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RELATIONSHIPS AND PREDICTIVE ROLE OF HARDINESS IN SOCIO-PSYCHOLOGICAL ADAPTATION AND STRESS AMONG STUDENTS

Background. ***Studying in higher education institutions requires rapid socio-psychological adaptation to new conditions, roles, and academic demands, which inevitably increases emotional stress. The full-scale war in Ukraine has significantly intensified this psychological pressure on student youth. Under wartime circumstances, adaptive processes become considerably more complex, making the maintenance of psychological balance a critical issue.***

Methods. ***The study involved 199 students from various Ukrainian higher education institutions and was conducted during 2022–2023. A combination of theoretical methods (analysis, comparison, generalization, and systematization) and empirical tools was applied. The empirical framework included the Socio-Psychological Adaptation Methodology by C. Rogers and R. Dymond, the Hardiness Test by S. Maddi, and the Perceived Stress Scale (PSS-10). Data analysis was performed using Pearson correlation analysis and linear regression analysis to identify the structural relationships and predictive value of hardiness.***

Results. ***High general adaptability was found in 87.44 % of students, self-acceptance in 95.98 %, and internality in 98.49 %. Most students showed average hardiness (65.33 %) and moderate perceived stress (85.42 %). Correlation analysis revealed strong associations between adaptation and hardiness ($p < .001$), notably for emotional comfort ($r = -.746$), adaptability ($r = -.713$), and internality ($r = -.713$), while self-acceptance showed a moderate link ($r = .565$). Perceived stress correlated weakly only with self-acceptance ($r = .168$, $p < .05$). Regression analysis confirmed hardiness as a significant predictor of socio-psychological adaptation ($p < .001$), explaining 55.7 % of the variance in emotional comfort ($R^2 = .557$) and 50.8 % in both adaptability and internality ($R^2 = .508$$), proving it to be a key resource under prolonged stress.***

Conclusions. ***The findings indicate that while the majority of students maintain sufficient adaptive potential, chronic military stress causes emotional tension and interpersonal challenges. A close relationship exists between adaptation and hardiness, confirming that hardiness serves as a core internal resource that mitigates maladaptive manifestations and supports effective functioning. Perceived stress appears to be more autonomous and driven by external situational factors.***

Keywords: ***socio-psychological adaptation, hardiness, stress, students, adaptive resources of the individual.***

Background

Relevance and purpose of the study

In modern higher education, students experience increasing psychological demands associated with intensive academic workloads, rapid educational changes, and the continuous need for socio-psychological adaptation. Psychological stability is a multidimensional construct comprising emotional, cognitive, motivational, and social components that are influenced by both personal characteristics and environmental conditions. Under wartime circumstances, these adaptive processes become considerably more complex because students must simultaneously cope with academic requirements and chronic exposure to traumatic stressors (Chykhantsova, 2024, 2025).

The full-scale war in Ukraine has significantly intensified psychological distress among university students, increasing anxiety, uncertainty, emotional exhaustion, and the risk of maladaptation. Recent empirical evidence indicates that successful adaptation during wartime depends on both individual psychological resources and supportive educational environments (Hrabovska, Partyko, & Stelmashchuk, 2024). Similarly, repeated cross-sectional research involving Ukrainian universities demonstrated that prolonged exposure to war negatively affects students' mental health, emotional well-being, academic functioning, and quality of life, although considerable individual differences in resilience remain (Kurapov et al., 2026).

Socio-psychological adaptation is generally understood as a multidimensional process through which students establish effective interaction with the educational environment while maintaining psychological well-being and successful academic functioning. Successful adaptation contributes to professional development, academic achievement, and psychological health (Malitska, 2022; Bereznyak, Nakorchevska, & Vasilyeva, 2022). During martial law, additional challenges arise, including reduced academic motivation, disruption of educational routines, uncertainty about the future, and diminished feelings of personal security. Consequently, educational institutions increasingly emphasize psychologically safe learning environments, digital technologies, and adaptive teaching strategies (Tymkiv, 2023; Kushneryk, 2024).

Among the psychological resources facilitating successful adaptation, hardiness has attracted growing scientific attention. According to Maddi's theoretical model, hardiness comprises commitment, control, and challenge, enabling individuals to perceive stressful situations as manageable and meaningful rather than threatening. Contemporary Ukrainian studies conceptualize hardiness as an integrative personality resource supporting emotional regulation, psychological well-being, and adaptive behaviour under prolonged uncertainty (Chykhantsova, 2024). Likewise, Berezovska and Bohaichuk (2024) demonstrated that these structural components of hardiness contribute significantly to successful adaptation within stressful educational environments.

