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### **Psychological features of the beginnings of emotional intelligence, personality type and psycho-emotional states of students under martial law**

*Abstract:* Under martial law, the psychological burden on students increases significantly. Students face many stressors. Distance learning has become an integral part of the educational process. This significantly affected the psychoemotional state of students, as they face isolation, increased levels of anxiety and frustration due to limited social contact and altered learning routines. Psychoemotional states affect not only mental health but also students' academic performance. The study aims to research the psychoemotional states of students under martial law during Distance Learning in higher education institutions, taking into account their extraversion or introversion and their level of emotional intelligence. The study object is the psychoemotional state of students in higher education institutions during distance learning under martial law. The study subject is the relationship between the personality type (extraversion, introversion), the level of emotional intelligence and psychoemotional states (anxiety, frustration, aggressiveness, rigidity) of students in the conditions of distance learning under martial law – study base students of Mukachevo State University. The sample consisted of 120 people. These are students of various courses who study remotely and voluntarily consent to participate in our study. To achieve this goal, psychodiagnostic methods were used: “self-assessment of states of anxiety, frustration, aggressiveness and rigidity” (an adapted version of the G. Eysenck test), a method for studying the emotional intelligence of J.R.R. Tolkien-Stein; method of identifying typological features of K. Jung's personality. Mathematical and static data processing and correlation analysis were used to analyse the results obtained. Based on the results obtained using K. Jung's method, the main typological features of students' personalities are determined. In the selected typological groups (according to the process of K. Jung) according to the test of J.R.R. Tolkien. Stein was diagnosed with emotional intelligence levels. A generalisation of the results obtained using the “self-assessment of mental states” (an adapted version of the G. Eysenck test) allows us to state that extroverts show increased anxiety and frustration. They need additional measures to develop emotional stability. Introverts show better stress tolerance with low levels of anxiety and aggressiveness, but a small part may be prone to frustration. Ambiverts are the most stable group, with low levels of anxiety and frustration, showing flexibility in their behaviour. Empirical results allow us to draw the following conclusions. Extroversion dominates among students, which indicates the majority's desire for active social interaction even under martial law. At the same time, a significant

percentage of introverts indicate the existence of a group of students who, during a crisis, choose internal work on their emotional state and independent adaptation. A few ambiverts confirm the tendency to have well-defined personality types (extroverts or introverts) rather than a balance between them. Under martial law, each typological group shows its unique responses to stress. Correlation analysis revealed interesting patterns: emotional intelligence plays a crucial role in regulating states of anxiety and frustration. A higher level of emotional intelligence contributes to better control over these states. Aggressiveness was not associated with emotional intelligence, indicating different formation mechanisms. Rigidity also does not correlate with emotional intelligence, suggesting its independence from emotional regulation processes. The results can serve as a basis for developing psychological support strategies with a focus on developing emotional intelligence to reduce anxiety and frustration. At the same time, it is significant to consider other factors to effectively manage aggression and rigidity in extreme conditions, such as war.

*Keywords:* martial law conditions, distance learning, psychoemotional states of students, extraversion, introversion, ambivertism, emotional intelligence.



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### **Психологічні особливості зав'язків емоційного інтелекту, типу особистості та психоемоційними станами студентів в умовах воєнного стану**

