RESILIENCE IN RESPONSE TO THE CHALLENGES OF WAR

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Abstract

The article examined the increasing manifestations of psychological stress among educational professionals during the war. It was argued that wartime conditions created numerous challenges and threats that required individuals to mobilize personal resources for survival, effective decision-making, adaptation, and support of others. The study focused on resilience as a psychological capacity that enabled individuals to withstand, overcome, and adapt to complex, uncertain, and threatening circumstances. Drawing on the conceptualization of resilience as a multidimensional process of overcoming trauma, life disruptions, and major challenges, particular attention was given to the role of life resources in maintaining psychological stability and personal functioning. The research investigated the life resources of educators in Odesa, Ukraine through the analysis of autobiographical essays collected from 506 participants. The findings revealed the emotional states experienced by respondents during wartime and indicated a need for psychological support and corrective interventions. Work emerged as the primary resource for school administrators, whereas both work and family served as key sources of resilience for teachers. The study also identified the activation of creative forms of self-expression, including traditional crafts, artistic activities, and creative writing, as important coping mechanisms during the crisis. Furthermore, manifestations of solidarity among participants in the educational process were observed through volunteer initiatives supporting the Armed Forces, internally displaced persons, and other vulnerable populations. The findings also demonstrated a strengthening of Ukrainian-centered civic and professional orientations among 186 educational professionals. Recommendations were proposed to enhance psychological support for all participants in the educational process and to strengthen resilience in wartime conditions.

Keywords: war, psychological stress, resilience, life resources, educators, educational staff.

Introduction

Against the backdrop of ongoing military aggression, sociological and psychological studies have documented a sustained increase in psychological distress among the population of Ukraine. Rising levels of social aggression, apathy, and feelings of helplessness have been consistently observed. These large-scale manifestations can be regarded as direct consequences of the social crisis triggered by military aggression against Ukraine. Moreover, this crisis has been compounded by the cumulative psychological burden associated with the COVID-19 pandemic and the economic disruptions resulting from measures implemented to contain it.

February 2022 became a watershed moment in the lives of Ukrainians, dividing their experience into “life before the war” and “life during the war.” The outbreak of the full-scale invasion by the Russian Federation generated a state of acute stress characterized by anxiety, uncertainty, fear for the safety of family members and loved ones, anticipation of threatening news, and the necessity of making difficult decisions regarding evacuation or remaining in place. These circumstances were accompanied by profound psychological and physiological disequilibrium as a natural response to the existential threat posed by war.

The everyday realities of Ukrainians changed dramatically, prompting individuals to adopt diverse survival strategies. These included seeking refuge in safer European countries, relocating to relatively secure regions of Central or Western Ukraine, or remaining in their homes while adapting to fundamentally altered social and living conditions.

War constitutes an extreme social reality in which individuals are confronted with unprecedented challenges and dangers. Under such conditions, people require internal and external resources that enable them not only to survive and protect themselves but also to support vulnerable others while preserving their dignity and core system of values.

The concept of resilience generally refers to the capacity for endurance, adaptation, and recovery in the face of adversity. Contemporary scholarship offers diverse perspectives on resilience, ranging from its conceptualization as a relatively stable personal characteristic to its interpretation as a dynamic, multidimensional process. Within the context of the present study, particular relevance is attributed to the approach proposed by R. Neman, who defines resilience as a complex construct encompassing various mechanisms for overcoming trauma, adapting to radical life changes, and mobilizing individual capacities to address significant challenges (Newman, 2005).

Resilience may be understood as an inherent yet dynamic personal characteristic that underpins an individual's ability to cope constructively with stress and adversity. Although considered an innate capacity, resilience can be nurtured and strengthened through experience, self-reflection, and personal growth. The analysis of experiences gained under wartime conditions, together with the development of adaptive skills and psychological flexibility, contributes to the formation of effective resilience resources that facilitate adjustment during periods of military conflict.

Stress coping is a multidimensional process that incorporates physical, psychological, and social components. The development of resilience and stress-management competencies has been associated with enhanced well-being and improved quality of life.

Drawing upon contemporary theoretical perspectives, resilience is viewed in this study as an individual’s capacity to overcome life crises and restore personal resources following stressful or traumatic experiences. In interpreting the concept of psychological resilience, O. Romanchuk emphasizes not only the ability to withstand severe life challenges but also the capacity to preserve personal integrity and psychological wholeness (Romanchuk, n.d).

