Scientific Studios on Social and Political Psychology

Journal homepage: https://sppstudios.com.ua/
***Scientific Studios on Social and Political Psychology*, 31(2), 44-53**

UDC 159.9.072:316.4.062
DOI: 10.61727/sssppj/2.2025.44

ISSN 2309-8287
E-ISSN 2706-9672

(Self)regulation of psychoemotional state among university students

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Abstract. The research relevance is determined by the need to examine the impact of student employment on their psychoemotional state and self-regulation effectiveness during wartime, as this facilitates the identification of differences in anxiety, stress, and well-being levels between employed and unemployed students. The study aimed to empirically explore the psychoemotional state of students by comparing two categories of students – those who are employed and those who combine work with study. Empirical data were collected using the Taylor's Manifest Anxiety Scale (MAS), the Diener's Satisfaction with Life Scale (SWLS), the Perceived Stress Scale (PSS), the Warwick-Edinburgh Mental Well-being Scale (WEMWBS), and a survey to collect information essential for interpreting the results. The study determined that employed students have higher levels of anxiety (mean value M = 33.31), but more diverse individual indicators of this condition. Their average scores for mental well-being (M = 33.90) and subjective well-being (M = 21.81) are slightly higher than those of unemployed students (M = 30.30 and M = 19.70, respectively), although the latter are better at managing stress (PSS: M = 21.25 for unemployed students and M = 23.31 for employed students). Employed students were more prone to higher stress levels but regulated their psychoemotional state more effectively. Overall, despite increased stress, they demonstrated higher levels of mental well-being, life satisfaction, and lower anxiety levels. The research also showed that employed students, despite higher stress levels, had more developed self-organisation and adaptation skills for the learning process. This suggested the relevance of developing stress resilience strategies and psychoemotional self-regulation to support their well-being. The conducted study provides a comprehensive assessment of psychoemotional state among students depending on employment and reveals both potential risks associated with overload and more effective self-regulation of their psychoemotional state

Keywords: student employment; anxiety; stress; mental well-being; stress resilience strategies

INTRODUCTION

The research relevance is determined by the growing number of students combining studies with employment in wartime conditions, which creates an additional burden on their psycho-emotional state. Students experience numerous stress factors, including anxiety, emotional instability, and physical fatigue, which can affect their ability to study and their overall well-being. In a state of martial law, when social and economic

Article's History: Received: 03.06.2025 Revised: 28.10.2025 Accepted: 30.12.2025 Published: 13.01.2026

Suggested Citation:
Korobanova, O., & Herasymenko, Ye. (2025). (Self)regulation of psychoemotional state among university students. *Scientific Studios on Social and Political Psychology*, 31(2), 44-53. doi: 10.61727/sssppj/2.2025.44.

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challenges are intensifying, it is necessary to determine how employment affects students' levels of stress, anxiety, and mental well-being. Determination of these factors will help identify potential risks to students' psycho-emotional stability and develop effective support strategies to improve their adaptation to learning and professional training conditions during difficult periods.

As stated by I. Vasylenko (2013), psycho-emotional state is a holistic characteristic of the emotional side of mental activity, reflecting the dynamics of emotional processes depending on the perception of events and the experience of previous experiences. This state combines short-term emotional reactions and long-term moods, forming a picture of emotional and cognitive well-being. This opinion was confirmed by A. Podhornova & O. Tserkovna (2024), arguing that the psycho-emotional state is an integral characteristic that reflects the emotional, cognitive and behavioural functioning of the personality in response to external or internal stimuli. This state depends on the interaction of past experiences, current emotional experiences and cognitive assessments, which can be used to assess the level of adaptation and psychological balance of an individual. Physiological changes, such as rapid heartbeat or high blood pressure, occur under the influence of emotions that mobilise the body to overcome stress. According to observations by N. Morochylo & H. Sereda (2020), physical well-being is also a significant indicator of an optimal psycho-emotional state. The researchers noted that students who take care of their health, follow a balanced diet and engage in physical activity cope better with stressful situations. Well-being affects the overall energy level and ability to adapt to external changes, ensuring the harmonious functioning of the body. Chronic stress caused by academic overload, lack of time, or pressure from peers also negatively affects academic performance. It leads to decreased concentration, impaired memory, and reduced logical thinking skills. Fatigue and emotional burnout cause a decrease in motivation, which leads to students losing interest in learning and performing worse.

