

# Role of Psychological Resources in Overcoming Difficult Life Situations Among Educational Migrants

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## Abstract

**Introduction.** The paper examines a number of psychological characteristics of educational migrants associated with their success in overcoming difficult life situations. The relevance of the study is due to the need to study the processes of internal and external educational migration. Their study will make it possible to find more effective approaches to training highly qualified personnel, and on the part of universities, to more effectively build a system of psychological support for visiting students. **Methods.** The study involved 482 students from universities in Ekaterinburg, Tomsk and Rostov-on-Don. 382 students are educational migrants, 100 students live in the region of study and form the control group ("non-migrants"). **Methods used:** "Resilience" by S. Maddi, adapted by D. A. Leontyev and E. I. Rasskazova; "Tolerance of Uncertainty" by D. McLane, adapted by E. G. Lukovitskaya; "Psychological Well-Being Scale" by K. Rieff, adapted by N. N. Lepeshinsky; the author's questionnaire, with the help of which the specifics of living in difficult life situations were determined. **Results.** Between the general sample of educational migrants and non-migrants, differences were identified in the resilience test scales – "Control", "Risk" – and the total indicator of resilience ( $p = 0.001$ ). External educational migrants have statistically significantly higher scores on tolerance to uncertainty compared to non-migrants ( $p \leq 0.05$ ), but they also have lower scores on general psychological well-being compared to internal educational migrants. Educational migrants who coped less successfully with the experiences of difficulties in their studies are statistically significantly less inclined to take risks ( $p \leq 0.05$ ). **Discussion.** International students have higher levels of resilience than internal migrant and non-migrant groups. Perhaps young people with an initially higher level of personal resources decide to migrate for education, and external migrants have

to overcome more difficulties than internal and non-migrants, which helps to increase their personal resources.

### **Keywords**

educational migrants, students, difficult life situations, resilience, tolerance for uncertainty, psychological well-being, personal resource

### **For citation**

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## **Introduction**

Effective adaptation of migrants to new living conditions largely depends on the personal characteristics of migrants that promote or hinder successful adaptation. Educational migration is migration associated with obtaining an education, which involves temporary residence in another region of one's country or in another country. Educational migration is temporary and limited to the period of obtaining education, involves moving to another region or country and is predominantly voluntary and typical, as a rule, for a certain age group.

Traditionally, in domestic science, educational migration is studied on a sample of foreign students or, conversely, the migration sentiments of Russian students are studied. In socio-economic studies, educational migration is considered with an emphasis on the integration of the experience of foreign education systems into one's own (Shpet, 2015) and the emerging "market of educational services" (Trofimov and Trofimov, 2017) in the economic and social development of the state, as well as as a source of influx of highly qualified personnel in the Russian Federation (Apanovich, 2015).

### ***Adaptation of educational migrants***

Migrant students adapt to new living conditions better than other categories of migrants (Mitin, 2010). Compared to labor migrants, educational migrants (due to the specifics of educational activities at a university) have the opportunity to build communications with other students (representatives of the host population and other migrants) in the process of training, internships and extracurricular university events. Ample communication opportunities create the basis for comfortable and psychologically safe socio-psychological adaptation (Ovchinnikov, Sultanova, Lazurina & Sycheva, 2018). The systems of psychological support for first-year students in universities allow students,

## GENERAL PSYCHOLOGY, PERSONALITY PSYCHOLOGY

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including migrant students, to quickly and more successfully adapt to new sociocultural conditions and experience "cultural shock" (Krasnoshchechenko, Kovdyuk, 2015; Voronaya, Pronenko, 2022; Voronaya, Pronenko, 2023).

At the initial stage of socio-psychological adaptation to the place of their study, educational migrants undergo acculturation stress, which can lead to negative psycho-emotional manifestations (maladaptation, aggression, depressive states) (Krasnoshchechenko, Kovdyuk, 2015; Murasheva, 2019). Migrant students must adapt to a large number of new characteristics of the region of study: the conditions of studying at a university, living in a dormitory, the social situation of the environment, the absence of relatives, communication in a different language (for foreigners). The level of perceived stress is higher than normative values (24 points) in the group of both adapted ( $29.44 \pm 6.69$ ) and less adapted students who are external migrants (Sultanova, Tagiltseva, Stankevich, 2021). Researchers associate increased levels of stress with the difficulty of adapting to the culture of the environment and the difficulty of communication due to language barriers.

