

The Influence of Resilience and Peer Social Support on Students' Psychological Well-Being during the War in Ukraine

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The Influence of Resilience and Peer Social Support on Students' Psychological Well-Being during the War in Ukraine

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ABSTRACT

Background: The ongoing war in Ukraine has significantly disrupted students' educational experiences and increased their vulnerability to psychological distress, highlighting the need to identify protective factors that sustain well-being. **Objective:** This study examines the influence of resilience and peer social support on students' psychological well-being in a war-affected context. **Method:** A quantitative correlational design was employed involving 120 high school students selected through proportionate stratified random sampling. Data were collected using validated self-report scales and analysed using multiple linear regression. **Results:** Both resilience and peer social support significantly predict psychological well-being, with resilience emerging as the stronger predictor. Descriptive findings indicate high levels of resilience and peer support, while psychological well-being remains moderate, reflecting the persistent impact of wartime stressors. **Conclusion:** These findings suggest that internal adaptive capacity and interpersonal support function as complementary protective systems that help students cope with prolonged adversity. **Contribution:** This study contributes to the development of resilience-based and social support frameworks in conflict settings and provides empirical evidence to inform integrated psychosocial interventions in educational environments.

1. INTRODUCTION

The war in Ukraine since 2022 has generated a profound humanitarian and social crisis, significantly affecting multiple aspects of life, including the education system and students' psychological functioning. Prolonged exposure to armed conflict has disrupted school routines, caused displacement, and increased exposure to traumatic experiences and uncertainty (Slone & Peer, 2021). For high school students in late adolescence, these conditions pose heightened developmental risks, as this stage involves identity formation, emotional regulation, and future orientation (Verhoeven et al., 2019). The instability caused by war not only threatens students' sense of safety but also undermines their emotional stability, concentration, and readiness

to meet academic demands (Zhihaylo et al., 2022). Continuous uncertainty and safety concerns may lead to anxiety, stress, and feelings of helplessness, ultimately affecting academic engagement and social functioning (Pashko et al., 2025). These conditions highlight the urgent need to understand factors that support students' psychological well-being in conflict settings.

Psychological well-being refers to a positive state of mental functioning characterised by self-acceptance, emotional balance, a sense of life purpose, and the ability to maintain healthy interpersonal relationships (Kwok et al., 2020). In adolescence, this construct plays a crucial role in shaping motivation, self-confidence, and readiness for future transitions (Nawas et al., 2025). However, in war-af-

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affected contexts, students' psychological well-being becomes particularly vulnerable due to sustained emotional pressure and disrupted learning environments (Korda et al., 2025). Declines in well-being may manifest as reduced concentration, lower academic motivation, emotional exhaustion, and changes in social behaviour, hindering both academic and psychosocial development (Rehman et al., 2020). Therefore, identifying protective factors that sustain psychological well-being under such extreme conditions is critical.

One key internal protective factor is resilience, defined as the capacity to adapt, endure, and recover from stress and adversity (Manomenidis et al., 2019). In adolescents, resilience supports emotional regulation, adaptive coping, and the maintenance of hope despite challenging circumstances (Fullerton et al., 2021). Empirical studies suggest that resilience functions as a core mechanism that enables individuals to maintain psychological stability and positive functioning in the face of crises, including armed conflict (Schwarzer, 2024; Purgato et al., 2020). In the context of the war in Ukraine, resilience may play a crucial role in sustaining students' engagement in learning while protecting their emotional balance (Pustovoichenko et al., 2024).

In addition to internal resources, external social factors, particularly peer social support, are essential in shaping adolescents' psychological adjustment. During adolescence, peer relationships serve as a primary source of emotional validation and social identity (Delgado et al., 2022). Peer social support provides acceptance, understanding, and a sense of belonging, which can reduce loneliness and strengthen self-confidence (Kenny & Barrington, 2018). In conflict settings where family and institutional structures may be disrupted, peer networks often become a critical source of emotional stability (Trigueros et al., 2020). Studies indicate that supportive peer relationships contribute significantly to psychological well-being by enhancing feelings of connectedness and emotional security (Sun et al., 2020; Aslan et al., 2025; Luo et al., 2024; Gebus et al., 2025). Unlike resilience, an internal capacity, peer social support is an external resource that complements individual coping mechanisms.