T. Tsyhanchuk (2017) noted that the psycho-emotional state is multidimensional and includes several interrelated components. The emotional component includes short-term or long-term emotional experiences that determine the overall emotional background. The cognitive component covers the processes of assessing and responding to situations that affect emotions and the choice of adaptation strategies, particularly in conditions of educational stress. The behavioural component manifests itself through external manifestations of emotions, such as facial expressions or gestures, and can influence the response of others. In addition, physical activity can help reduce the intensity of the psycho-emotional state. Thus, the psycho-emotional state is a complex structure in which emotional, cognitive, behavioural and motivational components interact to form the overall emotional state of the individual. According to I. Serohina (2010), educational activities are accompanied by numerous stressors that significantly affect their psycho-emotional state. One of the most common sources of stress is a heavy academic workload and high demands. The large volume of tasks, the complexity of disciplines, and the need to complete several projects simultaneously within specified deadlines cause fatigue and emotional tension. The researcher emphasises that exam and test periods, when students are required to demonstrate their knowledge within strict time frames, are particularly stressful. Fear of failure is also a significant stressor. Many students stress about the possibility of receiving a low grade, which could affect their academic standing or scholarship. Such stress is often accompanied by doubts regarding personal abilities and lower self-esteem, especially if they constantly compare themselves to their peers or face high expectations from their teachers.

A common cause of stress is a lack of time due to large amounts of study material and combining studies with other activities, such as employment. A lack of time management skills only exacerbates the situation, leading to fatigue and chronic stress. V. Kyselov & D. Balashov (2023) confirmed that social interactions in the student environment can also be challenging. Competition within the group, communication difficulties, and conflicts with classmates or teachers create additional psycho-emotional tension. For many students, especially first-year students, adapting to a new environment becomes a significant stressor, as the transition to university life, unfamiliar conditions, new rules of behaviour, and the loss of familiar support from loved ones cause difficulties in adjustment, which, according to M. Shpak (2021), is exacerbated by financial problems. Many students are forced to support themselves, which adds to their anxiety due to the need to find a job or combine it with their studies. At the same time, there is still insufficient research into students' experiences as reflected in their psycho-emotional state, as well as the possibilities and effectiveness of their (self-)regulation. Therefore, the study aimed to conduct an empirical analysis of the psycho-emotional state of students, comparing the psycho-emotional characteristics of unemployed students and those who combine study with employment.

MATERIALS AND METHODS

The study covered students aged 16 to 35 who are enrolled in full-time and part-time programmes, including 75 women and 15 men. In terms of employment, most respondents combine study with work (70 people), while 20 students are not employed. Among those who work, 51.43% are employed full-time and 48.57% are employed part-time, indicating a significant workload and the need for effective time management between academic and professional responsibilities. To measure

the level of anxiety among students, J. Taylor's Manifest Anxiety Scale (MAS) (Kokun *et al*., 2011) was used, which can be used to assess the intensity of anxiety reactions. Each respondent answered 20 questions concerning various aspects of anxiety, such as the presence of worries, physical symptoms of anxiety, tension, etc. Each answer had a certain score corresponding to the degree of anxiety on a scale from 0 to 3. For each respondent, the scores for all questions were summed up, which provided a total anxiety score for each person. Based on the scores obtained, the level of anxiety (low, medium or high) was determined. Next, the results of the group were compared between employed and unemployed students using Mann-Whitney's U-test, which was used to verify the statistical significance of the difference in anxiety levels between the two groups. To assess the level of subjective well-being of students, the following was used.

