



THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE, RESILIENCE AND ACADEMIC SUCCESS OF UNIVERSITY STUDENTS DURING THE FULL-SCALE WAR IN UKRAINE

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Abstract

Relevance. In light of the current challenges facing Ukrainian society, it is extremely important to study the factors that contribute to the formation of emotional resilience of young people and the effectiveness of the educational process in stressful conditions.

The purpose of the study is the theoretical substantiation and empirical study of the factors of the formation of emotional intelligence and resilience in student youth.

Methodology. To solve the outlined tasks, a complex of theoretical and empirical methods of scientific research was used. Theoretical methods: analysis, synthesis and generalization. Empirical: questionnaires, testing. The processing of empirical indicators was carried out using descriptive statistics, correlation analysis according to the Pearson criterion, one-way analysis of variance ANOVA, identification of statistically significant differences according to the Mann-Whitney U-criterion and multiple regression analysis according to the regression coefficient.

Results. The study revealed significant features of the development of the components of emotional intelligence of young people. 49.4% of students have a low level of emotional awareness, which affects their adaptation, and 81.8% have a low level of emotion management, which complicates coping with stress. 59.7% of respondents demonstrate low self-motivation. The level of resilience of students is moderate, in 11.7% of respondents it is below average, which indicates the risk of stress disorders. A positive correlation was found between emotional intelligence and resilience, confirming the importance of emotional competencies for supporting students' resilience.

The study showed that a high level of emotional awareness and emotion management is positively correlated with academic performance. However, among high-achieving students, a negative correlation was observed between emotional awareness and resilience, which may indicate a decrease in adaptability due to excessive self-reflection.

The results indicate the need for psychological support programs to develop emotional intelligence and resilience in students, which will help students better adapt to the stressful conditions of studying during the war.

Keywords: resilience, emotional intelligence, emotional awareness, emotion management, self-motivation, empathy, emotion recognition, academic performance.

Relevance

Emotional intelligence (EI) is an important element of personal growth and professional training, which requires special attention from participants in the modern educational process and dynamic labor market. It is a key factor influencing success in various aspects of life, including studies, careers and personal relationships. In recent years, many studies have been conducted that demonstrate that high levels of emotional intelligence have a positive effect on academic performance and overall student success (Mrisho & Mseti, 2024).

Adolescence and youth, covering the age group from 10 to 19 years, are a critically important stage full of significant physical, emotional and social changes (World Health Organization, 2021). At this time, emotional intelligence develops in close connection with brain development, as cortical and limbic structures become more active, which leads to significant emotional fluctuations (Eiland & Romeo, 2013). According to Vlasova O.I., in youth, the strength of the CNS excitation is directly related to the development of the differentiation of the carrier's emotions and vice versa - to the management of emotions. It has also been statistically confirmed that there is a lower ability to manage emotions in representatives with a pronounced dominance of the left hemisphere and low indicators of general mental activity (Vlasova O.I., 2019).

During student years, academic success depends not only on knowledge and skills, but also on the student's ability to manage their own emotions, adapt to stress and effectively interact with peers and teachers. Studies show that students with high EI often have such positive qualities as stress resistance, developed communication skills, motivation and self-regulation (Vlasova O.I., 2019).

Students with high emotional intelligence are able to cope more effectively with the stress associated with studying, thanks to emotional regulation skills that allow them to remain calm in difficult situations, such as exams or important projects (. High levels of EI contribute to better conflict resolution, understanding the positions of others and reaching compromises, which is important in a professional environment where conflicts arise quite often. People with high emotional intelligence can inspire and motivate others, which makes them effective leaders, able to create a positive atmosphere in the team, which promotes productivity and creativity (Mrisho & Mseti, 2024). Developed emotional intelligence also strengthens leadership abilities, influencing the behavior of adolescents and young men and their mental health indicators (El-Khodary & Samara, 2019; Lopez-Zafra et al., 2019; Sánchez-Álvarez et al., 2020). Emotional intelligence is the ability to be aware of one's own emotions and use this understanding to improve cognitive processes (Mayer, Roberts, & Barsade, 2008). According to the triumphal brain theory, which divides the brain into a neocortex for thinking, a midbrain for emotions, and a reptilian brainstem for basic functions, it



integrates cognitive and emotional aspects, allowing people to “think about feelings” and “feel about thoughts,” in (Butler, 2008).

