



The influence of personal resources and coping strategies on students' stress resilience

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◆ **Abstract.** In contemporary conditions of heightened psycho-emotional strain, students are increasingly confronted with difficulties related to academic activities, social adaptation, interpersonal interaction, and uncertainty about the future. Prolonged stress has a negative impact on mental health, academic performance, and quality of life, which underscores the importance of studying the mechanisms of psychological resilience. Personal resources – cognitive, emotional, motivational, and social – play a key role in ensuring stress resilience, determining an individual's ability to respond appropriately to challenges, adapt to change, and effectively solve life tasks. Coping strategies act as a practical mechanism for the implementation of these resources and ensure the regulation of the psycho-emotional state. The aim of the study was to determine the influence of personal resources and coping strategies on students' stress resilience, as well as to identify the interrelationships between psychological resources, coping methods and adaptive capabilities in academic and social environments. A total of 199 students from higher education institutions took part in the study. Of these, 175 were in Ukraine when completing the questionnaires, and 24 were abroad. The study was conducted in 2022-2024 – a period of heightened stress caused by military events. The WIPPF 2.0 questionnaire was used to assess personal resources, and the "Coping Strategies" questionnaire by Richard Lazarus was employed to identify dominant ways of coping with stress. The results showed that students predominantly use a combination of problem-focused and emotion-focused coping strategies, while avoidance is used less frequently but is characterised by significant individual variability. A higher level of development of personal resources (in particular primary and secondary abilities) is associated with more constructive coping with difficulties and a lower tendency towards avoidance. Social support models (family, peers, mentors) contribute to the use of problem-focused strategies, positive reappraisal of situations, and a reduction in avoidant behaviour. The highest level of stress resilience is ensured by the integration of personal and social resources, which is reflected in more adaptive forms of behaviour

◆ **Keywords:** adaptation; psycho-emotional strain; self-regulation; avoidance; mental well-being

◆ Introduction

Contemporary young people studying in higher education institutions are increasingly confronted with psycho-emotional strain associated with academic activity, social adaptation, interpersonal interactions, and uncertainty about the future. Prolonged stress negatively affects mental health, academic performance, and overall quality of life, which necessitates an in-depth study of the mechanisms of psychological resilience. Personal resources are viewed as

a complex of internal personality characteristics – cognitive, emotional, motivational and behavioural – that facilitate adaptation to stressful situations and the overcoming of psychological and emotional difficulties. They are a key component of psychological resilience, as they determine a person's ability to restore stability after stress and effectively mobilise internal reserves. This concept is supported by the research of M. Tyutiunnyk (2025), which analyses the

Suggested Citation:

Ovcharenko, O. (2026). The influence of personal resources and coping strategies on students' stress resilience. *Bulletin of National Defence University of Ukraine*, 21(2), 61-70. doi: 10.33099/2617-6858-26-21-2-61-70.

Article's History: Received: 02.11.2025; Revised: 24.02.2026; Accepted: 30.03.2026; Published: 16.04.2026



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relationship between personal resources and stress resilience, particularly in the Ukrainian context. Contemporary approaches interpret stress resilience not as a stable trait, but as a dynamic process of interaction between resources, situations and coping. As noted by L. Mazai (2023), it is formed through the constant renewal of personal resources – self-regulation, meaning in life, social support – rather than merely through their presence. Stress resilience is defined by the ability to maintain functionality and mental equilibrium under conditions of prolonged or repeated stress. Ukrainian psychologists emphasise that effective resilience is formed through a combination of personal resources and behavioural coping strategies. Indicators of psychological resilience are complex in nature and depend both on internal resources – patience, optimism, self-regulation – and on external factors of support, in particular social assistance and the presence of role models. The integration of these components determines the effectiveness of adaptation to stressful conditions. The socio-psychological circumstances in Ukraine, particularly the war, significantly heighten the need to study the mechanisms of resilience among young people. The study by L. Sak & N. Maluk (2025) analyses the psychological resources of the Ukrainian population during the war, including methods of coping with stress, which underscores the relevance of such research for young people in education as well.