The E. Diener's Satisfaction with Life Scale (SWLS) (Olefir & Bosnyuk, 2024) was used, which consists of five questions assessing the level of satisfaction with life in general. Participants rated each question on a 7-point scale, where 1 was "completely dissatisfied" and 7 was "completely satisfied". The scores for all five questions were added up to provide an overall result for each respondent. The average value for each group was calculated for further comparison of the level of life satisfaction between employed and unemployed students. The Perceived Stress Scale (PSS) (Veldbrekht & Tavrovetska, 2022) was used to assess the intensity of stressful experiences over the past month. It consists of 10 questions that assess how often respondents felt stress, tension, or felt in control of their situation. For each question, respondents rated their experiences on a scale from 0 (never) to 4 (very often). The total score was obtained by summing the ratings for all questions. The higher the score, the higher the level of perceived stress. To analyse the results, the average scores for employed and unemployed students were compared, and Mann-Whitney's U test was used to determine the statistical significance of the differences between the groups.

To measure students' mental well-being, the Warwick-Edinburgh Mental Well-being Scale (WEMWBS) (Hudimova, 2021) was used, consisting of 14 questions that assess the emotional and psychological state of respondents. Each question was rated on a scale of 1 to 5, where 1 is "never" and 5 is "always". The total score for each respondent was obtained by summing the scores for all questions, after which the average value for each group of students was calculated. A comparison of the average values revealed differences in the level of mental well-being between employed and unemployed students. In addition to these tools, a questionnaire was conducted to collect additional information, which determined the age, course of study, and employment status of students. This formed a complete picture that incorporates not only stress factors but also the general socio-economic context of the participants. The Mann-Whitney U test was used to compare the results between groups, as the data did not follow a normal distribution. This method was used to compare two independent samples by medians and determine whether there was a statistically significant difference between them. The significance level (p-value) was determined for each of the compared scales: anxiety, subjective well-being, perceived stress, and mental well-being. A threshold of $p < 0.05$ was used to determine statistical significance. The study was conducted following the ethical principles described by the National Commission for the Protection of Human Subjects of Biomedical and Behavioural Research (1979).

RESULTS

The diagrams showing the distribution of anxiety levels according to the Taylor Scale demonstrate clear differences between the two groups of students – employed and unemployed. The average anxiety level among employed students (M = 33.31) is higher than among unemployed students (M = 29.25), which may indicate a more pronounced level of anxiety among those who combine study with employment. The diagrams show that the distribution of anxiety scores among employed students is skewed towards higher scores, confirming the general trend towards increased anxiety in this group. Visual analysis of the diagrams shows that employed students' anxiety scores more often exceed 30 points, with the maximum frequency falling within the 30-40-point range. A slightly different picture is observed among unemployed students – the largest number of anxiety scores are in the range of 25-35 points, indicating a generally lower level of anxiety in this group. It is also worth noting that the distribution among unemployed students appears more symmetrical, while employed students show greater variability in scores (Fig. 1). The average scores also suggest that employment may be one of the factors influencing anxiety levels among students. Visual analysis of the graphs confirms that the higher anxiety levels among employed students are not accidental – this trend is evident in the form of a rightward shift in the distribution. The results also show that employed students have more diverse individual anxiety levels, while unemployed students have a more uniform distribution. Identification of differences in anxiety levels between employed and unemployed students is substantial for the determination of the psycho-emotional state of young people in the context of contemporary socio-economic challenges. The results indicate that the need to combine study with employment may be a factor that increases anxiety levels, as employed students are more likely to face additional physical and emotional stress, time constraints and responsibilities in both their academic and professional activities. The results of the comparative analysis showed that the

average rank for employed students (group 1, N = 70) is 48.46, while for unemployed students (group 2, N = 20) it is 35.13. Thus, employed students have higher levels of anxiety than their unemployed peers. The Mann-Whitney U-test is 492.5, the Z-statistic is -2.017, and the significance level (p-value) is 0.044. Since $p < 0.05$, it is possible to argue that the difference between the groups is statistically significant.

