

THE DEVELOPMENT OF A PSYCHOLOGICAL SUPPORT PROGRAM FOR MOTIVATION AND MENTAL HEALTH OF ADOLESCENTS IN EXTRACURRICULAR ACTIVITIES

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ABSTRACT

Background. Adolescents in Ukraine face psychological challenges due to full-scale war. They experience increased anxiety, emotional dysregulation and decreased motivation. Extracurricular activities (ECA) show protective potential, whereas existing interventions lack structured integration of ECA with evidence-based psychological support.

Aim. The aim of this research is to develop and theoretically substantiate a psychological support program for adolescents 10-16 years old that integrates extracurricular activities with structured psychological interventions to improve motivation, emotional regulation, empathy and stress resilience.

Methods. Program development was based on two frameworks, the BASIC Ph model of coping and resilience (Lahad, 2013) and self-determination theory (Ryan & Deci, 2023). Empirical data from 341 students in 5-9 classes informed program design with correlational analysis, age-related comparisons and identification of psychological profiles. The program comprises four modules: diagnostic, psychoeducational, activity-based and monitoring.

Results. The developed program specifies eight principles, differentiated ECA selection guidelines based on psychological profiles and age-appropriate implementations. Empirical findings show significant associations between ECA participation and mental health indicators (e.g. intrinsic motivation correlated with empathy, $r=.39$, $p<.001$). Implementation over four months demonstrated feasibility and preliminary effectiveness.

Conclusions. The program offers a theoretically based and empirically informed model for supporting adolescent mental health through ECA. Its innovation is in integrating resource-oriented and motivational frameworks, differentiating activities by psychological profiles and adapting to wartime educational constraints. Controlled longitudinal research is required.

Keywords: motivation, adolescents, extracurricular activities, psychological support, mental health, program development.

Introduction

The mental health of adolescents living in Ukraine during the full-scale invasion requires interventions in education. More than 1.5 million children require psychological support (UNICEF, 2023). However most existing programs are individually focused or they can be generic, without specificity. Extracurricular activities (ECA), as an educational manifestation of non-formal activities

(academic, physical, artistic) and implemented in an educational institution, in various researches have shown some positive contexts for mental health (Jucan, 2023). There is some evidence showing that participation in ECA may lead to better academic performances, lower behaviour problems (bullying, dropout) and better well-being (LaForge-MacKenzie et al., 2022).

ECA interventions sometimes lack theo-

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retical integration. They may neglect insights in resource orientation and motivation. There is a need for tailoring activities to students' psychological profiles, as different ECA relate to anxiety, motivation and emotion regulation (Verner-Filion, 2025; O'Donnell et al., 2023). Existing models do not consider wartime conditions, which is an organizational constraint.

The aim of this study was to develop and conduct a preliminary evaluation of a psychological support program integrating extracurricular activities with psychoeducational and resource-oriented interventions for adolescents aged 10-16 years.

H1. Mean anxiety scores are expected to be lower in the post-implementation private-school sample than in the pre-implementation private-school sample.

H2. The post-implementation private-school sample is expected to report higher intrinsic motivation, empathy, perceived social support, and emotion-regulation abilities than the pre-implementation private-school sample.

H3. At the post-implementation assessment, students from the participating private schools are expected to report lower anxiety and higher intrinsic motivation than students from the non-equivalent public-school comparison sample.

H4. Intrinsic motivation is expected to be positively associated with empathy and perceived social support.

This research attempts to address the limitations described above. The article presents the development and theoretical background of a psychological support program for adolescents 10-16 years old. The program integrates ECA with structured psychological interventions, supporting

with empirical findings from a multi-method study of 341 students.

Methods

The following study included 341 students in 5-9 classes in Kyiv region. The study was conducted during the school year 2025-2026. At the pre-implementation assessment, 120 students (68 girls, 56.7%) completed the questionnaires; after the formative phase at the post-implementation assessment, 131 (68 girls, 51.9%) students participated. During the cross-sectional analysis 210 students from public school were surveyed as a comparison group.

Standardized tools were used for conducting research: Academic Motivation Scale (AMS), Toronto Empathy Questionnaire (TEQ), Spence Children's Anxiety Scale (SCAS), Pediatric Symptom Checklist (PSC), Multidimensional Scale of Perceived Social Support (MSPSS), Difficulties in Emotion Regulation Scale (DERS) (Vallerand et al. 1992; Spreng, 2009; Spence, 1997; Zimet, 2011; Hallion, 2018).

