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Contemporary theoretical perspectives on the mental health of student youth under wartime conditions: the role of personal resources in coping with stress

OLEKSII VASYLENKO. Contemporary theoretical perspectives on the mental health of student youth under wartime conditions: the role of personal resources in coping with stress. *The article presents a theoretical analysis of contemporary scientific approaches to understanding the mental health of student youth under wartime conditions. The features of the impact of wartime stress are revealed as a prolonged and multidimensional phenomenon that encompasses the emotional, cognitive, behavioral, and existential levels of personality functioning. It is substantiated that war acts as a powerful macrosocial stressor that causes chronic psycho-emotional tension and necessitates continuous adaptation under conditions of uncertainty.*

Special attention is paid to the analysis of personal resources as an integrative system of the individual's internal and external capacities that ensure the regulation of mental states, coping with stress, and the maintenance of psychological health. The structure of personal resources



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is defined, including value-semantic, cognitive, emotional-regulatory, motivational-volitional, and behavioral components. It is shown that the effectiveness of adaptation to wartime conditions largely depends on the level of development, flexibility, and coherence of the individual's resource system.

The generalization of research results makes it possible to consider the interrelation between mental health, stress, and personal resources as a basis for developing integrative models of psychological assistance aimed at optimizing the individual's internal capacities and forming effective coping strategies.

Keywords: mental health, stress, war, student youth, personal resources, adaptation, psychological resilience, coping.

1. Problem statement

In the contemporary scientific discourse, the problem of an individual's mental health, particularly that of student youth, in the conditions of war is gaining special relevance and is considered as a complex, multidimensional, and dynamic phenomenon formed under the influence of the interaction of individual, social, and macrosocial factors. War, as a large-scale social phenomenon, acts as a powerful stressogenic factor that changes not only the conditions of human life activity but also significantly transforms mental functioning, the system of values, life orientations, and the sense of security [3; 4; 12].

2. Comparative analysis of research on the problem

In the study by O. R. Tkachyshyna, mental health is understood not merely as the absence of disorders but as an integrative characteristic of personality that ensures effective functioning, social activity, and self-realization. The author emphasizes its role as a foundation of constructive behavior, influencing coping strategies, adaptation, and regulation of psychological states. Mental health is closely linked to social conditions, and in Ukraine its importance increases due to war and socio-economic instability. War is seen as a systemic distress factor that affects emotional, cognitive, and behavioral levels, leading to anxiety, resource depletion, and reduced adaptability. At the same time, mental health is viewed as a key personal and societal resource that supports resilience and social functioning [15].

O. Bryukhovetska considers students' mental health as a critical issue for young people during wartime, defining it as an integrative basis of well-being and effective functioning. Students are particularly vulnerable due to the combination of academic and war-related stressors, including trauma, displacement, and uncertainty. These factors lead to chronic stress and reduced academic performance. The author highlights the role of higher education institutions in providing psychological support, safe environments, and developing self-help skills, emphasizing a resource-based approach to resilience and adaptation [3].

L. Vovkochin, B. Zahorodnii, and L. Yaroslavskaya conceptualize mental health as a multidimensional system that includes emotional balance, creativity, social interaction, and resilience. The authors stress that mental health enables self-realization and effective functioning, while social connections and emotional stability are key conditions for psychological well-being [4].

The study by M. Polyviana and colleagues examines students' mental health as a critical issue under wartime conditions. The authors emphasize that war significantly increases psychological vulnerability due to the combination of academic stress and crisis-related factors such as insecurity, displacement, and uncertainty. The study shows that many students experience anxiety, emotional exhaustion, and decreased well-being, while also having a strong need for psychological support. However, barriers such as stigma and limited access often prevent them from seeking help. The authors highlight the importance of psychoeducation, self-regulation skills, resilience development, and social support. Higher education institutions are seen as key providers of systematic psychological assistance and safe learning environments. Overall, mental health is presented as a dynamic result of interaction between external stressors and personal resources, requiring a comprehensive support system in wartime [3; 12].

