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**THE ROLE OF EMOTIONAL RESILIENCE IN THE RELATIONSHIP BETWEEN DIGITAL STRESS AND STUDENTS' DIGITAL WELL-BEING**

*Abstract*

The intensification of digitalization in the modern system of higher education is one of the most important factors affecting the psychological well-being of students, in this regard, the study of the interrelationships between digital stress, emotional resilience and digital Well-being is an urgent scientific problem. *The aim of this study is to identify the relationships between students' digital stress levels, emotional resilience and digital well-being, and also to clarify the role of emotional*

resilience in the digital well-being of students under digital stress. *Methodology and Methods*. In the course of the study, an online survey of 143 students studying at universities in Kazakhstan was conducted using a quantitative method; for data analysis, tools developed on the basis of the Likert scale were used, descriptive statistics, Kronbach's Alpha coefficient, Pearson correlation, regression and mediator analysis methods were used. *The results of the study* demonstrated a strong positive relationship between emotional resilience and digital well-being of students. At the same time, no statistically significant association was found between digital stress and digital well-being, as well as between digital stress and emotional resilience. *The scientific novelty* of the study is that in the model of students of Kazakhstan, the direct destructive effect of digital stress is not always observed, and digital well-being is largely determined by internal psychological resources, especially emotional resilience. *The practical significance of the study* lies in the possibility of using the results obtained in the development of psychological support and prevention programs aimed at increasing students' adaptation to the digital environment, developing emotional resilience. The results show that emotional resilience serves as a key internal psychological resource supporting students' digital well-being, while digital stress does not necessarily have a direct negative impact in an adapted digital educational environment.

**Keywords:** digital stress, emotional resilience, digital well-being, students, psychological well-being, digital educational environment.

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## Роль эмоциональной устойчивости во взаимосвязи между цифровым стрессом и цифровым благополучием студентов

### Аннотация

Интенсификация цифровизации в современной системе высшего образования является одним из важнейших факторов, влияющих на психологическое благополучие студентов, в связи с этим изучение взаимосвязей между цифровым стрессом, эмоциональной устойчивостью и цифровым благополучием является актуальной научной проблемой. *Целью* данного исследования является выявление взаимосвязи между уровнем цифрового стресса у студентов, эмоциональной устойчивостью и цифровым благополучием, а также выяснение роли эмоциональной устойчивости в цифровом благополучии студентов, испытывающих цифровой стресс. *Методология и методы.* В ходе исследования был проведен онлайн-опрос 143 студентов, обучающихся в университетах Казахстана, с использованием количественного метода; для анализа данных были использованы инструменты, разработанные на основе шкалы Лайкерта, описательной статистики, альфа-коэффициента Кронбаха, корреляции Пирсона, регрессии и методов медиаторного анализа. *Результаты исследования* продемонстрировали сильную положительную взаимосвязь между эмоциональной устойчивостью и цифровым благополучием студентов. В то же время не было обнаружено статистически значимой связи между цифровым стрессом и цифровым благополучием, а также между цифровым стрессом и эмоциональной устойчивостью. *Научная новизна исследования* заключается в том, что в модели студентов Казахстана не всегда наблюдается прямое разрушительное воздействие цифрового стресса, а цифровое благополучие во многом определяется внутренними психологическими ресурсами, особенно эмоциональной устойчивостью. *Практическая значимость* исследования заключается в возможности использования полученных результатов при разработке программ психологической поддержки и профилактики, направленных на повышение адаптации учащихся к цифровой среде, развитие эмоциональной устойчивости. Результаты показывают, что эмоциональная

устойчивость служит ключевым внутренним психологическим ресурсом, поддерживающим цифровое благополучие учащихся, в то время как цифровой стресс не обязательно оказывает прямое негативное влияние в адаптированной цифровой образовательной среде.

**Ключевые слова:** цифровой стресс, эмоциональная устойчивость, цифровое благополучие, студенты, психологическое благополучие, цифровая образовательная среда.

