

UDC 159.923.2:159.944.4-057.875

DOI: <https://doi.org/10.32342/3041-2196-2026-1-31-2>

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HARDINESS OF STUDENT YOUTH IN CONDITIONS OF CHRONIC STRESS: THE ROLE OF PERSONAL RESOURCES

У статті представлено результати теоретичного та емпіричного дослідження життєстійкості студентської молоді в умовах хронічного стресу і визначено роль особистісних ресурсів у формуванні психологічної стійкості. Актуальність дослідження зумовлена зростанням рівня соціально-психологічного напруження серед студентів унаслідок воєнних дій, нестабільності соціального середовища та підвищених освітніх вимог, що потребує пошуку ефективних ресурсів адаптації та підтримки психічного здоров'я молоді.

Теоретичну основу роботи становлять концепції життєстійкості С. Мадді та С. Кобаси, а також ресурсний підхід позитивної психотерапії Н. Пезешкіана, який розглядає особистісні ресурси як систему первинних і вторинних актуальних здібностей, що забезпечують психологічну адаптацію.

Результати дослідження засвідчили, що загальний рівень життєстійкості студентів перебуває на середньому рівні, що є типовим для молоді в умовах тривалого соціального напруження. Найбільш сформованим компонентом життєстійкості виявилася залученість, яка відображає збереження інтересу до навчання та життєвих перспектив. Компонент контролю має помірну вираженість, що свідчить про часткове збереження відчуття впливу на події життя. Найменш розвиненим компонентом виявилася сприйняття життєвих труднощів як виклику, що свідчить про наявність труднощів у переосмисленні кризових ситуацій як можливостей для особистісного розвитку.

Аналіз особистісних ресурсів показав переважання первинних актуальних здібностей, що забезпечують екзистенційні опори особистості, зокрема наявність сенсу життя, довіри, надії та здатності до емоційної близькості. Вторинні ресурси, пов'язані з відповідальністю, дисципліною та саморегуляцією, також демонструють достатній рівень сформованості. Встановлено статистично значущі позитивні взаємозв'язки між життєстійкістю й особистісними ресурсами, що підтверджує їхню буферну роль у подоланні хронічного стресу.

Отримані результати свідчать, що життєстійкість студентської молоді є динамічним психологічним ресурсом, який формується у взаємодії екзистенційних, регуляторних та соціальних чинників. Практичне значення дослідження полягає у можливості використання отриманих результатів для розроблення психологічних програм розвитку особистісних ресурсів, профілактики емоційного виснаження та підвищення адаптаційного потенціалу студентів в умовах кризових соціальних змін.

Ключові слова: *життєстійкість, стрес, особистісні ресурси, студенти, WIPPF, соціально-психологічні ресурси*

Problem statement. The modern student environment is characterized by high dynamism and constant expectations for cognitive, emotional and social engagement. The combination of an intensive academic workload, uncertainty of professional prospects, and external social factors creates conditions for chronic stress, which can significantly affect the mental health and academic performance of students. Recent studies show that

prolonged exposure to stressful situations not only reduces the effectiveness of educational activities but also threatens psychological maladjustment and a decrease in the quality of life of young people.

In conditions of such challenges, the phenomenon of hardiness attracts special attention, as it is considered a set of psychological resources capable of mitigating the negative impact of stress. Hardiness includes components of involvement, control, and perception of life as a challenge, which allows an individual to effectively adapt, regulate emotions, and maintain an active position in difficult life circumstances. However, despite significant attention to this concept in foreign studies, the issue of the relationship between hardiness and personal resources of students in the context of chronic stress in Ukrainian conditions remains insufficiently studied.

Personal resources play the role of a buffer that promotes effective coping and adaptation. At the same time, the lack of a systematic analysis of these resources and their impact on the formation of hardiness limits the development of targeted programs of psychological support for student youth.

That is why the integration of research into hardiness with the assessment of personal resources is an urgent task of modern psychological science. Thus, the problem of the study is to determine the mechanisms of interaction between personal resources and students' hardiness in conditions of chronic stress, which has practical significance for the creation of effective psychological and educational programs to support youth in difficult sociopsychological conditions.

