AGGRESSIVENESS, DEPRESSION AND ACADEMIC ACHIEVEMENT OF STUDENTS [a]

Dušan Ranđelović[1*], Milica Mitrović[2], Miroslav Krstić[1]

[1]University of Priština temporarily settled in Kosovska Mitrovica, Faculty of Philosophy, Department of Psychology, Kosovska Mitrovica, Serbia
[2]University of Niš, Faculty of Philosophy, Department of Psychology, Niš, Serbia
alkadule9@yahoo.com

Abstract

The aim of this research is to examine the relationship between academic achievement and certain aspects of mental health (depression and aggressiveness) as well as the possibility of predicting academic achievement based on the mentioned variables. The sample consists of 228 freshman and sophomore students from the University in Priština temporarily settled in Kosovska Mitrovica. The following instruments were used in the research: Beck Depression Inventory (BDI-I, Beck, 1961) and Buss and Perry Aggression Questionnaire (AQ, Buss and Perry, 1992). The average grade during studies was considered as academic achievement.

The results show that there is a statistically significant negative correlation between academic achievement and physical aggressiveness (r=-0.249, p<0.01), and between academic achievement and depression (r=-0.249, p<0.01). The possibility of predicting academic achievement based on the set of variables of mental health (depression and aggressiveness and its aspects) was also confirmed. Depression proved to be the best predictor. The percentage of the explained variances was 15 %. There is a statistically significant difference regarding the prominence of depression and certain aspects of aggressiveness between male and female examinees. Female examinees proved to be more successful academically and more depressed in comparison to male examinees, while physical aggressiveness was more prominent among male examinees.

These results partly coincide with some earlier studies and they imply a need to perform preventive activities for the purpose of improving students' mental health and thus indirectly helping them to achieve better academic success.

Key words: mental health, aggressiveness, depression, academic achievement, gender

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АГРЕСИВНОСТ, ДЕПРЕСИВНОСТ И АКАДЕМСКО ПОСТИГНУЋЕ СТУДЕНАТА

Апстракт

Ово истраживање је реализовано у склопу шире истраживачке студије која се бавила континуираним праћењем менталног здравља студената на Универзитету у Приштини са повременим седиштем у Косовској Митровици, а подржано је од стране Министарства просвете, науке и технолошког развоја Републике Србије. Циљ истраживања био је испитати везу између школског успеха и појединих аспеката менталног здравља (анскиозност, депресивност и агресивност), као и могућност предикције школског успеха на основу поменутих варијабли. Узорак је чинило 228 студената II и III године студија Универзитета у Приштини са привременим седиштем у Косовској Митровици. У истраживању су коришћени следећи инструменти: Беков инветар анксиозности, Бекова скала депресивности, Бусова скала агресивности. Академски успех је сагледан као просечна оцена на студијама.

Резултати показују да постоји статистички значајна негативна повезаност између школског успеха и физичке агресивности (r=-0.249, p<0.01), као и између школског успеха и депресивности (r=-0.255, p<0.01). Такође, потврђена је и могућност предикције академског постигнућа на основу склопа варијабли менталног здравља, при чему се као најбољи предиктор показала депресивност. Проценат објашњене варијансе износио је 15,8%.

Овакви резулти се делимично поклапају са неким ранијим истраживањима и имплицирају потребу за спровођењем превентивних активности у циљу унапређивања менталног здравља, а посредно и постизања бољег академског успеха.

Кључне речи: ментално здравље, агресивност, депресивност, академски успех

INTRODUCTION

Mental health is part of general health and represents an important resource for an individual, families, and entire nations. Mental health problems and disorders represent a public health problem of the highest priority due to their relatively high prevalence, often chronic course of disease, as well as occurrence in adolescence and younger adult age. Success in every individual's life, even certain aspects of that success (e.g. academic success), greatly depends on the individual's mental health. It is widely accepted that problems with mental health occurring in adolescence affect not only the individual's mental health, but also physical health, the level of education, job opportunities, and job satisfaction (Breslau, Lane, Sampson and Kessler, 2008; Fletcher, 2010).

