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RESILIENCE AND ADAPTABILITY OF TEACHERS AND STUDENTS DURING THE WAR IN UKRAINE

Victorija V. Zhelanova¹, Inna V. Leontieva¹, Svitlana P. Palamar¹, Victoriia I. Dmytrenko², Kateryna A. Brovko¹, Dmytro V. Zhelanov², Borys I. Palamar³

¹Borys Grinchenko Kyiv Metropolitan University, Kyiv, Ukraine

²State Institution «Luhansk Taras Shevchenko National University», Poltava, Ukraine

³Bogomolets National Medical University, Kyiv, Ukraine

Abstract

Introduction. The article presents the logic and results of the study on the resilience and adaptability of teachers and students in wartime conditions by determining the theoretical and methodological foundations of the study, developing a criterion apparatus and diagnostic tools, and conducting an experimental study within the framework of cooperation with the Luhansk Taras Shevchenko National University, Borys Grinchenko Kyiv Metropolitan University, and Bogomolets National Medical University.

Aim. To present the criteria and diagnostic tools for studying the adaptability and resilience of teachers and students and the results of their diagnostics. To substantiate and develop practices for activating and improving (strengthening) the resilience of participants of the educational process in a modern university.

Materials and methods. The study used: methods of system-structural, genetic, and definitional analysis; meta-analysis of empirical data from domestic and foreign sources on the outlined issues; diagnostic tools containing standardized methods (Connor–Davidson resilience scale-10), the Questionnaire «Diagnostics of Social and Psychological Adaptation» (SPA) by K. Rogers and R. Diamond; Methodology for assessing coping behavior WCQ (coping test) (R. Lazarus, S. Folkman); Stressful Life Events Scale (T. Holmes, R. Rahe).

Results. The results obtained indicate that the average level of resilience and adaptability prevails among teachers and students. Among teachers, 28.54% demonstrate a high level of resilience, while among students, this figure was 11.19%, and 48.98% of teachers and 43.28% of students have a high level of adaptability.

Conclusions. The idea of a correlation between adaptability and resilience was confirmed, which made it possible to develop and substantiate a set of practices aimed at activating and improving (strengthening) the resilience of participants of the educational process in a modern university.

Keywords: adaptability, resilience, resilience structure, adaptive potential, adaptive resources, university teachers and students, practices of activating and improving (strengthening) the resilience of participants of the educational process

INTRODUCTION

The problem of resilience and adaptability of the individual has become extremely relevant in the conditions of martial law in Ukraine. Education, as one of the basic institutions of Ukrainian society, has turned out to be the most vulnerable to this situation, since the forced change in the format of education (distance, blended, education in shelters), the expansion of the functionality of the modern teacher, who became responsible not only for the provision of high-quality educational services, but also for the creation of a safe educational environment,

providing psychological support and guidance of education seekers. Danger, various risks and extreme situations caused by being in a war zone, shelters, forced displacement, lack of electricity, destruction of educational and housing infrastructure, fragmentation of the educational process against the background of air raids, etc. negatively affect the psychological state and vitality of education seekers, manifesting in states of frustration, deprivation, anxiety, fear, general neuroticism, depression, etc. These objective determinants actualize the need to develop the resilience and adaptability of higher education participants. The relevance of this problem is

emphasized in regulatory and legal documents at the state level: National Security Strategy (2020) [19]; Concept of Ensuring National Resilience (2021) [24]; Decree of the President of Ukraine «On Sustainable Development Goals by 2030» (2019) [13] and public and research projects: All-Ukrainian Mental Health Program «How Are You?» [2], The program «RAZOM with You» [21], Social project «School of Mental Health» [23]. Another source of data is sociological, including opinion polls conducted by the most trustworthy Ukrainian polling companies: Razumkov Centre (Social well-being of citizens (September, 2024), Gradus Research (Mental health and attitude of Ukrainians towards psychological help, March, 2024). The importance of this problem is confirmed by the human-centered values declared in European documents: UN General Assembly resolution «Transforming our world: the 2030 Agenda for Sustainable Development» (2015) [25], Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions «Commission Work Programme 2021 – A Union of vitality in a world of fragility» (2020) [11]. This problem is sufficiently represented in modern domestic [1, 3, 4, 5, 7, 8, 9, 10, 15, 16, 17, 20, 22] and foreign scientific discourse [6, 12, 14, 18, 26].

