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խորհրդի որոշմամբ*

«Արդի հոգեբանություն» գիտական հանդեսը լույս է տեսնում տարեկան երկու անգամ:

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PSYCHOLOGICAL FACTORS DETERMINING PROFESSIONAL BURNOUT OF THE INDIVIDUAL

Anahit Verdyan (Public Administration Academy of the Republic of Armenia,
Yerevan, Armenia)
anahitverdyan@paara.am

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This article is devoted to the theoretical analysis of the psychological factors determining an individual's professional burnout. Within the framework of the article, the main theoretical approaches to professional burnout are examined, emphasizing its multidimensional nature, stage-based development, and specific manifestations. The method of comparative analysis was applied, through which the key provisions of the approaches to professional burnout were identified, as well as the similarities and differences in the authors' views regarding the structure of burnout and the factors determining it. The analysis demonstrated that the recurrence of psychological factors of professional burnout is high across different theoretical approaches, which indicates their fundamental role in the formation of burnout syndrome. The psychological factors of professional burnout identified include motivation, coping strategies, self-efficacy, emotional regulation, and stress resistance. One of the most frequently occurring factors is motivation. The results make it possible to systematize the existing theoretical approaches and to develop an integrated model of professional burnout as a multifactorial and multilevel phenomenon. The proposed model may serve as a theoretical basis for the development of professional burnout prevention programs.

Keywords: *individual, professional burnout, personality traits, emotional intelligence.*

Research Objective. To identify, through theoretical analysis, the psychological factors determining an individual's emotional burnout.

Relevance of the Study. In the modern world, individuals carry out their professional activities in environments characterized by high responsibility, which leads to psychological tension. In this context, professional burnout has become a

frequently encountered and highly relevant issue in everyday life. Particularly vulnerable are representatives of professions whose activities are based on interpersonal communication, high responsibility, and emotional involvement. Since professional burnout has a significant impact on an individual's job performance skills and, in general, on the overall functioning of the organization, special importance is attached to the study of those psychological factors that may determine the emergence, development, and prevention of burnout.

At present, professional burnout has become not only an individual issue, but also a problem of social and organizational significance. In recent years, interest in professional burnout and the psychological factors determining it has increased; nevertheless, their integrated and systematic analysis continues to remain a relevant issue for the purpose of preventing professional burnout. The theoretical study of these factors may contribute to the development of professional burnout prevention programs, as well as to enabling individuals to fully utilize their potential in professional activity. The relevance of the topic is also caused by the fact that not only organizational and social factors, but also psychological and personality characteristics play a decisive role in the emergence of professional burnout. These characteristics may either contribute to or counteract the development of burnout. As a result, it can be concluded that a comprehensive analysis of psychological factors makes it possible to gain a deeper understanding of the mechanisms underlying the emergence, manifestation, prevention, and overcoming of this phenomenon.

So that, the present study is aimed at identifying the internal psychological characteristics underlying the formation of burnout, as well as contributing to the development of effective psychological support and prevention strategies within the contemporary professional environment. In order to develop a comprehensive understanding of the phenomenon of professional burnout and identify its psychological factors, the present article examines the works of H. Freudenberger, C. Maslach, S. Jackson, E. Cherniss, R. Lazarus, A. Beck, A. Pines, E. Aronson, W. Schaufeli, M. Leiter, V. Boyko, and N. Vodopryanova. We used the method of comparative analysis, through which the key provisions of the approaches to professional burnout were identified, as well as the similarities and differences in the authors' views regarding the structure of burnout and the factors determining it.

Theoretical Analysis. Professional burnout is a psychological phenomenon that negatively affects an individual's psychophysiological health, resulting in a decrease in professional effectiveness in the workplace. Nevertheless, this issue is not new, and for the first time it was raised in H. Freudenberger's 1974 article "Staff Burn-Out", in which the term "professional burnout" was introduced for the first time [3]. This definition was used to describe the condition of healthy individuals who are

engaged in long-term and intensive emotional interaction with clients. H. Freudenberger wrote his article with reference to employees of free medical care institutions, identifying both physical and behavioral changes in individuals experiencing professional burnout. He viewed professional burnout as a process of physical and psychological exhaustion arising from excessive involvement in work. Considering the main provisions of H. Freudenberger's approach, it can be concluded that the process of professional burnout begins to develop primarily among representatives of "person-to-person" professions, such as physicians, teachers, police officers, lawyers, coaches, psychologists, managers of various levels, and others. As mentioned earlier, H. Freudenberger also described the physical and behavioral characteristics typical of individuals experiencing professional burnout. However, within the framework of the present study, only the psychological characteristics will be examined.

In order to develop a deeper and more structured understanding of professional burnout, it is also necessary to include the works of C. Maslach and S. Jackson in the analytical framework of the present article. C. Maslach's first article on this topic was published in *Human Behavior* magazine in 1976. Initially, her studies described professional burnout only among healthcare workers; however, with the growing relevance of the issue, her research was later extended to representatives of other professions as well. In their collaborative work, C. Maslach and S. Jackson conceptualized professional burnout as a psychological syndrome that emerges in response to prolonged chronic stress in the workplace. According to this approach, professional burnout has a three-dimensional structure, which includes emotional exhaustion, depersonalization, and personal accomplishment. Emotional exhaustion is regarded as the central component of professional burnout and manifests itself in the form of feelings of emptiness and depletion of emotional resources. The second component, depersonalization, affects interpersonal relationships and is expressed through cynical attitudes toward other people and emotional distancing. The final component of this three-dimensional structure, reduced personal accomplishment, may manifest either as a tendency toward negative self-evaluation, attempts to devalue one's own professional achievements and successes, or as a tendency to diminish one's self-worth and limit one's own capabilities. It also includes feelings of incompetence and a decrease in self-efficacy. The approach proposed by C. Maslach and S. Jackson differs in that, for the first time, it defines the structure of professional burnout and explains it through a three-dimensional model, described in the previous paragraph. Another important feature of this approach is that professional burnout is viewed as a multidimensional syndrome rather than merely fatigue or exhaustion. Finally, according to their perspective, professional burnout is closely associated with interpersonal relationships.

Subsequently, based on the findings of their studies, Japanese researchers proposed modifying the three-component structure of professional burnout developed by C. Maslach and S. Jackson by adding a fourth component. The proposed fourth component of professional burnout was involvement, which reflects psychological involvement in professional activity [5]. However, as a result of factor analysis, this model was not confirmed, since the factors merged together, and the original three-component structure was effectively retained.

In order to develop a more comprehensive understanding of the professional burnout model, it is also necessary to consider the works of E. Cherniss, R. Lazarus, and A. Beck. These three approaches can be grouped and classified as the cognitive approach to the study of professional burnout, since the main factor uniting them is not the situation itself, but rather its interpretation. All three authors view the individual in the process of professional burnout as an active participant who interprets the situation, rather than merely as a victim of stress. Within these works, professional burnout is explained through patterns of thinking (evaluations, beliefs, interpretations of situations), rather than solely through emotions and external conditions. E. Cherniss views professional burnout as a process that develops over time. It is a gradual process of losing motivation, idealism, and professional involvement, occurring primarily among representatives of helping professions. In one of his early models of professional burnout, E. Cherniss presented burnout as a process consisting of three stages. He identified the following stages: a) stress, which occurs due to an imbalance between job demands and available resources; b) strain, manifested in the form of irritability, fatigue, and exhaustion; c) changes in attitudes resulting from accumulated strain [4].

He noted that by passing through these stages, the individual ultimately reaches a state of professional burnout. Based on this approach, the following personality characteristics influencing the development of professional burnout can be identified: motivation, self-efficacy, and emotional detachment. R. Lazarus did not study professional burnout as an independent phenomenon; however, he developed a theory through which it can be explained. According to this theory, professional burnout may be interpreted as the result of chronic stress and ineffective coping strategies. Based on R. Lazarus's cognitive appraisal theory, the development of professional burnout can be represented as follows: after the emergence of stress, a subjective appraisal takes place. The degree of threat posed by the stressor is evaluated, after which ineffective coping strategies are applied, leading to the accumulation of tension, which in turn results in burnout [7]. A. Beck did not examine professional burnout as an independent phenomenon either; nevertheless, the cognitive theory he developed makes it possible to explain the psychological mechanisms underlying its formation. In particular, dysfunctional

cognitive schemas, negative automatic thoughts, and cognitive distortions contribute to increased stress, decreased self-esteem, and the formation of a sense of professional inefficacy, which allows burnout to be interpreted within the framework of the cognitive approach. Based on this perspective, the mechanism of professional burnout development may be represented as follows: a negative event is followed by distortions in the perception of the situation, which leads to an increase in stress levels, ultimately generating a sense of inefficacy. This feeling is then followed by the emergence of burnout. At this point, it is also possible to observe a highly interesting connection between two factors: the feeling of inefficacy may be associated with the third component of the professional burnout structure in C. Maslach's theory —personal accomplishment. From the perspective of the cognitive approach, A. Beck's concept of professional inefficacy is conditioned by the activation of negative cognitive schemas and automatic thoughts, which reflect low self-esteem and a lack of confidence in one's own competence. Professional interpretations of such experiences lead to a persistent sense of anxiety regarding a mismatch with the demands of the activity. It can be assumed that this mechanism is to some extent interconnected with the component of reduced personal accomplishment in C. Maslach's model, which reflects a decline in the subjective evaluation of one's professional effectiveness.

The theory of occupational burnout developed by A. Pines and E. Aronson occupies an important place in the body of knowledge on the phenomenon of burnout, particularly within the context of an existential-motivational understanding. Unlike more structural models of burnout, it is based on the subjective experience of emotional exhaustion. Within their theoretical framework, A. Pines and E. Aronson define burnout as a state of physical, emotional, and mental exhaustion that arises due to prolonged exposure to emotionally demanding and difficult situations [11]. At the same time, this theory emphasizes not only the presence of emotionally demanding situations or stress, but also the loss of existential meaning in activity. The authors mentioned that burnout occurs in cases where an individual was initially deeply engaged in the activity, perceived it as meaningful and aligned with their values, but later encounters the impossibility of realizing these expectations. As a rule, burnout occurs precisely in such cases. The main feature of their approach is that the concept of burnout is interpreted as the result of a mismatch between meaningful activity for the individual and the conditions of its implementation. In this context, professional burnout is viewed not only as a consequence of overload, but also as a loss of meaning and life orientations.

The theoretical model of burnout developed by W. Schaufeli and M. Leiter is one of the most modern and systematic approaches to the study of this phenomenon. Their approach was formed on the basis of the development and critical revision of C. Maslach's model. However, it significantly expands Maslach's

theory by incorporating organizational aspects [10]. Within this approach, burnout is defined as a psychological state that arises as a result of a prolonged mismatch between job demands and the employee's resources. The authors maintain the three-component structure of Maslach's model, emphasizing that these manifestations are the consequence of a deeper process—namely, a breakdown in the interaction between the individual and the organizational environment. A central element of their theory is the “six areas of mismatch” model, which includes workload, control, reward, community, fairness, and values. Burnout occurs when a prolonged mismatch develops between an employee's expectations and even one of these six areas. So that, unlike earlier approaches, the emphasis is placed not only on individual characteristics but also on systemic organizational features. The analysis of this theory allows us to conclude that W. Schaufeli and M. Leiter viewed burnout as the result of a dynamic interaction between personal and organizational factors. At the same time, the subjective perception of one's professional life is of particular importance. Even employees in objectively similar conditions may respond differently to workload and working conditions in general, which demonstrates the importance of cognitive appraisal and personal resources in this process.

The theoretical approaches to the study of burnout presented in the works of V. Boyko and N. Vodopryanova occupy an important place among Russian-language scientific works in the development of psychological research on the phenomenon of burnout. Despite a certain commonality of issues, their concepts have different theoretical orientations and focus on different aspects of burnout. Within V. Boyko's approach, burnout is viewed as a psychological defense mechanism formed under conditions of chronic emotional tension. The author defines professional burnout as an emotional, most often professionally conditioned behavioral stereotype that allows an individual to partially or completely exclude emotions in response to psychologically traumatic influences. So that, burnout is interpreted not only as a negative psychological state, but also as a specific form of adaptation to stress. The structure of burnout is presented in three stages: tension, resistance, and exhaustion. Each stage includes a number of symptoms that sequentially reflect the development of the process. The tension stage is associated with the experience of traumatic circumstances and the emergence of dissatisfaction with oneself. The resistance stage is linked to the formation of defense mechanisms such as emotional detachment. The exhaustion stage is characterized by the depletion of psychological resources and a decrease in work efficiency [1]. In contrast to V. Boyko, N. Vodopryanova's approach is more integrative and largely based on C. Maslach's model. N. Vodopryanova considers burnout to be a multilayered psychological phenomenon that includes emotional exhaustion, depersonalization, and a reduction in professional effectiveness. At the same time, it focuses on the role of

both individual and organizational factors in the context of the emergence of burnout. In her approach, burnout appears as a result of the interaction between the individual and the professional environment. She emphasizes that the development of burnout is determined not only by external working conditions, but also by internal personal characteristics such as motivation, values, and self-regulation features [12].

It is also important to include one of the contemporary approaches that further expands the understanding of professional burnout. In the article “The problem of professional burnout in stress management,” burnout is viewed as a stress-induced syndrome that develops as a result of prolonged exposure to unfavorable factors in the professional environment. At first glance, similarities can be seen with the work of W. Schaufeli and M. Leiter, but the authors define burnout as a state of emotional and psychological exhaustion accompanied by professional decline, loss of interest in activity, and reduced work efficiency. The significant theoretical contribution of this work lies in the expansion of the traditional understanding of burnout through the inclusion of the boreout phenomenon, which reflects a state of exhaustion resulting not from overwork, but from insufficient workload, monotony, loss of professional meaning, and lack of interest. So that, burnout is interpreted as a result of imbalance between job demands and the level of individual engagement. Within the framework of this contemporary approach presented in the article, burnout is understood not as an isolated psychological state, but as a dynamic process. This approach expands traditional ideas about burnout by shifting the focus from exclusively emotional manifestations to a comprehensive consideration of cognitive, motivational, and behavioral changes, which is important for developing effective strategies for the prevention and correction of this syndrome [6].

Modern research has also clarified the issue of classifying burnout. Based on the WHO classification of diseases, the authors conclude that burnout is a phenomenon characteristic of professional life rather than a disease. Another important contribution of this work is the discussion of the mismatch between the individual and the profession, within which occupational burnout is interpreted as the result of such incompatibility [4].

A. Lokyan has also made a significant contribution to the study of burnout. In this work, the problem of burnout is considered in the context of its diagnosis. The author proceeds from the premise that burnout is not a single episodic state, but a multi-stage mental process that develops as a result of prolonged emotional stress, especially in professional activities associated with intensive interpersonal interaction [8]. The theoretical basis of this work is V. Boyko’s approach, within which burnout is viewed as a dynamic process. A significant contribution of the study is the adaptation and localization of the methodology for diagnosing levels of

emotional burnout, which allows consideration of the cultural and linguistic characteristics of the studied sample. The scientific novelty of the work lies in presenting burnout as a measurable psychological construct with a clearly defined stage structure and diagnostic system. In contrast to a number of theoretical approaches that focus mainly on the description of the phenomenon, this work shifts toward its empirical investigation. Of particular importance is also the identification of the relationship between emotional stress and psychosomatic manifestations, which further highlights the complex nature of burnout. Overall, the work reflects a modern approach to the study of occupational burnout, connected with its diagnosis and empirical verification, which significantly expands the possibilities for scientific analysis of this phenomenon and the development of practical methods for its prevention.

Discussion of the theoretical analysis. Based on all the presented theories and approaches, it becomes clear that despite the numerous existing perspectives on the phenomenon of burnout, a unified approach to this phenomenon has not yet been formed. Occupational burnout is viewed as a syndrome, a form of stress adaptation, the result of cognitive appraisal, the consequence of interaction between the individual and the organizational environment, and so on. Most importantly, these approaches do not answer the question of how to prevent occupational burnout. If we assume that burnout is interpreted differently, it can be concluded that it should also be prevented using different methods, depending on how it is initially conceptualized. Therefore, the absence of a unified model of occupational burnout also leads to difficulties in its prevention, starting from the choice of methodology.

However, taking into account the purpose of the present study and based on the theories already reviewed, it is necessary to identify the psychological factors that influence the emergence of burnout. Based on the behavioral manifestations described in H. Freudenberger's article, and through their analysis, it is possible to identify the following psychological factors that may influence the development of burnout and are often manifested both as consequences of burnout and as its prerequisites: emotional instability, cognitive rigidity, frustration, and introversion. Taking into account H. Freudenberger's work, we have identified those personality characteristics that can be interpreted as prerequisites for burnout, which we have grouped as follows: a. Emotional-affective characteristics: include hypersensitivity to the experiences of others, high empathy. b. Motivational-value characteristics: perfectionistic attitude toward work, excessive dedication to work. c. Cognitive-regulatory characteristics: obsessive fixation on professional activity, cognitive rigidity. d. Individual-typological characteristics: introversion and emotional instability. Together, these characteristics increase an individual's vulnerability to burnout.

Analyzing and taking into account C. Maslach and S. Jackson's approach to the study of burnout, it is possible to reach a scientifically grounded conclusion that allows the identification of psychological factors influencing its development. Based on the structural components of this model, we have identified the following psychological factors. Considering the central component of the model: emotional exhaustion- it is possible to identify emotional intelligence and self-regulation as psychological factors contributing to the emergence of burnout. Taking into account the second component, depersonalization, it is possible to identify empathy and coping strategies. And analyzing the third component of the burnout structure: reduced personal accomplishment, it is possible to identify professional self-efficacy and self-esteem as psychological factors. According to the cognitive approach (E. Cherniss, R. Lazarus), in studying the process of burnout it is possible to identify personal factors that influence its development, such as stress resilience, coping strategies, and locus of control. Following A. Beck's work, it is possible to further specify the psychological factors and identify self-esteem and cognitive rigidity as causes of burnout. In contrast to earlier approaches, it becomes clear that according to cognitive theories, the individual plays an active role in the development of burnout. H. Freudenberger, C. Maslach, and S. Jackson presented burnout as a response to external factors, whereas within the cognitive approach, the role of the individual and their personal characteristics was emphasized for the first time in the study of this phenomenon, which in turn changed the direction of subsequent research on burnout.

Based on the analysis of the existential and motivational approach (A. Pines, E. Aronson), we have identified several psychological factors contributing to the development of burnout. First of all, these are motivational factors, which include a high level of intrinsic motivation and the desire for self-realization. It is also possible to identify value-related factors, since this theory is grounded precisely in such variables: life orientations and cognitive dissonance. Emotional factors should also be identified, in particular emotional intelligence. So that, A. Pines and E. Aronson's theory allows burnout to be viewed as a complex, multi-component phenomenon, the basis of which is the loss of meaning despite the initial presence of high motivation. Analyzing this theory, it can be noted that A. Pines and E. Aronson shift the emphasis from external factors (workload, working conditions) to internal individual factors (motivation, value system). In their approach, burnout appears as a consequence of deep personal engagement, which distinguishes their model from those in which burnout is mainly interpreted as a result of resource depletion. So that, their theory complements classical approaches to burnout but also takes into account the existential dimension of professional activity.

Based on the main principles of M. Leiter and W. Schaufeli's theory, we have identified psychological factors influencing the development of burnout. A

significant role is played by the subjective sense of control over activity, locus of control and chosen coping strategies. According to this theory, motivation and engagement are also important psychological factors. The authors also emphasize the importance of emotional exhaustion and resilience in employees. These psychological factors may serve as prerequisites for the development of burnout. So that, W. Schaufeli and M. Leiter’s theory allows burnout to be viewed as the result of interaction between individual and organizational factors, mediated by cognitive appraisal and motivational processes. In contrast to other approaches that mainly focus on internal individual characteristics, this approach emphasizes the systemic nature of burnout and the necessity of considering the professional context.

Also, analyzing the approaches of V. Boyko and N. Vodopryanova, we have identified psychological factors influencing the development of burnout, such as motivation, self-regulation, emotional exhaustion, emotional intelligence, anxiety, coping strategies, and stress resilience. So that, a comparative analysis of V. Boyko’s and N. Vodopryanova’s approaches shows that, despite differences in theoretical foundations, both approaches emphasize the importance of internal psychological mechanisms in the formation of burnout.

As a result of the theoretical analysis, we concluded that for the complete presentation of information, the psychological factors identified by us will be presented in tabular form (Table 1). Table 1 presents the directions of burnout research, their authors, and the psychological factors influencing its development.

Table 1.

	Author	Psychological factors
Early stage	H. Freudenberger	Perfectionism, empathy, motivation, introversion, rigidity, frustration, emotional instability
Classic model	C. Maslach, S. Jackson	Emotional intelligence, Self-regulation, empathy, coping strategies, professional self-efficacy, self-esteem
The cognitive approach	E. Cherniss, R. Lazarus, A. Beck	Motivation, resilience, self-efficacy, emotional isolation, locus of control, self-esteem, cognitive resilience
An existential and motivational approach	A. Pines, E. Aronson	Motivation, self-realization, life orientations, emotional intelligence, cognitive dissonance

Organizational approach	M. Leiter, W. Schaufeli	Motivation, resilience, work engagement, emotional exhaustion, coping strategies, locus of control
Post-Soviet approaches	V. Boyko, N. Vodopryanova	Motivation, self-regulation, emotional exhaustion, emotional intelligence, anxiety, coping strategies, resilience

Studying the phenomenon of burnout across different authors, we came to the conclusion that its components may have an equal impact on the development of burnout. Based on this, we attempted to construct a model in which the components are of equal significance. Relying on the results of the theoretical analysis, in our work we have tried to develop a model of burnout with its components. This model is presented in the form of a diagram (Figure 1).



Figure 1.

The components of the burnout model proposed by us include emotional intelligence, self-efficacy, motivation, coping strategies, and stress resilience. According to this model of burnout, it can be concluded that its components are interrelated and exert an equal influence on the development of burnout. These components were derived as a result of the theoretical analysis.

Conclusion. So that, it can be concluded that the frequency of recurrence of psychological factors of burnout is high across different theoretical approaches, which indicates their fundamental role in the formation of the burnout syndrome. One of the most frequently encountered factors is motivation. This component is present in almost all examined approaches, from H. Freudenberger’s early works to

contemporary organizational and post-Soviet models. This allows us to conclude that the nature of motivation (intrinsic, extrinsic) is one of the key conditions for the development of burnout. Particularly significant is high intrinsic motivation, which, in the case of a mismatch between expectations and reality, transforms into frustration and leads to burnout.

Another highly significant factor is coping strategies. These are represented in classical models of burnout, cognitive approaches, organizational theory, as well as post-Soviet research. This demonstrates the importance of coping methods as a universal mechanism for managing the effects of occupational stress. Maladaptive coping strategies, such as avoidance and emotional withdrawal, contribute to the accumulation of tension and accelerate the development of burnout. Frequently encountered factors also include self-efficacy and the related construct of self-esteem. These variables are particularly emphasized in cognitive and classical models. Their importance is due to the fact that the perception of one's own professional competence directly influences the reduced sense of personal accomplishment component. Low self-efficacy intensifies feelings of failure and contributes to the reinforcement of burnout. Special attention should also be given to emotional-regulatory characteristics, including emotional intelligence, self-regulation, and emotional stability. These factors are present in a number of approaches and reflect an individual's ability to regulate their emotional responses under conditions of professional stress. The factor of stress resilience is also significant, particularly in cognitive and organizational models. It performs a protective function by reducing the likelihood of transition from stress to burnout. Low levels of stress resilience make a person more vulnerable to prolonged stress and, consequently, to burnout. Less frequently repeated but still important are factors such as locus of control, cognitive rigidity, life orientations, and cognitive dissonance. These are more often encountered within various theoretical frameworks and reflect deeper mechanisms of processing professional experience. A separate group consists of emotional characteristics such as empathy, emotional involvement, and anxiety. These factors are especially prominent in early and post-Soviet models. A high level of empathy, on the one hand, facilitates effective interpersonal interaction, while on the other hand increases the risk of emotional burnout.

So the results of our analysis make it possible to identify the following psychological factors of professional burnout: motivation, coping strategies, self-efficacy, emotional regulation, and stress resilience. The recurrence of these factors across different theoretical approaches provides grounds for considering them not only as separate factors, but also as interrelated structural components that form a unified psychological system of occupational burnout. It should be noted that the identified psychological factors are regarded as important structural

components of occupational burnout; however, the degree and significance of their influence may vary depending on the characteristics of professional activity, the work environment, as well as individual psychological resources. Within the framework of the proposed model, professional burnout is viewed as a multifactorial and multilevel process in which dynamic interactions exist between the factors. In particular, a decrease in stress resilience may impair the effectiveness of emotional regulation, thereby increasing the likelihood of using maladaptive coping strategies. The latter, in turn, contributes to a decrease in self-efficacy and a weakening of professional motivation, which gradually intensifies the manifestations of professional burnout. At the same time, high self-efficacy and adaptive coping strategies may serve as protective resources by mitigating stressful influences and preventing the progression of burnout. The frequency with which these factors appear across different theoretical approaches provides grounds for considering them as primary structural components.

So that, the results of our analysis allow us to identify the psychological factors of burnout as motivation, coping strategies, self-efficacy, emotional regulation, and stress resilience. Their high frequency of occurrence across different theoretical approaches justifies considering them as primary structural components. The proposed approach makes it possible not only to systematize existing theoretical concepts but also to develop a unified model of occupational burnout as a multifactorial and multilevel phenomenon. Such a model may serve as a foundation for designing burnout prevention programs.

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ԱՆՃԻ ՄԱՍՆԱԳԻՏԱԿԱՆ ԱՅՐՈՒՄԸ ՊԱՅՄԱՆԱՎՈՐՈՂ ՀՈԳԵՔԱՆԱԿԱՆ ԳՈՐԾՈՆՆԵՐ

Անահիտ Վերդյան (ՀՀ Պետական Կառավարման Ակադեմիա, Երևան, Հայաստան)

Սույն հոդվածը նվիրված է անձի մասնագիտական այրումը պայմանավորող հոգեբանական գործոնների տեսական վերլուծությանը: Հոդվածի շրջանակներում ուսումնասիրվում են մասնագիտական այրման հիմնական տեսական մոտեցումները՝ ընդգծելով դրա բազմաչափ բնույթը, փոփոխյալի զարգացումը և դրսևորման առանձնահատկությունները: Կիրառել ենք համեմատական վերլուծության մեթոդը, որի շնորհիվ բացահայտել ենք մասնագիտական այրման վերաբերյալ մոտեցումների առանցքային դրույթները, ինչպես նաև այրման կառուցվածքի, այն պայմանավորող գործոնների վերաբերյալ հեղինակների մոտեցումների նմանություններն ու տարբերությունները: Վերլուծությունը ցույց տվեց, որ մասնագիտական այրման հոգեբանական գործոնների կրկնության քանակը բարձր է տարբեր տեսական մոտեցումներում, ինչը ցույց է տալիս դրանց հիմնարար դերը այրման համախտանիշի ձևավորման գործում:

Առանձնացվել են մասնագիտական այրման հոգեբանական գործոնները՝ մոտիվացիա, քոփինգ ռազմավարություններ, ինքնարդյունավետություն, հուզական կարգավորում և սթրեսակայունություն: Առավել հաճախ հանդիպող գործոններից է մոտիվացիան: Արդյունքները հնարավորություն են տալիս համակարգել առկա տեսական մոտեցումները և ձևավորել մասնագիտական այրման միասնական մոդել՝ որպես բազմագործոնային և բազմամակարդակ երևույթ: Առաջարկվող մոդելը կարող է ծառայել որպես տեսական հիմք մասնագիտական այրման կանխարգելման ծրագրեր մշակելու համար:

Հանգուցային բառեր՝ անձ, մասնագիտական այրում, անձնային որակներ, հուզական ինտելեկտ:

ПСИХОЛОГИЧЕСКИЕ ФАКТОРЫ, ОБУСЛОВЛИВАЮЩИЕ ПРОФЕССИОНАЛЬНОЕ ВЫГОРАНИЕ ЛИЧНОСТИ

Анаит Вердян (Академия государственного управления РА, Ереван, Армения)

Настоящая статья посвящена теоретическому анализу психологических факторов, обуславливающих профессиональное выгорание личности. В рамках статьи рассматриваются основные теоретические подходы к профессиональному выгоранию, подчеркивается его многомерный характер, поэтапное развитие и особенности проявления. Был применён метод сравнительного анализа, благодаря которому были выявлены ключевые положения различных подходов к профессиональному выгоранию, а также сходства и различия во взглядах авторов на структуру выгорания и определяющие его факторы. Анализ показал, что частота повторяемости психологических факторов профессионального выгорания высока в различных теоретических подходах, что свидетельствует об их фундаментальной роли в формировании синдрома выгорания. Были выделены следующие психологические факторы профессионального выгорания: мотивация, копинг-стратегии, самооффективность, эмоциональная регуляция и стрессоустойчивость. Одним из наиболее часто встречающихся факторов является мотивация. Полученные результаты позволяют систематизировать существующие теоретические подходы и сформировать единую модель профессионального выгорания как многофакторного и многоуровневого явления. Предлагаемая модель может служить теоретической основой для разработки программ профилактики профессионального выгорания.

Ключевые слова: *личность, профессиональное выгорание, личностные качества, эмоциональный интеллект.*

Information about author

Anahit Verdyan - Public Administration Academy of the Republic of Armenia,
anahitverdyan@paara.am, <https://orcid.org/0009-0008-9732-8657>

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THE EFFECTS OF ARMED CONFLICT CONDITIONS ON PERSONALITY ADAPTATION MECHANISMS: A REGRESSION ANALYSIS

Anastasiia Shumarova (Yerevan State University, Yerevan, Armenia)

a.shumarova@ysu.am

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This article examines the influence of the psychological conditions of prolonged armed conflict on personality adaptation mechanisms among civilians under direct and indirect conflict exposure. The relevance of the study is determined by the insufficient understanding of adaptation among individuals for whom the threat has not ended, as well as by the limitations of PTSD-oriented models in describing conditions of ongoing traumatization. The theoretical framework of the study is the concept of continuous traumatic stress (CTS), within which armed conflict is considered as a prolonged context of civilian life that includes both conditions of continuing threat and specific responses to them. The aim of the study is to identify how conflict-related conditions influence defense mechanisms and coping strategies through internal personality factors in groups exposed to the conflict directly and indirectly. The empirical part of the study was conducted within a quasi-experimental comparative design with two naturally formed groups. The model was tested using mediation regression analysis in PROCESS v4.2 for SPSS; dominant states and world assumptions were examined as mediators. The results showed that the influence of conflict-related conditions on adaptive mechanisms is predominantly mediated and is more often realized through specific indirect pathways. In the direct exposure group, stronger associations were found with CTS factors and dominant states, reflecting the burden on mental state and the depletion of resources. In the indirect exposure group, protective factors and world assumptions became more important, especially assumptions about the benevolence and justice of the world. The findings support the theoretical model of a unified protective-regulatory system of personality adaptation under CTS and demonstrate differences in adaptation profiles under direct and indirect armed conflict exposure.

Keywords: *armed conflict, continuous traumatic stress, personality adaptation, defense mechanisms, coping strategies, mediation analysis, civilian population.*

Introduction

Armed conflicts affect not only those directly involved in hostilities, but also millions of civilians who, against their will, become drawn into the confrontation. Some continue to live in areas where military actions take place, whereas others are affected indirectly through the information environment, emotional involvement, and social ties. Nevertheless, psychological research has traditionally focused either on military personnel and veterans or on groups who have already been removed from the situation of direct exposure, such as refugees and internally displaced persons. As a result, civilians for whom the threat has not ended but remains part of everyday reality have received considerably less scholarly attention. At present, studies on the psychological impact of armed conflicts on civilian populations are conducted primarily in countries where this issue has direct practical relevance, including Armenia (Kh. V. Gasparyan et al., 2022; D. Hayrapetyan et al., 2024; S. G. Sukiasyan et al., 2025), Ukraine (T. E. Khraban, 2022; I. Pavlova et al., 2024; A. Kurapov et al., 2024), and Russia (A. G. Samokhvalova et al., 2025).

A key feature of contemporary armed conflicts is their protracted nature, as well as the extensive use of various forms of influence — economic, political, informational, psychological, and others — that affect all spheres of life. Under these conditions, it is not only the fact of traumatic exposure itself that becomes crucial, but the broader context of ongoing traumatization. For civilians, this means not merely coping with the consequences of armed conflict, but adapting to life under new conditions of continuing threat. For this reason, traditional approaches to adaptation and to the assessment of psychological consequences, which are largely based on the concept of post-traumatic stress disorder, appear insufficient. The concept of continuous traumatic stress (CTS) provides a more appropriate framework for analyzing this context; however, studies explicitly based on this approach remain scarce, and the most consistent development of this line of research is found within the Israeli research tradition (G. Eagle, D. Kaminer, 2013; A. Goral, 2022). At the same time, armed conflict may exert a negative impact not only through direct exposure, but also through indirect exposure. Yet it remains unclear how this form of influence affects the adaptation process and whether its effects differ from those of direct exposure.

Thus, **the aim of the present study** is to identify the specific effects of the psychological conditions of prolonged armed conflict on personality adaptation mechanisms in groups exposed to the conflict directly and indirectly.

Theoretical background

Psychological adaptation is a multilevel regulatory process through which individuals use various ways of maintaining psychological equilibrium, processing stressful experience, and organizing behavior under changed life conditions. The mechanisms most frequently discussed in this context include psychological defenses and coping strategies. Their activation and functional significance depend on the situation in which the individual finds himself or herself and on the internal resources available to them. Thus, F. Cramer emphasizes that defense mechanisms should be considered in relation to the context in which they are used, while the assessment of their adaptiveness should take into account both the individual's internal characteristics — developmental level, cognitive maturity, and functional limitations — and the external conditions of the situation [3]. Accordingly, less mature defenses cannot automatically be regarded as maladaptive: under some conditions, they may temporarily reduce tension and support functioning, whereas under others, they may limit the processing of experience and hinder more flexible regulation. Studies on the relationship between coping and adaptation also show that this relationship substantially depends on the characteristics of the stressor, including its nature, duration, context, and, in particular, controllability. Thus, in their review, C. Carver and J. Connor-Smith [2] discuss evidence indicating that the effectiveness of coping is largely determined by the fit between the strategies used, the controllability of the stressor, and the resources available.