Young people are the pillars of every society, so timely and adequate monitoring and proper care of their mental health symbolically represents a capital investment that necessarily leads to prosperity of the community. In the last twenty years living conditions and stress factors in Serbia and the region have proven to be extremely negative for normal mental development, and at the same time they have contributed to the increased number of

those who asked for some kind of psychological or psychiatric help (Dimitrijević and Ranđelović, 2012; Milosavljević, 2000, Broers et al., 2006). Dimitrijević and Ranđelović report that there is increased aggressiveness among the students of the University of Niš and the University of Priština temporarily settled in Kosovska Mitrovica compared to the average prominence of primary aggressiveness in the general population. At the same time, a high level of susceptibility to stress was observed among the students of these two universities. Other research in Serbia and in the region also confirms that there is a disturbance of different aspects of mental health, or more specifically, there is increased aggressiveness, anxiety, and depression among the young people in Serbia, especially among the students studying in Kosovo and Metohia (Krstić, Ranđelović and Babić-Antić 2013; Ranđelović, Krstić and Babić-Antić, 2013; Ranđelović, Krstić, and Babić-Antić, 2014; Žikić et al., 2015). Such results stress the importance of continuous monitoring of different aspects of mental health as well as the need for conducting a number of preventive measures in order to protect and preserve mental health.

In addition to its negative connotation in everyday speech, aggressiveness also represents a significant adaptation resource and a means that helped mankind to survive in harsh living conditions. Among numerous definitions of aggressiveness, perhaps the most all-encompassing is the one suggested by Berkowitz (Berkowitz, 1993, apud Suris et al., 2004), which defines aggression as goal directed behavior with the intention of harming or damaging a person or an object. According to Buss (Buss, 1961, apud Bushma and Anderson, 1998) aggressiveness is a response that delivers a harmful stimulus to others on purpose or by accident. In his opinion, it is possible to classify human aggressive acts based on three dichotomous variables: physical-verbal, direct-indirect, and passive-active. Buss also considers different psychological components of aggressiveness such as anger, hostility, and open aggressive behavior, understood in the narrowest sense. Anger refers to feelings and it represents the affective component of aggressive behavior. Hostility is a negative evaluation of people and things, usually accompanied by anger. Anger and hostility further lead to aggressive behavior aimed at destroying objects, injuring, or inflicting harm (Buss, 1961, apud Ramirez and Andreu, 2006).

The problem of depression of students is an issue that should not be neglected, since depression is a serious and pervasive disease, which causes great suffering to the individual (Murray and Lopez, 1997). The incidence of depression among students is relatively high in most countries – the value obtained in a big study was 16 % in Michigan (Eisenberg et al., 2007), 33 % in Spain (Vasques and Blanco, 2006), 27 % in Turkey (Bayram and Bilgel, 2008). In the USA, 43.2 % of the students said that during the previous twelve months, at least once they have been so depressed that it influenced their everyday functioning (American College Health Association,

2008, apud Hill, Yaroslavsky and Pettit, 2015). Although many factors can contribute to the occurrence of depression, the most common ones among the student population are academic achievement, social stressors, and financial and adjustment problems, all of which appear when entering new surroundings (DeRoma, Leach and Leverett, 2009). Eisenberg and his associates (Eisenberg et al., 2007) obtained the results that indicate that students coming from financially unstable families more often show the symptoms of depression and anxiety. This result is particularly important in the context of the financial situation and instability existing in Serbian society. The results of the research conducted on the sample of students of the University of Priština temporarily settled in Kosovska Mitrovica indicate that 71 % of 321 examinees do not show a clinically significant level of depression (Ranđelović, Krstić and Babić Antić, 2014), which is an encouraging result.

Taking into consideration the fact that the incidence of depression among students is relatively high in most countries, what comes into question is the relationship between depression and academic achievement of students. The research results indicate that there is a negative correlation between depression and academic achievement (Al-Qaisy, 2011; DeRoma, Leach and Leverett, 2009), which can be explained by the fact that the symptoms of depression such as inability to concentrate, loss of interest, or lack of initiative can disturb cognitive functioning (Da Fonseca et al., 2009). Using longitudinal research design Andrews and Wilding (Andrews and Wilding, 2004) obtained the result that financial and other difficulties during studies can lead to an increased level of depression and anxiety, that financial difficulties can influence academic achievement, and that depression has a negative effect on results achieved in exams.

Regarding the relationship between aggressiveness and academic achievement, research results show there is a negative correlation between aggressive tendencies and verbal reasoning (Kikas, Peets, Tropp and Hinn, 2009) and aggressive tendencies and creative thinking (Levy Tacher and Anderson Readdick, 2006), as well as a negative effect of aggression on the overall academic achievement (Uludag, 2013).

