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The influence of life resilience on students' successful adaptation to the conditions of higher education institutions

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Abstract. The relevance of the problem lies in the fact that students' life resilience plays a key role in their successful adaptation to the academic conditions of higher education institutions. This, in turn, directly affects their academic performance, social integration, and emotional well-being. The aim of the study was to examine the impact of life resilience on students' successful adjustment to university conditions and to identify the key components that contributed to overcoming stressful situations and promoting social integration in the educational process. The research analysed the role of life resilience in the process of students' adaptation to the conditions of higher education. To achieve this goal, tests on life resilience based on the methodology of Salvatore Maddi were applied, alongside observation and surveys. The findings indicated that life resilience positively influenced students' adaptation. It was associated with their academic success, integration into the social environment, and psychological well-being. Furthermore, a high level of resilience was found to enhance students' ability to cope with stress and challenges encountered during the educational process. The practical significance of the study lies in its potential application for the development of psychological support programmes in higher education institutions aimed at enhancing students' resilience and successful adaptation to university life. The obtained data could serve as a basis for the introduction of training sessions, consultations, and preventive activities focused on strengthening stress tolerance, self-regulation, motivation, and self-confidence within the educational process

Keywords: resilience; psychology; student life; education; social integration

■ INTRODUCTION

Contemporary reality is characterised by rapid changes, a high degree of uncertainty, an intensive flow of information, and an increased emotional burden. In such conditions, students represent a particularly vulnerable category, as they are at an active stage of personal and professional formation. Constant exposure to stress, the need to adapt to new educational demands, changes in the social environment, and separation from family and relatives all contribute to the emergence of crisis situations (Rudenko, 2025). These crises often disrupt students' habitual lives, causing

self-doubt, anxiety, and a reassessment of personal values and goals. In this context, resilience plays a particularly important role as a personality trait that helps individuals overcome adversity, maintain internal balance, and transform life difficulties into opportunities for growth.

Resilience is recognised as a crucial psychological resource that enables students to maintain a positive perception of reality in times of stress, uncertainty, and continuous change (Omelchenko, 2019; Makhrina & Timofeeva, 2022). Thanks to this trait, students are able to cope

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effectively with the challenges of adapting to higher education, integrate successfully into academic environments, and achieve significant personal and professional goals. Furthermore, resilience supports stable psychological functioning, reduces the risk of fatigue and depression, and sustains high levels of academic motivation. The constantly changing rhythm of modern life places increasing demands on individuals. Students are expected not only to master academic curricula but also to make responsible decisions, adapt quickly to changing conditions, and engage effectively within multicultural and multi-component social environments (Kuzikova & Shcherbak, 2022). For this, academic preparedness alone is insufficient; developed personal resources are also essential. Stress tolerance, cognitive flexibility, emotional stability, and self-regulation are key characteristics – all of which are integral to the construct of resilience (Tserfus, 2021).

From a scientific perspective, the term *resilience* (*hardiness*) was introduced into psychology by S. Maddi & S. Kobasa (1984) in the context of existential and stress psychology. According to their model, resilience comprises three main components: commitment, control, and challenge. These components, when combined, enable individuals to exert an active influence on their lives, perceive change not as a threat but as an opportunity for development, and remain stable under uncertain conditions.

Contemporary researchers have continued to explore the influence of resilience on students' adaptation to higher education. For example, Y. Park *et al.* (2024) demonstrated that a high level of resilience facilitated effective coping with academic and social difficulties during the COVID-19 pandemic. Students with higher resilience adapted more successfully to remote learning, maintained stronger motivation, and adjusted more easily to new participation formats. The studies of D. Chen *et al.* (2024) highlighted the importance of developing resilience and flexibility under uncertain conditions. According to the authors, this quality enables students to maintain an active life stance and adapt even within unstable educational environments. U. Ononye *et al.* (2022) confirmed that resilience is positively associated with students' overall psychological well-being and may serve as an important predictor of academic success. Their study emphasised that stress tolerance, cognitive ability, and an active approach to life support more effective management of academic challenges. N. Erdemir *et al.* (2024) examined pedagogical strategies aimed at fostering resilience in students. The authors noted that the inclusion of psycho-emotional support, self-regulation training, and resilience development activities in the educational process helped increase academic engagement and reduce anxiety levels.

Thus, the analysis of current research confirms that resilience has a multifaceted positive effect on students' adaptation. It supports not only academic performance but also psychological well-being, self-organisation, social integration, and sustainable development within higher education. The primary objective of this study was to ex-

amine the influence of resilience on students' adaptation to the conditions of higher education institutions. Particular attention was given to identifying the key components of resilience that determine the success of the adaptation process, as well as to formulating recommendations for enhancing students' resilience within the educational context.