AIM

To analyze domestic and international research on the essence of the phenomenon of human adaptability to stressful situations in general and resilience as one of its dimensions in particular. To present the authors' understanding of the basic concepts of the study in both structural-component and dynamic dimensions. To develop a criterion apparatus (criteria, indicators and levels) and diagnostic tools for studying the adaptability and resilience of teachers and students and to conduct a diagnostic cross-section of educational participants of three Ukrainian universities regarding the level of development of their adaptability of higher education in wartime conditions and to present and graphically interpret the obtained results of quantitative analysis. To statistically prove the correlation and significance of resilience and adaptability as critically important qualities and mechanisms of the personality under conditions of war. To substantiate and develop practices for activating and improving (strengthening) the resilience of participants of the educational process in a modern university.

MATERIALS AND METHODS

The study was conducted within three Ukrainian higher educational institutions: Luhansk Taras Shevchenko National University, Borys Grinchenko Kyiv Metropolitan University, and Bogomolets National Medical University. The methodology for forming the study sample was based on quota sampling; participants were selected from among

teachers and students based on the following predefined inclusion criteria: for teachers – work experience (selection of teachers with different professional work experience); experience of teaching in war conditions (whether they conducted classes in a distance and/or mixed format, or worked in evacuation); openness (willingness to openly talk about their own experience and analyze it); place of residence (teachers of institutions that were/were not relocated); experience of professional support (organization/participation in programs/trainings/psychological support groups, involvement in collective support); for education seekers – educational level (master's); experience of studying in war conditions (whether they studied in evacuation, distance and/or in a mixed format in Ukraine); openness (willingness to talk openly about one's own experience and analyze it); experience of professional support (organization/participation in psychological support programs/trainings/groups, participation in volunteer and/or community activities). The following methods were used: systemic-structural, genetic and definitional analysis to determine the essence and structure of resilience and adaptability; meta-analysis of empirical data from domestic and foreign sources on the outlined issues; diagnostic tools, which include standardized methods (Connor–Davidson resilience scale-10), the Questionnaire «Diagnostics of Social and Psychological Adaptation» (SPA) by K. Rogers and R. Diamond (adapted by A. K. Osnytsky); Methodology for assessing coping behavior WCQ (coping test) (R. Lazarus, S. Folkman); Stressful Life Events Scale (T. Holmes, R. Rahe).

To establish correlations between resilience, social adaptability, coping strategies, and psychophysiological stress of respondents, correlation analysis was used, namely the Pearson correlation coefficient. Statistical analysis allowed us to identify relationships between indicators at a significance level of 0,01 and 0,05 (at $p < 0.01$ and $p < 0.05$).

RESULTS

The term «adaptation» was introduced into scientific use in the second half of the 18th century, thanks to the German physiologist H. Aubert, who used it to characterize the phenomena of adaptation of the sensitivity of the organs of vision (or hearing), which is expressed in an increase or decrease in sensitivity in response to the action of an adequate stimulus. The modern interpretation of the phenomenon of adaptation is considered in three dimensions: biological (as the adaptation of the basic functional systems of the organism to new, changed conditions); psychological (as the adaptation of the basic cognitive mechanisms of the psyche to new forms of activity and living conditions, manifested in adaptive behavior); social (on the one hand, as the acceptance by the individual of the conditions, requirements and needs of society, and on the other, as its influence on society in the form of corrective and

restorative programs of trauma-informed and socio-emotional orientation). The result of the process of adaptation of the individual is their adaptability. We understand adaptability as the formed readiness of an individual to function effectively in basic life areas under traumatic circumstances, in particular in war conditions.

