

## Features of the structure of life values among university students and their relationship with academic performance under conditions of Russian aggression

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**Abstract.** The relevance of the study is determined by the need to analyse the internal psychological resources of university students, in particular, life values, as factors of resilience and academic performance under conditions of prolonged war-related stress and uncertainty. The purpose of the study was to provide an empirical analysis of students' life values and their relationship with academic performance under conditions of Russian aggression against Ukraine. The theoretical basis of the study was Schwartz's theory of basic values. The empirical study was conducted among first-year students of a higher education institution using the Portrait Values Questionnaire. The analysis of the empirical data did not identify a statistically significant relationship between the first-ranked value and academic performance. Further analysis was consequently focused on the second-ranked value as a more differentiated indicator of the value hierarchy, which can capture subtler psychological patterns. Hedonism occupies the leading position in the value structure of most students. The highest academic performance was recorded among students whose dominant orientation was achievement, whereas orientations towards stimulation, hedonism, and self-direction were associated with lower learning outcomes. Statistically significant differences were identified between groups of students with different leading value orientations. Stimulation and hedonism were associated with lower indicators of academic performance, while achievement had a more pronounced positive relationship with learning outcomes. Under conditions of wartime uncertainty, hedonistic orientations become more widespread and may perform a compensatory function in emotional self-regulation, while also reducing learning motivation. The results of the study may be used to develop psychological support programmes for students and to optimise the educational process during wartime

**Keywords:** value orientations; resilience; learning motivation; psychological adaptation; educational environment; socio-psychological factors

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## Introduction

The full-scale Russian aggression against Ukraine has substantially transformed the socio-psychological conditions in which society functions, bringing the preservation of mental health and internal stability under prolonged stress to the fore. University students are a particularly vulnerable social group in these conditions because they are at a stage of active personal development, professional self-determination, and formation of value orientations. The combination of educational tasks with the need to adapt to military danger, uncertainty about the future, and constant psycho-emotional strain creates further psychological challenges, which directly affect academic performance and the general well-being of young people. In contemporary psychological research, the ability of the individual to function effectively under stress is described through the concept of resilience. D.B. O'Connor *et al.* (2021), drawing on a large-scale longitudinal study, demonstrated that resilience results from the dynamic interaction of personal and social resources rather than from a stable character trait, and established its relationship with a subjective sense of meaning in life. E. Lopez-Zafra *et al.* (2019) reported that emotional intelligence, self-regulation, and effective coping strategies are key predictors of resilience in student populations and are directly related to academic achievement. Resilience is, in this sense, a multidimensional dynamic construct shaped by a set of psychological resources of the individual.

In Ukrainian psychological research, the problem of resilience is especially relevant in the context of wartime realities, as war creates a need to analyse internal resources that support psychological adaptation and individual stability under prolonged stressors. O.M. Kokun (2020) views resilience as an integral personal resource that preserves psychological balance and the activity of the individual under prolonged stress, and demonstrates its connection with motivational-value orientations, which, in turn, affect the capacity of the individual to adapt effectively

to changing circumstances. O.A. Chykhantsova (2021), in a monograph, substantiates the multidimensional character of resilience, covering cognitive, emotional, and behavioural components, and establishes its close relationship with the value-meaning sphere of the individual, stressing that the value system determines the pattern of response to crisis situations and the capacity to overcome difficulties.

One of the key internal resources of resilience is the individual system of life values. U. Huliak & V. Lisnevskyi (2024) presented in their study that, under conditions of wartime instability, the value orientations of young people undergo substantial transformation, acquire a more pronounced protective and meaning-forming function, and serve as a basis for strategies for overcoming difficulties. M. Vecchione & S.H. Schwartz (2022), in a longitudinal study, confirmed the validity of Schwartz's circular structure of values and demonstrated that this model is suitable for predicting behaviour in different cultural contexts and stressful conditions. According to this model, values form an integrated motivational system in which adjacent values are compatible, while opposing values compete, shaping the orientation of behaviour and the features of personal regulation. This conceptual framework allows the individual value hierarchy to be analysed as a dynamic system that responds to changing social conditions. A separate line of study concerns the relationship between value orientations and students' academic performance. M. Vecchione & S.H. Schwartz (2022) established that hedonism and stimulation have a stable negative relationship with academic performance, whereas orientation towards achievement and conformity is associated with higher learning outcomes. The researchers explain this relationship through the mechanism of motivational regulation: achievement values form internal motivation to learn and persistence in overcoming academic difficulties, while hedonistic orientations direct attention and personal resources towards the search for