MATERIALS AND METHODS

The study was carried out with the aim of identifying the influence of life resilience on students' successful adaptation to the conditions of higher education institutions. Quantitative methods of data collection and analysis were selected as the methodological foundation, as they allowed for the objective assessment of participants' psychological characteristics. The primary research methods employed included questionnaire-based surveys, standardised testing, and comparative analysis. The research was conducted at two higher education institutions in Bishkek: Kyrgyz National University named after J. Balasagyn and Bishkek State University named after K. Karasaev. A total of 78 students aged between 17 and 21 years participated in the study. Among them, 16 were male and 62 were female. To assess the level of resilience, the method developed by S. Maddi (1998), adapted by D. Leontiev (2001), was used. This tool encompassed three main components: commitment, control, and acceptance of challenges. Participants were asked to respond to a series of statements describing their typical behaviour and reactions in stressful situations. Based on their responses, scores were calculated for each individual component, as well as for overall life resilience. In addition, an adaptation test widely used in psychopedagogical research was applied to evaluate students' level of adaptation to the university environment. This instrument enabled the assessment of social, academic, and psychological adaptation indicators. The survey was conducted in February 2025 among full-time students at the above-mentioned universities. All responses were collected anonymously. Data processing was carried out using methods of mathematical statistics. The survey was conducted anonymously, in compliance with the principles of the American Sociological Association's Code of Ethics (2018).

RESULTS AND DISCUSSION

Table 1 presented the mean values for each component of life resilience, which allowed for a comparative analysis between groups of students from different higher education institutions.

The table presents comparative data for students from two universities – Kyrgyz National University named after J. Balasagyn and Bishkek State University named after K. Karasaev – across a range of psychological and behavioural characteristics. For each characteristic, average numerical values were provided. The overall resilience score (82.11 for KNU students and 82.30 for BSU students) reflected the ability to cope with difficulties and maintain internal stability in the face of adversity. The minimal difference between the scores suggests that students from both

institutions demonstrate similar levels of resilience. The commitment component (33.60 and 34.20, respectively) indicated students' engagement, dedication, and sustained

interest in academic or other life activities. The close values point to comparable levels of involvement among both student groups.

Components	J. Balasagyn KNU students	K. Karasaev BSU students
Overall resilience	82.11	82.30
Commitment	33.60	34.20
Control	32.20	31.10
Acceptance of challenges	17.20	16.40

Source: compiled by the authors

The control component (32.20 for KNU and 31.10 for BSU) measured the capacity for emotional and behavioural self-regulation and the ability to remain composed in stressful circumstances. The results were again similar, implying that students from both universities possessed comparable self-regulatory skills. The acceptance of challenges indicator (17.20 and 16.40) assessed students' willingness to take risks and make decisions in uncertain conditions. A slight difference was noted, with KNU students showing a marginally higher readiness to embrace risk compared to their BSU counterparts. Overall, across all measured characteristics, students from the two institutions demonstrated broadly similar results. It may therefore be assumed that the differences between the groups had minimal impact on their levels of resilience, commitment, control, and risk acceptance.

Key aspects of the impact of resilience on students' adaptation:

■ **Psychological resilience:** Students with high levels of resilience are better able to cope with academic workloads and study-related stress. They demonstrate cognitive flexibility and adapt more easily to new demands and educational environments. S. Kobasa (1979) and colleagues emphasised that resilience includes three core components: control, commitment, and challenge. These components help individuals to successfully manage stressful situations.

■ **Coping with stress:** A high level of resilience enables students to manage stress arising from new academic demands, study loads, and social adaptation at university more effectively (Nezvankina, 2017).

■ **Social adaptation:** Resilient students adjust more successfully to new social environments and establish positive relationships with peers and lecturers. Studies show that such students are more actively involved in social and extracurricular activities, which facilitates their integration into the university community.

■ **Academic achievement:** Resilience is closely linked to academic success. Students demonstrating higher resilience levels typically achieve better academic results as they are more capable of overcoming academic challenges and maintain motivation towards learning.

■ **Self-regulation:** Resilience contributes to the development of self-regulation skills, helping students to remain motivated and committed even when faced with difficulties and setbacks.

■ **Emotional well-being:** Resilient students possess emotional self-regulation skills, allowing them to maintain emotional balance despite the stress and uncertainty associated with the transition to higher education (Zyatkovskaya *et al.*, 2021).

Thus, resilience plays a crucial role in students' successful adaptation to the conditions of higher education by influencing their academic performance, social integration, and emotional well-being. As a psychological trait, resilience reflects an individual's capacity to endure hardship, adapt to change, and maintain a constructive outlook despite stress and failure. In the context of students' adjustment to university life, resilience is a key factor in enabling successful integration into the new environment.