I. M. Perihexamines mental health through the concept of psychological support as a system of professional assistance for participants in higher education under wartime stress. The author emphasizes that constant exposure to stressors increases the need for maintaining psychological well-being and adaptive capacities. Psychological support is described as a complex process that includes diagnosis, intervention, and ongoing support, helping to stabilize emotional states and develop effective coping strategies. Special attention is given to cognitive, emotional, behavioral, and motivational components that contribute to resilience and constructive

functioning. The study also highlights the importance of a psychologically safe educational environment, which supports motivation, learning, and professional development. Overall, psychological support is presented as a key mechanism for adaptation, prevention of maladjustment, and preservation of mental health in crisis conditions [11].

Summarizing the positions of researchers, it should be noted that the mental health of student youth in wartime conditions is a complex, multidimensional system that is formed through the interaction of individual characteristics, the social environment, the educational space, and macrosocial conditions. War acts as a powerful systemic stressor that affects all levels of personality functioning, disrupting psychological balance and requiring continuous adaptation. At the same time, even under such conditions, the individual retains the potential for adaptation, and the effectiveness of this process largely depends on the level of development of personal resources [3; 4; 12]. It is precisely in this context that the necessity of further analysis of the influence of personal resources on stress during wartime becomes actualized, since they act as a key mechanism of regulation of the mental state, ensuring the individual's ability not only to resist stressogenic influences but also to transform them into an experience of personal growth. Personal resources in modern psychology are considered as a multidimensional, dynamic system of internal and external capabilities of the individual, which ensure adaptation, overcoming difficulties, maintenance of psychological health, and effective functioning under conditions of life challenges [1; 2; 14].

A. Slobodianuk explores personal resources of student youth as a fundamental psychological factor that ensures adaptation, resilience, and effective functioning in complex life conditions. Personal resources are conceptualized as an integrative system of internal capacities, including cognitive, emotional, motivational, and behavioral components that support an individual's ability to cope with stress and achieve self-realization [14].

Yu. Yu. Demianchuk and I. Levchuk examine personal resources in adolescence with a focus on gender differences. Personal resources are understood as internal capacities that support resilience, coping, and psychological stability. The authors show that adolescence is a key stage for developing and realizing personal resources. The findings indicate gender differences in coping strategies and emotional responses, which influence how young people deal with stress. Thus, personal resources are presented as a dynamic and gender-sensitive factor of adaptation,

highlighting the importance of their development for maintaining psychological well-being [7].

The study by O.O. Bukovska, O.L. Hirchenko, and O.P. Naumenko examines personal resources as a key mechanism for overcoming psychological crises in youth. The authors define personal resources as an integrative system of internal capacities that support adaptation, emotional stability, and effective coping with stressful situations. The study emphasizes that the ability to recognize and use one's resources is crucial for managing crisis experiences. Key resources include self-regulation, optimism, resilience, and social support, which together enhance psychological stability and reduce the negative impact of stress. Thus, personal resources are presented as a dynamic system that not only helps overcome crises but also promotes personal growth and adaptive behavior [2].

The author emphasizes that the student period is a crucial stage for the development of personal resources, as it involves the formation of values, identity, and coping strategies. Personal resources serve as a foundation for academic success and psychological stability, enabling students to manage stress and maintain well-being. Particular attention is given to the structure of personal resources, which includes emotional stability, positive thinking, self-regulation, motivation for achievement, and social support. The interaction of these components determines the adaptive potential of the individual and their capacity to overcome difficulties. An important aspect of the study is the dynamic nature of personal resources. They are not fixed but can be developed through experience, education, and psychological support. This highlights the importance of targeted interventions aimed at strengthening students' resource potential [14]. Thus, personal resources are presented as a key determinant of resilience, contributing not only to adaptation but also to personal growth, self-realization, and the formation of an active life position [2; 14].

O.I. Kuprieieva considers psychological resources as a key factor of youth resistance in wartime. The author defines these resources as internal capacities that help individuals cope with stress, maintain emotional balance, and adapt to crisis conditions. The research shows that youth are particularly vulnerable to the impact of war, as it disrupts identity formation and increases anxiety and uncertainty. However, the presence of developed resources—such as emotional regulation, cognitive flexibility, positive thinking, and social support—enhances resilience and adaptive capacity. The author emphasizes that psychological resources

are dynamic and can be strengthened through experience and support. Thus, they serve as a central mechanism of resistance, enabling youth to maintain mental health and effectively cope with wartime challenges [9].

