17th International Conference
DAYS OF APPLIED PSYCHOLOGY 2021
Psychology in the function of the well-being of the individual and society
Niš, Serbia, September 24th-25th 2021

BOOK OF ABSTRACTS
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УНИВЕРЗИТЕТ У НИШУ
ФИЛОЗОФСКИ ФАКУЛТЕТ

Дани Примењене Психологије
Days of Applied Psychology

unpredictable course of the pandemic, it is of great importance to comprehend the possible effect intense emotions might have on students' mental health.

Keywords: COVID-19; loneliness; negative emotions; university students

PREDICTING ACADEMIC STRESS DURING THE PANDEMIC: THE ROLE OF TRAIT EMOTIONAL INTELLIGENCE

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The COVID-19 pandemic has provoked extraordinary disruptions to higher education. Changes in learning opportunities and habits could contribute to academic pressure and stresses related to academic expectations, examinations and students' academic self-perceptions. According to previous studies, academic stress is related to both basic personality traits and emotional intelligence (EI) as a trait which demonstrated its relevance in numerous researches regarding stress and mental health domains. The present study sought to examine the role of trait EI in predicting the academic-related stress during the pandemic, while controlling for the basic personality traits. A sample (N = 291) of 259 female and 32 male participants, age range 18-33 (M=19.82, SD=1.70) completed: (1) Perceptions of Academic Stress (PAS) Scale, measuring intensity of academic-related stress, (2) HEXACO Personality Inventory Revised comprising traits Honesty-Humility, Emotionality, Extraversion, Agreeableness, Conscientiousness and Openness to experience, and (3) the TEIQue, examining trait EI (encompassing factors Well-Being, Self-control, Emotionality, and Sociability). Subjects

in this online research were students from the University of Belgrade. Hierarchical regression model comprised of the HEXACO personality traits (entered 1st) and trait EI factors (entered 2nd) as predictors, and academic stress as a criterion variable was tested. HEXACO personality traits explained 21% of variance ($F(6, 284) = 13.94$, *adj. R^2* = .211, $p < .001$) with Honesty-Humility (ß = -.113, $p < .05$), Emotionality (ß = .202, p<.001), Extraversion (ß = -.313, $p < .001$) and Conscientiousness (ß = -.166, $p < .01$) as significant predictors. In the second step, academic stress was predicted ($F(10, 280) = 12.12$, *adj. R^2* = .277, $p < .001$) positively by HEXACO Emotionality (ß = .200, p<.01) and negatively by trait EI factors Wellbeing (ß = -.205, $p < .01$) and Sociability (ß = -.171, $p < .05$). Predictors of the second block incrementally explained 7.5% of the variance in academic stress. The current data thus suggests that specific emotion related personality dispositions encompassed by trait EI (particularly Well-Being and Sociability) have a significant role in predicting academic-related stress during the pandemic. These findings also indicate that trait EI exibits incremental predictive validity over the basic personality dimensions.

Keywords: HEXACO model; academic stress; trait emotional intelligence; COVID-19; university students

ROLE OF WORK STRESS IN RISKY DRIVING

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Recent studies document the relationship between stress, driver behavior and crash involvement. The aim of the presented study is to contribute to a better understanding of the impact of works stress from different sources on driver behavior and road