Thus, summarizing our considerations regarding the essence of the phenomena of resilience and adaptability,

we must state that these concepts have much in common in dynamic and static contexts (state, property, ability, process), but at the same time, adaptability is a broader concept, and resilience is its component.

To assess the level of resilience and adaptability of teachers and students, we substantiated the structure of both phenomena and identified their criteria. The results are summarized in Tables 1 and 2.

Table 1

Structure and criteria of personal resilience

Components	Motivational and purposeful	Emotional and strong-willed	Praxeological
Criteria	Stimulating	Affective	Activity
Indicators	Purposefulness and motivation for success Positive world perception	Stress resistance Renewability	Personal efficacy Assistance and support of the «other»

Table 2

The structure and criteria of personal adaptability

Components	Biological adaptability	Psychological adaptability	Social adaptability
Criteria	Functional-physiological	Cognitive-epistemological	Socio-personal
Indicators	Working capacity Adequacy of somatic reactions	Motivation to restore Cognitive activity Emotional and volitional balancing	Acceptance of militarily determined norms of social life Socially supportive behavior

Based on the outlined structure and criteria of adaptability and resilience, as well as the diagnostic tools presented in the description of the methodology and methods, we conducted an experimental cross-section within Luhansk Taras Shevchenko National University, Borys Grinchenko Kyiv Metropolitan University, and Bogomolets National Medical University. Let us present the analysis of the obtained data and their interpretation.

According to the results of the diagnostic assessment of resilience and social adaptability of teachers and students (Table 1), it was found that 28.54% of teachers and 11.19% of students have a high level of resilience. An average level was detected in 53.06% of teachers and 66.42% of students. A low level of resilience was diagnosed in 10.37% of teachers and 22.39% of students.

Table 3

Levels of resilience and adaptability of teachers and students in conditions of war (%)

Levels	Teachers			Students		
	High	Medium	Low	High	Medium	Low
Resilience	28,54%	53,06%	18,37%	11,19%	66,42%	22,39%
Adaptability	48,98%	51,02%	0	43,28%	52,99%	3,73%

The results of studying the level of adaptability in teachers and students, presented in Table 1, allow us to conclude: 48.98% of teachers and 43.29% of students have a high level of social adaptability, which is characterized by a person's ability to adapt to changing environmental conditions, social or physical space, and also reflects the degree of psychological tension. The average level was diagnosed in 51.02% of teachers and 52.99% of students. A low level of adaptability was detected in 3.73% of students. A low level was not detected among teachers. Thus, an average level of adaptability and resilience prevails among students and teachers.

The results of the study of leading coping strategies among teachers and students in wartime are presented in a horizontal histogram (Fig. 1). In order to ensure the correctness of the statistical processing of the obtained data, we applied the procedure of calculating the average

indicator for each coping strategy separately for the group of teachers and the group of students.

Having analyzed the data presented in the table and histogram, we can conclude that all the studied coping strategies do not exceed the borderline state and fall into the zone of low or medium tension. This result allows us to talk about a fairly high adaptive potential of teachers and students. The most frequently used ways of overcoming stressful situations among teachers were found to be: «accepting responsibility» ($X_{cp}=55,7$), «positive reassessment» ($X_{cp}=57,1$) and «self-control» ($X_{cp}=62,5$). At the same time, students show a greater degree of the coping strategy «finding social support» ($X_{av} = 64.1$), unlike teachers ($X_{av} = 47.8$). Students also show a greater degree of «positive reappraisal» ($X_{av} = 51.6$), «acceptance of responsibility» ($X_{av} = 48.4$), and «self-control» ($X_{av} = 46.8$).

Conversely, teachers ($X_{av.} = 53.7$) are more likely to show a coping strategy of «planning a solution to the problem» than students ($X_{av.} = 46.4$). It is worth noting that the following strategies are less used: «escape-

avoidance» – students (average = 39.7), teachers (average = 38.6), «distancing» in students (average = 36.4), teachers (average = 35.8) and «confrontational coping» – teachers (average = 32.6), students (average = 35.3).