METHOD

Problem, Aim and Objectives

This research was inspired by a number of research projects conducted in Kosovo and Metohia, dealing with empirical monitoring of different aspects of young people's mental health (Dimitrijević and Ranđelović, 2012; Ranđelović, Krstić and Babić Antić, 2014; Ranđelović, Mitrović and Dimitrijević, 2014).

The aim of the research was to establish a connection between academic success on the one hand, and aggressiveness (total aggressiveness

and its particular aspects: verbal aggressiveness, physical aggressiveness, anger, and hostility) and depression on the other hand, as well as to examine the possibility of predicting academic success based on the values of aggressiveness and depression among students.

The abovementioned aim can be divided into the following specific objectives:

1. To establish the level of prominence of depression and aggressiveness;
2. To examine the relations between academic achievement and certain aspects of mental health (depression and aggressiveness);
3. To check the possibility of predicting academic achievement based on the values of different aspects of aggressiveness and depression;
4. To examine the differences in the prominence of depression and aggressiveness regarding the examinees' gender.

Variables and Instruments

Depression was measured by Beck Depression Inventory, BDI-I (Beck, 1961). It consists of 21 items, and examinees answer using a four-point Likert scale (0-3). The total score is calculated by addition of the answers, and the values of the total score range from 0 to 63, where the higher total score indicates the more prominent features of depression. The cut-off value for the presence of clinically significant features of depression is 10 points (Richter et al., 1998). The reliability of this instrument on our sample, assessed as Cronbach's alpha, was 0.79, which we found to be satisfactory. The following items were given: I do not feel sad 0; I feel sad 1; I am sad all the time and I can't help feeling like that 2; I am so sad and miserable that I cannot bear it 3.

Aggressiveness was measured using Buss and Perry's Aggressiveness Questionnaire (Buss and Perry, 1992), which consists of 29 items divided into four subscales: Physical Aggressiveness (PA), Verbal Aggressiveness (VA), Anger (A), and Hostility (H). However, besides the scores for each subscale, what also has to be considered is the Total Aggressiveness Score, which represents the sum of individual subscale scores. The examinees answered by choosing one of the given answers on a five-point Likert scale (1 – it is completely typical of me, 5 – it is completely atypical of me) for each item. Some example items are: *I become so angry that I break things; If someone hits me, I will fight back;* or *I easily lose my temper, but I quickly calm down*. The possible results for total aggressiveness range from 29 to 145. The result ranges for particular subscales are: a) physical aggressiveness 9-45; b) verbal aggressiveness 5-25; c) anger 7-35; and d) hostility 8-40. The aggressiveness scale reliability on this sample is 0.87.

The average grade during studies was regarded as academic success.

Sample and Procedure

The research was conducted in May 2014. We obtained the agreement of the deans of the faculties involved and conducted the research during lectures at faculties and during practice classes in certain subjects, coordinated by professors and teaching assistants. The questionnaires were given in groups and each group had 30 minutes to complete them.

The sample consisted of the first and second year students of the University of Priština temporarily settled in Kosovska Mitrovica. The sample included the students with permanent place of residence in different parts of South Serbia (Leskovac, Vranje, Niš, and Prokuplje), as well as in Kosovo and Metohia (Northern part of Kosovska Mitrovica, Leposavić, Lešak, Lipljan, and Gračanica). With a reduction of the initial sample (Np = 320), the students that were taken into consideration were only those who reported to have spent most of their time in the previous year (more than 60 %) in Kosovska Mitrovica. We assumed that the place of living can affect the level of aggressiveness and depression, so the sample included only the students who spent most of their time in Kosovska Mitrovica (in student halls of residence or private accommodation), where the faculties from which the sample was obtained are located. Students from the Faculty of Law, Faculty of Philosophy, and Faculty of Medicine comprised the final sample (N = 228), with 76 examinees taken from each faculty. The choice of examinees was based on a quota, and the attention was given to their gender (m/f = 107/121) and to their structure regarding their year of studies (the students of certain gender and year of studies were proportionally chosen in the sample according to the share of the mentioned quotas in the total student population from these faculties).[1] The average age of the examinees was 21.55.

Statistical Data Analysis

We used descriptive statistics techniques to analyze the data (arithmetic mean, standard deviation, frequencies, and percentages) as well as statistics for drawing conclusions (Pearson correlation coefficient, t-test for significance of differences, and multiple regression analysis).