In relation to educational professionals, particularly those working with children and adolescents, resilience is understood as the ability to maintain psychological stability under adverse circumstances, sustain confidence in overcoming challenges, and demonstrate composure, self-respect, and perseverance. Such qualities are especially important because educators serve as behavioral role models for their students.

It is important to recognize that contemporary warfare, owing to its unprecedented scale, complexity, and multidimensional threats, presents challenges that extend far beyond the battlefield. According to M. Trebin, one of the defining features of modern warfare is the struggle “for people's minds and souls,” manifested through information warfare in which civilian actors, mass media, and digital communication platforms become principal participants (Trebin, 2015). Within this dimension of conflict, educators play a critical role in safeguarding students from hostile disinformation and propaganda while fostering moral resilience and critical thinking. Consequently, the effective fulfillment of these responsibilities requires a strong civic position, professional competence, and a high level of resilience.

From this perspective, resilience may also be viewed as the competence to establish a balance between external circumstances and personal capabilities, effectively regulate emotional states, regain psychological equilibrium, and restore personal resources in threatening and stressful situations. Through such capacities, educators model adaptive and constructive patterns of behavior that contribute to both personal well-being and professional effectiveness.

Accordingly, resilience can be defined as an individual's ability to recover, replenish personal resources, and maintain effective functioning following adverse and, in the context of this study, war-related traumatic experiences.

Of particular interest within the framework of the present research is the repertoire of life resources available to educational professionals that enables them not only to cope with wartime adversity but also to provide support and assistance to individuals who are vulnerable, distressed, or disoriented.

Life resources are understood as the internal and external assets, supports, and strengths that enable individuals to satisfy fundamental needs related to survival, security, and self-realization, while simultaneously facilitating adaptation to complex, dangerous, and highly stressful circumstances associated with war.
The aim of this article is to analyze the life resources utilized by educational professionals under conditions of sustained wartime stress to facilitate adaptation, protect against the detrimental psychological effects of crisis, and mitigate its negative consequences.

Methodology

This study employed a qualitative research design aimed at exploring the life resources and resilience strategies utilized by educational professionals while living and working under conditions of war. Given the exploratory nature of the research and its focus on participants' lived experiences, meanings, and subjective interpretations, a qualitative approach was considered the most appropriate for capturing the complexity of psychological adaptation in wartime.
The study was conducted between 16 January and 22 April 2024 and involved educational professionals from the Odesa region who were enrolled in professional development programs at the Odesa Academy of Continuing Education. A total of 506 respondents participated in the study, including 138 educational administrators and 368 teachers and lecturers representing various educational institutions.
Data were collected using a written reflective essay assignment entitled "My Resources." Participants were invited to describe the personal, professional, social, and psychological resources that had enabled them to cope with the challenges associated with the outbreak and continuation of the war. Specifically, respondents were asked to reflect on the factors that helped them overcome initial wartime stress, adapt to changing circumstances, maintain professional performance, and continue contributing to their communities.
The essay format was selected because it provides opportunities for participants to express personal experiences, emotions, values, and coping strategies in their own words, thereby generating rich narrative data suitable for in-depth analysis.
The study utilized qualitative content analysis and elements of thematic analysis to examine the biographical narratives. Participants' essays were treated as biographical documents that reflected individual experiences of adaptation, resilience, and resource mobilization during wartime. The analysis focused on identifying recurring themes, patterns, and categories related to respondents' emotional responses, resilience resources, coping mechanisms, professional responsibilities, volunteer engagement, family support, civic identity, and perceptions of personal growth.
The analytical procedure involved several stages. First, all essays were carefully reviewed to obtain a comprehensive understanding of respondents' experiences. Second, meaningful units of text were identified and coded according to their thematic content. Third, similar codes were grouped into broader thematic categories. Finally, the identified themes were interpreted within the theoretical framework of resilience and psychological adaptation to crisis conditions.
Participation in the study was voluntary. Respondents provided their reflections for educational and research purposes, and all narratives were analyzed in a manner that ensured confidentiality and anonymity. Direct quotations included in the study were used exclusively to illustrate key themes and preserve the authenticity of participants' experiences.
Several research limitations should be acknowledged. The study relied on self-reported narratives, which may reflect subjective interpretations of personal experiences. In addition, all participants were educational professionals from a single region of Ukraine, which may limit the generalizability of the findings. Nevertheless, the large number of respondents and the

depth of the qualitative data provide valuable insights into the resilience resources and adaptive strategies employed by educators under wartime conditions.
The methodological approach made it possible to identify the principal resources that supported educators' psychological adaptation during the war and to obtain an in-depth understanding of the role played by professional commitment, family relationships, volunteerism, civic identity, and creative self-expression in the development and maintenance of resilience.

