

CHRONIC STRESS AND CHARACTERISTICS OF DIGITAL MEDIA CONSUMPTION AMONG STUDENTS

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Abstract. In the context of rapid digitalization, chronic stress among Kazakh university students is becoming an increasingly urgent psychological problem for psychologists. Students are exposed to a variety of stress factors. For example, academic requirements, adaptation to new social roles, lack of confidence in oneself and in one's professional future, and constant information pressure. At the same time, the consumption of digital media has increased and is very often used not only for communication and entertainment. But also as a means of emotional regulation and psychological distraction.

The purpose of our study was to analyze the relationship between the level of chronic stress and the peculiarities of digital media consumption by students of Kazakhstani universities. The study involved senior students aged 18-19 years. The level of chronic stress was assessed using a standardized stress scale. The features of digital media consumption were studied using an author's questionnaire developed by us, which focused on the time spent on social networks, as well as the use of digital content as a means of distracting from stressful experiences. Data processing also included methods for analyzing relationships and group differences.

The findings suggest that higher levels of chronic stress are associated with more intense and frequent consumption of digital media. Students experiencing increased stress are more likely to use digital technology as a psychological distraction. Therefore, this may reflect an avoidance strategy.

We came to the conclusion that the use of digital media can be considered as a compensatory form of overcoming chronic stress among students. It is important to understand that the results obtained emphasize the importance of further research on the role of digital behavior in stress regulation and student well-being.

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Introduction

Today, society has fully entered the era of digitalization. And now the problem of chronic stress is gaining new momentum, especially among students of higher educational institutions. As students have to adapt to new social roles, cope with the academic workload, the uncertainty of their professional future and constant information pressure, which contributes to the formation of stable stress conditions. Chronic stress, in comparison with situational stress, seriously affects the health and mental well-being, cognitive functioning and behavior of a personality.

At the same time, we have seen a significant increase in media consumption, as students use media content not only for entertainment and communication, but also for emotional support. As we all understand, digital media, the use of social media, online platforms, and streaming services are becoming an integral part of students' daily lives. Content consumption has a particularly strong effect in stressful situations. After all, the digital environment is used as moral support, emotional regulation, and a means of escaping reality. Studying this phenomenon, we realized that this phenomenon is considered in the scientific literature in the context of the phenomenon of digital escapism. Digital media may function both as a coping mechanism and a source of psychological distress (Sullivan & George, 2023).

University students are considered one of the most psychologically vulnerable social groups due to academic overload, uncertainty about the future, and social pressure. Chronic stress among students has been associated with emotional exhaustion, anxiety, decreased academic performance, and maladaptive coping strategies. At the same time, digital media consumption has become an integral part of students' daily lives.

Despite the growing interest in the digital environment, modern scientific discourse is still biased towards the study of Internet addiction, often ignoring the problem of chronic stress. There is a pronounced shortage of research analyzing specific patterns of digital content consumption, not just the total length of online stay. In particular, the student youth of Kazakhstan, whose unique socio-cultural context requires separate consideration, remains out of the field of view of scientists. In addition, there is currently insufficient empirical data on the direct relationship between stress coping strategies and media behavior, which creates a gap in understanding the mechanisms of psychological adaptation of students in the digital age.

Therefore, the present study aims to investigate the relationship between chronic stress and characteristics of digital media consumption among university students. Excessive social media use is linked to anxiety, depression, and psychological distress (Keles et al., 2020).

Modern science is trying to investigate this phenomenon and find out exactly how a person uses the digital environment for escapism. Recent research shows that the intensive use of digital media can be associated with short-term stress relief methods, as well as to relieve morale during prolonged stress. And this leads to prolonged and uncontrolled media consumption. However, empirical evidence on the nature of the relationship between chronic stress and digital media consumption remains ambiguous. Some studies point to the compensatory function of digital technologies, while others emphasize their role in shaping avoidant coping strategies and maintaining a stressful state.

It was interesting for us to study this phenomenon with a student sample, as young people are very sensitive to stressors and the active use of digital technologies. Despite the increasing number of research papers devoted to the digital behavior of young people, there is not enough research in Russian psychology aimed at analyzing the relationship between chronic stress and digital media consumption using valid psychometric tools and competent statistical processing.