Previous studies demonstrated that resilience functions as a buffer against negative stress (distress), thereby increasing the probability of successful adaptation to the conditions of higher education (Ermakova, 2021; Fullerton *et al.*, 2021). The findings highlighted the relevance of developing resilience through structured programmes and targeted training focused on enhancing stress tolerance, self-regulation, and self-efficacy. Within the framework of the conducted study, the process of adaptation exerted a direct influence on academic engagement, as effective integration into a new educational environment facilitated the overcoming of academic and social challenges. Adaptation was found to encompass several interrelated aspects (Table 2):

Table 2. Types of student adaptation

Type of Adaptation	Definition	Manifestations in Educational Context
Social adaptation	Interaction with peers, teachers, and participation in student community life	Reduction of stress intensity; motivation increases; development of communication and group integration skills
Psychological adaptation	Adjustment of internal mental states, stress tolerance, and self-regulation	Reduced anxiety levels; fewer learning barriers; enhanced emotional stability and adaptability

Table 1. Continued

Type of Adaptation	Definition	Manifestations in Educational Context
Academic adaptation	Mastery of learning methods, self-organisation, and engagement with academic tasks	Improved academic performance; better engagement with educational programmes
Physical adaptation	Adaptation to new living conditions (climate, housing, city environment)	Physical well-being improves; regime stabilisation; better concentration and endurance

Source: compiled by the authors

The table illustrated how successful adaptation influences various aspects of students' lives and contributes to enhanced academic functioning. The findings of the present study underscored the critical role of resilience in supporting effective adjustment to the demands of higher education. The data indicate that resilience – comprising components such as involvement, control, and risk-taking – significantly improves students' capacity to navigate academic challenges, integrate into social environments, and sustain psychological well-being. These outcomes are consistent with previous research highlighting resilience as a key factor in mitigating stress and fostering adaptive behaviour within educational contexts (Bogomaz, 2009; Akhmadieva, 2020; Alikin *et al.*, 2020). The practical implications of these findings emphasised the necessity of targeted interventions aimed at strengthening resilience, particularly through structured psychological support initiatives embedded within university curricula (Kadilnikova, 2011; Teplyakova, 2016). The comparative analysis conducted between the two participating universities revealed only minimal differences in overall resilience levels, suggesting that this psychological characteristic demonstrates relative consistency across distinct institutional settings. This observed universality reinforces the feasibility of standardised resilience-enhancement programmes adaptable to a variety of higher education environments (Yaroshchuk, 2020).

In light of the obtained results, it is recommended that higher education institutions adopt structured psychological support systems designed to foster resilience. Such systems may involve workshops on stress management, self-regulation, and goal-setting, with the objective of strengthening the key components of resilience: involvement, control, and risk-taking. Furthermore, the integration of resilience-focused content into orientation programmes for first-year students may facilitate smoother transitions into academic and social aspects of university life. Collaboration with mental health professionals to provide ongoing counselling and peer-support networks is also advised to promote psychological stability and adaptive competence. Faculty training initiatives aimed at recognising indicators of low resilience and delivering appropriate academic mentoring could further contribute to the development of a supportive educational environment. Collectively, these recommendations, grounded in empirical evidence, possess

the potential to enhance students' academic achievement, social engagement, and emotional resilience, thereby contributing to their sustained success within higher education.

CONCLUSIONS

In the context of modern higher education, resilience is recognised as a key factor in students' successful adaptation to academic workloads, educational processes, and the university environment. The findings of the study confirmed that a high level of resilience supports effective coping with stress, maintenance of psychological balance, development of self-regulation, and reinforcement of intrinsic motivation. The core components of resilience – control, involvement, and acceptance of risk – enable students to respond adaptively to both external changes and internal challenges. The comparative analysis of students from Kyrgyz National University named after J. Balasagyn and Bishkek State University named after K. Karasaev revealed that, despite cultural differences, the levels of resilience were nearly identical, thus confirming the universality of this psychological trait. Furthermore, high resilience was found to positively influence academic achievement, social integration, and emotional well-being. Adaptation to higher education encompasses social, psychological, academic, and physical processes, all of which have a direct impact on students' performance by reducing anxiety and enhancing concentration and motivation. Thus, resilience constitutes a critical psychological resource that should be prioritised within the higher education system. Programmes aimed at fostering self-management, stress tolerance, and self-efficacy can significantly contribute to students' capacity to adapt effectively and achieve meaningful success both academically and personally.

The current study provided a robust foundation for understanding the role of resilience in students' adaptation to higher education, yet several avenues for future research remain. Future research could explore the specific mechanisms through which resilience influences different facets of adaptation, providing a deeper understanding of how to optimize student support systems. Investigating the longitudinal effects of resilience on academic and social outcomes could elucidate how this trait evolves over time and its sustained impact on student success. Additionally, exploring the efficacy of specific resilience-building interventions, such as mindfulness training or peer-support

programs, could offer practical insights for educational institutions. Cross-cultural studies comparing resilience across diverse student populations may further clarify the universal and context-specific aspects of this trait. Finally, integrating qualitative methods to capture students' subjective experiences of resilience could enrich the understanding of its role in adaptation, paving the way for more tailored support strategies in higher education.

