

PSYCHO-EMOTIONAL CLIMATE AND STATE OF PARTICIPANTS IN THE EDUCATIONAL PROCESS AMIDST CRISIS IN UKRAINE

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Abstract

Introduction. The ongoing full-scale war in Ukraine, which began in February 2022, has caused extraordinary losses of both physical infrastructure and human capital and continues to have a negative impact on the mental health of Ukrainians, both military personnel and civilians, in various fields.

Aim. To identify the substantive psychological features and psychological correlates of the psycho-emotional climate in different types of Ukrainian educational institutions, as well as the psycho-emotional state of participants in the educational process since the beginning of the full-scale invasion of Ukraine.

Materials and methods. The study covers different types of educational institutions: higher education institutions and general secondary education institutions located in different regions of Ukraine. Different categories of participants in the educational process took part in the study, which encompassed different forms of education and reflected the wide geography of the respondents' stay. On the basis of recognized international methods for assessing the educational climate («EDSCLS», «CSCI»), a questionnaire of 30 closed and open questions was developed and adapted to the purpose of the study to assess changes in the institutional psycho-emotional climate (IPEC) and personal psycho-emotional state (PPES). The sample of participants in the educational process included $n = 1035$ people. Empirical data were collected from 09/5/2024 to 10/5/2024 through Google Forms and processed in SPSS using standard statistical criteria.

Results. Significant associations with IPEC were found: participants in the educational process ($R = .19$; $p < .001$), change of educational institution after the full-scale invasion ($R = .07$; $p = .024$) and gender differentiation ($R = .11$; $p < .001$). Reliable links with PPES were recorded: participants in the educational process ($R = .25$; $p < .001$), gender differentiation ($R = .29$; $p < .001$), type of educational institution ($R = .17$; $p < .001$), the region of location of the educational institution ($R = .23$; $p < .001$) and the location of the participants in the educational process ($R = .12$; $p < .001$). The most negative assessments of IPEC and the deterioration of PPES were observed in women participants in the educational process, teachers and administration of educational institutions, while students demonstrated higher resilience. Participants in the educational process who went abroad, participants with a family form of education, and those who studied/worked in educational institutions located in Kharkiv and Chernihiv regions during the full-scale invasion also fell into the risk zone.

Conclusions. Under martial law, anxiety, emotional exhaustion, conflict, professional burnout, and aggression have increased in Ukrainian educational institutions of various types. The identified psychological correlates became the basis for the development of a multifactorial model of negative impacts on the institutional climate and personal psycho-emotional state.

Keywords: stress, anxiety, warfare, higher education institution, general secondary education institution, educational process, forced migrants, internally displaced persons

INTRODUCTION

The institutional psycho-emotional climate (IPEC) and personal psycho-emotional state (PPES) of participants

in the educational process have become especially relevant in the context of armed conflicts and humanitarian crises. The world scientific literature has shown that war, forced resettlement, and prolonged stress significantly worsen the

IPEC of educational institutions and increase the risks of burnout, anxiety, and depression among teachers, students, and parents [1].

IPEC in the modern scientific literature is defined as a set of emotional, communicative, and socio-psychological characteristics of the environment of an educational institution that affect the well-being, motivation, and effectiveness of all its participants [2]. In contrast to the general term «school climate», which encompasses the academic, organizational and cultural aspects of the environment in an educational institution [3, 4, 5], IPEC focuses on the emotional tone of interactions, the level of support and security, the atmosphere of trust and acceptance [6]. Studies conducted in Europe and the United States [7, 8] offered comprehensive methods for assessing both the general school climate and its psycho-emotional component, but their adaptation to the Ukrainian context during the war has not yet been implemented.

In addition, the topic of IPEC and PPES has received special importance in studies on armed conflicts. In crisis conditions, IPEC acquires the status of a protective factor that can either increase the negative impact of stressful events or become a resource for adaptation and overcoming traumatic experiences [9, 10]. Thus, the IPEC study allows not only to assess subjective comfort in an educational institution, but also to identify critical points for the organization of psychological support. Research by M. Sharifian et al. (2022) showed that Syrian teachers experience trauma, burnout, and anxiety during war, but the development of a high level of resilience can mitigate these negative consequences [11]. Recent Israeli research confirms the relevance of the topic: adolescents and students experienced significant psycho-emotional distress, stress reactions, and PTSD after the terrorist attacks of October 7, 2023 [1, 12]. In addition, a study of students in a frontline context using the example of the West Bank of the Jordan River demonstrates the deep psychological experience of students and the use of maladaptive coping strategies during the armed conflict [13]. These modern studies represent a relevant model of adaptation in wartime, which actualizes the need for the integration of IPEC and PPES in the context of the study of Ukrainian educational institutions. In turn, S. Khobbi et al. (2024), in a study of Ukrainian preschool teachers during the war, confirmed that it is institutional conditions and emotional support that determine the level of burnout and maintaining professional motivation [14].