The problems that migrant students encounter have a pronounced nature of national, ethnic, cultural, social and everyday characteristics (Abakumova, Kagermazova, Generaldukaeva, 2016). Students studying in another country need psychological support in communicating, in understanding a different socio-ethnocultural environment (Kagermazova, 2014; Abakumova, Kagermazova, 2016).

### ***Personal characteristics of educational migrants***

Educational migrants are characterized by a higher level of adaptability (compared to other migrants and non-migrants), initiative and willingness to gain new experience and openness to knowledge, a high level of sociability (Leonov, Khasan, 2019; Mitin, 2010). The identified psychological characteristics of migrants lead us to the question of the success of educational migrants' adaptation to new living conditions and the psychological factors influencing the success of this process.

In the study by Pokrovskaya, Smolnikova, Larionova (2014), the success of socio-psychological adaptation of educational migrants is considered depending on the degree of familiarity with the host culture, the characteristics of the migrant's interaction with carriers of the culture of the host society (Konstantinov, 2018; Murasheva, 2019), as well as on the prevailing strategies coping behavior of the migrant himself (Leonov, Khasan, 2019).

### ***Resilience***

Resilience as the individual's readiness to transform unfavorable living conditions to suit himself is considered by most authors as one of the central constructs in understanding the process of personal adaptation to situations of uncertainty and stress (Maddi, 2006;

Stetsishin, 2008; Leontyev, 2016). Resilience ensures the stability of the individual in difficult life situations and allows the subject to remain active and make decisions based on their beliefs and attitudes (Maddi, 2006; Leontyev, 2016; Kudinov, 2015). Factors that influence a person's vitality include socio-economic status, age, and region of residence (Postnikova, Miklyaeva, Sivrikova, Regush, 2022).

Many studies have shown the connection between resilience and indicators of psychological well-being among students: resilience in this context is understood as the ability of an individual to withstand situations of uncertainty and difficult life situations and adapt to them without reducing the effectiveness of activities (Bokhan, Shabalovskaya, Terekhina, Ulyanich, 2021; Kiseleva, Ovchinnikov, Sultanova, 2016; Bacchi & Licinio, 2017; Li & Hasson, 2020, Nikolaev, Lazareva, Yakubov, 2021).

### ***Tolerance of uncertainty***

The situation of educational migration requires a high tolerance for uncertainty. G. U. Soldatova and co-authors (2008) consider tolerance as a set of psychological stability, a system of positive attitudes, individual qualities and a system of personal and group values (Pavlova, Chupryaeva, 2020). T. V. Kornilova (2011) introduces the concept of "accepting uncertainty and risk" "as a reflection of a generalized personal property, meaning the desire for change, novelty and originality, the willingness to follow untrodden paths and prefer more complex tasks, to be able to be independent and go beyond the accepted restrictions" (p. 69).

### ***Purpose of the study***

*The purpose of the study* is to study the characteristics of the personal resource of educational migrants in difficult life situations. In this study, by personal resource we understand psychological resources, which include resilience and tolerance for uncertainty. We also establish a connection between indicators of psychological well-being, resilience, and tolerance for uncertainty in groups of educational migrants from different regions, external migrants and non-migrants.

**The object of the study** is educational migrants, **the subject** is personal resources in difficult life situations among various groups of educational migrants.

## **Methods**

### ***Sample characteristics***

The study involved 482 students studying at the universities of Ekaterinburg, Tomsk and Rostov-on-Don (students' age: 18–22 years).

- 382 students came to these cities to receive higher education, that is, they are "educational migrants";

## GENERAL PSYCHOLOGY, PERSONALITY PSYCHOLOGY

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- 100 students studied in the city of their permanent place of residence and formed a control group ("non-migrants"). In the total sample, the share of non-migrants was 21%. The non-migrant group included only students who were either born in the city in which they are studying at the university or have lived in it for at least 15 years. We have identified 2 types of educational migrants:
  - internal: people who moved from their home region to another region of Russia to study at university. In the total sample, the share of internal migrants was 58% (90 people studied in Yekaterinburg, 92 people in Tomsk, 100 people in Rostov-on-Don)
  - external: people who came from another country to Russia to study at the university. In the total sample, the share of external migrants was 21%.