*Анотація:* В умовах воєнного стану значно зростає психологічне навантаження на студентів. Студенти стикаються з багатьма стресовими факторами. В умовах сучасних викликів – воєнних дій дистанційне навчання стало невід'ємною частиною освітнього процесу. Це суттєво вплинуло на психоемоційний стан студентів, оскільки вони стикаються з ізоляцією, підвищеним рівнем тривожності та фрустрації через обмежений соціальний контакт та змінену навчальну рутину. Психоемоційні стани впливають не тільки на психічне здоров'я, але і на успішність студентів. Мета дослідження: вивчити психоемоційні стани студентів в умовах воєнного стану під час дистанційного навчання у закладах вищої освіти, враховуючи їхню екстраверсію або інтроверсію та рівень емоційного інтелекту. Об'єкт дослідження: психоемоційний стан студентів у закладах вищої освіти під час дистанційного навчання в умовах воєнного стану. Предмет дослідження: взаємозв'язок між типом особистості (екстраверсія, інтроверсія), рівнем емоційного інтелекту та психоемоційними станами (тривожність, фрустрація, агресивність, ригідність) студентів в умовах дистанційного навчання в умовах воєнного стану. База дослідження студенти Мукачівського державного університету. Вибірка складала 120 осіб. Це студенти різних курсів, які навчаються дистанційно та дали свою добровільну згоду на участь у нашому дослідженні. Для реалізації поставленої мети використано психодіагностичні методики: «Самооцінка станів тривожності, фрустрації, агресивності та ригідності» (адаптований варіант тесту Г. Айзенка); методика дослідження емоційного інтелекту Дж. Стайн; Методика виявлення типологічних особливостей особистості К. Юнга. Для аналізу отриманих результатів використано методи математично-статичної обробки даних, кореляційний аналіз. На підставі отриманих результатів за методикою

К. Юнга визначено основні типологічні особливості особистості студентів. У виокремлених типологічних групах (відповідно до методики К. Юнга) за тестом Дж. Стайн діагностовано рівні емоційного інтелекту. Узагальнення отриманих результатів за методикою «Самооцінка психічних станів» (адаптований варіант тесту Г. Айзенка) дозволяє констатувати, що екстраверти виявляють підвищену тривожність і фрустрацію. Вони потребують додаткових заходів для розвитку емоційної стійкості. Інтроверти демонструють кращу стресостійкість із низькими рівнями тривожності та агресивності, проте незначна частина може бути схильна до фрустрації. Амбіверти є найбільш стабільною групою з низькими показниками тривожності та фрустрації, демонструючи гнучкість у своїй поведінці. Емпіричні результати дозволяють зробити наступні висновки. Серед студентів домінує екстравертованість, що свідчить про прагнення більшості до активної соціальної взаємодії навіть в умовах воєнного стану. Водночас, значний відсоток інтровертів вказує на існування групи студентів, які під час кризи обирають внутрішню роботу над своїм емоційним станом та самостійну адаптацію. Невелика кількість амбівертів підтверджує тенденцію до наявності чітко виражених типів особистості (екстравертів чи інтровертів), а не балансу між ними. В умовах воєнного стану кожна типологічна група проявляє свої унікальні реакції на стрес. Кореляційний аналіз виявив цікаві закономірності: емоційний інтелект відіграє ключову роль у регуляції станів тривоги та фрустрації. Вищий рівень емоційного інтелекту сприяє кращому контролю над цими станами. Агресивність не виявила зв'язку з емоційним інтелектом, що вказує на різні механізми їх формування. Ригідність також не має кореляції з емоційним інтелектом, що свідчить про її незалежність від процесів емоційної регуляції. Отримані результати можуть стати основою для розробки стратегій психологічної підтримки, з акцентом на розвиток емоційного інтелекту для зниження рівня тривоги та фрустрації. Одночасно важливо враховувати інші фактори, щоб ефективно управляти агресією та ригідністю в екстремальних умовах, таких як війна.

*Ключові слова:* умови воєнного стану, дистанційне навчання, психоемоційні стани студентів, екстраверсія, інтроверсія, амбівертність, емоційний інтелект.



## Introduction

Under martial law, the psychological burden on various categories of the population, particularly young people and students, increases significantly. Students often face many stressful factors: uncertainty about the future, threats to the safety of life, problems in learning and social adaptation. Psychoemotional states such as anxiety, frustration, aggression, and rigidity can significantly affect students' mental health and academic performance. The study of emotional intelligence and its impact on these conditions is significant for developing interventions to improve the psychological well-being of young people in crisis conditions.