At the same time, in the global scientific dimension, there is a lack of systematic and holistic empirical data that would simultaneously reflect the dynamics of IPEC and PPES of all categories of participants in the educational process during hostilities. Most of these studies revealed the changes in PPES during the war

of any one category of participants in the educational process, without taking into account changes in IPEC. This study carried out a comprehensive analysis of the features of both IPEC and PPES of all categories of participants in the educational process in Ukrainian educational institutions during the full-scale invasion, in particular, identified key factors that negatively affect these indicators, as well as revealed changes in the perception of IPEC by different categories of participants in the educational process. The novelty of the study lies in the construction of a multifactorial model that integrates institutional and personal risk factors, and its social value is determined by the possibility of practical use of the results for the development of targeted programs of psychological support in the conditions of war and post-war restoration of the educational system.

AIM

The aim of this study is to identify the essential psychological features and psychological correlates of the psycho-emotional climate in different types of Ukrainian educational institutions and the psycho-emotional state of participants in the educational process after the beginning of the full-scale invasion in Ukraine.

Hypothesis: before the study, a generalized hypothesis was put forward, which contained a null hypothesis about the absence of correlations of the studied variables and an alternative hypothesis about the presence of a correlation between the studied variables. Since the study is correlational, the division into dependent and independent variables was not carried out.

H_{01} : the variables under study will have no correlative relationships with IPEC/PPES;

H_1 : the variables under study will have correlative relationships with IPEC/PPES.

MATERIALS AND METHODS

Methodology. The author's toolkit was modified from the content of two international school climate questionnaires – «ED School Climate Surveys» by the U. S. Department of Education [15] and «Comprehensive School Climate Inventory» by National School Climate Center [8]. This approach ensured the constructive consistency of specific variables with the international domains of security, relations, learning environment and conflict, as well as increased the external validity of the findings.

Participants. The sample of the study consisted of participants in the educational process $n = 1035$ people, who represented five categories: a) teachers (25-60 years old), b) administrative staff of educational institutions (25-60 years old); c) students (15-19 years old); d) their parents/guardians (35-55 years old); e) school psychologists

and social educators (25-55 years old). Each category was represented by an equal number of respondents ($n_{a, b, c, d} = 207$ people; 20.00%). The age of students is limited to the adolescent and youth category (15-19 years) to ensure greater relevance of data in this subgroup. The sample included both internally displaced persons and forced migrants, which reflected the diverse experience of the educational community during martial law. The general descriptive frequency characteristics of the age of the entire population of respondents are as follows: $M = 36.15$; $SD = \pm 12.09$; $Me = 38.16$. In addition, in order to clarify the correlations between IPEC and PPES, the respondents were representatives of different types of educational institutions: secondary education institutions (high school), vocational education, professional pre-higher education, and higher education (1st-2nd years).

Variables. The studied variables were: institutional psycho-emotional climate of the educational institution; personal psycho-emotional state of participants in the educational process; participants in the educational process by category; gender differentiation; type of educational institution in Ukraine in which the respondent studied/worked in 2022-2024; form of learning (face-to-face, hybrid/blended, remote, home-schooling); region of Ukraine in which the educational institution in which the respondent studied/worked in 2022-2024 is located (all regions of Ukraine and the city of Kyiv); change of educational institution after a full-scale invasion; physical location of participants in the educational process.

Procedures and tools. The author's adapted methodology contained five thematic blocks. The first block was aimed at collecting socio-demographic information of respondents (by categories of participants in the educational process, age, gender, place of residence, type of educational institution in Ukraine during the full-scale invasion, region of its location). indicators: respondents assessed PPES before and after the start of the war, as well as the level of IPEC in their Ukrainian educational institution on a five-point Likert scale (from 1 – «significantly worsened» to 5 – «significantly improved»), which made it possible to identify both individual fluctuations and general trends in the sample. In addition, the block included questions about stress factors, anxiety, emotional exhaustion, conflict, and aggressive behavior in IPEC. In the block related to conflicts, respondents determined the frequency of their occurrence, typical situations and parties to conflicts, as well as assessed the most common causes and ways to resolve them. The final part of the questionnaire contained open-ended questions in which respondents could describe their own vision of the reasons for the tense IPEC and suggest ways to improve it. Also, open-ended questions allowed respondents to provide their own comments and reflections, which, after content analysis, supplemented the quantitative data. To determine the reliability of the instrument, the Cronbach coefficient (α) was calculated,

which showed a high level of internal consistency ($\alpha = .894$), which indicates the suitability of the collected empirical data for statistical analysis.

Organization of the study. In August 2024, the concept of theoretical-empirical research was developed and a general strategy for data collection and analysis was defined. A generalized hypothesis was formulated, which had to be proved or refuted during the study. The chosen research strategy was of a descriptive nature with elements of a comparative analysis of key parameters, which made it possible to assess the influence of the studied variables on the IPEC and PPES of all participants in the educational process. Questionnaire was approved by the scientific council of the Institute for Resilience and Empowerment (RISE) at Florida State University (USA). The data was collected through an online survey (Google Forms) between September 5 and October 5, 2024. The study was coordinated with the administrations of Ukrainian educational institutions where the data was collected. Before the start of the survey, respondents were informed about its purpose, guarantees of anonymity and voluntary participation, which ensured compliance with ethical standards and reliable empirical data.

