORA I POZITIVAN/NEGATIVAN UTICAJ HUMORA NA BLAGOSTANJE

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Kao jedna od vitalnih karakternih snaga, humor igra značajnu ulogu u poboljšanju mentalnog zdravlja i različitih aspekata blagostanja. U mnogim studijama zasnovanim na pozitivnoj psihologiji, humor se izdvaja ne samo po tome što može da razveseli, već i po tome što ima terapeutske prednosti. Međutim, humor se takođe mora prepoznati kao višeslojni konstrukt koji obuhvata različite stilove, kao što su afilijativni, samopojačavajući, agresivni i samoporažavajući humor. S obzirom na ove različite oblike i stilove, može se očekivati da humor ima različite efekte na mentalno zdravlje. Cilj ovog rada je da prikaže pregled konstrukata humora i blagostanja, kao i rezultatima istraživanja o odnosima između ovih konstrukata i njihovih komponenti.

Rezultati pokazuju da studije generalno ukazuju na pozitivnu vezu između upotrebe afilijativnog i samopojačavajućeg humora i psihološkog i emocionalnog blagostanja. Nasuprot tome, upotreba agresivnog i samoporažavajućeg humora često je povezana sa štetnim efektima na blagostanje i zdravlje kako individue, tako i drugih ljudi.

Rezultati se razmatraju: a) u kontekstu „Kompletnog državnog modela mentalnog zdravlja i mentalnih bolesti”, b) uzimajući u obzir interakcije sa drugim karakternim snagama, i c) u pogledu praktične primene u različitim oblastima psihologije, kao što su psihoterapija, školska psihologija, i organizaciona psihologija.

KLJUČNE REČI: karakterne snage, humor, stilovi humora, blagostanje, mentalno zdravlje.

HUMOR'S MANY FACES: BOOSTING AND UNDERMINING EFFECTS ON WELL-BEING

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Humor, as one of the vital character strengths, plays a significant role in enhancing mental health and various aspects of well-being. Through numerous studies rooted in positive psychology, humor is recognized not only for its capacity to bring joy but also for its therapeutic benefits. However, humor must also be recognized as a multifaceted construct that involves various styles, such as affiliative, self-enhancing, aggressive, and self-defeating humor. Given these diverse forms and styles, it could be expected that humor might have equally diverse effects and connections to mental health. This paper aims to provide an overview of the constructs of humor and well-being and to present an overview of the research findings on the relationships between these constructs and their components.

The results show that studies generally indicate a positive association between the use of affiliative and self-enhancing humor and psychological and emotional well-being. Conversely, the use of aggressive and self-defeating humor is often associated with detrimental effects on the well-being and health of the individual, as well as others.

The results are discussed: a) within the context of “The Complete State Model of Mental Health and Mental Illness”, b) considering interactions with other character strengths, and c) regarding practical applications in various fields of psychology, including psychotherapy, school psychology, and organizational psychology.

KEYWORDS: character strengths, humor, humor styles, well-being, mental health.

SAMOREGULACIJA EMOCIJA U KONTEKSTU ATAČMENTA I PODRŽAVAJUĆEG OKRUŽENJA

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S obzirom na dobro dokumentovane različite pozitivne efekte samoregulacije na optimalno funkcionisanje i zdravlje, ova karakterna snaga se izdvaja kao jedna od onih na kojoj vredi raditi. Ovaj pregledni rad se bavi aspektima samoregulacije usmerene ka emocijama, jer se efikasna regulacija emocija, definisana kao sposobnost upravljanja i modulacije emocionalnih iskustava radi postizanja specifičnih ciljeva, pokazala kao suštinski bitna za psihološku rezilijentnost i blagostanje. Cilj ovog rada je da istraži neke faktore rizika i zaštite vezanih za rani razvoj sposobnosti regulacije emocija i analizira potencijalne mehanizme koji leže u osnovi ovih veza. Rezultati pokazuju da je razvoj sposobnosti regulacije emocija značajno povezan sa atačmentom (emotivnom povezanosti) na ranom uzrastu. Reakcije i osetljivost staratelja su ključni faktor u oblikovanju adaptivnih internih radnih modela selfa i okoline, koji se često nazivaju stilovi atačmenta. Opsežna istraživanja su pokazala vezu između stilova atačmenta i sposobnosti da se emocije prepoznaju, iskažu i da se njima upravlja. Sigurni atačment i adaptivna regulacija emocija povezani su sa pozitivnim ishodima kao što su rezilijentnost i lično blagostanje, dok su nesigurni atačment i loša regulacija emocija povezani sa različitim problemima sa mentalnim zdravljem, kao što su anksiozni poremećaji, depresija, zavisnost, poremećaji u ishrani i antisocijalna ponašanja. U potpoglavlju Diskusija bavimo se 1) kako prepoznatim tako i potencijalnim mehanizmima koji povezuju obrasce atačmenta, regulacije emocija i blagostanja, i 2) implikacijama ovih rezultata za poboljšanje kapaciteta za regulaciju emocija kod dece u odnosima koji uključuju više staratelja i okruženja koja mogu da podrže pozitivan razvoj mladih, kao što su škole i druge zajednice.