In the context of modern challenges – war, distance learning has become an integral part of the educational process. This significantly affected the psychoemotional state of students, as they face isolation, increased levels of anxiety and frustration due to limited social contact and altered learning routines. Studying how these changes affect students with different temperaments, especially extroverts and introverts, is exciting. The study will help identify how different personality types experience new learning environments and their impact on emotional intelligence, which is significant for developing effective supportive strategies for students.

Many studies have examined the psychoemotional states of young people in crises. In particular, studies conducted during the COVID-19 pandemic have shown an increase in levels

of anxiety and frustration among students due to social isolation and learning in an environment of uncertainty (*Savitsky et al., 2020*). Martial law poses additional challenges, as students face an immediate threat to their lives and well-being, which can further increase negative emotional responses (*Bekbruz, 2023*).

Emotional intelligence, the ability to recognise, understand, and manage one's emotions and those of others, is a significant tool for coping with stress and regulating emotional states. Studies show that a higher level of emotional intelligence reduces the likelihood of developing anxiety and depressive symptoms and helps one better adapt to crises (*Salovey & Mayer, 1989-1990*). However, some studies show that emotional intelligence is not always associated with aggression or rigidity, as individual characteristics and social context may drive these traits.

Studies of students' psychoemotional states under martial law remain relevant, as they allow us to understand better what psychological strategies can help young people adapt to extreme living and learning conditions (*Zhigailo & Sholubko, 2022*).

Today, many scientific studies are studying the impact of war on the individual. Ukrainian psychologists play a significant role in these studies. It is significant to highlight such studies:

- influence of value orientations on students' stress tolerance under martial law (*Tsybalyuk & Zhigailo, 2022, p. 135*);
- factors that contribute to overcoming stress caused by war (*Zhigailo & Sholubko, 2022, p. 12*);
- development of students' stress tolerance during the war (*Moroz & Safin, 2022, p. 52*);
- psychological features of reducing the negative consequences of war (*Gruzinskaya, 2022, pp. 105-106*);
- mechanisms of stress reduction in students under martial law (*Khomenko-Semenova & Prokhorenko, 2022, p. 133*);
- family support during the War (*Zhurba, 2022, p. 105*).

However, not enough studies would comprehensively study the impact of distance learning on students under martial law on their mental health. Personality types respond differently to these conditions, affecting productivity, motivation, and emotional well-being. Studying this issue will help better understand the psychoemotional needs of students of different personality types and develop adaptive psychological support strategies to reduce stress levels and improve learning efficiency.

So, the study aims to research the psychoemotional states of students under martial law during distance learning in higher education institutions, considering their extraversion or introversion and their level of emotional intelligence.

The study object is the psychoemotional state of students in higher education institutions during distance learning under martial law. The study subject is the relationship between the personality type (extraversion, introversion), the level of emotional intelligence, and the psychoemotional states (anxiety, frustration, aggressiveness, rigidity) of students in the conditions of distance learning under martial law.

The study tasks are:

- (1) empirically investigate the relationship between personality type, emotional intelligence and psychoemotional states of students under martial law;

(2) based on the generalisation of the results, identify the psychological characteristics of each typological group: extroverts, introverts, and ambiverts.

The study is based on students of Mukachevo State University. The sample consisted of 120 people. These are students of various courses who study remotely and have given their voluntary consent to participate in our study.

To achieve this goal, psychodiagnostic methods were used: “self-assessment of states of anxiety, frustration, aggressiveness and rigidity” (an adapted version of the G. Eysenck test), a method for studying the emotional intelligence of J.R.R. Tolkien-Stein, and a method for identifying typological features of K. Jung’s personality. Mathematical and static data processing and correlation analysis were used to analyse the results obtained.

### **The results of the study**

#### *Results of diagnostics based on the method of identifying typological features of K. Jung’s personality*

This technique made it possible to divide the subjects into three groups: extroverts, introverts, and ambiverts. According to this method, extroverts (outward-looking) are easy-to-communicate individuals who tend to lead and like to be the centre of attention; introverts are inward-looking, low-contact individuals who experience the breakdown of old ties; and ambiverts are a combination of the two previous characteristics.