Statistical analysis. Statistical analysis was performed using SPSS Statistics software. Raw data obtained using Google Forms were prepared and structured into empirical data matrices using MS Excel. Figures and visual representations of the data were created using MS Word. Applied statistical tests included a Pearson coefficient (R) to study correlations between variables and a Sankey diagram to demonstrate relationships between systems. Statistical significance was defined at the $P \leq .010$ and $P < .001$.

RESULTS

The generalized hypothesis of the study assumed that the deterioration of IPEC/PPES during the war is due to a complex of variables, including: C_{PEP} , G_{UOP} , T_{EI} , FL_{PEP} , R_{EI} , CH_{EI} , M_{PEP} . The following are the results of the study for each of these variables.

Association with the Category of Participants in the Educational Process (CPEP). Correlation analysis showed that C_{PEP} has a statistically significant relationship with both IPEC ($R = .19$; $p < .001$) and PPES ($R = .25$; $p < .001$). The most vulnerable were teachers (average IPEC score – 2.9; 86.54% reported worsening PPES) and administration (IPEC – 2.94; 70.37% worsening PPES). At the same time, the greatest resilience was demonstrated by students (51.17% noted changes in the direction of deterioration).

In addition, a statistically significant correlation was found between the C_{PEP} and their understanding of the main cause of intense IPEC in Ukrainian educational institutions, $R = .2$, $p < .001$. Thus, psychologists and social pedagogues of educational institutions are the

only category that explains the tense IPEC by «the lack of knowledge of participants in the educational process about non-conflict communication and ways to maintain mental health» (37.11%), the rest of the categories noted «insufficient public attention to the need to maintain a healthy IPEC» as the main reason for the tense IPEC, and this is how 44.44% of representatives of the health administration answered; 44.23% of teachers; 42.75% of students; 40.52% of parents/guardians (Fig. 1).

The most common answers regarding the negative psycho-emotional phenomena that teachers faced after the start of the full-scale invasion (several options could

be chosen): 1) anxiety, fear, emotional exhaustion (55%; $M = 1.94$; $SD = 1.31$); 2) irritability, increased aggression (49%; $M = 1.36$; $SD = .93$); 3) uncertainty of the future, fear of the unknown, lack of clear plans for the future (22%; $M = 1.56$; $SD = .99$).

Among the main stressors, teachers most named: 1) technical problems, in particular lack of electricity / communication / imperfect software, etc. (50%; $M = 1.36$; $SD = .93$); 2) change in learning conditions, in particular the transition to online learning / blackouts / sirens (23%); $M = 1.22$; $SD = .64$); 3) personal level of stress resistance and age «crises» (13%; $M = 1.19$; $SD = .51$).

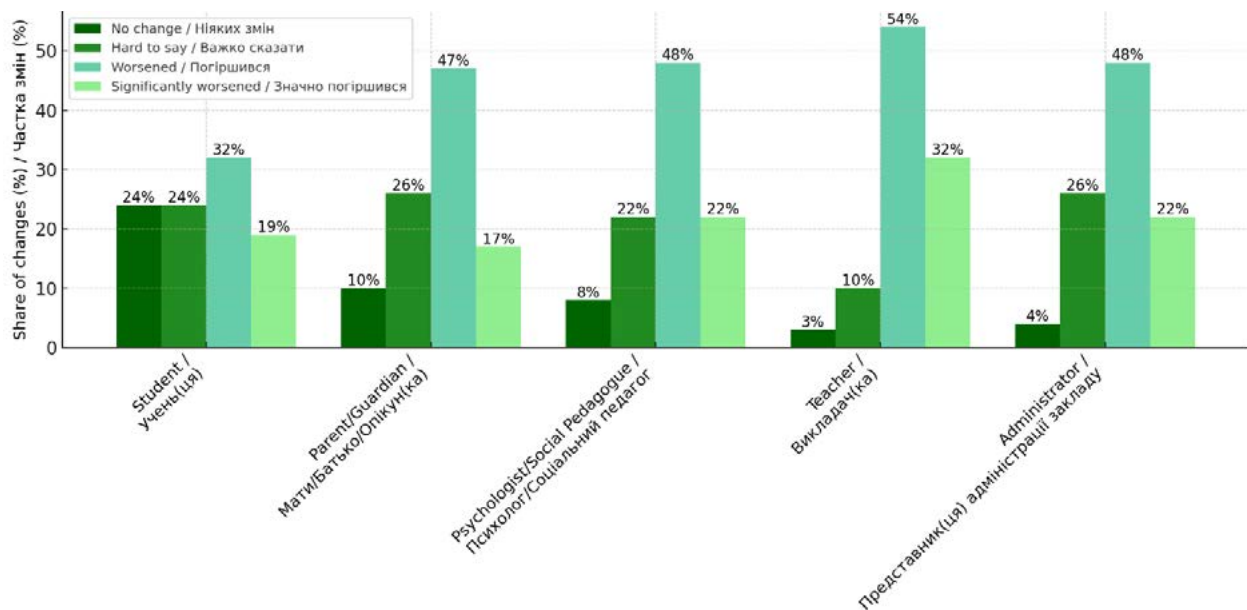


Figure 1. Change of PPES depending on the CPEP.

