



Diagnosis of the level of personality stress resistance

Kateryna Kushnirenko

PhD in Psychological Sciences, Associate Professor
State University of Trade and Economics
02156, 19 Kyoto Str., Kyiv, Ukraine
<https://orcid.org/0000-0003-3922-0388>

Violetta Stuzhna*

Student
State University of Trade and Economics
02156, 19 Kyoto Str., Kyiv, Ukraine

◆ **Abstract.** Modern psychology increasingly focuses on the study of stress resistance as a key mental state that determines an individual's ability to counteract the negative effects of stress factors. In the context of military events in Ukraine, the study of this issue is particularly relevant for assessing the potential for effective functioning and self-realisation of individuals in conditions of increased psycho-emotional stress. The aim of the study was to conduct a comprehensive study of stress resistance characteristics and assess its level among the subjects using standardised methods. The study involved 35 male and female students of higher education institutions in Kyiv aged 16 to 22. Two methods were selected, including the assessment of stress resistance and social adaptation according to D. Holmes and K. Rahe and the determination of stress levels according to V. Shcherbatykh. The study found that modern students are most likely to have a medium level of stress resistance. At the same time, the motivation to avoid failure is evenly distributed among the sample at three levels (medium, moderately high and excessively high). Based on the analysis of the data obtained, it was established that the entire sample showed the best indicator of low stress impact. At the same time, about a third of the study participants demonstrated a high level of stress factors. Such students are in a state of stress, which requires psychological support to overcome. The results indicated the need to develop individual strategies for coping with stress, developing psychological flexibility, and increasing awareness of emotional processes. In the future, these data can be used to create psychoprophylactic programmes aimed at strengthening stress resistance and the adaptive potential of the individual in conditions of increased psychological stress

◆ **Keywords:** self-regulation; stressors; ways to increase stress resistance; young people; adaptation; socialisation

◆ Introduction

In modern conditions, there is a growing scientific interest in the problem of stress resistance, which was considered as a psychological characteristic that determines the ability of an individual to counteract the influence of stress factors. As emphasised by O. Dzhezhera & O. Yurchuk (2023), in a period of rapid economic, political and technological change, people are constantly adapting to a changing environment, as a result of which stress becomes an integral part of everyday life, and internal tension manifests itself through psychological discomfort, which can manifest itself in con-

flicts, irritation or aggression. Social changes, the restructuring of public consciousness, mental stress, and difficulties in adapting to changed environmental conditions become the most stressful factors, and an insufficient level of stress resistance can worsen a person's life, reduce their effectiveness in any activity, and lead to irreversible processes (Andriyashina, 2022). The work of P.D. McGorry *et al.* (2022) emphasises that the most common sources of stress for students are academic workload, financial instability and social isolation, which directly or indirectly affect stress resistance

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*Corresponding author

levels. A survey by E. Nikolayev *et al.* (2023) showed that students and teachers are under significant psychological pressure caused by war, uncertainty, isolation, and repressive conditions, which negatively affects their emotional well-being and performance. According to B. Baizhumanova *et al.* (2024), high levels of stress among students are a constant trend associated not only with academic workload but also with global social changes. In a study of stress, depression, and anxiety levels among Ukrainian students during the war, T. Yamchuk (2025) obtained the following main results: high levels of depression and anxiety, as well as consistently elevated stress levels. A study by I.G. Golovska & O.Yu. Hrytsyk (2025) found that in the early adolescent group (15-17 years old), 20% of participants had low stress levels, while in the older group (18-23 years old), 36.7% of participants had low stress levels. According to L.V. Nedilko & I.V. Burylo (2022), stress resistance should be considered as a structural, functional, dynamic and complex property of an individual, which is formed when a person encounters stressful factors that are often repeated in various circumstances; It depends on understanding the life situation, its adequate assessment, and the ability to predict one's actions. It generates the ability to choose rational means and ways to overcome stress. Analysis of the above publications confirmed the general trend towards an increase in psycho-emotional stress among students, which is particularly due to socio-political instability and armed conflict in Ukraine. The aim of the study was to evaluate the effectiveness of diagnosing the level of stress resistance of an individual and to determine the characteristics of stress resistance. In accordance with the set aim, the following objectives were formulated:

- 1) to conduct a theoretical analysis of the main concepts and approaches to the phenomenon of psychological resistance to stress and to reveal the psychological essence of the concept of stress resistance of an individual;
- 2) to conduct an empirical study to identify the psychological characteristics of the development and manifestation of stress resistance;
- 3) to develop psychological recommendations for improving and strengthening the level of stress resistance.