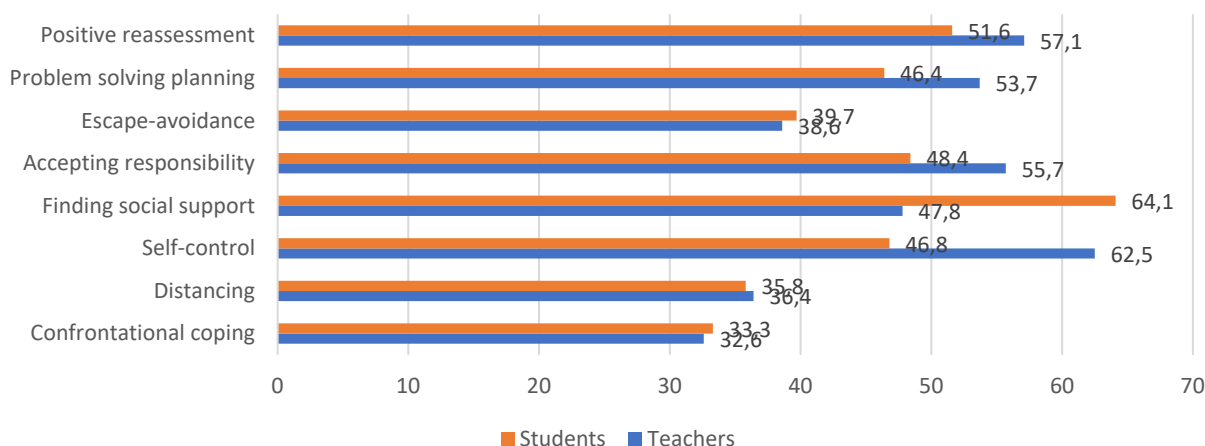


Figure 1. Horizontal histogram of the prevalence of coping strategies among teachers and students of a modern university in wartime conditions.

Thus, the first dominant behavioral strategy among teachers is «self-control». Overcoming this type leads to the containment and suppression of all negative emotions. That is, teachers try to hide their experiences, problems, and feelings from the social environment. At the same time, students show dominance in using the strategy of «finding social support», which is characterized by a tendency to solve the problem by attracting external (social) resources and searching for informational, emotional, and effective support.

The second dominant coping strategy is common to both teachers and students – «positive reappraisal». It characterizes adaptive forms of behavior. It can be assumed that in a stressful situation, teachers and students will make considerable efforts to review negative experiences and use them to gain insights for personal development.

The third predominant coping strategy among teachers and students is «acceptance of responsibility».

It involves the individual's recognition of their role in the emergence of the problem and their responsibility for its resolution. The manifestation of this strategy in behavior can lead to unjustified self-criticism and self-flagellation, experiencing feelings of guilt and chronic dissatisfaction with oneself.

Analysis of the results of the stress resistance study, presented in Table 2, allows us to draw the following conclusions: among teachers, a low level is observed in 26.53%, and among students – in 29.1%. Such indicators are an alarm signal warning of the danger of psychosomatic diseases. The threshold level of stress resistance was found in 51.02% of teachers and 61.94% of students, which corresponds to the average level of stress resistance, which decreases with an increase in stressful situations. This leads to the fact that a person is forced to spend most of their energy and resources on combating negative psychological states that arise while experiencing stress.

Table 4

The level of stress resistance of teachers and students in war conditions (%)

Level	Teachers	Students
Quite high stress resistance	22.45%	8.96%
Threshold level of stress resistance	51.02%	61.94%
Low stress resistance	26.53%	29.1%

A sufficiently high level of stress resistance was diagnosed in 22.45% of teachers and 8.96% of students. Respondents with such indicators do not waste energy and resources on combating negative psychological states that arise while experiencing stress. Therefore, any activity, regardless of its direction and nature, becomes more effective. So, among teachers, the threshold level of stress resistance prevails, and among students, the threshold level tends to decrease.