According to researchers (O’Connor, Ramos-Díaz et al.), emotional intelligence is an important factor influencing students’ academic and professional success. The development of emotional intelligence should become an important component of higher education curricula, which will contribute to the formation of competent, adaptive, and successful young professionals. It is also important for us that there is empirical evidence that emotional intelligence has a strong relationship with resilience, which dynamically affects people’s mental well-being and life satisfaction (O’Connor et al., 2021; Ramos-Díaz et al., 2019).

Resilience is defined as the ability to adapt and recover from adversity. This concept is closely related to emotional intelligence, as people with high EI tend to show greater resilience in stressful situations (Schneider et al., 2013). Resilience is an active process that involves not only the ability to “survive” adversity, but also an active participation in recovery and development after difficult circumstances. Resilient individuals have specific skills that help them overcome stress and negative emotions, while maintaining an optimistic outlook on life (P’yantkivska, 2023).

In the educational context, resilience allows students to cope with stress more effectively, supporting their motivation and success. In conditions of rapid and unpredictable changes in social life, the development of resilience becomes an important goal for the individual socialization of citizens and society as a whole. Research by Afuzova et al. (Afuzova et al., 2023) confirmed that first-year students experiencing martial law have reduced opportunities to cope with difficult life circumstances. A deeper study of the "weak" aspects of resilience of Ukrainian students during adaptation to higher education may contribute to the development of effective strategies for their psychological support in such difficult conditions. The relationship between resilience and academic success is a relevant topic in education and psychology. The main factors of academic success include the ability to cope with stress, adapt to change, and problem-solving skills. Students with high resilience can effectively cope with various stressful situations in their studies, which has a positive effect on their academic performance. As noted by P’yantkivska L.V. (2023), developed resilience includes various resources that help students mobilize in difficult conditions, such as military operations.

Resilience not only contributes to the successful overcoming of educational challenges, but also increases through academic achievements. Understanding this connection is critically important for developing effective strategies to support students that will help form resilience and achieve high academic results.

Therefore, the purpose of our study was to provide theoretical justification and empirical analysis of the factors of emotional intelligence and resilience formation in students. The study was intended to carry out a theoretical analysis of the formation of

emotional intelligence and resilience, as well as to empirically investigate their relationship and impact on the academic performance of students of higher education institutions.

Methodology

To achieve the set goals, various theoretical and empirical research methods were used. Among the theoretical methods, analysis, synthesis and generalization were used, which allowed us to evaluate the materials of the scientific literature on the current state of the problem under study.

As part of the empirical study, a questionnaire was conducted to collect objective information about the participants and testing, in particular, the “Emotional Intelligence Test” (EQ Test, N. Hall) and the Connor-Davidson-10 Resilience Scale were used.

75 respondents took part in the study: aged 17 to 19 years. The survey was carried out in an online format using Google Forms, as well as through direct contact during psychodiagnostic procedures.

The data obtained were processed using mathematical statistical methods, including descriptive statistics to determine the mean, median, and range, frequency analysis with the establishment of percentage frequency relative to the actual number, correlation analysis using the Pearson criterion, one-way analysis of variance ANOVA, as well as the determination of statistically significant differences using the Mann-Whitney U-criterion and multiple regression analysis.

Results

During the analysis, various aspects of the development of students' emotional intelligence were identified, which are summarized in Table 1 (see Table 1).

Table 1. Partial and integrative indicators of emotional intelligence of students

| Variables Mean | Mean | Median | Standard deviation | Min. | Max. |
|------------------------|-------|--------|--------------------|------|------|
| Emotional awareness | 7,82 | 8 | 5,47 | -7 | 18 |
| Emotional management | 0,43 | -1 | 8,33 | -16 | 18 |
| Self-motivation | 6,25 | 5 | 6,2 | -9 | 17 |
| Empathy | 7,82 | 8 | 6,31 | -10 | 18 |
| Emotional recognition | 6,81 | 7 | 6,88 | -12 | 18 |
| Emotional intelligence | 28,44 | 26,5 | 24,81 | -39 | 80 |

The mean value of the indicator “Emotional Awareness” indicates that most participants have a well-developed ability to be aware of their emotions. However, the



significant standard deviation indicates variability in the results, where the minimum value indicates a negative self-esteem in some students, and the maximum - a high level of awareness in others.