immediate satisfaction. These patterns become particularly important under conditions of wartime instability, when hedonistic orientations may play a compensatory role in emotional self-regulation while reducing learning motivation.

Despite the considerable number of publications devoted to resilience and the value sphere of the individual, the relationship between the life values of university students, their academic performance, and psychological stability in wartime remains insufficiently developed. Most existing studies were conducted in peacetime and do not reflect the specific transformation of the value sphere under prolonged war-related stress. This determines the scientific relevance and practical significance of analysing students' value orientations as a possible socio-psychological factor of their resilience and academic performance under conditions of armed conflict. In view of this, the purpose of the study was to analyse the structure of life values among university students as a socio-psychological factor of their resilience and academic performance under conditions of Russian aggression.

### Materials and Methods

The study used a set of theoretical and empirical methods to achieve the stated purpose. The theoretical methods included analysis, synthesis, and generalisation of academic literature. These methods outlined the current state of knowledge on student resilience, defined the main approaches to interpreting life values as an internal personal resource, and specified the place of the value sphere within the structure of socio-psychological factors of academic performance. The theoretical basis for analysing the structure of values in this study is S.H. Schwartz's theory of basic human values (2017).

The empirical part of the study involved a questionnaire on sex, age, and academic achievement, together with psychodiagnostic testing using Schwartz's scale. The empirical data presented in the article were obtained at the preliminary stage of the study within the author's master's

thesis (Suprun, 2024) and were used as a theoretical and empirical basis for a subsequent dissertation study on socio-psychological factors of student resilience under conditions of Russian aggression. The empirical study was conducted during the full-scale invasion (2024) among first-year full-time students of the National University of Life and Environmental Sciences of Ukraine, Kyiv. The sample was formed randomly from students who volunteered to participate. A total of 75 respondents aged 17 to 19 years took part. Empirical data were collected in a mixed format: some participants completed the questionnaires remotely using Google Forms, while others completed paper questionnaires in person. The completed paper forms were digitised and incorporated into a single electronic database for subsequent statistical processing. Before the study began, all respondents were informed about its purpose, procedures, and principles for using the results. Participants provided informed consent to take part. The study followed the ethical principles of psychological research, including voluntary participation, confidentiality, and anonymity. Personal data were not recorded; each respondent was assigned an individual code, which ensured full anonymisation of the results.

The procedure complied with the generally recognised ethical principles for psychological studies and with the provisions of the WMA Declaration of Helsinki (n.d.), namely ethical principles for studies involving human participants that are relevant to psychological research. Life values were assessed using Schwartz's Portrait Values Questionnaire in the modification by I.I. Semkiv (2013), which identifies the individual hierarchy of basic personal values. The test included 40 questions and allowed scoring on five levels from 0 to 5 in relation to ten basic values: conformity, tradition, benevolence, universalism, self-direction, stimulation, hedonism, achievement, power, and security. The rank of each value in the hierarchy was determined by the total score for that value. The present study analysed the values that received the highest

priority, namely first, second, or third place in the students' ranking. The instrument is adapted to a Ukrainian sample and is used to analyse the individual hierarchy of basic values.