Main Findings of the study

The analysis of biographical narratives allowed for several important generalizations.
Notably, all essays began with descriptions of respondents' reactions to the outbreak of the war. These narratives revealed a wide spectrum of emotional responses, ranging from overwhelming fear to a conscious acceptance of the irreversible changes associated with loss, suffering, hardship, and unprecedented challenges:

"War took away my sense of safety and peace. When a missile strikes the ground, it feels as if the Earth's crust is breaking all the way to its core. It is something unnatural, brutal, and insane. Yet now I value life and security much more, and I realize that I previously failed to appreciate simple things."
"The first explosions that echoed throughout the country on 24 February 2022 radically changed my reality. I experienced overwhelming fear."
"The fear of uncertainty replaced peaceful everyday life, plans, and dreams. Terrifying news, constant air-raid alarms, uncertainty, and an inability to understand the future created enormous internal tension."
"Confusion, stress, fatigue, and exhaustion are the states experienced by Ukrainians."
"Fear follows me everywhere. I began eating excessively, especially sweets. I gained a great deal of weight. Even now, I continue to 'eat away' my fears."
"War is perceived as a new reality to which one must adapt. It is a reality imbued with a degree of fatalism: reality is fate, and fate is something we may influence but cannot avoid."

As these excerpts demonstrate, the responses of educational professionals, despite their high levels of education and awareness, varied considerably, ranging from intense emotional reactions to philosophical interpretations of wartime experiences.
When describing their initial reactions to the announcement of the full-scale invasion of Ukraine by the armed forces of the Russian Federation, twelve respondents emphasized their fear of occupation. This response was shaped both by information received from residents of occupied territories in the Kherson and Zaporizhzhia regions and by respondents' own understanding of the physical and psychological threats associated with living under occupation:

"I knew that I would not survive under occupation, so it was critically important to understand where to go and what to do."
"I am terrified of occupation. Death would be preferable. I could never submit to the enemy or work according to their rules."

Analysis of the life resources identified by respondents revealed that professional activity constituted the principal source of resilience among both teachers and lecturers (N = 216) and educational administrators (N = 138). For school leaders in particular, managerial responsibility for staff, students, and the preservation of educational institutions emerged as a powerful motivating factor.

"Not even the jaws of war can separate a teacher from the work of a lifetime, because children are the heart of Ukraine, and I have dedicated myself to ensuring that this heart continues to beat. I acknowledge my own emotions and help children process theirs. I create an environment of shared values. I cultivate the ability to care for myself. After all, who else if not us?"
"Work was the first resource that helped me overcome the initial shock of the war."
"Work provided tremendous support. It gave me a sense of purpose, allowed me to remain useful, and helped me distance myself from the horrific realities around me."

These reflections suggest that Ukrainian educators constitute a highly responsible, professionally committed, and mission-driven community. They not only sustain the functioning and continued development of the educational system under conditions of war but also provide students with examples of resilience, civic responsibility, and commitment to Ukrainian values.
The essays also contained examples of professional initiative and social engagement that merit broader recognition and dissemination. One particularly illustrative case was provided by an instructor in sports orienteering:

"In March 2023, military personnel approached me and asked for assistance with tactical navigation training because half of a unit had failed to return from a mission after being unable to reach the evacuation point where a helicopter was scheduled to retrieve them. Following these sessions, other units also requested support. It became obvious that many people were unable to navigate without Google-based technologies and sought assistance only after tragedies had occurred. As a result, this work expanded considerably."