RESULTS AND DISCUSSION

The Prominence of Basic Variables in the Research

Table 1 shows the basic descriptive indicators (arithmetic mean, standard deviation, and range) for basic variables in the research: academic

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[1] The structure of student population based on gender and year of studies was obtained from student services at their respective faculties.

success, depression, total aggressiveness, and its aspects (physical, verbal, anger, and hostility).

Table 1. The prominence of basic variables in the research

	N	Minimum	Maximum	Arithmetic mean	Standard deviation
Academic achievement	228	6.00	9.80	7.64	0.92
Depression	228	0.00	39.00	8.15	7.89
Total aggressiveness	228	34.00	123.00	77.03	18.02
Physical aggressiveness	228	9.00	40.00	19.64	7.16
Verbal aggressiveness	228	5.00	24.00	15.06	3.86
Anger	228	7.00	34.00	19.60	6.15
Hostility	228	8.00	38.00	22.73	6.16
Total	228				

Table 2. The level of depression

Level of depression	Frequency	Percentage	Cumulative percentage
No depression	156	68.4	68.4
Mild level of depression	48	21.1	89.5
Moderate level of depression	17	7.5	96.9
Significant level of depression	7	3.1	100.0

The results in Table 1 show that the prominence of total aggressiveness and its aspects is slightly below theoretical average value (theoretical average value for the whole scale and certain subscales: Total aggressiveness=72.5; Physical aggressiveness=27; Verbal aggressiveness= 15; Anger=21; Hostility=24), apart from verbal aggressiveness, whose prominence corresponds to the theoretical average value. By comparing the obtained results with the results of the research conducted by Ranđelović, Mitrović, and Dimitrijević in October 2013 (Ranđelović, Mitrović and Dimitrijević, 2014), which also included the students of the University of Priština, we observed a matching level of prominence of depression and its aspects. Moreover, the results of our research are in accordance with the results of the research conducted in 2011 at the University of Priština (Ranđelović, Krstić and Babić Antić, 2013). The matching values of these results points to the stability of the tendency in student population to exhibit different forms of aggressiveness in the last five years, whereby this tendency corresponds to the average value, which is a satisfactory result since aggressiveness represents a significant resource of adaptation and self-confirmation.

As far as depression is concerned, 68.4 % of the examinees do not manifest a clinically significant level of depression, which is an encouraging result. However, the results of the research by Ranđelović, Mitrović, and Dimitrijević (2014) show that the percentage of examinees without a

clinically significant level of depression on the sample of students of the University of Priština is 71 %, which is similar to our results. The results given in Table 2 show that the percentage of students who manifest a clinically significant level of depression (from mild to significant) is 31.7 %, which is almost a third of the sample and an increased percentage compared to the research conducted by Ranđelović, Krstić, and Babić Antić (2014), where this percentage was 28.9 % of the sample. The problem of depression of students is particularly important because depression represents a serious and pervasive disease, which can disturb an individual's cognitive functioning (Da Fonseca et al., 2009; Murray and Lopez, 1997). When considering the depression of students, we should not neglect the research results which indicate a negative correlation between depression and financial instability and difficulties (Andrews and Wilding, 2004; Eisenberg et al., 2007), whose negative effect on the mental health of the young in Serbia could be the topic of further research.

Correlation of Academic Success with Some Aspects of Mental Health

The results of correlation analysis show that academic success statistically negatively correlates with depression ($r = -0.25$, $p<0.01$) and physical aggressiveness ($r = -0.249$, $p<0.05$) (Table 3).

Table 3. Correlation of academic success with some aspects of mental health

	Depression	Total aggressiveness	Physical aggressiveness	Verbal aggressiveness	Anger	Hostility
Academic p	-.255 (**)	-.146	-.249 (*)	-.073	-.084	.000
achievement sig	.009	.140	.011	.461	.398	.998

[**] Correlation is significant at the 0.01 level.
[*] Correlation is significant at the 0.05 level.

The obtained results are in accordance with Uludag's research results (Uludag, 2013). In order to understand the obtained results, we will consider the results of the study by Kikas et al. (Kikas, Peets, Tropp and Hinn, 2009) in which a negative correlation between physical aggressiveness and verbal reasoning was obtained, which the authors explained by noticing that persons with a high level of abstract verbal reasoning are able to consider the alternatives and consequences of behavior in conflict situations and, as a result, choose more appropriate behavior. Consequently, we could say that our result is expected since the assumption was that persons with a higher level of abstract verbal reasoning will have higher academic achievement, so a negative correlation between physical aggressiveness and academic achievement is expected.

