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Psychological Health of Students in the Conditions of War in Ukraine: A Systematic Analysis of Research

Zdrowie psychiczne studentów w warunkach wojny na Ukrainie: systematyczna analiza badań

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ABSTRACT

The aim of the article is to present the results of a systematic analysis of studies on the psychological health of Ukrainian students that were published during the period of full-scale Russian aggression (February 2022 – April 2024). The subject of the study constitutes a sample of multidisciplinary studies on the problem raised by Ukrainian scholars. The research methodology has two components. The first one defines the essence, structure, and other components of students' psychological health in terms of the studied problem. The second one consists in developing a programme of systematic analysis of selected empirical and scientific-theoretical materials. The samples were formed using: the procedure of simple random sampling based on the principle of

randomisation; methods of non-continuous analysis (main array, selective, monographic analysis). The methods of historiographical analysis, content analysis, relevant analysis, cross-checking, hermeneutical and phenomenological approaches were used to analyse and interpret scientific sources. The results of the study are presented in three formed samples: the general population (155 sampling units); the sample population (80); and the representative sample (35). The materials of the sample population are structured according to the following criteria: category, status, type of research; fields of knowledge; authors; stages of conducting research; characteristics of the subjects, etc. The results of the analysis of the representative sample regarding the dominant psychological states of students during the war; the dynamics of changes in different components of their psychological health, etc. are described.

Keywords: psychological health; students; Russian-Ukrainian war; system analysis

INTRODUCTION

The war in Ukraine began with Russia's invasion of Crimea. In February–March 2014, the armed conflict spread to the eastern regions of Ukraine, resulting in the outbreak of a full-scale Russian-Ukrainian war on 24 February 2022. The occupation of a part of the country's territory was accompanied by massive civilian casualties, causing a wave of refugees and massive internal displacement. According to official data, about 4.3 million children and young people in Ukraine changed their place of residence in February–March 2022, with more than 1.8 million of them moving abroad, mainly to Poland and other EU countries (UNICEF, 2022).

Under such circumstances, students of higher education institutions in Ukraine, having not recovered from the stress caused by the COVID-19 epidemic (March 2020 – July 2021), have faced new threats to their psychological health. The overall scale of this problem is reflected in the World Health Organisation (WHO) data, according to which 25% of Ukraine's population was at risk of serious mental disorders in early 2023. If martial law continues, the number of cases is expected to increase (WHO, 2023).

Our professional experience is confirmed by professional research (Gruzynska, 2022; Kordunova et al., 2021), according to which students find themselves under the burden of double stress in critical situations caused by a pandemic, war, etc.: despite the military threat (bombing, rocket attacks), the pressure of information and psychological operations, etc., they had to continue their professional training, which is always accompanied by a high psychophysiological load. Therefore, students are rightly considered to be a mentally vulnerable category of the population that suffers the most under unforeseen circumstances.

Due to the relevance and practical significance of this problem, numerous multidisciplinary (in the fields of psychology, medicine, education and pedagogy, sociology), empirical and theoretical studies on various aspects of students' psychological health have appeared in Ukraine during the period of full-scale

Russian aggression. They have to be comprehensively analysed in order to identify real and potential threats to the psychological health of students and to develop comprehensive programmes and strategies for preventing its deterioration. The methodology of system analysis can become an effective tool for solving this problem.

RESEARCH METHODOLOGY AND MATERIALS

The research methodology has two components, which are related to: 1) identifying the essence, structure, and other components of the psychological health phenomenon in the context of the problem under consideration; 2) developing a systematic analysis programme to identify, summarise, and integrate empirical and scientific-theoretical materials on the problem raised.