Regarding the variable "Emotional Management", the results showed that many students face difficulties in controlling their emotions. The standard deviation confirms a significant discrepancy in the data: the minimum value indicates a low level of emotional management in some respondents, while the maximum value indicates good emotional control skills in others.

Analysis of the variable "Self-motivation" showed a mean value of 6.25 and a median of 5, indicating a moderate level of motivation among students. However, the standard deviation of 6.2 indicates significant variability: the minimum value of -9 demonstrates a lack of motivation in some, and the maximum value of 17 indicates a high motivation to achieve goals.

Regarding empathy, the mean value was 7.82 with a median of 8, indicating a moderate ability to understand and sympathize with others. However, the standard deviation of 6.31

indicates significant differences across the sample: some students have very low levels of empathy, while others demonstrate high abilities in this indicator.

The ability to "Recognize emotions" had a mean value of 6.81 and a median of 7, indicating a fairly developed ability to interpret emotions in most students. However, the standard deviation of 6.88 shows significant variability: some students have difficulty recognizing emotions, while others demonstrate high skills.

The overall level of emotional intelligence of students is estimated at an average of 28.44 with a median of 26.5, which indicates a moderate level of this indicator in the sample. However, the standard deviation of 24.81 indicates a large spread of values: a minimum of -39 indicates serious problems with emotional intelligence in some students, while a maximum of 80 indicates a very high level of emotional intelligence development in other study participants.

Next, we will analyze the distribution of the sample by the level of development of the components of emotional intelligence of students (emotional awareness, emotion management, self-motivation, empathy, emotion recognition) and its integral indicator.

According to the results obtained, 49.4% of students demonstrate a low level of emotional awareness, which indicates that almost half of the participants have difficulties in recognizing their emotions. This can negatively affect their ability to adequately respond to stressful situations or maintain healthy interpersonal relationships. At the same time, 36.4% of students have an average level of emotional awareness, which indicates a moderate development of this skill, while only 14.2% demonstrate a high level, indicating significant self-reflection and the ability to recognize their emotions.

The analysis of emotion management revealed an even greater imbalance: 81.8% of students have a low level of this indicator, which is alarming, as it indicates an inability to effectively control their emotions in stressful or conflict situations. A low level of self-control can negatively affect their learning and social adaptation. Only 10.4% have an average level of emotion management, and only 7.8% demonstrate high skills in this area.

Regarding self-motivation, a predominantly low level is also observed. About 59.7% of students have a low level of self-motivation, which may indicate a lack of internal incentives to achieve goals, which negatively affects their academic performance. 28.6% have an average level of motivation, indicating some activity, but with possible fluctuations. A high level of self-motivation is observed in only 11.7% of students, which indicates clear goals and strong internal motivation.

Empathy, as another important component of emotional intelligence, also has significant variability. 44.2% of students demonstrate a low level of empathy, which may indicate difficulties in establishing social connections. An average level of empathy was found in 37.7% of respondents, which indicates a moderate ability to understand others, but with possible difficulties in complex social situations. Only 18.2% have a high level of empathy, which indicates their ability to deeply understand the feelings of others.

Regarding the ability to recognize emotions, 57.1% of students have a low level of this skill, which may indicate difficulties in interpreting emotional signals from others. The average level of emotion recognition is observed in 29.9% of participants, which indicates some possibilities in this area, although with limitations. A high level of this skill is possessed by 13% of students, which indicates their ability to adequately respond to the emotions of others. The overall level of emotional intelligence in the majority of students was low (67.5%), which indicates insufficient development of key skills for effective interaction with both their own emotions and the emotions of others. 28.6% of students have an average level of emotional intelligence, which indicates the presence of basic skills that can be developed further. Only 3.9% demonstrate a high level, which is an indicator of their ability to effectively manage emotions, motivate themselves and interact with others at a productive level.