The increased focus on the role of personal resources in the development of resilience is driven by contemporary socio-psychological challenges, including the significant impact of military events on the mental health of the population. Stress coping strategies are viewed as a combination of active and passive behavioural approaches that facilitate adaptation to difficult life circumstances. R. Kulakov & L. Kulakova (2024) highlighted their important role in young people's psychological responses to academic and social difficulties. Constructive coping methods – planning, taking responsibility, positive reappraisal – enhance adaptive responses and act as predictors of high stress resilience, whereas passive methods, particularly avoidance or distancing, reduce the effectiveness of coping with stress. In conditions of war and crisis-driven change, the concept of development becomes crucial: effective coping strategies not only facilitate adaptation but can also stimulate personal growth. Young people employ various behavioural models of stress response, yet their choices are not always adaptive. The most common are escape/avoidance, positive reappraisal and self-control, which indicate a desire to reduce emotional tension without a deep analysis of the problem. The least common remains the strategy of taking responsibility, which points to an insufficient readiness to actively resolve difficulties.

Compared to young people in vocational training institutions, those studying at higher education institutions are more likely to employ constructive ways of coping with stress – such as seeking social support and planning solutions to problems. This is linked to a greater awareness of their own resources and well-developed self-regulation

skills. At the same time, among the dominant models for coping with stress, a significant proportion of destructive mechanisms, such as avoidance or escape, are still observed, which reduces the effectiveness of adaptation. The work of S.V. Puchno (2023) demonstrated that very low, low and below-average levels of stress resilience are associated with marked sensitivity to stressors. Such individuals are characterised by an intense emotional reaction to stressful events and prolonged distress over their consequences, which can lead to a state of chronic or prolonged stress. Individuals with an average level of stress resilience demonstrate a moderate reaction to the influence of stressors, and negative emotional experiences are usually shorter in duration and less intense. In contrast, stress resilience levels above the average (above average, high and very high) are characterised by a less pronounced reaction to stressors, as well as a quicker recovery of emotional state. In such cases, the experience of stressful situations is less intense and passes more quickly. Regardless of the chosen coping model, its application helps to reduce psychological and emotional tension. The most effective strategy for reducing stress is emotional expression, whereas avoidance provides only short-term relief. According to Yu.S. Kozlovska (2025), the problem-oriented approach requires more time and resources, but ensures deeper adaptation. An analysis of the relationship between coping strategies and stress levels shows that, at high stress levels, confrontation and seeking social support are more common; at moderate levels, planning, positive reappraisal and taking responsibility; and at low levels, a combination of support and avoidance. It is the moderate level of stress that demonstrates the most adaptive coping model. At the same time, as noted by I. Melnychuk & H. Horska (2023), it is inappropriate to assess any strategy as “effective” or “ineffective” without taking context into account.

Young people often utilise religious support and positive reframing of situations, which highlights the importance of value- and meaning-oriented perspectives and cognitive reappraisal as key mechanisms for adapting to stressful conditions. The choice of coping strategies is largely determined by the socio-cultural context (Ben Fadhel & Adawi, 2020). A study by B.Y. Hatunoglu (2020) found no gender differences in self-confidence or seeking social support. At the same time, the course of study influences the tendency towards problem-focused responses. S.M. Buzhynska *et al.* (2021) noted that the development of the ability to cope with stress in young people is largely determined by the level of state and trait anxiety, as well as the characteristics of the use of various coping strategies. Among these, the following types of coping behaviour stand out: problem-solving orientation, emotionally directed response, avoidance, distraction and social distraction. Personal resources play an important role in the development of psychological resilience; these include a person's material, physical, informational, instrumental and psychological capabilities. Key factors contributing to an increased ability to effectively cope with stressful

situations during student life include the ability to solve problems constructively under pressure, a relatively low level of anxiety, as well as individual psychological characteristics, in particular confidence in one's own abilities and an optimistic attitude towards the future. Satisfaction with one's chosen profession and a positive emotional backdrop to academic activities are also important prerequisites. The development of these qualities can be facilitated by incorporating various forms of psychological and educational support into the educational process, including seminars, practical sessions, training courses and simulation methods. Such approaches promote successful adaptation to the learning environment, boost confidence in one's own abilities and stimulate motivation for further professional development.