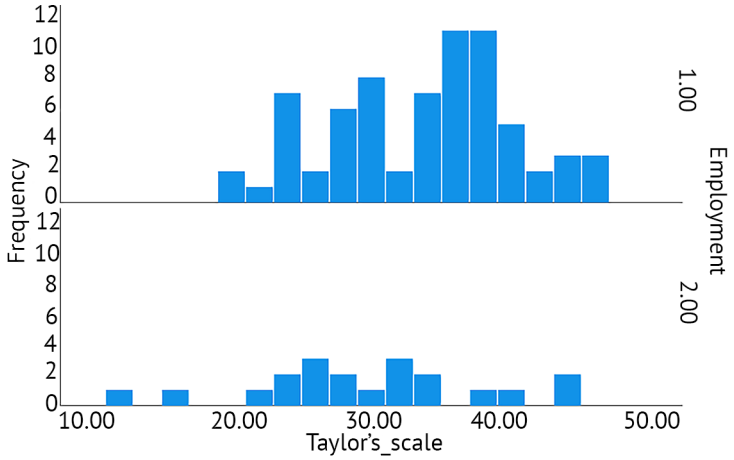

Figure 1. Distribution of anxiety levels based on J. Taylor's Manifest Anxiety Scale among employed and unemployed students

Source: compiled by the authors

A graphical representation of students' subjective well-being levels using E. Diener's methodology shows certain differences between employed and unemployed students, which may reflect the characteristics of their lifestyle, employment and general perception of life circumstances (Fig. 2). Among employed students, the average level of subjective well-being is 21.81 points, and the median is 22.00. Thus, most representatives of this group assess their well-being at a level slightly above the average values of the scale. The distribution diagram shows a relatively orderly picture, with the highest frequency of responses falling within the range of 25-30 points, which includes 12 students. This cluster of values around the average may indicate a certain stability in the perception of life satisfaction among employed students. The distribution of values is smooth, without sharp fluctuations, which indicates a relatively even distribution of scores in the sample.

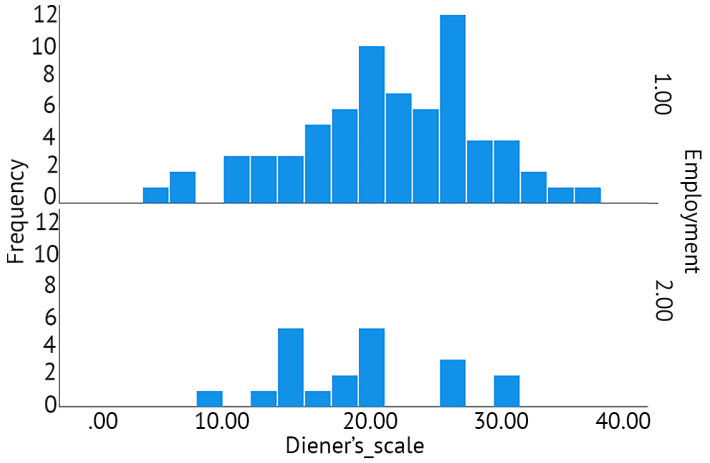

Figure 2. Distribution of life satisfaction levels on E. Diener's Scale among employed and unemployed students

Source: compiled by the authors

In contrast, among unemployed students, the average score is 19.70 points, and the median is 19.50, which is slightly lower than that of employed students. The diagram for this group shows a less pronounced centre of distribution. The highest frequency is observed in two intervals – 15-20 and 20-25 points, with 5 students in each interval. Thus, a significant proportion of unemployed students, compared to employed students, rate their well-being within the lower ranges, and the overall distribution pattern is more scattered, without

a defined central concentration. Analysing the general trends in the distribution of indicators in the two groups, it is possible to note that employed students have a more predictable structure of life satisfaction: the values tend towards the average level, while unemployed students show a greater spread of responses. Among other things, this may indicate a possible stabilising effect of employment. A visual comparison of the diagrams shows that employed students' life satisfaction levels are more often within the average range, which may indicate a certain stability and predictability in their condition. In contrast, among unemployed students, well-being assessments are less evenly distributed, which may be associated with a wider range of subjective experiences and lifestyle characteristics. Thus, analysis of the diagrams and average values concluded that employed students generally rate their well-being slightly higher than their unemployed peers.

A study of the level of perceived stress among employed and unemployed students revealed certain patterns that reflect the psychological state of these two groups of students (Fig. 3). The average level of perceived stress among employed students is 23.31, which is higher than the average level among unemployed students, which is 21.25. The median value for employed students is 23, while for unemployed students it is 21.5. This difference between the mean and median values indicates a relatively even distribution of stress among both groups, although the group of employed students tends to experience higher levels of tension and stress.