As a specific context of civilian life, armed conflict differs from a single traumatic event located in the past both in the nature of the threat and in the way it affects the individual. Under conditions of prolonged and ongoing danger, traumatization becomes embedded in everyday life: it is shaped not only by what has already been experienced, but also by the persistence of real threat and the anticipation of repeated exposure [6]. This distinction is central to differentiating the traditional PTSD framework from the concept of continuous traumatic stress (CTS). Moreover, CTS studies emphasize that responses to continuous threat may be broader and more intense than responses to a completed traumatic event [9] and may include additional cognitive, behavioral, and emotional components [5, 10]. These responses are most commonly associated with a diminished sense of safety, perceived threat and loss of control, and anxious anticipation of renewed exposure. Empirical studies confirm that more than 60% of individuals living under continuous threat report a low sense of safety for themselves and their close relatives [1], and anticipated trauma underlies anxiety in conditions of ongoing threat [4, 7]. At the same time, some CTS-specific responses are not represented in the DSM-5 criteria for PTSD and therefore remain outside standard diagnostic instruments [5]. Conversely, typical PTSD symptoms — intrusion, avoidance, and alterations in arousal and reactivity — may be absent in the context of continuing threat or may acquire adaptive significance.

The distinction between PTSD and CTS is also reflected in the understanding of indirect exposure. In the CTS framework, indirect exposure is conceptualized more broadly than in the diagnostic criteria for PTSD. Alongside direct witnessing of traumatic events or personal connection to those injured or killed, it also includes informational exposure through social networks and mass media. Empirical studies indicate that such forms of exposure may substantially impair the psychological well-being of civilian populations [11, 13]. For instance, research on the events of October 7 showed that, even among individuals without direct exposure, intensive news consumption and viewing graphic materials during the first week were associated with a higher likelihood of PTSD; when both factors were present, the estimated prevalence of PTSD reached approximately 31.7% [13].

These features of the armed conflict context directly affect the adaptation process. As D. V. Sochivko notes [12], adaptation to extreme conditions does not occur through the simplification of behavior leading to personality deformation, but through the increasing complexity of psychodynamic integration. Therefore, the analysis of extreme life conditions should take into account not only the external parameters of exposure, but also the internal, personality-related component through which extremity is evaluated. In this context, the study of personality requires a shift from a situational to a biographical approach, focused on a person's prolonged existence under extreme conditions. The focus is not on the possibility of leaving the situation and returning to habitual life circumstances, but on the processes of profound restructuring of personality psychodynamics.

Thus, based on the theoretical analysis conducted, we propose a theoretical model of a unified protective-regulatory system of personality adaptation, which reflects the dynamics of adaptive mechanisms under conditions of continuous traumatic stress (CTS). In this model, adaptation is viewed as a multilevel interconnected system comprising defense mechanisms and coping strategies that function within a field of simultaneously acting and often multidirectional factors. The first level is formed by conflict-related conditions: objective characteristics of stress exposure, subjectively experienced psychological conditions of the conflict, and protective factors that may potentially mitigate its consequences. Together, these parameters determine the intensity, duration, and structure of the stress load, thereby shaping the context in which adaptation unfolds. The second level consists of internal factors through which conflict-related conditions are perceived and evaluated. The third level is represented by adaptive mechanisms as responses to these conditions. The central premise of the model is that the influence of conflict-related conditions on the adaptive response is realized primarily through internal factors that perform a mediating function: they shape the perception and meaning-based processing of the stressful environment and may change under the

influence of different conflict characteristics, leading to different trajectories of adaptation.

Study Design. The data presented in this article are part of a dissertation research project and reflect the empirical testing of the proposed theoretical model of adaptation under conditions of continuous traumatic stress (CTS). The study was conducted using a quasi-experimental comparative design with naturally formed groups.

Sample. This article reports data from two of the three main groups, classified according to the type of armed conflict exposure:

– direct exposure group (G1): $n = 100$; $M = 23.79$; $SD = 10.30$; men — 25 participants (25%), women — 75 participants (75%);

– indirect exposure group (G2): $n = 101$; $M = 22.00$; $SD = 4.77$; men — 6 participants (5.9%), women — 95 participants (94.1%).

Procedure and Measures. To test the hypothesis that conflict-related conditions influence adaptive mechanisms through mediating variables, all components of the proposed theoretical model were first analyzed step by step. The context of prolonged armed conflict, psychological conditions, and protective factors were assessed using an author-developed biographical questionnaire. Internal factors were measured with the World Assumptions Scale (WAS, adapted by M. A. Padun and A. V. Kotelnikova) and the Dominant State Inventory (DS-6, L. V. Kulikov). Personality adaptation mechanisms were assessed using Heim's Coping Strategies Inventory, adapted by L. I. Wasserman et al., and the Psychological Defense Measurement Inventory (PDM; E. R. Pilyugina, R. F. Suleymanov, 2020).

Mediation effects were tested using the PROCESS v 4.2 macro for SPSS, which allows direct ($X \rightarrow Y$) and indirect ($X \rightarrow M \rightarrow Y$) effects to be estimated using a bootstrap procedure. The dependent variables (Y) were aggregated groups of defense mechanisms — psychotic, infantile, neurotic, and adaptive — as well as composite coping indicators across three domains: emotional, behavioral, and cognitive. The predictors (X) included the psychological conditions of the conflict, represented by CTS factors — exhaustion/detachment (ED), rage/betrayal (RB), and fear/helplessness (FH) — as well as protective factors: social support (SA), change in social circle (SC), and future orientation (FO). The mediators (M) were dominant states (DS) and world assumptions (WAS). The DS block included six scales: active/passive attitude toward the life situation (Ak), high/low tone (To), calmness/anxiety (Sp), stability/instability of emotional tone (Us), satisfaction/dissatisfaction with life as a whole (Ud), and positive/negative self-attitude (Po). The WAS block included five scales: self-worth (SW), benevolence of the world (BW), justice (J), luck (L), and controllability (C).

The regression analysis design involved estimating a separate model for each predictor, with the remaining factors included as covariates. Under this approach,

including the full set of mediators together with covariates would have led to excessive model parameterization for the available sample size. Therefore, the mediators were divided in advance into two blocks and analyzed separately: DS and WAS. Each series of models was estimated in two versions — without covariates and with covariates — to compare the stability of direct and indirect effects under different levels of control for accompanying factors. This article presents only covariate-adjusted models in which statistically significant direct, total indirect, or specific indirect effects were identified. For the selected models, we report R^2 , overall model significance, direct effect estimates, total and specific indirect effects with 95% bootstrap confidence intervals, and significant X→M and M→Y paths.

Results. The analysis of mediation models examining the effects of conflict-related conditions on adaptive mechanisms in G1 (Table 1) shows that significant associations were predominantly mediated and, in most cases, operated through specific indirect pathways. Direct effects were found only for two predictors: SC on psychotic mechanisms and ED on infantile mechanisms.

The most pronounced results were obtained for psychotic and infantile mechanisms: the models reached overall significance at $p \leq 0,001$, with explained variance ranging from $R^2 = 0,2819$ to $0,4615$. For adaptive mechanisms, significant models were found only when the DS block was included; models with WAS mediators did not reach overall significance. ED was the dominant predictor: its effect was mediated by dominant states — through the total indirect effect for psychotic mechanisms, through a decrease in Us for infantile mechanisms, and through a decrease in Ud for adaptive mechanisms. RB and FO predicted the use of infantile mechanisms through BW and J, whereas FH and FO predicted the use of adaptive mechanisms through Ak. For neurotic mechanisms, the models did not reach overall significance; however, separate specific indirect pathways were identified: within the WAS block, RB had a significant effect through a decrease in BW, and FO through J, whereas in the DS models, FH and FO operated through Ak.

The analysis of regression models for coping mechanisms in G1 shows that the strongest effects were observed in the emotional domain: all models in this domain were significant at $p < 0,001$ and had the highest explanatory power ($R^2 = 0,3005$ – $0,3685$). Unlike the models for defense mechanisms, the highest R^2 values were obtained for the model with WAS mediators. The identified associations were mediated: in the DS models, FH and FO predicted emotional coping through Ak, whereas in the WAS model, the effect of FO was mediated by SW. No significant direct or indirect effects were found in the behavioral domain. In the cognitive domain, the models did not reach overall significance; however, at the level of separate pathways, ED, FH, and FO were associated with cognitive coping through To.

Table 1.1 Regression Models of Adaptive Mechanisms (G1)

X	Med. set	R ²	Model p (Y)	Direct p	BootCI (total indirect)	Specific indirect (sig)	Significan X→Med. paths	Significant med. M→Y
Psychotic mechanisms								
ED	DS	0,4615	<0,001	0,7605	[0,3920; 2,3878]*	—	ED↑→TO↓*; Sp↓**; Us↓***; Ud↓*; Po↓*	—
SC	DS	0,4615	<0,001	0,0199*	[-0,7259; 0,3770]	—	—	—
SC	WAS	0,2819	0,001	0,0476*	[-0,6391; 0,1556]	—	—	—
Neurotic mechanisms								
RB	WAS	0,2281	0,0762	0,9685	[-0,2332; 1,9757]	BW:[0,0892; 1,9878]*	RB↑→BW↓***	J↑→Y↑***
FH	DS	0,2609	0,0668	0,202	[-1,0450; 1,5761]	Ak:[-1,6466; -0,0223]*	FH↑→Ak↓***; TO↓; Sp↓***	—
FO	DS	0,2609	0,0668	0,7133	[-1,0935; 1,5181]	Ak:[-1,7707; 0,0558]*	-FO↑→Ak↓***; TO↓*; Ud↓***	—
FO	WAS	0,2281	0,0762	0,798	[-0,9942; 1,4437]	J:[-1,4915; 0,0484]*	-FO↑→J↓*; SW↓***; C↓***	J↑→Y↑***
Infantile mechanisms								
ED	DS	0,3661	<0,001	0,932	[0,4601; 2,6323]*	Us:[0,3285; 2,5068]*	ED↑→TO↓*; Sp↓**; Us↓***; Ud↓*; Po↓*	Us↑→Y↓**
ED	WAS	0,2975	<0,001	0,0377*	[-0,5946; 0,9942]	—	—	BW↑→Y↓*** ; J↑→Y↑**
RB	WAS	0,2975	<0,001	0,8606	[0,4071; 2,3222]*	BW:[0,5768; 2,4406]*	RB↑→BW↓***	BW↑→Y↓*** ; J↑→Y↑**
FO	WAS	0,2975	<0,001	0,5347	[-0,6376; 1,3012]	J:[-1,0959; 0,0404]*	-FO↑→J↓*; SW↓***; C↓***	BW↑→Y↓*** ; J↑→Y↑**
Adaptive mechanisms								
ED	DS	0,2991	0,0012	0,7096	[-1,4479; 1,1554]	Ud:[0,1613; 2,3941]*	ED↑→TO↓*; Sp↓**; Us↓***; Ud↓*; Po↓*	Ak↑→Y↑***; Ud↑→Y↓**
FH	DS	0,2991	0,0012	0,2725	[-2,4369; 0,5267]	Ak:[-2,7505; 0,5879]*	-FH↑→Ak↓***; TO↓*; Sp↓***	Ak↑→Y↑***; Ud↑→Y↓**
FO	DS	0,2991	0,0012	0,3973	[-1,7161; 1,1072]	Ak:[-2,9040; 0,6593]*; Ud:[0,4322; 2,9765]	FO↑→Ak↓***; TO↓*; Ud↓***	Ak↑→Y↑***; Ud↑→Y↓**

Note: * p < 0,05 or CI excludes 0; ** p < 0,01; *** p < 0,001.

Table 1.2 Regression Models of Adaptive Mechanisms (G1)

X	Med. set	R ²	Model p (Y)	Direct p	BootCI (total indirect)	Specific indirect (sig)	Significan X→Med. paths	Significant med. M→Y
Emotional coping domain								
FH	DS	0,3005	<0,001	0,9814	[-0,4856; -0,0601]*	Ak: [-0,3457; 0,0392]*	FH↑→Ak↓***; TO↓*; Sp↓***	Ak↑→Y↑**
FO	DS	0,3005	<0,001	0,2506	[-0,4623; -0,0026]*	Ak: [-0,3458; 0,0510]*	FO↑→Ak↓***; TO↓*	Ak↑→Y↑**
FO	WAS	0,3685	<0,001	0,3153	[-0,4585; -0,0822]*	SW: [-0,4100; 0,0715]*	FO↑→J↓*; SW↓***; C↓***	SW↑→Y↑**
Cognitive coping domain								
ED	DS	0,1151	0,2306	0,4533	[-0,2204; 0,1024]	TO: [0,0044; 0,2325]*	ED↑→TO↓*; Sp↓** Us↓***; Ud↓*; Po↓*	TO↑→Y↓*
FH	DS	0,1151	0,2306	0,7418	[-0,3119; 0,0881]	TO: [0,0014; 0,3284]*	FH↑→Ak↓***; TO↓*; Sp↓***	TO↑→Y↓*
FO	DS	0,1151	0,2306	0,3655	[-0,2577; 0,1694]	TO: [0,0014; 0,2539]*	FO↑→Ak↓***; TO↓**; Ud↓***	TO↑→Y↓*

Note: * p < 0,05 or CI excludes 0; ** p < 0,01; *** p < 0,001.

In G2 (Table 2), the regression models are characterized primarily by a shift of mediated effects toward the WAS block. Thus, whereas all models for psychotic mechanisms reached a significance level of p < 0.001, for infantile mechanisms significance was higher in the WAS block, and for neurotic mechanisms and the behavioral coping domain it emerged only in the WAS models. For adaptive mechanisms, as well as for the emotional and cognitive coping domains, the opposite pattern was observed: significance was found primarily in models with DS mediators.

As in G1, mediated associations predominated in G2; a direct effect was found only for the cognitive coping domain and was associated with SC. At the same time, the set of significant predictors differed. Among the CTS factors, significant effects were found only for RB and FH: RB predicted psychotic, neurotic, and infantile mechanisms through a decrease in BW, whereas FH produced a total indirect effect on psychotic mechanisms. The remaining associations involved protective factors. SA predicted psychotic, neurotic, and infantile mechanisms through an increase in BW. The largest number of associations was found for FO, mainly in models with DS mediators: for psychotic mechanisms, a total indirect effect was identified; for neurotic and infantile mechanisms, a specific pathway through Us was found; for adaptive mechanisms, the pathways operated through Us and Po; and for emotional coping, through Ak. In addition, in the model with WAS mediators, the effect of FO on infantile mechanisms was mediated through J.

Table 2. Regression Models of Adaptive Mechanisms (G2)

X	Med. set	R ²	Model p (Y)	Direct p	BootCI (total indirect)	Specific indirect (sig)	Significan paths	X→Med.	Significant med. M→Y
Psychotic mechanisms									
RB	WAS	0,3068	<0,001	0,5109	[-0,1853; 1,5787]	BW:[0,1277; 1,3984]*	RB↑→BW↓**		BW↑→Y↓*
FH	DS	0,3876	<0,001	0,9823	[0,0285; 2,3072]*	—	FH↑→Sp↓***; Ud↓*		—
SA	WAS	0,3068	<0,001	0,0864	[-3,6254; 1,3330]	BW:[-3,2179; -0,2581]*	SA↑→BW↑**		BW↑→Y↓*
FO	DS	0,3876	<0,001	0,3771	[0,5337; 2,7224]*	—	FO↑→Ak↓**; TO↓*; Sp↓**; Us↓**; Ud↓**; Po↓**		—
Neurotic mechanisms									
RB	WAS	0,2309	0,0044	0,7199	[-0,1099; 1,6894]	BW:[0,1638; 1,6444]*	RB↑→BW↓**		BW↑→Y↓**
SA	WAS	0,2309	0,0044	0,2879	[-4,3507; 1,2704]	BW:[-3,6688; -0,4031]*	SA↑→BW↑**		BW↑→Y↓**
FO	WAS	0,2225	0,0618	0,8201	[-0,2848; 2,0535]	Us:[0,1813; 1,8878]*	FO↑→Ak↓**; TO↓*; Sp↓**; Us↓**; Ud↓**; Po↓**		Us↑→Y↓*
Infantile mechanisms									
RB	WAS	0,2597	0,0012	0,7317	[0,0356; 1,6717]	BW:[0,3205; 1,8780]*	RB↑→BW↓**		BW↑→Y↓***; J↑→Y↑**
SA	WAS	0,2597	0,0012	0,6284	[-4,6855; 0,5673]	BW:[-4,4933; -0,7458]*	SA↑→BW↑**		BW↑→Y↓***; J↑→Y↑**
FO	DS	0,2405	0,0379	0,1176	[0,4333; 2,4532]*	Us:[0,1807; 1,7296]*	FO↑→Ak↓**; TO↓*; Sp↓**; Us↓**; Ud↓**; Po↓**		Us↑→Y↓**
FO	WAS	0,2597	0,0012	0,856	[-0,9345; 1,1706]	J:[-0,9400; -0,0603]*	FO↑→J↓*; L↓***; C↓**		BW↑→Y↓***; J↑→Y↑**
Adaptive mechanisms									
FO	DS	0,1721	0,0333	0,5939	[-1,2184; 0,9725]	Us:[-2,0036; -0,0968]*; Po: [0,0527; 1,3438]*	FO↑→Ak↓**; Sp↓**; Us↓**; Ud↓**; Po↓**	TO↓*; Us↑→Y↑*; Po↑→Y↓*	
Emotional coping domain									
FO	DS	0,2984	<0,001	0,5956	[-0,4318; -0,0111]*	Ak:[-0,3092; -0,0406]*	FO↑→Ak↓**; TO↓*; Sp↓**; Us↓**; Ud↓**; Po↓**		Ak↑→Y↑*
Cognitive coping domain									
SC	DS	0,1674	0,0275	0,0323*	[-0,0652; 0,1037]	—	SC↑→Sp↓*		—
SC	WAS	0,1188	0,2558	0,0149*	[-0,1197; 0,0630]	—	—		—

Note: * p < 0,05 or CI excludes 0; ** p < 0,01; *** p < 0,001.

Discussion

The analysis of the main effects revealed two common features in the configuration of associations. First, all the factors considered were involved in the system of influence on personality adaptation mechanisms. This influence was realized through both blocks of internal factors and, less frequently, directly. Across the models, the general direction of the predictors' effects on internal factors was also preserved: CTS factors were systematically associated with lower scores on the corresponding scales, whereas protective factors, by contrast, were associated with higher scores. Second, in both groups, more significant associations were found for defense mechanisms than for coping, which indicates a stronger influence of conflict-related conditions on the less conscious level of regulation.

However, the mechanisms of influence and the structure of these associations differed depending on the type of armed conflict exposure. G1 was characterized by a pronounced influence of all CTS factors, whereas protective factors were represented mainly by future orientation (FO). The pattern of associations in G1 indicates stress accumulation and resource depletion, primarily affecting the respondents' mental state. This was most clearly reflected in the influence of exhaustion/detachment (ED), which appeared both as a total indirect effect and through decreases in emotional tone stability (Us), life satisfaction (Ud), and tone (To). In addition, in the models for three groups of defense mechanisms, two atypical effects emerged at the second stage of mediation, that is, in the effect of the mediator on the dependent variable, expressed in specific indirect pathways through Ak and J. In these cases, a decrease in active attitude toward the life situation and in belief in the justice of the world was associated not with an increase, but with a decrease in the use of defense mechanisms. Unlike most other models, internal factors here did not function as a buffering link through which conflict-related conditions led to greater activation of defenses; rather, they indicated a reduction of protective-regulatory activity itself. Given that both scales had the lowest scores in G1 and that their changes were primarily associated with FH and FO, this pattern may be interpreted as a shift toward a passive attitude to the situation against the background of helplessness and perceived injustice, and consequently as a refusal of active responding, forming a configuration close to learned helplessness. At the same time, this effect was not uniform: at the level of cognitive coping, CTS factors and FO reduced To, but lower tone activated cognitive coping mechanisms, represented in this group mainly by problem analysis and meaning-making.

At the emotional level, the structure of regulation was different. In the models of infantile mechanisms, ED exerted its effect through a decrease in Us. In the emotional coping domain, in addition to the already noted effect of Ak, whose

decrease was associated with reduced use of coping strategies, FO influenced self-worth (SW), and through its increase was associated with more frequent use of coping mechanisms. Considering the important role of emotional regulation in situations of uncertainty and uncontrollability [8], as well as the fact that under continuing threat the processing of traumatic experience is often postponed in favor of responding to current and future danger [2], the dominant mechanisms identified at the emotional level, namely denial and suppression of emotions, may be viewed not only as defensive, but also as adaptive forms of response that support relative stability of emotional regulation by available means. In this context, comparing psychotic mechanisms with the behavioral coping domain helps explain the absence of significant associations in this domain: when real control over the situation is impossible, behavioral regulation relies less on conscious strategies and therefore shifts toward a deeper and less conscious defensive level.

G2 was characterized by a more pronounced role of world assumptions and, overall, a larger number of associations with protective factors. Mediation through DS was considerably weaker: in the models of psychotic mechanisms, it was represented only by a total indirect effect, whereas the remaining mediated associations were linked only to FO. At the same time, unlike in G1, where FO operated through both mediator blocks, in G2 it acted mainly through dominant states. Associations with CTS factors were also noticeably fewer: no significant associations were found for ED, and FH influenced only psychotic mechanisms. The most pronounced effect was that of RB through BW, which occupied a central mediating position within the block of world assumptions, indicating the significance of moral injury and the importance of preserving belief in the benevolence of the world. At the same time, the same reverse effect of J was found in the group of infantile mechanisms: in the FO model, a decrease in justice was associated with a decrease in the use of mechanisms.

The greatest differences in the G2 profile were related to the group of adaptive mechanisms. FO showed two opposite and atypical effects in this group. On the one hand, optimism increased Us, and greater stability, unlike in other models, was associated with stronger adaptive mechanisms. On the other hand, optimism increased Po, but an increase in this scale, by contrast, was accompanied by a decrease in the use of mechanisms. This effect may be related to the experience of guilt, which is consistent with the predominance of the corresponding type of frustration overcoming in G2. At the level of cognitive coping, social circle played a significant role: its expansion was associated with increased use of coping mechanisms, among which problem analysis, self-worth, and dissimulation predominated. Thus, the identified effects show that in G2 the immediate influence of threat is regulated to a greater extent at a more conscious level. This, in turn, may reflect the difference between direct and indirect exposure: the absence of

immediate threat allows not only the processing of traumatic experience, but also the use of more adaptive mechanisms for its regulation. Overall, the G2 profile appears more adaptive and is oriented primarily toward preserving belief in the benevolence of the world rather than toward maintaining mental state.

Conclusions

Thus, the results of the regression analysis confirm that conflict-related conditions influence adaptive mechanisms predominantly indirectly, through internal personality factors. Moreover, this influence was found to be realized in most cases through specific indirect pathways: particular conflict-related conditions affect specific scales of internal factors, and changes in these scales mediate the character of the adaptation process. The generalization of the obtained data also shows that associations between the key components of the system are identified at all levels of analysis. This makes it possible to conclude that the theoretical model of a unified protective-regulatory system proposed for conditions of prolonged ongoing stress received empirical support in this sample. At the same time, the profiles of adaptive mechanisms under direct and indirect exposure to armed conflict have their own specificity.

Considering all indicators as a unified system shows that externally similar manifestations may be based on different foundations of regulation, different mechanisms of influence, and ultimately different goals of the adaptation process. This has both theoretical and practical significance, since it makes it possible to take into account the specific features of the adaptation process, identify the most vulnerable components of adaptation in each group more precisely, and accordingly provide more targeted psychological assistance:

– in G1, special attention should be paid to decreased activity and weakened belief in the justice of the world; it is also necessary to consider the pronounced influence of exhaustion and the presence of continuing danger, under which some mechanisms usually regarded as maladaptive may perform an adaptive function;

– in G2, attention should be paid to preserving assumptions about the benevolence and justice of the world, as well as to working with guilt.

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ԶԻՆՎԱԾ ՀԱՎԱՄԱՐՏՈՒԹՅԱՆ ՊԱՅՄԱՆՆԵՐԻ ԱՁԴԵՑՈՒԹՅՈՒՆԸ ԱՆՁԻ ՀԱՐՄԱՐՈՂԱԿԱՆ ՄԵԽԱՆԻԶՄՆԵՐԻ ՎՐԱ ՌԵԳՐԵՍԻՈՆ ՎԵՐԼՈՒԾՈՒԹՅՈՒՆ

Անաստասիա Շումարովա (Երևանի պետական համալսարան, Երևան, Հայաստան)

Սույն հոդվածն ուսումնասիրում է երկարատև զինված հակամարտության հոգեբանական պայմանների ազդեցությունը քաղաքացիական բնակչության մոտ անհատական հարմարողական մեխանիզմների վրա՝ հակամարտությանը անմիջական և անուղղակի ներգրավվածության պայմաններում: Հետազոտության տեսական հիմքը շարունակական տրավմատիկ սթրեսի հայեցակարգն է, որի շրջանակում զինված հակամարտությունը դիտարկվում է որպես քաղաքացիական կյանքի երկարատև համատեքստ, որը ներառում է ինչպես շարունակվող սպառնալիքի պայմաններ, այնպես էլ դրանց նկատմամբ ձևավորվող յուրահատուկ արձագանքներ: Հետազոտության նպատակն է բացահայտել, թե ինչպես են հակամարտության հետ կապված պայմանները ներանձնային գործոնների միջոցով ազդում պաշտպանական մեխանիզմների և հաղթահարման ռազմավարությունների վրա՝ հակամարտությանը անմիջական և անուղղակի ենթարկված խմբերում: Հետազոտության էմպիրիկ մասը իրականացվել է քվադի-էքսպերիմենտալ համեմատական դիզայնի շրջանակում՝ բնական ձևավորված երկու խմբերով: Մոդելը ստուգվել է միջնորդավորված ռեգրեսիոն վերլուծության միջոցով՝ օգտագործելով PROCESS v4.2-ը SPSS ծրագրում, իսկ միջնորդ փոփոխականների դերում ուսումնասիրվել են դոմինանտ վիճակներն ու աշխարհի մասին հիմնարար պատկերացումները: Արդյունքները ցույց են տվել, որ հակամարտության պայմանների ազդեցությունը հարմարողական մեխանիզմների վրա հիմնականում միջնորդավորված բնույթ ունի և առավել հաճախ իրականացվում է կոնկրետ անուղղակի ուղիներով: Անմիջական ներգրավվածության խմբում արձանագրվել են ավելի ուժեղ կապեր շարունակական տրավմատիկ սթրեսի գործոնների և դոմինանտ վիճակների հետ, որոնք արտացոլում են հոգեկան վիճակի ծանրաբեռնվածությունն ու ռեսուրսների սպառումը: Անուղղակի ներգրավվածության խմբում առավել նշանակալի են դարձել պաշտպանական գործոններն ու աշխարհի մասին

հիմնարար պատկերացումները, հատկապես աշխարհի բարեհաճության և արդարության վերաբերյալ պատկերացումները: Ստացված արդյունքները հաստատում են շարունակական տրավմատիկ սթրեսի պայմաններում անձի հարմարողական միասնական պաշտպանական-կարգավորիչ համակարգի տեսական մոդելը և ցույց են տալիս հարմարողական պրոֆիլների տարբերությունները զինված հակամարտությանը անմիջական և անուղղակի ենթարկվածության պայմաններում:

Հանգուցային բաներ՝ զինված հակամարտություն, շարունակական տրավմատիկ սթրես, անձի հարմարում, պաշտպանական մեխանիզմներ, քրոնիկ նազմավարություններ, մեդիատոր վերլուծություն, քաղաքացիական բնակչություն:

ВЛИЯНИЕ УСЛОВИЙ ВООРУЖЕННОГО КОНФЛИКТА НА АДАПТИВНЫЕ МЕХАНИЗМЫ ЛИЧНОСТИ: РЕГРЕССИОННЫЙ АНАЛИЗ

Анастасия Шумарова (Ереванский государственный университет, Ереван, Армения)

Статья посвящена анализу влияния психологических условий длительного вооруженного конфликта на адаптивные механизмы личности у гражданского населения при прямом и косвенном воздействии конфликта. Актуальность исследования определяется недостаточной изученностью адаптации лиц, для которых угроза не завершена, а также ограниченностью ПТСР-ориентированных моделей при описании условий продолжающейся травматизации. Теоретической основой работы выступает концепция непрерывного травматического стресса (CTS), в рамках которой вооруженный конфликт рассматривается как длительный контекст жизнедеятельности мирного населения, включающий условия продолжающейся угрозы и специфические реакции на них. Цель исследования — выявить особенности влияния условий конфликта на защитные механизмы и копинг-стратегии через внутренние факторы личности в группах прямого и косвенного воздействия. Эмпирическая часть выполнена в квазиэкспериментальном сравнительном дизайне с двумя естественно сложившимися группами. Для проверки модели использовался медиаторный регрессионный анализ в PROCESS v4.2 для SPSS; в качестве медиаторов рассматривались доминирующие состояния и базисные убеждения. Результаты показали, что влияние условий конфликта на адаптивные механизмы преимущественно носит опосредованный характер и чаще реализуется через отдельные специфические пути. В группе прямого воздействия более выражены связи с факторами CTS и доминирующими состояниями, что отражает нагрузку на психическое состояние и истощение ресурсов. В группе косвенного воздействия большее значение приобретают

защитные факторы и базисные убеждения, прежде всего представления о доброжелательности и справедливости мира. Полученные данные подтверждают теоретическую модель единой защитно-регуляторной системы адаптации личности в условиях CTS и показывают различие адаптационных профилей при прямом и косвенном воздействии вооруженного конфликта.

Ключевые слова: *вооруженный конфликт, непрерывный травматический стресс, адаптация личности, защитные механизмы, копинг-стратегии, медиаторный анализ, гражданское население.*

Information about author

Anastasiia Shumarova - PhD student, Yerevan State University,
a.shumarova@ysu.am, <https://orcid.org/0009-0003-7868-5716>

THE PSYCHO-EMOTIVE EFFECTS OF AI-GENERATED FAKE NEWS ON SOCIAL MEDIA USERS

Gevorg Grigoryan (Nanchang Polytechnic University, Nanchang, Jiangxi province, China)

gevorg.grigoryan93@gmail.com

Salah Eddine Salmi (Université Ibn-Tofail, Kenitra, Morocco)

salaheddinesalmii@gmail.com

Ning Huichun (Nanchang Polytechnic University, Nanchang, Jiangxi province, China, Mara Teknologi University, Malaysia)

ninghuichun@163.com

Jingjing Shi (Institute of International Communication, Taizhou Vocational & Technical College, Zhejiang Province, China, Mara Teknologi University, Malaysia)

janejishi@outlook.com

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The mass spread of AI-generated fake news on social media platforms has become a challenging issue for users' mental health, societal trust, and behavioral patterns. While social media serves as powerful platform for mass communication, it also accelerates widespread dissemination of misinformation, especially with the help of AI-powered technologies, which are capable of generating and circulating fake news on an unprecedented scale on a daily basis.

This study makes an attempt to examine the psycho-emotive effects of AI-generated fake news on social media users, focusing on the emotional responses, cognitive processes, and behavioral changes triggered by exposure to such content. A mixed-methods approach has been employed to collect data from social media users.

The findings illustrate that AI-generated fake news can evoke feelings of anxiety, mistrust, and confusion, leading to decreased self-esteem, social withdrawal, and diminished trust in social institutions. Moreover, the findings

clearly indicate that individuals with lower critical thinking skills are more susceptible to the negative psycho-emotive effects of AI-generated fake news.

The study's outcomes highlight the need for developing strategies for suspending the spread of AI-generated fake news and promoting media literacy, critical thinking, and emotional resilience among social media users with different linguistic and cultural backgrounds.

Keywords: *AI-generated, fake news, misinformation, social media, psycho-emotive effects, cognitive process, socio-political polarization, emotional reaction.*

Introduction

The proliferation of AI-generated fake news on social media platforms has become one of the most prevalent and challenging problems in the present era, by influencing hundreds to thousands of users. Fake news refers to intentionally fabricated information whose publishing or dissemination may mislead readers or result in panic (Liu et al., 2024).

The mass spread of misinformation in platforms like Twitter (X microblog), Facebook, Reedit, Instagram, TikTok, etc., has dramatically changed the layout of newsfeeds and public discourse. While, social media platforms have greatly fostered mass communication, they have also prepared a prosperous ground for fake news, misinformation. The massive spread of fabricated news on social media is potentially dangerous to personal awareness, group, and public solidarity and public trust. It is worth mentioning that AI-generated fake news distorts how people process misinformation, evokes emotions like fear and anger, and undermines trust in mass-media. AI's ability to quickly tailor content and massively spread it intensifies these manipulative impacts.

The dissemination of fabricated news is largely driven by a number of factors. First and foremost, social media platforms are mainly designed to contain emotionally charged content to evoke more engagement. Secondly, social media, unlike conventional media outlets, is not regulated by proper scrutiny. These two factors create an environment where AI fabricated news can be easily misinterpreted for truth.

The determination of AI-fabricated news still remains shallow for many social media users. The mass spread of AI-generated fake news activates especially in the period of some substantially important events: pandemics, presidential elections, wars, etc., causing panic and anxiety among online users.

AI-powered bots can easily create and spread misinformation through different audiovisual patterns: pictures, videos, audio, and so forth. These manipulative tactics pose challenges to public security. Moreover, this manipulative fake news has a great impact on social media users' actions, as well as beliefs. The

significance of AI-driven fake news lies in its ease of creation, propagation, and maintenance of misimpressions on social media platforms.

Therefore, to stop the massive spread of AI-driven fake news on social media platforms, new strategies and measures should be implemented to increase media literacy among online users.