The hypothesis of our study is based on the following problems: a higher level of perceived stress is associated with an increase in time spent on social media. And therefore, increasing digital technology consumption can serve as an avoidance strategy in response to increased stress levels.

In connection with these findings, the purpose of this study is to analyze the relationship between the level of chronic stress and the peculiarities of digital media consumption among Kazakhstani students. The aim of the

study is to identify a specific relationship between the level of chronic stress, the time spent using digital media, and the use of digital technology as a method of psychological distraction and self-regulation.

Literature review

The actual problem of psychological stress among university students occupies a special place in modern psychological, sociological and interdisciplinary research. The transition to learning and educational work in the context of digitalization is accompanied by an increase in academic workload. As well as increasing the requirements for self-regulation and expanding the information space. And this in turn creates additional stressful factors. A number of relevant studies emphasize that the student age is a sensitive period for the formation of sustainable strategies for coping with stress. Then, on which the further psychological well-being of the individual largely depends.

The transactional concept of R. Lazarus and S. Folkman (Lazarus & Folkman, 1984) serves as the basis for studying stress tolerance for us. We all know that it is based on the idea that stress is born in the process of human interaction with the outside world. At the same time, the subjective perception of circumstances and the availability of internal resources play a key role. As well as the effectiveness of the chosen coping methods, it directly affects not only the current emotional background, but also the stability of mental health in the future.

For students, this mechanism acquires a special and interesting complexity. After all, it is especially important to take into account the late teenage crisis, which manifests itself during university studies. Students are necessarily faced with a complex of specific stressors:

1. Academic pressure: familiarity with the learning process and fear of exam failure
2. Social adaptation: Students should learn to connect with other students.
3. Professional self-determination: cognitive dissonance between professional expectations and reality.

We have studied and come to the conclusion that some studies show that students often avoid problems and emotional stress. And they find different ways to overcome and reduce stress rather than solve it (Shamhetova, 2021; Sabirova, 2020). These may include active participation in various university events, procrastination, that is, procrastination.

It is important to understand that recently, many researchers have been wondering about the impact of digital media on a person's psychological state. We understand that social networks and the Internet platform are not only a means of communication, but also help regulate the emotional state. The authors of Reinecke and Eden have studied the relationship between digital media and stress in their work (Reinecke & Eden, 2017). It is important to emphasize that Chen and Lee have come to the conclusion in their work (Chen & Li, 2022) that young people use digital content in order to reduce stress and anxiety levels that appear when performing everyday tasks.

We should definitely mention the topic of escapism. Especially if they use escapism in order to avoid reality. Some authors write that people resort to digital escapism to distract themselves. Why digital escapism? Because now the digital environment is very accessible. Escapism can also perform a compensatory function. (Kardefelt-Winther, 2014), (Billieux et al., 2015). But if such a strategy dominates, active forms of adaptation decrease. Researchers wrote about this about the avoidant-compensatory style of coping with stress (Montag & Diefenbach, 2018).

But there are also disadvantages. For example, excessive use of digital media, i.e., content consumption, can increase stress and anxiety levels (Kross et al., 2013; Griffiths, 2018). It is noteworthy that the consumption of digital media can be in the role of support, but if it is abused, it can become a trigger. Namely, the trigger of chronic stress.

Researcher Kross (Kross et al., 2013) and his colleagues came to the following conclusion: the more time teenagers and students spend on Facebook, the lower their level of subjective well-being. That's a paradox.

The most important mechanisms by which digital consumption can increase chronic stress are:

- Social comparison: When a person constantly watches the success of their peers on Instagram or TikTok. And he begins to have an inferiority complex (FOMO — fear of missing something).
- Information overload: The endless stream of news, content, and notifications on a smartphone drains cognitive resources. And it leaves no time for analysis and deep psychological recovery.
- Emotional contagion: when a person consumes negative content, it increases cortisol.