### **Research methods**

In accordance with the purpose of the work, the following research methods were selected:

1. Test "Resilience" by S. Maddi (1997) adapted by D. A. Leontyev and E. I. Rasskazova (2006);
2. Scale "Tolerance of Uncertainty" by DL McLain, (1993) (Multiple Stimulus Types Ambiguity Tolerance Scale-I) adapted by E. G. Lukovitskaya (1998);
3. Questionnaire "The Scale of Psychological Well-Being" by C. Ryff (1989) (The scales of psychological well-being) adapted by N. N. Lepeshinsky (2007).
4. The author's questionnaire, with the help of which the specifics of the respondents' experience of difficult life situations were determined.

The "Resilience" test diagnoses the resource of resilience as a basic parameter of a personal resource that ensures the stability of an individual in difficult life situations, as well as the mediating influence of stress factors on a person's health and the success of his activities. The test that served as the basis for the Russian version was originally developed by Salvatore Maddi, in the original known as the "Hardiness Survey. We used an adaptation of this technique performed in 2006 by D. A. Leontyev and E. I. Rasskazova (2006). The Russian version of the full version of the Resilience test includes 45 questions and 3 scales: involvement, control and risk.

Another element of a personal resource is, in our opinion, tolerance for uncertainty. To diagnose it, we used the "Tolerance of Uncertainty" scale. It was developed by D. McLane and was originally called Multiple Stimulus Types Ambiguity Tolerance Scale-I; in 1998 it was translated and adapted by E. G. Lukovitskaya (1998). The scale measures a person's ability to act in ambiguous, difficult-to-understand situations, in conditions of receiving uncertain and contradictory information. Moreover, to act quite successfully, due to personal readiness to take part in such uncertain situations.

The methodology "The scales of psychological well-being" was developed by K. Ryff, we used its modification by N. N. Lepeshinsky (2007), this version is aimed at young people

aged 17–26 years, which corresponds to age participants in our study. The questionnaire consists of 84 points, an integral indicator of psychological well-being and indicators on 6 scales are calculated: "Positive relationships with others", "Autonomy", "Management of the environment", "Personal growth", "Goals in life", "Self-acceptance".

### ***Author's questionnaire on difficult life situations (Appendix 1)***

The author's questionnaire contained questions about the degree of satisfaction of the study participants with the past period (year), their general assessment of it as "difficult" or "uncomplicated" on a 7-point scale, as well as about the difficult life situations they experienced. The methodology of the author's questionnaire is based on an assessment of the satisfaction of overcoming a particular difficult situation, which consists of a combination of several factors: 1) an indication that a difficult life situation is present in the experience of the research participant, 2) an assessment of the overall degree of satisfaction of a person with the past period. For example, if a study participant rated the past year as difficult (ratings 5–7 on a 7-point scale), but had a high degree of satisfaction with the past period (similarly: ratings 5–7 on a 7-point scale), then we took into account such a respondent as in generally successfully and with a sufficient degree of satisfaction overcame a difficult life situation.

Conversely, the respondent's unsatisfactory coping with a difficult life situation was noted on the basis of the overall degree of dissatisfaction with the past period (scores 1–3 on a 7-point scale), as well as a note on the total complexity of the past period or the attribution of a particular situation that occurred during the specified period to categories of complex.

Respondents who noted an intermediate value of either the degree of difficulty of the period lived, or assessment of satisfaction with it, or both at the same time, were excluded from further analysis.