Research conducted on social media fake news is primarily focused on detecting misinformation through AI-driven technologies. While the implication of AI-powered applications is vital for determining and combating misinformation, the psychological influence of fake news on social media users remains not mapped out yet. Less importance has been attached to evaluating how exposure of AI-driven fake news strike on social media user's emotions, behavioral patterns and belief system. Moreover, recent studies fall short in thoroughly studying the life-long outcomes of AI-generated fake news on human beings with diverse demographics (age, education and linguistic and cultural background, etc.,) (Singh, S., Gupta A. 2021, Solis, C. V., Smith, J. 2022, Farid, H. 2019, Grassi, F., Porzi, L. 2020).

Research Objectives:

To examine the impact of AI-generated fake news in 7 different countries: consequences on public perception, daily online discourse, and societal outcomes.

To explore and identify the psycho-emotional reactions and cognitive impacts triggered by the long-term exposure of AI-generated misinformation.

Research Questions:

What are the long-term psycho-emotive consequences of AI-generated fake news in social media platforms?

What is the impact of AI-generated fake news in seven different countries on public perception, daily online discourse, and societal outcomes?

Although previous research has examined the overall effects of human-made fake news on social media users, less has been explicitly examined the ways how AI-generated fake news affects belief systems, emotional reactions, and cognitive processes. Our research mainly focuses on AI-generated fake news and not human-created misleading content. Moreover, not enough research has been conducted in examining the long-term psycho-emotional effects of consuming AI-driven misinformation. Given its long-term effects on mental health and social dynamics, a thorough analysis of how AI-driven disinformation impacts cognitive processing, emotional reactions, belief system shifts, and polarization has not yet been completed.

Theoretical Background

Misleading information has always been an indispensable part of human life. Although the spread of misinformation is as old as human history, social media has changed the game by enabling people to generate misinformation easily and spread

it rapidly in an anonymous and decentralized fashion (Del Vicario et al., 2016; Wu et al., 2016), (Chen et al., 2022b).

However, with the rise of social media platforms, the dissemination of fake news has become more active. In the past few years, the advent of Artificial intelligence has made the problem more challenging. Such systems boost the problem not only by increasing opportunities to create realistic AI-generated fake content, but also, and essentially, by facilitating the dissemination of disinformation to a targeted audience and at scale by malicious stakeholders (Bontridder & Pouillet, 2021).

AI-powered technologies enable the creation and circulation of highly influential and strongly convincing fake news in a couple of seconds leading to panic, mistrust, and polarization of the society, as well as distortion of reliable news sources. Fake news tends to contain increased negative (Martel et al., 2020).

Rumors and fake news trigger specific emotions and sentiments. For example, Zaeem et al. observed a statistically significant relationship between negative sentiment and fake news (Zaeem et al., 2020)

The speed at which AI-driven tools generate misleading news makes unable to verify the content. Numerous users share information or news on social media without verifying its authenticity (Zhang & Cheng, 2024). This is alarming for many social media users, governments, and organizations.

The psycho-emotive influence of AI-fabricated news on the public is far-reaching. On daily basis, social media users are substantially exposed to misleading content and distortive images that build up users' perceptions and social behavior. Users' behavior of sharing unverified information on social media is more influenced by their impulsive and unplanned decisions to share, manifesting more spontaneous decision-making (Zhang & Cheng, 2024). Fake news fabricating algorithms are predominantly tailored to resonate with online users' pre-existing values and belief systems, that is why the majority of online users are not inclined in checking the validity of misleading content. That is why many social media users turn to become more entrenched to own perspectives and less open to contrasting viewpoints. Deformation of facts, biased information, advertising, and information used to discredit beliefs and values have always been part of society (Baptista & Gradim, 2020).

Moreover, strongly emotionally charged misinformation can evoke acute reactions: from fear, anger, frustrations to helplessness. These reactions can have long-lasting psycho-emotive consequences leading to stress and agitation. Nowadays, many online users find it hard to navigate in social media platforms with clarity and trust.

Addressing the problems of AI-generated fake news on social media requires not only technological solutions but also measures to promote the emotional resilience and media literacy of social media users.

Understanding the capabilities of generative AI in creating convincing fake narratives is vital for crafting more effective countermeasures, as well as for assessing the ethical implications associated with AI-enabled misinformation (Raman et al., 2024).

Human-made vs AI-generated Fake News: With the advent of artificial intelligence, the circulation of fake news on social media has drastically increased and turned to a substantial menace for the society. Research into fake news within the context of generative AI is crucial, as advanced AI algorithms have increasingly become tools for generating and detecting deceptive information (Raman et al., 2024).

Before the advent of AI technologies, experts were employing high-tech based techniques and approaches to combat and control the flow of human-made fake news in social media, while now fake news experts are utilizing AI-powered tools to detect AI-generated fake news.

Research on fake news has mainly focused on identifying ways to detect the misinformation in social media platforms and control them, while few studies tried to study and determine the differences between human-created and AI-generated fake news.

Undoubtedly, one of the major differences between AI-driven and human made fake news is the speed of production and circulation on social media platforms. AI can generate misleading content in mere seconds. It can then be swiftly disseminated across multiple social media platforms (Genai and the battle against misinformation, n.d.).

Human-made fake news is produced more slowly, with little quantities and noticeable inconsistencies. Human-made fake news is generated for specific motives: political shifts, financial gains, etc. AI's inclusion of credible resources in fake news makes it more challenging to detect and combat misinformation spread. AI-generated fake news is created through datasets and highly developed algorithms. These two elements allow AI tools to generate content at a large scale and with high rate of plausibility. AI-powered news takes different forms: texts, images, videos, audio, etc. AI-generated fake news, compared to human-made, is harder to detect as AI generative tools can be adaptive to avoid detection. They spread on social media platforms easily, influencing the target audience with persistence.

Compared to human created fake news, AI generated fake news text articles lack emotional elements. AI-generated text often lacks subtlety in tone and may present information too mechanically or in an overly-perfect, uniform style, which

can signal to readers that it was not crafted by a human (Genai and the battle against misinformation, n.d.)

Methodology

The purpose of the current study is to evaluate the psycho-emotive impacts of AI-generated fake news on social media users with different demographic backgrounds. The key focus of the research is to study how AI-generated fake news impacts social media users' psycho-emotive, cognitive processes, and long-term behavioral patterns. The following research will make an attempt to study the long-term influence of AI-generated fake news across different socio-cultural contexts. In order to conduct the research, semi-structured interviews were employed to collect qualitative data. After obtaining qualitative data, thematic grouping was used to process data and identify major themes.

Research Design

To seek the answers of the following study, our research team has employed a mixed-method research design, which incorporates qualitative and quantitative data. Mixed-methods research allows the strengths of qualitative and quantitative methods to be combined, to gain a more complete understanding of a research problem (Bailey et al., 2022).

More specifically, one-to-one structured interviews and questionnaire were applied to outline and reveal the outcomes of current research. Interviews are a cornerstone of modern research and can be used by both experienced and novice researchers to gather data for projects (Bolderston, 2012).

To measure and present the diverse variables of the following study, we designed a questionnaire that encompasses both open-ended and closed questions. Our questionnaire consists of two parts. Open-ended questions are grouped in Part A, while closed-end questions in Part B. A-6-point Slider scale (not at all, slightly, moderately, quite a bit, very much, extremely) was applied to assess the reactions of the respondents. The following research has been conducted in 10 different countries to assure the all-inclusiveness of the answers.

According to the similarities of the comments provided by participants across different countries, we classified them into several thematic groups. Thematic analysis is a highly popular technique among qualitative researchers for analyzing qualitative data, which usually comprises thick descriptive data (Naem et al., 2023). Field notes, surveys, and other research techniques were also employed to collect data from the participants. This methodology allows us to thoroughly examine and outline the emotional reactions that social media users undergo while encountering AI-powered fake news, as well as to fully understand the long-term effects of AI-generated fake news in different societies.

Participants

The study was conducted between 2023 and 2024 in 7 different countries: People's Republic of China, the Russian Federation, the Republic of Armenia, the United States of America, the Republic of South Korea, the Republic of South Africa, and the Kingdom of Morocco. The selection of the following countries is heavily based on two scientific criteria: geopolitical and continental diversity (encompassing Europe, Asia, America, and Africa), and accessibility to social media coverage rate. To facilitate the data collection process effectively, we reached out our research partners in these countries. To ascertain a thorough portrayal of diverse societal perspectives, the study population encompasses four educational cohorts: high school graduates, undergraduate students, master's degree students, and doctoral candidates, with three participants from each educational level. Our research team focused merely on high school graduates, undergraduates, master's students, and doctoral candidates (3 participants per cohort) to clearly measure how academic training incorporates with AI-generated fake news dissemination skills, a key research goal that would be muddled by non-academic demographics. To maintain gender balance, we made sure that both male and female participants were given equal representation in the study. This approach enabled us to gain a diverse range of insights into the research topic. Prior to actual data collection process, all the participants were precisely informed about the objectives and scope of current study. Their consent was obtained in accord with ethical guidelines. The following research paper makes an attempt to explore participants' perceptions, associations, and emotional reactions to AI-generated fake news on social media. To ascertain confidentiality, interviewees were anonymized with designated identifiers (e.g., P1, P2, etc.). The following measures were taken to maintain participants' privacy while enabling the analysis of their comments. We adopted interviews as a research instrument to obtain the information required for the current research project. We managed to collect an immense quantity of qualitative data through the application of interviews. To come up with relevant inquiries for interviews, we reviewed relevant literature, including Roberts (2020), Nazari et al. (2021), and others. By reviewing the relevant research, we were able to formulate our study methodology.

Data Collection Procedure

Once the research procedure design was complete, our research team started scheduling interviews, which were arranged based on their availability of the participants. Before conducting the actual interviews, participants were precisely informed about the objectives of the study and the nature of their involvement. The interview mainly focused on uncovering emotional reactions that social media users experience when encountering AI-generated fake news. To ensure accuracy and completeness of the data, all interviews were recorded. The interview combined both open-ended and closed-ended questions, allowing for both in-depth insights

and structured responses. Upon the completion of each interview, our research team expressed sincere gratitude to the participants for their time and valuable contributions. This approach guaranteed an all-encompassing, ethical, and efficient data collection procedure. Moreover, participant confidentiality was maintained throughout, and data were conducted with an emphasis on objectivity and accuracy. The findings' validity and reliability were further strengthened by strict adherence to the research design.

Data Analysis

We employed Miles and Huberman's framework to analyze the qualitative data since it provided a systematic methodological approach to interpret the responses provided by the respondents. Upon the completion of all the interviews, the coding process started. Through successive readings and evaluation, our research team was fluent in the interview data. We grouped the coded data into different themes.

Distraction and Fragmented Concentration

The majority of the participants mentioned that consuming emotionally-charged news articles, headlines, videos, etc., draw their attention during the day. All the participants admit that consuming AI-generated fake news disrupts their ability to perform daily tasks, work, study, be more organized in fulfilling different duties. P3 from Russia mentioned: "Once I spent the whole day finding out whether the news was fake or real, I discussed it with my friends, colleagues, family members, checked many websites, and at the end I found out it was fake and I wasted 4-5 hours for nonsense". P7 from Morocco notices: "Emotional charged fake news is programmed in such a way that they drag your attention. You work, you do other stuff, but your brain still thinks about the information that you came across, literally it splits your attention in two parts". Participants agree that absorbing fake news on social media make them lose the focus on work or projects that requires constant attention.

Disrupt of Emotional Balance

The next issue that many participants voiced is the disrupt of the emotional balance. While encountering fake news on social media platforms, many users lose their emotional control by becoming more aggressive and vulnerable. Besides that, emotions trigger social media users to rely on the fake news. People fall for fake news, in part, because they rely too heavily on emotion (Martel et al., 2020).

AI-generated fake news can alter mood shifts, leading to depression, fear, and a loss of emotional control. P4, 11, 12 from Armenia, and P4, 8 from Russia mentioned that during the wartime, they were literally spending the whole day on social media checking all the news, trying to find out information concerning to their family members, often forgetting to eat food for hours or drinking water. (P4 from Armenia-I was in depression, I was not speaking to anyone else, day and night I was scrolling my Facebook newsfeed to find out information about my son, all the

news was driving me crazy, paralyzing my movements and making me emotionally vulnerable). Russians, Armenians, Chinese and Americans were on the top of the list of our survey to mention this emotional imbalance. While Russians and Armenians were relating their emotional imbalance with wars, Americans and Chinese were more concerned with Covid-19 and Tibet Earthquake. The emotional charge of these fabricated stories can easily distort the perception of reality. Over the time, regular exposure of AI-generated fake news can contribute to depressive symptoms.

Substantial Increase of Hate Speech

The amount of hate speech circulating in social media platforms is one of the major concerns of the participants. Hate speech and fake news are multifaceted and can be initiated by various groups for, inter alia, political, economic, personal and even conspiracy-related reasons ("Hate Speech and Fake News: The Impact on Working Conditions of Local and Regional Elected Representatives," n.d.). AI-generated news articles are frequently fueled with prevalent prejudices and inaccurate assumptions. Social media users who are exposed to such misleading content tend to voice unfriendly opinions on those they believe to be members of a "enemy" group. Emotionally charged fake news is fabricated in such a way that triggers expression of aggressive vocabulary elements even by those who have not used it before. P2 from South Africa mentioned that the presidential elections of 2024 gave rise to abundant amount of exposure of curse words between blacks and whites. Hate speech acts were also very intense in the time of the US presidential elections as well, splitting the society into two groups. P6 from the USA all the news articles were divided into pro and anti, if you said anything against those who supported pro, hundreds of thousands of users would attack you with the worst curse language, some of them were anonymous). This phenomenon not only makes social tensions more severe, but it additionally makes it more challenging to advocate acceptance, comprehension, and communication among individuals and across countries.

The Rise of Nationalism and Chauvinism

Some participants mentioned that they actively face AI-generated fake news that is extensively charged with nationalistic overtones. It is noteworthy to mention that participants from Armenia, South Korea, and Russia, were the most concerned on how such AI-driven fake news impacts national feeling, with many considering it as a source of tensions that are anti-nationalistic. Regarding this issue, Chinese and French participants were mainly neutral. Many respondents stated that they are frequently exposed to AI-generated fake news that is often charged with nationalistic and chauvinistic rhetoric, leading to deep-rooted animosity and violence between and among nations. (P1 from Armenia I clearly remember how we were exposed to AI-generated fake images and voices that caused panic among the

people. These counterfeit images, voice recordings, and videos were widely disseminated on social media making us feel that we were losing the war, we had many corps left on the battlefield). (P11 from South Korea, "We South Koreans face fake news when the border situation is escalated by North Korea. We have the feeling of panic and anxiety of losing our lands and peace). The correlation between war and false news appears systematically (Vertoudakis, 2024). This fake news is followed by hundreds of thousands of negative and anti-nationalistic comments. Participants from these three nations underlined the fact that they mainly indicate skepticism towards the information narratives circulated in social media. They underlined the fact that they prefer to get information from reputable national news agencies since they think these sources are more trustworthy.

Political Polarization

Many American, South African, Korean, Armenian, Russian, and French participants consider political polarization as the result of the mass circulation of AI-generated fake news. In fact, social media users become more polarized when they come across disinformation, perceiving opposing political perspectives as lies and threats to national security. Emotions, political biases and polarization in networks are elements that fake news exploits to go viral (Fake News and Polarization: The Storytelling Opportunity, n.d.).

P9 from the USA when I see news articles praising Biden's administration for healthcare, I just want to say lies, nothing more. We have the worst healthcare system; it should be changed. All the participants from France expressed dissatisfaction with high taxation and low salaries. P7 I simply get annoyed every time I meet sugarcoated news articles praising our current president and his party. AI tools can easily disseminate misinformation that deepens existing political divides, giving rise to echo chambers that restrains the exposure to diverse opinions. This selective exposure limits the potential for constructive political discourse. In contrast, Chinese and Moroccan participants did not share any concerns related to this topic, which is mainly related to the political regulations in these countries.

Disempowerment of the Public

Many of our participants highlighted the fact that, in the passage of time, they get used to fake news. They do not even make any effort to verify whether news articles are fake or authentic. The increasing number of AI-generated fake news fosters social media users to simply consume information rather than actively interact with it, which may eventually result in a situation where fewer people are able to properly assess evidence, analyze sources, or tell fact from fiction. This gradual decline in critical thinking could have a significant impact on societies' capacity to handle complex issues that require rational debate and well-informed decision-making. Some participants mentioned that nowadays they experience a sense of helplessness as a result of the proliferation of false information as fake

news spreads leading them to completely stop taking part in societal and political concerns when they are unclear about what to believe.

Decision Fatigue

The majority of the participants underscored the alteration of change in their decision-making processes. All the participants mentioned that they find it hard to make decisions after the emergence of social media platforms. P1 from France (There are always controversial opinions, articles existing in media, so I don't know how to make up my decision, the more I search, the more I get confused). P9 from the USA sometimes I read an article, or just watch a video then immediately make up my mind, judge my friends, do the wrong things to them, and then regret. I promised myself to change my habit, but it's hard). Social media users feel overburdened by the need to continuously process and evaluate new information, which can occur as a result of the constant flood of information, much of it inaccurate or misleading. People make clueless decisions out of habit or decide to ignore significant issues completely in this or that setting.

Disrupt of Daily Interaction

Consumption of AI-generated fake news online may directly cause disagreements and conflicts, or even lead individuals to cease interaction with each other in person. P5 from Morocco (Once my American colleague and I argued because of the pictures of Gaza I shared in my moments. Till now our relationships are only on a working level, nothing more). Individuals may establish strong opinions based on fake or deceptive information they encounter in social media, resulting in a skewed understanding of reality. When engaging in face-to-face communication, they could consider inaccurate information as fact, which can lead to hot arguments or altercations. This phenomenon contributes to a breakdown in social cohesion, as individuals may become increasingly distrustful of each other.

Paralyzing Cognitive Abilities

It's worth mentioning that Ph.D. participants from Korea, Morocco, America, France and Armenia highlighted the decrease of users' cognitive abilities. Artificial intelligence (AI)-generated fake news can impair users' cognitive abilities, making people less focused and more easily distracted in day-to-day situations. Social media users find it difficult to focus on more crucial duties as they are constantly exposed to sensationalized or incorrect information. Fake news overloads people's minds, making it challenging for them to focus on constructive pursuits. Over time, this loss of cognitive control can weaken mental clarity, and make it more difficult to think deeply.

To summarize and present the comments of participants visually, our research team employed a Venn diagram. Venn diagrams are used to represent relations between entities, concepts, classes, or more generally to present information (Moktefi & Lemanski, 2022).

<p>China</p> <p>Violation on Territorial Integrity</p> <p>Epidemic related misinformation</p> <p>Damage to brand reputation</p> <p>Distrust in scientific research</p>	<p>Russia</p> <p>Decomposition and disempowerment of army</p> <p>Territory occupation</p> <p>Economic crisis</p> <p>Confusion over political issues</p> <p>Increased partisanship</p> <p>Fake election news</p>	<p>Armenia</p> <p>Distorted History</p> <p>Damage to community leaders' reputations</p> <p>Harm to charitable organisations</p> <p>Spread of fake environmental issues</p> <p>Misunderstanding of cultural issues</p> <p>Hate speech and violence increase in election periods</p>	<p>Morocco</p> <p>Gaza Issue: mass spread of panic</p> <p>Western Sahara: hostility</p> <p>Religious conflicts</p> <p>Confusion over economic situation of the country</p> <p>Distrust to the Royal Family</p>
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Violation on Territorial Integrity
 Economic Issues
 Transnational hatred
 Distrust in Government
 Incitement of Violence
 Fake news mass spread in elections

<p>South Africa</p> <p>Clash between whites and blacks</p> <p>Corruption</p> <p>Clashes between Indians and blacks</p>	<p>The USA</p> <p>Spread of fake Celebrity News</p> <p>Economic Instability</p> <p>Incitement of Violence</p> <p>Influence on Elections</p>	<p>South Korea</p> <p>Distrust in government</p> <p>Cyber bullying</p> <p>Spread of fake crimes</p> <p>Spread of fake technological</p>
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Distrust to the Influence on Migration advancements
 government Rights Social unrest
 Crime rates Misleading narratives
 Poverty about natural disasters

Figure 1. Summary of the comments or participants

As we mentioned before, our questionnaire consists of two parts. Part A contains open-ended questions, while Part B comprises closed-end questions. Tables 1-6 represent the results of participants per country.

Table 1: Armenia

	Mode	Median	Mean
How often do you encounter news on social media that you later find out is false or misleading?	5	4	4.5
Do you find it difficult to determine if social media content is real or fake?	4	4	4
Do you tend to believe the news shared by your friends or followers on social media?	5	4	4.5
When exposed to fake news, do you respond emotionally or do you feel confused and uncertain(e.g., commenting or sharing)?	4	4	4
Does fake news about health, politics, or social issues make you feel more fearful?	5	5	5
When you encounter fake news on social media, how likely are you to share or comment on it without verifying its authenticity?	5	3	4
How often do you engage in debates or arguments with others over fake news on social media?	5	4	4.5
How likely are you to distrust media or news outlets after being repeatedly exposed to fake news?	4	4	4
Do you feel that emotional content in news stories (fake or real) is becoming more common on social media?	4	5	4.5
How confident are you in your ability to identify fake news on social media?	4	5	4.5
In your opinion, how much does fake news affect public opinion and behaviors in your country?	4	4	4
Do you believe social media platforms should do more to regulate or remove fake news?	4	4	4

A noticeable increase in the dissemination of AI-generated fake news on social media platforms, particularly Facebook and Telegram has been noticed by the Armenian participants. They mentioned that AI-generated fake news content has a significant impact on shaping public opinion and influencing social behavior, mainly in the fields of politics, and public affairs. This phenomenon leads to social tensions, violence, and intolerance. A major concern is the widespread presence of rude and offensive comments that accompany fake news, with many of these comments specifically targeting the ruling political party. Only two participants acknowledged using fact-checking applications to verify news content. However, they underlined that fact-checking still remains particularly shallow for middle-aged and elderly populations residing in rural areas of Armenia. Many people lack digital literacy and skills to discern credible information. Who may lack the digital literacy or resources to discern credible information. Despite the above-mentioned challenges, the participants generally expressed confidence in the efforts of the Armenian government and IT companies to regulate the spread of AI-generated fake news on social media platforms. They believe that these institutions are taking proper measures to address the issue.

Table 2. Russia

	Mode	Median	Mean
How often do you encounter news on social media that you later find out is false or misleading?	5	5	5
Do you find it difficult to determine if social media content is real or fake?	5	4	4.5
Do you tend to believe the news shared by your friends or followers on social media?	5	5	5
When exposed to fake news, do you respond emotionally or do you feel confused and uncertain(e.g., commenting or sharing)?	5	5	5
Does fake news about health, politics, or social issues make you feel more fearful?	4	3	3.5
When you encounter fake news on social media, how likely are you to share or comment on it without verifying its authenticity?	3	3	3
How often do you engage in debates or arguments with others over fake news on social media?	4	4	4
How likely are you to distrust media or news outlets after being repeatedly exposed to fake news?	5	4	4.5
Do you feel that emotional content in news stories (fake or real) is becoming more common on social media?	4	3	3.5

How confident are you in your ability to identify fake news on social media?	4	4	4
In your opinion, how much does fake news affect public opinion and behaviors in your country?	3	2	2.5
Do you believe social media platforms should do more to regulate or remove fake news?	5	5	5

Among all the participants, Russians were on the top of mentioning about the exposure of fake news and its negative consequences. Of course, the high amount of AI-generated fake news among Russians is mainly related to the Russian-Ukrainian war and the sanctions imposed to Russia. Despite the high exposure of fake news in social media, Russian participants mentioned they rarely used fact-checking applications considering it a waste of time. Compared to other nations, Russians had a very high sense of skepticism to news articles, videos, and images circulating on social media platforms. The majority of the participants highlighted the excessive increase of hate speech in social media with a high rate of engagement. "We can notice from our interviews and questionnaires that fake news has become an indispensable part of Russian daily life and many Russian social media users developed a sort of indifference to AI-generated fake news related to politics, health, border-situation, etc.," says P3.

Table 3. China

	Mode	Median	Mean
How often do you encounter news on social media that you later find out is false or misleading?	3	3	3
Do you find it difficult to determine if social media content is real or fake?	5	4	4.5
Do you tend to believe the news shared by your friends or followers on social media?	5	5	5
When exposed to fake news, do you respond emotionally or do you feel confused and uncertain(e.g., commenting or sharing)?	4	4	4
Does fake news about health, politics, or social issues make you feel more fearful?	4	4	4
When you encounter fake news on social media, how likely are you to share or comment on it without verifying its authenticity?	3	3	3
How often do you engage in debates or arguments with others over fake news on social media?	3	3	3
How likely are you to distrust media or news outlets after being repeatedly exposed to fake news?	2	3	2.5
Do you feel that emotional content in news stories (fake	2	2	2

or real) is becoming more common on social media?			
How confident are you in your ability to identify fake news on social media?	3	3	3
In your opinion, how much does fake news affect public opinion and behaviors in your country?	3	3	3
Do you believe social media platforms should do more to regulate or remove fake news?	1	2	1.5

Compared to all other groups, Chinese participants were the most neutral in their responses and ratings. The majority of Chinese participants stated that they do not perceive AI-generated fake news as having a significant impact on their daily lives. Participants mentioned that the government will take proper measures if the spread of fake news is menacing. This neutral tone is related to the strict regulations imposed by governmental authorities on digital media content, which restrains the mass spread of misinformation. Furthermore, the Chinese government's active engagement in regulating misinformation on social media platforms creates a sense of security and reduces concerns among citizens regarding the potential harms of fake news. As a result, Chinese participants are less concerned about the risks associated with misinformation compared to participants from other regions.

Table 4. the USA

	Mode	Median	Mean
How often do you encounter news on social media that you later find out is false or misleading?	5	5	5
Do you find it difficult to determine if social media content is real or fake?	5	5	5
Do you tend to believe the news shared by your friends or followers on social media?	3	4	3.5
When exposed to fake news, do you respond emotionally or do you feel confused and uncertain(e.g., commenting or sharing)?	4	4	4
Does fake news about health, politics, or social issues make you feel more fearful?	4	4	4
When you encounter fake news on social media, how likely are you to share or comment on it without verifying its authenticity?	5	5	5
How often do you engage in debates or arguments with others over fake news on social media?	5	5	5
How likely are you to distrust media or news outlets after being repeatedly exposed to fake news?	4	4	4
Do you feel that emotional content in news stories	4	4	4

(fake or real) is becoming more common on social media?			
How confident are you in your ability to identify fake news on social media?	4	4	4
In your opinion, how much does fake news affect public opinion and behaviors in your country?	4	5	4.5
Do you believe social media platforms should do more to regulate or remove fake news?	3	2	2.5

The American participants were oversensitive to AI-generated fake news, considering it as a national threat to their country and democracy. All the participants highlighted two stages where fake news played a devastating role: Covid-19 and the 2024 presidential election. Many participants mentioned that people reacted to fake news without much consideration, causing mass panic, however, nowadays many Americans can identify fake news as many IT companies, and governmental officials have taken strong measures to raise media awareness among social media users. Nevertheless, American participants still think the government should impose new regulations to control the emergence of AI-fake news.

Table 5. South Korea

	Mode	Median	Mean
How often do you encounter news on social media that you later find out is false or misleading?	4	4	4
Do you find it difficult to determine if social media content is real or fake?	4	4	4
Do you tend to believe the news shared by your friends or followers on social media?	4	4	4
When exposed to fake news, do you respond emotionally or do you feel confused and uncertain(e.g., commenting or sharing)?	4	5	4.5
Does fake news about health, politics, or social issues make you feel more fearful?	4	5	4.5
When you encounter fake news on social media, how likely are you to share or comment on it without verifying its authenticity?	3	3	3
How often do you engage in debates or arguments with others over fake news on social media?	4	3	3.5
How likely are you to distrust media or news outlets after being repeatedly exposed to fake news?	5	4	4.5
Do you feel that emotional content in news stories (fake or real) is becoming more common on social	4	4	4

media?			
How confident are you in your ability to identify fake news on social media?	4	4	4
In your opinion, how much does fake news affect public opinion and behaviors in your country?	4	4	4
Do you believe social media platforms should do more to regulate or remove fake news?	5	4	4.5

According to the participants in South Korea, the mass spread of AI-generated fake news has become a crucial concern in the last years. The proliferation of misinformation reached its peak during the presidential elections, with fake news often taking the form of manipulated images and videos of politicians. South Korean participants find it difficult to differentiate AI generated fake news versus authentic news mainly because AI-generated content uses deepfake technology to create highly realistic portrayals of public figures. Of course, it has the potential influence public opinion and democratic processes. Meanwhile, 8 participants raised their concerns about the potential application of AI-generated fake news in more explicit and harmful contexts, such as those involving sexual content. All the participants emphasized the need for greater awareness and action against AI-based misinformation, especially in politically charged environments where the integrity of the information can have far-reaching consequences.

Table 6. South Africa

	Mode	Median	Mean
How often do you encounter news on social media that you later find out is false or misleading?	4	5	4.5
Do you find it difficult to determine if social media content is real or fake?	4	5	4.5
Do you tend to believe the news shared by your friends or followers on social media?	4	4	4
When exposed to fake news, do you respond emotionally or do you feel confused and uncertain(e.g., commenting or sharing)?	4	4	4
Does fake news about health, politics, or social issues make you feel more fearful?	4	4	4
When you encounter fake news on social media, how likely are you to share or comment on it without verifying its authenticity?	3	5	4
How often do you engage in debates or arguments with others over fake news on social media?	4	5	4.5
How likely are you to distrust media or news outlets after being repeatedly exposed to fake news?	5	4	4.5

Do you feel that emotional content in news stories (fake or real) is becoming more common on social media?	4	4	4
How confident are you in your ability to identify fake news on social media?	4	4	4
In your opinion, how much does fake news affect public opinion and behaviors in your country?	4	5	4.5
Do you believe social media platforms should do more to regulate or remove fake news?	4	2	3

The proliferation of AI-fabricated fake news has also turned out to become a growing concern in South Africa as well, with key areas including politics, race, and crime. Many participants noted that fake news often targets political figures and events, manipulating content to mislead the public. Racial tensions, especially between Black and White communities, are also impacted by disinformation. Moreover, participants mentioned that the spread of fabricated crime stories distorts public perceptions. South African participants think more effective strategies should be employed to address this issue.

Table 7. Morocco

	Mode	Median	Mean
How often do you encounter news on social media that you later find out is false or misleading?	4	3	3.5
Do you find it difficult to determine if social media content is real or fake?	4	4	4
Do you tend to believe the news shared by your friends or followers on social media?	4	5	4.5
When exposed to fake news, do you respond emotionally or do you feel confused and uncertain(e.g., commenting or sharing)?	4	4	4
Does fake news about health, politics, or social issues make you feel more fearful?	4	4	4
When you encounter fake news on social media, how likely are you to share or comment on it without verifying its authenticity?	3	3	3
How often do you engage in debates or arguments with others over fake news on social media?	4	3	3.5
How likely are you to distrust media or news outlets after being repeatedly exposed to fake news?	5	3	4
Do you feel that emotional content in news stories (fake or real) is becoming more common on social media?	4	2	3
How confident are you in your ability to identify fake news on social media?	4	3	3.5

In your opinion, how much does fake news affect public opinion and behaviors in your country?	4	3	3.5
Do you believe social media platforms should do more to regulate or remove fake news?	5	2	3.5

Moroccan participants consider that the situation got better in the last few years. The spread of fake news reached its peak during the COVID-19 pandemic, with the majority of the population facing challenges due to illiteracy, making it difficult to verify the accuracy of information. The lack of awareness led to the rapid spread of misinformation, particularly around health-related issues. However, the situation has improved significantly since then. Many people are now more cautious about the information they encounter, leading to a reduction in the spread of fake news. Still, there is a need to continue strengthening fact-checking practices and education. Moroccan participants did not mention any issues concerning fake news' influence on politics. However, they had strong concerns about the circulation of AI-generated images and videos in Gaza.

The standard deviation for each country is illustrated in Table 8. This provides a measure of the variability of scores for each country.

Country	Mean	Standard Deviations
Russia	4.4167	0.2071
Armenia	4.0833	0.7101
China	3.375	1.0275
USA	4.2083	0.7592
South Korea	4.0417	0.2369
South Africa	4.0833	0.2158
Morocco	3.625	0.56

Findings

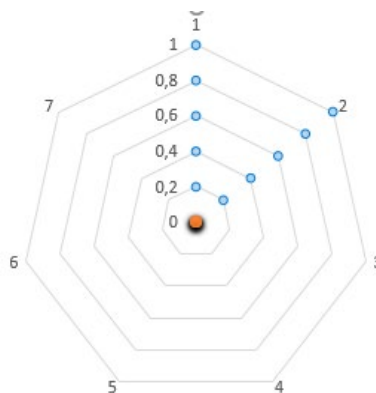


Figure 2. Study outcomes

The outcomes of our study reveal that Russians are most significantly affected by AI-generated fake news, which is a result of the ongoing Russian-Ukrainian war and EU sanctions, whereas the Chinese social media users are relatively less impacted, predominantly due to the strict regulations enforced by the central government and inaccessibility of western social networking sites. The emergence and proliferation of AI-generated misinformation in social media platforms are primarily linked to a country's political, diplomatic, and health issues. The United States ranks second in terms of exposure to AI-driven disinformation, followed by other nations. Across all these countries, the mass spread of AI-generated fake news has become a threatening challenge, one that social media users are actively trying to combat. AI-driven fake news significantly contributes to a range of negative societal outcomes, triggering anti-nationalistic sentiments, mistrust in governmental institutions, high-level susceptibility to manipulation, social polarization, mental fatigue, depression, the excessive increase of hate speech, and growing skepticism. Our findings indicate that in countries such as Russia and China, there is a higher level of support for political leadership, with limited public criticism directed toward government authorities. In case of China, it can be related to tight control over information flow and strict regulatory measures imposed by these governments. Anti-nationalistic sentiments are particularly prevalent in countries such as Russia, Armenia, and South Korea, where AI-driven misinformation solidifies existing societal and geopolitical conflicts. In the U.S., the mass spread of AI-generated fake news has led to the political fragmentation. Overall, these findings emphasize the complex relationship between AI-driven disinformation and its impact on public trust, political stability, and social cohesion across different political systems. Overall, AI-driven fake news has significantly influenced the mental health of social media users, causing anxiety, stress, and cognitive overload. The regular exposure of misinformation intensifies individuals' vulnerability, leading to emotional outbursts and a sense of helplessness, which can result in mental fatigue, negatively affecting decision-making processes and overall well-being of humans.