Analysis of the latest research and publications. In the context of this study, the work of Ukrainian and foreign researchers has gained particular interest. Hardiness is considered [Rutter, 1985, 2006, 2012] as a relative ability to withstand psychosocial risks, which distinguishes it from simple adaptation.

Suzanne S. Kobasa [1979] first described the concept of psychological hardiness as personal hardiness under stress. Salvatore S. Maddi [2002] developed and popularized the concept of "hardiness" in subsequent works and emphasized that hardiness is a psychological "power" that includes three components:

1. Involvement – active participation in life.
2. Control – a sense of ability to influence events.
3. Perception of challenges as opportunities.

Connor-Davidson Hardiness Scale (CD-RISC) [2003] developed one of the most widely used scales for measuring hardiness. Their definition emphasizes a person's ability to successfully withstand setbacks, adapt, and "thrive" in the face of adversity.

During a full-scale war, research into the impact of stress on the individual has increased dramatically. This is especially true for young people, who experience not only the effects of anxiety, bombing, power/heating, and water outages, but also learning conditions that require adaptation to extreme conditions and planning for the future.

One of the psychological characteristics of a person that reflects their ability to effectively withstand stress, maintain internal balance, and continue active activity in the face of adversity and uncertainty is hardiness. Hardiness is viewed not as an innate trait, but as a dynamic psychological resource that is formed under the influence of personal, social, and environmental factors. In conditions of chronic stress, particularly in student youth, it performs a protective function, reducing the negative impact of stressful events on mental health, academic performance, and social adaptation. Hardiness is the basis of psychological flexibility, which is characterized by the adaptability of thinking, behaviour and emotional regulation [Свідерська & Піхович, 2024, pp. 148–149].

In the work of [Фещук, 2023, pp. 89–90] it is emphasized that hardiness should be interpreted as a specific model of individual behaviour in conditions of risk, uncertainty and intense influence of external circumstances. It is manifested in the ability of an individual to take an active position in overcoming difficulties and to bear responsibility for their own decisions and actions even in difficult life circumstances. Personal hardiness involves a proactive approach to solving problems, the ability to influence the course of events, as well as a willingness to take risks, perceiving challenges as a resource for gaining new experience.

The study [Єропова & Чачко, 2021, pp. 64–65] emphasizes that the psychological characteristics of students' hardiness include several interrelated components. In particular, involvement plays an important role, which is manifested in the individual's conviction about the value of their own activities and their perception of them as a source of interest and satisfaction. Actually, hardiness is considered by the authors as a system of basic ideas about the world, oneself and interaction with the social environment. In turn, for graduate students, the key psychological characteristics of hardiness are neuropathic hardiness and a set of factors that determine the features of its manifestation, since it is considered as a complex of individual psychological properties of the personality, as well as strategies for overcoming stress, which determine the behavioural reactions of a person in various stressful situations. At the same time, for first-year students, the psychological specificity of hardiness is primarily associated with imagination, which can be interpreted as a tendency to fantasize, daydream and mentally model the ways to solve problems that a person faces.

[Єрмакова & Іванова, 2024, pp. 92–93] emphasize that a high level of hardiness contributes to the transformation of neurotic, destructive anxiety associated with public speaking into a constructive state, in which a person moves from imaginary prediction of negative consequences of active action. At the same time, the researcher emphasizes that hardiness is not a stable characteristic of a person, but can develop in the process of gaining life experience, which confirms the feasibility and effectiveness of training forms of work aimed at the development of this psychological phenomenon.

In the study of students with and without disabilities under martial law by [Овчаренко, 2023, pp. 52–54; Синякова, Бохонкова, & Мінін, 2025], it was found that there are no significant differences between these groups, which is consistent with the results of previous scientific research on the absence of a fundamental difference between people with and without disabilities [Чиханцова, 2021]. Such similarity may indicate a sufficient level of development of personal resources of students with disabilities, their ability to effectively overcome life difficulties, and maintain control over the course of life situations.