As far as the negative correlation between depression and academic achievement is concerned, we can say that this result was also expected, especially if the results of previous research are taken into consideration

(Al-Qaisy, 2011; De Roma, Leach and Leverett, 2009). The result can be explained by the interpretation given by Da Fonseca and associates (Da Fonseca et al., 2009), stating that depression symptoms (impossibility to concentrate, loss of interest, and lack of initiative) can disturb cognitive functioning to a great extent, which can in turn affect academic achievement.

Possibility of Predicting Academic Success Based on the Values of Certain Aspects of Mental Health

One of the research objectives was to examine the possibility of predicting academic success based on the level of depression as well as some aspects of aggressiveness of students. This was checked by means of multiple regression analysis, with the following predictive variables: depression, physical aggressiveness, verbal aggressiveness, anger, and hostility, while the criterion was academic achievement. The results are shown in Table 4.

Table 4. Multiple regression analysis: Aspects of mental health (depression, aggression) as predictors of academic achievement

Predictors	Criterion: Academic achievement		
	Beta (β)	Significance	Model summary
Depression	-.321	.002	
Physical aggressiveness	-.297	.012	$R = 0.398^{**}$
Verbal aggressiveness	.046	.759	$R^2 = 0.158^{**}$
Anger	-.085	.524	$F(5,223) = 3.642^{**}$
Hostility	.088	.417	Significance = 0.005

The results show that the model that includes depression, physical and verbal aggressiveness, anger, and hostility is significant for predicting academic success. The model accounts for 16 % of the criterion variance and moderately correlates with it. Only depression (β=-0.321) and physical aggressiveness (β=-0.297) are prominent as significant predictors of academic success, with depression having a bigger independent contribution in the prediction of the criterion. Both predictors represent negative correlations of academic success. In fact, based on the results, it is expected that the students who are more depressed and have more prominent physical aggressiveness will have lower academic success.

So far the empirical studies of academic achievement predictors have considered cognitive factors (Hanak, 1999; Laidra, 2007), such as general intellectual abilities and different aspects of intellectual functioning, personality dimensions (Martin et al., 2006), and sociological predictors (Swift, 1975; Taylor et al., 1997), whereas different aspects of mental health have almost been neglected. The possibility of predicting academic achievement (with 16 % of the variance

accounted for) based on the prominence of depression and certain aspects of aggressiveness points to the relevance of these aspects of mental health and the necessity of considering them when discussing the factors of success in the academic world.

Difference in the Prominence of the Examined Variables
in View of the Examinees' Gender

The results of testing the differences in the prominence of the basic research variables in view of the examinees' gender suggest significant differences regarding the prominence of academic success, depression, and physical aggressiveness. Female examinees proved more academically successful and more depressed compared to male examinees, whereas physical aggressiveness was more prominent among male examinees (Table 5).

Table 5. The significance of differences in the level of prominence of the basic research variables in view of the examinees' gender

		N	AS	SD	t	df	sig
Academic achievement	males	107	7.48	0.87	-2.525	226	.012
	females	121	7.78	0.94			
Depression	males	107	6.48	6.84	-3.065	226	.002
	females	121	9.63	8.47			
Total aggressiveness	males	107	78.59	18.66	1.229	226	.220
	females	121	75.65	17.39			
Physical aggressiveness	males	107	21.73	7.28	4.286	226	.000
	females	121	17.80	6.55			
Verbal aggressiveness	males	107	15.25	3.79	.717	226	.474
	females	121	14.88	3.93			
Anger	males	107	19.02	6.22	-1.335	226	.183
	females	121	20.11	6.07			
Hostility	males	107	22.59	6.24	-.330	226	.741
	females	121	22.86	6.12			

A higher level of prominence of physical aggressiveness among male examinees is not surprising and this result is in accordance with the results of the research conducted among students of the University of Priština (Ranđelović, Mitrović and Dimitrijević, 1994). According to Buss (Buss, 1961, apud Bjorkqvist, 1994), aggressiveness is a typical male phenomenon, whereby a higher level of physical aggressiveness among males does not only have its biological basis but also a cultural one (Bjorkqvist, 1994).

This result is supported by previous research results (for example, Ranđelović, Mitrović and Dimitrijević, 2014), and one of the possible explanations is that it is not possible to attribute aggressiveness only to men

and that men are more prone to manifesting physical aggressiveness, whereas women are more prone to manifesting indirect forms of aggressiveness.