We recognize that digitalization is developing and thus students can freely own information for learning. Digital media can also serve as entertainment for leisure. The consumption of Internet content has become a fre-

quent and tangible phenomenon. But research shows that it affects cognitive, emotional, and behavioral processes (Twenge, 2019). Recent research shows that the digital environment can also act as a stress trigger, not just a regulator (Montag & Diefenbach, 2018).

Recent studies have increasingly focused on the relationship between short-form video consumption and students' psychological well-being. Mao and Liao (2025) found that addiction to short-form video platforms among undergraduate students was significantly associated with learning burnout and anxiety symptoms. The authors suggest that excessive engagement with short-form video content may function as a maladaptive coping strategy, providing temporary emotional relief while simultaneously contributing to emotional exhaustion and decreased academic motivation. Their findings also indicate that anxiety plays an important mediating role in the relationship between problematic media use and burnout. These results support the assumption that certain forms of digital media consumption may be closely linked to stress-related psychological difficulties among university students.

In the longitudinal study by Wu, Feng, and Zhang (2024), the authors examined the relationship between loneliness and problematic social media use among Chinese university students. The findings indicated a stable bidirectional association between the two variables: higher levels of loneliness predicted increased problematic social media use over time, while excessive engagement with social media also contributed to growing feelings of loneliness. The longitudinal results further suggested that both loneliness and problematic social media use tend to gradually increase during the university period. Overall, the study highlights a reinforcing cycle between loneliness and maladaptive social media behaviors, emphasizing the importance of early psychological interventions targeting students' digital habits and emotional well-being.

If we take Kazakhstan into account, then we have come to the conclusion that there is pronounced stress among students due to active changes and innovations in the education system. For example, there is a government initiative on digitalization called Digital Kazakhstan. Modern students, belonging mainly to Generation Z, find themselves in a situation of increased workload, combining the requirements of traditional academic education with the need to adapt to a digital and high-tech educational environment.

Nowadays, top universities in Kazakhstan (for example, Gumilyov ENU and Al Farabi Kazakh National University) have begun to introduce new innovations. Sample learning management systems such as Universal system, Platonus, Canvas, and Moodle. Our domestic researchers (Mynbaeva & Sadvakasova, 2022) write that students often start to worry when checking websites and systems to see their grades. After all, the need for constant monitoring of digital platforms to track deadlines and estimates generates precisely "technostress". This is a state of cognitive overload, fatigue, which causes imperfect interfaces, errors, or technical failures. After all, the situation is more complicated for our Kazakhstani students who are aged 18-19. After all, we have to switch to a university knowledge control system at the same time as we need to adapt to the academic environment.

In our study on escapism and stress, special attention is paid to the analysis of social networks and media as a source of social support. We must take into account the importance of the collectivist values of our homeland and stable social ties, which are now visible to us on social media. In particular, Instagram and TikTok are used by students not only for entertainment purposes, but also as a means of maintaining group affiliation and important social identity (Raushanova et al., 2017). As noted in the works and research of Kazakhstani psychologists, such phenomena can start a social comparison (Baimoldina & Makhambetova, 2024). When a person focuses on the images of success, wealth, and well-being that they broadcast online, they create additional psychological pressure. This pressure contributes to increased chronic stress and decreased subjective self-esteem.

Materials and Methods

The study involved 45 university students aged 18-19 years. The sample, of course, was formed on the principle of accessibility and validity. All participants participated in the study voluntarily and were informed about the research objectives and objectives. Naturally, the anonymity and confidentiality of the received data were ensured.

To assess the level of chronic stress, we used the chronic stress scale, namely TICS-SSCS (Trier Inventory for Chronic Stress – chronic stress screening scale). This scale allows us to determine the severity of chronic stress. This technique is widely used in various studies to calculate the overall stress level.

Since the study aimed to assess specific patterns of digital media consumption relevant to the local student context, an author-developed questionnaire was designed. The questionnaire included items related to frequency and purposes of digital media use, emotional involvement, and media use during stress experiences, which includes questions aimed at evaluating:

- Time spent on social media and digital media (more than 3 hours a day or less than 3 hours a day);
- and the use of digital media to distract from stressful and unpleasant thoughts;
- subjective self-perception of temporary stress reduction. Especially when watching TV series or online content.