The scientific novelty of the article lies in reflecting the current state of anxiety and stress resistance among modern students, clarifying the basic principles and concepts of the subject under study, and improving psychodiagnostic tools for studying anxiety.

◆ Materials and Methods

To achieve the aim and solve the set objectives, a complex of interrelated research methods was used:

1. General theoretical – analysis of scientific literature, generalisation, systematisation of scientific research on the problem of stress resistance, interpretation of result.
2. Empirical – surveys, questionnaires, testing using specific research methods, psychological interpretation of the research material.

The methodological basis of the research was the concept of stress resistance determinants developed by

researchers V.M. Korolchuk (2010) and A.S. Stepova (2018). Thirty-five students aged 16 to 22 participated in the empirical study: 17 individuals aged 16-19 and 18 individuals aged 20-22. Dividing the groups by age made it possible to trace how different stages of life affect the reaction to and perception of stressful situations. The distribution of participants by gender showed that there were 21 females and 14 males, i.e. women accounted for 60% of the sample and men for 40%. All participants in the study were first-to fourth-year students at higher education institutions in Kyiv and Chernihiv, including: the State University of Trade and Economics, the Ukrainian State University named after M.P. Dragomanov, the Taras Shevchenko National University of Kyiv, the O.O. Bogomolets National Medical University, and the Penitentiary Academy of Ukraine. The study was conducted online using Google Forms in January-February 2025. During the survey, ethical norms and professional standards of psychological practice were observed. Participants' data were coded in accordance with the principles of confidentiality, anonymity, and protection of personal information in accordance with the provisions of the World Medical Association's Declaration of Helsinki (WMA, 2024).

The first method used was the stress resistance and social adaptation methodology developed by D. Holmes and C. Rahe, which indicates the level of stress resistance that shows how a person is able to cope with stress (Romanovskaya, 2014). A low test score indicates a high level of stress resistance and a low probability of developing psychological disorders, while a high score indicates a significant likelihood of their occurrence. The second method chosen was the stress level test by V. Shcherbatykh (Stress level test..., n.d.). This method uses tools designed to assess the level of psychological stress and its impact on the individual. The main purpose of this test is to determine the extent to which the subject feels the impact of stress on their psychological state. The test consists of several sections (intellectual, behavioural, emotional, physiological) that correspond to a specific sign of stress.

◆ Results and Discussion

Table 1 contains the results of assessing the stress resistance and social adaptation of respondents using the methodology of D. Holmes and K. Rahe. Table 1 shows that males have higher and medium stress resistance levels compared to females. Low stress resistance is more common among females, which indicates that male respondents are better able to cope with stress. The results of the age category analysis revealed minor differences in the ability to resist stressful events. This means that the highest level of stress resistance is the medium level, followed by high levels of stress resistance, while low levels are 23.5% (16-19 years) and 22.2% (20-22 years). Thus, according to the stress scale of D. Holmes and K. Rahe, in the 20-22 age group, there was an increase in indicators with medium and low levels of stress resistance compared to the 16-19 age group. The data obtained are shown schematically in Figures 1, 2 and 3

Table 1. Results of the study to determine stress resistance and social adaptation using the method developed by D. Holmes and C. Rahe

Degree of stress resistance	Indicators (number)									
	Entire sample		Females		Males		16-19 years old		20-22 years old	
	individuals	%	individuals	%	individuals	%	individuals	%	individuals	%
High	10	28.6	5	23.8	5	35.7	5	29.4	5	27.8
Medium	17	48.6	11	52.4	6	42.9	8	47.1	9	50
Low	8	22.8	5	23.8	3	21.4	4	23.5	4	22.2
Total	35	100	21	100	14	100	17	100	18	100