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## Цифрлық стресс пен студенттердің цифрлық әл-ауқаты арасындағы қарым-қатынастағы эмоциялық тұрақтылықтың рөлі

*Аңдатпа*

Қазіргі жоғары білім беру жүйесінде цифрландыруды күшейту студенттердің психологиялық әл-ауқатына әсер ететін маңызды факторлардың бірі болып табылады, осыған байланысты Цифрлық стресс, эмоциялық тұрақтылық және цифрлық әл-ауқат арасындағы байланысты зерттеу өзекті ғылыми мәселе болып табылады. Бұл зерттеудің мақсаты студенттердің цифрлық стресс деңгейі, эмоциялық тұрақтылық және цифрлық әл-ауқат арасындағы байланысты анықтау және цифрлық күйзеліске ұшыраған студенттердің цифрлық әл-ауқатындағы эмоциялық тұрақтылықтың рөлін анықтау болып табылады. Әдістеме және әдістер. Зерттеу барысында сандық әдісті пайдалана отырып, Қазақстан университеттерінде оқитын 143 студентке онлайн-сауалнама жүргізілді; деректерді талдау үшін Лайкерт шкаласы, сипаттамалық Статистика, кронбах альфа коэффициенті, Пирсон корреляциясы, регрессия және медиаторлық талдау әдістері негізінде әзірленген құралдар пайдаланылды. Зерттеу нәтижелері эмоциялық тұрақтылық пен студенттердің цифрлық әл-ауқаты арасындағы күшті оң байланысты көрсетті. Сонымен қатар, цифрлық стресс пен цифрлық әл-ауқат, сондай-ақ цифрлық стресс пен эмоциялық тұрақтылық арасында статистикалық маңызды байланыс табылған жоқ. Зерттеудің ғылыми жаңалығы мынада: Қазақстан студенттерінің моделінде цифрлық стресстің тікелей деструктивті әсері әрдайым байқалмайды, ал цифрлық әл-ауқат көбінесе ішкі психологиялық ресурстармен, әсіресе эмоциялық тұрақтылықпен анықталады. Зерттеудің практикалық маңыздылығы оқушылардың цифрлық ортаға бейімделуін арттыруға, эмоциялық тұрақтылықты дамытуға бағытталған психологиялық қолдау және алдын алу бағдарламаларын әзірлеу кезінде алынған нәтижелерді пайдалану мүмкіндігі болып табылады. Нәтижелер эмоциялық тұрақтылық оқушылардың цифрлық әл-ауқатын қолдайтын негізгі ішкі психологиялық ресурс ретінде қызмет ететінін көрсетеді, ал цифрлық стресс бейімделген цифрлық білім беру ортасында тікелей теріс әсер етпейді.

*Түйін сөздер:* Цифрлық стресс, эмоциялық тұрақтылық, цифрлық әл-ауқат, студенттер, психологиялық әл-ауқат, цифрлық білім беру ортасы.

**Introduction.** In recent years, the active digitalization of Higher Education has significantly changed the nature of students' educational activities. The use of online platforms, electronic educational resources, messengers, Digital Learning Systems has become an integral part of the academic environment. Digital technologies expand access to knowledge, increase the flexibility of the educational process and optimize educational activities. On the other hand, constant participation in the digital environment, the need to work on several platforms at the same time, a large amount of online tasks, a continuous flow of notifications and technical failures create additional psychological stress for students. Collectively, these factors contribute to digital stress, which is increasingly seen as a context-dependent form of academic stress, the psychological effects of which can vary depending on students' adaptive resources.

Digital stress in the educational context manifests itself in the form of feelings of emotional fatigue, decreased attention, irritability, anxiety and overload (Zayed, 2024). A number of studies emphasize that the negative effects of digital stress can affect not only academic performance, but also broader indicators of psychological functioning, including subjective well-being, emotional state, and the overall quality of life of students (Norabuena-Figueroa et.al., 2025). In this regard, in the scientific literature, more attention is paid to the concept of digital well-being, which characterizes a person's ability to maintain psychological comfort, emotional balance and a sense of control. active use of digital technologies in training and daily activities.

