

**PSYCHOLOGICAL CORRELATES AMONG DETERMINANTS OF STUDENTS'
STRESS RESILIENCE**

*Ismailova Nurjakhon Zukhuridinovna
Tashkent, Uzbekistan*

Abstract: This article is devoted to the analysis of the stress experienced by schoolchildren in the process of educational activities and the factors that cause it. The article describes the results of the empirical test conducted on the study of stress factors in students in adolescence and early adolescence and the analysis of the results of the formative experience on increasing resilience to stress.

Key words: student, educational activity, tendency to stress, resilience to stress, frustration tolerance, self-esteem, self-evaluation, coping strategy, determinant, correlative relationship.

At present, researchers worldwide emphasize that stress has become the "disease of the century." Experiencing stress has a profoundly negative impact not only on an individual's performance and daily activities but also on their mental and physical health. According to the World Health Organization (WHO), approximately 65% of existing illnesses are associated with stress. As noted by the WHO at the Geneva Assembly, stress has been officially included under the 11th category in the International Classification of Diseases.

Therefore, studying the serious negative effects of stress on both human activity and mental and physical health is considered highly relevant.

On a global scale, stress and stress resilience are considered among the most pressing issues in the field of psychology. Large-scale studies are being conducted on the psychophysiological factors contributing to stress, the promotion of mental health among individuals prone to stress through motivational and emotional-volitional interventions, the reduction of academic performance decline among students resulting from stress, the lag in preparing competitive professionals, the socio-psychological prevention of stress-prone individuals, and the development of effective methods of psychocorrectional intervention.

However, in Uzbekistan, the possibilities of forming stress-resilient behavior among youth through a comprehensive study of the psychological determinants of stress resilience, simultaneously addressing their cognitive, affective, conative, and physiological domains, have not been sufficiently explored.

In our country, the task of educating students as competitive and well-rounded professionals is one of the state's highest priorities. The statement of our Head of State deserves special attention: "We must create all conditions for our youth who strive to receive higher education, engage in self-development, and dedicate their lives to science."¹

The student period is one of the most challenging stages in a person's life. During this time, individuals strengthen their beliefs, behaviors, and relationships while acquiring professional knowledge, skills, and competencies essential for their future. Therefore, enhancing stress resilience becomes particularly relevant at this stage, as it reflects how students respond to stress-inducing factors.

¹ Послание Президента Республики Узбекистан Шавката Мирзиёева Олий Мажлису. 24 января 2020 года // газета "Народное слово" от 25 января 2020 года, № 19. – с. 1-4.

Although the problem of stress has been studied by many authors, there are relatively few works devoted specifically to stress resilience. Nevertheless, some studies in this area have been conducted.

For instance, the works of L.I. Antsyferova and L.G. Dikaya examined stress resilience in connection with goal orientation, long-term planning, and activity organization. Research by V.I. Medvedev, V.E. Milman, V.D. Nebylitsyn, G.S. Nikiforov, and others focused on personal factors in overcoming stress. The concept of “coping strategies” in stressful situations received particular attention in the works of R. Lazarus and R. Thoits. The specific features of stress resilience development in students were investigated by A.A. Andreeva, E.I. Bast, Z.B. Kuchina, O.V. Lozgacheva, I.N. Menshikova, M.L. Khutornaya, and V.A. Yakunin.

Earlier, the methodology for addressing difficult life situations incorporated moral and ethical principles along with various techniques for overcoming stress. At present, researchers mainly adhere to the situational coping model initially proposed by S. Folkman and R. Lazarus, as it allows us to focus on the stressful situations and conditions most frequently encountered by university students.

In Uzbekistan, stress and stress resilience have been studied as part of psychological research closely linked to concepts such as mental crisis, nervous tension, psychological strain, and suicidal behavior. The first attempts to investigate certain psychological aspects of stress appeared in the late 20th century in the works of M.G. Davletshin, G.B. Shoumarov, and their students. Uzbek scholars such as V.M. Karimova, R.N. Samarov, and B.N. Sirliev also analyzed data related to the concept of “stress.”

G.V. Khrulnova emphasized the importance of using psychological techniques during training sessions aimed at helping adolescents cope with the consequences of stress. D.S. Karshieva investigated professional stress among school and university teachers, focusing on emotional burnout and coping strategies.

In Uzbek psychology, emotional experiences in the course of human life have been extensively studied. However, the issue of stress resilience during the student years, particularly in relation to academic activities and psychological determinants such as self-esteem, frustration tolerance, and coping strategies, has not yet been comprehensively examined. For this reason, we conducted a study among students and analyzed the results, which are presented in Figure 1 below.