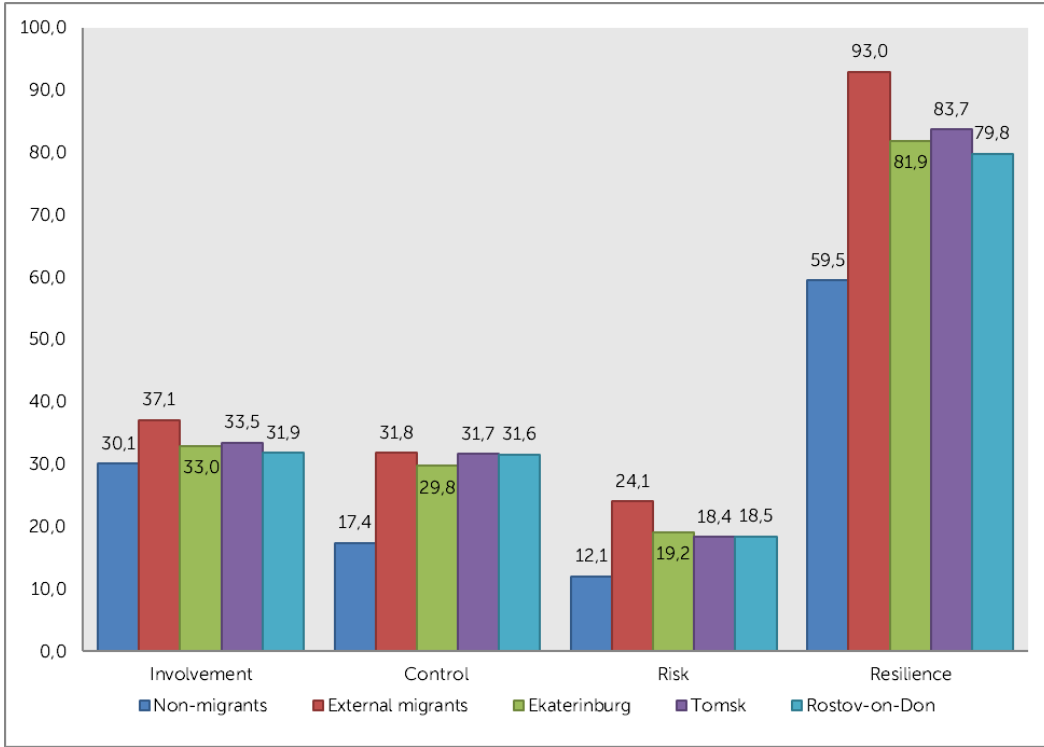
## **Results**

Figures 1 and 2 present the results of a study of personal resources (indicators of resilience and tolerance to uncertainty) in the studied groups: 1) non-migrants, 2) external migrants, 3) internal migrants studying at universities in Ekaterinburg, Tomsk, Rostov-on-Don.

GENERAL PSYCHOLOGY, PERSONALITY PSYCHOLOGY

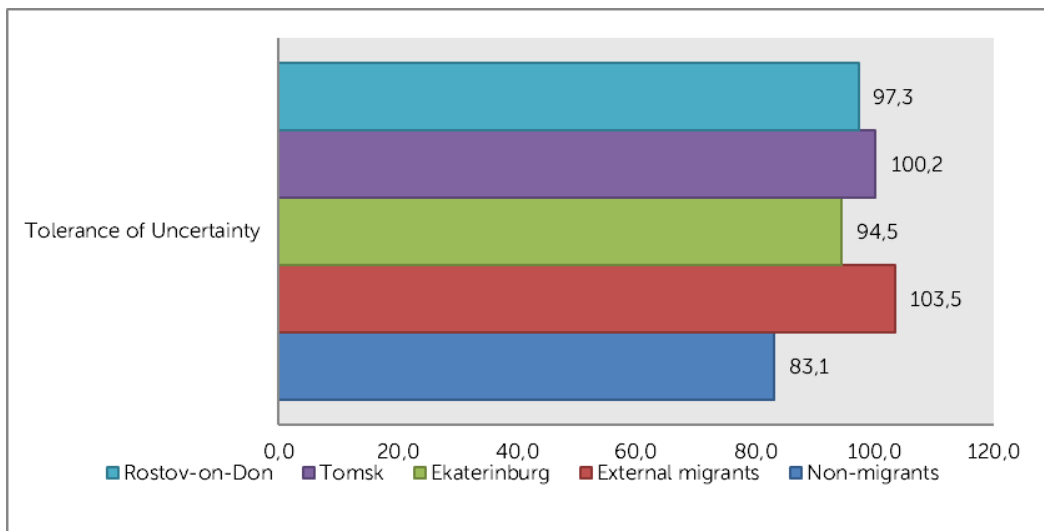
**Picture 1**

Data from all groups of respondents using the "Resilience" method



**Figure 2**

Data from all groups of respondents using the "Tolerance of Uncertainty" method



The students who took part in this study have indicators close to the normative ones.