Discussion

What are the long-term psycho-emotive consequences of AI-generated fake news in social media platforms?

The massive spread of AI-generated fake news has dramatically impacted the overall layout of social media. Long-term exposure to AI-generated fake news on social media platforms can lead to serious psycho-emotive effects, increasing stress, anxiety, fear, mass-panic up to life-long depression.

AI-generated fake news is generally tailored on this biases, consuming the misleading content without critically assessing its accuracy. In the passage of time, this phenomenon solidifies preexisting belief systems, making social media users less open to alternative or opposing perspectives. This can lead to narrowing

cognitive processing, where individuals are unlikely to consider new or opposing viewpoints. Another issue mentioned by the participants is cognitive overload or decision fatigue. Online users are exposed to large-scale misleading conflicts on daily basis, which makes it hard for the users to process the information and draw rational judgement. However, many social media users do not realize this cognitive process. This mental fatigue impairs users' ability to discern factual content from fiction. Regular exposure of AI-generated fake news lead to belief polarization. This goes in line with the research conducted by Bowen et al., who mention that fake news lead to polarization but only through misperceived selective sharing ("Learning from shared news: when abundant information leads to belief polarization," n.d.). Repeated exposure of fake news can alter user's perception of reality. Users start to demonstrate trust to misleading content more than credible sources of information. Social media consumers frequently react emotionally to AI-fabricated news. The emotionally charged misleading content has the power to evoke intense anxiety, fear, anger and mass-panic, as well as emotions of vulnerability and insecurity. Misleading content overload and the distortion of information affect users' stress levels and create mental health problems (Gao et al., 2020). These intense emotional reactions can be predominantly noticed in the circle of young and middle-aged participants, while senior-aged participants kept emotionless. Interestingly enough, 0.47 percent of females in all testing groups highlighted fear, insecurity and anxiety as the main association of fake news, while the answers of male representatives contain more overtones of hatred, anger and violence. Stress levels may increase as a result of these emotional reactions. Additionally, frequent exposure to emotionally manipulative content can increase emotions of mistrust and skeptics toward the social media as well as interpersonal connections. This complies with the findings of the previous research " Misinformation can lead to widespread confusion and panic among the public, undermining trust in official sources and authorities" (Shahbazi & Bunker, 2024). These emotional outbursts may lead social polarization and depression over time, creating feelings of powerlessness, loneliness, and vulnerability that have a detrimental influence on users' emotional health. One of the main factors causing political and social polarization is the massive spread of AI-generated fake news on social media. Fake news is tailored to appeal consumers' preexisting prejudices, which causes them to reject opposing viewpoints and accept misinformation that supports their prejudices. Political and social divisiveness is further cemented by social media platforms' algorithmic design, which produces echo chambers where users are mostly exposed to content that supports their own viewpoints. This aligns with the work of Azzimonti and Fernandes who state: "The structure of social media networks and the presence of fake news affects the degree of misinformation and polarization in a society" (Azzimonti & Fernandes, 2022). The

"us vs. them" or "white and black" mindset among political or social groups is created by AI-generated fake news. Many participants accepted that it is challenging for them to critically interact with different points of view as these emotionally charged narratives proliferate mistrust of the media, political organizations, and the larger social structure. And finally, the exposure of AI-generated fake news may prepare a fruitful ground for mass-spread of hate speech and violence, chauvinistic behavioral patterns. and anti-nationalistic actions.

What is the impact of AI-generated fake news in seven different countries on public perception, public discourse, and societal outcomes?

The findings of our research clearly illustrate that participants from different countries share both common features and distinct characteristics when it comes to the perception of AI-generated fake news. All the participants highlighted that AI-generated fake news has become a serious concern across countries causing panic and mistrust. The manipulative impact of AI-powered fake news in social media is one of highlighted issues acknowledged by interviewees. One of the major barriers hindering the mass spread of AI-generated fake news in social media platforms is media illiteracy. Media illiteracy is a serious issue especially for the old generation. Many participants mentioned that they refrain from applying fact-checking tools due to the perceived complexity and the amount of time required, which they consider significant obstacles to regular use. A survey conducted by the UN indicates that an alarming two-thirds of digital content creators are publishing unverified information to millions of followers (2/3 of Digital Content Creators Do Not Fact-check, UNESCO, n.d.). The measures taken by the government are still considered to be shallow. Artificial intelligence (AI) approaches are still incapable of overcoming this challenging problem (Aïmeur et al., 2023b). The widespread circulation of AI-generated fake news is relatively better controlled in the People's Republic of China, where all social media platforms undergo certain censorship. Wechat, Weibo, Rednote, Tiktok, and other social networking sites are strictly controlled by the authorities. Compared to other participants Russians were the most alerted on AI-driven misinformation due to the ongoing war between Russia, and Ukraine. Many participants noticed that the prevalence of misinformation on social media is closely related to geopolitical dynamics and frequently takes the form of narratives about conflicts (Nagorno Karabakh (Armenia), Donetsk, Lugansk (Russia), Taiwan (China), etc.), electoral processes, political parties, political figures, etc. Misinformation often attempts to further specific political agendas, increase international tensions, or influence public opinion on important issues. According to our participants, politically charged misinformation has certain targets: create instability in a society, lead to political polarization of the society and fulfilling the ground of political mistrust. Russian, Armenian, Moroccan and Korean participants consider AI-generated fake news as weapons in active conflict zones that tends to

escalate tensions, incite violence and increase hate speech. According to these participants, the actual objective of AI-generated fake news with certain terrifying pictures and videos is to disseminate xenophobic sentiments. Among all the participants, Russians are the most alerted on the propagation of misinformation. However, the majority of Russian still maintain political trust to their governing body. The participants of South Africa mentioned that the majority of AI-powered fake news is centered on racial discrimination between blacks, whites, and Indians living in South Africa. The split of racial layers is very obvious in many news articles. In South Korea, AI-generated fake news is frequently used to influence public opinion around certain social issues, such as political corruption. South Koreans associate the emergence of misinformation to the collapse of democracy. In the U.S., AI-generated fake news is a result of both political actors and private interest groups, who often use social media platforms to spread content that deepens political divides. Moroccan participants predominantly associate AI-driven fake news with the Gaza conflict and the Western Sahara dispute, both of which evoke strong emotional reactions. We can notice that these issues are intricately linked to national and religious identity of Arab people. The mass spread of AI-generated fake news in the Armenian social networking sites is strongly related to the country's geopolitical position, especially about the Nagorno-Karabakh conflict. AI-driven content is frequently employed to manipulate facts and amplify nationalistic sentiments.

Conclusion

In conclusion, the widespread circulation of AI-generated fake news on social media platforms poses threatening challenges, affecting not only individuals' cognitive and emotional well-being but also societal dynamics at large. The outcomes of this study reveal the substantial difficulty social media users confront in distinguishing between factual and misleading content. The mass-spread of AI-generated misinformation exacerbates existing cognitive biases, impairs critical thinking, and narrows users' capacity for productive and rational communication. Hence, this leads to the creation of a polarized environment where individuals are more likely to consume extreme viewpoints, thus undermining social cohesion and constructive interaction.

The constant exposure to AI-generated fake news evokes strong feelings of fear, anger, insecurity, and anxiety, contributing to a growing distrust and skepticism of both media and interpersonal relationships. Over time, the regular consumption of such misleading content can have life-long consequences, causing chronic stress, social isolation, and depression. Additionally, cognitive impairment is also evident, with individuals struggling to focus, analyze, or make rational decisions due to the overwhelming influx of disinformation. Moreover, constant exposure of

fake news can trigger hate speech, violence, and chauvinistic and anti-nationalistic misconduct across countries and nations.

Demographic factors, including age, nationality, educational background, and media literacy, further influence individuals' susceptibility to fake news, highlighting the importance of tailored interventions aimed at improving critical thinking skills, enhancing media literacy, and fostering resilience against misinformation. Given the potential long-term psychological and societal consequences, it is crucial for researchers, educators, and policymakers to collaborate in developing strategies to mitigate the impact of AI-generated fake news. Promoting digital literacy, encouraging responsible information consumption, and supporting the development of fact-checking technologies are vital steps toward creating a more informed and resilient public.

Limitations

This study is also marked with some limitations. First, the findings cannot be applied broadly, the sample fails to accurately reflect all subgroups within each nation. Furthermore, using self-reported data from surveys and interviews exposes researchers to potential biases such as recall bias and social desirability bias, which may compromise the accuracy of the reported emotional and cognitive responses. Although a cross-cultural methodology is used in the study, participants' impressions may be influenced by cultural differences in media consumption, political background, and education, making direct comparisons challenging. Another drawback is time limits, since the findings may soon become old due to the quick development of AI technology. Finally, the study did not quantify behavioral changes that could shed more light on the impact of fake news, such as sharing or engaging with it.

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*Գևորգ Գրիգորյան (Նանչանի պոլիտեխնիկական համալսարան, Նանչան,
Յզյանսի նահանգ, Չինաստան)*

Սալահ Էդդին Սալմի (Իբն Թոֆայլի համալսարան, Քենիդրա, Մարոկկո)

Նին Հուեյշուն (Նանչանի պոլիտեխնիկական համալսարան, Նանչան, Ցզյանսի նահանգ, Չինաստան, Մարա Տեխնոլոգիական համալսարան, Մալայզիա)

Տզինցզին Շի (Միջազգային հաղորդակցության ինստիտուտ, Թայջժոուի մասնագիտական-տեխնիկական քոլեջ, Չժեցզյան նահանգ, Չինաստան, Մարա Տեխնոլոգիական համալսարան, Մալայզիա)

Սոցիալական ցանցերում արհեստական բանականության կողմից ստեղծված կեղծ լուրերի զանգվածային տարածումը մարտահրավեր է դարձել օգտատերերի հոգեկան առողջության, հասարակական վստահության և վարքային օրինաչափությունների համար: Թեև սոցիալական մոդիան ծառայում է որպես զանգվածային հաղորդակցության հզոր հարթակ, այն նաև արագացնում է ապատեղեկատվության լայն տարածումը, հատկապես արհեստական բանականությամբ աշխատող տեխնոլոգիաների օգնությամբ, որոնք ունակ են ամեն օր աննախադեպ մասշտաբով կեղծ լուրեր ստեղծել և տարածել:

Սույն հետազոտությունը նպատակ ունի ուսումնասիրել սոցիալական մեդիայի օգտատերերի վրա արհեստական բանականությամբ ստեղծված կեղծ լուրերի հոգեհուզական ազդեցությունը՝ կենտրոնանալով նման բովանդակության ազդեցության հետևանքով առաջացած հուզական արձագանքների, ճանաչողական գործընթացների և վարքային փոփոխությունների վրա: Սոցիալական ցանցերի օգտատերերի տվյալների հավաքագրման համար կիրառվել է խառը մեթոդաբանություն: Արդյունքները ցույց են տալիս, որ արհեստական բանականությամբ ստեղծված կեղծ լուրերը կարող են առաջացնել անհանգստության, անվստահության և շփոթության զգացումներ, որոնք հանգեցնում են ինքնագնահատականի նվազման, սոցիալական մեկուսացման և սոցիալական ինստիտուտների նկատմամբ վստահության թուլացման: Ավելին, արդյունքները հստակ ցույց են տալիս, որ քննադատական մտածողության ցածր մակարդակով անհատներն ավելի են ենթարկվում արհեստական բանականությամբ ստեղծված կեղծ լուրերի բացասական հոգեհուզական ազդեցություններին: Ուսումնասիրության արդյունքները ընդգծում են արհեստական բանականությամբ ստեղծված կեղծ լուրերի տարածումը կասեցնելու, ինչպես նաև տարբեր լեզվամշակութային միջավայրերի սոցիալական մեդիայի օգտատերերի շրջանում մեդիագրագիտության, քննադատական մտածողության և հուզական կայունության զարգացման ռազմավարությունների անհրաժեշտությունը:

Հանգուցային բառեր՝ ԱԲ-ով ստեղծված, կեղծ լուրեր, ապատեղեկատվություն, սոցիալական մեդիա, հոգեհուզական ազդեցություններ, կրգնհիդիվ գործընթաց, սոցիալ-քաղաքական բևեռացում, հուզական արձագանք:

ПСИХОЭМОЦИОНАЛЬНЫЕ ЭФФЕКТЫ ФЕЙКОВЫХ НОВОСТЕЙ, СОЗДАНЫХ ИСКУССТВЕННЫМ ИНТЕЛЛЕКТОМ, НА ПОЛЬЗОВАТЕЛЕЙ СОЦИАЛЬНЫХ СЕТЕЙ

*Геворг Григорян (Наньчанский политехнический университет, Наньчан,
провинция Цзянси, Китай)*

Салах Эддин Сальми (Университет Ибн Тофайля, Кенитра, Марокко)

*Нин Хуэйчунь (Наньчанский политехнический университет, Наньчан,
провинция Цзянси, Китай; Университет Мара Технологи, Малайзия)*

*Цзинцзин Ши (Институт международной коммуникации, Тайчжоуский
профессионально-технический колледж, провинция Чжэцзян, Китай;
Университет Мара Технологи, Малайзия)*

Массовое распространение сгенерированных искусственным интеллектом фейковых новостей в социальных сетях стало серьезной проблемой для психического здоровья пользователей, общественного доверия и поведенческих моделей. Хотя социальные сети являются мощной платформой массовой коммуникации, они одновременно ускоряют широкое распространение дезинформации, особенно с помощью технологий, основанных на искусственном интеллекте, которые способны ежедневно создавать и распространять фейковые новости в беспрецедентных масштабах.

Данное исследование направлено на изучение психоэмоциональных эффектов фейковых новостей, созданных искусственным интеллектом, на пользователей социальных сетей, сосредоточившись на эмоциональных реакциях, когнитивных процессах и поведенческих изменениях, возникающие под воздействием подобного контента. Для сбора данных от пользователей социальных сетей использовался смешанный подход. Результаты показывают, что сгенерированные искусственным интеллектом фейковые новости могут вызывать чувство тревоги, недоверия и замешательства, что приводит к снижению самооценки, социальной изоляции и уменьшению доверия к социальным институтам. Более того, результаты четко указывают на то, что люди с более низким уровнем критического мышления более подвержены негативным психоэмоциональным эффектам фейковых новостей, созданных искусственным интеллектом. Результаты исследования подчеркивают необходимость разработки стратегий по ограничению распространения фейковых новостей, созданных искусственным интеллектом, а также продвижения медиаграмотности, критического мышления и эмоциональной устойчивости среди пользователей социальных сетей с различным языковым и культурным происхождением.

Ключевые слова: созданный ИИ, фейковые новости, дезинформация, социальные сети, психоэмоциональные эффекты, социально-политическая поляризация, эмоциональная реакция.

Information about authors

Gevorg Grigoryan - PhD in Philology, Nanchang Polytechnic University, China, gevorg.grigoryan93@gmail.com, <https://orcid.org/0000-0002-1689-8375>

Salah Eddine Salmi - Ph.D. student, Université Ibn-Tofail, Kenitra, Morocco, Adjunct lecturer at Hefei University of Sciences and Technology, salaheddinesalmii@gmail.com, <https://orcid.org/0009-0001-2859-7457>

Ning Huichun (Corresponding Author) - PhD, Nanchang Polytechnic University, Vice-director of International Cooperation & Exchange Department, Mara Teknologi University, Malaysia, ninghuichun@163.com, <https://orcid.org/0000-0002-0798-2006>

Jingjing Shi - PhD, Institute of International Communication, Taizhou Vocational & Technical College, China, PhD in Mara Teknologi University, Malaysia, janejjshi@outlook.com, <https://orcid.org/0000-0002-5948-3591>

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ON METAMORPHOSIS: EXPERIENCING AND EMBODIMENT .
SOME REMARKS ON PROCESS-ORIENTATION IN COUNSELLING,
COACHING AND PSYCHOTHERAPY

Haik Petrossian (Kiel University (CAU), Hamburg, Germany)

haik.petrossian@me.com

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This paper explores the interplay of interaction, change, and stability in personal and organisational contexts, emphasising the importance of relationship and embodiment in facilitating change from the vantage point of humanistic psychology. Individual transformation labelled as metamorphosis is transposing the state of being as second-order change in comparison to alter states as first-order change. A focus on epistemology in psychology is needed how we come to knowledge regarding human behaviour, mental and experiential processes. Thus it embrace the foundations of psychology as a science, paying attention to what constitutes valid evidence beyond common sense rationalism in order to investigate a new understanding of human behaviour. Here the contribution of Gregory Bateson (1904-1980) is delivering an access path towards the unfamiliar realms for someone trying to understand the complexity of human behaviour. The groundbreaking work of Paul Watzlawick et al (2011) in their book 'Pragmatics of human Behaviour' can be viewed a substantial 'game changer' related to a creative thinking in theoretic and applied psychology. A long-standing collaboration between Carl Rogers and Eugene Gendlin at the University of Chicago paved the way for the foundation of the Person-centred and experiential-oriented approach in the the field of counselling, coaching and psychotherapy. The core issues and observations here are focusing on two crucial processes in relating to an alter ego: 'I-you' (Rogers 1959) and 'I-me' (1962) regarding personal development and therapeutic change. This is widely known as 'First-person approach', which encompass a systemic-oriented and experiential-oriented personal inquiry into one's own consciously accessible experience in private and professional life. A further crucial point in that undertaking might be as well a thoughtful study of Eugene Gendlin's 'Process Model' (1997) and 'Philosophy of the Implicit' (2017).

Keywords: *humanistic psychology, epistemology, meta-communication, mind and body, experiencing/focusing, philosophy of the implicit.*

Introduction

Life requires interaction on all levels, both inter- and intra-personal. It applies to people as well as organisations, that stability (sustainability) and change (development) continuously move structurally and dynamically in an operable exchange. Consistency and change offer only one temporal access point and that is the respective moment. Humanistic psychology calls this the here-and-now principle. With this perspective, the past can be repaired and the future might be prepared in a different way, beyond established repetitive routines and habitual patterns.

Within the framework of psychotherapy research, Carl Rogers (2003) and Eugene Gendlin (1997, 2017) defined the necessary and sufficient conditions for change, which apply independently of therapeutic schools and methods: empathy, unconditional positive regard as well as congruence. Another condition that such a relationship takes hold on and has an effect requires an engagement with the other person and oneself; authenticity and openness to one's own thoughts, feelings and bodily felt resonating related in dealing with another person. This applies to those seeking advice and professional support alike.

Here is where the wheat is separated from the chaff: professional, more in-depth work with others is not possible without ongoing efforts to understand oneself in the related encounters. Unconditional positive regard, empathy and authenticity will guide to an altered understanding of one's own narratives and its structural and dynamical influences, continuously observable in the present moment. It will become evident, that the conditions of change related to the foundation of the self are corresponding to those of its development.

Humanistic Psychology

Humanistic psychology has developed since the first half of the last century as a reply to the deterministic and mechanical understanding of human beings in psychoanalysis and especially in the cognitive behavioural approaches (behaviourism). Both, in the classical psychoanalysis and in cognitive behavioural therapy the question about what makes the individual different from other living beings is neglected or ignored. In addition and in definition to the conception of human beings as a 'black box' in behaviourism and as a physiological entity driven by uncontrolled impulses or instincts in Freud's psychoanalysis, humanistic psychology is defined by acknowledging the inherent human. Thereby it sets the specific human of the individual in the main focus of all the considerations and observations. Thus, humanistic psychology is rooted in existential philosophy, which

has evolved since the 20th century and is linked to Sören Kierkegaard in Denmark and in the frame of phenomenology to Wilhelm Dilthey and Edmund Husserl in Germany.

At the same time, according to the circumstances and possibilities, we examine the aspects mentioned so far as Experiencing (later since 1975 defined as Focusing) developed by the Viennese philosopher, psychologist and psychotherapist Eugene Gendlin, who - after his family fled Vienna from the Nazis - later became a professor at the University of Chicago, where he collaborated with Carl Rogers, the co-founder of humanistic psychology. Both shared the desire to strengthen people, to support their self-development in order to pave the way for desired changes in life.

The main human state is defined as freedom of fundamental decision-making implicating the opportunity of self-realisation of the individual, emphasising the development of personal capabilities within the frame of the society and its social conditions. Thereby the research of creativity and self-realisation lay the cornerstone of humanistic psychology, which in particular Abraham Maslow (1908-1970) made a subject of his studies.

Through logical thinking, self-reflection and presence of awareness the individual alienates from other animate beings and hence differs from animals: human beings incorporate both: animalistic instincts and rationality. Instinctive motives of man do not any longer determine entirely his experience and behaviour, the individual consequently gains the freedom of decision-making:

1. Loss of the animalistic character and instincts
2. Future-oriented and ceaseless productivity
3. Awareness of time limits regarding his span of life
4. Span between potentials and their realisation
5. Existential desolation and existential loneliness
6. Freedom of decision-making and creative self-realisation

As a 'third force', alongside with psychoanalysis and behaviourism, humanistic psychology in difference to the topographic model of the psychoanalysis ('ego'-'id'-'superego'), places the 'self' of the individual in the centre of interest and practice, and is focused on the present, while at the same time is process- and future-oriented. Narrow scientific and deterministically oriented thinking - nowadays so-called evidence based - basically neglects the human being as an individual person determining it's own fate. That reduces a human being to the chemical, neurobiological and physiological processes, which in no case can appropriately or correctly explain the individual. Humanistic psychology is focused on the creative possibilities of the development of an individual and thus gets over and ignores the somehow pessimistic attitude of psychoanalysis and the mechanical, adaptive thinking of behaviourism and cognitive science.

There are scientists - many of which emigrated to America from Nazi Germany - like Charlotte Bühler, Abraham Maslow, Erich Fromm, Fritz Perls and Eugene Gendlin who, like Carl Rogers, fundamentally reformed the image of man in psychology and then founded consequently in 1962 the Association of Humanistic Psychology. The central assumptions of humanistic psychology are defined as follows:

1. Individual experience is the main focus not theorising or searching for objectivity
2. Non-reductionism emphasising the basic human abilities related to self-actualisation and creativity
3. Meaningfulness in the sense that theory and research must be reasonable related to the core question if this all makes sense for human existence and
4. Dignity as the aim to support those forces, which safeguard a dignified life of a human being.

It was particularly Carl Rogers (1902-1987), who in the thirties of the last century argued against the 'zeitgeist' and made processes of human experience and behaviour the main subject of his scientific investigations at the University of Chicago. Carl Rogers and Eugene Gendlin view an individual as a living system that is in an ongoing interaction with his social environment and with himself, therefore adjusts and changes constantly. Carl Rogers (1959) defined this as a reproductive process, as an inherent force of the organism, which is characterised as a tendency towards self-actualisation. That is the vital force, biological driven, that motivates human beings and is to be considered as a self-supporting and self-sustainable principle of the organism.

The individual's harmonic and creative development is conditioned by the structure and dynamic of the self-boundaries that exert a restrictive influence concerning the tendency of self-actualisation of the organism. The adult self reflects the personal history and the connectedness with the society of the individual. Therefore, this considers the development of the self and personality in connection with the experience in childhood and youth.

The experience acquired in one's childhood in the family and social environment with its significant peer groups as well as the society play a relevant role in understanding the development of the structure and dynamic of the "self", that already was developed structurally and formed in one's childhood, while emerging in everyday encounters and relationships.

At the same time the experience and behaviour in the concrete interactions with other people are keys in understanding both one's own and common limitations and potentials. Autonomy and the ability to relate to others are shaped during the development of one's personal upbringing and consequently manifesting themselves in significant moments of one's private and professional life.

Thus, we have received a pattern and model of an individual enjoying a substantial autonomy of decision-making, even when the individual at the beginning of his lifetime gets totally dependent on his environment. Similarly, as a matter of fact, the human beings remain all their life in a social dependency, which in the best case promotes his self-actualisation, autonomy, communication abilities and search for personal meaningfulness.

Hereupon humanistic psychology emphasises the inseparable unity of the individual. This bilaterally configures influences bodily, cognitive and emotional processes of the experience and behaviour. Thus, logically the individual and his organism are characterised as a psychosomatic entity, a unity of mind and body. The individual's perception in the frame of humanistic psychology is present-oriented, optimistic and focused on developing latent potentials in the future. The self-determination of human beings, the freedom of decision-making and their responsibility, dignity as well as well searching for meaningfulness in their life determine the relationships with other people both in private and professional spheres. By constantly referring to their own experience at any moment of their existence comprise the ability to learn and understand from the past and being able to arrange the future creatively. The individual is viewed as a living bodily process and acting ongoing in an 'I-you' interactive field (Carl Rogers) as well as in an 'I-me' relationship with oneself (Eugene Gendlin).

Humanistic psychology recognises that though human beings are potentially capable of creativity and self-realisation, these capabilities and potentials are sometimes nevertheless weakly expressed and modified by material and social conditions as well as by the particular society or political system (Heuman 2011).

Abraham Maslow (1970) on the basis of his studies and researches developed a hierarchic theory of personality and motivation. The essence of his motivation theory distinguishes basic and meta needs. The latter can be developed only in case the former ones have been met. Unsatisfied basic needs bring about a deficiency and low motivation, which tends to vanish, while its elimination can only give rise to the meta needs.

Meta needs arise only if there is individually no lack of basic needs. Provided that there are social, individual and society related conditions to meet the basic needs, a personal challenge and sometimes controversy with the creative aspects of the tendency towards self-realisation starts.

Abraham Maslow's scientific work and his studies of human beings, who managed to design their lives in a self-determined and creative way, guided him to further logical conclusions that the individual actually dwells in two radically contradicting states of consciousness, which he defines as deficiency-oriented and growth-oriented.

The deficiency-oriented motivation originates from the unsatisfied basic needs and involves (see chart below in conclusions):

1. Physiological needs
2. Safety needs
3. Social needs and
4. Self-esteem needs.

The meta needs or growth-oriented needs are characterised as follows:

1. Aesthetic needs
2. Potential of self-actualisation and
3. Strive for self-realisation

Human beings under conditions of the deficiency motivation are interested merely in covering the basic needs, for only the growth-oriented existential motivation can push open the door of their own life purpose and enable self-realisation as postulated by humanistic psychology.

Innumerable conclusions can be drawn and profound knowledge regarding learning and teaching can be acquired, which provide practical recommendations for the realisation of learning and teaching processes. Thus, with the help of the knowledge of humanistic psychology, an unduly too often investigated search for rationalistic cause-oriented thinking are substituted with a search for solution-oriented thinking.

Meta-Communication

Gregory Bateson's magical formula of content and frame can be explored in everyday life: every communicative act simultaneously has a content and a relationship aspect. Paul Watzlawick (2011) speaks to this in his book 'Pragmatics of Human Communication', that has shaped the 'zeitgeist' of the last few decades and is now part of the standard repertoire for everyone, who is working with people. At the same time, an authentic relationship described by humanistic psychotherapy - empathy, unconditional positive regard and congruence - are the inter- and intra-personal 'fuel' or basic requirements that open the door for change and transformation.

Relationship defined as a mutually interdependent and carrying forward processes - whereby the path is the goal - transcend methods, techniques and rational, theoretical assumptions. Beyond ideologies of superiority, such a lived relationship leads to changes in general. In addition, a 'change through understanding' and being able to authentically engage in a relationship - depth psychology speaks of the ability for introspection - is only possible, if a bodily felt resonance is taken into account. Cognitive behavioural therapy (Greenberg et al 2014) now takes this into account and emphasises the importance of embodiment - without anchoring by experiencing a bodily felt resonance, cognitive strategies and

appeals to reason will lead eventually in known patterns, repeating habitual patterns.

With this knowledge, a meta-principle can be stated: the 'how' dominates the 'what', the relationship aspect gives the content its essential, individual meaning. A fixation on the ratio, reason alone does not lead to any lasting changes. For participants, patterns that lead to crisis and illness are served without making an effort to friendship themselves or to encompass their own bodily resonance. Summarised the perspective and the frame are providing the meaning of a situation. Moreover, thinking that binary or dichotomous approaches are contributing to solutions is utmost questionable. Does it make sense to try this in order to step into unfamiliar territory?

When it comes to ingrained processes, routines and patterns, this interweaves with a dual world view (e.g. 'yes-no', 'right-wrong', 'pleasant-unpleasant'), where all problems and solutions are binary in nature. We call it the 'Samsara principle' leaning on Buddhist psychology that describes this duality trap as samsara from which there is no way out if an exclusively binary or polarised thinking in feeling, sensation and action is maintained. Thus, suffering, blockage and despair would be inevitable, since it is based on polarising like 'black-and-white' or 'either-or-thinking'. Passion, aggression and ignorance are the underlying core issues in that frame of reference (Trungpa 2005).

The quote that has meanwhile become a well-known saying, 'when the solution is the problem', proves often true. Against this background, in workshops and coaching we strive for an 'as-well-as' approach and view an 'either-or' as a 'trap', which unfortunately all too often leads into a dead end.

An experiment: What is the first thing that comes to your mind when you hear the following: "In everyday life we often function in a dual mode of 'yes or no', 'right or wrong' and 'pleasant or unpleasant' - is there another option?" Focus inwardly with your attention to your first reaction, hold on to it and let yourself be surprised.

Before we come to the practical implementation, regardless of intellectual requirements, an 'entrance ticket' must be purchased, as a minimum level of non-existent identification with an ongoing topic. What does that mean? If circumstances - like a worry about something or a defined problem - has merged with me, it doesn't work because in such a state I can no longer relate to the given. There must be a 'freedom of thoughts, feelings or sensations', which make it possible to perceive, observe and resonate.

It takes the willingness to engage with one's own 'inner bodily anchored resonance', which can be observed with an inwardly oriented attention. If I remain in a state of identification and do not experience that I can do anything about it, I only react or do not react at all, if the latter is possible in general: I cannot 'not-

communicate'. So, I remain internally and externally dependent and then the whole thing does what it wants with me. This is where the 'law of least resistance' comes into play or: 'If you don't take life into your own hands, life will do what it wants with you and you won't do what you can with life.'

One solution is to bring these supposedly mutually exclusive polarities together and thereby make the promise of 'both-and-also' concretely verifiable. How this might be working out? I have to experience it in order to understand or sense how it operates and where it leads. It is only through experiencing that we can begin to get an inkling or understanding. Take two opposites and focus on them internally without wanting to make a difference or changing anything. You will find that a 'self-tuning-process' sets in!

A 'both-and-as-well-as' removes being caught in two contradictory opposing polarities. In the end it all depends on your own vantage point. This is the beginning of the path of 'working on yourself - from the known to the unknown'.

Our procedures aim to make suggestions individually and concretely verifiable, how to bring the personal with the professional in an acceptable balance, so that friction and the associated energy losses are reduced or eliminated. If this will be successful, the basis is created for pursuing a sustainable handling in a way that is bearable and also includes creative vitality. 'If you do what you enjoy, you won't have to work your whole life' is a saying that wants to be thoroughly considered.

The common thread in this work on and with oneself thus connects the already mentioned personal with the relevant, professional aspects of communication theory and complements other offers e.g. such as burnout prevention, resilience, meta-communication, ethical imperative as well as negotiation techniques.

Meta-communication includes understanding the structure and dynamics of content and the respective possible perspectives and frames of reference, described by Gregory Bateson (1972, 1980). Together with Heinz von Foerster (2003) and others, they were the founding fathers and scientists of a cybernetic and systemic understanding of human experience and behaviour. Furthermore and at the same time, effective and systemically well-founded work with people is only possible if an authentic relationship is offered and can be perceived by both people involved into a mutually agreed upon relationship.

Heinz von Foerster's 'ethical imperative' states, that we can strive to constantly create more opportunities for actions than sometimes appear to be available at the first glance. This aims at 'out-of-the-box' thinking or in other words 'making-the-pie-bigger' than it presents itself. We are concentrating on the daily bread of professional orientation, namely developing constructive attitudes, ensuring creative personal responsibility and striving for solution-oriented undertaking.

Business behaviour is mainly based on knowledge and rational perspectives but should be amplified by professional empathy. What does professional empathy implies? It is more significant in the interaction with the social and business partners what and how my counterpart understands what I have said or meant, sometimes independently from what I really want to tell him. In no case I can assume that my companion the same way perceives my comments, remarks or statements as I have meant. It becomes especially obvious when there are different opinions, arising conflicts and not bridgeable judgments regarding the same matter. If during an interactive event it occurs that one partner fails or does not want to understand the other one, so it's time to stop and consider the situation. There is a possibility to place oneself in the position of the other one and to try looking at the whole situation from his vantage point. Thus both have to slip into the shoes of the other person in order to move forward concerning a certain issue. This is precisely what professional empathy means.

Sometimes the communication with others happens to be impossible because these skills and abilities are restricted by one's own knowledge and one's own state of mind. The extent one can become aware of it, observe it less subjectively and more reflectively will show up as a necessary and professional attitude towards influencing it intentionally and solution-oriented.

You must first check and observe yourself. If you do not truly want to understand others or if you are insincere, professional empathy will be not possible or work.

Communication is more than words. You must be sensitive to times when the expressed thoughts and feelings are not congruent. You must be sensible for the non-verbal signals as well as for the verbal ones.

Take your time in order not to react too quickly or inattentively to inaccurate statements of fact. Listen carefully to the feelings and emotions beneath the statements before rushing into correct facts.

You must allow the person to express the emotional or individual truth, which may include feelings about you. You must be ready to explore openly such feedback.

Paul Watzlawick et al (2011) wrote one of the most influential books of the last century in psychology and related fields. His 5 axioms concerning fundamental aspects of human communication are so to say the core of interactive skills both in the private and professional field:

'One cannot not communicate.' This simply means that every behaviour or 'non-behaviour' such as keeping silence is highly communicative.

'Every communication has a content and a relationship aspect such that the latter classifies the former and is therefore a meta-communication.' It's sometimes more informative and important how we speak then what we are talking about.