The study was conducted in two stages:

Ascertainment stage (2025). Baseline measurement of motivation, anxiety, empathy, social support and emotion regulation.

Formative stage (2026). Implementation of the psychological support program and post-intervention measurement.

Data were analyzed using t-tests, Welch's t-test for independent samples, one-way ANOVA with Tukey HSD post-hoc tests, Pearson correlation analysis and Cohen's d for effect sizes. Statistical significance was set at $p < .05$.

The pre- and post-implementation surveys were anonymous and did not include individual identifiers. The two datasets should consequently

be treated as partially overlapping repeated cross-sectional samples drawn from the same private-school population. Accordingly, independent-samples Welch's t-tests were used to compare group-level mean scores across the two survey waves.

The study was theoretically grounded in the BASIC Ph and Self-Determination Theory (SDT) (Lahad, 2013; Ryan & Deci, 2023). BASIC Ph identifies six channels of psychological resources: Belief, Affect, Social, Imaginative, Cognitive and Physical. It shows that effective support activates dominant and underutilized channels, expanding adolescents' resilience. During wartime, chronic stress narrows coping mechanisms (Zablocka-Żytka & Lahad, 2025). SDT emphasizes that psychological well-being and intrinsic motivation are created by satisfying three basic psychological needs: Autonomy, Competence, Relatedness (Ryan & Deci, 2023). It provides a view of ECA participation as beneficial when it is voluntary and meaningful. BASIC Ph and SDT specify what resources to activate and how to structure conditions so that students would be internally motivated.

We have put ECA into four types: sport, intelligence, art, social-communication.

After the first survey was done during the ascertainment stage, following results were obtained. Students with ECA participation showed higher intrinsic motivation and empathy, lower anxiety compared to non-participants. Students from 5th classes demonstrated the highest level of intrinsic motivation, while students from 7th and 8th classes got the lowest. At the same time 7th class students had the highest anxiety levels.

Based on theoretical integration and em-

pirical findings, we designed eight principles that guide the program.

Resource-orientation. When students focus on activating and expanding psychological resources.

Autonomy. For the program to be effective the participation and choices in activity need to be made voluntarily.

Systematicity. All four types of ECA need to be covered by different students.

Belonging. School helps foster collective identity and peer connection through collaborative implementation.

ECA integration. Combining psychological support with typical school activities.

Psychological safety. Conditions where students feel free and safe to express their opinion and emotions need to be made.

Transition to internal motivation. Small external incentives (school tokens that can be exchanged for small rewards) are used to facilitate participation (Maggin, 2011), that is embedded in autonomy-supportive activities, in order to support a possible transition from external regulation to, potentially, intrinsic motivation.

Ongoing monitoring. Tracking changes in motivation, anxiety, emotion regulation and social support in order to adjust program content.

Based on the eight principles, four modules were created. These four modules are implemented during one academic year.

Module 1 comprises diagnostic assessment. Its purpose is to identify psychological profiles of the students and inform ECA selection. At the beginning of the school year a survey is conducted using: ECA interest and frequency questionnaire (Table 1), AMS, SCAS, TEQ, PSC,

MSPSS and DERS. It helps to identify risk groups.

several days of preparation. Based on empirical correlations (Table 1), students are guided to-

Psychological Profile	Recommended ECA Type	Empirical Basis
Elevated anxiety	Sports activities	$r=-.21, p=.018$
Amotivation	Intellectual activities	$r=-.29, p=.001$
Underdeveloped socio-emotional skills	Creative and social-communicative	$r=.35-.37, p<.001$
Emotion regulation difficulties	Intellectual and sports	$r=-.19, p=.026$

Table 1. Evidence-based guidelines for matching ECA types to psychological needs
r-Pearson correlation, *p*- statistical significance level

Module 2 is psychoeducational. Its purpose is to increase adolescents' psychological literacy and help develop basic self-regulation skills. It consists of eight 45-minute sessions (1-2 per month) and is done by psychologist and class teacher. It contains the following sessions:

"This Is Me" (strengths identification)

"Stress Wheel" (normalization of stressors)

"Human Knot" (trust and cooperation)

"Collective Portrait" (collaborative creation)

"Who Is Closer" (boundaries and comfort zones)

"Emotional Theater" (emotion recognition and expression)

"Resource Box" (symbolic resource sharing)

"Want, Can, Have" (SDT-based goal setting; Miele et al., 2023)

Module 3 is activity based, with the purpose to ensure regular, structured engagement in different ECA. Each activity is done during long breaks or the first 20 minutes after classes, with

wards types of ECA that match their psychological profiles.