The relationship between life values and academic performance as an indicator of learning effectiveness was analysed using two objective indicators: the results of the National Multi-Subject Test (NMT), which reflect students' level of preparation at the time of admission, and the average score after the first examination session. Since the study involved first-year students, academic performance was measured using the results of their first examination period. For further analysis, the sample was stratified into three groups by academic performance: high level  $>90$  (conventionally "excellent students"); medium level  $>74 < 90$  (conventionally "good students"), and lower level  $>60 < 74$  (conventionally "satisfactory level"). This approach enabled a comparative analysis of value orientations among students with different academic achievements and helped identify possible patterns in their relationship. The results were processed using methods of mathematical statistics: descriptive statistics, frequency analysis, Pearson correlation analysis, one-way analysis of variance (ANOVA) to determine relationships between value and performance level, post-hoc comparisons, and the Mann-Whitney U test for between-group comparisons. This combination of methods allowed both the general structure

of students' value orientations and statistically significant differences in academic performance depending on leading values to be identified.

## Results and Discussion

Life values are an important component of personal regulation. They shape the orientation of behaviour, influence decision-making, define a person's priorities in everyday functioning and under life challenges, guide the choice of coping strategies, and support adaptation under uncertainty. In wartime, they acquire further significance as internal reference points that maintain psychological stability and support the integrity of the individual. In this sense, values may be regarded as one of the basic components of resilience, performing the function of a "navigational mechanism" that structures experience and directs behaviour in crisis conditions. The theoretical basis of the study was Schwartz's theory of basic values, according to which values form an integrated motivational system and include ten main types: security, conformity, tradition, benevolence, universalism, self-direction, stimulation, hedonism, achievement, and power. Overall, the results of the empirical study suggest that the structure of students' life values is related to their academic performance and can, accordingly, be regarded as one of the important socio-psychological factors of resilience under wartime conditions.

**Table 1.** Distribution of students' life values according to the Portrait of Values Questionnaire

| Value          | First-ranked value | Second-ranked value | Third-ranked value |
|----------------|--------------------|---------------------|--------------------|
| Conformity     | 2 (2.6%)           | 0 (0%)              | 2 (2.6%)           |
| Tradition      | 0 (0%)             | 0 (0%)              | 1 (1.3%)           |
| Benevolence    | 8 (10.4%)          | 5 (6.5%)            | 1 (1.3%)           |
| Universalism   | 9 (11.7%)          | 17 (22.1%)          | 8 (10.4%)          |
| Self-direction | 3 (3.9%)           | 14 (18.2%)          | 18 (23.4%)         |
| Stimulation    | 4 (5.2%)           | 9 (11.7%)           | 13 (16.9%)         |
| Hedonism       | 36 (46.8%)         | 12 (15.6%)          | 8 (10.4%)          |
| Achievement    | 3 (3.9%)           | 12 (15.6%)          | 4 (5.2%)           |
| Power          | 4 (5.2%)           | 3 (3.9%)            | 9 (11.7%)          |
| Security       | 5 (6.5%)           | 5 (6.5%)            | 4 (5.2%)           |

**Source:** compiled by the author

The results outlined general trends in the structure of life values among university students. Students most often identified hedonism, universalism, and benevolence as their leading value. Universalism, self-direction, and achievement dominated among second-ranked values, while self-direction, stimulation, and universalism were most frequently represented in third position. By contrast, values such as conformity and tradition were almost absent from the sample, which suggests a reduced significance of normatively conditioned forms of behaviour and orientation towards social conventionality.

The dominance of hedonistic orientations in the student value structure deserves particular attention. The results show that the most pronounced value among students is hedonism, which ranked first among 46.8% of respondents. This points to the importance, for young people, of positive emotions, psychological comfort, and avoidance of unpleasant experiences. During wartime, this orientation may become even more relevant as it functions as a form of internal compensation against a background of instability and prolonged stress. The result can be interpreted in the context of current socio-psychological conditions, especially the prolonged effect of stressors associated with the war. Under conditions of chronic danger, uncertainty, and limited long-term planning, orientation towards positive emotions and “here-and-now” experience may perform a compensatory function. Similar tendencies correspond to approaches that interpret hedonistic values as a means of emotional self-regulation and tension reduction (Vecchione & Schwartz, 2022). In this context, the pursuit of pleasure is not necessarily a sign of superficiality; it may also be an adaptive response to existential uncertainty.