Previous studies have consistently demonstrated that both resilience and social support play significant roles in protecting adolescent mental health in high-stress environments (Khusaifan & El Keshky, 2021; Wang et al., 2024; Meyer et al., 2021; Khan et al., 2024). Resilience has been linked to improved emotional regulation, stress management, and optimism, while social support has been associated with increased social connectedness and reduced psychological distress (Schwarzer, 2024; Wang et al., 2023; Zhang et al., 2024; Song et al., 2021). However, existing studies predominantly focus on contexts such as natural disasters, academic stress, and general adversity, with limited attention to active-war environments. Moreover,

few studies have examined the combined influence of resilience and peer social support on psychological well-being among high school students in conflict-affected educational settings.

This gap is particularly important given that adolescence is a sensitive developmental period characterised by increased vulnerability to environmental stressors and significant opportunities for adaptive growth. In the context of the war in Ukraine, understanding how internal and external protective factors interact to support psychological well-being remains underexplored. Addressing this gap is essential to developing evidence-based psychosocial interventions responsive to the needs of students in conflict-affected regions.

Therefore, this study aims to examine the influence of resilience and peer social support on students' psychological well-being in the context of the war in Ukraine. By analysing the simultaneous contribution of these internal and external factors, this study seeks to provide a more comprehensive understanding of adolescent adaptation in crises. The findings are expected to contribute both theoretically, by extending resilience and social support frameworks within conflict settings, and practically, by informing the development of integrated psychosocial support strategies in educational environments.

2. MATERIALS AND METHODS

2.1 Research Design

This study employed a quantitative, correlational, cross-sectional design to examine the relationships among resilience, peer social support, and psychological well-being among high school students. This design was selected because it allows the analysis of associations and predictive relationships among variables without manipulating the natural learning environment. Furthermore, the approach is appropriate for identifying the simultaneous and partial contributions of internal and external protective factors to students' psychological well-being.

2.2 Participants

The participants were 120 high school students recruited from several schools in the Ternopil, Rivne, and Kyiv regions of Ukraine. These regions were selected to capture variation in student experiences within a war-affected educational context. The sample included students across different grade levels, with representation of both male and female participants.

A proportionate stratified random sampling technique was employed to ensure balanced representation across schools with varying enrollment sizes. Each school contributed participants proportionally to its population, thereby reducing sampling bias. Within each stratum, participants were randomly selected to ensure that all eligible students had an equal probability of inclusion, thereby en-

hancing the representativeness of the sample within the study context.

Inclusion criteria required participants to be actively enrolled high school students and willing to participate voluntarily. Ethical considerations were carefully addressed, with permission obtained from school authorities. All participants were informed about the purpose of the study, and informed consent was obtained prior to data collection. Confidentiality and anonymity were ensured throughout the study process.

2.3 Instruments and Data Collection

Data were collected using three self-report psychological scales measuring resilience, peer social support, and psychological well-being. The resilience scale consisted of 24 items assessing adaptive coping capacity, emotional regulation, and the ability to recover from stress. The peer social support scale included 25 items measuring perceived emotional, informational, and interpersonal support from peers. Psychological well-being was measured using an adapted 42-item scale covering six dimensions, including self-acceptance, positive relationships, autonomy, environmental mastery, purpose in life, and personal growth. All instruments used a 4-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). The instruments were adapted from previously validated measures, and their suitability for the study context was ensured through prior empirical use. Reliability testing indicated satisfactory internal consistency, with Cronbach’s alpha coefficients of 0.873 for the resilience scale and 0.921 for the peer social support scale. These values confirm that the instruments were reliable for measuring the intended constructs.

Data collection was conducted in collaboration with participating schools between [insert time period if available]. Prior to data collection, permission was obtained from school administrators. Participants were provided with a clear explanation of the study objectives, procedures, and ethical considerations. Questionnaires were administered in a structured classroom setting to ensure con-

sistent instructions and minimise external distractions. Participants completed the instruments independently within the allotted time. To reduce potential response bias, students were assured that their responses would remain confidential and would not affect their academic standing. Completed questionnaires were collected immediately after administration for analysis.