Module 4 is about supervision and monitoring. Its purpose is to support students individually and track effectiveness. This module consists of individual consultations (~3-5 per semester) for at-risk students, teacher training on distress markers and developmental relationships and repeated assessments for program adjustment.

An additional part for the modules is a training component. It is an 80-minute training session for 5-9 class students that is led by students' ECA design and implementation in order to develop resilience, autonomy, empathy and intrinsic motivation. It consists of the following structure:

Psychoeducation and distribution (15 min). Types of activities and their meaning are explained to the students and they choose a type of ECA after being put in four groups.

Preparation (10 min). Students prepare their ECA by planning and distributing roles.

Implementation (40 min). Each group presents to the other three their activity and conducts it together with them.

Reflection (15 min). Students sit down in a circle and voluntarily share their experience to others.

The novelty of the proposed model is in use of extracurricular activities with the integration of a modular psychological support framework. The program combines BASIC Ph resource channels with SDT motivational conditions, and uses psychological profiles to guide ECA recommendations, and integrates diagnostic assessment, psychoeducation, student-led activities, and ongoing monitoring.

Results

After the program implementation (four months), the post-implementation sample reported higher amotivation ($t(248.96)=-1.99$, $p=.047$, $d=-0.25$), and greater difficulties in emotion regulation ($t(247.36)=-2.54$, $p=.012$, $d=-0.32$). Across internal and external motivation subscales, even though in the post-implementation show higher reported results, the acquired report-

ed data was not statistically significant ($p<.05$).

At the post-implementation assessment, students from the participating private schools showed significantly lower anxiety results ($t(241.10)=-4.35$, $p<.001$, $d=-0.50$), as well as higher intrinsic motivation knowledge: $p=.002$, $d=0.36$; achievement: $p=.009$, $d=0.30$; stimulation: $p=.014$, $d=0.27$) than students from the non-equivalent public-school comparison sample.

The correlational findings showed intrinsic motivation was positively correlated with empathy ($r=.39$, $p<.001$) and social support ($r=.45$, $p<.001$). Anxiety was associated with internalizing symptoms ($r=.69$, $p<.001$) and emotion regulation difficulties ($r=.56$, $p<.001$) (Table 2 & 3).

Discussion

The study yielded a mixed pattern of findings. Compared with the pre-implementation sample, the post-implementation private-school sample reported higher amotivation and greater difficulties in emotion regulation. At the post-implementation assessment, private-school stu-

Subscales	First survey, M±SD	Second survey, M±SD	t(df)	p	d
Amotivation	12.19 ± 4.95	13.50 ± 5.47	-1.99 (248.96)	0.047	-0.25
DERS	94.13 ± 20.96	100.87 ± 21.10	-2.54 (247.36)	0.012	-0.32

Table 2. Comparison of the first and second surveys of private schools

M±SD - mean and standard deviation; *t*- Welch's *t*-test; *df*-degree of freedom; *p* - statistical significance level; *d* - Cohen's *d*

Subscales	Second survey, private schools M±SD	Public schools, M±SD	t(df)	p	d
Intrinsic motivation: know	18.00 ± 5.93	15.96 ± 5.60	3.16 (264.05)	0.002	0.36
Intrinsic motivation: achievement	17.93 ± 5.59	16.32 ± 5.32	2.64 (265.65)	0.009	0.30
Intrinsic motivation: stimulation	19.36 ± 5.14	17.92 ± 5.44	2.46 (287.76)	0.014	0.27
SCAS	55.15 ± 15.07	62.03 ± 12.69	-4.35 (241.10)	<0.001	-0.50

Table 3. Comparison of the re-survey of private schools and public schools

M±SD - mean and standard deviation; *t*- Welch's *t*-test; *df*-degree of freedom; *p* - statistical significance level; *d* - Cohen's *d*

dents reported lower anxiety and higher intrinsic motivation than students from the non-equivalent public-school comparison sample. Intrinsic motivation was positively associated with empathy and perceived social support, whereas anxiety was positively associated with internalizing symptoms and emotion-regulation difficulties. Because the survey waves were anonymous and the comparison sample lacked baseline data, these findings represent group-level associations.