Previously unresolved parts of the general problem. Despite a significant number of theoretical and empirical studies devoted to stress resistance and hardiness, a number of important aspects of this problem remain insufficiently explored. In particular, there is a lack of integrated research that examines hardiness in combination with personal resources within the framework of positive psychotherapy, especially under conditions of chronic stress caused by social instability and military challenges. Existing studies often focus either on individual components of hardiness or on separate coping strategies, without considering their interaction with internal resource systems of the personality.

Furthermore, the specific features of hardiness development among student youth in prolonged crisis conditions remain under-researched. Insufficient attention has been paid to the differentiation of primary and secondary personal resources and their role in maintaining psychological stability, emotional well-being, and adaptive functioning. The mechanisms through which personal resources transform stress into opportunities for personal growth are also not fully established.

Another unresolved issue concerns the limited empirical data on the effectiveness of resource-oriented approaches in strengthening students' hardiness within the context of higher education. There is a lack of studies that substantiate the practical implementation of resource-based psychological interventions aimed at enhancing students' resilience during periods of long-term uncertainty. These gaps highlight the need for comprehensive research that integrates hardiness, personal resources, and contextual stress factors to develop evidence-based psychological support strategies.

The purpose of the article consists in studying the resilience of student youth in conditions of chronic stress and determining the role of personal resources in ensuring psychological adaptation. Analysis of the relationships between the level of resilience and primary and secondary relevant abilities, balance of life spheres and orientation to meaningful models.

Research methods. The study used psychometric methods: S. Maddi's Hardiness Survey [2006] – to determine the ability and willingness of students to actively act in a stressful situation according to the indicators: control, commitment, and acceptance of challenges. By determining

the level of students' ability and willingness to actively act in a stressful situation according to the indicators of: control, commitment, and acceptance of challenges, it is possible to determine the level of hardiness indicators in students according to various sample indicators. Another method used was Wiesbaden Questionnaire for Positive Therapy and Family Therapy (WIPPF 2.0) by N. Pezeshkian for diagnosing internal personal resources [Serdiuk & Otenko, 2021, pp. 11–14] – to identify personal resources of the individual that help to resist difficulties, study current abilities, areas of conflict processing and basic emotional attitudes. Statistical analysis of the data was carried out using the Jamovi software package (Version 2.6.19). First, descriptive statistics – including the calculation of means (M), standard deviations (SD), and minimum (Min) and maximum (Max) values – were used to summarize the primary variables. A percentage distribution analysis was then conducted to categorize the high, medium, and low levels of the examined indicators. To assess differences between groups, Student's t-test was applied. Finally, a Pearson correlation analysis (r) was performed to determine the statistical relationships between hardiness and the various indicators of personal resources.

The sample consisted of 199 students from various universities, distributed as follows: the University "Ukraine" (20.10%), Taras Shevchenko National University of Kyiv (37.19%), the Institute of Postgraduate Education at Taras Shevchenko National University of Kyiv (34.17%), the Academy of Labour, Social Relations and Tourism (4.02%), and other higher education institutions (4.52%).

The participants' distribution by year of study was broken down as follows: 1st year (7.54%), 2nd year (8.54%), 3rd year (5.03%), 4th year (3.52%), and 5th year (75.37%). In terms of gender distribution, the sample was 80.40% female and 19.60% male.

Regarding the participants' place of residence at the time of completing the questionnaire, 175 students were located within Ukraine and 25 students were based outside Ukraine. The study was conducted in 2022–2024, during the period of full-scale military operations, which caused an increased level of stress in the sample. The student survey was conducted in the format of electronic testing (filling out a Google form). All respondents agreed to participate in the study and were familiarized with its goals. In the questionnaire, students indicated: gender, age, name of higher education institution, course of study, and place of residence at the time of filling out the questionnaire (Ukraine or outside Ukraine).

Presentation of the main research material. In conditions of prolonged social tension, military instability and uncertainty of the future, the psychological hardiness of student youth acquires the status of one of the key factors in maintaining mental health and adaptive functioning. Hardiness is considered in modern psychological science as an integral personal characteristic that ensures the ability of an individual to effectively resist stressful influences, maintain internal integrity and realize life goals in conditions of prolonged difficulties.

The theoretical origins of the concept of hardiness are associated with the works of S. Maddi and S. Kobasa, who first defined hardiness as a system of beliefs and attitudes that modify the impact of stress on the individual. According to their model, hardiness consists of three basic components: involvement, control, and challenge. These components determine whether a person will perceive stress as a threat or as an incentive for development.