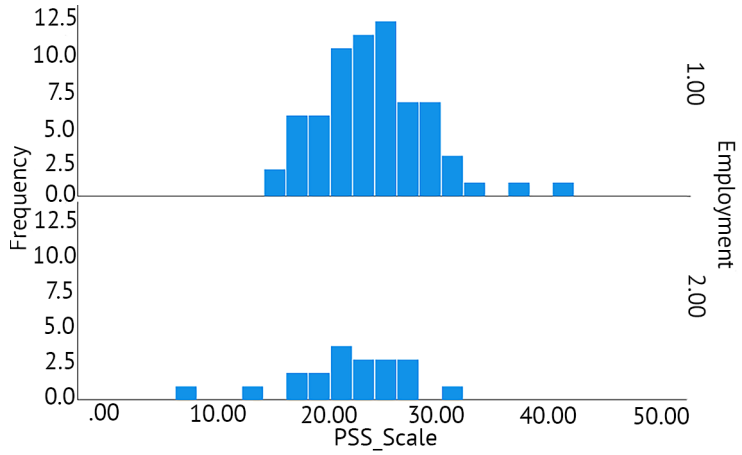

Figure 3. Distribution of perceived stress levels on the PSS Scale among employed and unemployed students
Source: compiled by the authors

Analysis of the distribution of indicators in the diagrams also further demonstrates the characteristics of stress prevalence among students depending on their employment status. For employed students, most values are in the range of 20 to 30 points, indicating that a significant portion of this group experiences stress at a moderate or above-average level, but within limits that do not exceed high stress levels. As demonstrated below, the relatively high stress experiences of employed students are balanced by their skills in (self-)regulating personal psycho-emotional state. At the same time, the distribution of values among unemployed students is at a slightly lower level, 15-25 points, which indicates a less pronounced level of perceived stress. However, the standard deviation among unemployed students is higher (5.476 versus 4.832 among employed students), which may indicate significant individual differences in the perception of stress factors. At the same time, unemployed students have more opportunities for rest and recovery, which contributes to a reduction in stress levels. The distribution pattern in the diagrams is noteworthy. Employed students demonstrate a certain concentration of values within the range of 20-30, with a slight bias towards higher values, indicating the presence of a group of students who experience significant levels of stress. This may be due to the combination of academic workload and professional activity, which requires considerable physical and emotional resources. Among unemployed students, the distribution is more even, with a slight skew towards lower values. This may indicate that there are fewer students with high stress levels in this group, and more who experience relatively low stress. This confirms the assumption that the absence of additional work-related responsibilities ensures better control of stress levels and adaptation to the learning process without excessive psychological pressure.

The differences in mental well-being depending on students' employment status (according to the Warwick-Edinburgh Scale) (Fig. 4) show that the average mental well-being coefficient for employed students is 33.90, which is higher than that for unemployed students, which is 30.30. The median value in the group of employed students is 33, while in the group of unemployed students it is 29.50, which indicates a general trend that students who combine employment and study generally demonstrate a higher level of

subjective well-being. However, it is worth noting that these indicators may be influenced by additional factors, such as stress adaptation, social support, and overall life satisfaction. The distribution of indicators in the group of employed students shows relative stability. Most values are in the range of 30 to 40 points, reflecting a predominantly high level of mental well-being among these students. Unemployed students show a wider range of values, concentrated in the range of 20-30 points, which may indicate a significant difference in well-being levels among this group. Unemployment can either have a positive effect on students' functional state, providing more free time and rest, or create a certain uncertainty that can reduce their psychological comfort.

