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**Mariia KAZANZHY**

Resources for stress management among today's students – future teachers and psychologists

MARIIA KAZANZHY. **Resources for stress management among today's students – future teachers and psychologists.** *This paper presents the findings of a study into the coping resources of contemporary students who are training to become teachers and psychologists. The following research methods were selected: the 'Brief COPE26' (C. Carver et al., adapted by N. Aleksina, D. Lavrinenko, O. Savchenko, O. Gerasymenko), the 'Perceived Stress Scale (PSS-10)' (S. Cohen, adapted by O.O. Veldbrecht and N.I. Tavorovetska) and the 'Values Profile' (S. Schwartz, adapted by I.I. Semkiv), the combination of which enables the identification of both personal values and the level of perceived stress, as well as the specific nature of stress coping. The research was conducted at the state institution «South Ukrainian National Pedagogical University named after K.D. Ushynsky». A total of 120 students from various disciplines, who are future teachers and psychologists, took part.*

A qualitative analysis of the data obtained was carried out. The study found that the level of perceived stress among all participants was quite high.

The most prominent strategies for coping with stressful situations were active coping, seeking emotional support, expressing feelings, acceptance, planning, utilising practical support, humour, and positive reframing. The least common strategies are self-blame, denial, turning to religion, and behavioural avoidance of the problem. The values of the students – future teachers and psychologists – are predominantly characterised by self-reliance, security, kindness, and universalism, which enables them to accumulate resources to help themselves and others.

Keywords: stress, coping, coping strategies, values, value structure, students, future teachers and psychologists.

1. Statement of the problem

The search for resources to cope with stress that builds up due to prolonged exposure to negative factors is particularly important during a protracted war, when tension and stress prevail, and the strength to overcome this situation and find the resources for a fulfilling life going forward is dwindling – hence the problem is becoming extremely pressing and requires an urgent solution.

2. Analysis of recent research and publications

Ukrainian youth and students are suffering from the effects of the war – the prolonged impact of stressors is affecting their emotional state, academic performance, ability to adapt to constant danger and extreme conditions, leading to personality changes and a negative impact on their mental health, etc.

It is therefore important to seek out ways to manage stress and discover new sources of meaning for a productive life. A person's value system is a key regulator of their life path and social existence, for it is values that serve as a guide for aspirations and a vector for development. It is therefore entirely natural that a person's values change, and so they require constant, careful study across many disciplines – particularly during periods of significant social upheaval and transformation in a person's life.

Ukrainian society is no exception; its trajectory of development is closely linked to the formation of a new European worldview and an affinity for European values. This is demonstrated by social developments and the direction of the state's development chosen by Ukrainian society.

The war has shown that Ukrainians' values are also changing and that they serve as a source of support for people in difficult times. The value orientations of Ukrainian society undergo transformation particularly at times of significant upheaval, which is important for identifying effective tools for personal development. The value foundations of social life are particularly significant in the context of war, information aggression and cultural changes, in order to comprehend the paths of development for the individual and Ukrainian society [2]. It is precisely through the prism of these values that a person's current understanding of their life, health, core meanings, rights and freedoms, and the parameters of interaction with other people and the state as a whole is reflected; through human values, the state's national security is strengthened by fostering constructive relations within society [4].

As for the learner, throughout history—regardless of the integration and mobility of education—the value of national development, the preservation of a nation's identity and uniqueness, and the promotion of diversity have remained paramount [5]. This is particularly relevant today for young people, who represent the future of the state, possess a value foundation and shape the value component of the future. Values are the foundation, the resource, and the motivational basis for development and progress. We will therefore examine the relationship between the values of today's youth and their resources for coping with stress, which form the basis of an individual's life and serve as a guide for choosing the direction of their actions.

The examination, analysis and synthesis of information regarding stress management and personal values have been the focus of many researchers, with particular attention paid to students. For instance, stress, anxiety and coping strategies among Ukrainian medical students during the war were investigated (V.V. Ogorenko, A.G. Kirichenko, V.M. Kornatsky, A.V. Shornikov, R.M. Timofeev, 2023), and it was found that (over 50%) of relatively adaptive and non-adaptive strategies, leading to pronounced anxiety [6]. O. Kraskov investigated the impact of war-related stress on the mental health of young people, involving students from the National University of Kyiv-Mohyla Academy. It was found that 62.6% of female students and 36.5% of male students exhibited symptoms of PTSD regardless of which part of Ukraine the students resided in; the stress factor 'constant threat of negative events' was noted by practically all respondents; the factor 'death or serious injury of a loved one' caused the highest level of stress, whilst the least significant factor, due to

habituation, was 'the sound of air-raid sirens' [9]. M. Tsymbaliuk and N. Zhigailo found, as a result of their study, that the war had a significant impact on students' psychological resilience; the severity and frequency of stress increased significantly with the onset of the war, whilst stress resilience, conversely, decreased significantly [8].