While solving the first task, based on representative scientific studies (Gregg, 2015; Heszen, Sęk, 2007; Jankowiak, Matysiak-Błaszczyk, 2017; Karamushka, Dzyuba, 2019; Morton et al., 2020; Seryogin et al., 2009; Tytarenko, 2018; Vlasenko et al., 2022), in the context of our study, we will determine the essence and similarities and differences between the concepts of "psychological health" and "mental health" (*zdrowie psychiczne*). The latter, more popular and commonly used, is defined by the WHO as a state of well-being in which a person realises his or her own potential, can cope with normal life stresses, work productively and contribute to personal and social development (WHO, n.d.). Poor mental health or psychological well-being is associated with such factors as poverty, low social status, violence, bullying, rejection and conflicts with the social environment. Stress, anxiety, fear, and other destructive mental states lead to emotional and physiological exhaustion, and have a negative impact on mental and physical health.

The more complex and broader concept of "psychological health" underlying our study is understood as a dynamic integrated system that ensures the integrity of the student's personality and is a prerequisite for his or her active life position, rapid adaptation to changing situations, effective interaction with the social environment, and comprehensive self-realisation.

In the context of a systematic analysis of studies on the psychological health of Ukrainian students during the war, four structural blocks that characterise this phenomenon will be identified. The first one is related to three main approaches to its study: a) anthropological approach (determines an individual's ethno-national and self-identity based on their intersubjective nature); b) adaptation approach (focuses on the problems of stress resistance, social adaptability, and dynamic balance between the individual and the environment); c) system approach (presents psychological health as a multidimensional, dynamic, individualised process that is determined/measured by a set of psychosomatic and social indicators and signs).

The second block outlines and specifies the study of psychological health at three levels according to certain indicators: socio-psychological (personal integrity, ability to self-regulation, creativity, etc.); value-semantic (responsibility, empathy, cooperation, etc.); individual psychological (social uniqueness, ability to (self-)reflection, psychosomatic integrity).

The third block, which is important for the study of empirical (sociological) and experimental studies, outlines the study of psychological health through the prism of four components according to certain indicators: cognitive (speed of thinking; ability to a quick and adequate perception, analysis, and evaluation of new information or situation; ability to make reasonable decisions; self-esteem and self-realisation); emotional (regulatory function of emotions determines behaviour, adaptation, and other mental reactions of a person in changing conditions); value-motivational (functions of stimulation, organisation, regulation, evaluation and ensuring the person's vital activity in predictable and unpredictable situations); behavioural (integrates the above functions and expresses them in external actions, reactions, etc.).

The fourth block accumulates the three previous ones and outlines the methodological projection of systematic analysis through the prism of scientific reception of the psychological health of student youth during the introduction of martial law in Ukraine. In such a way, studies of the above phenomenon are considered in a two-vector coordinate system: "horizontally" (mental and physical components of health) and "vertically" (spiritual, mental, and value components).

In determining the second component of the research methodology, we adhere to the scientific position (Adamenko, 2005; Katrenko, 2011; Cooper et al., 2009; Green, Hall, 1984; Hunter, Schmidt, 2004; Rosenthal, DiMatteo, 2001), according to which analytical tools (methods, technologies), denoted by the definitions "system analysis" (*analiza systemu*), "quantitative review" (*przegląd ilościowy*), "research synthesis" (*synteza badań*), "meta-analysis" (*metaanaliza*) are similar in terms of tasks and nature of implementation, but not identical in essence. They have an advantage over such an important component of scientific studies as a narrative literature review, as they offer a clear formalised approach to systematizing, analyzing, and comparing research results instead of a conservative one. This allows, if not to prevent, then at least to mitigate the risks of subjective evaluative characteristics that are inherent in the classical discourse approach and, thanks to proven methods and established criteria, to achieve a higher level of generalization and objectivity (validity) of conclusions.

Based on thorough research (Adamenko, 2005; Katrenko, 2011; Cooper et al., 2009), we consider system analysis as a quantitative statistical method of assimilation, generalization and integration of thematically similar studies conducted with different samples. It aims to find a balanced answer to the question: to what extent their results can be synthesised with the highest statistical probability, which characterises the patterns in the general population.