The higher amotivation score in the post-implementation sample does not support the expectation of uniformly more favourable motivational outcomes. It is possible that external incentives facilitated initial participation without consistently supporting internalization, or that the four-month implementation did not provide sufficient exposure to autonomy-supportive conditions. Differences in the composition of the two anonymous samples and contextual changes across the school year provide alternative explanations. The findings therefore do not demonstrate a transition from external to intrinsic motivation.

Greater difficulties in emotion regulation were also reported by the post-implementation sample. Psychoeducational activities may have increased students' recognition and reporting of emotional difficulties. However, that interpretation was not tested. Alternatively, the result may reflect differences between respondents or changes in wartime stress exposure. This finding indicates that the emotion-regulation component requires further evaluation and possibly greater implementation intensity, rather than supporting a conclusion of program-related improvement.

The private-school sample reported more

favourable anxiety and intrinsic-motivation scores than the public-school sample. However, school type was confounded with program exposure, and the comparison group was not assessed at baseline. Differences in educational resources, socioeconomic background, school climate, psychological services, selection processes, or prior ECA access may therefore account for part or all of the observed between-group differences (Gautam et al., 2023).

H1 and H2 were not supported overall. Consistent reduction across anxiety indicators was not demonstrated and the post-implementation sample showed higher amotivation and greater difficulties in emotion regulation, while improvements in empathy and perceived social support were not demonstrated. H3 was supported at the level of cross-sectional post-implementation differences, but the absence of baseline data and the non-equivalence of the school samples preclude attribution of these differences to the program. H4 was supported having intrinsic motivation positively associated with empathy and perceived social support.

These findings run counter to the intended objectives of the program. Several explanations are possible, including differences in sample composition across survey waves, insufficient implementation duration or intensity, heightened awareness of emotional difficulties following psychoeducation, seasonal influences, and changes in the wartime context. However, these mechanisms were not measured directly and remain speculative. The present data therefore do not establish whether the observed differences reflect unintended program-related processes, background temporal influences, or differences be-

tween respondents across the two waves.

Studies show that the reduction in anxiety indicates that structured activities may buffer war-related stress (Hikmat et al., 2025; Heaslip et al., 2020), however we have not observed that in our research. The lower anxiety levels in private school students may reflect differences in resources or support. The strong correlation between empathy, social support and motivation underscores the importance of relational factors in adolescent well-being (Affuso et al., 2022; Du, 2024).

The program's modular structure, based on the BASIC Ph model (Zabłocka-Żytka & Lahad, 2025) and self-determination theory (Ryan & Deci, 2023), provides a flexible framework for implementation in various school settings. However, there were limitations such as non-random sampling, lack of baseline data for public schools and reliance on self-report measures.

Limitations

Participants were gathered through a non-randomized sampling from specific schools in the Kyiv region, and the intervention sample and comparison sample differed by school type (private versus public). Representative, randomized, or matched-group sampling remains a task for future stages of this work, and the between-group differences reported here should be interpreted with this in mind.

The comparison group of public-school students was assessed only at a single time point, so no baseline equivalence between private- and public-school students could be established. The post-test differences observed therefore cannot be attributed to the program with confidence and may partly reflect pre-existing differences be-

tween school populations.

The pre-post design lacked random assignment to intervention and no-intervention conditions within the same school type, so change over the four-month implementation period cannot be firmly separated from maturation, seasonal variation in adolescent well-being, or concurrent war-related events.

All data were self-reported by adolescents, so common-method variance may have inflated associations among motivation, empathy, anxiety, and emotion-regulation measures. The correlational findings should be interpreted with this constraint in mind.

The observed increase in amotivation and in difficulties in emotion regulation across the intervention period indicates that a four-month implementation may be too brief for consistent improvement across all targeted outcomes. The mechanisms behind these unexpected increases were not tested directly.

Attendance and dosage (e.g., how many sessions and which extracurricular activities each student actually completed) were not modeled statistically. It is not yet possible to relate the amount of program exposure to outcome change.

Future directions

Future research should address these tasks through a controlled longitudinal design that assigns schools or classes to intervention and collects baseline, midpoint, and follow-up measurements from both groups. Such design would allow the time-by-group interaction to be tested directly, clarifying whether observed changes in anxiety, motivation, and emotion regulation are attributable to the program rather than to background trends.