Further studies [Maddi, 2006; Bartone, 2007; Smith et al., 2008] confirmed that hardiness acts as a powerful buffer between chronic stress and negative psychological consequences, such as emotional burnout, anxiety, depressive states, and decreased academic performance. In student samples, hardiness is associated with higher levels of psychological well-being, academic engagement, and adaptive coping strategies.

In Ukrainian studies, the phenomenon of hardiness is actively studied in the context of social transformations, pandemic and military challenges [Данилюк, Предко, & Кислинська, 2023, pp. 66–68; Запека, 2019, pp. 89–91]. Scientists emphasize that for young students, hardiness is of particular importance as a resource for preserving life prospects, professional identity and motivation for development in conditions of chronic uncertainty.

The involvement component reflects the degree of psychological involvement of the individual in their own life, educational activities, and interpersonal interactions. A high level of involvement is associated with experiencing meaning, interest, and significance of life events, even in the presence of difficulties. For students, this manifests itself in maintaining motivation for learning and an active position regarding the future.

The control component characterizes the individual's belief in their own ability to influence life events and be responsible for their course. In a situation of chronic stress, it is the feeling of control that acts as a key regulator of psychological stability, preventing the development of helplessness and passivity.

The challenge component reflects the willingness to perceive changes and difficulties as a natural part of life and a potential for personal growth. For young people in wartime, this component is associated with the ability to rethink losses, transform life plans, and the need to adapt to new realities.

Thus, hardiness appears not as a static trait, but as a dynamic system of attitudes that is activated in interaction with personal resources.

Modern approaches to the study of hardiness increasingly focus on the analysis of internal resources that ensure the ability of an individual to maintain psychological balance in stressful situations. One such approach is the resource model of positive psychotherapy (WIPPF), developed on the basis of the concept of Nossrat Pezeshkian and adapted for psychological research on personal potential.

Within the framework of WIPPF, personal resources are considered as a system of primary and secondary actual abilities that form the basis of psychological adaptation and hardiness.

Primary actual abilities are associated with the basic existential needs and values of the individual: faith, meaning of life, trust, hope, love, corporeality, the ability to be close and accept. It is these resources that provide the individual with internal support in conditions of deep uncertainty and loss. Studies [Peseschkian, 1987] have shown that a high level of primary resources is associated with reduced existential anxiety and higher psychological hardiness.

Secondary actual abilities reflect socially normative and regulatory characteristics of the personality: diligence, accuracy, obligation, punctuality, and responsibility. They are formed in the process of socialization and play an important role in maintaining the structure of behaviour and self-discipline under stress. Scientific data indicate that secondary resources mediate the relationship between hardiness and adaptive coping strategies.

The WIPPF model pays special attention to internal conflicts and the balance model, which reflect the ability of the individual to integrate conflicting needs and maintain a harmonious relationship between different spheres of life. Disruption of balance is considered a risk factor for psychological maladjustment, especially in conditions of chronic stress.

Modern empirical research confirms that hardiness is formed at the intersection of existential, regulatory and social resources. The works of P. Bartone, S. Maddi, as well as Ukrainian studies show that a high level of hardiness is associated with responsibility, meaning, intrinsic motivation, and a positive life perspective.

In this context, the WIPPF resource approach allows not only to describe the structure of students' internal resources, but also to explain the mechanisms through which these resources support hardiness in conditions of chronic stress. The combination of the concept of hardiness with the resource model of positive psychotherapy creates an integrative theoretical basis for the analysis of the psychological adaptation of student youth in crisis conditions.

In order to empirically analyse the above psychological phenomena, the level of hardiness of students and the structure of their personal resources were investigated. The first stage of the analysis provided descriptive statistics of hardiness indicators, which allowed us to outline the general adaptive potential of the sample. Table 1 presents the average values of hardiness indicators, namely Mean, SD, Min, and Max.