The answers to the questionnaire questions were recorded, as usual, in a dichotomous form ("yes"/"no"). Prior to the main study, the questionnaire items were reviewed for clarity and relevance.

Empirical data was collected in face-to-face and offline form.

We asked the participants to fill out the TICS-SSCS scale and a questionnaire on digital media consumption. The average procedure time was about 10-15 minutes.

Statistical processing of our data was carried out using the SPSS statistical package. At the first stage, we calculated the indicators of descriptive statistics (this means averages, standard deviations, minimum and maximum values). We also used Pearson Correlation Analysis. And we analyzed the relationship between the level of chronic stress and digital media consumption.

To identify differences in the level of chronic stress, which depends on the time spent using social networks, we decided to conduct a one-factor analysis of variance (ANOVA), which is popular among researchers. The level of statistical significance was assumed to be $p < 0.05$.

Results and Discussion

The study involved 45 students aged 18-19 years.

We used the TICS-SSCS scale of chronic stress. And in order to understand the time of the content consumed, we needed information about the hours spent on the Internet (more than 3 hours a day). But this time should be a distraction from messy thoughts and stress. We also asked the students about their sense of self after consuming content. They tried to figure out what exactly calms them down (TV series, social networks).

Hypothesis: Higher stress levels are associated with increased time spent on social media. Importantly, increasing digital consumption can serve as an avoidance strategy in response to increased stress levels.

As we mentioned above, the level of chronic stress was assessed using the TICS-SSCS scale. The average score for chronic stress in the sample of our students ($N = 45$) was $M = 32.44$. The standard deviation was $SD = 9.20$. This indicates a moderate level of chronic stress according to the criteria of our scale. The scores ranged from 12 to 49 points. This indicates that everyone has individual stress levels.

These results have shown us that most of the students experience increased stress levels. And it suggests that it can contribute to the development of unpleasant stress management strategies, including increased consumption of digital media.

In the course of our current study, differences in the level of chronic stress among students were analyzed. Namely, depending on the use of digital media as a way to distract from stressful experiences. To compare the groups, we used the nonparametric Mann—Whitney criterion, which was often used in previous studies. The results showed us statistically significant differences in the level of chronic stress between students who use digital media to distract from stressful thoughts and those who do not resort to this method ($p < 0.05$). It is important to understand that students who use digital media as a way of psychological distraction and relaxation have higher levels of chronic stress. This indicates to us a possible compensatory function. Digital consumption helps to relax under increased stress.

In our study, 86.7% of respondents confirmed that they often use gadgets to distract themselves from unpleasant thoughts. This explains the high correlation: for example, social media acts as a "digital painkiller" for students.

Table 1

Pearson Correlations between chronic stress and digital media

Variables	1	2	3	4
1. Chronic Stress (TICS-SSCS)	1			
2. Social media use (>3 hours a day)	0.52	1		
3. Digital media used for distraction	0.47	0.44		
4. Online content reduces tension	0.19	0.40	0.66	1

It should be understood that the results of an empirical study have confirmed our hypothesis about the relationship between stress and digital activity. The established correlation indicates that social networks and media are becoming the main environment for students who are under chronic psychological stress.

There was a high percentage of affirmative answers to the question about using media as a way to distract oneself. The results showed 86.7%. This suggests that “screen time” is a form of avoidant, escaping coping. Students who had high stress levels (from 43 points and above) spend more than 3 hours online in 100% of cases. And this, in turn, can lead to the formation of a vicious circle: when stress provokes access to the Internet, and then an excess of information on the Web can interfere with proper rest and solving real problems. Thereby creating more stress.

The average level (that is, the average value) of chronic stress in the sample was 32.44 ± 9.20 points. This, in turn, corresponds to the average severity of chronic stress according to the interpretation of the TICS-SSCS scale. And the minimum value was 12 points, along with the maximum - 49 points. This indicates that there is a significant detection of individual stress indicators in the subjects.