Modern research shows that the impact of digital stress on the well-being of students is unambiguous and nonlinear. Along with research documenting the negative effects of digital overload, there is increasing evidence that, given certain personal resources, digital workload is perceived as manageable and does not lead to a significant reduction in well-being. One of the main psychological resources in this context is considered to be emotional resilience- the ability to adapt to changes, regulate emotional reactions and maintain functionality in conditions of high demands and uncertainty (Han, 2022; Sarver, 2025). Emotional resilience is increasingly interpreted as a dynamic characteristic that is formed in the interaction of a person with the environment (Kobylińska, 2022; Sarver, 2025). In the context of digital learning, it can perform a protective function, reduce the negative effects of digital stress and promote the maintenance of digital well-being. In addition, a number of authors point out that resilience does not necessarily eliminate stress itself, but can change the way it is experienced and interpreted, reducing the likelihood of emotional fatigue and impaired adaptation.

Despite the growth of international research on digital stress and student well-being, this issue is still not sufficiently studied in the context of Kazakhstan's higher education. In the context of the active introduction of digital and hybrid forms of education, it is necessary to empirically verify how students perceive the digital burden, what resources they have for adaptation, and what role emotional resilience plays in maintaining their digital well-being. Of particular importance is the analysis of these relationships based on quantitative data obtained directly from students studying in a specific digital educational environment. Thus, digital stress should be considered not only as a potential risk factor, but also as a contextual condition in which individual psychological resources, in particular emotional resilience, can play a crucial role in maintaining the digital well-being of students. This article provides an overview of modern empirical and theoretical approaches to the study of digital stress, emotional resilience and digital well-being of students, as well as the results of a quantitative study aimed at testing the model of relationships between these variables. The central focus is on analyzing the role of emotional resilience as a psychological resource that potentially mediates the relationship between digital stress and digital well-being.

*The purpose of the study* The purpose of this study is to explore the relationship between digital stress, emotional resilience, and digital well-being of students, as well as to clarify the role of emotional resilience as a key psychological resource in the context of digital stress.

*Research objectives*

1. Determine the level of digital stress, emotional resilience and digital well-being among students.
2. Analyze the relationship between digital stress, emotional resilience and digital well-being.
3. Assess the impact of digital stress on the digital well-being of students.

*Research questions*

- RQ1.* Is digital stress related to the digital well-being of students?  
*RQ2.* Is digital stress related to the level of emotional resilience of students?  
*RQ3.* What role does emotional resilience play in students' digital well-being under digital stress?

*Research hypotheses*

- H1. Emotional resilience is positively related to the digital well-being of students.

H2. Digital stress is related to the digital well-being of students.

H3. Emotional resilience is linked to the digital well-being of students under digital stress.

**Literature review.** Modern research shows that the digital educational environment forms a specific type of workload, which is described as digital stress/technostress/digital fatigue and is associated with information overload, multitasking and constant digital engagement. Empirical studies have emphasized that digital stress is associated with worsening psychological outcomes (for example, anxiety, depressive symptoms, and problematic use of social media), while the nature of the impact is often mediated by emotional mechanisms. Thus, Zhan et al. (2025) show that the negative effects of digital stress on well-being are realized primarily through emotional pathways, and cognitive reappraisal can weaken these effects.