Table 1

Average Values of Students' Hardiness Indicators

Scale	Max	Min	Mean	SD
Hardiness	118	36	78.29	19.38
Involvement	54	13	34.24	9.06
Control	47	13	27.83	7.41
Challenge	28	3	16.22	4.80

The obtained data indicate that the overall hardiness indicator of students is at an average level ($M = 78.29$ with a range from 36 to 118; $SD = 19.38$). A rather high standard deviation indicates significant individual variability, i. e. the sample simultaneously presents both stress-resistant students and those who are more psychologically vulnerable.

Components of hardiness:

– Involvement ($M = 34.24$; $SD = 9.06$) is the most developed component. This means that most students retain interest in life, learning and social roles, feel included in events, even in conditions of instability.

– Control ($M = 27.83$; $SD = 7.41$) is moderately pronounced, which indicates a partial preservation of the feeling of influence on one’s own life, but at the same time the limitation of this resource in conditions of external constraints and prolonged stress.

– Challenge ($M = 16.22$; $SD = 4.80$) is the least developed component, indicating difficulties in perceiving changes as opportunities for development. For a significant part of students, uncertainty and difficult life circumstances are experienced as a threat, not as a resource.

– Hardiness ($SD = 19.38$) for the general indicator of hardiness indicates high interindividual variability. The greatest variability was recorded for the components of involvement ($SD = 9.06$) and control ($SD = 7.41$).

This means that students differ significantly in their ability to actively engage in overcoming stress, which is critical in crisis conditions.

For the purpose of an in-depth analysis of the level of hardiness of student youth, respondents were divided by the levels of the general indicator of hardiness and its structural components – involvement, control and challenge. This approach allows not only to assess the integral level of hardiness, but also to identify the features of the formation of individual psychological attitudes that determine the ability of students to function effectively in conditions of chronic stress and social instability.

Table 2 presents the percentage distribution of students by high, medium and low levels of hardiness and its components, which makes it possible to trace the dominant trends in the structure of psychological hardiness of the studied sample and to outline groups of potential risk and resource development.

Table 2

Distribution of Students by Levels of Hardiness and Its Components (%)

Scale	High	Medium	Low
Hardiness	18.59	65.33	16.08
Involvement	22.61	67.84	9.55
Control	17.58	73.37	9.05
Challenge	29.65	61.30	9.05

65.33% of students have an average level of hardiness, which is typical of young people in conditions of chronic social stress. 18.59% demonstrate a high level of hardiness, that is, they have formed internal resources for overcoming stress. 16.08% are at a low level, which indicates a group of psychological risks for maladjustment, emotional exhaustion, and ineffective coping strategies.

The “Challenge” component is especially indicative, where the proportion of high values (29.65%) is combined with the presence of a group of low values (9.05%), which indicates the polarization of response strategies to change.

Students with high hardiness (18.59%) are characterized by higher indicators of control and involvement, which indicates a sense of personal responsibility for life events, an active position in difficult situations, a positive orientation to challenges, which is manifested in the perception of changes as opportunities for development, rather than threats.

Students with low hardiness (16.08%) are characterized by lower indicators of control and involvement, which is manifested in an external locus of control, passivity or avoidance of difficult situations, a low level of acceptance of challenges, which may indicate a fear of change, a tendency to fixate on stressful circumstances.

In order to analyse the personal resources of students in conditions of chronic stress, the WIPPF resource approach was used, which allows for a comprehensive assessment of both basic

(primary) and acquired (secondary) current abilities of the individual, as well as the features of internal conflicts and the ability to maintain mental balance. These resources are considered important psychological determinants of hardiness, self-regulation and adaptation in crisis conditions.

Table 3 presents the maximum and minimum values, averages and standard deviations for the main scales of the WIPPF methodology, which allows us to characterize the general level of formation of personal resources in the sample, as well as to assess the variability of individual manifestations of students' resource potential.

Table 3

Average Values of Indicators of Students' Personal Resources (WIPPF)

Scale	Max	Min	Mean	SD
Secondary Relevant Abilities	12	3	8.74	1.74
Primary Relevant Abilities	12	3	9.23	1.74
Balance Model Spheres	12	3	8.27	1.95
Role Model	12	3	7.55	2.65

Indicators of personal resources are also generally at an average level:

- Primary actual abilities (M = 9.23; SD = 1.74) are the most preserved resource, which indicates the presence of basic existential supports (faith/meaning/religion, ability to love and hope). Primary actual abilities serve as the foundation of psychological stability and internal support. Moderate SD indicates that these resources are relative.