The results of the correlation analysis, presented in Table 3, indicate a close relationship between adaptability ($r = .731$ at $p \leq 0.01$) and self-acceptance ($r = .554$ at $p \leq 0.01$) and acceptance of others ($r = .487$ at $p \leq 0.01$). Therefore, we must conclude that the higher the indicators of adaptability, self-acceptance, and acceptance of others, the higher the indicators of resilience.

The presence of a high-level inverse statistical relationship between stress resistance and resilience was

established ($r = -.539$ at $p \leq 0.01$). Therefore, an increase in scores on the scale of stressful life events indicates a low level

of stress resistance. That is we can conclude that the higher the stress resistance, the higher the level of adaptability.

Table 5

Significant correlations of resilience with social adaptability, coping strategies, and stress resistance level

Indicators	Resilience	Indicators	Resilience
Social adaptability	0,731**	Finding social support	0,481**
Self-acceptance	0,554**	Accepting responsibility	0,432**
Acceptance of others	0,487**	Escape-avoidance	0,135
Striving for dominance	0,121	Problem solving planning	0,463**
Confrontational coping	0,132	Positive reassessment	0,453**
Distancing	-0,271*	Stress resistance	-0,539**
Self-control	0,222*		

* – the correlation is significant at the level 0,05

** – the correlation is significant at the level 0,01

It should be noted that there is a direct relationship: at a high level of significance – between resilience and finding social support ($r = .481$ at $p \leq 0.01$), taking responsibility ($r = .342$ at $p \leq 0.01$), planning to solve problems ($r = .463$ at $p \leq 0.01$), positive reappraisal ($r = .453$ at $p \leq 0.01$) and at a reliable level of significance – between resilience and self-control ($r = .222$ at $p \leq 0.05$). Therefore, the use of such coping strategies as finding social support, taking responsibility, planning to solve problems, positive reappraisal, and self-control determines an increase in the level of resilience.

An inverse relationship between resilience and distancing coping was found ($r = -.271$ at $p \leq 0.05$). That is, the presence of distancing coping strategies among respondents affects the increase in the level of resilience.

DISCUSSION

The problem of resilience and adaptability of the individual is one of the most studied in modern domestic scientific discourse. Its relevance has increased against the background of objective factors of the present; however, as a subject of research, it has a rather long history. The etymology of the term «resilience» is associated with the Latin term «resilire», which is interpreted as the ability to overcome or adapt to very difficult circumstances. The term made its first appearance in the scientific literature in the 1970s in the works of Garmezy (1972) and Rutter (1979) in the context of highlighting chronic adversity as a deviation from the norm (Bonanno, Diminich, 2013) [6].

Across international studies, resilience is commonly understood as: the ability to withstand change, to continue to develop in constantly changing conditions (Folke, 2016); the ability of a dynamic system to successfully adapt to challenges that threaten the functioning, survival or development of the system (Masten, et al. 2021); the ability of a system to anticipate, adapt and reorganize itself in the face of adversity in such a way as to promote and maintain its successful functioning (Ungar, 2018) [26].

In domestic scientific discourse, the problem of resilience is viewed as: the ability of a person or social group (community) to cushion the impact of emergencies,

that is, to «mitigate» the effects of their social and psychological consequences through the actualization of the resources of individual people, groups, organizations, and communities that are capable of preventing the exacerbation of psychological problems and disorders among participants and witnesses of difficult events (Gusak et al., 2017) [9]; as a person's mental, physical, emotional, and behavioral ability to adapt, recover, and thrive in situations of risk, challenges, danger, complexity, and adversity, as well as to learn and grow after failures (Kokun et al., 2022) [22].

The results of a qualitative and quantitative content analysis of scientific Ukrainian and English-language literature devoted to the interpretation of the concepts of «resilience» and «resiliency», their nature and role in the body's response to stressful (psychotraumatic) influences, carried out on a set of more than 107 studies (D. Assonov, O. Khaustova, 2019), allowed us to identify the following characteristic features of resilience: positive adaptation, process, personal trait (property), a certain ability, consequence, resistance to stressful influences, return to the previous state, acquisition of new traits and qualities [4].