So, based on the results obtained according to K. Jung’s method, the main typological features of students’ personalities were determined: 61.4% of respondents (74 people) showed extroverted personality organisation; 35% of respondents (42 people) showed introversion; and 3.4% (4 people) were ambiverts.

*Thus*, extroversion prevails among students. This shows that most applicants strive for active social interaction even under martial law, and this is their adaptive strategy for reducing stress. The proportion of introverts is also relatively high, indicating a significant group of students who, during a crisis, prefer internal work on their emotional state and independent adaptation. A few ambiverts state that students are likelier to have well-defined personality types (extroverts or introverts) rather than a balance between them. Perhaps this is due to stress, which is deterministic and increases the extremes in behavioural strategies.

Emotional intelligence and psychoemotional states are further studied in these subgroups. Diagnostics were carried out under martial law.

#### *Results of diagnostics for the method of studying the emotional intelligence of J. R.R. Tolkien Stein*

In the selected typological groups (according to the method of K. Jung) according to the test of J.R.R. Tolkien. Stein is diagnosed with emotional intelligence levels:

- among extroverts, there were 16.1% had a low level, 54.1% of respondents had an average level, 27.1% had a reasonably high level, and 2.7% of respondents had a very high level;
- among introverts, a low level was diagnosed-23.8%; an average level-42.8%; a fairly high level-33.2%;
- among ambiverts, an average level of 50% and 50% with a very high level were noted.

*Thus*, extroverts generally have an adequate level of emotional intelligence, but some of them require additional attention to improve emotional self-regulation. Introverts have more difficulty with low-level emotional intelligence, but some show a high ability to understand and manage

emotions. Ambiverts show the most balanced and high levels of emotional intelligence, making them the most flexible and adaptive group.

*Results of diagnostics using the method “self-assessment of mental states” (adapted version of the G. Eysenck test)*

This technique allows you to assess maladaptive states (anxiety, frustration, aggression) and personality traits (anxiety, frustration, aggressiveness, and rigidity). The indicators obtained were analysed in the context of selected typological groups using K. Jung’s method.

In the group of extroverts, the presence of indicators was stated:

- on the Anxiety Scale – an average level in 59.5% of respondents, a high level in 35.2%, a low level only in 5.3%;
- on the frustration scale-low level of 8.2%, medium level of 64.7%, high level of 27.1%;
- on the aggressiveness scale-low level of 24.4%, medium level of 56.7% and high level of 18.9%;
- on the rigidity scale level of 27% of respondents, an average level of 64.7%, and a high level of 8.2%.

In the introvert group, the following results were obtained:

- on the anxiety scale, the level of anxiety and anxiety is 61.9%, the average level is 33.4%, and the high level is only 4.7%;
- on the frustration scale level of 47.6%, an average level of 42.8%) and a high level was detected only in 2 subjects (9.6%);
- on the aggressiveness scale: low level at 57.2%, medium level at 28.6%, and high level at 14.2%.

In the ambiverts group, the following results were obtained:

- on the anxiety scale, two people were found to have a low level (100%);
- on the frustration scale, the same result was found to be 100%;
- on the aggressiveness scale, one subject was diagnosed with a low level of aggression and aggressiveness (50%), and another subject had an average level (50%).

The results obtained allow us to generalise and state that extroverts show increased anxiety and frustration. They need additional measures to develop emotional stability. Introverts show better stress tolerance with low levels of anxiety and aggressiveness, but a small portion may be prone to frustration. Ambiverts are the most stable group, with low levels of anxiety and frustration, and they show flexibility in their behaviour.

## **Discussion**

The study results were summed up among 120 first- and second-year students under martial law according to the methods of K. Jung (typological structure of personality), J.R.R. Tolkien, and others. Stein (level of emotional intelligence) and G. Eysenck’s adapted test (self-assessment of anxiety, frustration, aggressiveness and rigidity), it is possible to distinguish the psychological characteristics of each typological group (extroverts, introverts, ambiverts).