In order to determine the relationship between emotional intelligence, resilience and academic success of students, the study participants were grouped into three groups based on the results of the first (and only at that time) session in higher education institutions. All respondents were divided into the categories of "excellent", "good" and "satisfactory" based on the results of academic success, after which a comparison of the characteristics of the emotional intelligence indicators of the created groups was carried out using a one-factor analysis of variance. As a result of this statistical procedure, significant differences were found for each of the three groups according to the emotional awareness indicator (see Table 2). Let us discuss them in more detail.



Table 2. Results of comparison of emotional awareness depending on success (ANOVA)

| Variables | p-significance ANOVA | Emotional awareness |
|--------------|----------------------|---------------------|
| Satisfactory | 0,008 | 7,02* |
| Good | | 8,70 |
| Excellent | | 12,60* |

Note: "*" - statistically significant difference according to post-hoc test. ($p < 0.05$)

The results indicate that the level of emotional awareness of students, that is, their ability to recognize and understand their own emotions, can significantly affect academic success. Students who received "excellent" demonstrated the highest level of emotional awareness with a mean value of 12.60. This indicates a close relationship between a high ability to be aware of their emotions and achieving high academic results. Such emotional competence helps them effectively cope with academic stress, maintain high motivation and concentration, which, in turn, contributes to academic success.

In contrast, students with a "satisfactory" score showed a significantly lower level of emotional awareness, with a mean score of only 7.02. This score was statistically significantly lower than that of students with an "excellent" score ($p = 0.014$). This difference may indicate that a lack of understanding and control over one's emotions hinders high performance. Students with low levels of emotional awareness are likely to have more difficulty managing stress, which negatively affects their ability to focus on their studies and perform at a high level. Students with a "good" score showed a mean emotional awareness score of 8.70. Although this score is higher than that of students with a "satisfactory" score, it is still lower than that of students with an "excellent" score. This may indicate that a certain level of emotional awareness already allows the speaker to achieve good academic results, but an even higher level of this competence is needed to achieve the highest grades.

Analysis of the results using the Connor-Davidson Resilience Scale-10 method provided important information about the level of resilience of students, reflecting their ability to adapt to stressful situations and overcome difficulties (see Table 3).

Table 3. Resilience of students who participated in the study using the Connor-Davidson Resilience Scale-10 method

| Variables | Mean | Median | Standard Deviation. | Min | Max |
|------------|------|--------|---------------------|-----|-----|
| Resilience | 24,6 | 24 | 5,79 | 9 | 39 |

The mean resilience score was 24.6, indicating a generally moderate level of resilience among the study participants. The median of 24 indicates that half of the students have resilience at or slightly above this level, highlighting their stability in overcoming challenges. However, the standard deviation of 5.79 indicates some variability in the results, indicating different levels of resilience among students. The minimum resilience score of 9 points indicates that some students have serious difficulties in adapting and resisting stress, while the maximum score of 39 points indicates that some students have exceptional abilities for resilience. The distribution of the sample by level of resilience revealed that the majority of students have an average or above-average level of resilience (see Figure 1). Specifically, 36.4% of students have an average level of resilience, which means that they are able to cope with difficulties moderately effectively, although they may need support in particularly difficult situations. Another 31.2% of students demonstrate an above-average level of resilience, indicating their ability to adapt quite well to stressful conditions, such as training during war. Such students are likely to have internal resources that allow them to effectively confront challenges.