KLJUČNE REČI: samoregulacija emocija, atačment u ranom uzrastu, razvoj regulacije emocija, mentalno zdravlje, podržavajuće okruženje.

SELF-REGULATION OF EMOTIONS IN THE CONTEXT OF ATTACHMENT AND SUPPORTIVE ENVIRONMENTS

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Self-regulation stands out among an array of character strengths worth enhancing, given its well-documented diverse positive effects on optimal functioning and health. This review focuses on aspects of self-regulation directed towards emotions, because effective emotion regulation, defined as the ability to manage and modulate emotional experiences to achieve specific goals, has proven essential for psychological resilience and well-being. The aim of this paper is to explore some risk and protective factors related to the early development of emotion regulation capacities and analyze potential mechanisms underlying these relationships. Findings indicate that the development of emotion regulation capacities is significantly related to early attachment relationships. Caregiver responsiveness and sensitivity are crucial in shaping adaptive internal working models of self and environment, often described as attachment styles. Extensive research has demonstrated the connection between attachment styles and the ability to identify, communicate, and manage emotions. Secure attachment and adaptive emotion regulation are linked to positive outcomes such as resilience and personal well-being, while insecure attachment and poor emotion regulation are associated with various mental health issues, including anxiety disorders, depression, addiction, eating disorders, and antisocial behaviors. The discussion addresses 1) recognized as well as potential mechanisms linking attachment patterns, emotion regulation, and well-being, and 2) implications of these findings for enhancing children's emotion regulation capacities within relationships involving multiple caregivers and environments that can support positive youth development, such as schools and other community settings.

KEYWORDS: self-regulation of emotions, early attachment, emotion regulation development, mental health, supportive environments.

RADIONICA / WORKSHOP

POZITIVNA PSIHOLOGIJA U PRAKSI: PODRŠKA DOBROBITI I MENTALNOM ZDRAVLJU PROSVETNIH RADNIKA

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Briga o mentalnom zdravlju je veoma važna, naročito u ovo stresno i izazovno vreme u kojem živimo. Istraživanja pokazuju da su depresija, apatija i nezadovoljstvo opšte prisutni, a da se problemi sa mentalnim zdravljem, nasiljem, zloupotrebom alkohola, droga i slično javljaju na sve nižem uzrastu. Težina savremenog života se prelila i na škole i školski život i rad. Prosvetni radnici su se našli na udaru mnogih izazova kada je u pitanju rad sa učenicima i briga o njima. Da bi se što uspešnije nosili sa tim izazovima prosvetni radnici treba da vode računa i o sebi i svom mentalnom zdravlju, da rade na svom osnaživanju i otpornosti.

Pozitivna psihologija nudi različite naučno utemeljene metode i tehnike koje nam mogu pomoći da se osećamo bolje. Ona nam daje i odgovore na pitanja: kako da ljude/decu učimo da budu otporniji na stres, da prepoznaju svoje dobre i jake strane i da ih dalje razvijaju, kako da ih učimo da budu optimisti i da neguju prijatne emocije i zašto je to važno, kako da ih učimo da budu srećniji i zadovoljniji, žive kvalitetnije i ispunjenije živote.

Na ovoj radionici ćemo se baviti primenom pozitivne psihologije u osnaživanju prosvetnih radnika za prevazilaženje različitih izazova u profesionalnom i privatnom okruženju u cilju očuvanja mentalnog zdravlja i povećanja profesionalne i lične dobrobiti.

Radionica je namenjena prosvetnim radnicima, ali i svim zainteresovanima za pozitivnu psihologiju, lični rast i razvoj, srećan i ispunjen život.

KLJUČNE REČI: pozitivna psihologija, mentalno zdravlje, dobrobit prosvetnih radnika.

POSITIVE PSYCHOLOGY IN PRACTICE: SUPPORTING THE WELL-BEING AND MENTAL HEALTH OF EDUCATIONAL WORKERS

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Taking care of mental health is very important, especially in these stressful and challenging times in which we live. Research shows that depression, apathy, and dissatisfaction are generally present and that problems with mental health, violence, abuse of alcohol, drugs, and the like appear at an increasingly younger age.

The weight of modern life has spilled over into schools and school life and work. Educational workers are faced with many challenges when it comes to working with and caring for students. In order to deal with these challenges as successfully as possible, educational workers should take care of themselves and their mental health, work on their empowerment and resilience.

Positive psychology offers various science-based methods and techniques to help us feel better. It also gives us answers to the questions: how to teach people/children to be more resilient to stress, to recognize their good and strong points and to develop them further, how to teach them to be optimistic and to nurture positive emotions and why it is important, how to teach them to be happier and more satisfied, to live better and more fulfilling lives.

In this workshop, we will deal with the application of positive psychology in empowering educational workers to overcome various challenges in the professional and private environment to preserve mental health and increase professional and personal well-being.

The workshop is intended for educational workers, but also for all those interested in positive psychology, personal growth and development, a happy and fulfilled life.

KEYWORDS: positive psychology, mental health, well-being of educational workers.

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