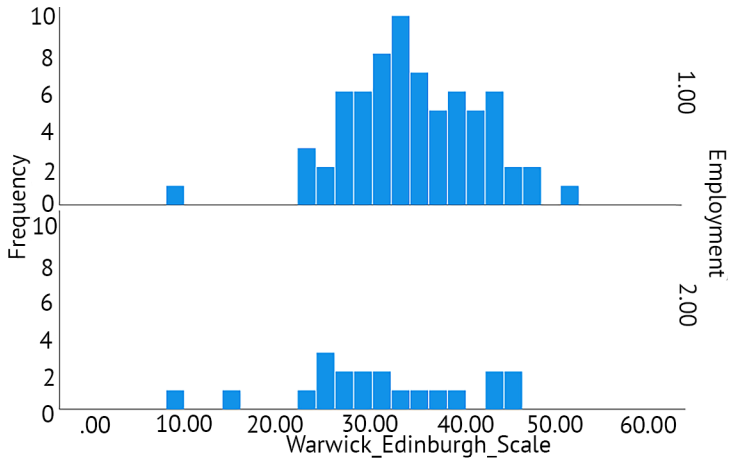

Figure 4. Distribution of mental well-being levels on the Warwick-Edinburgh Scale among employed and unemployed students

Source: compiled by the authors

The distribution of indicators in the diagrams also confirms the identified trends. For employed students, the values are more clustered around the average level, reflecting the stability of their mental well-being in general and their psycho-emotional state in particular. This may be because employment provides a structure in daily lives and additional opportunities for self-fulfilment. In contrast, the distribution of indicators among unemployed students is more variable, indicating individual differences in mental well-being within this group. The standard deviation among the indicators of unemployed students is significantly higher (9.69 versus 7.096 among employed students), indicating a greater dispersion of results and the presence of a subgroup of students with significantly lower levels of mental well-being. Overall, the results of the analysis show that employed students tend to have higher levels of mental well-being, which may be related to their social activity, structured lifestyle, and skills in regulating their psycho-emotional state. At the same time, unemployed students show greater variability in their levels of well-being, which may reflect the influence of different life circumstances, lifestyle, personality traits, and insufficient self-regulation skills.

Overall, the results obtained are contradictory and require further consideration and interpretation. Employed students, despite being overworked, demonstrate a more positive psycho-emotional state compared to unemployed students, and there is a phenomenon of emotional (self-)regulation – management of emotions in the process of activity or communication, which can be considered as the ability to quickly restore physical and mental strength, adapting to the conditions of the life situation. Such regulation of psycho-emotional states can occur through emotional (other emotions that restore the emotional state), cognitive (cognitive means of regulation) and behavioural (motor-movement means and exercises) components of the psycho-emotional state (Vlasenko *et al.*, 2022). Therefore, the ability to interact with personal feelings, overcome negative emotions, and constructively manage the intensity of emotions and their manifestation is substantial for students, especially during martial law in Ukraine. The study established that employed students experience higher levels of stress than those who are not employed. Combining employment and education creates additional stress related to the need to perform professional duties. At the same time, they have higher mental well-being indicators, are more satisfied with life, and have lower anxiety levels compared to those who are not employed. Perhaps employment contributes to the development of additional psychological compensatory mechanisms and develops the personal ability to self-regulate. Thus, students who are employed and studying demonstrated a higher level of (self-)regulation of their psycho-emotional state. In contrast, unemployed students have lower stress levels, but relatively higher anxiety levels and lower life satisfaction, indicating a lower level of psycho-emotional regulation. This highlights the significance of

effective strategies for coping with stress and maintaining psycho-emotional state, which will ensure emotional well-being, support productivity at work and in studies, and preserve mental health.

DISCUSSION

The results of the study indicated an ambiguous effect of combining work and study on the psycho-emotional state of students. On the one hand, employed students demonstrate higher levels of mental well-being and greater life satisfaction. On the other hand, they face higher levels of stress and anxiety. I. Hural *et al.* (2014) confirmed the significance of the integration of employment and education for the development of key personal qualities, in particular the development of responsibility, independence, and stress resistance. This is especially relevant if the job corresponds to the future speciality, as in this case, it helps to integrate education and professional activity. This study confirmed that students who combine study with employment have higher levels of mental well-being, but as indicated in other studies, this is also accompanied by increased levels of anxiety and stress.