2.4 Data Analysis

Data were analysed using multiple linear regression to examine the predictive contributions of resilience and peer social support to psychological well-being. This technique was selected because it allows the assessment of both simultaneous and individual effects of independent variables on the dependent variable.

Prior to hypothesis testing, several statistical assumptions were evaluated, including normality (Kolmogorov-Smirnov test), linearity, multicollinearity, and heteroscedasticity (Glejser test). These tests were conducted to ensure the appropriateness of the data for parametric analysis.

Hypothesis testing involved t-tests to assess the partial effects of each independent variable and an F test to evaluate their simultaneous influence. The coefficient of determination was also calculated to determine the proportion of variance in psychological well-being explained by resilience and peer social support. Statistical analysis was conducted using SPSS software, with a significance level set at $p < 0.05$.

3. RESULT AND DISCUSSION

3.1 Result

3.1.1 Descriptive Statistics

Descriptive statistics were used to provide an overview of resilience, peer social support, and psychological well-being among students. The analysis includes measures of central tendency and variability to describe the distribution of each variable.

Table 1. Descriptive Statistics

Variable	N	Range	Min	Max	Mean	SD	Category
Resilience	120	34	56	87	78.74	7.61	High
Peer Social Support	120	59	33	87	75.43	10.21	High
Psychological Well-Being	120	96	119	216	165.12	18.13	Medium

The descriptive statistics presented in Table 1 show that high school students demonstrate relatively high levels of resilience ($M = 78.74, SD = 7.61$) and peer social support ($M = 75.43, SD = 10.21$), indicating strong adaptive capacity and perceived interpersonal support within the sample. In contrast, psychological well-being falls within the moderate category ($M = 165.12, SD = 18.13$), suggesting that despite the presence of protective personal and

social resources, students’ overall psychological functioning may still be shaped by situational pressures. The observed ranges and variability indicate meaningful individual differences across participants, underscoring the relevance of examining how resilience and peer social support relate to psychological well-being.

3.1.2 Normality Test

To ensure that the data met the assumptions for parametric analysis, normality tests were conducted using the

Table 2. Normality Test Results

Variable	Test Method	Statistic	N	Sig. (p)
Resilience	Kolmogorov-Smirnov	0.071	120	0.200
	Shapiro-Wilk	0.988	120	0.214
Peer Social Support	Kolmogorov-Smirnov	0.069	120	0.200
	Shapiro-Wilk	0.989	120	0.257
Psychological Well-Being	Kolmogorov-Smirnov	0.072	120	0.200
	Shapiro-Wilk	0.987	120	0.193

The normality test results shown in Table 3 indicate that the resilience, peer social support, and psychological well-being variables meet the assumption of normality. This is evidenced by the p-values from both the Kolmogorov-Smirnov and Shapiro-Wilk tests, which are all greater than 0.05, suggesting that the data do not deviate significantly from normality. Satisfying this assumption confirms that the dataset is appropriate for subsequent parametric analyses, such as correlation and multiple linear regres-

Table 3. Linearity Test Results

Variable Relationship	Linearity Sig. (p)	Deviation from Linearity Sig. (p)	Interpretation
Resilience → Psychological Well-Being	0.000	0.421	Linear
Peer Social Support → Psychological Well-Being	0.000	0.387	Linear

The linearity test results indicate that both resilience and peer social support have a linear relationship with psychological well-being. The significance values indicate linearity is below 0.05, while the deviation from linearity values exceeds 0.05, suggesting no significant departure from a linear pattern. Therefore, the assumption of linearity is satisfied, confirming that the variables are suitable for further parametric regression analysis.

3.1.4 Multicollinearity Test

To assess whether independent variables are highly correlated with each other, a multicollinearity test was conducted using tolerance and VIF values.

Table 4. Multicollinearity Test Results

Variable	Tolerance	VIF
Resilience	0.582	1.718
Peer Social Support	0.582	1.718

The multicollinearity test results show that both variables have tolerance values well above the threshold of 0.10 and VIF values far below 10. This indicates that the independent variables are not excessively correlated with each other and do not pose a risk of multicollinearity. Consequently, each predictor contributes uniquely to the

Kolmogorov-Smirnov and Shapiro-Wilk methods. The results of the normality tests are presented in Table 2 below.

tion, thereby supporting the reliability and validity of the statistical conclusions drawn in this study.