Source: authors' own research

Association with Gender differentiation of participants in the educational process (GPEP). The analysis showed that gender correlates with both IPEC ($R = .11$; $p < .001$) and PPES ($R = .29$; $p < .001$). Women rated IPEC worse after the start of the full-scale invasion ($M = 3.24$) compared to men ($M = 3.44$). In addition, 68.19% of women reported worsening (moderate to significant) of PPES, while among men, this proportion was only 38.46%.

Association with the Type of Educational Institution (TEI). The correlation between T_{EI} and IPEC was not statistically significant ($R = .02$; $p = .575$). At the same time, T_{EI} turned out to be an important correlate with respect to PPES ($R = .17$; $p < .001$): the largest deterioration was noted by participants in the educational process of universities (65.6% reported deterioration and significant deterioration), as well as high school students of secondary schools (64.31%). Students of vocational education institutions and colleges were less vulnerable – 55.29% and 53.88% of respondents, respectively (Fig. 2).

Association with the Form of Learning (FL_{PEP}). The correlation between FL_{PEP} and the institutional psycho-

emotional climate (IPEC) was statistically insignificant ($R = .03$; $p = .288$). For the personal psycho-emotional state (PPES), the association was weak ($R = .05$; $p = .097$); however, the home-schooling was associated with the greatest risks: 91.67% of respondents reported deterioration in PPES (moderate or significant). Remote online learning, by contrast, proved to be less traumatic due to the preservation of regular online interaction on the one hand, and the absence of the need for physical presence in the educational institution on the other (Fig. 3).

Association with the Region of Location of the Educational Institution (REI). The overall correlation between R_{EI} and IPEC was not statistically significant ($R = .05$; $p = .134$). However, a stronger relationship was found for PPES ($R = .23$; $p < .001$): the worst indicators were observed in the Kharkiv region (where 84.62% of participants in the educational process reported deterioration or significant deterioration) and the Chernihiv region (66.98%), as well as in the Kyiv region (63.8%) and Lviv region (61.9%).

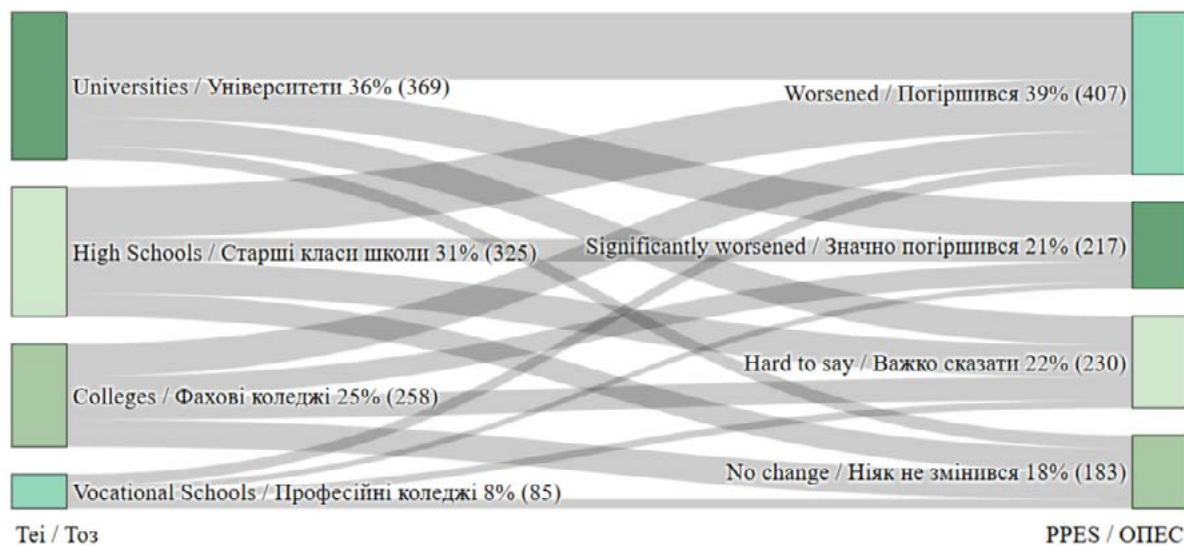


Figure 2. Sankey diagram of changes in PPES depending on TEI.