Undoubtedly, some of the most challenging responsibilities during wartime fell upon educational administrators. Respondents repeatedly highlighted the complexity of addressing unprecedented organizational issues, including safeguarding institutional documentation and personnel records, maintaining around-the-clock supervision of educational facilities, managing fragmented educational communities, and ensuring the continuity of the educational process while complying with safety requirements. Their narratives demonstrate the successful implementation of the crisis-management function of educational leadership:

"I had to be an example for my staff."
"Without waiting for instructions from municipal educational authorities, I independently decided to organize the educational process remotely. I gathered the staff, and together we undertook urgent measures to preserve the school building and its property, as we had already learned about the occupation of parts of Ukraine."
"I was the leader, and everyone looked to me. No one gave us recommendations on how to act. We had to make decisions ourselves. Responsibility for myself and for others gave me strength."
"I still remember running through the village to the local council building during the first air-raid alert. I ran to establish an emergency headquarters. We did not know exactly what needed to be done, but solutions emerged naturally. We organized around-the-clock duty shifts in the village and at the lyceum, prepared beds for displaced persons, and collected food supplies for territorial defense units."
"When I crossed the threshold of the school on the morning of 24 February, I understood that I had to mobilize all my resources to ensure the continued functioning of the institution and provide assistance to those who needed it most."

Another significant source of resilience identified by respondents was family and children. Responsibility for their safety, well-being, and development provided educators with a sense of purpose and emotional strength. Respondents noted that they spent more time communicating with family members, devoted greater attention to preparing meals, and increasingly valued opportunities to gather around the family table. These seemingly ordinary moments acquired special significance amid the uncertainty of wartime life.

A separate theme emerging from the essays concerned personal hobbies and creative pursuits. Respondents emphasized that wartime circumstances had prompted the discovery or development of new talents, interests, and forms of creative expression. These activities included embroidery, woodcarving, painting patriotic artwork, beadwork, gardening, playing musical instruments, producing traditional folk whistles, and floriculture. Such pursuits functioned as important mechanisms of emotional regulation and psychological recovery.

Particularly noteworthy was the prevalence of literary and poetic creativity among educational professionals:

"Recently, I have been coping with stress by writing poetry. What surprises me is that in peaceful circumstances and ordinary life I was never able to write poems so creatively or so quickly. Therefore, I continue to wonder whether I would have started writing poetry at all had this terrible threat never existed."

"In March 2022, I began writing a book entitled "They Could Have Been Your Friends but Became Angels", based on real events from the first months of the war. It is intended for my grandchildren."

"I am collecting materials about graduates who lost their lives in the war. I want to create a memorial museum. My students are helping me."

These examples illustrate not only individual coping strategies but also educators' efforts to preserve collective memory, commemorate wartime losses, and contribute to the cultural and historical documentation of the war experience.

Overall, the findings suggest that the resilience of educational professionals during wartime is grounded in a combination of professional commitment, leadership responsibility, family support, civic engagement, and creative self-expression. Together, these resources facilitate adaptation to prolonged adversity while enabling educators to continue fulfilling their professional, social, and moral responsibilities.

A distinct yet integral component of the professional identity of educational practitioners during wartime was their active engagement in volunteer initiatives. All respondents who submitted essays (N = 506) reported participation in socially significant activities aimed at supporting individuals and communities affected by the war. In this context, educational institutions have evolved into multifaceted civic support centers that unite educators, students, parents, and community members around common goals of social solidarity and mutual assistance.

The volunteer practices described in the essays encompassed a wide range of activities, including the weaving of camouflage nets, the production of candles and protective equipment, knitting warm clothing, preparing food for military personnel, collecting humanitarian aid for displaced families, organizing charity fairs to raise funds for the Armed Forces of Ukraine, and participating in civil-defense efforts during the initial phase of the war. These activities reflect the emergence of a culture of collective responsibility and civic engagement that extends beyond the traditional functions of educational institutions.

The narratives demonstrate that educators consistently exhibit resilience, dedication, and moral courage in their everyday practices despite experiencing the profound consequences of war in their personal lives. For some respondents, the war resulted in the loss of husbands, sons,

brothers, and other close relatives. Such experiences were identified as among the most difficult challenges faced during the period under study. Participants who had endured bereavement particularly emphasized the necessity of systematic, comprehensive psychological support aimed at developing knowledge and practical competencies for coping with grief, loss, and trauma.

Notably, 58 respondents described individual resource-restoration programs that they had developed and successfully implemented in their own lives following participation in training courses delivered by Israeli psychologists with extensive professional experience in addressing war-related trauma. These programs were designed to strengthen coping capacities, restore emotional balance, and enhance psychological resilience under conditions of prolonged stress and uncertainty.