Empirical evidence suggests that resilience and hardiness play an important role in maintaining students' psychological functioning during wartime. Koliadenko et al. (2024) found that resilience factors facilitate emotional stability, coping effectiveness, and preservation of academic functioning among Ukrainian students despite prolonged military stress. Similarly, Mytnyk and Chanchykov (2024) emphasize that hardiness enhances students' ability to regulate emotions, maintain self-control, and adapt successfully to changing educational conditions during war.

Prolonged exposure to military stress has been shown to impair emotional well-being, increase anxiety, reduce concentration, and complicate interpersonal functioning. Kryvoshei (2024) reported that military conflict substantially increases psychological stress among university students,

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creating additional adaptation difficulties and emphasizing the need for systematic psychological support. These findings are consistent with Savelyuk (2022), who demonstrated that concentration difficulties, chronic time pressure, and anxiety represent the most common manifestations of student stress.

Although previous studies have substantially improved understanding of stress, resilience, and socio-psychological adaptation among university students, several important gaps remain. Most studies have investigated these constructs separately, whereas relatively few have examined the predictive role of hardiness in explaining specific dimensions of socio-psychological adaptation under prolonged wartime conditions. Moreover, empirical evidence based on Ukrainian student populations remains limited despite the unique psychological challenges associated with the ongoing military conflict. Therefore, further investigation of the relationships between socio-psychological adaptation, hardiness, and perceived stress is necessary to provide an evidence-based foundation for developing effective psychological support programmes for university students.

The purpose of this study is to examine the relationship between socio-psychological adaptation, hardiness, and stress in students.

Methods

The study used theoretical methods (analysis, comparison, generalization, systematization). Empirical: methodology for studying social and psychological adaptation. C. Rogers – R. Dymond– (Osnitsky A.K.) – to identify personality characteristics and the degree of social and psychological adaptation. The methodology is widely used in scientific research to study various aspects of social adaptation, mental health and interpersonal relationships; in educational programs to assess the effectiveness of social adaptation programs and the development of communication skills in students, "Hardiness Test" S. Maddi - to determine the ability and readiness of students to act actively in a stressful situation according to the indicators: control, commitment, acceptance of challenges. By determining the level of students' ability and readiness to act actively in a stressful situation according to the indicators: control, commitment, acceptance of challenges, it is possible to determine the level of hardiness indicators in students according to various sample indicators. Perceived Stress Scale (PSS) – to assess the perception of stress and its potential consequences. The advantages of the PSS-10 are simplicity and convenience, validity and reliability, which is confirmed by research; universality. The Perception Stress Scale (PSS) is widely used to assess stress among different population groups and for cross-cultural comparisons. The methods were chosen to identify the relationship between acceptance of self / others and control, involvement, challenge; the possibility of correlation analysis, which allows you to show how the level of adaptation is related to subjective stress and simple interpretation of the results. To identify the relationship between indicators of socio-psychological adaptation, hardiness and stress in students, we used Pearson correlation analysis. The sample consisted of 199 students from different higher education institutions. The study was conducted during 2022–2023.

Results

To assess the level of socio-psychological adaptation of students, the Rogers–Dymond method was used, which allows determining the level of development of adaptive and maladaptive personality characteristics. The results of the study are presented in the percentage of respondents who demonstrate a high, medium and low level on separate scales: Adaptability, Self-acceptance, Acceptance of others, Emotional comfort, Internality, Dominance and Escapism.

Table 1 shows the distribution of students by levels of adaptation, which allows assessing the general psychological potential of the group, identifying weaknesses and determining areas of psychological and pedagogical support. The data obtained indicate which aspects of socio-psychological adaptation require more attention when forming programs for the development of hardiness and stress resistance of student youth.

Table 1

Level of socio-psychological adaptation of students (%)

Scale	High	Middle	Low
Adaptability	87.44	4.52	8.04
Self-acceptance	95.98	0.5	3.52
Acceptance of others	71.86	7.04	21.10
Emotional comfort	62.81	10.05	27.14
Internality	98.49	-	1.51
Dominance	15.08	7.54	77,38
Escapism	9.,05	66.83	24.12

Analysis of the distribution of levels of socio-psychological adaptation of students shows the prevalence of high indicators on most adaptive scales, which indicates a satisfactory adaptive potential of the sample.