Stress factors may have both negative and mobilising effects. Most young people tend to prefer positive response patterns, such as confidence in their own abilities, optimism, and seeking social support. At the same time, higher levels of distress are more often observed among students in earlier years of study, individuals without their own income, those with limited support from the educational environment, and among people with prior mental health disorders (Mozid, 2022). Active coping with difficulties and seeking emotional support contribute to the regulation of psycho-emotional strain, whereas self-blame tends to intensify it. Thus, students' stress resilience is formed through the interaction of personal resources, coping strategies, and social support. This becomes particularly significant in the context of contemporary social challenges and requires further research as well as the development of psychological support programmes for students. The aim of the study was to analyse the role of personal resources and coping strategies in the development of students' stress resilience, as well as to examine the relationships between psychological resources, methods of coping with stress, and their impact on adaptation in academic and social contexts. The objectives of the study were: to determine the mean indicators of personal resources and coping strategies among students; to assess the level of expression of different types of coping strategies among students; to analyse the relationships between personal resources and coping strategies in order to identify correlation patterns.

◆ Materials and Methods

The study was conducted in 2022-2024, during the period of full-scale military actions, which resulted in an increased level of stress load within the sample. The sample was non-random and formed according to the principle of respondent availability. It consisted of 199 students from various higher education institutions, namely: students of the University "Ukraine" – 20.10% (40 respondents); students of Taras Shevchenko National University of Kyiv – 37.19% (74 respondents); students of the Institute of Postgraduate Education (Taras Shevchenko National University of Kyiv) – 34.17% (68 respondents); students of the Academy of Labour, Social Relations and Tourism – 4.02%

(8 respondents); and students of other higher education institutions – 4.52% (9 respondents). In terms of year of study: first year – 7.54%, second year – 8.54%, third year – 5.03%, fourth year – 3.52%, fifth year – 75.37%. By gender: female – 80.40%, male – 19.60%. Place of residence at the time of completing the questionnaire: 24 students were outside Ukraine and 175 were in Ukraine. The survey was conducted in the format of electronic testing using the Google Forms platform. All respondents voluntarily agreed to participate and were informed about the aims of the study, which was conducted in accordance with the principles of the Helsinki Declaration of the World Medical Association (2024). In the questionnaire data, students indicated their gender, age, name of the higher education institution, year of study, and place of residence at the time of completing the questionnaire (Ukraine or abroad). Students were asked to assess their level of stress during the war on a scale from 1 to 3 (where 1 = high level of stress; 2 = neutral level; 3 = low level of stress). High stress was reported by 50.25% of respondents, a neutral level by 39.70%, and a low level by 10.05%.

The Wiesbaden Questionnaire of Positive Psychotherapy and Family Therapy (WIPPF 2.0) was used to assess internal personal resources and identify individuals' actual and potential capacities. The methodology is based on the theoretical principles of Positive Psychotherapy and allows for the evaluation of value systems, resource characteristics, and features of psychological functioning. In addition, the questionnaire made it possible to analyse the functioning of social norms and interpersonal relationships, as well as to identify potential disturbances in the sphere of relational capacities. The Ukrainian adaptation by L. Serdiuk (2022) corresponds to contemporary approaches to the study of positive mental health and can be used in psychological research as a reliable assessment tool. The Ways of Coping Questionnaire (Lazarus & Folkman, 1988) was used to identify dominant coping strategies: problem-focused, emotion-focused, and avoidance strategies.

For statistical processing of the results, methods of descriptive and inferential statistics were applied. Descriptive statistics included the calculation of the mean (Mean), standard deviation (SD), minimum (Min), and maximum (Max) values of the indicators. The Student's t-test was used to compare mean values between groups. Prior to applying parametric methods, the normality of data distribution was tested using the Shapiro-Wilk test, which made it possible to assess the suitability of using the t-test and other parametric statistical procedures. To analyse the structure of the sample, the percentage distribution of levels (high, moderate, low) of personal resources and coping strategies was also determined. To identify relationships between indicators of resilience and individual components of personal resources, correlation analysis using Pearson's coefficient was conducted (* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$). Statistical analysis of the obtained results was carried out using the jamovi software package, version 2.6.19.