*Extroverts.*

Most extroverts have an average level of emotional intelligence (54.1%), which indicates the ability to regulate emotions effectively. However, a small proportion have low emotional intelligence (16.1%), proving potential difficulties in understanding and expressing emotions.

A significant proportion of extroverts (35.2%) were diagnosed with high levels of anxiety. This indicates an increased vulnerability to stressful situations, such as war. Most have moderate levels of anxiety (59.5%), which indicates moderate levels of anxiety that may be the result of increased social interaction.

Most extroverts (64.7%) show average frustration, indicating the ability to overcome difficulties. However, a significant percentage (27.1%) experience high frustration, indicating a tendency to frustration in war conditions.

Among extroverts, the average level of aggressiveness prevails (56.7%), but almost 19% have a high level. This indicates the growing emotional tension in the conditions of war.

Most extroverts show an average rigidity (64.7%), indicating a moderate ability to adapt to changes.

Thus, it is possible to distinguish the psychological characteristics of extroverts: being socially active, they often show anxiety and aggressiveness in stressful war conditions, but they can maintain social contact to reduce frustration. Students feel the need to interact with their environment, which helps them cope with stress, but high anxiety and frustration require additional psychological support.

#### *Introverts.*

Although most introverts have average emotional intelligence (42.8%), a significant proportion (33.2%) show a high level. This indicates their ability to understand and control their own emotions deeply. At the same time, 23.8% have a low level of emotional intelligence, indicating difficulties in emotional expression.

The majority of introverts have a low level of anxiety (61.9%), meaning they can control their internal state even in stressful conditions. Only 4.7% have a high level of anxiety.

Almost half of introverts (47.6%) have a low frustration level, indicating their resistance to failure. However, a significant proportion (42.8%) show average frustration.

More than half of introverts (57.2%) have a low level of aggressiveness, which indicates a tendency to self-control and maintain calm in stressful conditions.

Thus, we can distinguish the psychological characteristics of introverts: they show high emotional stability and the ability to self-reflect. They are less prone to anxiety and aggressive displays compared to extroverts and are more likely to use internal resources to deal with stress. Introverts have strengths in self-control and the ability to focus on personal goals even in complex environments, which makes them less vulnerable to external stressors.

#### *Ambiverts.*

All ambiverts have an average (50%) or very high (50%) level of emotional intelligence, proving their balanced ability to understand and manage emotions under challenging conditions.

All ambiverts have low levels of anxiety and frustration. This indicates their high stress tolerance and ability to cope effectively with challenges.

Half of ambiverts have a low level of aggressiveness, while the other half have an average level, which indicates a flexible response to stressful situations, depending on the circumstances.



*Thus*, the authors can distinguish the psychological characteristics of ambiverts. They are the most flexible and adaptive group in war conditions and demonstrate a high level of emotional stability and the ability to manage their emotions effectively, which allows them to cope with anxiety and frustration. Ambiverts can switch between social activity and individual adaptation strategies depending on their needs, making them more resistant to external stressors.

Under martial law, each typological group demonstrates specific features of stress responses. Extroverts are more prone to anxiety and aggression, introverts show high emotional stability and control over aggression, and ambiverts show the highest flexibility and adaptability. This indicates the need for individualised approaches to psychological support, considering each group's characteristics.

A correlation analysis was performed to analyse and systematise the study's results.

Correlation analysis allowed us to state that students' educational activity has a pronounced emotional aspect; the emotional sphere forms the cognitive basis, the ability to self-regulate, and a sense of life satisfaction. The results obtained are presented in Table (*Table 1*).

Correlation analysis showed exciting results.

Emotional intelligence and anxiety. The found correlation between emotional intelligence and anxiety indicates that students with lower emotional intelligence are more likely to have increased levels of anxiety. This may be because emotional intelligence helps you better understand and regulate your emotions, reducing stress and anxiety responses.

Emotional intelligence and frustration. The correlation with frustration also indicates the importance of emotional self-regulation. Students with higher emotional intelligence can better manage frustration by finding effective ways to overcome difficult situations.