To test the significance of differences between study samples, we used the Student t-test for independent samples. The test was carried out both between the group of non-migrants and the general sample of educational migrants, and between groups of educational migrants studying in different regions.

When checking for the reliability of differences in the severity of personal resource indicators between the general sample of educational migrants and non-migrants from among the studying youth, significant differences were identified only on the vitality test scales: "Control", "Risk" and the total indicator of vitality ( $p = 0.001$ ). This allows us to assert that students studying in higher educational institutions in their place of original residence or place of birth perceive themselves to a lesser extent as being able to control the events occurring in their lives, show high motivation to search for ways to influence their lives, and also act outside of guarantees future success.

A comparison of personal resource indicators in a sample of non-migrants and external educational migrants showed the presence of significant differences in the resilience indicators "Control" and "Risk" ( $p = 0.001$ ), indices "Involvement" and tolerance to uncertainty ( $p \leq 0.05$ ). Thus, students who go to study in another country are much more likely to exercise control over the events of their lives and be involved in them, are ready to take risks and act in situations with unclear conditions.

It should be noted that, just in case, we verified the similarity of the personal resource indicators of the group of non-migrants from Yekaterinburg and similar ones from Tomsk and Rostov-on-Don. Analysis of variance of the three subgroups showed no significant differences between their data.

Turning to descriptive statistics data on samples of educational migrants, we note that these groups of respondents have sufficient resources to withstand difficult life situations and uncertainty, are able to see new opportunities in life's difficulties and are quite effective in self-organizing their activities, skillfully using various methods and techniques of self-organization. In general, all indicators of personal resources in these samples are within normative values.

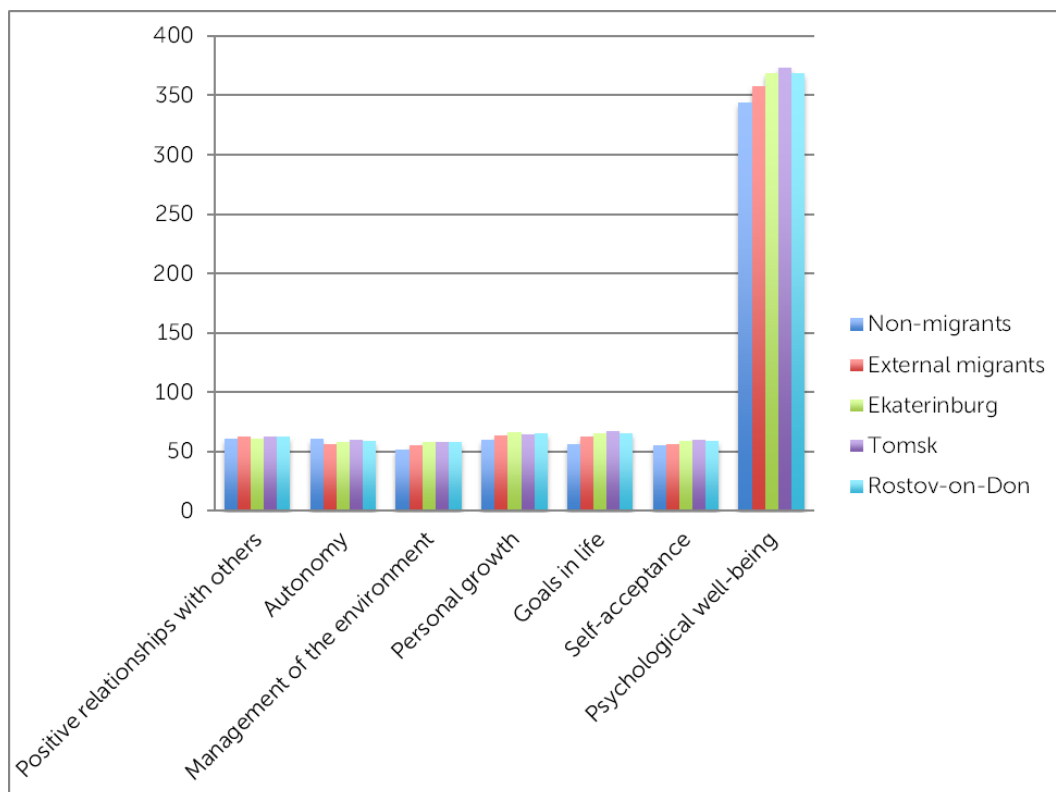
The indicators of all groups of respondents in terms of psychological well-being are within the normative values, in some cases approaching extreme values (Figure 3). Values indicating lower levels of performance are found only in the non-migrant group. External educational migrants have lower overall levels of psychological well-being compared to internal educational migrants.