◆ Results and Discussion

In contemporary psychology, stress resilience is viewed as a complex, multidimensional phenomenon, the formation of which is associated with the interaction of personal resources, coping strategies, and the social context. Personal resources, encompassing cognitive, emotional, motivational, and social factors, play a key role in shaping an individual's ability to respond effectively to stressful situations, adapt to change, and solve life tasks. At the same time, coping strategies function as a system of behavioural and cognitive methods of dealing with stress through which these resources are realised in practical activity. The classical approach of S. Folkman & R.S. Lazarus (1988) conceptualised coping primarily as a response to a threatening situation. Contemporary research interprets it more broadly – as an active mechanism for regulating mental states and behaviour. As emphasised by R. Schwarzer (2024), under conditions of traumatisa-tion caused by war, key resources include social support and self-efficacy, which determine psychological well-being and resilience. A high level of self-efficacy enables constructive responses to traumatic events, whereas a low level increases the risk of post-traumatic stress disorder and other mental health disturbances. In this context, coping acts not only as a reaction to stress but also as a system of self-regulation capable of preventing the development of distress. Coping strategies are of considerable importance for academic performance, as they influence the ability to overcome learning difficulties and maintain motivation. Problem-focused strategies activate internal resources, promote self-regulation, and facilitate goal-directed problem-solving. In contrast, emotion-focused or avoidant responses may reduce the effectiveness of academic activity. The issue of stress resilience becomes particularly relevant in the context of contemporary socio-psychological challenges. Young people face specific stressors, including academic overload, uncertainty about the future, social instability, and the impact of wartime events. The study by O.D. Kresan *et al.* (2025) showed that creative youth are particularly vulnerable to stress factors and require the development of psychological resources to support mental well-being.

As noted by L. Serdiuk (2021), primary actual abilities play an important role in shaping an individual's emotional attitude towards themselves and others in interpersonal interaction. They function as significant regulators of behaviour, as they are closely linked to the psychodynamic characteristics of the individual, particularly the sense of self-worth and personal significance. The development of these abilities facilitates the realisation of personal

potential, enhances the capacity to effectively withstand stressors, and supports life satisfaction and psychological well-being. In this regard, such internal experiences as awareness of one's identity, a sense of self-continuity, belief in one's own abilities, and trust in others are of particular importance. B. Sayis *et al.* (2024) also emphasised the role of positive psychological resources – optimism, meaning in life, self-efficacy, a positive image of the future, and psychological well-being. In particular, the Best Possible Self intervention contributes to an increase in positive affect and the development of self-regulation resources among students. The study by I. Nadyukova & A.C. Frenzel (2025) demonstrated that even under the challenging conditions of war, teachers employ various coping strategies, including emotional regulation and seeking social support, while positive experiences derived from professional activity act as a protective factor. In this context, the concept of social and collective efficacy is also important – namely, the shared belief of a group or community in its ability to overcome difficulties and restore social connections. Psychological interventions, particularly cognitive-behavioural approaches, are aimed at strengthening belief in one's own capabilities, developing social support, and expanding networks of mutual assistance. At the same time, social support may sometimes be accompanied by the effect of “shared stress experience”, which should be taken into account in psychological practice. The level of stress is directly related to the types of coping strategies an individual employs. At the same time, there is a possibility of post-traumatic growth, whereby overcoming difficult life events contributes to the development of personal resources and new meanings in life (Dubchak, 2018). Despite the considerable number of theoretical models, the scientific literature still lacks sufficiently systematised empirical data on how the combination of personal resources and coping strategies influences the level of stress resilience and adaptive behaviour of young people in academic, social, and inter-personal environments.

Table 1 presents descriptive statistical indicators of the average level of expression of coping strategies in the studied sample. In particular, it includes the maximum and minimum values for each scale, mean scores, and standard deviation, reflecting the degree of variability in responses. This approach makes it possible to assess the predominant ways of coping with stressful situations among students – namely problem-focused, emotion-focused, and avoidance strategies – as well as to determine their relative expression within the structure of respondents' coping behaviour.

Table 1. Average level of coping strategies

Scale	Max	Min	Mean	SD
Problem-focused coping	18	0	12.21	3.30
Emotion-focused coping	21	2	12.26	4.17
Avoidance strategies	24	2	11.88	4.30

Source: compiled by the author

The data obtained indicate that students demonstrate a moderate level of use of coping strategies. Problem-focused and emotion-focused strategies are used at roughly the same level (~12.2-12.3), which indicates a balanced approach to overcoming stressful situations: through active actions and working with the emotional sphere. Avoidance strategies have slightly lower average scores, though the difference from other types of coping is negligible. This suggests that students are less likely to resort to avoiding problems when trying to deal with them. The high variance in avoidance strategies ($SD = 4.30$) indicates significant individual variation: some students actively use avoidance, whilst others hardly employ such strategies at all. Overall,

students' coping strategies are characterised by proactivity, with a predominance of goal-directed problem-solving and emotional regulation. At the same time, individual differences in the use of avoidance strategies are noted, reflecting students' varying readiness to cope with stressful situations. Table 2 presents the percentage distribution of the levels of expression of coping strategies among respondents. In particular, it shows the proportion of students with high, medium and low levels of use of problem-focused, emotion-focused and avoidance strategies. This approach allows to identify the dominant models of stress management, assess their prevalence among study participants and trace general trends in the structure of coping behaviour.