- Secondary actual abilities (M = 8.74; SD = 1.74) reflect the formation of social and normative qualities (diligence, commitment, and responsibility). Students are generally able to maintain functioning and perform social and educational roles even under conditions of increased stress.

- Spheres of the balance model (M = 8.27; SD = 1.95) and their average value reflect a moderate level of integration of life spheres (study, interpersonal relationships, body, time, values, and future). The increased standard deviation indicates greater individual variability: some students maintain balance, while others experience tension or disharmony between different spheres of life. This is typical in conditions of chronic stress and uncertainty.

- The role model (M = 7.55; SD = 2.65) has the lowest mean and at the same time the largest standard deviation indicates a vulnerable zone of the resource structure. The scale reflects the presence of internal or external support figures (significant adults, social ideals, and images of the "self in the future"). Significant variability means that for some students such models are an important source of stability, while others are in a state of value and identification uncertainty.

- Secondary actual abilities (SD = 1.74) indicate moderate variability: in most students these resources (for example, accuracy, diligence, and commitment) are presented at a similar level.

- Primary actual abilities (SD = 1.74) similarly indicate sufficient homogeneity of basic personal resources (values, meaning, faith), which form the foundation of psychological hardiness.

- Spheres of the balance model (SD = 1.95) moderately increased SD reflects the difference in the ability of students to maintain balance between the main spheres of life (study, interpersonal relationships, self-realization, rest).

- Model for imitation (SD = 2.65) the highest SD indicates significant heterogeneity of this resource: the presence or absence of significant role models varies significantly between students.

For the purpose of in-depth analysis of the structure of personal resources of student youth, respondents were divided by the levels of formation of personal resource indicators according to the WIPPF method. Presenting the results in percentages allows us to identify the dominant levels of development of individual resources, assess their homogeneity/heterogeneity in the sample, and also identify potential areas of psychological vulnerability and resource deficit. The obtained data serve as a basis for further comparison with indicators of hardiness and analysis of the role of personal resources in overcoming chronic stress by students (Table 4).

About a third of students (37.73%) have a high level of secondary relevant abilities. Most students have a sufficient level of secondary relevant abilities (55.60%), which ensures normal functioning in the educational and social environment. However, a small part of students (6.67%) has a deficit of secondary relevant abilities, which can complicate adaptation and self-regulation.

Table 4

Distribution of Students by Levels of WIPPF Personal Resources Indicators (%)

Scale	High	Sufficient / Average	Low
Secondary relevant abilities	37.73	55.60	6.67
Primary relevant abilities	47.11	49.37	3.52
Spheres of the balance model	25.75	66.33	7.92
Role model	25.71	49.92	24.37

Almost half of students have a stable internal resource of primary relevant abilities (47.11%), which helps to cope with stress. The same part has an average level (49.37%), which may be sufficient for daily adaptation, but requires support.

A small part of students has a deficit of internal resources of primary relevant abilities (3.52%), which may increase the risk of emotional burnout.

The spheres of the balance model reflect the ability to balance personal, social and professional resources. A quarter of students (25.75%) effectively maintain balance in different areas of life. The majority have an average level (66.33%), which indicates sufficient, but not optimal integration of resources. A small group of students (7.92%) has obvious difficulties with balance, which can create psychological discomfort.

Role model characterizes the orientation to role models and the ability to take an example from the environment. A quarter of students (25.71%) actively use social models for self-development. Half (49.92%) are at an average level, which indicates a moderate orientation to examples from the environment. A significant part of students (24.37%) does not use role models enough, which can limit the formation of sociopsychological skills. Most students (over 50%) have an average level of personal resources, which provides basic adaptation, but in conditions of chronic stress may be insufficient.

The smallest deficit is observed in primary relevant abilities, and the largest in the role model, which indicates the need to develop social orientation and role models in students.

The following Table 5 demonstrates the results of the correlation analysis between the indicators of students' hardiness and individual components of their personal resources. The purpose of the analysis was to determine the relationship between the level of hardiness and specific personality characteristics, such as accuracy, diligence, commitment, faith/meaning of life and orientation to role models.