'The nature of a relationship is contingent upon the punctuation of communicational sequences between the communicants. Every communication consists of a sequence of events.' Nothing happens out of nothing. This axiom says that the outcome depends on where we start to observe and how we construct the sequence. The outcome such as who is responsible e.g. depends on the events taken into the frame of observation.

'Human beings communicate both digitally and analogically. Digital language has a highly complex and powerful logical syntax but lacks adequate semantics in the field of relationship, while analogical language possesses the semantics but has no adequate syntax for the unambiguous definition of the nature of relationship.' For example, a digital watch gives us an exact time but the analogue watches more the feeling of time. In sports, the digital result of a race gives a clear order, whereas the photography of the finish gives a very different thus an analogical impression.

Interaction is defined as symmetrical and complementary. Interactions are on one hand based on equality (symmetrical) or on the other hand unbalanced in power (complementary). Examples might be escalating conflicts (symmetrical) and co-dependence in a relationship (complementary).

However, we'd like to use this opportunity to introduce 'active listening' and 'saying back' as core communicative skills, firmly grounded on an appropriate attitude. Professional empathy cannot unfold without attentive or mindful listening. This so-called 'active listening' and 'saying back' are necessary and significant in two ways, i.e. you should be able listening to yourself, and so you'll find numerous reasons being open-minded regarding other people. You will never be able to understand other people if you do not pay attention in understanding yourself.

Listen patiently to what the other person has to say, even though you may believe it is wrong or irrelevant. Indicate simple acceptance or respect, which in no way means that you agree.

Limit the expression of you own views, since these may distract or limit what the other person wants to say.

Avoid direct questions and especially arguments about facts. Allow the other person to express her point of view.

Focus on the particular message and avoid trying to think about your next statement until the person is finishing reporting.

Strive to understand the feeling the person is expressing. Listen for what is not said. Read in between the lines.

If necessary and in order to keep things going restate the other person's feeling and thinking briefly, but accurately. Here you simply serve as a mirror and encourage the other person to continue talking.

Try to ask only open-ended questions and avoid questions that can be answered by «yes» or «no» - «how», «when», «where», «what» instead of «why».

Additionally, referring to a «train-the-trainer» framework, exercises and group assignments have to focus on the particular work environment in order to take into account the individual background of the participants. Therefore, one must abandon a detailed description of assigned exercises and group tasks as a standardised manual. This, on the one hand, would contradict a 'tailor-made' approach and understanding. On the other hand, it will enable to prevent any stereotypes, non-reflected use of these experience-related and action-oriented rules and instructions. In case these exercises and instructions for an interactive oriented training do not consider a certain context, they aren't helpful as a powerful process-oriented toolbox.

Conclusion

The topics that are not addressed or talked about openly are often important ones. In addition, it is not what I say that is important, but what my counterpart draws or understand from it. It applies to all of us that sometimes we don't know what to do, how to act or decide. But nonetheless we have to understand that without an ownership approach, nothing essential will change and cannot solve without our active participation, while continuously staying in touch with our felt bodily resonance in that particular moment.

Thus it is important to see and understand that a constructive attitude and professional empathy in the workshops and encounters with others, as well as dealing continuously with one's own reacting and resonating as a response to what is perceived. It makes no sense and is not effective to deal mainly with the behaviour and externalising statements of others. Often diagnostic categories and statements in everyday life situations are reflecting one's own inability to deal with the given. In addition, these is only triggering off what is also a part of me - at least on the second thought: what is not a part of me cannot resonate in me. A profound knowledge of the structure and the dynamics of transference and countertransference belongs as well in one's own professional toolbox.

Nevertheless the crucial point will remain a bodily felt sense described by Eugene Gendlin as Experiencing (1962) and later on as Focusing (1978) in the frame of his 'Philosophy of the Implicit' (2017) and his principle of 'Interaction first' (Gendlin 2017).

Nowadays embodiment has received the accolade of cognitive behavioural therapy, although having been investigated and proven already in studies on change processes in psychotherapy, counselling and coaching since the 1960s (Greenberg 2014).

An unsolicited advice as finishing off: always and everywhere strive to find your own voice, while to avoid sailing under the flag of someone else, while staying in touch with your bodily felt resonance.

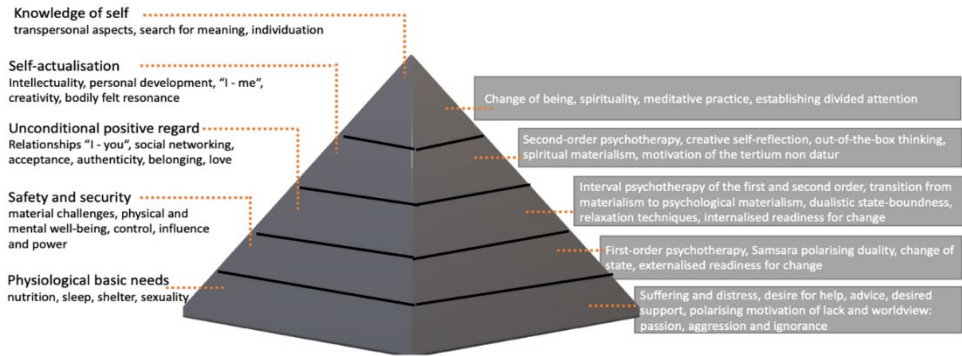


Figure 1.

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**ՄԵՏԱՄՈՐՖՈԶԻ ՄԱՍԻՆ. ՓՈՐՁԱՌՈՒԹՅՈՒՆ ԵՎ ՄԱՐՄՆԱՎՈՐՈՒՄ:
ՈՐՈՇ ԴԻՏՈՂՈՒԹՅՈՒՆՆԵՐ ԳՈՐԾԸՆԹԱՑԱՅԻՆ ԿՈՂՄՆՈՐՈՇՄԱՆ
ՎԵՐԱԲԵՐՅԱԼ ԽՈՐՀՐԴԱՏՎՈՒԹՅԱՆ, ՄԱՐՁՁԱԿԱՆ ԱՇԽԱՏԱՆՔԻ ԵՎ
ՀՈԳԵԹԵՐԱԴՊԻԱՅԻ ՄԵՋ**

*Հայկ Պետրոսյան (Քիլի Քրիստիան Ալբրեխտի համալսարան, Համբուրգ,
Գերմանիա)*

Սույն հոդվածը ուսումնասիրում է փոխազդեցության, փոփոխության և կայունության փոխազդեցությունը անձնական և կազմակերպչական համատեքստերում՝ ընդգծելով փոխհարաբերությունների և մարմնավորման կարևորությունը փոփոխությունը խթանելու գործում՝ հումանիստական հոգեբանության տեսանկյունից: Անհատական փոխակերպումը, որը կոչվում է մետամորֆոզ, գոյության վիճակը տեղափոխում է որպես երկրորդ կարգի փոփոխություն՝ համեմատած այլ վիճակների հետ՝ որպես առաջին կարգի փոփոխություն: Հոգեբանության մեջ իմացաբանության վրա կենտրոնանալը անհրաժեշտ է, թե ինչպես ենք մենք հասնում մարդկային վարքագծի, մտավոր և փորձառական գործընթացների վերաբերյալ գիտելիքների: Այսպիսով, այն ընդգրկում է հոգեբանության հիմքերը որպես գիտություն՝ ուշադրություն դարձնելով այն բանին, թե ինչն է կազմում առողջ բանականության ռացիոնալիզմից այն կողմ վավեր ապացույց՝ մարդկային վարքագծի նոր ըմբռնում ուսումնասիրելու համար: Այստեղ Գրեգորի Բեյթսոնի (1904-1980)

ներդրումը մուտքի ուղի է բացում դեպի անձանոթ ոլորտներ՝ մարդկային վարքագծի բարդությունը հասկանալու փորձ կատարող մեկի համար: Պոլ Վաստյալիկի և այլոց (2011) «Մարդկային վարքագծի պրագմատիկա» գրքում կատարված նորարարական աշխատանքը կարելի է դիտարկել որպես էական «խաղի կանոնները փոխող»՝ կապված տեսական և կիրառական հոգեբանության մեջ ստեղծագործական մտածողության հետ: Չիկագոյի համալսարանում Կարլ Ռոջերսի և Յուջին Գենդլինի միջև երկարատև համագործակցությունը հիմք դրեց խորհրդատվության, մարզչական աշխատանքի և հոգեթերապիայի ոլորտում անձնակենտրոն և փորձառական մոտեցման հիմնադրմանը: Այստեղ հիմնական հարցերն ու դիտարկումները կենտրոնանում են ալտեր էգոյի հետ կապված երկու կարևորագույն գործընթացների վրա՝ «ես-դու» (Ռոջերս 1959) և «ես-ես» (1962)՝ անձնական զարգացման և թերապևտիկ փոփոխության վերաբերյալ: Սա լայնորեն հայտնի է որպես «Առաջին դեմքի մոտեցում», որը ներառում է համակարգային և փորձառական կողմնորոշմամբ անձնական հետազոտություն՝ անձնական և մասնագիտական կյանքում սեփական գիտակցաբար հասանելի փորձի վերաբերյալ: Այդ ձեռնարկման մեկ այլ կարևոր կետ կարող է լինել նաև Յուջին Գենդլինի «Գործընթացի մոդելի» (1997) և «Ինքնաբացության փիլիսոփայության» (2017) մտածված ուսումնասիրությունը:

Հանգուցային բաներ՝ հումանիստական հոգեբանություն, էպիստեմոլոգիա, մեթա-հաղորդակցություն, միտք և մարմին, զգացողություն/կենտրոնացում, անուղակի փիլիսոփայությունը:

О МЕТАМОРФОЗЕ: ОПЫТ И ВОПЛОЩЕНИЕ. НЕКОТОРЫЕ ЗАМЕЧАНИЯ О ПРОЦЕССУАЛЬНОЙ ОРИЕНТАЦИИ В КОНСУЛЬТИРОВАНИИ, КОУЧИНГЕ И ПСИХОТЕРАПИИ.

*Айк Петросян (Кильский университет имени Кристиана Альбрехта,
Гамбург, Германия)*

Массовое распространение сгенерированных искусственным интеллектом фейковых новостей в социальных сетях стало серьезной проблемой для психического здоровья пользователей, общественного доверия и поведенческих моделей. Хотя социальные сети являются мощной платформой массовой коммуникации, они одновременно ускоряют широкое распространение дезинформации, особенно с помощью технологий, основанных на искусственном интеллекте, которые способны ежедневно создавать и распространять фейковые новости в беспрецедентных масштабах.

Данное исследование направлено на изучение психоэмоциональных эффектов фейковых новостей, созданных искусственным интеллектом, на

пользователей социальных сетей, сосредоточившись на эмоциональных реакциях, когнитивных процессах и поведенческих изменениях, возникающие под воздействием подобного контента. Для сбора данных от пользователей социальных сетей использовался смешанный подход. Результаты показывают, что сгенерированные искусственным интеллектом фейковые новости могут вызывать чувство тревоги, недоверия и замешательства, что приводит к снижению самооценки, социальной изоляции и уменьшению доверия к социальным институтам. Более того, результаты четко указывают на то, что люди с более низким уровнем критического мышления более подвержены негативным психоэмоциональным эффектам фейковых новостей, созданных искусственным интеллектом. Результаты исследования подчеркивают необходимость разработки стратегий по ограничению распространения фейковых новостей, созданных искусственным интеллектом, а также продвижения медиаграмотности, критического мышления и эмоциональной устойчивости среди пользователей социальных сетей с различным языковым и культурным происхождением.

Ключевые слова: *гуманистическая психология, эпистемология, метакоммуникация, разум и тело, опыт/фокусирование, философия имплицитного.*

Information about author

Haik Petrossian – Kiel University (CAU), Germany, independent researcher, haik.petrossian@me.com, <https://orcid.org/0009-0007-0010-9662>

THE INVESTIGATION OF THE RELATIONSHIP BETWEEN INDIVIDUAL SUBJECTIVE WELL-BEING AND POLITICAL TRUST

Hasmik Sargsyan (Yerevan State University, Yerevan, Armenia)

hasmik.sargsyan@ysu.am

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The present research investigates how subjective well-being relates to political trust in the context of the upcoming 2026 parliamentary elections in Armenia. The research is based on psychological and political science perspectives, with particular emphasis on social capital theory, trust is viewed as one of the mechanisms supporting social unity and stable institutional relations. The main goal of the research is to explore the link between subjective well-being and political trust, and to evaluate the extent to which subjective well-being may influence political trust.

The research objectives include the examination of subjective well-being across different socio-demographic groups and the analysis of its relationship with political trust. A quantitative research methodology was applied. The sample consisted of 214 respondents. Standardized instruments were employed to collect empirical data for assessing subjective well-being and political trust. The data were analyzed using Student's t-test, Pearson's correlation coefficient, and regression techniques.

The findings indicate significant differences in subjective well-being according to gender and educational level, with higher levels observed among individuals with higher education. The correlation analysis identified a positive association between subjective well-being and political trust ($r = 0.395$, $p < 0.01$). The regression model confirmed that subjective well-being significantly determines political trust ($R^2 = 0.186$), particularly through its affective and cognitive components.

The obtained results indicate that political trust is influenced not only by socio-political factors but also by psychological factors, particularly subjective well-being. The relevance of the study lies in the empirical identification of the relationship between subjective well-being and political trust within the context of parliamentary elections in Armenia.

Keywords: *subjective well-being, political trust, electoral processes, social capital, psychological factors.*

Questions related to well-being and trust remain important topics in contemporary social science research. The concept of well-being originated in ancient philosophy, whereas trust in contemporary scholarship is regarded as a multidimensional and interdisciplinary construct. Within political science, it is understood as one of the key manifestations of attitudes toward political institutions.

The main research questions, structure, and the examined factors and variables are grounded in several theoretical approaches, including the social capital perspective (Putnam, Fukuyama, etc.), which conceptualizes trust as a cohesive force within society. This perspective emphasizes that trust enhances cooperation both at the interpersonal level and in relation to institutions, which in turn contributes to improving individuals' quality of life and overall well-being [6].

Studies conducted in various societies demonstrate a consistent connection between trust and subjective well-being. In turn, a high level of trust can evolve into institutional and political support.

The main aim of the study is to examine and analyze the relationship between individual psychological well-being and trust in the pre-electoral period of the 2026 parliamentary elections in the Republic of Armenia.

Research hypothesis: it is assumed that subjective well-being and trust are interrelated, and that subjective well-being contributes to the manifestation of political trust.

Research objectives:

To examine the existing relationship between subjective well-being and trust.

To investigate and analyze how this relationship between subjective well-being and trust is manifested.

Theoretical foundations, methods, and materials: it should be noted that trust is inherently a psychological construct, as evidenced by the works of several scholars, including E. Erikson, M. Deutsch, and J. Rotter. Accordingly, trust serves as a foundation not only for interpersonal relationships but also for the construction of an individual's relations with the external world and with oneself [1, 3, 5, pg. 3].

In turn, scientific conceptualizations of subjective well-being have been developed through two main approaches: the eudaimonic and the hedonic perspectives, which differently emphasize psychological optimal functioning and subjective life satisfaction. These approaches can be traced back to antiquity, particularly to Aristotle's formulations, from which later contemporary understandings of subjective well-being were developed [2, pg 5-6].

Emphasizing the manifestation and interrelation of these two constructs within political processes, we address the issue of their interconnectedness and patterns of expression.

For the purposes of the study, a testing method was employed, as it ensures a high level of formalization. To measure subjective well-being, the “Subjective Well-Being Assessment Methodology” was used, while Rotter’s Interpersonal Trust Scale was applied to assess trust. For data analysis, group comparisons were conducted using Student’s t-test, correlation analysis using Pearson’s coefficient, and regression analysis. The sample consisted of 214 participants.

Results

Age, gender, and educational level were treated as independent variables in the study. Age groups were defined according to Erik Erikson’s psychosocial developmental stages: early adulthood (19–35 years) and middle adulthood (36–64 years). Educational level was categorized in accordance with the Law on Education of the Republic of Armenia, distinguishing between secondary and higher education qualifications [7].

Table 1. Differences in the Subjective Well-Being Factor by Gender

Comparison of Group Indicators						
	F	t	df	Sig. (2-tailed)	95% Confidence	
					Lower	Upper
Subjective Well-Being	1.253	4.465	146	0	0.35464	0.91792
		4.04	47.405	0	0.31951	0.95305

The comparative analysis of subjective well-being indicates a statistically significant gender-related difference ($p < 0.05$), with lower levels observed among female participants. This finding may be associated with existing social constraints [4, pg. 3–5]. Subjective well-being was also analyzed in relation to educational level, distinguishing between groups with secondary and higher professional education. The comparison conducted using Student’s t-test revealed statistically significant differences between the groups.

Table 2. Description of Differences in Subjective Well-Being by Educational Level

Comparison of Group Indicators						
	F	Sig.	t	df	Sig. (2-tailed)	95% Confidence
						Lower Upper

Subjective Well-Being	0.55	0.459	2.153	146	0.033	0.02258	0.52781
			2.203	138.782	0.029	0.02823	0.52216

According to Table 2, educational level has a significant effect on subjective well-being. The results of Student’s t-test ($p < 0.05$) indicate statistically significant differences between the groups, with higher levels of subjective well-being observed among individuals with higher education. This suggests that education is an important determinant in the formation of subjective well-being.

These findings can be explained by socio-psychological and socio-cultural factors, as educational attainment is closely linked to an individual’s social self-realization, autonomy, and ability to understand and pursue life goals. These factors, in turn, contribute to higher life satisfaction and enhanced subjective well-being.

Overall, subjective well-being is shaped by a combination of socio-psychological and socio-cultural influences. In the next stage of the study, the factor of trust was examined, including a comparative analysis of two age groups (19–35 and 36–64 years) using Student’s t-test.

Table 3. Group Comparison of Social and Institutional Trust Factors by Age Variable

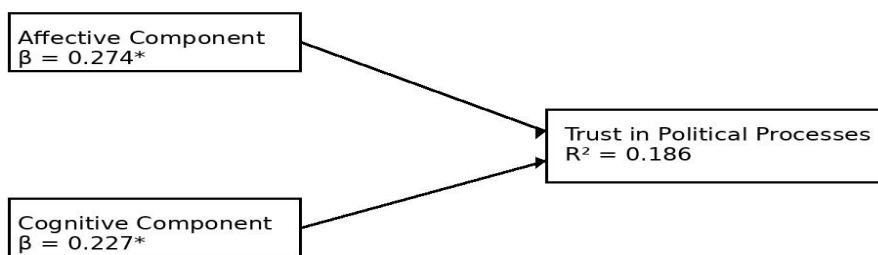
Comparison of Group Indicators						
	Sig.	t	df	Sig. (2-tailed)	95% Confidence	
					Lower	Upper
Social trust	0.618	2.04	100	0.044	0.003	0.184
Institutional Trust		2.017	88.463	0.047	0.001	0.185

Using the t-test, a comparative analysis of the trust factor was conducted between two age groups, revealing a statistically significant difference ($p < 0.05$). The results indicate that the level of trust is influenced by age as a variable. The age classification was based on Erik Erikson’s psychosocial developmental stages, distinguishing between early adulthood (19–35 years) and middle adulthood (36–64 years). The comparative results show that the level of trust is higher in the early adulthood group ($M = 3.30$) compared to the middle adulthood group ($M = 3.21$), indicating the impact of age differences on the formation of trust. In the next stage of the study, correlation and regression analyses were conducted in order to examine in greater depth the relationship between the two variables.

Table 4. Comparative Analysis of Trust and Subjective Well-Being Using Pearson’s Correlation Coefficient

	Comparative Factors		
	Political Trust	Subjective Well-Being	Social trust
Political Trust		.395**	
Subjective Well-Being	.395**		.415**
Social trust		.415**	

According to Table 4, Pearson’s correlation analysis revealed a positive and statistically significant relationship between subjective well-being and social trust ($r = 0.415$, $p < 0.01$), indicating a strong level of interconnection between these variables. This suggests that life satisfaction, self-efficacy, and the perception of meaning in life are closely associated with social trust. At the same time, a significant positive correlation was found between subjective well-being and trust in political processes ($r = 0.395$, $p < 0.01$), demonstrating that trust in political institutions is also related to individuals’ overall evaluation of their lives. The obtained results allow us to conclude that subjective well-being and different forms of trust are interrelated constructs. For a more in-depth examination of this relationship, a regression analysis was conducted, which enabled the development of a corresponding predictive model.



* $p < 0.05$

Figure 1. Graph Illustrating the Results of Regression Analysis between Trust in Political Processes and Subjective Well-Being

Regression analysis results illustrated in the figure indicate that the model is statistically significant ($R^2 = 0.186$, $\beta = 0.227$, $\beta = 0.274$), suggesting that subjective well-being, particularly its affective and cognitive components, jointly make a meaningful contribution to explaining trust in social and political processes.

The application of regression analysis identifies subjective well-being as a primary determining factor, especially through its affective and cognitive dimensions. The affective dimension manifests through individuals' value-based orientations, responsibility for personal aspirations, a balanced positive perception of life, and trust in future outcomes, which collectively enhance political trust.

The cognitive component, in turn, is characterized by strong self-regulatory capacities and a clear understanding of future prospects. Thus, these findings indicate that both components of subjective well-being serve as key determinants in shaping trust in political processes.

Conclusion

Based on the analysis, it can be concluded that the overall level of subjective well-being particularly its affective and cognitive components has a mutually reinforcing effect on the development of trust. These components function as significant psychological determinants in the formation of political trust.

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**ԱՆՁԻ ՍՈՒԲՅԵԿՏԻՎ ԲԱՐԵԿԵՑՈՒԹՅԱՆ ԵՎ ՔԱՂԱՔԱԿԱՆ
ՎԱՏԱՀՈՒԹՅԱՆ ՄԻՋԵՎ ԿԱՊԻ ՌԻՍՈՒՄՆԱՍԻՐՈՒԹՅՈՒՆ**

Հասմիկ Սարգսյան (Երևանի պետական համալսարան, Երևան, Հայաստան)

Սույն հոդվածի շրջանակներում ուսումնասիրվել են անձի սուբյեկտիվ բարեկեցության և քաղաքական վստահության միջև առկա կապի դրսևորման առանձնահատկությունները՝ ՀՀ 2026 թվականի խորհրդարանական ընտրությունների նախընտրական շրջանում: Հետազոտությունը հիմնված է սոցիալ-հոգեբանական և քաղաքագիտական մոտեցումների վրա, մասնավորապես՝ սոցիալական կապիտալի տեսության շրջանակում, որտեղ վստահությունը դիտարկվում է որպես հասարակական համախմբվածության և ինստիտուցիոնալ կայունության կարևոր գործոն: Հետազոտության հիմնական նպատակն է բացահայտել սուբյեկտիվ բարեկեցության և քաղաքական վստահության միջև առկա կապի դրսևորումները, ինչպես նաև պարզել՝ արդյոք սուբյեկտիվ բարեկեցությունը կարող է հանդես գալ որպես քաղաքական վստահությունը պայմանավորող գործոն:

Հետազոտության նպատակից ելնելով՝ խնդիր է առաջադրվել ուսումնասիրել սուբյեկտիվ բարեկեցության դրսևորումները սոցիալ-դեմոգրաֆիական տարբեր խմբերում և վերլուծել դրա կապը քաղաքական վստահության հետ: Հետազոտության իրականացման համար կիրառվել է քանակական մեթոդաբանություն: Հետազոտությանը մասնակցել է 214 անձ: Տվյալների հավաքագրման գործընթացում կիրառվել են բարձր ֆորմալիզացիայի մակարդակ ունեցող մեթոդներ, որոնք ուղղված են եղել սուբյեկտիվ բարեկեցության և քաղաքական վստահության մակարդակների գնահատմանը: Տվյալների վերլուծության համար կիրառվել են Ստյուդենտի t-թեստը, Պիրսոնի կոռելյացիոն գործակիցը և ռեգրեսիոն վիճակագրական մեթոդները:

Հետազոտության արդյունքները վկայում են այն մասին, որ սուբյեկտիվ բարեկեցությունը վիճակագրորեն նշանակալի տարբերություններ է դրսևորում ըստ սեռի, կրթական մակարդակի, ընդ որում՝ բարձրագույն կրթության որակավորման աստիճան ունեցող անձանց մոտ այն արտահայտվում է առավել բարձր ցուցանիշներով: Համաձայն կոռելյացիոն վերլուծության արդյունքների սուբյեկտիվ բարեկեցության և քաղաքական վստահության միջև առկա է դրական և վիճակագրորեն նշանակալի կապ ($r = 0.395$, $p < 0.01$): Միաժամանակ, ռեգրեսիոն վերլուծության արդյունքները ցույց են տալիս, որ սուբյեկտիվ բարեկեցությունը նշանակալիորեն պայմանավորում է քաղաքական վստահությունը ($R^2 = 0.186$), մասնավորապես՝ աֆեկտիվ և կոգնիտիվ բաղադրիչները:

Հետազոտության արդյունքները թույլ են տալիս եզրակացնել, որ քաղաքական վստահությունը պայմանավորված է ոչ միայն սոցիալ-

քաղաքական, այլ նաև հոգեբանական գործոններով, մասնավորապես՝ սուբյեկտիվ բարեկեցությամբ: Այսպիսով կարող ենք ասել, որ հետազոտության արդիականությունը պայմանավորված է սուբյեկտիվ բարեկեցության և քաղաքական վստահության միջև առկա կապի էմպիրիկ բացահայտմամբ՝ ՀՀ խորհրդարանական ընտրությունների համատեքստում:

Հանգուցային բառեր՝ սուբյեկտիվ բարեկեցություն, քաղաքական վստահություն, ընտրական գործընթացներ, սոցիալական կապիտալ, հոգեբանական գործոններ:

ИССЛЕДОВАНИЕ ВЗАИМОСВЯЗИ МЕЖДУ СУБЪЕКТИВНЫМ БЛАГОПОЛУЧИЕМ ЛИЧНОСТИ И ПОЛИТИЧЕСКИМ ДОВЕРИЕМ

Асмик Саргсян (Ереванский государственный университет, Ереван, Армения)

В рамках данной статьи исследуется взаимосвязь между субъективным благополучием личности и политическим доверием в предвыборный период парламентских выборов 2026 года в Республике Армения. Исследование основано на социально-психологическом и политологическом подходах, в частности в рамках теории социального капитала, где доверие рассматривается как важный фактор социальной сплоченности и институциональной стабильности. Основная цель исследования заключается в выявлении связи между субъективным благополучием и политическим доверием, а также в определении того, может ли субъективное благополучие выступать в качестве детерминирующего фактора политического доверия.

Задачи исследования включают изучение проявлений субъективного благополучия в различных социально-демографических группах и анализ его взаимосвязи с политическим доверием. Применена количественная исследовательская методология. Выборка составила 214 респондентов. В процессе сбора данных применялись методы с высоким уровнем формализации, направленные на оценку уровней субъективного благополучия и политического доверия. Анализ данных проводился с использованием t-критерия Стьюдента, коэффициента корреляции Пирсона и методов регрессионного статистического анализа.

Результаты показывают, что субъективное благополучие демонстрирует статистически значимые различия в зависимости от пола, уровня образования, при этом более высокие показатели наблюдаются у лиц с высоким уровнем образования. Корреляционный анализ выявил положительную и значимую связь между субъективным благополучием и политическим доверием ($r = 0.395$, $p < 0.01$). Регрессионная модель подтвердила, что субъективное

благополучие существенно обуславливает политическое доверие ($R^2 = 0.186$), особенно через его аффективный и когнитивный компоненты.

На основании результатов исследования можно заключить, что политическое доверие определяется не только социально-политическими, но и психологическими факторами, в частности субъективным благополучием. Актуальность исследования заключается в эмпирическом выявлении связи между субъективным благополучием и политическим доверием в контексте парламентских выборов в Армении.

Ключевые слова: *субъективное благополучие, политическое доверие, избирательные процессы, социальный капитал, психологические факторы.*

Information about author

Hasmik Sargsyan - PhD student, Yerevan State University,
hasmik.sargsyan@ysu.am, <https://orcid.org/0009-0007-2453-5332>

METHODOLOGICAL FRAMEWORK FOR ASSESSING PSYCHOLOGICAL RESOURCES IN ADOLESCENT SOCIALIZATION

Hrant Avanesyan (Yerevan State University, Yerevan, Armenia)

avanesyanh@ysu.am

Emma Sargsyan (Yerevan State University, Yerevan, Armenia)

emma.sargsyan@ysu.am

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This theoretical review examines the role of resilience, self-efficacy, hope, determination, optimism, hardiness, and conformity in the formation of adolescent social adaptation and identity. Drawing on contemporary empirical research, the article argues that these constructs function as key psychological resources, facilitating adaptive coping, enhancing social competence, and improving psychological well-being. Conformity is viewed as a dual-factor mechanism that supports integration into social groups but simultaneously creates potential risks for maladaptive behavior under the negative influence of peers. The findings highlight the importance of developing these psychological characteristics in educational and developmental programs aimed at supporting the successful integration of adolescents into society. This review proposes an integrative framework in which personal resources, motivational factors, and social-regulatory mechanisms dynamically interact to determine socialization outcomes. The analysis emphasizes the importance of substantiating the methodological aspects of assessing the role of psychological resources in adolescents. The summary allowed us to identify and present validated psychological tools for assessing the discussed adolescent personality constructs.

Keywords: *adolescence, socialization, self-efficacy, resilience, optimism, conformity, psychological resources, psychological assessment.*

Introduction

Various personality traits play a crucial role in adolescent socialization, as it is during this age period that stable patterns of interaction with society, norms of

behavior, and elements of identity are formed. Adolescents begin an active stage of interaction with modern society, which continually confronts them with alternative life choices in order to gradually integrate into society and define their social identity. At the same time, the degree of personal development of adolescents allows them to balance their autonomy and social inclusion.

Adolescence represents a critical stage in human development characterized by profound biological, psychological, and social transformations. During this period, individuals actively engage in socialization, which involves the internalization of social norms, the acquisition of interpersonal competencies, and the construction of personal and social identity. Modern society, with its rapid sociocultural changes and increasing complexity, places adolescents in situations that require continuous decision-making and adaptation. As a result, the ability to navigate multiple social contexts and life choices becomes central to successful development.

While traditional views on socialization emphasized external influences such as family, school, and peer groups, contemporary research highlights the crucial role of internal psychological resources. These resources determine how adolescents interpret social experience, regulate emotions, and respond to challenges. Among the most significant are stress resilience, self-efficacy, hope, resilience, optimism, and determination. Furthermore, conformity functions as a social-regulatory mechanism, facilitating integration into social groups.

The aim of this article is to conduct an extended theoretical analysis of the methodological foundations for studying the psychological resources of adolescent socialization and the selection of psychometric instruments for assessing the corresponding personality constructs.

Based on this review, it is logical to identify methodological prerequisites for scientifically validated methods for assessing the personality constructs under consideration. Based on the results of this review, it is planned to select a set of psychological tests and, in particular, adapted methods that, at the next stage, will allow for the assessment of personal resources that facilitate active, adaptive socialization, as well as social-regulatory mechanisms that require a balance with autonomy.

Comparative Analysis of Methodology

This section of the article examines the theoretical approaches and empirical studies that will form the basis of a scientific approach for selecting an assessment tool.

It is known that stress resilience refers to the ability to maintain psychological stability under stress. In contrast, resilience refers to the ability to recover from adversity and positively adapt to challenging circumstances. These concepts are central to late adolescence, as this period is often characterized by heightened emotional reactivity and increased exposure to social stressors. Empirical research

consistently demonstrates that resilience is associated with better psychological well-being, lower levels of anxiety and depression, and higher social competence (Sagone & De Caroli, 2020). Resilient adolescents are more likely to employ adaptive coping strategies and maintain stable interpersonal relationships even in adverse conditions. Moreover, emotional resilience is viewed as a dynamic process influenced by both individual traits and social environmental factors (Rambod et al., 2023). This perspective emphasizes the importance of developing resilience through a supportive social context.

Next, we will examine the self-efficacy pattern, defined as a person's belief in their ability to successfully perform actions necessary to achieve desired results. Self-efficacy plays a central role in motivating and regulating adolescent behavior. It influences goal setting, persistence, and emotional responses to challenges. Research indicates that adolescents with high self-efficacy demonstrate greater academic engagement, better emotional regulation, and more effective social functioning (Usán Supervía et al., 2023). Furthermore, according to Bandura's approach, self-efficacy is associated with lower stress levels and higher life satisfaction (Schwarzer, 1992). Importantly, self-efficacy affects cognitive appraisal processes, leading adolescents to perceive challenges as manageable rather than threatening. This enhances their ability to integrate into complex social environments and take on leadership roles.

In personality psychology theories, hope is generally considered a cognitive-motivational concept that encompasses agency (goal-directed energy) and goal-achievement strategies (goal planning). It plays a crucial role in shaping adolescents' future orientation and their persistence in the face of obstacles. Longitudinal studies have shown that hope predicts academic achievement, psychological well-being, and social adjustment (Ciarrochi, et al., 2007). Adolescents with high levels of hope are more likely to set meaningful goals, develop effective strategies, and maintain motivation despite setbacks. Recent research further suggests that hope is associated with reduced risk of depression and increased life satisfaction (Francisco, 2025). These results highlight the importance of fostering hope as a key component of adaptive socialization and that all socioemotional skills included in the models were significant predictors of life satisfaction and reduced risk of depression, particularly optimism.

Therefore, consider optimism, which is consistently associated with better psychological adjustment, higher levels of well-being, and more effective coping strategies.

Optimistic adolescents are more likely to interpret social situations positively, maintain supportive relationships, and recover more effectively from failures (Sabouripour et al., 2021). Optimism also enhances self-regulation and reduces vulnerability to stress-related disorders. Additionally, optimism has been linked to

health-promoting behaviors and long-term developmental outcomes (Richards & Gordon, 2017). In this context, the results showed that prior socialization and influence in the current school influenced the fidelity of the TPSR model, while insufficient clarity and competing priorities reduced fidelity.