Thus, our interpretation of resilience is related to its understanding as a three-dimensional synthesized construct that can be considered in three planes: as a process that involves the dynamic aspects of resilience; as a property of the individual that involves their ability to recover from adverse conditions and grow after traumatic events; as a state of the individual characterized by a willingness to resist and adapt to traumatic events.

It should be noted that in all these definitions there is a connection between resilience and the phenomenon of adaptation, which is accumulated in the concept of «adaptability» of the individual. Therefore, this connection allows us to consider adaptability and resilience as mutually dependent, parallel concepts.

CONCLUSIONS

It has been proven that an important determinant of the resilience of teachers and students is the formation of adaptability and its components (self-acceptance

and acceptance of others), certain coping strategies of behavior (self-control, finding social support, accepting responsibility, planning to solve the problem, positive reappraisal), and stress resistance. Taking into account the interpretation of the correlation coefficients, we can conclude that a high positive relationship was found between resilience and self-acceptance, acceptance of others and social adaptability in general; self-control, finding social support, accepting responsibility, planning to solve the problem, positive reappraisal, as ways of overcoming stressful situations; the level of general psychophysical stress resistance, which is statistically proven.

Based on the above, we consider it appropriate to highlight practices for activating and improving (strengthening) the resilience of participants of the educational process in a modern university, which we will group according to the resilience structure presented in Table 1. Note that all selected practices have the potential for structural reorganization of the adaptive resources of the individual; that is, replacing some resources (in case of their deficiency) with others will generally not affect their adaptive potential, which will significantly expand the adaptive capabilities of the individual.

I. Motivational and purposeful component: practices for forming a positive worldview; practices for developing purposefulness and motivation for success; meditation and mindfulness training; training in developing the ability to flexibly assess/reassess life situations; practices for optimistic adjustment to success and self-confidence for rational planning of one's life and setting priorities; practices for self-projection and leadership; practices for forming internal motivation through autonomous activity.

II. Emotional and strong-willed: practices for developing emotional intelligence; tolerance for uncertainty; practices for developing stress resistance and emotional-volitional balancing skills; mindfulness practices; trainings for developing skills in managing emotions and stress.

III. Praxeological component: practices for forming learning and self-regulation strategies, including regulation of load and rest, monitoring of physical condition and prevention of fatigue and stress; practices for developing the ability to provide and receive social support, maintain external social ties (development of a sense of belonging to society); practices for developing the personality of self-reflection, associated with the analysis of one's own states, problems, coping

strategies in conditions of war and anticipation; practices for developing social support skills; practices for gaining experience from one's own failures, mistakes, disappointments; practices for developing the ability to exercise selective control; practices for developing the ability to assess and self-assess stressful states and traumatic experiences.

Perspectives for further research. In this publication, we have presented a study of resilience and adaptability as a personality quality in the dimensions of state, property, and ability. The next step in researching the global problem of resilience and adaptability of university teachers and students in war conditions will be to study the dynamic aspects of the problem, namely determining the genesis of students' resilience and adaptability during their studies at the university.

COMPLIANCE WITH ETHICAL REQUIREMENTS

The study was conducted in accordance with the legislation of Ukraine on health care; the Helsinki Declaration for the Ethical Principles of Medical Research Involving Human Subjects of 1964 and its later amendments; the Universal Declaration of Bioethics and Human Rights (UNESCO) 2005. The study does not contradict the norms of Ukrainian legislation and meets the requirements of the Law of Ukraine «On Scientific and Scientific-Technical Activities» of 2016 No. 848-VIII. During the study, every effort was made to ensure the anonymity of the participants.

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The authors declare no conflict of interest regarding this article. No external funding was provided for this study.