The data obtained allow us to assess which personal resources are most closely related to students' hardiness and in which areas of involvement and acceptance of responsibility these resources can act as key factors in adapting and overcoming stressful situations.

The table presents Pearson correlation coefficients between individual hardiness scales and WIPPF resources, where significant correlations are noted at the $p < 0.05$ and $p < 0.01$ levels. These results serve as a basis for further analysis of the integrative effect of personal resources on the overall level of stress resistance of students.

Table 5

Correlation Analysis of Hardiness Variables and Indicators of Personal Resources

	Scale		
	Hardiness	Involvement	Challenge
Secondary relevant abilities			
Accuracy		0.192**	
Diligence	0.173*	0.205**	
Commitment	0.164*	0.179*	
Primary relevant abilities			
Faith/meaning/religion	0.173*	0.202**	0.152*
Role model			
Others	0.173*	0.202**	0.152*

** $p < 0.01$; * $p < 0.05$

Correlation analysis revealed statistically significant positive relationships between hardiness and individual personal resources:

Hardiness is positively related to: diligence ($r = 0.173$, $p < 0.05$), commitment ($r = 0.164$, $p < 0.05$), faith/meaning/religion ($r = 0.173$, $p < 0.05$), and the role model indicator "Others" ($r = 0.173$, $p < 0.05$).

Engagement has stable relationships with: diligence ($r = 0.205$, $p < 0.01$), commitment ($r = 0.179$, $p < 0.05$), accuracy ($r = 0.192$, $p < 0.01$), faith/meaning/religion ($r = 0.202$, $p < 0.01$) and the indicator of the role model "Others" ($r = 0.202$, $p < 0.01$).

Accepting a challenge is associated with faith / meaning / religion ($r = 0.152$, $p < 0.05$) and the indicator of the role model "Others" ($r = 0.152$, $p < 0.05$).

These data indicate that hardiness is based not only on individual traits, but also on deep value-meaning resources and socially formed qualities.

Hardiness is not a direct consequence of resources, but is formed through the mechanism of active involvement and internal control.

Thus, the relevant WIPPF abilities indirectly affect hardiness through the formation of a responsible, active lifestyle.

Therefore, we can say that the "Functionally stable" type with average indicators of hardiness (65.33%) and personal resources prevails among students: secondary relevant abilities (55.60%), primary relevant abilities (49.37%), the sphere of the balance model (66.33%) and a role model (49.92%). The psychological profile of such students is characterized by adaptation without pronounced development and stability in the absence of additional stressors.

Conclusions. Analysis of the obtained data allows us to draw several important conclusions regarding the resilience of student youth and the role of personal resources in overcoming chronic stress. The overall level of resilience of students is at an average level, which indicates a sufficient, but not absolute ability of young people to adapt to stressful conditions.

Among the structural components of resilience, the highest indicators are involvement, which reflects the active participation of students in life, learning and social processes even in difficult conditions.

A study of personal resources using the WIPPF method showed that the average level of resource formation is also at an average level, with primary relevant abilities being the most stable resource, which includes value-meaning supports, faith, the meaning of life and inner hope. Secondary relevant abilities provide socio-normative behaviour and the ability to perform roles in learning and the social environment. The spheres of the balance model reflect the integration of life spheres, with moderate variability, which indicates the partial ability of students to maintain harmony between learning, social relationships and personal development. The least formed and at the same time most heterogeneous resource is the role model, which reflects the orientation to social and role models and shows a significant difference between students in the use of external examples for self-development.

Correlation analysis confirmed the positive relationship between general resilience and individual WIPPF resources. This confirms that the mechanism of resilience development is complex, combining individual abilities, social orientations and internal psychological supports.

Thus, the "Functionally stable" type prevails among students. This profile is characterized by adaptive stability without pronounced development, which ensures effective functioning in the absence of additional stressors, but requires focused work on the development of social orientation and role models to increase resilience in crisis situations.