Another important quality for adolescents is determination, defined as persistence or perseverance, reflecting sustained effort and commitment to long-term goals. This characteristic is especially important during late adolescence, when people begin to formulate life goals and career aspirations. Research indicates that grit is associated with academic success, emotional stability, and adaptive behavior (Duckworth et al., 2007). It also correlates positively with self-efficacy and resilience, suggesting that these constructs form an interconnected system of psychological resources. Goal-directed adolescents are more likely to engage in socially valued activities, which enhances their social integration and supports identity development.

It is also necessary to separately interpret the quality of conformism, which acts as a social-regulatory mechanism. Conformity, defined as the tendency to align one's attitudes and behaviors with group norms, plays a dual role in adolescent socialization. On the one hand, it facilitates the internalization of social norms and promotes group cohesion. On the other hand, excessive conformity may lead to maladaptive behaviors, particularly in the context of negative peer influence. Research on peer influence demonstrates that adolescents are particularly sensitive to social acceptance and group pressure (Steinberg & Monahan, 2007). Neurodevelopmental studies further suggest that this sensitivity is linked to ongoing brain maturation processes (Blakemore & Mills, 2014).

Therefore, successful socialization requires a balance between conformity and autonomy, allowing adolescents to integrate into social groups while maintaining personal values and independent decision-making.

In summary, the need arises to integrate the personality traits that play a significant role in socialization. Thus, the authors' research focused on developing an integrative framework for understanding and assessing an individual's social, emotional, and behavioral skills (Soto et al., 2022). The results showed that both skills and their aspects are conceptually consistent with socio-emotional competencies, character strengths, developmental traits, and personality traits.

The reviewed constructs can be organized into three functional categories:

Personal adaptive resources: resilience, stress resistance, optimism, hope, and self-efficacy, which enhance emotional stability, coping capacity, and psychological well-being.

Motivational-regulatory factors: goal-directedness, which determines persistence, engagement, and achievement-oriented behavior.

Social-regulatory mechanisms: conformity, which facilitates integration into social groups and the internalization of norms.

The interaction of these components forms a dynamic system that determines the effectiveness of adolescent socialization. Their combined influence shapes not only immediate adaptation but also long-term developmental outcomes, including identity formation and social competence.

Psychodiagnostic Methods for Assessing Adolescents' Personal Resources

The use of validated psychometric instruments enables researchers and practitioners to assess these constructs reliably and to design targeted interventions aimed at enhancing adolescents' psychological resources and social competence.

Table 1. Psychodiagnostic methods of assessing the personal resources of teenagers

Construct	Method	Author(s)	What is measured	α Cronbach
Psychological resilience	Connor–Davidson Resilience Scale (CD-RISC)	Connor K., Davidson J.	Ability to recover and adapt to stress	.80–.91
Stress (stress resilience)	Perceived Stress Scale (PSS)	Cohen Sh.	Level of subjectively perceived stress	.74–.91
Self-efficacy (of an adolescent)	Self-Efficacy Questionnaire for Children (SEQ-C)	Muris P.	Social, academic, and emotional self-efficacy	.80–.88
Hope	Children’s Hope Scale (CHS)	Snyder Ch.	Agency and ways to achieve goals	.72–.86
Optimism	Life Orientation Test – Revised (LOT-R)	Carver Ch., M. Scheier	Dispositional optimism	.70–.80
Conformity/Peer influence	Resistance to Peer Influence Scale (RPI)	Steinberg L., Monahan K.	Resistance to peer pressure	.70–.85
Conformity	Mehrabian Conformity Scale	Mehrabian A.	Tendency to conformity behavior	.75–.87
Locus of control	Rotter I–E Scale	Rotter J.	Internal/external control	.65–.79

The studies presented in Table 1 reveal current trends in the study of adolescent psychological personality constructs. This table presents a set of well-established psychometric instruments used to assess key psychological constructs relevant to adolescents, as well as their internal consistency. Several important conclusions can be drawn regarding the reliability of these instruments, which is generally acceptable or high, as most scales demonstrate Cronbach's alpha values above 0.70, which is considered the minimum threshold for acceptable internal consistency in psychological research. This table reflects a multidimensional approach to psychological functioning, encompassing both protective factors (resilience, self-efficacy, hope, optimism) and regulatory or vulnerability-related constructs (stress, conformity, locus of control). This provides a comprehensive framework for studying adolescent adaptation and coping.

A search of Armenian sources for publications on the use of psychological tests in research allowed us to compile a table for assessing the personal constructs of adolescent socialization.

Table 2 summarizes the psychometric instruments validated on Armenian samples and employed in prior research, including the PCQ (Voskanyan et al., 2021), Well-Being (Asriyan et al., 2022), and Rotter and Conformism (Galstyan et al., 2024).

Table 2. Validated Psychodiagnostic Methods in the Armenian Sample

Construct	Method	Author(s)	What is measured	α Cronbach
Psychological Capital (self-efficacy, hope, optimism, resilience)	Psychological Capital Questionnaire (PCQ), (Armenian adaptation)	Luthans F.; (Armenian adaptation by Voskanyan K., et al)	Integral indicator: Hope, Efficacy, Resilience, Optimism	.85–.92
Psychological well-being	Ryff Scales of Psychological Well-Being (Armenian adaptation)	Ryff C.; (Armenian adaptation by Asriyan E., Karapetyan N.)	Self-acceptance, autonomy, personal growth, purpose in life, positive relationships	.70–.90
Locus of control	Rotter I–E Scale (Armenian implementation)	Rotter J.; Avanesyan H., et al (Armenian study)	Internality–externality (control over events)	.65–.78
Socio-	“Conformity–	Klauchek S.,	Adaptability, self-	.60–.65

Psychological Adaptation	Suggestibility” Test – personality questionnaire	Delaryu V., (1997, Armenian study)	acceptance, and acceptance of others, emotional comfort	
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Overall, Table 2 demonstrates that the selected set of instruments used in the Armenian studies demonstrates good psychometric quality and is suitable for studying the interactions between stress, personal resources, and social influence in adolescent populations. Thus, we can assume that the self-efficacy, hope and optimism, conformity, and locus of control scales are the most suitable for use. These constructs are conceptually related and can jointly contribute to adaptive outcomes.

Conclusion

Adolescent socialization is a complex process shaped by the interaction of internal psychological resources and external social influences. Stress resistance, resilience, self-efficacy, hope, optimism, and goal-directedness act as key protective and promoting factors, supporting adolescents’ ability to cope with challenges, regulate behavior, and integrate into society. These resources contribute not only to immediate adaptation but also to long-term well-being and identity development.

Conformity serves as an important social-regulatory mechanism, facilitating integration into social groups. However, its influence is ambivalent, as excessive conformity, especially under negative peer pressure, may lead to maladaptive outcomes. Therefore, successful development requires a balance between conformity and autonomy.

The proposed integrative framework highlights the interaction between personal adaptive resources, motivational factors, and social-regulatory mechanisms in shaping socialization outcomes. In addition, the review underscores the importance of using validated psychometric instruments, including those adapted for Armenian samples, to ensure reliable assessment.

Future research should examine the interaction of these variables with contextual factors and focus on developing interventions aimed at strengthening psychological resources, thereby promoting adaptive development and long-term well-being.

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ԴԵՌԱՀԱՍՆԵՐԻ ՍՈՑԻԱԼԱԿԱՆՑՄԱՆ ՀՈԳԵՔԱՆԱԿԱՆ ՌԵՍՈՒՐՍՆԵՐԻ ԳՆԱՀԱՏՄԱՆ ՄԵԹՈԴԱԲԱՆԱԿԱՆ ՇՐՋԱՆԱԿ

Հրանտ Ավանեսյան (Երևանի պետական համալսարան, Երևան, Հայաստան)

Էմմա Սարգսյան (Երևանի պետական համալսարան, Երևան, Հայաստան)

Սույն տեսական ուսումնասիրությունը նվիրված է դեռահասների սոցիալական ադապտացիայի և ինքնության ձևավորման գործում կայունության, ինքնաարդյունավետության, հույսի, նպատակասլացության, լավատեսության, կենսունակության և հարմարվողականության համալիր վերլուծությանը: Հիմք ընդունելով ժամանակակից փորձարարական հետազոտությունների արդյունքները՝ սույն հոդվածը փաստում է, որ նշված կոնստրուկտները, հանդիսանալով հիմնական հոգեբանական ռեսուրսներ, նպաստում են ադապտիվ կոպինգի և սոցիալական կարողությունների զարգացմանը, ինչպես նաև խթանում են անձի հոգեբանական բարեկեցությունը: Հարմարվողականությունն այս համատեքստում դիտարկվում է որպես երկակի գործառույթ իրականացնող մեխանիզմ, որը մի կողմից խթանում է սոցիալական խմբերում ինտեգրումը, իսկ մյուս կողմից՝ խմբի ներսում բացասական ազդեցությունների հետևանքով, առաջացնում է թերապիվ վարքի ռիսկ: Աշխատանքում ներկայացված արդյունքներն ընդգծում են վերոնշյալ հոգեբանական հատկանիշների նպատակային զարգացման կարևորությունը կրթական և զարգացնող ծրագրերում՝ դեռահասների հաջող սոցիալական ինտեգրումը խրախուսելու նպատակով:

Ուսումնասիրության շրջանակներում ներկայացվում է ներառական-կոնցեպտուալ մոդել, որտեղ անձնական ռեսուրսները, մոտիվացիոն գործոնները և սոցիալական-կարգավորող մեխանիզմները դինամիկ փոխազդեցության արդյունքում պայամանավորում են սոցիալականացման արդյունքները: Հետազոտության հիմնական շեշտադրումներից է

դեռահասության շրջանում հոգեբանական ռեսուրսների գնահատման մեթոդաբանական մոտեցումների մանրակրկիտ հիմնավորման կարևորությունը: Աշխատանքում կատարված վերլուծությունը թույլ է տալիս որոշել և դուրս բերել դեռահասների անձնական կոնստրուկտները գնահատելու արդյունավետ հոգեբանական գործիքակազմը:

Հանգուցային բառեր՝ դեռահաս, սոցիալականացում, հնքնաարդյունավետություն, կայունություն, լավատեսություն, հարմարվողականություն, հոգեբանական ռեսուրսներ, հոգեբանական գնահատում:

МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ ОЦЕНКИ ПСИХОЛОГИЧЕСКИХ РЕСУРСОВ В ПРОЦЕССЕ СОЦИАЛИЗАЦИИ ПОДРОСТКОВ

Грант Аванесян (Ереванский государственный университет, Ереван, Армения)

Эмма Саргсян (Ереванский государственный университет, Ереван, Армения)

Данное теоретическое исследование посвящено комплексному анализу роли устойчивости, самоэффективности, надежды, целеустремленности, оптимизма, жизнестойкости и конформизма в формировании социальной адаптации и идентичности подростков. На основе современных эмпирических данных статья обосновывает, что эти психологические конструкты представляют собой ключевые ресурсы, способствующие эффективному преодолению стрессовых ситуаций, развитию социальной компетентности и укреплению психологического благополучия.

Конформизм рассматривается как двусторонний механизм, обеспечивающий интеграцию подростка в социальные группы, но одновременно создающий потенциальные риски дезадаптивного поведения при неблагоприятном влиянии сверстников. Результаты анализа подчёркивают важность целенаправленного формирования и развития этих психологических характеристик в развивающе-образовательных программах, направленных на успешную социальную интеграцию подростков.

В обзоре предлагается интегративная концептуальная модель, в которой личностные ресурсы, мотивационные факторы и социально-регуляторные механизмы находятся в динамическом взаимодействии и определяют успешность процесса социализации. Проведённый анализ акцентирует внимание на необходимости тщательного теоретико-методологического обоснования подходов к психологической оценке ресурсов личности подростков.

Обобщение материалов позволило выявить и систематизировать валидированные психодиагностические инструменты, предназначенные для оценки ключевых личностных конструктов подросткового возраста.

Ключевые слова: *подростковый возраст, социализация, дезинформация, самооффективность, устойчивость, оптимизм, конформизм, психологические ресурсы, психологическая оценка.*

Information about authors

Hrant Avanesyan - Ph.D. of Psychology, Professor, Head of the General Psychology Chair, Faculty of Philosophy and Psychology, Yerevan State University, avanavanesyanh@ysu.am, <https://orcid.org/0000-0002-5987-783>

Emma Sargsyan - PhD student, Chair of General Psychology, Faculty of Philosophy and Psychology, Yerevan State University, emma.sargsyan@ysu.am, <https://orcid.org/0009-0004-9867-9337>

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THE SILENT STRUGGLE:
THE IMPACT OF POST-TRAUMATIC STRESS DISORDER (PTSD) ON THE
SOCIAL INTEGRATION OF LEBANESE REFUGEES IN DANISH SOCIETY

Kourosh Gharagozlou (independent researcher, Denmark)

kouroshfri@gmail.com

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This study examines how Post-Traumatic Stress Disorder (PTSD) is associated with social integration experiences among Lebanese refugees living in Denmark. The research adopts a qualitative exploratory design based on semi-structured interviews with 50 participants, including a small subgroup of Armenian-Lebanese individuals. The analysis is guided by Ager and Strang's (2008) framework, which conceptualises social integration as a multidimensional process encompassing structural, social, linguistic, and cultural dimensions.

The findings indicate that PTSD-related cognitive and emotional difficulties may be associated with variations in participants' engagement in language learning, employment, and social participation. These experiences are situated within broader structural conditions, including labour market access, institutional frameworks, immigration policies, and perceived discrimination, which together appear to shape integration trajectories.

The results further suggest that social integration is shaped through the interaction of psychological, social, and structural factors rather than through any single determinant. Family relationships and wider social networks are identified as important sources of support and resilience; however, their availability and impact vary across individuals and contexts.

The study is exploratory in nature and does not establish causal relationships. Instead, it provides context-sensitive insights into how trauma-related experiences and structural conditions may interact in shaping the lived experiences of integration among refugees. The findings contribute to trauma-informed and structurally aware approaches to refugee integration and support policy development aimed at improving social inclusion.

Keywords: PTSD, social integration, Lebanese refugees, qualitative research, Denmark, Ager and Strang framework, structural factors, language acquisition, social networks, refugee mental health.

Introduction

Forced migration driven by war, political instability, and economic hardship has resulted in large-scale displacement worldwide. Among displaced populations, Lebanese refugees resettled in European contexts, including Denmark, encounter complex and multidimensional integration processes involving language acquisition, employment, access to institutions, and social participation. These processes are shaped by both post-migration structural conditions and individual psychological and relational resources.

Post-Traumatic Stress Disorder (PTSD), which may develop following exposure to severe traumatic experiences such as war and forced displacement, is commonly associated with symptoms including intrusive memories, emotional numbing, cognitive difficulties, avoidance behaviours, and disruptions in social functioning (Fink, 2014; Daroff & Aminoff, 2014). Existing research suggests that such symptoms may be associated with variations in participation in education, employment, and community life among refugee populations (Schweitzer et al., 2006; Svendsen, 2001). In particular, cognitive-related difficulties, including reduced concentration and memory impairments, have been discussed in relation to challenges in language learning and everyday social interaction (Lund et al., 2008; López-Ibor et al., 2005).

At the same time, refugee integration is not determined solely by individual psychological experiences but is also shaped by broader structural and institutional contexts within the host society. Factors such as labour market conditions, access to education, institutional responsiveness, immigration policies, and experiences of discrimination and social exclusion have been identified in the literature as shaping opportunities for participation and inclusion (Schouler-Ocak, 2015; Hynie, 2018). These structural conditions interact with individual resources and constraints and may shape the extent to which refugees are able to access and navigate social, linguistic, and economic domains within the host country.

Within this study, social integration is conceptualised as a multidimensional and dynamic process encompassing structural, social, linguistic, and cultural dimensions. These include access to employment and education (structural integration), participation in social relationships and community life (social integration), language acquisition and communication (linguistic integration), and experiences of belonging within the host society (cultural integration). This conceptualisation is informed by Ager and Strang's (2008) framework, which emphasises integration as an interactional process shaped through the relationship

between individual capabilities, social connections, and institutional structures. Accordingly, integration is understood not as a linear outcome, but as an ongoing and context-dependent process shaped by the interaction of psychological, relational, and structural factors.

Supportive family relationships and broader social networks, including diaspora and transnational ties, have been identified as important protective resources in refugee contexts. Such networks may provide emotional support, practical assistance, and access to different forms of social capital, potentially shaping experiences of adaptation and participation in the host society. However, the availability and effectiveness of these resources vary across individuals and social contexts, reflecting the heterogeneity of refugee experiences.

Despite extensive research on PTSD and refugee integration as separate fields, there remains limited qualitative research examining how trauma-related psychological experiences interact with post-migration structural conditions and social environments in shaping integration processes. In particular, context-specific research focusing on Lebanese refugees in Denmark that simultaneously considers psychological, relational, and structural dimensions within a unified analytical framework remains limited.

This study addresses this gap by exploring how PTSD-related experiences are described in relation to language acquisition, social relationships, employment, and broader integration processes among Lebanese refugees living in Denmark. It further examines how these experiences are situated within family structures, social networks, and institutional contexts, including labour market conditions, perceived discrimination, and experiences of policy-related uncertainty.

Using a qualitative exploratory design, the study draws on semi-structured interviews with 50 Lebanese refugees residing in Denmark, including a small subgroup of five Armenian-Lebanese participants. The inclusion of Armenian-Lebanese participants is exploratory and does not constitute a formal comparative analysis. Rather, it offers context-sensitive insights into how variations in social network structures and community engagement may be experienced within the broader framework of refugee integration.

The analysis focuses on participants' lived experiences of trauma-related psychological difficulties and their perceived interactions with social, institutional, and structural conditions shaping everyday integration processes. By examining these interconnected dimensions, the study contributes to a more context-sensitive understanding of refugee integration among trauma-affected populations.

The findings may contribute to ongoing scholarly and policy discussions concerning trauma-informed integration approaches, culturally responsive mental health support, and strategies aimed at promoting social participation, inclusion, and institutional accessibility for refugees affected by PTSD.

Theoretical and Conceptual Framework

Post-Traumatic Stress Disorder (PTSD) is a mental health condition that may develop following exposure to traumatic events such as war, natural disasters, combat, physical assault, or serious accidents. It is commonly characterized by intrusive memories, flashbacks, nightmares, avoidance behaviors, emotional numbing, and persistent hyperarousal that continue beyond one month and are often described as affecting daily functioning (Fink, 2014, p. 1; Daroff & Aminoff, 2014, p. 960).

Existing research suggests that the likelihood of developing PTSD may be higher among individuals with prior exposure to trauma, limited access to supportive social networks, or ongoing stressors. Some studies also indicate that women are more frequently diagnosed with PTSD than men, although these patterns may vary across social and cultural contexts. Beyond its clinical definition, PTSD may influence cognitive functioning, interpersonal relationships, and participation in everyday social life.

A range of therapeutic approaches has been developed to address PTSD-related symptoms, including cognitive behavioral therapy (CBT), eye movement desensitization and reprocessing (EMDR), group and family therapy, mindfulness-based interventions, meditation, yoga, and lifestyle-oriented strategies aimed at supporting psychological well-being. Social support is consistently identified in the literature as a key factor in coping and recovery processes (Daroff & Aminoff, 2014, p. 962). The World Health Organization (WHO) also identifies PTSD as a significant global mental health concern.

Within refugee contexts, PTSD is frequently discussed in relation to post-migration adaptation, particularly in relation to language acquisition, employment, and social participation. In this study, social integration is conceptualized using Ager and Strang's (2008, pp. 166–173) framework, which defines integration as an interactional process shaped by the relationship between individual resources, social connections, and institutional structures.

Accordingly, social integration is understood as comprising structural, social, linguistic, and cultural dimensions: access to employment, education, healthcare, and institutions (structural); interpersonal relationships and community participation (social); language acquisition and communicative engagement (linguistic); and experiences of belonging and identity negotiation (cultural). Rather than a linear outcome, integration is treated as a process shaped by the interaction of psychological, relational, and structural conditions.

This framework is particularly relevant for refugee experiences, as PTSD-related psychological distress may interact with broader socio-economic and institutional conditions. Symptoms such as memory difficulties, concentration problems, emotional withdrawal, hypervigilance, and emotional dysregulation may

affect language learning, education, employment, and social interaction. At the same time, structural conditions—including labour market access, discrimination, immigration policies, institutional accessibility, and social support systems—play a central role in shaping participation opportunities.

From this perspective, PTSD is not understood solely as an individual clinical condition, but as an experience embedded within broader social and institutional environments. Refugee integration is therefore conceptualized as the interaction between psychological experiences, interpersonal relations, and structural conditions in the post-migration context. This approach aligns with qualitative research traditions that emphasize lived experience in relation to social context.

Neurobiological Effects of PTSD. Research suggests that PTSD is associated with structural and functional differences in the brain, particularly in the hippocampus, a region involved in memory formation and emotional regulation. Some studies indicate that individuals with PTSD may exhibit reduced hippocampal volume and altered functioning, which have been linked to heightened fear responses and increased vulnerability to stress-related conditions (Acheson, 2012, pp. 1, 16).

The hippocampus plays a central role in memory consolidation, and trauma-related neurobiological changes may therefore be associated with difficulties in encoding and retrieving information. In addition, dysregulation of glucocorticoid hormones, particularly cortisol, has been widely discussed in relation to PTSD and other stress-related psychiatric conditions. Although the exact structural effects of cortisol on the hippocampus remain debated, elevated cortisol levels have been consistently associated with PTSD and depression (Li et al., 2022, p. 1; Wingenfeld & Wolf, 2014, p. 109).

Experimental and clinical findings suggest that cortisol may, under certain conditions, enhance memory consolidation while impairing memory retrieval efficiency. These mechanisms are relevant for understanding cognitive functioning in trauma-affected populations.

Such neurobiological alterations may contribute to difficulties in memory, attention, and information processing, which are essential for language acquisition processes such as vocabulary retention, working memory, and sustained attention. In refugee contexts, these cognitive constraints may affect participation in language learning, communication, and broader processes of social integration. Accordingly, neurobiological perspectives on PTSD provide a useful framework for interpreting cognitive and language-related challenges reported among Lebanese refugees in Denmark.

PTSD and Its Impact on Language Acquisition and Social Integration. Lebanese refugees in Denmark face multiple challenges, including war-related trauma, cultural differences, language barriers, and experiences of discrimination.

These conditions are frequently discussed in relation to Post-Traumatic Stress Disorder (PTSD) and have been associated with social withdrawal and reduced participation in host societies (Svendsen, 2001, p. 10). Empirical studies further indicate that trauma may shape variations in refugees' social integration, particularly in relation to communication, participation, and access to social institutions in the post-migration context (Schweitzer et al., 2006).

In this study, social integration is conceptualised as a multidimensional and dynamic process encompassing structural, social, linguistic, and cultural dimensions. These include access to employment and education (structural integration), participation in social relationships and networks (social integration), language acquisition and communicative engagement (linguistic integration), and a sense of belonging within the host society (cultural integration). This conceptualisation follows Ager and Strang (2008), who define integration as an interactional process shaped by the relationship between individual resources, social connections, and institutional contexts (Ager & Strang, 2008, pp. 166–173; Esser, 2006, pp. 2, 16). Accordingly, integration is understood as an ongoing process rather than a fixed outcome, shaped by the interaction of psychological, relational, and structural conditions.

Within this framework, PTSD-related symptoms may influence several dimensions of integration simultaneously. Cognitive and emotional difficulties can affect language acquisition, while reduced emotional regulation and avoidance behaviours may limit participation in social interaction and community life. In addition, disruptions in identity processes may influence individuals' sense of belonging, thereby shaping cultural integration. Rather than a single causal pathway, integration is therefore understood as a set of interconnected processes influenced by psychological and structural conditions.

The literature emphasises that integration outcomes depend both on structural opportunities and the quality of social relations (Delhey, 2004, p. 14). Acculturation theory further highlights cultural adaptation and identity reconstruction as key processes, particularly among trauma-affected individuals (Berry, 1997, pp. 14–21). From this perspective, refugees experiencing PTSD may require not only access to education and employment but also psychological support and opportunities for identity reconstruction. Combined interventions involving language learning, community participation, cultural engagement, and mental health support may therefore contribute to more effective integration outcomes (Tossutti, 2009, pp. 1, 12).

Migrants fleeing conflict frequently experience PTSD, which may affect daily functioning and participation in integration-related activities, particularly language learning and social interaction (Kar, 2011, pp. 167–178). In Denmark, Lebanese refugees often face language barriers, discrimination, and social isolation, which

can limit access to education, employment, and broader participation in society (Lund et al., 2008, p. 39). These conditions highlight the combined importance of mental health support and structural factors such as labour market conditions and institutional frameworks in shaping integration trajectories (Ager & Strang, 2008, pp. 166, 170; Esser, 2006).

PTSD may also affect family functioning and interpersonal relationships. Individuals may experience emotional withdrawal, difficulties in emotional regulation, and strain in family roles, which can affect social relationships (Lund et al., 2008, p. 68). Core symptoms such as intrusive memories, flashbacks, and mood disturbances may disrupt daily functioning (Lund et al., 2008, p. 51), while emotional numbing and memory-related difficulties may influence identity formation and interpersonal engagement (López-Ibor et al., 2005, pp. 67, 70).

Beyond individual and family functioning, psychological distress may influence participation in social life and sense of belonging, both central to social integration. These experiences are shaped by cultural dislocation and limited social support, consistent with research on social capital and trust in integration processes (Ager & Strang, 2008, pp. 172–178; Putnam, 2000; Portes, 1998), as well as studies on mental health and identity formation (Bhugra, 2004, pp. 245, 250).

Trauma is widespread among forcibly displaced populations, who often experience ongoing psychological distress due to discrimination, exclusion, and uncertainty in the host society (Schouler-Ocak, 2015, p. V). Lebanese refugees in Denmark may therefore be particularly vulnerable to PTSD, which has been associated with reduced trust, limited social participation, and weaker institutional engagement. Globally, approximately 15.4 million refugees are estimated to be at risk of mental health conditions such as PTSD, depression, and adjustment disorders (Schouler-Ocak, 2015, p. 3; Lindert et al., 2009). Refugees also show higher prevalence rates of PTSD compared to host populations and voluntary migrants (Fazel et al., 2005, pp. 1309–1310).

Approximately 30% of refugees are estimated to experience PTSD, often with more severe symptoms than other trauma-affected groups (Bryant et al., 2023). Loss of home, cultural environment, and social networks may contribute to feelings of alienation, particularly in contexts of discrimination. These experiences relate closely to both social and cultural dimensions of integration. While interventions such as cognitive behavioural therapy (CBT) and trauma-focused treatment may support recovery, post-migration stressors—including unemployment, discrimination, and marginalisation—may intensify psychological distress.

Structural and socio-economic conditions also play a central role in shaping integration outcomes. Employment opportunities, economic stability, institutional support, language policies, discrimination, and access to healthcare interact with psychological distress and influence participation in society (Hynie, 2018, pp. 298–

301). Refugee mental health is therefore shaped not only by pre-migration trauma but also by post-migration structural conditions.

Empirical studies further demonstrate associations between psychological distress and difficulties in social and economic integration (Bakker, Dagevos, & Engbersen, 2014; Schick et al., 2016, p. 1). Without adequate mental health and structural support, integration processes may remain constrained. Overall, refugee integration should be understood as a multidimensional process shaped through the interaction of psychological, social, and structural conditions within the post-migration context.

Methodology

Research Objectives and Questions. This study explores the relationship between Post-Traumatic Stress Disorder (PTSD) and the social integration experiences of Lebanese refugees living in Denmark. The research focuses on how trauma is reflected in social interactions, participation, community engagement, and broader processes of adaptation within Danish society.

The study is guided by the following research questions:

1. How is PTSD experienced in relation to daily life and social relationships?
2. How are language skills perceived to be associated with integration experiences?
3. In what ways are PTSD-related symptoms (e.g., memory difficulties and poor concentration) reported to affect language learning, and how might this relate to integration experiences?
4. How is PTSD described in relation to broader integration processes?

Research Design and Rationale. This study employed a qualitative and exploratory research design. Qualitative research is particularly suitable for examining phenomena that cannot be fully captured through quantitative methods, especially when the aim is to understand lived experiences and subjective meanings (Silverman, 2006, p. 43). It also enables an in-depth exploration of how individuals interpret their everyday lives within specific social and cultural contexts, which is often less accessible through quantitative approaches (Creswell, 2003; Silverman, 2006, p. 44).

Given the limited existing literature on the relationship between Post-Traumatic Stress Disorder (PTSD) and the social integration of Lebanese refugees in Denmark, an exploratory qualitative approach was considered appropriate for gaining deeper insight into participants' experiences. This approach is suitable for investigating complex and context-dependent processes such as trauma, identity formation, adaptation, and social participation within the Danish context (Morse, 2018, pp. 802–806).

The study also included participants of Armenian-Lebanese background. Their accounts provided additional contextual insights into the role of community

networks and cultural belonging in shaping integration experiences. However, these observations are treated cautiously and are interpreted as exploratory rather than comparative findings.

Participants and Sampling Strategy. A total of 50 Lebanese refugees living in Denmark participated in this study. Participants were recruited through local community organizations, refugee support centers, and personal networks within Lebanese diaspora communities in Denmark. A purposive sampling strategy was used to include individuals with lived experiences of forced migration, trauma exposure, and social integration processes. The sample was designed to capture diverse perspectives on trauma and integration in the Danish context.

PTSD Diagnosis Procedure. All participants had received clinical PTSD diagnoses confirmed through medical or hospital records. Diagnoses were based on DSM-5 criteria and supported by the PTSD Checklist for DSM-5 (PCL-5), administered by licensed clinical psychologists in refugee support centers in Denmark. Therefore, the study relies on clinically validated PTSD cases rather than self-reported symptoms.

Participants had varying lengths of residence in Denmark, which allowed for the exploration of different stages of integration and adaptation experiences.

Researcher Reflexivity. The researcher maintained reflexive awareness throughout the study, acknowledging that cultural background and prior engagement with refugee communities may have influenced the interpretation of the data.

Data Collection. Data were collected through semi-structured individual interviews, chosen for their flexibility in exploring sensitive topics such as trauma, identity, belonging, social relationships, and integration. This approach allowed participants to express their experiences in their own words while enabling the researcher to explore relevant themes in depth.

Semi-structured interviews:

- facilitated exploration of complex emotional and cognitive experiences related to PTSD,
- allowed adaptation of questions based on participants' narratives,
- supported cultural sensitivity and relevance,
- provided a private and safe environment for discussing sensitive experiences,
- enabled rich and detailed qualitative data.

Each interview lasted between 45 and 90 minutes and was conducted in Arabic to ensure participant comfort. Interviews were audio-recorded with informed consent and transcribed verbatim.

Ethical Considerations. Ethical issues were carefully addressed due to the sensitive nature of trauma-related discussions. All participants provided informed consent prior to participation. Confidentiality was ensured, and participants were

informed of their right to withdraw at any time. All personal identifiers were removed during transcription to ensure anonymity (Kvale & Brinkmann, 2009, pp. 61, 72).

Coding and Data Analysis Procedure. Data were analyzed using thematic analysis following Braun and Clarke's six-phase framework (2006). The analysis followed a systematic process:

- Familiarization: transcripts were read repeatedly to develop an overall understanding of the data.
- Initial coding: meaningful segments were identified and coded to capture key ideas related to PTSD, social participation, and integration.
- Theme development: codes were grouped into subthemes based on recurring patterns across participants.
- Theme refinement: subthemes were reviewed and organized into broader analytical themes.
- Integration with theory: both inductive and deductive approaches were applied; social integration concepts guided the initial analysis, while additional themes emerged from the data.
- Verification: themes were cross-checked against the raw data, and representative quotations were selected for reporting.

This combined approach strengthened the analytical depth by integrating theoretical sensitivity with data-driven insights.

Methodological Limitations. This study is limited by its relatively small sample size and its focus on a single national context (Denmark). Therefore, the findings should be understood as exploratory and context-specific rather than generalizable.

Findings

Sample Characteristics. This study included 50 Lebanese refugees living in Denmark, all of whom had received clinical diagnoses of PTSD. Participants ranged in age from 30 to 65 years and included 30 men and 20 women. Five participants identified as having Lebanese-Armenian heritage.

Several participants emphasized values related to solidarity, care, and helping others despite ongoing psychological and social challenges. One participant explained: «I want to help all sick persons, so I want to use my time as much as possible».

Such narratives may reflect efforts to maintain social connection, social meaning, and interpersonal engagement following displacement and trauma.

PTSD and Social Relations. Participants frequently described PTSD-related symptoms in relation to changes in social interaction and everyday functioning. Emotional withdrawal, reduced energy, irritability, and difficulties maintaining relationships were commonly reported.

These experiences were often associated with reduced participation in social life and fewer opportunities for engagement within Danish society. In this context, participants' narratives suggest that trauma-related symptoms may influence access to social networks and broader processes of social integration.

Although some participants reported positive interpersonal experiences with Danish individuals, many also described broader feelings of social distance and limited societal inclusion. Participants often distinguished between individual-level interactions and wider perceptions of structural belonging.

These findings highlight the multidimensional nature of social integration, where positive interpersonal encounters do not necessarily correspond to stronger perceptions of societal inclusion.

PTSD and Language Acquisition. Language learning emerged as a significant challenge among participants. Many described memory difficulties, concentration problems, and fatigue as barriers to learning Danish.

Interviewee 36 explained: «When I try to study Danish, my mind becomes empty. I forget words quickly because I cannot concentrate».

Participants associated these cognitive and emotional difficulties with challenges in educational participation and language acquisition.

Within social integration frameworks, language proficiency is often understood as an important pathway to employment, education, and social participation. Participants' accounts suggest that difficulties in language learning may be associated with more limited access to these opportunities.

At the same time, some participants described gradual improvement over time, particularly in the presence of supportive family relationships and stable social environments.

PTSD and Structural Dimensions of Integration. The findings indicate that PTSD may be associated not only with psychological distress but also with broader challenges related to social participation and integration.

Across interviews, emotional withdrawal was associated with reduced social participation, while cognitive difficulties were linked to challenges in language learning. Participants also described ongoing psychological distress in relation to difficulties in employment and educational engagement.