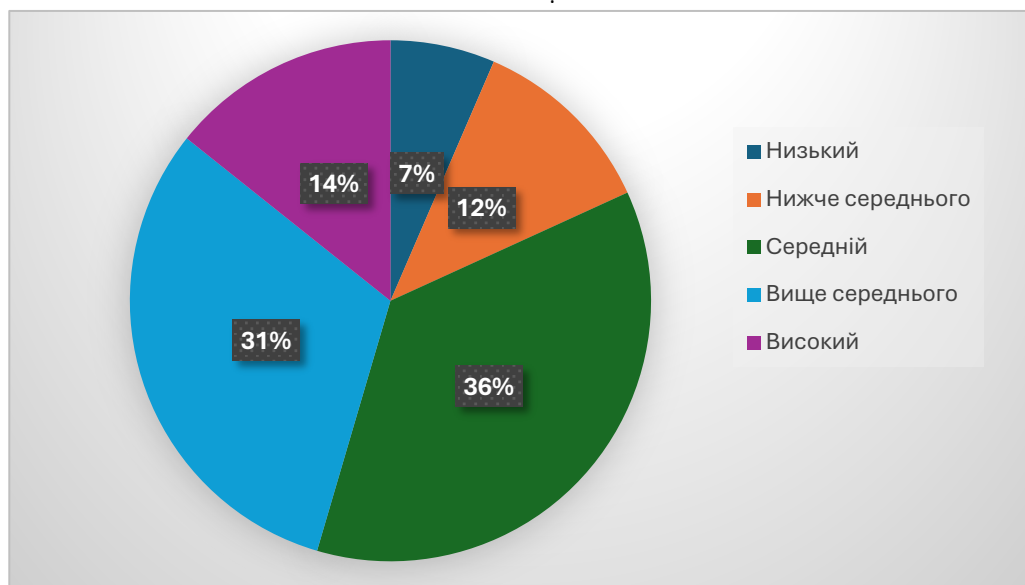


Fig. 2. Distribution of the sample by level of resilience

An important result is that 14.3% of students have a high level of resilience, which indicates their exceptional ability to quickly adapt and withstand stress factors. This may be the result of both internal psychological characteristics and the external support they receive. However, it is also worth paying attention to the fact that 11.7% of students have a level of resilience below average, which may indicate potential



difficulties in coping with stress and the need for additional psychological support or the development of stress management skills.

The situation is even more critical for 6.5% of students who have a low level of resilience, which indicates their significant adaptation problems and a high risk of developing stress disorders. This sample group requires special attention, since their ability to overcome difficulties is significantly limited.

Interesting results regarding the relationship between emotional intelligence and resilience were obtained among students with the highest academic achievements (see Table 4).

Table 4. Relationship between emotional intelligence and resilience depending on academic performance (for respondents from the “Excellent” category)

| Variables | Resilience |
|------------------------|------------|
| Emotional awareness | -0,666* |
| Emotional management | 0,249 |
| Self-motivation | 0,519* |
| Empathy | 0,136 |
| Emotional recognition | -0,174 |
| Emotional intelligence | 0,248 |

Note: "*" - statistical significance at the $p < 0.05$ level.

In this group, emotion management ($r=0.643$) and self-motivation ($r=0.600$) were the strongest factors positively influencing resilience. This indicates that the ability to self-regulate and maintain motivation in stressful situations is important for these students. Empathy also showed a positive relationship with resilience ($r=0.455$), which emphasizes the importance of social support and understanding in overcoming difficulties. It is worth noting that the overall level of emotional intelligence ($r=0.649$) was a strong indicator of resilience in students in this category.

Table 5. Relationship between emotional intelligence and resilience depending on academic performance (for respondents in the “Good” category)

| Variables | Resilience |
|------------------------|------------|
| Emotional awareness | 0,293 |
| Emotional management | 0,643* |
| Self-motivation | 0,600* |
| Empathy | 0,455* |
| Emotional recognition | 0,292 |
| Emotional intelligence | 0,649* |

Note: "*" - statistical significance at the $p < 0.05$ level.

Finally, among students who received a “satisfactory” rating, the strongest positive relationship ($r=0.633$) between emotion management and resilience was observed (see Table 6). This suggests that for those with lower academic achievement, the ability to control their emotions is the most important factor that helps them remain resilient in the face of adversity. In addition, self-motivation was also found to be a significant factor ($r=0.499$), highlighting the importance of intrinsic motivation and purpose in maintaining resilience among this group.