Source: authors' own research

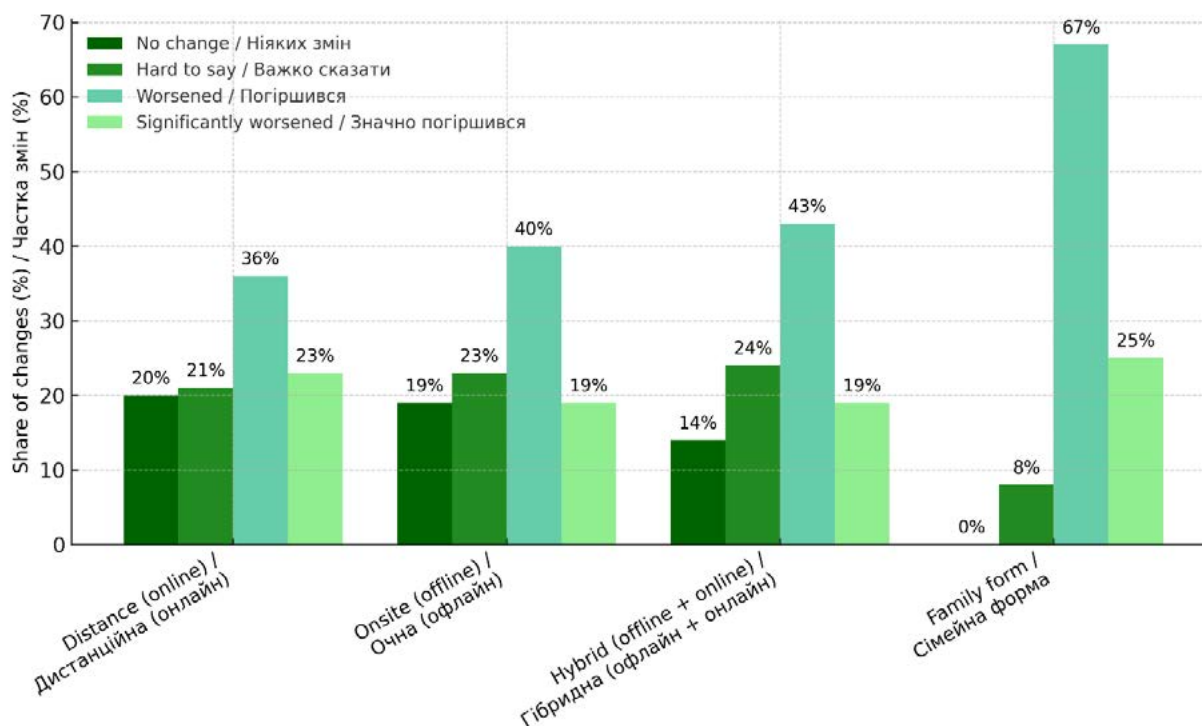


Figure 3. Change of PPES depending on the FLPEP.

Source: authors' own research

Association with the Change of Educational Institution (CHEI). A statistically significant relationship was found between CH_{EI} after the start of the full-scale invasion and the assessment of the previous IPEC ($R = .07$; $p = .024$). Respondents who left Ukrainian educational institutions and continued their studies/teaching abroad gave the lowest IPEC scores ($M = 2.94$). For PPES, this change was also significant ($R = .08$; $p = .008$): 70.84% of participants in the educational process who combine Ukrainian and foreign studies reported a deterioration in PPES (moderate to significant).

Connection of the Place of Residence of Participants in the Educational Process (MPEP). The correlation between the IPEP and IPEC was not significant ($R = .00$; $p = .964$). At the same time, a statistically significant relationship was found for PPES ($R = .12$; $p < .001$): the largest deterioration of the condition was evidenced by respondents who went abroad (70.26% experienced deterioration and significant deterioration), slightly less – internally displaced persons (67.38%). The smallest negative changes are characteristic of those who remained at the place of residence (54.42%).

Based on the results of the study, a multifactorial model of risk factors affecting the assessment of IPEC and PPES has been formed (Table 1).

Thus, the results obtained demonstrate a consistent picture of the relationship between the characteristics of the participants in the educational process, the contextual conditions of educational activities and the indicators of IPEC and PPES. The deterioration of IPEC is primarily

associated with C_{PEP} , G_{PEP} whereas CH_{EI} , from the beginning of the full-scale invasion, turned out to be an additional, albeit weak, predictor. For the PPES, the closest indicators were C_{PEP} , G_{PEP} , T_{EI} , R_{EI} , M_{PEP} . At the same time, the FL_{PEP} as a whole did not show a statistically significant association with PPES, although individual subgroups (home-schooling) showed worse performance, which rather indicates a potential subgroup effect and requires further verification.