In the works of A. Bunas, K. Ahisheva, and M. Surzhykova, attention is focused on the interrelation between the life situation and the personal resources of the individual. The authors emphasize that it is precisely resources that determine the nature of responding to stressogenic conditions, ensure the mobilization of internal forces, and influence the choice of coping strategies, which allows them to be considered as a key mechanism for coping with stress [1].

N. Savelyuk presents a theoretical and empirical analysis of stress experiences among university students in wartime conditions. The evolution of scientific approaches to stress is outlined, shifting from physiological models to psychological concepts that emphasize cognitive appraisal and individual responses. It is substantiated that under conditions of war, stress acquires a prolonged and multidimensional character, encompassing emotional, cognitive, behavioral, and physiological components. The empirical findings indicate that intellectual symptoms of stress are the most pronounced among students, including difficulties with concentration, intrusive negative thoughts, and increased distractibility. Emotional manifestations are characterized by heightened anxiety, irritability, and internal tension, while behavioral and physiological symptoms include reduced productivity, chronic fatigue, and somatic complaints. The study demonstrates that students' stress is обусловлено both wartime factors (threat to safety, uncertainty, displacement) and academic workload. The author emphasizes the need for effective psychological support programs aimed at enhancing resilience, developing adaptive resources, and improving students' psycho-emotional well-being [13].

O.M. Bilyk, A.O. Borysova, and V.V. Nosenko emphasize the instability of the individual's resource state under wartime conditions. The authors note that prolonged stress leads to their gradual depletion; therefore, resources require constant support and timely actualization, which determines the effectiveness of adaptation to difficult conditions [2].

The consideration of the problem of personal resources in modern psychology is impossible without taking into account the socio-historical context in which the functioning of the individual takes place. During wartime, it is precisely stress that acts as the determining psychological background against which the internal capabilities of a person are

manifested, actualized, transformed, or depleted. Therefore, the analysis of the influence of personal resources on stress during wartime requires not only the disclosure of the essence of resource potential but also a deep understanding of the phenomenon of stress itself as a multidimensional psychological phenomenon [1; 13].

Stress during wartime is one of the most complex and multidimensional psychological phenomena, encompassing all levels of personality functioning — emotional, cognitive, behavioral, and existential. In the modern conditions of full-scale war, this phenomenon acquires particular significance, since a large part of the population, especially student youth, is under conditions of prolonged psychotraumatic influence. War changes not only the external conditions of human existence but also deeply transforms the inner world, which is manifested in changes in the system of values, disruption of psychological balance, and the need for continuous adaptation to conditions of uncertainty and danger. Modern studies convincingly demonstrate that stress during wartime has a prolonged nature and differs from classical models of stress described in psychology. While traditional stress has certain phases of development and completion, wartime stress lacks a clear endpoint, which makes natural recovery processes impossible [13; 10].

Similar conclusions are confirmed in the study by E. Panasenکو, where stress is considered as a complex reaction to physical and psychological load. It has been established that in students it manifests as anxiety, emotional instability, learning difficulties, and decreased motivation and has a systemic nature, covering educational, social, and emotional spheres. This provides grounds to assert that personal resources also function systematically, ensuring the regulation of emotional state, maintenance of motivation, social inclusion, and organization of behavior in difficult conditions [10].

The study by O.M. Kokun and O.S. Bezverkhyi examines the relationship between psychological health indicators and the intensity of war-related stress among students. Psychological health is viewed as a multidimensional construct that includes emotional, cognitive, and behavioral components, all of which are significantly affected in wartime. The findings demonstrate that increased exposure to war stressors leads to higher anxiety, emotional exhaustion, and reduced well-being among students aged 17–28. Emotional disturbances are closely linked with cognitive difficulties and decreased motivation, confirming the systemic impact of war on psychological functioning. At the same time, the authors

highlight the role of personal resources and coping strategies, which can mitigate negative effects and support adaptation. Thus, psychological health is presented as a dynamic system shaped by the interaction of external stressors and internal resources, emphasizing the need for comprehensive psychological support in wartime [8].