Adherence to Ethical Standards. The study was conducted in compliance with ethical standards for conducting psychological research. Participants were informed about the purpose and procedure of the study, provided voluntary informed consent to participate and had the opportunity to discontinue participation at any time. The anonymity and confidentiality of the data obtained were ensured, and the results were used exclusively for scientific purposes.

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HARDINESS OF STUDENT YOUTH IN CONDITIONS OF CHRONIC STRESS: THE ROLE OF PERSONAL RESOURCES

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DOI: <https://doi.org/10.32342/3041-2196-2026-1-31-2>

Keywords: *hardiness, stress, personal resources, students, WIPPF, socio-psychological resources*

*The article is devoted to a comprehensive psychological analysis of students' hardiness in conditions of prolonged social instability and chronic stress. **The purpose of the study** was to research, determine, and substantiate the relationship between hardiness and personal resources of students under conditions of chronic stress, as well as to identify psychological mechanisms that ensure adaptation and preservation of mental health.*

Modern theoretical approaches to understanding hardiness as an integral psychological characteristic that reflects the ability of an individual to effectively resist stressful influences and maintain psychological stability were researched. The study considered scientific concepts developed by S. Kobasa and S. Maddi, and contemporary Ukrainian and foreign researchers, who interpret hardiness as a system of personal attitudes that includes involvement, control, and perception of life challenges. It was determined that hardiness performs a protective and adaptive function, reducing the destructive impact of stress on emotional well-being, academic performance, and social integration of students. The research also reviewed the role of personal resources as psychological factors that support stress resistance and promote constructive coping behaviour.

***The methodological framework** of the study included psychometric diagnostic methods. The Hardiness Survey by S. Maddi was used to assess the level of students' stress resistance through the indicators of commitment, control, and challenge. The Wiesbaden Questionnaire for Positive Psychotherapy and Family Therapy (WIPPF 2.0) by N. Pezeshkian was applied to identify internal personal resources, including primary and secondary relevant abilities, balance model spheres, and role model indicators. Statistical methods of data processing were used, including descriptive statistics, percentage distribution, and correlation analysis, which allowed determining, establishing, and proving relationships between psychological variables.*

The empirical study involved 199 students from various higher education institutions, whose educational activity took place during the period of full-scale military operations. The results revealed that the general level of students' hardiness is mostly average, which indicates the presence of adaptive potential, but also demonstrates vulnerability to prolonged stress. It was established that involvement is the most developed component of hardiness, indicating students' motivation to remain engaged in educational and social activities. Control was expressed at a moderate level, which reflects partial confidence in the ability to influence life circumstances. At the same time, the challenge component appeared to be the least developed, which indicates difficulties in perceiving changes as opportunities for personal growth.

The analysis of personal resources revealed that primary relevant abilities, such as faith, meaning of life, and emotional support, are the most stable internal resources of students. Secondary relevant abilities, including responsibility, diligence, and discipline, were also sufficiently developed and contribute to maintaining behavioural organization under stress. However, the study identified that the role model indicator is the most vulnerable component of the resource structure, which reflects the lack of stable social and value orientations among a significant proportion of students.

Correlation analysis established, proved, and confirmed statistically significant positive relationships between hardiness and specific personal resources. It was determined that diligence, responsibility, faith, meaning of life, and orientation toward significant social figures are key predictors of students' hardiness. The results demonstrated that hardiness is formed through the interaction of existential, social, and regulatory psychological resources rather than being an innate personality trait. The study also substantiated that personal resources function as protective mechanisms that promote adaptive coping strategies and psychological resilience under chronic stress.

The practical significance is substantiated by the possibility of using the obtained results to develop psychological support programs aimed at strengthening students' personal resources, preventing emotional burnout, and improving stress management skills.

The conclusions of the research proved that students' hardiness is a dynamic psychological system that depends on the development of internal personal resources and social support mechanisms. It was established that strengthening existential values, responsibility, and social role models significantly increases students' ability to cope with chronic stress and maintain psychological well-being. The results revealed the necessity of implementing training and educational programs focused on the development of personal resource potential as an effective means of supporting student youth in crisis social conditions.

Дата надходження до редакції / Submitted: 28.03.26

Дата прийняття до публікації / Accepted: 21.04.26

Дата публікації / Published: 15.06.26