AUTHOR CONTRIBUTIONS

Zhelanova V. V.^{A, B, C, D, F}

Leontieva I. V.^{A, B, C, D, E}

Palamar S. P.^{A, B, D, E, F}

Dmytrenko V. I.^{B, C, D, E}

Brovko K. A.^{B, C, D}

Zhelanov D. V.^{B, C, D}

Palamar B. I.^{A, B, D, E, F}

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Резюме

СТІЙКІСТЬ ТА АДАПТАЦІЙНІСТЬ ВЧИТЕЛІВ ТА СТУДЕНТІВ ПІД ЧАС ВІЙНИ В УКРАЇНІ

Вікторія В. Желанова¹, Інна В. Леонтьєва¹, Світлана П. Паламар¹, Вікторія І. Дмитренко², Катерина А. Бровко¹, Дмитро В. Желанов², Борис І. Паламар³

¹Київський столичний університет імені Бориса Грінченка, м. Київ, Україна

²Державний заклад «Луганський національний університет імені Тараса Шевченка», м. Полтава, Україна

³Національний медичний університет імені О. О. Богомольця, м. Київ, Україна

Вступ. У статті представлено логіку і результати дослідження резильєнтності та адаптованості викладачів і студентів в умовах війни шляхом визначення теоретико-методологічних засад дослідження, розробки критеріального апарату та діагностичного інструментарію та проведення експериментального дослідження на базі ДЗ «Луганський національний університет імені Тараса Шевченка», Київського столичного університету імені Бориса Грінченка та Національного медичного університету імені О. О. Богомольця.

Мета. Проаналізувати вітчизняні та світові дослідження щодо сутності феномену адаптивності людини до стресових ситуацій загалом та резильєнтності як одного з її вимірів зокрема. Представити критеріальний апарат і діагностичний інструментарій дослідження адаптованості та резильєнтності викладачів і студентів, презентувати результати їх діагностики. Обґрунтувати і розробити практики активізації та удосконалення (посилення) резильєнтності суб'єктів освітнього процесу в сучасному університеті.

Матеріали та методи. Дослідження проводилося на базі трьох ЗВО України: ДЗ «Луганський національний університет імені Тараса Шевченка», Київського столичного університету імені Бориса Грінченка та Національного медичного університету імені О. О. Богомольця. Учасники відбиралися серед викладачів та студентів на основі попередньо визначених критеріїв включення. В процесі дослідження використано: методи системно-структурного, генетичного та дефініційного аналізу; метааналіз емпіричних даних вітчизняних та зарубіжних джерел з окресленої проблематики; діагностичний інструментарій, що містить стандартизовані методики (Connor-Davidson resilience scale-10), Опитувальник «Діагностика соціально-психологічної адаптації» (СПА) К. Роджерса і Р. Даймонд (в адаптації А. К. Осницького); Методика оцінки копінг-поведінки WCQ (копінг-тест) (Р. Лазарус, С. Фолкмен); Шкала стресогенних життєвих подій (Т. Holmes, R. Rahe). Для встановлення кореляційних зв'язків було застосовано аналіз коефіцієнту кореляції Пірсона.

Результати. Отримані результати свідчать, що серед викладачів та студентів переважає середній рівень стійкості та адаптованості. Високий рівень стійкості мають 28,54% викладачів і 11,19% студентів, а високий рівень адаптованості – 48,98% викладачів і 43,28% студентів.

Висновки. В ході дослідження встановлено, що серед виявлених у суб'єктів освітнього процесу домінуючих копінг-стратегій найбільша частка у випадках: у викладачів – на копінг-стратегію «самоконтроль», а у студентів – на «пошук соціальної підтримки». Було підтверджено думку про кореляцію між адаптованістю та резильєнтністю, що уможливило розроблення й обґрунтування сукупності практик, спрямованих на активізацію та удосконалення (посилення) резильєнтності суб'єктів освітнього процесу в сучасному університеті.

Ключові слова: адаптивність, резильєнтність, адаптованість, структура резильєнтності, адаптаційний потенціал, адаптаційні ресурси, викладачі та студенти університету, практики активізації та удосконалення (посилення) резильєнтності суб'єктів освітнього процесу

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