Table 1

Multivariate Model of Variables that Can Be Attributed to the Risk Zone of IPEC and PPES

No. s/p	Scale Scale	Variables Variables	R	p	Risk Area Risk Zone
1	IPEC Institutional psycho-emotional climate	C_{PEP}	.19	< .001	Teachers: average score of the IPEC level on a five-point scale – 2.9 (M); Administration of the EI: M = 2.94.
2		S_{PEP}	.11	< .001	Women: M = 3.24
3		T_{EI}	.02	.575	No statistically significant correlation was found
4		FL_{PEP}	.03	.288	No statistically significant correlation was found
5		R_{EI}	.05	.134	No statistically significant correlation was found
6		CH_{EI}	.07	.024	Students (and their parents/guardians) who are forced to leave their studies in a Ukrainian institution and switch to studying abroad: the worst assessment of IPEC in the Ukrainian EI: M = 2.94
7		M_{PEP}	0	.964	No statistically significant correlation was found
1	PPES Personal psycho-emotional state	C_{PEP}	.25	< .001	Teachers: 86.54% experienced a deterioration in (moderate and significant) PPES; Administration: 70.37% experienced a deterioration in (moderate to significant) PPES
2		S_{PEP}	.29	< .001	Women: 68.19% experienced worsening (moderate to significant) PPES
3		T_{EI}	.17	< .001	Participants in the educational process of universities: 65.6% experienced a deterioration of (moderate and significant) PPES; Participants in the educational process of high school: 64.31% experienced a deterioration in (moderate and significant) PPES
4		FL_{PEP}	.05	.097	Home-schooling: 91.67% experienced a deterioration in (moderate to significant) PPES
5		R_{EI}	.23	< .001	Kharkiv region: 84.62% of participants in the educational process who worked/ studied in educational institutions in the region experienced a deterioration of (moderate and significant) PPES
6		CH_{EI}	.08	.008	Students (and their parents/guardians) who are forced to combine distance learning at a Ukrainian institution with studying abroad: 70.84% experienced a deterioration in (moderate to significant) PPES
7		M_{PEP}	.12	< .001	Forced migrants: 70.26% experienced a deterioration in (moderate to significant) PPES

Source: the authors' own development.

DISCUSSION

Role differences and occupational risks. The most vulnerable to the deterioration of PPES were teachers and administration of educational institutions, which corresponds to data on burnout, depression and anxiety among academic staff in the war, as well as to the role of institutional support programs [16, 17, 18]. The need for teacher support is confirmed by the data of Powell et al. (2025), which showed the effectiveness of a virtual psycho-social support program for Ukrainian teachers [19]. A study by R. Shvay et al. (2025) found that the psychological well-being of educators depends on adaptive coping strategies and tolerance of uncertainty [20], which is consistent with our results. Although in our sample, students showed relatively higher resilience compared to staff, external work shows a high

prevalence of PTSD/depression/anxiety among students and adolescents [21, 18, 22]. In addition, Israeli studies have found that teachers and students are among the most vulnerable groups in the military context [1, 12]. The vulnerability of students is further confirmed by the results of M. Korda et al. (2025), which prove that psycho-emotional exhaustion directly correlates with a decrease in academic performance, which emphasizes the need to integrate psychological support into the educational process [23]. The discrepancies can be explained by the difference in metrics (in our case, changes in IPEC/PPES; in external studies, the actual prevalence of symptoms), timeframes, and the structure of subgroups. Thus, the vulnerability of the student category requires further study, especially in comparison with other categories of participants in the educational process.

Gender vulnerability. The results obtained on the worst indicators of IPEC and PPES among female respondents are in line with other modern studies showing increased gender vulnerability in the field of education. The data obtained confirm the conclusions of N. Tsybuliak et al., as well as I. Popovych et al., that Ukrainian female teachers suffer more from burnout during the war than male teachers [16, 24]. In addition, the data on poorer indicators of IPEC and PPES among women are in line with modern international studies conducted in other countries: psycho-emotional factors (stress, anxiety, depression) have a clear relationship with educational indicators in women [25]. Similar trends have been recorded among female students even in the absence of armed conflict: according to S. Cen (2025), a positive mental state in female students does not always translate into academic achievement, which indicates a deeper impact of hidden emotional barriers [26].

Geographical context and types of educational institutions. Significant interregional differences in PPES (the highest proportions of «worsened/significantly deteriorated» in the Kharkiv and Chernihiv regions; also increased values in Kyiv City/the Kyiv region and Lviv City/the Lviv region) indicate that the intensity of military impact and the socio-economic context are critical moderators of psycho-emotional state. At the same time, relatively better indicators in the Dnipro region (a higher share of «no change») may indicate local compensatory mechanisms (for example, organizational support, developed security protocols, mutual assistance networks). With regard to the variable T_{EP} , the highest risks fall on universities and high schools, where the rates of vocational trajectory and uncertainty of the future are highest; this aligns with the «Teaching and Learning» (CSCI) and «Academic Support/Requirements» (EDSCLS) domains [8, 15]. These results are also confirmed by international studies in armed conflict zones, in particular in the Sierra Leone [9, 10], where the educational environment of the high school turns out to be sensitive to security and social threats.