Aim of the article – to identify core values and coping strategies as resources for managing stress among students – future psychologists and teachers.

Methods and procedures. To achieve the stated aim and carry out the tasks, we used:

1) The 'Brief COPE26' coping scale (C. Carver et al., adapted by N. Aleksina, D. Lavrinenko, O. Savchenko and O. Gerasymenko) (Aleksina et al., 2024), the use of which provides information on the severity of psychological characteristics across scales such as 'Active Coping', 'Planning', 'Positive Reappraisal', 'Acceptance', 'Humour', 'Use of Emotional Support', 'Use of Instrumental Support', 'Expression of Feelings', 'Behavioural Avoidance of the Problem', 'Self-Blame', 'Turning to Religion', 'Denial' [1].

2) The 'Values Portrait' method (S.Schwartz, adapted by I.I. Semkiv) allows for the identification of information regarding personal values: 'benevolence', 'universalism', 'autonomy', 'stimulation', 'hedonism', 'achievement', 'power', 'conformity', 'security', 'tradition' [7].

3) Perceived Stress Scale (PSS-10) (S. Cohen, adapted by O.O. Veldbrecht, N.I. Tavrovetska) [3].

3. Research results

The study was conducted at the State Institution 'K.D.Ushynsky South Ukrainian National Pedagogical University' with the participation of students – future teachers and psychologists. The total sample comprised 120 individuals from various disciplines, with gender distribution corresponding to that of the general population.

Based on the study's findings, a qualitative analysis of the data was carried out. It was established that the level of perceived stress among all participants was above 24 points (out of a maximum of 40 points), meaning that all students experience stress, which is a constant feature of their lives. The most prominent strategies for coping with stressful situations were (in descending order of significance in percentage terms) – active coping, seeking emotional support, expressing feelings, acceptance, planning, seeking instrumental support, humour, and positive reframing. The

following coping strategies proved to be the least relevant for students: self-blame, denial, turning to religion, and behavioural avoidance of the problem, which indicates that individuals use various strategies for the conscious and effective management of stressful situations, which is extremely important in situations of prolonged stress. It can therefore be noted that the participants actively make efforts to overcome or avoid the stressor; they are characterised by active actions, deliberation and planning of efforts to counter the stressor, and they recognise and accept the fact that a stressful situation exists and needs to be overcome. The emotional sphere is involved in overcoming the stressful situation – both in terms of awareness of one's own feelings and in terms of emotional release and attempts to obtain emotional support from those around them, as well as approaching the stressor and the situation with humour and irony.

It is precisely this combination and the use by individuals of various strategies to manage themselves and the demands of a stressful situation that allows us to speak of conscious, controlled and appropriate coping behaviour aimed at overcoming the stressful situation [1].

The values of students – future teachers and psychologists – are predominantly characterised by the following: independence in achievement, security, friendliness and universalism. Despite the high ranking of the value of 'achievement', authority has the lowest expression among the proposed list; students attach the least importance to authority and have no desire to attain it.

Therefore, a person who prioritises such values is characterised as self-reliant, independent and responsible for their own choices. They take control of their own life and their own affairs, and value this both in themselves and in others. Safety is of paramount importance to them. Students demonstrate a high level of values related to personal success and self-development (achievement), as well as the prosocial values of friendliness and universalism.

S.H. Schwartz notes that the value of safety increases significantly and prevails in individuals who have such a need and find themselves in dangerous situations. Universalism and benevolence are prosocial values that manifest themselves in tolerance and understanding, a focus on the happiness and well-being of others, friendliness and support for others, and the importance of justice and equality [10].

The level of hedonism among students, manifested in the pursuit of sensual pleasure and deriving enjoyment from life, proved to be quite low. The same applies to conformism, although for those who value

conformism, it is important to ensure that their actions and behaviour align with social standards and expectations. This likely reflects the relativity of social standards and the occasional need to disregard them in crisis and extreme situations, as 'being obedient', 'behaving correctly', and 'never annoying or disturbing others' are not the prerogative of the modern individual who genuinely strives to conform to the norms of contemporary society.

The calculation of secondary indicators of coping strategies, namely: 'problem-focused coping', 'emotion-focused coping' and 'avoidant coping', showed that the first two types are characteristic of students, whilst avoidant coping is not typical of them.

Consequently, students are focused on actively overcoming challenges, seek support when necessary, demonstrate psychological resilience and strength, aim to change stressful situations, and adopt a constructive approach to resolving the problems that arise. At the same time, they do not become isolated in their own experiences; they are characterised by a sense of humour, the use of emotional support, and coping strategies based on faith, etc.