The highest indicators were recorded on the scales of internality (98.49 %) and self-acceptance (95.98 %), which indicates a developed sense of personal responsibility for one's own life, internal locus of control and positive self-perception. Such characteristics are important predictors of effective self-regulation and psychological hardiness in conditions of increased stress.

A high level of general adaptability is observed in 87.44 % of students, which indicates the ability of most respondents to successfully integrate into the educational environment, despite difficult social conditions. At the same time, a low level of adaptability was recorded in 8.04 %, which may indicate the presence of a risk group with increased vulnerability to maladaptive manifestations.

Indicators of acceptance of others are more heterogeneous: while 71.86 % of students recorded a high level, 21.10 % demonstrated a low level, which may indicate difficulties in interpersonal interaction, reduced trust, or social distancing.

A similar trend was found on the emotional comfort scale: only 62.81 % of students have a high level, while 27.14 % are in the zone of low emotional well-being, which may reflect increased anxiety, internal tension and emotional instability, especially relevant in conditions of military stress.

The results on the dominance scale deserve special attention, where 77.38 % of students demonstrate a low level. This indicates the prevalence of passive or conformist behavioral strategies, avoidance of leadership roles and caution in defending one's own position, which may be an adaptive reaction to a prolonged situation of uncertainty.

Escapism indicators are characterized by a dominance of the middle level (66.83 %), which indicates the tendency

of a significant part of students to use avoidant or compensatory strategies to overcome stress. At the same time, 24.12 % of respondents with a low level of escapism may demonstrate more constructive coping strategies.

To assess the level of hardiness of students, the Maddi Hardiness Test was used, which allows determining the integral level of hardiness and the development of its main components: Commitment, Control and Acceptance of Challenge. Table 2 shows the distribution of students by high, medium and low level of each component and the overall hardiness indicator in percentage.

The presented data make it possible to assess the psychological potential of students in overcoming stressful situations, identify the strengths and weaknesses of their hardiness and outline areas of psychological support and development of internal resources.

Table 2

Student hardiness level (%)

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

Most students have an average level of hardiness (only a small part demonstrates a high or low level), which is typical for young people in conditions of increased stress (war, study, social challenges).

A high level of hardiness is manifested mainly in readiness for a challenge, which is positive for adaptation to new conditions.

A low level is observed in 9–16 % of students, which indicates the need for psychological support and development of internal resources.

The average level of the "Commitment" indicator indicates that students are mainly interested in learning and life events, but a high level is manifested in less than a quarter.

Also, most students feel moderate control over events, high control is manifested in a small number of students.

Regarding the "Challenge" indicator, students are ready to perceive new difficulties and changes as a challenge, this is the most developed component of hardiness.

To determine the level of perceived stress of students, the Perceived Stress Scale (PSS-10) was used, which allows assessing the subjective experience of tension, overload, and a feeling of uncontrollability of life events. Table 3 presents the distribution of respondents by high, medium, and low levels of perceived stress in percentage terms, which allows characterizing the general -emotional state of students in conditions of increased academic and social workload.

Table 3

Students' perceived stress level (%)

Scale	High	Middle	Low
Perceived stress	9.05	85.42	5.53

The results of the study show that the vast majority of students are characterized by an average level of perceived stress (85.42 %). This means that respondents regularly encounter stressful situations, but in general retain the ability to be aware of them and partially control them. The average level of perceived stress indicates a tense, but relatively adaptive emotional state, which allows students to function in conditions of academic load and social instability.

A high level of perceived stress was recorded in 9.05 % of students. Representatives of this group may be in a state of chronic emotional tension, accompanied by a feeling of overload, difficulty concentrating, decreased performance and an increased risk of developing maladaptive reactions. This group requires special psychological attention and targeted support.

A low level of perceived stress was found in 5.53 % of students, which indicates a high level of emotional regulation and effective use of personal resources to overcome stress. At the same time, in rare cases, a low level of perceived stress may be associated with an underestimated awareness of stress-causing factors or a tendency to avoid experiences.

In general, the data obtained indicate that stress is a stable background factor in the life of young students, but in most cases it does not reach critical levels. This creates the prerequisites for the effective development of hardiness and adaptive strategies for coping with stress, and also emphasizes the need for systematic psychological support for students in conditions of increased social and emotional stress.

To identify the relationship between indicators of socio-psychological adaptation, hardiness and stress in students, we used Pearson correlation analysis (Table 4).