The developed methodology of system analysis of research on the problem under consideration determines the way it should be conducted in three stages. They involve solving a set of tasks: selection of analytical tools; formation of three samples; development of criteria for including original studies in the orbit of systematic analysis (relevance to the subject matter and time of publication (February 2022 – April 2024); typology of studies and assessment of their content, methodology, quality, etc.

Based on the heuristic search conducted, the first sample, the general population (GP), was formed, which should include all the scientific materials discovered on the problem under consideration. Its representativeness is fundamentally important for conducting a system analysis. In the second stage, the sample population (SP) was formed as a selected part of the publications from the GP (the model of the GP is a mini-model of the SP). In the third main stage, a representative sample (RS) was formed on the basis of the sample population (SP) and its substantive analysis was carried out. The representative sample as a part of the SP had to characterise the GP and ensure correct results of the whole systemic analysis.

When forming and analysing the materials of the three samples (according to Adamenko, 2005), the procedure of simple random sampling (on the principle of randomisation – chance) and three methods of non-continuous analysis were used: main array – for the initial study of as many GP documents as possible; selective – for secondary analysis of the SP documents in order to select the most valuable and meaningful studies; monographic analysis – for a profound analysis of the RS sources.

The second group of tools described in the literature (Adamenko, 2005; Hunter, 2004; Katrenko, 2011; Rosenthal, 2001) was used for interpreting and summarising scientific sources of SP and RS: historiographical analysis, content analysis, the method of relevant analysis (search), hermeneutic and phenomenological approaches, and cross-validation method (model evaluation by breaking it down intoarts).

RESULTS

In the first stage of the research, a heuristic search was conducted with the help of Google search engine using different combinations of keywords to form the GP of studies: “students,” “higher education students,” “psychological health,” “mental health,” “mental state,” “stress,” “anxiety,” “adaptation,” “stress resistance,” “martial law,” “Ukraine,” “Russian-Ukrainian war.”

In such a way, according to the above procedures and methods, the GP was generated, which comprised 155 selection units (publications). In the second stage, they were analysed according to the following criteria: topic, type of study, representativeness of participants in empirical and experimental studies, region

of study. The SP was formed, which consisted of 80 selection units. In the third stage, on the basis of their subject analysis, the RS was formed. It consisted of 35 units of analysis, which, along with the materials of the SP, became the subject of a comprehensive study.

On the basis of the selected instruments, 80 materials of the SP were structured and classified according to the following criteria and features:

I. Category and status: articles in Scopus and WoS databases – 3; in professional journals of category B which are included in the specialised international scientometric databases – 25; materials of scientific conferences – 32; Internet resources – 20.
II. Type of research: exploratory (results of empirical [sociological] surveys that have not been subjected to professional analysis – 17); empirical and analytical (analysis of sociological data – 20); theoretical (the discussion of theoretical aspects of students' psychological health – 22); applied, experimental (correction, improvement of students' mental health indicators – 11).
III. Field of expertise: psychology (29), medicine (22), education and pedagogy (17), and the rest are conditionally interdisciplinary.
IV. Authors: specialists in the fields of psychology (34%), medicine (24%), education and pedagogy (18%), sociology (10%), etc. Among them, we identified: authors with academic degrees (64%); employees of educational (72%) and research institutions (12%); postgraduate students, master's and bachelor's students (24%).

Stages of conducting and publishing research: first: March–September 2022 (the first six months of the war) – 9 studies; second: October 2022 – September 2023 (the following year) – 22; third: October 2023 – April 2024 – 12. Six cyclical studies were recorded, which took place at several stages.

The participants in the sociological and experimental studies included university students (28) and college students (3), mostly future doctors and psychologists as well as specialists in other fields.

The age of the respondents ranged from 16 to 25 years (with an average of 20 years ±1 year), and women (about 2/3) outnumbered men. The dominant sample of respondents ranged from 50 to 65 people (65%), and the total sample ranged from 33–37 to 1,152 people.