3.1.3 Linearity Test

A linearity test was performed to examine whether the relationships between independent variables and psychological well-being follow a linear pattern

regression model, allowing for reliable estimation of their individual effects.

3.1.5 Heteroscedasticity Test

A heteroscedasticity test was conducted to assess whether the residual variance remains constant across the range of predicted values, a key assumption for the validity of linear regression estimates.

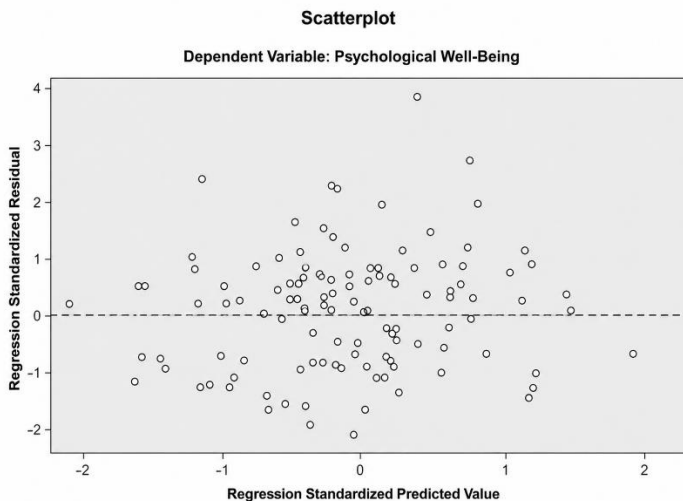


Fig. 1. Scatterplot of Standardised Predicted Values and Standardised Residuals for Psychological Well-Being

The scatterplot indicates that the standardised residuals are randomly distributed around the zero line, with no discernible systematic pattern, such as a funnel-shaped or curvilinear distribution. The dispersion of residuals appears relatively stable across both low and high levels of predicted values, suggesting homoscedasticity. Although a small number of observations exhibit relatively higher residual values, these points do not form a structured pattern and do not substantially affect the overall distribution. This visual evidence supports the assumption of constant error

variance. Consequently, the regression model can be considered robust with respect to heteroscedasticity, thereby reinforcing the reliability and efficiency of the estimated coefficients.

3.1.6 Correlation Analysis

A heteroscedasticity test using the Glejser method was performed to examine the consistency of residual variance.

Table 5. Pearson Correlation Results

Variables	1	2	3
Resilience	-	.647**	.581**
Peer Social Support	.647**	-	.581**
Psychological Well-Being	.581**	.581**	-

N = 120. Correlation is significant at the 0.01 level (two-tailed).

The Pearson correlation results in Table 4 indicate statistically significant positive relationships among resilience, peer social support, and psychological well-being. Resilience shows a strong positive correlation with peer social support ($r = .647, p < .01$), suggesting that students with greater adaptive coping capacity tend to perceive greater peer support. Additionally, resilience is positively associated with psychological well-being ($r = .581, p < .01$), indicating that students who demonstrate stronger resilience also report better emotional and psychological functioning. Similarly, peer social support is positively correlated with psychological well-being ($r = .581, p < .01$), highlighting the importance of supportive peer relationships in maintaining student well-being. Collectively, these findings suggest that both internal protective factors and social resources are meaningfully associated with psychological well-being among high school students.

dent variables, and homoscedasticity. The regression procedure included t-tests to evaluate the partial effects of each independent variable, an F-test to assess their simultaneous influence, and the coefficient of determination to estimate the proportion of variance in the dependent variable explained by the predictors.

To examine the individual contributions of each independent variable to psychological well-being, partial t-tests were conducted. The analysis revealed a statistically significant effect of peer social support on psychological well-being. In addition, resilience demonstrated the strongest influence on psychological well-being, as indicated by the highest standardised beta coefficient ($\beta = 0.352$), making it the dominant predictor of variations in psychological well-being among the study participants. The detailed statistical results are presented in Table 7.