We decided to identify the relationship between the level of chronic stress and indicators of digital behavior. And we conducted a Pearson correlation analysis. The results showed us a moderate (average) positive correlation. Specifically, the relationship between the level of chronic stress and the time spent on social media for more than 3 hours a day ($r = 0.52$). We also found a moderate positive association between stress levels and digital media use. It is a way to distract from stressful or unpleasant thoughts ($r = 0.47$).

As a result, we came to the conclusion that the relationship between the level of chronic stress and the subjective feeling of stress reduction when watching TV series turned out to be very weak ($r = 0.19$). There was also a weak positive correlation between chronic stress and the subjective perception that watching TV shows and consuming online content temporarily reduces stress ($r = 0.19$).

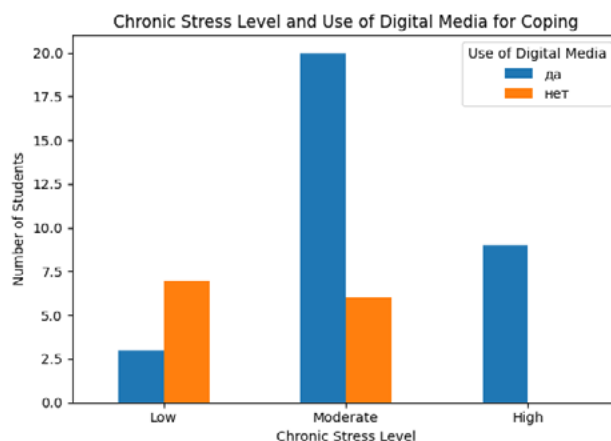


Figure 1. Chronic stress level and use of digital media for coping

Figure 1 shows the relationship between the level of chronic stress and the use of digital media as a stress management strategy among students. Students with moderate or high levels of chronic stress are significantly more likely to use digital media. Especially to distract from stressful thoughts. While in the low-stress group, respondents who do not resort to this strategy are more prone to stressors.

These results showed us that higher stress levels are associated with using the digital environment as an emotional coping mechanism. And not only with the increased use of digital technologies.

After analyzing the results, we conducted a one-way analysis of variance (ANOVA) to further study the group differences. This is necessary in order to compare the levels of chronic stress among students who spend more than three hours a day on social media and those who spend less than three hours on it.

The ANOVA results showed us that students with prolonged use of social media showed higher average stress levels during the study. And this is in comparison with those who had a lower level of involvement in digital technologies. This pattern also confirms our assumption that excessive use of digital technologies may also be associated with increased stress. And not only with its effective reduction.

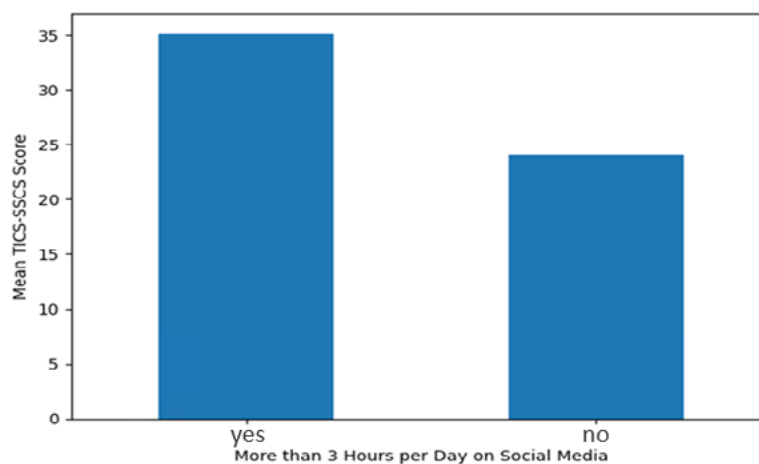


Figure 2. Chronic stress level by time spent on social media

Figure 2 shows the average TICS-SSC values. They depend on the time spent on social media. The average level of chronic stress is higher among students who spend more than 3 hours a day on social media. And this, in turn, points to a possible link between intensive and frequent use of digital media and increased levels of chronic stress.

The totality of the results of this study allows us to consider the consumption of digital media by students as one of the forms of digital escapism. This is used in conditions of increased chronic stress. The correlations revealed during the experiment between stress levels, time spent in a digital environment, and the use of media to distract attention showed interesting results. For example, they show us that digital technologies perform the function of short-term psychological regulation.