Universalism occupies a fairly prominent place in the value hierarchy. It was chosen as the first value by 11.7% of students, as the second – by 22.1%, and as the third – by 10.4%. This points to the importance, for part of the student group,

of social justice, tolerance, humanism, and orientation towards a wider social context. Self-direction also proved to be a significant value, especially often recorded in the second (18.2%) and third (23.4%) positions. This result reflects students’ striving for autonomy, independent judgement, and independent choice in life decisions. In the context of wartime, this value may be especially significant as a factor of internal agency and self-regulation.

Stimulation also retains some significance, involving the search for new impressions, dynamism, and intense experience. Although it was not the dominant first value for most students, its frequency in second and third positions suggests that part of the student group tends towards an active, eventful lifestyle and is inclined to avoid routine. Benevolence, as a value of care for close others, support, and interpersonal harmony, ranked first among 10.4% of respondents. This may point to the continuing significance of prosocial orientations in the youth environment. Achievement, power, and security were less pronounced. This distribution reflects the predominance among contemporary university students of orientations towards individual autonomy, emotional well-being, and personal freedom over normative obedience and preservation of traditional patterns.

One-way analysis of variance was used to identify the relationship between life values and academic performance. The analysis of empirical data did not establish a statistically significant relationship between the first-ranked value and academic performance. For this reason, further analysis focused on the second-ranked value as a more differentiated indicator of the value hierarchy, which can reveal subtler psychological patterns. The second-ranked value was associated with academic performance. The most favourable profile was observed among students oriented towards achievement, which reflects the importance of result motivation, purposefulness, and orientation towards success in learning activity.

**Table 2.** Relationship between academic performance and the second-ranked value (ANOVA)

| Value          | p-value | Performance |
|----------------|---------|-------------|
| Universalism   | 0.019   | 73.8        |
| Security       | 0.019   | 72.8        |
| Stimulation    | 0.019   | 67.4*       |
| Achievement    | 0.019   | 82.0*       |
| Benevolence    | 0.019   | 73.2        |
| Hedonism       | 0.019   | 70.0*       |
| Self-direction | 0.019   | 69.8*       |
| Power          | 0.019   | 70.7        |

**Note:** statistically significant results are presented at  $p < 0.05$ ; \* – statistically significant difference according to the post-hoc test

**Source:** compiled by the author

The highest average score from the previous examination session was recorded among students whose second-ranked value was achievement: 82 points. This supports the view that orientation towards results, success, and personal effectiveness strengthens learning motivation and contributes to better academic outcomes. By contrast, orientation towards stimulation was associated with less favourable outcomes, which may be explained by a conflict between the need for novelty and the structured requirements of the educational process. The lowest indicators were recorded among students whose second-ranked value was stimulation: 67.4 points. It may be assumed that orientation towards new impressions, intensity of experience, and the search for dynamism is not always compatible with learning

activity, which requires consistency, endurance, and systematic effort.

The hedonistic orientation had an ambivalent character. On the one hand, it supports emotional well-being; on the other, it may reduce readiness for the prolonged effort required in learning activity. This is partly confirmed by further analysis. Relatively lower indicators were recorded among students oriented towards hedonism (70 points) and self-direction (69.8 points). In the case of hedonism, this may be linked to the predominance of an orientation towards comfort and pleasure over readiness for sustained academic effort. In the case of self-direction, the data require a more nuanced interpretation since this value may manifest differently depending on whether autonomy of thought or autonomy of action is involved.