3.1.7 Regression Coefficients (t-Test)

Multiple linear regression analysis was conducted to determine the predictive effects of resilience and peer social support on psychological well-being.

Hypothesis testing was conducted using multiple linear regression analysis. Before applying this analysis, the dataset was required to satisfy several statistical assumptions, including normality, linear relationships among variables, absence of high intercorrelations among indepen-

Table 6. T-Test Results (Regression Coefficients)

Model	Predictor	Unstandardized B	Std. Error	Standardized Beta	t	Sig.
1	(Constant)	58.223	9.684	-	6.012	.000
	Resilience	0.856	0.161	0.352	5.336	.000
	Peer Social Support	0.627	0.121	0.342	5.197	.000

a. Dependent Variable: Psychological Well-Being

The regression coefficients presented in Table 3 indicate that both resilience and peer social support significantly predict psychological well-being among high school students. Resilience shows a positive, statistically significant effect ($B = 0.856, \beta = 0.352, t = 5.336, p < .001$), suggesting that higher levels of adaptive coping are associated

with greater psychological well-being. Similarly, peer social support makes a significant positive contribution ($B = 0.627, \beta = 0.342, t = 5.197, p < .001$), indicating that students who perceive stronger peer support tend to report better psychological functioning. The significance of both predictors confirms that internal resilience and social

support independently contribute to explaining variations in psychological well-being, reinforcing the importance of both personal and interpersonal protective factors in student adjustment.

Table 8. ANOVA (F-Test) Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	10245.318	2	5122.659	62.847	.000
Residual	9521.682	117	81.384	-	-
Total	19767.000	119	-	-	-

The ANOVA results indicate that the regression model is statistically significant, with an F-value of 62.847 and a significance level below 0.001. This suggests that the model, as a whole, provides a good fit to the data and that the independent variables jointly explain a significant proportion of the variance in psychological well-being.

To determine the explanatory power of the model, the coefficient of determination (R^2) was calculated.

Table 9. Model Summary (R^2)

Model	R	R Square	Adjusted R Square	Std. Error
1	0.720	0.518	0.510	9.021

The coefficient of determination ($R^2 = 0.518$) indicates that 51.8% of the variance in psychological well-being is explained by resilience and peer social support. The adjusted R^2 value (0.510) suggests that the model remains stable after adjusting for the number of predictors. The remaining 48.2% of the variance may be attributed to other variables not included in the model, indicating that while the predictors have substantial explanatory power, additional factors may also play a role.

3.2. Discussion

The findings of this study provide important insights into how internal and external protective factors support students' psychological well-being in a war-affected environment. The results indicate that although students demonstrate relatively high levels of resilience and peer social support, their psychological well-being remains moderate. This suggests that while adaptive capacities and social resources are present, the persistent stressors associated with wartime conditions continue to exert psychological pressure. Such environments are characterized by uncertainty, disrupted routines, and exposure to threatening experiences, which can undermine emotional stability despite the presence of protective factors (Rizzi et al., 2023). The moderate level of well-being, therefore, reflects a dynamic balance between stress exposure and coping capacity, supporting the view that well-being is continuously shaped by the interaction between individual strengths and environmental demands (Fischer et al., 2021).

To evaluate the overall fit of the regression model, an ANOVA (F-test) was conducted.

The significant positive effect of resilience on psychological well-being confirms its role as a central mechanism of adaptive functioning under adversity. The regression results, which identify resilience as the strongest predictor, indicate that internal coping capacity plays a dominant role in sustaining students' psychological functioning during crisis conditions. Resilience involves emotional regulation, cognitive flexibility, and the ability to recover from distress, enabling students to interpret stressors as manageable challenges rather than overwhelming threats (Güler, 2024; Chye et al., 2024). This finding is consistent with previous studies demonstrating that resilience supports emotional stability and protects mental health under prolonged stress (Schwarzer, 2024; Purgato et al., 2020; Khan & Sultan, 2023). These results reinforce the perspective that resilience functions not merely as a stable trait but as an active process that mediates the psychological impact of environmental instability.