The locations that were covered by the sociological and experimental research were: Ukrainian cities that were periodically subjected to rocket attacks (Kyiv, Poltava, Zhytomyr, Chernihiv); frontline regions of Ukraine; a relatively calm western region of Ukraine; and the territories of European countries where students stayed as refugees.

The tools for conducting most (70–80%) of the studies were surveys posted on GoogleForms (Alphabet Inc.) and distributed on social networks, and

questionnaires that were filled out anonymously over a certain period of time. A selective biased sampling strategy was used (online surveys which were based on the voluntary participation of interested students), as their participants were more aware of their personal psychological health problems than those who avoided such participation.

We adhere to the scientific position according to which the specific external manifestations of the main components and levels of psychological health are the mental/psychological states of students. In the studies of the RS, they were interpreted in consonant definitions as a unity of experiences and behaviour under certain conditions and time periods; as a body's functional systems' response to external and internal influences aimed at adapting and ensuring human life to specific conditions and situations. In one-third of the studies, mental states were interpreted as a component of a student's psychological/mental health. According to our calculations, the authors covered more than 20 types of mental states. The main ones that were most prominent in the context of the Russian-Ukrainian war are presented in Table 1.

Table 1. The dominant mental states of students during the Russian-Ukrainian war (February 2022 – April 2024) recorded in various studies of the RS

Mental state	Types of research and number of articles mentioning certain mental states		
	intelligence-sociological (15)	empirical-analytic (14)	applied/experimental (6)
Stress	12	12	5
Anxiety/concern	10	10	4
Depression/oppression	9	9	3
Fear	6	7	4
Pessimism/hopelessness	5	4	2
Despair, confusion	6	4	1
Apathy/indifference	3	3	2

Source: Authors' own study.

In 80% of cases, scientists recorded negative affective and volitional psychological states: social, emotional, cognitive, behavioural (according to functional levels); situational (expressing the peculiarity of the situation and reactions to it); deep (according to the extent of influence on experiences and behaviour); asthenic (demobilising, maladaptive), conscious and unconscious; long-term.

The psychological health and psychological states of students were examined from the perspective of certain fields of knowledge. Psychological studies focused on their variability, emotional intensity and determinability by crisis life situations

and individual characteristics (Atamanchuk, 2022; Balyukh, 2023; Gruzynska, 2022; Eremenko et al., 2023; Gozak et al., 2023; Khomenko-Semenova, Prokhorenko, 2022; Lazarenko, Sanina, 2022; Polivynaya, Pishel, 2023; Pypenko et al., 2023; Savytska, 2022; Shunko, 2023). The authors of the medical studies focused their attention on physiological manifestations and changes in students' mental health (Haustova, Leschuk, 2023; Levchenko, Kharitonova, 2023; Ogorenko, Shornikov, 2023; Pshuk et al., 2023; Vashek et al., 2023; Yuryeva et al., 2022), while the psychological and pedagogical studies highlighted the impact of mental disorders on academic performance (Zhigailo, Sholubka, 2022).

Stress as the main factor of influence on psychological health and the most common manifestation of traumatic experience in the studies of the RS was analysed in three main aspects: as a state of mental tension that arises in students under the influence of unfavourable conditions; as an interaction between the environment and a person that has a negative, detrimental effect on the latter; as a feeling of depression, inability to meet challenges emerging due to emotions caused by fear, anxiety, depression, pessimism, aggressiveness. The authors focused their attention on the behavioural reactions that arose as a result of emotional stress and led to negative changes and functional disorders in students' psychological health.

The second most dominant traumatic manifestation that negatively affected students' psychological health, which was anxiety, was considered by researchers as a temporary/variable mental state that occurs due to the influence of stressors when a person (student) perceives the situation as one that poses a threat or danger. In situations of anticipation and uncertainty, its most common manifestations were recorded, such as anxiety, mental discomfort, emotional tension, loss of balance, increased vulnerability, heightened sense of guilt, and lowered self-esteem. Students with high levels of anxiety suffered the most, as they quickly lost their balance and displayed internal maladaptive and unpredictable behaviour: irritability, tearfulness, rude attitude towards others, apathy, indifference, etc. (Adamenko, 2005; Balyukh, 2023; Gozak et al., 2023; Gruzynska, 2022; Eremenko et al., 2023; Polivynaya, Pishel, 2023).