4. Conclusions

The study identified the prevailing values and coping strategies among contemporary students who will in future represent socio-economic professions (psychologists, educators). A relatively high level of perceived stress was observed among the students due to the situation of chronic tension and danger during the war. The student body is characterized by constructive coping strategies and, conversely, a tendency to avoid or distance themselves from the current stressor. The prevailing values are self-reliance, security, friendliness and universalism, which provide a value-based resource for self-support, personal development and the provision of helping activities in general. The prominence of the prosocial values of friendliness and universalism allows for the accumulation of resources to help oneself and others.

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Abstracts

**МАРІЯ КАЗАНЖИ. Ресурси управління стресом у сього-
днішніх студентів – майбутніх вчителів та психологів.** Пові-
домлення присвячене викладенню результатів дослідження ресурси
подолання стресу сучасних студентів, які є майбутніми педагога-
ми та психологами. Методики дослідження обрано наступні: «Ко-
ротка шкала подолання «Brief COPE26»» (Ч. Карвер та ін., в адап-
тації Н. Алексіної, Д. Лавриненка, О. Савченко, О. Герасименко),
«Шкала сприйнятого стресу (PSS-10)» (Ш. Коен, адаптація О.О.
Вельдбрехт, Н.І. Тавровецька) та «Портрет цінностей» (Ш. Шварц,
адаптація І.І. Семків), сукупність яких дозволяє встановити як цін-
ності особистості, так і рівень сприйнятого стресу та специфіку
стресоподолання. Базою дослідження виступив Державний заклад
«Південноукраїнський національний педагогічний університет імені
К.Д. Ушинського». Усього прийняло участь 120 студентів різних спе-
ціальностей, які є майбутніми педагогами та психологами.

Було проведено якісний аналіз отриманих даних. За результа-
ми дослідження встановлено, що рівень сприйнятого стресу у всіх
досліджуваних досить високий. Найбільш вираженими стратегіями
подолання стресової ситуації є активне подолання, використання
емоційної підтримки, вираження почуттів, прийняття, плануван-
ня, використання інструментальної підтримки, гумор, позитивне
переосмислення. Найменш актуальними є самозвинувачення, запе-

речення, звернення до релізії та поведінковий відхід від проблеми. Цінності студентів – майбутніх педагогів та психологів превалюють наступні – самостійність досягнення, безпека, доброзичливість та універсалізм, що дозволяє акумулювати ресурси для допомоги собі та іншим.

Ключові слова: стрес, подолання, копінг, копінг-стратегії, цінності, структура цінностей, студентська молодь, майбутні педагоги та психологи.

MARIA KAZANZHY. Zasoby zarządzania stresem wśród współczesnych studentów – przyszłych nauczycieli i psychologów.

Artykuł poświęcono przedstawieniu wyników badań zasobów radzenia sobie ze stresem wśród współczesnych studentów, przygotowujących się do pracy w zawodach pedagogicznych i psychologicznych. Zastosowano następujące metody badawcze: „Krótka skala radzenia sobie ze stresem (Brief COPE26)” (C. Carver i in., w adaptacji N. Aleksinej, D. Lavrynenki, O. Savchenko, O. Herasymenko), „Skala postrzeganego stresu (PSS-10)” (S. Cohen, adaptacja O.O. Veldbreht, N.I. Tavrovetska) oraz „Portret wartości” (S. Schwartz, adaptacja I.I. Semkiv), których połączenie pozwala na ustalenie zarówno wartości osobistych, jak i poziomu odczuwanego stresu oraz specyfikę radzenia sobie ze stresem. Baza badawcza obejmowała Państwową Instytucję „Południowoukraiński Narodowy Uniwersytet Pedagogiczny im. K.D. Uszynskiego”. W badaniu uczestniczyło 120 studentów różnych kierunków, przygotowujących się do pracy w zawodach pedagogicznych i psychologicznych.

Przeprowadzono analizę jakościową uzyskanych danych. Wyniki badania wykazały, że poziom odczuwanego wśród respondentów jest dość wysoki. Do najbardziej wyraźnych strategii radzenia sobie w sytuacjach stresowych należą: aktywne pokonywanie stresu, korzystanie ze wsparcia emocjonalnego, wyrażanie emocji, akceptacja, planowanie, korzystanie ze wsparcia instrumentalnego, humor oraz pozytywne przeformułowanie. Najbardziej stosowane strategie obejmują: obwinianie siebie, zaprzeczanie, zwracanie się ku religii oraz behawioralne unikanie problemu. W systemie wartości studentów – przyszłych pedagogów i psychologów – dominują: samodzielność w osiągnięciu celów, bezpieczeństwo, życzliwość oraz uniwersalizm, co pozwala mobilizować zasoby zarówno do samopomocy, jak i wsparcia innych osób.

Słowa kluczowe: stres, pokonanie, radzenie sobie ze stresem, strategię radzenia sobie ze stresem, wartości, system wartości, młodzież studencka, przyszli pedagodzy i psychologowie.