Migration and contrast effect. The data on IPEC and PPES indicate two controversial observations: 1) participants in the educational process who changed educational institutions after the start of the war retrospectively rate IPEC most poorly; 2) participants in the educational process who combine Ukrainian distance learning with foreign learning abroad have the worst PPES indicators among other groups. On the one hand, this can be explained by a combination of the contrast effect (the presence of a new, better experience reinforces criticism of previous conditions) and selective frankness (anonymity plus «distancing» from the institution reduces socially desirable responding). On the other hand, this negative experience of an unfavorable IPEC could be one of the reasons for both moving abroad and changing

the institution of study/work. The second important observation related to the migration of participants in the educational process: regarding PPES, migration/displacement is associated with poorer indicators, which align with the perception of sensitivity to the loss of social ties and the accumulation of adaptation stressors. The data obtained are confirmed by the research of V. Plokhikh et al. (2024) on the psycho-emotional state of forced Ukrainian migrants abroad, as a result of which they found a high level of severity of negative emotions and personal anxiety in respondents-forced migrants [27]. In addition, I. Popovych et al., 2023 concluded that all internally displaced university teachers studied need psychological support [24]. Similar patterns have been recorded in Israeli studies [28], which allows us to talk about the universality of the phenomenon of migratory vulnerability.

Form of learning: general lack of effect and subgroup risk. Although the overall correlation between FL_{PEP} and PPES did not reach statistical significance, individual subgroups (home-schooling) showed the highest proportion of «significant deterioration». In IPEC terminology, this may reflect a deficit in social support and a narrowing of interaction networks, which makes isolation formats potentially risky. The findings are consistent with those reported by A. Calear et al. (2022), who demonstrated that parents who engaged in family learning during the COVID-19 pandemic experienced significant psychological distress, impaired social and work functions, and decreased well-being [29]. B. Hygen (2024) discovered that parents' satisfaction with the educational process in crisis conditions directly affects the general psycho-emotional climate of the family [30]. At the same time, the remote learning format (provided that regular interaction through online platforms was maintained) in our data appeared to be less traumatic, which can be explained by the preservation of structured contacts and training routines, despite the lack of physical presence in locations that are sometimes dangerous and exposed to shelling. A similar effect has been confirmed in American studies of the COVID-19 period [31, 32], where distance learning under conditions of regular communication contributed to a decrease in anxiety levels and was found to be a critical factor for the psycho-emotional well-being of families, primarily parents.

Practical implications. The results allow us to identify several areas of targeted interventions. First, support for teachers and administration should be provided through stress resistance programs, burnout prevention and regular supervision. Such considerations are consistent with the findings of T. Frazier et al. (2025), which showed that the implementation of social-emotional and ethical learning programs had a positive impact on the IPEC of Ukrainian educational institutions even in wartime [33]. Educational processes belong to the «high-risk zone» in the context of psycho-emotional well-being, especially in

the setting of armed conflicts. It is advisable to implement gender-oriented mental health support programs for all categories of participants in the educational process. Secondly, it is recommended that educational institutions introduce transparent conflict management protocols [34]. Thirdly, targeted interventions are needed in the regions with the worst performance (Kharkiv, Chernihiv), while in relatively more stable regions (Dnipro), more «soft» support formats may work. The fourth direction concerns the subgroup of the family form of education: the creation of additional social contacts for participants in the educational process in such conditions (mentoring programs, online groups, integration of elements of social-emotional learning). Finally, for forced migrants and internally displaced persons, it is worth developing integration and reintegration programs that support parent-child systems and create «bridges» between Ukrainian and foreign institutions.

Limitations of the study. Firstly, the use of self-reporting data and the mono-method can increase the risks of methodological variance. Secondly, the study reflects the state only within one period (05.09-05.10.2024) and does not take into account the dynamics. Thirdly, the analysis of subgroups (in particular, the family form of education) has limited statistical representativeness. Fourthly, the lack of high-quality interviews limits the depth of understanding of respondents' experience, and the use of online surveys could lead to the underrepresentation of the most vulnerable groups that did not have technical access.

Directions for further research. Longitudinal panels with multi-wave IPEC/PPES measurements; multi-method designs combining quantitative surveys, qualitative analysis, and administrative data; as well as experimental testing of interventions (conflict management, well-being programs for educators, socio-emotional learning for students) with impact assessment are also appropriate. Cross-national comparisons with countries that have experienced prolonged military conflicts (Israel, Syria) are also an important direction, which will allow for better interpretation of the results obtained in a broader context.