Extending the implementation period beyond four months, and tracking dosage and attendance at the level of individual students, would help determine whether the unexpected increases in amotivation and emotion-regulation difficulties reflect an insufficient intervention length or a genuine adverse response requiring program revision. Further work should examine mediation pathways, whether social support and empathy mediate the relationship between extracurricular participation and intrinsic motivation.

Conclusions

This study developed and theoretically substantiated a modular psychological support program integrating extracurricular activities, psychoeducation, resource-oriented support, and ongoing monitoring for adolescents aged 10-16 years. The program was informed by the BASIC Ph model and self-determination theory and was adapted to wartime educational constraints in Ukraine. Program design drew on baseline data from 341 students in 5-9 classes, which showed that intrinsic motivation correlated positively with empathy ($r=.39$, $p<.001$) and perceived social support ($r=.45$, $p<.001$), while anxiety was strongly associated with internalizing symptoms ($r=.69$, $p<.001$) and emotion-regulation difficulties ($r=.56$, $p<.001$), a pattern consistent with the theorized links between relatedness, motivation, and socio-emotional functioning.

Preliminary four-month implementation with private-school students' differences between survey waves were observed: whereas amotivation ($d=-0.25$) and difficulties in emotion regulation ($d=-0.32$) increased. At post-test, private-school participants also reported lower anxiety ($d=-0.50$) and higher intrinsic motivation across

all three subscales ($d=0.27-0.36$) than a non-equivalent comparison group of 210 public-school students.

The empirical findings were mixed. The post-implementation private-school sample reported lower separation anxiety and fear of physical harm than the pre-implementation sample, but also higher amotivation and greater difficulties in emotion regulation. At the post-implementation assessment, private-school students reported lower anxiety and higher intrinsic motivation than students from a non-equivalent public-school comparison sample. Intrinsic motivation was positively associated with empathy and perceived social support.

H1 and H2 was not supported overall, H3 was supported only at the level of cross-sectional post-implementation differences, and H4 was supported. The program should therefore be regarded as a theoretically grounded prototype with preliminary and mixed empirical findings. Controlled longitudinal studies with matched or randomized groups, repeated measurements, participant-level tracking, intervention-dosage data, and extended follow-up are required to evaluate its effectiveness and identify possible beneficial and adverse processes.

Overall, the findings suggest that structured extracurricular activities combined with psychological support may have potential for supporting adolescents' mental health. The program appears viable for implementation in school settings. Although some motivation scores showed descriptively favourable differences following the four-month implementation, these differences were not consistent across indicators and should not be interpreted as evidence of improvement,

particularly because amotivation was higher in the post-implementation sample ($d=-0.25$). Longer-term implementation should be evaluated through a controlled longitudinal design to determine whether the program is associated with sustained improvements in adolescents' motivation and mental health.

Ethics and consent

Participation was voluntary and anonymous. Students could withdraw at any time without academic consequences. Procedures for referral to school psychological services were available if elevated distress was identified.

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THE DEVELOPMENT OF A PSYCHOLOGICAL SUPPORT PROGRAM FOR MOTIVATION AND MENTAL HEALTH OF ADOLESCENTS IN EXTRACURRICULAR ACTIVITIES

ABSTRACT

Background. The mental health and motivational functioning of adolescents living under prolonged wartime conditions constitute an important challenge for educational and psychological support systems. Extracurricular activities may provide meaningful contexts for social interaction, self-expression, competence development, and psychological resource activation; however, their integration with theoretically grounded psychological interventions remains insufficiently systematized. The present study addresses this gap by combining extracurricular activities with resource-oriented and motivational approaches to adolescent psychological support.

Aim. The study aimed to develop and theoretically substantiate a modular psychological support program for adolescents aged 10–16 years that integrates extracurricular activities with structured psychological interventions and to conduct a preliminary evaluation of its implementation in relation to motivation, anxiety, empathy, perceived social support, and emotion regulation.