The results shown in Table 5 indicate the existence of a statistically significant difference in the level of prominence of depression, with females showing a higher level of depression compared to males. This result is in accordance with the results of the research done by Ge and associates (Ge, Conger and Elder, 2001) on the sample of students who were monitored for six years and whose level of depression was registered in each measuring. The results showed that significant differences in the prominence of depression among girls are registered even in the eighth grade and that they are consistent in the following four years. By comparing female and male students regarding the level of prominence of depression, Žikić and Nikolić (2014) obtained the results indicating that there are statistically significant differences in the prominence of depression among female students, which is in accordance with the results obtained in this research. Among other things, the authors stress the significance of gender hormones, which do not only have a relevant role in the development and plasticity of limbic centers important for a person's response to stress, but are also significant for depressive mood and behavior (Heim et al., apud Žikić and Nikolić, 2014).

CONCLUSION

The care for the mental health of students is the responsibility of society, especially in social circumstances that often compromise the individual's mental health. It is well known that success in life and some of its aspects, including academic achievement, are largely determined by mental health. The results of this research confirm the correlation between academic achievement and certain aspects of mental health, i.e. depression and aggressiveness.

Despite the fact that the level of prominence of aggressiveness is average among students in our sample (aggressiveness in general and some of its aspects) and that depression is not so prominent, some parts of our report should be accepted with caution. Namely, the finding that 31 % of the examinees manifest a clinically significant level of depression should prompt the organization of adequate and timely prevention programs.

The data indicating the possibility of predicting academic achievement based on the level of depression and certain aspects of aggressiveness confirms even further the importance of taking care of the mental health aspects of young people.

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АГРЕСИВНОСТ, ДЕПРЕСИВНОСТ И АКАДЕМСКО ПОСТИГНУЋЕ СТУДЕНАТА

Душан Ранђеловић[1], Милица Митровић[2], Мирослав Крстић[1]

[1]Универзитет у Приштини са привременим седиштем у Косовској Митровици, Филозофски факултет, Департман за психологију, Косовска Митровица, Србија

[2]Универзитет у Нишу, Филозофски факултет, Департман за психологију, Ниш, Србија

Резиме

Ментално здравље је важан ресурс за појединца, породице и нације. С обзиром на то да су млади носиоци и стуб сваког друштва, благовремено и адекватно праћење и вођење рачуна о менталном здрављу младих представља, у симболичном смислу, капиталну инвестицију која нужно води ка просперитету заједнице. Успех у животу сваког појединца, па и поједини аспекти тог успеха (на пример академски успех) у великој мери зависе од менталног здравља појединца.

Циљ истраживања био је испитати везу између школског успеха и појединих аспеката менталног здравља (депресивност и агресивност), као и могућност предикције школског успеха на основу поменутих варијабли. Узорак је чинило 228 студената I и II године студија Универзитета у Приштини са привременим седиштем у Косовској Митровици. У истраживању су коришћени следећи инструменти: Бекова скала депресивности (Beck Depression Inventory, BDI-I, Beck, 1961) и Упитник агресивности (Buss & Perri, 1992). Академски успех је сагледан као просечна оцена на студијама.

Резултати показују да постоји статистички значајна негативна повезаност између школског успеха и физичке агресивности ($r=-0.249$, $p<0.01$), као и између школског успеха и депресивности ($r=-0.255$, $p<0.01$). Такође, потврђена је и могућност предикције академског постигнућа на основу склопа варијабли менталног здравља (депресивности, агресивности и њених аспеката), при чему се као најбољи предиктор показала депресивност. Проценат објашњене варијансе износио је 15 %. Постоји статистички значајна разлика у изражености депресивности и појединих аспеката агресивности између младића и девојака. Девојке су се показале академски успешнијим и депресивнијим у односу на младиће, док је физичка агресивност израженија код младића.

Ови резулти се делимично поклапају са неким ранијим истраживањима и имплицирају потребу за спровођењем превентивних активности у циљу унапређивања менталног здравља, а посредно и постизања бољег академског успеха.

Постоји потреба за даљим праћењем различитих аспеката менталног здравља младих са Косова и Метохије, нарочито ако се узме у обзир специфичност опште климе на Косову и Метохији (несигурност, недостатак слободе кретања, непостојање слободе медија...).

Повезаност појединих аспеката менталног здравља и академског постигнућа говоре у прилог чињеници да факултети и академске институције генерално треба да воде више рачуна када је реч о праћењу менталног здравља студентске популације.