Based on the analysis of the above-mentioned works of the RS using the adapted method of cross-validation (according to a 40-point scale of severity: 0–5 *weak*; 6–12 – *moderate*; 13–24 – *marked*; 24–40 – *high*) the dynamics of changes in individual components of students' psychological health at certain stages of the Russian-Ukrainian war was determined (Table 2).

The researchers identified the factors that caused and intensified the negative manifestations of psychological health. Their generalisation according to the Sohen (1994) scale, without reference to the time and place of students' stay, indicates that the stimuli of stress were the following: explosions (r = .45), news from the front about the outrages of the occupiers, etc. (r = .41); air raids (r = .35); social

Table 2. Dynamics of changes in the components of students' psychological health at certain stages of martial law according to the results of the analysis of the RS

Components of psychological health and their indicators and manifestations			
	1–6 months	6–12 months	13–24 months
Cognitive (negative thoughts, difficulties in learning and concentration, impulsive thinking, etc.)	18–21	10–12	8–9
Emotional (suspiciousness, uncertainty, concern, anxiety, gloomy mood, dissatisfaction with life, feeling of guilt, low self-esteem, alienation)	34–36	12–14	10–11
Behavioural (sleep disorders, passivity, inhibition, and proneness to conflict)	23–25	14–15	12–13

Source: Authors' own study.

environment, conversations about the war, death of loved ones, etc. (r = .33%). They exacerbated intrusive thoughts (r = .15) and lack of confidence in the future (r = 12). However, despite the high level of stress and anxiety, students neglected safety requirements even in the first months of the war (r = .37) and never used a bomb shelter (r = .27).

Studies on medicine (Haustova et al., 2023; Levchenko, Kharitonova, 2023; Ogorenko et al., 2023) and psychology (Atamanchuk, 2022; Girnyak, Babii, 2022; Gozak et al., 2023; Gruzynska, 2022; Lazarenko, Sanina, 2022) report a deterioration in the psychophysiological state of students: a decrease in attention, speed of thinking, memorisation, and sleep disorders. A high level of empathy is recorded: between 64 and 76% of respondents were more concerned about the safety and health of their loved ones than their own.

Conducting a system analysis in combination with a phenomenological approach allows us to find out the peculiarity, uniqueness, and value of each study as well as the contribution of its author to the study of the problem under consideration. Empirical studies that track the dynamics of changes in various manifestations, components of mental health, and students at different stages and phases of the Russian-Ukrainian war are of great interest in this perspective.

For instance, it is worth mentioning a unique study that step by step monitors the transformation of psycho-emotional states and reactions of students of the Kyiv National Aviation University (50 people) at different phases of the first stage (1–6 months) of martial law in Ukraine. During the first day of the war, 80% of the respondents were overcome by anxiety, fear of the unknown, depression, and emotional stress, while only 8.3% remained calm, attentive, and focused. While preparing to evacuate, 87% of the respondents were overwhelmed by the fear of loss, panic, despair, and stress. During the evacuation, stress and a mixture

of negative emotions reached their peak: concerns for loved ones and a sense of possible death alternated with indifference, despair, doom, and an inability to influence and control the situation. During their short stay in evacuation, 50 to 75% of students were in a state of depression, experienced difficulties and inability to adapt, aggressiveness, apathy, and could not get rid of frustration, while only 25% felt calm and safe. During their short stay in evacuation, 50 to 75% of students were in a state of depression, experienced difficulties and inability to adapt, aggressiveness, apathy, and could not get rid of frustration, while only 25% felt calm and safe. Preparation for coming back home was accompanied by joy, excitement, optimism (42%); anxiety, nostalgia, despair, fatigue (25%); frustration, helplessness (8.3%). After returning home, 58.4% felt optimistic and happy, while 25% of students felt apathy, fear, fatigue, and loss of hope (Gruzynska, 2022).