Methods. The study involved 341 students in grades 5–9 from schools in the Kyiv region during the 2025–2026 academic year. The program was theoretically grounded in the BASIC Ph model of coping and resilience and Self-Determination Theory. Standardized measures

included the Academic Motivation Scale, Toronto Empathy Questionnaire, Spence Children's Anxiety Scale, Pediatric Symptom Checklist, Multidimensional Scale of Perceived Social Support, and Difficulties in Emotion Regulation Scale. The developed program comprised diagnostic, psychoeducational, activity-based, and monitoring modules and differentiated extracurricular activities according to adolescents' psychological profiles. The pre- and post-implementation assessments represented partially overlapping anonymous repeated cross-sectional samples from the same private-school population. A non-equivalent public-school sample was used for cross-sectional comparison. Data were analyzed using independent-samples Welch's *t*-tests, one-way ANOVA with Tukey HSD post-hoc comparisons, Pearson correlations, and Cohen's *d* effect sizes.

Results. The findings demonstrated a mixed pattern of outcomes. Following the four-month implementation period, the private-school post-implementation sample showed higher amotivation ($d = -0.25$) and greater difficulties in emotion regulation ($d = -0.32$), providing no support for a uniform improvement in motivational or emotional-regulation outcomes. At the post-implementation assessment, students from participating private schools reported lower anxiety ($d = -0.50$) and higher intrinsic motivation across knowledge, achievement, and stimulation dimensions ($d = 0.27$ – 0.36) than the non-equivalent public-school comparison group. However, because baseline data were unavailable for the comparison group and school type was confounded with program exposure, these differences cannot be attributed to the intervention. Intrinsic motivation was positively associated with empathy ($r = .39, p < .001$) and perceived social support ($r = .45, p < .001$), whereas anxiety was positively associated with internalizing symptoms ($r = .69, p < .001$) and emotion-regulation difficulties ($r = .56, p < .001$). Accordingly, the hypotheses concerning overall pre-post improvements in anxiety and other targeted outcomes were not supported, whereas the hypothesized associations between intrinsic motivation, empathy, and social support were confirmed.

Conclusions. The study resulted in the development of a theoretically grounded and empirically informed prototype of a modular psychological support program integrating extracurricular activities, psychoeducation, resource activation, and continuous monitoring. Its conceptual con-

tribution lies in combining BASIC Ph resource channels with Self-Determination Theory and in differentiating extracurricular activities according to adolescents' psychological profiles and needs. The preliminary empirical findings do not provide sufficient evidence of program effectiveness and should be interpreted considering the non-randomized design, anonymous repeated cross-sectional samples, non-equivalent comparison group, reliance on self-report measures, and absence of individual-level intervention-dosage tracking. The findings nevertheless identify theoretically relevant relationships among motivation, social support, empathy, anxiety, and emotion regulation and provide a basis for further refinement of the intervention. Controlled longitudinal studies with matched or randomized groups, repeated measurements, extended follow-up, and participant-level monitoring are required to determine the program's effectiveness and potential beneficial or adverse effects under wartime educational conditions.

Keywords: adolescent mental health; intrinsic motivation; extracurricular activities; psychological support; emotion regulation; perceived social support; resilience; school-based intervention; Self-Determination Theory; BASIC Ph model.

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РОЗРОБЛЕННЯ ПРОГРАМИ ПСИХОЛОГІЧНОЇ ПІДТРИМКИ МОТИВАЦІЇ ТА ПСИХІЧНОГО ЗДОРОВ'Я ПІДЛІТКІВ У ПОЗАКЛАСНІЙ ДІЯЛЬНОСТІ

АНОТАЦІЯ

Актуальність. Психічне здоров'я та мотиваційне функціонування підлітків, які живуть в умовах тривалого воєнного стану, становлять важливий виклик для системи освіти та психологічного супроводу. Позакласна діяльність може створювати сприятливе середовище для соціальної взаємодії, самовираження, розвитку компетентності та активізації психологічних ресурсів. Водночас її інтеграція з теоретично обґрунтованими психологічними інтервенціями залишається недостатньо систематизованою. У цьому дослідженні зазначено

прогалину розглянуто шляхом поєднання позакласної діяльності з ресурсно-орієнтованими та мотиваційними підходами до психологічної підтримки підлітків.

Мета. Розробити й теоретично обґрунтувати модульну програму психологічної підтримки підлітків віком 10–16 років, яка інтегрує позакласну діяльність зі структурованими психологічними інтервенціями, а також здійснити попередню оцінку її реалізації щодо мотивації, тривожності, емпатії, сприйнятої соціальної підтримки та емоційної регуляції.