These findings highlight possible connections between trauma-related experiences and structural dimensions of integration.

Supportive family relationships were frequently described as important protective factors. Participants with stronger family support often reported greater emotional stability and sustained motivation during the integration process.

At the same time, many participants emphasized the importance of institutional support, including mental health care and language assistance, in facilitating long-term participation and belonging within Danish society.

Armenian-Lebanese Participants and Network-Based Integration. Five participants identified as Armenian-Lebanese. Although the study was not designed as a formal subgroup comparison, their narratives provided additional insight into the possible role of community networks and cultural belonging in integration experiences.

Some participants described Armenian-Lebanese individuals as comparatively more socially open; however, these observations reflect subjective perceptions rather than systematically measured differences.

Thematic analysis indicated that Armenian-Lebanese participants often described involvement in multiple social and cultural networks, including Armenian community organizations, church-based activities, and broader intercultural associations in Copenhagen.

Such network diversity may facilitate broader access to emotional support, social participation, and opportunities for interaction across different communities.

However, PTSD-related psychological difficulties were reported across the entire sample. Therefore, differences in integration experiences should be interpreted cautiously and should not be attributed solely to ethnic background.

Rather, these findings suggest that access to diverse social networks may shape integration experiences within the broader context of shared trauma exposure and migration-related challenges.

Employment and Economic Conditions. Employment conditions emerged as an important factor associated with integration experiences.

Several participants described physically demanding and low-skilled work as limiting both energy and opportunities for social participation. Interviewee 21 stated: «When you have a good job, not hard job, you have a better chance to become integrated... when I worked hard in dishwashing, I had no energy for social life or language learning».

Other participants emphasized that financial limitations restricted participation in social and cultural activities.

These accounts suggest that employment conditions may influence both structural and social dimensions of integration through their effects on time, economic resources, and opportunities for social engagement.

Discrimination and Social Exclusion. Some participants described perceived experiences of discrimination in employment and social settings.

Interviewee 16 explained: «My brother has a master's degree in computer science... but works as a taxi driver. He believes he could not find a job because of discrimination».

Such accounts reflect participants' perceptions of structural barriers within the labour market.

From a social integration perspective, perceived discrimination may influence trust in institutions and access to employment opportunities. However, these accounts should be interpreted as subjective experiences rather than direct evidence of systematic exclusion.

Immigration Policies and Perceived Instability. Participants also described immigration policies and regulatory changes as factors associated with feelings of uncertainty and instability.

Interviewee 19 stated: «I do not feel stable in Denmark, because every time I hear new rules, I feel more unstable».

Similarly, Interviewee 32 explained: «When politicians change immigration rules, I feel less belonging».

These accounts suggest that policy environments may shape subjective experiences of security, belonging, and long-term integration.

Within social integration frameworks, institutional and legal structures can be understood as important contextual factors influencing emotional and social inclusion.

Overall, the findings suggest that experiences of PTSD and social integration are shaped through the interaction of psychological, social, and structural factors within the broader post-migration context.

Discussion

Building on Ager and Strang's (2008) framework, social integration is understood as a multidimensional and interactional process shaped by the dynamic relationship between structural conditions, social relations, and individual resources. In line with this conceptualisation, the findings of the present study suggest that Post-Traumatic Stress Disorder (PTSD) should be understood not only as an individual clinical condition, but also as a factor that may interact with post-migration environments in shaping refugees' integration experiences in Denmark.

A key finding of the study is that PTSD-related cognitive and emotional difficulties were described by participants in relation to their capacity to engage in language learning, employment, and social participation. Participants reported experiences of memory difficulties, concentration problems, and fatigue, which they associated with challenges in learning Danish and sustaining participation in educational and occupational contexts. These accounts are consistent with neurobiological perspectives on PTSD, particularly research highlighting stress-related dysregulation and hippocampal functioning in cognitive processing (Acheson, 2012; Li et al., 2022). Within the framework of social integration, such cognitive difficulties may be understood as potential barriers to accessing linguistic and institutional resources that support participation in the host society.

Beyond cognitive dimensions, the findings indicate that PTSD-related distress may be associated with reduced social participation through emotional withdrawal,

avoidance, and interpersonal disengagement. Participants frequently described experiences of social isolation and reduced interaction with Danish society. These findings are consistent with prior research linking trauma exposure to reduced social participation and marginalisation among refugee populations (Schweitzer et al., 2006; Schouler-Ocak, 2015). Importantly, the results suggest that psychological distress may influence integration not only at the individual level, but also through its relationship with access to social networks and bridging social capital.

At the same time, the findings highlight the role of close interpersonal relationships as protective resources. Family members, particularly spouses and children, were frequently described as sources of emotional stability, encouragement, and practical support. In line with resilience theory (Masten, 2014), these relational bonds appear to function as important resources that may support coping and continued participation in everyday life despite trauma-related difficulties.

In addition to family support, broader social network structures also appeared relevant to integration experiences. Participants of Armenian-Lebanese background described involvement in multiple overlapping networks, including Lebanese community ties, Armenian diaspora organisations, religious institutions, and Danish social contexts. Such network diversity may be associated with broader access to emotional support, social interaction, and opportunities for language use. From a social integration perspective, these observations reflect the potential importance of network heterogeneity in facilitating access to different forms of social capital (Delhey, 2004). However, given the small subgroup size and the absence of a comparative design, these findings should be interpreted as exploratory and non-generalizable.

Structural conditions emerged as a central dimension shaping integration experiences. Employment was described not only as an economic necessity but also as a factor influencing opportunities for language learning and social participation. Participants frequently associated low-skilled or physically demanding work with fatigue and reduced capacity for social and educational engagement. These findings suggest that it is not employment status alone, but the quality and conditions of work that may shape broader integration experiences.

Relatedly, participants described perceived discrimination and limited recognition of qualifications within the labour market. While these accounts reflect subjective experiences, they indicate perceived structural barriers between formal qualifications and actual employment opportunities. Such experiences were associated with reduced institutional trust and frustration regarding access to professional advancement, potentially influencing both economic participation and social inclusion.

The findings further suggest that institutional and policy environments may shape participants' subjective sense of stability and belonging. Immigration policies and frequent regulatory changes were described as sources of uncertainty and emotional insecurity. This indicates that integration processes may be influenced not only by formal rights and institutional access, but also by the perceived predictability and stability of institutional frameworks in everyday life.

An additional finding concerns the distinction between interpersonal acceptance and broader societal inclusion. While some participants reported positive interactions with individual Danish citizens, many simultaneously perceived Danish society as socially distant or insufficiently welcoming toward refugees. This highlights the multidimensional nature of integration, where positive micro-level interactions do not necessarily translate into a stronger sense of structural inclusion or societal belonging.

Conclusion

Overall, the findings suggest that PTSD-related experiences and social integration processes are shaped through the interaction of psychological, social, structural, and institutional factors. Rather than operating independently, these dimensions appear to intersect in shaping participants' lived experiences of participation, belonging, and exclusion in the host society.

Finally, it is important to emphasize that this study is exploratory in nature. The findings should not be interpreted as evidence of causal relationships between PTSD and integration outcomes. Instead, they offer a context-sensitive qualitative account of how trauma-related experiences and integration processes may be interrelated within the everyday lives of Lebanese refugees in Denmark.

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Appendix

Supplementary Thematic Overview

This section provides a condensed overview of supplementary themes identified in the interview material. These themes are presented as contextual background to the main findings.

Family support. Participants frequently described family relationships, particularly with spouses and children, as an important source of emotional and practical support during periods of psychological distress.

Health-related burdens. Participants reported ongoing physical and psychological difficulties, including symptoms associated with Post-Traumatic Stress Disorder (PTSD), sleep disturbances, fatigue, headaches, and reduced energy levels.

Language learning barriers. Participants described difficulties in learning Danish, including challenges related to memory, concentration, and fatigue.

Social participation. Many participants reported limited participation in wider social activities and described reliance on close family members or small social networks.

Cultural and environmental adaptation. Some participants described challenges related to adapting to cultural norms, communication styles, and climatic conditions in Denmark.

Selected Interview Extracts (Illustrative Summaries)

This section presents brief, anonymised summaries of selected interview accounts. The purpose is to illustrate key themes identified in the analysis. The material is presented descriptively and does not imply causal interpretation.

Interviewee 9 (Male, 56 years old, 27 years in Denmark). The participant reported persistent PTSD-related symptoms, including sleep disturbances, memory difficulties, emotional distress, and concentration problems. He described these difficulties as affecting his ability to learn Danish and participate in social activities.

Interviewee 7 (Male, 61 years old, 32 years in Denmark). The participant described family members as his primary source of emotional and practical support during periods of psychological distress. He also reported that

cognitive difficulties, including memory and concentration problems, affected his ability to learn Danish and maintain social engagement.

Note on Interpretation

The material presented in this appendix reflects participants' self-reported experiences. The summaries are intended to illustrate key thematic patterns and should be interpreted as descriptive qualitative data rather than evidence of causal relationships.

ԼՈՒՌ ՊԱՅՔԱՐ. ՀԵՏՏՐԱՎՄԱՏԻԿ ՍԹՐԵՍԱՅԻՆ ԽԱՆԳԱՐՄԱՆ ԱԶԴԵՑՈՒԹՅՈՒՆԸ ԼԻԲԱՆԱՆՑԻ ՓԱԽՍՏԱԿԱՆՆԵՐԻ ՍՈՑԻԱԼԱԿԱՆ ԻՆՏԵԳՐՄԱՆ ՎՐԱ ԴԱՆԻԱԿԱՆ ՀԱՍԱՐԱԿՈՒԹՅՈՒՆՈՒՄ

Կուրոշ Ղարազոզլու (անկախ հետազոտող, Դանիա)

Սույն հետազոտությունն ուսումնասիրում է, թե ինչպես է հետտրավմատիկ սթրեսային խանգարումը (ՀՏՄԽ) կապված Դանիայում բնակվող լիբանանցի փախստականների սոցիալական ինտեգրման փորձառությունների հետ: Հետազոտությունն իրականացվել է որակական հետախուզական դիզայնի շրջանակում և հիմնված է 50 մասնակիցների հետ անցկացված կիսակառուցվածքային հարցազրույցների վրա՝ ներառյալ հայ-լիբանանցի անձանց փոքր ենթախումբը: Վերլուծությունը հիմնված է Ագերի և Ստրանզի (2008) մոդելի վրա, որը սոցիալական ինտեգրումը դիտարկում է որպես բազմաչափ գործընթաց՝ ներառելով կառուցվածքային, սոցիալական, լեզվական և մշակութային բաղադրիչներ:

Արդյունքները ցույց են տալիս, որ ՀՏՄԽ-ի հետ կապված կոգնիտիվ և հուզական դժվարությունները կարող են կապված լինել մասնակիցների լեզվի ուսուցման, զբաղվածության և սոցիալական մասնակցության տարբեր առանձնահատկությունների հետ: Այս փորձառությունները դիտարկվում են ավելի լայն կառուցվածքային պայմանների համատեքստում, ներառյալ աշխատաշուկայի հասանելիությունը, ինստիտուցիոնալ համակարգերը, ներգաղթային քաղաքականությունը և ընկալվող խտրականությունը, որոնք համատեղ, ըստ երևույթին, ձևավորում են ինտեգրման ընթացքները:

Արդյունքները նաև վկայում են, որ սոցիալական ինտեգրումը ձևավորվում է հոգեբանական, սոցիալական և կառուցվածքային գործոնների փոխազդեցության արդյունքում և չի պայմանավորվում որևէ մեկ առանձին գործոնով: Ընտանեկան հարաբերություններն ու ավելի լայն սոցիալական ցանցերը դիտարկվում են որպես աջակցության և կայունության կարևոր աղբյուրներ, սակայն դրանց հասանելիությունն ու ազդեցությունը տարբերվում են՝ կախված անձից և համատեքստից:

Հետազոտությունը կրում է հետախուզական բնույթ և չի հաստատում պատճառահետևանքային կապեր: Փոխարենը, այն առաջարկում է համատեքստային զգայունությամբ պատկերացում այն մասին, թե ինչպես կարող են տրավմայի հետ կապված փորձառություններն ու կառուցվածքային պայմանները փոխազդել՝ ձևավորելով փախստականների ինտեգրման կենսափորձը: Ստացված արդյունքները նպաստում են տրավմա-տեղեկացված և կառուցվածքային իրազեկ մոտեցումների զարգացմանը փախստականների ինտեգրման ոլորտում և աջակցում են սոցիալական ներառականության բարելավմանն ուղղված քաղաքականությունների մշակմանը:

Հանգուցային բառեր՝ ՀՏԽ, սոցիալական ինտեգրում, լիբանանցի փախստականներ, որակական հետազոտություն, Դանիա, Ազերի և Սթրանգի շրջանակ, կառուցվածքային գործոններ, լեզվի յուրացում, սոցիալական ցանցեր, փախստականների հոգեկան առողջություն:

ТИХАЯ БОРЬБА: ВЛИЯНИЕ ПОСТТРАВМАТИЧЕСКОГО СТРЕССОВОГО РАССТРОЙСТВА НА СОЦИАЛЬНУЮ ИНТЕГРАЦИЮ ЛИВАНСКИХ БЕЖЕНЦЕВ В ДАТСКОЕ ОБЩЕСТВО

Курош Гарагозлу (независимый исследователь, Дания)

Данное исследование рассматривает, как посттравматическое стрессовое расстройство (ПТСР) связано с опытом социальной интеграции ливанских беженцев, проживающих в Дании. Исследование выполнено в рамках качественного поискового дизайна и основано на полуструктурированных интервью с 50 участниками, включая небольшую подгруппу армяно-ливанских респондентов. Анализ опирается на модель Агер и Стрэнг (2008), рассматривающую социальную интеграцию как многомерный процесс, включающий структурные, социальные, языковые и культурные измерения.

Результаты показывают, что когнитивные и эмоциональные трудности, связанные с ПТСР, могут быть ассоциированы с особенностями вовлеченности участников в изучение языка, трудовую деятельность и социальное участие. Данный опыт рассматривается в контексте более широких структурных условий, включая доступ к рынку труда, институциональные механизмы, иммиграционную политику и воспринимаемую дискриминацию, которые в совокупности, по-видимому, формируют траектории интеграции.

Полученные результаты также свидетельствуют о том, что социальная интеграция формируется во взаимодействии психологических, социальных и структурных факторов, а не определяется каким-либо одним фактором. Семейные отношения и более широкие социальные сети рассматриваются как

важные источники поддержки и устойчивости, однако их доступность и влияние варьируются в зависимости от личности и контекста.

Исследование носит поисковый характер и не устанавливает причинно-следственных связей. Вместо этого оно предлагает контекстуально чувствительное понимание того, каким образом переживания, связанные с травмой, и структурные условия могут взаимодействовать, формируя повседневный опыт интеграции беженцев. Результаты исследования способствуют развитию травма-информированного и структурно-ориентированного подхода к интеграции беженцев и поддерживают разработку политики, направленной на улучшение социальной включенности.

Ключевые слова: ПТСР, социальная интеграция, ливанские беженцы, Дания, модель Агер и Стрэнг, структурные факторы, психическое здоровье беженцев, овладение языком, социальные сети.

Information about author

Kourosh Gharagozlou – Denmark, kouroshfri@gmail.com,
<https://orcid.org/0009-0003-6421-0816>

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DYNAMICS OF LEGITIMIZED AGGRESSION AND VALUE ORIENTATIONS IN YOUNG PEOPLE

Sergey Enikolopov (Federal State Budgetary Scientific Institution "Mental Health Research Center", Moscow, Russia)

enikolopov@mail.ru

Tatiana Medvedeva (Federal State Budgetary Scientific Institution "Mental Health Research Center", Moscow, Russia)

medvedeva.ti@gmail.com

Svetlana Kuznetsova (Federal State Budgetary Scientific Institution "Mental Health Research Center", Moscow, Russia)

kash-kuznezova@yandex.ru

Oksana Vorontsova (Federal State Budgetary Scientific Institution "Mental Health Research Center", Moscow, Russia)

okvorontsova@inbox.ru

Olga Boyko (Federal State Budgetary Scientific Institution "Mental Health Research Center", Moscow, Russia)

olga.m.boyko@gmail.com

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The article presents the results of an analysis of the dynamics of legitimized aggression expressions and value orientations in young people. Materials and methods: 255 people participated in the study (143 people in 2006 and 112 people in 2024). Legitimized Aggression Questionnaire; Schwartz Portrait Value Questionnaire (PVQ-RR), and Buss-Perry Aggression Questionnaire (BPAQ) were used. In the 2024 sample SCL-909R and the Constructive Thinking Inventory CTI were additionally administered. Results: the aggression and hostility scores according to the Buss-Perry questionnaire did not change statistically. Legitimized aggression generally shows a decreasing trend (both the total score and the subscale scores) (with the exception of "legitimized aggression in the media," which

increased, and the "legitimized aggression in sports" subscale, which remained unchanged). Young people demonstrate a decrease in the value of «conformity», but an increase in the general scales (and subscales) for the values of «openness to change», «Self-Enhancement», and «Self-Transcendence». Correlations were demonstrated between the overall level of legitimized aggression and levels of «esoteric» and «categorical thinking», as well as a connection between all subscales of legitimized aggression and levels of hostility, anger, and physical aggression (Bass-Perry). Legitimized aggression was also shown to be associated with the presence of symptoms such as hostility, paranoia, and psychoticism (SCL-90R), as well as with the value of adherence to traditions. Conclusions: the changing value profile and level of legitimization of various forms of aggression among young people is linked to the influence of a more general factor, determined by changing social attitudes. One way to manifest aggression within the legitimate sphere may be through the value of "tradition," as well as categorical thinking and belief in esoteric theories.

Keywords: *legitimized aggression, young people, youth, values, aggressiveness.*

Виды агрессивных действий, считающиеся обществом нормативными и, иногда, даже поощряемыми составляют содержание понятия легитимизированной агрессии. Специалисты по девиантному и делинквентному агрессивному поведению отмечают, что с расширением диапазона легитимного насилия наблюдается рост нелегитимного насилия [8]. Важным является изучение механизмов оправдания собственной агрессивности и представлений, позволяющих легитимизировать наличие склонности к агрессии. Ценностные ориентаций человека, будучи достаточно стойкими интрапсихическими образованиями, сформированными как ответ на ключевые социальные проблемы, решение которых необходимо для нормального функционирования общества, влияют как на сиюминутные реакции, так и на решения и поведение, имеющие долгосрочные последствия [5, 7], в том числе, на представления о нормальности проявления агрессии. Магун В.С. показал наличие значимых сдвигов в ценностных ориентациях российской молодежи за период с 2006 по 2021 годы [4]. В своей статье «Эволюция базовых ценностей российского населения» он утверждает, что значимо выросла ценность шкалы активного индивидуализма, которая включает в себя подшкалы «риск-новизна», «гедонизм», «самостоятельность» наряду со снижением приверженности ценностям пассивной социальности – безопасности и конформности.

Переживаемые обществом стрессовые события последних лет, могут отражаться на представлениях о ценностях и о действенных и доступных

способах совладания с проблемами. Исходом возможного конфликта ценностей может стать реализация агрессивности в легитимной поле.

Цель исследования - анализ изменений форм выражения легитимизированной агрессии и ценностных ориентаций, а также связи реальной агрессивности и легитимизированной агрессии с ценностными ориентациями у молодежи.

Материалы и методы. Общая выборка включала в себя 255 человек. Из них 143 человека (средний возраст $19,04 \pm 2,6$, из них юношей 29%) приняли участие в исследовании в 2006 году, а 112 человек (средний возраст $19,8 \pm 3,7$, из них юношей 23%) – в 2024 году. Группы статистически не различались по показателям пола и возраста. Общий методический инструментарий составили: Опросник легитимизированной агрессии (ЛА) [8]; Портретный ценностный вопросник Ш. Шварца (PVQ-RR) [2, 3, 6], Опросник диагностики агрессии Басса-Перри (BPAQ). В выборке 2024 года дополнительно был предъявлен Симптоматический опросник SCL-909R и Опросник конструктивного мышления СТИ [1]. Статистический анализ проводился в программе SPSS с использованием корреляционного и дисперсионного анализа.

Результаты

Применение статистического анализа показало, что за 18 лет показатели агрессивности и враждебности по результатам опросника Басса-Перри статистически не изменились (Таблица 1).

Таблица 1. Динамика показателей враждебности, легитимизированной агрессии, ценностей с 2006 по 2024 год среди молодежи

	2006 год	2024 год	Значимость различий
Опросник Басса-Перри			
Физическая агрессия	$21,08 \pm 6,00$	$19,19 \pm 7,88$,139
Гнев	$20,31 \pm 6,01$	$21,06 \pm 6,89$,514
Враждебность	$21,18 \pm 5,35$	$19,69 \pm 6,63$,171
Общий балл	$61,99 \pm 13,81$	$59,77 \pm 15,95$,241
Легитимизированная агрессия			
Политика	$43,63 \pm 11,32$	$36,50 \pm 13,50$,002
Личный опыт	$34,02 \pm 10,11$	$30,02 \pm 11,35$,037
Воспитание	$18,76 \pm 6,21$	$15,58 \pm 7,03$,008
Спорт	$14,20 \pm 4,95$	$13,27 \pm 5,02$,282
СМИ	$30,00 \pm 7,63$	$36,30 \pm 8,49$,000
Общий балл	$72,51 \pm 17,89$	$59,13 \pm 17,32$,000
Ценностный опросник Шварца			

Безопасность	6,04±2,27	9,14±2,07	,000
Конформизм	7,98±2,16	6,13±2,05	,000
Самостоятельность	4,96±2,08	8,90±2,30	,000
Риск-новизна	5,46±2,41	7,73±2,63	,000
Гедонизм	5,13±2,49	9,04±2,21	,000
Достижение	5,27±2,17	9,34±2,15	,000
Власть-Богатство	6,98±2,33	8,52±2,25	,000
Благожелательность	7,59±2,96	13,45±2,89	,000
Универсализм	5,04±2,25	8,98±1,87	,000
Общ_Открытость изменениям	15,55±5,49	25,68±5,41	,000
Общ_Самоутверждение	12,25±3,85	17,86±3,92	,000
Общ_Выход за пределы своего Я	12,62±4,72	22,43±4,07	,000

Примечания: приведены только статистически значимые результаты

Легитимизированная агрессия в основном демонстрирует тенденцию к снижению (как общий балл, так и баллы по подшкалам) см. Таблицу 1. Исключением стали показатели подшкалы «легитимизированная агрессия в СМИ», показатель которой вырос, и подшкалы «легитимизированная агрессия в спорте», который не изменился.

Произошли изменения в ценностных ориентациях молодых людей. Молодые люди демонстрируют на фоне снижения ценности конформизма, повышение по обобщенным шкалам (и подшкалам) ценностей открытости изменениям, самоутверждения, выхода за пределы своего Я.

При этом на выборке 2024 года были продемонстрированы корреляции общего уровня легитимизированной агрессии с уровнями эзотерического и категорического мышления, а также корреляционная связь всех подшкал легитимизированной агрессии с уровнями враждебности, гнева и физической агрессии (Басс-Перри) (Таблица 2). Также показано, что легитимизированная агрессия связана с наличием таких симптомов, как враждебность, паранояльность и психотизм (SCL-90R). Представляется важным феномен корреляционной связи уровня легитимизированной агрессии с ценностью приверженности традициям.

Таблица 2. Корреляционные связи показателей легитимизированной агрессии с враждебностью, клинической симптоматикой, особенностями мышления и ценностями

	Корреляция с общим баллом Легитимизированной агрессии
Опросник Басса_Перри	
Физическая агрессия	,659**

Гнев	,198*
Враждебность	,252**
Общий балл	,469**
SCL-90R	
Враждебность	,367**
Паранойяльность	,366**
Психотизм	,205*
Опросник Конструктивного мышления	
Эзотерическое мышление	,288**
Категорическое мышление	,356**
Ценностный опросник Шварца	
Безопасность	-,208*
Традиция	,272**
Благожелательность	-,355**
Универсализм	-,189*
Общ. Выход за пределы своего Я	-,339**

Примечания: приведены только статистически значимые результаты

Обсуждение результатов

Результаты показывают, что среди молодежи снижается уровень легитимизированной агрессивности. Происходит это на фоне сохранения уровня враждебности как в общем, так и в отдельных ее формах, что показывает опросник Басса-Перри. Можно предположить, что выросший показатель легитимизированной агрессии в СМИ отражает появление новых форм проявления легитимизированной агрессии, которая может быть реализована в виде текстов и комментариев в интернете, который с полным правом может рассматриваться как средство массовой информации. Легитимизация вербального проявления агрессии в печати и интернете указывает также на изменение нормативов подачи информации в социуме, отражает влияние социума на формирование представлений о допустимости тех или иных действий.

Снижение легитимизированной агрессии связано со снижением реального проявления агрессивности в обществе, что отражается в данных о сокращении насильственных преступлений за этот период¹. Это подтверждает

¹ Портал_правовой_статистики. Показатели преступности России / Динамика Генеральная прокуратура Российской Федерации (2023). Available at: http://crimestat.ru/offenses_chart.

представления специалистов по девиантному и делинквентному агрессивному поведению о прямой связи легитимного и нелегитимного насилия [8].

Обратные корреляционные взаимосвязи между рядом ценностных ориентаций и легитимизированной агрессией (выраженные ценности безопасности, благожелательности, универсализма, выхода за пределы своего Я связаны с более низкими показателями легитимизированной агрессии) подтверждаются противоположной динамикой – снижение легитимизированной агрессивности за 18 лет и повышение ценностей безопасности, благожелательности, универсализма, выхода за пределы своего Я за этот же период. Исходя из теории Шварца о значимой роли ключевых социальных проблем в формировании ценностей, мы можем предположить, что этим общим фактором перемен является общественный запрос, изменение общественных установок в рассматриваемый период [5, 7].

Одновременно с этим, в нашем исследовании получены данные, способные показать один из механизмов влияния ценностей на изменении представлений о легитимных областях и способах отреагирования агрессивности. Так, единственная ценность, имеющая прямые значимые корреляции с общим уровнем легитимизированной агрессии – «традиция» – не показывает статистически значимой динамики. Ценность традиции так же корреляционно связана с более высокими показателями физической агрессии (в опроснике Басса-Перри) ($r=,193^{**}$; $p<,001$). Это может свидетельствовать о существовании общего устойчивого во времени паттерна, связывающего легитимизированную агрессию с более высоким уровнем всех видов агрессивности (физической агрессии, враждебности, гнева) и конкретизировать механизм отреагирования агрессивности в легитимном поле за счет декларируемой заботы об окружающих и справедливости, и представлений о том, как «правильно» нужно жить в обществе, которые если не противоречат реальному поведению, то в некотором роде служат социально приемлемой маскировкой для реализации агрессивности. Также легитимизированная агрессия проявляется в особенностях позиционирования себя в обществе – категоричности и склонности верить в эзотерические объяснения существующих проблем, ощущение себя избранным, вере в тайные знания, теории заговора и пр.

Выводы

Таким образом, можно предполагать, что изменение профиля ценностей и уровня легитимизации разных форм агрессии у молодежи за исследуемый период связано с влиянием более общего фактора, обусловленного изменившимися общественными установками. Одновременно с этим выявлен один из способов реализации агрессивности в легитимном поле у современной

молодежи, в котором важную роль может играть ценность «традиции», а также категоричность мышления и вера в эзотерические теории.

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ԼԵԳԻՏԻՄԱՑԿԱԾ ԱԳՐԵՍԻՎՅԻ ԵՎ ԱՐԺԵՔԱՅԻՆ ԿՈՂՄՆՈՐՈՇՈՒՄՆԵՐԻ ԴԻՆԱՄԻԿԱՆ ԵՐԻՏԱՍԱՐԴՆԵՐԻ ՄՈՏ

Սերգեյ Ենիկոլոպով (Դաշնային պետական բյուջերային գիտական հասարակություն «Հոգեկան առողջության գիտական կենտրոն», Մոսկվա, Ռուսաստան)

Տադյանա Մեդվեդևա (Դաշնային պետական բյուջերային գիտական հասարակություն «Հոգեկան առողջության գիտական կենտրոն», Մոսկվա, Ռուսաստան)

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Օքսանա Վորոնցովա (Դաշնային պետական բյուջետային գիտական հաստատություն «Հոգեկան առողջության գիտական կենտրոն», Մոսկվա, Ռուսաստան)

Օլգա Բոյկո (Դաշնային պետական բյուջետային գիտական հաստատություն «Հոգեկան առողջության գիտական կենտրոն», Մոսկվա, Ռուսաստան)

Հոդվածում ներկայացվում են երիտասարդների մոտ լեգիտիմացված ագրեսիայի արտահայտման դինամիկայի և արժեքային կողմնորոշումների վերլուծության արդյունքները: Նյութեր և մեթոդներ. հետազոտությանը մասնակցել է 255 մարդ (143 մարդ՝ 2006 թվականին և 112 մարդ՝ 2024 թվականին): Օգտագործվել են Լեգիտիմացված ագրեսիայի հարցաթերթը, Շվարցի արժեքների պորտրետային հարցաթերթը (PVQ-RR) և Բասս-Փերիի ագրեսիայի հարցաթերթը (BPAQ): 2024 թվականի ընտրանքում լրացուցիչ կիրառվել են SCL-90-R և Կոնստրուկտիվ մտածողության հարցաթերթը (CTI): Արդյունքներ. Բասս-Փերիի հարցաթերթի համաձայն ագրեսիայի և թշնամանքի ցուցանիշները վիճակագրորեն չեն փոփոխվել: Ընդհանուր առմամբ լեգիտիմացված ագրեսիան ցուցաբերում է նվազման միտում (ինչպես ընդհանուր միավորով, այնպես էլ ենթասանդղակների միավորներով)՝ բացառությամբ «լեգիտիմացված ագրեսիա մեղիայում» ցուցանիշի, որը աճել է, և «լեգիտիմացված ագրեսիա սպորտում» ենթասանդղակի, որը մնացել է անփոփոխ: Երիտասարդների մոտ նկատվում է «համապատասխանություն» արժեքի նվազում, սակայն աճ՝ «փոփոխություններին բացություն», «ինքնահաստատում» և «ինքնագերազանցում» արժեքների ընդհանուր սանդղակներում (և ենթասանդղակներում): Հայտնաբերվել են փոխկապակցություններ լեգիտիմացված ագրեսիայի ընդհանուր մակարդակի և «էտոտերիկ» ու «կատեգորիկ մտածողության» մակարդակների միջև, ինչպես նաև կապ լեգիտիմացված ագրեսիայի բոլոր ենթասանդղակների և թշնամանքի, զայրույթի ու ֆիզիկական ագրեսիայի մակարդակների միջև (Բասս-Փերի): Ցուցադրվել է նաև, որ լեգիտիմացված ագրեսիան կապված է այնպիսի ախտանշանների առկայության հետ, ինչպիսիք են թշնամանքը, պարանոյան և պսիխոտիզմը (SCL-90-R), ինչպես նաև ավանդույթներին հավատարիմ լինելու արժեքի հետ: Եզրակացություններ. երիտասարդների արժեքային պրոֆիլի և ագրեսիայի տարբեր ձևերի լեգիտիմացման մակարդակի փոփոխությունը կապված է ավելի ընդհանուր գործոնի ազդեցության հետ, որը պայմանավորված է սոցիալական դիրքորոշումների փոփոխությամբ: Ագրեսիայի դրսևորման ուղիներից մեկը լեգիտիմ ոլորտում

Կարող է լինել «ավանդույթ» արժեքը, ինչպես նաև կատեգորիկ մտածողությունը և էզոտերիկ տեսություններին հավատը:

Հանգուցային բաներ՝ լեզիվիստիկացված ազդեցիկ, արժեքներ, ազդեցիկություն, երիտասարդներ, արժեքային կողմնորոշումներ:

ДИНАМИКА ЛЕГИТИМИЗИРОВАННОЙ АГРЕССИИ И ЦЕННОСТНЫХ ОРИЕНТАЦИЙ У МОЛОДЕЖИ

Сергей Ениколопов (Федеральное государственное бюджетное научное учреждение «Научный центр психического здоровья», Москва, Россия)

Татьяна Медведева (Федеральное государственное бюджетное научное учреждение «Научный центр психического здоровья», Москва, Россия)

Светлана Кузнецова (Федеральное государственное бюджетное научное учреждение «Научный центр психического здоровья», Москва, Россия)

Оксана Воронцова (Федеральное государственное бюджетное научное учреждение «Научный центр психического здоровья», Москва, Россия)

Ольга Бойко (Федеральное государственное бюджетное научное учреждение «Научный центр психического здоровья», Москва, Россия)

Представлены результаты анализа изменений форм выражения легитимизированной агрессии и ценностных ориентаций у молодежи. Материалы и методы: в исследовании приняли участие 255 человек (из них 143 человека в 2006 году, и 112 человек – в 2024). Использовались: Опросник легитимизированной агрессии; Портретный ценностный вопросник Ш. Шварца (PVQ-RR), Опросник диагностики агрессии Басса-Перри (BPAQ). В выборке 2024 года дополнительно Симптоматический опросник SCL-909R и Опросник конструктивного мышления СТИ. Результаты: показатели агрессивности и враждебности по результатам опросника Басса-Перри статистически не изменились. Легитимизированная агрессия в основном демонстрирует тенденцию к снижению (как общий балл, так и баллы по подшкалам) (за исключением «легитимизированной агрессии в СМИ», показатель которой вырос, и подшкалы «легитимизированная агрессия в спорте», который не изменился). Молодые люди демонстрируют на фоне снижения ценности конформизма, повышение по обобщенным шкалам (и подшкалам) ценностей открытости изменениям, самоутверждения, выхода за пределы своего Я. Были продемонстрированы корреляции общего уровня легитимизированной агрессии с уровнями эзотерического и категорического мышления, а также связь всех подшкал легитимизированной агрессии с

уровнями враждебности, гнева и физической агрессии (Басс-Перри). Также показано, что легитимизированная агрессия связана с наличием таких симптомов, как враждебность, паранояльность и психотизм (SCL-90R), а также с ценностью приверженности традициям. Выводы: изменение профиля ценностей и уровня легитимизации разных форм агрессии у молодежи связано с влиянием более общего фактора, обусловленного изменившимися общественными установками. Одним из способов реализации агрессивности в легитимном поле может играть ценность «традиции», а также категоричность мышления и вера в эзотерические теории.