The scientific value of such studies lies in the fact that the empirical data presented by the authors cannot be reproduced (and checked) in an experimental way due to the exceptional conditions and time of their conduct. It is therefore worth noting the significant changes in the cognitive and psychophysiological components of students' psychological health that took place during the first months of the full-scale Russian-Ukrainian war. In particular, a study involving 199 people studying in different specialities in different Ukrainian universities showed that in a new critical situation, 16% of students regularly experienced problems with memory, reduced attention, and speed of thinking; 26% – very often (2–3 times a week); 19% – occasionally (once a month); and 6% – never at all. One of the main reasons for these changes was increased anxiety: 20% of respondents constantly felt anxious about their own safety; 36% felt anxious only during air raids, and 44% did not feel anxious at all. Under these circumstances, 49% of respondents had temporary sleep disorders ("occurred and then disappeared"); 28% of people had them for several months since the war began; only 23% had no sleep disorders (Zhigailo et al., 2022).

The results of a study conducted in cooperation with the PsyLab Centre for Social and Psychological Support and Assistance among students of Zhytomyr Polytechnic State University are interesting to compare. A primary survey involving 214 people and a secondary survey involving 365 students aged 16 to 28 (73.7% of whom were women) revealed that during the first days and weeks of full-scale Russian armed aggression, the overall psycho-emotional state of 40.7% of respondents deteriorated, and six months later, this figure decreased to 14.8%. In the first and second cases, 73.8% and 53.4% of the respondents had signs of sleep deterioration respectively, while 44.4% and 32.3% of the respondents had deterioration in their overall physical health (Levchenko et al., 2023).

It can be stated that despite the use of different research (measurement) tools for different audiences of students, researchers presented similar findings from

sociological surveys on various aspects of their psychological health. It is natural that students who were in the combat zone showed higher levels of anxiety, stress, and depression than students from other regions of Ukraine. At the same time, it turned out that these negative psychological states were not possible to neutralise when moving to other countries. Therefore, there were "no significant differences in anxiety levels between students who were abroad and those who stayed in Ukraine." Besides, the absence of increased anxiety in students who were abroad was assessed as a positive experience, which indicates the ability to quickly adapt to new environments (Tamvlina et al., 2023).

The organisers of an online survey conducted in November 2023 by the analytical platform Vox Ukraine came to similar conclusions. Their results demonstrated the absence of any noticeable differences in the levels of anxiety (5.4 on average) between students who were abroad and those who stayed in Ukraine. However, the respondents who lived abroad had a greater sense of security compared to those who stayed in Ukraine: 6.3 vs. 5.6 (Balyukh, 2023).

Finally, we should mention the interesting (and subjective) results of psychologists' observations on the state and causes of changes in the psychological health of student youth that occurred during the full-scale Russian-Ukrainian war. It is argued that a significant percentage of students demonstrated reactions of fear, anger, shame, guilt and helplessness, confusion, indecision, and difficulty in orientation and concentration. They arose because "the psyche was trying to understand and accept what had happened, as well as to protect itself from psychological pain or danger." Some students found it "extremely difficult to cope with the usual simple things and tasks related to... educational and professional activities." By their behaviour, they demonstrated, on the one hand, dependence on people around them, and, on the other hand, distrust and avoidance of others. Aggressiveness, irritability, and proneness to conflict heightened in their interpersonal relationships. Young people felt that it was "pointless to do what they had been doing before the war," which made it more difficult for them to engage in educational and professional activities. At the same time, such traumatic experiences are individual for each student (Palamarchuk, 2022).

Scholars who have studied the state of psychological health of students during the full-scale Russian-Ukrainian war were unanimous in their opinion that such diverse reactions were a completely adequate response to the immense stress experienced by student youth. Sometimes stress reactions did not manifest themselves right after the traumatic experience, but later. During the incident itself, students mostly showed the ability to mobilise internal resources, but in a few days or weeks, when the external danger subsided, their psychological health could deteriorate significantly (Atamanchuk, 2022; Palamarchuk, 2022).