Peer social support also shows a significant positive contribution to psychological well-being, highlighting the importance of interpersonal relationships in adolescent adjustment. In this study, peer support functions as an external protective factor that complements internal coping mechanisms. During adolescence, peer relationships provide emotional validation, shared understanding, and a sense of belonging, all of which are critical for maintaining psychological stability (Delgado et al., 2022; Kenny & Barrington, 2018). In war-affected contexts where family and institutional systems may be disrupted, peer networks become particularly important sources of emotional support (Trigueros et al., 2020). The findings are consistent with prior studies indicating that peer social support enhances connectedness and emotional security, thereby reducing psychological distress (Sun et al., 2020; Aslan et al., 2025; Luo et al., 2024; Gebus et al., 2025; Walsh et al., 2020). Although its predictive strength is slightly lower than resilience, peer social support remains a significant contributor to students' psychological well-being.

When considered together, resilience and peer social support form a complementary and mutually reinforcing protective system. The results suggest that internal coping capacity and social connectedness do not operate independently but interact in supporting psychological adap-

tation. Students with higher resilience may be better able to build and maintain positive peer relationships, while supportive peer environments can further strengthen resilience through shared coping and modelling adaptive behaviours (Haddow et al., 2021). This interaction aligns with ecological and systems-based perspectives, which emphasise that psychological well-being emerges from the continuous interplay between individual and social factors (Jaikumar et al., 2018). In high-stress environments such as wartime conditions, this integration becomes essential for sustaining adaptive functioning.

This study extends prior research by examining the combined influence of resilience and peer social support in an active war context, a domain that remains relatively underexplored. While earlier studies have established the importance of these factors in general educational and developmental settings (Putri, 2024; Kärner et al., 2021; Meyer et al., 2021; Khan et al., 2024), fewer have investigated their interaction under conditions of armed conflict. By focusing on high school students in Ukraine, this study provides context-specific evidence that protective psychological mechanisms remain functional even under prolonged environmental stress.

From a practical perspective, the findings highlight the importance of implementing integrated psychosocial support strategies in educational settings. Given that resilience emerged as the strongest predictor, interventions that strengthen emotional regulation, coping skills, and problem-solving abilities are essential. At the same time, programs that promote peer interaction, such as peer mentoring, collaborative learning, and group-based support activities, can enhance social connectedness and reinforce emotional support systems. Schools play a critical role as structured environments where both internal and external protective resources can be systematically developed, thereby reducing students' vulnerability to stress-related outcomes (Obradović & Armstrong-Carter, 2020).

The findings demonstrate that students' psychological well-being in wartime conditions is sustained through the interaction between internal resilience and external social support. These results underscore the importance of adopting a holistic approach that simultaneously strengthens personal coping capacities and interpersonal support systems. Even in high-stress environments, psychological stability and adaptive functioning can be maintained when these protective factors are effectively supported.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Research Implications

The findings of this study have important implications for educational and counselling practices in higher education. The effectiveness of self-monitoring therapy in improving academic achievement and behaviour suggests that structured self-regulation interventions can be integrated

into academic support and counselling programs. Educators and counsellors can implement practical strategies such as self-monitoring logs, goal-setting exercises, and reflective evaluations to help students become more aware of their learning behaviours and improve their academic performance. In addition, the use of systematic monitoring tools enables measurable tracking of student progress, making it easier to identify behavioural patterns and provide targeted support. These findings also highlight the importance of promoting self-regulation skills as a core component of student development in order to address the increasing academic demands in higher education.

4.1 Research Contributions

This study provides empirical evidence on the effectiveness of self-monitoring therapy as an intervention to improve both academic achievement and behaviour among college students. Unlike previous studies that primarily focus on specific behavioural outcomes, this research integrates academic performance and behavioural regulation within a single intervention framework, offering a more comprehensive understanding of student development. Furthermore, the use of a structured intervention design that evaluates both baseline and post-intervention conditions strengthens this study's methodological contribution. By applying cognitive-behavioural principles within a higher education context, the findings extend existing literature on self-monitoring and highlight its relevance as a practical and scalable strategy for enhancing student success and self-regulated learning.