Table 4

The relationship between indicators of socio-psychological adaptation and indicators of hardiness and stress

Scale	Hardiness	Commitment	Control	Challenge	Perceived stress
Adaptability	-.713***	-.675***	-.656***	.606***	-.122
Self-acceptance	.565***	.554***	.501***	.477***	.168*
Acceptance of others	-.576***	-.575***	-.481***	-.488***	-.105
Emotional comfort	-.746***	-.713***	-.685***	-.621***	-.075
Internality	-.713***	-.661***	-.676***	-.598***	.104
Dominance	-.468***	-.390***	-.485***	-.414***	-.101
Escapism	-.576***	-.539***	-.530***	-.502***	-.044

*p<.05, ***p<.001

The results of Pearson's correlation analysis indicate the presence of statistically significant relationships between indicators of socio-psychological adaptation, hardiness and perceived stress in students, which confirms the systemic nature of the studied psychological constructs.

Strong and moderate correlations were established between most indicators of socio-psychological adaptation and components of hardiness (p<.001). In particular, the adaptability indicator has strong negative correlations with the general level of hardiness (r = -0.713), commitment

(r = -0.675), control (r = -0.656) and challenge (r = -0.606). This direction of the relationship is due to the peculiarities of the interpretation of the scales of the Rogers-Dymond methodology, where higher values on a number of scales may reflect maladaptive tendencies. The results obtained indicate that the increase in maladaptive manifestations is accompanied by a decrease in the level of hardiness and its structural components.

The self-acceptance indicator demonstrates positive moderate correlations with all components of hardiness: the general indicator (r = 0.565), commitment (r = 0.554), control (r = 0.501) and challenge (r = 0.477) at the significance level p<.001. This indicates that a positive attitude towards oneself and acceptance of one's own characteristics are an important resource for the formation of students' hardiness.

Negative correlations were recorded between the indicator of acceptance of others and hardiness (r = -0.576), involvement (r = -0.575), control (r = -0.481) and challenge (r = -0.488) (p<.001), which may also be related to the specifics of the scaling of the methodology. A similar trend was found for the indicators of emotional comfort and internality, which have some of the strongest correlations with hardiness (r = -0.746 and r = -0.713, respectively). This indicates a close relationship between the emotional state, the sense of internal control and the ability of the individual to withstand stressful influences.

The dominance indicator has moderate negative correlations with the components of hardiness (r from -0.390 to -0.485; p<.001), which indicates that excessive focus on controlling others can reduce internal psychological hardiness. Similar relationships were recorded for escapism, which negatively correlates with all components of hardiness (r from -0.502 to -0.576; p<.001), which confirms the maladaptive nature of avoidant strategies in overcoming stress.

The relationships between indicators of socio-psychological adaptation and perceived stress were weak and mostly statistically insignificant, with the exception of a slight positive relationship between self-acceptance and the level of perceived stress (r = 0.168; p<.05). This may indicate that stress in students is a relatively autonomous phenomenon, the level of which is largely determined by external social and situational factors, in particular wartime conditions.

In order to determine the predictive role of hardiness in the formation of indicators of socio-psychological adaptation of students, linear regression analysis was applied. Table 5 presents the results of the regression model, which reflects the influence of the integral indicator of hardiness on individual adaptive and maladaptive personality characteristics.

The values of the coefficient of determination (R^2) and the t-test allow us to assess the degree of contribution of hardiness to explaining the variability of adaptability indicators, as well as the statistical significance of the obtained dependencies. The results of the regression analysis provide a basis for interpreting hardiness as a key psychological resource that determines the effectiveness of students' adaptation processes in conditions of increased stress.

Table 5

Regression model of the dependence of adaptability indicators on hardiness

Scale	Hardiness	
	R^2	t
Adaptability	0.508	-14.3
Self-acceptance	0.319	9.61
Acceptance of others	0.331	-9.88
Emotional comfort	0.557	-15.7
Internality	0.508	-14.3
Dominance	0.219	-7.42
Escapism	0.332	-9.90

***p<.001

The results of the regression analysis indicate that hardiness is a statistically significant predictor of the indicators of social and psychological adaptation of students (p<.001). The obtained values of the coefficient of determination R^2 indicate a significant contribution of hardiness to explaining the variability of adaptive and maladaptive personality characteristics.

In particular, hardiness explains 50.8 % of the variance of the indicator "Adaptivity" (R^2 = 0.508), which indicates a strong influence of this resource on the overall level of adaptation of students to the socio-educational environment. The negative value of the t-criterion (t = -14.3) is due to the direction of scaling of the Rogers–Dymond method and indicates that the increase in hardiness is accompanied by a decrease in maladaptive manifestations.