CONCLUSIONS

It has been empirically confirmed that the institutional psycho-emotional climate and the personal psycho-emotional state of participants in the educational process show psychological correlations with the socio-demographic and organizational dimensions expressed during martial law. The most vulnerable groups are teachers and administration, while students have demonstrated relatively higher resilience. In addition, women and forced migrants represent particularly vulnerable groups among participants in the educational

process. The type of educational institution also correlates with PPES. It has been found that participants in the educational process of universities and high schools are the most vulnerable groups. Respondents who changed educational institutions during the full-scale invasion rated the IPEC at their previous institution lower, which may be due to both the effect of contrast and the selective frankness of respondents. It has also been established that the location of the educational institution and the form of learning (especially home-schooling) act as additional predictors of the deterioration of PPES and are likely risk factors. The worst impact on PPES is the form of study/work when it is necessary to combine home-schooling in Ukraine with full-time study/work abroad.

The results obtained not only highlight the specifics of the Ukrainian educational climate and the state of all participants in the educational process during martial law, but also expand scientific understanding of the impact of armed conflicts on education more broadly, opening up prospects for further longitudinal and cross-national research.

COMPLIANCE WITH ETHICAL REQUIREMENTS

The study was conducted in accordance with international ethical standards, and informed consent was obtained from all participants of the study. Before the research began, all participants were given detailed information about the objectives, methods, possible risks, and benefits of taking part. In line with confidentiality regulations, all data was collected anonymously and processed in accordance with applicable data protection standards. All information was utilized solely within the context of this study and was provided in an aggregated form for results analysis.

The authors declare that AI tools were used only for language editing and proofreading. All scientific content, data analyses, and interpretations were solely produced by the authors.

FUNDING AND CONFLICT OF INTEREST

The authors declare no conflict of interest. The study was carried out within the framework of the project «At-Risk Mental Health Support for Ukrainian Teachers and Students» with the support of the Press and Education Section of the U. S. Embassy in Ukraine.

AUTHOR CONTRIBUTIONS

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Резюме

ПСИХОЕМОЦІЙНИЙ КЛІМАТ І СТАН УЧАСНИКІВ ОСВІТНЬОГО ПРОЦЕСУ В УМОВАХ КРИЗИ В УКРАЇНІ

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Вступ. Триваюча повномасштабна війна в Україні, яка почалася у лютому 2022 року, спричинила надзвичайні втрати як фізичної інфраструктури, так і людського капіталу, а також негативно впливає на ментальне здоров'я українців, як військових, так і цивільних, у різних сферах.

Ціль. Визначити суттєві психологічні особливості та психологічні кореляти психоемоційного клімату в різних типах українських навчальних закладів, а також психоемоційний стан учасників освітнього процесу після початку повномасштабного вторгнення в Україну.

Матеріали та методи. Дослідження охопило різні типи закладів освіти: заклади вищої освіти й заклади загальної середньої освіти, розташовані в різних регіонах України. Різні категорії учасників освітнього процесу взяли участь у дослідженні, що охопило різні форми навчання та відобразило широку географію перебування респондентів. На основі визнаних міжнародних методик оцінювання освітнього клімату («EDSCLS», «CSCI») було розроблено й адаптовано до мети дослідження опитувальник із 30 закритих і відкритих запитань для оцінки змін інституційного психоемоційного клімату (ІПЕК) та особистісного психоемоційного стану (ОПЕС). Вибірка учасників освітнього процесу об'єднала $n = 1035$ осіб. Емпіричні дані зібрано з 5.09.2024 по 5.10.2024 через Google Forms та оброблено в SPSS із застосуванням стандартних статистичних критеріїв.

Результати. З'ясовано достовірні зв'язки з ІПЕК: учасники освітнього процесу ($R = .19$; $p < .001$), зміна закладу освіти після повномасштабного вторгнення ($R = .07$; $p = .024$) та за статевим диференціюванням ($R = .11$; $p < .001$). Зафіксовано достовірні зв'язки з ОПЕС: учасники освітнього процесу ($R = .25$; $p < .001$), статеве диференціювання ($R = .29$; $p < .001$), тип закладу освіти ($R = .17$; $p < .001$), регіон розташування закладу освіти ($R = .23$; $p < .001$) та місце перебування учасників освітнього процесу ($R = .12$; $p < .001$). Найбільш негативні оцінки ІПЕК та погіршення ОПЕС спостерігались у жінок-учасниць освітнього процесу, педагогів та адміністрації закладів освіти, тоді як здобувачі освіти продемонстрували вищу резильєнтність. У зону ризику також потрапили учасники освітнього процесу, які виїхали закордон, учасники із сімейною формою навчання та ті, хто під час повномасштабного вторгнення навчалися/працювали в закладах освіти, розташованих у Харківському та Чернігівському регіонах.

Висновки. В умовах воєнного стану в українських закладах освіти різного типу посилюються тривожність, емоційне виснаження, конфліктність, професійне вигорання та агресія. Виявлені психологічні кореляти стали основою розробки мультифакторної моделі негативних впливів на інституційний клімат та особистісний психоемоційний стан.

Ключові слова: стрес, тривожність, конфлікт, заклад вищої освіти, заклад загальної середньої освіти, освітній процес, вимушені мігранти, внутрішньо переміщені особи

Received: 13.11.2025

Accepted: 29.01.2026