Source: developed by the authors

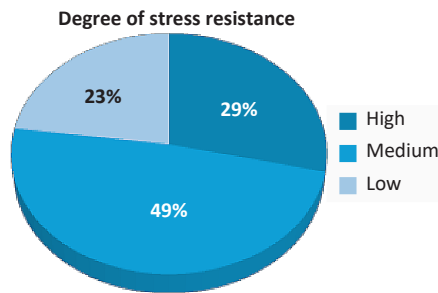


Figure 1. Research results for the determination of stress resistance and social adaptation using the D. Holmes and K. Rahe method for the entire sample

Source: developed by the authors

Figure 1 and Table 1 show that 28% (10 people) of all study participants have a high level of stress resistance, which indicates a low level of susceptibility to stress. Forty-nine per cent (17 people) of respondents showed a medium, acceptable level of stress resistance. This indicator showed a threshold level of stress resistance, which is determined by the medium degree of stress impact. According to the results of the data obtained, 23% of all respondents (8 people) achieved a low level of stress resistance. This indicator showed a characteristic high degree of stress load. Figure 2 showed gender differences in stress resistance indicators.

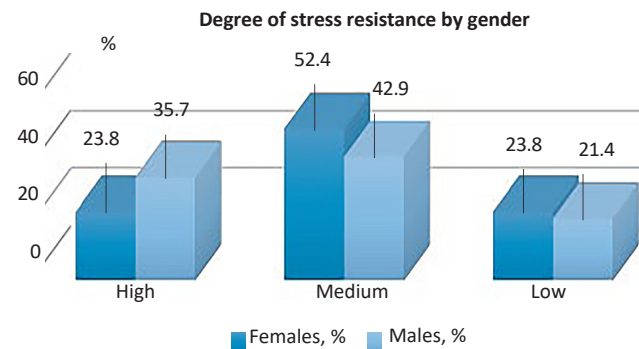


Figure 2. Research results for the determination of stress resistance and social adaptation using the D. Holmes and K. Rahe method by gender

Source: developed by the authors

A higher medium level of stress resistance was found in men than in women. Thus, the medium level of stress resistance is better among women than among men. The low level of stress resistance is approximately the same for both sexes. The results of the study by gender, presented in Figure 2, indicate a predominant level of stress resistance, mostly at the medium level, in both men and women. The results of the study to determine stress resistance and social adaptation using the method of D. Holmes and K. Rahe by age category are shown in Figure 3.

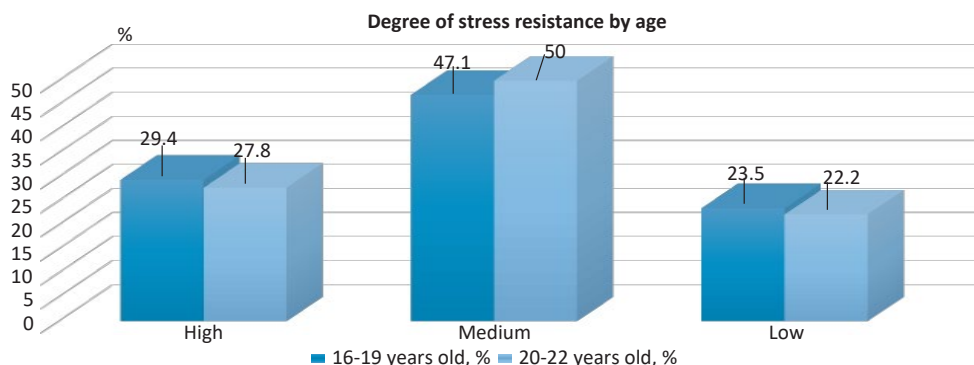


Figure 3. Research results for the determination of stress resistance and social adaptation using the D. Holmes and K. Rahe method by age category

Source: developed by the authors

Analysis of the results by age group showed that there were no significant differences in stress resistance levels depending on age. All indicators had similar values, differing

only by a small percentage. The results of the study to determine the level of stress impact using the V. Shcherbatykh method are presented in Table 2.