High R^2 values were also recorded for the emotional comfort indicator (R^2 = 0.557; t = -15.7), which allows us to state: hardiness significantly affects the stability of the emotional state and the reduction of internal tension in students. A similar dependence was found for internality (R^2 = 0.508; t = -14.3), which emphasizes the role of hardiness in forming a sense of internal control over life events.

For the self-acceptance indicator, a positive regression effect of hardiness was established (R^2 = 0.319; t = 9.61), which indicates that increasing hardiness contributes to the formation of a positive attitude towards oneself and one's own capabilities.

Hardiness also significantly explains the variability of the indicators of acceptance of others (R^2 = 0.331; t = -9.88) and escapism (R^2 = 0.332; t = -9.90). The negative direction of the relationships indicates that the increase in hardiness reduces the tendency to avoid difficulties and reduces the level of interpersonal tension.

The smallest, but statistically significant effect of hardiness was found for the dominance indicator (R^2 = 0.219; t = -7.42), which indicates a moderate relationship between internal hardiness and a decrease in the need for excessive control over others.

In general, the obtained regression model confirms that hardiness is a key psychological resource that determines the level of socio-psychological adaptation of students, mediating emotional comfort, self-perception and behavioral strategies in conditions of increased stress and social instability.

Discussion and conclusions

The findings of the present study confirm that socio-psychological adaptation, hardiness, and perceived stress represent closely interconnected psychological constructs, particularly under conditions of prolonged war-related stress. The identified relationships support the theoretical model proposed by Salvatore Maddi, according to which hardiness functions as a personal resilience resource that

promotes adaptive functioning under adverse life circumstances. Our results also correspond to contemporary resilience research emphasizing that psychological adaptation depends not only on external conditions but also on internal personal resources that facilitate effective coping with prolonged uncertainty.

The predominance of high levels of self-acceptance and internality among students indicates the preservation of positive self-perception and an internal locus of control despite the stressful wartime context. These findings are consistent with the studies of Mytnyk? and Chanchykov (2024), who demonstrated that hardiness enhances students' ability to maintain self-regulation and emotional stability under conditions of educational disruption caused by war. Similar conclusions were reported by Kordunova, Mudrak, and Dmytriyuk (2021), who considered hardiness one of the central determinants of successful psychological adaptation in crisis situations.

At the same time, the relatively low levels of emotional comfort and acceptance of others observed in part of the sample suggest the existence of hidden maladaptive tendencies. This finding supports the results of Pichurin (2025), who reported that although many Ukrainian students demonstrate moderate hardiness, emotional tension and interpersonal difficulties remain common under chronic stress. Likewise, and Kryvoshey (2024) emphasized that prolonged exposure to military stress negatively affects emotional well-being, academic functioning, and interpersonal interaction among university students.

The correlation analysis demonstrated that hardiness is strongly associated with key indicators of socio-psychological adaptation, particularly emotional comfort, adaptability, and internality. These findings are consistent with international evidence showing that hardiness serves as a protective factor against psychological maladjustment and promotes adaptive coping strategies. At the same time, the weak correlations between perceived stress and adaptation indicators suggest that subjective stress perception may depend more strongly on external situational factors than on stable personality characteristics. This interpretation corresponds with the findings of Savelyuk (2022), who reported that anxiety, concentration difficulties, and emotional overload among students are largely determined by contextual stressors rather than individual personality traits alone.

An important contribution of the present study is the regression analysis, which demonstrated the predictive role of hardiness in explaining socio-psychological adaptation. Hardiness accounted for more than half of the variance in emotional comfort (R^2 = .557), adaptability (R^2 = .508), and internality (R^2 = .508), confirming its substantial contribution to students' adaptive functioning. These results extend previous findings by Chykhantsova (2025), who emphasized psychological resilience as a multidimensional resource for maintaining mental health during wartime, and by Uhryn and Yuzheka (2025), who highlighted the importance of adaptive resources for successful learning under conditions of uncertainty and blended education.

Unlike many previous Ukrainian studies that primarily described separate manifestations of stress, adaptation, or hardiness, the present research provides empirical evidence of their structural interrelationships and demonstrates the predictive value of hardiness using both correlation and regression analyses. Therefore, the study contributes to a more comprehensive understanding of the psychological mechanisms underlying students' adaptation during prolonged military conflict.