Методи. У дослідженні взяли участь 341 учень 5–9 класів закладів освіти Київського регіону протягом 2025–2026 навчального року. Теоретичним підґрунтям програми стали модель копінгу та резильєнтності BASIC Ph і теорія самодетермінації (Self-Determination Theory). Використано стандартизовані психодіагностичні методики: Academic Motivation Scale (AMS), Toronto Empathy Questionnaire (TEQ), Spence Children's Anxiety Scale (SCAS), Pediatric Symptom Checklist (PSC), Multidimensional Scale of Perceived Social Support (MSPSS) та Difficulties in Emotion Regulation Scale (DERS). Розроблена програма включала діагностичний, психоосвітній, діяльнісний та моніторинговий модулі й передбачала диференціацію позакласної діяльності відповідно до психологічних профілів підлітків. До- та післяінтервенційне оцінювання становило частково перехресні анонімні повторні крос-секційні вибірки з тієї самої популяції учнів приватних шкіл. Для крос-секційного порівняння використано нееквівалентну вибірку учнів державних шкіл. Статистичний аналіз включав *t*-критерій Велча для незалежних вибірок, однофакторний дисперсійний аналіз ANOVA з апостеріорним критерієм Tukey HSD, кореляційний аналіз Пірсона та визначення розміру ефекту за *d* Коена.

Результати. Отримані результати продемонстрували неоднозначну динаміку досліджуваних показників. Після чотиримісячної реалізації програми у післяінтервенційній вибірці учнів приватних шкіл виявлено вищий рівень амотивації ($d = -0,25$) та більші труднощі емоційної регуляції ($d = -0,32$), що не підтверджує припущення про однозначне покращення мотиваційних та емоційно-регуляторних показників. Під час післяінтервенційного оцінювання

учні приватних шкіл демонстрували нижчий рівень тривожності ($d = -0,50$) та вищі показники внутрішньої мотивації за компонентами пізнання, досягнення і стимуляції ($d = 0,27-0,36$) порівняно з нееквівалентною вибіркою учнів державних шкіл. Однак через відсутність вихідного оцінювання групи порівняння та змішування типу школи з фактом участі у програмі виявлені відмінності не можуть бути однозначно пов'язані з впливом інтервенції. Внутрішня мотивація позитивно корелювала з емпатією ($r = 0,39$; $p < 0,001$) та сприйнятою соціальною підтримкою ($r = 0,45$; $p < 0,001$), тоді як тривожність позитивно корелювала з інтерналізованими симптомами ($r = 0,69$; $p < 0,001$) і труднощами емоційної регуляції ($r = 0,56$; $p < 0,001$). Отже, гіпотези щодо загального покращення тривожності та інших цільових показників після реалізації програми не отримали підтвердження, тоді як передбачувані зв'язки внутрішньої мотивації з емпатією та соціальною підтримкою були підтверджені.

Висновки. У результаті дослідження розроблено теоретично обґрунтований та емпірично інформований прототип модульної програми психологічної підтримки, що інтегрує позакласну діяльність, психоосвіту, активізацію психологічних ресурсів і систематичний моніторинг. Концептуальна новизна програми полягає в поєднанні ресурсних каналів BASIC Ph із положеннями теорії самодетермінації та диференціації позакласної діяльності відповідно до психологічних профілів і потреб підлітків. Попередні емпіричні результати не надають достатніх підстав для однозначного висновку щодо ефективності програми та мають інтерпретуватися з урахуванням нерандомізованого дизайну, анонімних повторних крос-секційних вибірок, нееквівалентної групи порівняння, використання методик самозвіту та відсутності індивідуального контролю інтенсивності участі в інтервенції. Водночас встановлені взаємозв'язки між мотивацією, соціальною підтримкою, емпатією, тривожністю та емоційною регуляцією створюють емпіричне підґрунтя для подальшого вдосконалення програми. Для оцінювання її ефективності та визначення потенційних позитивних і небажаних ефектів в умовах воєнних викликів

необхідні контрольовані лонгітюдні дослідження із зіставними або рандомізованими групами, повторними вимірюваннями, тривалішим періодом спостереження та індивідуальним моніторингом участі.

Ключові слова: психічне здоров'я підлітків; внутрішня мотивація; позакласна діяльність; психологічна підтримка; емоційна регуляція; соціальна підтримка; резильєнтність; шкільні психологічні інтервенції; теорія самодетермінації; модель BASIC Ph.

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