Table 2. Level of severity of coping strategies (%)

Scale	High	Medium	Low
Problem-focused coping	47.24	48.74	4.02
Emotion-focused coping	42.71	54.27	2.51
Avoidance strategies	24.12	66.33	9.55

Source: compiled by the author

Analysis of the data shows that problem-focused coping strategies are used by students at a high level in almost half of cases (47.24%), whilst the majority of respondents (48.74%) use them at a moderate level. Only a small proportion (4.02%) demonstrate a low level of use of these strategies. As for emotion-focused coping strategies, moderate use predominates (54.27%), high use is observed in 42.71% of students, and low use in 2.51%. Avoidance strategies are mostly used at a moderate level (66.33%), a high level is characteristic of 24.12% of students, and a low level of 9.55%. Thus, it can be concluded that students predominantly choose moderate coping

strategies, with problem- and emotion-focused methods being actively utilised. Avoidance strategies are used less frequently and more often at the moderate level, indicating a general tendency towards actively overcoming stressful situations. Table 3 presents descriptive statistical indicators of students' personal resources, assessed using the WIPPF methodology. Such an analysis allows for the assessment of the level of development of primary and secondary relevant abilities, the characteristics of the balance model's spheres, as well as the expression of the 'role model' indicator as components of the system of students' personal resources.

Table 3. Average scores for students' personal resources (WIPPF)

Scale	Max	Min	Mean	SD
Secondary actual abilities	12	3	8.74	1.74
Primary actual abilities	12	3	9.23	1.74
Domains of the balance model	12	3	8.27	1.95
Role model	12	3	7.55	2.65

Source: compiled by the author

The analysis of the obtained data shows that the mean score for primary actual abilities is the highest (9.23), indicating a sufficient level of basic self-regulation and students' ability to effectively solve life tasks. Secondary actual abilities have a slightly lower level (8.74), reflecting a moderate level of more advanced skills related to self-development and adaptation to new conditions. The domains of the balance model (8.27) indicate a moderate development of internal stability and harmonious interaction between the individual and their environment. The lowest mean score is observed on the "role model" scale (7.55), accompanied by a high standard deviation (2.65), which points to considerable variability within the sample and a need to develop social reference points, role-based learning, and leadership models of behaviour. Thus, students are characterised by

a moderate level of personal resources: basic self-regulation skills are more developed, whereas social and role-based orientations are less pronounced. This highlights the relevance of implementing training programmes aimed at developing role models, mentorship, and social support. Table 4 presents the percentage distribution of students according to levels of development of personal resources in accordance with the WIPPF methodology. It indicates the proportion of respondents with high, moderate, and low levels of development of secondary and primary actual abilities, the domains of the balance model, and the "role model" indicator. This approach makes it possible to assess the structure of personal resources within the sample, identify dominant levels of their expression, and outline directions for further psychological support of students.

Table 4. Distribution of students by levels of WIPPF personal resource indicators (%)

Scale	High	Medium	Low
Secondary actual abilities	37.73	55.60	6.67
Primary actual abilities	47.11	49.37	3.52
Domains of the balance model	25.75	66.33	7.92
Role model	25.71	49.92	24.37

Source: compiled by the author

The analysis shows that the majority of students demonstrate a moderate level of development of personal resources across all categories. A high level is most pronounced in primary actual abilities (47.11%) and secondary abilities (37.73%), reflecting the formation of basic skills of independence and adaptive behaviour. A low level in the “role model” indicator (24.37%) suggests that a considerable proportion of students require mentorship, the development of social models, and role-based learning. Thus, in the studied sample, personal resources are characterised by a moderate level of development: basic self-regulatory abilities are better developed than social and

role-based orientations. To enhance students’ stress resilience, it is important to focus on the development of role models and social interaction skills. Table 5 presents the results of the correlation analysis, demonstrating the relationships between indicators of personal resources and coping strategies. In particular, correlations were analysed between the scales of personal resources (secondary and primary actual abilities, domains of the balance model, and the role model indicator) and various coping strategies, such as self-control, confrontational coping, distancing, acceptance of responsibility, planning problem-solving, positive reappraisal, seeking social support, and avoidance.