A student's emotional state directly affects how effectively they cope with difficulties in the learning process. A positive emotional background, such as a sense of satisfaction with life or self-confidence, stimulates activity and increases performance. On the other hand, depressive states or feelings of helplessness reduce the ability to concentrate, which negatively affects academic performance, as noted by A. Bondarenko *et al.* (2022). This study demonstrates a tendency for students with a positive emotional background to cope with stress much more effectively and achieve higher academic results. At the same time, the study by A. Bondarenko *et al.* (2022) addressed depressive states, which significantly impair academic performance. However, this study indicates that, despite the increased stress levels among employed students, they generally have higher levels of well-being and academic success. Support from the social environment is substantial in this regard. Students who receive emotional support from friends, family, or teachers cope better with stressful situations in their studies, as confirmed by O. Korobanova *et al.* (2025). The researchers noted that social support helps reduce the risk of emotional exhaustion and promotes self-confidence, which has a positive effect on academic achievement. This was confirmed by the results of this study, in which social support was a substantial factor in helping students cope with increased stress levels. However, this study noted that social support has different effects on employed and unemployed students, and this aspect is considered relevant for further research.

A busy study schedule often causes a lack of physical activity and an unbalanced diet, which negatively affects physical health and increases stress levels, as noted by V. Kyselov & D. Balashov (2023). The researchers emphasised that such factors can create additional stress for students, reducing their ability to cope with the learning process. This study confirmed that employed students often do not have enough time for physical activity and healthy eating, which increases their stress levels. However, the study found that although unemployed students have lower stress levels, these levels fluctuate more, indicating significant individual differences. As noted by V. Olefir & V. Bosnyuk (2024), the psycho-emotional state encompasses a wide range of emotions, experiences and internal reactions that affect motivation, concentration, performance and adaptability in the learning process. Academic success, in their opinion, is not only a reflection of intellectual abilities, but also the result of effective self-regulation of personal psycho-emotional state. The conclusions made by V. Olefir & V. Bosnyuk (2024) fully confirmed the authors' observations, as this study found that students with better emotional regulation have higher academic results. At the same time, the study emphasises that social and professional factors, such as workload, also influence the ability to self-regulate, which in some cases can either promote or hinder effective self-regulation.

N. Majerová & L. Sokolová (2025) demonstrated that academic stress significantly affects students' mental health and overall well-being, contributing to emotional distress and the risk of academic failure. This is consistent with the authors' data, where employed students have higher levels of stress and anxiety, while exhibiting more developed coping mechanisms, which distinguishes their response to stress from a simple negative psycho-emotional reaction. Similarly, a study by A. Abdul Aziz *et al.* (2024) identified a significant negative relationship between academic stress and psychological well-being in students, where increased stress was associated with lower levels of mental well-being and a decrease in overall emotional stability. These results partially confirmed the authors' conclusions regarding the significance of stress management: in the study, unemployed students with lower stress levels also demonstrated lower average values for life satisfaction and mental well-being, indicating the complexity of the relationships between stress, emotional resources, and overall well-being. Another significant contribution to the discussion was provided by H. Kuswanto (2025), determining that the balance between study and life moderates the negative impact of academic stress on mental well-being: students with a better balance experienced less negative impact of stress on their psychological state. This is consistent with the author's interpretation: the ability of employed students to combine work and study, probably through the development of effective (self-)regulation mechanisms, contributes to the fact that, despite increased stress levels, they have higher levels of mental well-being and life satisfaction.

D. Pérez-Jorge *et al.* (2025) investigated the effects of academic stress on students' well-being and mental health. The study emphasised that academic stress is a significant factor that reduces students' psycho-emotional well-being and increases anxiety levels. This correlates with the findings of a study that employed students who combine study and work experience, high levels of stress and anxiety. However, in contrast to a study by D. Pérez-Jorge *et al.* (2025), these students have higher levels of mental well-being, which may be related to the development of adaptation and emotional regulation skills. Therefore, although Pérez-Jorge confirms that stress harms students, this study highlights the possibility of a positive impact of combining work and study, provided that support and self-regulation skills are available. A study by M. Samaratunga (2025) emphasises the conflict between work and study. The author notes that this conflict is a substantial stress factor that leads to increased anxiety and reduced well-being among students. The results of a study by M. Samaratunga (2025) also confirm the conclusions about the significant stress load that arises in students who combine work with study. However, the author's results indicated that, despite the increased level of stress, employed students show a greater ability to regulate emotions and adapt to stressful situations. This may indicate that the long-term combination of work and study develops stress resistance skills, which in turn have a positive effect on the overall psycho-emotional well-being of students. In contrast, the study by M. Samaratunga (2025) prioritised the negative impact of the conflict between study and work, without indicating the possibility of developing adaptive mechanisms.