**Table 3.** Results of the comparison of academic performance according to the second-ranked value (post-hoc)

| Comparison                   | p-value | Mean difference | Mean score of the comparison group |
|------------------------------|---------|-----------------|------------------------------------|
| Achievement – Stimulation    | 0.003   | -14.56          | 67.4                               |
| Achievement – Hedonism       | 0.012   | 12.00           | 70.0                               |
| Achievement – Self-direction | 0.007   | 12.21           | 69.8                               |

**Source:** compiled by the author

The post-hoc analysis confirmed statistically significant differences between students oriented towards achievement and those for whom stimulation, hedonism, and self-direction were more important. The most pronounced difference was between the achievement and

stimulation groups, which further emphasises the opposite orientation of these value orientations in the context of learning activity. Hedonism and self-direction had intermediate indicators and require a more differentiated interpretation. In particular, self-direction as a value may have

different manifestations: autonomy of thought may support academic performance, whereas orientation towards independence of action is not always compatible with the requirements of the educational environment.

Value orientations perform a dual function in students: on the one hand, they act as a resource of resilience, maintaining internal stability in crisis conditions; on the other, they affect the effectiveness of learning activity in different ways depending on their content. This highlights the need to account for students' value profiles when developing psychological support programmes and educational strategies under conditions of prolonged wartime crisis. The identified patterns allow the student value system to be regarded not only as a component of the motivational-meaning sphere of the individual but also as one of the key socio-psychological resources that mediate academic performance and the capacity to adapt under prolonged crisis conditions. Under conditions of Russian aggression, when educational activity takes place against a background of chronic stress, uncertainty about the future, and emotional exhaustion, the system of life values acquires the function of a regulator of behaviour, defining priorities of activity and the direction of personal self-regulation.

The study provides grounds for viewing the value system as one of the key internal resources of psychological stability among university students under conditions of armed conflict. Z.S. Karpenko (2018) defined the motivational-value sphere as the central mechanism for organising behaviour and implementing personal strategies. E. Daniel *et al.* (2022), in a longitudinal study ( $n = 2,321$ ), demonstrated that the value system is a dynamic personal formation that changes under the influence of crisis conditions: under conditions of global threat, the importance of conservation values related to security and order increases, while values of openness to change decline, which corresponds to the pattern of value transformation under war-related stress. The results of the present study are consistent with

these conclusions: the identified relationship between students' value profile and academic performance confirms the regulatory function of values in directing learning activity.

A.S. Masten (2021) substantiated resilience as a dynamic property of a system that allows it to adapt successfully to challenges threatening its functioning or development. This approach is developed in the works of Ukrainian researchers: I. Halian & O. Halian (2018) established that values form the basis of life-meaning experiences and determine the interpretation of crisis events, thereby supporting the psychological stability of the individual. O.A. Chykhantsova (2018) stressed that resilience is a key personal variable mediating the influence of stressors on activity success. The results obtained confirm that values function as a mechanism of meaning-based ordering of experience and support psychological stability under prolonged war-related stress.

The dominance of hedonism in the student value structure (46.8% of respondents) may be interpreted as the result of the interaction between age-related and situational factors. M. Vecchione & S.H. Schwartz (2022), in a longitudinal study, established that hedonistic values have a stable negative relationship with academic performance: students dominated by hedonism demonstrate lower learning outcomes than those oriented towards achievement. On the one hand, under wartime conditions, orientation towards positive "here-and-now" experiences may act as an adaptive compensatory response to uncertainty. On the other hand, the data show that this orientation does not support high academic performance (mean score 70.0), which can be explained by the dominance of motivation towards comfort over motivation for sustained academic effort ( $p = 0.012$  compared with the achievement group).

A similar pattern was observed for stimulation. J.L. Howard *et al.* (2021), in a large-scale meta-analysis (344 samples,  $n = 223,209$ ), established that controlled motivation, characteristic of stimulation values, is the weakest predictor of

academic achievement and learning well-being. L. Sagiv & S.H. Schwartz (2022), in a cross-cultural review, stressed that stimulation and hedonism belong to the "openness to change" block and typically decline under threat and uncertainty in favour of conservation values, which corresponds to the transformation of students' value profiles in wartime. C. Aelenei *et al.* (2023), using a sample of senior school pupils ( $n = 843$ ), confirmed that orientation towards self-enhancement values is associated with lower learning outcomes. The data obtained in this study fully correspond to these conclusions: students whose second-ranked value was stimulation had the lowest average score (67.4), and the difference from the achievement group was the most pronounced ( $p = 0.003$ , mean difference = 14.56). This can be explained by the fact that learning activity requires delayed gratification and consistency, which conflict with the pursuit of rapid emotional reinforcement.