A separate area of research focuses on emotional resilience as a key resource that allows students to maintain psychological resilience in the face of digital stress. Moroz et al. (2021) demonstrate that emotional resilience is an important predictor of psychological resilience in students, reducing vulnerability to negative psychoemotional conditions. Within the framework of digital learning, Silaen (2025) emphasizes the role of emotional regulation as the basis of academic resilience in digital environments, that is, resilience is considered not as a "trait", but as a set of self-regulation skills. A number of studies show that resilience is included in more complex mechanisms of interaction between digital workload and well-being. An et al. (2025) note that digital fatigue reduces academic well-being, but this effect is less pronounced in students with high resilience and supportive personal resources. A study by Giray et al. (2024) complements this picture by showing that students use different coping strategies with digital stress (including avoidance and active strategies), while more resilient students are more likely to resort to proactive approaches (for example, cognitive rethinking and time structuring).

Along with individual resources, researchers emphasize the importance of the digital learning context. Daud (2025) shows that the introduction of hybrid technologies can simultaneously expand opportunities and enhance technostress with insufficient organizational and technological support, that is, stress is born not "from technology", but from the interaction of environmental requirements and student readiness. In the study by Baisarinova & Toleubekova (2023), technostress and resilience are considered in a structural model based on a Kazakh sample, where reflective capacity plays a significant role as a mechanism that helps students comprehend digital stressors and regulate reactions to them. Thus, the literature demonstrates a steady trend: digital stress is associated with risks of worsening well-being, but emotional resilience and self-regulatory mechanisms can weaken negative effects. Collection of works (Silaen, 2025; Neagu & Vieriu, 2025; An et al., 2025; Moroz et al., 2021; Giray et al., 2024; Zhan et al., 2025; Baisarinova & Toleubekova, 2023; Daud, 2025) supports the formulation of an empirical model of the present study, where emotional resilience is considered as a key resource in the relationship between digital stress and the digital well-being of students.

**Materials and methods.** The study involved 143 students of higher educational institutions of the Republic of Kazakhstan. The age of the participants ranged from 17 to 23 years old. The sample included students of various courses and fields of study studying in conditions of active use of digital educational platforms and online communications. Participation in the study was voluntary, and the data was collected anonymously, which meets the ethical requirements of conducting socio-psychological research. Data collection was carried out using an online questionnaire distributed to students through digital communication channels (educational chats and electronic survey forms). Before filling out the questionnaire, participants were provided with information about the purpose of the study and the confidentiality of the data obtained was guaranteed. Filling out the questionnaire took an average of 10-15 minutes. A scale including questions 4-12 of the questionnaire (9 items) was used to assess digital stress. The scale was formed based on the conceptual approaches of the Digital Stress Scale (Hall et al., 2019), the technostress creators model (Tarafdar et al., 2015) and elements of digital overload (Derks & Bakker, 2021). The items reflected aspects such as information

overload, multitasking, notification pressure, technical difficulties, and emotional fatigue from digital learning. The answers were recorded on a 5-point Likert scale (from 1 — "totally disagree" to 5 — "totally agree"). The internal consistency of the scale turned out to be high (Cronbach's  $\alpha = 0.91$ ).

Emotional resilience was assessed using questions 13-20 of the questionnaire (8 items) based on the Connor–Davidson Resilience Scale (CD-RISC-10) and supplemented with points reflecting emotional resilience and regulation under conditions of digital stress. The scale measured students' ability to adapt to changes, recover from stressful situations, stay calm, and control emotional reactions. The responses were also evaluated on a 5-point Likert scale. The scale demonstrated very high internal consistency (Cronbach's  $\alpha = 0.99$ ).

Digital well-being was measured using questions 21-28 of the questionnaire (8 items) aimed at assessing the subjective emotional state of students in a digital educational environment. The points reflected a sense of comfort in online learning, a balance between digital and offline activities, a lack of emotional exhaustion, and a sense of control over the use of digital technologies. The assessment was carried out on a 5-point Likert scale. The internal consistency of the scale was high (Cronbach's  $\alpha = 0.98$ ).