Table 5. Correlation analysis of variables of personal resources and coping strategies

Scales								
	Self-control	Confrontational coping	Distancing	Acceptance of responsibility	Planning problem-solving	Positive reappraisal	Seeking social support	Avoidance
Secondary actual abilities								
Punctuality	0.157*	0.214**	-0.161*					
Diligence					0.196**	0.196**		
Obedience		-0.218**						
Neatness				0.201**				
Primary actual abilities								
Patience		-0.192**					-0.151*	-0.295***
Contacts	-0.143*			-0.147*		0.168*		-0.290***
Hope		0.160*			0.408***	0.419***		-0.246***
Time								-0.297***
Tenderness/sexuality								-0.147*
Love				-0.197**	0.337***	0.317***		-0.347***
Faith/meaning/religion					0.176*	0.350***		-0.167*
Trust					0.146*			
Balance model								
Body/sensations		0.164*			0.421***	0.340***		-0.158*
Activity		0.153*			0.395***	0.354***		-0.201**
Fantasy/future								-0.228**
Role model								
We				-0.153*	0.265***	0.200***		-0.171*
Father						0.181*		-0.145*
Others					0.176*	0.350***		-0.167*
You								-0.226**

Note: * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$

Source: compiled by the author

Secondary actual abilities:

♦ Punctuality: a weak positive correlation with self-control (0.157*) and confrontational coping (0.214**), and a weak negative correlation with distancing (-0.161*). More organised students are more likely to demonstrate active behaviour in stressful situations and are willing to take responsibility.

♦ Diligence: positively correlates with acceptance of responsibility and planning of actions (0.196**), reflecting the ability to effectively structure behaviour under stress.

♦ Obedience and neatness: obedience negatively correlates with confrontational coping (-0.218**), while neatness facilitates acceptance of responsibility (0.201**).

Primary actual abilities:

- ♦ Patience: negatively correlates with confrontational coping (-0.192**) and seeking social support (-0.151*), indicating a calmer, less conflict-prone response to stress.

- ♦ Contacts: positively associated with positive reappraisal (0.168*), but negatively with self-control, acceptance of responsibility, and avoidance (from -0.143* to -0.290***), suggesting a balance between social interaction and individual regulation.

- ♦ Hope: enhances planning problem-solving (0.408***) and positive reappraisal (0.419***), while reducing avoidance (-0.246***), reflecting active exploratory and cognitive regulation.

- ♦ Time and tenderness/sexuality: negatively correlate with avoidance (-0.297***, -0.147*), thus contributing to more constructive responses to stress.

- ♦ Love and faith/meaning/religion: support planning and positive reappraisal (0.317***-0.337***), while simultaneously reducing avoidance of stressful situations.

Balance model:

- ♦ Body/sensations and activity: positively correlate with confrontational coping (0.153*-0.164*), planning problem-solving (0.395***-0.421***), and positive reappraisal (0.340***-0.354***), while showing weak negative correlations with avoidance (from -0.158* to -0.201**).

- ♦ Fantasy/future: a negative correlation with avoidance (-0.228**) indicates a conscious orientation towards development and the future.

Role model:

- ♦ “We”: positively associated with planning (0.265***) and positive reappraisal (0.200***), and negatively with acceptance of responsibility (-0.153*) and avoidance (-0.171*).

- ♦ “Father” and “Others”: positively correlate with positive reappraisal (0.181*-0.350***) and planning problem-solving, while simultaneously reducing avoidance.

- ♦ “You”: negatively correlates with avoidance (-0.226**), demonstrating the ability to cope with difficulties independently.

The results of the study confirm that students' personal resources and the coping strategies they choose play a decisive role in the development of stress resilience and the ability to adapt to contemporary socio-psychological challenges. The analysis of the obtained data showed that students demonstrate a moderate level of expression of both problem-focused and emotion-focused coping strategies, indicating a balanced approach to dealing with stressful situations. The mean values of these strategies reflect approximately equal activity in the use of behavioural and emotional mechanisms of tension regulation. Avoidance strategies are used somewhat less frequently; however, the high variance indicates significant individual differences among students: some actively avoid stressful situations, while others hardly use such strategies at all. Correlation analysis demonstrated that a high level of personal resources serves as a prerequisite for the effective use of constructive coping strategies.