A substantial proportion of participants (N = 186) articulated a pronounced Ukrainian-centered civic identity and identified this dimension as a distinct theme within their essays. For these respondents, national identity, collective solidarity, and trust in Ukrainian society emerged as significant sources of psychological strength and resilience:

"My greatest resource is that I am Ukrainian. Since the beginning of the war, we have all realized that our strength lies in unity. I believe in our people, our Armed Forces, our volunteers, and all those who care. This undoubtedly inspires and sustains us all. Ukrainians are the true treasure of the nation, the principal resource and superpower of our state."

"Our Ukrainian defenders are a source of inexhaustible strength for me. Their courage inspires me and generates profound gratitude, while the desire to support them motivates me to act."

These statements suggest that national belonging and civic solidarity function not merely as ideological constructs but also as important psychological resources that facilitate adaptation to wartime realities and reinforce individual resilience.

Particular attention should be paid to respondents' reflections on the impact of war on children. Fifteen essays specifically addressed changes observed in students whose formative years have been shaped by the experience of war. Respondents emphasized children's heightened sense of responsibility, empathy, and civic engagement, while simultaneously acknowledging the psychological burden imposed by prolonged exposure to insecurity and loss:

"Children are growing up quickly. Without complaining about the hardships of life, they collect aid for the Armed Forces of Ukraine. It is evident that they deeply miss the 'peaceful life' they once knew."

"Children inspire us through their openness, kindness, and sincerity. They need support and warmth. Most of all, they want to hear that everything will be all right, that victory will come."

These observations underscore the heightened vulnerability of children and adolescents during periods of armed conflict and point to their often-unarticulated need for psychological support, emotional security, and the development of self-help and resilience-building skills.

In the concluding sections of their essays, respondents reflected upon the personal transformations that had occurred as a result of living and working under wartime conditions. Many reported significant changes in their worldview, interpersonal relationships, life priorities, and understanding of personal well-being. These reflections revealed a deeper appreciation of everyday experiences, meaningful interactions with family and colleagues, and a heightened sense of gratitude toward those defending Ukraine's sovereignty and independence.

"The years of war have changed all of us. I have learned to confront my fears, to let go when circumstances require it, to appreciate life, and to notice the subtle beauty around me."

"The last few years have been a severe trial, but we will not only survive these challenges; we will grow through them."
"War is not a reason to put life on hold. I believe one must embrace the principle of living 'here and now' and learn to adapt to circumstances, whatever they may be."

These narratives demonstrate that educators increasingly perceive adversity and stress not solely as sources of suffering but also as catalysts for personal growth and self-development. Their reflections indicate an emerging awareness that difficult life experiences may contribute to the strengthening of personal resources, the reevaluation of values, and the development of greater psychological maturity.
Overall, the findings suggest that resilience among educational professionals is grounded in a complex interplay of professional commitment, family support, civic engagement, national identity, volunteerism, and creative self-realization. Within the context of war, resilience functions not only as a mechanism of recovery but also as a dynamic process of adaptation and transformation that enables individuals to maintain effective functioning, preserve meaning and purpose, and continue contributing to their communities despite prolonged adversity.
Thus, resilience may be understood as one of the most significant psychological capacities that enables Ukrainians to recover and sustain psychological well-being under conditions of war. It manifests itself through confidence in the future, belief in victory, the ability to adapt to ongoing uncertainty, and the determination to move forward while contributing to the development and preservation of society.

Discussion

The findings of this study indicate that resilience among educational professionals represents a multifaceted and dynamic process shaped by the interaction of personal, professional, social, and civic resources. Consistent with contemporary conceptualizations of resilience, participants demonstrated the capacity not only to withstand the psychological consequences of war but also to adapt to rapidly changing circumstances while maintaining professional effectiveness and social engagement.
The results suggest that professional activity served as one of the primary protective factors supporting educators during the initial stages of the full-scale invasion. Commitment to students, educational institutions, and professional responsibilities provided participants with a sense of purpose and continuity, which contributed to their ability to cope with uncertainty and adversity. This finding highlights the important role of meaningful work as a resource for psychological adaptation during periods of crisis.
The study further revealed that family relationships, volunteer engagement, creative expression, and civic identity functioned as significant resilience resources. In particular, respondents' active participation in volunteer activities and their strong identification with Ukrainian national values appeared to strengthen feelings of agency, solidarity, and collective efficacy. These findings support the view that resilience is not solely an individual characteristic but is also embedded within social relationships and community engagement.
At the same time, the narratives reflected persistent manifestations of emotional exhaustion, chronic stress, and psychological fatigue. Although participants demonstrated considerable adaptive capacities, the presence of these indicators suggests that resilience should not be interpreted as immunity to distress. Rather, it should be understood as an ongoing process that requires continuous support and resource replenishment.
The findings underscore the importance of developing systematic psychological support programs for educational professionals. Such interventions should focus on strengthening coping strategies, emotional self-regulation, trauma-informed practices, and opportunities for