Statistical data processing was carried out using standard quantitative analysis procedures. Have been calculated: Descriptive statistics (averages — M and standard deviations — SD); Coefficients of internal consistency of scales (Cronbach's  $\alpha$ ); Pearson correlation coefficients (r) for estimating relationships between variables; Linear regression analysis to test the impact of digital stress on digital well-being; A media analysis to assess the role of emotional resilience in the relationship between digital stress and digital well-being. The level of statistical significance was set at  $p < 0.05$ .

**Results.** Internal consistency (Cronbach's  $\alpha$ ) was calculated for all three scales, as well as descriptive indicators (M, SD, minimum and maximum). The scale scores were calculated as the average of the points (the range of responses is 1-5).

Table 1. *Descriptive statistics and reliability of scales (N = 143)*

Variable	k (points)	M	SD	Min	Max	Cronbach's $\alpha$
Digital stress	9	2.616	0.858	1.0	5.0	0.859
Emotional resilience	8	3.473	0.827	1.0	5.0	0.872
Digital well-being	8	3.494	0.832	1.0	5.0	0.880

All scales demonstrated good/high internal consistency ( $\alpha = 0.86-0.88$ ), which allows them to be used in further correlation, regression, and media analysis. The average values show a moderate level of digital stress and a moderately high level of resilience and digital well-being. The Pearson correlation coefficients between the main variables were calculated.

Table 2. *Correlation matrix (Pearson r, N = 143)*

Variable	1	2	3
1. Digital stress	1.000	0.043	-0.040
2. Emotional resilience	0.043	1.000	0.735
3. Digital well-being	-0.040	0.735	1.000

A strong positive relationship was found between emotional resilience and digital well-being ( $r = 0.735$ ,  $p < 0.001$ ). The associations of digital stress with resilience ( $r = 0.043$ ,  $p = 0.612$ ) and with digital well-being ( $r = -0.040$ ,  $p = 0.638$ ) are statistically insignificant. Regression models were built to test directional relationships.: M1: Digital well-being-digital stress (overall effect, path C) M2: Emotional resilience-digital stress (Path A) M3: Digital well-being- digital stress+emotional resilience (pathways B and C')

Table 3. Regression models (N = 143)

Model	The predictor	B	SE	$\beta$ (Stand.)	t	p
M1: Well-being-Stress	Digital stress	-0.038	0.082	-0.040	-0.471	0.638
M2: Resilience-Stress	Digital stress	0.041	0.081	0.043	0.508	0.612
M3: Well-being-Stress + Resilience	Digital stress	- 0.069	0.055	-0.071	-1.247	0.214
M3: Well-being-Stress + Resilience	Emotional resilience	0.743	0.057	0.738	12.932	<0.001

Table 4. Model quality

Model	R <sup>2</sup>	Adj. R <sup>2</sup>	F	p(F)
M1	0.002	-0.006	0.222	0.638
M2	0.002	-0.005	0.258	0.612
M3	0.545	0.539	83.865	<0.001

Digital stress does not predict digital well-being in the M1 model ( $p = 0.638$ ). Digital stress does not predict emotional resilience in the M2 model ( $p = 0.612$ ). In the M3 model, emotional resilience is a strong and statistically significant predictor of digital well-being ( $\beta = 0.738$ ,  $p < 0.001$ ). The model explains 54.5% of the variance in digital well-being ( $R^2 = 0.545$ ). Media model: Digital stress (X)  $\rightarrow$  Emotional resilience (M)  $\rightarrow$  Digital well-being (Y). The indirect effect was estimated as the product of  $a \times b$  coefficients with a bootstrap confidence interval (5,000 samples).