Table 2. Results of the study among respondents using the method for determining stress levels developed by V. Shcherbatykh

Level of stress impact	Indicators (number)									
	Entire sample		Females		Males		16-19 years old		20-22 years old	
	individuals	%	individuals	%	individuals	%	individuals	%	individuals	%
High	13	37.2	8	38.1	5	35.7	7	41.2	6	33.34
Medium	11	31.4	6	28.6	5	35.7	5	29.4	6	33.33
Low	11	31.4	7	33.3	4	28.6	5	29.4	6	33.33
Total	35	100	21	100	14	100	17	100	18	100

Source: developed by the authors

The results presented in Table 2 show that the highest stress levels are low across all categories of the study. Next are medium and high stress levels, which are approximately the same across all categories except gender. By age, the highest level of stress impact is among people aged 20-22 (33.3%). Women experience higher levels of stress than men (33.3% compared to 28.6%). The low level of stress is higher among women than men (38.1% versus 35.7%). However, the medium level of stress is higher among men (35.7%) than among women (28.6%). Respondents aged 16-19 have a higher rate of low stress levels – 41.2%, while the 20-22 age group has 33.3%. For the entire sample, the highest indicator is the low stress impact indicator (37.2%). Figure 4 shows the results of the stress level study using the V. Shcherbatykh method among the entire sample, which made it possible to assess the overall distribution of stress levels.

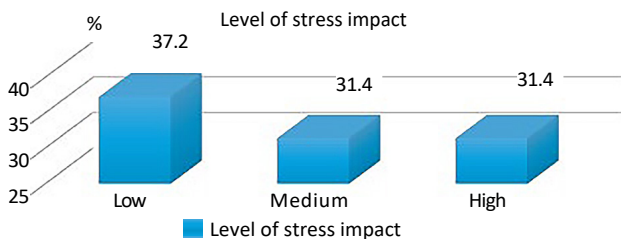


Figure 4. Research results for the determination of the level of stress using the V. Shcherbatykh method for the entire sample

Source: developed by the authors

Figure 4 shows that 37.2% of all respondents (13 people) experience low levels of stress. This indicates that the respondents experience minimal stress levels. Medium stress levels were observed in 31.4% of respondents (11 people), which may be a sign of tension in the emotional and physiological systems of the body. High stress levels were found in 31.4% of respondents (11 people) – a high indicator, which indicates the depletion of adaptive energy reserves. Figure 5 shows that students aged 16-19 did not experience significant stress during the study period. The low level indicator in the 16-19 age group is higher than that in the 20-22 age group. The medium level of stress is experienced by a larger number of young people aged 20-22. Approximately one third of respondents in both age groups experience high levels of stress. It can be assumed that this situation is directly related to the military actions on the territory of Ukraine, which causes anxiety

and reduces life satisfaction. The results of this study were consistent with the conclusions of other researchers who have studied the problem of stress resistance among students. I.G. Golovska & O.Yu. Hrytsyk (2025) conducted a study that consisted of determining the role of psychological knowledge as a determinant in the process of overcoming stress, as well as analysing its impact on the development of adaptive strategies and personal resources in crisis situations. There were more participants with low stress levels – 36.7%, with medium stress levels – 63.3%, and no cases of high stress levels were recorded. The stress levels determined in this study using V. Shcherbatykh's methodology showed similar indicators for low levels and significantly different indicators for medium and high levels, which may indicate different sensitivity of the study participants to stress factors, as well as individual characteristics of psycho-emotional stability. Such a difference in the indicators of medium and high stress levels may indicate the presence of certain external or internal factors that affect respondents in different ways – for example, differences in coping strategies, levels of social support, or personality traits such as anxiety, emotional stability, or self-control. In addition, this may indicate an uneven distribution of psycho-emotional stress among the sample, which is important to consider when analysing the results and formulating recommendations for reducing stress levels. O.K. Kravtsova (2018) defined stress resistance as a complex mental property that that develops in ontogenesis, depends on the individual typological characteristics of the nervous system and temperament, is realised through psychological defence mechanisms and coping strategies, and requires purposeful development, especially in adolescents who have experienced the effects of war. According to A.S. Stepova (2018), stress resistance is a key factor in the psychological health and success of students, especially in adolescence, when self-regulation and life values are formed. High levels of stress negatively affect learning, communication and adaptation. S.O. Bogdanov & V.A. Chernobrovkina (2017) considered the very concept of stress resistance in the context of “strengths”. In this approach, stress resistance means skills, abilities, knowledge, and discoveries that accumulate over time as a result of solving problems and overcoming challenges. This means that during and after an emergency, well-being is maintained through the resources and abilities that are already present and well developed in a particular person. Based on the results of an empirical study, S.M. Myronets (2011)