Table 6. Relationship between emotional intelligence and resilience by academic achievement (for respondents in the “Satisfactory” category)

| Variables | Resilience |
|------------------------|------------|
| Emotional awareness | 0,349* |
| Emotional management | 0,633* |
| Self-motivation | 0,499* |
| Empathy | 0,095 |
| Emotional recognition | 0,185 |
| Emotional intelligence | 0,455* |

Note: "*" - statistical significance at the $p<0.05$ level.

Emotional awareness ($r=0.349$) and overall emotional intelligence ($r=0.455$) were also positively associated with the resilience of these students, highlighting the importance of self-reflection and awareness of one’s own emotions to support psychological resilience in the studied students.

Discussion

In the current study, we found a significant relationship between emotional intelligence (EI) and resilience among students, which is supported by the work of Kukreja et al. (2024), who investigated emotional resilience in the context of obtaining an EB1A visa. These authors emphasize the importance of emotional intelligence and motivation as key factors for overcoming difficulties. The conducted study showed that students with high scores on emotional intelligence, especially in the aspects of emotion management and self-motivation, demonstrate higher resilience.

It should also be noted that the analysis of mental factors of elite athletes, conducted by Fletcher and Sarkar (2012), indicates that a positive outlook and self-motivation are protective elements in stressful conditions. In our study, similar results were observed among students, where emotion management and self-motivation were the main personal factors influencing their ability to adapt.

McLin (2003) demonstrated that high EI scores given by teachers are positively correlated with students' self-assessments. This is consistent with our statistical findings, which showed that emotional awareness as the understanding of the social content of emotional experiences by the study participants has a decisive impact on their academic achievements. Students with a score of "excellent" showed the highest



indicators of emotional awareness, which emphasizes their ability to adequately understand the emotional context of educational interaction and their own educational activities during their studies.

According to Malakar's (2019) study, the relationship between EI and academic achievement revealed significant differences in students with high and low levels of anxiety. We observed similar trends: students with low EI levels are more likely to demonstrate difficulties in managing stress, which affects their academic performance.

The study by Stankovska et al. (2018) emphasizes that students with high EI scores achieve better academic results, as their ability to self-regulate and adapt to stressful situations is key. The results of Rauf et al. (2024) confirm the positive relationship between EI and academic achievement, which is also reflected in the statistical results obtained in our sample.

Finally, the study by Afuzova et al. (2023) showed that students with high resilience in martial law conditions are able to effectively cope with academic stress. This is consistent with the main conclusion of our study that developed emotional intelligence is critical for maintaining the resilience of student youth during wartime.

An undoubtedly interesting result of the current study is the relationship between the emotional awareness of students with excellent grades and their resilience. The negative correlation between these indicators ($r=-0.666$) indicates that excessive self-reflection of successful students may reduce their adaptation to stress, which necessarily requires the development of psychoeducational tools to develop emotional self-monitoring of such individuals and emphasizes the importance of further research to understand how different components of EI affect resilience in different contexts.

Overall, the results indicate that the development of emotional intelligence, in particular in the aspects of emotion management, self-motivation and empathy, can be an important factor in increasing students' resilience and academic success. Understanding these connections is important for creating support programs that will promote the development of EI and resilience in the educational process of modern higher education.

Conclusions

A study of the relationship between emotional intelligence, resilience and academic success of students of higher education institutions in conditions of a full-scale war in Ukraine revealed significant features of the development of partial components of emotional intelligence. The average value of emotional awareness, emotion management, self-motivation, empathy and emotion recognition indicates the presence of both developed and insufficient emotional and intellectual skills among students. The study found that almost half of the students (49.4%) demonstrate a low level of emotional awareness, which can negatively affect their learning and adaptation.

Analysis of emotion management showed that 81.8% of Ukrainian students have a low level of this component, which is critical for their ability to cope with stress. Self-

motivation also requires attention, as 59.7% of respondents demonstrated a low level of motivation to achieve goals. Empathy and the ability to recognize emotions showed significant variability, highlighting the need to develop these skills to improve interpersonal relationships.

The study found that students had a predominantly average level of resilience, but 11.7% had resilience below average, indicating a risk of developing low self-esteem. x stress disorders. The statistically confirmed positive relationship between emotional intelligence and resilience, depending on the academic success of the studied individuals, confirms the importance of developing emotional competencies to support students' resilience.