At the same time, we need to understand that the weak relationship between stress levels and the subjective feeling of stress reduction definitely indicates that digital escapism does not provide a sustainable reduction in stress. On the contrary, it can act as an avoidant coping strategy.

The study has several limitations. In particular, the author-developed questionnaire assessing digital media consumption has not undergone full psychometric validation. In addition, the use of binary response options may limit sensitivity to variations in participants' behaviors and experiences.

Conclusion

Summing up, we understand that the results obtained allow us to consider digital consumption as a potential strategy for psychological stress management. Increased levels of chronic stress among students, namely those who use digital media to distract attention, may indicate avoidant and compensatory coping behaviors.

The data we obtained in the course of this study suggests that the use of digital media by students can serve as a form of digital escapism. And especially in conditions of increased chronic stress. Although we note that the use of digital technologies allows you to temporarily distract yourself, this is not enough. It is not enough to sustainably reduce stress, and this may be due to an increase in overall stress levels.

We came to the conclusion that a higher level of chronic stress is associated with more intensive consumption of digital technologies, as well as the use of digital media as a psychological distraction strategy.

Our results are consistent with modern innovative theoretical interpretations of digital escapism. Those who define excessive media consumption as an avoidant strategy for coping with chronic stress. It should be understood that positive connections between stress levels, time spent in a digital environment, and the use of media to distract attention cannot function as a long-term adaptive solution. And this confirms the assumption that digital escapism functions as a short-term strategy for emotional regulation, rather than a random one.

We want to point out that the weak relationship between stress and perceived stress reduction indicates that digital content can bring temporary relief. But it does not significantly reduce the stress level, which is its basis. Instead, prolonged and frequent exposure to the digital environment can strengthen prevention patterns. Thereby contributing to the preservation or intensification of stress more and more every day.

Our results highlight the dual role of digital media in students' lives. Let's get this straight: on the one hand, digital media contributes to a temporary reduction in subjective stress. But on the other hand, if overused, they can hinder the formation of more adaptive and positive stress management methods.

Our results highlight the dual role of digital media in students' lives. Let's get this straight: on the one hand, digital media contributes to a temporary reduction in subjective stress. But on the other hand, if overused, they can hinder the formation of more adaptive and positive stress management methods.

Limitations

The study, of course, has a number of limitations. The sample was limited to students of a narrow age group (students). This reduces the generalizability of the results obtained. The features of digital media consumption were assessed on the basis of self-report and introspection data. And this information may be associated with subjective distortions. Also, an integrated approach to research does not allow us to draw conclusions about the cause-and-effect relationships between chronic stress and digital media consumption. These and other limitations determine the need for further research with the expansion of the sample and the use of longitudinal analysis.

The study used an author-developed questionnaire assessing digital media consumption. The instrument has not undergone formal psychometric validation, which may limit the reliability and generalizability of the findings.

Acknowledgements and Conflict of Interest

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The authors declare that there is no conflict of interest regarding the publication of this article.

Author Contributions

M. Kassymova - conceptualized the study, designed the methodology, conducted data analysis, and prepared the original draft of the manuscript.

F. Sakhiyeva - contributed to formal analysis and investigation.

S. Berdibayev - contributed to the theoretical framework development and critical revision of the manuscript.

A. Garber - project administration and supervision.

S. Berdibayeva - contributed to the discussion of the results and final editing of the manuscript.

All authors have read and approved and agreed to the published final version of the manuscript.

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Студенттердегі созылмалы стресс және цифрлық медиатұтынудың ерекшеліктері

Аңдатпа. Қазіргі цифрландыру жағдайында жоғары оқу орындары студенттері арасындағы созылмалы стресс өзекті психологиялық мәселеге айналууда. Студенттер оқу жүктемесіне, жаңа әлеуметтік рөлдерге бейімделуге, кәсіби болашаққа қатысты белгісіздікке және тұрақты ақпараттық қысымға тап болады. Сонымен қатар, цифрлық медиатұтыну қарқынды дамып, ол тек коммуникация мен ермек ретінде ғана емес, сонымен бірге, эмоциялық реттеу мен психологиялық уайымнан арылу тәсілі ретінде де қолданылууда. Бұл құбылыс қазіргі ғылыми зерттеулерде цифрлық эскапизм ұғымы аясында қарастырылады.