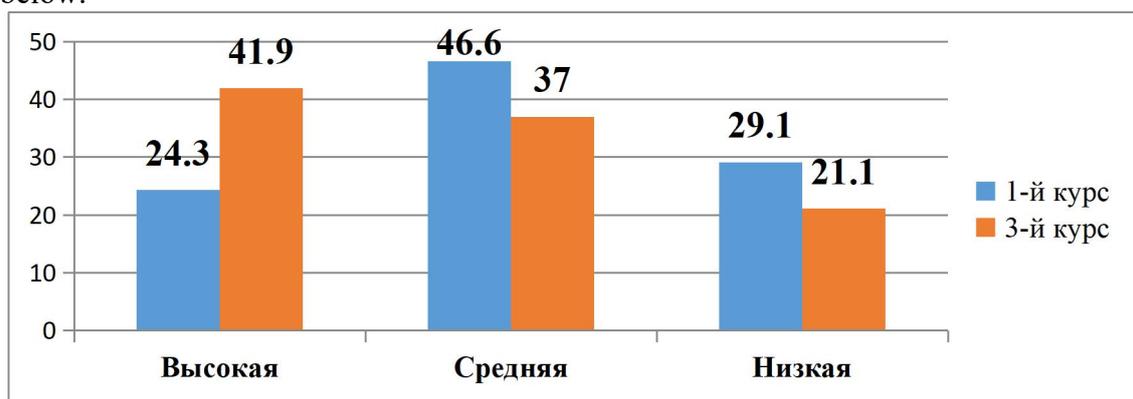


Fig. 1. Manifestation of stress resilience among respondents of different academic years (in %)

Analyzing Figure 2 shows that 29.1% of first-year respondents and 21.1% of third-year respondents demonstrate a low level of stress resilience. This can be explained as follows: among first-year students, after transitioning from various educational institutions, there is often weak social adaptation to new requirements, insufficient time for learning at the required level, difficulties in mastering all the necessary information, and an overload of academic tasks.

Although such factors also affect third-year students, the insufficiently developed experience and skills in first-year students for planning their daily academic activities and managing the flow of information are considered key reasons for their lower stress resilience.

The relatively lower percentage of students with low stress resilience among third-year respondents can be attributed to their greater adaptation to academic activities, increased levels of psychological knowledge, skills, and competencies, a broader understanding of academic and professional domains, as well as better time management abilities.

In summary, the lower stress resilience levels—21.1% for third-year students and 29.1% for first-year students—can be explained by the fact that third-year students have acquired specific abilities and skills for more stable and adaptive engagement in academic activities and for solving academic challenges.

Furthermore, we also analyzed the overall stress resilience level across all respondents and, based on this, identified experimental and control groups for our study. Respondents with low stress resilience were assigned to the experimental group. The results are presented in **Table 1**.

Table 1.

Table 1. Levels of stress resilience among respondents participating in the baseline experiment (N = 291)

Level of Stress Resilience	Total (in %)
• High	32,9%
• Moderate	41,9%
• Low	25,2%

The fact that 32.9% of respondents demonstrate a high level of stress resilience indicates that there are students capable of maintaining self-control in stressful situations, managing themselves and their actions effectively. Some students, due to their life experience and personal qualities, accept both information and academic tasks as necessary components for their professional development without resistance, completing them on time without procrastination. This serves as the basis for forming a stable attitude toward stress-inducing situations encountered in the learning process.

A moderate level of stress resilience was observed in 41.9% of respondents. These students typically exhibit composure, although at times they may show inconsistency in stressful situations and occasionally react similarly to those with low stress resilience.

A low level of stress resilience was found in 25.2% of respondents. As a result, due to insufficient skills in overcoming stressful situations, they are more likely to succumb to stress and demonstrate weaker academic performance.

Therefore, based on the above findings, it can be concluded that during student years there are specific stress-inducing situations, and these situations remain a major factor contributing to stress vulnerability in some students.

In this study, examining the interrelationships between stress resilience, self-esteem, frustration tolerance, and the use of coping strategies was set as a research objective, and the obtained results are presented below (Table 2).

Table 2.

Correlation between stress resilience and its determinants

Determinants	Self-	Frustration	Coping Strategy

	Esteem	Tolerance	Problem Solving	Seeking Social Support	Avoidance Coping
Stress Resilience	0,430**	0,427**	0,114	0,350**	0,266**

Note: * $p \leq 0,05$, ** $p \leq 0,01$.

The existence of a positive correlation ($r = 0.430$; $p \leq 0.01$) between stress resilience and self-esteem (Table 2) indicates that students with adequate self-esteem demonstrate higher levels of stress resilience. Such students, due to their strong self-confidence, are able to make appropriate decisions and successfully implement strategies to cope with stressful situations.