concluded that the development of conscious self-regulation is the factor that prevents the negative impact of stress on the effectiveness and reliability of the professional activities of rescuers, and the specifics of the profession have a certain impact on the development of individual characteristics of self-regulation in professionals. The results of a study by H. Dubczak (2019) showed that the main source of psychological stress among university and vocational college students is academic activity, with university students and women experiencing higher levels of stress. Ways of coping with stress often involve unhealthy practices, which highlights the need for targeted psychological support and the development of stress resistance in future professionals. O.I. Mykhaylova (2022) developed a corrective and developmental programme on stress and the formation of stress resistance in individuals, confirming the relevance of the issue under study and increasing the validity of the data obtained in the current study. Y.V. Kushnir & O.V. Yaremychuk (2022) found that 14.29% of students have a high level of stress resistance, which ensures the ability to remain calm and confident in various life situations. A medium level of stress resistance was found in 65.71% of the subjects. This level of stress resistance is expressed in the ability to actively resist everyday difficulties, allowing to successfully find a way out of difficult life situations and cope with them. Twenty per cent of respondents demonstrated a low level of stress resistance, characterised by difficulty in adapting to the surrounding reality. The data from Y.V. Kushnir & O.V. Yaremychuk correlate with the results of this study, which allows to conclude that it is valid.

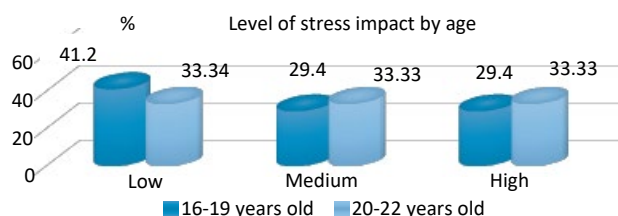


Figure 5. Research results for the determination of the level of stress using the V. Shcherbatykh method by age

Source: developed by the authors

A.I. Rudenok *et al.* (2024) identified the main components of stress resistance: emotional stability, self-regulation, cognitive resources, adaptability, social support, physical endurance, and optimistic thinking. Psychological Service of PDAU (2025) conducted an online survey of employees of Poltava State Agrarian University to determine their psycho-emotional state. An empirical study of the impact of stressors on the mental and somatic health of university employees was conducted with the aim of selecting effective psychotherapeutic tools for the development of psychological resilience using V. Shcherbatykh's stress level test. According to the results of the study, only 2.9% of respondents showed no signs of stress. In 17.6% of respondents, the indicators correspond to a state of "moderate stress", while 41.2% of those surveyed are in a

state of "severe stress". This is consistent with the results of this study, where 31.4% of respondents scored high on V. Shcherbatykh's stress test, confirming the trend towards increased psycho-emotional stress, which is particularly relevant in conditions of socio-political instability and war. According to the conclusions of V. Virchenko (2024), the increase in mental disorders among Ukrainian students during the war has a negative impact on the acquisition of knowledge and the development of professional competencies, which poses a threat to effective post-war economic recovery and requires timely and adequate measures in the field of public policy on the mental health of students. Thus, the results of this study correlate with the data of contemporary scientists, who also record a significant proportion of students with moderate and high levels of stress. According to O.M. Kokun & O. Bezverkyh (2024), stress resistance is an integral personality trait that encompasses a complex of cognitive, emotional, adaptive, and personal characteristics that enable a person to cope with stress and resist the negative effects of stressors in order to maintain mental health. In turn, R.S. Lazarus & S. Folkman (1994) considered stress resistance through the concept of coping strategies, i.e., how a person cognitively assesses a stressful situation, how they perceive stressors, and what strategy they choose to overcome their consequences. The researchers argued that coping is not a static trait, but a dynamic process that involves active interaction between the individual and their environment. In general, the results emphasised that stress resistance is a multidimensional characteristic that is shaped by both external factors (life events, social environment) and internal factors (personality traits, response type, level of self-regulation).