Ключевые слова: *легитимизированная агрессия, ценности, агрессивность, молодежь, ценностные ориентации.*

Information about authors

Sergey Enikolopov - Ph.D., Associate Professor, Head of Department of Medical Psychology, Federal State Budgetary Scientific Institution “Mental Health Research Center”, enikolopov@mail.ru, <https://orcid.org/0000-0002-7899-424X>

Tatiana Medvedeva - Research Associate, Department of Medical Psychology, Federal State Budgetary Scientific Institution “Mental Health Research Center”, medvedeva.ti@gmail.com, <https://orcid.org/0000-0002-7899-424X>

Svetlana Kuznetsova - Ph.D., Ph.D., Senior Research Scientist, Department of Medical Psychology, Federal State Budgetary Scientific Institution “Mental Health Research Center”, kash-kuznezova@yandex.ru, <https://orcid.org/0000-0002-3737-7595>

Oksana Vorontsova - Research Associate, Department of Medical Psychology, Federal State Budgetary Scientific Institution “Mental Health Research Center”, okvorontsova@inbox.ru, <https://orcid.org/0000-0001-5698-676X>

Olga Boyko - Research Associate, Department of Medical Psychology, Federal State Budgetary Scientific Institution “Mental Health Research Center”, olga.m.boyko@gmail.com, <https://orcid.org/0000-0003-2895-807X>

BEHAVIORAL TRIGGERS AS A TOOL FOR ASSESSING AND MONITORING CUMULATIVE STRESS AMONG FORCIBLY DISPLACED PERSONS

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Vitya Yaramishyan (Yerevan State University, Yerevan, Armenia)

vitya.yaramishyan@ysu.am

Aram Melkonyan (Yerevan State University, Yerevan, Armenia)

arammelqonyan@ysu.am

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This article introduces an innovative methodological approach to assessing the mental health of forcibly displaced persons (FDPs) by observing behavioral triggers. The empirical data were derived from 13 cycles of intervention training programs ($N > 350$), including individuals displaced from Artsakh. We sought to substantiate the necessity for real-time monitoring of cumulative stress, noting that standardized questionnaires often trigger participants' psychological defense mechanisms, leading to resistance. The findings reveal significant age and gender-based disparities: women predominantly exhibit expressive-verbal reactions, while men manifest repressive-non-verbal responses. As a practical framework for clinical and socio-psychological support, the "Behavioral Indicators Map" (BIM) is proposed.

Keywords: *cumulative stress, behavioral triggers, forcibly displaced persons, psychological resilience, gender psychology, window of tolerance, psychological monitoring.*

Introduction

Forced displacement is not only a physical relocation but also a collapse of an individual's psychological structure and social identity. The psychological consequences of modern conflicts extend beyond classical PTSD. We are dealing with a situation in which trauma becomes continuous (Continuous Traumatic Stress). In the case of Armenia, this is particularly acute because displaced populations bear the cumulative impact of both warfare and loss of homeland.

Working with forcibly displaced persons and assessing their psychological condition is not a new phenomenon in psychology, since wars have been a recurrent feature throughout human history, and overcoming the psychological consequences of war has consistently been a central concern of this science. However, the forms and methods of warfare have changed, acquiring new scales and degrees of impact. Moreover, the target priorities of conflicting parties have shifted dramatically from physical destruction to deliberate influence on thoughts, emotions, and especially behavior. Efforts increasingly aim not only at physically defeating the opponent but at breaking their will and making their thinking processes controllable in a desired direction. Such a new reality requires new approaches that consider the effects of long-term stress [4, 11].

Early studies on cumulative stress among war-affected populations relied primarily on subjective questionnaires, which fail to capture actual behavioral manifestations and do not account for the layered nature of cumulative stress.

This article proposes considering behavioral triggers as indicators of cumulative stress and analyzing these data as a basis for developing new assessment methods.

Methodology

The design of the study was based on modern approaches to the analysis of human behavioral reactions, which are based on the behavioral methodology of A. Bandura and B. Skinner. This framework was applied to identify specific behavioral triggers that activate and sustain cumulative stress among displaced persons from Artsakh. By analyzing these triggers, the research evaluates the intensity and prevalence of stress responses, considering both conditioned emotional reactions (Skinner) and the impact of environmental social factors on the individual's psychological resilience (Bandura).

By forming small, mobile field teams, the research group aimed to conduct periodic visits to different regions and communities of Armenia. Under the pretext of delivering psychoeducational training sessions, they created a collaborative environment that attracted displaced persons who typically refuse psychological assistance. The team then intensively observed and analyzed participants' behavioral manifestations in various situations, drawing conclusions based on the frequency and repeatability of observed patterns.

Participants

A total of 370 individuals participated across 13 training events, including more than 100 displaced persons. The calculated average age was 46 ± 12 years, indicating predominantly mature adults. Participants' educational levels ranged from secondary to postgraduate, with higher education prevailing.

Notably, the majority of attendees—sometimes up to 100%—were women. Even when men attended, they often apologized and left shortly after the session

began, preferring subsequent individual interactions. This behavior is interpreted as unconscious spontaneous avoidance of trauma activation and the public reliving of associated emotions. Such a strategy among male participants was observed in almost all training sessions.

Structure of the Training. Each session lasted between 2 and 4 hours. To maintain a controlled yet relaxed atmosphere, the topic of war-related stress management was combined with themes more accessible and engaging for women, such as modern supportive parenting, psychological work with adolescents, bullying in children's environments, and group work. The practical exercises included thematic art-therapy (drawing 'safe spaces'), group cognitive restructuring to reframe trauma, and role-playing focused on supportive parenting. These sessions were conducted in local community centers and schools to minimize clinical resistance and maintain a naturalistic environment for observation.

The Concept of Cumulative Stress. Cumulative stress is defined as the combined impact of traumatic events and chronic stressors. According to Miller and Rasmussen [8, 112–128] refugees' mental health depends not only on past trauma but also on the accumulation of "daily stressors." Each new failure during adaptation acts as a trigger that reactivates earlier trauma.

Theoretical analysis and international comparisons

Nature of Behavioral Triggers and the Window of Tolerance. A behavioral trigger is an external stimulus that activates subconscious traumatic experience. According to Daniel J. Siegel's [10] concept of the window of tolerance, a person under stress may fall into two extreme states: **hyperarousal** — characterized by anxiety, aggression, or intense emotionality. Or **hypoarousal** — characterized by emotional numbing and dissociation.

International research consistently demonstrates that cumulative daily stressors significantly influence refugee mental health outcomes [4], while trauma-related symptom formation is deeply embedded in neuropsychological and somatic regulatory processes [5]. Studies among Syrian and Ukrainian displaced populations shows that men frequently avoid formal psychological assistance, expressing distress indirectly through behavioral or somaticized patterns [6].

At the same time, Armenian scholars examining identity, collective trauma, and socio-psychological adaptation emphasize culturally mediated coping strategies in the Armenian context. Research by S. Hovhannisyan and V. Yaramishyan highlights the role of ethnic identity and mentality in shaping stress responses [2], while A. Berberyan's work underscores the connection between identity structures and psychological well-being [3]. Empirical findings from H. Avanesyan, S. Sukiasyan, and colleagues confirm that among forcibly displaced persons from Artsakh, cumulative stress manifests in culturally specific behavioral indicators, including restrained emotional expression among men [1].

Integrating these international and Armenian perspectives allows the present study to situate Armenian displaced populations within the broader trauma research framework while identifying culturally specific manifestations of cumulative stress [7].

Research methods and design

Study Structure and sample. A mixed-methods approach was employed.

The sample consisted of 370 participants (73% women, 27% men) aged between 36 and 58 years. The core group included 80 forcibly displaced persons.

Intervention: 13 professional training-based intervention sessions conducted in different regions of Armenia

Instrument: Participant observation. The observation criteria were strictly pre-determined before the start of the intervention cycles. Based on the behavioral frameworks of Bandura and Skinner, the 'Behavioral Indicators Map' (BIM) was utilized as a structured tool where observers recorded pre-defined triggers in real-time using standardized observation diaries. These diaries were developed to record behavioral reactions during discussions of indirectly related topics, ensuring that the indicators were consistent across all 13 training sessions.

Observational Indicators. Participants' behavior was assessed across three levels:

1. Verbal: voice tone, abrupt topic shifts
2. Nonverbal: facial expressions, avoidance of eye contact, closed posture
3. Physical: desire to leave the room, emotional withdrawal/silence

Results and analysis

Gender Differences. Statistical analysis revealed pronounced differences in reactions to triggers.

Table 1. Frequency of Behavioral Triggers by Gender

Behavioral Indicator	Women (N = 270)	Men (N = 100)	p-value
Emotional response (crying)	68%	12%	< 0.001
Spontaneous avoidance (leaving the area)	5%	42%	< 0.001
Nonverbal repression (silence, withdrawal)	22%	76%	< 0.001

The data indicate significant gender differences in behavioral manifestations of cumulative stress. Women more frequently displayed emotional expressiveness, while men showed avoidance and nonverbal repression. The $p < 0.001$ values confirm that these differences are highly statistically significant.

Age-related characteristics. Young adults (18–35): psychological lability and future orientation, cumulative stress manifests as high emotional reactivity, anxiety, and focus on uncertain future prospects rather than past losses. Older adults

(50+): reflection and self-blame elder participants demonstrated deep reflection, silence, self-blame, and conservative coping strategies, viewing displacement as the loss of an entire life narrative.

Older men showed a combination of self-blame and repressive silence, often leading to somatization (cardiovascular issues, headaches). Younger women demonstrated greater adaptability when supported by social networks.

Extended case studies

Case 1. Participant G. (Male, 52)

Baseline: Sat near the door, avoided eye contact; left when loss of home was discussed.

Second session: Waited outside until the session ended; resistance decreased through rational therapy.

Analysis: Supports the thesis that trauma mitigation in men may occur through rationalization.

Case 2. Participant S. (Female, 38)

Baseline: High anxiety, repetitive speech focused on displacement details.

Outcome: Cognitive restructuring occurred; she began discussing recovery resources.

Discussion

Our findings support Bessel van der Kolks [11] thesis that trauma is “stored in the body.” Standard questionnaires often fail because displaced persons unconsciously protect themselves from re-traumatization. Observation of behavioral triggers allows professionals to detect what remains otherwise invisible.

Based on the analysis, a structured matrix of behavioral indicators was developed for monitoring cumulative stress.

Table 2. Behavioral Indicators Map (BIM) — Structural Matrix for Monitoring Cumulative Stress

Observation Stage	Behavioral Trigger / Indicator	Interpretation
Entry stage	Voice fluctuation, hand tremor, sitting near exit	Loss of safety, high anxiety
Thematic activation	Topic shift, frozen gaze, closed posture	Trauma activation, cognitive resistance
Group interaction	Silence or sarcastic remarks	Identity defense, emotional dissociation
Reflective stage	Self-blame, repetitive recollection	Depressive layer of cumulative stress
Emotional release	Tears or accelerated speech	Hyperarousal, signs of processing
Physical	Leaving the area, rapid	Acute stress response

reaction	breathing	(fight-or-flight trigger)
Closing stage	Difficulty discussing future	Existential crisis, cumulative exhaustion

Conclusions

Summary of Findings

1. **Priority of behavioral triggers:** Behavioral observation provides a more reliable diagnostic tool than questionnaires.
2. **Gender models of coping:**
 - o Women — expressive-verbal discharge
 - o Men — repressive nonverbal responses
3. **Age-related existential patterns:**
 - o Youth — anxiety about uncertain future
 - o Older adults — loss-oriented reflection and self-blame

Practical Recommendations

The analysis of the research findings enabled the development of the following practical recommendations:

Differentiated interventions:

- Men: application of indirect therapeutic approaches (e.g., occupational therapy, activity-based engagement), where verbal disclosure is not obligatory.
- Women: use of group discussions and art-therapy techniques that facilitate emotional expression and social support.

Intergenerational dialogue: Programs should integrate the future-oriented adaptability of younger participants with the reflective life experience of older adults, thereby promoting mutual support and reducing maladaptive coping patterns.

Implementation of the Behavioral Indicators Map (BIM): Behavioral-indicator-based assessment systems should be introduced into governmental and non-governmental psychosocial programs to enable early detection of cumulative stress and prevention of severe mental health disorders.

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ԳՆԱՀԱՏՄԱՆ ԵՎ ՄՇՏԱԴԻՏԱՐԿՄԱՆ ԳՈՐԾԻՔ ԲՈՒՆԻ ՏԵՂԱՀԱՆՎԱԾ
ԱՆՁԱՆՑ ՇՐՋԱՆՈՒՄ**

Հետազոտությունն իրականացվել է «Գիտական արդյունավետության խթանման»
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ПОВЕДЕНЧЕСКИЕ ТРИГГЕРЫ КАК ИНСТРУМЕНТ ОЦЕНКИ И МОНИТОРИНГА КУМУЛЯТИВНОГО СТРЕССА СРЕДИ НАСИЛЬСТВЕННО ПЕРЕМЕЩЕННЫХ ЛИЦ

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Витя Ярамишян (Ереванский государственный университет, Ереван, Армения)

Арам Мелконян (Ереванский государственный университет, Ереван, Армения)

В данной статье представлен инновационный методологический подход к оценке психического здоровья вынужденных переселенцев, основанный на анализе поведенческих триггеров. Эмпирическую базу исследования составили данные 13 циклов интервенционных курсов ($N > 350$ участников), включая лиц, перемещенных из Нагорного Карабаха. Нами предпринята попытка обосновать необходимость мониторинга кумулятивного стресса в режиме реального времени, указывая на то, что стандартные опросники зачастую малоэффективны из-за работы защитных механизмов психики респондентов. В ходе исследования выявлены значимые гендерные и возрастные различия: преобладание экспрессивно-вербальных реакций у женщин и репрессивно-невербальных-у мужчин. В качестве практического инструмента клинической и социально-психологической поддержки предлагается «Карта поведенческих индикаторов» (КПИ).

Ключевые слова: кумулятивный стресс, поведенческие триггеры, вынужденные переселенцы, психологическое сопротивление, возрастные и гендерные различия, окно толерантности, психологический мониторинг.

Information about authors

Vitya Yaramishyan - YSU, yaramishyanvitya@gmail.com, <https://orcid.org/0009-0004-1626-4163>

Aram Melkonyan - YSU Psychological-Scientific Research Center, arammelqonyan@ysu.am, <https://orcid.org/0009-0007-2701-4073>

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13. **Հայրապետյան Դ. Ռ.**, հ.գ.թ., դոցենտ, ԵՊՀ ընդհանուր հոգեբանության ամբիոն, davidhaiarm@gmail.com

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2. **Բասկո Լ.**, Գիտությունների դոկտոր, Ավինյոնի համալսարան, Ավինյոն, Ֆրանսիա, louis.basco@univ-avignon.fr
3. **Ալախվերդով Վ. Մ.**, հ.գ.դ., պրոֆեսոր, Սանկտ-Պետերբուրգի պետական համալսարան, Ռուսաստան, m.allakhverdov@smolny.org
4. **Ակոպով Գ. Վ.**, հ.գ.դ., պրոֆեսոր, Պոլիտսկի պետական սոցիալ-հումանիտար ակադեմիա, Սամարա, Ռուսաստան, akolubov@mail.ru
5. **Երմակով Պ. Ն.**, կ.գ.դ., պրոֆեսոր, Հարավային դաշնային համալսարան, Ռուսաստան, paver@sfnedu.ru

6. **Օրոզնով Ա. Ա.**, հ.գ.դ., պրոֆեսոր, ՌԴ ԳԱԱ հոգեբանության ինստիտուտ, Մոսկվա, aao46@mail.ru
7. **Կալայջյան Ա. Գ.**, հ.գ.դ., Կոլումբիայի համալսարան, ԱՄՆ, drkalayjian@meaningfulworld.com
8. **Շևչենկո Ռ. Պ.**, հ.գ.դ., դոցենտ, Օդեսայի ազգային ծովային համալսարան, Օդեսա, Ուկրաինա, Rosina7775@gmail.com,
9. **Մորոսանովա Վ. Ի.**, հ.գ.դ., պրոֆեսոր, Կրթության ոլորտի ակադեմիա, ՌԴ, morosanova@mail.ru
10. **Երմոլաեվա Մ. Վ.** Հ.գ.դ., պրոֆեսոր, Մոսկվայի պետական հոգեբանական և մանկավարժական համալսարան, ՌԴ, mar-erm@mail.ru
11. **Թաքոշյան Հ.**, հ.գ.թ., պրոֆեսոր, Ֆորդհամի համալսարան, ԱՄՆ, takooshian@fordham.edu
12. **Ղարիբյան Զ. Ղ.**, հ.գ.թ., ԱԸԹ, Ալիանտի միջազգային համալսարան, ԱՄՆ, george.gharibian@alliant.edu

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1. **Имедадзе И. В.**, д.п.с.н., член-корреспондент Национальной АН Грузии, *Тбилисский государственный университет имени Ивана Джавахишвили*, Тбилиси, Грузия
2. **Баско Л.**, доктор педагогических наук, Авиньонский университет, Авиньон, Франция
3. **Обознов А. А.**, д. п.с.н., профессор, Институт психологии РАН, Лаборатория инженерной психологии и эргономики, Москва, Россия

4. **Аллахвердов В. М.**, д. пс.н., профессор, Санкт-Петербургский государственный университет, Санкт-Петербург, Россия
5. **Акопов Г. В.**, д.пс.н., профессор, Самарский государственный социально-педагогический университет, Самара, Россия
6. **Ермаков П. Н.**, д.б.н., профессор, Южный федеральный университет РФ
7. **Моросанова В. И.** – профессор, Психологический институт Российской академии образования, Москва Россия
8. **Шевченко Р. П.** — д.п.н., доцент, Одесский национальный морской университет, Одесса, Украина
9. **Калайджян А.** — д.п., Университет Фордхем, Колумбийский университет, США
10. **Ермолаева М. В.** д.п.н., профессор, Московский государственный психолого-педагогический университет (МГППУ), РФ
11. **Гарибян Дж. Г.** д.п., Международный университет Алиант, США
12. **Такушян Г.**, д.п., профессор, Университет Фордхема, США

Հողվածներին ներկայացվող պահանջները

Գիտական հողվածի կառուցվածքը.

Անկախ այն լեզվից, որով գրվել է հողվածը՝ սկզբում նշվում է.

- Անգլերեն լեզվով վերնագիրը: Վերնագիրը պետք է արտահայտի հողվածում քննարկվող խնդիրների էությունը՝ օգտագործելով հնարավորինս փոքր թվով բառեր:
- Հեղինակ(ներ)ի անուն/ազգանուն անգլերեն լեզվով՝ փակագծերում նշելով համապատասխան հաստատությունը: Եթե հողվածը գրվել է համահեղինակությամբ, ապա հեղինակների անունների թվարկումը հողվածում պետք է տրվի նրանց ներդրմանը համապատասխան: Անուններից հետո նոր տողում նշվում են ակադեմիական e-mail հասցեները:
- Աշխատանքի ֆինանսավորման աղբյուրը (եթե առկա է) նշվում է հողվածի սկզբում՝ վերնագրից հետո, հավասարեցումն ըստ կենտրոնի, տառաչափը՝ 10 (օրինակ՝ «Հետազոտությունն անցկացվել է.....(արդյեկտ/նախագիծ №.....)-ի ֆինանսական աջակցությամբ»:
- Ամփոփում անգլերեն լեզվով: (250-300 բառ): Ամփոփումը հողվածի հիմնական դրույթների համառոտ նկարագրությունն է: Այն պետք է ներառի հողվածի առարկան, խնդիրները, նպատակը, հետազոտության մեթոդներն ու արդյունքները: Ամփոփումը պետք է պատասխանի հետևյալ հարցերին.
Ինչի՞ մասին է հողվածը:
Ո՞րն է հետազոտության նպատակը:
Ի՞նչ եզրահանգումների է հանգել հեղինակը:
Ո՞րն է հողվածի արդիականությունը և գիտական նորույթը:
- Հանգուցային բառեր անգլերեն լեզվով(5-10): Պետք է օգտագործել բառեր, բառակապակցություններ(ոչ ավելի, քան 2 բառից բաղկացած), տերմիններ, հասկացություններ, որոնք կօգնեն ընթերցողին ավելի արագ գտնել հողվածը որոնման համակարգերի միջոցով:
- Հողվածի վերնագիրը, հեղինակների անուն/ազգանունները, ամփոփումը, հանգուցային բառերը ռուսերեն և հայերեն լեզուներով:
- Բուն հողվածը (նախընտրելի, բայց ոչ պարտադիր լեզու՝ անգլերեն) ունի հետևյալ կառուցվածքը.

Ներածություն (հետազոտության հիմնավորումը, կարևորումը): Ներածությունը պետք է պարունակի նախնական տեղեկություններ կամ հիմնահարցի նախապատմությունը, որոնք անհրաժեշտ են ընթերցողին հողվածը հասկանալու համար: Այն պետք է ներառի հետազոտության նպատակը, խնդիրները, հետազոտական հարցը, դրա նշանակության հիմնավորումը, այդ հարցի վերաբերյալ գրականության մշակվածության ու վերլուծության աստիճանը, հեղինակի նախնական վարկածը և մեթոդները, որոնք կիրառվում են ուսումնասիրության մեջ՝ հիմնավորելու կամ մերժելու առկա տեսակետները,

ինչպես նաև աշխատանքային պլանը, հետազոտության տեսական և գործնական նշանակությունը:

Ներածության մեջ.

- հղումները պետք է տրվեն համաձայնորեն, այսինքն՝ առկա լինեն և՛ հեղինակի տեսակետը հաստատող, և՛ դրանցից տարբերվող կարծիքներ:
- պետք է անդրադառնալ վերջին տասը տարվա ընթացքում հրատարակված ուսումնասիրություններին՝ պարտադիր նշելով այն աշխատանքը, որտեղ առաջին անգամ բարձրացվել է հետազոտության հարցը (նույնիսկ, եթե այն ձևավերաված է ավելի քան տասը տարի առաջ):

Տեսական հիմքեր, մեթոդներ և նյութեր: Հոդվածում պետք է հստակ նկարագրվի, թե ինչ աշխատանք է կատարվել, ինչ մեթոդներ են կիրառվել ուսումնասիրության արդյունքները ստանալու համար: Ենթավերնագրերը պետք է արտացոլեն հետազոտական գործընթացի տարբեր փուլերը:

Հետազոտության արդյունքներ (գիտական նորույթ):

Հետազոտության արդյունքները տրվում են առանց մեկնաբանության: Ենթավերնագրերը պետք է օգտագործվեն յուրաքանչյուր նորույթ առանձին արտացոլելու համար:

Արդյունքները պետք է ներկայացվեն տրամաբանական հերթականությամբ, այսինքն՝ ըստ նշանակության, որը կարող է չհամընկնել տեքստում դրանց ներկայացման կարգին: Արդյունքները նկարագրելիս պետք է գործածել անցյալ ժամանակի բայաձևեր, իսկ թվերը և աղյուսակները նկարագրելիս՝ ներկա:

Գրաֆիկներ և աղյուսակներ: Գրաֆիկները (ներքևում նշել՝ «նկար» և վերնագրել) և աղյուսակները (վերևում նշել՝ «աղյուսակ» և վերնագրել) պետք է ներկայացվեն պատշաճ կերպով և համարակալմամբ:

Եզրակացություններ: Եզրակացությունները պետք է շարադրվեն ըստ կարևորության: Անհրաժեշտ է համեմատել հեղինակի ստացած արդյունքներն այլ ուսումնասիրությունների արդյունքների հետ: Ստացված եզրահանգումները այլ հեղինակների տեսակետներին հակասելու դեպքում պետք է նշվեն պատճառները:

Հեղինակը պետք է նշի, թե ինչ գործնական կիրառություն կարող են ունենալ հետազոտության արդյունքները: Եթե արդյունքները վերջնական չեն, նպատակահարմար է առաջարկել, թե հետագայում ինչ լրացուցիչ հետազոտություններ են անհրաժեշտ կատարել:

Գրականության ցանկ(ներել «Գրականություն»), հավասարեցումը՝ մեջտեղից): Գրականության ցանկում պետք է տրվեն միայն գիտական սկզբնաղբյուրներ: Վիճակագրական տվյալների, փաստաթղթերի, հաշվետվությունների, համացանցային ոչ գիտական աղբյուրների հղումները պետք է լինեն ծանոթագրությունների տեսքով: Ցանկը պետք է լինի այբբենական (սկզբում նշելով հոդվածի լեզվով տպագրված գրականության

աղբյուրները, այնուհետև՝ այլալեզու) և համարակալված: Գրականության ցանկում պետք է նշված լինեն հեղինակ(ներ)ի ազգանունը, անվան առաջին տառը, աշխատության անվանումը, հրատարակման վայրը, թվականը, ընդհանուր էջերի քանակը կամ օգտագործված տեղեկատվության էջերը, առկայության դեպքում՝ doi: էլեկտրոնային աղբյուրների դեպքում նշվում են հեղինակների ազգանուններն ու անվանատառերը, աշխատանքի վերնագիրը, կայքի հասցեն ամբողջությամբ (link-ը), հրապարակման (եթե հայտնի է) և վերջին այցելության ամսաթիվը, ամիսը, տարին, եթե առկա է՝ doi-ն: Հայերեն լեզվով գիտական աղբյուրները տրվում են անգլերեն տառերով՝ տրանսլիտացման սկզբունքով:

Տեղեկություններ հեղինակ(ներ)ի մասին: ԱԱՀ, հաստատություն, պաշտոն, գիտական աստիճան/կոչում, հասցե, հեռախոսահամար:

Տեխնիկական պահանջներ

Խմբագրությունն ընդունում է մինչև 12 հազար նիշ (մոտ 8 էջ) ունեցող հոդվածներ՝ բացատներով (ներառյալ հայերեն, ռուսերեն և անգլերեն ամփոփումները, հղումները, հանգուցային բառերը, գրականության ցանկը): Հոդվածներն անհրաժեշտ է ուղարկել OJS համակարգի միջոցով (journals.yzu.am):

Նյութերը ներկայացվում են «MS Word for Windows»-ի էլեկտրոնային ձևաչափով՝ Unicode(Sylfaen կամ ghea grapalat) կոդավորմամբ, տառաչափը՝ 12, տողերի միջև հեռավորությունը՝ 1, բոլոր լուսանցքները՝ 2սմ:

Требования к оформлению научных статей

Независимо от языка, на котором написана статья, она должна включать:

- Заглавие на английском языке: Заглавие должно выражать основу обсуждаемых в статье вопросов, используя как можно меньше слов.
- Фамилия, инициалы автора(ов) на английском языке с соответствующим учреждением в скобках. Если статья написана в соавторстве, список авторов должен быть указан в соответствии с их вкладом. Адрес академической электронной почты должен быть указан в новой строке.
- Источник финансирования работы (при наличии) указывается в начале статьи, после заголовка, выравнивание по центру, размер шрифта 10 (например, «Исследование выполнено при финансовой поддержке... .. (проект/проект №)»).

С новой строки

- Аннотация на английском языке (250-300 слов). Аннотация представляет собой краткое описание основных положений статьи. Аннотация должна включать предмет, задачи, цель, методы и результаты исследования. Аннотация должна ответить на следующие вопросы:

О чем эта статья?

Какова цель исследования?

Какие выводы сделал автор?

В чем актуальность статьи и научная новизна?

- Ключевые слова (5-10). Вам нужно использовать слова, словосочетания (не должно превышать 2 слов), термины, понятия, чтобы помочь читателю быстрее найти статью через поисковые системы.
- Затем следует заглавие, информацию об авторах, аннотацию и ключевые слова-на русском и на армянском.
- Основная статья имеет следующую структуру:

Введение (научное обоснование). Введение должно содержать предварительную информацию, необходимую читателю для понимания статьи. Оно должно включать в себя цель исследования, задачи, вопрос исследования, обоснование его значимости, степень проработанности литературы, исходную гипотезу, используемые в исследовании методы, теоретическая и практическая значимость исследования.

Теоретические основы, методы и материалы. В статье должно быть четко описано, какая работа была проделана и какие методы использовались для получения результатов исследования. Подзаголовки должны отражать различные этапы исследовательского процесса.

Результаты исследования (научная новизна). Результаты исследования должны быть представлены без комментариев. Результаты должны быть представлены в логическом порядке. При описании результатов следует

использовать прошедшее время, а при описании чисел и таблиц следует использовать настоящее время.

Графики и таблицы. Графики (название «рисунок») и таблицы (название «таблица») должны быть пронумерованы.

Выводы. Выводы должны быть сформулированы соответствующим образом. Необходимо сравнить полученные автором результаты с результатами других исследований. Если выводы не согласуются с мнением других авторов, следует указать причины.

Автор должен указать практическое применение результатов исследования. Если результаты не окончательные, целесообразно предложить, какие дополнительные исследования потребуются в будущем.

Список литературы (под названием «Литература»). В список литературы должны быть включены только научные источники. Ссылки на статистические данные, документы, отчеты, ненаучные интернет-источники оформляются в виде сносок. Список должен быть пронумерован по алфавиту (сначала на языке источников статьи, затем на других языках). Каждый источник должен содержать - фамилию, инициалы автора, название, место пуб., год, номера страниц, DOI(если есть). Источники на армянском языке нужно написать транслитом.

Сведения об авторах. Название организации следует использовать без почтового адреса. Можно назвать несколько организаций, в которых работает автор. Авторы должны указать все рабочие места, связанные с исследованием. Если авторы статьи являются сотрудниками разных учреждений, необходимо указать учреждение каждого автора с помощью ссылки в сноске. Имя, степень/звание, должность, место работы, почтовый и/или электронный адрес должны быть.

Технические требования

В редакцию принимаются статьи объемом до 12 тысяч знаков (8 страниц) с пробелами (включая аннотации на армянском, русском и английском языках, список литературы, ключевые слова, библиографию). Статьи должны быть представлены через систему OJS (journals.yasu.am).

Материалы должны быть представлены в электронном формате «MS Word для Windows» с кодировкой Unicode (шрифт-Sylfaen, ghea grapalat), размер шрифта - 12, межстрочный интервал - 1, поля страницы: верхнее, нижнее, правое, левое -2,0 см, выравнивание текста - по ширине, страницы нумеруются снизу.

REQUIREMENTS FOR ARTICLES

The structure of the scientific article.

Despite of the language in which the article was written, it should include:

- Title in English: The title should express the basis of the issues discussed in the article, using as few words as possible.
- Surname , initials of author (s) in English with the appropriate institution in parentheses. If the article was co-authored, the list of authors should be listed in the article according to their contribution. Academic e-mail addresses are listed in the new line after the names.
- The source of funding for the work (if exists) is indicated at the beginning of the article, after the title, center alignment, font size 10 (for example, "Survey conducted with the financial support of... .. (project / project № ...)").

On the next line

- Summary in English(250-300 words). The summary is a brief description of the main provisions of the article. It should include the subject matter, objectives, purpose, research methods and results. The summary should answer the following questions:

What is the article about?

What is the purpose of the research?

What conclusions did the author draw?

What is the relevance of the article and the scientific novelty?

- Keywords (5-10). You need to use words, phrases(should not exceed 2 words), terms, concepts to help the reader find the article faster through search engines.
- Title, information about the authors, summary, keywords in Russian and Armenian.
- The main article (preferably, but not necessarily language-English) has the following structure:

Introduction (research substantiation, use). The introduction should contain preliminary or background information which the reader needs to understand the article. It should include the purpose of the research, the objectives, the research question, the rationale for its significance, the degree of elaboration and analysis of the literature on the subject, the author's initial hypothesis, the methods used in the study to substantiate or reject existing views, as well as the work plan, the theoretical and practical significance of the research. The researches published over the last ten years should be noted, indicating the work where the research question was first raised (even if it was completed more than ten years ago).

Theoretical bases, methods and materials. The article should clearly describe what work has been done and what methods have been used to obtain the results of the study. Subtitles should reflect the different stages of the research process.

Research results (scientific novelty). The results of the research should be given without comment. Subtitles should be used to reflect each novelty separately. The results should be presented in a logical order, which is according to the meaning, which may not coincide with the order of their presentation in the text. Past tenses should be used when describing results and present tenses should be used to describe numbers and tables.

Graphs and tables. Graphs(titled "figure") and tables (titled "table") should be presented properly and numbered.

Conclusions. Conclusions should be formulated as appropriate. It is necessary to compare the results obtained by the author with the results of other studies. If the conclusions are inconsistent with the views of other authors, the reasons should be stated.

The author should indicate the practical application of the research results. If the results are not final, it is advisable to suggest what additional research is needed in future.

List of literature(titled "References"). Only scientific sources should be included in the literature list. References to statistics, documents, reports, non-scientific Internet sources should be in the form of footnotes. The list must be alphabetically numbered(firstly, the sources of article language, then in other languages). Each source must include-the surname, initials of the author, title, pub. place, year, the page numbers, doi (if exists). The sources in Armenian language should be written in transliterated form.

Information about author (s). The name of the organization should be used without a postal address. It is possible to name several organizations in which the author works. Authors are required to list all workplaces related to the study. If the authors of the article are employees of different institutions, it is necessary to indicate the institution of each author using the footnote link. The name, degree / title, position, place of work, postal and / or e-mail addresses must be.

Technical Requirements

The editorial office accepts articles with up to 12 thousand characters(8 pages) with spaces (including Armenian, Russian and English summaries, references, keywords, bibliography). Articles should be submitted through the OJS system (journals.ysu.am).

The materials are presented in 'MS Word for Windows' electronic format with Unicode encoding(font-Sylfaen, ghea grapalat), font size - 12, line spacing - 1, page margins: top, bottom, right, left -2.0 cm, text alignment – justified, paragraph indentation-0.75 cm, pages are numbered from the bottom.

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Адрес редакции: Ереван, ул. Алека Манукяна 1
Address: Yerevan, 1, Alex Manoogian str.

E-mail: psyconf@ysu.am

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