GENERAL PSYCHOLOGY, PERSONALITY PSYCHOLOGY

**Figure 3**

Data from all groups of respondents using the "Psychological Well-Being Scale" method



**Analysis of variance**

Non-migrants, compared to the group of internal educational migrants, are significantly more likely to obey external demands and instructions ( $p \leq 0.05$ ); they have lower indicators on the "Environmental Management" ( $p \leq 0.01$ ), "Personal Growth" and "Personal Growth" scales. Goals in life" ( $p \leq 0.001$ ), and the general level of psychological well-being ( $p \leq 0.001$ ). Statistically significant differences were found in the indicator of self-acceptance between non-migrants and internal educational migrants living in Tomsk ( $p \leq 0.05$ ); non-migrants show self-acceptance to a lesser extent. In addition, statistically significant differences were found between non-migrants and external educational migrants in the presence of goals in life ( $p \leq 0.05$ ) and the desire for self-development ( $p \leq 0.01$ ).

In turn, the group of external migrants has statistically significant differences in indicators of psychological well-being with the group of internal educational migrants living in Tomsk, as well as less clear and meaningful goals in life ( $p \leq 0.05$ ).

### ***Study of personal resource in the context of difficult life situations***

Next, we analyzed the data from the author's questionnaire on the respondents' assessment of their difficult life situations.

We found that the level of satisfaction with their lives of all studied groups of respondents is at a fairly high level. All study participants tend to feel satisfied with how the analyzed 2020 went, which brought quite a lot of difficulties. Moreover, the indicator of overall satisfaction with the current year is slightly different from the overall indicator of satisfaction with life as a whole (5.24 points compared to 4.36) (Table 1).

**Table 1**

*Average values for the questions of the author's questionnaire aimed at assessing difficult life situations*

Questions from the author's questionnaire	Average values	Standard deviation
How satisfied are you overall with your life (on a scale of 1 to 7)	5.24	1.060612
Has your perception of life changed in 2020 (on a scale of 1 to 4)	2.86	1.212351
How satisfied are you with your life in 2020 (on a scale of 1 to 7)	4.36	1.561789
On a 7-point scale, how difficult do you rate the past year as difficult for yourself personally (on a scale from 1 to 7)	4.88	1.171777

Problems such as the threat of coronavirus infection, cancellation of trips, problems in personal life were perceived as difficult for 30% of respondents, difficulties with studying and worries about the health of loved ones were difficult for 80% of study participants. The situation of the threat of coronavirus disease by students themselves is not difficult for many of them, as was shown in our previous work (Klimenko, Grishina, 2021). Table 2 provides more detailed data on the quantitative distribution of respondents.

GENERAL PSYCHOLOGY, PERSONALITY PSYCHOLOGY

**Table 2**  
*Prevalence of various difficult life situations in samples of people with different migration experiences*

Types of SGS	Non-migrants	OM Ekb	OM Tomsk	Ext. OM	OM Rostov	Total for SGS
Disease (including coronavirus)	25	23	27	thirty	25	130
Failed trip	17	26	21	19	24	107
Difficulties with studies	98	89	77	90	92	446
Concerns about the health of loved ones	89	79	72	71	91	402
Everyday difficulties	76	58	54	67	54	255
Problems in personal life	54	36	37	46	36	309
Nothing special	1	1	0	3	1	6
Total by group	360	312	288	326	323	1655

Next, we identified 2 groups of respondents:

- respondents assessing the year as difficult (choosing values 6 and 7) – 84 (22.1%) respondents; that is, those who have not completely successfully overcome various life difficulties;
- respondents who assessed the past year as relatively uncomplicated (those who chose values 1 and 2) – 18 (4.7%), that is, these are those who were able to successfully overcome certain difficulties.