Students with well-developed secondary and primary actual abilities, as well as a high integration of physical, emotional, and cognitive components, are more likely to use planning problem-solving and positive reappraisal, and less likely to avoid stressful events. This indicates a direct mechanism of influence: internal resources support cognitive and emotional regulation, thereby enhancing the effectiveness of coping with stress. Social resources, particularly role models, function as an additional factor in supporting and shaping adaptive behaviour. The interaction between personal and social resources creates a comprehensive structure of stress resilience: students with more developed internal resources and strong social models demonstrate the highest levels of adaptability in stressful situations.

The obtained results confirm that students' personal resources and their choice of coping strategies act as interrelated components in the development of stress resilience, particularly under conditions of chronic social strain. The analysis revealed a moderate level of use of both problem-focused and emotion-focused strategies, while the level of avoidance was relatively lower. This is consistent with the transactional model of stress by S. Folkman & R.S. Lazarus (1988), according to which effective coping involves a flexible combination of different types of coping depending on the appraisal of the situation. Students do not rely on a single type of response but rather employ combined strategies of action and emotional regulation. The high proportion of students experiencing strong subjective stress (over 50%) corresponds with findings from studies on youth psychological functioning in conditions of prolonged crises. In particular, K. Litwic-Kaminska *et al.* (2023) emphasised the role of resilience as a key buffer between stress and maladjustment. In this sample, the highest indicators were observed in primary actual abilities – basic self-regulatory resources – which confirms the fundamental role of internal control, engagement, and challenge acceptance. Similar trends were identified by C. Wolfner *et al.* (2023), highlighting the importance of developing adaptive coping strategies.

Correlation analysis demonstrated that a high level of personal resources is a prerequisite for the use of constructive coping strategies. Students with well-developed secondary and primary actual abilities, as well as a high level of integration of physical, emotional, and cognitive components, are more likely to employ planning problem-solving and positive reappraisal, while avoidance is used less frequently. This confirms a direct mechanism: internal resources support cognitive and emotional regulation, thereby enhancing the effectiveness of coping with stress. As noted by O. Chykhantsova (2021), the ability to effectively regulate emotional experiences in stressful situations and the development of resilience largely depend on the level of development of primary actual abilities. These include a sense of self-identity and self-continuity, belief in one's own capabilities, and trust

in others. At the same time, among secondary abilities, such qualities as diligence, responsibility, and thrift are associated with resilience. This suggests that the ability to control stressful situations is largely supported by cognitive abilities that reflect successful activity and orientation towards social norms. Thus, personal resources serve as an important factor in the formation and development of resilience. At the same time, an individual's readiness to cope effectively with difficulties is not universal: for some, it is hindered by a lack of experience in dealing with challenging life situations or by limited internal resources.

Of particular importance is the identified relationship between hope, meaning in life, love, and adaptive coping strategies. These findings align with the PERMA model of positive psychology, which emphasises the role of positive emotions, optimism, and meaning orientations in coping with stress (Kovich *et al.*, 2023). The presence of value-meaning resources contributes to a reduction in avoidance and a more active use of constructive strategies. Social models ("role models") demonstrate the lowest mean level and a considerable proportion of low values; however, they show an important relationship with planning and positive reappraisal. This is consistent with the research of G.A. Bonanno (2004) on psychological resilience, where social support and observation of adaptive behavioural models serve as key factors in recovery after traumatic events. Negative correlations between patience and seeking social support indicate that during periods of chronic stress, autonomy may be more functional than dependence on others. A distinctive feature of this study is that it was conducted under conditions of a full-scale war, which increases the level of chronic stress. In such a context, the moderate use of avoidance strategies may perform a protective function for the psyche, which explains certain differences from studies conducted in peacetime. Overall, students' stress resilience is formed as an integrative system, where:

- ♦ internal resources facilitate self-regulation and active problem-solving;
- ♦ value- and meaning-based resources support positive reappraisal;
- ♦ social models promote adaptive behaviour;
- ♦ coping strategies act as a mechanism for utilising these resources.

The obtained data both confirm and extend contemporary theoretical approaches to understanding stress resilience. In conditions of an extreme social context, the most effective approach is not a single type of coping, but rather a balance of internal and social resources combined with flexible adaptation strategies. This opens up prospects for the development of comprehensive psychological support programmes for students, aimed not only at reducing stress but also at enhancing the individual's resource potential.