The highest academic performance among students oriented towards achievement (82 points) confirms the importance of this value as a determinant of learning activity. A.E. Poropat (2009), in a meta-analysis, demonstrated that personality characteristics related to purposefulness and self-regulation are the most stable predictors of academic performance. J.S. Bureau *et al.* (2022), in a meta-analysis of 144 studies ( $n > 79,000$  students), established that satisfaction of the basic psychological needs for autonomy and competence is a key mechanism in the formation of self-determined student motivation, which is associated with higher academic achievement and academic well-being. H.P. Lazos (2018), in a study on personal resilience, substantiated that orientation towards personal effectiveness performs a mobilising function in crisis conditions. In the context of a wartime crisis, the value of achievement acts as an important component of students' psychological stability, in addition to being a learning motivator.

Self-direction had an ambivalent character (mean score 69.8,  $p = 0.007$  compared with the achievement group). L. Sagiv & S.H. Schwartz (2022),

in a comprehensive review, emphasised the internal heterogeneity of this value. M. Vecchione & S.H. Schwartz (2022) specified this observation in an empirical study, demonstrating that self-direction of thought (autonomy of judgement, critical thinking) is associated with higher academic outcomes through autonomous motivation, whereas self-direction of action (behavioural independence) is not always consistent with the requirements of a structured educational environment. The presented results differ from the situation in which self-direction has an unequivocally positive role and confirm its complex, context-dependent character in learning activity.

Prosocial values, namely universalism and benevolence, perform a stabilising function in this study and are associated with stable average indicators of performance (73.8 and 73.2 points, respectively). F.M. Sortheix & J.E. Lönnqvist (2014), in a cross-cultural study, demonstrated that prosocial values are associated with higher life satisfaction and psychological well-being, supporting social inclusion and a sense of meaningfulness. These data correspond to classical concepts of personal development: E.H. Erikson (1993) emphasised the role of prosocial identity in the formation of internal stability, E. Fromm (2010) regarded orientation towards care for others as a basis of psychological health, and V.E. Frankl (2016) substantiated that meaning derived from service to others is one of the most stable sources of resilience. Under wartime conditions, these values play a particular role by supporting a sense of solidarity and social connection.

From the standpoint of self-determination theory by R.M. Ryan & E.L. Deci (2020), the results can be interpreted as reflecting different types of motivation. The researchers distinguish autonomous (internal) and controlled (external) motivation and show that values supporting autonomous motivation (achievement, self-direction of thought) contribute to higher effectiveness and persistence in activity. By contrast, orientation towards

hedonistic or stimulation-related aspects may reduce academic productivity because it forms a controlled type of motivation that depends on external reinforcement. The results confirm this logic: students dominated by achievement exhibited the highest academic performance, which points to the role of internal motivation as a key factor in learning outcomes even under war-related stress.

In a broader context, the results confirm that life values perform a dual function. On the one hand, they serve as a resource of resilience, maintaining psychological stability in crisis conditions and supporting the individual's capacity for adaptation. On the other hand, the content of value orientations affects the effectiveness of learning activity in different ways: achievement supports academic performance, while hedonism and stimulation are associated with lower results. This highlights the need to consider the individual value profile of students when developing psychological support programmes and educational strategies under conditions of prolonged wartime crisis.