Lack of correlation with aggression. This result indicates that aggressiveness is not as closely related to emotional intelligence as other emotional states. Aggression may have other mechanisms of occurrence that are more related to external factors or personal characteristics that go beyond emotional competence.

Rigidity and emotional intelligence ( $r = 0$ ). This value suggests that emotional intelligence and rigidity are statistically independent. Rigidity reflects a person's tendency to think inflexibly or behave inflexibly. Since emotional intelligence is more associated with adaptive behaviour in response to emotions, and rigidity is associated with cognitive circuits and attitudes, these two indicators can act independently.

*Thus*, emotional intelligence plays a significant role in regulating conditions such as anxiety and frustration. A high level of emotional intelligence helps you better control these states. Aggressiveness does not show a connection with emotional intelligence, which may indicate different mechanisms of their formation. Rigidity is unrelated to emotional intelligence, indicating its independence from emotional regulation. These results can help develop psychological support strategies by focusing on developing emotional intelligence to reduce anxiety and frustration while considering other factors to manage aggression and rigidity.

## Conclusion

Empirical results allow us to draw the following conclusions. Extroversion dominates among students, which indicates the majority's desire for active social interaction even under martial law. This can be seen as their adaptive strategy to reduce stress. At the same time, a



significant percentage of introverts indicate the existence of a group of students who, during a crisis, choose internal work on their emotional state and independent adaptation. A few ambiverts confirm the tendency to have well-defined personality types (extroverts or introverts) rather than a balance between them. This can be explained by war-related stressors that contribute to the aggravation of extreme behavioural strategies.

Extroverted students generally show average emotional intelligence, but some need additional support to improve their emotional self-regulation skills. Introverts are more likely to face difficulties at this level, but some show a high ability to understand and control emotions. Ambiverts show the most balanced and high levels of emotional intelligence, making them the most flexible and adaptive group.

Extroverted students show increased levels of anxiety and frustration. Introverts generally show better stress tolerance with low levels of anxiety and aggressiveness, although a small portion may be prone to frustration. Ambiverts are the most stable group, with low levels of anxiety and frustration, which indicates their flexibility in behaviour.

Summarising the study's results, we can distinguish the psychological characteristics of each typological group (extroverts, introverts, ambiverts). Extroverts, being socially active, often show anxiety and aggressiveness in the stressful conditions of war. However, they maintain social contacts to reduce their frustration and need to interact with their environment, which helps them cope with stress. Despite this, high levels of anxiety and frustration require additional psychological support.

Introverts show high emotional stability and the ability to self-reflect and are less likely to show anxiety and aggression. They are likely to use their internal resources to deal with stress, which allows them to maintain self-control and focus on personal goals even under challenging circumstances.

Ambiverts are the most flexible and adaptive group in war conditions. They show a high level of emotional stability and the ability to manage their emotions effectively, which helps them successfully cope with anxiety and frustration. They skilfully switch between social activity and individual adaptation strategies depending on the situation.

Under martial law, each typological group shows its unique responses to stress: extroverts are more likely to be anxious and aggressive, and introverts show high emotional stability and the ability to control aggression. In contrast, ambiverts show the most excellent flexibility and adaptability.

Correlation analysis revealed interesting patterns: emotional intelligence plays a crucial role in regulating states of anxiety and frustration. A higher level of emotional intelligence contributes to better control over these states. Aggressiveness was not associated with emotional intelligence, indicating different formation mechanisms. Rigidity also does not correlate with emotional intelligence, indicating its independence from the emotional regulation processes.

The results can serve as a basis for developing psychological support strategies, focusing on developing emotional intelligence to reduce anxiety and frustration. At the same time, it is significant to consider other factors to effectively manage aggression and rigidity in extreme conditions, such as war.

#### **Conflict of interest**

The authors declare that there is no conflict of interest.



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### Appendix

Table 1. Results of correlation analysis

Mental States	Emotional Intelligence
Anxiety	$r = 0,545$
Frustration	$r = 0,479$
Aggression	$r = - 0,199$
Rigidity	$r = 0$