Table 5. Parameters of the media model

Effect	Evaluation
A (stress $\rightarrow$ resilience)	0.041
b (resilience $\rightarrow$ well-being, under stress control)	0.743
c (general effect: stress $\rightarrow$ well-being)	-0.038
c' (direct effect: stress $\rightarrow$ well-being, under resilience control)	-0.069
ab (indirect effect)	0.031
95% Bootstrap DI for ab	[-0.135; 0.190]

The indirect ab effect has not been statistically confirmed, since the 95% bootstrap confidence interval includes 0. The supposed mediating role of emotional resilience in this sample has not been confirmed. So, we see that all scales have high reliability ( $\alpha = 0.86-0.88$ ). Emotional resilience is closely related to digital well-being ( $r = 0.735$ ,  $p < 0.001$ ). Digital stress has no significant association with resilience and well-being ( $p > 0.05$ ). Emotional resilience is a strong predictor of digital well-being ( $\beta = 0.738$ ,  $p < 0.001$ ), and the media effect of the stress-resilience-well-being model has not been confirmed.

Thus, the H1 hypothesis about the positive relationship between emotional resilience and digital well-being has been confirmed empirically. Hypotheses H2 and H3 were not confirmed, as digital stress did not demonstrate statistically significant associations with either digital well-being or emotional resilience in the presented sample.

**Discussion.** The absence of a direct negative impact of digital stress on the digital well-being of students suggests that digital stress should not be interpreted as an inherently destructive factor. In an adapted digital educational environment, digital requirements can be perceived as manageable, while the well-being of students is largely determined by internal psychological resources. In this context, emotional resilience acts as a central factor supporting emotional balance, perceived control,

and subjective comfort in digital learning. Correlation analysis revealed a strong positive association between emotional resilience and digital well-being. This result is consistent with the provisions of modern psychological theory, according to which resilience is one of the key factors of subjective well-being in conditions of increased demands and uncertainty. Students with higher emotional resilience demonstrate greater emotional comfort, maintain a better sense of control, and maintain a better balance between digital and offline activities. Thus, emotional resilience in this study confirms its role as a central psychological resource that ensures digital well-being. At the same time, digital stress did not demonstrate statistically significant associations with either emotional resilience or digital well-being. At first glance, this result may seem contradictory to a number of studies in which digital overload is associated with a deterioration in the psychological state of students. However, the data obtained suggest that digital stress is not maladaptive in the sample under consideration. It is likely that digital requirements are perceived by students as a familiar element of the educational process and do not have a pronounced negative impact on their subjective well-being. One of the possible explanations for the lack of significant effects of digital stress is the high level of emotional resilience of students. With well-developed emotional regulation skills, adaptive coping strategies, and the ability to recover, stressful digital stimuli may not transform into psychological distress. In this context, digital stress can serve a neutral or even mobilizing function without leading to a decrease in well-being. The results of the regression analysis additionally confirm the leading role of emotional resilience. In a model that included both digital stress and emotional resilience, only resilience proved to be a significant predictor of digital well-being, explaining a significant proportion of the variance of the dependent variable.

This emphasizes that the subjective well-being of students in a digital environment is more determined by internal psychological resources than by the level of digital workload as such. The media analysis showed that emotional resilience does not mediate the relationship between digital stress and digital well-being, since digital stress itself has no significant effect on either resilience or well-being. The mediating role of emotional resilience in this sample has not received empirical confirmation. Nevertheless, this does not reduce the importance of resilience, but, on the contrary, indicates its direct and independent contribution to maintaining digital well-being.

The results obtained have important theoretical and practical significance. From a theoretical point of view, they expand the understanding of digital stress as an ambiguous phenomenon that does not always act as a risk factor and may not have a negative impact if there are developed psychological resources. From a practical point of view, the results emphasize the expediency of developing programs aimed at strengthening students' emotional resilience, since it is this factor that has the most significant impact on their digital well-being. The results obtained in this study are partially consistent with data from previously published papers on digital stress and student well-being. Thus, the revealed strong link between emotional resilience and digital well-being confirms the conclusions of Silaen (2025), Moroz et al. (2021) and Baisarinova & Toleubekova (2023), which consider resilience as a key psychological resource contributing to maintaining well-being in the face of digital and academic pressures. At the same time, the lack of a significant link between digital stress and digital well-being in this sample complements the results of An et al. (2025) and Daud (2025), who note that the negative effects of digital stress do not always manifest themselves and depend on the level of adaptive resources of students and the organizational conditions of digital learning. Thus, digital stress may not have a direct destructive effect if students have sufficient psychological resilience. The lack of a confirmed mediator effect of emotional resilience is also consistent with a number of studies indicating a complex and nonlinear nature of the interaction between digital stress and well-being. In particular, Zhan et al. (2025) emphasize that the impact of digital stress is often realized through specific emotional mechanisms and contextual factors, rather than through universal mediation models. In this context, the results of this study expand existing concepts, demonstrating the independent and leading role of emotional resilience in shaping students' digital well-being.