♦ References

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♦ Conclusions

As a result of the study, students demonstrated a balanced use of problem-focused and emotion-focused coping strategies. Avoidance strategies were used less frequently; however, high individual variability was observed: some students actively relied on them, while others scarcely resorted to avoidance. Well-developed personal resources, particularly the domains of the balance model and primary and secondary actual abilities, were significantly correlated with the use of constructive coping strategies and a reduction in avoidance. Primary abilities (self-regulation, responsibility, organisation) were associated with active problem-focused strategies, whereas their deficit was linked to increased use of avoidance. Social resources – family, peer groups, and other significant individuals – supported active problem-solving and positive reappraisal of situations, while simultaneously reducing the tendency towards avoidance. Orientation towards significant others ensured more adaptive ways of coping with difficulties, highlighting the importance of the "role model" as an external resource of stress resilience. The highest level of stress resilience and adaptive behaviour was formed through the synergy of internal personal resources and social support, combined with constructive coping strategies. The harmonious development of the domains "body-activity-contacts-future" contributed to effective planning, positive reappraisal, and a reduction in maladaptive forms of coping. Spiritual and value-based resources (faith, meaning, love, hope) strengthened active coping strategies, demonstrating their protective function under conditions of prolonged stress. For the first time, a comprehensive analysis of the relationship between personal resources and coping strategies in the formation of students' stress resilience during the full-scale war in Ukraine was conducted. The study made it possible to conceptualise stress resilience as a multidimensional system encompassing cognitive, emotional, behavioural, and social components. Prospects for further research lie in examining the long-term impact of the development of personal resources, such as emotional awareness, physical state awareness, and cognitive mobility, on students' stress resilience under various stress factors. It is also promising to analyse the influence of social support models, including mentorship, group interactions, and family involvement, on strengthening constructive mechanisms for coping with stress.

♦ Acknowledgements

None.

♦ Funding

None.

♦ Conflict of Interest

None.

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Вплив особистісних ресурсів та копінг-стратегій на стресостійкість студентів

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♦ **Анотація.** У сучасних умовах підвищеного психоемоційного напруження студенти дедалі частіше стикаються з труднощами, пов'язаними з навчальною діяльністю, соціальною адаптацією, міжособистісною взаємодією та невизначеністю майбутнього. Тривалий стрес негативно позначається на психічному здоров'ї, академічній успішності та якості життя, що актуалізує дослідження механізмів психологічної стійкості. Особистісні ресурси – когнітивні, емоційні, мотиваційні та соціальні – відіграють ключову роль у забезпеченні стресостійкості, визначаючи здатність особистості адекватно реагувати на виклики, адаптуватися до змін і ефективно вирішувати життєві завдання. Стратегії подолання виступають практичним механізмом реалізації цих ресурсів і забезпечують регуляцію психоемоційного стану. Мета дослідження – визначити вплив особистісних ресурсів і копінг-стратегій на рівень стресостійкості студентів, а також з'ясувати взаємозв'язки між психологічними ресурсами, способами подолання стресу та адаптивними можливостями в академічному і соціальному середовищі. У дослідженні взяли участь 199 студентів закладів вищої освіти. Із них 175 осіб перебували на території України під час заповнення опитувальників, 24 – за кордоном. Дослідження проводилося у 2022-2024 роках – період підвищеного стресового навантаження, зумовленого воєнними подіями. Використано опитувальник WIPPF 2.0 для оцінки особистісних ресурсів та опитувальник «Копінг-стратегії» Річарда Лазаруса для визначення домінантних способів подолання стресу. Результати засвідчили, що студенти переважно використовують поєднання проблемно-орієнтованих і емоційно-орієнтованих стратегій подолання, тоді як уникнення застосовується рідше, але характеризується значною індивідуальною варіативністю. Вищий рівень розвитку особистісних ресурсів (зокрема первинних і вторинних здібностей) пов'язаний із більш конструктивним подоланням труднощів і нижчою схильністю до уникнення. Соціальні моделі підтримки (сім'я, однолітки, наставники) сприяють використанню проблемно-орієнтованих стратегій, позитивній переоцінці ситуації та зменшенню унікальної поведінки. Найвищий рівень стресостійкості забезпечує інтеграція особистісних і соціальних ресурсів, що проявляється в більш адаптивних формах поведінки.

♦ **Ключові слова:** адаптація; психоемоційне навантаження; саморегуляція; уникання; психічне благополуччя