5. FUTURE RESEARCH DIRECTIONS

5.1 Research Limitations

This study has several limitations that should be considered when interpreting the findings. First, the sample size was relatively small and limited to a specific group of college students, which may restrict the generalizability of the results to broader populations. Second, the duration of the intervention was relatively short, limiting the ability to assess the long-term sustainability of the observed improvements in academic achievement and behaviour. Third, the study relied on self-reported and observational data, which may be subject to response bias and variability in participants' engagement levels. In addition, differences in individual motivation and readiness to change may have influenced the effectiveness of the intervention across participants. These limitations suggest that the findings should be interpreted with caution, particularly in terms of broader application and long-term impact.

5.1 Recommendation for Future Research Directions

Future research is encouraged to address these limitations by employing larger and more diverse samples to enhance the generalizability of findings across different

educational contexts. Longitudinal studies are also needed to examine the sustainability of self-monitoring interventions over time and to evaluate whether behavioural and academic improvements can be maintained without continuous support. In addition, future studies may explore the integration of self-monitoring therapy with other intervention approaches, such as digital-based monitoring tools or peer-supported learning models, to increase effectiveness and scalability. Further investigation into moderating variables, such as motivation, academic discipline, and technological engagement, would also provide a deeper understanding of how self-monitoring interventions can be optimised to support diverse student populations.

6. CONCLUSION

This study shows that resilience and peer social support are significant factors associated with students' psychological well-being in a war-affected context. The findings indicate that students who demonstrate stronger adaptive coping abilities and perceive higher levels of peer support tend to report better psychological functioning. Although overall psychological well-being was categorised at a moderate level, the presence of relatively high resilience and peer social support suggests that protective psychological resources remain active even under prolonged environmental stress. These results highlight the complex interaction between individual coping capacity and situational pressures experienced by students during wartime conditions.

The analysis further reveals that resilience serves as the strongest predictor of psychological well-being, underscoring the importance of internal adaptive mechanisms in managing emotional challenges and sustaining functional adjustment. At the same time, peer social support contributes meaningfully to students' well-being, reflecting the essential role of social relationships in adolescence. Supportive peer interactions provide emotional reassurance, a sense of belonging, and opportunities for shared coping, which are particularly valuable in unstable environments. Together, these factors illustrate that psychological well-being is shaped by both personal strengths and interpersonal dynamics.

Overall, the findings emphasise that maintaining psychological well-being in crisis situations requires the presence of both adaptive internal resources and supportive social environments. Students' ability to regulate emotions, recover from stress, and remain socially connected plays a critical role in sustaining their mental functioning amid uncertainty. Understanding these relationships provides a clearer picture of how adolescents adapt psychologically during wartime conditions and reinforces the importance of addressing both individual and relational dimensions when examining student well-being.

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CRedit Authorship Contribution Statement

All authors discussed the results, contributed to the final manuscript, and approved the final version for publication. Halyna Meshko: Conceptualization, Methodology, Validation, Formal analysis, Investigation, Writing - Original Draft. Oleksandr Meshko; Conceptualization, Data Curation, Writing - Review & Editing. Sergii Mamychenko; Conceptualization, Writing - Review & Editing. Natalia Dievochkina: Conceptualization, Writing - Review & Editing

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The authors declare that generative artificial Intelligence (GenAI) tools were used solely to assist in improving the language quality of this manuscript, including grammar, clarity, and readability. The use of these tools was limited to linguistic refinement and did not involve the generation of scientific ideas, data analysis, or interpretation of findings. All concepts, research design, data collection, analysis, and conclusions presented in this study are the original work of the authors, who take full responsibility for the accuracy, integrity, and originality of the manuscript. All instances of Generative AI usage in this article were conducted by the authors in accordance with the [IJCP GenAI Tool Usage Policy](#), with the authors assuming full responsibility for the originality, accuracy, and integrity of the work."

Conflict of Interest Statement

The authors declare that they have no conflicts of interest related to the publication of this study. The study was carried out with complete independence, and no financial or personal affiliations influenced the study's results.

Informed Consent Statement

The authors declare that this study was conducted in accordance with study ethics, including obtaining approval from the relevant institution. This process respects the au-

tonomy of participants, ensures the confidentiality of their data, and prioritizes their safety and well-being, in compliance with applicable study ethics guidelines. Written and verbal informed consent, or assent for minors, was obtained from all participants involved in the study.

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