O.I. Kuprieieva analyzes psychological resources as key determinants of youth resilience in wartime conditions. The author conceptualizes these resources within the framework of the conservation of resources theory, emphasizing that resilience depends on the ability to preserve and mobilize internal psychological capacities under prolonged stress. The empirical results demonstrate that psychological resilience in youth is closely associated with such resources as positive self-perception, belief in the value of the self, and constructive coping strategies. In particular, individuals with higher levels of resilience tend to rely on active coping and maintain a future-oriented perspective, which helps them adapt more effectively to crisis conditions. The study also highlights that lower levels of resilience are linked to weakened beliefs about the safety of the world and reduced self-worth, which increase vulnerability to stress. At the same time, the presence of strong internal resources—such as optimism, self-efficacy, and emotional stability—serves as protective factors that mitigate the negative impact of war. Thus, psychological resources are presented as a central mechanism of adaptation, enabling youth not only to cope with stress but also to maintain psychological stability and personal development in conditions of war. The author concludes that strengthening these resources should be a priority of psychological support programs aimed at enhancing resilience among young people [9].

The study by O.M. Vlasova-Chmeruk explores the psychological resourcefulness of student youth as a key factor of adaptation in wartime. Psychological resources are understood as internal capacities that help individuals cope with stress, regulate emotions, and maintain stability under crisis conditions. The author shows that war increases anxiety, emotional exhaustion, and uncertainty, making personal resources especially important for maintaining well-being. Key components include emotional regulation, self-efficacy, positive thinking, and social support, which together enhance resilience. Thus, psychological resourcefulness is presented as a dynamic system that supports adaptation and mental health, emphasizing the need to develop students' resources in wartime [5].

O.D. Kresan, S.V. Smolianinova, and T.D. Kresan note that war negatively affects the cognitive processes of students, reducing

concentration of attention, learning efficiency, and increasing fatigue. At the same time, educational activity acquires a stabilizing function, supporting a sense of control and acting as a resource for coping with stress. Thus, cognitive activity can be considered not only as a sphere influenced by stress but also as an important resource of adaptation [9].

The emotional component of stress is one of the most pronounced among student youth. In the study by I.M. Hruzynska, it is shown that emotional reactions are transformed from shock and fear to anxiety and exhaustion, which indicates the transition of stress into a chronic form. This emphasizes the necessity not only of mobilization but also of the long-term maintenance of resources, in particular emotional resilience, awareness, and psychological flexibility [6].

Also important is the provision of O.D. Kresan and co-authors regarding the two-vector nature of stress: it can lead both to maladaptation and to personal growth. In this context, personal resources determine not only the ability to endure tension but also the direction of transformation of the stress experience — from destructive to developmental [9].

3. Conclusions

The analysis of contemporary studies allows us to conclude that stress during wartime is a complex, multidimensional, and prolonged phenomenon that encompasses all levels of personality functioning and significantly affects mental health. Within this process, personal resources act as a key adaptive mechanism that determines an individual's capacity to maintain internal balance, resist stressogenic influences, and ensure effective functioning under conditions of uncertainty [1; 5; 9]. The generalization of theoretical and methodological approaches to the problem of mental health in wartime makes it possible to interpret it as a complex system, the functioning of which is determined by the interaction between external stressogenic factors and internal regulatory mechanisms. War, as a macrosocial stressor, creates conditions of chronic psycho-emotional strain, leading to the destabilization of the cognitive, emotional, and behavioral domains of the individual [3; 8; 12]. In this context, personal resources should be conceptualized as an integrative construct encompassing value-semantic, cognitive, emotional-regulatory, motivational-volitional, and behavioral components that ensure the adaptive modification of mental activity in response to stressogenic influences. It has been demonstrated that the effectiveness of maintaining mental health under wartime conditions is largely determined by the level

of development and functional coherence of personal resources, which serve as a fundamental mechanism for ensuring psychological resilience, adaptability, and self-regulation [1; 2; 14]. Thus, the conceptualization of the interrelationship between mental health, stress, and personal resources opens up prospects for the development of integrative models of psychological assistance aimed at optimizing individuals' internal capacities, enhancing self-regulation processes, and fostering stable adaptive strategies in the context of contemporary social challenges. [1; 3; 9]