◆ Conclusions

Analysis of the data obtained showed that the medium level of stress resistance prevails among modern students. At the same time, the motivation to avoid failure was evenly distributed among the study participants at three levels: medium, moderately high, and high. Also, the entire sample demonstrated a better indicator of low stress impact. At the same time, it was found that approximately one-third of the subjects suffer from high stressors. Such students are in a state of stress, which requires psychological support to overcome. This indicates that the subjects are able to tolerate stress without harm to their body and psyche and experience an average threshold of stress load. With an medium level of stress resistance, a person retains the ability to function effectively and psychological resources. In this case, a person has sufficient stress resistance to combat the negative psychological states that arise during stress and the ability to counteract stressors.

The data obtained confirmed the need to develop individual strategies for overcoming stress, forming psychological flexibility, and increasing awareness in the emotional sphere. In the future, the results of the present study can be used to develop psychoprophylactic programmes aimed at increasing stress resistance and the adaptive potential

of individuals in conditions of increasing psychological stress. In particular, the high prevalence of symptoms of stress, anxiety and depression among young people indicates the need to develop and implement effective psychological and social support programmes. These could include training in emotional regulation, time management skills development, psychological counselling, and the creation of a supportive educational environment. Students with low stress resistance, maladaptive behaviour patterns or high stress levels require special attention as they are a potential risk group for psychological distress. The article adds to the scientific base of research in the field of stress resistance among students. It also emphasises the

importance of introducing institutional psychological services in higher education institutions aimed at preventing emotional burnout and developing effective strategies for coping with stressful situations.

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◆ Conflict of Interest

None.

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Діагностика рівня стресостійкості особистості

Катерина Кушніренко

Кандидат психологічних наук, доцент
Державний торговельно-економічний університет
02156, вул. Кіото, 19, м. Київ, Україна
<https://orcid.org/0000-0003-3922-0388>

Віолетта Стужна

Студент
Державний торговельно-економічний університет
02156, вул. Кіото, 19, м. Київ, Україна

✦ **Анотація.** Сучасна психологія дедалі більше концентрується на дослідженні стресостійкості як ключового психічного стану, що визначає здатність особистості протидіяти негативним впливам стресових факторів. У контексті воєнних подій в Україні вивчення цієї проблематики набуває особливої актуальності для оцінки потенціалу ефективного функціонування та самореалізації особистості в умовах підвищеного психоемоційного навантаження. Метою роботи було комплексне дослідження характеристик стресостійкості та оцінка її рівня серед обстежуваних за допомогою стандартизованих методик. В дослідженні взяло участь 35 студентів закладів вищої освіти м. Києва жіночої та чоловічої статі віком від 16 до 22 років. Було обрано дві методики, що включають оцінку стресостійкості та соціальної адаптації за Д. Холмсом і К. Рейгом і визначення рівня стресу за В. Щербатих. В результаті проведеного дослідження виявлено, що сучасним студентам найбільше характерний середній рівень стресостійкості. Водночас мотивація до уникнення невдачі рівномірно виражена серед вибірки на трьох рівнях (середня, помірковано висока та занадто висока). На основі аналізу отриманих даних встановлено, що вся вибірка показала кращий показник по низькому ступеню впливу стресу. При цьому близько третини учасників дослідження продемонструвало високий рівень впливу стресогенних факторів. Такі студенти перебувають у стані стресу, для подолання якого потрібно звернутися за психологічною підтримкою. Отримані результати вказують на потребу формування індивідуальних стратегій подолання стресу, розвитку психологічної гнучкості та підвищення усвідомленості емоційних процесів. У подальшому ці дані можуть бути використані для створення психопрофілактичних програм, спрямованих на зміцнення стресостійкості та адаптаційного потенціалу особистості в умовах підвищеного психологічного навантаження.

✦ **Ключові слова:** саморегуляція; стресори; способи підвищення стресостійкості; молодь; адаптація; соціалізація