CONCLUSIONS

The suggested methodology and programme of system analysis of studies on the psychological health of Ukrainian students that emerged during the period of full-scale Russian aggression (February 2022 – April 2024) are probably not perfect and can be improved. However, the results of the study allow us to present a fairly clear reconstruction of the general architectonics of studies on the research problem: representation of their total number, interdisciplinarity, types, when and how they were conducted, their authors, and other characteristics. A system analysis of three samples of studies with an emphasis on the studies of the sample population and the representative sample provides a synthesised picture of the state of psychological health of Ukrainian students during the era of full-scale war in general and its individual components in particular.

Among the selected and tested operational tools, the most effective for conducting the research were the methods of non-continuous analysis (main array; selective; monographic analysis), which allowed for the generation of identified sociological, empirical, experimental, scientific and theoretical studies on the problem under consideration in separate samples. Historiographic analysis, relevant analysis, cross-validation and phenomenological approach were the most appropriate methods for their analysis and interpretation.

The analysis of the scientific works on the problem under consideration revealed gaps and an imbalance in the study of its individual aspects. Since the authors of most studies were specialists in the fields of psychology and medicine, they were quite naturally focused on the study of the psychological health of students of the respective specialities. As a result, the results of studies on changes in the psychophysiological state involved only medical students, while those on changes in mental states concerned mainly psychology students.

Most studies had a local character (covering specific universities), and nationwide Ukrainian sociological surveys did not identify respondents by region. Therefore, a system analysis of their results gives an idea of the "weighted average" indicators and changes in psychological healthbut does not reflect their regional characteristics, in particular, for students who were located in the temporarily occupied territories, in frontline areas, in regions affected by terrorist Russian missile attacks, in relatively calm western regions of Ukraine, etc.

Thus, a fairly decent two-year scientific experience of research on psychological health which has been identified and analysed gives a certain idea of its general state and individual components. We believe that it should become a "launching pad" for more systematic, comprehensive, coordinated studies of this important component of the life of Ukrainian students, which greatly determines the future of the Ukrainian nation.

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ABSTRAKT

Celem artykułu jest przedstawienie wyników analizy systemowej badań dotyczących zdrowia psychicznego studentów z Ukrainy, które pojawiły się w okresie pełnoskalowej agresji rosyjskiej (luty 2022 – kwiecień 2024). Przedmiot badań stanowią próbki prac z różnych dziedzin dotyczących omawianego problemu ukraińskich naukowców. Metodologia badania obejmuje dwa komponenty. Pierwszy określa istotę, strukturę i inne elementy zdrowia psychicznego studentów w kontekście omawianego problemu. Drugi polega na opracowaniu programu systematycznej analizy wybranych materiałów empirycznych i naukowo-teoretycznych. Do tworzenia próbek wykorzystano: procedurę losowego doboru na zasadzie randomizacji; metody analizy niepełnej (głównego zbioru; próbkę; analizę monograficzną). Do analizy i interpretacji źródeł naukowych zastosowano metody analizy historiograficznej, analizy treści, analizy istotności, hermeneutycznej i fenomenologicznej weryfikacji krzyżowej. Wyniki badań przedstawiono w trzech sformułowanych próbkach: ogólnej populacji (155 jednostek wyboru); próbki (80); reprezentatywnej próbki (35). Materiały próbki uporządkowano według kryteriów: kategoria, status, rodzaj badania; dziedziny wiedzy; autorzy; etapy przeprowadzania badań; charakterystyka badanych itp. Scharakteryzowano wyniki analizy reprezentatywnej próbki dotyczące dominujących stanów psychicznych studentów w okresie wojny; dynamiki zmian różnych komponentów ich zdrowia psychicznego itp.

Słowa kluczowe: zdrowie psychiczne; studenci; wojna rosyjsko-ukraińska; analiza systemowa