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Abstracts

ОЛЕКСІЙ ВАСИЛЕНКО. Сучасні теоретичні перспективи щодо психічного здоров'я студентської молоді в умовах військового часу: роль особистісних ресурсів у подоланні стресу. У статті представлено теоретичний аналіз сучасних наукових підходів до розуміння психічного здоров'я студентської молоді в умовах воєнного часу. Розкрито особливості впливу стресу воєнного часу як тривалого та багатовимірного явища, що охоплює емоційний, когнітивний, поведінковий та екзистенційний рівні функціонування особистості. Обґрунтовано, що війна виступає потужним макросоціальним стресором, що викликає хронічну психоемоційну напругу та вимагає постійної адаптації в умовах невизначеності.

Особлива увага приділяється аналізу особистісних ресурсів як інтегративної системи внутрішніх та зовнішніх можливостей особистості, що забезпечують регуляцію психічних станів, подолання стресу та підтримку психологічного здоров'я. Визначено структуру особистісних ресурсів, що включає ціннісно-сміслові, когнітивні, емоційно-регуляторні, мотиваційно-вольові та поведінкові компоненти. Показано, що ефективність адаптації до умов воєнного часу значною мірою залежить від рівня розвитку, гнучкості та узгодженості ресурсної системи особистості.

Узагальнення результатів дослідження дозволяє розглянути взаємозв'язок між психічним здоров'ям, стресом та особистісними ресурсами як основу для розробки інтегративних моделей психологічної допомоги, спрямованих на оптимізацію внутрішніх можливостей особистості та формування ефективних стратегій подолання.

Ключові слова: психічне здоров'я, стрес, війна, студентська молодь, особистісні ресурси, адаптація, психологічна стійкість, подолання.

OLEKSII WASYLENKO. Współczesne perspektywy teoretyczne dotyczące zdrowia psychicznego młodzieży studenckiej w warunkach wojny: rola zasobów osobistych w zarządzaniu stresem.

W artykule przedstawiono analizę teoretyczną współczesnych podejść naukowych do rozumienia zdrowia psychicznego młodzieży studenckiej w warunkach wojny. Ukazano specyfikę oddziaływania stresu wojennego jako zjawiska długotrwałego i wielowymiarowego, obejmującego emocjonalny, poznawczy, behawioralny i egzystencjalny poziom funkcjonowania jednostki. Uzasadniono, że wojna działa jako silny makrospołeczny stresor, wywołujący przewlekłe napięcie psychiczno-emocjonalne i wymagający stałej adaptacji w warunkach niepewności.

Szczególną uwagę poświęcono analizie zasobów osobistych jako zintegrowanego systemu wewnętrznych i zewnętrznych możliwości jednostki, które zapewniają regulację stanów psychicznych, zarządzanie stresem oraz zachowanie zdrowia psychicznego. Określono strukturę zasobów osobistych, obejmującą komponenty wartościowo-znaczeniowe, poznawcze, emocjonalno-regulacyjne, motywacyjno-wolicjonalne oraz behawioralne. Wykazano, że skuteczność adaptacji do warunków wojny w dużej mierze zależy od poziomu rozwoju, elastyczności i spójności systemu zasobów jednostki.

Uogólnienie wyników badań umożliwia rozważenie zależności między zdrowiem psychicznym, stresem a zasobami osobistymi jako podstawę do opracowania zintegrowanych modeli pomocy psychologicznej, ukierunkowanych na optymalizację wewnętrznych zdolności jednostki oraz kształtowanie skutecznych strategii pokonania.

Słowa kluczowe: zdrowie psychiczne, stres, wojna, młodzież studencka, zasoby osobiste, adaptacja, odporność psychiczna, pokonanie.