CONCLUSIONS

The results of the empirical study showed that the psycho-emotional state of students depends on their employment status, in particular, whether they combine work with study. Analysis of indicators of anxiety, stress, mental well-being and life satisfaction reveals differences between employed and unemployed students. The average anxiety scores among employed students (M = 33.31) were higher than among unemployed students (M = 29.25), indicating more pronounced anxiety among students who combine study with work. However, in contrast to anxiety, employed students have higher levels of mental well-being and life satisfaction, confirming the presence of compensatory mechanisms in this group. Thus, the average subjective well-being score for employed students is 21.81, which is higher than that of unemployed students (19.70).

These results indicate a positive effect of employment on emotional stability and self-regulation, which improves coping effectiveness among employed students. On the other hand, unemployed students demonstrate lower levels of stress, but they have higher levels of anxiety and lower levels of life satisfaction, which may indicate less effective strategies for regulating their psycho-emotional state. This is confirmed by the wider distribution of indicators in this group, which indicates individual differences in the perception of stress and well-being. Employed students generally demonstrated better psycho-emotional state indicators due to the development of self-regulation skills, despite higher stress levels. At the same time, unemployed students needed additional support to improve their stress management strategies and develop more effective mechanisms for regulating their psycho-emotional state. Given these results, it is necessary to develop recommendations for optimising the educational process and supporting the mental health of students, especially those who combine study with work. Prospects for further research include analysis of the impact of social support and various (self-)regulation strategies on students' psycho-emotional state, as well as exploring intervention options to reduce stress among students who combine study with work.

ACKNOWLEDGEMENTS

None.

FUNDING

None.

CONFLICT OF INTEREST

None.

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Анотація. Актуальність дослідження зумовлена необхідністю вивчення впливу зайнятості студентів на їх психоемоційний стан і ефективність (само)регуляції в умовах воєнного часу, оскільки це дозволяє виявити різницю в рівнях тривожності, стресу та благополуччя між працюючими і непрацюючими студентами. Метою статті було емпірично дослідити психоемоційний стан студентів, порівнявши дві категорії студентів – непрацюючих і тих, хто поєднує роботу з навчанням. Для збору емпіричних даних було використано особистісну шкалу прояву тривоги Дж. Тейлор (MAS), шкалу задоволеності життям Е. Дінера (SWLS), шкалу сприйнятого стресу (PSS), Шкалу психічного благополуччя Ворик-Единбург (WEMWBS) та анкетування для збору відомостей, важливих для інтерпретації отриманих результатів. У дослідженні було виявлено, що працюючі студенти мають вищий рівень тривожності (середнє значення M = 33,31), проте більш різноманітні індивідуальні показники цього стану. Їхні середні оцінки психічного благополуччя (M = 33,90) та суб'єктивного благополуччя (M = 21,81) дещо вищі, ніж у непрацюючих студентів (M = 30,30 і M = 19,70 відповідно), хоча останні краще контролюють стрес (PSS: M = 21,25 у непрацюючих і M = 23,31 у працюючих). Працюючі студенти схильні до більш високого рівня стресу, проте ефективніше регулюють свій психоемоційний стан. Загалом, попри підвищений стрес, вони продемонстрували вищий рівень психічного благополуччя, задоволеності життям і нижчий рівень тривоги. Дослідження також показало, що працюючі студенти, незважаючи на високий рівень стресу, мають більш розвинуті навички самоорганізації та адаптації до навчального процесу. Це засвідчило про важливість розвитку стратегій стресостійкості та психоемоційної регуляції для підтримки їхнього благополуччя. Проведене дослідження дозволяє комплексно оцінити поточний психоемоційний стан студентів залежно від їх зайнятості та виявити як можливі ризики, пов'язані з перевантаженням, так і більш ефективну (само)регуляцію ними свого психоемоційного стану

Ключові слова: зайнятість студентів; тривожність; стрес; психічне благополуччя; стратегії стресостійкості