Among those who were worried about the health of their loved ones, the group who overcame this difficult situation is characterized by a less pronounced "Vedomosti" scale ( $p \leq 0.05$ ), which indicates that they are less inclined to focus on external tasks and opinions when overcoming such a life situation and making decisions in it. Respondents who experienced a failed trip with varying degrees of success have differences on the

“Personal Growth” scale ( $p \leq 0.01$ ). Respondents who coped less successfully with the experiences of difficulties in their studies were statistically significantly less inclined to take risks ( $p \leq 0.05$ ).

### ***Correlation analysis***

Next, a correlation analysis of indicators of personal resource and psychological well-being was carried out. The indicators on the sample of educational migrants who were able to satisfactorily overcome the situation of a difficult life period have the following relationships.

The indicators of the psychological well-being scale have statistically significant correlations:

- The autonomy indicator has a negative weak relationship with the level of control (-0.361;  $p = .026$ ) and risk taking (-0.328;  $p = .045$ ), the general indicator of resilience (-0.378;  $p = .019$ );
- The level of self-acceptance has statistically significant negative correlations of weak strength with the level of control on the resilience scale (-0.373;  $p = .021$ );
- The level of the “Goals in Life” scale has a statistically significant positive weak relationship with the level of risk taking (0.362;  $p = .025$ );
- The general level of psychological well-being has a statistically significant negative weak relationship with the level of control on the resilience scale (-0.341;  $p = .036$ ).

Indicators on a sample of educational migrants who were unable to satisfactorily overcome the situation of a difficult life period have the following relationships.

- The self-acceptance indicator has a positive weak relationship with the level of control (0.24;  $p = .050$ );
- The personal growth parameter has a positive weak connection with the general level of resilience (0.274;  $p = .025$ ), which means that resilience is a resource for self-development of subjects;
- The indicator of goals in life on the scale of psychological well-being has a statistically significant positive weak relationship with risk taking (0.283;  $p = .020$ ) and the total indicator of resilience (0.276;  $p = .024$ ). A high level of resilience and a willingness to act without hope of success become a resource for setting independent goals and developing a willingness to follow them.
- The general level of psychological well-being has a statistically significant positive weak relationship with the level of control on the resilience scale (0.284;  $p = .020$ ) and with the total resilience indicator (0.27;  $p = .027$ ).

## Discussion

Academic performance has a positive effect on integration into the host society, while cultural distance has a negative effect on academic performance and integration, which was found by Jieyi, Kiu, & Baojian (2022). Education performs the functions of integrating a migrant into the host society. When cultural distance is large, the function of education for social integration is reduced (Jieyi, Kiu, & Baojian, 2022). The authors also show the role of higher education in strengthening the mental health of educational migrants (Oddy, Harewood, Masserano & Lounasmaa, 2022).

Our study found a number of connections between psychological well-being and indicators of personal resources. Among educational migrants who successfully cope with difficult life situations, the indicator of autonomy has a negative weak relationship with the level of control and risk taking, with a general indicator of resilience. Similar results are present in the study by Prasath, Xiong, Zhang & Jeon (2022) - psychological well-being mediates the relationship between psychological capital and stress, in particular, it reduces stress levels. The results of this study allowed the authors to formulate recommendations for universities to mitigate the psychological stress experienced by international students during the COVID-19 pandemic and beyond, which proposes to focus efforts and resources on two aspects: (a) promoting positive mental health and improving the level of psychological well-being and (b) identifying and developing positive psychological capital (Prasath et al., 2022).

External educational migrants have higher indicators of personal resources, namely: higher indicators on the "Control", "Risk", "Involvement" scales, as well as a higher overall indicator of resilience and tolerance for uncertainty (compared to internal migrants and non-internal migrants). These data can be explained from two perspectives:

- 1) people with an initially higher level of personal resources and tolerance for uncertainty are ready for external migration;
- 2) external migrants have to overcome more difficulties than internal and non-migrants, because of which their personal resource indicators increase due to the need to overcome these difficulties.

The study by E. L. Nikolaev, E. Yu. Lazareva, R. E. Yakubov (2021) shows that in a group of foreign students, high resilience characteristics are more often associated with psychological well-being and the desire to gain new experience. Among non-migrant students, high levels of resilience are more closely related to mental health, psychological well-being and pronounced stress resistance (Nikolaev, Lazareva, Yakubov, 2021).