Overall, the findings indicate that although most students maintain relatively high adaptive potential, emotional vulnerability persists in a considerable proportion of the sample. Strengthening hardiness should therefore become one of the primary objectives of university psychological services through resilience-oriented interventions, psychoeducational programmes, and preventive mental health support.

Future research should focus on longitudinal investigations of adaptation dynamics throughout different stages of wartime and post-war recovery, as well as on evaluating the effectiveness of psychological interventions aimed at strengthening hardiness, resilience, adaptive coping strategies, and emotional well-being among university students.

Open Science. The data presented in this article are available from the author upon request. Requests for access to these datasets should be sent to eovcharenko78@gmail.com

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ВЗАЄМОВІДНОСИНИ ТА ПРОГНОЗУЮЧА РОЛЬ СТІЙКОСТІ В СОЦІАЛЬНО-ПСИХОЛОГІЧНІЙ АДАПТАЦІЇ ТА СТРЕСУ СЕРЕД СТУДЕНТІВ

В с т у п . *Навчання у вищих навчальних закладах вимагає швидкої соціально-психологічної адаптації до нових умов, ролей та академічних вимог, що неминуче посилює емоційний стрес. Повномасштабна війна в Україні значно посилила цей психологічний тиск на студентську молодь. В умовах війни адаптаційні процеси стають значно складнішими, що робить збереження психологічної рівноваги надзвичайно важливим питанням.*

М е т о д и . *У дослідженні використано теоретичні методи (аналіз, порівняння, узагальнення, систематизація, емпіричні, а саме: Методика дослідження соціально-психологічної адаптації К. Роджерса – Р. Даймонда, "Тест життєстійкості" С. Мадді, Шкала сприйнятого стресу (PSS). Для виявлення зв'язку між показниками соціально-психологічної адаптації, життєстійкості та стресу у студентів було застосовано кореляційний аналіз Пірсона. Вибірку становили 199 студентів різних ЗВО.*

Р е з у л ь т а т и . *Високий рівень загальної адаптивності було виявлено у 87,44 % студентів, самоприйняття – у 95,98 %, а інтернальності – у 98,49 %. Більшість студентів продемонстрували середній рівень стійкості (65,33 %) та помірний рівень сприйманого стресу (85,42 %). Кореляційний аналіз виявив сильні зв'язки між адаптацією та стійкістю ($p < 0,001$), зокрема щодо емоційного комфорту ($r = –0,746$), адаптивності ($r = –0,713$) та інтровертності ($r = –0,713$), тоді як самоприйняття показало помірний зв'язок ($r = 0,565$). Сприйманий стрес слабко корелював лише із самоприйняттям ($r = 0,168$, $p < 0,05$). Регресійний аналіз підтвердив, що стійкість є значущим предиктором соціально-психологічної адаптації ($p < 0,001$), пояснюючи 55,7 % дисперсії емоційного комфорту ($R^2 = 0,557$) та 50,8 % – як адаптивності, так і інтернальності ($R^2 = 0,508$), що доводить її роль як ключового ресурсу в умовах тривалого стресу.*

В и с н о в к и . *Отримані результати свідчать про те, що, хоча більшість студентів зберігають достатній адаптаційний потенціал, хронічний військовий стрес спричиняє емоційну напругу та міжособистісні проблеми. Між адаптацією та стійкістю існує тісний зв'язок, що підтверджує: стійкість є основним внутрішнім ресурсом, який пом'якшує прояви дезадаптації та сприяє ефективному функціонуванню. Сприйманий стрес, як виявляється, є більш автономним і зумовленим зовнішніми ситуативними чинниками.*

К л ю ч о в і с л о в а : *соціально-психологічна адаптація, життєстійкість, стрес, студенти, адаптаційні ресурси особистості.*

Декларація про генеративний штучний інтелект та технології, що використовують штучний інтелект. Під час підготовки цієї статті автор не використовував інструменти штучного інтелекту.

Declaration of Generative AI and AI-Assisted Technologies. During the preparation of this work, the author did not use artificial intelligence tools.

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Ethical Statement The study was approved by the Ethics Committee of the Public Organization "Ukrainian Association of Educational and Developmental Psychology" (Protocol No. 1 dated April 30, 2026). All study participants provided written informed consent for their participation and the publication of the obtained data. The author guarantee full anonymity and confidentiality of personal information.

Автор заявляє про відсутність конфлікту інтересів. Спонсори не брали участі в розробленні дослідження; у зборі, аналізі чи інтерпретації даних; у написанні рукопису; в рішенні про публікацію результатів.

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