peer support. Given educators' critical role in supporting children and adolescents during wartime, enhancing their resilience constitutes an important prerequisite for maintaining both educational quality and the long-term well-being of Ukrainian society.

Resilience represents a complex and multidimensional construct encompassing a constellation of personal characteristics that enable individuals to cope with stress and adverse life circumstances in a constructive manner. From this perspective, resilience facilitates the perception of challenges not merely as obstacles but as opportunities for personal growth and further advancement within an individual life trajectory oriented toward self-realization and success.

The successful development of resilience-related personal qualities contributes to an adequate perception of reality through the application of critical thinking and rational decision-making. It promotes psychological flexibility and adaptive responsiveness to changing circumstances, facilitates the identification of meaningful sources of purpose, strengthens confidence in overcoming adversity, and stimulates the mobilization of personal and social resources. In the context of the ongoing war, resilience also contributes to the consolidation of a Ukrainian-centered civic position, reinforcing social cohesion and individual commitment to shared national values.

The findings of the present study reveal a situation characterized simultaneously by significant emotional strain and heightened professional responsibility among educational professionals. It should be noted that educators' workloads have expanded considerably due to their active involvement in socially significant activities, particularly volunteer initiatives that have become an integral component of their professional and civic engagement during wartime.

The analysis demonstrates that educators' resilience is grounded in a coherent system of personal and professional values characterized by responsibility, commitment to the profession, care for children, organizational competence, and, notably, the capacity to maintain a sense of humor even under adverse circumstances. Collectively, these qualities contribute to effective adaptation and sustained professional functioning under conditions of prolonged uncertainty.

Participants' responses indicate that adaptation to wartime challenges is supported by several interrelated factors. These include concern for the well-being of family members and loved ones, attention to personal physical and mental health, adherence to self-care and supportive practices, engagement in physical activity, maintenance of a connection with nature, participation in creative pursuits, and, for some individuals, a deeper engagement with religious and spiritual practices. Creative activities reported by respondents ranged from handicrafts, gardening, and floriculture to playing musical instruments, writing poetry, and other forms of artistic expression. Such activities functioned as important mechanisms for emotional regulation, meaning-making, and psychological recovery.

Adaptation to the risks and uncertainties associated with wartime life was further facilitated by the development of individualized safety routines, the regular use of supportive psychological practices, and active involvement in socially beneficial activities, particularly volunteering. These strategies contributed to the maintenance of psychological stability and a sense of agency under conditions of chronic stress.

Conclusions.

The analysis of educators' life resources revealed clear indicators of emotional exhaustion, fatigue, and apathy among many participants. These findings suggest a pressing need for targeted intervention and professional psychological support. The dissemination of evidence-based approaches to emotional self-regulation, resource preservation in highly stressful environments, and the creation of supportive professional and social environments may

significantly enhance the resilience of educational professionals. Strengthening resilience has the potential not only to improve professional effectiveness but, more importantly, to safeguard the intellectual and educational capital of the nation during a period of profound social upheaval.

These findings highlight the need for scholars, policymakers, and mental health professionals to develop and implement effective strategies for addressing the large-scale psychological consequences of war. There is a need for a comprehensive multidisciplinary approach aimed at mitigating the long-term effects of trauma within post-war society. Such an approach should integrate psychological, educational, social, and community-based interventions and establish a coordinated framework for responding to the widespread psycho-emotional burden experienced by the population.

Special attention should be directed toward supporting the most vulnerable professional groups. In the context of the present study, educational professionals constitute a priority group due to their critical role in shaping the intellectual, moral, and civic development of future generations. Ensuring their psychological well-being and strengthening their resilience is therefore not only a matter of individual welfare but also an essential prerequisite for the successful recovery and sustainable development of Ukrainian society.

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