In contrast, students with inadequate self-esteem (either too low or too high) show lower levels of stress resilience. This may be explained by the fact that students with inadequate self-evaluations either overestimate their ability to resolve stressful situations or, conversely, fail to attempt problem-solving due to a lack of self-confidence.

Furthermore, a significant correlation ($r = 0.427$; $p \leq 0.01$) was found between stress resilience and the ability to tolerate frustration when students encounter obstacles that interfere with satisfying their needs.

This relationship can be explained by the fact that students with a low level of frustration tolerance quickly become disoriented in stressful and frustrating situations and show weakness in finding ways out of such circumstances. On the one hand, this may be attributed to the fact that such students, influenced by various factors, have become accustomed to an easy life and lack the willpower to endure life's difficulties. On the other hand, it can be explained by their lack of psychological knowledge, skills, and abilities, or by their inability to apply the knowledge and skills they possess appropriately. Moreover, such students often misinterpret even simple obstacles on the way to achieving their goals, so the concept of "insurmountability" becomes a reason for weakening their stress resilience, negatively affecting not only their mental state but also their academic performance and, most importantly, their physical health.

In contrast, students with high stress resilience and frustration tolerance tend to seek solutions when faced with stressful situations and approach life's difficulties with greater ease. Such students are usually distinguished from their peers by patience, self-control, the ability to act wisely, and the tendency not to perceive frustrating situations as major problems or to exaggerate their significance.

A positive correlation was also found between stress resilience and the coping strategy of seeking social support ($r = 0.350$; $p \leq 0.01$). As noted above, this can be explained by the fact that some students in stressful situations turn to "reliable people" rather than addressing the problem independently. At the same time, students experiencing stress often seek support from friends, classmates, or acquaintances in their faculty, who provide them with material, emotional, and intellectual assistance in solving the problem. Therefore, a positive association is observed between stress resilience and the coping strategy of seeking social support.

A positive correlation ($r = 0.266$; $p \leq 0.01$) was also observed between stress resilience and the coping strategy of problem avoidance. Some students prefer to avoid problems in stressful situations rather than solve them, often turning to the virtual world instead. They absorb academic material poorly, perform unsatisfactorily during examinations, and frequently choose avoidance strategies—such as staying indoors, sleeping excessively, spending long hours online

visiting non-educational websites, playing computer games, or watching television—rather than engaging with the problem.

Interviews conducted during the baseline and formative experiments revealed that most students today, when facing stressful situations, opt for passive coping strategies: wasting time on social media for hours, playing computer games, sleeping excessively, or consuming coffee and energy drinks. It is well-known that such passive strategies not only fail to alleviate stress but can exacerbate it, because they do not address the underlying problem; eventually, when students see that the problem remains unresolved, they become even more anxious, leading to heightened stress levels [2, p. 39].

T.L. Kryukova points out that avoidance, on the one hand, can take on a destructive character (in cases of withdrawal, infantilism, or detachment from reality); on the other hand, avoidance may serve as a constructive coping strategy when it reflects anticipation of threat and cautious behavior [2].

According to the author, the criteria for coping behavior include goal orientation, appropriateness to the situation and timing, and the significance of the behavioral strategy's consequences for the individual's psychological well-being. This means that the individual not only consciously regulates their efforts to transform the situation but also understands and realizes how the desired coping effect is achieved—namely, by minimizing negative impacts and restoring personal activity; maintaining a positive self-image, self-confidence, and emotional balance; and sustaining sufficiently close social contacts [2, p. 136].

Based on the above analysis, it can be concluded that the interrelationship between self-esteem, frustration tolerance, and coping strategies plays an important role as determinants in enhancing students' stress resilience.

List of References

1. Анцыферова Л. И. Личность в трудных жизненных условиях: переосмысление, преобразование ситуаций и психологическая защита // Психологический журнал. 1994. Т. 15, № 1. С. 3–18
2. Крюкова, Т.Л. Психология совладающего поведения в разные периоды жизни: монография / Т.Л. Крюкова. – Кострома : КГУ им. Н.А. Некрасова, 2010. – 296 с
3. Исмоилова Н.З. Психологические детерминанты повышения стрессоустойчивости у студентов // автореф. дис. доктора философии (PhD) психологических наук. Т. 2020. – 48 с
4. Хрульнова Г.В. Психологические особенности постстрессовых состояний у подростков: автореф.дис. канд. психол. наук, 2006. -24 с.
5. Қаршиева Д.С. Влияние психологических детерминантов на проявление профессионального стресса у педагогов // автореф. дис. доктора философии (DSc) психологических наук. Т. 2022. - 69 с.
6. Lasarus R., Folkman S. Stress, evaluation, and coping with it. N.-Y., 1984. 120 p.