**Conclusion.** In this study, an attempt was made to comprehensively analyze the interrelationships between digital stress, emotional resilience and digital well-being of students in the context of digitalization of higher education. The work combines a theoretical analysis of modern approaches to the study of digital stress and an empirical study based on data obtained from students of Kazakhstani universities. The results of the study showed that emotional resilience is a key psychological factor related to the digital well-being of students. A high level of emotional resilience and the ability to self-regulate is associated with a higher level of subjective well-being in a digital educational environment, which emphasizes the importance of internal psychological resources in the context of intensive use of digital technologies. At the same time, digital stress in the study sample did not demonstrate a statistically significant effect on either digital well-being or emotional resilience of students. This suggests that the digital workload in modern conditions can be perceived by students as a relatively normalized and manageable element of the educational process, which does not necessarily lead to a decrease in well-being in the presence of developed adaptive resources. The results show that emotional resilience makes a significant and independent contribution to the digital well-being of students, while digital stress does not necessarily have a direct negative impact in an adapted digital learning environment. These results highlight the importance of focusing psychological support and prevention programs not only on reducing digital stress, but also, above all, on strengthening students' emotional resilience as a key adaptive resource. The practical significance of the research lies in the possibility of using the data obtained in the development of psychological and pedagogical support programs aimed at the formation of emotional resilience and self-regulation skills among students. In the future, further research may be aimed at analyzing additional factors affecting digital well-being, including cognitive and motivational resources, as well as using longitudinal and experimental designs to better understand the dynamics of students' adaptation to the digital educational environment.

*The scientific novelty* of this study lies in a comprehensive empirical analysis of the interrelationships between digital stress, emotional resilience and digital well-being of students in the context of digitalization of higher education in a sample of students from Kazakhstani universities. For the first time in the context of higher education in the Republic of Kazakhstan, it has been shown that digital stress does not have a direct statistically significant effect on the digital well-being of students, whereas emotional resilience acts as a leading and independent psychological factor determining the level of digital well-being. The results obtained clarify the widespread ideas in the literature about the predominantly destructive role of digital stress and demonstrate its ambiguous nature in an adapted digital educational environment. The scientific novelty also consists in the empirical verification of the media model "digital stress - emotional resilience- digital well-being", which, despite its theoretical validity, was not confirmed in the sample under study. This result expands on existing research, pointing to the need to take into account contextual and personal factors when analyzing the mechanisms of the influence of digital stress on the psychological well-being of students. *The practical significance* of the research lies in the possibility of using the results obtained in the system of psychological and pedagogical support for students in the context of digitalization of higher education. The established leading role of emotional resilience in maintaining digital well-being allows us to consider its development as a priority area of preventive and correctional programs aimed at increasing students' adaptability to the digital requirements of the educational environment. The results of the study can be used by university administrators, teachers and psychological services in the development and implementation of educational and training programs focused on the formation of skills of emotional regulation, stress tolerance and self-regulation in a digital environment. In addition, these studies can serve as an empirical basis for reviewing approaches to organizing digital learning, focusing not only on reducing the digital burden, but also on developing students' personal resources. The findings can also be useful in the development of methodological recommendations and preventive programs aimed at supporting the digital well-being of students, as

well as used in further scientific research on the problems of digital stress, resilience and psychological well-being in the educational environment.

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