### Conclusions

The empirical study on first-year students at the National University of Life and Environmental Sciences of Ukraine established that the leading value orientation of most respondents is hedonism (46.8%), which is interpreted as a manifestation of compensatory personal adaptation to prolonged war-related stress. The absence of a statistically significant relationship between the first-ranked value and academic performance justified the methodological focus on the second-ranked value as a more differentiated indicator of the value hierarchy. The comparative analysis of academic performance in groups of students with different second-ranked value orientations confirmed significant between-group differences ( $p < 0.05$ ). The highest level of academic performance was recorded among students dominated by the value of achievement ( $\bar{X} = 82.0$  points). Statistically significantly

lower indicators were identified in the stimulation ( $\bar{X} = 67.4$ ;  $p = 0.003$ ), hedonism ( $\bar{X} = 70.0$ ;  $p = 0.012$ ), and self-direction groups ( $\bar{X} = 69.8$ ;  $p = 0.007$ ). Prosocial values, namely benevolence ( $\bar{X} = 73.2$ ) and universalism ( $\bar{X} = 73.8$ ), were associated with a moderate level of academic achievement and performed a stabilising function in the educational environment.

The data confirm the theoretical proposition that value orientations are a system-forming factor in the regulation of learning activity and psychological stability of the individual under crisis conditions. The dominance of hedonistic orientations in the student population during wartime may reflect the activation of protective self-regulation mechanisms aimed at maintaining emotional balance. By contrast, achievement supports internal motivation and academic productivity even under increased stress, which is consistent with the conceptual propositions of self-determination theory and basic values theory. The results of the study have both theoretical and practical significance: they extend understanding of the socio-psychological factors of resilience among university students under conditions of armed conflict and may serve as a basis for developing psychological support programmes for the educational process. Future studies may focus on the longitudinal analysis of changes in students' value orientations at different stages of study under wartime conditions and the development and empirical verification of differentiated psychological interventions aimed at forming an adaptive value profile as a resource for resilience and academic performance among university students.

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### Conflict of Interest

None.

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## Особливості структури життєвих цінностей студентської молоді та їх зв'язок з академічною успішністю в умовах російської агресії

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**Анотація.** Актуальність дослідження зумовлена необхідністю вивчення внутрішніх психологічних ресурсів студентської молоді, зокрема життєвих цінностей, як чинників резильєнтності та академічної успішності в умовах тривалого воєнного стресу та невизначеності. Метою дослідження було емпіричне вивчення життєвих цінностей студентів та їх зв'язку з академічною успішністю в умовах російської агресії проти України. Теоретичним підґрунтям дослідження стала концепція базових цінностей Шварца. Емпіричне дослідження проведено серед студентів першого курсу закладу вищої освіти з використанням методики «Портрет цінностей». Аналіз емпіричних даних показав, що достовірного зв'язку між першою провідною цінністю та академічною успішністю виявлено не було. У зв'язку з цим подальший аналіз було зосереджено на другій провідній цінності як більш диференційованому показнику ціннісної ієрархії, який дозволяє виявити тонші психологічні закономірності. Встановлено, що у структурі цінностей більшості студентів провідне місце посідає гедонізм. Визначено, що найвищі показники академічної успішності притаманні студентам із домінуванням цінності досягнення, тоді як орієнтація на стимуляцію, гедонізм і самостійність пов'язана з нижчими результатами навчальної діяльності. Виявлено статистично значущі відмінності між групами студентів із різними провідними ціннісними орієнтаціями. Показано, що цінності стимуляції та гедонізму пов'язані з нижчими показниками академічної успішності, тоді як цінність досягнення має більш виразний позитивний зв'язок із навчальними результатами. Показано, що в умовах воєнної невизначеності значного поширення набувають гедоністичні орієнтації, які можуть виконувати компенсаторну функцію емоційної саморегуляції, проте водночас знижувати навчальну мотивацію. Результати дослідження можуть бути використані для розробки програм психологічної підтримки студентів та оптимізації освітнього процесу під час війни.

**Ключові слова:** ціннісні орієнтації; резильєнтність; навчальна мотивація; психологічна адаптація; освітнє середовище; соціально-психологічні чинники