Зерттеудің мақсаты – студенттердегі созылмалы стресс деңгейі мен цифрлық медиатұтыну ерекшеліктері арасындағы өзара байланысты талдау.

Зерттеуге 18–19 жас аралығындағы студенттер қатысты. Созылмалы стресс деңгейі стандартталған скринингтік әдістеме арқылы бағаланды. Цифрлық медиатұтыну ерекшеліктері әлеуметтік желілерде өткізілетін уақытты және цифрлық контентті стресс тудыратын ойлардан алаңдау құралы ретінде пайдалануды бағалауға бағытталған авторлық сауалнама көмегімен зерттелді. Мәліметтерді өңдеу үшін өзара байланыстарды және топтар арасындағы айырмашылықтарды талдау әдістері қолданылды.

Зерттеу нәтижелері созылмалы стресс деңгейінің жоғары болуы цифрлық медиатұтынудың қарқынды болуымен байланысты екенін көрсетті. Стресс деңгейі жоғары студенттер цифрлық технологияларды психологиялық күйзелістен арылу тәсілі ретінде жиі қолданады, бұл стресс жағдайында қашқақтаушы-компенсаторлық күресу стратегиясының бар екенін көрсетеді.

Цифрлық медиатұтынуды студенттердегі созылмалы стресспен күресудің компенсаторлық формасы ретінде қарастыруға болады. Алынған нәтижелер цифрлық мінез-құлықтың стресс реттеудегі және студенттердің психологиялық әл-ауқатын сақтаудағы рөлін одан әрі зерттеудің маңыздылығын айқындайды.

Түйін сөздер: созылмалы стресс, цифрлық медиатұтыну, цифрлық эскапизм, студенттер, әлеуметтік желілер, психологиялық күйзеліс, ғаламтор.

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Хронический стресс и особенности цифрового медиапотребления у студентов

Аннотация. В условиях стремительной цифровизации хронический стресс среди студентов высших учебных заведений в Казахстане становится всё более актуальной психологической проблемой. Студенты сталкиваются с множеством стрессоров. К примеру, учебные нагрузки, адаптация к новым социальным ролям, неопределенность профессионального будущего и постоянное информационное давление. Одновременно с этим усиливается цифровое медиапотребление. Оно параллельно используется не только в целях коммуникации и развлечения, но и как средство эмоциональной регуляции и психологического отвлечения.

Целью нашего исследования является анализ взаимосвязи между уровнем хронического стресса и особенностями цифрового медиапотребления у студентов.

В нашем исследовании приняли участие студенты в возрасте 18–19 лет. Уровень хронического стресса оценивался с использованием стандартизированной скрининговой методики (шкалы стресса). Особенности цифрового медиапотребления изучались с помощью авторской анкеты. Анкета направлена на оценку времени, проводимого в социальных сетях, а также использования цифрового контента в качестве способа отвлечения от стрессовых переживаний. Для обработки данных нами применялись методы анализа взаимосвязей и межгрупповых различий.

Полученные результаты в ходе исследования свидетельствуют о том, что более высокий уровень хронического стресса связан с более интенсивным цифровым медиапотреблением. Студенты с выраженным

стрессовым напряжением чаще используют цифровые технологии как способ психологического отвлечения, что может указывать на избегающе-компенсаторный характер совладания (копинг) со стрессом.

Мы пришли к выводу, что цифровое медиапотребление может рассматриваться как компенсаторная форма совладания с хроническим стрессом у студентов. Результаты исследования подчеркивают необходимость дальнейшего изучения роли цифрового поведения в регуляции стресса и поддержании психологического благополучия студентов.

Ключевые слова: хронический стресс, цифровое медиапотребление, цифровой эскапизм, студенты, социальные сети, психологическое напряжение, интернет.

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