Postmigration stressors are important correlates of migrants' mental health (Chen, Hall, Ling, & Renzaho, 2017). In a study of the adaptation process of Syrian refugees in the Netherlands by HF Rahim et al., it was shown that higher exposure to migration risk factors was associated with more psychological symptoms (anxiety, depression, PTSD). However, more potentially traumatic and stressful life events were associated with higher

levels of cultural identity conflict and greater severity of psychological symptoms (Rahim et al., 2023). At the same time, AM Mahasneh (2022) found a strong relationship between subjective well-being and social support. It is quite possible that it is lower social support that explains the lower level of psychological well-being among study participants – external educational migrants compared to internal ones.

### ***Conclusion***

Our research is devoted to educational migrants - young people who come to another region because there is a university where they plan to receive higher education in their chosen specialty. Migrant students, in the process of adapting to life in a new place, are faced with various situations that may be perceived as difficult by them. We asked ourselves: how successfully do educational migrants cope with difficult situations and what psychological resources determine the effectiveness of this process?

Based on the results of the study, we can give the following answers:

1. Educational migrants have fairly high levels of personal resources (in particular, such components as resilience and tolerance for uncertainty) compared to those who study in their native region.
2. On average, educational migrants cope quite successfully with difficult life situations, even those that were experienced in the objectively difficult 2020 due to the COVID-19 pandemic. The data obtained can be used to reorganize higher education in connection with new complex conditions, for example, in connection with the increasingly tense geopolitical situation in various regions of the world (Kalimullin, Koinova-Zollner & Vasilieva, 2021).
3. Those people who came from another country (external educational migrants) have higher levels of personal resources (level of resilience and level of tolerance for uncertainty) compared to those who came from other regions of the same country (internal educational migrants). At the same time, external educational migrants have a lower level of psychological well-being compared to internal educational migrants. That is, they have greater resources to solve problems, but they feel less prosperous.
4. Correlation analysis showed an unexpected result: for those educational migrants who successfully coped with difficult life situations, the level of psychological well-being is negatively related to the level of resilience, and for those who coped unsatisfactorily, this relationship is positive.

### ***Limitations of the Study***

Limitations may include the following circumstances: 1) situations that occurred during the abnormally challenging year of 2020 were assessed, 2) the participants in the study were students who came to study in Russia and internal educational migrants within Russia.

## GENERAL PSYCHOLOGY, PERSONALITY PSYCHOLOGY

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Studying students in new geopolitical conditions and obtaining data from educational migrants coming to other countries can significantly enrich the understanding of the psychological characteristics of this group of university students.

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## GENERAL PSYCHOLOGY, PERSONALITY PSYCHOLOGY

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## Annex 1

### *Author's questionnaire*

Instructions: Please answer the following questions, marking the answer that best reflects your life situation and your attitude towards it. For the elapsed period, please refer to the period of 1 year (12 months).

Rate how satisfied you are with your life overall on a 7-point scale (7 – Completely satisfied; 1 – Absolutely dissatisfied; 4 – difficult to answer)	1 2 3 4 5 6 7
Has your perception of life changed in 2020?	Changed for the better Minor changes Everything as usual Changed for the worse
Rate how satisfied you are with your life in 2020 on a 7-point scale (7 – Completely satisfied; 1 – Absolutely dissatisfied; 4 – difficult to answer)	1 2 3 4 5 6 7

GENERAL PSYCHOLOGY, PERSONALITY PSYCHOLOGY

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From the list below, select those that you have experienced as personal difficult life situations over the past period (multiple answer options are acceptable).		
Coronavirus	Yes	No
Failed trip	Yes	No
Difficulties with studies	Yes	No
Family health	Yes	No
Everyday difficulties	Yes	No
Personal life	Yes	No
Nothing special	Yes	No
On a 7-point scale, how difficult do you rate the past year as Difficult (7 – Very difficult; 1 – not difficult at all; the remaining numbers are intermediate values)	1 2 3 4 5 6 7	

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**Viktor Aleksandrovich Klimenko** – concept and design of the study, selection of diagnostic techniques, data collection.

**Anastasia Vasilievna Grishina** – analysis of literature on the research topic, preparation of sections “introduction” and “discussion of results”.

**Evgeny Aleksandrovich Pronenko** – preparation and design of the article text, writing annotations and conclusions.

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### **Conflict of Interest Information**

The authors declare no conflict of interest.