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■ CONFLICT OF INTEREST

None.

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Студенттердин жогорку окуу жайдын шарттарына ийгиликтүү ыңгайлашуусуна жашоо туруктуулуктун тийгизген таасири

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Аннотация. Проблеманын актуалдуулугу – студенттердин жашоого туруштук берүүсү алардын жогорку окуу жайларындагы окуу шарттарына ийгиликтүү көнүгүүсүндө негизги ролду ойнойт. Бул өз кезегинде алардын окуудагы жетишкендигине, социалдык интеграциясына жана эмоционалдык жыргалчылыгына түздөн-түз таасир этет. Максаты – жашоого туруштук берүүнүн студенттердин жогорку окуу жайларындагы окуу шарттарына ийгиликтүү көнүгүүсүнө тийгизген таасирин изилдөө жана стресстик кырдаалдарды жеңүүгө жана билим берүү процессинде социалдык интеграцияга көмөктөш болгон негизги компоненттерди аныктоо. Изилдөөнүн жүрүшүндө жашоого туруштук берүүнүн ролу студенттердин жогорку окуу жайдагы шарттарга көнүгүү процессинде талданды. Максатка жетүү үчүн Сальвадор Маддинин методикасы боюнча жашоого туруштук берүү тесттери, байкоо жана сурамжылоолор колдонулду. Изилдөөнүн жыйынтыгында жашоого туруштук берүү студенттердин көнүгүүсүнө оң таасирин тийгизери аныкталды. Бул – алардын окуудагы ийгилиги, социалдык чөйрөгө кошулуусу жана психологиялык жыргалчылыгы менен байланыштуу. Ошондой эле, жашоого жогору деңгээлде туруштук берүү студенттердин стресске жана окуу процесстеги кыйынчылыктарга каршы туруу жөндөмүн жогорулатары белгилүү болду. Изилдөөнүн практикалык мааниси – анын жыйынтыктарын жогорку окуу жайларында студенттердин жашоого туруштук берүүсүн жана окуу шарттарына ийгиликтүү көнүгүүсүн жогорулатууга багытталган психологиялык колдоо программаларын иштеп чыгууда колдонууга болот. Алынган маалыматтар билим берүү процессине стресс чыдамкайлыгын, өзүн-өзү жөнгө салууну, мотивацияны жана өзүнө болгон ишенимди өнүктүрүүгө багытталган тренингдерди, консультацияларды жана алдын алуу иш-чараларын киргизүүгө негиз боло алат.

Негизги сөздөр: туруктуулук; психология; студенттик жашоо; билим берүү; социалдык интеграция

Влияние жизнестойкости на успешную адаптацию студентов к условиям учебы в высших учебных заведениях

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Аннотация. Актуальность проблемы заключается в том, что жизнестойкость студентов играет ключевую роль в их успешной адаптации к условиям учебы в высших учебных заведениях, что напрямую влияет на их успеваемость, социальную интеграцию, психологическую устойчивость и общее эмоциональное благополучие. Цель статьи состояла в том, чтобы исследовать влияние жизнестойкости на успешную адаптацию студентов к условиям учебы в высших учебных заведениях, а также определить ключевые компоненты, способствующие эффективному преодолению стрессовых ситуаций и социальной интеграции в образовательном процессе. В статье были использованы методы тестирования жизнестойкости (по методике S. Maddi), наблюдения и опроса для комплексного анализа факторов, влияющих на адаптацию студентов к условиям учебы в высших учебных заведениях. В ходе исследования была детально проанализирована роль жизнестойкости в процессе адаптации студентов к условиям высшего учебного заведения. Выявлено, что жизнестойкость оказывает положительное влияние на успешность адаптации студентов, включая их академическую успеваемость, социальную интеграцию и психологическое благополучие. Также исследование показало, что высокие показатели жизнестойкости связаны с улучшением способности студентов справляться со стрессовыми ситуациями и различными трудностями учебного процесса. Практическая значимость исследования заключается в возможности использования его результатов для разработки программ психологической поддержки студентов, направленных на повышение уровня их жизнестойкости и успешной адаптации к условиям вуза. Полученные данные могут служить основой для внедрения в образовательный процесс тренингов, консультаций и профилактических мероприятий, способствующих развитию стрессоустойчивости, саморегуляции, мотивации и уверенности в себе у студентов

Ключевые слова: устойчивость; психология; студенческая жизнь; образование; социальная интеграция