The conducted study of the relationship between emotional intelligence, resilience and academic success of students in the conditions of a full-scale war in Ukraine demonstrated that these psychological phenomena are interconnected and significantly influence each other. It was found that a high level of emotional awareness and emotion management is positively correlated with students' academic success. Students who receive "excellent" grades demonstrated significantly higher emotional awareness indicators in the study, which indicates that the ability to recognize and be aware of their own emotions contributes to their academic success. At the same time, students with low grades often had significant difficulties in managing their own emotions, which hindered their educational process.

Resilience also emerged as an important factor in student success. The positive correlations found between resilience and components of emotional intelligence, such as self-motivation and empathy, confirm that the ability to adapt to stressful situations and maintain motivation are critical for achieving high results.

Of particular interest is that among high-achieving students, there was a negative correlation between emotional awareness and resilience, while for students with average and low achievement, emotion management and self-motivation had a positive effect on their resilience. The differences found may indicate that excessive self-reflection can reduce the adaptability of a young person in stressful situations.

Therefore, the results of the study confirm the importance of developing emotional intelligence and resilience for improving students' academic performance. The data obtained indicate the need to implement psychological support and psychological assistance programs aimed at developing the emotional intelligence and resilience of young people, which in turn will positively affect the academic performance of students. The priority should be to support students in developing emotional skills and abilities that will allow them to better adapt to the stressful conditions of studying during war.

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**ЗВ'ЯЗОК ЕМОЦІЙНОГО ІНТЕЛЕКТУ, РЕЗИЛЬЄНТНОСТІ ТА АКАДЕМІЧНОЇ
УСПІШНОСТІ СТУДЕНТІВ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ ПІД ЧАС
ПОВНОМАСШТАБНОЇ ВІЙНИ В УКРАЇНІ**

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Анотація



Актуальність. У світлі сучасних викликів, які постають перед українським суспільством, вкрай важливо досліджувати чинники, що сприяють формуванню емоційної стійкості молоді та ефективності навчального процесу в умовах стресу.

Метою дослідження є теоретичне обґрунтування та емпіричне дослідження чинників формування емоційного інтелекту та резильєнтності у студентської молоді.

Методологія. Для вирішення окреслених завдань було використано комплекс теоретичних та емпіричних методів наукового дослідження. Теоретичні методи: аналіз, синтез і узагальнення. Емпіричні: анкетування, тестування. Обробку емпіричних показників здійснено з використанням методів описової статистики, кореляційного аналізу за критерієм Пірсона, однофакторного дисперсійного аналізу ANOVA, виявлення статистично значущих відмінностей за U-критерієм Манна-Уїтні та множинного регресійного аналізу за коефіцієнтом регресії.

Результати. Дослідження виявило суттєві особливості розвитку складових емоційного інтелекту молоді. 49,4% студентів мають низький рівень емоційної обізнаності, що впливає на їх адаптацію, а 81,8% – низький рівень управління емоціями, що ускладнює справляння зі стресом. 59,7% респондентів демонструють низьку самомотивацію. Рівень резильєнтності студентів - помірний, у 11,7% респондентів він – нижче середнього, що свідчить про ризик стресових розладів. Виявлено позитивний кореляційний зв'язок між емоційним інтелектом і резильєнтністю, що підтверджує важливість емоційних компетентностей для підтримки життєстійкості студентів.

Дослідження показало, що високий рівень емоційної обізнаності та управління емоціями позитивно корелює з академічними результатами. Однак серед студентів з високою успішністю спостерігається негативна кореляція між емоційною обізнаністю та резильєнтністю, що може свідчити про зниження адаптивності через надмірну саморефлексію.

Отримані результати вказують на необхідність програм психологічної підтримки для розвитку емоційного інтелекту та резильєнтності студентської молоді, що допоможе студентам краще адаптуватися до стресових умов навчання під час війни.

Ключові слова: резильєнтність, емоційний інтелект, емоційна обізнаність, управління емоціями, самомотивація, емпатія, розпізнавання емоцій, академічна успішність.

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